

Oregon Department of Public Safety Standards and Training

F-21 Application for Recognition of Supervision Training

Instructions

Purpose

The purpose of this form is to identify training obtained to meet the requirement of OAR 259-008-0025 to complete prescribed supervisory training:

(5) Supervision Course. Public safety officers who are promoted, appointed or transferred to a first-level supervisory position must satisfactorily complete the Supervision course or equivalent training that complies with the requirements outlined in the DPSST Form F-21.

(a) **The required training must be completed no later than 12 months after the promotion, appointment or transfer.**

(b) Applicable training that occurred within five years prior to the promotion, appointment or transfer may be accepted by the Department as satisfying the Supervision training requirement.

Requirements

The required training identified on this form is based on the Job Task Analysis for an Oregon public safety supervisor completed in 2000 and a survey of incumbent supervisors completed in 2009.

To satisfy the training requirements in each subject area the new supervisor must receive training that addresses all of the learning objectives listed for that subject area on this form. The learning objectives in a subject area may be covered in more than one course. **Training may have been received at any time from five years prior to appointment to the supervisory position until one year following appointment, when training requirements must be completed.**

In order to meet the requirements of OAR 259-008-0025 and OAR 259-008-0060, a newly appointed supervisor must receive a minimum of eighty (80) hours of supervisory level training to meet the minimum training requirement for their position.

Specific numbers of hours are not assigned to the training requirements for each subject area listed. However, adequately addressing all the identified learning objectives should result in 80 hours or more of training time to fulfill the required training hours.

FOR THE PURPOSE OF MEETING THE REQUIREMENTS IDENTIFIED ON THIS FORM, the format of the training is at the employing agency's discretion. For example, training may be in a field training or mentoring format, may include one-on-one instruction such as from the jurisdiction's human resources or legal staff, or may be training reportable on an F-6 roster.

It is the agency's responsibility to ensure that formal or informal training provided to the new supervisor has totaled at least 80 hours, to retain documentation of training events, content, and training hours, and to make them available to DPSST when requested.

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This application is not an application for Supervisory Certification. An individual who has also met the training, education, and experience requirements for Supervisory Certification must complete an F-7 Application for Certification in order to apply for Supervisory Certification.

Training Records

The training reported on this form will not be added to your training record unless you submit the training on an F-6 Course Attendance Roster. It is possible that training to meet the requirements of this form may NOT meet the requirements to be included on an F-6 Course Attendance Roster.

At the time an individual is appointed to a supervisory position, DPSST will add **Mandatory Supervision Training** “required” to their training record, unless approved supervisory training had been completed and reported within the past five years. Once training has been completed and the F-21 has been submitted and approved as meeting the supervisory training requirement, DPSST will change the training record entry from “required” to “completed.” As always, agencies will be able to view these training entries for their employees through the Snapshot program.

Instructions:

- The applicant should initial and date indicating when they received training on each of the learning objectives.
- The authorizing supervisor for the applicant should also initial certifying that the applicant has received training in each learning objective.
- The applicant and the applicant’s department head or DPSST certified designee must sign the application.

Return your completed Training Certification page (last page of this document) to:

DPSST, Standards & Certification Program
4190 Aumsville Hwy SE
Salem, OR 97317

QUESTIONS?

Call 503-378-2100 or E-mail schedulecert@state.or.us

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Supervisory Training Completed:

Subject Area 1: Knowing and Managing Yourself			
<u>Instructional Goal:</u> The goal of this section is to provide the student with an understanding of the competencies necessary to be a successful supervisor, and provide the student with the knowledge and skills to effectively utilize their strengths and develop capabilities to address their weaknesses as supervisors.			
<u>Learning/Performance Outcomes:</u> Upon completion of instruction, students will be able to:		Trainee Initials/Date	Approving Supervisor
1.1	Distinguish the differences between the jobs of the supervisor and worker or employee performing front line tasks.		
1.2	Identify and illustrate the competencies (a combination of knowledge, skills, ability, attitude, behaviors, personal qualities and/or experience) required to be a successful supervisor.		
1.3	Explain the importance of interpersonal skills for the supervisor.		
1.4	Compare and contrast effective and ineffective approaches to interpersonal relations; analyze supervisory case studies and recommend actions reflecting effective supervision.		
1.5	Describe the student's own level of development with respect to the competencies required to be a successful supervisor and construct a written plan to develop their capabilities.		
1.6	Outline and contrast the characteristics of transactional (reward/punishment based) and transformational (vision, mission, values based) leadership at the first line supervisory level, and differentiate when, where and why one approach or the other may be effective.		
1.7	Develop a knowledge base and resources that an effective supervisor will use for successful supervision.		

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Subject Area 2: Managing Stress		
<u>Instructional Goal:</u>		
Public safety is a stressful job. The job of first line supervisor contains additional and new stressors that will affect the supervisor's ability to perform their job productively. How supervisors respond to stress can contribute to their sense of well-being, motivation and performance. This unit reviews the sources of stress, how we deal with stress, and provide effective methods for coping with it.		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
2.1	Describe the sources of stress in their personal and professional lives.	Approving Supervisor
2.2	Identify the symptoms of stress that they observe and experience on the job.	
2.3	Identify how stress affects behavior, thinking and attitudes.	
2.4	Outline effective methods of coping with stress (stress management behaviors) including: <ul style="list-style-type: none"> a. Exhibiting appropriate prioritization of job duties b. Adapt work habits to use time efficiently c. Demonstrate effective use of staff resources. (Avoids making unreasonable demands on staff) d. Define healthy life styles that assist in coping with stress (building resilience) 	
2.5	Illustrate appropriate physical and psychological back-up for subordinates and peers affected by stress.	
2.6	Discuss how the perceptions of organizational justice (perceptions of fair treatment within an organization) affect the stress on employees.	

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Subject Area 3: Decision Making / Critical Thinking		
<u>Instructional Goal:</u>		
One of the primary responsibilities of a supervisor is to make decisions. The supervisor is responsible for making decisions about the leadership of personnel for the successful performance of their duties. Indecision and inaction can cause as much harm as, or more than, a poor decision. This unit covers the decision making process and the skills and attitudes necessary for effective decision making at the supervisory level.		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
	Approving Supervisor	
3.1	Define the types of decisions that first line supervisors routinely make.	
3.2	Describe critical thinking as it is used in decision making and problem solving.	
3.3	Identify the environment(s) in which the situation calls for a decision	
3.4	Outline the elements of emotional intelligence (the ability to monitor their own and others' feelings and emotions and use them to help guide one's thinking and actions) needed by the supervisor in order to make effective decisions	
3.5	Describe the types of information needed to make a right decision in differing situations.	
3.6	Identify time factors that affect decision making	
3.7	Design a decision making model that the participant will use at their worksite.	
3.8	Select appropriate priority setting from a field of competing priorities.	
3.9	Illustrate the importance of understanding the frame of reference (set of beliefs and ideas on which you base judgment) when evaluating information and making decisions.	
3.10	Apply a problem solving model to address a specific problem, including at minimum problem identification, the information and resources available that may provide potential responses, and how the effectiveness of the recommended response can be evaluated.	

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Subject Area 4: Motivating			
<u>Instructional Goal:</u> This unit explores the nature of human motivation and provides tools for the supervisor to successfully motivate and empower their workforce to achieve their agency's mission.			
<u>Learning/Performance Outcomes:</u> Upon completion of instruction, students will be able to:		Trainee Initials/Date	Approving Supervisor
4.1	Define the types of human motivation.		
4.2	Explain how job satisfaction affects morale.		
4.3	Describe motivation challenges in the participants work site.		
4.4	Identify methods to effectively motivate a diverse workforce.		
4.5	Identify methods to recognize and reward employees in their agency.		
4.6	Describe effective methods of delegation and empowerment.		
4.7	Relate how the issue of organizational justice affects morale and motivation.		

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Subject Area 5: Leadership in Public Safety Organizations		
<u>Instructional Goal:</u> Leadership in public safety organizations has been changing from traditional command and control to more high involvement models. This unit explores the effective leadership styles and encourages the adoption of effective leadership behaviors.		
<u>Learning/Performance Outcomes:</u> Upon completion of instruction, students will be able to:		Trainee Initials/Date
5.1	Outline the different types of leadership styles.	Approving Supervisor
5.2	Identify effective supervisor behaviors to achieve organizational objectives.	
5.3	Describe when it is necessary for a supervisor to take active engagement and control when appropriate. (Situational Leadership)	
5.4	Examine how providing clear direction that will insure achieving a common purpose.	
5.5	Describe effective communication skills with all ranks and members of the public.	
5.6	Identify how the ethical standards and behavior of a supervisor affects their leadership abilities.	
5.7	Describe how a leader's display of willingness to listen, consider, and act on information as it comes to them (lack of rigidity in thinking) affects their ability to effectively lead other people.	
5.8	Explain how the appropriate balance of stability and change affects the workforce.	
5.9	Describe the role that public safety leadership plays in leading the unit or organization and as a part of other levels of government.	
5.10	Identify the broader leadership situations and issues facing their agency and describe the broader impacts of those situations.	
5.11	Identify the functions a leader performs as a facilitator when working in collaboration with other people and organizations.	

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Subject Area 6: Working in Groups and Teams		
<u>Instructional Goal:</u> Productive organizations generally, and public safety in particular, have moved from a traditional hierarchy of top down management style to team-based operations. This unit explores the role of the supervisor in forming and leading effective teams focused on achieving the mission of the agency.		
<u>Learning/Performance Outcomes:</u> Upon completion of instruction, students will be able to:		Trainee Initials/Date
6.1	Describe the elements of an effective team.	Approving Supervisor
6.2	Define the purpose of a team and teamwork.	
6.3	Identify the supervisor behaviors that are effective in developing a team (Team Building).	
6.4	Describe what the supervisor must do to develop trust within the team.	
6.5	Explain how teams improve from review of team success and mistakes.	
6.6	Describe what effective supervisors do to manage team conflict.	

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Subject Area 7: Managing Conflict			
<u>Instructional Goal:</u> Public safety agencies are constantly in one mode or another of conflict. The list of potential conflict themes seems to be never ending. This unit provides public safety supervisors with tools to recognize the conflict environment, the type of conflict and effective tactics to manage the conflict to create right outcomes.			
<u>Learning/Performance Outcomes:</u> Upon completion of instruction, students will be able to:		Trainee Initials/Date	Approving Supervisor
7.1	Describe the types and sources of conflict that occur within an agency.		
7.2	Inventory and interpret their own conflict management strengths and weaknesses.		
7.3	Describe how they will demonstrate respectful and effective management and resolution of conflict outside of the agency.		
7.4	Describe the supervisor behaviors that they must employ to effectively participate in efforts within an agency to develop a "right outcome" for any conflict that may arise.		

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Subject Area 8: Establishing an Ethical Workplace		
<u>Instructional Goal:</u>		
The responsibility of a supervisor is to ensure that the employees understand and adhere to a professional code of ethics. This unit explores professional ethics in public safety and provides the supervisor with knowledge and tools to create an ethical workforce. It also introduces the concepts of conscious and non-conscious thinking and ethical behavior.		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
8.1	Provide an overview of the origins of public safety codes of conduct.	
8.2	Demonstrate the value for a supervisor's modeling: <ul style="list-style-type: none"> a. open and honest behavior b. courage of own convictions c. high professional standards 	
8.3	Illustrate an understanding of why it is difficult for people to choose the right thing to do versus the easy thing to do (moral courage and delayed gratification).	
8.4	Differentiate the impact of conscious and non-conscious thinking (brain functioning) on human behavior.	
8.5	Illustrate how to create and reinforce an ethical culture.	
8.6	Identify how to strengthen a person's ability to engage in ethical behavior.	
8.7	Analyze and explain the effects of organizational justice on the ethical culture of an agency.	
8.8	Relate how ethical compromise functions in their public safety profession.	
		Approving Supervisor

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Subject Area 9: Managing Performance		
<u>Instructional Goal:</u>		
The performance of public safety personnel is directly related to the quality of the feedback that they receive about the jobs that they do. This unit provides background material on how job performance is defined, measured and reported to the employee by a supervisor.		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
9.1	Define the linkage between the work of an employee and the mission of the agency.	Approving Supervisor
9.2	Identify standards of job performance for an employee	
9.3	Outline methods to be used to guide or coach a subordinate	
9.4	Discuss methods to prioritize tasks when faced with multiple competing priorities	
9.5	Demonstrate methods to describe poor performance or inappropriate behavior	
9.6	Define "reasonable demands" on subordinates	
9.7	Discuss and illustrate approaches to provide effective performance feedback to subordinates.	

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Subject Area 10: The Legal Parameters		
<u>Instructional Goal:</u>		
<p>The public safety supervisor has specific responsibility to enforce the labor agreement(s), if any, that the agency has with its employees. Additionally they are responsible for the enforcement of state and federal labor laws including the Fair Standards Labor Act, Public Employees Public Bargaining Act, federal civil rights laws, various leave acts, disability acts, workplace safety and risk management. This unit provides the supervisor with introductory information on the legal issues for the supervisor.</p>		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
10.1	Illustrate the collective bargaining process under applicable regulations.	
10.2	Identify mandatory verses non-mandatory topics of collective bargaining.	
10.3	Enumerate employee labor rights.	
10.4	Define the elements of just cause.	
10.5	Define the stages of discipline.	
10.6	List the pitfalls of the disciplinary process.	
10.7	List the role of the union representative in the disciplinary process.	
10.8	Outline methods of effective risk management.	
10.9	List resources for research and reference for the labor topics covered in the unit of instruction.	
10.10	Identify and describe employee actions which are protected as Constitutional rights.	
10.11	Analyze the parameters that establish how to conduct an effective and legal internal (personnel) investigative process.	
10.12	Identify and describe employee actions which are protected under either state or federal statutes.	

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Subject Area 11: Use of Research and Information		
<u>Instructional Goal:</u>		
Given existing economic and political environments, public safety supervisors must always be looking for ways to improve practices to ensure that they are delivering a product in the most efficient and effective way. To improve organizational performance requires maximizing the use of the resources available; and to accomplish this requires that public safety supervisors know how to improve performance based on the research that demonstrates what works in enhancing community safety.		
<u>Learning/Performance Outcomes:</u>		
Upon completion of instruction, students will be able to:		Trainee Initials/Date
11.1	Provide examples of where to find information from reputable research on what works to reduce crime and enhance community safety.	
11.2	Explain a problem solving model and how to use information in developing solutions to problems they face within the communities they serve.	
11.3	Outline approaches to evaluating the results or outcomes of problem solving efforts.	
11.4	Explain and provide examples of trends that are likely to present future challenges for public safety.	
		Approving Supervisor

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Subject Area 12: Operational Knowledge and Skills		
<u>Instructional Goal:</u>		
The public safety supervisor has specific responsibilities as a supervisor within their individual agency; the supervisor's responsibilities may be based on policy, procedures or practices within the agency. These learning outcomes reflect some general areas of responsibility which may or may not be applicable to their position within their agency.		
<u>Learning/Performance Outcomes:</u>		
On the job, students will be able to:		Trainee Initials/Date
		Approving Supervisor
12.1	Outline generally their authority and responsibility.	
12.2	Explain their authority and responsibility with respect to discipline.	
12.3	Identify their responsibility with respect to training and development of agency personnel	
12.4	Relate their responsibilities for communications and information flow	
12.5	Describe their role in labor relations	
12.6	Outline their authority and responsibilities in scheduling the work of agency personnel	
12.7	Explain their responsibilities in time sheet/payroll processing	
12.8	Identify their responsibilities to maintain written records/files.	
12.9	List their roles and responsibilities in maintaining fair and non-discriminatory workplace	
12.10	Outline their responsibilities when an employee is injured on the job.	
12.11	Illustrate their responsibilities in monitoring the work effort and output of their people	
12.12	Explain their responsibility in managing major incidents	
12.13	Identify the key elements and processes of the agency's performance evaluation system	

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Training Certification

Applicant:

Last Name	First	MI	DPSST #
Agency Name:			

Certifications:

Applicant for Training: I affirm that all the learning objectives have been addressed and that at least 80 hours of training was involved in meeting the training requirements. I understand that falsification of this document makes my certification(s) subject to denial or revocation under ORS 181A.640 and OAR 259-008-0070.

Print Name of Applicant *Signature* Date

Applicant's Department Head: I affirm the above information is true and correct, AND that the applicant has obtained leadership training totaling at least 80 hours to meet this requirement. I understand that falsification of this document makes my certification(s) subject to denial or revocation under ORS 181A.640 and OAR 259-008-0070.

Print Name of Department Head *Signature* Date

Upon completion of all required training forward this page ONLY to:
Department of Public Safety Standards and Training
4190 Aumsville Hwy SE
Salem, OR 97317
Phone: 503-378-2100 Fax: 503-378-4600
E-mail: schedulecert@state.or.us
www.oregon.gov/DPSST