



## Supervisor Enhancement Sessions—Fall 2007

| Date/Time                                 | Site   | Module Title   | Module Description   |
|---|--|--|--|
| October 30, 2007<br>8:30 AM—<br>12:00 PM  | Timexpo—<br>Waterbury,<br>CT                   | <i>Leadership Think Tank</i>                         | Leaders are problem solvers and problem solvers think critically and creatively. Elements of critical thinking include: mind actions and process assessments of decision making and problem solving of learning style assessments (left brain, right brain) This session looks at Venn diagrams as problem solving tools and strategic thinking cases for thinking creatively.                   |
| October 30, 2007<br>1:00 PM—<br>4:30 PM   | Timexpo—<br>Waterbury,<br>CT                   | <i>The Successful Leader</i>                         | Supervision 101: Individuals will learn basic elements of critical thinking and how it relates to their career and everyday life. Leadership being the focus, time will be spent on personal trait characteristics and habits of successful leaders, as well as, how to control change in a rational way.  |
| November 13, 2007<br>8:30 AM—<br>4:30 PM  | Timexpo—<br>Waterbury,<br>CT                   | <i>Public Speaking</i>                               | Participants will learn the fundamentals of speech communication. They will listen to, deliver, discuss and respond to presentations of increasing complexity. Emphasis will be placed on organization, analysis and elements of speech delivery including effective verbal and non-verbal aspects of communication.   |
| November 27, 2007<br>8:30 AM—<br>4:30 PM  | CRT—<br>Hartford, CT                           | <i>Conflict Transformation</i>                       | This customized program for DDS supervisors will strategies and techniques for acknowledging and handling conflict in the workplace. Content based on studies, surveys and observations from DDS group homes.  |
| December 11, 2007<br>8:30 AM—<br>4:30 PM  | TRCC—<br>Norwich, CT                           | <i>Motivating and Delegating</i>                     | People are an organizations most valuable resource. The most effective managers and supervisors are those who can get the most production out of their staff in a positive manner while achieving the organization's goals and objectives. The focus will be on the delegation and motivation which supervisors can use with their staff in order to successfully meet the organization's needs. |
| December 18, 2007<br>8:30 AM—<br>12:00 PM | DMR South<br>Region<br>Office—New<br>Haven, CT | <i>How to be a Confident Writer in the Workplace</i> | Using a process for writing and knowing the basics of writing are the keys. This practical and interactive workshop will provide the tools and the confidence needed for successful workplace writing: memos, letters, reports and emails.   |
| December 18, 2007<br>1:00 PM—<br>4:30 PM  | DMR South<br>Region<br>Office—New<br>Haven, CT | <i>Conducting Effective Meetings</i>                 | Design to provide proven strategies on running productive meetings while meeting the group's objectives. A win-win solution for all. "It is not enough to be busy; the ants are busy. What are we busy about?" H.D. Thoreau. Tools and strategies for setting goals, agendas and staying on track will be discussed.   |
| 24/7 Access                               | Online—CDS                                     | Supervision Modules                                  | College of Frontline Supervision:<br><a href="http://www.collegeofdirectsupport/CT">http://www.collegeofdirectsupport/CT</a>   |



## DIRECTIONS

**Timexpo Museum**  
175 Union Street  
Brass Mill Commons Mall  
Waterbury, CT 06706  
(203) 346-5722

### **From Danbury:**

- Take I-84 East to Exit 22 (Baldwin Street/downtown Waterbury).
- Stay straight to go to Market SQ.
- Turn left onto South Main Street
- Turn right onto Union Street
- Museum is on your left

### **From Hartford:**

- Take I-84 West to exit 22 (towards downtown Waterbury).
- Turn left onto Union Street.
- Museum is on the left.

### **From Stamford / Bridgeport**

- Take I-95 North to exit 27A /CT-8.
- Take CT-8 North to exit 31/I-84 East (Hartford)
- Follow I-84 East to exit 22(Baldwin Street/downtown Waterbury).
- Stay straight to go to Market SQ.
- Turn left onto South Main Street
- Turn right onto Union Street
- Museum is on your left



## DIRECTIONS

**Community Renewal Team**  
555 Windsor Street,  
Hartford Connecticut 06120

### From 91 N and S

- Take the Trumbull Street exit #32 B stay straight on Trumbull Street. Take right onto Windsor Street. Follow for 1.5 miles to #555, a gray building is on the left.

### From I-84 East

- Take the Main Street exit #50, turn left onto Trumbull Street.. Turn left onto Windsor Street. Follow for 1.5 miles to #555, a gray building is on the left.

### From I-84 West

- Take the Main Street exit #50. Turn Right onto Market Street. Turn Left onto Pleasant Street. Turn Right onto Windsor Street. #555, a gray building is on the left.

Visitor parking is on the right, across the street from the building.

Please see receptionist upon entering





## DIRECTIONS

**Three Rivers Community College**  
Thames Valley Campus, Room 206  
574 New London Turnpike  
Norwich, CT 06109

### **From Groton/Mystic/ New London\***

- Follow I-95 south to Route 32 to I-395. Take Exit 80 east. (travel time 15 minutes)

### **From Colchester and points West:\***

- Follow Route 2 east until it merges with Route 32 south. Take Exit 28S onto I-395 south to Exit 80. Take a left at the end of the Exit ramp (Route 82 West Main Street). (travel time 23 minutes)

### **From Jewett City and points North\***

- Take I-395 south to Exit 80. Take a left at the end of the Exit ramp (Route 82 West Main Street). (travel time 20 minutes)

### **From Ledyard/Navy Sub Base area:\***

- Follow 2A (Mohegan Pequot Bridge) to I-395 north. Take Exit 80 east. (travel time 25 minutes)

### **From New Haven and points south\***

- Take I-95 north to I-395 north (exit 76). Take I-395 north to Exit 80 east.

### **\*From all points above:**

- Go five lights down to New London Turnpike. Turn right. Thames Valley campus is about .2 miles on left.



## DIRECTIONS

### DMR – SOUTH REGION

370 JAMES STREET

NEW HAVEN, CT

Phone: (203) 974-4200

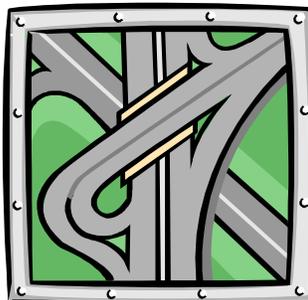
The entrance to the DMR Offices is on the third floor. The training room is the first room to the left after entering the DMR South Region New Haven Satellite Office.

#### From the North:

- Take I-91 South toward NEW HAVEN
- Take the WILLOW ST exit- EXIT 6- toward US-5 / BLATCHLEY AVE. 0.2 miles
- Turn LEFT onto WILLOW ST. 0.1 miles
- Turn RIGHT onto STATE ST / US-5. 0.1 miles
- Turn LEFT onto JAMES ST. 0.2 miles
- Turn right after 370 James St. The parking lot is behind the building.

#### From the South:

- I-91 N toward HARTFORD.
- Take the STATE ST / US-5 exit- EXIT 5- toward FAIR HAVEN. 0.1 miles
- Turn RIGHT onto JAMES ST. 0.2 miles
- Turn right after 370 James St. The parking lot is behind the building.





## Program Elective Modules—Online

### College of Direct Support Program Instructions:

These directions are intended to assist employees in accessing the CDS online training. These courses are enhancements to your learning and it is recommended you complete them within 120 days of the Supervisor Certificate Program - Learning to Lead! This time may be flexible depending on the amount of time you need to complete your required CDS training.

Each CDS course contains a number of lessons. As you work through the lessons, use your time wisely. If you need to stop in the middle of a lesson, you will be brought back to the same page the next time you open that lesson.

You will be prompted to take a short test at the end of each lesson. In order to complete the lesson, you must attain the minimum passing score. If you don't pass the test on the first try, you may take it a second time. If you are not able to pass the test after two attempts, you should contact your supervisor for assistance in completing the lesson.

### How to access the CDS

Log in to the DMR LAN with your user ID. If you are not a DMR LAN user, you may use a generic training ID and password (using lower case letters) listed below:

user ID: **dmrtraining2**

password: **dmrtraining2**

Start Internet Explorer by double-clicking the icon (the blue e) on the computer desktop or at the bottom of the screen. Type the CDS address into the Address bar at the top of the screen:

**[www.collegeofdirectsupport.com/CT](http://www.collegeofdirectsupport.com/CT)**

Press the **Enter** key.





## College of Direct Support Program Instructions, *continued*:

On the College of Direct Support login page, type your CDS User ID where indicated

**NOTE:** your CDS user ID is not the same as your DMR LAN user ID. You should already have received your user ID and password from the Educational Support Unit.

The CDS password for all new users is **hello** (you can change this later if you wish). Press the **Enter** key or click the **Login** button on the screen. This will bring you to your CDS Personal Page.

**NOTE:** the first time that you log in to the CDS, you will be asked to accept the WebInservice KDS Registered User Agreement. Scroll to the bottom of the page, click on the check box on the right, then click Send My Response.

Click on the **View** button next to My E-learning Lessons:

The screenshot shows the user interface of the College of Direct Support. At the top, there is a logo for the College of Direct Support and the text 'COLLEGE OF DIRECT SUPPORT AN INTERNET-BASED COLLEGE FOR DIRECT SUPPORT PROFESSIONALS'. Below this is a navigation menu with tabs for 'Home', 'E-learning', 'Classes & Events', 'Surveyor', 'Reports', 'Tools', 'Credits', and 'Logout'. The user's name 'Maureen Evelyn' is displayed in the top right corner. The main content area is titled 'Personal Page for: Maureen Evelyn' and features a 'webinservice' logo. Under the 'Manage' section, there are three items: 'My E-learning Lessons' with a 'View' button and '11 lessons due', 'My Classes & Events' with a 'View' button and '0 event scheduled in the next 15 days', and 'My Surveys' with a 'View' button. Below this is a 'Quick Links' section with several 'View' buttons for 'My Transcript - All Training', 'Self Enroll - Classes & Events', 'Self Enroll - E-learning', 'Information & Announcements', and 'Change My Password'. A red arrow points to the 'View' button for 'My E-learning Lessons'.



## College of Direct Support Program Instructions, *continued*:

You will see the lessons that have been assigned to you:

| Lesson Name (click to begin)   | Test | Eval | Due        | Status | Started    | Completed | Pretest Score Date | Score Date |
|--|------|------|------------|--------|------------|-----------|--------------------|------------|
| <a href="#">Supporting Healthy Lives: Living Healthy Lives</a>                   | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Supporting Healthy Lives: Health Across the Lifespan</a>             | Test |      | 08-21-2007 | X      | 05-23-2007 |           |                    |            |
| <a href="#">Supporting Healthy Lives: Individual Health Needs</a>                | Test |      | 08-21-2007 | X      | 06-04-2007 |           |                    |            |
| <a href="#">Supporting Healthy Lives: Signs and Symptoms of Illness</a>          | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Supporting Healthy Lives: Care of Common Health Conditions</a>       | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Supporting Healthy Lives: Working with Health Care Professionals</a> | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Personal Care: Understanding Personal and Self Care</a>              | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Personal Care: Individualizing Personal Care</a>                     | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Personal Care: The Basics of Hygiene</a>                             | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Personal Care: Basics of Grooming and Dressing</a>                   | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |
| <a href="#">Personal Care: Oral Care</a>   | Test |      | 08-21-2007 | X      | 06-06-2007 |           |                    |            |

Click on the **E-Learning by Module** tab to list your lessons by course name. This is a good way to organize the courses so that you can complete your required lessons, and see which lessons you have completed, and which lessons you still need to complete. A red **X** in the status column means that lesson still needs to be completed, and a green **✓** means you have finished that lesson.

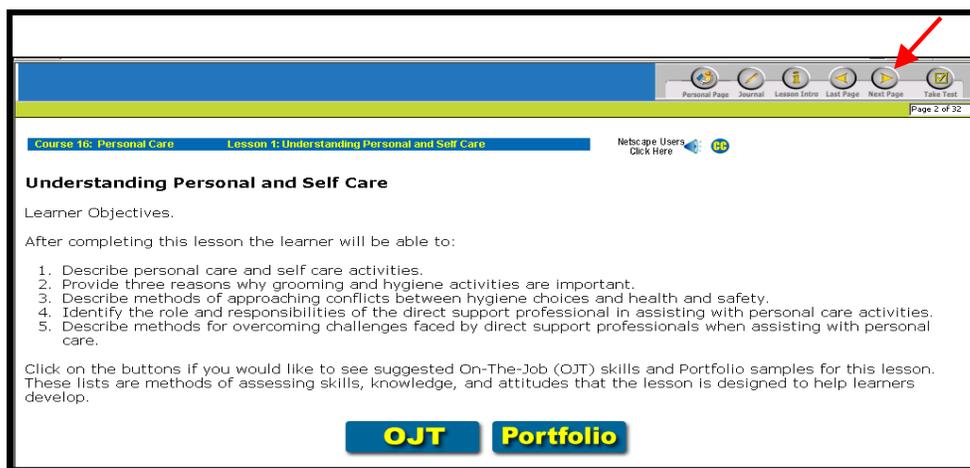
| Module Name   | Test | Eval | Due        | Status | Started    | Completed  | Pretest Score Date | Score Date |
|---|------|------|------------|--------|------------|------------|--------------------|------------|
| <b>Lessons in Module: CT DMR Personal and Self-Care</b>                 |      |      |            |        |            |            |                    |            |
| <a href="#">Personal Care: Understanding Personal and Self Care</a>     | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Personal Care: Individualizing Personal Care</a>            | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Personal Care: The Basics of Hygiene</a>                    | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Personal Care: Basics of Grooming and Dressing</a>          | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Personal Care: Oral Care</a>                                | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Personal Care: Introduction</a>                             |      | eval | 08-21-2007 | ✓      | 06-06-2007 | 06-13-2007 |                    |            |
| <b>Lessons in Module: CT DMR Supporting Healthy Lives</b>               |      |      |            |        |            |            |                    |            |
| <a href="#">Supporting Healthy Lives: Living Healthy Lives</a>          | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |
| <a href="#">Supporting Healthy Lives: Health Across the Lifespan</a>    | Test |      | 08-21-2007 | X      | 05-23-2007 |            |                    |            |
| <a href="#">Supporting Healthy Lives: Individual Health Needs</a>       | Test |      | 08-21-2007 | X      | 06-04-2007 |            |                    |            |
| <a href="#">Supporting Healthy Lives: Signs and Symptoms of Illness</a> | Test |      | 08-21-2007 | X      | 06-06-2007 |            |                    |            |



## College of Direct Support Program Instructions, *continued*:

Click on the name of the lesson you want to start. Work your way through each lesson: always listen to the narrator first, and then read the information on the page. Follow the instructions that you are given by the narrator or onscreen.

The toolbar at the top is always the same on each page. You can go to the next page in the lesson by clicking the right arrow (**Next Page**), or go back to the previous page by clicking the left arrow (**Last Page**):



When you finish a lesson, click on the **Take Test** button on the toolbar. You should take the test immediately after completing the lesson while the information is fresh in your mind.

To leave a lesson and return to **My E-learning Lessons** at any time, click **Personal Page**. The next time you return to that lesson, you will start at the same page that you were viewing when you left.

To exit the CDS, click **Logout**.





## College of Direct Support Program Instructions, *continued*:

### How to change your password

On your Personal Page, click the **Tools** tab then **Change Password**.

The screenshot shows a Microsoft Internet Explorer browser window displaying the WebInservice KDS application. The address bar shows the URL: <http://app20.webinservice.com/KD550a/PersonalPage/PersonalPage.asp>. The page header includes the College of Direct Support logo and navigation tabs: Home, E-learning, Classes & Events, Surveyor, Reports, Tools, Administration, and Logout. A red arrow points to the 'Tools' tab, which is open, showing a dropdown menu with options: References & Links, Personal Journal, View Profile, and Change Password. The 'Change Password' option is highlighted in blue. Below the navigation, the page displays 'Personal Page for:' followed by sections for 'Manage' (My E-learning Lessons, My Classes & Events, My Surveys) and 'Quick Links' (My Transcript - All Training, Self Enroll - Classes & Events).

Follow the instructions to change your password.

**NOTE:** passwords are **case sensitive**. For example:  
**bluebird** is not the same as **Bluebird**.

Write your new password down and keep it in a safe place where you will be able to find it later. If you forget your password, contact your regional Staff Development Coordinator for assistance.



# College of Frontline Supervision Course Descriptions & Objectives

## Fueling High Performance

This course focuses on reducing turnover among high-potential staff by providing professional development opportunities and by establishing consistent and high performance requirements. It reviews a number of important interventions that give structure and definition to expectations that promote high quality performance. The following lessons are included in this course:

### Competency Based Training

- Define and Explain Employee Development Plans.
- Describe the Benefits of Employee Development.
- Describe the role of the Frontline Supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development plans.

### Employee Development

- Define and Explain Employee development plans.
- Describe the benefits of employee development.
- Describe the role of the frontline supervisor in supporting employee development.
- Effectively support employees in creating and updating employee development **plans**.

### Build a Successful Team

- Describe teams and their importance.
- Use a 7-step process for developing healthy teams.
- Use communication and conflict management skills to support team development.

### Coaching and Positive Discipline

- Describe the purpose and benefits of performance coaching.
- Use a variety of methods and styles to coach performance issues.
- Use feedback effectively in performance coaching.
- Identify the role of the frontline supervisor in providing performance coaching to direct support professionals.

### Employee Participation, Motivation and Recognition

- Describe participatory and empowering management styles and their importance to employee satisfaction and performance.
- Use methods to improve the status and image of direct support professionals.
- Implement strategies related to employee participation, motivation, and recognition.



## Recruitment and Selection

You will not retain the right staff if you cannot find and hire them. This course will help you understand how to bring more potential employees to your door and how to choose the best of those who apply. The following lessons are included in this course:

### Recruitment and Marketing

- Effectively identify and use unique information regarding the employer in recruitment and marketing strategies.
- Describe the difference between inside and outside recruitment sources and use each in the most effective way.
- Use methods of recruitment that improve the chances of finding direct support professionals who are likely to be a good match to positions.
- Developing an effective marketing plan using the eight steps described in the lesson.
- Plan for barriers and challenges in recruitment and marketing and ways to overcome these challenges.

### Realistic Job Previews

- Define Realistic Job Previews: how they are used and why they are important retention tools.
- Identify the five key characteristics of an effective Realistic Job Preview and use them to evaluate existing RJPs.
- Describe at least three different Realistic Job Preview delivery methods.
- Complete a five step plan for a Realistic Job Preview that incorporates the five characteristics of an effective RJP.

### Selection and Hiring

- Describe five components of effective selection practices.
- Identify at least three question styles and how they can improve the selection process.
- Effectively screen applicants before an interview.
- Conduct an effective interview.
- Select and match the best candidates for the position.





## Training and Orientation

This course reviews the need for assessing employee skills as the foundation of successful training and development programs. It teaches various components of training and how training practices can influence retention rates. The following lessons are included in the course:

### Understanding Training

- Define training and its purpose.
- Describe training challenges common to community support services.
- Describe why training is important to the overall success of an organization and the quality of services.
- Describe the correlation between training and performance.
- Identify key components to effective training.
- Identify the frontline supervisor's role in supporting direct support professional training opportunities.

### Choosing Training Topics

- Identify important factors that influence the choice of training topics.
- Describe three existing industry job analyses and how they can be used to identify training topics.
- Describe the influence of changing paradigms of services on topic selection.
- Identify methods for identifying individual employee topic needs.
- Describe possible influences of new worker pools on topic selection.
- Describe methods for locating effective training resources and opportunities

### Choosing Training Methods

- Identify common problems with training practices.
- Describe the needs of adult learners.
- Accommodate different learning styles and use a variety of effective training methods.
- Describe important considerations for choosing training methods.

### Understanding Employee Assessment

- Define employee assessment.
- Describe why employee assessment is important.
- Use several methods to assess employees.
- Describe who should be involved in employee assessment.
- Describe the frontline supervisor's role in using employee assessment to guide training.

### Orientation Practices

- Use methods for discovering poor orientation or lack of orientation are leading to unnecessary turnover.
- Describe the purpose of orientation.
- Use effective methods for supporting a diverse workforce through orientation practices.
- Use a variety of strategies to improve current orientation practices.
- Use mentoring as an orientation strategy.
- Describe possible roles for the frontline supervisors and/or managers in orientating new employees.



## Developing Interventions

This course teaches learners how to develop an effective plan for employee retention based on analysis of specific needs in their service settings. It teaches learners how to calculate and track turnover and vacancy rates and how to use the results to select the best interventions and monitor progress. It also teaches how to anticipate and overcome barriers and challenges in implementing intervention plans. The following lessons are included in the course:

### Understanding the Intervention Plan

- Describe the importance of creating and maintaining a plan to reduce turnover and vacancy rates.
- Describe the seven (7) fundamental components of an intervention plan to reduce turnover and vacancy rates.
- Identify key considerations and methods within each of the seven (7) components of an intervention plan.

### Assessing the Challenge - Part 1

- Describe why it is important to collect and analyze data about turnover, tenure, and vacancy rates.
- Define the terms: baseline, tenure, turnover, and vacancy rates.
- Describe important steps in preparing information prior to computing turnover, tenure and vacancy rates.
- Compute the crude separation rate (turnover) of direct support professionals as it applies to your situation.
- Compute tenure rates for direct support professionals as they apply to your work situation.
- Compute the vacancy rate of direct support positions as applies to your situation.

### Assessing the Challenge - Part 2

- Select additional assessment methods based on your turnover, vacancy, and tenure results (retention trends).
- Identify five areas to assess beyond retention trends prior to selecting intervention strategies.
- Describe five methods of collecting information to assess workforce challenges and describe some pros and cons of each method.
- Identify existing tools that can be used to assess challenges in recruitment and retention of high quality direct support professionals.
- Describe key steps and considerations regarding creating a new survey.

### Developing Your Intervention Plan

- Complete all aspects of the intervention plan based on actual baseline turnover data.
- Establish a schedule for collecting and analyzing information regarding challenges.
- Select effective interventions to meet your challenges.
- Create specific and manageable goals and timelines for your plan.



## Program Evaluation

| Course Content: <b>Self Awareness &amp; Supervision—9/18/07</b>                         | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understood the objectives of the workshop.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The objectives of the workshop were met.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activities were interesting and relevant.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of time scheduled was adequate.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This course helped me better understand what <b>being a supervisor</b> means,           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel I have new skills to used when faced with <b>supervisory</b> issues.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Facilitator: Louise Summa</b>  |                          |                          |                          |                          |
| The facilitator was knowledgeable about the subject.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator had good listening skills.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator encouraged audience participation.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Facilitator made good use of the time.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Course Content: <b>Ethics—9/18/07</b>   | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
| I understood the objectives of the workshop.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The objectives of the workshop were met.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activities were interesting and relevant.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of time scheduled was adequate.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This course helped me better understand what <b>my supervisor responsibilities</b> are. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel I have new knowledge to use when faced with Ethical issues.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| Facilitator: <b>Jim Welsh</b>                               | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The facilitator was <b>knowledgeable</b> about the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator had good listening skills.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator encouraged audience participation.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Facilitator made good use of the time.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Course Content: <b>DMR Work Culture—9/18/07</b>                               | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I understood the objectives of the workshop.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The objectives of the workshop were met.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activities were interesting and relevant.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of time scheduled was adequate.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This course helped me better understand what <b>being a supervisor</b> means, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel I have new skills to used when faced with <b>work culture</b> issues.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Facilitator: <b>Teresa Gonzalez</b>                  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| The facilitator was knowledgeable about the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator had good listening skills.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The facilitator encouraged audience participation.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Facilitator made good use of the time.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Your Name: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_