

CHAPTER 22
CAREER DEVELOPMENT TRAINING FOR MIDDLE MANAGERS

REVISED FEBRUARY 2018

TABLE OF CONTENTS

<u>GENERAL</u>	22-3
<u>POLICY</u>	22-3
<u>RESPONSIBILITIES</u>	22-4
Employee	22-4
Commander	22-4
Division	22-4
Organizational Development Section	22-5
 <u>ANNEXES</u>	
<u>A</u> – MIDDLE MANAGERS’ CAREER DEVELOPMENT PLAN	22-7
<u>B</u> – MIDDLE MANAGERS’ ASSESSMENT, BEHAVIORAL DIMENSIONS	22-9

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CHAPTER 22

CAREER DEVELOPMENT TRAINING FOR MIDDLE MANAGERS

1. GENERAL. The Department supports and provides assistance to newly promoted and newly hired uniformed and nonuniformed middle managers. It will be the responsibility of commanders to assess new middle managers' capabilities and provide assistance for development when needed. Out-service training funds will be provided whenever possible to address identified training needs.

2. POLICY.

a. During the one-year probationary period, commanders shall evaluate all newly promoted or newly hired middle managers using the eight-dimension criteria. These dimensions are considered critical for success at the middle manager level. Commanders shall refer to Annex B, Middle Managers' Assessment, Behavioral Dimensions, to determine whether a training need exists.

b. In the event a new middle manager has no training needs, the commander shall prepare a memorandum stating an evaluation was conducted and no training needs were identified.

c. If developmental needs for a new manager are identified within the probationary period, a Career Development Plan (CDP) shall be prepared by the commander (refer to Annex A, Middle Managers' Career Development Plan). Alternatives to formal training, such as responsibility for special projects or programs, assignment to a committee or task force, etc., should also be considered when developing the training plan. (Refer to Annex A for a sample CDP.) The CDP shall include the following:

(1) Strengths and developmental areas for the employee.

(2) The proposed steps to improve developmental areas.

(3) Specific time frames for completion.

d. Training needs shall be identified and a CDP prepared within the employee's probationary period. The developmental process shall take place as soon as possible; however, training and/or special assignments to address developmental needs may take place subsequent to the probationary period.

e. If out-service training is deemed appropriate as part of the developmental process, a CHP 50, Request for Out-Service Training, shall be prepared in accordance with Chapter 8, Out-Service Training, of this manual. Training identified through this process shall be considered job-required (Category 1), and funding will be provided through Division training funds.

f. All requirements for approval, processing, routing, and filing both CDPs and CHP 50s are outlined in Chapter 8 and Chapter 9, Career Development Program, of this manual.

3. RESPONSIBILITIES.

a. Employee. Employees are responsible for their own development; i.e., working with their commanders to identify courses and ensuring timely training is accomplished.

b. Commander.

(1) Commanders are expected to take an active part in the development of all new middle managers to ensure they have a fair and consistent opportunity for development. Commanders are responsible for determining training needs by utilizing the eight-dimension criteria. (Refer to Annex B.)

(2) If developmental training needs are not identified, commanders shall prepare a memorandum to that effect. The original memorandum shall be filed in Section B of the Field Personnel Folder for permanent retention. A copy shall be forwarded to the Organizational Development Section (ODS).

(3) If developmental training needs are identified, commanders shall prepare a CDP. The original CDP shall be filed in Section B of the Field Personnel Folder for permanent retention. Copies shall be made and distributed as follows: one copy attached to any CHP 50 for CDP-related out-service training to ensure consistency with identified training needs; one copy to the appropriate Division commander; and one copy to the ODS.

(4) Commanders shall ensure the appropriate notation is made in Section C on the employee's CHP 118MM, Performance Appraisal-Middle Manager (refer to Highway Patrol Manual 10.10, Performance Appraisal Manual, Chapter 5, Performance Appraisal Process for Noncommand Lieutenants and Nonuniformed Middle Managers), that either "No training needs were identified," or "CDP has been prepared and training needs are being addressed."

c. Division.

(1) Training requests resulting from an evaluation of training needs shall be approved by the Division commander.

(2) Division Out-Service Training Coordinators shall maintain course catalogs and seminar brochures, as well as information on local college programs, and be available to assist employees and commanders in identifying appropriate training courses.

d. Organizational Development Section.

(1) The ODS will maintain a database of all newly promoted or newly hired middle managers. As necessary, following the end of the probationary period, the ODS will notify a Division if ODS has not received the CDP or the memorandum advising that no training needs were identified.

(2) If training courses are not available locally, the ODS shall assist commanders in locating appropriate training in other locations throughout the state.

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ANNEX A

MIDDLE MANAGERS' CAREER DEVELOPMENT PLAN

State of California

Transportation Agency

Memorandum

Date: June 1, 20--

To: Pacific Cove Area
Attention: (Name of Employee)

From: DEPARTMENT OF CALIFORNIA HIGHWAY PATROL
Pacific Cove Area

File No.: 12.3456.Sample

Subject: CAREER DEVELOPMENT PLAN

Since your promotion to (*lieutenant, Staff Services Manager, Data Processing Manager, etc*), your performance has been measured against eight dimensions, which are the skills and attributes considered to be essential for middle managers of the Department. Overall, you are viewed as being a sincere, dedicated professional.

My observation of your job performance during your assignment here is judged to be high in a number of dimensions, including Written and Oral Communication, and Initiative. However, two dimensions have been identified where you could benefit from development. The areas are Problem Analysis and Decision Making. We have discussed the need for development in these areas, and you have indicated a desire to attend training courses or take on assignments which will enable you to improve those skills.

As a result of our past discussions relative to your job performance, the following Career Development Plan has been established:

Training

- You will attend two out-service courses in problem solving. The first course entitled, "Rational Problem Solving" by the Acme Management Training Institute, will be completed by October 1, 20--. You will also attend a three-unit college course entitled, "Creative Problem Solving" at the Pacific Cove Community College. This course will be completed by January 15 of next year. Improvement in the area of problem solving should also improve your ability to make timely and accurate decisions.

Safety, Service, and Security
CHP 51 (Rev. 06/2013) CH 016



An Internationally Accredited Agency

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS *(continued)*

Pacific Cove Area
Page 2
June 1, 20—

Development

- Effective November 1, 20—, this Area will begin negotiating contractual arrangements with the city of Pacific Cove relative to the use of California Highway Patrol personnel within the city limits. You will coordinate this project and will be responsible for the final outcome of this effort. This project should give you ample opportunity to utilize your problem analysis and decision-making skills.

Follow-Up

- Effective immediately, you will schedule meetings with me as close as possible to the first work day of each calendar quarter. At that time, we will review and discuss your work in the dimensions of Problem Analysis and Decision Making.
- Your annual performance appraisal is due January 30, 20—. The two areas identified for development will be appraised in terms of both job performance and your efforts toward improving performance.

In closing, I would like to point out I consider you to be a competent, effective manager, and it is a pleasure to have you as a member of my management team. The developmental plan laid out here is intended only to assist you in becoming an even more effective manager.

A. B. SMITH, Captain
Commander

cc: Personnel and Training Division
Organizational Development Section

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS

The following behavioral dimensions (skills, traits, and attributes) are considered to be critical to success at the middle manager level. These dimensions shall be used by commanders to evaluate newly promoted or newly hired uniformed and nonuniformed middle managers during their one-year probationary period to identify developmental needs:

- 1. ORAL COMMUNICATION:** Effectiveness of expression in individual and group situations (including gestures and nonverbal communication), the ability to create a good impression and command attention and respect, and the ability to organize and present material in a convincing manner to gain agreement or acceptance.
- 2. WRITTEN COMMUNICATION:** Effectiveness of expression in writing, including the ability to use proper grammar, spelling, and sentence structure.
- 3. INTERPERSONAL INSIGHT:** Perceiving and reacting to the needs of others. Objectivity in perceiving impact of self on others, including on the organization.
- 4. PROBLEM ANALYSIS:** Skill in identifying problems, securing relevant information, identifying possible causes of problems, and the ability to actively influence events rather than passively accepting. Taking action beyond what is necessarily called for.
- 5. JUDGMENT:** Ability to develop alternative solutions to problems, to evaluate courses of action, and reach logical decisions. Ability to modify behavioral style and management approach to reach a goal and gain cooperation of others.
- 6. DECISIVENESS:** Readiness to make decisions, render judgment, take action, or commit oneself.
- 7. PLANNING AND ORGANIZATION:** Ability to efficiently establish an appropriate course of action for self or others to accomplish a specific goal, to make proper assignments of personnel, and to use resources appropriately.
- 8. DELEGATION AND CONTROL:** Effective use of subordinates, and establishing procedures to monitor and regulate activities of subordinates.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Oral Communication

Effectiveness of expression in individual and group situations (including gestures and nonverbal communication), the ability to create a good impression and command attention and respect, and the ability to organize and present material in a convincing manner to gain agreement or acceptance.

Behaviors that demonstrate skill in **Oral Communication**:

- Speaking clearly, using the appropriate tone, rate, and volume
- Using appropriate language and grammar
- Displaying enthusiasm and confidence
- Listening attentively while others speak
- Verbal negotiation skills
- Using appropriate nonverbal communication
- Organizing thoughts before speaking
- Avoiding unnecessary repetition
- Persuasiveness
- Maintaining eye contact

Activities that can build skill in the dimension of **Oral Communication**:

- ◇ Join Toastmasters or a similar public speaking organization.
- ◇ Volunteer to speak to community service groups, professional groups, Rotary, Board of Supervisors, etc.
- ◇ Attend a college course on public speaking to learn proper techniques.
- ◇ Organize formal oral presentations with an opening statement, a body, and a closing or summary statement.
- ◇ Become involved in departmental training programs as an instructor or facilitator.
- ◇ Lead staff meetings and training sessions, briefings, discussions, etc.
- ◇ Take opportunities to make presentations at Division/headquarters regarding special projects.
- ◇ Volunteer to respond to local media inquiries or conduct press interviews when possible.
- ◇ Volunteer for temporary assignments at headquarters or Division that require oral communication skills.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Written Communication

Effectiveness of expression in writing. Includes the ability to use proper grammar, spelling, punctuation, and sentence structure.

Behaviors that demonstrate skill in **Written Communication**:

- Arranging information in a logical manner
- Expressing thoughts completely and unambiguously
- Dividing separate thoughts or subjects into paragraphs
- Using a structure that will enhance effectiveness (introductory remarks, summary statements)
- Using correct spelling, punctuation, grammar, and sentence structure
- Presenting information in a concise manner
- Writing in a legible and readable manner

Activities that can build skill in the area of **Written Communication**:

- ◇ Learn to proofread your work. Look for errors in spelling, grammar, and punctuation.
- ◇ Prepare staff meeting or occupational safety meeting minutes. Is the summary complete and accurate?
- ◇ Get feedback on your writing from others who write well. Ask for their suggestions and assistance.
- ◇ Analyze the structure of your own writing. Does your writing include an opening, a body, and a closing?
- ◇ Analyze your sentence structure. Avoid lengthy run-on or incomplete sentences. Look for subject/verb agreement.
- ◇ Attend a college or other training course.
- ◇ Volunteer for temporary headquarters or Division assignments which require written projects.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Interpersonal Insight

Perceiving and reacting to the needs of others. Objectivity in perceiving the impact of oneself on others, including on the organization.

Behaviors that demonstrate skill in **Interpersonal Insight**:

- Accepting personal differences
- Eliciting ideas, feelings, and perceptions from others
- Developing and maintaining trust
- Encouraging open communication
- Showing concern for feelings
- Providing constructive feedback
- Acknowledging the contributions of others
- Recognizing and accepting diversity issues
- Personal sensitivity, organizational sensitivity
- Listening and responding when others speak
- Smiling and being friendly
- Following rules of common courtesy
- Respecting confidentiality
- Being aware of and responding to nonverbal cues
- Requesting instead of demanding, when appropriate
- Ability to compromise and seek win/win solutions

Activities that can build skill in the area of **Interpersonal Insight**:

- ◇ Get feedback from someone who knows you regarding your impact on others.
- ◇ Evaluate how others perceive you. Seek out objective and creative ways to gather this information. Consider the impact that your actions have on others.
- ◇ Practice active listening in order to respond appropriately to others' needs. Focus on the speaker and try to understand his/her perspective.
- ◇ Make sure others see you as approachable: Be nonjudgmental and take the time to listen.
- ◇ Analyze issues pertaining to employee morale; seek out opportunities to improve morale.
- ◇ Look for ways to provide development for employees. Develop creative solutions such as employee mentoring and assigning employees to special projects.
- ◇ Develop open lines of communication with informal subordinate leaders within your Area or section, etc.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Problem Analysis

Skills in identifying problems, securing relevant information, and identifying possible causes of problems. Ability to look for creative and innovative ways to solve problems. The ability to actively influence events rather than passively accepting. Taking action beyond what is necessarily called for.

Behaviors that demonstrate skill in **Problem Analysis**:

- Securing/reviewing all relevant information
- Attending to details
- Identifying related items and issues
- Tracking events in time
- Tracking location of events
- Actively influencing events
- Taking action beyond the minimal responsibility (being proactive)
- Interpreting data
- Securing additional information
- Assimilating new information into existing framework
- Identifying underlying patterns/problems/issues (causes of problems)

Activities that can build skill in the area of **Problem Analysis**:

- ◇ Ask questions in conversations, including follow-up questions. Do not make assumptions. Practice obtaining in-depth information.
- ◇ Listen actively to others. Extract the key points. Prepare an outline of key points. Strive to learn new facts or insights from every conversation.
- ◇ Request additional information (both oral and written) from others. Ask for reports, articles, statistics, and supporting documentation.
- ◇ Don't accept information on face value. Challenge. Probe.
- ◇ Look for causes of problems in addition to identifying the problems.
- ◇ Look for the connections or interrelationships among facts, data, and/or issues.
- ◇ Attend college or other training courses.
- ◇ Volunteer to participate in departmental audits, special assignments, etc.
- ◇ Assist in the development of joint operational plans.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Judgment

Ability to develop alternative solutions to problems, evaluate courses of action, and reach logical and ethical decisions. Ability to modify behavioral style and management approach to reach a goal and gain cooperation of others.

Behaviors that demonstrate skill in **Judgment**:

- Weighing alternatives
- Evaluating impact of decisions
- Honoring confidentiality
- Considering alternative solutions to problems
- Evaluating implications of actions
- Considering consequences
- Considering priorities
- Being flexible
- Modifying approach to reach goals or gain support
- Ensure all individuals who should be informed or involved are considered

Activities that can build skill in the area of **Judgment**:

- ◇ Evaluate alternatives and think before you speak or act; consider the impact of your decisions and response to issues.
- ◇ Test your ability to evaluate the impact of events on others by anticipating their reaction and then questioning them for verification.
- ◇ Consider various responses to difficult questions.
- ◇ Consider yourself the person in charge. Determine what priorities you would set. Be prepared to discuss your priorities and the rationale for your decisions.
- ◇ Practice setting priorities and making sound decisions based on those priorities.
- ◇ Ask others to give you feedback on your actions: Were they reasonable, logical, and likely to be successful in addressing a situation or solving a problem?

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Decisiveness

Readiness to make decisions, render judgment, take action, or commit oneself.

Behaviors that demonstrate skill in **Decisiveness**:

- Taking the initiative
- Making concrete suggestions
- Agreeing or disagreeing with suggestions made by others
- Choosing a course to follow
- Making a decision
- Indicating consequences (future decisions)
- Remaining firm when challenged, if warranted
- Making specific recommendations
- Defending proposals
- Demonstrating leadership
- Being consistent

Activities that can build skill in the area of **Decisiveness**:

- ◇ Delay decisions only when specific additional information is needed. In that case, set a deadline for review.
- ◇ Avoid using modifiers in your language.
- ◇ Do not OVER analyze. Additional time and consideration can reach a point of diminishing returns. Set reasonable amounts of time and a deadline to, "think about it."
- ◇ Seek and share information to allow informed decision making.
- ◇ Take ownership for decisions, even when the decision is a joint one.
- ◇ Take calculated risks when warranted.
- ◇ Be prepared to respond to questions and challenges.
- ◇ Defend your decision or action. Anticipate the questions and challenges you will receive.
- ◇ Take a college or other training course.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Planning & Organization

Ability to efficiently establish an appropriate course of action for oneself, or others, to accomplish a specific goal; to make proper assignments of personnel; and to use resources appropriately.

Behaviors that demonstrate skill in **Planning & Organization**:

- Establishing goals and priorities
- Developing schedules and timelines
- Disseminating information
- Meeting deadlines
- Resolving timing conflicts
- Coordinating activities
- Using time efficiently
- Using resources efficiently

Activities that can build skill in the area of **Planning & Organization**:

- ◇ Develop an effective suspense, control and follow-up system, and assign priorities to items on the list. Follow up on each item as appropriate.
- ◇ Keep a calendar of events, both for your personal activities and your workplace activities.
- ◇ Set a long-range goal and write out a plan for achieving it.
- ◇ Break large projects into small steps and set deadlines for the project, as well as for each step.
- ◇ Set up a filing system that provides easy access to all relevant information.
- ◇ Analyze the resources available to you (e.g., human resources, financial, equipment) and how best to use these resources.
- ◇ Seek the assistance of someone who is well organized. Ask them to share methods, techniques, and “secrets” to being organized.
- ◇ When conducting a meeting, establish a goal, an agenda, and time frames for the meeting. Look for opportunities to limit meeting time when appropriate.
- ◇ Organize oral or written information using techniques such as outlines and summaries.
- ◇ Attend a college or other training course.
- ◇ Volunteer for temporary assignment in headquarters or Division that will provide opportunities to plan and organize activities, events or projects.

ANNEX B

MIDDLE MANAGERS' ASSESSMENT, BEHAVIORAL DIMENSIONS (*continued*)

Delegation & Control

Effectively using subordinates, and establishing procedures to monitor and regulate activities of subordinates.

Behaviors that demonstrate skill in **Delegation & Control**:

- Understanding the roles within each organizational level
- Clearly communicating assignments verbally and in writing
- Providing subordinates with the information and authority to accomplish an assignment
- Preparing suspense, control, and follow-up lists
- Assigning tasks to the appropriate subordinate, while allowing opportunities for all (avoiding favoritism)
- Setting objectives
- Establishing goals
- Assigning deadlines
- Requesting feedback
- Developing and providing back-up plans

Activities that can build skill in the area of **Delegation & Control**:

- ◇ Look for opportunities to delegate. Relinquish control when work is appropriate at a lower level.
- ◇ Communicate assignments and expectations clearly, and ensure subordinates understand.
- ◇ Allow subordinates to make decisions when appropriate.
- ◇ Get to know your subordinates in order to know their capabilities.
- ◇ Provide training to develop subordinates' skills.
- ◇ Involve subordinates in decisions whenever possible. Seek their input.
- ◇ Keep communications open.
- ◇ Set clear objectives.
- ◇ Make lists of assignments and check off items as they are completed.
- ◇ Periodically review progress of assignments given without micromanaging.
- ◇ Set up a systematic review of assignments given.
- ◇ Attend college or other training courses.

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