Pave Your Path

A Framework to Navigate the Road to Training Success

Training Development Guide | Office of Professional Development | Version 2 - July 2025

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Introduction

The California Department of Technology's (CDT) Office of Professional Development (OPD) is pleased to offer this comprehensive guide to assist departments in the development and execution of training programs intended to address critical gaps within the public workforce.

As the state continues to grow and evolve in how it provides high-quality training, more departments are embracing new and innovative methods that go beyond the "way things have always been done." With cost-effective and user-friendly remote platforms like Zoom and MS Teams available and the need for our vendor partners to embrace the shift to remote *and* in-person delivery, training programs are now more feasible and achievable.

Who can benefit from this guide? Created to assist departments tasked with developing and executing a training program that addresses critical knowledge, skill, and ability gaps either within their unique department and/or within the state at large, this resource provides ideas, suggestions, tools, templates, recommended best practices, and lessons learned along the way. Using a framework approach throughout, our ultimate goal is to share the OPD's expertise and proven methods for training program success so departments are better positioned to develop the state's workforce.

With five unique training programs delivered yearly by our Office that focus on executive leadership, project management, and security, there is much to share as it applies to best practices and hard lessons learned along the way. While there are different variations of training programs (e.g. a formal, competitive, longer academy model versus a shorter, intensive boot camp), in the interest of relative simplicity and in greater alignment with what many departments will typically find most realistic, the focus of this document is centered around a shorter boot camp model, which is easier to build from the ground up. (It is also a great way to pilot curriculum first if the eventual departmental expectation is to develop a more high-profile, complex academy.)

With a limited number of seats that can be offered to interested candidates for our programs each year, the OPD unfortunately must turn away a considerable number of applicants. As a result, there is a huge need for individual departments to develop staff in preparation for upcoming leadership opportunities – this guide can help empower those tasked with this endeavor through its comprehensive framework that can be used to reach a broader audience.

Finally, it is important to point out that there is no simple "one size fits all" approach as it applies to developing a training program. As you review each section, you may find that some recommended best practices or steps are either not feasible or not needed in your case, and that is okay – the end goal is to provide a quality program that makes effective use of your students' time and the state's resources.

We hope this guide proves useful to departments in their journey to provide valuable, meaningful education to the state's workforce. While the road ahead may appear daunting, it is also extremely rewarding to see the results of the hard work involved in making these efforts happen.

Getting Started

As mentioned in the Introduction, there is no "one size fits all" approach to developing a training program. Every department has its own unique needs, goals, and challenges. In the spirit of providing context and consistency with our examples, we will frequently reference our Emerging IT Leaders Boot Camp (EITL BC) as a standard model for training program delivery throughout this document. This program effort was selected since many of the tasks and processes can be replicated and is a less complex effort than a formal academy. Entering its fourth year in fall 2024, this 4-week, intensive program targets newer supervisors and managers who aspire to gain additional leadership experience in critical areas. Delivered annually, the program uses an open registration model and is one of our most popular programs. To illustrate specific examples and recommended processes and best practices, at the end of this Guide is a repository of various sample documents departments may find useful when planning and executing their own training programs.

Before You Even Begin…Get Ready to Document

Creating a training program requires many steps, moving parts, pivots, adjustments, and dependencies, some of which are out of a department's immediate control. How you initially envision your program may not mirror the final product. With so many variables involved, the OPD strongly recommends creating and continually updating a "Lessons Learned" document. Here is where you can record what worked well, where you struggled, and what to remember for next time. One method that works well is to break up lessons learned by category and fill in thoughts and ideas as they arise or as directed.

Examples of categories could be Pre-Planning, Class Selection, Marketing, and Course Feedback (e.g., trends in student feedback, such as how the instructor was received and what aspects of the class were enjoyed or could be improved). Of course, these are only examples, and every program is different. The goal is to ensure you capture all the small (or large) details that will help your future development efforts. One of our biggest lessons learned was the assumption we would easily recall key details, suggestions, or recommendations for our next program delivery without documentation. While it requires commitment, it is well worth the effort.

And…A Special Word About Flexibility and Adaptability

For the team (or individual) assigned to developing a training program, there are a variety of skills required to be successful, such as exemplary organization, multi-tasking, and communication skills both oral and written, across multiple organizational levels. It also requires a fair amount of political acumen and understanding of the department's needs, both obvious and maybe even unspoken. While these abilities are important and will have a direct impact on a program's success, two of the *most* important and sometimes difficult abilities to embrace are the willingness to be flexible and adaptable, which usually require some creativity. In our experience, despite careful planning, documented lessons learned, and conversations with vendors to communicate our expectations, not one of our programs has ever been executed exactly as planned due to the many dependencies involved.

For example, you may have secured the *perfect* instructor…who comes down with COVID the night before and cannot deliver your session. Or, maybe your executive sponsor or a member of your Directorate wants you to include a session on the same date as one that was booked *months* ago with an extremely in-demand vendor. Or, maybe your *most* anticipated subject matter expert (SME) now has to attend a last-minute meeting at the Governor's office and can no longer serve on your panel of experts. *Or*, perhaps despite your clear and direct communication with your vendor regarding your expectations, s/he does not adhere to *any* of it and the class is a disaster.

All these examples and many more have happened in the development and execution of our program efforts, and all have required the ability to assess, determine solutions, and redirect our efforts, always with the goal of being seamless to our students. This becomes easier over time, but our initial advice is, in instances where you are even just a *little* uncertain, to have a backup plan *just in case* something does not go as intended and to understand that often there are politics at play that are well out of your control. If you can embrace this mindset from the start, you will be far more prepared for any last-minute changes and adjustments.

Sponsorship and Support

The support of an executive sponsor is invaluable and cannot be overstated. In fact, ensuring you have strong, *active* engagement from an executive sponsor (or sponsors) is one of the *most* critical factors tied to the success of your program.

But what does that *mean*? It means that the individual who will serve in this role should have a genuine, vested interest in the success of your program. Ideally, the executive sponsor should be willing to perform any or all the following functions:

- Provide recommendations for course topics where staff have the biggest gaps; if it makes sense for your program goal, consider recommending to your executive sponsor what *you* believe an ideal program would look like. (The OPD recommends that training programs generally incorporate a blend of vendor-driven and SME-driven classes.)
- Provide suggestions for potential vendors or existing departmental contracts that could be leveraged.
- Provide recommendations for potential SMEs who can share valuable tacit knowledge on topics, either as actual trainers or those from whom you can solicit input or assistance in selecting vendors, recommending course flow, etc.
- Be willing to absorb some of the cost if external contracts/software are needed.
- Assist with your marketing and outreach by "spreading the word" at executive meetings and encouraging participation.

You may need your management chain to help you secure an individual who can take on this role, especially if your training efforts are centered around a very specific subject area where the executive sponsor will have definite ideas regarding curriculum needs. Examples where this may be the case are security, data, innovation, or project management. If you are lucky, an individual will eagerly volunteer to champion your program and be your executive sponsor.

Needs Assessment Ideas

While your executive sponsor will likely have a good deal of input as it applies to suggested curriculum, there are other avenues you may wish to consult to determine your program's needs, gaps, and requested tacit knowledge. There are a variety of ways to do this; however, some successful examples of how the OPD has secured input when creating a new program have included the following:

- Consulting our department's workforce planner for any data/insight on critical staff needs, gaps, and risks, especially as it applies to service areas with high levels of impending retirement;
- Conducting focus groups with first- and second-line managers and supervisors and/or securing time on an all-staff meeting agenda to secure feedback/input;
- Conducting focus groups with departmental staff, beginning with the most impacted service areas in need of training; and
- Collaborating with our department's training office for their input on most requested training via their Annual Training Plans (ATPs) or any other tool used to capture staff training needs, such as interest lists, etc.

Designated Email Inbox

If possible, it is highly advantageous to have a separate email inbox created that can be used solely for correspondence related to your program. This helps to ensure emails are not lost or buried, allows multiple team members to see/respond to emails, and lends a touch of professionalism to your effort.

Program Repository and Planning Tool

Planning and executing a training program requires tremendous attention to detail and exemplary organizational skills. Because it is a process that is constantly evolving and changing, the OPD strongly recommends selecting a method to capture planning steps and progress as well as a program repository to house materials. Below are some possible tools and methods that can work well:

Planning Tool Examples

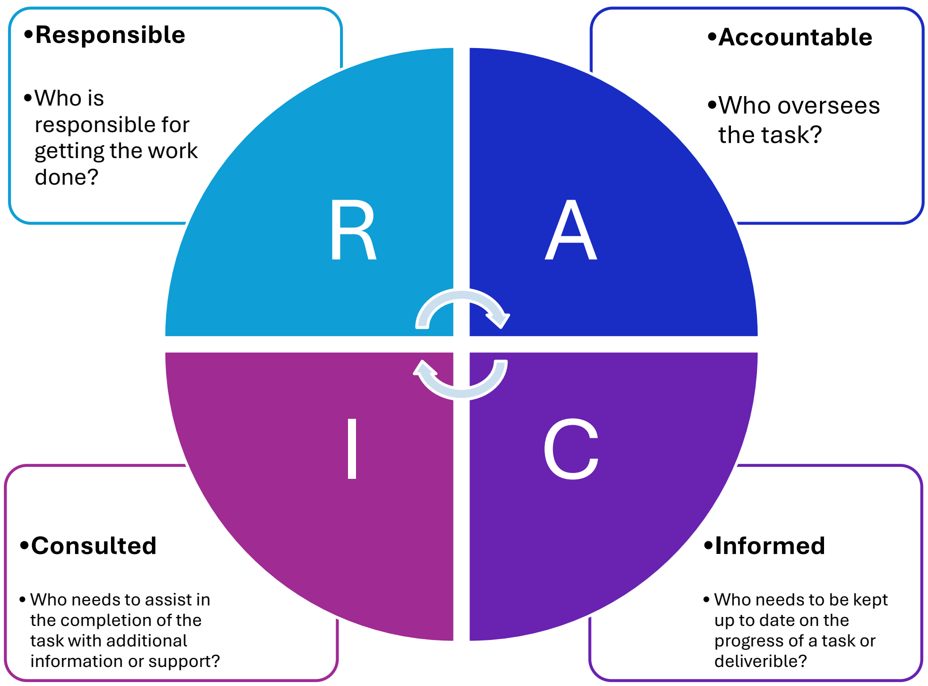
Planning Matrix

Typically created and managed in Excel, a planning matrix breaks up your program's tasks into three categories: High Priority, Significant Priority, and Not Urgent (Back Burner). Since a small team develops and delivers the OPD's training programs, there are additional columns added in which staff can self-assign tasks as well as designate a priority for completion using numbers (e.g., 1 = to be completed within the day, 2 = to be completed within the next two days, 3 = to be completed by the end of the week). This is a tool the OPD uses extensively to help track and assign importance to various tasks and has been especially successful in alleviating task redundancy and miscommunication. A Planning Matrix template can be found within the Sample Documents at the end of this Guide.

RACI

Commonly used in project management, this tool works best when there are multiple stakeholders/service areas involved in a project effort. More detail-focused than a planning matrix, its acronym stands for the following:

- R = Responsible
- A = Accountable
- C = Consulted
- I = Informed



There are many resources available online which discuss how this method can be used effectively for general planning. However, quite simply, the primary goal of a RACI is to ensure the various stakeholders involved are aware and accountable for their role(s) in the program's planning and execution. Examples of stakeholders that have been referenced for this kind of project within the OPD's RACIs are the Executive Sponsor, Program Lead's Manager/Supervisor, Program Lead(s), Support Staff - Budgets, Support Staff - Training Office, and Support Staff - Operations.

MS Planner

Another effective planning tool within MS Teams, MS Planner allows you to create "buckets" where you can add tasks by type and track/report out to management regarding your status. Tasks can be updated with a designated priority, due date, progress status, start date, and notes.

Repository Examples

The two primary repositories used within the OPD for program planning and execution are SharePoint and MS Teams. When used strategically, both can work in concert to allow for greater organization and tracking. Below is a brief overview of how each tool can be successfully incorporated.

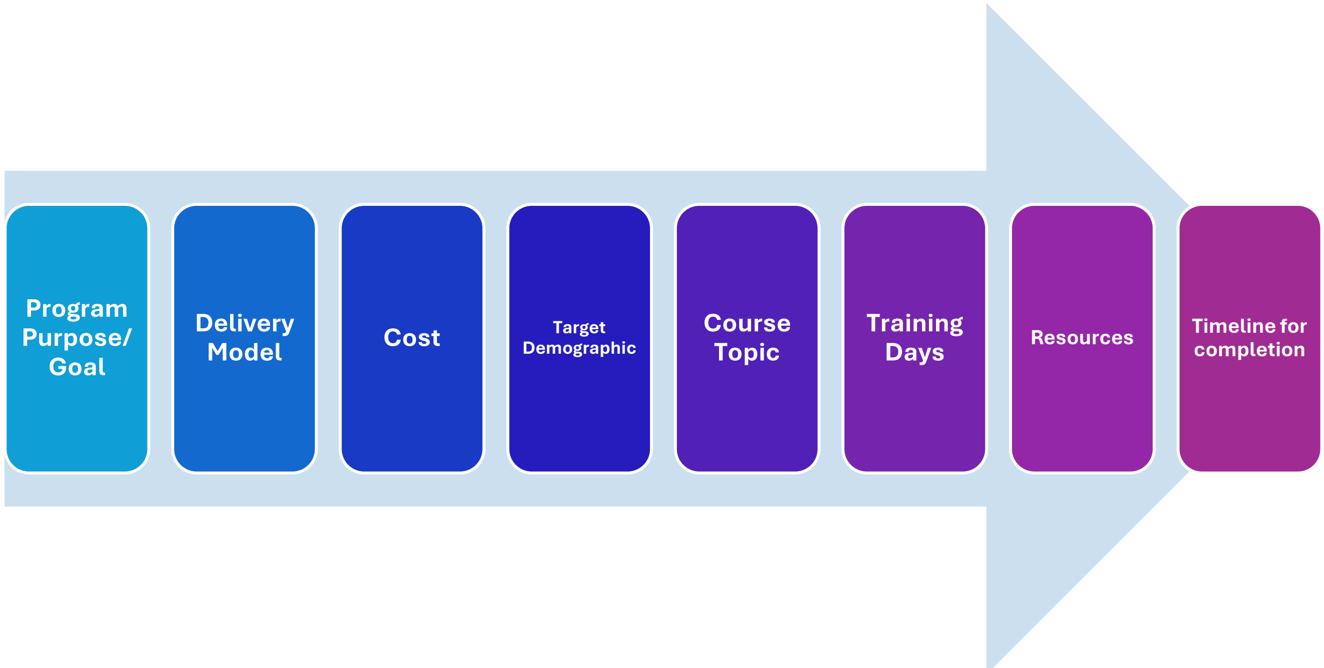
SharePoint:

The OPD uses SharePoint as a storage repository for all program materials. Examples of folders that can be used to organize documents can fall within Curriculum, Administrative, Emails of Interest, Calendars, Marketing, Course Evals, and Templates. Regarding emails, since the planning process is long, it is strongly recommended that copies of email correspondence be saved to serve as samples of general communications you can replicate during your next offering and/or ensure important communications are archived for future reference due to your department's routine purging of emails older than a specific timeframe (for the CDT it is three months).

MS Teams:

The OPD uses MS Teams as the primary communication hub and course materials repository for all its training programs. There are multiple ways this tool can be used effectively during the planning and delivery of your program. Assuming your department uses this platform, the OPD recommends using Teams by initially setting up a site that is designated for your program. Within the site, we recommend creating useful channels, which are expanded upon on page 27.

Develop Your Framework



Once your executive sponsor has been identified, a good first step is to set up a meeting with him/her to determine some key variables that will be included in your framework. Your framework can be viewed as an anchor document that identifies what you will initially need addressed to make informed decisions. Within the Sample Documents, you will find a framework template that can be used to drive discussions with your executive sponsor and/or management with the understanding that additional details and decisions will be added as the planning process progresses. Key components of a high-level framework can include:

Your framework should be seen as a living document that can be revisited, adjusted, and updated.

Purpose/Goal

What are the knowledge, skill, and ability gap(s) that will be addressed, and what is the anticipated end result/goal of the program? Why is this program being created?

Delivery Model

Will your program be remote, in-person, or a mix? Consider the inherent differences between in-person versus remote sessions when making this decision. For example, some sessions are best suited for an in-person experience, such as complex technical classes where a physical lab experience is possible with on-site instructors to assist or a session that lends itself to plenty of opportunities for students to interact, engage, get to know each other, or be more encouraged to have open, honest conversations, such as a session focused on Emotional Intelligence or Conflict Management/Resolution. Also, will there be a culminating experience associated with this program, such an exam or team/individual presentation and the ideal program length (four weeks, six weeks, etc.)

Cost

What service area (or areas) is/are expected to absorb the program cost? Securing a commitment (or lack thereof) from your executive sponsor regarding cost can certainly impact your choices later, such as whether your sessions will all be SME-driven or can accommodate costs associated with a preferred vendor(s).

Target demographic

For whom will this program be designed? For example, does your target demographic consist of managers, supervisors, or staff? Will it be designed for less or more experienced individuals? Identifying specific classifications, service areas, or working titles can even be helpful in making curriculum decisions later.

Course/Topic/Vendor “Wish List”

What are the most preferred topics for inclusion, and are there preferences for vendor versus SME-led topics? Consider dividing up the “must haves” and the “nice to haves” and include what your budget will allow.

Training Days/Times Per Week

As an example, for the majority of the OPD’s training programs, sessions run four days per week, on average, from 9am – 3:30pm. Regarding the start and end times, our program feedback consistently indicates that this timeframe successfully accommodates most working schedules. Even more preferable is to split class sessions up over two days since doing so gives the cohort time to reflect on material, review or prepare for the next session, and/or helps alleviate “Zoom fatigue.” However, this is not always feasible due to the trainer’s schedule.

Resources Allocated/Needed

Resources can include a variety of factors. Below is a list of those most critical at the onset of your planning:

Staffing

How many staff will be assigned to this effort, and what percentage of your position (and/or others’) will be dedicated to this effort?

Software

Do you anticipate needing a specific platform like Azure? Do you have a Zoom account you can use extensively to deliver the program, or will a license need to be procured?

Physical location

If applicable, do you have space on site to accommodate any in-person training?

Contracts

Will you need new contracts, and/or are there interdepartmental contracts you can potentially leverage (e.g. Gartner, InfoTec, Pluralsight, CPS Consulting)?

Subject matter experts (SMEs)

Will you need access to SMEs for advice and support, especially as it pertains to program flow decisions and even meet and greets with potential vendor partners?

A good general rule of thumb is to assume that most tasks will take longer than anticipated due to all the dependencies involved.

Timeline for Completion

This can vary depending on many variables, such as the program length, number of contracts needed (and their associated complexity), resources allocated (full versus part-time commitment(s)), and all the unexpected challenges you can experience along the way.

The OPD's recommendation is to allocate at least six months for the entire planning process (all the way up to program delivery) with eight months being even more ideal to provide "cushion" in case you experience unforeseen obstacles, such as contractual challenges or delays, difficulty in securing enough students to meet your budget's expectations, or difficulty in finding the *right* vendor or SME to address a key topic.

Class Types: Vendor and SME-Driven

A good training program often includes a mixture of both vendor and SME-led sessions since both mediums are valuable. To assist with this decision, below is a quick overview of the general differences and benefits for each and some elements to keep in mind:

Vendor- Driven	SME-Driven
• Best suited for highly technical content, content that lends itself to activities and/or discussion, or addresses more complex “textbook” knowledge • Will view you as their customer so s/he should be open to direct instruction and recommendations from the Program Lead(s)/SME(s) for desired goals, outcomes, and delivery method • More structured overall (usually will provide a course agenda, PowerPoint deck, support materials, templates, tools, templates, resources**)** • Should be open to your review of their course agenda and materials pre-session for input and approval • Can be expected to oversee and manage their own session either independently or with a facilitator provided by the vendor • Can be held accountable if you are not satisfied with the content and delivery	• Often best suited for enhancing or supplementing vendor-driven courses to address how concepts are applied directly and practically in state government. SMEs often provide the *tacit* knowledge students crave – lessons learned, personal challenges, and best practices • While SMEs are open to direction, your guidance should focus on where your cohort’s experiential knowledge gaps are (usually as it applies to seeing how concepts work in practice) • Depending on the approach, can be less structured, less formal, and often without support materials. SMEs, though knowledgeable, are usually not natural presenters and may not be quite as engaging as a traditional instructor • Often no course agenda and/or materials submitted pre-session • Program Lead should anticipate assisting with the session delivery (e.g., monitoring chat and raised hands, creating and facilitating Zoom breakout sessions, etc.) • Accountability does not apply in this case (other than the decision to remove the SME from future efforts or share feedback, if requested). Remember –

Vendor- Driven	SME-Driven
	your SMEs are providing you with a service and aspire to "pay it forward."

Regarding SME inclusion, there are several ways they can be incorporated into your program so there is a strong value-add, many of which are expanded upon below. No matter what delivery method is used, your SMEs will likely appreciate any insight you can provide about the group to either help them with content development or know what to expect (e.g., classifications, working titles, departments, level of knowledge/experience with the topic, struggles/challenges vocalized by the cohort or documented in course evaluations, etc.).

While the method you choose will depend on your program goals, desired outcomes, and budget, in addition to standard training modules, below are some other ways the OPD has successfully leveraged our SME community across our programs:

Fireside Chat sessions

More casual by design, your SME can share his/her career journey and address student questions as they relate to his/her area of expertise.

Lunch and Learns

These sessions work especially well when a complex topic has been recently covered in your curriculum and your students could benefit from an additional, follow-up session facilitated by a SME (or, even better, SMEs), who are experts in a particular space and can address lingering questions (or new ones that arise after the completion of the course). If your course involves the inclusion of an exam component at the end, such as the Certified Information Security Manager (CISM), inviting a SME to address the class with best practices for preparation can also be highly beneficial.

SME Demonstrations

If there is a department that is well-known or respected for their development or innovative use of a specific tool, platform, etc. that would be of interest to your cohort, inviting a SME to do an overview or demonstration of how their department's tool works is a fun way to illustrate what's possible in state government.

Formal, Targeted Sessions

Yet another avenue for SME inclusion is to request a carefully selected SME to address a topic where it is often difficult to secure a vendor who *truly* understands the unique challenges associated with a specific area impacting state government (especially as it pertains to leadership). Some examples of critical knowledge gaps within the state's workforce where a SME could provide excellent guidance are IT/business governance, IT organizational operating models, strategic thinking/data-driven decision making, and business relationship management.

Speaker Day Panels

Intended to provide your cohort with exposure to SMEs in roles that align with their career goals, Speaker Days bring carefully selected executives together (ideally 3-4) to address student questions using a panel format. This approach is routinely used in our academy efforts and is more formal in approach than a fireside chat. Instead, students are asked to submit questions in advance of the session for the panel (sharing short biographies of each panel member with the cohort is highly recommended), questions are selected for inclusion and sent pre-session to the panelists for their awareness, and a facilitator helps ensure the session runs smoothly. While this effort requires more coordination, it consistently rates as a high value experience by our students. If assistance or guidance selecting panelists is needed, your executive sponsor can often share suggestions with your management chain and/or assist with the outreach.

Class Selection

Once you have your executive sponsor's recommendations and/or approval to research and present vendor options, contact your department's training office for assistance. Communicate what your course needs are and see if/how they can help you leverage any existing contracts either within their training office or how to access larger, wider encompassing contracts for the entire department, such as Gartner, InfoTec, or Pluralsight. Review course catalogs and, if a class appears to make a good potential fit for your program, there are funds available, and you have your training office's approval, request to meet with that vendor to explore this possibility further.

If the topic of interest is one you are *not* familiar with, try to secure a SME via your executive sponsor's direction/recommendation who can attend a meeting with you.

While a SME can help you address any technical questions about a topic and the prospective vendor's ability to include content that is meaningful, valuable, and interesting for your target demographic, there are also standard questions you can use to help guide any conversation with a potential vendor.

Some key variables that vendors appreciate knowing upfront at the start of a meeting include:

- Goal/purpose of your program
- Target demographic for your program
- Number of students (can be determined later, but a general idea is helpful)
- Delivery method – remote or in person; it is also good to indicate a preferred platform (e.g., Zoom)

- Anticipated delivery dates or timeframe (can be general, such as November 2025, but even this is helpful to vendors if they have limited availability during certain months)
- Course needs (share a brief description of the outcomes you want and the methodology you expect, such as collaborative versus lecture-driven, the knowledge sought from the course, and/or takeaways expected or appreciated by your target demographic)

Examples of questions that have been helpful in our efforts to select effective vendors include the following (assuming they can meet the needs you have outlined above at the start of the meeting):

- What experience do you have working with other state departments and what are some specific departments/trainings that have been offered?
- What do you see as some unique challenges within state government regarding the topic focus, and how does/will your course address them?
- Does this course provide tools, templates, and/or practical solutions/ideas that can be reasonably implemented within many state departments? In other words, does it go beyond high level ideas of what is *possible* and instead cover what can actually be *done*?
- Can the course be vendor-agnostic? This is especially important as it applies to vendors who are willing to deliver training at no cost and/or represent specific software platforms. Your students will not appreciate feeling as if they are being subjected to an advertisement for a company's products. Therefore, it is important to establish your expectation is *not* for the vendor to solicit customers. Even if a vendor is eager to provide a session for you gratis, do not assume that s/he will not try and use your class as an opportunity to sell their platform or service, either blatantly or indirectly during the session. (It is also not advised to share student emails with a vendor post-session to avoid unwanted sales efforts.)
- What would the cost be, and what is the maximum number of students the vendor will accommodate for this cost? Keep in mind that you may need to see if there is some flexibility as it applies to pricing – many vendors will accommodate this request, understanding the state's monetary threshold without needing to go out for open bid (> $50,000) and/or your budget restrictions.
- Assuming the cost is reasonable, does/do the instructor(s) has/have conflicts within the program timeframe (if so, note specific blackout dates for later reference)

- Who can you work with regarding next steps?

At the end of the meeting, communicate any action items and follow up with an email to the vendor contact/liaison that outlines these action items and any agreed upon dates for completion. Store all email correspondence with vendors within SharePoint to ensure there is strong documentation along the way.

Start by building your proposed budget around your "Grade-A" program.

Budget – So What's This Going to Cost?

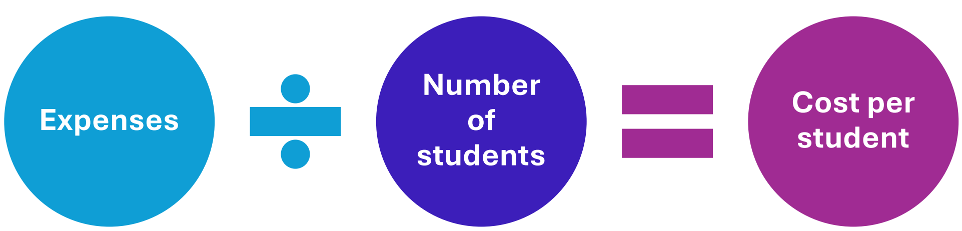
Once you have addressed most of the questions within your framework and met with potential vendors, you are ready to address your proposed program budget. While there are different approaches to handling this, our recommendation is to build your proposed budget around your "Grade A" program – the program that would deliver the *best* quality for your students in terms of vendor and course selection rather than trying to fit your program into a set dollar amount. We recommend the former approach because it visually illustrates the true cost of high-value training and shows all that is possible if the requested budget is procured.

Within your budget, outline your Grade A program, which will likely include the following additional expenses:

- Cost for vendor-led classes
- Cost for location rental if program includes on-site delivery
- Cost for any associated course materials or resources, such as a Zoom license for class delivery

When preparing budgets for our training programs, since we provide training services to both internal and external customers, our goal is to come as close to the breakeven point as possible. This is the primary way we determine how much to charge per student and is usually based on the proposed student cap (maximum number of students the program can/should accommodate).

To illustrate options for management consideration and approval, we provide three potential program costs with varying student caps. For example, if our total program cost is $100,000 and we put a cap on the program of 20 students, this means we will need to charge $5000 per student. If we increase the cap to 24 students, the cost would be $4,166 per student. To illustrate, below is a simple graphic to capture the formula:



Regarding student cap limits, there are several key factors to remember as they apply to planning. The first is that while your executive sponsor or even management may push you to increase your student cap to increase through-put, this may not be possible and is definitely not recommended. First, your vendor's contract will have student cap limits built into the cost (e.g., many technical vendors will not accommodate more than 25 students in a class). Second, it is generally not setting up your instructor for success by allowing more than 25 students in a class, especially in a remote setting, where engagement is harder to monitor and content inclusion is reduced due to an increase in student questions. (For the OPD's boot camp efforts, our maximum student limit is 20.) Finally, when piloting a program, it is in the Program Lead's best interest to keep the cohort number manageable so as to better address unexpected challenges. Within the Sample Documents is a budget sample that captures the 2024 program costs for the EITL BC.

If your Grade A program cost is too expensive and is therefore *not* approved by management, you may need to trim classes or make adjustments, such as to adjust a class that was originally recommended to be taught as a 2-day session to a 1-day session, switch to a lower cost alternative vendor, or secure a SME to speak to the content instead. It is important to remember that you may not secure your Grade A program – you may have to settle for an A- or even a B+ program in terms of classes you can afford to offer or vendors you can use. Remaining realistic about your must-haves and nice-to-haves is all part of the process.

Finally, there may be creative ways to allocate funding for your program of which you may not be aware, such as leveraging the line item for training within interdepartmental contracts for other service areas. If securing funding is a challenge, consider meeting with your assigned budget analyst to see what other options exist.

Building Your Program

Start Your Contracts

Once you have secured approval for your courses/budget, you will need to work with your assigned procurement analyst to prepare and submit your contract(s). This is a critical first step and often one that can take longer than expected. While the turnaround for a contract execution is 45 days, you may find that this is not feasible due to factors that are out of your control, such as processing delays, corrections or adjustments needed to the contract, etc. Therefore, do your best to establish a good working relationship with your analyst and provide him/her with whatever information is needed to facilitate your contracts' execution as soon as requested.

Establishing a good working relationship with your procurement analyst is essential.

Create Your Calendar

While your contract(s) are going through the procurement process, build your program calendar that includes all courses in your preferred order.

No matter the complexity of your endeavor, you will still likely need significant lead time to develop your program (probably more than you initially think). In our experience, it has always been advantageous to add "cushion" time to our program planning since we operate under the assumption that one or more delays will occur that are not within our control. But how do you begin? If you have the luxury of determining the delivery dates based on your recommendation, below is the basic planning model that has been successful for the OPD:

Determine Ideal Delivery Dates

While this is not always within your control due to executive direction, there are definitely months that are generally more ideal for training delivery regardless of whether your training will incur a cost or not. Of course, every department is unique, and the recommendations outlined below are not intended to encompass every department's fiscal situation.

Optimal Months

January – May and September – November are considered ideal months to offer training. The holidays are over and there is less likelihood of major vacation conflicts (except spring breaks, which are spread out among school districts). In addition, training funds are more accessible, and departments know if they do not use their funding, they risk losing it.

Avoid

June will include the May budget revision – the OPD recommends avoiding this month if possible due to limited training dollars or departments' hesitation to commit to training expenditures.

July is when the new fiscal year begins – training budgets can be unclear or undetermined.

August should also be avoided, if possible – budgets still may be unclear or undetermined; this is also a high vacation month.

Another caveat of offering training during August is the possibility you may need to cancel your program altogether if there are not enough students to fill the program (vendors also often have stipulations regarding how many students must be in the class for it to be offered).

The OPD only recommends offering a program during these "months to avoid" if a department is confident there is high demand no matter what time of year it is delivered.

Feasible Months

September – November are generally more feasible; training funds should be well established, and departments are usually more willing to allocate funds for training.

Additional Factors to Consider

When determining delivery dates, there are other variables to consider that could have an impact on the program's interest. For example, there may be corresponding events that would complement your training delivery. If your training is centered on security, October is Cyber Security Month. Because of events scheduled throughout the month to create awareness and interest, you may be able to secure a great SME who is already in town and is willing to serve as a guest speaker.

Using our own training programs as examples to illustrate, our IT Leadership Academy is always planned from mid-January to early April to allow students the opportunity to actively participate in a key leadership event - the CIO Academy. Our Cyber Security Boot Camp is traditionally offered in October to correlate with Cyber Security month. Last year the OPD secured a great SME who was already in Sacramento for the annual Cyber Security Summit through our executive sponsor.

As a final note, if your program is focused on leadership, May (and June despite some possible fiscal challenges) could still be ideal months for a program offering since required leadership hours outlined in GC 19995.4 are due soon, and state employees may be looking for a high value "package deal" for training to fulfill this requirement.

More Pre-Planning Factors

No matter your program effort, you will likely need to include some or all of the variables listed below as additional elements of your pre-planning:

Marketing

The level of marketing and outreach needed to create interest and awareness will depend on your unique effort, your target audience, and any dependencies involved. Below are some general questions you can ask yourself to determine what is needed:

- **Webpage Presence**: Can you secure space within your department's intranet site (or internet if marketing to external customers) by developing webpage content? This will take time to develop, vet, and post, especially for a new program. If so, consider addressing the following variables to help ensure understanding and create interest:
  - Program delivery dates
  - What your program *is* (and even what it is *not*)
  - For whom it is best suited demographically within the state (e.g., specific classifications, service areas, years of experience)
  - Program cost (if any)
  - How the program "works" (what it will include, what the curriculum will generally consist of, etc.)
  - Delivery model (remote, in-person, or a combination of both platforms)
  - Professional development gained (benefit)
  - How to register/attend
  - Frequently asked questions (FAQs) (e.g., core hours, commitment expectation, specific courses offered, level of expertise or experience sought, where to direct questions

  For a model of what to include for webpage content, here is the link to the EITL BC's webpage.

- **Other Ancillary Materials:** Are there other materials that can be developed to create outreach? Colorful e-blasts that can be sent to all staff and/or external distribution lists your training office may be willing to send on your behalf are good ways to create awareness. High-level messaging that can be sent to executive communities, such as Agency Information Officers (AIOs) and Chief Information Officers (CIOs) are also

good ways to advertise your effort. An example of an e-blast used to solicit interest for the EITL BC can be found within the Sample Documents.

- **Short marketing pieces**: If your program will accept both internal and external students, you may wish to create and submit a short marketing piece(s) through your Communications Office to be posted on websites such as GovTech, your department's Twitter, and/or Facebook presence. For an example of a marketing piece used to announce the open registration period for the EITL BC, see the Sample Documents.

- **Executive Support:** Who can you leverage to spread the word about your program? Requesting your executive sponsor and/or key management or executives to announce and encourage enrollment is another key marketing tool.

Open Registration Time Period

The OPD recommends incorporating 6-7 weeks to accommodate student registration, especially for a new program. Of course, you may fill your program quickly thanks to great support, awareness, and interest. However, our experience has shown that the pilot version of a program often requires more time to create awareness and even secure formal departmental approval to register.

To formally secure your cohort, work in concert with your Training Office to use your department's Learning Request System (LRS), such as Blackboard, to track and confirm student registration. Use the exported data to create your student contact list that can be shared with the cohort and your trainers.

Interim Before Program Launch

This critical lead time can be used to tie up loose ends, address individual student issues, and establish initial contact with the cohort to ensure they are set up for program success. Ideally, the OPD recommends building in three weeks of lead time *before* the program start to ensure both you and your cohort are fully prepared. Suggestions for how to make the best use of this critical lead time are expanded upon on beginning on page 25.

Administrative Program Review and Training Sessions

After you have built in your lead time, determine a date to conduct a pre-program Administrative Review with your cohort followed by a technical check if students are required to have access to a specific platform, such as MS Teams. The OPD recommends scheduling this the week before your first, formal session date. (Recommendations for what to include in this session are discussed in greater detail on page 25.)

Building Your Calendar

Now that you have your approved list of classes for inclusion, you can create your program flow. One of the easiest ways to do this is using the MS Word calendar template. As you plan, consider the following advice learned from our past delivery efforts:

- **Start strong**: Start with a class you hope will be highly interactive and more focused on interpersonal skills as these are generally more prone to activities and opportunities for the cohort to get to know one another. This will help build comradery and provide networking opportunities that can serve them well during and post-program.

- **Find your flow**: Plan your classes in order of how they should proceed in terms of expected knowledge. For example, it would not be wise to schedule a session on how to write a Budget Change Proposal (BCP) without first completing a session on the state's budget process. While this is a more simplistic example, when tasked with scheduling sessions that are *not* within the realm of your expertise, a designated SME can be of great assistance. If you are unsure whether a class on Data Analytics should come before or after a session on Product Management, a SME can often lend his/her insight.

  In addition, if a course topic is especially complex, seek a SME's input whether breaking it up over the course of two days would be preferable. In the OPD's experience, the 9am – 2pm model is extremely effective as it allows an additional hour after lunch to review concepts, tie up loose ends, or even incorporate the practical application of a topic via a simulation or exercise.

When determining flow, there is much to consider, and all of it can significantly impact your program's success.

- **Set your SMEs up for success:** If you are using SMEs to teach your classes, consider spreading them out throughout your program, ideally to enhance your vendor-driven classes. For example, if you are including a session on Generative AI, scheduling a panel of subject matter experts a day or two after is a great way to reinforce course concepts and address questions from the class regarding how concepts can be executed in state government.

- **Choose session dates wisely:** Try to avoid Mondays and Fridays and be mindful of upcoming holidays. In the OPD's experience, class sessions scheduled on Tuesdays, Wednesdays, and Thursdays generally have the best attendance and are most preferred by students. However, adhering to this schedule is not always possible due to vendor or SME conflicts. Regarding holidays, your students will also be appreciative if sessions are not scheduled on Fridays prior to an upcoming Monday holiday.

- **Include a "TBR" session:** Consider adding at least one additional To Be Revealed (TBR) session to your calendar. This allows you the cushion to add an additional class (or short classes/speakers) after your program launch or to accommodate a last-minute request to move a session date. Our experience has also taught us that if the session involves a SME that is especially busy, is one who the cohort will be disappointed if s/he does not conduct the class, or if the class cannot be formally scheduled due to contract delays, indicating the session is TBR allows you the latitude to reschedule or cancel without disappointing the cohort. Once you are confident your session will be delivered, you can then announce the session to their happy surprise.

Incorporating a "TBR" session is a great way to add an unexpected, high value opportunity or to avoid student disappointment if you need to cancel.

Scheduling Courses

Now that you have determined your ideal program flow, begin your outreach. While programs vary in terms of instructor demand, generally, it is ideal to allow yourself at least three months' lead time (more, if possible) before a class session to accommodate your vendors and SMEs to secure your desired program flow.

Below are some lessons learned and advice for securing vendors and SMEs successfully:

Vendor-Led Sessions

Even though you may have a contract (or contracts) that are going through the procurement process, many vendors are willing to accommodate your request for a "soft hold" on an instructor's calendar in good faith that the contract will be completed timely. Depending on the size of the vendor, you may either deal directly with the vendor/trainer or you may need to contact a liaison to soft schedule a session.

When conducting outreach, start with who you know is your *most* in-demand vendor and/or which class(es) you need scheduled within a very specific timeframe. In general, the OPD recommends securing vendors first, followed by SME-led sessions to enhance or complement your courses since SMEs can be easier to schedule with enough lead time (and can be easier to replace with an alternate, if needed).

If your vendor(s) will agree to provide a soft hold for your session pending contract approval, either send them a calendar hold for the session or work through their liaison to do so. Keep a close eye on your contracts and follow up with your procurement analyst for status updates to ensure there are no delays or augmentations needed.

SME-Led Sessions

It is often most effective, efficient, (and even politically wise or expected), for the Program Lead's manager or even Deputy Director to request SME participation. To expedite the process, we recommend creating correspondence that clearly outlines the ask in a high-level manner and provides the necessary details, so the SME understands the "ask" and the commitment.

Pre-Program Preparation

Using the pre-launch lead time built into your calendar, you may wish to create some, or all of the materials discussed below and/or conduct the recommended outreach.

Program Schedule and Calendar

These can be easily built in MS Word and provided to students before your program launch to ensure program transparency and to allow students the opportunity to pre-plan and/or review the commitment level with their management chain. While the content is largely the same within both documents, the OPD recommends providing both formats to accommodate student preferences. To see a calendar and program schedule for the EITL BC, see the Sample Documents.

Course Descriptions

While not essential, students often appreciate having brief descriptions of each course that can be solicited from trainers (or developed by the Program Lead on behalf of SMEs) that identify the course goals and outcomes. In addition, if there are specific credits or possible leadership training hours that can be earned with full attendance, these are also appreciated so students can provide them to their training offices upon completion. To see Course Descriptions for the EITL BC, see the Sample Documents.

Attendance Roster Template

This is most easily created in Excel and should list each student's name along with the class date and title. For an example of an attendance roster template, see the Sample Documents.

Administrative Review/Technical Check

One of our greatest lessons learned when delivering courses mainly using a remote platform is the value in scheduling a session that allows the cohort to meet one another virtually and the Program Lead(s) can review program expectations and communicate parameters. The OPD recommends scheduling this session the week prior to your program start date. Depending on the complexity of the program, the content can vary; however, below are some content suggestions to consider for inclusion:

- Program contacts
- Brief cohort introductions
- Program goals, framework, and curriculum
- Training platform (how/why it will be used)
- Course materials repository/collaboration tool
- Program expectations
- Program evaluations
- Final reminders/housekeeping
- Questions

In addition to an administrative review, if your program is using a collaboration tool such as Microsoft Teams, it is *highly* recommended that students be invited to join several weeks prior to the review session and be provided access to your technical staff at the end of the review to resolve individual issues, such as connectivity challenges due to increased firewall protections in place within certain departments or limited knowledge/exposure to the platform. To see an example of an Administrative Review deck used for the EITL BC, see the Sample Documents.

Student Course Evaluations

To help assess the effectiveness of your courses, design a relatively brief student course evaluation for each course to capture data, ensure the instructor/curriculum is meeting student needs, and that the course delivery is engaging and effective. Survey Monkey, MS Forms, and even Goggle Docs can work effectively for this purpose; however, there are benefits and limitations to each platform. The OPD uses MS Forms for all survey development and distribution. For student course evaluation questions used to assess a class for the EITL BC, see the Sample Documents.

Pre-Program Survey

If your program requires students to register via your department's open registration process for training, you may wish to direct your cohort to complete a short survey that requests some additional demographic information of interest to your trainers. Using the EITL BC as an example, once our program is full, the OPD sends all students a short, post-registration survey that asks students provide the following:

- Their name
- Department
- Working title
- Classification
- Years of supervisory and/or managerial experience, and
- How the student is working (fully remote, partially remote, or in-person)

This data will be appreciated by instructors and even SMEs since it provides a high-level snapshot of who they represent as a group and/or how to augment their content so it has the most value-add to the cohort. This data is compiled into a "trainer" version of the roster that is shared with the instructors/speakers prior to their sessions.

Student Contact List

While our trainer roster is more extensive, the OPD also develops and shares a more general student contact list with the cohort once the program starts. Our contact lists include all student names, their departments, working titles, preferred contact numbers, and emails.

MS Teams Site

This platform is an effective way to provide your students with a single communication hub and materials repository during their program. Each new iteration of a training program within the OPD has its own MS Teams site with specific channels to assist students in remaining organized and informed throughout their program.

Below are some suggestions for specific types of channels that are included within our Teams sites:

General Channel

To house administrative documents of interest to students (e.g. student contact list, course descriptions, etc.)

Weekly Announcements

To provide updates and reminders each week (e.g. when materials will be posted, specific requests/instructions from instructors)

Student Course Evaluations

To provide links to course surveys

Student Bios

To house requested short bios from your students to assist with networking. This can be an especially effective practice if your program is entirely virtual.

Parking Lot

To allow students to have course-related conversations, share resources of interest, etc.

Course Channels

To house any announcements about a specific class and store support materials for the class. Each class should have its own unique channel.

Meeting Invitation Templates and Class Invitations

While it may seem like a small detail, creating a meeting invitation template that contains consistent, relevant information will be appreciated by your cohort. It also elevates the level of professionalism displayed and ensures your students are set up for success. For an example of a standard meeting invitation used to create awareness and access for an online session, see the Sample Documents. Within the OPD, meeting invitations for all class sessions are typically sent to cohort members approximately three weeks prior to the program start with the understanding that Zoom links will be provided closer to the actual session.

Welcome Messaging

Once a program roster is finalized, the OPD sends the new cohort a “welcome” email from a unique email created to ensure messaging is received and responded to timely. As an example, all email correspondence for the EITL BC comes from the email inbox WFD@state.ca.gov.

A welcome email can serve as the first real point of contact with the cohort and sets the tone for the program. While each of the OPD’s program efforts have their own unique messaging depending on the components involved, they all address the following elements with the goal of setting up the cohort for success:

- Colorful banner to capture attention
- Support team names and best way to contact
- Program Schedule and Calendar attachments
- Request to attend an Administrative Review prior to their first class session
- Brief overview of communication tool that will be used (e.g. MS Teams) along with a request to be on the lookout for an invitation to join (invitations to join are sent the same day as our welcome messaging so students will be on the lookout)
- Request to post their student bio within a specific Teams channel once they join the site
- Brief overview of online platform that will be used, such as Zoom (if applicable)

While this messaging can be admittedly lengthy, our lessons learned have informed us that providing this level of guidance and attention to detail is appreciated by our cohorts and helps to ensure transparency. For an example of what welcome messaging can include using the EITL BC as a model, see the Sample Documents.

Vendor Check-ins/Follow Ups

It is important to check in with vendors and/or your SMEs prior to their course delivery to confirm the following:

Session Date and Time frame

Along with these details, instructors also appreciate knowing when students expect a lunch break and for how long.

Delivery Platform (e.g., Zoom) or Location

If using Zoom, this is a good opportunity to remind the vendor that s/he can either use a departmental Zoom license, or that s/he needs to send a link to update the meeting invitation (if applicable). If the session is in-person, it is helpful to provide details if your trainer or SME is not familiar with your site, such as the address and where to park.

Trainer Roster

As noted above, the OPD strongly recommends developing and sharing a “trainer” version of your cohort’s roster that includes their names, departments, working titles, formal classifications, and any additional demographic information of interest compiled from a pre-program survey. It is not advisable to share student email addresses with vendors unless required by the vendor to register students for services tied to the class, such as an exam voucher or formal assessment tool.

Materials Request

If applicable, see if your instructor is open to sharing any materials prior to the session, such as a slide deck and/or any handouts/support documents. While students generally prefer having access to these materials in advance, some vendors may not be willing to share pre-session or even at all due to proprietary reasons.

Support Needed

This component cannot be overemphasized, especially when a session will be delivered by a SME remotely. It is important to determine pre-session what your SME's level of comfort is with your remote platform so you are not caught off guard by any last-minute requests.

Whenever a new SME agrees to deliver a session for the first time, the OPD offers to schedule a quick pre-session meeting to test materials, practice using the remote platform (e.g., screenshare, go over how breakout rooms work), and determine if there will be any support needed by the OPD, such as monitoring the Zoom chat feature and raised hands, creating and facilitating breakout rooms on their behalf, and/or even running their slide deck). Of course, if you are assured your SME is a seasoned trainer, a meeting is certainly not necessary, and you can simply inquire if s/he will need assistance or is comfortable delivering the session independently.

Technical Check (if applicable)

If you are offering any highly technical courses that use proprietary software and/or use tools and/or platforms that may not be as familiar to your students (or could involve firewall issues) it is strongly recommended that these be tested with your vendor prior to your program start date.

In addition, if your vendor needs to communicate with your cohort to grant access to materials, portals, or other proprietary materials, the OPD also recommends offering to do this on behalf of the vendor to alleviate important emails being mistaken for spam or routed to their junk folder.

When You Need a Reasonable Accommodation

Though it may not be a common occurrence, knowing the requirements, parameters, and expectations associated with reasonable accommodations are extremely important to understand and provide. When a student self-identifies as needing a valid accommodation, first and foremost, the goal that should always be kept in mind throughout *all stages* of the planning and delivery phases is to provide the impacted individual with *equal access to content and information*. While this may seem like a challenging task, with good communication, oversight, and flexibility, despite the many moving parts involved, there are distinct ways for this to be a manageable (and even rewarding) process.

While there are standard practices related to reasonable accommodations per the California Fair Employment and Housing Act, our experience has been limited to providing services for a deaf student. However, many of the processes, dependencies, and recommendations would apply to any student needing this kind of request.

Plan Effectively

Ensure You Are Notified Timely of a Request

One of the easiest ways to do this is to weave in messaging within your marketing efforts (e.g., via a webpage that provides information about your program) and/or messaging that is sent to students who have either been selected or have registered for your program. In the case of CDT, the messaging we use within our website's FAQs for all programs is the following:

The OPD is dedicated to providing an inclusive, welcoming environment for all academy and boot camp students. If a student accepted into the program needs a reasonable accommodation, s/he should make this request as soon as possible to allow our team sufficient time for planning and preparation before the start of the program.

Messaging of this nature places responsibility on the student to notify the program coordinators of his/her specific need. As you will see within the sections below, the more lead time there is, the better you will be able to properly assist the student.

Contact Your Human Resources' Reasonable Accommodation (RA) Coordinator

Once a student has indicated s/he needs an accommodation, the first critical step is to contact your department's RA Coordinator as soon as possible. In 2024 our office received a request to accommodate a deaf student for the duration of a 9-week, highly technical academy. One of our biggest initial missteps was that 1) we assumed the student's department would help absorb the cost. On the contrary, per our conversations with the California Department of Human Resources, the *hosting department* is required to provide all services, and 2) that our department's current contract for interpretive services would have enough funding to cover the required hours.

Instead, we learned very quickly that, due to the length of our program and the high number of hours needed for coverage (approximately 120), we needed to procure a new contract *quickly* (within about seven weeks). While we were fortunate that most of our program was scheduled for virtual delivery, we also had seven sessions/events scheduled to be offered in-person (reasons why this presented an additional challenge are discussed below).

Our first significant lesson learned after meeting with our RA Coordinator was discovering that, since our classes exceeded one hour in length, for every class offered, we were required to supply **two interpreters** for the session that not only could provide interpretive services, but who were also willing and able to handle the challenge of successfully translating technical jargon, acronyms, and other complex information for courses that were typically six hours long.

Our second and most disheartening lesson learned was that it was *extremely* difficult to find interpreters who were willing to travel to our Training and Education Center in Rancho Cordova to provide services on site. The explanation provided to us by our vendor was that post-COVID, many clients choose to be accommodated remotely versus in-person. This shift has resulted in many interpreters now being less willing to accept jobs in-person since they are able to pick and choose their assignments. While this was our anecdotal experience, it was a significant challenge that in most cases we were not able to overcome.

Lessons Learned from Planning:

Our key takeaways from our pre-academy planning were the following:

- For the initial outreach with your RA Coordinator, be ready to provide the following to help expedite your request:
    - Communicate the **specific accommodation need/request**,

- State how many **hours** are needed overall, the **program length**, and the **typical class length,**
- Indicate the **platform or delivery method(s)** and anything of interest regarding these platforms (e.g., Zoom or MS Teams delivery, interactive versus lecture-based, etc.); and
- Share your **program schedule/calendar, training location(s), and the nature of the program** (e.g., highly technical, administrative, how many students in the cohort, etc.).

- Find out what your department's **dollar threshold** is within your existing contract, and do not assume you will have the funding to cover your program;

- Once your RA Coordinator has secured a contact that can provide the needed resources, work through him/her to **book your most challenging sessions for scheduling** first (e.g., highly technical and/or in-person). Any in-person sessions will likely be the most difficult to schedule; in our case, even with several month's lead time and weekly check-ins with our RA Coordinator and vendor partner, we were still unable to find interpreters within a 100-mile radius who were willing to provide these services for most in-person sessions; as a result, most in-person sessions had to be converted to virtual delivery; and

- Ensure that that the assigned interpreters have their **Registry of Interpreters for the Deaf (RID) Certification**, which is a higher-level certification and ensures they can provide interpretive services for college-level classes;

- Request that your RA Coordinator **book your interpreters to be available for 30 minutes prior *and* post-session delivery**. This best ensures the impacted student has equal access to information, such as student conversations, announcements, or if a course runs beyond its scheduled time; and

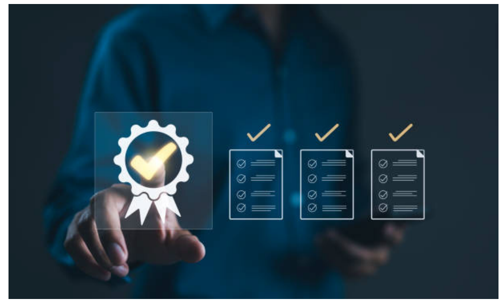
- **Remain in contact** with your impacted student regarding the status and what you are doing throughout the program to ensure their needs are met (they will appreciate the communication and reassurance).

Set Your Student *and* Yourself up for Success

Track and Organize Your Information

No matter your program length, you will quickly find that you need to document various components. A highly effective way to do this is to develop a comprehensive spreadsheet that identifies the following for each class session:

- The **interpreters assigned** (or where there were gaps);
- Interpreter **contact information**;
- A **check-off option** to indicate if the interpreters have been added to meeting notices and sent materials for their review pre-session, and
- **Notes** that can be added regarding the success or lack thereof in meeting the student's accommodations. (We found that some interpreters were better than others in communicating course content effectively and/or arriving on time.)



Create Standardized Messaging for Interpreters and Trainers

Another best practice is to develop an email template that can be used to communicate with your interpreters and trainers approximately one week prior to their assignment. This ensures all parties are informed of the expectations for the session and ensures your messaging is consistent. (We also encourage cc-ing the vendor on interpreter correspondence.)

Below is some sample messaging used with our interpreters:

Greetings (insert interpreters' names),

(Insert name) and I serve as the Program Managers for the (insert program name) and are providing some information of interest to help set you all up for success. The name of your assigned consumer is (insert name). Please see below for details:

Date	Start Time	End Time	Class	Platform	Interpreter Name 1	Interpreter Name 2
9/4/2024	9:00 AM	4:00 PM	Cyber First Responder (Day 1)	Zoom	(insert name)	(insert name)
9/5/2024	9:00 AM	4:00 PM	Cyber First Responder (Day 2)	Zoom	(insert name)	(insert name)

* Remote sessions open as early as 8:30am for students to check in and verify connectivity.

If possible, it would be appreciated if interpreters could log in around 8:50am to verify connectivity since class will begin promptly at 9am. Once you join, it would also be appreciated if you could rename yourself as "Interpreter – (your name)." This will best help the instructor identify you within the cohort.

We have communicated to the instructor, (insert name), that (he or she) should do (his or her) best to limit discussion outside of using the chat feature before class, during breaks, at lunch, and at the end of the session. Due to the highly technical nature of the content, we have also emphasized the need to speak at a pace our interpreters can follow. Please do not hesitate to let (him or her) know if you (or insert student's name) are having challenges in this regard. Finally, we will also ensure assigned interpreters are given co-hosting rights, in addition to (insert student's name), and will have time during and after breakouts to re-pin each other.

Class materials for Day 1are attached (we will share Day 2 materials once received).

While (insert name) and I will not be present throughout the entire session, we can be easily reached via the (program name's) in box if you have any questions or concerns during the class. We will also check in periodically throughout the day.

For your convenience, below is the link to the class session (also located in your meeting invitation).

(insert class link to ensure interpreters have access)

Thanks very much, and please let us know if you have any questions.

Lessons Learned from Interpreter Communications:

- Our interpreters expressed appreciation for the inclusion of specific details that illustrated our awareness of their unique challenges regarding instructor speech rate, our dedication to limiting class discussion when an interpreter was not present, ensuring interpreters would be given co-hosting rights once they joined, and requesting additional time to pin each other during the session for smoother delivery;
- Despite our providing the link to the session within our meeting notices, we quickly learned that a best practice was to *also* include the course link within this messaging; and
- Providing course materials in advance for the interpreters' review was also appreciated.

Below is standard messaging that was used to communicate with our trainers:

Greetings John,

We are really looking forward to your upcoming **BCP Workshop** session for our (insert program name) students on **Friday, September 20** via **Zoom.** Please find attached the **Student Roster** and the **Program Course Schedule**.

In our effort to set you up for success, we are sharing some information pertaining to one of our students who is deaf and will have two interpreters present during the class. Please see below for some specific requests from our interpreters to ensure the session runs smoothly for all involved:

Regarding our deaf student:

- Name is **(insert name)** – the assigned interpreters for his session are **(insert names)**
- Our interpreters greatly appreciate being able to see course materials in advance to familiarize themselves. (As usual, we will post and share with our student cohort, too.)
- Per our interpreters, they are requesting the following be communicated to all trainers to ensure they are able to provide (insert name) with equal access to course content:
    - Upon arrival, please make the interpreters and (insert student name) co-hosts so they can find and pin each other (interpreters sign in 15–20-minute increments)
    - Please be cognizant of speaking rate during course delivery. Interpreters need sufficient time to spell out acronyms, communicate concepts effectively, etc. This could impact the time needed to deliver course content.
    - Please be aware that an interpreter may need to interrupt, if needed, to request the speech rate be adjusted if the pace is too fast to follow.
    - For breakout sessions, please allow a bit of extra time for a breakout activity so interpreters can find and pin each other as well as a bit of extra time when returning from breakout sessions to re-pin.
    - If any videos are being incorporated, please ensure that closed captioning is available and activated.
    - Interpreters are only scheduled for a set amount of time – please be aware that they may leave the session promptly at 4pm even if the session has not formally concluded; this may require some quick adjusting on the trainer's behalf.

Thanks very much, and please feel free to reach out to us with any questions or concerns.

Lessons Learned from Instructor/Trainer Communications:

- Note that the student is referred to as "deaf" rather than "hearing impaired," which is what we were advised is the appropriate description within this community;

- Despite any requests to be cognizant of speaking rate and their best intentions, this is very difficult for instructors to do, so program staff should plan on attending sessions (or checking in with the interpreters regularly) to ensure they are able to follow the class content – most instructors will likely need at least one polite reminder to slow down, especially if the content is highly technical or specialized in nature;

- Along these same lines, if you can meet with your trainers before session delivery, this is highly recommended, especially to discuss activity ideas and execution so the delivery is inclusive of your impacted student (e.g., ensure videos have the closed caption feature activated, recommend extra timing be added to breakout sessions to allow interpreters to rejoin and re-pin one another after an activity, etc.)

Class Delivery:

It is important that you stay involved throughout the program. As noted at the start of this section, the goal is always to provide your impacted student with equal access to content and information. Unfortunately, even when expectations, requests, and logistics have been communicated in advance, missteps can still be made.

Below are some of the most important lessons learned and advice gained from our academy experience in 2024:

- For remote sessions especially, ensure program staff are on hand before the formal start of the session – in particular, if the student is deaf and has joined the cohort, unless both interpreters have formally joined the session and can provide services to the student, do your best to direct students to use a chat feature to converse with one another; attempt to implement the same practice during breaks to allow interpreters a reprieve from providing services;
- To ensure equal access to the program experience, refrain from playing music unless closed captioning is provided to coincide;
- Ensure that formal instruction does not start until both interpreters are logged on (or present for an in-person session) and are ready. This may result in some uncomfortable delays, but it is a *critical* practice;
- Request instructors *not* have much interface with the interpreters (we found that some interpreters did not wish to be formally acknowledged at all); this appears to be an industry practice and a preference within the interpreter community;
- As noted above, be ready to remind an instructor to slow down, especially if s/he has a very content-dense presentation. Instructors may also need to be reminded to request students not speak over one another, which provides additional challenges for interpreters in providing equal access to content;

- Check in with your impacted student regularly – ask him/her how things are going, which interpreters are most/least effective, and if s/he has any feedback to share or needs that could be better met as they continue the program; and
- Update your spreadsheet after each session with notes concerning your interpreters, especially regarding their ability to join sessions timely and meet your impacted student's needs; stay in contact with your RA Coordinator to share feedback, updates, and/or request a replacement for a scheduled interpreter if the services are ineffective.

Final Advice

Despite our best efforts to meet our student's needs, in addition to the advice offered above, below are some final lessons learned and best practices to ensure your program delivery is smooth.

- **Be prepared to pivot and adjust**: Throughout our experience, despite establishing a strong, positive relationship with our RA Coordinator early on and communicating our needs with all impacted parties, there were still times when changes and adjustments were inevitable. While frustrating and not aligning with your initial planning, you will very likely need to pivot multiple times. For example, there were instances where, despite an initial confirmation from an interpreter to commit to an assignment, s/he was unable attend due to new extenuating circumstances. As a result, we needed to reschedule the session altogether.
- **Document your experience thoroughly**: In addition to your spreadsheet, it is important to capture as many details as possible related to your experience in planning, executing, and reflecting on your ability to successfully accommodate your impacted student. Document key contact names, lessons learned, timing challenges, and especially what you did well.
- **Have an open mind and a growth mindset:** This is perhaps our most important advice and cannot be overstated. The important takeaway here is to remember that not all circumstances are within your control; as a result, there will likely be times when you need to find a fast, creative solution – perhaps a solution that you are not comfortable with because you have never tried it before.

As an example to illustrate, for one of our classes that we had intended to be delivered in person, we are unable to find two interpreters to accept the assignment. To provide interested members of the cohort with the opportunity to interface in person if desired, after confirming with our RA Coordinator that there were no issues with our proposed solution, we communicated that, if interested, students could come to our training center with their headphones and laptops and that we would set up the room so the instructor would project onto a large screen. This way, the session could be conducted the same as if it were remote, while still allowing students to have networking opportunities in-person, if desired. This was not something we had ever offered to a cohort before and required discussion, troubleshooting, and coordination to ensure everyone's needs would be met. We communicated to the cohort that as long as a certain percentage were interested and willing to come to the training center in-person, that we would offer the opportunity. If our deaf student chose to attend in person, he would be able to use the chat feature via Zoom to communicate with other cohort members or via iPhone messaging.

Ultimately, there were not enough students who were willing or able to do so, so the session remained fully remote. However, this experience is meant to serve as an example of considering a different approach and thinking about how to deliver a session in a new, creative way that challenges "the way they always have been done."

As with most situations where you are faced with new challenges, situations, and events, despite all your best attempts at planning and communication with the various parties involved, perfection is likely not possible, and that is okay. In the end, beyond meeting the state's requirements, the goal is ultimately to provide your impacted student with a high-value experience that is thoughtful, respectful, and provides him/her with equal access to content and interface with peers. For that, your student will certainly be appreciative.

Program Launch

When the bulk of the planning and workload are complete, you are ready for the formal launch of your program. To assist with your program execution, below is a list of general tasks that should be addressed weekly/daily and documented/updated via the planning tool of your choice.

Weekly Tasks	Daily Tasks
• Reach out to next week's vendors and/or SMEs to touch base and secure materials/links (can be done via email or a quick Zoom session, depending on needs) • Update meeting notices with links for next week's sessions* • Post materials within Teams for next week's sessions (if received) • Post or send student course evaluation survey links • Compile feedback from the previous week's session(s); send compiled feedback to instructors • Prepare next week's Weekly Announcements and Reminders as a draft that you can update and adjust all week for posting	• Prepare any daily announcements for the cohort • Take attendance – this is especially important when you are offering courses where there are earned Professional Development Units (PDUs), for example. If so, be ready to share your attendance spreadsheet with your vendor at the end of the program • Document lessons learned as they apply to any aspect of the program for future planning (planning "wins" and challenges, course content (student likes/dislikes), instructor likes and dislikes, new, recommended SMEs and instructors to consider next time, etc.)

*Since this is an easily overlooked task, the OPD recommends selecting a specific day/time of the week to do this consistently to ensure this task is not overlooked, such as the Friday afternoon prior to the next week's sessions.

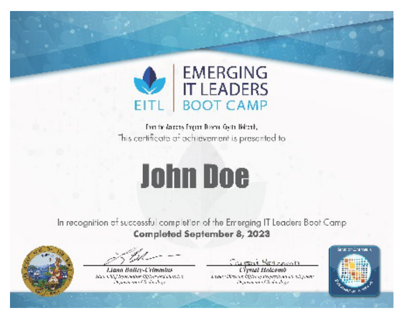
Program Wrap Up

As you near the end of your program conclusion, there are important anchor documents that can be prepared several weeks prior to the program's conclusion, all of which are discussed in more detail below.

Final Program Assessment Survey: Once your students have completed all coursework, they can be sent a final survey that requests feedback on all programmatic components. Surveys of this nature should be carefully developed so questions measure the overall value-add as well as what can be improved next time. If possible, try to limit your surveys to ten questions (or fewer, if possible – the EITL BC uses six questions). For context, while our Final Program Assessment surveys vary slightly from program to program, in general, they request the following:

- Ask students to rate their overall satisfaction with the course curriculum;
- List all classes and request students communicate their top three most and least favorite sessions;
- Ask which sessions were not covered in enough detail;
- Ask for new session topics;
- Ask to what extent the student feels better prepared in the training program's discipline or focus (e.g. security, leadership, project management, innovation); and
- Ask for final commentary/feedback regarding any component of the program (curriculum, program delivery/support, overall experience).

Certificate of Completion: Your students will appreciate a certificate of completion that can be added to their Official Personnel File (OPF) and/or submitted to their Training Office to receive earned hours in leadership. For the OPD's training efforts, Certificates of Completion are created using Adobe Creative Suite and preferred spellings of student names are requested several weeks before they are developed.



Earned Units/Credits: If applicable, once your cohort has completed all courses from which they can earn units (e.g., Professional Development Units (PDU), Continued Professional Education (CPE) credits), send a list of your cohort's preferred name spellings and a separate attendance roster to any applicable vendor(s) who have the accreditation/authority to provide additional certificates for your students (e.g., UC Davis College of Continuing Education and/or authorized technical vendors). Typically, these vendors will then batch and send electronic versions of certificates identifying earned units/credits for each student to the Program Lead/Team for them to dispense individually.

Wrap up Email: To tie up all loose ends, your cohort will appreciate a final "good-bye" email that helps address any lingering questions they may have and to wish them well moving forward. To help send off your cohort on a positive note, below are some typical topics covered in our final email messaging:

- Attachment of their Certificate of Completion;
- Request to send any departmental changes to the program's inbox to ensure our distribution list is accurate; and
- Reassurance that their communication hub (e.g., Teams) will not be disabled without notice so they can still access course materials and communicate with one another.

Data Compilation

Once your program has officially ended and you have most or all surveys have been completed, data can now be finalized and associated Lessons Learned can be documented.

When reviewing your data, look for trends, gaps, and easy fixes.

Depending on departmental leadership, you may be expected to summarize your survey's findings in a high-level report that is eventually presented for additional feedback and/or to illustrate the program's successes and challenges. At minimum, ensure that survey results are fully saved and stored for future review; however, the OPD advises thoroughly reviewing and updating your Lessons Learned with your cohort's most useful or interesting likes, dislikes, and suggestions as they relate to specific course content, how well an instructor or SME was received, and recommended changes to your program flow. Look for trends, gaps, and easy fixes, such as where the ordering of your classes might have made better sense in places or if a topic is repeatedly requested as being especially valuable.

Equally important to document are your successes, such as which instructors were especially well received, resonated with students, and/or provided great tools, techniques, and templates that encouraged them to think outside of the box or be more innovative in their thinking or execution.

Of course, there is no way to address every student's concern or request, and sometimes their final "asks" are either unreasonable or not feasible. However, there is much to be gained from the insights and recommendations of your cohort; in fact, many programmatic changes and adjustments have been made to our training programs based on student suggestions, such as the inclusion of specific topics, vendors, exams, and subject matter experts. On a smaller scale, many of our best-received administrative practices such as the creation and posting of Weekly Announcements and Reminders, the inclusion of Parking Lot and Student Bios channels for student collaboration and communication in MS Teams, and the incorporation of technical checks for specific, complex technical classes prior to delivery have come from students.

Conclusion

While the development and implementation of a training program from start to finish can seem like a monumental task, with good planning that incorporates reasonable timelines, thoughtful choices, and the willingness to be flexible and adaptable, it can be an extremely rewarding process for all involved.

Good program development is just as much about developing mutually beneficial relationships as it is course selection.

A huge part of this reward comes from the positive relationships that can be developed – relationships with your vendors, SMEs, executive sponsors, and of course, your students. Good program development is not simply about selecting curriculum and scheduling classes – it is just as much about developing mutually beneficial relationships that will positively impact the public sector workforce. The state is a highly interconnected community - treat your vendors well by giving them data that will help them deliver the best class possible. Treat your SMEs well by offering whatever assistance they need to ensure good preparation and delivery. Treat your students well by developing a thoughtful, organized, high-value program that will aid them in effectively serving the citizens of California. And finally, treat your executive sponsors well by respecting their ideas, insights, and suggestions for program success. Without their active engagement, support, and belief in the criticality and value of your training program, your efforts will be *far* more challenging if not impossible.

By treating your respective partners well and by going above and beyond when possible, you will ultimately grow your network of individuals across *all* organizational levels who are eager to help you be successful, such as working with you to find a way to deliver a class you desperately need that fits your budget, serving on a panel at the last minute, conducting outreach on your behalf to secure a highly desirable SME, or recommending your program to others. All these factors combined will contribute to both your current *and* future program effort's success.

Ultimately, we hope this resource has provided some useful insight, ideas, and advice for your department based on our successes and lessons learned along the way, of which there have been many. In the spirit of paying it forward to the state's workforce development and training communities, members of the OPD's Workforce Development Unit are happy to meet and discuss any of this guide's content in further detail as well as share additional suggestions and ideas that may benefit your department. Please feel free to reach out to our team at WFD@state.ca.gov with any questions.

Good luck, and we wish you much success in your endeavors.

Acknowledgements

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Crystal Holcomb, Department of Technology

Michael Todd, Department of Technology

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Jillian Adge, Department of Technology

John Roussel, Department of Public Health

Sample Documents

Planning Matrix Template

Program Framework Template

Budget Sample: EITL BC

E-Blast Sample: EITL BC

GovTech Sample Article: EITL BC

Program Calendar Sample: EITL BC

Program Schedule Sample: EITL BC

Course Descriptions Sample: EITL BC

Attendance Roster Sample: EITL BC

Administrative Program Review Deck Sample: EITL BC

Student Course Evaluation Questions: EITL BC

Meeting Invitation Sample: EITL BC

Welcome Messaging Sample: EITL BC

Planning Matrix Template

DO: High Priority

Tasks needing to be completed (within a couple of days)

Tasks:	Priority	Lead	Notes	Status
ITLA	1	Jenn		completed
enter program tasks				
PMLA				
ISLA				
EITL				
Cyber BC				

Significant: Priority

Upcoming tasks that will need to be done (within the next week or two)

Tasks:	Priority	Lead	Notes	Status
ITLA	1	Jenn		in progress
PMLA				
ISLA				
EITL				
Cyber BC				

Not Urgent: Back Burner

Tasks to remember to complete at some point (not urgent)

Tasks:	Lead	Notes	Status
ITLA	Jenn		to be started
PMLA			
ISLA			
EITL			
Cyber BC			

Developing a Training Program Guide

Resource Template

Training Program Framework

Use this framework to drive initial conversations with your executive sponsor with more details to be determined and added later as they apply to each area.

Program Purpose/Goal • What are the knowledge, skill, and ability gaps that will be addressed? • What is the end result/goal?	
Delivery Model • What will be the delivery platform(s) – remote, in-person, or a combination of both formats? • Will there be a culminating assignment or experience associated with the program (e.g., exam, presentation)? • What is the target length of program (four weeks, six weeks)?	
Cost • What service area(s) will fund this effort? • Is there a general budget to stay within?	

Target Demographic
• Who is the target audience for this program?
  ○ Managers/Supervisors?
  ○ Rank and file staff?
  ○ Ideal experience level(s) – e.g., years and/or type of experience most desired for program success
  ○ Specific classifications, functional/service areas most suited for this program?	

Course/Topic/Vendor "Wish" List • Course/topic "must haves" • Course/topic "nice to haves" • Any specific vendors or subject matter experts that would be ideal for specific classes?	

Developing a Training Program Guide

Resource Template

Training Days/Times • Preferred start and end times • Preferred delivery method(s) – e.g., all full day, mix of full and half day	
Resources Allocated/Needed • How many staff will be assigned to this effort (who will serve as the Program Lead/Manager or team?) • Is there specific software that needs to be procured (e.g. Azure, Zoom license) • Is a physical location needed for any training? • Are any new contracts needed? • Are there SMEs that can assist with advice for program flow and vendor/curriculum inclusion?	

Emerging IT Leaders Boot Camp 2023 Budget

Name of Course	Course Dates	Vendor	Number of Days	Rate per class	Total	Invoice Amount	Comments
Vendor Lead Courses							
Leadership Foundations		Sac State	1.5	$ 7,000.00			
Emotional Intelligence		Sac State	1	$ 8,000.00			*includes DiSC assessment; cost increase in assessment goes into effect 7/1 to 56.25 eaech versus 50.25 each*
The State's Budget Process		CPS	1	$ 3,300.00			
Lab for Leaders/Accelerating Trust		Smallify	1	$ 8,000.00			*includes both classes from Smallify*
Organizational Change Management		UC Davis	1	$ 5,215.60			
Conflict Resolution		UC Davis	1	$ 5,215.60			
Presentation Skills		Smallify	2	$ 6,000.00			*one full day session each; 10 students each*
Human Centered Design		CivicMakers	1.5	$ 8,000.00			*two sessions; ideally 9-2pm and 9-3:30pm*
Communicating with Data		UC Davis	1	$ 5,215.60			
New or Revised or Recommended Courses:							
Performance Management		Sac State	1	$ 7,000.00			
SOQ Improvement		Sac State	0.5	$ 5,500.00			
Interviewing Tools to Recruit the Best Fit		Sac State	0.5	$ 5,500.00			
No Cost Courses:							
Topic: Cybersecurity			0.2				
What Leaders Need to Know about IT Projects			1				*all day*
What Leaders Need to Know about IT Procurement			0.75				*9am - 2pm*
		Subtotals	14.95		**$ 73,946.80**		
Room Rental							
all online sessions			14				
		Subtotals	14		$ -		
			Qty	**Cost per Item**	**Subtotal**		
Miscellaneous							
Costco Picture Reprints			0	$ 11.00	$ -		
Email certificates			20	$ -	$ -		
		Subtotals			$ -		
					TOTAL		
					$ 73,946.80		
Projected Cost per Student			**# of Students**	**Per Student Cost**	**Total Revenue**	Difference (revenue - expense = difference)	
20 Participants			20	$ 3,200	$ 64,000.00	$ (9,946.80)	
22 Participants			22	$ 3,200	$ 70,400.00	$ (3,546.80)	
20 Participants			20	$ 3,700	$ 74,000.00	$ 53.20	
EITL 2023 course fee was $3200 with 20 students	$ 3,520.00						
Cost per student (at 20 participants) to breakeven			20	**$ 3,697.34**			
						$ 73,946.80	Total Cost of the Program
						$ 74,000.00	Total Revenue
						$ 53.20	Difference

E-Blast Sample

Program Dates: August 14 – September 8, 2023

Format: Virtual | **Cost:** $3,500 per participant

Program Summary

The Emerging IT Leaders Boot Camp (EITL BC) is a program that has been specially designed to provide leadership training for newer or less experienced IT supervisors, managers, and demonstrated program leads. Courses have been carefully selected to ensure participants will increase their knowledge, skills, and abilities in a variety of areas that impact IT government employees, such as the state's budget, IT project, and IT procurement processes, emotional intelligence, human-centered design, data communication, conflict resolution, and presentation/coaching skills.

This is a great opportunity for **entry-level IT supervisors, managers, and demonstrated leads** to develop a strong network of like-minded, passionate individuals who are committed to strengthening their leadership skills in a fast-paced, fun environment and is well suited for those that cannot commit to the longer academies or need a more economical alternative for training.

Who Should Register?

The EITL BC welcomes participants within the public sector who are entry-level IT supervisors or managers or who are working in a demonstrated lead capacity that have a strong interest in growing and expanding their leadership skills. Ideal candidates for this program are those within **IT Supervisor I or II classifications** (or similar classification levels within our cities and counties), those who have recently promoted into **new IT managerial positions**, **designated leads with a strong leadership potential**, or those who want to refresh or gain foundational leadership skills.

Please note that those who possess more significant supervisory/managerial experience (three years or more) are encouraged to apply for the IT Leadership Academy (ITLA), or, if they still choose to attend this program, do so with the understanding that they will be in the company of students with significantly less knowledge and experience.

All training sessions will be conducted online using Zoom as the remote delivery platform. Participants are expected to have a functioning camera and microphone and should commit to attending all class sessions, which occur **3-4 days per week** for the duration of the program.

With only **20** spots available, "seats" will fill quickly. Successful registration will be awarded on a first come, first served basis, and participants **must** be currently serving in a supervisory, managerial, or demonstrated lead capacity.

To learn more about the EITL BC and register via the California Department of Technology's training registration system, please visit the EITL BC webpage or contact the Office of Professional Development (OPD) directly at WFD@state.ca.gov.

Registration Opens for CDT's Emerging IT Leaders Boot Camp

The California Department of Technology (CDT) has opened registration for its virtual Emerging IT Leaders Boot Camp (EITL BC), a statewide training program for entry-level IT supervisors, managers, and leads in the public sector who are interested in growing and advancing their leadership skills.

"The program's curriculum focuses on the essential skills needed by the state's emerging leaders, with special focus on best practices needed for a remote or hybrid workforce," CDT said in a news release.

This third offering of the program targets those serving in IT Supervisor I or II classifications or similar classification levels within cities and counties, those who have recently promoted into IT supervisory/managerial positions, those who are working in a lead capacity, and those who want to refresh or gain leadership skills. Ideal participants are those with three years or less of experience in one of these roles.

"In addition to providing great curriculum selected for this demographic, the EITL BC also accommodates departments with limited training budgets and students who prefer a more compact training model," said Crystal Holcomb, Deputy Director for CDT's Office of Professional Development. "We encourage our local government partners to participate now that remote delivery eliminates the need to travel."

The fully virtual four-week program will run from August 14 through September 8 and includes group discussions and "exposure to critical concepts impacting government entities. Registration will be awarded on a first-come, first-served basis, and interested participants may register via CDT's open registration process," CDT said.

For more information about the program or to register, go to CDT's workforce development page.

California Department of Technology
Office of Professional Development

August 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13 Week 1	14 9-11am Program Orientation PM: Leadership Foundations (Sac State)	15 Leadership Foundations (Sac State)	16	17 The State's Budget Process (CPS)	18 9am – 12pm: Coaching for Performance (CPS) 1pm – 3:30pm: Developing Relationships in a Hybrid Workplace (CPS)	19
20 Week 2	21 Emotional Intelligence (Sac State)	22	23 Lab for Leaders (Smallify)	24 9am – 2pm: What Leaders Need to Know: IT Projects (CDT)	25 Data Communication (UCD)	26
27 Week 3	28	29 9am – 2pm: What Leaders Need to Know: IT Procurement (CDT)	30 9am – 12pm Human Centered Design (CivicMakers)	31 9am – 12pm Human Centered Design (CivicMakers) 1pm – 3:30pm: Performance Gap Conversations (Sac State)		

EITL | EMERGING IT LEADERS BOOT CAMP

All classes are remote using Zoom
Full class days: 9am – 3:30pm

Class will promptly start at 9am; please log in by 8:45am to ensure connectivity.

Zoom links for sessions will be updated the week prior to class; course materials will be uploaded onto Teams within their corresponding channels as soon as they are received. Please note that this could be the morning of the session.

California Department of Technology
Office of Professional Development

September 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Organization Change Management (UCD)	2
3 Week4	4 **Labor Day Holiday**	5 Conflict Resolution (UCD)	6 9am – 12pm: Diversity & Inclusion Why It Matters to Leaders (CPS) 1pm – 3:30pm: Interviewing Tools to Recruit the Best Fit (Sac State)	7 Presentation Skills – Group 1 (10 students per class)	8 Presentation Skills – Group 2 (10 students per class) **END OF PROGRAM**	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

EITL | EMERGING IT LEADERS BOOT CAMP

All classes are remote using Zoom
Full class days: 9am – 3:30pm

Class will promptly start at 9am; please log in by 8:45am to ensure connectivity.

Zoom links for sessions will be updated the week prior to class; course materials will be uploaded onto Teams within their corresponding channels as soon as they are received. Please note that this could be the morning of the session.

EMERGING IT LEADERS BOOT CAMP

EITL

2023 Program Schedule

August 14 – September 8 ▪ 9:00am – 3:30pm

Course Date	Time	Course Name	Instructor(s)
Monday, August 14	9am – 11am 1pm – 3:30pm	Administrative Review and Technical Check Leadership Foundations, Pt 1	OPD Staff Jason Roberts, Sac State, College of Continuing Education
Tuesday, August 15	All day	Leadership Foundations, Pt 2	Jason Roberts, Sac State, College of Continuing Education
Thursday, August 17	All day	The State's Budget Process	John Hiber, CPS HR Consulting
Friday, August 18	9am – 12pm 1pm – 3:30pm	Coaching for Performance Developing Relationships in a Hybrid Workplace	Wendy Farrell, CPS HR Consulting
Monday, August 21	All day	Emotional Intelligence	Tyler Wade, Sac State, College of Continuing Education
Wednesday, August 23	All day	Lab for Leaders	Dave Viotti, Smallify
Thursday, August 24	9am – 2pm	What Leaders Need to Know About IT Projects	Rosanna Nguyen, Department of Finance; Tim Issertell, Department of Technology
Friday, August 25	All day	Data Communication	Jim Fong, UC Davis Continuing and Professional Education
Tuesday, August 29	9am – 2pm	What Leaders Need to Know About IT Procurement	Tiffany Angulo, Samit Wangnoo, and Rob Trojan; Department of Technology
Wednesday, August 30	9am – 12pm	Human Centered Design, Pt 1	Judi Brown, CivicMakers
Thursday, August 31	9am – 12pm 1pm – 3:30pm	Human Centered Design, Pt 2 Performance Gap Conversations	Judi Brown, CivicMakers Christell Bechtold, Sac State, College of Continuing Education
Friday, September 1	All day	Organizational Change Management	Michael Grabow, UC Davis Continuing and Professional Education

EMERGING IT LEADERS BOOT CAMP

EITL

2023 Program Schedule

August 14 – September 8 ▪ 9:00am – 3:30pm

Course Date	Time	Course Name	Instructor(s)
Tuesday, September 5	All day	Conflict Resolution	Michael Grabow, UC Davis Continuing and Professional Education
Wednesday, September 6	9am – 12pm	Diversity and Inclusion: Why it Matters for Leaders	Wendy Farrell, CPS HR Consulting
	1pm – 3:30pm	Interviewing Tools to Recruit the Best Fit	Christell Bechtold, Sac State, College of Continuing Education
Thursday, September 7	All day	Presentation Skills* Group 1	Dave Viotti, Smallify
Friday, September 8	All day	Presentation Skills* Group 2	Dave Viotti, Smallify

*Students will be broken up into two groups of ten students each and are only expected to complete their assigned session.

Leadership Hours: 66

Leadership Foundations for Project Managers (2-day course)

In this course, students will learn strategies and techniques for effective leadership without authority. By end of the course, students will be able to articulate the difference between a manager and a leader; understand and apply the six different leadership styles; examine personal leadership as a leader without authority; and identify specific strategies to implement on their project teams and back at the office.

The State's Budget Process (1-day course)

One of the most important aspects to running a department is to understand the role of the CEA and management in the budget process. This course covers developing the annual budget, getting adequate resources to run your department, and ensuring you stay within your budget after an amount has been appropriated. One of the most important aspects to running a department is to understand the role of the CEA and management in the budget process. This course covers developing the annual budget, getting adequate resources to run your department, and ensuring you stay within your budget after an amount has been appropriated.

Emotional Intelligence (1-day course)

Individual and team success depends on the ability of individuals to communicate with others. Every interaction with another person determines how you are perceived and is an opportunity to develop positive influence. Whether you're communicating individually, conveying information to a project team, or delivering a difficult message, this half-day course will increase your ability to communicate in ways that promote positive working relationships. In this work shop participants will understand emotional intelligence and why it matters; discover their own communication style; understand the communication styles of others; and build more effective relationships.

Conflict Resolution (1-day course)

Though conflict is a situation that occurs daily, it often makes people uncomfortable. Learning to surface issues within the workplace and successfully navigate challenging situations with direct reports, peers, and/or supervisors where emotions run high and positive outcomes are critical, is an integral leadership skill. Students will examine different conflict resolution models to help bring solutions to the most challenging circumstances.

What Leaders Need to Know About IT Projects (1-day course)

Intended to provide students with a better understanding of this complex process, this course provides a high-level overview of the Project Approval Lifecycle (PAL) and the Project Management Lifecycle, with emphasis placed on what are the top challenges departments face as well as how these issues can be best handled at the executive level.

What Leaders Need to Know About IT Procurement (1-day course)

This highly informative course focuses on the four key stages of the procurement lifecycle and how this process impacts IT managers and their organizations. Topics include the pre-solicitation, solicitation, award, and contract administration phases with emphasis placed on what executives need to know to ensure their IT projects are procured successfully.

Lab for Leaders (1-day course)

This highly interactive session focuses on the five essential "Smallify" leadership tools: 1) how to get into and maintain a growth mindset for leaders and their teams; 2) how to Smallify individual, team, and organizational goals into smaller, more actionable pieces; 3) how to identify and design to meet customer needs; 4) how to generate breakthrough solutions using a range of creative prompts; and 5) how to take action, build momentum and alignment, and reach big goals faster through small bets and small wins. The course includes relevant challenges and opportunities that all participants face as well as time for individual work, with an emphasis on providing them with practical and immediately applicable tools.

Organizational Change Management (1-day course)

Why do projects fail? Why do organizations grow stagnant? Why do employees refuse to change? In this course, students will learn what Organizational Change Management (OCM) is and why it is critical to project success. Participants will learn who is responsible for OCM and how any organization can build a culture that accepts and even welcomes change. Students learn the methodologies, processes and tools that OCM practitioners use to assess individual and organizational readiness, and plan for the changes that come to every organization.

Human Centered Design (1-day course split over 2 days)

What exactly is Human Centered Design or 'HCD'? Is there a practical method for building the human perspective into all steps of the problem-solving process? Does HCD apply to more than system design? How do I maximize the value of audience or user feedback? Who plays a role in HCD? Is HCD the same thing as 'Design Thinking'? These are just a few examples of the questions we will explore during this interactive course focused on demystifying the term and equipping attendees with the skills to play a role or offer constructive feedback inside an HCD activity. The concepts below form the basis for an HCD process, starting with empathy and continuing through the testing stage, tailored where applicable to a public sector environment. During this course, participants will be introduced to how HCD-based skills benefit all aspects of their role, essential to career success. Hands-on exercises will build familiarity and comfort with the tools and skills that are foundational to any HCD process, regardless of their role as a team member or target audience.

Data Communications (1-day course)

In a fast-paced digital world, professionals have access to data that they have never had before. The use of data and insights derived from it can significantly impact an organization's effectiveness, profitability, efficiency or competitiveness. However, communicating with data is an emerging skill that goes beyond just a pretty chart or table. Effective data communication requires preparation, assessment, and planning.

Maximizing Performance (1-day course)

In this full-day workshop, participants will learn strategies to connect with their team members to develop and strengthen a culture of employee engagement that drives productivity. Through active discussions and small group activities, participants will begin to identify internal motivators within their teams, leverage individual and team strengths, generate team member commitment, and engage individual and team accountability for outcomes that lead to high performance results.

By the end of the session, students will gain skills in identifying the unique aspects of managing performance in a hybrid work environment; recognizing and leveraging differing motivation and empowerment needs among team members; implementing strategies for fostering accountability and tracking performance in a virtual setting; and applying effective delegation techniques for remote and hybrid teams.

SOQ Improvement (1/2-day course)

In this course, participants will review the key components of an SOQ as well as ways to articulate their knowledge, skills, abilities, behaviors, and outcomes to meet various SOQ response requirements. Through discussions, personal experience exploration, and activities, participants will develop tangible examples to incorporate into an effective SOQ document with a focus on how to be more competitive at the executive level. Course objectives include developing a compelling SOQ that effectively showcases leadership strengths and achievements; tailoring their SOQ to align with specific executive IT job descriptions; and overcoming common challenges in crafting an impactful SOQ for executive level positions.

Interview Skills Improvement (1/2-day course)

In this informative workshop, participants will spend time identifying and articulating their experience achieving organizational goals and advancing their organization's vision with, and through, others. Leaders will also incorporate prior self-discovery concepts from Exemplary Leadership Behaviors and Leadership Branding modules. Course objectives include methods and best practices for enhancing executive presence and articulating organizational impacts and practicing insights to develop a stronger proficiency in executive-level interview techniques.

Presentation Skills

What are the core components to any compelling presentation? What is the sequence of proven steps to build any presentation for any audience? How do I build a storyboard, and is that really necessary? How do I match the content to the audience? How do I know if I've got 'too much' or 'too little' content to present? Why bother strengthening my presentation skills as a technologist?

These are just a few examples of the questions students will explore during this interactive course focused on equipping attendees with the skills to design, build, produce and deliver a compelling presentation. The concepts below form the basis for building any presentation, tailored where applicable to a public sector environment.

During this course, participants will be introduced to why well-developed presentation skills are essential to career success. Hands-on exercises will build familiarity and comfort with the tools and skills that are foundational to any presentation and for any audience.

Attendance Roster Sample

EMERGING IT LEADERS BOOT CAMP
EITL

Attendance Roster

				Program Review/Tech Check	Leadership Foundations Part I	Leadership Foundations Part II	The State's Budget Process	Coaching for Performance	Developing Hybrid Relationships	Emotional Intelligence	Lab for Leaders	What Leaders Need to Know: IT Projects	Data Communciation	What Leaders Need to Know: IT Procurement	Human Centered Design, Day 1	Human Centered Design, Day 2	Performance Gap Conversations	Organizational Change Mgmt	Conflict Resolution	Diversity and Inclusion	Interviewing Tools to Recruit the Best Fit	Presentation Skills - Group 1	Presentation Skills - Group 2
				9-11am	all day	all day	all day	9-11am	1-3:30	all day	all day	9am-2pm	all day	9am-2pm	9am-12pm	9am - 12pm	1pm - 3pm	all day	all day	9am - 12pm	1pm - 3pm	all day	all day
	First Name	Last Name	Department	8/14	8/14	8/15	8/17	8/18		8/21	8/23	8/24	8/25	10/12	8/30	8/31		9/1	9/5	9/6		9/7	9/8
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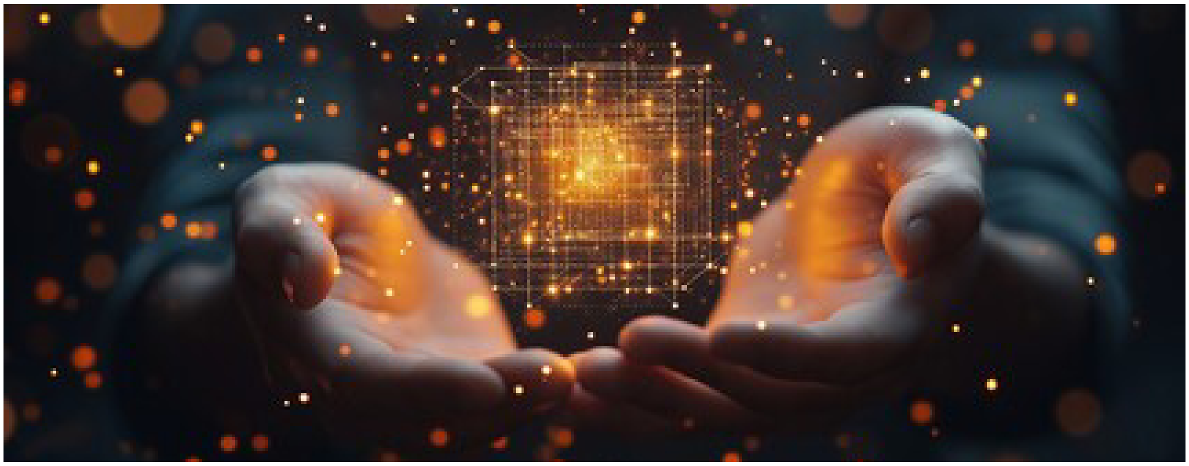
Administrative Program Review Deck Sample

Administrative Program Review Deck Sample



EITL BC Program Support Roles

EITL EMERGING IT LEADERS BOOT CAMP

Office of Professional Development Staff

Name	Title/Role
Crystal Holcomb	Deputy Director, OPD, Program Director
Michael Todd	Assistant Deputy Director
Keri Nomura	EITL BC Program Manager
Jennifer Hamman	EITL BC Program Manager
Jillian Adge	Technical Support
Beau Powers	Technical Support

Administrative Program Review Deck Sample

Program Managers

EMERGING IT LEADERS BOOT CAMP
EITL

What can we help you with?

- MS Teams issues
- Issues logging into a session
- Questions about curriculum
- Questions/concerns about the program in general

Any questions really– *we're here to help!*

For the quickest response, send questions/inquiries to:
WFD@state.ca.gov

Cohort Introductions

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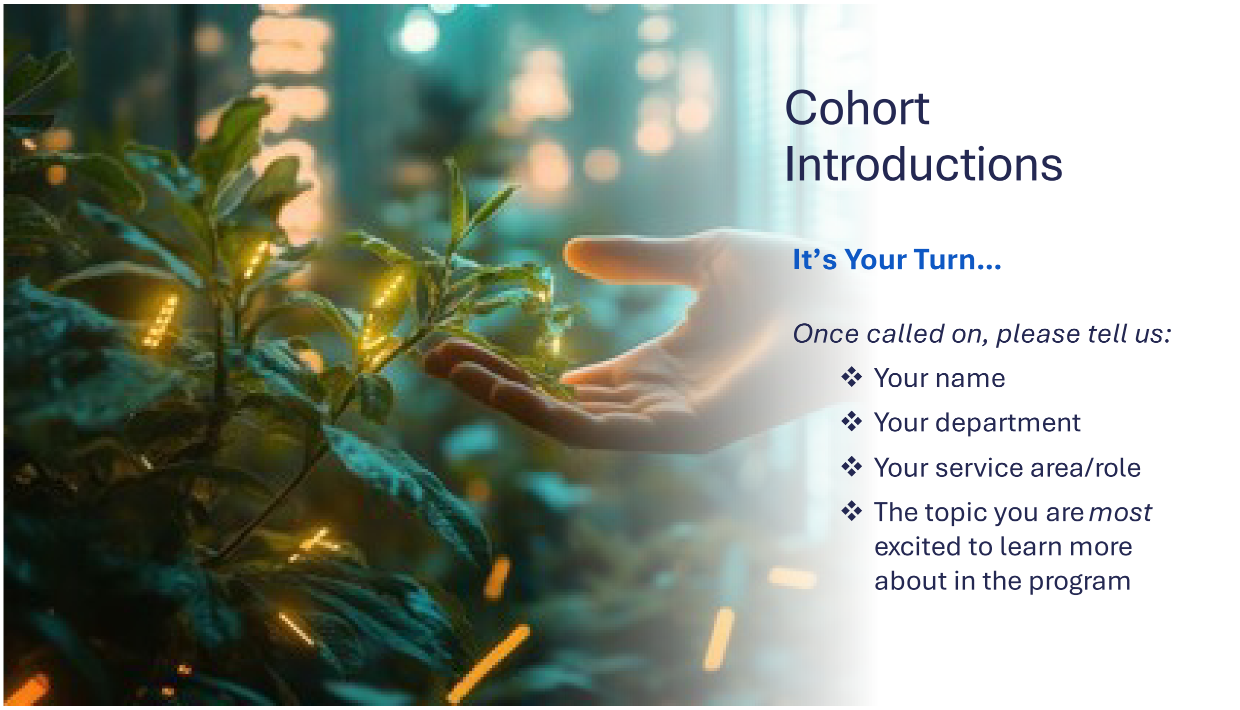
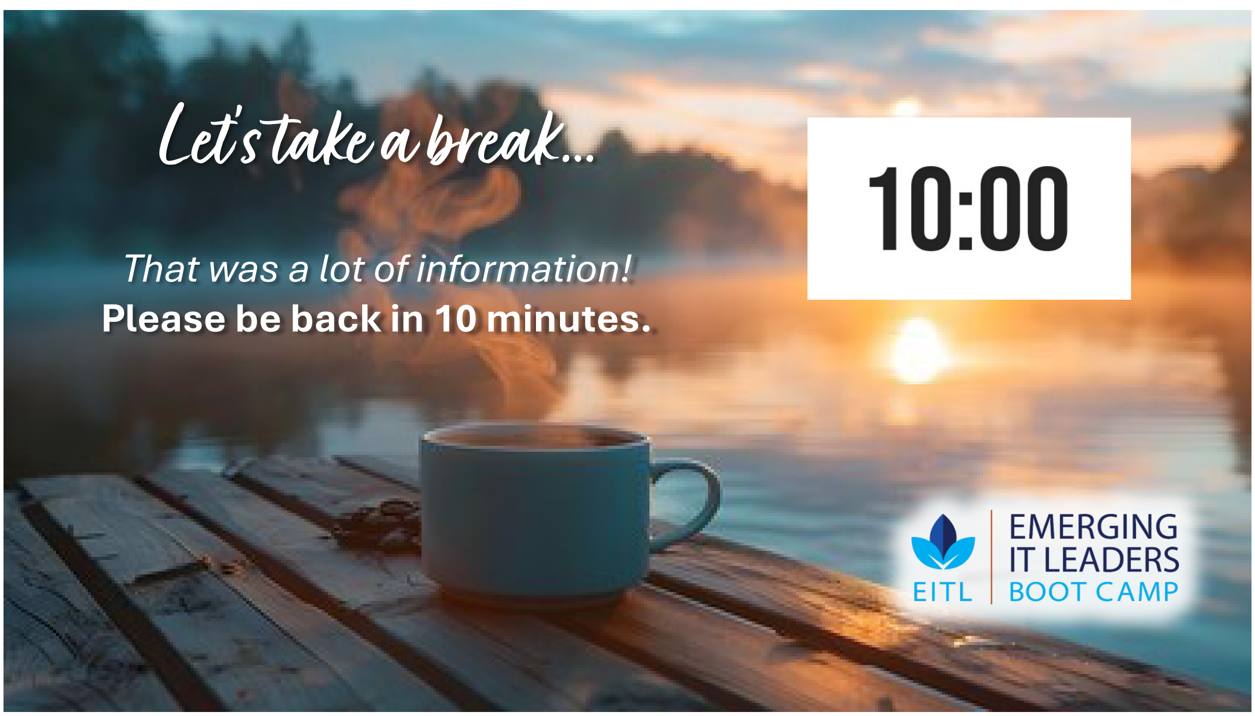
Administrative Program Review Deck Sample





Administrative Program Review Deck Sample

Administrative Program Review Deck Sample

EMERGING
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Program goals

- To better serve our entry-level or newly promoted IT supervisors/managers and those working in a demonstrated lead capacity
- To accommodate those who cannot attend our longer academies due to personal or professional responsibilities
- To serve those who have more limited training budgets
- To appeal to those who prefer a more compact training model
- To prepare those who wish to attend one of our leadership academies in the future (ITLA, ISLA, etc.)

EITL BC Program Framework

Administrative Program Review Deck Sample

Program framework

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Boot Camp Model

- Complete 13 courses in four weeks
- All courses are remote
- Attend classes four days per week (mix of full-day and half-day sessions)
- Classes run 9am – 3:30pm
- Curriculum carefully selected to focus on key knowledge, skills, and abilities needed for emerging IT leaders
- Courses are tailored/targeted for the boot camp's demographic when possible
- Students can earn up to 49 leadership hours

EITL Program Curriculum

Administrative Program Review Deck Sample

EITL Program Curriculum

EMERGING IT LEADERS
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Your 2025 EITL BC Courses

- Leadership Foundations
- Emotional Intelligence
- The State's Budget Process
- What Leaders Nee to Know About IT Projects
- What Leaders Need to Know About IT Procurement
- Human Centered Design
- Lab for Leaders: Building Trust to Accelerate Change
- Presentation Skills
- Organizational Change Management
- Data Communication
- Maximizing Performance
- SOQ Improvement
- Interview Skills Improvement

A Final Word About the Curriculum...

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Mindset Matters

- While all classes are taught by experts in their field, not all sessions lend themselves to the same delivery format
- Some sessions will be highly interactive, and some will be more lecture-based
- In addition, some sessions will have direct applicability and some will not
- Even if a subject will not have a direct impact *now*, do not discount the content or tune out
- Have an open mind and willingness to learn no matter the topic or delivery method

Administrative Program Review Deck Sample

Program Documents | EITL EMERGING IT LEADERS BOOT CAMP

Training Platform & Delivery | EITL EMERGING IT LEADERS BOOT CAMP

Administrative Program Review Deck Sample

Remote Training Platform

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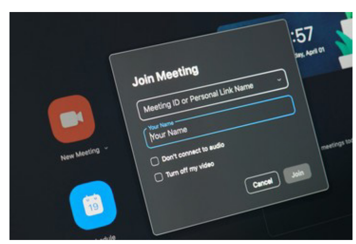
Zoom will be used exclusively

Why Zoom?

- Positive student feedback
- Instructor preference
- Fewer technical challenges



Meeting notices will be update with Zoom links prior to the session

Administrative Program Review Deck Sample

Remote
Decorum &
Expectations

Remote Decorum & Expectations

Zoom Etiquette

- Ensure you have "renamed" yourself in Zoom to include your first and last name, and department/agency
- Have your video/camera functional for all sessions
- Please remember to keep your microphone muted while your instructors are conducting class

Administrative Program Review Deck Sample

Remote Decorum & Expectations

- Use the hand raising feature in Zoom to signal your desire to speak
- If you need to step away, please post this in the Zoom chat (you are then welcome to turn off your camera, if needed)
- Be actively engaged in all sessions – contribute to discussions and ask questions

Remote Decorum & Expectations

Expectations

We understand there will be times where you will need to be off camera, but…

- The program expectation is that cameras be on for the majority of all class sessions
- And… *"showing up to a remote class with your camera off is like walking into a conference room with a bag over your head"* – Wise Academy student

Administrative Program Review Deck Sample

Remote Decorum & Expectations

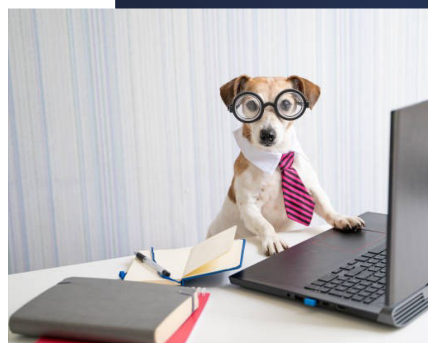
Dress Code

- Fine to keep it casual

Class sessions

- All sessions open at 8:30am
- Please log in no later than 8:45am

This is your opportunity to network with other class members – take advantage and get to know your cohort!



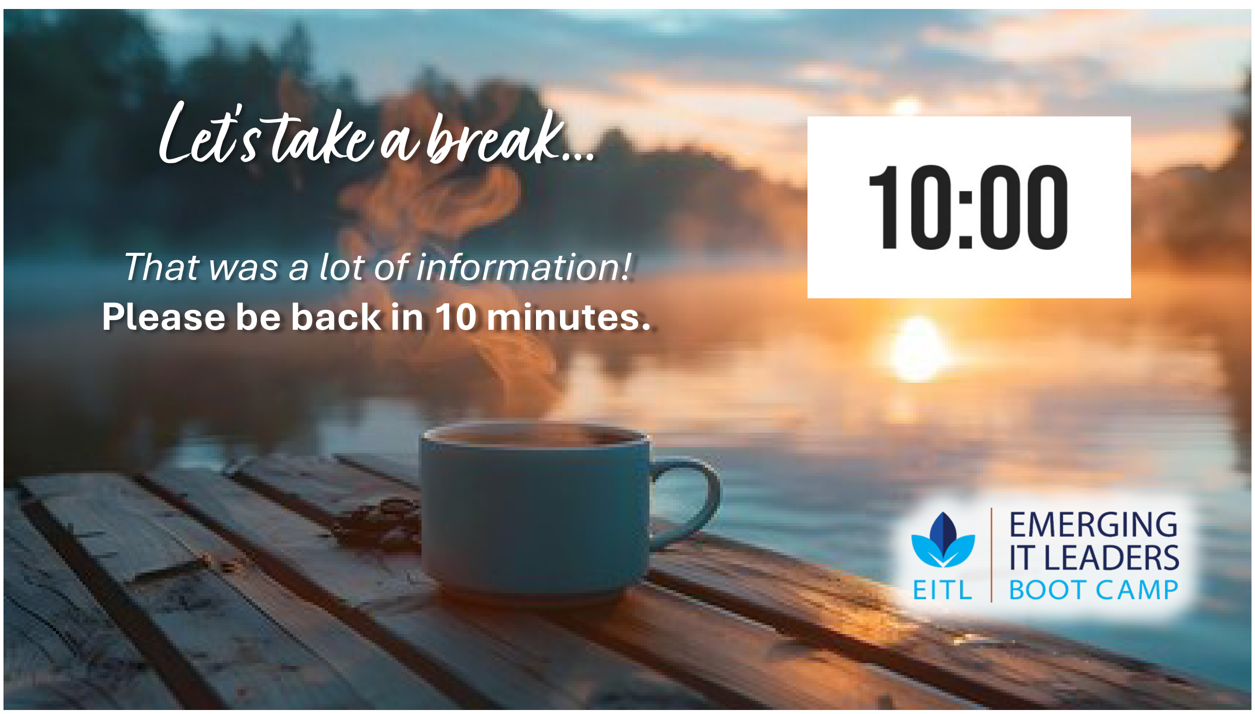
Program Attendance

Administrative Program Review Deck Sample

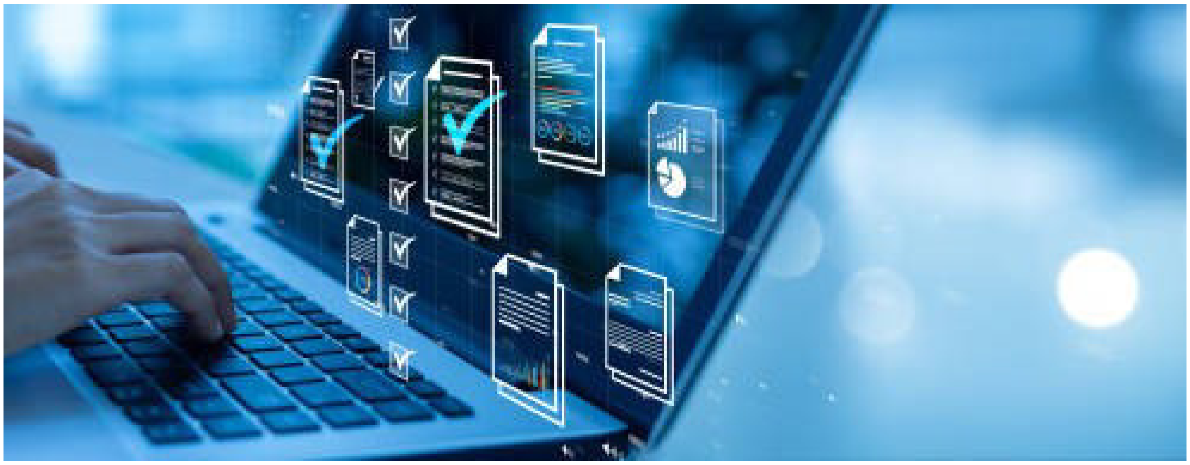
Program Attendance

EMERGING IT LEADERS BOOT CAMP
EITL

- Attendance is taken at the**start** of each class session
- **One** absence is allowed
- If you will be late or absent, send an email to WFD@state.ca.govthis will ensure your correspondence reaches Keri and Jenn
- **Attend *full* class sessions** – try to avoid missing "parts" of class – this impacts instructors, your peers, and most importantly...you
- **Be engaged** – contribute to discussions and take advantage of this opportunity to expand your network of peers
- **Remain committed** – while this is an intensive program, it has been designed to accommodate those who desire this model



Administrative Program Review Deck Sample



Course Materials & Collaboration Tool

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Administrative Program Review Deck Sample

Microsoft Teams

MS Teams Site

- All course materials are uploaded within the EITL BC 2025 MS Teams site
- Materials are stored by week– within the Files tab are folders that will house course materials for the scheduled classes
- We will always try to upload materials in advance
- Please download course materials prior to the class for remote sessions
- Not all instructors will share content equally– please be understanding

Microsoft Teams

Other important uses

- Serves as a fast and easy way to connect with Keri and Jenn
- Houses student bios and other administrative documents (schedule, calendar, roster, course descriptions)
- Is a great avenue to connect with other students
- Provides important Weekly Announcements for the cohort

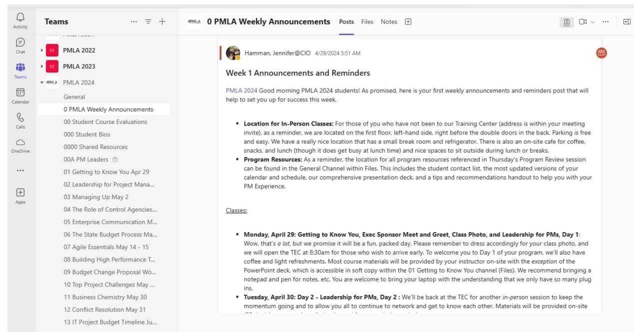
Administrative Program Review Deck Sample

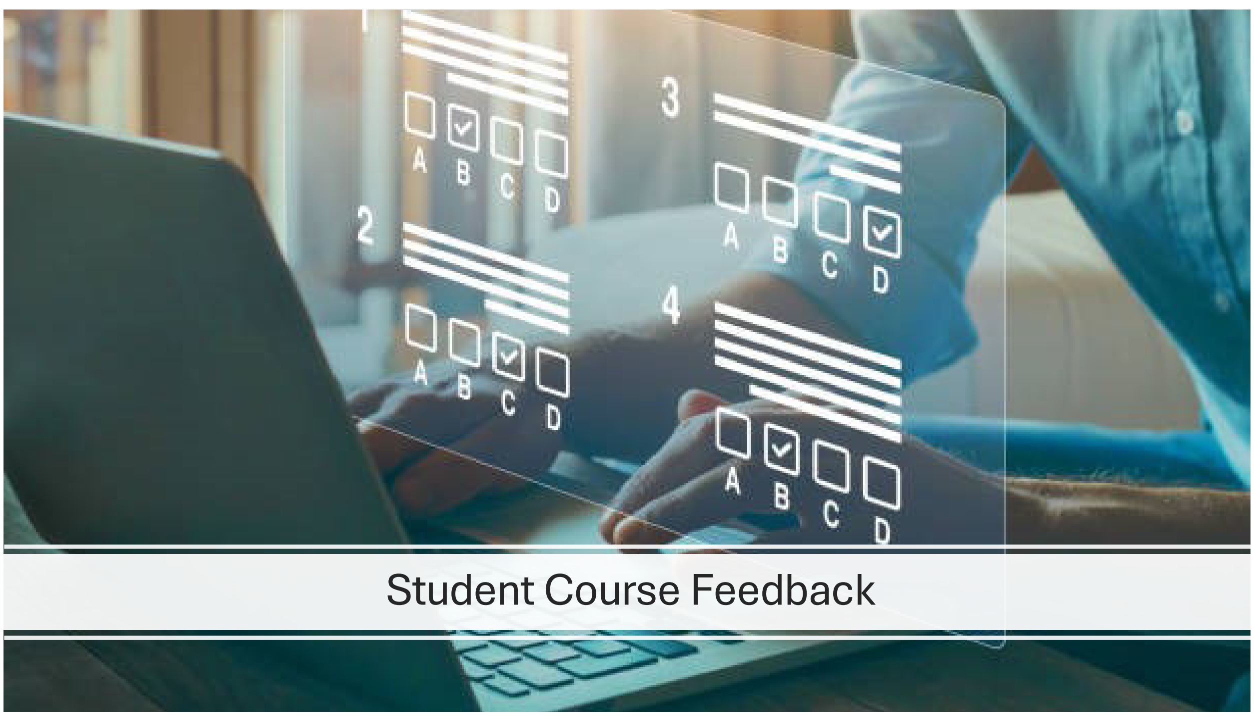
Microsoft Teams

EITL | EMERGING IT LEADERS BOOT CAMP

Weekly Announcements

- Posted every Monday morning
- Created to help you stay on track
- Please ensure you engage them





Administrative Program Review Deck Sample

Course evaluations

MS Forms

Almost every session will have a student evaluation

- Extremely important for you all to complete
- Easy to complete via MS Forms
- Should only take around 5-7 minutes
- Evaluations are active for a week post session delivery

Course evaluations

MS Forms

Why should I care?

- This helps us see what is working well and what can be improved
- We use our feedback to inform upcoming instructors of your training preferences during the program
- This helps to pay it forward for future boot camp students

Administrative Program Review Deck Sample

Course evaluations

MS Forms

Links for each session can be found:

- Within the Student Course Evaluation channel in MS Teams the morning of the session (or on day two for 2-day classes)
- Within the Zoom chat at the start and end of class

Final Reminders

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Administrative Program Review Deck Sample

Final Reminders

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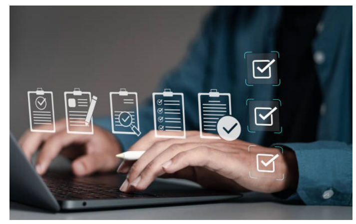
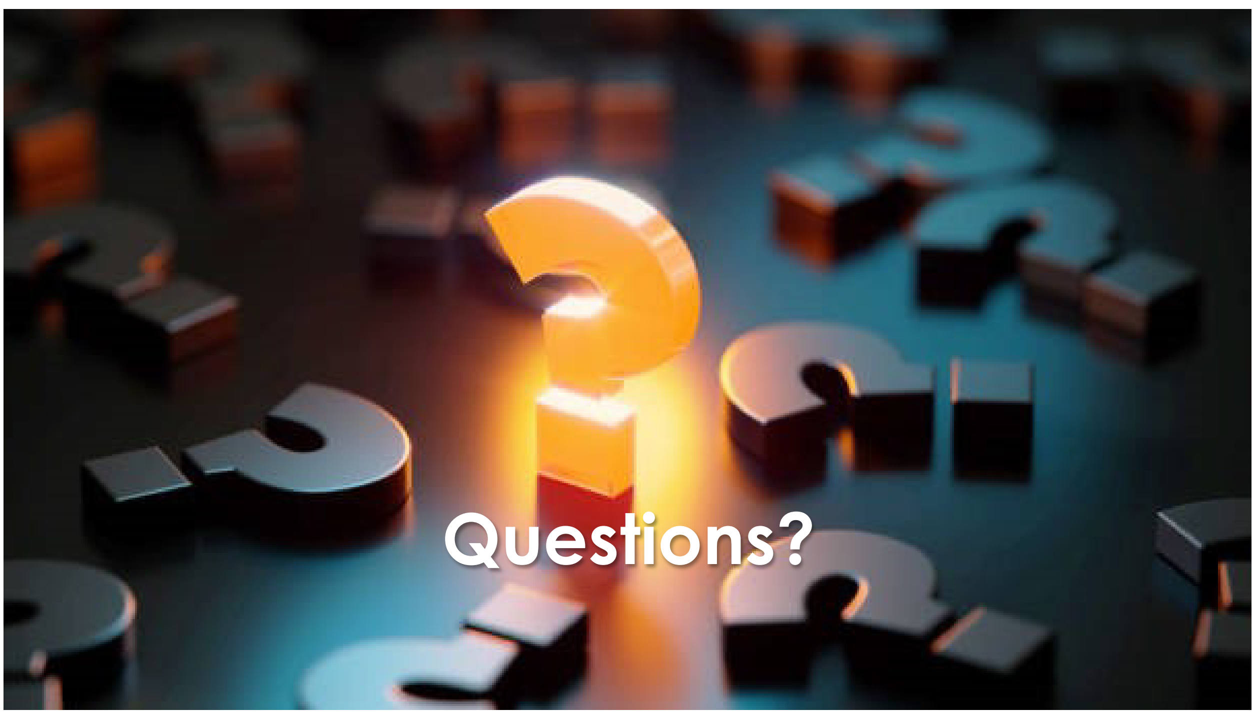
First class session is Monday, October 6

- Be on the lookout for Week 1 Announcements and Reminders (you will receive a notification via MS Teams when they are posted)
- Course materials for Leadership Foundations have provided within the Week 1 MS Teams Channel within Files (slide deck and participant guide)
- Check out your fellow students' bios on the MS Teams site to get to know one another
- Post your own bio, if you have not done so already
- Consider downloading and using the Zoom backgrounds created for this program (in the General Channel, within the Files tab)





Administrative Program Review Deck Sample

Technical Check

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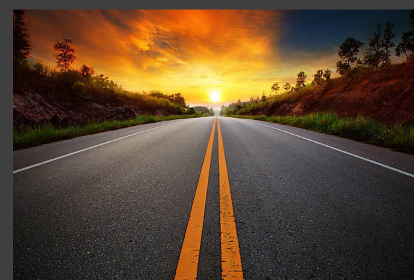
WAIT! Before you go…

Ask yourself:

- ✓ Can you access MS Teams?
- ✓ Do you have questions about using Zoom?

Need help?

- Stay on the meeting with us
- Our technical staff will help troubleshoot and/or provide a more detailed overview



Student Course Evaluation Form

Leadership Foundations

Jason Roberts
Sac State College of Continuing Education
August 15, 2023

* Required

* This form will record your name, please fill your name.

1. The instructor displayed a **strong understanding of the subject matter** throughout the training session. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

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Student Course Evaluation Form

2. The **online delivery method(s)** used for this training was/were effective and easy to follow. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

3. Please provide any additional feedback regarding how the online delivery methods used were successful and/or could be improved. *

4. The instructor encouraged **class participation**. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

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Student Course Evaluation Form

5. Please provide any additional commentary or suggestions regarding how the instructor was successful incorporating class participation in an online learning environment and/or how this could be improved. *

6. The instructor was **engaging and enthusiastic** throughout the training session. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

7. The course content encouraged me to **think in new ways and gave me new ideas**. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

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Student Course Evaluation Form

8. The information covered in class will help me **be more effective** in my position. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

9. The course **increased my knowledge** of the subject matter. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

10. Please provide any additional suggestions or comments regarding how or why the course did or did not increase your knowledge of the subject. *

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Student Course Evaluation Form

11. The **length** of the course was just right, especially for an online learning environment. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

12. Please provide any additional suggestions or comments regarding how the length of the course was or was not effective. *

13. Overall, the course was a **positive learning experience**. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

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Student Course Evaluation Form

14. I would recommend this course to others. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

15. I would recommend the instructor to others, especially regarding their ability to deliver the content in an online learning environment. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neither Agree nor Disagree
- ◯ Disagree
- ◯ Strongly Disagree

EMERGING IT LEADERS BOOT CAMP

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Student Course Evaluation Form

16. Please let us know **what you enjoyed most** about the course. *

17. Do you have any **suggestions for improving** the course, especially as it pertains to delivering the content in an online learning environment? If so, please discuss below. *

EITL 2023 Meeting Invitation

EITL 2023 – Class Session Invite

EITL | EMERGING IT LEADERS BOOT CAMP

Welcome to the "Leadership Foundations" session, facilitated by Jason Roberts on Monday, August 14, from 1:00pm to 3:30pm. The classroom portal will be open by 12:45pm for students to connect early.

This meeting invite serves as a placeholder on your calendar and will be updated with the class link closer to the session date.

Course materials will be uploaded to their designated EITL BC MS Teams channel within the Files tab as soon as they are available.

Please feel free to contact us with any questions or concerns.

EITL 2023 Welcome Messaging

Greetings 2023 EITL BC Students,

The Office of Professional Development (OPD) program staff would like to welcome you to the third, **fully virtual** 2023 Emerging IT Leaders Boot Camp (EITL BC). We have planned an exciting, thoughtful mix of courses that will challenge and inspire you throughout the program. You will hear more about this in detail during your EITL BC Administrative Review and Technical Check on **Monday, August 14 from 9am – 11am,** which is described in more detail below.

Before the start of the EITL BC, we wanted to cover a few topics of interest:

EITL BC Support Team: Keri Nomura and Jennifer Hamman will serve as your program leads. Please feel free to contact both of us (preferably) with any administrative questions (e.g., log on issues for courses, questions about curriculum or the program schedule, etc.). At least one of us will also be online at the start of each session to address any administrative questions. When not in class, the best way to ensure you receive a timely response is to send your inquiries to WFD@state.ca.gov.

EITL BC Program Schedule and Calendar: Attached you will find the program schedule and calendar for the 2023 EITL BC. Please note that classes are **four days per week** with **one absence** allowed. Before committing to this program, we strongly recommend you review these documents with your direct supervisor with the understanding that your workload may need to be redirected while completing the program.

It is also important to point out if you wish to drop from the EITL BC, you must do so no later than **COB Monday, July 31; otherwise,** your department will be charged the full program fee. If you choose to drop after the start of the program, or if you are withdrawn due to excessive absences, your department will incur charges for the full amount of the program.

EITL BC Administrative Review/First Class: On Monday, August 14, OPD staff will be delivering an Administrative Review that will cover important information of interest, such as how to access class materials and program expectations. After this Review, we will conduct a quick Technical Check to ensure everyone has connected to Teams successfully. In the afternoon, you will attend Part 1 of your Leadership Foundations course from 1pm – 3:30pm and reconvene on Tuesday, August 15 to complete Part II.

EITL 2023 Welcome Messaging

A meeting notice to hold your calendars for this event will be sent by next week. Prior to this review, we will hold your calendars for all class sessions and update with Zoom links closer to each session date.

Communication: It is important that you all have an avenue within which to communicate and have access to course information. To assist with this, we'll be using Microsoft Teams. Below are a few notes of interest:

- You should receive an invitation from Microsoft to join Teams this week. If you do not receive this notification **by COB Friday, July 28**, please let Keri and Jennifer know via WFD@state.ca.gov. Be sure to check your junk mail, too, as this invitation can sometimes be routed there.

- If your department does *not* allow you to access Microsoft Teams, you may need to provide us with a personal email address that can be used instead (this eliminates most issues).

- If your organization already *has* Teams, it is best to sign out of Teams before trying to accept the invitation.

Since Teams will serve as the information/communication hub for EITL BC, it is extremely important that you are able to access this platform *before* the start of the program. If you run into initial access issues once you receive your invitation from Microsoft to join, attached is a short PowerPoint that addresses the most common challenges and how to address them.

If you are still unable to access Teams, please let us know as soon as possible so we can mitigate any significant issues before the program begins.

Post-Registration Survey: Your trainers are eager to know a bit more about you so they can tailor their classes to your demographic when feasible. To assist with this, please complete this brief survey via MS Forms so that we can compile this data. The survey should not take you more than five minutes to complete; please have this done by **COB Wednesday, August 2**.

DiSC Assessment: On August 21, you will complete an exciting course on Emotional Intelligence. A key component of this session is the DiSC assessment, a tool used to improve teamwork, leadership, and communication. Through answering a series of questions, the assessment will help you understand your own personal work style as well as the styles of your peers.

Please be on the lookout for an email on **Thursday, August 3** from **"Tyler Wade twade@wiley-epic.com"**. This email contains instructions and a link to the DiSC Workplace Profile Assessment. It is important that you complete this assessment no later than **COB Thursday, August 10.** Please check your junk mail, too, as the correspondence can sometimes be routed there. The assessment should not take you more than 15 minutes to complete, and your results will be used to help guide the course content and allow you to fully participate in the Emotional Intelligence session.

Student Bio: Finally, to help you get to know each other in advance, we would appreciate you providing a short bio within the MS Teams Student Bios Channel. Consider discussing your current position/department, years of state service, a brief overview of your professional experience, and anything fun about yourself that you would not mind sharing, such as hobbies and interests. Keri and Jenn have provided bios within the channel as samples. Please have your bio added to the Student Bios Channel **by COB Wednesday, August 2.**

We look forward to meeting you all on **Monday, August 14 at 9am** for your EITL BC Administrative Review, with your cameras on and your microphones ready ☺.

If you have any questions or concerns, please feel free to reach out to Keri or Jenn, preferably via WFD@state.ca.gov to ensure your correspondence reaches both parties.

Best Regards,

EMERGING IT LEADERS BOOT CAMP
EITL

Keri Nomura & Jenn Hamman
EITL Program Managers
Office of Professional Development
California Department of Technology
E: WFD@state.ca.gov ▪ W: cdt.ca.gov/workforce-development/