

SANCTIONS

UPDATE

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CSSD TRAINING ACADEMY Probation Officer-Safety Training

“Our state was the first in the nation to commit to providing a home to veterans who needed it – a commitment that dates to the middle of the Civil War. Through the years, they have answered the call of duty. Now we have a duty to provide a safe, comfortable and dignified home for them.”

CONNECTICUT GOVERNOR M. JODI RELL

CSSD’s Training Academy was recently offered space in the Connecticut State Veterans Home in Rocky Hill that would enable CSSD to provide expanded officer-safety training for its adult and juvenile probation officers – in exchange, Judicial Branch community service work crews and CSSD Training Academy staff volunteered to help clean rooms on the grounds of the Veterans Home in order to prepare them for use as veteran housing. All hands were on deck for this effort that has benefited veterans and probation officers in many ways.

LETTER from Judge Quinn

The Judicial Branch is proud of its Court Support Services Division’s reputation as a national leader in developing innovative and effective programs for criminal justice and juvenile justice, especially in the field of staff training. CSSD was nationally accredited by the American Correctional Association for Adult Probation in 1996 and for Juvenile Probation in 2010. During the accreditation process, ACA auditors praised the CSSD Training Academy extended staff as among the best in the country.

Two recent steps have furthered Connecticut’s already exemplary training initiatives.

Expanded Probation Officer Training Site and Curriculum: *CSSD’s Training Academy was offered a sizeable and much-needed space for training of probation officers at the Connecticut State Veterans Home. This initiative has significantly expanded the training options for officers. While safety training comprises*

only about 10 percent of an officer’s total training, it is a critical piece to CSSD’s overall goal of risk reduction.

Leadership Development Program: *The Academy has enhanced its Leadership Development Program with a training curriculum designed to provide all newly-promoted CSSD managerial personnel with a solid foundation of critical supervisory skills. CSSD has also played a lead role in developing a new statewide Executive Management Development training initiative, the Aspiring Leaders program.*

CSSD and its Training Academy were established in 1999, and training efforts have grown exponentially since then. More than 100,000 hours of training were provided during the calendar year 2009 for CSSD staff and its network of contracted staff. The Academy continues to ensure that programs are reviewed, evaluated and expanded to meet new needs on an ongoing basis.

The Hon. Barbara M. Quinn, Chief Court Administrator

Connecticut State Veterans Home

THE HISTORY OF THE CONNECTICUT STATE VETERANS HOME IS INTRIGUING. CONNECTICUT HAS PROVIDED CARE FOR VETERANS AND THEIR DEPENDENTS FOR OVER 140 YEARS. FOLLOWING ARE SOME EXCERPTS FROM THE VETERANS HOME WEB PAGE.

THE FIRST HOME FOR VETERANS WAS FOUNDED ON JULY 4, 1864, IN DARIEN AND WAS KNOWN AS FITCH'S HOME FOR SOLDIERS AND THEIR ORPHANS. WHEN THE FITCH HOME WAS RELOCATED TO ROCKY HILL IN 1940, RESIDENTS INCLUDED ONE CIVIL WAR VETERAN, ONE INDIAN WAR VETERAN, 50 VETERANS OF THE SPANISH WAR, 10 OF THE MEXICAN WAR AND 499 VETERANS FROM WORLD WAR I.

"THE SOLDIERS MOVED OUT ON AUGUST 28, 1940," ACCORDING TO THE VETERANS HOME WEB SITE. "THE LAST LIVING CIVIL WAR VETERAN AT THE HOME, EDMUND KLEESPIES, WENT DOWN TO THE TRAIN ALONG WITH WILLIAM CASSIDY, WHO WAS A VETERAN OF THE INDIAN WARS. IT WAS RAINING LIKE THE DICKENS AND VANS BROUGHT THE SOLDIERS DOWN TO THE TRAIN STATION. A SPECIAL TRAIN OF FOUR COACHES AND TWO BAGGAGE CARS TOOK THE SOLDIERS TO THEIR NEW HOME AT ROCKY HILL."

SINCE OPENING IN 1940, THE VETERANS HOME HAS GONE THROUGH MANY CHANGES. THE ORIGINAL LAND SOLD TO THE STATE BY THE GILBERT FAMILY OF ROCKY HILL WAS MORE THAN 150 ACRES. THERE ARE APPROXIMATELY 90 ACRES LEFT OF THE ORIGINAL PURCHASE AND 40 BUILDINGS ON THE CAMPUS LOCATED AT 287 WEST ST.

I personally find it so rewarding to work with community service crews. When we were together on this project, I often heard comments from crew workers: "I can't believe that a probation officer is right here with us -- cleaning, taking out garbage, painting." It is a great opportunity for crews to see a probation officer in another light -- to watch POs working hand in hand with them for the good of the community and towards their rehabilitation.

ED CHMIELEWSKI, LEAD TRAINER ADULT PROBATION OFFICER-SAFETY TRAINING

THE BACKGROUND

Chief Probation Officer Ed Chmielewski has been a proponent for best practices in probation officer-safety training since he was first assigned in 1999 to the newly formed CSSD Training Academy. But he has always struggled with one concern: safe, usable training space had often been insufficient, especially for scenario-based simulations. Chmielewski, a retired Lieutenant Colonel in the Connecticut Army National Guard, was asked in March 2003 by CSSD Executive Director William H. Carbone to explore the use of potential training space at the Connecticut State Veterans Home. As a result, two small dwellings were secured for officer-safety training.

In March 2010, while coordinating with Veterans Administration Security Chief Hugo Adams about upcoming training needs, Chmielewski learned that the two dwellings used by the academy were going to be converted for veteran living space. The upside was that other vacant space on the grounds could be made available for training space in exchange for help restoring and cleaning out veteran living space by CSSD community service work crews. Chmielewski (lead trainer for adult probation officer safety) worked with his fellow CSSD Training Academy staff – Juvenile Probation Supervisor Dean Calderoni (administrative coordinator of probation

safety training) and Juvenile Probation Officer Jay Barron (lead trainer for juvenile probation safety) – to coordinate this free use of space for adult and juvenile probation officer training. Dr. Linda S. Schwartz, Commissioner, Connecticut Department of Veterans' Affairs, helped make it a reality.

THE CLEANUP

Side by side with Academy training staff, Judicial Branch CSSD community service crews and VA maintenance staff (all of whom are veterans themselves) cleaned, swept, washed and painted hospital rooms, apartments and common rooms, and renovated space for safety training. In all, the work accomplished included:

BENEFITS FOR THE VETERANS

- Public and private rooms in three hospital wings in the old hospital were made into living quarters for veterans
- Nineteen apartments were prepared for veterans
- The entire Veterans Arts and Crafts department was moved into a new location across campus

BENEFITS FOR SAFETY TRAINING OF PROBATION OFFICERS

- Five rooms in an unused part of the old

hospital building were refurbished for use as classrooms specifically designed for officer-safety training

- ☛ Six rooms were turned into a mock probation office consisting of four offices, bathrooms, a lobby and a conference room to train for the potential security and psychological challenges of meeting with clients and their families
- ☛ Twelve rooms were turned into mock client apartments to allow officers to practice safe client contact
- ☛ A garage and storage area was converted into a sally port, booking room and holding cells to allow officers to practice transportation protocol

THE WORK AND COOPERATION

Community service work crews, probation officers and veterans worked well together toward their shared goals:

COMMUNITY SERVICE WORK CREWS

Nearly 100 crew members and their leaders from the following programs contributed to this work effort, thanks to the direction of

“The [Judicial Community Service] crews have been a great help to the veteran residents of the VRC [dorm]. I am a veteran myself and work as the building maintainer. I needed to move some veterans into empty rooms on very, very short notice. The rooms were a real mess. The crews were able to clean, wash and paint 17 rooms with a day’s notice and the veterans were able to move into clean, freshly painted rooms. The residents all know what a mess the rooms were prior to the crews painting them and they appreciate the crews’ efforts. It made the residents feel good to know that the crews were here to help us and that they were being given the opportunity to perform community service as an alternative, because we all make mistakes.”

JIM, VETERAN; BUILDING MAINTAINER AND VA RESIDENT

Paulette Griffin, statewide community service liaison to the Judicial Branch Community Service Program based in Middletown at The Connection Inc.:

PROJECT MORE – New Haven Alternative Incarceration Center

STATEWIDE COMMUNITY SERVICE PROGRAM

COMMUNITY PARTNERS IN ACTION – Manchester and Hartford Alternative Incarceration Centers

THE CONNECTION INC. – Meriden Alternative Incarceration Center

PROJECT GREEN – Bridgeport

VETERANS

Because of the crews’ clean-up work, veterans now occupy nearly 90 units of housing and benefit from upgraded hospital facilities.

PROBATION OFFICERS

More than 350 adult and juvenile probation officers have already been trained in this new facility.

“I really enjoy bringing my Judicial Community Service Crews to the Veterans Administration because it makes my crew and me feel like we are giving back to our veterans. My family has a long history of military service, dating back to the Civil War with relatives also serving in World War II, Vietnam and the present day. Though I have never been in the military, I feel that this is my way to give back to the vets. One of the most rewarding jobs our crew worked on at the VA was to move the entire Arts and Crafts department from a small cramped basement room to its new location across campus. The new Arts and Crafts room was mopped and cleaned out by another Judicial Community Service Crew last month.”

VINNIE GUNNING, JUDICIAL
COMMUNITY SERVICE CREW LEADER,
PROJECT MORE

“Today we moved the Arts and Crafts Department into its new location for the veterans. I feel great about what we did today. I like community service work and working to help our veterans because of what they have done for us.”

KIM, JUDICIAL COMMUNITY SERVICE
CREW MEMBER, PROJECT MORE

“It feels good to give back to our veterans.”

WILFREDO, JUDICIAL COMMUNITY
SERVICE CREW MEMBER, PROJECT
MORE

“I would like to thank Ed, Jay and Dean for all the hard work they put in working alongside the community service crews in cleaning and setting up the buildings at the VA.”

JIM GREENE, CSSD DEPUTY DIRECTOR OF PROGRAM AND STAFF DEVELOPMENT



THE REWARD

As Chmielewski said, “Jim Greene really made this a priority. This all happened because of Jim.” Greene, CSSD deputy director of program and staff development, personally cooked and served a hot lunch to community service crews, their supervisors and trainers after all their work. Probation officers assigned to the Academy as officer-safety instructors worked and ate side by side with crews.

Jim Greene, Deputy Director for CSSD Program and Staff Development personally cooked and served a hot lunch to nearly 25 Community Service Clients, their supervisors and Academy Trainers. Probation Officers assigned to the Academy as Officer-safety Instructors worked and ate side by side with Clients.

Probation Officer Training

“We can now set up situations that might trigger a physiological response on the part of our probation officers, and train them in ways of de-escalating those situations – not being caught up in the adrenaline rush of responding inappropriately. The foundation of our safety training stems from developing a sense of self-confidence and situational awareness on the part of our probation officers. Being alert to a potentially explosive situation is the difference between reacting properly and effectively and responding in a manner that escalates the situation.”

ED CHMIELEWSKI, LEAD TRAINER, ADULT PROBATION OFFICER-SAFETY TRAINING

The new site has made a big difference for the Academy. The space and layout have expanded the effectiveness of how probation officers can be trained.

WHAT HAS THE NEW SPACE ALLOWED TRAINERS TO DO?

Hands-on, practical training is now an option. Before this space became available, there had not been sufficient space or training areas to set up mock situations that realistically duplicated field conditions. Under the guidance of Laura DiFelice, Training Academy manager, there are now adult probation officer simulation/scenario-based training components built into Academy courses dealing with de-escalating aggressive subjects and the use of pepper

spray, handcuffing, defensive tactics, home contact training and search and seizure.

Training Classrooms: Two 1,000-square-foot classrooms and five other training classrooms are supplemented by outdoor space for probation officers to practice what they have learned. Trainers agree: “Our staff looks forward to this hands-on officer-safety training.” They learn not to underreact or to overreact. Officers are constantly trained to make their actions consistent with CSSD policy and with Connecticut General Statutes.

This level of training could not be accomplished just with full-time academy staff. The academy relies on the approximately 30 probation officers from the field who volunteer to be adjunct trainers. These trainers are officers who work in the field day to day and who best understand the problems and challenges of the job.



Before and after pictures of training space clean up

Outdoor Site Training Space: The interior and exterior of the apartment complex is being used as a site for probation officer training. They engage in interactive scenarios where probation officers are confronted by hostile or threatening behaviors they might have to deal with in real life. Officers learn how to approach a dwelling safely and tactically how to retreat safely when necessary. They are trained to respond appropriately when alcohol or drugs are on the premises, to confront situations of domestic violence or sexual abuse and to de-escalate situations of potential violence. As Chmielewski says: “We can go into a training exercise and see if an officer will adhere to policy and procedure. If the officer uses an inappropriate technique, too much force, or forgets to retreat, we can pause the scenario to review a menu of appropriate responses. Instructors can then

restart the scenario and allow the officer to re-engage within policy – safely.”

Mock Office Space: Mock office space is available, so staff can experience simulation training concerning office contact, motivational interviewing, de-escalation techniques in the event of hostilities with families or towards officers and possible escape attempts. Scenarios can be set up where academy trainers acting as clients become agitated and probation officers have to use their motivational interviewing skills as well as de-escalation and defusing techniques to resolve the situation without escalation.

THE TRAINING ITSELF

The Training Academy facilitates nearly 100 different courses each year for probation officers. On most days, between three and six

classes are conducted statewide. In keeping with CSSD’s dedication to staff safety, at least one of the classes is safety related. These trainings focus on CSSD policy and procedures for officer safety; arrest warrant protocol; appropriate use of handcuffing; use of pepper spray; use of baton; firearms familiarization and safe handling; defensive tactics; advanced defensive tactics for warrant officers; transportation protocol; and related instructor certification courses.

In addition to classroom training and physical training, simulation exercises allow officers to understand their physiological response to dynamic events. When an officer’s heartbeat goes up to 115 beats per minute, the officer’s fine motor skills deteriorate. At 145 BPM, the officer’s complex motor skills deteriorate. At 175 BPM, cognitive processing deteriorates; the officer may suffer from loss

Juvenile Probation Supervisor Dean Calderoni (left) observes as APO Trainee Sarah Stone practices de-escalation and decontamination techniques with APO Trainee Kim Crayco, who has been sprayed with pepper spray during a training simulation exercise. This training prepares the APO for potential exposure to pepper spray. It gives probation officers experience in observing recovery from a spray and prepares them for potential exposure. It also gives the officer credibility if they are called to the stand, and gives them an understanding of the effects of exposure. Trainees volunteer to be sprayed during their pre-service training; it is not mandatory.





Juvenile Probation Officer Jay Barron (standing, right) and Chief Probation Officer Ed Chmielewski (seated, right) – discuss the application of pressure point techniques during Adult Probation Officer Pre-Service Defensive Tactics Training. Pressure point techniques are taught in Natural Response Control Techniques, the defensive tactics program adopted for CSSD probation officers. NRCT was developed by a retired federal probation officer specifically for probation and parole officers. NRCT is the only defensive tactics program accredited by the American Probation and Parole Association.

of peripheral vision. At 180 BPM, the officer may suffer a loss of depth perception and loss of near vision. As a result of this training, the officer learns first hand how to react if the fine motor skills to put the pepper spray back in the case are lost, or when the officer's hand is shaking after experiencing a stressful situation. The officer will have an understanding of how his or her reaction is based on the physiological response of the body reacting to a stimulus and not one based on fear.

TRAINING REQUIREMENTS

- All Probation Officer-safety training is now conducted at the Veterans Home.
- All veteran APO and JPOs are required to receive a minimum of 40 hours of in-service training annually to include 16 hours of officer safety training;
- All APO trainees receive 450 hours of pre-service training, to include 72 hours of officer-safety training;
- All JPO trainees receive 440 hours of pre-service training, to include 36 hours of officer-safety training.

REALISTIC TRAINING BALANCED WITH SAFETY

- There are certain key components in officer-safety simulation training:
- The incident of training must approximate the incident of encounter and must do so without causing officer injuries to trainers or trainees
- Simulation scenarios must be based on actual incidents as reported by field staff
- Role-players must be well-trained, rehearsed and fully controlled instructors
- All simulations must be evaluated and “lessons learned” reviewed prior to the next class

TESTIMONIALS

Comments from probation officers who have attended safety training at the new VA Training Facility over the last two months include:

- By far the best training ever and so well needed! I would love to have a refresher twice a year.
- The role play scenarios were the greatest value. The debriefing by the instructors after each scenario was helpful and informative and positive.

- I liked using real apartments during training.
- Practical scenarios were great and helpful to learn your strengths and make mistakes in the safety of a classroom. Positive feedback from the instructors was very helpful.
- This training was so lifelike. I am feeling very comfortable with my officer-safety training.
- Fantastic trainers, great scenarios and realistic stations that reduced possible fear. I have confidence from the real-life scenarios.

THE PAYOUT

Since the inception of the Training Academy in 1999, Chmielewski has collaborated with local agencies including the Veterans Administration, the Connecticut Military Department, the United States Navy, the Connecticut Police Academy, the Department of Correction and the Connecticut State Police to use free, available training space conducive to quality officer-safety training that would have cost more than \$133,400 in rental fees.

ADULT LEARNING THEORY: Situational Learning

Since its inception in 1999, the CSSD Training Academy has utilized national best practices research, to include embracing Adult Learning Theory as a key way to engage adult learners. While the CSSD Training Academy has adapted ALT in designing its powerful simulation/scenario based field training, the Leadership Development Program for newly promoted CSSD managerial and supervisory personnel has incorporated it as part of its blended learning approach and uses it in a different kind of situational learning capacity. In both cases, application of skills and learning in the 'real world' is important and relevant to an adult learner's personal and professional needs.

IMPORTANT POINTS OF ADULT LEARNING THEORY INCLUDE:

- ☛ Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.
 - ☛ Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when and where of their learning.
 - ☛ Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.
 - ☛ Adult learners need direct, concrete experiences in which they apply the learning in real work.
 - ☛ Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.
- ☛ Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.
 - ☛ Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect and generalize their learning experiences.
 - ☛ Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests and competencies. This diversity must be accommodated in the professional development planning.
 - ☛ Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

STUDIES SHOW THAT LEARNING RETENTION IS AS FOLLOWS:

10 PERCENT OF WHAT YOU READ

20 PERCENT OF WHAT YOU HEAR

30 PERCENT OF WHAT YOU SEE

50 PERCENT OF WHAT YOU SEE
AND HEAR

70 PERCENT OF WHAT YOU SAY

90 PERCENT OF WHAT YOU SAY
AS YOU DO

THE LEADERSHIP DEVELOPMENT PROGRAM

“Effective leadership is the backbone of any successful organization. Ineffective leadership can contribute to an organization’s demise or, at a minimum, cause it to underperform. Sound leadership and good supervision can reduce costs, increase productivity, improve morale and reduce turnover. Supervision is a key leadership activity and the role of the supervisor is a critical component in CSSD’s plan and each unit’s ability to carry out its purpose and objectives.”

INTRODUCTION TO TRAINING ACADEMY LEADERSHIP CURRICULUM

Alan Hyla, CSSD program manager for program and staff development, has as his e-mail motto: “Growth – Commit to continued, lifelong learning for yourself and those you work with.” This is also what Hyla strives for in his role as coordinator for the division’s Leadership Training Development Program (LDP).

PROGRAM GOALS

The CSSD Leadership Development Program was enhanced in 2007 to provide all newly promoted CSSD managerial and supervisory staff with a solid foundation of critical supervisory skills. A Leadership Development Training Advisory Committee comprised of managers and directors representing each CSSD Operations and Administration unit was charged with overseeing and guiding CSSD strategic initiatives relating to leadership development. Although CSSD has always had a training program in place, over 100 CSSD managers and supervisors have completed the Leadership Development Program since these expanded and new revisions took place.

CORE COMPETENCIES

One of the committee’s first activities was to identify “Core Managerial Competencies for CSSD Managers.” The committee defined 12 core competencies and a training strategy was developed to ensure that staff would be trained to achieve those competencies. The program assists trainees in understanding their role and responsibilities and develops and reinforces skills for effective performance.

PROGRAM PHILOSOPHY/ UNIQUE DESIGN

The Leadership Development Program uses a blended learning approach and embraces Adult Learning Theory concepts – mainly, that adult learners have a wide range of previous experiences, knowledge and interests.

The curriculum has been designed to build on three components that respond realistically to address trainee needs, individualize the curriculum and focus strongly on the importance of training for situational leadership.

The skills in this program are designed to increase the newly promoted supervisor’s

effectiveness when the role requires him or her to:

- ☛ provide direction and delegate assignments
- ☛ improve individual performance
- ☛ build positive productive relationships
- ☛ encourage involvement and initiative
- ☛ develop teamwork and team support
- ☛ manage change and encourage innovation.

The key components of this program are a combination of individualized involvement to enable the trainee to augment the LDP process, classroom and on-the-job practical-skills training.

1. LEADERSHIP ASSESSMENT PROCESS

A self-assessment checklist has been designed to help the trainees learn about their own skills and abilities in key areas of interaction and leadership, and to reflect on which skills are most important for them in their current position. Abilities range from effective communication skills and relationships with others, to evaluating staff, leadership and team building skills.

As formal training begins, each participant:

- ☛ Ranks each of the 24 supervisory skills according to how essential it is to his or her job
- ☛ Ranks his or her skill level from ‘inadequate’ to ‘excellent’

“I enjoyed everything about the leadership development program. But most of all, [I enjoyed] the opportunity to bond with other newly promoted supervisors experiencing similar issues.”

TRACI LEDERER, CHIEF PROBATION OFFICER, NEW HAVEN

- Lists three to five skills that he or she would like to target for improvement during the leadership training program and beyond

Regardless of the ranking, the LDP can help participants improve upon the skills they already possess, increase their knowledge and skills in other areas, and continue to develop as competent and confident employees. For example, one new supervisor rated the supervisory skill “managing change” as a highly essential skill to have in her new role. However, she rated her current skill level to manage change as inadequate. This gap analysis indicates that further training is needed for this supervisor.



A recent Leadership Development Program group applying skills acquired at the course taught by Jim Greene.

2. TRAINING CURRICULUM: A BLENDED LEARNING APPROACH

The intent of the curriculum is not to have all the learning happen in a classroom. It is to be a combination of classroom, online and hands-on learning along with individual mentoring and oversight by the trainee’s supervisor.

FORMAL CLASSROOM TRAINING

The program consists of approximately 20 topic areas, requiring a 14-day classroom commitment over a period of four to six months and totaling 140 hours. The class schedule is spread out so that participants are away from the office about three days per month. Instruction is provided by adjunct trainers, subject matter experts and senior CSSD staff.

ONLINE COURSES

Although the primary learning method for the Leadership Development Program has always been instructor-led classroom training, the Academy is expanding its capacity to use and deliver online training courses. Classroom training remains critical for mastering

communication skills and online training is a valuable way to reinforce skills learned in the classroom.

Mindleaders: Each participant must complete the Mindleaders E-Learning curriculum. A total of six hours of online content is required for the LDP, although there are hundreds of available online courses to improve leadership skills. Courses are conducted on the managers’ personal computers from their offices. A one-year license is given to participants allowing them to access a variety of courses and topics on business and professional skills. This program is self-paced and managers using it can access course assignments as they please.

Other optional e-learning: CSSD is looking at other existing and developing alternative methods of learning that may benefit trainees on an ongoing basis, and is encouraging participants to take advantage of these options. E-learning cuts down on travel time on the part of trainees and allows them to complete courses at their own pace.

“The Leadership Styles course was taught in such a way that you were not persuaded to adopt one particular style of management. For me, it made me think about all the ways I could manage my staff and how I could take something away from all of the various styles of management and apply it to the many situations I encounter as a supervisor. Mr. Greene did a great job at making me feel safe enough to say exactly what I thought or felt, but was also very clever at getting me to think about how my thoughts on a particular style would impact (negatively or positively) my staff if I acted upon them. Great training, kept me interested!”

SHERON GREEN, JUVENILE MATTERS
SUPERVISOR, STAMFORD

“The supervisor impacts the performance of each and every individual he or she supervises. The CSSD depends on the ability of managers and supervisors to effectively lead, guide and mentor employees. When these skills are lacking, departments and individuals tend to struggle.”

INTRODUCTION TO TRAINING MATERIALS

3. TRAINING ORIENTATION INVENTORY PROCESS

The assigned supervisor is first and foremost an individualized mentor for the trainee. An inventory checklist process is completed to ensure trainees have a complete understanding of their role, become knowledgeable of expectations and standards, and learn all components of the job. This orientation provides an understanding of basic work rules and relevant policies and protocols, as well as expectations from a supervisory standpoint. Each participant works with his or her direct supervisor, who monitors the trainee’s progress and works one-on-one to support and counsel the trainee.

As each training element is completed, the supervisor and the employee sign off, indicating that the area was discussed, completed, trained and performed. The supervisor works with the trainee from the very first day, when they fill out the orientation checklist. The supervisor helps prepare the trainee for new responsibilities as a manager, for career advancement and for ensuring that the employment responsibilities and expectations fit the trainee’s skills and needs.

CURRENT LEADERSHIP DEVELOPMENT CURRICULUM OFFERINGS

The curriculum includes several key themes. The themes encompassing situational leadership, building trust and relationships through emotional intelligence, and building bridges among generations in the workplace.

Situational Leadership

The fundamental underpinning of the Situational Leadership theory is that there is

no single “best” style of leadership. Effective leadership is task-relevant. The most successful leaders are those who adapt their leadership style to the maturity of the individual or group they are attempting to lead. Effective leadership varies based on the person or group that is being influenced and on the task that needs to be accomplished.

The Myers-Briggs Type Indicator, a widely used personality inventory, helps to assist managerial staff in understanding their trainee’s leadership style and to aid the trainee in designing supervision strategies to get the most out of their employees.

Reaching Resonance: Building Trust and Relationships through Emotional Intelligence

Emotional Intelligence builds a climate of trust and resonance and helps learners to:

- Understand a leader’s emotional impact on resonance and dissonance within an organization and how it affects innovation, productivity and employee engagement.
- Develop a leadership presence by being present when it matters and building key relationships through listening and questioning.
- Deliver feedback to others in a way that others can hear it.
- Ensure that your message doesn’t rest with assumptions and follows a five-step conversation model that works.

Generations in the Workplace: “Building Bridges Across Generations”

Valuing differences in the workplace is a key characteristic for all employees in the work environment. Information flows in all directions in a learning organization. The most successful leaders find a way to let every

generation be heard. They recognize that no one has all the answers. This appreciation of diversity allows each group to contribute and be a part of the growth of an organization.

For the first time in American history, the workplace has four different generations working side by side: the “Veteran,” the “Baby Boomer,” the “Gen Xer” and the “Millennial.” Each generation brings diverse perspectives, values, needs and expectations to the workplace. Businesses and organizations face the challenge of bringing together people from these generations to meet organizational goals. This course allows individuals from divergent generations to develop skills that enable them to appreciate differences and greatly enhance task efficiency and effectiveness. Upon completion of this class, participants will be able to:

- Identify major themes and events that shaped the different generations, especially with regard to work attitudes and behaviors;
- Recognize the similarities and differences among generations and how they impact work; and
- Use techniques that may enhance communication across generations at work.

Ethics and Boundaries

Ethical behavior is an important component of the training. A one-day training session focuses on setting healthy boundaries when working with diverse clients and suggests proactive and protective responses to ethical dilemmas.

TESTIMONIALS

Comments from CSSD supervisors who have participated in the Leadership Development Program include:

“A great opportunity. I left the program with valuable insight into my own leadership capacities and how to motivate others to action.”

“Great, practical information. You must grasp opportunities to apply the knowledge

you have learned.”

“I found it extremely helpful in guiding me as a new manager to be aware that all of my officers do not work at the same level and still be able to appreciate the work they do by focusing on their strengths.”

“The best parts of the leadership training program for me were the two-day Myers-Briggs and Leadership Styles classes. These trainings were not only informational and skill-building with opportunities to utilize the skills and information, but were a fun way to learn.”

NEW STATEWIDE INITIATIVE: ASPIRING LEADERS PROGRAM

CSSD is always looking for initiatives that will make its program even stronger,

including outreach into the community. Of particular note, CSSD’s Alan Hyla has represented CSSD and the Judicial Branch -- along with representatives from several Executive Branch agencies -- on a statewide Executive Management Development training initiative committee. In conjunction with the Department of Administrative Services and the Connecticut Training & Development Network, the Aspiring Leaders program was implemented in late 2008. This program focuses on four pillars of leadership: Knowing Your Organization; Managing Resources; Leading and Managing People; and Communication Effectiveness. Courses included strategic planning, process improvement and project management.

This promising program curriculum has been expanded, and the second cohort of

participants is due to be trained in the fall of 2010. In addition to offering slots to Branch staff, the program has a group of subject matter experts who are state managers who offer additional resources for leadership training. A director who sent a manager to the program said: “I believe this program gave our manager the opportunity to grow her network, hear and discuss others’ experiences from a variety of perspectives and has brought back a more expanded mindset. It’s good to get out of our respective four walls.” Another said, “Brilliantly conceived and executed.”

“I would like to congratulate [Hyla] not only on the wonderful leadership training program he has put together for CSSD, but also for the award he recently received from the Connecticut Training and Development Network. He received their ‘Excellence in Staff and Organizational Development’ [award].”

JIM GREENE

CSSD DEPUTY DIRECTOR OF PROGRAM AND STAFF DEVELOPMENT

A recent class of LDP participants spent their final day of the program at the Wilderness School in East Hartland participating in team and communication building activities.



Court Support Services Division
936 Silas Deane Highway -- 3rd Floor
Wethersfield, CT 06109

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ANYONE WISHING TO CONTRIBUTE ARTICLES OR IDEAS FOR ARTICLES TO THE SANCTIONS UPDATE ARE INVITED TO CONTACT JIM GREENE AT THE COURT SUPPORT SERVICES DIVISION AT 860-721-2175 EXT 3110.

ALTERNATIVE SANCTIONS PROGRAMS AND PROVIDERS IN CONNECTICUT

ADULT PROGRAMS

Access and Visitation
AMPS, Inc.

Adult Behavioral Health Services
Barbara Grover
Community Health Resources (aka: North Central Counseling Services, Inc.)
Community Prevention and Addiction Services, Inc.
Connecticut Renaissance, Inc.
The Connection, Inc.
Family Re-Entry, Inc.
Hockanum Valley Community Council, Inc.
Midwestern CT Council on Alcoholism (MCCA)
Morris Foundation, Inc.
Natchaug Hospital
Network Connecticut, Inc.
New Directions, Inc. of North Central Conn.
Perception Programs, Inc.
Regional Network of Programs
Rushford Center, Inc.
Southeastern Council on Alcoholism & Drug Dependence, Inc. (SCADD)
Stonington Institute
Wheeler Clinic, Inc.

Adult Mediation Services
Community Mediation, Inc.
Community Partners in Action
Dispute Settlement Center, Inc.

Adult Risk Reduction Center
Wheeler Clinic, Inc.

Adult Sex Offender Treatment Services
The Connection Inc.

Alternative Incarceration

Center Services
Community Partners in Action
Community Renewal Team
The Connection, Inc.
Corporation for Justice
Management, Inc.
CSI Connecticut, Inc.
CTE, Inc.
Norwalk Economic Opportunity Now, Inc.
Perception Programs, Inc.
Project More
Wheeler Clinic, Inc.

Bridgeport Domestic Violence Intervention Services
Family Re-Entry, Inc.

Building Bridges
Community Foundation of Greater New Haven
City of Hartford

Community Court
Community Partners in Action
CSI Connecticut, Inc.

Community Service Officers
Norwalk Economic Opportunity Now, Inc.
United Community & Family Services
United Way of Meriden & Wallingford, Inc.
United Way of Greater New Haven
Volunteer Center of Southwestern Fairfield County
The Volunteer Center of Western Connecticut

Domestic Violence - Evolve (52 wk)
The Consultation Center, Inc. (aka: CCB)
Families in Crisis, Inc.
Family Re-Entry, Inc.

Domestic Violence - Explore (26 wk)
Association of Religious Communities, Inc.
Families in Crisis, Inc.
Family Re-Entry, Inc.
Mandel Mellow and Went (dba: N.A.)
Opportunities Industrialization Center (OIC) of New London County, Inc.
Wheeler Clinic, Inc.

Drug Intervention Program
Family Re-Entry, Inc.
Hill Health Corporation
Liberation Programs, Inc.
Perception Programs, Inc.

Family Violence Education Program
Association of Religious Communities, Inc.
Catholic Charities/Catholic Family Services
Community Health Resources (aka: North Central Counseling Services, Inc.)
The Consultation Center, Inc. (aka: CCB)
Family Re-Entry, Inc.
Mandel Mellow and Went (dba: N.A.)
Marianne Christiano
Maxine L. Varanko (dba: FMHS)
United Services, Inc.
Wheeler Clinic, Inc.

Gender Specific - Female
Career Resources, Inc.

Latino Youth Offender Services
Catholic Charities/Catholic Family Services

Residential Services - Halfway House
Corporation for Justice
Management, Inc.

Residential Services - Jail Re-Interview
The Connection, Inc.

Residential Services - Medical Detoxification
Rushford Center, Inc.

Residential Services - Project Green
CSI Connecticut, Inc.
Project More

Residential Services - Substance Abuse Intermediate
APT Foundation, Inc.
Morris Foundation, Inc. - Morris House
Rushford Center, Inc.

Residential Services - Youthful Offender
CSI Connecticut, Inc.

Women and Children Services
Community Renewal Team, Inc.
The Connection, Inc.
CSI Connecticut, Inc.

Zero Tolerance Drug Supervision Program
Project More

JUVENILE PROGRAMS

Adolescent Clinical Treatment
Catholic Charities/Catholic Family Services
Connecticut Renaissance, Inc.
Natchaug Hospital
Wheeler Clinic, Inc.
Yale University

Alternative to Juvenile Detention Program
Community Renewal Team
Community Partners in Action

Corporation for Justice
Management, Inc.
St. Francis Home for Children, Inc.

Center for Assessment Respite Enrichment
Connecticut Junior Republic
St. Francis Home for Children, Inc.

Community Detention for Girls
Community Partners in Action

Court Based Juvenile Assessment Services
Campagna Associates, LLP
Clinical Consultants of Connecticut
The Connection, Inc.
Natchaug Hospital
Wheeler Clinic, Inc.

Hartford Juvenile Review Board
Catholic Charities/Catholic Family Services

Juvenile Diversion Program Services
The Connection, Inc.
Family & Children's Agency, Inc.

Juvenile Mediation Services
Community Mediation, Inc.

Juvenile Risk Reduction Center
Connecticut Renaissance, Inc.
CSI Connecticut, Inc.
Forensic Health Services, Inc.
The Village for Families and Children, Inc.

Juvenile Sex Offender Services
The Connection, Inc.

Multi Systemic Therapy
Connecticut Renaissance, Inc.
Connecticut Junior Republic
CSI Connecticut, Inc.
NAFI Connecticut, Inc.
Wheeler Clinic, Inc.