

**Manage for Success,
Effective Utility Leadership Practices
Office of Water Programs
California State University, Sacramento
(4.5 Continuing Education Units)**

COURSE DESCRIPTION

This training manual stresses problem identification and solutions, working together as a team, communication, motivation, and evaluating and improving solutions to problems. Managers completing the training program will be confident that they have the tools and the ability to apply them to be successful managers. Utilities can help ensure that they have the needed management capacity by having their management personnel complete this training program.

**CHAPTER 1. SUPERVISING
OBJECTIVES**

Following completion of Chapter 1, students should be able to:

1. Identify the main elements of a supervisor's job.
2. Develop a workforce plan for their utility.
3. Recruit, interview, and hire new employees.
4. Prepare for and conduct new-employee orientations.
5. Use appropriate disciplinary measures to correct unacceptable employee behaviors.
6. Motivate and direct the work of others.
7. Effectively communicate goals, expectations, and instructions to subordinates.
8. Delegate tasks to improve unit performance and provide development opportunities for employees.
9. Coordinate the work of a team developing standard operating procedures (SOPs) for a piece of equipment or a process.
10. Handle promotions and terminations legally and with respect for the affected employee.

**CHAPTER 2. COMMUNICATING
OBJECTIVES**

Following completion of Chapter 2, students should be able to:

1. List the essential elements of effective communication.
2. Select the most effective medium to convey their message.
3. Read efficiently by surveying, skimming, and scanning, as appropriate.
4. Write clear, concise business correspondence, reports, and technical papers.
5. Deliver effective spoken instructions and other information.
6. Conduct a job interview.
7. Prepare for and conduct meetings.
8. Deliver an informational presentation to a group of people.

CHAPTER 3. HUMAN RELATIONS OBJECTIVES

Following completion of Chapter 3, students should be able to:

1. Identify the most important characteristics of an effective leader.
2. Select and use appropriate management styles.
3. Find additional training resources to learn how to analyze personality types and use Transactional Analysis.
4. Implement policies and procedures that encourage workforce diversity.
5. Set up and guide teams.
6. Resolve conflicts in the workplace.
7. Give subordinates constructive feedback and praise when appropriate.

CHAPTER 4. PLANNING AND ORGANIZING OBJECTIVES

Following completion of Chapter 4, students should be able to:

1. Develop long- and short-term plans to fulfill the mission of the utility.
2. Write goals and objectives to implement their plans.
3. Set priorities for accomplishing work tasks.
4. Manage time efficiently.
5. Develop work schedules.
6. Implement a preventive maintenance program.
7. Establish a plan to control inventory.
8. Identify the critical elements of a sampling and analysis plan.
9. Prepare an organizational chart for their utility.
10. Describe the advantages and limitations of outsourcing.

CHAPTER 5. TRAINING AND TEACHING SKILLS OBJECTIVES

Following completion of Chapter 5, students should be able to:

1. Understand the need for ongoing training for all utility staff in such areas as safety, environmental and public health concerns, operations, and maintenance.
2. List the benefits of certification for water and wastewater personnel.
3. Identify the skills and training needed by supervisory personnel.
4. Conduct a training needs assessment as a tool for developing job-based training programs.
5. Describe the benefits and limitations of the most commonly used instructional formats and select an appropriate format for a particular training purpose.
6. Outline the responsibilities and skills a training coordinator needs to develop an effective in-house training program.
7. Develop a lesson plan for a topic in an instructional training program.
8. Discuss the various hazards of work within the water and wastewater utility industries and the need for specific safety training as provided in OSHA standards and guidelines.
9. List the three basic methods to evaluate overall training program effectiveness.
10. Explain the importance of documenting training events and list the items that should be included in the documentation.

CHAPTER 6. PROBLEM-SOLVING SKILLS (LOOKING FOR OPPORTUNITIES)

OBJECTIVES

Following completion of Chapter 6, students should be able to:

1. List the eight steps in the problem-solving process.
2. Use specific techniques to aid in the early recognition of problems.
3. Prepare a statement that precisely defines a problem they need to solve.
4. Analyze a problem by using a variety of techniques to gather as much information as possible about the problem and its causes.
5. Work alone or as part of a team to generate a comprehensive list of possible solutions to a problem.
6. Consider cost/benefit factors in selecting the best solution to a problem and commit the selected solution to writing.
7. Construct a Force-Field Analysis as an aid to implementing the solution to a problem.
8. Monitor incremental effects of a solution and make adjustments (midcourse corrections), as needed.
9. Use measurable criteria to evaluate the effectiveness of a solution to a problem and to ensure that the problem is permanently resolved.
10. Understand the different ways employees may react to change so that necessary change can be managed thoughtfully and effectively.

CHAPTER 7. DECISION MAKING

OBJECTIVES

Following completion of Chapter 7, students should be able to:

1. Discuss why it is fundamentally important for managers to understand some basic aspects of decision making.
2. Identify four decision levels and give examples of how each could be used in the water and wastewater industries.
3. List the key steps in a formal decision-making process and give a summary statement about each step.
4. Communicate before and after a decision is made to the groups of people most likely to be affected by the decision.
5. Encourage support for a decision and overcome possible resistance.
6. Measure the actual outcome of a decision against the outcome they projected.
7. Describe several recommended tools and techniques available to assist in making decisions.
8. Point out the advantages of using groups or committees to make decisions rather than an individual.
9. Define “groupthink” and explain how the concept relates to group decision making.
10. Briefly summarize the process of decision analysis.

CHAPTER 8. TECHNICAL ISSUES AND REGULATORY COMPLIANCE OBJECTIVES

Following completion of Chapter 8, students should be able to:

1. List the major factors that affect the design of water and wastewater facilities.
2. Describe management's primary responsibilities with regard to operating a water or wastewater utility.
3. Briefly explain how the individual processes in their utility function and how they contribute to the overall treatment process.
4. Gather the necessary process control information to develop a process control program (PCP).
5. Develop and implement a PCP at their facility.
6. Evaluate the possibility of developing an electronic O & M manual for their utility.
7. Set up a preventive maintenance program (PMP).
8. Assemble a formal policy manual containing standard operating procedures (SOPs) for all of the major components at their facility.

CHAPTER 9. FINANCIAL MANAGEMENT OBJECTIVES

Following completion of Chapter 9, students should be able to:

1. Identify a manager's responsibilities regarding the financial management of a utility.
2. Summarize the key considerations and principles of financial understanding as listed in Section 9.1.
3. Name the two major sources of local revenue used to subsidize the costs of governmental services to the private sector.
4. Calculate their utility's operating ratio and coverage ratio as tools to measuring its financial stability.
5. Discuss the major considerations in the budgeting process, including politics, goals, cycles, and budget components.
6. Prepare financially for the repair/replacement of capital equipment.
7. Describe the role of capital budgeting in the financial planning of a utility.
8. Understand the different types of financial assistance available to utility managers.
9. Work with their specialized product and service providers to the mutual benefit of all.
10. Keep tabs on the financial outlook of their utility by closely monitoring income and expenditures.

CHAPTER 10. COMPUTERS IN MANAGING A UTILITY OBJECTIVES

Following completion of Chapter 10, students should be able to:

1. Use computers as management assistance tools.
2. Explain the purpose of the Internet and use the Internet.
3. Maintain and access computer records.
4. Describe programmable logic controllers (PLCs) and distributed control systems (DCSs).
5. Use the computer as a process management and analysis instrument.
6. Prepare a job description for an instrument technician.

CHAPTER 11. EMERGENCY PLANNING

OBJECTIVES

Following completion of Chapter 11, students should be able to:

1. Discuss the importance of developing an emergency response or contingency plan for their utility.
2. Define the term “vulnerability assessment” and give examples of a few typical system vulnerabilities.
3. List the steps in conducting a vulnerability assessment.
4. Decide who will be responsible to do which tasks in dealing with an emergency and make assignments of authority.
5. Assemble an emergency phone list that reflects the needs and concerns of their utility and make it readily available to all staff.
6. Establish a mutual-aid agreement with a neighboring facility outlining what kind of help they will provide one another during emergencies and what that help will cost.
7. Develop emergency response plans for their utility that target the various types of emergencies to which their utility could be exposed, including those emergencies that involve hazardous materials.
8. Prepare a form to be used in filing an emergency action report after an emergency.
9. Conduct an emergency planning drill at least one a year to test their plan and to give their employees practice so that they will know what to do in an emergency.
10. Begin to prepare an emergency response plan today, if they have not already done so.

CHAPTER 12. HEALTH AND SAFETY PROGRAMS

OBJECTIVES

Following completion of Chapter 12, students should be able to:

1. Determine the spirit and intent of the safety and health standards and apply them to their utility.
2. Discuss the functional role of each of the six key elements of an effective health and safety program.
3. Implement and maintain an effective safety program at their utility.
4. Outline recommended safe work practices involving the handling of Class B biosolids.
5. Recognize the causes and warning signs of workplace violence and take preventive action.
6. Develop a strategy to protect their utility from security risks, danger, and exposure to terrorist threats.

CHAPTER 13. COMMUNITY RELATIONS OBJECTIVES

Following completion of Chapter 13, students should be able to:

1. Describe the difference between public relations, media relations, and political relations.
2. Implement a Public Education Program (PEP).
3. Develop a media guide for their utility.
4. Practice being interviewed by having a colleague take the role of reporter.
5. Write a list of actions they can take to improve communications with key political figures in the community.
6. Deal effectively with customer inquiries and complaints.

CHAPTER 14. PERSONAL AND PROFESSIONAL SKILLS OBJECTIVES

Following completion of Chapter 14, students should be able to:

1. Outline the personal and professional skills a manager needs to physically and emotionally survive.
2. Develop and implement a professional code of conduct.
3. Identify and make small changes in actions, attitudes, and behaviors that will improve their day-to-day management.
4. Evaluate their priorities and strive to make the work environment of their utility a little more fun and look for more ways to make their time away from work more satisfying and fulfilling.

TIME ASSIGNMENT

Text Pages: The course uses the training manual *Manage for Success, Effective Utility Leadership Practices* (438 pages). The average word count on a page from the training manual is 950 words. Some pages contain tables, graphs, or illustrations to enhance the presentation of information. It is assumed that readers spend equal time studying tables, graphs, and illustrations as they would spend reading the equivalent amount of text. Therefore, each page is assumed to contain the equivalent of 950 words. Accepted average adult reading speed is 200 – 250 words per minute. Therefore, each page is projected to require four minutes of student time for each reading.

Questions: The course contains 208 assessment questions integrated into the reading. Each question requires a written response consisting one or more sentences. Projected average review question time is two minutes per question.

Discussion questions: The course contains 190 discussion questions. Each discussion question requires a written response consisting one or more sentences. Projected average discussion question time is two minutes per question.

Review questions: The course contains 166 comprehensive review questions. Projected average response time is one minute per question.

Objective test questions: The course contains 390 objective test questions. Projected average response time is one minute per question.

Component	Minutes per Component Unit	Number of Component Units	Time to Complete Units
Text pages	4	438	1,752
Questions	2	208	416
Discussion questions	2	95	190
Review questions	1	166	332
Objective test questions	1	390	390
Total (minutes)			3,080
Total (hours)			51