

# Oregon Department of Public Safety Standards and Training

## F-22 Application for Recognition of Management Training

### Instructions

#### Purpose

The purpose of this form is to identify training obtained to meet the requirement of OAR 259-008-0025 to complete prescribed management training:

(6) Middle Management Course. Public safety officers who are promoted, appointed or transferred to a middle management position must satisfactorily complete the Middle Management course or equivalent training that complies with the requirements outlined in the DPSST Form F-22.

(a) **The required training must be completed no later than 12 months after the promotion, appointment or transfer.**

(b) Applicable training that occurred within five years prior to the promotion, appointment or transfer may be accepted by the Department as satisfying the Middle Management training requirement.

#### Requirements

The required training identified on this form is based on the Job Task Analysis for an Oregon public safety middle manager completed in 2000, a 2007 DACUM for middle management, and a survey of incumbent managers completed in 2009.

To satisfy the training requirements in each subject area the new manager must receive training that addresses all of the learning objectives listed for that subject area on this form. The learning objectives in a subject area may be covered in more than one course. **Training may have been received at any time from five years prior to appointment to the management position until one year following appointment, when training requirements must be completed.**

In order to meet the requirements of OAR 259-008-0025 and OAR 259-008-0060, a newly appointed manager must receive a minimum of eighty (80) hours of management level training to meet the minimum training requirement for their position.

Specific numbers of hours are not assigned to the training requirements for each subject area listed. However, adequately addressing all the identified learning objectives should result in 80 hours or more of training time to fulfill the required training hours.

FOR THE PURPOSE OF MEETING THE REQUIREMENTS IDENTIFIED ON THIS FORM, the format of the training is at the employing agency's discretion. For example, training may be in a field training or mentoring format, may include one-on-one instruction such as from the jurisdiction's human resources or legal staff, or may be training reportable on an F-6 roster.

It is the agency's responsibility to retain documentation of training events, content, and training hours, and to make them available to DPSST when requested. It is the applicant's responsibility to provide supporting documentation of training obtained to DPSST as requested.

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**This application is not an application for Management Certification.** An individual who has also met the training, education, and experience requirements for Management Certification must complete an F-7 Application for Certification in order to apply for Management Certification.

### Training Records

The hours reported on this form will not be added to your training record unless you submit the training on an F-6 Course Attendance Roster. It is possible that training to meet the requirements of this form may NOT meet the requirements to be included on an F-6 Course Attendance Roster.

At the time an individual is appointed to a manager position, DPSST will add **Mandatory Management Training** "required" to their training record, unless approved management training had been completed and reported within the past five years. Once training has been completed and the F-22 has been submitted and approved as meeting the management training requirement, DPSST will change the training record entry from "required" to "completed." As always, agencies will be able to view these training entries for their employees through the Snapshot program.

### Instructions:

- The applicant should initial and date indicating when they received training on each of the learning objectives.
- The authorizing supervisor for the applicant should also initial certifying that the applicant has received training in each learning objective.
- The applicant and the applicant's department head or DPSST certified designee must sign the application.

**Return your completed Training Certification page (last page of this document) to:**

DPSST, Standards & Certification Program  
4190 Aumsville Hwy SE  
Salem, OR 97317

### QUESTIONS?

Call 503-378-2100 or E-mail [schedulecert@state.or.us](mailto:schedulecert@state.or.us)

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**Management Training Completed:**

| <b>Subject Area 1: Leadership in Public Safety Organizations</b>  |   |                          |
|---|---|--------------------------|
| <b><u>Instructional Goal:</u></b>   |   |                          |
| This unit delves into the differences between supervision and management, and how the perspectives, considerations and time horizons differ for each. The manager will develop an understanding of the influence of environment factors on the organization, and how to deliver high quality services within those constraints. This unit will also introduce the manager to the influence of systems of governance on leadership decision making. The unit examines the importance of setting a direction and aligning people to move the organization in that direction, and how successful leaders accomplish this feat. |   |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |   |                          |
| Upon completion of instruction, students will be able to:   |   | Trainee<br>Initials/Date |
| 1.1   | Describe the elements of effective transition to a management position.   | Approving<br>Supervisor  |
| 1.2   | Identify the role that an effective vision and mission play in the performance of a public safety agency.   |                          |
| 1.3   | Describe leadership practices that can align the workforce and direct their work toward a vision and/or mission in a public safety agency.  |                          |
| 1.4   | Explain how “visibility” is important in the exercise of effective influence.   |                          |
| 1.5   | Compare the concepts of management power, authority and influence in the organizational setting.  |                          |
| 1.6   | Discuss the mechanisms used to fund governmental services in Oregon, and who makes the decisions with respect to funding those services.  |                          |
| 1.7   | Identify how environmental factors impact what an organization and leader can do.   |                          |
| 1.8   | Explain how decisions are made in the public sector and how the decision making process involving the citizenry can be both beneficial and detrimental to public safety agencies in Oregon. |                          |
| 1.9   | Define and describe the manager’s role in being responsive to the decisions by the public.  |                          |
| 1.10  | Identify methods and approaches to building an effective work   |                          |

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|   |  |                          |                         |
|---|--|--------------------------|-------------------------|
| unit.   |  |                          |                         |
| <b>Subject Area 2: Communicating with Others</b>  |  |                          |                         |
| <b><u>Instructional Goal:</u></b>   |  |                          |                         |
| <p>Effective managers are able to communicate in a variety of circumstances, with diverse groups of people, for a number of purposes. This unit looks at various functions or roles of a manager's communication, including interaction with co-workers or constituents, establishing effective communication networks, formal and information communication channels, and communicating up within organizations. The role and function of sound written communication practices are discussed, and students are provided opportunities to practice effective writing skills. The importance of sound meeting management skills to communicating in group settings is also addressed.</p> |  |                          |                         |
| <b><u>Learning/Performance Outcomes:</u></b>  |  |                          |                         |
| Upon completion of instruction, students will be able to:   |  | Trainee<br>Initials/Date | Approving<br>Supervisor |
| 2.1   | Explain the elements necessary for effective communication.  |                          |                         |
| 2.2   | Define and describe communication networks within your organization.   |                          |                         |
| 2.3   | Distinguish effective communication skills and practices from ineffective ones.  |                          |                         |
| 2.4   | Identify and illustrate approaches that can be used to communicate with people outside your organization.  |                          |                         |
| 2.5   | Compare the various approaches that can be used to seek information and input.   |                          |                         |
| 2.6   | Summarize methods to overcome barriers to communication.   |                          |                         |
| 2.7   | Choose the appropriate communication style and approach for a variety of situations.   |                          |                         |
| 2.8   | Demonstrate the ability to communicate in writing to provide information, seek input, compare alternatives, and formulate an effective argument. |                          |                         |

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| <b>Subject Area 3: Organizational Change</b>  |   |                          |                         |
|---|---|--------------------------|-------------------------|
| <b><u>Instructional Goal:</u></b>   |   |                          |                         |
| <p>This unit focuses on the dynamics of change, adapting to environmental changes, guiding staff through change efforts, and assisting the organization and community through the adaptive process. Managers must be prepared for the future and need to anticipate the need for change in order to position themselves and their agency to meet the new challenges they will face. This course includes the use of tools such as forecasting and strategic planning to prepare managers and organizations for future change.</p> |   |                          |                         |
| <b><u>Learning/Performance Outcomes:</u></b>  |   | Trainee<br>Initials/Date | Approving<br>Supervisor |
| Upon completion of instruction, students will be able to:   |   |                          |                         |
| 3.1   | Identify trends and events that are impacting public safety organizations.  |                          |                         |
| 3.2   | Describe the planning that is necessary to facilitate effective change, and apply the planning process to a contemporary problem or issue.                                      |                          |                         |
| 3.3   | Identify the role of individuals in effecting change.   |                          |                         |
| 3.4   | Describe and compare the potential sources for resistance to change.  |                          |                         |
| 3.5   | Explain the potential tools and methods that can be used to overcome resistance to change, and describe criteria that they would use to select a particular tool or method.     |                          |                         |
| 3.6   | Define and describe the concept of performance measures in public safety.   |                          |                         |
| 3.7   | Illustrate how performance measures could be used to assess organizational performance and progress.  |                          |                         |
| 3.8   | Show how a manager can maintain an understanding of the environment in which their organization operates, and put together ways to analyze events to identify potential trends. |                          |                         |
| 3.9   | Identify and describe ways to forecast potential changes in the environment and the challenges that the future could present to public safety managers.                         |                          |                         |
| 3.10  | Illustrate ways that managers can help individuals and organizations readily accept change.   |                          |                         |

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| <b>Subject Area 4: Representing the Organization to the Outside</b>   |   |                          |
|---|---|--------------------------|
| <b><u>Instructional Goal:</u></b>   |   |                          |
| This unit focuses on the knowledge, skill and attitudes the middle manager needs that will aid them in working with others – citizens, the governing body, other public agencies (at various levels of government), private and nonprofit groups and associations (including interest groups), and the media. |   |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |   |                          |
| Upon completion of instruction, students will be able to:   |   | Trainee<br>Initials/Date |
| 4.1   | Identify issues that reach beyond public safety alone and outline the impact to the agency and the community of those issues.               | Approving<br>Supervisor  |
| 4.2   | Outline methods to assess problems in the community so as to identify and implement cooperative solutions (e.g. Community Policing Models). |                          |
| 4.3   | Demonstrate effective communication skills in a public setting.   |                          |
| 4.4   | Demonstrate productive communications approaches with various medias (television, radio, newsprint, web / internet)                         |                          |
| 4.5   | List methods to involve citizens in a collaborative approach to a community problem in the participant’s community.                         |                          |

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| <b>Subject Area 5: Managing for the Public Good</b>  |  |                          |
|--|--|--------------------------|
| <b><u>Instructional Goal:</u></b><br>Public safety organizations must be in the business of developing trust and satisfaction with their citizens. The agencies must display effective use of resources, fairness and justice in application of the law. At all times, they must conduct themselves in compliance with the law and high ethical standards. |  |                          |
| <b><u>Learning/Performance Outcomes:</u></b><br>Upon completion of instruction, students will be able to:  |  | Trainee<br>Initials/Date |
| 5.1  | Define "high quality service" for the student's community.   | Approving<br>Supervisor  |
| 5.2  | List the factors that encourage and hinder high quality service in the student's community.  |                          |
| 5.3  | Examine competing priorities for service delivery and create a hierarchy of service delivery designed to create the highest level of citizen trust and satisfaction. |                          |
| 5.4  | Convert current research on citizen satisfaction into strategies for the student's agency to implement which will increase citizen satisfaction.                     |                          |
| 5.5  | Outline how shared responsibility for high quality of work will be recognized and rewarded in the agency.  |                          |

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| <b>Subject Area 6: Integrating Team or Unit into Whole</b>  |   |                          |
|---|---|--------------------------|
| <b><u>Instructional Goal:</u></b><br>Organizations may have effective team efforts at the front line. However, a middle manager must look to integrate various teams into a coordinated effort across many teams in order to achieve higher levels of success at the organizational and community level. This unit explores methods to integrate all of the teams into a unified agency wide effort to achieve the mission. |   |                          |
| <b><u>Learning/Performance Outcomes:</u></b><br>Upon completion of instruction, students will be able to:   |   | Trainee<br>Initials/Date |
| 6.1   | Identify management behaviors that develop effective team work among more than one team.  | Approving<br>Supervisor  |
| 6.2   | Describe effective methods of communication across a variety of teams in an agency.   |                          |
| 6.3   | Outline a method to recognize the efforts of many teams in achieving an organizational goal.  |                          |
| 6.4   | Describe preferred leadership behaviors that create an organizational environment where various teams complement, rather than compete with one another. |                          |
| 6.5   | Explain how delegation and/or sharing of responsibility across teams will be achieved to accomplish an agency goal.                                     |                          |



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| <b>Subject Area 7: Establishing an Ethical Workplace and Agency</b>   |   |                          |
|---|---|--------------------------|
| <b><u>Instructional Goal:</u></b>   |   |                          |
| Developing an ethical organization and workplace requires ethical leadership. This course delves into the concepts of ethics and ethical behavior, and their critical role in individual, organizational and professional integrity. Managers must first understand their own ethics and values, and how they influence the way the manager does their job. A manager then has to translate those ethics and values into behaviors in the workplace in a way that supports an ethical work environment. |   |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |   |                          |
| Upon completion of instruction, students will be able to:   |   | Trainee<br>Initials/Date |
| 7.1   | Identify the student's motivating factors when it comes to principles, ethics and values.   |                          |
| 7.2   | Define and describe an ethical workplace and describe how individual and organizational values influence workplace ethics.  |                          |
| 7.3   | Explain the relationship between ethical management and individual and organizational integrity.  |                          |
| 7.4   | Describe the influences of a diverse workforce and constantly changing environment on managing an ethical workplace.  |                          |
| 7.5   | Explain why a manager must make the difficult decisions and take action for the right reasons at the right time, accounting for very subtle or small differences between the alternative courses of action.                         |                          |
| 7.6   | Describe some of the interpersonal, organizational or social psychological factors that may lead to misconduct and based on that knowledge formulate actions that a manager can take to minimize the impact of the various factors. |                          |

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| <b>Subject Area 8: Managing Agency Performance</b>  |  |                          |
|---|--|--------------------------|
| <b><u>Instructional Goal:</u></b>   |  |                          |
| The manager must be able to answer the question “How well are you doing your job?” for his or her agency or unit. The student should understand the concept of public accountability for performance of a service, and should be able to develop options for measuring a service that may not have a specific value or be easily valued. The student should know how to cost out or quantify agency or unit performance, and efforts or practices that can be utilized to manage resources to produce a product that is valued by the consumer. |  |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |  |                          |
| Upon completion of instruction, students will be able to:   |  | Trainee<br>Initials/Date |
| 8.1   | Identify and describe the characteristics of an effective organization.  | Approving<br>Supervisor  |
| 8.2   | Define and calculate cost per output measures (cost benefit, cost effectiveness, cost per unit, etc.).   |                          |
| 8.3   | Identify and describe potential performance measures for a unit or organization.   |                          |
| 8.4   | Contrast the differences between input, process, output and outcome measures.  |                          |
| 8.5   | Identify criteria that can be used to select appropriate performance measures for a unit or organization.  |                          |
| 8.6   | Illustrate how performance measures can be used by managers to make better management decisions.   |                          |
| 8.7   | Describe and illustrate how managers can use performance measures to inform the public or community on appropriate unit or agency work outcomes. |                          |

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**Subject Area 9: The Legal Parameters in Management and Leadership**

**Instructional Goal:**

Managers need to have a thorough understanding of the legal constraints that impact their work and decisions. Federal and state statutes set parameters for managers in dealing with employment related matters, and court decisions have refined these parameters even further. Managers need to have a good understanding and be able to apply these parameters to the variety of situations they face in the workplace, in order to ensure they operate legally and ethically.

**Learning/Performance Outcomes:**

Upon completion of instruction, students will be able to:

|     |   | Trainee<br>Initials/Date | Approving<br>Supervisor |
|-----|---|--------------------------|-------------------------|
| 9.1 | Summarize the variety of federal and state statutes that impact personnel decisions that a manager must make.   |                          |                         |
| 9.2 | Use the direction supplied by the various court decisions related to personnel issues and rights in addressing case studies, scenarios and actual personnel issues. |                          |                         |
| 9.3 | Explain the major provisions of the collective bargaining act, and interpret how it would apply to specific fact situations.  |                          |                         |
| 9.4 | Discuss the parameters that need to be considered in administering employee discipline.   |                          |                         |
| 9.5 | Construct an appropriate approach to an employee performance discipline and grievance.  |                          |                         |
| 9.6 | Analyze workplace fact situations involving personnel issues and develop appropriate courses of action that comply with legal and ethical constraints.              |                          |                         |
| 9.7 | Recommend appropriate actions that a manager can undertake to develop effective workplace relations and a positive work environment.                                |                          |                         |

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| <b>Subject Area 10: Fostering Respect in the Workplace</b>  |  |                          |
|---|--|--------------------------|
| <b><u>Instructional Goal:</u></b>   |  |                          |
| Managers must be able to effectively work with a diverse workforce to accomplish organizational and unit mission. This requires that a manager be cognizant of the diverse needs of the workforce, but also develop practices that address the varied needs of today's workforce. Applicable training should acquaint the manager with the diversity and needs of today's workforce, and help the manager develop effective skills and abilities for dealing with the myriad of needs of today's workers. |  |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |  |                          |
| Upon completion of instruction, students will be able to:   |  | Trainee<br>Initials/Date |
| 10.1  | Compare and contrast the general belief structures of the variety of ethnic, gender, generational, cultural and workplace expectations of the people in today's workforce. |                          |
| 10.2  | Develop and explain approaches that managers can use with today's diverse workforce.   |                          |
| 10.3  | Analyze the qualities of a respectful workplace and relate why each are critical to success as a manager.  |                          |
| 10.4  | Illustrate successful communication techniques that meet the needs of today's diverse workforce.   |                          |
| 10.5  | Compare and contrast communication techniques that are effective with the diverse communities that we serve.   |                          |
|   |  | Approving<br>Supervisor  |

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| <b>Subject Area 11: Dealing with Complexity</b>   |  |                          |
|---|--|--------------------------|
| <b><u>Instructional Goal:</u></b>   |  |                          |
| This unit delves into the critical thinking, problem solving, decision making and judgment that are critical to the success of every manager. Thinking and judgment skills such as assessment, reflection, framing the issue, deductive and inductive reasoning, planning and forecasting, should be incorporated during applicable training, which should also address barriers to effective decision making such as recognizing assumptions, “knowns,” and “blind spots.” |  |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |  |                          |
| Upon completion of instruction, students will be able to:   |  | Trainee<br>Initials/Date |
| 11.1  | Identify and describe the elements of critical thinking.   | Approving<br>Supervisor  |
| 11.2  | Compare the concepts and roles of critical thinking, decision making and judgment for managers.  |                          |
| 11.3  | Review and summarize some of the impacts that a manager’s decisions can have on individual and organizational performance and success.   |                          |
| 11.4  | Identify components of critical thinking and reasoning, apply critical thinking skills to a complex problem, and develop a reasoned decision.  |                          |
| 11.5  | Describe short cuts used in decision making, and provide examples.   |                          |
| 11.6  | Explain when short cuts in decision making may be appropriate, and identify the characteristics of those situations when the use of decision making short cuts may be appropriate.   |                          |
| 11.7  | Apply critical thinking, judgment and decision making short cuts to resolve management issues.   |                          |
| 11.8  | Explain an approach to problem solving that includes information on what works as part of the plan to address the problem being examined.  |                          |
| 11.9  | Provide examples of trends that are likely to impact public safety entities in the future, and identify what public safety leaders will have to do to prepare themselves and their agencies to meet these future challenges. |                          |

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| <b>Subject Area 12: Risk Management</b>  |  |                          |
|--|--|--------------------------|
| <b><u>Instructional Goal:</u></b><br>This unit examines the risks that public agencies face, from liability to safety issues, and what can be done to control risk exposure. The focus is on understanding the sources of risk and efforts that the leader and the agency can take to minimize risk. |  |                          |
| <b><u>Learning/Performance Outcomes:</u></b><br>Upon completion of instruction, students will be able to:  |  | Trainee<br>Initials/Date |
| 12.1   | Explain the role that the development and implementation of good policies can have in the control of risk exposure for a public safety agency.                   | Approving<br>Supervisor  |
| 12.2   | Identify the more common sources of liability exposure for public safety agencies and steps that can be taken to reduce that exposure.                           |                          |
| 12.3   | Describe why the most difficult risks to manage may be low frequency/high risk incidents or activities.  |                          |
| 12.4   | Identify and discuss what can be done to manage the potential risks associated with operational issues (e.g. driving) and physical plant issues (e.g. facility). |                          |
| 12.5   | Demonstrate an understanding of the various statutes and rules that impact risk exposure for public safety agencies.   |                          |
| 12.6   | Explain the potential impacts of a manager performing their role and responsibilities in controlling risk.   |                          |

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| <b>Subject Area 13: Human Resources Development</b>   |   |                          |
|---|---|--------------------------|
| <b><u>Instructional Goal:</u></b>   |   |                          |
| One of the major challenges facing public safety agencies is getting the most from their most expensive resource – the workers. A variety of aspects of human resource development should be addressed, from recruiting, screening and hiring to training, motivation, and retention. |   |                          |
| <b><u>Learning/Performance Outcomes:</u></b>  |   |                          |
| Upon completion of instruction, students will be able to:   |   | Trainee<br>Initials/Date |
| 13.1  | Identify what an agency can do to recruit and attract good, qualified applicants.   | Approving<br>Supervisor  |
| 13.2  | Provide examples of screening processes, the rationale behind the processes, and what agencies should be looking for in the results of various screening processes. |                          |
| 13.3  | Summarize what can be done to create a work environment that supports positive motivation.  |                          |
| 13.4  | List and explain workplace factors that contribute to worker satisfaction and retention.  |                          |
| 13.5  | Identify and discuss methods to manage and/or reduce interpersonal conflict within an organization.   |                          |
| 13.6  | Explain effective practices to develop employee knowledge and skills  |                          |

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| <b>Subject Area 14: Use of Research and Information</b>  |   |                          |                         |
|--|---|--------------------------|-------------------------|
| <b><u>Instructional Goal:</u></b><br>In order to survive public safety agencies must produce a service that is valued within their community – that is a service that people are willing to pay for. In order to accomplish this, public safety leaders need to know what works for each discipline of public safety, and need to constantly look for ways to improve the efficiency and effectiveness of their organizations. |   |                          |                         |
| <b><u>Learning/Performance Outcomes:</u></b><br>Upon completion of instruction, students will be able to:  |   | Trainee<br>Initials/Date | Approving<br>Supervisor |
| 14.1   | Explain ways a public safety agency can enhance and improve the relationship it has with the community it serves, and why this is important.                    |                          |                         |
| 14.2   | Differentiate an evidence-based approach, one based on good research about what works, from the traditional approach used by public safety agencies.            |                          |                         |
| 14.3   | Explain the importance of using an evidence-based approach to the problems and challenges facing public safety agencies today.                                  |                          |                         |
| 14.4   | Analyze how the changing environment (for example social, technical, economic, environmental, political) will impact public safety organizations in the future. |                          |                         |
| 14.5   | Summarize why public safety leaders must practice collaboration.  |                          |                         |
| 14.6   | Summarize factors that contribute to the trust and confidence in public safety agencies.  |                          |                         |



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**Training Certification**

**Applicant:**

|              |       |    |         |
|--------------|-------|----|---------|
| Last Name    | First | MI | DPSST # |
| Agency Name: |       |    |         |

**Certifications:**

**Applicant for Training:** I affirm that all the learning objectives have been addressed and that at least 80 hours of training was involved in meeting the training requirements. I understand that falsification of this document makes my certification(s) subject to denial or revocation under ORS 181A.640 and OAR 259-008-0070.

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Print Name of Applicant *Signature* Date

**Applicant's Department Head:** I affirm the above information is true and correct, AND that the applicant has obtained leadership training totaling at least 80 hours to meet this requirement. I understand that falsification of this document makes my certification(s) subject to denial or revocation under ORS 181A.640 and OAR 259-008-0070.

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Print Name of Department Head *Signature* Date

Upon completion of all required training forward this page ONLY to:  
Department of Public Safety Standards and Training  
4190 Aumsville Hwy SE  
Salem, OR 97317  
Phone: 503-378-2100 Fax: 503-378-4600  
E-mail: [schedulecert@state.or.us](mailto:schedulecert@state.or.us)  
[www.oregon.gov/DPSST](http://www.oregon.gov/DPSST)