



## Course Scope and Sequence FCEP I - III

Level/Strand	FCEP I Legal and Managerial Foundations (12)	FCEP II Managing Processes and Procedures (11)	FCEP III Personal and Organizational Development (10)
<b>Election Process &amp; Law</b>	<ul style="list-style-type: none"> <li>• <i>Basic Election Law (4)</i></li> <li>• <i>Voter Registration (3.5)</i></li> <li>• <i>Vote-by-Mail/Early Voting (3.5)</i></li> <li>• <i>Voting Systems (3.5)</i></li> <li>• <i>Polling Place Management &amp; Facilities (3.5)</i></li> <li>• <i>Ethics &amp; Liability (4)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Canvassing Board Process (3.5)</i></li> <li>• <i>Post Election Ballot Management - Audits &amp; Recounts (3.5)</i></li> <li>• <i>Candidate Qualifying Process - Do's &amp; Don'ts (3.5)</i></li> <li>• <i>Elections Mgmt. (3.5)</i></li> <li>• <i>Recruitment, Training &amp; Retention of Election Workers (3.5)</i></li> <li>• <i>Public Records Retention (3.5)</i></li> </ul>	
<b>Administrative Skills, Research &amp; Technology</b>	<ul style="list-style-type: none"> <li>• <i>Budget Development for Elections Offices (4)</i></li> <li>• <i>Human Resource Management I (4)</i></li> <li>• <i>Information Technology in Elections (4)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Human Resource Management II (4)</i></li> <li>• <i>External Communication: Meeting Facilitation (3.5)</i></li> <li>• <i>Internal Communication: Business Writing (3.5)</i></li> <li>• <i>Continuity of Operations (3.5)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Conflict Resolution (4)</i></li> <li>• <i>Performance Management &amp; Coaching (4)</i></li> <li>• <i>Developing &amp; Maintaining an Effective Team (3.5)</i></li> <li>• <i>Stress and Time Management (3.5)</i></li> <li>• <i>Managing Change (3.5)</i></li> </ul>
<b>Human Relations</b>	<ul style="list-style-type: none"> <li>• <i>Fundamentals of Customer Service (3.5)</i></li> <li>• <i>Office Communication Skills (3.5)</i></li> <li>• <i>Fundamentals of Leadership (3.5)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Media Relations (4)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Making Powerful Presentations (4)</i></li> <li>• <i>Leadership Effectiveness (4)</i></li> <li>• <i>Systems Thinking (4)</i></li> <li>• <i>Creativity &amp; Innovative Thinking for Elections Offices (3.5)</i></li> <li>• <i>Optimizing Intergenerational Interaction in Elections Offices (3.5)</i></li> </ul>
<b>Hours/Level</b>	<b>44.5 hours</b>	<b>39.5 hours</b>	<b>37.5 hours</b>



## Course Descriptions FCEP I – III

### FCEP I Courses

#### **1. Basic Election Law (4-hour class)**

1) Identify key elements of Florida election law. 2) Recognize vital issues associated with HAVA. 3) Analyze “what if?” scenarios on conducting elections. 4) Review and become familiar with essential print, non-print, and Web-based resources on Florida and federal election laws.

#### **2. Voter Registration (3.5-hour class)**

1) Analyze the impact of voter registration history on current Florida county procedures. 2) Identify key updates in the voter registration system. 3) Problem-solve potential dilemmas dealing with voter registration forms and lists. 4) Share best practices for county-wide community outreach.

#### **3. Vote-by-Mail/Early Voting (3.5-hour class)**

1) Identify key historical events in the development of vote-by-mail and early voting in the U.S. and Florida. 2) Analyze local and statewide vote-by-mail and early voting trends. 3) Evaluate vote-by-mail and early voting administrative procedures.

#### **4. Voting Systems (3.5-hour class)**

1) Identify key terms and definitions associated with Florida voting systems. 2) Distinguish between voting system software and tabulator firmware. 3) Identify various voting systems used in Florida. 4) Recognize the major components of configuration management.

#### **5. Polling Place Management & Facilities (3.5-hour class)**

1) Identify pertinent legal perspectives and county functions in polling places. 2) Recognize criteria in determining appropriateness for a polling place. 3) Share best practices for recruitment and training of election workers. 4) Practice skills and behaviors in resolving common issues surrounding an election day.



## Course Descriptions FCEP I – III

### **6. Ethics & Liability (4-hour class)**

1) Recognize 6 key concepts of ethical behavior in public service. 2) Evaluate scenarios involving hypothetical issues in the workplace. 3) Identify and explain relevant state disclosure forms. 4) Assess personal character and responsibility. 5) Analyze warning signs of potential ethical compromises. *Note: This class meets the statutory requirement for elected officials.*

### **7. Budget Development for Elections Offices (4-hour class)**

1) Identify various steps associated with a county budget process. 2) Develop a sample core operating budget. 3) Develop a sample elections office budget. 4) Discuss and evaluate the formal and informal procedures for county and elections budget development.

### **8. Human Resource Management I (4-hour class)**

1) Identify key employment laws relating to elections offices. 2) Practice effective interviewing techniques. 3) Create action plan for enhancing employee coaching and recognition strategies. 4) Evaluate various approaches for handling “problem” employees. (*hiring, managing, evaluating, job descriptions, succession planning*)

### **9. Information Technology in Elections (4-hour class)**

1) Identify key terms and definitions associated with technology used in Florida Elections Offices. 2) Identify potential upgrades and additional hardware available in the elections technology market. 3) Develop a technology security plan for consideration within his/her county. 4) Share best practices. 5) Recognize resources and vendors available for assistance.

### **10. Fundamentals of Customer Service (3.5-hour class)**

1) Identify key moments of truth for the customer within the total election experience. 2) Recognize the importance of non-verbal communication and body language. 3) Develop effective strategies for gaining confidence and compliance from the customer. 4) Practice effective telephone etiquette.

### **11. Office Communication Skills (3.5-hour class)**

1) Practice effective communication skills to facilitate constructive office relationships and team productivity. 2) Develop listening skills to more effectively process and respond to diverse information. 3) Assess and discuss personal strengths and developmental needs in communication. 4) Develop individual action plan for enhancing communication skills back in the workplace.



## Course Descriptions FCEP I – III

### **12. Fundamentals of Leadership (3.5-hour class)**

1) Distinguish between leadership and management. 2) Assess personal leadership characteristics and discuss their impact in the workplace. 3) Analyze a hypothetical situation to determine most effective motivation approaches. 4) Create action plan for enhancing accountability and trust back in the workplace.

## **FCEP II Courses**

### **1. Canvassing Board Process (3.5-hour class)**

1) Identify and dramatize common canvassing board issues. 2) Recognize relevant duties of canvassing board. 3) Classify relevant canvassing board court decisions. 4) Identify requirements for public records. 5) Evaluate canvassing board issues associated with the public and the media.

### **2. Post-Election Ballot Management - Audits & Recounts (3.5-hour class)**

1) Recognize key elements in public confidence. 2) Identify security and prior planning needs. 3) Identify all legal requirements. 4) Distinguish between a machine recount and a manual recount. 5) Identify the role and requirements as a canvassing board member.

### **3. Candidate Qualifying Process - Do's and Don'ts (3.5-hour class)**

1) Identify applicable administrative rules for candidate qualifying process. 2) Participate in a case study of petition requirement. 3) Recognize the steps involved in the qualifying process, such as required forms and fees. 4) Evaluate current court cases relating to candidate qualifying process.

### **4. Elections Management (3.5-hour class)**

1) Recognize that Election Management is all in the details. 2) Identify and share best practices in key areas such as Election Calendar, Budgeting, Absentee Ballots, Early Voting, and Election Day.



## Course Descriptions

### FCEP I – III

#### **5. Recruitment, Training & Retention of Election Workers (3.5-hour class)**

1) Evaluate strategies for locating and hiring election workers. 2) Examine various election worker training materials and equipment. 3) Recognize legal do's and don'ts for serving voters with diverse needs. 4) Identify and problem solve common election-day issues facing election workers. 5) Develop 4 – 5 questions suitable for evaluating the performance of election workers.

#### **6. Public Records Retention (3.5-hour class)**

1) Identify key terms and definitions relating to record retention in elections offices. 2) Demonstrate knowledge about public records through a case study. 3) Identify legal requirements involving privacy and the public's right to know. 4) Share best practices. 5) Create an action plan for at-home retention and disposition.

#### **7. Human Resource Management II (4-hour class)**

1) Demonstrate proficiency in conducting an effective employee appraisal in role-play. 2) Identify key components in successfully coaching employees. 3) Develop a draft of an employee incentive plan for workplace use. 4) Recognize guidelines for adherence to EEO Statutes. (*employee development, motivation, appraisal, EEO considerations, unemployment compensation claims, counseling & termination*)

#### **8. Continuity of Operations (3.5-hour class)**

1) Identify key county facilities essential for elections. 2) Develop list of staff persons and tasks necessary to carry out an election. 3) Analyze “what if?” scenarios on conducting elections, such as hurricanes, epidemics. 4) Create a Continuity of Operations Plan —COOP with appropriate criteria and format. (*security, disaster & contingency planning, mitigation*)

#### **9. External Communication: Meeting Facilitation (3.5-hour class)**

1) Meeting management and facilitation. 2) Using Parliamentary Procedure and Robert's Rules of Order, participating in a simulation meeting with feedback, and drafting an action plan for integrating selected meeting management skills in the workplace.

#### **10. Internal Communication: Business Communication (3.5-hour class)**

1) Business writing, including identifying common writing problems and overcoming them, 2) Examining methods that increase effectiveness in organizing documents. 3) Analyzing techniques and strategies for increasing the chance of receiving responses.



## Course Descriptions FCEP I – III

### 11. Media Relations (4-hour class)

1) Evaluate examples dealing with positive and negative election-based media coverage. 2) Justify the need for a comprehensive media relations plan. 3) Demonstrate understanding of measurable benchmarked data. 4) Develop a media relations plan for the election office. 5) Identify key elements of an effective press release/media message.

## FCEP III Courses

### 1. Conflict Resolution (4-hour class)

1) Identify main components of organizational conflict. 2) Assess personal conflict resolution style. 3) Examine participatory decision-making and when to use various options. 4) Practice effective skills for resolving conflict/negotiation in role-play scenario. 5) Create an action plan for dealing with conflict situations in SOE offices.

### 2. Performance Management & Coaching (4-hour class)

1) Identify the steps to performance management. 2) Recognize the five roles of coaching. 3) Create a workplace environment with clear expectations. 4) List and evaluate a variety of ways to motivate others. 5) Practice a coaching/feedback session.

### 3. Developing & Maintaining an Effective Team (3.5-hour class)

1) Identify the differences between a work-group and a team. 2) Gain understanding of the characteristics of a high performance team. 3) Take part in role-playing to identify and build on team skills. 4) Create an action plan to promote teamwork within your department.

### 4. Stress & Time Management (3.5-hour class)

1) Recognize the physical and emotional damage caused by stress. 2) Identify characteristics of *Stress Breaks* and *Stress Cliffs* and formulate a plan for personal use. 3) Identify individual “compulsive” time wasters and create a plan for application in the workplace. 4) Practice skills to move from chaos to control.

### 5. Managing Change (3.5-hour class)

1) Recognize how and why people resist change. 2) Identify strategies for accepting change in the workplace. 3) Understand the connection between accepting change and optimistic thinking. 4) Develop skills in problem solving to install positive change in the workplace.



## Course Descriptions

### FCEP I – III

#### **6. Making Powerful Presentations (4-hour class)**

1) Identify key elements of the communication process. 2) Demonstrate proficiency in developing a presentation designed to influence others. 2) Evaluate strategies for personal stress reduction as a speaker. 3) Analyze techniques for increasing effectiveness and impact of presentations. 4) Create and deliver a 3-minute presentation in table groups followed by feedback.

#### **7. Leadership Effectiveness (4-hour class)**

1) Analyze current global environment for its effects on leadership in the elections arena. 2) Distinguish between mentoring, coaching and counseling. 3) Consider the impact of personal ethics in the leadership role. 4) Assess personal delegation style and strategies. 5) Create action plan for mentoring and building leaders.

#### **8. Systems Thinking (4-hour class)**

1) Recognize elements of systems thinking. 2) Identify elements of the system influencing decisions and behaviors. 3) Discover the system structures behind problems. 4) Describe our own mental models and those of others about why the system performs as it does. 5) Use systems thinking tools to identify where to implement changes in the system.

#### **9. Creativity & Innovative Thinking in Elections Offices (3.5-hour class)**

1) Recognize elements of creative/innovative thinking. 2) Assess brain dominance and preference. 3) Identify a workplace opportunity for problem solving in six steps. 4) Practice several idea generation strategies. 5) Develop a plan for problem solution acceptance and implementation.

#### **10. Optimizing Intergenerational Interaction in Elections Offices (3.5-hour class)**

1) Identify generations in the workplace. 2) Understand different generational experiences and defining moments. 3) Learn to embrace generational differences. 4) Take part in group activities that show how to leverage the unique experiences of each generation to build stronger workplace relationships.