

CJ G046: CIVILIAN SUPERVISORY, LAW ENFORCEMENT

Item	Value
Top Code	210500 - Administration of Justice
Units	4.5 Total Units
Hours	80 Total Hours (Lecture Hours 80)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Pass/No Pass (B)

Course Description

This course is a California Commission on Peace Officer Standards and Training (P.O.S.T.) certified course which provides newly appointed or experienced civilian supervisors with formal training in the concepts, techniques, and practical application of basic supervisory skills pertaining to police operations. Not Transferable.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Identify communication strategies to resolve conflict.
3. Examine the role of a civilian supervisor in law enforcement in leading a multi-generational workforce.
4. Explain the problem-solving and decision-making process when leading a team.

Course Objectives

- 1. be introduced to the various aspects of the role of the first-line supervisor.
- 2. understand the need to develop effective communication skills, the art of listening and managing conflict.
- 3. gain knowledge and develop skills on how to make the transition from subordinate to supervisor.
- 4. learn how to work comfortably within a framework of flexible leadership.
- 5. explore what influences the behavior and performance of subordinates.
- 6. examine the importance of verbal and non-verbal communication skills.
- 7. study the scope of the supervisors role and responsibilities in dealing with liability issues.
- 8. examine the importance of discussing performance problems.
- 9. evaluate and resolve circumstances of employee grievances.
- 10. address employee complaints and learn how to resolve conflicts among employees.
- 11. research and investigate the complex issues and the supervisors role in the disciplinary process.
- 12. examine how an equitable process can improve productivity and accountability.

- 13. explore and understand the various tools and components of effective presentations.
- 14. examine and observe the analytical process and communication of policy.
- 15. evaluate the process of problem solving and decision making.
- 16. analyze the budget process, political realities, and ethical decision making.
- 17. become familiar and understand the values of personal and organizational role in influencing individual behavior through ethical decision making.

Lecture Content

A. Course Overview B. Effective Communication Learning goal: The student will understand the need to develop effective communication skills, the art of listening, and managing conflict. 1. Predominant Forms of Communication a. Active Listening (clarify and verify information) b. Verbal Communication c. Written Communications (formal documentation) d. Transmission of non-verbal communication (body language) 2. Art of Listening a. Empathy b. Support c. Caring 3. Managing Stress a. staying calm and focused b. controlling demeanor and voice 4. Removing Barriers to Communication a. choosing an appropriate location (desk, standing over someone) b. removing distraction c. making sure timing is appropriate d. making sure that proper notification has been given to employee (disciplinary action) 5. Preparation for interaction a. mentally preparing for interaction with employee b. being familiar with the topic to be addressed c. having all the facts ready and available 6. Feedback a. giving feedback to employee b. being aware of how feedback is delivered 7. Diversity of employees a. Socio-economic background considerations b. Maturity level c. ESL status d. Demographics e. Cultural facets 8. Passive Responses a. Greetings b. Casual responses 9. Perception a. importance of being aware of how you are perceived b. integrity establishes credibility 10. Communicating Expectations a. Know policies b. Know procedures 11. Honesty a. State the facts b. Tell the truth nb c. Communicate honestly 12. Open Communication a. Consistency in communication, in both formal and informal environment b. Structure forums for formal and informal situations c. Maintain respect for organizational reporting structure 13. Other Methods of Communication a. Memos b. Email 14. Creativity a. Present message in a more creative approach b. Use non-traditional methods of communicating the message 15. Rights a. Know rights of the employee b. Know rights of the supervisor C. Ability to Develop Employees Learning Goal: The student will understand the concept of developing employees. Includes discussing performance problems, resolving grievances, complaints, evaluation, training, and being a role model. 1. Skills and Duties of a Supervisor: Coaching, Counseling and Conflict Resolution a. Coaching 1) Setting a person up to succeed 2) Mentoring 3) nb Being a role Model 4) Paving a career; strategic career planning with goals and objectives 5) Career specific development training to include: academic and/or mandated training 6) Focus on employees who have ambition to accomplish their career goals 7) Encouraging team work at all times 8) Emphasizing employee importance in accomplishing team goals and objectives b. Counseling 1) Importance of documentation 2) Corrective action 3) Performance improvement plans 4) Disciplinary action c. Conflict

Resolution Skills 1) Identify the problem 2) Develop method or strategy to address the issue 3) Develop an action plan with applicable parties including timelines and consequences if expectations are not met b 4) Follow-up to ensure compliance and reward if appropriate 2. Empowering Employees a. delegating vs. dumping b. encouraging employees to assess their own leadership style and re-evaluate whether or not they are effective c. giving the employees the appropriate tools to effectively develop themselves and do their job d. creating opportunities-assignments geared towards the employees interest, specialty, skills, knowledge, and abilities e. allowing supervisors to make decisions within the scope of work f. reinforcing the employees' abilities to help them make decisions without validation from their supervisors g. encouraging employees to take risks h. ensuring that the supervisor has a clear expectation and knows the perimeters of his/her responsibilities i. promote employee involvement by actively involving employees (when possible), in issues that affect them j. enhance, develop and utilize methods of obtaining employee feedback 3. Evaluating Employees a. make certain there are clear expectations of performance and conduct that 1) affect department b 2) affect division/section/unit 3) relate to supervisor position b. be consistent and enforce established performance standards/dimensions c. conduct honest and timely audits and evaluations (if needed, re-assess prior evaluations) d. recognition: knowing the differences between conduct and performance, and then coaching appropriately e. know the distinction between use of subjective and objective observation and documentation f. use evaluation as a traditional instrument for promotional or special assignment opportunities g. define and establish clear performance objectives for the next rating period 4. Giving Feedback a. recognize the value of providing feedback and recognition b. practice and observe techniques for providing feedback and recognition c. maintain accountability d. learn how to communicate with: 1) employees who "aren't getting it" 2) "8 - 5" employees 3) passive/aggressive behaviors 4) difficult employees e. make use of feedback to modify behavior 1) to help adapt to new and changing situations 2) to diffuse a situation 3) to bring about a solution 5. Being Supportive a. have the ability to perceive and respond to the needs, interests and capabilities of others b. learn the value of supporting and advocating the interests of employees c. learn to identify the circumstances when support and advocacy are appropriate d. observe and personally practice support and advocacy techniques e. be approachable and have honest dialogs with others: encourage open communication with no fear of reprisal or intimidation f. recognize and reward employees g. foster supportive behavior amongst the team 6. Presenting a positive role model (traits) a. establishes positive relationships b. is diplomatic in dealing with others and has an objective perception of his/her own impact on others c. confronts others in a non-offensive manner and is able to compromise to achieve objectives d. recognizes the importance of maintaining cooperative relationships with other departments, client agencies and the public e. values diversity and is fair and objective with all people f. demonstrates an awareness of organizational politics and acts appropriately- know what to say, to whom, and when to say it g. effectively deals with people when they have differing or seemingly conflicting needs or interest h. demonstrates self-confidence in taking charge of situations and people i. modifies leadership style to changing conditions j. presents self in a professional manner 7. Training a. ability to assess training needs of employees b. ability to determine whether training needs are formal or informal c. ensures that the training topic is relevant, current and timely d. makes sure

that training methods are appropriate to audience e. ensures that training records are current and well documented f. takes responsibility to oversee and monitor on-going /in-progress training, and train where applicable D. Risk Management Learning Goals: The student will understand the supervisors role and responsibilities in dealing with liability issues, risk management, discipline, documentation, and dealing with diversity. 1. Contemporary Liability Issues a. Technology issues b. Sexual Harassment c. Workers Compensation d. Workplace health and safety e. Ergonomics f. ADA g. Communicable disease h. Workplace violence 1) Cumulative Stress Signals to recognize the signs of potential incidents 2) Anger management 2. Investigating and documenting personnel issues a. Negligent indifference b. Negligent performance c. Negligent retention d. Negligent supervision e. Negligent assignment f. Negligent training g. Negligent entrustment h. Vicarious liability 3. Discipline (positive and negative) a. Philosophy of discipline 1) Impact on morale 2) Organizational health 3) Equitable and fair b. Investigation; documenting personnel issues 1) Timeliness of the process 2) Objective and behavior specific c. Critical thinking/decision making models d. Initiating performance evaluations/Special Audits e. Managing proactively f. Developing employees with constructive feedback/discipline g. Progressive discipline h. Legal aspects of discipline i. Current case law j. Agency policy and procedure b 1) GO 2) MOU 3) Admin policy k. Grievances - what is the purpose? l. Files and file maintenance 4. Diversity a. Cultural b. Gender c. Age d. Race e. Religious f. Lifestyle g. Generational h. Education and training i. Sworn vs. non-sworn 5. Critical Incident Management a. Short term and long term effects b. Role and responsibility of supervisor c. Incident de-briefing E. Leadership Skills Learning goals: The student will understand personal and organizational values and supervisors role in influencing individual behavior through ethical decision making. 1. Problem Solving and Decision Making a. Identifying Problems p; b. Collect and analyze data c. Identify alternatives d. Select course of action e. Plan action steps f. Accountability and measurement system 2. Assertive Leadership a. Leading while being a risk taker b. Empowering employees c. Motivating d. Delegating e. Teambuilding f. Coaching 3. Strategic Planning a. Establishing a vision for the group (goals and objectives) b. Change management c. Community outreach/needs assessment 4. Ethics a. Definition of common terms 1) Values 2) Ethics 3) Principles 4) Integrity b. Identification of Core Values 1) Personal 2) Organizational 3) Professional 4) Societal 5) Cultural c. Employee integrity within organization 1) Understanding values and standards 2) Maintaining objectivity when working with people who have opposing or conflicting values 3) Following through on beliefs d. Supervisory Integrity 1) Recognizing changes in values after becoming a supervisor a) "one of the gang" 2) Following /enforcing policies and procedures - no double standards 3) Modeling acceptable behavior 4) Why honesty is the best policy 5) Use of power and authority 6) Displaying loyalty, consistency, and courage e. Rationalization 1) examples and case studies (Case studies of ethical dilemma relevant to agencies) F. Technical Competencies Learning Goals: The student will understand the analytical process, communication of policy, budget process, and political realities. 1. Administrative Support a. Budget b. Staff work c. Policies and procedures delivery d. Planning and organizing e.

Personnel resource management f. Time management g.
 Project management h. Political savvy/realities 2. Training
 a. Instructional role of supervisor b. Developing training
 programs 1) on the job b 2) In-service 3) Continued
 professional c. Training needs assessment/critical tasks d.
 Use of resources 1) Internal/External e. Training evaluations
 and expectations f. Developing employee to maximum potential
 3. Supervisors Roles and Responsibilities a. Transition from
 staff to supervisor b. Traits and characteristics of a successful
 supervisor c. Leadership Styles 1) Authoritarian 2)
 Participatory 3) Situational 4) Proactive/Reactive
 d. Performances expectations e. Role identification f. Self
 development g. Humor in the workplace

Method(s) of Instruction

- Lecture (02)

Reading Assignments

Selected instructor handouts Library and Internet research

Writing Assignments

Students will participate in active discussions dealing with concepts, techniques, and practical application of basic supervisory skills of the police civilian supervisor

Out-of-class Assignments

none

Demonstration of Critical Thinking

Students will be required to prepare an issue or concern relating to their agency and present it to the class as a representative supervisor

Required Writing, Problem Solving, Skills Demonstration

Students will participate in active discussions dealing with concepts, techniques, and practical application of basic supervisory skills of the police civilian supervisor

Eligible Disciplines

Administration of justice (police science, corrections, law enforcement):
 Any bachelors degree and two years of professional experience, or any
 associate degree and six years of professional experience.