

CJ G046: CIVILIAN SUPERVISORY, LAW ENFORCEMENT

Item	Value
Curriculum Committee Approval Date	11/05/2024
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
Open Entry/Open Exit	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. Explain the role of the law enforcement civilian supervisor.
- 2. Explain the art of listening and managing conflict.
- 3. List the challenges of transition from subordinate to supervisor.
- 4. Identify the framework of flexible leadership.
- 5. Explain what influences the behavior and performance of subordinates.
- 6. Examine the differences between verbal and non-verbal communication skills.
- 7. Explain the supervisor's role and responsibilities with liability issues.
- 8. Explain the importance of discussing performance problems.
- 9. Demonstrate conflict resolution related to employee grievances.
- 10. Examine the supervisor's role in the disciplinary process.
- 11. Examine how an equitable process can improve productivity and accountability.
- 12. Explain the various tools and components for effective presentations.
- 13. Evaluate the process of problem solving and decision making.

- 14. Analyze the nexus between budget process, political realities, and ethical decision making.
- 15. Explain personal values and the organizational role in influencing individual behavior through ethical decision making.

Lecture Content

Course Overview Effective Communication Predominant Forms of Communication Active Listening (clarify and verify information) Verbal Communication Written Communications (formal documentation) Transmission of non-verbal communication (body language) Art of Listening Empathy Support Caring Managing Stress Staying calm and focused Controlling demeanor and voice Removing Barriers to Communication Choosing an appropriate location (desk, standing over someone) Removing distraction Making sure timing is appropriate Making sure that proper notification has been given to employee (disciplinary action) Preparation for interaction Mentally preparing for interaction with an employee Being familiar with the topic to be addressed Having all the facts ready and available Feedback Giving feedback to employees Being aware of how feedback is delivered Diversity of employees Socio-economic background considerations Maturity level English as a Second Language (ESL) status Demographics Cultural facets Passive Responses Casual responses Perception The importance of being aware of how you are perceived Integrity establishes credibility Communicating Expectations Know policies Know procedures Honesty State the facts Tell the truth Communicate honestly Open Communication Consistency in communication in both formal and informal environments Structure forums for formal and informal situations Maintain respect for organizational reporting structure Other Methods of Communication Memos Email Creativity Present the message in a more creative approach Use non-traditional methods of communicating the message Rights Know the rights of the employee Know the rights of the supervisor Skills and Duties of a Supervisor Coaching Setting a person up to succeed Mentoring Being a Role Model Paving a career; strategic career planning with goals and objectives Career-specific development training to include: academic or mandated training Focus on employees who have the ambition to accomplish their career goals Encouraging teamwork at all times Emphasizing employee importance in accomplishing team goals and objectives Counseling Importance of documentation Corrective action Performance improvement plans Disciplinary action Conflict Resolution Skills Identify the problem Develop a method or strategy to address the issue Develop an action plan with applicable parties, including timelines and consequences of unmet expectations Follow-up to ensure compliance and reward if appropriate Empowering Employees Delegating vs. dumping Encouraging employees to assess their leadership style and re-evaluate whether or not they are effective Giving the employees the appropriate tools to develop themselves and do their job effectively Creating opportunities-assignments geared towards the employees' interests, specialties, skills, knowledge, and abilities Allowing supervisors to make decisions within the scope of work Reinforcing the employees' abilities to help them make decisions without validation from their supervisors Encouraging employees to take risks Ensuring that the supervisor has clear expectations and knows the perimeters of his/her responsibilities Promote employee involvement by actively involving employees (when possible), in issues that affect them Enhance, develop, and utilize methods of obtaining employee feedback Evaluating Employees Make certain there are clear expectations of performance and conduct that affect the organization at every level Relate to the supervisor position Be consistent and enforce established performance

standards/dimensions Conduct honest and timely audits and evaluations (if needed, re-assess prior evaluations) Recognition: knowing the differences between conduct and performance and then coaching appropriately Know the distinction between the use of subjective and objective observation and documentation Use evaluation as a traditional instrument for promotional or special assignment opportunities Define and establish clear performance objectives for the next rating period Giving Feedback Recognize the value of providing feedback and recognition Practice and observe techniques for providing feedback and recognition Maintain accountability Learn how to communicate with employees who "aren't getting it" " 8 - 5 " employees Passive/aggressive behaviors Difficult employees Make use of feedback to modify behavior To help adapt to new and changing situations To diffuse a situation To bring about a solution Being Supportive Have the ability to perceive and respond to the needs, interests, and capabilities of others Learn the value of supporting and advocating the interests of employees Learn to identify the circumstances when support and advocacy are appropriate Observe and personally practice support and advocacy techniques Be approachable and have honest dialogs with others: encourage open communication with no fear of reprisal or intimidation Recognize and reward employees Foster supportive behavior amongst the team A Positive Role Model (traits) Establishes positive relationships Diplomatic in dealing with others and has an objective perception of his/her impact on others Confronts others in a non-offensive manner and can compromise to achieve objectives Recognizes the importance of maintaining cooperative relationships with other departments, client agencies, and the public Values diversity and is fair and objective with all people Demonstrates awareness of organizational politics and acts appropriately- knows what to say, to whom, and when to say it Effectively deals with people when they have differing or seemingly conflicting needs or interests Demonstrates self-confidence in taking charge of situations and people Modifies leadership style to changing conditions Presents self in a professional manner Training ability to assess the training needs of employees Ability to determine whether training needs are formal or informal Ensures that the training topic is relevant, current, and timely Makes sure that training methods are appropriate to the audience Ensures that training records are current and well-documented Takes responsibility for overseeing and monitoring ongoing/in-progress training and training where applicable Risk Management Contemporary Liability Issues Technology issues Sexual Harassment Work ers Compensation Workplace health and safety Ergonomics American Disabilities Act (ADA) Communicable disease Workplace violence Cumulative Stress Signals to recognize the signs of potential incidents Anger management Investigating and documenting personnel issues Negligent indifference Negligent performance Negligent retention Negligent supervision Negligent assignment Negligent training Negligent entrustment Vicarious liability Discipline (positive and negative) Philosophy of discipline Impact on morale Organizational health Equitable and fair Investigation: documenting personnel issues Timeliness of the process Objective and behavior-specific Critical thinking/decision-making models Initiating performance evaluations/Special Audits Managing proactively Developing employees with constructive feedback/discipline Progressive discipline Legal aspects of the discipline Current case law Agency policy and procedure Memorandum of Understanding (MOU) Admin policy Grievances - what is the purpose? Files and file maintenance Diversity Cultural Gender Age Race Religious Lifestyle Generational Education and training Sworn vs. non-sworn Critical Incident Management Short-term and long-term effects Role and responsibility of supervisor Incident de-briefing Leadership Skills Problem Solving and Decision Making Identifying Problem Collect and analyze data Identify alternatives Select the course of action Plan action steps Accountability and measurement system Assertive Leadership Leading

while being a risk-taker Empowering employees Motivating Delegating Teambuilding Coaching Strategic Planning Establishing a vision for the group (goals and objectives) Change management Community outreach/needs assessment Ethics Definition of common terms Values Ethics Principles Integrity Identification of Core Values Personal Organizational Professional Societal Cultural Employee integrity within the organization Understanding values and standards Maintaining objectivity when working with people who have opposing or conflicting values Following through on beliefs Supervisory Integrity Recognizing changes in values after becoming a supervisor Following /enforcing policies and procedures - no double standards Modeling acceptable behavior Why honesty is the best policy Use of power and authority Displaying loyalty, consistency, and courage Rationalization examples and case studies (Case studies of ethical dilemmas relevant to agencies) Technical Competencies Administrative Support Budget Staff work Policies and procedures delivery Planning and organizing Personnel resource management Time management Project management Political savvy/realities Training Instructional role of the supervisor Developing training programs On the job In-service Continued professional Training needs assessment/critical tasks Use of resources Internal/External Training evaluations and expectations Developing employees to the maximum potential Supervisors Roles and Responsibilities Transition from staff to supervisor Traits and characteristics of a successful supervisor Leadership Styles Authoritarian Participatory Situational Proactive/Reactive Performances expectations Role identification Self-development 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 bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

Other Resources

1. Instructor provided materials