GAVILAN COLLEGE

5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: JLE 102   DIVISION: 50   ALSO LISTED AS:

TERM EFFECTIVE: Spring 2021   CURRICULUM APPROVAL DATE: 11/10/2020

SHORT TITLE: SUPERVISOR COURSE

LONG TITLE: Police Supervisor Course

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
2	18	Lecture:	1	18
		Lab:	3.5	63
		Other:	0	0
		Total:	4.5	81
		Total Learning Hrs:	117	

COURSE DESCRIPTION:

This course emphasizes the basic elements of supervision and how they may be applied to police work. Essentials of good leadership and understanding of the basic needs of human beings as well as ways to stimulate subordinates to better performance are the contents of the course. This is a pass/no pass course. PREREQUISITE: JLE100 Basic Police Academy or equivalent.

PREREQUISITES:
        Completion of JLE 100, as UG, with a grade of P or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
        P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
        02 - Lecture and/or discussion
        03 - Lecture/Laboratory
        04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Apply roles as supervisors to clarify roles, norms, and expectations and determine when and how socialization has positively occurred

2. Given the DiSC® instrument, varied learning activities, facilitated class discussion, video clips and PowerPoint presentations, students will engage in various role-play scenarios and conduct assigned teachbacks to demonstrate greater internalization of the responsibilities of front-line supervision

3. Develop leader and follower problem-solving strategies and a plan for decision making and apply a systems approach to problem solving and decision-making.

4. Analyze the characteristics of an effective leader-counselor and identify and evaluate barriers to effective counseling while demonstrating safe strategies for counseling employees.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/10/2020

LECTURE CONTENT:

I. Introduction and Course Administration (2 hours)
  A. Introduction and Overview
    1. Introduction of course facilitators
    2. Optional learning activity: "Café Exercise" (See Facilitators' Guide)
  B. Course Overview
    1. Learning objectives
  C. Course Requirements
    1. Present a short briefing (teach-back) on an assigned topic
    2. Maintain a supervisor's file
    3. Participate in team problem-solving activities
    4. Conduct a counseling session
    5. Prepare a performance evaluation
  D. Course Concepts
    1. Learning: the influence of experience as it applies to new situations
    2. Goal of learning
    3. Conduit of influence and learning: relationships
    4. Motivation
  E. Student Introductions
    1. Instructors should model
    2. Paired Visual Introduction
  F. Supervisory Course Notes
    1. Recording ideas can be a useful technique to reinforce significant learning points
    2. Questions to consider
  G. Supervisor's Fictitious Team (SFT)
    1. Discuss how SFT videos impact this course
    2. Show SFT video Duncan's Last Briefing
    3. Group discussion regarding Body language, facial expression, and actions of the team members
    4. Show SFT video Changing of the Guard
    5. Group Discussion: What does it say about our roles as supervisors?

II. Employee Relationships (Tactics to Get Acquainted) (8 hours)

A. Learning Activities
1. Understand how socialization works within a team organization
2. Identify strategies used to socialize a team
3. Apply the use of a social contract to develop norms for behavior
4. Apply their roles as supervisors to clarify roles, norms, and expectations
5. Determine when and how socialization has positively occurred

B. Socialization
1. Brief large-group discussion. If the conduit of influence is relationships, how do we get started?
2. Learning activity: small groups

C. As a new leader, what do I need to know about my followers and team?
1. Background and experience
2. Individual needs/goals
3. Group mission/goals
4. Roles, status, norms of the group, and members
5. Cohesion of the group

D. How will my followers get to know me? Socialization as a Strategy
1. Socialization: "The acquisition of social knowledge and skills necessary to assume an organizational role." (Leadership in Organizations, Department of Behavioral
   Sciences and Leadership, USMA)
2. Two perspectives
3. Ultimate goal

E. Socialization – Leader Goals
1. Commitment
2. Internalization
3. Innovation

F. Socialization – Key Players (Socialization Agents)
1. Senior leaders
2. First-line leaders
3. Peers/trainers
4. Others (external to the group)
5. Can you identify these individuals at River City Police Department?

G. Key Socialization Agent – YOU
1. Small-group breakouts or large-group activity.
2. Challenge group(s) to evaluate the leader actions as effective or ineffective. What would they have done differently?

H. Clarify Goals and Priorities
1. Describe clear path to goal achievement and potential rewards if appropriate, emphasize priorities
2. Provide challenging assignments

I. Clarify Roles, Norms, and Expectations
1. Explain group norms and your expectations
2. Provide information on standards and policies
3. Facilitate mutual acceptance

J. Show SFT video Foster's First Briefing

    1. With the understanding that Foster is a new sergeant, what are your thoughts about this first briefing?

    2. How would you begin to socialize your team members?

    3. How did you begin your first briefing? How did it go?

    4. What information do you think should be in a first briefing?

    5. How do you ensure employees feel valued?

    6. So far, who in this team might be a good role model?

IV. Role Identification and Transition (1 hour)

  A. Learning Activities

    1. Contrast their new roles as supervisors with their past roles as officers

    2. Be able to assess any changes they need to make in order to move from followers to leaders

    3. Identify and evaluate personal and professional values

    4. Differentiate their roles with administration, community, peers, and followers

  B. Show SFT video Car Stop/Citizen Concern

V. Power and Authority (2 hours)

  A. Learning Activities

    1. Through analysis and facilitated discussions of case studies and video scenarios and clips, the students will:

    2. Compare and contrast the differences between power and authority as well as the sources of each

    3. Analyze own sources of power and authority and create a plan to maximize influence through enhancing power bases

    4. Relate issues of power and authority to organizational and personal goals

  B. Principle of Atrophy

  C. Principle of Compensation

  D. Why People Act

  E. What Motivates People

  F. Influence and Power

  G. Power Sources

  H. Show SFT video Delfino's Challenge

VII. Decision-Making Models (1 hour)

  A. Learning Activities

    1. Develop leader and follower problem-solving strategies and a plan for decision making

    2. Apply a systems approach to problem solving and decision-making

    3. Identify the process of "groupthink" (Irving Janis, 1972) and apply preventative strategies

  B. Problem-Solving Models

VIII. Generational Issues (2 hours)
 A. Learning Activities
    1. Understand and recognize the potential differences in generational behaviors
    2. Compare leader's value system with perceived values of followers from different generations
    3. Analyze impacts generational differences have on trust, focus, and perception
    4. Recognize what defines specific generations of followers and leaders
    5. Examine and apply leadership principles and strategies for leading a multigenerational workforce
 B. Factors Defining Generational Differences
 C. Defining Generations
 D. American Generations in the Workplace
 E. Strategies for Leading the Multi-Generational Workforce
 F. Leadership Principles for All Generations

X. Communications in a Diverse Workforce (2 hours)
 A. Learning Activities
    1. Understand and apply the factors that impact quality communication
    2. Understand and demonstrate the impacts of individual differences and similarities on the process of communication
    3. Relate and integrate the non-verbal component of communication and potential influences
    4. Analyze, apply, and evaluate leader strategies for good communication
 B. Effective Communication
 C. Communication Process
 D. Interpretation
 E. Non-Verbal Communication

LAB CONTENT:
Lecture and lab content are coordinated to provide lecture and hands-on activities at the same time.

III. DiSC® Personal Profile System (2 hours)
 A. Learning Activites
    1. Given the DiSC® instrument, varied learning activities, facilitated class discussion, video clips and PowerPoint presentations,
       students will:
    2. Students will engage in various role-play scenarios and conduct assigned teachbacks to demonstrate greater internalization
       of the responsibilities of front-line
       supervision
 B. Discussion Points
 C. Successful Leaders
 D. Background
 E. Frustrating Behaviors
    1. What behavior do you find the most frustrating in the work environment?
    2. How do behaviors make someone feel and how relates to ability to lead
 F. Identify and Understand Personal Behavioral Differences. Become More Effective
    1. In what ways are our employees diverse?
 G. Show SFT video Break Room Video
 H. Distribute: DiSC® Personality Profile
    1. Instruct students to complete the instrument

VI. Introduction to Situational Leadership II® (7 hours)

A. Learning Activities

   1. Through analysis and facilitated discussions of case studies and video scenarios and clips, the students will:

      1. Identify the characteristics and needs of followers at each level of development

      2. Monitor and diagnose the performance, competence, and commitment of followers to determine their need for direction

       and support

      3. Adjust leadership style when competence or commitment increases or decreases

      4. Conduct "Partnering for Performance" meetings to agree on goals and develop a plan for working together to achieve

       these goals

      5. Resolve disagreements about development level

      6. Demonstrate congruent style preferences and flex styles according to diagnosed task behavior

      7. Recognize when over supervision or under supervision is occurring for follower task behavior

      8. Apply skills to systematically improve individual leadership capacity using Situational Leadership® II tools

      9. Develop followers' competence, confidence, and motivation so they learn to provide their own direction and support

      10. Value and honor differences

 B. Purpose of Introduction to Situational Leadership II®

   1. Increase leader and follower communication through frequent conversations regarding follower's performance

   2. Earn trust and respect by helping followers to be motivated, confident, and competent in identifiable tasks

   3. Develop a common language for leadership

   4. Match supervisory style with the needs of the follower

   5. Leadership defined

 C. Skills

   1. Diagnosis – assessing development needs on a specific task

   2. Experience

   3. Training

   4. Coaching

 D. Leader Behavior:

 E. Leader Responsibilities

 F. Style choices

IX. Team Building (4 hours)
  A. Learning Activities
  B. Stages
    1. Forming of Team Development (the task activities and relationship activities)
    2. Relationship activity
    3. Impact on group structure
    4. Appropriate leader actions
    5. Storming
    6. Task activity
    7. Relationship activity
    8. Impact on group structure?
    9. Appropriate leader actions
    10. Norming
  C. Relationship activity
  D. Impact on group structure
  E. Appropriate leader actions
  F. Group Dynamic
  G. Team Regression

XI. Counseling Employees (8 hours)
  A. Learning Activities
    1. Analyze the characteristics of an effective leader-counselor
    2. Identify and evaluate barriers to effective counseling
    3. Demonstrate safe strategies for counseling
    4. Recognize and assess leaders' limitations of counseling
    5. Examine and discuss critical aspects of problem, career, and performance counseling
  B. Show SFT videos Late to Briefing
  C. Show SFT videos Morgan's Apology
  D. Characteristics of Effective Counseling
  E. Barriers to Effective Counseling
  F. The Listening Continuum
  G. Show SFT videos Discussion with Morgan and The Discovery
  H. In the video The Discovery, Sgt Foster discovers that Morgan is using prescription medication to deal with an on duty back
    injury
  I. Purpose of Counseling
  J. Variables in Counseling
  K. Show optional video clips from the movie Good Will Hunting
  L. Show SFT videos Vehicle Pursuit and Vehicle Pursuit Follow-up
  M. Practice Counseling Session
    1. Students will be in group of three where each will play the role of supervisor, counselor and observer
    2. Debrief
  L. Live Counseling Sessions
    1. Coaches – present or past law enforcement supervisors.
    2. Role-Players

XII. Conflict Management (Dealing with Tough but Necessary Conversations (8 hours)
  A. Learning Activities
     1. Identify and analyze issues of conflict
     2. Recognize what happens when people are emotionally caught off guard
     3. Recommend tactics and solutions to an emotionally charged dialogue
     4. Contrast effective and ineffective solutions
     5. Evaluate crucial conversation dialogues
     6. Identify and analyze conflict management styles in self and others
     7. Identify the benefits of emotional intelligence
  B. Show optional video clip Ticked Off About Tacos
  C. Challenging conversations
  D. Critical thinking skills
  E. What is a "Crucial Conversation"?
  F. Emotional brain "hijacks" the thinking process
  G. Show optional video clips from the movie Money ball
  H. Discuss getting into and staying in dialogue
  I. Review the listening continuum and emphasize emphatic and attentive listening
  J. What to do when mutual purpose or safety is at risk:
  K. Show SFT video Locker Room Gossip
  L. Show SFT video Phone Call to Duncan
  M. Show SFT video Meeting with Abrams
  N. Tactics and Strategies for handling a crucial conversation: (STATE your path)
  O. Show SFT videos Phone Call/DA Reject and Follow-up With Duncan
  P. Show the video Follow-up with Duncan
  Q. Confronting Behavioral and Attitudinal Issues
  R. Benefits of emotional intelligence in conflict situations
  S. Unresolved conflict
  T. Show SFT Briefing-No Overtime

XIII. Evaluating Employees (4 hours)
A. Learning Activities
     1. What is the purpose and scope of a performance evaluation system
     2. Identify and utilize the four stages of a performance evaluation system
     3. Select necessary data required to complete a performance evaluation
     4. Evaluate and apply basic leader actions in delivering performance evaluations
     5. Develop a performance improvement plan using students' agency formats
  B. Purpose
  C. Leader Considerations
  D. Four-Stage Procedure
     1. Plan work and set standards
     2. Observing work and collecting information
     3. Determining and appraising results
     4. Appraising follower performance when contact or observations aren't present
     5. Discussing the appraisal with the follower
     6. Performance evaluation pitfalls
  E. Performance Improvement Plans - Definition and Strategies

XIV. Discipline (2 hours)

  A. Learning Activities

    1. Understand and apply principles of progressive discipline

    2. Evaluate and apply the appropriate progressive disciplinary strategies

    3. Examine the purpose of discipline and justify when documentation is necessary

    4. Recognize value of performance improvement plans and prepare a model plan

  B. Definition

    1. Instruction or training which corrects, molds, strengthens skills (to teach)

    2. Process by which management ensures conduct of its employees conforms to the established and articulated standards

  C. Purpose

  D. Expectations

  E. Progressive Discipline

  F. Discipline Documentation

XVI. Stress Management and Critical Incident Stress (8 hours)

  A. Learning Activities

    1. Identify the different types of stress and the effects on those they supervise

    2. Analyze the body's physical response to stress and evaluate how that response manifests itself to major body parts and

        functions

    3. Examine typical stressors for both followers and supervisors

    4. Compare and contrast positive ways to cope and manage stress with deleterious methods of coping with stress

    5. Examine how to minimize and prevent stress from negatively impacting health, relationships, and mental and physical fitness

    6. Recognize when a follower needs outside intervention (PTSD, suicide idealization)

    7. Research and create a resource guide for the student's agency to deal with issues that are beyond his/her scope of

        involvement or control

    8. Understand the psychological effects of a critical incident

    9. Identify resources available for individuals experiencing a critical incident

    10. Analyze case studies of followers and examine issues and evaluate possible solutions and outcomes involved in each

    11. Explain what constitutes critical incidents and assess physical and psychological reactions

    12. Assess follower's behavior when repeatedly demonstrating crisis symptoms over an extended period of time and determine

        when referrals are necessary.

    13. Recognize and assess hardiness attitudes in employees and how the leader can influence behaviors

  B. Stress

  C. Hardiness Attitudes and Resilience

  D. Typical Law Enforcement Stressors

  E. Typical Supervisory Stressors

  F. Types of Stress

  G. Managing Stress

  H. Critical Incident Stress: human side

XVII. Critical Incident Management-Tactical (2 hours)
  A. Learning Activities
    1. Analyze critical incidents and develop proper responses to those incidents
    2. Identify learning needs related to the handling of critical incidents
    3. Develop a plan to resolve learning needs upon return to departments
    4. Recognize and apply fusion centers protocols to appropriate situations
  B. Supervisory Responsibilities
  C. Reduction of Errors
  D. Fusion Centers
    1. Protocols
    2. Resources
    3. Local contacts

XVIII. Legal Issues (6 hours)
  A. Learning Activities
    1. Understand and apply concepts of civil liability (negligent retention, supervision, duty)
    2. Assess when employee rights are being adhered to and when to apply agency specific labor agreements
    3. Understand what information must remain confidential and justify when that information may be released
    4. Determine what procedures should be followed to avoid violating officers' rights (POBR)
    5. Understand the dynamics and responsibilities of vicarious liability
    6. Understand and apply the legal requirements under the Victim's Bill of Rights Act of 2008 (Marsy's Law) and conclude what
       impact it has on supervision
    7. Recognize responsibilities when an employee falls under the guidelines of the
       Workers' Compensation Law
  B. Civil Liability
  C. Labor Agreements – control how we deal with represented employees
  D. Employee Rights under AB 301, Govt. Code 3300-3311 Public Safety Officer's Procedural Bill of Rights (POBR)
  E. Release of Employee Information
  F. Avoiding Civil Liability
  G. Workers' Compensation Law - Reporting requirements
  H. Marsy's Law (California Constitution Article I, §28; Penal Code 679-680)

XIX. Followership and Leadership for Organizational Effectiveness (4 hours)
  A. Learning Activities
    1. Define and understand the concepts of followership
    2. Analyze and demonstrate the dynamic of "influence" relationships between leaders and followers
    3. Examine the effects of follower styles on leadership and the organization
    4. Evaluate leader strategies that can impact a follower's style with the goal of improving the motivation, performance, and
        satisfaction of the follower
    5. Explain how followers become leaders by leading up
    6. Recognize and choose leader actions that help to develop followers into leaders
  B. Followership Issue Questions
  C. Definition
  D. Followership styles
  E. Show optional video clips from Band of Brothers
  F. Developing Leaders
 G. Follower Skills Issue Questions

XX. Ethical Decision Making (8 hours)
  A. Learning Activities
    1. Examine guidelines for ethical behavior
    2. Identify principles of service as they relate to carrying out organizational mission
    3. Examine how competition and stress affect ethical behavior within organizations
    4. Create an ethical leadership model, which distinguishes between the benefits and consequences of ethical and unethical
        behavior
    5. Explain how a leader's influence and organizational culture affect the ethical climate of an agency
  B. Ethics
    1. Defined
    2. Standard for conduct or practice
  C. Ethics and Leadership
    1. Know what is right and worthwhile
    2. Mission statements
    3. Clearly defined principles of service
  D. Ethical Dimensions of Leadership
    1. Dispersed throughout the organization
    2. Leader sets goals, protects the basic mission, influences others, designs structure
  E. Leadership Influences
  F. Organizational Rewards and Adverse Actions
 G. Communication and Expectations
 H. Organizational Climate and Ethical Choices
 I. Ethics and Leadership (Followers' Perspectives)
 J. Organizational Dimensions/ Review
    1. Behavioral influences
    2. Monitor stress and competition
    3. Reward ethical behavior and take action when unethical behavior surfaces

METHODS OF INSTRUCTION:

Lecture, discussion and demonstration will serve as the medium of instruction. Individual guidance will be provided as required.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 36

Assignment Description:

Reading Assignments

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

Writing Evaluation Reports

Skill demonstrations

Percent of total grade: 50.00 %

Class Performance/s; Performance Exams

Objective examinations

Percent of total grade: 30.00 %

True/False; Other: Written report

REPRESENTATIVE TEXTBOOKS:

DISC Dimensions of Behavior. 2019.
DVD
Reading Level of Text, Grade: 12

Inc Simplified Coach . Situational Leadership manual . Independently Published ,2019.
ISBN: 978102228998
Reading Level of Text, Grade: 12

Ken Blanchard, Patricia Zigarmi, Drea Zigarmi . Leadership and the One Minute Manger . New York, NY:
Harper Collins Publisher ,2018.
ISBN: 978-06-230944-0
Reading Level of Text, Grade: 12

Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler . Crucial Conversations: Tools for Talking When
Stakes are High. McGraw-Hill,2019.
ISBN: 978-0-07-141583-5
Reading Level of Text, Grade: 12

Martin J. Mayer/ Kevin Johnson . Investigator's Guide to the California Public Safety Student Manual 2ND
Edition Officers Bill of Rights Act, 2nd Edition. Kearney, NE: Morris Publishing ,2013.
This is the most current edition
ISBN: 9780981767253
Reading Level of Text, Grade: 12

PORAC. Peace Officers Bill of Rights . California : PORAC ,2019.
Government Codes 3300-3312
Reading Level of Text, Grade: 12

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200130

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000239338

Sports/Physical Education Course: N

Taxonomy of Program: 210500