COURSE OUTLINE OF RECORD

Number: CJ G070      TITLE: Sergeant Supervisory, Law Enforcement

ORIGINATOR: Instructor Placeholder AAA      EFF TERM: Summer 2010
FORMERLY KNOWN AS:

DATE OF OUTLINE/REVIEW: 12-01-2006

CROSS LISTED COURSE:      TOP NO: 2105.00

CID:

SEMESTER UNITS: 4.0
HRS LEC: 80.0   HRS LAB: 0.0   HRS OTHER: 0.0
CONTACT HRS TOTAL: 80.0
STUDY NON-CONTACT HRS RECOMMENDED: 160.0

CATALOG DESCRIPTION:
P.O.S.T. certified 80-hour course. Fundamentals of police supervision and management, including training, supervision and evaluation.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Administration of justice (police science, corrections, law enforcement)

MATERIAL FEE: Yes [X] No [ ] Amount: $70.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[ ] Not Transferable[X]

BASIC SKILLS STATUS: Yes [ ] No [X]      LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: B
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]
GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. understand the elements of an employee relations program and the supervisor's organizational responsibility to the program maintenance.
2. understand the principles of planning and organizing.
3. understand the importance of verbal/nonverbal communication skills, the art of listening, and the processing of information.
4. understand the responsibilities of the supervisor as a trainer of subordinates.
5. understand how to review the written documents of subordinates to ensure they are clear, concise,
COURSE OBJECTIVES:

COURSE CONTENT:

LECTURE CONTENT:

1.0 Introduction
Learning Goal: The student will understand the first-line supervisor’s role from three perspectives.
1.1 Structured panel discussion
1.2 Management’s expectations
1.3 The first-line supervisor’s concept of the role
1.4 The subordinate’s expectations

2.0 Leadership Styles
Learning Goal: The student will understand how to work comfortably within the framework of four styles of leadership.
2.1 Authoritarian
2.2 Laissez Faire
2.3 Democratic
2.4 Participatory

3.0 Assertive Leadership
Learning Goal: The student will understand how to gain the cooperation of subordinates through the use of realistic and fair personnel management techniques.
3.1 Personnel motivation
3.2 Deployment of personnel
3.3 Show respect and a feeling of responsibility for subordinates
3.4 Identify poor performance; recognize good performance
3.5 The delegation process
3.6 Work at maintaining productive peer relations
3.7 Art of negotiation with subordinates, peers and superiors
3.8 How to manage time effectively
3.9 The inspectional role of the supervisor

4.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
4.1 Structure panel discussion
4.2 Management’s expectations
4.3 The first-line supervisor’s concept of the role
4.4 The subordinate’s expectations

5.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
5.1 Structure panel discussion
5.2 Management’s expectations
5.3 The first-line supervisor’s concept of the role
5.4 The subordinate’s expectations

6.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
6.1 Structure panel discussion
6.2 Management’s expectations
6.3 The first-line supervisor’s concept of the role
6.4 The subordinate’s expectations

7.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
7.1 Structure panel discussion
7.2 Management’s expectations
7.3 The first-line supervisor’s concept of the role
7.4 The subordinate’s expectations

8.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
8.1 Structure panel discussion
8.2 Management’s expectations
8.3 The first-line supervisor’s concept of the role
8.4 The subordinate’s expectations

9.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
9.1 Structure panel discussion
9.2 Management’s expectations
9.3 The first-line supervisor’s concept of the role
9.4 The subordinate’s expectations

10.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
10.1 Structure panel discussion
10.2 Management’s expectations
10.3 The first-line supervisor’s concept of the role
10.4 The subordinate’s expectations

11.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
11.1 Structure panel discussion
11.2 Management’s expectations
11.3 The first-line supervisor’s concept of the role
11.4 The subordinate’s expectations

12.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
12.1 Structure panel discussion
12.2 Management’s expectations
12.3 The first-line supervisor’s concept of the role
12.4 The subordinate’s expectations

13.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
13.1 Structure panel discussion
13.2 Management’s expectations
13.3 The first-line supervisor’s concept of the role
13.4 The subordinate’s expectations

14.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
14.1 Structure panel discussion
14.2 Management’s expectations
14.3 The first-line supervisor’s concept of the role
14.4 The subordinate’s expectations

15.0 Employee Performance Appraisal
Learning Goal: The student will understand the complex issues relative to employee performance appraisal and how a fair system.
15.1 Structure panel discussion
15.2 Management’s expectations
15.3 The first-line supervisor’s concept of the role
15.4 The subordinate’s expectations
appraisal and how a fair system can improve productivity and accountability.

4.1 The legal issues of performance appraisal
4.2 The performance breakdown
4.3 The performance/accountability cycle
4.4 Performance defined
4.5 Why write standards
4.6 Elements of a good evaluation system
4.7 Common problems and errors supervisors should avoid
4.8 Use of feedback

5.0 Counseling
Learning Goal: The student will understand the process of discussing work issues with subordinates. Includes discussing performance problems, resolving employee grievances and complaints and resolving conflicts among employees.

5.1 Preparation — setting the stage for a counseling interview
5.2 Types of interviews
5.3 Interviewing barriers
5.4 Elements necessary in an interview
5.5 Contemporary counseling issues

6.0 Discipline
Learning Goal: The student will understand the complex issues and the supervisor's role in the disciplinary process.

6.1 Derivation of the disciplinary process
6.2 Anticipate problems. Take a proactive approach
6.3 Positive vs. negative discipline
6.4 When misconduct is identified, be prepared to act
6.5 Supervisor's role in internal investigations
6.6 Peace officer Bill of Rights and when and how they apply
6.7 Grievance procedures
6.8 Skelly hearings
6.9 Maintaining personnel files
6.10 Supervisor's role in the control of morale

7.0 Employee Relations
Learning Goal: The student will understand the elements of an employee relations program and the supervisor's organizational responsibility to the program maintenance.

7.1 Working within employee bargaining agreements
7.2 Understanding and working within affirmative action programs
7.3 Sexual harassment in the workplace, supervisory responsibility
7.4 EEOC/FECH guidelines

8.0 Administrative Support
Learning Goal: The student will understand the analytical process, the communication of policy, the process of problem-solving/decision-making, and the budget process.

8.1 Analysis of statistical data
8.2 The communication and support of policy
8.3 Completed staff work
8.4 Problem-solving and decision-making
8.5 The budget cycle
8.6 Stress of rejection

9.0 Planning and Organizing
Learning Goal: The student will understand the principles of planning and organizing.

9.1 The planning process
9.2 Organizing work to achieve maximum effectiveness

10.0 Communication
Learning Goal: The student will understand the importance of verbal/nonverbal communication skills, the art of listening, and the processing of information.

10.1 Verbal/nonverbal communications skills
10.2 Art of listening
10.3 Citizen/officer conflict resolution
10.4 Rumor control
10.5 Public speaking skills
10.6 Press relations
10.7 Dissemination of information to the public

11.0 Training
Learning Goal: The student will understand the responsibilities of the supervisor as a trainer of subordinates.

11.1 Instructional role of the supervisor
11.2 Understanding field training programs
11.3 Roll call training
11.4 Evaluation of training received by subordinates
11.5 Teaching techniques
11.6 Use of resources
11.7 Career development of subordinates
11.8 Vicarious liability

12.0 Report Review
Learning Goal: The student will understand how to review the written documents of subordinates to ensure they are clear, concise, complete and legible.

12.1 Review techniques
12.2 Quality control
12.3 Variety of uses of written documents
12.4 Subordinate's view of report writing problems
12.5 Most common problems
12.6 Causes and solutions

13.0 Investigations
Learning Goal: The student will understand the supervisor's responsibilities at the scene of subordinate involved incidents.

13.1 Officer-involved shootings
13.2 Officer injury
13.3 Citizens injured
13.4 Officer-involved traffic accidents

14.0 Stress
Learning Goal: The student will understand how to recognize and manage stress, the basic relief techniques and the proper use of referral services.

14.1 Stress defined
14.2 Occupational stress
14.3 Recognition and management of stress
14.4 Source of stress
14.5 Stress and personality
14.6 Controlling stress
14.7 Referral services

15.0 The Transition
Learning Goal: The student will understand how to make the transition from subordinate to supervisor.

15.1 "Howldidit."
15.2 The difference between doing work and getting work done through others.
15.3 How to supervise friends
15.4 Integrity
15.5 Self development

SUPPLEMENTAL----CRIMINAL JUSTICE TRAINING CENTER
Problem Solving Workshop:
Content: Moderated and guided by the Academy staff, specific supervisory problems experienced by
participants and submitted in advance will be presented and discussed by class as a whole. These will
include discipline, counseling, and performance evaluation. Most commonly experienced problems area
will serve as a focus. Emphasis will be placed on development by the group of practical, effective
solutions to the problems.
General Objective: Participants will develop practical solutions or approaches to solving "real life"
problems frequently experienced by police supervisors.

Chiefs’ Panel/Student Discussion:
Content: Panel consisting of four selected police chief executives will present their perspective of the rol
and most essential duties of contemporary police supervisors. Following a brief presentation, panel
members will engage in open discussion with class participants concerning material presented.
Emphasis will be placed, not on theoretical role of supervisors, but practical day-to-day tasks which
supervisors are called upon to perform.
General Objectives: Participants will develop an understanding of, and appreciation for, their role as
police supervisors as that role is generally perceived by police chief executives.

Sergeant’s Role in Management -- Summary
Content: Discuss accepted role of sergeants within police agencies. Provides a summary of points made
in chiefs’ panel discussion. Provides focus for classes which follow, discussing duties and responsibilitie
for police supervisors.
General Objectives: Participants will gain an understanding of their overall role within contemporary
police agencies.

Supervisor’s Role in Unusual Situations (field problems) (8 Hours) Content: Instructor will present
material and initiate dialogue with class members regarding the following topics:
  a. Officer involved shootings
  b. Pursuits
  c. Complaints regarding police misconduct
Class will emphasize general, accepted procedures and techniques for handling such incidents. Specific
rules and regulations will not be presented by the instructor as they may conflict with department policie:
of participating agencies. Emphasis will be placed on sergeant’s role in handling such incidents.
General Objective: Participants through discussion and comparison with procedures of other agencies,
will develop skills in handling certain unusual incidents from a supervisory per spective.

Course Evaluation and Discussion
Content: Participants will complete required P.O.S.T. Course Evaluation form. Class members will then
discuss, candidly, in an informal setting, with Course Coordinator and members of the training staff their
observations, perceptions and opinions as to course quality and content.
General Objective: To provide the Program with timely, objective, detailed feedback con cerning the
relevance of the program to police supervisors. Information obtained will be used in considering curricul:
modification for future course offerings.

METHODS OF INSTRUCTION:

A. Lecture:
B. Video One Way – Audio Two Way:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:
COURSE ASSIGNMENTS:

Reading Assignments
Supervisory course syllabus

Out-of-class Assignments

Writing Assignments
The student will develop practical solutions or approaches to solving "real life" problems frequently experienced by police supervisors
The student will prepare and deliver sample schedules for manpower deployment.
The student will demonstrate an understanding of the complex issues relative to employee performance appraisal.

METHODS OF STUDENT EVALUATION:
Final Exam
Written Assignments
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
The student will demonstrate the ability to handle certain unusual incidents applying the principles and techniques learned in the class.

Required Writing, Problem Solving, Skills Demonstration:
The student will develop practical solutions or approaches to solving "real life" problems frequently experienced by police supervisors
The student will prepare and deliver sample schedules for manpower deployment.
The student will demonstrate an understanding of the complex issues relative to employee performance appraisal.

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files