

Course Outline

COURSE: JLE 102 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2015 **CURRICULUM APPROVAL DATE:** 10/27/2014

SHORT TITLE: SUPERVISOR COURSE

LONG TITLE: Police Supervisor Course

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	17.5	Lecture:	1.1	19.25
		Lab:	3.5	61.25
		Other:	0	0
		Total:	4.6	80.5

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.
ADVISORY: JLE 100

PREREQUISITES:

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:

1. Demonstrate an understanding of how socialization works within a team organization

Measure: Class Discussion, role-playing

PLO:

ILO: 2,3,4,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. Identify strategies used to socialize a team

Measure: Class Discussion, video exercises

PLO:

ILO: 3,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. Demonstrate the ability to use a social contract to develop norms for behavior

Measure: Class Discussion, written exercise

PLO:

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2014

4. Identify and apply their roles as supervisors to clarify roles, norms, and expectations

Measure: Role Playing

PLO:

ILO: 1,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. Develop supervisory strategies in of a variety of critical incidents.

Measure: Role Playing, Written exercises

PLO:

ILO: 2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2014

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

Curriculum Approval Date: 10/27/2014

A. As a new leader what do I...

1. Socialization as a Strategy

2. Ultimate Goal

B. DiSC Personal Profile System

1. Evaluate their own behavioral tendencies and develop an awareness of how their behavior affects others.

2. Discussion Points

3. Successful Leaders

- 4. Background
- 5. Frustrating Behaviors
- C. Role Identification and Transition
 - 1. Identify and evaluate personal and professional values
 - 2. Characteristics of good supervision
 - a. Expectations
 - b. Values
 - 3. Motivation and Influence
- D. Power and Authority
 - 1. Compare and contrast the differences between power and authority as well as the sources of each
 - 2. Principle of Atrophy
 - 3. People Act for Two Reasons
 - 4. Power Sources
- E. Introduction to Situational Leadership II
 - 1. Demonstrate congruent style preferences and flex styles according to diagnosed task behavior
 - 2. Leadership Defined
 - 3. Skills
 - a. Diagnosis
 - 4. Leader Behavior
 - a. Directive Behavior
 - b. Supportive Behavior
 - c. Leader Responsibilities
 - 5. Resolving a Disagreement about Development Level
- F. Decision-Making Models
 - 1. Apply a systems approach to problem solving and decision making
 - 2. Analyze
 - 3. Respond
 - 4. Problem-Based Learning Module
 - 5. Possible Solutions
- G. Generational Issues
 - 1. Analyze the impacts generational differences have on trust, focus, and perception
 - 2. Factors Defining Generational Differences
 - a. Perceptual Bias
 - 3. Attention
 - 4. Perception
 - 5. Cognition
 - 6. Defining Generations
 - 7. American Generations in the Workplace
 - 8. Baby-Boomers (1946-1964)
 - 9. Generation X (1965-1979)
 - 10. Generation Y (Millennial) (1980-1999)
 - 11. Strategies for Leading the Multi-Generational Workforce
- H. Team Building
 - 1. Recognize Team Regression and Identify Leader Actions to Improve Performance
 - 2. Participation
 - 3. Stages
 - a. Forming of Team Development

- b. Task Activity
- c. Relationship Activity
- d. Impact on Group Structure
- e. Appropriate Leader Actions
- 4. Storming
 - a. Appropriate Leader Actions
- 5. Norming
 - I. Communications in a Diverse Workforce
 - 1. Understand and demonstrate the impacts of individual differences and similarities on the process of communication
 - 2. Effective communication
 - 3. Communication Process
 - 4. Interpretation
 - 5. Non-Verbal Communication
 - J. Counseling Employees
 - 1. Analyze the characteristics of an effective leader- counselor
 - 2. Characteristics of Effective Counseling
 - 3. Barriers to Effective Counseling
 - 4. The Listening Continuum
 - 5. Purpose of Counseling
 - 6. Variables of Counseling
 - K. Conflict Management (Dealing with Tough but Necessary Conversations as a Supervisor)
 - 1. Identify and analyze issues of conflict
 - 2. Challenging Conversations
 - 3. Critical Thinking Skills
 - 4. What is a "Crucial Conversation" ?
 - 5. Discuss how the Emotional Brain "hijacks" the thinking process
 - 6. Optional Video Clips
 - 7. Getting into and Staying in Dialogue
 - 8. Attics and Strategies for Handling a Crucial Conversation
 - L. Evaluating Employees
 - 1. Identify and Utilize the Four Stages of a Performance Evaluation System
 - 2. Purpose
 - 3. Leader Considerations
 - 4. Four-Stage Procedure
 - 5. Performance Improvement Plans- Definition and Strategies
 - M. Discipline
 - 1. Evaluate and apply the appropriate progressive disciplinary strategies
 - 2. Definition
 - 3. Purpose
 - 4. Expectations
 - 5. Progressive Discipline
 - N. Stress Management and Critical Incident Stress
 - 1. Identify the different types of stress and the effects on those they supervise
 - 2. Stress Definition
 - 3. Immediate Stress Responses
 - 4. Hardlines Attitudes and Resilience
 - 5. Typical Law Enforcement Stressors

- 6. Typical Supervisory Stressors
- 7. Types of Stress
- 8. Managing Stress
- 9. Nutrition and Health
- 10. Emotional Health
- 11. Critical Incident Stress: Human Side
- O. Critical Incident Management- Tactical
 - 1. Develop a plan to resolve learning needs upon return to departments
 - 2. Supervisory Responsibilities
 - 3. Reduction of Errors
 - 4. Fusion Centers
- P. Legal Issues
 - 1. Understand and apply concepts of civil liability (negligent retention, supervision, duty)
 - 2. Civil Liability
 - a. Negligence
 - 3. Negligence of Duty
 - 4. Labor Agreements
 - 5. Employee Rights
 - 6. Release of Employee Information
 - 7. Avoiding Civil Liability
 - 8. Worker's Compensation Law
- Q. Followership and Leadership for organizational Effectiveness
 - 1. Define and understand the concepts of followership
 - 2. Followership Issue Questions
 - 3. Definition
 - 4. Followership Styles
 - 5. Developing Leaders
 - 6. Follower Skills Issue Questions
- R. Ethical Decision Making
 - 1. Examine guidelines for ethical behavior
 - 2. Define Ethics
 - 3. Ethics and Leadership
 - 4. Ethical Dimensions of Leadership
 - 5. Leadership Influences
 - 6. Organizational Rewards and Adverse Actions
 - 7. Communication and Expectations
 - 8. Organizational Climate and Ethical Choices
 - 9. Ethics and Leadership
 - 10. Organizational Dimensions/ Review

METHODS OF INSTRUCTION:

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

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 20 %

Written Homework

Reading Reports

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 15 % to 20 %

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 25 % to 50 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 20 %

Multiple Choice

True/False

Other: Written report

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 0 % to %

REPRESENTATIVE TEXTBOOKS:

Required:

DISC Dimensions of Behavior, 2011(most current edition)

Ken Blanchard, Situational Leadership II, 2010(most current edition)

Investigators Guide to California POBAR, 2nd Edition, 2013(most current edition)

Quick Reference Guide to POBAR, 2012(most current edition)

Rights of Police Officer Pocket Guide, 2012(most current edition)

Crucial Conversations, 2012(most current edition)

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: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:
CAN Sequence:
CSU Crosswalk Course Department: JLE
CSU Crosswalk Course Number: 102
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: Y
Occupational Course: B
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000239338
Sports/Physical Education Course: N
Taxonomy of Program: 210500