# Professional Standards

**Los Angeles County Sheriff's Department**

**Expanded Course Outline**

**COURSE NAME** Professional Standards (1820-28161)

**COURSE HOURS** Eight (8)

**INSTRUCTIONAL GOAL** Upon completion of this course the participant will be able to successfully demonstrate proficiency as a public service provider.

**TARGET AUDIENCE** Any person employed by a law enforcement agency.

**INSTRUCTOR (S)** Members of the Los Angeles County Sheriff's Department

**METHODS OF INSTRUCTION** PowerPoint presentation

Lecture

Group Workshops

Individual Exercises

Class Discussion

**TRAINING MATERIALS** Prepared handout materials

Copies of the “Maslach Burnout Inventory (MBI)

Copies of the “Thomas-Kilmann Conflict Mode Questionnaire”

Copies of “Telling It As They See It, What families Say about Getting Services From Multiple Agencies,” March 2001

Copies of LACO “Service integration Action Plan (SIAP) for Children and Families, Goal No. 2: Customer Service and Satisfaction,” June 2002

Copies of LACO “Customer Service and Satisfaction Standards,” June 2002

Copies of LACO “Accessing Health and Human Services Programs, Most Commonly Requested Documents”

**AUDIO VISUAL AIDS/EQUIPMENT**

Laptop Computer

LCD Projector

Portable Screen or White Board

Chart Paper

**Expanded Course Outline - Professional Standards (continued)**

Easels

Dry Eraser Markers

Permanent ink markers

**REFERENCES/RESOURCES** Dr. Robert Spitzer, “Meaning of Life” Video series

“Imagine 21” video series Mr. Lou Tice, The Pacific Institute,
Plato, “Republic”

Dr. Albert Mehrabian, “Silent Messages” 1981

**VIDEOS CLIPS** “Christmas Vacation”

“Office Linebacker”

“Remember the Titans”

“Pygmalion Principle” (Mr. Lou Tice)

“Blue Angels”

“Self-Talk” (USC Coach Mr. Pete Carroll)

“Fort Apache Bronx”

**INSTRUCTIONAL OBJECTIVES**

At the conclusion of this course the student will be able to successfully demonstrate the significance of maintaining core principles, values, service delivery, and positive communications skills. Specifically, the participant will be able to:

A. Identify the role that attitudes and beliefs play in shaping our interactions with others

B. Describe the four levels of happiness and what we strive for determines our happiness, and influences our interactions with others

C. Demonstrate the importance of self-talk, both negative and positive, and how it influences our behavior

D. Recite the three components of communication

E. Distinguish the levels of listening and the importance of using them to improve communications

F. Define the four levels of conflict and the four means of resolving each level

G. Name conflict styles and the consequences of demonstrating that style

H. Identify the characteristics of experiencing burnout and the use of options to remedy problematic areas

**Expanded Course Outline - Professional Standards (continued)**

I. **REGISTRATION/ORIENTATION**
30 minutes

**II.**
**INTRODUCTIONS**
10 minutes

A. Who can tell me why we are here? (General description)

1. Describe role in a law enforcement organization

2. Solicit participants for specific duties, responsibilities, assignments, etc.

III. **WANT TO VS. HAVE TO** 25 minutes

A. Setting the tone/environment for conducive learning

1. What's in it for me?

2. No exact remedies

3. Increase employee satisfaction

4. Reduces workload

IV. **WHOM DO WE INTERACT WITH INTERNAL/EXTERNAL CONTACTS?** 25 minutes

A. Class Exercise (Break into small groups)

1. How Do You Feel the County Treats You as an Employee?

2. How Do You See Others Being Treated?

30 minutes

V. **ATTITUDES**

A. Discussion

1. What Is Our Role in Customer Service? (General Description)

2. Our Role Is to Be the “Directors of First Impression”

B. Class Exercise (Small Groups)

1. What Is a Restrictive Belief You Have about Customer Service?

C. Show selected movie clips of “Remember the Titans

1. Positive attitudes to create change

VI. **BELIEFS** 30 minutes

A. George Danzig (Pygmalion Principle)

B. Scotoma Card (Practical Application Exercise)

C. Attitudinal Balance Scale

D. Change

1. Self-examination

2. Insight

3. Expectations

4. Self-concept

E. Show “Blue Angels” Video

F. Class Exercise (Visualization)

**Expanded Course Outline - Professional Standards (continued)**

VII. **HAPPINESS** 60 minutes

A. Class Exercise (Small Groups)

1. What Is Happiness?

B. Four Levels of Happiness

1. Immediate Gratification
2. Ego Gratification (Win-Lose)
3. Others (Win-Win)
4. The Ultimate

60 minutes

**LUNCH**

VIII. **COMPONENTS OF COMMUNICATIONS** 60 minutes

A. Content (Self-talk)

1. Self-Talk Cycle

(a) Real Performance

(b) Self-Image

(c) Self-Talk

B. Tone

C. Non Verbals (Show “Smile” Video Clip)

IX. **LISTENING** 60 minutes

A. Levels of Listening (Show “Christmas Vacation” Video Clip)

1. One Talk
2. Selective Listening
3. Attentive Listening
4. Empathic Listening

B. Listening Obstacles Exercise (Small Groups)

C. Overcoming the Obstacles

D. Empathic Listening

1. Seek First to Understand, Then to be Understood

E. Class Exercise (Small Group-- Listening for 30 Seconds)

X. **CONFLICT/RESOLUTION** 60 minutes

A. Anxiety

B. Supportive Response

C. Defensiveness

D. Directives

E. Acting Out

F. Loss of and Regaining Control (Show “Ft. Apache Bronx” Video Clip)

G. Tension Reduction

I. Therapeutic Response

J. Class Exercise

1. Conflict Resolution, “Thomas-Kilmann Conflict Mode Questionnaire”

**Expanded Course Outline - Professional Standards (continued)**

45 minutes

XI. **LIBERATING BELIEFS**

A. Class Exercise (Small Groups)

I. **TEST AND EVALUATION** 15 minutes