

Supervisor School

POST Basic Supervisory Course (Sergeant=s Super School) 1820-00400

Expanded Course Outline

- I. Introductions / Administrative Details (1.5 Hours)
 - A. Student Introductions
 - 1. Students pair up with a person they do not know
 - 2. Students state three facts to the class about the other student
 - B. Administrative
 - 1. Sign rosters
 - 2. Cover schedule

- II. Project Introduction
 - A. Course Requirements for Students
 - 1. Conduct a realistic counseling session
 - 2. Prepare a written performance evaluation of one Supervisor=s Fictitious Team (SFT) member
 - 3. Prepare a briefing on a law enforcement topic

- III. Supervisor=s Fictitious Team #1-2

1. Score tests
2. Post scores on flip chart after Journaling

VIII. Journaling

- A. Introduce concept
- B. Three questions
 1. What have you learned about supervision?
 2. What have you learned about yourself?
 3. What questions do you have?

IX. Critical Incident Questionnaire

- A. Important tools to aide discussion of The Human Side of Critical Incident Management
 1. Share candid incidents with the class

X. DiSC Discussion

- A. Inventory and relevance to supervisors
 1. Goals
- B. Personal Profile System Facilitator=s Kit
 1. Useful preparation tools

XI. Transition Issues

- A. Expectations of Supervisors
 1. Management
 2. Subordinates

3. Community

4. Peers

XII. Intro Student Briefing

A. Various law enforcement topics

1. Teach back to class

XIII. Supervisor=s Fictitious Team #3

A. Sergeant Briefing

1. Lack of preparation

2. Interaction with subordinates

XIV. Supervisor=s Get Acquainted Exercise

A. How to find information regarding employee performance

1. Hand out Sergeant=s desk drawer

XV. Supervisor Fictitious Team #4

A. Vasquez= motivation

1. Halo Effect

XVI. Max and Max Video

- A. Personal Values
 - 1. Leadership style
- B. Organizational Values
 - 1. Actions

- XVII. Ethics
 - A. Ethical dilemma
 - 1. Individual
 - 2. Group

- XVIII. Briefing Team 1
 - A. Presentation techniques
 - 1. Interactive
 - 2. Visual aides
 - 3. Relevance of subject
 - a. Up to twelve various briefings by partners throughout course

- XIX. Supervisor=s Fictitious Team Personnel Files
 - A. Review Files
 - 1. Note discrepancies
 - 2. Reliability of information

- XX. Human side of Critical Incident Management
 - A. Focus on human issues rather than scene management

1. Personal aspects
 2. Psychological aspects
- XXI. Situational Leadership
- A. No single way to manage
 1. Discuss various management styles
 2. Ability to transfer skills learned into reality
- XXII. Supervisor=s Fictitious Team #5-7
- A. Identify power and authority issues
 1. Document information in supervisor=s desk drawer
 2. Facilitate each documentation
- XXIII. Supervisor=s Fictitious Team #23
- A. Transition of power and authority
 1. Discuss class opinions regarding character Vacelli=s actions
 2. Alternative approach
- XXIV. Power and authority
- A. Personal Perception profile
 1. Explain difference between power and authority
 2. Develop a list of the sources of a sergeant=s power
- XXV. Legal issues

A. Employee Rights

1. Government Code 3300
 - a. Peace Officer Bill of Rights
2. Legal ramifications of counseling and evaluating employee performance
3. Case law relative to employee discipline and investigating personnel complaints
4. Release of employee information

XXVI. Supervisor=s Fictitious Team # 8-11

A. Interpersonal relationships

1. Sergeant=s role in dealing with personal events

XXVII. Counseling Discussion and Practice

A. Emphasize the need to pre-plan counseling sessions

1. Practical application in small groups

XXVIII. Supervisor=s Fictitious Team Review

A. Get feedback from class regarding supervisor=s actions

1. Group discussion of each character
2. Post feedback on a flip chart

XXIX. Performance Evaluation

A. Power point presentation

1. Pitfalls and techniques for preparing evaluations

XXX. Supervisor=s Fictitious Team # 12-14

A. Performance evaluation interview and reaction

1. Delivery method by Sergeant
2. Flaws in presentation

XXXI. Critical Incident Challenge

A. Break students into groups

1. Design a critical incident for each group
 - a. Challenging groups will critique various responses

XXXII. Supervisor=s Fictitious Team # 15-16

A. Traffic stop (Jones)

1. Sergeant=s reaction and evaluation
 - a. Officer=s demeanor
 - b. Is the arrest proper
 - c. Canvass area for witnesses

B. Are comments indicative of personal relationship problems

1. Sergeant=s role

XXXIII. Supervisor=s Fictitious Team # 17-19

A. Traffic Stop (Ward)

1. Disciplinary options
2. Training options

XXXIV. Problem Solving

- A. Present as problem solving structures to law enforcement
 1. Unique to emphasize supervisor=s responsibilities
 - a. Personnel issues
 2. Acknowledge problem exists

XXXV. Supervisor=s Fictitious Team # 20-21

- A. Civilian complaint
 1. Sworn-civilian relations
 - a. How to work together as one unit rather than two separate entities
 2. Sergeant=s reaction

XXXVI. Stress management

- A. Effective techniques in dealing with personnel
 1. Identifying stress indicators

XXXVII. Supervisor=s Fictitious Team #22

- A. Jail staffing
 1. Sworn-civilian interaction

2. Inappropriate comments by Ward

XXXVIII. Evaluation practice

- A. Discuss prepared evaluations
 - 1. Practice presentation utilizing two students
 - 2. Critique of evaluation by third student

XXXIX. Work on and turn in evaluations

- A. Divide class into SFT member groups
 - 1. Compare and contrast evaluations from other students

XL. Employee Discipline

- A. Presenters of presentations of employee discipline may adapt them to this time slot
 - 1. Effective guide for discipline

XLI. Counseling scenario preparation

- A. Identified coaches present specific problems to each group
 - 1. Coaches can answer questions and facilitate discussion
 - a. Techniques students might use

XLII. Live counseling exercises

- A. Students deliver performance evaluations/counseling to SFT actors
 - 1. Performance in the delivery of evaluation is critiqued by coaches
- B. Debrief counseling exercises in group format

1. Give good and bad feedback from group discussion to entire class

XLIII. Show Glory video

A. Facilitate discussion regarding Situational Leadership concepts

1. Give examples of an R-1, S-2, etc.

XLIV. Team building

A. Four stages of team building

1. Form
2. Storm
3. Norm
4. Perform

B. How to apply situational leadership to a group rather than an individual

1. What it looks, feels and sounds like

XLV. Situational leadership game

A. The >Simulator=

1. Save questions that they get a >0' on
 - a. Explain why answers were incorrect

XLVI. Course Evaluation and Wrap-up

A. Final debrief regarding class

1. Students= feelings regarding new responsibilities

2. Key insight into the class
 3. Supervisory practices that the students plan to change
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