Civilian Supervisory Course

COURSE NAME: Civilian Supervisory Course

COURSE HOURS: 80 hours

INSTRUCTIONAL GOALS: To provide the newly appointed or experienced civilian supervisor with formal training in the concepts, techniques, and practical application of basic supervisory skills.

To provide a knowledge-base of technical skills in risk management, employee development, and operations.

TARGET AUDIENCE: A first-line civilian supervisor employed by a law enforcement agency.

INSTRUCTOR(S): Subject matter experts in the fields of supervision and management.

METHODS OF INSTRUCTION: PowerPoint Presentations

Lectures

Videos

Class Discussions

Individual Exercises

TRAINING MATERIALS: Prepared handout materials

Videos

AUDIO VISUAL AIDS, EQUIPMENT, SUPPLIES:

Laptop Computer   Chart P a p e r LCD P r o j e c t o r VHS Video Player

Portable Screen   White Board   Dry Eraser Markers Permanent Ink Markers

Easels

INSTRUCTIONAL OBJECTIVES: At the conclusion of this course, the participant will be able to successfully demonstrate the job skills and knowledge required of a first-line supervisor, specifically, the participant will be able to:

- Recite the administrative support role, training, communicating policy, budget process, and political realities.

- Describe the components of personal and organizational values and the supervisor's role in influencing individual behavior through ethical decision making.

- Perform and demonstrate effective communication skills such as the art of listening, managing conflict, and providing counseling and coaching in the day-to-day performance.

- Demonstrate a fundamental working knowledge of developing employees, inclusive of discussing performance problems, resolving grievances, complaints, evaluations, training, and being a role model.

- Identify procedures, roles, and resources available when handling issues relating to risk management, discipline, documentation, and dealing effectively with a diverse workforce.

COURSE ADMINISTRATION

Course Administration is designed to provide the presenter with the opportunity to address necessary administrative issues such as,

1. Registration,

2. Expectations,

3. Attendance Requirements, and

4. Course Completion Requirements.

INTRODUCTORY ISSUES

Introductory issues will provide an overview of the course, review of key concepts, and instructional blocks.

1.0 EFFECTIVE COMMUNICATION IN A DIVERSE WORKFORCE

Learning Goal: The student will understand the need to develop effective communication skills, the art of listening, and managing conflict.

A. Reasons for developing positive workplace communication skills, includes:

1. Career satisfaction and success

2. Better personal and professional relationships

3. Improved personal health

4. Minimizing professional and personal liability

5. Successful communication

B. Introduction

1. Communication model

2. Interaction accomplished by the use of speech, signs, or symbols

3. Content–words, phrases, colloquialisms,

slang, subculture

4. Elements of Communications

C. Our perception and understanding of contributing factors allows for effective or ineffective communication. These are the perceived views of learned behaviors in which we categorize groups based on our own personal belief systems.

1. Past Experiences–proven solutions/outcomes

2. Expectations–high, low, none

3. Senses-sight, sound, touch, taste, and smell

4. Personal Moods–high, low, inconsistent

5. Health–illnesses--long-term, short-term, terminal

6. Culture Differences and Similarities

7. Self-Concept

D. Mechanics

1. What is said

2. How it is said

3. Delivery

4. Style

E. Listening

    1. Levels of Listening--Pseudo, Selective, Attentive, Empathic

    5. Importance and relevancy of content

    6 Distinguishing between hearing the words and listening for the message

        4. Components of Listening

            5. Remembering–ability to recall information

    6. Responding–giving observable feedback

        5. Listening Obstacles

            6. Sources of difficulty by the speaker and listener

F. Emotions as important contributing factors to communication

    1. Nature of emotions

        a. Perception

        b. Cognitive

        c. Emotional

    d. Behavioral

    2. Factors affecting our emotions

        a. Genetic makeup

        b. Childhood experiences and social learning

      c.   Self-perception

      d.   Triggering thoughts

3.   Core emotions

      a.   Excessive anxiety

      b.   Excessive anger

      c.   Excessive sadness or depression

      d.   Excessive guilt

G.   Affect and Impact in the workplace

      1.   Exhibiting Professional conduct

      2.   Check your personality

3.   Rewards and Benefits

      5.   Promoting a safe workplace

      6.   Promoting a tolerant workplace

H.   Effectively managing stress

1.   Stressors are anything that triggers the "fight or flight" response

2.   The art of managing stress is to keep yourself at a level of stimulation that is healthy and enjoyable

3.   Sources of stress

a.   Survival

b.   Internally generated

c   .
Environmental

d.   Lifestyle

e.   Job

4.   Dealing with work related stress

a
Recognizing the Early Signs of Stress

b.   Short and term symptoms

c.   Self-assessment

d.   Techniques to manage stress

e.   Resources

5.   Monitoring early signs of stress or burnout

a.   Behaviors with peers

b.   Does not respond when help is requested

c.   Shows unreasonable resentment

d.   Has low moods that last a long time or never go away

e.   Withdraws from others

f.   Frequently changes moods for no apparent reason

g.   Repeatedly voices violent ways to deal with work/home problems

h.   Any peer has asked not to work with him/her recently

6.   Behaviors with supervisors

a.   Frequently needs orders repeated

b.   Makes the same mistakes repeatedly

c.   Has attendance problems

d.   Receives complaints of discourtesy

e.   Justifies behavior or acts defensive when counseled

7.   Work-habit behaviors

a.   Is unable to concentrate on routine tasks

b.   Leaves workplace without permission

c.   Frequently misses deadlines

d.   Produces work that is sloppy or generally substandard

e.   Works at a slower than usual pace

f.   Has great variations in productivity from day-to-day

g.   Involved in preventable traffic collisions

INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the importance of effective

interpersonal communication skills while supervising a diverse workforce.

- Participate in a self-assessment exercise to determine communication style.
- Participate in practical application exercises to determine skill-sets in effective listening, perception, interpersonal relationships.

2.0 ABILITY TO DEVELOP EMPLOYEES

Learning Goal: The student will understand the concept of developing employees, which includes discussing performance problems, resolving grievances, complaints, evaluation, training, and being a role model.

    A.   Corresponding skills – Counseling, Coaching, and Conflict Resolution

        1.   Counseling

            a.   Psychological aspects of counseling

                (1)   Dispelling negative connotation of "counseling"

                (2)   Showing value in the purpose and intent of corrective measure

                (3)   Win-win for all concerned–improvements and/or positive reinforcements

                (4)   Balancing negative and positive counseling sessions

                (5)   Being comfortable in uncomfortable situations

b. Causes of conflict between a supervisor and subordinate

(1) Categorizing problems/employees

(2) Not separating the problem/issue from the subordinate

(3) Negative attitude/behavior exhibited toward the subordinate

(4) Perception of authority level

(5) Lack of mutual respect

(6) Prior experiences of poor performance

(7) Different educational backgrounds, experiences, knowledge

(8) Organizational perspective versus personal perspective

(9) Making assumptions without the facts

c. Prime sources of trouble

(1) Naivete and unawareness

(2) Variances in role perception

(3) Anti-social behavior

d. Supervisory concerns – self-analysis

(1) Attitude and perception toward counseling

(2 Second guessing decisions

(3 Consequences, expectations, and fears

e. Supervisor Awareness Check list

(1) Managing yourself first

(2) Categorizing Employee Performance

(3) Causes of inadequate employee performance

(4) Employee Assessment

(5) Behavior patterns

(6) Assessment of Current Job Performance

f. Do's and don'ts of confrontation

g. Conducting a Counseling Session

(1) Steps Before you counsel – preparation

(2) Steps During the counseling session

(3) Steps After the counseling session

(4) Continual monitoring and follow up process

2. Coaching

a. Definition – Coaching is an interactive process through which managers

and supervisors aim to solve performance problems or develop employee capabilities.

    b.   Benefits

        (1)   Overcoming performance problems

        (2)   Development employee skills

        (3)   Increasing productivity

        (4)   Creating promotable subordinates

        (5)   Improving retention

        (6)   Fostering a positive work culture

        (7)   Summary

    c.   Identifying and analyzing areas for coaching

    d.   Types of coaching needs

    e.   Coaching Cycle

        (1)   Assess

        (2)   Set goals

        (3)   Prepare

        (4)   Implement

        (5)   Reflect/Debrief

f. Building relationships

(1) Establishing trust

(2) Coaching presence

g. Communicating effectively

(1) Active listening

(2) Powerful questioning

(3) Direct communication

h. Facilitating Learning and Results

(1) Creating Awareness

(2) Designing Actions

(3) Planning and Goal Setting

(4) Managing Progress and Accountability

i. Coaching is generally accomplished through a four-step process

(1) Preparation

(2) Discussion

(3) Active Coaching

(4) Follow-up

j. Becoming a better coach

(1) Conserve time and energy

(2)   Create the right climate

(3)   Avoid these common mistakes

(4)   Understand the challenge of team coaching

(5)   Practice makes perfect

k.   Roles

(1)   Teaching

(2   )
Facilitating

(3)   Resource and information center

l.   Coaching tips

(1)   Building relationships

(2)   Coaching conversations

(4)   Dealing with reluctance, resistance, or defensiveness

(5)   Demonstrating

(6)   Establish credibility

(7)   Framing the coaching process

3.   Mentoring

a.   Definition -- In a traditional sense, it enables an individual to follow in the path of an older and wiser colleague who can pass on knowledge, experience, and open doors to otherwise out of reach opportunities.

b.   Mentoring versus coaching

(1)   Mentoring focuses on the relationship while coaching focuses on a specific task to be accomplished.

(2)   Coaching is not generally performed on the basis that the coach has direct experience of their client's formal occupational role unless the coaching is specific and skills focused

(3)   Both focus on the individual, enhance morale, motivate, productivity, and reduce staff turnover as individuals feel valued and connected with both small and large organizational changes

(4)   Generally prove to be popular amongst employees as coaching achieves a balance between fulfilling organizational goals and objectives, taking into account personal development needs of individual employees. Both the organization and employee gain significant benefits.

(5)   Coaching and mentoring programs are generally more concerned with the practical issues of setting goals and achieving results within specific time f r a m e s

c.   Being an effective mentor

(1)   Characteristics of effective mentors

(2)   How to mentor well

d   Roles

      (1)   Guide

      (2)   Cheerleader

      (3)   Constructive critic

      (4)   Advisor

      (5)   Image builder

      (6)   Sounding board

      (7)   Keep abreast of information/changes

      (8)   Business confidant

e.   What is provided/offered

      (1)   Information

      (2)   Resources

      (3)   Training, internal/external

      (4)   Find out what other organizations are doing

      (5)   Business trends

f.   Specific outcomes and expectations

      (1)   Paving a career

      (2)   Career specific development training

4.   Conflict Resolution Skills

a.   Definition – It is the discrepancy between what is the perceived reality of the situation and what is seen as the ideal.

b.   Supervisors must consider two aspects

(1)   the affect of conflict on the personal relationship between participants, and

(2)   The affect conflict will have on the tasks being performed on the project.

d.   Common forms of conflict resolution

(1)   Negotiation

(2)   Mediation

(3)   Conciliation

(4)   Arbitration

e.   Identify the problem/solutions

(1)   Identify the issues causing the conflict

(2)   Establish lines of communication with all parties involved

(3)   Develop alternative options for resolving the problem

(4)   Develop the most effective way for implementation of solutions

f.   Two types of conflict

(1)   Routine –usually involve the violation of a clearly stated rule or policy

(2)   Unusual conflicts –usually more complex then routine conflicts, and involve situations that you normally don't encounter

g.   Causes of conflict

(1)   Communication

(2)   Different interpretation

(3)   Different values

(4)   Opposing goals

h.   Roles of the facilitator

(1)   Bridge gaps

(2)   Open lines of communication

(2)   Identifies common ground

(3)   Fully analyzes each position

(4)   Gathers information

(5)   Frames the issues

(6)   Identifies options

(7)   Negotiates a resolution

(8)   Finalizes the plan

I.   Approaches to conflict –

outcomes

(1)   Avoidance

(2)   Domination

(3)   Accommodation

(4)   Compromise

(5)   Consensus

5.   Evaluating Employees

a.   Definition–Performance evaluation deals with the development, discipline, and appraisal of employees on a continuous or routine basis.

(1)   Evaluating individual work performance is a form of control because it ties performance feedback to rewards and corrective actions

(2)   Ratings should reflect performances commensurate with the employee's current classification/job title

(3)   There should be not surprises

(4)   Negative ratings and corresponding narrative must be substantiated with supporting documents

b. Types —Formal (written) and informal (verbal)

c. Used as a management tool

(1) Understanding individual strengths and weaknesses

(2) Basis for personnel action

(3) Means of determining training and development needs

(4) Assist in preparation for promotional opportunities

(5) To explain performance expectations

(6) Evidence of observable performance

d. Performance Reviews – The process should encourage open and honest supervisor-employee relationships and dialogue that contributes to coaching, training, and counseling of employees while improving the quality and responsiveness of the workforce.

(1) Regularly communicate and

advise on progress

(2) Compliment

(3) Provide constructive criticism

(4) Communicate expectations

(5) Train and retrain

(6) Counsel

e. Performance Evaluation System

(1) To inform all staff of the need for and purpose of performance evaluations

(2) To provide guidelines for uniform evaluation practices

(3) To define performance evaluation responsibilities of managers and supervisors in the organization

(3) Roles of the Rater, Reviewer, and Employee

_____

(4)   How should we evaluate?

      (a)   Fairly, competently, objectively, and factually

          (b)   Timely

      (c)   Know standards or minimal standards for competence

      (d)   Unbiased

          (e)   Pitfalls

(5)   What do we Evaluate?

      (a)   Measurable standards

      (b)   Employee performance

      (c)   Observable behaviors

      (d)   Objective versus subjective factors

          f.   Developing tasks and standards

(1)   Tasks--Describes what employees do or suppose to do

          (2)   Performance Standards–Describes the level of work performance, i.e. quantity, quality, and manner

g.   Preparing for the Evaluation Period

_____

(1)   Introduction – New employees and/or probationers to be evaluated for the first time should meet with the supervisor in a pre-evaluation period interview.

(2)   Purpose – To ensure that employees clearly understand those work elements for which they are responsible and on which they will be evaluated

(3)   Preparation for the Meeting – Before your write the evaluation

(a)   Develop tasks, standards, duty statements prior to meeting with the employee

(b)   Explain expected performance to the employee before the evaluation period begins

h.   Types of Evaluations

(1)   Probationary

(a)   Ratings

(b)   Required signatures

(2)   Annual Performance

(a) Ratings

(b) Required signatures

(3) Categories

(a) Quantity

(b) Quality

(c) Work Habits

(d) Personal Relations

(e) Adaptability

(f) Other

(g) Supervisory Ability

(4) Ratings

(a) Unsatisfactory

(b) Improvement Needed

(c) Competent

(d) Very Good

(e) Outstanding

(5) Sub-Ratings

(a) Strong

(b) Standard

(c) Weak

i. Meeting with the Employee

(1) Communicate the performance evaluation

(2) Resolve any misunderstandings

(3) Seek acceptance of the rating

(4) Identify areas for improvement

j. Documentation

(1) Narrative – do not include

a. Medical condition

b. Pending investigations

c. Grievances

d. Negative information without formal documentation

e. Industrial Injuries

(2) Record Keeping

a. Retention

b. Access to files

c. Security measures

d. Confidentiality

6.   Giving Feedback

   a.   Recognize the value of providing feedback and recognition

      (1)   Opportunity to build a relationship (via open communication)

      (2)   Clarify hierarchy, roles, and expectations

      (3)   Encourage desired behaviors and discourage undesired behaviors

      (4)   More adaptive to different situations

      (5)   Builds trust and rapport

   b.   Practice and observe techniques for providing feedback and recognition

      (1)   Verbal–positive acknowledgments

      (2)   Written–employee of the month, commendations, performance evaluations

      (3)   Make a lead on a special project

      (4)   Chair committee meetings

      (5)   Assign as trainer for the unit

      (6)   Praise, praise, praise

      (7)   Greet with a big, warm, genuine smile, eye contact

   c.   Maintaining accountability and recognition

      (1)   Document, positive and negative behavior

      (2)   Post on bulletin board "star" employee

      (3)   Publish accomplishments

      (4)   Advise executive staff

(5)   Value each person

d.   How to communicate with

    (1)   Employees who "aren't getting it"

        (a)   Train, retrain, cross train

        (b)   May need to move employee into a different position

        (c)   Switch trainers

            (d)   Send to a different section

        (e)   Review background–education, skills, prior training

            (f)   Review language and learning disabilities

    (2)   "8 - 5" employees

        (a)   Ensure tasks are completed satisfactorily

        (b)   Assign difficult tasks requiring more investigative skills

        (c)   Leave alone as long as tasks required are completed

        (d)   Review professional aspirations

        (e)   Review personal issues

    (3)   Passive/aggressive behaviors

        (a)   Handle immediately

        (b)   Clarify and discuss behavior

   (c) Don't allow for behavior to interfere with work

   (d) Don't allow for behavior to affect others

   (e) Check perception, bias, past information

  (4) Difficult employees

   (a) Change perspective – from difficult to – challenging

   (b) Check your perception – is this true

   (c) Are they difficult or do they need a voice

   (d) Ask about their behavior, perhaps doesn't realize

   (e) Analyze – high achiever working at a lower level

   (f) Don't ignore

   (g) Expect surprises; "keep your cool;" and be prepared

   (h) Watch for sensitivity to certain issues (hot buttons)

   (i) Acknowledge the problem

   (j) Get to the bottom of the situation

 e. Correcting behavior – Use 1-1-1 method

Use a statement with "I like" and "I wish," and state in one minute. "**I like** how you answered the phone so quickly. **I wish** that you would have used a little friendlier tone of voice."

 7. Being Supportive

    a.   Perceptive and responsive to the needs, interests, and capabilities

    b.   Identify, support, and advocate interests

    c.   Approachable

    d.   Honest dialogue--open communication with no fear of reprisal or intimidation

    e.   Genuinely recognize and reward–verbally and in writing

    f.   Fostering supportive behavior amongst the team

8.   Presenting a positive role model – set the tone for acceptable behavior

    a.   Positive relationships--creates a harmonious workforce

    b.   Be diplomatic in all dealings– perception is powerful

    c.   Confront--non-offensive manner

    d.   Cooperative relationships–inter/intra agency and at all levels

    e.   Value diversity–be fair and objective

    f.   Organizational politics–Keen insight in appropriate behavior

    g.   Conflicting needs/interests–acknowledge differences

    h.   Self-confidence–essential and critical

    I.   Leadership–flexible in changing conditions

    j.   Consummate professional

9.   Training–Teaching is the purposeful imparting of information or skills or both to another individual or to a group.

    a.   Principles of learning

(1)   Previous experience and present purpose for learning

(2)   Relationship of the whole learning task to the parts

(3)   Ready to learn--skilled and mentally mature

(4)   Worthwhile lessons

(5)   Learn at different rates; recognize individual differences

(6)   Purposeful conscious mental or physical activity

(7)   Use of different senses

(8)   Immediate confirmation of correct responses

(9)   Transfer of learning to new problem situations

(10)   Urges to work diligently

b.   Definition of Terms

(1)   Learning

(2)   Stimulus

(3)   Capacity

(4)   Individual difference

(5)   Maturation

(6)   Readiness for learning

(7)   Motivation

(8)   Rule of effect

(9)   Level of aspiration

(10)   Insight

(11)   Trail and error

(12)   Whole – Part learning – Method

(13)   Motor development

(14)   Practice

(15)   Transfer of learning

(16)   Mechanistic

(17)   Cognitive

c.   Phases of Training

(1)   Phase I – Job study – analyzing the job

(a)   Task Analysis – List what you expect the trainee to learn

(b)   Job Description –

Analyzing and understanding the duties of the position

(c)   Job Design (job aids) – Develop or compile guides and ready references

(2)   Phase II -- Training Objectives

(a)   Specify the behavioral objectives of the training plan by using the information developed in Phase I–Job Study. These objectives will describe the skills and knowledge that the trainee must acquire in order to be effective on the job.

(b)   Goals must be specifically written with action words

(3)   Phase III – Criterion Measures – Quality standards of the training plan and provides an objective way of observing the student before and after the training session.

(a)   Input criterion – measures the skills and knowledge before the trainee enters a training program

(b)   Output criterion – measures the skills and knowledge after the trainee completes the training program..

(4)   Phase IV – Designing Instructional procedures

(a)   Instructional – how do we teach the new behavior

1)   The three-step procedure to shape behavior

a)   Learn to recognize a correct response

b)   Learn to edit an incorrect response

c)   Learn to produce a correct response

2)   How to teach a new concept or skill

a)   What something is used for

b)   When the trainee will use it

c)   How to use it

d)   Why it works

(b)   Motivational – what is the best way to motivate the student to want to learn a new behavior

(c)   Reinforcement – Should occur immediately after a task has been performed

(5)   Phase V – Tryout and Revision Cycles – Provides a systematic procedure for improving training. Used to assess the effectiveness of Phases I through IV and it is an instructor and instruction analysis

d.   Training Principles – If we are to consider how to train, it would be helpful first to understand something of how people learn.

(1)   Some important factors in which individuals differ

(a)   Interest

(b)   Intelligence

(c)   Past experiences

(d)   Concentration

(e)   Memory

(f)   Well being

(g)   Self-confidence

(h)   Imagination

(i)   Learning styles

(j   Learning disabilities

(2)   The Senses Through Which We Learn–See, hear, taste, touch. We retain:

(a)   10 percent of what we read

(b)   30 percent of what we here

(c)   30 percent of what we see

(d)   50 percent of what we see and hear

(3)   Some Important Factors in Learning in Which Individuals Differ

(1) Interest

(2) Intelligence

(3) Past Experiences

(4) Concentration

(5) Memory

(6) Well-being

(7) Self-confidence

(8) Imagination

e. The four steps of instruction – I.P.A.T. method

(1) Introduction

(2) Presentation

(3) Application

(4) Test

g. Teaching Methods -- Directed Activity

h. Providing Feedback

i. An effective trainer is

j. Complimenting and Correcting Learners

k. Evaluation of Trainer/Supervisor

INSTRUCTIONAL ACTIVITIES

Part I Coaching, Counseling, and Conflict Resolution. The student will participate in exercises to increase self-awareness, reinforce communication skills to promote efficacious counseling, coaching, and conflict management skill sets. Given a description and history of an employee in a real life scenario, the student will

- Identify the problem/issue in work terms, articulate concerns as a supervisor, and possible causes of performance problems.

- Determine the appropriate action, decide on the type of counseling session, identify goals for both the employee and supervisor, and offer resources.

- Create a positive work environment through the application of positive reinforcement and motivation techniques.

Part II Annual Performance Evaluation Review. Distribute selective case studies to evaluate for subjective and objective documentation, the use of proper documentation, an accounting of observed behavior, and the completion of the formal process.

- Identify the elements, the process, and communicating the results.
- Determine proper documentation for a sub-standard, marginal, and outstanding employee.

Part III Training. The student will participate in the formulation of an individualized training plan through the identification of job specific tasks, an analysis of skill sets, education, and certification.

- Identify specific skill sets needed for job assignments

- Identify in-service versus outside training programs
- Incorporate certification requirements and training mandates

3.0 RISK MANAGEMENT

Learning Goal: The student will understand the supervisor's roles and responsibilities in dealing with liability issues, risk management, discipline, documentation, and diversity.

A.   Contemporary Liability Issues

1.   Technology issues

a.   Communications – Definition – Radio, telephone, cell phones, PDAs, lap tops, desk tops, databases or any other voice, data, or images from the communications network.

(1) Responsibilit for use of communicati equipment

(2)   Unauthorized or unofficial use of communications equipment

b.   Equipment and procedures governing its use

      (1)   Equipment Types

(2) Federal Communicati Commission (FCC) Regulations

c.   Types of Voice Communications

(1)   Radio Broadcasts

(2)   Requests by Radio

(3)   L.A. County Disaster Communications Service

(4)   Paging System

(5)   Telephone System

(6)   Incoming and outgoing Calls

d.   State, Federal, and Local Databases

(1)   State

(2)   Federal

(3)   Local, agency specific

(4)   Non-automated state Information files

(5) Rules and regulations for usage

e. Legal Requirements – Record Entry

(1) California Penal Code section 11108

(2) California Vehicle Code section 10551

f. Agency specific high speed network connectivity between desktop computers throughout the specific agency and participating Los Angeles County municipal police departments.

(1) Rules and regulations governing the use of electronic communication

(1) Internet, intranet, local area networks

(2) Permissible and system use

(3) Privacy, confidentiality, and Security

(4) Encryption

(5) Computer Viruses

g. California Department of Justice and violates the law

(1) Penal Code Sections

(2) Government Code Section

2. Sexual harassment

a.   Introduction: Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code sections 12940(a), (j), and (k).

b.   Definition – Unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature which meets any one of the following three criteria:

(1)   Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment

(2)   Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3)   Such conduct has the purpose or effect of unreasonably interfering with the individual's employment or creating an intimidating, hostile, offense, or abusive working environment

c.   Employer's obligations

(1)   All employers have certain obligations under the law. Employers must:

(a)   Take all reasonable steps to prevent discrimination and harassment from occurring

(b)   Develop and implement a sexual harassment prevention policy

(c)   Post in the workplace   a

poster made available by the Department of Fair Employment and Housing

(d)   Distribute to all employees an information sheet on sexual harassment

d.   Employer liability – Government Code Section 12940(j)

e.   Typical sexual harassment cases

f.   Preventing sexual harassment

g.   Training of all individuals in the workplace

h.   Complaint procedure

i.   How the law is enforced

(1)   Complaint filing terms

(2)   Fines

(3)   Public hearings

(4)   Re-hire, employment status, back pay

3.   Worker's compensation

a.   Definition

b.   Purpose

c.   Regulations

d.   Requirements

(1)   An employee may request a worker's compensation report at any time and for any reason. By law regardless of the circumstances, the employer is required to take the report.

(2)   However, to receive workers' compensation benefits there must be a nexus of the injury/illness to employment. Nexus is determined by a third-party administrator or civil litigation.

e.   Reporting and documentation

4.   Workplace health and safety

a.   Definition of an "industrial injury"

b.   Regulations

(1)   Assembly bill 1127 (Steinberg)

(2)   Government agencies can be cited and receive monetary penalties if Cal/OSHA inspectors find an agency in violation

(3)   Senate Bill 899

(a)   Defined

1)   Aggressive return to work efforts

(b)   Regulations

1)   Limits chiropractic services

2)   Substantial cost savings to the state

3)   Two-year window

4)   In place to lessen fraud

5)   Investigate and prosecute fraudulent claims

6)   Internal investigations by agency

7)   Third-party administrators increased in manpower

8)   Deposing of doctors

c.   Requirement of an Injury and Illness Prevention Program

(1)   Cal/OSHA requirement

(2)   Must be active

(3)   Purpose – to ensure that a safe and healthy environment if maintained for employees

(4)   Program requirements

(a)   Designated person/s with authority and responsibility for program implementation

(b)   A system for ensuring employee compliance with safe and healthful work practices

(c)   A system for communication with employees

(d)   Hazard assessment

(e)   Accident/exposure investigation

(f)   Hazard control

(g)   Training

(h)   Record keeping

(i)   Labor/management safety and health committee

(j)   Code of safe practices

(k)   Working with contract employees

(5)   Reporting and documentation

d.   Reporting requirements

(1)   Statewide

(a)   It is the employee's responsibility to report the circumstances of an injury/illness as soon as possible. If the problem is not emergent, the employee shall notify his employer prior to seeing medical attention.

(b)   Supervisors must accept and report all on-the-job injuries. Only Worker's Compensation can refuse a claim.

(c)   Supervisors are legally responsible for submitting the industrial injury report and providing the employee with a claim form.

(d)   Time frames and deadlines for submitting required reports

e.   Presumptive medical conditions

f.   Stress claims

g.   Making claims

  (1)   Witnessing an injury

  (2)   Nexus to employment

  (3)   Steps to take If an employee requests a claim

h.   Claim process

  (1)   Conduct a thorough investigation

  (2)   Get the facts

  (3)   Escort injured employee with a supervisor

  (4)   Role of the third party administrator

i.   Monitoring fraud

  (1)   Doctors, employees, employers

  (2)   Misinformed employees

  (3)   Red Flags

  (4)   Supervisory tasks

j.   Absence follow up procedures

  (1)   Keep up-to-date and accurate

  (2)   Timeliness of documentation is essential

k. Required forms to complete and time frames

l. Settlements

(1) Define, "permanent and stationary"

(2) Define, "essential job functions"

(3) Define, "disability rating"

(4) Define Government Code 31729

5. Ergonomics

a. Definition--Ergonomics is the science of arranging and adjusting your work environment to fit your body

b. Job related risk factors

(1) Repetition

(2) Forceful exertions

(3) Sustained or awkward body postures

(4) Contact points and/or compressions

(5) Environmental factors

c. Cumulative Trauma Disorders (CTD)

d. Principles of Ergonomics

e.   Mousing Guidelines

f.   Healthy Sitting Posture

g.   Monitor Guidelines

6.   Americans with Disability Act (ADA) of 1990

a.   Defined

b.   Purpose ADA

c.   Definition of a Disabled Person

d.   The ADA and the FEHA

(1)   ADA – The Americans with Disabilities Act (ADA) is a federal law enforced by the United States Equal Employment Opportunity Commission (EEOC).

(2)   FEHA – The Fair Employment and Housing Act (FEHA) is a state law enforced by the Department of Fair Employment and Housing (D F E H) .

f.   Definitions of specific disabilities

g.   ADA Symbols

h. ADA – Title I – Employment

(1) Disability Under the Fair Employment & Housing Act - Title I - Employment

(2) What Changes Do I Need to Know About?

(3) What is Reasonable Accommodation?

(4) What is the Interactive Process?

i. ADA – Title II – Programs, Activities, and Services

(2) "Public Entities" defined

(3) State and local governments role and responsibility

7. Communicable disease

a. Regulations, guidelines, and standards

(1) Occupational Safety and Health Administration

(2) Centers for Disease Control and Prevention

(3) Environmental Protection Agency

(4)   Other federal, state, and local regulations

b.   Infectious diseases

(1)   Types

(2)   Statistical data

(3)   Prevention

(4)   Risk assessment

(5)   Management of exposure

c.   Proper notifications and documentation

d.   Follow specific facility guidelines

e.   Preventive Measures and General guidelines

f.   Precautions for infection control

g.   Six links in the infection chain

8.   Workplace violence

a.   Definition of Workplace Violence

(1)   An action (verbal, written or physical aggression) which is intended to control or cause, or is capable of causing, death or serious bodily injury to oneself or others or damage to property.

(2)   Workplace violence includes physically intimidating or harassing behavior and threats.

(3)   Workplace violence is a form of employee misconduct. Workplace violence can take the form of violent acts or the threat of violence which may include:

(a)   Verbal Attacks

(b)   Physical Attacks

(c)   Use of Weapons

(d)   Stalking

b.   Types of Workplace Violence

(1)   Cal/OSHA has identified three major types of violence in the workplace:

(a)   Type I

(b)   Type II

(c)   Type III

c.   Statistical Data

(1)   General population

(2)   Government employees

_____

(3)   Non-fatal workplace crime

d.   Threat Assessment

    (1)   Definition

    (2)   Levels

    (3)   Elements

e.   Responsibility

    (1)   To the Employee

    (2)   To Yourself

    (3)   To the Organization

f.   Difference between Workplace Violence and Threat Assessment

    (1)   Workplace Violence – Action taken against another in relation to the work site.

    (2)   Threat Assessment – The evaluation and assessment of a threat including lethality, likelihood of the threat being acted upon, profiling of subject, risk assessments, etc.

g   Contributing factors in Workplace Violence

    (1)   Individual Correlates of Violence

_____

(2) Risk Factors for Workplace Violence

        (a)   Individual Triggers

        (b)   Individual Stabilizing Factors

(c) Organizational Factors

(3)   Warning Signs of Workplace Violence

(a) Verbal Clues

(b) Physical Clues

        (c)   Cognitive Clues

(d) Obsessions or Patterns of Thinking

(4) Performance Indicators of Workplace violence

        (a)   Attendance problems

        (b)   Impact on Supervisor/Manager's time

        (c)   Decreased productivity

        (d)   Inconsistent work patterns

(e) Concentration problems

(f) Poor hygiene

(h) Safety Issues

(i) Serious personal life stressors

(k) Continual excuses/blame

(m) Drug or alcohol abuse

(n) Unshakable depression

(o) Unusual/changed behavior

(p) Warning signs – threats, intimidation, manipulation, and e s c a l a t i o n

h. Supervisors and Domestic Violence

(1) Introduction--Supervisors should get involved with domestic violence because it can lead to workplace violence.

(2) Supervisors must take action if the following occurs

(a) Domestic or family violence

(b) Failed relationship between co-workers creates a hostile work environment

(c)   Threats of violence by a non-employee against a department member

(3)   Supervisors' responsibilities include, but are not limited to, the following:

(a)   Employee is in need of medical assistance and/or counseling

(b)   Employee is at physical risk

(c)   Employee has contacted a local law enforcement agency

(d)   Employee has obtained an Emergency Protective Order or Restraining Order

(e)   Possibility of workplace violence

(f)   Other referral services are needed

B.   Investigating and documenting personnel issues

1.   Introduction – The area of civil liability is a real and ever-increasing concern in the minds of law enforcement officers, supervisors, and chief administrators in police and sheriff's departments across the country. With the increase of lawsuits and recent case decisions, civil liability deserves very close scrutiny and research. The term "vicarious liability" has recently become a very common word in th law enforcement.

2.   Definition–Vicarious liability has several long and technical definitions, but can simply be defined as "joint or adjoining responsibility."

3.   Areas of Liability

a.   Negligent performance –The person appointed/hired was unfit and the appointing authority knew or should have known about this unfitness.

b   Negligent retention – Retaining an employee who is unfit when the person retaining the unfit employee knew or should have known the unfitness.

c.   Negligent supervision –This arises when the plaintiff can show that the employee, supervisor and/or administrator was under affirmative legal duty to supervise subordinates; that the supervision did not occur; that this failure was negligent; and the negligence was the proximate cause of the plaintiff's injuries.

d.   Negligent assignment – Placing a person in a position they cannot adequately perform or keeping a position they cannot adequately perform.

e.   Negligent training – The courts have recognized that the hiring entity and its administrator have a affirmative duty to train the persons they employ. Failure to train, as well as improper, inadequate, or nonexistent training, falls under negligent training.

f   Negligent entrustment – This most commonly arises in situations of light duty status or errant officers who have been reinstated by Civil Service authority.

4.   Proximate Cause –is connected with vicarious liability and directly links the supervisor/administrator to liability for acts of his/her subordinates if:

a.   The plaintiff was injured

b.   The plaintiff's injury was proximately caused by the administrator's negligence in appointment, retention, failure to properly train, or failure to properly supervise the subordinate

5.   Punitive Damages--Included with vicarious liability is the potential for additional cash damages or award that can be levied against the employee, supervisor, and administrator for negligent action.

a.   A supervisor or administrator, as a general rule, will suffer no liability for the acts of a subordinate unless the supervisor or administrator:

(1)   Ordered the act

(2)   Participated in the act

(3)   Ratified the act

b.   Consideration must also be given to the fact: "If there is reasonable expectation that you should have known, or if you knew and took no action, you are just as liable as the person who committed the act.

c.   Responsibility and liability are burdens that have to be recognized by each level of the supervisory and administrative staff; however, the ultimate burden rests with the department head, the chief of police, or sheriff.

6. Investigator's Role

    a. Fact finder

    b. Unbiased investigation

7. The Investigation

    a. Employee's Rights

    b. Management's Rights

    c. Representation

    d. Witnesses and Subjects

8. Investigative Steps

    a. Investigate and consider all sources of relevant information

    b. Verify information

    c. Consult with appropriate supervisor(s) involved

    d. Analyze facts thoroughly and objectively

    e. Other considerations

9. Government Code Section 3304--Term--one year turnaround time for investigations from the date of the agency's first knowledge

10. Case Recommendations

    a. Founded

    b. Unresolved

    c. Unfounded

        d.   Inactivated

        e.   Exonerated

11.   Levels of Discipline

        a.   Written reprimand

        b.   Short-term suspensions

        c.   Moderate-term suspensions

        d.   Long-term suspensions

        e.   Removal from bonus

        f.   Reduction in rank

        g.   Discharge

12.   Record retention – Penal Code section 832.5

13.   Discipline (positive and negative) – The purpose of discipline is to ensure effective and efficient operations and employee adherence to reasonable and acceptable rules of performance and conduct

14.   Philosophy of discipline

a.   Impact on morale – Rules and regulations governing the actions of its members compel us to have the moral fiber to perform ethically.

b.   Organizational health--We have an organizational obligation to the public we serve to develop and maintain the highest ethical standards in both personal and official conduct.

c.   Equitable and fair–Fairness and equitable treatment creates consistency with clear directions for acceptable actions. Rules are for all its members have an infinity and obligation to role model the highest standards.

15.   Progressive and non-progressive discipline

a.   Progressive Discipline – This method attempts to correct, resolve or remove the employee's performance problem or misconduct at the lowest, most effective level.

b.   Non-Progressive Discipline – There are some acts of misconduct, which by their nature, are not appropriate for progressive discipline.

16.   Managing pro-actively

a.   Role model, the "golden rule"

b.   Hold subordinates and self accountable for actions

c   Mentor, counsel, motivate; show value in following policy

d.   Educate, inform, share knowledge

e.   Communicate expectations

f.   Reiterate professionalism-- verbally and/or in writing

g.   Resolve issues face-to-face

h.   Set the tone for open communication

C.   Grievances

1.   Introduction–The best way to protect management's rights is to honor employee rights and it is the Department's position is to honor all rights.

2.   Purpose–The purpose of the grievance process is to amicably resolve employee complaints.

3.   Definition

a.   A grievance is a dispute or complaint an employee may have with the Department and/or management

b.   The grievance procedure is looked upon as a peaceful method for the employee and employer to rectify problems

c.   It should not be looked upon with resentment nor should supervisors take grievances personally

d.   A grievance is a confidential matter and should be handled accordingly

3.   Rights

a.   Employee

b.   Management

c.   Employee Representation

4.   Responsibilities of the First Level Supervisor

    a.   Assign work

    b.   Enforce rules

    c.   Ensure employees are properly trained

    d.   Run the Unit so it obtains its goals

    e.   Authorize/deny time off

    f.   Counsel employee

    g.   Handle grievances appropriately and in a timely manner

5.   Three Types of Grievances

    a.   Informal – Verbal

    b.   Formal - Written

    c.   Grievance-General-In-Character (GGIC)

6.   What is Grievable?

    a.   Discipline – suspension days and written reprimands

    b.   Counseling Memo/Performance Log Entries/Contact Sheets

    c.   Annual Performance Evaluations

    d.   Transfers, work assignments, work schedules, and locations

    e.   Bonus denials and compensation

f.   Paycheck errors

g.   Denial of time off requests

h.   Unprofessional conduct by supervisors

7.   What is not Grievable?

a.   Discharges

b.   Reductions in rank

c.   Unsatisfactory performance evaluations

d.   Unsatisfactory Probation Evaluations

e.   Appraisal of Promotability/promotional process

f.   Issues that have another avenue of appeal

g.   Any issue that an agency does not have the authority to change

8.   Most Common Issues Resolved Through Settlement Agreements; including, but not limited to:

a.   Discipline

b.   Case Dispositions

c.   Performance Evaluations

d.   Compensation

e.   Performance Log Entries

f.   Transfers

10.   Settlement Agreements

a.   Defined

b. Purpose

c. Required information

11. Review Terms

12. Review time line and forms

13. Grievance procedures for specific groups – Union and non-union

14. Grievance Responses

a. Grievance Granted

b. Grievance Modified

c. Grievance Denied

15. What can supervisors do to help reduce or prevent grievances?

a. Maintain an open door policy

b. Know the rules and regulations

c. Be a good supervisor

d. Keep your word

e Make sure your employees know the standards of the unit and how you feel about performance

f. Be flexible

g. Be alert and aware of what is going on

h. Communicate to employees about changes

    i. Know your employees and their abilities

16. Files and File Maintenance

a. California Public Records Act (CPRA) of 2004

(1) Defined

(2) Access to specific records

(3) Requirements

b. Retention Requirements

(1) Legal

(2) Agency specific

c. Confidentiality

(1) Levels

(2) Essential

(3) Maintained for all levels

d. Court Ordered Subpoenas

(1) Requirements

(2) Time sensitive

(3) Mandates

e. Administrative Files

1. Location

2. Access

3. Security

f. Rules and Regulations

1. Outlined in centralized document and/or database

2. Availability at all levels – hard copy or on-line

3. Understanding and knowledge of documents

17. Memorandum of Understanding (MOU)

a Definition

b. Purpose

c. Certification

d. Adoption

e. Terms of contract

f. Interpretation

g. Responsibility for contents

h. Publications – accessibility both hard copies, electronic and/ or on-line

i. Contractual agreements may include salaries, terms and conditions of employment

18. Administrative Policy

a.   Function

        (1)   Systematic and coordinated

      (2)   Consistency with law

      (3)   Applicability

(4)   Enforcement

        b.   Responsibility – organization and employee

c.   Publications – accessibility both hard copies, electronic and/ or on-line

D.   Diversity

1.   Rules and regulations governing diversity in the workplace

2.   Definition of terms--Culture, diversity, ethnicity, nationality, and race

3.   Definitions of and differences between prejudice, discrimination, and Stereotype

4.   Identification of predominate groups

5.   Professional, personal, and organizational benefits of valuing diversity

9. Strategies for effective communication within a diverse workforce

10. Possible barriers to cross-cultural communications

11. Age----Age can be a concern along the entire spectrum. If someone is too young or are they too old. It also creates the potential for communication problems based on different levels of experience, and for preferential treatment is given based on age.

    a. Age gaps

        (1) Baby Boomers

        (2) Generation "X"

        (4) Generation "Y

12. Generational Issues

    a. Value formation periods

    b. Value Systems

    c. First, second, third generation differences

13.   Lifestyles– With the increasing visibility of gender minorities such as lesbian, gay, bisexual, trans gender, there are increasing workplace issues, from simply not understanding gender differences, to being morally opposed to them. Sexual orientation can create blocks to productive team interactions.

14.   Gender

   a.   Differences

      (1)   Men

         (2)   Women

   b.   Gender Needs

         (1)   Male

      (2)   Female

   c.   Relationships

                  (1   )
                  Male

      (2)   Female

         15.   Education and Training

            a.   Educated on diversity

   b.   Capitalize on the available resources

   c.   Fluency in the language

d.   Capitalize on opportunities to interrelate with cultural groups

e.   Being knowledgeable about your own diversity

16.   Sworn versus non-sworn

a.   Political realities of working within a quasi-military organization

b.   Working in a predominant male-sworn environment

c.   Negative consequences of division of groups

d.   Positive outcomes when there is no division of groups

c.   Action steps if negative interactions occur

E.   Critical Incident Management

1.   Responding to threats and actual incidents of workplace violence

a.   Single Exposure– A single incident can be sufficient to "push" a normally functioning employee into a state of distress.

2.   Employer Responsibilities

a.   As a supervisor, you are obligated to look out for your employee's health in relation to job duties and exposure to traumatic stimuli/stressors

b.   Being aware of these stressors and your employee's response/s to them will make your job easier.

c.   There is also the potential nexus of injury and employer responsibility for injury, which can lead to worker's compensation

3.   Symptoms Associated with Exposure to Traumatic Stressors

a.   Intense fear, helplessness, or horror

b.   Persistent avoidance of stimuli associated with the trauma and numbing of general responsiveness

c.   Persistent symptoms of increased arousal

4.   Work Performance Implications

a.   Reduced efficiency

b.   Increased absenteeism

c.   Avoidance of work

d.   Long-term illnesses

e.   Substance abuse

5.   Preventative measures

a.   Provide training on critical incidents and dealing with them in the course of the employee's job responsibilities

b.   Provide immediate assistance following exposure to a potentially traumatic event

c.   Remember – What your employee may find distressing may not be so for you, but your job is to take care of the employee

d.   Familiar with policies and procedures

6.   Short-Term Interventions

a.   Critical Incident Defusing

(1)   Provided post-crisis (usually within 12 hours)

(2)   Symptom driven

(3) Provides-- Symptom mitigation, possible closure, Triage

(4)   Conduct in small groups

b.   Critical Incident Stress Debriefings

(1)   Post-crisis (one to ten days)

(2)   Usually symptom driven, but can be event driven

(3)   Provides-symptom mitigation, facilitate psychological closure, triage

7.   Short to Longer Term Interventions

a.   Crisis and longer term treatment

b.   Goal is to face fears, vulnerability, helplessness, etc.

c.   Systematic desensitization

d.   Cognitive re-framing

8.   Interventions by Supervisors

a.   Don't' be afraid to ask how they are doing

b.   Share your experiences (both negative and positive)

c.   Check-in with co-workers and colleagues

d.   Make your interventions timely

e.   Check-in periodically after the event, and after treatment has been provided or is in process

f.   Watch for non-verbal cues of distress

g.   Short-term expenditures will payoff in the long term.

h.   You will buy goodwill from your employees by showing them you care

4.0 LEADERSHIP SKILLS

Learning Goal: The student will understand personal and organizational values and the supervisor's role in influencing individual behavior through ethical decision making.

A.   Problem Solving and Decision Making

    1.   Identifying the problem

          a .   Distinguish between a routine vs. non-routine problem

    2.   Problem Solving Process

        a.   Gather information–collect and analyze data

           (1)   Look for the root of the problem

           (2)   Check for more than one problem

           (3)   Be specific and objective

           (4)   Obtain input from others

        b.   List possible solutions–identify alternatives

           (1)   Ask for input from those people who will be directly affected

           (2)   Ask a lot of questions

           (3)   Brainstorm for as many solutions as possible

           (4)   Draw on previous experience

c. Select an option and implement it – select a course of action

   (1) Consider the consequences

   (2) Test the option

   (3) Observe how the solution is being carried out

   (4) Document everything that is associated with the solution

d. Follow up and encourage feedback–accountability and measurement systems

   (1) Determine the effectiveness of the solution

   (2) Measure the actual result against the anticipated one

   (3) Evaluate any need for adjustments

   (4) Listen to suggestions about or objections to the solution

   (5) Answer any questions

   (6) Evaluate comments with a perspective of future solutions

   (7) Correct a less than desirable outcome quickly

   (8) Develop plans for correction when outcomes are less than desirable

3. Creative Problem Solving

   a. Influences on creativity

  (1) Intelligence

  (2) Imagination

  (3) Experience

  (4) Environment

 b. Benefits of creativity

  (1) Higher quality solutions

  (2) Profitable innovations

  (3) Increased productivity by revitalizing motivation

  (4) Increased enthusiasm for the work performed

  (5) Upgraded personal skills

  (6) Improved team performance

 c. How to encourage creativity

  (1) Support your people

  (2) Establish a work environment conducive to creativity

  (3) Establish goals and standards

  (4) Develop employees' natural tendencies toward creativity

B. Leadership

 1. Define Terms

a. Lead

b. Guide

c. Manage

d. Direct

e. Command

2. Specific Tasks of a leader

a. Give Direction

b. Directorship

c. Administration

d. Supervision

e. Regulation

f. Control operation

g. Influence

h. Initiative

I. Governorship

j. Running

3. End Results

a. To lead toward goals, mission, or results

b. Of the act or instance of guiding

c. Have the capacity to lead others

4. Traits and Characteristics

a. Traits

b. Characteristics

c. Unwanted values, traits, skills

5. Intrinsic nature of leadership

6. Competing qualities–complexity of a leader

7. Rules of Leadership

8. Contrast leadership versus managing

9. Assertive Leadership

a. Definition

b. Proactive versus reactive

d. Building self-esteem

c. Knowing how to listen

d. Leading while being a risk taker

e. Knowing how to say no

f. Knowing how to give constructive feedback

g. Handling criticism

h. Knowing how to express and receive positive feedback

i. Knowing what you want

10. Empowering Employees–To give power to, authorize, to enable, or permit. Empowerment is perceived as losing control, but it is really transforming into self-control by removing barriers, becoming a source of help and support.

a   Build trust–critical component

b.   Let go of your ego

          c.   Become humble

d.   Encourage self assessment

e.   Give appropriate tools for development

f.   Create opportunities

g.   Allow for decision making

h.   Encourage risk taking

i.   Establish expectations and boundaries

j.   Promote active employee involvement

11.   Motivating–To provide with, affect, incite

a   Theories

(1)   Abraham Maslow, "The Hierarchy of Needs"

(2) Douglas McGregor, "The Human Side of Enterprise"

(3)   Frederick Hertzberg, "The Motivation-Hygiene"

b.   Basic needs

(1)   Achievement

(2)   Affiliation

(3)   Power

c.   Three Types

(1)   External–people do what they are *told* to do

(2)   Social pressure–societal expectations

(3)   Self-motivation–take action on their *own*, because they *want* to

d.   Factors that break morale

(1)   Causes

(2)   Remedies

e.   How to motivate your subordinates

(1)   Be tough, but not disliked

(2)   Be "people-conscious"

(3)   Avoid deadly "de-motivators

12.   Delegating

a.   Psychological aspects

b.   Overcoming the disadvantages

c.   Steps to successful delegation

d.   When to ask for help

e.   Basic delegation

f.   Identify when and how to delegate

g.   How to prepare to

h.   Getting cooperation

13.   Team building--A group of people working together in a coordinated effort that has coherence, unity, effectiveness, and shared goals.

a.   Characteristics of teams

b.   Types of teams

c.   Desirable qualities

d.   Essential components

e.   Evaluating Team Performance

C.   Strategic Planning--A disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it.

1.   When not to engage in strategic planning

a.   When the roof of the organization has fallen in (literally or figuratively)

b.   When the organization lacks the skills, resources, or commitment by key decision makers to produce a good plan

2.   Identifying strategic issues

3.   Ten-step strategy planning process

a. Initiate and agree upon a strategic planning process

b. Identify organizational mandates

c. Clarify an organizational mission and values

d. Assess the organization's readiness to identify strengths and weakness

e. Identify the strategic issues facing the organization

f. Formulate strategies to manage these issues

g. Review and adopt the strategic plan

h. Establish an effective organizational vision

i. Develop effective

implementation process

        j.   Reassess strategies and planning processes

4.   The learning organization–we learn many things about change within systems

        a.   Today's problems come from yesterday's solutions

        b.   The easy way out usually leads back in

        c.   The cure can be worse than the disease

        d.   Faster is slower

5.   Knowledge vs. power and power vs. change

6.   The role of leadership

        a.   A sponsor – resources, action, inclusive input, power

        b.   A Champion – organize,

drive, attention to process

    c.   A Facilitator– understand the process, tailor, delegates responsibilities, cheerleader

7.   Establishing a vision for the group (goals and objectives)

    a.   Organizational

        b.   Division

    c.   Bureau/station/Unit

8.   Change management

    a.   Organizational

    b.   Purpose and function of law enforcement

    c.   Societal impact

9.   Community outreach/needs assessment

    a.   Impact

    b.   Contributions

    c.   Public relations

    d.   Political realities

D.   Ethics

1.   Definition of common terms

a.   Values

b.   Ethics

c.   Principles

d.   Integrity

e.   Standards

f.   Honesty

g.   Morals

h.   Courage

I.   Civility

2.   Identification of Core Values

a.   Personal, Organizational, and Professional

(1   )
Types

(2)   Responsibility and Accountability

(3)   Measurement of quality control/feedback

(4)   Development

(5   )
Ways values are communicate

(6) Communicated by

3. Systems of ethical dilemmas

    a. Consequence-based ethics

    b. Duty-based ethics

    c. Value-based ethics or Value-based leadership

    d. Situational-based ethics

4. Methods to solve ethical issues

    a. Analyze ethical issues to make more informed ethical decisions

    b. Rationalization

    c. Logical conclusions

    d. Just doing the right thing

5. Employee Integrity within an organization

    a. Understanding values and standards

    b. Knowledgeable and versed in established values and standards

    c. Exhibit established values and standards

d.   Expected outcomes and results

e.   Maintaining objectivity when working with people who have opposing or conflicting values

d.   Following through on belief systems

6.   Supervisory Integrity

a.   Recognize changes in values after becoming a supervisor

b.   Following/enforcing policies and procedures–no double standards

c.   Organizational obligations and responsibilities

c.   Modeling acceptable behavior

d.   Why honesty is the best policy

e.   Use of power and authority

f.   Problems when dealing with ethical issues dilemmas

7.   Organizational Integrity

a.   Ethical and social responsibility

b.   Duties and responsibilities

INSTRUCTIONAL ACTIVITIES

Part I Problem Solving and Decision Making. The student will participate in an instructional activity that will outline the analytical process, action plans, and implementation process.

- Identify short, medium, and long term problems and solutions
- Contributory factors to problem-solving
- Develop a solution-oriented approach

Part II Ethics. The student will participate in an instructional activity that will reinforce the student's understanding of the importance of the ethical responsibility. The activity should provide the student with an opportunity to examine their personal values and ethics.

- Confront alternative value systems
- Explore ethical differences
- Confront moral dilemmas

5.0 TECHNICAL COMPETENCIES

Learning Goal: The student will understand the analytical process, communication of policy, budget process, and political realities.

A.   Administrative Support

1.   Introduction

2.   Budget

    a.   Definition

    b   Review budget process

        (1)   Budget Development

        (2)   Budget Monitoring

        (3)   Funding Critical Needs

    c.   Review revenue and salary savings and its effect on budget allocations

    d.   Discuss process to increase budget

    e.   Categories

        (1)   Fixed Assets

        (2)   Other Charges

        (3)   Gross Appropriation

        (4)   Revenue

        (5)   Net County Cost

        (6)   Services and Supples

        (7)   Salaries and Employee Benefits

    f   .
    Budget
    allocations

3. Written communication

a. Purpose – to get your message across to others

(1) Inform

(2) Train

(3) Direct

b. Audience

(1) Level of authority

(2) Level of experience

c. Types

(1) Letters

(2) Interoffice Correspondence

(3) Briefings

(4) E-mails

(5) Hand written notes

(6) Bulletins

(7) Announcements

(8)   Directives

(9)
Policy,
procedures,
regulations

d.   Method to convey messages

e   Typical Problems

(1)   Too lengthy, disorganized, or contains errors

(2)   Use of poor language

(3)   Too much information too fast

f.   Engage your reader

(1)   Write plainly

(2)   Keys to keep interest

(3)   Use a question and answer format

(4)   Use "you" and other pronouns to speak directly to the reader

(5)   Use the active voice

(6)   Use the appropriate tone

g.   Other Techniques

(1)   Write Clearly

(2)   Write in a visually appealing style

(3)   Write with necessary caution

(4)   Letter writing hints

(5)   Importance of careful proofing

(6)   Using email to write messages

4.   Competed Staff Work

a.   Definition – To render the most and best assistance, recommendations should be complete enough to make possible, a simple positive or negative response. Staff work is an advisory task.

b.   Examples of staff work

(1)   Intelligence gathering

(2)   Legal, financial advice

(3)   Logistics

(4)   Technical advice

c.   The Goal of Staff Work is NOT to

(1)   Advise your boss on what he ought to do, unless asked

(2)   Ask what you ought to do

d.   The Goal of Staff Work IS to

(1)   Study

(2)   Write

(3)   Restudy

(4)   Rewrite until you have evolved the proposed action plan

(5)   Two-part task–find out what the boss wants and supply solutions, not p r o b l e m s

5.   Delivery of Policies and Procedures

a.   Introduction -- You are the subordinate's link to the organization. The chain of command goes two ways, keeps subordinates informed about what is going on and conveys their concerns/problems to upper management.

(1)   Responsibility

(2)   Results

(3)   Conveying the message

(4)   Expectations

b. Will the policy be?

(1) Popular

(2) Unpopular

(3) Personal bias

c. Communication Strategies

(1) Determine the best method of delivery

(2) Communicate openly about the situation resulting in the new policy/procedure

(3) Remind people of the fundamentals

(4) Ensure that you are visible, accessible, and interactive

(5) Over-communicate during any transitions or changes

(6) Ensure that employees feel their opinions and voice are valued and heard

(7) Care should be taken that no policy or procedure is created that cannot be easily explained, effectively implemented, or reasonably enforced.

6. Political Savvy and Realities–The key to successful career is to maintain a good reputation and maintain your integrity while building relationships.

a. Definition--Organizational politics are informal, unofficial, and sometimes behind-the scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives.

(1) This practical definition is neither inherently good nor bad. Two conditions determine whether organizational politics become constructive or destructive

(a)   Whether the targeted objectives are for the company's interest or only self-interests, and

(b)   Whether the influence efforts used to achieve those objectives have integrity or not.

b.   Benefits

(1)   Political savvy and skill can help ethical, competent people sell ideas and influence others for the good of organizations.

(2)   If you determine politics in a narrow, negative way, you may overlook the value of political awareness and skill.

(3)   If political astuteness is combined with the right values, it can be a win-win situation for you, your team, and your organization.

(4)   Political savvy individuals build relationships and are comfortable working in informal organization as well as the formal hierarchy.

c.   Goals

(1)   Use your political relationships for the good of the organization, not for your own benefit.

(2)   Operate ethically, your word is your bond, more people count on you

d.   Political Styles

(1)   Power of Ideas Style

(2)   Power of Person Style

e.   Re-frame politics and power

1)   View the same stimulus or event through a different lens

2)   Sense where official and unofficial power resides

f.   Political dangers

7.   Personnel Resource Management

a.   Definition--Recruiting and hiring of qualified people and continues with directing and encouraging their growth as they encounter problems and tensions that arise in working toward established goals.

b.   Employees are the **most** valuable resource

c.   Supervisor's responsibilities

(1)   Counsel employees

(2)   Deal with disciplinary problems

(3)   Provide periodic reviews of performance

(4)   Assist in advancement

(5)   Employee development through training

d.   Employee performance less than acceptable or an optimal manner

(1)   Has the employee been properly trained?

(2)   Proper classification for job assignment

(3)   Transfer to assist the employee to succeed

e.   Career Development

(1)   Continuing development

(2)   Ensure a productive workforce

(3)   Help promote

f.   Items-positions

(1)   Classification

(a)   Legal basis

(b)   Terms

(2)   Duty statements and organizational charts

(a)   Writing a quality duty statement

(b)   Duty Statement – example

(c)   An Organizational chart defined

(d)   Using action verbs

8.   Time Management

    a.   Implementation difficulties

        (1)   Time management does not come naturally

        (2)   Time management is not taught early in life

        (3)   Introduction of techniques requires changes

        (4)   Need to change other's behavior

        (5)   Takes continuous effort

    b.   Time management **is not**

        (1)   Becoming an efficiency expert

        (2)   Wasting other people's time to save your time

        (3)   Become a clock watcher to save every second

        (4)   Becoming an inflexible, super-organized impersonal person, preoccupied with accomplishment of tasks

    c.   Time management **is**

        (1)   Putting yourself in control of your job and your personal life

        (2)   Puts to use the important commodity– time

    g.   What will you do with your extra time?

        (1)   Increase leisure time

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(2)   Decide how much of the "saved" time you will use for other tasks

(3)   Aligning your extra time by charting activities

h.   Essential elements of a good time manager

(1)   Management by objectives

(2)   Management by exception

(3)   Think smarter, not harder

(4)   Become sensitive to the environment

(5)   Eliminate bottlenecks

(6)   Don't' procrastinate

9.   Planning and Organizing

a.   Planning involves decisions about the future activities of an organization, such as who will carry out a project, when it will be done, and how it will be accomplished.

b.   It is a process of interrelated steps that focus on the future

(1)   Identify the problem

(2)   Set goals

(3)   Determine objectives

(4)   Identify evaluation criteria

(5)   Identify alternative proposals

(6)   Select alternatives to be used

(7)   Estimate cost and effectiveness of each alternative

---

c.	The process of planning is a process for developing predetermined course of action which offer the greatest potential for obtaining desired goals.

(1)	Discovering the problem

(2)	Isolation and clarification of the problem

(3)	Collection and analysis of pertinent data and opinions

(4)	Identification and evaluation of alternative courses of action

(5)	The selection of the most appropriate alternative.

d.	Organizing is the process of identifying and grouping the work to be done

(a)	Define and delegate responsibility and authority. Authority must be commensurate with responsibility

(b)	Establish working relationships to achieve objectives

(c)	Follow up

(d)	Re-evaluate action plans

10.	Project Management--Real project management is a balance between planning and execution.

a.	Accurate time estimation– an essential skill, drives the setting of deadlines for delivery of projects, and assesses your reliability.

b.   Action plans

    (1)   Sufficient to coordinate and implement simple projects

    (2)   Explain and negotiate plans with team members

    (3)   Communicate value and importance – input/buy-in

    (4)   Clarify project description and tasks

c.   Control points and deliverables to monitor progress

    (1)   Prioritize your workload

    (2)   Create clear action plans

    (3)   Estimate the task time

    (4)   Identify staff (internal/external; intra/interdepartmental)

    (5)   Schedule tasks

    (6)   Update and monitor progress

d.   Four phrases of a project

    (1)   Initiation

    (2)   Planning

    (3)   Execution

    (4)   Close out

B.   Training

    1.   Introduction–It is the supervisor's responsibility to maintain a level of proficiency with the aid of a training plan. The training plan should include those seminars, workshops,

and courses that are mandatory, statutory, essential, and desirable.

2. Definition--The definition of training is to instruct so as to make proficient or qualified.

3. Purpose – The purpose of training and education is to

   a. maintain a consistent, qualified, productive workforce

   b. maximize the utilization of human resources

   c. impart vital communication uniformly

   d. maintain an optimum level of proficiency

4. Goals – Improve service, increase effectiveness, career developments

5. Design–The courses, programs, seminars, and workshops should be designed to increase knowledge, improve skills, and change attitudes, for present job improvement and for development in the future.

6. Phases of a Training Plan

   a. Phase 1–Job Study– Introduction–It is a task analysis, job description, and a job design which describe the first phase of training development. The job study outlines specific behaviors and skills.

      (1) Job Analysis

      (2) Describing a

Job

   (3) Job Design and Job Aids

  b. Phase 2 – Training Objectives

   (1) Describe the knowledge and skill that a student must acquire in order to be effective on the job.

   (2) Behavioral objectives, using action verbs, and describes both a situation and the student's response to that situation.

  c. Phase 3 – Criterion Measures – Criterion measures are the quality standards of the training development system. They are the measures of the input and output of the system. They provide an objective way of observing the student before and after training.

     (1) Input criterion

  (2) Output criterion

    d. Phase 4 – Instructional Procedures – The design of instructional strategies.

     (1) Feedback

  (2) Demonstration, Imitation and Modeling

     (3) Meaningfulne of Material

  (4) Discrimination, Generalizations and Chains

e. Phase 5 – Tryout and Revision Cycles– provides a systematic procedure for improving training. Phase 5 may discover new ways of doing a job which would change Phase 1, 2, 3 and 4.

7. Types of training formats

a. On-the-Job

b. Classroom

c. Seminar

d. Programmed instruction

8. Priorities and Types of Training--statutory, mandatory, critical, proficiency

C. Supervisor's roles and responsibilities

1. Definition – A supervisor is one who plans, organizes, motivates, coordinates, staffs, leads, and controls the work of others.

2. Role identification

a. Trainer

b. Counselor

c. Disciplinarian

d. Planner

e. Facilitator

3. Functions

a. Organizes

b. Motivates

c. Controls

d. Plans

e. Staffing

f. Coordinates

g Leads

4. Performance Principles

a. Humor in the workplace

b. Common goals plus a common cause equals greater success

c. Cooperation must be earned, not demanded

d. Face up to your strengths as well as your weaknesses

e. You have part of every quality necessary for success

f. All resources are not obvious; great supervisors find and develop available talent

5. Performance Standards

a. Must have a clear understanding of the role and responsibilities

b. Must be responsible for the work and conduct of subordinates

c. Must provide subordinates with clear and concise direction

d. Must arrange for training, refresher, or follow-up training

e. Must provide subordinates with periodic updates on performance

f. Must communicate professionally

g. Must not tolerate unacceptable behavior

h. Must exercise authority with firmness

and impartiality

        I.   Must keep personal attitudes must not influence decisions

        j.   Must keep confidential communications, confidential

        k.   Must be confident and knowledgeable

l.   Must be cognizant of the needs and performance of subordinates

6.   Performance Expectations

    a.   Organizational

    b.   Superiors

    c.   Peers

    d.   Subordinates

    e.   Self

7.   Transition from staff to supervisor

    a.   "How I did it'

        b.   Supervising versus doing the task

        c.   How to supervise friends and acquaintances

        d.   Self-development

e. Transition management

8. Common reasons supervisors fail, pitfalls to avoid

a. Poor delegation

b. Continuing to be a "buddy"

c. Wrong use of authority

d. Being a poor role model

e. Don't want to be a supervisor

9. Traits and characteristics of a successful supervisor

a. Personal and professional integrity

b. Positive role model

c. Team builder

d. Job skills and knowledge

e. Positive, can-do Attitude

f. Ability to communicate

g. Superior skill in dealing with people

h. Self-confidence and self-esteem

l. Tolerance for ambiguity, frustration, and pressure

j. Innovativeness and ingenuity rather than conformity

k. Physical, mental, and emotional health

10. Personal growth

    a. Management education and training

    b. Diversity of experience

    c. Community involvement

    d. Awareness of organizational issues affecting the workplace

    e. Broad analytical interests

11. Positive approaches to successful self-development

    a. Develop and foster high morale, enthusiasm, and esprit de corps

    b. Treat everyone equally

    c. Accept the diversity of your team

    d. Acknowledge the differences and deal accordingly

    e. Use common courtesy

    f. Look for the best qualities

    g. Help improve worst qualities

6.0 TEST/EVALUATION