

Dispatch Leadership
Expanded Course Outline
San Bernardino County Sheriff's Department

I. Introductions and Expectations

A. Introductions

1. Students
2. Facilitator

B. Expectations

1. What do the students expect to get out of the class
2. What do you expect to impart to the class
3. The exercise simulates the experience of dispatchers as they act as gatekeepers during real world conditions in the communications center

II. Leadership Defined

A. Learning Activity & Student Assessment #1 – Leadership

1. Students will be separated into groups of 4-6 and each group will evaluate the case study from a different perspective represented in the study.
2. Students will address how the lens in which they viewed the study impacted their perspective related to the event.
3. Students will explain why it is important we understand the various views.
4. Students will identify the potential for miscommunication by not analyzing events from various perspectives.
5. Each group will teach back to the class their discoveries from analyzing and evaluating the case study.

B. Practice of influencing people while using ethical values and goals.
(POST)

1. Characteristics
 - a. Distinctive
 - b. Variable
 - c. Exhibited by individuals and groups
2. Skills
 - a. Ability to do something well
 - b. Through experience or training
3. Values

III. Values

- A. Individual definition of terms
 - 1. Principles
 - 2. Standards of behavior
 - 3. Judgment
 - 4. What is important in life
- B. Organizational definition of terms
 - 1. System beliefs
 - 2. Guides behavior of employees
 - 3. Raison d'être – highest purpose
- C. Explicit
 - 1. Enforcement of the law
 - 2. Community involvement
 - 3. Respond to calls for service
 - 4. Maintain public order
 - 5. Crime control
- D. Implicit
 - 1. How employees carry out explicit values
 - 2. Conflict between implicit values and explicit
- E. Values System Organizational
 - 1. Actions
 - 2. Perception
 - a. Influence additional actions
 - b. Satisfaction or dissatisfaction
 - 1) Justice or injustice
- F. Values System Individual
 - 1. Actions
 - 2. Perception
 - a. Deputy or caller
 - b. Action or inaction
- G. Learning Activity & Student Assessment #2 – Value Systems
 - 1. Students working in groups of 4-6 will view and compare two case students which demonstrate organizational and individual value systems.
 - 2. Students will identify and evaluate organizational value systems demonstrated in each case.

3. Students will identify and evaluate individual value systems demonstrated in each case.
4. Students will analyze the actions taken in each case and compare the results.
5. Students will create alternative solutions for each case.
6. Students will teach back the values demonstrated, actions taken, and the solutions identified for each case.

IV. Ethics

A. Definition

1. Moral principles that govern a person's or group's behavior
2. An area of study that deals with ideas about what is good and bad behavior
3. A branch of philosophy dealing with what is morally right or wrong (Merriam-Webster)

B. Personal

1. Individual beliefs of morality
2. What is right and wrong
3. Come from outside organizations or governments
4. Affect all areas of life

C. Organizational

1. Set of guiding principles
2. Affect programs
3. Policies
4. Decisions for the organization

D. Learning Activity and Student Assessment #3 – Ethical Dilemma

1. Students working in groups of 4-6 will evaluate the law enforcement scenario statements that have competing personal and organizational interests which create an ethical dilemma.
2. Each group will articulate the ethical implications of their statement from the two perspectives; individual and organizational.
3. Students will analyze whether the statement coexists or conflicts with department policy, current practice, or law.

V. Conflict Resolution

A. Definition

1. Resolution of a disagreement
2. Disagreement may be

- a. Personal
- b. Financial
- c. Political
- d. Emotional
- 3. Awareness/Mindfulness
- 4. Individual
- 5. Organizational
- B. Alternate Mechanisms
 - 1. Policy forms
 - 2. Empowerment of employee
 - 3. Empowerment of policy maker
- C. Internal
 - 1. Influence over policy
 - 2. Internal mechanisms
- D. External
 - 1. Influence over policy
 - 2. External mechanisms
- E. Learning Activity and Student Assessment #4 – Conflict Resolution
 - 1. Students will individually record words as related to a conflict resolution concept.
 - 2. Students, working in groups of four, will compare and contrast their word choices and use concepts of ethics, values, and leadership principles in validating their choices.
 - 3. The groups of four will form a group of eight and compare and contrast their word choices and use concepts of ethics, values, and leadership principles in validating their choices.
 - 4. .
 - 5. The groups of eight will compare and contrast their word choices and use concepts of ethics, values, and leadership principles in validating their choices and select four words that best articulate their position.
 - 6. Each group of 8 will teach back their selection and articulate their word choices using concepts of ethics, values, and leadership principles in validating their choices.

VI. Difficult Conversations

- A. Considerations
 - 1. Discipline

2. Non-discipline
 3. What is the issue?
 - a. Clarity of parameters
 - b. Clarity of solutions
 - c. Employee buy-in
- B. Expectations & Performance Measures
1. Policy and procedures
 2. Standard Employee Guidelines
 3. Job Description
 4. Quality assurance
- C. Resources
1. Training
 2. Human Resources
 3. Employee Assistance
 4. Disciplinary Process.

X. Certificates and Course Evaluation