

Civilian Supervisor Course Expanded Course Outline

Module 1: Course Administration and Introduction

I. Challenges of Leaders Today

Activity: Students will participate in an activity that requires them to identify the challenges of leaders today.

II. Course Administration and Introduction

A. Administration

1. POST Roster
2. Networking Roster
3. Facilities, security, parking, emergencies, and safety plan
4. Course goals and overview

B. Introductions

1. Instructor
2. Attendees
3. Student journals

Module 2: Transitioning to Supervisor

II. Transitioning to Supervisor

A. The New Role

1. Supervision can only be understood by those who do it
2. Your role has now changed in perspective, responsibility, and workload
3. Promotion within the ranks, versus promoted/hired from outside the ranks

Activity: Students will participate in an activity that allows students to learn from each other when sharing the difficulties of transitioning to supervision.

B. The Need to Change Your Thinking

1. You are now the organization and your freedom to openly criticize it is gone
2. Not only has your role changed, but your responsibilities have changed too
3. You must begin thinking in terms of what you can do for the organization
4. You now set the example

C. Your Part in Achieving Organizational Goals

1. Learn how your duties correlate with other organizational functions
2. Old words will have new meanings

3. Viewing subordinates differently
- D. Duty to Supervise
 1. Impact on operations and morale
 2. Standards of supervision

Module 3: Leadership and Ethics

III. Leadership and Ethics

Activity: Students will complete an assessment of their leadership style.

A. Concepts and Theories of Leadership

Activity: Students will align themselves with a leadership theory.

1. “Great Man” Theory assumes the capacity for leadership is inherent and often portrays great leaders as heroic, mythic, and destined to rise to leadership
 2. Behavioral Theory assumes that great leaders are born, not made and focuses on the actions of leaders, not on mental qualities or internal states
 3. Trait Theory assumes that people inherit certain qualities and traits that make them better suited to leadership, including a particular personality or behavioral characteristics shared by leaders
 4. Contingency Theory takes a broader view and focuses on particular variables related to the environment, the leader’s preferred style, the followers’ behavior, and other situation factors
 5. Participative Theory assumes the ideal leadership style is one that takes the input of others into account, encouraging participation and contributions, making members feel more relevant and committed to the decision-making process
 6. Management (or Transactional) Theory focuses on the role of supervision, the organization, and performance based on a system of rewards and punishments
 7. Relationship (or Transformational) Theory focuses on the connections formed between leaders and followers by motivating and inspiring people to see the importance and higher good
 8. Situational Theory assumes there is no best style of leadership and it is task-relevant; that leaders choose the best course of action based on situational variables such as the task, the employee commitment, and the employee’s ability
- B. Leadership Qualities and Values**
1. Character traits associated with effective leadership
 2. Skills associated with effective leadership
 3. Values associated with effective leadership
 4. Knowledge associated with effective leadership
 5. Live the values of the organization
- C. Importance of Leadership in the Supervisory Role**

1. Benefits of leadership to the team
 2. Consequences of a lack of leadership
- D. Essential Tasks of a Leader
1. Model the way
Activity: Students will follow the instructor in an activity that demonstrates the importance of correct modeling.
 2. Inspire the shared vision
 3. Challenge the process
 4. Enable others to act
 5. Encourage the heart
 6. Self-leadership
- E. Ethics
- Activity: In table groups, students will analyze various ethical problems and generate possible solutions.*
1. Ethics terminology
 2. Ethics and principled policing
 3. Ethical situations
 4. Types of ethical dilemmas
 5. Rationalizations

Module 4: Characteristics of an Effective Supervisor

IV. Characteristics of an Effective Supervisor

- A. Distinguishing Qualities and Characteristics
- Activity: Students will participate in a group activity to identify the competencies of effective supervision.*
1. Positive habitual patterns of behavior, temperament and emotion
 2. Skills are the learned capacity to carry out specific tasks
 3. Competencies or the talents to do things
 4. Comprehensive knowledge and understanding of your job
 5. Values the employees
- B. Relationship Management
- Activity: Students will participate in an activity that demonstrates supervision is not about the individual supervisor.*
1. A strategy in which a continuous level of engagement is maintained between an organization and its employees

2. Main components of relationship management
3. Relational intelligence
4. Ways to solidify relationship management

C. Other Traits

1. Effective communication skills
2. Self-esteem

Activity: Students will participate in an activity designed to force them to reflect and identify their skills while comparing them to a class-generated list.

3. Knowledgeable
4. Adaptable
5. Is a coach and mentor
6. Disciplined
7. Feedback and incentives
8. Willing to be an example
9. Approachable
10. Considerate
11. Positive attitude

Module 5: Power, Authority, and Motivation

V. Power, Authority, and Motivation

- A. Power and Authority
 1. Types of power
 2. Power can be held by informal leaders
- B. Motivating Employees Through Leadership
 1. Common motivators
 2. Motivating strategies
 3. Influencing employees
 4. Motivating versus inspiring

Module 6: Situational Leadership and Critical Thinking

VI. Situational Leadership and Critical Thinking

- A. Situational Leadership
 1. Situational leadership styles

Activity: Students will participate in an activity designed to demonstrate how they would apply a situation leadership style to getting a task accomplished.

B. Critical Thinking

Activity: Students will participate in an activity that demonstrates how critical thinking differs and offers different viewpoints, which are not necessarily wrong.

1. What is critical thinking
2. Descriptors of critical thinking
3. Critical thinking requires six cognitive skills
4. It also requires a “critical spirit”
5. Critical thinking can be learned
6. When done right, critical thinking will break down arguments

Module 7: Emotional Intelligence, Problem Solving, and Decision Making

VII. Emotional Intelligence, Problem Solving, and Decision Making

A. Emotional Intelligence

Activity: Students will complete a self-assessment of emotional intelligence.

1. Understand your personality and how it interfaces with others
2. Management of emotional intelligence
3. Other ways to manage emotional intelligence
4. Benefits of emotional intelligence in conflict situations

B. Problem Solving

Activity: Students will complete a scenario requiring problem solving.

1. Problem solving styles
2. Solving general problems
3. Dealing with exigent problems

Activity: Students will individually select an exigent problem specific to their workplace and determine a solution.

4. Deal with all problems in a timely manner

C. Decision Making

1. Decision-making styles
2. Decision-making models

Activity: In a group setting, students will use a decision-making model to resolve a specific scenario.

3. There are other models, these are the most prominent
4. Sometimes the decision making process requires immediate action with little or no thought behind it

Module 8: Legal Issues (8 hours)

VIII. Legal Issues

A. Understanding Risk Management

1. Risk frequency matrix

Activity: Students will analyze daily job tasks completed by employees and place them in the appropriate areas of the risk frequency matrix.

2. Proactive vs. reactive
3. How to make things go right

Activity: Students will work to solve liability problems in a limited amount of time.

B. Types of Liability

Activity: In table groups, students will be assigned various liabilities to research and teach key elements back to the class.

1. Failure to train
2. Deliberate indifference
3. Vicarious liability
4. Negligent retention
5. Negligent supervision
6. Other areas of liability

C. Basic Overview of Equal Employment Opportunities (EEO) Statutes

1. Four basic theories of discrimination
2. Specific types of discrimination
3. Hostile work environment

Activity: Students will review scenarios to ensure understanding of various legal issues.

D. Other Legal Matters

Activity: In groups, students will research relevant legal issues and teach key elements back to the class.

1. Family Medical Leave Act (FMLA)
2. Public Records Act
3. Retention policies
4. Confidentiality
5. Mandated Reporter Law
6. Memorandums of Understanding (MOU)
7. California Labor Code

D. Investigating Complaints

1. All complaints need to be investigated
 2. Steps to a successful investigation
- E. Lybarger Rights
1. *Lybarger v. City of Los Angeles* 40 Cal. 3d 822 (1985)
- F. Building a Respectful Work Environment
1. Understanding diversity means that each individual is unique and different
 2. Being accountable

Module 9: Generational Differences (4 hours)

IX. Generational Differences

A. Generational Classifications

Activity: Students will participate in an activity that provides a visual means of identifying generations in the workplace.

1. Traditionalist or silent generation 1925-1945
2. Baby Boomer 1946-1964
3. Gen X 1965-1979
4. Gen Y or Millennials 1980-1995
5. Gen Z 1996-2010
6. Gen Alpha 2011-2025

B. Defining Generations

1. Formative years
2. Each generation shares a common set of experiences
3. Adjust behaviors and build skills but don't radically change world views
4. Different perspectives on organizational issues

C. Current trends

Activity: In a group setting, students will identify generational trends in the workplace and determine whether or not the trend needs to be addressed by a supervisor.

1. Communication between generations
2. Email/Internet use in the workplace
3. Cell phone use

D. Strategies for Leading the Multi-Generational Workforce

Activity: Students will develop a strategy for addressing generational trends which have been identified.

1. Initiate conversations about generations to minimize judgmental behavior
2. Use socialization skills and discuss needs and preferences

3. Offer options/choices to meet the needs of individuals
 4. Personalize style, be flexible in communicating, and learn preferences
 5. Pursue different perspectives from multi-generational workforce to groupthink
 6. Create challenging work environments
 7. One size fits all rewards systems may not be effective
 8. Give timely feedback
 9. Provide autonomy where appropriate
 10. Establish and communicate paths to success
 11. Provide training and educational opportunity
- E. Principles for All Generations
1. Everyone wants respect
 2. Trust matters to all
 3. People want leaders who are trustworthy and credible
 4. Organizational politics is a problem for all generations
 5. Change can be threatening
 6. Loyalty depends on the context, not necessarily the generation
 7. Do the right thing and retention problems are minimized
 8. Everyone wants to learn
 9. Most followers want a coach
 10. Create meaningful work opportunities

Module 10: Communications and Conflict Management (4 hours)

X. Communications and Conflict Management

- A. Elements of Effective Communication
1. Verbal skills
 2. Listening skills
 3. Non-verbal cues
 4. Written communications
 5. Email etiquette
- B. Creating, Adapting, and Maintaining Relationships with Communications
1. Don't stand still
 2. Has to fit your personality
 3. Keep the lines of communications open
 4. Develop specific communication skills

5. Active listening skills
- C. Conflict Management
 1. Conflict management styles

Activity: Students will complete an assessment to determine their conflict management style.
 2. Recognize critical conversations
 3. Start with heart and stay focused
 4. Understand motives
 5. Restart your brain
 6. Use positive verbal communications skills

Activity: Students will participate in scenarios to practice conflict management.
 7. Recognizing employee behaviors

Activity: Students will identify methods of addressing inappropriate employee behaviors.
 8. Dealing with difficult employees

Module 11: Writing and Evaluations (6 hours)

XI. Writing and Evaluations

- A. Writing Skills
 1. Memorandums (memos)
 2. Emails
 3. Journaling
 4. Policies and procedures
 5. Manuals
 6. Reports
 7. Administrative reports
 8. Briefs
 9. Formal investigation report
 10. Grant writing
- B. Writing Techniques

Activity: Students will practice and critique their own writing skills

 1. Keep your writing clear, concise and simple
 2. Choose your words carefully
 3. Use active verbs and avoid passive voice
 4. Take a stand

5. Eliminate unnecessary words and redundant expressions
 6. Learn to write well
- C. Documenting Employee Performance and Behaviors
1. Purpose
 2. Evaluations
- Activity: Using a video case study, student will evaluate aspects of training for both the trainer and trainee.*
- Activity: Students will compare and contrast a poorly written evaluation with their own skills by rewriting the evaluation.*
- D. Performance Improvement Plans (PIPs)
1. A contract between employee and employer (supervisor) to target deficiencies with employee's performance and/or behaviors
 2. Time frames can be negotiable and determined by stated deficiencies (30, 60, 90 days)
- Activity: Using the earlier video case study, students will write a performance improvement plan.*
- E. Delivery
- Activity: Students will identify methods of preparing and delivering an evaluation.*
1. Use a setting conducive to discussion
 2. Understand non-verbal language
 3. Acknowledge the true purpose of a performance evaluation
 4. Practice two-way communications
 5. Avoid defensiveness

Module 12: Counseling Strategies and Discipline (2 hours)

XII. Counseling Strategies and Discipline

- A. Purpose of Counseling
1. Fact finding
 2. Personal support
 3. Performance issues
 4. Counseling variables

B. Counseling Skills

Activity: Students will participate in various counseling role plays.

1. Counseling is defined as advice, opinion, or instruction in directing the judgment or conduct of another and is meant to be corrective in nature
2. Approaches to counseling

3. When to counsel
 4. Effective counseling tips
 5. Common mistakes
 6. Counseling environment
 7. Practice makes perfect
- B. When Counseling Strategies Don't Work
1. Discipline is the next step
 2. Purpose of discipline
 3. Expectations
- C. Disciplinary Process
1. Continuum
 2. Disciplinary documentation
- E. Skelly Hearings
1. Derives its name from *Skelly v. State Personnel Board* (15 Cal. 3d 194) in 1975
 2. Purpose
 3. Attendees
 4. Due process prerequisites
 5. Refuting factual allegations in a Skelly hearing
 6. Mitigating the level of penalty
 7. Skelly hearing outcome
- F. Words of Wisdom
1. Don't be afraid to get help
 2. Consult with your supervisor and/or agency legal advisor
 3. Keep both updated throughout the process
 4. Adhere to the Peace Officer's Procedural Bill of Rights (POBR) when appropriate

Module 13: Concepts of Emergency Management (4 hours)

XIII. Concepts of Emergency Management

- A. Framework of Types of Incidents
1. Simple, short term
 2. Complex, long term
- B. Four Phases of Emergency Management
1. Mitigation
 2. Preparedness

3. Emergency response
4. Recovery
- C. Response phases
 1. Tactical
 2. Operational
 3. Remediation
- D. Understanding Command Systems
 1. Area Command
 2. First responders
 2. Incident Command System (ICS)
 3. Use of checklists
- E. Specific Planning
 1. The challenges
 2. Agency/Organizational planning
 3. Personal and family planning

Activity: Students will complete an activity that simulates packing a bag and what you should take.
- F. When It Happens To You...
 1. Bring control to the chaos
 2. Study and learn from previous events using After Action Reports (AARs)
 3. Supervisor responsibilities

Module 14: Stress Management and Critical Incident Stress (4 hours)

XIV. Stress Management and Critical Incident Stress

- A. Stress Response
 1. Stress is one of the top health hazards we face today
 2. It is impossible to go through life without the irritations that cause tension/stress
 3. Some people deal with stress better than others
 4. Stress affects everyone different
 5. People remember stress and relive it where animals don't
- B. Hardiness, Attitude, and Resilience
 1. Balanced commitment
 2. Control
 3. Challenge

4. Resilience
5. Resiliency model
- C. Typical Stressors
 1. Individual stressors
 2. Supervisory stressors
- D. Human Side of Critical Incidents
 1. Emotional aftershock following an event where one feels overwhelmed by his/her sense of vulnerability and/or lack of control over the situation
 2. Sources of critical incident stress
- E. Post-Traumatic Stress Disorder (PTSD)
 1. Signs of re-experiencing the event
 2. Signs of numbing behavior
- F. Suicide
 1. When behavioral and emotional stress cross the line
 2. This subject is always the “elephant in the room” that no one wants to see or talk about
 3. Suicide risk predictors
 4. Potential suicidal behaviors
 5. Steps to take
- G. Self Care

Activity: Students will participate individually, and then collectively as a group, to identify how stress affects everyone differently and the various ways to address stress.

 1. Feeling overwhelmed
 2. Techniques for managing stress
 3. Nutrition and health
 4. Work/Life balance
 5. Resources
 6. Advice following a critical incident (and can be passed on to employees)
- H. Employee Care

Activity: Students will complete an assessment of critical incident stress including when to act.

 1. Follow advice above
 2. Following a critical incident

Module 15: Followership for Organizational Effectiveness (4 hours)

XV. Followership for Organizational Effectiveness

- A. Role of Followers in a Leadership Process

1. Committing and working cooperatively with other followers and leaders to achieve shared goals by harmonizing individual roles and goals with the larger vision of the group
 2. People who know what to do without being told
 3. People who act with intelligence, independence, courage, and a strong sense of ethics
 4. Followership and leadership are two separate concepts, two separate roles
- B. Understanding Followership
1. Exemplary follower
 2. Followership styles
Activity: Students will complete a survey designed to identify followership styles.
 3. Leading versus following
Activity: Using student journals, student will assess their leading vs. followership abilities
- C. Communicating Up
1. Keep your supervisor informed with regular meetings
 2. Communicate your ideas
 3. Understand that work is solution-oriented
 4. Utilize completed staff work examples
 5. Do your homework and be prepared to defend and list your sources
 6. Confronting issues with your manager
Activity: In a group setting, students will identify the steps to followership.

Module 16: Employee and Workload Management (4 hours)

XVI. Employee and Workload Management

- A. Employee Management
1. Sick and injured employees
 2. Managing change
Activity: Students will participate in an activity that demonstrates the issues of change.
 3. Top reasons for resistance to change
 4. Common mistakes to avoid
- B. Staffing and Workload Management
1. Scheduling
 2. Scheduling the work
Activity: Students will create a work schedule.
 3. Managing overtime

Module 17: Organizational Skills (4 hours)

XVII. Organizational Skills

A. Organization and Maintenance

1. Files
2. Your workspace
3. Use calendars
4. Create a master “to do” list

B. Time Management

1. Time management is defined as identification of tasks that need to be accomplished within a given time period
2. Methods of time management

Activity: Students will participate in an activity designed to demonstrate a method for prioritizing work.

3. Staying informed with busy schedules

C. Planning Skills

1. Deciding the direction of your subordinates is one of your most important functions
2. Good planning is always better than correcting poor planning
3. Good planning will mean less time doing
4. Planning strategies
5. Know and fully understand your plan
6. Communicate your plan
7. Check in frequently

D. Project Management

1. Skills needed for project management
2. Before starting any project
3. **Projecting a timeline**
4. Monitoring the project progress
5. Completion of the project

E. Understand Technology

1. Defined as an organization of technological systems
2. Next generation technology
3. Public perception and capabilities
4. Senate Bill 178: Privacy: electronic communications: search warrant
5. IT Support
6. Policy and Procedures

7. Social Media

Activity: Students will participate in an activity that demonstrates the impact social media has on our society.

Module 18: Presentation and Facilitation Skills (4 hours)

XVIII. Presentation Skills

A. Presenting

1. Is defined as the purposeful imparting of information or skills to another individual or group of individuals
2. Identify the purpose of the presentation
3. Delivery methods
4. Resources available for preparation

B. Public Speaking

Activity: Student will participate in an activity that calls for impromptu public speaking.

1. Know your audience
2. Know your purpose
3. Preparing your speech
4. Practicing your speech
5. Present your speech
6. Putting butterflies into formation

C. Facilitation

Activity: Students will analyze the elements of facilitation and identify useful strategies for application.

1. Forming of a team is linked to two factors
2. Methods of facilitating groups
3. Cautions

D. Managing Meetings

1. Keep meetings on track
2. Keep meetings productive

Module 19: Developing Employees and Teams (2 hours)

XIX. Developing Employees and Teams

A. Employee Development

Activity: Students will participate in a group activity to identify the reasons for employee development and methods of doing so.

1. Career development

2. Support employee involvement in professional organizations
3. Personal resources for employees
- B. Employee Education and Training
 1. Formal training
 2. Informal training and education
 3. Agency training to meet mandates
 4. Promotional training

C. Team Development

Activity: Students will participate in a group activity that demonstrates team building.

1. Philosophy of a team
2. Leading teams
3. Five keys to teamwork

Module 20: Assertive Supervision (2 hours)

XX. Assertive Supervision

- A. Assertive Supervision Defined
1. An Interpersonal skill
 2. A skill necessary to effectively deal with poor performing and difficult employees
 3. A means of conveying your wants and needs in a way that is respectful to others

B. Assertiveness Techniques

1. Repetitive technique
2. "I" statements

Activity: Students will create "I" statements for given situations.

3. Clouding
4. Negative declaration
5. Negative question
6. Positive personal assertiveness

Activity: Students will identify various assertiveness techniques and when to apply them.

Module 21: Personal Growth Considerations and Resources (4 hours)

XXI. Personal Growth Considerations

A. The "Jacket"

Activity: Students will participate in an exercise that demonstrates the impact of labeling others.

1. Every employee has a "jacket" of strengths and weaknesses
2. The jacket follows you everywhere throughout your career

3. You create your own jacket

B. Strategies for Success

Activity: Students will independently evaluate their strengths, weaknesses, and fears and formulate methods for improvement.

1. Identify your strengths and weaknesses

2. Acceptance of feedback and criticism

3. Constantly strive to improve your skills

Activity: Students will compare and contrast effective supervisory skills to identify the best methods of improvement.

4. Develop a management perspective

5. Supporting the administration

6. Learn your role in achieving organizational goals

7. Continuity of supervision

8. Know the expectations

9. Be accountable

10. Networking with others

11. Mentors

C. Professional Resources

1. State and national organizations

2. Professional publications

D. In Closing

1. Supervision is a complex job that most do not understand, nor appreciate

2. Always look to the future---What will your legacy be?

Activity: Students will take a moment to reflect and journal what they want their legacy to be in their profession.

3. Evaluations and certificates