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DEVELOPMENT OF A CURRICULUM FOR A
24-HOUR SUPERVISORY UPDATE COURSE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Option

by
Arthur Francis Turnier

June 1997

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24-HOUR SUPERVISORY UPDATE COURSE


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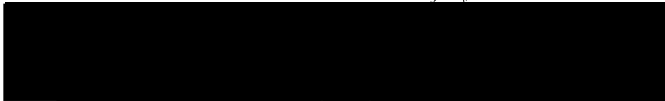
by

Arthur Francis Turnier

June 1997

Approved by:


Allen D. Truell, Ph.D., First Reader


Ronald K. Pendleton, Ph.D., Second Reader

10/2/96
Date

ABSTRACT

Statement of the problem

The first-line supervisor plays a key role in protecting an agency from civil liability. Past case law has held that officers act within the scope of their employment when they are furthering the purpose of their employer. California Supreme Court Justices recently stated that the proper inquiry is not whether the wrongful act itself was authorized but if the act was committed in the course of a series of acts which were authorized by the principle. This decision underscores the need for departments to update their supervisors with the most current information available concerning supervisory skills, liability issues, and supervisor-employee relations.

Law enforcement supervisors have the duty to supervise law enforcement officers. Supervisors are required to correct the officers if they do not follow procedures set by department policy or regulatory statutes. Supervisors are also charged with protecting their departments from possible civil liability exposure due to the possible negligence of the officers they supervise.

Procedure

The purpose of this project was (1) to analyze concepts and materials currently being taught in initial 80-hour supervisory course and (2) to develop a supervisory update course curriculum that would build upon the initial 80-hour supervisory course currently required for first-line supervisors. This training is of a very high quality and can adequately prepare a law enforcement supervisor with techniques necessary to manage officers and handle the related duties associated with supervision. Law enforcement supervisors who successfully complete this training will be updated with the most current supervisory information available.

Description of the Curriculum Plan

The curriculum consists of a half-hour introductory period, five hours of instruction on supervisors' role and the development of leadership skills, six hours of instruction on current liability issues, six hours of instruction on counseling, five and one-half hours of instruction on discipline. The last one-hour block of instruction will be use to answer any additional questions that supervisors may have, to discuss particular situations supervisors have encountered and how they resolved the situation, and to conclude the course.

ACKNOWLEDGEMENTS

I want thank the following individuals for their help and support: Dr. Allen Truell, Assistant Professor and Coordinator MA Program in Adult/Vocational Teacher Education at California State University, San Bernardino and Mr. Steve Bailey, Dean of Criminal Justice at Riverside Community College. My children, Angie, Elizabeth, William, Mathew, and Chasin. And last but certainly not least, my wife Dawn without her love and friendship I could not have finished this journey.

Also, I want to thank God for the blessings listed above.

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Chapter I

INTRODUCTION

The objective

The objective of this project was the development of a curriculum for a first-line law enforcement supervisory update course, specifically legal concerns facing law enforcement supervisors. This curriculum could be used as an integral part of the law enforcement supervisor's education program that is currently taught at the Riverside County Sheriff's Department Training Academy through Riverside Community College.

Context of the Problem

The first-line supervisor plays a key role in protecting an agency from civil liability. Past case law has held that officers act within the scope of their employment when they are furthering the purpose of their employer. California Supreme Court Justices recently stated that the proper inquiry is not whether the wrongful act itself was authorized but if the act was committed in the course of a series of acts which were authorized by the principle (Whiseenand, 1994). This decision underscores the need for departments to update their supervisors with the most current information available concerning supervisory skills, liability issues, and supervisor-employee relations.

Law enforcement supervisors have the duty to supervise law enforcement officers. Supervisors are required to correct the officers if they do not follow procedures set by department policy or regulatory statutes. Supervisors are also charged with protecting their departments from possible civil liability exposure due to the possible negligence of the officers they supervise.

All new direct law enforcement supervisors receive instruction in techniques of being a successful supervisor, but this instruction is only required once. Many supervisors are not informed on the changes that might affect their decisions in regard to an employee. Training is available to new supervisors. The training currently consists of two weeks of instruction geared towards the issues that face new supervisors. The supervisory course for new supervisors is an overview of what is expected of supervisors. The course is very expensive for law enforcement agencies in both tuition (the cost of instruction, materials, travel, etc.), and in the salaries of the supervisors attending the training.

Current training at the Riverside County Sheriff's Department Training Academy includes all aspects of law enforcement supervision for the new direct supervisor. The supervisory course includes role identification, values, communication, leadership styles, assertive leadership, employee relations, stress, counseling, employee performance appraisal, liability issues, discipline, administrative support, planning and organizing, training, report review, investigations, and transition.

The purpose of this project was (1) to analyze concepts and materials currently being taught in initial 80-hour supervisory course and (2) to develop a supervisory update course curriculum that would build upon the initial 80-hour supervisory course currently required for first-line supervisors. This training is very high quality, and can adequately prepare a law enforcement supervisor with techniques necessary to manage officers and handle the related duties associated with supervision. Law enforcement supervisors who successfully complete this training will be updated with the most current supervisory information available.

Statement of the Problem

The rules that govern the criminal aspect of law enforcement and the rules that cover supervisor-employees relations are constantly changing. The number of supervisors who maintain an acceptable level of competence in these areas is extremely low. Law enforcement supervisors need update training to adequately manage their subordinates.

The curriculum presented in this project was designed to outline, define, and prescribe a three-day, 24-hour course of supervisory update relative to liability issues, both civil and criminal, currently facing supervisors. Liability issues is one area of supervision which is constantly changing either through legislation passed into law or through court decisions. Supervisors need to remain competent in their knowledge of these areas in order to serve both their departments and their subordinates.

Law enforcement supervisors will be able to evaluate situations and to determine possible liability issues that can arise from the situation. Supervisors must be able to protect their subordinates from criminal and civil exposure. In turn supervisors' actions will protect their department from the same liability exposure and weakened community relations.

Purpose of the Project

Every law enforcement supervisor needs to be updated in their supervisor skills and knowledge. The purpose of this project was to present a curriculum which can supply the updated supervisory information necessary to ensure supervisors can make informed decisions that protect their subordinates and departments for which they are employed.

This curriculum was not designed to replace or eliminate the existing initial 80-

hour supervisory course required by California Peace Officer Standards and Training (POST). This curriculum was designed for law enforcement supervisors who have taken the initial 80-hour course over 18 months prior and are now in need of an update on supervisory information that affects them and their departments.

Definitions

For the purpose of this study, the terms listed below are defined as follows:

Officer shall refer to any sworn peace officer.

Supervisor shall refer to any sworn peace officer at the rank of sergeant or higher.

POST shall refer to the California Peace Officer Standards and Training. POST is the regulatory agency that governs peace officer training in California.

Assumptions

The curriculum developed assumed that the initial 80-hour supervisory course offered by POST is a program that provides comprehensive instruction in concepts of supervisory responsibility and accountability. The curriculum developed for this project consists of specific portions of that program relative to liability, employee relations, and employee counseling.

Delimitations

The course is intended for officers with at least 18 months of experience as a law enforcement supervisor and has successfully completed the initial 80-hour supervisory course as required by the POST.

Significance of the Project

Law enforcement supervisors must remain current in their knowledge of liability issues that face them and their departments. Law enforcement supervisors need updated training on liability issues that are constantly changing due to new

legislation and court decisions. The liability issues include employee relations and employee counseling. With this training supervisors will be able to make informed decisions that protect their department, their subordinates, and them from the possibility of criminal prosecution and civil law suits.

Organization of the Project

The remainder of the project consists of four additional chapters. Chapter II reviews the pertinent literature for this project. Chapter III presented the methodology used to develop the 24-hour supervisory update course. Chapter IV outlined the budget needed to successfully implement the course. Chapter V contains the conclusions and recommendations derived from this project. Following Chapter V is the 24-hour supervisory update course and the references used on this project.

Chapter II

LITERATURE REVIEW

Introduction

The review of the literature includes a background of the history of civil liability against law enforcement agencies. Next, the role supervisors play in protecting the agencies they work from civilly liability is presented. The current requirements for newly appointed law enforcement supervisors and the type and quality of the training that is needed for supervisors is then reviewed. Further, a discussion of current case law that shows that supervisors cannot only be held civilly liable but also criminally for the actions of their subordinates. Finally, the traits of effective supervisors and how supervisors can build effective teams is covered.

History

Prior to 1963, California followed the common law principle that government was immune from civil liability. Then in 1963, the California Tort Claims Act was enacted which allowed a private party to seek money damages from a public employee or public employer. If there is a judgement against officers who were acting within the scope of their employment without malice, fraud, or corruption, the employing entity must pay for the employee's legal costs. The employing agency must also pay the plaintiff's general damages (pain and suffering) and special damages (medical cost). Punitive damages are not automatically paid by the employing agencies (Dix, 1987).

Supervisors play a key role in protecting their agencies from civil liability. Prior court decisions have held that an officer acts within the scope of their employment when they are furthering the purpose of his employer. California

Supreme Court Justices recently stated that the proper inquiry is not whether the wrongful act itself was authorized but whether it was committed in the course of a series of acts of the officers which were authorized by management. What that means is that an agency can be held liable for the act of its officer, if officers are allowed to act improperly (Lynch, 1986).

Current Requirements

The transition from line law enforcement to law enforcement supervision is difficult. Often it is the first time an individual is held accountable for the actions of subordinates. Therefore, it is critical that the concepts of supervisory responsibility and accountability are mastered. The issues of liability and case law and how they affect the supervisor, problem employees, and discipline of employees are the issues that supervisors must know how to handle to be effective managers in their departments (Lynch, 1986; Whiseenand, 1996).

In 1983, POST officials required an 80-hour supervisory course for new law enforcement supervisory employees. However, there is no requirement for annual supervisor update courses. Most departments are requiring supervisors to attend a supervisors' update course every two years. The update course keeps the supervisors current on the latest developments in supervision as well as policy changes in their departments.

Training just for the sake of saying training was conducted is as bad as if there was no training at all. Tremendous progress has been made in the past 15 years in peace officer training. However, too much emphasis has been placed on the quantitative process and not enough on the qualitative process. Law enforcement is currently entering a time when much more emphasis will be placed on the qualitative

side of training. In civil lawsuits, the courts are currently looking at requiring a law enforcement agency to submit a training course that is acceptable to the court. The court ordered training course would be in addition to any cash award granted to a plaintiff. Bad decisions by supervisors who are not properly trained could result in monetary awards against the departments by which they are employed (Lynch, 1986).

Case Law

The fear of law suits against municipalities has increased greatly since 1979 with the decision in the American Motorcycle Association V. Superior Court, Los Angeles County. This case began the joint and several liability doctrine. The joint and several liability doctrine holds that any party held at fault in a civil matter is severally responsible for the award. What that means is if the County of Riverside is found to be 50% at fault, party number two is found to be 50% at fault, and party number three is 45% at fault, all parties are responsible to the plaintiff for the full amount of the award. For example, if the other parties cannot pay their portions of the award, the County of Riverside would be responsible for the entire award. This doctrine has cost municipalities millions of dollars since 1979.

Police misconduct is extremely costly, not only because of monetary judgments against the agency, but also in terms of investigative costs, manpower costs (i.e., staff shortages due to suspensions, dismissals, and temporary reassignments), and morale. The most effective way to reduce liability is to make every effort to staff and train the agency with the best possible people, including supervisors (Coulton, 1995).

In April of 1993, Sergeant Stacey Koon of the Los Angeles Police Department was convicted of violating the civil rights of Rodney King. Stacey Koon received an 18 month sentence in a federal prison. Sergeant Koon did not beat Rodney King as

did his co-defendant Officer Lawrence Powell. Sergeant Koon was convicted of violating Rodney King's civil rights by failing to intervene. Sergeant Koon was the supervisor at the scene and should have stopped Officer Powell from using excessive force on Mr. King (Williams, 1993).

What the civil rights violation of the Rodney King case showed was that supervisors cannot only be held civilly liable for their actions or inactions but also criminally. The defense team of Sergeant Koon's strategy was that he did not strike Mr. King and could not be convicted of violating Rodney King's civil rights. The jury disagreed with Sergeant Koon's argument. Sergeant Koon was determined to have the authority and responsibility to control and supervise subordinates. By failing to do so, Sergeant Koon was found guilty of violating Mr. King's civil rights (Williams, 1993).

Traits of Effective Supervisors

The ability of supervisors to lead flows from their individual beliefs, values, and character. Supervisors' ability to inspire officers to do the right thing according to the standards of their agencies. Actions officers do on duty, if those actions are to department standards or not, are influenced by the example supervisors set (Luthans, 1985).

Beliefs, values, and norms have great motivating power to influence and guide subordinates. Respected supervisors of strong and honorable character are able to influence the beliefs, values, and norms of their officers. Law enforcement agencies have a code of ethics that guide the way supervisors should carry out their professional responsibilities (U.S. Army, 1990). The value statement of the Riverside County Sheriff's Department is integrity, loyalty, professionalism, and leadership.

When supervisors are faced with a situation where the right ethical choice is

unclear, they must consider all the forces and factors that relate to the situation.

Supervisors then select a course of action that best serves the ideals of the department and the community they serve (Komaki, 1989).

Fundamental to what supervisors must be are the moral strength and courage necessary to make hard decisions and to give subordinates the will and ability to make proper decisions. Effective supervisors must know how the four factors of leadership affects each other and what standards officers must meet to accomplish their mission, serving their communities. Supervisors must understand human nature and be completely familiar with their job and their subordinates. Most of all supervisors must be keenly aware of their own strengths and weaknesses (U.S. Army, 1990).

Implementing department policy requires supervisors to be a competent and confident leaders capable of building a disciplined and cohesive group of subordinates. Supervisors must be able to operate independently within the station commander's intent and be willing to take well calculated risks that have a high chance of ending with success (Larson, 1990; Lynch, 1986). Supervisors must learn how to make a group of officers into a team. Supervisors build officers into teams by caring for their officers, by building trust, suppressing the potential for bad behavior, and bringing out the potential for good behavior (Luthans, 1985).

Supervisors must provide purpose, direction, and motivation to meet the demands of law enforcement. Purpose gives officers a reason why they should do difficult things under dangerous, stressful circumstances. Direction shows subordinates what must be done to accomplish their duties correctly. Motivation gives officers the will to do everything they are capable of doing to accomplish a mission (Komaki, 1986; U.S. Army, 1990).

Supervisors set the example for their subordinates. Saying all the right words and having all the right values and knowledge will have no meaning to others if not reinforced by their actions. Actions by supervisors are what subordinates, peers, and superiors see. Actions give life to purpose, direction, and motivation to see units through the tough demands of law enforcement. Actions tell what must be done and why it is important (Lynch, 1986).

To correct officers who are not performing to their department's standards, supervisors must use effective discipline. Discipline is defined as instruction or training which corrects, molds, strengthens, or perfects the process by which management ensures that conduct of subordinates conforms to its standards. Proper discipline stimulates harmony and consistency within an organization and facilitates the coordination of effort (Larson, 1990).

Law enforcement officers are expected to maintain a high standard of conduct. Officers must be above suspicion of violation of the very laws they are sworn and empowered to enforce. Public trust is vital and "what ever weakens that trust tends to destroy our system of law enforcement" (Whiseenand, 1996; p. 63). Accordingly, the courts have long recognized that a policeperson's tenure of office may be terminated for derelictions far less serious than violation of the criminal status governing citizens generally. In order for supervisors to know when an officer has violated a standard of conduct, supervisors must know the standards of conduct expected of officers (Whiseenand, 1996).

Supervisors must not stand silent when a police officer engages in a course of conduct which impugns the credibility and honesty of the profession. However, supervisors must know how to discipline an employee or they put the agency at civil

risk from the employee. An employee is entitled to due process. Supervisors must know how the process works or the discipline they attempt to impose will be overturned. Also, the employee may seek civil damages for the violation of their due process (Lynch, 1986; Whiseenand, 1996).

Supervisors must remain current in many issues concerning their areas of responsibilities. The issues of liability, case law, problem employees, and discipline are constantly changing. The supervisory techniques to handle these situation are always being updated. Knowledgeable supervisors keep abreast of these changes and applies them in his dealing with both the public and his subordinate (Miller, 1994).

Summary

The review of the literature began with the history of civil liability against law enforcement agencies and how law enforcement supervisors play a key role in protecting their agency from civil liability. Next, the current requirements for newly appointed law enforcement supervisors and the type and quality of training that is needed for supervisors were reviewed. Further, the current case law that determined supervisors can be held not only civilly liable for their subordinates actions but also criminally was discussed. Finally, the traits of effective supervisors were discussed and how when used properly supervisors can build effective teams.

Chapter III

METHODOLOGY

Introduction

The population to be served by this curriculum is law enforcement supervisors who directly supervise patrol or correctional officers. This chapter contains curriculum designed used to develop the 24-hour supervisory update course and a existing POST approved Initial 80-hour supervisory course currently used by the Riverside County Sheriff's Department. A prerequisite for this course is successful completion of the 80-hour supervisory course.

Curriculum Design

The content of this course of study has been extracted from the existing POST Supervisory Course Curriculum which is a validated program that has been offered through out California at law enforcement training centers. This course is designed for newly appointed law enforcement supervisors. The intent of the course is to provide new supervisors with the ethics, skills, and knowledge to effectively perform their new duties as supervisors.

This curriculum consists of areas of supervision that are constantly changing. This curriculum includes current case law and how it affects law enforcement, supervisory skill enhancement, how to counsel problem employees, and discipline. This curriculum avoids repeating certain supervisory concepts and techniques to which supervisors had already been exposed. Because this course concentrates on information to update supervisors it can be taught by local middle management (lieutenants or captains) in a three-day period which is less expensive than the existing courses.

In conducting the interviews which lead to the development of this curriculum, first line supervisors who are currently supervising patrol or correctional officers were consulted. These supervisors agree overwhelmingly that a great deal of supervisors are not informed of changing liability issues facing supervisors and how these changes affect the way they need to supervise their employees.

In supervisory courses, a primary issue discussed is that there is no organized curriculum for updating supervisors on current supervisory issues. Equally fundamental an issue is that there are no established training programs available even for the departments which have the funds and manpower to support this training.

Employee relations and discipline are the two issues agreed upon by all parties involved as the two areas that every supervisor must be competent. Criminal and civil law and the liability concerns they present to departments can be addressed after supervisors demonstrate they are competent basic supervisory skills. The ability to supervise employees is the most important of the basic supervisory skills. Supervisors who are not competent in supervisor-employees relations will not be successful as supervisors.

The existing supervisory course which has been approved by the POST offers complete and comprehensive training. During this course, research was conducted, a thorough breakdown of the course content to identify the areas which addressed liability, current case law decisions affecting law enforcement, supervisory skill, problem employees, and discipline. This curriculum addresses all these areas with the most current information available.

Existing Program

Riverside County Sheriff's Department offers an 80-hour supervisory course using the curriculum approved by POST. The curriculum is centered around issues concerning newly appointed supervisors. The curriculum starts with defining the role of the supervisor, subsequent learning goals address the concepts of ethics, values, integrity, leadership, communications, employee relations, counseling and other related topics. The intent of this course is to provide new supervisors with the ethics, skills, and knowledge to effectively perform their new duties.

POST Supervisory Course Curriculum

1. Course Description

This 80-hour course is designed to expand the newly appointed law enforcement supervisor's scope of knowledge in the area of supervision. The intent of this course is to provide new supervisors with the ethics, skills, and knowledge to effectively perform their new duties.

2. Course goal

The newly appointed supervisor will be able to perform the seventeen performance objectives. Starting with defining the role of the supervisor, subsequent performance goal address the concepts of ethics, values, integrity, leadership, communications, employee relations, counseling and other related topics.

3. Prerequisites

The student must be a newly appointed law enforcement supervisor.

4. Course objectives

I. The student will understand the first-line supervisor's role from several

perspectives.

- II. The student will understand personal and organizational values and the supervisor's role in influencing individual behavior through ethical decision making.
- III. The student will understand and demonstrate verbal/nonverbal speaking and listening skills.
- IV. The student will understand how to use leadership frameworks.
- V. The student will understand how assertive leadership influences the behavior and performance of subordinates.
- VI. The student will understand the elements of an employee relations program and the supervisor's organizational responsibility to the program maintenance.
- VII. The student will understand how to recognize and manage stress, the basic relief techniques and the proper use of referral services.
- VIII. The student will learn to recognize potential problems in subordinates and use effective counseling methods to intervene.
- IX. The student will understand the complex issues relative to employee performance appraisal and how a fair system can improve productivity and accountability.
- X. The student will understand the difference between civil and criminal accountability.
- XI. The student will understand the complex issues and the supervisor's role in the disciplinary process.
- XII. The student will understand the application of statistical data, the

communication of policy, the process of the problem solving/decision making, and the budget process.

- XIII The student will understand the principles of planning and organizing.
- XIV. The student will understand the responsibilities of the supervisor as a trainer of subordinates.
- XV. The student will understand how to review the written documents of subordinates to ensure they are clear, concise, complete, and legible.
- XVI. The student will understand the supervisor's accountability and responsibilities at the scene of subordinate-involved incidents.
- XVII The student will understand how to make the transition from subordinate to supervisor.

5. Course Content

| | Hours |
|---|-------|
| I. Course overview and registration | 1 |
| A. Goals and objectives | |
| B. Course history | |
| C. Class schedule | |
| D. Requirements for successful completion | |
| II. Role identification | 4 |
| A. Management's expectations | |
| B. Subordinate's expectations | |
| C. First-line supervisor's concept | |
| D. External expectations | |

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| | E. Achieving results | |
| | F. Panel discussion | |
| III. | Values, ethics, and principles | 8 |
| | A. Definitions | |
| | B. How values develop and change | |
| | C. What subordinates are taught | |
| | D. Supervisor's role/responsibility | |
| | E. Applying ethics and integrity to supervisory decision-making in police work | |
| | F. Commitment to ethics, values, and principles | |
| | G. Summary | |
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| | A. Verbal/nonverbal communications skills | |
| | B. Listening skills | |
| | C. Speaking skills | |
| | D. Media relations | |
| | E. Dissemination of information to the public | |
| V. | Leadership styles | 4 |
| | A. What is a leader? | |
| | B. Characteristics of an effective leader | |
| | C. Theory X and Theory Y model | |
| | D. Situational leadership model | |
| | E. Heroic vs. postheroic style | |

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| VI. | Assertive leadership | 4 |
| A. | Motivation | |
| B. | Respect, responsibility, and accountability | |
| C. | Performance | |
| D. | The delegation process | |
| E. | The art of negotiations | |
| F. | Applying proactive leadership | |
| G. | Supervisory group relations | |
| VII. | Employee relations | 1 |
| A. | Introduction to employee relations | |
| B. | Labor/management relations | |
| C. | Supervisor's role | |
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| E. | Grievance procedures | |
| VIII | Stress | 4 |
| A. | Stress defined | |
| B. | Potential for stress | |
| C. | Stress management | |
| D. | Referral | |
| IX. | Counseling | 6 |
| A. | Types of counseling sessions | |
| B. | Goals | |
| C. | Barriers to successful counseling | |

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| D. | Preparation | |
| E. | Counseling Session | |
| F. | Progress evaluation | |
| G. | Conflict resolution | |
| X. | Employee performance appraisal | 7 |
| A. | Evaluation | |
| B. | Define performance | |
| C. | Standards | |
| D. | Elements of a good appraisal system | |
| E. | Performance breakdown | |
| F. | Common problems with appraisal systems | |
| G. | Sources of information on performance | |
| H. | Preparation of evaluation | |
| I. | Presentation | |
| J. | Application | |
| K. | Summary | |
| XI. | Liability issues | 8 |
| A. | Introduction | |
| B. | Historical | |
| C. | Anatomy of a civil lawsuit | |
| D. | Federal civil rights | |
| E. | Title VII/CRA 1991 | |
| F. | Supervisor's role | |

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|------|--|---|
| XII | Discipline | 6 |
| A. | Management overview | |
| B. | Supervisor prepares for possible problems by maintaining an awareness if work conditions that contribute to misconduct | |
| C. | Supervisor recognizes substandard, standard, and exceptional job performance | |
| D. | Supervisor's role in administrative investigations | |
| E. | The investigation process-Peace Officer Bill of Rights and constitutional protection | |
| F. | Due process/Skelly conference | |
| G. | Files: personal/disciplinary | |
| H. | Role play | |
| XIII | Administrative support | 4 |
| A. | Where to find statistical data | |
| B. | The communication and support policy | |
| C. | Completed staff work | |
| D. | Problem-solving and decision-making | |
| E. | Fiscal issues | |
| F. | Coping with rejection | |
| XIV. | Planning and organizing | 4 |
| A. | What is planning? | |
| B. | What is organizing | |
| C. | You are already a planner | |

| | | |
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| D. | Planning responsibilities | |
| E. | Why plan? | |
| F. | Why do not organizations plan better? | |
| G. | The planning process | |
| XV. | Training | 6 |
| A. | Instructional role of the supervisor | |
| B. | Techniques of instruction | |
| C. | Roll call Training | |
| D. | Training Resources | |
| E. | Accountability | |
| F. | Overview of field training program | |
| G. | Handout material | |
| XVI. | Report review | 4 |
| A. | Supervisory responsibility | |
| B. | Report writing problems | |
| XVII | Investigations | 2 |
| A. | Officer-involved shootings | |
| B. | Officer injury | |
| C. | Citizens injured | |
| D. | Officer-involved traffic accidents with serious injury or death | |
| XVIII | The transition | 1 |
| A. | "How I did it" | |
| B. | The difference between doing the work and getting work done | |

through others

C. How to supervise

D. Integrity

E. Self development

XIX Testing

1

A. Recommended testing strategies

6. Methods of instruction

I. Lecture

II. Demonstration

III. Discussion

IV. Visual aids

V. Practical

7. Methods of evaluation

I. Practical examination

II. Written examination

Summary

The curriculum for a 24-hour supervisory update course was developed for law enforcement supervisors who directly supervise patrol or correctional officers. This chapter showed how the curriculum was designed to update law enforcement supervisors in current case law and how it affects law enforcement, supervisory skill enhancement, how to counsel problem employees, and discipline. The course design concentrates on information to update supervisors and can be taught by local middle management in a three-day period which is less expensive than the existing course.

The existing 80-hour course was shown as a POST validated program currently used by law enforcement agencies for newly appointed law enforcement supervisors.

Chapter IV

THE BUDGET

Introduction

This chapter contains a review of the budget for the 24-hour supervisory update course. The budget is broken down into three parts. the first part contains instructional costs to include course coordinator, law enforcement supervisor instructors, miscellaneous instructional supplies, and the instructional cost per student. The second part contains the fees charged by Riverside Community College. The third part contains the cost of the course to Riverside Community College. Full-time equivalent student (FTES) is defined and the formula to calculate FTES is explained.

Budget

The costs indicated for the proposed is based on 1995 estimates gathered relative to the cost of the course in the 1995-1996 educational year. The cost indicated for the presented curriculum are based on the current instructional costs and instructional fees at Riverside Community College.

24-Hour Supervisory Update Course (1 unit course)

1. Instructional Costs

| | | |
|------|---|-----------|
| I. | Course coordinator 24 hours @ \$ 25.00 hr | \$ 600.00 |
| II. | Law enforcement supervisor | |
| | instructors 24 hours @ \$ 40.00 hr | \$ 960.00 |
| III. | Misc. instructional supplies (per student) | \$ 10.00 |
| IV. | Cost of instruction per student (20 students) | \$ 88.00 |
| V. | Cost of instruction per student (30 students) | \$ 62.00 |

| | | |
|------|--|-----------|
| 3. | Cost to student | |
| I. | Per unit charge | \$ 13.00 |
| II. | Health fee | \$ 10.00 |
| III. | Course materials (photo copying) | \$ 10.00 |
| IV. | Total cost per student | \$ 33.00 |
| 4. | Cost of the course to Riverside Community College | |
| I. | FTES generated | |
| | a. 20 students X 24 hours of instruction | |
| | = 480 instructional hours | |
| | $480 \div 525 = .914$ FTES or \$2742.85* | \$2742.85 |
| | b. 30 students X 24 hours of instruction | |
| | = 720 instructional hours | |
| | $720 \div 525 = 1.371$ FTES or \$4114.28 | |
| II. | Course coordinator | - 600.00 |
| III. | Direct Instructional Cost | - 960.00 |
| IV. | Profit to Riverside Community College general fund | |
| | a. With 20 students | \$1182.85 |
| | b. With 30 students | \$2554.28 |

* FTES is a means of counting the number of students for funding purposes.

One FTES consists of 525 student contact hours. Each student registered to attend a class for one hour, whether during a lecture, laboratory or final exam period, generates one contact hour. The 525 contact hours that make up one FTES are the equivalent of one full-time student registered in 15 hours instruction per semester for a complete 35-

week academic year. For accounting purposes, part-time students are considered collectively (i.e five part-time students who each complete three units generate one FTES.)

The amount of revenue per FTES unit differs from district to district. The current range, based on Fiscal Year (FY) 1993/94 data, varies from approximately \$2,580 (\$4.91 per student contact hour) to \$7,742 (\$14.75 per student contact hour). Riverside Community College's scheduled amount is approximately \$3000 (\$5.72 per student contact hour).

Summary

The budget review began with breaking down the budget for the 24-hour supervisory update course. The budget was broken down into three parts, instructional costs, cost to the students attending the course, and the cost to Riverside Community College. FTES was explained and the formula for calculating FTES was shown.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter covers the conclusions and recommendations for the 24-hour supervisory update course. The conclusions discuss what the curriculum was designed for and what the course should accomplish. The recommendations are the result of the research information gathered during the development of the curriculum.

Conclusions

POST has an in depth and extensive program of instruction in the initial supervisory course. The course offering has been designed to train newly appointed law enforcement supervisors with the ethics, skills, and knowledge to effectively perform their new duties. This curriculum has been designed to augment the current program by updating supervisors with current information on leadership, liability issues, counseling, and discipline. This curriculum will ensure law enforcement agencies maintain a well trained management team. This curriculum will update the supervisors on issues that are constantly changing with out having them expend the time, and their departments the expense, of attending the introductory course again.

Recommendations

The following recommendations were derived from this project.

1. Law enforcement supervisors in Riverside County be required to attend the 24-hour supervisory update course one year after completing the initial 80-hour supervisory course.
2. Law enforcement supervisors in Riverside County be require to retake the

24-hour supervisory update course every 3 years after taking their first 24-hour supervisory update course.

3. The 24-hour supervisory update course should be reviewed and update at least once a year in order to make the most current information available to the supervisors attending the course.
4. After two years the effects of the course should be evaluated. If the course is successful the course should be required for all law enforcement supervisors in California.

Summary

This chapter covered the conclusions and recommendations of the development of a curriculum for a 24-hour supervisory update course. The curriculum design and objective was discussed in the conclusions. Four recommendations were made based on the information gather during the development of the curriculum were presented in the recommendations.

Appendix A

THE CURRICULUM

24-Hour Supervisory Update Course

Performance objectives

By the conclusion of this course students will have met all of the following objectives:

- I. The student will describe the first-line supervisor's role from several perspectives.
- II. The student will describe how to use leadership frameworks.
- III. The student will describe how assertive leadership influences the behavior and performance of subordinates.
- IV. The student will recognize potential problems in subordinates and use effective counseling methods to intervene.
- V. The student will describe the difference between civil and criminal accountability.
- VI. The student will analyze the complex issues and the supervisor's role in the disciplinary process.

Course Content

| | Hours |
|---|-------|
| I. Course overview and registration | .5 |
| A. Goals and objectives | |
| B. Course history | |
| C. Class schedule | |
| D. Requirements for successful completion | |
| II. Leadership styles | 2 |
| A. What is a leader? | |

| | | |
|------|---|-----|
| B. | Characteristics of an effective leader | |
| C. | Theory X and Theory Y model | |
| D. | Situational leadership model | |
| E. | Heroic vs. postheroic style | |
| III. | Assertive leadership | 2 |
| A. | Motivation | |
| B. | Respect, responsibility, and accountability | |
| C. | Performance | |
| D. | The delegation process | |
| E. | The art of negotiations | |
| F. | Applying proactive leadership | |
| G. | Supervisory group relations | |
| IV. | Counseling | 5.5 |
| A. | Types of counseling sessions | |
| B. | Goals | |
| C. | Barriers to successful counseling | |
| D. | Preparation | |
| E. | Counseling Session | |
| F. | Progress evaluation | |
| G. | Conflict resolution | |
| V. | Liability issues | 7 |
| A. | Introduction | |
| B. | Historical | |

- C. Anatomy of a civil lawsuit
- D. Federal civil rights
- E. Title VII/CRA 1991
- F. Supervisor's role
- VI. Discipline 6
 - A. Management overview
 - B. Supervisor prepares for possible problems by maintaining an awareness of work conditions that contribute to misconduct
 - C. Supervisor recognizes substandard, standard, and exceptional job performance
 - D. Supervisor's role in administrative investigations
 - E. The investigation process-Peace Officer Bill of Rights and constitutional protection
 - F. Due process/Skelly conference
 - G. Files: personal/disciplinary
 - H. Role play
- VII. Final examination and course critique 1
 - A. Final includes
 - 1. Written test essay
 - 2. Written test short answer
 - B. Instructor evaluations

Course schedule

Day One

| <u>Time</u> | <u>Subject</u> | <u>Instructor</u> |
|-------------|----------------------------------|---------------------|
| 0800-0830 | Course overview and registration | Course Coordinator |
| 0830-1030 | Leadership Styles | Sergeant or above |
| 1030-1230 | Counseling | Sergeant or above |
| 1230-1330 | Lunch | Course Coordinator |
| 1330-1530 | Assertive Leadership | Lieutenant or above |
| 1530-1700 | Counseling | Sergeant or above |

Day Two

| | | |
|-----------|------------------|---------------------|
| 0800-1000 | Discipline | Sergeant or above |
| 1000-1200 | Counseling | Sergeant or above |
| 1200-1300 | Lunch | Course Coordinator |
| 1300-1500 | Liability Issues | Lieutenant or above |
| 1500-1700 | Discipline | Sergeant or above |

Day Three

| | | |
|-----------|---------------------------------------|---------------------|
| 0800-1000 | Discipline | Sergeant or above |
| 1000-1200 | Liability Issues | Lieutenant or above |
| 1200-1300 | Lunch | Course Coordinator |
| 1300-1600 | Liability Issues | Lieutenant or above |
| 1600-1645 | Final Exam | Course Coordinator |
| 1645-1700 | Instructor Evaluations/Final Comments | Course Coordinator |

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