Course Description

An overview of supervisor and middle management roles in criminal justice agencies with emphasis on the importance of inter-personal skills and co-worker relations as well as the positive and negative aspects of various leadership styles.

Prerequisites

BCJ 2000 and BCJ 2001

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Explain decision-making by the police leader/supervisor and assess the importance of timely decision-making.
2. Distinguish between the role of the police supervisor and leader and compare combinations of various styles.
3. Describe values, ethics, and vision and the role each plays in the police organization.
4. Explain the various forms of communications and differentiate the roles of each within a police organization.
5. Evaluate the need for time management and its importance to the police supervisor and evaluate the influence of supervisor time management on employees reporting to that supervisor.
6. Explain team leadership and team building and evaluate how it applies to police organizations.
7. Explain team training and the application of this concept within the police organization.
8. Describe the police supervisor’s responsibility to motivate and empower employees and compare the influences from various forms of motivation.
9. Explain how the supervisor promotes and maintains vitality with the individuals who he or she supervises and within the police organization.
10. Describe the police organization’s process for handling citizen complaints, investigations, and adjudications and compare right and wrong methodology.
11. Evaluate the police supervisor as a police trainer and discuss the importance of proper training at this level.
12. Describe problem employees within a police organization and explain proper procedure for re-directing problem employees.
13. Assess the performance evaluation system for a police organization and distinguish between a positive evaluation and a negative evaluation as well as the influence of each on employee morale and motivation.
14. Examine performance measurement within the police organization and assess the importance of proper performance measurement based on departmental policy.
15. Describe the supervisor’s role in handling conflict among his or her assigned personnel and compare positive and negative solutions.
16. Evaluate community-oriented and problem-oriented policing implementation and predict the benefits for the police organization and community.
Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Objectives: Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Written Lectures: Each unit contains a Written Lecture, which discusses lesson material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the Unit I, II, III, V, VI, and VII study guides to aid students in their course of study.
4. Learning Activities (Non-Graded): These non-graded Learning Activities are provided in Units I, II, III, V, VI, and VII to aid students in their course of study.
5. Key Terms: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. Discussion Boards: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
7. Unit Assessments: This course contains six Unit Assessments, one to be completed at the end of Units I-III and V-VIII.
8. Case Exercise: This assignment is located in Unit IV. Details and instructions regarding this assignment can be found below.
9. Final Exam (Proctored): Final examinations are to be administered to students by an approved Proctor on a date that is mutually convenient to both. To request to take proctored final exams, select the designated links found in the online course. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
10. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. Student Break Room: This communication forum allows for casual conversation with your classmates.

Case Exercise

For this assignment, you are to prepare written responses to questions based on the two scenarios provided below. Your answers to each scenario should be complete with a minimum of 400 words. Proof and edit your work carefully. To find sources and conduct research for this assignment, use the CSU Online Library located in the Course Menu. Please use three outside sources in addition to your textbook to answer each case exercise. Prepare this assignment using APA style, and be sure to cite the textbook or other sources.

Case Exercise 1: Ethics and Moral Duties (50 points)

1. Describe the connection between ethics and moral duties, and then list 10 ethical values in order of their importance to you.

2. You are an officer of a SWAT team, and you have been notified by radio to proceed Code 3 to a location where there is an armed suspect barricaded with a hostage. You have taken a shortcut on a seldom-used narrow rural road. On your left side is a vertical canyon wall. On your right side is a vertical drop of 500 feet. Suddenly, a small child darts across your path. With insufficient braking time, you are faced with either killing the child and arriving at the SWAT operation in time to save the hostage, or sacrificing your life and possibly that of the hostage by swerving to miss the child and plunging over the side of the cliff. Write down your decision and why you made it.
   
   a. Now imagine the same set of conditions except that you are driving the SWAT van and it contains all 20 members of your team. Does your decision change? If so, how? Write it down.
   
   b. Again, imagine the same set of conditions except that you have only one member of the SWAT team in your car. Now what do you decide? Write it down. What moral standard or ethical program did you employ to make your decisions? Was it the same for each scenario?
Case Exercise 2: Goal Setting (50 points)

This exercise will help you understand the significance of distinguishing between real and stated goals.

1. Describe the meaning of a goal, and explain what is meant by real goals and stated goals?

2. Imagine learning that you have to retire in one year from law enforcement. List 3 things you would like to accomplish during this last year.
   a. Assume that 11 months have passed. List three things you would like to do in your last month.
   b. Make a new list assuming that you have 1 week left and another assuming that you have only 48 hours left.
   c. Examine what you have written. Do your lists include activities you are not currently pursuing? What is stopping you from pursuing them now? What can you do to get on track?

APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

Final Examination Guidelines

Final Examinations are to be administered to students by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor that must be approved by the university.

A list of acceptable proctors is provided in the Examination Proctor Policy. To review the complete Examination Proctor Policy including a list of acceptable proctors, proctor responsibilities, proctor approval procedures and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Discussion Board (8 @ 2%)</td>
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<tr>
<td>Unit Assessments (6 @ 8%)</td>
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<td>Case Exercise</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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### Unit I: Decisions

<table>
<thead>
<tr>
<th>Review</th>
<th>Unit Study Guide</th>
<th>Learning Activities (Non-Graded): See Study Guide</th>
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<tbody>
<tr>
<td>Read</td>
<td>Chapter 1: Decisions</td>
<td>Supplemental Reading: See Study Guide</td>
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<tr>
<td>Discuss</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
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<td>Submit</td>
<td>Assessment by Tuesday, Midnight (Central Time)</td>
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### Unit II: Strength-Based Leadership, Ethics, and Vision

<table>
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<tr>
<th>Review</th>
<th>Unit Study Guide</th>
<th>Learning Activities (Non-Graded): See Study Guide</th>
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</thead>
<tbody>
<tr>
<td>Read</td>
<td>Chapter 2: Strength-Based Leadership</td>
<td>Chapter 3: Ethics</td>
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<tr>
<td>Discuss</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)</td>
<td>Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)</td>
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<td>Submit</td>
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<td>Proctor Approval Form</td>
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### Unit III: Communications and Emotional Intelligence

<table>
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<th>Review</th>
<th>Unit Study Guide</th>
<th>Learning Activities (Non-Graded): See Study Guide</th>
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<tr>
<td>Read</td>
<td>Chapter 5: Communications</td>
<td>Chapter 6: Emotional Intelligence</td>
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Notes/Goals:
## Course Schedule

### Unit IV
**Overview of Units I, II, and III and Case Exercises**

- **Review:**
  - Unit Study Guide

- **Read:**
  - Chapter 1 – 6: Review course material in preparation for the Final Exam
  - Case Exercise Instructions

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

- **Submit:**
  - Case Exercise by Tuesday, Midnight (Central Time)

### Notes/Goals:

### Unit V
**Team Leadership, Time, Vitality, and Issues**

- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide

- **Read:**
  - Chapter 7: Team Leadership
  - Chapter 8: Time
  - Chapter 9: Vitality
  - Chapter 10: Issues
  - Supplemental Reading: See Study Guide

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

- **Submit:**
  - Assessment by Tuesday, Midnight (Central Time)

### Notes/Goals:

### Unit VI
**Training, Evaluation, and Empowerment**

- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide

- **Read:**
  - Chapter 11: Training
  - Chapter 12: Evaluation
  - Chapter 13: Empowerment
  - Supplemental Reading: See Study Guide

- **Discuss:**
  - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
  - Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

- **Submit:**
  - Assessment by Tuesday, Midnight (Central Time)

### Notes/Goals:
## Unit VII
### Community-Oriented and Problem-Oriented Policing and Performance Measurement

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<td>Chapter 15: Performance Measurement</td>
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### Notes/Goals:

## Unit VIII
### Course Wrap-up and Final Exam

<table>
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<tr>
<th>Review:</th>
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<tbody>
<tr>
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