



Course Announcement

To: All Law Enforcement and Correctional Agencies

From: John C. Moses
Director of Criminal Justice

Date: May 10, 2024

Re: **First-Line Supervisor's Training Program**
CJA108-5006
MPCTC Approval #: Pending (40 hrs)

August 19 to 23, 2024

Location: Wor-Wic Community College
Eastern Shore Criminal Justice Academy
Hazel Center, Room 302
32000 Campus Drive
Salisbury, MD 21804

Dates & Times: Monday, August 19 to Friday, August 23 0745-1630
(There will be 2 ½ additional hours conducted outside the classroom)

Reservations: Email escjaregistration@worwic.edu

Fee: \$178 Wicomico/Worcester/Somerset
\$188 All other counties

The Eastern Shore Criminal Justice Academy is pleased to present the Maryland Police and Correctional Training Commission's *FIRST-LINE SUPERVISOR'S TRAINING PROGRAM*. The program will be presented in six modules which will address the following topic areas:

- Module #1: Fundamentals of First-Line Supervision and Leadership
- Module #2: Interpersonal Communication
- Module #3: Performance Monitoring and Evaluation
- Module #4: Employee Discipline
- Module #5: Administrative and Operational Duties
- Module #6: Risk Management (Supervisor Liability)

The program is designed to meet the training requirements of the Maryland Police and Correctional Training Commissions (MPCTC) for new first-line supervisors and will require successful completion of the 39 MPCTC **TERMINAL TRAINING OBJECTIVES**. Program participants shall achieve a minimum score of 70 percent on a final examination and must fully participate in practical exercises during the program. **A participant absent for more than 10 percent of a program may not be certified unless the academy program director and the Commission training coordinator determine that sufficient work has been completed.**

Upon completion of this course, the student should be able to:

1. Distinguish the “core” duties and responsibilities of a first-line supervisor in a public safety organization.
2. Describe the difficulties associated with and sometimes experienced by individuals making the transition from the role of “doer” to the role of first line supervisor.
3. Identify the “constituents” for whom a first-line supervisor works and to whom and for whom he/she is responsible.
4. Describe the “key” concepts of first-line supervision to include, at a minimum, concepts of: Span of Control, Unity of Command, and Delegation of Authority.
5. Identify “key” personal and professional leadership characteristics/traits that a supervisor needs to display.
6. Describe the first-line supervisor’s role in “reinforcing” ethical behavior in the workplace both generally within the organization and more immediately with his/her subordinate personnel.
7. Using a self-assessment tool, analyze different supervisory/leadership “styles.”
8. Distinguish “key” leadership principles that should guide a first-line supervisor.
9. Explain the basic principles of a problem solving/decision making model or process to include at a minimum: problem recognition/identification, problem description, development of alternative solutions, solution selection, development of an action plan, project management, and evaluation of selected solution.
10. Discuss several ways that a first-line supervisor in a public safety agency or organization can legitimately reward and/or motivate his/her personnel.
11. Demonstrate the fundamentals necessary for effective interpersonal communication to include a discussion about the “dynamics” of verbal communication, the need for effective listening and the importance of obtaining feedback.
12. Describe the opportunities, challenges, and values of ensuring diversity in a public safety agency including its impact on employee morale, the agency’s relationship with the “community” it serves, and its effect on an agency’s risk management.
13. Describe sources of workforce/place conflict, for example peers, supervisors, command staff, institutional/organizational culture, the “community” including political, or media generated pressure.
14. Describe several conflict resolution techniques to include negotiation, mediation, and arbitration.
15. Demonstrate the satisfactory completion of an agency business report.
16. Explain the role of the supervisor in the grievance process.
17. Identify the purpose(s) and benefit(s) of a timely, thorough, and objective performance evaluation process.
18. Describe a process by which a first-line supervisor can develop performance standards that can be used to measure both the quantity and quality of the work performed by his/her personnel.
19. Explain the basic steps of an objective performance evaluation process to include, at a minimum, the following steps: performance standards/expectations review, performance monitoring and documentation techniques, performance evaluation form preparation, performance evaluation interview techniques, development of a performance improvement plan, and follow-up monitoring and evaluation.
20. Identify the most frequent causes experienced by first-line supervisors that lead to “rater” error and contribute to the failure of a performance evaluation process to include failure to train raters, rater indifference, loss of rater objectivity, rater bias, employee pressure, and conflicting purposes for the evaluation.
21. Describe the benefits to/impact on an agency, a supervisor, and an employee when a first-line supervisor actively “coaches” and/or mentors subordinate personnel to include, at a minimum: risk management, improved employee performance, team building, employee morale, and succession planning.
22. Discuss the first-line supervisor’s responsibility for the “on-going” training of personnel.
23. Discuss the impact that the first-line supervisor’s attitude toward training has on personnel, including its effect on employee morale.
24. Describe the sources of “stress” that may affect the employees of a public safety agency to include: the agency/organization as stressor, the first-line supervisor as stressor, and “outside” influences that may act as stressors.
25. Describe the role of the supervisor in addressing “stress” and the impact that the supervisor’s response has on the employee and agency.

26. Explain the steps to be used in counseling an employee to include choosing between an individual or group session, choosing the appropriate physical setting, selecting the appropriate time, establishing the appropriate supervisory demeanor, documenting the counseling session, and conducting follow-up.
27. Distinguish between situations that call for a supervisor to counsel an employee and formal disciplinary action based on an understanding of agency policy, philosophy, and practice.
28. Describe existing law (LEOBR) and/or policy and procedure that must be adhered to when investigating complaints about employee behavior.
29. Discuss the basic steps that need to be taken to investigate a complaint of employee behavior to include, at a minimum: recording and documenting the complaint, interviewing the complainant and witnesses, adherence to applicable due process requirements (such as LEOBR, labor contract provisions, or administrative standards set by state, county or local policy or procedures), interview of subordinate(s) involved, case file preparation, investigation summary preparation, investigation finding/conclusions, and recommendations for action.
30. Distinguish the MPCTC requirements for training supervisors as well as subordinate personnel and the consequences for failure to meet Commission training standards.
31. Define the types of "liability" that may have an impact on a first-line supervisor and the possible consequences that may accrue to the first-line supervisor and the agency to include: vicarious liability, failure to supervise (including to inspect), failure to train, and failure to discipline.
32. Explain the steps that a supervisor can take to protect both the agency and him/herself from undue exposure to civil liability.
33. Examine the role of the supervisor in the prevention of discrimination and harassment in a public safety agency.
34. Describe the first-line supervisor's role in such administrative functions as the development of procedures, agency strategic/long range planning, budget preparation, budget management, etc.
35. Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in "routine" situations.
36. Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in "emergency" situations or during "critical" incidents.
37. Describe the role of the first-line supervisor at the scene of a "critical" incident.
38. Outline the factors/elements that need to be considered when planning for a "routine" (normal) operational deployment to include at a minimum: staffing (manpower) needs, equipment needs, and relief factors.
39. Discuss the role of the analysis and interpretation of data, such as crime analysis, call for service data, disturbance reports, incident mapping, recidivism trends, etc. in a supervisor's operational duties.

This course is designed to meet requirements as mandated by the Maryland Police and Correctional Training Commissions and to meet the annual in-service requirements.

Class Size: Restricted size, seating is limited.

Attendance: You must attend the entire class to receive in-service credit.

Dress Code:

To maintain a professional appearance, all in-service officers/staff must follow the prescribed dress code to be admitted to any training held at the Academy.

- Uniform of the day recommended
- Shirt with a collar—**No** t-shirts or tank tops
- Docker style pants, BDU's or suit—**No** shorts or jeans
- Full shoe with socks—**No** sandals

Firearms—All officers wearing a handgun on campus in plain view MUST also wear his/her badge in plain view.

Failure to Adhere to the Dress Code

Academy attendees will be denied admittance to the classroom or range and a report will be sent to the Chief/Sheriff/Warden/Director, stating the reasons the officer/staff was not allowed to attend the training session.



How to reserve a seat:

- Complete the ESCJA Reservation Form (form is a separate attachment on the announcement email)
- Type, do not handwrite, required information onto form
- “Save” and email saved file to escjaregistration@worwic.edu

You will be notified if your seat is confirmed or if you have been placed on standby.

This document is available in alternative formats to individuals with disabilities by contacting disability services at kmohler@worwic.edu, 410-334-2899 or TTY 410-767-6960. Wor-Wic Community College is an equal opportunity educator and employer. Visit www.worwic.edu/Services-Support/Disability-Services to learn more.