

**POST Innovative Grants Program
Conflict Resolution, De-Escalation, and Communication**

I. Overview of course and introductions

The purpose of this course is to enhance individual interpersonal skills, organizational and community inter-relational skills; for law enforcement professionals. The leadership concepts and activities will result in an increase in quality of community interactions and internal law enforcement communications.

II. Learning Outcomes

- A. Ability to compare and contrast the concepts of leadership, management, integrity and ethics
- B. Ability to recognize the behaviors and decisions that impact success and organizational integrity
- C. Ability to describe behaviors that improve communication and interactions within the community

III. Learning Objectives

- A. Discuss and understand the ethical, legal, social, and moral complexity of processes within the administration of justice system
- B. Apply learned communication skills to de-escalate communication conflict
 - i. Owning behavior; recognize the person, the setting, and your assumptions and examine the situation. Flexibility and adaptability.
- C. Understand and describe the importance of evaluation team member competency
- D. Understand and apply building skills to de-escalate internal team conflict
- E. Explain and understand the Five Bases of Power according to French and Raven
- F. Explain and understand vision and strategy for the development of teams and organizations
- G. Explain and understand the impact of Transformational and Transactional leadership to leading change
- H. Explain and understand the impact of Transformation Leadership and Transactional leadership on organizational culture, retention, and success

IV. Learning Activities (8 hours)

- I. *Course Introduction (45min)*
 - I. Introductions
 - II. Ground Rules
 - III. Overview of the day
- II. *Define the Language of Leadership (45min)*
 - I. What do you hear, see, and feel with the word 'leadership'?
 - I. Facilitate answers on flip chart
 - II. Observations of types of words used and question what does that reveal about leadership
 - III. What does this mean to students in terms of the skills believed necessary for effective leaders?
 - II. 2017 C-Span Presidential Historian Survey Handout
- III. *What Does Leadership Look Like? (30min)*
 - I. Who do you want to work for or with and why?
 - II. Example Video of interpersonal skills, abuse of positional and knowledge of power and respect for others
- IV. *Class Break (10min – 10:00am to 10:10am)*

- V. *Develop Leadership Vocabulary (50min)*
 - I. Define Ethics, integrity, Character, Reputation, Differences between Ethics & Integrity, and relate to character and reputation
 - II. Discuss Ethics in Organizations – Police Code of Ethics; Lawyer Code of Ethics; Doctor Code of Ethics; Business Code of Ethics
 - III. Discuss the impact of unethical behavior in law enforcement and inequity in the criminal justice system impacts citizens
- VI. *Know and Lead Yourself (30min)*
 - I. Why you need Emotional Intelligence to succeed
 - II. The Five Components to emotional intelligence
 - III. Define Leadership
- VII. *Personal Impact: Behaviors to Improve Communication (45min)*
 - I. YouTube Video “Own Your Behaviors, Master Your Communication, Determine Your Success”
 - II. Followed by class discussion
- VIII. *Class Break – Lunch (60min – 12:15pm to 1:15pm)*
- IX. *Generations Exercise (60min)*
 - I. Recognize that we easily identify with other generations and acknowledge where many of our values and knowledge originate
 - II. View generations connections as an opportunity to build bridges and enhance community relations
 - III. Recognize that understanding the past will provide working knowledge and perspective as society continues to shape the future
- X. *Use of Power and the Impact on Compliance and Commitment (45min)*
 - I. Lecture and Discussion
 - II. Power(s) used in the administration of justice and its impact on communities and individuals
 - III. Videos
- XI. *Class Break (10min – 3:00pm to 3:10pm)*
- XII. *Organizational Culture (65min)*
 - I. Group Activity – Volkswagen and/or Takata Airbags
 - II. Handout and discussion – relate to public trust
- XIII. *Assessment (45min)*
 - I. Multiple choice / Fill-in / Written Assessment

V. Assessment and Criteria

A. End-of-course assessment

- I. A base scenario document will be presented to each participant. A written analysis of issues that need to be addressed will be conducted. The assessment will test across the concepts of leadership versus management, interpersonal communication, team dynamics, conflict resolution, and performance management.

VI. Evaluation and Remediation

Students will obtain a score of 70% based on class participation and the end-of-course assessment. Students failing to meet this minimum score will be afforded the accommodation to complete necessary work to pass the course based on a one-on-one meeting with the instructor outside of class.