San Jose Police Department
POST Basic Supervisory Course
Expanded Course Outline

DAY 1

I.   **Chief's Welcome and Course Introduction**

    A. Chief Presentation

       1. Chief Officers will welcome newly promoted Sergeants.

       2. Each Chief will discuss expectations from the Sergeant position and talk about the importance of strong first level supervision.

       3. Chief Officers will address current trends and issues with the department as well as answer questions.

    B. Course Overview

       1. Student Objectives
          a. Understand your role as an organizational leader
          b. Develop skills to enhance effectiveness
          c. Adopt an analytical approach as a leader
          d. Identify and analyze useful leadership tools
          e. Identify expectations from community, management, peers and subordinates
          f. Discover leadership is about <u>influence and relationships.</u>
          g. Identify and analyze your own leadership and communication styles
          h. Identify, interpret and analyze your own behavioral tendencies

    C. Course Requirements

       1. Project Introductions
          a. Present a short briefing on an assigned topic
          b. Maintain a supervisor's file
          c. Participate in team problem solving activities
          d. Conduct a counseling session
          e. Prepare a performance evaluation

    D. Course Concepts

       1. Learning
          a. The influence of experience as it applies to new situations
       2. Goal of Learning
          b. To describe, understand, predict and influence behavior or thought
       3. Conduit of influence
          c. Relationships
       4. Motivation

d.   Need or desire to act a certain way

II.   Introductions & Administrative Details

A. Student Introductions

1.   ICE BREAKER (see learning activities)

   a.   Have students partner with someone they do not know
   b.   Each pair of students interview one another
      1.   Name
      2.   Agency
      3.   Tenure
      4.   Two interesting things about you
   c.   Each student introduces their partner

2.   Instructors should model this by introducing one another.

3.   You may wish to use the Paired Visual Introduction learning activity

III.   Project Introduction

A. Course Requirements. Review what each student will be required to do during the course:
1.   Conduct a realistic counseling session
2.   Prepare a written performance evaluation of one SFT member
     Prepare a briefing on a law enforcement topic.

IV.   SFT#1-2
A. Discuss how SFT videos impact this course
1.   Relating characters to student's own team

B. Show SFT *"Duncan's Last Briefing"*
1.   This video gives the students a brief overview of the team.

C. Group Discussion
1.   Ask: "What do you think about these people (or this team)?"
2.   Other questions to include:
   a.   "Any concerns?"
   b.   "Is there anything that you need to pay attention to?"
   c.   "Is this group typical?" "How?" or "Why not?"
   d.   "What do you know about this people now?" (We actually know very little, and the class needs to recognize that.)
     1. Body language, facial expressions and actions of the   team
   e.   "Do you need more information?
   f.   "Are there other sources of information that we might use?"

D. Show SFT *"Changing of the Guard"*
1.   Ask: "We've learned a lot about these individuals. What do you think about Duncan's information?"
   a.   Jason Garcia's lack of motivation

b. Amy Sanchez's situation
c. Mark Abrams' frustrations over lack of promotion
d. Information that Vinnie Delfino might be leaving the   agency
2. "How do we know this information?" (This encourages the class to identify that the only information they have is from Duncan.)
3. "How reliable is Duncan's information?"
4. "Is this a typical way we learn about a new team?"
5. "What does it say about our roles as supervisors?"

V.   Tactics To Get Acquainted
A. Socialization

1. Brief large-group discussion. Ask: "If the conduit of influence is relationships, how do I get started?"
2. Learning Activity: Small groups
    a. List things they would want to know about a newly assigned group of employees.
    b. List how they would find out that information. (Most classes will bring up looking at personnel files.)

B. Ask: "As a new leader, what do I need to know about my followers and team?"

1. Background and experience
2. Individual needs/goals
3. Group mission/goals
4. Roles, status, norms of the group and members
5 Cohesion of the group
(If they miss any of these points, then facilitate a discussion on the value of each point.)

C. Ask: "How will they get to know me?"

D. Socialization as a Strategy
1. Socialization (Defined): "The acquisition of social knowledge and skills necessary to assume an organizational role." ("Leadership in Organizations" Department of Behavioral Sciences and Leadership, USMA)

2. Two perspectives:
    a. The individual being socialized is made aware of behaviors, roles, norms, and expectations of the group.
    b. The leader is responsible for ensuring that individuals learn: appropriate behavior; small group goals; their own roles in achieving these goals, and the expectations of the group and leader.

3. Ultimate Goal
    a. A mutually satisfying psychological contract between the individual and the group.
        1.) Psychological Contract: A process where the group attempts to influence the individual to adjust his/her personal identity to accomplish group goals. Simultaneously:

- The individual attempts to influence the group to better fit his/her needs.
- If successful, this results in a contract mutually beneficial between the group and individual.

VI.   SFT #3 & #4
A. SFT Video #3- Foster's First Briefing
1. This is Sgt. Foster's first briefing. Delfino tells Abrams to "sit down – this isn't your briefing."
2. During briefing, Abrams gives a disrespectful "cough" while Foster is talking.

De-briefing Points:

3. Be sure to give the students a caveat about Foster being new so they don't focus on her flaws. This exercise is not about just critiquing her but recognizing some of the behaviors going on in the room.
   a. What are your thoughts about this first briefing?
   b. How do you think it went?
   c. What was positive?
   d. What could have been improved?
   e. Would you do anything differently at your first briefing? If so, what?

B. Show SFT Video #4- Break Room Video

1. The scene opens as Officers Garcia, Chan and Delfino are laughing while looking at a video on Garcia's iPad.

2. The video depicts a running suspect who is struck by a pursuing police vehicle. This appears to be an internet video from another agency. The officers' laughter gets the attention of Civilian Manager Gigi Thatcher, who also views the video. She asks, "You guys think that's funny?" She then suggests the video is offensive and disgusting and the officers should know better.

3. Sgt. Foster enters the break room as Thatcher is speaking to the officers. Thatcher looks at Foster and says, "You've got your work cut out for you."

4. De-briefing Points:
   a. What occurred?
   b. How would you handle this? (Follow-up with Civilian Manager?)
   c. What are your options?

VII.   Supervisory Traits

A. Small Group Learning Activity

1. Divide the class into small groups and ask them to develop lists of good and bad things that they have seen supervisors do.

2. Have them record on a flip chart and report out **with specific examples.**

3. End the exercise with a discussion of the traits that students want to characterize *them* as supervisors.
    a. Create a specification of what a good supervisor would look like.
    b. If they use easels to record their responses, it might be a good idea to post the results on the wall for later reference.

VIII. Role Transition Issues & SFT #5

A. **Role Transition - Learning Objectives**: Given specific case studies and scenarios, students will be able to:

1. Contrast their new role of supervisor with their past role as officer

2. Be able to assess any changes they will need to make in order to go from follower to leader

3. Identify and evaluate personal and professional values

4. Differentiate their roles with administration, community, peers and followers

B. **Characteristics of good supervision**

1. Students will list on easel charts traits and characteristics of good supervisors

2. Expectations
    a. Administration/Mgmt
    b. Community
    c. Peers
    d. Followers/Subordinates

3. Values
    a. Honesty
    b. Competency
    c. Inspiration
    d. Vision

C. **SFT Video #5- Car Stop/Citizen's Concern**

1. Sgt. Foster meets Dane Matthews at the counter and listens to his concern. Matthews was issued a citation for a traffic violation by Officer Richards. Matthews complains that Richards' behavior was inappropriate during the stop and he recorded the exchange on his cell phone camera. Sgt. Foster views the video Matthews has sent to her which shows the enforcement contact involving Richards. Foster calls Officer Richards and tells her to come to her office.

2. De-briefing Points:

    a. This video provides a good opening for role transition, Foster and Richards are close friends and Richards receives a citizen complaint. This should provide the instructor with a variety of facilitation opportunities with either a small group or large group discussion. Several questions follow that you might want to use.

b. What is your initial impression of the citizen's complaint and why?

c. Does your opinion of the complainant change after viewing the video he sent you? How?

d. Do you have concerns regarding Richards' handling of this contact?

e. How will you address this issue with Richards?

f. What options do you have available to you in handling? this? Informally or formal complaint?

g. Describe the potential repercussions. (Lost friendship, etc.)
h. How can you determine the root cause of Richards' behavior/responses?

IX. Power & Authority & SFT #6

A. Motivation, Influence and Power

1. Conduct a facilitated discussion with students to identify the sources of power and authority for Sergeants. Lead off the discussion by referring to the power and authority issues in the SFT. Ask students to work in small groups and:
   a. Define or explain the difference between Power & Authority; and
   b. Develop a list of the sources of a sergeant's Power.

2. Principle of atrophy (use it or lose it)

3. Principle of compensation
   a. Pulling from one power to make up for a deficit in another

4. People act for two reasons
   a. Internal
   b. External

5. How people are motivated
   a. Feeling that others trust them
   b. Felling that they are challenged
   c. Feeling good about themselves
   d. Feeling competent and skilled
   e. Being appreciated for who they are and what they do
   f. Feeling excited or passionate about what they are doing
   g. Feeling involved in activities that matter to them

6. Influence and power
   a. Positional
   b. Personal

7. Power sources
   a. Reward
   b. Legitimate
   c. Referent
   d. Coercive
   e. Expert

f. Information
g. Connection

8. Administer the **Power Perception Profile**. You will have the students self-score, after they've engaged in a facilitated discussion on power bases.

B. SFT Video #6- Delfino's Challenge

1. This segment opens as Sgt. Foster drives up to a crime scene where Officers Delfino and Abrams are investigating an unknown crime. Crime scene tape is apparent near a building. Corporal Abrams alerts Delfino to Foster's approaching police unit. Officer Delino tells Abrams, "I'll handle this." Delfino approaches Foster, still seated in her vehicle, and says to her, "we know our jobs – we know what we're doing out here. If we need you, we'll call you. When Brad Duncan was in charge, he took a hands-off approach and we'd like to keep it that way."

2. Debriefing Points:

   a. What is this really about?
   b. How would you handle this?
   c. What are your options?
   d. Who else will be impacted by the way you handle this?
   e. Ask the class to describe Delfino's power and power bases.

X.   DiSC Administration

B. DiSC® Personality Profile

Students will complete the DiSC Inventory and score the test. Carefully monitor their scoring, as you will inevitably find that they make mistakes. Don't discuss the instrument at this time. Have students post their scores on a flip chart.

1. Instruct students to complete the instrument
   a. Emphasize this is not a test but a tool to help determine their own behavioral tendencies and how and why others behave in certain ways
   b. There are no right or wrong answers
   c. No style is inherently better than the others
   d. If the students understand themselves, they should be able to adapt their own behaviors as necessary

2. DiSC® Completion Instructions
   a. In the space provided, identify those behaviors which are most to least characteristic of you in an identified situation
   b. Working from top to bottom, assign:
      • assign "4" to the MOST characteristic behavior
      • assign "3" to the next most characteristic behavior
      • assign "2" to the next most characteristic behavior.
      • assign "1" to the least characteristic behavior
   c. Continue by using a silver coin or hard object to rub on the ovals to the right of each word
   d. The letters D i S C will appear

    e. After the letters are revealed, students will total the points for each letter and write them in the boxes

    f. Students will post their scores on a flip chart

DAY 2

I. DiSC Discussion

A. Student Learning Objectives

1. Understand your behavioral tendencies and develop an awareness of how your behavior affects others.
2. Understand, respect, appreciate, and value individual differences.
3. Develop strategies for working together to increase the performance, motivation and satisfaction of others.
4. Enhance your effectiveness in accomplishing tasks by further developing your relationships with others.

B. Discussion Points

1. How many of you have worked with, or for someone and found yourself wondering, "Why are they doing it that way?"
2. Have you ever thought, "That person is driving me crazy?"
3. Have you ever felt that you were being misunderstood?
4. Have you known individuals who always seem to see the glass as "half full" or "half empty"?

C. Successful Leaders

1. Understand their behaviors and how their behaviors may affect others.
2. Have positive attitudes about themselves which causes others to have confidence in them.
3. Know how to adapt their behaviors in different situations to meet organizational challenges.

D. Background

1. Researched and developed by William Marston
2. Marston found that people tend to perceive and respond to the environment in different patterns.
3. Researchers expanded on Marston model in 1972. It is based on two perceptions:
    a. The environment as favorable or unfavorable
    b. The person more or less powerful than the environment (Environment defined as everything outside the individual person: other people, events, circumstances
4. Unique instrument that ban be self-administered, self-scored and self-interpreted
5. Widely available and easily accessible
6. Focuses on our behavior as we view the environment
    a. Behaviors are observable
        1. Situationally -based
        2. Flexible

3. Based on perceptions
7. Ask the students: "What affects your perceptions?"

E. Frustrating Behaviors

1. Ask the students: "What behavior do you find the most frustrating in the work environment?"
   a. "When people are so busy talking, they never seem to get anything done."
   b. "My boss who always focuses on the minutia and takes forever to approve a project."

F. Identify and Understand Person Behavioral Differences and Know How to Become More Effective

1. Large-group activity. Ask the students: "In what ways are our employees diverse?"
   a. Race
   b. Gender
   c. Age
   d. Personality

II. Student Briefing

A. This morning remember to re-introduce the Briefing Assignment for students.

1. In this assignment, they will pair with a classmate of their choice and prepare a 10-minute briefing typical of what they might do for their own squad.

   a. You will need to prepare a list of a dozen topics
   b. Since the first class briefing is scheduled for tomorrow AM, encourage volunteers to kick it off.

III. SFT Get Acquainted Exercise

A. SFT Group Discussion

1. Ask the class what they know now about the SFT now.

   a. Then break the class into groups and ask the groups to record and report on two lists.

   b. One of the things that they would want to know about a newly assigned group of employees; c.secondly, how they would go about finding out that information.

   c. Most classes will come up with the need to look at personnel files. This provides a good opening to: **Hand out Sergeant's Desk Drawer.**
   Before lunch remind the class that the CIM Questionnaire will be collected end of day.

IV. E – Resource

A. Newly promoted Sergeants will learn all the procedures on E-Resource for creating watchlists and other administrative duties including:

1. Time Off Management
2. BOS and EOS requests
3. Managing district and division resources.

V. SFT Video #11 & #12
A. SFT Video #11- The Phone Call/DA Reject

1. Sgt. Foster receives a telephone call from the local district attorney's office concerning reports submitted by Officer Delfino.

2. De-briefing Points: Sgt. Foster receives a telephone call from Deputy DA Wyant regarding the rejection of six criminal cases submitted by Officer Delfino. Wyant explains the rejections are based upon various problems with Delfino's reports, which were insufficient to proceed with prosecution.
   a. What is the issue here?
   b. Is this indicative of larger concerns regarding Delfino?
   c. How would you handle this?
   d. What are your options

B. SFT Video #12 – Follow up Phone Call to Sgt. Duncan

1. Sgt. Foster telephones Sgt. Duncan and discusses the call she received from the DA's Office regarding Delfino's sub-standard crime reports.
2. Sgt. Foster meets with Sgt. Duncan to ask about Officer Delfino's reports and learns that Duncan is aware of the problem and has been working with him on the issue. The department has also recently initiated a new report writing system and Duncan states that he has made corrections to Delfino's reports in the past and sent them forward.   Duncan seems very defensive and tells Foster that Delfino is leaving for the sheriff's department and to "just drop it."
3. Duncan is obviously aware of the problem and indicates he has previously talked with Delfino about the issue.
4. A new report writing system was implemented six months ago.
5. Debriefing Points:
   a. Duncan states he has corrected Delfino's reports and sent them forward. Is this an issue?
   b. Can he change the report? Any legal implications?
   c. How would you handle this?
   d. What would be your course of action?
   e. Is there background data you need?

VI. Generational Differences
A. Objectives
1. As leaders, understand and recognize the potential differences in generational behaviors
2. Compare leader's value system with perceived values of followers from different generations
3. Analyze the impacts generational differences have on trust, focus and perception

4. Recognize what defines specific generations of followers and leaders (events/experiences)
5. Examine and apply leadership principles and strategies for leading a multi-generational workforce

B. **Factors defining generational differences** (affects who we are and how we behave)

1. Perceptual bias
   a. Experience
   b. Value system comparison
      1) Impacts trust between leader and follower
      2) Creates a narrow focus
      3) Build frustration and creates resentment
2. Attention
   a. Process of focusing our senses
   b. People notice different things based on
      1) Physical limitations
      2) Level of awareness
      3) Stimulus
3. Perception
   a. Sensory input organized and interpreted
   b. Gives meaning information senses have discovered (example: varied crime scene witness accounts)
4. Cognition
   a. Complex process of assimilating the sensory input we have received
   b. Deciding what to do with it

5. Personality – The way individuals behave and interact with others
   a. Locus of control (= location) Individuals belief they can have impact on their environment
      1) Internal (my actions can influence events that occur)
      2) External (other forces, people, circumstances or fate is responsible for outcomes)
   b. Introversion – Extraversion
   c. Inflexible – Flexible
   d. Dominant – Submissive
   e. Big Picture – Details

C. **Defining generations**
   1. Formative years – values systems, ethics, style established
   2. Each generation shares common set of experiences
      a. Trends, events, headlines
      b. Heroes
      c. Music and mood
      d. Parenting style and education
   3. Adjust behaviors and build skills; don't radically change world view
   4. Different perspectives on organizational issues
      a. Leadership
      b. Communication
      c. Problem solving
      d. Decision making

D. American generations in the workplace
1. Traditionalist (1921-1945)
    a. 5% workforce (7 million 2011)
    b. Life influencing events
    c. Compelling messages from their formative years
    d. Popular technology
2. Baby-Boomers (1946-1964)
    a. 38% of workforce (60 million 2011)
    b. Life influencing events
    c. Compelling messages from formative years
    d. Popular technology
3. Generation X (1965-1979)
    a. 32% of workforce (51 million 2011)
    b. Life influencing events – diversity generation
    c. Compelling messages from formative years
    d. Popular technolog
4. Generation Y (Millennials) (1980-1999)
    a. 25% of workforce 40 million 2011
    b. Life influencing events
    c. Compelling messages
    d. Popular technology

E. Strategies for leading the multi-generation workforce
1. Initiate conversations about generations to minimize judgmental behavior
2. Use socialization skills and discuss needs and preferences
3. Offer options (choices) to meet needs of individuals
4. Personalize your style, be flexible in communications and learn about preferences DISC®
5. Pursuing different perspectives from multi-generational workforce avoids 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. Prove training and educational opportunity

F. Leadership 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 on the generation
7. Do the right things and retention problems are minimized
8. Everyone wants to learn
9. Most followers want a coach
10. Create meaningful work opportunities

VII. Ethics and Leadership

A. Objectives

1. Examine guidelines for ethical behavior and distinguish those that are clear or ambiguous
2. Create and apply principles of service as they relate to carrying out the organizational mission
3. Examine how competition and stress affects ethical behavior within organizations and what the impact ethical or unethical leadership has on functional or dysfunction follower behavior.
4. Create an ethical leadership model, which distinguishes between the benefits and consequences of ethical and unethical behavior
5. Explain how a leader's influence and organizational dimensions affect and influence the ethical climate of an agency

B. Define ethics

1. Being in accordance with the rules and standards for right conduct or practice
   a. Standards of profession

C. Ethics and Leadership

1. What is right and worthwhile
   a. Goals and purpose
   b. Ends/Means relationship
   c. Leader/Follower relationship

2. Mission Statements

3. Clearly defined Principles o service
   a. High quality service
   b. Empowerment
   c. Protection of Constitutional rights
   d. Integrity
   e. Diversity
   f. Teamwork
   g. Leadership
   h. Commitment to employees

D. Ethical Dimensions of leadership

1. Dispersed throughout the organization
2. Sets goals, protects the basic mission, influences others, designs structure
3. Leadership models the appropriate behavior setting example for the group
4. Leadership influences affects attitudes and behaviors of group members

E. Leadership Influences

1. Observational Learning
2. Feedback
3. Discipline
4. Leadership Consistency
5. Procedural Justice – Fair procedures
   a. Consistently

        b. Without self-interest
        c. On the basis of accurate data
        d. With the opportunities to correct the decision
        e. With the interest of all concerned parties represented
        f. Follow moral and ethical standards

F. Organizational rewards and adverse actions
1. Leaders have power to reward/sanction followers for acceptable/unacceptable behavior
2. Behavior can be shaped by direct experience or observational learning
3. Failure to confront

G. Communication and expectations
1. Directives
2. Policies
3. Socialization opportunities

H. Organizational climate and ethical choices
1. High stress conditions
    a. Competing responsibilities
    b. Unrealistic deadlines
    c. Insufficient resources
    d. Can result in pressure to cut corners or violate ethical standards and values to get the job done
2. Effect of competition
    a. Can increase performance
    b. Extreme competition may lead to compromise of ethical standards
3. Group norms
    a. Formal
    b. Informal

VIII. CIM Questionnaires
Collect critical Incident Management Questionnaires. Remind students that their incidents will be discussed tomorrow morning

DAY 3
I. Briefing Team 1, Team 2, Team 3, Team 4

A. Student Team Briefing
1. Student Team will present the briefing on their assigned topic.
2. Encourage the class to give the presenters honest feedback regarding presentation techniques, relevance of the subject; and quality of understanding of the concepts presented.

II. Situational Leadership
A. Objectives

1. Identify the characteristics and needs of followers at each level of development.
2. Monitor and diagnose the performance, competence and commitment of followers to determine their need for direction and support.
3. Adjust leadership style when competence or commitment increases or decrease.
4. Conduct *Partnering for Performance* meetings to agree on goals and a plan for working together to achieve these goals.
5. Resolve disagreements about development level.
6. Identify leader's style preferences and recognize the importance of using styles flexibility
7. Discuss the importance of matching and the consequences of over or under supervising.
8. Learn how to systematically improve your own leadership capacity using Situational Leadership® II.
9. Understand why leadership capacity is so critical to organizational success.
10. Develop follower's competence, confidence and motivation so they learn to provide their own direction and support.
11. Increase the quality and frequency of conversations about performance and development and to value and honor differences.

B. Purpose
1. Increase leader/follower communication through frequent conversations regarding follower's performance
2. Earn trust and respect by helping follower's to be motivated and be confident and competent in identifiable tasks
3. To develop a common language for leadership
4. To match supervisory style with the needs of the follower
   a. Beliefs and values
      1) People can and want to develop
      2) Leadership is a partnership
      3) People value involvement and communication
5. Define leadership: an influence process, working with people to help them accomplish their goals and the goals of the organization

C. Skills

1. Diagnosis – assessing development needs on a specific task
   a. Task-specific knowledge and skills developed through
      1) Experience
      2) Training
      3) Coaching
   b. Transferable knowledge and skills that can be used across multiple tasks
   c. The motivation to perform the task including
      1) Excitement
      2) Enthusiasm
      3) Energy
   d. The confidence to perform the task independently
   e. Five Diagnosis Questions to be asked
      1) What is the specific task?
      2) How strong or good are the follower's demonstrated task knowledge and skills?

3) How strong or good are the follower's transferable skills?
4) How motivated, interested, or enthusiastic is the follower?
5) How confident and/or self-assured is the follower?

f. Define "Doing vs. Learning" to do the task
1) D-1 Enthusiastic Beginner
2) D-2 Disillusioned Learner
3) D-3 Capable but Cautious Performer
4) D-4 Self Reliant Achiever

D. Leader behavior: the extent to which a leader:
1. Directive behavior
   a. Sets goals and clarifies expectations
   b. Tells and shows a follower what to do, when, and how to do it
   c. Closely supervises, monitors, and evaluates performance
2. Supportive behavior
   a. Engages in more two-way communication
   b. Listens and provides support and encouragement
   c. Involves the other person in decision making
   d. Encourages and facilitates self-reliant problem solving

E. Leader Responsibilities
1. In all four styles the leader:
   a. Makes sure tasks and expectations are clear
   b. Observes and monitors performance
   c. Gives feedback

2. Style choices
   a. Match
   b. Over-supervise
   c. Under-supervise

F. LBA II instrument (students should have taken instrument prior to this segment)
1. Style flexibility
   a. Primary style matrix
   b. Secondary style matrix
   c. Developing style matrix
2. Style effectiveness
   a. Style diagnosis matrix

3. Five Agreements
   a. Pre-work
      1) Teach SL II model to employee
      2) Identify all outcomes

   b. Get agreements on:
      1) Goals
      2) Development style
      3) Leadership style
      4) Behaviors
      5) How and how often to stay in touch

G. Resolving a disagreement about development level ("The Branching Diagram)
1. Re-clarify the task
2. Ask for evidence of past experience and/or skills
3. Bench-mark the follower's performance against others
4. Go with the follower's diagnosis with a short timeline

III.   Pursuits and Patrol Supervision

A. Supervisor Responsibility During Pursuits
1. Department policy, statutory law and case law will be presented as it pertains to vehicle pursuits.
   a. Review of pursuit policy
   b. Radio Traffic of Pursuing Officer
   c. Supervisory control of pursuits
   d. Initiation of pursuit - wants
   e. Continue to pursue or terminate
   f. Pursuits culmination
   g. Documentation

B. Patrol Supervision
1. Practical strategies to manage a patrol district and the patrol personnel assigned to it will be presented through facilitated discussions and a variety of leaning activities.
   a. Scenario based learning activities will be facilitated by the instructor that highlight proper and improper decisions and action by patrol supervisors.

IV.   Human Side of Critical Incidents

A. Human Side Critical Incidents
1. Students fill out (may be anonymous)
2. Human Side Critical Incident Checklist review

B. Personal critical incident experiences
1. Impact
2. Treatment by agency
3. Improvements?
4. Resources available

C. Facilitator advisement
1. Very sensitive information
2. Safety (Confidentiality)
3. Start with low impact incidents
4. Facilitator may need to share an incident if class reluctant to start

D. What constitutes a critical incident?
1. Emotional aftershock following a horrible event
2. Any reaction where one feels overwhelmed by their sense of vulnerability and/or lack of control over the situation

E. Sources of Critical Incident Stress
1. Mass casualty incidents
2. Protracted or difficult incident/injury/death of workmate
3. Event that attracts media attention
4. A win turning into a loss
5. Serious physical/psychological threat
6. Looks, sounds, smells so distressing as to cause an emotional reaction
7. A series of minor or almost routine events in a short time frame

F. Reactions to Critical Incident Stress
1. Bodily responses, actions, thoughts, feelings
2. Effects may be short term, cumulative, long term

G. Supervisory advice to follower in critical incident
1. Keep active – structure your life
2. Accept your reactions as normal
3. Talk to people close to you
4. Avoid substance abuse (alcohol dehydrates)
5. Express your feelings as they arise
6. Spend time with others
7. Use sleeplessness constructively
8. Don't make big changes in your life
9. Eat well balanced, regular meals; stay hydrated (Water is best)
10. Seek help if you need it from experienced persons

H. How may a supervisor help the follower personally

1. Spend time with the follower
    a. Offer assistance and a listening ear, reassure them when appropriate
    b. Help them with tasks

    c. Give them some space, private time
    d. Don't take their anger or frustration personally
    e. Don't tell them they are lucky it wasn't worse
    f. Just being there with the follower may be all that is needed
    g. When appropriate suggest professional assistance

I. Show SFT videos of Officer Safety with officer Sanchez
1. Discuss the two videos and determine what should be done

J. Optional learning activity
1. Table-top exercise of case studies implying critical incident stress
    a. What are major issues
    b. What is your responsibility as a supervisor?
    c. What should you do?

K. PTSD - Post Traumatic Stress Disorder (I Love A Cop, Ellen Kirschman, Ph.D.)

1. Signs and symptoms
    a. Signs of re-experiencing the event
        1) Recurrent, intrusive recollection of even
        2) Recurrent, distressing dreams of event
        3) Flashbacks (can occur whether sober or intoxicated)
        4) Intense distress over situations, sounds, smells resembling event
        5) Intense nervous system activity (adrenalin rush, rapid heartbeat)
    b. "Signs of numbing or avoidance behavior
        1) "Efforts to avoid thoughts, feelings, conversations associated with the trauma
        2) Efforts to avoid activities, places or people that create memories of the trauma
        3) Inability to recall important aspects of the trauma
        4) Markedly diminished interest/participation in significant activities
        5) Feeling detached or estranged from others
        6) Inability to express feelings
        7) Sense of foreshortened future
    c. Signs of increased arousal
        1) Difficulty falling or staying asleep
        2) Irritability or outbursts of anger
        3) Difficulty concentrating
        4) Hyper-vigilance
        5) An exaggerated startle response to loud noises or unexpected movements"

V. Crisis Management Unit / Wellness Resources / Stress Management
A. Guest Speaker – Crisis Management Unit
1. Personnel from the Crisis Management Unit will present new Sergeants with all the available resources and services that the department offers to all employees. Special emphasis will be placed on employee wellness and stress reduction. New Sergeants will learn how they can levy these resources for the employees they supervisor in a efficient and confidential manner.

VI.   Conflict Management / Crucial Conversations
   A. Perceptions of Conflict

   1. Facilitate group discussion:
       a. Ask students to define their perceptions of CONFLICT.
       b. Ask for specific examples of conflict in their work environments.
       c. You may wish to discuss the positive and negative types of conflict.

   B. Group discussion: What is conflict? What happens when conflict goes unresolved?

   1. Functional conflict results in positive benefits to individuals, the group or organization. Disagreements usually exist in social situations over issues of substance because it:

       a. Brings important problems to the surface.

       b. Causes decisions to be considered carefully and even reconsidered.

       c. Offers opportunities for creativity and innovation

   2. Dysfunctional conflict involves interpersonal difficulties that arise over <u>feelings</u> of anger, mistrust, dislike, or fear.

   C. SFT #13 Locker Room Gossip
   1. In this scene, Sgt. Foster is in the locker room changing at the beginning of shift. She overhears a conversation between Sanchez and Richards regarding Abram's reputation as "testosterone boy." Sanchez relates, "He really went to town on the subject he stopped for jaywalking."
   2. Ask students if any of this conversation should be of concern to them.
       a. How would they handle this situation?
       b. What are the options?
       c. Describe the potential outcomes of each option.

   D. SFT #14 Phone Call to Duncan:
   1. Sgt. Foster calls Sgt. Duncan and asks if he had any previous reports or indications of Corporal Abrams possibly violating the use of force policy. She learns that Abrams was scheduled for Tactical Communications training as a result of an arrest he made and his use of force. Duncan is defensive and defends Abrams. Duncan brings up Delfino again and asks, "What are you trying to do here?"
   2. Ask students what their interpretations are of this exchange between Foster and Duncan. Ask them what they would now do and what other course of action might be available to them.
   3. After showing this SFT, facilitate a discussion including what students noticed in the phone exchange.
       a. When did Duncan's tone of voice change and why?
       b. Would it have been better to meet in person?

DAY 4

I.   Briefing Team 5, Team 6, Team 7, Team 8

A. Student Team Briefing
   1. Student Team will present the briefing on their assigned topic.
   2. Encourage the class to give the presenters honest feedback regarding presentation techniques, relevance of the subject; and quality of understanding of the concepts presented.

II.   Communications and Counseling

A. Learning Objectives - Communications

   1. Given specific situations, understand and apply the factors that affect quality communications
   2. Understand and demonstrate the impacts of individual differences and similarities on the process of communication
   3. Relate and integrate the non-verbal component of communication and potential influences
   4. Analyze, apply, and evaluate leader strategies for good communication

B. Effective Communication

   1. Messages given and received (voice and action)
   2. Feedback
   3. The communications model
   4. Motives in communication
   5. Value differences

C. The Communication Process

   1. Intended message assessed by receiver
      a. Choice of words, phrases
      b. Expression
      c. Tone

D. Interpretation

   1. Motives of sender same as receiver?
   2. Values differences
   3. Age, gender and education differences in terminology
   4. World view

E. Non-Verbal Communication

   1. Impact on receiver
      a. 7 % verbal
      b. 38% vocal (tone of voice, rate, inflection, pauses)
      c. 55% facial expressions, body language
   2. Helps meaning
      a. head nods
      b. eye contact
      c. Absence of distractions
   3. Congruency of whole message
      a. Words match facial and body behavior

F. Learning objectives - Counseling

1. Given specific situations, the student will analyze the characteristics of an effective leader-counselor
2. Identify and evaluate barriers to effective counseling
3. Demonstrate safe strategies to counseling
4. Recognize and assess leaders' limitations of counseling
5. Examine and discuss critical aspects of problem, career and performance counseling

D. SFT Videos "Late to Briefing" and "Morgan's Apology"
1. Concerns and supervisory actions

H. Characteristics of Effective Counseling
1. Self Awareness
2. Congruence
3. Empathy
4. Respect for Others
5. Honesty

I. Barriers to Counseling
1. Leader Authority
2. Tendency to Advise

J. The Listening Continuum
1. Active Listening
   a. Eye Contact
   b. Verbal following, echoing, paraphrase
   c. Questioning (Open vs. Closed)
   d. Stating behavioral observations

K. SFT video "The Discovery"
1. Observations
2. Course of action

L. Purpose of Counseling
1. Fact-finding
2. Personal Support
3. Performance issues

M. Variables in counseling
1. Keep a paper trail
2. Don't wait
3. Be sensitive
4. Be prepared
5. Follow the rule of "just cause"
6. Think about the session and your possible emotional responses
7. Possible witness?

N. Videos from "Good Will Hunting"
1. Attitude of client

2. Attitude of Counselor
   a. Emotional Triggers

O. SFT Videos "Vehicle Pursuit" and Vehicle Pursuit Follow-up"
1. Observations
2. Course of Action

P. Practice Counseling Session
1. Guidelines in Instructional guide

Q. Live Counseling Session
1. Coaches – should be or have been sergeants
2. Role-Players – must know the role they play well
3. Guidelines for set-up is in Instructional Guide

III. Briefing Team 9, Team 10, Team 11, Team 12

A. Student Team Briefing
1. Student Team will present the briefing on their assigned topic.
2. Encourage the class to give the presenters honest feedback regarding presentation techniques, relevance of the subject; and quality of understanding of the concepts presented.

IV. FTO Phase III Recruits, Exposure Incidents, CSO Deployment

A. Phase III Recruits
1. New sergeants will be instructed on their role and responsibilities when they have a phase III recruit assigned to their team.
2. Topics to be covered include
   a. writing evaluations
   b. goal setting,
   c. mentoring and monitoring
   d. coordinating with the FTO program

B. Assaults Unit Guest Speaker
1. Personnel from the Assaults Unit will present policy, protocols and procedures for mitigating and documenting exposure incidents.
2. New sergeants will be able to complete exposure forms and make appropriate notifications regarding exposure incidents.

C. CSO Deployment – Guest Speaker
1. CSO management will provide new sergeants with an overview of the CSO program and policies.
2. Sergeants will be able to properly identify circumstances and incidents that CSO's can respond to and the ones with which they cannot be involved.

V. Performance Appraisals

A. Objectives

1. Examine the purpose and scope of the performance appraisal system
2. Identify and utilize the four stages of a performance appraisal system
3. Select the necessary data required to complete a performance appraisal
4. Evaluate and apply basic leader actions in delivering the performance appraisal to the follower
5. Develop a performance improvement plan using student's agency format

B. Purpose
1. Feedback to follower
2. Individual training and development needs
3. Making reward decisions
4. Determining organizational training and development needs
5. Personnel decisions (promotion, transfer, separation)
6. Confirming that good hiring decisions are being made

C. Leader considerations
1. Organizational policy
2. Time concerns
3. M.O.U. agreements
4. Performance improvement plans
5. Merit pay attached
6. Chain of command in the loop

D. Four stage Procedure
1. Plan work and set standards
   a. Socialize follower in the new environment
   b. Clarify work functions and follower responsibilities along with leader expectations
   c. Provide information that demonstrates how these responsibilities contribute to organizational goals
   d. Provide rating forms and explain the system of evaluation
   e. Make follower aware that subjectivity will exist in portions of appraisal process
   f. Provide information regarding performance milestones if appropriate

2. Observing work and collecting information
   a. Provide timely feedback during the rating period (feedback focus should be on what can be done to improve and less on what went wrong)
   b. Record examples that are indicative of specific performance criteria

3. Determining and appraising results
   a. How much time available
   b. Within policy?
   c. When was last evaluation completed?
   d. Any performance issues?
   e. Interview other managers and supervisors who worked with follower
   f. Use data from entire rating period
   g. Determine employee's performance in terms of a rating value

       h. Use documented examples to support findings, identify particular strengths demonstrated, and identify critical needs for improvement (most important development needs)

4. Appraising follower performance when minimal contact or observations not present
    a. Meet with follower at the start of performance cycle
    b. Ask follower to help you solve dilemma regarding minimal contact and personal observation
    c. Ask follower to assist in a plan allowing supervisor to obtain all observation necessary to do a credible job evaluating their performance

5. Discussing the appraisal with the follower
    a. Pick a place and time free of distractions
    b. Ease tension by decreasing authority barriers e.g. desks, seating, etc.
    c. Review the objectives and evaluation criteria and ask follower's opinion
    d. Begin with positive results
    e. Translate deficiencies into future goals
    f. Tie praise to specific performance behaviors
    g. Use open-end questions
    h. Ask follower for feedback regarding the process
    i. Interpret non-verbal communications and clarify with follower
    j. Follower development, future needs, goals

6. Performance evaluation pitfalls
    a. General subjective comments within the evaluation
    b. Lack of documented examples of performance
    c. Focusing on performance deficiencies only
    d. Using data fro a previous rating period

VI.   Performance Improvement Plans

A. Definition and strategies
1. Usually short in duration
2. Designed to improve a deficiency
3. Leader/follower agreement on goals
4. Must have organizational support
5. Follow-up is critical
6. Can be in memo form if agency policy permits
7. Purpose, intent or goal must be stated
8. Include action, e.g. training or re-training
9. Define success within the plan
10. Define leader responsibilities
11. Determine ending date

VII.   SFT Review

A. **Review the SFT's from week one**

1. Review of the first week and SFT videos.
   a. Correlate the DISC Personality Inventory and Situational Leadership with the SFT fictitious characters.
   b. Give feedback how students could use what was discussed during the first week when they return to work.
   c. Use a large group discussion to go through each character and ask the class what they know or think they know.
   d. Post class feedback on a flip chart page for each character.

B. **Have each student pick the character that they will counsel and evaluate.**

1. Be sure to spread the numbers around evenly, with no more than five for any character and a "close as possible" balance between the five available subjects: **Abrams, Sanchez, Richards, Morgan, Delfino**.

C. **Sergeant Log Entries**

1. Introduce that you will be handing out groups of log entries that should be accounted for in performance evaluations, the counseling exercise and class discussions.

VIII. **Counseling Preparation**

A. **Counseling Session Presentation**

1. Once you have experienced Coaches who are familiar with the problems and SFT videos, they will take this time to present the specific problems to the five groups of students who are responsible for each of the different SFT members: Abrams, Sanchez, Richards, Morgan, Delfino. (Each Coach gets a set of Coach's instructions for the specific scenario they have.)

2. The Coaches will meet with the students at a table and handout the scenario that will require counseling.
   a. They can answer questions and facilitate a discussion about what their objectives might be for the counseling and about what techniques the students might use.
   b. They need to be careful not to be too directive—they need to let the students do it as a learning exercise.
   c. If the coaches are inexperienced, the instructors need to divide up and work with the coaches and students in each of the groups.

DAY 5

I. **Review of Week One**
A. **Week One Review**

1. Take this hour to get the class back into the instructional/classroom atmosphere.

a. Conduct an icebreaker to start off the second week.
b. Use the time to review the most critical elements, including the SFT characters, DiSC, Situational Leadership, and any of the other concepts you have concerns about the class's understanding.
c. If you have time, it can be very effective to ask students to share some of the items that stood out for them.

B. Student Team Briefing

1. Student Team will present the briefing on their assigned topic.
2. Encourage the class to give the presenters honest feedback regarding presentation techniques, relevance of the subject; and quality of understanding of the concepts presented.

II. Legal Issues

A. Objectives

1. Given examples, case studies and through class discussion, students will understand and apply concepts of civil liability that concern them as supervisors. (Negligent retention, Supervision. Duty)
2. Given case studies, learning activities and through classroom discussions, the student will assess when follower's rights must be adhered to and to which they will apply the appropriate labor agreements per their agencies
3. Understand what information must remain confidential and justify when such information may be released
3. Determine what strategies to be used to avoid violating officer's rights (POBR)
4. Understand the dynamics and responsibilities of vicarious liability
5. Understand and apply the legal requirements under the Victim's Bill of Rights Act of 2008 (Marsy's law) and conclude what impact it
6. Recognize responsibilities when a follower falls under the guidelines of the Worker's Compensation law

B. Civil liability

1. Negligence
   a. Supervisor is held to a duty or standard of care (to act or perform to a certain level)
   b. Failure to perform or attain the prescribed duty or standard of care constitutes a breach of that duty
   c. Causation or proximate cause
   d. Plaintiff must sustain some injury or damage

2. Negligence duty
   a. To whom is the duty owed?
      1) Depends on job function
      2) Police have duty to protect society in general but do not have a duty to protect or defend individuals unless
         a) They are in police custody
         b) They are put at risk by police activities
         c) They are responding to police orders or directions
         d) They relied on statements or promises made by police

3. Negligent supervision/Failure to supervise
    a. Liability can be extended to supervisory personnel who fail to reasonably supervise those in their charge
    b. The supervisor need not have specific knowledge of the issue, as the consequences of the failure to supervise must only be   foreseeable
    c. The supervisor's conduct must be overt, show tacit approval of the disputed action or show purposeful disregard of the disputed act(s) or condition(s)

4. Negligent Retention
    a. An employer is liable for retaining an employee who is known to be unfit for the position
        1) cannot meet minimum mandated requirements
    b. Supervisory duties
        1) Act of inquiry required when any evidence suggests that employee might have performance issues
        2) Reasonable investigation and findings
        3) Reasonable intervention to take appropriate actions to prevent the recurrence of the offense
    c. Actual knowledge of employee's actions is not required if reasonable person would be expected to know or should have known

5. Vicarious Liability
    a. The imputation of liability upon one person for the actions of another
    b. If liability is incurred during an employee's normal course and scope of job, then the liability is extended to the organization
    c. Deliberate indifference or tacit approval of situations/conditions is sufficient to create a nexus between supervisory personnel and subordinates of any rank

6. Disparate Treatment
    a. Title VII Civil Rights Action – defined as intentional discrimination towards an employee on the basis of a protected class or characteristic such as sex, race, or age

7. Defamation
    a. Counseling and employee evaluations
        1) Supervisor may be liable for disclosures about current or former employee shown to be false if employee's reputation is harmed as a result
            a) Liable – defamatory statements that are written down
            b) Slander – defamatory statements that are spoken
        2) Negative job performance evaluations – usually held to be statements of opinions rather than fact and hence not properly the subject of a defamation action
        3) Employer's performance evaluation falsely accusing an employee of criminal conduct, lack of integrity, dishonesty, incompetence or reprehensible personal characteristics or behavior an support an action for liable

8. Failure to Train to an established standard
   a. Government liability – 42 USC 1983
   b. City of Canton v Harris established municipal liability under "Failure to Train"
   c. To substantiate government liability for failure to train, the plaintiff must assert
      1) A violation of a federally protected right
      2) Inadequate training of employees amounting to deliberate indifference
      3) Causation between the plaintiff's injury and the in adequate training
   d. Defense against liability
      1) "Qualified limited immunity is available to government entities and certain employees
      2) Discretionary immunity- a public employee is not liable for an injury resulting from an act or omission that was "the result of the exercise of discretion vested in him whether or not such discretion be abused" Govt. Code 820.2
      3) Exception: Mirada – Officers who intentionally violate the rights protected by Miranda must expect to have to defend themselves in civil actions

C. Labor Agreements – control how we deal with represented employees

1. NLRB v Weingarten mandates (if requested by employee) reasonable counsel with, and presence with, union representation in investigatory interviews (Weingarten no longer extends to not represented employees)

D. Employee Rights under AB 301, Government Code 3300-3311 Public Safety Officer's Procedural Bill of Rights (POBR)
1. POBR applies to employees classified as "peace officers"

2. POBR does not apply to 830.6 P.C. reserves, temps or extra-help personnel

3. POBR: Govt. Code 3302 Political Activity
   a. Limitations: not on duty, cannot associate agency with political views, not off duty if activity contrary to police purpose

4. POBR: Govt. Code 3303 Procedures when public safety officer is under investigation and subject to interrogation that could lead to "punitive action" (Any action that would lead to dismissal, demotion, suspension, reduction in salary, written reprimand, or transfer for purpose of punishment
   a. Requirements for interrogation
      1) Conducted at a reasonable hour
      2) Disclosure of interrogator's identity
      3) Prior disclosure of the general nature of the investigation
      4) Must not be unreasonably longs and breaks must be allowed
      5) Officer must not be subjected to offensive language or threats
      6) Coerced statements may not be used
      7) Officer must be afforded a copy of recorded interrogations
      8) Miranda applies
      9) Representation is allowed

5. POBR Govt. Code 3303h - Criminal issues
    a. If, prior to or during the interrogation of an officer, it is deemed he/she may be charged with a criminal offense, Miranda must be immediately administered
    b. Lybarger v. City of Los Angeles admonishment

6. POBR Govt. Code 3304 – Lawful Exercise of Rights
    a. Agencies may not punish or deny promotion because officer exercised his/her rights under POBR
    b. No punitive action or denial of promotion on grounds other than merit, are allowed without providing officer with opportunity for administrative appeal
    c. Skelley v. State of California
        1) Skelly requires prior to discipline, a statement containing nature of discipline, effective date, reasons, rule or policy violated, advisement of right to respond
        2) Pre-disciplinary with someone with authority to rescind the discipline
        3) A full evidentiary hearing in front of a "Reasonably Impartial" third party

7. POBR other provisions
    a. Right to receive and sign adverse comments in personnel file (Govt. Code 3305)
    b. Right to respond within 30 days to adverse comments in personnel file (Govt. Code 3306)
    c. Right to refuse polygraph exams (Govt. Code 3307)
    d. Limits on financial disclosure (Govt. Code 3308)
    e. No locker searches without personal presence, notice, consent or a search warrant (Govt. Code 3309)
    f. Officer remedies if rights are violated (Govt. Code 3309.5)

E. Release of employee information

1. Article 1 Section 1 California Constitution includes a right to privacy; A violation must include
    a. Legally protected private interest
    b. Reasonable expectation of privacy
    c. A defeat of, or overcoming, the expectation of privacy

2. Pitchess v. Superior Court, 11 Cal. 3d 531
    a. Allows release of parts of an officer's personnel file if applicable character issues are present
    b. Involves judicial review
    c. Employees must be advised

3. Brady v. Maryland 373 US 83
    a. Requires release of employee's information, pursuant to a defense motion, if it would tend to be exculpatory or assist the theory of defense
    b. Generally amounts to "past bad acts" or character information

4. Medical Records (Civil Code section 56.20)

a. No employer shall use, disclose, or knowingly permit its employees or agents to use or disclose medical information which the employer possesses pertaining to its employees without patient having first signed an authorization

b. Exceptions
   1) When compelled by judicial or administrative process or any other specific provision of law
   2) When the employee's medical condition is at issue in a legal proceeding involving the employer
   3) Administering benefit plans
   4) To a health care professional or facility to aid the diagnosis or treatment of the patient, where the patient is unable to authorize the disclosure

F. Avoiding Civil Liability

1. Strict adherence to
   a. The law
   b. POBR
   c. Departmental policies
   d. Labor agreements (MOU)

2. Diligent supervision
   a. Knowledge of applicable agreements and attention to detail and policy
   b. Recognition of the functions and adherence to the appropriate command role
   c. Ethical actions
   d. Appropriate and timely intervention
   e. Appropriate and timey reporting
   f. Equal treatment and consistent application
   g. Complete, thorough and timely documentation
   h. Involve available resources such as command staff, legal counsel, IA, and POST as soon as appropriate
   i. Obtain releases when applicable

G. Marsy's Law (California Constitution Article I, Section 28; PC 679-680)

1. Purpose and Intent
   a. Protect and extend rights and due process to victims of all crime
   b. To modify parole hearing protocols for convicted murderers
2. Mandated card given to every victim at time of initial contact
3. Victim defined
   a. A person who suffers direct or threatened physical, psychological or financial harm
4. Not victims
   a. Person in custody for an offense
   b. The accused
   c. A person the court finds would not act in the best interests of a minor victim
5. Rights under Marsy's Law
   a. Respect, privacy, dignity, to be free from intimidation, harassment and abuse throughout the criminal or juvenile justice process

    b.   Protection – Reasonable protection from defendant and persons acting on behalf of the defendant

    c.   Safety
       1) Bail setting, reducing or denying – judge considers protection of public, safety of victim, seriousness of offense, previous criminal record
       2) Arrest for "serious felony", bail hearing before judge with prosecutor and victim given notice and opportunity to be heard

    d.   Confidentiality – prevents disclosure of confidential information   or records to defendant, the defendant's attorney or any other   person acting on behalf of defendant

    e.   Refusal –An interview, deposition or discovery request by the defendant, his attorney or any other person acting on behalf of the defendant and to set reasonable conditions on the conduct of any such interview to which the victim consents

    f.   Notice and Confer – Victim has right to confer with prosecutor regarding arrest of defendant, charges files, extradition process, and to be notified of and informed before any pre-trial disposition

    g.   Notice and be Present – reasonable notice of all public proceedings at which the defendant and prosecutor are entitled to be present

    h.   Notice and to be Heard – At any proceeding involving bail, post- arrest release decision, plea, sentencing, post-conviction release or any proceeding in which a right of the victim is at issue

    i.   Speedy Trial and a prompt and final conclusion of the case and any related post-judgment proceedings

    j.   Information to Probation – Victim has right before sentencing to provide information about the impact of the offense on the victim and victim's family and make sentencing recommendations to the probation department

    k.   Probation Report – Upon request, victim has right to the probation report at the same time it is available to the defendant except for portions made confidential by law (HIPPA)

    l.   Right to Information – Victim has right t be informed of a conviction, the sentence, the place and time of incarceration, any other disposition of the defendant, scheduled release date of the defendant and the release of or escape of the defendant from custody

    m. Restitution – Victims have the right to seek and secure restitution from convicted persons in every case regardless of the sentence. Victim gets paid first before any other debts.

    n.   Prompt Return of Property – When no longer needed as evidence

    o.   Information on Parole – Victim to be informed of all parole procedures, participate in parole process, and provide information to parole authority for consideration before parole of offender, and upon request, be notified of parole or other release of the offender.

5. Impact on law enforcement
    a.   Ensure that all victims are treated with fairness and respect
    b.   Comply with provisions of this law
    c.   Conduct self in accordance with the Law Enforcement Professional Code of Ethics

H. Workman's Compensation

1. Supervisory responsibilities
   a. Reporting requirements
   b. Following up
   c. Knowledge of Labor Code 4850-4856

III. Discipline / IA Presentation
A. Guest Speaker – Internal Affairs

1. Instructors or presenters who have established presentations of discipline may adapt them to this time slot. For those who do not have an established presentation, the PowerPoint slides include a presentation, which can be effective. It will lead you through a lecture/large group discussion on employee discipline. The discussion transitions to a series of scenarios that are done in small groups.
2. Commander of the Internal Affairs Unit will present on the following topics:

   a. IA process and supervisor's responsibilities.

   b. Department misconduct trends

   c. Employee rights

   d. Brady and Pitchess procedures

   e. Questions from new sergeants

B. Discipline Objectives
1. Understand and apply the principles of progressive discipline to appropriate situations
2. Evaluate and apply the appropriate progressive disciplinary strategies
3. Examine the purpose of discipline and justify when documentation is necessary
4. Recognize the value of performance improvement plans and prepare a model plan

C. Definition
1. Instruction or training which corrects, molds, strengthens skills (to teach)
2. Process by which management ensures conduct of its employees conforms to the established and articulated standards

D.   Purpose
1. Disciple = to teach
2. Change behavior
3. Hold followers accountable
4. Personal self-control
5. Orderly, professional conduct

E. Expectations
1. Reasonable and appropriate
2. Timely
3. Fair – perception important to department morale (sets the tone)
4. Reflects values of the organization
5. Is it always necessary to be "progressive"?

F. Progressive Discipline Definition

1. A process for dealing with job-related behavior that does not meet expected and communicated performance standards

G. Progressive Discipline Process
   1. Increasingly formal efforts to provide feedback to employee
   2. Correct problem in order to improve employee performance

H. Progressive Discipline The Continuum
   1. Counseling
   2. Verbal warning/reprimand
   3. Retraining
   4. Performance Improvement Plan
       a. Usually short in duration
       b. Designed to improve a deficiency
       c. Leader/follower agreement on goals
       d. Must have organizational support
       e. Documentation Purpose
           1) What do you document, when, who, where and how?
           2) Can be in memo form if agency's policy permits
           3) State purpose, intent or goal
           4) Action required including training or retraining
           5) Define success within the plan
           6) Leader responsibilities
           7) Ending date
              e. Follow-up is critical
   5. Written reprimand
   6. Suspension
   7. Demotion
   8. Termination

I. Discipline Documentation Purpose
   1. If it is not written down, it didn't happen
   2. Identify specific behaviors including necessary dates and details
   3. Negative comments to file must be seen and acknowledged by employee
   4. Written documentation
       a. Conform to agency standards, policies and procedures
       b. Must be timely
       c. Organizational support needed
       d. Any action required
       e. Leader must know which levels of discipline they may use
       f. Adhere to Peace Officer Bill of Rights

IV.   Delivering Performance Appraisals

A. This block gives you a chance to finish student presentations on performance evaluations, focusing on techniques for delivering the evaluation as a counseling session. If students have already finished this block in conjunction with the earlier presentation on performance evals, go straight to the practice session for delivering evaluations.

B. Divide the class into groups of three. Students assigned to each group will discuss the employee performance evaluations they have prepared. They should then practice presenting it to one of the others and receive feedback from the third member of the group. It is the responsibility of the group to read and evaluate the documents.

V.   Report Writing and Approval

A. Supervisor Report Writing Responsibility
1. New sergeants will be instructed on how to approve reports in the Versadex system. They will be provided with several different reports covering multiple types of incidents.
   a. Sergeants will have to review the reports and decide if they contain the appropriate information and are grammatically correct.
   b. Sergeants will be able to identify the reports they will be required to prepare as a supervisor for given scenarios.
   c. A review of the report routing procedures will be included.

DAY 6

I.   Problem Solving

A. Problem Solving Objectives
1. Develop leader/follower problem solving strategies
2. Apply a systems approach to problem solving with individuals as well as groups
3. Discuss Groupthink concerns and apply preventative strategies

B. Models for Problem solving
1. SARA model
   a. Scan
      1) What is real issue: symptoms/problems
      2) Stakeholders
      3) What is objective?
      4) Motivation
   b. Analyze
      1) What are impacts?
      2) Motivation, performance, satisfaction impacts
      3) Causes of problem (Root cause)
      4) What are data sources?
      5) Any leadership theories that apply?
      6) Sources of feedback/support
   c. Respond (motivation-performance-satisfaction)
      1) Leader's ability to influence
      2) Provide direction, intensity, and persistence
      3) Job Satisfaction
   d. Respond
      1) Formulate leader action plan: What is my objective
      2) Alternatives to success
      3) Theories or principles to guide

        4)   Expertise of others, DISC®, SLII

        5)   Does plan cover issues in SCAN area?

   e. Assess

      1) Is plan working?

      2) How do you get information to assess? Data collection?

      3) Time frames, feedback mechanisms available

2. Problem Based Learning Model
   - a. Explore the issues (ill structures problems)
     1)   Define the significant parts
   - b. List "What do we know?"
     1)   Facts you can determine as reliable
     2)   Strengths of team member
   - c. Develop problem statement including all facets
     1)   Written statement
     2)   Agreement of group on statement
     3)   Feedback to organization

3. List possible solutions (from strongest to weakest)

4. List actions to be taken with a timeline

5. "What we need to know?"
   - a. Discuss possible resources: experts, books, websites, etc.
   - b. Assign and schedule research tasks, especially deadlines

6. Solution
   - a. Problem statement, conclusion, process used, options considered, difficulties encountered

7. Evaluate
   - a. People affected: motivation, performance and satisfaction

C. Follower Expectations

1. Pick the right person
2. Provide guidance/resources
3. Anticipate and be able to answer questions
4. Standardize procedure
5. Use experts
6. Brainstorm with followers and peers
7. Train and develop
8. Refer to higher level when appropriate

D. Leader Considerations

1. Follower buy-in?
2. Data and/or expertise to solve problem or make decision alone
3. Development level of the group
4. Experts within the group
5. Brainstorm with follower or group
6. Facilitate disagreement within group
7. Train and develop their skills

E. Procedural justice

1. Decision procedures
   - a. Consistency
   - b. Without self-interest

       c. On basis of accurate data
       d. Opportunities to correct decision?
       e. In the interest of all parties represented
       f. Following moral and ethical standards

F. Decision Making
1. Styles
   a. Autocratic I (solves problem alone)
   b. Autocratic II (gets information from followers; makes decision)
   c. Consultative I (shares problem with relevant followers individually and makes a decision) - May or may not reflect follower's influence
   d. Consultative II (shares problem with the group; makes decision) - May or may not reflect group influence
   e. Group
      1) Leader shares problem with followers as a group
      2) Doesn't try to influence group to adopt leader's solution
      3) Willing to accept and implement any decision group makes
2. Application: Show Apollo 13 (Apply above information in learning activity)

G. Group Think Symptoms
1. An illusion of invulnerability
2. Collective effort to rationalize
3. An unquestioned belief in the groups' inherent morality
4. Stereotyped views
5. Direct pressure
6. Self-censorship
7. A shared illusion of unanimity
8. The emergence of self-appointed mind-guards

II. Report Writing and Approval

A. Supervisor Report Writing Responsibility
1. New sergeants will be instructed on how to approve reports in the Versadex system. They will be provided with several different reports covering multiple types of incidents.
   a. Sergeants will have to review the reports and decide if they contain the appropriate information and are grammatically correct.
   b. Sergeants will be able to identify the reports they will be required to prepare as a supervisor for given scenarios.

III. Followership and Leadership for Organizational Effectiveness

A. Learning Objectives
1. Define and understand the concepts of followership
2. Analyze and demonstrate through classroom activities the dynamic of influence relationship between leaders and followers
3. Examine the effects of follower styles on leadership and the organization
4. Evaluate leader strategies that can impact a follower's style with the goal of improving the motivation, performance and satisfaction of the follower
5. Explain how followers become leaders by leading up

6. Given classroom-learning activities (video clips, case studies), the student will be able to recognize and choose leader actions that help to develop followers into to leaders

B. Followership Issue Questions
1. Are bad followers created by bad leaders?
2. How can I lead if I am a follower?
3. Can followership skills be developed?
4. Do I have to be a good follower in order to be a good leader?

C. Definition
1. Role of followers in a leadership process
   a. 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
      1) Organization
      2) Community
      3) Society
   b. "People who know what to do without being told – the people who act with intelligence, independence, courage and a strong sense of ethics"
   c. "Followership and leadership are two separate concepts, two separate roles. They are complimentary, not competitive paths to organizational contribution"
2. Followership facts (Robert Kelly 1992)
   a. Effective followers are critical for leader and organizational success
   b. The leader's effect on organizational success is only 10-20%
   c. Followership is the real "people" factor in the other 80-90% that makes for great success
   d. Most leaders spend about 70-90% of their time in the followership role
   e. Effective followers at their best:
      1) Demonstrate competence in tasks important to the organization
      2) Participate with enthusiasm, intelligence and self-reliance without "Star" billing
      3) Work consistently in pursuit of organizational goals
      4) Sacrifice rewards like status, money and fame in order to be true to themselves and find their own meaning in life
3. Leader/follower Traits
   a. Quality leader
      1) Innovative
      2) Develops others
      3) Focus on people
      4) Inspires trust
      5) Long term view
      6) Challenges status quo
      7) Does right thing
      8) Encourages dissent
   b. Exemplary Follower
      1) Initiative
      2) Develops relationship
      3) Team player
      4) Understands big picture

        5) Goal oriented
        6) Courageous conscience
        7) Informal leaders

D. Followership Styles (Robert Kelly, 1992) Students will have taken the followership survey in order to have an understanding of the discussions that follow.
1. Alienated follower causes
    a. Unmet expectations
    b. Broken trust
    c. Leader actions that mismanaged follower
    d. Despite high performance, no recognition
    e. Organizational loyalty questioned
2. Conformist follower causes
    a. Freedom causes too many choices and too much uncertainty
    b. Desires structure, order and predictability
    c. Task of creating own environment is overwhelming
    d. Some environments encourage conformity
    e. Domineering leaders seeking power encourage conformist
3. Pragmatist follower causes
    a. Some leaders attribute causes to personality
        1) Lazy
        2) Incompetent
        3) Unmotivated
    b. May not have developed their followership skills
    c. May be a response to leader actions
        1) Controlling behavior
        2) Use of fear to keep follower in line
        3) Leader assigns goals, makes all decisions
        4) Micro-managed
        5) Leader uses persistent prodding
4. Exemplary Followers
    a. Repertoire of skills and values that are learnable and doable
        1) Job skills are focused and committed
            a) Competence in critical path activities (tasks important to the organization
            b) Initiative in increasing their value to the organization through persona contributions
        2) Organizational skills – nurture and leverage a web of relationships
            a) Team members
            b) Organizational networks
            c) Leaders
        3) Values component – how they exercise a courageous conscience which guides their job activities and organizational relationship

E. Video clips from *Band of Brothers*
1. Lt. Dyke takes command of Easy Company and his competence is a concern for the men. He also seems detached and not part of the group. First Sgt. Lipton, Dykes immediate report, senses the problem and takes action.

2. First Sgt. Takes action when he hears a group of sergeants. "singing Dykes praises"
3. After an artillery barrage on their position, Dyke's courage is questioned by one of the men who is adept at doing imitations
4. Sgt. Lipton has a conversation with another lieutenant regarding the location of Lt. Dyke. Followers then enter the discussion. Watch for a transition of roles
5. As the company prepares for an assault on a fortified enemy position, Lipton feels the necessity to report his concerns regarding Lt. Dyke's competency to Captain Winters. Which component of the exemplary follower does this exemplify?
6. The assault at Foy almost turns into a disastrous defeat as a result of Dyke's leadership. Dyke is replaced during the battle by Lt. Spears. Rumors have circulated that Spears once executed a group of enemy prisoners. Lt. Spears and Sgt. Lipton discuss this rumor and Spears' leadership of the company

F. Developing Leaders
1. Identify followers for development
   a. Look for exemplary follower traits
2. Coach followers one on one
   a. Engage in a dialogue on upward leadership and ask them to do the same with their associates
3. Create development programs
   a. Based on organizational needs, linked to mission, vision and values
4. Focus followers on upward experience
   a. Historical examples organizationally
5. Set examples for all
   a. Behave as though upward leadership seems natural, demonstrate courage in being corrected, courage to buck the system, and get the attention of those who can set things right

G. Follower Skills Issue Questions
1. How good are your follower skills?
2. Are you a person who steps forward?
3. Does it really please your leaders to have you on board?
4. Are you a team member or an individual?
5. Do you criticize your leader's shortcomings or offer support when needed?
6. Are you willing to move from your current status?

IV. Team Building

A. Teambuilding Objectives
1. Understand the distinct patterns of behavior that define the team stage
2. Identify the four stages of team development and apply knowledge to case studies
3. Identify task and relationship behavior within the group that can lead to appropriate leader actions to increase performance
4. Recognize team regression and leader actions that allow for intervention and improved performance
5. Participating in individual assignments, small group assignments, and class discussions, students will analyze a variety of teams in action and determine the development level of the teams

6. Utilizing the team development handout, students will identify leader strategies for assisting teams in different stages of development
7. Students will identify various teams in their agency and determine the development level of those teams and strategies for future development

B. Teambuilding stages of Development (linked to two factors: the task activities and the relationship activities)
1. Forming
    a. Task activity
        1) Minimal output
        2) Non-committal
        3) Waiting
        4) Watching
        5) Hesitant
    b. Interpersonal relations
        1) Unspoken concerns
        2) Rationalizing
        3) Suspicion
    c. What happens to group structure?
        1) Communication networks begin
        2) Cohesiveness begins to develop
        3) Informal group leadership emerges
    d. Appropriate Leader Actions
        1) Clarify team purpose
        2) Communicate
        3) Set attainable goals
        4) Build trust
        5) Set expectations
2. Storming
    a. Task Activity
        1) Competition
        2) Low risk taking
        3) Minimal output
        4) Concern over goals
    b. Interpersonal relations
        1) Polarization
        2) In-fighting
        3) Forming coalitions
        4) Resolving conflict
    c. What happens to group structure?
        1) Norms, cohesion, and communication continue
        2) Rules are assigned and accepted
    d. Appropriate leader actions
        1) Develop strategy to resolve conflict
        2) Appraise performance
        3) Model behavioral norms
        4) System of rewards and recognition and get a small win
3. Norming
    a. Task Activity
        1) Moderate output
        2) Developing skills

3) Getting organized
   b. Interpersonal relations
      1) A sense of cohesion
      2) Feedback
      3) Confiding
      4) Establishing procedures
      5) Confronting issues
   c. What happens to group structure?
      1) Norms are enforced
      2) Status is granted based on individual contributions to group
   d. Appropriate Leader Actions
      1) Direct group activity toward relevant tasks by respecting goals, attending to needs
      2) Avoid dominance by individuals
      3) Encourage questions
      4) Offer training
      5) Give positive and negative reinforcement

4. Performing
   a. Task Activity
      1) Energy
      2) Creativity
      3) Initiative
      4) Risk taking
      5) Unity of vision
   b. Interpersonal relations
      1) High trust
      2) Strong cohesion
      3) Team and personal support
      4) Open communication
   c. What happens to group structure?
      1) Rigid structure diminishes
   d. Appropriate Leader Action
      1) Point out problems
      2) Facilitate group process
      3) Fade into the background
      4) Celebrate success

C. Group dynamics
1. Roles
2. Status
3. Norms
4. Composition
5. Cohesion

D. Team regression
1. Any change to group dynamics or structure
   a. Changes in roles, individual status, group norms, composition, (leadership changes) and cohesion
2. Leader adjusts actions when sensing regressive change should be consistent with group's new stage in order to meet needs of group

3. Abnormal or inconsistent leader actions that the group is unfamiliar with or a mismatch with the stage of development can also force group change

V. Critical Incident Challenge

A. Learning Objectives
1. Participating in individual assignments, small-group assignments, and class discussion, students will analyze a variety of Critical Incidents an develop proper responses to those incidents
2. Students will identify their learning needs related to the handling of Critical Incidents
3. Students will develop a plan to resolve their learning needs when they return to their department
4. Recognize and apply Fusion Center protocols to appropriate situations

B. Supervisory responsibilities
1. Knowledge and application of
   a. ICS
   b. NIMS
   c. SEMS

C. Tactical Concepts and Considerations
1. ICS, NIMS, SEMS
2. The influence of Groupthink (Irving Janis, 1972)
   a. Illusion of invulnerability
   b. Collective rationalization
   c. Belief in inherent morality
   d. Stereotyped views of out-groups
   e. Direct pressure on dissenters
   f. Self-censorship
   g. Illusion of unanimity
   h. Self-appointed "mind-guards"
3. Use of SWAT

D. Reduction of Errors
1. Team's health and wellbeing
2. Appropriate communication channels
3. Establishing a Command Post with clear decision on incident commander in charge
4. Implement basic emergency incident management protocols
5. Regular training in ICS steps to inculcate into an agency's operational culture
6. A trained, prepared and practiced team

E. Fusion Centers
1. Protocols
2. Resources
3. Local contacts

F. Critical Incident Stress Expanded Course Outline

1. Human Side Critical Incidents
    a. Students fill out (may be anonymous)
    b. Human Side Critical Incident Checklist review
2. Personal critical incident experiences
    a. Impact
    b. Treatment by agency
    c. Improvements?
    d. Resources available
3. Facilitator advisement
    a. Very sensitive information
    b. Safety (Confidentiality)
    c. Start with low impact incidents
    d. Facilitator may need to share an incident if class reluctant to start
4. What constitutes a critical incident?
    a. Emotional aftershock following a horrible event
    b. Any reaction where one feels overwhelmed by their sense of vulnerability and/or lack of control over the situation
5. Sources of Critical Incident Stress
    a. Mass casualty incidents
    b. Protracted or difficult incident/injury/death of workmate
    c. Event that attracts media attention
    d. A win turning into a loss
    e. Serious physical/psychological threat
    f. Looks, sounds, smells so distressing as to cause an emotional reaction
    g. A series of minor or almost routine events in a short time frame
6. Reactions to Critical Incident Stress
    a. Bodily responses, actions, thoughts, feelings
    b. Effects may be short term, cumulative, long term
7. Supervisory advice to follower in critical incident
    a. Keep active – structure your life
    b. Accept your reactions as normal
    c. Talk to people close to you
    d. Avoid substance abuse (alcohol dehydrates)
    e. Express your feelings as they arise
    f. Spend time with others
    g. Use sleeplessness constructively
    h. Don't make big changes in your life
    i. Eat well balanced, regular meals; stay hydrated (Water is best)
    j. Seek help if you need it from experienced persons

8. How may a supervisor help the follower personally
    a. Spend time with the follower
    b. Offer assistance and a listening ear, reassure them when appropriate
    c. Help them with tasks
    d. Give them some space, private time
    e. Don't take their anger or frustration personally
    f. Don't tell them they are lucky it wasn't worse
    g. Just being there with the follower may be all that is needed
    h. When appropriate suggest professional assistance

G. Show SFT videos of Officer Safety with officer Sanchez
    1. Discuss the two videos and determine what should be done

H. Optional learning activity
    1. Table-top exercise of case studies implying critical incident stress
        a. What are major issues
        b. What is your responsibility as a supervisor?
        c. What should you do?

K. Post Traumatic Stress Disorder

VI. Injury Forms / Disability / FMLA / BFO Admin

A. Guest Speaker
    1. New sergeants will properly complete and route injury paperwork that is required for an on-duty injury.
    2. A comprehensive presentation on disability policies, procedures and protocols will orientate new supervisors to modified duty and all the associated responsibilities of the supervisor.
        a. Supervisors will understand employee privileges as related to FMLA and the required paperwork and approval process.
        b. BFO personnel will present information on the various administrative functions and responsibilities of the patrol sergeant.

VII. Fiscal/Timekeeper/Secondary Employment

A. Guest Speaker Fiscal Unit / Secondary Employment
    a. Department timekeeper will present information on the proper and appropriate approval of employee timesheets that is required of supervisors.
    b. Policies and procedures pertaining to time sheets, overtime, outside employment and timekeeping will be covered.

DAY 7

I. Live Counseling Sessions

A. Be sure to see the Counseling Schedule (Handout #8.1). This is a scheduling matrix. Let each student, Coach and Actor have a copy, which you need to prepare in advance. The students should be instructed to be quiet in the halls and to wait until the Coach calls them in. The instructors should "float" between sessions and try to observe all of the coaches and as many of the teams as possible. This will help you in your debriefing. If you tape the sessions for the class members, that is a very useful tool for the students. It can also be very helpful for you—if you observe or hear about a session in which a student does an exemplary job, ask them if you can use their tape in the debriefing. That can really add a lot to the debriefing and it gives recognition to outstanding students.

B. On the last day of the first week, each student should select or be given the character they will counsel and write a performance review. Ideally, the roles should be

distributed evenly so that each team will have one each of major characters, enabling them to have the opportunity to see all the scenarios.

C. On the first day of the second week, students should be seated at tables as Teams 1-5 with each character represented at each table (Abrams, Sanchez, Richards, Morgan, Delfino).

D. Pass out the Evaluation Rubric. The students will have already used it in the practice sessions. Discuss the "Evaluation Rubric" with the class and inform them that those who are not counseling in the room will fill out a form and give it to the counselor/supervisor at the end of the session.

E. Coaches will fill out an evaluation as well and give it to the student at the end of the session.

F. Prepare a COACH and a ROLE-PLAYER packet for each scenario that includes coaching and role-player notes as well as evaluation rubric forms for students and coaches.

G. Reserve individual rooms suitable for counseling for each scenario. (Hotel, conference, separate classrooms) You may wish to video the sessions.

H. Each room should have one "Coach" who should be someone who knows the character and curriculum and is either now or has been a sergeant.

I. Role players should be given all the written character information and SFT clips to become very familiar with their character and be advised to properly prepare to play the role as realistically as possible. Over-acting will contribute to an unrealistic counseling session. On the other hand, underplaying the role will result in a weak and unrealistic experience for the student.

J. These exercises are designed as *learning activities.* Don't let the student (counselor-supervisor) "off the hook" so easily that he/she does not learn anything from this counseling experience. Conversely, an aggressive and extremely confrontational or unyielding demeanor, will most likely result in the student accepting a defeatist attitude, which may diminishes learning. Ideally, the student should feel challenged and having achieved the goal of learning.

K. You may want to discuss with the class prior to this session how in a good counseling session, the officer should talk more than the supervisor.

L. Facilitators should "float" between sessions and try to observe all the coaches and as many of the teams as possible. This will help in the final class debriefing.

M. At the end of each counseling session, the coach should conduct a debriefing session. The coach should allow the student's colleagues to debrief FIRST.

N. Students should note what things they noticed in the counseling session, e.g. the counselor allowed the officer to do most of the talking, good reflective listening skills, open questions, etc.

O. Students should be encouraged to explain what the counselor did in the session, e.g. "When you said…I noticed… This will be very useful for the student.

P. At the close of the session, the coach should introduce him/herself and cover any issues not aforementioned. It is not necessary to repeat all the colleague's remarks, only to reiterate what worked.

Q. On the day of the live counseling session the facilitator should review the ground rules, the schedule for the day, the evaluation rubric and answer any questions or concerns.

R. Facilitators should conduct a full classroom debriefing at day's end:
    1. You may want to bring in all the coaches and role-players for a quick overview of their observations in general, thank them for their participation and then excuse them.
    2. Ask students to critique the role-players and the coaches. It is the facilitator's responsibility to make sure the coaches and role-players are meeting the course needs.
    3. Ask students about the value of this learning activity.

II. Debriefing—Live Counseling Exercises

A. We have tried several options for the debriefing. (Remember that this is a very difficult exercise and that the class will not have tremendous energy for this at this point. You will usually have to work to get this facilitated.) The approach that seems to work best is to:
    1. Have the students meet in five small groups with coaches and others who counseled the same subject; discuss what went well and what did not:
    2. Have a member of each group (not the coach) report out the results of the discussion;
        i. Have a short large group discussion of what came out of the exercise— show outstanding examples on tape if you have them.

III. Homicide / OIS / OII

A. Homicide Investigations / Officer Involved Incidents
    1. Homicide Investigators and Crime Scene Investigators will conduct a comprehensive facilitated presentation on the following topics:
        a. Homicide Scenes
        b. Officer Involved Shooting
        c. Officer Involved Incidents (including in custody deaths)
        d. Major Crime Scene Investigations
        e. Crime Scene Resources for Patrol
        f. Crime Scene Management Techniques
        g. Fatal Accident Investigations
        h. Accidental Discharges of Weapons (lethal and non-lethal)
    2. The presentation will include all pertinent department policy, county protocols, legal updates and case laws implications applicable to the topics above. Sergeants will be presented with a variety of scenarios and will determine the appropriate course of action for the given scenario.

IV. Situational Leadership Game

    A. Play the game as a learning activity and concluding exercise for the day. Students enjoy it, and it represents a good test of how they have done. It usually takes considerably less than two hours.

    B. Save each of the questions that they get 0 on and use the raters guide to explain why they were wrong.

DAY 8

I.   SFT "The Final Chapter"

    A. Show SFT Video #23- Briefing (Morgan is late to briefing, no overtime policy unveiled).

        1. Foster is in briefing. She asks "has anyone seen Morgan?" Morgan then hurriedly enters the briefing room, obviously late again. Foster briefs the watch on the new directive regarding no further overtime and the officers are obviously disgruntled. She gives out the watch assignments and is interrupted by Officer Delfino who suggests, in a sarcastic way, that the team be allowed to pick their own assignments to save money. "

        2. De-briefing Points:

            a. What did you observe about this briefing that concerns you?

            b. What are your options for action?

            c. How will you handle Delfino's disruptive and disrespectful behavior?

II.   Stress Management

    A. Learning Objectives: Given case studies, film clips and scenarios, the student will:

        1. Summarize the meaning of good and bad stress

        2. Identify the different types of stress and the effects on those they supervise

        3. Analyze the body's physical response to stress and evaluate how that response manifests itself to major body parts and functions

        4. Examine typical stressors for both followers and supervisors

        5. Compare and contrast positive ways to cope and manage stress with deleterious methods of coping with stress

        6. Examine how to minimize and prevent stress from negatively impacting health, relationships and mental and physical fitness

        7. Recognize when a follower needs outside intervention (PTSD, Suicide ideation)

        8. Research and create a resource guide for the student's agency to deal with issues that are beyond their scope of involvement or control

    B. Definition:

        1. Stress is a physical, mental, or emotional response to events that causes bodily or mental tension. Stress is any outside force or event that has an effect on our body or mind. Stress is one of the top health hazards we face today. Unfortunately, it's impossible to go through life without the irritations that make us tense. Some people deal with the situation better than others.

2. Wear and tear on the body "The non-specific response of the body to any demand made on it." Hans Selye
   a. Distress
   b. Eustress
3. A signal is interpreted by the brain to the endocrine glands causing chemicals to enter the blood stream that cause changes resulting in flight or fight responses
   a. Blood pressure
   b. Muscle tension
   c. Breathing

C. Why should supervisors study stress?
1. The "biological Rollercoaster" for law enforcement
   a. Hyper-vigilance – a threat-based perspective
   b. N.U.T.S. Nagging Unfinished Tasks

D. Immediate Stress Responses
1. Brain – dulls body's senses in pain; thinking and memory may improve
2. Eyes – pupils dilate for better vision
3. Lungs – take in more oxygen
4. Heart – Bloodstream brings more oxygen & glucose
5. Liver – Sugar stored as glycogen turns into glucose (energy)
6. Adrenal glands – flight or flight hormone epinephrine (adrenaline)
7. Intestines – digestion halts so energy will go muscles
8. Spleen – extra red blood cells flow out so blood can carry more oxygen
9. Hair – becomes erect – makes animals look larger

E. Stages
1. Balanced – normal level of resistance – homeostasis
2. Alarm – body gets ready to cope
3. Resistance – continued chemicals into blood stream
   a. Immunological system breakdown
   b. Feats of strength
4. Exhaustion
   a. Organ damage

F. Some Typical Law Enforcement Stressors
1. Critical incidents
2. Family issues, divorce, separation
3. Death or severe injury of spouse, child, partner
4. Cumulative horrific scenes or investigations
5. Accidents, suicides
6. Financial troubles

G. Some typical Supervisory Stressors
1. Value differences
2. Discomfort with confrontation
3. Being overwhelmed by the responsibility
4. Having difficulty communicating

H. Types of Stress
1. Emotional
2. Physical
3. Behavioral
4. Cognitive
5. Trauma-related Stress may fall into all four categories
    a. Psycho-biological event

I. Unreal Coping Mechanisms for Stress Relief Defense mechanisms: Band-aide approach
1. Rationalization
2. Projection
3. Displacement
4. Regression
5. Compensation

J. Managing Stress Techniques
1. Relaxation – deep breathing- tension/release exercises
2. Meditation, yoga
3. Exercise aerobic and anaerobic (weights for increased metabolism and fitness
4. Biofeedback
5. Guided imagery
6. Get enough sleep (8 hours recommended)
7. Massage

K. Nutrition and Health
1. Best foods healthy choices and portion control (Heart health)
2. Hydration
3. Healthy weight (omentum – belly fat most dangerous)
4. No smoking

L. Emotional health: Surviving
1. Support and companionship: good friends, relatives
2. Pets
3. Healthy sex
4. Marriage, relationship, family counseling when appropriate or needed
5. Time management
6. Hobbies
7. Medication for anxiety/stress when appropriate
8. Attend self-help groups when appropriate

9. Peer counseling

M. When behavioral and emotional stress cross the line
1. Suicide
    a. Warnings
    b. External signs
    c. Resources
2. Post Traumatic Stress Disorder

a. Signs and symptoms
b. Responsibilities and Resources

III.   Use of Force Documentation

A. New sergeants will participate in a facilitated presentation on Use of Force incidents. They will participate in learning activities that will require them to review use of force incidents and properly categorize each incident.

    1. Sergeants will be required to identify the proper documentation and notifications for each scenario. Sergeants will be provided with information on the following aspects of UOF incidents:

        a. Department policy and procedures
        b. Legal standards and updates
        c. De-escalation and appropriate force response
        d. Conducting comprehensive Use of Force investigations for supervisors
        e. Use of Force documentation
        f. Civil and legal liability
        g. Trends

IV.   Course Evaluation and Wrap Up

A. Hand back graded employee evaluations and give them their certificates.

    1. Written evaluation will be given to each student.

B. It is highly recommended that a final debrief occur around questions such as:

    1. As a result of this class, how do you feel about performing the supervisor's job?

    2. What is one key insight of the last two weeks?

    3. What supervisory practices have you planned to change or continue now that you have experienced this class?