

**The Bill Blackwood
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**Developing First-Line Leadership
In The Small Police Agency**

**An Administrative Research Paper
Submitted in Partial Fulfillment
Required for Graduation from the
Leadership Command College**

By

Richard L. Pruitt, Sr.

**Alamo Heights Police Department
San Antonio, Texas
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ABSTRACT

With field officers facing new and more demanding challenges, coupled with heightened community expectations, the patrol supervisor assumes a higher level of responsibility and accountability than ever before. These levels continue to increase at a rate disproportionate to the training made available to meet these new challenges. Police administrators will fall short of preparing patrol supervisors for the demanding role they are about to engage in unless there is a training plan. This plan must provide dispersed leadership opportunities, which are designed to enhance the development and application of leadership skills. These skills can be developed through assignments and responsibilities beyond normal patrol officer duties. Research for this study was conducted through an abundance of books, periodicals and study guides, addressing leadership development. Additionally, a survey of twenty-two law enforcement agencies (having less than fifty sworn officers) was also distributed and analyzed. This research has revealed a pattern of minimum standards in tenure and training as a prerequisite for the patrol supervisor position. Furthermore, the research has revealed that structured training programs are not in place for newly promoted patrol supervisors (with the exception of a small percentage of agencies). Success will rest in abandoning the first-line supervisor model which is structured to direct patrol supervisors to subordinates. Greater success will rely on the development and promotion of a first-line leadership program that trains and prepares officers at every level of the organization to think as innovative leaders and act as efficient leaders.

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INTRODUCTION

There is rarely a recruit officer who does not aspire to someday be a patrol supervisor, which is a perceived natural course of progression to an administrative position in the police organization. The patrol supervisor exudes experience, power and authority. Ever present to the needs of subordinate officers, the patrol supervisor motivates and inspires the troops, while being ever vigilant to keep them from being in harms way. The patrol supervisor keeps his finger on the pulse of the patrol operation and (through personal analysis) ensures the safety and security of the community through proactive police strategies. Truly, patrol supervisors epitomize the guardians of integrity, loyalty, service and public trust. Or do they? Are they really properly trained and prepared to deal with the challenges facing modern law enforcement? Have department administrators afforded patrol supervisors the proper training, trust and empowerment to be leaders in their profession?

To begin to answer these questions the traditional role of the patrol supervisor (that being a first-line supervisor or manager) must be examined. The patrol supervisor may hold the rank of corporal, senior patrol officer or sergeant and may report to a lieutenant or directly to the chief of police, depending upon the size and structure of the agency. Traditional duties for the patrol supervisor might include report approval, scheduling, handling minor complaints and the training of new officers. The patrol supervisor is usually responsible for a shift or detail of police personnel who are subordinate in rank and will assume command in the absence of a higher ranking authority.

Next, the pre-requisites are required before becoming eligible to apply as a patrol supervisor candidate must be explored. The normal pre-requisites might include a given number in years of experience, a satisfactory evaluation and perhaps an interview with the chief of police. Higher pre-requisite levels might include an Intermediate Proficiency Certification from the Texas Commission on Law Enforcement Standards and Education (TCLEOSE), standardized testing and an interview board.

Finally, what post-promotion preparation and training is afforded the successful candidate must be determined. Certainly, every newly appointed patrol supervisor is sent to the New Supervisors Course #3737 mandated by TCLEOSE ("TCLEOSE", 2005). Unfortunately, this research will show that this is often the only formal training the new patrol supervisor is given. Depending upon the availability of the training program as well as new supervisor availability to attend, it could be up to twenty-four (24) months before supervisors are afforded this mandated training, the maximum amount of time allowed by TCLEOSE ("TCLEOSE", 2005).

It is past time to confront reality and recognize the value and importance of the patrol supervisor role. It is widely known that today's demands on law enforcement are higher than ever before. According to Viverette (2005), field officers are faced with new and more demanding challenges and elevated community expectations. Subsequently, the patrol supervisor assumes a higher level of responsibility and accountability than ever before. Those levels continue to increase at a rate disproportionate to the training necessary to meet these new challenges, either afforded or required, at the pre-requisite and post promotion levels of the promotion process. It is time we realize that being effective and being efficient are no longer options (Covey, 2004). Patrol

supervisors must be trained to the highest levels of being prepared and engaged in their roles.

If we are to accomplish this obligation and ensure the success of the patrol supervisor we must first redefine the patrol supervisor role. This research project will suggest that the first-line supervisor (manager) philosophy is deficient and should be abandoned if patrol supervisors are to meet the challenges of supervising a new generation of police officer as well as prepare them for a new generation of high tech criminals. Instead, it is recommended that the patrol supervisor role be redefined using a first-line leadership model that promotes leadership actions and elevated decision making responsibilities.

The administrative research paper will examine the pre-requisite and post promotion requirements for patrol supervisors, regardless of their rank, from selected departments having fifty (50) or less full-time sworn officers. A standardized questionnaire has been developed that will solicit information to determine pre-requisite and post promotion training requirements, minimum years of experience required, required proficiency certification levels as well as other requirements for promotion (see Appendix 1). The questionnaire will be given to officers attending the Leadership Command College Module II (Feb-Mar 2006). Upon completion of Module II other departments meeting the criteria of fifty (50) or less officers will be contacted directly and the questionnaire will be filled out by this author during an interview with a department representative.

The questionnaire was designed to provide sufficient information in order to determine where departments expect supervisor candidates to be in terms of training

and experience (pre-requisite) and to what levels of training they intend to take newly promoted supervisory officers (post promotion). The research process is intended to determine if pre-requisites are modeled to identify the best possible candidate based on years of service and proficiency certification levels as well as candidates those having leadership qualities or leadership aptitude. Additionally, the research will determine if departments take the initiative to train the newly promoted patrol supervisor to assume a leadership role in the department.

Small departments are targeted in this research project because they are more prone to having limited police personnel on any given shift, usually supervised by a patrol supervisor. Having limited budgets for administrative staffing challenges the patrol supervisor to assume a command level position in emergency situations until a command level officer can respond. Murphy's Law will suggest this situation will almost certainly occur when command staffing is off-duty and must respond from home with very limited pre-arrival information. This research will emphasize the value to small departments for developing leaders at all levels the organization, most especially those having decision making and command authority. Additionally, this research will suggest that department administrators should recognize this need and consider instituting a progressive personnel development program that creates opportunity for leadership development while officers are early in the careers. This process in turn will provide for a future patrol supervisor candidate who has demonstrated the values and qualities of leadership through a heightened sense of purpose (Covey, 2003).

REVIEW OF LITERATURE

An enormous amount of research material exists that address the issues of leadership to include leadership development, leadership responsibilities, and leadership theory. The focus of this research project is to first validate the author's stated theory that if police organizations are to meet the challenges of the future they must engage in proactive leadership development programs to development a culture of first-line leadership among the rank and file. Viverette (2005) clearly establishes that law enforcement agencies must plan for future leadership needs through systematic leadership development thereby providing for a culture of "every officer a leader" (p.6) that is not dependent upon single leaders or leadership through a small group of supervisors and administrators. But where do we start to build this new culture of leadership dispersed throughout the ranks? The answer is through a process of dispersed leadership assignments that serve as a development tool for officers as they gain training and experience at their current levels of responsibility while preparing them for new challenges.

Materials reviewed during this research project all agree and provide a strong argument that abandoning management models and promoting leadership models provide for a more efficient and better prepared police operation. This transformation will not come easy unless department administrators are willing to commit to requiring elevated pre-requisite standards for promotion that serve to bring those candidates having leadership ability to the forefront. This research will suggest that departments consider a structured training plan, possibly beginning the first day of employment, which has strategies for progressive training and allowing dispersed leadership

responsibilities to officers as a means of further developing leadership skills and proficiency (“Leadership in Police Organizations”, 2004).

According to Kotter (1996) anytime that police administrators create new vision there must be a process for examining the changes necessary to accommodate the vision. Change is a very difficult process in police cultures and tends to interrupt comfort zones or disrupt complacency inherent to the profession. To attack this obstacle it will be necessary to communicate the benefits of the change and overcome the perceived notions of personal sacrifice. It is sometimes very difficult to get officers to abandon the status quo. To overcome work habits and mindsets that have been developed over years it is imperative that careful analysis and planning is conducted that will identify what skills, behaviors and attitudes will be important to acceptance of major change. Kotter (1996) clearly makes the point that “real transformation takes time” (p.11) and in order to eliminate risk to progressive momentum a program of short term goals to meet and reward should be employed so that employees do not lose interest. To this end, it is incumbent upon police administrators to establish clear performance objectives, establish outcomes or goals, and recognize achievement. This research suggests that a carefully prepared and administered dispersed leadership program would serve this purpose by creating a leadership development program beginning early in the officer’s career.

An IACP article (“*Leadership in Police Organizations, Training Bulletin 1*”, 2004) emphasizes that police leaders today cannot accomplish their jobs absent support from others in the organization. This article makes a clear statement that leaders should be developed at all levels of the organization through a practice of dispersed leadership.

Five characteristics of dispersed leadership were identified that form the basis of the IACP Leadership in Police Organizations (LPO) course. The first characteristic is a “shared understanding” (Leadership in Police Organizations section, para. 12) that provides for common knowledge and vocabulary to ensure an understanding and discussion of leadership issues through the leadership development program. The second characteristic recommends a “commitment to shared goals and values” (Leadership in Police Organizations section, para. 13). This commitment is best served through an established and accepted “mission, vision, values and goals” (Leadership in Police Organizations section, para. 13). The third characteristic requires that leadership training is “flexible and adaptable for a wide range of leaders” (Leadership in Police Organizations section, para. 14). This provides for leadership training anytime an officer changes assignments, and whenever an officer is hired or promoted to a higher rank. The fourth and fifth principals of dispersed leadership establish the need for a formal training program and on-going assessments. These principals will serve to “develop leader skills and knowledge” as well as “determine where an organization and its individuals are developmentally as leaders” (Leadership in Police Organizations section, para. 15).

If police organizations are to truly embrace dispersed leadership concepts and apply them to leadership development programs it is incumbent that old attitudes and solutions are abandoned to provide for the progressive atmosphere leadership promotes. Covey (2003) identifies a trend in law enforcement that serves to identify officers who “fail to act within their authority, within policy, and within the norms of expected behavior” (p.130). This article suggests that this trend must be abandoned if

police organizations are to build competent officers and promote leadership development. Otherwise, officers find themselves under uncomfortable scrutiny and subjected to tighter controls through redesigned policies and standard operating procedures. The greater challenge would be to abandon action plans that serve to manage and control and adopt a philosophy of developing leaders who “embody the character the profession demands” (p. 131). Open scrutiny and tighter controls will only serve to be counter productive to the desired outcome. If officers are to commit to the concept of leadership development police administrators must gain their trust. According to Covey (2003), “only when we develop our people as leaders, empower them as leaders, listen to them as leaders, and trust them as leaders can we expect them to act in the principal-centered way that the community demands and deserves” (p. 131). This is a foundational statement for leadership development through dispersed leadership programs.

In order to validate the author’s theory that positive outcomes to leadership development are directly related to a shift in an organizational attitude that promotes personnel development we must explore the possibility of negative outcomes when officers are promoted to patrol supervisor positions without established pre-requisite leadership development training and experience. One outcome could be that the newly promoted patrol supervisor finds himself in a position of having choices and decision making authority, not only over himself, but others who may become involved. Incidents and people will need management and the untrained patrol supervisor may be totally unprepared to deal with it (Covey, 2004).

Absent formal training, the only guide available to the patrol supervisor will be the prior experiences or lessons learned from a previous supervisor. This situation could result in a less than desired outcome if the experience or lesson resulted from the bad leadership practices of another. Perhaps the organization has created a culture that has allowed supervisors and mentors to remain deficient in their roles, thereby spreading deficiency throughout the organization. The situation is now more complicated and has created a culture of bad followers through the examples of bad or untrained leaders. Sometimes even patrol supervisors are misguided by the influence from other self-appointed advisors (Kellerman, 2004).

The TCLEOSE (2005) mandate requiring all newly promoted supervisors to attend the New Supervisors Course #3737 may present a false perception that the new supervisor is up to the task. While this course is a step in the right direction it is only a small step and certainly not a giant leap. According to Gore (2004) there is expressed concern that the new supervisor is not prepared for facing the reality of a role that is “stressful, frustrating and confusing”(p. 100) . The article addresses concerns that test the new supervisor’s ability to lead within his organization. Some stated concerns pertain to managing former peers, building trust, perceived entitled subversion of authority by former peers, and handling situations rather than handling personnel. Could a structured leadership program allowing dispersed leadership assignments compliment the TCLEOSE #3737 course? This author believes it could by providing an atmosphere of empowerment and authority to direct others who may be involved in a project. This provides an atmosphere for the new supervisor to take charge of his assignment and learn to express himself. Bennis (2003) gives us four lessons in self

knowledge that this author believes could be realized through dispersed leadership training. Those lessons are “you are your own teacher”, “accept responsibility – blame no one”, “you can learn anything you want to learn”, and “true understanding reflects on your experience” (p.49). Understanding and applying Bennis’ four rules is self empowering and prepares the new supervisor for a mindset open to dispersed leadership roles and serves to enhance his chances for success.

METHODOLOGY

The research project will examine the first-line patrol supervisor role in small police departments to determine what pre-requisite training and/or experience is required for promotional consideration for a patrol supervisor position. Equally important, the research project examines what post promotion training is required of the successful candidate. The purpose of the research project is to validate the value and need for a structured training process or plan that instills leadership values and serves to develop promotional candidates who have demonstrated leadership ability. Secondly, the research project should demonstrate the value of post promotion education in leadership topics beyond TCLEOSE requirements.

It is the author’s hypothesis that this research will emphasize the value to small departments for developing leaders at all levels the organization, most especially those having decision making and command authority such as the patrol supervisor. This research will suggest the value of a progressive personnel development program that creates opportunity for leadership development while officers are early in their careers. Thereby, providing heightened opportunity for future patrol supervisor candidates who

have demonstrated the values and qualities of leadership through a heightened understanding of leadership qualities and sense of purpose.

The method of inquiry used will be a two page survey form serving as a questionnaire to gather specific data beneficial to this research project. The questionnaire consists of eight questions to determine pre-requisites for promotion to patrol supervisor and post promotional training requirements. The questionnaire was distributed to the twenty participants of the Leadership Command College Module II (Feb-Mar 2006) and twelve questionnaires were returned. Due to the small number of questionnaires returned and some questionnaires representing agencies having sworn personnel staffing higher than fifty officers, representatives of agencies falling within the staffing parameters were contacted by the author after Module II. The questionnaire was completed by the author during a telephone interview.

Through an analysis of the questionnaires it will be possible to determine that small departments having less than fifty sworn officers are more likely to offer promotional opportunities for patrol supervisor positions to candidates having very little training or experience. The questionnaire will also demonstrate that post promotion training is minimal beyond the mandated TCLEOSE requirement for newly appointed supervisors.

FINDINGS

Twenty-two different agencies were represented in the survey. An analysis of the information gathered in the survey forms has supported the author's predictions that pre-requisite training and experience is relatively low and that structured post-promotion

training is minimal when it does exist within an organization. In fact, the results were surprising low where pre-requisite training and experience were concerned.

The survey form asked how many years of police related experience was required before an officer would be eligible to apply for promotion to a patrol supervisor rank. Fifty percent (50%) responded that two years or less experience qualified an officer for patrol supervisor consideration. Forty-one percent (41%) responded that three to five years experience were required and only one agency (8.4%) responded that more than five years experience was required. With seventy-five percent (75%) of the responding agencies assigning the rank of sergeant to the patrol supervisor position it is surprising that a possibility exists that a large number of patrol supervisors could engage this important responsibility with very little experience.

To further address the issue of pre-requisite training and experience the survey gathered information specific to TCLEOSE proficiency certification requirements before an officer becomes eligible for promotional consideration. The survey revealed that eighty-three percent (83%) of the agencies only required the basic proficiency level and seventeen percent (17%) of the agencies required an intermediate proficiency level. This sample would present a stronger case that an emphasis on training and experience as pre-qualifiers is relatively low. However, of the seventeen agencies whose patrol supervisor assignments are held at the rank of sergeant, nine of these agencies (55%) required that promotional candidates have held the rank of corporal before becoming eligible for consideration for the patrol sergeant. This is encouraging and represents an on-going training program through progressive experience.

The survey gathered information regarding the promotion process which yielded high results. Eighty-three percent (83%) of the responding agencies reported that a promotional test was administered and that an internal interview board was held to establish eligibility for promotion. Additionally, information was gathered that revealed that all of the agencies reporting written test requirements also distributed study guides. This would suggest that some direction for learning is established at the pre-promotion level. However, the survey revealed that aside from the distributed study guides ninety-two percent (92%) of the agencies responding stated that there were no pre-requisite training course requirements. The lack of pre-requisite training makes it easy to understand why only four agencies require intermediate proficiency certification. But a question still remains. Why would an agency consider promoting an officer who has not validated through intermediate proficiency certification that the officer has taken at least the “minimum” core courses required to achieve a proficiency certification level above basic?

The survey results for post-promotion training requirements were not encouraging. While one-hundred percent (100%) of the agencies responding reported that they assigned officers to the TCLEOSE 3737 New Supervisors course only fifty percent (50%) of the agencies reported that they had an on-the-job training program. Only seventeen percent (17%) of the respondents reported that their agencies offered a structured supervisor training program within their agency. This author interviewed representatives of the agencies reporting an on-the-job training program and found that only one agency had a formal or structured on-the job training program. The remainder

was subjective programs that gave wide discretion to the trainer and offered no post training evaluation of the trainee.

The last part of the survey was designed to gather the opinions of responding officers not necessarily related to the culture of their respective organization. During the opening session of Module II all officers were asked to identify their agencies, their rank or responsibility within that agency and how many years of experience each had in law enforcement. With years of experience averaging well over ten years and all participants having the rank of sergeant and above this author believed that responding officers would reflect on their own experiences. Additionally, the author felt it was important that opinions were gathered that would support or not support the author's theory that pre-requisite and post-promotion training are valuable to the development and success of the new patrol supervisor. When asked if mandatory pre-requisite training requirements would be beneficial, ninety-two percent (92%) agreed. When asked if a structured post-promotional training program would be beneficial, one-hundred percent (100%) agreed. When asked if a deficiency in leadership training could contribute to the success or failure of a newly promoted patrol supervisor, eighty-three percent (83%) agreed.

The survey has served to support the author's theory that a high percentage of agencies have in place minimum qualifiers for officers they are seeking to fill one of their most important roles. Fifty-percent (50%) of agencies report two or less years experience and eighty-three percent (83%) of agencies report that basic proficiency certification meet the minimum requirements for a patrol supervisor. Although the

question was not asked on the survey form, one must ask what expectations are there beyond promotion.

DISCUSSION

Police agencies, both large and small, will find that they are being judged by a standard that measures today's accomplishments and, more importantly, how agency administrators are preparing agencies for the challenges that will unfold in the future (Bennis, 2003). The patrol supervisor will play a very important role in the preparation and implementation process requiring any change in philosophy or new direction of the department. This will require that patrol supervisors assume greater postures in promoting and administering change within their agency. Absent that support and oversight it is doubtful that change will be implemented as desired, instead leaving new philosophy and direction to the discretion of individual officers which certainly will not produce the desired unified outcome. This author believes that success will lie in abandoning the first-line supervisor model that is structured to direct patrol supervisors to direct subordinates. This author further believes that greater success will rely on the development and promotion of a first-line leadership program that trains and prepares officers at every level of the organization to think as innovative leaders and act as efficient leaders.

To establish what efforts are being made by agency administrators to improve the quality of patrol supervisor candidates this research will examine what pre-requisites are required for candidacy for the position of patrol supervisor in a small agency. Additionally, the research will examine what training is mandated or made available to the newly promoted patrol supervisor. If pre-requisites only require a minimum of

training and experience and if there is not a structured post promotion supervisor training course, can newly promoted patrol supervisors truly assume leadership roles within the scope of their responsibilities?

It is the author's hypothesis that this research will emphasize the value to small departments for developing leaders at all levels the organization, most especially those having decision making and command authority such as the patrol supervisor. This research will suggest the value of a progressive personnel development program that creates opportunity for leadership development while officers are early in their careers. Thereby, providing heightened opportunity for future patrol supervisor candidates who have demonstrated the values and qualities of leadership through a heightened understanding of leadership qualities and sense of purpose.

The research findings clearly support that there is a minimum requirement for experience with fifty percent (50%) of the agencies responding only requiring two years or less in experience. Additionally, eighty-three percent (83%) of the agencies responding only require a basic proficiency certification to be eligible for promotion to patrol supervisor. These reported levels of training and experience requirements may be sufficient to continue with the first-line supervisor philosophy that only requires that a patrol supervisor tell others what he is told. However, they will fall short of preparing patrol supervisors for the demanding role they are about to engage unless there is a training plan in place that provides opportunity for learning and professional leadership growth prior to promotion. This training plan should include opportunities for dispersed leadership roles to provide opportunities for development and application of leadership skills through assignments and responsibilities beyond normal patrol officer duties.

The TCLEOSE (2005) mandate requiring all newly promoted supervisors to attend the New Supervisors Course #3737 is certainly a step in the right direction to ensure that new patrol supervisors receive training to prepare them for their new role. One-hundred percent (100%) of the agencies surveyed reported that newly promoted patrol supervisors attended this course of training. However, the TCLEOSE requirement mandates that the course be only a minimum of twenty hours in length. If agencies truly want to ensure their newly promoted supervisors are trained to the department's mission, goals and philosophies they should take control of that process by developing and implementing a structured supervisor training course within the agency. This course of instruction should have clearly stated training objectives and an on-going evaluation process administered by a qualified trainer that keeps the newly promoted supervisor informed of his progress and offers recommendations for improvement where warranted. Survey results revealed that fifty percent (50%) of agencies reported having an on-the-job training program that left training periods and topics to the discretion of the trainer and an additional seventeen percent (17%) of agencies reported having a structured post promotion training program.

The author's hypothesis is that the research would validate the value of developing leaders at all levels of the organization, most especially those having decision making and command authority such as a patrol supervisor. The research has proven the hypothesis by revealing a pattern of minimum standards in tenure and training as a pre-requisite for the patrol supervisor position. Additionally, the research has proven the hypothesis that structured training programs are not in place for newly promoted patrol supervisors with the exception of only a small percentage of agencies.

Therefore, the implementation of a training plan to develop leadership qualities through dispersed leadership opportunities at the pre-promotion stage of an officer's career will effectively offer administrators a better candidate for promotion. The implementation of a structured post-promotion training and evaluation program will further ensure the greatest opportunity for success to the newly promoted patrol supervisor. The total process of pre-requisite training and post-promotion training serves to develop leaders at all levels of the organization through leadership development while at the patrol level and serves to promote a candidate demonstrating innovative qualities and proven leadership abilities. As the patrol supervisor moves through this stage of his career his opportunity for continued leadership growth will continue to increase as his responsibilities continue to increase.

Except for the most affluent, most small agencies are tasked with tremendous responsibilities and are only allocated limited personnel and resources. If small agencies are to succeed it will be necessary to maximize their resources, especially where personnel are concerned. As stated earlier, it is time to confront reality and consider a strong leadership program that will provide leadership at every level in the organization. Failure to do so only invites deficiency in problem solving and decision making and would contribute an unwanted critical element during an emergency situation. Every administrator should be able to foresee the potential damage to the agency's reputation should this occur, not to mention the potential damage to the administrator's reputation as well.

With the many demands placed on small agencies changes in philosophy, procedure and policy become paramount if they to keep current and avoid the status

quo. If the changes initiated by administrators are to be implemented effectively and timely a patrol supervisor of strong character and having proven leadership ability will be instrumental to the desired outcome. Ineffective leadership can only fail to produce the desired change. Patrol supervisors demonstrating deficiency in leadership skills, tactics and an ineffective strategic development process will fall short of any intended goals (Kellerman,2004).

The author asserts that without a leadership development plan and the implementation of leadership training, the trainers for the leaders of tomorrow will be the leaders of today, purely by example. If today's leaders are not leaders in thoughts, actions and example then they could possibly be bad leaders. Therefore, are we cultivating a culture of bad followers (Kellerman, 2004)? The author reiterates that the research has shown that training is provided at some level and to some degree. However, agency administrators must continuously re-examine their training and personnel development attitudes. They must ensure they avoid the status quo by developing new programs that ensure leadership training is adequate, that leadership training includes empowerment to meet new agency goals and objectives, and the leadership training is being offered at the right time in the development process (Kotter,1996).

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APPENDIX A: SURVEY

What rank does your agency assign to the first-line patrol supervisor position?

- Corporal /Senior Patrol Officer
- Sergeant
- Lieutenant
- Other _____

What qualifications are required for promotion eligibility? Please check all that apply.

- Years of service. How many? _____
- TCLEOSE proficiency certification level _____
- Standardized written test.
- Interview board
- Assignment / previous rank. Please identify _____
- Pre-requisites are not established

If a standardized test is required as a part of the promotion process, are study materials recommended or provided?

Yes _____ No _____

What, if any, pre-requisite training is required to establish eligibility or qualification to apply for promotion to first-line patrol supervisor?

What post-promotion training program is required for newly promoted first-line supervisors? Please check all that apply.

- TCLEOSE New Supervisors Course 3737
- Informal on-the job training period. How long? _____
- Structured new supervisor training program. How long? _____
- Other requirement: _____
- Post-promotion training program does not exist.

Do you believe that a promotional process that requires specific mandatory pre-requisite training requirements would be beneficial to the success of the newly promoted first-line supervisor?

Do you believe that a structured post promotion training program that is similar to a FTO program would be beneficial to the success of the newly promoted first-line supervisor?

Do you believe there exists a deficiency in leadership training for the first-line supervisor and, if so, do you believe a deficiency in leadership training could be a direct contributing factor to the success or failure of a newly promoted first-line supervisor?

Name: _____

Name of agency: _____

Number of sworn personnel: _____