

**The Bill Blackwood
Law Enforcement Management Institute of Texas**

**S.T.E.P. to Building Super Sergeants: A Departmental Specific
Training Program Proposal.**

**A Leadership White Paper
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ABSTRACT

According the Police Executive Research Forum's publication titled Promoting Excellence in First Line Supervision recommends giving sergeants training before they hit the streets, provide sergeants with scenario-based training, particularly on high-risk encounters, evaluate sergeants on key aspects of their roles, new sergeants should receive regular, detailed feedback, and provide sergeants with opportunities to develop their careers before and after promotion. A training program should be implemented by each department that addresses these issues specifically for that department prior to promotion. The Sergeant Transitional Education Program (S.T.E.P.) should be taught using adult learning principles and problem based scenarios. The problem based scenarios should address each of the job tasks identified of the supervisor position for that agency. S.T.E.P. should be taught prior to the new supervisor promoting. S.T.E.P. will help alleviate the fears of the department of the fear of liability for failure to train their supervisors adequately by providing feedback through a mentoring relationship with a field training supervisor.

TABLE OF CONTENTS

	Page
Abstract	
Introduction	1
Position	2
Counter Arguments	7
Recommendation	9
References	12
Appendix A	14
Appendix B	14
Appendix C	15

INTRODUCTION

A cadre of “Super Sergeants” providing quality day-to-day leadership would improve police departments. Police officers deserve leadership provided by highly qualified and prepared sergeants. Finally, it is often said that the sergeant is one of the most influential supervisory positions, yet police departments take a haphazard approach to prepare, train, and develop the new sergeants. The Super Sergeants are leaders who have the ability to self-evaluate, possess the emotional intelligence to learn and adapt, and have the desire to hone their leadership skills (Green, Lynch, & Lynch, 2013). If a department does not have these Super Sergeants, or if it takes years for them to develop, the problem may be the departmental sergeant-training program. For years, with rare exceptions, police departments have left the training and development of new sergeants more to chance than anything else. The training program for a new sergeant usually consists of some “ride-alongs” with a senior sergeant and eventually attending an offsite supervisory school, within a year of promotion. Each police department should create a sergeant transitional education program (S.T.E.P.) to transition the officer to the first level of supervisor rank prior to promotion.

S.T.E.P. addresses the shortcomings prevalent in police sergeant training. Law enforcement, and some might say, society in general, requires sergeants who are primed with the core abilities to provide leadership for policing in the 21st century (Ortmeier, 2009). There are few people, either within or outside the field of law enforcement, who would challenge the notion that law enforcement across our nation is under increased scrutiny, which in the most extreme cases, seeks to challenge its institutional legitimacy. In addition, few would doubt that optimal field leadership is

crucial to helping law enforcement navigate these difficult times. The sergeant's role is complex and challenging, requiring a comprehensive training approach to provide the greatest opportunity for success. The S.T.E.P. curriculum proposed provides a comprehensive framework to improve HOW to train sergeants, WHAT to train sergeants, and WHEN to train sergeants to thrive in the complex environment they will face.

POSITION

Traditionally, most police training, including supervisory training, is delivered in lecture format. While this style of training may allow departments to "check the box" that the material has been covered, it is simply not the way most adults learn, and it certainly does not promote long-term retention. Even though it is easier to simply lecture about a topic, it is not an effective experiential learning plan. Educational studies have consistently shown that the knowledge retention in the lecture format is around 5% (NTL, 2013). Results like this are not acceptable to equip leaders with the best chance for success. A program is needed that utilizes problem-based learning and active learning techniques using adult learning theory. Retention rates for this type of teaching is 75% (NTL, 2013).

The Final Report of the President's Task Force on 21st Century Policing (2015) includes recommendations to use adult learning techniques in training. Malcom Knowles, Ph.D., developer of the humanistic learning theory opined that adults learn optimally when learning experientially at the right time during a positive and encouraging environment. Adults need to understand why what they are learning is important as well as have the ability to learn that topic in their own manner. Explaining

to the adult student “why something is important to learn” is not about why the adult student is in the classroom but rather why the information is relevant to that adult’s personal situation (Knowles, 1984). Since adult learners have different learning styles, the training program should be formulated to train to utilize all three learning styles (visual, auditory, and kinesthetic). Enabling the learner to integrate and apply the knowledge in their preferred method of instruction should get learners actively involved with the learning process by utilizing small group discussions, experiments, role-playing, building something, writing or drawing something specifically related to the lesson or even tabletop command exercises. Adult learning principles in police education would capitalize on the experience each supervisor trainee has to develop into better supervisors.

Problem-based learning (P.B.L.) is a style of active learning proven effective in higher retention of material. First developed in medical school, Problem-based learning is the method used to teach new physicians. Students will develop flexible knowledge, effective problem solving skills and develop better collaboration skills by using P.B.L. They will develop their personal motivation to learn and learn which learning style best suits their needs in the process. As a part of a collaborative group with the goals of learning while solving a problem, the adult student will be able to determine what information they already understand, what information the student needs to understand, and to learn new information that will lead to a successful solution to the given problem. The instructor will guide the adult students with positive support, mentoring and coaching to encourage them to learn the material effectively.

The constructs for teaching P.B.L. are very different from traditional classroom lecture teaching. The instructor encourages the student to seek information that will lead them to the problem resolution (Barrows, 1984). Problem-based learning has a similar construct as police service calls. The citizen has a problem and calls the police. The police officer responds, identifies the problem and must research or investigate how to resolve the problem. The police then enact a solution to the perceived problem.

Developing a training program for new sergeants is a daunting process. To be effective it should focus on the skills and attributes the new sergeant will acquire. A comprehensive training curriculum will guide the new sergeant through each phase of this self-discovery and learning process. The specific duties and roles of sergeants vary from department to department, but certain core abilities are common to the role regardless of the agency. All sergeants need Rational Skills which include the ability to demonstrate effective written communication, decision-making, time management, planning, fact-finding, and understanding their span of control. They need Technical Skills such as the ability to organize and manage projects, handle citizen and officer complaints, and help develop subordinates' careers. The sergeant needs to demonstrate a Command Presence with their responsibilities and the ability to lead, but this should be augmented with Humanistic Skills such as personal abilities, self-management, and the capacities to foster growth in others through mentorship (Green, Lynch, & Lynch, 2013). Finally, police sergeants are needed who can effectively manage the initial scene of high risk/low frequency incidents (Graham, 2012). The properly designed S.T.E.P. should guide candidates through the process of recognizing and learning, and applying such attributes which in turn sets up the new supervisor for

success in their leadership role. After completing the problem based learning modules, the new sergeants should complete a 4 week guided field training for mentors to demonstrate the utilization of the new sergeant's new found information.

The first task of developing S.T.E.P. is to develop a learning matrix that contains all the desired characteristics and job tasks for a sergeant in each individual department. Secondly, an executive police manager must identify the supervisor mentors that the new supervisors should emulate and that can mentor the new supervisors. The executive police manager chooses each mentor to teach/mentor/coach the new sergeants in each core competency. Appendix A contains the proposed S.T.E.P. matrix in chart form.

Program implementation begins with providing the new sergeant a list of available resources such as books, articles, supervisory personnel to interview, general orders, standard operating procedures, and other information. The new sergeant will use this list to work on solving problem based learning exercises that combine learning objectives within each core skill set. There are 15 problem-based learning exercises (P.B.L.E.) in the recommended S.T.E.P. (three P.B.L.E.'s from each of the skills sets) listed in Appendix B. Each P.B.L.E. is a complex problem based upon a real world situation that the new sergeant must research and attempt to solve. While the new sergeants are researching the solution, they teach themselves through self-discovery of the learning objectives. When complete, they present their findings to an assigned mentor. The mentor then discusses the solution with the trainee and provides feedback. The mentor is also available to guide the student when they are stuck in their research or just need focusing. The last three P.B.L.E.'s (Management of High

Risk/Low Frequency incidents) are taught as tabletop command exercises with multiple participants so that each of the new sergeants can learn from the others. The next step in the proposed S.T.E.P. curriculum is a presentation to the command staff. The presentation is an overview of the new sergeant's time in the program. The new sergeant will present what they have learned about leadership and what it means to be a first line supervisor. The new sergeant will describe their personal growth during this time. The new sergeant will also include goals for themselves as well as their team in the future. The presentation is a final test to demonstrate to the command staff their newly acquired leadership skills.

A key consideration for training new sergeants is when to provide the initial training. Although the idea likely runs counter to the way most agencies currently conduct new supervisor training, the candidate should complete the course prior to assuming their new leadership responsibilities. Using the "sink or swim" training methodology when consequences of the trainee's actions are significant is ill-advised and policing should move past this method. Preparing the leaders of tomorrow will take commitment. It will not be easy. Developing the program that fits each individual agency will not be easy, and setting aside the time to allow the departmental leaders of tomorrow to acquire a firm foundation prior to assuming their responsibilities will require concerted effort. It is recommended that trainees are given 4 weeks minimally to develop basic supervision skills under the tutelage of command staff and seasoned supervisors.

Departments should go through the trouble to develop these so-called "Super Sergeants". "Super Sergeant " exist to better equip them to handle and possibly

redeem the “problem officer;” maximize the performance of average, good and peak performers; stand as an example of a leader; commit to department values; and uphold performance standards within the police department (Green, Lynch, & Lynch, 2013). This is a lot to ask without a thoughtful and committed approach to their development.

The supervisor cannot realize their full potential if they recognize the full potential in others. Developing the sergeant’s humanistic skills is critical to inspire others and not merely to lead by fear. Development of a leader’s emotional intelligence and self-evaluation improves their ability to influence others which is the definition of leadership. Emotional intelligence accounts for 67% of the abilities required for superior leadership. These abilities were twice as important as IQ or technical abilities. People with higher emotional intelligence demonstrate exceptional performance in their jobs, improved mental health, and better leadership abilities (Goldman, 1995).

We know from the “talks at the water cooler” that sergeants that have a reputation for being ineffective are plagued by stories of failure of their humanistic qualities. They are not the product of innate abilities. Emotional competencies will lead to better performance in life (Goleman, 1995). S.T.E.P. allows the trainee to discover and develop all the important skills that lead to a greater potential for personal and departmental success.

COUNTER ARGUMENTS

Texas Administrative Code (2018) requires officers to complete the new supervisors TCOLE course within one year before or one year after they promote. TCOLE New Supervisor class 3737 is the class created to fulfill this legal mandate.

These classes are taught by the contracted TCOLE police academies or training providers using the TCOLE mandated training materials.

The TCOLE training mandate does not completely protect the department from potential failure to train or negligence suits. Exceptional training is paramount to the success of law enforcement officers. Training decreases departmental as well as officer liability and will increase the officer's ability to win confrontational situations. Inadequate training that causes injury or violates a citizen or inhabitant's constitutional rights may be the source of liability for administrators. Training must contain all important aspects of the subject being taught, be correctly documented that it was completed, properly instructed to the students and has appropriate learning standards (Dahlinger, 2001).

According to Clark (2018), "Police devote a lot of training resources to developing senior leaders, but there is much less attention to training first-line supervisors. Until police departments make a more significant investment in training sergeant, I think we're going to see gaps in performance, because they just haven't been given help in developing the leadership component. We promote technicians, put them out in the field and expect them to lead, without having given them training on how to be a leader" (p. 43). McNamara (2006) writes, "There are things departments can do to insulate themselves against failure-to-train lawsuits. Administrators must make sure their training programs are current and effective, demand that training be a normal part of the department's yearly calendar and thoroughly document all training. An effective training program can be the difference between dismissal of a suit and a serious judgment against an agency" (para. 38).

Staffing shortages are common among police agencies. Overtime costs to make up for these shortages become a budgetary limitation on providing services to the public (Anonymous, 2010). The impact on small to medium sized agencies removing an officer from their duties to train for a significant amount of time can affect their abilities to provide timely services to the community as well as potentially driving up their budget with overtime utilization to make up for the minimal staffing needs.

In Doe v. Calumet City, the supervisor who was hypersensitive to liability failed to do the right thing by breaking down a door to rescue the two children of a woman who had escaped from a rapist who had entered her home. The supervisor mistakenly feared that the department would be liable for the damages to the door. Thrust into giving direction in a critical incident, only the thought of potential liability came to mind. Frozen in fear of mistaken liability, this supervisor failed to employ reasonable means of dealing with the woman and rescuing her children. The conclusion one could reasonably draw from this case is that the supervisor was not adequately prepared for this incident. According to the US Census, Calumet City, Illinois' population was 36,732 in 2016. The payouts for liability lawsuits can run in the millions. This would be a significant budgetary burden to a small to medium sized town. The cost in overtime for staffing shortages to provide adequate training compared to potential payout from liability lawsuits justifies the expense of adequately training police officers.

RECOMMENDATION

Development of Super Sergeants does not occur by chance or by mere "ride-alongs" with senior supervisors. Police departments should provide field training to newly promoted sergeants prior to their promotion. The development of the field

training model starts with the police department performing a job analysis of the first line supervisor in that department. Each one of the tasks listed in the job analysis should then be classified under the appropriate heading listed in the S.T.E.P. learning matrix (Appendix A and C). Problem Based Learning Exercises are created by Field Training Supervisors (FTS) to standardize the process to teach each one of the job tasks through self-discovery learned by the newly promoted supervisor. The PBLE's are then submitted to Field Training Supervisors to discuss with the new supervisor to mentor and guide them to mold with the expectations of the department for their new job. In the last four weeks of the training, the new supervisor rides with two different FTS's on different shifts to get a diverse exposure to day to day functioning as well as giving them a chance to have a guided instruction in the actual performing job as a supervisor. The end of the program should be an oral presentation of what the new supervisor has learned throughout the program to the command staff. This will serve as an oral examination demonstrating the newly found skills the employee has learned.

The S.T.E.P. program exceeds the Texas TCOLE requirements for newly promoted supervisors. This program prepares newly promoted supervisors to do their job starting the first day instead of waiting for up to a year to receive supervisor training per Texas Administrative Code Chapter 218.03. The specter of looming liability is reduced by providing adequate training to the new supervisors. In the Police Executive Research Forum's publication, *Promoting Excellence in First Line Supervision*, 11 recommendations for departments are listed. This program addresses 5 of their recommendations. This program gives sergeants training before they hit the streets, it provides sergeants with scenario based training, particularly on high-risk encounters, it

evaluates sergeants on the key aspects of their roles, new sergeant receive regular, detailed feedback, and finally it provide sergeants with opportunities to develop their careers before and after promotion through learning in the program or by being a mentor within the program. The fear of staffing shortages and utilizing overtime to ensure a properly trained supervisor will be justified in the end.

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Texas Administrative Code. Title 37. Part 7. Chapter 218 (2018)

APPENDIX A

S.T.E.P. Learning Matrix		
Core Competency	General Contents	Functions
Rational Skills	Effective written communication, decision making, time management, planning, fact-finding, and span of control	Investigating Personnel Complaints, Evaluation of employees, deployment of personnel, scheduling personnel, investigating uses of force, and approval of certain patrol officer functions
Technical Skills	Work perspective/self-motivation, complaint handling, career development of subordinates	Maintaining performance records, coordinating subordinate training, reviewing paperwork, budget preparation, managing equipment, personnel development, and leading crime reduction initiatives
Command Presence	responsibility and authority	Leadership of a section, supervising large crime scenes, managing scenes and completing paperwork involving injured employees as well as prisoners and supervising vehicle pursuits.
Human Skills	personal development (self-actualization), leadership, and ability to foster growth in others (mentorship)	Leadership (the ability to inspire others), mentoring, effective communication, counseling, and personal development
Management of High Risk/Low Frequency Incidents		

APPENDIX B

Suggested S.T.E.P. PBLE's	
Core Competency	Problem Based Learning Exercise
Rational Skills	Personnel Investigations and Discipline Exercise Use of Force Investigations Exercise Staffing Exercise
Technical Skills	Evaluation of Employees Exercise Crime Reduction Initiative Exercise Employee Counseling Exercise
Command Skills	Vehicle Pursuits/Squad Car Accident Investigation Exercise Injured Employee and Prisoner Exercise Leadership Perspective Exercise
Human Skills	21 Irrefutable Laws of Leadership Exercise
High Risk/Low Frequency Decisions	Active Shooter Exercise Officer Involved Shooting and Riot Exercise Hazardous Materials Dispersment Exercise
Oral Presentation	Leadership Presentation to Command Staff

APPENDIX C

STEP Sample Learning Matrix with Job Tasks of New Supervisor

Rational Skills Matrix

A1: General Orders, Standard Operating Procedures, Penal Code and Code of Criminal Procedures Proficiency

1. The trainee will describe how to utilize the General Orders, Standard Operating Procedures, Penal Code, and Code of Criminal Procedures to make decisions.
2. The trainee will demonstrate making good decisions using the General Orders, Standard Operating Procedures, Penal Code, and Code of Criminal Procedures.
3. The recruit will justify and explain decisions using the General Orders, Standard Operating Procedures, Penal Code, and Code of Criminal Procedures

A2: Personnel Investigations - Complaints and Commendations

1. The trainee will identify the various situations when they should initiate and investigate personnel complaints and commendations.
2. The recruit will demonstrate how to initiate and investigate personnel complaints and commendations.
3. The recruit will explain the process of how to initiate and investigate personnel complaints and commendations.

A3: Subordinate Evaluations

1. The trainee will construct employee evaluations as well as develop questions for an interview with each subordinate evaluated.
2. The trainee will develop a personnel improvement plan for a subordinate

A4: Subordinate Staffing and Scheduling

1. The trainee will develop a strategy to effectively assign officers to work geographical areas of the city based upon the evaluation of the needs of the community, the department and the strengths of the officers
2. The trainee will construct car lists to communicate the staffing strategy for the workday maintaining minimums and dealing with vehicle assignment issues.
3. The trainee will utilize the Telestaff program to aid in the scheduling of vacation/time off, training, overtime/comp time approval and development of the workday staffing strategy.

A5: Programs to Accomplish Departmental Goals

1. The trainee will identify all pertinent departmental goals and develop a plan to accomplish those goals within the time limit described in the goal.
2. The trainee will develop a method to document the progress and methods used to complete a departmental goal to their lieutenant.
3. The trainee will assess the effectiveness of their plan.

A6: Investigation of City Vehicle Accidents

1. The trainee will define and explain the steps involved in investigating a city vehicle accident
2. The trainee will utilize the appropriate forms and memorandums to complete a city vehicle accident investigation.

A7: Use of Force Investigations

1. The trainee will apply the "Objective Reasonable" standard to investigate a subordinate's use of force as described in GO 303.00 and *Graham v. Connor*.
2. The trainee will utilize the investigative resources such as in-car video, body-camera video, surveillance video to thoroughly investigate a subordinate's use of force
3. The trainee will develop questions to interview a prisoner and witnesses regarding uses of force by a subordinate.
4. The trainee will construct a completed "Use of Force" Investigation Form.

A8: Supervision of APOWW Detentions

1. The trainee will assess the appropriateness of an A.P.O.W.W. detention

A9: Supervision of Warrant Service

1. The trainee will assess the appropriateness of warrant service by a subordinate prior to service of that warrant.

A10: Supervision of Family Violence Incidents

1. The trainee will explain the application of family violence law pertinent guidelines of the department.
2. The trainee will identify the appropriateness of a subordinate not arresting a domestic violence suspect.
3. The trainee will justify their decision using appropriate departmental guidelines.

A11: Supervision of Arrests using Investigative Charges

1. The trainee will explain the departmental guidelines regarding subordinates arresting suspects using investigative charges.
2. The trainee will explain the legal justification for arresting or not arresting a suspect on scene.

A12: Juvenile Procedures

1. The trainee will explain the departmental guidelines for handling juveniles in the criminal justice system
2. The trainee will make use of departmental guidelines to decide the appropriate course of action when handling a juvenile as it relates to field release, station release, transport to JDC, or transport to Lee Tot.
3. The trainee will list the mandatory hold offenses for juveniles.

A13: Supervision of Incidents Involving Towing Vehicles

1. The trainee will summarize the departmental guidelines for towing of vehicles.

2. The trainee will justify their decisions concerning subordinates towing or not towing vehicles using departmental policies.

Technical Skills Matrix

B1: Maintenance of Performance Records and Personnel Files of Subordinates

1. The trainee will summarize the necessary components of maintaining performance records for their subordinates.
2. The trainee will explain the uses of these records in the evaluation of subordinates
3. The trainee will demonstrate the ability to evaluate/counsel subordinates using the performance records and personnel files.

B2: In-Service and Training Scheduling

1. The trainee will summarize the importance of scheduling of training for subordinates
2. The trainee will relate strategies for dealing with the scheduling of subordinates for in-service training, continuing education training, intermediate core courses, and staffing needs of the platoon.

B3: Reports required by Watch Commanders

1. The trainee will recognize the need to communicate with their assigned watch commander what ongoing reports are necessary to keep them informed.

B4: Reviewing and Approval of Paperwork

1. The trainee will demonstrate the ability to navigate the ARS system to review subordinate's reports they submit
2. The trainee will demonstrate the ability to navigate the CRASH system to review subordinate's accident reports
3. The trainee will demonstrate the ability proofread the citations, pull sheets, DV "bubble sheets", and other paperwork generated by subordinates

B5: Budget Preparation

1. The trainee will explain the strategies necessary to estimate expenditures under their supervision and prepare a written budget to accomplish the goals of their platoon/unit.

B6: Maintenance of General Orders and Standard Operating Procedures

1. The trainee will explain the importance of communicating with the chain of command the necessity of changing, clarifying issues related to general orders or standard operating procedures

B7: Inspection of the Physical Facilities and Equipment of the Assigned Area of Responsibility

1. The trainee will identify what facilities and equipment needs to be inspected and the frequency of the needed inspections
2. The trainee will demonstrate the ability to inspect patrol vehicles, patrol officer equipment, Patrol officer weapons, and station facilities.

B8: Issuance of Required Equipment for Subordinates

1. The trainee will identify what equipment each of their subordinates should be issued

2. The trainee will explain a strategy for ensuring subordinates are issued necessary equipment.

B9: Crime Reduction Initiatives

1. The trainee will identify possible causes for crime patterns in their assigned areas
2. The trainee will utilize crime statistics to develop crime reduction initiatives
3. The trainee will develop a written plan for the implementation of the crime reduction initiative to be shared with the chain of command

B10: Fostering Personnel Development through Individual Counseling and Training

1. The trainee will identify different types of counseling strategies
2. The trainee will make use of the 4 Stage Counseling Process (Discussed in the Army Field Manual - Appendix B)

B11: Less than Lethal Force Options

1. The trainee will discuss the necessity of supervisors formulating a use of force plan on operations
2. The trainee will demonstrate proficiency with less than lethal force options

Command Presence Matrix

C1: Scene Supervision

1. The trainee will explain their role at the scenes of the following incidents:
 - a. Reported Suicides
 - b. Natural Deaths
 - c. Accidental Deaths
 - d. Unexplained Deaths
2. The trainee will identify examples of other scene where close supervision may be in the best interest of the department

C2: Supervision of Injured Employees/Prisoners and Exposure of Employees to Hazardous Materials

1. The trainee will outline the steps necessary to effectively supervise incidents involving an employee injury, prisoner injury, or employee exposure to hazardous substances
2. The trainee will demonstrate the supervision of incident involving an employee injury, prisoner injury, or employee exposure to hazardous substances

C3: Development of Beat Action Plans

1. The trainee will demonstrate the development of beat action plans with their subordinates based upon criminalistics.

C4: Major Accident Scene Management

1. The trainee will explain the supervision strategies for major accident scene management on freeways, large roads/intersections, residential and vs. house/apartments

2. The trainee will demonstrate the supervision strategies for major accident scene management on freeways, large roads/intersections, residential and vs. house/apartments

C5: Crime Scene Management

1. The trainee will explain the supervision strategies for crime scene management.
2. The trainee will demonstrate the supervision strategies for crime scene management

C6: Barricaded Subjects

1. The trainee will explain the supervision strategies for Barricaded Subjects
2. The trainee will demonstrate the supervision strategies for barricaded Subjects

C7: Missing Person Investigation Supervision

1. The trainee will explain the supervision strategies for missing person investigations
2. The trainee will demonstrate the supervision strategies for missing person investigations

C8: Chase Supervision

1. The trainee will explain the supervision strategies for personnel involved in foot chases as well as vehicle pursuits
2. The trainee will explain the paperwork/critique used in vehicle pursuits as it relates to the pursuit matrix
3. The trainee will demonstrate supervision strategies for personnel involved in foot chases as well as vehicle pursuits.

C9: Call Out of Personnel/Equipment

1. The trainee will identify criteria and situations to call out additional personnel and specialized units
2. The trainee will identify criteria and situations to call out other city resources

C10: Assist Outside Agencies

1. The trainee will explain the supervision strategies for incidents involving assisting outside agencies
2. The trainee will demonstrate the supervision strategies for incidents involving assisting outside agencies

C11: Cash Tracker Deployment

1. The trainee will explain the response to robberies/thefts involving a cash tracker deployment
2. The trainee will explain how to use the equipment related to cash tracker tracking
3. The trainee will demonstrate the operation of the equipment.

C12: Leadership

1. The trainee will explain theories on leadership
2. The trainee will write themselves a letter describing what kind of leader they aspire to be citing examples both positive

Human Skills Matrix

D1: Servant Leader Attitude - Ethical leadership and Situational Leadership

1. The trainee will explain the Police Department's philosophy on ethical leadership
2. The trainee will explain the Police Department philosophy on situational leadership
3. The trainee will demonstrate a servant leadership mindset

D2: Management of the Section

1. The trainee will explain a strategy for management of a platoon or specialized section within the department

D3: Discipline

1. The trainee will explain the difference between formal and information discipline
2. The trainee will demonstrate the workflow (paperwork) for formal discipline

D4: - Communication - Within all levels of the organization (Both up and down the chain of command)

1. The trainee will explain the important of effective written and verbal communication with superior officers, other supervisors, and subordinates
2. The trainee will demonstrate effective written and verbal communication with superior officers, other supervisors, and subordinates

D5: Roll Call Briefings

1. The trainee will list the information that is important to communicate during Roll Call Briefings.
2. The trainee will create a general outline of topics to cover in Roll Call Briefings

D6: Notification of the Watch Commander of Any Unusual or Important Events or Events that CID should be made aware

1. The trainee will identify types of incidents the watch commander or members of CID should be aware and informed

D7: Community Meetings

1. The trainee will contact community services prior to a public speaking engagement at a community meeting to identify issues to address
2. The trainee will prepare a general outline for community meeting presentation
3. The trainee will demonstrate appropriate public speaking skills.

D8: Mentoring

1. The trainee will discuss the importance of mentoring their subordinates.
2. The trainee will demonstrate strategies for developing mentor relationships with their subordinates.

D9: Counseling

1. The trainee will summarize different subordinate situations that require counseling

2. The trainee will explain a strategy for dealing with each subordinate counseling situation listed

D10: Fair vs Equitable Treatment

1. The trainee will summarize the difference of fair versus equitable treatment of subordinates.
2. The trainee will demonstrate fair and equitable treatment of subordinates
3. The trainee will summarize the "Paredo principle" concept and explain how they will apply it to supervision of subordinates.

D11: Difficult Employees

1. The trainee will explain strategies for dealing with difficult employees
2. The trainees will summarize an intervention strategy to supervise a malcontent employee

D12: Overwhelmed when Supervising by Yourself

1. The trainee will outline the types of tasks that can be delegated to subordinates
2. The trainee will summarize the importance of effective personnel management

D13: Reset Button

1. The trainee will explain the philosophy of a "Reset Button".
2. The trainee will discuss the importance of the idea of a "Reset Button" when promoting to sergeant
3. The trainee will explain the importance of the idea of a "Reset Button" as it relates to dealing with subordinates

High Risk/Low Frequency Decisions

E1: Decisions

1. The trainee will explain the liability concerns for themselves as well as the department for high risk/low frequency decisions
2. The trainee will demonstrate training for situations involving high risk/low frequency decisions.

E2: Active Shooter

1. The trainee will demonstrate competency in the ALERRT training
2. The trainee will explain role as a supervisor in a dynamic, violent situation

E3: Officer Involved Shootings

1. The trainee will explain the workflow (investigative steps) involved in officer-involved shootings
2. The trainee will explain the scene management of officer involved shootings
3. The trainee will explain personnel management involved in officer involved shootings

E4: Large Scene Command

1. The trainee will explain their role (both as an initial responder and as a continuing support supervisor) in large incidents
2. The trainee will explain their responsibilities as both an initial responder and as a continuing support supervisor in large incidents