

**Event 1 – Police Sciences**  
**Session 16 – Leadership**  
**LD 1 Leadership, Professionalism and Ethics**

**Date Revised:** 12/21/2019

**Course Goal:** To teach recruit officers how to be effective, ethical, and professional leaders.

**Session Goal:** To teach the recruit officers the relationship of leadership, ethics, and community policing to the recruit officer’s role as a peace officer.

**Learning Objectives:**

- Discuss why leadership is important [1.I.A]
- Define leadership [1.I.B]
- Universal components of leadership [1.I.C]
- The officer as a leader [1.I.D]
- The officer as a follower [1.I.E]
- The impact of leadership in a peace officers daily work [1.I.F]
- Required Learning Activity [1.IV.A.1-6]
- Learning Activity (Bucket Exercise)

**Session Time:** 2 hours

<p>Resources:</p> <ul style="list-style-type: none"> <li>• Classroom with tables</li> <li>• White board</li> <li>• Dry-erase markers</li> <li>• Flip charts</li> <li>• Code of ethics</li> <li>• Training Triangle</li> </ul>	
<p>Session Summary: In this Session the class will learn that their ability to exercise leadership as a line officer will have a significant impact on the recruit, their agency, their community and the profession.</p>	
<b>Outline</b>	<b>Instructor Notes</b>
<p>I. LEADERSHIP  Peace officers are expected to be leaders in the community, in their agencies, and among peers. To be effective, officers must understand the components of leadership, their responsibility to lead, and the impact of their leadership.</p> <p>A. Discuss why leadership is important [1.I.A]</p> <p>1. Every Officer has a responsibility to practice leadership. Leadership is essential to effective problem solving because it engages the cooperation of the community.</p>	<p>Allow 5 minutes for each table to prepare presentations for the following question: “Why is leadership important?”</p> <p>Each table presents a one-two minute answer.</p> <p>(Instructor should fill in the gaps if there was any content the students missed in their presentation)</p> <p>Facilitated Discussion</p>





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<ul style="list-style-type: none"> <li>b) Influence circle expands as it is used appropriately</li> <li>7. Life Balance <ul style="list-style-type: none"> <li>a) Work and personal development</li> <li>b) Family and community</li> </ul> </li> <li>8. Leadership learning <ul style="list-style-type: none"> <li>a) Recognize that leadership demands a commitment to constant improvement</li> <li>b) “Know what you don’t know.”</li> <li>c) Formal Education Training <ul style="list-style-type: none"> <li>(1) LAPD</li> <li>(2) Colleges and Universities</li> <li>(3) Community</li> </ul> </li> <li>d) Informal Education Training <ul style="list-style-type: none"> <li>(1) Reading</li> <li>(2) Experiences</li> <li>(3) Studying</li> <li>(4) Community Involvement</li> </ul> </li> </ul> </li> </ul> <p>D. Discuss the officer as a leader <b>[1.I.D]</b></p> <ul style="list-style-type: none"> <li>1. Peer Leadership-Peer behaviors are a strong influence on peace officers. It is incumbent on every peace officer to recognize that he or she has the opportunity to influence peers by modeling positive behaviors, taking charge, and sharing information if and when appropriate.</li> <li>2. Modeling <ul style="list-style-type: none"> <li>a) Maintain ethical standards</li> <li>b) Exhibit technical competence</li> <li>c) Practicing officer safety</li> <li>d) Paying attention to duties</li> </ul> </li> </ul>	<p>“People pay more attention to what you do than what you say.”</p> <p>“Walk your talk.”</p>
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<ul style="list-style-type: none"> <li>e) Maintaining professional appearance (1st impression)</li> <li>f) Demonstrating respect for the community</li> <li>g) Taking opportunities to improve the agency / profession</li> <li>h) Pursuing self-development</li> <li>3. Taking Charge</li> <li>4. Intervening</li> <li>5. Sharing knowledge and experiences</li> <li>6. Expecting change</li> <li>7. Leadership in the community <ul style="list-style-type: none"> <li>a) Accessible and proactive</li> <li>b) Responsive to community issues and concerns</li> <li>c) Empathy for the community's needs</li> <li>d) Sharing information and expertise</li> <li>e) Facilitate problem solving</li> <li>f) Be accountable</li> <li>g) Be an example of a good citizen on and off duty</li> <li>h) Recognize problems and take action to prevent or resolve them</li> <li>i) influence the community to face its problems</li> </ul> </li> <li>8. Community Policing</li> <li>9. Leadership within the profession</li> <li>E. Discuss the leader as a follower <b>[1.I.E]</b> <ul style="list-style-type: none"> <li>1. "Follower" is not a term of weakness but the condition that permits leadership to exist and give it strength.</li> <li>2. Exercising leadership-The day-to-day operation of an agency depends upon officers exercising leadership in the discharge of</li> </ul> </li> </ul>	<p>Discuss positive and adverse impacts and challenges for consistently demonstrating leadership.</p>
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<p>their duties. Agencies also expect officers to be followers to the best of their ability.</p> <ul style="list-style-type: none"> <li>a) Courage to assume responsibility</li> <li>b) Courage to serve with loyalty</li> <li>c) Courage to challenge</li> <li>d) Participate in transformation</li> <li>e) Leave</li> </ul> <p>3. Separation of ego from power and authority</p> <ul style="list-style-type: none"> <li>a) Humility is required to lead effectively</li> <li>b) Recognize other people’s expertise</li> <li>c) Develop as a leader by assuming a supportive position</li> <li>d) Peace officers must recognize their allegiance is             <ul style="list-style-type: none"> <li>(1) First to the U. S. Constitution,</li> <li>(2) then to the people,</li> <li>(3) then to their profession, and</li> <li>(4) then to the agency that employs them.</li> </ul> </li> </ul> <p><b>F.</b> Leadership impacts the daily work of a peace officer and how officers can recognize the results. <b>[1.I.F]</b></p> <ul style="list-style-type: none"> <li>1. Positive leadership enhances community respect and trust. Officers gain confidence in their exercise of discretion and effective job performance to enforce the law, focus on crime prevention, adapt to change and provide service to the community on matters of crime and disorder.</li> </ul>	<p>Ask: What are the impacts of positive leadership on officers and how would you recognize these impacts?</p>
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<p>2. a) Respect and quality b) Trust c) Cooperation d) Reduced fear of crime e) Community leader support f) Increased fiscal support g) Increased officer safety Absence of leadership a) Fear, disdain b) Suspicion c) “Us” against “them” d) Reduced community input e) Isolation f) Withholding needed resources g) Decreased compliance</p>	<p>Ask: What are the impacts of negative leadership? How would you recognize the negative impacts?</p> <p>Run Required Learning Activity <b>[1.IV.A.1-6]</b></p> <p>Run Learning Activity (Bucket Exercise)</p>
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**Required Learning Activity**  
[1.IV.A.1-6]

**Learning Objective:**  
[1.IV.A.1-6]

**Purpose:** The students will use critical thinking to analyze police leadership and professionalism and their impacts on the community.

**Description:** Have the students remain at their tables in small groups to discuss the following as it relates to the scenario. Have the students select a scribe and a spokesperson for their respective tables. Tell the students they can make any assumptions they want as long as they articulate what their assumptions are. Provide the students with 4-5 minutes to discuss one or two of the following depending on the number of tables:

1. Power and authority
2. Compliance and commitment
3. Sphere of influence
4. Officer as a leader
5. Leadership in the community
6. Positive and adverse impacts and challenges for consistently demonstrating leadership

Have each table present their findings for each topic as it relates to the scenario.

**Scenario:**

You and your partner (one of you is a female officer) respond to a Domestic Violence radio call where the involved parties are inside a crowded shopping mall.

Upon arrival, you met with witnesses who directed you to the involved parties; a male Hispanic and a female Hispanic who you later determined are married. As you approached the couple, you observed a male, later identified as the suspect, yelling at a female, later identified as the victim, stating “I keep having to tell you to quit spending money on stuff we don’t need. How many times do I have to tell you?” The victim was crying and holding the right side of her face. When the victim removed her hand from her face, you noticed she had redness and swelling to the right side of her face and right eye.

Upon contact, the suspect told you and your partner that you should stay out of the situation and that he had it handled because this was *HIS* wife. Then the suspect told the female officer (you or your partner), “Stay out of this, you’re just another woman.”

**Resources Needed:**

- Classroom

**Handouts:**

Circle/Sphere of Influence  
Domestic violence scenario narrative.

**Time Required:** 35 minutes

**Learning Activity - Introduction to Leadership (Bucket Exercise)**



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**Team Building Activity Part 1**

1. Review Safety Policy for Role-play that each student is provided in their Recruit Manual
2. Remind class to think about everything they have learned during the previous exercises.
3. Have 19 recruit officers come to the front of the room
4. From the group of 19 recruit officers have the group select 3 recruit officers
  - a. Do not provide any explanation of roles during selection process.
5. Have the 3 recruit officers that were selected go with the facilitator to get directions on the mission to be completed.
6. Advise the remaining 16 recruits officers that they are “Team A” and that when called upon they will be given a specific mission in which they need to respond. Have those 16 recruit officers (Team A) take their seats until called upon.
7. While the 3 recruit officer and one facilitator are reviewing the team mission outside of the classroom -- One facilitator stays with the class and reviews the core values, mission statement and CAPRA with the remaining students.
  - a. **ASK:** How many core values?
  - b. **ASK:** Name a core value
    - 1) Continue until all of the core values have been identified
  - c. **ASK:** What is the mission statement of the Los Angeles Police Department
  - d. If outside agencies are present, have them stand and recite their specific mission statement
  - e. Point out that it is not memorization that is important but how you apply them to your daily decision making process and how they affect your problem solving.

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- f. Review the components of CAPRA that were introduced in Session 7
- 1) What does the C stand for and explain and who it might be?
    - a) Anyone who is impacted on how the problem is resolved
    - b) Direct and indirect
    - c) Quality of life is improved when we consider the clients' expectation and needs
    - d) Core value of Airport Police "Service before Self"
      - (1) What does that mean to you while you are in the Academy
      - (2) What you do impacts the entire team and if you think only of yourself then
  - 2) Why does the Department give you this model?
  - 3) What kind of problems can we solve using it?
    - a) Point out that you can use the CAPRA problem solving model and the MVV to manage not only the calls in the field but as an interpersonal conflict resolution

**Team Building Activity Part 2**

**Procedures:**

8. Set up Activity prior to student arrival.
  - a. Make 2 large circles with the 25 foot ropes on the grass (or gym)
  - b. In the center of the circles place one bucket each
    - 1) One bucket with tape side up in one circle
    - 2) Place ball on bucket with tape side up
    - 3) One bucket with opening side up in the other circle
  - c. Place 4 Red Straps and one bungee cord near the side of each large circle
  - d. Place blindfolds back in (or near) classroom for easy accessibility
9. Facilitator to provide the "Mission" to 3 "selected" recruit officers while the rest of the class is reviewing Core Values, Mission Statement and CAPRA

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10. Here is mission to give 3 recruit officers:

- a. Explain mission is to move both buckets out of the circles. The bucket with the ball on top needs to be inserted inside the open bucket.
- b. Explain the “guidelines” in which they have to operate
  - 1) Explain similar to every police agency has guidelines known as US Constitution, CA Penal Code, Department Policy and Procedures
  - 2) Some Recruits will be blindfolded throughout exercise
  - 3) Only blindfolded recruits can touch red straps and/or bungee cords. However, “seeing” recruits can guide the blindfolded recruits as needed.
    - a) Any “seeing” person who comes into any type of contact with the red ropes or bungee cord has been “disqualified” from activity
      - (1) Explain consequences for not following the Law and/or policy
  - 4) Nobody can step inside of or on large rope circles
    - a) Any person who comes into any type of contact with or steps inside of the large 25-foot rope circles has been “disqualified” from activity
    - b) Consequences for not paying attention
    - c) Bomb area – blown up
  - 5) Once the buckets are moved outside of the circles – the buckets cannot touch the ground
  - 6) The ball cannot fall off the top of the bucket, if so the entire problem stops – Mission failure
  - 7) 15 minutes to complete mission

11. Once mission has been explained three recruits and facilitator will return to the classroom.

12. Prior to sending the non-participating recruit officers to the field to view the activity set these parameters:

- a. While you are observing this exercise look for the following:
  - 1) What makes a good Leader?
  - 2) What is teamwork
  - 3) What is effective communication

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13. Facilitator shall instruct 16 recruit officers (Team A) to remain in class the other (non-Team A) recruit officers go to the exercise location (field, gym)
  - a. Instruct the recruit officers who go to the field to form a large semicircle around the two large circles on the field
  - b. Once on the field (out of hearing range of Group A) facilitators can explain mission to non-participating recruit officers
14. Tell the 3 selected recruit officers to begin activity (start timer)
15. 3 “lead” recruit officers ***should*** designate who will be guides and who will be blindfolded and gives the following directions
  - a. **Facilitator should give no directions**
  - b. Pay attention to check if Lead recruits provide the following directions:
  - c. Guides will direct the blindfolded recruit officers with the following goal
    - 1) Must connect all of the straps to the bungee cord to form an +
    - 2) Must stretch the bungee cord over the bucket
    - 3) Goal is to get elastic band over each bucket
    - 4) Lift the buckets out of the rope circle
    - 5) As a team, carry the bucket upright
    - 6) Must continue until the other team gets their bucket out of the circle
    - 7) Easiest to carry empty bucket to bucket with ball on top.
    - 8) Remember if any student who is not blindfolded touches any material they are removed from the problem
    - 9) Remember if the any student steps on (or in) the large rope circles they are removed from the problem
16. Facilitator Debrief Guidelines
  - a. After the exercise ask the following questions:
    - 1) What could you have done differently to ensure a better outcome?
    - 2) Who was the leader and how did you know?
    - 3) Ask “leaders” to explain thought process – How do you think you did?
    - 4) Did authority or power play a role?
    - 5) Did you select a rank structure and how did you do it, what was your plan?
    - 6) Did the students follow directions?
    - 7) Why is Chain of Command important?
    - 8) Why is it important not to have too many leaders?

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- 9) How did the importance of COC get proved in this exercise?
- 10) Did you have a clear idea of what was the mission?
- 11) Did you know: Why, how and when the mission was completed?
- 12) How was communication important to completing the mission?
- 13) Compare and contrast this exercise to police work?

b. Have students identify ways that the exercise could have been more successful. Expected Responses:

- 1) Leader to give a briefing
  - a) Utilize available resources
  - b) Draw the plan on the board
  - c) Give the students a visual diagram
  - d) Clarify verbal directions
  - e) Cover all the learning styles to ensure no one is left out
- 2) Communication
  - a) Calling the people by name instead of “You” do this
  - b) Making sure the receiving person understands the senders message
  - c) If you do not know names delineate system for effective communication.
- 3) Leaders must be explicitly clear in giving direction
  - a) In field situations disasters
  - b) Mobile Field Force
  - c) Tactically challenging incident
- 4) If the leader gets removed from the exercise have an alternate plan or step up immediately so the whole problem does implode.
- 5) Be aware of the surroundings
  - a) Think Session 9 when an unknown person walked into the room
  - b) Never know where or when an incident will escalate
  - c) Pay attention
  - d) Don't get tunnel vision

c. What worked well?

- 1) Clear concise directions allowed for completion of the tasks
- 2) Worked under pressure
- 3) Processing the orders that were being yelled out

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- 4) Using a calm reassuring voice to help settle the situation
- d. Have each person from a different role identify how the exercise impacted them
  - 1) Blindfolded person
  - 2) Person giving directions
  - 3) Observers
- e. How does trust relate to police work?  
Expected responses
  - 1) Trust in every skills
  - 2) Trust that every person understands the mission
  - 3) Training, must trust that every is ready and prepared
- f. Absence of trust is a key reason teams fail
- g. How do we choose leaders? What qualities do we look for?  
  
Expected Responses
  - 1) Experience
  - 2) Confident
  - 3) Patience
  - 4) Communicates effectively
  - 5) Calm under pressure
  - 6) Adaptability
- h. How did we select the first 16 people?  
  
Expected Responses
  - 1) Picked
  - 2) Volunteered
  - 3) First to react
- i. Point out how Tactical Communication and interpersonal communication skills were either used or not used during the exercise
- j. Ask students to relate this to interacting with persons with disabilities
  - 1) i.e. grip the RED rope
  - 2) move toward the wall
- k. Remember to connect entire “debrief” to “A” Assessment in CAPRA