

LOS ANGELES POLICE DEPARTMENT
Leadership Program
1850-10911
Expanded Course Outline

Day-1

Course Goal: To provide the student with ability to understand and apply the responsibilities of Supervisor in the area of Leadership. Also, to present modern behavioral science theories to enhance the student's understanding of human motivation, satisfaction, and performance.

Course Objectives: Using lecture, group discussion, learning activities, and practical application the students will:

- Understand modern behavioral science theories
- Identify benefits of an organized framework to solve leadership challenges
- Integrate course content into leadership practices
- Develop personal leadership potential
- Adopt a lifelong commitment to the study of leadership

Day-1

I. Orientation and Welcome

0800-0900 (60 Min)

A. Review hourly schedule.

B. Overview of Course

1. Achieve an understanding of modern behavioral science theories.
2. Explore the benefits of an organized framework to solve leadership challenges.
3. Integrate course content into daily leadership practices.
4. Develop and achieve personal leadership potential.
5. Adopt a lifelong commitment to the study of leadership.

II. The Leader's Problem-Solving Model

0900-1100 (120 Min)

A. Overview of Course

1. Identify what is happening.
2. Account for what is happening.
3. Formulate Leader Actions.
4. Will increase your effectiveness in leading and overcoming internal Department challenges.

III. CAI and Video

1100-1200 (60 Min)

Lunch 1200-1300 (60 Min)

IV. Study Hall

1300-1700 (240 Min)

- A. Independent study
- B. Prep for following session

Day-2

LOS ANGELES POLICE DEPARTMENT
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V. Learning Leadership Theory **0800-1000 (120 Min)**

A. Overview of Course

1. Can leadership be taught.
2. Is leadership an Art or Science.
3. Are leaders born or made.
4. What qualities make a great leader.
5. Different opinions on the "best" leader behaviors.

VI. Individual as a Psychological System and Adult Development Theory **1000-1200 (120 Min)**

A. Overview of Course

1. Structure building: period of stability.
2. Structure changing: period of instability.

B. Stages of Development

1. Early adult transition (17 to 22 years old). Leave nest, plans adult life and has instability.
2. Entering adult world (22 to 28 years old). Make and test life plan.
Some stability and flexibility.
3. Age thirty transition (28 to 33 years old). Examines and revises life plan.
May feel trapped.
4. Settling down (33 to 40 years old). Establishes niche, seeks promotion.
Seek stability and order.
5. Middle life transition (40 to 45 years old). Modifies life plan, takes stock of life.
6. Enter middle adulthood (45 to 50 years old). Life plan shifts to focus on family and retirement.

Lunch 1200-1300 (60 Min)

VII. Attribution Theory Categories and Schema 1 **1300-1430 (90 Min)**

A. Overview of Course

1. Internal Attribution: blames or credits self.
2. External Attribution: Blames or credits others.

B. Rational Factors

1. Distinctiveness, how well person has done on other tasks.
2. Consensus, how well others have performed same task

LOS ANGELES POLICE DEPARTMENT
Leadership Program
1850-10911
Expanded Course Outline

3. Consistency, how well person has done same task in the past.

- C. Biases
1. Negative outcome bias.
 2. Actor/Observer bias.
 3. Self-serving bias.
 4. Apology effect.

VIII. Study Hall

1430-1700 (150 Min)

- A. Independent study
- B. Prep for following session

Day-3

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IX. Leader-Member Exchange Theory

0800-1000 (120 Min)

- A. Overview of Course.
 1. Leaders tend to have one group of trusted subordinates he labeled the "in group," and another collection of less-fortunate called the "out group."
 2. A connection between Supervisor and Subordinate in a two-way communication with a pattern of exchange.
- B. In-Group Relationship.
 1. High degree of communication.
 2. Influence in decisions.
 3. Priority of assignment.
 4. Job latitude (autonomy).
 5. Support from Supervisor and mentor.
- C. Out-Group Relationship.
 1. Does not share the same privileges.
 2. Attempt to bring into the "in-group."
 3. Include those whom you do not get along with.
 4. Banishment to "out-group" should not be permanent.

X. Emotional Intelligence and Creativity.

1000-1300 (150 Min)

- A. Overview of Course.
 1. Leadership traits that will help in making the right decisions.
Leaders must be visionary, pacesetter, commanding, democratic
And also, able to coach. These are just some of traits needed.
- B. Self-Awareness.
 1. Emotional self-awareness and self confidence
 2. Accurate self-assessment.
- C. Self-Management.

LOS ANGELES POLICE DEPARTMENT
Leadership Program
1850-10911
Expanded Course Outline

1. Self-control, transparency, and adaptability.
 2. Self-achievement, initiative, and optimism.
- D. Social Awareness.
1. Empathy, organizational awareness, and service.
- E. Relationship Management.
1. Inspirational Leadership and influence.
 2. Developing others and conflict management.
 3. Team work and collaboration.

Lunch 1300-1400 (60 Min)

XI. Decision Making Individuals and Groups. 1400 1700 (240 Min)

- A. Overview of Course.
1. Autocratic, make it alone.
 2. Consultative, accept input from group member.
- B. Two Assessment Factors.
1. Quality, is there a right or wrong answer.
 2. Acceptance, how important is buy-in.
- C. Assets of Collective Problem Solving.
1. More acceptance of decision.
 2. More commitment to decision.
 3. Workers better able to adapt.
 4. Provides greater knowledge.
- D. Liabilities of Collective Problem Solving.
1. Requires more time.
 2. Leader may look incompetent.
 3. Assumes subordinate is able.
 4. Set up expectations.

Day-4

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XII. Power and Influence. 0800-1000 (120 Min)

- A. Overview of Course
1. Reciprocal relationship between leader and follower in which both leader and follower have power.
- B. Theory X and Theory Y.
1. X –Assumes people are bad/lazy.
 2. Y – Assumes people are good.

LOS ANGELES POLICE DEPARTMENT
Leadership Program
1850-10911
Expanded Course Outline

- C. Bases of Power.
 - 1. Reward and coercive. Expert and information.
 - 2. Legitimate power
 - 3. Social power and combination.
 - 4. Power of the subordinate.

XIII. Integration 1000-1200 (120 Min)

Lunch 1200-1300 (60 Min)

XIX. Integration; Group Presentations 1300-1500 (120 Min)

- A. Overview of Course
 - 1. Student involvement in solving a theory that was discussed during lecture or the viewing of a specific movie.
 - 2. Student journals focusing on a personal experience involving theories that were taught during lecture.

XX. Study 1500-1700 (180 Min)

- A. Independent study
- B. Prep for following session

Day-5

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XXI. 360 Degree Leadership Survey (Individual) 0800-1100 (180 Min)

- A. Overview of Survey
 - 1. Consist of descriptive statements about selected leadership behaviors emphasized in the West Point Leadership Program.
 - 2. Request an honest self-assessment, it yields the most beneficial information for you.
- B. Purpose of Survey.
 - 1. Provides primary awareness of some of the leadership behaviors that will be explored in the West Point Course.
 - 2. Provides you on whether your own perceptions of your leadership behaviors are shared by those in your workplace.

XXII. Examination 1100-1200 (60 Min)

- A. Overview of Examination
 - 1. Consist of a case study that you are required to complete utilizing the theories that you have been taught up to this point.

Lunch 1200 1300 (60 Min)

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XXIII. Journal Submission

1300-1430 (90 Min)

- A. Individual meetings with instructors
- B. Debrief

XXIV. Study

1430-1700 (150 Min)

- a. Independent study
- b. Prep for following session