

**LOS ANGELES POLICE DEPARTMENT
LOS ANGELES P.D. LEADERSHIP PROGRAM
1850-10910
Expanded Course Outline**

Day 1

Course Goal: To provide the student with the ability to understand the role of the Supervisor in the area of Leadership. To inspire students to adopt a lifelong commitment to the study of leadership and integrate the course content into daily leadership practices.

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

- Understand the cybernetic model of communication
- Apply counseling strategies
- Understand transformational leadership
- Identify supervisory situational leadership roles and responsibilities
- Apply Situational Leadership Theory to Real World circumstances
- Create a plan to integrate course content into daily leadership practice

I. Class Business (60 Min)

A. Introduction

1. Instructors

II. Communication (105 Min)

A. Overview of Course.

1. Will be introduced the cybernetic model of communication that is designed to help understand why differences may occur between the intended message and the perceived message.
2. Will learn counseling strategies available to the leader to help increase the likelihood that effective communication takes place between the leader and subordinate during a counseling session.

B. Introduction to Public Sector Communications

1. Personal vs Public
2. Case law
3. Best Practices

C. Communications Strategy

1. Broadcast Media
2. Print Media
3. Social Media
4. Communication and asking questions

D. Narrative Creation for Mission Accomplishment

1. Central Message
2. Conflict and scope
3. Engaging an audience
4. Metrics analysis

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- E. Networking for Success
- III. Transformational Leadership (120 Min)**
- A. Overview of Course
1. The transformational leader elicits more than compliance from subordinates, followers are transformed.
 2. Transformational leader must be competent, effective, day to day transactional manager.
- B. Transactional Leader.
1. Uses a cost benefit or “quid pro quo” approach.
 2. Leader rewards and/or punishes subordinates, according to their measurable performance.
 3. Responsive to follower’s immediate self-interest.
 4. Usually relies upon equity and reciprocity.
- C. Transformational Leader
1. Elicits more than mere compliance from subordinates.
 2. Goes beyond basic emotions such as fear, jealousy, or greed.
 3. Appeals to ideals and moral values such as justice, patriotism, and self improvement.
 4. Motivate their followers to forsake self-interest for the advancement of organizational goals.
 5. Leaders actively seek and achieve new attitudes, motivation, and behaviors.
- D. Elements of Transformational Leadership.
1. Charisma-emotional component, faith and respect afforded leader.
 2. Individualized Consideration-deep heartfelt desire to contribute to growth and well-being of others.
 3. Intellectual Stimulation-leader recognizes the intellectual contribution of subordinates.
- IV. Study (135 Min)**

Day 2

Instructional Goal: To provide the student with ability to understand the role of the Supervisor in the area of Leadership. To inspire students to adopt a lifelong commitment to the study of leadership and integrate the course content into daily leadership practices.

- V. Situational Leadership I (120 Min)**

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A. Overview of Course.

1. Will focus on how successful leaders adapt their style of leadership to fit the requirements of the situation.
2. An attempt to achieve the optimal relationship between the leader's behavior and the development level of the subordinates. The leader must first make an accurate assessment of the subordinate's current level of development.

B. Development Level of Subordinates.

1. In situational Leadership, development is defined as the combined competence and commitment of subordinates to perform a particular task without supervision, this is the goal of the supervisor.
2. Competence is a function of knowledge and/or skills. It can be gained from education, training, and/or experience.
3. Commitment is a combination of confidence and motivation. A confident subordinate is one who feels able to do a task well without much supervision.

C. Leaders Behavior.

1. Situational Leadership defines leader behaviors as either directive or supportive in nature.
2. Directive leader behavior is defined as the extent to which a leader engages in one-way communication, tells subordinate what to do, where to do it, and how to do it. Performance is closely supervised.
3. Supportive behavior is defined as the extent to which leader engages in two-way communication, listens, provides encouragement, facilitates interaction, and involves the subordinate in decisions.

VI. Situational Leadership II (Path Goal) (105 Min)

A. Overview of Course

1. Path-Goal Theory agrees that leaders should adjust their behavior to fit the situation, but it also accounts for some additional factors in the environment.
2. It examines eight other situational, psychological, and interpersonal factors. We will focus on two major variables found in every leadership situation the nature of the task, and our employee's perceived ability.

B. Nature of the Task

1. We first examine the nature of the task. The competence, confidence, motivation, and commitment of human beings is likely to change, depending upon the nature of the job they are asked to perform. Path goals separates

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structured from unstructured task, which is needed for different leaders' actions.

2. Structured Task are those duties having established instructions that dictate exactly how the task should be accomplished.
3. Unstructured Task are ones that are not routine or repetitive, nor are they governed by strict guidelines or rules.

C. Perceived Ability.

1. Once the nature of the task is known, an assessment of the perceived ability of the subordinate in doing that task will help leaders determine what leader actions will be most appropriate.
2. Perceived ability is either "high" or "low" based upon the employee's own perception of whether they are up to the job.

VII. Counseling I & II. (165 Min)

A. Overview of Course

1. The Physiology of the stress response.
2. When the stress response goes awry.
3. Signs and symptoms of emotional survival problems.
4. Police culture and Depression and Suicide.
5. Coping strategies and emotional survival.
6. Implications for leaders.

VIII. Study (90 Min)

Day 3

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IX. Leadership for an Uncertain Future. (120 Min)

A. Overview of Course

1. Diversity, Equity, Inclusion.
2. Defund movement and impact on the profession

B. What is Uncertain.

1. Without a concerted effort to be future-focused, leaders and organizations run grave risk of diminished importance.
2. In area after area today, we are confronted by true uncertainty. We really do not know what will happen.

C. What is Certain.

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1. Shifting demographics and increasing diversity.
2. Technological advances.
3. Post-millennial generations.

X. History of West Point. (105 Min)

A. Overview of Course

1. View the History on West Point and discuss.

XI. Integration IV Prepare Final Draft of Term Paper (105 Min)

A. Overview of Course

1. Students given case study and are required to utilize theories taught to solve problem.

XII. Study (150 Min)

Day 4

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XIII. Term Paper (210 Min)

A. Overview of Course

1. Finalize twenty-page Term paper prior to graduation.

XIV. Course Evaluation Instrument (270 Min)

A. Overview of Course

1. Course critique and debrief on course content
2. Graduation
3. Luncheon and Certificate presentation