

**LOS ANGELES POLICE DEPARTMENT**  
**1850-00400**  
**POST Supervisory Course**  
**LAPD Expanded Course Outline**

**Instructional Goal:** To provide the student with an understanding of Supervisory Topics: focusing on application of leadership principals, policy, and procedure within ethical and legal parameters.

**Performance Objectives:** Using POST approved material, students will utilize learning activities, practice scenarios, and participate in field application of the following concepts:

- Know the different roles and responsibilities of a supervisor.
- Demonstrate an understanding of how our Department's guiding value of Reverence for Human Life needs to be the moral and ethical foundation of all our actions.
- De-escalation, tactics, Use of Force / reasonable force, proportionality, and officer safety.
- Well being of employees and a productive work environment.
- Consistent training to reinforce Department rules and expectations.
- Importance of positive recognition and reinforcement.
- Understand the importance of proactive leadership in identifying and addressing potentially problematic individual and group behavior and practices.
- Collaboration with other agencies, the community, and other stake holders to increase efficacy and efficiency.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's expectations, policies, philosophies, and community expectations.

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

**I. INTRODUCTIONS & COURSE ADMINISTRATION (2 hours)**

- A.** Instructor / Cadre Introductions
  - 1. Background
  - 2. Experience
  
- B.** Overview of Supervisory Course
  - 1. Objectives and Goals
    - a. Policies
    - b. Procedures
    - c. Personnel
    - d. Legal Issues
  
  - 2. Course Outline
    - a. Review of course layout
    - b. Schedule of learning blocks

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- C.** Course Administration
  - 1. POST Roster
  - 2. Expectations / Class Rules

**II. EMPLOYEE RELATIONSHIPS (2 hours)**

- A.** Relationships between Supervisors and employees
  - 1. Importance of open and honest communication
  - 2. Packaging of messaging to subordinates
  - 3. Ensuring Internal Procedural Justice
  - 4. Benefits of positive morale and productivity
- B.** Relationships between employees
  - 1. Dynamics between employees
  - 2. Senior officers and less tenured officers
  - 3. Potential for interpersonal conflict

**III. DISC – PERSONALITY PROFILE<sup>1</sup> (4 hours)**

- A.** Conduct DISC Personality Profile Test
  - 1. Review results
  - 2. Analyze differences
- B.** Tendencies of Personality Types
  - 1. Discuss how different personality types tend to behave
  - 2. Effect of personality tendencies on decision making
  - 3. Communication style
  - 4. Effect of supervisor personality on subordinates
  - 5. Consideration of subordinates' personality traits

**IV. ROLE IDENTIFICATION AND TRANSITION (2 hours)**

- A.** Understanding the role of a supervisor in contrast to line officers and detectives
  - 1. Supervisor's responsibility to take action.
  - 2. Initial discussion of Command and Control duties
- B.** Transitioning from a line level officer or Detective I to a supervisor
  - 1. Breaking from subordinate dynamics to become a supervisor
  - 2. Understanding common pitfalls of failing to identify as a supervisor
  - 3. Potential of being ostracized by former colleagues and subordinates
    - a. Mental resiliency
    - b. Emotional resiliency

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<sup>1</sup> DISC Personality Profile - John Wiley and Sons, INC

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4. Importance of proactive leadership

**V. POWER AND AUTHORITY (2 hours)**

- A. Influence and Power**
1. Positional
  2. Personal
  3. Understand the differences between power and authority and identify the sources of each
  4. Issues of power and authority
- B. Reasons why people respond to influence**
1. Feeling that others trust them
  2. Feeling that they are challenged
  3. Feeling good about themselves
  4. Feeling competent and skilled
  5. Being appreciated for who they are and what they do
  6. Feeling excited or passionate about what they are doing
  7. Feeling involved in activities that matter to them
- C. Power Sources**
1. Reward
  2. Legitimate
  3. Referent
  4. Coercive
  5. Expert
  6. Information
  7. Connection

**VI. Situational Leadership II (4 hours)**

- A. Need to match supervisory style with the needs of the follower**
1. Leadership defined
    - a. An influence process that is increased over time.
    - b. Working with people to help them accomplish their goals and the goals of the organization
  2. Top-down as well as bottom-up
- B. Assessing development needs on a specific task: task-specific knowledge and skills developed through**
1. Experience
  2. Training
  3. Coaching
- C. Transferable knowledge and skills that can be used across multiple tasks**

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1. Requires planning to suit multiple tasks
  2. Instruction should be based on organizational and individual needs
- D.** The motivation to perform the task, including:
1. Excitement
  2. Enthusiasm
  3. Energy
- E.** Define “doing vs. learning” the task
1. D-1 Enthusiastic Beginner
  2. D-2 Disillusioned Learner
  3. D-3 Capable but Cautious Performer
  4. D-4 Self Reliant Achiever
- F.** Leader Behavior:
1. Directive behavior
  2. Supportive behavior
  3. Leader Responsibilities
  4. Match leadership style to needs of employee.
  5. Over-supervise versus Under-supervise

**VII. Problem Solving and Decision Making (4 hours)**

- A.** CAPRA decision making model: formalized decision making
1. C= Clients
  2. A= Acquiring and Analyzing
  3. P= Partnerships
  4. R= Response
  5. A= ASSESSMENT
- B.** Individual processes of decision making
1. Gather and considered all relevant information
  2. Rational vs. emotional decision making
  3. Impartial actions
  4. Consideration of financial costs, efficiency, efficacy, and long-term success
  5. Effects on the Department, employees, and community

**VIII. Generational Issues (1 hours)**

- A.** Factors Defining Generational Differences (affects who we are and how we behave)
1. Age
  2. Work and life experience
  2. Education
  3. Value system

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- B.** Potential concerns to consider
  - 1. Possible misunderstandings between different groups.
  - 2. Communication issues between leaders and followers
  - 3. Physical limitations
  - 4. Cognitive differences
  
- C.** Additional factors that may define different generations
  - 1. Formative years – values systems, ethics, style established
  - 2. Local, state, national, and world events during formative years
  - 3. Trends / fashion
  - 4. Upbringing
  - 5. Music
  
- D.** Strategies for leading a multi-generational workforce
  - 1. Initiate conversations about generations to minimize judgmental behavior
  - 2. Use socialization skills and discuss needs and preferences
  - 3. Flexibility and open communication
  - 4. Consider available work accommodations

**IX. Team Building (3 hours)**

- A.** Stages of Team Development
  - 1. Forming
    - a. Task activity
    - b. Minimal output
    - c. Non-committal
    - d. Waiting
      - 1. Watching
      - 2. Hesitant
  - 2. Storming
    - a. Competition
    - b. Low risk taking
      - 1. Minimal output
      - 2. Concern over goals
  - 3.. Norming
    - a. Moderate output
    - b. Developing skills
    - c. Getting organized
  - 4. Performing
    - a. Greater energy
    - b. Creativity
    - c. Initiative
    - d. Risk taking
    - e. Unity of vision

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**X. Communication (4 hours)**

- A. Effective Communication**
  - 1. Messages given and received (voice and action)
  - 2. Feedback
  - 3. The communications model
  - 4. Motives in communication
  - 5. Value differences
  
- B. Communication Process**
  - 1. Intended message assessed by receiver
  - 2. Choice of words and phrases
  - 3. Expressions / vernacular
  - 4. Tone of message
  
- C. Interpretation**
  - 1. Motives of sender same and receiver
  - 2. Valuation of differences
    - a. Age
    - b. Gender
    - c. Educational differences
    - d. World view
  
- D. Non-Verbal Communication**
  - 1. 7% verbal
  - 2. 38% vocal (tone of voice, rate, inflection, pauses)
  - 3. 55% facial expressions
  - 4. Body language

**XI. Counseling Sessions (4 hours)**

- A. Characteristics of Effective Counseling**
  - 1. Self-awareness
  - 2. Congruence
  - 3. Empathy
  - 4. Respect
  - 5. Honesty
  - 6.. Active listening
  - 7. Eye contact
  - 8. Verbal following, echoing, and paraphrasing
  - 9. Questioning (open vs. closed)
  - 10. Stating behavioral observations
  - 11. Research of background of incident and employee
  - 12. Understand organizational policies and procedures
  
- B. Barriers to Counseling**
  - 1. One-way communication

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2. Failing to address valid employee concerns
3. Rushing
4. Lack of true concern
5. Failing to come to agreement on appropriate behavior
6. Miscommunication

- C. Practice Counseling Session**
1. Students
  2. Coaches
  3. Role-Players

**XII. Discipline (2 hours)**

- A. Definition**
1. Instruction or training which corrects, molds, strengthens skills.
  2. Process by which management ensures conduct of its employees conforms to the established and articulated standards
- B. Purpose**
1. Disciple = to teach
  2. Change behavior
  3. Accountability
  4. Professional conduct
- C. Expectations**
1. Reasonable and appropriate
  2. Timely
  3. Fair – perception important to department morale (sets the tone)
  4. Reflects values of the organization
  5. Is it always necessary to be “progressive”?
  6. Procedural justice to all involved parties
- D. Progressive discipline**
1. A progressive process for dealing with job-related behavior that does not meet expected and communicated performance standards
  2. Process
    - a. Increasingly formal efforts to provide feedback to employee
    - b. Correct problem in order to improve employee performance
  3. Potential Steps
    - a. Counseling
    - b. Verbal warning/reprimand
    - c. Retraining
    - d. Written reprimand
  4. Potential outcomes
    - a. Suspension
    - b. Demotion

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c. Termination

- E. Discipline Documentation**
1. Identify specific behaviors, including necessary dates and details
  2. Negative comments must be seen and acknowledged by employee
  3. Conform to agency standards, policies, and procedures
  4. Must be timely
  5. Organizational support needed
  6. Leader must know which levels of discipline they may use
  7. Adhere to Public Safety Officer's Procedural Bill of Rights (POBR)

**XIII. Stress Management and Critical Incident Stress (10 hours)**

- A. Whole Person**
1. Examine the different emotions officers can go through and how they may be processed.
  2. Decision making based on rational thought opposed to emotions.
- B. Stress: Supervisory Excellence**
1. Review common stressors experienced by supervisors and employees.
  2. Effect of stressors on work performance and home life.
- C. After the Critical Incident**
1. Review the effect of critical incidents
  2. Importance of identifying successes as well as areas in need of improvement.
  3. Explain how policy and procedure have and will continue to adapt to new information.
  4. Identify effects of high stress and high-profile incidents on officers and the community.
- D. Addiction Prevention**
1. Impacts of alcohol and drugs as it relates to employees and community
  2. Intervention and treatment
  3. Education and resources

**XIV. Critical Incident Management (4 hours)**

- A. ICS – Incident Command System**
1. Unified command
  2. Resource utilization
- B. Clear communication**
1. Reliable equipment
  2. Common terms



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- C.** Coordination with other agencies
  - 1. Radio frequency compatibility
  - 2. Cellular contact
  - 3. Identify areas of responsibility
  
- D.** Adherence to standards
  - 1. Policy
  - 2. Procedure
  - 3. Law
    - a. SB 230
    - b. SB 392
  
- E.** Debrief
  - 1. Group debrief of incident and actions taken
  - 2. Identify areas of improvement

**XV. Legal Issues (8 hours)**

- A.** Relevant legal issues
  - 1. Long standing and new legislation related to police work
    - a. FSLA
    - b. New legal issues
    - c. Sexual harassment
    - d. Workers comp
    - e. Discrimination
  - 2. Expectations
  - 3. Civil liability
  - 4. Criminal liability
  - 5. Duty to supervise
  - 6. Failure to act / intervene
  - 7. Confidentiality
  - 8. POBR – Police Officers Bill of Rights
  - 9. Civil liability / criminal liability.
    - a. SB 230
    - b. SB 392

**XVI. Uniform Crime Reporting – UCR (4 hours)**

- A.** History of UCR
  - 1. Origins
  - 2. Past mistakes on national and local level
  
- B.** Purpose of UCR
  - 1. Need for accurate information
  - 2. Public trust

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3. Necessary to more efficiently address crime
4. Deployment of resources

**XVII. Teach Back Presentations (8 hours)**

- A.** Students choose relevant topics to present to the class
  1. Based on current manual
  2. Relevant to current situations being experience by personnel
- B.** Keys to a successful presentation
  1. Convey messages clearly and concisely
  2. Utilization of audience interaction and open-ended questioning
  3. Prepare the presentation in PowerPoint

**XVIII. Ethics and Leadership (4 hours)**

- A.** Public trust
  1. How is it built
    - a. Openness
    - b. Honest interactions
    - c. Explanation of actions and purpose
  2. Damage to public trust
    - a. Miscommunication
    - b. Misunderstandings
- B.** Additional considerations
  1. Influence on effectiveness of police
  2. Procedural justice to all involved parties

**XIX. Conflict Management (5 hours)**

- A.** Causes of Conflict
  1. Miscommunication
  2. Misunderstandings
  3. Disparate treatment
  4. Lack of procedural justice
- B.** Actions
  1. Identify all issues
  2. Identify all parties
  3. Timely and meaningful response
  4. Enact appropriate discipline
  5. Welfare of all parties involved
- C.** Prevention moving forward

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1. Educate employees on expectations, policy, and the law
2. Identify potential issues and behaviors early
3. Set expectations early

**D. OMBUDS**

1. Utilized for intra-employee conflicts
2. Conflicts cannot involve misconduct
3. Non-binding

**XX. Followership (3 hours)**

**A. Leaders must examine the level of “followership” from their subordinates**

1. Level of engagement of followers
2. Completion of given task in appropriate and timely manner

**B. Considerations relevant to increased or decreased followership**

1. Trust in leader
2. Consistency of leader
3. Fairness
4. Adequate training and necessary equipment
5. Humility of leader
6. Humility of followers

**C. Potential issues**

1. Groupthink
2. Un-authorized actions
3. Lack of accountability