

**LOS ANGELES POLICE DEPARTMENT
LOS ANGELES P.D. LEADERSHIP PART II
1850-10912
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. Provide a framework to help Supervisors organize their knowledge and experience into effective leader actions and integrate the course content into daily leadership practices.

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

- Understand and identify employee's perception of equity
- Understand how people are motivated by consequences of their behavior
- Recognize how subordinates rely on their leaders for guidance

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

I. Equity Theory (240 Min)

A. Overview of Course.

1. To restore employees' perception of equity in a manner consistent with organizational goals.
2. Reminds leaders to be aware of their employees' sense of fairness.
3. Informs leaders of the most common 'Resolution Techniques' people use and ask leaders to explore the ramifications of the "Resolution Techniques."
4. Have leaders take a more active role in restoring employee's perception of fairness, by replacing employees "Resolution Techniques" with actions that support organizational goals.

II. Expectancy Theory (90 Min)

A. Overview of Course

1. Expectancy – the individual's belief that his or her effort will lead to an acceptable level of performance.
2. Instrumentality – confidence that achieving that level of performance will result in a reward.
3. Valence – the conviction that the resulting reward has value to the individual.
4. All three need to be present, in sufficient quantity, to cause motivation. This theory will help you see how to close the gap between individual needs and organizational goals.

III. Motivation Through Consequences (MTC) (120 Min)

A. Overview of Course.

1. Study how people are motivated by the consequences of their behavior and How a leader can attempt to change these behaviors.
2. Reexamine the way leaders reward and punish, by recognizing how much

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subordinates rely upon their leader's guidance.

3. Capitalize upon the powerful influences of observational learning and self regulation.

B. Reward Rules.

1. Give value reward, reward good behavior, and be consistent and fair.
2. Don't overuse reward and don't make promises.

C. Punishment Rules.

1. Punish behavior not the person.
2. Be uniform, fair and firm.
3. Punish immediately and select meaningful punishment.
4. Do not threaten punishment that you cannot deliver.

Day-2

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IV. Motivation Through Job Redesign Theory (120 Min)

A. Overview of Course

1. Find out if the job is a motivating or demotivating factor in their work performance.
2. Theory observes that employees make internal, intellectual and emotional assessment of their job.

B High Growth needs.

1. They characteristically seek additional responsibility and challenge.
2. If challenge is absent, they become dissatisfied, unmotivated, and unwilling to perform well

C. Low Growth needs.

1. Prefer comfort and stability from less responsibility.
2. They are not tied to low ability.

V. Groups as Open Systems & Group Development (120 Min)

A. Overview of Course

1. Designed to help leaders harness the power of groups to achieve superior performance.
2. It views groups as living, active systems that take inputs, process them, and produce outputs.

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B. Inputs.

1. Personal characteristics of individual, such as knowledge, skills and abilities.
2. Situational characteristics of individuals, such as size of group, physical surroundings and type of tasks.

C. Throughput.

1. Role in the group, to know your place.
2. Status in the group, seniority, title, and tenure.
3. Norms of the group, rules of conduct.
4. Composition of the group, size and make-up.
5. Cohesion of the group, teamwork.

D. Group Development.

1. There are predictable patterns of behavior.
2. Group' progress through stages is tied to two factors, tasks and relationships.

E. Stages of Development.

1. Forming clarifies goals and roles.
2. Storming builds consensus on managing dependency and conflict.
3. Norming attends to needs, avoids dominance, encourages appropriate deviance and cultivates informal leaders.
4. Performing fades into background, plan for future and runs interference.

VI. Socialization Theory

(90 Min)

A. Overview of Course

1. To insure the survival of the group. The challenge is to keep the group "survival" behavior consistent with organizational goals.
2. To achieve conformity without losing innovation. The role of the leader is to help the group achieve balance.
3. To increase members commitment to the group.

B. Socialization Agents.

1. Senior organization leaders relay broad goals.
2. Focal leaders are the primary role models.
3. Peers are those with same rank and are highly influential.
4. Subordinates often provide input and advice to boss.
5. Others provide external personal influences.

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VII. Study (120 Min)

- A. Independent study
 - 1. Student material
- B. Prep for following session
 - 1. Independent study session

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VIII. Group Cohesion (120 Min)

- A. Overview of Course
 - 1. Learn the degree to which members are attracted to and remain in a group.
 - 2. Strategies to help build cohesion are sacrifice, interaction, teamwork missions, competition and keep members focused.
- B. Indicators of High Cohesion.
 - 1. Members feel personal satisfaction from the group.
 - 2. High level of interaction and communication.
 - 3. High degree of influence over members actions.
 - 4. Members share strong loyalty and identification.
 - 5. Groups directs more energy towards goals.
 - 6. Groups have explicit norms and practices.

VIX. Group Conflict Management (120 Min)

- A. Overview of Course
 - 1. Leaders do not need to eliminate conflict, but to use such disagreements to diagnose and repair systemic weaknesses.
 - 2. With the benefit of some good, healthy competition, the performance of the organization can be launched to new heights of effectiveness and growth.
 - 3. Sources of intergroup conflict need to be identified, so they can be viewed as "symptoms" of the organization's overall strengths and weaknesses.
- B. Conflict Sources in Groups.
 - 1. Goal orientation-entities whose goals clash.
 - 2. Time orientation-some groups can perform quickly others cannot.
 - 3. Tangible nature of work-produced results may differ.
 - 4. Infrequent interaction-low communication with the group.
 - 5. Physical separation-groups don't see each other.
 - 6. Competition for resources-scarce resources drive needs.

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X. 7. Ambiguous assignments-ill-defined or seemingly purposeless tasks. (210 Min)
Integration II

A. Overview of Course

1. Students are given a case study they are required to complete, utilizing the theories that were discussed during the week.
2. Student journals focusing on a personal experience involving theories that were taught during lecture.

Day-4

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XI. Examination (240 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. This examination will be done in groups and will have input from everyone in each group.

XII. Student/Instructor Conference (90 Min)

A. Overview of Course

1. Review theories that were taught this session.
2. Discuss 360 evaluation that will be reviewed in Area III.

XIII. Study (120 Min)

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