

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: General Supervisors Training (GST)

LESSON TITLE: Module 1 - Introduction

New or Revised Course: **New** **Revised**

Prepared By: Baltimore Police Department, E&T Section **Date:**

PARAMETERS Lesson hours: 3 Hours Entry-level
Class size: 20 Continuing Education
Space needs: E&T Classroom Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

Participants will hold the rank of Sergeant or higher.

LESSON HISTORY (previous versions, titles if applicable): N/A

PERFORMANCE OBJECTIVES

1. Given small group activities and facilitated discussion, learners will be able to identify core principles of patrol supervision to include but not limited to leadership, accountability, responsiveness, procedural justice, peer intervention, etc., to the satisfaction of the facilitator.
2. Through facilitated discussion, learners will identify and discuss the hurdles and/or roadblocks supervisors are experiencing as they take a lead in ensuring policies are understood and implemented by their subordinates.
3. Through case study analysis, learners will learn about unique approaches others may

ASSESSMENT TECHNIQUE

1. Small group activities and facilitated discussion
2. Facilitated classroom discussion
3. Case Study Analysis

<p>have taken to help rank-and-file members of the department not only gain an understanding of new policies and how they should be implemented, but also gain an appreciation for why the changes were made and why they will be positive for:</p> <ul style="list-style-type: none"> ● BPD’s operations and ● The interactions and relationships BPD personnel will have with the greater Baltimore Community. 	
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<p>COURSE DESCRIPTION</p> <p>Core principles of patrol supervision and their applicability in helping to achieve the Baltimore Police Department’s mission and vision through sound performance management practices processes will be presented and analyzed using adult learning activities from case study analysis and discussion to reflection exercises.</p>
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p style="text-align: center;"><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)</i></p> <p>N/A</p>
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> ● 1 Computer w/PowerPoint and internet access (for group/individual feedback questions). (Set the computer up in dual-screen mode so that the interactive portion can be brought over to the projected screen) ● 1 Projector and speakers (large monitor and speakers may be used for small classes) ● 1 Projector screen (multiple, mirrored screens required for larger audience size) ● 1 rope for group activity
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> ● <i>Introduction to General Supervisor Training - Module 1</i> PowerPoint ● <i>Introduction to General Supervisor Training – Module 1</i> lesson plan ● 3 ropes for structured teambuilding activity
<p>STUDENT HANDOUTS</p>

Needed = TBD Title
1 folder per table with Case Study group discussion questions

METHODS/TECHNIQUES

Small group activities and facilitated discussion

REFERENCES

- *210 DRAFT Patrol Supervisor Duties and Responsibilities*
- *DRAFT Patrol Supervisor Manual*
- Office of Community Oriented Policing Services. 2015. *The President's Task Force on 21st Century Policing Implementation Guide: Moving from Recommendations to Action*. Washington, DC: Office of Community Oriented Policing Services. Retrieved from <https://cops.usdoj.gov/RIC/Publications/cops-p341-pub.pdf>
- Wolfe Scott and Justin Nix. 2016. Police Officers' Trust in Their Agency: Does Self-Legitimacy Protect Against Supervisor Procedural Injustice? Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0093854816671753>
- Wolfe, Scott E and Spencer G. Lawson.2020. *The organizational justice effect among criminal justice employees: A meta-analysis*. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1111/1745-9125.12251>
- Wolfe, Scott, Justin Nix, and Justin Pickett. 2021. *The Measurement of Organizational Justice Matters: A Research Note*. Retrieved from <https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1092&context=criminaljusticefacpub>

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

- This lesson plan is intended for use with experienced supervisors participating as instructors who have significant teaching and supervisory experiences.
- Weapons **must** be secured on the 3rd floor prior to beginning this module. As supervisors arrive for training, they should be told prior to entering the classroom to eliminate downtime and allow for the module to start promptly.

Lesson Plan Checklist (Part 1)

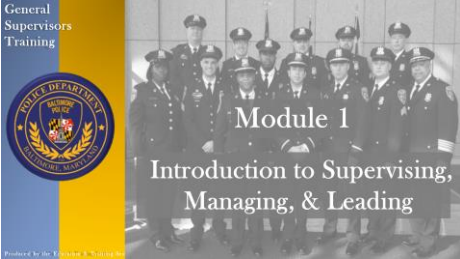

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?			X
25. Does the lesson have external partners in the delivery of training?			X
Subject Matter Expert: Lt. Jodie McFadden	Date: 6-07-21, 10-25-21 01/07/2022		
Curriculum Specialist: Dana Potter Dawn Peake Dana Potter	Date: 10-20-21 11-01-2021 12-16-2021		
Reviewing Supervisor: Sgt. William Janu	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 1 – Introduction to Supervising, Managing, & Leading

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Good morning and welcome to the General Supervisor Training. <i>(Facilitators should introduce themselves – current rank, assignment, experience, etc.)</i></p> <p>Prior to beginning this module, please ensure that your weapons are secured on the 3rd level. You should have received this reminder prior to entering the classroom.</p> <p>Slide 2 SAY: The <i>Education & Training</i> staff welcomes you to General Supervisor Training. This training is designed to familiarize you with the responsibilities of patrol supervisors, along with changes in key policy mandates through the use of the new <i>Patrol Supervisor Manual</i>.</p> <p>We hope you find the training useful in identifying the most appropriate coaching and supervision practices to better prepare officers to serve the community in accordance with our mission and vision. The 7 core parts of which are:</p> <ol style="list-style-type: none">1. Reducing and preventing crime.2. Engaging and listening to the needs of the people who live in the neighborhoods we protect.3. Changing our practices to ensure proper: uses of force; constitutional stops, searches, and arrests; fair and impartial policing practices, and true community policing operations.4. Creating a culture of service and accountability.	<p>Time: 35 minutes (Slides 1-4)</p> <p>Slide 1</p>  <p><i>Facilitator(s) should introduce themselves and briefly explain what the lesson is about and why it is important.</i></p> <p>Slide 2</p> 

5. Breaking down information silos to CONNECT by embracing new technologies and partnerships.
6. Building capacity in the areas of leadership, training, accountability administration, recruitment, and retention.
7. Finally and most importantly, we must COMMUNICATE more effectively because communication is at the heart of everything we do in the Baltimore Police Department (Policy 305 December2021)

Slide 3

SAY: According to research, leading by example is a proven competency of successful police leaders. Driving and managing change are other scientifically proven actions of successful police leaders (Goff and Herrington 2013).

Let's do some introductions now! Please provide your:

- Name,
- Assignment,
- Years of Service, and
- A response to icebreaker question.

SAY: I'm going to give you a post-it note. I want you to write your answer to the following question, using only one word. When you're done, hang it on the chart paper in front of the room.

Icebreaker Question: What makes a good leader? Use one word only to answer.

Slide 3



The facilitator should pass out one sticky note to each student and piece of chart paper with the question “What makes a good leader” written at the top.

- Ask member to stand.
- Invite members to the front of the room to introduce themselves; however, it is not mandatory.
- Position the chart paper at front of the room for the post-it-note.
- Ensure that all learners hang their responses on the chart paper.

Likely Responses:

- Honesty
- Integrity

SAY: Training is an essential step in a process along with many of the responses you all have provided.

According to the legendary businessman Jack Welch, former chairman and CEO of General Electric, *“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.”*

SAY: We will revisit responses later during the training

For those of you recently promoted to sergeant, much of what you will see and hear will be new. To others, a lot of the material will look and feel very familiar and you will be right if you are saying to yourself, I already know this. For those who have been around for a while—command members and long serving sergeants and lieutenants, the material will be familiar. What we would like all of you to understand from the beginning is we are not here (together) to down play anyone’s knowledge as a supervisor. We expect many of you to be aware of the latest and greatest in police management and we expect those with knowledge to contribute accordingly.

What is new, however, is this (point to reference the room and members present)—the process we are using to train as supervisors. We are learning together as a management unit—a team, at the same time in the same space, how we can use, common management practices

- Courage
- Confidence
- Competence
- Knowledge
- Skill

The facilitator should emphasize the following two additional points:

- Training
- Open to debate

End with adjacent point on training.

Remain on Slide 3 but advance slide to display quote by Jack Welch.

Slide 3 Part 2

**“Before you are a leader, success is all about growing yourself.
When you become a leader, success is all about growing others.”**

By Jack Welch, former chairman and CEO of General Electric

Point to reference everyone that is present and their rank.

in unity with each other in everyday personnel matters and critical incidents to get work done Constitutionally, safely and with legitimacy.

This training is not about how good or bad you are as a supervisor. It's about gaining a better understanding of our new and revised policies. It's an opportunity for us to finally come together as leaders to talk and learn from each other. There are members here with experiences some don't have, education others don't have, and/or specialized skills and training many don't have. Training together will allow us to not only gain valuable lessons from the course, we will also learn from each other's education, training and experiences.

Skills and knowledge are perishable. If you don't use it, you will lose it. And none of us have gotten enough touches to know it all about police management and leadership which is part science and part art. So, sit back and relax, clear your minds, put your phones away and participate. As good an idea as this is to bring all supervisors, at all levels together, it is rare and I'm not sure if this will happen again anytime soon. So, take full advantage of this opportunity.

Give us your attention; participate, and let's grow together.

One final point before moving forward. The point is historical. Training together as supervisors has real world implications. There is a significant historical example of this. In 1778, during the Revolutionary War, training to standardize the duties and responsibilities of supervisors (i.e., NCOs) of the Continental Army at Valley Forge made the difference. As a reminder, if you don't recall, we were losing the Revolutionary War before camping at Valley Forge. After Valley Forge, we started winning. Why? **Standardized duties, responsibilities and training**—the reasons we are here—helped unify independent state militias within a very short amount of time—a season. As a result, we won the Revolutionary War! **Together, we can win!**

II. INSTRUCTIONAL INPUT

Slide 4

SAY: Our training objectives are:

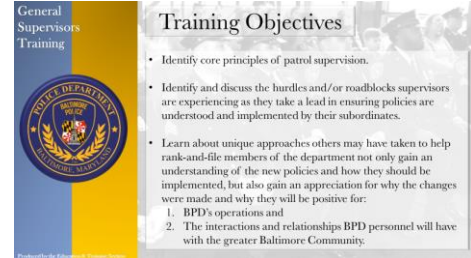
- Identify core principles of patrol supervision.
- Identify and discuss the hurdles and/or roadblocks supervisors are experiencing as they take a lead in ensuring the policies are understood and implemented by their subordinates.
- Learn about unique approaches others may have taken to help rank-and-file members of the department not only gain an understanding of the new policies and how they should be implemented, but also gain an appreciation for why the changes were made and why they will be positive for:
 1. BPD's operations and
 2. The interactions and relationships BPD personnel will have with the greater Baltimore Community.

ASK: What is a supervisor's primary function? Take a few minutes to reflect on your responses based upon your years of experience as an officer and supervisor.

SAY: In this room, we have a combined total of _____ years of experience.

Facilitators should begin by clearly explaining what students will learn in the lesson, and how.

Slide 4



Possible Responses:

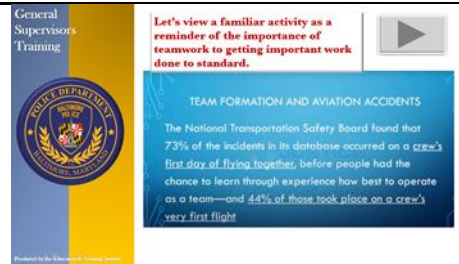
1. set the example
2. motivate personnel
3. direct personnel
4. coach
5. building teams
6. identifying and developing future leaders.

Estimate years of service collected during introduction. Survey room for years of service.

The facilitator should use hand

<p>SAY: Many answers fit here. Situation dictates; however, generally speaking, can we agree a supervisor’s primary function is to get work done through people (Bradberry and Greaves 2009).</p> <p>For us, getting work done through people, at a minimum means:</p> <ul style="list-style-type: none"> • Focusing workers on quality over quantity (Step toe, GTTF Recommendation 18, page 502). • Strengthening and working through the chain of command (Step toe, GTTF Recommendation 12, page 497). • Close and careful supervision (Step toe, GTTF Recommendation 12, page 497). 	<p><i>movements/ gestures to reference learners in the room and/or all members present.</i></p> <p><i>Randomly pick a few members to get a response.</i></p> <p><i>Affirm answers given if valid. There really are no wrong answers here unless the response is clearly unreasonable.</i></p> <p><i>Point and look around room.</i></p>
<p>Slide 5 (Part 1) SAY: I think we all would agree that team building is an important activity, leaders should use to get work done?</p> <p>I'm confident that we will all agree that peer intervention is now a very important part of teamwork and is essential to the future success of the Baltimore Police Department.</p> <p>Building effective teams at every level of the organization is the challenge. How do we do that?</p> <p>Let’s take a look familiar activity we all have experienced to look at some ideas on “How”.</p>	<p>Time: 15 mins (Slide 6 Parts 1-3)</p> <p>Survey group for responses. Steer group by nodding head indicating a yes response.</p> <p>Question is rhetorical. No response needed here.</p> <p>Slide 5 (Part 1)</p>

As you watch the case study, try to focus more attention on the “How” versus the “What” regarding teamwork.



(Run time: 4 minutes)
Play case study as a reminder of the importance of teamwork.

Slide 5 (Part 2)

ASK: How important is communication to driving our core principles?

Why?

ANSWER: The answer is found in policy. Per Policy 305, effective communication has to be at the heart of everything we do in the BPD and we must as supervisors:

- Effectively engage, actively listen, and work collaboratively with our officers as well as the community to be successful.
- We must strive to model, improve, and maintain effective lines of communication so that we can strengthen our relationships, build new relationships where there are none, and repair the

Slide 5 (Part 2)



Likely Responses:

- Very important

Possible Responses:

- Helps builds credibility/legitimacy with workers and the community using the principles of PJ:
 - ✓ Voice
 - ✓ Fair play
 - ✓ Transparency
 - ✓ Neutrality

relationships that were broken in the past inside and outside the BPD (2021).

Slide 5 (Part 3)

The video emphasized the importance of communication in developing teams in the cockpit to get important work done to prevent accidents. The work in the cockpit included:

- Developing effective situational awareness
- overcoming barriers, such as rank structures to meaningfully intervene in emergency situations, and
- Hurdling challenges and roadblocks, such as fatigue and inhibitors to active bystandership, such as fear to get work done safely and effectively.
- Promoting officer wellness
- Leveraging procedural justice to build trust among workers.
- Growing responsiveness to the needs of workers
- Developing leadership
- Integrating peer intervention into the operating culture.

These are the core values of patrol supervision.

More specifically, according to Policy 210, the core principles of Patrol Supervisor are:

- Community Policing
- Accountability
- Responsiveness
- Officer Wellness
- Leadership
- Peer Intervention
- Procedural Justice

ASK: With this information in mind, how important are the patrol supervisor core principles to building effective teams to get work done?

Click to reveal.

Slide 5 (Part 3)



Pause for reflection.

Likely response:

Very important to building teams to effectively implement:

- Community Policing
- Accountability
- Officer Wellness
- Procedural Justice
- Responsiveness
- Leadership
- Peer Intervention

Likely Response(s):

- Not sure
- Lead

SAY: Yes, you are 100% correct if you are thinking the patrol supervisor core principles are absolutely essential to **building teams to get work done** by providing supervisors with crucial tools to communicate, model and drive our organizational culture which in turn will drive expected performance of all workers at all levels regarding their roles and responsibilities surrounding:

- Community Policing
- Accountability
- Officer Wellness
- Procedural Justice
- Responsiveness
- Leadership
- Peer Intervention

ASK: What can you do as a supervisor to ensure your team members embrace the core principles of patrol supervision?

- Hold them accountable
- counsel
- Model the core principles of patrol supervision while executing daily duties surrounding the 6 functions of management:
 - ✓ Forecasting
 - ✓ Planning
 - ✓ Organizing
 - ✓ Directing
 - ✓ Coordinating
 - ✓ Controlling

Slide 6

Say:

Take a 10 min break!

Slide 6



Slide 7: Group Activity

SAY

Let's explore the question of why we are here a bit more by identifying and examining some of the existing or potential hurdles and/or roadblocks, if any at all, that make your jobs as supervisors difficult.

We will then do the same for “Needs” to identify and discuss the activities and/or resources or, rather, “needs” if any at all, that may help us perform our jobs better.

SAY

In work groups of the same rank, we are going to do a problem and needs analysis group activity.

SAY

In your groups, discuss and identify 5 hurdles and/or roadblocks that make your jobs difficult at your level. Write hurdles and/roadblocks on the poster paper provided. When done, attached poster to wall and prepare to explain to class how the hurdles and roadblocks make your jobs difficult at your level.

Do the same for “needs”. Discuss and identify 5 “needs” that may help you all perform your jobs better at your rank. Write the needs on the poster paper provided. When done, attached poster to wall and prepare to explain to the class how the needs identified may help you perform your jobs better.

Hurdles, roadblocks, and needs may include crime problems, management functions or the lack thereof, and/or the lack of trust internally and externally.

Each group will have 10 minutes to discuss and identify hurdles, roadblocks and needs. Again, be prepared as a group to explain your analysis to the class. Each group

Time = 30 mins

- Directions = 5 mins
- Discussion = 10 mins
- Report-out = 5 min x3 = 15 mins

Slide 7

Group Activity (30 Minutes)
Identify Supervisor Hurdles/Roadblocks & Needs?



Directions

Hurdles and/or Roadblocks


1. In your groups, discuss and identify 5 hurdles and/or roadblocks that make your jobs difficult at your level.
2. Write hurdles and/roadblocks on the poster paper provided.
3. When done, attached poster to wall and prepare to explain to class how the hurdles and roadblocks make your jobs difficult at your level.

Needs

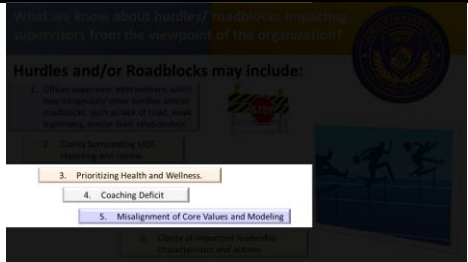
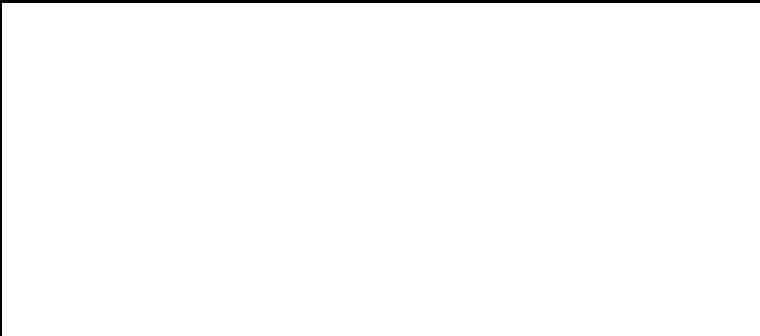
1. For “Needs”, do the same.
2. Discuss and identify 5 “needs” that may help you all perform your jobs better at your rank.
3. Write the needs on the poster paper provided. When done, attached poster to wall and prepare to explain to the class how the needs identified may help you perform your jobs better.

Organize workgroups accordingly:

- Sergeants
- Lieutenants
- Command Staff—Captains and above

<p>will have 5 mins to explain their 5 hurdles/roadblocks, and needs to the class.</p> <p>Rank under your team’s selections from most significant to least significant.</p>	<p>Hurdles and/or Roadblocks <i>Likely Responses</i></p> <ul style="list-style-type: none"> • Moral • Lack of trust in boss, officers, and peers • Weak legitimacy across ranks • Toxic relationships • Old and/or broken equipment and/or technology <p>Needs <i>Likely Responses</i></p> <ul style="list-style-type: none"> • Incentives to improve morale • Better working relationships • Updated equipment and/or technology
<p>Slide 8A</p> <p>SAY Let’s compare your top responses with what the Department has learned from internal surveys and focus group discussions with new sergeants and lieutenants.</p> <p>SAY Here’s what we know from research about the hurdles and/or roadblocks impacting supervision from an organizational perspective:</p> <ol style="list-style-type: none"> 1. Officers are less confident in intervening with their supervisors compared to their peers. This finding comes from survey research of EPIC training conducted by the National Police Foundation. This finding has real world implications which we will explore momentarily. Hurdles and/or roadblocks here may encapsulate a range of other hurdles and/or roadblocks, such as lack of trust, weak legitimacy, and/or toxic 	<p>Time: 20 mins (Slides 8-11) Slide 8A</p>  <p>Hurdles and/or Roadblocks may include:</p> <ol style="list-style-type: none"> 1. Officer-supervisor interventions which may encapsulate other hurdles and/or roadblocks, such as lack of trust, weak legitimacy, and/or toxic relationships. 2. Clarity Surrounding UDF reporting and review. 3. Prioritizing Health and Wellness. 4. Coaching Deficit 5. Misalignment of Core Values and Modeling 6. Clarity of important leadership characteristics and actions. <p>Reveal</p> <p>Review/ reference posters on wall to determine if “what we know”</p>

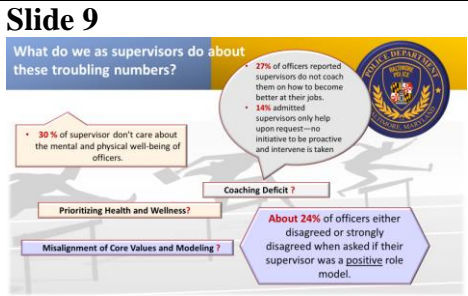
<p>relationships.</p> <ol style="list-style-type: none"> 2. Regular tracking of UOF Response, Reporting, and Review by the UOF Scorecard suggests understanding of the policy may be an issue. 3. Prioritizing Health and Wellness: A survey conducted by the Department to evaluate the quality of supervision showed that approximately 70% of officers agree supervisors care about mental and physical well-being; but, 30% do not. This is a problem! 4. Coaching Deficit: That same survey just referenced also revealed that 27% of officers reported that supervisors do not coach them on how to become better at their jobs. 14% admitted that supervisors only help upon request—no initiative to be proactive and intervene is taken. 5. Misalignment of Core Values and Modeling: Another important finding from the quality of supervision survey is role modeling may not be properly aligned with values. About 24% of officers either disagreed or strongly disagreed when asked if their supervisor was a positive role model. 6. Clarity of important leadership characteristics and actions. 	<p>hurdles and/or roadblocks was mentioned.</p> <p>Reveal</p> <p>Review list on posters</p> <p>Reveal</p> <p>Review list on posters</p> <p>Reveal</p> <p>Review list on posters</p> <p>Reveal</p> <p>Review list on posters</p> <p>Reveal</p> <p>Review list on posters</p>
<p>Slide 8B</p> <p>SAY Let’s stay right here for a minute and drill down deep on these 3 problems. Let’s lean-in to them and come up with some practical “real world” solutions.</p>	<p>Slide 8B Work controls to “Reveal” animation to narrow focus to 3 problems for discussion.</p>



Slide 9

SAY
 What can we and/or should we do as supervisors about these troubling numbers?

Prioritizing Health and Wellness—What can we do about this?



Reveal each set of problems with corresponding troubling numbers one at a time and pause for feedback from learners between each.

Reveal
 Pause

- Desired Responses:**
- Prioritizing Health and Wellness*
- Encourage and emphasize use EPIC & ABLE
 - Stop using of destructive practices that research shows, add to officer stress, such as manipulation, intimidation and bullying, abusive and emotionally volatile behaviors, narcissism, micromanaging, and passive-aggressive behavior.
 - Build, promote and live shared purpose.

Coaching Deficit—What can we do about this?

Reveal
Pause

Desired Responses:

Coaching Deficit

- Build supervisor emotional intelligence
- Encourage use of NDCA
- Encourage relationship building
- Encourage and emphasize use EPIC & ABLE
- Build, promote and live shared purpose.

Misalignment of Core Values & Modeling—What can we do about this?

Reveal
Pause

Desired Responses:

Misalignment of Core Values & Modeling

- Be, Know, Do! Go Army
- Lead by example
- Follow the “Golden Rule”
- Build, promote and live shared purpose.

Slide 10 Needs

SAY

The needs identified and discussed are likely just the tip of the iceberg.

Here's what we know about supervisor needs from an organization perspective:

As the saying goes, “It not what you know, it’s how you

Slide 10



Reveal

Refer to posters on wall to review list of supervisor needs in priority

<p>use what you know.”</p> <p>Research tells us, leadership characteristics and actions are the most important predictors of whether organizations are able to effectively function in dynamic environments (Goff and Herrington 2013). From an organizational perspective, these “predictors”—characteristics and actions, are “needs” required of supervisors. Supervisors should apply these needs to meet organizational goals.</p> <p>Important police leadership characteristics we must work to apply include:</p> <ol style="list-style-type: none"> 1. Ethical behavior 2. Trustworthiness, 3. Legitimacy, 4. Being a role model, 5. Communication, 6. Decision making, and 7. Critical, creative, and strategic thinking ability <p>Research tells us, successful police leaders do five key activities (Pearson-Goff and Herrington 2013). They:</p> <ol style="list-style-type: none"> 1. Create a shared vision 2. Securing organizational commitments 3. Care for their officers 4. Drive and manage change 5. Problem-solve <p>Good faith efforts may be pursued to acquire all the “needs” listed on the wall, but they still may not be readily available. This is where we must step-up as supervisors. We can’t lose hope here. If we lose hope, our people will lose hope. We must be resourceful and resilient.</p> <p>Continue to pursue the needs identified; however, we may need to look elsewhere to overcome our hurdles and roadblocks.</p>	<p>order.</p> <p>Reveal</p> <p>Reveal</p> <p>Reveal</p>
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Slide 11

SAY

Using the 7 characteristics and 5 actions of successful police leaders just mentioned as daily benchmarks during our daily leadership, management, and supervision activities, could be the tools used in conjunction with other tools we will discuss throughout the training that could help overcome the hurdles and/or roadblocks identified and achieve the goals of the BPD.

For example, commit to applying the 7 characteristics and 5 actions to your management activities. Those activities may include all or any one of the following management functions:

- Forecasting—Analyzing data to identify problems and needs
- Planning—Deciding in advance what gets done
- Organizing—Breaking plans into activities and delegating
- Directing—Guiding, counseling, and coaching
- Coordinating—Harmonizing, adjusting, synchronizing, and unifying activities
- Controlling—Inspecting

SAY

By applying the 7 characteristic and 5 actions of successful police leaders daily to your management activities to get work done, answers, methods and/or resources to address some of, if not all of the needs listed, may be found.

Effective police leadership, management, and supervision is a process and the core principles, 7 characteristics and 5 actions of successful police leaders discussed are the tools needed every day as we perform our management activities to get work done.

Slide 11

Needs

Apply the 7 characteristics and 5 actions to the management functions you apply every day to get work done.

Forecasting	• Analyzing data to identify problems and needs
Planning	• Deciding in advance what gets done
Organizing	• Breaking plans into activities and delegating
Directing	• Guiding, counseling, and coaching
Coordinating	• Harmonizing, adjusting, synchronizing, and unifying activities
Controlling	• Inspecting


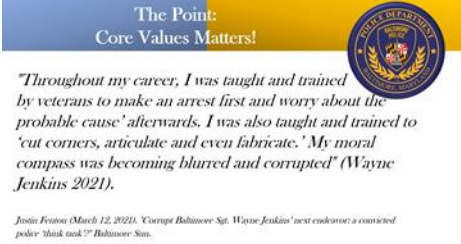
7 Characteristics of Successful Police Leaders

5 Activities of Successful Police Leaders

Reference diagram of iceberg in right corner of Slide 9.

Reveal

Explain by organically covering the 6 functions from memory.

<p>Slide 12</p> <p>SAY: Take a 10 minutes break.</p>	<p>Slide 12</p> 
<p>Slide 13 (Part 1 & 2)</p> <p>SAY: Take a minute to read the following statement.</p> <p>ASK: What do you all think of this statement?</p> <p>SAY: Sgt Jenkins' credibility is without a doubt questionable given the circumstance; however, one can clearly say the overall outcome of the GTTF case corroborates his statement. We don't have to like it; it hurts, and unfortunately, it's more likely true than not true.</p>	<p>Time: 25 mins</p> <p><i>Time Breakdown (Slides 13):</i></p> <ul style="list-style-type: none"> • Steptoe Talking Points Discussion= 10 mins • Video = 6 mins • Wrap-up Class Discussion = 9 mins <p>Link:</p> <p>Slide 13 (Part 1)</p>  <p><i>"Throughout my career, I was taught and trained by veterans to make an arrest first and worry about the probable cause' afterwards. I was also taught and trained to 'cut corners, articulate and even fabricate.' My moral compass was becoming blurred and corrupted" (Wayne Jenkins 2021).</i></p> <p><small>Justin Fruton (March 12, 2021). "Corrupt Baltimore Sgt. Wayne Jenkins' next endeavor: a convicted police 'shut out'?" Baltimore Sun.</small></p> <p>Pause, give time for reflection and response from a few learners.</p> <p>Likely responses:</p> <ul style="list-style-type: none"> • It's concerning. • You can't trust anything Wayne Jenkins say. • It's not true.

	<p>Note to facilitator: <i>The goal of this segment is to emphasize the tremendous importance of supervisors in driving our core values and how the lack of guidance can and do result in failures.</i></p>
<p>SAY: So, let's review a few talking points to address this question of where you might stand on this matter. Please be prepared to explain your position to the talking points I will be sharing based upon your knowledge of the case.</p> <p>The Steptoe report validates Wayne's statement: True or False?</p> <p>Here's what we know from the <i>Steptoe independent review and investigation (GTTF 2022)</i>:</p> <ul style="list-style-type: none"> • <i>Convicted officer, Victor Rivera stated he learned during his first assignment in the ED how to "get down and dirty." According to Rivera, one of the most common ways to get "down and dirty" was to teach suspects who ran from BPD officers a hard lesson. If a suspect ran from Rivera and his colleagues, the suspect would be beaten when he was apprehended, and frequently sent to the hospital. Rivera viewed that practice as a virtual rite of passage for BPD officers. Rivera said that engaging in fights with suspects and administering beatings to them conferred legitimacy on him with his fellow officers and earned their respect, especially in the eyes of those who were viewed as rising stars in the Department (Steptoe GTTF 2022, page 24). True or False?</i> <ul style="list-style-type: none"> • <i>Starting in 1997, Rivera's misconduct expanded</i> 	<p>Possible Response:</p> <ul style="list-style-type: none"> • True • False <p>Possible Response:</p> <ul style="list-style-type: none"> • True • False <p>Pause; survey class; invite feedback from class.</p>

*from the routine use of excessive force to monetary corruption. During the execution of a residential search warrant, a senior officer, William Knoerlein, found some cash inside the home. According to Rivera, Knoerlein motioned to Rivera, pointed to the cash, and shrugged his shoulders as if to ask whether Rivera was okay with stealing the money. Rivera said he shrugged back, indicating he was okay with it. No words were spoken. After completing the search and leaving the home, Knoerlein shared some of the money with Rivera—a few hundred dollars, to the best of Rivera’s recollection. It was that easy (Stephoe GTTF 2022, page 24). **True or False?***

- *After 2 years and about a dozen similar thefts, Officer Knoerlein said to Rivera, “I’ve got dirt on you, and you’ve got dirt on me.” This made explicit what had previously been implicit: neither of them would report the other to IA. Rivera said his pact with Knoerlein made him feel accepted—one of the “good ol’ boys,” in Rivera’s words. **True or False?***

- *The Steptoe investigation revealed an uncomfortable truth and that truth is “many junior officers feel lonely and vulnerable when they leave the Academy. They want to be accepted by their peers, especially by those who are viewed as aggressive and successful.” This vulnerability makes some more susceptible to being tested. **True or False?***

- *Rivera’s case validates this finding of vulnerability among officers just out of the*

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

*Academy or who are in the beginning of their careers. Rivera, as a new officer in the mid 1990's, was tested by Knoerlein. He failed the test and corruption became a part of his work life. In another case we know of, Wayne and Hersl tested a young, aggressive officer, but unlike Rivera, the officer made the right call. The point here is that, some new officers with a desire to please are vulnerable and in the case of Rivera and likely Jenkins, are open to corruption carried out by veteran officers. **True or False?***

- *The Steptoe investigation revealed a pattern of behavior in the BPD and that pattern over time revealed BPD's culture over time came to prize quantity over quality—with respect to arrests, drug seizures, and gun seizures—and to value numerical goals over police work that was based on adherence to BPD policy, state and federal law, and the US Constitution. **True or False?***

- *Weak supervision was identified most frequently as the chief explanation for BPD corruption” (Steptoe GTTF 2022, page 468), from *lack of experience to a lack of rigor of supervision and the unwillingness of supervisors to closely examine the underlying behavior of those officers who were generating impressive statistics* which meant that aggressive officers were not effectively controlled or managed (Steptoe GTTF 2022, page 469). **True or False***

Wayne’s statement confirms something that we, as police don’t want to hear because it hurts! Corruption is

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

Possible Response:

- True
- False

Pause; survey class; invite feedback from class.

learned behavior. Corruption is taught to a person from a person. And corruption was being taught in “plain sight” right under our noses. It happened for a host of reasons from weak management structures to an inappropriate “*Ends justify the means*” attitude towards conducting stops, searches, and arrest resulting in use of excessive force and illegal stops, searches and arrests. We know Rivera was taught corruption by Officer Knoerlein. According to Wayne, he was taught by veteran officers, and Wayne and Heryl in the one occasion we know of, attempted to teach another officer how to be corrupt.

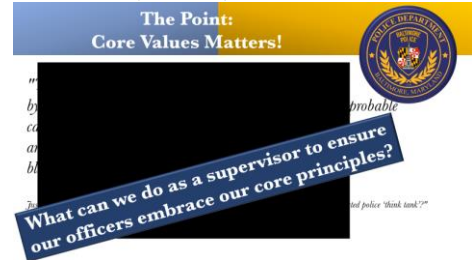
All these points discussed just confirm something that is hard to accept and that is Wayne’s statement that corruption was taught by veteran officers is likely true!

Slide 13 (Part 2)

SAY: Let’s take a few moments to review a statement made by convicted Officer Victor Rivera. First you are going to listen to quick overview of the reason for the statement.

SAY: Officer Rivera talks about the circumstances surrounding the false statement he made to federal law enforcement which he was charged and convicted for.

Slide 13 (Part 2)



Facilitator should review and/or share as much as needed to refresh and orientate learners:

In this case, Sgt Jenkins and officer with initials “CJ” received information from a CI about a high-level drug trafficker operating at a location. Officer Rivera and Officer with initials “WK” whom where in the area subsequently participated in an investigation and search and seizure of the location where no drugs were found in the house but in a pick-up truck down the street. 3 kilograms of the drugs seized was sold by Officer Rivera’s CI and the proceeds from the sale was divided by

Let's listen to Officer Rivera in his own words explain why he did what he did.

ASK: What can you do as a supervisor to ensure that your team members embrace our core principles?

SAY: If you are not aware, Keith Gladstone was a supervisor at the time. He was a sergeant.

SAY: As supervisors:

1. We must **provide** close and effective supervision. To be clear, we must provide direction that is legal, ethical, Constitutional, and in compliance with policy, adequately and consistently.
2. We must **model** BPD core values which Sgt Jenkins and Sgt Gladstone did not do. As a reminder, our core principles per Policy 210 are:
 - Community Policing
 - Accountability

Officer Rivera and other members of the GTTF taskforce. Officer Rivera lied by saying he did not give the drugs seized to his informant when in fact, he did.

Facilitator should play video of statement by convicted officer Victor Rivera as follows:

Play 00.00 to 01.15 min = 1.15

Play 06.13 to 10.40 min = 4.27



Total video time = 5.42 min


Link:

<https://app.box.com/s/mcmsjlx7glbo34j4rv18ukr1cmymrna>

Likely responses/ answers:

- lead,
- manage
- supervise
- Provide clear direction
- Model BPD core values
- Model core principles of patrol supervision
- Be about it, not just talk about it.
- Be, Know, Do

<ul style="list-style-type: none"> • Leadership • Responsiveness • Procedural Justice • Officer Wellness • Peer Intervention <p>3. We must integrate the core principles of patrol supervision, along with the 7 characteristics and 5 actions of police leadership with our daily duties surrounding all and/or part of the management activities we perform to include:</p> <ul style="list-style-type: none"> • Forecasting • Planning • Organizing • Directing • Coordinating • Controlling <p>SAY:</p> <p>ASK: How do we move forward as supervisors to build cultures that teach our officers to embrace our core principles?</p>	<p><i>Reflection question to transition</i></p> <p>Likely response:</p> <ul style="list-style-type: none"> • Mentoring • Coaching • AAR usage • EPIC & ABLE: <ul style="list-style-type: none"> ○ Active bystandership ○ Peer intervention
<p>Slide 14</p> <p>SAY: Read this statement by Commissioner Harrison...</p> <p><i>“I want to cultivate, motivate, and coach the members of our department to be the best police officers that they can possibly be, and then see them move up the ranks. I believe that a big part of being a <u>good leader</u> is <u>developing the next generation of leaders</u>, and I intend to do that here at BPD” (2019).</i></p>	<p>Time: 25 minutes (Slides 14-18)</p> <p>Slide 14</p> <p>Guiding Thought to Stay Focused!</p>  <p>Cultivating, Motivating and Coaching</p> <p><i>“I want to <u>cultivate, motivate, and coach</u> the members of our department to be the best police officers that they can possibly be, and then see them move up the ranks. I believe that a big part of being a good leader is <u>developing the next generation of leaders</u>, and I intend to do that here at BPD” (PC Michael S. Harrison 2019).</i></p> <p>Here's how we can continue that process. </p> <p>(Run time: 3 minutes)</p>

<p>Here's how we can continue that process.</p>	<p><i>Play video by clicking on the "play" icon shown on the slide.</i></p> <p><i>Link:</i> https://www.clemmgroup.com/videos/managing-things-leading-people/</p>
<p>Slide 15 Camden's Turn Case Study SAY: What does "developing the next generation of leaders" look like?</p> <p>We are now going to watch a documentary called, <i>Camden's Turn</i>. You may remember a portion of it from other training. It is a documentary about the transformation of the Camden PD and the community they serve. Police Chief Scott Thomson of the Camden County PD along with his supervisors explains how his Department built relationships and enabled his officers to shift from a warrior mentality to that of guardians and community builders. The film follows Chief Thomson, his command staff and officers, as they work to implement community policing reforms in Camden New Jersey.</p> <p>As you will see in the documentary, Chief Thomson along with his supervisors rebuilt the department and instituted a culture of community policing:</p> <ul style="list-style-type: none"> • incorporating de-escalation training, • engaging officers in sports, school programs and community events, • putting officers on bikes in neighborhoods and parks, and • getting officers out of patrol cars and walking the beat. <p>All of which would not have been possible without effective leadership, management, and supervision.</p> <p>SAY: As you and your teams view the documentary: Take notes, and be prepared to discuss the continual interplay of leadership, management,</p>	<p>Time Breakdown (Slides 15-17):</p> <ul style="list-style-type: none"> • View Video = 10 mins • Group Discussion = 5 mins • Class Discussion and Review = 5 mins • Total = 20 minutes <p>Rhetorical—no response needed</p> <p><i>Set-up: Assemble Teams—Same Rank</i></p> <p>Slide 15</p>  <p>Video = 9:20 mins</p> <p><i>Link:</i> https://www.youtube.com/watch?v=daQldU8JFD0</p>

and supervision or, rather, the steps taken to guide, organize, and control the Camden PD’s transition or “culture change” process.

After the case study, direct students to questions in folder at table.

Slide 16

SAY: You have just seen how the Camden, NJ Police Department worked to change the overall approach it took to work with their community, as well as heard about some of the positive fruits of their efforts.

Within your workgroup(s), answer the following question and be prepared to explain your group’s proposals to the class.

ASK: What do we, as supervisors and commanders, need to do to effect similar changes in Baltimore?

Slide 16

Group Discussion



Within your workgroup(s), answer the following question and be prepared to explain your group’s proposals to the class.

What do we, as supervisors and commanders, need to do to effect similar changes in Baltimore?

Group Activity

- Review the case study question
- Reflect
- Take Notes
- Discuss findings

Direct groups to refer to the Answer Key at tables in folders following their discussion as a group.

Use Answer Key to view concepts as a class to obtain a common understanding of leadership and management.

Slide 17

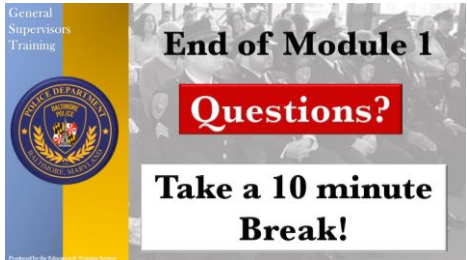
Instructor note: No content. Use slide as reference if needed.

Slide 17

Camden's Turn: A Story of Police Reform in Progress (10 min) - YouTube (Short Version)
Question 1 Answer Key of What Leadership Looks Like, What management looks like, and What supervision Looks Like

Time	Supervisor	Example of what is needed	Description of how leading and managing is used
02:30	Chief Thomson	Leading, managing, supervising	Performance management, assessing effectiveness, changing metrics of success.
02:40	Chief Thomson	Leading, managing	Change in direction, Camden PD dismantled.
03:50	Chief Thomson	Leading, managing	Setting new expectations, establishing new vision, changing culture by directing officers not to measure success by numbers but by building relationships.
04:31	Sgt Thornton	Leading	Discusses how the police strategically gave the community back its neighborhoods by sticking to the plan, being consistent, and using a combination of tactics such as presence, arrests and file work to make the community safe.
05:00	Chief Thomson	Leading, managing	Conducting roll call training on UDF and de-escalation with emphasis on culture change.
05:50	Sgt Thornton	Leading, managing	Facilitation of scenario based de-escalation training with behavior corrected.
08:38	Chief Thomson	Leading	Engaging in dialogue with community by connecting using understanding and empathy.

Slide is available if needed as a

	reference only. Use as a reference to quickly find and replay examples of behaviors the groups might reference.
<p>III. REVIEW/EVALUATION/CLOSURE Slide 18 SAY: For this opening module, we:</p> <ul style="list-style-type: none"> • Identified the core principles of patrol supervision. • Identified and discussed the hurdles and/or roadblocks you all are experiencing as you all take a lead in ensuring policies are understood and implemented by your teams. • Learned about unique approaches others have taken to help our rank-and-file members not only gain an understanding of the new policies and how they should be implemented, but also gain an appreciation for why the changes were made and why they will be positive for: <ul style="list-style-type: none"> ✓ Our organizational operations and ✓ The interactions and relationships BPD personnel will have with the greater Baltimore Community. <p>SAY: Remember, as mentioned during this opening, training makes good leaders.</p> <p>SAY: This is the end of Module 1. Let's take a quick break.</p>	<p>Time: 2 minutes Slide 18</p>  <p><i>Facilitators should circle back to the lesson's performance objectives, use some method to assess whether they were met, reinforce them, and invite questions.</i></p> <p><i>Summarize by listing desired take-aways based upon objectives.</i></p> <p><i>Summarize key points.</i></p>