

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>	
<p>COURSE TITLE: General Supervisor Training</p>	
<p>LESSON TITLE: Module 1 - Introduction</p>	
<p>New or Revised Course: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>	
<p>Prepared By: Baltimore Police Department, E&T Section Date:</p>	
<p>PARAMETERS</p>	<p>Lesson hours: 1 hour <input type="checkbox"/> Entry-level</p> <p>Class size: 20 <input checked="" type="checkbox"/> Continuing Education</p> <p>Space needs: E&T Classroom <input type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>Participants will hold the rank of Sergeant or higher.</p>	
<p>LESSON HISTORY (previous versions, titles if applicable): N/A</p>	
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Through facilitated discussion, students will 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. Given a group task, learners will identify and discuss the hurdles and/or roadblocks supervisors are experiencing to the satisfaction of the facilitator. Give a case study, students will analyze and discuss previous leadership issues and identify next steps going forward adhering to policies. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Facilitated Discussion Group Task Case Study

4. Through facilitated discussion, students will discuss effective leadership skills across ranks to the satisfaction of the facilitator.	4. Facilitated Discussion
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<p style="text-align: center;">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 processes and practices 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><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) 	
<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 	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p># Needed = TBD Title</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Small group activities and facilitated discussion</p>	
<p style="text-align: center;">REFERENCES</p>	

- *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.

Lesson Plan Checklist (Part 1)

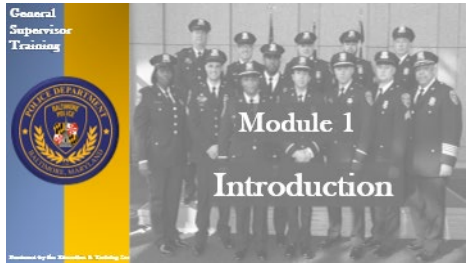


Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are 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: Captain Jodie McFadden	Date: 6/07/21 10-25-21 01/07/22 03/28/22		
Curriculum Specialist: Dana Potter Dawn Peake Dana Potter Dawn Peake & Michelle Molinaro	Date: 10/20/21 11/01/21 12/16/21 4/26/22, 5/9/22		
Reviewing Supervisor: Sgt. William Janu	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 1 – Introduction

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1</p> <p>SAY: Good morning and welcome to the General Supervisor Training.</p>	<p>Slide 1</p>  <p><i>Facilitator(s) should introduce themselves (current rank, assignment, and experience) and briefly explain what the lesson is about and why it is important.</i></p>
<p>Slide 2</p> <p>SAY: This training is designed to refresh and familiarize you with the roles and responsibilities of patrol supervisors, along with changes to key policies through the use of the new <i>Patrol Supervisor Manual</i>.</p> <p>SAY: We hope you find the training useful in identifying the most appropriate practices to better prepare our 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 community members. 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 	<p>Slide 2</p>  <p>The Education & Training staff welcomes you to General Supervisor Training. This training is designed to refresh and familiarize you with the roles and responsibilities of patrol supervisors, along with changes to 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 practices to better prepare our officers to serve the community in accordance with our mission and vision.</p> <p><i>Click to reveal 7 core parts of mission and vision.</i></p> 

accountability.

5. Breaking down information silos to CONNECT by embracing and using 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 intentionally and more effectively because communication is at the heart of everything we do in the Baltimore Police Department (*Policy 305 December 2021*).

Slide 3

SAY: Here's your 3-Day General Supervisor Training at a glance.

In total, there are 11 modules.

We will cover the following topics...

- *Patrol Supervisor Responsibilities* and the Patrol Supervisor Manual
- New policy regarding *Non-Disciplinary Corrective Actions*
- *Cultivating & Coaching* and how to coach all of whom you supervise, not just the ones having difficulty
- *After-Action Reviews* and how these are a form of coaching
- *Performance Evaluations* and new guidelines within the Performance Evaluation Manual
- *Managing Use of Force*
- *Managing Stops, Searches, & Arrests*
- *Complaint Intake Process*
- *Supervisor Liability*
- Concluding with a *Review & Debrief* where you will complete a survey, as well as a test requiring a 100% to pass

What is new about this training is 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

Slide 3

Time: 5 minutes

Modules of the Day Training

	Day 1	Day 2	Day 3
7:00 - 8:00	Module 1: Introduction	Day 2 Overview	Day 3 Overview
8:00 - 9:00	Module 2: Patrol Supervisor Responsibilities	Module 3: Performance Evaluations	Module 4: Managing Stops, Searches, & Arrests
9:00 - 10:00	Module 2: (Continued)		
10:00 - 10:30	LUNCH	LUNCH	LUNCH
10:30 - 11:00	Module 5: Cultivating & Coaching	Module 7: Managing Use of Force	Module 9: Complaint Intake Process
11:00 - 11:30	Module 6: After-Action Reviews		Module 10: Supervisor Liability
11:30 - 12:00	Review & Wrap-up	Review & Wrap-up	Module 11: Review & Debrief (Survey & Test)

same space, how we can work better together to direct our most important resources...our officers - to get work done constitutionally, safely, and with legitimacy.

This training is not about how good or bad you may be 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, education and specialized skills and training many of us don't have. Training together will allow us to not only gain valuable lessons and updates on policy, but we will also have an opportunity to learn from each other and grow stronger as a management team.

Skills and knowledge are perishable. If you don't use it, you will lose it. None of us have gotten enough touches to know "everything there is to know about police leadership, management and supervision," all of which are part science and part art. So, sit back, relax, clear your minds, put your phones away and engage. As good an idea as this is to bring all supervisors, at all levels together, it is rare. So, let's take full advantage of this opportunity. Be present and open to learning. Give us your attention; participate, and let's grow together.

Slide 4

SAY: We are now going to do some introductions! As we go around doing introduction, reflect on leadership. As you share, please stand, and provide your:

- Name
- Assignment
- Years of Service

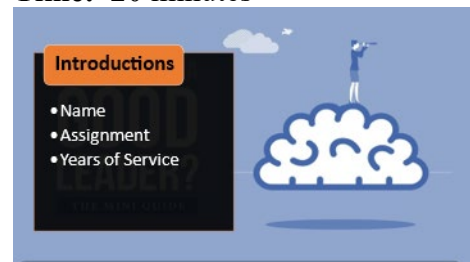
We're going to go around from table to table.

TABLE GROUP DISCUSSION

SAY: At your tables, take a few minutes to discuss the following question...Who is a leader who has influenced you? What did they do that was memorable for you?

Slide 4

Time: 20 minutes



Click to reveal table discussion question.

I'd like to take a couple of minutes to have a few of you share with the class. Many of you might know the leaders being discussed, or perhaps you are that leader.

LEADERSHIP ACTIVITY

SAY: I'm going to give you a post-it note. On the post-it note, write 1 word that describes a good leader and put it up here on the chart paper.

Introductions

- Name
- Assignment
- Years of Service

Who is a leader who has influenced you and what did they do that was memorable for you?

The instructor should have a couple of volunteers share about a leader they had/have. Stories should be kept to 1 minute. The instructor should encourage students to be brief.

Click to remove introductions content and reveal next question on slide.

WHAT MAKES A GOOD LEADER?

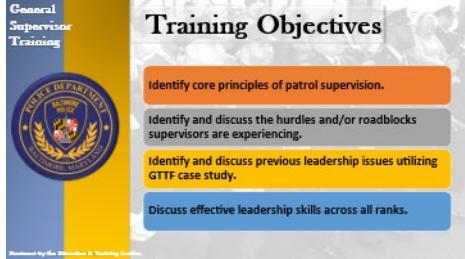
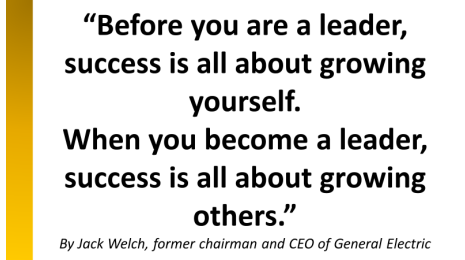
On the post-it note, write 1 word that describes a good leader?


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.

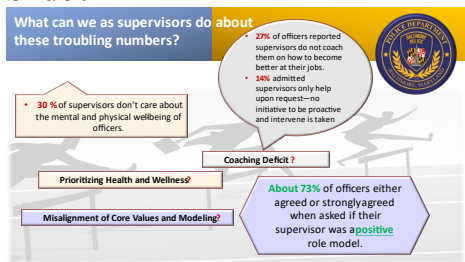
- *Position the chart paper at front of the room for the post-it-note.*
- *Ensure that all learners hang their responses on the chart paper.*

Likely Responses:

- Honesty
- Integrity
- Courage
- Confidence
- Competence
- Knowledge

	<ul style="list-style-type: none"> Skill
<p>II. INSTRUCTIONAL INPUT PERFORMANCE OBJECTIVES</p> <p>Slide 5 SAY: Our training objectives are:</p> <ul style="list-style-type: none"> Identify core principles of patrol supervision. Identify and discuss the hurdles and/or roadblocks supervisors are experiencing. Analyze and discuss previous leadership issues utilizing GTTF case study. Discuss effective leadership skills across all ranks. <p>ASK: What is a primary function of a supervisor? Reflect on your years of experience as an officer and supervisor.</p> <p>SAY: In this room, we have a combined total of _____ years of experience.</p> <p>SAY: Many answers will fit here. Situation will dictate; however, generally speaking, can we agree a supervisor's primary function is <u>to get work done through people</u> (Bradberry and Greaves 2009).</p>	<p><i>Facilitators should begin by clearly explaining what students will learn in the lesson, and how.</i></p> <p>Slide 5</p>  <p>Possible Responses:</p> <ol style="list-style-type: none"> set the example motivate personnel direct personnel coach building teams identifying and developing future leaders. <p><i>Estimate years of service collected during introduction. Survey room for years of service.</i></p>
<p>Slide 6 SAY: According to the legendary businessman Jack Welch, former chairman and CEO of General Electric...</p> <p><i>"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."</i></p> <p>For those of you recently promoted to sergeant, much of what you will see and hear may 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</p>	<p>Slide 6</p>  <p>"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."</p> <p><i>By Jack Welch, former chairman and CEO of General Electric</i></p>

<p>know this.</p> <p>What we would like all of you to know from the very beginning is we are not having this training to downplay anyone's knowledge or experiences as a supervisor. We know many of you to know your jobs well and we expect those with management and/or leadership expertise in a particular area to share what you know.</p> <p>Here is what we know from BPD's first formal self-assessment of supervision lead by the <i>Compliance Bureau</i>:</p> <ol style="list-style-type: none"> 1. Supervisors excel in their operational duties and 2. Many possess superb tactical management skills 	<p>(BPD Inaugural Assessment of Supervision 2022, page 28).</p>
<p>Slide 7 GROUP TASK</p> <p>SAY: We are now going to do a group task to 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, right now. In addition, we'll discuss needs you have that may help you all perform your jobs better at your rank.</p> <p>SAY: In work groups of the same rank, discuss and identify 5 hurdles and/or roadblocks and 5 needs. As you discuss, record responses on the chart paper provided to you. Once done, please post on the wall nearest your table.</p> <p>Rank your team's selections from most significant to least significant. Here's an example on the slide for you.</p> <p>Each group will have 5 minutes to discuss and record. Again, be prepared as a group to explain your analysis to the class. Each group will have 2 minutes to explain to the class.</p>	<p>Slide 7 Time: 20 minutes</p> <p>Slide 8</p> <div data-bbox="980 890 1435 1142"> <p>Group Task</p> <p>In your group, discuss and record the following:</p> <p>5 Hurdles/Roadblocks that make your jobs difficult at your level</p> <p>5 Needs that may help you all perform your jobs better at your rank</p>  </div> <p><i>Organize work groups accordingly:</i></p> <ul style="list-style-type: none"> • Sergeants • Lieutenants • Command Staff—Captains and above <p><i>The instructor should provide groups with 5 minutes to discuss and record.</i></p> <p><i>The instructor should also circulate around to each group to ensure completion and also to clarify any misconceptions.</i></p> <p><i>After 5 minutes, have groups post on wall and share out to class.</i></p>

<p>training conducted by the <i>National Police Foundation</i>. This finding has real world implications which we will explore momentarily.</p> <ul style="list-style-type: none"> • 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 relationships. <ol style="list-style-type: none"> 2. Regular tracking of UOF Response, Reporting, and Review by the UOF Scorecard suggests <u>a lack of understanding</u> of the UOF policy regarding reporting and review. 3. We need to prioritize Health and Wellness. 4. We have a coaching Deficit. 5. There may exist among supervisors a misalignment of Core Values and Modeling. 6. There is a failure to prioritize important leadership characteristics and actions. 	<p><i>hurdles and/or roadblocks was mentioned.</i></p> <p><i>Click to reveal.</i> <i>Review list on posters, if applicable.</i></p> <p><i>Click to reveal.</i> <i>Review list on posters, if applicable.</i></p> <p><i>Click to reveal.</i> <i>Review list on posters, if applicable.</i></p> <p><i>Click to reveal.</i> <i>Review list on posters, if applicable.</i></p> <p><i>Click to reveal.</i> <i>Review list on posters, if applicable. Read a few words—characteristics and actions from the poster/wall.</i></p>
<p>Slide 9</p> <p>ASK: What can we and/or should we do as supervisors about these troubling numbers?</p>	<p>Slide 9</p>  <p><i>Reveal each set of problems with corresponding troubling numbers one at a time and pause for feedback from learners between</i></p>

SAY: We need to prioritize 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. 70% is not bad but 30% of our officers thinking we don't care is a problem!

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

SAY: We have a 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.

ASK: Coaching Deficit—What can we do about this?

each.

Click to reveal.

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.


Click to reveal.

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.

<p>SAY: There may exist among supervisors a 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 73% of officers either agreed or strongly agreed when asked if their supervisor was a positive role model.</p> <p>ASK: While this percentage is not low, how can we further increase it?</p>	<p><i>Click to reveal.</i></p> <p>Desired Responses: <i>Misalignment of Core Values & Modeling</i></p> <ul style="list-style-type: none"> • Be, Know, Do! Go Army • Lead by example • Follow the “Golden Rule” • Build, promote and live shared purpose.
<p>Slide 10</p> <p>SAY: Let’s take a look at our core principles of patrol supervisors from <i>Policy 210</i>. These core principles are essential to building teams to get work done by providing supervisors with crucial <u>tools to communicate, model and drive</u> our organizational culture which in turn will drive expected performance of all workers at all levels.</p> <ul style="list-style-type: none"> • Community Policing • Accountability • Leadership • Responsiveness • Procedural Justice • Officer Wellness • Peer Intervention <p>ASK: What can you do as a supervisor to <u>ensure</u> your team members embrace the core principles of patrol supervision?</p>	<p>Slide 10</p>  <p>Possible Responses:</p> <ul style="list-style-type: none"> • Not sure • Lead • Hold them accountable • counsel • Model the core principles of patrol supervision while executing daily duties surrounding the 6 functions of management:

<p>Drive the principles by telling, showing and doing. Modelling the core principles of patrol supervision while executing daily duties surrounding the 6 functions of management:</p> <ul style="list-style-type: none"> ✓ Forecasting ✓ Planning ✓ Organizing ✓ Directing ✓ Coordinating ✓ Controlling <p>ASK: How important is communication to driving our core principles?</p> <p>ASK: Why?</p> <p>EXPLAIN: The answer is found in policy. Per <i>Policy 305</i>, effective communication has to be at the <u>heart of everything we do in the BPD</u>, and we must as supervisors:</p> <ul style="list-style-type: none"> • <i>Effectively engage, actively listen, and work collaboratively with our officers as well as the community to be successful.</i> 	<ul style="list-style-type: none"> ✓ Forecasting ✓ Planning ✓ Organizing ✓ Directing ✓ Coordinating ✓ Controlling <p>Likely Responses:</p> <ul style="list-style-type: none"> • Very important <p>Possible Responses:</p> <ul style="list-style-type: none"> • Helps builds credibility/legitimacy with workers and the community using the principles of PJ: ✓ Voice ✓ Fair play ✓ Transparency ✓ Neutrality
<p>Slide 11</p> <p>SAY: We must strive to <u>model, improve, and maintain effective lines of communication</u> so that we can strengthen our relationships, build new relationships where there are none, and repair the relationships that were broken in the past—inside and outside the BPD (2021).</p> <p>Speaking of repairing the relationships that were broken in the past...</p> <p>Take a minute to read the following statement.</p>	<p>Slide 11</p> <div style="background-color: #0056b3; color: white; padding: 5px; text-align: center;"> <p>The Point: Core Values Matters!</p> </div>  <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 Rouse (March 14, 2021). "Corrupt Baltimore Sgt. Wayne Jenkins' arrest overcomes a lifetime of police 'black and white' Baltimore Sun</small></p> <p><i>Click to reveal Wayne Jenkins quote on the slide.</i></p>

ASK: What do you all think of this statement?

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.

SAY: So, let's review a few key talking points to address this question and explore where you all might stand on this matter. Please be prepared to explain your position on the talking points I will be sharing based upon your knowledge of the case.

ASK: The Steptoe report validates Wayne's statement: **True** or False?

Here's what we know from the *Steptoe independent review and investigation in the Bromwich report (GTTF 2022)*:

Talking Point 1: *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).*

ASK: Do you think this is **true** or false?

Possible Responses:


- It's concerning.
- You can't trust anything Wayne Jenkins say.
- It's not true.

Note to facilitator:

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.

<ul style="list-style-type: none"> • Talking Point 3: <i>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?</i> <p>ASK: Do you think this is true or false?</p> <p>Talking Point 4: <i>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?</i></p> <p>ASK: Do you think this is true or false?</p>	<p>Possible Responses:</p> <ul style="list-style-type: none"> • True • False <p><i>Pause; survey class; invite feedback from class.</i></p> <p>Possible Response:</p> <ul style="list-style-type: none"> • True • False <p><i>Pause; survey class; invite feedback from class.</i></p> <p>Possible Response:</p> <ul style="list-style-type: none"> • True • False <p><i>Pause; survey class; invite feedback from class.</i></p> <p><i>Instructor Note: Rivera’s case validates this finding of vulnerability among officers just out of the 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</i></p>
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<p>Talking Point 7: <i>“Weak supervision was identified most frequently as the chief explanation for BPD corruption” ... “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”</i> which meant that aggressive officers were not effectively controlled or managed.</p> <p>ASK: Do you think this is true or false?</p>	<p><i>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.</i></p> <p><i>(Steptoe GTTF 2022, pg 468)</i> <i>(Steptoe GTTF 2022, page 469)</i></p> <p>Possible Response:</p> <ul style="list-style-type: none"> • True • False <p><i>Pause; survey class; invite feedback from class.</i></p> <p>Instructor Notes:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>We know Rivera was taught corruption by Officer Knoerlein. According to Wayne, he was taught by</i>
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	<p><i>veteran officers, and Wayne and Hersl in the one occasion we know of, attempted to teach another officer how to be corrupt.</i></p>
<p>Slide 12</p> <p>SAY: Let's take a few minutes to review a statement made by convicted Officer Victor Rivera. Officer Rivera talks about the circumstances surrounding the false statement he made to federal law enforcement which he was charged and convicted for.</p> <p>Let's listen to Officer Rivera explain why he did what he did, in his own words.</p> <p>SAY: If you are not aware, Keith Gladstone was a supervisor at the time. He was a sergeant.</p>	<p>Slide 12</p> <p>CASE STUDY: Rivera Interview</p>  <p><i>Facilitator should play video of statement by convicted officer Victor Rivera as follows:</i></p> <p><i>Play 00.00 to 01.15 min = 1.15</i></p> <p><i>Play 06.13 to 10.40 min = 4.27</i> (Total Run Time: 5 mins, 42 secs)</p> <p><i>Link:</i> https://app.box.com/s/mcmsjlx7glbo34j4rv18ukr1cmymrna</p> <p><i>Facilitator should review and/or share as much as needed to refresh and orientate learners:</i></p> <p><i>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. Drugs were found in a pick-up truck down the street. 3</i></p>

	<p><i>kilograms of the drugs were seized and sold by Officer Rivera's CI and the proceeds from the sale was divided by 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.</i></p>
<p>III. REVIEW/EVALUATION/CLOSURE Slide 12 SAY: These statements confirm something that we, as police don't want to hear or believe because it hurts! Corruption is a learned behavior. Corruption is taught from person to person. And corruption was being taught in "plain sight" right under our noses.</p> <p>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!</p> <p>ASK: How should we move forward as supervisors to build cultures that teach our officers to embrace our core principles?</p> <p>SAY: Let's also keep in mind that training makes good</p>	<p>Slide 12 <i>Stay on this slide.</i></p> <div data-bbox="971 682 1433 945"> <p>CASE STUDY: Rivera Interview</p> <p>How do we move forward as supervisors to build cultures that teach our officers to embrace our core principles?</p> </div> <p><i>Click to reveal question on slide.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • Mentoring • Coaching • AAR usage • EPIC & ABLE: <ul style="list-style-type: none"> ○ Active bystandership ○ Peer intervention • 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

<p>leaders...which is why you're here.</p> <p>A lot of what you all mentioned will be covered in these 3 days.</p>	
<p>Slide 13 SAY: Take a 10-minute break.</p>	<p>Slide 13</p> 