

# Training Objectives

**LEADERSHIP DEVELOPMENT INSTITUTE**

## First Line Supervisor Training Objectives

<b>First Line Supervisor Objectives</b>	
<b>TO - 1</b>	Distinguish the “core” duties and responsibilities of a first-line supervisor in a public safety organization.
<b>TO - 2</b>	Describe the difficulties associated with and sometimes experienced by individuals making the transition from the role of “doer” to the role of first line supervisor.
<b>TO - 3</b>	Identify the “constituents” (stakeholders) for whom a first-line supervisor works and to whom and for whom he/she is responsible.
<b>TO - 4</b>	Describe the “key” concepts of first-line supervision to include, at a minimum, the concepts of: Span of Control, Unity of Command, and Delegation of Authority
<b>TO - 5</b>	Identify “key” personal and professional leadership characteristics/traits that a supervisor needs to display.
<b>TO - 6</b>	Describe the first-line supervisor’s role in “reinforcing” ethical behavior in the workplace both generally within the organization and more immediately with his/her subordinate personnel.
<b>TO - 7</b>	Using a self-assessment tool, analyze different supervisory/leadership “styles” such as: Autocratic, Democratic, Laissez-faire, Directing, Coaching, Supporting, Delegating
<b>TO - 8</b>	Distinguish “key” leadership principles that should guide a first-line supervisor.
<b>TO - 9</b>	Explain the basic principles of problem solving/decision making model or process to include, at a minimum: Problem recognition, Problem description, Development of alternative solutions, Solutions selection, Development of an action plan, Project management, and Evaluation of selected solution
<b>TO - 10</b>	Discuss several ways that a first-line supervisor in a public safety agency or organization can legitimately reward and/or motivate his/her personnel.
<b>TO - 11</b>	Demonstrate the fundamentals necessary for effective interpersonal communication to include a discussion about the “dynamics” of verbal communication, the need for effective listening and the importance of obtaining feedback.
<b>TO - 12</b>	Describe the opportunities, challenges and values of ensuring diversity in a public safety agency including its impact on employee morale, the agency’s relationship with the “community” it serves, and its effect on an agency’s risk management policies and programs.
<b>TO - 13</b>	Describe sources of workforce/place conflict, for example peers, supervisors, command staff, institutional organization culture, the “community,” including political or media generated pressure.
<b>TO - 14</b>	Describe several “conflict” resolution techniques to include: Negotiation, Arbitration, and Mediation
<b>TO - 15</b>	Demonstrate the satisfactory completion of an agency business report.
<b>TO - 16</b>	Explain the role of the supervisor in the grievance process.
<b>TO - 17</b>	Identify the purpose(s) and benefits of a timely, thorough and objective performance evaluation process.

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<b>TO - 18</b>	Describe a process by which a first-line supervisor can develop performance standards that can be used to measure both quantity and quality of the work performed by his/her personnel.
<b>TO - 19</b>	Explain the basic steps of an objective performance evaluation process to include, at a minimum, the following steps: Performance standards/expectations review, Performance monitoring and documentation techniques, Performance evaluation form preparation, Performance evaluation interview, Development of a performance improvement plan, and Follow-up monitoring an evaluation

<b>First Line Supervisor Objectives</b>	
<b>TO - 20</b>	Identify the most frequent causes experienced by first-line supervisors that lead to rater error and contribute to the failure of a performance evaluation process to include: Failure to train raters, Rater indifference, Loss of rater objectivity, Rater bias, Employee pressure, and Conflicting purpose for an evaluation
<b>TO - 21</b>	Describe the benefits to/impact on an agency, a supervisor and an employee when a first-line supervisor actively “coaches” and/or mentors subordinate personnel to include, at a minimum: Risk management, Improved employee, performance, Team building, Employee morale and Succession planning
<b>TO - 22</b>	Discuss the first-line supervisor’s responsibility for the on-going training of his/her personnel.
<b>TO - 23</b>	Discuss the impact that a first-line supervisor’s attitude toward training has on subordinate personnel including its effect on employee morale.
<b>TO - 24</b>	Describe the source of “stress” that may effect the employees of a public safety agency including: The agency/organization as stressor, The first-line supervisor as stressor, and “Outside” influences that may act as stressors.
<b>TO - 25</b>	Describe the role of the supervisor in addressing “stress” and the impact that the supervisor’s response has on the employee and agency.
<b>TO - 26</b>	Explain the steps to be used to counsel an employee to include: Choosing between and individual and group session, Choosing the appropriate physical setting, Selecting the appropriate time, Establishing the appropriate supervisory, demeanor, Documenting the counseling session and Conducting follow-up
<b>TO - 27</b>	Distinguish between situations that call for a supervisor to counsel an employee and situations that require that a supervisor recommend or impose formal disciplinary action based on an understanding of agency policy, philosophy and practice.
<b>TO - 28</b>	Describe existing law (LEOBR) and/or policy and procedure that must be adhered to when investigating complaints about employee behavior.
<b>TO - 29</b>	Discuss the basic steps that need to be taken to investigate a complaint of employee behavior to include, at a minimum: Recording or documenting the complaint, Interviewing the complainant and witnesses, Adherence to applicable due process requirements such as LEOBR, labor contracts or administrative standards set by state, county or local policy or procedures, Interview of subordinate(s) involved, Case file preparation, Investigation summary preparation, Investigation findings/conclusions and Recommendations for action

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<b>TO - 30</b>	Distinguish the Maryland Police or Correctional training requirements for training supervisors as well as subordinate personnel and the consequences for failure to meet Commission training standards.
<b>TO - 31</b>	Define the types of “liability” that may have an impact on a first-line supervisor and the possible consequences that may accrue to the first-line supervisor and the agency to include: Vicarious liability, Failure to supervise (including inspect), Failure to train and Failure to discipline
<b>TO - 32</b>	Explain the steps that a supervisor can take to protect both the agency and him/herself from undue exposure to civil law.
<b>TO - 33</b>	Examine the role of the supervisor in the prevention of discrimination and harassment in a public safety agency.
<b>TO - 34</b>	Describe the first-line supervisor’s role in such administrative functions as the development of procedures, agency strategic/long range planning, budget preparation, budget management, etc.
<b>TO - 35</b>	Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in “routine” situations.

<b>First Line Supervisor Objectives</b>	
<b>TO - 36</b>	Discuss the need for a first-line supervisor to know, understand and display proficiency and competency in applying agency policies and procedures in “emergency” situations or during “critical” incidents.
<b>TO - 37</b>	Describe the role of the first-line supervisor at the scene of a “critical” incident.
<b>TO - 38</b>	Outline the factors/elements that need to be considered when planning for a “routine” (normal) operational deployment to include at a minimum: Staffing (manpower) needs, Equipment needs, Relief factors
<b>TO - 39</b>	Discuss the role that analysis and interpretation of data, such as crime analysis, calls for service data, disturbance reports, incident mapping, recidivism trends, etc. play in a supervisor’s operational duties.