

LAW ENFORCEMENT SEMINARS LLC SYLLABUS

Course Title

LEADERSHIP IN POLICING

Length of Course

12 Hours

History and Purpose

Police officers from rookie to veteran have all experienced poor leadership that may lead to bad decisions and have career-long implications. Leadership and power are not synonymous and must be separated cognitively for good leaders to reach their full potential. Leaders influence and navigate their unit's path, and their direction can mean success or failure.

Current and future leaders attending this class will define good leadership and explore seven tenets that will help them maximize their capabilities as leaders. Students in this course will evaluate case studies, participate in group discussions, role play to demonstrate key points of leadership, further develop their strengths, and address their weaknesses in leadership positions.

Attendees will come away with a new set of tools for managing their unit, maximizing the potential of their members, and finding leadership balance in themselves.

Participants

This course is designed for current and future police administrators and supervisors, as well as those in agencies peripheral to law enforcement.

COURSE COMPOSITION

	<u>HOURS</u>
1.1 Introduction and Course Overview	1.0
1.2 Objectivity	1.0
1.3 Integrity	1.0
1.4 Resiliency	1.0
1.5 Communication	1.0
1.6 Vision	1.0

1.7	Counsel	1.0
1.8	Humility	1.0
1.9	Scenarios / Case Studies	2.0
1.10	Lead Yourself	1.5
1.11	Conclusion / Critique / Graduation	0.5

Course Goals

Upon completion of this seminar, the participants will be able to:

- Differentiate between leadership and power
- Identify key leadership tenets and prioritize them for their current or future assignment
- Model leadership tenets in practical exercises including insubordinate employees and risk-mitigation
- Dissect case studies in small groups and briefly present findings to the class
- Employ self-regulating tools and habits to balance their leadership role with their personal life

Section Title: Introduction and Course Overview

Learning Goal: Instructor will describe goals and objectives, as well as student responsibilities. An overview of the course material will be presented. Students and instructors will self-introduce. A class definition of good leadership will be established.

Performance Objectives: Students will have an understanding of course content and leadership tenets to be evaluated. A group definition will be established and the differentiation between leadership and power will begin.

Section Title: Objectivity

Learning Goal: Instructor will expound on objectivity and argue its merit as the primary leadership tenet regarding judgments, consistency, and the way leaders establish rapport.

Performance Objectives: Students will understand the pros and cons of objective leadership.

Section Title: Integrity

Learning Goal: Instructor will highlight the importance of honesty, accountability, and ethics in police leadership in the current social climate.

Performance Objectives: Students will discuss and evaluate what establishes their moral limits and differentiate between intrinsic and extrinsic motivations. Case studies will be introduced from past historical leaders.

Section Title: Resilience

Learning Goal: Instructor will present information on binary (absolutes or right vs. wrong) thought processes and decision-making skills aimed toward better risk mitigation.

Performance Objectives: Students will model effective problem-solving through a practical scenario.

Section Title: Communication

Learning Goal: Instructor will present various techniques of communication with subordinates. Contemporary social ideas of emotional intelligence and empathy will be considered when speaking to subordinates. A modern take on *Stoicism* will be introduced as a tool for self-awareness.

Performance Objectives: Students will recognize the importance of their emotional control when speaking to a subordinate in various settings. Scenarios will be introduced depicting insubordinate employees and responses to same.

Section Title: Vision

Learning Goal: Instructors will introduce the idea of "time as currency" as it pertains to leaders and younger subordinates. Looking towards the future in your unit and for your personnel will also be explored.

Performance Objectives: Students will create a target plan for their current or future assignment with realistic goals and the means to obtain them.

Section Title: Counsel

Learning Goal: Instructor will review the timeless concept of good counsel in leadership and specifically decision-making and what gets in a leader's way from using their mentors. Delegation will also be discussed.

Performance Objectives: Students will discuss and decide who their mentors are and what characteristics they hold to make them so. A historic leader case study will be introduced to evaluate the determination to use counsel or not.

Section Title: Humility

Learning Goal: Instructors will emphasize the importance of humility in leadership. Humility is the starting point for all learning and instruction, and it leads to more creativity and confidence.

Performance Objectives: Students will understand the value of becoming a lifelong learner for the sake of changing cultural norms, technology, and trends.

Section Title: Scenarios / Case Studies

Learning Goal: Previously presented scenarios and case studies will be digested by the class after a brief presentation by peers.

Performance Objectives: Students will share leadership tenets from their scenario or case study and communicate them effectively to the class holding a brief Q&A discussion afterward.

Section Title: Lead Yourself

Learning Goal: The instructor will establish self-leadership as the first tangible effort students should make upon leaving the class. Positive habits and effective methods of stress relief will be discussed.

Performance Objectives: Students will understand the necessity for stepping out of their leadership role at times to refocus and step back more effectively.

Section Title: Final Thoughts / Critiques

Learning Goal: The instructor will provide students with an opportunity for questions and answers to any previously covered material. Course evaluations will be completed, and certificates will be distributed.

Performance Objectives: Students will clarify any misunderstanding they may have with the course material. Students will also have an opportunity to evaluate the effectiveness of the program and instructional staff.