INSTRUCTIONAL GOALS:

The overall goal of instruction, of the POST Management Course is to provide the student with the awareness, knowledge, and skills necessary to become an effective leader in their new role as a manager within a law enforcement organization.

Specific goals are to provide the student with:

1. The ability to understand the importance of how their leadership skills play in their own personal success, the success of their peers and subordinates, the success of their respective organizations, the success of the law enforcement profession, and the success of their respective communities.
2. The ability to understand the responsibility they have as managers to serve as ethical role models who reflect the values of their organization and profession.
3. An understanding of the differences in the leadership responsibilities they have as management as compared to those they had as first-line supervisors.
4. An understanding that developing effective written and verbal/non-verbal communication skills is an essential characteristic of a good leader.
5. An understanding that effective leadership is as much a day-to-day process as it is an ideal theory or concept; that they must continue to develop their leadership skills through constant study, research, and networking with other individuals both within and outside of the organizations.
6. An understanding that people are the most valuable resource in any organization, and effective leaders communicate vision and empower people to perform consistent with that vision.
7. An understanding of the tools and/or methods for evaluating success and maintaining accountability.
8. An understanding of the key concepts of self-awareness (emotional intelligence) necessary to be an effective leader.

Instructional Topic:	Presentation Skills	Module: B	Hours:	8

The overall goal of instruction for **Part 1, Presentation** Skills of the POST Management Course is: to increase the capacity of Law Enforcement Managers to develop, deliver, present, and speak in professional venues.

Specific goals are to provide the student with:

INSTRUCTIONAL GOALS:

1. The ability to understand and apply the components for an effective presentation.
2. The ability to re-create Presentation Platform Skills spontaneously and extemporaneously.
3. The ability to present using the Koegel or Persuasive Presentation Model.
4. The ability to create the structure/outline for cohesive group presentation to later be delivered to a panel of chiefs.
5. Enhanced written and verbal/non-verbal communication skills essential for effective leadership.

I. Becoming an Exceptional Presenter
   A. The Best Presenters
      1. Characteristics
      2. Learned Skills
   B. Self-Assessment
      1. Most Developed Skills
      2. Undeveloped Presentation Skills
      3. Improving by Specific Intent
   C. Types of Presentations
      1. Spontaneous
      2. Extemporaneous
      3. Prepared
         a. Informative
         b. Persuasive
   D. Presentation Platform Skills
      1. Attire - Appropriate for the Event
      2. Grooming – Accept the Influence of appropriate personal presentation
      3. Stance - Feet comfortably shoulder width apart, anchoring yourself you a location at the moment of delivering a key point.
      4. Movement for a Purpose
         a. Visual Paragraphing
            1) Use visual paragraphing to provide a visual representation of a separation and connection between key points.

2) Provide each key point with a location and return to that location when readdressing that point, or at least point towards that location.

b. Anchoring
c. Distance from/to audience

5. Voice
   a. Pitch
   b. Tone
   c. Pace
   d. Pause
   e. Inflection
6. Non-verbal
   a. Hands
      1) Congruency
      2) 1st, 2nd, 3rd, and 4th Place
   b. Facial
   c. Eye Contact

E. Five Components of a Presentation
   1. Purpose
   2. Objective/Purpose/Mission/Goal
   3. Position/Situation/Issues
   4. End results/Benefits/Consequences
   5. Next Step/Action Plan/Time Line

F. Persuasive Presentations
   1. Thesis Statement
      a) Opinion, Idea, or Position
      b) Stated as a Point of Fact
      c) Stated with Belief and Passion
   2. Factual Statement
      a) Provides an acceptable consideration for the Disbelievers from the Social Judgment Theory
      b) Researched and validated
      c) At least two
   3. Impactful Statement
      a) Humanizes the Issue
      b) Provides a reason for the audience to care in a meaningful way
      c) Delivered with compassion when needed
   4. Strategic Statement
      a) This is the description of a what you would like them to do
      b) Spoken in the verbiage that appeals To your audience

5. Invitational Statement
    a) Provide the audience with an easy way to do what you want, with as little effort as possible
    b) Provide an affirmative action

G. Preparation Skills
1. Be the Right Presenter for the Event
    a) Do you have the credentials
    b) Do you have the knowledge
    c) Do you have the credibility
2. Know the Material
    a) If you need to read the PPT, you don't know the material
    b) Don't read the PPT regardless
    c) Don't overextend your scope
3. Know the Audience
4. Dress appropriately (one level above the audience)
5. Be early
6. Stay late

Instructional Topic:	**Personnel Issues I**	**Hours:**	**4**

The overall goal of instruction for **Personnel Issues I and II** is to provide the student with the knowledge and skills necessary to understand, analyze, and properly handle personnel issues.

Specific goals are to provide the student with:

INSTRUCTIONAL GOALS:

1. The role of a manager and the transitional shift to a management position.
2. The ability to portray a leader and the liabilities associated with this position.
3. The ability to identify resources available to offset potential litigation in all personnel issues.
4. An understanding of the hiring and retention of employees
5. The ability to maintain a positive work environment for both sworn and non-sworn personnel.
6. The ability to recognize legal requirements and regulations utilized within the hiring process.
7. The ability to identify performance-based issues when dealing with personnel.
8. Knowledge and privacy issues when dealing with personnel.
9. Knowledge in the ethical conduct in dealing with background investigations on new personnel.
10. Knowledge in Federal, State and labor laws concerning their personnel and individual agency.

11. The ability to identify, locate, and interpret information in the resources available concerning, Federal, State, and Labor laws.
12. The ability to recognize and respond to all forms of workplace harassment.
13. Knowledge of POBRA as it applies to employee investigations and their rights.

Human Resource Management

I. Employee Life Cycle

A. Stage 1: Strategic Workforce, Planning and Development

1. Mission
2. Goals and Objectives
3. Budgets and Forecasts
4. Environment
    a. Laws
    b. EEO
    c. Hostile work environment
    d. Economy
    e. Technology
    f. Demographics

B. Stage 2: Recruiting and Onboarding

1. Job Description Classifications and approvals
2. Background investigations
    a. Confidentiality
    b. ethics
3. Interviews and evaluation (tests)
4. Pre-employment physicals, drug testing
5. Engagement and training

C. Stage 3: Payroll

D. Stage 4: Compensation and Benefits

1. Job analysis and classification
2. Salary administration
3. Promotions

4. Transfers
5. Health and other insurance
6. Retirement plans
7. Vacation, sick and holiday policies
8. Wellness plans
9. Leaves
    a. Family Medical Leave Act
    b. California Family Rights Act
    c. Pregnancy Disability Leave
    d. Military Leave

E. Stage 5: Organizational Development and Employee Relations
1. Training and development
2. Organizational culture
3. Employee engagement
    a. Rewards
    b. Discipline
4. Performance development
5. Performance management
6. Grievances and investigations
7. Unions
8. Employee assistance programs (EAP)

F. Stage 6: Separation and Retirement
1. Succession planning
2. Retiring planning and management
3. Employee separation and termination

Instructional Topic:	Personnel Issues ll	Hours:	4

The overall goal of instruction for **Personnel Issues ll** is to provide the student with the knowledge and skills necessary to understand, analyze, and properly handle personnel issues utilizing the discipline process for subordinate management.

Specific goals are to provide students with:

Instructional Goals:

1. An understanding of discipline tools available to managers for employee development, rule and standard enforcement, and behavior modification.
2. An understanding of the manager's role in employee accountability
3. An overview of POBRA, including how and when it applies in the sworn employee investigative process
4. An understanding of informal verses formal levels of discipline.
5. The ability to understand the Internal Affairs investigation process.

'RANDOM REFLECTIONS' AND 'TIPS ON TOP'

1. Are you a *manager*? Or a *supervisor*? Actually, you are now both!
2. Formulate and circulate your written expectations
3. Inculcate your staff with "The Doctrine of Completed Staff Work"
4. Understand the importance of: "Therefore, I recommend…"
5. Expect personnel issues to occupy much of your time
6. Don't push your problems onto someone else
7. "Not all readers are leaders, but all leaders are readers" (Harry S. Truman)
8. People don't care how much you know, until they know how much you care
9. Take time to get to know those you work 'with'
10. Make this an integral part of your lexicon: RUOK
11. Remember the importance of a cost/benefit analysis
12. Remember the law of unintended consequences
13. Remember the adage fence-fence-mow
14. Remember to check, re-check and double-check the work of others

15. Remember to ask yourself: Did I hear what I thought I heard?
16. Remember this exercise: “I didn’t say that he shot the clerk”
17. Remember the lesson about properly examining gun magazines
18. Always seek and review source documents/recordings/images
19. Scene investigations are of utmost importance
20. View scenes from the exact vantage point of witnesses
21. Physical evidence outweighs witness statements
22. You don’t know what you don’t know
23. Get to know your lab’s capabilities (e.g., sodium rhodizonate tests)
24. Assign inquiries/investigations to the involved employee’s supervisor

PUBLIC SAFETY OFFICERS PROCEDURAL BILL OF RIGHTS ACT

Tip: Purchase--and read--the latest version of the California Public Employee Relations (CPER) "Pocket Guide to the Public Safety Officers Procedural Bill of Rights Act”

1. 3301
    a. The Act relates to the defined peace officers only
    b. Note: Be aware not to set precedence by extending the Act to every employee group
2. 3303
    a. The section applies to officers “under investigation” and “subjected to interrogation” and who face “punitive action”
    b. Punitive action means any action that may lead to dismissal, demotion, suspension, reduction in salary, written reprimand, or transfer for purposes of punishment
    c. Note: It does not apply to witness officers or officers under criminal investigation
3. 3303(a)
    a. An on-duty interrogation is preferred
    b. The agency must compensate officers who are interrogated while they are off-duty
4. 3303(b)
    a. There may be no more than two interrogators

5. 3303(c)
    a. Note: No matter how complex, define the allegation(s) simply
6. 3303(d)
    a. Note: Be aware of officers or representatives who ask for breaks at inopportune moments during interrogations
7. 3303(e)
    a. Note: Warn--don't threaten--that failure to answer questions may result in punitive action
8. 3303(f)
    a. Officer statements made under duress, coercion or threat are inadmissible
    b. Note: Be aware of quid pro quo conversations that are intended to get officers to resign in lieu of starting an investigation or imposing discipline
9. 3303(g)
    a. Officers are entitled to recordings or transcripts of previous interviews
    b. Officers are entitled to documents they authored
    c. Officers are not entitled to "confidential" investigative material
    d. Note: Officers need a reasonable amount of time to review the information
10. 3303(h)
    a. Note: Miranda admonitions apply to custodial interviews and 3303(h)
11. 3303(i)
    a. Officers have a right to a representative
    b. Note: Officers do not have a right to a derailer or roadmap-maker
    c. Officers are not entitled to representatives during the normal course of supervisory or managerial duties
12. 3303(j)
    a. Avoid retaliatory assignments for officers under investigation

13. 3304(a)
    a. You cannot take punitive action against officers who exercise their rights
    b. Note: You can prohibit officers from promoting/transferring while under investigation

   c. You can order an officer to cooperate with another agency's criminal investigation
   d. Note: You cannot order an officer to cooperate if they have 5th Amendment concerns

14. 3304(d)(1)
   a. From the date of first supervisory notification of misconduct, the letter of intent to impose administrative discipline must be served within one year
   b. Note: Be aware of approving an officer's time-off request if the statute date is impending
15. 3304(d)(2)(A)
   a. Administrative investigative time tolls when an officer is under criminal investigation
   b. Note: Time may toll, but the administrative investigation need not stop
   c. Is it best to do concurrent criminal and administrative investigations?
   d. Or bifurcated criminal and administrative investigations?
   e. Or combined criminal and administrative investigations?
16. 3304(d)(2)(B)
   a. Administrative investigative time tolls when the officer waives the statute in writing
17. 3304(d)(2)(C)
   a. Administrative investigative time tolls when a reasonable extension is needed due to a multi-jurisdictional investigation
18. 3304(d)(2)(D)
   a. Administrative investigative time tolls when a reasonable extension is needed due to more than one officer being involved
19. 3304(d)(2)(E)
   a. Administrative investigative time tolls when an officer is incapacitated or otherwise unavailable
20. 3304(d)(2)(F)
   a. Administrative investigative time tolls when there is civil litigation and the officer is named as a defendant

21. 3304(d)(2)(G)
    a. Administrative investigative time tolls when a complainant is a defendant in criminal litigation
22. 3304(d)(2)(H)
    a. Administrative investigative time tolls when the allegation involves workers' compensation fraud involving the officer
23. 3305
    a. No adverse comments may be placed in an officer's personnel file unless the document is read and signed by the officer
    b. If an officer refuses to sign a document, the refusal is noted on the document by the supervisor/manager
    c. Note: Any refusal should also be witnessed by a secondary supervisor/manager
24. 3305.5
    a. Discussion: "Brady list means any system, index, list, or other record containing the names of peace officers whose personnel files are likely to contain evidence of dishonesty or bias, which is maintained by a prosecutorial agency or office in accordance with the holding in Brady v. Maryland (1963) 373 U.S. 83"
25. 3306
    a. An officer has 30 days to file a written response to any adverse personnel comment(s), and it must be attached to the adverse comment(s)
    b. Note: This is typically in response to performance log entries
26. 3307
    a. Officers cannot be compelled to take "lie detector" tests
27. 3308
    a. An officer cannot be required to disclose personal financial data unless certain criteria are met
    b. Note: Consider the benefit of a criminal investigative course of action and search warrant laws to obtain evidence in support an administrative allegation

28. 3309
    a. Employer-owned/leased lockers and storage space may be searched under certain conditions
    b. Note: The Act does not cover searches of personal belongings
29. 3309.5
    a. Court sanctions apply to agencies and supervisors/managers who violate the Act
30. 3312
    a. Agencies cannot take punitive action against officers who wear pins or other items bearing the American flag, unless certain criteria are met by the agency

CASE STUDY: AN AGENCY'S RIM/TIRE IS MISSING

KEY CONCEPTS RELATED TO SUPERVISORY INQUIRIES

1. Inquiries are routine, preliminary contacts with employees to ascertain whether a formal investigation is needed
2. Inquiries should be used for the preliminary searching for, and gathering of, information related to an allegation or incident
3. Inquiries should cease when a supervisor/manager has reason to believe the subject employee committed misconduct which could result in discipline
4. 'Flip the script' when conducting inquiries
5. And a word of caution regarding 'flipping the script'
6. If an employee spontaneously confesses to instances of misconduct to a supervisor/manager, there is no obligation or law requiring them to be stopped

KEY CONCEPTS RELATED TO DISCIPLINE

1. By now, you should have fully developed into your role as a supervisor
2. Agencies have legal and moral obligations to the public they serve to develop and maintain the highest ethical standards in personal and official conduct
3. "Misconduct" simply means 'missing the mark' regarding the 'conduct' that is expected

4. It is the agency's and your responsibility to clearly articulate expectations and consequences of misconduct to employees
5. Simultaneously, make it your mission to 'catch' employees doing their job well!
6. The purpose of discipline is to appropriately address misconduct to ensure effective and efficient agency operations and employee adherence to reasonable and acceptable rules of performance and conduct
7. Discipline should be corrective in nature and designed to impress upon the employee and the overall work force the necessity for proper conduct and performance
8. The imposition of discipline should be understandable, clear, consistent, equitable and fair
9. Progressive discipline should be used where appropriate to correct, resolve or remove an employee's misconduct at the lowest, most effective level
10. Counseling, accompanied by documentation in a performance log, is not discipline
11. Know that if misconduct is not documented, it is as if it did not happen
12. You must take action to curtail misconduct
13. You must intervene on behalf of your subordinates if unlawful orders come down from above

KEY CONCEPTS RELATED TO COMPLAINT INTAKE AND INVESTIGATION

1. Begin with the end in mind
2. At a minimum, audio record complaints
3. Listen! Listen! Listen!
4. Clarify! Clarify! Clarify!
5. At some point, ask the complainant something like this: "From your perspective, how do you want your concern to be resolved?"
6. Explain your agency's investigative process and expected timeline
7. Give regular and timely updates to the complainant
8. Explain that California law makes peace officer investigations confidential
9. California Criminal Jury Instructions contain this guidance (in part), "If you decide that a witness deliberately lied about something significant in this case, you should consider not believing anything that witness says."

10. Use something similar to this statement for close-out letters to complainants: "California law makes peace officer personnel investigations confidential, but please know that appropriate administrative action was taken."

KEY CONCEPTS RELATED TO ADMINISTRATIVE INVESTIGATIONS

1. Consider using pre-disposition settlement agreements where appropriate
2. Generally speaking, administrative investigations are undertaken to determine adherence to policy, training and tactics
3. Quality investigations are fair, complete, thorough, timely and objective
4. Gain a thorough understanding of complaints from the complainant's perspective
5. Determine whether there is a criminal component to the allegation and ensure the appropriate investigative course(s) of action
6. Gain a complete understanding of 1) the exact policy in place at the time of the misconduct and 2) the exact elements of the policy
7. Ensure that investigations are not assigned to supervisors where there may be a conflict of interest or special relationship between the supervisor and subject employee
8. Determine whether subject matter expert (SME) statements should be incorporated into the investigation
9. Ensure that all source documents, recordings and images are gathered and appropriately analyzed
10. Ensure that the exact location of the alleged misconduct has been visited and evaluated
11. Ensure that witnesses are appropriately identified and interviewed
12. Ensure that no investigator asks leading questions
13. Ensure that open-ended questions are asked, as opposed to 'yes' or 'no' questions
14. Ensure that facts, not opinions, are contained in investigations
15. Where appropriate, let others evaluate the facts and reach conclusions
16. Should investigative or executive summaries be written?
17. Avoid redundant information in investigative records

KEY CONCEPTS RELATED TO SUBJECT INTERVIEWS

1. Generally speaking, the subject of an investigation is interviewed last
2. Ensure that interviews begin with a question similar to this: "Is there is any reason why this interview cannot take place today?"
3. Whether referring to a document written by a subject or to statements they make/made, ensure that something similar to this is asked:
4. "Is there anything you want to add, delete or modify?"
5. Then ensure the subject is asked whether the statement or document is full, complete and truthful
6. Ensure that subjects initial every page of any document they review
7. Avoid duplicative criminal and administrative interviews
8. Afford subjects an opportunity to make a final statement before ending an interview (and ask follow-up questions if they mention something that needs clarification)

MISCELLANEOUS COMPLEXITIES RELATED TO ADMINISTRATIVE INVESTIGATIONS

1. Can employees be ordered to write reports if they do not want to write them? Yes, but an employee is allowed to seek advice/input from a lawyer first, if they desire (within a reasonable amount of time)
2. Can agencies discipline employees for off-duty conduct, or for what they post on social media? Yes, if policies are in place, and to the extent their conduct discredits them or their agency, or their conduct adversely affects their ability to do their job for the agency
3. Where appropriate, obtain written releases for medical records
4. Be cautious about how evidence obtained from compelled interviews is used
5. Personal cell phone and computer records of employees: Private? Or not?
6. Understand today's complexities regarding the access of cell phone data

Instructional Topic:	Tactical Strategies	Hours:	8

This course is designed to develop and enhance critical thinking skills necessary for officers/supervisors to successfully resolve unfolding dynamic field tactical problems.

Specific goals are to provide students with:

INSTRUCTIONAL GOALS

1. Methods to develop and enhance critical thinking skills necessary for officers/supervisors to successfully resolve unfolding dynamic field tactical problems.
2. An understanding of fundamental doctrinal principles from which strategy and tactics are derived.
3. Familiarity with universal concepts, principles, and methodologies for dynamic tactical problems.
4. An Understanding of the 4 basic roles of an incident commander.
5. Models and methods for managing dynamic tactical problems during the initial operational phase of an event (first 60 minutes), before ICS can be implemented.

1. Introduction:

a. Greetings and instructor introduction.
b. Overview.
    i. What the course is about.
        1. This course focuses on the time-tested fundamental doctrinal principles from which all tactics are derived.
        2. The Tactical Strategies course is part of a larger field of study (Tactical Science Course – 40 hours).
        3. This class is about “how” to think (strategy), not “what” to think (tactics).
c. Warfare.
    i. How old is Warfare (Quarterly Journal of Military History)?
        1. 48,000 BCE – evidence of cannibalism at El Sidron site in Spain.
        2. 11,000 BCE – human remains from mass grave in Sudan bear signs of group violence.

3. 2,500 BCE – First known armies existed in the city-states of Sumeria in Mesopotamia.
4. 500 BCE – Art of War is written by Chinese General Sun Tzu.
5. 1802 AD – US Military Academy at West Point established.
6. 1925 AD – British major JC Fuller identifies the 9 Principles of War.
7. 2016 AD – The average law enforcement tactician would be hard put to quote a single source, theory or doctrine to justify their decisions.

ii. Why should we (L/E) study "warfare?" What are the advantages?

iii. Quote - "The art of war is the art of peace." Sun Tzu.

1. Quote - "The supreme art of war is to subdue the enemy without fighting." – Sun Tzu.
2. Achieve peaceful, or least forceful, resolutions through the use of superior strategy and tactics.

iv. "Good fighters of old first put themselves beyond the possibility of defeat…" – Sun Tzu

1. Create the greatest degree of disparity between you and your adversary before a conflict begins.
    a. Place your adversary in a position of disadvantage or…
    b. Place yourself in a position of advantage to create a disparity (tactical advantage).
    c. Varsity move – do both at the same time to achieve the greatest degree of disparity (most advantageous position).

d. Course goals and performance objectives.

i. Appreciate that there is an underlying science to all tactics.

1. It is a "soft" science like psychology, sociology, anthropology.
2. Not a "hard" science like mathematics, chemistry, physics.

ii. Identify the component parts of strategy and tactics and explore their interrelated value.

iii. Identify methods and strategies for managing dynamic tactical problems.

iv. Identify the dynamics of a tactical decision.

v. Successfully participate in practical application problems designed to test adaptive and tactical decision-making skills.

e. History is the repository for all lessons.
   i. Due to time restrictions, we will extract the lessons from short patrol-based video clips rather than study the large-scale complex tactical operations listed in this slide.
   ii. Why study historical operations?
      1. To learn the lessons from the past.
      2. To ignore history is to ignore the lessons and sacrifices of our predecessors.
   iii. "Those who cannot remember the past are condemned to repeat it." – George Santayana, Novelist, 1865-1952.
f. Movie video clip – "The Mummy" (commanding officer flees on horseback as opposing army approaches).
   i. What is your opinion of this incident commander?
   ii. Would you want to work for him?
   iii. Have you ever known a supervisor who flees from risk or conflict?
g. Roles of an incident commander.
   i. Quote - "The commander stands for the virtues of wisdom, sincerity, benevolence, courage, and strictness." Sun Tzu, Art of War.
   ii. Explain roles and ask students for positive/negative examples in each category.
   iii. A successful incident commander knows how and when to perform each role effectively. Can transition smoothly from one role to another during all phases of the operation.
   iv. Roles to be performed:
      1. Watch Commander. Commander of the watch. Provides leadership.
      2. Strategist. Strategic thinker, future oriented, planner, anticipates.
      3. Tactician. Practitioner. Possesses subject matter knowledge and utilizes available resources to get the job done.

4. Evaluator. Reviewer/mentor. Constantly monitors situation and makes corrections or provides guidance as needed. Passes judgment and identifies training opportunities.

h. Defined levels of responsibility.
   i. Field Sergeant.
      1. Field oriented.
      2. Performs maneuvers and tactics to achieve goals.
   ii. Watch Commander.
      1. Strategy oriented.
      2. Defines End State, sets priorities.
      3. Strategies are derived from principles, and principles are derived from knowledge, and knowledge is derived from science.
   iii. The most valuable contributions from the watch commander comes from the neck up (brain power).
i. Quote – "A person who knows how works for the person who knows why." – business axiom.
   i. "How" is tactics; "why" is strategy.
   ii. Quote – "The person who knows "how" will always have a job, the person who knows "why" will always be the boss." New York University Professor Diane Ravitch.
   iii. "How" is training; "why" is education.
   iv. Knowing "why" allows for adaptability.
   v. Quote – "Any fool can know. The point is to understand." Albert Einstein.
      1. The goal is to apply understanding, meaning and value to the information so it can be leveraged, not simply memorize data points.
j. Age of warfare.
k. Group exercises designed to stimulate thought, identify principles, and broaden perspective:
   i. High ground – what is the logic behind occupying the high ground?
   ii. Wagon train – what is the best way to encircle a wagon train. Must defend answer.

2. **<u>Strategy and Tactics:</u>**
    a. Strategy and Tactics.
        i. Why study this topic?
        ii. What is it?
        iii. Are there rules?
        iv. What are the component parts of strategy and tactics?
    b. Component parts of strategy and tactics.
        i. Quote – "If you can't explain it simply, you don't understand it well enough." – Albert Einstein.
        ii. Strategy.
            1. Strategy defined: the science or art of combining and employing the means of war in planning and directing large military movements and operations.
            2. Strategy has three component parts (Lykle model):
                a. End State. State of final resolve. Strategic objectives.
                b. Ways – methodology for achieving one's goals.
                c. Means – resources required to achieve goals.
        iii. Tactics
            1. Tactics defined: the art or science of disposing military or naval forces for battle and maneuvering them in battle.
            2. Tactics has five component parts:
                a. End State.
                b. Party 1 (defender).
                c. Party 2 (adversary).
                d. Time – all conflict unfolds in time.
                e. Terrain – the place where conflict occurs.
            3. Strategy and Tactics are separate items, but they are inseparable.
            4. Tactics are a subset of strategy.
    c. Group exercise designed to stimulate thought, identify principles, and broaden perspective:

i. Video clips:
   1. Killer Whales vs. King Penguins.
   2. Lions vs. warthogs.
   3. Police officers vs. armed criminals.
ii. How are the strategies similar in all three conflicts?
iii. How are the tactics similar in all three conflicts?

d. Quote – "What you don't do is as important as what you do." – Steve Jobs, Apple.
   i. Quote – "There are roads which must not be followed." – Sun Tzu.
   ii. Military concept - refuse battle.

e. Quote – "Strategy requires thought; tactics requires observation." – Max Euwe, Ph.D., World Chess Champion, 1935-1937.
   i. Have students explain the above statement. Strategy requires planning/forethought; tactics must be constantly adjusted in accordance with the changing environment. No conditions remain constant.
   ii. The more rigid the plan, the more fragile it becomes.

3. <u>Fundamentals of Tactics:</u>

a. Rubik's Cube – Can we control or explain what we don't fully understand?
   i. Over 43 quintillion combinations.
   ii. Understanding how the Cube works is key to solving it.

b. Tactics are a subset of strategy.
   i. Sound tactics can only be conceived after the establishment of a defined End State and consideration of the five basic elements.

c. Venn chart depicting the five basic elements of tactics.
   i. End State (Strategic goal).
      1. The desired result or final outcome of a tactical operation.
      2. Must be obtainable.
      3. Must be specific enough to be visualized.
      4. Provides the beginning of a "common operational picture."
   ii. Adversaries (you and your opponent).
      1. Capabilities: training, experience and equipment.

2. Center of gravity.
    a. Something relied upon which, if damaged, diminished, eliminated, or destroyed will severely hinder success.
    b. May be tangible; may be intangible.
3. Critical vulnerability.
    a. A weakness that, if exploited, will create failure.
    b. May be tangible or intangible.

iii. Time.

1. Time is on no one's side.
2. The benefits of time belong to the person who exploits it.
3. Time can be "wasted" and never recovered.
4. Time can be a force multiplier and used as a "tool."
5. Time can be used to improve or degrade human performance.
6. Time and terrain are inseparably linked.
7. The greater the distance, the greater the time. The greater the time, the greater the flexibility.
8. Lots of time, lots of options. No time, no options.
9. There are three major factors for maneuvering in time:
    a. Initiative. The first person to move has the advantage.
    b. Tempo. How quickly things unfold.
    c. Density. The number of activities at the same time.

iv. Terrain.

1. Why should an incident commander study this topic?
    a. Terrain is present at every conflict.
    b. Terrain offers many advantages and disadvantages.
    c. Terrain is key element of maneuver warfare.
    d. Terrain is there to be exploited by both parties.
    e. Terrain influences the behavior and performance of all involved.
    f. Terrain can be a force multiplier.
    g. Terrain and Time are inseparably linked.
    h. Time can be "increased" with barriers and distance.

2. Rural vs. Urban Terrain.
3. "Urban Combat is Complex," Dr. Russell Glenn, RAND Corp.
4. Urban cities are "alive;" activities within a city ebb and flow with time.
5. Terrain can be intangible (philosophy).

d. Group Exercise – Microsoft interview process.
   i. "How would you move Mount Fuji?"
      1. Based on book with same title – William Poundstone.
      2. Strategy (Why) always comes before tactics (How).
      3. Use the five elements of tactics to solve problem.

e. Crisis Decision Making.
   i. Factors influencing decision-making.
      1. Quote – "The brain is a battle-space." – Colonel John Boyd, USAF.
      2. The brain is a multiprocessor.
      3. The brain does not give equal attention to all tasks.
      4. Two demanding tasks cannot be equally shared.
      5. Maximum retention of about seven items.
      6. A little stress improves function; too much stress impedes function.
      7. Training, education, and confidence minimize negative effects of stress.
   ii. Exercise - Play electronic Simon-says game to demonstrate all points listed above.

f. Can surprises make you go blind? - Vanderbilt University study.
   i. Surprise acts as a "blindfold."
   ii. Whenever we are surprised, our brain loses the ability to perceive additional visual stimuli for around a half second.
   iii. Video clip demonstrations.
      1. Jumping snowman.
      2. OIS – "routine" vehicle stop of a traffic violator.

4. <u>Case Studies:</u>

a. Warrant service at fortified apartment building.
   i. Lesson: Terrain influences tactics.

ii. Quote – "He will win who knows when to fight and when not to fight." Sun Tzu (Refuse battle).

b. Vehicle stop on busy freeway.
   i. Lesson: Some terrain features are mobile.
   ii. Flex tactics in accord with changing environment.

c. LASD Lakewood Station TASER incident.
   i. Poorly defined End State.
   ii. Lacked contingency planning.
   iii. Lacked adaptability.
   iv. 4.1-million-dollar civil judgment.

d. LASD Palmdale Station OIS.
   i. Officer created jeopardy.
   ii. Poor use of time and terrain.
   iii. 1.1-million-dollar civil judgment.

5. <u>Class exercise – Strategic planning and case study (60 minutes):</u>

a. Scenario based on Stratford High School incident, Goose Creek, S.C.
b. Provide and review written scenario with groups.
   i. Groups to develop plan of action for described tactical problem (15 minutes).
c. Select a group to present their tactical plan to class for discussion.
d. Discuss strengths, weaknesses and risks of proposed plan.
e. Review video of actual incident.
   i. Discuss lessons learned from training scenario and real life incident.

6. <u>Managing a Dynamic Tactical Problem:</u>

a. Group exercises designed to stimulate thought, identify principles, and broaden perspective:
   i. Simple drawing of a school bus - Identify which direction the bus is travelling (preschool test)?
      1. Lesson: Experts are quick to recognize the absence of critical information.

ii. Triangle diagram – Identify how many triangles are in the figure?
    1. A tactical problem is always multi-faceted.
    2. Consider the problem both holistically and through each component piece.

b. Elements of a basic law enforcement strategy.
    i. Prevent the loss of life and seek a peaceful or least forceful resolution (End State).
    ii. Must minimize the risk to uninvolved/innocent parties.
    iii. Must conform to all laws and agency policies.
    iv. Should conform to community expectations.
    v. Video clip – Detroit OIS. Incident is in contrast with elements of basic strategy.

c. Three phase event cycle.
    i. Pre-Event.
        1. Preparation phase (planning, logistics, training).
    ii. Event.
        1. Performance phase (action).
    iii. Post-Event.
        1. Evaluation phase (debrief, follow-up, review, investigate, document, critique, judgment, judicial).
    iv. Related quotes from Napoleon, Abraham Lincoln, Winston Churchill, and George Patton.

d. Managing a dynamic tactical problem - Planning Pyramid.
    i. Video clip – failed bungee cord jump (what caused the debacle?).
    ii. Quote – "The opportunity to secure ourselves against defeat lies in our own hands." – Sun Tzu.
    iii. The planning pyramid is a model that depicts the five phases necessary for a successful operation. Those phases are:
        1. Identifying and establishing an End State (foundation for base).
        2. Planning.
        3. Logistics.
        4. Training.

5. Event performance.

e. "Kaleidoscope thinking" – Professor Rosabeth Kanter, Harvard Business School.
   i. A thought process by which a situation is viewed from various perspectives.
   ii. Jumbling elements or assumptions to create new combinations and patterns.
   iii. A law enforcement tactician must win the battle in three domains.
      1. Must win in the field.
         a. Tactics utilized must be in accord with community standards.
      2. Must win in court.
         a. Knowledge is power. Knowledge is the principle weapon used in court battles.
         b. All tactical operations must be explained/justified to varying degrees of review/scrutiny.
      3. Must win public's support.
         a. A police agency consistently out of harmony with the community it serves will not stand.
   iv. Video clip – Ice Bucket Challenge.
      1. Bareback horse rider dumps ice water over self and horse. Horse bolts and rider is thrown.
         a. Plan must include all participants.
         b. Horse surprised and not committed to fundraising cause.
         c. Rider not strategic in thought.

7. <u>Managing a dynamic tactical problem – initial focus of effort (chart).</u>

a. The Initial Focus of Effort chart provides a methodology, with supporting doctrine, for first responders to manage an unfolding dynamic tactical problem.
b. Nine "initial focus of effort" points and their supporting doctrines are explained in detail.
   i. Prevent the loss of <u>life</u> (End State, primary objective).
   ii. Determine what <u>response/resources</u> are appropriate for the incident (justification/mass/economy of force).
   iii. <u>Contain</u> the event (prevents expansion).

1. Containment may include efforts to contain the effects/impact that the event has on the community.

iv. Isolate the event (prevents intrusion).
v. Evacuate all uninvolved parties (simplify the problem).
vi. Gather, verify and disseminate intelligence information (clarity/unity).
vii. Gather/protect all materials for justification/prosecution (future battle).
viii. Provide for human needs (physical & psychological).
ix. Develop contingency plans (infuses flexibility and enhances decision process).

c. The order of occurrence will be determined by: nature of crisis, primary objective, available resources, time and terrain.
d. Class exercise – small groups within the class will be called upon to handle various tactical problems utilizing the above methodology.

8. Dynamics of a tactical decision:

a. Have you ever approved or disapproved a tactical plan?
    i. What criteria do you use when creating or approving tactical plans?
b. Elements of a tactical decision.
    i. Must have justification for law enforcement intervention (laws/policies).
    ii. Evaluate risks and complexity of the operation.
    iii. Evaluate capabilities of those involved.
    iv. Ask yourself, "Can we do it and should we do it?"
c. Incident commander should review a plan to ensure that the risk factors and complexities of the operation are reduced to the lowest possible level.
    i. Quote – "Simplicity is the ultimate sophistication." – Leonardo de Vinci.
d. What options are available if the task is beyond the capabilities of the involved law enforcement personnel?
    i. Increase personnel's capabilities with training, experience, and equipment.
    ii. Use time and terrain to reshape the battlefield and create additional advantages/opportunities.
    iii. Refusing battle, if the conditions are not conducive, is a viable option.

e. POST Operational Guidelines for SWAT recommends conducting risk assessments and evaluations to determine if mission is appropriate for the involved personnel.
f. Enhanced liability exists in the void between what the involved law enforcement personnel are capable of and what the situation requires.

9. <u>Case studies/class exercises designed to extract tactical concepts and principles.</u>

a. Movie Clip – "Collateral."
b. Case study – OIS Texas Department of Public Safety, vehicle stop.
c. Case study – OIS Davenport Police, known suspect – pedestrian stop.
d. Case study – Dane County deputy struck by car while deploying spike-strip.
e. Case study – OIS Maricopa County SWAT warrant service.
f. Case study – University of Central Florida officer traffic stop.

10. <u>You are the Incident Commander (group exercises).</u>

a. Scenario - In progress domestic violence/homicide incident at a detached residence. Children inside the home describing unfolding events to the 911 operator (compilation of actual events).
b. Scenario – In progress armored car robbery in front of a bank that is located on the perimeter of a large shopping center. Suspects ex-military and heavily armed (based on actual event).
c. Scenario - Suspicious vehicle parked near middle school with an empty pistol holster and loaded 30-round assault rifle magazine lying on front seat (based on actual event).
d. Scenario – Large impromptu group of protesters block key intersection near regional airport. Motorist panics and drives through crowd (compilation of actual events).
e. Scenario - Active shooter incident in business district containing multi-story office buildings, a Sheraton Hotel, and a city-owned performing arts center hosting hundreds of middle school children (based on actual event).

Instructional Topic:	Student Project Presentations	Hours:	4

The overall goal of the Student Project Presentations is to equip middle managers with the skills necessary to research and present about important law enforcement topics to a variety of audiences using written, verbal, and non-verbal deliveries.

Specific goals are to provide the student with:

INSTRUCTIONAL GOALS

1. An understanding of the importance of working in a group.
2. Tools and resources on how to conduct research via a variety of methods.
3. Methods for sharing their personal findings.
4. An understanding of how to develop persuasive arguments for a course of action
5. The ability to develop and present effectively in a group setting.
6. The ability to evaluate others' presentations, and identify strengths and weaknesses to assist in their ability to research and present.

Overview

Students are placed in groups of 5 or 6 to present on topics that are current issues impacting law enforcement. The presentations require the students to conduct research outside of class. Some identified source material is provided and there is the necessity to research their own department practices and provide statistics collected from their own agency. Presentations are time limited to no more than 30 minutes based on the size of the group, require all students' participation, and are presented to a panel of police executives. Feedback is provided to the students on content and delivery by their peers and the panel.

Presentation Topics

1. Review of Public Safety Agencies by the Department of Justice (DOJ)
2. Use of Force
3. Supervision of Sergeants
4. Complaint Process
5. Warrant Service Protocols
6. Other significant topics (with the coordinator's approval)

Instructional Topic:	Leadership Issues	Hours:	4

The overall goal of **Leadership Issues** is to provide the students with an understanding of a police manager's necessity to keep abreast of current law enforcement issues and challenges, to understand the value and importance of researching best practices, and to encourage collaboration with other departments to ensure consistency in practice and data collection based on current issues in law enforcement.

Building on the content provided during the student group presentations and feedback provided by the panel members, discussion is facilitated in groups to identify ways in which the students can go back to their agencies, share best practices, and develop plans for introducing and implementing change in their own agencies.

Specific goals are to provide the student with:

INSTRUCTIONAL GOALS:

1. An understanding of how and why Department of Justice (DOJ) Federal oversight becomes mandated, and to provide an opportunity to discuss ways to avoid it.
2. An overview of the varied ways in which law enforcement agencies define and collect data on uses of force and a facilitated class discussion on ways to create consistency.
3. An overview of the varied ways in which departments investigate citizens' complaints and a facilitated class discussion on ways to create consistency.
4. An understanding of the importance of active and consistent supervision of sergeants and class discussion on ways to improve as an occupation.
5. An overview of the varied levels of training officers/deputies receive in the State of California, and a facilitated class discussion on recommendations for improvement and consistency.
6. An understanding of the necessity to develop consistent training and protocols for serving warrants involving multiple agencies.

Overview

1) Law Enforcement agencies are more closely scrutinized than ever before because of the media and the public's access and right to information in real time.
2) There are several consistent themes present in agencies previously and/or currently under Federal oversight that can predict vulnerability in a department, including problems with:

a) Excessive uses of force and inconsistent data collection and investigative practices
b) Excessive complaints, poorly investigated citizens' complaints, inconsistent protocols for investigation.
c) Substandard training.
d) Poor supervision and lack of accountability.

Discussion Points by Instructor/ Facilitator

1. The topics presented all provide significant diversity in the way law enforcement agencies:
    a. Prioritize their importance
    b. Develop policies and procedures
    c. Measure, collect, and analyze data
    d. Require accountability
2. GROUP DISCUSSIONS IN BREAK OUT GROUPS
    a. What can middle managers do about it?
    b. Why should managers care?
    c. What do the inconsistencies mean to the LE occupation as evidenced by recent DOJ interventions?
    d. In what ways can managers avoid pitfalls that resulted in Federal oversight?