

SUPERVISOR DEVELOPMENT PROGRAM AND GUIDE

1996



**THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING**

STATE OF CALIFORNIA

**SUPERVISOR DEVELOPMENT
PROGRAM AND GUIDE**

1996

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POST Media Distribution Center
1601 Alhambra Boulevard
Sacramento, CA 95816
(916) 227-4856

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PREFACE

One of the most difficult transitions in any organization is the promotion from line to supervisory duties. Not only are there new job tasks and responsibilities, it is perhaps the first time a new supervisor is held accountable for the actions of subordinates. The need for immediate training and guidance upon promotion or transfer is critical to facilitate the transition and enhance individual and organizational effectiveness.

The Supervisor Development Program is to be used by trainers of newly promoted or reassigned supervisors. The program will guide the trainer and student supervisor through an on-the-job training experience in the skills, knowledge and attitudes required of supervisors performing specific assignments.

Formal training beyond attendance at the POST Supervisory Course is highly desirable to further develop and refine the abilities of supervisors. The intent of this program is to provide the necessary structure to reinforce the basic principles of supervision and abilities needed to perform various supervisory assignments. The Supervisor Development Program emphasizes task orientation, individual training needs assessment, availability of a experienced trainer, and documentation of training progress.

POST gratefully acknowledges the fine work of the Supervisor Development Program Committee. Their dedication and tenacity provided the energy necessary to bring this Program to reality. Their efforts will reap long-term benefits for California law enforcement.



NORMAN C. BOEHM
Executive Director

ACKNOWLEDGEMENTS

Supervisor Development Program Committee

Sam Allevato
Lieutenant
Irvine Police Department

Ron Gilbert
Deputy Sheriff
Los Angeles County Sheriff's Department

George Godwin
Lieutenant
Los Angeles Police Department

David Lein
Sergeant
Orange County Sheriff's Department

Herbert Pawlik
Staff Specialist
Orange County Sheriff's Department

Don Robbins
Sergeant
San Diego County Sheriff's Department

Jacqueline Seabrooks
Sergeant
Santa Monica Police Department

Ann Staddan
Training Specialist
San Bernardino County Sheriff's Department

Charles Walters
Lieutenant
Orange County Sheriff's Department

Project Coordinator:

Tom Hood
Senior Consultant
Center for Leadership Development
Commission on POST

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PROGRAM OVERVIEW

POST regulations require newly promoted supervisors to attend the POST Supervisory Course within one year of appointment. The Supervisor Development Program (SDP) is designed to address the training needs of newly promoted supervisors either before or after attendance at the POST Supervisory Course. Ideally, new supervisors should be assigned to the SDP as soon after promotion as possible. The program also meets the needs of tenured supervisors who are transferred into specific job assignments where they have little or no experience.

While stressing training, the program provides sample evaluative forms. If desirable, these progress reports provide the program coordinator and the agency management team with the information they need to properly evaluate the student supervisor in the first critical months in their new job assignment. The Supervisor Development Guide document is generic. Each agency is encouraged to modify it to meet their individual needs.

As with any other program implementation effort, the Supervisor Development Program should be endorsed by the agency head reflecting a commitment to quality supervisory training. In addition, program policies and procedures should be reinforced by management and supervisory personnel on a regular basis. In this way, confusion or conflicts can be kept to a minimum.

The overall intent of the program is to provide supervisors with a structured orientation to their new job tasks and responsibilities. In-depth information on any implementation, administrative or operational issue can be found in the Supervisory Development Program document. The attached checklist may help to facilitate implementation.

PROGRAM IMPLEMENTATION CHECKLIST

- Establish policies and procedures for administration of the SDP.
 - Will the SDP be mandatory or voluntary?
 - Newly promoted supervisors
 - Supervisors transferred to new job assignments
 - Record keeping protocols
 - Periodic evaluation forms
 - Completed Supervisor Development Guide
 - Other documentation related to student supervisor performance

- Select SDP Coordinator
 - Establish criteria and process

- Select SDP Trainers
 - Establish criteria and process
 - Determine training needs for trainers

- Operational Issues
 - Time parameters for completion of the SDP
 - Contingency plans if student supervisor experiences difficulty or is unable to complete the SDP
 - Process for addressing conflicts between trainer, student supervisor, and/or "natural" boss

INTRODUCTION

The responsibilities that newly promoted or reassigned supervisors face are complex and challenging. Now, more than ever, the need for positive leadership by first-line supervisors is absolutely essential. The state-wide lack of consistent field orientation and training for new supervisors has led to the creation of the Supervisor Development Program model.

The Supervisor Development Program is the deliberate pairing of a more skilled or experienced person (trainer) with a lesser skilled or experienced one (student supervisor), with the agreed upon goal of having the student supervisor grow and develop specific competencies under the guidance of the trainer.

Although supervisors are fully trained officers, they, in many instances, lack hands-on supervisory experience. The Supervisor Development Program is designed to provide an orderly transition from line officer to first-line supervisor. It also provides support and orientation for supervisors reassigned to a new job. It is the intent of this program to provide a clear definition of the role of the first line-supervisor, stressing orientation and training goals. Emphasis is placed on training and not on evaluation.

In order to gain maximum benefit from the Supervisor Development Program, it should be offered as soon as possible after assuming the new job. In 1991, POST conducted the first Symposium on Training Issues. Stakeholders from all areas of the criminal justice community participated and provided POST with over 90 training recommendations. One in particular addressed the training needs of new supervisors. In part, the recommendation states:

"Consider mandating training prior to assuming field responsibilities - newly promoted supervisors should receive minimal training prior to assuming any field duties..."

Ideally, the student supervisor should attend the POST Supervisory Course prior to commencing actual supervisory duties. In many cases, this is not feasible. The Supervisor Development Program is designed to complement this formal supervisory training. Whether implemented before or after formal classroom training, this program creates a positive environment to facilitate the student supervisor's transition.

Benefits of the Supervisor Development Program include:

- ◆ Formal training for student supervisor, possibly reducing liability exposure
- ◆ An opportunity to reinforce agency policies, procedures and values

- ◆ Instill and/or reinforce the concepts of supervisory responsibility and accountability
- ◆ Monitoring of the student supervisor's transition
- ◆ Familiarizing experienced supervisors who have been assigned to a new job
- ◆ Practical application of newly learned job skills (on-the-job training of Supervisory Course, formal training, etc.)
- ◆ Providing student supervisor with the resource materials needed to effectively do their job
- ◆ Providing the agency with reference material for future use by new supervisors
- ◆ Easy customization of program to fit individual organizational goals and needs
- ◆ An effective way for experienced supervisors to share their knowledge, skills, attitudes.

In an effort to save law enforcement agencies valuable time and resources, this document delineates the components needed to implement and manage the Supervisor Development Program. This document is broken down into two separate sections: The Supervisor Development Guide and the Supervisor Development Program.

There are two sections to this document. The Supervisor Development Program covers the roles, responsibilities, selection, and training of the trainer. The responsibilities of other program personnel are also discussed. The primary emphasis of this program is on *transitional and training issues*. Because some agencies have interest, however, in including a component on probationary evaluation, forms related to the documentation of job performance can be found in Appendix B.

The second section contains the Supervisor Development Guide. This guide serves as a road map for the trainer. Each section is generic and covers specific supervisory job tasks. Section 1.0 of the Supervisory Development Guide mirrors the learning goals presented in the POST Supervisory Course. The Departmental Resource Section of the Supervisor Development Guide is reserved for documentation related to agency policies, procedures and operational directives. To better facilitate the training process, a copy of the Supervisory Development Guide should also be issued to the student supervisor. In this way, valuable notes and comments can be preserved for future reference by the student supervisor. The trainer's copy of the Supervisory Development Guide is the master and should become part of the student supervisor's training file upon completion of the program.

upon completion of the program.

It is imperative that the Supervisor Development Program be embraced by the entire organization. A "top-down" implementation strategy ensures all levels know that the orientation and training of supervisors is a high organizational priority.

The POST Supervisor Development Program is intended to be a generic model. It should be adapted, modified, or customized to meet specific agency needs.

THE ROLE OF THE TRAINER

The trainer is an experienced supervisor who is assigned to introduce a student supervisor to a specific job assignment. The trainer provides practical training on all aspects of supervision and renders feedback on the progress of the student supervisor. With this in mind, the trainer plays a crucial role in the development of student supervisors.

The trainer must be a **role model** who leads by example and enjoys the respect, trust and support of the organization. His/her ethical and professional integrity greatly influences the student supervisor. The trainer is expected to be a willing advisor and counselor, availing his/her time, advice and support. The trainer is responsible for fostering creativity by helping the student supervisor develop his/her own style of supervision. This provides greater benefits to both the student supervisor and the organization than simply having the student supervisor emulate the trainer.

Trainers must be **counselors** and take a personal interest in the student supervisor's progress and overall welfare. The trainer should challenge, give candid advice, listen, and serve as a sounding board. He/she should show genuine interest in the student supervisor's personal values and concerns.

The relationship between the trainer and the student supervisor does not end at the conclusion of the training cycle. The trainer should be considered a valuable resource for the student supervisor, beyond the duration of the actual development program.

The trainer should use a flexible style. Knowing when to intervene and when to let him/her make mistakes is important to the learning process. It is important to intervene without delay when the student supervisor is in the process of making a grave or costly mistake. In "safer" situations it may be best to let them learn from experience.

The trainer will be responsible for drawing up structured learning plans with the student supervisor's input. These learning plans will be used to identify objectives, specific accomplishments, tasks, projects or competencies to be reached. The learning plan should also include time frames for accomplishing goals.

The trainer will be called upon to use varied methods of training using all resources available. They should arrange for other experts to offer additional guidance and training if the subject area is beyond their scope of expertise. By demonstrating the effective use of resources, the trainer will impress upon the student supervisor's individual responsibility to be a problem solver.

THE SELECTION AND TRAINING OF THE TRAINER

The trainer must possess many qualities. First and foremost, there must be the sincere desire to train others. The trainer will be required to invest considerable time and effort into a development relationship based on mutual trust and understanding. They have to be proficient at their jobs and must be respected within the organization. They must consistently demonstrate the skills and values the organization wishes to instill in the student supervisor.

The trainer's maturity is reflected in an unbiased attitude towards the public, subordinates, peers, and superiors. He/she is a responsible member of the organization and fully accepts accountability for both personal and subordinate's actions.

The trainer must demonstrate technical proficiency as well as a clear understanding of the supervisor's role within the organization. He/she must be self-confident and demonstrate consistent ethical conduct both on and off duty.

Supervisors who find intrinsic value in another person's growth usually make exemplary trainers. Ideally, trainers are:

- ◆ Leaders
- ◆ Accountable
- ◆ People Oriented
- ◆ Tolerant of Ambiguities
- ◆ Respectful of Others
- ◆ Self-confident
- ◆ Caring of Others
- ◆ Trusting and Trustworthy
- ◆ Flexible
- ◆ Innovators (risk takers)

Selecting individuals to be trainers is a critical task that will directly impact the quality of the development program. The process for selecting experienced supervisors to become trainers varies. One option is to leave the selections to the Program Coordinator with direction (and possibly approval) from the management team. Another method may include a panel of agency personnel qualified to evaluate candidates and make selections based on the needs of the organization and the program. Whichever method is used, care must be taken to base selections on objective qualifications and personal dedication.

Specialized training should be provided to the trainer prior to assuming the responsibility of training a student supervisor. Courses are available to aid in the development of a well-rounded

trainer. Skill development subjects such as counseling, effective communications, coaching and techniques of teaching are critical to prepare the trainer for the job ahead.

The trainer must be given the tools to evaluate the needs of the student supervisor, develop a proper learning plan, and periodically evaluate the student supervisor's progress to assure that the plan is working correctly. Setting "milestones" helps to signal that learning is taking place.

Update training for trainers is also encouraged. Every effort should be made to take advantage of training programs that expand the trainer's intellectual horizons. In-house update training sessions are convenient, cost-effective and easily tailored to the specific needs of the program and/or the trainer. Specialists and experts in various fields can be brought in to conduct training sessions that both stimulate and challenge the trainer.

Without exposure to new and different ways of thinking and training, the trainer may not be as effective or productive as the organization desires. Continuing education of trainers should be a high priority.

RESPONSIBILITIES OF THE TRAINER

After careful selection and training, the trainer will provide the bridge for a student supervisor's transition. The move to supervision is one of the most difficult and complex transitions an employee will ever make. The trainer will be primarily responsible for all counseling, training, and field note taking. His/her competence and dedication will assure that each student supervisor receives all the support and guidance possible.

In those cases where a seasoned supervisor is transferred into a new job assignment, the trainer plays an equally important role in providing orientation and moral support. Sharing experiences, job skills and job specific expertise will help to bring the student supervisor up to speed in a reasonable period of time.

In addition to training the student supervisor in specific skills, the trainer must stress to the student supervisor the importance of supervisory responsibility and accountability. The trainer plays a very influential role in this area. Showing the correct way to handle situations and demonstrating sound, ethical decision making skills will perpetuate consistent adherence to agency goals, objectives, values.

The Supervisor Development Program, in conjunction with the Supervisor Development Guide, provides the trainer with an outline of roles and responsibilities he/she must use in training and educating the student supervisor. Adherence to program policies, procedures and philosophies will assure that the student supervisor receives the necessary skills and information to conduct his/her duties effectively and efficiently.

SELECTION AND RESPONSIBILITIES OF THE PROGRAM COORDINATOR

Selection:

The selection of a Supervisor Development Program Coordinator is very important. This individual should have a detailed understanding of the critical role that the supervisor plays in the day-to-day operation of the agency. The coordinator must be well organized and possess the skills and knowledge necessary to facilitate the dynamics of a training environment. To maintain consistency and stability, it is suggested that the coordinator assignment be of significant duration to avoid frequent turnover.

The rank of the individual chosen for this position is not as important as his/her ability to make the program work efficiently and effectively. The coordinator must have the authority to make operational decisions and resolve program problems. Typically, the coordinator will be a person who possesses exemplary interpersonal communications skills and is patient when performance problems arise. In addition, innovation and imagination are desirable attributes.

This position calls for a highly motivated individual who understands that the long-term interests of the student supervisor, trainer and organization are a high priority.

Responsibilities:

Responsibility for the overall supervision and management of the program rests with the coordinator. The coordinator is responsible for the evaluation of the student supervisor and the trainer.

The transmittal of job performance field notes from the trainer to the coordinator may be helpful in the evaluation process. While the trainer is expected to be supportive and non-evaluative per se, compilation of the trainer's field notes will serve to point out strengths and weaknesses of the student supervisor. These notes should be used to support the documentation of the student supervisor's progress or to establish grounds for remediation or further training. Because the coordinator is responsible for the student supervisor's evaluation during this training phase, these field notes should be used by him/her for that purpose.

Maintenance of the Supervisory Development Guide and other program forms rests with the coordinator. In the event critical tasks are added or deleted, the coordinator must ensure that the Supervisory Development Guide is updated.

Since the coordinator is ultimately accountable for the quality of the program, continual review of the training activities is imperative. A complete review and evaluation of the program on a periodic basis is necessary to ensure that program goals are being met. Because of the changing

nature of police work, attention must be paid to legal, political, social and educational changes that occur, with attendant modifications made to the program. While actual observation is not necessary, close monitoring of the content and delivery of all training is expected.

RESPONSIBILITIES OF OTHER PROGRAM PERSONNEL

Management:

As with most other labor-intensive programs, the Supervisor Development Program needs the financial and staffing support of the agency management team. This program must be recognized by top executives as an important investment in the future of the organization. Without effective first-line supervision, organizational efficiency and effectiveness will suffer. It is the responsibility of management to develop and support policies and procedures that clearly articulate the goals of the program.

Student Supervisor:

It is important that the student supervisor understands the intent of the program. The investment of time and resources of the department, the trainer, the coordinator and others involved in the program is great. The student supervisor's success in the program is directly linked to his/her own motivation, effort and cooperation.

Part of this cooperation involves the acceptance of constructive criticism/feedback on the student supervisor's performance. The ability to turn this feedback into positive performance is expected.

Assignments that require the student supervisor to access available resources will be part of the educational process. All job-related assignments should be completed within the established time lines. Familiarity with all department procedures and general orders is expected and should be maintained by continual review and practice.

As an active participant in the program, the student supervisor is encouraged to give feedback on the value of the program once successful completion has been achieved. A form for obtaining this feedback is included in the Documentation section.

IMPLEMENTATION ISSUES

Staffing Issues

In implementing a successful Supervisor Development Program, the decision of how many trainers are needed to adequately staff the program is an important one. In reaching this decision, the agency should consider such factors as personnel absences, geographical distribution of trainers, the potential necessity of reassigning a student supervisor to another trainer, and the possibility of trainer "burnout". Ideally, the agency should establish a sufficient number of trainers to allow for flexibility in the matching of trainers and student supervisors based on complementary personality traits.

To maximize the effectiveness of the development process, once paired, every effort should be made to have the trainer and the student supervisor work together continuously. The majority of the trainer's time should be devoted to development responsibilities. Scheduling conflicts should be resolved in favor of the trainer program.

Program Length

An initial consideration is to determine whether the Supervisor Development Program will be an open or closed ended format. Each format has positive and negative aspects.

Setting a pre-determined time limit (closed ended format) allows for future scheduling and planning. The coordinator, working with the trainer and the student supervisor may develop a time line for each learning module. However, a predetermined program length may not allow for complete comprehension of the materials since individuals learn in different ways and at different rates.

With an open end option, the student supervisor will be able to learn at his/her own pace, better ensuring comprehension of the material. While future scheduling is more difficult, it allows time for critical tasks to be learned.

Program Coordination

Another implementation consideration that bears thorough examination is whether to manage the program in a centralized or decentralized format. Both formats have positive and negative aspects.

Centralized coordination utilizes one coordinator for the entire agency. This promotes program integrity and continuity. It reduces influence and impact by non-program personnel, yet increases the coordinator's control over the entire program. All trainers within the agency,

regardless of their current duties, are available for assignment (trainer pool). This allows the coordinator greater flexibility to match a student supervisor to a trainer.

Centralized coordination, however, can create too much influence by a single coordinator. His/her personal traits may greatly determine the effectiveness of the program. Centralized coordination in a large agency may require knowledge of a wide variety of tasks, which may go beyond the expertise of one coordinator.

Decentralized coordination can be achieved in different ways, e.g.

(A) One agency coordinator oversees the overall program regarding department goals and philosophy, but program logistics and supervision occur at another lower (division or unit) level.

(B) Several coordinators at the division/unit level manage the program within the purview of their position, under direct supervision and management of division/unit staff.

Decentralized coordination requires more attention to program integrity and continuity in order to provide agency-wide consistency. This approach may enhance division/unit specific development, however, limits the available trainer pool and other resources.

Decentralized coordination may provide each coordinator with closer supervision of the programs' progress, however it may render the program accessible to the direct influence of division/unit managers. As a result, scheduling shortages and other necessities may be given a higher priority than the development program.

Student Supervisor Performance Problems

During the program implementation process, the following critical areas should be considered:

- ◆ When extension in the program, remediation and/or counselling will be needed
- ◆ Remediation and counseling strategies
- ◆ Guidelines regarding when a student supervisor should be reassigned to another trainer (special circumstances, personality conflicts, job performance issues, etc.)

The agency should have the mechanisms in place prior to the implementation of the Supervisor Development Program to address performance problems or other potential conflicts. Agencies should utilize existing department policies and procedures to establish appropriate guidelines.

**SUPERVISOR
DEVELOPMENT
GUIDE**

SUPERVISOR DEVELOPMENT GUIDE OVERVIEW

The Supervisor Development Guide has been developed to facilitate the transition and orientation of supervisors to their new duties. Each section can be used independently or in conjunction with each other based on specific individual and agency needs.

It is recommended that new supervisors complete the **General Supervision** section before going on to other job specific topics. For experienced student supervisors' transferring into a new job assignment, the specific job-related section(s) will provide the trainer with a structured format for training.

Each heading contains a check box along the left margin. This box should be checked only when the specific task has been completed by the student supervisor. By doing this, the trainer can be assured that all information will be covered.

Each page contains a signature block for the trainer and the student supervisor. The trainer's signature block indicates that the training in that specific subject area has been provided to the student supervisor. The student supervisor's signature block shows that the student supervisor understands the information contained on that page and that he/she has completed/demonstrated the noted information and skills to the trainers satisfaction.

Blank pages for each topic area are included for agency specific information. Pages for logging daily observations and notes are also included. Users are encouraged to tailor the Supervisor Development Guide to meet individual and agency training needs.

SUPERVISOR DEVELOPMENT PROGRAM

GENERAL SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

1.0 ROLE IDENTIFICATION

The student supervisor will understand the first-line supervisor's role from several perspectives.

- A. MANAGEMENT'S EXPECTATIONS
- B. SUBORDINATES' EXPECTATIONS
- C. FIRST-LINE SUPERVISOR'S ROLE
 - Leads by example
 - Enforces agency policies and procedures
 - Communicate and Support of Agency Policy

 - Supervisor is link pin between the community, management and line personnel
 - Effect on morale (positive and negative)
 - Long-term vs. short-term impact (long-term good for the organization)
- D. EXTERNAL EXPECTATIONS
 - Community
 - Media
 - Family

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

1.0 ROLE IDENTIFICATION (CONTINUED)

- E. RESULTS ORIENTED APPROACH TO JOB
 - Evaluation and follow-up on tasks
 - Human relations skills

- F. PEER'S EXPECTATIONS
 - Team player

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

2.0 VALUES, ETHICS AND PRINCIPLES

The student supervisor will develop a greater understanding of ethical standards and how they relate to supervisory conduct and decision-making. The student supervisor will gain additional experience and skills to identify ethical issues in law enforcement. This will enhance his/her ability to respond to situations with integrity.

A. DEFINITIONS

- Values: fundamental beliefs upon which decisions and conduct are based
- Ethics: accepted rules of conduct governing an individual or group
- Principles: ethical standards relied upon for guidance in decision-making
- Integrity: the quality or state of being fair, honest, responsible, courageous and humane; the ability and resolve to maintain one's ethics in the face of adversity, fear, rejection, or temptation

B. DIFFERENT VALUE SYSTEMS

- Personal
- Societal
- Organizational/Professional

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

2.0 VALUES, ETHICS AND PRINCIPLES (CONTINUED)

- C. COMMITMENT TO ETHICS, VALUES AND PRINCIPLES
 - Maintain personal integrity
 - Maintain integrity of the police profession
 - Sets example for others

- D. SUPERVISOR'S ROLE/RESPONSIBILITIES
 - Personal and organizational accountability
 - Know and understand various value systems

- E. APPLYING ETHICS AND INTEGRITY TO DECISION-MAKING
 - Communicate organizational values and expectations
 - Personal conduct (on and off duty)
 - Acceptable and unacceptable behavior

- F. ETHICAL RESOURCES
 - Law Enforcement Code of Ethics
 - Code of Professional Conduct and Responsibilities for Peace Officers
 - Agency specific ethics training/awareness programs

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

3.0 COMMUNICATION

The Student supervisor will understand the importance of verbal/non-verbal communication skill, the art of listening, and the processing of information.

- A. VERBAL AND NON-VERBAL COMMUNICATION SKILLS
 - Body language
 - Not what is said but how it is said
- B. BENEFITS OF ACTIVE LISTENING
 - Overcome biases and filters
- C. COMMUNICATION SKILLS IN CONFLICT RESOLUTION
 - Listen to all sides of issue
 - Be sensitive to needs of all parties to conflict
 - Ability to verbalize thoughts and decisions is critical
- D. RUMOR CONTROL RESPONSIBILITIES
- E. MUST DEVELOP GOOD PUBLIC SPEAKING SKILLS
- F. UNDERSTANDS EFFECTIVE COMMUNICATIONS TECHNIQUES WHEN DEALING WITH THE MEDIA

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

3.0 COMMUNICATION (CONTINUED)

G. UNDERSTANDS AGENCY'S POLICY ON DISSEMINATION OF INFORMATION

- To other agencies
- To the public
- To the media
- Confidential information

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

4.0 LEADERSHIP

The student supervisor will understand leadership frameworks and how assertive leadership influences the behavior and performance of others.

A. WHAT IS A LEADER?

- No generally accepted definition

B. DIFFERENCE BETWEEN LEADERS AND MANAGERS

- Managers manage things and programs
- Leaders lead people
- Need to be proficient at both concepts to be successful

C. CHARACTERISTICS OF EFFECTIVE LEADER

- Honesty and integrity
- Responsibility and personal accountability
- Loyalty and dependability
- Fairness/justice and decisiveness
- Courage and self-confidence

D. WHAT MOTIVATES OTHERS

E. SHOW RESPECT FOR SUBORDINATES

F. DEMONSTRATE RESPONSIBILITY FOR SUBORDINATES

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

4.0 LEADERSHIP (CONTINUED)

- G. MAINTAIN PRODUCTIVE AND POSITIVE RELATIONS
 - Peers
 - Subordinates
- H. RECOGNIZE AND REWARD GOOD PERFORMANCE
- I. IDENTIFY POOR PERFORMANCE AND TAKE APPROPRIATE STEPS
- J. PROPERLY DELEGATE WORK TO SUBORDINATES
- K. RESOLVE ISSUES/PROBLEMS THROUGH NEGOTIATIONS
- L. APPLY PROACTIVE LEADERSHIP
 - Inspections of personnel and equipment
 - Training of self and others
 - New employee orientation
 - Problem prevention

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

5.0 EMPLOYEE RELATIONS

The student supervisor will understand the supervisor's roles and responsibilities related to employer-employee relationships within the work place.

- A. EMPLOYEE BARGAINING AGREEMENTS
 - Both sworn and non-sworn personnel
- B. AGENCY'S AFFIRMATIVE ACTION POLICY AND PROGRAM
- C. AGENCY'S SEXUAL HARASSMENT POLICY AND PROGRAM
- D. EEOC/FEPC GUIDELINES AND HOW THEY APPLY TO THE AGENCY
- E. APPLICABLE LAWS
 - Brown Act (54950 CGC)
 - Meyers-Mileas-Brown Act (3500 CGC)
 - Ralph C. Dills Act (3512 CGC)
 - Fair Labor Standards Act (Garcia vs. San Antonio)
 - Local ordinances
- F. SUPERVISOR'S ROLE IN CONFLICT RESOLUTION
 - Loyalty: must support department and policy
- G. GRIEVANCE PROCESS AND SUPERVISOR'S ROLE IN HANDLING AND RESOLVING GRIEVANCES

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

6.0 STRESS

The student supervisor will recognize and manage stress, the basic relief techniques and the proper use of referral services.

- A. THE "FIGHT OR FLIGHT" SYNDROME
- B. RECOGNIZE THE SIGNS OF STRESS
 - Physical
 - Emotional
 - Behavioral
- C. PRACTICE STRESS MANAGEMENT TECHNIQUES
 - Perceptions of self, others, situations
 - Diet
 - Exercise
 - Relaxation techniques
- D. REFERRAL POLICY AND PROCEDURE FOR THE AGENCY
 - Specialized need: family, addictive behavior
 - Emergency/Crisis: suicidal, homicidal behavior/talk, personal loss, critical incident
 - Confidentiality (California Evidence Code)

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

7.0 COUNSELING

The student supervisor understands the process for counseling subordinates on work issues such as performance problems, resolving employee grievances/complaints and conflicts among employees.

A. TYPES OF COUNSELING SESSIONS

- Supervisor initiated
- Subordinate initiated

B. GOALS OF COUNSELING SESSION

- Change behavior
- Encourage employee to take responsibility for own behavior
- Encourage problem solving process

C. PREPARATION FOR COUNSELING SESSION

- Identify problem and get all facts
- Develop a plan
- Choose location carefully (free from distractions)
- Get subordinates viewpoint & ask them for possible solutions
- Set time frames for resolution and follow up

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

7.0 COUNSELING (CONTINUED)

D. EXAMPLES OF SPECIAL COUNSELING ISSUES

- Age
- Anger/hostility
- Burnout
- Ethnicity
- Injury on duty
- Jealousy
- Malcontent
- Male-Female
- Manipulator
- Sexual Preference
- Stress
- Withdrawal/Depression

E. EXAMPLES OF BARRIERS TO SUCCESSFUL COUNSELING

- Anger
- Bias
- Distractions
- Distrust
- Ego
- Fear
- Rank
- Time constraints

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

7.0 COUNSELING (CONTINUED)

F. EXAMPLES OF CONTEMPORARY COUNSELING ISSUES

- Alcohol and drug abuse
- Marital discord
- Performance problems - early indicators
- Personal relationships that impact work
- Financial

G. DOCUMENTATION

- Progress
- Lack of progress
- Career enhancement
- Goal setting
- Other

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

8.0 EMPLOYEE PERFORMANCE APPRAISAL

The student supervisor will understand the complex issues relative to employee performance appraisals and how a fair system can improve productivity and accountability.

- A. AGENCY'S PERFORMANCE APPRAISAL POLICY AND PROCEDURE
- B. REASONS FOR EVALUATION
 - Provides feedback on employee performance
 - Training needs assessment
 - Enhances motivation and productivity
 - Documentation of positive and negative job performance
 - Guide to career development
- C. PERFORMANCE/ACCOUNTABILITY
 - Use of contracts to improve performance
 - Performance documentation for comparative use in the future
 - Follow-up on performance contract
- D. AGENCY'S ACCEPTABLE STANDARDS OF PERFORMANCE
 - Develop new standards if necessary

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

8.0 EMPLOYEE PERFORMANCE APPRAISAL (CONTINUED)

- E. COMMON PROBLEMS AND ERRORS OF SUPERVISORS
- Not comfortable with exercising authority
 - Use of impersonal, passive, or aggressive communication techniques
 - Use of one-way communications
 - Failure to communicate on a day-to-day basis
- F. COMMON PROBLEMS WITH APPRAISALS
- Disinterest from rater or employee
 - Inconsistencies between raters
 - Emotional biases
 - Seniority disparity between rater and employee
 - Concentration on a few incidents rather than on overall performance
 - Rater doesn't know employee - lack of observation time to appraise work performance
 - Insufficient documentation
 - Tendency to rate wrong things

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

8.0 EMPLOYEE PERFORMANCE APPRAISAL (CONTINUED)

- G. SOURCES OF INFORMATION ON PERFORMANCE
 - Written documentation
 - Documented observations
 - Other performance indicators (citations, arrests, etc.)
 - Employee self-appraisal
 - Prior evaluations
 - Other personnel
- H. PREPARATION FOR EVALUATION
- I. PRESENTATION OF EVALUATION TO EMPLOYEE
- J. FOLLOW-UP ON PERFORMANCE DEFICIENCIES

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

9.0 LIABILITY ISSUES

The Student supervisor will understand civil and criminal accountability.

A. ISSUES AND AGENCY POLICY RELATED TO:

- Discovery motions
- Negligent conduct
- Negligent retention of employees
- General supervisory negligence issues
- Discrimination
- Harassment (verbal, written, physical, sexual, sexual preference)
- Other _____

B. POTENTIAL LIABILITY TO THE SUPERVISOR RELATED TO:

- Risk management and prevention
- Training (lack of training = exposure)
- Compliance (inspection process)
- Recognition and action
- Documentation and reporting
- Other _____

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

10.0 DISCIPLINE

The student supervisor will understand the complex issues and his/her role in the disciplinary process.

- A. THE AGENCY'S PROCESS TO ENSURE THAT PERFORMANCE STANDARDS ARE ADHERED TO BY ITS MEMBERS
 - Rules, regulations, policies, procedures and practices

- B. FACTORS THAT MAY CONTRIBUTE TO MISCONDUCT:
 - Poor communication
 - Misunderstanding of policies, their need, and purpose
 - Non-uniform enforcement of regulations
 - Organizational subcultures
 - Failure to supervise and/or discipline
 - Personal problems

- C. SUPERVISORS ACTIONS MUST BE:
 - Legal
 - Reasonable
 - Consistent
 - Appropriate
 - Timely

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

10.0 DISCIPLINE (CONTINUED)

- D. SUPERVISOR'S ROLE IN THE DISCIPLINARY PROCESS
- Recognition
 - Investigation
 - Documentation
- E. AGENCY'S POLICIES AND PROCEDURES RELATED TO INVESTIGATIONS
- Administrative
 - Criminal
- F. RECOGNITION OF SUBSTANDARD, STANDARD AND EXCEPTIONAL JOB PERFORMANCE
- G. APPLICATION OF:
- Peace Officer Bill of Rights
 - MOU/MOA
 - Other Constitutional Protections
- H. CIVIL RAMIFICATIONS OF VIOLATING SUBORDINATE'S RIGHTS
- I. DUE PROCESS AND SKELLY CONFERENCE PROCEDURES

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

10.0 DISCIPLINE (CONTINUED)

J. LEGAL PARAMETERS RELATED TO ADMINISTRATIVE RECORDS AND FILES

- Penal Code
- Evidence Code
- California Government Code
- Labor Code
- Agency's rules and regulations

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

11.0 ADMINISTRATIVE SUPPORT

The student supervisor will understand the problem solving/decision making process through the application of statistical data and the budget process.

- A. USE OF STATISTICAL DATA RELATED TO:
- Deployment of personnel (in various situations)
 - Crime trends
 - Employee productivity
 - Other
- B. FISCAL ISSUES RELATED TO AGENCY OPERATION
- Types of budgets
 - Budget cycle
 - Other budget related processes
- C. SUPERVISOR'S ROLE IN FISCAL MANAGEMENT
- Control of overtime
 - Occupational safety programs (safe work environment)
 - Fleet/facility management
 - Knowledge of purchasing process
- D. AGENCY'S PROTOCOL FOR COMPLETED STAFF WORK ASSIGNMENTS

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

11.0 ADMINISTRATIVE SUPPORT (CONTINUED)

E. AUDITS AND CONTROLS

- Inventory control
- Quality checks
- Task specific checks

F. PERSONNEL DEPLOYMENT AND SCHEDULING

- Minimum staffing
- Vacation
- Special details/assignments
- Days off
- Shift assignments
- Other

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

12.0 PLANNING AND ORGANIZING

The student supervisor will understand the principles of planning and organizing.

- A. WHAT IS PLANNING?
 - A method of organizing and systematically approaching a task or tasks so that they may be accomplished efficiently.

- B. WHAT IS ORGANIZING?
 - Arranging and coordinating ideas, plans, resources and activities to successfully accomplish the goals of the organization.

- C. PLANNING AND ORGANIZING ARE ROUTINELY DONE BY EVERYONE
 - Vacation
 - Financial
 - Family
 - Career choice

- D. BENEFITS OF PLANNING AND ORGANIZING
 - Better use of resources
 - Control activities
 - Insure program success

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

12.0 PLANNING AND ORGANIZING (CONTINUED)

- E. HURDLES TO PLANNING AND ORGANIZING
- Time consuming
 - Tends to generate paperwork
 - Reluctance to accept responsibility for project
- F. UNDERSTANDS THE PLANNING PROCESS (SCIENTIFIC MODEL)
- Identify the problem/determine need
 - Establish goals and objectives
 - Collect and analyze information
 - Develop and evaluate alternatives
 - Select best plan of action
 - Implement plan
 - Evaluate
 - Modify as needed

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

13.0 TRAINING

The student supervisor will understand the supervisor's role as a trainer.

- A. TRAINING IS A PRIMARY RESPONSIBILITY
 - Formal classroom instruction
 - Roll call
 - Individual instruction and advice
 - Other (remedial training, etc.)

- B. IMPORTANCE OF INITIAL AND ON-GOING TRAINING

- C. TECHNIQUES OF INSTRUCTION
 - Public speaking skills
 - Using available resources
 - Lesson plan (IPAT system)
 - Hands-on (role-play, practical exercises, etc.)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
 - Subordinates are being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

13.0 TRAINING (CONTINUED)

- E. DOCUMENTATION OF TRAINING PROVIDED BY THE SUPERVISOR
- Instructional qualifications
 - Guest lecturers
 - Rosters
 - Lesson plans
 - Handouts
 - Audio-visual resources used
 - Verification of completion/testing
- F. SAFETY CONSIDERATIONS
- POST requirements for student safety
 - Agency requirements

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

14.0 REPORT REVIEW

The student supervisor will review the written documents of subordinates.

A. REVIEW AND APPROVAL OF WRITTEN DOCUMENTS PRODUCED BY SUBORDINATES

- Clear
- Concise
- Complete
- Legible
- Conclusive

B. SOME CAUSES OF REPORT WRITING PROBLEMS

- Time constraints
- Lack of skill
- Laziness/carelessness
- Learning disabilities (ADA Regulations)
- Lack of agency standards

C. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

15.0 INVESTIGATIONS

The student supervisor will understand supervisory accountability and responsibility regarding employee-involved incidents.

A. AGENCY INVESTIGATIVE POLICY AND PROCEDURES RELATED TO:

- Officer-involved shooting incidents
- Employee injury (on and off duty - if pertinent)
- Injury due to police action
- Property damage due to police action
- Employee-involved traffic collisions
- Other employee-involved incidents
- Use of force incidents
- Complaints against employees
- Internal investigations
- Other investigations as assigned

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

16.0 THE TRANSITION

The student supervisor will understand the transition from line to supervision.

- A. DIFFERENCE BETWEEN DOING THE WORK AND GETTING IT DONE THROUGH OTHERS
- B. POTENTIAL PROBLEM AREAS
 - Supervising friends
 - Supervising persons with more seniority
 - Problem employees
 - Setting expectations and holding employees accountable to them
 - Unreasonable expectations
- C. PERSONAL INTEGRITY
 - Know limits of authority
 - Follow through on actions promised
 - Don't make promises that cannot be kept
 - No double standards
 - Accept accountability for own actions and the actions of others

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

GENERAL SUPERVISION

16.0 THE TRANSITION

D. CONTINUED SELF-IMPROVEMENT

- Join professional organizations
- Cross train with other jobs
- Continued formal education
- Keep abreast of trends and events (legal update, etc.)
- Develop special expertise or skill
- Read professional journals and periodicals
- Lectures, seminars, etc.

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Student Supervisor

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SUPERVISOR DEVELOPMENT PROGRAM

PATROL SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

1.0 CRITICAL INCIDENT MANAGEMENT

The student supervisor will demonstrate an understanding of the agency's procedures in managing critical situations.

- A. COMMAND POST OPERATIONS (INCIDENT COMMAND SYSTEM)
- B. MUTUAL AID SITUATIONS
- C. BOMB INCIDENTS
- D. PLANE CRASH, TRAIN WRECK, ETC.
- E. EXPLOSIONS
- F. BARRICADED SUSPECT/HOSTAGE NEGOTIATIONS TEAM
- G. CIVIL DISTURBANCES
- H. HAZARDOUS MATERIALS INCIDENTS
- I. EARTHQUAKE, FLOOD, NATURAL DISASTERS
- J. NOTIFICATION
- K. OTHER

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

2.0 OFFICER/EMPLOYEE INVOLVED INCIDENTS

The student supervisor understands the agency's procedures for managing incidents involving employees, suspects and by-standers.

- A. OFFICER INVOLVED SHOOTINGS
 - Non-injury
 - Property damage
 - Injury
 - Death

- B. PHYSICAL CONFRONTATIONS/USE OF FORCE ISSUES
 - Property damage
 - Injury
 - Death

- C. TRAFFIC COLLISION
 - Non-injury (property damage only)
 - Injury
 - Fatality

- D. EXPOSURE TO COMMUNICABLE DISEASES, HAZARDOUS MATERIALS AND CONTROLLED SUBSTANCES

- E. OFF-DUTY INCIDENTS

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

2.0 OFFICER/EMPLOYEE INVOLVED INCIDENTS (CONTINUED)

F. NOTIFICATIONS

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Trainer

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

3.0 FIELD RESPONSES

The student supervisor will oversee field activities of subordinates.

A. CONTAINMENTS

- Searches
- Crime scenes
- Use of resources
 - SWAT
 - Canine
 - Air support
 - Other

B. CRIMES IN PROGRESS

- Tactical responses

C. AGENCY'S POLICY AND PROCEDURES PERTAINING TO VEHICLE PURSUITS

D. CROWD CONTROL SITUATIONS

- Unruly crowds
- Labor disputes
- Parties

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

3.0 FIELD RESPONSES (CONTINUED)

E. CALLS WHERE THE POTENTIAL FOR VIOLENCE EXISTS

- Domestic violence
- Person with a gun
- Mentally Ill
- Tactical entries
- Other

F. INITIAL MAJOR INVESTIGATIONS

- Criminal offenses
- Missing persons under suspicious circumstances

G. REVIEWS FACTS SURROUNDING ARRESTS

H. NOTIFICATIONS

- Command staff
- Other (utility company, etc.)

I. INCIDENT DEBRIEFING AND CRITIQUE

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

4.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

- A. MAKES USE OF AVAILABLE RESOURCES
- POST/STC
 - Training bulletins
 - Video tapes
 - Subject matter experts
 - Other
- B. PORTRAYS POSITIVE ROLE IMAGE
- Interpersonal communications
 - Personal appearance
 - Community relations
 - Driving
 - Officer safety
 - Other (attendance at on-going training, etc.)
- C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:
- Firearms
 - Use of force
 - Driving/pursuits

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Trainer

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

4.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned
- E. ENSURE SUBORDINATES RECEIVE TRAINING IN:
- Legal update
 - Agency specific training subjects - mandated or optional
 - Policy/procedure clarification
 - Review and critique incidents of training value
 - Critical incident management

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

5.0 REPORTS

The student supervisor understands the agency's policy and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS SUBORDINATES REPORTS FOR QUALITY
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically correct
 - Consistency

- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

5.0 REPORTS (CONTINUED)

D. SUBMITS QUALITY WRITTEN WORK

- Reports
- Staff work
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

PATROL SUPERVISION

6.0 INSPECTIONS

The student supervisor will conduct inspections for the purposes of quality control, safety and conformance to agency standards.

A. CONDUCTS FORMAL AND INFORMAL INSPECTIONS

- Personnel
- Vehicles and Equipment
- Work Place
- Building
- Weapons

B. SPECIALIZED INSPECTIONS

- Armory
- Inventory control
- Evidence locker/property room
- Miscellaneous (monetary fund, field service surveys, etc.)

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Student Supervisor

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SUPERVISOR DEVELOPMENT PROGRAM

CUSTODIAL SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

1.0 CUSTODIAL PROCEDURES

The student supervisor understands the agency's procedures for managing custodial environments.

A. FIRES

- Prevention/inspection
- Fire equipment requirements
- Drills
- Evacuation

B. MEDICAL

- Inmate injury/illness/death
- Employee injury/illness/death
- Inmate medication policies
- Communicable diseases/quarantine
- Psychiatric issues
- Disability issues

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

1.0 CUSTODIAL PROCEDURES (CONTINUED)

C. CRITICAL INCIDENT MANAGEMENT

- Hostage situations
- Escapes
- Fights/riots
- Natural disasters
- Use of force situations
- Weapons deployment
- Notification

D. BOOKING/PROCESSING

- Handling of property
- Inmate identification procedures
- Classification
- Segregation of inmates
- Parole/probation, other holds
- Placement and disposition of supplemental charges
- Bail deviation process
- Phone calls

E. HOUSING ISSUES

- Inmate rights
- Inmate discipline/appeals process
- Segregation

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

1.0 CUSTODIAL PROCEDURES (CONTINUED)

F. MOVEMENT

- Visitations (attorney, friends, family, etc.)
- Meals
- Recreation
- Medical/dental
- Religious services
- Transfers
- Other

G. TRANSPORTATION

- Court
- Medical/dental
- Work assignments
- Court ordered
- Other

H. SEARCH/INSPECTION

- Inmate
- Staff, civilians, visitors
- Premises
- Safety equipment
- Mail

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Trainer

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Student Supervisor

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

1.0 CUSTODIAL PROCEDURES (CONTINUED)

I. RELEASE PROCESSING

- Bail procedures
- Review and acceptance of surety bonds
- Identification and documentation of inmate release
- Own recognizance release criteria
- Property

J. CUSTODIAL LEGAL ISSUES/INMATE RIGHTS

- Federal law (Title XV)
- Penal Code
- Health and Safety Code
- Welfare and Institutions Code
- Board of Corrections Manual
- Vehicle Code
- Other

K. MINIMUM STAFFING REQUIREMENTS

- Safety of personnel
- Safety of inmates
- Legal issues

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Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST/STC
- Training bulletins
- Video tapes
- Subject matter experts
- Agency procedures manual
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Inmate relations
- Officer Safety
- Other (attendance at on-going training, etc.)

C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms - weapons deployment
- Use of force
- Custody specific issues (gangs, drugs, etc.)

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

2.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned
- E. ENSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
 - State mandates (POST, STC)
 - Local mandates (Grand Jury, etc.)
 - Agency specific mandates
 - Legal update
 - Review and critique incidents of training value
 - Critical incidents

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS SUBORDINATES REPORTS FOR QUALITY
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically correct
 - Consistency

- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

- D. SUBMITS QUALITY WRITTEN WORK
 - Reports
 - Staff work
 - Performance evaluations
 - Memoranda

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

CUSTODIAL SUPERVISION

3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT PROGRAM

TRAFFIC SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

1.0 ADMINISTRATION

The student supervisor understands the administrative responsibilities of traffic management.

- A. STATISTICAL DATA
 - Collection
 - Analysis
 - Reporting
 - Maintenance

- B. DEVELOPING PLANS FOR SPECIAL ENFORCEMENT PROBLEMS
 - Parades
 - Demonstrations
 - Special events
 - Selective enforcement
 - DUI checkpoints
 - Traffic congestion

- C. FILE CRIMINAL COMPLAINTS WITH PROSECUTOR

- D. SETS/RECOMMENDS ENFORCEMENT GOALS
 - Emphasis on integrity (no quotas)

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

2.0 FIELD SUPERVISION

The student supervisor understands the responsibilities of field supervision.

- A. FIELD ACTIVITIES
 - Proper traffic stop procedures
 - Safety procedures
 - Assisting motorists
 - Courtesy
 - Traffic direction and control
- B. COORDINATION AT MAJOR TRAFFIC COLLISION SCENES
- C. HAZARDOUS MATERIALS SPILLS
- D. RADAR ENFORCEMENT
- E. COMMERCIAL ENFORCEMENT
- F. OFFICER-INVOLVED COLLISIONS
- G. DUI ENFORCEMENT
- H. MOTORCYCLE OPERATIONS

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

3.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

A. MAKES USE OF AVAILABLE RESOURCES

- POST
- Training bulletins
- Video tapes
- Subject matter experts
- Other

B. PORTRAYS POSITIVE ROLE IMAGE

- Interpersonal communications
- Personal appearance
- Community relations
- Officer safety
- Other (attendance at on-going training, etc.)

C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:

- Firearms
- Use of force
- Traffic specific issues

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

3.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned
- E. ENSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
 - State mandates (POST)
 - Local mandates
 - Agency specific mandates
 - Legal update
 - Review and critique incidents of training value
- F. COMPLEMENTARY TRAINING
- Collision investigation
 - Basic
 - Intermediate
 - Advanced

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Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

3.0 TRAINING (CONTINUED)

F. COMPLEMENTARY TRAINING (CONTINUED)

- Traffic collision reconstruction
- Vehicle/occupant Dynamics
- Commercial vehicle enforcement
- Hazardous materials transportation enforcement
- Occupant protection enforcement
- Drug recognition expert (DRE) program
- Drug-alcohol recognition training (DART)
- Blood-alcohol breath testing devices

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

4.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS SUBORDINATES COLLISION REPORTS AND CITATIONS FOR QUALITY
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically correct
 - Consistency

- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

4.0 REPORTS (CONTINUED)

D. SUBMITS QUALITY WRITTEN WORK

- Reports
- Staff work/audits
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

TRAFFIC SUPERVISION

5.0 OPTIONAL SUBJECT AREAS

- A. TRAFFIC ENGINEERING STRATEGY
- B. SCHOOL CROSSING GUARD PROGRAM
- C. POLICIES AND PROCEDURES RELATED TO:
 - Tow truck operators
 - Taxi operators
 - Emergency vehicles
 - Local transit authority
- D. ABANDONED VEHICLE ABATEMENT PROCEDURES
- E. PARKING ENFORCEMENT POLICY AND PROCEDURES
- F. ROLE AND FUNCTION OF THE PARKING CITATION HEARING OFFICER
- G. INVESTIGATION OF COMPLAINTS
- H. VEHICLE IMPOUNDS
- I. PUBLIC EDUCATION
- J. COST RECOVERY PROGRAMS

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Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT PROGRAM

INVESTIGATIVE SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

1.0 OPERATIONS

The student supervisor understands the principles of investigative operations.

- A. POLICY AND PROCEDURES FOR SCREENING, LOGGING AND ASSIGNING CASES
- B. STATISTICAL DATA
 - Collection
 - Analysis
 - Reporting
 - Maintenance
- C. REVIEWING CASE PROGRESS AND CLOSURES
 - Completeness
 - Timeliness
 - Audits

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

1.0 OPERATIONS (CONTINUED)

D. ASSIGNMENT SPECIFIC KNOWLEDGE

- Safety issues (plainclothes operations, tactical entries, etc.)
- Investigative techniques
- Probation/parole searches
- Interview/interrogation techniques
- Crime scene investigation (crime lab capabilities)
- Warrants (arrest and search)
 - Preparation
 - Service
 - Return of service
- Case trial preparation
- Pawn shop procedures
- Victim/witness assistance programs

D. ASSIGNMENT SPECIFIC KNOWLEDGE (CONTINUED)

- Juvenile procedures
- Complaint procedures (court procedures after filing)
- Extradition policy and procedures
- Analysis and trend recognition
- Cultivation of informants
- Background investigations (agency specific)

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

1.0 OPERATIONS (CONTINUED)

E. OTHER AVAILABLE RESOURCES

- Line-up
- Polygraph examinations
- Task forces
- Special interest groups
- Media
- Other government agencies
- Insurance companies/investigators
- National Auto Theft Bureau (NATB)
- Utility companies
- Credit card companies
- Other

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

- A. MAKES USE OF AVAILABLE RESOURCES
- POST
 - Training bulletins
 - Video tapes
 - Subject matter experts
 - Other
- B. PORTRAYS POSITIVE ROLE IMAGE
- Honesty, integrity and personal accountability
 - Interpersonal communications
 - Personal appearance
 - Community relations
 - Officer Safety
 - Other (attendance at on-going training, etc.)
- C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:
- Firearms
 - Use of force
 - Assignment specific

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

2.0 TRAINING (CONTINUED)

D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES

- Subordinates are being training in subjects that they actually need
- Training curricula is in compliance with agency's goals and policies
- Subordinates are applying the new knowledge and skills they have learned

E. ENSURE SUBORDINATES RECEIVE TRAINING IN:

- Federal mandates
- State mandates
- Local mandates
- Agency specific mandates
- Legal update
- Review and critique incidents of training value

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS SUBORDINATES CASES AND REPORTS FOR QUALITY
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically correct
 - Consistency

- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS

- D. SUBMITS QUALITY WRITTEN WORK
 - Reports
 - Staff work/audits
 - Performance evaluations
 - Memoranda

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

INVESTIGATIVE SUPERVISION

4.0 CRIME ANALYSIS

The student supervisor understands the principles of crime analysis.

- A. IDENTIFY CRIME TRENDS/PATTERNS
- B. FORMULATE SOLUTIONS TO CRIME PATTERNS
 - Directed patrol
 - Task forces
 - Other available resources
- C. COMMUNICATION INFORMATION TO:
 - Patrol
 - Traffic
 - Administration
 - Special details
 - Other

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT PROGRAM

RECORDS SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

1.0 ADMINISTRATION

The student supervisor understands the responsibilities of records supervision.

- A. CUSTODIAN OF RECORDS POLICY AND PROCEDURES (AGENCY SPECIFIC)
- B. COMMUNICATIONS CENTER PROCEDURES (AGENCY SPECIFIC)
- C. RELEASE OF OFFICIAL REPORTS
 - Traffic
 - Criminal
 - Other
- D. RELEASE OF STORED/IMPOUNDED VEHICLES
- E. RELEASE OF INFORMATION
 - To other agencies
 - To the public
 - To the media
 - Confidential information
- F. RECORDS SECURITY/LEGAL REQUIREMENTS
- G. RETENTION, PURGING AND DESTRUCTION OF RECORDS

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

1.0 ADMINISTRATION (CONTINUED)

- H. FINGERPRINT POLICY AND PROCEDURES
- I. INVENTORY CONTROL AND STORAGE OF RECORDS SUPPLIES
- J. STATISTICAL REPORTING REQUIREMENTS
 - Department of Justice (State and Federal)
 - Federal Bureau of Investigation (UCR)
 - Agency specific
- K. CIVIL PROCESSES
 - Restraining orders
 - Subpoena duces tecum
 - Other
- L. EVIDENCE/PROPERTY
 - Control procedures (security, etc.)
 - Storage/maintenance
 - Disposition
 - Other
- M. INFORMATION RELATED TO PROBATION/PAROLE ORDERS

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

1.0 ADMINISTRATION (CONTINUED)

- N. RECORDS FILING SYSTEMS
- Fingerprints
 - Suspect photos (mug shots)
 - Arrest records (rap sheets)
 - Collision reports
 - Offense reports
 - Arrest reports
 - Other
- O. AUTOMATED SYSTEMS

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Trainer

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

2.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

- A. MAKES USE OF AVAILABLE RESOURCES
 - POST/STC
 - Training bulletins
 - Video tapes
 - Subject matter experts
 - Other

- B. PORTRAYS POSITIVE ROLE IMAGE
 - Interpersonal communications
 - Personal appearance
 - Employee relations
 - Other (attendance at on-going training, etc.)

- C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES AND PROCEDURES

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

2.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned
- E. ENSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
 - State mandates (POST, STC, DOJ, etc.)
 - Local mandates
 - Agency specific mandates
 - Legal update
 - Review and critique incidents of training value

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

3.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS REPORTS (IF APPLICABLE)
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically correct
 - Consistency

- C. ADDRESSES SUBORDINATES REPORT WRITING PROBLEMS (IF APPLICABLE)

- D. SUBMITS QUALITY WRITTEN WORK
 - Reports
 - Staff work
 - Performance evaluations
 - Memoranda

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner..

Student Supervisor

Date

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SUPERVISOR DEVELOPMENT GUIDE

RECORDS SUPERVISION

3.0 REPORTS (CONTINUED)

E. ETHICAL CONSIDERATIONS

- Invented probable cause
- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

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Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT PROGRAM

DISPATCH SUPERVISION

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

1.0 OPERATIONS

The student supervisor understands the responsibilities of dispatch center operations.

- A. RADIO/TELEPHONE OPERATIONS
 - 911 calls
 - Open lines
 - Transfers
 - Non-emergencies
 - Etiquette
 - Dispatch priorities
- B. PROPERTY/FIRE ALARMS
- C. SPECIAL OPERATIONS (SWAT, UNDERCOVER, STINGS, ETC.)
- D. DISPATCH OF OTHER SERVICES (IF APPLICABLE)
 - Fire/EMS
 - Public works
 - Animal control
 - Parking enforcement
 - Other

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

1.0 OPERATIONS (CONTINUED)

- E. FACILITY EMERGENCIES (EVACUATION, FIRE SUPPRESSION, ETC.)
- F. LOCAL EMERGENCIES (STRUCTURE FIRES, EVACUATIONS, ETC.)
- G. EQUIPMENT
 - Proper and ethical use of all systems
 - Care and maintenance responsibilities
 - Emergency procedures related to:
 - Power failure
 - Natural disaster
 - Mechanical breakdown
 - Back-up systems
- H. INFORMATION FROM RADIO/COMPUTER/TELEPHONE TRANSMISSIONS
 - Properly logged and maintained
 - Legal requirements
 - Audits and reviews

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

1.0 OPERATIONS (CONTINUED)

I. SPECIAL SUPERVISORY ISSUES

- Sworn vs. non-sworn
- Unique stressors, such as
 - Emotional involvement
 - Anxiety and frustration
 - Feeling of confinement (breaks: meals, restroom, etc.)
 - Sensory overload
- Liaison between dispatch center and field units

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

2.0 CRITICAL INCIDENTS COORDINATION

The student supervisor understands the agencies procedures in managing critical incidents.

- A. VEHICLE/FOOT PURSUITS
- B. BLOCK/AREA SEARCHES
- C. HAZARDOUS MATERIALS INCIDENTS
- D. DISASTERS (EARTHQUAKE, FLOOD, PLANE CRASH, WILDFIRE, ETC.)
- E. CIVIL DISTURBANCES (CROWD CONTROL, RIOTS, LABOR DISPUTES, ETC.)
- F. CIVIC EVENTS (PARADES, MARCHES, SPORTING EVENTS)
- G. TRAFFIC CONGESTION/STREET CLOSURES
- H. SEARCH AND RESCUE ACTIVITIES
- I. MUTUAL AID
- J. EMERGENCY OPERATIONS CENTER (EOC) ACTIVATION/OPERATION

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

2.0 CRITICAL INCIDENTS COORDINATION (CONTINUED)

- H. BOMB INCIDENTS
- I. OFFICER INVOLVED INCIDENTS
 - Shootings
 - Traffic Collisions
 - Injuries
 - Notifications

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

3.0 TRAINING

The student supervisor understands the importance of training and the use of available resources to reduce liability and achieve community and agency goals.

- A. MAKES USE OF AVAILABLE RESOURCES
 - POST
 - Training bulletins
 - Video tapes
 - Subject matter experts
 - Other

- B. PORTRAYS POSITIVE ROLE IMAGE
 - Honesty, integrity, and personal accountability
 - Interpersonal communications
 - Personal appearance
 - Community relations
 - Other (attendance at on-going training, etc.)

- C. ENSURES SUBORDINATES ARE ADEQUATELY TRAINED IN AGENCY'S POLICIES RELATED TO:
 - Equipment care and usage
 - Legal restrictions regarding certain systems
 - Radio, computer, telephone use and etiquette

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

3.0 TRAINING (CONTINUED)

- D. SUPERVISOR ACCOUNTABILITY FOR TRAINING RECEIVED BY SUBORDINATES
- Subordinates are being trained in subjects that they actually need
 - Training curricula is in compliance with agency's goals and policies
 - Subordinates are applying the new knowledge and skills they have learned
- E. ENSURE SUBORDINATES RECEIVE TRAINING IN:
- Federal mandates
 - State mandates
 - Local mandates
 - Legal update
 - Review and critique incidents of training value

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

4.0 REPORTS

The student supervisor understands the agency's policies and procedures pertaining to reports.

- A. SUPERVISORY REPORTING
 - Use of agency specific forms and reports
 - When to submit reports

- B. REVIEWS SUBORDINATES WRITTEN COMMUNICATIONS FOR QUALITY
 - Clear
 - Concise
 - Complete
 - Conclusive
 - Legible
 - Grammatically Correct
 - Consistent

- C. ADDRESSES SUBORDINATES WRITING DEFICIENCIES (IF APPLICABLE)

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

SUPERVISOR DEVELOPMENT GUIDE

DISPATCH SUPERVISION

4.0 REPORTS

D. SUBMITS QUALITY WRITTEN REPORTS

- Reports
- Staff work/audits
- Performance evaluations
- Memoranda

E. ETHICAL CONSIDERATIONS

- Misreporting of event chronology
- Misquoting of statements
- Intentional omissions

I have explained and/or demonstrated the above critical tasks and feel that my student supervisor can perform these tasks in a competent manner.

Trainer

Date

The above tasks have been explained and/or demonstrated to me and I feel I can perform these tasks in a competent manner.

Student Supervisor

Date

Check box indicates task has been completed

**SUPERVISOR DEVELOPMENT
GUIDE**

**DEPARTMENTAL
RESOURCE
SECTION**

(PLACE PERTINENT RESOURCE MATERIALS IN THIS SECTION)

SUPERVISOR DEVELOPMENT PROGRAM

APPENDICES

A - Draft Mission Statement
B - Documentation Process

(SAMPLE)

MISSION STATEMENT

The mission of the Supervisor Development Program is to enhance our agency's effectiveness and community service by training and preparing our first line supervisors for their roles and responsibilities.

The goal of the Supervisory Development Program is to facilitate a smooth and efficient transition for the student supervisor into their new, dynamic, and complex role within our agency. This program benefits our agency and community by:

- Providing a structured learning environment for our newly assigned supervisors*
- Promoting consistent supervision*
- Enhancing employee and community relations*
- Promoting higher levels of professionalism*
- Reinforcing our agency's commitment to ethical conduct and supervisory accountability*

DOCUMENTATION PROCESS

The first step in the documentation process is the compilation of daily field notes. These notes are taken by the trainer and retained in a field notebook. Notations in the notebook should be made in a descriptive comment style. It is intended these notebooks be used as a positive learning tool and not solely for negative criticism or disqualification (de-selection) purposes. The contents of these notebooks should reflect positive notations as well as difficulties experienced by the student supervisor, if any.

The trainer should prepare weekly progress reports. These reports should reflect a summary of the performance observations noted in the daily field notes. The weekly progress report, accompanied by daily field notes, should be forwarded to the program coordinator for review, processing and distribution. The contents of both the daily field notes and the weekly progress reports should always be shared with the student supervisor as soon as possible.

If a student supervisor experiences learning difficulties, it may become necessary to develop a performance improvement plan. This plan should be developed as a joint effort between the trainer, the program coordinator, the student supervisor and other appropriate agency staff. Emphasis should be placed on using the student supervisor's strengths to overcome identified deficiencies.

Evaluation of the trainer's performance is an important component related to the overall quality of the program. Soliciting candid feedback from the student supervisor and administrative sources (i.e., watch commander, division commander, etc.) will help to get a clear picture of each trainer's capabilities and efforts. This information can be used to assist the trainer in remaining proficient in the many skills he/she must master and communicate to the student supervisor. It will also aid the program coordinator to identify the strengths and weaknesses of each trainer. Evaluative data can also be used to better match trainers with student supervisors.

Survey forms can be used to gather feedback on the trainer's efficiency and effectiveness. Exemplars are included in this section and agencies are encouraged to use them if applicable.

Only when an open exchange of information is encouraged, and where each participant is respected and valued, will there be accurate and candid feedback on the overall effectiveness of the program. The maintenance of program quality demands that a periodic, critical evaluation be an integral program component.

SUPERVISOR DEVELOPMENT PROGRAM WEEKLY PROGRESS REPORT

This form serves as documentation of the student supervisor's progress. It is important that it is completed weekly and turned into the Supervisor Development Program Coordinator promptly. The information on this sheet should be a summary of your daily field notes. Please attach a copy of the corresponding daily field notes for this rating period when submitting this form.

Trainer		
Student Supervisor		
Date		
Rating Period	From:	To:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

Activities:

Student Supervisor's progress:

SUPERVISOR DEVELOPMENT PROGRAM FINAL PROGRESS REPORT

Trainer		
Student Supervisor		
Date		
Program Period	Beginning:	End:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

What was the student supervisor's skill level at the beginning of the program?

What is the skill level now, at the conclusion of the program?

Title	Signature	Date
Student Supervisor		
Trainer		

SUPERVISOR DEVELOPMENT PROGRAM PROGRAM COMPLETION FORM

Title	Name	Date Assigned	Date Completed
Student Supervisor			
Task Completed			
Task Completed			
Trainer			
Trainer			
Coordinator			
Training Period	From:	To:	

Student Supervisor:

I have read, reviewed, and have discussed with my Trainer(s) all of the materials contained within the Supervisor Development Program. I have completed the task list(s) and have a functional understanding of my new position's responsibilities and obligations as outlined by this program and departmental policy.

Student Supervisor (signature)

(Date)

Trainer:

The Student Supervisor has demonstrated an acceptable level of understanding of, and proficiency with, the materials relevant to his/her assignment. He/she has completed the pertinent task list(s) and have an adequate understanding of his/her new position's responsibilities and obligations outlined by this program and departmental policy.

Trainer (signature)

(Date)

Trainer (signature)

(Date)

Program Coordinator:

The Student Supervisor has demonstrated that he/she has a basic understanding of his/her new role and has successfully completed the Supervisor Development Program for their new position.

Program Coordinator (signature)

(Date)

SUPERVISOR DEVELOPMENT PROGRAM SUPERVISOR'S EVALUATION OF TRAINER

The purpose of this evaluation is to monitor the impact this program has on the trainer's station and workload. Everyone's perceptions and experiences in the program are important. They will enable the department's training staff to deliver a more comprehensive training program.

Supervisor		
Station/Division		
Trainer		
Student Supervisor		
Date		
Program Period	From:	To:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

What is your overall opinion of the development program?

What, if any, was the impact of your station/division while this training was conducted?

Advantages: _____

Disadvantages: _____

**SUPERVISOR DEVELOPMENT PROGRAM
SUPERVISOR'S EVALUATION OF TRAINER (CONT)**

Recommendations for future training: _____

Do you have other sergeants you would recommend to become trainers? If yes, who?

Do you have other sergeants you would like to see become student supervisors for specific skills?
If yes, who and what skill(s)?

Title	Signature	Date
Trainer		
Trainer's Supervisor		

SUPERVISOR DEVELOPMENT PROGRAM TRAINER'S EVALUATION OF PROGRAM

Please take a minute to complete the evaluation form. Your input is important to the continuing quality and success of the Supervisor Development Program.

Trainer		
Student Supervisor		
Station/Division		
Date		
Program Period	From:	To:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

In your opinion, did the student supervisor benefit from the training experience? If yes, in what way? If no, what were the barriers?

Did the Supervisor Development Training Course prepare you for the actual training process? If yes,, what were the skills most used? If no, what do we need to add to the training session?

**SUPERVISOR DEVELOPMENT PROGRAM
TRAINER'S EVALUATION OF THE PROGRAM**

What did you like the best about the Supervisor Development Program?

What did you like the least about the Supervisor Development Program?

Title	Signature	Date
Trainer		
Program Coordinator		

SUPERVISOR DEVELOPMENT PROGRAM SUPERVISOR'S EVALUATION OF STUDENT SUPERVISOR

The purpose of this evaluation is to monitor the impact this program has on the student supervisor's station/division and performance. Everyone's perceptions and experiences in the program are important. They will enable the department to deliver a more comprehensive training program.

Supervisor		
Station/Division		
Trainer		
Student Supervisor		
Date		
Program Period	From:	To:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

What was your initial thoughts on the development program?

In your opinion did we deliver to you a more experienced, better prepared supervisor?

(cont)

**SUPERVISOR DEVELOPMENT PROGRAM
SUPERVISOR'S EVALUATION OF
STUDENT SUPERVISOR (CONT)**

If the answer is yes, was it worth the wait?

Yes () No ()

If the answer is no, what is missing? How can the program improve to deliver a more prepared supervisor.

How often were you in contact with the new supervisor?

Do you have other sergeants you would like to see become a student supervisor? If yes, who and for what skill(s)?

Additional Comments:

Title	Signature	Date
Supervisor		
Program Coordinator		

SUPERVISOR DEVELOPMENT PROGRAM STUDENT SUPERVISOR'S EVALUATION OF PROGRAM

Please take a minute to complete the evaluation form. Your input is important to the continuing quality and success of the Supervisor Development Program.

Student Supervisor		
Trainer		
Station/Division		
Program Period	Beginning:	End:

Task checklist (check the supervision task(s) this form addresses)						
General	Patrol	Custodial	Traffic	Investigation	Records	Dispatch
()	()	()	()	()	()	()

What is your overall opinion of the mentoring program you have just participated in?

Do you have suggestions for improvement?

**SUPERVISOR DEVELOPMENT PROGRAM
STUDENT SUPERVISOR'S EVALUATION
OF PROGRAM (CONT)**

Was there something you especially liked about the program?

Did you feel you had the support of your commander, trainer, peers, and the program coordinator while going through the development program?

Was your trainer adequately trained and experienced to pass on the needed critical skills?

Additional Comments:

Title	Signature	Date
Student Supervisor		
Program Coordinator		

SUPERVISOR DEVELOPMENT PROGRAM & GUIDE UPDATE REQUEST

In order to better serve the supervisory training needs of California public safety agencies, the Supervisor Development Guide will be periodically updated. So that you can receive these updates, we ask that you take a minute to provide the information requested below and return this form to POST. Thank you.

Agency Name _____

Agency Address _____

City, State, Zip Code _____

We have implemented this program Yes No

Comments:

Please return to:

Commission on Peace Officer Standards and Training
Center for Leadership Development
1601 Alhambra Boulevard
Sacramento, CA 95816