Leadership Development Program at the Tallahassee Police Department

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Abstract

Most law enforcement agencies provide training as it relates to skills and abilities of being a law enforcement officer, but most agencies lack the training to develop supervisors and effective leaders. The author outlined a leadership program developed by the International Association of Chiefs of Police (IACP), and an agency specific supervisor training program from the Palm Beach County Sheriff's Office in Florida. The Tallahassee Police Department recognized the need to develop a leadership program for their supervisors. A needs assessment survey was created and distributed to officers, investigators and sergeants. As a result of the survey, training topics were identified, and perceived deficiencies in an existing career enhancement program was revealed.

Introduction

The Tallahassee Police Department was established in 1841 as the third oldest municipal law enforcement agency in the United States. In 1841, the Department consisted of five sworn "watchmen" that worked a midnight shift starting at nine o'clock and ending at five o'clock in the morning (Kiracofe, 1993). In 2011, the Department consists of 351 full time sworn members, 139 civilian employees, and 122 temporary employees, with an annual budget of nearly 49 million (D. Worrell, personal communication, March 17, 2011). The Tallahassee Police Department is a full service agency that has been a nationally accredited agency with the Commission on Accreditation for Law Enforcement Agencies (CALEA) since 1986, making it one of the longest accredited law enforcement agencies in the country ("Three Police Departments," 2008). The Department is also fully accredited by the Commission for Florida Law Enforcement Accreditation (CFA). TPD received CALEA's highest "Flagship Status" during the 2010 on-site assessment (Daughtry, 2011). "Flagship Status from CALEA is an achievement sought by many, but accomplished by few" (TPD, 2010 May).

The Forensic Unit is also seeking international accreditation through American Society of Crime Laboratory Directors (ASCLD). The Department's laboratory in the Forensic Unit was renovated in 2009. Included in this renovation project was a section for DNA evidence screening. The training and credentialing of two Forensic Specialists conducting DNA screenings, coupled with the ASCLD accreditation, will place TPD among only a few local law enforcement agencies in the United States to have such accreditation (TPD, 2010 May).

The City of Tallahassee implemented a three year Deferred Retirement Option Plan (DROP) for Police in April 2008 (M. Karnes, personal communication, March 8, 2011). The DROP will create mandatory retirements

within the next two years. Assuming that sworn members complete all three years of the retirement program, thirteen sergeants and nine lieutenants will retire between October 2011 and November 2012. These numbers represent 56% of the Department's lieutenants and 34% of the sergeants (Tallahassee Police Department, 2010 October).

Such losses are unprecedented for the Tallahassee Police Department and will prove to be a very challenging time for the agency. While the Department has a well-established training program for newly hired officers, it does not have a structured supervisor development program for newly promoted sergeants and lieutenants. In contrast to promoting to fill vacancies, research clearly indicates that it is imperative for agencies to train and develop effective leaders. "Developing quality members is a deliberate process that is proactively managed and includes the identification, development, and maintenance of core job tasks" (Outlaw, 2008).

While Florida law requires 770 hours of Basic Recruit training to become a law enforcement officer, there is no similar mandatory requirement for training as a supervisor. It is up to each agency to identify needs, seek available training and/or develop their own training for supervisors.

I was promoted to sergeant in 1992 with only five years of experience. I rode with another sergeant for about a week, and then transferred to the midnight shift to supervise my first squad of officers. Within a month of being promoted, I attended an eighty hour course for police supervisors. I still remember how lost I felt while attending that class. I didn't know what I didn't know, so I did not know what questions to ask nor did I have any experiences to share. I felt I needed more training prior to being promoted, and then a few more months of experience before attending the Line Supervision course. It is with these thoughts in mind that I began my research for available leadership programs, to meet the specific needs of our agency.

The purpose of this research is to identify what the officers perceive as the training needs for first line supervisors, along with what they consider important characteristics of an exemplary leader. In addition, this research will identify the perceived strengths and weaknesses in the relevant skills of the sergeants of the Tallahassee Police Department. Kouzes and Posner (2002) have surveyed over seventy-five thousand people around the world and the four characteristics that most people look for and admire in a leader are honesty, forward thinking, competency and inspiration. Anticipating similar values among our officers, it is my goal to identify specific training topics and objectives for a leadership development program at the Tallahassee Police Department.

Literature Review

On October 21, 2010, the Tallahassee Police Department distributed a "Succession Action Plan for 2011/2012." This document included a staffing assessment that identified the names and dates of the supervisors currently in DROP and scheduled to retire within a 24 month period, the normal attrition rate

of sworn officers for the department, and the completion rate of new officers in the field training program. The Succession Plan outlines the expected impact these factors will have on staffing levels for the Department. Bringing into focus the significant turnover of supervisory personnel within the Department on the horizon, the plan also exposes the need for a formal supervisory development program. Law enforcement agencies "should regularly conduct supervisory or managerial needs assessments and then develop the necessary skills- or competencies-based experiential set of scenarios, assignments, rotations, mentoring and coaching opportunities, and evaluations not only to provide the candidates with this experience but also enable the agency to gain the benefit from this experience and information" (Michelson, 2006).

Upon beginning my duties as the training lieutenant for TPD, I was given the responsibility of developing and implementing a comprehensive training program for supervisors. The impact of losing 250 years of experience as outlined in the Succession Plan is staggering. The Tallahassee Police Department has many capable officers with the potential to become exemplary leaders. However, without a structured program for development, the opportunity for new supervisors to reach their potential as effective leaders is diminished. "Psychologist Robert Pernick argues that transitioning to a supervisory position without leadership development is unreliable" (Moriarty, 2009). Through careful evaluation of outside agency supervisory training programs, available research, and drawing on the strength of current leadership, this paper will identify TPD's supervisory needs and offer a structured training program to ensure we meet our goal of achieving "a level of excellence that makes our department a model for other law enforcement agencies" (TPD Vision Statement).

Between 2000 and 2010, the International Association of Chiefs of Police (IACP) spent over $1.4 million developing, refining and implementing a leadership training program for law enforcement (Rosser, 2010). The IACP has presented the Leadership in Police Organizations (LPO) program to more than 220 local, state, and federal law enforcement agencies in 24 states. This program is based on research initially completed at the West Point Military Academy and then modified for law enforcement. LPO focuses on the systematic development of leaders at all levels and re-enforces the concept of "Every Officer is a Leader," or dispersed leadership. The curriculum is based on the five principles of dispersed leadership, and it is taught in three, one week courses over a period of three months. Each week builds upon the previous week's course. The class should include all ranks from officer to chief (Rosser, 2010).

The five characteristics of dispersed leadership that forms the basis for the IACP's "Leadership in Police Organizations" course are defined in the curriculum as the following (International Association of Chiefs of Police, n.d.):

The first principle of dispersed leadership is a shared understanding of what leadership means. A common base of knowledge and terminology is established to enable effective discussions and an understanding of leadership issues. If the training is done department-wide and with a cross section of

personnel, the channels of communication are opened throughout the department (IACP, n.d.).

The second concept covered during the LPO training is a commitment to shared goals and values by leaders at all levels of the organization. The mission, vision, values, and goals of the agency must be shared, understood and accepted at all levels of the department (IACP, n.d.).

The third characteristic is that leaders at different levels of the organization have different job tasks. It is important that leadership training is flexible and adaptable as leaders have different needs at different assignments within the agency. Personnel will also need training whenever they change assignments within the organization (IACP, n.d.).

The fourth and fifth principles of dispersed leadership require a recognized and established plan to develop leadership skills and knowledge throughout the agency, as well as a way to determine where the agency and its personnel are developmentally as leaders. A needs assessment instrument and a formal training program with periodic reviews are necessary (IACP, n.d.).

The Leadership in Police Organizations program takes these five principles of diversified leadership and explores leadership at different levels of the organization from individuals to group dynamics. Critical leadership skills, decision making, problem solving, motivation, counseling and organization theory are additional concepts covered in the three weeks (Rosser, 2010).

Many law enforcement agencies throughout the country have included the LPO program as part of their leadership development. In 2008, an evaluation survey of past participants was conducted by the University of Maryland and members of the IACP's Research Directorate (Rosser, 2010). Three hundred and seventy-one program graduates, along with a focus group from 28 different law enforcement agencies participated in the evaluation. "Analysis of the data showed an overwhelmingly positive response from course participants" (Rosser, 2010). Well over 90% of the survey respondents felt they had become more effective leaders, would recommend the training to others, had a positive effect on them personally, and they took the new ideas learned back to their departments (Rosser, 2010).

Locally, the Florida Highway Patrol has also implemented the LPO program. According to Captain Bryan Hudson, Assistant Chief Training Officer, the FHP command staff will complete the LPO program in early 2011. The written portion of FHP's promotional process will also include questions concerning the curriculum from the LPO course (Personal Communication, March 14, 2011).

While the LPO program stresses the philosophy of effective leadership development, other agencies with supervisor training programs focus on the knowledge, skills and abilities needed once promoted. The Palm Beach County Sheriff's Office has developed and implemented a formalized field training program for newly promoted sergeants that are structured in similar fashion to the familiar FTO program for newly hired officers (Kellams, 2010). The program is divided into three phases, and the progress of the sergeant trainee is evaluated and documented. "The key to a successful field training program,

whether it is directed toward the new recruit or the new supervisor, is the structured, consistent, standardized and documented training and evaluation provided to all participants in the program by trained and proficient field training officers/supervisors" (Kellams, 2010).

The first week of the Palm Beach County program is a classroom setting, and the new sergeant is introduced to the duties and functions of other units, to include: Detective Bureau, Forensics, Communications and Internal Affairs. The sergeant trainee is then assigned a Field Training Sergeant (FTS) for in-the-field training portion of phase two. During this phase of the training, the techniques, duties and responsibilities of a sergeant are covered. The first week of this phase is strictly observation for the sergeant trainee, with the FTS demonstrating all tasks. The following weeks the sergeant trainee begins to complete all tasks with the FTS evaluating and documenting their progress each day. The final phase is a one year probationary period. The sergeant trainee is assigned to a district, and a lieutenant continues the evaluation (Kellams, 2010).

Through careful assessment of these programs and identification of specific needs of TPD, I will propose a tailored leadership training program. My desire is to develop and implement a leadership program that encompasses the concept that "every officer is a leader," that leadership development begins early in your career and continues throughout your tenure, teach how to think, not what to think, mentoring is a key factor in leadership development, and that each individual, as well as the agency, is responsible for effective leadership development.

Methods

One step necessary in developing a supervisory development program for TPD is to identify what the officers and investigators perceive as the strengths and weaknesses of the department's first-line supervisors, identify training needs to enhance the skills of current supervisors, and to prepare employees for promotion. To identify these training needs, a survey with twenty-three questions was developed using a combination of closed-end questions using a five point Likert rating scale and short answer questions.

The officers and investigators were asked to give an opinion of TPD first-line supervisor's ability to manage time, evaluate and mentor subordinates, make decisions, address officer stress, apply policy, and manage high-risk incidents. This was accomplished by providing a statement such as; "Supervisors at TPD manage their time correctly", "Supervisors effectively address the impact of stress on officers", "Supervisors hold their officers accountable for their actions", and "Supervisors correctly manage high-risk incidents." The respondents were asked to rate their response on a five point Likert-scale ranging from "Strongly Disagree" to "Strongly Agree." The survey contained open-end questions asking for short answer responses to questions concerning training needs for promotion, characteristics of an outstanding leader, and the easiest and hardest part of their job. (See Appendix 1, Officer Survey)

The questions for the survey administered to TPD sergeants mirrored the officer survey. The sergeants were asked their skill level in managing time, evaluating and mentoring subordinates, making decisions, addressing officer stress, applying policy, and managing high risk incidents. This was accomplished by providing the statement, "I currently have sufficient skills to…." This was followed by fourteen statements, such as; "Manage my time correctly", "Administer the disciplinary process", "Identify and address the impact of stress on subordinates", and "Mentor all of your subordinates objectively." The sergeants were asked to rate their response on a five point Likert-scale ranging from "Strongly Disagree" to "Strongly Agree." The survey contained open-end questions asking for short answers to questions concerning primary training needs for all sergeants, and personal training needed for promotion or lateral transfer. (See Appendix 2, Supervisor Survey)

The respondents were also asked to identify their current assignment as a "patrol officer," "patrol sergeant," or "other assignment," and their years of law enforcement experience. The respondents had the option of identifying themselves.

In an effort to validate the questions, three officers, two investigators and two sergeants were contacted in person to complete the survey. These officers, investigators and sergeants were chosen at random based on their availability during validation. The respondent's feedback resulted in minor changes in the survey questions before the full implementation of the survey. This small group did not participate in the final implementation of the survey.

An additional step was taken as part of the survey development by conducting in person interviews. Thirteen respondents were divided into two groups and interviewed by an individual from outside the agency in order to obtain the most candid responses. This group consisted of one sergeant, nine officers and three investigators. They were chosen at random due to availability at the time of validation. These interviews covered the short answer questions only. The thought was that responses generated in group interviews might be significantly different than the individual responses from the original pilot group. When the group interview responses were compared to the responses from the pilot group it was determined the responses were similar, therefore validating the written responses to the open-end questions.

The Tallahassee Police Department employees 280 full-time officers and investigators. At the time of the implementation of the survey, three officers were on paid leave, and five participated in the survey validation. The survey was emailed to the remaining 272 officers and investigators. With the exception of the two sergeants that participated in the survey validation, the supervisor survey was hand delivered to the remaining thirty-six sergeants at TPD.

While the response rate was good, some respondents may have been reluctant to complete the survey due to a concern of being identified. I tried to lessen the concerns by attending several scheduled meetings with officers and investigators and explained that a third party vendor was used to collect the survey data. Another reason for not responding to the survey could have been the belief that nothing would be implemented or accomplished with the survey.

Results

        The officer survey was distributed electronically to 272 officers and investigators, and 131 responded, which represents a 48% response rate. Of the thirty-six supervisor surveys distributed, twenty-three sergeants responded, which represents a 64% response rate.

        Responses to the forced choice statements of the officer survey indicated four perceived deficiencies. These include: the ability of supervisors to effectively address the impact of stress on officers, mentor subordinates, the use of lateral movement to groom officers for promotion, and the opportunity for participation in the Career Shadow component of General Order 5. Responses to the short answer questions emphasized the lack of opportunity for patrol officers to participate in the Career Shadow Program due to low staffing on patrol, and the general lack of lateral movement within the agency for patrol officers. Officers and investigators also stressed the desire for sergeants to hold all subordinates accountable for their actions or inactions (lack of productivity). While 63% of the officers and investigators agreed that supervisors hold their officers accountable, this topic was discussed numerous times throughout the short answer questions. (See Appendix 3, Officer Survey Results)

        I compared the responses from the officer's survey to the forced choice statements of the sergeant's survey. The supervisors that responded to the survey overwhelmingly believe they have the skills to address stress on officers and mentor officers. Twenty of the twenty-three sergeants agreed or strongly agreed they have the sufficient skills to address the impact of stress on officers, while only 40% of the officers believe supervisors effectively address the impact on stress on officers. Twenty-two of the responding twenty-three sergeants agreed or strongly agreed that they mentor all subordinates objectively, while only 33.5% of the responding officers believe supervisors mentor their subordinates. (See Appendix 4, Supervisor Survey Results)

Officer Survey

Supervisors effectively address the impact of stress on officers.						
Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	13	46	20	44	8	131
					answered question	131
					skipped question	0

Sergeant Survey

I currently have sufficient skills to identify and address the impact of stress on subordinates.						
Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	1	2	16	4	23

Officer Survey

Supervisors mentor their subordinates.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	17	42	28	37	7	131
					answered question	131
					skipped question	0

Sergeant Survey

I currently have sufficient skills to mentor all of my subordinates objectively.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	1	13	9	23

When officers/investigators were asked if lateral movement within the agency is adequate to groom officers for promotion, only 22% agreed or strongly agreed. The sergeants were asked if they have input into the lateral movement within the agency to groom officers for promotion, and only eleven of the twenty-three agreed or strongly agreed (48%).

Officer Survey

Lateral movement within the agency is adequate to groom officers for supervisory positions.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
	34	44	23	24	5	130
					answered question	130
					skipped question	1

Sergeant Survey

I currently have sufficient skills to have input into lateral movement within the agency to groom officers.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	8	4	7	4	23

When officers/investigators were asked if supervisors encourage participation in the Career Shadow Program, only 37% agreed or strongly agreed. The sergeants were asked if they encouraged participation in the Career Shadow Program and twenty-one of the twenty-three responding sergeants agreed or strongly agreed that they encouraged participation (91%).

Officer Survey

Supervisors encourage participation in the Career Shadow component of General Order 5.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
	16	33	33	41	8	131
					answered question	131
					skipped question	0

Sergeant Survey

I currently have sufficient skills to encourage participation in the Career Shadow component of G.O. 5.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	2	0	15	6	23

Most of the comments in the short answer questions concerning the lack of opportunity to participate in the Career Shadow Program were from patrol officers. Further analysis of the officer/investigator results to this question was conducted to compare the responses based on assignment. I looked at the respondent's current assignment as "patrol officer" and "other assignment." Sixty-nine indicated their assignment as patrol officers, while 60 indicated other assignment, and two skipped the question. Twenty-two (32%) of the patrol officers indicated that they strongly agree or agree that sergeants encourage participation in the Career Shadow Program, while twenty-six (43%) of the "other assignment" respondents strongly agree or agree.

Supervisors encourage participation in the Career Shadow component of General Order 5.

Answer Options	I am currently assigned as a:		Rating Average	Response Count
	Patrol Officer	Other Assignment		
Select one				
Strongly Disagree	10	5		
Disagree	18	15		
Don't Know/No Opinion	19	14		
Agree	17	23		
Strongly Agree	5	3		
	2.84	3.07	2.95	129
			answered question	131
			skipped assignment question	2

In the short answer questions there were many references to the lack opportunity for patrol officers to attend training or participate in the Career Shadow Program due to a staffing shortage in Patrol. The following is a quote from one patrol officer, and this sentiment is repeated numerous times by patrol officers in the survey.

"I feel patrol does not get the same chance to attend schools or shadow due to constantly being told we are short staffed. Also, officers inside (investigators) have the ability to lateral transfer, but patrol officers do not, enabling them (investigators) the opportunity to gain more experience. Bottom line is patrol does not have the same opportunity to gain experience that will afford us the opportunity to be promoted at some point."

The officer survey indicated that the majority of the respondents feel supervisors at TPD manage their time correctly (59%), provide appropriate feedback for performance evaluation (72%), understand the discipline process (69%), utilize good interpersonal communication skills (69.5%), demonstrate an understanding of cultural diversity (72%), make decisions based on professional ethics (60%), correctly apply agency policies and procedures (72.5%), and correctly manage high-risk incidents (72.5%). The results of the supervisor survey indicated that the vast majority of the sergeants feel they have the sufficient skills to complete the above tasks with nearly all categories marked agree or strongly agree.

The first short answer question for the officers/investigators requested a listing of the primary training topics for first-line supervisor. Of the 131 respondents, this question was answered by 107 officers/investigators. While there was an array of operational topics listed, such as critical incident management, policy, case law, legal, and use of force. There were also numerous responses pertaining to leadership skills, accountability, management techniques when dealing with employees, mentoring and discipline. The following quotes are examples given:

"The primary topic should be how to lead officers. This would include mentoring, teaching them how to handle stress, high risk incidents, mentorship, and career development of future officers."

"True leadership"

"How to be an effective and accountable leader"

"Leadership is the most important quality of a Supervisor. Supervisors should receive training on proper methods to motivate officers that work for them."

"The intangible qualities of becoming a leader, I believe everything else can be learned."

The responding sergeants indicated managing high risk incidents, understanding the discipline process, motivating personnel, decision making in high risk/low frequency situations and identifying employee stress/substance abuse as primary topics for supervisors.

Another short answer question requested the important characteristics of an exemplary leader. This question was answered by 103 officers/investigators, and some respondents placed a name with their listed characteristics. Many responses correlated with the Kouzes and Posner (2002) survey of honesty, forward thinking, competency and inspiration. Some example statements follow:

"Holds subordinates to high standards in work ethic and work product; knows how to motivate all types; communicates effectively; sets the example and standard; knowledgeable and keeps up with current trends and updates; able to mentor and prepare subordinates for career enhancement or advancement."

"Leader- Always shows key leadership skills while performing tasks. Manager- Properly documents and prepares schedules. Supervisor- knows how to handle disciple and counseling properly. Mentor- Always motivates and encourages employees to meet goals. Role Model- acts and performs task like he would ask of his employees."

"Motivates, not afraid to lead by example; treats everybody fairly; can criticize constructively; does not belittle his officers; is approachable; supervises consistently."

"Motivating, Supportive, Mentor, Father Figure, Strong, Determined and Positive Leader that makes you want to work."

Discussion

Overall, the results of the officer survey indicated that the majority of supervisors are doing an outstanding job in most areas addressed by the survey. According to the officer survey results, the majority of TPD sergeants manage their time correctly, provide appropriate feedback, understand the discipline process, utilize good interpersonal communication skills, understand cultural diversity, make ethical decisions, hold their officers accountable, correctly apply agency policy and procedures, and correctly manage high risk incidents.

It should also be noted that 71% of the officers and investigators that responded to the survey indicated that they would like to be promoted. Currently there are 38 sergeants at TPD. Due to retirements alone, fifteen officers or investigators will be promoted to sergeant in a 24 month period.

The areas of perceived deficiencies appear to center around the Career Shadow Program and lateral movement within the agency. Officers also indicated that many sergeants do not mentor them, nor do they effectively address the impact of stress on their subordinates.

In regards to the Career Shadow Program, the patrol officers that responded to the survey indicated the need and desire to participate, but being denied the opportunity due to staffing concerns in the Patrol Division. Patrol officers also expressed frustration of seeing promotions of investigators or others in a special assignment, while being denied the opportunity to shadow investigators or obtain a lateral transfer.

In the first eight months of 2011, there were eight promotions to sergeant at TPD, and seven of these promotes were occupying investigator positions at the time of their promotion. However, during this same time frame, thirteen patrol officers received a lateral transfer to a specialty unit.

The Career Shadow Program and mentoring go hand in hand in developing more effective officers and future supervisors. The agency developed the Career Shadow Program as a tool for officer development, but increased efforts are needed in implementing this program consistently throughout the agency.

The cited literature in this research also stresses the need to develop leaders within an organization. Responses in the officer survey conveyed the same message. The majority of the officers and investigators that responded to the survey perceive the current sergeants as having the knowledge, skills and abilities to perform the day to day tasks of a first line supervisor. These same respondents stressed the need for supervisors to possess leadership traits as they mentor, motivate and develop a strong team of subordinates.

Recommendations

While the Tallahassee Police Department has an established procedure to provide policy and administrative training to first line supervisors, the Department is lacking a leadership development program. The responsibilities that newly promoted sergeants face are complex and challenging. The need for positive leadership by first-line supervisors is absolutely essential.

Sergeants and those on the promotion list should attend the CJSTC 80 hour line supervision course. In addition, TPD should develop curriculum designed specifically for first-line supervisors that encompass the tactical and operational skills as well as "soft skills." The topics should include; effective leadership skills, addressing the impact of stress on officers, mentoring and cultivating opportunities for lateral movement to groom officers for promotional opportunities, interpersonal communications, decision making, the discipline process, and managing high risk incidents. The curriculum should be developed by subject matter experts within the agency with the assistance of outside consultants. The training should instill or reinforce the concepts of supervisory responsibility and accountability. It is imperative that the Leadership Development Program be embraced by the entire organization. A "top-down" implementation strategy ensures all levels know that the orientation and training of supervisors and the development of officers and investigators is a high organizational priority.

Lieutenant Taltha White began her career with the Tallahassee Police Department in 1987.   She has served in many areas to include Crime Prevention Officer, Field Training Officer, COPPS Sergeant, FTO Sergeant, Crime Prevention Sergeant, Special Response Commander, Watch Commander & Patrol Division Assistant Commander. Taltha is currently the Training Lieutenant. She has a Bachelor of Sciences Interdisciplinary Degree in Biology, Earth Science and Physics from the University of West Florida.

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Appendix 1

1. Tallahassee Police Department Supervisor Training Needs Survey

This survey will be used to assist with determining current and future training needs for first-line supervisors. Please indicate the answer that best applies. Your response should be generic and reflect your impression of all first-line supervisors at TPD. Your input is vital to the development of this program. Space is provided at the bottom of the survey for additional ideas and comments. Please complete the survey within 14 days.

Program Manager: Lt. Taltha White

1. Name (Optional):

2. Supervisors at TPD manage their time correctly.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

3. Supervisors provide appropriate feedback for performance evaluation.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

4. Supervisors understand the discipline process.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

5. Supervisors utilize good interpersonal communication skills.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

6. Supervisors demonstrate an understanding of cultural diversity.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

7. Supervisors effectively address the impact of stress on officers.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

8. Supervisors' decisions are based on professional ethics.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

9. Supervisors hold their officers accountable for their actions.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

10. Supervisors mentor their subordinates.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

11. Supervisors correctly apply agency policies and procedures.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

12. Supervisors correctly manage high-risk incidents.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

13. Lateral movement within the agency is adequate to groom officers for supervisory positions.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

14. Supervisors encourage participation in the Career Shadow component of General Order 5.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

15. I would like to be promoted to supervisor.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree
Select one	○	○	○	○	○

16. Name the primary topic the first-line supervisor should be trained on.

17. Name the training you feel you need to improve your abilities in your current assignment.

18. Name the training your feel you need to prepare for a lateral transfer or promotion.

19. What is the hardest part of your job?

20. What is the easiest part of your job?

21. Which part of your job do you like the best?

22. What is the part of your job you like the least?

23. Think of a sergeant that you consider an outstanding leader. List the important characteristics that make this person an exemplary leader. Use one word or a short phase to describe each characteristic.

24. Additional comments or ideas.

25. I have been with a law enforcement agency for (includes other agencies):

- ◯ Less than 1 year
- ◯ Between 1 and 5 years
- ◯ Between 6 and 10 years
- ◯ Between 11 and 15 years
- ◯ Between 16 and 20 years
- ◯ More that 20 years

26. I have been with TPD for:

○ Less than 1 year

○ Between 1 and 5 years

○ Between 6 and 10 years

○ Between 11 and 15 years

○ Between 16 and 20 years

○ More than 20 years

27. I am currently assigned as a:

○ Patrol Officer

○ Other Assignment

Appendix 2

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Tallahassee Police Department
Supervisor Training Needs Survey
Supervisor Response

Program Manager: Lt. Taltha White

Name (Optional):

</div>

This survey will be used to assist with determining current and future training needs for first-line supervisors. Please circle the answer that best applies. Space is provided at the bottom of the survey for additional ideas and comments. Your input is vital to the development of this program. Please complete the survey within 5 days and return it to the program manager.

Survey Questions:

Answer each question as if it was prefaced by: "I currently have sufficient skills to…"

   1.   Manage my time correctly

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

   2.   Provide appropriate feedback for performance evaluations to subordinates

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

   3.   Administer the disciplinary process

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

   4.   Listen and utilize good interpersonal communication skills effectively with my subordinates

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

   5.   Demonstrate an understanding of cultural diversity

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

   6.   Identify and address the impact of stress on subordinates

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

7. Manage the news media appropriately

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

8. Make decisions based on professional ethics

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

9. Hold subordinates accountable for their actions

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

10. Mentor all of your subordinates objectively

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

11. Correctly apply agency policies and procedures

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

12. Correctly manage high-risk situations

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

13. Have input into lateral movement within the agency to groom officers for supervisory positions

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

14. Encourage participation in the Career Shadow component of General Order 5

1 Strongly Disagree	2 Disagree	3 Don't Know	4 Agree	5 Strongly Agree

What is the primary topic that supervisors should be trained on?

_____
_____

Name the training you think you need to improve your abilities in your current assignment

_____
_____

Name the training you feel you need to prepare for a lateral transfer or promotion

_____
_____

Additional comments or ideas (attach additional and/or typed sheets if necessary)

_____
_____
_____
_____
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_____

15. I have been with a law enforcement agency for (includes other agencies): 1. Less than 1 year   2. Between 1 and 5 years   3. Between 6 and 10 years   4. Between 11 and 15 years   5. Between 16 and 20 years   6. More than 20 years

16. I have been with TPD for: 1. Less than 1 year   2. Between 1 and 5 years   3. Between 6 and 10 years   4. Between 11 and 15 years   5. Between 16 and 20 years   6. More than 20 years

17. I am currently assigned as a: 1 patrol supervisor   2 other sworn supervisor

Appendix 3

Officer Survey

SurveyMonkey

1. Name (Optional):		
		Response Count
		25
	answered question	25
	skipped question	106

2. Supervisors at TPD manage their time correctly.							
	Strongly Disagree	**Disagree**	**Don't Know/No Opinion**	**Agree**	**Strongly Agree**	**Rating Average**	**Response Count**
Select one	0.8% (1)	16.8% (22)	23.7% (31)	**52.7% (69)**	6.1% (8)	3.47	131
					answered question		131
					skipped question		0

3. Supervisors provide appropriate feedback for performance evaluation.							
	Strongly Disagree	**Disagree**	**Don't Know/No Opinion**	**Agree**	**Strongly Agree**	**Rating Average**	**Response Count**
Select one	2.3% (3)	23.1% (30)	2.3% (3)	**62.3% (81)**	10.0% (13)	3.55	130
					answered question		130
					skipped question		1

4. Supervisors understand the discipline process.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	2.3% (3)	14.5% (19)	13.7% (18)	59.5% (78)	9.9% (13)	3.60	131
					answered question		131
					skipped question		0

5. Supervisors utilize good interpersonal communication skills.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	3.1% (4)	19.1% (25)	8.4% (11)	63.4% (83)	6.1% (8)	3.50	131
					answered question		131
					skipped question		0

6. Supervisors demonstrate an understanding of cultural diversity.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	3.1% (4)	3.8% (5)	21.4% (28)	61.8% (81)	9.9% (13)	3.72	131
					answered question		131
					skipped question		0

7. Supervisors effectively address the impact of stress on officers.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	9.9% (13)	**35.1% (46)**	15.3% (20)	33.6% (44)	6.1% (8)	2.91	131
					answered question		131
					skipped question		0

8. Supervisors' decisions are based on professional ethics.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	6.1% (8)	16.0% (21)	20.6% (27)	**50.4% (66)**	6.9% (9)	3.36	131
					answered question		131
					skipped question		0

9. Supervisors hold their officers accountable for their actions.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	6.9% (9)	22.3% (29)	7.7% (10)	**50.0% (65)**	13.1% (17)	3.40	130
					answered question		130
					skipped question		1

10. Supervisors mentor their subordinates.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	13.0% (17)	**32.1% (42)**	21.4% (28)	28.2% (37)	5.3% (7)	2.81	131
					answered question		131
					skipped question		0

11. Supervisors correctly apply agency policies and procedures.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	2.3% (3)	9.2% (12)	16.0% (21)	**64.9% (85)**	7.6% (10)	3.66	131
					answered question		131
					skipped question		0

12. Supervisors correctly manage high-risk incidents.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	1.5% (2)	11.5% (15)	14.5% (19)	**61.8% (81)**	10.7% (14)	3.69	131
					answered question		131
					skipped question		0

13. Lateral movement within the agency is adequate to groom officers for supervisory positions.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	26.2% (34)	**33.8% (44)**	17.7% (23)	18.5% (24)	3.8% (5)	2.40	130
					answered question		130
					skipped question		1
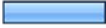
14. Supervisors encourage participation in the Career Shadow component of General Order 5.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	12.2% (16)	25.2% (33)	25.2% (33)	**31.3% (41)**	6.1% (8)	2.94	131
					answered question		131
					skipped question		0

15. I would like to be promoted to supervisor.

	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Rating Average	Response Count
Select one	8.5% (11)	7.0% (9)	13.2% (17)	27.9% (36)	**43.4% (56)**	3.91	129
					answered question		129
					skipped question		2

26. I have been with TPD for:

		Response Percent	Response Count
Less than 1 year		2.3%	3
Between 1 and 5 years		18.8%	24
Between 6 and 10 years		**29.7%**	**38**
Between 11 and 15 years		25.8%	33
Between 16 and 20 years		8.6%	11
More than 20 years		14.8%	19
		answered question	128
		skipped question	3

27. I am currently assigned as a:

		Response Percent	Response Count
Patrol Officer		53.5%	69
Other Assignment		46.5%	60
		answered question	129
		skipped question	2

Appendix 4

Supervisor Survey

I currently have sufficient skills to manage my time correctly.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	1	0	0	9	13	23

I currently have sufficient skills to provide feedback for performance evaluations to subordinates.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	2	8	13	23

I currently have sufficient skills to administer the discipline process.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	2	1	14	6	23

I currently have sufficient skills to listen and utilize good interpersonal communication skills w/subordinates.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	0	11	12	23

I currently have sufficient skills to demonstrate an understanding of cultural diversity.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	0	9	14	23

I currently have sufficient skills to identify and address the impact of stress on subordinates.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	1	2	16	4	23

I currently have sufficient skills to manage the news media appropriately.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	1	5	14	3	23

I currently have sufficient skills to make decisions based on professional ethics.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	0	8	15	23

I currently have sufficient skills to hold subordinates accountable for their actions.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	0	12	11	23

I currently have sufficient skills to mentor all of my subordinates objectively.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	1	13	9	23

I currently have sufficient skills to correctly apply policies and procedures.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	0	13	10	23

I currently have sufficient skills to manage high-risk situations.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	0	1	8	14	23

I currently have sufficient skills to have input into lateral movement within the agency to groom officers.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	8	4	7	4	23

I currently have sufficient skills to encourage participation in the Career Shadow component of G.O. 5.

Answer Options	Strongly Disagree	Disagree	Don't Know/No Opinion	Agree	Strongly Agree	Response Count
Select one	0	2	0	15	6	23

I have been in law enforcement for (includes other agencies):

Answer Options	Less than one year	Between 1 and 5 years	Between 6 and 10 years	Between 11 and 15 years	Between 16 and 20 years	More than 20 years
Select one	0	0	0	0	6	17

I have been with TPD for:

Answer Options	Less than one year	Between 1 and 5 years	Between 6 and 10 years	Between 11 and 15 years	Between 16 and 20 years	More than 20 years
Select one	0	0	0	1	5	17

I am currently assigned as a:

Answer Options	Patrol Supervisor	Other Sworn Supervisor
	9	14