

CALIFORNIA **POST** MANAGEMENT COURSE: AN EVALUATION AND REVIEW

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I. EXECUTIVE SUMMARY	2
II. BEST PRACTICES: A REVIEW	4
What Makes a Good Police Supervisor?	5
Relevant Skills	5
Characteristics and Behaviors	6
Selecting and Developing Trainers	7
Selecting Trainers	7
Developing Trainers	7
Developing Trainings	9
Format	9
Content	10
Leadership vs. Management	10
Curriculum Development Processes	10
Integrating Adult Learning Theory into Police Training	12
Motivation and Relevance	13
Self-Directed, Problem-Based Learning Experiences	13
Conclusion	14
III. DATA COLLECTION	15
IV. SURVEY RESULTS	16
Summary of Perceptions	17
Skills Important to Law Enforcement Leadership	17
Importance of Future Directions of Law Enforcement	17
Instructor Quality	18
Removal of Course Material	20
Increase in Time Spent on Specific Course Material	20
Modality & Course Requirements	21
Overall Course Perceptions	23
Enjoyment of the Course	23
How do perceptions vary by participant characteristics?	25
Gender	26
Race/ethnicity	27
Underrepresented in Law Enforcement	29
How do perceptions vary by occupational characteristics?	29

Type of Agency (Sheriff vs Police)	29
Sworn Status	29
Agency size	29
V. RECOMMENDATIONS	29
Instructor-Focused Recommendations	29
Content-Focused Recommendations:	29
Modality/Utilization of Course Time	29
APPENDIX A. Qualitative Responses to Open-Ended Questions	29
APPENDIX B. Common Themes from Qualitative Interviews	29
APPENDIX C. Variation by Presenter	29
APPENDIX C. Relationships Across Survey Items	29
Modality and enjoyment	29
Enjoyment and perceptions	29
APPENDIX E. Summary of Best Practices	29
What Makes a Good Police Supervisor?	29
What Makes a Good Police Supervisor Trainer?	29
What Does a Good Supervisor Training Program Look Like?	29

I. EXECUTIVE SUMMARY

In the first half of 2023, the University of California research team conducted a comprehensive analysis of best practices in the field of leadership and management training for law enforcement. In addition, we undertook both qualitative and quantitative data collection to better understand the experiences and preferences of recent participants in the POST Management Course.

Overall, we find that participants are generally satisfied with the course – students on average enjoy their experience in the course and the opportunity to connect with other participants. Time spent in-class tends to be viewed as valuable, and the content deemed useful and important.

However, our research also surfaced areas of opportunity to improve course effectiveness and student satisfaction, especially with respect to serving course participants who come from backgrounds that are currently underrepresented in California law enforcement (e.g., women and racial minorities), as well as participants who are not police officers (e.g., those from sheriff's departments and non-sworn officers), and agencies of different sizes (e.g., both small and large.)

In this report, we review existing information on best practices in law enforcement manager training, discuss our findings, and provide data-informed recommendations for the POST Management Course going forward.

Key recommendations include:

- **Bolster instructor quality**
 - While course participants provided generally positive feedback about instructors, they also noted considerable variation in the quality of guest instruction. We recommend implementing on-going data collection mechanisms to assess guest instructor quality and revise instructor recruitment and course design accordingly.
 - We also recommend having instructors receive specific training (e.g., short, online modules) on best practices for encouraging open and inclusive discussion and fostering positive learning environments, especially with respect to improving the experience of the course for participants who are currently underrepresented in law enforcement.

- **Make iterative adjustments to content**
 - We advise increasing attention to personnel issues, leadership, and critical incident management in the course curriculum, as many survey respondents desired more time spent on these topics. This likely means that less time must be spent on other components of the course. Instructors could likely devote less time to project presentations, with minimal disruption to the course.

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- It is also our recommendation that, whenever possible, course participants have the opportunity to select specific topics of interest where they would like greater detail. This could be accomplished through intentionally structuring some of the course curriculum to be flexible and allow participants to decide which of a small number of mini sessions they would like to attend, each on a different topic.

 - **Foster improved use of in-class time & opportunities for out-of-class networking**
 - Feedback from both the survey and qualitative interviews suggest that time spent in the course could be more productively utilized. Recommendations include ensuring that PowerPoints and lectures are focused and engaging, student discussion is effectively and sufficiently incorporated, and out-of-class assignments are minimal and targeted towards reinforcing course material.

 - Additionally, participants especially appreciated the opportunity to network with course participants from other agencies during the course. In both the survey and qualitative interviews, many participants noted maintaining contact with at least one other course participant following the conclusion of class. We recommend continuing to find opportunities to help create and maintain these networking opportunities for all course participants, both inside and outside the classroom.

II. BEST PRACTICES: A REVIEW

***Disclaimer:** Within this section of the report are the best practices of law enforcement management training. We note here that the landscape of literature on these best practices, specific to middle management in law enforcement, is somewhat limited. Therefore, in an effort to provide as comprehensive of a review as possible, we include best practices on training for law enforcement supervisors more generally. Additionally, the learnings from this report help deepen a collective understanding of what middle management training is most desired and relevant, as well as what types of training modalities are most effective and well-received.*

When law enforcement agencies require a new first-level supervisor, senior management often elects to promote a rank-and-file officer rather than select an outside candidate.¹ The decision to promote an internal candidate is common sense; officers within the department have passed police academy trainings, are familiar with the department's personnel and operations, and may have shown initiative to take on a more leadership-focused role. However, while a lower-level officer may have excellent performance as a law enforcement officer in the field, they often do not have any managerial experience themselves, and now find themselves in a position where they are superiors to their former peers.²

As a result, many state Peace Officer Standards and Training (POST) commissions offer some form of training for new police officer supervisors. However, the best practices for supervisor training programs are not necessarily as well-worn as typical police academy trainings. California's POST has initiated an effort to improve their existing supervisor training program. This section details relevant information on best practices to enhance California POST's supervisor training program, including a set of characteristics that make up an ideal police supervisor, the traits and skills needed to facilitate effective supervisor training programs, and a set of guidelines designed to focus the development of curricula for supervisor trainings. These recommendations are compiled from the existing body of literature on police officer training practices, as well as interviews with experts in the field of officer training. The body of literature represents a mix of academic research using experimental designs, as well as existing textbooks on police training practices and effective tactics for supervising officers.

What Makes a Good Police Supervisor?

Before focusing on developing training materials and selecting trainers, training developers should consider what traits they desire to foster in supervisor trainees and what skills they feel are necessary to incorporate into a new curriculum. This section delineates a set of skills, characteristics, and behaviors that are integral to performing well as a police supervisor.

¹ Hogan, James, Craig Bennell, and Alyssa Taylor. "The Challenges of Moving into Middle Management: Responses from Police Officers." *Journal of Police and Criminal Psychology* 26, no. 2 (2010): p. 100. <https://doi.org/10.1007/s11896-010-9077-4>.

² Ibid.

Best Practices: Relevant Skills

Miller, More, and Braswell present a framework for the essential skills of a first-line police supervisor in their book *Effective Police Supervision*. The authors outline a skill framework they refer to as Hu-TACK, standing for the **H**uman, **T**actical, **A**ffective, **C**onceptual, and **K**nowledge skills that officers need to be effective first-line supervisors.³ Each of these is important in their own right, but different aspects of a supervisor's job will require each skill set to varying degrees.

Human skills: Human skills focus on understanding one's staff and providing them with guidance to be the most effective officers they can be. This includes skills like coaching staff members, providing counsel on work-related issues and concepts, mentoring supervisees to guide them on the path to success, and motivating workers.

Tactical skills: Tactical skills include the set of skills brought together to control a situation and accomplish tasks out in the field. Skills in this category include establishing a system of control, ensuring staff are competent with relevant equipment, skills, and techniques that can lead to mission success, and ensuring officers are clear on their tasks and relevant procedures, protocols, and policies.

Affective skills: Supervising officers must also be conscious of their supervisees' attitudes, emotions, and values. Affective skills are designed to help supervisors manage these concepts both in their subordinates and in themselves. This includes skills such as developing fair, mutually respectful relationships with subordinates, fostering positive attitudes, demonstrating integrity, incorporating the local organization's system of values into everyday work, acting as a role model, and understanding the supervisor's own shortcomings and how they can improve themselves.

Conceptual skills: Conceptual skills aid supervisors in integrating their individual activities into the broader mission of the department. These skills require awareness of the department's mission, vision, and structure and focus on improving one's ability to navigate these and apply knowledge appropriately. Skills in this grouping include performance assessment, data analysis, objective setting, problem solving, resource management, and working to improve proficiency while eliminating errors.

Knowledge skills: Finally, supervisors are usually expected to have mastery of relevant knowledge about the duties of patrol officers and investigators. Supervisors are responsible for achieving results through their subordinates, and knowledge skills aid them in achieving the best results possible. Knowledge skills include application of policies, rules, and regulations, understanding each officer's workload, organizing teams in the most effective manner, training and developing officers' skills, and providing adequate administrative and technical support.

Best Practices: Characteristics and Behaviors

Beyond the relevant skills needed to succeed as a police supervisor, Miller et al also present a set of characteristics and behaviors that undergird the application of their Hu-TACK framework.

³ Miller, Larry, Harry More, and Michael Braswell. *Effective Police Supervision*. Florence, NY: Taylor and Francis, 2017. Ch 1.

Supervisors interact with a wide array of department personnel, including their own subordinates, senior police supervisors and officials, and other first-line supervisors. As such, supervisors must have certain sets of characteristics and behaviors that facilitate good working relationships with each of these different groups of colleagues.⁴

Direct subordinates: A supervisor's primary goal is to effectively direct the work of their team and improve their team's capabilities. Supervisors must behave in a manner that facilitates this. Supervisors need to be accessible to their team to provide management and leadership, remain attentive to the needs of their staff, provide a fair assessment of their team's capabilities, develop their team's skills, and foster a positive attitude, both as a motivator and as a role model.

Superior officers: Supervisors are not only accountable to their team; they are also accountable to their own supervisors and act as the bridge between upper management and rank-and-file officers. As a result, supervisors not only need to respond to the needs of their team, but to the needs of upper management. Following through on upper management directives is key to this relationship. In addition, supervisors should also exhibit commitment and integrity towards the department and their own duties. This can help foster trust in upper management and solidify cross-level working relationships.

Fellow supervisors: No team operates completely in a silo. Different teams of officers will need to work together on certain tasks and, as a result, supervisors will find themselves operating alongside other supervisors of their own rank. Establishing a working relationship with other supervisors can ensure smooth operations when engaging with other teams of officers. To facilitate this, supervisors must be open and willing to cooperate and communicate with their peers. Cooperating across teams entails behaviors such as resolving problems jointly, exchanging relevant information and ideas, and coordinating activities with other teams.

Good teamwork should also be consciously separated from any personal issues or relationships that may exist between officers. Work should be assigned and conducted by the best individual for the job, not the one who has a personal relationship with their supervisor. In addition, supervisors must remain aware of how their actions impact the work of their fellow supervisors and their subordinates. Stepping on one another's toes presents easy opportunities for conflict, so self-awareness is crucial to maintaining a positive working relationship.

Administrators at the Federal Law Enforcement Training Center (FLETC) noted that being an effective leader of law enforcement officers is, at its core, about trust, credibility, and communication.⁵ In many ways, these three words encapsulate the set of characteristics and behaviors laid out by Miller et al. Supervisors must both trust their subordinates and be trusted back; supervisors must demonstrate to their superiors that their word and work are effective; and effective departments operate best when information is exchanged at all levels.

⁴ Miller, More, and Braswell, *Effective Police Supervision*. Ch. 1.

⁵ Jason Kuykendall (Assistant Division Chief, Leadership Institute, FLETC), in discussion with the author, Berkeley, CA, March 2023.

Selecting and Developing Trainers

Best Practices: Selecting Trainers

Effective trainers are necessary for an effective training program. Selecting the right types of individuals with relevant experience is crucial to crafting and delivering high-quality training. In general, supervisor training programs should be staffed by former police supervisors with many years of experience on the job.⁶ For example, FLETC selects only second- or third-line supervisors to teach in their supervisor leadership training programs. In most cases, these officers have reached the age of retirement in their jurisdiction and join FLETC as re-employed annuitants to continue working in law enforcement post-retirement.⁷

Best Practices: Developing Trainers

While selecting experienced, senior police supervisors may bring with it a great degree of expertise in managing law enforcement officers, training organizations should not take it as a given that such individuals will automatically be good trainers. As such, training organizations should provide training to newly-employed trainers on effective methods for training law enforcement officers. Prior to any instructional practice, trainers should receive some sort of onboarding training specifically designed to aid its new hires in effective methods for training, including a module specific to the leadership training program. In addition to this, new trainers can be paired with veteran trainers to co-teach for a training session prior to taking on their own sessions.⁸

Beyond onboarding, law enforcement trainers should all be taught a set of core competencies. Rick Giovengo lays out a framework for developing training staff in his book *Training Law Enforcement Officers*.⁹ Borrowing from the International Board of Standards for Training Performance Instruction, Giovengo describes a set of fourteen core competencies that comprise the skill set of a high-quality trainer. The table below lays out these core competencies and provides a brief summary of their component parts.

Table 1. Core Competencies for Law Enforcement Training Instructors

Core Competency	Summary
Communicate effectively	<ul style="list-style-type: none">● Speak clearly● Listen actively● Convey clear intentions with your words
Update and improve knowledge and skills	<ul style="list-style-type: none">● Attend professional development courses to improve skills and knowledge on classroom facilitation
Comply with established ethical/legal standards	<ul style="list-style-type: none">● Respect officers' privacy● Comply with intellectual property laws when using materials● Avoid conflicts of interest

⁶ Patrick Mahaney, "Management Training for Police Supervisors," FBI Law Enforcement Bulletin 69, no. 7 (July 2000): p. 9.

⁷ Jason Kuykendall, in discussion with the author, March 2023.

⁸ Jason Kuykendall, in discussion with the author, March 2023.

⁹ Giovengo, Rick D. *Training Law Enforcement Officers*. Boca Raton, FL: CRC Press, 2019. Ch. 5.

Establish and maintain professional credibility	<ul style="list-style-type: none"> ● Convey subject matter expertise ● Correct your own errors ● Dress professionally
Plan instructional methods and materials	<ul style="list-style-type: none"> ● Craft lessons with officers' experience in mind ● Personalize lesson plans to check for understanding ● Select/adapt methods, tools, strategies, presentation techniques ● Adapt lesson plan to instructional setting ● Provide a course agenda ● Sequence lessons in a logical order
Prepare for instruction	<ul style="list-style-type: none"> ● Rehearse lessons/test equipment ● Make course materials available ● Confirm logistics, equipment, and setup to be conducive to learning ● Minimize distracting elements
Stimulate motivation and engagement	<ul style="list-style-type: none"> ● Match learning outcomes to officer/course goals ● Provide feedback and positive reinforcement during lessons ● Keep students' attention with examples/analogies
Effective presentation and facilitation skills	<ul style="list-style-type: none"> ● Use a lesson plan ● Vary presentation of ideas ● Involve officers in discussion ● Use props and teaching aids where needed
Demonstrate effective questioning techniques	<ul style="list-style-type: none"> ● Ask clear and relevant questions ● Follow up immediately on concerns ● Vary question types ● Redirect questions as needed ● Answer questions in the existing learning environment
Provide clarification and feedback	<ul style="list-style-type: none"> ● Feedback should be clear, relevant, and specific ● Allow officers to ask clarifying questions ● Target performance, not officer ● Promote peer-to-peer feedback
Promote retention and transfer of knowledge	<ul style="list-style-type: none"> ● Encourage elaboration on concepts and ideas ● Provide self-guided opportunities in realistic settings to integrate knowledge and reflection
Assess learning and performance	<ul style="list-style-type: none"> ● Communicate clear assessment criteria ● Incorporate self-assessment ● Provide opportunities for remediation
Manage an environment that fosters learning	<ul style="list-style-type: none"> ● Present clear expectations ● Address issues and conflicts effectively, appropriately, and in a timely manner ● Manage participation and time to avoid digression
Use of technology	<ul style="list-style-type: none"> ● Use supportive visual aids that are simple and clear ● Incorporate different media types (handouts, presentations, audio/video, etc.) ● Establish contingency plans for tech issues

Source: Gioengo, Training Law Enforcement Officers Ch. 5

Developing Trainings

Best Practices: Format

There are myriad ways to arrange training content when delivering it to trainees, but not all are equally effective. When structuring training courses, curriculum designers must consider factors such as modality of delivery, segmentation of lessons, course length and number of classroom hours, class sizes, training location, and many more. While there is no true one-size-fits-all training organization, there are certain best practices that can aid trainees in better learning and internalizing skills.

Deliver several short, high-focus sessions: Often, officers can feel like training is a large imposition on their time. A two-week training course means two weeks that they are not performing their duties as supervisors. Instead, two one-week courses would reduce the consecutive time and disruption that officers are away from their posts, allowing them to return to work and resolve any pressing issues before attending the next training session.¹⁰ In addition, this type of course cadence pairs well with a more condensed and intensive course. Rather than, say, ten four-hour training days, three eight-hour modules in the first week and two eight-hour modules the following week can ensure that all relevant content in a module is presented together, allow for officers who must miss a day to easily catch up, and still reduce the burden on officers' time.¹¹

Employ different trainers for different modules: Different trainers may have different expertise, and there is no reason that an individual trainer must take on a full session by themselves. Assigning different trainers to different modules can allow expertise to shine through and reduce the burden on individual trainers. Furthermore, co-teaching also eases the burden on any one individual trainer.¹²

Offer “booster” sessions: Once officers take their new knowledge and skills back to the workplace, they must put them to use. Inevitably, there may be some knowledge lost as the distance from the original training period grows. Offering a “booster” session to review certain content, discuss experiences in the supervisory role, and solve problems that have arisen in the workplace since the conclusion of formal coursework can offer officers the opportunity to refresh their knowledge and can result in greater mastery of the skills taught in the initial training.¹³

Best Practices: Content

Leadership vs. Management: There are two types of supervisor skill sets: leadership skills and management skills. Management skills are more mechanical and administrative, such as assigning

¹⁰ Mahaney, "Management Training for Police Supervisors," p. 9.

¹¹ Mahaney, "Management Training for Police Supervisors," p. 9.

¹² Jason Kuykendall, in discussion with the author, March 2023.

¹³ O'Neill, John, Dawn A. O'Neill, Katelyn Weed, Mark E. Hartman, William Spence, and William J. Lewinski. "Police Academy Training, Performance, and Learning." *Behavior Analysis in Practice* 12, no. 2 (2018): p. 357. <https://doi.org/10.1007/s40617-018-00317-2>.

work, organizing projects, or addressing police misconduct.¹⁴ These skills fall most in line with the technical, conceptual, and knowledge skills in Miller and colleagues' Hu-TACK framework. Leadership focuses more on the interpersonal and affective skills, aligning more with the human and affective skills of Hu-TACK. Leadership skills are easier to apply to a broad range of contexts, as some management skills are contingent on local jurisdictions' organization and regulations. However, both management and leadership are essential to effective police supervision, and both should be taught as part of supervisor training curricula.

Curriculum Development Processes

Giovengo lays out a model for approaching the curriculum development process called the ADDIE process. ADDIE stands for **A**nalysis, **D**esign, **D**evelopment, **I**mplement, and **E**valuate.¹⁵ The elements of each of these steps are laid out below.

Analysis: The analysis stage of the process involves identifying performance gaps. This necessitates determining the skills that officers should possess and assessing the current skill base within a department. Giovengo lays out two types of analyses that can be used to identify performance gaps: a Front-End Analysis (FEA) and a Job Task Analysis (JTA). An FEA approaches the performance gap by first analyzing current performance and defining the performance problem specifically, followed by finding evidence for the root of the performance issue and scoping out potential solutions and their strengths, costs, and constraints. A JTA approaches this analysis from a more task-oriented framework. When conducting a JTA, analysts define the scope of a particular job's duties, qualifications, and everyday mechanics such as location, working conditions, and equipment, then defines job success based on this description. Alternatively, this is framed as the behavior required of the job, the conditions under which a job is performed, the criteria required to perform the job, and the characteristic tools and concerns of the work.

Design: The design stage focuses on deriving the instructional objectives of a training based on the performance gap. The design phase begins by delineating the specific real-world tasks that officers are responsible for and building the curriculum around them. Next, designers define the course objectives based on these identified tasks. These objectives should be clearly measurable and observable within the training context, and each step of the training and each task should have specific learning goals associated with it. These goals should all be focused specifically on student/officer performance. Rather than "the instructor will provide a lecture on conflict resolution", objectives should be articulated as "officers will learn to diffuse a conflict between two subordinates".

Development: At the development stage of the process, designers draw together materials to form specific lesson plans. There are several decisions that must be made at this stage, such as how to accurately simulate job tasks; whether a course will be offered in-person, remotely, or a hybrid modality; detailing the lesson content, media, and assessments; determining an appropriate instructor-to-officer ratio; and determining the order of activities. At this point in the process, developers should consider relevant theories on adult learning. More information on adult learning theory is described below.

¹⁴ Jason Kuykendall, in discussion with the author, March 2023.

¹⁵ Giovengo, *Training Law Enforcement Officers*, Ch. 6.

In addition to incorporating adult learning principles, K.C. Cheung suggests incorporating mindset development into the training process. Mindset development focuses on instilling a core set of values that organizations want to maintain. Related development activities can include research projects, debates, role play, and team building exercises where values are emphasized as a key component of the exercise. These exercises are designed to develop critical thinking skills, empathy, compassion, and good judgement.¹⁶

The task of deciding the best way to convey necessary learning topics could potentially be carried out by personnel at several levels. For example, FLETC trainers themselves are primarily responsible for curriculum development. Trainers decide on relevant topics, prepare lesson plans, and gather any relevant outside materials, with limited assistance from administrative staff. Once developed, curricula are elevated to FLETC's curriculum review board, which signs off on training materials prior to implementing curricula.¹⁷

Implementation: At this stage in the process, trainers deliver the trainings to officers. Prior to an official rollout of a new training program, instructors should pilot sections of the course to determine any issues that may arise and iron out any remaining details. From here, the course can proceed as designed.

As new issues relevant to law enforcement present themselves, curriculum developers must take note of these issues and determine how best to integrate them at the implementation stage. Police use of force and pandemic-related issues have dominated the conversation on policing over the past few years, and these issues are opportunities to review and update curriculum content. In addition to updating curricula based on relevant issues, curriculum developers should continue to undergo regularly scheduled curriculum reviews in order to ensure a training program's continued applicability to modern police supervision.

Evaluation: At the final stage of the ADDIE process, training programs must undergo evaluation to identify and address any areas of improvement. Evaluations should occur along multiple dimensions as described by the Kirkpatrick model¹⁸. These include (1) whether officers express that they liked the training, (2) whether officers successfully achieved the learning objectives, (3) the extent to which officers retain information and make use of it on the job, and (4) if the training adequately addresses the performance gaps established during the analysis phase. The first two levels are typically captured in a survey format, while the second two involve tracking performance metrics of individuals and departments that have taken the training. The specific metrics and methods of analyzing evaluation data will vary depending on the department and learning objectives. The results from the evaluation must feed back into the design, development, and implementation steps to ensure continuous improvement of the training.

¹⁶ Cheung, K.C. "The Generational Gap: Values and Culture-Building in the Hong Kong Police Force." Essay. In *Police Organization and Training: Innovation in Research and Practice*, ed. Haberfeld, Curtis, and Sheehan, 137–52. SPRINGER, 2011.

¹⁷ Jason Kuykendall, in discussion with the author, March 2023.

¹⁸ Kirkpatrick, Donald L., and R. L. Craig. "Evaluation of training." *Evaluation of short-term training in rehabilitation* (1970): p. 35.

Integrating Adult Learning Theory into Police Training

Much of the existing literature on effective teaching practices focuses on traditional pedagogy, understood in this context to refer to the practice of educating young people. Effective education methods for adult learning are not necessarily the same as those designed to teach children. Instead, effective police training programs should focus on theories of adult learning – sometimes referred to as andragogy – to craft the most effective training programs. Andragogy translates as “leading adults” from the original Greek, while pedagogy translates as “leading children”.

While andragogy as a term was first coined in the late 1800s, scholar Malcolm Knowles built a theoretical base for adult learning theory in 1973. Specifically, Knowles developed a set of principles designed to guide educators in crafting, teaching, and evaluating curricula designed for adult learners.¹⁹ Subsequent scholars have modified and iterated on Knowles’ original work, but for the purposes of this analysis, the principles of andragogy borrow from Giovengo’s definitions²⁰ and those put forward in Etter and Griffin’s work on andragogical methods in law enforcement training.²¹ These include:

- Motivation: Adult learners are often driven to learn by their own desire to increase their knowledge and experience, rather than external motivators like requirements or tests.
- Relevancy: Adult learners engage more with material that they find to be directly relevant to their professional practice.
- Self-directed learning: Adult learners want to be responsible for crafting their own learning goals and experiences.
- Learning from experience: Adult learners are usually experienced in their own right, and learning by doing is often the most effective way to engage them.
- Problem-centered learning: Alongside learning from experience, adult learners learn best when they are tasked with solving a specific problem that mirrors the way they experience problems in the real world.

Motivation and Relevance

While an internal motivation to learn drives success in andragogical practice, the fact remains that officers are required to attend some types of training, and some may feel that trainings aren’t helpful or distract from the actual work they feel they should be doing. For such officers, it is paramount to foster some form of internal motivation to engage with required trainings. Scholarship suggests several strategies for fostering intrinsic motivation amongst officer trainees.

Emphasize relevance: When officers cannot see the relevance of a particular training activity to their daily duties, they will be less motivated to engage with the materials. Detailing when, why, and how a particular training exercise may be applied in an officer’s daily duties can foster motivation to

¹⁹ Bouchrika, Imed. “The Andragogy Approach: Knowles’ Adult Learning Theory Principles.” Research.com, April 6, 2023. <https://research.com/education/the-andragogy-approach>.

²⁰ Giovengo, *Training Law Enforcement Officers*, p. 159.

²¹ Etter, Gregg W., and Richard Griffin. “In-Service Training of Older Law Enforcement Officers: An Andragogical Argument.” *Policing: An International Journal of Police Strategies & Management* 34, no. 2 (2011): p 242. <https://doi.org/10.1108/13639511111148861>.

learn the material. In other words, if it is clear why officers need to know something, they will make more effort to understand the material.²² This emphasis should exist in tandem with clear course goals. Relaying concrete objectives with clear learning outcomes can help illuminate the connection between training and practice.²³

Emphasize the virtue of public service: Officers who have a genuine interest in aiding the public are more intrinsically motivated to pursue trainings. Trainers and supervisors should try to foster this attitude at every opportunity, to ensure trainees continue to be intrinsically motivated to update and improve their skills.²⁴

Self-Directed, Problem-Based Learning Experiences

When crafting training curricula, trainers should strongly consider incorporating self-directed learning, problem-centered learning, and experience-based lessons. Functionally, this means crafting lessons that focus on the following elements:

Learn by doing: Often, the most effective way for officers to learn is by taking part in activities that focus on using the skills they have been developing. While police academy attendees require a significant degree of physical training, supervisor trainees will need to take part in activities that focus more on management duties and interpersonal interactions. This allows officers to test their own approaches to different interactions.²⁵

Simulation-based lessons: Often, the best way to incorporate learning by doing is through a learning simulation. Simulations allow officers to apply their knowledge in situations that mirror their professional environment. In addition, supervisor trainees should work on these simulations with their fellow trainees. By allowing trainees to engage with their peers and practice their skills in representations of the real world, trainers can provide officers with a sense of autonomy over the learning process.²⁶

Craft an environment conducive to learning: Many police academies employ a more militaristic style of training recruits. While this can be appropriate in some instances, a regimented learning environment such as those found in military training is not as conducive to more open-ended, self-directed learning experiences that are critical for those taking on supervisory roles. Instead, instructors should seek to foster a more open-minded, mentoring atmosphere, allowing supervisors to experiment with different approaches and discover what works for their own unique situation.²⁷ Furthermore, training organizations should consider the modality of the trainings they offer. In

²² Giovengo, *Training Law Enforcement Officers*, p. 159.

²³ Ibid.

²⁴ Wolfe, Scott E., Kyle McLean, Jeff Rojek, Geoffrey P. Alpert, and Michael R. Smith. "Advancing a Theory of Police Officer Training Motivation and Receptivity." *Justice Quarterly* 39, no. 1 (2019): p. 213. <https://doi.org/10.1080/07418825.2019.1703027>.

²⁵ Krätzig, Gregory P., and Christine Hudy. "From Theory to Practice: Simulation Technology as a Training Tool in Law Enforcement." Essay. In *Police Organization and Training: Innovation in Research and Practice*, ed. Sheehan, Curtis, and Haberfeld, 65–79. SPRINGER, 2011.

²⁶ Ibid.

²⁷ Ibid.

some cases (such as simulation-based learning), in-person options may be preferable. Conversely, requiring officers to take time out of their schedules to travel to a training could be an unnecessary burden. Different modalities can also aid in accommodating different learning styles.²⁸

Conclusion

Training new police supervisors is a distinct task from training other law enforcement officers. The baseline skill set for police supervisors distinguishes itself from the base set of skills for officers. Rather than more concrete, task-oriented skills, supervisors must build more effective skills and people management capabilities. Consequently, the methodologies for training police supervisors must also differ from the methodologies used to train recruits or other learners. Training developers must focus on training new supervisors using methods that speak to their experience, provide them with opportunities to learn by doing, and emphasize how training programs relate to supervisor's everyday responsibilities.

Furthermore, trainers must also craft programs with officers' time in mind, making sure they are selecting training lengths, scheduling, and personnel that ensure officers are not kept from their duties. New police supervisors are often new to management, and it is paramount that new supervisors feel as prepared as they can for their new position. These best practices can ensure officers are engaged and participating in trainings, aid new skills in transferring into supervisors' day-to-day duties, and provide officers with the tools they need to perform their duties in an exemplary manner.

²⁸ Etter and Griffin, "In-Service Training of Older Law Enforcement Officers: An Andragogical Argument." p. 243.

III. DATA COLLECTION

In the first half of 2023, the research team conducted both qualitative and quantitative data collection processes designed to understand the perceptions and experiences of former students in POST's Management Course.

In total, we conducted 14 qualitative interviews. Interview participants were recruited by POST via email. Recruitment emails were sent on January 25th and again on February 2nd to a random sample of all course participants. An overview of the demographic background of interview participants is provided below:

Table 1.1: Demographics of Interview Participants

Demographic Variable	Level	Frequency	Percentage
Sex	Female	2	14.3%
	Male	12	85.7%
Race	Black	2	14.3%
	Hispanic/Latinx	1	7.1%
	White, Non-Hispanic/Latinx	1	7.1%
Rank	Lieutenant	8	57.1%
	Non-Sworn	2	14.3%
	Higher	4	28.6%
Course Year	2020	5	35.7%
	2021	8	57.1%
	2022	1	7.1%
Military	Yes	2	14.3%
	No	12	85.7%
Agency	Police	10	71.4%
	Sheriff	4	28.6%

In addition to these in-depth interviews, we fielded a survey in order to gather systematic feedback from former POST Management Course participants. On March 2nd, an initial survey invitation email was sent to 3,621 individuals who were listed by POST as having participated in the Management Course over the last six years. This email included a link to the online survey. The survey had 71 questions and took roughly 10 minutes to complete. We received completed surveys from 876 POST Management course participants, for a response rate of 24.2%.

Demographics of survey respondents are provided below:

Table 1.2: Demographics of Survey Participants

Demographic Variable	Level	Frequency	Percentage
Gender	Man	672	80.29%
	Woman	108	12.90%
	Non-binary, other, prefer not to state	57	6.81%
Race	Asian	48	5.67%
	Black	47	5.55%
	Hispanic/Latinx	146	17.24%
	White, Non-Hispanic/Latinx	439	51.83%
	Multiracial, American Indian/Alaskan Native, Native Hawaiian or Pacific Islander, other racial/ethnic identity, prefer not to state	167	19.72%
Sexual Orientation	Straight	595	82.18%
	Gay or Lesbian, Queer, Other, or preferred not to state	129	17.82%
Rank	Lieutenant	442	59.65%
	Rank higher than Lieutenant	262	35.36%
	Other	37	4.99%
Course Year	Pre-2020	387	44.28%
	2020 and later	476	54.46%
Military	Yes	133	18.00%
	No	600	81.19%
Agency	Highway	34	4.61%
	Police	404	54.82%
	Sheriff	215	29.17%
	Other	84	11.40%

IV. SURVEY RESULTS

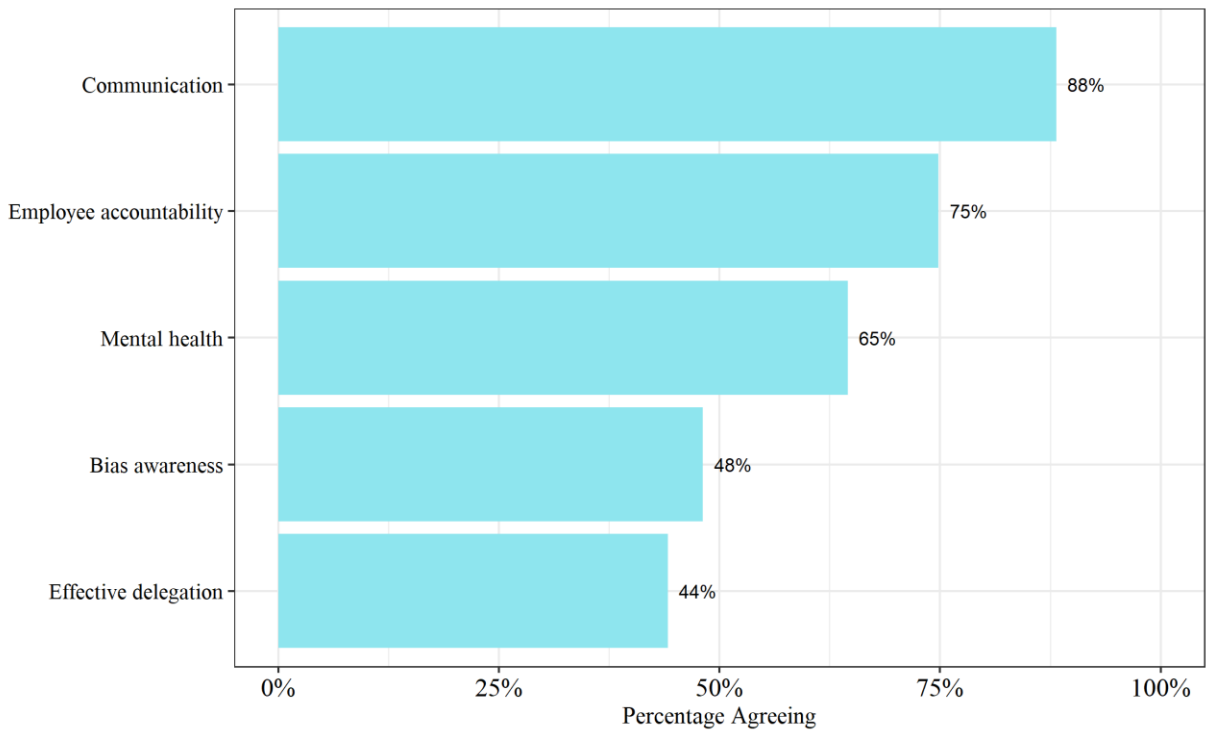
Summary of Perceptions

In this section, we provide descriptive statistics describing responses from each section of the survey, as well as a summary of what we can learn from how survey participants responded to each set of questions. In addition to general perceptions of law enforcement management and the POST management course among survey respondents as a whole, we discuss how perceptions vary by participant demographics and type of law enforcement agency.

Skills Important to Law Enforcement Leadership

We begin by assessing the types of skills survey participants believe to be important to being an effective law enforcement leader. In Figure 1.1, we note the percentage of respondents who indicated that each skill was important (i.e., those who chose a 9 or greater out of a 10-point scale).

Figure 1.1 – Percentage Agreeing Specific Skills are Important for Law Enforcement Leadership
Great Importance of Law Enforcement Skills



*Note: Bar indicates respondent who noted that this particular skill was a 9 or 10 out of 10 in terms of importance to being an effective law enforcement leader (i.e., higher scores indicate greater importance.)

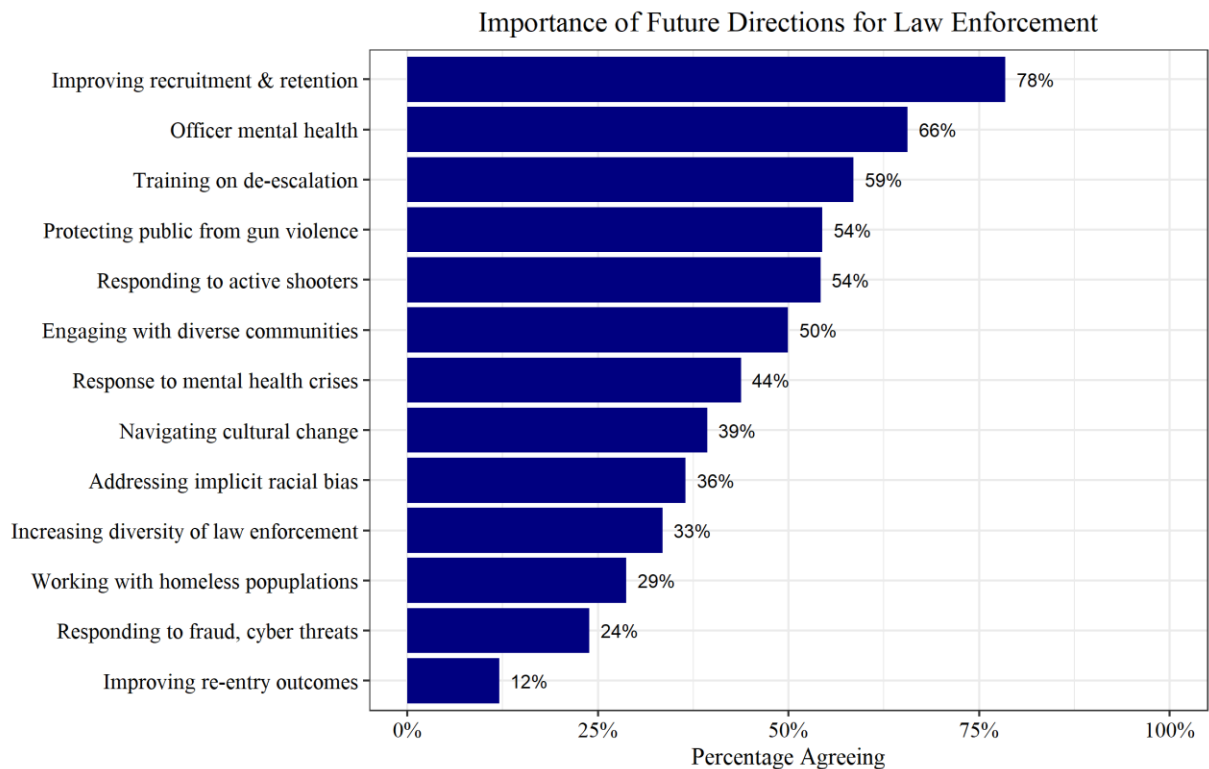
Brief summary: Overall, respondents suggested that communication was the most important skill for being an effective law enforcement leader, though other skills were commonly endorsed (i.e., a 9/10 or higher on importance):

1. The least commonly endorsed items were effective delegation (44%) and bias awareness (48%), though these were still noted as being quite important.
2. The items rated as most important include communication (88%) and employee accountability (75%). These topics are generally related to managing day-to-day issues and activities, rather than the longer-term success of the department. This may reflect the prioritization of immediate needs over longer-term goals.

Importance of Future Directions of Law Enforcement

We also assess what directions survey participants believe are important for the future of law enforcement. In Figure 1.2, we note the percentage of respondents indicating that each topic was important to the future of law enforcement.

Figure 1.2 – Percentage Agreeing to the Importance of Future Directions for Law Enforcement Leadership



Brief summary: When asked about the importance of future directions for law enforcement, participants emphasized priorities related to investments in staff:

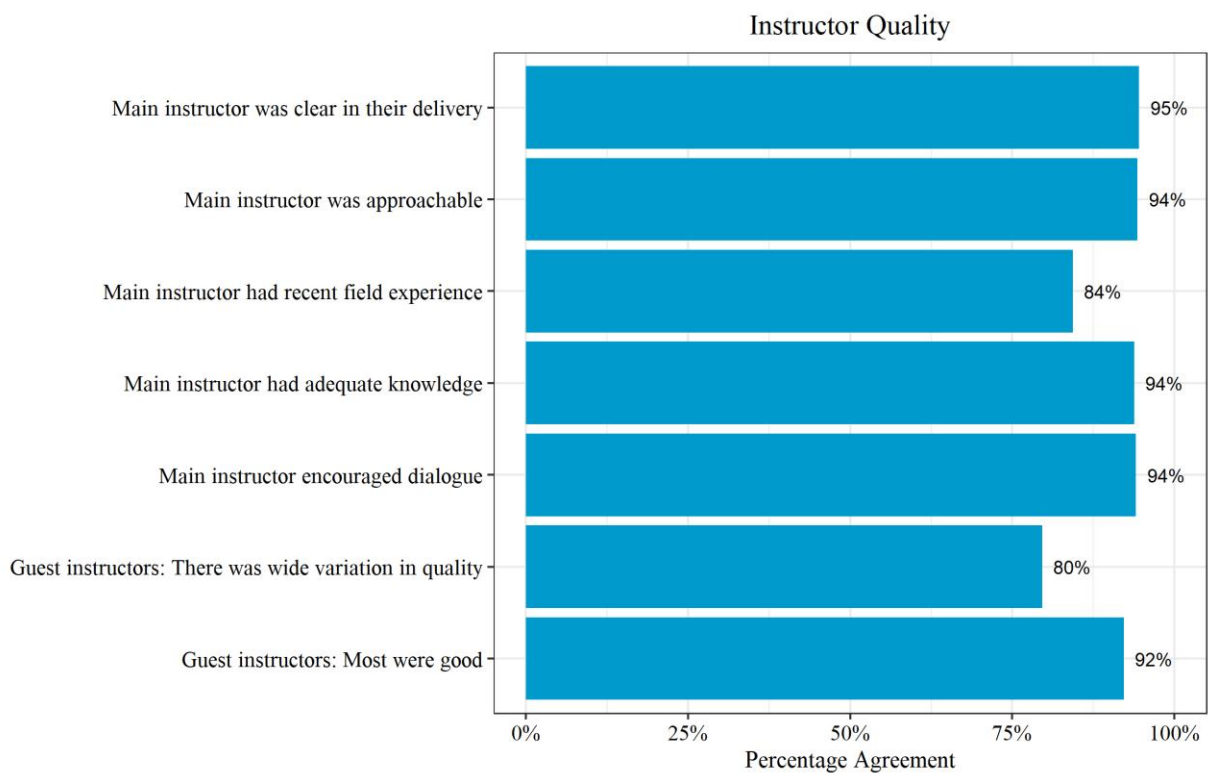
1. The top two priorities were *Improving recruitment & retention* (78%) and *Officer mental health and well-being* (66%), suggesting that direct investments in the well-being and job satisfaction of staff is a high priority.

-
-
- Investment in staff as it relates to training was also very commonly indicated as important. This included *Training on de-escalation* (59%), *Protecting the public from gun violence* (55%), *Responding to active shooters* (54%), and *Engaging with diverse communities* (50%).

Instructor Quality

We next turn our attention to how survey participants perceived specific aspects of the POST Management Course, beginning with the quality and experience of instruction and instructors. In Figure 1.3, we note the percentage of respondents that agreed with each statement on quality of instruction/instructors (i.e., responded with a 5 or higher on a 7-point scale).

Figure 1.3 – Percentage Agreeing to Statements about Instructor/Instruction Quality



Brief summary: Overall, survey respondents appeared to be satisfied with instructor quality (both for main and guest instructors). Instructors were overwhelmingly described as clearly delivering material (95%), being approachable (94%), encouraging dialogue (94%), and having adequate knowledge (94%) and recent field experience (84%). However, respondents also agreed that although most guest instructors were good (92%), there was also wide variation in the quality of guest instruction (80%).

Qualitative responses from open-ended questions:

Out of the 225 responses to open-ended questions in the survey, there were 33 responses that discussed instructors and 24 that discussed instructional styles. Summaries of the feedback provided in these open-ended questions are provided below, along with select quotes:

Instructors

- Make sure instructors have current information (case studies, fiscal management)
- Reduce the number of “filler” instructors
- Eliminate personal boasting from instructors
 - Reduce “war stories” and focus on tangible skills
- High remarks to specific instructors
- Conversations about politics should be grounded in the work:
 - “In an unfavorable political climate, leaders must remember that the majority of their staff are proud members of your organization and they need reinsurance that we will not cave to liberal policies.”
 - “I recommend exposing the students to the actual ‘sausage making’ of politics and how as a senior executive there is no such thing as ‘I don't get involved in politics.’”
- There is a lack of racial diversity among presenters

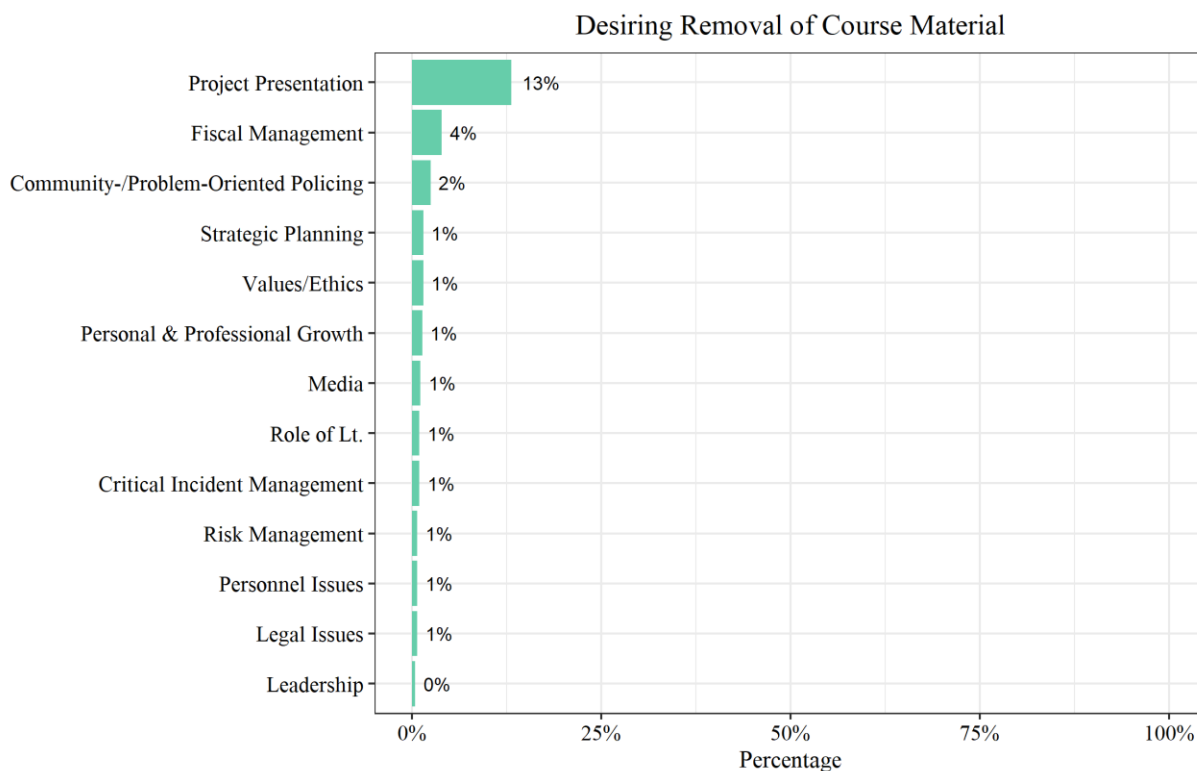
Instructional style

- Respondents were divided on moving to an online or hybrid format:
 - Pieces of the curriculum could be provided online
 - Since networking is one of the biggest perks of this class, it cannot be all online
 - Possibly a hybrid structure
 - Unclear preference for one week less or one week more
 - “I would prefer that the training is jammed [packed].”
- Preference for 15-minute mini-trainings
 - Scenario-based trainings would be useful
- Group break-out sessions are not helpful
- A suggestion of a core group of classes, plus electives folks can opt into
 - “You should be able to sign up for different curriculum based on your weaknesses.”
- Eliminate the presentation or make it extremely relevant for all participants

Removal of Course Material

In this section, we provide a summary of the current course topics that survey participants believe could be removed from the POST management course. In Figure 1.4, we note the percentage of respondents agreeing that each topic could be removed from the course.

Figure 1.4 – Percentage Agreeing that Course Topics Could be Removed from POST Management Curriculum



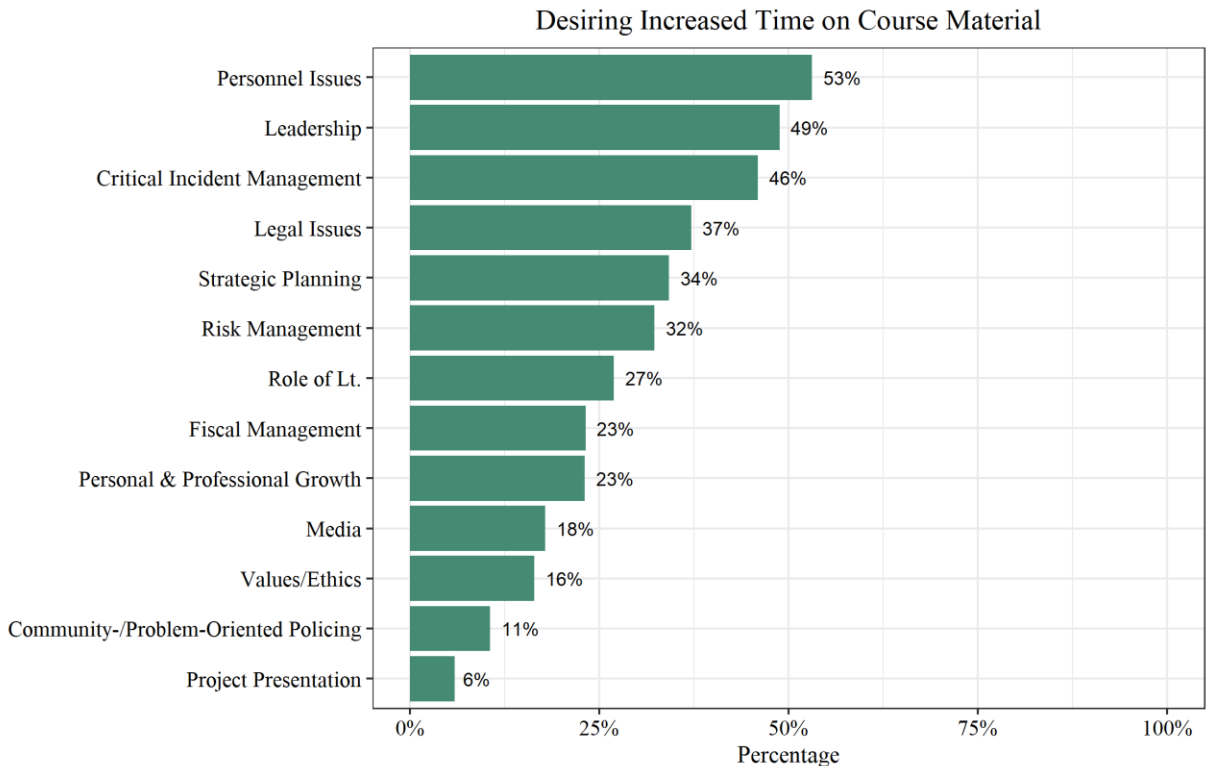
Brief summary: Overall, survey respondents did not support removal of any of the topics that are currently included in the course curriculum.

1. Less than 2% of respondents felt most topics (10 out of 13) should be removed from the curriculum.
2. The only topic that received even nominal support for removal (13%) was the project presentation.

Increase in Time Spent on Specific Course Material

In this section, we provide a summary of the topics currently covered in the curriculum that survey participants believe should receive more time in the POST management course. In Figure 1.5, we note the percentage of respondents agreeing that each course topic should receive more time.

Figure 1.5 – Percentage Agreeing that Course Topics Should Receive More Dedicated Time



Brief summary: Overall, survey respondents indicated considerable support for increasing the amount of time spent on certain topics in the POST management curriculum, with a majority of respondents (53%) supporting an increase in the amount of time spent on *Personnel issues*.

1. After *Personnel issues*, slightly less than a majority of respondents indicated support for increasing the amount of time spent on *Leadership* (49%) and *Critical incident management* (46%).
2. Again, we see *Project presentation* emerge as a topic that is seen by many as potentially less useful or relevant than other course material.

Qualitative responses to open-ended questions: Of the 225 responses provided to open-ended questions, 27 provided feedback related to course materials:

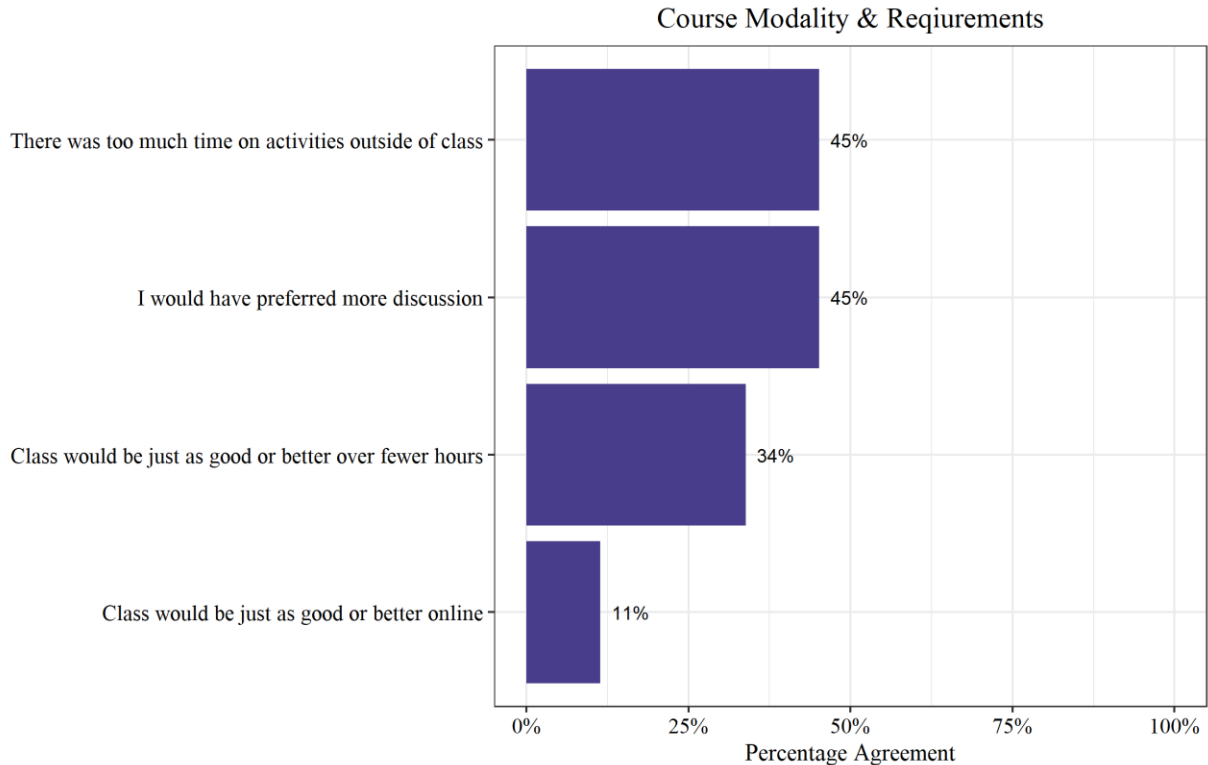
- Suggested additions to curriculum:
 - Adaptive Leadership

- More focus on job duties, crime reduction, and messaging to the community/ media relations.
- Focusing on specialty topics (i.e., riots, active shooters, and a racial bias course created by law enforcement rather than an outside group)
- Focus on recruitment and retention
- Scenario-based training on personnel issues, progressive discipline
- Would like a small component on budgeting
- Elimination from the curriculum:
 - Spend less time on media and presentations
 - Stay away from politics
 - Remove group project/presentation
 - One respondent challenged the focus or inclusion of content on racial disparities
 - “We should be focusing on ethics, honesty, and integrity as our driving factors.”

Modality & Course Requirements

In this section, we provide a summary of how survey participants perceived the course modality and requirements of the POST management course. In Figure 1.6, we note the percentage of respondents agreeing to each of the following statements about course modality and requirements.

Figure 1.6 – Percentage Agreeing with Statements on Course Modality & Requirements



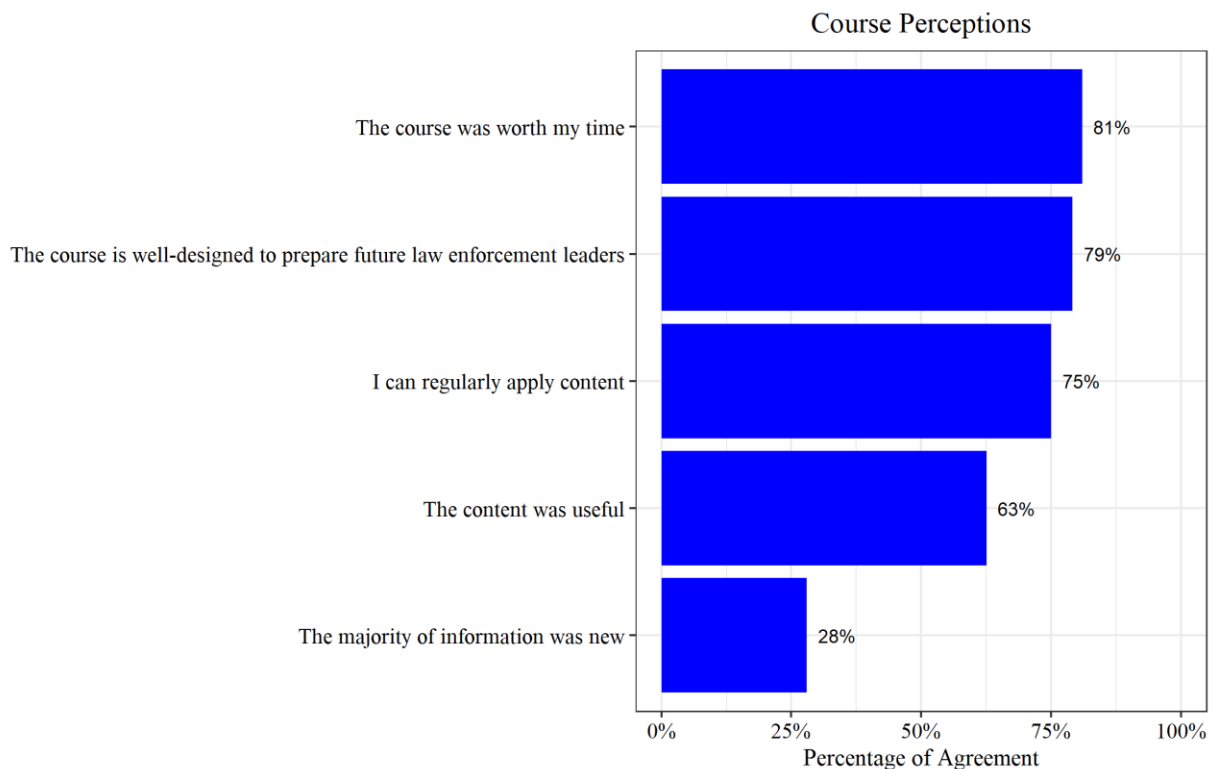
Brief summary: Overall, survey respondents showed a lack of support for many suggested changes to either the modality or structure of the course.

1. Less than half (45%) said too much time was spent outside class or that they wanted more time for discussion.
2. Only a third (34%) said that the course should be offered over fewer hours.
3. A minority of participants (11%) said the course would be better if offered online.

Overall Course Perceptions

In this section, we provide a summary of how survey participants responded to questions about the course overall. In Figure 1.7, we note the percentage of respondents agreeing to each of the following statements about the course.

Figure 1.7 – Percentage Agreeing with Statements on Perceptions of the Course



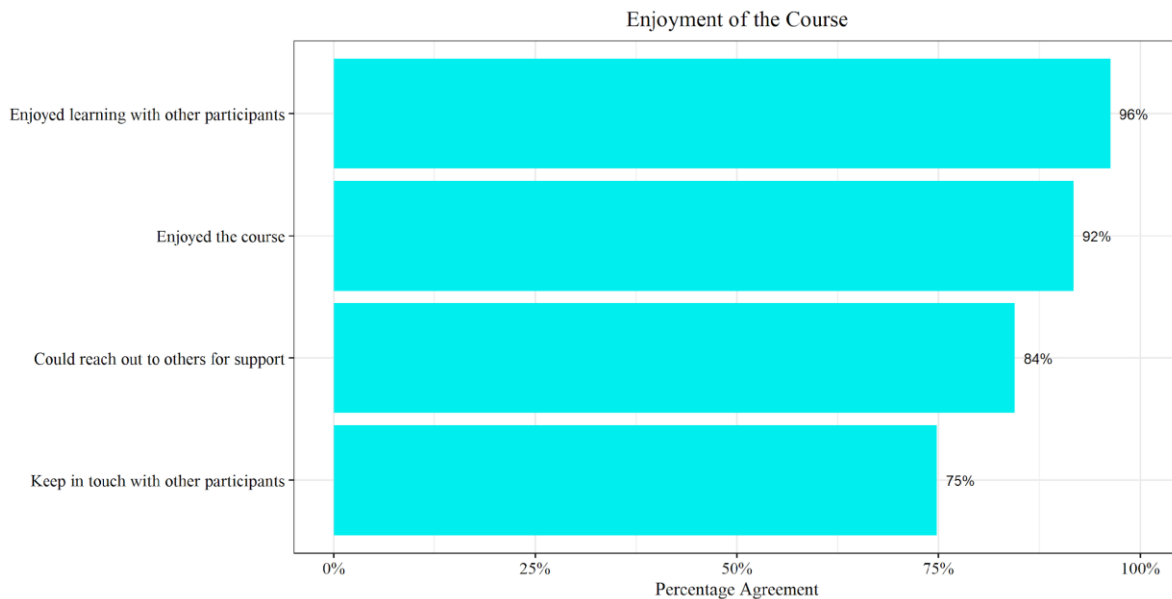
Brief summary: Overall, survey respondents positively perceived the course. However, agreement was lower regarding how much of the course content covered new material.

1. Participants generally agreed that the course was worth their time (81%), that it was well-designed to prepare future law enforcement leaders (79%), that they regularly apply what they learned in the course (75%), and that the course content was useful (63%).
2. At the same time, few participants agreed that a majority of the course content was new information (28%).

Enjoyment of the Course

In this section, we provide a summary of how survey participants enjoyed the course overall. In Figure 1.8, we note the percentage of respondents agreeing to each of the following statements about their enjoyment of the course.

Figure 1.8 – Percentage Agreeing with Statements on Enjoyment of the Course



Brief summary: Overall, course participants reported enjoying the course. In order of greatest average agreement, survey respondents responded that:

1. They enjoyed learning with other participants in the course (96%).
2. They enjoyed the course overall (92%).
3. They felt they could reach out to other participants from the course if they wanted support on issues related to management (84%).
4. They keep in regular contact with at least one other participant from the course (75%).

Qualitative comments in open-ended responses: Of the 225 open-ended responses provided, 26 responses to the open-ended questions were related to networking opportunities in the course.

- There is benefit from engagement with each other across agencies/locations
- Would love to see bios of folks in the room
- Allow agencies to discuss how they handle IA or recruitment in order to share best practices
- Keep the course in person for the networking
- Structure the networking opportunities
 - “There are multiple types of law enforcement agencies in California, some of which are more obscure and/or unknown than others (particularly State agencies). Educating local law enforcement about these different agencies that operate within their jurisdictions would be beneficial.”

Qualitative comments in open-ended responses: Of the 225 open-ended responses provided, 54 shared positive information, describing components or aspects of the course they liked, as compared to 40 responses that provided criticisms of the course. Summaries of these comments are provided below.

- Incorporate accountability structures
 - “We send new commanders to this training their first year and then never have any follow-up training. It's the same with the sergeant School. These classes check boxes, but no one is held accountable or provided additional training several years into their leadership. That's the glaring problem. There is no mechanism to make sure leaders are following the course content or leading with distinction.”
- Be clear on who the class is for
 - “This class should be for those who are interested in promoting to a LE manager. Ninety percent of what was presented was information I knew before promoting.”
- Reconsider the number of hours required for the course (80 vs 100)
 - “This survey fails to include the concepts of collaboration and communication at all levels to solve problems. Also the lack of personnel and experience is the biggest issue facing management.”

How do perceptions vary by participant characteristics?

In addition to the general perceptions described in the previous section, we are also interested in whether responses were significantly different across demographic groups,²⁹ including by gender, race and/or ethnicity, and whether the participant identified themselves as being part of a group that is currently underrepresented in California law enforcement (i.e., not a man, a race or ethnicity other than White and/or Latinx, and/or does not identify as straight).

Gender

Among all survey respondents, 672 identified as men, 108 as women, and 57 as non-binary or preferred not to state. There were several significant differences between respondents that identified as men and respondents that did not (i.e., respondents that identified as women or other).

Basic summary: Men report getting more out of the course than do participants that identify as either women or other. Two significant differences based on gender are especially worth noting:

1. *Instructor quality* was perceived by men to be better on a few key dimensions, including the extent to which the instructor had recent field experience and the extent to which the instructor encouraged conversation.
2. *Enjoyment* was also significantly greater for men, particularly with respect to making connections with other class participants (i.e., keeping in touch with others from the class and having people that they can reach out to if needed). Men were also more likely to say they applied what they learned in the course.

²⁹ Thresholds of statistical significance were at the 0.10 level, though p -values below the alpha of 0.01 level are differentially noted. No multiple comparison corrections tests were applied; therefore, please interpret the significance of individual items accordingly.

Figure 2.1A: By Gender: Percentage Agreeing to Having People Participants Can Reach Out

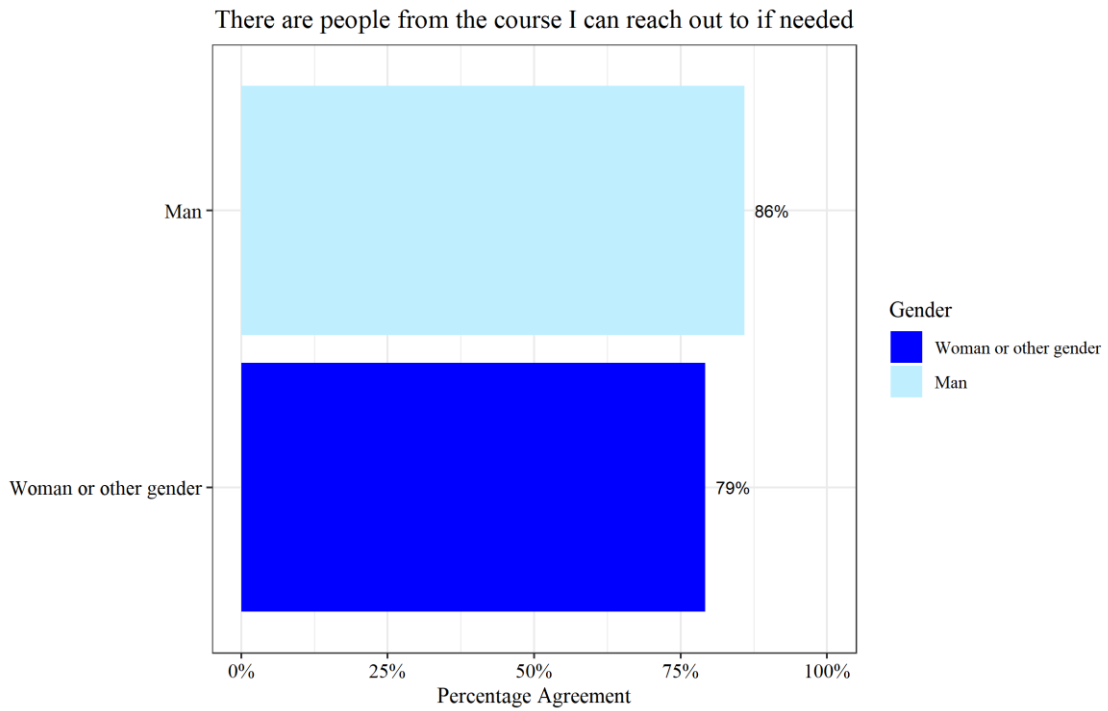


Figure 2.1B: By Gender: Percentage Agreeing to Keeping in Touch with 1+ Participants

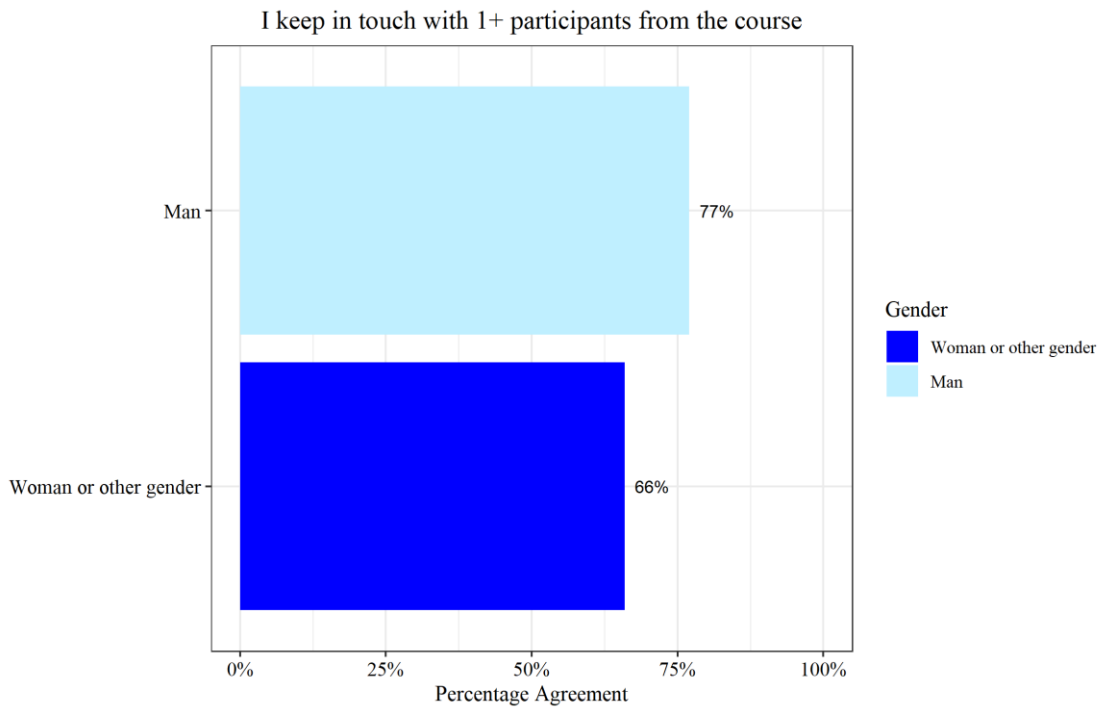


Figure 2.1C: By Gender: Percentage Agreeing to Main Instructor Encouraging Dialogue

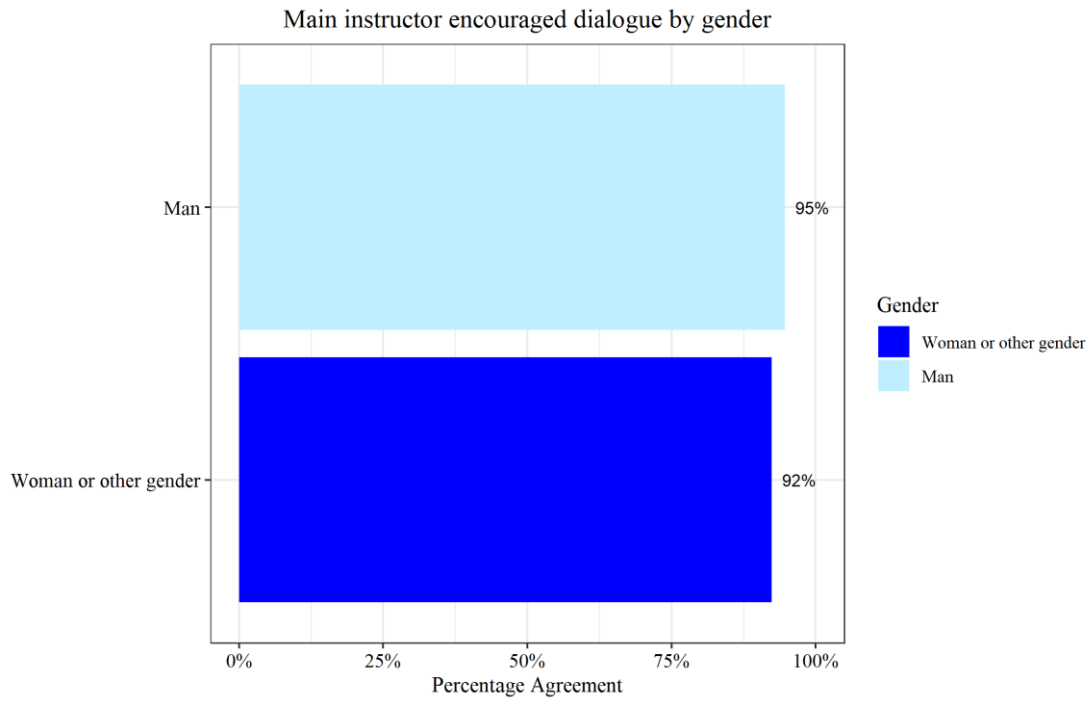
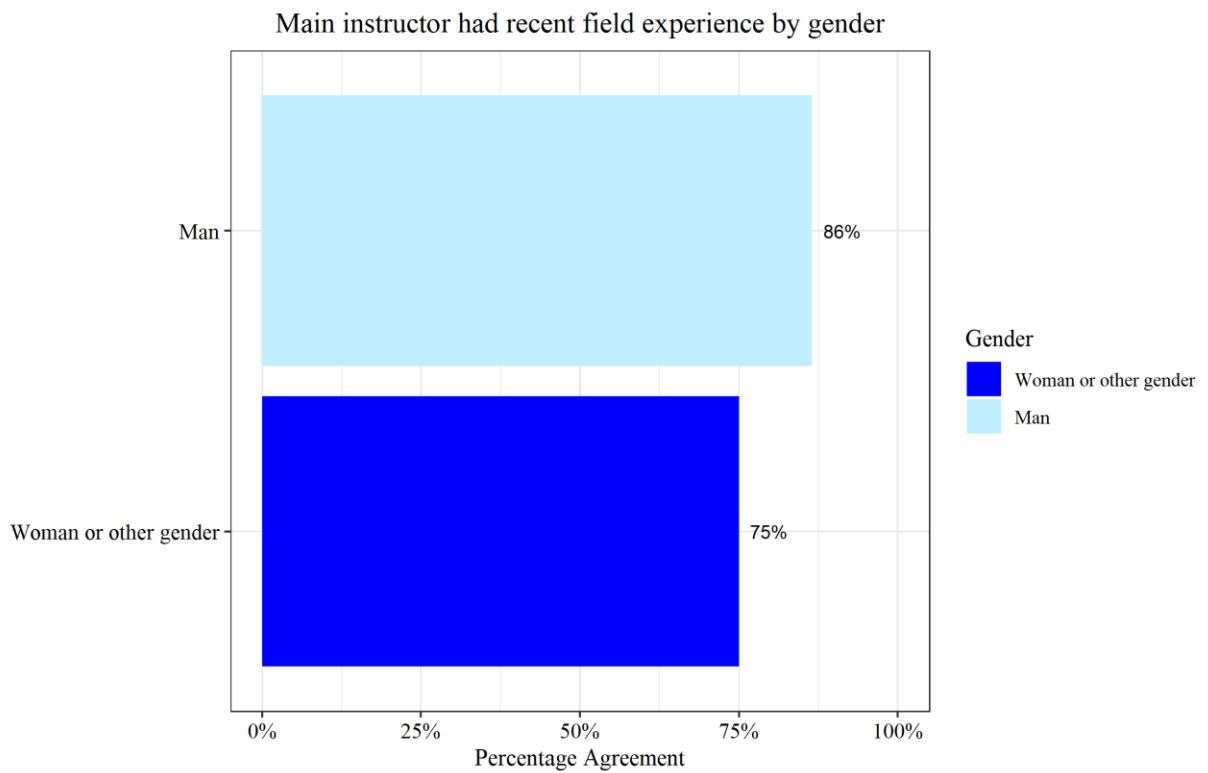


Figure 2.1D: By Gender: Percentage Agreeing to Main Instructor Having Recent Field Experience



Race/ethnicity

There were several significant differences across racial and ethnic identities. To analyze the data by racial and ethnic identity, we collapsed racial/ethnic categories as follows:

- Asian or Asian American (48 respondents)
- Black or African American (47 respondents)
- Latinx/Hispanic (146 respondents)
- Non-Hispanic White or Caucasian (439 respondents)
- Multi-racial, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Other Racial Identity, or preferred not to state (167 respondents)

Basic summary: Two significant differences based on racial and ethnic identity are especially worth noting:

1. Black and Latinx/Hispanic participants tended to report more positive perceptions and more enjoyment of the class overall, and were somewhat more likely to say that the course was worth their time.
2. Perceptions of course content were significantly different by race, especially as it related to risk management, personal and professional growth, the project presentation, and community-oriented policing.
 - a. While overall the proportion of participants wanting more time spent on the project presentation was very low, the highest proportion agreeing that they would like more time spent on this topic was for Latinx participants.
 - b. Almost half of Black respondents noted that they would like to see increased time spent on personal and professional growth. The proportion was also quite high for Latinx participants (approximately 28%).
 - c. A similar pattern emerged for the topic of community-oriented policing, where approximately 28% of Black participants desired an increase in time spent. This was more than double the percentage of Latinx respondents and other racial and ethnic groups that desired increased time dedicated to this topic.

Figure 2.2F: By Race: Percentage Agreeing to Enjoying the Course Overall

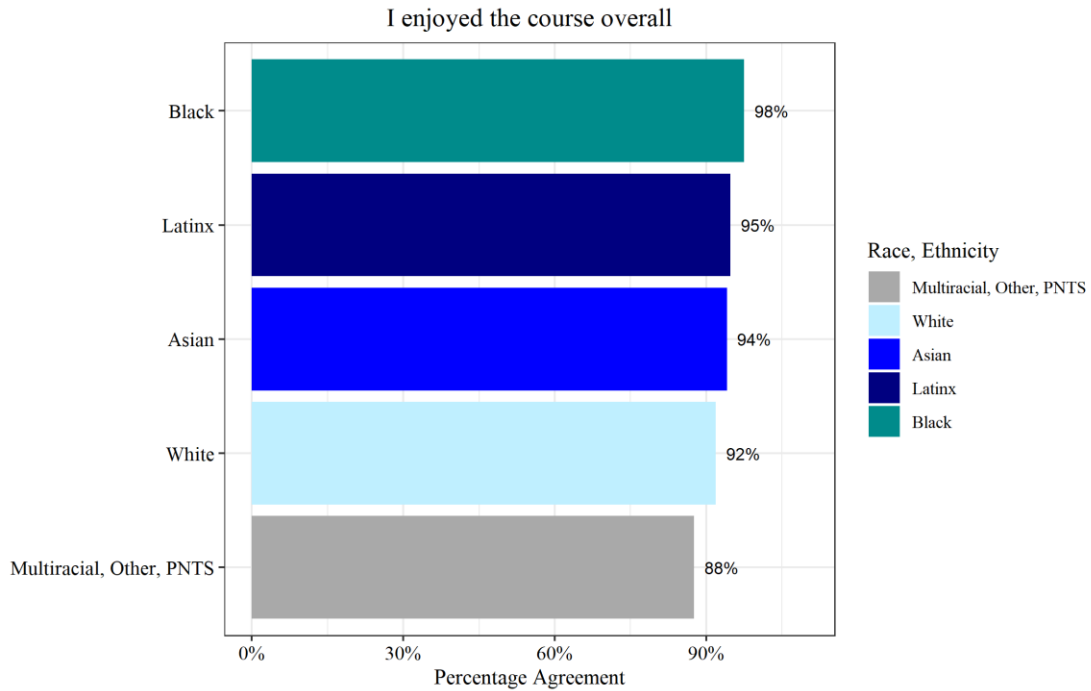


Figure 2.2E: By Race: Percentage Agreeing the Course was Worth Their Time

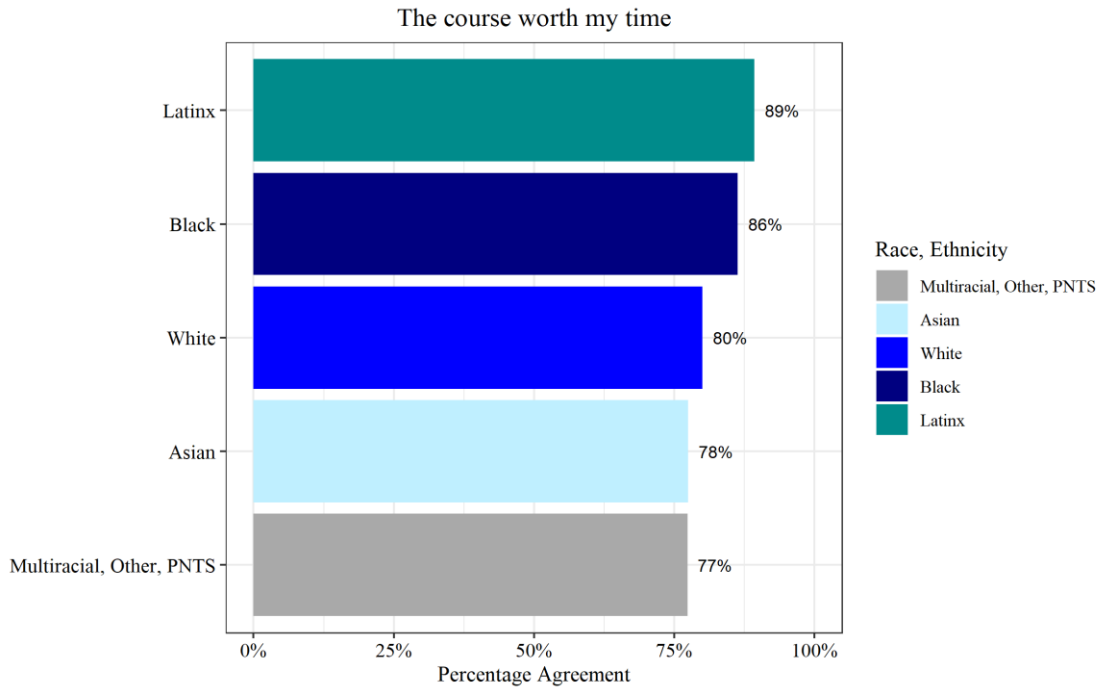


Figure 2.2A: By Race: Percentage Agreeing to Increasing Time on Project Presentations

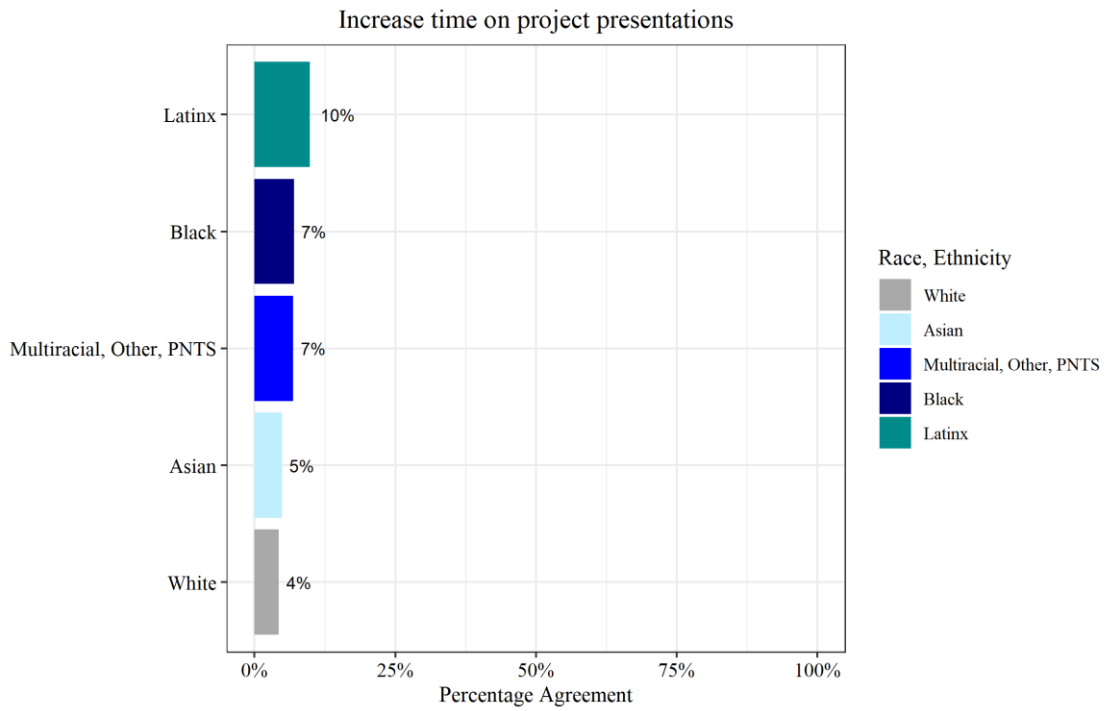


Figure 2.2B: By Race: Percentage Agreeing to Increasing Time on Personal & Professional Growth

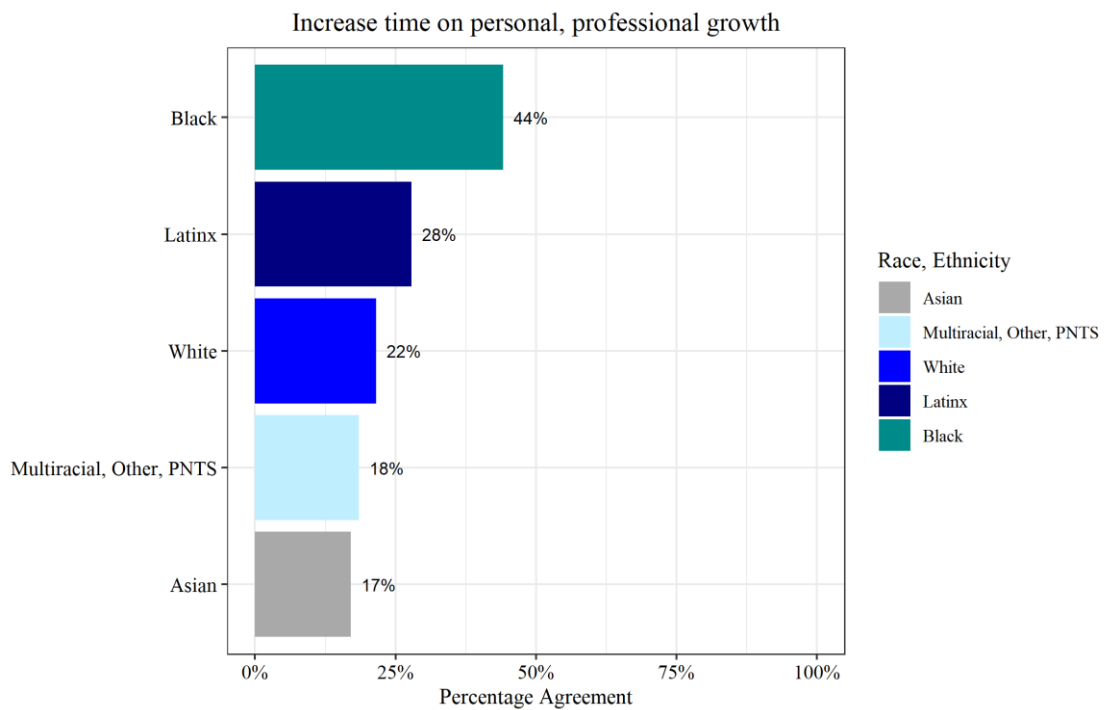


Figure 2.2C: By Race: Percentage Agreeing to Increasing Time on Risk Management

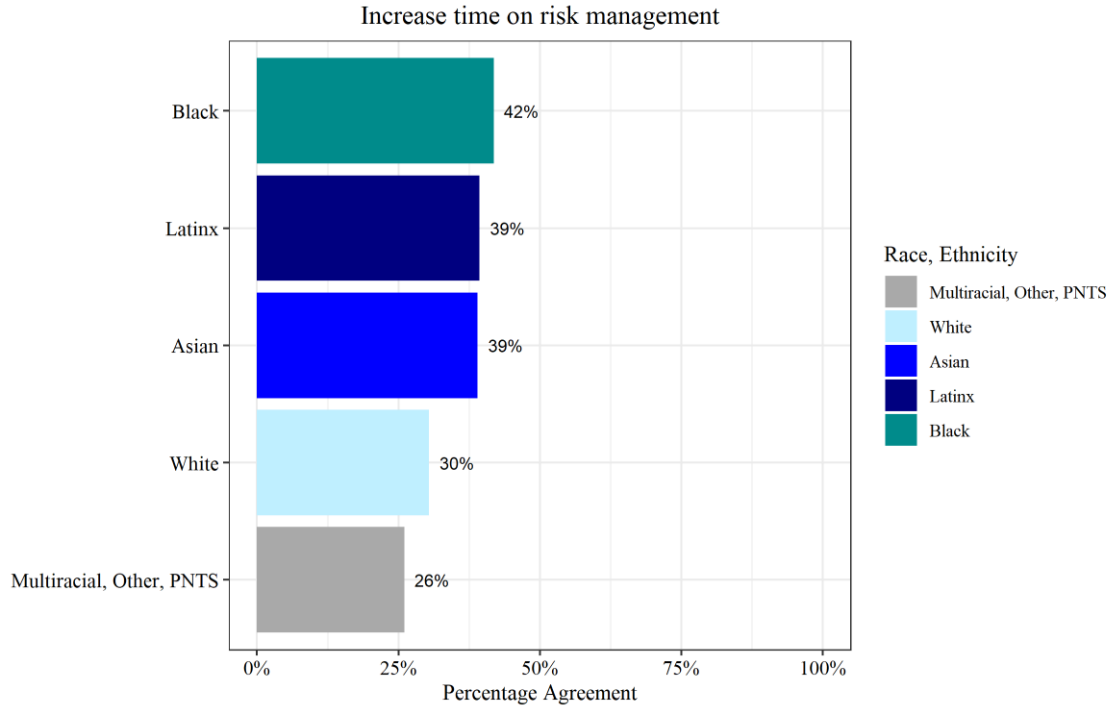
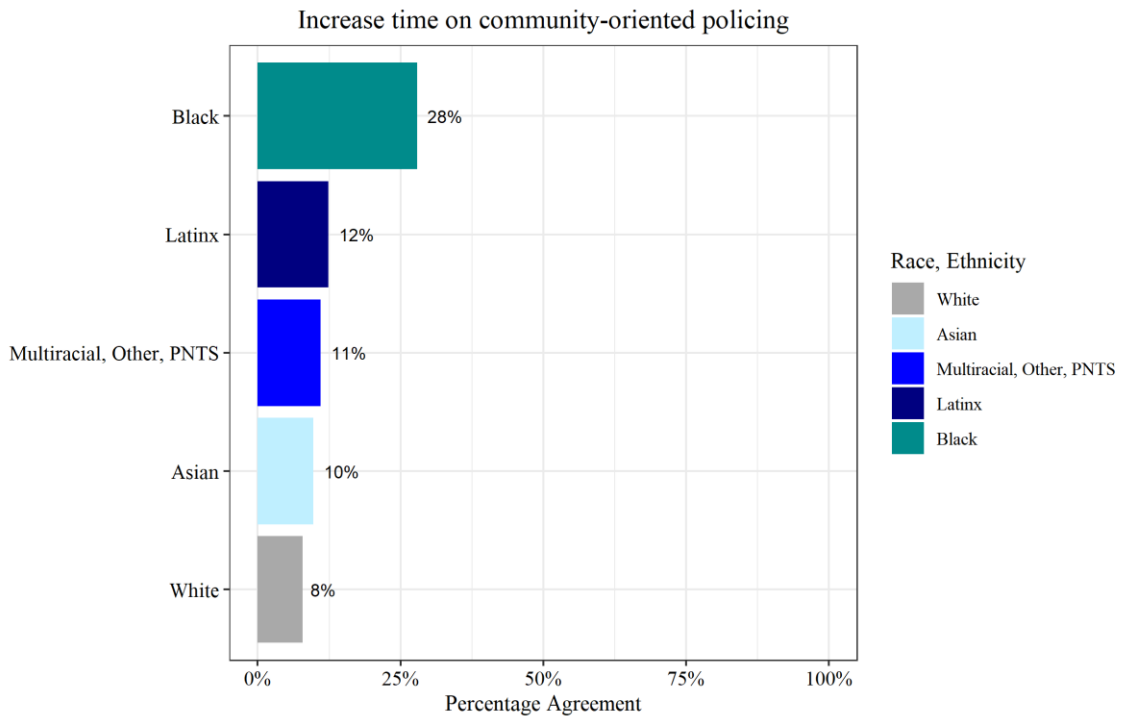


Figure 2.2D: By Race: Percentage Agreeing to Increasing Time on Community-Oriented Policing



Sexual Orientation

There were several significant differences across groups according to their stated sexual orientation. To analyze the data by sexual orientation, we collapsed categories as follows:

- Straight (595 respondents)
- Gay or Lesbian, Queer, Other, or preferred not to state (129 respondents)

Basic summary: Those who identified as straight tended to report getting more out of the course than participants that did not identify as straight or preferred not to state. Three significant differences based on sexual orientation are especially worth noting:

1. **Instructor ratings** were significantly more likely to be positive for those who identified as straight, specifically on the dimensions of showing adequate knowledge, having recent field experience, delivering content in a way that was easy to understand, and encouraging dialogue. Participants who identified as straight were also more likely to agree that most guest instructors were good, relative to participants who did not identify as straight. This reflects a potential opportunity to improve the quality of course instruction so that participants from all backgrounds can get the most out of the course and are equally and adequately served by instructors.
2. **Perceptions** that the course was well-designed to prepare future law enforcement leaders, the course was worth their time, they applied what they learned, and the majority of information was new to them were also significantly less true for participants who did not identify as straight.
3. **Enjoyment of the course** overall was significantly lower for participants who did not identify as straight. Participants who identified as straight were significantly more likely to say that they enjoyed learning from others, that they kept in touch with one or more participants from the course, that there were other participants that they could reach out to if needed, and that they enjoyed the class in general. This may reflect inequitable social dynamics and might be helpful to address explicitly in the class itself (i.e., helping instructors foster an inclusive and positive learning environment.)

Figure 2.3A: By Sexual Orientation: Percentage Agreeing that the Course was Well-Designed to Prepare Future Law Enforcement Leaders

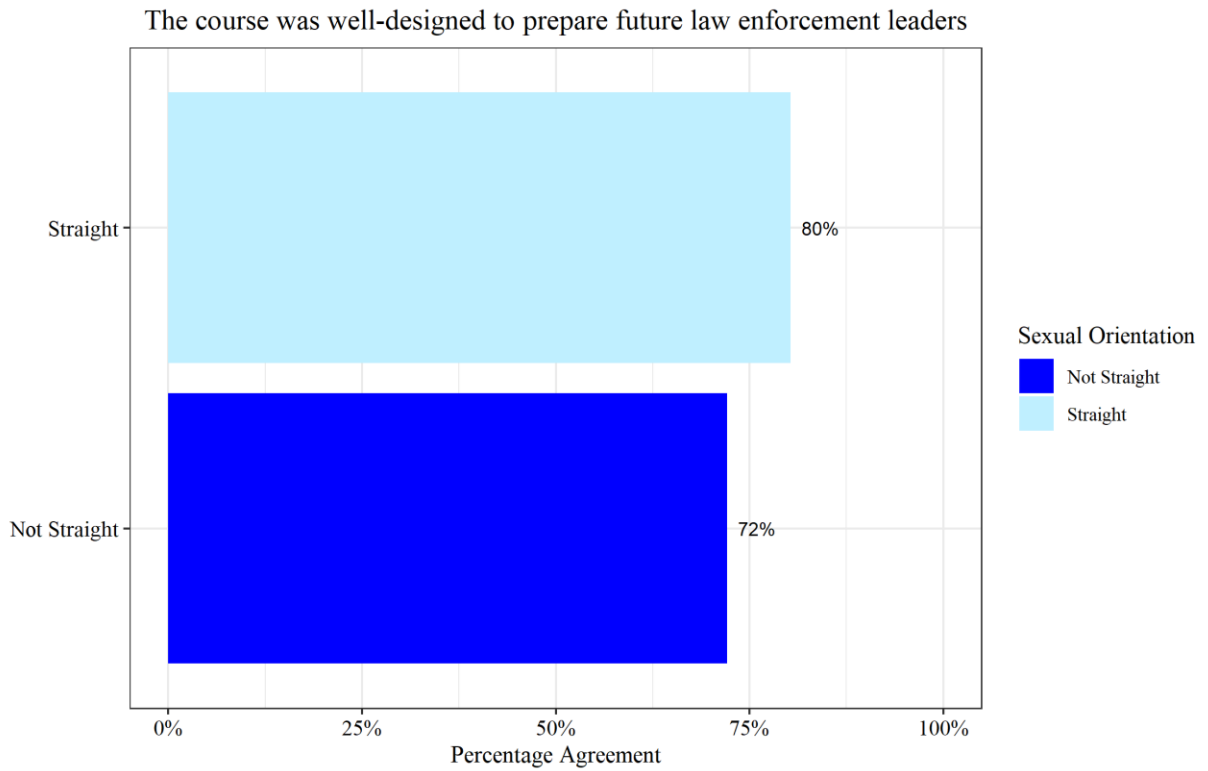


Figure 2.3B: By Sexual Orientation: Percentage Agreeing that the Course was Worth Their Time

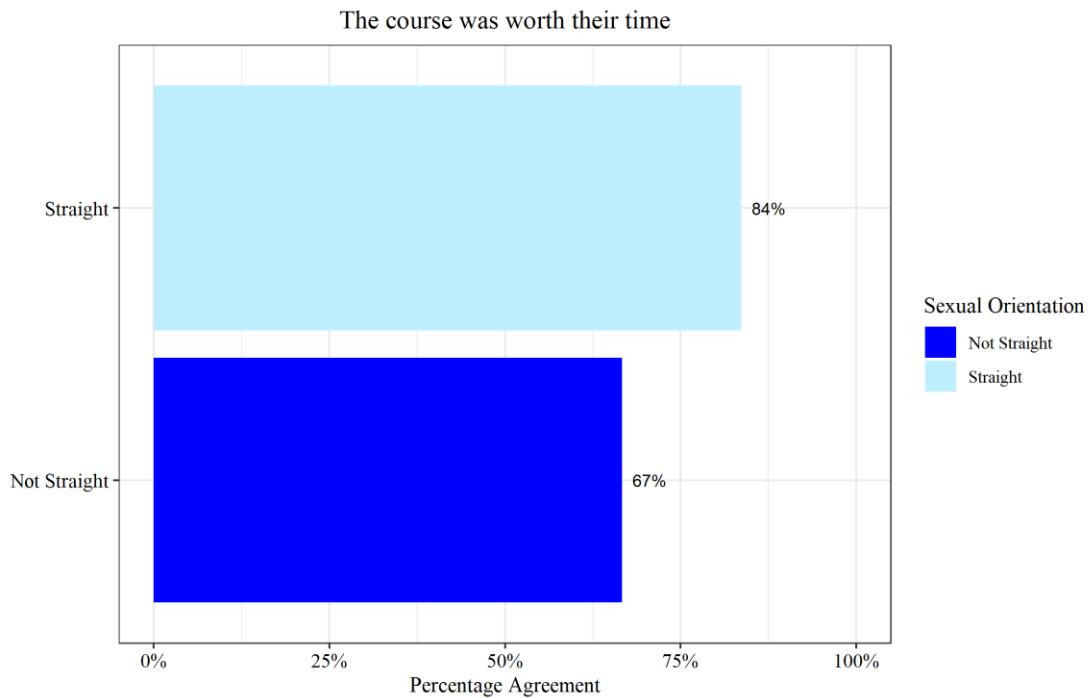


Figure 2.3C: By Sexual Orientation: Percentage Agreeing that the Majority of Information was New
The majority of information was new

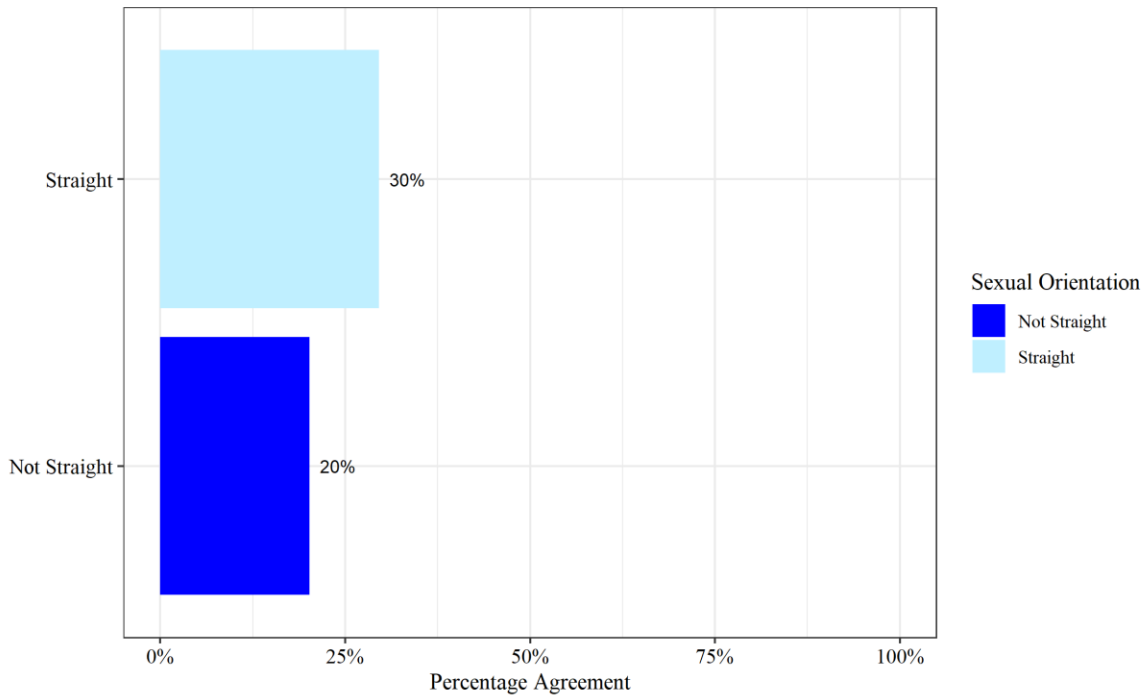


Figure 2.3D: By Sexual Orientation: Percentage Agreeing that They Regularly Apply Content Learned in the Course
They can regularly apply content learned in the course

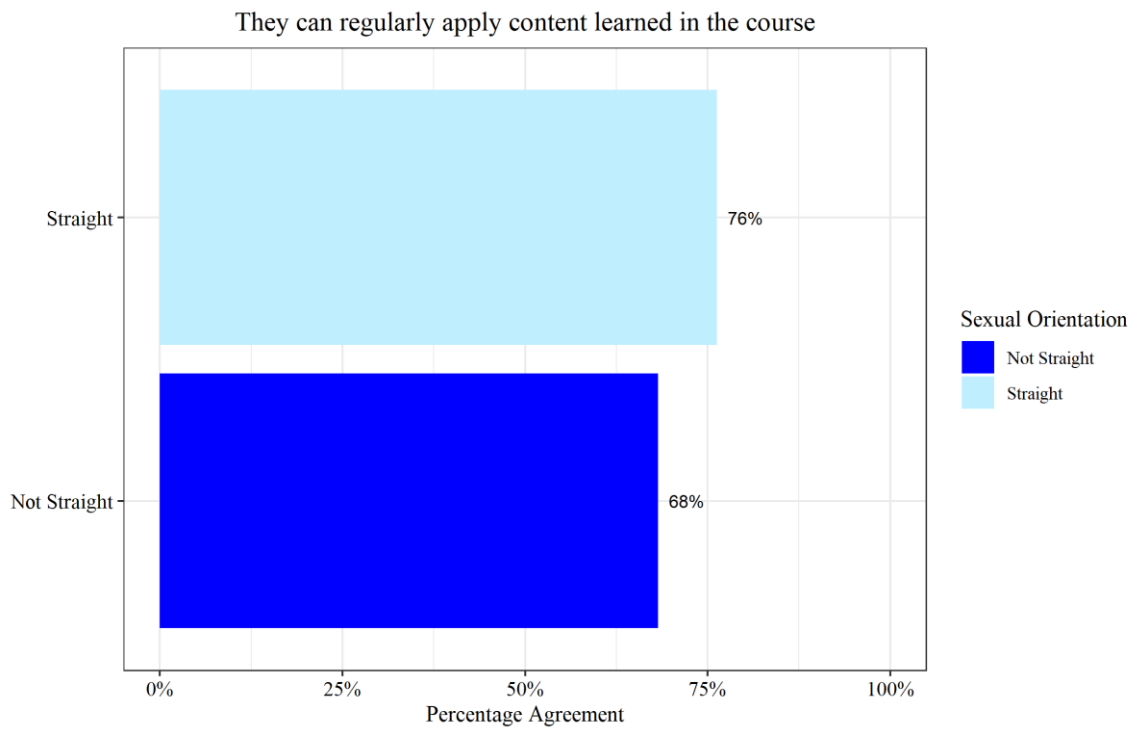


Figure 2.3E: By Sexual Orientation: Percentage Agreeing that They Enjoyed the Class in General
Enjoyed the class in general

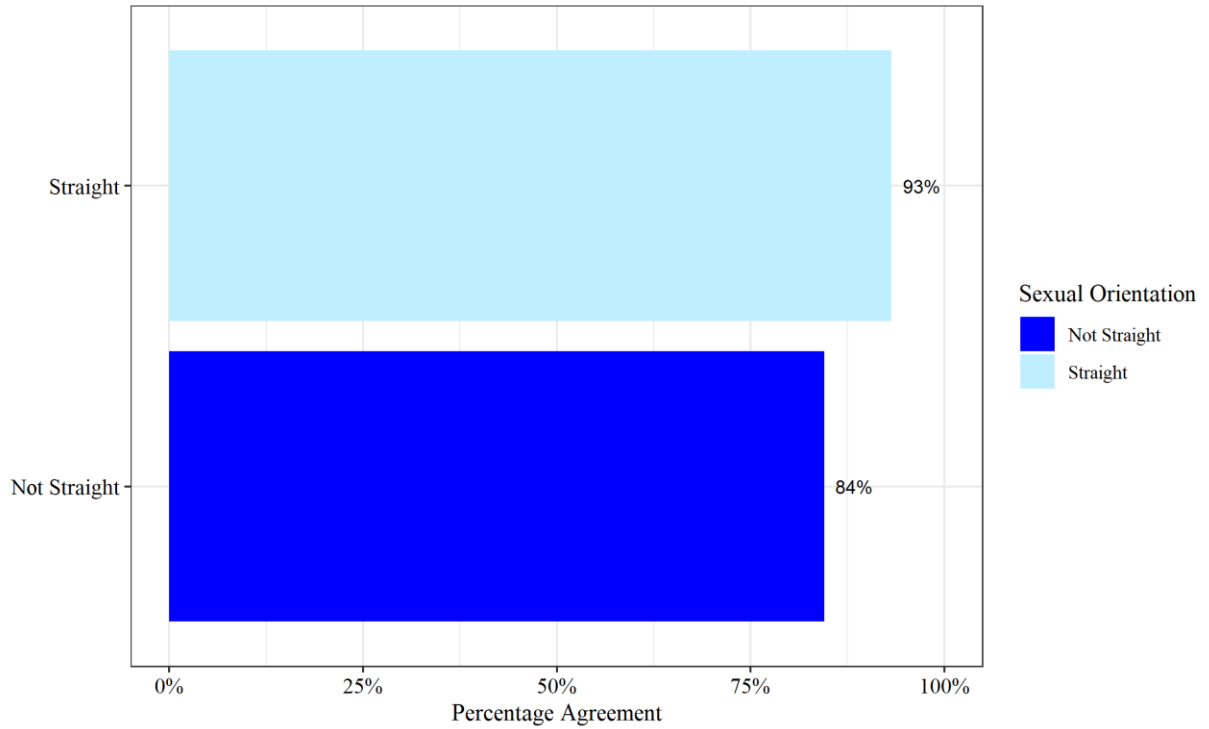


Figure 2.3F: By Sexual Orientation: Percentage Agreeing that There are Other Participants They Can Reach out to if Needed
There are other participants I can reach out to if needed

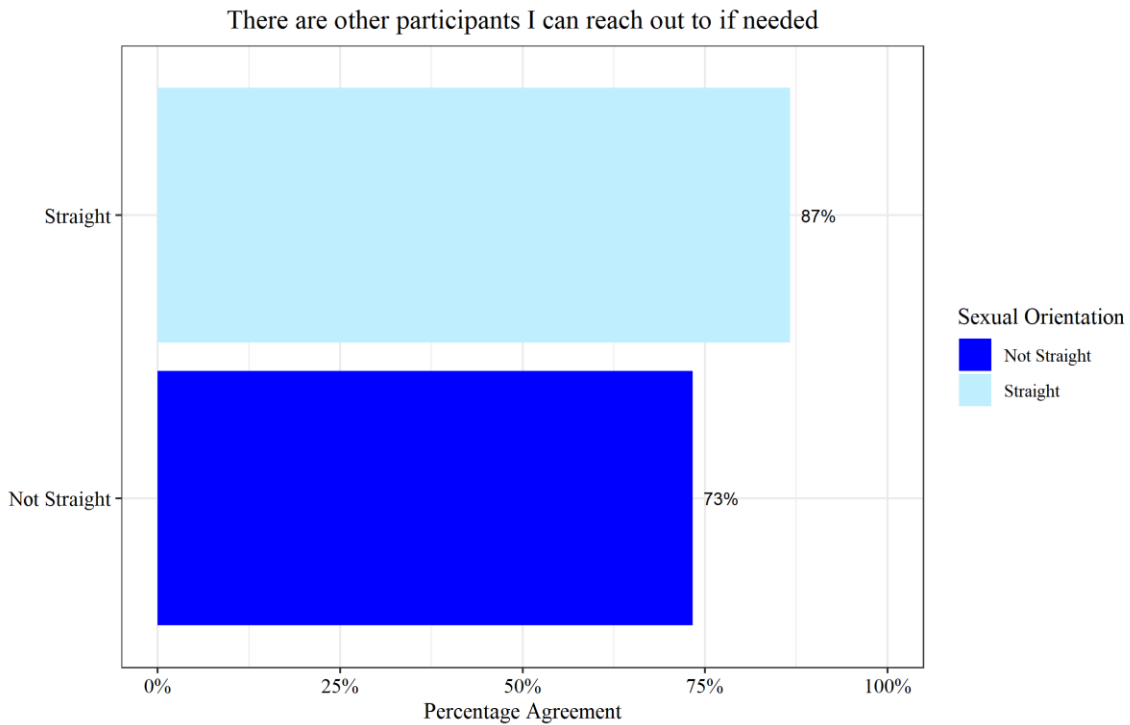


Figure 2.3G: By Sexual Orientation: Percentage Agreeing that They Keep in Touch with At Least 1+ Participants

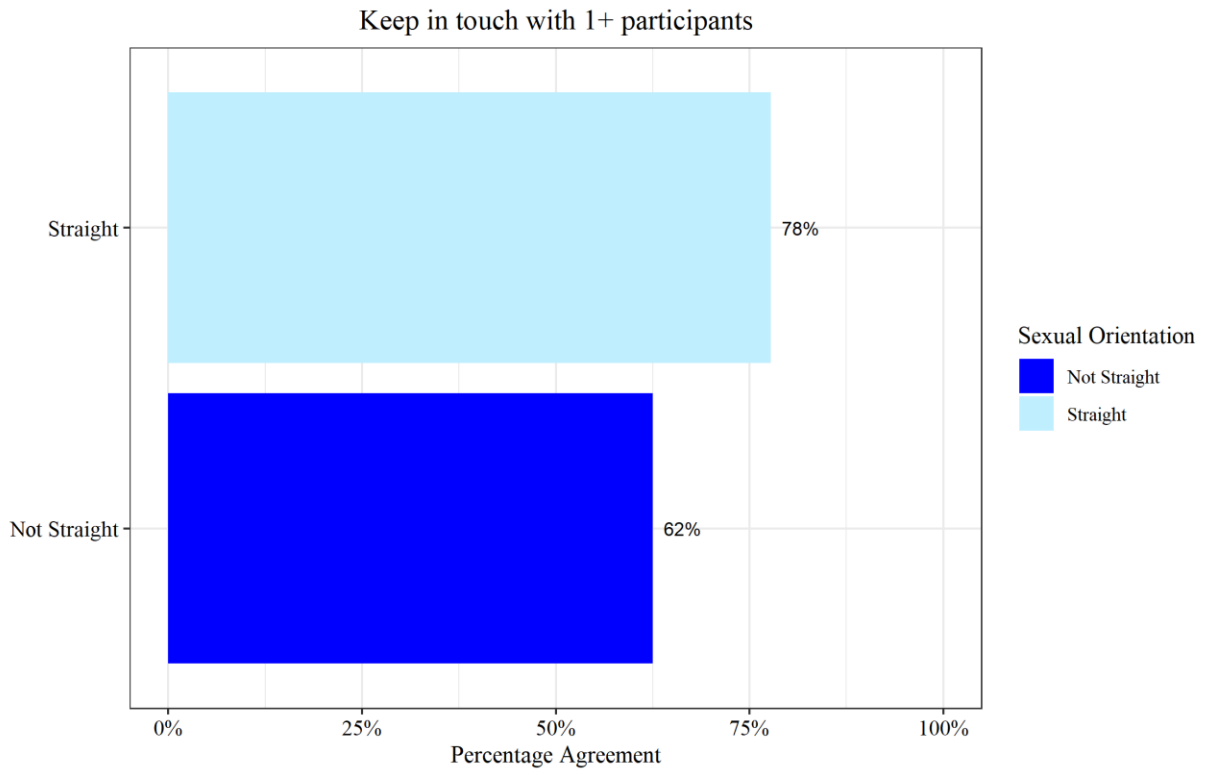


Figure 2.3H: By Sexual Orientation: Percentage Agreeing that They Enjoyed Learning from Other Participants

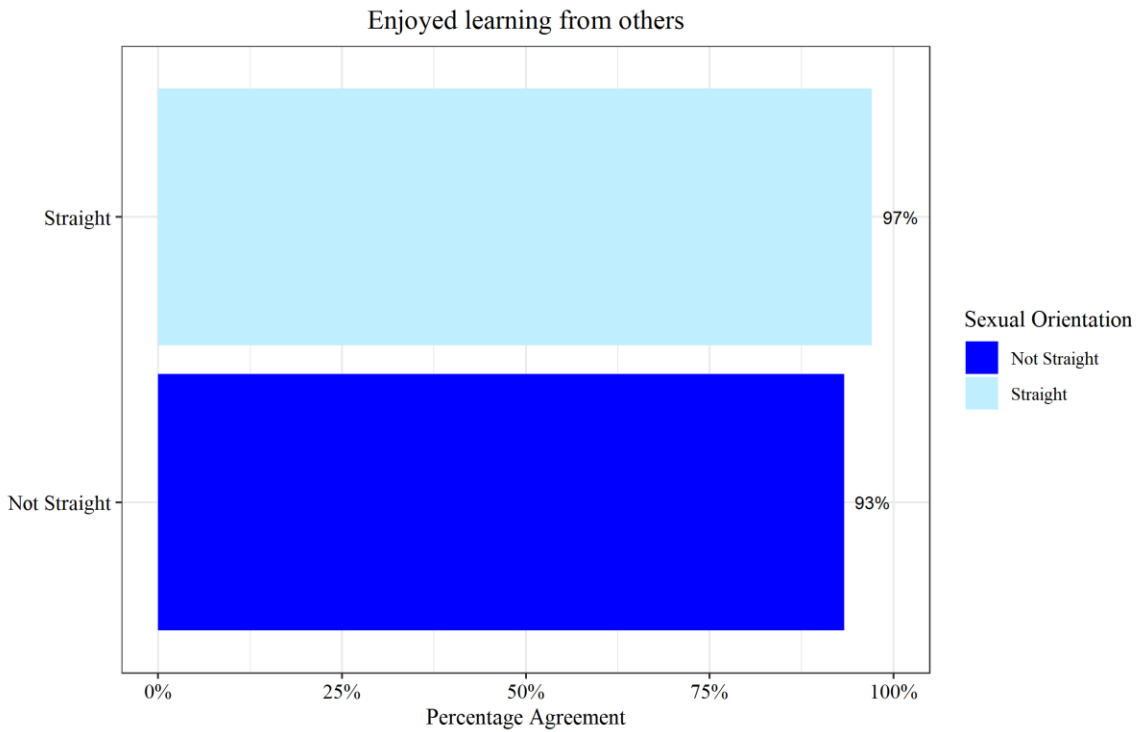


Figure 2.3I: By Sexual Orientation: Percentage Agreeing that Most Guest Instructors Were Good
Guest instructors: most were good

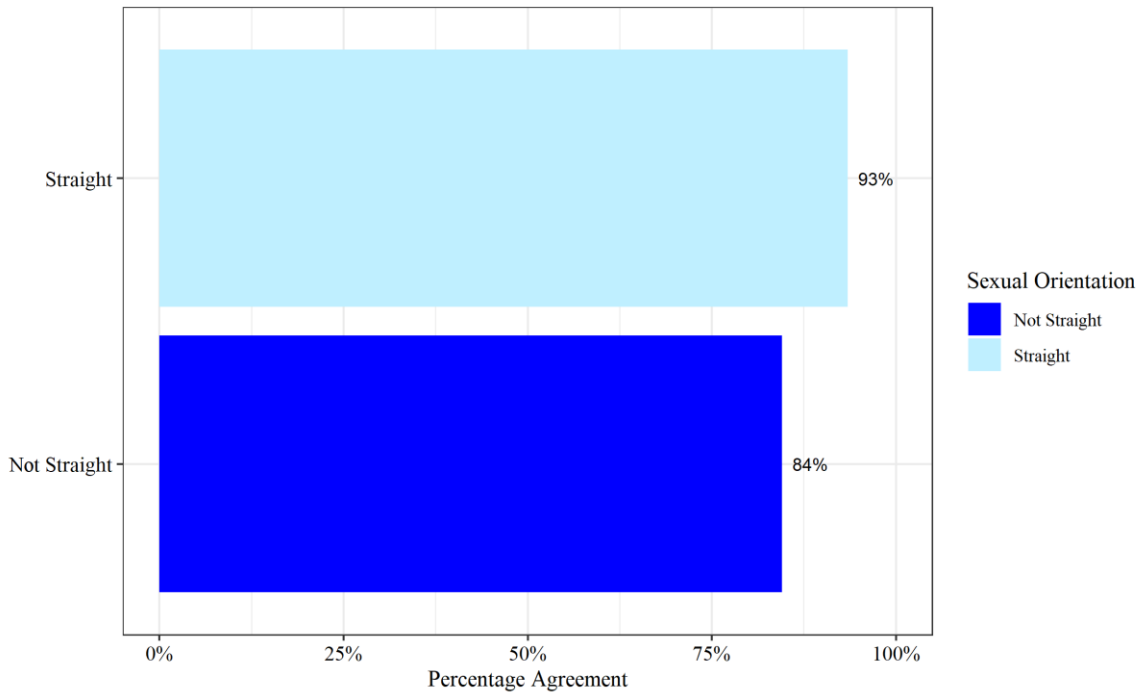


Figure 2.3J: By Sexual Orientation: Percentage Agreeing that the Main Instructor Encouraged Dialogue
Main instructor encouraged dialogue

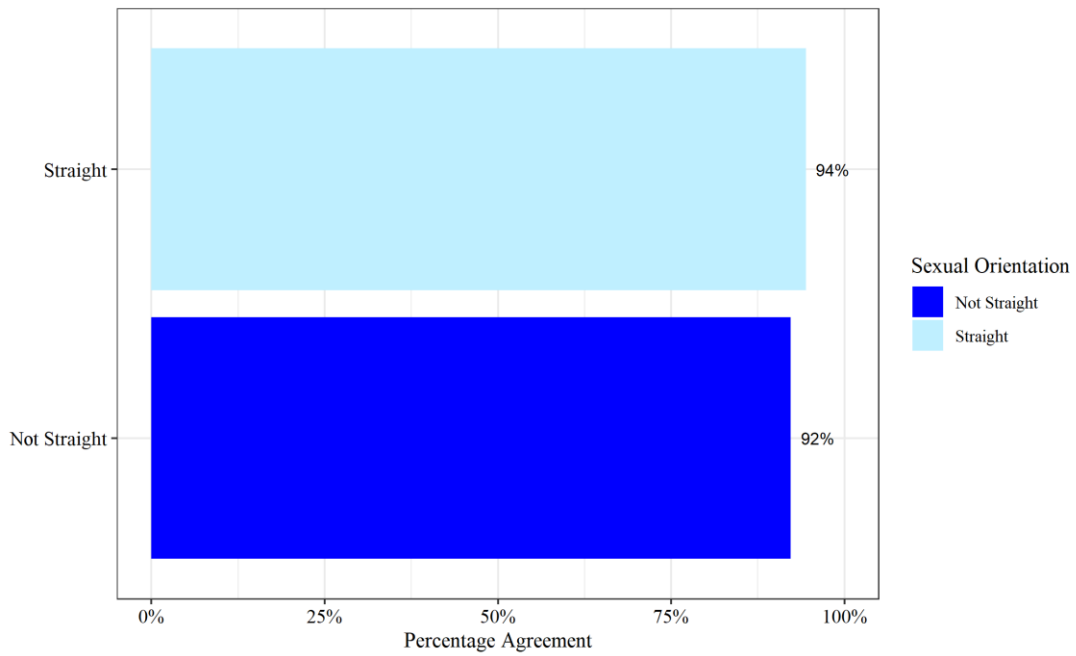


Figure 2.3K: By Sexual Orientation: Percentage Agreeing that the Main Instructor Delivered Content in a Way that was Easy to Understand

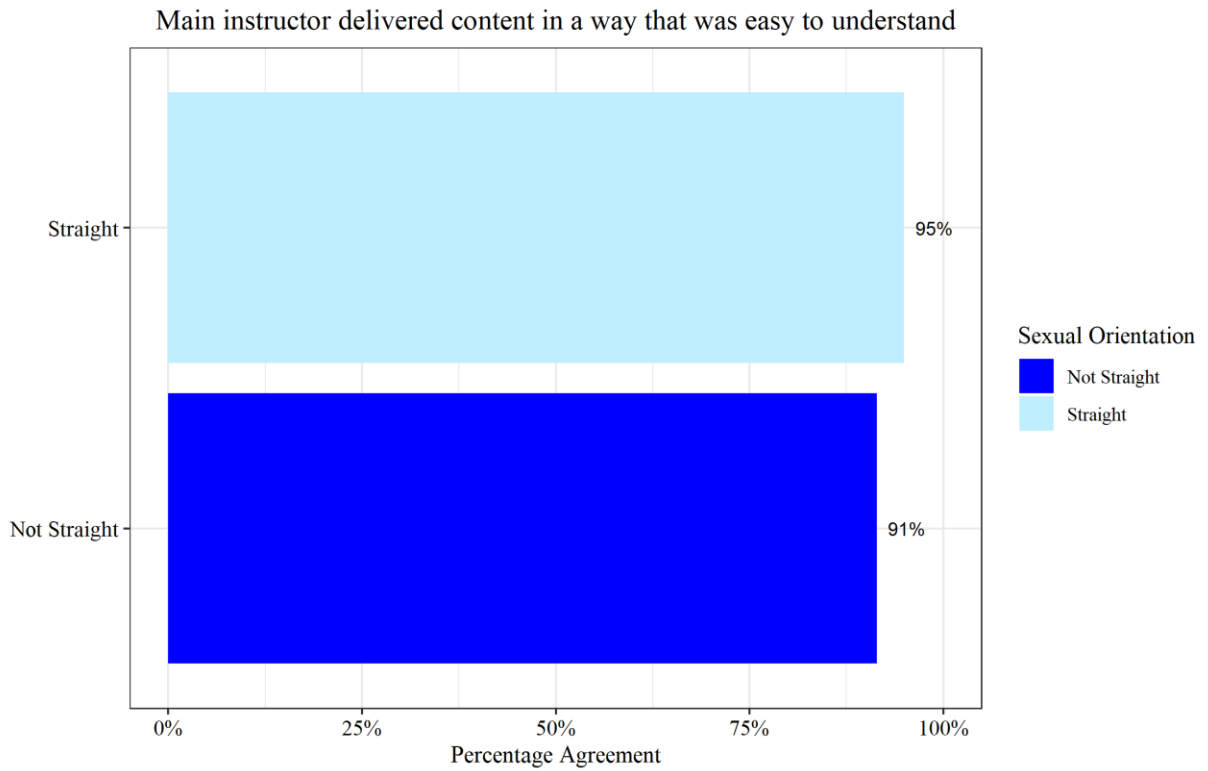


Figure 2.3L: By Sexual Orientation: Percentage Agreeing the Main Instructor had Recent Field Experience

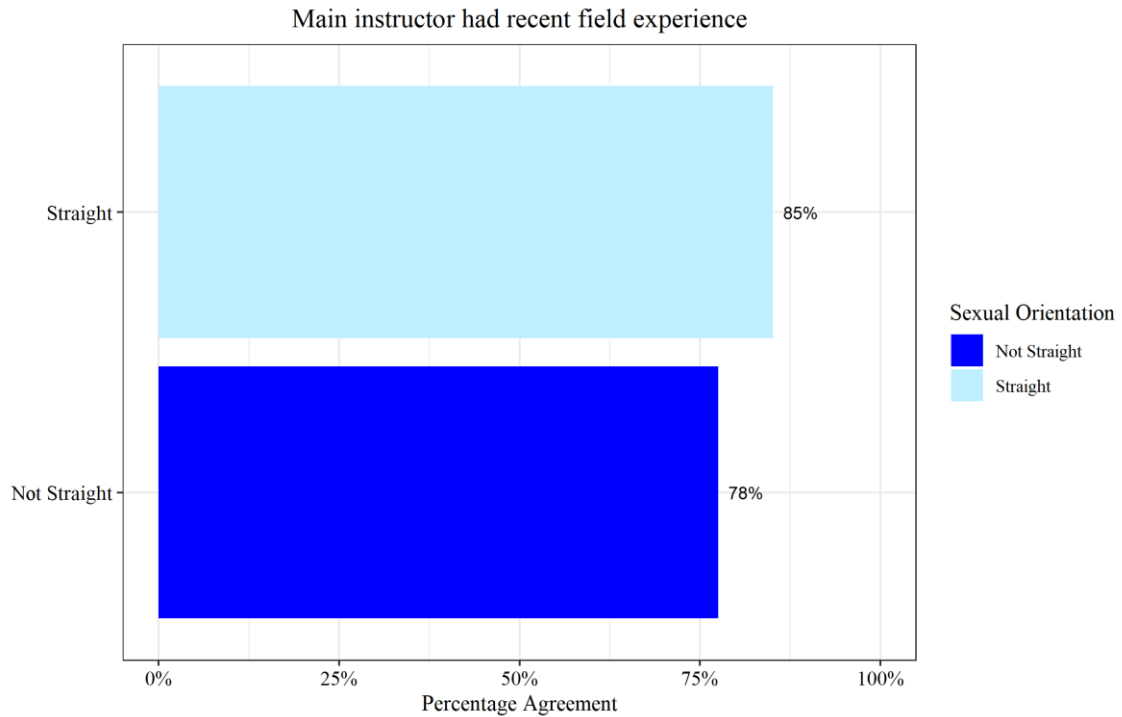
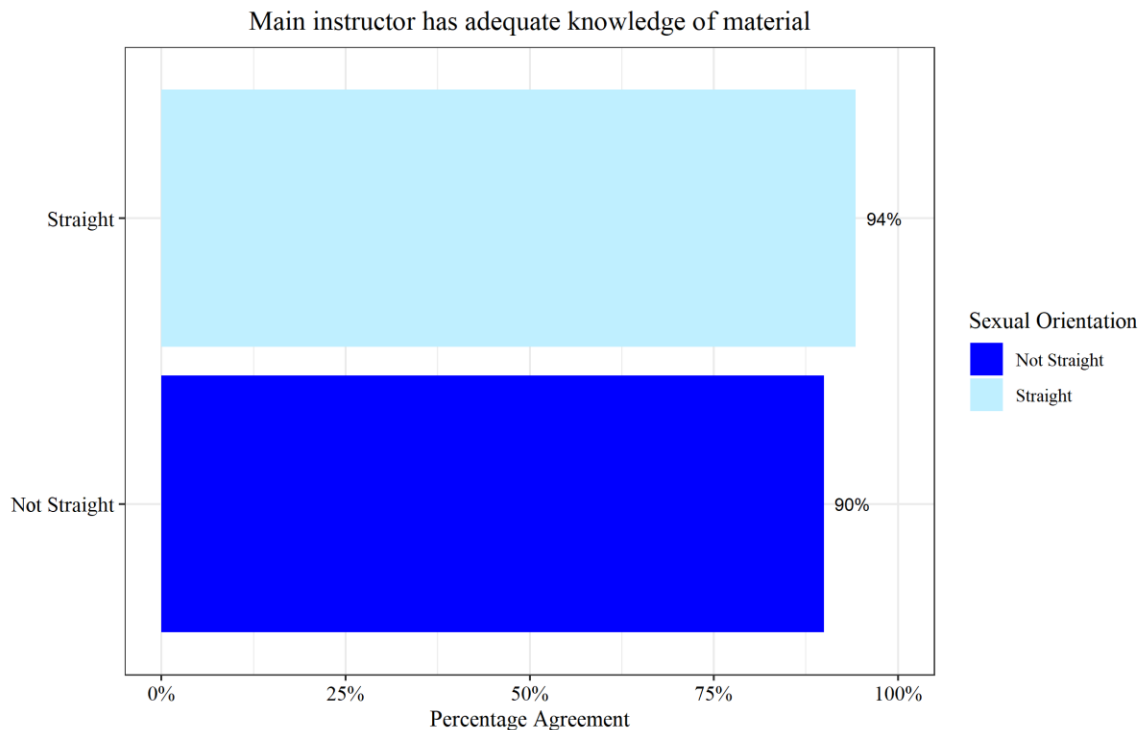


Figure 2.3M: By Sexual Orientation: Percentage Agreeing the Main Instructor Had Adequate Knowledge of Material



Underrepresented in Law Enforcement

There were several significant differences between those who identified as being a member of an identity group that is currently underrepresented in California law enforcement (URLE) (i.e., not a man, a race or ethnicity other than White and/or Latinx, and/or does not identify as straight) and those that were not.

Basic summary: Those who were not URLE respondents tended to report getting more out of the course than URLE respondents. Three significant differences based on URLE identity are especially worth noting:

4. **Enjoyment** of the course was significantly lower for those who were URLE, particularly related to connections with other class participants (i.e., keeping in touch with others from the class and having people they can reach out to if needed). Again, this reflects an area of opportunity to support networking for all participants, but especially those who are currently underrepresented in law enforcement.
5. **Perceptions** that the course was well-designed to prepare future law enforcement leaders, the course was worth their time, and the majority of information was new were also significantly lower for URLE.
6. URLE participants were significantly more likely to agree that community-oriented policing deserved more attention in the course. This may be reflective of different priorities in policing or motivations for being a leader in law enforcement.

Figure 2.4A: By URLE: Percentage Agreeing to Increasing Time on Community-Oriented Policing

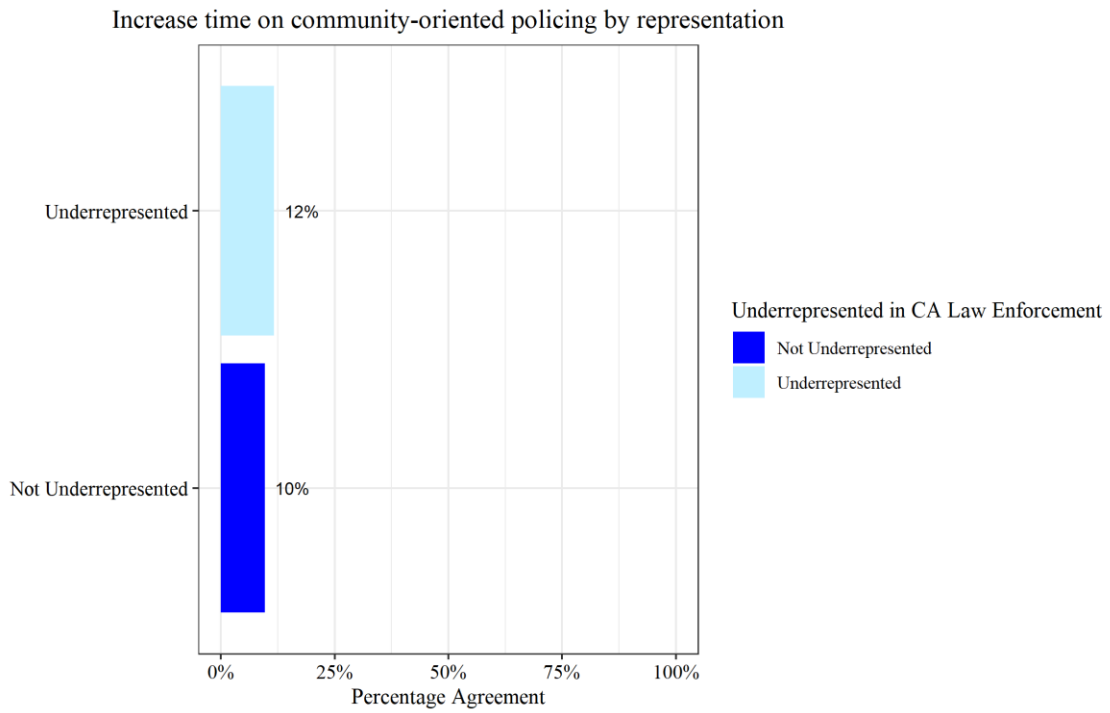


Figure 2.4B: By URLE: Percentage Agreeing to Having People They Can Reach out to if Needed

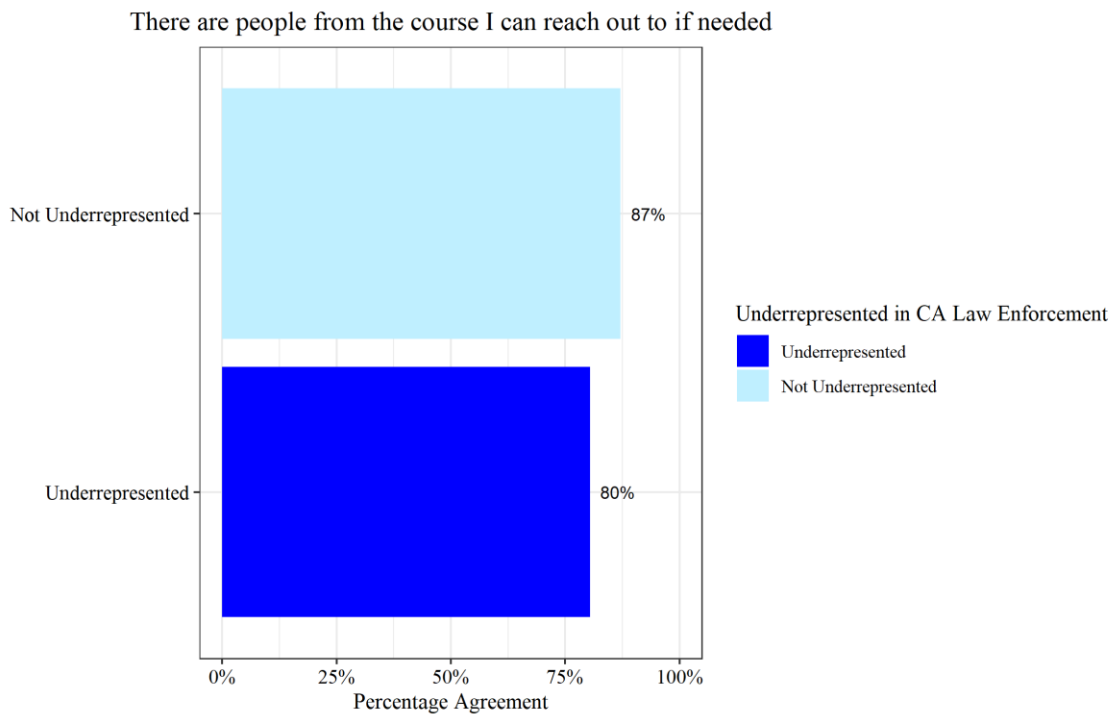


Figure 2.4C: By URLE: Percentage Agreeing that the Majority of Information Was New

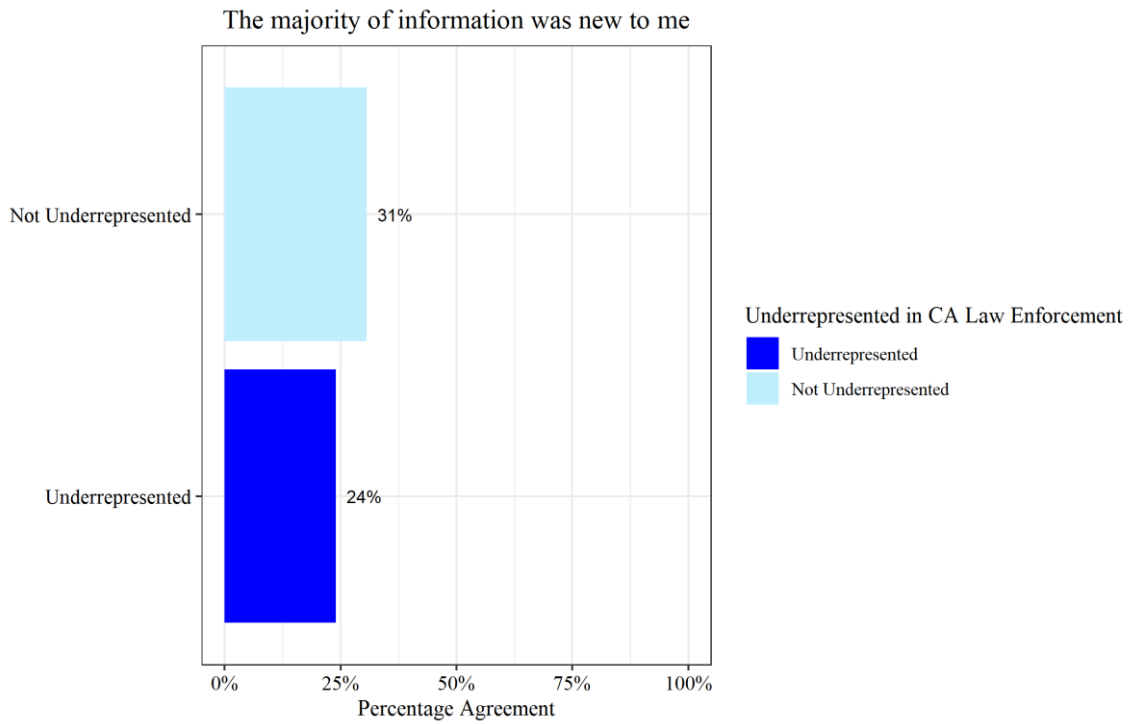


Figure 2.4D: By URLE: Percentage Agreeing that the Course Was Worth Their Time

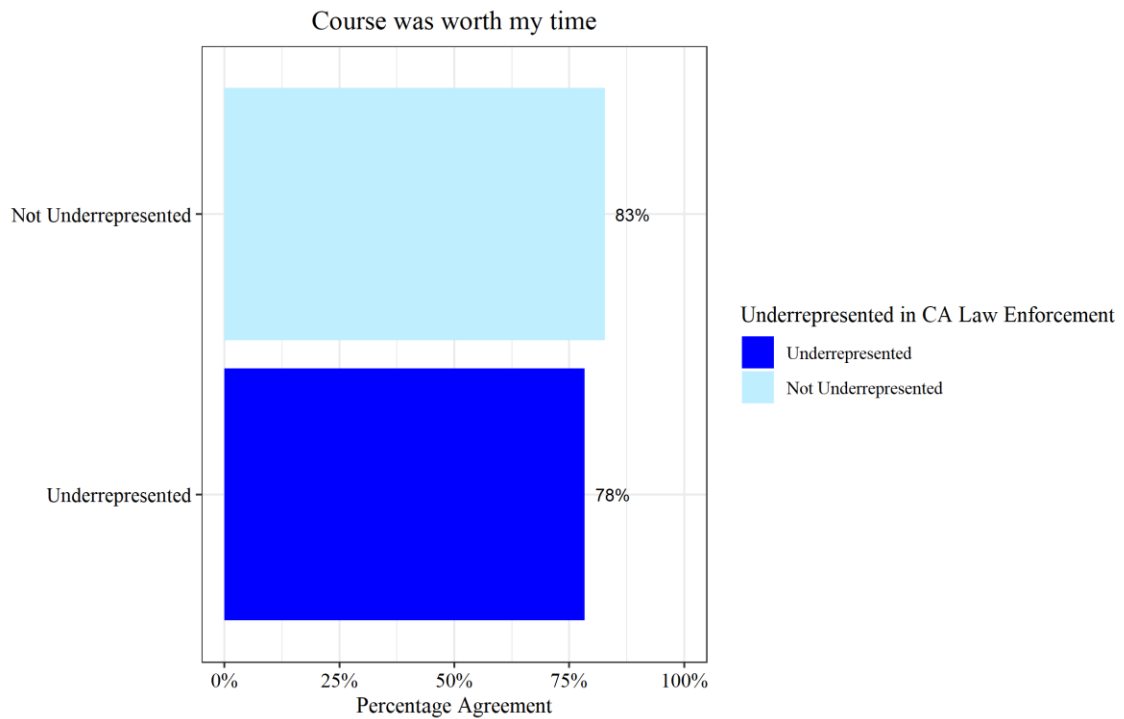


Figure 2.4E: By URLE: Percentage Agreeing that the Course Was Well-Designed to Prepare Future Law Enforcement Leaders

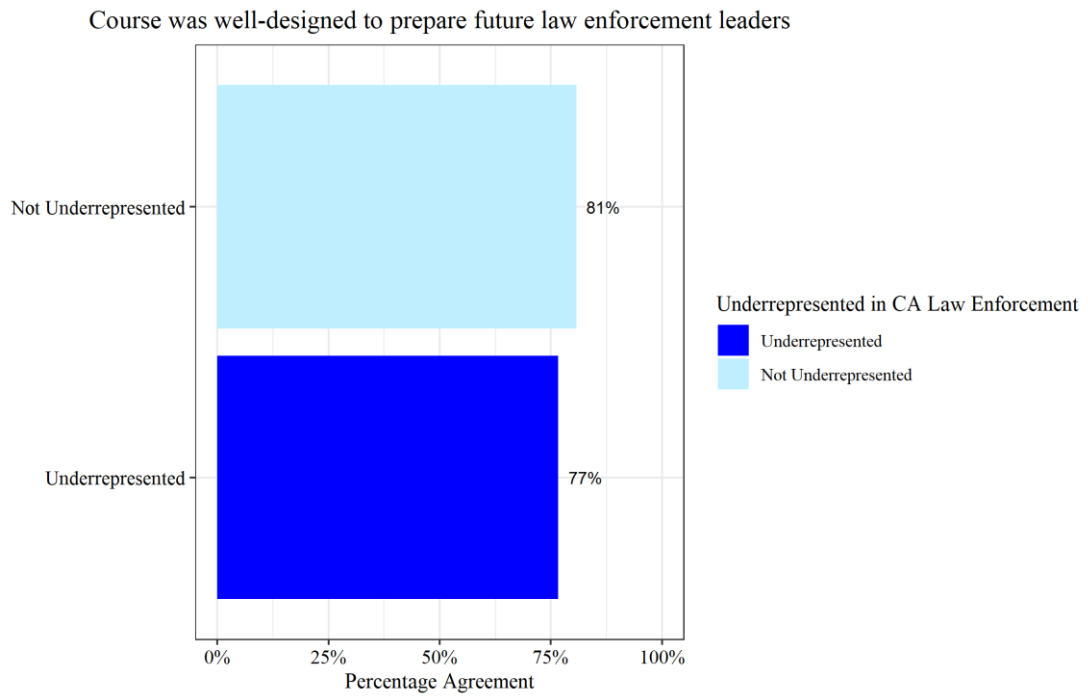
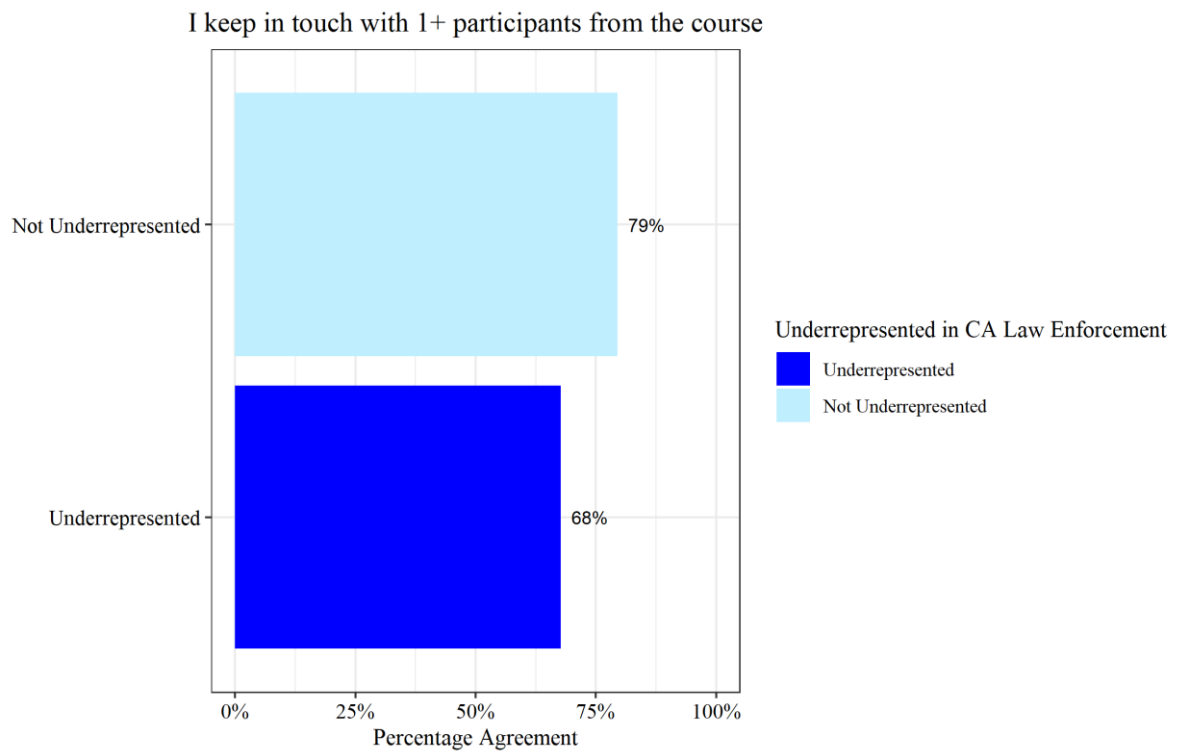


Figure 2.4F: By URLE: Percentage Agreeing to Keeping in Touch with 1+ Participants



How do perceptions vary by occupational characteristics?

In each section below, we report on perceptions that were significantly different across occupational characteristics.³⁰ These included:

- Type of agency (sheriff vs. police)
- Sworn vs. civilian
- Agency size

Type of Agency (Sheriff vs Police)

There were several differences between respondents who reported working in a sheriff's department versus those in a police department.

Basic summary: In general, sheriff's department respondents reported getting less out of the course than those from police department respondents. Significant differences based on agency type include:

1. **Enjoyment** of the course was significantly lower for sheriff's department participants, especially with respect to enjoying learning from others, for those who worked in sheriff departments versus police departments.
2. **Perceptions** of the course were less positive for those from sheriff's departments. Specifically, they were more likely to say that course content was not useful.
3. Responses to questions about specific course content were also significantly different. Respondents from police departments were significantly more likely to say they wanted more material on strategic planning, relative to those from sheriff's departments.

³⁰ Thresholds of statistical significance were at the 0.10 level, though p -values below the alpha of 0.01 level are differentially noted. No multiple comparison corrections tests were applied; therefore, please interpret the significance of individual items accordingly.

Figure 3.1A: By Agency Type: Percentage Agreeing to Enjoying Learning from Others

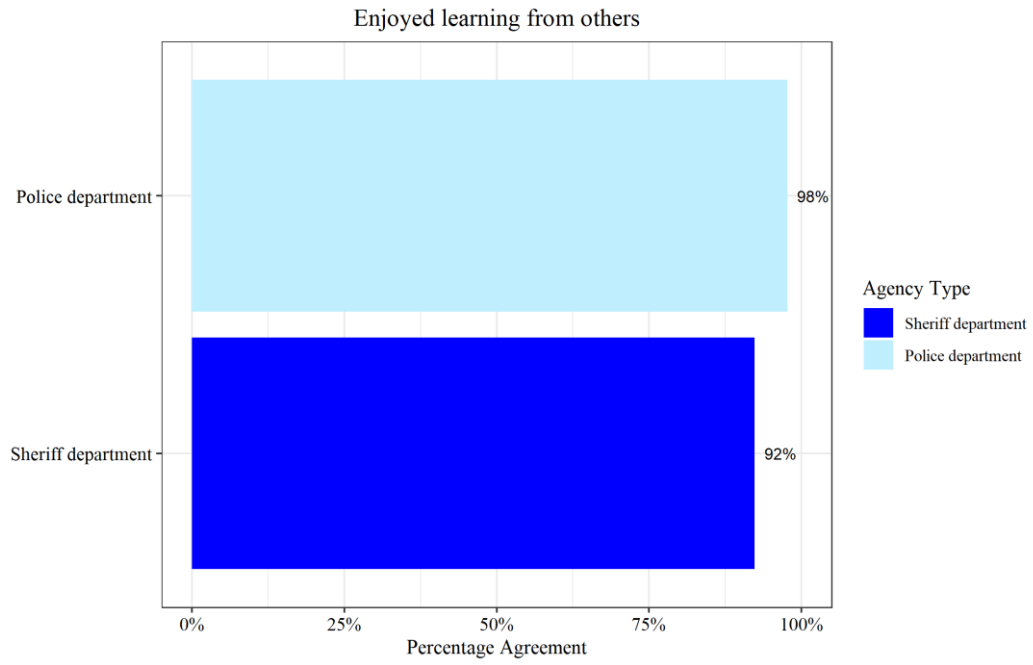


Figure 3.1B: By Agency Type: Percentage Agreeing to Increasing Time on Strategic Planning

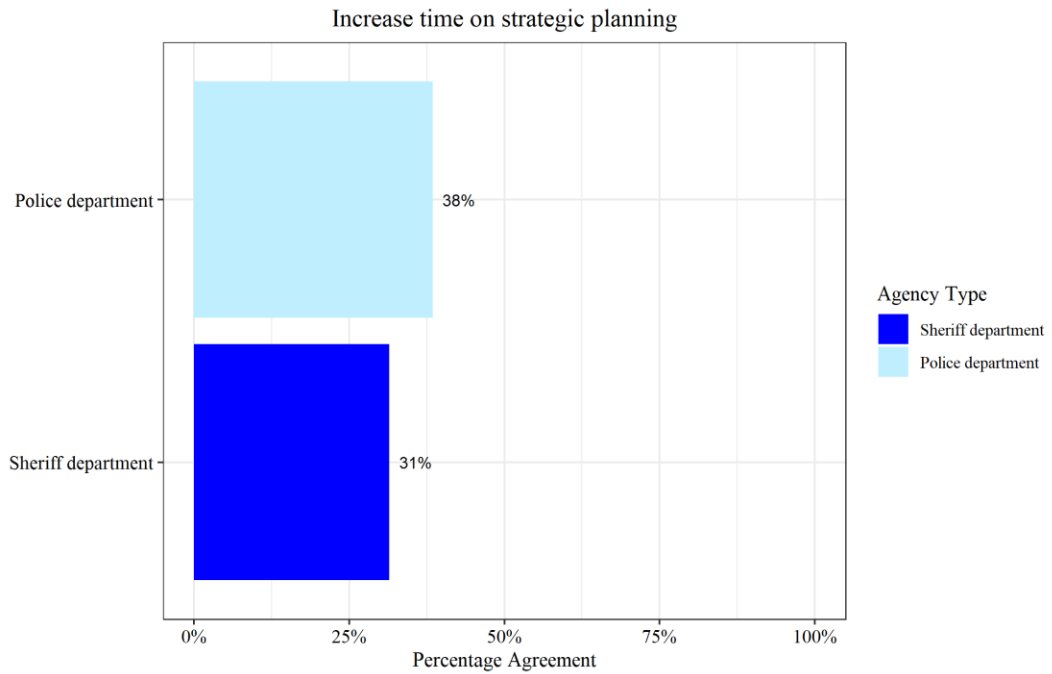
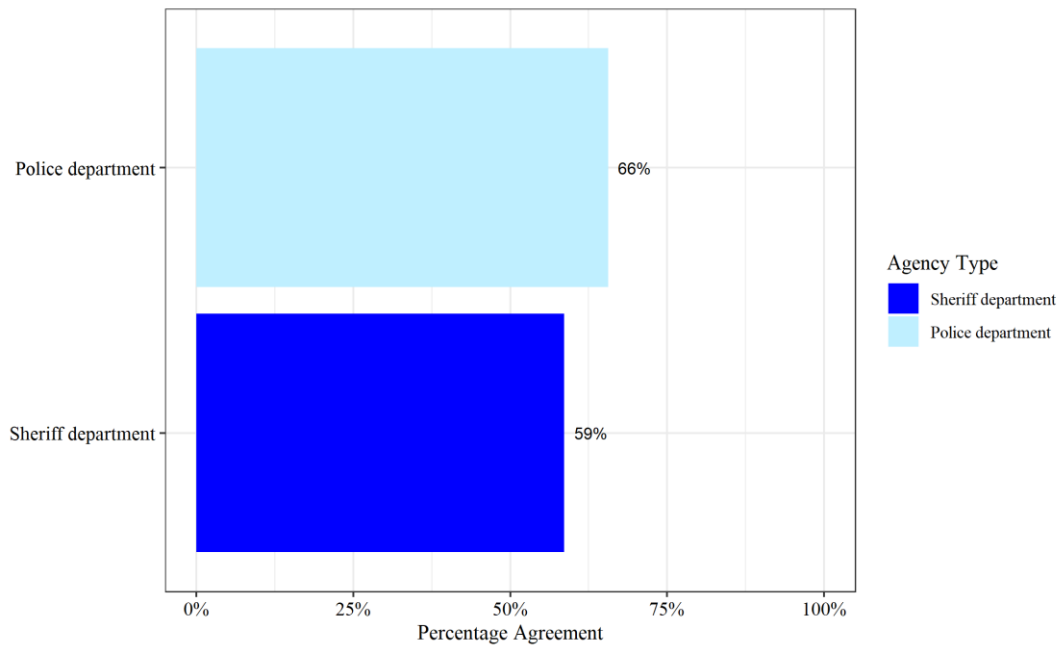


Figure 3.1C: By Agency Type: Percentage Agreeing that Content Covered was Useful
Content covered was useful



Sworn Status

There were several significant differences between participants who reported being sworn versus those that are civilian employees.

Basic summary: In general, sworn respondents tended to report getting more out of the course than civilian employee respondents.

1. Civilians were less likely to agree that most guest instructors in the course were good, and were also less likely to report variation in the quality of guest instructors.
2. Civilian respondents were significantly less likely to indicate that they wanted more material on the role of the lieutenant.

Figure 3.2A: By Sworn Status: Percentage Agreeing to Increasing Time Spent on the Role of the Lieutenant

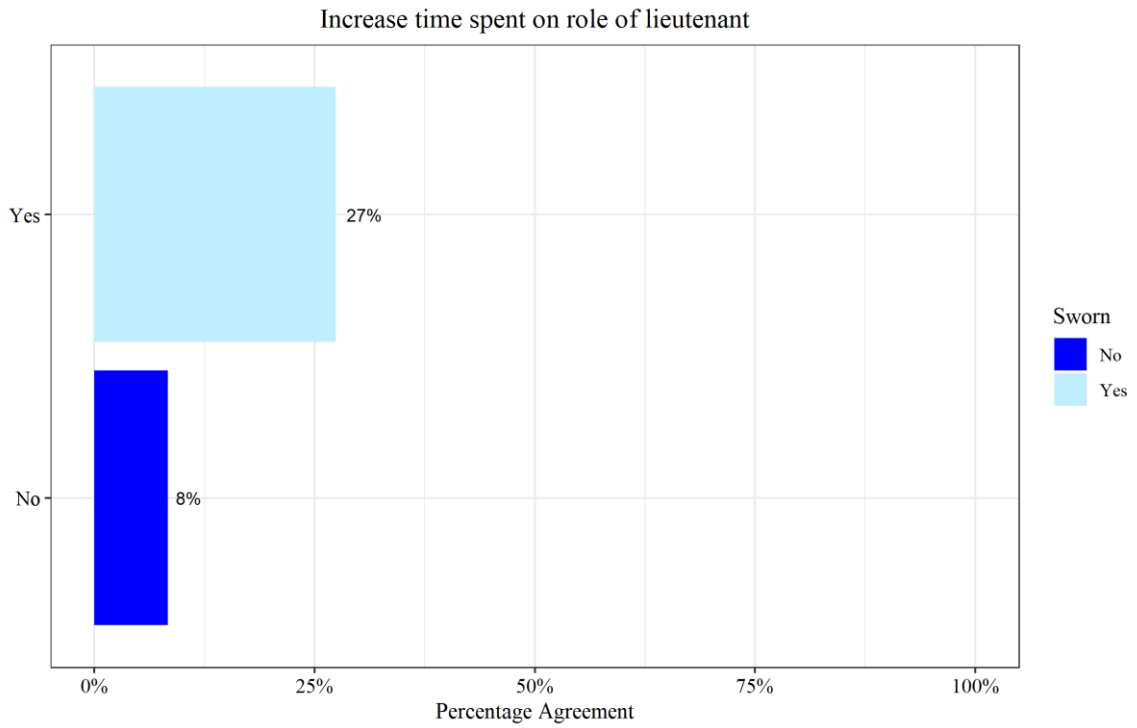


Figure 3.2B: By Sworn Status: Percentage Agreeing to Most Guest Instructors Being Good

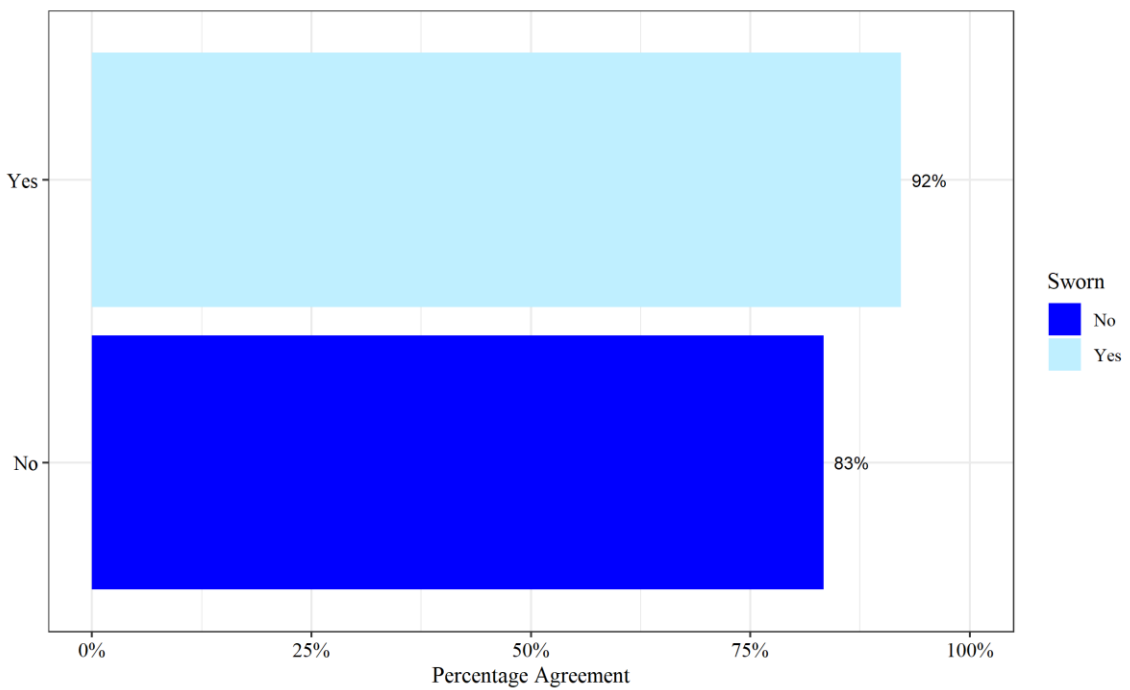
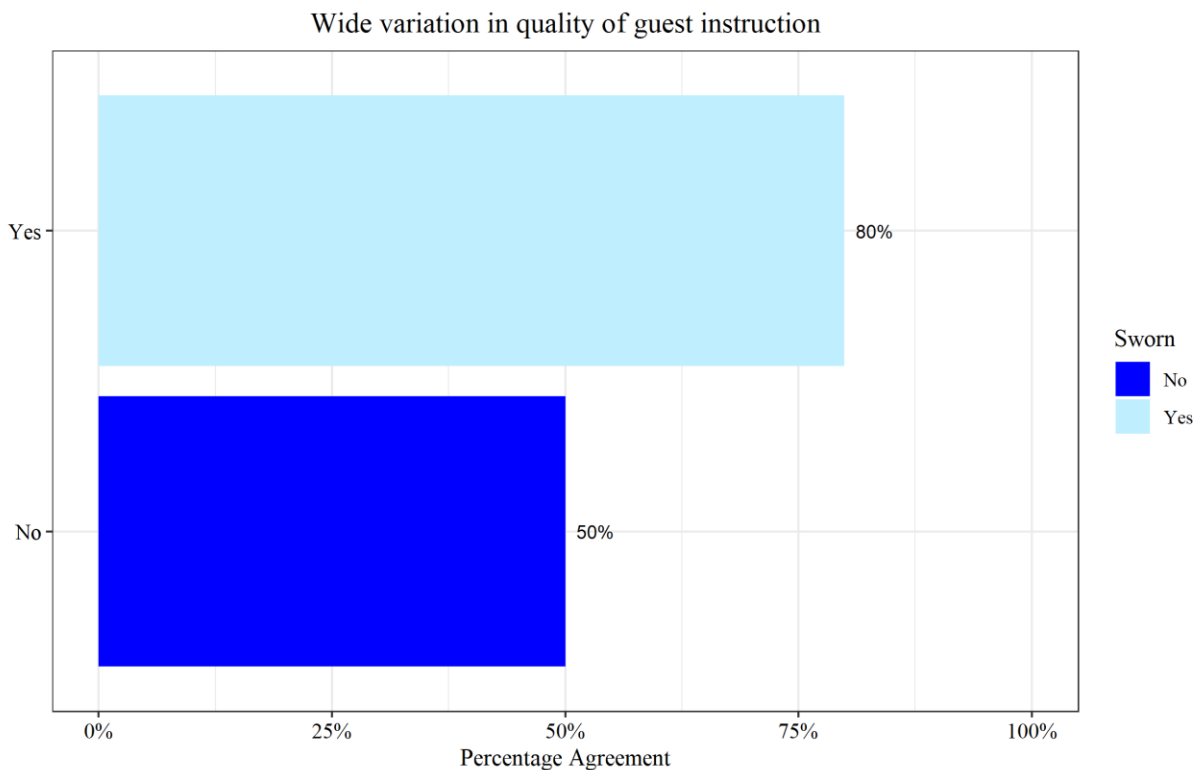


Figure 3.2C: By Sworn Status: Percentage Agreeing to Wide Variation in Guest Instruction Quality



Agency size

There were several significant differences across respondents from different agency sizes. To analyze the data by agency size, we collapsed categories as follows:

- Fewer than 100 employees
- 100 to 500 employees
- Over 500 employees

Basic summary: There were significant differences by agency size related to perceptions of the course, enjoyment of the course, and opinions about how much time to spend on specific material. On average, participants from smaller agencies reported getting more out of the course on each of these measures.

- Participants from smaller agencies tended to be more likely to report enjoying the course, having people they could reach out to if needed, having most of the information be new to them, believing the course was worth their time, and believing that the course was well-designed to prepare future law enforcement leaders.
- Participants from larger agencies (500+) tended to be more likely to indicate a desire to increase the amount of time spent on content related to the role of the lieutenant.

Figure 3.3A: By Agency Size: Percentage Agreeing to Enjoying the Course Overall

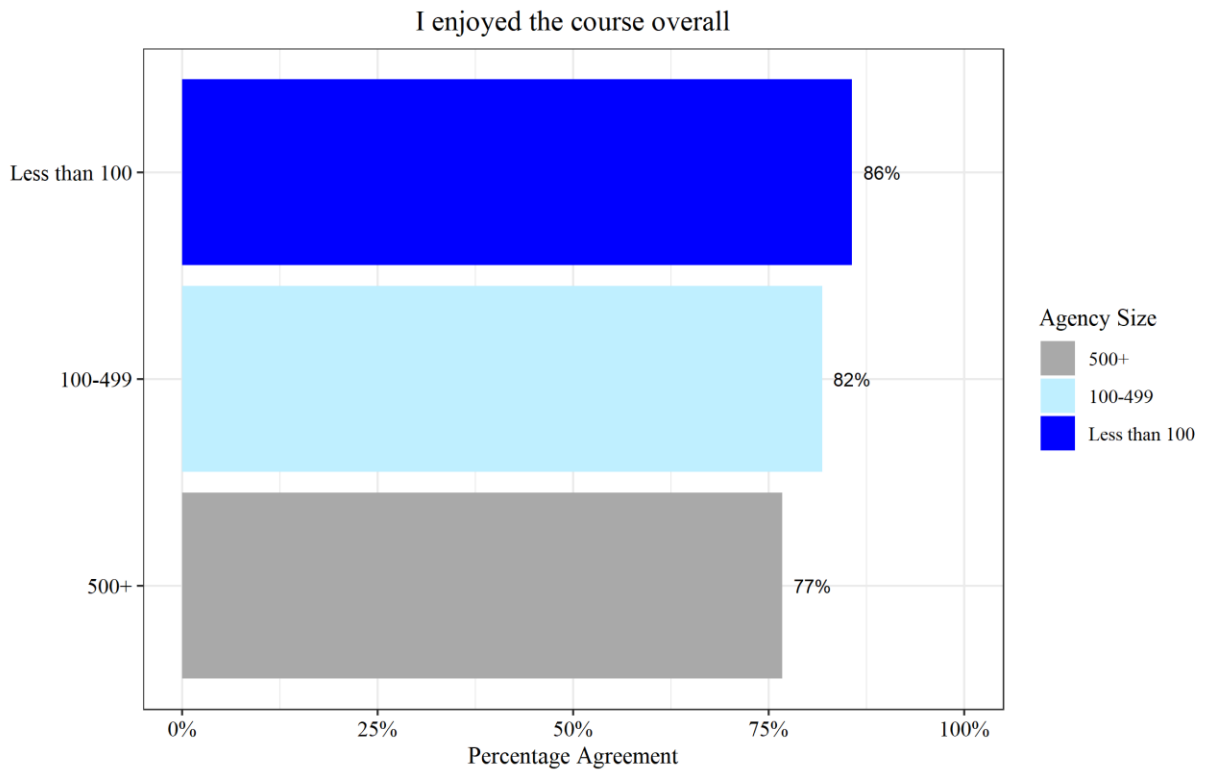


Figure 3.3B: By Agency Size: Percentage Agreeing to Increase Time Spent on the Role of the Lieutenant

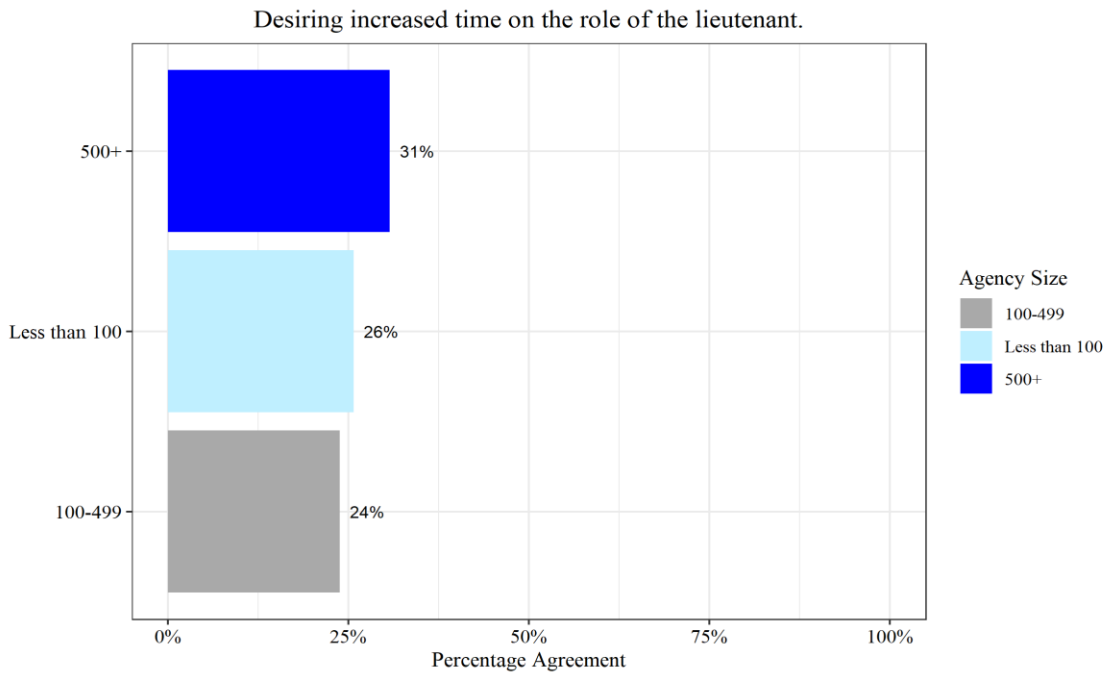


Figure 3.3C: By Agency Size: Percentage Agreeing to Having People They Can Reach out to if Needed

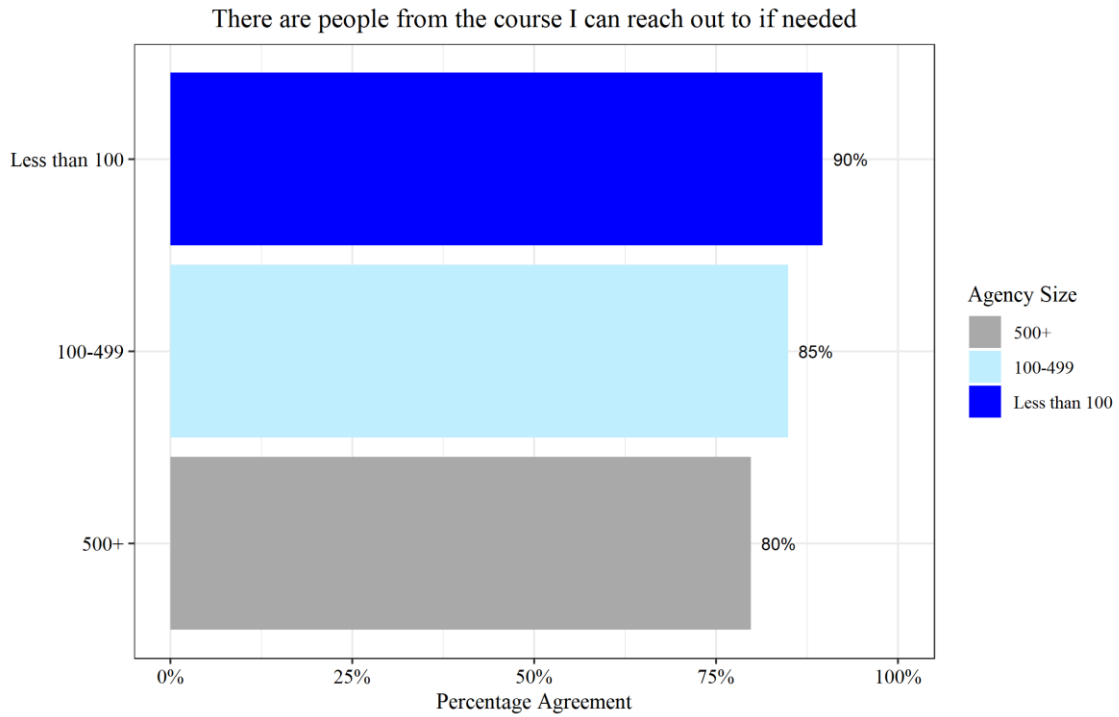


Figure 3.3D: By Agency Size: Percentage Agreeing to the Course Being Well-Designed for Preparing Future Law Enforcement Leaders

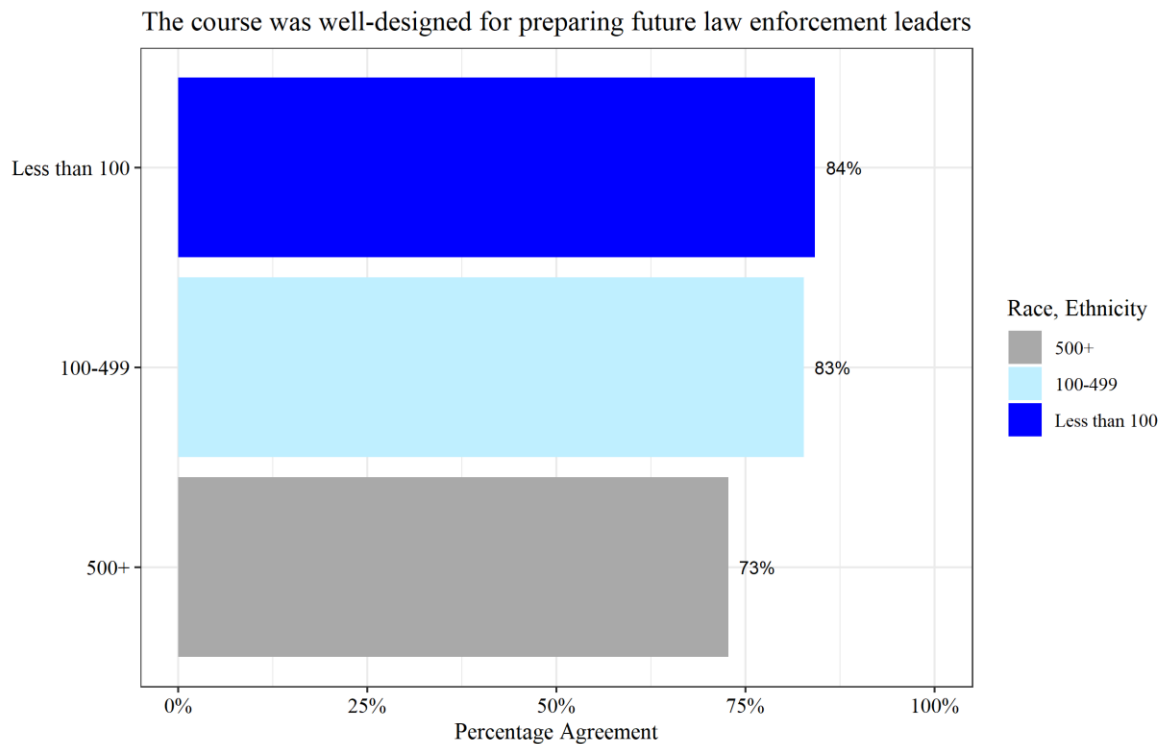


Figure 3.3E: By Agency Size: Percentage Agreeing to the Course Being Worth Their Time
 The course was worth my time

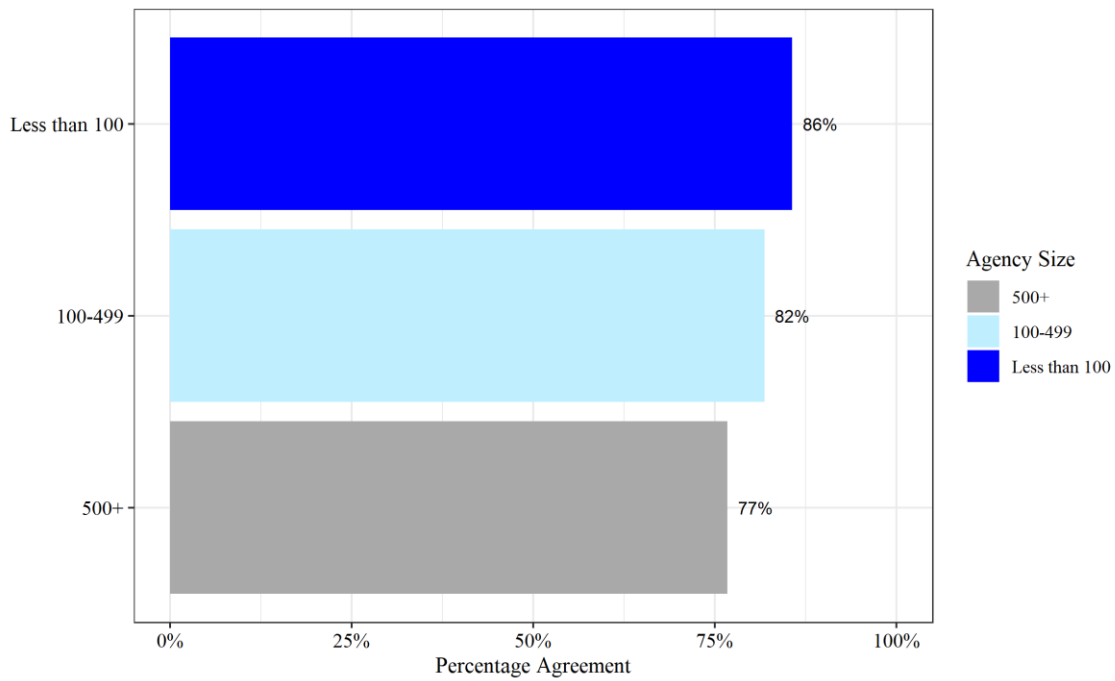


Figure 3.3F: By Agency Size: Percentage Agreeing to the Majority of Information Being New
 The majority of information was new

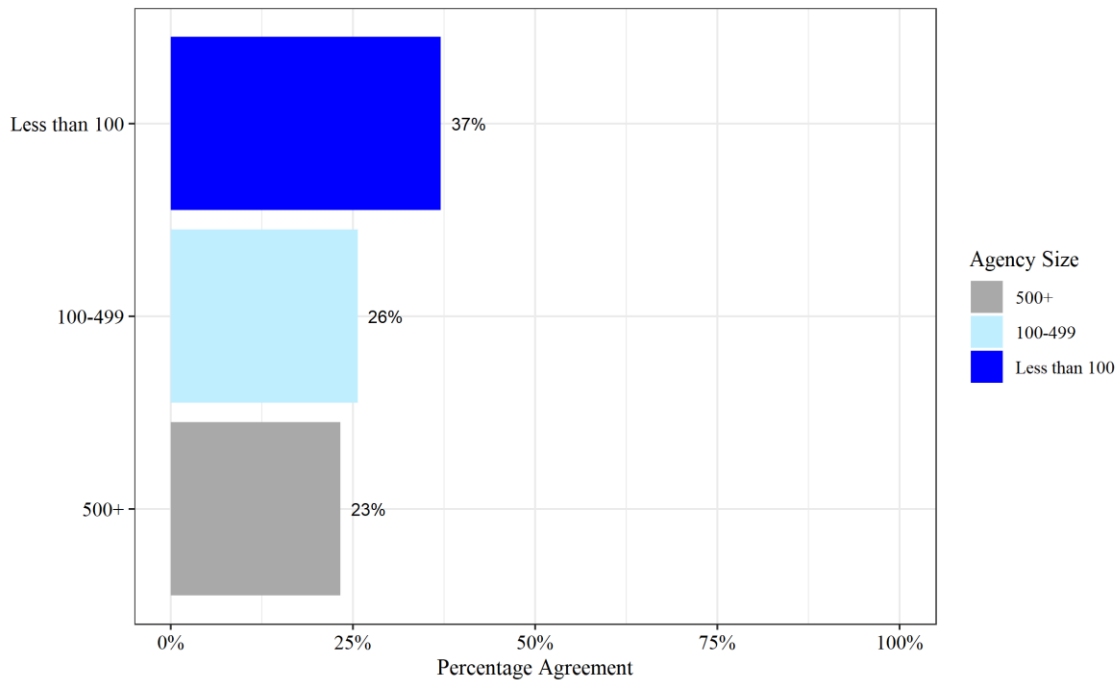
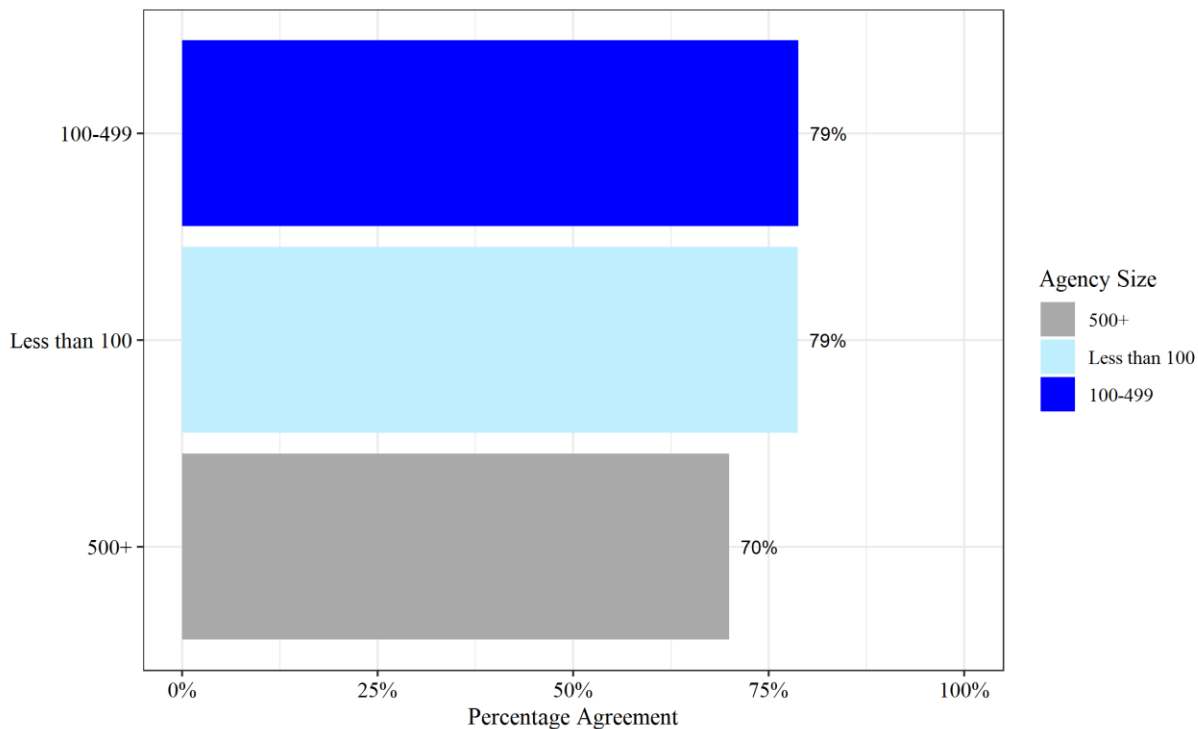


Figure 3.3G: By Agency Size: Percentage Agreeing to Regularly Applying What They Learned
I can regularly apply what I learned



Qualitative responses to open-ended questions: Three of the responses provided to open-ended questions suggested that the course did not provide as much benefit to those who did not work for police departments, with one participant saying: “The course is strictly geared toward local police agencies without realizing there are a number of other state agencies who attend the course.”

More broadly, eleven comments in the open-ended questions were related to the extent to which participants from different types of departments of different sizes felt included:

- Most smaller agencies enjoyed hearing from larger agencies, but fewer participants of larger agencies saw the benefit of being combined with smaller agencies
- Suggestion of including bios for participants in the room to enable networking and keeping in touch
- One respondent from a non-police agency felt excluded from the curriculum
 - “While I realize there are few agencies like mine, it would be nice to see ways to incorporate my unique perspective in these exercises, rather than just feeling like a ‘third wheel.’”
- One comment appreciated the exposure to different views of policing and another appreciated the different levels of geography represented among participants.

V. RECOMMENDATIONS

Instructor Focused Recommendations

Train instructors on encouraging equitable discussion: [The Stanford Teaching Commons](#) presents a teaching guide for encouraging equitable discussion, and other sources cited in our brief review of best practices contain additional relevant recommendations.

- Training instructors in best practices around encouraging inclusive discussion can help foster a *positive learning environment*, which is a key recommendation from the best practices analysis of law enforcement managerial training.
- *Positive learning environments* also help instill a growth mindset (i.e., instead of student feedback being either right or wrong and understanding of a subject or content being viewed as fixed, growth mindset recognizes understanding as fluid and capable of growing over time.) While many discussions of this idea (e.g., [here](#)) are not necessarily targeted towards adult learners, the core concepts of growth mindset are nevertheless applicable.

Monitor and boost quality of guest instruction: Initiate systematic evaluation of the POST Management Course after each class has ended, specifically focusing on gauging feedback related to guest instructors (e.g., what content was valuable/useful and/or new, how content was presented/ways it can be presented better, etc.). Also consider introducing evaluation that goes beyond student feedback, such as having evaluators sit in on guest instruction to provide input and advice for on-going improvement.

- If there are guest instructors who are consistently ranked poorly by participants, substituting away from those instructors having in-person time (or replacing these instructors) might be necessary. Depending upon the expertise and interests of other guest instructors or main presenters, reallocating content to other instructors or providing modules that can be covered expediently and effectively is advised.

Content Focused Recommendations:

Build in flexible time for students to engage with selected topics of interest: Built-in time that allows participants to select which specific content area they would like to dive deeper into can boost engagement (both in the course overall and with respect to specific content that is potentially most relevant to participants).

- Consider having a core curriculum of topics that gets updated appropriately - ideally, the core curriculum is foundational and can be taught by anyone at any time, the curricula are standardized and stored in a cloud location accessible by all instructors. Additionally, curate a collection of specialty topics that participants can choose from during registration for their course. Some shorter topics could be delivered as online videos that can be watched before coming to class and then discussed in-person.

Increase the amount of time spent on personnel issues, leadership, and critical incident management, and reduce the amount of time spent on content that participants have reviewed in other courses.

- FLETC focuses extensively on leadership, so may provide a good blueprint for a more leadership focused curriculum.

Offer a variety of presentation options:

- Offer a variety of presentation options – possibly three – for folks to work on during the course either in a group or alone based on their responsibilities in their home department. For instance, someone could choose to work on a personnel matter where they have to address an internal affairs incident. Creating presentation options will help folks choose the most valuable use of their time.

Modality/Utilization of Course Time

Make course time more productive: Substitute time spent outside of class for in-class activities that can help participants apply what they are learning. To accommodate these changes, reduce lecture time and shift content that requires minimal discussion to assignments done outside of class time.

- **Example stemming from best practices:** Conduct a roleplaying activity where participants play roles in a critical incident. POST manuals and participants have noted that roleplaying activities have been incorporated; given they are effectively run, these may be engaging and impactful lessons. However, it should also be noted that roleplaying activities should be targeted towards situations that all participants will encounter so that the time is used productively for all participants (e.g., those from both large and small agencies, participants that are not sworn staff, participants that are from agencies that are not police departments, etc.)

Build in explicit time both in and after the course for network-building: Networking time during the course, as well as post-course follow-up emails, could allow participants the opportunity to engage in network building with other participants from different agencies. A specific, dedicated site or medium could be useful here as well – as of now, this is largely done through WhatsApp messages or similar. Alternatively, the current ad-hoc system could be retained and made a more formal, coordinated part of the course.

- *Specific network dedicated to those underrepresented in California law enforcement:* Additionally, it may be helpful for participants who come from backgrounds that are underrepresented in California law enforcement to have the opportunity to build a distinct network of others in law enforcement agencies that are underrepresented in California law enforcement.

Data Collection Efforts

Institute data collection practices that allow for ongoing evaluation of the course: Building in opportunities to collect feedback from participants after the course is strongly advised. Related to the recommendation, “*Boost quality of guest instruction*”, allowing participants to share their feedback on the content, delivery, and other aspects of the course, especially so proximal to the completion of

the course, may help provide a way for POST to gauge both 1) changes in needs of law enforcement management over time; 2) potential impacts of changing course content (e.g., were participants more satisfied with the quality of instruction after adjusting content delivery from guest instructors?) In other words, instituting this model of consistent data collection can allow POST to continue improving upon its course over time and being agile to adjust course content to reflect the needs and aspirations of law enforcement leadership as they grow and change.

APPENDIX A. Qualitative Responses to Open-Ended Questions

Suggested Additions to Curriculum

Below is a synthesis of the 110 quotes, covering 16 broad topics, provided through the open-ended question of what else could be added to the current curriculum. These are the words of the participants organized by topic. General recommendations are after the summary. Quotes are noted with quotation marks. **CODE: Topic [# of comments in that group].**

Law Enforcement [15]

- Strategic thinking (ie planning for a high-stakes event/critical incident with potential backlash)
- High liability situations
- Include University/College Chiefs and their issues
- Recruitment & retention
- Budget
- 21st Century Policing - procedural justice
- Community policing
- IA
- Organizational Development

Career Transition [12]

- Mental shift into management - how to behave and act as a new member of the executive team, moving from the top of a different rank to the bottom of a new rank.
- Less of a “woke” curriculum and more of the actual job duties
- Considering the professional trajectory, how to work towards the next level (chief) and how to prepare the next class of leadership for their positions (mentoring).
- Generational differences between ranks/classes

Employee Wellness [12]

- Officer Wellness (& while managing up) - stress, work life balance, finances,
- Workers Comp
- Wellness while dealing with the rest of city government
- Responding to line duty deaths - any death within the organization
- Dealing with personnel who are mentally unwell (peer support)

Feedback [11]

- Topics are redundant - same covered in SLI - too similar to SBSLI
- Course can be covered in two weeks
- Bring in SME on specialty topics
- Instructors were outdated
- Break up classes by agency size
- It's too focused on being one size fits all

“Some of my recommendations for removal from the course are not because I think those topics weren't important nor well presented. Rather, I believe that some of those should be their own courses in their own right. Specifically, Critical Incident Management and Project Presentation. Critical Incident Management is one of those areas that has little room for failure and requires repetition, case study, and hands on tabletop practicals to fully develop the conceptual learning. I think this should be a 24-40 hour course that delves into how to handle these incidents. It would be great if POST could come up with a specific course that has SME's develop a Law Enforcement version of the ICS system and teach it as a statewide model. Project Presentation is not something that should be presented on its own. Project Management is the real issue that I have seen create problems for administrators/managers. Specifically, since we are not trained to be project managers. A Project Management course (for the unofficial project managers) would be great. I'm learning quite a bit from the book, Project Management for Unofficial Project Managers (a Franklin Covey book).”

Soft Skills [10]

- Emotional intelligence
- Conflict Resolution - with employees; alternative disciplinary actions outside of IA
- Ego/arrogance as a hindrance to progress
- Management style in practice within a specific organizational culture
- Ethics
- Critical Thinking
- Team Building

City Government [8]

- Having a working knowledge of legal issues from a HR perspective
- Knowledge and skills needed to navigate collaboration with the rest of City Government - City Attorney, HR, Finance etc
- Policy Development
- Different types of LE that are not traditions (ie. State Government)

Organizational Culture [8]

- Navigating internal politics
- Merit-based promotions
- Dealing with unethical behavior internally (from a supervisor)

Education [7]

Social Media: how does social media relate to community relations, recruitment and how it contributes to the overall impression of law enforcement.

History: a block on American LE history with good, bad, ugly parts & show progress. Showcase the evolving role of law enforcement as community demands change and shift. Teach a bit more about

the differences of law enforcement agencies that report to non-peace officer personnel, and structure differences in policing agencies.

Innovation: consider the future of law enforcement and how it can be incrementally changed while addressing adaptation to those unforeseen changes.

Leadership [7]

- Servant Leadership - Adaptive Leadership
- Using scenarios and case studies
- Current officers in the position to share experiences - lessons learned
- Working with City officials & project management
- Big picture thinking - across departments in city government

Law [6]

- Legal updates
- 1st amendment auditors on how they bait police officers
- SB 230 - SB 2

Communication [5]

- Difficult conversations with direct reports
- Effective communication with peers
- Executive communication
- Proper delegation of tasks
- Communication across generations

Collaboration [4]

- More groupthink & breakout sessions
- Best practices across agencies to deal with law enforcement issues

Technology [4]

- The current tech that agencies are using - what's working/ what isn't
- What is available for agencies to use

Diversity [3]

- Addressing anti-law enforcement bias involving government officials
- Diversity and inclusion efforts internally and externally
- Bias, discrimination, sexual harassment, sexism (women officer issues)

Suggestion:

Consider having a core curriculum of topics that gets updated appropriately - ideally, the core curriculum is foundational and can be taught by anyone at any time, the curricula are standardized and stored in a cloud location accessible by all instructors. Additionally, curate a collection of specialty topics that participants can choose from during registration for their course. It's possible

that some topics that are shorter in nature could be online videos that can be watched before coming to class then discussed.

Feedback on Instructors

Below is a summary of commentary about the instructors. There were 114 quotes analyzed into 5 different codes.

Likes [51]

- Some specific presenters were named as outstanding and well-prepared
- Common traits were: approachability, accessibility, very knowledgeable, sensitivity to the professional diversity among participants, in tune with current events, showed enthusiasm for the material and officer learning.

Dislikes [34]

- Some presenters were ineffective in teaching their section so the course manager stepped in to reteach the material
- Guest instructors not prepared or consistent across the group of guests
- Material did not have an application component - role play or scenario
- Too similar to SLI
- The course seemed much more like a check the box training
- Most instructors were retired and out of touch with the material - winging it or calling it in - and it showed
- Should be a 80 hour course not 100
- Topics were antiquated and did not apply to a large agency
- Folks cancelling last minute - deck was stacked against the instructor - he lost control of the class “He is very removed from doing the job and was unable to control the class as some pretty offensive things occurred that in todays world with sensitive people could have gone very bad”
- Misleading information “Our class experienced two instructors that were fallible, misrepresented themselves and largely inaccurate with their experiences.”
- Disjointed expectations “We had one instructor in class tell us the parameters of the project and answer questions, but it was another instructor who actually attended the presentations and graded our work. There was a communication disconnect between the expectations of the two instructors, which came out in the final presentation products.”
- Consistent focus on implicit biases decreases morale.

Neutral [8]

- Instructors were ok, some were great some were awful so it balanced out.
- Course boils down to “don’t be a jerk”

ISSUES [4] - some folks shared specific experiences that are highlighted below:

- **Religion:** “I had a terrible experience and presented it to the proctor representing POST and [...], but nothing was done. In short, the guest instructor, a heavy-set retired member of law enforcement was shortsighted in his presentation of Islam. He cast all Muslims with a broad brush as terrorists and made other derogatory comments. As a Muslim, I took offense and respectfully challenged him in front of the group, but nothing was done. The proctor was not in the room at the time of this discussion, but I brought it to her attention upon her return, but nothing was done. The instructor returned for and trained other sessions of this course. What was most disturbing was the instructor's discussion of Islam was completely off script as his topic had nothing to do with world religions. He was merely presenting his personal bias to a room of police leaders and professionals, which is extremely inappropriate. I fully understand that people will have their personal views, just as I do, but to use his platform as an instructor of a police management course is extremely inappropriate. Needless to say, I remember this incident most...”
- **Gender:** “I don't recall many specifics about the instructors, other than there were a couple who were very gender biased against women, which I found rude and quite frustrating.”
- **Race:** “If I remember correctly, every single presenter in my management class was white. There was a startling lack of diversity in both race and gender. Sadly, only a few students in the class were not white. Diversifying the instructors, and diversifying leadership in law enforcement in general, are very important.”
- “Offended by officer speaking poorly of her management and POA after became intoxicated and stole a shuttle bus when she felt she did not receive the “support” she felt she deserved.”
- “One of our instructors from [...] had a “dip” of tobacco in his mouth the entire time he presented to us. Very unprofessional.”

Suggestions [16]

- Consider skipping the book reading and the presentation
- Course manager should emphasize the importance of networking
- Update outdated PowerPoints
- Current manager level instructors are better suited than retired Chiefs
- Depending on the topic some instructors have a shelf life
- Would be nice to have a snippet of a nationwide perspective too, someone from out of state
- Make sure to be inclusive of folks who work for other types of law enforcement organizations, not just police departments
- Discussion on IA, liability and discipline

Other Comments

Other topics emerged from the open-ended questions, which have been summarized below.

Course Overlap ($n = 18$) - how the course overlapped with others

- Consistent comparison to SLI, lots of overlapping material

-
-
- Consider sequencing of SLI and Management school (what comes first and when in ones career advancement)
 - Enjoyed this course over SMIP

Survey Feedback ($n = 1$) - skepticism about the usage of *this* survey

APPENDIX B. Common Themes from Qualitative Interviews

Most memorable portion of the course:

- Instructors
- Networking

Generally, participants enjoyed the course and made meaningful connections with other course participants. Some kept those connections following the conclusion of the course, either via email, texting, or other types of exchange. Other student groups established email threads following the course and continued to correspond, asking the group questions and for advice, even months after the course had concluded.

Favorite portion of the course:

- Networking

Networking emerged from interviews as the best part of the course for many participants and was mentioned as the favorite aspect of the course by every interviewee.

Must stay in the curriculum:

- “Everything”

Again, no common theme emerged regarding the content that should stay in the course. Most participants suggested keeping all the current content, though some suggested adjusting the amount of class time devoted to specific subjects (e.g., shortening the budget portion and making the wellness section longer).

What they liked least about the course:

- Some course content seemed irrelevant to some participants

There was no consistent theme in people’s dislikes of the course; everyone chose a specific piece that was not relevant to them. This is to be expected and is a sign that course participants are taking what they need and leaving the rest.

Wish list of content to be added:

- Internal Affairs information

Some participants wanted more detail on how to navigate IA cases, such as when an officer needs to be fired or if there is a DV involving an officer.

- Litigation: SB2

Some suggested adding content specifically on navigating SB2, but more generally spoke of adding content around how to integrate new legislation into agency operations.

- Community relations

Some suggested adding additional content on how to adopt a holistic community relations approach outside of crisis mode and beyond the usual town hall/community meetings.

Most Applicable aspect of the course:

- Perspective

In describing the most useful aspects of the course, nearly everyone commented on how the course gave them perspective about shifting from a patrol-oriented position to a management perspective and applying the birds' eye view to the job. Some also talked about how the course helped them understand the links between what they do and the impact it has on the city, officials, budget, court and community. For civilians, the course offered them better insight into their sworn colleagues.

Would change about the course:

- Instructors

Participants had a lot of different experiences with instructors, and there seemed to be inconsistency between the delivery of materials. However, participants overall described the best instructors as those with applicable job experience and those who presented the course material in an engaging way.

- Course Project

Perceptions of the course project varied widely. Some participants wanted it to stay in the curriculum, while others disliked it. Even among those who found value in the project, suggestions for improving it included making it more directly applicable to their work or breaking it up in a way that let participants focus on the specific components they needed practice on. Some felt that class time should be provided for work on the project, rather than having it be homework.

Delivery:

- PowerPoint
- Breakout groups
- Talking /Lecture

Most participants understood the adult learning modes of teaching that were used during the course and had no major complaints, though many urged more dynamic instruction. Participants reported significant variability among the instructors' delivery of course material.

Direct quotes from participants:

Helpful suggestions:

- Give the same information without requiring it to be a homework assignment- in the classroom, break the class up and have some folks do each portion of the scenario and each group could present a portion and get real-time feedback from the city manager in the room and see how it goes (I1)

-
-
- Suggestion – take a 20-minute break and facilitate a group activity and talk with other folks. (I1)
 - Make the course 5-5-5 (add in the extra day on the two weeks, currently is 5-4-4)

Considering the future of LE what would you add:

- SFPD, not lacking in this – some talking about history and equity in policing I am sure most agencies have this and classes that teach the history of policing in America – a little bit of a history class taught by an old cop helps out that a sworn officer is teaching these things. Most Americans we talk to do not know what redlining is and do not know the historical gaps in racial wealth (I2)
- Keep drilling about addressing issues of excessive force
- The complicated narrative of criminal justice reform (I5)
- Technology and how it's applied to LE - how it can be leveraged to help LE officers
- Better communication portion on how to keep morale up with the constant changes of LE
- How to engage the different generations that are entering the policing profession (I15)

APPENDIX C. Relationships Across Survey Items

For Tables Q1-N below, relationships between survey items are denoted with a minus sign (“-”) if there is a *negative relationship* between these items (e.g., as scores on one item increase, scores on the other item tend to decrease). Scores are denoted with a “+” if there is a *positive relationship* between items (e.g., as scores on one item increase, scores on the other item tend to increase). Significant relationships (i.e., relationships between variables that are strong enough to suggest that it is unlikely that they are related by chance) are noted with color-filled cells (i.e., blue for significant negative relationships and orange for significant positive relationships.) Note that the direction of the relationship is also noted by different symbols in an effort to make tables easy to interpret.

Modality and enjoyment

Table Q1.1 below displays the direction and significance of the relationships between each of the questions about course modality and enjoyment of the course. With the exception of the measure related to the amount of course discussion, course enjoyment measures were consistently and negatively related to modality outcomes, and significantly so. In other words, **how much someone enjoyed the course was significantly related to lower support for changing the modality of the course**—specifically as it pertains to whether the course should be online, conducted over fewer hours, or should assign less work outside of the course.

The one exception is the question about the amount of discussion time (i.e., “I would have preferred more time for discussion and conversation with other students”). On this dimension, how much someone enjoyed learning from others was associated with greater support for additional discussion during the class.

Table Q1.1: Relationship between course modality and enjoyment outcomes

Enjoyment Outcome	Modality Outcome			
	<i>Online</i>	<i>Fewer hours</i>	<i>More discussion</i>	<i>Too much outside work</i>
<i>Learning from others</i>	-	-	+	-
<i>Keep in touch</i>	-	-	+	-
<i>People I can reach out to</i>	-	-	+	-
<i>Generally enjoyed course</i>	-	-	+	-

Enjoyment and perceptions

Table Q1.2 below displays the direction and significance of the relationship between each of the questions about course perceptions and enjoyment of the course. **Overall, the more that students had positive perceptions of the course, the more they reported having enjoyed the course.**

Table Q1.2: Relationship between perceptions and enjoyment of course outcomes

Enjoyment Outcome	Perceptions Outcome				
	<i>Apply what I learned</i>	<i>Content covered was useful*</i>	<i>Majority of info was new</i>	<i>Course was worth my time</i>	<i>Course well-designed for LE</i>
<i>Learning from others</i>	+	+	+	+	+
<i>Keep in touch</i>	+	+	+	+	+
<i>People I can reach out to</i>	+	+	+	+	+
<i>Generally enjoyed course</i>	+	+	+	+	+

*Note: The original text of this question was worded as the content *not* being useful. Thus what is represented here is reverse-coded for easier interpretation.

APPENDIX E. Summary of Best Practices

What Makes a Good Police Supervisor?

As part of developing trainings for police supervisors, developers should consider the skills and characteristics that they desire to foster in supervisor trainees. One such skill group is the Hu-TACK (**H**uman, **T**actical, **A**ffective, **C**onceptual, and **K**nowledge) skill set. In summary, these skills include:

- **Human** – understanding one’s staff and providing guidance to be effective officers (coaching, counseling, mentoring)
- **Tactical** – skills that assist in accomplishing tasks out in the field (establishing control, ensuring competency with equipment and procedures)
- **Affective** – managing staff’s attitudes, emotions, and values (fostering positive attitudes, acting as a role model, developing positive relationships with staff)
- **Conceptual** – integrating work into the broader missions and goals of the department (performance assessment, resource management, problem solving)
- **Knowledge** – a working understanding of laws, policies, and the capabilities of one’s team (policy implementation, staff workload management, staff skill development)

Supervisors regularly interact with three main groups of people: their direct reports, their fellow supervisors, and their superior officers. When interacting with direct subordinates, supervisors must provide support and leadership, develop skills, and create a positive work environment. When interacting with fellow supervisors, supervisors must be open to jointly solving problems, sharing resources, and dividing up work in a way that exploits the strengths of all teams while respecting boundaries. When interacting with superior officers, supervisors should be sure to follow through with departmental directives and exhibit commitment and integrity to develop a trusting relationship.

What Makes a Good Police Supervisor Trainer?

Supervisor training programs benefit from trainers that have the necessary experience and capabilities to execute the curriculum in an effective and lasting manner. Hiring trainers with experience as law enforcement supervisors is an excellent way to bring in the necessary expertise to design and implement quality training programs. However, experienced law enforcement supervisors do not necessarily possess the skills to be effective trainers. Thus, law enforcement training programs should provide trainers themselves with instruction on the best practices for delivering law enforcement training. Training on these skills should be conducted once new trainers are hired. In addition, trained new hires should also co-teach with an experienced facilitator in order to build up their capabilities organically without sacrificing quality for trainees. Trainings should focus on the following core competencies:

- **Effective instruction** – communicating effectively, improving one’s knowledge and skills, complying with ethical and legal standards, establishing and maintaining credibility
- **Planning/preparation** – planning instructional methods and materials, preparing for instruction
- **Instructional methods/strategies** – stimulating motivation and engagement, demonstrating effective presentation skills and questioning techniques, providing clarification and feedback, promoting retention and transfer of skills

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- Assessment/evaluation – assessing learning and performance of students
 - Classroom management – creating an environment conducive to learning, using technology effectively

What Does a Good Supervisor Training Program Look Like?

When developing a supervisor training program, developers must consider both the contents of the training and the format employed to deliver that content. To determine what content a training needs, developers should follow the ADDIE system (**A**nalysis, **D**esign, **D**evelopment, **I**mplement, and **E**valuate).

- **Analysis** – identifying what officers need to know, including required behaviors, working conditions, performance criteria, and the characteristic tools and concerns of the work.
- **Design** – deriving instructional objectives based on specific real-world tasks that officers are responsible for conducting.
- **Development** – collecting and sequencing lesson plan content and classroom materials and determining the manner in which content is delivered.
- **Implement** – delivering the training, taking note of what is working and what isn't, and incorporating additional materials as needed via regular curriculum reviews.
- **Evaluate** – collecting information on outcomes, including officer opinions, completion of learning objectives, and content retention and transfer.

Training sessions can be presented in many forms, and there is no single format that works best in all instances. However, certain formats can aid in trainees retaining content and involve minimal disruption of trainees' time. These include:

- Delivering short, high-focused sessions – a series of short, modular trainings reduce the time officers are away from their jobs and is more forgiving for officers that must miss a part of a training session.
- Using multiple trainers – bringing in a trainer with subject matter expertise for each module can reduce the burden on trainers and provide trainees with a stronger foundation.
- Offer “booster” sessions – a short training session delivered months after the main training can aid officers in retaining training information and allow for opportunities to refine their skills.

In addition, developers should consider implementing concepts of adult learning theory into trainings. Specific elements to consider include:

- Emphasizing relevance – if officers understand how a training program directly relates to their work, they are more likely to engage with the material in a meaningful way.
- Learning by doing – crafting student-directed lesson plans around a simulated workplace situation can provide them with direct, hands-on experience that is easily transferable.
- Crafting an environment conducive to learning – instructors should foster an open-minded, mentoring atmosphere and provide trainees with the freedom to experiment.

