Line of Duty Death

Instructional Goal: Upon completion of this instruction and using the attached material, any agency will have the information to establish a policy and procedure for Line of Duty Deaths.

Performance Objectives:

- Identify the need for an On Duty Death policy
- Discuss the need to have all contact information for each employee
- LIst the resources available to the Agency and Survivors


BELOW
100
WEAR YOUR BELT.
WEAR YOUR VEST.
WATCH YOUR SPEED.
WIN—WHAT'S IMPORTANT NOW?
REMEMBER: COMPLACENCY KILLS!
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In partnership with
CONCERNS OF POLICE SURVIVORS
C.O.P.S.

The officer who was driving this patrol vehicle lost control due to excessive speed. Use of a seat belt and the wearing of body armor contributed to his survival

The 5 Tenets - These five ideas will change police culture & save lives

1. Wear Your Belt

It might sound simple to you, even unnecessary, but the truth is too many agencies don't mandate belt wear. And even among those that do, many officers ignore policy because the culture doesn't value it. *The truth:* Seatbelts save lives.

2. Wear Your Vest

We know vests save lives. We know that bullets can fly when we least expect it. Add to that the fact that body armor can improve your likelihood of surviving a car accident or other traumatic event and you quickly see why you must wear it. Always. Period.

3. Watch Your Speed

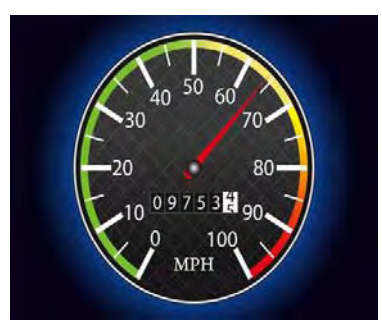
Why do cops drive fast? Because they can, right? Well, driving faster than what conditions warrant is a sure way to get in trouble. Of course there are times when getting on scene quickly is critical. But these times are rare. Too often, officers are speeding—just because they can. In the process, they are putting themselves and the public at perilous risk *for no good reason*.

4. WIN—What's Important Now?

It's a simple question that can elicit profound results. It's a question that will lead to deliberate action, not reaction. If you are constantly prioritizing what's most important, you won't have time for the distractions that can get you in trouble, hurt or killed.

***5. Remember:* Complacency Kills!**

Chief Jeff Chudwin perhaps said it best: "Complacency is among the most dangerous and insidious threats we face because it lays us open to all others." Complacency is why police officers think they can go without vest and seatbelts. It's why they think they can speed and allow themselves to be distracted. To quote Chief Chudwin again: "Complacency will kill you."



Prior Planning

If you do not have the information ahead of time, you will be answering some uncomfortable questions and not have the answers.

Policy and procedure is needed.

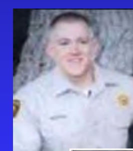
Statement of Fact

- **Every year more than 100 firefighters are killed in the line of duty…..**
- **Every year more than 15 EMS responders are killed in the line of duty…..**
- **Every year more than 120 Police Officers are killed in the line of duty.**
- **The National Law Enforcement Memorial wall in Washington DC has the name of more than 19,000 officers**
- **Thousands more are seriously injured in the line of duty…..**
- **Sadly, less than 25% of emergency response agencies are prepared for any of these catastrophic events!**

- 2012 – Tracy Hardin – NDOC

- 2012 – Lawrence, Denny – Elko S.O.

- 2010 – Deutch, Ian – Nye Cty S.O.



- 2010 – Cooper, Stanley – U.S. Marshall

- 2009 – Leach, Daniel – LVMPD

- 2009 – Nettleton, Trevor – LVMPD

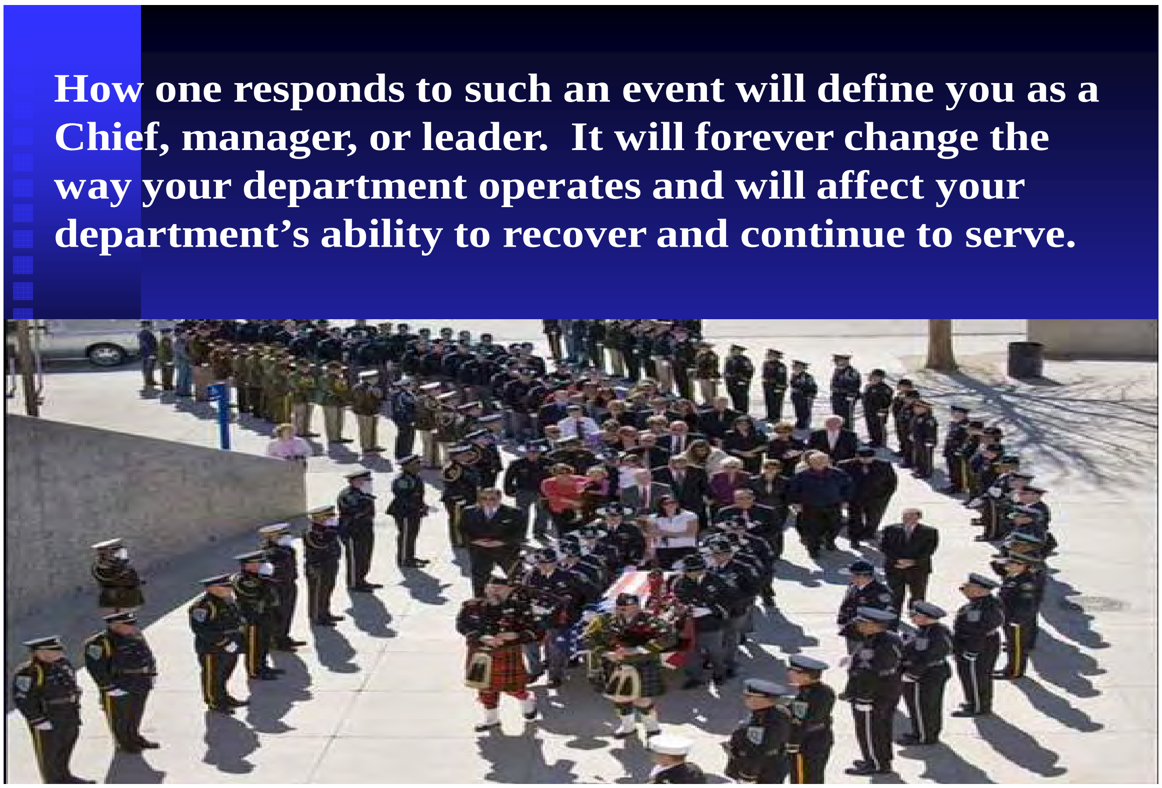
- 2009 – Beitel, Milburn III – LVMPD

- 2009 – Manor, James - LVMPD

One of the most dreaded traumatic events any law enforcement agency can experience: critical injuries or line-of-duty deaths

They create chaos within any organization and impact every sworn officer and civilian employee.

During such emotionally challenging times, only the quick and efficient implementation of a well-prepared plan of action can keep the “organized” chaos from degenerating into full-blown dysfunction.



Starting with management, ask these 4 key questions:

- **Do we have a Line of Duty Death Pre-Plan in place?**
- **Do I as a leader know where my copy is?**
- **How long has it been since I looked at it and updated it?**
- **Do we have each staff member complete a confidential packet in case of a death?**
- **If you cannot fill in the answers to these three important questions, you then need to start on the process of having a hands on, Critical Injury / Line of Duty Death Pre-plan in place; regularly updated and regularly communicated to all department members.**

- **If your department does have a pre-plan in effect, ask yourself these questions:**

  - **How familiar with the pre-plan am I right now?**

  - **Do I know all of my available resources and is the contact information for them readily available?**

  - **Is the information in this pre-plan current?**

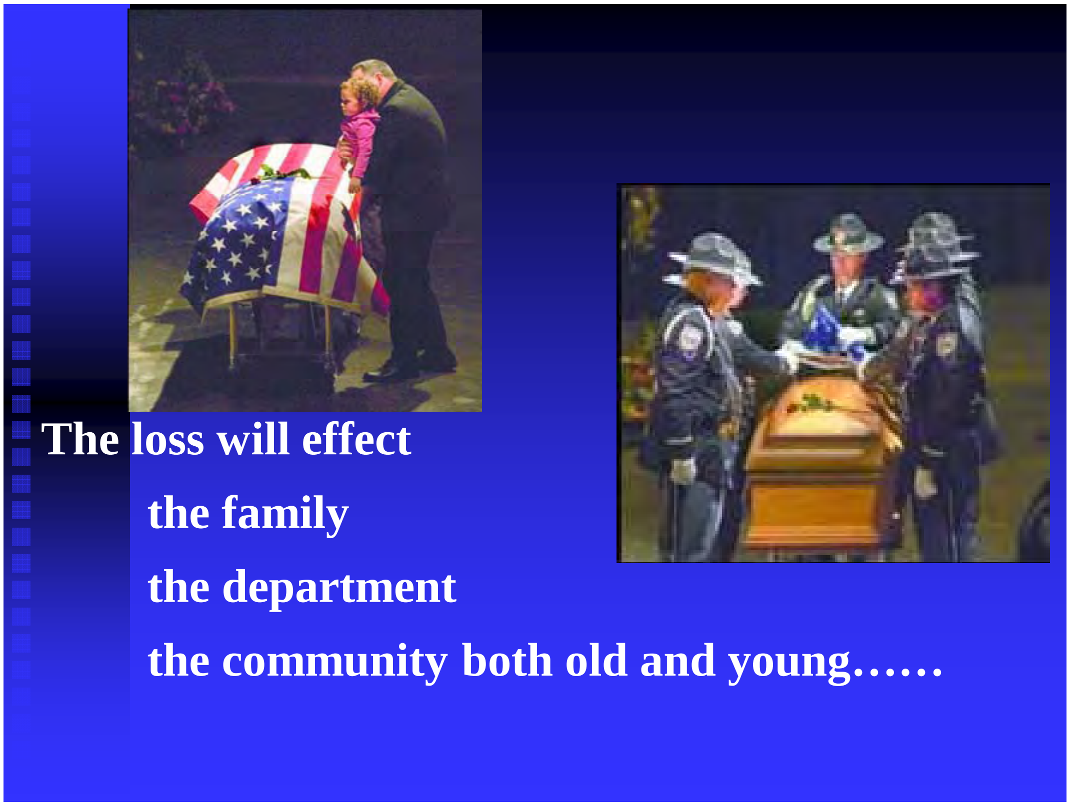
Agency's will find it better for all concerned if they formulate answers to these questions when compassionate, clear thinking heads rule, rather than in a moment of emotional chaos when

No one thinks clearly……………….

These events are difficult to manage at best. However, with the right amount of planning and with experienced resources at hand, you and your department …WILL make it through these painful experiences and be able to continue on with work and life. Departments that have a critical injury / line of duty death policy in place prior to the incident, experience fewer problems during this type of crisis. Such policies offer far-reaching advantages.

Not only will your officers be better prepared to deal with this sudden violent trauma, but your department will also find fewer job-related disabilities arising from the aftermath of such an incident.

- **A definitive plan allows agencies to function more effectively during one of the highest stress situations your officers may ever face.**



On April 22, 2008, Trooper Chris Kelly was teaching a class, Realities of Law Enforcement, at the Academy, to a new group of Cadets. It was their second day.

At the end of the class, Trooper Kelly opened the floor to questions. One of the cadets asked the group of instructors: "What do you do when you have to make that call to the officers family, how do you handle it. What do you do if you get that call on a fellow officer?"

The room got quiet. Trooper Chris Kelly addressed the cadet:

I got that call.

- At 10:10 my sister, a Nevada Trooper, was involved in an accident.
- At 10:13 I got that call…

You can ask my wife, a switch snapped, I went into police mode because that is what we do……… I DROVE MYSELF

It is not a matter of if…but when we get that call again.

Nevada Department of Public Safety as implemented a KARA Team:

- **The KARA Team has been organized to respond and act in the case of a serious and/or critical incident.**
- **Our primary goal is to personally and professionally meet your needs with regards to family notification in the event of the critical incident.**
- **The Voluntary questionnaire is your first step in the planning process and will be considered extremely Confidential.**
- **The two completed packets will be sealed and housed in locked file cabinets in dispatch and your respective duty stations.**
- **Should you choose not to complete this packet, or participate in the KARA program, the Department will follow the policies and procedures already in place for notification of family members.**

Confidential Voluntary Questionnaire

1. **Questionnaire Packet**
   - A. **Spouse / Significant Other**
   - B. **Ex Spouse / Significant Other**
   - C. **Juvenile Children**
   - D. **Adult Children**
   - E. **Parent Information**
   - F. **In law Information**
   - G. **Sibling Information**
   - H. **Miscellaneous Information**
   - I. **Animals**
   - J. **Officer Involved Shooting**

<u>Critical Incident Occurs:</u>

- **Dispatch is notified of the Incident.**
- **Dispatch notifies Command / on duty KARA Team member / PIO, Dispatch Supervisor and Dispatch Center Manager.**
- **Family Notification: All attempts will be made to get the immediate family to the hospital as soon as possible by the KARA Team or Command personnel, following policy.**
- **KARA Team member responds to dispatch and assumes Facilitator role.**
- **Contacts KARA Team members and opens employee confidential packet.**
- **Facilitator deploys team and delegates assignments from packet.**
- **Facilitator is responsible for update notification of all personnel thru designates.**
- **Facilitator is Command contact person and Record Keeper which will act as the legend for the After Action Report.**

- **Facilitator acts as Media Contact until PIO assumes duties.**
- **Facilitator is call taker for all calls regarding incident.**
- **Team members have assignments and respond accordingly.**
- **KARA Team member assigned to family , will remain with family unless relieved by employee designate or Command personnel.**

<u>Facilitator In Charge</u>

- **In order to prevent duplication of efforts and ensure the process works for the benefit of the employee and his or her family, the FIC shall coordinate all KARA Team functions regarding the incident.**
- **The Facilitator is not necessarily "the" decision maker nor necessarily a position of rank.**
- **The FIC's primary role is to ensure the needs of the employee and the family are met before the needs of the Department.**

<u>Employee Actions</u>

- **All employees not involved in the incident will be notified and requested not to call the dispatch center.**
- **A Sergeant or Supervisor should meet with on duty personnel as soon as possible.**
- **Off duty employees will be notified by their district supervisor or designee, via telephone.**

<u>Transportation</u>

- **The family contact officer will drive the immediate family members to the hospital.**
- **If a family member absolutely refuses to be driven, all attempts will be made to have a Team member ride with them.**
- **Any trips to and from the hospital, the family should be accompanied by the contact officer, a Team member or some designee requested by the employee, the family or the department.**

<u>Hospital Liaison Officer</u>

- **The first official, other than the Chief or his designate, to arrive at the Hospital shall act as the Hospital Liaison Officer**
- **Coordinating activities of hospital personnel with the immediate family members, the DPS / law enforcement family, the press and others.**
- **Secure a private waiting area for immediate family.**
- **Secure a waiting area for department personnel.**
- **Establish a Press staging area - Coordinate with the PIO**
    - **Remain at the hospital while the family is present.**
- **Do not be overly protective of the family.**

Family Liaison Officer

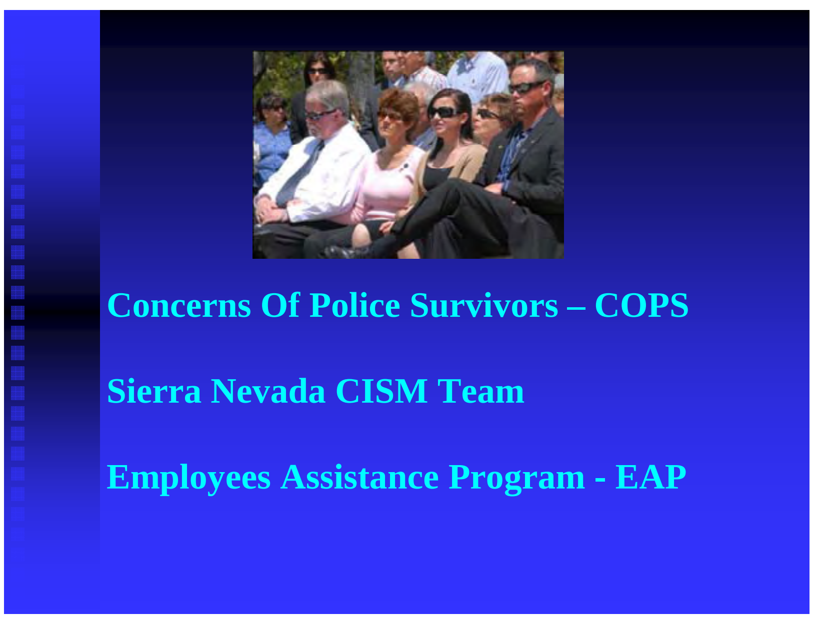
- The selection of the Family Liaison Officer is a critical assignment
- An attempt should be made to assign someone who enjoyed a close relationship with the employee and their family.
- However, the liaison should not be so emotionally involved with the loss that they would become ineffective.
- This is not a decision-making position. This is a role of a "facilitator" between the Family and the Department of Public Safety.
- Ensure that the wishes of the employee and the needs of the family, come before the wishes of the Department

Administrators must also anticipate the possible effects of the officers death on department personnel.

The victim's shift, their close friends in the department, the dispatchers, the evidence technician, the administrative staff - these individuals should be considered survivors too.

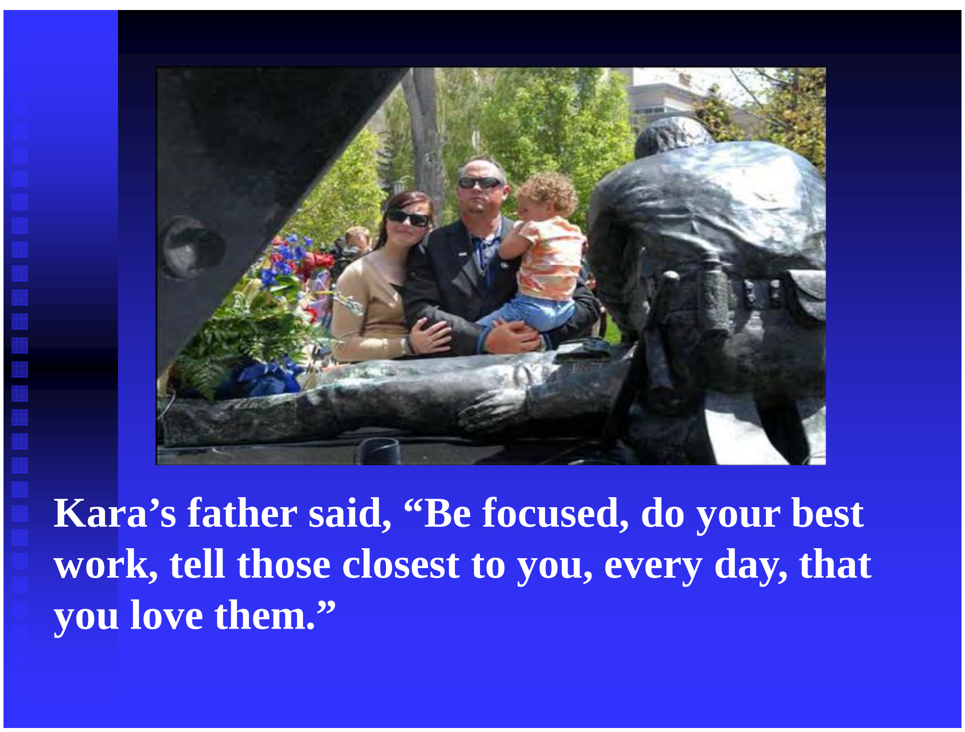
However, anyone in the department should be afforded the opportunity to assist the family in any way they feel capable of.

Support



- Members of the Division must remain sensitive to the needs of the family, both the immediate and law enforcement family, long after the officers critical incident or death.

- Survivor’s should continue to feel a part of the Division Family.
- Employee’s of the Department are encouraged to keep in touch with the family.
- The Family Liaison acts as a long-term liaison with the surviving family.



"In Person, In Time"

Recommended Procedures for Death Notification

The principles of death notification:
In person
in time,
in pairs,
in plain language,
and with compassion.

This manual was prepared in cooperation with:
Dr.Thomas L. Bennett, State Medical Examiner,
the Iowa Organization for Victim Assistance (IOVA),
MADD/Polk County Chapter, and
Polk County Victim Services

Crime Victim Assistance Division
Iowa Department of Justice

Bonnie J. Campbell
Attorney General of Iowa

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"In Person, In Time"

Recommended Procedures for Death Notification

Table of Contents

(The Resources are designed to be reproduced by local officials for their own use and for distribution to survivors.)

Introduction

The purpose of this booklet is to help those who must notify survivors of the death of a family member due to homicide, an automobile crash, a heart attack, drowning, or other sudden and unexpected events. We believe this is the first manual of its type in the nation, and my office is proud to cooperate in its preparation and distribution.

Death notification is acknowledged to be one of the most difficult tasks faced by law enforcement officers and other professionals, because learning of the death of a loved one often is the most traumatic event in a person's life.

The moment of notification is one that most people remember very vividly for the rest of their life -- sometimes with pain and anger.

Some survivors hear the news first through the media or a reporter calling, and then have flash-backs to that moment for years. Others tell how they were stunned to hear the person who was killed referred to as "the body" only minutes after the death.

This booklet suggests ways to notify survivors effectively and sensitively -- including tips on what not to do or say.

Notification is an exceedingly important duty. Besides being sensitive, notifiers have to be prepared in case a survivor goes into shock and requires emergency medical treatment.

Notifiers also can provide very important information to survivors, including details about how death occurred. They can volunteer to notify others and provide other invaluable support.

The principles described here are simple: Notification should be done in person, in time, in pairs whenever possible, in plain language, and with compassion.

The recommended procedures were developed by people with much experience in death notification, and with help from survivors who have been through it. As one of the survivors put it, "Please remember you are assisting innocent victims of circumstance."

If you have any suggestions about how to improve these guidelines, please contact the Attorney General's Office.

Thank you for your interest in this material, and good luck with your very important duty of death notification.

-- Bonnie J. Campbell, Attorney General of Iowa

Acknowledgements

The people who took the lead in designing and drafting the guidelines were a committee of volunteers: Suzan Brooks from MADD/Polk County Chapter, Rich Joens of Polk County Victim Services, John and Kay Egan, who are the parents of a homicide victim, Rich Conner of the West Des Moines Police Department, and Kevin Seely of Hamilton's Funeral Services in Des Moines.

Dr. Thomas L. Bennett, State Medical Examiner, also has been a strong supporter and contributor to this project.

All these people have much first-hand experience in death notification and helping survivors. They exemplify the combination of professionalism and compassion that is so essential to the duty of death notification.

I am exceedingly grateful to these people and their organizations for their generous public service.

-- Attorney General Bonnie Campbell

Basic Death Notification Procedures

These are some of the cardinal principles of death notification. Some of the points overlap, and all will be refined by the notifier's experience and judgment.

"In Person"

Always make death notification in person -- not by telephone.

It is very important to provide the survivor with a human presence or "presence of compassion" during an extremely stressful time. Notifiers who are present can help if the survivor has a dangerous shock reaction -- which is not at all uncommon -- and they can help the survivor move through this most difficult moment.

Arrange notification in person even if the survivor lives far away.

Contact a medical examiner or law enforcement department in the survivor's home area to deliver the notification in person.

Never take death information over the police radio.

Get the information over the telephone, or it might leak out to family through the media or private parties listening to police radio. If radio dispatchers start to give information over the radio, stop them and call in.

"In Time" -- and with certainty

Provide notification as soon as possible -- but be absolutely sure, first, that there is positive identification of the victim. Notify next of kin and others who live in the same household, including roommates and unmarried partners.

Too many survivors are devastated by learning of the death of a loved one from the media. Mistaken death notifications also have caused enormous trauma.

Before the notification, move quickly to gather information.

Be sure of the victim's identity. Determine the deceased person's next of kin and gather critical information -- obtain as much detail as possible about the circumstances of the death, about health considerations concerning the survivors to be notified, and whether other people are likely to be present at the notification.

"In Pairs"

Always try to have two people present to make the notification.

Ideally, the persons would be a law enforcement officer, in uniform, and the medical examiner or other civilian such as a chaplain, victim service counselor, family doctor, clergy person, or close friend. A female/male team often is advantageous.

It is important to have two notifiers. Survivors may experience severe emotional or physical reactions. (Some even strike out at notifiers.) There may be several survivors present. Notifiers can also support one another before and after the notification.

Take separate vehicles if possible.

The team never knows what they will encounter at the location. One might need to take a survivor in shock to a hospital while the other remains with others. (Shock is a medical emergency.) One notifier may be able to stay longer to help contact other family or friends for support. Having two vehicles gives notifiers maximum flexibility.

Plan the notification procedure.

Before they arrive, the notifier team should decide who will speak, what will be said, how much can be said.

"In Plain Language"

Notifiers should clearly identify themselves, present their credentials and ask to come in.

Do not make the notification at the doorstep. Ask to move inside, and get the survivor seated in the privacy of the home. Be sure you are speaking to the right person. You may offer to tell children separately if that is desired by adult survivors.

Relate the message directly and in plain language.

Survivors usually are served best by telling them directly what happened. The presence of the team already has alerted them of a problem.

Inform the survivor of the death, speaking slowly and carefully giving any details that are available. Then, calmly answer any questions the survivor may have.

Begin by saying, “I have some very bad news to tell you,” or a similar statement. This gives the survivor an important moment to prepare for the shock.

Then, avoid vague expressions such as “Sally was lost” or “passed away.” Examples of plain language include: “Your daughter was in a car crash and she was killed.” “Your husband was shot today and he died.” “Your father had a heart attack at his work place and he died.”

Call the victim by name -- rather than "the body."

Patiently answer any questions about the cause of death, the location of the deceased’s body, how the deceased’s body will be released and transported to a funeral home, and whether an autopsy will be performed. If you don’t know the answer to a question, don’t be afraid to say so. Offer to get back to the survivor when more information is available, and be sure to follow through.

There are few consoling words that survivors find helpful -- but it is always appropriate to say, “I am sorry this happened.”

“With Compassion”

Remember: Your presence and compassion are the most important resources you bring to death notification.

Accept the survivor’s emotions and your own. It is better to let a tear fall than to appear cold and unfeeling. Never try to “talk survivors out of their grief” or offer false hope. Be careful not to impose your own religious beliefs.

Many survivors have reported later that statements like these were ***not*** helpful to them: “It was God’s will,” “She led a full life,” and “I understand what you are going through” (unless the notifier indeed had a similar experience.)

Plan to take time to provide information, support, and direction. Never simply notify and leave.

Do not take a victim’s personal items with you at the time of notification.

Survivors often need time, even days, before accepting the victim’s belongings. Eventually, survivors will want all items, however. (A victim’s belongings should ***never*** be delivered in a trash bag.) Tell survivors how to recover items if they are in the custody of law enforcement officials.

Give survivors helpful guidance and direction

Survivors bear the burden of inevitable responsibilities. You can help them begin to move through the mourning and grieving process by providing immediate direction in dealing with the death.

Offer to call a friend or family member who will come to support the survivor -- and stay until the support person arrives.

Offer to help contact others who must be notified (until a support person arrives to help with this duty.)

Survivors may have a hard time remembering what is done and said, so write down for them the names of all who are contacted.

Inform the survivor of any chance to view the deceased's body.

Be available to transport the survivor or representative for identification of the victim, if necessary. Explain the condition of the deceased's body and any restrictions on contact that may apply if there are forensic concerns. If appropriate, explain that an autopsy will be done.

Viewing the deceased's body should be the survivor's choice. Providing accurate information in advance will help a survivor make that decision. Some survivors will choose to see the body immediately, and this should be allowed if possible. ***(Denying access to see the body is not an act of kindness.)***

Provide other specific information. Take a copy of the ***"Community Resource Information"*** form, fill it out, and leave it with the survivor. [See copy of form at end of this booklet.]

Fill out and keep the ***"Survivor Intake Form."*** [See copy of form at end of this booklet.]

This form records basic information about survivors and their wishes. Complete the form, sign it, and keep it with the report or investigation file.

Follow up.

Always leave a name and phone number with survivors.

Plan to make a follow-up contact with the survivor the next day.

If the death occurred in another county or state, leave the name and phone number of a contact person at that location.

Most survivors are confused and some might feel abandoned after the initial notification. Many will want clarifications or may need more direction on arrangements that are necessary.

Following up can be the last step in completing a “person-centered” and sensitive death notification that is truly helpful to survivors.

The notification team should be sure they are clear on any follow-up assignments they need to carry out. (See also the discussion of “debriefing” notifiers, on page 8.)

Death Notification in the Work Place

Survivors often must be notified at their work place. Here are several tips to help apply the basic principles described above to a work place notification.

Ask to speak to the manager or supervisor, and ask if the person to be notified is available. It is not necessary to divulge any details regarding the purpose of your visit.

Ask the manager or supervisor to arrange for a private room in which to make the notification.

Follow the basic notification procedures described above: in person, in time, in pairs, in plain language, with compassion.

Allow the survivor time to react and offer your support.

Transport the survivor to his or her home, or to identify the body, if necessary.

Let the survivor determine what he or she wishes to tell the manager or supervisor regarding the death. Offer to notify the supervisor, if that is what the survivor prefers.

Death Notification in a Hospital Setting

Law enforcement officers and medical examiners may be called on to do death notification at a hospital after an accident or a shooting, for example.

It is a very good idea for hospitals and other officials to determine general procedures and protocols in advance, so all parties are familiar with their duties and roles.

The principles of death notification described above all apply in the hospital setting. Here are a few points to be sure to remember:

Find a quiet room for the notification and be sure survivors are seated. (Do not notify in a crowded hall or waiting room.)

Arrange for a doctor to be present or available shortly to answer medical questions. Doctors should be in *clean uniform.*

Inform simply and directly.

Provide assistance and guidance:

> Ask if survivors wish to spend time with the body of the deceased.
>
> Explain the procedure if identification of the deceased is necessary. Explain about autopsy or organ donation, if appropriate.
>
> Volunteer to help notify others. Make a list of any calls made.

If there are media calls, refer them to the investigating officer or (if available) a victim service advocate.

Do not leave survivors alone. Be sure someone is there to accompany them.

Fill out the *"Survivor Intake Form"* for your records, and give survivors the "Community Resource Information" form. Be sure the survivor has your name and number.

Contact the survivor the next day.

“Debriefing” for Death Notification Volunteers and Professionals

Members of a notification team should meet as soon as possible to debrief the situation:

Double-check who is responsible for any follow-up tasks to help ease the pain and suffering of survivors.

Review the notification: what went wrong, what went right, how it could be done better in the future.

Share personal feelings and emotions of the notification team.

Death notifications are, without a doubt, stressful and difficult and sometimes very depressing.

Be frank and honest. Share your concerns with one another. Discuss any feelings team members have about the death and notification. For example, the notification experience may have triggered emotions and stress related to a notifier’s own loss of a loved one.

Support one another.

General Information on

How Survivors Respond to Death Notification

Physical Shock:

Persons learning of the death of a loved one may experience symptoms of shock such as tremors and a sudden decrease in blood pressure.

Shock is a medical emergency -- help should be summoned.

Some of the factors that affect stress reactions are:

* the intensity of the event (for example, violent death vs. heart attack),
* the survivor's ability to understand what's happening,
* and the survivor's equilibrium.

Whenever possible, notifiers should be aware of any available background information about the survivors, including medical or emotional history.

Other general reactions to death notification:

Even if there is no physical shock response, death notification must be considered a crisis for the survivors. They will have a need to express feelings; a need for calm and reassuring authority; a need for help in determining what happens next; and a need to begin restoring control by making some choices -- naming a support person to call, for example, or selecting a funeral home.

These needs can be met through the humane, patient, and non-judgmental approach of notifiers. Allow survivors to express their grief freely. Take the time to give them adequate information about the death and about official procedures subsequent to the death.

Many survivors, regardless of background, find themselves numb and unable to take the next step. This is where the support person helps the most. Survivors need support persons to help them through the initial crisis. Before you leave a survivor, make sure such ongoing support is available.

The suggested *Survivor Intake Form and Community Resources Form* ("What Do I Do Now?") will help with this process.

Resource Materials

for death notification

The following pages contain four resource items for local departments:

1. **Survivor Intake Form.** (To be reproduced locally.)

   This form should be completed at the time of notification by the notifier and retained by the notifier.

   The form records essential information from survivors. It will help notifiers give survivors information and comply with their wishes. Gathering the listed information will help avoid needless follow-up calls or interviews with survivors.

2. **Community Resource Form for survivors.** (To be reproduced locally.)

   This form should be completed and left with survivors at the time of notification.

   It will help notifiers provide essential information that survivors will need after a family member has died suddenly.

3. **"A Guide to Survival For Family and Friends of Homicide Victims."** (May be reproduced locally or obtained from the Attorney General's Office.)

   This brief Guide will help survivors of homicide victims cope with the tragedy. Your department can simply copy the Guide and give it to survivors.

   The "Guide to Survival" is available as a free pamphlet from the Crime Victim Assistance Division of the Attorney General's Office, Old Historical Building, Des Moines, Iowa 50319. Phone 1-800-373-5044 or 515-281-5044.

4. **Wallet cards for notifiers.**

   These cards should be carried like Miranda cards by notifiers.
   (Use these cards, or copy and laminate them to make more cards.)

Survivor Intake Form

Information about survivors and their wishes -- to be completed by notifier.

[This form is to be filled out at the time of notification and retained by the notifier.]

Name of survivor:____

Person providing information (if different):______________________________

Address of survivor:____

Community: ___________________________________ZIP ______________

Telephone: Home___________________ Work_______________________

Relation to the deceased:____

Name of funeral home to which the body of the deceased should be sent:

____

If the survivor has no preference in funeral homes, would he or she like the medical examiner to choose one? ____Yes ____No

Do any survivors wish to see the body of the person who has died?

Yes____No____Will decide later.

Are there any special items that might have been in the possession of the person who died (such as jewelry or a donor card)?

List:____

Others to be contacted by notifier (other kin, unmarried partners, roommates, etc.):

____Phone ____________

____Phone ____________

Persons contacted by notifier to provide support to the survivor:

____Phone ____________

____Phone ____________

Signature of the notifier__________________________Date _____________

Community Resource Information

"What do I do now?" -- Basic information for survivors.

[This form should be completed by notifiers at the time of notification and left with the survivor.]

1. You may obtain copies of the *death certificate* from the funeral home.

2. You may obtain a copy of the *autopsy report* from the county medical examiner (name and phone): ____________________

3. You may obtain a copy of a police report from the agency investigating an accident or crime: ____________________
   Police case number, if any: ____________________

4. You may obtain ***medical records*** from the hospital or clinic where the deceased was taken: ____________________

   Note that it takes varying amounts of time to obtain death certificates, medical records and autopsy and police reports. Ask officials when you can expect them.

5. You may file for ***social security benefits*** by contacting the Social Security Administration at 1-800-772-I 213.

6. If the person who died was a veteran, contact the ***Veterans Administration*** Regional Office, 210 Walnut, Des Moines, Iowa 50309. Phone I-800-827-7683, or 515-284-0219.

7. Notify the ***insurance agent*** and the ***bank*** of the person who has died.

8. If the person who died was murdered, or was killed by a drunk or reckless driver or hit-and-run driver, you may be eligible for ***Crime Victim Compensation*** for medical, funeral and counseling bills and for loss of wages. Contact the Crime Victim Assistance Division, Attorney General's Office, Old Historical Building, Des Moines, Iowa 50319. Phone I-800-373-5044 or 515-281-5044.

9. If there is a ***criminal case*** pending, contact the county attorney in the county where the crime occurred for more information: ____________________

10. Name of the person who notified you:

    ____________________ Phone ____________________

Your Personal/Financial Diary

An Aid for Your Family

Concerns of Police Survivors, Inc.
PO Box 3199
Camdenton, MO 65020
Office: (573) 346-4911
Fax: (573) 346-1414
www.nationalcops.org

- This is the personal financial diary of
- Social Security Number
- This diary was last updated on

We strongly suggest this diary be completed in pencil so it can be updated whenever necessary. We also suggest storing the book in a storage bag in your freezer so in case of fire in your residence, the diary will remain safe.

Your Personal/Financial Diary

An Aid for Your Family

This is the personal financial diary of ___________________________

Social Security Number __________________________________

This diary was last updated on ____

We strongly suggest this diary be completed in pencil so it can be updated whenever necessary. We also suggest storing the book in a storage bag in your freezer so in case of fire in your residence, the diary will remain safe.

INTRODUCTION

This personal financial diary was planned with the specific intention of giving law enforcement officers, who serve in a high-risk profession, the opportunity to organize their financial business so their families will have this information in an organized fashion should that officer be killed in the line of duty or die at an early age. However, this diary can be used by anyone to organize their personal/financial affairs.

Every day law enforcement officers tend to tedious paperwork. Writing detailed reports can make the difference in court cases, civil cases, and truly affect the outcome of occurrences in peoples' lives. Paperwork is a major part of the law enforcement officer's job.

Having worked with thousands of families that have lost officers in the line of duty, it has become apparent to Concerns of Police Survivors, Inc., that while law enforcement officers handle paperwork every day on the street, they are ***extremely lax*** at handling personal paperwork. You see, each year during National Police Week, a time when the law enforcement profession gathers to honor its fallen, we hear of 20 or more families whose officers ***forgot*** to up date their beneficiary forms. Imagine finding out after your law enforcement officer spouse has died that you're not listed as the beneficiary on insurance forms! Imagine finding out that although you've been married to this officer for seven years, the former spouse is still listed as beneficiary!

This is a hurt no family should have to suffer. This handbook is designed to address this violation of law enforcement officers' dependents. The diary also encourages those who take the time to organize their affairs to leave a letter stating why the spouse was not their beneficiary if that was their intent. It will eliminate many family traumas and will help the surviving family understand why the deceased left benefits to various individuals other than the spouse.

Take time with your spouse to sit down and complete **Your Personal/Financial Diary**. It will save you or your survivors hundreds of hours searching for legal and financial documents at some time in the future.

If you're a law enforcement officer, it's the least you can do for the family that loves you and supports you in your profession.

For additional copies, contact:

Concerns of Police Survivors, Inc.
P. O. Box 3199
Camdenton, MO 65020
573-346-4911 -- 573-346-1414 (fax)

TABLE OF CONTENTS

IN CASE OF EMERGENCY, THESE PEOPLE MUST BE NOTIFIED

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

Name: ____________________ Relationship: ____________________

Address: ____

Home Phone: ____________________ Work Phone: ____________________

IMPORTANT BUSINESS/PERSONAL CONTACTS

My Immediate Supervisor: ______________________________

Employer: ______________________________

Address: ______________________________

Phone: ______________

Spouse's Immediate Supervisor: ______________________________

Employer: ______________________________

Address: ______________________________

Phone: ______________

Personal Physician: ______________________________

Phone: ______________

Clergyman: ______________________________

Church Affiliation: ______________________________

Phone: ______________

Attorney: ______________________________

Phone: ______________

Dentist: ______________________________

Phone: ______________

Accountant: ______________________________

Phone: ______________

Insurance Agent: ______________________________

Insurance Company: ______________________________

Phone: ______________

Banker: ______________________________

Bank Name: ______________________________

Phone: ______________

Broker: ______________________________

Investment Company: ______________________________

PERSONAL DOCUMENTS/INFORMATION

My birth date is: ____________________________

My birth certificate is located at: ____

My social security number: ____________________________

I was married in: ____

On: _________________________________ To: ____

I was divorced on: _________________________ State of: __________________________________

I was married in: ____

On: _________________________________ To: ____

Children from this marriage: ___________________________

I was divorced on: _________________________ State of: __________________________________

Marriage certificate(s) are located at: ____

Divorce decree(s) are located at: ____

Children's birth certificates are located at: ____

Children's adoption papers are located at: ____

Children's Names	Date of Birth	Residence

I served in the Armed Forces: _______ Branch: ____

Service Serial Number: ____

Enlisted on: _______________________ At: ____

Discharge Date: ____________ Discharge papers located at: _____________________________

Husband's relatives and addresses: (If deceased, indicate after their name)

1. Mother: ____________________

2. Father: ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Wife's relatives and addresses: (If deceased, indicate after their name)

1. Mother: ____________________

2. Father: ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

Grandchildren:

Name	Date of Birth	Their Parents

People who have special meaning to me:

____

____

____

____

BENEFITS THROUGH EMPLOYMENT

My employer is: ______________________

Address: ______________________

Phone Number of Benefits Division: ______________________

I began employment on: ______________________

The following benefits are provided through my employer:

1. ______________________ 4. ______________________
2. ______________________ 5. ______________________
3. ______________________ 6. ______________________

Health Care Coverage Provider: ______________________

Phone: ______________________ Policy #: ______________________

Dental Care Provider: ______________________

Phone: ______________________ Policy #: ______________________

Eye Care Provider: ______________________

Phone: ______________________ Policy #: ______________________

Disability Insurance Provider: ______________________

Phone: ______________________ Policy #: ______________________

Files bearing employment documents are located at: ______________________

BANK ACCOUNTS AND INVESTMENTS

Checking Account #: ______________________ Bank: ______________________

Signatories are: ______________________

Checkbook is kept at: ______________________

Checking Account #: __________________ Bank: ________________________________
Signatories are: ____

Checkbook is kept at: ____

Savings Account #: __________________ Bank: ________________________________

Signatories are: ____
Passbook is kept at:
____

Savings Account #: __________________ Bank: ________________________________

Signatories are: ____

Passbook is kept at: ____

Savings Account #: __________________ Bank: ________________________________

Signatories are: ____

Passbook is kept at: ____

Certificate of Deposit #:
________________ Bank: ________________________________

Signatories are: ____

Certificate is kept at: ____

Certificate of Deposit #: ________________ Bank: ________________________________

Signatories are: ____

Certificate is kept at: ____

Safe Deposit Box #: ___________________ Bank: ________________________________

Safe Deposit Box is accessible to: ____

Key is kept at: ____

Investment/Stock portfolio is located at: ____

Bonds portfolio is located at: ____

IRA certificate and file is located at: ____

401(k) Retirement file is located at: ____

Pension (company funded) file is located at: ______________________________________

MEDICAL AND DISABILITY INSURANCE

Medical Insurance is provided to me through my work. Yes _____ No _____

This is the name of the office/person at my place of employment regarding medical insurance issues:

____

Phone: ____

I have personally acquired medical insurance through the following companies:

____

____

Location of policies: ____

You may need to talk with the State Workers' Compensation office at:

____

Phone: ___________________________________

CREDIT CARDS

I have credit cards with the following companies:

Name	Account Number	Location of Statements	Is Insurance Provided?

TAX RETURNS

Copies of my income tax returns are located at: ____

____

Current withholding tax forms and receipts received from my employer at located at:

____

All worksheets and evidence in support of the returns are attached to the returns:

Yes ____ No ____ Worksheets are located at: ____

MY PERSONAL BUSINESS VENTURES

I own or have an interest in (name of business):____

Address: ____

In partnership/co-ownership with: ____

Address: ______________________________________ Phone: ___________________________

The contract concerning the business arrangement is located at: __________________________

Percentage of my share of the business is: ____

Tax papers for the business are located at: ____

REAL ESTATE

My residence address is: ____

I own my own residence: Yes _____ No _____

My landlord is: ____

Ownership Title bears the names of: ____

The mortgage on the property is held by: ____

The mortgage payment records are located at: ____

The mortgage agreement carried life insurance coverage: Yes _____ No _____

Homeowners insurance papers are located at: ____

The insurance broker is: ____

Tax paperwork on my residence are located at: ____

I own other real estate at: (list addresses)

____

____

____

Deeds, mortgage information, tax documents and payment records are located at:

____

TRUST FUNDS

I have established a living trust for the benefit of: ____

It was established on: ____

The Trust Agreement is located at: ____

The Trustees are: ____

The attorney who drew up the Agreement is: ____

I am a beneficiary under a trust established by: ____

Papers are located at: ____

If I die, my heirs are beneficiaries of trust funds established by: ___________________________

____

Papers are located at: ____

PERSONAL DEBTORS AND CREDITORS

The following owe money to me: ____

____

Exclusive of secured loans, I owe to the following: ____

____

I have the following loans covered by borrowers' life insurance: ____________________________

____

Copies of notes, loan agreements and receipts are located at: ______________________________

____

Are there any law suits you are involved in either as the plaintiff or defendant?

Yes _____ No _____

Name of Attorney: ____________________________ Phone: ______________________________

HOMEOWNER'S AND MORTGAGE INSURANCE

Company	Contact Phone	Location of Paperwork

AUTOMOBILES AND AUTO INSURANCE

Make Model Year Registered to Status of Ownership

____

____

____

____

Company name of auto insurer ____

Agent's Name __________________________ Phone ______________________________

BOATS, TRAILERS, OR OTHER MOTOR CRAFTS AND INSURANCE

Make Model Year Registered to Status of Ownership

____

____

____

____

OTHER INSURANCE

Often credit cards, credit unions, travel agencies, etc. carry insurance policies on clients. List various sources that provide this benefit:

____

____

____

____

MY LIVING WILL

Individuals may execute a "living will" that instructs family members and physicians to not take extraordinary steps to continue your life on life-support machines. You should investigate the legality of the "living will" within your state and take steps to execute the "living will" if you do not chose to be kept alive through mechanical means.

_____ I have not executed a "living will"

_____ I have executed a "living will"

Since copies of living wills may not be acceptable in some states, an ***original, signed*** copy of my living will is readily accessible at: ____

Additional copies of my "living will" are on file with my personal physician, attorney, and with my will.

MY WILL

Your will should address special requests on how you would like insurance money to be spent, who you would like to have your prized possessions, etc. By providing this information in a will, your wishes can be upheld in court. Otherwise, your primary beneficiary will have total control of your assets/possessions. However, if this information is not included in your will, there is a section in this handbook for that information to be provided.

I do not have a will. _____. (Often times families incur additional emotional, legal and financial burdens when a loved one dies without having executed a will. We strongly suggest this be a task that you address as soon as possible.)

I have a will that is located at: ____

The Attorney who handled my will is ____

at the law firm of ____

Phone number: ____

My last will is dated: ____

The Executor is: ____

ORGAN DONATION

_____ I do not want any of my organs donated.

_____ I would like to have organs donated for transplant.

_____ I would like to donate the following organs for transplant/research:

____

FUNERAL DETAILS

Church Preference: _____________________ Religious Affiliation: ________________________

Clergyman: ________________________________ Phone: ______________________________

Funeral Home to be used: ____

Phone: ________________ I have a pre-paid burial plan. Yes _____ No _____

Contact: ____

Service to be held at:

Funeral Home _____ Name of Funeral Home: ______________________________________

Church _____ Name of Church: ____

I prefer: Interment _____ Entombment _____ Cremation _____

My choice of cemetery is : ____

_____ I have purchased a lot. _____ I have not purchased a lot.

Lot is in name of: ____

Section _______________ Lot _______________ Block________________________________

Location of deed for lot:____

If interment is in another city, give information on the receiving funeral home:

Name: ____________________________________ Phone: __________________________

Address: ____

Pallbearers:____

______________________________ ___________________________________

______________________________ ___________________________________

If cremated, what do you wish done with your ashes? ____

Obituary: Yes _____ No _____

Please list the following in my obituary: ____

____

____

____

____

I am entitled to Veterans Benefits: Yes _____ No _____

I entitled to Military Honors: Yes _____ No _____

I would like a "Lodge" service: Yes _____ No _____

By: ____

Flowers: Yes _____ No _____ Disposal of flowers: ____

Donations in lieu of flowers to: ____

Musical selections: ____

____

Special requests for service: ____

____

SPECIAL FINAL REQUESTS

As stated earlier in this handbook, special final requests should be addressed in one's will so your wishes will be upheld by a court of law. If you have not addressed these special final requests in a will, your primary beneficiary will have total control of your assets/possessions for final disposal. We strongly recommend addressing these issues in your will. If you choose not to, however, complete this section to alleviate your family of the decisions that might need to be made in your behalf.

This is how I would like insurance settlement money to be spent:

____

____

____

This is how I would like real estate to be handled: ____

____

____

This is how I would hope my family would continue/improve their relationships:

____

____

____

____

____

____

These are my prized possessions and how I would like them to be distributed:

Item Given to

____

____

____

____

____

____

____

____

I would like my clothing and other general personal effects distributed in this manner:

____

____

____

____

____

____

____

Other special wishes: ____

____

____

____

____

____

LIFE INSURANCE POLICIES

To insure easy access to actual policies, beneficiaries, etc., all policies owned should be kept together in a safe place. Premium receipts, loan information, and settlement agreements on these policies should also be filed with the policy.

Location of policies: ____

I have made loans against the following policies: _______________________________________

____

I also own annuity contracts: Yes _____ No _____

Location of contracts: ____

My principal life insurance advisor is listed in "Important Business/Personal Contacts".

Other insurance advisors include:

Name: ____________________________ Company: ____________________________________

Phone: ____________________________

Name: ____________________________ Company: ____________________________________

Phone: ____________________________

The National Insurance Consumer Help Line can search 100 of the largest life insurance companies for policies of individuals. (Keep in mind there are over 2,000 insurance companies in existence.) There is a $4.50 charge for this search and it may take up to six months to complete the search. Call 1-800-942-4242 for information.

I also belong to the various social/fraternal organizations that carry insurance for their membership:

Organization: ______________________ Contact: ______________________

Address: ______________________ Phone: ______________________

Organization: ______________________ Contact: ______________________

Address: ______________________ Phone: ______________________

Organization: ______________________ Contact: ______________________

Address: ______________________ Phone: ______________________

OTHER CONSIDERATIONS

This handbook was planned to save as much heartache as possible immediately following the death of a loved one. All the planning and preparation in the world, however, won't save a family serious heartache if someone chooses to keep information about their life from family members. Often times after someone dies, family members are shocked to find out there are other children from outside the marriage and other significant others.

To save your spouse or other family members this heartache and torment, it is suggested that you write a letter to be opened upon your death that will tell your family about the issues you felt you could not discuss with them during your lifetime.

Additionally, we recommend that you discuss with your spouse the beneficiary listings you have chosen on various insurance policies. This will help alleviate the family upheavals that seriously effect the grief process when family members doubt that you meant to leave benefits to the people who received those benefits.

Be proactive and address these issues before it's too late.

AGENCY SHEET

If the person completing this booklet is a law enforcement officer, this page can be completed and filed with your enforcement agency in your personnel file.

Officer's Name: ____

(Last) (First) (Badge/ID Number)

Social Security Number: ______________________ Date of Birth: _______________________

In case of death or serious injury, have a department representative contact:

Name Day Address Evening Address Phone

Spouse: ____

Mother: ____

Father: ____

Closest Relative: ____

Former Spouse(s): ____

My best friend on the department is __________________________ and I would like him (her) to accompany anyone sent to give injury/death notice to my family. My best friend's address is: _

Phone number ____

I want ____________________________ to serve as the liaison officer with my family.

The following members of my family have health concerns that the department should be aware of:

____

____

My family is aware of the beneficiaries listed on all my department insurance forms.

Yes ____ No _____

I have a letter written to my family explaining why I have named certain beneficiaries on my policies.
Yes _____ No _____

I would like full law enforcement honors if killed in the line of duty. Yes ____ No ____

Suggested pallbearers:

_________________________________ _________________________________

_________________________________ _________________________________

____

CONFIDENTIAL

Line-of Duty Death Information

Full Name ____

Information will be used ONLY in the event of your serious injury or death in the line of duty. Please take the time to fill it out accurately because the data will be of extreme comfort to your family and the agency in fulfilling your wishes.

Your address ____

City ____

State ________________________ Zip Code ____________

Your home phone number ______________________________________

Family Information

Spouse's Name ____

Address and Telephone, if different from above

____

____

____

Spouse's Employer, work address and telephone

____

____

____

Names and dates of birth of your children:

____ DOB: ______________

____ DOB:_______________

____ DOB:_______________

____ DOB:_______________

____DOB:_______________

____DOB:_______________

If you are divorced, please provide information about your ex-spouse

Name ____

Address ____

City __________________________State _________ Zip Code ___________

Phone: Home ____________________ Work __________________________

Do you want a police representative to contact your ex-spouse?

( ) Yes ( ) No

Please list the name, address, and telephone numbers of your children who live outside the family home and key relatives (parents, siblings, in-laws, etc.):

Name	**Address**	**Phone (H&W)**	**Relationship**

Notifications

Please list the persons you would like to be contacted by a police representative in case of serious injury or death in the line of duty. Begin with the first person you would like notified.

Name	**Address**	**Phone (H&W)**	**Relationship**

Is there anyone you would like to accompany the police representative when the notification is made to your immediate family? If someone other than a police officer, please include address and telephone number.

____

____

Is there anyone you would like contacted to assist your family, or to assist with funeral arrangements, or related matters who is not listed above? This person should be knowledgeable concerning your life insurance representative, location of will, etc.

Name	**Address**	**Phone (H&W)**	**Relationship**

Are there any special requests or directions you would like followed upon your death?

____

____

____

____

Signature ____________________________________ Date __________________

THE FBI FEDERAL BUREAU OF INVESTIGATION

2011 Statistics on Law Enforcement Officers Killed and Assaulted

Washington, D.C. November 19, 2012

- FBI National Press Office (202) 324-3691

According to the FBI, 72 law enforcement officers were feloniously killed in the line of duty in 2011. Another 53 officers died in accidents while performing their duties, and 54,774 officers were assaulted in the line of duty. Comprehensive tabular data about these incidents and brief narratives describing the fatal attacks are included in the 2011 edition of *Law Enforcement Officers Killed and Assaulted*, released today.

Felonious Deaths

The 72 felonious deaths occurred in 30 states and Puerto Rico. The number of officers feloniously killed in 2011 increased by 16 when compared with the 2010 figure (56 officers). The five- and 10-year comparisons show an increase of 14 felonious deaths compared with the 2007 figure (58 officers) and an increase of 16 deaths compared with 2002 data (56 officers).

Officer Profiles: The average age of the officers who were feloniously killed was 38. The victim officers had served in law enforcement for an average of 12 years at the time of the fatal incidents. Sixty-nine of the officers were male, and three were female. Sixty-eight of the officers were white, three were black, and one was American Indian/Alaskan Native.

Circumstances: Of the 72 officers feloniously killed, 23 were killed in arrest situations, 15 were ambushed, 11 were involved in performing traffic pursuits/stops, nine were involved in tactical situations, and seven were answering disturbance calls. Five of the slain officers were investigating suspicious persons/circumstances; one was conducting an investigative activity, such as surveillance, searches, or interviews; and one officer was killed while transporting or maintaining the custody of prisoners.

Weapons: Offenders used firearms to kill 63 of the 72 victim officers. Of these 63 officers, 50 were slain with handguns, seven with rifles, and six with shotguns. Six officers were killed with vehicles used as weapons. Two victim officers were killed with personal weapons (hands, fists, feet, etc.). One officer was killed with a knife or other cutting instrument.

Regions: Twenty-nine of the felonious deaths occurred in the South, 21 in the Midwest, 10 in the West, and 10 in the Northeast. Two of the deaths took place in Puerto Rico.

Suspects: Law enforcement agencies identified 77 alleged assailants in connection with the 72 felonious line-of-duty deaths. Sixty-four of the assailants had prior criminal arrests, and 17 of the offenders were under judicial supervision at the time of the felonious incidents.

Accidental Deaths

Fifty-three officers were killed accidentally while performing their duties in 2011. The majority (30 officers) were killed in automobile accidents. The number of accidental line-of-duty deaths was down 19 from the 2010 total (72 officers).

Assaults

In 2011, 54,774 law enforcement officers were assaulted while performing their duties. Of the officers assaulted, 26.6 percent suffered injuries. The largest percentage of victim officers (33.3 percent) were assaulted while responding to disturbance calls. Assailants used personal weapons (hands, fists, feet, etc.) in 79.9 percent of the incidents, firearms in 4.0 percent of incidents, and knives or other cutting instruments in 1.8 percent of the incidents. Other types of dangerous weapons were used in 14.3 percent of assaults.

Officer Down Memorial Page

Remembering All of Law Enforcement's Heroes

2012 Line of Duty Deaths: 126

Aircraft accident: 3
Assault: 1
Automobile accident: 25
Duty related illness: 4
Fall: 2
Gunfire: 47
Gunfire (Accidental): 2
Heart attack: 7
Heat exhaustion: 1
Motorcycle accident: 5
Stabbed: 5
Struck by vehicle: 6
Training accident: 2
Vehicle pursuit: 5
Vehicular assault: 11

2013 Line of Duty Deaths 105

Aircraft accident: 1
Automobile accident: 25
Boating accident: 1
Bomb: 1
Drowned: 2
Duty related illness: 1
Electrocuted: 1
Fall: 4
Fire: 1
Gunfire: 30
Gunfire (Accidental): 2
Heart Attack: 10
Motorcycle accident: 4
Stabbed: 2
Struck by vehicle: 8
Training accident: 2
Vehicle pursuit: 4
Vehicular assault: 5
9/11 related illness: 1

C.O.P.S. CONCERNS OF POLICE SURVIVORS

State Death Benefits

When a law enforcement officer is killed in the line of duty, it is the responsibility of the employing agency to file a claim for benefits with the Public Safety Officers Benefits Program, Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. If approved as a line-of-duty death according to Federal government criteria, a Federal death payment is made to eligible survivors.

States also have benefits available to the survivors of fallen public safety officers; however, state benefits are not uniform. Some states pay a one-time death benefit, while some do not. Some states offer tuition-free education for surviving children and some states include surviving spouses in this benefit. A continuation of health care coverage, a pension payment, the officer's badge and/or uniform, a waiver of property taxes - these represent the variety of benefits that may be available to the primary survivors of a law enforcement officer killed in the line of duty.

C.O.P.S. has compiled information on benefits available to law enforcement survivors in all 50 states, the District of Columbia, and Puerto Rico. The initial research occurred over a five-year period, utilizing hundreds of reference sources. Information is updated as it is received in the C.O.P.S. National Office. This information includes benefits sources and contact information. But specific benefits packages cited in the information are based on the State Police/Patrol benefits.

Information on benefits is valuable to the survivors so they know the benefits available to them and can verify that all benefits claims have been filed. This information is also valuable to law enforcement officers still on the job as well as the benefits assistance personnel within the agencies who might be filing for benefits for a newly-bereaved family.

When legislation is passed in your state that effects law enforcement survivors' benefits, please send the information to the C.O.P.S. National Office.

Nevada

Death Benefits Available to the Surviving Families of Law Enforcement Officers Killed in the Line of Duty

To obtain certified copies of registered personal documents, contact the Department of Vital Statistics, 4150 Technology Way, #4, Carson City, NV 89706. (775) 684-4242.

STATE DEATH BENEFITS

Death benefits for public safety officers in Nevada is **$20,000** life insurance, **$20,000** accidental death benefit, and **$50,000** if you are traveling for business while on duty. **Please contact the Nevada Department of Public Safety for more information: 555 Wright Way, Carson City, NV 89711. (775) 684-4694.**

STATE PENSION BENEFITS

Members of the **Public Employees' Retirement System** include a person who is employed by a participating public employer and who is **contributing to the system**; or a person who has previously been in the employ of a participating public employer and who has contributed to the system but who subsequently terminates such employment without withdrawing his/her contributions.

286.660 Death of certain member before retirement: Disposition of moneys to his/her credit in public employees' retirement fund.

1. If a person who is a member of the system and has less than 2 years of accredited contributing service or has more than 2 years of accredited service and payments are not due under NRS 286.673 to 286.677, inclusive, dies before retiring, the amount credited at the time of his death to his account in the public employees' retirement fund shall be **paid directly and without probate or administration to the beneficiaries which he designates.**

2. Should more than one beneficiary be named, the amount standing to the credit of the member shall be **distributed equally** among such persons unless otherwise specifically directed by the member. Full payment by the board to persons designated as beneficiaries shall discharge the board and system completely on

account of the death.

3. The death of any named beneficiary, prior to the death of the member, shall operate to distribute the share of the deceased beneficiary in equal shares to the **other named beneficiaries** who shall survive, but if the deceased beneficiary shall be survived by minor children the share of the deceased beneficiary shall be distributed in equal shares among such **surviving minor children.**

4. Should **no beneficiaries survive**, or should the member not designate a beneficiary, the amount otherwise due shall be paid directly to the **estate of the deceased member**.

286.665 Death of member: Transfer of contributions of retirement fund under certain circumstances; procedure for claiming transferred money.

1. **Any contributions remaining** in a member's, retired employee's or beneficiary's individual account shall be transferred to the public employee's retirement fund or the police and firemen's retirement fund upon the death of the member, retired employee or beneficiary if there is no heir, devisee capable of receiving the money.

286.670 Rights to benefits not subject to tax, process or assignment; exceptions.

1. Except as otherwise provided in NRS 31.467 and as limited by subsection 2, the right of a person to a pension, an annuity, a retirement allowance, the return of contributions, the pension, annuity or retirement allowance itself, any optional benefit or death benefit or any other right accrued or accruing to any person under the provisions of this chapter, and the money in the various funds created by this chapter is:
   (a) **Exempt** from all state, county and municipal taxes.
   (b) **Not subject** to execution, garnishment, attachment or any other process.
   (c) **Not subject** to the operation of any bankruptcy or insolvency law.
   (d) **Not assignable**, by power of attorney or otherwise.

2. The system **may withhold money** from a refund or benefit when the person applying for or receiving the refund or benefit **owes money to the system.**

EDUCATION BENEFITS

Sec. 396.540
Tuition charges for students at the University of Nevada **are free** to all students whose families are bona fide residents of the State of Nevada or to all students whose families reside outside the state, provided such students have themselves been bona fide residents of Nevada for at least six months prior to their matriculation at the university.

Sec. 396.543
The board of regents may enter into an agreement with another state for the granting of full or partial waivers of the nonresident tuition to residents of the other state who are students at or are eligible for admission to any branch of the system if the agreement provides that, under substantially the same circumstances, **the other state will grant reciprocal waivers to residents of Nevada** who are students at or are eligible for admission to universities or colleges in the other state.

Sec. 396.545
To the extent of legislative appropriation, the board of regents shall pay **all registration fees, laboratory fees and expenses for required textbooks and course materials** assessed against or incurred by a **dependent child** of a police officer, fireman, or officer of the Nevada Highway Patrol who was killed in the line of duty for classes taken towards satisfying the requirements of an undergraduate degree at a school within the University and Community College System of Nevada. No such payment may be made for any fee assessed after the child reaches the age of **23 years**.

When applying for admission, dependent children under the age of 23 should request the waiver of fees as provided for in Sec. 396.545 and provide proof of the line-of-duty death of the parent.

HEALTH BENEFITS

In 1999 Nevada Revised Statute 287.021 and 287.0477 were passed which **requires Nevada Police and Fire Agencies to offer continued insurance coverage for spouses and children** after line-of-duty deaths. The **agency is responsible** for the entire cost of the premiums.

This law also applies to the continued participation in the Nevada State Retirement System. Your Benefits Assistance Officer should be able to help you.

WORKERS' COMPENSATION

Workers' Compensation coverage is compulsory for employers in Nevada.

The maximum considered wage for computing disability/death compensation for fiscal year 2011 has been certified by the Nevada Department of Employment, Training and Rehabilitation, Employment Security Division.

MAXIMUM COMPENSATION
Per month.. $3,452.70

Per day).. $113.43
Per week... $794.01
14 day (usual payment)...$1,588.02

Each year the benefit changes to **2/3 of 150% of the state average wage**. If spouse remarries, he/she would be eligible for **a two-year lump sum** based on the maximum monthly award. Dependent children living in home of remarried spouse would receive **15% of officer's earned wage up to 66 2/3% of the maximum monthly award** of the surviving spouse.

If a dependent who is receiving a portion of the survivor benefits should marry, finish school, or drop out of school, then these benefits would **revert back** to the widow/widower providing they had **not remarried**. Also, once the 100 months benefit has passed on an applicable dependent, the benefit is **then reverted back** to the widow/widower. Should a dependent die while receiving benefits, there is a **$5,000 reimbursable funeral benefit**.

In the state of Nevada, the State Industrial Insurance System would be notified of the death of an officer by the department that he or she worked for and at that time they would be instructed on how to begin the process of applying for the applicable benefits. Many times an investigator and a claim specialist will also **assist the family in the application**. There is a maximum burial allowance of **$5,000 and transportation expenses are allowed** for the deceased and an accompanying person to a mortuary within the continental limits of the United States.

It is required that benefits for dependents outside the home and under the age of 18 have a **court appointed guardian** for the child's estate. This will hopefully ensure that the benefit is used for the future care and education of the dependent child. Once the widowed spouse remarries and the children receive the direct benefit, guardianship is also required.

Contact the Department of Industrial Relations, Division of Industrial Insurance Regulation, Capitol Complex, 400 West King ST, STE 400, Carson City, NV 89703. (775) 684-7260.

PERSONAL LIFE POLICY

In absence of limitation by marriage contract, separate real and personal estate of an intestate decedent, or if there is a surviving spouse, the **excess over the share of such spouse** descends and is distributed as follows, each class of which a member is living taking to the exclusion of subsequent classes: **(1)** Child or children and descendants of deceased children, equally if all of the same degree and otherwise according to the right of representation; **(2)** parents equally or all to surviving parent; **(3)** brothers and sisters and children of deceased brothers and sisters according to right of representation; **(4)** next of kin of equal degree except that those claiming through a more remote ancestor. (134.030-134.110). No person **convicted of murder of decedent** is entitled to succeed to any portion of estate. (134.007).

If decedent left more than one child or one child and issue of one or more deceased children, and a child dies unmarried and before attaining majority, the share of such child descends of one or more deceased children, equally if all of the same degree and otherwise to the right of representation. (134.080).

Surviving spouse takes the following share of the separate estate, real and personal, of the deceased spouse: **(1)** One-third if decedent left more than one child, one child deceased children;

(2) one-half if decedent left one child, descendants of one child, parent or parents, brother or sister, or child or children of deceased brother or sister; **(3)** all if decedent left none of the aforementioned relatives. (134.040-134-050).

Posthumous children are considered as living at death of the parent.

PEER SUPPORT ORGANIZATION

Established in 1984, **Concerns of Police Survivors, Inc., (COPS),** is a national, non-profit organization that works with law enforcement agencies, police organizations, mental health professional, and local peer-support organizations to provide assistance to surviving families of law enforcement officers killed in the line of duty. COPS has become a "lifeline" to police survivors nationwide. **Contact the COPS National Office or visit www.nationalcops.org/chap.htm for information on a chapter in your area.**

FUNERAL AND CREMATION BENEFITS

Dignity Memorial funeral, cremation and cemetery providers created the Public Servants Program for emergency service personnel. This program provides dignified and honorable tributes, at no cost, for career and volunteer law enforcement officers who fall in the line of duty. Visit their website for complete information @ www.dignitymemorial.com and look under Public Servants for details. You may also call 800-344-6489 and speak with a representative.

This page contains detailed information about the Public Safety Officers Benefits Program (PSOB) and all other federal, state, local and privately provided benefits that may be available to survivors of law enforcement officers killed in the line of duty in Nevada. Each benefit has different eligibility criteria. Survivors may or may not be eligible to received certain benefits based on each benefit's specific criteria. Questions about specific benefits should be directed to the organization providing the benefit.

Death Benefit Payment(s)

PSOB Survivor Death Benefits

Provider: US DOJ - BJA - Public Safety Officers Benefits Program

Amount: $323,035 for officers killed on or after October 1, 2011

Summary: A unique partnership effort of the U.S. Department of Justice; local, state, tribal, and federal public safety agencies; and national organizations, the Public Safety Officers' Benefits (PSOB) Programs provide death and education benefits to survivors of fallen law enforcement officers, firefighters, and other first responders, and disability benefits to officers catastrophically injured in the line of duty. The PSOB Office at the Bureau of Justice Assistance is honored to review the nearly 700 claims submitted each year on behalf of America's fallen and catastrophically disabled public safety heroes and their loved ones.

Contact: US DOJ - BJA - Public Safety Officers Benefits Program website (888) 744-6513

US DOJ - BJA - Public Safety Officers Benefits Program
810 7th Street NW
Washington, DC 20531

Details & Applicable Instructions:

Benefit amounts for officers killed in previous years:
FY2012: $323,035

FY2011: $318,111

FY2010: $311,810

FY2009: $315,746

FY2008: $303,064

FY2007: $295,194

FY2006: $283,385

Social Security Benefits

Provider: United States Social Security Administration

Amount: Varies

Summary: One time death benefit payment plus monthly death benefits

Contact: United States Social Security Administration website (800) 772-1213
United States Social Security Administration
Contact Local Office. See Website

Nevada Death Benefit Payment

Provider: Nevada Department of Public Safety

Summary: Death benefits for public safety officers in Nevada is $20,000 life insurance, $20,000 accidental death benefit, and $50,000 if you are traveling for business while on duty

Contact: Nevada Department of Public Safety website (775) 684-4694
Nevada Department of Public Safety
555 Wright Way
Carson City, NV 89711

National Rifle Association Line of Duty Death Benefit

Provider: National Rifle Association (NRA)

Amount: $25,000

Summary: If a deputy, with or without compensation, is feloniously killed in the line of duty (according to government guidelines) and is a current member of the National Rifle Association, the surviving spouse/family is entitled to a $25,000 death benefit.

Contact: National Rifle Association (NRA) website (800) 672-3888
National Rifle Association (NRA)
11250 Waples Mill Road
Fairfax, VA 22030

Details & Applicable Instructions:

A $25,000.00 insurance benefit to the widow or survivors of any NRA-member law enforcement officer who is killed in the line of duty. Coverage is automatic for all law enforcement officers who are NRA members. Contact the NRA to file a line of duty death benefit claim.

National Sheriffs' Association Death Benefits

Provider: National Sheriffs' Association

Amount: $3,000 - $10,000

Summary: The National Sheriffs' Association provides free accidental death or dismemberment for its members.

Contact: National Sheriffs' Association website (703) 836-7827
National Sheriffs' Association
1450 Duke St
Alexandria, VA 22314

Details & Applicable Instructions:

NSA members (excluding Auxiliary and Retired Paid-Up-For-Life members) receive Free Accidental Death & Dismemberment Insurance, with a $10,000 benefit amount for Sheriffs and a $3,000 benefit amount for others. Coverage is subject to the terms and conditions of the group policy held by NSA.

Woodmen of the World 1st Responders Benefit

Provider: Woodmen of the World

Amount: $10,000

Summary: Woodmen of the World will pay a $10,000 fraternal death benefit if a qualified member is killed while performing his or her duties as a non-military first responder. To be eligible for this benefit, an individual must be a good standing benefit member. First Responders include firefighters, EMT/paramedics, police or a person performing a supporting role to such individuals.

Contact: Woodmen of the World website (800) 225-3108
Woodmen of the World
Woodmen Tower
1700 Farnam Street
Omaha, NE 68102

Read more: http://www.odmp.org/benefits/state?state=Nevada#ixzz2GeVuobF0

FUNERAL RIGHTS & CUSTOMS

This document, "Funeral Rites & Customs", was prepared to educate law enforcement agencies about the differences various religions and nationalities follow when death occurs to one of their members. "Normal" or "usual" activities at funerals are not included-".only exceptions to the norm.

PREPARED BY:

CONCERNS OF POLICE SURVIVORS

P.O. BOX 3199

CAMDENTON, MO 65020

(573) 346-4911

Concerns of Police Survivors, through the courtesy of Professional Training Schools, Inc., Dallas, Texas, has received permission to condense information from "Funeral Rites & Customs". Updated with information regarding bagpipes

FUNERAL RITES

American Muslim Funeral

American Muslims traditionally have used the services of Jewish funeral homes because many customs are the same. Muslims say Jewish funeral directors understand their opposition to embalming and desire for a speedy burial.

Preparation of the. Remains: Embalming is acceptable if the body can't be buried within 48 hours or is necessary for another reason, particularly communicable disease. Muslims have a deep respect for the body. Family members are ideally involved in preparing the body with Oils and fragrances. For the unmarried, widowed, or divorced, only women prepare women, and men prepare men. The eyes and mouth are closed, orifices packed, and hands and feet are bound. Then the body is shrouded and placed in a casket. The casket is usually closed. The face is left uncovered by the shroud.

The Funeral: Funerals are usually held at a mosque.'

Committal Service: A cemetery is respected ground and graveside services are held. Prayers are said as the casket is being lowered; crying is acceptable, but wailing is not. Grief is viewed as a natural part of life, and a funeral is seen as being for the living. .

Buddhist Funeral

Preparation of the Remains: Embalming is permitted and often chosen by the family as the means of preparing the body. Many Buddhist funerals Will include public viewing with an open casket. Should the filthily choose some type of immediate disposition, the funeral director would prepare the body in the same manner as he or she would prepare the body of any other individual.

Dressing and Casketing: The family will select suitable clothing to be used for the occasion. Families generally select traditional wooden or metal caskets available from the funeral home.

Visitation: The Buddhist visitation period is usually briefer than is typical. Lasting perhaps only a few hours. The casket would normally be open.

The Funeral: The funeral service is usually held at the funeral home and is often a continuation of the visitation period. The monk will choose a member of the family, normally the eldest male, to assist him in conducting the rituals.

The casket would remain open during the funeral ceremony which begins with the monk, normally dressed in a burnt orange robe, placing and lighting three candles on the casket. Using the melted wax to hold the candles in place, the candles will continue to bum throughout the ceremony. The monk and family will participate in a series of chants during the funeral service. A gong-like bell is used periodically during this chanting. One of the unique features of the Buddhist funeral is the preparation of a meal consisting of rice, peas and carrots. This is prepared in the funeral home chapel as part of the service and taken to the cemetery. For the next ten days, a similar meal may be brought to the grave. Some priests use such fruits as, apples, oranges and bananas during the funeral service. Incense is also burned during the approximately forty-five minutes the funeral service will last at the funeral home. The pall bearers are normally family members. Friends are designated to "stand in". for a specific family member. The pall bearers will wear white gloves which, are furnished by the Temple. The importance of each family member is also seen by the position which they hold in the funeral Cortege,

The Committal Service: The committal service will normally last about thirty minutes with chants by the monk and the family. Incense is also burned. Flowers are normally placed on the casket at the cemetery. The colors of the flowers indicate the role of the - *deceased* in the family.

Christian Science Funeral

There are no ordained ministers in Christian Science Churches, instead, practitioners or readers, serve in somewhat the same capacity as a clergyman. To become a practitioner, one must demonstrate the ability to perform work of healing.

Notification of Death: Because of their beliefs in the healing powers of the practitioner and the reluctance to seek medical assistance, notification that a death of a member of the Christian Science Church has occurred will bring about several unique situations. First, it is most likely that the death has occurred in the deceased's home or someplace other than a usual medical facility. There will be no attending, physician responsible for completing and signing the Certificate of Death. It should, therefore; be called to the funeral director's attention to determine who will be certifying the cause of death and signing the death certificate, prior to making the removal from the place of death. Their preference is for the term "passed on" rather than such words as death and dead. The term passed on" is used to emphasize the fact that "death does not mark the termination of an individual's life, rather it is only one more phase of the belief that life is material".

Preparation of the Remains: If a traditional funeral service is chosen, with the body present for viewing, the normal embalming and cosmetizing would take place. If the family opts to have a memorial service with the body not present the funeral director may only be asked to prepare the body to the extent necessary for an immediate disposition. When it is possible the body of a female shall be prepared for burial by one of her own sex.

Visitation: Whether there is a visitation or not is entirely a family decision, but it is not a frequent practice for Christian Scientists.

The Funeral: There are several key factors which the funeral director will have to be aware of when arranging the funeral. Most importantly, no funerals arc held in the Christian Science Church. The funeral is probably most often held in the funeral home, at the gravesite, or other cemetery facility. If the casket is present during the service, it is closed. The officiant for the Christian Science funeral is the practitioner or reader. The main theme of the funeral service centers around the comfort in knowing that death is merely a phase in which the individual leaves the mortal life while maintaining the immortal spiritual life. The service is often preceded by organ music. During the service there is usually an invitation for those present to join in the Lord's Prayer, and the service concludes with a benediction.

The Committal. Service: There are no Church restrictions in regards to the method of disposition, with earth burial, entombment, and cremation all being permitted.
Eastern Orthodox Funeral

It is the "nationalism" or the tendency of the Orthodox Church to take on the characteristics of its people, which may cause the most serious problem in trying to define the Orthodox Church and its practices. The most important factors in determining the type of funeral service held are the customs and traditions the family brings with them into the funeral arrangement conference.

Notification of Death: The necessity of notifying a clergyman and whether there are any religious rites required or performed at the time of death is important to the funeral director. In the case of the Orthodox Church, there are no "last rites" such as those seen in the Roman Catholic Church. Priests may prefer to be notified of an impending death in order that they may conduct a prayer service at that time

Visitation: It is customary for the family's priest to be present with them during their first viewing. Generally a prayer is offered during this time. In addition to this first prayer, the Trisagion, a series of three prayers, are usually offered at the end of the evening. Similar to a Rosary or Christian Prayer Service in the Roman Catholic Church, the family and friends gather for this service, in which prayers for the deceased are offered. If the visitation and Trisagion are to be held in the funeral home, several pieces of equipment should be placed in the chapel or state room. The Holy Icon, a picture of Christ, is a symbol which can be seen throughout the Orthodox Church. In the funeral home, the Icon is normally placed at one end of the casket, allowing those approaching the casket to first kiss the Icon. Other items used in conjunction with the Orthodox funeral include candles as well as a crucifix.

The Funeral: The funeral service may be held on any day except Sunday. On the day of the funeral service, the family, pallbearers and perhaps close friends will gather at the funeral home for a Trisagion. Following this short, prayer service of five to six minutes, the casket is closed and those in attendance will move in procession. The funeral service, is called the Parastas (a. standing service), or Great Panaehicia, which means "all night service". The funeral service will follow a very liturgical pattern. Organ music and/or vocal selection may be allowed although it is not normal in the Orthodox Church. Following the. service, the casket may be turned so that it is parallel to the Iconstasion, solid screen, covered with Icons, which separates the sanctuary of the Church from the remainder of the building. The casket is opened at this point, if at all possible, and left open for the remainder of the service, The priest will make the sign of the cross first with olive oil and then with ashes or sand on the chest of the deceased. If the family and friends are going to view the deceased they can file past the casket once again kissing the Icon, which is placed either at the head or foot end of the casket before filing out of the Church.

The Committal Service. The graveside service will consist of a. reading and short prayer. In some ethnic groups, the oil and ashes are placed on the top of the closed casket during the graveside service. Incense may be used by some priests at the funeral home, church and graveside. Cremation is forbidden by Orthodox Christians because of the destruction which would take place to the body. The body is the Temple of the Holy Spirit and the church, mindful of this fact, refuses to deliberately destroy the body. A church funeral is denied by anyone who will be cremated

Episcopal Funeral

Notification of Death: In the past it was considered essential that a Priest be notified when the death, of an Episcopalian had occurred or was expected to occur., Although this may vary today from parish to parish, the funeral director should determine the preferences of the individual Priests he or she serves to ensure that the proper procedure is followed .

Visitation: In most cases, visitation will be held at the funeral home. The casket is present and open or closed depending on the wishes of. the family. There are no items of religious equipment used during the visitation.

The Funeral: All funerals for Episcopalians should be conducted in the, Episcopal Church. The funeral service is very similar to that of the Catholic Funeral Mass. Music may be sung by the church choir and/or, the congregation from the Episcopal Hymnal. The use of flowers is prohibited in the Episcopal Church; although local customs and the preferences of individual priests may vary.,

The Committal Service: The Episcopal Church has no restrictions as to the means of disposition for one of its members. As part of the committal service the priest will read a passage commending the body to the earth, often while sprinkling sand in the shape of the cross on top of the casket. The Lord’s Prayer is recited by all in attendance followed by a final prayer said by the priest.

Hindu Funeral

Hinduism is a way of life rather than a denomination. Hindus worship many gods. These gods are believed to be different forms of a universal spirit called Brahman. Hinduism centers around. kharma, which is the belief that every action of an individual will result in either good or bad results. The total of all of these actions is known as dharma, and it is this overall positive or negative way of living during one's present life which the soul will inherit when re-incarnation takes it into the next life. The funeral ceremony is one of celebration and is considered the second most important (and expensive) ritual to take place in a person's life. The preparation of the body, which is done in the hmee, was traditionally handled by the family with the assistance of "mortuary specialists". After the body was bathed, it was wrapped in linen and decorated with sacred ashes and sands) paste. Normally the body of a Married women would be wrapped in colored cloths and decorated with flowers and jewelry showing her married status. The body is viewed by all who wish to enter the home for that purpose. Prior to removing the body from the house for disposition, it is anointed with oils,- soaps and powders. Again the immediate family is responsible for this anointing process. When rituals are completed, the body is carried without the use of a coffin to the cemetery or cremation site. Cremation is the preferred means of disposition. Cremation is a sacrament in the Hindu religion. Hindus believe that the soul never dies, but passes through a series of lives in different bodies. The soul is trapped in the skull and has to be released from the body with the help of fire. Cremation is a religious .act and sacred texts are chanted while the-body is binned. The oldest male relative walks three, five or seven times around the pyre holding a burning piece of wood and then lights the pyre. When the heat of the fire breaks the skull, the relatives leave the prye to be tended by professional burners. On the third day, the ashes are collected and taken to a river-to be dispersed. This frees the soul allowing it to be reborn in another life.

Preparation of the Remains: Unlike the practice in eastern countries, the family will not be responsible for the preparation of the body in the United States. Here the funeral home will handle the preparation to whatever extent the family wishes.

Dressing and Casketing: The clothing will usually be provided by the family. Many of these individuals still prefer to wear their native clothing. However, the clothing may be more of a reflection on the nationality of the deceased, rather than on the fact that he or she was Hindu. Generally, the casket chosen is an inexpensive one, whether it be made of metal or wood. One reason, cremation is often practiced and no casket is used. Hindus believe that death is only a transition from one life to another.

Visitation: In a community where there are few Hindu, the visitation and funeralization may take on a very western flavor and be similar to any other such service. If on the other hand there are many Hindu in the area, it might be expected that the visitation and funeralization will take on a more eastern flavor. The visitation period, still held in the funeral home, would most likely be of a shorter duration.

The Funeral: In most instances, a Hindu funeral held in the United States will take place in the funeral home. The priest will lead the service which will include prayers and chants. The use of candles and incense may also be observed. While they mourn for this individual, they do not approach death as the final experience to a physical life. .

The Committal Service: Since cremation is very much a part of the Hindu custom, it is often the choice for disposition: However, earth burial is also acceptable and used extensively in some *areas*. The family takes an active role. When the' cemetery or crematory is near the location of the funeral service, the family will *even lead* the procession. The family members will not only carry the body to the retort chamber, but will also place the body inside the chamber and initiate the cremation process.

Jehovah's Witness Funeral

Jehovah's Witnesses' refusal to accept blood transfusions, their refusal to salute the flag of any country, and their claim ftor exemption from participating in the armed services, are decisions which are based on their literal translation of the Bible and its applicability in today's world.

Preparation of the Remains: Embalming is of ten the method chosen by the family for preparation of the remains .

Dressing and Casketing: Decisions as to the clothing to be worn by the deceased and the type of casket to be used are also left up to the family.

Visitation: Visitation and viewing of the body are accepted as part of the normal funeral procedure. The visitation will, normally be held in the funeral home and will be similar to most visitation periods held in that community.

The Funeral: The funeral service may be held either in the funeral home or in the Kingdom Hall. The casket would be placed in the usual manner at the front of the funeral home chapel or Kingdom Hall and parallel with the seating. There is no formal processional *as* the casket is generally closed and positioned prior to the service beginning. The use of flowers in the Kingdom Hall is permitted. The use of a recessional will depend on the customs of the area and the preferences of the officiant. The service is simple, with no religious items such as palls, crosses, candles, etc. being used. There are no others participants, such as altar attendants used to assist the designated officiant of the service. A Jehovah's Witness funeral will normally take no more than thirty minutes and is centered around the reading and discussion of scripture. The music used will normally be organ music with no actual singing, and will come from the Jehovah's Witnesses' own hymnal.

The Committal Service: Earth burial and cremation are the two most common means of disposition practiced by members of the Jehovah's Witnesses,. The committal service will last only a few minutes with a short scripture reading and a few words spoken by the officiant concluding the service. •

Jewish Funeral

History: The Orthodox, Conservative and Reform (sometimes referred to *as* the Liberal) Jews each bring with them a number of customs and traditions both in their everyday lifestyle, as well as in the way they honor their dead. The basic differences among these three groups lie in the amount of tradition they continue to practice in their lives today.

Orthodox Jews maintain most of the same traditions that have marked .the Jewish religion for the past 3,000 years. The Reform Jews have kept only the moral laws and those which they feel adapt to modem civilization. The Conservative Jews fall somewhere in between, following the dietary Jaws and the traditional celebrations, Because of some very different practices in regard to the funeral service among these three groups, it may be necessary to devote more time in explaining use differences than has been necessary with many of the other religious bodies.

The Jewish Sabbath (Shabbath) is observed on Saturday. For the Orthodox Jew this day is strictly observed. No business dealings are to be conducted on this day. No work is allowed, no writing, and even travel is forbidden. While the Reformed and Conservative Jews also observe, their Sabbath on Saturday, the same restrictions as to work, travel, etc. may not be as strictly observed.

Notification of Death: The Rabbi should be notified if the deceased was an Orthodox Jew. However, if the deceased belonged to the Reformed or the Conservative Jewish synagogues, you might find that the Rabbi prefers to be notified after the removal has taken place.

Making the Removal: There are no restrictions when making a removal of a deceased Reformed or Conservative Jew. However, if the deceased was an Orthodox Jew and the death occurs on the Sabbath (from sundown Friday until sundown Saturday), the removal should not be made until the sun has set on Saturday, marking the end of the Sabbath. Obviously, there are situations in which this Jewish law cannot be honored. In these types of situations, the civil laws would supersede the Jewish Jaws and the removal would be made. If the death does not occur during the time observed as the Sabbath, then there are no restrictions in place for any of these three groups.

Preparation of the Remains: For the Reform or Conservative Jews, there are usually no religious restrictions concerning the preparation of the deceased, including embalming. However, since some Reformed and Conservative Jews will follow the Orthodox traditions, it is important that the funeral home staff maintain close communications with the family and the Rabbi to prevent unnecessary problems from occurring. If the deceased is an Orthodox Jew, embalming is usually not allowed. The reason for not embalming the body is a religious one. The Orthodox Jews believe that nothing should be done which would delay the return of the body back to the original elements it came from. Exceptions, such as the necessity to transport over a long distance or by common carrier, a lengthy delay between the *time* of death and the funeral service, or when death takes place on the Sabbath, may make refrigeration of the body or embalming necessary. However, whenever possible, the Jewish law should be followed.

If the deceased is an Orthodox Jew, the role of the funeral director in preparing. the deceased is almost non-existent. Once the removal has been made to the preparation room, the funeral director will notify the Rabbi. The Rabbi will then notify the Chevrah Kadisha who will come to the funeral home to prepare the remains. The Chevra, commonly referred to as the "Washers" by laymen, are a group of men or women, depending upon the sex of the deceased, who have been trained in the Taharah, the ritual of washing and preparing the body for burial. This ritual includes a physical washing, dressing the deceased in Tachrichim, a white burial shroud, and placing the deceased in the casket. During this ritual, prayers are also said and a bag of Israel earth is placed under the deceased's head.

Dressing and Casketing the Remains: An Orthodox Jew is dressed in a Tachrichim, a white linen shroud for burial. This shroud covers virtually the entire body with only the face visible. It is, however, customary that even the family not view the deceased after the body has been placed in the casket

If the deceased died *as* the result of trauma, any clothing with the deceased might have been *wearing* and which as a result had blood on them, should be kept and placed in the casket with the deceased. If the deceased were embalmed, the blood should be collected in containers, sealed and placed in the casket with the deceased. This is due to the belief that the blood contains the individual's soul.

The Orthodox casket *is* known as an Aron. This casket is made completely out of wood, even to the extent of having pegs instead of nails. Oak and pine seem to be very common. The Star of David or Mogen David, the symbol of new hope for the Jewish people, is usually attached to the lid of the casket.

Reform or Conservative Jews will be dressed in their own clothing. The family is not restricted as to the type of casket they can choose from. The Star of David may or may not be attached to the casket in this case.

Visitation: If the deceased is Orthodox, it is possible that no visitation would be held, or that the time would be only a matter of hours. This is due to the tradition of having the burial within 24 hours from the time of death. The fact that the casket would be closed also decreases the possibility of the traditional visitation *as* members of other religious bodies think of it. A pall with the Star of David may drape the casket and a Menorah (candelabrum) may be placed at the head of the casket. In some areas, one or two vigil candles may be substituted for the candelabrum. No flowers or music would normally be present. Having a shomrim to watch over the body is still observed. This is an age-old custom of not leaving the body alone prior to the burial. If the body was to be held until the following day, the shomrim would sit with or near the casketed remains all night, reading and reciting prayers.

If the deceased belonged to a Reform or Conservative congregation, it is possible that a visitation period would be held. In these cases, the deceased would be embalmed, dressed and casketed. The visitation, with an open casket, flowers and music, similar to that of other religions may be held.

The Funeral Service: At one time funerals for the Orthodox were held only in the funeral home or at the gravesite. Today, some funerals are being held in the synagogue. No services are held on the

Sabbath (Saturday).

Prior to the funeral service, the family will participate in a ceremony known as K'ria. This custom of rendering or tearing of one's clothes symbolizes ones grief. Today, many families wear a black ribbon, which they will tear instead of an article of clothing. This K'ria is worn, for 30 days following the funeral, during a. period of mourning known as Shloshim.

The Rabbi, assisted by the Cantor, leads the funeral service, which is generally very brief and is made up of the reading or chanting of psalms, a memorial prayer called the El Mole Rachammim, and a hesped, the eulogy honoring the deceased. No music or flowers are present and no fraternal ceremonies take place. Men attending an Orthodox funeral are expected to wear a yarmulke and many will wear a prayer shawl called the tallith.

The Conservative or Reform Jewish funeral may also be held at the synagogue, funeral home or gravesite. The Conservative or Reform funeral service cannot be held on Saturday. Unlike the Orthodox funeral, flowers and music may be a part of these services, although often they are not if the casket had been open for visitation, it is closed prior to the service beginning. The Rabbi and Cantor lead the service. Men attending the service will generally wear the yarmulke.

The Funeral Procession: In the Orthodox tradition, if the funeral service was held in the synagogue, the funeral procession (levaya) will proceed directly to the cemetery. However, if the service was held in the funeral home, the procession may stop at the synagogue. If this occurs, the funeral coach will pull up to the doors of the synagogue. While the family, friends and pallbearers remain in their cars, the doors of the synagogue and the funeral coach will be opened. The Rabbi and Cantor will have a brief prayer prior to the doors being closed and the procession moving on to the cemetery. This provides the deceased with their last contact with the synagogue. Ordinarily, the procession, for Reform or Conservative funeral services does not stop at the synagogue.

The Committal. Service: The Rabbi, followed by the pallbearers, may stop several times while on their way to the gravesite. Some orthodox still follow the practice of lowering the casket into the grave *using* the hand straps rather than any type of mechanical lowering device. While earth burial or entombment are the primary modes of disposition, in some cases cremation may be allowed by the Conservative or Reformed Jewish religions. The Orthodox Jews use only earth burial.

Periods of Mourning: A unique characteristic of the Jewish religion *as* it relates to death is their observance of several periods of mourning. Both of these time periods require the family of the deceased to refrain from certain activities:

Shiva: The Shiva marks a seven day period of intense mourning beginning on the day of the burial, During this period of time, the family members are encouraged to stay away from work or school, to remain at home, and to contemplate the meaning of life and the manner in which adjustment will be made to the death of the beloved. The mourners are discouraged from any act which will call attention to themselves, even to the extent of covering all of the mirrors in the home. The family will often sit on Shiva stools, which are low to the ground, in order to humble themselves while they contemplate life following the death of a loved one. Services are to be conducted in the morning, afternoon and, evening during this time and a Shiva (7 day) candle bums' throughout this period.

Shloshim: The Shloshim mouthing period is a thirty day period in which the mourners begin a return to their normal routine, with the exception of attending any type of entertainment or social functions. The family continues to wear the K'riah, but the services held in the home during Shiva are now replaced with the daily recitation of the kaddish, a Jewish prayer recited at the daily service and by mourners after the death of a relation, at the synagogue.

Shanna: Those who are mourning the loss of an immediate family member continue their mourning period for eleven months after the Shloshim. During the Shanna the attendance at daily services to recite the kaddish continue as well as the abstaining from celebrations during that year.

Yahrtzeit: The Yahrtzeit commemorates the anniversary of the death. Each year on that date, the kaddish is recited. The Jewish community places great emphasis on their duty to assist the family not only in the burial, but also in the recovery from their loss through the various mourning periods.

Lutheran Funeral

Dressing and Casketing: The decisions as to the clothing to be worn and the type of casket to be used are left up to the family.

Visitation: In most cases, the visitation will be conducted at the funeral home. The open casket is the focal point with the flowers, music and friends completing the memory picture. There are generally no services held during the visitation period.

The Funeral: Traditionally, the Lutheran funeral service was held in the church. Today, there seems to be a shift away from the church funeral in favor of the funeral held at the funeral home. The use of the cross, candles, and altar are still very much a part of the Lutheran service. In most cases when a funeral service is held in a Lutheran Church, the casket will be closed for the funeral service. To view the deceased, it is a common practice to have the casket open before the service in the narthex.

The Committal Service: As part of the Committal Service, the Pastor will sprinkle sand, earth or flower petals in the shape of a cross on the top of the casket as he notes the return of the physical body back to the elements from which it came. The Lutheran Funeral Service is a simpler version of the Catholic Funeral Service. '

Methodist Funeral

Dressing and Casketing: The choice of clothing the deceased is to wear as well as the type and style of casket will generally be selected either prior to or at the time of death by the family.

Visitation: In most instances, visitation will take place in the funeral home. Flowers are accepted and enhance the visitation environment

The Funeral: The location of the funeral will in most cases have very little effect on the actual funeral service. The use of candles, crucifix, and similar religious equipment would not be used. The funeral service is normally short, lasting no more than thirty minutes in most cases. The celebration of Holy Communion is normally not a part of the service. Prayer, scripture reading, music and the eulogy make up the traditional service.

The Committal Service: Earth, sand or flower petals may be used as part of the committal service, as the minister commends the body to the earth and back to the elements from which it came.

Mormon Funeral

The largest body of The Church of *Jesus* Christ of Latter-day Saints, the "Mormons", are headquartered in Salt Lake City, Utah, and number over four million member$ in the United States. (The Reorganized Church of Jesus Christ of Latter-day Saints, not a part of the Mormon Church, headquartered in. Independence, Missouri, claims over two hundred thousand members.) The Mormons do not recognize professional clergy among their ranks. Those who take up this calling serve for `unspecified periods of time and without compensation. One of the unique characteristics of the Mormons is the involvement of the young men and some young, women in Church missionary service for a period of up to two years each.

Dressing and Casketing: Decisions as to the clothing to he worn by the deceased and the type of casket to be used are left up to the family. A deceased Mormon who has previously participated in Temple Ordinances; which is an instructional process within the Church, would usually be dressed primarily in special Temple clothing. Otherwise, their clothing will be chosen by the family.

Visitation: Visitation could be held in a Church ward chapel, the family residence, or the funeral home. No special services are held during this time.

The Funeral: The funeral service for a deceased Mormon will generally be held in a Church ward chapel, the funeral home, or at the cemetery as the family prefers. The Church attempts to follow the wishes of the family as to the type of service they would like, but the funeral service follows the same format as the other Church meetings. A viewing may be held immediately before the service in an adjoining room; however, the casket should be closed before being placed in the Main chapel and remains closed for the funeral service and is not opened afterwards.

The Committal Service: The Mormon Church prefers earth burial *as* the method of disposition for its members in the United States, although entombment in a mausoleum is permissible. (The primary difference in the area of funeralization of a member of the Reorganized Church is the allowing of cremation as a method of disposition.)

Moslem Funeral

The Moslem religion means "submission to God" and those who have accepted the teachings of Mohammed have embraced that saying. Black Muslims are not recognized by the Moslems as true followers of Mohammed.

Notification of Death: The funeral director is not expected to notify the Islamic religious leader at the time a death occurs. Members of this community spend time reading to the dying person.

Making the Removal: The removal is no different than the removal of any other deceased.. The civil laws and regulations governing the facility in which the person died make up the basis for determining the removal. While there are instructions to the family in the Koran as to the positioning of the deceased after death, the funeral director may or may not, find that these instructions have been followed.

Preparation of the Remains: Generally, after the deceased is removed from the place of death, the body is taken to the funeral home where the funeral home staff will, with the permission of the family, embalm the body. After the body is embalmed, and just prior to the visitation period and funeral service, members of the family will come to the funeral home where they will wash the body. This ritual of bathing the deceased is known as Ghusl. According the Koran, the steps in the bathing of the dead include:

1. Washing the private parts of the dead three times, using a new piece of cloth each time;
2. Washing the mouth of the dead with a piece of unused wet cloth;
3. Cleansing the nostrils with a piece of unused wet cloth;
4. Washing the face of the dead;
5. Washing the right hand then the left hand
6. The ma-sah is performed;
7. Washing the right foot then the left foot;
8. Washing the entire body from head to foot.

Dressing and Casketing: Once the deceased has been washed, the family (or funeral home staff) will dress the individual by wrapping them in muslin material. Several *pieces* of this white cotton material are used to encompass the body so that only the face and hands of the deceased are visible when completed. The casket is usually the simplest wooden casket available, including the cloth-covered woods. The use of a casket in a Moslem funeral is unique to the United States. In other countries, the dead are buried in the white muslin material they are wrapped in without a casket

Visitation: The visitation period is usually restricted to one hour. All of the family are in attendance during this time and the casket is open. This would normally be held at the funeral home.

The Funeral: Most Moslem *funerals are* conducted at the cemetery. Funerals may be held on any day except Holy Days. The casket is carried by the male members of the family only and is placed as much as fifty feet from the actual place of interment. The casket is placed north and south with the head toward the south and facing east. The casket is opened for the funeral service, which will take approximately twenty minutes. The funeral prayer is called the Janaazah Namaaz. All prayers to Allah are done in public by the men only.

The Committal Service: At the conclusion of the funeral service, the casket is lowered into the grave. If the cemetery is a perpetual care cemetery, a concrete grave liner is most likely used. If the cemetery is not a perpetual care cemetery, a series of wooden timbers may be placed around the casket. Once the casket is lowered into the concrete grave liner, the cap of the casket is removed and the lid of the grave liner is put in place. The cap of the casket is then placed on top of the concrete grave liner. If final disposition is to be cremation, the male members of the family will place the deceased in the retort chamber. Women are instructed to mourn for four months and ten days. During that time they are to dress plainly and are forbidden to participate in any type of entertainment. Men are instructed to mourn for only three days.

Presbyterian Funeral

Dressing and Casketing; The physical preparation of the body would conclude with the dressing of the deceased, generally in their own clothing or in clothing purchased by the farnily. The casket would be a decision of the family without influence or restrictions from the Church..

Visitation: A visitation period is .normally held prior to the funeral service with the various decisions such as location, hours and any services to be held in conjunction with the visitation to be determined by the family. Auxiliary services inch as a Masonic Service may be held during a portion of the visitation.

The Funeral: There are no restrictions as to the day on which a funeral service may be held. It is suggested that the casket be closed during the service and that the casket be covered with a pall. With strong emphasis placed on the Resurrection in Presbyterian Church, a plain cross instead of a crucifix is used. The funeral service would begin with the reading of scripture, followed by the singing of hymns, additional scripture, a sermon, the reciting of the Affirmation of Faith, and the closing of the service with the saying of prayers.

The Committal Service: The actual time of the committal service is very brief The service will usually consist of a scripture reading, words committing the body to the earth as well as to the care of God and a closing prayer.

Quaker Funeral

The Friends General Conference is the group whose practices are most often identified as Quakers. Quakers worship in an environment of silence. The congregation is divided with men and boys on one side of the "Meeting House" and women and girls on the other side, with no minister, but an "overseer" to lead the worship. The Friends United Meeting have ministers who lead the worship service and congregational singing. An observer would probably believe that they were in a typical Protestant Church. The primary difference between this group of Quakers and most Protestant churches is in the observance of sacraments. The Quakers believe in the baptism of their members but do not use water. They also refrain from using the traditional elements of bread and wine in observing Holy Communion, opting instead for an individual and "spiritual communion" with' God.

Preparation of the Remains: A simple funeral service with the body present is appropriate. In most cases the body would be prepared through the normal embalming procedures. There are no Church restrictions or requirements as to the preparation of the remains.

Dressing and Casketing: The, choice as to the type of clothing the deceased is to wear and the type of casket to be used are left entirely up to the family.

Visitation: The visitation is usually scheduled at the funeral home. There are no special services held during the visitation period. The use of music and flowers are generally acceptable. The decision as to whether the casket is to be opened or closed during the visitation period is left up to the family.

The Funeral: The funeral service is very similar to many of the Protestant churches' funeral services. There are no religious symbols, such as crosses, crucifix, or candles. Nor are altar attendants used in a Quaker service. Flowers would be acceptable and are generally present The casket may be opened or closed depending on the wishes of the family and the practice of the church, The Amend would consist of prayer, music, scripture readings, a eulogy, and the minister's message or sermon. The funeral service would normally last no more than half an hour.

The Committal Service: There are no guidelines or church preferences as to the method of disposition. The committal service consists of scripture reading and prayer. No symbolic rituals such as making the sign of the cross with flower petals or sand takes place.

Roman Catholic Funeral

Notification of Death: The "Last Rites" are given to individuals of the Roman Catholic Church who may be facing imminent death or who have in some instances already died. The need for a priest to administer this ritual of preparing the soul for eternity necessitates the informing of the priest prior to the time of death or at the time of death. Usually this is taken care of by the family or, in some cases, the staff of the hospital, nursing home or other health care institution the individual may be receiving care in at the lime of their death.

Visitation: On each end of the casket, candles should be placed. A crucifix is placed behind the casket and a kneeling bench is placed in front of the casket. A Rosary or Christian Prayer Service is usually held at the funeral home the night before burial..

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The Funeral *Mass:* The Mass of Christian Burial for adults and Mass of Angels for a child are generally held in the Church. There are certain "Holy Days" on which a funeral mass may not be conducted. You will also find that a funeral will not be held do Sundays. Secular symbols such as national flags or insignias of other associations should be removed prior to entering the Church and replaced when leaving the Church. Religious symbols such *as a* crucifix, rosary beads, or a Bible may be placed on the Pall during the Mass.

The Committal Service: Not only will the priest who celebrates the funeral mass go to the cemetery, but the altar attendants may also be included. The committal service at the cemetery will begin with a processional from the automobiles to the grave space. The committal service will include prayers, scripture and liturgical readings and the blessing of the casket for a final time.

Ethic/Nationality Rites and Rituals

African American Funeral

Their community gathers in anticipation of the death to support the dying person as well as to muster collective support (emotional, financial) for the survivors. Vigils, wakes, funerals and post-funeral events are important traditions. The more important, honored, and esteemed the deceased, the larger the gathering of mourners. The hardiness of survivors underscores the importance of social support systems as a critical resource in the adjustment and survival of grief, trauma and loss.

Dressing and Casketing: According to transcendence view, it is the responsibility of the living to carefully and respectfully care for the dead. Close kin are given the honor of_ assisting with burial preparation (preparing the body, making the casket, digging the grave). Because a natural appearance and likeness of the loved one create less trauma for survivors, the reputation of the funeral home became dependent upon the funeral director's skill in restoring the likeness of the loved one, pricing, services and care of the remains. African-Americans prefer to use African- American funeral directors.

The Funeral: African-American funerals are often delayed for several days after the death until family and friends gather. Funerals in the African-American subculture have come to represent a posthumous attempt to achieve dignity and esteem denied and limited in a culture where people often are treated with minimal respect Funerals attempt to affirm one's self and achieve some measure of positive self-identify, if only posthumously. The funeralization process and rituals, as well as final disposition, are important in honoring the soul of the deceased. The belief in transcendence to the spiritual word is commonly held. Since they mirror death as an integral part of life, they reflect attitudes that are more "death accepting" than Western culture. They practice a "homegoing service", i.e. passing babies over the casket and naming a baby after a departed love one. These ceremonies may go on for hours. Most traditional African-- American funerals are officiated, by African-American clergy in churches. African- American funerals tend to be spontaneous and lengthy. Emotionalism of African-American funerals supports evidence that cathartic release and externalization of feelings is more healthy and beneficial to grief recovery than suppressing feelings. African- Americans believe in the value of the responsible care of the dead and rega0 funerals and "primary rituals" worthy of considerable personal, and monetary investments.

The Committal Service: Most African-Americans prefer ground burial.

Native American Funeral

The Native American Funeral can vary greatly between tribes, villages, and clans. Many Native Americans have given up their funeral rituals to simply follow other religious beliefs addressed in this document. The following is an example of funeral concerns for a clan within the Hopi tribe.

Preparation of the Remains: Embalming is not often necessary; however, a medicine man or woman is notified to do cleansing of the body. It is custom to have the body buried as quickly as possible, always before the third day following the death.

Dressing and Casketing: Decisions ions as to the clothing to be worn by the deceased and type of casket to be used are left up to the family.

Visitation: Visitation varies from village to village, as some clans do not believe in holding a wake.

The Funeral: Traditionally, no funeral service is held.

The Committal Service: Ceremonial hair washing is done by the deceased's aunts at the gravesite. This is done by stroking the hair of the deceased with the mother corn or white corn. Preparation of the gravesite is done by male relatives and the body is placed in the chamber by four or five male relatives. On the fourth day following the death, a male of the tribe places food and prayer feathers on the grave. The food symbolizes energy needed for the deceased's journey to the after-life and the prayer feathers assure the deceased a safe journey.

Far Eastern Funeral

While most groups of immigrants settle in cities, *The Hmongs*, a group of people displaced by the conflicts in Vietnam, Laos, and Cambodia, are a notable exception. Their agricultural background *has* led them to some unusual immigrant destinations: Wausau in central Wisconsin, for example.

Preparation of the Remains*:* Hmongs would prefer the body not be embalmed. **Visitation**: Two nights of visitation is preferred.

Dressing and Casketing: Family members dress the body. • Six' to twenty survivors will come to the funeral home for dressing the body **and** ceremonial wailing. They may bring a 50-gallon oil drum with a shower curtain stretched taut across the top on which they beat from morning until night. The tone of the drum may suddenly change and then liquor is offered to select people. A *glass* of liquor may even be placed in the casket should the deceased get thirsty on the way to see his or her ancestors. A survivor dances under a tripod while playing a large reed horn. Artifacts be placed around the casket.

The Funeral: Service may be held at any time, preceded only by an announcement that the family is ready to proceed. Slaughtering of animals is part of the tradition.

The **Committal Service:** Closing of the grave is sacred to Hmongs. After burial, they return to their homes.

Filipino Funeral

The Funeral: Funeral services are typically Roman Catholic combined with ethnic traditions. Ceremonies typically last several days. Filipinos do not enter the chapel unless a funeral director accompanies them.

The Committal Service: Lowering of the casket is always witnessed. To signify the passing of generations, the youngest child in the family is sometimes handed across the grave. Many photographs and/or videotaping of the funeral services and burial are taken to prove to those unable to attend that a loved one was given a proper service.

Haitian Funeral

The Funeral: Haitians may have to have the body 'lied" for many days while family, friends, and money are gathered for the funeral. This may also be a necessity to obtain visas for family members that are out of the country. Haitians also remember the dead and have a strong sense of their ancestors. They believe the dead speak to them in dreams and that they, therefore, must have a proper funeral. Haitians never expect death, even suspecting foul play when an old person dies of natural causes. Even though death is unexpected, death is a part of daily living for Haitians and their extended families. Upper OM Haitians mourn just like Anglos, and poor Haitians from rural areas are very emotional. They cry loudly, are demonstrative, pass out, and even throw themselves at the coffin.

The Committal Service: Haitians wait at the cemetery until the last shovel full of dirt is thrown. They always fear the funeral director may steal the casket so they may jump on it to dent it up at the last minute. The emotionalism is also part of their grief resolution. Santeria or voodoo customs are common among Haitians.

Mexican and Central American Funeral

Among Mexicans, death is culturally viewed as punishment; religiously it is viewed as rebirth. Culturally, Mexicans believe that in the afterlife they have the ability to observe what is occurring in this world; religiously, they view death as a union with God. Ceremonies are usually Roman Catholic.

Dressing and Casketing: The body of the deceased LS the focal point of the funeral. The casket is open, there is little cremation, and organ donation is rare. Viewing is a must, and the body is dressed in the best, new clothing. Mexicans are very aware and comment on the quality of the casket.

Visitation: The visitation and funeral is a three-day affair. Anything less would be a breech of social convention.

The Funeral: The funeral is usually at a church. The immediate family is closest to the grave with the extended family nearby. A week-long recitation of rosaries is common as well *as* anniversary observances. The family can consist of many, many people. Paperwork may be needed to get three-day visas to come to the United States for the funeral. The key to arrangements is to contact the consulate of that country for instructions. Mexican immigrants traditionally resist prepayment plans since they feel death will be brought closer. There is increased emotionalism, more emphasis on family, and more direct help from friends.

The Committal Service: Friends may actually dig the grave, do housework or prepare food for the bereaved. Santeria, the practice of a type of voodoo, may follow a traditional service in a funeral home. This is marked by special salsa music 'performed by musicians wearing tuxedos with long coats, gloves, and sunglasses.

Polynesian Funeral

Polynesian beliefs are a mixture of Protestant Christianity blended with Polynesian nature-oriented practices. All aspects of their' lives are influenced by the tribal structure of their society.

Dressing and Casketing: Following a series of family Meetings, the first Samoan service will feature the dressing of the body by women of the tribe. Customs include draping the casket or surrounding it with fine mats of hand-woven grass or leaves, and placing prized family possessions in the casket The body is covered with a veil, a tradition followed by the need to keep off insects in Samoa

The Funeral: There is typically a week to ten day wait between the time of death and the burial so that all members of the family and tribe can attend. There will be an informal family service. Music is very important to the Samoans. More structured ceremonies called laeos follow with ministers and representative of other tribes participating.

The Committal Service: Before the casket is closed, the spouse or oldest child puts perfume over the body. Samoans feel they must, witness the actual burial. They throw flowers while singing. A funeral, is not always a mournful occasion for them

West Indies Funeral

Making the Removal: An unusual Cuban custom is called an all night, repose, traditionally arranged to assure that the person is actually deceased. This custom has been modified in the United States, and now some reposes only last until midnight

The Funeral: Cubans want traditional funerals with metal caskets and lots of flowers. Everyone goes to the cemetery. Cubans insist on staying at the cemetery until the vault is sealed and the graye is filled in. Puerto Ricans are also more apt to take children of all ages to funerals than are Cubans. Jamaican funerals are barely distinguishable from those of native-born Americans.

The Committal Service: There has been a gradual increase in the acceptability of cremation.

Military/Fraternal Rites

American Legion Funeral

The American Legion involvement in a funeral service is generally limited to those events following the dressing and casketing of the remains.

Dressing and Casketing: The only consideration which might affect the dressing of the deceased would be the wearing of American Legion clothing.

Visitation: A flag will usually be present, either on the casket or folded and displayed nearby. If the deceased is not dressed in an American Legion uniform, the hat or other signs of membership may be displayed.

The Funeral: In most cases the Anglican Legion service is conducted at the graveside. A total of twenty-one individuals are used in the American Legion funeral. Following the service, the playing of taps and the twenty-one gun salute would take place. The funeral home staff should be prepared to participate in the folding of the flag.

Masonic Funeral

Dressing and Casketing: Normally a white lambskin apron, symbolizing membership as a Mason, is placed on the deceased. A sprig of evergreen is also usually fastened to the lapel of the deceased's coat.

Visitation: The funeral director will need to schedule the Masonic Funeral Service during some portion of the visitation period. The religious officiant will want to separate the Masonic Service from the religious portion of the funeral service.

The Funeral: It is important that the funeral director be aware of these preferences and establishes a good rapport with not only the clergy but also the leaders of the fraternal organizations to ensure a smooth and meaningful funeral service for the family. If the funeral service is to be held at the funeral home, the religious funeral service will be held first with the Masonic service following thereafter. If the funeral service is to be held in the church, you will most likely find the Masonic service held at the cemetery.

The Committal Service: Members will wear white gloves, their white lambskin aprons and a sprig of evergreen on their lapels. The white lambskin apron worn by the deceased may be left in place or may be placed on the casket during the service. A minister representing the deceased's religious denomination will normally have a scripture reading and prayer before turning the remainder of the service over to the Masons.

Military Funeral

Eligibility and availability of the appropriate military funeral detail and status (retired or active) of the deceased play major roles in the funeral. Some may not be entitled to a rnilitary funeral, but will be eligible for such benefits as a United States flag, a government headstone, or burial in a National Cemetery.

Eligibility: A Complete or graveside military funeral service is available for any active member of the armed forces. If the deceased was no longer an active member, the family would need to contact the branch of service the deceased had belonged to and request that a full or partial military service take place. The funeral director will be responsible for working with the military funeral detail to coordinate the funeral service.

Preparation of the Remains: The military would play no role either in determining the extent or the method to be used in preparing the deceased. lf, on the other hand, the funeral director is preparing a deceased on behalf of the armed forces, especially by means of a military contract, the stipulated embalming requirements should be closely followed.

Dressing and Casketing: It is possible that the dressing and casketing of the deceased could come under the auspices of the mortuary affairs unit of the armed forces. If the deceased was still on active duty, the deceased would be dressed in his or her military uniform and placed in a casket provided by the government. If the deceased was a veteran, the task of dressing and casketing the remains would generally fall to the funeral director. The funeral director would be responsible for dressing the deceased in the clothing provided for or chosen by the family and placing the deceased in the casket.

Visitation: One noticeable difference for an active member of the armed forces would be the representatives from that branch who would serve as an honor guard during the visitation period. The presence of a United States flag would also serve to remind all who attend the visitation of the deceased's service to his or her country. The flag would be used to drape the casket when it is closed. For the open casket, the flag covers the bottom portion of the casket or it can be folded into a triangle and displayed in the head panel or on a nearby pedestal.

The Funeral: The full military funeral could be held at the funeral home, the deceased's place of worship, a cemetery chapel or even a public facility such *as* an auditorium or similar type of building. A full military funeral service will combine the religious and fraternal with, the military service.

Police Rituals and Customs

BAGPIPE MUSIC: One of the time-honored views the public identifies the fallen police officer with are the bagpipes. Although the bagpipes are more known as an export from Scotland, the Irish transformed the bagpipes into an Irish-American tradition and a public safety tradition.

In the middle ages, the bagpipes were a revere musical instrument played in both Scotland and Ireland and they were used to rally the troops into battle, usually against the British. The fighting factions in Celtic lands used the bagpipes to assemble the troops just as the United States Calvary used the bugle. The English outlawed the bagpipes in Ireland (1366) and declared them an "instrument of war". Anyone caught playing the bagpipes or harp was put **to** death. The-bagpipes were also used during the funeral ceremonies when burying their fallen countrymen.

In the early days in America when a police officer or firefighter was killed in the line of Duty, the Irish forefathers within these departments ensured that their fallen brothers were buried with full honors. In keeping with Celtic tradition, the Irish in America would play "the pipes" to bury their fallen. Today, that tradition transcends ethnic, racial and religious lines and the bagpipes are played at most police and fire funerals. With more than 25% of the names on the National Law Enforcement Officers Memorial being of Irish decent, the Irish have made the playing of the bagpipes a part of the fabric of America and bagpipes are institutions in many police and fire departments across the United States.

BLACK BANDS OVER BADGES: Black armbands were worn as a symbol of mourning for hundreds of years and we believe law enforcement simply adopted that ritual as well. The black band over the shiny gold badge was a very noticeable symbol of mourning when a police officer died. The usual length for wearing this mourning symbol is 30 days. (It is suggested this be a “thin, elastic band" so the shield number can still be seen by the general public.)

BLACK SHROUDS OVER DOORWAYS OF POLICE BULDINGS: People used to shroud their home doorways when a family member died. This custom, too, we believe was simply adopted by law enforcement. Again, this mourning symbol can be displayed for a 30 day period.

FLAG-DRAPED COFFIN: While this rite is supposedly reserved only for persons who have served in the military, many police departments drape officers' coffins with the American flag since we know law enforcement protects our citizens on our home lands. It is truly a heartfelt show of concern for the surviving family if two American flags can drape the coffin. and one is presented to the surviving .spouse, with the other *being given to the surviving parent(s).* While it is customary that only one flag be presented at the burial, there is nothing keeping an agency from presenting a second flag at another time to other family members Additionally, flags that have flown over the United States Capitol in Washington, DC, are available through your Congressional representatives. You May request a flag to be flown over a specific day and a certificate will accompany that flag stating it was flown over the Capitol for the purpose you requested; i.e., "This flag was flown over the Capitol of the United States in memory of Officer James Smith who was killed in the line of duty on October 12, 2012."

FLY OVERS WITH HELICOPTERS OR AIRPLANES:. Flyovers are again a military funeral salute to their men. Normally used at funerals where the officer was a helicopter/airplane pilot or a member of a SWAT team that used their air vehicles, this ritual was again adopted from the military.

HONOR. WATCH: Out of a show of respect for the fallen, law enforcement agencies have stood 24-hour watch over their dead just as military have. With large majorities of military-trained personnel leaving the service and becoming polite officers, this is another adopted custom from the military.

LOWERING OF FLAG: The American flag is usually lowered for a 30-day period when a government official dies. Again, law enforcement has adapted this ritual since the profession believes it serves as the last defense between chaos and order.

Federal legislation allows the American flags on all government buildings to be lowered on May 15th of each year, National Peace Officers' Memorial Day. Some states have also passed this same bill to allow State flags to be flown at half staff on May 15th.

21-GUN SALUTE: Again, a ritual of the military, we believe law enforcement took on this ritual believing there is a "war" against crime.

RIDERLESS HORSE/MOTORCYCLE: Again, another borrowed military ritual that probably goes back to Civil War times.

TAPS: Again, another borrowed military ritual.

PRESENTING OFFICER' S GUN TO SURVIVING FAMILY: Knowing that many times the only immediate backups an officer has are his ability to talk himself out of trouble or his weapon, it has become custom with some police departments to present the officer's service revolver to the surviving family. It is suggested that the weapon be altered so it is unable to fire but so that it is also repairable.

Several police organizations have rituals that include prayers during the wake and at the cemetery. Check with the surviving family to see if they are interested in a police organization ceremony prior to scheduling the ceremony with the police organization.

Understanding the Need for Rituals and Family/Agency Participation in the Funeral.

- Funeral rituals help trauma survivors.

- Funeral rituals are rituals of binding and release.,
  - Bind mourners together
  - Facilitate separation from the one that died

Participation in rituals by survivors allows:

- them to be helped by others
- an opportunity to help themselves mourn
- them to acknowledge the reality of the death
- gives them comfort and allows them to be comforted
- them to be listened to - ideas are acknowledged •
- for an increased sense of control—first step toward control of their lives and more....

How does participating in a funeral help a child?

- May help them understand death
- Gain a sense of belonging
- Gain a sense of value and self worth
- Contribute to the memory of the deceased and the community wealth
- Continuity of the society
- Reorganization of life

Ideas on how children can participate in a funeral:

- Reading a poem
- Playing an instrument
- Leading a prayer
- Placing an object in the casket
- Help bury the casket

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United States Department of Labor

Managing Change

"it is not the strongest species that survive, nor the most intelligent, but the ones who are most responsive to change" Charles Darwin

Instructional Goal: Upon completion of this instruction, students will have discussed the elements of change, the effect of change in the workplace, and be given tools to more effectively adjust to change.

Performance Objectives:

- List the four tenets of change
- List the four A's of coping with change
- Discuss 10 critical questions for change leaders
- List 7 essentials for managing change
- Discuss the 9 biggest mistakes in managing change
- List six practical aspects of any change process
- Discuss changes, challenges, and choices

Change-Adept Questionnaire

By Carol Kinsey Goman, Ph.D.

Through extensive research and experience consulting with companies around the world, I've uncovered six factors (Confidence, Challenge, Coping, Counterbalance, Creativity and Collaboration) that determine whether an individual is change-adept—that is, proficient at dealing not only with transition, but with transformation as well.

This questionnaire assesses your current attitudes, aptitudes and skills for thriving on change in your business life. It is a tool that can help you recognize your current strengths and develop strategies for overcoming potential weaknesses.

Instructions: Read each statement carefully and decide whether it is true or false for you. If the statement is true, check the box next to the statement. If the statement is false, leave the space blank.

For all of the sections, a score of 1-3 "Ts" is low, 4-5 is medium, and 6-8 is high.

The higher your scores, the greater your strength in each category. Low scores indicate areas you may want to better develop.

Confidence

- ☐ **1. I focus on my strengths more than I focus on my weaknesses.**
- ☐ **2. I focus on my successes more than I focus on my failures.**
- ☐ **3. I take responsibility for my career progression and relevant training.**
- ☐ **4. I am continuously learning and developing my talents and skills.**
- ☐ **5. I know the market value of my skills and talents.**
- ☐ **6. I speak up and take risks at work.**
- ☐ **7. I recognize and reward myself whenever I do excellent work.**

- [ ] **8. I evaluate my attitudes and behaviors to determine which will continue to serve me in the future—and which I need to leave behind.**

<u>Your Confidence Score</u>

Low (1-3) Medium (4-5) High (6-8)

Challenge

- [ ] **1. I am an optimist.**
- [ ] **2. I like my job and my work.**
- [ ] **3. I like variety and change.**
- [ ] **4. I look for positive aspects in negative circumstances.**
- [ ] **5. I plan for the downside (of change) but focus on the opportunities.**
- [ ] **6. I am easily bored with the status quo.**
- [ ] **7. I am energized by change.**
- [ ] **8. I believe there are tremendous personal opportunities in most changes.**

<u>Your Challenge Score</u>

Low (1-3) Medium (4-5) High (6-8)

Coping

- [ ] **1. I am healthy and resilient under pressure.**
- [ ] **2. I am flexible when "the change" changes course.**
- [ ] **3. I understand that no one person has "the answer" or "the plan."**
- [ ] **4. I use my sense of humor to help cope with change.**
- [ ] **5. I focus primarily on those aspects of change that I can influence or control.**
- [ ] **6. I recognize my first sign of stress overload and respond appropriately to reduce/release it.**

- [ ] **7. I accept change as "business as usual."**

- [ ] **8. I know what to expect and how to help myself deal with the emotional process of change.**

Your Coping Score

Low(1-3) Medium(4-5) High(6-8)

Counterbalance

- [ ] **1. I do not smoke.**
- [ ] **2. I sleep a sufficient amount of time to awaken refreshed and rested.**
- [ ] **3. I exercise a minimum of three times a week for at least twenty minutes.**
- [ ] **4. I am within five pounds of my ideal weight.**
- [ ] **5. I limit my alcohol consumption to one drink or fewer (if female)/two drinks or fewer (if male) per day.**
- [ ] **6. I balance my work life with a rich personal life (friends, family, sports, hobbies, etc.)**
- [ ] **7. I eat healthfully and in moderate amounts.**
- [ ] **8. I have a religious, spiritual, or holistic foundation.**

Your Counterbalance Score

Low (1-3) Medium (4-5) High (6-8)

Creativity

- [ ] **1. I am creative and innovative in how I approach my work.**
- [ ] **2. I keep myself informed about changes going on in the organization and how they might affect my job.**
- [ ] **3. I keep myself informed about trends in the industry and how they might affect my job.**
- [ ] **4. I have a good understanding of how my efforts support the organization's goals.**
- [ ] **5. I often redesign my job to be more efficient/productive/fun.**

- ☐ **6. I volunteer to join teams that are planning changes.**
- ☐ **7. When making decisions, I seek and value a diversity of opinion.**
- ☐ **8. I rely on my intuition to help me solve business problems.**

<u>Your Creativity Score</u>
Low (1-3)   Medium (4-5)   High (6-8)

Collaboration

- ☐ **1. I have a reputation for sharing what I know.**
- ☐ **2. If I were to serve as a team leader, I'd feel it was my responsibility to create and maintain an environment of trust and collaboration.**
- ☐ **3. As a team member, I feel it is my responsibility to help create and maintain an environment of trust and collaboration.**
- ☐ **4. I take advantage of opportunities to grow my "social capital."**
- ☐ **5. People on my team trust me to deal openly and fairly.**
- ☐ **6. I trust people on my team to deal openly and fairly.**
- ☐ **7. I realize that my success is increasingly dependent on my ability to collaborate.**
- ☐ **8. I am aware of my organization's knowledge resources. When I need information, I know where to go or whom to ask.**

<u>Your Collaboration Score</u>

Low (1-3)   Medium (4-5)   High (6-8)

<u>Four Change Tenets</u>

1. Change is personal and creates some level of discomfort
2. People tend to resist change

3. Nothing significant can be changed overnight
4. Purposeful planning and effective leadership enable change

Lewin's Change Management Model

Understanding the Three Stages of Change

Unfreeze-Change-Refreeze.

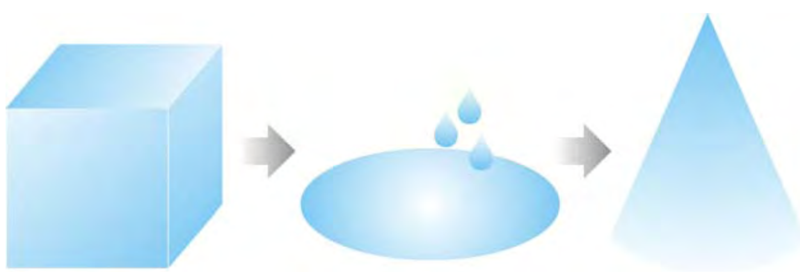
Change is a common thread that runs through all businesses regardless of size, industry and age. Our world is changing fast and, as such, organizations must change quickly too. Organizations that handle change well thrive, whilst those that do not may struggle to survive.

The concept of "change management" is a familiar one in most businesses today. But, how businesses manage change (and how successful they are at it) varies enormously depending on the nature of the business, the change and the people involved. And a key part of this depends on how far people within it understand the change process.

One of the cornerstone models for understanding organizational change was developed by Kurt Lewin back in the 1940s, and still holds true today. His model is known as Unfreeze – Change – Refreeze, refers to the three-stage process of change he describes. Lewin, a physicist as well as social scientist, explained organizational change using the analogy of changing the shape of a block of ice.

Understanding Lewin's Model

If you have a large cube of ice, but realize that what you want is a cone of ice, what do you do? First you must melt the ice to make it amenable to change (unfreeze). Then you must mold the iced water into the shape you want (change). Finally, you must solidify the new shape (refreeze).



By looking at change as process with distinct stages, you can prepare yourself for what is coming and make a plan to manage the transition – looking before you leap, so to speak. All too often, people go into change blindly, causing much unnecessary turmoil and chaos.

To begin any successful change process, you must first start by understanding why the change must take place. As Lewin put it, "Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumptions about oneself and one's relations to others." This is the unfreezing stage from which change begins.

Unfreeze

This first stage of change involves preparing the organization to accept that change is necessary, which involves break down the existing status quo before you can build up a new way of operating.

Key to this is developing a compelling message showing why the existing way of doing things cannot continue. This is easiest to frame when you can point to declining sales figures, poor financial results, worrying customer satisfaction surveys, or suchlike: These show that things have to change in a way that everyone can understand.

To prepare the organization successfully, you need to start at its core – you need to challenge the beliefs, values, attitudes, and behaviors that currently define it. Using the analogy of a building, you must examine and be prepared to change the existing foundations as they might not support add-on stories; unless this is done, the whole building may risk collapse.

This first part of the change process is usually the most difficult and stressful. When you start cutting down the "way things are done", you put everyone and everything off balance. You may evoke strong reactions in people, and that's exactly what needs to done.

By forcing the organization to re-examine its core, you effectively create a (controlled) crisis, which in turn can build a strong motivation to seek out a new equilibrium. Without this motivation, you won't get the buy-in and participation necessary to effect any meaningful change.

Change

After the uncertainty created in the unfreeze stage, the change stage is where people begin to resolve their uncertainty and look for new ways to do things. People start to believe and act in ways that support the new direction.

The transition from unfreeze to change does not happen overnight: People take time to embrace the new direction and participate proactively in the change. A related change model, the **Change Curve**, focuses on the specific issue of personal transitions in a changing environment and is useful for understanding this specific aspect in more detail.

In order to accept the change and contribute to making the change successful, people need to understand how the changes will benefit them. Not everyone will fall in line just because the change is necessary and will benefit the company. This is a common assumption and pitfall that should be avoided.

Tip:
Unfortunately, some people will genuinely be harmed by change, particularly those who

benefit strongly from the status quo. Others may take a long time to recognize the benefits that change brings. You need to foresee and manage these situations.

Time and communication are the two keys to success for the changes to occur. People need time to understand the changes and they also need to feel highly connected to the organization throughout the transition period. When you are managing change, this can require a great deal of time and effort and hands-on management is usually the best approach.

Refreeze

When the changes are taking shape and people have embraced the new ways of working, the organization is ready to refreeze. The outward signs of the refreeze are a stable organization chart, consistent job descriptions, and so on. The refreeze stage also needs to help people and the organization internalize or institutionalize the changes. This means making sure that the changes are used all the time; and that they are incorporated into everyday business. With a new sense of stability, employees feel confident and comfortable with the new ways of working.

The rationale for creating a new sense of stability in our every changing world is often questioned. Even though change is a constant in many organizations, this refreezing stage is still important. Without it, employees get caught in a transition trap where they aren't sure how things should be done, so nothing ever gets done to full capacity. In the absence of a new frozen state, it is very difficult to tackle the next change initiative effectively. How do you go about convincing people that something needs changing if you haven't allowed the most recent changes to sink in? Change will be perceived as change for change's sake, and the motivation required to implement new changes simply won't be there.

As part of the Refreezing process, make sure that you celebrate the success of the change – this helps people to find closure, thanks them for enduring a painful time, and helps them believe that future change will be successful.

Practical Steps for Using the Framework:

Unfreeze

1. Determine what needs to change.

- Survey the organization to understand the current state.
- Understand why change has to take place.

2. Ensure there is strong support from upper management.

- Use **Stakeholder Analysis** and **Stakeholder Management** to identify and win the support of key people within the organization.

- Frame the issue as one of organization-wide importance.

3. Create the need for change.

- Create a compelling message as to why change has to occur.
- Use your vision and strategy as supporting evidence.
- Communicate the vision in terms of the change required.
- Emphasize the "why".

4. Manage and understand the doubts and concerns.

- Remain open to employee concerns and address in terms of the need to change.

Change

1. Communicate often.

- Do so throughout the planning and implementation of the changes.
- Describe the benefits.
- Explain exactly the how the changes will effect everyone.
- Prepare everyone for what is coming.

2. Dispel rumors.

- Answer questions openly and honestly.
- Deal with problems immediately.
- Relate the need for change back to operational necessities.

3. Empower action.

- Provide lots of opportunity for employee involvement.
- Have line managers provide day-to-day direction.

4. Involve people in the process.

- Generate short-term wins to reinforce the change.
- Negotiate with external stakeholders as necessary (such as employee organizations).

Refreeze

1. Anchor the changes into the culture.

- Identity what supports the change.
- Identify barriers to sustaining change.

2. Develop ways to sustain the change.

- Ensure leadership support.
- Create a reward system.
- Establish feedback systems.
- Adapt the organizational structure as necessary.

3. Provide support and training.

- Keep everyone informed and supported.

4. Celebrate success!

Key Points

Lewin's change model is a simple and easy-to-understand framework for managing change.

By recognizing these three distinct stages of change, you can plan to implement the change required. You start by creating the motivation to change (unfreeze). You move through the change process by promoting effective communications and empowering people to embrace new ways of working (change). And the process ends when you return the organization to a sense of stability (refreeze), which is so necessary for creating the confidence from which to embark on the next, inevitable change.

Coping with Workplace Change

Change evokes fear in most people because of the uncertainty it presents.

Understanding the Change

When you have a routine, you know what to expect, and even if it’s difficult or boring, it’s consistent and reliable. You have learned how to do your work and deal with fellow workers. But when something changes, suddenly your routine is broken and you no longer know what to expect. Even if the change is for the better, the transition can be difficult.

Practice the following four A's of coping with change:

Awareness - Since uncertainty about the future creates the most fear and stress during a change, try to find as much information as you can about your situation. Whom can you ask? What can you learn? What research can you do? The more you learn, the less uncertain you will experience. Behaviors, thoughts and actions that can be learned and developed will help you cope with change.

Acceptance - You may not like the change, but if you accept that things have changed, instead of fighting it or complaining about it, you'll experience less frustration.

It's important to accept the transition process with grace and a sense of looking forward to a new experience.

Attitude - Are you being fearful or are you thinking about the possibilities for improvement and new skills that the change might bring? To focus on the positive aspects of your change, write a list of all the possible positive outcomes.

Even though minor changes can cause stress and frustration, the good news is that change can be an opportunity for something positive to happen. When you learn how to cope effectively with minor changes at work, you'll develop the skills and positive outlook to help you deal with changes throughout your life.

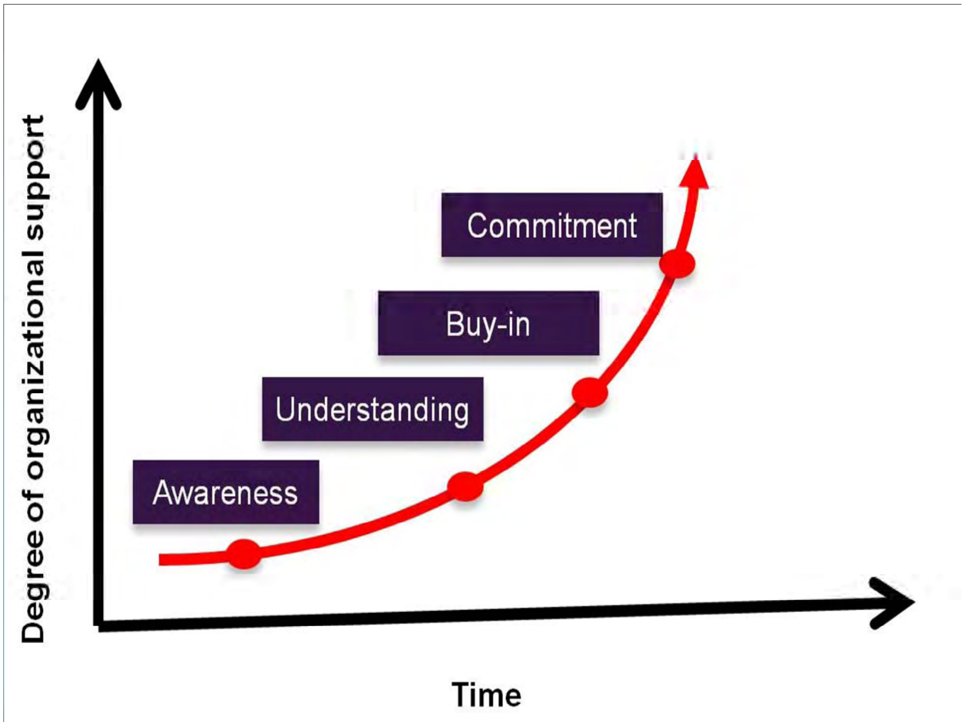
Action - This is where you do have some control over the situation. It is how you prepare and respond to change.

The following positive actions can help you cope with change.

- **Develop a network.** Always keep in contact with your managers and fellow workers. Having positive people to talk to about changes occurring in the workplace can be very helpful.
- **Learn new skills**. Learn a new computer program. Take a class in communication skills. Learn to make presentations. Ongoing training will add skills to your professional tool kit.
- **Change your surroundings**. Do what you can to make your work area pleasant and comfortable.
- • **Ask questions.** It is important to ask questions if you don't understand why something is being done a certain way. Being able to contact the correct person to ask a specific question is always good. Whom can you talk to? What ideas can you present to help with the change?

The key to coping with change is resilience. Resilience means knowing how to survive and making the best of change in spite of setbacks, barriers or limited resources.

For change to be effective you must have a high degree of organizational support and time for the commitment to happen.



To guide organizational change four factors must be present:

1- **People**: Team building, management development, and leadership development. (Who can tell me why these four elements are so important?)

2- **Structure**: Organizational reengineering, work team development, and strategic thinking. WHY?

3- **Processes**: Business Process reengineering, continuous improvement/total quality, performance enhancement system. (If the processes are not in place, change will not be successful)

4- **Tools**: Structured coaching methodology, train-the-trainer systems, and organization diagnostic systems.

10 Critical Questions for Change Leaders

Change managers need to ask themselves some difficult questions before they set out to "shake things up." And they need to listen to the answers.

If you are a sensitive change manager, here are some of the questions you must consider before you set out to make things better.

1. **What is the employees' perspective?**
   To mobilize a work force to transform itself, leaders must know what people in the organization are thinking, encourage them to articulate their points of view and their concerns and be ready to respond to them sincerely. Do not rely on second-hand information or make assumptions about what you think employees think. Ask them—and keep asking them until the answer becomes clear. Only then can you begin to design a strategy that builds on synergies and fills in perception gaps.

2. **Did you "set the stage" for change?**
   One of the most vital roles of leadership is to anticipate the agency's future and its place in the community arena, and then to formulate strategies for surmounting challenges that have not yet manifested. To proactively respond to these challenges, agencies must continually reinvent themselves. Leaders must encourage employees to join a constant questioning of the prevailing assumptions—and to be ready to act upon new opportunities early in the game to maintain an advantage.

3. **Are you tracking employee perceptions throughout the change?**
   As important as it is to find out what employees are thinking before the change, it is just as crucial to have a system for monitoring employee perception throughout the process. George Bernard Shaw once said that the problem with communication is "the illusion that it has been accomplished." When it comes to communicating change, leadership must be especially careful not to suffer that illusion. Strategies that include employee interaction and feedback systems help organizations track the level of work force comprehension. You will find the greatest advantages come when organizational feedback is gathered immediately after the delivery of every important message. Use this short questionnaire to query audiences before they leave the meeting room:

   • What in your view are the most important points we just covered?
   • What didn't you understand?
   • With what do you disagree?
   • With what do you agree?
   • What else do you need to know?

4. **Are you giving honest answers to tough questions?**
   In the light of economic realities that offer little in the way of job security, employees must be able to rely on their employers to give them honest information that will allow them to make informed choices about their own jobs, careers and futures. When

you can't answer every question, it is best to tell people that you understand their concern but don't know the answer. Or, say that you don't have the information yet, but will get back to them as soon as decisions are made. It is even better to tell people that you have the information but can't release it than to withhold or twist the truth.

5. **Can you explain “what's in it for them"?**
The most commonly asked or unasked question regarding change is —“What's in it for me?”

6. **Is your communication "behavior-based"?**
Organizations send two concurrent sets of messages about change. One set of messages goes through formal channels of communication—speeches, newsletters, videos, values statements and so forth. The other set of messages is delivered informally through a combination of "off the record" remarks and daily activities. Senior management teams should begin two questions: "What do you currently do that already supports the change?" and "What do you have to do differently to align with the change?" For today's skeptical employee audience, rhetoric without action quickly disintegrates into empty slogans and propaganda. In the words of Sue Swenson, president of Leap Wireless, "What you do in the hallway is more powerful than anything you say in the meeting room."

7. **Can you paint the big/little picture?**
Vision is the big picture (we'll look at this next), and it is crucial to the success of the enterprise. But along with the big picture, people also need the little picture:

Big Picture—Presenting the concept of transformation.
    Little Picture—How are we going to do that?
Big Picture—Setting long-term corporate goals.
    Little Picture—Where do we begin?
Big Picture—Developing the overall objectives of the transformation.
    Little Picture— What are the priorities?
Big Picture—Creating the mission of the organization.
    Little Picture—Where does my contribution fit in?
Big Picture—Communicating organizational values.
    Little Picture—What does this mean in my daily life?

8. **Is it your vision or our vision?**
Leaders understand the power of vision to imbue people with a sense of purpose, direction and energy. A compelling vision of the future pulls people out of the seductive hold of the past and inspires them to set and reach ambitious goals. Of even greater importance is the sense of meaning that people derive from their jobs when they can tie their contributions to the fulfillment of a clear, compelling vision. Leaders must therefore be able to paint the big picture. But if the vision belongs only to top management, it will never be an effective force for transformation. The power of a vision comes truly into play only when the employees themselves have had some part in its creation. So the crucial question becomes, "Whose vision is it?" Leaders must create a master narrative that coherently articulates the agency's identity and ideals

and is embraced by every member of the organization. If you want employees to feel the same kind of connection to their work that the executives feel, then you have to get them involved.

9. **Are you emotionally literate?**
   To be a consummate manager of change, it is not enough to engage people's logic; you also have to appeal to their emotions. As leaders gain the insight that people skills (the "soft stuff") hold the key to organizational change, human emotions take on new significance. Large-scale organizational change almost invariably triggers the same sequence of reactions—denial, negativity, a choice point, tentative acceptance and commitment. Leadership can facilitate this emotional process or, ignored, it can erode the transformation effort.

10. **Do you know what shouldn't change?**
   The greatest challenge for leaders is to know the difference between what has to be preserved and what needs to be changed. The "genius" of leadership is being able to preserve an organization's core values, and yet change and adapt as times require. The product of that kind of leadership is an organization that goes on for a very long time.

7 Essentials Skills for Managing Change

Change has always been the only constant. In recent years, the pace of change has accelerated greatly, and we all need to find ways to deal creatively with this fact of modern life.

Leaders need to face and manage change in a constructive way. Leaders are adaptable and creative, responding to change in three key ways:

People who respond well to change will have a high 'ambiguity threshold.' Change is inherently ambiguous, and those who deal creatively with change will have a high tolerance for uncertainty and 'shades of gray.'

Skillful managers of change will have a constructive 'internal monologue.' They will see themselves as inherently powerful and having the ability to control elements of the situation in which they find themselves. Some circumstances cannot be changed, but the way we respond to them is always a choice, and we always have a sphere of influence, however small. By focusing on this sphere of influence, and not expending energy bemoaning the area outside it, the circle will start to expand and give us progressively more control. Solutions to problems always exist, and the 'internal monologue' should reflect the desire to find them and the certainty that they can be successfully implemented.

Those who deal well with change will have a good reservoir of emotional, physical and mental energy from which to draw when things get tough.

The above ways of dealing with change tend to be innate, with some people having a greater capacity for one or more of them than others.

However, they can be learned, and the following are seven tips for improving your skills in **managing change**.

1. Spend time reflecting on your own core values and your mission in life. A sense of purpose is essential to success and effectiveness, and those without a clear idea of what they are doing and why they are doing it will not have the foundation to keep going in the face of change.

2. Be persistent. Success is usually more to do with tenacity that genius. Persistence is only possible when you have clarified your values and when you are able to build on the bedrock of purpose. Successful people keep going in the face of change, finding new and creative ways to achieve a positive outcome.

3. Be flexible and creative. Persistence does not mean pushing through by force. If you are unable to achieve success one way, try another, and then another. Keep looking for more creative solutions and innovative responses to problems.

4. Think outside the box. Read widely, and don't confine yourself to your own area of 'expertise.' Try to see links between apparently separate and diverse elements in your life and experience.

5. Accept uncertainty and be optimistic. Life is inherently uncertain, so don't waste your energy trying to predict the future. Of all the possible outcomes, focus on the most positive one. This is not to be a 'Pollyanna,' but to accept that if you respond well and work to the best of your ability, a good outcome is as likely as any other. Don't waste your energy being negative.

6. Keep fit and healthy. Eat well, get enough sleep, and exercise regularly. Meditation can help, too. This will keep up your energy levels and allow you to keep going in tough times. Not taking care of yourself physically, mentally and spiritually is foolish and short sighted.

7. See the big picture. Change is inevitable, but if you take a bird's-eye-view of the landscape, the change won't be so disorientating and you will keep perspective at all times.

The Biggest Mistakes in Managing Change

Mistake #1: *Not understanding the importance of people*.

60-75 percent of all restructuring failed—not because of strategy, but because of the the "human dimension."

Lesson Learned: Organizations do not change. People do – or they don't. If staff do not trust leadership, do not share the organization;s vision, do not buy into the reason for change, and are not included in the planning – there will be no successful change – regardless of how brilliant the strategy.

Mistake #2: *Not appreciating that people throughout the organization have different reactions to change*.

Lesson Learned: Some people are naturally more "change-adept." We need to spot and encourage the early adaptors -- and we need to develop change-adept employee profiles to better understand how to develop these qualities throughout the organization. Change-adept people are naturally happier in their work because they have come to terms with a world that never stays the same. They move with today's chaotic workplace, rather than fighting it. They are energized by, and actually thrive on, change. The change-adept are not necessarily more competent than their co-workers, but they have distinct advantages in the attitudes they hold and the strategies they adopt. Change-adept professionals build greater resilience and not only survive, but flourish in changing times. There are five factors that determine which individuals deal successfully with change.

1. **Confidence**. Confident people are self-motivated, have high self-esteem, and are willing to take risks. Quite simply, they know how good they are.

2. **Challenge**. With any change, the danger of possible reversals coexists with incredible opportunities for personal and professional success. Leaders need employees to be excited by the opportunities in change. When change-adept people are asked for verbal images they associate with change, they acknowledge the stress, uncertainty, pressure, and disruption, but they also emphasize the benefits -- the opportunity, growth, adventure, excitement and challenge.

3. **Coping**. Some people are naturally more flexible and better at coping with, and adapting to, a complex, fast-paced reality than others. These individuals take charge of change by accepting responsibility and assuming control. To be successful in chaotic times, the trick is not to brace yourself for change, but to loosen up and learn how to roll with it. In your organization, strategies will be planned, announced, implemented, and then-- right in the middle of execution -- they will all too often have to be altered or aborted because of external changes. What leaders need from employees is the ability to commit to a course of action and, at the same time, to stay flexible enough to quickly alter behavior and attitude.

4. **Counterbalance**. Those who are most resilient not only have a job -- they have a life. Change-adept individuals compensate for the demands and pressures of business by developing counterbalancing activities in other areas of their lives. They engage in exercise programs and healthful eating habits, they cultivate interests outside of business -- sports, hobbies, art, music, etc. -- which are personally fulfilling, and they have sources of emotional support. Because employees with counterbalance have a life that includes both work and recreation, they handle stress better and are more effective on the job.

5. **Creativity.** Buckminster Fuller once said, "Everyone is born a genius. Society de-geniuses them." Change-adept professionals have survived the de-geniusing of society to remain curious, creative, and innovative. You can easily spot creative people in organizations. They are the employees who are constantly seeking ways to improve products, services, or themselves. Typically, they question rules and regulations, and contribute ideas beyond the limits of their job descriptions -- to other functions, to other departments, and to the organization as a whole. These creative employees solicit diverse opinions that generate new thoughts, and they value any business experience that exposes them to new knowledge and skills.

Mistake #3: Treating transformation as an event, rather than a mental, physical and emotional process.

Lacking "emotional literacy" we disregarded the wrenching emotional process of large-scale change -- and when we began to address the emotional component, we underestimated its depth.

Lesson Learned: Large-scale organizational change usually triggers emotional reactions -- denial, negativity, choice, tentative acceptance, commitment. Leadership can either facilitate this emotional process or ignore it -- at the peril of the transformation effort.

Mistake #4: Being less than candid.

Under the rationale of "protecting" people, we presented change with a too positive "spin." And the more we "sugar-coated" the truth, the wider the trust gap grew between management and the work force.

Lesson Learned: Communicate openly and honestly. Today's employees are demanding it. Not everyone will thank you for your candor, but they will never forgive you for anything less. Open and honest communication goes beyond simply telling the truth when it's advantageous. You need a proactive, even aggressive, sharing of everything -- the opportunities, the risks, the mistakes, the potentials, the failures -- and then inviting people in to work on these challenges together.

Mistake #5: ***Not appropriately "setting the stage" for change***.

All too often, change was announced in an environmental vacuum, with little reason or rationale for what the organization was trying to accomplish and how this change fits into the corporate vision.

Lesson Learned: To prepare employees for success, we must give them pertinent information about demographic, global, economic, technological, competitive, and industry trends. People need to know the vision, goals, and strategy of the company. They need to understand the financial reality of the business and how their actions impact that reality.

Mistake #6: ***Trying to manage transformation with the same strategies used for incremental change.***

Lesson Learned: Incremental change -- continuous improvement, etc. – is linear, predictable, logical, and based on a progressive acceleration of past performance. Transformation is none of these things. Transformation is a redefinition of who we are and what we do. It's often unpredictable (responding to unforeseen circumstance, challenges and opportunities), illogical (demanding people and organizations change when they are the most successful), and most importantly, in a transformative change, our past success is not a valid indicator of future success. In fact, our past success may be our greatest obstacle.

Mistake #7: ***Forgetting to negotiate the new "compact" between employers and employees***. The result was that people knew what they were losing, but didn't have a clear picture of what to expect in its place.

Lesson Learned: A new kind of relationship, grounded in mutual trust and respect, is emerging between employers and employees. This new compact is developed out of realistic expectations on both sides. It attempts to align the interests of the organization with those of its employees, to share both the risks and rewards of doing business. As leaner companies rely on fewer employees to shoulder more of the work, the developing relationship between company and worker is changing from paternalism to partnership. Companies owe it to their work force to aggressively pursue new ideas, products, services, markets, and customers. Employees expect to be treated and compensated fairly, to develop professionally, and to have meaningful, challenging work. In return, employees owe the organization their willingness to participate in personal growth, idea development, customer service, and organizational transformation. Balancing the employee-employer compact is not a matter of adding more items to one side of the balance sheet or eliminating some from the other side. Increasingly, it is a matter of finding items that are of value to both the employer and the employee.

Mistake #8: ***Believing that change-communication was what employees heard or read from corporate headquarters*.**

So we focused our attention on speeches, newsletters, videos, and email -- only to find out that, from an employee's perspective, the kind of communication that impacts behavior is 10 percent "traditional" vehicles, 45 percent organizational structure (whatever punishes or rewards) and 45 percent management behavior.

Lesson Learned: A communication strategy that is not congruent with organizational systems and the actions of leadership is useless. Corporate leaders are beginning to learn the importance of behavior-based communication as a requirement for leading discontinuous change. Organizations send two concurrent sets of messages about change. One set of messages goes through formal channels of communications -- speeches, newsletters, corporate videos, values statements, and so forth. The other set of messages is "delivered" informally through a combination of "off the record" remarks and daily activities. For today's skeptical employee audience, rhetoric without action quickly disintegrates into empty slogans and company propaganda. In the words of Sue Swenson, CEO of Cricket Communications, "What you do in the hallway is more powerful than anything you say in the meeting room."

Mistake #9: ***Underestimating human potential*.**

And when we underestimated potential, we wasted it. This was our worst mistake.

Lesson Learned: Trust in the innate intelligence, capability, and creativity of your employees -- and people will astound you. In the Industrial Age, companies squandered immense amounts of human potential on mindless, repetitive tasks and meaningless paper work. It never occurred to leaders in those days that their assembly-line workers had the know-how to go home and rebuild entire car engines, that their "lowly cashiers" easily negotiated complicated bank loans for their families, or that their "pretty little stenographers" were perfectly capable of chairing PTA meetings, managing household budgets, organizing charity drives, sitting on hospital committees or running complex volunteer organizations in their spare time. Today, in the post-industrial Information Age no company can afford to waste human capital so rashly. Every talent, every idea, every skill is needed urgently if companies are to survive. The potential of the work force really is the company's greatest asset.

Leading and Managing Change

Managing change has become the "silver bullet" in seeking the final component of successfully managing strategy, process, people and culture. Few people will argue with this statement, but fewer still will say their organization does a good job at managing those changes. Managing change well is a continuous and ongoing combination of art and science that asssures alignment of an organization's strategies, structures, and processes.

A growing number of agencies are undertaking the kinds of organizaional changes needed to survive and prosper in today's environment. They are streamlining themselves and thereby becoming more nimble and responsive. They are involving employees in key decisions. They are taking initiative in innovating and managing change, rather than simply reacting to what has already happened.

Consider the following six practical aspects of any change process:

1. **Do No Harm** – Too often, and with the best of intentions, managers change on facet of the organization without regard for the whole system. All parts of an organization are connected directly or indirectly and tinkering with one component exerts tension on other parts.

2. **All Change Involves Personal Choice –** Change is more oftened resisted than supported because people rarely are given the chance to understand the reason for the change. No one bothers to explain to the the "why." Few organizations spend time thinking about "What's in it for the employees?" that is, individuals must believe that it is in their own best interest to do things differently.

3. **The Relationship Between Change and Performance is Not Instantaneous –** As far as human beings are concerned, there is no such thing as instantaneous transformation. As a result, asking an organizaion to change (or telling the people in the organization to change) without giving them resources to do so is a fool's errand? "Turning the organization on a dime" or "pulling the organization through a knothole" are metaphors that do no justice to the process of change. Worse, such wrenching procedures can create cynical attitudes amongh employees. Change often involves time and opportunity to learn.

4. **Connect Change to Business Strategy –** Change for change sake is a recipe for failure. The notion of "If it is not 'broke,' break it and improve anyway" is a waste of scarce and valuable resources. Change should only be pursued in the context of a clear goal.

5. **Involvement Breeds Commitment –** Few principles in the management of change are as well documented or understood as the idea that involvement breeds commitment, yet organizations continue to ignore this principle. Managers who do not involve their workers in decisions that affect them run the risk of stalled change efforts. "But it takes too long," is the most common complaint and source

of resistance to the involvement imperative. But what is the cost of failed implementation because you went too fast?

6. **Any Good Change Effort Results in Increased Capacity to Face Change in the Future** It is one thing to "install" a change, but it is a quite different notion to implement change in such a way that the organization is ore capable of managing change in the future.

Address and reduce the fear of change. Recognize that people will complain about change. It is just human nature. It is your job to identify whether people are **complaining for the sake of complaining or whether they have valid concerns.**

There are three levels at which people are invovled in change:

1. Aware of;
2. Accepting of
3. Committed to

For change to be successful you need a lot of pigs (commited people)

Have clear expectations – As you manage change in the workplace it is important to:

- Get people to think and act like owners of the change
- Involve employees (study groups, think tanks, etc.)
- Create a clear tomorrow
- Empower your people by rewarding the 'right' behavior

Staying on Top of the Change Process

Engaging workplace change can be an unpredictable experience because processes and people evole in diverse ways as they undergo change. No two individuals will respond in exactly the same way to workplace changes. In the same way, identical changes implemented in multiple areas can produce distrinctly different outcomes.

These tips from Dale Carnegie show you how to stay on top of the change engagement process by thoroughly preparing for it, while allowing for various outcomes. These tips allow you to take a structured approach to organizational change and still maintain flexibility.

1. **Motivation for Change –** Change begins at the point where the organization finds a motivation for change. Sometimes external issues drive the change and other times, internal forces drive the change.

2. **Analyze the Situation** – As the organization becomes progressively more motivated to change, leadership undertakes a thorough analysis of the risks and opportunties associated with proposed change.

    - What are the potential gains in undertaking the change?
    - What are the costs?
    - What are the risks of making the change?
    - What are the risks of not making the change?

3. **Plan the Direction** – Once an organization determines that opportunities outweigh the risks of making the change, it develops a plan for change implementation. Many organizational change initiatives fail because of lack of careful, thorough planning. In this step, the stage is set for theultimate success or failure of the change. Key elements of the plan must include:

    - Planning for the impact of the change on individuals who will be most affected
    - Planning for the impact of the change on the systems within the organization that will be most affected
    - A step-by-step plan for integrating the change into the organization
    - A review plan to measure the success of the proposed change

4. **Implement the Change –** Depending on the type and scope of the change, implementation within the organization may be gradual or abrupt. The team's most critical role in this step of the change process is to maintain open, honest lines of communication with each other.

    - Define individual responsibilities
    - Announce and launch the change
    - Adhere to timetables
    - Promote the anticipated benefits of the change.

5. **Review the Direction** – Once the change has been implemented in the organization, you should monitor the outcomes of the change. As team members in a changing work environment, you cannot assume that the change will evolve exactly as planned or that every individual affected by the change will react as anticipated. Your role is to observe review checkpoints that will reveal whether the change is working as anticipated and is producing the desired results.

    - Extablish ways of measuring results
    - Communicate criteria for successful change outcomes
    - Coordinate the gatheriing and measuring o change effects
    - Inform key team members consitently during the review process

6. **Adopt** – When you have reviewed the chane implementation and found it to be succeeding as planned, the organizatio adopts the change and it becomes part of the new organizational norm. The review process if not terminated, but it transitions to the ongoing monitoring of the changed within the organization.

    - How well is the change meeting planned outcomes?
    - How well have you adjusted to the new status quo?
    - What aspects of the chage have not met expectations?
    - What is your role in making those aspects more successful?

7. **Adjust** = If the review process concluded that the change is not working as planned, you should adjust the change implementation. Assuming that the organization executed the change analysis and plan accurately, you should be able to adjust the implementation of the organizational change to achieve your desired results.

    - Determine where the outcomes are falling short of your plan.
    - Engage key individuals in dtermining adjustments that need to be made
    - Keep the lines of communication open with everyone involved
    - Make adjustments to the review process and to the change implementation

17 Ways To Survive Your Company's Reorganization, Takeover, Downsizing, or Other Major Change.

By Morton C. Orman, M.D.

Many companies today are under intense economic pressure. Reorganizations, takeovers, mergers, downsizings, joint ventures, and other major changes are extremely common, as companies try to grow and survive.

These changes present new challenges and demands for everyone, from the C.E.O to the telephone receptionist. All members of the organization must therefore learn to cope with change or suffer consequences.

When change is not handled well, additional loss of jobs can occur. In addition, demoralization of the work force; increased worker turnover; decreased cooperation and teamwork; and increased levels of stress, anxiety, absenteeism, illness, and mistakes can follow.

The purpose of this Special Report is to highlight eighteen principles that are useful for coping with organizational change. While all eighteen of these principles may not apply to your situation, please read through the entire list to find those that do appeal to you.

1. BE PREPARED FOR CHANGE

Change is--and always has been--an inevitable part of life. In today's climate, however, the pace of change has definitely increased.

Since most people normally hate to go through change, you can easily understand how today's pace of change can be stressful for many employees.

Most of us prefer established routines. We like to feel secure, stable, and familiar with our responsibilities. The one thing we hate most is uncertainty--uncertainty about our jobs, our future, our status in the organization, the role we are expected to play, and what other changes might be coming down the pike.

Thus, instead of fearing change, resisting it, or hoping it won't ever happen to you, it's much better to prepare yourself mentally for the inevitable changes that are likely to occur.

Start today by imagining how you could cope with sudden, massive change. Think about likely scenarios and then brainstorm, on your own or with others, about how you might best respond.

Assume that the "rug could get pulled from beneath you" at any time. Then, if this happens, you won't be caught off guard. You'll already be psychologically and emotionally ready.

If the changes never come, you'll still be better off. Having prepared yourself in advance will enable you to feel much more confident and secure in your normal day- to-day activities.

2. EXPRESS SADNESS, LOSS, ANXIETY ABOUT THE FUTURE

When change does occur, don't pretend it isn't painful. Yes, change can bring new opportunities for personal growth, accomplishment, and organizational success. But it also causes feelings of sadness, loss, and anxiety about the future. These are normal human responses.

When people get laid off or fired, everybody hurts. We feel for our friends and coworkers. We empathize with their pain, anger, and sadness. In fact, we may have our own similar feelings to deal with, as new demands and responsibilities suddenly come our way.

When people get promoted, when organizational relationships change, or when our own job responsibilities become altered, there is a normal reaction of sadness, anxiety, and loss.

One of the worst things you can do when this happens is to pretend everything is "just fine." Even if you agree intellectually that the changes are necessary, emotionally you still may have some painful, negative reactions to deal with.

Unfortunately, today's business culture has little regard for honest human emotions. Expressing or even acknowledging negative feelings is considered "inappropriate." Workers are expected to be upbeat, positive, and "team players" all the time. While this is a laudable goal, there should also be room for people to express heart-felt negativity as well.

Truly enlightened business leaders know this. During times of significant change, they actively solicit negative feelings from their workers. They know that denying these feelings or trying to suppress their expression will only make things worse.

3. WATCH OUT FOR UNREALISTIC EXPECTATIONS

Unrealistic expectations can be a tremendous source of stress and unnecessary suffering. Unfortunately, when organizations undergo downsizings, restructurings, or other major changes, a whole host of unhealthy, unreasonable expectations frequently arise.

Upper management may expect, for example, that increased productivity will quickly occur, even though the work force has been seriously reduced. Or, management may expect they can impose any changes they want, without consider-ing how employees feel about them.

Employees, on the other hand, might expect that management should always act in a caring and compassionate manner. They might expect better communication from company leaders; more sensitivity to their feelings and needs; or more respect for their health, well-being, and family responsibilities.

While all of these things may be important for good employer-employee relationships, to expect them to be forthcoming from management (without encouragement from the rank-and-file) is to invite disappointment, resentment, and low morale.

4. DON'T LET YOURSELF OR OTHERS BE ABUSED

During times of change, it is common to let yourself and others be easily abused. When workers have been fired or laid off, there is a natural tendency to wonder if you might be next. This climate of fear might prevent you from speaking up forcefully when excessive or unreasonable demands are placed upon you. Anxiety quickly spreads throughout the entire workforce, making it even more difficult to obtain support for questioning unreasonable company policies.

But sometimes, questioning policies is healthy and appropriate. If you feel that you or fellow workers are being unfairly abused, try to tactfully broach this subject with your immediate superiors. Try to do this in a way that isn't offensive or that doesn't make you appear to be lazy, uncooperative, or unwilling to do your share. Yes, there is always a risk when you make such a move. You could easily get fired or be branded as a troublemaker. But if you truly have your company's interests at heart, you may be able to negotiate a more fair and humane work environment for all concerned.

After all, if the remaining workforce is angry and demoralized, how could this possibly be good?

5. ACKNOWLEDGE ANY INCREASED PRESSURES, DEMANDS, OR WORKLOADS

One of the biggest mistakes most companies make when they downsize or restructure is they fail to acknowledge the increased pressures, demands, and workloads that temporarily fall upon remaining employees.

Sometimes, retained workers are asked to do the work of two or three individuals with little appreciation or acknowledgement. Their salaries are not increased commensurately or perhaps even at all. The resources made available to them are often very lean or nonexistent. While at the very same time, the demands on their productivity might be significantly increased!

All of this could occur without even a word of thanks or gratitude from the company leaders who ultimately benefit from such an arrangement.

Whether your company realizes how short-sighted this failure of recognition is, you don't have to compound this mistake. Be sure to regularly acknowledge to yourself and to your coworkers if your responsibilities have been substantially increased. While it may take time for you to successfully readjust, always strive to acknowledge whatever is true for you at the moment.

Discuss your feelings with your family, friends, and loved ones. Consider discussing them with your superiors, if you think this would be appropriate. Just don't make the mistake of suppressing your feelings, denying them, or pretending they aren't really there.

6. PROTECT YOUR LEISURE TIME

When companies undergo change, there is usually plenty of extra work to be done. Suddenly, people begin working through their lunch times. They can't find time to play golf, take a vacation, or even travel to their local fitness club. They begin to come home later and later in the evening, and they often find themselves back in the office on weekends and holidays.

This is a very dangerous pattern to fall into. It can easily grow into a generally accepted mentality. Remember, just because everybody else in your organization starts acting insane, you don't have to go along.

Fight against this common trend by protecting your leisure time, as best you can. Realize that during times of change and increased stress, it's actually more important to get away from your job and have some time each day for yourself. That way, you'll be refreshed, energetic, and much more productive than all those people who spend all their time on the job.

7. DON'T IGNORE YOUR FAMILY

In addition to maintaining time for yourself, it's also important not to forget your family. Spouses, children, and other family members can be excellent sources of emotional support when times are tough at work. But they won't be in a very loving or supportive mood, if all you do is neglect them in favor of your job.

Sure work often takes priority, but you family should be elevated to an equal priority as well. If you put too much emphasis on just one of these areas, and neglect the other, you're eventually going to find yourself in trouble.

8. DON'T TURN TO ALCOHOL, DRUGS, FOOD OR OTHER CHEMICAL COPING STRATEGIES

During times of increased stress, people often look for rapid and easy means of symptom relief. Headaches, muscle aches, nervousness, irritability, and sleep disturbances can all be very disturbing.

Please avoid the temptation to use alcohol, drugs, or other chemical coping methods to obtain relief from these common symptoms. Also watch out for tendencies to overeat, skip meals, or drastically alter your diet in response to increased pressures or an expanded work load.

While most of these coping strategies can make you feel better in the short run, they each have serious (sometimes even fatal) long-term consequences.

It's always better to use natural, non-chemical coping methods. Try to exercise more, communicate more, and set time aside each day to relax. Don't deprive your body of sleep or proper nutrition. You'll need both of these to cope with the many new demands that you might face.

If your symptoms don't respond to these natural measures, or if you feel yourself turning toward alcohol, drugs, or other harmful behaviors, DON'T GIVE IN. Pick up the phone and make an appointment with your doctor or other trusted health professional. Be totally honest about your problems and listen carefully to what they recommend. If you don't have a family doctor, get one. Whatever you do, don't succumb to taking the easy way out.

9. REMAIN UPBEAT AND POSITIVE

Even though you may be feeling stressed, angry, or scared about your future, you still need to remain upbeat and positive in most things you do. When organizations change, the climate should remain positive, even though individual members of the organization may be having all sorts of negative or uncertain feelings.

I know this sounds contradictory, but it's not. Acknowledging any negative feelings you might be harboring actually improves your ability to remain upbeat and optimistic! When you're willing to look at all sides of your company's reorganization or change, your ability to notice the positives, as well as the negatives, improves. Then you can choose to focus on the positives, rather than dwell on the negatives.

Please be clear about this very important point. I am not saying you should "pretend" you are upbeat when you are really feeling down. What I am saying is that if you force yourself to tell the whole truth, you'll see both the positive and negative aspects of any major change. This expanded perspective alone will almost always help you feel more positive and upbeat, without having to deny your feelings to the contrary.

You can then use your powers as a creative human being to focus on just the positives (and help others in your organization to do the same) because you know from past experiences that this is a wise thing to do.

If a few key people in each organization or department take on this role as a positive emotional leader, it will quickly spread to other employees as well. If nobody steps forward to remind people of the truth, it's easy for company employees to remain stuck in a chronic state of negativity.

10. GET CREATIVE

One of the best ways to cope with organizational change is to "rev up" your natural powers for creative intervention.

Most problems are amenable to creative, innovative solutions. The only thing that usually keeps these solutions from arising is our own internal barriers and self- imposed restrictions.

Creative problem solving always involves risks. Proposing a new idea invites criticism from others. What if the idea fails? What if business losses occur? What if things end up worse than before?

You've got to be willing to accept such risks if you're going to be free to think creatively. Trust yourself and others around you to recognize any really horrible idea before it gets implemented. Then give yourself permission to swing out and think creatively--allowing any and all ideas to come to mind. Many companies have regular "brainstorming" sessions for just this purpose. During times of reorganization and change, these creative sessions are very important. Time should be set aside to make them a common occurrence.

11. EXPAND YOUR VALUE

When times get tough and people are being laid off, remaining workers become very fearful. Instead of worrying or losing sleep over the possibility you might be let go, why don't you go into action and stack the deck in your favor.

How? Very simple. Just make yourself incredibly valuable to your company. Offer to take charge of some problem or project that isn't working. Contribute creative ideas to appropriate people in the chain of command. Become very interested in the problems your boss and company owners are facing, and see how you can help them out. Stop worrying about yourself and your future and get busy helping your company grow and prosper.

What's the worst that can happen? You might still might lose your job, but look at the bright side. You can take all that energy, drive, commitment, and creativity to your next place of employment.

Who wouldn't be delighted to find an employee like that? It's a win-win situation for you, no matter what happens.

NOTE: Give serious thought to using this strategy even if times aren't tough and your company isn't downsizing. Then, when the first wave of employee cut backs occurs, hopefully you won't be among those let go.

12. CELEBRATE YOUR ACCOMPLISHMENTS

In the world today, most people tend to focus primarily on problems, mistakes, and obstacles to future agency goals. We rarely take time to celebrate our accomplishments.

Do we take time to celebrate the tremendous effort everyone is putting in? You'd be surprised how much of a difference this can make. You don't have to spend a lot of money or hold a gala event. You can have small, spontaneous celebrations any time you choose.

If you are creative, you can find all sorts of ways to acknowledge and uplift your co-workers. You could even throw a "party" every once in a while to celebrate and acknowledge your boss!

13. IMPROVE LINES OF COMMUNICATION

In general, the more "crazy" and chaotic your work situation becomes, the more you need good lines of communication. In fact, much of this "craziness" is directly caused by ineffective communication.

Everyone must communicate more actively when organizations undergo change. This includes the boss, the CEO, and even the Board of Directors. It also includes middle managers, clerical staff, and other agents and employees.

More meetings, not fewer, will probably be needed. When employees and managers are nervous, worried, and pressured, they have increased information needs. They deserve to know what's really going on and what is being planned for the future. If you don't supply these answers to them, they will make up ones on their own. Often, they will imagine the worst, when in fact, there may be very good reasons for hope and optimism.

Evaluate your organization's communications needs and game plan. Talk to employees to see what communication needs they have. Find out what forms of communication they would find most helpful. Above all, realize how important and necessary good communication is in coping with the stress of major organizational change. But make sure communications are honest, sincere, respectful, and open- ended.

14. BECOME MORE EFFICIENT

In addition to increasing your value to the company, you'll need to find ways to become more efficient. As organizations change and evolve over time, improvements in efficiency almost always coincide.

After all, if you're going to take a leadership role, if you're going to handle bigger responsibilities, and if, at the same time, you're going to look for added ways to increase your value to your company, you are going to have to get more efficient or suffer a nervous breakdown.

Fortunately, efficiency can be learned. There's an almost endless capacity for human beings to improve upon the way they do things. Whoever said "necessity is the mother of invention" spoke the truth. When you have so much work to do that you can't handle it anymore by using your present strategies and routines, you will quickly become an innovator.

15. LEARN FROM THE EXPERIENCES OF OTHERS

Two very common mistakes people make when undergoing organizational change are: 1) they try to cope on their own; and 2) they fail to benefit from the experiences of others.

With the rapid pace of organizational change today, thousands of people have faced circumstances similar to yours. Some of your friends, relatives, and other acquaintances have probably struggled with similar difficulties.

Talk to these experienced people. Pick their brains. Find out what other people in similar companies are doing to deal with downsizings or expansions. Read books and articles. Listen to audiotapes on coping with organizational change. Attend lectures and workshops given by prominent people locally or around the country.

Get involved. Get creative. Learn from others' mistakes and successful solutions. Don't just sit there and suffer quietly. Reach out for support and you will eventually find it.

16. RISE TO THE CHALLENGE

Instead of viewing your particular situation as a problem, see if you can view it as an exciting challenge instead. Remember, change is inevitable, but being stressed by change is not. It all depends on how you look at change and how you choose to respond to it.

In every organization undergoing change, some people rise to the challenge, while others don't and get left behind. Which group do you want to be in? Think about it seriously. You've got the power and ability to end up in either one.

17. NEVER BECOME COMPLACENT

Once you've survived and successfully adjusted to a major organizational change, avoid the trap of becoming complacent. Future changes will probably occur, and you should be prepared for them--emotionally, physically, and also financially.

Keep developing your skills and enhancing your value to the company. Learn to do as many jobs as you can. Take on a leadership role in having your agency be successful. Take pride in helping others below you. And always let your superiors know you are ready and willing to help out whenever the need might arise.

Changes, Challenges, and Choices

There is not doubt that these are challenging times for our state and city governments and for those who work in it. Did you ever notice how some folks eagerly take on new changes, chaeelenges, and chocies while others seem to back out, hide out, and burn out during the same times? Research shows that the difference between those who thrive and those who "dive" often depends on three characteristics: **commitment, control, and challenge.**

Those with a sense of **commitment** are first knowledgeable and aware of who they are, what they believe in, and what goals they have. They are able to articulate these and willing to change them based on new insights. Second, they live their life in congruence with their goals and beliefs. In short, they do what they believe and believe in what they do.

The characteristic of **control** is defined by the ability to realize that there are some things we have control over and some things we do not. Those who thrive are able to focus their energy on those thing sthey do have control over rather than futilely trying to change things they have no contol over. "Circle of Influence vs. Circle of Concern"

The third characteristic, **challenge,** is exemplified by those who possess a certain level of vigor, a willingness to learn and try new things, an ability to work through problems, a knack of finding alternative solutions, and an understanding that "If I fail in what I do, I have not failed in who I am."

For a sense of challenge we need to cultivate professional "special friends." We all have one or two special freinds in our perosnal lives with whom we can be perfectly honest and from whom we can get honest feedback. They help us learn about ourselves and become more self-aware. We need to do the same in our professional lives - if not with one special friend, then with a professional support group.

Each day, each week, each month we need to take a brief timeout - a sort of "stretch break" - with the purpose of evaluating how our current activities jive with our current goals. Doing so gives a change to redirect our activities and be better able to fell that what we are doing is congruence with what we believe or what we have set for goals.

If we want to have a better sense of control, then we also need to have a better sense of humor. Humor helps us physiologically, psycholologically, and emotionally. We can maintain our sense of humor by seeking out others who have a sense of humor. We can force ourselves to do those things which, at the moment we may not feel like doing, but nonetheless, we know we will enjoy. The responsiblitity to keep the humor battereis charged is ours.

We can maintain a better perception of control by maintaining a better sense of perspective. It is tempting to try and convince ourselves and others that the trying times or issues we are facing are the most catastrophic. Yet, by doing so, we cause ourselves to feel powerless to deal with them. We need to ask ourselves how awful the current situation is compared to how awful it could be. We have much more control than we realize we do. The key is to use it. We can feel as controlled by our own habits, rituals, routeines, etc. as we can by any outside force, yet we have complete contorl over these. Either use the control or lose th control.

To maintain a sense of challenge we need to maintain our creativity, for creative people cope with trying times and change more successfully. We can give ourselves permission to be creative and seek out those who are creative in order to produce a synergistic effect as we build off eahc other's creativity. By constantly looking for alternatives verses a single "magic" answer we can learn to think of myriad of things we could do instead of merely the one thing we "should" do. Maintaining a sense of challenge includes a willingness to take risks. We need to practice the skill of risk taking like we do any othe skill. Doing so teaches us that the world will not end should we not be completely successful, and when we do succeed that the perceied "danger" is often much greater than the actual danger.

Finally, we can help maintainour sense of challenge by continuing to learn. Learning is a naturally invigoating experience. It allows us to experience people, places, events, etc. that we have never expereinced before.

It is said that mental health is not the absence of problems, but rather the ability to deal with problems. The same holds during these times in state/county/city government. Being able to continue coping as indivduals and as a government means being able to:

1. Maintain a sense of commitment to who we are and what we are doing;
2. Maintain a perception of control verses the misperception that we are being controlled; and
3. Foster the characteristic of challenge and vigoousness rather than clinging to the status quo

Remember, without change we grow stagnent. Embrace change

<u>The Handwriting on the Wall</u>

Change Happens

Anticipate Change

Monitor Change

Adapt to Change Quickly

Enjoy Change

Be ready to change again quickly and enjoy it again & again

The Stress of Organizational Change

Mistake # 1: Expect someone else to reduce your change stress.
- Put yourself in charge of managing the pressure of change.

Mistake # 2: Decide not to change
- The organization is going to change – it must – if it is to survive.
- Invest your energy in making quick adjustments

Mistake #3: Act like a victim
- Accept fate, and move on
- Do not yield to the seductive pull of self-pity

Mistake # 4: Try to play a new game by the old rules
- Study the situation intently
- Figure out how the game has changed, how priorities have been reordered.

Mistake # 5: Shoot for a low-stress work setting
- Do not fall into the trap of believing there is such a thing as a low-stress organization

Mistake # 6: Try to control the uncontrollable
- Ask yourself does the struggle make sense
- Stay in your circle of influence not your circle of concern

Mistake # 7: Choose your own pace of change
- March to the cadence that is being called by the people in charge

Mistake # 8: Fail to abandon the expendable
- Reengineer your job. Eliminate unnecessary steps

Mistake # 9: Slow down
- Speed up. Cover more ground

Mistake # 10: Be afraid of the future
- Now is the time for serious mind control
- The best insurance for tomorrow is to make the most productive use of today

Mistake # 11: Pick the wrong battles
- Pick battle big enough to matter, small enough to win

Mistake # 12: Psychologically unplug from your job
- Fall in love with your job and keep the romance alive
- Do not let the stress of change drive a wedge between you and your work

Mistake #13: Avoid new assignments

- Stretch yourself today so you will be in better shape tomorrow
- Reach for new assignments that broaden your experience base

Mistake # 14: Try to eliminate uncertainity and instability

- Develop a greater tolerance for constant changes in the game plan

Mistake # 15: Assume "Caring Management" should keep you comfortable

- High stress and heavy pressure may provide the best prrof that management's heart is in the right place.

Take personal responsibility for managing the stress you feel regarding change

CHANGE MANAGEMENT MATRIX

Plot in each column where the organization stands and then try to make progress by moving up the matrix in a straight horizontal line, targeting the weaker areas first.

Awareness ⇨ ***Interest*** ⇨ ***Desire*** ⇨ ***Action***

Pressure for change	Clear shared vision	Capacity (resources)	Action (and performance)
3 Policy and action plan in place Regular reviews Active commitment from top management	3 High level of awareness and support at all levels Staff highly motivated	3 Resources (staff and funding) routinely committed Cost savings re-invested for further improvements	3 Action being taken and embedded throughout the organization Monitoring and reporting of progress
2 Policy agreed and communicated to all staff	2 Representatives from all levels of management chain involved in planning process and drawing up action plan(s) All staff given opportunity to make an input	2 Key staff working on plans and projects. Staffing and funding needs identified and resources becoming available	2 Wider engagement across the organisation 'Low-cost' and more 'no-cost' measures implemented
1 Board level "champion" appointed Drafting of policy	1 Key and supportive staff identified for assisting in drafting policy, taking action, and driving the process	1 "Champion" appointed at middle management level (to support the Board's "Champion"). Training & development needs assessment	1 Commencement of action at some levels of the organisation. Some 'no-cost' measures implemented
0 No explicit policy 'Business as usual', no forward planning Lack of consistent leadership & responsibility (buck passing)	0 De-motivated staff kept in the dark No communication. General mistrust	0 No investment. High stress levels in over-worked and under-valued staff No training & development	0 Zero action (or limited to crisis management)

New Perspectives in Policing

JULY 2012

HARVARD Kennedy School
Program in Criminal Justice Policy and Management

NIJ
National Institute of Justice

Police Leadership Challenges in a Changing World

Anthony W. Batts, Sean Michael Smoot and Ellen Scrivner

Executive Session on Policing and Public Safety

This is one in a series of papers that will be published as a result of the Executive Session on Policing and Public Safety.

Harvard's Executive Sessions are a convening of individuals of independent standing who take joint responsibility for rethinking and improving society's responses to an issue. Members are selected based on their experiences, their reputation for thoughtfulness and their potential for helping to disseminate the work of the Session.

In the early 1980s, an Executive Session on Policing helped resolve many law enforcement issues of the day. It produced a number of papers and concepts that revolutionized policing. Thirty years later, law enforcement has changed and NIJ and Harvard's Kennedy School of Government are again collaborating to help resolve law enforcement issues of the day.

Learn more about the Executive Session on Policing and Public Safety at:

NIJ's website: http://www.nij.gov/topics/law-enforcement/administration/executive-sessions/welcome.htm

Harvard's website: http://www.hks.harvard.edu/criminaljustice/executive_sessions/policing.htm

Introduction

Effective police leaders become adept at responding to challenge. Like other organizations, police agencies must balance constancy and predictability with adaptation and change. Even as they strive to standardize operations, most police leaders recognize the fluid context in which their agencies operate. They also understand that there are forces to which police organizations must adapt and evolve in order to remain effective in a changing world. It is those forces that drive organizational change and create new models for conducting the business of policing.

Several of the papers written in conjunction with the Executive Session on Policing confront these forces for change. Bayley and Nixon (2010) describe "the changing environment" for policing, including the rise of terrorism, new patterns of immigration, and increased accountability for police. Gascón and Foglesong (2010) describe the new budget realities that shape police agencies and challenge the premise of public policing. Other papers confront the changing dynamic between the police and research (Weisburd and Neyroud, 2011; Sparrow, 2011) and the idea of a "new" police professionalism to respond to changes in the context for policing today (Stone and Travis, 2011; Sklansky, 2011).

This paper builds on the discussion of forces for change in police organizations. Our central thesis is that policing, like other industries, faces an urgent need for a new way of managing and leading police agencies that is being driven by two interdependent shifts in the world of work: the rise of a "new generation" of police officers; and significant opportunities — and challenges — in the availability of new technology. These two factors are linked to other changes within the broader context of policing, such as globalization, heightened budget concerns, the changing nature of crime, and the other forces that bear on the work of policing. By focusing our attention on these two key related changes in the work and management of policing, we hope to shed light on the broader challenges that confront police leaders and police organizations.

Beginning with a brief review of the rise of the traditional organizational model, we examine the new generation of "contemporary employees" and the related use of emerging technology that is integral to the lives of this new generation. We examine their impacts on multigenerational police organizations and conclude with lessons from other management fields as well as suggestions for preparing police leaders to confront the challenges of a changing world within the police environment.

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The Growing Irrelevance of Traditional Organizational Models

The way in which many police leaders manage is linked to the way police agencies are organized. Like most modern work structures, police agencies trace their roots to the first industrial revolution and the industrial organizations that were the foundation of manufacturing industries. Platoons of officers, organized under shift sergeants with a command staff above them, bear a striking resemblance to industrial manufacturing plants and the organization of work on the shop floor. Even the rise of police unions parallels the rise of industrial trade unions, shop stewards and organized labor in other industries. Like the auto assembly plants of Henry Ford, traditional police agencies are characterized by a hierarchical authority structure that clearly distinguishes decision-makers from line staff, emphasizes adherence to principles of structure over flexibility, and prizes uniform operations and interchangeability across staff positions.

Police organizations are further constrained by their reliance on a paramilitary model (Geller and Swanger, 1995) that does not adapt well to external demands for change or accountability. Police unions add to this mix of outdated priorities through work rules and contractual requirements that can be unyielding. Thus, despite substantial gains by police in crime fighting, there is still a widespread tendency to adhere to outdated and ineffective management practices. For example, even the way a department's overall effectiveness is traditionally measured and tracked — typically some aspect of response time or fulfillment of calls for service — lacks relevance to current expectations of and for police.

As police agencies continued to incorporate the management models of the industrial age, the world of work began to shift away from these models. Starting in the late 20th century, driven in part by the need to compete in a global economy, manufacturing organizations have increasingly abandoned the traditional industrial work model and have sought new work structures that maximize efficiency (and profitability) and provide a more flexible structure that is less shackled to antiquated notions of work and management. Capitalizing on a 21st century workforce with skills and expectations that are as novel as the manufactured goods they produce, these new management models pay less tribute to the bureaucratic hierarchy of the old industrial plant and more attention to the inclusion of workers in a broader range of operations and policies. Senge and colleagues (2008) frame this transition as realistically questioning the wisdom of protecting the ways of the past in contrast to creating a different future.

As business and industry have moved away from older industrial systems built on hierarchies, traditions, and formal rules and procedures better suited to another era, police agencies in the 21st century are in need of a similar revolution in their organization, leadership and management models. Two sweeping changes serve as primary drivers for this revolution in policing: the new generation of police officers and an expanded use of technology innovations.

New Generation Officers and Technology Innovations: Drivers of Change in Policing

New Generation Police Officers — Contemporary Employees

Popular literature describes generational cohorts in different ways. Although there tends to be general agreement on the Baby Boomer cohort, labels applied to younger cohorts vary from Generation X and Generation Y to Millennials, Gamers or the Net Generation. Given that all of these cohorts may exist simultaneously within a police department, in this paper, we elected to use the term "contemporary employee" as a way to capture distinctions between this latest generation of officers and all those in the organization who preceded them. Those who hire, train, supervise, manage and lead them comprise the established organization of the police agency made of a mix of earlier generations. Together, these earlier generations have blended fairly successfully within the traditional industrial style of police organizations. Not so the generation of contemporary employees.

Beck and Wade (2004) and Hicks and Hicks (1999) describe contemporary employees as conscientious, unselfish and independent in their thinking while also more tolerant of differences than those of other generations. In contrast to descriptions suggesting that contemporary employees are self-centered with a sense of entitlement, Alsop (2008) describes them as altruistic, wanting to make the world a better place, and interested in making a positive impact in their world. He also characterizes them as highly collaborative, team-oriented, and as having a "hands on" attitude, wanting to be involved and wanting to "give back." Some of their strongest skill sets include the abilities to multitask, articulate career values, understand the capacities of technology and appreciate diversity as strength. We also examined studies from the Pew Research Center (2007) whose findings demonstrate that groups born in the 1980s and early 1990s are more accepting than their elders of issues such as affirmative action, immigration and the appropriate scope of government, as well as far more supportive of an ethnically diverse workforce and responsive to concerns of diverse communities. We see these characteristics as extremely desirable for police officers but the challenge is whether current police organizations can capitalize on these attributes.

Despite desirable attributes, both research and practice describe contemporary employees as often lacking certain essential work attributes. For instance, they may need help with focusing on single issues and seeing projects through to the end. As such, they are strong candidates for mentoring, coaching and training to help them see and reinforce how their place in the organization can help meet their personal goals and objectives. In this regard, meeting their early work development needs will require approaches that are quite different from those of their multigenerational supervisors. Yet, the supervisory group will be key to retaining this younger cohort in the organization by creating a work environment that allows their attributes to flourish. Their retention will be important to the stability of the organization and to future organizational leadership.

Beyond differences in personal characteristics, the contemporary employee also brings lifestyle changes to the workplace that may conflict with traditional law enforcement practices and present challenges to the commitment to 24-7 public safety coverage. These changes include: placing a greater value on balancing work and family, experiencing comfort with questioning authority and challenging the traditional chain of command, demanding ongoing performance feedback, expecting transparency and timely outcome measures that show what is working, and relying on instant feedback from electronic communication and social networking. All these set contemporary employees apart from those who have long subscribed to, or accepted, the paramilitary organizational model and a lifestyle that prioritized work over other elements of their lives.

One way this dynamic can be observed is in the context of collective bargaining. Both unions and managers face a new prioritization of issues and demands based upon the desires of today's younger workforce. Rather than emphasizing the traditional "meat and potatoes" bargaining issue of wages, public safety collective bargaining agreements now often hinge on issues that relate to scheduling, hours of work and overtime. For example, the most recent labor agreements between the city of Chicago and its police unions hinged on the adoption of new scheduling language that incorporated both 10-hour workday and 8.5-hour workday provisions (Rozas, 2008).[1] Similarly, one of the most contentious issues in public safety bargaining across the country has recently become whether, and to what extent, police officers will be compensated for overtime work with time off in lieu of cash. Within the limited context of this issue, a strong difference can be observed between more senior employees' preference for pay versus younger employees' desire to be compensated with time off instead of cash. Further, in response to younger officers' demands for some, if not greater, control over their work schedules some departments have adopted "flexible time" scheduling. Such a concept was unheard of in American policing even 10 years ago.

As would be expected, this new generation differs considerably from those in the ranks at the time of previous Executive Sessions. Whereas we accept that other generations brought new challenges to their organizations, the challenges today seem to be reverberating throughout the private and public sectors, and even the federal government is feeling the impact. Rein (2010) writes that almost one in three new federal workers being hired is 29 years of age or younger and is part of the texting generation. Government personnel specialists see these younger workers as questioning the status quo and reshaping the bureaucracy. They seek to make a difference and to help the government do better, citing response to disasters as but one example.

The full impact of contemporary employees currently remains uncertain and is a topic ripe for research. However, it is clear that they present challenges to police leadership that raise questions as to their influence. Will the new generation, like those before it, need to change in order to fit into the prevailing police culture, or will the traditional structure and the culture of policing need to change? Within that context, does the new generation of contemporary employees present a crisis for policing or an opportunity for fundamental change?

Driver of Change — Technology Innovations

We identify the second primary driver of change in policing as the rise of technology and its influences on organizational behavior, crime trends, individual work behavior and personal life styles. Beyond trends in the economy and shifts in industrial management, changes in American policing are further embedded in social transitions that have been facilitated by innovations in technology. Some examples are seen in the closures of certain types of businesses such as bookstores, record stores, and camera shops; failures of major newspaper companies; and the significant downsizing of U.S. Postal Service operations — all reflecting changes in communication brought about by technology. Other changes have become familiar symbols of modern life such as social media, instant messaging

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[1] See Chicago Police Directive E02-01, Work Day Duty Schedules, effective Jan. 6, 2011, which provides for three primary workday duty shifts for sworn officers, an 8.5-hour shift, a 9-hour shift, and a 10.5-hour shift. All shifts include 30 minutes for lunch. Available online: http://directives.chicagopolice.org/directives. See also *In the Matter of Arbitration Between the City of Chicago and Fraternal Order of Police, Chicago Lodge No. 7,* Case No. Arb. Ref. 09.281 (Interest Arbitration 2007 Agreement), April 16, 2010, pp. 137-146 (Memorandum of Understanding for Work Day Schedules, amended Nov. 13, 2009, effective Jan. 6, 2010).

and blogs, along with Twitter, YouTube, MySpace and Facebook. Conversely, the latter impact systems and present complications for police, as seen in the already strained broadband demands brought about by the marriage of cell phones, televisions, computers, and an inventory of hand-held, portable Web-connected devices that respond to desires for flexibility, speed, miniaturization and electronic efficiencies — trends that are becoming familiar constructs of modern society and embedding technological change into our way of life. But, we also see their influences in other trends such as the recent Occupy Movement activities in cities across the country.

Policing needs to be thinking about how to use these shifts to further its operational and organizational strategies and how to take advantage of the new skill sets brought to the workplace by the cohort of contemporary employees who are comfortable in the "tech" world that is revolutionizing the way people live and communicate. Already we are seeing some organizational changes, such as some police departments now conducting virtual rollcalls where officers obtain pre-shift briefing information via email or mobile data computers. This mode of information transfer, when offered as an alternative to an in-person rollcall, is often the choice of younger officers who are accustomed to, and in some cases more comfortable with, the tech-based mode of communication. But the "electronic" influence goes much further. For instance, three years ago the Los Angeles Police Protective League (LAPPL), the union for the Los Angeles Police Department's rank and file officers, pioneered a Web-based communication system that enabled the union to hold "virtual" membership meetings. The LAPPL created its electronic communication system to engage its younger officers. Several other police organizations that are experiencing the challenge of engaging contemporary employees have followed suit. Other departments have assigned their contemporary employee officers to help manage social media for the department, a phenomenon which becomes even more critical at a time of large demonstrations and major events. Inevitably, departments are seeing the need to develop social media policies that govern the appropriate use of social media by the officers themselves. Creating the right balance of preserving evidence and information while protecting the rights of free speech is becoming a new challenge in many departments.

In the area of crime control, we again see change driven by technology. Internet crime, identity theft, and cyber influences on crimes such as fraud, stalking, bullying and child pornography represent one way that technology is influencing crime trends. Websites that offer ways to access police scanners through live audio feeds to cell phones, and social media used to agitate groups such as flash mobs represent others. Technology is also impacting changes in traditional street tactics and investigations, along with alterations in traditional crime control and prevention activities. For example, although street robberies may decline when people carry less cash, bank online, use debit cards, or buy and sell on websites such as Amazon and eBay, the increasing use of cell phones and other hand-held communications and technological devices presents new targets for street robberies. On the upside, police departments are using their own media outlets to get information to the public about developing crime trends or to seek the public's assistance in solving a problem. Other major developments relate to property crime, which is reported to be decreasing because of these trends. The changes in the investigation of property crimes are particularly apparent in the use of cellular and GPS technology to track and recover stolen cars. In addition, the now familiar presence of surveillance cameras enhances the potential for identifying suspects in many types of crimes as well as their locations, which makes it more difficult for perpetrators of organized criminal activity to operate when they run a greater risk of detection. The converse is the evidence suggesting that future crime trends will demonstrate less localized crime and far greater incidence of crimes perpetrated by international organizations based in foreign countries such as Russia and China (Clarke and Knake, 2010).

As crime goes global, technology will be a primary driver in responding to issues that are far more complex than anything we see today. Accordingly, the generation of the contemporary employee may be central to understanding the changes needed to respond to the shifts we have outlined, shifts that will impact organizations, the nature of crime and work behavior. The most recent developments in technology have been an integral part of the lives of the generation of workers now entering policing. They bring with them a sophisticated understanding of how technology could enhance policing, communications and crime control. Their familiarity with technology may hold the promise of new, more effective strategies to combat an array of both old- and new-style crimes and to promote citizen engagement with the police. However, they could also create new demands on multigenerational police organizations and on police leaders. As drivers of change, the cohort of contemporary employees and the seemingly never ending ways to use technology will result in new ways to think about how police organizations function in a changing world.

Managing Drivers of Change in a Multigenerational Workforce

Many police executives and union leaders developed their careers in earlier times and were influenced by norms established by traditionalist and Baby Boomer cultures. Although these cohorts have initiated enormous change over the past 40 years and are not resistant to tactical and strategic change, tampering with age-old organizational structures, benchmarks for performance, or benefit and reward systems may be hard pills to swallow. Further, in contrast to the private sector, there is no financial incentive to drive changes to traditions. Because they have been trained and educated to survive in a society shaped by industrial markets, some police leaders may question the relevance, as well as the wisdom, of supporting change to fundamental organizational structures based on command and control or initiating practices that prioritize the needs of contemporary employees. Common themes noted when discussing contemporary employees with multigenerational police managers include seeing the new generation as "whiners" who lack understanding of the business and have unrealistic expectations. Leaders often see more negatives than positives and ask whether they are simply babysitting kids who just need to grow up.

We acknowledge that similar comments have been made about previous generations of police officers. However, Harrison (2007) describes the gap between those in charge and those who follow as wider than it has ever been. As a police consultant, he calls on astute police executives to seek ways to bridge that gap and to learn flexibility. His thinking is consistent with what Sullivan (2004) refers to as "clash points" that result from applying traditional work standards to employees who have divergent viewpoints about autonomy and supervision. The focus of these discussions generally applies to new recruits, who are definitely different from those of yesteryear, but whose differences are further compounded by personal lifestyle changes as well as changes in the world around us. All present challenges that need to be considered in order to effect a successful transition to this new era.

Law enforcement has completed one successful transition through their response to the shrinking of quality applicant pools, and those efforts provide an apt illustration of the adage that crisis presents opportunity for change. Applicant shortages documented by Koper, Maguire and Moore (2001) spawned dramatic changes in police recruitment strategies including: use of cutting-edge advertising, marketing and branding new images of law enforcement as seen on the International Association of Chiefs of Police (IACP) website, providing signing bonuses and financial assistance for relocation expenses, and the proliferation of a variety of Web-based recruiting inducements. Because recruiting a diverse, talented, appropriate future workforce has required new methods, some agencies are loosening rigid acceptance criteria and adopting the framework of a "whole person" approach to evaluating candidates (Scrivner, 2005). The next challenge will be to retain those hired in the system and to prevent their being driven away by rigid traditions and fixed structures.

Beliefs that current hiring challenges will diminish because of economic conditions and threats of job loss are becoming less common. Thus, law enforcement will need to maintain a focus not only on recruitment but also on how to retain a new generation of officers within a multigenerational environment. Profiles of contemporary employees sharply contrast with those of the generational cohorts who supervise and manage police departments and, based upon the authors' collective observation and experience, attempts to embed them in a culture that is out of step with their values and needs only tends to alienate them. There is a need to examine further how the police culture can adapt and become more agile while still responding to the ongoing challenges that accompany the expanding complexity of the local law enforcement portfolio. How can it meet demands for calls for service while still engaging the new generation to contribute their knowledge and accept different levels of responsibility? These are not easy tasks because of the multigenerational differences in work ethic and the values endemic to the various generational cohorts that fill police ranks.

Profiling the Multigenerational Workforce

Distinctions of a multigenerational workforce are described in the following profiles of the American worker (1920-1990) (table 1). The profiles show a distinct contrast between earlier generations and contemporary employees.

The profiles suggest how respective values may play out in day-to-day functioning on the job. Although those represented in the traditional profile have long since retired, their ideas and pervasive influence remain embedded in many of the structural and operational parameters of paramilitary public safety agencies. This influence is quite prevalent within police unions, which sometimes struggle to define their value to younger workers who enter the workforce with little, if any, historical perspective regarding wages, rights and working conditions. In fact, one of the greatest challenges facing police labor organizations today is recognizing the assumptions new members have (i.e., that they will receive fair pay, good working conditions and protective rights).

In comparing the generation of contemporary employees with those of the traditional and Baby Boomer groups in policing, it is clear that current generational issues involve more than absorbing new employees with different value systems and learning how to motivate them.[2] Rather, they affect the entire organization and

Table 1. Profile of American Workers (1920-1990)

Traditionalists: Parents born in the 1800s	Baby Boomers: Parents born in the early 1900s	Contemporary Employees: Parents born in the 1950s-1960s
• ***Privacy*** — The silent generation. • ***Hard work*** — Believed in paying your dues. • ***Trust*** — My word is my bond. • ***Formality*** — Formal organizational structure and formal values. • ***Authority*** — Respect for authority. • ***Social order*** — A belief in traditional class structure.	• ***Hard work*** — Value hard work; workaholics. • ***Competitive*** — Value peer competition. • ***Change*** — Thrive on possibilities. • ***Teamwork*** — Embrace working in social settings. • ***Will fight*** — They will fight for a cause.	• ***Entrepreneurial spirit*** — Invest in their personal development rather than that of the organization, yet have a service mentality. • ***Independence and creativity*** — Prefer self-management based on ongoing performance feedback framed as constructive criticism — how to do better in contrast to what you are doing wrong. • ***Information*** — They value lots of information and seek ongoing feedback. • ***Quality of life*** — Hard workers, but would rather find quicker, more efficient methods that give them time for a life outside of the job. • ***Communication methods*** — Social networks, emails, text messaging, short soundbites, and blogs are part of their day-to-day existence. • ***Creativity*** — Creative problem solvers but also see the value of analytic skills to bolster creativity. • ***Skills*** — Adaptable to change and computer literate, research focused, naturally inquisitive, and community oriented.

Sources: Rogler, 2002; Sullivan, 2004; Tulgan, 2000.

[2] This point deserves a good deal of consideration within the context of retention, as contemporary employees tend to place greater emphasis on their individual families, friends and hobbies over work and give far more weight to their own professional development and career advancement than they place on organization or employer loyalty.

challenge those at all levels of supervision and management. Many of the new generation start their careers with higher levels of education than their superior officers, either by holding college degrees or meeting the requirement for two years of college now in place in many agencies. Certainly, top police executives are also better educated and have greater savvy in managing organizations and providing leadership than at any other time in our history. However, in many organizations first-line supervisors and mid-level managers, probably the most multigenerational group in the organization, have not kept educational pace with their superiors or subordinates. These middle managers often remain married to the paramilitary and command-and-control approaches with employees and can present significant barriers to change.

Consequently, as hiring processes and training academies begin to change to meet the needs of the new generation, supervision practices, movement within the organization, and leadership also will need to change. Those changes may be more challenging because they require not only change in practices but also a level of organizational flexibility that has not been part of the command-and-control model embedded in the American policing culture. Although significant progress has been made in police strategies and tactics, American policing still struggles with a 20th century assembly-line mentality that is dominated by command and control and a rules and procedure approach to performance. As such, organizational flexibility is often not considered an asset and may in fact be interpreted as disarray —an easily understood anathema to most police commanders and their political bosses.

It may be easier for multigenerational managers to criticize characteristics and differences in work habits than to come up with constructive ideas on how to respond to the new generation of contemporary employees and the challenges they present. Criticisms that focus only on what is "wrong" may be short on facts and miss the point that contemporary employees bring a lot of what is "right" to the workforce. As such, their strengths need to be acknowledged, rather than trying to force them to adapt to a culture that worked for their predecessors but does not fit for them. In fact, that culture may no longer fit 21st century law enforcement practice or community and citizen expectations. Acknowledging strengths, however, may require first confronting existing perceptions.

A few examples of how perceptions can be altered come from participants of the Executive Session and other forums where the new generation was discussed. The following significant questions were framed as follows:

- Are they a generation that expects to be empowered and makes too many demands for information and feedback? Or, is it equally likely that they are seeking clarification of roles and responsibilities but in ways that are perceived as challenges that make supervisors uncomfortable?
- Do they want an easy, lucrative ride? Or, are they seeking meaningful work and the opportunity to advance?

- Are they risk averse and hesitant to go "hands on"? Or, are they using sensible risk management?
- Do they expect ongoing accolades for work? Or, are they seeking honesty and authenticity from superiors?
- Does their questioning of rules mean actual resistance? Or, do they want to understand the rules and learn the history as to why the rule exists?
- Are we experiencing a knowledge drain due to Baby Boomer retirements? Or, does the new generation bring an infusion of new and diversified knowledge that needs to be exploited?

Focusing on negative laundry lists of what may actually be misperceptions is not productive in any analysis. Instead, police leadership must position itself in a way that affords every opportunity to tap into valuable new knowledge that contemporary employees bring to the workplace. Failure to recognize these opportunities is likely to lead to situations that will impact their retention and could risk losing the best of the next generation of leadership. Nowhere is this more apparent than in the area of how technology is changing policing.

Rethinking Police Organizations and Accommodating Drivers of Change

We have established how new police officers are different from their predecessors and how they have a level of comfort with, and reliance on, technology that can advance the work of the police. How all this merges within the context of an organizational mindset is another matter and presents an important opportunity to begin to rethink police organizations for the future in order to accommodate drivers of change. Within that context, valuable lessons can be drawn from private industry.

Private Industry "Lessons Learned"

The need for support to change organizational mindsets and supervisory practices to accommodate the contemporary employee can be gleaned from recent "lessons learned" in the private sector.

In a Center for Creative Leadership (CCL) survey of those in leadership positions, 74 percent of the leaders believed that the generation of employees currently entering the workforce will place unique demands on their organization. Survey findings strongly suggest that contemporary employees will require businesses to go beyond current organizational norms and to develop "innovational" cultures and changes to business practices that are compatible with changing communication patterns and skills developed in the technology sector (Criswell and Martin, 2007).

Erickson (2010) discusses the need for a new generation of leaders in the private sector and contends that they will face unpredictable challenges in an environment of constant change. She identifies "context creating" leadership activities that reflect core values of the contemporary employee and which future leaders will need to adopt. "Context creating" includes increasing collaborative capacity and working through networks, asking compelling questions to better frame the challenges, embracing complexity and welcoming disruptive information, shaping organizational identity, and appreciating diversity. Although her work addresses leadership needs in the private sector, it is not unrealistic to consider how, as these values begin to shape leadership throughout private industry, they will also influence policing, and how unique conflicts may occur when the core values of contemporary employees begin to intersect with those of others in the multigenerational workforce.

Other private sector lessons relative to organizational change and driven by the contemporary employees include:

- New skills brought to the job have the potential to change organizations. For example, an automotive survey (KRC Research, 2009) of "millennials" examined how they get and use information in their day-to-day lives (social networking, instant messaging, websites, blogs, instant mobile alerts). Survey findings suggested that consumers' desire to be technologically connected has a significant impact on how automobiles need to be marketed to this group in contrast to the types of approaches that were used with their parents.

- Multigenerational supervisory personnel will need to learn how to communicate with contemporary employees, especially about performance-based issues, if they are to be successful in changing behavior.

- Many private companies are implementing supervisor training directed at developing listening and critiquing skills, as well as how to provide more frequent performance feedback and not always at the one-to-one level.

- IBM is urging supervisors not to wait for an annual performance review to give employee performance information. Rather, they encourage supervisors to create ongoing dialogue with employees and to listen to them while using open-ended questions and letting them know what you are learning from them.

- Both IBM and Accenture Ltd. have developed training programs focused on interactive dialogue as part of critiquing skills.

- Ernst & Young has created online "Feedback Zones" where employees can request feedback at any time. They also assign mentors to new employees (Hite, 2008).

- Google is providing online "office hours" where any employee can pitch new ideas. They have also created an "idea listserv" where any employee can suggest or comment on an idea. This, they believe, is moving their organization towards virtual leadership (Criswell and Martin, 2007).

Another CCL online survey of 1,131 global leaders addressed the changing nature of leadership and primary challenges faced by management consumers.

- Among other findings, 65 percent of the respondents believed that there will be a talent crisis in the next five years and identified talent acquisition and talent development as primary needs.

- Also cited were needs for greater emphasis on collaboration for developing a capacity to deal with change and for building effective teams (Martin et al., 2007).

The above are only a few of the examples that show how private sector industries are changing practices to respond to changing needs. Obviously, they do not function within the confines of civil service agencies so some of their more subjective undertakings may not be feasible within the public sector. However, policing can benefit by adopting some of these progressive ideas, particularly those relating to supervisory training and communication skills. Within that context, IACP is starting to include courses on managing this new generation in their training offerings.

Clearly, the best and the brightest of the new generation of contemporary employees need to be retained and groomed for leadership. The case can be made that American policing faces challenges similar to those of the private sector, and that police leadership needs to confront these issues to avoid a critical shortage of effective leaders in the not too distant future. In fact, some police executives have started to do just that and are introducing change in their organizations.

Promising Practices From Police Executives

Despite a dearth of research that specifically addresses this type of organizational change in policing, American policing is not taking a backseat in this new era. In fact, some police leaders have started to make changes that address both the needs and the talents of the new generation, such as involving them in community engagement and problem solving and encouraging use of social media to get realtime information to the public. For example, online electronic communication tools such as YouTube, Facebook and Twitter are being integrated into many government agencies and police organizations and provide new avenues for interacting with the public (Hermann, 2009).

At the administrative and operational levels, substantive changes were described in a Roundtable Discussion on New Generation officers that took place in Seattle in October 2008, sponsored by the Office of Community Oriented Policing Services, U.S. Department of Justice. Of the 25 police executives who participated, many expressed growing awareness of the need to change their systems not only to accommodate employees but also to create more effective organizations. Many are trying new approaches that would have been unheard of just a short time ago.

Police executives participating in that discussion agreed on the following practices:[3]

- Creating new processes for recruit orientation that devote significant time to the "front end" of the system similar to college and professional "first-year experience" programs designed to prevent attrition.

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[3] This information has now been summarized in a document funded by the Office of Community Oriented Policing Services, *Practitioner Perspectives: Community Policing in a Democracy* (Scrivner, 2010).

- A statewide law enforcement training program is currently testing a two-week residential pre-academy orientation that involves team-building exercises, leadership, ethics, fiscal integrity and physical fitness. Although this represents a sizable investment in upfront staffing, the program reports that those who are unsuited for the career generally self-select out before they begin the expensive process of training and completing the probationary year only to walk away from the job.
- Finding ways to allow creative officers to do their best work and encouraging them to use problem-solving approaches and to experiment with technological tools to create more efficient and effective law enforcement responses.
- Examples of initiating internal changes so that the department is more responsive to line officers are reflected in the following:
  - Developing targeted training programs to expose officers to specialized training early in their careers.
  - Creating what one department called "renaissance" officers by equipping them with knowledge, and eventually experiences, in a range of different specialties.
  - Enhancing new officer awareness as to how law enforcement is evolving and the challenges it will present, as well as the opportunity to make a difference.
  - Creating new and different types of jobs within the profession such as predictive analytics or cybercrime units.
  - Providing early and in-depth career exposure to the skills that officers will need to develop to function in those new jobs as well as others.
- Changing discipline systems so that a goal of behavior change is achieved in contrast to the traditional "days off" model and with a stronger emphasis on strategic discipline — which emphasizes strategies to change and correct behavior rather than simply imposing a penalty.
- Making employees part of the choice to change their behavior and grooming them to accept greater responsibility.
- Teaching value-based decision-making at the academy rather than focusing only on rule-bound curricula.
- Incorporating value-based review boards that examine violations through the lens of department values in contrast to violations of specific rules or policies.
- Creating a different mindset at the executive level and requiring leadership development that stresses the need for different command-level thinking in order to facilitate progress.
- Pushing leadership down throughout the organization as opposed to being controlled solely by senior staff.

Drivers of Change: Challenge or Opportunity for Police Leadership?

Modern police leadership continues to evolve and is introducing new business models that address some of the issues important to a workforce impacted by the contemporary employee cohort and their emphasis on using technology in unprecedented ways. Many police leaders recognize that balancing complex demands is but one role of the modern leader and that multilayered bureaucratic police departments will have to learn to keep pace with information and data that move at the speed of light and with the new technologies that are changing how they do business. Just as private sector entities are being transformed to adjust to their environment, American policing will need to do the same in order to operate in ways that are consistent with the needs of the contemporary employee. This is particularly noted in the instance of union officials, who previously relied on monolithic models of power in negotiation, starting to adopt interest-based negotiation models that allow for win-win bargaining. The result of this shift in bargaining process has given employees (union members) more ownership in the terms and conditions of employment. In these situations, where healthy labor relations exist, a shared process in organizational planning is becoming the cornerstone of progress quite in contrast to past union business models.

Many police leaders also have developed an appreciation for how organizations can be informed by research that supports different types of law enforcement approaches. Departures from the past include current references to intelligence-led, evidence-based or predictive policing that attempt to introduce greater efficiencies and enhance effectiveness. These also may incorporate new skills brought to the workplace by contemporary employees or could integrate civilian personnel to reduce the cost impact of sworn officers. Further, the wave of the future for the modern police organization may be reflected in the development of new skill sets such as stronger analytic capacity, information technology specialists, forensic computer experts, strategic planners and change management specialists, many of which are consistent with the interests and skills of the contemporary employee. Other adaptations will be reflected in changes in police discipline systems, signifying a shift from harsh punishment that research tells us does not stop dysfunctional behavior to systems based on values, logic and behavior modification. Finally, the mentality of "do as I say," which once worked in factories and paramilitary settings, no longer hits the target, particularly as recruits with high potential whom leaders seek to mentor and retain come into the workforce.

We reiterate that a successful response to the changes and challenges we have discussed also will need to start with a change in the middle management (or first-line supervisory) dynamic and build from there. Increasingly, police leadership has veered away from hiring blind, paramilitary followers of decades past and now seeks to attract employees with a strong interest in problem solving, often but not always autonomously. These employees have different expectations and anticipate that they will be mentored and given the dignity, authority and discretion to solve problems. But in many police departments, little or no investment is made in training first-line supervisors in the art and method of mentorship or coaching. Successful organizational leadership in an agency focused on community-oriented or problem-solving policing must incorporate a break from complacent first-line supervision and officer evaluation processes that measure job performance based on activity statistics or ticket quotas. Instead, a real investment must be made in training for supervisors that emphasizes guidance through mentoring. Leadership through instruction, education, logic, and persuasion are the "power tools" of contemporary police leadership ... not "do as I say" ... and they are consistent with the needs of the new generation of contemporary employees.

Preparing Police Leadership for the Future — Requisite Skills

Given our emphasis on police leadership challenges being driven by the growing cohort of contemporary employees and the expansion of technology in the world around us, the question follows: What type of leadership skills will be needed for law enforcement agencies of the future? The following provides a brief profile of how we see a modern police leader and the requisite skills that will be needed to advance the organization and meet challenges. Some of the information is derived from organizational theorists; some comes from discussions with Executive Session participants and other police leaders. All of these skills and characteristics have strong implications for the future of police management training.

- **Global perspective.** In an era where technology, financial institutions and terrorist threats are constructed on global landscapes, a greater awareness and knowledge of global history, and connectivity to global issues and their impact on crime, will all be necessary in that crime of the future will also be global and supported by a strong technological base (Clarke and Knake, 2010).

- **Creativity.** Leadership authority Ronald Heifetz (1994) contends that problems that are outside the norm necessitate a thought process that demands creativity and the total re-engineering of new concepts. Future police executives will need to adapt that type of thinking and be creative to an extent not needed in the past. They will need to be "big picture" executives.

- **Change management and adaptivity.** Because the next two decades will be driven by dynamic changes to the traditional concepts of policing, future police executives will need to be aware of global shifts and technology trends and have the ability to adapt and move organizations to end points, more so than those of the past. As with other organizations, globalization, new technology and greater transparency have combined to "upend the business environment" (Reeves and Deimler, 2011). Hence, management training will need to focus on the skills needed for big picture thinking and change management in order to prepare leaders to function in the changing environment.

- **Comfort in the midst of independence.** Effective future leaders will need to be at ease in an organization where workers demand autonomy and opportunities to be creative, signature requirements of the new generation of contemporary employees. Hence, police organizations will need to flatten to allow for creating the balance between creative autonomy and the formality of traditional culture.
- **Strong oral and written communication.** Because change will be so rapid, the contemporary executive will need to develop strong oral communication skills in order to explain complex theories in simple forms. Persuasion methods should be encouraged for purposes of allowing input and developing logical dialogue. This fine art of communication will be required in a culture where attribution questions are focused on those in authority.
- **Mastering technological trends.** The future police executive will need to anticipate how current changes in technologies will intersect with constitutional law and must prepare the agency to respond appropriately (i.e., the ability to see through walls and the concurrent impact on illegal searches and seizures; managing access to multiple databases to solve crimes while protecting sensitive information). Given these trends, it is likely that the very nature and fundamental concepts of what law enforcement does will continue to be vigorously questioned and debated. Police leadership will need to be prepared to respond appropriately to concerns raised by these practices.
- **Architect of change.** The contemporary leader will need to be a trendsetter and innovator. Taking lessons learned from other industries will be important to creating and using societal and organizational shifts in law enforcement in ways not previously contemplated.
- **An understanding of research methods.** Successful contemporary leaders must become comfortable with research analysis and interpretation. Basic criminological theory and understanding should be supplemented by exposure to other fields of study, which may include holding progressive and advanced degrees. Moreover, stronger partnerships with colleges and universities will be required to facilitate ongoing, in-depth empirical research on operational methods and decision-making.
- **Striking a balance: Integrating strategy, culture and political influences.** The nexus of strategy, culture (both internal and external) and political influences was identified as critical to contemporary leadership by a group of prominent police executives. They framed this nexus as key to the executive mindset that is needed for solving problems, circumventing obstacles to performance, and moving organizations forward in a changing world. Considering new police strategies, reviewing use of best practices, managing community-police crises, and retaining new

talent brought by the contemporary employee to the organization all can be considered within this intersecting, dynamic framework. It provides something of a roadmap that incorporates strategy, culture and political influences into an executive model to help clarify where the organization needs to go to accomplish its mission; or, in other instances, what an organization needs to do to recover from crisis (Scrivner, 2008).

Conclusions

The profession of policing and public safety continues to confront new challenges that also present a wealth of opportunities for initiating substantive change. As evidenced by the work of the Executive Sessions, police leadership today may be better positioned to address them in ways that benefit the field and that maintain American police leaders' position at the forefront of the profession.

Today's police leaders were trained to operate in an ingrained bureaucratic structure. This training, the resulting organizational culture and fixed attitudes present conditions similar to those in the auto industry a few short years ago. Many police leaders, however, have seen the need to alter these traditions in favor of becoming more flexible and adaptive to the world we currently live in and to the people with whom we work. Their efforts will be the key to preventing systemic failure in policing similar to what has occurred in some segments of the private sector. Today's leaders and tomorrow's visionaries will continue to need a strong foundation anchored in the values of credibility, truth, high ethical standards and sound morals. Further, leaders will always be selected for their abilities to make sound, cogent and well-thought-out decisions. Answering the wakeup call to continuously adapt and improve the profession will be one of those decisions.

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Mentoring Program

Instructional Goal: To provide managers/manager trainee with the information to discuss and evaluate the benefits of a mentoring program.

Performance Objectives:

- Define mentoring
- Discuss the differences between FTO and mentoring
- Review Reno Police Department Mentoring Program

Mentoring

Defined: A professional relationship in which an experienced person (the mentor) assists another (the mentoree) in developing specific skills and knowledge that will enhance the less-expereinced person's professional and personal growth.

Difference between FTO and Mentoring

- FTOs train and develop effective police officers
- FTOs evaluate recruit performance on a daily basis

- Mentors are supportive and relational
- Mentoring is not performance evaluation
- Mentors teach, coach, facilitate by sharing resources and networks, challenges to move beyond the mentoree confront zone, and focuses on total development (professional and personal)

The Reno Police Department Mentoring Program

Mentoring is a mutually beneficial relationship in which a knowledgeable and skilled veteran officer (mentor) provides insight, guidance and developmental opportunities to a lesser skilled and experienced colleague (protégé).

Overview of RPD Mentor Program

- Inception of the program in 2000 with over 175 employees involved in the Mentoring program.
- 60 % of our Sworn Officers have been involved in the program either as a Mentor or Protégé
- Process: Begins with Mentors meeting recruits on first day of **academy.**
- Next, protégés completing the Mentor Program Questionnaire
- Pairing: Recommendations by advisory team, academy staff, discussion with proposed Mentor prior to actual pairing if necessary
- Details: Start date, first meeting
- Meetings: Regularly and often

What do you need most to Mentor someone? T I M E !

Mentoring

- A developing, caring and helping relationship where one person invests time, know how and effort in enhancing another person's growth, knowledge and skills

- Responding to critical needs in the life of another in ways that prepare them for greater productivity or achievement in the future.

Relationship Goal

1) To promote professional growth
2) Inspire personal motivation
3) Create a culture of family a environment
4) Enhance job security/retention in employees

Definitions:

- Protégé = means “to protect”
    - Roles: student, apprentice, intern and peer

- Mentor = trusted counselor, guide and tutor.
    - Roles: Confidant, role model, advisor, facilitator, sponsor, promoter, protector.

Mentor Criteria

- Must volunteer to be a Mentor and be a non-probationary employee
- Must be willing to share knowledge and understanding with the Protégé
- Must be viewed as a positive role model
- Must have above average interpersonal skills and excellent verbal and written communication skills
- Must be concerned about protégé development to the extent of spending time beyond regular schedule if necessary
- Must be able to work well with others
- Must complete a Questionnaire
- Must initiate communication between you and Protégé.

Protégé Criteria

- Must request to have a Mentor
- Must hold a probationary status upon initial entry into the program
- Assist their assigned Mentor in identification of concerns and goals needed to become a police officer
- Must perform a self-assessment of personal strengths and weaknesses
- Must complete a Questionnaire
- Must work well with assigned Mentor to identify goals and career development
- Select two or three areas with long term and short term goal time frames and set dates for start/completion
- Protégé must be adaptive and willing to learn from others

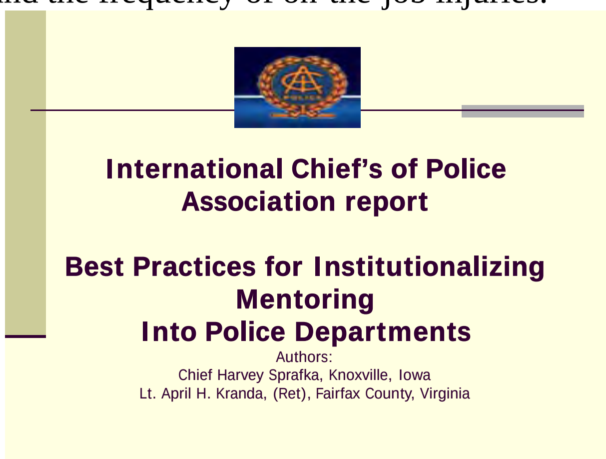
Questionnaire

- Agency, Name, Age
- Home phone number:
- Cellular telephone number:
- Married single
- Children and ages:
- Where are you from?
- Law enforcement or Military service and experience:
- Do you have any friends or relatives with a local law enforcement agency (Who / explain)?
- Do you have any concerns about having a Mentor or Protégé of the opposite sex or cross cultural? Religion and denomination if applicable:

- Interests and Hobbies: List three favorite movies or TV shows:
- List three favorite foods:
- What are your expectations of the Mentoring Program
- What can your Mentor do to assist you in your career goals and planning?
- Any other applicable information that will help the staff pair you with the most appropriate Mentor or Protégé

Recommended Reading - "I Love a Cop" by Ellen Kirschman

Excerpt:
There are certain "givens" to police work: dimension of the job that probably won't change much. The first is shift work. The second is the long hours. The third is that the work itself is crisis-driven and therefore unpredictable. The fourth is that officers and their families live in the limelight of public scrutiny. And the fifth involves the physical nature of patrol work and the frequency of on-the-job injuries.



IACP Report: During the summer of 2000, the IACP project, Services, Support and Technical Assistance for Smaller Police Departments, published the first of the Best Practice Series - Recruitment and Retention of Qualified Police Personnel. One of the strategies cited as an excellent means of enhancing law enforcement recruitment and retention efforts was the practice of employee mentoring. It is the author's belief that mentoring is an essential function in development of the next generation of police leaders.

The Reno Police Department Mentoring Task

- Contact the Protégé as soon as possible after initial assignment. Mentors must initiate the first contact.
- Answer questions and be observant of the Protégé's absorption of information
- Introduce the Protégé to various work sites/entities of the organization
- Explain the organization structure and culture
- Provide personal guidance and advice as needed (Housing, child care, etc)
- Provide insight and overview of police academy expectations (i.e., what steps can be taken to ensure successful completion of the academy, maintain focus, good study habits)
- Address and eliminate potential distractions that would prevent the new employee from focusing on the academy

- Familiarize Protégé with the P.T.O. program
- Make contact and provide encouragement during academy training.
- Have lunch with them, meet on a regular basis.

Common Concerns of New Employees

- Personal adjustment to the work environment of law enforcement officers
- Transition to police work, on and off duty issues
- Perceptions of the department and policing
- Successful completion of, academy, PTO program, probationary period
- Achievement of career goals

Job related Stressors

- Academy issues
- PTO program
- Shift work
- Rules, regulations and public perceptions
- Family issues/financial issues
- Physical issues
- Mental health issues
- The loss of another academy mate or officer in the line of duty
- Attainment/blockage of goals
- Layoffs due to budgetary issues

Critical Components of a Mentoring Relationship

- Friendship and support
- Provide direction
- Identify weakness and develop plans to overcome them
- Display empathy
- Express organizational concerns for the new employee
- Create an understanding of departmental goals and expectations
- Develop and understanding of operations and administration of the Reno Police Department

Mentoring-Protégé Pairing Focus

- Compatibility
- What Protégé needs
- Mentor attitude mandates success
- Mutual respect
- Develop a long lasting rapport
- Open communication
- Contact / Accessibility
- Meet regularly without prompting

Mentor-Protégé Expectations of Each Other

- Respect uniqueness
- Focus on positive results
- Sense of "self" ownership, commitment and responsibility
- Letting Protégé go, to learn experience and grow

Need for a Formal Mentor Program

- Allows making the most of a given situation
- Even the best designed training programs cannot cover everything
- Assist in coping with the speed and complexity change
- Allows every new employee in the organization equal access to a Mentor

Program Goals: Organization

- Increase employee retention
- Better assimilate new employees into the agency
- Increase job satisfaction and loyalty
- Development of professional identify
- Provide support system for employees
- Teach organizational culture

Progam Goals: Protégé

- Successfully complete the Academy, Basic P.O.S.T. and the probationary period
- Smooth transition into the organization

- Enhance current skills
- Identify career goals
- Career development

Program Goals: Mentor

- Provide a critical service to the agency in the attainment of program goals
- Play a pivotal role in the Protégé successful completion of probationary period
- Professional development of junior employees
- Sense of pride and accomplishment

Communication Essentials

There are four main reasons to listen:

1) Learn
2) Understand
3) Pleasure
4) Give others an opportunity to speak

Your day is spent:

- 45% listening
- 30% speaking
- 20% reading
- 5% writing

- Listening is hard work: Many distracters that impede message delivery and or receipt
- The average listening speed allows us to hear 25 % of what is said, we only retain 50% of that after a few minutes and only 25% after eight hours
- Nonverbals are very important
- Body language
- Being able to read people
- You hear, but you don’t LISTEN

Confidentiality

- Background investigation information
- Academics
- Police Academy performance
- PTO performance
- Discipline

Mentoring Program Guidelines

- Assist in the transaction of the new employee
- Provide guidance: Define the problem, give advice, use common sense, don't ignore rule violations
- Familiarize new employees with organizational structure, services, philosophy, etc.
- Be truthful and honest, explain positives and negatives while showing support
- Prepare the new employee, advise of the need to become more disciplined in life
- Be a facilitator
- Personality conflicts may occur, if so, identify the cause
- You must initiate the first contact, ALWAYS
- No sexual/romantic involvement with your Protégé
- You are not a replacement for the PTO and you should NEVER pass judgment on these matters
- Work together with PTO's to assist Protégé's throughout their PTO training
- Be a confidant for the Protégé
- Be a role model, not everyone can be a Mentor, it's an **HONOR!**

Protégé Parameters

- Keep in contact with their Mentor
- No compensation for program involvement
- Any problems with Mentor should be reported to coordinator
- No romantic/sexual involvement with Mentor
- Must work with assigned Mentor on strengths weaknesses, goals and career development
- Share responsibility with Mentor to meet regularly
- Must fulfill department expectations as a probationary employee
- Ultimate responsibility for progress lies with YOU!

Open, Honest Communication and Active Listening

- Often, the Mentor's role is simply to be there for the Protégé, to listen, to comfort and to be a friend
- Recognizing the need of a person adapting to change and responding appropriately is the Mentors challenge
- Mentors do not train, they offer STRATEGIES

Dealing with Gray Areas

- Pick up on subtle concerns the protégé begins to articulate
- Notice small or gradual changes which seem significant
- Read verbal and nonverbal signals coming from the Protégé

Hints andSuggestions

- Mentors believe that their job is to give advice, by doing, we assume we have superior knowledge, insight or wisdom related to the problem
- When dealing with the Protégé's personal problem, Protégé will likely know more, it's presumptuous and arrogant to assume we know more about a personal problem

The PoliceChief
The Professional Voice of Law Enforcement

Institutionalizing Mentoring in Police Departments

By Harvey Sprafka, Chief of Police (Retired), Knoxville, Iowa; and Lieutenant April H. Kranda (Retired), Fairfax County Police Department, Fairfax, Virginia

Mentoring is a mutually beneficial relationship in which a knowledgeable and skilled veteran officer (a mentor) provides insight, guidance, and developmental opportunities to a lesser-skilled and experienced colleague (a protégé).

Mentoring is not a new concept or practice. History abounds with examples of professional mentoring. Mentor was the name of the man charged with providing wisdom, advice, and guidance to King Odysseus's son in the ancient Greek epic *The Odyssey*. During the Middle Ages, boys served as apprentices to masters in a craft or trade while gaining skills to eventually qualify as a journeyman and, finally, as a master. During this time, the mentoring relationship ensured the continuity and quality of the craft handed down to the next generation.

The modern concept of mentoring, which has recently been used to recruit and retain new employees effectively in business and academic institutions, provides the law enforcement community with an opportunity to engage and anchor new employees at a time when industry competition for these employees is at an all-time high.

There are three primary goals of a mentoring relationship: to promote professional growth, to inspire personal motivation, and to enhance effectiveness of police service.

Mentoring Benefits for Mentors

Mentors can enjoy the following benefits:

- A personal sense of reward for spotlighting and developing talent
- Enhanced knowledge of department policies and procedures as well as contemporary policing practices
- Paving the way for others, thereby leaving a positive legacy in the agency
- A reputation as a valuable member of the organization and the respect of colleagues
- Varying perspectives from protégés, which foster creativity
- "Getting by giving"

Frequently, people become mentors because they were previously protégés who experienced the rewards of a mentoring relationship. Others become mentors because they wish a mentor had been available to them during their career. Whatever the reason, mentors derive great satisfaction from seeing a colleague succeed with their help.

Mentoring Benefits for Protégés

Of course, protégés also benefit from the mentoring process in several ways:

- An increased likelihood for success; mentors help protégés gain competency and avoid failure
- Assistance in setting goals and charting career paths
- Encouragement and opportunities for new experiences and professional growth
- Help in avoiding pitfalls and learning through real-life examples
- An enhanced feeling of worth to the mentor and the organization
- A boost in self-confidence resulting from positive feedback on their achievements

Many successful people attribute their achievements to a mentoring relationship. Many "repay" their debt to the mentor and the organization by going on to serve as mentors themselves. When mentoring begins with new employees, it is the first step toward institutionalizing mentoring in the department.

Formal versus Informal Mentoring

Some police organizations have implemented new-hire mentoring programs as a method of reducing employee turnover, whereas others have chosen the more common method of informal mentoring. Examples of informal mentoring have occurred throughout the history of policing. Typically, veteran officers encourage friends or acquaintances to apply for positions in their departments. As a result, there is a natural tendency for these veteran officers to encourage, support, and give information to their friends during the hiring and training period. This informal mentoring relationship provides an advantage to new employees by helping them feel connected to their new departments.

However, there are some distinct benefits of formal mentoring. The best reason for creating a formal process is that it affords *every* employee the opportunity and benefit of mentoring and promotes loyalty and inclusiveness within the organization. In addition, a formal mentoring process identifies goals, creates structure and procedures, and defines mentor/protégé roles and responsibilities. Although the program requires time to plan and initiate and requires some oversight, it often results in enhanced employee self-esteem and a perception that the agency is a great place to work. Whether launching a formal mentoring program or creating a mentoring environment in an organization, mentoring can improve and promote any leadership initiative.

Institutionalizing Mentoring: A Step-by-Step Plan

For law enforcement agencies interested in improving effective recruitment, retention, and personnel leadership development by initiating a mentoring program, a suggested step-by-step mentoring plan follows.

I. Teach mentoring skills to all employees (sworn and civilian)
II. Chief must demonstrate and support total agency mentoring

III. Establish formal new hire mentoring process

A. Appoint mentor coordinator
B. Identify employee work group
C. Draft mentoring policies and procedures
D. Define mentor/protégé roles and responsibilities
E. Select and train mentors
F. Pair mentors and new hires
G. Evaluate and fine-tune process

IV. Create career development mentoring system

A. Identify command coordinator
B. Identify supervisory work group
C. Draft career planning/goal-setting policies and procedures
D. Define mentor/protégé roles and responsibilities
E. Select and train mentors and protégés
F. Pair mentors and protégés
G. Evaluate and fine-tune process

V. Succession planning

A. Chief mentors commanders
B. Commanders mentor supervisors
C. Supervisors mentor line employees
D. Officers/civilian employees mentor colleagues and new hires

VI. Chief grooms and prepares successor

What Mentors and Protégés Do

Before defining the roles and responsibilities of mentors, the goals of the mentoring process should be understood by mentors and protégés. For example, consider a new-hire mentoring process. Is the goal to provide a welcoming atmosphere that will anchor the new employee to the organization, to provide a career development mentoring process to help employees identify and map out career targets, to begin a mentoring program that ensures the continuity and quality of the next generation of police leaders, or all three of these? Once mentoring program goals are identified, the roles and responsibilities of mentors and protégés must be established in order to avoid confusion and potential conflict as well as to maximize program success.

Mentors have the following responsibilities:

- Encouraging and modeling value-focused behavior
- Sharing critical knowledge and experience
- Listening to personal and professional challenges
- Setting expectations for success

- Offering wise counsel
- Helping to build self-confidence
- Offering friendship and encouragement
- Providing information and resources
- Offering guidance, giving feedback, and cheering accomplishments
- Discussing and facilitating opportunities for new experiences and skill building
- Assisting in mapping a career plan

The mentoring relationship requires commitment and shared responsibility for protégés as well. The partners should discuss mutual roles and responsibilities at the beginning of the relationship and review them periodically as necessary.

Protégés' responsibilities are as follows:

- Clearly defining personal employment goals
- Taking directions given and following through on them
- Accepting and appreciating mentoring assistance
- Listening to what others have to say
- Expressing appreciation
- Being assertive and asking good questions
- Asking for help when needed
- Sharing credit for a job well done with other team members
- Respecting mentors' time and agency responsibilities

The Chief As Mentor: The Knoxville, Iowa, Model

Successful leaders are often successful mentors. In most large agencies, line employees seldom have direct interaction with their chief, but in smaller agencies, employees interact with their chief on a daily basis. As a result, chiefs of smaller agencies can enhance their leadership effectiveness by being personally committed to mentoring and by encouraging a total agency mentoring environment. As the lead agency mentor, chiefs can model employee value to their agency by supporting employee career planning, by providing opportunities for training, and by encouraging learning and skill building. The Knoxville, Iowa, Police Department, an agency of 18 sworn officers, serves as a model in this article for agencies embracing formal mentoring.

Goal-setting and career-planning sessions with the chief at the Knoxville Police Department are usually conducted once a year with each sworn and civilian employee. These sessions are intended to promote employee growth and skill development.

The chief has seen reduced employee turnover and increased employee loyalty since instituting this practice. These sessions may occur with greater frequency for some employees when goals are achieved quickly, or with less frequency for employees who have not met short-term objectives. Because employee goals and interests continually evolve, the periodic review and monitoring of employee progress is vitally important to maintaining this program.

These goal-setting and career development meetings with department employees are flexible in structure because the sessions must be tailored to meet the age, personality, and work/life experiences of each employee. By making the individual sessions informal and relaxed, the process can be an insightful and rewarding experience for both the employee and the chief. The skill of *active listening* is an essential component of the success of the mentoring process.

The Knoxville Police Department employee goal-setting and career-planning process requires two meetings. The first meeting is preparatory: the chief explains the initial phase of the process, during which employees identify and clarify their current and future career goals. Employees are encouraged to consider the present and future in terms of short-term, intermediate, and long-term goals. Their goals must be achievable but challenging. If the goals are achieved with little effort, they are seldom long lasting or fulfilling.

Next, employees are asked to conduct a self-assessment in which they identify personal strengths and weaknesses. This assessment provides both employees and the chief with additional insight into the employees' disposition and temperament. Employees are required to document their goals succinctly on one typewritten page.

During this stage, the chief offers to include the spouse or significant other of each employee in the goal-setting and personal examination process if the employee would like that person included. This is an example of the "family-centered" policy embraced by the Knoxville Police Department.

A week later, the chief conducts a second meeting during which the employee's one-page goal statement is reviewed and discussed. After reviewing the goal statement, the chief prepares questions and feedback for clarification, then offers his recommendations for achieving the goals. The chief and employee mutually decide upon a timeline for the review and accomplishment of the goals.

The department retains a copy of the typewritten goal statement for reference when planning and scheduling training opportunities or specialized assignments for employees. As agency leader, the chief believes he is responsible not only for influencing and directing but also for establishing an environment for positive growth by providing resources, job-related opportunities, and experiences that will improve employees' personal and professional skills. As their mentor, the chief strives to meet employee training and assignment "wants"; however, greater emphasis is placed on meeting individual training and assignment needs. The chief and his employees determine the training and assignment needs based upon the personal assessments completed with the chief, employee work experience, previous assignment evaluations, education completed, and the employee goal plans.

The chief provides private-sector customer service and communication skills training as ways to augment agency educational opportunities beyond the traditional police training topics. Local banks and other businesses provide contemporary service-based training for the agency's sworn and civilian employees. Private-sector customer service and communications training provides police employees with the opportunity to interact with citizens and members of the business community. This cross-training builds agency and community cooperation and supports broad-based perspectives of work, service, and community, an environment the chief feels is essential for law enforcement professionals.

The model of employee goal setting and career planning in Knoxville may not work successfully for everyone. This model requires time and commitment to agency growth and improvement by both chiefs and employees. The program has worked to the advantage of the Knoxville Police Department and community. The commitment of time and attention to his employees pays off for the chief through successful labor negotiations, sustained employee loyalty, and low turnover rates.

This model is particularly beneficial to recruiting and retaining new employees who are focused on work and family relationships as well as the development of job skills. Although the smaller-agency chief may have the advantage of knowing and working closely with employees, elements of this program and the chief/mentor model can be successfully implemented in agencies of any size.

Frequently Asked Questions

What is the difference between a mentor and a field training officer for new employees? The roles of the mentor and field training officer (FTO) are distinct yet complementary. FTOs train and develop effective police officers. As required during field training, FTOs evaluate recruit performance on a daily basis.

In contrast, the role of mentors is supportive and relational. Mentoring is not performance evaluation. Mentors are responsible for contacting new employees before the agency appointment date and assisting with an effective transition into the police organization by answering questions and serving as a resource for information. Mentors maintain contact with recruits during academy training to provide support, guidance, and encouragement. Unlike FTOs, mentors do not evaluate recruit performance.

How do agencies prevent conflict between FTOs and mentors? The first step in avoiding conflict between FTOs and mentors is for chiefs to demonstrate support of the mentoring process. Second, the input of some FTOs should be included in the development of the mentor program. The last critical step is to train mentors and FTOs such that they understand the differences in their roles. Periodic review and oversight by a mentor coordinator will help diminish the potential for conflict.

Is the mentoring process lengthy and a drain on staffing requirements? The time devoted to the mentoring relationship is based on the needs of the protégé. For example, new employees who are area natives will have fewer needs than employees hired from outside the area. New hires need time to adjust to the police department and the community. It is important for agencies to be flexible and support mentors in providing this valuable assistance to new employees. The benefits in terms of employee retention, enhanced morale, and agency loyalty far outweigh the marginal commitment of staff time. The mentoring function can be accomplished while mentors are on duty in conjunction with fulfilling primary duties.

What resources are available to assist in developing a mentoring process for an agency? The IACP Training Division offers a class titled, “Mentoring for Retention”; for more details about this training opportunity, visit the training section of the IACP Web site at **www.theiacp.org/training**. In addition, the Smaller Police Department Technical Assistance Program, an IACP Research Center initiative, provides grant-funded consultation and training in mentoring for law enforcement. This project specializes in providing services for agencies with 25 or fewer officers. For more details about this training opportunity, visit the Smaller Police Department Technical Assistance section of the IACP Web site at **www.theiacp.org/research/RCDSmallPoliceDept.html**. ■

Note: A version of this article has been previously released as a Best Practices Guide through the IACP Smaller Police Department Technical Assistance Program, and a version is included in the IACP’s Police Chiefs Desk Reference.

Chief **Harvey Sprafka** (ret.) is a 30-year law enforcement veteran. In 1995, he was appointed chief of the Knoxville Police Department and served until January 2005, when he retired. He is currently serving as mayor of Knoxville. Chief Sprafka served a number of positions in the Iowa Professional Executive Forum and has served as an advisory group member for the IACP Smaller Police Department Technical Assistance Program.

Lieutenant **April Kranda** (ret.) is a 20-year veteran of the Fairfax County Police Department. Lieutenant Kranda served in a variety of operational and administrative positions, including patrol, criminal investigations, internal affairs, and media relations. As aide to the deputy chief for operations, Kranda developed and implemented the New Hire Mentoring Program for her department. She currently serves as a mentoring adviser for several law enforcement agencies and training facilities.

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Reno Police Department

Motivation,
Rewards & Recognition,
Delegation

Instructional Goal: By the end of this instruction, student will be introduced to the importance of motivation, rewards & recognition, delegation, and goal setting

Performance Objectives:

- Discuss why we need motivated employees
- Discuss maintainers vs motivators
- List the productivity formulas
- Discuss ways to motivate the different generations
- List when to delegate
- List why we delegate

What is Motivation?

- ✶ Motivation may be simply defined as
  - – The forces that induce individuals to perform
  - – And the factors that influence human behavior

- ✶ In the case of managers & supervisors
  - – The process of inducing your team
    - To work towards the goals and objectives
    - While also satisfying their personal objectives

What Does Motivation Do?

- ✶ Is an intrinsic and internal process
- ✶ Encourages people to achieve goals
- ✶ Influences productivity
  - – Without it, little will get done!
- ✶ Emphasizes psychological, social and economic satisfaction
- ✶ Means creating an environment
  - – That avoids obstacles
  - – Enables project objectives to be met
  - – Enables peoples' self-satisfaction
  - – That gives the thing they personally value most!

MOTIVATIONAL NEEDS QUESTIONNAIRE

Choose the statement in each set that best describes you.

1. ___ **a. When doing a job, I need feedback.**
___ **b. I prefer to work alone and be my own boss.**
___ **c. I am uncomfortable when forced to work alone.**

2. ___ **a. I go out of my way to make friends with new people.**
___ **b. I enjoy a good argument.**
___ **c. After starting a task, I am uncomfortable until it is finished.**

3. ___ **a. Status symbols are important to me.**
___ **b. I am always getting involved with group projects.**
___ **c. I work better when there is a deadline.**

4. ___ **a. I work best when there is some challenge involved.**
___ **b. I would rather give orders than take them.**
___ **c. I am sensitive to others, especially when they are angry.**

5. ___ **a. I am eager to be my own boss.**
___ **b. I accept responsibility eagerly.**
___ **c. I get personally involved with my superiors.**

6. ___ **a. I include others in what I am doing.**
___ **b. I prefer to be in charge of events.**
___ **c. When given responsibility, I set measurable standards of high performance.**

7. ___ **a. I am concerned about my reputation or position.**
___ **b. I desire to out-perform others.**
___ **c. I am concerned about being liked and accepted.**

8. ___ **a. I enjoy and seek warm, friendly relationships.**
___ **b. I get completely involved in a project.**
___ **c. I want my ideas to be used.**

9. ___ **a. I desire unique accomplishments.**
___ **b. I don’t like being left out of things.**
___ **c. I enjoy influencing the direction of things.**

10. ___ **a. I think about consoling and helping others.**
___ **b. I am verbally fluent.**
___ **c. I am restless and innovative.**

11. ___ **a. I think about my goals and how to attain them.**
___ **b. I think about ways to change people.**
___ **c. I think about my feelings and the feelings of others.**

MOTIVATIONAL NEEDS QUESTIONNAIRE
ANALYSIS KEY

Circle your responses for each of the 11 questions from the Motivational Questionnaire.

1.	**a. Achievement**	**b. Power**	**c. Affiliation**
2.	**a. Affiliation**	**b. Power**	**c. Achievement**
3.	**a. Power**	**b. Affiliation**	**c. Achievement**
4.	**a. Achievement**	**b. Power**	**c. Affiliation**
5.	**a. Power**	**b. Achievement**	**c. Affiliation**
6.	**a. Affiliation**	**b. Power**	**c. Achievement**
7.	**a. Power**	**b. Achievement**	**c. Affiliation**
8.	**a. Affiliation**	**b. Achievement**	**c. Power**
9.	**a. Achievement**	**b. Affiliation**	**c. Power**
10.	**a. Affiliation**	**b. Power**	**c. Achievement**
11.	**a. Achievement**	**b. Power**	**c. Affiliation**

Count the number you have in each category and record below. Your highest response will indicate which motivational personality type you are (according to McClelland's needs model).

TOTAL: _____ **Achievement**

_____ **Affiliation**

_____ **Power**

McClelland's Theory of Needs

In his ***acquired-needs theory,*** David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either *achievement, affiliation, or power*. A person's motivation and effectiveness in certain job junctions are influenced by these three needs. McClelland's theory sometimes is referred to as the three need theory or as the learned needs theory.

Achievement

People with a high need for achievement seek to excel and thus tent to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. High achievement individuals prefer twork that has a moderate probability of success, ideally a 50% chance. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers.

Affiliation

Those with a high need for affiliation need harmonious relationships with other people and need to feel accepted by other people. They tend to conform to the norms of their work group. High affiliations individuals prefer work that provides significant personal interaction. They perform well in customer service and client interaction situations.

Power

A person's need for power can be one of two types – personal and institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. Managers with a high need for institutional power tend to be more effective than those with a high need for personal power.

Implications for Management

People with different needs are motivated differently.

- High need for achievement – High achievers should be given challenging projects with reachable goals. They should be provided frequent feedback. While money is not an important motivator, it is an effective form of feedback.

- High need for affiliation – Employees with a high affiliation need perform best in a cooperative environment.

- High need for power – Management should provide power seekers the opportunity to manage others.

Motivation

Why do we need motivated employees? The answer is survival

- Motivated employees help organizations survive
- Motivated employess are more productive
- Motivated employeee sreduce absenteeism
- Motivated employees reduce turnover
- Motivated employee are happier

Why should managers and supervisor motivate staff?

- Your employees are the key to your success
- Motivation affects employee performance, which affects organizational objectives
- Motivated employees make your job easier

Motivation falls into five categories

1. Understanding the concept of motivations
2. Assessing your appraoch to employee motivation
3. Identifying the supervisor/managers role in the motivation proces
4. Applying motivational techniques (creating the environment)
5. Measuring success

Understanding Today's Staff

- Motivation is directly related to morale
- Effective supervisors motivate their staff using a variety of incentives and rewards
- Researchers often divide these into two categories
    - Maintainers
    - Motivators

Maintainers

- Factors that must be kept at a satisfactory level in order for staff to maintain performance

    - Working conditions
    - Organizational policies
    - Job security
    - Pay and benefits
    - Relationships with co-workers
    - Supervision
    - Status

Motivators

✶ True motivators are the factors that create an inner desire to work by satisfying certain needs which are important to the individual.

- ✓ Achievement
- ✓ Recognition
- ✓ Satisfying work
- ✓ Responsibility
- ✓ Advancement
- ✓ Growth and training opportunities

Motivating Different Age Groups

✶ Motivating your staff is complicated further by generational differences

- – Veteran/Silent (1927-1945): formality, in-person, respect
- – Baby boomers (1946-1964): primary motivators have been money, personal growth and involvement
- – Gen X (1965-1980): Interested in rewarding challenges, personal and leisure time
- – Nexters (1981-2000): achievement and diversity

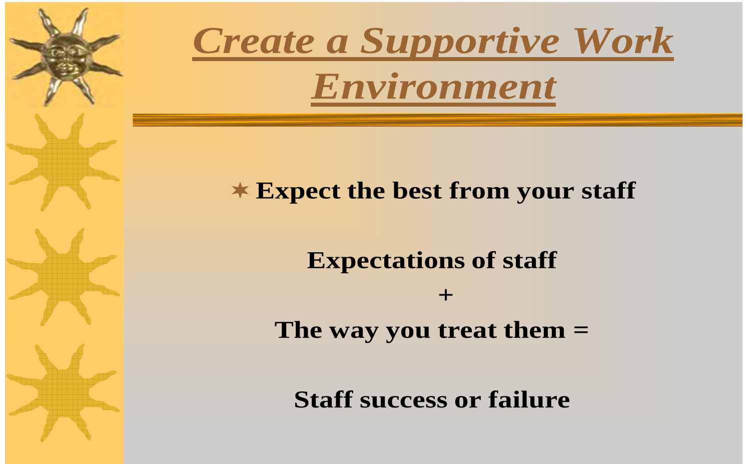
How to Motivate Different Generations

✶ **<u>Veterans:</u>** Personal touch, hand written note rather than e-mail. Honor their work with records of achievement. Live phone call rather than voicemail

✶ **<u>Boomers</u>**: Public recognition, chance to prove themselves, ask for input.

✶ **<u>GenXers</u>**: Lots of projects, constant constructive feedback, ask for opinions

✶ **<u>Nexters:</u>** make all opportunities truly equal, open avenues for education, training, skill-building, use mentor programs, use electronic communication (text/email).



<u>Develop a flexible supervision/management style</u>. Ask yourself:

- Do you use the same apporach in every situation
- Do you treat everyone the same?
- Supervisors/managers should treat everyone fairly but not necessarily the same

<u>Eliminate barriers to individual achievement</u>

- Many people who are labeled “failures” or “incompetents” are simply being hindered by minor obstacles that supervisors have not recognized.
- Ask yourself: Does the person have the knowledge and skills to do the job? Does the person have the necessary tools?

If not, it is your responsibility to provide him/her with the necessary training, tools, encouragement, etc.

Staff need the training, information, tools, and equipment to do the job and it is your responsibility to make sure they have them.

<u>Rewards, Recognition, Reinforcement</u>

- ✶ The most successful reward systems make allowances for individual differences.
- ✶ Reward, recognition, and reinforcement go hand-in-hand with motivation.
- ✶ Encouragement and reinforcement need to be followed with recognition and rewards
- ✶ Rather than dangling a carrot or welding a club use more successful methods.

Power of Recognition: Resentment, low morale, slow downs, errors, endless gossip, absenteeism, and unexplained illness are all signs that you or management have been taking your employees for granted.

Ways to recognize employee:

- Earned praise
- Recognition for performance
- Respect
- Equal treatment
- Rewards for work well done
- Tangible evidence of recognition (commendation letters, certificates, trophies, plaques, pens, key rings, cups, etc.)
- Training and development
- Awards (certificates, employee of the month, etc)

Types of Rewards

- Informal rewards
  - Saying thank you
  - Post a note
- Rewards for specific achievements
  - Newsletter recognition
  - Letter signed by the Director, Sheriff, UnderSheriff, etc.
- Formal awards
  - Match the reward to the person
  - Match the award to the achievement
  - Be timely and specific
- Let employees reward each other

Ideas

- ✶ **Written Words**
  - – Written thank you notes
  - – Letter of appreciation in the employee file
  - – Handwritten cards to mark occasions
  - – Recognition posted on the employee bulletin board
  - – Contribution noted in the company newsletter

- ✶ **Positive Attention from Supervisory Staff**
  - – Stop by individual's workstation or office to talk informally
  - – Provide frequent positive performance feedback-at least weekly
  - – Provide public praise
  - – Take employees to lunch
  - – Include your employees in decisions you make

- ✶ **Encourage Employee Development**
  - – Send people to conferences and seminars
  - – Give employees the opportunity to learn as many skills as they are able to
  - – Ask people to present a summary of what they learned
  - – Work out a written employee development plan
  - – Make career development commitment and a schedule
  - – Celebrate successes

- ✶ **The Work Itself**
  - – Provide cross training opportunities
  - – Provide more of the kinds of work the employee likes and less of the work they do not like.
  - – Opportunities for empowerment and self-management
  - – Ask the employee to represent the department at an important meeting
  - – Opportunities to determine goals and direction
  - – Participation in idea-generating and decision-making

- ✶ **Gifts**
  - Company/Agency logo merchandise (shirts, hats, mugs, pens, jackets)
  - Gift certificates to local stores
  - Placed in a drawing to win a prize
  - Motivational posters
  - Gift baskets

- ✶ **Symbols and Honors**
  - Framed or unframed certificates
  - Engraved plaques
  - Larger work areas
  - More or better equipment
  - Provide status symbols

What Can You Do?

- Set an example
  - Attitudes are crucial

- Speak clearly, listen closely
  - When an organization is under stress, rumors abound and tempers run short

- Avoid apologies
  - You will undoubtedly have to ask more of your staff. Remember that an apologetic stance can be just as unproductive as one that shows your resentment

- Enhance your Visibility
  - With your staff and with management

- Establish a climate of trust and open communication
  - Listen to and deal effectively with employee complaints
  - Point out improvements in performance, no matter how small
  - Criticize behavior, not the person

DO

- ✓ Recognize that you do not have all the answers
- ✓ Take time to find out what makes others tick and show genuine caring
- ✓ Lead, encourage, and guide staff
- ✓ Tell your staff what you think

Don't

- ✓ Make assumptions about what drives others
- ✓ Assume others are like you
- ✓ Force people into htings that are supposedly good for them
- ✓ Neglect the need to inspire
- ✓ Delegage work – delegate responsibility

Three keys to Motivating Employees

1. Focus Goals
2. Common Vision
3. Management Support

Acknowledgement:

- ➢ Validates performance
- ➢ Gives employees a view of the future and
- ➢ Their place in it

When you motivate employees, YOU:

- ✶ Increase productivity
- ✶ Increase efficiency
- ✶ Reduce absenteeism
- ✶ Obtain better cooperation
- ✶ Improve communication
- ✶ Receive input and solutions
- ✶ Receive new ideas
- ✶ Improvements
- ✶ Have a more loyal staff
- ✶ Have less turnover

Reward systems that work

✶ Informal (Spontaneous) 1. Call employee to your office to say, Thanks 2. Post a note 3. Volunteer to do their job 4. Have a Manager, Executive, Director, Sheriff, etc. thank them. 5. Wash their car	✶ Formal (Planned) 1. Promotions 2. Employee of the month/year award

A well-constructed recognition system provides the single most important opportunity to **recognize** and **reward** the specific kind of behavior you want.

Remember

- ✶ Employees:
  - – see compensation as a consequence of performance and expect to be rewarded
  - – are concerned with organizational recognition
  - – want to participate in decisions that affect them
  - – value communication with management
  - – tend to have a short-term goal orientation
  - – Want work to be challenging, interesting and creative
  - – desire developmental opportunities
  - – tend to place their priorities first with leisure, then family, and finally work

Unlock the Motivation Secret

- ✶ Involve employees in decision-making
- ✶ Keep employee informed
- ✶ Be aware of the morale level of your employees
- ✶ Maintain an open-door policy
- ✶ Develop a caring attitude
- ✶ Be sure to listen
- ✶ Always treat employees with respect
- ✶ Ask for suggestions
- ✶ Give “constructive” criticism
- ✶ Recognize your employees
- ✶ Outline job responsibilities
- ✶ Maintain high standards

Summary of Motivational Techniques

Supervisors/managers should consider the following:
To motivate employees:

- ✶ Involve your team in planning and decision making
- ✶ Communicate effectively
  - – Listen more than talk!
- ✶ Delegate and show confidence
- ✶ Align delegated objectives with individual's objectives
- ✶ Emphasize working as a team
- ✶ Actively seek harmony in the team
- ✶ Be positive and enthusiastic
- ✶ Give praise and recognition for good performance
- ✶ Vary your approach to each individual needs and situations

Golden Rules for Rewarding Employees

Rule #1: Match the reward to the person
Rule #2: Match the reward to the achievement
Rule #3: Be timely, specific, and sincere
Rule #4: Say why the reward is being given

The Productivity Formulas

Ability + Training + Motivation = Employee Productivity

Ability + Training + Motivation + Communication = Sustained Productivity

Motivation, Recognition and Reward Checklist

Do you…………………….

- ✓ Personally thank staff for a job well done?
- ✓ Provide feedback that is timely and specific?
- ✓ Make time to meet with and listen to staff on a regular basis?
- ✓ Ensure the environment in your workplace is open, trusting?
- ✓ Encourage and reward initiative and new ideas?
- ✓ Share information with your staff on a regular basis?
- ✓ Involve staff in decisions, especially those that will affect them?
- ✓ Provide staff with a sense of ownership of their jobs?
- ✓ Give staff members a chance to learn new skills?
- ✓ Try when possible to promote from within?
- ✓ Celebrate the successes of individuals?
- ✓ Reward/recognize staff members based on their performance?
- ✓ Offer reward and recognize to encourage performance you place most value on?
- ✓ Praise and provide feedback generously and genuinely?
- ✓ Make sure that you criticize behavior, not people?
- ✓ Encourage suggestions?
- ✓ Use igniter phrases more often than killer phrases?
- ✓ Use appropriate positive, corrective effort such as training, performance evaluations, counseling, and instruction before taking disciplinary action?

Delegation as a Motivation Tool

Delegation

- To commit or entrust to another
- Give away work and expect a receipt

Why Do We Delegate?

- It strengthens your position.
  - Shows you are doing your job – getting results with other.
- Too many tasks for one person
- You are measured by the results not by energy
- Delegating frees you to do supervisory duties
- Professionally develops your subordinates
- Allows you to focus on higher priority projects
- Motivates staff

Issues

- Critical skill for supervisors
- You can't do everything
- Working with employees
  - Establish goals
  - Granting authority & responsibility
  - Giving employees freedom
- Remaining available as a resource
- Employees assessment
- Addressing performance
- Rewarding performance

Seven Steps to Effective Delegation

1. Communicate and Define the task
2. Get a Commitment
3. Furnish Context for the task
4. Determine standards
5. Grant Authority
6. Provide Support
7. Evaluate & Give Feedback

Payoff

- Less supervision required on your part
  - Delegation benefits both subordinates *and* supervisors when it's done correctly!

Why Supervisors/Managers do not Delegate

- Lack of confidence in employees
- Lack of self-confidence
- Poor definition or responsibilities
- Aversion to risk-taking
- Fear of subordinates as competitors
- Inflated self-image
- It takes more time to explain a task than to do it yourself
- Employees lack the necessary experience
- Subordinates may make costly errors

Delegation

- Create a Delegation Plan – don't be haphazard.
- Invest time in training to increase productivity.
- Keep in mind your subordinates may have a better or different way of doing things.
- Delegate, don't abdicate.
- Make sure the standards and outcome are clear!
- Short term errors = long term results.
- "What else do you need?"
- Delegate the objective, not the procedure.
- Get progress reports.
- Delegate to the RIGHT person!
- Don't take it back once you give it away.
- Spread assignments around.
- Get feedback.
- Delegate authority with responsibility!

Benefits of Delegation

- Relieves you of routine and non-critical tasks
- Frees your time so that you can attend to more important work
- Enhances your ability to manage
- Gives your employees the opportunity to take initiative and make decisions

Five Steps to Effective Delegation

- Examine your motive
- Define the task
- Set the Vision
- Clarify expectations
- Assign the task

Empowering Employees

- Delegate
- Grant Authority
- Encourage
    - Participation
    - Involvement
    - Creativity

Levels of Delegation

Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more experienced and reliable the other person is, then the more freedom you can give. The more critical the task then the more cautious you need to be about extending a lot of freedom, especially if your job or reputation depends on getting a good result. Take care to choose the most appropriate style for each situation. For each example the statements are simplified for clarity; in reality you would choose a less abrupt style of language, depending on the person and the relationship. At the very least, a "Please" and "Thank-you" would be included in the requests. It's important also to ask the other person what level of authority they feel comfortable being given. Why guess when you can get the other person's view? You don't necessarily need to agree, but you should certainly take account of the other person's opinion. Some people are confident; others less so. It's up to you to agree with them what level is most appropriate, so that the job is done effectively and with minimal unnecessary involvement from you. Involving the other person in agreeing the level of delegated freedom for any particular responsibility is an essential part of the 'contract' that you make with them.

1 "Wait to be told." or "Do exactly what I say." or "Follow these instructions precisely."
No delegated freedom at all.

2 "Look into this and tell me what you come up with. I'll decide."
This is asking for investigation and analysis but no recommendation.

3 "Give me your recommendation, and the other options with the pros and cons of each. I'll let you know whether you can go ahead."

Asks for analysis and recommendation, but you will check the thinking before deciding.

4 "Decide and let me know your decision, but wait for my go ahead."

The other person needs approval but is trusted to judge the relative options

5 "Decide and let me know your decision, then go ahead unless I say not to."

Now the other person begins to control the action. The subtle increase in responsibility saves time.

6 "Decide and take action, but let me know what you did."

Saves more time. Allows a quicker reaction to wrong decisions, not present in subsequent levels

7 "Decide and take action. You need not check back with me."

The most freedom that you can give to another person when you still need to retain responsibility for the activity. A high level of confidence is necessary, and you would normally assess the quality of the activity after the event according to overall results, potentially weeks or months later.

8 "Decide where action needs to be taken and manage the situation accordingly. It's your area of responsibility now."

The most freedom that you can give to the other person, and not generally used without formal change of a person's job role. It's the delegation of a strategic responsibility. This gives the other person responsibility for defining what projects and tasks are necessary for the management of a particular area of responsibility, as well as the task or project, and how it is to be done and measured, etc. This amounts to delegating part of your job - not just a task or project. You'd use this utmost level of delegation (for example) when developing a successor, or as part of an intentional and agreed plan to devolve some of your job accountability in a formal sense.

The Steps of Successful Delegation

1 Define the task

Confirm in your own mind that the task is suitable to be delegated. Does it meet the criteria for delegating?

2 Select the individual

What are your reasons for delegating to this person? What are they going to get out of it? What are you going to get out of it?

3 Assess ability and training needs

Is the other person capable of doing the task? Do they understand what needs to be done. If not, you can't delegate.

4 Explain the reasons

You must explain why the job or responsibility is being delegated. And why to that person? What is its importance and relevance? Where does it fit in the overall scheme of things?

5 State required results

What must be achieved? Clarify understanding by getting feedback from the other person. How will the task be measured? Make sure they know how you intend to decide that the job is being successfully done.

6 Consider resources required

Discuss and agree what is required to get the job done. Consider people, location, premises, equipment, money, materials, other related activities and services.

7 Agree deadlines

When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities? At this point you may need to confirm understanding with the other person of the previous points, getting ideas and interpretation. As well as showing you that the job can be done, this helps to reinforce commitment. Methods of checking and controlling must be agreed with the other person. Failing to agree this in advance will cause this monitoring to seem like interference or lack of trust.

8 Support and communicate

Think about who else needs to know what's going on, and inform them. Involve the other person in considering this so they can see beyond the issue at hand. Do not leave the person to inform your own peers of their new responsibility. Warn the person about any awkward matters of politics or protocol. Inform your own boss if the task is important, and of sufficient profile.

9 Feedback on results

It is essential to let the person know how they are doing, and whether they have achieved their aims. If not, you must review with them why things did not go to plan, and deal with the problems. You must absorb the consequences of failure, and pass on the credit for success.

10 Factors Creating Job Satisfaction : What Motivates Now?

by Dr. David Spicer

Interesting jobs, security and being appreciated are top of employees' lists for crating job satisfaction in today's workplace. And it is that second one – feeling your job is safe – that really speaks to today's job climate.

Data collected on the relative importance of 10 longstanding factors that research identifies as significant in influencing people's motivation are shown on the table below. The table compares 2008 to 2010.

Factor	**Your rating**	**2010**	**2008**
Interesting work			
Job security			
Full appreciation of work done			
Good wages			
Promotion and growth in the organization			
Personal or company loyalty to employees			
Feelings of being in on things			
Tactful discipline			
Good working conditions			
Sympathetic help with personal problems			

MOTIVATION QUESTIONNAIRE: Part I

Please mark one of the seven responses by circling the number that corresponds to the response that fits your opinion. For example: if you "Strongly Agree", circle the number "+3". Complete every item.

1. Special wages increases should be given to employees who do their jobs very well.	+3 +2 +1 0 -1 -2 -3
2. Better job descriptions would be helpful so that employees will know exactly what is expected of them.	+3 +2 +1 0 -1 -2 -3
3. Employees need to be reminded that their jobs are dependent on the Agency's ability to compete effectively.	+3 +2 +1 0 -1 -2 -3
4. A supervisor should give a good deal of attention to the physical working conditions of his employees.	+3 +2 +1 0 -1 -2 -3
5. A supervisor ought to work hard to develop a friendly working atmosphere among his people.	+3 +2 +1 0 -1 -2 -3
6. Individual recognition for above-standard performance means a lot to employees.	+3 +2 +1 0 -1 -2 -3
7. Indifferent supervision can often bruise feelings.	+3 +2 +1 0 -1 -2 -3
8. Employees want to feel that their real skills and capacities are put to use on their jobs.	+3 +2 +1 0 -1 -2 -3
9. The agency retirement benefits are important factors in keeping employees on their job.	+3 +2 +1 0 -1 -2 -3
10. Almost every job can be made more stimulating and challenging.	+3 +2 +1 0 -1 -2 -3
11. Many employees want to give their best in everything they do.	+3 +2 +1 0 -1 -2 -3
12. Management could show more interest in the employees by sponsoring social events.	+3 +2 +1 0 -1 -2 -3
13. Pride in one's work is actually an important reward.	+3 +2 +1 0 -1 -2 -3
14. Employees want to be able to think of themselves as "the best" at their jobs.	+3 +2 +1 0 -1 -2 -3
15. The quality of the relationships in the informal work group is quite important.	+3 +2 +1 0 -1 -2 -3
16. Individual incentive bonuses would improve the performance of employees.	+3 +2 +1 0 -1 -2 -3

17. Visibility with upper management is important to employees. **+3 +2 +1 0 -1 -2 -3**

18. Employees generally like to schedule their own work and to make job-related decisions with a minimum of supervision. **+3 +2 +1 0 -1 -2 -3**

19. Job security is important to employees. **+3 +2 +1 0 -1 -2 -3**

20. Having good equipment to work with is important to employees. **+3 +2 +1 0 -1 -2 -3**

Part II :

1. Transfer the numbers you circled in Part I to the appropriate places in the chart below.

Statement #	Score	Statement #	Score	Statement #	Score
10	_______	2	_______	6	_______
11	_______	3	_______	8	_______
13	_______	9	_______	14	_______
18	_______	19	_______	17	_______
TOTAL (Self-Actualization Needs)	________	TOTAL (Safety Needs)	________	TOTAL (Esteem Needs)	________

Statement #	Score	Statement #	Score
1	______	5	______
4	______	7	______
16	______	12	______
20	______	15	______
TOTAL (Basic Needs)	_______	TOTAL (Belonging Needs)	_______

2. Record your total scores in the chart below by marking an “X” in each row next to the number of your total score for that area of needs motivation.

	-12	-10	-8	-6	-4	-2	0	+2	+4	+6	+8	+10	+12
Self-Actualization													
Esteem													
Belonging													
Safety													
Basic													

Once you have completed this chart, you can see the relative strength of your use of each of these areas of need motivation. There is , of course, no “right” answer. What is right for you is what matches the actual needs of your employees and that, of course, is specific to each situation and each individual. In general, however, the “experts” tell us that today’s employees are best motivated by efforts in the area of Belonging and Esteem.

Why Doesn't Cash Motivate...

ARTICLE | SUN, 07/24/2011 - 23:00 By Lorri Freifeld

If money is the root of all evil, is it also the root of all motivation? When talking about workplace performance and training, the experts' consensus is a resounding "**No.**"

First, a look at some research:

- A McKinsey global survey on cash as a motivator found that while performance-based cash bonuses were used frequently (68 percent of respondents), employees still viewed "praise and commendation from their immediate manager" as being more effective than cash (67 percent for praise versus 60 percent for cash). ("Motivating people: Getting beyond money," Martin Dewhurst, Matthew Guthridge, and Elizabeth Mohr, McKinsey Quarterly, November 2009).
- In a LinkedIn survey of 665 respondents, 285 said the motivation of personal satisfaction has the most positive impact on their job performance, followed by potential for career growth (160) and increased compensation.
- Pay did not make the list of HR Solutions' Top 10 Engagement Drivers. Recognition checked in at No. 1, followed by career development, direct supervisor/manager leadership abilities, strategy and mission, and job content.

"The primary value exchange between most employers and employees today is time for money," note Tony Schwartz, Jean Gomes, and Catherine McCarthy in their book, "The Way We're Working Isn't Working: The Four Forgotten Needs That Energize Great Performance" (Free Press, 2010). "It's a thin, one-dimensional transaction. Each side tries to get as much of the other's resources as possible, but neither gets what it really wants. No amount of money employers pay for our time will ever be sufficient to meet all of our multidimensional needs. It's only when employers encourage and support us in meeting these needs that we can cultivate the energy, engagement, focus, creativity, and passion that fuel great performance."

Tim Houlihan, vice president of Reward Systems at BI Worldwide, which designs and executes business improvement programs , agrees. "As an incentive for above-and-beyond effort, cash is hopelessly ineffective. The reason is that cash turns the incentive into a deal—it puts us in a calculative mindset, forcing us to compare anticipated effort with anticipated returns in dollars and cents. If we start thinking about our effort in terms of the cash we could earn and we give any consideration to what we'll spend that cash on, we immediately begin to feel guilty about spending on anything other than the most utilitarian items. That leads us to ask ourselves, 'Why should I spend an extra six hours at work this week to pay my Visa bill?'" In very short order, Houlihan says, we rationalize why it's not a good idea to put in the extra effort. "We'll end up doing what we've always done because we'll rationalize (using the analytical left side of our brains) why it's not worth what's being offered to do what's being asked."

Or think about it this way, Houlihan says: "Almost every single sales job has a pay-for-performance component: The more the rep sells, the more he or she makes. Why aren't 100 percent of the reps maximizing their plan if money is such a good motivator?"

That's the crux of the issue: We're not saying money doesn't motivate. But it often may not be the top motivator. That means there are other, often more powerful sources of motivation that many organizations aren't tapping.

"Money is more like unconditional love from our employer—it's not a motivating force to get us to go above and beyond the call of duty, to go the extra mile, to really push our limits," Houlihan explains. "Money gets us in the door at the office every morning. But the stimulants that get us into high achievement are these: our ability to set challenging goals, our ability to get emotionally engaged in our work, and our ability to focus. These common tools are available to all, but only the top performers practice them on a regular basis. We can learn them from books and mentors and online learning systems, but until we internalize them, we won't exhibit top performance. In the short term, we can use extrinsic motivators, such as incentives, to help facilitate goal setting, engagement, and focus. This way, the extrinsic motivation helps us perform at a higher level, and once we recognize what it takes, we can replicate it more easily."

Elaine Varelas, a managing partner at Camden Consulting Group, notes that cash as a motivator often depends on how much someone makes: the ratio of the cash incentive vs. their full compensation. For example, she says, if they're earning $50,000 a year, then $100 might not be a big motivator. But $2,500 might be. "And after a certain threshold of earnings, there are more things to motivate people—fun things such as trips, dinners at expensive restaurants, experiences (i.e., a trip to Disney World with the family and VIP tickets). The VIP treatment may mean more than the actual cash value," she explains. "Coveted items such as tickets to a sporting event or a luxury spa may be more welcome and motivational. People like to say they got these things from their company."

Learning for Dollars?

When it comes to training, the most important part of motivating is letting people know what the value of the training is to them personally—will they be more knowledgeable about the stock market; will they learn how to deal with conflict in the office, etc., Varelas says. “You have to communicate the value of the training—that’s where the motivation comes in. Trainers can make things more fun by giving out $10 coffee shop gift cards or giving out points redeemable for incentives for answering questions or coming back the second day, but the big sell is why this training is valuable to them personally.”

Varelas says it really comes down to marketing or selling the training program to learners. “One key part of the marketing is including a participant quote (especially from a senior person or someone known for not liking training) explaining how valuable the training was to them and what they got out of it,” she recommends.

Learning is an individual matter and draws upon personal commitment, interest, abilities, and attitudes to learn and cannot generate identical outcomes in different people just by rewarding them, agrees Roy Saunderson, author of “GIVING the Real Recognition Way” and president of the Recognition Management Institute, a consulting and training firm specializing in helping companies “get recognition right.” He says research shows organizational and managerial commitment to learning will enhance individual motivation to learn. “Managers and supervisors actually have the greatest influence on transfer of learning when they meet with the learner before they start training,” he notes “They can clearly convey the benefits from attending and participating in the training. Managers can establish learning goals with the learner and follow up after the course. Practical application of the instruction can occur with specific goals to be carried out following course completion. Social reinforcement and rewards then can be given as warranted.”

When it comes to online training, Chad Hoke, VP of Sales and Marketing at BlueVolt, a provider of online learning management systems (LMSs) for manufacturing, construction, and service industries, says he thinks the biggest motivating factor is the inherent desire that most people have to master their job or task. “We consistently find that the top 15 to 20 percent of employees usually will find and complete training on their own, simply because they want to improve, regardless of extra help or incentives."

However, he adds, "the much larger 'middle group' of employees is more likely to get distracted from their goals. This group is very responsive to incentives and rewards that help them get on track with training. Even in these cases, though, the incentives don't have to be rich to be effective."

For example, BlueVolt recently partnered with Giftango to enhance BlueVolt's $BlueBucks incentive program, a pay-for-performance system that rewards learners as they successfully complete training through their company's LMS or online university powered by BlueVolt. The $BlueBucks program has proven to increase online course enrollments up to 10 times. The partnership gives learners the option to redeem $BlueBucks immediately for a virtual eGift card from retailers such as Foot Locker, Nike, and Amazon.com delivered via e-mail or to a smart phone, and viewed through a secure Web browser. Learners also can use their $BlueBucks to pay for additional courses offered in the BlueVolt system, including continuing education courses to keep professional licenses current.

Peder Jacobsen, vice president of Learning & Organizational Effectiveness at BI Worldwide, recommends first ensuring the training is geared toward the actual skills and behaviors that will change results. "Just distributing facts in a PowerPoint is not training," he says. "It's like taking a new basketball team and training them by giving them a PPT about the rules, then turning them loose in a competitive league. They'll get slaughtered. So first is to change or update the training to align with the skills and behaviors that will really get the results you want."

This is different than aligning training directly to business objectives, he cautions. "It can be a long leap from an individual course to a division's business objectives. The recommended approach takes into account the actual human behaviors that need to change in order to get the performance that will achieve the business objectives. It also makes it easier to draw a direct line from the training to the overall business objectives by taking it in steps—rather than one giant leap."

Second, he says, create the incentive rules to reward both the learning of the new behaviors (completing the training course) and then applying them on the job. "One idea to keep costs down is to give a minor incentive here, but use success as a gate or multiplier for actual business results," he suggests.

Third, Jacobsen stresses, include the first-line managers. "No lasting change happens without them. They provide the oversight and accountability. Include them in the incentive for successfully completing the training themselves, but also consider giving them an override for each of their employees to successfully complete the training and/or start demonstrating results. This ensures that they make their employees comply. As a variation, you also could use the percentage of their employees to complete training and/or demonstrate the behaviors as a gate to accelerate their normal business results."

In all these situations, Jacobsen believes, an accumulation system has more flexibility and power than cash or gift cards. As an example, he cites a large telecommunications client that created a voluntary incentive program for training within its customer service/sales employee base. It piggybacked on its points accumulation system that was in place to motivate sales. If learners completed courseware and were certified, they received points in their sales reward incentive system.

In the spring program, approximately 25 percent of the population voluntarily participated in the training. Certified employees' sales increased 12 percent more in one month than those of non-certified employees. The same program was used again in the fall. This time, it included an incentive for first-line managers, as well as employees. Managers received an incentive—and an override—for each employee who reported to them who was certified. Voluntary participation increased to about 50 percent, and month-over-month results were even more dramatic. "One month after certification," Jacobson says, "certified employees sold 43 percent over baseline, while uncertified reps sold 19 percent less, yielding a whopping difference of 62 percent between certified vs. non-certified."

Jacobsen does note that while there is a control group, "it's a self-selecting system and it can be argued that the best people chose to try to improve themselves. However, the improvements listed here were measured against their own individual baselines and then averaged." Nor does that criticism accommodate for such large deviations in performance, he adds.

Linking Recognition and Rewards

Research has proven that recognition can be a powerful motivator. That brings up the question: Does tying recognition to cash and other rewards have a bigger impact on motivation?

Rewards, such as cash and tangible reward items, are extrinsic and transactional in nature, Saunderson explains. “In other words, if you do ‘x’ then you get ‘y.’ A person knows they will get the reward if they deliver the desired results. Very much like getting paid a wage or salary for one’s job. Recognition, on the other hand, is intrinsic and relational—and is more meaningful in nature. It also is unexpected and influences our emotions, thus impacting us psychologically and emotionally.”

Effective and meaningful recognition—appreciation, praise, and social reinforcement—will directly impact the self-esteem and internal motivation of an individual, Saunderson says. “Coupled with fair and justifiable rewards, you have a winning combination.”

BI’s Houlihan believes recognition is a very sensitive thing and tying awards to recognition must be done without cash or cash equivalents. “Imagine yourself getting up from Thanksgiving dinner and wanting to recognize your grandmother for making an amazing meal. You say, ‘Grandma, this was fabulous! How does $30 per plate sound to you?’ I can guarantee you’d never be asked back to Grandma’s.”

Or, he says, consider the difference between monetary recognition and non-monetary recognition, both costing the same:

Scene 1: You want to express your gratitude to your team member, Susan, for completing a task with exceptional quality. You say, “Susan, you did a great job on that project. Here’s a $5 gift card to Starbucks. Go grab yourself an amazing cup of coffee on the company.”

Or, **Scene 2:** You say, “Susan, you did a great job on that project. Let’s go down to Starbucks and grab a cup of coffee so we can talk about it.”

“If you want Susan to remain an employee, to stay engaged, and to increase her already promising contributions to the company, choose Scene 2,” Houlihan says. “If you don’t want any of those things, choose Scene 1.”

Stumped on Motivation: Just Ask

Many managers and organizations find it difficult to determine what the best form of motivation is for their particular employees, especially if members of the workforce are at different age and economical stages of their lives. Of course, one of the easiest ways to find out what motivates people is to ask them, says Saunderson. “Motivation is an inside job. Only an employee can tell you what really motivates them, and each response will be unique per individual. Ask employees what motivates them personally in their life and what would influence them to perform at a higher level for the company. Let them know the total rewards options available to you as a manager to draw upon for rewarding desired results.”

These questions can be asked during performance reviews and employee engagement surveys. But be careful to avoid asking too many questions and being overwhelmed with data overload, Varelas cautions. “Figure out what do you need to know now? Where’s the pain? Prioritize your questions. It also helps to ask open-ended questions as that way people will tell you what they are thinking about.”

Also, she suggests that Sales work with managers to identify perks or incentives that might be shared throughout the organization. “Perhaps they get a luxury box at a sporting event that they invite customers to; if there’s an extra seat, that could be given to an employee. Or give people the opportunity to attend an executive dinner. Recognize that networking opportunities some executives might not want to attend might be thrilling experiences for others in the company. For example, CEO luncheons usually have 20 empty seats—there might be ‘high potentials’ at the company who would see this as a networking opportunity and be flattered to be invited.”

A Little Appreciation Goes a Long Way

By Joe Schumacher

For decades, managers viewed money as a powerful productivity motivator. To get more out of the workforce, you simply paid them more. But this is only part of the story. All of us are motivated by money, but money is only a short-term motivator. Looking over the last few decades, you can see more and more attention shifting up the list on Maslow's hierarchy of needs: We want not only food and health and shelter, but also less tangible rewards such as appreciation and a sense of purpose. Millennials report less interest in the traditional elements of workplace prestige such as status and "perks." Today, most workers seek more intrinsic rewards, such as on-the-job opportunities to do meaningful, creative, and independent work while enjoying a balanced lifestyle and quality of life benefits.

If money isn't the main motivator, then what is? What do workers want most from their job and manager? The answer is surprisingly simple. Workers want someone they can work alongside, who is compassionate, and who serves and protects. Someone who understands the complicated alchemy of making people matter.

Employees want a manager who leads by example, with integrity and a defined purpose. Such a leader brings meaning and direction to the team's work and helps every team member continuously improve. Employees want a leader who provides tools, training, trust, technology, and techniques, as well as opportunities to take initiative, and who galvanizes their team to achieve great results. Workers want to be respected as "talented," to be intellectually challenged, to be given elbowroom to work toward their defined purpose with ownership and accountability for the final product. Workers want to be appreciated and to have their accomplishments acknowledged, to receive accurate and timely performance feedback, to work a variety of duties, and to be on a career path with a desirable future. Workers don't want to feel like just subordinates, headcounts, or direct reports; they want to be team members and colleagues and rising talents.

The most exciting part of this: Almost all these best practices of leadership cost nothing. Small gestures of kindness, gratitude, and appreciation bring the most meaning to workers, at the least cost. So go for it! Commit deliberate acts of thoughtfulness and dish out premeditated accolades, because it's these best practices—which previous generations' money-oriented managers may have found trifling, unattractive, or troublesome—that can lead to leadership success.

Quick Tips

BI Worldwide Vice President of Reward Systems Tim Houlihan says that while a "Top 10 list of motivation stimulants will not speak to the complexities of any given situation, including the all-important corporate culture, there are some things to keep in mind," including:

1. **Help your people set goals.** Think short-term goals (30, 60, or 90 days at a time) rather than annual goals. The CEO of NetApp, Tom Georgans, said in a radio interview that he sets no more than three goals to achieve every quarter. More than that is too many to focus on and longer than that is too difficult to foresee and control.
2. **Help your people get engaged.** The workplace has a social exchange, as well as a financial exchange. Leverage the social exchange with opportunities to develop healthy relationships with coworkers, and recognize their efforts with non-monetary awards such as smiley faces, thank-you notes, or gifts that do not have explicit dollar values. Edison was already a wealthy man when he spent several years and exhausted 10,000 prototypes to develop a functioning lightbulb. He was committed beyond the dollar.
3. **Help your people focus.** Communicate clearly what one or two things you want them to do—help them focus on the most important issues only. Stephen Covey recommended we move the boulders first—the sand will fill in the gaps without any effort. Every person's day starts with a long list of things to do, and every day ends with a portion of that list unfinished. Help people finish their lists by providing clear direction on what it is they should focus on. That will improve productivity and morale.
4. **Use non-monetary rewards.** Our natural inclination to feel guilty about spending hard-earned income on luxuries turns any monetary reward into a utilitarian tool, or worse, just plain old compensation. On top of that, monetary awards create a calculative mindset, and we immediately ask ourselves: Is this a good deal? Non-monetary rewards—such as a trip or a toaster or the boss taking us to the coffee shop—allow our imaginations and emotions to get involved without any guilt. According to Harvard Professor David Laibson, "Emotions drive behavior."

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Needs Assessment

Instructional Goal: To provide supervisors and managers information on how to conduct a needs assessment.

Performance Objectives:

- Define needs assessment
- List the different types of techniques to conduct a needs assessment
- List the pros and cons of each technique

Needs Assessment

After you complete this training, you will have a foundation in the following concepts:

- How to develop assessment instruments such as surveys and questionnaires
- Understanding where needs assessments fit in the project development process
- Basic steps in conducting needs assessments

Needs assessments are used whenever there is a need or a want that could be fulfilled by some sort of organizational effort. Let us take a look at where needs assessments fall into the picture from two perspectives: organizational development and instructional design.

The organization's **mission** is elaborated as a **strategic plan** with regional, state, or local focus.

The **strategic plan** contains appropriate programs and **project plans** with a local or site-specific focus.

Each **project plan** and the planning process itself focuses on specific **local issue(s) and audience(s)**.

To then determine if and where there are issues for which **training** or other **tools and techniques** can help, a **needs assessment** is conducted.

Definitions of Needs Assessments

- A needs assessment is a systematic investigation of an audience(s) to identify aspects of individual knowledge, skill, interest, attitude and/or abilities relevant to a particular issue, organizational goal, or objective.

- All effective training begins with needs assessment. The training needs survey measures what skills employees have, what they need, and how to deliver the right training at the right time. – *American Society of Training and Development*

- A Needs Assessment is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance. – *D. Stout, Performance Analysis for Training, 1995.*

- Needs analysis is an examination of the existing need for training within an organization. It is a gathering of data that enables you to make an informed estimate of the changes desired or demanded by those organizations. – *Stuart Dalziel, Planning and Managing Training and Development*

- Needs assessment is performed to determine what training will successfully address any skill deficits. – *Cornell, Technology Training Services*

- Needs Assessment is a process used anytime someone carefully asks the question “How can I find out what is really happening (or needed; at the root of the problem; missing; etc.)?” – *Cornell, Needs Assessment Tips and Techniques*

- Data gathering methods by themselves are not a needs assessment. The needs assessment process has to result in decision-making for the process to be complete. – *University of Virginia*

- Needs assessments and needs analysis are interchangeable and have the same purpose and meaning: to assess and analyze. The purpose is to ensure that there is a need for training and to identify the nature of the content of the training program. – *AMX, Training Needs Assessment*

Now that we have seen a few definitions, let us look at what the goal of a needs assessment is. Simply put, the goal of a needs assessment is to design an effective program, product, or service that addresses the group's needs and "wants."

Too often people consider only one solution (a want) and discuss it as a need, when in truth what they really need will not be addressed. Effective questioning can reveal the need behind the want. However, it is important to remember that the "want" is often the best solution.

Two things to remember:

Needs are gaps – the space between what currently exists and what should exist.

Wants are solutions – a proposed means to filling the gap.

Examples of Wants

- I want to hire a more staff
- I want new equipment
- I want more training

Examples of Needs

- I need more staff to meet the department's mission
- I need to reduce injuries and need to equipment to facilitate this need.
- I need better knowledge, skills, and abilities to reduce department liability in high critical areas.

Write down three wants.

____

____

____

Now, write down the needs or gaps that are creating these wants.

____

____

____

This seems like a simple exercise but it will help you in visualizing the difference between the two.

The goal of a needs assessment is the gathering of information for designing and creating an effective product or service that addresses a group's needs and "wants."

The objectives of a needs assessment define what the needs assessment will achieve and provide a more complete understanding of the problem to be addressed. Examples of some appropriate objectives are listed below:

- Identify existing degree of knowledge, skills, and the attitudinal characteristics surrounding a particular issue or topical area. In order to develop a relevant program, it is critical to determine current understanding of an issue from the participant's perspective, not from what the participant is thought to believe, or to be able to do.

- Identify individuals or groups of individuals who most need additional skills training or access to information and technologies. Through interviews, for example, an individual may indicate interest in a refresher seminar or workshop to enhance skills and knowledge related to a particular issue. A geographic information systems (GIS) analyst may see the need for a specific tool to help create better data layers.

- Identify motivations and conditions that contribute to an individual's degree of interest in an issue and ability to access or purchase the final product or training course.

- Solicit opinions about content, functionality, etc. in order to draw participants into the design process, and build interest and active participation in the product, service, or training.

Needs assessments are used whenever there is a need or a want that could be fulfilled by some sort of organizational effort. Let’s take a look at where needs assessments fall into the picture from two perspectives: organizational development and instructional design.

Needs Assessment	• Plan • Collect data • Analyze and report data
Concept Design	• Create objectives • Construct evaluation plan • Develop basic specifications
Prototype and Test	• Create functional specifications • List project phasing and steps • Develop prototypes • Field-test project
Implementation	• Put into service • Collect evaluations from product users, students, etc. • Incorporate changes and improvements

Evaluation	• Confirm that subject matter is correct • Have stakeholders confirm adherence to established goals • Review and incorporate feedback

Planning	1. Reiterate issue and audience 2. Establish planning team 3. Establish goals and objectives 4. Characterize audience(s) 5. Search for information and literature 6. Select data collection methods

Data Collection	7. Determine audience sampling scheme 8. Design and pilot data collection instrument 9. Gather and record data

Data Analysis and Reporting	10. Analyze data 11. Manage data 12. Synthesize information and create report

Sources of Information

Supervisors - Administration
Employees -
Management -

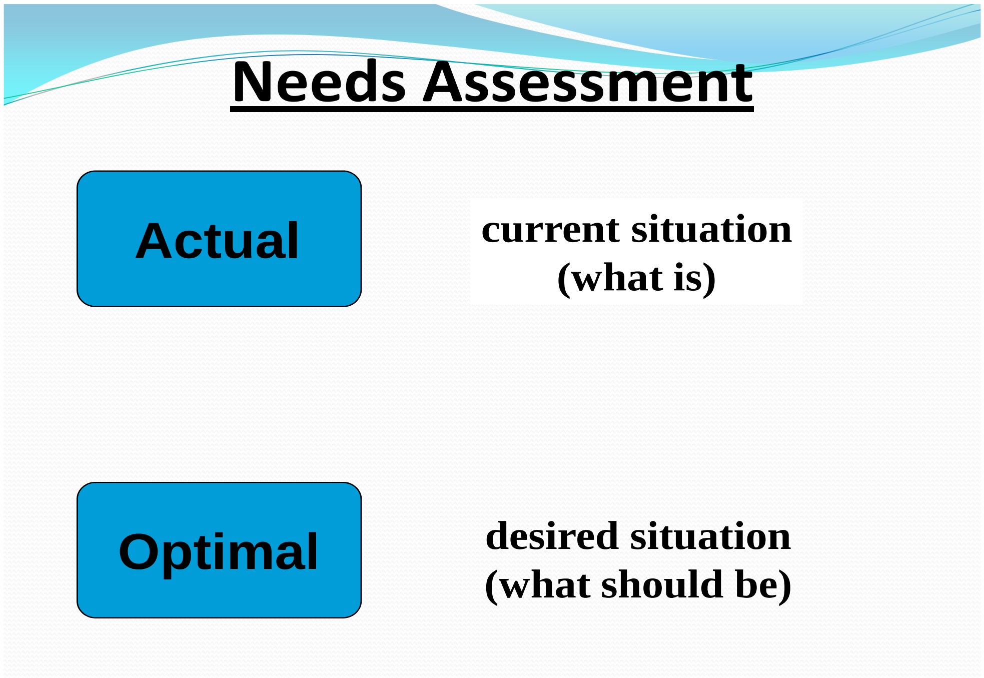
Content Experts -

Sources of Information

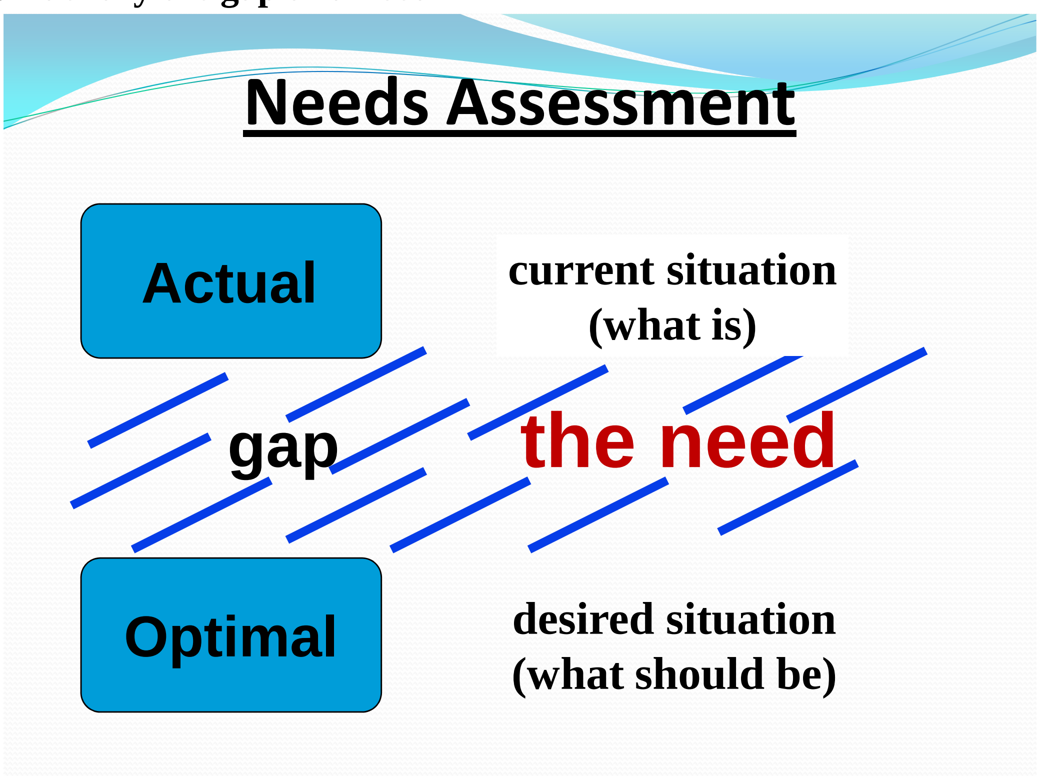
reports
surveys
interviews
journals
discussions
assessments
observations
questionnaires

<u>Needs Assessments – 4 steps</u>

Step 1: Summarize the actual and optimal situation



Step 2: Identify the gap and need



Types of Needs

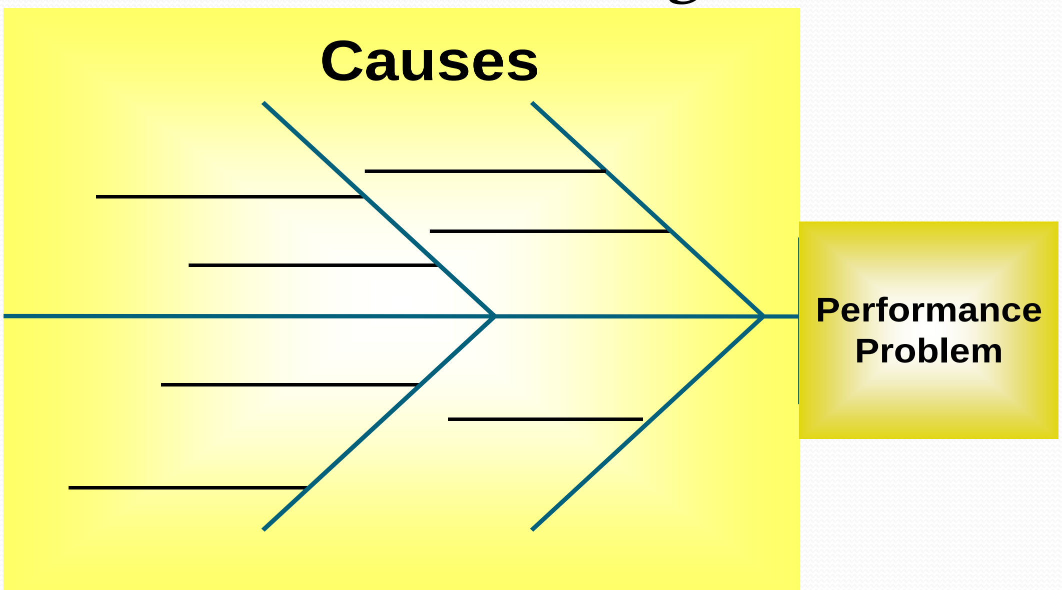
- **Normative Need**
  - **Comparing the target audience against a national standard**
- **Comparative Need**
  - **Comparing target audience against an external standard (benchmarking)**
- **Felt Need**
  - **Is a desire or want that an individual has to improve either his or her performance or that of the targert audience (not acted upon)**
- **Expressed Need**
  - **A felt need turned into action (something someone has done to express a need, i.e. enrolled in a class).**
- **Anticipated or Future Need**
  - **Identifying what people need to know in the future**
- **Critical Incident Needs**
  - **Failures that are rare but have significant consequences**

Step 3: Determine performance problems and causes

- **Lack of skill or knowledge**
- **Flawed environment**
- **Few or improper incentives**
- **Motivation**

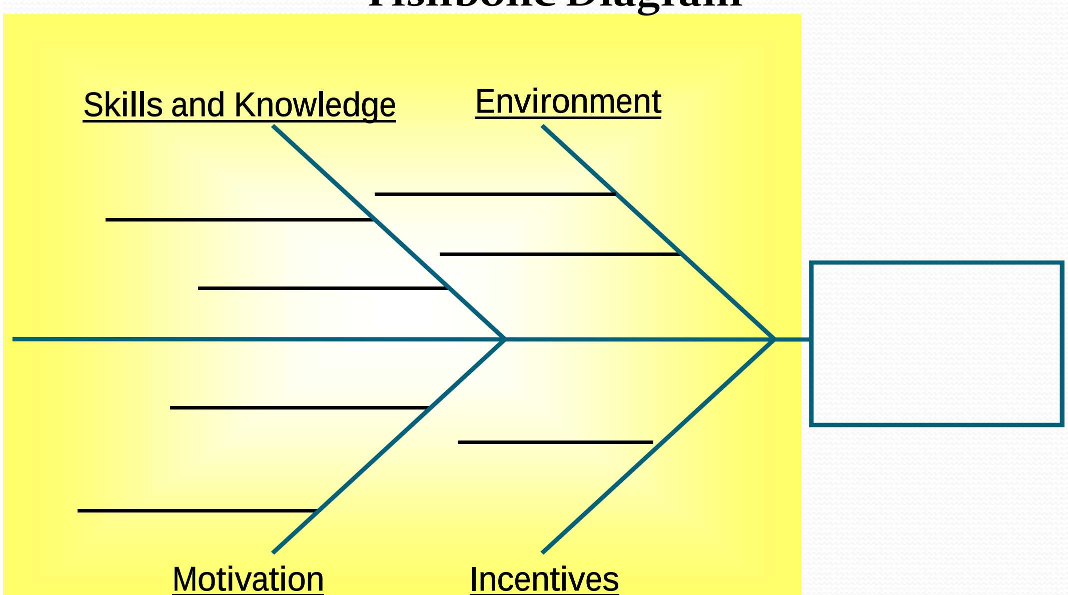
Performance Assessment

Fishbone Diagram



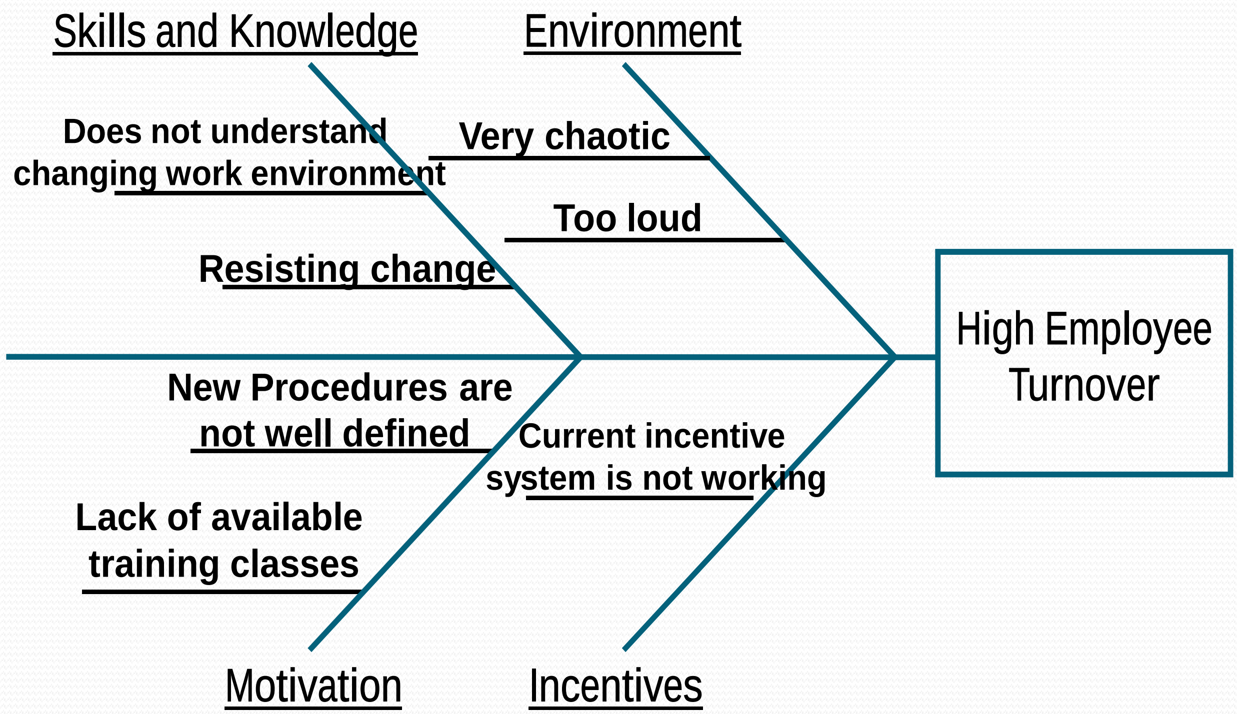
Performance Assessment

Fishbone Diagram



Performance Assessment

Fishbone Diagram



Step 4: Determine Solutions

- Lack of Skills/Knowledge
  - Training
  - Job Aids
  - Selection
- Flawed Environment
  - Improved tools
  - Improved forms
  - Workplace re-design
  - Job re-design
  - More or better equipment
- Improper Incentives
  - Improved Policies
  - Better supervision
  - Improved incentives
- Unmotivated Employees
  - Training
  - Information
  - Coaching
  - Better Supervision

Needs Assessment – 12 Steps

Step 1: Confirm the Issues and Audience

Step Summary	Questions	Risks
In this step you will establish the purpose of the needs assessment, determining if it is a legal requirement, a company requirement, or simply desired for general knowledge.	Is this a new issue or audience for the organization? Is there widespread agreement up the organizational chain that this issue or audience needs to be addressed?	Unknown stakeholders; political blunders; content blunders Lack of support for the results of needs assessment

Notes: Always address your goals and objectives in synthesis. An executive summary is often helpful.

Step 2: . Establish the Planning Team

Step Summary	Questions	Risks
In this step, you will establish the planning team while also determining the resources available for the needs assessment, including • Time • Money • Number of individuals required for statistical purposes • Research or prior studies • Expertise of researchers	Are the stakeholders and partners new or well known? How geographically or organizationally dispersed is the team? Is there expertise within the team?	Not instilling ownership in the final product Communication difficulties Can spend a lot of time without getting much accomplished

Notes: All steps should be conducted as part of a group effort and in the form of a planning team. The planning team ideally will consist of members from different stakeholder groups, as well as individuals with expertise in the area of research. Good communication between planning team members is essential. The team must establish protocols and job duties.

<u>Step 3: Establish the Goals and Objectives</u>

In this step, based on the available resources confirmed in step two, you will establish goals and objectives.

Summary	Questions	Risks
This step has three phases: Identify the optimum (desired) and actual levels of knowledge or skill. Identify the cause(s) for the lack of knowledge or skill. Devise a solution or series of solutions.	Are the goals widely shared by the audience? Are your objectives measurable? Will the project be considered a success if the objectives are met?	Different priorities from different team members or supporting organizations; people will disengage from the process You will not know if you have achieved them and to what degree Long-term support for doing needs assessments

Notes: Ensure goals and objectives drive the outputs (statistical analysis and reporting). This will prioritize the rest of your steps and determine the amount of effort you spend on the needs assessment

<u>Step 4. Characterize Your Audience</u>

In this step you will determine the following audience characteristics:

Summary	Questions	Risks
- Number of individuals present (i.e. sample size) - Skill and knowledge level - Educational level - Organizational niche - Cultural characteristics and possible biases - Attitudes and biases - Ability to access or attend	How long have you worked with the audience? How much variation is there within the audience?	Assumptions can backfire Stereotypes don't always work

Notes: The needs assessment can also validate or demonstrate weaknesses in perceptions. This should be used to check critical characteristics.

Step 5. Conduct Information and Literature Search

Summary	Questions	Risks
In this step you will review information and literature regarding the issue by looking at studies from management plans, public records, strategic plans, reports, and articles.	Has this audience or issue been surveyed in the past? What other kinds of reports would shed light on the audience or issue?	Results may be outdated Wasting time and effort to do something that has been done before Not knowing about information that would make the job easier or better

Note: Surveys are often used to clarify or answer questions that have surfaced through reviewing reports

Step 6. Select Your Data Collection Methods

Step Summary	Questions	Risks
In this step you will decide how you will collect data, from choices ranging from personal interviews to written tests.	Have all of the methods been considered? Do the audience's characteristics provide insight into what methods they would be receptive to? How much expertise is there in-house?	The two most popular are also the two most intrusive Upsetting your audience Less experience means more time designing and analyzing and less concrete results

Notes: Your decision here will affect much of the time and resources you have for your project.

Step 7. Determine Your Sampling Scheme

Summary	Questions	Risks
Sample more than you think you need. The biggest threat to a survey is that the results are inaccurate because of the sample size not being representative	What's statistically recommended? What is the population size of your audience?	Results may be invalid for "academics" Too many or too few in your sample

Step 8. Design and Pilot the Collection Instrument

Summary	Questions	Risks
Always pilot your questionnaire! Better data requires more time, money and resources.	How will you pilot your instrument? What kind of expertise is on your planning team? How important is statistical precision? How will data collection be standardized?	Instrument will not be clear or gather necessary data The audience will not be receptive to the survey instrument Asking too many questions may irritate the respondents

Step 9. Gather and Record Data

Summary	Questions	Risks
There are various strategies for increasing response rate, including reminder calls and postcards. Of prime importance is ensuring anonymity to respondents.	Can you use untrained personnel to gather data? Can you use volunteers to gather data? Are you getting your desired response rate?	Data will be biased Language or vocabulary issues Invalid study

10. Analyze Data

Summary	Questions	Risks
Keep findings and interpretation of findings separate in reporting.	How much statistical analysis do you do? Is the gap or issue best addressed through training? Is the data analyst the same as the data gatherer? What statistical tests will be run? How will non-responses to individual survey items be dealt with?	Under- or overwhelming your audience with your report Missing trends or patterns Not accounting for other possible critical barriers Letting bias slip into the process

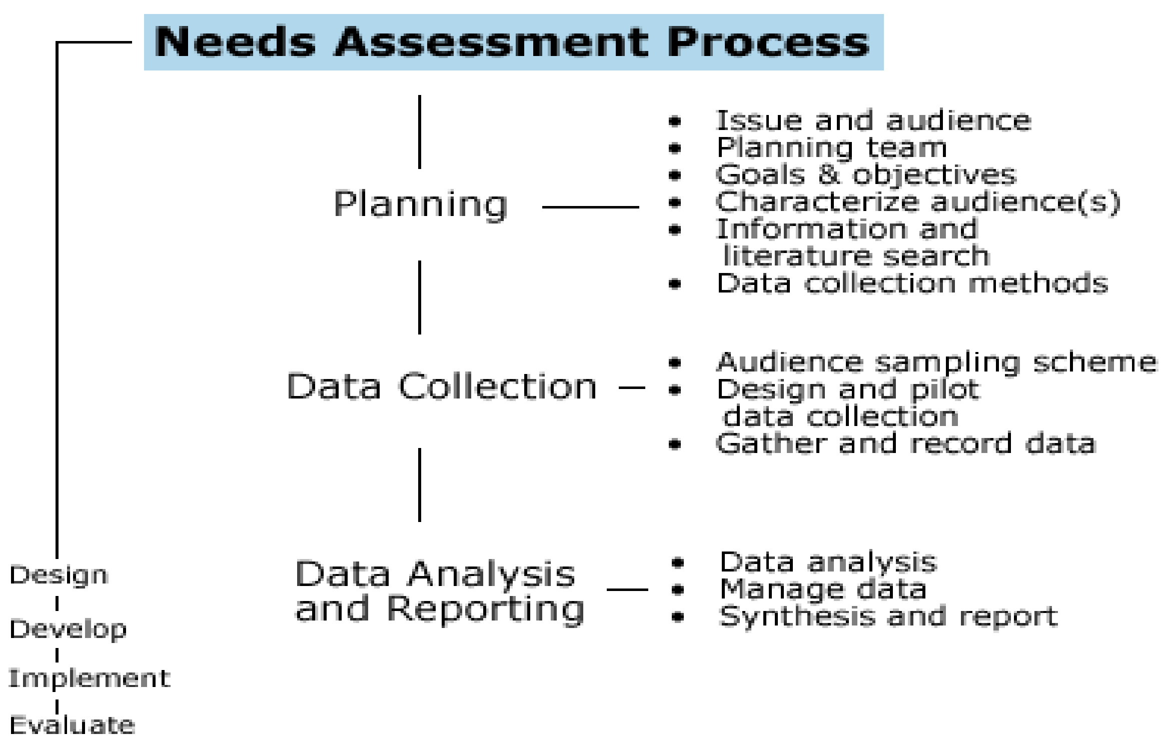
11. Manage Data

Summary	Questions	Risks
This step involves determining how data will be organized and archived. The importance of this step is often not recognized until it is too late.	Will you ever need to refer to these data again? Will the raw data be retained? How will it be stored? If contracted, who owns the data?	There may be unforeseen reasons that would necessitate the data being used again Inadequate metadata

12. Synthesize Data and Create Report

Summary	Questions	Risks
Always address your goals and objectives in synthesis. Report must include problems or errors with the design and the implementation of the survey. An executive summary is often helpful.	Who is your audience for the report? Did you address your objectives?	People who are making the decisions not understanding process or results Not reaching your goal

A key to any successful needs assessment project is the gathering of complete and accurate data and information regarding your target audience. There are seven basic assessment methods that can be used to gather data and information. Each has its own set of benefits and limitations. Depending on time and other logistic issues you may not be able to utilize what might be your first choice of method. Often you will need to use more than one method to obtain the information you need.



Assessment Methods

- **Observation** – Watching and observing
- **Interviews** - Interviews can be conducted via telephone, video conference, or even on-line via the web
- **Focus Groups** - You might be familiar with focus groups by some other term such as roundtable discussion
- **Oral Surveys** - Read a list of questions from a survey form and fill in the answers the participants give you
- **Questionnaires -** are a survey instrument through which individuals respond to printed questions (mail/email)
- **Existing Data** - looking at information already gathered by the organization.
- **Tests** - Testing your target audience will give you a good idea of the knowledge gaps that exist

Characterizing your Audience

Characterizing your audience means figuring out the essential traits, abilities, and knowledge of the members of that audience. Conducting a target audience assessment will help you decide who needs what. The information below details the types of questions and information you will ask in characterizing your audience:

Knowledge	What degree of knowledge does the target population have relating to this issue? Do they have an understanding of current events related to the issue? Are they familiar with any special terms or acronyms?

Training	What type of prior training or skills does the population have related to the issue?

Tools and Techniques	What tools and techniques does the population currently use or have access to?

Benefits	What are the personal benefits to the population in learning about this issue or changing tools/techniques?

Attitudes and Biases	What attitudes and biases does the audience have towards the issue? How does the population feel about training opportunities or any changes required in tools/techniques? What training methodologies will work best with this audience?

Ability to Attend or Access	Are there any factors that will affect the ability to access, attend or utilize any training or other tools/techniques?

Cultural Characteristics	Are there any cultural issues?

Sample Size

Sample size refers to the number of questionnaires, interviews, surveys, etc. you will distribute or conduct during the needs assessment process. Having a large enough sample to prevent one sample from skewing the results is important. But, the size of your sample is not nearly as important as the proper design or the survey instruments. However, if there is bias in the data, it is unlikely to go away as you collect more data.

It is more important to obtain a representative sample than a large sample. Identify the groups you need and put more effort into getting a high response rate (e.g. by phoning, or sending reminders) rather than sending out huge numbers of questionnaires and letting a few undefined volunteers return them.

If you have the time, contacts and/or resources to be more rigorous about a sampling scheme, you might identify someone familiar with determining things like margin of error, degree of accuracy, standard deviation, mean degree of accuracy, etc. With pilot data in hand, a resource person with some experience could help you work out the total sample size you need for the kind of accuracy you choose.

The size of sample you need depends upon two things:

1. How accurate you want the summary data to be. If you want no sampling error at all for example, you would need to measure each entire population.
2. How variable the data are. If you started measuring something and found that every measure was the same, you obviously wouldn't go on very long repeating the measurements to increase your accuracy. On the other hand, the more the data vary, the more data you need to collect to get a reasonably accurate measure of the mean.

A third consideration is acceptability to participants and audiences. For example, in collecting the views of staff, it might not be acceptable to sample, even though a sample would appear to be statistically adequate. Every staff member might need to be heard so that no one feels left out and there is no suspicion of bias.

- Sample sizes over 30 have certain advantages, statistically.
- Correlations are very unstable on samples smaller than 50 - 100.
- Often you will simply use the largest sample on which you can collect high quality data within the constraints of time and money available.

One of the most consistent problems with surveys is a low response rate. The method of surveying you select has a lot to do with the response rate. The effects of nonresponse on surveys depend on the percentage not responding and the extent to which those not responding are biased (different from the whole population).

There is no minimum set or standard response rate that would be seen as acceptable in every circumstance. The federal government generally asks for a response rate in excess of 75 percent. The desired rate of any survey is 100 percent. But getting higher response rates usually involves more effort. The greatest response rate happens when you have a "captive audience" where everyone taking the survey is in the same room.

Phone interviews and mailed questionnaires are the two most popular methods,

For mailed questionnaires, keep in mind the following:

- Questionnaires tend to be biased toward people who have a strong interest in the subject matter and are more likely to return the questionnaire
- Better educated people usually return mail questionnaires more quickly
- Accurate mailing addresses are critical!
- Anything that makes the survey more professional-looking, personalized, or more attractive has a small positive effect on the response rate
- Ideas to increase response rates include printing on colored paper, using an impressive letterhead and leader endorsements, paying people, or providing other gifts
- Follow-up postcards or phone calls can be effective. If not done carefully, follow-up contacts can reduce the perceived confidentiality of the survey

Keep in mind the following when conducting phone interviews:

- Unavailability is an important source of non response
- Less-educated people and those over 65 years old tend to be more willing to be interviewed in a random phone survey
- Interviewers with flexible schedules are helpful so that they are able to call at a convenient time for the respondent
- Participation in an interview is always voluntary; the interviewer needs to be persistent without being annoying

No matter how careful you are, errors made by respondents, and respondents not answering specific questions will always happen. **Non responses and errors can be a result of any of the following**:

- Poor form design
- Inadequate attention to survey administration procedures
- Carelessness or lack of motivation on the part of the respondent
- Faulty assumptions on the part of the survey respondent or administrator

Since invalid responses will happen on any survey, you must have some protocols in place for determining how to cope with them prior to tabulating data. It is important to deal with invalid responses consistently.

Invalid responses may include the following:

- Multiple items marked (when respondent was asked to mark only one)
- Changes to survey items (respondent edits an item to reflect what he or she wants to address)
- Middle marks (deliberately puts a mark between two answers)
- Mismarked responses (marks a response other than what is intended)
- Misaligned responses (marks intended response but for the wrong item)
- Skipped question (does not mark any response at all)

Note: One way to eliminate nonresponses is to use a "Not Applicable" option to give respondents a method of indicating that the question is not personally relevant. "Not Applicable" responses are characteristically treated in the same way as missing data.

Remember that any data cleaning and data editing you perform should be documented and handled systematically. When dealing with errors and non responses you should calculate the percentage of error or nonresponse to the number of valid responses. This will help you compensate for nonresponses and errors. If the number of non responses to certain questions, or the error rate is high, the validity of the data can be significantly impacted.

Questions

Developing questions is difficult. We all have our biases, plus we wish questions to prompt the information we are looking for.

When you are given the opportunity to ask questions in person, face to face, be sure to ask directly about any issues or problems. Interviewing someone in person permits you to adjust wording, clarifying meanings, and ask additional questions to elicit more detail — things that just are not possible using written instruments or web surveys. Some examples are shown below:

What training do you need?	This question directly solicits solutions from the interviewee.

What issues do you deal with?	This question directly addresses their problems

Person to Person Interviewing

Active listening means to focus both on the words being spoken and to the person himself in order to better understand what he or she is saying. As you listen you should also communicate your understanding and show nonjudgmental acceptance of what is being stated. The following are some other tips for active listening:

- Ask non-leading questions: “can you tell me more about that?”
- Rephrase what the speaker said in your own words
- Reflect underlying feelings: “when that happens to me, I feel really bad”
- Avoid analyzing what was described

- Use personal disclosure: “I’m not sure I fully understand what you are saying”
- Avoid using probing questions
- Face the speaker
- Watch the speaker and listen
- Keep your mind on what the speaker is saying

Written questions

Written questions present unique challenges but at the same time can be advantageous. You can test multiple iterations of questions to ensure there is no bias and can hone the grammar and sentence structure as well.

The main thing to ask yourself about any question as you write it is whether it will measure what you are trying to measure.

Negativity	Can be very difficult to understand

Repetition	• Can make respondents angry • Irritates people when they think you are playing games with them • At a minimum, change the wording (most folks will catch on)

Structuring questions can means not only how the question itself is written, but also how the responder is guided to answer. The way a question is worded can reveal or suggest bias on the part of the interviewer. Especially in the case of multiple choice type response options, the question can also unintentionally guide the interviewee toward a certain answer, or not allow him or her to answer the way they would like.

There are two different types of questions you can use that will elicit very different responses. These two types are called open-ended and closed questions.

Open-ended questions are used when longer and more thoughtful answers are required. Typically these questions:

- Ask the interviewee to think and reflect
- Will provide the questioner with opinions and feelings

Open Ended Question Example	Describe two examples of interpreting results of your research for coastal management applications.

Closed questions are typically those that can be answered with one word. For example, "Yes/No" questions are closed questions. These questions are useful for testing comprehension and when long essay answers are not required. Typically these questions:

- Provide facts
- Are easy to answer
- Can be answered quickly.

Closed Question Example	What methods have you utilized in the past year to interpret the results for your research for coastal managers? ___ Workshops ___ Field Demonstrations ___ Interpretive materials (signs, etc) ___ Posters at professional conference ___ Presentations at meetings

When structuring questions, agree/disagree type responses can reflect bias on the part of the questioner, or be interpreted as bias. An alternative scheme that uses a ranking structure of some sort is much better as it does not reveal any biases. In the example on this page, the **Better** allows the interviewee to rate the health of the bay on a continuum as opposed to focusing on one particular aspect of bay health

Example of Bad Structure	Statement: The bay is polluted. Do you….. ___ Strongly agree ___ Agree ___ Disagree ___ Strongly disagree
Example of Better Structure	Question: How would you rate the health of the bay? ___ Excellent ___ Very good ___ Good ___ Fair ___ Poor

Sensitivity in structuring questions refers to creating questions that will not somehow embarrass or cause the interviewee to divulge personal information he or she does not want to have on record. For example, when asking about a person's salary, providing a range of values to choose from can seem less invasive.

Example of Bad Structure	What is your salary? ________________
Example of Better Structure	**Please select the salary range associated with your position** **___ 15-25K** **___ 26-35K** **___ 36-45K** **___ 46-55K** **___56K+**

The way you word your questions can have implications on the type of response you will received. Poorly worded questions will get vague, unintended, or false answers.

Incomplete wording, such as trying to abbreviate the details of a question, can cause respondents to not understand the question properly.

Examples of Incomplete Wording	Question: Experience? ___ 0-2 ___ 3-5 ___ 5-10 ___10+
Examples of Better Worded Question	**Question: Number of years in current position** **___ 0 – 2 years** **___ 3 – 5 years** **___ 5 – 10 years** **___ 10+ years**

Specialized wording, such as using acronyms or terminology not universally understood, can also create confusion. In the example below, the term "outreach" means different things to different organization. To some it means marketing and communications. To others it means community involved projects but not necessarily publications and communications.

Specialized Wording – Bad Example	Question: Do you have outreach staff ___ Yes ___ No
Specialized Wording – Better Example	Question: Do you have staff dedicated (1 Full Time Equivalency) to the promotion and marketing of your office's programs? ___ Yes ___ No

Sometimes in the effort to get precise answers we can structure questions with too many variables. In other words, we can force the responder to make a distinction that he or she does not necessary want to make, nor have the ability to make. The examples below provide some insight.

Example of Too Many Variable	Question: Do you feel that using water quality monitoring kits helps students to understand chemistry in order to meet state curriculum standards? ___ N/A ___ Not enhanced ___ Somewhat enhanced ___ Enhanced ___ Significantly enhanced
Better Use of Variables	Question: In your experience, has the use of water quality monitoring kits enhanced students understanding of water chemistry? ___ Unsure ___ Yes ___ No

Important questions when planning needs assessments

1. **Who** is the assessment attempting to inform, influence, or persuade?
2. **What** purpose is the needs assessment intended to accomplish?
3. **Whose** needs are to be assessed?
4. **What questions** need to be asked? Do you already know the answers? Can you do anything to change the situation?
5. **How** will the information be used?
6. **What resources** are available to do the needs assessment?

Selecting your assessment strategy

- ✓ What resources do you need (time, money, materials)
- ✓ Who will take part
- ✓ What type of needs are addressed
- ✓ How confidential
- ✓ How comfortable is the method

Validation

- ✓ Well grounded, sound
- ✓ Produces the desired results
- ✓ Measure what it is suppose to measure
- ✓ Percentage of return indicates the need

What are the advantages of using a needs assessment?

- ✓ New ideas
- ✓ Alternative for dealing with the needs
- ✓ Allows employee to voice their concerns in a safe environment
- ✓ Empowers employees
- ✓ Makes employees feel that their opinion matters

Planning and designing a needs assessment

1. Be creative, efficient and effective
2. Determine the purpose for conducting a needs assessment (awareness, aid in decision making, promote action, find out cause and effect)
3. Define goals and objectives. Who will be your target audience? Make it a broad survey in order to receive input from everyone involved. Be specific.
4. Select the approach you will take in collecting the data.
5. Design the instrumentation and procedures. "Keep it simple" Long and complicated discourages response.
6. Prepare an estimated time line and budget for the needs assessment

7. Conduct a pilot test of the instrumentation and procedures
8. Collect the information. Limit the collection time to no more than six weeks.
9. Analyze the data and the information
10. Prepare a report of the findings
11. Evaluate your efforts. Judge its merit and worth.
12. Prepare an action plan to submit for consideration to meet the need.

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Six Key Advantages of Online Surveys (and Three Potential Problems)

Ashley Popham, Analyst

Abstract: With the emergence of the Internet, enormous possibilities have opened for the research community. Now that the Internet can be used to reach individuals as research subjects, there is a benefit in knowing the pros and cons of online surveys. It is important to select the appropriate data collection technique to accommodate the objectives of the research. If you have established that online research is going to be the best approach for your research needs, make sure you are familiar with the benefits and disadvantages before making a final decision.

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Six Key Advantages of Online Surveys

(and Three Potential Problems)

Advantages of Online Research

There are already many advantages to conducting surveys online, and these advantages will only increase with the growing use of the Internet. According to the U.S. Census, the majority of households have personal computers and Internet access. In 1984, 8 percent of households had a computer and in 2003 this number was up to 62 percent (Cheeseman Day, Janus and Davis 2005). It is becoming increasingly popular for individuals to be reached as research subjects via the Internet.

Advantage #1: Online Surveys are Cheaper

Many researchers choose online surveys because they are typically less expensive than non-electronic surveys. They do not require interviewers, printing or transcribing. It is much cheaper to send the survey itself via email and also cheaper to send participation reminders. When researchers choose to have the postal service send these, they will probably incur the cost of letterhead, envelopes, postage and the time it would take a person to generate these items.

Advantage #2: Online Surveys are Flexible – for the Researcher and Participant

Online surveys can be relatively easy for researchers to create, and are typically very "user -friendly" for respondents. When researchers are creating these surveys, errors can be corrected easily without having to reprint or redistribute. These errors can be fixed in real time, and the survey results can also be presented in real time.

Since online surveys are self-administered, often respondents have the ability to begin the survey and pause at their convenience. This also allows them the time to think about what feedback they want to share. Giving them this chance to think about their answer will generate more detailed and accurate responses. Respondents won't feel as rushed since they are participating at their convenience. Since they have more time to respond, they can give more elaborate answers. Also, the answers will not be summarized by interviewers, which answers collected by phone often are. Similar to mail surveys, online surveys can be perceived as unobtrusive as compared to other methods, since respondents can complete them from the comfort of their home or any other desired location.

Advantage #3: Online Surveys are Fast and Accurate

Large amounts of data can be collected in a short amount of time through the use of online surveys. Hundreds or thousands of respondents can answer the questions simultaneously which can also offer a quick turnaround on reporting. As data is input by the respondent, web-based questionnaires can automatically validate their responses. If the user enters data incorrectly, the system can be set to alert them of this error so they can resubmit. This will catch missing or out-of-range responses without the researcher having to watch for these.

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Data collected from online surveys can be loaded directly into data analysis software. This saves time and resources associated with the data entry process. It lowers the probability of data errors because it eliminates the need for manual entry. It also eliminates interviewer error. In some cases such as a telephone interview, the interviewer could influence the respondent through their attitude, tone of voice, or their perceptions. Also, respondents may be more willing to answer questions based on what they think about the interviewer. This improves accuracy and reduces response time. In some cases, research companies can provide statistics automatically upon the respondent's completion of the survey. Online surveys also allow researches an easy way to track quota fulfillment.

Advantage #4: Online Surveys are Versatile

There are a few functionality and aesthetic benefits of choosing the Internet as a means of conducting a survey. The overall structure of the questionnaire can be very complex. The online aspect gives the researcher control over the order of the questions presented, and how they are presented. It makes offering open-ended questions much more feasible because the respondents are literally completing the data entry process themselves. Online surveys can offer the capability of pull-down lists. Researchers can use branching techniques, randomization, skip patterns, and piping with simple point and click programming. There are other techniques and statistical methods that are most easily administered online, such as MaxDiff.

Another benefit, from a functionality standpoint, is that online survey questions can be set to mandatory, optional, or a mixture of both. This allows the researcher the opportunity to force a response out of participants. In some cases, it is advisable to keep mandatory questions at a minimum, but if some type of incentive is being offered to respondents for completing the survey, researchers may gain valuable information from these forced responses. Either way, having this control is a great benefit of the online avenue.

Online surveys can be very aesthetically pleasing because they can easily incorporate graphics and sound. Brands hoping to leave a lasting impression can customize brand colors and graphics onto the online survey. They can also include a function that other methods cannot. They can allow respondents the ability to visually compare different graphics. For example, visual comparisons are easily presented on screen when testing new product packaging or considerations for new car models. While it may be feasible for a focus group to accommodate new packaging options, an online approach would usually be better for comparing objects more challenging to present, such as cars. In some cases, the survey can also provide automatic completion statistics with charts and graphs that allow the respondent or the company seeking the research a visual representation of results.

Advantage #5: Respondent Control

Online surveys can include a unique identifier, which prevents a person from submitting a survey more than once. Each participant can have an exclusive number assigned to them that can be entered at the beginning of the survey. This can be easily tracked by the

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researcher, or can be left anonymous. The unique identifier will strengthen the survey because the information will be more representative (i.e. not skewed by the same people completing multiple times).

Advantage #6: Larger Sample Sizes are a Possibility

Larger sampling possibilities are a big benefit of online surveys. Not only does this allow the researcher to collect responses from all over the world (making the study more representative), but it also gives access to rare populations. These hard-to-reach populations could include people participating in deviant practices, people with specific diseases taking certain medications, or other specific criteria that are not concentrated in one area. If the researcher has very targeted intentions, online research may be the best methodological choice.

Disadvantages of Online Research

Online data collection has many features that may be appealing to researchers, but it also has its drawbacks. If the following points would be detrimental for the information you plan to attain, it may be best to stick with a more traditional collection method.

Potential Problem #1: Sampling Bias

Online surveys typically do not reflect the general population, so there will likely be sampling bias. The U.S. Census Bureau's Population Survey conducted in 2003 found that Internet users are more likely to be non-black, non-Hispanic, and under the age of 65. Respondents that had completed "some college" or had obtained a "bachelor's degree or higher" were more likely to be Internet users than those with a "less than high school" education. In addition, the 2003 study found that households earning an annual income of $50,000 or more were more likely to be Internet users compared to those earning less than $25,000 annually (2003).

Therefore, online surveys are best when the desired target population consists of Internet users. If the researcher is conducting employee satisfaction research, they may know that each of their employees has Internet access and time allotted to complete the survey. In some instances, they may not be certain that this is the case. Statistically, we know there are certain populations whose Internet usage is not as high as other demographics. Younger people are more likely to use the Internet than older people (Pew Internet studies). If a retirement home wants to capture information from its residents on opinions toward cafeteria food, an online survey may not be the best choice. The basic concept here is online research is only a good method when your audience is online and can read and enter data. Another drawback is that it is difficult to know whether the person who says they are taking the survey is actually the one who took it because it is almost impossible to check a respondent's identity.

Another thing to keep in mind is that not everyone has an email address. Of those that do, many do not want to offer their personal information or even their opinions online. While online surveys are considered less obtrusive than other methods to some people, others

Potential Problem #2: Compliancy Laws

There are certainly privacy concerns with information transferred through online portals, and these privacy laws make data collection more difficult. The Children's Online Privacy Protection Act of 1998 (COPPA) states that personal information collected online from children under the age of 13 must have consent from their parent or guardian and this consent must be verifiable. This becomes tricky because data collection agencies cannot guarantee that the personal information they collect actually had parental consent. The Privacy Act of 1974 was also created, which requires agencies to follow "fair information practices" and states that records cannot be disclosed to an agency without the consent of the individual sharing their information. As Internet data collection becomes increasingly popular, opt-in privacy policies are becoming more common. It is crucial for researchers to familiarize themselves with the voluntary guidelines and codes of conduct associated with online data collection. Many organizations reference a code of ethics and practices established by the American Association of Public Opinion Research (AAPOR).

Potential Problem #3: Operating System and Web Browser Consistency

Other things to consider are how the survey will support multiple platforms and browsers. Oftentimes web surveys will look different depending on browser and computer monitor characteristics. Some people keep their web browsers at full screen, and others keep their window smaller, which means the survey will look different to different respondents. When designing a survey, it is usually the researcher's intent to keep each screen of the survey as short as possible, and avoid forcing the respondent scroll. These scroll bars give the impression that the survey is long, and attrition rates will be higher. This makes online surveys tricky because unlike paper surveys, it is difficult to know exactly how the survey will appear on different screens. The best way to test this is for the survey designer to set their monitor resolution to a very low setting (the lowest common denominator). This will give the designer the best idea of what the majority of respondents will see.

Survey Methodology Comparisons

As a follow-up to this account of the online approach, the following table offers a short summary of the characteristics of mail, telephone and in-person surveys, as well as focus groups. The following information can aid your decision should you still be unsure about using the online route after reviewing these pros and cons.

For example, since mail surveys are self-administered, interviewer bias is avoided. Respondents have time to construct their answers, much more time as compared to some other methods. However, mail surveys yield a relatively low response rate and a long turnaround time. This method does not allow for the ability for interviewers to further probe respondents, which is an advantage of other methods such as in-person surveys and focus groups. Telephone surveys are a reliable way to acquire information quickly and typically have a good response rate, but certain populations will be difficult to reach. Face-to-face surveys also have a good response rate, but similar to focus groups, can be expensive. If the researcher wishes to include product visuals or demos, focus groups can be a good starting point before beginning quantitative research. However, these focus group samples are typically very small and therefore cannot be generalized to larger populations.

Methodology	Pros	Cons
Mail Surveys	• No interviewer bias • Can be repeated • Respondents have time to produce thoughtful answers • Least "intrusive" methodology	• Low completion rate • Poor turnaround time • Inability to probe for reasons for responses
Telephone Surveys	• Fast turnaround time • Ability to probe • Good response rate	• Possibility of interviewer bias • Difficult to reach certain populations
In-Person Surveys	• Can ensure a qualified respondent • Ability to probe • Good response rate	• Possibility of interviewer bias • Travel can be expensive • Poor turnaround time
Focus Groups	• Allows for brainstorming • Can include product demos/visuals • Good starting point for qualitative research	• Can be expensive • May not be representative
Online Surveys	• Typically cheaper than non-electronic surveys • Easy to create and user friendly • No interviewer bias and data can be collected very quickly	• May not be representative • Research must adhere to compliancy laws

Conclusion

Whether the advantages of choosing the online route versus another means of data collection outweigh the disadvantages will really depend on what the researcher seeks to accomplish. The subject matter, the demographics of the population being studied and the timeframe the researcher has to work with should all be considered. As technology continually improves, the number of online techniques for obtaining this type of information will also grow. Give adequate time to consider which methodology will be most successful for your study. This paper should serve as a starting point to educate and aid readers about this type of decision-making.

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Four Survey Methodologies: A Comparison of Pros & Cons

Kelly Kwon, Analyst

Abstract: Today, there are four major modes of collecting data in marketing research: Mail, Telephone, Online, and In-person. For questions that require anonymity, Mail surveys provide the best advantage. Telephone surveys provide quick collection of data with trained interviewers to probe for underlying reasons. Online method is a powerful way for using different media types (pictures, sound, video, etc.) and also for collecting data quickly. With In-Person methodology, the interviewer can acquire more qualitative data from hard-to-reach populations. Hybrid methods or using a mixed-mode strategy can help increase response rate and faster data collection. With all methodologies, there are disadvantages using one mode over another, such as interviewer bias in telephone or in-person interviews, time in collecting data for mail surveys, or legitimated studies tagged as SPAM-mail for online surveys. Time frame and budget are major factors for choosing a methodology, but each method depends in terms of your sample size, desired accuracy of the data, and/or the complexity of your questionnaire.

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Four Survey Methodologies: A Comparison of Pros & Cons

Before the Internet boom in the early 1990s, making decisions for collecting the best information, such as length of survey, sample size, timing and budget, were much simpler than today. This paper will explore the pros and cons of four basic types of quantitative survey methodologies: mail, telephone, online, and in-person to guide you in choosing the best methodology for your study. As telemarketers disguised as marketing researchers are proliferating and as getting respondents for legitimate research is becoming more difficult, we will also mention some hybrid techniques used today to help increase your survey response rate.

Method #1: Mail

According to author Thomas Magione in Mail Surveys: Improving Quality, it is a good idea to consider mail surveys "when your sample (or respondents) is spread out geographically and your budget is modest." In survey design, Magione mentions that there are two broad classes of questions - open-ended questions and close-ended questions. With close-ended questions, the respondent is given a series of alternatives to pick the answers. However, in an open-ended question, no specific categories of responses are given and the respondent must answer the question in their own words. When designing a mail survey questionnaire, the questions should be designed with close-ended answers. Also, since mail surveys are convenient for respondents to complete in their own place and time, its anonymity and privacy makes mail surveys the most appropriate methodology for sensitive information.

Mail Surveys

Pros	Because they use paper and pencil instruments, mail surveys are the least expensive way to collect data from large number of people. Also, because of the convenience of completing the survey at their own pace, a longer questionnaire design is plausible.
Cons	Since mail surveys are self-selected and self-administered by the respondent, there's no follow-up from the researcher. They also have the least amount of control over all other survey methodologies in terms of questionnaire design and clarification of questions. The time getting back the survey by mail, the time entering the data, and time analyzing the data are extensive. Completion rate is very low.

Method #2: Telephone

When discussing telephone survey methodology, we cannot overlook the sampling methods associated with it. Unlike mail surveys, where self-selective bias is high, telephone surveys provide a more accurate result to the study due to the random dialing feature. In telephone methodology, sampling methods consist of list-assisted, random digit dialing

(RDD) or multiple-frame sampling methods. In early telephone sample design or list-assisted design, researchers used telephone directories because they were readily available and considered to be a general representation of the U.S. household population. However, with increased levels of unlisted numbers, (Los Angeles being on the extreme side of 56% unlisted numbers, Survey Sampling Inc., 1989) concerns about the accuracy of the sample became prevalent. Defined by James M. Lepkowski in Telephone Survey Methodology, RDD can reach both listed and unlisted numbers by generating telephone numbers at random. Multi-frame sampling method, introduced by Lepkowski in 1993, combines both list-assisted design and RDD to generate telephone numbers in a select sample frame. An important point to note for RDD is that the sampling frame used for RDD can have a significant impact on cost and scope of the study if a substantial portion of households from random generated telephone numbers are ineligible to take the survey.

With a good telephone sample, either from a customer database or multi-frame sampling, surveys are conducted by trained interviewers with computer-assisted telephone interviewing (CATI) software. CATI can display the questionnaire to the interviewer with skip patterns and rotation of the questions. As investigated by Groves and Mathiowetz in 1984, collecting quantitative data using CATI results in "higher quality" data when a complex set of questions is surveyed on both types of paper and pencil and CATI methodologies. Other capabilities of CATI system include sending emails on the fly during an interview or redirecting a respondent to an IVR system. An IVR, Interactive Voice Response, telephone survey is administered by the respondent answering pre-recorded questions using touch-tone key pad to record their answers and there is no live interviewer. For those still using dial-tone telephones, the system can also capture and digitally store their voice responses. For open-ended questions, responses are recorded and then transcribed and included in the research report.

IVR is most commonly used to measure customer's reactions to service they just received, also known as a transactional survey. For example, you may be asked if you'd like to take a short survey at the end of the call with an agent. When the service is complete, the agent disconnects the caller, and the caller is transferred to a survey. Common IVR applications, other than for marketing research, include bank balance inquiry, call center routing, stock lookup and quotes, order entry and tracking, and Movie schedules. IVR is one example of a hybrid methodology. For example, a restaurant or retail store will give receipts with a toll-free number encouraging customers to take a survey for a discount or coupon incentive.

Although IVR surveys have a high fixed cost, there is very little variable cost. Western Wats, Polaris' telephone partner for telephone data collection, can have 2,000 lines available 24/7, which can be used to collect large volume data quickly and on a budget since a pre-recorded voice surveys the respondent. IVR's speed of data collection is its most striking advantage. Within 5 minutes after a service interaction is finished, a company can get feedback from the customer about his experiences. Also, although there is no interviewer bias, the question design is very limited to simple scale questions.

With both CATI and IVR systems, respondents who have unresolved issues and/or request immediate attention, can request for contact or Action Report at the end of the survey. Action Reports provide an excellent opportunity to mend dissatisfaction and turn these contacts into successful long-term relationships.

Computer Assisted Telephone Interviewing (CATI)

Pros	High quality control with trained interviewers and CATI technology to assist in complex questionnaire. Clarification of unfamiliar words and questions are carried out by interviewers. Data collection is quick and less prone to errors. It's easier to reach "low incidence" respondents, as in a segment of population that is small in size. It is also less prone to "non-response" bias and more likely to represent the true opinions of the population than any other methodology.

Cons	In general, the telephone survey needs to be short, usually less than 15 minutes, for respondents to be engaged and to complete it. It's difficult to ask sensitive and personal questions. Hurdles such as FTC's Do Not Call List for telemarketers and inexpensive gadgets like TeleZappers make reaching respondents more difficult. Cost per telephone interview can be expensive if the completion rate and response rate is low. There's also possibility of interviewer bias when probing for answers.

Interactive Voice Response Surveys (IVR)

Pros	No interviewer results in low cost and no interviewer bias. Convenient for respondent to dial in anytime at his convenience. Used in transactional surveys, IVR provides fastest feedback after interaction with an agent/company.
Cons	Survey needs to be very short, 5 minutes or less. It tends to have low initial cooperation rates and high break-off rates. No clarification of questions and probing for reasons by interviewer.

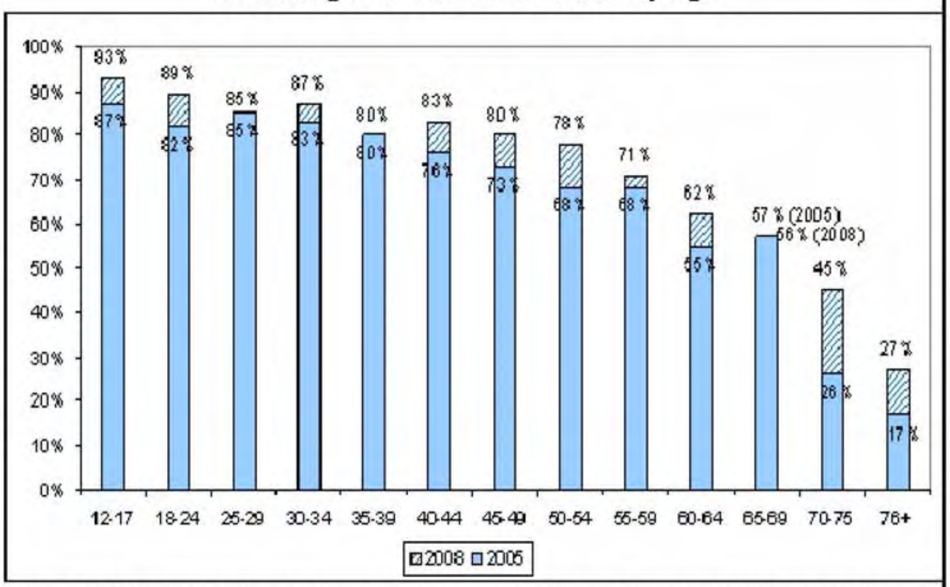
Method #3: Online Surveys

With more companies trying to reach international markets, online surveys fill the need for sampling an array of languages and populations. Web questionnaire design can vary from complex skip logic to placing images, videos, and sound-clips for new brand concepts and designs. Unlike telephone interviews, there is no interviewer bias or even interviewer dialects/accents that can lead to misunderstanding the questionnaire. Data collection is quick and easy, and tracking where respondents break-off in the survey is possible due to data piping-in to a database in real-time.

The obvious downside of online surveys that most expect is the problem of skewed data. Only the participants with Internet access are expected to respond with these respondents being in the Gen Y or Gen X generation. However, in a recent article by Pew Research Center "Generations Online in 2009," "the biggest increase in Internet use since 2005 can be seen in the 70-75 year-old age group. While just over one-fourth (26%) of 70-75 year olds were online in 2005, 45% of that age group is currently online." The following chart is a representation of Americans online by age.

Probing in online surveys is also a concern with this methodology. However, new software integrated with online surveys, such as iModerate and SurveyGuardian, are able to use interactive chat features, like a pop-up window during the survey, by a trained e-interviewer to probe for more clarity and accuracy of answers from the respondents in real-time.

Percentage of Americans online by age



Teens, 12-17, Nov. 2007-Feb. 2008, margin of error = ±3%. Adults, December 2008, margins of error differ by subgroup. See methodology.

Like telemarketing, SPAM-mail is a hurdle in this methodology. Because email invites for survey are sent through software in large email batches at a time, it can trigger a respondent's mail box to label it as "junk" or SPAM mail. To overcome this hurdle and increase response rate, sending an initial email about the survey from a trusted address domain is important. Mail invites, rather than email invites, with incentive offers are also used to initiate respondents to log on to online surveys.

However, advances in online surveys are not limited to clicking a survey link from an email invite or typing in a web address from a mail invite. “People are just not paying attention to their email like they used to,” said Mark Houston, PeanutLab’s Vice President for Marketing. Companies like Peanut Lab are targeting respondents of specific web communities or social networks, such as facebook.com, where incentives to taking surveys on your facebook page is fake online money for games and applications. The method used by Peanut Lab also can be used for recruiting an online panel, since social networks include demographic profiles used to segment respondents.

There’s also an option to online surveys where you do not need an actual sample. For example, a “pop-up survey” window can be programmed to appear every n:th time the web site is visited. This online survey method can be used in order to avoid self-selection bias and to gain a little more control over the sample visiting the website. This method allows a good number of completes in a short period of time if the site has a lot of traffic. However, this type of methodology has been reported somewhat annoying to web users.

Hybrid methods are also used with online surveys to help you attain better, faster, and more responses. Respondents are recruited, screened, and instructed by a phone interviewer to go onto to a web page for the actual survey. Bill MacElroy in the article “Measuring response rates in online surveys,” however, mentions a downside to using hybrid methods for telephone-recruit to web. He states that “telephone pre-recruitment can cost up to 70 percent of the cost of doing the entire interview over the phone, so there has to be a very compelling reason to use the Internet if you must call ahead of time.”

Online Surveys

Pros	Although there is a high software and hosting start-up cost involved with launching your own online survey (unless professional marketing research firm like Polaris is used), the cost of online is less expensive than a CATI survey overall. Time collecting data is greatly reduced since data is automatically entered in a database and can be exported to other programs. Online surveys are as powerful as CATI, cover international population, and can display many different media types.
Cons	Coverage that is representative of the population is still inferior to telephone sampling. Email invites can end-up in junk mail boxes and people are paying less attention to emails as they used to. There’s still self-selection bias unless pop-up surveys are used.

Method #4: In-Person/Household Surveys

Until the 1970s, face-to-face survey was the dominant methodology for data collection. However, with technology to cut down cost of interviewer's travel expenses, time, and training, why would you need to conduct face-to-face surveys? In the article "Intensive One -on-One Surveys" by Granite Bay, in-person or household surveys are most commonly used when interviewer and respondents are discussing personal situations with extensive probing and exploration. Respondents are able to reveal themselves and tell a story that is more genuine and pointed. The interviewer can record the responses into a computer or tape the interview while determining whether the respondent is giving false answers to the questions from his facial expressions and body language, etc.

In-Person Surveys

Pros	The completion rate is high. Respondent is unlikely to "drop off" before completion. The interviewer can acquire more qualitative data, and explore answers with respondent. It's optimal for difficult to reach populations.
Cons	Cost is very high due to interviewer training, traveling, and offering respondent incentives. Face-to-face surveys have almost become extinct due to cost compared to telephone or online methods. It has the highest degree of interviewer bias, in verbal and also in this case, non-verbal. Also, respondents may feel reluctant to share truthful answers to sensitive topics and give a more socially acceptable response to the interviewer

Now that you have the knowledge of four basic survey methodologies, we have to ask general, but insightful questions to determine which approach is most appropriate for your situation:

1) Depending on what you want to know, who should be in your sample and who should respond to the survey? Do you have the phone numbers, addresses, or email to reach your respondents?

2) Do you need the results right away? Time frame is an important factor to methodology consideration. Do you need to consider hybrid techniques and increase your cost to collect the data you need and as soon as possible?

3) How complex are your questions? Do they require probing from the interviewer? Does your survey need to show graphics and/or audio?

4) How many responses do you need to feel confident about the results? For example, at a 95 percent confidence level, the margin of error of n=200 responses is ±7 percent. This means that if 60 percent of your respondent answered to having a preference to Coke over Pepsi, you can be 95 percent sure that 53 - 67 percent of your entire sample population actually does prefer Coke over Pepsi. Depending on your ideal confidence level, you can increase or decrease your sample (n) to increase or decrease the margin of error.

All these factors taken into consideration not only affect the accuracy of your study, but also your budget. However, budget should never overweigh selecting the best option to achieving your research objectives.

For more information about survey methodologies and data collection, please contact us at http://www.polarismr.com/contact.html or call us at 678-323-3261.

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Questionnaire Design 101: Getting Started

Abstract: Creating a questionnaire requires as much science as art. It takes a good bit of experience to develop questionnaires that clearly and comprehensively address the goals of the project while considering both the nature of the target respondent and the particular survey methodology chosen. However, following a few basic principles of good questionnaire design can get you started in designing basic surveys. It also will help you with insight for evaluating the effectiveness of questionnaires designed by third parties.

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Questionnaire Design 101: Getting Started

Creating a questionnaire requires as much science as art, and incorporating those two elements into a high-quality survey that will draw a good response rates while effectively collecting accurate data often takes time and experience. It is highly recommended that you and your team go through the entire questionnaire design process to make sure that any survey instrument you create will be an effective tool for gathering the information you need. Key steps in the design process include:

- Determine the information needed
- Determine which survey methodology is most appropriate for your needs
- Specify individual questions to be asked
- Decide what question structure, rating scale, and wording is appropriate
- Properly order the questions within the questionnaire
- Proof and pretest survey with small sample to check performance
- Make changes based on pretest and execute survey

You should consider the nature of the target respondent group when wording questionnaires. The methodology (for example, phone vs. online), also dictates what types of questions can be included and how they can be asked. A few general rules that should be followed include:

- ✓ Make sure your response categories cover most plausible responses and include an “other” category.
- ✓ Be very specific and keep it to one concept per questions. If necessary, break a complex question into several simpler ones.
- ✓ Create a logical order to the questionnaire with similar topics together and in context.
- ✓ When creating a list of response categories for multiple choice questions, make sure that each response is clearly different from the others with no confusing overlap. Build questions that are clearly understood.
- ✓ Write clearly and avoid unfamiliar words, jargon, technical terms and jargon that may be unfamiliar or confusing to your respondents.

- ✓ Don't use leading words and biased questions.
- ✓ Respect your respondents' privacy and allow them an out to skip answering personal questions (religion, education, income level, politics) if they so choose. Forcing a response can lead to hang ups and terminates.

Most important of all, remember that respondents are doing you a favor by participating and you should always respect their time, sensitivity, privacy and opinions. A respondent who was treated courteously and respectfully is likely to participate in other marketing research surveys.

When creating a survey questionnaire, there are basic types of scale questions to have in your tool box. They are:

Nominal – when numbers are used to identify objects, such as social security number, license numbers or daily customers. In this case, the number acts mostly as a data tag, typically for identification.

Ordinal – when numbers are used to indicate the relative position, but not indicate the magnitude of the difference between those positions. An example of this would be rankings in which items are listed by priority, say first through fifth, or competitive events where the quantifiable difference in perception between #1 and #2 is unknown.

Interval – when a rating scale is used and the zero point is arbitrary. An example of this is satisfaction scores (satisfaction of 3 on a scale of 1 to 5) as well as most other attitude and opinion questions, regardless of the scale used (3, 5, or 10 point). Unlike ordinal, the difference between each data point is fixed.

Ratio – the most useful of all of the scales in creating a questionnaire, ratio scales allow the researcher to incorporate each of the above listed scales into one (nominal, ordinal and interval). The key difference with ratio is that unlike the interval scale, it is anchored with an absolute zero point. Examples of ratio questions are market share, income group, age group, etc.

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If it's not reliable, it can't tell you any

Training Needs Assessment
Using the Scaled Comparison

The Scaled Comparison uses the following format to compare job-related skills and activities:

Question: Which skill is more important in the job of Superv

	Much More Important	More Important	Equal	More Important	Much More Important	
Dealing with ambiguity and change	○	○	○	○	○	**Developing groups into effective tea**

Each respondent is presented with many decisions like this. On one page, each skill is compared with each other skill in many different ways. As many as 40 to 60 skills can be assessed. Traditional training needs surveys ask "What skills would you like more training in?" or simply try to identify the most important skills, and train them.

The Scaled Comparison approaches the assessment of training needs from 3 perspectives. The first question asks about **the importance of the skills** for a particular job or family of jobs:

Question: Which skill is more important in the job of Supervisor?

Dealing with ambiguity and change	○	○	○	○	○	Developing groups into effective teams
Oral presentation skills	○	○	○	○	○	Motivating self and other
Coaching employees	○	○	○	○	○	Communication skills
Goal setting	○	○	○	○	○	Time management
Delegating effectively	○	○	○	○	○	Negotiation skills
Negotiation skills	○	○	○	○	○	Developing groups into effective teams
Dealing with ambiguity and change	○	○	○	○	○	Motivating self and other
Oral presentation skills	○	○	○	○	○	Communication skills

On the second page, the process repeats itself with a different question. It can never be assumed that the most important skills are always the skills most in need of training. Indeed, in organizations with ongoing and extensive training, the most important skills may be less in need of training than others.

So the second question asks, about the same list of skills, which is in **greater need of training:**

Question: In which skill do Supervisors need more training

Dealing with ambiguity and change	○ ○ ○ ○ ○	Negotiation skills
Motivating self and others	○ ○ ○ ○ ○	Time management
Oral presentation skills	○ ○ ○ ○ ○	Goal setting
Coaching employees	○ ○ ○ ○ ○	Developing groups into effective teams
Delegating effectively	○ ○ ○ ○ ○	Communication skillsl
Communication skills	○ ○ ○ ○ ○	Negotiation skills
Dealing with ambiguity and change	○ ○ ○ ○ ○	Time management
Motivating self and others	○ ○ ○ ○ ○	Goal setting

It would be nice if we only had to look at those two questions to determine the content of our training programs. Unfortunately, we have all seen excellent programs developed to train very important skills, only to witness the organization "wash out" the new skills when the people return to their jobs. The fact is that many organizations authorize the training of skills, but do nothing to prepare the workplace for the new abilities. They have old norms, or even formal procedures that extinguish the new skills almost immediately.

So the third question tries to learn whether the skill is **likely to be rewarded** in the job. Training alone has never been an effective organizational change strategy. So training programs for skills that will go unrewarded or even punished should probably be delayed until some good organizational development efforts have prepared the workplace.

Question: For which skill is a Supervisor more likely to be rewarded?

Negotiation skills	○ ○ ○ ○ ○	Coaching employees
Developing groups into effective teams	○ ○ ○ ○ ○	Dealing with ambiguity a change
Communication skills	○ ○ ○ ○ ○	Goal setting
Motivating self and others	○ ○ ○ ○ ○	Time management
Delegating effectively	○ ○ ○ ○ ○	Oral presentation skills
Coaching employees	○ ○ ○ ○ ○	Communication skills
Dealing with ambiguity and change	○ ○ ○ ○ ○	Negotiation skills
Goal setting	○ ○ ○ ○ ○	Developing groups into effective teams

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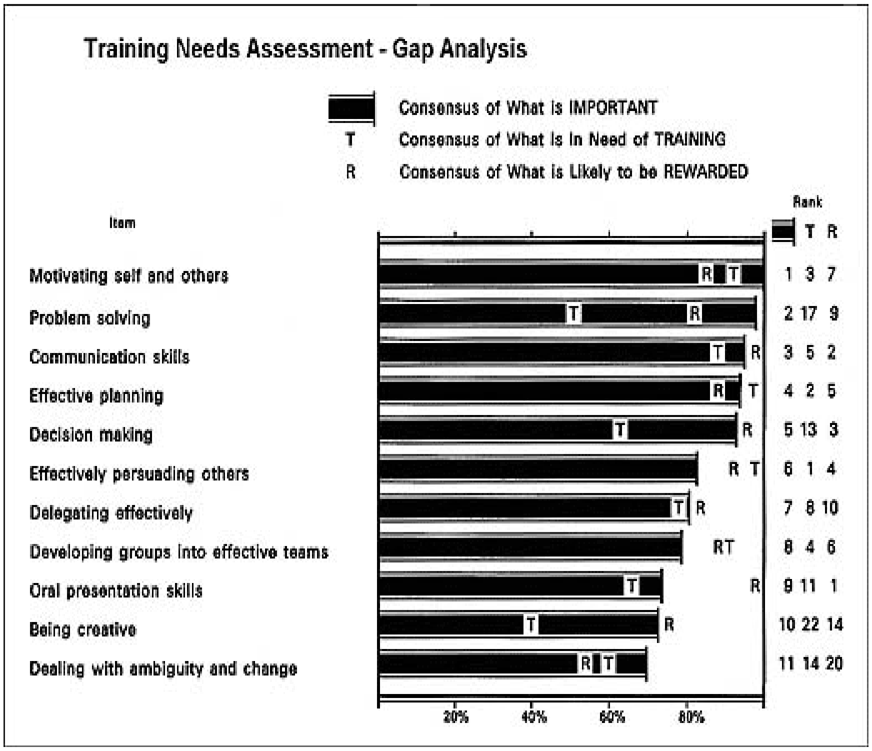
WhWhat do the results look like?

The Scaled Comparison produces four different reports that illustrate and summarize the way the respondents view the training needs of the job being studied.

The Gap Analysis shows the results of the three questions for each skill assessed. Skills that are high in importance, training need, and reward are th top candidates for training programs.



The High / Low Matrix presents the same data in a slightly different format. In the example shown, you can identify skill high in both importance and need for training, as well as skills that may be high in one but not the other. Separate reports show the relationships with the reward question.

Training Needs Assessment - High / Low Matrix

High IMPORTANCE High NEED FOR TRAINING Motivating self and others Negotiation skills Effectively persuading others Time management Goal setting Decision making Developing groups into effective teams Problem solving Leadership styles Conducting effective meetings Communication skills Interviewing skills	**High IMPORTANCE Low NEED FOR TRAINING** Managing conflict Being creative Writing skills Coaching employees Understanding/Working in a matrix org. Delegating effectively
Managing stress Oral presentation skills **Low IMPORTANCE High NEED FOR TRAINING**	Budgeting Organizational policies and procedures Performance appraisal Utilizing data processing Career planning Interviewing skills **Low IMPORTANCE Low NEED FOR TRAINING**

Needs Assessment Methods: Advantages and Disadvantages

The table below summarizes the key advantages and disadvantages of major methods of assessing training and performance needs. Using a blend of methods helps to give a balanced perspective and offset the disadvantages of some methods.

Method	Advantages	Disadvantages
Organiz-tional Documents	• Provide relevant, quantifiable data • Fast • Inexpensive • May built management involvement	• Don't build employee involvement • Not necessarily focused on HRD • May not identify causes • May not provide visibility
Question-naires& Surveys	• Reach many people in short time • Build involvement • Relatively inexpensive • Yield relevant, quantifiable data that are easy to summarize • Anonymity may encourage honesty	• Require time and skill to develop • Low response rates or inaccurate responses • No opportunity to clarify • May restrict freedom of response • May lead to unrealistic expectations
Group Interviews (Focus groups)	• Build involvement and support • Provide relevant data • Provide visibility • May elicit key topics not expected • On-the-spot sharing & synthesis of different views	• Moderately time-consuming (but less so than individual interviews) • Moderately expensive • Difficult to conduct • May be difficult to analyze and quantify data
Individual Interviews	• Build involvement and support • Allow for clarification • Provide relevant data • Easier to conduct than group interviews • May uncover information that wouldn't be brought up in a group	• Expensive in terms of time and travel costs • Require interviewing skills • May be difficult to analyze and quantify results • May make interviewees self-conscious

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