Powell on Leadership- Block #1

A. Course Opening
   1. Instructor introductions
   2. Admin Info
   3. Facility orientation
   4. Housekeeping issues
   5. Questions
B. Paired Visual Student Introductions
   1. Purpose
      a. Student body demographics
      b. Ice Breaking
      c. Public Speaking
C. Power of Leaders
   1. Sgts as Leaders
   2. Key phrases: Recognize Need/Envision a plan/Empower others
   3. If we do v. if we don't
D. Leaders & Managers
   1. Traits comparison
   2. Perspective Comparison
   3. Leadership Style
E. Lessons from Powell
   1. Can't make everyone happy
   2. Trust and leadership failure
   3. Experts and Elites-not always a reliable source
   4. Challenging of the Pros?
   5. What can you get away with?
   6. Looking below the surface
   7. People matter more than Org charts, plans, ranks or theories-People get the job done
   8. Ego and position dangers
   9. Perpetual Optimism
   10. Picking People-According to Powell
   11. Leaders as simplifiers
   12. Probability of success formula P = 40-70
   13. Decisions made in the problem v. outside the problem
   14. Work Balance
   15. Leaders v. Liked people
   16. Leadership v. Management Science/Theory

NOTES:

Introduction to Supervision-Block #2

A. Introduction and Overview
  1. Introduction of course facilitators
    a. Name
    b. Experience
    c. Facilitators for specialized blocks will be introduced at the beginning of their blocks
  2. Learning activity: "Hot Topic"
    a. Question to consider.
    b. Optional discussion.

B. Course Overview
  1. *Learning objectives*
    a. Understand role as an organizational leader
    b. Develop skills to enhance effectiveness
    c. Adopt an analytical approach as a leader
    d. Identify and analyze useful leadership tools
    e. Identify expectations from community, management, peers, and subordinates
    f. Discover leadership is about influence and relationships
    g. Identify and analyze individual leadership and communication styles
    h. Identify, interpret, and analyze individual behavioral tendencies

C. Course Requirements
  1. Present a short briefing on an assigned scenario as a Team or Group
  2. Maintain a supervisor's file and a Journal of Notes-Topics
  3. Participate in team problem solving activities
  4. Conduct a counseling session
  5. Prepare a performance evaluation

D. Course Concepts
  1. Learning: the influence of experience as it applies to new situations
  2. Goal of learning: to describe, understand, predict, and influence behavior or thought
  3. Conduit of influence: relationships
  4. Motivation: need or desire to act a certain way

E. Supervisory Course Notes
  1. Advise students that recording ideas can be a useful technique to reinforce significant learning points
  2. Encourage students to make notes any time during class when they have an insight they want to capture
  3. Questions they might consider:
    a. What have you learned about leadership?

    b. What goals will you adopt?

F. Supervisor's Fictitious Team (SFT)
  1. Discuss how SFT videos impact this course
    a. Relate characters to student's own team
  2. Show SFT video Duncan's Last Briefing
    a. Gives the students a brief overview of the team
  3. Group discussion
    a. What do you think about these people (or this team)?
    b. Any concerns?
    c. Is there anything that you need to pay attention to?
    d. Is this group typical? How or why not?
    e. What do you know about these people now? (We actually know very little, and the class needs to recognize this.)
      1) Body language, facial expressions, and actions of the team

f. Do you need more information?

g. Are there other sources of information that you might use?

4. Show SFT video Changing of the Guard

a. Ask: "We've learned a lot about these individuals. What do you think about Duncan's information?"

b. Jason Garcia's lack of motivation

c. Amy Sanchez's situation

d. Mark Abrams' frustrations over lack of promotion

e. Information that Vinnie Delfino might be leaving the agency

f. "How do we know this information?" (This encourages the class to identify that the only information they have is from Duncan.)

g. "How reliable is Duncan's information?"

h. "Is this a typical way we learn about a new team?"

i. "What does it say about our roles as supervisors?"

II. Employee Relationships

A. _Learning Objectives_; Given case studies, learning activities, video clips, and role-playing situations, the students will be able to:

1. Understand how socialization works within a team organization

2. Identify strategies used to socialize a team

3. Learn how to apply the use of a social contract to develop norms for behavior

4. Apply their roles as supervisors to clarify roles, norms, and expectations

5. Determine when and how socialization has positively occurred

B. Socialization

1. Brief large-group discussion. If the conduit of influence is relationships, how do I get started?

2. Learning activity: small groups

a. List things they would want to know about a newly assigned group of employees.

b. List how they would find out that information. (Most classes will bring up looking at personnel files.)

C. As a new leader, what do I need to know about my followers and team?

1. Background and experience

2. Individual needs/goals

3. Group mission/goals

4. Roles, status, norms of the group, and members

5. Cohesion of the group (If they miss any of these points, then facilitate a discussion on the value of each point.)

6. How will they get to know me?

D. Socialization as a Strategy

1. Socialization defined: "The acquisition of social knowledge and skills necessary to assume an organizational role." (Leadership in Organizations Department of Behavioral Sciences and Leadership, USMA)

2. Two perspectives:

a. The individual being socialized is made aware of behaviors, roles, norms, and expectations of the group.

b. The leader is responsible for ensuring that individuals learn the following: appropriate behavior, small group goals, their own roles in achieving these goals.

3. Ultimate goal

a. A mutually satisfying psychological contract between the individual and the group.

1) Psychological contract defined: a process where the group attempts to influence the individual to adjust his/her personal

identity to accomplish group goals.
        b. Simultaneously:
             1) The individual attempts to influence the group to better
             fit his/her needs
           2) If successful, this results in a contract mutually beneficial between the group and individual.

E. Socialization - Leader Goals
    1. Commitment
        a. People freely engage in the kind of diligent effort that is necessary for excelling
        b. Individual productive efforts are generally an inherent part of satisfaction
    2. Internalization
        a. Officers perform well because good performance is consistent with their own values
        b. Officers actually believe in the attitude or value and no longer require the leader's presence to ensure compliance
    3. Innovation
        a. Adding new people to the group should bring refreshed ideas or values, thus rejuvenating the group and helping it to succeed

F. Socialization - Key Players (Socialization Agents)

    1. Senior leaders
    2. First-line leaders
    3. Peers/trainers
    4. Others (external to the group)
    5. Can you identify these folks at River City Police Department?

G. Key Socialization Agent - YOU
    1. You are responsible to your group to:
        a. Model desired behaviors
        b. Set clear expectations
        c. Research and understand follower needs
        d. Facilitate social support system
    2. Show optional video clip We Were Soldiers -Discuss Socialization observed
    3. Show optional video clip. Crimson Tide (This is an excellent opportunity to discuss Ramsey's socialization style concerning Hunter and the other officers.)

_____

    4. Show optional video clip Serpico
        a. Small -group breakouts or large-group activity. Challenge group(s) to evaluate the leader actions as effective or ineffective. What would they have done differently?

H.   Clarify Goals and Priorities
    1. Describe clear path to goal achievement and potential rewards if appropriate, emphasize priorities
    2. Provide challenging assignments

I. Clarify Roles, Norms, and Expectations
    1. Explain group norms and your expectations
    2. Provide information on standards and policies
    3. Facilitate mutual acceptance
        a. Realize the employee is the organization's most valuable resource
        b. Use group role models to help facilitate the socialization process

J. Show SFT video Foster's First Briefing
    1. With the understanding that Foster is a brand new sergeant, what are your thoughts about this first briefing?
        a. How do you think it went?

b. What are your thoughts about this first briefing?
c. What was positive?
d. What could have been improved?
e. Would you do anything differently at your first briefing? If so, what?
2. Ask students how they began to socialize their team members.
3. Ask students how they began their first briefing. How did it go?
4. What information do you think should be in a first briefing?
5. How do you make sure that employees feel valued?
6. Who in this team so far might be a good role model?

L. Show SFT video Break Room Video
1. What occurred?
2. What are your options?
3. Are there any policy violations or hostile work environment issues?
4. Who else will be impacted by how you handle this?

NOTES:

Role Identification and Transition- Block #3

    A. *Learning Objectives*: Given specific case studies and scenarios, students will be able to:
        1. Contrast their new roles as supervisors with their past roles as officers
        2. Be able to assess any changes they need to make in order to move from followers to leaders
        3. Identify and evaluate personal and professional values
        4. Differentiate their roles with administration, community, peers, and followers

    B. Characteristics of Good Supervision
        1. Students will list on easel charts the traits and characteristics of good supervisors
        2. Expectations
            a. Administration
            b. Community
            c. Peers
            d. Followers
        3. Values
            a. Honesty
            b. Competency
            c. Inspiration
            d. Vision

    C. Motivation and Influence
        1. Definition of leadership:
            a. Any attempt to influence the behavior of another person or group, upward, downward, or sideways
            b. Relationship skills necessary to develop socialization plan:
                1) Good listening skills
                2) Empathy
                3) Good observational skills
                4) Integrity
                5) Honesty

V. Power and Authority

    A. *Learning Objectives*:
        1. Through analysis and facilitated discussions of case studies and video scenarios and clips, the students will:
            a. Understand the differences between power and authority and identify the sources of each
            b. Identify their own sources of power and authority and how to maximize influence through enhancing power bases
            c. Identify issues of power and authority and how they relate to organizational and personal goals

    B. Principle of Atrophy (use it or lose it)

    C. Principle of Compensation
        1. Pulling from one power to make up for another

    D. People Act for Two Reasons:
        1. Internal
        2. External

    E. People Are Motivated by:
        1. Feeling that others trust them
        2. Feeling that they are challenged
        3. Feeling good about themselves
        4. Feeling competent and skilled

5. Being appreciated for who they are and what they do
6. Feeling excited or passionate about what they are doing
7. Feeling involved in activities that matter to them

F. Influence and Power
1. Positional
2. Personal

G. Power Sources
1. Reward
2. Legitimate
3. Referent
4. Coercive
5. Expert
6. Information
7. Connection

NOTES:

Ethics and Leadership -Block #4

A. *Learning Objectives*
1. Examine guidelines for ethical behavior
2. Identify principles of service as they relate to carrying out the organizational mission
3. Examine how competition and stress affect ethical behavior within organizations
4. Examine what impact ethical or unethical leadership has on functional or dysfunctional follower behavior
5. Create an ethical leadership model, which distinguishes between the benefits and consequences of ethical and unethical behavior
6. Explain how a leader's influence and organizational culture affect the ethical climate of an agency

B. Define Ethics
1. Being in accordance with the rules and standards for right conduct or practice
   a. Standards of profession

C. Ethics and Leadership
1. What is right and worthwhile
   a. Goals and purpose
   b. Ends/means relationship
   c. Leader/follower relationship
2. Mission statements
3. Clearly defined principles of service
   a. High quality service
   b. Empowerment
   c. Protection of Constitutional rights
   d. Integrity
   e. Diversity
   f. Teamwork
   g. Leadership
   h. Commitment to employees

D. Ethical Dimensions of Leadership
1. Dispersed throughout the organization
2. Leader sets goals, protects the basic mission, influences others, designs structure
3. Leader models the appropriate behavior, setting example for the group
4. Leader affects attitudes and behaviors of group members

E. Leadership Influences
1. Observational Learning
2. Feedback
3. Discipline
4. Consistency
5. Procedural justice - fair procedures
   a. Consistent
   b. Without self-interest
   c. On the basis of accurate data
   d. With the opportunity to correct the decision
   e. With the interest of all concerned parties represented
   f. Following moral and ethical standards

F. Organizational Rewards and Adverse Actions
1. Leaders have power to reward or sanction followers for acceptable/unacceptable behavior
2. Behavior is shaped by direct experience or observational.

3. Impact of failing to confront ethical issues
4. Proper planning and delivery of organizational rewards

G. Communication and Expectations

1. Directives
2. Policies
3. Socialization opportunities

H. Organizational Climate and Ethical Choices
　　1. High stress conditions
　　　　a. Competing responsibilities
　　　　b. Unrealistic deadlines
　　　　c. Insufficient resources
　　　　d. Can result in pressure to cut corners or violate ethical standards and values to get the job done
　　2. Effect of competition
　　　　a. Can increase performance
　　　　b. Extreme competition may lead to compromise of ethical standards
　　3. Group norms
　　　　a. Formal
　　　　b. Informal

I. Ethics and Leadership (Followers' Perspectives)
　　1. Followers' Expectations
　　　　a. Honesty
　　　　b. Competence
　　　　c. Vision
　　　　d. Inspiration
　　　　e. All four equal credibility
　　2. Follower Responses to Credible Leaders
　　　　a. Loyal and committed
　　　　b. Internally motivated
　　　　c. Proud of organization
　　　　d. Feel empowered and supported
　　3. Follower Responses to Non-Credible Leaders
　　　　a. Uncommitted
　　　　b. Inclined to leave
　　　　c. Externally motivated (self-interest/financial)
　　　　d. Insecure and anxious

J. . Organizational Dimensions/ Review
　　1. Behavioral influences
　　a. Clear guidelines as to what is ethical and unethical (supported by group norms)
　　b. Vision, core values, mission statements, philosophy, guiding principles, and policies and procedures
　　2. Monitor stress and competition
　　　　a. Employees should not be pushed to ethical breaking point
　　　　b. Stress in workplace caused by personal problems, e.g. finances, substance abuse
　　3. Reward ethical behavior and take action when unethical behavior surfaces
　　　　a. Move swiftly and publicly to renounce deviations from ethical conduct
　　　　b. Enthusiastically congratulate those who make appropriate ethical decisions

NOTES:

<u>**Situational Leadership II®- Block 5**</u>

A. <u>Learning Objectives</u>
1. Identify the characteristics and needs of followers at each level of development
2. Monitor and diagnose the performance, competence, and commitment of followers to determine their need for direction and support
3. Adjust leadership style when competence or commitment increases or decreases
4. Conduct Partnering for Performance meetings to agree on goals and a plan for working together to achieve these goals
5. Resolve disagreements about development level
6. Identify leader's style preferences and recognize the importance of using styles flexibly
7. Discuss the importance of matching and the consequences of over or under supervising
8. Learn how to systematically improve individual leadership capacity using Situational Leadership® II
9. Understand why leadership capacity is so critical to organizational success
10. Develop followers' competence, confidence, and motivation so they learn to provide their own direction and support
11. Increase the quality and frequency of conversations about performance and development
12. Value and honor differences

B. Purpose
1. Increase leader and follower communication through frequent conversations regarding follower's performance
2. Earn trust and respect by helping followers to be motivated, confident, and competent in identifiable tasks
3. Develop a common language for leadership
4. Match supervisory style with the needs of the follower
    a. Beliefs and Values
        1. People can and want to develop
        2. Leadership is a partnership
        3. People value involvement and communication
        4. Leadership Defined: an influence process, working with people to help them accomplish their goals and the goals of the organization.

C. Skills
1. Diagnosis - assessing development needs on a specific task
    a. Task-specific knowledge and skills developed through
        1)) Experience
        2) Training
        3) Coaching
    b. Transferable knowledge and skills that can be used across multiple tasks
    c. The motivation to perform the task, including:
        1) Excitement
        2) Enthusiasm
        3) Energy
    d. The confidence to perform the task independently
    e. Five diagnosis questions to be asked:
        1) What is the specific task?
        2) How strong or good are the follower's demonstrated task knowledge and skills?
        3) How strong or good are the follower's transferable skills?
        4) How motivated, interested, or enthusiastic is the follower?
        5) How confident and/or self-assured is the follower?
    f. Define "doing vs. learning" the task
        1) D-1 Enthusiastic Beginner
        2) D-2 Disillusioned Learner
        3) D-3 Capable but Cautious Performer

                    4) D-4 Self Reliant Achiever

D Leader Behavior:
1. Directive behavior
   a. Sets goals and clarifies expectations
   b. Tells and shows a follower what to do, when, and how to do it
   c. Closely supervises, monitors, and evaluates performance
2. Supportive behavior
   a. Engages in more two-way communication
   b. Listens and provides support and encouragement
   c. Involves the other person in decision making
   d. Encourages and facilitates self-reliant problem solving
3. Leader Responsibilities
   a. With all four styles the leader :
      - Ensures tasks and expectations are clear
      - Observes and monitors performance
      - Gives feedback
   b. Style choices
      - Match
      - Over-supervise
      - Under-supervise
4. Resolving a disagreement about development level ("The Branching Diagram")
   a. Re-clarify the task
   b. Ask for evidence of past experience and/or skills
   c. Benchmark the follower's performance against others
   d. Go with the follower's diagnosis with a short timeline

NOTES:

Followership- Course Outline- Block 6

. *Learning Objectives*
        1. Define and understand the concepts of followership
        2. Analyze and demonstrate through classroom activities the dynamic of
        "influence" relationships between leaders and followers
        3. Examine the effects of follower styles on leadership and the organization
        4. Evaluate leader strategies that can impact a follower's style with the goal of
        improving the motivation, performance, and satisfaction of the follower
        5. Explain how followers become leaders by leading up
        6. Given learning activities (video clips, case studies), the student will
        be able to recognize and choose leader actions that help to develop
        followers into leaders

B. Followership Issue Questions
        1. Are bad followers created by bad leaders?
        2. How can I lead if I am a follower?
        3. Can followership skills be developed?
        4. Do I have to be a good follower in order to be a good leader?

C. Definition
        1. Role of followers in a leadership process
            a. Committing and working cooperatively with other followers and
            leaders to achieve shared goals by harmonizing individual roles and
            goals with the larger vision of the group
                1) Organization
                2) Community
                3) Society
            b. "People who know what to do without being told - the people
            who act with intelligence, independence, courage, and a strong
            sense of ethics"
            c. "Followership and leadership are two separate concepts, two
            separate roles. They are complementary, not competitive paths to
            organizational contribution"
        2. Followership Facts (Robert Kelly 1992)
            a. Effective followers are critical for leader and organizational success
            b. The leader's effect on organizational success is only 10-20%
            c. Followership is the real "people" factor in the other 80-90%
            that makes for great success
            d. Most leaders spend about 70-90% of their time in the followership role
            e. Effective followers at their best:
                1) Demonstrate competence in tasks important to the organization
                2) Participate with enthusiasm, intelligence, and self-
                reliance without "star" billing
                3) Work consistently in pursuit of organizational goals
                4) Sacrifice rewards like status, money, and fame in order
                to be true to themselves and find their own meaning in life
        3. Leader/follower Traits
            a. Quality leader
                1) Innovative
                2) Develops others
                3) Focused on people
                4) Inspires trust
                5) Maintains a long -term view
                6) Challenges status quo
                7) Does right thing
                8) Encourages dissent
            b. Exemplary follower
                1) Displays Initiative

2) Develops relationships
3) Is a Team player
4) Understands big picture
5) Is Goal oriented
6) Demonstrates a Courageous conscience
7) Is an informal leader

D. Followership Styles (Robert Kelly, 1992) Students will have taken the followership survey in order to have an understanding of the discussions that follow.
 1. Alienated follower causes
  a. Unmet expectations
  b. Broken trust
  c. Leader actions that mismanaged follower
  d. Despite high performance, no recognition
  e. Organizational loyalty questioned
 2. Conformist follower causes
  a. Freedom causes too many choices and too much uncertainty
  b. Desires structure, order, and predictability
  c. Task of creating own environment is overwhelming
  d. Some environments encourage conformity
  e. Domineering leaders seeking power encourage conformists
 3. Pragmatist follower causes
  a. Some leaders attribute causes to personality
   1) Lazy
   2) Incompetent
   3) Unmotivated

  b. May not have developed their followership skills
  c. May be a response to leader actions
   1) Controlling behavior
   2) Use of fear to keep follower in line
   3) Leader assigns goals, makes all decisions
   4) Micro-managed
   5) Leader uses persistent prodding
 4. Exemplary Followers
  a. Repertoire of skills and values that are learnable and doable
   1) Job skills are focused and committed
  b. Competence in critical path activities (tasks important to the organization)
  c. Initiative in increasing their value to the organization through personal contributions
   1) Organizational skills - nurture and leverage a web of relationships
    a) Team members
    b) Organizational networks
    c) Leaders
   2) Values component - how they exercise a courageous conscience which guides their job activities and organizational relationship

E. Video clips from Gettysburg and Glory
 1. Discuss types of followers and types of leaders in each video
 2. Examples of Exemplary Followership- Followership as Leadership
 3. Development of Followers-setting examples
 4. Situational Leadership and it's relationship to Followership
 5. Does "situational" Followership exist? Can it become Situational Leadership?

F. Developing Leaders
 1. Identify followers for development

    a. Look for exemplary follower traits
  2. Coach followers one on one
    a. Engage in a dialogue on upward leadership and ask them to do the same with their associates
  3. Create development programs
    a. Based on organizational needs, linked to mission, vision, and values
  4. Focus followers on upward experience
    a. Historical examples organizationally
  5. Set examples for all
    a. Behave as though upward leadership seems natural, demonstrate courage in being corrected, courage to buck system, and get the attention of those who can set things right

G. Follower Skills Issue Questions
  1. How good are your follower skills?
  2. Are you a person who steps forward?
  3. Does it really please your leaders to have you on board?
  4. Are you a team member or an individual?
  5. Do you criticize your leader's shortcomings or offer support when needed?

NOTES:

Generational Issues-Block 7

A Learning Objectives
   1. Understand and recognize the potential differences in generational behaviors
   2. Compare leader's value system with perceived values of followers from different generations
   3. Analyze the impacts generational differences have on trust, focus, and perception
   4. Recognize what defines specific generations of followers and leaders (events/experiences)
   5. Examine and apply leadership principles and strategies for leading a multi-generational workforce

B. Factors Defining Generational Differences (affects who we are and how we behave)
   1. Perceptual bias
      a. Experience
      b. Value system comparison
         1) Impacts trust between leader and follower
         2) Creates a narrow focus
         3) Builds frustration and creates resentment
   2. Attention
      a. Process of focusing our senses
      b. People notice different things based on
         1) Physical limitations
         2) Level of awareness
         3) Stimulus
   3. Perception
      a. Sensory input organized and interpreted
      b. Gives meaning to information received (example : varied crime scene witness accounts)
   4. Cognition
      a. Complex process of assimilating the sensory input we have received
      b. Deciding what to do with it
   5. Personality - The way individuals behave and interact with others
      a. Individuals' beliefs can impact their own environments
         1) Internal (my actions can influence events that occur)
         2) External (other forces, people, circumstances, or fate is responsible for outcomes)

      b. Introversion - Extroversion
      c. Inflexible - Flexible
      d. Dominant - Submissive
      e. Big Picture – Details
      f.
C. Defining Generations
   1. Formative years - values systems, ethics, style established
   2. Each generation shares common set of experiences
      a. Trends, events, headlines
      b. Heroes
      c. Music and mood
      d. Parenting style and education

   3. Adjust behaviors and build skills; don't radically change world view
   4. Different perspectives on organizational issues
      a. Leadership
      b. Communication
      c. Problem solving
      d. Decision making

D. American Generations in the Workplace
   1. Traditionalist (1921-1945)

           a. Most have left the workforce but may be Elected Leaders

           b. Life influencing events

           c. Compelling messages from formative years

           d. Popular technology

2. Baby-Boomers (1946-1964)

           a. 66% of workforce (2018-US & Canada)

           b. Life influencing events

           c. Compelling messages from formative years

           d. Popular technology

3. Generation X (1965-1979)

           a. 60% of workforce (2018- US & Canada)

           b. Life influencing events -   diversity generation

           c. Compelling messages from formative years

           d. Popular technology

4. Generation Y (Millennials) (1980 -1999)

           a. 25% of workforce (2018-US & Canada)-75% by 2030- 10 years from now

           b. Life influencing events

           c. Compelling messages from formative years

           d. Popular technology

E. Strategies for Leading the Multi-Generational Workforce

1. Initiate conversations about generations to minimize judgmental behavior
2. Use socialization skills and discuss needs and preferences
3. Offer options (choices) to meet needs of individuals
4. Personalize style, be flexible in communications, and learn about preferences   DISC®
5. Pursue different perspectives from multi-generational workforce to groupthink
6. Create challenging work environments
7. One size fits all rewards systems may not be effective
8. Give timely feedback
9. Provide autonomy where appropriate
10. Establish   and communicate paths to success
11. Prove training and educational opportunity

F. Leadership Principles for All Generations

1. Everyone wants respect
2. Trust matters to all
1. People want leaders who are trustworthy and credible
2. Organizational politics is a problem for all generations
3. Change can be threatening
4. Loyalty depends on the context, not necessarily on the generation
5. Do the right things and retention problems are minimized
6. Everyone wants to learn
7. Most followers want a coach
8. Create meaningful work opportunities

NOTES:

Team Building-Block 8

A. *Learning Objectives*
1. Identify the four stages of team development and the patterns of behavior that define each stage
2. Identify task and relationship behavior within a team that require appropriate leader actions to increase performance
3. Recognize team regression and identify leader actions to improve performance
4. Participate in individual assignments, small group assignments, and class discussions; analyze a variety of teams in action and determine the development level of the teams
5. Utilize the team development handout and identify leader strategies for assisting teams in different stages of development
6. Identify various teams in their agencies and determine the development level of those teams and strategies for future development

B. Stages of Team Development (linked to two factors: the task activities and the relationship activities)
1. Forming
   a. Task activity
      1) Minimal output
      2) Non-committal
      3) Waiting
      4) Watching
      5) Hesitant
   b. Relationship activity
      1) Unspoken concerns
      2) Rationalizing
      3) Suspicion
   c. Impact on group structure
      1) Communication networks begin
      2) Cohesiveness begins to develop
      3) Informal group leadership emerges
   d. Appropriate leader actions
      1) Clarify team purpose
      2) Communicate
      3) Set attainable goals
      4) Build trust
      5) Set expectations
2. Storming
   a. Task activity
      1) Competition
      2) Low risk taking
      3) Minimal output
      4) Concern over goals

   b. Relationship activity
      1) Polarization
      2) In-fighting
      3) Forming coalitions
      4) Resolving conflict
   c. Impact on group structure?
      1) Norms, cohesion, and communication continue
      2) Rules are assigned and accepted

   d. Appropriate leader actions
      1) Develop strategy to resolve conflict
      2) Appraise performance
      3) Model behavioral norms
      4) Establish a system of rewards and recognition and

obtain a small "win"

3. Norming
   a. Task activity
      1) Moderate output
      2) Developing skills
      3) Getting organized
   b. Relationship activity
      1) A sense of cohesion
      2) Feedback
      3) Confiding
      4) Establishing procedures
      5) Confronting issues
   c. Impact on group structure
      1) Norms are enforced
      2) Status is granted based on individual contributions to group
   d. Appropriate leader actions
      1) Direct group activity toward relevant tasks by
      respecting goals, attending to needs
      2) Avoid dominance by individuals
      3) Encourage questions
      4) Offer training
      5) Give positive and negative reinforcement
4. Performing
   a. Task activity
      1) Energy
      2) Creativity
      3) Initiative
      4) Risk taking
      5) Unity of vision
   b. Relationship activity
      1) High trust
      2) Strong cohesion
      3) Team and personal support
      4) Open communication
   c. Impact on group structure
      1) Rigid structure diminishes
   d. Appropriate leader actions
      1) Point out problems
      2) Facilitate group process
      3) Fade into the background
      4) Celebrate success
   e. Group Dynamics
      1) Roles
      2) Status
      3) Norms
      4) Composition
      5) Cohesion
   f. Team Regression
      1) Causes
   • Changes in roles, individual status, group norms, composition,
     (leadership changes) and cohesion
      2) Leader actions
   • Should be consistent with group's new stage
      3) Abnormal or inconsistent leader actions

NOTES:

Decision-Making Models-Problem Solving- Block 9

A. *Learning Objectives*
1. Develop leader and follower problem-solving strategies and decision making
2. Apply a systems approach to problem solving and decision making
3. Discuss "groupthink" (Irving Janis, 1972) concerns and apply preventative strategies

B. Problem-Solving Models-Discuss Briefly as a review
1. **SARA** model
   a. Scan
      1) What is the real issue? (symptoms/problems)
      2) Stakeholders
      3) What is the objective?
      4) Motivation/performance/satisfaction impacted
   b. Analyze
      1) What are the impacts?
      2) Motivation, performance, satisfaction impacts
      3) Causes of problem (root cause)
      4) What are data sources?
      5) Any leadership theories that apply?
      6) Sources of feedback/support
   c. Respond
      1) Formulate leader action plan: What is my objective?
      2) Alternatives to success
      3) Theories or principles to guide
      4) Expertise of others, DISC®, SUI
      5) Does plan cover issues in SCAN area?
   d. Assess
      1) Is plan working?
      2) How do you get information to assess? Data collection?
      3) Time frames, feedback mechanisms available

2. Problem-Based Learning model
   a. Explore the issues (ill-structured problems) 1) Define the significant parts
   b. What do we know?
      1) Facts determined to be reliable
      2) Strengths of team members
   c. Develop problem statement including all facets
      1) Written statement
      2) Agreement of group on statement
      3) Feedback to organization

3. List possible solutions (from strongest to weakest)

4. List actions to be taken with a timeline

5. What do we need to know?
   a. Discuss possible resources: experts, books, websites, etc.
   b. Assign and schedule research tasks, especially deadlines

6. Solution
   a. Problem statement, conclusion, process used, options considered, difficulties encountered
7. Evaluate
   a. People affected: motivation, performance, and satisfaction

C. Follower Expectations

1. Pick the right person
2. Provide guidance and resources
3. Anticipate and be able to answer questions
4. Standardize procedures
5. Use experts
6. Brainstorm with followers and peers
7. Train and develop
8. Refer to higher level when appropriate

D. Leader Considerations
    1. Follower buy-in?
    2. Data and/or expertise to solve problem or make decision alone
    3. Development level of the group
    4. Experts within the group
    5. Brainstorm with follower or group
    6. Facilitate disagreement within group
    7. *Train* and develop skills

E. Procedural Justice
    1. Decision procedures
        a. Consistency
        b. Without self-interest
        c. On basis of accurate data
        d. Opportunities to correct decision?
        e. In the interest of all parties represented
        f. Following moral and ethical standards

F. Decision Making

    1. Styles
        a. Autocratic I (solves problem alone)
        b. Autocratic II (gets information from followers; makes decision)
        c. Consultative I (shares problem with relevant followers individually and makes a decision)
            1) May or may not reflect follower's influence

        d. Consultative II (shares problem with the group; makes decision)
            1) May or may not reflect group influence
        e. Group
            1) Leader shares problem with followers as a group
            2) Doesn't try to influence group to adopt leader's solution
            3) Willing to accept and implement any decision group makes

Application: show appropriate video (apply above information in learning activity

G. Groupthink
    1. Symptoms
        a. An illusion of invulnerability
        b. Collective effort to rationalize
        c. An unquestioned belief in the group's inherent morality
        d. Stereotyped views
        e. Direct pressure
        f. Self-censorship
        g. A shared illusion of unanimity
        h. The emergence of self-appointed mind-guards

NOTES:

Discipline and Policy: Block 10

   A. *Learning Objectives*
          1. Understand and apply the principles of progressive discipline to appropriate situations
          2. Evaluate and apply the appropriate progressive disciplinary strategies
          3. Examine the purpose of discipline and justify when documentation is necessary
          4. Recognize the value of performance improvement plans and prepare a model plan
   B. Definition
          1. Instruction or training which corrects, molds, strengthens skills (to teach)
          2. Process by which management ensures conduct of its employees
          conforms to the established and articulated standards
   C Purpose
          1. Disciple = to teach
          2. Change behavior
          3. Hold followers accountable
          4. Personal self-control
          5. Orderly, professional conduct

    D. Expectations
          3. Reasonable and appropriate
          4. Timely
          5. Fair - perception important to department morale (sets the tone)
          6. Reflects values of the organization
          7. Is it always necessary to be "progressive"?
    E. Progressive Discipline
       1. Definition
            a.   A process for dealing with job-related behavior that does not meet
            expected and communicated performance standards
       2. Process
            a. Increasingly formal efforts to provide feedback to employee
            b. Correct problem in order to improve employee performance
       3. Continuum
            a. Counseling
            b. Verbal warning/reprimand
            c. Retraining
            d. Performance Improvement Plan (PIP)
            e. Written reprimand
            f. Suspension
            g. Demotion
            h. Termination

    F. Discipline Documentation
       4. Purpose
            a. If it is not written down, it didn't happen
            b. Identify specific behaviors, including necessary dates and details
            c. Negative comments to file must be seen and acknowledged by employee
            d. Written documentation
                1) Conform to agency standards, policies, and procedures
                2) Must be timely
                3) Organizational support needed
                4) Any action required
                5) Leader must know which levels of discipline they may use
                6) Adhere to POBR

Policy and Procedure Development:

A. Development Of Policies And Procedures

   1. Management is responsible for developing policies and procedures
   2. Collaborative effort to develop
   3. Design of policy manual

B. Implementation Of Policies And Procedures

   1. Putting policy and procedures into action
   2. Training for all employees on policies and procedures

C. Key Point: Training on new policies is critical for success

D. Enforcement Of Policies And Procedures

   1. Making certain policies and procedures are followed
   2. Enforcing policy and procedure adherence
   3. **Key Point:** Policies that are not enforced become ignored

I. Roles Of Policies And Procedures In Criminal Justice Management

   A. Definition Of "Policy"

      1. Principles, rules, and guidelines designed to influence and assist all major decisions and actions
      2. Reflect organizational goals and objectives
      3. Consistent yet flexible in application
      4. Provide a guide to thinking
      5. **Key Point:** Policies provide broad guidelines for decision making

   B. Examples Of Common Criminal Justice Policies

      1. Pursuit policies

   C. Use of force policies

   D. Definition Of "Procedure"

      1. A specific and detailed description of how a policy is to be accomplished in day-to-day operations of an organization
      2. Describes steps to be taken
      3. Have less flexibility and discretion
      4. Provide a guide to actions
      5. **Procedure Versus Policy:** Procedures are more specific than a policy, but less restrictive than a rule or regulation

   E. Examples Of Common Criminal Justice Procedures

      1. Patrol procedures
      2. Booking procedures

II. Role Of Rules And Regulations In Criminal Justice Management

   A. Definition Of "Rules And Regulations"

      1. Procedures that apply each and every time a situation occurs with specific guidelines for staff to follow
      2. More restrictive of discretion
      3. Mandate that specific actions be taken
      4. Often include "Shall" and "Will"
      5. **Key Point:** Very directive in nature

   B. Examples Of Rules And Regulations

      1. No smoking in public

2. Runaways will not be released to anyone except a parent or legal guardian

    C. Reasonable Enforcement Of Rules And Regulations

        1. Expectation is that rules and regulations should always be followed to the letter

III. Supervisors need flexibility in emergency cases

IV. Special Orders, Operational Directives, And Informal Directives

    A. Definition Of "Special Order"

        1. A statement of policy and procedure regarding a specific circumstance or event that is temporary in nature

        2. **Example:** Major emergency response plan for officer families

    B. Operational Directives

        1. Special topics in memorandum form

        2. Supplement specific areas of policy and procedures

        3. Used for specific guidance on critical topics

        4. **Key Point:** Directives should be accessible for reference

    C. Unwritten Directives

        1. There are many topics that come out in staff meetings, from e-mails, and directly from supervisors and upper management

        2. May be written or verbal

        3. **Key Point:** Document informal written and verbal directives

V. Key Point: Unwritten directives are lost if not documented

VI. Best Practices For Developing The Policy And Procedures Manual

    A. Purpose Of Policy And Procedures Manual

        1. Consolidates policies and procedures into one location

        2. Provides an organized reference for employees

    B. Key Point: Ensures employees act in a consistent, professional and legal manner

        1. **Best Thinking For Policy Manual Development** Policy Manuals Should Be Comprehensive

        2. Clearly Written And Easy To Use

        3. Consistent With Organizational Beliefs And Standards

        4. Collaborative Development Process

        5. Policy And Procedure Manual Training

        6. Living Document

        7. Follow State And National Best Practices

    C. Final Thoughts On Management Of Policies And Procedures

        1. Develop your understanding of policies and procedures

        2. Make certain officers understand and follow policies and procedures

        3. Remember that the policy manual is a living document

A. *Learning Objectives*
1. Given specific situations, analyze the characteristics of an effective leader-counsel or
2. Identify and evaluate barriers to effective counseling
3. Demonstrate safe strategies for counseling
4. Recognize and assess leaders' limitations of counseling
5. Examine and discuss critical aspects of problem, career, and performance counseling

B. SFT Videos "Late to Briefing " and "Morgan 's Apology"
1. . Concerns and supervisory actions

C. Characteristics of Effective Counseling
1. Self-awareness
2. Congruence
3. Empathy
4. Respect for others
5. Honesty

D. Barriers to Counseling
1. Leader authority
2. Tendency to advise

E. The Listening Continuum
1. Active listening
    a. Eye contact
    b. Verbal following, echoing, paraphrasing
    c. Questioning (open vs. closed)
    d. Stating behavioral observations
F. SFT video The Discovery
1. Observations
2. Course of action

G. Purpose of Counseling
1. Fact-finding
2. Personal support
3. Performance issues

H. Variables in Counseling
1. Documentation
2. Responsiveness
3. Sensitivity
4. Preparedness
5. Follow the rule of "just cause"
6. Cognizance of potential internal emotional responses
7. Anticipate being a possible witness

I. Characteristics of Effective Counseling
1. Self-Aware
2. Congruence
3. Respect
4. Empathy
5. Honesty

J. SFT videos Vehicle Pursuit and Vehicle Pursuit Follow-up
1. Observations
2. Course of action

Optional Group Exercise: Practice Counseling Session
3. Divide into groups of 3
4. Role play based on the video- Officer, Supervisor, Observer
5. De-brief after and assess performance and reaction

NOTES:

Conflict Management -Block 12

A. *Learning Objectives*
    1. Understand and analyze different levels of conflict within organizations
    2. Apply available leader conflict management strategies
    3. Discuss the elements of "crucial conversations" and apply
    appropriate leader strategies
    4. Identify and apply leader actions to manage difficult personalities and their systems of
    power

B. Types of Conflict
    1. Functional
    2. Dysfunctional

C. Definition of Conflict
    1. Disagreements in social situations over issues of substance
    2. Emotional antagonisms creating friction between individuals or groups

D. Emotional Intelligence
    1. Understand Self
        a. How often do I make assumptions?
        b. What kind of listener am I
        c. What is my self-talk like?
        d. How broad are my views?
    2. Govern Self
        a. Self-regulation
        b. Emotional self-control
        c. Keep disruptive emotions in check
    3. Understand others
    4. Manage relationships **with** others

E. Influence
    1. Impact on others
    2. Negotiating to resolve conflict
    3. Teamwork/collaboration toward a common goal

F. Conflict Management Style (Tomas-Killman)
    1. Appeasement
    2. Compromise
    3. Collaboration
    4. Avoidance
    5. Competition

G. Crucial Conversations (Kerry Patterson)
    1. Concepts
        a. Stakes high
        b. Opinions vary
        c. Emotions run strong
    2. Brain science
        a. Fight or flight
        b. Emotional feelings versus rational thinking
        c. Triggers - hijacking or when you lose it: immediate reaction, strong
        emotion, subsequent feeling of remorse

H. Dialogue
    1. Define: (what it is and what it is not)
    2. "Pool of shared meaning" How do I get there?
        a. Silence or violence
        b. See/hear something, tell self a story, feel emotionally, act
    3. Creating a safe environment
        a. Apologize when appropriate
        b. Contrast to fix misunderstandings

I. Strategies for a "crucial conversation" (STATE)
    1. Share your facts
    2. Tell your story
    3. Ask for others' paths
    4. Talk tentatively
    5. Encourage testing
    (Above all, try to stay in dialogue.)

J. Toxic Personalities
    1. Definition: anyone who demonstrates a pattern of counterproductive work behaviors that debilitate individuals, teams, and even organizations over the long term
        a. They are a part of a complex system that can be a source of power
    2. Managing toxic people (cynics, etc.)
        a. Create norms that prevent the growth or re-growth of toxic environments
    3. How do they survive?
    4. Prevention
        a. Build a stronger organization
        b. Give targeted feedback
        c. Consistent follow-through: meaningful behavior-specific performance evaluation

NOTES:

Performance Evaluations- Block 13

A. Learning Objectives
1. Examine the purpose and scope of a performance evaluation system
2. Identify and utilize the four stages of a performance evaluation system
3. Select the necessary data required to complete a performance evaluation
4. Evaluate and apply basic leader actions in delivering the performance evaluation to the follower
5. Develop a performance improvement plan using students' agency formats

B. Purpose
1. Feedback to follower
2. Identify individual training and development needs
3. Make reward decisions
4. Determine organizational training and development needs
5. Personnel decisions (promotion, transfer, separation)
6. Confirm that good hiring decisions are being made

C. Leader Considerations
1. Organizational policy
2. Time concerns
3. M.O.U. agreements
4. Performance improvement plans
5. Merit pay attached
6. Chain of command in the loop

D. Four-Stage Procedure
1. Plan work and set standards
   a. Socialize follower in the new environment
   b. Clarify work functions and follower responsibilities along with leader expectations
   c. Provide information that demonstrates how these responsibilities contribute to organizational goals
   d. Provide rating forms and explain the system of evaluation
   e. Provide information regarding performance milestones, if appropriate
2. Observing work and collecting information
   a. Provide timely feedback during the rating period (feedback focus should be on what can be done to improve and less on what went wrong)
   b. Record examples that are indicative of specific performance criteria
3. Determining and appraising results
   a. Time available
   b. Within policy?
   c. Date last evaluation completed
   d. Performance issues
   e. Interview other managers and supervisors who worked with follower
   f. Use data from entire rating period
   g. Determine employee's performance in terms of rating value. Use documented examples to support findings, identify particular strengths demonstrated and identify critical needs for improvement (most important development needs).
4. Appraising Follower performance when minimal contact or observations not present
   a. Meet with follower at start of performance cycle
   b. Ask follower to help you solve dilemma of little or not contact/observations
   c. Ask follower to assist in a plan to obtain all information necessary to do a credible job of evaluating performance.

5. Discussing the appraisal with the Follower
   a. Pick a place and time free of distractions
   b. Ease tension by decreasing authority barriers e.g. desks, seating, etc.
   c. Review the objectives and evaluation criteria and ask follower's opinion
   d. Begin with positive results
   e. Translate deficiencies into future goals
   f. Tie praise to specific performance behaviors
   g. Use open-end questions
   h. Ask follower for feedback regarding the process
   i. Interpret non-verbal communications and clarify with follower
   j. Identify follower development, future needs, and goals

E. Performance Improvement Plans
   1. Definition and strategies
      a. Usually short in duration
      b. Designed to improve a deficiency
      c. Leader/follower agreement on goals
      d. Must have organizational support
      e. Follow-up is critical
      f. Can be in memo form if agency policy permits
      g. Purpose, intent, or goal must be stated
      h. Include action, e.g. training or re-training
      i. Define success within the plan
      j. Define leader responsibilities
      k. Determine ending date

NOTES:

<u>**Legal Issues- Block 14**</u>

A. <u>Learning Objectives</u>
1. Given examples, case studies, and through class discussion, understand and apply concepts of civil liability {negligent retention, supervision, duty)
2. Given case studies, learning activities, and through classroom discussions, assess when employee rights are being adhered to and when to apply agency-specific labor agreements
3. Understand what information must remain confidential and justify when that information may be released
4. Determine what procedures should be followed to avoid violating officers' rights **{POBR) NRS 289.010-289.120**
5. Understand the dynamics and responsibilities of vicarious liability
6. Understand and apply the legal requirements on supervision
7. Recognize responsibilities when an employee falls under the guidelines of the Workers' Compensation Law

B. Civil Liability
  1.. Negligence
      a. Supervisor is held to a duty or standard of care {to act or perform to a certain level)
      b. Failure to perform or attain the prescribed duty or standard of care constitutes a breach of that duty
      c. Causation or proximate cause
      d. Plaintiff must sustain some injury or damage

  2. Negligent supervision/failure to supervise
      a. Liability can be extended to supervisory personnel who fail to reasonably supervise those in their charge
      b. The supervisor need not have specific knowledge of the issue, as the consequences of the failure to supervise must only be foreseeable
      c. The supervisor's conduct must be overt, show tacit approval of the disputed action, or show purposeful disregard of the disputed act{s) or condition{s)
  3. Negligent retention
      a. An employer is liable for retaining an employee who is known to be unfit for the position
            1) Cannot meet minimum mandated requirements
      b. Supervisory duties
            1) Act of inquiry required when any evidence suggests that employee might have performance issues
            2) Reasonable investigation and findings
            3) Reasonable intervention to take appropriate actions to prevent the recurrence of the offense
      c. Actual knowledge of employee's actions is not required if reasonable person would be expected to know or should have known
  4. Vicarious liability
      a. The imputation of liability upon one person for the actions of another
      b. If liability is incurred during an employee's normal course and scope of job, then the liability is extended to the organization
      c. Deliberate indifference or tacit approval of situations/conditions is sufficient to create a nexus between supervisory personnel and subordinates of any rank.
  5. Disparate Treatment
      a. Title VII Civil Rights Action defined: intentional discrimination towards an employee on the basis of a protected class or characteristic such as sex, race or age

6. Failure to train to an established standard
    a. Government liability- 42 USC 1983
    b. City of Canton v Harris established municipal liability under "Failure to Train"
    c. To substantiate government liability for failure to train, the plaintiff
        must assert 1) A violation of a federally protected right
        2) Inadequate training of employees amounting to deliberate indifference
        3) Causation between the plaintiff's injury and the inadequate training
    d. Defense against liability
        1) "Qualified" limited immunity is available to government
        entities and certain employees
        2) Discretionary immunity- a public employee is not liable for an
        injury resulting from an act or omission that was "the result of
        the exercise of discretion vested in him whether or not such
        discretion be abused
        3) Exception: Miranda - those who intentionally violate the
        rights protected by Miranda must expect to have to defend
        themselves in civil actions

C. Employee Rights under Nevada Revised Statutes 289.010-289.120 Rights of Peace Officers
    1. POBR applies to employees classified as "peace officers"
    2. POBR does apply to a Reserve Officer
    3. POBR: Political Activity
        a. Limitations: not on duty, cannot associate agency with political views, not off
        duty if activity contrary to police purpose
    4. POBR: NRS 289.060 procedures when is under investigation and subject to interrogation
    that could lead to "punitive action" (Any action that would lead to dismissal, demotion,
    suspension, reduction in salary, written reprimand, or transfer for purpose of punishment)
        a. Requirements for interrogation
            1) Conducted at a reasonable hour
            2) Disclosure of interrogator's identity
            3) Prior disclosure of the general nature of the investigation
            4) Must not be unreasonably long and breaks must be allowed
            5) Officer must not be subjected to offensive language or threats
            6) Coerced statements may not be used
            7) Officer must be afforded a copy of recorded interrogations
            8) Miranda applies
            9) Representation is allowed
    5. POBR - Criminal issues
        a. If, prior to or during the interrogation of an officer, it is deemed he/she may be
        charged with a criminal offense, Miranda must be immediately administered
        b. Garrity admonishment
    6. POBR - Lawful exercise of rights
        a. Agencies may not punish or deny promotion because officer exercised his/her
        rights under POBR

        b. No punitive action or denial of promotion on grounds other than merit are
        allowed without providing officer with opportunity for administrative appeal
        c. Skelly v. State of California
            1) Skelly requires, prior to discipline, a statement containing nature of
            discipline, effective date, reasons, rule or policy violated, advisement of right
            to respond
            2) Pre-disciplinary hearing with someone with authority to rescind the
            discipline
            3) A full evidentiary hearing in front of a "reasonably impartial" third party
    7. POBR (other provisions)
        a. Right to receive and sign adverse comments in personnel file (NRS 289.040**)**
        b. Right to respond within 30 days to adverse comments in personnel file (NRS
        289.040)
        c. Right to refuse polygraph exams (NRS 289.050)

d. Limits on financial disclosure (NRS 289.030)
e. No locker searches absent personal presence, notice, consent, or a search warrant (per agency policy)
f. Officer remedies if rights are violated (NRS 289.120)

D. Release of Employee Information
   1. Nevada Constitution includes a right to privacy. A violation must include:
      a. Legally protected private interest
      b. Reasonable expectation of privacy
      c. A defeat of, or overcoming, the expectation of privacy
      b. Protection - Reasonable protection from defendant and persons acting on behalf of the defendant
      c. Safety
         1) Bail setting, reducing or denying - judge considers protection of public, safety of victim, seriousness of offense, previous criminal record
         2) Arrest for "serious felony," bail hearing before judge with prosecutor and victim given notice and opportunity to be heard
      d. Confidentiality - prevents disclosure of confidential information or records to defendant, the defendant's attorney, or any other person acting on behalf of defendant
      e. Refusal - an interview, deposition, or discovery request by the defendant, his/her attorney, or any other person acting on behalf of the defendant and to set reasonable conditions on the conduct of any such interview to which the victim consents
      f. Notice and confer - Victim has right to confer with prosecutor regarding arrest of defendant, charges filed, extradition process, and to be notified of and informed before any pre-trial disposition
      g. Notice and be present - reasonable notice of all public proceedings at which the defendant and prosecutor are entitled to be present
      h. Notice and to be heard - at any proceeding involving bail, post-arrest release decision, plea, sentencing, post-conviction release, or any proceeding in which a right of the victim is at issue
      i. Speedy trial and a prompt and final conclusion of the case and any related post-judgment proceedings
      j. Information to probation - victim has right, before sentencing, to provide information about the impact of the offense on the victim and victim's family and make sentencing recommendations to the probation department , etc……..**Additional provisions can be viewed in the full statue**

E. Legal Laundry List: FMLA, Worker's Compensation, EEOC
   1. Department Policy will typically guide you
   2. Upper Management or
   3. Human Resources

NOTES:

Critical Incident Stress-Human Side- Block #15

   A. _Learning Objectives_: Given case studies, film clips, and scenarios, the students will:
       1. Identify the different types of stress and the effects on those they supervise
       2. Analyze the body's physical response to stress and evaluate how that response manifests itself to major body parts and functions
       3. Examine typical stressors for both followers and supervisors
       4. Compare and contrast positive ways to cope and manage stress with deleterious methods of coping with stress
       5. Examine how to minimize and prevent stress from negatively impacting health, relationships, and mental and physical fitness
       6. Recognize when a follower needs outside intervention (PTSD, suicide ideation)
       7. Research and create a resource guide for the student's agency to deal with issues that are beyond his/her scope of involvement or control
       8. Understand the psychological effects of a critical incident
       9. Identify resources available for individuals experiencing a critical incident
       10. Analyze case studies of followers and examine issues and evaluate possible solutions and outcomes involved in each
       11. Explain what constitutes critical incidents and assess physical and psychological stress

       12. Assess follower's behavior when repeatedly demonstrating crisis symptoms over an extended period of time and determine when referrals are necessary

   B. Stress definition:
       1. A physical, mental, or emotional response to events that causes bodily or mental tension
       2. Any outside force or event that has an effect on our body or mind
           a. Stress is one of the top health hazards we face today
           b. Impossible to go through life without the irritations that cause tension
           c. Some people deal with the situation better than others
       3. Wear and tear on the body - "the non-specific response of the body to any demand made on it"-Hans Selye
           a. Distress
           b. Eustress
       4. A signal is interpreted by the brain to the endocrine glands causing chemicals to enter the blood stream that cause changes resulting in flight or fight responses
           a. Blood pressure
           b. Muscle tension
           c. Breathing

   C. Why Supervisors Should Study Stress
       1. The "biological roller-coaster" for law enforcement
           a. Hyper-vigilance - a threat-based perspective
           b. N.U.T.S. (Nagging Unfinished Tasks)

   D. Immediate Stress Responses
       1. Brain - dulls body's senses in pain; thinking and memory may improve
       2. Eyes - pupils dilate for better vision
       3. Lungs - take in more oxygen
       4. Heart - bloodstream brings more oxygen and glucose
       5. Liver - sugar stored as glycogen turns into glucose (energy)
       6. Adrenal glands - fight or flight hormone epinephrine (adrenaline)
       7. Intestines - digestion halts so energy will go into muscles
       8. Spleen - extra red blood cells flow out so blood can carry more oxygen
       9. Hair - becomes erect - makes animals look larger

   E. Stages

1. Balanced - normal level of resistance - homeostasis
2. Alarm - body gets ready to cope
3. Resistance - continued chemicals into blood stream
   a. Immunological system breakdown
   b. Feats of strength
4. Exhaustion
   a. Organ damage

F. Typical Law Enforcement Stressors
1. Critical incidents
2. Family issues, divorce, separation
3. Death or severe injury of spouse, child, partner
4. Cumulative horrific scenes or investigations
5. Accidents, suicides, financial problems

G. Typical Supervisory Stressors
1. Value differences
2. Discomfort with confrontation
3. Overwhelmed by the responsibility
4. Having difficulty communicating

H. Types of Stress
1. Emotional
2. Physical
3. Behavioral
4. Cognitive
5. Trauma-related stress may fall into all four categories
   a. Psycho-biological event

I. Unreal Coping Mechanisms for Stress Relief
1. Defense mechanisms: Band-Aid approach
   a. Rationalization
   b. Projection
   c. Displacement
   d. Regression
   e. Compensation

J. Managing Stress
1. Techniques
   a. Relaxation - deep breathing- tension/release exercises
   b. Meditation, yoga
   c. Exercise aerobic and anaerobic (weights for increased metabolism and fitness)
   d. Biofeedback
   e. Guided imagery
   f. Get enough sleep (8 hours recommended)
   g. Massage

2. Nutrition and Health
   a. Best foods, healthy choices, and portion control (heart health)
   b. Hydration
   c. Healthy weight (omentum - belly fat most dangerous)
   d. No smoking
3. Emotional Health: Surviving
   a. Support and companionship: good friends, relatives
   b. Pets
   c. Healthy sex
   d. Marriage, relationship, family counseling, when appropriate or needed
   e. Time management
   f. Hobbies
   g. Medication for anxiety/stress, when appropriate

      h. Attend self-help groups, when appropriate

      i. Peer counseling

K. Critical Incident Stress

   1. Human side of critical incidents

      a. Students complete (may be anonymous)

      b. Human side critical incident checklist review

   2. Personal critical incident experiences

      a. Impact

      b. Treatment by agency

      c. Improvements

      d. Resources available

   3. Facilitator advisement

      a. Very sensitive information

      b. Safety (confidentiality)

      c. Start with low impact incidents

      d. Facilitator may need to share an incident if class reluctant to start

   4. What constitutes a critical incident?

      a. Emotional aftershock following a horrible event

      b. Any reaction where one feels overwhelmed by his/her sense of vulnerability and/or lack of control over the situation

   5. Sources of critical incident stress

      a. Mass casualty incidents

      b. Protracted or difficult incident/injury/death of workmate

      c. Event that attracts media attention

      d. A win turning into a loss

      e. Serious physical/psychological threat

      f. Looks, sounds, smells so distressing as to cause an emotional reaction

      g. A series of minor or almost routine events in a short time frame

   6. Reactions to critical incident stress

      a. Bodily responses. actions, thoughts, feelings

      b. Effects may be short term, cumulative, long term

   7. Supervisory advice following critical incident

      a. Keep active - structure your life

      b. Accept your reactions as normal

      c. Talk to people close to you

      d. Avoid substance abuse (alcohol dehydrates)

      e. Express your feelings as they arise

      f. Spend time with others

      g. Use sleeplessness constructively

      h. Don't make big changes in your life

      i. Eat well balanced, regular meals; stay hydrated (water is best)

      j. Seek help if you need it from experienced persons

   8. How may a supervisor help on a personal basis?

      a. Spend time with the employee

         1) Offer assistance and a listening ear, provide reassurance when appropriate

         2) Help with tasks

         3) Give some space, private time

         4) Don't take anger or frustration personally

         5) Don't tell him/her it is fortunate it wasn't worse

         6) Just being present may be all that is needed

         7) When appropriate, suggest professional assistance

   9. Show SFT videos Officer Safety and Nelson's Concerns

      a. Discuss the two videos and determine what should be done

   10. Post-Traumatic Stress Disorder (PTSD)

a. Signs of re-experiencing the event
    1) Recurrent, intrusive recollection of event
    2) Recurrent. distressing dreams of event
    3) Flashbacks (can occur whether sober or intoxicated)
    4) Intense distress over situations, sounds, smells resembling event
    5) Intense nervous system activity (adrenaline rush, rapid heartbeat)

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b. Signs of numbing behavior
    1) Efforts to avoid thoughts, feelings, and conversations associated with the trauma
    2) Efforts to avoid activities, places, or people that create memories of the trauma
    3) Inability to recall important aspects of the trauma
    4) Markedly diminished interest/participation in significant activities
    5) Feeling detached or estranged from others
    6) Inability to express feelings
    7) Sense of foreshortened future
c. Signs of increasing arousal
    1) Difficulty falling or staying asleep
    2) Irritability or outbursts of anger
    3) Difficulty concentrating
    4) Hyper-vigilance
    5) An exaggerated startle response to loud noises or unexpected movements

11. When behavioral and emotional stress cross the line
    a. Suicide
        1) Warnings
        2) External signs
        3) Resources

NOTES:

Nevada POST
First Line Supervisor

Student Manual

Critical Incident Stress Management

(Block #15: 4-Hour Class)

Statement Of Goals And Objectives

Block #15 Introduction

First Line Supervisor Course Block #15 (Critical Incident Stress Management) is a 4-hour class. This class focuses on introducing new supervisors to the basic principles of critical incident stress management, problems caused by both critical incident and chronic stress, and best practices for assisting officers with stress-related problems. Stress is one of the top health hazards that criminal justice professionals face in their work. This can be critical incident stress from a significant incident that causes emotional overwhelm and PTSD. This stress may also be related to the daily stress and stressors that officers endure, creating the problems associated with chronic stress.

Block #15 Instructional Goal

The instructional goal of this 2-hour class is to introduce Nevada POST first line supervisor course participants to the principles of critical incident stress management, problems caused by critical incident and chronic stress, and best practices for assisting officers with stress-related problems.

Block #15 Hourly Topics Summary

Hour 1: Critical Incident Stress And Effects On Criminal Justice Personnel

Hour 1 focuses on defining stress and critical incident stress, the difference between critical incident stress and normal daily stress, the four stages of the critical incident stress cycle, and officer biochemical/physical/mental/emotional reactions to critical incident stress.

Hour 2: Supervisor Roles In Critical Incident Stress Recovery

Hour 2 focuses on the short-term and long-term effects of critical incident stress, the role of critical incident debriefing in helping officers recover, personal actions supervisors can take to assist officer recovery, and long-term problems caused by critical incidents (sense of loss and PTSD).

Hour 3: Special Topics In Stress For Supervisors

Hour 3 focuses on stressors that will be specific to supervisors, the problem of officer chronic stress, the problem of officer hypervigilance and how to address this problem, an examination of officer suicide as a problem, and best practices for intervention and prevention of officer suicide.

Hour 4: Assisting Officers With Stress And Officer Wellness Best Practices

Hour 4 focuses on the supervisor role in officer stress management, positive methods of stress management, the roles of wellness programs in helping with stress-related problems, types of wellness programs, and emotional survival best practices for criminal justice professionals.

Block #15: Crisis Intervention Stress Management

Hourly Performance Objectives

Hour 1 Performance Objectives

1. Define "Stress" in relation to criminal justice personnel
2. Define "Critical Incident Stress" in relation to criminal justice personnel
3. Explain how critical incident stress is different from normal daily stress
4. Examine the critical incident stress cycle
5. Identify biochemical and physical effects of critical incident stress
6. Identify mental and emotional effects of critical incident stress

Hour 2 Performance Objectives

1. Identify short and long-term effects of critical incident stress
2. Examine how to address critical incidents with criminal justice personnel
3. Explain the role of the critical incident debriefing
4. Identify personal actions supervisors can use to assist recovery
5. Examine long-term problems caused by critical incidents (sense of loss, PTSD)
6. Identify supervisory resources to assist in recovery from PTSD

Hour 3 Performance Objectives

1. Identify stressors that will be specific to supervisors
2. Examine the problem of officer chronic stress
3. Examine the problem of hypervigilance and how to address it
4. Examine the problem of officer suicide
5. Explain the QPR protocols for suicide prevention

Hour 4 Performance Objectives

1. Explain the supervisor role in stress management
2. Identify positive methods of stress management
3. Examine the role of officer wellness programs
4. Explain types of wellness programs to assist officers
5. Examine emotional survival best practices for officers

Introduction To Critical Incident Stress Management

Stress is one of the top health hazards facing criminal justice professionals today. This is not just immediate stress, but also the failure to manage long-term stress which has many negative consequences for physical, mental, and emotional health. Stress is a part of the daily work of every officer, and critical incident stress can be an overwhelming challenge for even experienced and hardened officers. First line supervisors are responsible for the health and wellness of their officers. Understanding both critical incident and chronic stress can enhance a supervisor's work in keeping their personnel safe and healthy, and to enhance their performance in protecting the public. First line supervisors need to have strategies for assisting the criminal justice professionals they lead in managing both critical incident stress and the normal stress associated with the criminal justice profession. It is impossible to go through life without stress. First line supervisors will see stressed officers, and it is important to understand what first line supervisors can do to assist both officers and themselves in appropriately managing stress.

Introduction To Stress

Definition Of Stress

Stress can be defined as "A negative emotional experience accompanied by predictable biochemical, physical, mental, and emotional responses to events that are directed toward either altering the stressful event or adapting to its effects over time".

Stress As A Negative Emotional Experience

While there is such a thing as positive stress (known as "Eustress"), the vast majority of criminal justice stress is negative. Also called "Distress", this type of stress has negative impacts on physiological, cognitive, and emotional functioning of criminal justice personnel. Negative stress may come from both critical incident stress (most often seen in officer survival incidents such as attacks on officers) and as chronic stress (daily stress) that can have negative effects over longer periods of time.

Changes Caused By Stress

Stress is often accompanied by predictable biochemical, physical, mental, and emotional responses to events. Critical incidents often occur suddenly and reflect an immediate threat to the life of a criminal justice professional. The adaption caused by chronic stress may be more difficult to detect, as this happens over a longer period of time and may not be as recognizable unless a first line supervisor knows both the officer and their normal behavioral patterns.

Altering Or Adapting To Stress

There are two basic ways in which stress is handled by a criminal justice professional:

> **Altering The Stress (Short-Term):** Altering stress is directed towards stopping the immediate stressor or threat. This is affirmative actions taken by a person to make the stressor stop. This is most often seen in critical incident stress, where something has occurred which is causing immediate stress. When the stressor(s) are stopped by altering the situation, the stress on the person will gradually decrease. An example of this is an officer who is in a fight (the stressor), and after the fight is resolved the officer will gradually return back to normal levels of stress.

> **Adapting To Stress (Long-Term):** Adaption to the effects of stress occurs over a length of time. Adaption is most often associated with chronic stress. Criminal justice personnel over time can adapt to the higher levels of stress caused by the criminal justice profession, allowing them to effectively handle both immediate stress and long-term stress. The problem with adaption is that over time stress can cause many physical, cognitive, and emotional changes that are detrimental to the health and wellness of officers. Some persons adapt better and more quickly. This is why it is so important to focus on positive stress management techniques with criminal justice professionals.

> **Key Point On Stress:** Anything of importance, significance, or emphasis can cause stress. Stress can be small things or large things, what matters is that it has significance for the person and they are having to alter or adapt to the stressor.

Critical Incident Stress

Defining Critical Incident Stress

Critical Incident Stress can be defined as "Any event that has a stressful impact sufficient enough to overwhelm the usually effective coping skills of an individual**".**

What Causes Critical Incident Stress

Critical incident stress is most often caused by one of two things. First, critical incident stress can be a reaction to an immediate officer survival situation. This can be seen clearly in attacks on officers, where officer personal survival is threatened. Second, critical incident stress may be caused by the event the officer is experiencing. This can be major incidents (such as 9/11 in New York City), crime scenes that are horrible to deal with (such as the Sandy Hook Elementary attack), and the many horrifying incidents that officers can't walk away from.

Critical Incident Stress Over Time

Critical incident stress can also build over time. This is most often seen in the repeated horrible and extremely stressful situations that officer are required to deal with on a daily basis. This can lead to chronic stress problems in a short period of time due to the repeated emotional overwhelm that officers are experiencing in a short period of time. Combat policing, where officers go from violent call to violent call non-stop at work all day every day, can be an example of this.

What Critical Incident Stress Does To Officers

Critical incident stress is stress that has an impact sufficient enough to overwhelm the officer's immediate ability to cope with the stress. This is a shock to the system, a shock that overwhelms the person. Critical incident stress immediately overloads the physical and nervous system, overwhelming an officer's ability to cope with the immediate stress and stressors that they are being challenged by. The usually effective coping skills of an individual are overwhelmed. They cannot stop what is happening and they cannot immediately adapt to the immediate stress. The 9/11 attack in New York City is an example of this.

Examples Of Critical Incident Stress

➢ **Mass Casualty Events:** 9/11 in New York is an example. Another is active assailant scenes such as the Sandy Hook Elementary attack. This was an attack on an elementary school where the bodies of small children were everywhere inside the school as part of the crime scene.

➢ **Death Or Injury To A Fellow Officer:** A fellow officer being killed or in the hospital can be very stressful on other officers. Officer line of duty deaths will very likely cause critical incident stress for their fellow officers.

➢ **Serious Physical Survival Threat:** This is most often seen in surprise attacks on officers where the physical survival of the officer is threatened.

➢ **Crime Scenes:** Visuals, sounds, and smells so distressing as to cause an emotional reaction can cause critical incident stress. This moves beyond direct violence or threat to an officer, and into the horrid crime scenes and physical violence that officers witness. Keep in mind that officers see and experience some of the worst things possible, and they don't get to just walk away because they have a duty to deal with it and this can cause critical incident stress.

How Critical Incident Stress Is Different From Normal Daily Stress

Critical incident stress is different from normal stress in several ways.

- ➢ **Emotional Shock:** Normal daily stress occurs over the course of a day on duty. Critical incidents are defined by abrupt and powerful events that cause an immediate emotional aftershock. Most often critical events are a surprise, a threat that officers did not see coming. This is part of the emotional overwhelm that officers immediately feel. An excellent example of this can be seen in the 9/11 attacks in New York, where officers and first responders were suddenly dealing with a massive attack.

- ➢ **Sense Of Not Being In Control:** Officers are taught to always be in control, and when this control is taken away by an event, it can be extremely stressful. There can be an overwhelming sense of vulnerability and/or lack of control tied to the critical incident. Officers feel as if they have no control, are threatened and can do nothing about it, and may feel as if they cannot escape. An example of this is the 1997 North Hollywood bank robbery. In this incident, two attackers in full body armor and with fully automatic rifles took on officers armed only with handguns and short-range shotguns. Videos of this incident on YouTube show the overwhelming danger that officers faced and were not able to retreat from or stop with the weapons they had available.

- ➢ **Critical Incidents Are Beyond Ordinary Experiences**: Critical incidents fall outside the range of ordinary human experiences. These are outside of normal life and normal daily stress. They most often occur abruptly without warning, and the shock of dealing with the incident and the stress caused can be overwhelming.

- ➢ **Critical Incidents Are Beyond Normal Officer Experiences:** Critical incidents fall outside the range of what even experienced officers endure. Officers over time develop the ability to appropriately handle higher levels of daily and incident stress. However, a true critical incident that is uniquely dangerous and overwhelming can overload even experienced and hardened officers. It is this overload that can be damaging to officer physical, mental, and emotional health.

- ➢ **Key Point On Critical Incident Stress:** The key point to understand is that critical incident stress is a normal reaction to an abnormal event. This is an event that will overload even experienced officers, and the reactions caused by a critical incident stress event will cause reactions that are out of the norm for criminal justice professionals.

Vicarious Experiences Of Critical Incident Stress

An important concept to understand is that a person does not have to be physically present to experience critical incident stress. Stress can be felt vicariously, most often over the radio when an event is occurring. Criminal justice personnel, particularly dispatchers, have to listen to the critical incident unfolding, but are powerless to intervene. This type of stress can be just as detrimental to those watching or listening to it as the persons experiencing the critical incident. This is an important concept for first line supervisors, as recognition that critical incident stress may effect a wider range of people means that supervisors need to identify all those effected by the critical incident in order to provide them with assistance in dealing with this stress.

Two Key Points For Supervisors To Remember

Key Point #1

Critical incident stress is a natural reaction to an abnormal event. These types of incidents will overload even veteran officers, and will likely cause significant short-term dysfunction in officer performance during and after the critical incident.

Key Point#2

Officers are human, not superheroes. Officers may want to believe that they are not ordinary humans, but critical incidents overload even experienced and hardened officers who think they are immune to critical incident stress. This is a myth that should be dispelled.

Immediate Effects Of Critical Incident Stress On Criminal Justice Personnel

Critical incident stress has many common effects on the human body. For criminal justice professionals, these effects are primarily negative and rarely positive. Every human experiences these effects, as this is how the human mind and body is naturally wired. Understanding the critical incident stress cycle, and the normally occurring changes that happen to officers under extreme stress, can better prepare supervisors to assist officers during and after the critical incident.

Critical Incident Stress Cycle

The critical incident stress cycle assists in explaining how persons react to critical incident stress, particularly stress that is immediately overwhelming. This cycle has four key parts. Movement through the cycle may be gradual, but more often in a critical incident the person moves from balanced to overwhelm/exhaustion in a matter of minutes, if not seconds.

- ➢ **Balanced:** This is the normal level of resistance to normal daily stress. The person is in a state of homeostasis (stable and in control of stress). This is the body dealing with everyday normal stress at the proper level and pace.
- ➢ **Alarm:** This is where the body gets ready to cope/fight with some type of stress or threat. This is characterized by the fight or flight reaction, where the body is either getting ready to fight or flee from the danger or stressful incident.
- ➢ **Resistance:** This is where the body attempts to keep up and cope with the stressful incident. The body continues to pump nutrients and chemicals (such as adrenaline) into the blood stream. The human body attempts to cope with the stress in the moment as it is happening, the idea being to alter and overcome the stress.
- ➢ **Overwhelm/Exhaustion:** The body cannot cope with the stress and begins to "shut down" (or go into self-protective mode). This is the physical, mental, and emotional overwhelm that projects in negative ways in officer performance and behavior. Once the person reaches overwhelm/exhaustion, they are likely going to be unable to cope with the immediate critical incident.

Two Key Points On The Critical Incident Stress Cycle

Key Point #1

This cycle of stages can occur slowly or in a matter of seconds. There may be a slow build up, or the person may go from balanced to overwhelm in seconds as is most common with critical incident stress.

Key Point#2

 Public safety personnel typically feel these effects repeatedly as a condition of employment Officers will likely experience critical incidents multiple times during their careers, as this is part of the job officers signed up to do. It is important to recognize that while officers will build higher stress tolerance and resiliency levels over time, critical incidents can overwhelm even veteran and hardened officers.

Immediate Effects Of Critical Incident Stress

As a first line supervisor, it will be important to understand the immediate effects of critical incident stress. This is not normal daily stress and stressors, but what happens when a critical incident occurs (either suddenly or over a short period of time). While all persons react differently to critical incident stress, the "biological roller coaster", there are a number of common effects that supervisors should be aware of.

Biochemical Effects Of Critical Incident Stress

Biochemical effects refer to the chemicals the body releases during immediate stress.

➢ **Nutrients**: Nutrients are pumped to the muscles in order to power the body to fight or flee.

➢ **Hormonal Changes:** Hormones are released into the blood system to power the body. The most commonly released hormone is adrenaline. This release most often happens when a person is feeling extreme emotions, which causes the person to need more energy. This is also called the "adrenaline dump" (when adrenaline is suddenly released due to a threat), a feeling that most officers experience multiple times during their career.

Physical Effects Of Critical Incident Stress

There are a number of common physical effects of critical incident stress. While there are many physical effects, some of the more common effects include:

➢ **Heart Rate And Oxygen:** Heart rate and oxygen intake spikes in an immediate critical incident. The heart rate immediately increases as a response to the body needing blood in the muscles in order to fight or flee. Breathing rate may also greatly increase, with the body needing an increased oxygen supply to power the muscles.

➢ **Dulling Of Sense Of Pain:** Dulling of the sense of pain in a critical incident is common. The brain focuses on survival, not pain from injuries, during the critical incident. This is why officers who have been shot or seriously injured may not notice the pain because they are so focused on survival. This is also why officers check each other after a shots fired call to look for injuries.

➢ **Pupil Dilation:** Under critical incident stress, a person's pupils dilate for better vision. This is so that a person can see better and focus on threats during the critical incident.

➢ **Digestion Decreases:** Blood flow to the muscles increases during a critical incident. This moves blood away from digestion, lowering the digestive rate.

Mental Effects Of Critical Incident Stress

Thinking and memory may improve during a critical incident. The brain is laser focused on the immediate survival problem, which may also lead to perceptual distortions. A key point to remember is that perceptual distortions are normal under critical incident stress. Some of the more common perceptual distortions are listed in Handout #1 below.

Critical Incident Stress Management Handout #1

Perceptual Distortions

First line supervisors need to understand how an officer's perceptions will be distorted by stress. Distortions will happen, and first line supervisors should be aware of these when assisting an officer who has just endured a high-stress critical incident.

Key Point: Distortions do not happen the same way every time.

Percentages

- 85%   Diminished sound (auditory exclusion)
- 16%   Intensified sounds
- 80%   Tunnel vision
- 74%   Automatic pilot
- 72%   Heightened visual clarity
- 65%   Slow motion time
- 7%   Temporary paralysis- freezing up
- 51%   Memory loss for part of event
- 47%   Report memory loss for their actions
- 40%   Report disassociation (detachment)
- 26%   Intrusive distractive thoughts
- 22%   Memory distortion (the role of video to show what really
            happened is a key to officer actions after the fact)
- 16%   Fast motion time

Emotional Effects Of Critical Incident Stress

There are several emotional effects of critical incident stress that first line supervisors should be aware of. Common emotional effects of critical incident stress include:

➢ **Excessive Emotional Reactions:** Excessive emotional reactions are common after critical incident stress events. This can most often be seen in excessive happiness ("I survived"), excessive sadness, crying, and other emotional reactions that are not normal for the person.

➢ **Emotional Outbursts:** Emotional outbursts are also common after critical incident stress events. This goes beyond the normal venting of emotions after an incident, and may be characterized by extreme anger and an inability to control emotions.

➢ **Emotional Overwhelm:** Emotional overwhelm is characterized by intense emotions that make it difficult to manage normal tasks. It is characterized by a lack of focus, due to the overwhelm associated with the stress and emotion of the event. It may effect a person's ability to think and act rationally (they cannot think and function). It may also prevent persons from performing routine or daily tasks. Emotional overwhelm can be framed as a "shut down self-protective mode", effecting the person so that they just cannot function.

Short-Term Effects Of Critical Incident Stress

Short-Term Effects Of Critical Incident Stress

Short-term effects from critical incident stress incidents will vary among persons. This is normal, and supervisors should approach short-term effects from an individual perspective. Every person has a different capacity to cope with stress, and no two persons will react exactly alike. Some persons can handle critical incident stress better than others, and some persons may have significant problems after a critical incident stress event.

Key Point On Short-Term Effects

Supervisors should address short-term effects of critical incident stress immediately. Addressing short-term effects immediately may prevent long-term problems, the key example being PTSD.

Class Handout #2

Handout #2 (Short-Term Effects Of Critical Incident Stress) lists common short-term physical, cognitive, emotional, and behavioral effects associated with critical incident stress.

Critical Incident Stress Management Handout #2

Short-Term Effects Of Critical Incident Stress

Short-Term Physical Effects

Physical effects will differ between persons for any number of reasons. While the effects may be different between persons, these are commonly seen physical signs and symptoms to be aware of.

- Sleep disorders
- Chest pain
- Gastrointestinal disorders
- Appetite disorders
- Dizzy spells
- Increase chance of flu/colds

- Nightmares/unpleasant dreams
- Neck/back pain
- Decreased sexual drive
- Headaches
- Muscle tremors
- Menstrual irregularity

Other Physical Effects

_____ _____ _____

Short-Term Cognitive Effects

Similar to physical effects, short-term cognitive effects may differ between persons. What is important is that these signs and symptoms normally go away after a short period of time.
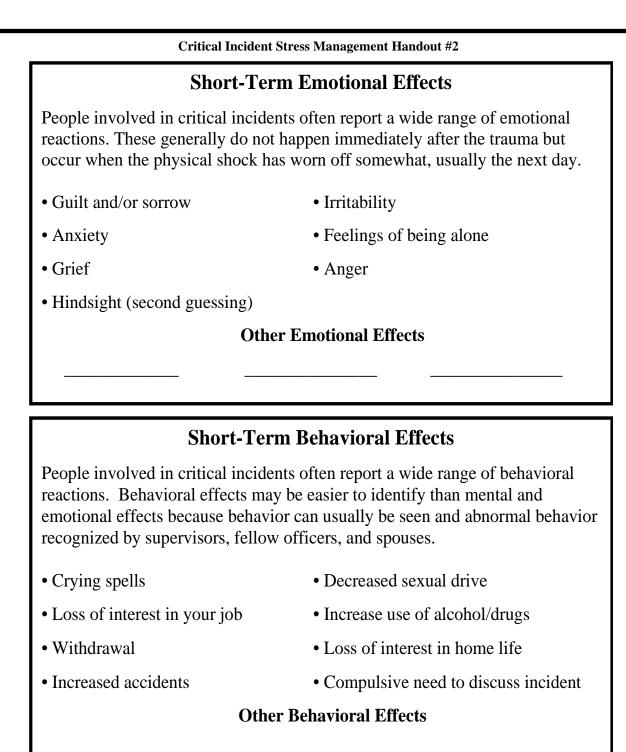
- Denial
- Flashbacks
- Short-term memory problems

- Lack of concentration
- Altered life outlook
- Difficulty making decisions

Other Cognitive Effects

_____ _____ _____

Critical Incident Stress Management Handout #2

Short-Term Emotional Effects

People involved in critical incidents often report a wide range of emotional reactions. These generally do not happen immediately after the trauma but occur when the physical shock has worn off somewhat, usually the next day.

• Guilt and/or sorrow   • Irritability

• Anxiety   • Feelings of being alone

• Grief   • Anger

• Hindsight (second guessing)

Other Emotional Effects

_____   _____   _____

Short-Term Behavioral Effects

People involved in critical incidents often report a wide range of behavioral reactions. Behavioral effects may be easier to identify than mental and emotional effects because behavior can usually be seen and abnormal behavior recognized by supervisors, fellow officers, and spouses.

• Crying spells   • Decreased sexual drive

• Loss of interest in your job   • Increase use of alcohol/drugs

• Withdrawal   • Loss of interest in home life

• Increased accidents   • Compulsive need to discuss incident

Other Behavioral Effects

_____   _____   _____

Critical Incident Debriefing As A Means Of Helping Effected Persons

Critical Incident Debriefing Definition

Critical incident debriefing can be defined as "A formal session that provides those involved in a critical incident with the opportunity to talk with others who were involved". This is not an after-action debriefing, where the focus is on what happened and lessons that can be applied forward to the next incident. A critical incident debriefing is focused on helping everyone involved in the incident start the recovery process from the stress and trauma that may have been endured during the critical incident stress event.

Key Points On Critical Incident Debriefing

> **How Soon After To Conduct The Debrief:** The critical incident debriefing should normally occur within 3 days of the incident. The sooner the debrief can be organized, the better for those effected by the critical incident stress.

> **Who Should Participate In The Debrief:** The critical incident debriefing should be open to all persons who were involved in the incident. It should be open to people who were hurt, who saw others hurt or killed, or who served as first responders to the critical incident scene. Dispatchers and others who may have been effected vicariously by the critical incident should also be allowed to attend.

> **Immediate Psychological First Aid:** Critical incident debriefing acts as a form of First Aid after a traumatic event. This is the first formal action to address the stress from the critical incident, and it is intended to provide immediate first aid to the wounded nerves and emotions of persons involved in the critical incident stress event.

Purposes Of Conducting A Critical Incident Debriefing

Critical incident stress can create a psychological injury. This is why it is critical to start treating these injuries as soon as possible in starting the recovery process. The critical incident debriefing allows processing and reflection time for those involved in the critical incident. This is processing of the event and what happened. The debrief also provides time for reflection on the impact of the critical incident. Reflection time allows persons involved to talk about what happened, and to learn from others about what they experienced in the critical incident. As noted in the above key points, it acts as an immediate first aid treatment for psychological injuries caused by the critical incident stress event.

Steps In The Critical Incident Debriefing

There are four basic steps in the critical incident debriefing process. These steps include:

- ➢ **Assess The Impact:** The first step that first line supervisors should take is to assess the impact of the critical incident stress on those involved. This focuses on how effected persons were by this critical incident, and to identify those who were more effected than others (indicating they may need more help in the recovery process).

- ➢ **Conduct A Review Of Incident:** The second step that first line supervisors should take is to conduct a review of the incident and its impact. This is reviewing the incident with those involved, taking the incident step by step so that persons can understand the totality of what occurred in the event. During the review, look for maladaptive behaviors and responses, which may indicate persons are not handling well what happened.

- ➢ **Allow Venting To Occur:** Allowing venting of thoughts, emotions, and experiences is a critical part of the debriefing process. This allows persons to discuss their thoughts, emotions, experiences, and how they were effected by the stressful incident. This is the First Aid part, allowing persons to get it all out and to start the healing and recovery process. It may also defuse future problems related to the stressful event.

- ➢ **Additional Support And Resources:** This step focuses on providing additional support and resources to persons who need more assistance in recovering. It identifies persons who need assistance, and allows after-briefing follow-up with resources available to assist persons who need more assistance. The idea is to bring closure and to anchor the individual to resources that will assist them in rebuilding and healing.

- ➢ **Monitor Officers For Changes:** Supervisors should monitor their personnel as they return to duty. Be aware of adaptive processes, and how personnel may not be adapting to the stress from the critical incident when they return to duty. Monitoring for changes can help supervisors recognize when additional resources are needed.

How Supervisors Can Help With Short-Term Critical Incident Recovery

How To Assist Personnel In Recovering From Critical Incidents (What To Do)

➢ **Provide Support:** Be supportive of the officer as they recover. This may include spending time with the person, offering assistance and reassurance, and being a "listening ear". Simple things such as reassuring them that life will carry on and recovery is possible can be helpful in the recovery process.

➢ **Support Upon Return To Work:** Supervisors should provide support as persons return to the job. This may include helping them with tasks, providing time for them to readjust to the job, and understanding that it may take time to get "back in the saddle".

➢ **Provide Private Time:** Persons may need some private time upon their return to duty. This may be time off to recover without the department bothering them, most often vacation time away from the daily grind of the job.

Key Points On Providing Assistance

➢ **Key Point #1:** When appropriate, suggest the person seek professional help. This may be difficult for criminal justice personnel to accept as an option, as there is the macho mindset in the profession and a concern about being seen by others as "weak". Employee assistance programs provide counseling and other support, and professional helpers can provide guidance in the recovery process beyond what a supervisor is capable of.

➢ **Key Point #2:** Failure to provide recovery support can lead to long-term problems. Supervisors have to be aware of how an incident can effect persons, both in the short and long-term. Ignoring the needed recovery and support can lead to long-term problems such as officers shutting down, PTSD, and in the most extreme circumstances, officer suicide.

What Not To Do In Assisting Personnel (Things Not To Do Or Say)

➢ **Don't Tell Them They Were Lucky**: This is a statement that should not be said to persons after a critical incident event. It is disrespectful, and makes it seem that the person had no control over what happened.

➢ **Don't Say You Understand If You Don't:** Another statement not to make is that you as a supervisor understand the stress of the critical incident that the person endured. Unless you truly do understand the experience of the critical incident, don't say you understand when you don't really know.

Long-Term Effect #1- Prolonged Mourning

Prolonged Mourning Of Loss (Missing Those Who Are Gone)

When a fellow criminal justice professional dies (especially a law enforcement officer), they will be missed. We have a personal attachment to each other as officers, especially when we have worked together for a long time and know each other. Law enforcement funerals can be very difficult to endure. The ceremonies, the bagpipe music, and the formal mourning of the lost can provide a uniquely stressful event.

Key Point On Long-Term Mourning

Officers will miss those that have passed, especially if it was a line of duty death. Missing our fellow professionals is normal as criminal justice creates tight bonds of friendship and camaraderie over the many years.

How Supervisors Can Assist Officers With Recovery From The Loss

While there is no perfect solution to assisting officers with mourning, there are several things that first line supervisors can do in helping their personnel with the mourning process:

➢ **Be Supportive As The Loss Is Processed:** Be supportive as officers process the loss. Supervisors can help them to talk about what occurred. Try to understand what happened (if this is possible) from the perspective of the person being helped, and to provide support as they recover from the loss.

➢ **Understand It May Take Time:** Understand it may take time for persons to get back to normal after the loss of a fellow professional. Recognize that the loss of an officer can be traumatic, so it takes time to recover.

➢ **Be There To Talk:** Be there for your people to talk about the loss. Be available to talk and be a good listener in trying to help your personnel process the loss.

➢ **Be Supportive Of The Healing Process:** Be supportive of the healing process. Focus on how the person is processing the loss, their feelings and emotions. Focus on helping them return to the job and carry on for the departed.

Long-Term Effect #2- Post Traumatic Stress Disorder (PTSD)

Definition Of Post-Traumatic Stress Disorder

Post-Traumatic Stress Disorder is defined by the APA as "A psychiatric disorder that can occur in people who have experienced or witnessed a traumatic event". This is the medical definition of PTSD.

How PTSD Develops In Criminal Justice Personnel

There are two primary ways in which PTSD can develop in criminal justice personnel:

➢ **Traumatic Incidents:** This is the critical incident stress event that a person is exposed to. For criminal justice personnel, PTSD often comes from violence and death that officers experience. It may also come from the horrible crimes that criminal justice personnel have to handle in their professional work. Significant violent incidents that officers have to investigate can lead to PTSD due to the horrors that officers have to experience in an investigation.

➢ **Long-Term Development Of PTSD:** PTSD may also develop in officers over time. This may not be one major event, but rather exposure to violent and horrible incidents over a longer period of time. Criminal justice professionals see the very worst that the world can offer, and over time these traumatic incidents can lead to the development of PTSD.

Three Key Points On PTSD:

➢ **Key Point #1**: PTSD is both an emotional and physical injury. Emotional injury from trauma is common, and physical injuries from how our body is injured psychologically can also manifest in PTSD. This combination of emotional and physical injury can also lead to PTSD if the problems are ignored over time.

➢ **Key Point #2:** An estimated 15% of criminal justice personnel have experienced PTSD symptoms. The true extent of this problem is unknown, as studying criminal justice personnel can be very challenging due to nature of the profession where officers do not normally want to talk about these problems. However, it is generally accepted that the rate of PTSD is higher than 15%.

➢ **Key Point#3:** If not treated, PTSD has been shown to increase the risk of suicide. PTSD and suicide have been linked in numerous studies, and the problem of suicide by criminal justice professionals has been linked to PTSD in several professional studies.

Common Indicators Of PTSD In Criminal Justice Personnel

The range of PTSD symptoms is very wide. The following are commonly recognized indicators. Keep in mind that specific signs and symptoms will vary among individuals.

➢ **Disturbing Thoughts And Feelings:** A person experiencing PTSD may have intense and disturbing thoughts and feelings. These disturbing thoughts and feelings are related to their experience in the critical event or from events over time. These symptoms may last long after the traumatic event has ended.

➢ **Flashbacks And Nightmares:** Flashbacks may be caused by certain stimulus that brings back memories of the critical incident. Nightmares about what happened may occur as the mind relaxes during sleep.

➢ **Sadness, Fear, And Anger:** Sadness, fear, and anger are commonly associated with PTSD. These are intense feelings that regularly return, causing problems for the person in their normal life and work. While sadness, fear, and anger are normal emotions, what is occurring with PTSD is that these feelings are beyond the normal range of feelings, and manifest as extremely strong emotions that cause problems for the person in their normal daily life and functioning.

➢ **Detachment And Estrangement:** Detachment and estrangement from other people is a common sign of PTSD. Personal connections start to disappear, long-term relationships end, and a lack of social connection may start to develop where before there were normal relationships and social connections.

➢ **Avoidance Of Similar Situations:** Avoidance of situations that remind person of the traumatic event are a common sign of PTSD. This may be purposely avoiding certain situations and locations, along with certain types of events.

➢ **Negative Reactions To Ordinary Events:** Strong negative reactions to ordinary events may occur with PTSD. Common triggers for these negative reactions can be loud noises, smells associated with a past incident, seeing things that would normally be ordinary and having a negative reaction.

PTSD As A Criminal Justice Profession Problem

Negative Effects Of PTSD On Officer Health And Wellness

PTSD may cause significant negative effects on the health and wellness of criminal justice personnel. Negative effects that first line supervisors should be aware of include:

> **Impairment Of Mental Well-Being:** Criminal justice personnel who are not well mentally can be a significant problem for supervisors. They are unable to cope with daily problems and minor stress incidents. They may feel constant unreasonable stress in situations that prior to the critical incident had not impacted their effectiveness. A specific significant mental health issue to watch for is depression. Depression has been clearly linked to higher probability of a person attempting suicide.

> **Inability To Perform Normal Duties:** PTSD may create an inability to perform normal duties and tasks that criminal justice personnel normally perform competently. Criminal justice personnel may have problems performing their duties to the public, and normal tasks now cannot be done proficiently.

> **Increased Aggression:** Increased aggression has been commonly associated with PTSD. In criminal justice professionals, this may manifest as more frequent use of force incidents. It may also manifest as higher levels of force used than would normally be considered reasonable and appropriate.

> **Increased Substance Abuse:** Increased substance abuse has been associated with PTSD. In criminal justice personnel, this is primarily alcohol abuse, as officers are subject to drug testing in some cases. This may also manifest as abuse of prescription drugs, and other self-medication problems may occur.

Supervisor Resources In PTSD Recovery (Handout #3)

Class handout #3 presents a range of suggestions to assist first line supervisors in addressing the problem of PTSD with criminal justice personnel. Handout #3 is presented on the following page.

Supervisor Resources In Helping Officers With PTSD

Suggest Professional Counseling Help

➢ Suggest that the officer go to specially trained counseling (special training to work with criminal justice critical incident stress, law enforcement experience)

➢ Only in special circumstances can this be mandated (officer involved shootings are a common mandatory area before returning to duty)

➢ **Problem:** Officers are commonly resistant to professional help (officer resistance to professional help is common, it is the nature of the profession)

➢ **Key Point:** Market this as "Career Help" to encourage participation (make it a positive, not a negative. We need to work to overcome this resistance)

Family Involvement In Recovery Plan

➢ Involve the officer's family in treatment (the most important persons in the officer's life)

➢ Build family support structures (this is the support network for the officer during and after treatment)

➢ **Key Point:** Family is the long-term support network (this is what the officer can rely on when they start to struggle)

Peer Support Programs

➢ Programs staffed by veteran officers (cops may not talk to counselors, but we do talk to each other)

➢ Can be more accepted by officers (this is peer officers, persons who really know how the job works and have the experiences to build rapport and understanding)

➢ **Key Point:** Cops will talk to other cops (a fact that is both research-based and experience-based, any cop can tell you that officers prefer to talk to each other)

Social Support Of Officers

➢ This is both peer officers and supervisors (broader than peer support programs, both officers and supervisors have a role in this support)

➢ Often informal in nature (sharing war stories, discussing the stress and feelings)

➢ **Key Point:** "Dividing the Pain, Multiplying the Joy" (pain shared is pain that is spread thin, joy is building back up, the peer camaraderie among officers of being alive and still part of the team) (this comes from Lt. Colonel Dave Grossman in "On Combat")

Final Thoughts On Preventing Problems From Critical Incident Stress

Final Thought #1: Addressing the short-term effects of critical incident stress immediately may prevent long-term problems. This is the "An ounce of prevention is worth a pound of cure" idea. It is better to solve problems on the front end than have to deal with later and larger problems, especially PTSD.

Final Thought #2: Failure to provide recovery support can lead to long-term problems. Supervisors have to be aware of how incidents can effect their personnel. Ignoring the needed recovery and support can lead to long-term problems such as officers shutting down, PTSD, and in the most extreme circumstances, officer suicide.

Stress And The New Supervisor

New Stressors That Supervisors Will Take On

New supervisors have the experience of the stresses that officers normally face, and understand criminal justice stress and stressors. The problem is that as a first line supervisor, there is a new range of stress and stressors that supervisors will need to learn to adapt to in their work. These new areas of stress and stressors include:

- ➢ **New Responsibilities:** New supervisors have many new responsibilities. They are now a supervisor, disciplinarian, report checker, and critical incident leader.

- ➢ **Special Assignments:** Supervisors may receive special assignments from departmental leadership. These are often large and complicated projects, which differ from the level of projects they previously handled.

- ➢ **Being In Charge:** New supervisors are now in charge. This is span of control supervision, and direct supervision when they arrive at the scene of an incident. Unlike officers who can sit back and let others lead, supervisors are expected to lead.

- ➢ **New Stressors Unique To Supervisors:** Supervisors will experience stressors above and beyond what normal officers face. All the stress that officers feel is still there, plus all the new stress associated with being a supervisor.

- ➢ **Key Point On Supervisor Stress:** Supervision is a whole new level of stress. Just like a video game, as a supervisor moves up to the level of first line supervision the problems become more complex and happen faster.

New Stressors And Stressful Situations For Supervisors

The range of new stressors and stressful situations that supervisors will face is wide. While the following list is not definitive, these stressors and stressful situations are commonly encountered by new supervisors.

➢ **People Problems:** Supervisors will encounter a whole new range of people problems. This can include dealing with officer problems, drama in the ranks, and how officers act and the things that they do. This also includes dealing with complaints, both against officers and the supervisor's organization.

➢ **Discomfort With Confrontation:** Supervisors will have to deal with personnel issues. Supervisors are now in charge of supervision, and confrontation cannot be avoided. Supervisors may experience discomfort in this new role, particularly when having to deal with disciplinary problems.

➢ **Overwhelmed By Responsibility:** The range of new responsibilities that a supervisor takes on can be overwhelming. There may be too much to do, and not enough time or energy to get it all done.

➢ **Nagging Unfinished Tasks (NUTS):** There are a whole range of new tasks that supervisors must delegate time for. Reviewing reports that are turned in, following up on directions to officers, projects that are overdue (especially for the chief) are all examples of this.

➢ **Expectation Of Leadership:** Supervisors are expected to be in charge. They are in charge of officer daily activities. More importantly, when they arrive on-scene, they are expected to take charge and lead. Unlike being an officer, where a person can sit back and wait for instructions, supervisors are expected to take charge and lead.

➢ **Time Management:** Supervisors have a whole new range of activities and responsibilities to fit into their busy schedules. Officers have to manage their own day, and have flexibility to accomplish tasks and duties. Supervisors may be more at the beck and call of events, with unexpected problems pulling them away from their scheduled tasks and duties that they had scheduled time to accomplish.

➢ **Key Point On New Stressors And Stressful Situations:** Supervisors will have to learn to handle the higher levels of stress associated with leadership and supervision. Time management, delegation of tasks, and officer daily supervision will all be important.

Special Topic: Officer Chronic Stress (Long-Term Stress)

Chronic Stress (Long-Term Stress)

Chronic stress is daily stress that builds over time. This is the collective stress that builds up over time, day to day in the criminal justice profession. There are several key points to understand about chronic stress:

➢ **Stress Overwhelm Over Time:** Chronic stress does not happen from one event, but rather stressful incidents and situations that occur over time. Minor stresses all day every day can lead to stress overwhelm, particularly when the stress is not managed appropriately or positively.

➢ **Buildup Of Stress Over Time:** Stress is known to build up over time. It is the day to day stress that criminal justice professionals face that builds over time, and which wears down a criminal justice professional's ability to manage their stress.

➢ **Daily Grind:** The days can grind criminal justice professionals down. This is going call to call, all day long without a break in the action, with no time to rest or recover. It may lead to situations where criminal justice professionals can just no longer function, and if not addressed can lead to physical, mental, and emotional exhaustion.

➢ **Burnout:** Chronic stress can lead to burnout over time. Burnout is commonly described as feeling like "Every day is a bad day". Energy levels quickly expire every day on duty, and over time the situation keeps getting worse unless it is addressed.

Special Topic: Hypervigilance As A Form Of Chronic Stress

Hypervigilance Definition

Hypervigilance can be defined as "An elevated psychological state of environmental awareness that officers develop as a normal part of their occupation". This is a natural development in officers over time. The changes in psychology and cognition geared toward survival on the job lead to the development of hypervigilance by officers.

Areas Of Hypervigilance To Be Aware Of

> **Hypervigilance Toward Potential Threats:** Officer survival is hammered home from day 1 of the academy. Officers over time develop a hypervigilance to potential threats that is different from normal citizens. This hypervigilance causes officers to act with caution with every person they contact and on every call they are assigned to respond and deal with.

> **Hypervigilance Of Environment:** Hypervigilance of the environment is also tied to officer survival. Officers tend to focus on everything that is going on around them, being tuned in at a higher level than normal citizens.

The Problem Of Hypervigilance And What Supervisors Can Do

What Hypervigilance Feels Like At Work

Hypervigilance on-duty is the upper range of officer activity. Hypervigilance at work for criminal justice professionals feels like:

> **Alert And Alive:** Hypervigilance makes criminal justice professionals feel fully awake to everything that is going on. It is reported as making officers feel more alive and ready to roll every day all day.

> **Stimulated:** Criminal justice can be a very exciting job, especially for young officers. This is the stimulus of excitement from the job, the experience of going into dangerous situations and taking on dangerous persons in order to protect the public.

> **Energetic And Involved:** Hypervigilance makes criminal justice professionals feel fully tuned in to everything that is going on. They feel energy to engage with the job, and the involvement with exciting situations raises the level of hypervigilance.

> **Being Humorous:** Hypervigilance can create humor. Criminal justice professionals notice many things that citizens do not. Humor can assist officers in coping with the daily stress of survival. Cop humor is particularly well known.

What Happens With Hypervigilance After Work

While hypervigilance on-duty is the upper range of physical, mental, and emotional activity, there are problems created by hypervigilance when criminal professionals go off-duty. Hypervigilance off-duty feels like:

> ➤ **Tiredness:** When off-duty, the stimulus related to hypervigilance is gone. Criminal justice professionals naturally go to the lower level of awareness, with this lower level being significantly lower than it normally should be. Hypervigilance at work causes exhaustion over time, and when criminal justice professionals go off-duty they often go to the bottom of the stimulus cycle.

> ➤ **Detachment:** After being hypervigilant all day at work, criminal justice professionals come home and often "check out" immediately. Dr. Kevin Gilmartin describes this as getting on the "Magic Couch" and zoning out. Criminal justice professionals detach from connection with their family and significant others, and only desire to lay on the couch and zone out, a problem that can cause significant damage to personal and social relationships.

> ➤ **Apathy:** After a day of hypervigilance, life is just not as exciting off-duty. Criminal justice professionals do not experience the excitement of danger and taking on problems that officers do on-duty, and this leads to apathy and detachment off-duty. There is no desire to do anything other than lay on the "Magic Couch" and watch television passively.

> ➤ **Isolation:** Hypervigilance on-duty is exciting and invigorating. When the criminal justice professional goes home, they no longer have the interpersonal connections that they have developed at work. This can lead to a detachment from other persons, as personal and social relationships have deteriorated. Criminal justice professionals begin to lose the interpersonal and social relationships that previously made up their off-duty personal life, leading to a sense of isolation that can be detrimental to mental and emotional health.

Suggestions For Addressing Hypervigilance Problems

The following suggestions for supervisors are provided by Dr. Gilmartin's book "Emotional Survival For Law Enforcement". These suggestions are applicable to both supervisors and the criminal justice personnel they supervise.

➢ **Exercise**: Exercise is the #1 recommendation for officers and supervisors. Supervisors should recommend that those they supervise stay physically active. Focusing on exercise and staying active can bring officers back towards the middle of the engagement spectrum, where off-duty they had gone to the bottom of the spectrum. Exercise brings up the lower reaches of the hypervigilance cycle toward normal range, and can also assist with stress management.

➢ **Leave Work At Work:** It is easy to let work take over an officer's (and supervisor's) life. Being alert and aware in public is important, but at home off-duty there is a need to turn down the hypervigilance to reasonable levels. When we are off-duty, there is a need to go home and be human. Work will be there when we get go on-duty, so leave work at work.

➢ **Have A Transition Ritual:** Criminal justice professionals have rituals that they do to turn on as they prepare to go to work. It is just as important to have a transition ritual to assist in turning off work. This is something that a criminal justice professional does every time they go off duty that helps to gradually "turn off the cop" and become a spouse/parent/human being again. An example is taking off our protective vest first thing when arriving at home. This may also be actions such as listening to smooth jazz on the drive home, breathing exercises, whatever it takes to get you back to normal and ready to engage in a productive life outside of work.

➢ **Focus On Rest Time:** Hypervigilance can effect sleep patterns and getting rest. Dysfunctional sleep patterns are very common in criminal justice. It is highly recommended that persons focus on getting enough rest. This allows the body to physically recover, and for the brain to turn off and recalibrate for the new day. Sleep is often one of the first victims of hypervigilance, so focusing on sleep and getting sufficient rest to recharge becomes critical for both officer effectiveness on-duty and for officer long-term survival.

Special Topic: The Problem Of Police Suicide

Law Enforcement Suicide

The problem of suicide among criminal justice professionals is very real. Criminal justice as a profession has one of the highest rates of suicide of any profession. Statistically, the numbers of officers who commit suicide is lower than many other professions. However, the devastating nature of officer suicide is much more profound than other professions. Criminal justice is by its nature a very tight fraternity of professionals, with this tightness of relationships caused by the social bonding that occurs among officers who work together in dangerous environments and situations over many years.

Understanding The Numbers On Criminal Justice Suicide

The following information comes from Blue H.E.L.P. and the Federal Bureau of Investigation LEOKA statistics. Line of duty death numbers versus suicide numbers are based on a comparison of 2019 statistics:

➢ **2019 Line of Duty Deaths:** 89 (48 were felony killings of officers)
➢ **2019 Law Enforcement Suicides:** 228 suicides (active and retired officers)

Key Point On Criminal Justice Suicide

Criminal justice professionals kill themselves by a ***3:1 ratio more than they are killed by others***. This is the general percentage over time, and it shows how more officers kill themselves than the overall civilian rate of suicide commission.

Warning Signs Of Officer Suicide

The following are the most common signs of a possible suicide situation:

➢ **Depression:** The #1 sign of possible problems related to suicide is depression. Depression can be a huge issue for criminal justice professionals. It is one of the more common mental illnesses in society, and in law enforcement with all the bad things officers see it is easy to get into depression from the daily horrors we deal with.

➢ **Withdrawal And Hopelessness:** When a criminal justice professional starts to withdraw from normal life activities, this can be problematic. They are no longer involved in the normal social interactions and interpersonal communications that characterized their normal behavior. Discussing a sense of "hopelessness" is a significant indicator of problems, as the person is showing a significant negative orientation. Hope supports the future, and without hope the sense of lacking a future can be a significant warning sign.

➢ **Abusing Alcohol And Drugs:** As noted with PTSD, the increased use of alcohol and drugs can be an indicator of larger problems. Increased use of alcohol and specific alcohol problems are an indicator of problems. This is not just a beer or a glass of wine after work, but real abuse that will start to manifest as problems at work.

➢ **Relationships Ending:** The criminal justice profession can be extremely hard on spouses and families. Divorces and families falling apart can cause significant stress leading to suicide. A specific area to watch for is a spouse leaving and taking the children with them as part of a divorce in progress.

➢ **Charges Of Crime Or Serious Misconduct:** Charges of crime or serious misconduct that may end a criminal justice professional's career can cause severe stress, leading to suicide. An example is Fox Lake, Illinois, Police Department Lieutenant Joseph Gliniewicz. Gliniewicz was initially reported as having been killed in a foot pursuit early on a Sunday morning. It was later determined that he had staged his own suicide after he was about to be reported for embezzlement. This is a case that is instructive for supervisors, with several videos detailing this incident on YouTube.

Role Of The Supervisor In Suicide Prevention

Supervisors have a number of roles in suicide prevention. These roles include:

➢ **Know High Risk Indicators:** Supervisors should be aware of the high-risk indicators for possible officer suicide, and should act if they see these indicators.

➢ **Be Aware Of Stressors:** This can be critical incident stress, but also burnout over time related to chronic stress.

➢ **Look For Warning Signs:** Suicide is rarely without warning signs. Pay attention to known warning signs that are examined in normal suicide risk investigations, and apply them to officer interviews when assessing suicide risk.

➢ **Be Prepared To Intervene:** If a supervisor is concerned about an officer and possible suicide, act immediately by intervening and investigating.

➢ **Key Point- Know Your Resources:** Know what resources and programs are available to help officers who are struggling. As a supervisor, have resources you can refer the officer to for help. Being proactive in helping an officer who is struggling can be the difference between an officer getting help and their committing suicide.

QPR Suicide Intervention Best Practices For Supervisors (Handout #4)

Question (First Step In Intervention)

- ➢ The first step in supervisor intervention with an officer is to ask questions.
- ➢ Ask questions about suicidal thoughts, plans, and attempts as we would do with any potential suicide individual.
- ➢ It is recommended that supervisors be supportive and understanding in trying to get the officer to talk.
- ➢ If officer is evasive, ask directly "Are you thinking about suicide or wanting to kill yourself?"
- ➢ **Key Point:** Don't be afraid to ask the question (it will be uncomfortable but it is essential to ask)

Persuade (Second Step In Intervention)

- ➢ Persuade the officer to allow you to assist them in getting help right now (voluntary cooperation)
- ➢ This is asking them to let you help them
- ➢ Two things to ask:
  - • "Will you go with me to get help?"
  - • "Will you let me assist you to get help"
- ➢ **Key Point:** If persuasion does not work, get help (local mental health center, crisis hotline or emergency services)

Refer (Third Step In Intervention)

- ➢ If low risk, make arrangements for help
- ➢ Get their agreement to go to the arranged services to get assistance
- ➢ If high risk, personally escort the officer to get help (do not just give them resources and let them go on their own)
- ➢ **Key Point:** Do not leave suicidal officers alone at any time (do not give them the opportunity to commit suicide)

Final Thought On Preventing Officer Suicide

One officer suicide is one too many. Supervisors have a duty to watch out for this, as suicide can be devastating for families and for fellow officers. The wellness of those you supervise needs to be a top priority every day, and problems with stress and possible suicide should not be ignored.

The Supervisor Role In Stress Management

Importance Of Understanding Stress And Its Causes

Stress can effect officer performance, especially officer health and safety. Stress can also effect the organization. These effects can be seen in officers calling out sick more often, lower performance than is normal, and discipline issues from officers who are just burnt out and done. The key point is that supervisors have a responsibility to know the effects of stress on themselves, their officers, and on the organization. It is important to recognize that first line supervisors have a duty to look out for their officers health and wellness, as health and wellness are not just on the officers themselves.

Duty To Help Officers With Stress

First line supervisors have a duty to recognize officers struggling with stress (personal and professional). It is important to understand what is going on both on-duty and beyond the daily work of policing. There is also a duty to assist with stress management and to assist officers in creating wellness and resiliency. The key point for supervisors is that we should always be concerned for the physical, mental, and emotional wellness of our officers.

Positive Stress Management

Eustress Definition (Positive Stress)

The definition of Eustress is "A positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being". The key point with eustress is that this is the opposite of negative stress (the stress that officers most often experience every day on the job).

Eustress Positive Effects

➢ **Increases Creativity:** The mind is more awake, focused on new ideas and being creative.

➢ **Increases Physical Performance:** This is tied to exercise and physical activity, similar to the feelings of endorphins from exercise.

➢ **Enthusiasm And Energy:** This is a drive to perform, to be involved in activities, to have the energy to enjoy life and all it has to offer.

Positive Stress Management Suggestions

The following is advice for first line supervisors to give to officers to manage stress positively and proactively:

- ➢ **Exercise:** Exercise is the #1 recommended way to moderate the ups and downs, especially those related to the hypervigilance cycle. Regular exercise enhances overall health, and may enhance officer survival in critical incidents. Regular exercise can enhance overall wellness and resiliency in officers.

- ➢ **Eat A Good Diet:** Eating a healthy diet can enhance a criminal justice professional's lifetime fitness. While this may be difficult based on the shift work that officers endure, simple changes like making better meal choices, portion size control, and packing a lunchbox can all make a difference.

- ➢ **Proper Hydration:** It is very easy to become dehydrated on-duty. The recommendation is that criminal justice professionals drink water as much as possible while working. Having a water bottle or hydro flask can make all the difference. Avoiding soda and highly caffeinated energy drinks is recommended, as these are not hydration but rather additional empty calories. Caffeine such as that in coffee does have a place in helping officers, but it does not replace normal hydration from water.

- ➢ **Get Plenty Of Rest:** Sleep problems and sleep disorders are significantly common in criminal justice. Getting rest off-duty is extremely important, as this give the body time to recover from the wear and tear from the demands that criminal justice professionals put on their bodies.

- ➢ **Have Things To Look Forward To Doing:** This is a positive future-focused orientation for a criminal justice professional's life. This does not interfere with normal on-duty awareness, but it gives a criminal justice professional a positive goal to focus on besides work. It is a focus on positive things in a person's personal and social life beyond the daily grind of criminal justice. Examples are planning to get a babysitter and take your spouse out to dinner, fishing over the weekend, a planned day off with family.

- ➢ **Key Point- Positive Stress Management:** Finding positive ways to manage stress is critical to the survival of criminal justice professionals in a profession that can grind even the strongest and most resilient persons down. This positive orientation can reduce negative adaptions such as alcohol abuse, isolation, and the proverbial "Magic Couch".

Wellness Programs To Assist Officers And Build Stress Resiliency

Introduction To Wellness Programs

Wellness programs provide a wide range of resources for supervisors to utilize in helping officers. It is important that supervisors have more than one type of program to recommend to their personnel. The range of programs can be beneficial in many ways, and it gives the supervisor more options to use in their officer health and wellness toolbox.

Define "Wellness Program" In Relation To Criminal Justice

In relation to criminal justice, a wellness program is defined as "A structured program that encourages and supports the health and wellness of criminal justice employees". The focus of these programs is on building wellness and resiliency in criminal justice professionals in ways that assist them with surviving the stresses and stressful situations that are an implicit part of the criminal justice profession.

Purposes Of Wellness Programs

> ➢ **Improving Officer Physical Health:** Wellness programs focused on health and fitness can assist criminal justice professionals in improving their physical health. Good physical health has the potential to reduce absenteeism and on-the-job injuries, and to assist criminal justice professionals in making it to retirement with their physical health intact.

> ➢ **Enhancing Officer Mental Survival:** Wellness programs can assist in strengthening mental resilience to stress. It may also assist in reducing the need for alcohol abuse as a coping mechanism to deal with mental stress.

> ➢ **Enhancing Officer Emotional Survival:** The need for emotional survival in the criminal justice profession has never been more apparent. This is strengthening personal emotional stability and wellness in order to appropriately address the stress of the criminal justice profession.

Two Key Points On Wellness Programs

> ➢ **Key Point #1:** Wellness programs focus on physical, mental, and emotional health and wellness, helping officers to build resiliency and stability to deal with the long-term impacts of stress.

> ➢ **Key Point #2:** Wellness programs enhance officer survival. Officers who are physically, mentally, and emotionally healthy are focused, engaged, and more likely to be able to handle the stresses of the profession.

Critical Incident Stress Management Handout #5

Officer Wellness Program Best Practices

Criminal justice employees are vulnerable to many physical and mental health concerns that threaten their well- being. Criminal justice leaders should recognize the need to address these challenges and invest in the health and safety of department personnel. Wellness programs can improve physical and emotional health, yielding positive outcomes for peace officers, their agencies, and the communities they serve.

Employee Assistance Programs

➢ Formally organized programs that provide assistance to employees

➢ Professional assistance resources (confidential counseling, substance counseling)

➢ Independent of employee's organization (private business or organization)

➢ Coordinated through human resources and personnel offices

➢ **Key Point:** These may not be trusted or accepted by officers

Shift Scheduling To Improve Wellness

➢ Shift work plays a role in sleep disorders and associated physical and psychological ailments

➢ Researchers have found that compared to a schedule of five eight-hour shifts per week, a schedule of four 10-hour shifts resulted in workers getting significantly more sleep, experiencing less fatigue at the beginning of work shifts, and reducing overtime.

➢ A schedule of four 10-hour shifts has been associated with lower fatigue and higher alertness than a schedule of three 12-hour shifts.

➢ **Key Point:** Research recommends permanent schedules instead of rotating schedules to improve officers sleep and psychological well-being while reducing absentee rates.

Physical Fitness Wellness Programs

➢ The evidence is clear that promotion of officer physical fitness can improve officer wellness

➢ Fewer sick days, lower rates of disability, fewer injuries

➢ Most often developed in the form of physical fitness incentives (passing a physical fitness test, normally administered one to two times yearly)

➢ **Key Point:** Even marginal gains in physical fitness can yield substantial wellness

Critical Incident Stress Management Handout #5

Peer-Counseling And Support Programs

➢ Officers may place greater trust in peer-led wellness programming than in models led by department service providers.

➢ Especially effective as a form of support following critical incidents.

➢ Perceived support from peers is a critical factor for officer mental wellness following traumatic events

➢ **Peer Support Team:** An example is the Peer Support Team developed by the San Antonio (Texas) Police Department. This team of 60 officers provide confidential support to officers who are struggling with significant professional and personal problems, particularly after traumatic incidents and officer-involved shootings.

Confidential Help Line (Cop2Cop Programs)

➢ Pioneered by the New Jersey Department of Human Services and Rutgers University.

➢ This program provides a 24/7 hotlines staffed by retired law enforcement officers who are trained to help officers in crisis.

➢ Can provide assistance for a wide range of crisis situations (stress, anger, depression, marital problems, and other significant crisis situations).

Wellness Coaching

➢ This is a certified wellness coach and personal trainer which is available through the organization's health insurance provider.

➢ A professional coaching-oriented focus that can assist officers with improving their wellness and resiliency.

Police Chaplain Programs

➢ Police chaplain programs can provide trained counselors who are experienced in handling the stress associated with critical incidents.

➢ These programs are very helpful in major community emergencies and crisis situations.

➢ Police chaplains provide a non-denominational focus to assist officers in crisis and after traumatic incidents.

Emotional Survival (Surviving The Profession)

Definition Of Officer Emotional Survival

Emotional survival can be defined as "Tactics and strategies designed to assist officers in controlling and maintaining their personal and family lives against the stress and overwhelming requirements of a law enforcement career". This definition was designed from material in chapter 8 of "Emotional Survival for Law Enforcement" by Dr. Kevin Gilmartin.

Importance Of An Emotional Survival Focus

Throughout a criminal justice career, the daily stress and stressful situations can over time wear out the emotional strength and resiliency of criminal justice professionals. Focusing on emotional survival early in an officer's career can provide long-term benefits for both the officer and the organization. When emotional health and resiliency is not maintained, it is only a matter of time before something bad happens.

Suggested Books For Further Reading

➢ "**Emotional Survival For Law Enforcement" by Dr. Kevin Gilmartin:** This is the traditionally accepted book which outlines emotional survival in the criminal justice profession. Dr. Gilmartin's work is the gold standard for understanding emotional survival in the criminal justice profession.

➢ **"Armor Your Self: How To Survive A Career In Law Enforcement: Guidance and Support for Law Enforcement Professionals and Their Families" by John Marx:** This book is newer and contains a wide range of questionnaires that criminal justice personnel can complete in assessing their emotional health and resiliency. While more technical in tone than Dr. Gilmartin's work, it provides more specific research on criminal justice professional's health and wellness in relation to emotional survival.

Emotional Survival Best Practices For Officers (Handout #6)

Class handout #6 provides basic recommendations to assist criminal justice professionals with maintaining their emotional health and wellness. These suggestions come from Dr. Gilmartin's "Emotional Survival For Law Enforcement", and are intended to give criminal justice professionals ideas on how they can enhance their emotional health and wellness in the face of the overwhelming stress that the profession generates.

Critical Incident Stress Management Handout #6

Emotional Survival Best Practices For Officers

The goal of emotional survival is to assist law enforcement officers in controlling and maintaining their personal and family lives against the stress and overwhelming requirements of a law enforcement career. The following suggestions on emotional survival come from "Emotional Survival For Law Enforcement" by Dr. Kevin Gilmartin.

Aggressive Personal Time Management

1. You control your time off away from work (Don't let the job control your personal life)
2. Be proactive with your schedule (you make the decisions about how you will spend your personal time, make plans and stick to them)
3. Make time for what is most important in your life (your interests, hobbies, passions)
4. Make plans and stick to them (fishing, family time, camping, riding, anything you enjoy)
5. **Key Point:** Have things to look forward to after work (an example is making a date with your spouse to go to dinner on Friday night, exercise, sports, social time)

Time Management And Relationships

➢ You manage your time outside of work (take control of your time off)
➢ Schedule time for spouse and family (schedule it and keep the appointment)
➢ Schedule things to do together (date night, anniversaries, general principle time together)
➢ **Key Point:** Relationships fail when we don't take the time to keep them strong

Physical Exercise

➢ Exercise is one of the best ways to survive emotionally (the hypervigilance of work, then down to the bottom when not working)
➢ Helps to level out the extremes of work stress and personal off-duty low feelings
➢ **Key Point:** Exercise can help us survive physically, mentally, and emotionally

Remember We Have Many Roles In Our Lives

➢ We have many roles outside of our role as an officer
➢ We are also parents, friends, neighbors, golfers, little league coaches, scout leaders, church leaders, and many other important life roles
➢ These roles bring fullness to our lives and assist in maintaining social connections
➢ **Key Point:** Be the very best in your personal life

Final Thoughts On Critical Incident Stress Management

➢ **Pay Attention To Your Officers:** It is critical for supervisors to watch for burnout, stress problems, and the overwhelm from critical incidents. Recognition of problems early on can lead to a proactive approach that prevents long-term problems.

➢ **Be Proactive In Helping Officers:** Supervisors should know the available resources, and if needed assist in the development of wellness programs. Supervisors have a duty to assist their personnel in surviving the profession physically, mentally, and emotionally.

➢ **One Officer Suicide Is One Too Many**: Supervisors must take action if they suspect a suicide problem. This cannot be ignored, as truly one officer suicide is one too many.

➢ **Remember Officer Survival**: Always remind your officers to stay safe. Extend this idea of safety and survival to all aspects of a criminal justice professional's life and work, and work to enhance their physical, mental, and emotional survival every day.

Common Causes Of Officer Stress

Job Related Stressors

➢ Rotating shifts (graveyard is an example of this)

➢ Time constraints and workloads

➢ Monotony

➢ Expectations (i.e., requirements to suppress personal emotions in the line of duty)

➢ Emotionally draining experiences (very bad experiences)

➢ Dealing with other components of the criminal justice system

➢ Internal affairs complaints (can go on for months)

➢ Peer pressure

➢ Denied time off/vacation requests (no down time to recover and relax)

➢ Promotional exams/specialized units

➢ Conflicts with other officers or supervisors

Extremes In Human Emotions

➢ Fear (very dangerous situations that officers don't get to just walk away from)

➢ Anger (at persons, at bad situations, at other officers)

➢ Frustration (same house over and over, constant contacts with same persons)

➢ Hostility (most often from members of the public and those we contact)

➢ Emotional stress (seeing the worst of the worst, horrible things day after day)

Officer Safety Stressors

➢ Hypervigilance (always being fully aware both on-duty and off-duty

➢ Recent attacks on officers (both physical and reported in the media)

➢ Animosity against officers (the continuing "War on Cops"

Personal Life And Personal Problems

➢ Conflicts with spouse, family, friends (takes away focus from work)

➢ Family expectations and demands (missed family occasions, birthdays, events)

➢ Finances (cop salaries are low, lack of overtime, having to take a side job)

➢ Health problems (minor injuries, lack of exercise, overweight)

➢ Sleep problems (very common in law enforcement)

Officer Suicide Facts And Warning Signs

Officer Suicide Profile

➢ The average age of officer in 2012 was 42 years old at time of suicide

➢ The average time on job as a police officer at the time of suicide was 16 years of service

➢ 91% of suicides were by male officers

➢ The age in which police officers were most at risk was ages 40 to 44

➢ The time on the job when police officers are most at risk was 15 to 19 years of service

➢ 63% of police suicide victims were single

➢ 11% of police suicide victims were military veterans

➢ Firearms were used in 91.5% of police suicides

➢ In 83% of the officer suicides, personal problems appear prevalent prior to the suicide

➢ 11% of the police officers committing suicide had legal problems pending

➢ California and New York had the highest reported police suicides

Preventative Factors Associated With Officer Suicide

➢ Strong family, social ties, support sources

➢ Optimism, resilience, life satisfaction, emotional stability

➢ Strong self-esteem, sense of self-worth

➢ Good problem-solving, coping skills, and willingness to seek help

➢ Religiosity, spirituality

➢ Good Physical Condition-fitness

➢ Little or No alcohol or drug use (including tobacco)

Critical Incident Stress Management Handout #8

Warning Signs Of Officer Suicide

➢ The officer is talking about suicide or death, and even glorifying death.

➢ Officer is giving direct verbal cues such as "I wish I were dead"

➢ Officer is giving direct verbal cues such as "I am going to end it all."

➢ Officer using less direct verbal cues ("What's the point of living?", "Soon you won't have to worry about me" "Who cares if I'm dead, anyway?")

➢ The officer is now self-isolating from friends and family.

➢ The officer is expressing the belief that life is meaningless or hopeless.

➢ The officer starts giving away cherished possessions.

➢ The officer is exhibiting a sudden and unexplained improvement in mood after being depressed or withdrawn. This is a very dangerous sign because the officer has come to terms with their death and is relieved the end is near.

➢ The officer is neglecting his or her appearance and hygiene.

➢ The officer is annoyed that they are going to do something that will ruin his/her career, but that they don't care.

➢ Officer openly discusses that he/she feels out of control.

➢ The officer displays behavior changes that include appearing hostile, blaming, argumentative, and insubordinate or they appear passive, defeated, and hopeless.

➢ The officer develops a morbid interest in suicide or homicide.

➢ The officer indicates that he/she is overwhelmed and cannot find solutions to his/her problems.

➢ The officer asks another officer to keep his/her weapon.

➢ The officer is acting out of character by inappropriately using or displaying his/her weapon unnecessarily.

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A. Instructional Goal:

The instructional goal is to allow supervisors the opportunity to discuss strategies for building positive and effective relationships with the media.
1. Explain why it is important to maintain a positive relationship with the media.
2. List local media sources.
3. Identify what national media sources law enforcement agencies may come into contact with.
4. Define what types of media sources law enforcement agencies may come into contact with.
5. List steps law enforcement should take to provide public information.
6. Identify key concepts to remember when dealing with the media and public.

The media is a fact of life and is not going to go away. So, understanding the media and building effective and positive relationships with the media are extremely important.

B. Media
1. **Encounters**
2. **Rate media**
3. **Understanding-both ways?**

C. What is Newsworthy?
1. **Different, unique, unusual**
2. **Kids or animals**
3. **All Crime**
4. **Public Figures**
5. **Health, education, traffic, economy**
6. **Others**

D. Why Talk to the Media

- **1.** The media's audience is your citizens
- Sometimes, the communication line is essential (Emergencies, Disasters, Escapees, etc.)
- The public has the right to know, and you have an obligation to tell them.
  In general, Law Enforcement can prevent the media from obtaining access to info or areas not available to the public, but once media acquires the info, the constitutional right to publicize is virtually insurmountable.
  > Branzburg v Hayes, 408 US 665, 1992
  > Houchins v KQED, 438 US 1, 1977
  > Press Enterprise Co v Superior Court of California, 106 S. Ct 2735, 1986
- You can impact the public's perception of your agency.
- **Maintain Control**- if an agency will not supply pertinent, accurate, topical facts in a timely fashion, the media will find someone, somewhere, to fill the time with speculation, opinion, and innuendo.

  > "If you do not feed the media beast, it will feed on you." -- unknown

E. Do Not Make Assumptions

Never underestimate a reporter or assume that he/she doesn't understand the situation.
Always treat the media as professionals.
News reporters are inherently busy.
Deadlines are huge concerns to the media.

F. Types of Media

G. TV
H. Radio
I. Newspaper
J. Electronic

G. **Steps to take when providing public information/Visual/Audio Media Interviews**

- Take control – Be Proactive
- Tell the truth – Stick to the facts
- Be prepared
- Be aware of visual nonverbal communication
- Speak clearly and refrain from annoying speech patterns
- Know what can and cannot be released
- Be professional

- **Print Media Releases and Interviews**
- Make sure written statements are **complete, accurate** and **readable.**
- Make sure written press releases are **free** of **spelling** and **grammar mistakes**
- Know what can and cannot be released.

H. **Media on scene**

- Designate **one person** to deal with the media.
- Deliver information in a **timely manner**
- Provide a **safe place** where the media can gather without getting in the way or jeopardizing the situation.
- Give the **facts** in a **clear** and **concise** manner.

I.   **Key Concepts**

- Be **sincere**
- Project **credibility**
- Be nice, responsible and **careful**
- **Keep it simple**
- Look at the reporters not the camera
- Appearance and body language are important
- Make sure you understand the question before answering
- Avoid "shop" lingo and acronyms
- Be ready to think on the spur of the moment
- Play what if scenarios in your head so you are prepared if an event happens

NOTES:

Report Review- Block #17

Instructional Goal:
The Instructional Goal is to create an awareness of the importance of developing quality report reviewing skills as a first line supervisor.

Student Performance Objectives:
Upon completion of this course of instruction, supervisors will be able to:
1. Identify factors that make a report professional and well-constructed.
2. Explain the importance of critical constructive report reviewing.
3. Explain possible ramifications when poorly constructed reports are consistently signed-off by a supervisor.
4. Indicate concisely and constructively problem areas in a report and how to fix them.

Exercise: A Sgt's. Review of a Report- Role Play and Group Discussion
Five Major Purposes of Police Reports
1. Provide the agency with a **permanent record** of who, what, when, why, where, and how of an issue brought to the attention of the police
2. Provide a **critical source** of information for officers follow-up or continuing investigations
3. Supply the **judicial process** factual information with which to make decision relevant to arrest, search-and-seizure warrants and criminal prosecution
4. Equip management with information needed to plan the future stats
5. Provide information for local, state, and national computer databases

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Basics Before Reviewing Begins

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- Who is the report directed to?
- Allow for **individuality**
- Do not clone reports or make templates
- Avoid the "just this once" mentality
- Know what you are talking about

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Importance of Reviewing Reports

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- Professional/Agency reputation
- Personal reputation
- Standards/ Quality Control
- Agency Relations
- Tort Claims-high liability

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Possible Ramifications

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- Liability, Legal Issues, Tort Claims
- Agency Disciplinary Actions
- Work Performance Standards

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Well-Constructed Reports

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- Accurate/Factual
- Satisfies the needs of the end-user
- Well Organized
- Complete
- Compliant
- Simplistic / Easy to Understand
- No spelling errors
- No grammatical errors
- No abbreviations, jargon, slang, or code

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Identifying Problem Areas—Providing Constructive Feedback

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- Organizational Problems
  - Outlines
  - Concept Mapping

- Consistent spelling and grammar problems

- Proof reading techniques

- Complicated, long-windedness
  - End –user proof reading techniques
  - Necessary or redundant

- Interpretation instead of facts
  - Technical report writing review: Who, What, When, Why, Where, How, Action Taken
  - Elements of statutes are present to establish **probable cause**

- Lacking facts
  - Technical report writing review: Who, What, When, Why, Where, How, Action Taken
  - Good factual description of people, places, and things
    - ➤ Interview Skills
    - ➤ Observation Skills

- Overuse of jargon, slang, abbreviations
  - End-user proofing
  - Who needs to understand this report?

NOTES:

Staffing and Scheduling-Block 18

Instructional Goal:
The instructional goal is to provide supervisors with the opportunity to explore the ins and outs of law enforcement
scheduling.

Student Performance Objectives:
Upon completion of this course of instruction, supervisors will be able to:
1. Define staffing.
2. Define scheduling.
3. Explain the purpose of scheduling.
4. Identify obstacles in providing complete personnel coverage.

Staffing - The personnel, employees employed by an agency that are assigned a specific job or task.

Scheduling - The means of covering a specific time period/task/event with personnel.

Purpose - The purpose of scheduling is to ensure that there is enough personnel present to accomplish an agency's desired
goals during a specific time period/task/event.

Student Exercise: Pros and Cons of 8-10-12 hour schedules
Scheduling Considerations:
- Agency goals
- Labor contracts
- Statistics
- Available resources
- Legislature/Commissions/Boards/Courts

Minimum Staffing Case Law: Handout in Student Manual

Law Enforcement Shift Schedules
Schedule Solutions:
- Daily Workload Analysis
- Minimum Coverage
- Staffing at 100%
- Variable Schedule Staffing

Staffing Matrix:
Special Event Matrix:
Software:
Final Analysis:
Terms: Handout in Student Manual

NOTES: