

### **Student Edition** 65<sup>th</sup> Revision Sept. 2022 JB Edwards and Associates LLC



# Leadership matters most when it is least clear what course should be followed

---- Michael Useem

### The challenges facing public safety leadership are significant and the opportunity for error considerable

- Most notable public safety success and failure arises from incidents that at least start as routine events
- The extraordinary is born in the routine
- Strong leadership is required at all times, not just in a crisis.
   Drummond-Smith, (2018)
- Officers must be prepared to make informed decisions and demonstrate sound behaviors that respond rather than react in most events
- Extraordinary events require extraordinary responses
- Officers must be prepared with the competence and confidence to act

# Sense making is about contextual rationality

Karl Weick, 1996

To point the way to safety in the face of surprise, leaders today need to develop resilient groups that are capable of four things:

- Improvisation
- Wisdom
- Respectful interaction
- Communication

Optimum Organizational Performance in our Craft The three-legged stool analogy (Edwards, 2021)

- Culture (Leadership)
- Stakeholder Management (Relationships)
- Proactively Managing the Operational Realities (Acumen)

### Culture Components D.D. Warrick (2017)

- Modeling by the leader (integrity and work ethic)
- How time and resources are managed
- The way that Language, conversation and feedback are used
- Interactions and relationships
- The standards and expectations communicated, and the oversight applied
- The opportunities created (growth and development)
- The structures, systems, processes, roles and routines put into place
- The environment created and experienced

The Importance of Acumen (Competence) to Action (Confidence) in Strategic Leadership

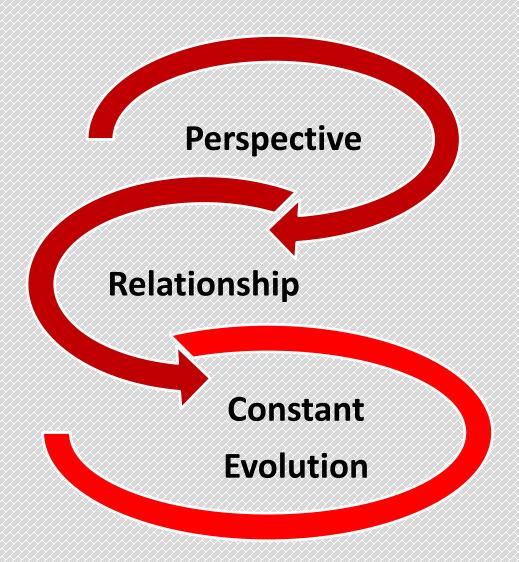
#### KEY: <u>Feedback loop</u>

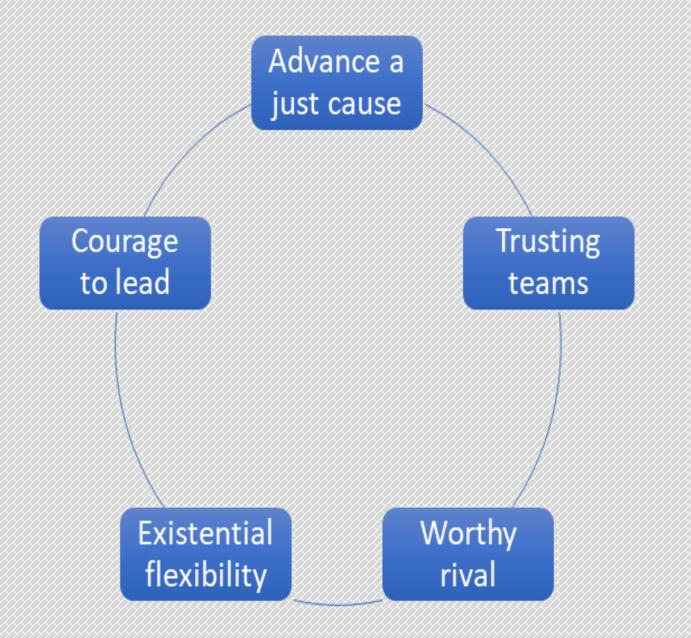
- Vision: The leader must be able to create and cast a mental picture of the direction, objectives, and goals of the team that can be easily communicated to others
- Strategy: Provides the logic for and the regarding course how the vision will be achieved
- Operations: Orchestrating, prioritizing, sequencing, adapting to, and resourcing the tactical actions that support the strategies designed to promote the vision
- Tactics: Combinations of very detailed actions, driven by specific timetables and dynamic operational plans

# **The Context**

# **Rank = Authority Roles and Responsibilities = Perspective** Leadership = Influence **Influence = Relationship Relationship = Respect** Leadership is influence not position

### The Influence of Roles and Responsibilities





#### The Infinite Game: Sinek, (2019)

# New Psychology of Leadership

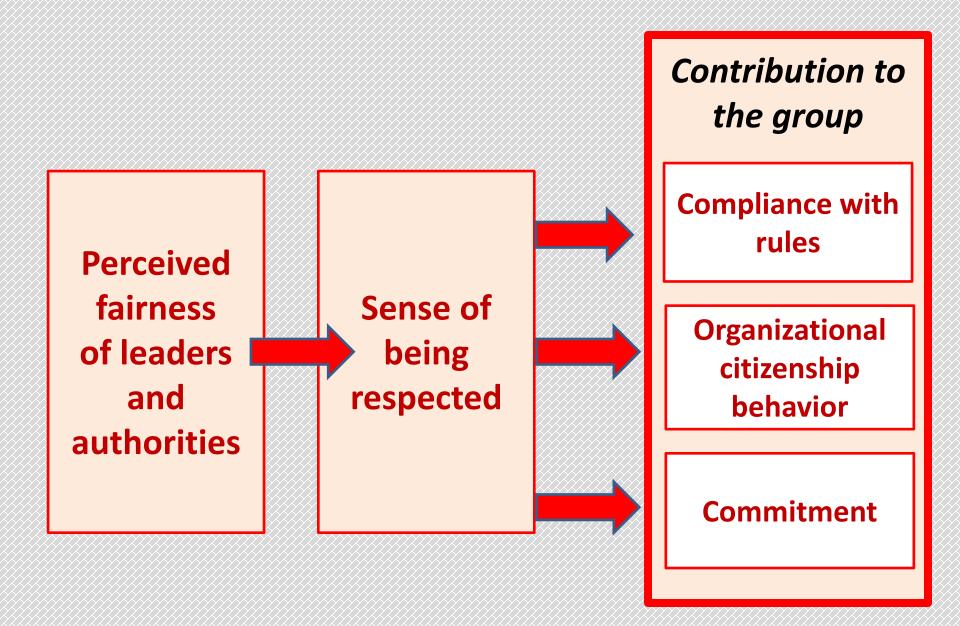
Haslam, Reicher, & Platow, (2020)

- Non-individualistic: shaped and transformed by engagement in group activity
- Context-sensitive: exerting influence over others is determined by the context in which their collective relationship is defined
- Perspective sensitive: If one has identified the right person for a particular leadership position (e.g., based on his or her personality) then this suitability will be recognized by all

- Inspirational and transformative character: an emotional and intellectual force that allows people to feel that they are not only witnessing history but making it
- Empirical validity: the convergence of different types of evidence that provides confidence in the analysis

### **Respect in Leadership** Rudolph, Katz, Ruppel, & Zacher, (2021)

- Attitudes, values, and/or actions directed toward others that convey appreciation
- Expressed through high levels of consideration (i.e., affording special attention to others)
- Esteem (holding others in positive regard)
- Concern for others' feelings, wishes, and rights, which are assumed to influence their feelings of being respected (Fairness)



Tyler & Blader, (2000) replicated time and time again into 2022

# Identity (Me)

- Our individual identity refers to how we think about ourselves, who we are and what we stand for (Self-esteem, values etc.)
- This process of gaining an identity is largely done referentially within our social context
- We tend to define ourselves by our similarities and differences to others we meet or know of

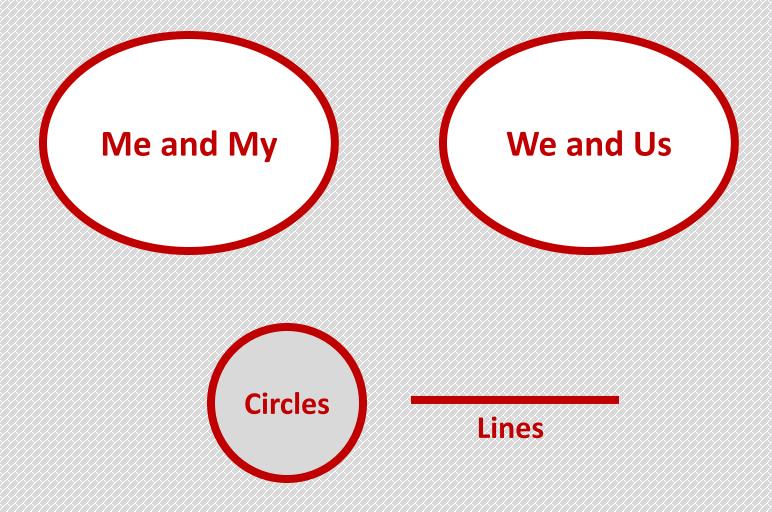
# Social Identity (We)

- Refers to the process of how we define who we are by reference to the social groups we align with or are members of
- Examples are organizations, group memberships, family groups, social and political allegiance, etc.
- These group memberships tend to be ingrained with values, emotional responses and patterns of cognition (thinking and problem solving) and behavior

### **Social Identity Theory** Tajfel & Turner, (1986)

- Once an individual identifies with a group, they tend to internalize the values of that group and it becomes part of their identity
- Taking on an identity tends to have a significant impact on individual's attitudes, responses, behavior, thinking and emotional responses
- Tend to see ourselves as similar when there is a sense of shared identity
- Social identity refers to people's self-categorizations in relation to their group memberships (the "we")
- Personal identity refers to the unique ways that people define themselves as individuals (the "I")

### Leadership Context



## **Relational power**

Soga, et al. MIT Sloan, (2022)

- Relational power differs from hierarchical power, which is derived from the formal position that a manager holds, and the authority embedded in that position
- Relational power is derived from the ability of a [leader] to wield influence on others without necessarily being in a formal hierarchical role

### When employees identified strongly with the organization and assumed organizational membership as part of their own identity

### When there were leadership efforts to:

- Maintain key aspects of the organizational identity (identity continuity)
- Help employees adopt a new organizational identity by helping them to create and develop a new positive, relevant, worthwhile and purposeful organizational identity
- Identity gain was found to help significantly reduce the negative effects of change and to promote greater acceptance of and motivation to change

# Social Identity makes leadership and organizations possible

### The Sense of Shared Identity

- Mutual interest
- Trust
- Engagement
- More effective and meaningful communication
- Meaning and purpose (Feeling good about your work)
- Basis to coordinate everyone's efforts together
- Develop the foundation to work together toward identified outcomes

### The ROCC of Trust Mishra & Mishra, (2013)



Reliable: you can be counted on Openness: honesty, integrity, and complete transparency

**Competence:** able to perform to meet or exceed the job expectations

**Compassion:** genuine interest in the needs of another and unselfishly working to fulfill those needs

### Police Leadership is largely focused around the following: Karp, Filstad, & Glomseth, (2019)

- Working toward mastering the leader role(s)
- Dealing with organizational tasks
- Operating the organizational unit, they are responsible for
- Making choices and setting priorities
- Caring for and developing interpersonal relationships
- Managing themselves

### Influencing the standard conditions

- Being committed to the social mission
- Doing a job that is formed by a very specific leadership culture

# The Practice dynamics of leadership

Filstad, C. & Karp, T. (2020)

- Producing refers to the ongoing everyday activities of policing and the common and collective achievements in leadership practices
- $\,\circ\,$  It is about the 'doing' of police leadership practices
- Relating and social interactions in policing seem to be based on informal relations between leaders and employees while working
- The importance of the collegial and social environment is often emphasized by the leaders themselves

- Interpreting and sensemaking are integrated in social, cultural and contextual relations and ongoing practice dynamics
- Different interpretations lead to sensemaking when individuals construct their own sense of self as interdependent and dynamic within leadership practices
- Negotiating refers to power and politics, which, according to a practice-based perspective, are integrated and embedded in leadership practice



### What does the Science Say What do we expect in a good leaders?

- Treat us as individuals with dignity and respect
- Promote meaning and purpose in our work
- Cast vision and provide direction
- Embrace our ideas and want our feedback
- Admit mistakes and never hold grudges
- Demonstrate caring and empathy for us and our job responsibilities
- Are fair and organizationally just
- Are competent and confident in their job
- Are candid and speak truthfully in a respectful way
- Show us that they appreciate our efforts

### **Teaching Leadership Framework**

Snook, Nothria & Khurana, (2012)

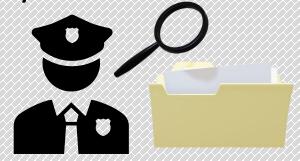
- Knowing: The theories and concepts
- Doing: Skills and performance
- Being: Identity, character and values



# This Class is about what we do

- Is based on 44 years of practical and actual police experience blended into the most current academic study and empirical research
- Its focus is to interpret replicated and credible leadership and management theory into the practical application to achieve effective results
- Its goal is to promote the professional growth and development of law enforcement supervisors, managers, and executives in the contemporary law enforcement profession

### It a blend of the academic concepts and the practical applications



This morning will start with an introduction of fundamental concepts, then five (5) separate but continual interactive domains

- 1) The Burden of Self-Awareness
- 2) The Burden of Competence
- 3) The Burden of Servanthood
- 4) The Burden of Communication
- 5) The Burden of Management

"all five domains are integrated and support each other constantly"

## "Concepts to Understand"

### Leader=Person Leadership=Practice

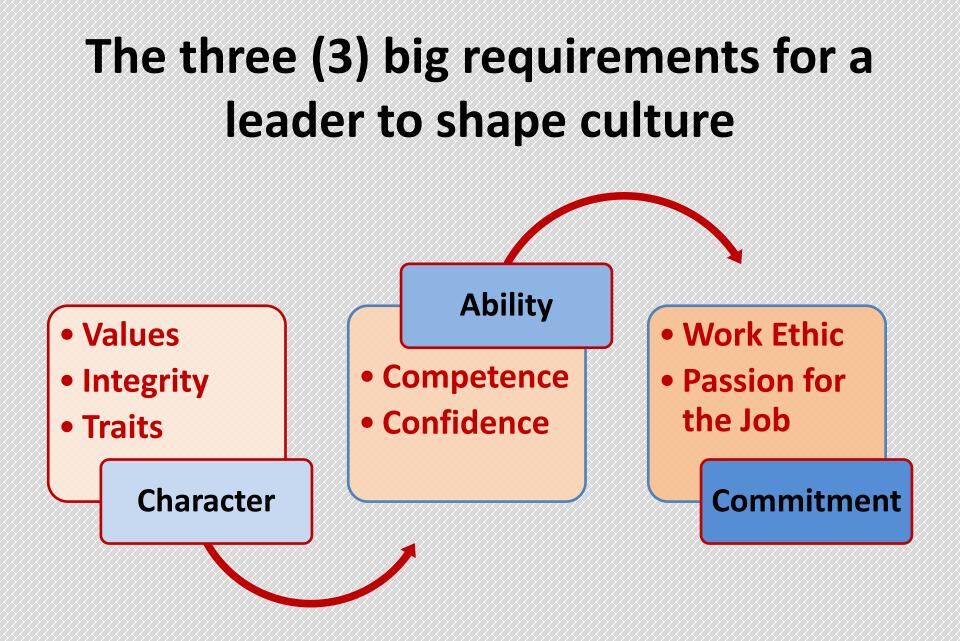
Key is being able to set and manage your daily agenda

Because you can either spent your time preparing or repairing

Successful people make important decisions early in life then manage those decisions the rest of their life

-John Maxwell

- Understand that leadership is a high-risk/contextual enterprise, and we fail often (Baseball analogy)
- Evaluate our actions in one context to apply lessons learned in the next context



# **Three (3) Interrelated Dimensions** The Automobile Metaphor: the essence of contemporary police leadership and management. Edwards, (2018) Engine **Character and Behavior Contextual Understanding** Drive train **Interactions and Relationships** Steering **LMX** Theory

# Three important characteristics of leadership and citizenship in our contemporary times

### As Leaders we must embrace:

- Curiosity: Be unsettled enough in our assumptions to be interested in other's views
- Humility: Know we don't know it all.
   Acknowledge our mistakes and learn from them
- Empathy: See the world through the eyes of others

### Leadership Emerges within the Context of the Organizational Ecosystem Around Us

- The truth is inescapable
- The future is fixed with the consequences from the results and outcomes of our actions or inactions
- Being held accountable is a reality Edwards, (2022)
- Humble leaders are aware of their strengths but also realize they can't know everything
- With a secure sense of self, humble leaders tend to respect others' dignity, regardless of others' rank and position
- This value for the dignity of others governs the leader's speech and actions quite differently than what we see in arrogant leaders

Gist, (2020)<sup>36</sup>

# Toxic Leadership is destructive, abusive, and ineffective

Milosevic, Maric & Lončar, (2020)

- Toxic leaders conceal their lack of relevant competence and maintain a position of control, at the exclusion of other organizationally relevant objectives
- Toxic leaders engage in upward and downward directed influence attempts that create ambiguity and confusion
- Toxic leaders increase the toxicity of the job context and interfere with others' ability to perform their work

### Empathy and Compassion Singer & Klimecki, (2014)

- Empathy: the capacity to share the feelings of others. It is perspective taking to infer another person's emotions and mental state
- Empathy makes it possible to resonate with others' positive and negative feelings alike
- In empathy one feels with someone, but one does not confuse oneself with the other
- Compassion: feelings of concern and care for the other, as well as a strong motivation to improve the other's wellbeing

Compassion is feeling for and not feeling with the other

## The Importance of Understanding the Value of Empathy for Leaders

- There is a significant set of associations between leadership empathy and employee retention, engagement, physical health, psychological well-being, and job performance
- Leaders who demonstrate caring and empathy contribute to positive outcomes on employee engagement, performance, and retention
- Specific individual and organizational interventions are suggested for enhancing empathetic concern, perspective taking, and caring in leaders at all levels
- Interventions aimed at leaders to enhance empathy and caring may indeed be important antidotes for observed destructive and toxic leadership practices

Nowack & Zak, (2020)

# Empathy and competence are intertwined skills for effective leaders

Feser, Mayol & Srinivasan, (2015)

# Four categories greatly contributing to overall leadership effectiveness:

- Being supportive
- Operating with a strong results orientation
- Seeking different perspectives
- Solving problems effectively

Meta-analyses that aggregate the results from hundreds if not thousands of leadership studies *Three Evidence-based Generalizations regarding common attributes of effective leaders* Chamorro-Premuzic, (2019)

- Intelligence Capital: Domain specific expertise, experience and good judgement
- Social Capital: Network and connections that leaders have at their disposal
- Psychological Capital: How leaders lead based on their personality and character

Leaders must behave as life-long learners and continually develop their skills Page, Kramer & Klemic, (2019)

# **Important Perspectives**

- Identity: the concept you develop about yourself that evolves over the course of your life.
- Agency: the capacity, condition, or state of acting or of exerting power
- Psychological Capital: hope, efficacy, resilience, and optimism
- Psychological Ownership: territoriality, ease of belonging, accountability, self-efficacy, and relational identity

#### Positive organizational behavior (POB) Luthans (2002)

- Provides strength to organizational behavior using empirical research on theory and driven by modern research methodologies
- Leaders need to work on the quality of their inner game, or their capacity to tune into and regulate their emotional and mental states, before they can hope to develop their outer game, or what it is they need to actually do
- Leadership development should start by working on the inner game Rowland and Higgs (2008)

Rowland and Higgs (2008) argue that this goal can be achieved by predicting capabilities of the leaders by using their Psychological Capital and Psychological Ownership, to develop their transformational capabilities, but not dysfunctional capabilities

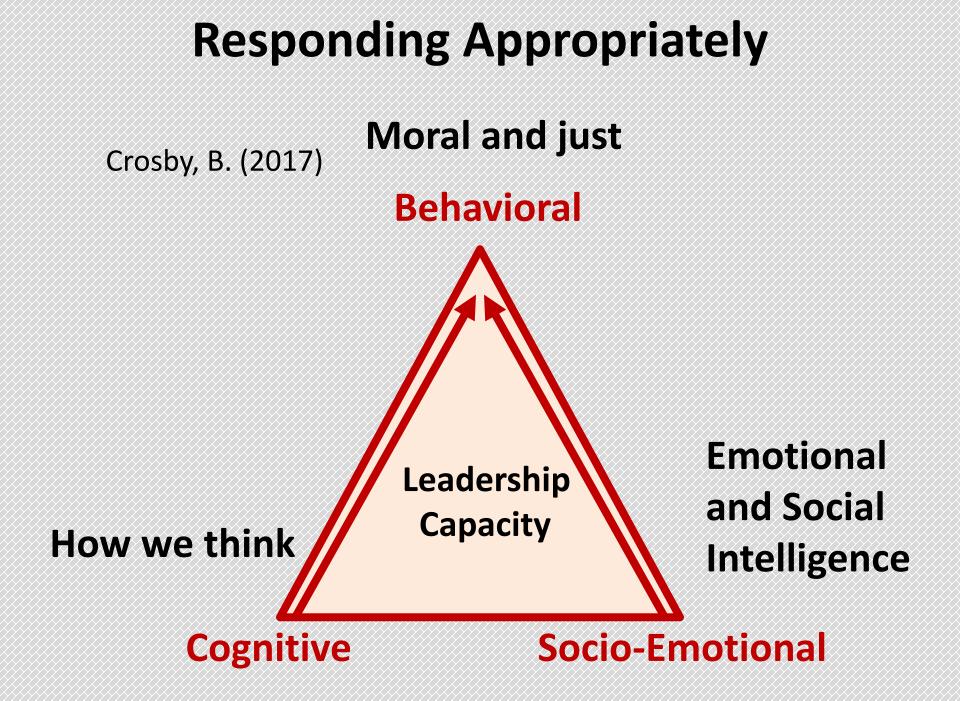
#### **Six Primary Competencies: Conscious leadership competency framework:** Kubátová & Kročil, (2022)

- Virtues: pursuit of wisdom and building healthy relationships.
- Consciousness: of their higher purpose and the ability to foster meaning.
- Personal conduct: ethical behavior and humility that supports continuous personal growth.
- Mindset: involves rational optimism and the ability to plan for the organization's short-term and long-term needs
- Strategy: capability that simultaneously supports a higher purpose
- Leading: capabilities, such as effective communication and positive cultural development to create a healthy work culture/environment

# George Mason University integrative review of leadership studies over the last 20 years found

Zaccaro, Green, Dubrow, & Kolze, (2018) Oxford review, (2019)

- In terms of leadership development there is considerable scope for helping leaders develop the ability to control their <u>outcomes</u> by working with them on their:
- Cognitive capacities
- Social capacities
- Core values and beliefs
- Knowledge and skills (including emotion regulation skills)
- Additionally, the research found leaders that:
- Acquire a more developmental mindset, (as opposed to a fixed mindset)
- Understand and develop their foundational traits in leadership capacities
- Increase situational flexibility and awareness



# Leadership Dynamics <u>Complex, Complicated and Contextual</u>

- Leadership is an ecosystem involving the utility of personal traits, competence, confidence, humility, advocacy, relationships and practice
- All depends on one's ability to be self-aware, selfreflective and self-managed to influence and navigate a context-rich, complex and dynamic work environment often created by the leader

The Equation of Leadership as a Social Process

Leader - Follower - Context - <u>Leadership Emergences</u>

# Human beings must be seen as individuals within their own complex context

- Biological considerations (from hormones to health issues)
- Sensory input (intuitive and rational)
- Intelligence
- Personality and character
- Emotional considerations
- Environmental cues
- Culture cues (Beliefs and values)
- Life experiences (social and/or phycological)
- Capacity (specific competencies) versus Capability (ability, confidence and commitment)

<u>REMEMBER</u> We must Describe Behavior <u>NOT</u> Judge the person

## **Recent Studies MIT Sloan**

Taylor & Locklear, (2022)

- Found that incivility is rooted in dysfunctional employee relationships, not just personal characteristics, and that organizational norms make a difference
- What managers must do:
- Develop strong shared expectations for how people should behave [provide descriptive norms and define what bad behavior is and your red line standards not to tolerate it]
- Provide targeted training [incivility ultimately stems from relationship problems (lack of listening etc.) poor leadership skills]
- Encourage gratitude and appreciation [role model appreciation by expressing it at work]

#### What does good mean in the context of leadership Four distinct meanings: Gandz, (2007)

- Effective Leadership: Influencing followers to commit to and obtain goals that were agreed upon
- Purposive Leadership: Providing vision and purpose that inspires followers
- Ethical Leadership: Doing the right things in the right way
- People feeling well regarding the leadership provided: To never lose sight of the wants and desires of the followers

Embedding leader character into HR practices to achieve sustained excellence Seijts, Crossan & Carleton, (2017)

- Four aspects of character integrity, responsibility, forgiveness and compassion
- Character is a combination of virtues, personality traits and values that enable excellence
- Virtues refer to situationally-appropriate behaviors that are widely seen as representative of good leadership
- Virtues encompass personality traits such as resiliency and openness
- Virtues can also be seen in an individual's values, such as behaving equitably

#### We contend that organizations need to pay as much attention to leader character as they do to competencies

 This is because a shortfall in one of the pillars of good leadership — competencies, character and commitment — will undermine the other pillars and, ultimately, lead to performance problems for leaders, their organizations and related stakeholders Followers' moral judgments and leaders' integritybased transgressions: A synthesis of literatures Krylova, Jolly, & Phillips, (2017)

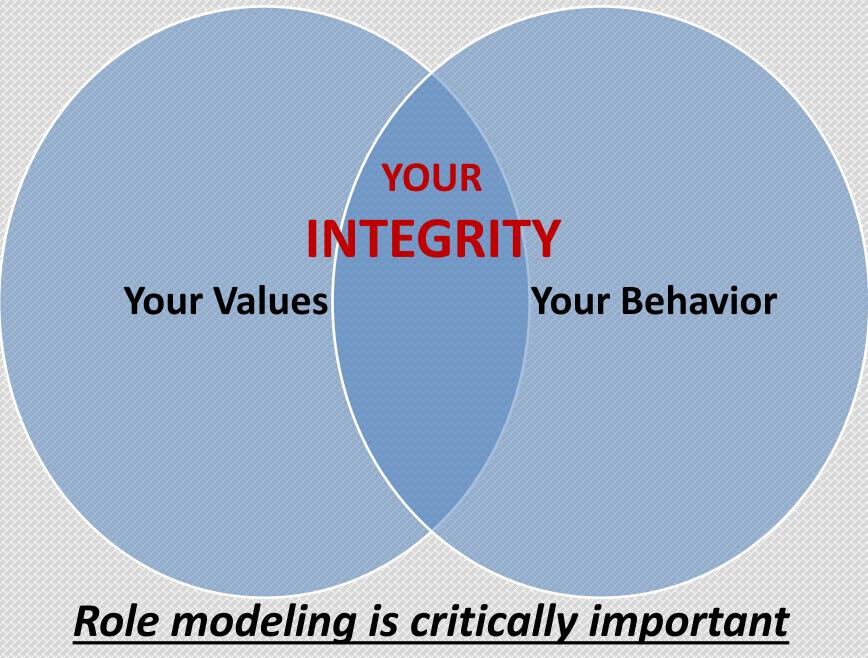
**Behavioral integrity** defines an individual's trustworthiness through the extent to which promises are kept.

- It represents whether target persons do what they promise, and whether those persons adhere to their espoused values.
- More precisely, a leader's behavioral integrity is "the perceived pattern of alignment between the leader's words and deeds" (Simons, 2002).

**Moral Integrity** does, indeed, preclude immoral or amoral ideals and values.

- It is judged on the basis of one's beliefs about the purity of the agent's motivation.
- Word and action alignments are still important, but moral integrity also considers whether an actor's values and moral principles are congruent with the values and principles of the observer in question

**Remember:** In leadership off the record is NEVER off the record







### As you rise in leadership, responsibilities increase, and rights decrease.

"You lose the right to put yourself first."

#### **PINNACLE ....Respect**

People follow because of who you are and what you represent.

#### PEOPLE

**DEVELOPMENT....Reproduction** 

People follow because of what you have done for them.

**PRODUCTION .....Results** People follow because of what you have done for the organization.

**PERMISSION .....Relationships** 

People follow simply because they want to.

**POSITION** ......Rights

People follow because they must.

# The Five Levels of Leadership

John Maxwell's Developing the Leader Within You

## Management and Leadership

### Require unnatural thinking and acts

- Management: is about processes, systems, and functions
- Leadership: is about influence and motivation
- Leadership roles: emphasize tasks to be carried out
- leadership styles: emphasize behavioral modes and approaches in carrying out those tasks

#### Managing is "what" a leader does, and leading is "how" they do it

Alimo-Metcalfe & Alban-Metcalfe, (2008)

Management Produces Order and Consistency	Leadership Produces Change and Movement
Planning and Budgeting	Establishing Direction
<ul> <li>Establish agendas</li> <li>Set timetables</li> <li>Allocate resources</li> </ul>	<ul> <li>Create a vision</li> <li>Clarify big picture</li> <li>Set strategies</li> </ul>
Organizing and Staffing	Aligning People
<ul> <li>Provide structure</li> <li>Make job placements</li> <li>Establish rules and procedures</li> </ul>	<ul> <li>Communicate goals</li> <li>Seek commitment</li> <li>Build teams and coalitions</li> </ul>
Controlling and Problem Solving	Motivating and Inspiring
<ul> <li>Develop incentives</li> <li>Generate creative solutions</li> <li>Take corrective action</li> </ul>	<ul> <li>Inspire and energize</li> <li>Empower subordinates</li> <li>Satisfy unmet needs</li> </ul>

#### Figure 1.2 Functions of Management and Leadership



Do Things Right

- Status Quo
- Short Term
  - Means
  - Builder
- Problem Solver

## Leader

Do The right Things

- Change
- Long Term
  - Ends
  - Architect
- Motivator

#### \* From Warren Bennis

Management is... Organization Planning Staffing Directing Controlling

- Management is about functions process and "control."
- Managers control systems, processes, time, costs, quality, and efficiency.
- Some good managers have a difficult time making the paradigm shift to leadership.
- Leading isn't about controlling; it's about "releasing."
  - John Maxwell

<u>When to step in</u>

# THE MANAGEMENT PARADOX

# The context of discretion versus developmental maturity and type task

### <mark>Autonomy</mark>

When to step out

Freedom



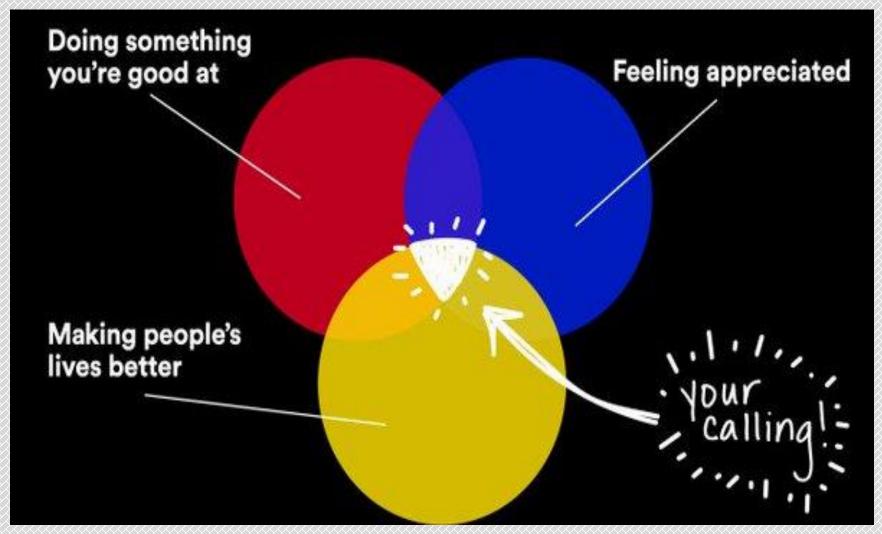
Power

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## What about our Subordinates

- Public Service Motivation Theory: a prosocial motivation to serve the public interest and thereby help others
- Public service motivation is as a predisposition to "respond to motives grounded primarily or uniquely in public institutions and organizations" Perry & Wise, (1990)
- (OCB), Organizational citizenship: behavior is a person's voluntary commitment within an organization or company that is not part of his or her contractual tasks. (Wants to go the extra mile)

#### **Purpose x Passion x Optimism = Motivation and Meaning**



https://ideas.ted.com/7-lessons-about-finding-the-work-you-were-meant-to-do

People don't buy what you do, but why you do it. ----Simon Sinek

# Performance is a function of the interaction between cognitive ability and motivation

### Emotions are not just contained and channeled but energized and aligned with the task at hand.

- Intellectually stimulating tasks
- Assignments that have clear goals and provide shortterm feedback on the progress made
- Sufficient autonomy in order to feel in control of one's actions
- The possibility to concentrate on the task without too many disruptions

### **Meaningful Work**

- Meaningful work refers to the degree in which a person sees their own work as being significant, important for themselves and the society; meaningful work is a fundamental human need
- Represents the clear knowledge and understanding of the purpose, intention, value, direction and logic behind the work of the individual
- The most powerful motivators are not financial incentives or threats of layoff or other punishment, rather a continual reinforcement of the notion that work has meaning and is a joyful experience Schultz, (2015)

# **Herzberg Two-Factor Theory**

Growth and motivator factors Intrinsic to the job

- Achievement
   Recognition for achievement
- The work itself (purposeful)
- Responsibility
- ✤Growth
- Advancement

- Dissatisfaction-avoidance or hygiene factors Extrinsic to the job
- Organization policy
- Administration
- Supervision
- Interpersonal relationships
- Working conditions
- Salary
- Status
- Security

**Psychological empowerment as a form of intrinsic motivation reflects in four cognitions:** Dust, Resick and Mawritz, (2014)

- Meaning: represents the extent to which personal values and beliefs fit the demands of a job
- Impact: degree to which an individual believes he or she can influence the strategic direction, operational processes, and outcomes of the unit or organization
- Self-determination: involves a sense of autonomy and control over the initiation, regulation, and continuance of work behaviors
- Competence: refers to beliefs about the extent to which one possesses the proficiencies needed to be successful at work

# The 3 elements for motivation

Pink, D. (2009)

- Autonomy (self-governing, self-directed with freedom and independence)
- Mastery (knowledge and skills that allow someone to perform well)
- Purpose (the feeling of being determined to do or achieve something meaningful and important)

# Hackman and Oldham's five core dimensions of the immediate work environment on Job Satisfaction among frontline officers.

- Skill variety, task identity, task significance, and autonomy were the strongest predictors of Job Satisfaction among police officers Zhao et al. (1999)
- Identified autonomy as the strongest predictor of Job Satisfaction among Police Officers Johnson, (2012)

# 3 different forms of organizational commitment

Meyer and Allen, (1991)

- Officers with strong affective commitment (Affection for the job) remain because they want to
- Those with strong continuance commitment (fear of loss) because they need to
- Those with strong normative commitment (Sense of obligation to stay) because they feel they ought to do so'

Voluntary resignations from the police service: the impact of organizational and occupational stressors on organizational commitment. Charman and Bennett, (2022)

- Once a police officer decides that they no longer have the necessary affective commitment to the organization, their path to turnover may begin
- This affective commitment has the potential to be irreparably damaged

# Noteworthy

- Officers with the fear of loss will remain within the organization until presented with a more favorable alternative
- Officers with a sense of obligation to stay will remain within the organization for the duration of that organizational identification
- However, a perceived breakdown in the delicate reciprocal working relationship might be enough to fracture that social contract

#### It is therefore those employees with diminishing affection to their job who are most of interest when trying to analyze and mitigate the factors relating to an individual's decision to leave the police service

### **Important Points**

- Improvements in welfare, better career opportunities and an improved work/life balance are important to police officers
- Police officers who resign voluntarily from the police service value highly the occupation they have joined
- They appreciate the nature of the work they are involved with, the opportunities that that work holds for fulfilling ambitions for public service and the satisfaction of working with policing colleagues as part of a team

- They are ultimately frustrated by the perceived inability of the organization to manage the demands upon them and by a sense of organizational 'injustice' emanating from perceptions of a lack of 'voice', a lack of leadership, a lack of autonomy and a lack of support
- These factors have a negative personal impact upon their own individual physical and mental health
- These factors impact upon their caring responsibilities and personal relationships outside of their working environment

- While there are also relevant external factors, particularly in relation to 'excessive' workloads, which do clearly impact on levels of dissatisfaction, the focus for change would appear to be in a consideration of how the social exchange factors, which are so crucial to an enhanced sense of affective organizational commitment can be rebalanced equitably to take account of both the
  - individual needs of staff in addition to organizational demand.

"I read some exit surveys; interviews conducted by the military to find out why people are leaving. I assumed that low pay would be the first reason, but in fact it was fifth..."

The top reason was not being treated with respect or dignity; second was being prevented from making an impact on the organization; third, not being listened to; and fourth, not being rewarded with more responsibility.

Further research disclosed an unexpected parallel with civilian life.

"As a ship's captain I didn't have the power to influence pay raises at number five, but I could sure influence the other four." – D. Michael Abrashoff

#### Sept. 2021

#### The 10 Elements of Culture That Matter Most to Employees

- Employees feel respected
   Supportive leaders
- 3. Leaders live core values
- 4. Toxic managers
- 5. Unethical behavior

6. Benefits
7. Perks
8. Learning and development
9. Job security
10. Reorganizations

#### **Contextual, Nuanced, and Blended**

- Extrinsic values: typically involve pay, occupational status, and opportunities for advancement (Chen, 2014; To & Tam, 2014)
- Intrinsic motivation: involves performing a work activity because intrinsically is inherently interesting, pleasurable, satisfying, positive work environment, employees are heard and respected, and the most self-determined form of motivation (Deal, et, al., 2013; Stinchcomb & Leip, 2013). Kooij, De Lange, Jansen, Kanfer, and Dikkers (2011)
- Work-life balance: has become an important issue for both employees and organizations (Madipelli, Veluri-Sarma, & Chinnappaiah, 2013). Gursoy, et al., (2013) described work-life balance as a separation of work and personal life. Work-life balance is defined as a person balancing the demands of work with personal, family, domestic, and social responsibilities (Kumar & Chakraborty, 2013; Sundaresan, 2014).

- According to research performed over the last decade, some of the key essential factors that have been studied include 44 aspects of job satisfaction and 38 factors related to employee engagement
- Key findings, including treating employees respectfully at all levels regardless of their title or role was a contributor towards job satisfaction, benefit packages, trust between employees and management, opportunities based on skills, and positive relationship with the boss
- For organizations to be successful in motiving a multigenerational workforce, strategies will need to be designed, developed, and implemented to accommodate the specific needs (intrinsic and extrinsic) for each employee
   Cote, (2019)

"The task of an executive is not to change human beings. Rather, as the Bible tells us in the parable of the Talents, the task is to multiply performance capacity of the whole by putting to use whatever strength, whatever health, whatever aspiration there is in individuals." - Dr. Peter Drucker

#### "...each according to his ability"

Diversity is woven into the fabric of creation.



#### Employees leave an agency when one or more of four fundamental human needs are not being met: Branham, (2005)

1. **The Need for Trust:** Expecting the agency and management to deliver on its promises, to be honest and open in all communications, and to invest in the employee, treat them fairly, and to compensate them fairly and on time

2. **The Need to Have Hope:** Believing that they will be able to grow, develop their skills on the job and through training, and have the opportunity for advancement or career progress **3. The Need to Feel a Sense of Worth:** Feeling confident that if they work hard, do their best, demonstrate commitment, and make meaningful contributions, they will be recognized and rewarded accordingly.

Feeling worthy also means that they will be shown respect and regarded as a valued asset, not as a cost, to the organization

**4. The Need to Feel Competent:** Expecting that they will be matched to a job that makes good use of their talents and is challenging.

They also want to receive the necessary training to perform the job capably, and see the end results of their work, and obtain regular feedback on your performance

#### Perceived organizational support (POS) Shanock, et al. (2019)

- The general perception concerning the extent to which their work organization values their contributions and cares about their well-being
- POS is associated with standard job performance, extra role performance that aids fellow employees and the organization, and reduced absenteeism and turnover
- Is related to reduced stress, increased job satisfaction, increased happiness, and favorable work–family relationships

- Fair treatment should be a strong antecedent of POS because it is under the control of the organization, and thus, employees would attribute fair treatment as an indication that the organization cares about them and values their contributions
- This is especially true regarding the behaviors of the officers' direct supervisor

# **Role Strain and Role Overload**

- Role strain (i.e., role conflict and role ambiguity) have been used as a framework to examine the challenge of balancing work and home roles (e.g., Duxbury & Halinski, 2018; Griffin & Sun, 2018; Joseph & Nagarajamurthy, 2014; Karaffa et al., 2015; Youngcourt & Huffman, 2005)
- Also, the impact of organizational demands on officers (Brough & Williams, 2007; Brown & Campbell, 1990; Brown et al., 1999)
- Role overload is defined as circumstances in which an individual does "not have enough time or energy" to meet organizational demands Duxbury et al. (2015)
- Occurs when an individual lacks the resources or capacities necessary to successfully and confidently fulfill a role
   Creary & Gordon, (2016)

- Results in adverse physical and mental health, decreased satisfaction with family and work lives, and poorer professional outcomes
- There are only two possible solutions to mitigating experiences of work-role overload— either by:
- Reducing the demands placed on officers or
- Increasing officers' capacities and resources to confidently meet those demands Hofer, (2022)

#### These issues demand effective leadership

# Work interference with personal life (WIPL) Gim & Ramayah, (2019)

- Has been found to influence higher turnover intention
- Employees who perceive having received equitable salary and respectful treatment are more likely to report lower WIPL because the perceived justice nurtures a positive psychological state among employees
- Whereas injustice fuels negative emotions which are carried home impairing individuals' functioning at home

- In the same way, employees who feel their workplace to be highly competitive are more likely to experience the encroachment of such pressures into their personal life
- As a result, employees who suffered from such interference from work are more likely to consider leaving their employers

#### One of the primary causes of negative behavior is higher stress levels caused by a range of factors including:

Labrague, Lorica, Nwafor, & Cummings, (2021).

- High levels of responsibility that exceed the individual's capabilities / experience
- Competitive work environments
- A sudden increase in workloads
- Short-staffed work teams, a situation which forces managers/leaders to simultaneously engage in work operations and managerial duties
- Lack of experience
- Lack of job security and increases defensiveness about decision-making

#### The Expendables: A Qualitative Study of Police Officers' Responses to Organizational Injustice. Reynolds, Fitzgerald, and Hicks, (2018)

- Organizational events linked to fairness assessments among participants included disciplinary actions, citizen complaints, blocked career aspirations, and officer-supervisor conflicts
- Overwhelmingly, officers reported these events made them feel angry
- These events fostered feelings of increased skepticism and not being supported or feeling expendable

# Good leaders empower by giving their power away and providing:

- Vision and direction
- Setting the standard
- Training to the standard
- Enforce (supervise) the standard
- Culturizing the standard
- Provide specific unambiguous expectations
- Give constant and ongoing mentorship and feedback
- Provide oversight
- = Development and Capacity Building
- + Delegating the task and authority = Performance

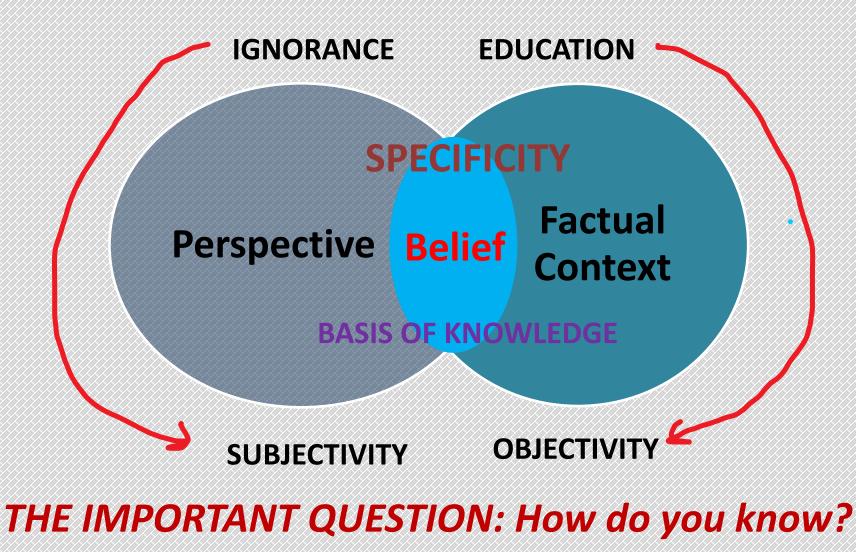
# Delegation

- Allows autonomy, provides Subordinate Ownership and produces responsibility and motivation
- Promotes the development of the subordinate by enhancing wisdom, confidence, selfesteem, expertise and job satisfaction
- Grows and develops the organization
- You can delegate authority, but you can never release yourself from your responsibility as the commander (oversight and accountability)
- The commander owns the consequences

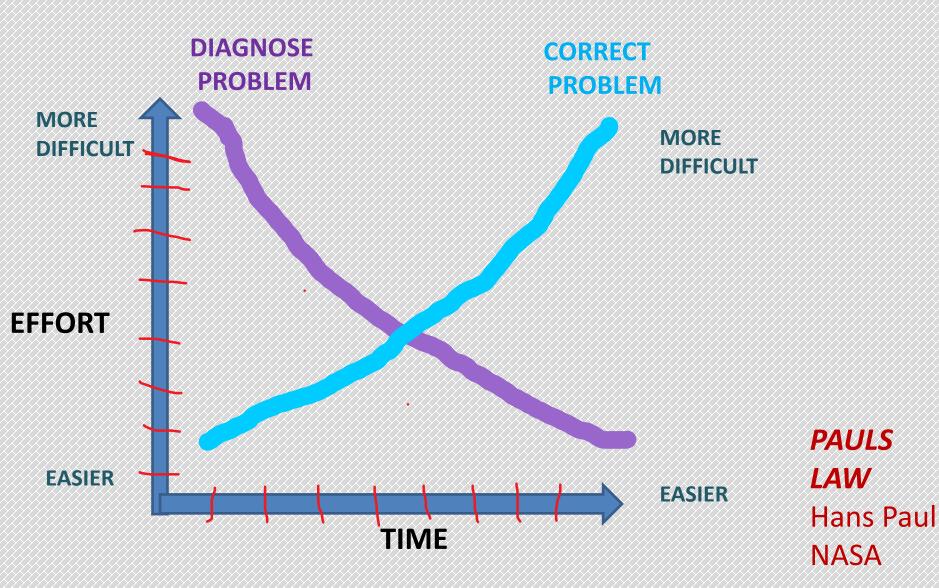
Five Main Skill Sets to context, broad and integrated perspectives, suspending judgement, forming the next question and drawing objective conclusions

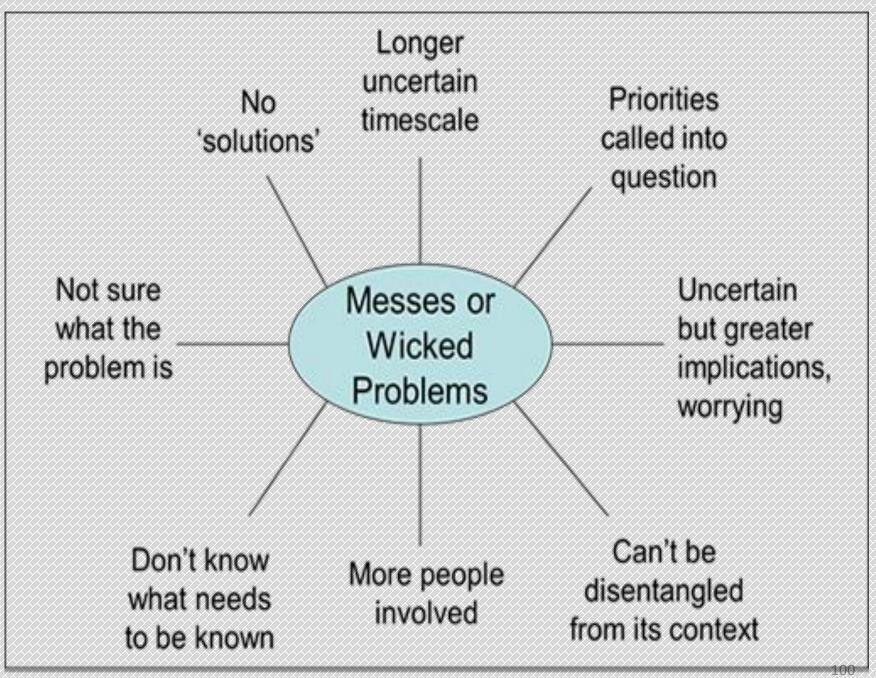
- Sensitivity to environmental and social stimuli: The awareness that enables us to proactively detect issues (Demand Specificity)
- The Prism: Our perspective and objectivity
- The Filter: Critical thinking and objective evaluation (Metacognition)
- The Reality: Accurate interpretations and fact/evidence-based conclusions
- The Response: Refined, tempered, and empathyrelated responses essential to prosocial behavior, interactions and relationships

#### The Process: Fact-finding, Assumptions and Conclusions



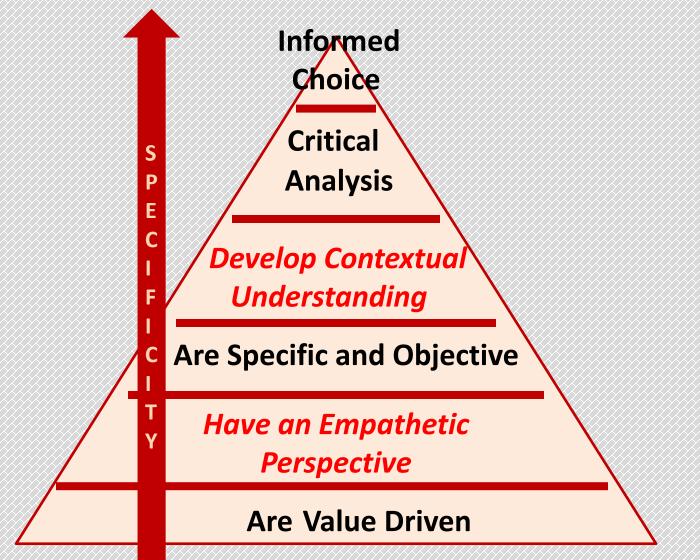
#### **PROBLEMS NEXUS TO SOLUTIONS**





Rittel, (1972) and Ackoff, (1979)

#### High Performing Leaders follow a Process for Sound Decision Making



Edwards, (2014)

#### Organizational Just Work Environment "How we perceive treatment with fairness"

- We all steer behavior according to personal priorities
- Those priorities themselves can have sources independent of the desire for self-interested benefit alone

CROPANZANO, GOLDMAN AND FOLGER (2005)

People do not care about the outcomes as much as they do about the process they experienced

- The blend of procedural and organizational justice process with servant and transformational leadership is central to the perception of fairness
- Fairness is a feeling
- Justice is a process

# Fairness is a Bedrock Standard The three (3) Key features "The Issue of Fairness"

**OPENESS:** Everyone knows the rules for playing at the very beginning (up front put on notice) **CONSISTENCY:** The rules are enforced consistently in the same situations **IMPARTIALITY:** The rules are applied equally, no matter the relationship to the person administering the rules

An example of how we might see things The Multigenerational Workforce

- Gen Z: Born after 1995
- Gen Y Millennials: Born after 1980
- Generation X: Born between 1965-80
- Baby Boomers: Born between 1946 -1964
- Silent Generation: Born between 1928-45

#### **A Different Perspective**

- Researchers find that a lifespan developmental approach provides a much better way of looking at age, work outcomes and leadership
- From this perspective, learning and development is seen as a lifelong process for every individual, regardless of when they were born
- The important difference here is that any generational differences are seen to emanate from experience and knowledge

Henry, Zacher & Desmette, (2015), Pinelli, Sease, Nola, Kyle, Heldenbrand, Penzak, & Ginsburg, (2018), Rudolph & Zacher, (2018) and Wilkerson, (2018).

#### **RESEARCH POINT**

**Five Motivators (NOT PERSONALITY TRAITS BUT INFLUENCES) for Generational Employees** David Wilkinson, of the Oxford Review.

- Comfortable lifestyle
- Knowledge sharing

They desire feedback

- Task orientation and autonomy
- Development opportunities
- Organizational Justice

## Common Questions about <u>THEM</u>

- How do we motivate them
- Some have no real-life experiences (their different perspectives, ability to manage frustration, poor people skills etc.)
- Why do they question authority and ask why?
- Why do they lack patience? (they want everything now)

#### What about US?

Such frames the requirement for supervisors to be able to adapt, evolve, influence and ensure organizational justice while mentoring and holding them accountable to agency standards,

#### At whatever level you function as a leader, your ultimate ability to succeed will in large part depend on the support you receive from your superiors...You must "lead up"

**Leading up:** is about loyalty, dedication, and work ethic; putting the organization ahead of yourself.

**Sucking up**: is about doing what you can, when you can to put yourself ahead of everything; and to create an opportunity to "short cut" or obtain your ambitious goals "free."

From John Maxwell's 360-degree leader

### <u>Leading up greatly assists you</u> <u>in leading your subordinates</u>

- 1) Your reputation in the agency
- 2) Your credibility with the bosses
- 3) Your strength in issues
- 4) Your ability to help them
- 5) Your ability to obtain resources
- 6) Ability to make change
- 7) They inherit your influence and power.

#### Principle #1

#### Lead yourself exceptionally well.

- Manage your emotions
  - Manage your time
- Manage your priorities
  - Manage your energy
- Manage your thinking
  - Manage your words
- Manage your personal life

#### Now think about the following Principles

#### <u>Principle #2</u> Lighten Your Leader's Load

- Do your own job well first
- When you find a problem, provide a solution
- Tell leaders what they "need" to hear, not what they "want" to hear
- Go the second mile
- Stand up for your leader whenever you can
- Stand in for your leader whenever you can
- Ask your leader how you can lift the load

### Principle #3 Be willing to do what others won't

- Take on the tough jobs
- Pay your dues
- Work in obscurity
- Succeed with difficult people
- Put yourself on the line (if you take risk, not others)
- Admit fault and never make excuses
- Always do more than expected
- Be the first to step up to help
- Do the task yourself when necessary
- Take responsibility for yourself and those under your command

#### Principle #4 Do more than manage – LEAD!

- Leaders think long term
- Leaders see within the larger context
- Leaders push boundaries
- Leaders put emphasis on the intangibles
- Leaders rely on intuition
- Leaders invest power in others
- Leaders see themselves as agents of change

# <u>Principle #5</u> Invest in Relational Chemistry

- Listen to your leader's heartbeat
- Know your leader's priorities
- Catch your leader's enthusiasm
- Support your leader's vision
- Connect with your leader's interest
- Understand your leader's personality
- Earn your leader's trust
- Learn to work with your leader's weakness

#### <u>Principle #6</u> Be prepared every time you take your leader's time.

- Invest 10x the time you spend with your leader on a subject in preparation in that subject.
- Don't make your boss think for you.
- Bring something to the table.
- When asked to speak, don't wing it.
- Learn to speak your boss' language.
- Get to the bottom line.
- Give a return on your leader's investment.

# Principle #7Know when to push and when to<br/>back off.When to push

- Do you know something your boss doesn't, but needs to?
- Is time running out?
- Are your responsibilities at risk?
- Can you help your boss win?

#### When to back off

- Are you promoting your own personal agenda?
- Have you already made your point?
- Must everyone but you take the risk?
- Does the atmosphere say "no?"
- Is the timing right only for you?
- Does your request exceed your relationship?

# <u>Principle #8</u> Become a go-to player

- Go-to players produce when there's pressure
- Go-to players produce when the resources are few
- Go-to players produce when the momentum is low
- Go-to players produce when the load is heavy
- Go-to players produce when the leader is absent.

#### **Principle #9** Be better tomorrow than you are today.

- <u>Today</u>
  - Learn your craft today
  - Talk your craft today
  - Practice your craft today

#### **Other Important Principles in leading up**

From Vernon Keenan, Retired Director, and 40 year career with GBI

- Finalize projects you are responsible for managing. (The boss should never have concerns about a projects status or completion) and provide regular updates
- **Provide executive briefings or summaries**
- ✓ Define issues and outline problems
- ✓ Be objective, specific and concise
- ✓ Provide viable options and realistic solutions

- Concentrate your efforts in areas you can influence
- Do not waste time or foster discourse in matters that you have no control
- Do not argue after the final decision is made, understand the importance of being committed to the execution and implementation of the decision
- Understand the final decision may not be final (unanticipated influences, the discovery of new information may come into play)
- Understand "most" every boss has a boss
- A global (Agency Team) perspective of war and theater of battle over just a battlefield mindset (*strategy and Stakeholders*)
- When asked provide truthful input
- Never compromise your personal integrity

#### **Respect the process**

- Faith in institutions
- Reliance on structures, functions, and processes
- Established roles and responsibilities
- Civility and protocol

Leaders tend to get into trouble when they disrespect and/or skip the processes "It's important that you not undermine your superiors. In any organization, your people need to know that you support your chain of command.

If they see you freelancing, they will feel free not to support you when they disagree with your policies."

- Captain Michael Abrashoff

Loyalty is our willingness to sacrifice our own interest for the benefit of our organization and people know it when they see it... Loyalty is both a virtue and an asset in todays world.

#### **Toxic Leadership**

- Long-term and regular contact with toxic leaders cause strain and reduced well-being among their subordinates. Hobman et al. (2009)
- Reported low self-worth and reduced self-efficacy among those subordinates who worked with toxic leaders for a longer period of time. Kusy & Holloway, (2009)
- Toxic leaders wear down subordinates by yelling, criticizing and ridiculing, which immediately reduce their self-confidence, self-worth and self-efficacy. Harvey et al., (2014).
- Subordinates' perceptions of mistreatment results in negative psychological consequences such as hostility, anxiety and depression. Richman et al. (1992)

- An inverse relationship between abusive supervision and emotional exhaustion among subordinates. Wu & Hu, (2009)
- Toxic leadership is also positively related to the high level of withdrawal in subordinates. Carlson et al. (2012)
- Detachment within oneself, depression, hopelessness and detachment with work and role
- In sum, three major outcomes in terms of psychological distress due to toxic leadership reported in the literature are loss of self-worth, agitated and withdrawal (Hobman et al., 2009).

#### How to manage a "Toxic Boss"

- Do not take it personal, don't let them change your values or impact your self-esteem
- Set up boundaries to protect yourself from the toxic emotions. Structure the least amount of time of exposure
- Don't let the toxic emotions become contagious... let it stop with you. Do not impact your people McKee, (2017)
- With a Toxic Boss you must become the Island of faith, optimism, and organization in a sea of dysfunction for those under your charge to depend upon Keenan, (2007)
- Consider your bosses short and long-term goals, only by knowing them you can intelligently decide your own priorities in working for him or her John Di-Genio Armed Forces Comptroller, Winter 2002.
- You must use "the specificity in the issues" with organization purpose and optimism as a foundation to support a positive mindset
- Time is your ally and things will change

# You can't change what you can't change

- Be the leader
- CARE
- Look after your people
- Work toward your best in your sphere of influence

Word spreads...people talk, reputation is built, respect is earned

#### Modern Forces That Influence 21<sup>st</sup> Century Law Enforcement

- Social
- Technological
- Economic
- Political

Complexity that fuels a dynamic ecosystem that requires exemplary leaders and solid managers dedicated and passionate about their work

# The Complexities of 21st Century Policing, Volume 10, Number 3, pp. 163–170

Bayley, D.H. (2016)

- Policing has become dramatically more complex in six ways: its tasks, public demands, strategies, technology, accountability, and resources.
- Management today requires new knowledge, new choices and new skills
- New thinking about what the police should do and what they should be held responsible for and how they do it

#### **OUR WORLD TODAY**

- Complex, complicated, and contextual: (where society tends to be Intelligence lazy and contextually blind)
- Public versus police perspective: (shooting guns out of hands and everybody can be de-escalated)
- Video proliferation (danger as one perspective, absent additional context)
- Earned media hype: (sensationalism, infotainment, reliance on the sample bias, and negative narratives)
- Social media: (homogenous thought and conformity, instantaneous positions absent facts or context, ignition of rumor and propaganda)
- Polarization of partisan politics
- Civil unrest
- Proliferation of firearms (on person carry in public and at protest)
- Politicization over process (loss of faith in our institutions)

Critical Issues Police Executives Face From: Critical Issues in Policing 8<sup>th</sup> edition Dunham, Alpert & McLean, 2020

- Police culture and training (warrior/guardian)
- Police misconduct
- Police use of force
- Police militarization
- Social disorder and mental illness
- Women in policing
- An Afrocentric perspective on policing
- Organizational justice and policing
- Technologies and policing (BWC, GPS, EIS)
- Police practices and operations

#### **Turbulent Social Environment**

 Poverty and income inequality
 Gateway into the criminal justice system
 Police interactions
 Guns  COVID-19
 Media narratives
 Political movements and polarization
 High Profile Police

- Shooting incidents
- High crime rates
   De-policing

Police use of force incident

#### Criminality in Context: The Psychological Foundations of Criminal Justice Reform

Haney, 2020

- Poverty and racism are major structural factors that contribute to crime
- Because race and poverty are so deeply intertwined in our society, people of color are more likely to confront these challenges
- Addressing the terrible consequences of poverty and economic inequality is important in its own right, but also should be seen as advancing the goal of crime prevention
- Kerner Report 1968
- Reducing crime and poverty are part of the same social justice agenda

#### Reduction in law enforcement efforts targeted at firearms crimes has led, perhaps predictably, to an increase in firearms crimes (Cassell, 2020)

- The most likely cause of the 2016 Chicago homicide spike was a reduction in street stops (often referred to as "stop and frisks") in Chicago
- We called this effect the "ACLU effect" because an agreement between the Chicago Police Department and the ACLU in in August 2015 was implemented in December 2015, leading in 2016 to about an 80% reduction in street stops conducted by Chicago police officers

#### **3 key findings from research:** PERF, (2019)

Fewer people are applying to become police officers. Sixty-three percent of agencies that responded to PERF's survey said the number of applicants for police officer positions had decreased, either significantly (36%) or slightly (27%), over the past five years.

#### Agencies reporting difficulties in US 3.3% 2009 to 26.5% in 2018 (CFSLGE, Washington D.C.)

- More officers are leaving their departments—and, in many cases, leaving the policing profession—well before they reach retirement age.
- A growing number of current officers are becoming eligible for retirement, about 8.5 percent of current officers are eligible for retirement, and 15.5 percent will become eligible within five years. 134

# Revisiting the Ferguson effect: Law enforcement perception of recruitment in the post George Floyd era

Copeland, Del Carmen, & Semukhina, (2022)

- Confirm that the Ferguson effect on policing in the United States is real, but may not have a relatively large effect when compared with traditional factors such as limited funding and competitive job markets
- Police department administrators should review these findings and attempt to further isolate the "reasons" affecting negativity among police applicants that may present a policing career as less than ideal

#### **Our Police Culture**

- Very ingrained in our beliefs
- Skeptical of others and fraternal (Them and us paradigm)
- Difficult to adapt and resistant to change
- Never satisfied with the status quo
- Think concretely and not abstract
- See everything as black and white, can't see the gray
- Assumptions and beliefs that guide behaviors and communicate to officers how to perceive and think about people and things.
- Informal rules and regulations and tactics
- Bravery, autonomy and secrecy.

#### The Burden of Self-Awareness



#### **Development of Mental Models**

- Mental models are frameworks consisting of our underlying assumptions from socialization, values, beliefs, education, and experience that helps us organize information
- The mental models we develop dictate how we see and understand the world around us
- These models are very important because they influence how we interpret information and define how we perceive our world
- These models provide an architecture for us to build strategy, evaluate alternatives, and make choices in our work
- Mental models influence not only our leadership reasoning and behavior but also organizational outcomes
- Mental models can also become huge barriers to change and innovation

# **Social Construction**

Dugan, (2017)

- Does not naturally exist
- It is identified, named and understood based on the social interactions among people

#### [experiences that are shaped by social interaction]

- It is concreated in terms of meaning
- Social constructs often represent the taken-forgranted beliefs that function as powerful frames of reality
- Can be very difficult to change [forms mindsets]

# THINKING ABOUT THOUGHT

Nisbett, (2015)

- The world is always a matter of construal— of inference and interpretation
- Our judgments about people and situations, and even our perceptions of the "physical world, rely on stored knowledge and hidden mental processes and are never a direct readout of reality
- The situations we find ourselves in affect our thoughts and determine our behavior far more than we realize

#### Social Reality Barrett, (2020)

- We mistake social reality with physical reality
- We (as humans) vary tremendously
- We organize some of this variation into little boxes with labels (race, gender, nationality)
- We treat these labeled boxes as if they're a part of nature when in fact we build them
- We, as a culture, choose the features of discrimination and draw dividing lines that magnify the differences between the group we call "us" and "them"

#### Therefore, our <u>Angle of View</u> or perspective is critical in our ability to lead

- It all starts with us...
- How we see
- $\circ$  How we decide
- How we act.

Ongoing self-introspection and self-discipline is required to accomplish this process of objective assessment

Driven by a servant mindset where the leader is as much or more concerned about their subordinates and agencies situation as they are about their own situation

#### **Perspective and Perception**

- Perspective: Your point of view. The opportunity and ability to see and be aware of your surroundings. The way you look at something.
- Perception: How you perceive and understand the world; your interpretation from your perspective. Experience, knowledge, and biases may factor into the overall equation

# Emotion's factor into the equation

- Emotions are predictions (they are guessing your brain constructs in the moment)
- Emotions are built, not built in.

(Lewis, Haviland-Jones & Barrett, 2010)

- Feelings have direct nexus to our emotions
- First come feelings...Second, is thought
- We think what we feel
- Feelings are not grounded in facts
- Feelings take away our ability to become rational

# We must strive to achieve and sustain objective reasoning over subjective feelings...

# Our beliefs can

- Promote Subjectivity
- o Cause Bias
- Create Assumptions
- Develop Mindsets
- Filter, downplay, or slant the information
- $\circ$  Promote intolerance
- Result in a closed minded state

## "We see through the prism we already have"

- We only know what we know and don't know what we don't know
- Who we are, where we have lived and who have been around shapes and molds our beliefs
- Practice is often guided by experience and what we have been able to "get away with"
- As a result, we must discipline ourselves to be able to see things in a different way
- Contextual understanding is an <u>ABSOLUTE</u> requirement in today's leadership

# So, why is self-awareness so important to a leader?

- It's more common to see leaders fail in the area of every day self-management — and the use power in a way that is motivated by ego and self-interest Warrick, (2017)
- When summarizing the literature on why leaders fail, it is not what leaders know or how bright they are that leads to success or failure; [rather] it is how well they work with others and how well they understand themselves.
- Most leaders and organizations fail to understand that 85 to 90 percent of all organizational problems are, in fact, largely due to dysfunctional systems and poor leadership Deming, (2000)

### Drivers of a Leaders Self-Development Nesbit, P. (2012)

- Three interrelated meta-skills (skills which either apply broadly to a wide set of problems, or help you acquire other more specific skills) that enable the gaining of more skills
- Self-awareness
- Self-reflection
- Self-regulation

# The way we think informs the thinking we do.

### **Internal and External Self-Awareness**

- Internal self-awareness: how clearly, we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others
- External self-awareness: Understanding how other people view us, research shows that people who know how others see them are more skilled at showing empathy and taking others' perspectives

### <u>If there is a problem, adverse issue or failure</u> <u>under your watch</u>

- "The first place you better look is at yourself...
- (look in the mirror, not out the window) Because the majority of the time, that's where it started."
  - **Don't look for fault, seek understanding** Such illustrates the importance of self awareness and listening to objective feedback and constructive criticism.

The Human Dilemmas of Leadership Harvard Business Review July-August 1963 By: Abraham Zaleznik

- The main source for the dilemma's leaders face can be found within themselves, in their own inner conflicts
- Most of us are accustomed by virtue of our training and inclinations to externalize conflicts and dilemmas
- If we become immobilized in the face of a difficult problem, we tend to look to the outside for an explanation
- Subordinates not sharing information
- Confused positions by subordinates
- Mixed signals provided by subordinates
- Frustrations on subordinate incompetence

This generalized tendency to place conflicts in the outside world is part a mechanism of the mind called <u>projection</u>

#### **Power, self-interest and Hubris**

- Self-interest is automatic, viscerally compelling, and often unconscious. Moore & Loewenstein, (2004)
- The automatic nature of self-interest gives it a primal power to influence judgment and makes it difficult for people to understand its influence on their judgment, let alone eradicate its influence
- People who have power can suffer deficits in empathy, and the ability to read emotions

Claxton, Owen & Sadler-Smith, (2015)

152

 Hubris' can develop where a leader is intoxicated with excessive pride, unfaltering self-belief and overweening self confidence where others are treated with disregard, disrespect and contempt

# We have a natural tendency to:

- See ourselves as "better than others"
- Believe we "know more than others"
- Fall victim to the depth of our beliefs versus the nature and strength of the facts that are contrary
- Want to blame others
- Look for excuses
- Be loyal to our assumptions and mindsets and resistant to changing our mind
- Knee jerk reaction without the knowledge of all the facts and circumstances
- Take credit and be in the spotlight
- Hold grudges and want "Get Back"

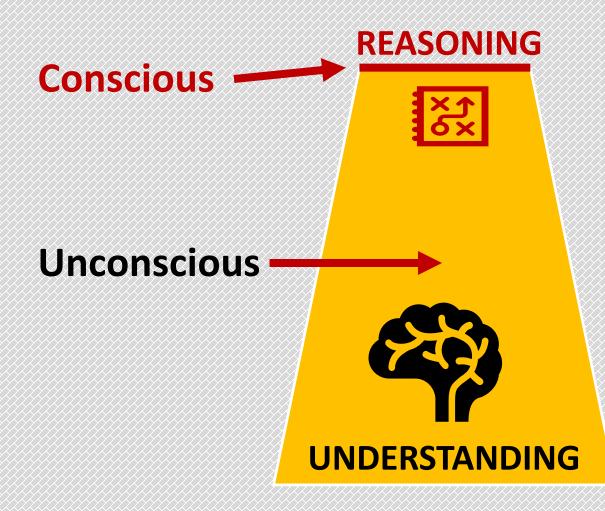
Leaders must start by looking in the mirror before looking out the window...

- Our Culture
- Our Beliefs
- Our Attitudes
- Our Desire and Comforts

### THE WAY WE THINK AND ACT

We must have the ability to be objective and see things in a different way...

#### The brain spends 99.999+ % of its cycles on perception and understanding and less than 0.001% on reasoning. (Monica Anderson IA Research)



### "MEMORY"

Tavris & Aronson, (2015)

- Memories are reconstructive and subject to confabulation (fabricated, distorted or misinterpreted memories about oneself or the world, without the conscious intention to deceive)
- Recovering a memory is not like retrieving a file or playing a recording
- We experience "source confusion" where we can't distinguish our actual memory from subsequent information that crept in from elsewhere
- To compound this fact, Brain science suggest our memories often alter or change each time we pull them up for reference. Accuracy problems develop

# The brain recreates the past from <u>Memory</u>

- Your memory is a critical ingredient in what you see
- Our experiences, culture, and expectations cause us to view issues through different lenses
- Your brain searches through a lifetime of past experiences, issuing thousands of guesses at once, weighing probabilities, trying to answer the question...What is this most like?

### Perception is based in both awareness and understanding.

"We often perceive what we expect to perceive."

"Sometimes we fail to see things as they are...we tend to see them as we are." ---Screen play from none but the brave

#### Premature conclusions can be dangerous and froth with inaccuracies

# Social action, like physical action is steered by perception

Cabrera, Cabrera, & Powers, (2015)

- Perceptions: consist of a point (the vantage point or the "looker") and a view (that which is seen or "looked at")
- **Parts and wholes:** may have *different meanings* from *different points of view*
- **Perspectives** may be used to expand our thinking and include more option or to restrict our thinking and cause greater focus when necessary

# When we change the way, we look at things, the things we look at change

## **Dual Process Theory**

(Stanovich, 1999, Kahneman, 2011)

- System 1 effortlessly originating impressions and feelings...main sources of the explicit beliefs and deliberate choices of System 2
- System 1 is fast, intuitive, associative, metaphorical, automatic, impressionistic, and it can't be switched off
- System 1 is the "secret author of many of the choices and judgments you make"

### **Dual Process Theory Continued**

- System 2 is slow, deliberate, effortful
- System 2 Requires attention & is disrupted when attention is taken away. We tend to identify with System 2 as our conscious reasoning self

## System 1

- System 1 is where our expert skills are
- Intuition is recognition without knowing that you know
- Skills begin to happen automatic
- Expertise grow in environment where we pick up on regularities, feedback and associations
- Creates a giant network of ideas in the mind
- Stimulus occurs and activates subsets, spreading activation prepares us for what comes next
- Associative machinery looks for causes

# Dual Process Theory Comparison and Contrast

#### **Understanding (S-1)**

- Fast and automatic
- Rapid and parallel
- Associative
- Intuitive
- Subconscious
- Involuntary
- Effortless

### Reasoning (S-2)

- Slow and controlled
- Step by step and often serial
- Rule based
- Reflective and logical
- Conscious
- Voluntary
- Effortful

# Interacting "Hot" and "Cool" systems in our brain

(Metcalfe & Mischel, 1999)

## HOT (GO) System

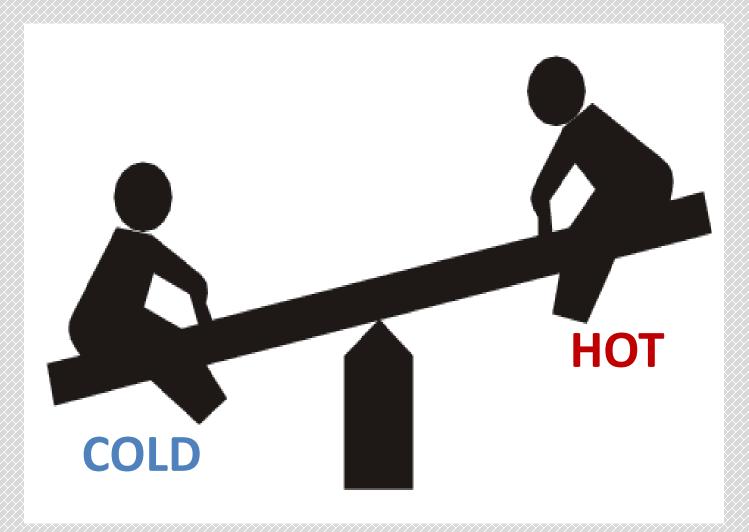
### COOL (KNOW) System

- Emotional
- Simple
- Reflexive
- Fast
- Amygdala-centered (fear and reward)
- Develops early (birth)
- Intensified by stress (flight or fight)
- Stimulus-control

- Cognitive
- Complex
- Reflective
- Slow
- Frontal lobe/Hippocampus (rational and logical)
- Develops late
- Weaken by stress

   (increases spur dysfunction)
- Self-control

### When one goes up the other goes down



### System 1 and 2

- System 1 guides our *immediate* understanding of things (impulsive and intuitive)
- Provides initial impressions that guide our beliefs (Banana and Vomit---instinctual reaction)
- Links associations that provoke other ideas it (prefers simplicity)
- Focuses on immediate environment (looks for patterns decides what to find surprising and what to find normal...it also identifies dangers)
- System 1 creates a coherent story, even if one doesn't exist. Thus, we arrive at conclusions without even realizing it
- System 2 is cautious and relies on reason (agent of choice prefers logic and reasoning)
- When system 2 is busy or depleted, system 1 reigns over reason

## Personalities of Systems 1 and 2

- System 1 is extremely complicated, has innate qualities and learned...also can become highly skilled. Difficult to get control over
- System 2 can be educated to take over.
   However, system two only knows what we know

The current theory is that these different systems were developed through human evolution over our history

# NOTE

- We have only so much System 2 thinking available over the course of the day
- We naturally spend as much time in System 1 thinking as possible
- Many studies indicate that <u>90% to 95% of our</u> <u>decisions are made unconsciously</u>

Birnbaum, J. (2022)

#### The interactions and relationship of system 1 and 2

- Our brain has evolved short-cut mechanisms especially in the context of complex situations, where there is incomplete information and risk
- The brain samples what knowledge is available and then focuses on the bits most relevant to the task
- Then makes quick decisions based on "short cuts" or rules of thumb...(Heuristics)
   Kahneman, (2011)
- The brain is wired to know what's going on by recognizing patterns in our world, formulating assumptions and developing mental models then predicting

### **Heuristics = "**Mental Short Cuts"

- When we use heuristics, we are using substitution (we substitute a "close enough" easy question, for the original hard one)
- They provide immediate answers, but may allow for serious errors

# These mental processes can create, produce, and develop

- Blind spots
- Misjudgments
- Biases

- In the highly complex and uncertain environments in which many political and business leaders operate, reflex reliance on such compelling markers, without checking their validity, can have negative consequences Bonabeau, 2003; Miller and Ireland, (2005)
- As critical thinkers we need to be aware of the processes that influence our judgements

#### **Especially if they Bias us to be prone to errors**

 By accounting for bias when evaluating a situation or someone's retelling of an event, we can make more accurate decisions, not so influenced by the mind's confirmation-seeking expectancies Kahneman, (2011).

### Research has Identified Several Conditions in Which Individuals are Most Likely to Rely on System 1

- Situations that involve ambiguous or incomplete information
- The presence of time constraints
- Circumstances where our cognitive control may be compromised such as fatigue or having a lot on our minds

**Kirwan Institute Cheryl Staats 2016** 

### **Intuition is Recognition and Expertise**

- Recognizing associations with patterns
- Cues > Trigger > Sense making from contextual features to past patterns of experience and knowledge
- The Brain predicts and constructs assumptions and realities from your experiences to make meaning
- Evaluating the likely quality of an intuitive judgment requires an assessment of the predictability of the environment in which the judgment is made and of the individual's opportunity to learn the regularities of that environment Kahneman & Klein, (2009)

### "Intuition is thinking that you know, without knowing why you do."

Dr. Daniel Kahneman

# Three conditions to be met in order to trust one's intuition:

- Regularity in the context that one can pickup on and learn
- Much practice or repetition
- You learn almost immediately whether you got it right or wrong

When above three are present, one develops an "expert intuition" that is accurate "One way of looking at this might be that for 42 years, I've been making small, regular deposits in this bank of experience, education and training," and one day, "the balance was sufficient so that I could make a very large withdrawal."

---- Captain Chesley Sullenberger

### The Utility of System One and System Two as a Team Colonel Hal Moore

- Trust your instincts
- Instincts and intuition give you an immediate estimation of a situation
- Then, ask yourself, what am I doing that I should not be doing
- And what am I not doing that I should be doing

#### [Be disciplined to be focused and objective, to respond rather than react]

# Thinking about thinking

Nisbett, 2015

- Remember that all perceptions, judgments, and beliefs are inferences and not direct readouts of reality
- This recognition should prompt an appropriate humility about just how certain we should be about our judgments
- As well as a recognition that the views of other people that differ from our own may have more validity than our intuitions tell us they do

# PRACTICAL EXERCISES

# The primary types of bias that individuals engage in:

- Simplification biases, or tunnel vision, which tends to come about as a direct result of an individual's lack of cognitive resources or ability to collate and understand the context and environment and to process complex data
- In effect, these individuals tend to have trouble understanding the reality of the situation in all its complexity and paradoxes and, therefore, create a simpler version of reality based on their own wishes and values

- Verification biases, or group think, occurs when an individual or individuals wish to remain in harmony with their peers and to be part of the group or team
- Regulation biases, ignoring or downplaying information that is perceived as a threat to themselves, their selfconcept or their ego or others' perceptions of them
- Regulation biases are largely assumed to stem from behavior that moves towards providing pleasure or comfort and away from pain or discomfort

- Availability: The easier the information is to recall, the more weight you will give it. (personal "anecdotal" experiences)
- Anchoring: The tendency to anchor on an initial estimate and fail to adjust for actual uncertainty
- Representative: Whether or not the object or person seems typical of a category (just because something is plausible doesn't mean it's probable)

- Many of our important beliefs are not derived from the contextual facts or evidence
- We are especially prone to ignore information that doesn't coincide with our worldview

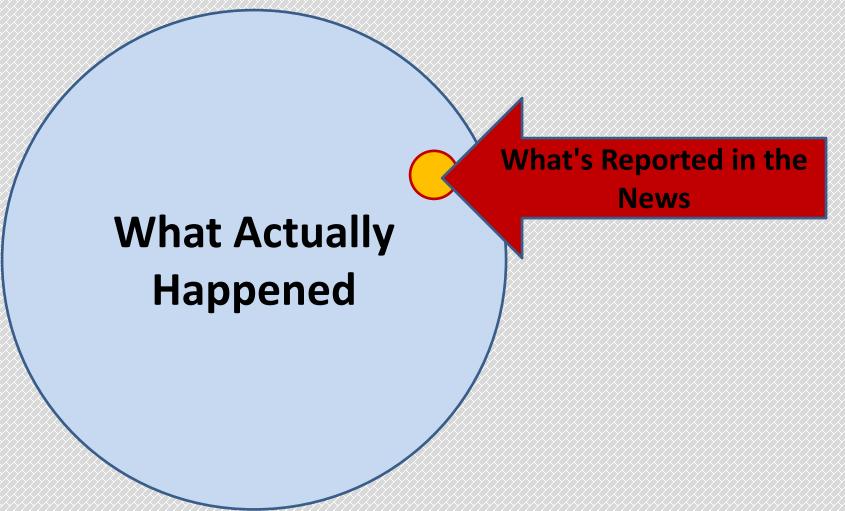
## **The Conformation Bias**

- Is a tendency to search for or interpret information in a way that confirms one's preconceptions, ideas or assumptions
- Actively seeking out and assigning more weight to evidence that confirms your assumption or theory, while ignoring or underweighting the evidence that could disconfirm your assumption or theory
- Favoring information that confirms previously existing beliefs or biases.

## **The Sample Bias**

- □ When we make assumptions about how things are perceived, function or results of limited information
- These assumptions are based upon the sample of information analyzed being too narrow and failing to represent the whole or entire facts as they relate to the issue
- Results can be erroneously attributed to the phenomenon under study





#### Factors associated with police shooting mortality: A focus on race and a plea for more comprehensive data Nix & Shjarback, (2021)

- Deaths caused by police officers are just one outcome of the behavior in the use of lethal force
- Lethal force is "physical force capable of or likely to kill...it does not always kill"
- Every time police officers shoot at a person; they're using lethal force - even if they don't ultimately kill the person
- Existing data may be misleading us in the evaluation of these cases
- Researchers should be careful about generalizing from data that only capture fatalities

- Police shooting data from four states: Texas, California, New Jersey, Connecticut, and Maine
- Data from their Level I and II Adult Trauma Centers
- $\,\circ\,$  45% of the victims in this sample did not die
- Conditional on being shot...
  - Black and younger victims less likely to die
  - Victims armed with deadly weapons ~16% more likely to die

### **The Mental Health Perspective**

- Recent research has shown that crime-related police calls for service account for 20–30% of police call-related activity
- Mental health calls for police service are elevated during fall/winter months and during the week

Vaughan, et al. (2019)

- Mental Health call classification is consistent with the ~1% rate identified in previous research (Hodgkinson & Andresen, 2019; Koziarski, 2020; Langton et al., 2021; Livingston, 2016; Lum et al., 2021; Vaughan et al., 2018; White & Goldberg, 2018) 9,9% more accurate in global police response view Koziarski, Ferguson & Huey, (2022)
- Reform efforts should not focus on who can replace the **i** //, police but how the police can *improve* their responses to calls that may involve the mentally ill Koziarski, Ferguson & Huey, (2022) 189

## **Explicit and Implicit Bias** Explicit bias is infrequent while implicit bias is pervasive

- Assumptions/attitudes slant how we see, remember, reason and judge
- Attitude is your evaluation of some concept about a person, place, thing, or idea
- An explicit attitude is the kind of attitude that you deliberately think about and report
- Implicit attitudes are positive and negative evaluations that occur outside of our conscious awareness and control.

## **Implicit Attitudes**

Greenwald and Banaji (1995)

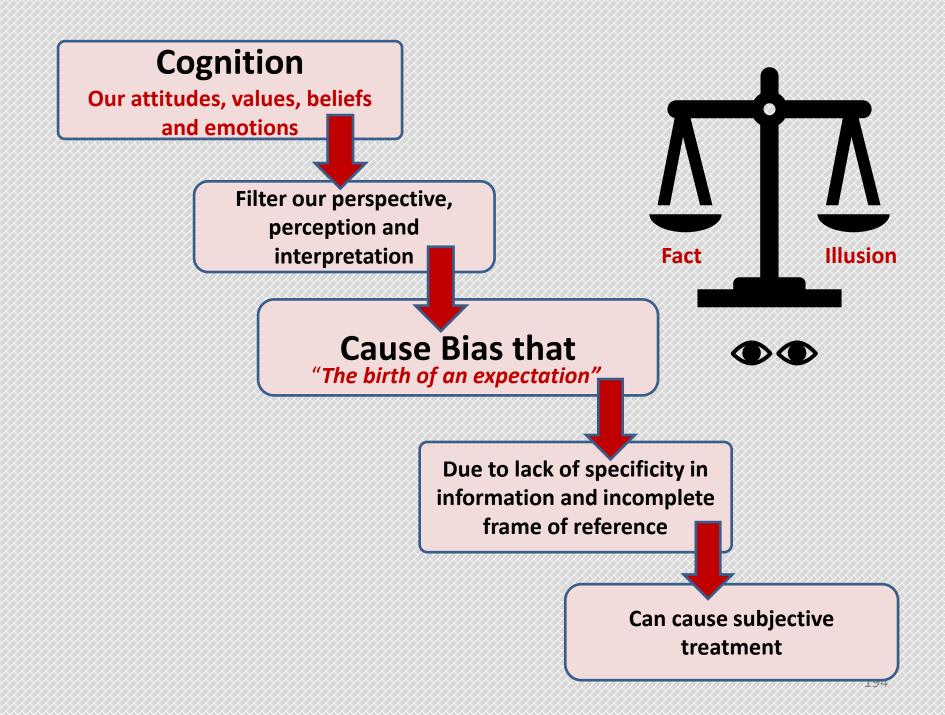
- Beliefs developed from past experiences activated without conscious awareness that influence judgements and actions.
- Stereotypical beliefs associated with certain group members automatically trigger a set of associations related to our attitudes
- Automatic associations connected to a group act as implicit biases that influence judgements, perceptions and actions toward a group.

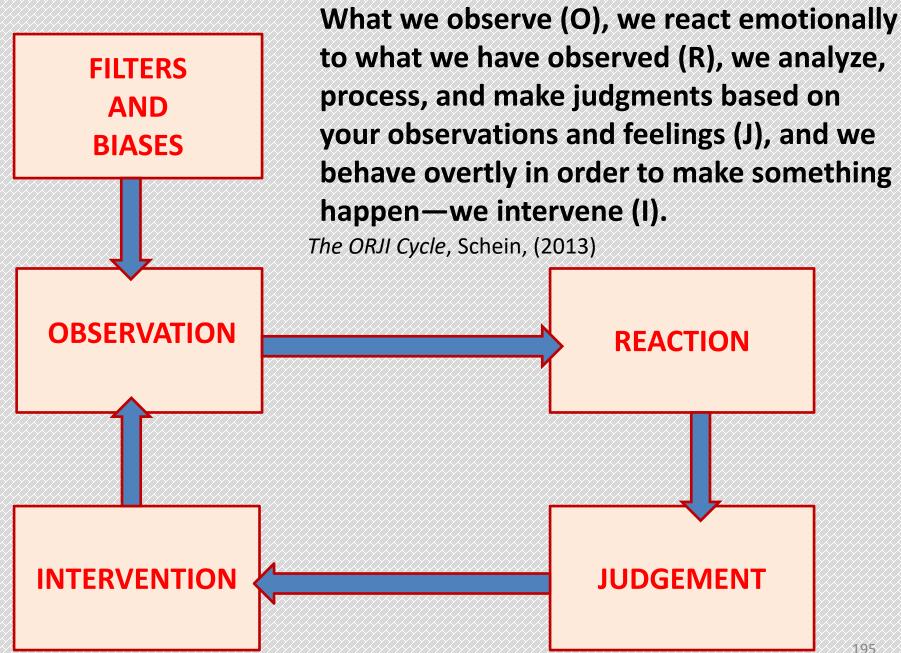
## Stereotypes

- Are acquired effortlessly and take special effort to discount
- Are all partly true and partly false
- Everyone uses stereotypes
- Valuable to our mental processes
- Allows us to categorize appropriately, are necessary for us to learn, understand, detect and recognize
- They undermine our ability to perceive strangers as distinct individuals
- Cause discrimination by acts of omission and commission

## **Dangers of Stereotypes**

- Robbing people of their individualism and dignity
- Unfair treatment of people
- Self-fulling prophecy: Behavior in which one's inaccurate expectations about a person's behavior prompt stereotype consistent behaviors
- Stereotype threat: When people are aware of a negative stereotype about their social group, then experience anxiety that might confirm the stereotype, undermining their performance





- Economists, Sociologists, and Psychologists have confirmed time and time again that the social group to which a person belongs can be isolated as a definitive cause of the treatment he or she receives
- We fail to perceive individuals as individuals, they are often viewed as representatives of social groups
- Race, ethnicity, age, gender, religion, class, sexuality, disability, physical attractiveness, profession and personality are all stereotyped

## Ignorance and "<u>unintentional</u>" bias can shape how we interact, predict, judge and react to people

Such creates mindsets, develops attitude and shapes thought that translates into behavior and conduct

#### Its all about how we:

- Frame: See, process, interpret and understand
- Name: Describe, identify and label
- Blame: Hold responsible and culpable

## We then tend to amplify, magnify, distort or disregard information

## "Often, we don't see things as they are, we see things as we are."

- Motivated reasoning: refers to the tendency of people to conform their assessments of information to some existing pre-existing belief or ideology
- Naive realism: to attend to and interpret information differently from individual experience and perceptions as singular truths
- Bias

## **Brain Science**

- Our brains are capable of processing only a fraction of the information available to them, and we have a <u>fixed</u> <u>amount of mental energy</u> at our disposal, regardless of how much we want or need in any given moment
- Consequently, our brains use as little mental energy as possible whenever possible
- It isn't laziness it's fuel efficiency
- The bottom line is that there is a limit to how much thinking we can do and how much energy is available to us on any given day
- It's essential that we spend our precious mental energy deliberately and thoughtfully

## **THE QUESTION ?**

Why is it important for Leaders to learn about Dual Process Cognition and Implicit Social Cognition (Implicit Biases that Result)

# The influence on our three (3) primary roles

Mintzberg, H. (1973). The Nature of Managerial Work. New York: Harper & Row.

1) Processing Information: monitoring the internal and external environment for important and new information, much from staff members and the dissemination of information (mostly informal)

 2) Interacting with others: interpersonal skills
 3) Making Decisions: handling disturbances and conflicts, allocation of resources and negotiations

- Decision making is a complex interplay of high-level process, involving option generation, evaluation of risks and consequences, and choice of a course of action in line with personal preferences Baron, (2008); Hastie & Dawes, (2001)
- Judgements and decision making require a high degree of cognitive control
- Leaders must narrow the gap between their perspective reality and the operational realities of their work
- Because it is the perception of our reality that controls our perspective

Impact on Managers Decision Role, Chugh, (2004)

- The manager's decision-making role has a impact on social justice
- Resolving conflicts, negotiating agreements, matching people with opportunities, and allocating scare resources
- Managers depend on their ability to make wise decisions
- Studies find that decisions can be influenced by Implicit biases
- Conditions of distraction, time pressure, high ambiguity or low need for cognition are more likely to generate biased decision making, in ways that are similar to the effects on "spontaneous" behaviors

## Interaction and Education are key factors

- To eliminating the ignorance is at the core of implicit, or explicit biases, racism, sexism and any other prejudice
- To promote objectivity and questioning subjectivity
- To see the world through a more accurate lens, factoring in the dynamics of complexity, context, and change
- The ability for adaptation and utility of credible forecasting
- To formulate an objective and credible response instead of a subjective reaction

### In our craft, It is tremendously important to remember how other people see reality

- Often, people see reality totally different than each other...
- People can see the same things and come to entirely different conclusions
- People often do not see <u>what we see</u> or <u>what we</u> <u>expect them to see...</u>
- People see reality different based upon their different views, education or lack there of, cultures, beliefs, biases and feelings.

What really is the reality and who's reality is it?

#### THE YALE LAW JOURNAL Will Putting Cameras on Police Reduce Polarization? Sommers, R. (2016)

- Findings reported here suggest that video evidence remains susceptible to biased interpretation
- In deciding factual matters about what happened such as whether a weapon was present, whether physical force was used, whether the citizen complied with the officer's requests—fact finders reviewing video footage brought their prior attitudes toward the police to bear on their judgments.
- In deciding more subjective matters—such as whether the citizen posed a threat, was likely armed at the time, or was resisting arrest—viewers again relied on their level of identification with police.

## Also, Important

- Overall, police enjoy a majority public support over a long period (Pew & Gallup)
- Police and the public hold sharply different views about key aspects of policing as well as on some major policy issues facing the country (Pew, 2017)
- Faces danger and uncertainty everyday
- Manages personal stress, fatigue and cynicism everyday
   <u>MUST READ:</u> Morin, R. Parker, K. Stepler, R. & Mercer, A.(2017).
   Behind the Badge. PEW Research, Social & Demographic Trends
   https://www.pewsocialtrends.org/2017/01/11/behind-the-badge

## Leadership must constantly be prepared to deal with the dynamic issues of...

- Perspective (attitude toward or way of regarding something; a point of view)
- Context (seeing how and why all the issues fit together within a pattern of circumstances)
- Facts (what truly exists or happens)
  - = Perception (the way someone thinks about or understands something)

## Police learn how to behave and what to think from other police officers

- Subculture: People who form a unique group with a given type culture
- The difference from culture is that while sharing many values and beliefs of the larger culture, they also have a separate and distinct set of values that set them apart
- The police selection process produces conformity in ideology, appearance and conduct
- The homogenous group of police recruits experience formal socialization when they enter the police academy
- Much of the material presented to the recruits by other officer trainers serves to reinforce the existing police view of the world

## So, how much of the problem is defined by the fact we are:

### **HUMAN BEINGS**

- We lack self-awareness, objectivity, values, and selfdiscipline
- The fact that often, we may be our own worst enemy and we suffer from our own bias, incompetence, lack of training, poor supervision, mentorship, and oversight
- We don't observe, study, research, and learn regarding the operational realities around us
- We don't develop, set, manage, sustain the proper Culture and hold ourselves and everyone else accountable to it

### <u>Define yourself by your values not your</u> <u>opinions</u>

#### Two types of detachment are especially useful:

- Detach your present from your past
- Detach your opinions from your identity
   Defining ourselves by our beliefs, ideas, and
   ideologies can become problematic when it prevents
   us from changing our minds as the world around us
   changes and knowledge evolves.
- When we define ourselves by values rather than opinions, we provide ourselves the flexibility to update our thought and practices in the light of new evidence

#### **Develop the ability to "Rethink"**

Dr. Adam Grant

#### **Three Mindsets:**

- Preachers: When our sacred beliefs are in jeopardy, we deliver sermons to protect and promote our ideas.
- Prosecutor: When we recognize flaws in other peoples reasoning. We create arguments to prove them wrong to win our case.
- Politician: We seek to win our audience by campaigning and lobbying for the approval of our constituents.

The risk is that we become so wrapped up in preaching were right, prosecuting others who are wrong, and politicking for support that we don't bother to "rethink" our own views THINK THINK AGADAM ADAM GRANT HNew York Times bestselling author of ORIGINALS

## **Develop the Habit of Re-Thinking**

#### Grant, 2021

- Think like a scientist
- Define your identity in terms of values, not opinions
- Seek out information that goes against your views
- Build a challenge network, not just a support network
- Ask better questions
- Practice the art of persuasive listening, (increase your question-to-statement ratio)
- Question how rather than why

## Rumination

Thinking that provides no other nourishment

- Replay of issues or events repeatedly in our minds without gleaning insights or progressing
- Eats up mental energy that could have otherwise been spent on something worthwhile and provides nothing but suffering
- Our unconscious minds take us there without our consent
- Our beliefs about triggering events, rather than the events themselves, cause us emotional or behavior problems

## Reflection

Most Valuable Thinking

- Humility is essential we will not feel threatened by considering conflicting perspectives or reevaluating our beliefs
- The greatest return on investment of mental energy from it
- Gains us access to the very best of our minds, from the remarkable (our genius) to the meaningful (our compassion, empathy, forgiveness, and capacity for joy).

## Our Responsibility as Public Safety Leaders

- As professionals we are paid to be constantly aware of the limits of our understanding
- We are expected to doubt what we know, and be curious about what we don't know
- Then strive to learn and update our views with new information and data
- Remember...we are public servants, sworn to the constitution (not our beliefs)
- Moreover, as leaders we must be able to see and understand the contextual features, nuances and "operational realities" in which we work

#### The Dangers of High Conflict Ripley, (2021)

- Good conflict is a force that pushes us to be better people
- We need healthy conflict in order to defend ourselves, to understand each other and to improve
- In high conflict, the normal rules of engagement no longer apply
- High conflict, by contrast, is what happens when conflict clarifies into a good-versus-evil kind of feud, the kind with an us and a them

## **Good Conflict Versus High Conflict**

#### Ripley, (2021)

#### **Good conflict**

#### High conflict

- Humility
- Fluidity
- Many different emotions,
- Complexity
- Novelty
- Passion
- Curiosity
- Questions

- Certainty
- Rigidity
- Same emotions
- Simplicity
- Predictability
- Righteousness
- Assumption
- Advocacy

### **Great Leaders Adopt The Examined Life**

#### **Paradigm**

Dr. Robert George of Princeton University and Dr. Cornel West of Harvard University



- The examined life is constantly being unsettled
- The challenge is to unsettle your ideas by challenging your assumptions
- Lift every voice, listen to all
- No cancel culture mentality
- Free speech must be honored

## In Summary

Anger destroys reason, fight anger in all things to be able to actively listen and objectively rationalize

## Seek specificity in all things through thoughtful questions

Civility, empathy and postponing judgement are critical components for constructive discourse and meaningful dialogue

Remember: that leadership emerges through our actions or inactions

## Public and Political Demands for Reforms and Training

Loss of qualified immunity, New UOF Continuum with Deescalation, Ban choke holds, Citizen Review boards, Warning shots, No shooting at vehicles, Ban no-knock search warrants, defund police, etc....etc....

# When the key is... Leadership

## NOW...LET'S TALK ABOUT LEADERSHIP Daniel Goleman

- Great leaders move us
- They ignite our passion and inspire the best in us
- When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas, BUT...
- It is much more primal, great leadership works through the emotions.

#### **Emotional Intelligence and Social Intelligence**

 Emotional Intelligence focus is on a crucial set of human capacities within an individual, the ability to manage our own emotions and our inner potential for positive relationships.

 Social Intelligence the picture enlarges beyond a one-person psychology—those capacities an individual has within—to a two-person psychology: what transpires as we connect.

## Social Intelligence Daniel Goleman

- Social intelligence can be organized into two broad categories:
- Social awareness: what we sense about others—
- Social facility: what we then do with that awareness.
- Being fully present
- Getting "In Synch"
- Understanding how people feel and why
- Interacting smoothly to move people toward a positive state

## **Social intelligence**

Knowing, feeling, and responding compassionately

#### Working to understand another's perspective

 Perspective taking: the mental act of perceiving a situation from another individual's point-of-view.

"Putting yourself in another person's shoes"

#### **Empathy is Key**

- Leads to maintaining the appropriate mindset that informs the way we judge, engage, and treat people
- Provides a secure base for subordinates

### The Tremendous Importance of Empathy

Empathy is defined as an individual's "sensitivity to the emotional experiences of another"

McNeely & Meglino, (1994)

- It emerges when we accept, acknowledge, and feel how others are feeling
- Empathy makes people feel they are seen, understood, and connected
- And refers to the psychological process that allows an individual to experience feelings that are congruent with the situation of another person Hoffman (2000)
- Empathy allows rapport between people, as a property that emerges from their interaction

Specific evidence-based interventions for practitioners and organizations to promote empathy enhancing antidotes to toxic leadership practices Nowack & Zak, (2020); DeCremer et al. (2018); Riess, Neporent, & Alda, (2018); Zak, (2017)

 Evidence supports a positive and significant set of associations between leadership empathy and employee retention, engagement, physical health, psychological well-being, and job performance

# Scientists have classified three distinct types of empathy:

Waldman, Wang, & Fenters, (2016)

- Empathic distress (reactive and aversive feelings such as, worry, anxiety, and discomfort that are focused on the self and reaction to others Affect
- Empathic concern (compassion) More Cognitive
- Perspective-taking (the process of inferring the mental state of others and sometimes referred to as "theory of mind")

## Developing the three elements of rapport

- Mutual Attention
- □Shared Positive Feelings
- □Well, Coordinated Non-verbal Duet

#### Promotes feeling of connection, understanding and genuineness

## Mood

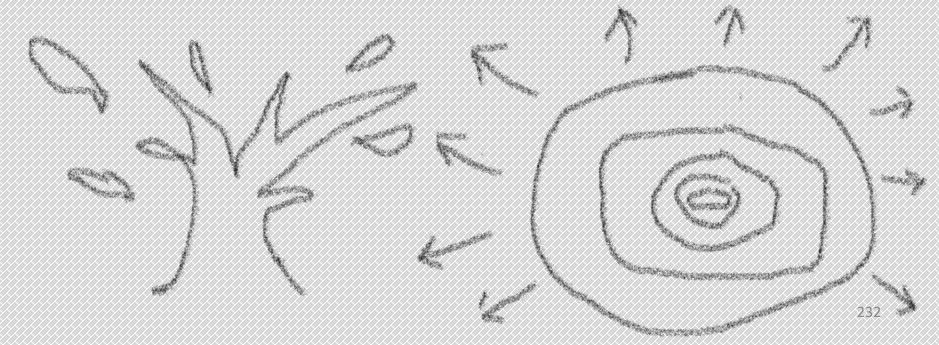
#### a sense of feeling that comes from your body **"affect"**

- A barometer for how your doing (hormones, organs, immune system, your brains budget, etc.)
- Affect is not emotion
- Your brain produces affect all the time, whether your emotional or not
- Affect is the source of all your joys and sorrows
- It makes some things profound or sacred to you and other things trivial or vile

#### **Emotions**

- Emotions operate at the sub-conscious level and are far quicker than the conscious "rational" mind. They spring into action with out considering what it is doing.
- Actions that spring from the emotional mind carry a strong sense of certainty.
- Emotions overtake us before we know it (impulsive)
- First come feelings. Second, thoughts.
- Emotions produce non-verbal expressions, gesture and movements along with verbal differences in tone, volume, rate and pitch.
- Powerful emotions, result in an individual being more likely to remember.
- Research demonstrates how crucial feelings are when it comes to one's memory.

Emotions are like families or dimensions with a basic nucleus at its core, with its relatives rippling out from there in countless mutations. In the outer ripples can develop <u>Moods</u>, which are more muted and last far longer than an emotion.



The more positive the overall moods of people the more cooperatively they work together Moods can become contagious and spread throughout the workplace (Positive or Negative)

- A leader skilled in collaboration can keep cooperation high and thus ensure the groups decisions will be worth the effort of the meeting
- Such leaders know how to balance the groups' focus on the task at hand with its attention to the quality of members relationships that create an effective climate.

#### **Brain Science, The Mirror Neurons**



- Are brain cells that fire when you do an action, and also when you simply watch someone else doing the same action
- The neuron "mirrors" the behavior of the other, as though the observer were itself acting
- They are important for understanding intentions as well as actions and could help explain how and why we "read" other people's minds and feel empathy for them
- It is involuntary and automatic, we don't have to think about what other people are doing or feeling, we simply know
- They are key in our ability to empathize and socialize with others 234

Leadership is about the relationship between the leader and the people around him or her Boyatzis, (2012)

- The best leaders build or rebuild resonant relationships
- These are relationships in which the leader is in tune with or in sync with the people around him or her
- Resonant leadership is common sense, but not common practice
- The key lies in the leaders' competences of "emotional and social intelligence" - how leaders handle themselves and their relationship.
- Good leaders drive the emotions of those they lead in the right direction

- When leaders fail to empathize with or to read the emotions of a group accurately, they create "dissonance." (off key, lack of harmony)
- When leaders are attuned to people's feelings and move them in a positive direction speaking authentically from their own values and resonating with the emotions around them - creates "resonance." (in sync, in tune, in harmony)
- Resonance comes naturally to an emotionally and socially intelligence leader... their passion and enthusiastic energy resounds through out the group.

- The Emotionally Intelligent and Socially Intelligent Leader not only empathizes with emotions but expresses them reinforcing synchrony and leaving people feeling understood and cared for.
- By evoking positive resonance, a leader will have a lasting path to motivation: rallying people around a worthy goal.
- "The music of leadership is emotion."

Goleman, (1995 & 2006), Boyatzis & McKee, (2005)

- Peter Salovey and John Mayer stated that El is a section of social intelligence, and they defined El as the ability to perceive and express emotions, assimilate emotions and thoughts, understand and explain emotions, and regulate emotions (one's own and those of other people)
- Daniel Goleman defined EI as the fundamental ability of self-perception, which is expressed in attributes such as respect for others, attentiveness to them, and compassion
- I say it is the capacity to be able to predict our feelings ahead of time with the self-discipline to buy the time to settle down, think, assess, forecast, and plan our responses, judgements, or actions

### **Emotional Intelligence**

Brackett & Salovey, (2006)

- Emotional intelligence is defined as the result of an adaptive interaction between emotion and cognition
- that includes the ability to perceive, assimilate, understand, and handle one's own emotions and the capacity to detect and interpret the emotions of the others.
- In other words, it is ability or competency based, as opposed to being rooted in personality attributes

It's a mark of emotional intelligence to avoid internalizing every feeling that enters your heart Grant, (2021)

# Emotional intelligence is a complex construct consisting of four factors:

Well-being, self-control, emotionality, and sociability: (Khan et al., 2021)

- The factor of well-being: encompasses one's positive self-evaluations, as well as feelings of happiness, and <u>optimism</u>
- The factor of self-control: includes the ability to regulate one's feelings, including emotions, stress, and impulses

- The factor of emotionality: involves relationship skills such as one's ability to accurately perceive one's own as well as others' feelings and one's capacity to experience <u>empathy</u>
- The factor of sociability: includes one's ability to communicate effectively, exert influence over others, and build social networks

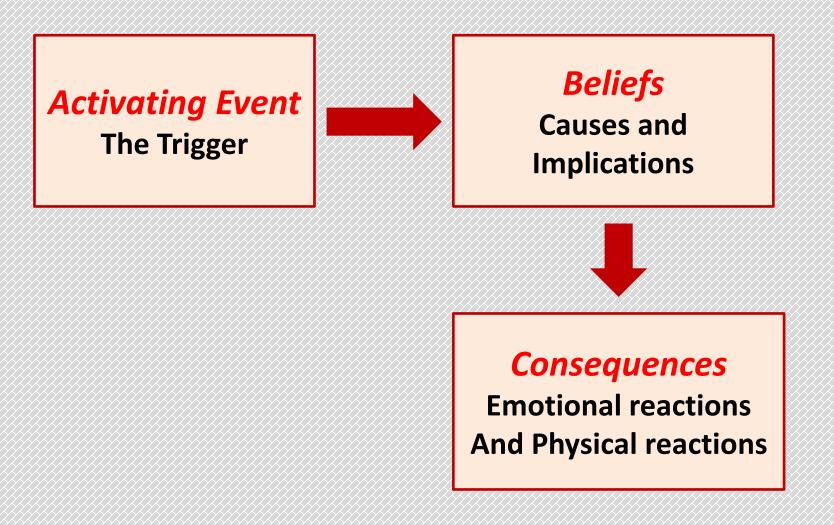
#### The four trait factors of emotional intelligence: Brooks, (2018)

- Self emotional recognition. This refers to the ability of the individual to accurately identify and recognize their own emotional states as they are happening
- Self emotion regulation. This refers to the ability of the individual to change their own emotional state at will
- Others' emotion recognition. This refers to an individual's ability to accurately identify and recognise the emotional states of others, often from behavioural cues, such as body language or facial expressions
- Other's emotion regulation. This refers to the ability of an individual to have a predefined impact on another's emotional state. For example, the ability to work out what actions or behaviors may make another individual angry, sad or happy, for example, and then to carry out that action.<sup>242</sup>

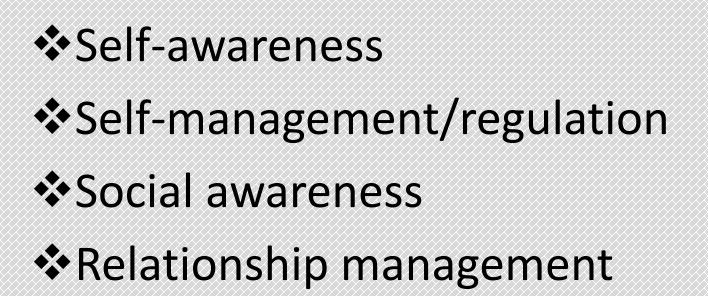
- Self-awareness: Knowing what we are feeling and why we feel it, which is a basis for good intuition, a moral compass and sound decision making
- Self-management: Handling your distressing emotions in effective ways, so that they don't cripple or impede what you're doing. Attuning when you need, learning and marshalling positive emotions
- Empathy: Listening, observing, seeing other people's perspectives and understanding their feelings
- Skilled Relationship: Putting all the above three together in the context of engagement, interactions, and communications
   Goleman, (1995)

### **ABC Model**

#### Ellis, A. (1962, 1991, & 2000), Beck, JS (2011)



## Four Domains of Emotional Intelligence



## Self-awareness

- Aware of your emotions
- On –going and constant self-reflection, assessments, analysis and evaluation (Self-reflexivity)
- Self-Confidence
- Objective judgements between the parallel processes of system 1 and system 2

## Self-management/Self regulation

- Emotional Self Control and regulation
- Transparency
- Adaptability
- Growth oriented mindset
- Initiative
- Optimism/moods
- Mindset

The dynamics and tensions between system 1 and 2 and the efforts in selfreflexivity toward objectivity

#### 3 traits help leaders continuously improve

#### **By: Gerard Beenen**

Leader Characteristic	Description	Benefits
Self Awareness	Having an accurate view of how others perceive you	• The foundation to effective leadership and development
Seeking Feedback	<ul> <li>Proactive Search for information about leadership assets and liabilities</li> <li>Exercising</li> </ul>	<ul> <li>Establish one's self- development and improvement agenda</li> </ul>
• Self Regulation	control of emotions and impulses	• Provides intrapersonal information and clearer decision-

making

## **Social-awareness**

- Authentic and sincere
- Ownership and taking responsibility
- Caring
- Engagement and attunement
- Observant
- Empathetic perspective taking
- Understanding
- Responsive
- Organizational and individual awareness
- Organizationally and procedurally just
- Optimistic
- Regular quality interactions
- Role modeling competent and ethical behavior

#### Social-management

- TRUSTWORTHY, Reliable, open (transparent), compassionate and competent
- Influence and inspiration
- Professional growth and development of others
- Communicate clearly and convincingly
- Solicit and listen to feedback
- Procedural just process and decision making
- Provide vision and direction (mentorship)
- Resolve conflicts
- Preach purpose and demonstrate optimism and enthusiasm
- Use kindness, embrace humor
- Team building and work

#### The Emotional and Social Intelligence Model



Adapted from Boyatzis, R. (2007). The creation of the emotional and social competency inventory (BSCI). Hay Group: Boston.

http://cdn.quotesgram.com/img/71/60/1799675966-Emotional-and-Social-Intelligence.jpg1

## **Psychological safety**

Edmundson, A.C. (2019). The Fearless Organization. N.J.: Wiley

- The need for people in the organization to feel safe to offer suggestions and opinions without fear of punishment, ridicule, or embarrassment
- A psychologically safe environment is one in which people feel free to voice their concerns, ask questions, be inquisitive and curious, and share ideas freely
- Leaders must acknowledge their own mistakes, ask for feedback and to encourage and welcome questions and suggestions from subordinates
- Fear, punishment or other repercussions from speaking freely or taking risks, being Interrupting and being blamed are counterproductive to psychological safety

- Creates and sustains a culture of awareness, objectivity, and operational reality
- Increase the probabilities of making good decisions
- Enhances the quality of relationships within the work unit
- Disagreement must become the source for curiosity and learning
- People must understand their <u>obligation</u> to you to speak up and share their point of view, especially on a sensitive subject

Promote constructive friction through the integration of perspectives, suspension of judgement and a portfolio of ideas and alternatives

### **Psychologically Safe Work-Place**

- Encourages speaking up
- Enables clarity of thought
- Supports productive conflict
- Mitigates failure
- Promotes innovation

Prevents Group Think

- Removes obstacles to pursuing goals for achieving performance
- Increasing accountability

Make a Note: "About Understanding Power Distance"

# <u>And</u> [Delphi method= Collected opinions before you give yours]

### Are setting the example by making it safe for your people to admit making a mistake?

### Role modeling is the most effective method:

- Own it...take responsibility for the mistake
- Objectively reflect on it
- Learn from it
- Share your experience by talking about it
- Share what you have learned and provide your expectations regarding preventing it from happening again

### Employees who use voice more often tend to display higher levels of job engagement over time Weiss & Zacher, (2022)

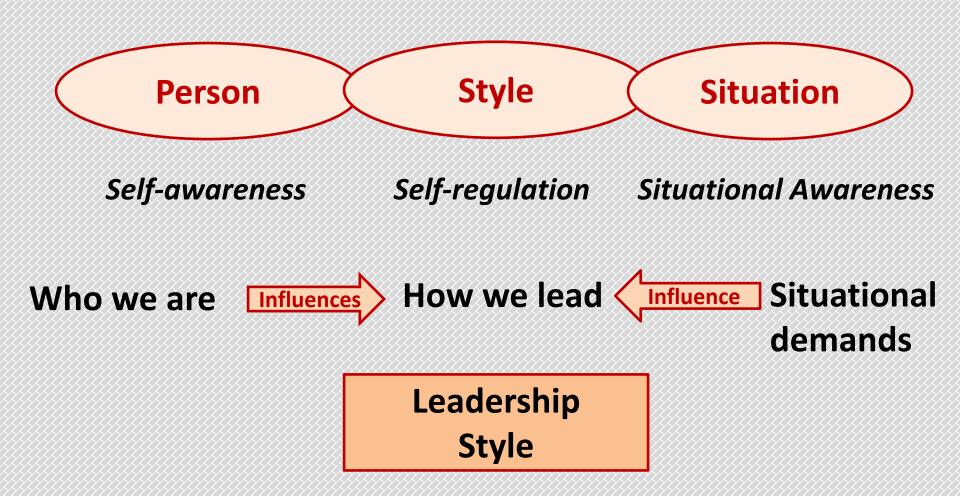
- When employees feel appreciated by co-workers and supervisors for speaking up, they tend to contribute more effort and remain connected to the organization
- Positive behaviors that benefit the organization, such as voice and job engagement, are more common when employees feel that their contributions are valued by leaders and coworkers

# How to Foster Psychological Safety

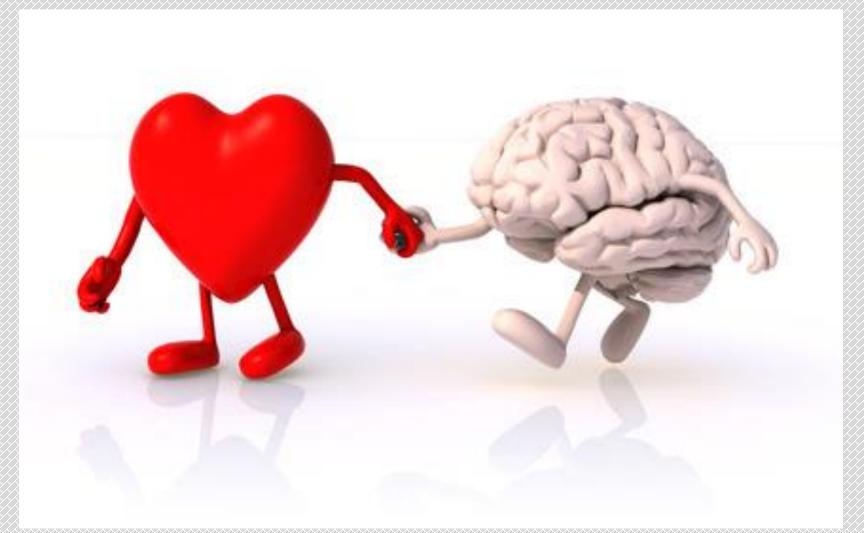
- Demonstrate engagement
- Show understanding
- Be inclusive in your interpersonal settings
- Be inclusive in your decision-making process
- Show confidence and conviction without appearing inflexible

Edmondson, (1999), Kinsey, (2011), and Edmondson & Lei (2014)

#### DeLong & Hill, (2012) Harvard Business School



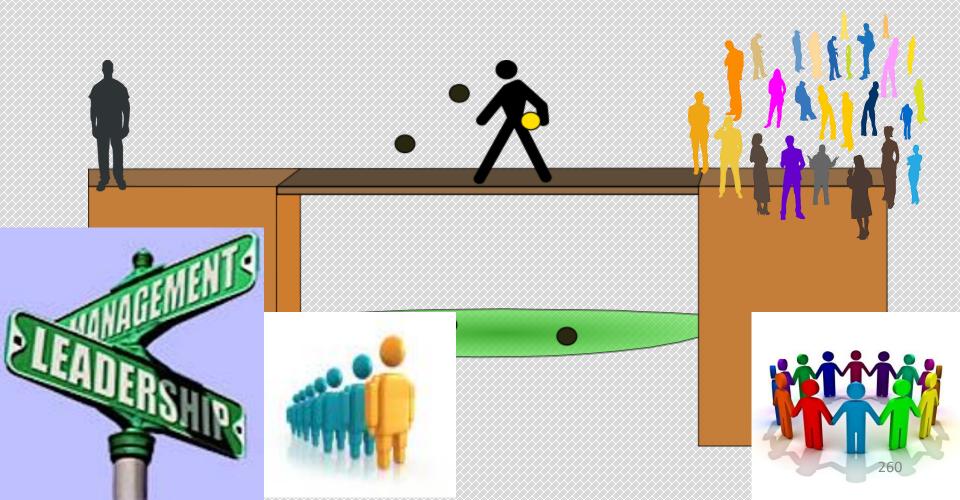
# **Sum Total**



http://cyberschoolgroup.com/wp-content/uploads/2016/05/coeur\_cerveau.jpg

# Crossing the Bridge from Staff to Management

# **SOME BASIC EXAMPLES**



The Commander must be separate and detached, Remember you have "crossed the bridge to the management side"

### There are two (2) sides to the desk

- You now represent and are a part of management
- When you see, are told, then management knows
- Supervisors not holding officers accountable, looking the other way, or more concerned about being liked than representing management create an environment for agency problems, leadership problems and individual officer problems, risk and liability

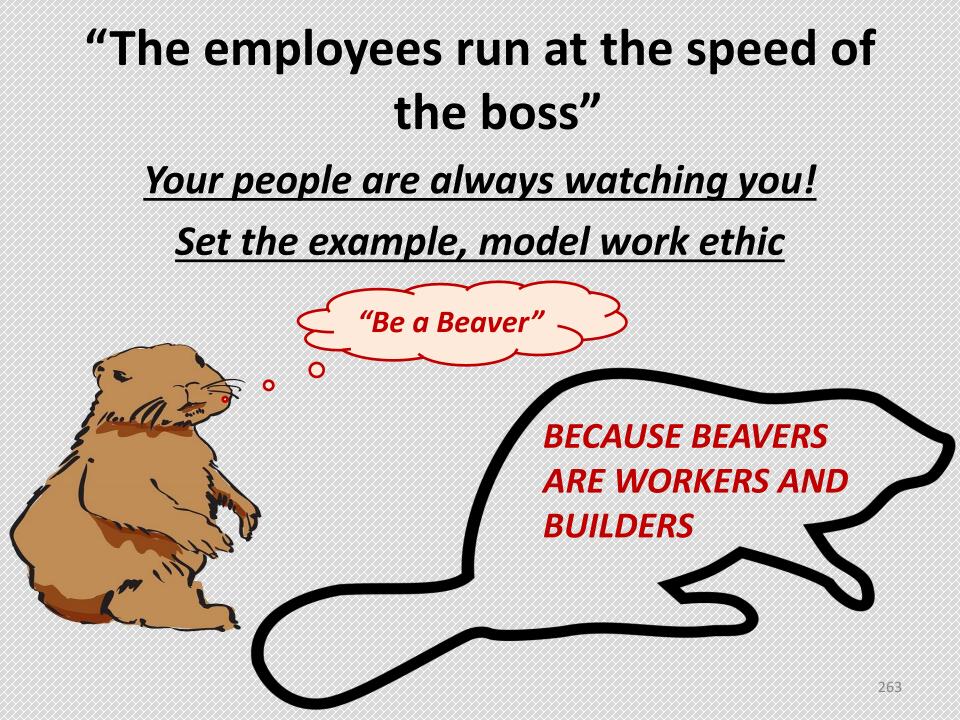
### The Role of Identity

- 1) You represent agency leadership and organizational management. You are the Boss not the Buddy
- 2) You are responsible for those under your charge. It is not a <u>Democracy</u> because you are responsible for the ultimate consequence of any decision.

#### <u>BUT</u>

- You have an obligation and duty to provide and promote exemplary leadership with safe, effective and fair management to your people
- Central to this function is the capacity and ability to develop constant feedback loops to utilize in your decision-making process and mentor regarding those decisons
- There will be times that will result in you saying no, or your decision not being in concert with such feedback
- Provide story line explanations to create vision, develop buyin, and shape direction

#### This is central to a leaders relational engineering



# Examples

- Running toward work to go the extra mile
- Demonstrating joy in your job
- Describing meaning, purpose, and optimism about the work
- Sharing work-related knowledge
- Helping with work problems
- Explaining a regulation or procedure
- Helping a subordinate or colleague after they were absent

# WHY?

- Proactive helping behavior has been found to be positively promoted by leadership styles such as authentic leadership (Hirst et al., 2016) and transformational leadership (Zhu & Akhtar, 2014)
- Organizations should guide their employees to increase their individual cooperative behavior intentions and thus improve their helping behavior (Deng, Liao, & Liu, 2019)

## **Model Roles and Responsibilities Mindset**

### Teach them to ask...

- Do I have the authority?
- o Is this my responsibility within my role?
- I'm I the best suited to make this call?
- Who are the other stakeholders with the same jurisdiction?
- Is there an obligation or professional responsibility to notify to coordinate

### "Stay in your lane."

How can you manage others to stay within their roles if you deviate from yours?

# **SUPPORT YOUR PEOPLE**

By Holding them accountable and making them successful in their jobs, while being empathetic toward their personal life responsibility.

Support them in their burdens from the mixture of their responsibilities from work and family

FORMULA: Factor in... <u>"THE PRAGMATIC BALANCE"</u> BETWEEN MISSION AND PERSON AND LEAN TOWARD THE PERSON



# **Empathetic Leadership Perspective**

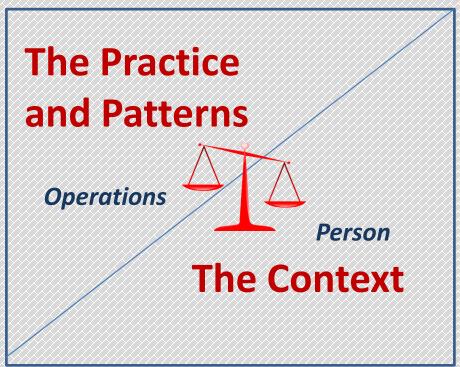
 One in four employees say work-life balance is the number one reason they would job hunt

Workforce Achievers Institute Study (2021)

- Leaders can intentionally create a culture where empathy, compassion and respect are central to the way we engage with each other
   Myles, (2014)
- Seeing employees as whole people with responsibilities and obligations outside of work is a prerequisite for empathetic leadership Kruse, (2021)
- Expectations might need to shift, flexibility might need to be given, communication might need to be heightened

### **PRAGMATIC BALANCE EVALUATION**

### RULES/ETHICS/FAIRNESS



The Perspective of Empathy and Duty to Problem Adoption

# **Problem Adoption**

# Do you Adopt your subordinates' problems and make them yours?

#### **THE VALUE OF PROBLEM ADOPTION**

- Demonstrates care and sincerity
- Develops trust and relationship
- Fosters communication and collaborative work
- Builds credibility and influence
- Promotes chances for better results
- Provides learning and organizational maturity while mitigating chances of future risk
- Insulates agency, management and staff from additional problems

# **Beware of King Solomon's Paradox**

#### Ensure we have the capacity for self-distancing:

- A clearer sense of self-awareness and a better ability to empathize
- The ability to step back from the situation and think about it from a wider perspective
- Be emotionally intelligent as it related to the situation

# The Edwards Theory of Problem Adoption

"When a subordinate has a "LEGITIMATE" problem identified through their perspective and in concert with moral, legal and ethical principles, within the scope of professional standards and policy and affecting or potentially affecting the work unit, the supervisor should adopt the problem to solve on behalf of the subordinate."

# **Rationale for the Adoption**

### 1. Its your JOB

- 2. If it's your problem, instead of their problem you will frame it as such, and work harder to solve it.
- 3. The subordinate will recognize and appreciate the efforts of the supervisor, and such will build credibility (for the boss doing their job as they see it) and develop relational currency because it was done for them
- 4. Benefits to the organization as a whole Deposits emotional currency into your people's accounts that you may later need to draw on

# **Dedicated Priorities**

# Do you proactively plan and devote the time (up-front) to shape the future for your people?

### When you Identify an issue regarding your people:

- Work backwards from your goal to find the resources, develop a plan, and create a means to achieve that goal if practicable and possible
- Proactively press forward with your efforts keeping them on the "front burner" where they are a focus and narrowly tailored toward completion in a timely and meaningful fashion

#### <u>Promise little, deliver a lot</u>

# Develop opportunities for exposure for your people to the people of magnitude:

- First Rule: Demonstrate sincere joy and pride in your subordinates when they accomplish something
- Second Rule: Take responsibility when things go wrong, NEVER BLAME
- Give Subordinates Credit/Never take credit
- Highlight their ideas/Never steal them
- Promote their talents/Never hide them
- Praise their efforts/Use specific articulation to highlight performance and result



## It ain't about you!

# Build people, grow people, and make them better than you.

### EGO + AMBITION = SELF-CENTERED IGNORANCE

Purpose and organization over self-interest "Be loyal to the cause - not self."

# **Motives**

# You can't hide, distinguish, or cover up your motives.

Words, non-verbal's, actions, and conduct patterns will reveal them.

You broadcast cues that generate from your affections (emotions) and translate into signals

Maintain genuine, authentic, credible, professional, responsible

"non-selfish" motives. No hidden agenda The higher duty - not about you!

- People can see when a Commander is all about him or herself..."Positioning for their boss' eye."
- Whether the motive is "hopes for a future promotion" or "tail coverage" for themselves, when the Commander's priority is "themselves," the people will know it and act accordingly.
- However, if the Commander is all about the mission and the people doing it
- If the Boss actively supports their people in the job, never taking credit, but giving it to their people
- When the Boss never blames people but takes responsibility

#### Then subordinates will "die" for their boss!

# **Suitcase Supervisors**

- Steppingstone mindset (focus on their next assignment or promotion)
- No ownership in office (lack of sacrifice for or buy-in to their office)
- No investment in future outcomes (decisions rooted in their self concerns over the good of office, loss of investment and sense of pride in the office)
- Loss of authentic leadership

# **Accountability**

# You are the Commander. You are responsible for **what occurs or does not occur.**

# Have the courage and fortitude to "take responsibility."

### You will always be held accountable.

# Walking the walk

The rules apply to you more.

"Do as I say not as I do" is a recipe for disaster

#### **Follow the rules.**

### Model the ethical and professional conduct <u>Respect the rules.</u>

"Zero tolerance for unprofessional conduct." "Create a professional culture in the work unit."

# An Example: make it a priority not to be late...

- It promotes disrespect
- It demonstrates carelessness
- It signals others that they are not important to you
- It signals to others the meeting or subject matter is not important to you
- It destroys your opportunity to role model for those under your command and set the standard to enforce

### The Commander must stay above the red line and hold everyone else accountable to stay above the red line.

### As a result, the "culture" of the work unit will be to respect those "red line standards."

# Managers need to ensure a Supervisor is always on call to respond immediately to crisis

- Available (ensure subordinates have immediate assistance and on scene access if needed)
- Involved (aware, curious, and mentoring)
- Restrained (empowerment to subordinates)
- Connected (establish feedback loops and incorporate oversight)
- Growth and Development oriented

# "You are the boss, not the buddy."

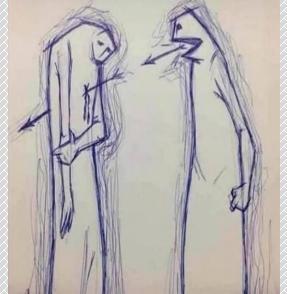
You're not one of the "boys" or "Girls" anymore... No jokes **on** people. No tricks **on** people. No playing with people's minds. **They see you different and hold you to a different** standard

# Its good to create and participate in wholesome good humor - but not <u>on</u> or <u>about</u> those under your charge.

# A laugh is a <u>productive</u> tool for a comfortable atmosphere in a work unit.

# Think with your <u>head not your heart</u>

- A sharp tongue response, rude answer, or sarcasm toward a subordinate will create a huge issue.
   You are the boss - act like it!
- Temper and tailor your directions and responses to subordinates appropriately



Many contemporary internal affairs cases begin as a result of a supervisor who cannot control his or her mouth WORDS MATTER!!! You can't take back what you have already said...

### We do not live in a Vacuum We live in a real world of human interaction and fate Domestic Issues and Financial Issues are natural occurrences in our craft...

- From troubled relationships to secondary employment issues all must be evaluated through an empathetic and pragmatic lens.
- Management must incorporate guidance from policy, grounded in objectivity and motivated toward improving the employee's situation <u>if possible</u>.

## Work versus Homelife Dilemma

- Work interference with personal life (WIPL) Gim & Ramayah, (2019)
- Be alert to the boundary conditions where work engagement can become detrimental: those conditions where overly engaging work ends up 'swallowing' an employee's personal life.
- The line between work engagement and the work family interface is a thin one
- Leaders should reflect on where their organization's focus lies, considering all related benefits and costs, in terms of employee energy and mental resources, in the short as well as the long run.

Byrne and Canato, (2017)

## **Be sensitive**

Hints, suggestions, or innuendos are the functional equivalent of orders when coming from the boss. *"Will no one rid me of this meddlesome priest"*--- Henry the 8<sup>th</sup> regarding Thomas Becket

- From soliciting a \$10 donation, fundraising to a wedding gift, to who should do a particular extra curricular activity.
- Outreach and Consent, before dictating office fellowships, parties or social gatherings or better outline the perimeters and delegate

Take responsibility and apologize if such is required. <u>An Apology Needs to Be Framed and Viewed as</u> <u>Growth</u>

Take the appropriate steps to learn from problems/mistakes, then <u>"FIX"</u> them "upfront" in a "proactive" and transparent fashion.

#### **Six Key Components to an Apology** Roy Lewicki, Ohio State University

- 1. Expression of regret
- 2. Explanation of what went wrong
- 3. Acknowledgment of responsibility
- 4. Declaration of repentance
- 5. Offer of repair
- 6. Request for forgiveness

The first most important component is an acknowledgement of responsibility. Say it is your fault, that you made a mistake, the second was an offer of repair.

# Supervisors never have the right to hold a grudge!!!

Demonstrate **forgiveness**, temperance, sincerity, care, and concern.

- Don't alienate yourself and others
- Don't give your power away to another to haunt you
- Don't set your agency, others and yourself up for lost opportunities

## When its over...its OVER!!!

Cao, Van der Wal, & Taris, (2021). When work relationships matter: Interpersonal forgiveness and work outcomes



Studies have found that there are a number of benefits to forgiveness experienced by employees and organizations, these include: Cao, van der Wal & Taris, (2021)

- Reduced stress
- Less tension in co-worker relationships
- Enhanced psychological well-being
   Better physical health
- Higher relationship satisfaction
- Increased emotional, cognitive and relational stability

Forgiveness produce favorable work outcomes, like higher job satisfaction and work engagement, along with reduced instances of burnout

## Remember...

Just because you have made it into management or supervision does not mean that you are smarter than your subordinates.

## The Research

Many studies have found that the transformational leader is more effective, has higher rates of employee satisfaction, and maintains higher levels of group performance. A common theme of behavior observed and integral of a transformational leader's character is their social and emotional intelligence.





#### Police Leadership: A Systematic Review of the Literature

Mitchell Pearson-Goff and Victoria Herrington Policing, Volume 8, Number 1, pp. 14–26 (2013)

Emerged as important for leadership: ethical behavior, trustworthiness, legitimacy, being a role model, communication, decision making, and critical, creative, and strategic thinking ability.

Five key activities emerged as important for leaders to engage in: creating a shared vision, engendering organizational commitment, caring for subordinates, driving and managing change, and problem solving.

### A study by Vito, Suresh, and Richards published in, "Policing - An International Journal of Police Strategies and Management" in 2011

<u>Surveyed the opinions of 126 police mangers in 26</u> <u>states</u> regarding their ideal leadership style given the choices from servant, autocratic, and laissez-faire leadership styles. The study revealed a strong preference for servant leadership, rejecting the autocratic and laissez-fare

#### Dr. Joseph A. Schafer, completed a similar survey (FBI NA) that found the following traits of <u>effective</u> leaders:

- Set a proper example and demonstrate trustworthiness.
- Consider input from others.
- Accept responsibility and admit mistakes.
- Make informed decisions based on appropriate research and study.
- Treat all employees fairly and with dignity.
- Allow subordinates to handle duties commensurate with their skills and authority level.

## **Traits of Effective Leaders**

Biggers, (2021)

- Being risk-open and pursuing new opportunities and ideas from followers, which promotes an enterprising work culture
- Delegating tasks and spreading power downwards throughout the organization
- Making decisions with other leaders democratically and based on evidence as a team, combining strengths, while lessening the negative impacts of their weaknesses
- Setting challenging goals for followers and expecting excellence to encourage improvement

- Mentoring followers by providing social support and training them to become leaders, as well as helping them grow professionally and personally
- Asking followers for their opinions and ideas before making decision
- Encouraging followers to assume more control over their work and to play a more active role in their own career development
- A set of empowering personal beliefs and a vision that fits the organization's needs

## Traits and habits that were common among the <u>ineffective</u> leadership

## ACTS OF COMMISSION ACTS OF OMISSION

- Focus on self over others
- Ego/arrogance
- Closed mindedness
- Micro-management
- Capriciousness

- Poor work ethic
- Failure to act
- Ineffective communication
- Lack of interpersonal skills
- Lack of integrity

(Schafer, 2010) 302

## Most common characteristics of bad leaders include: Bigger, S. (2021)

- A lack of empathy or connection with followers
- Obsession with gaining and increasing personal power, rather than having a focus on making the organization better
- Bullying co-workers and followers
- Favoritism
- Criticizing colleagues and peers who are considered to be threats to their status or position

- Using power and threats to get people to do things
- Refusing to engage properly in teamwork or consult with others before making decisions
- High levels of risk-aversion that causes the organization to miss opportunities for growth
- Lack of trust in delegation, that keeps the organization from operating quickly and efficiently

#### The Moral Injury of Ineffective Police Leadership: A Perspective

Simmons-Beauchamp & Sharpe, (2022)

- Ineffective police leadership is characterized by inconsistency, moral ambiguity, lack of support, oppression, and self-serving agendas
- The pervasiveness of ineffective leadership is further experienced in the paramilitary context of police culture where orders and rank are expected to be followed
- Communities require police to be well to effectively address public safety
- It is critically important that police leadership be aware of what impacts their officers' mental health while creating and supporting psychologically safe workplaces.

## Officer Safety and wellbeing are huge issues in leadership and can broadly be defined under five categories

- Stress and Fatigue
- Vehicle Operation
- Operational and Emergency Responses
- Training
- Mental and Physical Health Wellness



## The Chemistry of Stress

Dr. Daniel Goleman and Dr. Richard Boyatzis Harvard Business Review

- When people are under stress, surges in the stress hormones adrenaline and cortisol strongly affect their reasoning and cognition
- Attention fixates on threat from the boss rather than the work at hand and memory, planning, and creativity go out the window
- Poorly delivered criticism and displays of anger by leaders are common triggers of hormonal surges
- Research demonstrates that when someone who is very important to a person expresses contempt or disgust toward that person, stress triggers an explosion of stress hormones and a spike in heart rate
- Leaders are not immune to the contagion of stress

# Focus upon occupational stress and how it can adversely impact workplace environment and performance.

Study after study has found the primary stressors for police officers are not the external pressures or dangers of the job, <u>but rather the exerted internally from within the</u> <u>organization and administration</u>

- Stress occurs when demands are placed upon an individual that exceed that individual's capacity to deal with it
- Stress intensifies when the individual lacks the means to avoid, alter, or control those demands
- The less control employees have over what they are expected to do and the outcome of their efforts, the more likely they are to experience significant stress 308

- Unsupportive management systems cause officers to experience stress due to a lack of control
- Study results indicate that officer's perception of stress, induced by the traditional organization
- Could be reduced by leaders adapting and implementing employee participative management practices
- That is far more detrimental than traditionally perceived stressors.

#### Stinchcombe, (2004), Shane, (2008)

## Issues with Stress in the workplace upon the commander

Many police managers experience health problems, both physiological and emotional

Command brings forth a variety of new stressors:

- Office Politics
- Deadlines
- Budget Constraints
- Performance Appraisals
- Grievances
- Disciplinary Actions

#### Personnel problems really cause stress

## **Stress Contagion**

Often, leaders do not understand how their behavior can lower employee job satisfaction and contribute to higher stress levels in their subordinates

# *Like an infection it rolls downhill and adversely impacts:*

- Officers' physical and mental health
- Quality of their personal/family life
- Work performance
- Professional behavior



## Hypervigilance



- Hypervigilance is a state of increased awareness
- Hypervigilance can be considered the first domino to be knocked over in a theory of police stress
- Other dominos are negativity, apathy, pessimism, job insecurity, and loss of control
- You can invest energy in the present to cultivate new experiences that then become the seeds for your future
- You can cultivate or curate experiences in the now and then they become, if you practice them, they become automated enough that your brain will automatically construct them in the future

## **Tool Kit for Resilience**

- Broaden and build
- Growth mindset over fixed mindset
- Gratitude from blessings
- Understanding meaning and acceptance
- Understanding the ABC model and developing a playbook
- Communication skills
- Physical, mental, spiritual, and social fitness

#### Resilience among police officers: a critical systematic review of used concepts, measures, and predictive values of resilience

Janssens, Van der Velden, Taris, Van Veldhoven & Marc (2018)

- Increased awareness and self-management of stress reactions
- Reduced distress, anger, sadness, and fatigue
- Reduced sleeplessness and physical stress symptoms
- Increased peacefulness and vitality
- Reduced competition, improved communication, and greater cooperation within work teams
- Improved work performance
- Greater confidence, balance, and clarity under acute stress
- Quicker recalibration following acute stress
- Improved listening and relationships with family

## The Burden of Competence



## 21<sup>st</sup> Century technologies have changed everything

- Regarding how people receive and gather information
- Information is real time
- Information is observable
- Information is more assessable (good and bad)
- □Information is more manipulated and focused
- Information has more value and profit production
  Examples: From the Arab Spring to online College
  courses

- A billion hours ago, modern Homo sapiens emerged
- A billion minutes ago, Christianity began
- A billion seconds ago, the IBM personal computer was released
- 5.6 billion Google searches ago...was this morning

Hal Varian, Chief Economist Google

"The Internet is the first thing that humanity has built that humanity doesn't understand, the largest experiment in anarchy that we have ever had." Eric Schmidt, Former Executive Chairman of Alphabet Inc.

## Knowledge Doubling Curve Buckminster Fuller

- Until 1900 human knowledge doubled approx. every century
- By the end of WWII every 25 years
- Today, different types of knowledge have different types of growth (Nano-tech every 2 years and Clinical every 18 months)
- On the average human knowledge is doubling every 13 months
- The "Internet of things" will lead to the doubling of knowledge every 12 hours (IBM)

#### **Technologies Influence on our culture**

We have a dysfunctional relationship with reality

In the information age, truth and untruth exist at the same level of authority it is difficult for people to judge --Salman Rushdie

- Speed of notifications and responses
- Single perspectives and lack of contextual features
- No personal interaction (relationship)
- No filters or verifications (propaganda or rumors)
- Ideology driven (Tribal polarization)
- Emotionally driven
- Victim to the bias (confirmation, sample, etc.)
- Mega-processing

## Decontextualization

When things are viewed from a single subjective perspective, absent any objective evaluation from the totality of all the facts and circumstances. Then reduced to a simple proposition from a very contextual, complex, and complicated situation.

#### Three contributing factors for this phenomenon:

- Lack of specificity
- Advocacy over objectivity (Not taking enough time to form thoughtful questions)
- Our biases (Confirmation, sample, and group think)

## **OUR VUCA WORLD**

	FORCES	EFFECTS	DEMANDS
Volatility	Nature, Dynamics and Speed of Change	Risk and Instability	<b>Proactive Vision</b> Proactive Management
Uncertainty	Unpredictable due	Delay, Paralysis,	Understanding
	to Unknown	and lack of	Diverse and Integrated
	Contexts	Confidence	Perspectives
Complexity	Intricacy, depth of	No single Solution,	<b>Clarity</b>
	Involvement, and	Nuanced, and	Flexibility, Adaptability
	Interrelationships	Context Rich	and Creativity

Ambiguity	Environment is	Vagueness,	Agility
	Outside of	Obscurity, and	Sound Interpretation,
	Expertise	Equivocal	Cognition, and Innovation

#### Managing Use of Self for Masterful Professional Practice

Jamieson, Auron & Shechtman, (2010)

- Seeing is a heightened awareness through an objective lens of the complexity of the situational environment and circumstances around us.
- Knowing is the ability to analyze, evaluate, understand, interpret and make sense of the contextual features involved.
- Doing is recognizing complexity and demonstrating flexibility, exercising competency and courage to adapt and execute a full range of behavioral options or alternatives

### 8 competency clusters based on Bartram's Competency Model for General Job Performance (2005)

- Leading and deciding
- Supporting and cooperating
- Interacting and presenting
- Analyzing and interpreting
- Creating and conceptualizing
- Organizing and executing
- Adapting and coping
- Enterprising and performing

#### The Dunning–Kruger effect (Kruger & Dunning, 1999)

- Ignorance is prevalent in everyday life
- Ignorance is often invisible to those to suffer from it
- People with substantial deficits in their knowledge or expertise often are not able to recognize those deficits
- The less you know about something, the more you feel you know
- The more you know about something the more you recognize what you don't know

In short, those who are incompetent, for lack of a better term, have little insight into their incompetence—an assertion that has come to be known as the Dunning–Kruger effect



https://www.bcs.org/content-hub/the-uncomfortable-truth-about-agile/

# Humility is a crucial nutrient for the mind

#### Arrogance is ignorance plus conviction

"While humility is a permeable filter that absorbs life experience and converts it into knowledge and wisdom, arrogance is a rubber shield that life experience simply bonces off of" --- Tim Urban

- Seek confident humility: where we have faith in our capability while appreciating that we may not have the right solution or even be addressing the right problem
- This gives us enough doubt to *reexamine* our old knowledge and enough confidence to pursue new insights

# Our Responsibility as Public Safety Leaders

- As professionals we are paid to be constantly aware of the limits of our understanding
- We are expected to doubt what we know, and be curious about what we don't know
- Then strive to learn and update our views with new information and data
- Remember...we are public servants, sworn to the constitution (not our beliefs)
- Moreover, as leaders we must be able to see and understand the contextual features, nuances and "operational realities" in which we work

# The focus for leadership development outcomes was found to be individual

#### **Outcomes Identified:**

#### Competencies

- Knowledge
- Skills
- Behaviors
- Abilities
- Self-development

#### Vogel, Reichard, Batistič, & Černe, (2020).

# How do leaders gain or lose credibility?

Daniel Han Ming Ching, Tae-Yeol Kim, Brad Gilbreath, and Lynne Anderson.

Why People Believe in their Leaders – or Not. *MIT Sloan Management Review.* Fall 2018 Vol 60 No 1

- Behaviors that reflect competence and trustworthiness enhance credibility
- An inability to demonstrate relevant job knowledge hurts credibility, as does behavior that isn't aligned with the organization

#### Leaders are viewed as competent when they...



#### Leaders are viewed as incompetent when they...



#### Leaders are viewed as trustworthy when they...



#### Leaders are viewed as untrustworthy when they...



# Competent Leaders are Valuable and Respected

- They see things others don't see
- They are confident
- They are consistent in their expectations
- They cause and promote development
- They translate knowledge into action seamlessly
- >INCOMPETENT LEADERS FRUSTRATE AND STRESS

✓ COMPETENT LEADERS MOTIVATE AND PRESS

# *"Wisdom is the ability to anticipate the consequences of a decision you make."* Dr. Curtis McClung

- Competencies: The abilities, values, technical skills, conceptual capacities, personality traits, and other characteristics of people that lead to superior performance
- Competency: is the wisdom to know and the discipline to behave consistently with that knowledge to drive conduct
- The beginning of wisdom is to "know what you do not know." ----- J.K. Galbraith

There are errors and unforced errors... Leaders can create the very problems they face. The root cause is often ignorance or stupidity. Ignorance can be overcome if we make the effort, but you can't fix stupid

# KEY ABILITY IN CONTEMPORARY LEADERSHIP AND ORGANIZATIONS

- Absorptive capacity the ability to value, assimilate and apply new knowledge for learning and problem solving (Cohen and Levinthal, 1990; Kim, 1997; Volberda, Foss, and Lyles, 2010).
- Absorptive capacity helps organizations adapt and evolve in high-velocity environments (Floyd and Lane, 2000).
- It does this by focusing leaders on effectively capturing and deploying the firm's knowledge-based assets.

### **Cognitive Control and Cognitive Flexibility**

- Cognitive control: helps individuals in overcoming automatic response sets (Diekman, 1982), in favor of a more appropriate contextual response (Reder & Schunn, 1999)
- Cognitive flexibility: ability to cognitively control and shift mental mind set (Canas, Quesada, ~ Antol'ı, & Fajardo, 2003)
- As contexts become more dynamic the need for cognitive flexibility grows, in order to balance being both innovative and holding to the routine (Davis et al., 2009)

Integrative complexity is the ability to develop, and hold opposing traits, values, and ideas and then integrate them into larger ones. 337

# **The Architecture**

- The way we do things have evolved overtime as a result of lessons learned
- When we deviate from core policy, we assume risk
- Risk in unavoidable, but often manageable
- We must have the ability to adapt and change to the complexity we encounter to maintain an advantage
- Exploration and different choices provide the landscape for innovation

A balance is achieved, through the analysis of the specific contextual features

# **CASE STUDY**

# Organizational Competency is important and has three important components.

# First is leadership:

- Agencies always reflect their leadership
- The boss, the highest figurehead, casts the vision, creates the environment, and manages the process
- Influencing results and sustains performance
- Creates, develops, sustains agency culture

#### Leadership Skills at the Executive, Middle, and lower Level (Cook, 2019)

Higher level	Strategic Leadership	Executives	Wisdom	Insight
Middle level	Team Management	Middle Managers	Common sense	Perspective
Lower level	Technical Leadership skills	Supervisors	Memory	Processing

# Second is the individual employee:

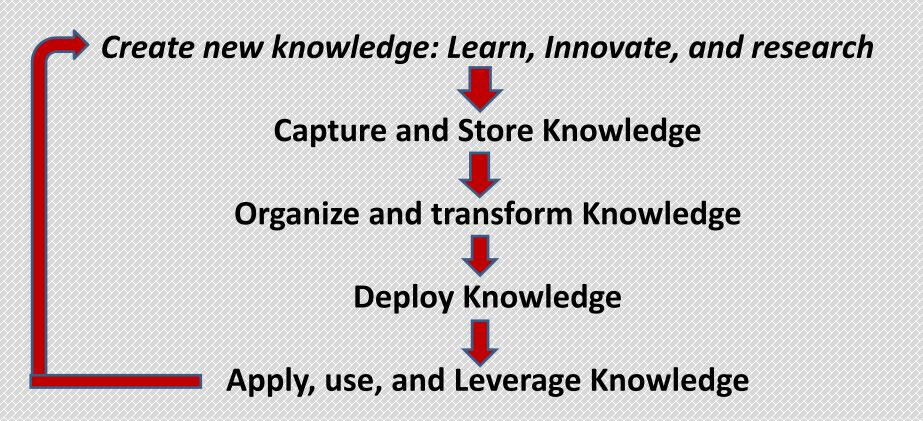
- People with good soft skills and good work ethic
- People who are competent and confident
- The most valuable resource and tool for either great success or absolute failure is the employee
- Based upon their conduct, their behaviors, and their performance, efficiency and productivity are determined.

# Third is organizational competency;

- 1.) Policy, procedures, protocols and customs.
- 2.) Training, development and capacity building
- 3.) Supervision and mentorship

These are the structures in place to guide and direct the required elements that insure credible, efficient, and effective operations and professional culture

## Institutional Knowledge Evolution Cycle



# Policy is evaluated under four criteria for serious consideration:

Kraft and Furlong, (2015)

- Effectiveness: will the policy or program work
- Efficiency: the cost in relation to benefits
- Equity: the fairness aspect
- Political feasibility: does the public support exist

#### The Process Knowledge Spectrum Edmundson, (2012)



### Operations and Policy Analysis Must be grounded in operational reality

# Has objectives, approaches and limitations, you must look through 3 lens

- Professional lens (consistent with other agencies)
- Scientific (evidence based) lens
- Political lens (public perception)

#### Two Processes:

- Top-down vision: Defining, analyzing, constructing, developing criteria, assessing and evaluating alternatives and drawing conclusions
- Bottom-up construction: Rooted in the operational realities of those that do the job

## Leadership's influences in the operational realities of work sometimes are measured by... <u>How we manage policy and procedures nexus to people</u>

#### "Our should and may versus shall and will"

- Rules: a prescribed guide for conduct or action. (statements that say what a person is and isn't allowed to do) Research has found that rules are superior to human judgement
- Standards: something established by authority, custom, or general consent as an approved model or example. (a principle that is used as a basis for judgment) Sometimes policy can become brittle under context

"Rules simplify work, standards allow discretion for adjustment to the contextual particulars of the situation afoot."

### Contextual Factors That Support Knowledge Management

Gonzalez and Massaroli de Melo (2018)

- Explicit Knowledge: codified form, standards, rules, data, records, files (<u>I Know What</u>)
- Tacit Knowledge: abilities and skills intrinsic to the person (<u>I Know How</u>)

Explicit knowledge is easily transferable and coded, while tacit knowledge is rooted deeply into the system within the organization.

### **Independent Autonomy**

Sometimes the why is never explained in policy or training

Experiences create layers of invaluable context that process into understanding *"Tacit Knowledge"* abilities and skills intrinsic to the person <u>I Know How</u>

Policy, procedures, and practices "Explicit Knowledge" codified form, standards, rules, data, records, files I Know What

#### Hard Skills

#### Technical expertise and Knowledge for a job

- Doing things without other people interactions
- Working with sets of facts
- Conceptual and Theory Based knowledge
- Understanding how to Perform in a Domain
- Require acquired knowledge
- Cognitive in Nature

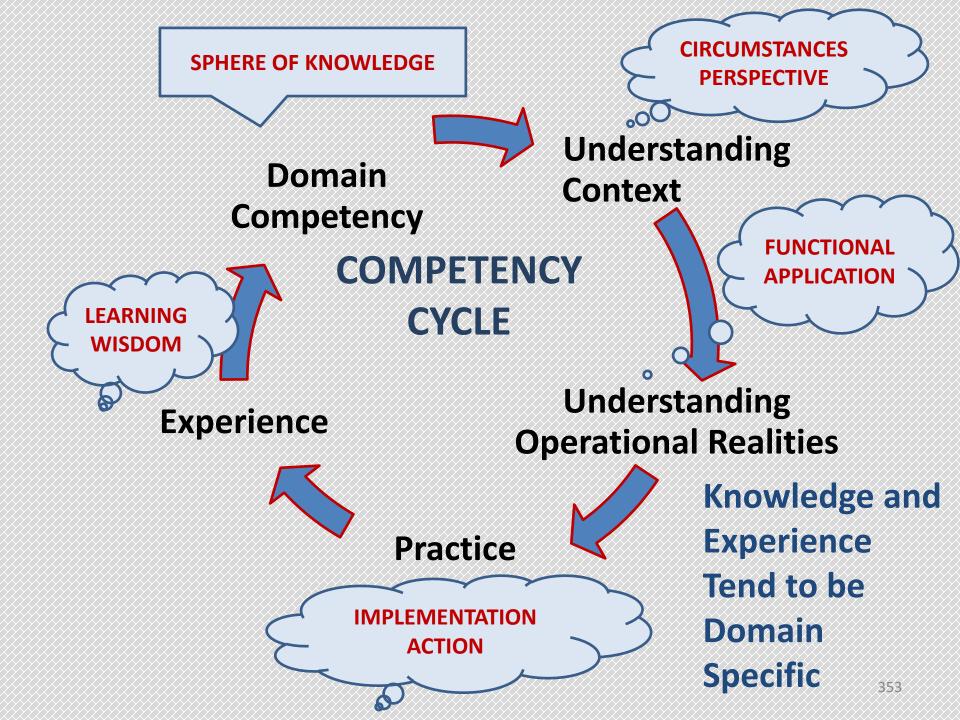
#### Soft Skills

# Interpersonal qualities, People skills

- Anything that involves other people interactions
- Interpersonal Communication
- Behavioral
- People Sensitive and Empathetic
- Problem-solving
- Conceptual/analytical and Critical skills
- Visual, Oral and Aural
- Judgment and Synthesis

# Competencies

- Competencies are sets of behaviors that are instrumental in the delivery of desired results or outcomes
- They are specific work-related constructs that are relevant to successful job performance
- It may be a trait, motive, skill, aspect of one's self image or social role, or body of knowledge that he or she uses
- Competencies are "behavioral repertoires", while competence is a "state" of attainment
- Competencies are Organizational performance accrues from the performance of individuals



# **Depth of Experience**

- Experiences create layers of invaluable context that process into understanding
- Practical experiences force the interaction with the real-world implications of theories, concepts, and training
- Shapes the beliefs that transform into the operational realities of conduct
- Experiences lead to nuanced opinions
- Practical experience provides a foundation to manage uncertainty, ambiguity and other challenges and shapes the relationship to job responsibility

#### T-Shaped Expertise Guest (1991)

- A leader who can effectively integrate their professional expertise and information technology skills and capable of considering both the technical and social components within the larger system
- A 'T-shaped' leader/manager would therefore be more versatile, if they possess a deep knowledge in one field and recognition of other expertise

- By integrating seemingly incommensurate disciplines a leaders will be equipped with the necessary skills to solve 'real world' problems, which are not confined to a single discipline
- These leaders possesses a deep understanding of their sphere of knowledge, as well as a broad comprehension of the various other disciplines
- The multidisciplinary nature of the knowledge and skill set that these leaders possess allow them to bring unique new perspectives to the problems at hand

## The Importance of Developing T-Shaped Skills Abubakar, (2019)

- T-shaped skills include the horizontal of the "T" (broad) and the vertical part of "T" (deep)
- The horizontal refers to the ability to collaborate with experts in other discipline and use knowledge garnered from them
- The vertical refers to the expert's knowledge and experience in a particular field

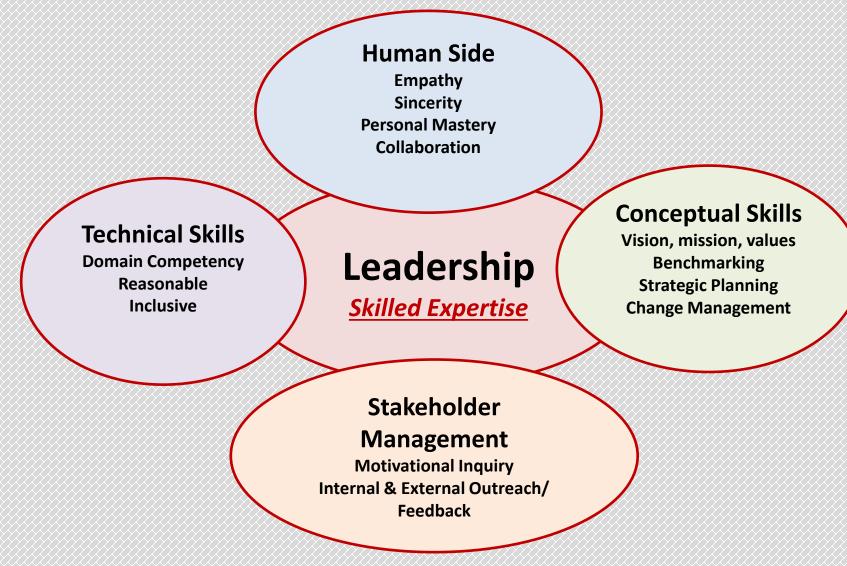
- Leaders with T-shaped skills have adequate knowledge of their discipline and know how to cooperate with others to function as a team
- Leaders who possess these skills are valuable for their knowledge creation abilities
- They can integrate diverse knowledge assets, investigate various knowledge fields and their applications
- They are also able to combine both theoretical and practical knowledge; understand how there can be interaction between their field of knowledge with other disciplines
- They extend their skills to several operational fields, and therefore create new knowledge

### Assessments and Feedback Perspectives

- A leader's assessment must not only support sound judgements and decision-making about practice and domain competencies, but also generate meaningful feedback to guide learning
- Reconciling the tension between the assessment's focus on judgement and decision making and feedback's focus on growth and development may represents a critical challenge to leaders
   Watling & Ginsburg, (2019)
- Social, cultural, and organizational influences can support or derail efforts to embed meaningful feedback in leadership's growth and development

Bowen, Marshall, & Murdoch-Eaton, (2017)<sup>359</sup>

#### Why is Acumen so Critical ?



Adapted from: Ellis & Normore, (2018)

**Developing Subordinate Acumen** The four areas of knowledge managers should focus on while acting as mentors

- Sociocultural knowledge behaviors and social norms that impact learning
- Practical/experiential knowledge hands-on experience and skills application
- Theoretical/conceptual knowledge formal written knowledge to be gained through research and study
- Self-regulating knowledge developing self-awareness about how personal learning occurs

Lyons, P., & Bandura, R. (2021)

# Often, In today's law enforcement profession some officers experience has not been:

- Grounded by working many diverse cases
- Complimented by a competent mentor
- Oversight from a competent supervisor
- Tested from the witness stand in court
- It is what officers have been able to get away with over time.

Police are the gate keepers of the criminal justice system. Often, nothing is wrong until someone takes exception.

## Examples of what we miss from the courtroom experiences

- Brady vs. Maryland (Discovery)
- Motion to suppress (Searches and Seizures)
- Jackson-Denno (Voluntariness of In custody Statements)
- Bruton Rule (Statement of a non-testifying codefendant implicating the defendant)
- Roviaro v. U.S. (informer-tipster cannot be revealed under any circumstance. Informerparticipants or informer-witnesses, generally have exceptions to the rule of privilege)

# **Todays Police Supervisor**

- Must learn and know their job to make informed decisions, provide advice and mentor
- This requires "DOMAIN SPECIFIC COMPETENCY"
- Often, leadership and management skill sets must be substantially enhanced and sustained to relay on others for collaboration and feedback
- In contemporary law enforcement the ranking officer may not be the smartest or best informed in the room

# Experience alone is no longer enough...we must be <u>continuously be educated</u>.

We must reevaluate our experience in the here and now

# Change the paradigm

- Gain a perspective of the entire organization landscape and design effective sense and respond mechanisms to detect subtle, but nevertheless essentially important, changes in the internal and external work environments
- The personal skill sets of their leadership must be substantially enhanced

The ranking officer may not be the smartest or best informed in the room

## Leaders must think strategically Aaron K. Olson (2015)

Strategic thinking makes leaders more effective because of the focus on what's going on within their organization

- Recognizes patterns: dives into data, gathers information from feedback
- Makes choices: structured decision-making processes
- Manages risk: knowing that any choice is a trade off, the ability to maximize value, while mitigating risk

<u>The Competent leader must filter</u> information through three perspectives

- Managerial approach
- Political approach
- Legal approach

# **The Three Perspective Equation**

## Specificity of the law, policy or rule

## **Understanding of facts and circumstances**

## Contextual environment **=** <u>Discretion</u>

This formula relies on objectivity and the domain competency necessary to accurate see and evaluate the contextual features

## **Content and Context**

- The same "content" may have a totally different meaning (or function), if it is put in a different "context"
- This difference of meaning, function or process is closely related to the concepts of the totality of the facts and circumstances in a given situation, issue, incident or event.
- The same features can have a totally different function or meaning, depending on which logical type they are situated in.
- Interpretation may result in objective characteristics or subjective feelings or both

# **CONTEXT** The Interrelated conditions in which something exists or occurs

- How it is viewed (Importance of perspective)
- How it is interpreted (Depends upon how it is viewed)
- How it is defined (The definition relies upon the rules and competency of fact patterns)
- How it is described (We construct our own realities)

## **Knowledge nexus to Understanding**

- Must pursue the unification or connectedness of knowledge
- The key to understanding anything is to understand the context in which it sits
- The contextual richness requires:
- The identification and objective understanding of all the variables
- Their synthesis and analyzation
- Their evaluation and interpretation
- Contextual knowledge: Knowing the bigger picture, knowing the way all the pieces fit together and how they influence change

## In Contextual Rich Environments: A disciplined and deliberate mindset is required for Identification and objective understanding of all the variables, then synthesis and interpretation

- See and Identify the entirety and the interrelated components and parts at work
- Conduct an objective (unbiased) and critical (understanding of the influences and processes at work) analysis, then a pragmatic evaluation
- Identify and understand the nuances

Never let the fact you don't like the source influence your objectivity and open mind

## Well Trained Public Service Professionals By Fredrick Mosher

"Have perspective on themselves and their work, and on the social and political contexts in which they find themselves working"

# The proper perspective is found with a "Conflict of Idea's"

"The real voyage of discovery lies not in seeing new landscapes, but in having new eyes."

--- Marcel Proust

# You <u>must</u> Challenge what you think you know...solicit other views and ideas

# Create an environment for questioning and debate

- Specificity in content for credibility of context
- Objective perspective and evaluations over subjective feelings and thoughts (*fact driven* process over defaulting to your assumptions)
- Evidence based and reason driven

- One perspective provides such a limited view
- Multiple perspectives, filtered through objective analysis and pragmatic evaluation promote more accurate interpretations and sound conclusions
- We must understand and consider the environmental, cultural and historical context in the situation, then objectively interpret the issues afoot...
- Do not become trapped in paradigms of out of date, out of touch methods, practice or procedures

We always question what we disagree with, but almost never question what we agree with

The reason we want to know a lot of stuff is to be able to frame thoughtful questions to learn more.

## Four distinct but intercorrelated aspects of intellectual humility

Krameria-Mancuso & Rouse, (2015)

- Having respect for other viewpoints
- Not being intellectually overconfident
- Being able to separate one's ego from one's intellect
- The willingness to revise one's own viewpoint

The Key is Active Learning, Critical Thinking and Active Open-Mindedness Leigh, (2007)

#### Sustain a state of "active open-mindedness" Baron, (1994)

- The focus is on <u>rigorous testing</u> of a view, argument or belief
- The ability to integrate new information into your current set of beliefs
- The willingness to change your existing beliefs according to the strength of evidence that supports them
- Resisting intuition or confidence in order to delay judgement until all facts can be gathered (Kahneman, 2021)

## Critical thinking is a "skillful" responsible thinking

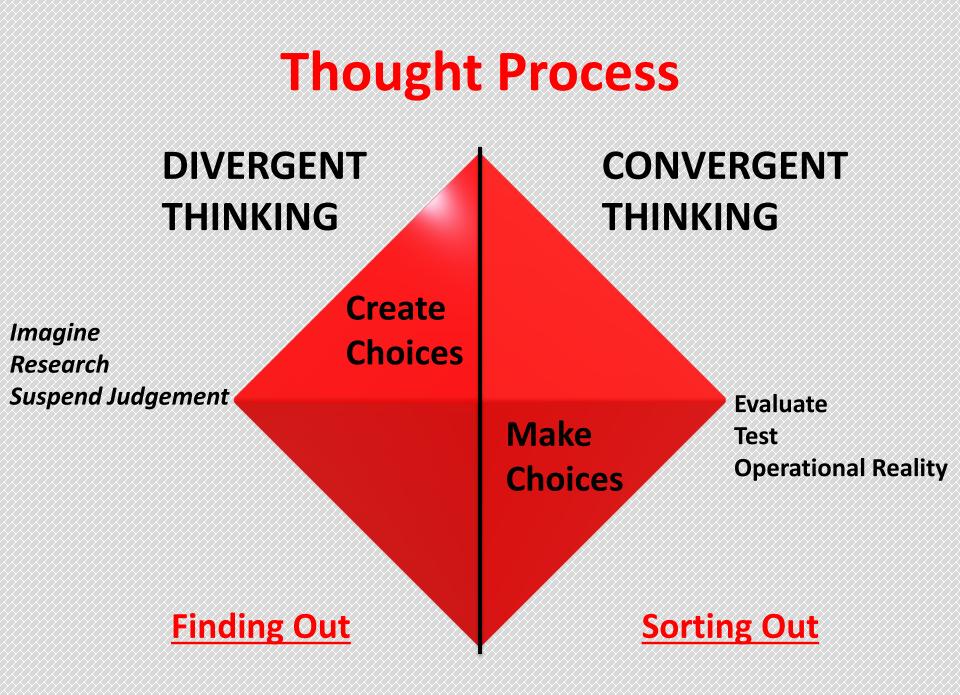
- Model of Inquiry: Leigh, (2007)
- Active Learning and Knowledge Acquisition
- Critical Thinking
- Active Open-Mindedness Baron, (1994)
- That is conducive to good judgement because it is sensitive to context, relies on criteria and is self-correcting Lipman, (1988)
- Three simple things you can do to improve your critical thinking skills:
   Bouygues, (2019)
- Question Assumptions
- $\,\circ\,$  Know what we don't know
- Reason Through Logic
- Diversify Thought

When inaccurate or wrong information is repeated, an illusion of truth occurs: People believe repeated information to be true even when it is not. MIT Sloan (2022) and Unkelbach, Koch, Silva, et al., (2019)

- Misinformation, regardless of whether it was mistakenly passed along or shared with ill intent, obstructs good decision-making
- We have a tendency to perceive repeated information as more believable than information we hear for the first time, regardless of whether the information is in fact true
- Repeating false information can create at least an *illusion* of truth

## Four strategies that can improve the likelihood that leaders and their teams will base their decisions on credible information

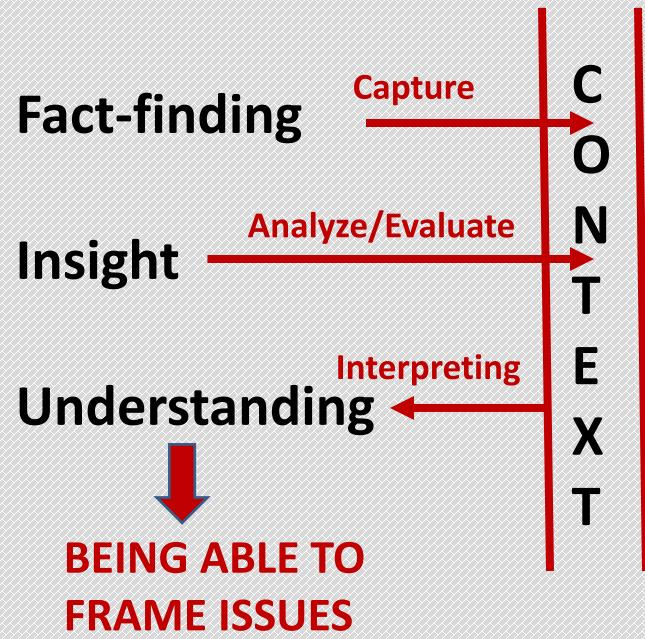
- Avoid the bias blind spot: where people believe that biases cloud other people's actions but not their own
- Avoid epistemic bubbles: teams reflecting diverse perspectives outperform more homogeneous groups even when the latter have members with higher individual abilities on average
- Question facts and assumptions: Developing an internal fact-checking and external fact-checking practice
- Nudge the truth: managers should be prepared to respond with facts and repetition, repetition, repetition



## A successful team needs to manage three phases well: Dr. Phillip Tetlock

- A diverging phase, in which the issue, assumptions, and approaches to finding an answer are explored from multiple angles;
- An evaluating phase, which includes time for productive disagreement;
- A converging phase, when the team settles on a prediction. In each of these phases, learning and progress are fastest when questions are focused, and feedback is frequent.

## **Evaluating Context**



## Framing and Re-framing

Bolman & Deal, (2017)

- Mental models= maps, mind-sets, schema, paradigms, cognitive lenses are FRAMES
- Often our preferences are <u>framed-bound</u> rather than <u>reality-bound</u>.
- Frames act as a coherent set of ideas or beliefs that form a prism or lens that enable you to see what's going on in the world around you
- Frames define the questions we ask and solutions we consider
- Leaders fail when they take too narrow of a view
- We must think flexibly and see organizations from multiple angles, to deal with the full range of issues we inevitably encounter.

**The Four Frame Model :** Each frame has its own image of reality. You may be drawn to some and put off by others. Applying all 4 deepens your appreciation and understanding of organizations.

Bolman & Deal, (2017)

- Structural: The rational side, perspective of an analyst, architect and designer that bends toward <u>excellence</u>
- Human resource: The people side, perspective of a servant, supporter, who is empowering that bends toward <u>caring</u>
- Political: The conflict side, perspective of an advocate, negotiator and coalition builder that bends toward justice
- Symbolic: The cultural side, perspective of a prophet and visionary that bends toward <u>meaning and faith</u> 385

#### Bolman and Deal, (2017)

- How you think determines what you see and how you respond to situations
- A frame is an amalgam of beliefs and assumptions that you carry in your head to help you understand and negotiate some part of your world
- An accurate frame makes it easier to: (a) know what's going on, (b) see more options, and (c) make better choices
- Frames are vital because muddled human affairs don't come with computerized navigation systems to guide you turn by turn to your destination
- Instead, you need to develop and carry accurate cognitive maps in your head

# "Foxes and Hedgehogs"



- A dichotomy that is meant to evaluate two perspectives consistent with character and cognitive styles of individuals in positions of authority within organizations
- Two opposing world views that may be useful in thinking about human nature (Zaleznik 2008)
- Classified along a spectrum between hedgehogs and foxes (from Isaiah Berlin essay on Leo Tolstoy)

"The fox knows many little things, but the hedgehog knows one big thing."

### **How Foxes Think**

## **How Hedgehogs Think**

#### <u> Multidisciplinary</u> –

Finding a diversity of perspectives. Looking outside of their comfort zone to whatever different methods might work better than the current ones.

#### <u>Adaptable</u> –

Change is the Only Constant. When something works, it could work better differently, when something doesn't work then a new method might work better.

#### Specialized -

Loyal to their current data and skills. They focus on how things they know they can do may be used instead of learning new skills that might be better suited to a new environment.

#### <u>Inflexible</u>–

They stick with "The way it's always been." Change for when necessary or forced, and only as a way to refine the status quo for now, not create a new approach for each new problem.

### **How Foxes Think**

#### <u>Self-critical</u> –

Constantly evaluating themselves and open to criticism. Learning about where they failed gives them a chance to transform and improve.

## **How Hedgehogs Think**

#### <u>Stubborn</u> –

Their mistakes are blamed on bad luck or on peculiar circumstances. ("A good model had a bad day.") A prisoner of their own experience or ideology.

#### Tolerant of complexity -

They are aware that they don't know all the variables, and they may never know them all. They know that one solution will not fit all problems and some problems have multiple sources that need different solutions.

#### Order-seeking -

They believe every problem has a clearly defined solution. One system can be shoehorned to fit any environment and that variables and complications are bound to have some uniformity between them.

### **How Foxes Think**

## **How Hedgehogs Think**

#### <u>Cautious</u> –

They never think "yes or no", but instead "It depends." They are constantly changing their outlook based on new information and context.

#### <u>Empirical</u> –

They rely on research and objective observations not on the expectation, but on "what we know right now suggests." They see the trees, then decide if it's a park or a forest.

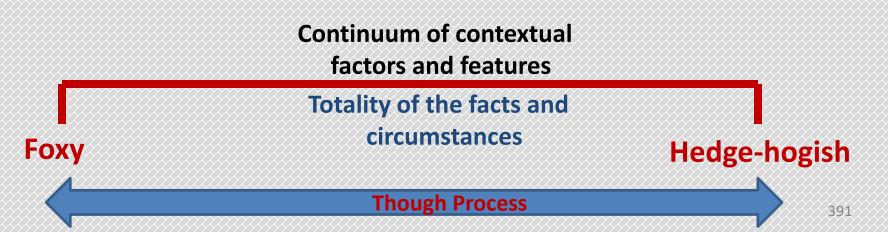
#### <u>Confident</u> –

They rarely hedge their predictions and are reluctant to change their minds or outlooks. Often, look for confirmation instead of refutation.

#### <u>Anecdotal</u> –

They are Fixed to their beliefs. They expect that if something doesn't fit their expectations that they just don't have the full picture yet. They look for the forest when they see a tree.

- Foxes are better forecasters
- Hedgehogs are more decisive and see everything through the lens of a single organizing principle
- Hedgehogs take risk and move forward; foxes are more cautious and calculative as they proceed
- Hedgehogs take a narrow view, while foxes embrace a more integrated perspective
- Both cognitive styles are essential keys to maneuvering in, and navigating through the evaluation of any issue
- "It's not what they think, it's how they think" (Tetlock, 2005)



#### My selections From Habits of Mind 16 Essential characteristics for Success Arthur L. Costa and Bena Kallick AND Ten Commandments for Critical Thinking By: Tom Chatfield

**1. Persisting:** Sticking to task at hand; Follow through to completion; Can and do remain focused.

**2. Managing Impulsivity**: Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful an considerate of others; Proceed carefully.

**3. Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.

**4. Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options. 5. Thinking about Thinking (Metacognition): Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.

**6. Striving for Accuracy:** Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.

**7. Questioning and Posing Problems:** Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.

**8. Applying Past Knowledge to New Situations:** Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.

**9. Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.

**10. If in doubt, wait:** Pause and silence are friends of better thought (time may provide more clarity for difficult messages or may reveal to remain quite)

**11.Thinking Interdependently:** Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; Willing to learn from others in reciprocal situations.

**12.Remaining Open to Continuous Learning:** Open to new experiences to learn from; Proud and humble enough to admit when don't know; Welcome new information on all subjects.

# **13. Know your limits: Know what you don't know**, seek expertise when yours runs out (Remember...expertise is SPECIFIC)

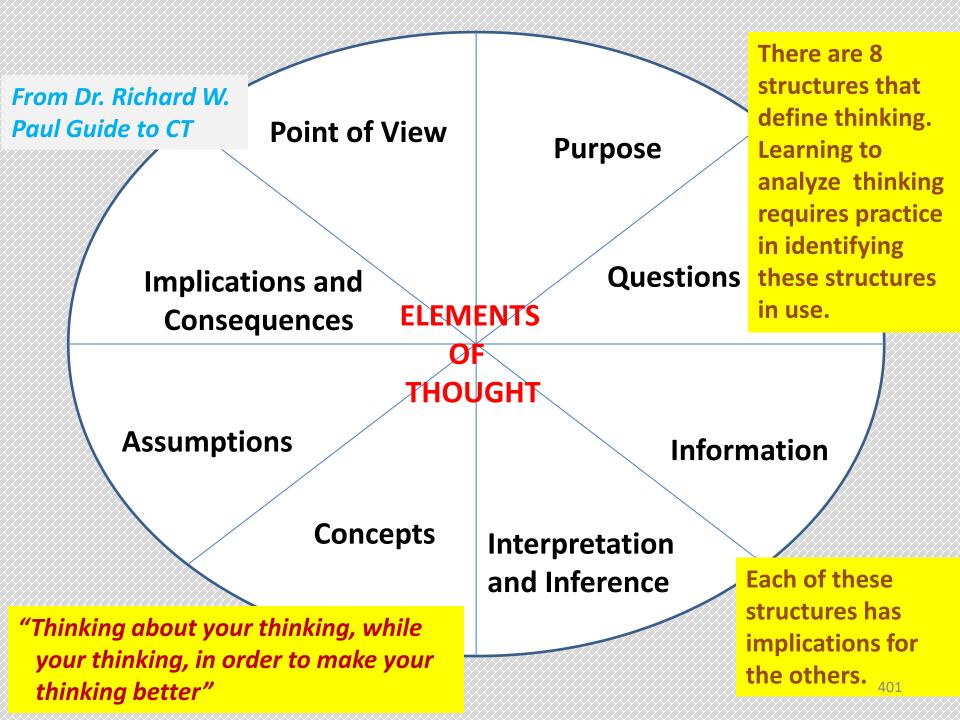
**14. Seek refutation over confirmation:** any idea can endlessly be confirmed if you're only looking for support-you can convince yourself the earth is flat if you never look more than a mile away. Seek out challenges and contradictions and put your arguments and beliefs to a genuine test. If an idea or a theory cannot be tested or disapproved, it isn't worth much. **15**. **Beware sunk cost:** once you have put time, effort, cash or care into something, it is tempting to stick with it no matter what, in order to justify your input...Don't, cut your losses, don't get shacked by the past

**16. Every option you're facing can be wrong:** before you choose, ask-is the best or most meaningful response even an offer? A website says you must enter your personal details or not get access. Perhaps the better choice is to reject the deal

A politician says we must either raise taxes or lower immigration, but there's no reason for you to accept either. Look outside the frame. Ask whether you're really being given a choice. Ask is there a different, better way of thinking?

## **Critical Thinking Process**

- Knowledge (Define Who, What, Why, Where, how while being thorough, comprehensive and complete)
- 2) Comprehension (Organize your thoughts, select the facts, choose the ideas. Be able to interpret information objectively and accurately understand the facts)
- **3)** Application (Be able to use facts, rules, and apply principles and standards)
- Analysis (Separate the whole issue into components and examine and evaluate each set of facts or circumstances)



#### FIVE STEPS TOWARD CRITICAL THINKING From the Book "THE BURDEN of COMMAND"

**1.** A constantly objective and open mind free from emotion and belief-based bias

**2.** An aggressive and proactive quest for research, inquiry, and study to identify all available facts and circumstances within a sound foundation of the veracity of all information is key

**3.** All conclusions must be based upon facts; all claims must be supported by facts

**4.** Work with an objective process of reasoning; include others' opinions in the process

**5.** Reflect on conclusions for alternate theories, ideas, and questions; anticipate both intended and unintended consequences



Remember the stagnancy of the air force drone program when the Generals that all sat at the command table were former pilots...How valuable are drones to our military today?



Whether *local, state or federal Police Officer, Correctional Officer* or *Lawyer* our disciplines and/or peers can cause use to filter what we see into our neat set of rules, conditions and perimeters rooted in our beliefs and personal experiences

"There are known knowns...These are things we know that we know. There are known unknowns...That is to say, there are things that we know we don't know. But there are also unknown unknowns. There are things we don't know we don't know."

#### **Donald Rumsfeld**

## BE CANDID regarding your knowledge base

# When you do not know...say you do not know.

### Never lie, mislead or BS



Frankfurt's (2005) conception of bullshit as an absence of concern for the truth

- Like other irrational beliefs, bullshit is a real, prevalent, and consequential phenomenon
- Due to this prevalence and potential for harm, the ability to recognize and avoid bullshit is an essential skill to have in today's world
   Walker et al. (2019)

While many people may believe that they can reliably detect and resist bullshit, empirical findings suggest otherwise Pennycook, Cheyne, Barr, Koehler& Fugelsang, (2015a); Pennycook & Rand, (2018); Pfattheicher & Schindler, (2016); Sterling, Jost & Pennycook, (2016) "Bullshit is unavoidable whenever circumstances require someone to talk without knowing what they are talking about. Thus, the production of bullshit is stimulated whenever a person's obligations or opportunities to speak about some topic exceed their knowledge of the facts that are relevant to that topic."

Frankfurt, Harry G. (2005) *"On Bullshit."* Princeton: Princeton University Press.

#### On the reception and detection of pseudo-profound bullshit

Pennycook, G., Cheyne, J.A., Barr, N., Koehler, D.J., & Fugelsang, J.A. (2015)

Judgment and Decision Making, Vol. 10, (6), 549–563

- There are two candidate mechanisms that might explain a general "receptivity" to bullshit.
- The first mechanism relates to the possibility that some people may have a stronger bias toward accepting things as true or meaningful from the outset.
- The second mechanism relates to a potential inability to detect bullshit, which may cause one to confuse vagueness for profundity.

The tendency to perceive bullshit sentences as meaningful, which is called bullshit-receptivity, is different from bullshit-sensitivity, which refers to the ability to distinguish bullshit sentences from genuinely profound sentences

1. Comprehend	<ul> <li>Bullshitting is not lying.</li> <li>Bullshitting is an act of communication with no grounding in truth.</li> <li>Compelling bullshit is perceived to be appealing (i.e., beneficial, confirming and credible).</li> </ul>
2. Recognize	<ul> <li>Expect and be alert to bullshit.</li> <li>Bullshit will be abstract, lack sources and logic, and be riddled with acronyms and jargon.</li> <li>Some people unknowingly bullshit.</li> </ul>
3. Act	<ul> <li>Exit: escape from the bullshit.</li> <li>Voice: confront the bullshit.</li> <li>Loyalty: accept the bullshit.</li> <li>Neglect: disengage from the bullshit.</li> </ul>
4. Prevent	<ul> <li>Value expertise over egalitarianism, and evidence over opinions.</li> <li>Encourage critical thinking.</li> <li>Prohibit excessive jargon and statistical trickery.</li> <li>Eliminate pointless meetings and committees.</li> </ul>

C.R.A.P. framework for dealing with workplace Bullshit McCarthy, et al, (2020)

409

#### Four crucial factors in rational decision making Thompson, (2002)

- Gathering Information
- Identifying the choices or options that are open to you
- Working out the implications or consequences of each of these options
- Making an evaluation

## **Rational Decision Making**

Adapted from: Bardach (2012), MacRae & Whittington (1997) and Thompson, (2002)

First, consider <u>why</u> and <u>if</u> you need to make a decision.

Don't fall victim to the action imperative "that drive to do something"

- 1. Define the problem and challenge assumptions
- Follow a critical thinking process (with a range of diverse perspectives)
- 3. Identify the goals and objectives sought
- 4. Consider a range of alternative solutions
- 5. Evaluate each alternative to clarify their consequences
- 6. Choose the alternative with the greatest potential for solving the problem or producing the best result

#### Leaders Must Develop Qualified Patience Edwards, (2021)

- A state where one develops the skill to manage impulses and temper passions in a measured space of time
- Leaders as problem solvers do best when they perceive themselves as learners
- In order to gather facts and apply circumstances through a filter of "specificity" with objective and critical reasoning
- Within the context of the situation and the elements of the operational realities (policies, procedures, standards etc.) that apply
- Look broad for consequence forecasting
- Know what we don't know
- Make informed decisions on the foundation of objective judgements rooted in reasonable facts

#### Respond rather than react

## Noise

(Kahneman, Sibony, and Sunstein, 2021)

## Noise is the undesirable or unwanted variability in a final integrated judgement or decision

lack of consistency or fixed pattern; liability to vary or change.

#### Formula to mitigate noise:

- Aggregate independent observations
- Central is <u>"Independence"</u>
- Decomposition (break decision down into components "mediating assessments")
- Independence (information collected and evaluated separately)
- Delayed holistic judgement: (Do not exclude intuition, but delay it)

#### Judgement Tichy & Bennis, (2007)

- Good judgement calls are a process, not an event
- It starts with the leader recognizing a need and framing the call
- It continues through execution and adjustment
- Leaders must make calls in three critical domains:
- **People:** the most difficult, and the most critical
- Strategy: direction set for the organization to achieve a desired state in the future
- Crisis: management of a disruptive or unexpected event that threatens to harm the organization or its stakeholders

### Having a storyline

Leaders must use mental frameworks to guide good judgement Tichy & Bennis, (2007)

Teachable points of view that set direction and behavioral value

- It interprets the presence and shapes the future
- Creates a sense of purpose
- Is both rational and emotional
- Is an organic and ongoing process (updated as situations change)
- Creates a sense that the organization is embarked on an ongoing journey

## **Causes of Unintended Consequences**

- 1) The world's inherent complexity (parts of a system responding to changes in the environment)
- 2) Perverse incentives
- 3) Human stupidity
- 4) Ignorance
- 5) Self-deception or other cognitive or emotional biases.
- 6) Rushing to judgment without the facts

- 7) Lack of objectivity and foresight
- 8) Poor or lack of communication with right people
- 9) Incorrect analysis
- 10) Errors in thinking
- 11) immediate interest, outweighs long term interest
- 12) culture, beliefs, and values
- 13)Not taking other people's perspective into consideration (Oblivious to feedback)
- 14) Poor interpretation, analysis and evaluation15) Not woven into the ground level operational realities and core mission

#### "Five Distinct Truths Governing Decisions" Sir Winston Churchill

- 1) That there is a full authority.
- 2) That there is a reasonable prospect of success.
- 3) That greater interest are not compromised.
- 4) That all possible care and forethought are exercised in the preparation.
- 5) That all vigor and determination are shown in the execution.

### **DO NOT FALL VICTIM TO THE OUTCOME BIAS**

- Outcome bias focuses exclusively on judging the past decision by its outcome or result
- Rather than the known information, intentions and processes in deciding if the decision was correct. (or reasonable)
- Those presented with bad outcomes rated the decision worse than those who had good outcomes.
- You should evaluate a decision by ignoring information collected after the fact
- And focusing on what the right answer is or was at the time the decision was made.
- Analyze intentions, knowledge, context, and process.

### Dr. Stein Cass on Risk

Risk is defined as "the likelihood and impact of potential problems or undesirable events which might occur and prevent meeting an objective."

Risk analysis is defined as "attempts to define what could go wrong and what to do about it."

Risk management is defined as the program framework for risk analysis and uses the results to make decisions and take actions.

## **Grey Rhinos and Black Swans**

- Grey Rhinos: Obvious dangers we ignore, highly probable, high impact yet neglected threat: kin to both the elephant in the room and the improbable and unforeseeable black swan. Gray rhinos are not random surprises but occur after a series of warnings and visible evidence
- Black Swans: The unknown, unforeseen event that is extremely low in probability and high in impact. They tend to be not fully explainable until after the fact

## Simon Sinek says that Crisis is the Great Revealer

- Its shows us what we didn't see, what we should have seen, or what we saw coming and didn't deal with
- We must depend on our foundations (values) to manage them
- John Maxwell says crisis separates the "players" from the "pretenders"
- Players run toward truth and service (they want the ball)
- Pretenders have the agenda of covering their self (they want to pass the ball off)
- Crisis should bring humility

Any risk related decision is likely to be acceptable if:

 It conforms with relevant guidelines
 It is based on the best information available

➢It is documented

The relevant people are informed

**London Department of Health 2007** 

## **Confidence**

### "What turns our thoughts into action"

- Is a tremendous asset
- Must be tempered by humility
- Must be tested by an objective (emotion free) and open mind
- Must be rooted in competency

## Competence COMFORT Confidence

# No one of us, is as smart as all of us, collaboration is key...

#### We must balance advocacy and inquiry

#### The continuum



## What about confidence research, work environment and Gender?

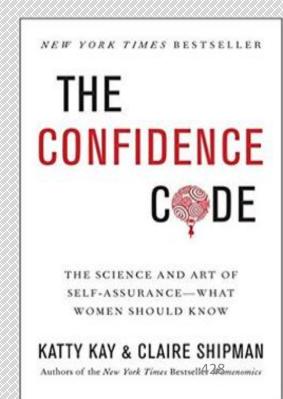
- First, we need to understand Gender issues
- Gender relations involve attitudes, self-concepts and identity, focusing on social categories and structural relations
- Gender roles are societies expectations of the proper behavior, attitudes, and activities of males and females (Seen differently by many)
- Gender differentiation in our culture is embedded in social institutions (family, education, religion, politics, economy, medicine and media)

## The Confidence Code

Katty Kay and Claire Shipman

#### Women tend to have "Wells of self-doubt" and as a result hold themselves back

- Take criticism too personally
- Try to be perfect
- Fear failure
- Afraid to take risk



- Compared to men, women are less likely to give positive assessments of their competence and qualifications (Niederle and Vesterlund 2011; Soll and Klayman 2004)
- They assign less value to their accomplishments (Beyer and Bowden 1997; Bylsma and Major 1992)
- When taking on difficult tasks, women underestimate their successes relative men, which discourages women from seeking out further opportunities in that domain (Ehrlinger and Dunning 2003)
- Women are less likely than men to feel confident in themselves and their abilities to take on challenges gender differences that are small but robust to different samples and surveys (Gecas 1989; Kling et al. 1999)

- The origins of the confidence gap begin in adolescence and develop through early adulthood (Kling et al. 1999; Twenge and Campbell 2001)
- Differences in self-confidence have been shown to be a psychological barrier to women's decisions to run for office (Lawless and Fox 2010)
- These differences by gender are thought to be socially imposed, given that the size of the gender gap varies across countries with different levels of gender equality (Bleidorn et al. 2016)
- Subtle patterns of socialization about gender roles likely drive the emergence of gender gaps in self-esteem, where confidence is more likely to be valued as a masculine trait than a feminine one (Kling et al. 1999).

#### Zheng, Kark & Meister, (2018)

- A wealth of research shows that female leaders, much more than their male counterparts, face the need to be warm and nice (what society traditionally expects from women), as well as competent or tough (what society traditionally expects from men and leaders)
- The problem is that these qualities are often seen as opposites
- This creates a "catch-22" and "double bind" for women leaders
- In the long run, organizations and society must produce systematic change to alleviate conflicting expectations for women and additional hurdles for their leadership
- But as long as female executives face the double bind, they will need to find ways to manage it

- The fact that women have lower expectations of success than men in many areas of achievement, which might be indicative of their tendency to underestimate themselves – is well established in the literature. (Betsworth, 1999; Beyer, 1999; Kay & Shipman, 2014; Meyerson, Sternbach, Zwischenberger, & Bender, 2017) Herbst, T. H. (2020). Sarsons, Heather, and Guo Xu. (2021)
- Gender is an important variable to keep in mind while trying to motivate a team because it can determine a person's assertiveness (or lack thereof) and in turn create a confidence gap between genders within the workplace

- To the degree to which women's tendencies toward lower self-confidence reflect perceptions of gender discrimination and gender biases (Cohen and Swim 1995), efforts to promote gender equality and discourage gender bias have the potential to indirectly encourage women's self-confidence and interest
- While levels of self-confidence can be shaped by social contexts and personal experiences, women can also choose to strive to be more confident—to check patterns of self-doubt, to mindfully decide to take more risks, and to push to take on challenges (Wolak, 2020)

# **Stereotype Threat**

(Steele, 1997; Steele, Spencer, & Aronson, 2002),

- The social psychological threat that arises when one is in a situation or doing something for which a negative stereotype about one's group applies
- This predicament threatens one with being negatively stereotyped, with being judged or treated stereotypically, or with the prospect of conforming to the stereotype
- And for those who identify with the domain to which the stereotype is relevant, this predicament can be self-threatening

#### Self-group distancing Faniko, Ellemers & Derks, (2021)

- Refers to the process by which women and other minorities may emphasize how they are different from their negatively stereotyped group in order to increase individual success (see, e.g., Derks et al., 2016; Van Veelen, Veldman, Van Laar, & Derks, forthcoming; Veldman, Meeussen, Van Laar, & Lo Bleu, 2020). As previous research (Derks, Ellemers et al., 2011; Derks, Van Laar et al., 2011; Faniko et al., 2017)
- Queen Bee phenomenon is not a cause, but rather the consequence of gender discrimination that continues to prevail in academia, as in many other professional settings

- Queen bee behavior emerges as an individual mobility response to social identity threat among women who are not that strongly identified with other women at work
- Put differently, the queen bee response is just one of multiple ways in which weakly gender-identified women can cope with threats to their gender identity
- We propose that women would not turn to self-group distancing responses if they either would not experience this threat (e.g., in companies in which a substantial amount of women hold executive positions), or could reduce social identity threat in an alternative (less detrimental) way

Derks, B., Van Laar, C., & Ellemers, N. (2016)

# Influences at work

- Identity (who people are and how they are seen in terms of the group they belong)
- Power (the ability to direct or influence)
- Privilege (an advantage others lack)

## Management Responsibilities for a Healthy and Equitable Work Environment

- Awareness: Conscious of what's happening around you
- Attitude: Respect for all, demand for an equable environment where discrimination and harassment have no place
- Action: Intervention and consequences

The Four Traits of Confidence: Growth Mindset, Courage, Grit, and Self-Compassion Kosterlitz, (2015)

**Trait 1:** Growth mindset--the belief that with effort you can succeed.

**Trait 2:** Courage--the "heart" to <u>take action</u> to achieve your goals. Courage enables action, even in the face of fear and self-doubt..

**Trait 3:** Grit--the ability to persevere when the going gets tough.

**Trait 4:** Self-compassion--handling your missteps with kindness. Self-compassion is being kind to yourself when you fail or make mistakes.

#### Women face two unique challenges in the workplace that mentors can help them overcome (Insala, 2017 & 2019)

1) Lack of confidence: women [often] underestimate both their abilities and their performance

2) **Poor self-advocacy:** Women are happy to advocate for others, but they are often uncomfortable advocating for themselves

#### Managing to clear the air: Stereotype threat, women, and leadership

Hoyt & Murphy, (2016)

- Awareness of unconscious biases and unwarranted stereotypes that affect the evaluations of others
- Self-efficacy and self-esteem are important components of self-confidence (Kane, Yarker & Lewis, 2021)
- Increasing opportunities and representation
- Presenting stereotype inconsistent information in order to help reduce stereotyped thinking
- Growth and development mindsets and behaviors
- Making explicit the characteristics of good leadership that avoid stereotyped descriptions

## **Gender-blindness**

(Martin & Phillips, 2017)

- A strategy that advocates for the downplaying of difference and focus on similarities between men and women
- Increases a women's perceived fit and therefore confidence in workplace environments
- The effects of gender-blindness were especially helpful for women in masculine contexts
- In addition to confidence, we find gender-blindness affected action-taking through a two-step process, such that gender-blindness increased women's identification with agency, which in turn increased confidence, and led to action taking

#### W. Brad Johnson and David G. Smith Harvard Business Review

March 13, 2017

- Strong leadership can set the right tone for genuine gender inclusion.
- This includes being purposeful in creating a workplace environment where women feel they belong and are accepted as full members, and are not intentionally or inadvertently excluded, objectified, or sexualized

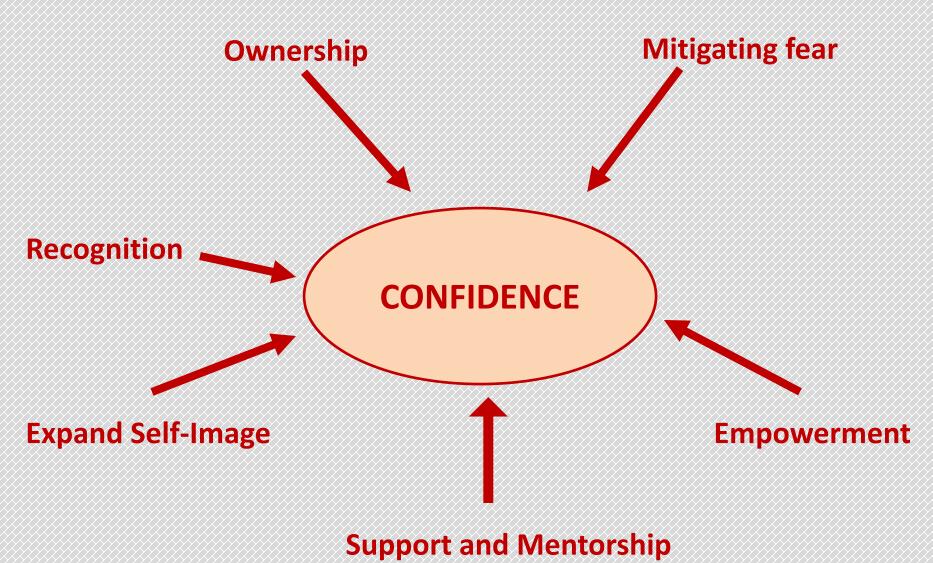
- Leaders, through overt actions or tacit silence, have profound influence on the organizational climate for women and men at work, and are accountable
- There is a profound distinction between passive gender inclusion (attendance at diversity and gender workshops, working to avoid harassment and bias in one's own relationships)
- And active gender inclusion (demanding respect and equity for women, in both word and deed, especially when no woman is watching)

**Facts, nuance, variables, and context** *Everyone is an Individual; everyone is a work in progress* 

Are women expressing a lack of confidence, or are men expressing overconfidence in their work?

One person's Overconfidence is not to be mistaken for lack of confidence in another.

# **Building Confidence in your Subordinates**



# Leaders must adopt, promote, sustain and require a "growth mindset"

 Leaders increasingly must be able to humbly show their followers how to grow by admitting what they do not know, modeling teachability, and acknowledging the unique skills, knowledge, and contributions of those around them.

"Knowledge has to be improved, challenged, and increased constantly, or it vanishes." Dr. Peter Drucker

#### Mindset: The psychology of success Carol Dweck

Stanford University

- The importance of an open and learning mindset in leadership
- Each organization either has a learning orientation or a learning disability
- A "growth mindset," relates to one's ideas about the nature of intelligence
- A positive and efficacious sense of self and confidence in the ability to engage with and contribute to the world
- Recognize that accomplishment is built upon sustained effort and hard work

# How do we guide if we do not know where we are?

Managing agents during the course of their duties require a supervisor to be competent, confident and responsible to their oversight responsibilities in many specific areas of expertise... Managers must keep in and keep up Revisiting the Learning Organization: How to create it. Ho Wook Shin, Joseph C. Picken, Gregory G. Dess, Organizational Dynamics Vol. 46, 2017. 46-56

The growth and development of the agencies we lead are reliant on five processes:

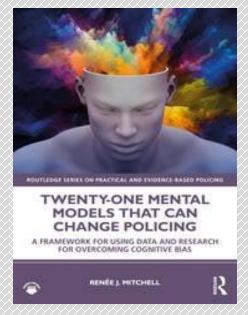
- Establishing and communicating a clear sense of direction and purpose
- Empowering our employees at all levels
- Accumulating and sharing internal knowledge
- Gathering and integrating external information
- Challenging the status quo and enabling creativity.

## Craft is the culmination of knowledge based on hands on police experience

- Experience, not scientific knowledge, is the foundation <u>المج</u> of effective police work
- By encountering a variety of situations and people over time, managers learn valuable practical knowledge and develop specific skills
- However, experience (the anecdotal) can become an obstacle to understanding and accepting (empirical) scientific results
- The key is our constant and ongoing professional Ľ growth and development in our domain competency areas by generalist and specialist open-minded and critical perspectives 451

# **Evidence Based Study**

Uses research and study into everyday procedures to evaluate current practices and guide officers, supervisors, managers and executives in their future decision making



- Promotes best police practices that work best under certain sets of circumstances
- Evidence-based means a practice has strong empirical support - one report does not make a training evidence-based. I worry about the profession starting to attach this term to training, practice, or programs w/o the needed empirical foundation. ---- Dr. Renee Mitchell

#### Tools and Techniques to enhance your professional Growth and development

- Conventional sources: Academic journals, trade journals and [police] periodicals. Much can be learned from professional journals, [domain specific] books
- $\,\circ\,$  University or college
- Training sessions
- When gathering external information, a broader range of sources can be covered
- Using the Internet. Use important and credible police sites (Research, read, evaluate, study and stay current)
- Google alerts to your interest
- Organizational Twitter SME followings

- Academic journals online
- IADLEST and the International Law Enforcement Educators and Trainers Association (ILEETA)
- IACP, BJA, COPS, Daigle law group, Public Agency Training Council, <u>www.oyez.org</u>, AELE Law Enforcement Legal Center (www.aele.org), police foundation, FBI LE Bulletin, etc.
- o <u>www.crimesolutions.gov</u>
- o <u>www.strategiesforpolicinginnovation.com</u>
- o <u>www.americansebp.org</u>
- Police one, Law Enforcement.com [be careful on politics]
- $\,\circ\,$  SME designated U-tube

- Data analytics: finding strategies and tools for managing large volumes of both structured and unstructured data that are used to identify trends, detect patterns and glean valuable findings from the sea of information available to agencies
- Networking. Networking among colleagues inside and outside of law enforcement— at lunches, coffee breaks, training classes, Intelligence meetings, court, conferences, conventions and professional associations
- $\,\circ\,$  Useful for gathering external information
- Adopting strategy and tactics
- $\,\circ\,$  Adopting ideas for building and refining your practice

- Partnerships: with those from other disciplines related to yours
- Other criminal justice agencies
- Professors at research universities in need of public service time
- State and federal partners
- Community partners (Faith based and other credible non-profits etc.)
- Self-auditing. finds ways to improve by identifying and adopting best practices from others
- Enhance your performance by adopting others ideas
- Analyzing and evaluating lessons learned
- Insulate you and your agency from problems and liability

- The early identification of shortcomings and how those issues are waiting to surface
- To expose those issues and resolve them under manageable circumstances before they can result in bad outcomes
- Sharing information: with stakeholders
- Other disciplines in criminal justice/public safety
- You learn a great deal by regularly sharing information with stakeholders, clients and the public
- Social media strategy (monitoring)
- Craft specific research and development:
- Take the time and efforts to probe and learn the M.O. and expertise of the offenders to learn the practice, patterns and perspectives
- Ongoing Action Research by Practitioners

Examples of required competencies in managing and supervising officers' operations specific to Patrol, Investigations and Narcotics

- Three Tiers of Police and Citizen Encounters
- Use of force
- Search and Seizure
- Brady material

Gia

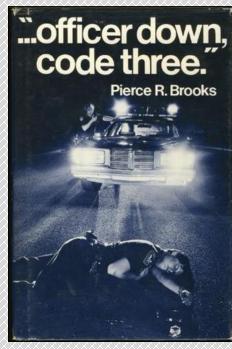
- Fact-finding and report documentation
- Informants and Evidence management

#### Factor Murphy's Law, Complexity and Change into every Equation

- We never can prevent mistakes and problems because we are humans (we can control how we handle them)
- Remember when advocates can't defeat your facts or find technical problems in the law or process, then they attack the way you managed the case, incident or event (or you)
- We can make every attempt to prevent mistakes and mitigate risk by watching what happens in other agencies nationwide (proactive awareness)
- Study other agencies mistakes then look at your processes to see if it could happen to you (study and learn)

#### Ten Deadly Errors Pearce Brooks (1975)

- Failure to maintain proficiency and care of equipment
- Improper searching and handcuffing of a suspect
- Tired, not enough rest, or asleep on duty
- Relaxing too soon
- Missing danger signs
- Taking a bad position
- Failure to watch a suspect's hands
- Tombstone courage
- Preoccupation or not paying attention
- Apathy, an erosion of disciplined behavior and quality of performance



#### The Most Common Type of Incompetent Leader Harvard Business Review

By: Scott Gregory March 30<sup>th</sup> 2018

## **Absentee leaders**

- People in leadership roles in name only.
- They were promoted into management and enjoy the privileges and rewards of a leadership title but avoid partaking in any meaningful leadership opportunities.

The key derailment characteristics of bad managers are well documented and fall into three broad behavioral categories:

- Moving away behaviors: which create distance from others through failure to connect beyond what's absolutely necessary (physically absent)
- Moving against behaviors: which overpower and manipulate people while enhancing their position. (emotionally absent)
- Moving toward behaviors: which include using flattery, overly conforming, and being reluctant to take chances or stand up for subordinates. (responsibility absent)

Not many of you should become teachers, my brothers and sisters, for you know that we who teach will be judged with greater strictness.

James 3:1

# The Burden of Servant-hood



#### Are you a Servant Leader? Greenleaf, (1977)

- Do people believe that you are willing to sacrifice your own self-interest for the good of the group?
- Do people believe that you want to hear their ideas and will value them?
- Do people believe that you will understand what is happening in their lives and how it affects them?
- Do people come to you when the chips are down or when something traumatic has happened in their lives?
- Do others believe that you have a strong awareness for what is going on?

- Do others follow your requests because they want to as opposed to because they "have to?"
- Do others communicate their ideas and vision for the organization when you are around?
- Do others have the confidence in your ability to anticipate the future and its consequences?
- Do others believe you are preparing the organization to make a positive difference in the world?
- Do people believe that you are committed to helping them develop and grow?
- Do people feel a strong sense of community in the organization that you lead?

### 7 Dimensions of Servant Leadership Liden, (2008) and Liden et al. (2015)

- Emotional healing or being sensitive to the personal concerns of followers
- Demonstrating a conscious, genuine concern for helping the community
- Conceptual skills or showing knowledge about the organization and the tasks that are prerequisites for providing help to followers
- Empowering followers or encouraging and helping followers to identify and solve problems, as well as to determine when and how to complete work tasks

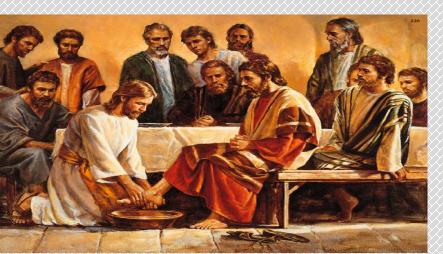
- Helping followers grow and succeed or demonstrating a genuine concern for followers' career growth and development
- Putting subordinates first or using actions and words to make it clear to followers that satisfying their work needs is a priority
- Behaving ethically or interacting openly, fairly, and honestly with others

Servant leadership is about treating stakeholders as valued individuals to whom the organization owes a multi-faceted set of moral duties to pursue their welfare, growth, and wholeness Greenleaf, (1977)

## **Characteristics of Servant Leadership**

- Calling
- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Growth
- Building Community

"A society grows great when old people plant trees whose shade they will never sit under" Greek Proverb "So if I, Your Lord and Teacher, Have washed your feet, you also ought to wash one Another's Feet. For I have set you an Example, that you also should do as I have done to you."



- Jesus Christ John 13, 14-15

#### Servant Leadership: A systematic review and call for future research

The Leadership Quarterly

30, (1), February 2019, Pages 111-132 Eva, Robin, Sendjayac, Dierendonck & Liden

- With over 200 studies having been published on servant leadership, we now are able to provide substantial advice for practitioners.
- The consistent positive relationships found between servant leadership and valued outcomes (even when controlling dominant forms of leaderships, such as transformational and LMX) at the individual level (e.g., individual citizenship behaviors, task performance, creativity), team level (e.g., team potency, team performance), and organizational level (e.g., customer satisfaction, return on investment) 471

 Servant leaders focus on providing for followers so that they reach their full potential, become empowered to handle tasks and decisions on their own, and who adapt to communal sharing and a culture of serving others

## [Paramount is the focus and work toward the subordinates' professional growth and development]

- Along with the many benefits of servant leadership, practitioners must be prepared to exert tremendous effort in developing a servant leadership culture, starting with themselves as role-models
- However, studies find that it is unlikely that selfcentered, dogmatic, narcissistic people can be trained to be other-centered, sensitive, empathetic, socially sensitive servant leaders

# Because servant leaders focus on employee well-being they tend to foster significantly:

Kaltiainen & Hakanen, (2022)

- Higher levels of work engagement
- Higher levels of task and adaptive performance
- Lower levels and incidents of burnout

## Three styles of compassionate leadership:

Hougaard & Lama, (2019)

#### [Action and Efficacy Examples]

- The trailblazer: who leads from the front, takes risks, and sets an example
- The ferryperson: who accompanies those in his/her care and shapes the ups and downs of the crossing
- The shepherd: who sees every one of her/his flock into safety before themselves

Three styles, three approaches, but what they have in common is an all-encompassing concern for the welfare of those they lead.

## **Professional Relationships**

- Must be based on a reputation of credibility and trust
- Must be navigated and negotiated in caring ways
- Must be proactive attention and concern for both parties' perspectives
- Must be sensitivity and priority in response to what others what and need
- Must identify purpose and meaning as it relates to others (Benefits)
- Must be as much concern about someone else's situation as you are about your own situation

## **Dasborough and Ashkansay 2002**

"Suggest that subordinate views of leaders may be influenced by their perception of the leader's intent...(Example given)

#### Sincere organizational focus versus manipulative self-serving focus

People make inferences from their behavior and the behavior of others

When your people bring you an issue or problem that is very serious to them but not to you or the agency you must show them that their concerns are important.

#### "Put them before you."

## Your actions and timeliness of the actions will tell the story.

Make your people a priority then they know their value and will work to keep it.

## Loyalty is a major component to Servant leadership.

- Loyalty to the higher duty
- Loyalty to management
- Loyalty to your mission
- Loyalty to your people
- Loyalty to the truth

# Leaders who serve remain aware regarding their people's situation and feelings

- Work-place/shift/call issues
- Emotional issues afoot
- Family issues
- Financial issues
- Self esteem issues
- Performance issues
- Important issues to their people

Remember, at times you are protecting the officer from him or herself



## **OFFICER CARETAKING RESPONSIBILITY**

- Be sensitive and alert to officer fatigue and its nexus to work hours and work times between shifts in conjunction with court, training and other job responsibilities
- Consider safety issues (driving), decision making, health, family, job performance, risk and increasing exposure to liability
- Monitor (within policy) secondary employment, from hours and times worked to proactive guidance regarding officer's decisions and actions that may be affected by some conflict between the police agency's interests, a private employer's interests, and the officer's own personal interests. (STAY AHEAD OF PROBLEMS)

### **LEADER MATERIAL SACRIFICE**

#### **(What I have and what I give)** Talking the talk and walking the walk

Example:

If 8 new computers arrive and you have 8 subordinates, they get the computers, not you!

#### YOUR PEOPLE RANKED FIRST!

## **LEADER ATTENTION SACRIFICE**

(What I do and how I do it)

You demonstrate your subordinate's importance by your attention toward him or her

how you see them, determines how you treat them

When they feel valuable then they act valuable

## Personal inconvenience versus leadership opportunity

- Put self over good of the group
- Failure to look for or demonstrate opportunities to lighten your people's loads
- Reducing uncertainty by planning and projection with call status with proactive quest and forecast of routine availability to manage the future and reduce stress

## Time is one of the greatest gifts God bestows upon us. Time is our most valuable resource, asset and investment

- A leader's time and energy is a beneficial sacrifice up front
- The time and energy are redeemable when the investment is in the development of your people
- The leaders time builds relationship and promotes like minded thinking regarding goals and objectives
- It is an investment that pays huge dividends

## A Servant Leader makes every effort to support and be there (when possible) for their people

#### **Personal Issues**

- Important life events (the good and bad)
- Special occasions
- Weddings
- Sickness
- Funerals

#### **Work Issues**

"I will never ask you to do, what I wouldn't do myself"

#### Man Enough for the Job Retold by Ella Lyman Cabot

Great men do not disdain small duties. An incident is told of the first American war, about an officer who set his men to fell some trees which were needed to make a bridge. There were not nearly enough men, and work was getting on very slowly. Up rode a commanding-looking man and spoke to the officer in charge, who was urging on his men but doing nothing himself. "You haven't enough men for the job, have you?" "No, sir. We need help."

"Why don't you lend a hand yourself?" asked the man on horseback.

"Me, sir? Why, I am a corporal," replied the officer, looking rather affronted at the suggestion.

"Ah, true," quietly replied the officer, and getting off his horse he labored with the men until the job was done. Then he mounted again, and as he rode off he said to the officer, "Corporal, the next time you have a job to put through and too few men to do it you had better send for the Commander-in-Chief, and I will come again."

It was General Washington.



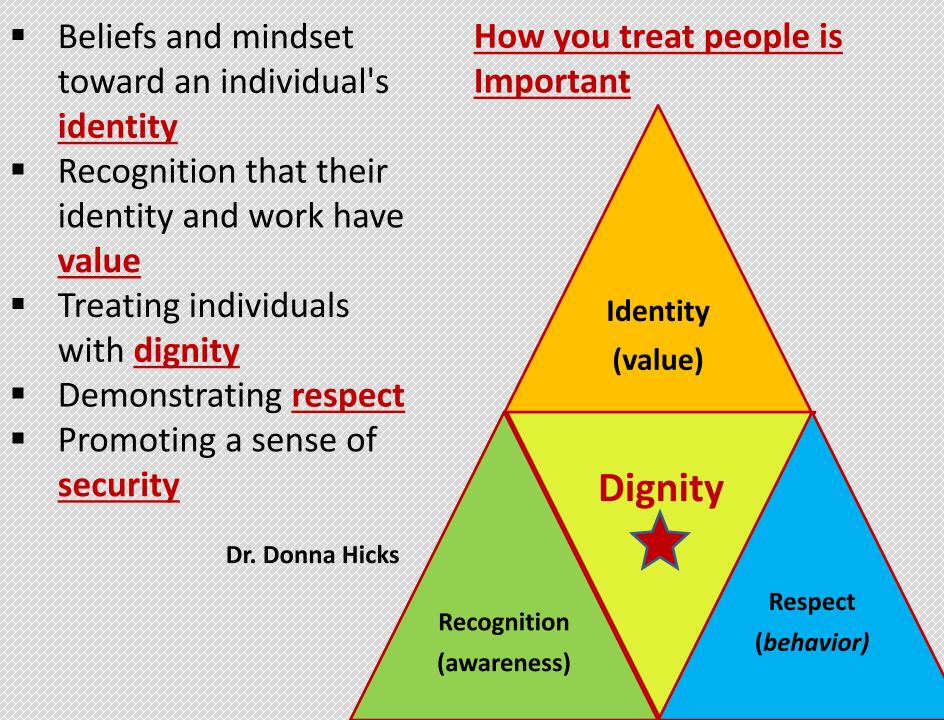
### Field Engagement and Involvement: <u>A Balanced Perspective</u>

- Assistance with the labor when needed, provide a break or close the gap to get home
- Take care of, and eliminate the mundane things (contextual selection of responsibilities to help)
- Leave the important things to your folks. (DO NOT MICROMANAGE)
- Seek, inquire and listen. The additional time and energy you provide is appreciated
- Insulate with degrees of separation, to remain in a leadership capacity in case of problems (Stay Within the Management Role and Responsibilities)

## **"TRUST"**

- Trust is defined as a willingness to be vulnerable to another person or party based on some positive expectations regarding the other party's intentions and/ or behaviors
- Key dimensions are reliability, openness, competence, compassion [R.O.C.C.] and/or benevolence, integrity and competence (Mayer, Davis, & Schoorman, 1995.,Brockner et al., 2004; Mishra & Mishra, 1994; Mishra & Mishra, 2013)
- Trust is a 'multifaceted construct comprising cognitive, affective, behavioral, and ethical components' (Lewicki & Brinsfield, 2012, p. 37)

- Trust is a dynamic, interpersonal link between people, with unique implications for the workplace.
- Trust is defined as an expectation or belief that one can rely on another person's actions and words and that the person has good intentions to carry out their promises
- Trust is most meaningful in situations in which one party is at risk or vulnerable to another party
- It becomes critical in relationships between leaders and followers, who by definition have different roles and different levels of status and power



- Because trust is a relational concept that occurs between people, <u>both leaders and followers</u> play an important role in creating and sustaining trusting relationships Bligh, (2017)
- Trust seems to be responsible for the positive effects of diversity climate on job satisfaction, inclusion and workgroup identification of employees
- More trust in diverse workgroups is likely to reduce some of the negative outcomes which are often the result of cultural diversity
- More openness in workgroup communication may be one of the ways to unlock the potential positive outcomes and will ultimately make the organization more productive Hofhuis, van der Rijt, & Vlug (2016)

#### **Diversity and authenticity at work** Adapted from Phillips, Dumas & Rothbard, (2018)

- Bonding around the work itself is powerful, especially for those who are collaborating across racial [gender] boundaries
- We must be intentional about getting out of our comfort zones and connecting with people who are different

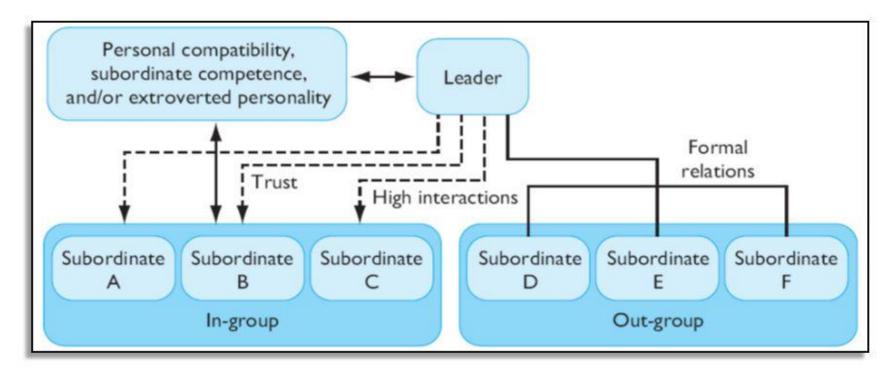
#### Leader Member Exchange (LMX) Theory Graen & Uhl-Bien (1995)

## How we evolve from stranger, to acquaintance, to maturity...

## leader characteristics, follower characteristics, and interpersonal relationships

- The tendencies of leaders to develop "special" relationships with some team members. This tendency is central to leader-member exchange theory.
- The theory basically recognizes that in most, or at least many, leadership situations not everyone is treated the same by the leader. Instead, people fall into "in" groups and "out" groups in relationships with their leaders.
- Obviously, the group you are in can have quite a significant influence on your experience with the leader.

### Leader-Member Exchange (LMX) Model



While the leader does the choosing, it is the followers' characteristics that drive the decision

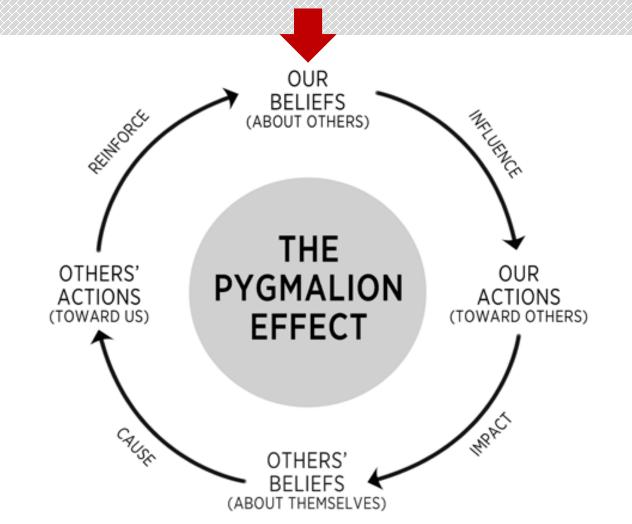
#### [Key is awareness, fair process and proactive quality interaction in terms of time, content and context of relationships]

http://images.slideplayer.com/15/4848861/slides/slide\_13.jpg

494

#### The idea behind the Pygmalion effect is that increasing the leader's expectation of the follower's performance will result in better follower performance

Mitchell, Terence R.; Daniels, Denise (2003)



# Three situations where conflict is most likely to arise:

By: David Wilkinson the Oxford Review

- Change, This is unsettling to all involved in the process and can cause ructions in an organization.
- Conflicting goals and objectives, with different values and priorities
- Limited resources, Where bodies within the organization are competing for the same resources, this can lead to problems arising

#### Fair Process Consist of Three (3) Principles Kim and Mauborgne HBR

- Engagement: Involving individuals in decisions by inviting their input and encouraging them to challenge one another's idea's
- **2. Explanation:** Clarifying the thinking behind a final decision
- **3. Expectation clarity:** Stating the new rules for the game, the performance standards, penalty for failure and new responsibilities

#### **Three Dimensions of Organizational Justice**

<u>Central to Peoples Perspective of Fairness in Organizations</u> Greenberg & Colquitt (2008)

- Distributive justice: The concern for fairness in resource distributions, such as pay, rewards, promotions, and the outcome of dispute resolutions.
- Procedural justice: People also attend to the fairness of the decision-making procedures that lead to those outcomes, attempting to understand how and why they came about.
- Interactional justice: Individuals are also concerned with the nature of the interpersonal treatment received from others, especially key organizational authorities.

## The Key is the Leaders Legitimacy

- The fair exercise of authority by the leader
- At the center is trust:
- The perception of fairness or unfairness shapes trust
- How fairly does the leader exercise their authority
- Treatment is essential to that judgement of trust

- Meta-analyses have provided empirical support for the direct and indirect relationship between organizational justice and all three facets of employee performance: task performance, organizational citizenship behavior, and counterproductive work behavior Berry, Ones, & Sackett, (2007); Cohen-Charash & Spector, (2001); Colquitt, Conlon, Wesson, Porter, & Ng, (2001); Colquitt et al., (2013)
- Research findings suggest that employees who feel mistreated or wronged by their organization may act in a manner to get even or restore a sense of equitable balance (Ambrose, Seabright, & Schminke, (2002); Mitchell & Ambrose, (2007); Skarlicki & Folger, (1997)
- The tenets associated with organizational justice are salient and administrators should focus on fair treatment to minimize detrimental behavior among officers
   Tyler et al., (2007); (2015) Wolfe et al., (2018).

Four Essential Components for a Leaders Behaviors to Influence the Subordinate's Perception of Fair Process Adapted from Tyler, (2011)

**1.** Being treated by your supervisor with dignity and respect

**2.** A supervisor who values and provides an opportunity for you to voice your concerns or opinions

**3.** A supervisor who is transparent, and explains their decision-making process

**4.** A supervisor that remains neutral, impartial and conveys trustworthy motives

## <u>The Key is being treated fairly</u> **"Three Dimensions of Justice"** Often, the outcome is not as important as the treatment and process we experience



Dr. Tom Tyler's Research at Yale University

#### Employee Discipline and When They Fall Short at Promotion Time

- Optimism, history and how their response, (attitude and things they can do) may shape the future in their favor
- Write up, Suspension and Demotion Dynamics: in the context of the attitude of the employee and the perceptions of demeanor and optics observed by managers

Good things may happen from the bad, their attitude and work ethic are the rudder to steer to recovery and success or lead them off a cliff to disaster

### Poor Leaders Create Unfair, Insecure and Dysfunctional Environments to Work

#### **Factors:**

- Autocratic and Capricious
- Unempathetic and non-caring
- No individual consideration or value
- No participation, voice, autonomy or ownership opportunities
- No opportunity for growth and development
- No purpose, meaning or direction
- Do not provide a sense of security

# When Officers Experience Legitimacy and Fair Treatment

- Officers perform better
- Less turnover
- Officers experience less stress
- Officers have better mental and physical health
- When officers experience and understand the concept of fairness, then they treat others they deal with fairer also (less use of force)
- Officers become more responsive to the directives of management
- Officers become more willing to voluntarily do what is needed for the organization to thrive, including following the rules and cooperating with coworkers to complete tasks

# Five complex and dynamic issues in contemporary Policing

- Recruitment and Retention Orrick, (2008), Rand, (2010) and PERF, (2019), Andreescu & Vito, (2021).
- Following command vision, policy and procedure (Buy-in to change and preventing misconduct) Donner et al., (2015)
- Use of Force Trinkner, et al. (2016)
- Uncertainty in a dangerous, dynamic and volatile work environments
   Wolfe et al. (2017)
- Adverse Effects from negative media (de-policing) Wolfe & Nix, (2016)

# They all may have direct and indirect nexus to how officers are treated by their supervisors

#### **Important and Timely Research**

Nix & Wolfe, (2016), Weisbud, Alpert & Amedloa, (2018), Rodell, Colquitt & Baer, (2017), Wolfe & Piquero, (2016), Wolfe, J. Rojek, Manjarrez, & Rojek, (2018), Reynolds & Hicks, (2015) Andreescu & Vito, (2021).

- Studies now accept the existence and relevancy of de-policing [The Ferguson Effect]
- Subjective opinions of media negativity on depolicing and negative law enforcement executive influence on de-policing were significantly correlated
- This indicates a potential association between media portrayal of law enforcement and executive actions (increased Internal Affairs or enhanced policies)
- Leadership is highly influential regarding de-policing

- The internal dynamics of a police department shape the way officers relate to their organization and how they approach their job
- Recent work has highlighted the importance of fairness in creating a supportive organizational climate within police departments
- When supervisors are fair and cultivate confidence among officers, they can minimize the harmful effects of negative publicity
- Studies have highlighted the importance of sergeants and upper-level management, particularly how frontline officers view those members in supervisory/leadership positions

- Supervisors should be fair, objective, honest, and respectful when dealing with their subordinates in order to communicate that the agency has their back even when it may appear the community does not
- Research suggests that organizational justice—that is, respectful and fair treatment of officers by their supervisors—may reduce the impact of officers' hostile media perceptions
- Law enforcement officers who believe their supervisors are organizationally fair are more satisfied with their jobs, more confident in their authority, and more likely to use procedural justice.

- Organizational justice appears to be more salient to [officers] facing uncertainty because <u>supervisor</u> <u>fairness provides cues that the agency has their</u> <u>best interests in mind and will support them in the</u> <u>future</u>
- In policing, then, increasing perceptions of procedural fairness in interactions with supervisors could increase officer productivity and decrease the likelihood that an officer will engage in behavior such as excessive use of force or disparate treatment of minorities
- The proposition is that if an agency takes care of its officers, Its Officers Will Take Care Of The Community

- A major reason for turnover is the perceived quality of supervision
- The relationship that immediate and midlevel supervisors with their officers has the most influence on an officer's decision to stay or leave the department
   Orrick, (2008)
- Officers need help to balance their life with career
- Perceptions of organizational justice are associated with lower levels of engagement in several forms of police misconduct
- Survey of police officers revealed that most officers believed that their supervisors were not biased on gender or race, but biased on *who you know*, twothirds said such was the basis for getting a good assignment.

- Meta-analysis of current research showed that organizational justice was linked to positive views concerning organizational outcomes, increased trust in the organization, job satisfaction, organizational commitment, and overall opinions of the organization
   Donner et al., (2015)
- Conversely, perceptions of injustice are associated with increased job stress, police misconduct and rebellious or destabilizing activities

- Expecting officers to never engage in deviant behavior is not reasonable and when you compare their engagement versus never engaging in the behavior, the authors have found that the most consistent concept is how officers are treated.
- However, a case can be made that the large and extra-large organizations have higher levels of organizational defiance, and this is a concern for supervision and the culture of the organization.
- Thus, the tenets associated with organizational justice are salient and administrators should focus on fair treatment to minimize detrimental behavior among officers
   Reynolds & Helfers, (2019)

- If officers perceive injustice, regardless whether these perceptions are founded, officers will react in accordance with their perceptions
- When employees feel leadership neither cares about their welfare or appreciate their efforts, they are less likely to perceive that their organization supports them
- To reduce turnover in police organizations, police administrators should implement and follow policies and procedures to ensure a fair, consistent and just treatment of all employees. Andreescu & Vito, (2021).

 Unfair treatment is internalized by officers as feelings of 'not being supported' and 'being expendable' Occupational stress and attitudes toward misconduct in law enforcement: The moderating role of organizational justice Lawson, Wolfe, Rojek, and Alpert (2021)

- Evidence to a growing body of police research on why organizational justice must be a critical component of police managerial practices.
- Perceptions of fair supervisory treatment have the potential to protect officers from the harmful effects of occupational stressors.
- The need for police chiefs, administrators, and all levels of police supervisors to understand organizational justice and its effect on misconduct.
- Implementation of departmental policies and procedures informed by organizational justice can reap a variety of beneficial outcomes.

#### Servant Leaders Remember the 3 Task of Management in Context By Dr. Peter Drucker

- Focus upon the organization and its specific purpose and mission
- Make work both suitable and productive for human beings
- Taking responsibility for the organization's social impacts

### Individual Professional Growth and Development of you and your staff through training is Paramount

- Provide training opportunities
- Ensure training is "Fresh" with current issues
- Ensure continuity of information and practice in work unit
- Ensure you, their peers and supervisors are "up to speed"
- Ensure work unit supervision supports training effort and CULTURALIZES IT
- Ensure custom and culture match training

Many organizational failures are a direct result of the lack of competency regarding subject matter by senior management.

#### **<u>Cause</u>:** Lack of training/education **Reasons:** 1) Senior Managers refuse to

### seek training

- 2) Senior Managers feel they don't need it.
- 3) Senior Managers feel they can't be gone.
- 4) Senior Management's boss wouldn't let them go

#### Training hurts today

To take people from their duties..."But, the investment you make today, pays tremendous dividends tomorrow."

"It motivates and prepares your people for the future." Training is critical ingredient to the formula to promote the professional growth and development of your people and enhance your agency

# Making Yourself Redundant

Louis Efron Forbes Magazine, August 29<sup>th</sup>, 2013

- A leader is not doing their followers, boss, or organization any favors by building a team that can't function without them.
- They have a duty of care to teach their followers to fish instead of fishing for them.
- At day's end, the true test of effective leadership manifests itself when a leader is absent.
- Start trusting your people to work on their own making it okay to fail and learn from mistakes

# **Succession Responsibility**

- The Commander has a tremendous responsibility to ensure that his or her second in charge is ready, willing and able to take over COMPLETELY and SEEMLESSLY in their absence.
- Such requires a commander to grow and develop their supervisors to <u>KNOW AND DO</u> THE COMMANDERS JOB WELL...

#### Commanders must provide:

- Information and Resources
- Mentorship and Oversight
- Opportunity and Meaning
- Support and Praise

# The 70:20:10 approach in training

Kajewski & Madsen, (2012); Jennings, (2013)

- Posits that 70 percent of the learning an individual does occurs at work, through projects and day-today experiences
- 20 percent occurs through networks and, in particular, through being coached and mentored by peers and more senior staff
- 10 percent occurs through formal schooling opportunities outside the office

# Some of our Subordinates

- Have a poor understanding of policy, procedure and the law from just reading
- No life or practical experience in the job that they can fall back on to draw options or alternatives
- Lack of intuitive skills sets
- Often, Ignorance may be a base line condition
- Staleness of practice
- Lack of competency and confidence in specific domains
- Difficulty understanding contextual features and make false assumptions... (Really important in discretionary thinking)
- No filter for objective evaluation (CT Skills)

<u>Training Alone Is Not Enough</u> Contemporary Leaders Must Be Active and On-Going Mentors to Their Subordinates

THE WORD MENTOR CAN BE TRACED BACK TO HOMER'S myth of Odysseus, The king of Ithaca left his son Telemachus in the care of Mentor, who guided and taught the youth for the 10 years his father was away fighting the Trojans, A mentor, therefore, has always been considered one who draws upon a deep knowledge base to teach and guide

The servant leader understands the <u>tremendous</u> <u>need</u> and <u>awesome responsibility</u> to provide a meaningful and ongoing culture of *PROACTIVE MENTORSHIP* to their managers, supervisors, and subordinates in their work units

Mentorship is critically important to start at the front end Not just when problems occur! YOU CANNOT WAIT A servant commander is a constant and ongoing mentor to their people.

# The mentor relationship is based in five components:

- 1. Belief in mission and purpose
- 2. Competence in the job
- 3. Genuine care and commitment to your apprentice
- 4. Encouragement and pride in your apprentice's work
- 5. Absolute dedication to professional conduct and behavior

#### "You want them to be successful."

# Using Mentoring and Storytelling to Transfer Knowledge in the Workplace

Swap, Leonard, Shields & Abrams (2001)

- Skills, managerial systems, and norms and values, woven into interdependent systems of knowledge termed core capabilities, are critical to any organization
- These types of knowledge, and especially their tacit dimensions, are conveyed through processes of socialization and internalization
- Two mechanisms key to those processes are mentoring and storytelling

**Developing Subordinate Acumen** The four areas of knowledge managers should focus on while acting as mentors

- Sociocultural knowledge behaviors and social norms that impact learning
- Practical/experiential knowledge hands-on experience and skills application
- Theoretical/conceptual knowledge formal written knowledge to be gained through research and study
- Self-regulating knowledge developing self-awareness about how personal learning occurs

Lyons, P., & Bandura, R. (2021)

Novice	Apprentice	Journeyman	Master
(Beginner)	(Intermediate)	(Advanced)	(Virtuoso)

#### Seven progressive and continuous efforts

- Engage: Vision, purpose and meaning
- Establish Expectations: Roles and relationships
- Enlighten: Insight and education
- Encourage: Motivate and support
- Enable: Provide autonomy, opportunity, and practice
- Develop: Accountability through evaluations and feedback
- Model: Continuous demonstration and ideological conversation of proper work contexts

Four additional strategies to foster employee development and high performance. Roberto, (2021)

- Demonstrate fervent belief in employees' potential to achieve their goals
- Make it safe for employees to acknowledge their mistakes and ask for help as they tackle challenging assignments
- Give people confidence on tough assignments by sharing stories of adversity and perseverance
- Coach employees on the most effective methods for learning new skills required to accomplish a challenging task

#### Four essential elements of persuasion Harvard Business Review Jay A. Conger

- Establish credibility: Grows from expertise and relationship
- Framing to find common ground: Illuminate the impact and benefits to everyone
- Provide vivid evidence: Stories, illustrations, metaphors, and examples
- Connect emotionally: Accurately sense and respond to your audience's emotional state

#### MENTORSHIP

Mentoring is a tool that organizations can use to nurture and grow their people Managers must mentor to their people to set vision, train in the proper skills, ensure consequence thinking and shape the **"culture"** of the work unit.

#### Mentor People Who Aren't Like You Harvard Business Review By: Richard Farnell April 17<sup>th</sup>, 2017

Leaders tend to coach and mentor their "own," and here's the human impulse that drives it: Even those who believe that diversity improves creativity, problem solving, and decision making naturally invest in and advocate for the development of the subordinates who are most like them.

- Mentoring across social and demographic lines is good for the mentor
- It can make you a more empathic and emotionally intelligent leader
- Better at spotting potential outside the usual mold
- Better at understanding the obstacles people face when they aren't part of the dominant group
- Makes it a little easier for the next person to get leaders' attention and support.

### Mentors are Pathfinders and Navigators Through Agency Policy and Procedure's Interface with Operational Realities

- Through complex systems of bureaucratic requirements
- Translate and interpret "intent of and rational behind procedures and policies" to ensure best practice
- Outline methods and manners to ensure compliance without impeding performance and achievements
- Provide a dual framework, encompassing the subordinate being required to "think through" and the supervisors responsibility to "help them through" the series of actions or complicated tasks that seem unnecessary but are required by the agency

#### TIME IS OUR MOST VALUABLE ASSET

Personal scenarios, anecdotes, and case examples offer valuable, <u>often unforgettable</u> insight. Mentors who can talk about themselves and their experiences establish a rapport that makes them "learning leaders."

#### Proactive prophylactic explanations and advice:

- Showing them things to expect
- Sharing past mistakes (lessons learned)
- Not just knowing policy, but providing real examples where the policy meets operations (articulating policy rationale and Illustrating consequence thinking)
- Showing examples of job issues (telling war stories)
- Capacity building (modeling, casting vision, and teaching)

O'Leary, Orr & Mike Bennett, (2017). Relational Leadership, Storytelling, and Narratives: Practices of Local Government Chief Executives. Public Administration Review, 77 (4), 515–527

- Stories have a capacity to cut across professional or departmental boundaries and engage people with a shared sense of context and purpose
- Stories can generate an emotional connection helpful to motivating and influencing staff
- Stories can help challenge and reframe the assumptions that underlie particular ways of practicing
- Stories lend themselves to talking about the public mission of organizations
- Attention to stories and narratives helps us understand leadership influence as collective and collaborative

# <u>Mentors</u>

Never ever "walk past poor performance."

- Correct in private in a supportive manner.
- Attack conduct only, never the person.
- Described how behavior adversely effects mission.
- Give examples of correct methods and explain consequences.
- $\circ$  Solicits feedback.

# Mentorship with legal issues is critical.

# The best education was often from the witness stand

- $\,\circ\,$  Reasons for policy and procedures
- $\circ$  3 tiers of police citizen encounters
- Seizures, PC, consents, search warrants and force
- $\,\circ\,$  Constitutional insight and understanding
- Reasons behind law (Examples: Brady material and Jackson-Denno hearings)
- Courts reasons and intentions
- $\,\circ\,$  Consequences involved

### Mentorship to supervisors and officers for individual and collective safety

#### Driving

- Pursuits (Vehicle and foot)
- Tactics (Encounters, arrest, searches and transports)
- The best tool they have... (their brain) THINK
- Risk versus Reward mindset

## **The Impact of Marginal Policing**

### **Top 6 Issues officers get themselves in trouble:**

- Failure to know, understand, train, follow, and enforce policy (Lack of supervision and oversight lead to poor work unit culture)
- Making marginal cases: (borderline or fringe cases that lack legitimacy or fairness, out running the prosecution)
- Authoritative mindset: "You disrespecting me"
- Unlawful stops and detentions: (fishing expeditions, lack of specificity, stereotyping or stopping on a hunch)
- Unlawful arrest: (lack of P.C. or P.O.P.)
- Unreasonable force: (from the domino effect)

### **Contemporary Example** Mitigation of risk in the Equation of the Contemporary Paradox in Our Operational Realities

#### **Agency Policing Strategy**

- Guns off street = lives saved (reduction in violent crime)
- Proactive policing in high crime areas = Lower crime rates
- Small misdemeanor offense (sometimes) = Large felony offense

#### Tier One or Two Stop Discretion

- Pedestrian in Roadway = Flight and Officer Involved Shooting
- Taillight violation = Chase and bad result
   Common Denominator: Piss and vinegar can = Blood, sweat, and tears

### A Systematic Social Observation Study of Police De-Escalation Tactics Police Quarterly 0(0) 1–35 August 2018

Natalie Todak and Lois James

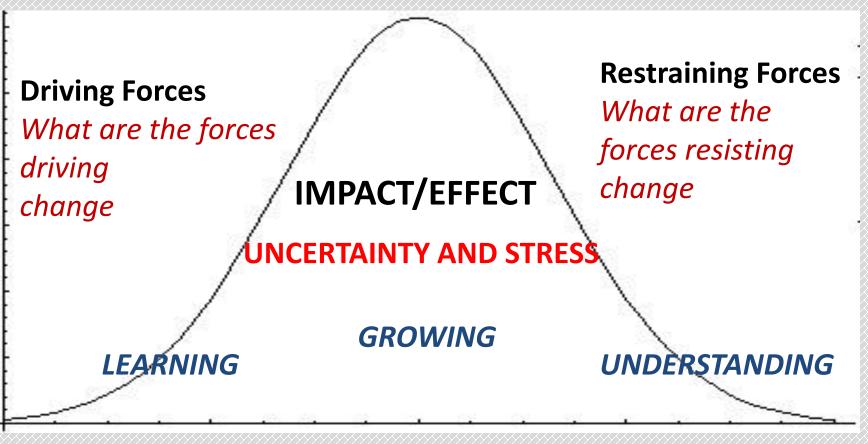
- We also found that officers varied in their use of deescalation
- Older and more experienced officers were significantly more likely to employ successful deescalation, likely indicative of their honed skills from repeated practice on the street
- This has promise for de-escalation training programs that can distill this experience and jumpstart the learning process for younger and less experienced officers

## Mentoring through change

- An Organization Does Not Change until the Individuals Involved with It Change
- Interventions are the Actions and Events That Are Key to the Success of the Change Process
- Leadership Is Essential to Adapting to the Change Process
- Facilitating, embracing and sustaining Change Is a Internal "All IN" Collaborative Effort
- Central is Understanding, Feelings and Perceptions and Realizations about the Change Process

## Often, Change, whether good or bad is equally resisted.

Change is not an event, it is a process





ADAPTATION

## Some Do's and Don'ts for Mentors

## <u>Do's</u>

- Set high standards, role model professional conduct and work ethic
- Be clear about your motives. Ensure there understood
  - o "Clear vision, clear expectations"
  - $\circ$  No mixed messages chances
- Look after your protégé's needs but consider your own as well "remember mission and performance."
- Be prepared to make objectives and evaluations driven by facts not relationship.

## <u>Don'ts</u>

- Do not lose patience "sometimes the best require process."
- Remember different people have different experiences that shape their perspectives and behavior, Often, we must recondition them
- Don't require your exact footsteps to be followed. Value the protégé's unique path if your vision and mission accomplished.
- Never let relationship defeat frank conversation and objective assessments.

## Mentoring to "newly promoted or assigned supervisors

#### From "Saving new supervisors from themselves" Carol A. Walker HBR

## You must help them understand the why's and how's regarding:

- Their ability to listen and communicate
- Their ability to delegate
- Receiving help and support from above
- Projecting confidence
- Focusing on the big picture
- Providing constructive feedback

## "A Teacher affects Eternity; He or She can never tell where their influence stops..."



## ~Henry B. Adams

Develop your officers by building their capacity to do the job, then when their ready... <u>turn them loose and let them work!!!</u>

- Train them (formal, informal, FTO, OJT and mentorship)
- Provide specificity as to standards and give them clear unambiguous expectations
- Observe them at work(Oversight)
- Evaluate their readiness level with the task or job required. (Their competence, confidence, and willingness)
- Provide Feedback (for their continued professional growth and development)

## **Never micro-manage!**

- As a servant leader, you tell them and show them. Then let them swing on the trapeze while you act as the safety net.
- The manager can be more involved, but they must not do the employees job or hijack their role.

You can pick the hymnal, select the song and verse... <u>But let them do the singing</u> "Trust is about Risk"



## The most common reasons for not delegating are: Maynard (1996)

- Lack of patience
- Insecurity (Risk adverse)
- Inadequacy (Can't do the job)
- Occupational hobby (doing things rather than ensuring things get done)

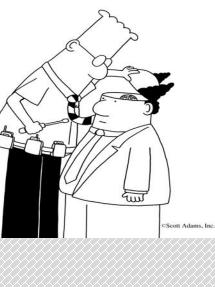
## Seven (7) deadly sins of delegation Wilson, (2010)

- The "do it my way" syndrome
- Believing our people are not ready yet
- Abdicating, (not giving up the throne) not delegating
- Not providing clarity or specificity
- Lack of communication to others
- Taking it back
- Not establishing clear return and report processes

When managers violate certain aspects of the process the entire delegation of authority process will fail (Pollock, 1986; Maynard, 1996; & Wilson, 2010).

## THE MICROMANAGER

- Self-centered and absorbed
- Manipulative/ controlling
- Excessive monitoring or reporting
- Excessive demands for approval
- Dysfunctional delegation/collaborations
- Withhold information (will not share)
- Paranoid and insecure



The most common meaning associated with "micromanagement" in the public safety culture is:

To provide supervisory oversight with <u>excessive control</u> and <u>attention</u> to details that are best left to the operational personnel.

Police Chief, IACP, (Gove, 2009)

The micromanager is typically one who is obsessed with control and is <u>overly</u> concerned with <u>all</u> aspects of employee work.

Micromanagers tend to dictate every detail of the work for which their subordinates are responsible, and they <u>truly believe</u> that their way is not only the best but also the only way.

### Workplace Consequences from a Micromanager

- Subordinates appear frustrated, depressed, and/or unmotivated. Subordinates never take initiative, instead seeking permission from their supervisors before doing anything.
- The work unit has higher than normal employee absence, leave request, attrition and turnover
- Low work unit creativity, productively and morale
- High work unit stress
- Subordinates go out of the way to avoid the manager
- Management attempts to control the flow of all information in and out of the work unit
- Management does not involve subordinates or solicit their opinions and advice about operations
- Dysfunctional information flow, dysfunctional delegation, no individual growth or development

- Employment professionals have found micromanagement to be one of the top three "misery" factors that lead to employee resignation.
- Micromanagement over time is extremely ineffective.
- Managers spending inordinate amounts of time on task that should have been delegated.
- It causes burnout and leaves little time for managers to build a vision and focus on the future.
- Micromanagers very rarely view themselves as such. They refute such claims by citing their management style as "structured or organizational."

Micromanagers, like many addicts, are the last to recognize they have a problem

## **Root Causes of Micromanagement**

#### (Chambers, 2004)

- Fear, confusion, and discomfort of the leader.
- A lack of confidence, the potential failure of others, being ignored, the threat of others competence, and loss of recognition.
- Lack of patience, emotionally insecurity and increased pressure.

#### Symptoms of the Micromanager White, (2010)

- Often supervise a particular project telling people exactly what to do and how to do it
- Are control freaks; they are fundamentally insecure and afraid to trust the performance of those below them
- They often frustrated because they would have gone about the task differently than you
- They typically go alone to the boss's office, as they do not wish subordinates to gain credit
- They become irritated when others make decisions without consulting them
- They explode when their bosses by-pass them and go directly to one of their subordinates

- They keep track of the number of copies made on the Xerox machine, count paperclips, or scrutinize the number of long-distance phone calls
- They are obsessed with meaningless details; they spend an inordinate amount of time overseeing simple tasks.
- They frequently call the office while on vacation
- They dictate time, often creating deadlines for deadlines sake
- They demand overly frequent and unnecessary written status reports
- They are so busy that delays happen frequently, while people wait for their input or signoff

- Micromanagers stretch themselves too thin and take on too many projects
- Their in-box stays full because they move from one to job to another without completing any of them
- They are too busy to meet with subordinates and not available to provide guidance
- They constantly want to know where all their team members are and what they're working on
- Micromanagers abhor mistakes. Seldom praising, they consider their employees incompetent and soon lose the respect of coworkers and employees
- They are quick to blame, and they seldom admit their own mistakes and shortcomings.

### Insecure leaders think everything is about them and as a result:

- Every action, every piece of information, every decision is put through their filter of selfcenteredness.
- When someone under their charge performs well, they fear being outshone.
- When someone under their charge does poorly, they react in anger because it makes them look bad.
- Insecure leaders desire the "status quo" for everyone but themselves.

- Anyone who questions the leaders' facts or ideas is seen as a troublemaker or disloyal
- They are inconsistent because they are incompetent and lack the confidence to make sound decisions or take risk
- When leaders are insecure, they often project that insecurity down to the people below them

#### Newly promoted supervisors might have problems adjusting to their new responsibilities and tend to micromanage

- The attention to detail, control, and autonomy that was important as an officer before promotion follows into the new position.
- The new supervisor fails to see the "big picture" of the responsibility's attendant with promotion.
- As such, there can be problems with delegation and teamwork.
- Many will return to what is comfortable and familiar, performing tasks themselves to ensure that the work is done properly
- It may also stem from their own insecurity

## Holding people accountable is not micromanagement.

To make people take responsibility you must hold them accountable.

To **communicate** clear unambiguous standards and expectations, then ensure people **meet** those standards and expectations through **oversight** is NOT micromanagement

## There are times when extraordinary circumstances require extraordinary management approaches in conjunction with honest and candid dialogue with the employee

### **Examples:**

- High profile or Politically sensitive cases
- High risk and/or dangerous activities
- Dealing with inexperienced or new employees
- Dealing with marginal employees

#### THE KEY IS UPFRONT COMMUNICATION WITH EMPLOYEES REGARDING THE TASK AT HAND

## Micromanagement is when you try to do their jobs.

## Good management is when you ensure they do their jobs.

Exemplary management is when you create a culture where they "would die" before they didn't do their job.

### **Harvard Business School**

**Rosabeth Moss Kanter** 

- With rising interdependence and unpredictability, the cost of micromanagement are increasing.
- We must rely on more and more of our people to make decisions on matters for which a routine response may not exist.
- The degree to which the opportunity to use power effectively is granted to or withheld from individuals is one operative difference between those organizations that stagnate and those that innovate."

## Simon Sinek

- When authority is kept at the top, it is more likely that factions will emerge and compete for favor rather than work together for the good of the whole.
- In contrast, a leader that distributes their authority empowers their people to take responsibility to advance the group's interests information is shared, mistakes aren't hidden and innovation thrives.

When our leaders give us the authority to make decisions, we feel inspired to make our own sacrifices to see their vision advanced.

#### The Contemporary Environment' Nexus to Leadership and Management McChrystal, S. (2015)

- Our environment erupts with too many possibilities to plan for effectively, we must become comfortable sharing power
- Increased complexity, disruption and unpredictability requires increased agility and adaptability
- Loosening control and empowerment are necessary to promote innovation, initiative, creative thinking, agility and adaptation
- "Eyes on, Hands off" leadership philosophy

#### "When leaders see what's going on, they naturally want to control what's going on...We must become comfortable at sharing power" McChrystal, (2015)

- Empowerment is unnatural and we want to command and control
- The velocity and volume of decisions needed exceed the capabilities of the best supervisors
- The speed required for initiative often exceeds bureaucratic means
- Empowerment provides "ownership" and autonomy that translates into "growth and development" to innovate and adapt to changing and dynamic circumstances

## The first step away from micromanagement is for supervisors to admit being micromanagers

- Only then can a conscious effort be made to work toward a more inspired management style
- Awareness and commitment are crucial to successful change
- A rapid transformation is unlikely; committed supervisors are best served by focusing improvement efforts on one or two specific characteristics that are causing the micromanaging tendency and then building momentum from incremental successes.

# Supervisors need to maintain an open mind, be flexible in thought, and engage in participative management

- Officers are allowed to provide input. In this manner employees are most likely to buy into their supervisors' management style and feel empowered to make sound decisions themselves
- There also needs to be an allowance for and an acceptance of mistakes (to the extent possible in law enforcement work)
- Errors will happen, and when they do, an appropriate response is critical [look for understanding the issue and lessons learned rather than blaming]

- When delegating responsibility, upfront communication becomes essential
- Time should be spent detailing tasks and expectations at the outset rather than saying nothing and critiquing at the end
- As with most remedies to micromanaging, communicating at appropriate times and in the proper manner is crucial
- Substitute micromanagement with leadership. Be resolute with strategy but flexible with tactics
- Create an atmosphere of open communications by encouraging employees to speak up and ensuring that they are heard
- Value their opinions and judgment even if you don't agree
   White, (2010)

## Progress reports could be requested at predetermined intervals for more complicated tasks. Use "SITREPS"

- This way, subordinates do not have to guess about when to provide updates
- Supervisors do not have to badger employees for information
- Regular updates not only allow for better communication; they also allow for early adjustments when problems are found.

## Praise is a <u>necessary</u> part of supervisor feedback

- Too often, supervisors look to correct behavior rather than to provide praise.
- New supervisors are especially prone to this trap.
- When an evaluation is given only after mistakes are made, the shadow of micromanagement is cast.
- Seeking out praiseworthy actions will change the perspectives of both supervisors and subordinates, each seeing the other in a more positive light.

When I took command of the Benfold, I realized that no one, including me, is capable of making every decision. I would have to train my people to think and make judgments on their own. Empowering defining the parameters in which people are allowed to operate, and then setting them free. But how free was free? What were the limits? I chose my line in the sand. Whenever the consequences of a decision had the potential to kill or injure someone, waste taxpayers money, or damage the ship, I had to be consulted...short of those contingencies, the crew was authorized to make their own decisions. Even if the decision were wrong, I would stand by my crew. Hopefully, they would learn from their mistakes, and the more responsibility they were given, the more they learned.

- Captain Michael Abrashoft

# BAD VS. GOOD LEADER

- Me first
- Move up
- Guard information
- Take credit
- Hog the ball (Star)
- Dodge the ball (Blames)
- Holds grudges
- Manipulate others

- Others first
- Build up
- Share information
- Give credit
- Pass the ball
- Catches the ball (takes blame)
- Forgives/forgets
- Motivate others

# <u>Superior performance</u> promotes motivation among the people.

# Being recognized as the best in and of itself benefits everyone's status and self esteem.

# 21<sup>st</sup> century operations often require team approaches

### "The servant leader builds outstanding teams" through premier leadership.

# Characteristics of Exemplary Teams

McChrystal. S (2015)

- Trust
- Relationship
- Common purpose
- Awareness
- Systematic understanding
- Strong connectivity
- Shared consciousness

This class is not about..."I'm okay. You're okay." or hold hands and sing "Kum baa yah."

It does not mean leaders should adopt other's emotions as their own or try to please everybody; such would be a "nightmare" and make performance impossible

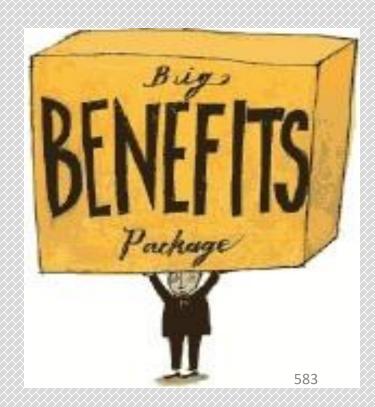
Rather, taking employees' idea's, thoughts and feelings into thoughtful consideration and then making intelligence decisions that factor that information into the response

Servant leadership mindset, organizational and process fairness, individual consideration, empathetic perspective, workplace sense of security, job participation and voice are all critical

# Your priorities become their priorities when you show them the benefits.

# When you become a servant, they become servants also





# Motivation is a result of a passion to accomplish something in the fashion one desires.

That desire must be fostered, nurtured, and sustained attention and care.

"People must feel special and their work

Purposeful"

# People find their work meaningful when four factors are in place

Bailey, C. & Madden A. (2016) MIT Sloan Management Review

- First, they must feel they are contributing to the core purpose of their organization.
- Second, people are able to craft their job so that it makes a significant contribution.
- Third, their tedious tasks are kept to a minimum
- Finally, jobs are seen as less empty when employees see people benefiting from their work.





# Communication

- Communication can be defined as exchange and sharing of information between two or more parties (individuals or groups) in order to achieve mutual and purposeful understanding
- As the need and demand for knowledge continues to rise and intensify, Communication is the focus of organizational behavior and operations
- Interpersonal communication should be considered as a strategic issue and should be planned, developed, organized and controlled

Naumovski, et al. (2017)

# Why Leadership Matters to Internal Communication

- Internal communication is a central process by which employees share information, create relationships, make meaning, and construct organizational culture and values (Berger, 2008)
- Immediate supervisors are the information source preferred by employees and thus have more credibility with employees than senior executives
- Leadership communication shapes follower perception (Men, 2014)
- Leadership is the nucleus of the organization's internal communication process Mast & Huck, (2008) 588

# Communication is Social Dr. John Stewart University of Washington

- Humans are "social animals" that make <u>sense</u> and <u>meaning</u> out of things with others
- It is a collaborative process
- Collaboration does not mean we always agree
- We "co-labor" together to make meanings in response to one another
- The process between people uses both verbal and non-verbal (people talk, look and listen in many ways)

## Dr. John Stewart, University of Washington "Bridges not walls"

- Communication is relational, focusing upon the quality of contact that people create together
- Animals live in worlds of objects and things, humans live in worlds of meaning
- We construct meaning together
- Culture and beliefs figures prominently into the process

### Communication Competency arises from 4 basic components

Littlejohn and Jabusch, (1982)

- Process Understanding: ability to understand the dynamics of the communication event
- Interpersonal sensitivity: ability to perceive feelings and meanings
- Communication Skills: ability to develop and interpret message strategies in specific situations
- Ethical Responsibilities: Concern for well being of all parties and responsibility for outcomes

# Being Responsive is tremendously Important

- Responsible relationship partners convey understanding, validation and caring
- They are sensitive to their partners feelings and want to make them feel <u>comfortable</u>, valued, listened to <u>and understood</u>
- These relationships develop through an interpersonal process in which actor's reactions to partners <u>influence partners perceptions of actor's</u> <u>responsiveness</u>

- People who perceive others as responsive become responsive themselves and perceive their partners as more responsive, leading to high quality relationship for both
- People not only can create the types of relationships they want-those characterized by high responsiveness, and consequently, higher quality but can also create high quality relationships for others

Canevello & Crocker, (2010)

- People who have Interpersonal intelligence have the ability to read, sympathize and understand others
- Individuals with interpersonal intelligence are good with people and achieve significant improvement and progress toward social interaction

Naumovski et al. (2017)

## Trust, communication, and leadership

#### are the three-legged stool of modern organizations Cummings, (2013)

- Communication is the thread that weaves the leader's fabric to create a blanket (*culture*) of trust within their organization
- Once trust is established, leaders can achieve their goals more effectively and efficiently with the full faith and support of their team

It develops the environment for credible direction and meaningful vision, and creates a culture for a feedback rich environment 594

# How communication affects trust and engagement

Zeffane, Tipu & Ryan, (2011)

- Perception of effective communication with management has one of the strongest effects on an [agencies] trust climate
- When communication channels begin to deteriorate, misunderstandings and misrepresentations abound and a climate of mistrust sets in
- Managers' ability to listen, communicate clearly, and lead had the strongest effect on employees' organizational commitment
- To promote and build positive trust relationships, managers must communicate as honestly and directly as possible with their employees, particularly during uncertain times

#### "Three Keys to Effective Communication"

Laurie McCann, University of California, Santa Cruz.

- 1. What you say and how you say it
- 2. What you hear and how you hear it
- 3. What you do with the information

#### "Seek First to Understand, Then to be Understood"

-- Stephen Covey

#### "Collaboration is vital, difficult and learnable"

-- Russel M. Linden

#### Ask instead of telling when you can You can be polite and respectful in almost every management situation

## Being treated with dignity

- Being treated with dignity helps a person feel worthy of respect
- Feeling respected means, we feel appreciated for who we are and what we do
- How we communicate (how we speak to people and what we say) is one of the ways we can extend or withhold dignity and respect from others
- Respectful interactions are key to ensuring we uphold the inherent character of human dignity

# **Tolerance is key**

- Tolerance does not require us to abandon our convictions or accept viewpoints we disagree with
- It does, however, require enough respect for those around us to do more than just "put up with" their presence, which can impart a sense of hostility

# Importance of Aggressive Listening and Observing

*Listening is not waiting to talk*...listening is an important collection point where people pour out their emotions, hints, innuendos, motives, beliefs, opinions and suggestions through words, tone of voice and body language cues

When your good at Listening, you will hear what People didn't say.

## **Active Listening Is...**

#### Sensing

Maintain Interest Control emotions Do not interrupt Postpone judgement

#### **Evaluating**

**Empathize** 

Organize information objectively

Content/context

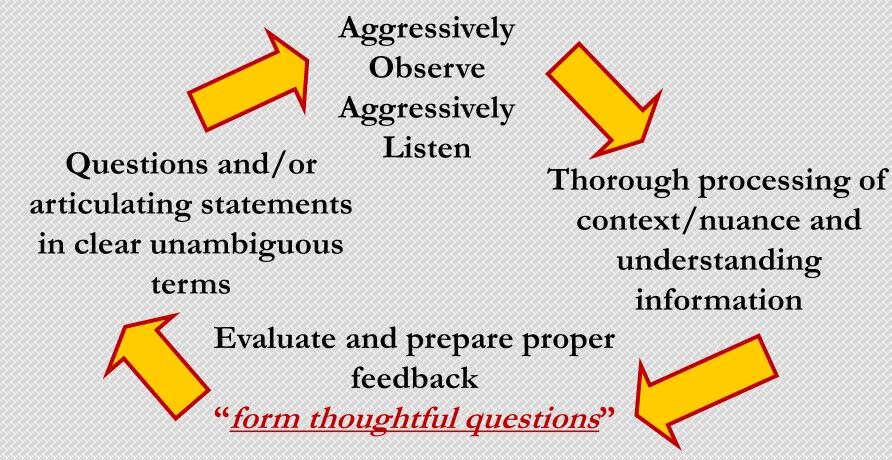
#### Responding

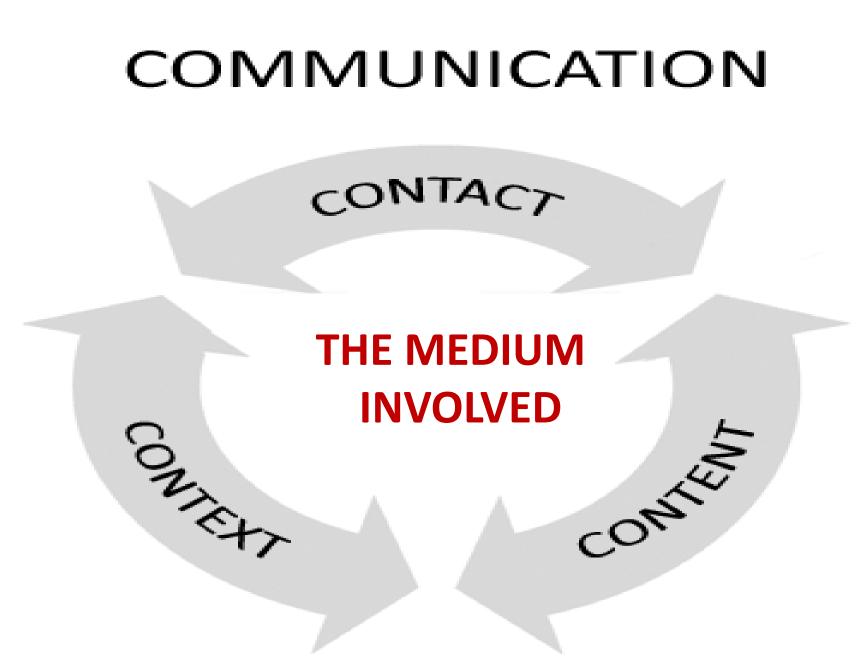
Show interest

Clarify the message

## Structured Communication Cycle

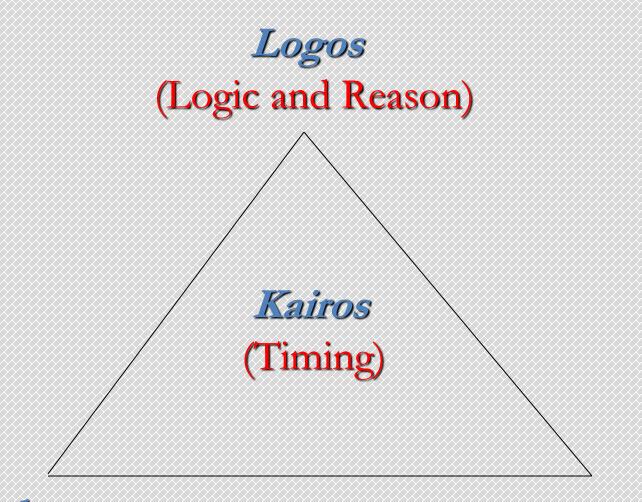
"Don't make judgments until you have all the facts."

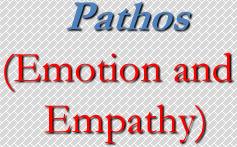




# THE INFLUEANCES AFOOT

- The Perceived Understandings of Roles and Responsibilities: Internal and external stakeholders, executives, managers, peers, and subordinates
   (The Importance of Proactive Management "Upfront")
- Current Assumptions: What we know at the time
- Our Beliefs: Cultural, political, religious values, norms or morals. Subjective standards and analysis.
- Field of Experience: Sets of specific experiences or background that are parties in communication bring to bear on the interaction
- Communication Context: Environment for the communication interaction







Beware of the Curse of Knowledge Making assumptions about what other people know can cause a lot of confusion Soeiro, (2021), Harford, (2021), Heath & heath, (2006), and Newton (1990)

- Once you know something, it can be difficult to take the perspective of someone who doesn't
- This phenomenon, known as the curse of knowledge, can lead to miscommunication, conflict, and professional stumbles
- To avoid this pitfall, one should slow down, think about what their audience needs to know, and try to catch themselves making assumptions

#### Whenever you assume that something is obvious to all parties, you're likely to leave yourself open to ambiguity.

- Slow down your communication, avoid assumptions
- Empathize with the person to whom you're speaking
- Ask yourself if they would really know what you're talking about, and if they really are as familiar with the topic as you are
- Think about the smaller skills and facts that need to be understood, too, not just the main point

#### Pittenger, Hockett, & Danehy, 1960

- Communication behaviors, whether they involve verbal messages, gestures, or some combination thereof, usually occur in <u>PACKAGES</u>
- Usually, verbal and nonverbal behaviors reinforce or support each other
- All parts of a message system normally work together to communicate a particular meaning.

## Words and Vocabulary

- All messages are ambiguous to some degree.
   Ambiguity is a condition in which a message can be interpreted as having more than one meaning
- Words with different meanings or unknown definitions of words can be very problematic
- Sometimes ambiguity results when we use words that can be interpreted differently

# Nonverbal communication is the transfer and exchange of messages in any and all forms that do not involve words.

Matsumoto, D. R., Frank, M. G., & Hwang, H. S. (2013).

- One of the major ways by which nonverbal communication occurs is through nonverbal behaviors
- These are behaviors that occur during communication that do not include verbal language
- One source of messages in nonverbal communication is the environment or context
- Another source of nonverbal messages is one's physical characteristics or appearance
- Nonverbal communication also occurs in the dynamic actions of the face, voice, and body

# **3 Cs of Nonverbal Communication**

- Context: includes what environment the situation is taking place in, the history between the people, and other factors such as each person's role (for example- an interaction between a boss and employee)
- Gestures in clusters prevents us from allowing a singles gesture or movement to be definitive in determining a person's state of mind or emotion
- Congruence: refers to the words being spoken matching the tone and the body language

#### **PAY ATTENTION**

#### Devote the time and effort to listen carefully and watch closely to be Ready to Probe

- Demonstrate respect, interest and attention through your behavior (words and non-verbal projections)
- Attentively watch the receiver's non-verbal reactions
- Often, what they don't say, and their reactions to what is said by you can speak volumes
- Sometimes people will provide cues to their attitudes and understanding, or signal their mindsets
- Be sensitive and observant before, during, and after communications
- Then probe when you sense a need

#### Communications is a learned behavior Fairhurst, (2011)

- Many of us remain unaware of how our language shapes context in our organizations
- The traditional communications model is narrow and lacks the complexity and richness
- How we co-create meaning together is important
- Reality is subjective
- Framing builds reality for others

## **OUR COMMUNICATIONS**

## Reflect on these three questions and ask which question is most like you

- 1. Do you frequently lack an edit function where you speak exactly what's on your mind?
- 2. Do you always try to say what is appropriate to the situation, trying to stay within polite social norm?
- 3. Do you carefully choose your words with a heighten sensitivity and awareness toward language forms and usage?

## From Barbara J. O'Keefe's research on Message Design Logic

When communicating, people use one of three design logics to form their messages and interpret those from others:

- Expressive
- Conventional
- Strategic

These design logics can gauge your sensitivity to the framing concept.

## Expressive

- Least sensitive to the framing concept.
- Primary communication goal is to express yourself.
- Friends may remark that you lack an "edit" function; you tend to be blunt and very literal.

[Often the Expressive reacts instead of responds]

 On the positive side, others may find you honest, genuine and trustworthy because you don't "play games."

## Conventional

Most managers fit into this category

- Some sensitivity to the framing concept.
- Social context influences our thoughts (go along to get along)
- Your focus is on what is *appropriate* given the context.
- However, you tend to see the context as "fixed." (thus your reacting to context)

## Strategic

- Great sensitivity to the framing concept.
- Heightened sensitivity to language selection and delivery (careful wordsmith)
- People and situations are not fixed; rather they are created and negotiated through language.
- In difficult situations context is redefined
- However, you may be perceived as manipulative when self-interests dominate.

## **Message Design Logics**

- The Strategic has the capacity to be conventional and expressive
- The Conventional does not have the capacity to be expressive
- The Expressive, is probably expressive all the time
- If your all three, you are probably strategic

## The Strategic understands that:

- Effective framing is the ability to define the situation in the "here and now" in ways that <u>connect with</u> <u>others</u>
- Through framing, we create the realties to which we must then respond (*critically important in a V.U.C.A. world context*)
- It is the ambiguity or uncertainty of the situation here and now that opens up for interpretation – and thus an opportunity to emerge as a leader (or failing to emerge as a leader)

# The skill of framing opens the range of what is socially constructed in our world

# Three (baseball) umpires disagreed about the task of calling balls and strikes

- The first one said, 'I calls them as they is.'
- $\,\circ\,$  The second one said, 'I calls them as I sees them.'
- The third and cleverest umpire said, 'They ain't nothing' till I calls them'.
   ---- Herb Simons (1976)

The label 'strike' reifies an action, objectifies a reality, and prompts us to act as if these objectivities are real

## **By Framing**

We guide and help to make sense out of things by changing one particular meaning over another

- The strategic can see the context from multiple angles
- That ability to evaluate those perspectives combined with a heighten sensitivity to and skilled use of language is central to shape things and place more meaning to one thing over another
- The way we interpret things helps to shape understanding and influence behavior

## Framing

Fairhurst & Sarr, (1996), Pondy (1978), Entman (1993), and Weick (1979)

- The ability to shape the meaning of a subject, to judge its character and significance
- To hold the frame of a subject is to choose one particular meaning over another
- When we share our frames with others (the process of framing), we manage meaning because we assert that our interpretations should be taken as <u>real</u> over other <u>possible</u> interpretations
- We do not suggest that every subject is suitable for framing

## **Framing** Fairhurst, (2011)

- To the extent that uncertainty or ambiguity mark a given subject, <u>what is real and important is often</u> <u>what we say is real and important</u>
- Often, we are powerless to control the turbulence of our environments, but can control the context under which the turbulence is seen
- Framing shapes meaning of the subject
- We manage meaning asserting our interpretation over others
- We use language, thought and forethought

### Framing Fairhurst (2011)

- Leaders that understand their world can explain their world (they can create rich mental models)
- When we can see from different perspectives, we have the ability to shape "the here and now"
- This ability to see from multiple angles defines our communication strategy then using our mental models we develop our thoughts
- We then shape the nature of the realities to which we respond with our words
- We are managers of meaning and co-constructors of reality

## Three Important Techniques for Framing

- Develop your mental models (acumen)
- Prime for spontaneity (program your unconscious mind)
- Use positive emotional contagion (use high energy non-verbal expressions and credible empathic illustrations that connect with people)

## 6 rules for the objective framing of issues Fairhurst, (2011)

- Remain sensitive to and manage context
- Define the situation in the most objective and specific terms
- Apply ethics
- Interpret and evaluate uncertainty
- Design a response from the deconstruction of the facts and evidence guided by a critical thinking process
- Control spontaneity in both thought and communication

## **Do Not Spin OR Bullshit**

- Questions of right and wrong arise whenever people communicate
- Ethical communication is fundamental to responsible...decision making and...enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others

## **Re-framing**

- Listen and affirm with empathy
- Take an attitude of "help me to understand" (what led you to this perspective? Try to undercover the assumptions and data)
- Neutralize emotionally charged statements (absorb, but not reflect emotions)
- Shift either or arguments to AND
   *Patience is a space for reflection and thought Tom Friedman*

## **Organizational Communication**

#### Downward

- Too many Messages
- Contradictory Messages
- Ambiguous Messages
- Unempathetic Messages
- No Message, Vision or Direction

#### Upward

- Risk fear for Retribution Regarding Feedback
- Leader Adverse Emotional Response
- No opportunity for Feedback
- No Solicitation or Encouragement for Feedback

#### Horizontal

- Culture that Discourages Networking
- Leaders not Encouraging or Providing Time or Opportunity for Networking
- Not Enough Channels or Network
   Opportunities

## Managerial Communications Strategies and Applications

Hynes, 2011

**One** Climate Culture

#### Two

Relationship Status Interest Emotional state Subject knowledge Communication skills Purpose of message Three

Specific Content Medium Environment Timing

NOTE: Highly interdependent and affect each other concurrently (each variable is affected by the others)

## Five Levels of managerial communication Hynes (2011)

- Intrapersonal (Observing, listening and reading, necessary for decision making and problem solving that requires accurate information)
- 2) Interpersonal (Two or more people exchange thoughts, sharing information, feedback and maintaining relationship)
- **3) Group communication** (Meetings that are formal or informal)
- **4) Organizational** (Operates within networks that link its members)
- **5) Intercultural** (Interactions between people of diverse cultures)

## **3 varieties of informal networks** Kelley & Caplan, (1993)

- 1) Communication Webs (Who talks to whom)
- 2) Expertise networks (Based on which people are sought after for advice)
- 3) Trust networks (Driven by relationships)

Two main principles from research regarding the role of leaders and the networks they build Wilburn & Campbell, (2012)

- The ability to lead is directly affected by the networks a leader builds
- 2) A leader's behavior influences the type network structure that develops in organizations, which consequently impacts organizational performance
- **Network Insularity:** Gathering of Liked minded people and similar perspectives from close relationships
- **Network Diversity:** Developing other relationships that promote different more diverse perspectives

## Increasing network diversity and fighting off insularity is a challenging task for a leader

## "Assumptions"

The least little thing you do <u>or</u> don't do... Say <u>or</u> don't say...

Impacts people's perceptions and leads to assumptions some true and some totally false.

You must be deliberate to be self-aware and proactively communicate to people to prevent infectious rumors

## Rumors = Ambiguity x Interest

- Rumors are created when the available message is ambiguous
- If all information were available and clear from formal channels no rumors would be created
- When the message is ambiguous, but interesting rumors will result
- Information via the "grapevine" is 70% to 90% accurate, but always distorted

## The chain of command

- Law enforcement agencies have formal channels (chain of command)
- Identifies the grouping of individuals to be accountable for task accomplishment
- Ensures that the grouping of responsible individuals are situationally aware
- Facilitates the analysis and evaluation of information (with other information)
- Informs decision making

We must ensure we keep people plugged in

## A successful and effective open-door policy

- Provides guidelines that enable communication between everyone at all levels of the organization.
- Provides the expectation that officers will address problems first with their supervisor.
- An officer is always welcome to set up a meeting with a senior manager
- With a debrief following the officer's meeting with his direct manager or supervisor.
- If outcome is not satisfactory, the senior manager needs to bring the employee and supervisor together to assess the situation

# An unstructured unregulated open door policy will...

- Cause Problems and Dysfunction
- Disrespects your supervisors and managers
- Limits you to not having the proper and necessary and specific contextual knowledge and features known by supervisors
- You may empower a subordinate officer to circumvent the proper roles and responsibilities necessary for effective operations

#### The Truth about Hierarchy MIT Sloan Management Review

Winter 2018 By: Bret Sanner and J. Stuart Bunderson

- When a group has a functional chain of command, disagreements can be more easily resolved so the group can take coordinated action
- Key is that higher ups act in ways to support the group, rather than acting in their own best interest
- Higher ups must use their advantaged position to encourage members to collaborate, through information sharing, experimentation, and reflection
- Individual goals and feedback will keep members focused on their task and outcomes

## The Truth about Hierarchy MIT Sloan Management Review

Winter 2018

By: Bret Sanner and J. Stuart Bunderson

## How can teams benefit from Hierarchy?

- Can help the group generate, identify and select new ideas
- Create ground rules that enable and encourage group members to speak up
- Can promote group learning and performance

"Hierarchy doesn't need to go away, but the hierarchy of responsibility has to change so that everyone feels like they can speak up if they see something wrong."

"You need to CREATE A WAY for people to come forward with concerns." (Edmondson, 2019)

# Four repeating themes where officers circumvent the chain

- Supervisor not available
- Supervisors' inaction or non-responsiveness
- Supervisors not doing their job
- Confusion about who defers to whom
- Questionable behavior included forms of employee harassment, abuses of organizational policies and practices, and unethical behavior.

# Factors that inhibit advancement of information

- Failure to place the emphasis on and putting the work toward promoting on-going communication
- Leader insecurity
- Failure to seek and promote value in feedback
- Personal censors (due to bias or beliefs)
- Piece meal evaluation from marginal information promotes a poor interpretation (failure to see the big picture)
- Blind to facts, ignorance or arrogance (Can't see it)
- Fear of retribution from a counter opinion or position (worry of negative image or status)
- Closed minded, intolerant environment

## When communicating "up and down" the chain of command...

#### Be sensitive to:

- Ego's..."Do not send messages, when you can personally give them"
- Saying the title and rank..."Of subordinates and supervisors"
- The terms... "Us or we, rather than me, mine or I"
- Breaks in the chain, going up or coming down...
   "Inform and coordinate about those communications where people are "skipped" do not assume they are or will be briefed"
- Never let people be surprised or embarrassed by being left out of the know.

#### Nine critically important steps to follow in the development of accurate and industrious communication skill sets:

- 1. Never gossip.
- 2. Never communicate indirectly or by proxy.
- 3. Never speak negatively about other supervisors or subordinates in front of other subordinates.
- Never let relationships motivate or drive initial contact; treat everyone with respect and dignity and follow the proper roles, responsibilities, and jurisdictions.
- 5. Never put others in awkward, difficult communications positions.

6. Speak and be courteous with everyone encountered.7. Respect the rank and the title of others in your communications (both verbal and written)

 8. Intentionally craft your communications for transparency. There is no such thing as "secret." (Don't ever put out what you can't take coming back)
 9. Give constant on-going, or at a minimum weekly or bi-weekly status updates; keep subordinates and supervisors in the loop. Managers and supervisors in the work unit must speak with <u>one voice</u>.

Subordinates must not be subjected to mixed messages or fears of one supervisor overruling another.

"Subordinates must never have an environment that results in supervisor shopping."

## Never put subordinates in the awkward position of having to tell their peers, what should come from the mouth of the supervisor.

Example: "Tell Joe I said let you handle this one." "Find Jill and tell her I said switch call." There is a difference between broad vision statements, request and specific directions.

## Managers must be aware of how broad brushnonspecific communications may adversely impact their people

- Be broad where the facts dictate to be broad, but never eliminate exceptions for common sense
- Deal with the individual, not the group regarding individual performance issues
- Do not impact the many over issues with the few

## Practice how you communicate and keeping people plugged in, aware and in the loop Be an active planner of communication

- •When people are out of the office and return later. (Vacation and leave)
- •When you attend a meeting or briefing that provides meaningful information to others.
- During the course of an incident or event where important information is generated, collected, or disseminated.

## Meetings as a means of communication in the work unit <u>"to meet or not to meet...that is the</u> <u>question."</u>

- Meetings impact your people's time
- Meetings interrupt work
- Meetings are additional work
- Meetings may not be the most efficient way in some cases to dispense or gather information
- Meetings structured appropriately may encourage valuable feedback
- Sometimes meetings are very necessary and important and the best method to communicate<sup>50</sup>

# **Think Tanks**

- Select group organized to study a particular subject (such as a specific case, policy issue, or a scientific problem) and provide information, ideas, and advice
- Structured evaluation, assessments, and feedback
- Premortem versus Postmortem paradigm
- An interactive platform for Mosaicking
- Devils advocate role

**Caution:** Beware planting the "Boss" opinion seeds

Nelson Mandela was born the son of a tribal chief. When asked by a journalist how he had become a great leader, he said,

"When I was a boy, I remember going to tribal meetings with my father and I remember that they always sat in a circle and my father was always the last to speak"

#### Lessons:

- Give the same consideration to everyone and treat them with equality (not hierarchical, people feel free to speak)
- Ask questions to clarify what others are saying, seek to understand their thinking
- $\,\circ\,$  Be the last to speak

# **Delpha Method**

Rand Corporation Early 1950's

- A group of experts answer a questionnaire eliciting their opinions on matters related to the subject matter
- These answers are then combined together into a summary by the facilitator and redistributed to the participants to evaluate and provide feedback
- After each round, the least popular suggestions are dropped, so that progressively the group moves towards consensus on the favored forecast or course of action (or informed decision)

# **The Delphi Method Components**

- Structured group: All participants are aware of how they are to participate, provide their answers, deliver feedback and work towards consensus
- Proponents of this structured approach suggest this is more effective at coming to a true approximation of opinions compared to unstructured groups which are liable to personal biases.

- Anonymity: All contributors are kept anonymous, which allows members to express their own ideas or criticize others freely, without having to worry about personal or professional relationships
- The facilitator: This person holds a neutral role in the group, and is tasked with organizing the questionnaires, collating the information received and summarizing the opinions given so far
- Broad reach: The Delphi technique is especially applicable when dealing with multiple stakeholders or where members are separated by distance and/or time zones. It allows all information to be fed into and disseminated from a single focal point.

# When to conduct and how to communicate in meetings

Prewitt, (1998)

- Be clear about the purpose of the meeting: Establish its importance at the outset
- Is the meeting necessary: Clarifying what the meeting will accomplish (results orientation)
- Prepare for the meeting: Time, place, duration with a narrowly tailored agenda distributed so participants can be prepared and understand the anticipated issues (*be sensitive to duration*)
- Avoid haphazard decision—making: Proactively seek feedback and build consensus
- Establish criteria to evaluate proposed solutions:
   Provide sufficient time for follow-up

# Internal and External Stakeholder Management

A direct nexus exist between relationships and communication.

The better the relationship – the better the ability to communicate properly.

# Thus - "the benefits of pre-existing relationships."

Focus on the frequency and the quality of the interaction together

# REMEMBER

"The most important thing in communication is hearing what isn't said." Dr. Peter Drucker

"Prevent and mitigate the environment for assumptions to be made, strive for connection, clarity and comprehension" John Edwards

"If you leave room in your communications for misunderstanding, you will probably be misunderstood" Dr. David Walton

# **Stakeholder Interactions**

#### **\*** Be professional:

Demonstrate the appropriate conduct and behavior

#### **\*** Be responsive:

- Maintain open and continuous lines of communication
- Provide a specific and defined answer
- Saying..."I'll get back with you" is the functional equivalent of saying, "I don't really care."
- ALWAYS RETURN PHONE CALLS AND E-MAILS

#### **\*** Be kind and courteous:

Make a point to contact stakeholders when you don't need anything

#### Do not fall victim to the <u>"if you can't hurt me or help</u> <u>me test"</u>

#### Be honest, open and transparent

#### Effective and meaningful Communications with Stakeholders

#### **\*** Be Aware:

- First, the identification of all internal and external stakeholders and why they are stakeholders
- Second, objective situational awareness evaluations:
- Evaluate and be sensitive to the stakeholders' roles and responsibilities within the context of the situation
- Try to walk in the other person's shoes, empathetic to their interactions, concerns and responsibilities to others
- Weigh the issues involved that may affect others, and affect their roles and responsibilities
- Third, the nexus and relationships of different stakeholders toward you and each other

- Fourth, the content and frequency of engagement, dialogue, and follow up communications with them
- Get out and see people, stay in touch and connected to sustain relational influence...BE A RELATIONAL ENGINEER

# The evaporation of influence can be far worse than the emergence of problems

#### Relationships with others are far bigger than one person (Don't let ego and hurt feelings cause problems)

# Crucial nature of dialogue – needing to listen, to understand different perspectives, value ideas, establish relationships

Cunliffe & Eriksen, (2011)

- Dialogism means talking with people not to them
- Understanding that meaning emerges in specific moments of responsive conversation between people, and that everything that is said is in relationship to 'others': other people, other ideas, other conversations
- Talking with means all views are shared and considered – cross/back and forth dialogue
- Be mindful and create the space for dialogue

#### Successful, high-powered coalitions do five things: Kanter and Cem Hayirli, (2022)

- Exercise moral leadership
- Operate at the speed of trust
- Find a balance of commitments
- Navigate competing coalitions
- Focus on solutions

# Linden's (2010) collaborative leadership skills:

- Articulate purpose and vision
- Articulate the "Common Interest" involved
- Feel driven to achieve the goal, with solid but measured ego
- Listen carefully to understand others' perspectives
- Look for win-win solutions to meet shared interests
- Use pull more than push
- Think strategically, connect the project to a larger purpose

The differences in "Push" and "Pull" Most situations require far more pull than push (Linden, 2010)

#### Push is more about...

- Talking
- Telling, explaining
- Meeting my needs
- Getting you to do what I want

#### Pull is more about...

- Listening
- Asking, inquiring
- Trying to meets all of our needs
- Creating conditions in which you and I want the same thing

Look toward ways of working things out toward being able to help stakeholders versus "saying I'm sorry" or "I can't help you" on its face.

- Work toward the difficult YES versus the easy NO, whenever possible
- Do not default to <u>can't</u> without trying to figuring out a possible <u>how</u>
- Try to be of service to stakeholders and they will remember it.

# Successful leaders constantly "preach" and "cast" vision to leverage their influence

Vision is that state the leaders wishes to be in...the position, status, and condition of organizational culture through individual behaviors

#### **Vision Identifies Your Destination**

- First, the leader must understand and develop the components of their vision
- Second, they must articulate their Vision and communicate the theme early, continuing a consistent theme to solidify its meaning and promote its influence
- Third, connect how that vision connects and enhances the organization, employee and the purposeful job performance (story line)

# **Casting Vision**

- Vision provides expectations and shapes culture
- The leaders target is broad, general to specific in nature, preaching to all employees in a very open, redundant, repetitive and public fashion
- The leader must role model the responsibility and demonstrate the accountability
- Make known in a very serious open, clear and repetitive manner the ZERO-TOLERANCE for specific inappropriate behaviors from anyone at anytime

# Focus on Job Purpose and Employee Meaningful Contribution

- You must articulate and demonstrate your belief and loyalty to mission and its purpose
- Sell that purpose, belief and faith to your people (statements, examples and stories)
- Show how they factor into the purpose and are important towards its ends in becoming meaningful

#### **PROMOTES THE SHARED VALUES AND BELIEFS**

### 3 Stages of "Preaching" Vision <u>1+2+3 = How we do things around here</u>

#### 1) Proactive (The Future)

- Modeling and mentorship
- Framing strategic objectives
- Framing our focus of issues
- Preventive, prophylactic, advice, guidance, or council

#### 2) Operational/Situational (The Present)

- Tactical issues
- Performance expectations
- Roles and responsibilities
- Active Feedback

#### 3) Oversight and Mentorship (The Past)

- Responsibility and Accountability
- Opportunities for operational feedback (lessons learned)
- Focus on individual professional growth and development

#### **Translate that vision into a clear strategy about** what actions to take, and what not to do.

- Develops standards and conduct and shapes the "Culture of the workplace"
- Sustains the climate of the workplace
- Puts people "on Notice"
- Prevents, reduces and mitigates problems
- Helps people focus and understand the important issues afoot (Emphasizes your expectations, enhances awareness and promotes prioritization)
- Promotes "consequence" thinking over reactionary thinking
- SERVES AS DEVELOPMENTAL FEEDBACK IN GENERAL TERMS 671

#### The Importance and Utility of Vision Ed DeVelasco

- If the lower level personnel understand the vision and the values (How we do things) then it becomes accountability at the lowest level.
- They do not have to wonder or ask supervisors; they know the expectations and understand the consequences involved

# THE BULK OF MANAGERIAL PROBLEMS ARE FROM

# (Policy, Practice, or Rule Violations)

Ronal W. Serpas

- Misapplication
- Misunderstanding
- Miscommunication

#### <u>OR</u>

- Misplaced values and convictions
- Deteriorating behavior from professional to personal
- $\odot$  Character Corrosion and Erosion
- O Un-professional, un-ethical or criminal conduct 673

#### Two-Thirds of Managers Are Uncomfortable Communicating with Employees

By Lou Solomon MARCH 09, 2016

# Why don't leaders have feedback conversations more often?

- Because not all leaders are comfortable with the responsibility. The fear of hurting people's feelings and dealing with potential drama and retribution hold us back.
- 69% of the managers said that they're often uncomfortable communicating with employees.
- Over a third (37%) of the managers said that they're uncomfortable having to give direct feedback about their employees' performance if they think the employee might respond negatively to the feedback.

#### Jen Cohan Crompton and Jacob Morgan on Subordinate/Manager Dilemma

#### Managers Need to Encourage Subordinates to Speak up...

- They need to clarify their understanding to make sure it aligns with what the manager was thinking
- If the employee has any apprehension or question from the beginning, this will only grow if the scope is left without clarification.

# Managers need to ensure that they do not forget, be scared or worried about sharing information.

- Often, managers only share a small piece of the puzzle, which means that the subordinate never really understands the big picture
- This leads to confusion regarding the ultimate goal and the subordinate might not understand how their immediate responsibilities to contribute to the big picture.

# A feedback rich environment promotes psychological safety where managers and employees trust and support each other

Where defects and problems are easily surfaced and never hidden

# Where new ideas find fertile ground for testing to facilitate improvement

#### Speaking up was associated with:

- More positive responses to growth opportunities and participation in decision making domain questions
- Receiving feedback about one's performance
- Individuals who received appropriate feedback about their performance were the same ones that find it easier to speak up

Feedback is a powerful and constructive practice that can induce changes in routines through three different means Adapted from: Blakcori & Aroles, (2021)

- Making sense: meaningful feedback reenforcing good performance or corrective feedback regarding changes required for a routine with an understanding the roles and responsibilities as well as the purpose
- Rationalization. "Acknowledging" the positive or negative aspects of a routine and contextualizing the importance in developing the case for rationalized change
- Reviewing: emphasizing performance expectations and outcomes in employees' evaluations

# Nature of Feedback

- Feedback is primarily a managerial resource that serves to motivate, direct, and instruct the performance of employees
- Feedback is not only an organizational resource, but as an individual resource as well
- Individuals are not merely passive recipients of feedback, but also active seekers

Ashford and Cummings, (1983)

 Research provides the evidence to support the assertion that people love feedback, only the right sort of (non-judgmental) feedback that helps them grow and supports their identity

- Feedback is descriptive information regarding a learner's performance in a given activity
- Feedback is not "what we think of their performance"
- Rather, feedback is meant to be 'descriptive' or an account of the facts or what actually happened
- **Effective providers of feedback learn to describe rather than interpret or judge** Wilkinson, (2019)
  - Study after study has shown, an issue of understanding, thinking and learning about feedback and gaining feedback about the practice of feedback. Like most things, it is a learning process.
     Wilkinson, (2019)

#### A few foundation principles for providing feedback

**Gerald Knesek** University of Michigan – Flint

- **1.) Trust:** is a quality of relationship issue. It reflects on your character as a person
- **2.) Listening:** requires an openness to hear the feedback that is being given

**3.) Candor:** When trust is present in the relationship and there is a real openness to understand what is being said, the ability to speak with greater candor exists

#### These three foundation principles work in conjunction with each other and cannot be separated in providing effective feedback.

## **Relationship and Identity Matter**

- Feedback should be in the context of a "dynamic partnership" between learner and teacher/coach/mentor, based on "listening, trust, and awareness of the other person's emotional state, context and surroundings to facilitate learning and change".
- Feedback, even negative feedback, from people we have a trusting relationship with has a very different impact than feedback from people we haven't developed a trusting relationship with, or worse from someone whose motives we suspect not to be wholly for the benefit of the recipient
- Intercultural and racial differences between the giver and recipient can have a negative effect on the perception that the receiver has of the giver's motives. *Trust and stability of relationship is important*

Major, et al (2016). Wang, et al. (2016), Oxford Review Research Report, (2019)

# Three (3) types of Feedback

#### Knesek, (2015)

## 1.) Reinforcing Feedback (PRAISE)

- Focuses on sustaining positive behaviors and exceptional results
- It looks for opportunities to recognize what a person is doing right
- Everyone likes recognition for situations or behaviors that they performed well
- Reinforcing Feedback in a feedback-rich environment is finding reasons and taking opportunities on a daily basis to recognize and reinforce positive behaviors and excellent performance

- It includes noteworthy effort, rigorous thinking, creativity, and intermediate results.
- Reinforcing feedback is the easiest to give, yet we do not give enough of it
- It is not that we do not have time to give it, it is more a question of changing our daily behavior to make sure that we give it
- Reinforcing feedback not only reinforces current behavior, but also encourages people to want to do better and achieve even better results (Done in Public)

### **Reinforcing OR Positive Feedback**

- Provides a sense of encouragement, recognition of a job well done, and self-esteem enhancement
- However, receiving feedback only on specific facets of one's performance may be discouraging without a "big picture" understanding of how well or poorly one is performing (Medvedeff, Gregory and Levy 2008)
- I always use reinforcing before and after corrective in the context of a "feedback rich" culture.

Central is the specific content, <u>overall context and</u> <u>authenticity, sincerity and truthful articulation</u> OGO Study Dave Novak "Recognizing Employees Is The Simplest Way to Improve Morale" Harvard Business Review May 9<sup>th</sup>, 2016

- 82% do not feel their supervisors recognize them enough for their contributions
- On average 50 days had past since employee felt recognized at workplace
- 76% save their handwritten "thank you" notes

## Steps when communicating positive feedback:

- 1) Describe results/conduct in SPECIFIC details
- 2) Tell why the conduct/results are important and purposeful
- Encourage, empower, praise in public setting

## 2.) Corrective Feedback

- Focuses on specific actions or behaviors that should be taken to correct a given situation or performance issue
- It clarifies or provides a better understanding of a given situation or performance issue. It is usually prescriptive in nature focusing on a better way of doing something, yet is given in a way that preserves a person's dignity
- Always done in a private setting in a positive productive manner that promoted mutual respect, trust, and learning
- Its focus is to incorporate understanding into the importance to uphold standards and appropriate conduct and performance in a specific situation to sustain agency credibility and employee success within the context of agency function

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## **The Feedback Sandwich Method**

- The utility of the sandwich method should be based upon context (the person, issue, and relationship all factor into the equation)
- It should be a balanced approach taking into consideration the totality of the particular person, specific conduct/behavior, and strength of the relationship between the supervisor and subordinate Dr. David Wilkinson, (2022)

## **3.)** Developmental Feedback

- Is more collaborative by nature and focuses on exploring opportunities that will help an individual realize their potential
- It allows an individual to explore opportunities and develop new skills and competencies
- It involves a conversation between a person who sees potential in a person and that person's willingness to explore a developmental opportunity

- Designed to help an individual achieve their potential
- These conversations are collaborative and focus on the best interests of the individuals involved
- The feedback is viewed as an opportunity, instead of a threat, and the decision is left up to the individual receiving it
- It encourages continuous improvement, learning, and individual growth
- Developmental feedback is <u>future focused</u>

#### **Future Focused Feedback**

Gnepp, Klayman, Williamson, & Barlas, (2020)

- Feedback that focuses on next steps and future actions, becomes more accepted and promotes more intention by the employee to follow
- When feedback is perceived to be highly future focused, feedback recipients respond as well to predominantly negative feedback as to predominantly positive feedback
- Performance may be managed most successfully by collaborating with the feedback recipient to generate next steps, to develop opportunities for interesting and worthwhile endeavors, and to enlarge the vision of what the recipient could accomplish

# Managerial feedback related to the change process

Psychogios, et al. (2018)

- The process of change is considered as opening the gate for engagement into feedback
- Providing feedback can impact the change process, since it can be seen as enhancing skills, understanding the necessity for change, enriching its scope and reducing resistance
- Three key dimensions:
- Informal feedback
- Benefits-oriented feedback
- Confidence-oriented feedback

## **The Foundation**

- <u>Taken together, these three categories of feedback</u> <u>used together provide the basic ingredients for a</u> <u>feedback-rich environment.</u>
- When feedback is occurring on a regular daily basis between supervisors and employees in the spirit of correction and support
- The annual performance appraisal will never come as a surprise because daily feedback ensures that supervisors and employees are in sync and always on the same page

#### The annual performance appraisal becomes a summary of things that have been talked about throughout the year.

## When managers provide daily feedback (versus annual feedback), their employees are:

Wigert & Harter, (2017)

- 6.0 times more likely to strongly agree that they receive meaningful feedback
- 3.6 times more likely to strongly agree that they are motivated to do outstanding work
- 3.0 times more likely to be engaged at work

Three key principles that define effective feedback conversations:

- o Frequent
- Focused
- Future-oriented

#### What about when an employee comes to you with a problem or is emotional <u>Best Practice for Conflict Resolution</u>

- 1) Aggressively (show non-verbals) Listen
- 2) Defer Judgement, evaluate and analyze the situation objectively.
- Identify and clarify all the issues. (use open questions/ Socratic method)
  - a) How much do you know about the other parties' issue?
  - b) How much do they know about your issue?
  - c) Establish "basis of knowledge" with assumptions
- 3) Examine and assess all alternatives.
- 4) Solve the problems

- Problem-solving behavior includes asking each conflicting party about his or her point of view e.g., Carnevale (1986), which is likely to be interpreted by each conflicting party as paying attention to his or her interests cf. Giebels and Yang (2009)
- When a leader is willing to listen to conflicting employee opinions and emotions, he or she demonstrates concern for employees' well-being e.g., Lyons and Schneider (2009)
- Problem-solving leaders are likely to listen to each party's point of view and to encourage understanding between the parties
- The decreased emotional involvement may help the parties discuss the task and/or process issues in a more productive manner
- A deeper understanding about each others' interpretations may be central to properly evaluate the conflict
   Corcoran, (2014)

## **Managing Conflict**

[Between the parties] Nour & Eli, (2022)

- Encourage a "self-distancing" perspective of a neutral third party who wants the best for all involved (goal is to achieve a more objective, holistic perspective on conflict and, consequently, approach it in a more constructive manner)
- Zero-tolerance for incivility and vilifying colleagues for their opinions is unacceptable
- Begin an open discussion, offering participants an opportunity to articulate their own perspectives without interruption

- Listeners don't agree or disagree with the speakers' views but, rather, listen without interrupting
- After everybody has had a chance to speak, managers should express gratitude to all who spoke for sharing their perspectives in a respectful way and to all who listened for affording speakers the space to do so
- Clarify any organizational information or policy overlooked that might pertain to the discussion
- Underscore the classic negotiation wisdom of focusing on all parties' interests and seeking creative solutions that make everybody better off

#### How to Work with Someone Who Isn't a Team Player O'Hara, C. (2017)

- Don't jump to conclusions (or make assumptions regarding the cause or source of their behavior)
- Start a dialogue (questions, rather than accusations)
- Invite them in (More interactions will promote better relations)
- Revisit the team's mission (Use this opportunity to have a conversation about what the shared vision should be and the best methods for getting there)

- Clarify roles and responsibilities (eliminate ambiguity or confusion, and then help clarify duties and responsibilities so that they have a better understanding of what's expected of them)
- Identify new opportunities to motivate (provide more responsibility or an opportunity to grow their skills, help them develop and project a sense of competence, or of mastery)

#### **Passive Aggressive Behavior**

- Defined as resistance exhibited by such indirect behaviors as procrastination, forgetfulness, and purposeful inefficiency, especially in reaction to demands by authority figures
- Passive-aggressive people tend to express their negative feelings harmfully, but indirectly
- Instead of dealing with issues, they behave in ways that veil their hostility and mask their discontent

#### **Passive Aggressive Employees**

- Must deal with the employee
- Focus upon the context of the situation that relates to specific work-related issues
- Identify the specific behavior and explain how it affects the employee and the mission of the organization (12 step philosophy)
- Focus upon creating a relationship that encourages open communication and promotes specific issue feedback
- Ensure they understand their roles and responsibilities
- Set expectations and consequences

## The Feedback plan starts with the Leader THE BASE

- Developing and sustaining the trust, relationship and the competency foundation
- Creating and sustaining the feedback rich environment

#### THE STEPS

- How you develop your information in a DISCRIPTIVE manner that is the basis for your feedback
- How you describe the SPECIFIC behaviors
- How you process and interpret
- How you OBJECTIVELY evaluate and judge the issues Have your ducks in a row...

## The Essential Elements of Information EEI's

#### Develop your theme and identify your EEI's as to the specific behavior and conduct involved in the issues.

- Theme is the main idea and underlying meaning you want to get across
- EEI's are the content of the theme, specific and accurate points designed to work in concert together to draw a logical conclusion toward the message you are trying to sell

## REMEMBER: 1). Specificity in the content for credibility in the context. 2). Be candid, authentic, and kind

## **12 Steps in Corrective Feedback**

Adapted from Lizzio, et al. (2003) and Atwater & Waldman, (2013) Moore & Guardia, (2017), Choi, Johnson, Moon, & Oah,(2018), Levine, Roberts & Cohen, (2020)

- 1) Initial contact and ensure you protect their selfesteem (Give specific examples of something to secure self-esteem, them about and its meaning to the agency, or a positive benefit to them that will <u>develop them</u>) \*LMX Huge with Sandwich varible
- 2) Share the responsibility with the problem (we have a problem)
- 3) Define the problem issues (Describe the specific observable behavior captured in your EEI's)
- 4) Encourage them to talk (Give them voice and let them ask questions)

5) Aggressive non-verbal attention and listening (Clear your mind of other thoughts, filters, and distractions and attempt to understand "Objectively" what is being said)

- 6) Ask probing "un-accusatory" questions (for specific clarification in issues)
- 7) Focus on the behavior (NOT THE PERSON)

8) Identify, define and agree upon problems (Capture the issues and in specific terms "EEI's" described how the behavior adversely impacts the organization/employee) 9) Solicit their solutions (Give them an opportunity to outline how to fix things)

10) Have them assist in expectations development (consider their path to common goals)

11) Agree on expectations and outline why they are important to the agency and to them (Lock them into their plan to meet your goals)

12) Assign a follow up meeting (Put the responsibility on THEIR shoulders...NOT YOURS, project positive expectations) end as an optimist

#### **Communication Through Documentation** Adams, (2015)

- Business writing is about clarity and persuasion
- The main technique is keeping things simple. Simple writing is persuasive
- Simple means getting rid of extra words
- Write short sentences
- Avoid putting multiple thoughts in one sentence
- Be descriptive and specific
- Support conclusions with facts and circumstances

[Proofread for proper grammar, accurate spelling and do not use slang terms or police jargon]

## THE NEW COMMUNICATION MEDIUMS

- Smart phones and the web have a profound impact on our profession and the world
- Social Media is real time, but not real accurate
- What is put out creates a duty to correct
- More often than not, you can't put the Genie back in the bottle
- Social Media's influence on the Earned Media
- Ideology and polarization
- THE ONE PERSPECTIVE OF VIDEO (Importance of CONTEXT)

## People need to feel they are important and what they say, write, or do is valuable to you/organization...

21<sup>st</sup> century technologies can undermine this situation...

Take advantage of the utility of the technologies, but depend upon personal contact, evaluation and analysis in a human relational context

STRIVE TO DRIVE YOUR COMMUNICATIONS AS A "RELATIONAL ENGINEER."

## **Cell Phones and E-mail Communications**

- Incoming cell calls should never divert attention from interpersonal scenarios
- Put the phone away at the desk or table and be present
- E-mails should not be "lighting bolts" or "flaming arrows" with unreasonable suspense times unless they are required or because of their origin are compelled to be.
- Don't rely totally on e-mail in an office. People require personal attention and opportunities to offer feedback.
- You can't see non-verbal behaviors through E-mail
- E-mail is great for broad information updates and providing details and facts regarding operations to everyone

E-mails are 21<sup>st</sup> century cock roaches. They can go everywhere and anywhere absent any control with one click "forward"

## The <u>E</u> in E-mail stands for "Evidence"



## Preach Vision to Employees Regarding the Dangers of Digital Communications on Internet Platforms.

## Examples: Facebook, Instagram, Blogs, Twitter, and You Tube

Ensure they Understand Agency Policy, Discovery and Open Records Laws as well as the Dynamics of Possible Adverse Career Consequences



#### The Supervisors Communications Checklist Rabin, (1988)

- 1. Do I assume that if an idea is clear to me, it will be clear to the receiver?
- 2. Do I make it comfortable for others to tell me what's really on their mind—or do I encourage them to tell me only what I like to hear?
- 3. Do I check my understanding of what another person has told me before I Reply?
- 4. Am I tolerant of other people's feelings, realizing that their feelings, which may be different from mine, affect their communication?
- 5. Do I really try to listen from the sender's point of view before evaluating the message from my point of view?

- 6. Do I make a conscious effort to build feedback possibility into all communication, since even at its best communication is an imperfect process?
- 7. Have I communicated the "why" of this communication so that the communication makes sense to the receiver?
- 8. Have I made an effort to relate this information or communication so that the receiver sees how it relates to himself, his job, or his organization?
- 9. Do I understand that people do not misunderstand because of perversity or contrariness directed to me, but because they are human beings?
- 10. Do I really understand that the first barrier any communication has to bore through is "Why should I read, or listen to, this communication?

## **Burden of Management**



#### Three Important Trends Dr. Peter Drucker

- Leadership will become increasing more simulative and collaborative rather than directive
- The concern will be with the relationship of the leader in their respective organizational environment
- Bureaucracies will be profoundly affected by contemporary turbulence and must adapt to become effective

Henry Mintzberg says, "Management is neither a science nor a profession. It's a practice. And the practice fundamentally doesn't change. What changes is the content [and context]\* of what you're dealing with."

### Lessons on Leading Through Chaos from U.S. Special Operations Groysberg and Masko, (2020)

- In a VUCA world, leaders must be more creative and have less margin for error than ever before
- Focusing on organizational flexibility, information sharing, communication, and hiring for good judgment, a generalist outlook, real-world experience, and personal character will help leaders adapt to and thrive in tumultuous times

# You Must Manage in a Proactive Fashion and Manner, with a Proactive Mindset

The contemporary public safety's organization worst enemy is:

# Complacency and the lack of Communication

# Your People are watching to see

- Purpose and meaning with passion for the job and position
- Ownership
- Competence, confidence, and character
- Fairness and adaptability
- Performance and accountability

- Managing is a relational, reflexive and ethical activity.
- It is not just something one does
- It is more crucially who one is and how we relate to others
   -- Cunliffe, A. (2014)
- Differences of trait and talent are like blood types: They cut across the superficial variations of race, sex, and age and capture each person's uniqueness. -- Buckingham, M.(2005)

### What do great managers do?

Buckingham, M.(2005)

- They discover what is unique about each person and then capitalize on it
- Average managers play checkers, while great managers play chess
- The difference? In checkers, all the pieces are uniform and move in the same way; they are interchangeable
- You need to plan and coordinate their movements, certainly, but they all move at the same pace, on parallel paths
- In chess, each type of piece moves in a different way, and you can't play if you don't know how each piece moves.

- More important, you won't win if you don't think carefully about how you move the pieces
- Great leaders and managers know and value the unique abilities and even the eccentricities of their employees, and they learn how best to integrate them into a coordinated plan of attack.
- Leaders succeed when they can cut through differences of race, sex, age, nationality, and personality and, using stories and celebrating heroes, tap into those very few needs we all share.

- The job of a manager is to turn one person's particular talent into performance
- Managers will succeed only when they can identify and deploy the differences among people, challenging each employee to excel in his or her own way
- This doesn't mean a leader can't be a manager or vice versa. But to excel at one or both, you must be aware of the very different skills each role requires.

### You must know your people

- What are his or her strengths
- What are the triggers that activate those strengths
- What is her or his learning style [and interest]

## How employees view their supervisors is the primary determinant of their overall satisfaction

Hogan and Kaiser, (2005)

- Personality predicts leadership style (who we are determines how we lead)
- Leadership style predicts employee attitudes and team functioning
- Attitudes and team functioning predict organizational performance.



## **Organizational Effectiveness**

Hogan and Kaiser, (2005)

- The first component of organizational effectiveness is talented personnel: Talented personnel are identified through good selection methods and recruited through good leadership
- The second component of organizational effectiveness is motivated personnel: people who are willing to perform to the limits of their ability. The level of motivation in a team or organization is directly related to the performance of management

#### The third component of organizational effectiveness is a talented management

- The fourth component is an effective strategy: This is where many organizations have problems. An effective strategy depends on systematic research and a deep knowledge of industry trends.
- The final component of organizational effectiveness is a set of monitoring systems that will allow senior leadership to keep track of the talent level of the staff, the motivational level of the staff, the performance of the management group, and the effectiveness of the business strategy
- It is the responsibility of the senior leadership in an organization to put these five components in place. 731

**Execution** of responsibilities require a integration and process of coordinated and functioning interactions between:

- Strategy (seeing, identifying, developing, planning, mission, goals and objectives)
- People (character, competency and confidence)
- Operations (proper practice within the context of the environmental and circumstantial reality that achieves the best result)

#### **MANAGEMENT SCIENCE**

#### Vol. 18, No. 2, October 1971 MANAGERIAL WORK: ANALYSIS FROM OBSERVATION Ten roles of Managers HENRY MINTZBERG

- Three roles-labelled figurehead, liaison, and leaderdeal with behavior that is essentially interpersonal in nature.
- Three others-nerve center, disseminator, and spokesman-deal with information-processing activities performed by the manager
- And the remaining four, entrepreneur, disturbance handler, resource allocator, and negotiator-cover the decision- making activities of the manager.

### A REALISTIC MANAGEMENT PERSPECTIVE

- Command Staffs and Commanders will often interpret what you "need" with what you "want" differently
- Often, Command Staff view the issue from a more global perspective, while Commanders are more specific to their situation (Battlefield vs. Theater)
- Only in rare situations will the commander have the benefit of all the resources he or she wants to accomplish the mission
- The operational realities of Command require extraordinary leadership up and down and sideways in the organization
- More often than not, commanders are expected to do more with less." (This is a reality everywhere in our craft) Learn to do the absolute very best you can with what you've got."

### **Two leadership Orientations** Ohio State Studies 50's

- **Worker-centered leadership:** a socioemotional orientation...
- Concern for morale and relationships among members.
- Expresses consideration for followers' feelings, opinions and ideas, and tries to maintain an amiable working environment.
- Nurtures genial relationships between workers.
- Fosters the growth of trust between the leader and the followers.

**Task-centered leadership:** Organizing work relationships and clearly defining the leader's and subordinates' roles. The emphasis is upon establishing good communication and effective ways of completing tasks:

- Having subordinates following rules and procedures
- Created structure in any task-related behaviors involved in the initiation of action
- The organization and assignment of duties, and the determination of clear-cut standards of performance.

## Three major types of leadership theory

- Transactional leadership depends on the administration of rewards by a leader to influence a follower
- Transformational leadership entails inspiration, and the transformation of a follower's motivational state
- Contingency or situational leadership deal with the notion that different circumstances call for different types of leadership

Effective leadership requires both transactional power and transformational influence

### The applications exist on a continuum Transformational Leadership Model

Laissez-Faire

Negative outcomes

Nonleadership

Transactional Expected outcomes

Contingent Reward

Management by Exception

Transformational

Better than expected outcomes

Four Factors: Idealized Influence Inspirational Motivation Intellectual Stimulation Individualized Consideration

Source: Leadership Theory and Practice, Sixth Edition

https://3x5leadership.com/2017/09/18/which-leadership-is-most-effective-analyzing-transformational-servant-leadership/

A general strategy of how a leader can best develop his or her own personal theory of leadership which best works for their unique circumstances Sims, Faraj and Yun, (2009)

- Defining goals for a specific situation
- Defining potential leadership types
- Identifying situational conditions
- Matching a leadership style to the particular situation
- Determining how the match between leadership style and situation will be made

# Transactional

- Transactional leadership involves exchanges between leaders and followers designed to provide benefits to both
- Leaders influence followers through contingent rewards and negative feedback or corrective coaching

# **Transactional Focus**

- Transactional leadership, also known as managerial leadership, tends to focus on supervision, organization and the leader driving performance
- This a style of leadership that usually promotes compliance through both rewards and punishments

# Transformational

- Employ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration
- The transformational leader exhibits each of these four components to varying degrees in order to bring about desired organizational outcomes through their followers
- Transformational leaders share a vision, inspire followers, mentor, coach, respect individuals, foster creativity, and act with integrity

# **Transformational Focus**

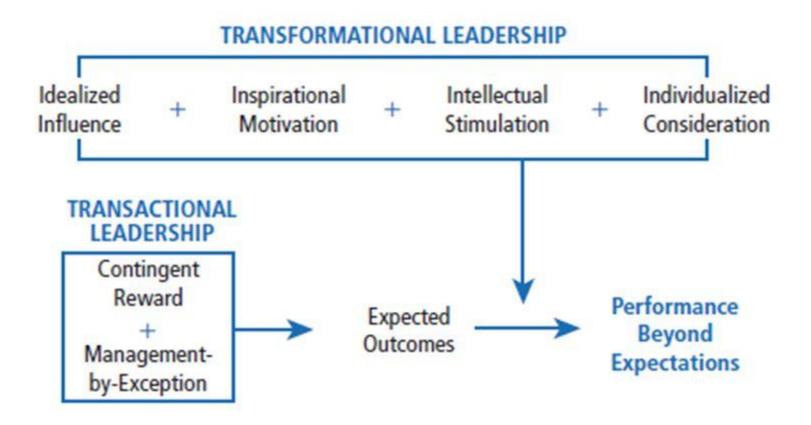
- Transformational leadership is where a leader works with people across the organization and with external stakeholders to help identify what change is needed, creating a vision to guide change and creating commitment to the organization, its values and any changes needed
- It is more of a facilitative style of leadership that aims to build trust, involvement and commitment to the aims of the organization.

#### Figure 8.3 The Additive Effect of Transformational Leadership

LEADERSHIP

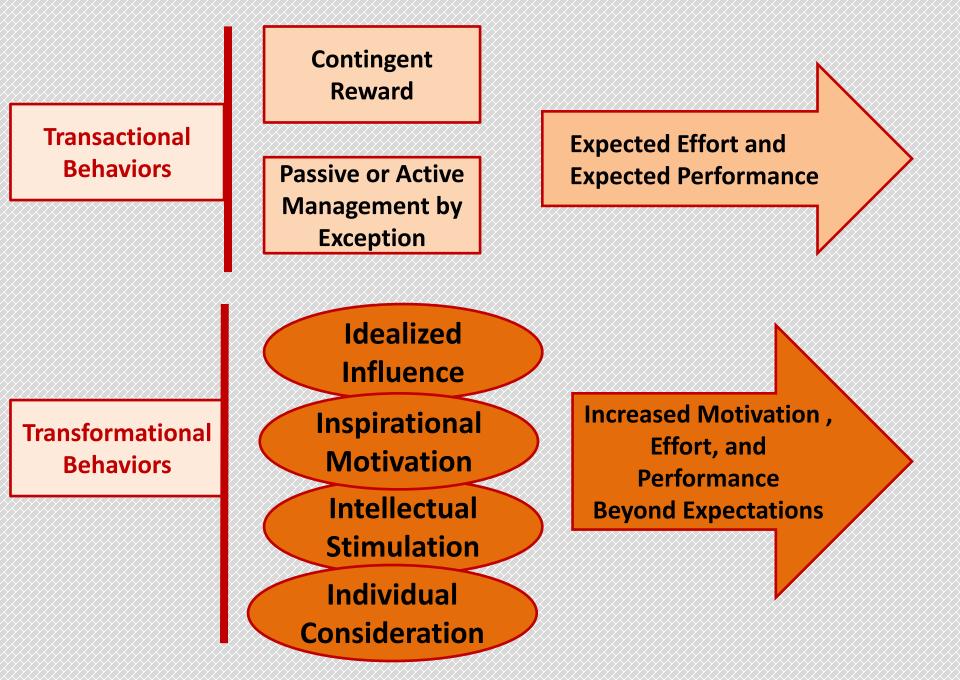
SEVENTH EDITION

744



SOURCE: Adapted from "The Implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development," by B. M. Bass and B. J. Avolio, 1990a, Research in Organizational Change and Development, 4, 231–272.

Leadership: Theory and Practice, 7<sup>th</sup> edition, Sage publishing, Peter G. Northhouse (2016)



Adapted from Dugan, (2017)

# Situational

- Situational leadership emphasized leadership behaviors along a continuum between taskorientation in relation-orientation
- Situational leadership also emphasized the level of maturity, or readiness of the followers as a contingency or context that leaders need to account for in order to establish the correct fit between the leader and follower

# **Situational Leadership Model**



http://www.free-management-ebooks.com/faqld/leadership-06.htm

# **The Transactional Leader**

- One who rewards or disciplines based upon the subordinate's performance. The transactional leader places emphasis upon direction and task results, work requirements and standards, and subordinate compliance and performance.
- Transactional leaders believe in rewards and punishments as a means to influence subordinate's conduct, behavior, and performance within the job.
- Management by exception is often used

Management by exception Falls into 3 categories with 2 types Autocratic (Directive), maintaining the status quo and overregulation

## <u>Active</u>

Leader watches and follows closely, then makes corrective actions for

### Mistakes

#### \* Errors

Job Performance

### **Passive**

Leader intervenes only <u>after</u> standards have not been met or problems arisen

## **Transformational Leadership**

Bass, Avolio, and Colleagues

- Idealized influence, refers both to the characteristics that followers attribute to the leader, as well as behavior the leader engages in related to being a role model and doing the right thing. A leader with strong values
- Inspirational motivation, relates to broadly communicating a positive vision and holding high expectations
- Intellectual stimulation, involves being open to new ways of accomplishing tasks and encouraging others to be creative in their thinking.
- Individual consideration, focuses on a leader who treats employees as individuals, spends time coaching and developing their skills, cares, and is compassionate.

## **The Relationship Spectrum**

### Transactional

- One party decides
- One party provides resource
- Inflexible expectations or contract decided at the beginning
- Limited interest or buy-in by followers
- Transparency not necessary
- Risk and reward individually mitigated
- Relationship must fulfill obligation/equity not needed

#### Transformational

- Participative decision
- Followers bring a range of resources and competencies
- On-going discussions and adaptation to changing events
- Purpose and buy-in by followers
- Transparency is essential
- Risk and reward shared
- Equity is core to vision

#### Decentralize decision making Unlock intrinsic motivation

Intellectual Stimulation (IS)

- Challenge the status quo
- Encourage followers to learn, be creative, explore new ways of doing things
- Decentralize decision making
- Expect relentless improvement
- Encourage innovative thinking
- Adaptive leadership

#### Inspire and align with mission Inspirational Motivation (IM)

- Articulate a clear vision and intent
- Inspire passion and motivation to achieve goals
- Drive organizational alignment
- Encourage others
- > Charismatic leadership

SCALED AGILE @ Scaled Agie, Inc.

#### Transformational Leadership



#### Develop leaders Individualized Consideration (IC)

- Offer personalized support, coaching, and encouragement
   Keep lines of communication open
- Offer direct recognition individual and team contributions
- Exhibit genuine care and concern
- Empathetic, Servant leadership

#### Lead the change Know the way

Idealized Influence (IIA/IIB)

- Be a role model; set the example
- Be a lifelong learner; gain the knowledge required for change
- Create an environment of trust and respect through transparency
- Act with integrity
- > Authentic, Charismatic leadership

6

#### https://itrevolution.com/transformational-leadership-and-devops/

#### Policing, Volume. 8 No. 1, Jan. 2014 Police Culture and Transformational Leadership: Outlining the Contours of a Troubled Relationship by: Tom Cockcroft

- Must consider the complexities of the cultural terrain of police organizations
- The operational context of much of police work can be considered largely "transactional" as opposed to "transformational"
- The issues with lower level police discretion
- The fundamental differences in the role and values between the private and public sector

Policing, Volume.8 No. 1, Jan. 2014 Police Culture and Transformational Leadership: Outlining the Contours of a Troubled Relationship By: Tom Cockcroft

- Models that synthesize transformational and transactional styles might be a way of overcoming criticisms founded upon both the simplicity of twofold classifications and the need for clarification of the relationship between the two models
- Policing covers a wide range of roles within an increasingly complex organizational environment
- It is unlikely that one form of leadership will be appropriate for every set of organizational relationships

How transformational and transactional leadership affects organizational learning Zhen Shao, Yuqiang Feng, Qing Hu, (2017)

- Transactional leadership tend to promote transactional learning or learning to do what the leadership or management wants rather than learning what the organization needs to move forward and adapt to external changes
- Transformational leadership however tends to develop a more change orientated learning approach where people are significantly more likely to engage in experimentation and change and performance orientated learning

# **Perspective on Safety and Compliance**

### Transformational

- Promotes autonomy
- Promotes fluid change
- Difficult to establish routine
- Hard to maintain the status quo
- Inspires employees to "go the extra mile"

### Transactional

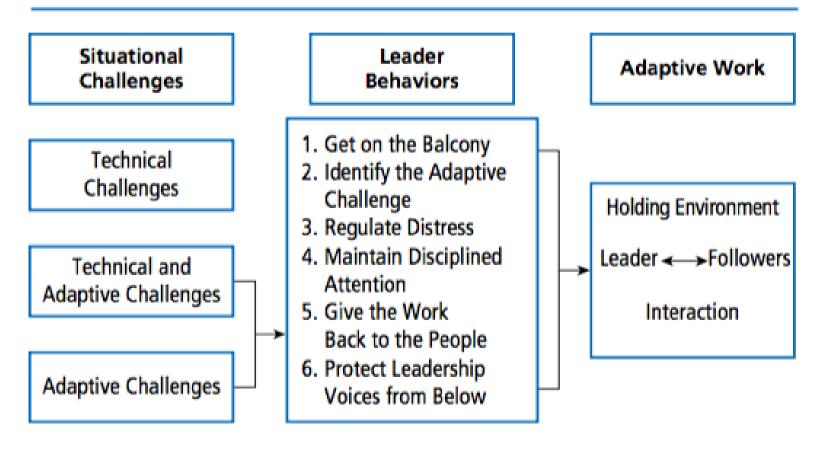
- Does not promote autonomy
- Difficult at adapting to change
- Better at creating or maintaining routine
- Preserving the status quo
- Worse at inspiring creativity

# In Summary

- Transformational leaders explore new forms of learning and highlight unstable environments
- Transactional leaders strengthen and improve an existing practices and are excellent in stable environments.

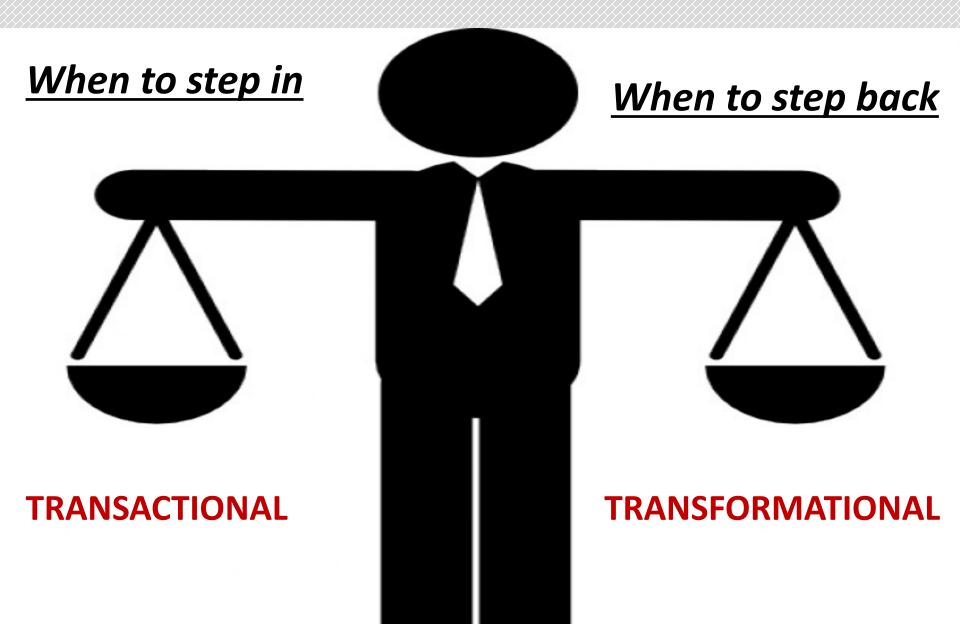
#### More of a framework rather than style

#### Figure 11.1 Model of Adaptive Leadership



# Management is a balance depending on the person and the situation I like this quote from John Wesley

First, do no harm. Second, do good things. Third, attend to the Good Lords Work



# Hersey-Blanchard Situational Leadership Theory

- The theory states that instead of using just one style, successful leaders should change their leadership styles based on the maturity or development stages of the people they're leading (Their readiness) and the details of the task.
- Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully.

- Under situational leadership, the leader's function is to determine the level of a follower's task and psychological maturity
- Once the leader determines a follower's overall level of maturity, readiness or developmental stage, the leader should adjust their behavior in a way that most effectively manages the follower's behavior in light of the follower's maturity
- More mature employees require less direction and support
- While employees with less maturity require more direction and support

# **Leadership Styles**

Hersey and Blanchard

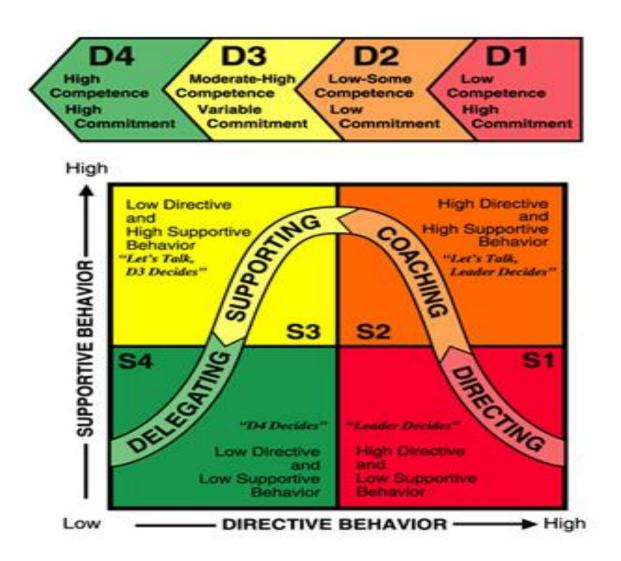
- Directing (S1) The leader provides specific direction, explains processes and decisions and closely monitors task accomplishment
- Coaching (S2) Continues to direct and closely monitor, solicits understanding, suggestions and supports individual processes
- Supporting (S3) Facilitates and supports, shares decision making responsibility
- Delegating (S4) Leaders pass responsibility and authority to make decisions onto the follower or group. Leader provides oversight

# Follower Maturity or Development Levels

- For Hersey and Blanchard the key issue in making these adjustments:
- Is follower maturity, as indicated by their readiness to perform in a given situation.
- Development or Readiness, in this sense, is largely based on two major factors – follower ability and follower confidence and commitment.

# **Maturity or Development Levels**

- D1 People at this level of maturity are at the bottom level of the scale. They lack the knowledge, skills, or confidence to work on their own, and they often need to be monitored or pushed to take the task on.
- **D2** at this level, followers might be willing to work on the task, but they still don't have the skills to complete it successfully.
- **D3** Here, followers are ready and willing to help with the task. They have more skills than the D2 group, but they're still lack confidence or motivation in their abilities.
- D4 These followers are able to work on their own. They have high confidence and strong skills, and they're committed to the task.



www.google.com/search?biw=1280&bih=588&tbm=isch&sa=1&ei=DUKQWtOZG4zTjwTVp4bICA&q=H erssey+blanchard+situational+leadership

# **Golf Club Analogy (Daniel Goleman)**

"Leadership styles should be like the various clubs in a golf bag...you select the right club for the right shot."

Define the specific situational elements within a particular environment, and develop guidelines of how leadership can be optimized within that environment...

Whether you should directive or empowering, "Really does depend" (Sims, Faraj and Yun 2009)

#### The Research

- The transformational, authentic and servant leadership styles are positively correlated with team motivation
- Whereas transactional leadership style is found to be negatively correlated
- These theories define the importance of dove tailing the burdens of self-awareness, competence, servanthood and communication into the burden of management to ensure you understand and apply the styles required based on the person and task
- Transformational (Most preferred when appropriate)
- Transactional (When required and necessary) OR A combination of both within the context of the situation and circumstances afoot.

#### Model the Way

#### Inspire a Shared Vision

- Clarify Values
- Set the Example
- Envision the Future
- Enlist Others

Challenge the Process

#### Enable Others to Act

#### Encourage the Heart

- Search for Opportunities
- Experiment and Take Risks
- Foster Collaboration
- Strengthen Others
- Recognize Contributions
- Celebrate the Values and Victories

Kouzes & Posner, (2017)

769

# Managing People (Key is Delegation)

#### FIRST ENSURE THEY HAVE THE CAPACITY

- Delegate the entire task
- Set clear goals and expectations
- Provide context, resources, and support
- Delegate responsibility and authority
- Provide oversight and mentorship
- Evaluate, provide feedback (Praise and developmental) and recognize performance
- Ensure accountability

#### The Right Way to Hold People Accountable By: Peter Bregman Harvard Business Review JANUARY 11, 2016

- 1. Provide Clear unambiguous Expectations
- 2. Ensure they have the Capabilities to accomplish the task
- 3. Ensure Objective and Accurate Evaluations on progress
- 4. Provide "specific" and "clear" Feedback
- 5. Clear consequences

# These five work together as a system to ensure the ability to hold people accountable

Delegation is Necessary for the Professional growth and development of your people

- Fosters self-esteem
- Promotes decision making
- Builds confidence
- Develops critical thinking skills
- Creates autonomy
- Promotes responsibility and performance through "<u>Ownership"</u>

#### The Importance of Ownership Wheatley, (2006)

- People support what they create
- Ownership describes personal commitment to the organization
- Emotional investment of employees in their work inspire them to contribute
- The best way to create psychological ownership is to have those responsible for implementation to develop the plan for themselves
- The participation process makes the plans come alive as a personal reality

# The Incorporation of Discretionary Thinking into Delegation

- Operating within the proper context
- Articulating the specificity of the facts known at the time
- Domain experience
- Requires consequence thinking
- Knowing when to call for advise

#### When you delegate to a supervisor... "DELEGATE"

- Trust your supervisor
- Delegate responsibility and authority, not just the task
- Provide context and how such relates to other work being performed by the work unit and how such affects the agencies mission... Remind them of the common goal toward their "Professional Growth and Development."

- Provide clear expectations that are both motivating and realistic
- Communicate any special concerns or contingency plans
- Provide a means for your contact (if they need you) and additional resources if needed
- Do not bother or call them back and check with them...let them run things, LEAVE THEM ALONE AND LET THEM WORK
- De-brief and evaluate when you return
- Provide feedback (Ensure you start with praise) then developmental feedback

# The leaders responsibility to "Pilot" the navigation through, sometime obstructionist bureaucracies

- Prevent those with least knowledge of the situation to impede or delay, when time and initiative are critical
- Maneuver through rules, policy and directives in a proper manner
- Make contacts up the chain for them and in their behalf to make things more efficient and effective in the agency processes, systems and functions.

# The nexus between relationships and decision-making regarding subordinates in your daily operations, assignments and selections

#### Perception trumps reality

- Loyalty is a great virtue and positive relationships are the driver for great achievement but, sometimes a different view and opposite opinion are very healthy and beneficial
- Objective evaluation, standards and criterion are your friend

### Moreover, Your Agency Depends on Your Objective Judgement

- The credibility gained and reputation built by selecting the most qualified versus the most comfortable is a huge organizational motivator.
- It is easier to produce and invest the work and effort to handle issues at the front end than to try to fix them at the rear end
- It is far quicker and easier to appoint or promote an individual to a position than to go through the long process to move them out

Moreover, the damage they inflict while they were there and during the removal process may be devastating to your people, the agency and you.

#### **BOTTOM LINE**

Your best officer may be your best because of similarity, liking or job performance, BUT...they may lack the necessary leadership competencies to manage other people.

# IN MANAGEMENT Always be mindful of and sensitive to

- The bell any warning bells sounding
- The book laws, regulations, policies, and ethics
- <u>The candle</u> transparency "exposure to the light, public scrutiny"

#### **TRANSPARENCY IS ESSENTIAL IN OUR CRAFT**

Can you defend, will you feel good about, and will you continue to feel justified?

#### AJC TEST

Four reoccurring themes in contemporary leadership and management Admiral Michael Mullen USN Retired (Former Chairmen Joint Chiefs of Staff)

- People
- Change
- Failure
- Accountability

"The real challenge in contemporary leadership is an accurate knowledge and understanding of what is going on around you."

#### **Top 10 high liability areas** Daigle Law Group

- 1. Use of force and force-related weapons
- 2. Pursuit and emergency vehicle operations
- 3. Accepting citizens complaints
- 4. Response to the mentally ill
- 5. Sexual and workplace harassment
- 6. Care and custody of detainees
- 7. Tactical operations deployment
- 8. Response to domestic violence
- 9. Evidence and property control
- 10. Off-duty and secondary employment

# **Accountability Factors**

Standards, supervision and discipline

- The rule of law
- Human/civil rights
- Public service mindset
- Professional practice
- Transparency: Policies, strategies, decision-making, resources and performance are open to public scrutiny and oversight

# Management and leadership begin with standards.

Structured management practices refer to an organization having a set of consistent policies and operational actions in order to manage the organization and employees:

- Rules of conduct
- Objective Measures of performance
- Criterion
- Professional behavior
- Expected results

L E A D E R	<ul> <li>Vision</li> <li>We Influence</li> <li>Define higher duty (purpose)</li> <li>Expectations</li> <li>Zero tolerance issues</li> <li>Mentorship</li> <li>Coaching</li> </ul>	Empowerment •Trust •Ownership •Responsibility •Accountability
M A N A G E R	Standards We Measure •Policy & Procedures •Structures, functions and processes •Conduct and behavior •Oversight	Performance •Resources applied •Goals and objectives •Efficiency and effectiveness •Results

#### Four main sources for management failure

- Not being prepared: mediocracy, turning a blind eye, not dealing with it or not seeing it...Failure to sustain a "proactive" mindset.
- Arrogance: close-mindedness resulting from ignorance, stupidity or ego that promotes a subjective versus objective assessment and evaluation
- Deliberate indifference: the conscious or reckless disregard of the consequences of one's acts or omissions.
- Bad unit culture: disregard for policy, procedure, training, poor supervision and oversight

#### Four main themes of failing Managers

- Problems with interpersonal relationships (being insensitive, arrogant, cold, aloof, overly ambitious);
- Failure to meet business objectives (betraying trust, not following through, overly ambitious, `poor performance')
- Inability to build a team (poor staffing, unable to build a team)
- Inability to adapt to a transition (not strategic, conflict with upper management)

#### In the majority of adverse issues: *"It happened because it could"*

- In General: Poor organizational culture over good In Specific:
- Incompetency over competency in the domain
- Ignorance over awareness
- Castle and Mote Mindset (Ego in my little world)
- Disengagement over engagement
- Avoidance over collaboration
- No controls over the establishment of internal controls and divisions of responsibilities
- Reactive instead of Proactive

# Personnel Perfect Storms That Supervision Must Prevent

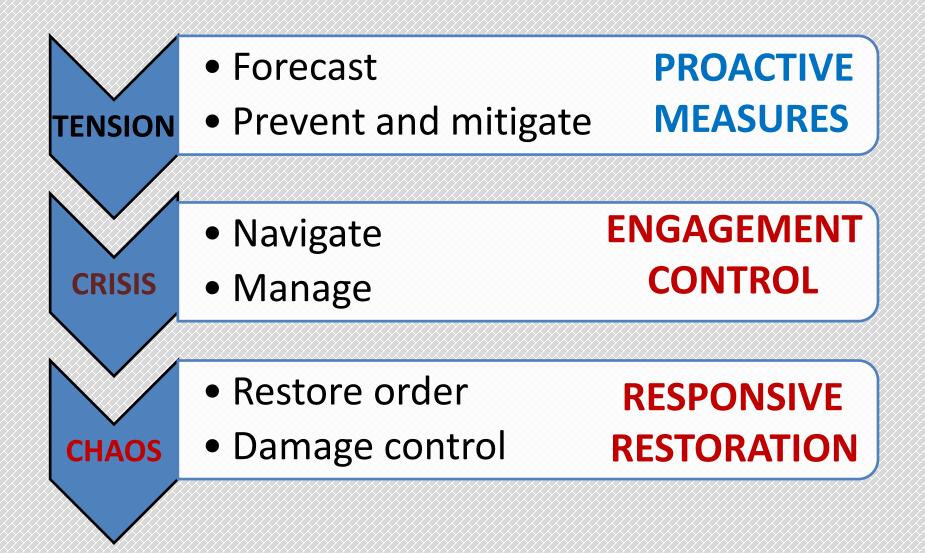
- Attitude ("that ain't my job" mindset)
- Carelessness (dedication to other things other than their job)
- Shortcutting or negligence (from not doing at all to not doing right...assumptions to poor fact finding)
- Apathy or Indifference (lack of care, concern or interest)
- Cynicism (skepticism, suspicion, distrust in people)
- Personnel Mutinies (from micro-managers and/or closed employee feedback and poor morale)
- Not holding people accountable and lack of transparency
- Poor oversight/ no or poor documentation
- Illegal, unethical or unprofessional conduct

## In order for a manager to <u>expect</u> they must <u>inspect</u>.

"You must keep up on your business."

Know about peoples conduct and behavior as it relates to issues, events, incidents and potential problems.

# **Proactive Management**



#### Red Tape: Its Origins, Uses, and Abuses. (Kaufman, 1977)

#### "one person's 'red tape' may be another's treasured safeguard"

- We as citizens are largely to blame for red tape because of the demands that we generate on government and by the accompanying need to ensure accountability
- Red tape is often the inevitable price that we pay to ensure fairness and equity in the treatment of citizens
- We should cut red tape wherever possible, trying to cut too much red tape is likely to lead to arbitrary and capricious behavior on the part of government and to abuse of the public trust

# Critical Management of Administrative Oversight

#### Digital reviews

- Operational realities of body cameras and officers in the field
- Policy and training
- File reviews of reports and case files
- Search and seizure actions
- Procedures, fact-finding, conclusions, evidence, leads etc.
- Chain of custody (evidence practices)
- Statements and admissions
- Professional documentation
- Open records post closure
- CI Files
- Administrative reports
- Maintenance, equipment, purchasing, OT, petty cash etc.
- Evidence / property rooms

# **Oversight Continued**

- Monitor and regularly audit compliance for policy, procedure, practice and ethical conduct
- Search warrant affidavits
- Raid plans/operation plans
- Videos from Body cams, traffic stops to investigatory acts (consents to interviews)
- Title 3 issues
- Ensure consistent enforcement and discipline of violations
- Respond appropriately to incidents and take steps to prevent future incidents
- Promote and ensure full transparency

#### Professional Excellence: An Earned Honor Chief Lou Dekmar President IACP July 2018

- The challenges we face as leaders of law enforcement organizations require us to balance varying pressures, while maintaining the support of our personnel and trust of the community
- Because of the difficulty in maintaining the public confidence, we understand the concerns that accompany the identification of shortcomings; however, those issues are just waiting to be exposed
- We should surface those issues and resolve them under manageable circumstances before they have resulted in bad outcomes

#### Maintaining Skepticism in Oversight

Its not about trust, is about maintaining the best practice

- Exercise an appropriate level of skepticism when considering the risk
- Skepticism is an attitude that acknowledges the risk of management not doing their jobs (unintendedly or intentional)
- Skepticism requires awareness to potential risk factors and a fortitude to ask specific and difficult questions and perform inspections

- It also requires a culture that encourages open and candid discussions among the leader and staff with enough time to think and consider "the what ifs" scenarios related to the risk of management failures in internal control
- Set aside any beliefs about the integrity of management because many failures are often committed by "good managers gone bad," or "making mistakes" rather than consistently dishonest people

Managers must communicate their expectations and over all mission through "preaching" vision to their people.

A key component in the vision outline is a zero tolerance for improper and/or poor conduct and/or behavior.

#### YOU MUST HOLD PEOPLE ACCOUNTABLE

Such shapes and molds the "Culture of the workplace"

# The "<u>culture</u>" of the work unit defines everything:

- Professional Practice
- Professional Performance
- Professional Behavior
- Professional Results
- Professional Image
- Professional Reputation

# Work ethic is a central component of work unit culture.

Managers must require their people to <u>work</u> effectively and efficiently. **No Shortcutting or half tailed work** People will reflect their leadership.

# Insure people do their jobs

#### The "boss" sets the pace.

# Unprofessional behaviors and corruption begin small and evolve

- Are analogous to erosion
- Corrosive processes are subtle and overtime eat away at structure
- Grow and fester
- The longer left unchecked the more difficult to repair
- Become dominate
- Will destroy and devastate

#### Spotlight on Police Culture, Seeing the Red Flags of Organizational Cultures Gone Wrong Public Management Magazine 2016

Mary Eleanor Wickersham

- Fear of reporting wrongdoing due to lack of trust
- Failure to adequately address ethical violations
- Too much rigidity and too little humanity
- Lack of training
- Organizations in which the end justifies the means
- Absence of leadership focus and insistence on ethical behaviors
- When the workforce does not mirror the citizenry
- "Us versus them" mentality
- Negative outward symbols of the organizational culture

#### Task-related rule-breaking behavior.

Officers breaking laws or formal internal rules in support of performing their lawful task Van Halderen & Kolthoff, (2017)

- Noble cause corruption is about using illegitimate means to secure or improve society's well-being
- It explicitly expresses the means-ends dilemma in policing (i.e., when a "just" end cannot be achieved by lawful means), and the manner in which police officers sometimes cope with this dilemma

Leadership, supervision and management are critical to frame the legal, moral and ethical obligations to constitutional perspectives, loyalty to oath and professional responsibility How far from the tree does the apple fall? Field training officers, their trainees, and allegations of misconduct Crime & Delinquency, Vol 62(6), June, 2016. pp. 821-839. Getty, Ryan M., Worrall, John L., Morris, Robert G.,

Grounded in both organizational- and individuallevel theories, this study examined the relationship between police field training officers (FTOs) and their trainees' subsequent allegations of misconduct.

Results revealed that approximately one quarter of the variation in trainees' allegations of post supervision misconduct was attributed to FTOs, suggesting the apple (trainee) indeed falls close to the tree

#### Bad things happen in good agencies, its how you manage it that counts... From Dealing With Agency Errors, by Vernon Keenan and Dawn Diedrich

#### Failures result from:

- -Ignore the report of a problem.
- Disallow the appropriate agency command staff input.
- Conduct perfunctory investigations.
- -Fail to act or discipline when appropriate.
- Demonstrate a lack of transparency.

# **Agency Errors Will Occur!**

# We can never eliminate them because we have humans working for us. We can, however, avoid becoming part of the problem in how we handle errors.

### Transparency

- Holding ourselves accountable for the work we do and the choices we make in the way the public expects
- Following agency policy, procedure, guidelines and the law
- Remaining faithful to core values, ethics, integrity, openness and honesty
- Doing the right thing in the right way for the right reasons always in all contexts
- Be sensitive to outside perspective and its nexus to credibility in an independent investigation
- Treating everyone dignity and respect
- Gather all facts independently and objectively
- Expose our mistakes or failures with an intent to fix and learn and not hide to fester (get ahead of the media)

#### Leaders must maintain a mindset toward

- Proactive transparency: As an important factor into informed decision making and consequence management
- Defaulting to sound positions: Having sound facts folded into the context for a viable stance for advocacy or defense readiness
- Project values: Provide the context that supports agency principles and the professional qualities
- Shape discovery: Frame, form and create documentation that supports conclusions and demonstrates reliability, openness, competence and trust

#### Supervisors must work to "fact-find" to ensure a Objective Management Position

- The majority of times issues will not die, or go away.
   Like performance issues you MUST deal with them
   OR they will fester.
- Factor in "MURPHY'S LAW"
- Moreover, how can you manage your business properly if you "turn a blind eye" to your oversight responsibilities toward unpleasant issues.
- When you call a subordinate to get their position on an issue, you expect them to have one, doesn't your Boss expect the same from you?

# **Agency Core Value**

# We will not lie, mislead or cover up.

# **Span of Control**

No Control	Control	No Control
Cannot change what has occurred	How the agency addresses the error	The final outcome

#### Discipline and the "Hot-Stove Rule" Douglas McGregor

- When you touch the hot stove, you burn your hand. (the discipline was immediate and was directed against the act not against anybody else, If you touch a hot stove you get burned)
- You had warning that the stove was hot (You knew the rules and policy ahead of time and had warning and knew what would happen to you if you touched the stove)
- The discipline was consistent. (Every time you touch the hot stove you get burned)
- The discipline was impersonal. (Whoever touches the hot stove gets burned, no matter who he or she is)

# Know Your People and remain aware

#### Know their baselines

# Concerns (fiscal, relational or personal, ie: physical, mental and spiritual)

#### Watch for changes in demeanor

#### **Examples:**

#### Mood swings

Strange or bizarre behavior or statements Changes in attitudes Abnormal conduct

#### When you detect these changes proactively comfort, probe provide an opportunity for them to open the door...

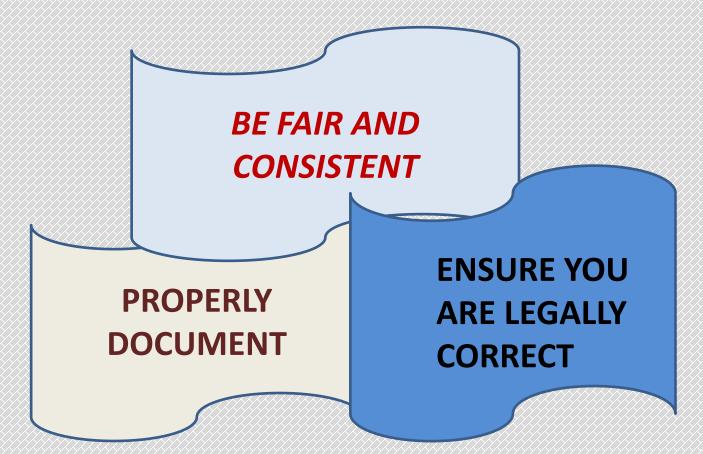
Then, if appropriate and within the scope of a nexus to their job reach out to the person to identify underlying issues afoot...**THEN WATCH AND LISTEN** 

Then deal with it in a specific but compassionate fashion.

If needed encourage a confidential EAP referral

**NOTE: Follow your agency Policy** 

# THE THREE (3) BIG EVERYDAY, EVERY WAY APPLICATIONS FOR MANAGERS TO SUPERVISE PEOPLE



# High-performance HR Management practices

Integrated evidence-based system (and sub systems), rather than an ad-hoc collection of practices and include such elements as:

#### Engaging staff, which involves:

- Conveying mission and vision
- Information sharing
- Employee involvement in decision-making
- Performance-contingent appraisals (feedback)

# REMEMBER IN HR "YOU HAVE NO CONTROL"

#### You must follow the law and the rules

- The laws are written to protect the employee, error on the side of the employee
- Key to success in HR is trained supervisors (most issues are because of what supervisors do or do not do...)
- When a supervisor knows...MANAGEMENT KNOWS
- You cannot use your own values and beliefs to override HR law
- HR is redundancy
- Most issues that happen in the work place are over relationships

## **Key Federal Employment Laws**

Nondiscrimination and affirmative action laws (EEOC ADM REMEDY)

- Title VII Civil Rights Act
  1967
- Age Discrimination Act 1967
- Rehabilitation Act 1973
- Vietnam Era Vets Act 1974
- Pregnancy Act 1978
- Americans with Disabilities Act
- Uniformed Services Employment
- Genetic Information 2008

**Compensation, Benefits and Safety Laws** 

- Fair Labor and Standards Act
- Equal Pay Act 1963
- Lilly Ledbetter Fair Pay Act 2009
- Social Security Act 1935
- Employment Retirement Act
- COBRA 1985
- Family and Medical leave 1993
- OSHA 1970
- Veterans Benefit Act 2004 819

# THE THREE (3) KEY AREAS OF NON-PERFORMANCE

# Attendance

**Tardiness** 

#### Performance

#### Conduct

- Reasonable and flexible policy that is followed
- Everyone treated consistent and fair
- Objective standards, training and development
- Objective and fair evaluations and feedback
- Specific to policy or code of ethics
- Objective, specific and documented

#### The 8 questions HR will ask your Command Staff

- Is the employee in a protected category (race, age, religion, gender, disability, etc.)
- Is there any evidence of unlawful discrimination playing any role in the decision
- Is there any evidence of retaliation?
- Is there any evidence of disparate treatment?
- Would disciplining the employee violate any contractual promises?
- Would disciplining the employee violate any public policy?
- Is the employee on notice? Has she/he been warned, counseled?
- Is the documentation in order?

# The Pareto Principle as it relates to employees

#### 20% of the causes create 80% of the effects

- The Pareto principle (the 80/20 rule) means when it comes to employee management:
- Most of the problems in your organization are caused by a small number of employees
- They simply don't work, work poorly, and commit many mistakes, leading to wasted time, energy and resources

# YOU CANNOT WORK AROUND PEOPLE

- You must deal with problem subordinates forthright, they deserve it, your other subordinates deserve and expect it
- Your organization placed you in your position and it is your job to do it
- You cannot walk past poor performance or improper behavior

#### If you walk past or turn a blind eye to poor performance, you just endorsed it !!!

# The Fact is:

- You can be a super nice person to all your people.
- BUT, If you don't make everyone do their jobs
- Your niceness will translate into a "spineless" manager that won't hold people accountable
- AND, will negatively impact your subordinates lives everyday they come to work
- AND, you will build that reputation as that type supervisor within the agency

# Never punish indirectly, by proxy or manipulate or stall because of the lack of courage to confront subordinates face to face

#### Never use events, acts, or occurrences to punish subordinates indirectly...

- Don't transfer people somewhere else to be another manager's problem or put them in the worse working condition to try to make them quit...
- Deal with this issue forthright and directly.
- Be honest with people and deal with the problem
- Your people need to know where they stand with you everyday

# Do not fall victim to "procrastinated Indecision" as a manager

Do not use the passage of time to withhold a promotion or transfer decision, the waiting period becomes the functional equivalent of saying no or worse to an employee...

#### Bad news don't get no better with age ...

Have the courage to face people and tell them the results of your or your command staffs decision

# When a subordinate's conduct fails to meet your expectations

- Identify the problems (Be Very Specific)
- Identify how those problems impact the job
- Outline the proper course of action
- Set expectations (Connect to policy, procedure, code of ethics etc.)
- Identify what you can use to encourage and empower (Change dynamic from correction to development)
- Plan your meeting (EEI's and use 12 steps)

# Know when and how to document your corrective meetings

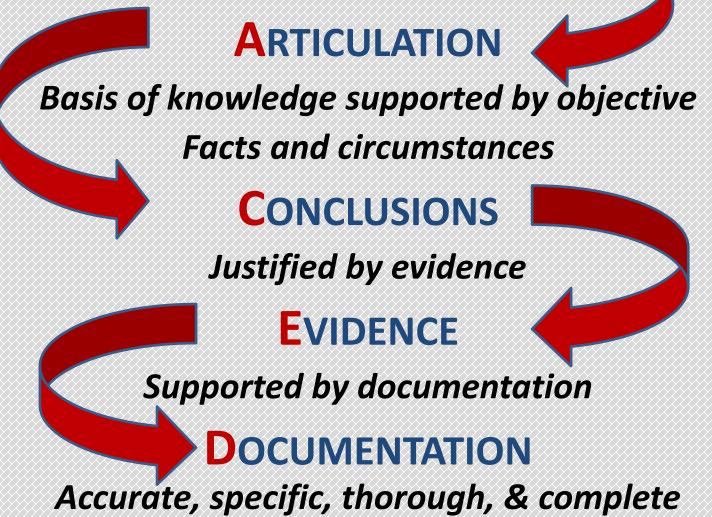
- Agency Policy, Type of issue, Gravity of problem and patterns will determine documentation
- Employee must understand the problem
- Have an opportunity to participate in the solution
- May involve training or re-training
- New procedures or protocols
- The focus is to correct and develop
- No hidden agenda or ulterior motives
- Documentation will include a plan and follow-up meeting (signed by employee and manager)
- Made part of the performance/job evaluation process

## Managers have a Responsibility to Their Agency

- To provide objective, specific, accurate and thorough evaluations regarding the agency's employees job performance.
- Realize that administrative writings, authored by them are official government documents.
- That these official records accurately describe the behavior and conduct of employees.
- They are bound by that which is contained within the four corners of those documents which they author.
- Must reflect the details and issues necessary to support any conclusions or judgments.



#### **Requires Articulation**



## Value of Sound Reporting and Documentation in Agency systems

- Provides upper management with a position
- Memorializes the observation, conversation, experience, action, event, incident or issue
- Creates an accurate and permanent record
- Provides a credible context
- Captures the value and continuing utility of contemporaneous notes as evidence
- Sufficiently useful to prove something important
- Provides insulation and protection
- Establishes systems and process validity to policy

## THE VALUE OF DOCUMENTATION

#### Documented

- Position with instant credibility
- Creates an advantage that preserves an objective and factual context in the nature responsibilities required

#### **Not Documented**

- No position and requirement to establish credibility
- No record or proof that the communication ever occurred
- Relies upon subjectivity, perception, partial content and memory

## **Documentation Keys**

- Describe the <u>specific observable</u> behavior and conduct (provide specific examples)
- Describe the pertinent portion of the job description, policy, procedure, practice or work rule
- Describe the prior poor performance (In specific) and a plan with counseling and coaching opportunities to help develop and save them

#### "Write like it will be published and talk like you are being recorded"

## **Documentation Keys Continued**

- Articulate a plan and process to develop and do better (BE SPECIFIC)
- Articulate opportunity for re-training if appropriate
- Articulate effect of poor performance upon mission and agency and why the risk and consequences cannot be tolerated

View the documentation as a contract between you and your subordinate, placing you in the position to reasonably provide and support and them in a position to improve and fulfill the expectations of their job.

### **Performance Management**

Since performance relevant behavior is an input, it is necessary to develop techniques capable of measuring it

- First, we focus on identification of the proper behavioral dimensions to evaluate
- Second, are issues of reliability and validity, resulting in a search for instruments which are internally reliable, stable over time, content valid, and free of rater bias
- The performance evaluation is a complex decision-making task, one which might be better studied by concentrating on the process of this particular form of decision-making than by continuing to focus only on instrumentation (Atkin & Colon, 1978)

## **Performance Management Issues**

Employees' aversions to traditional performance reviews are strongly tied to five primary psychological obstacles:

- Infrequent feedback
- Lack of clarity
- Manager bias, adverse
- Reactions to evaluation and feedback
- Too much focus on pay incentives

*Re-Engineering Performance Management, Gallup* Wigert & Harter, (2017)

# Performance appraisals are a ubiquitous organizational practice

They can have a significant impact on the subsequent performance, motivation and commitment of individual workers and a range of organizational outcomes, such as:

- Employee turnover
- Organizational performance
- Culture and attitudes

## Performance Evaluations and Appraisals

- The appraisal system and its organizational context are critical elements that play a part in the eventual employee evaluation outcomes
- These outcomes, have an effect on the employees' status in the organization and their development and productivity
- More regular reviews and catch-ups are likely to be put in the place of annuals
- Performance appraisals should be occurring everyday

## The main problems that annual performance reviews face is that they...

- Take up a lot of time
- Are biased towards the latest period of time
- Tend to be focused on 'peaks' or 'troughs' of performance
- Are often way too late to adjust behavioral issues

## **Appraisal and Evaluation Problems**

- When 2 evaluations exist, the *official* written copy in the HR file and the *unofficial*, accurate one "talked" about by peers and other managers in the workplace
- When employees are rated as a group and not as individuals
- When they are used to satisfy a bureaucratic need versus an employee and agency benefit
- When supervisors do not provide feedback, mentorship and maintain performance records
- When supervisors do not put in the additional work and documentation to be meaningful

## Law Enforcement Employees' Perceptions of Performance Appraisals

Zimmerman, (2018)

- Identified central tendency bias among supervisors
- Supervisors rush to prepare performance appraisals
- Employee comments on performance appraisals raise fear of retaliation
- The department does not value employee feedback

# Four things have significant influence on the efficiency and effectiveness of a manager doing appraisals

Tziner, A., & Levy, S. (2016).

- Conscientiousness
- Level of self-monitoring
- Attitudes towards the organization
- Beliefs about the appraisal system, including:
- $\,\circ\,$  level of belief about their own appraisal competencies
- beliefs about how the appraisals are being used
- $\,\circ\,$  orientation towards the appraisal system

## The Blueprint for the Construction of an evaluation

- Detailed, up to date, thorough and comprehension job description that they know and understand their responsibilities and duties
- Ensure you have communicated, and they understand their performance Expectations
- Digestion of all policies and procedures where the understand the rules
- Training on the job responsibilities, policies and procedures
- Mentorship and Coaching
- Timely and specific documentation with Mid Point and MRF if needed

## **Performance Expectations and Demands**

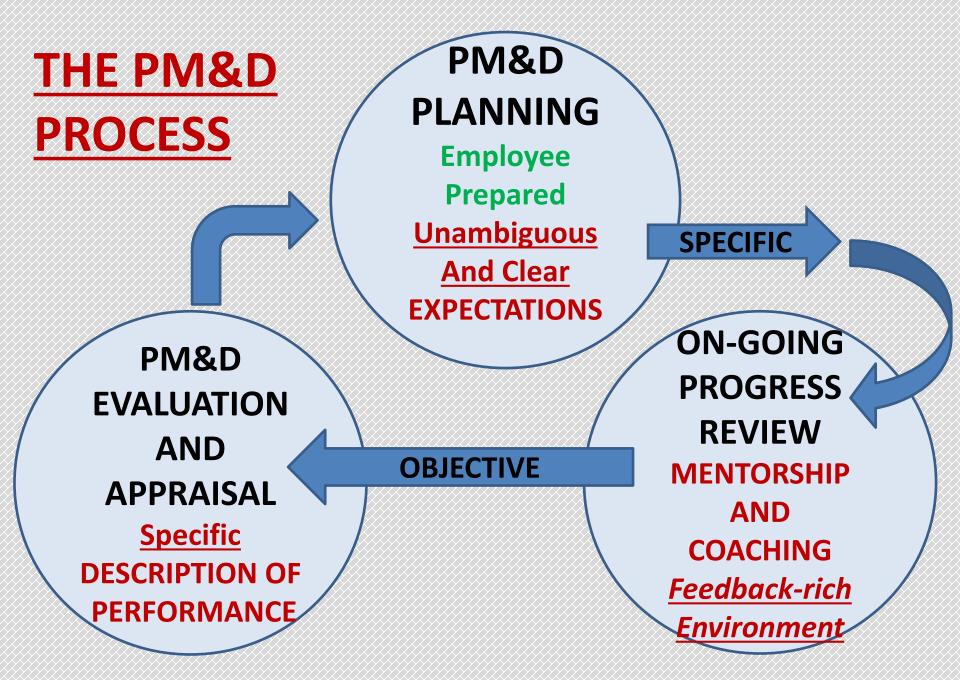
#### **Expectations**

- SPECIFIC
- MEASUREABLE
- ACHIEVABLE
- REALISTIC
- TIMELY

#### Three meta-demands or dimensions of job performance

(Wigert & Harter, 2017)

- $\,\circ\,$  Setting goals and meeting them
- Partnering for effectiveness
- Translating work into its consequences



## **Keep A Performance Journal**

#### Your agency may have a program or procedure

- An ongoing and routine process of capturing observations of behavior and conduct as it applies to the agency standards
- Notes to transfer to your appraisal work, to ensure accuracy in evaluation
- Document performance in behavioral terms, rather than inferential or judgmental
- List the performance expectations and goals for the appraisal cycle and space to document date, skills exhibited results of behavior and other comments
- No secret employee files or dossiers, provide the feedback on performance events to your employees that you document

#### Ensure compliance with Agency HR Policy

## **Other Performance Appraisal Sources**

- Work Products of the Employee: copies of work that illustrate the performance dimensions being measured
- Other Agency Reports, Documents, Data Sources or Memoranda (REMEMBER: Data must have an objective basis against an agency standard to be transformed into credible and meaningful information)
- Employees Personnel File: letters of commendation, appreciation awards or reprimands (Follow Agency Policy)

## Employees should <u>Never Ever</u> be surprised at the six month or annual performance review

- Employees should always know where they stand
- They should be receiving continuous and on-going feedback (praise and critical)
- The leader must have the courage and specifics to confront employees with issues
- If there is a problem, leaders make them aware and formulate a plan supported by mentorship and ongoing documentation focused upon there development

## **Bottom line**

- You give them the knowledge and teach them how to perform.
- Explain the specific and clear expectations of the job.
- Provide mentorship and coaching.
- Follow-up and document results with them.
- Make every attempt to develop them with regular objective and specific feedback regarding their performance expectations
- But, if they can't do the job...they are a liability to the entire organization and must be dealt with properly.
   (FOLLOW AGENCY POLICY PROCESS)

## **Evaluating Subordinates Performance**

- Evaluate "observable and measurable" work performance issues
- Ensure you are "objective" in your perspective of your evaluation
- Be able to articulate from the facts and circumstances the <u>"specific"</u> observable conduct, behaviors or lack of, and how such relates to the job description, policy or mission

## **Performance Ratings Continued**

- Rate everyone as an individual to the agency
   STANDARDS in place
- Never rate individuals against other individuals or you.
- Maintain good records, document conduct, activity and feedback regularly during the reporting period so that ratings will be based on a comprehensive view of performance rooted in objective criteria
- Transparency: ensure subordinates know where they stand (No secret performance files or documents)

## Document Specific Performance and Behavior

- Document the excellent , good, fair, poor and unacceptable
- Go over it in their presence so they : a) know it, b) understand it, c) have an opportunity to choose how they will perform in the future
- Provide them every opportunity to succeed, but if they cannot then use the documentation to provide the fair and objective cause to deal with them

Provide an objective review...DO NOT FALL VICTIM TO RATER BIAS

## An Overview of 10 Common Rater Biases

- Varying standards: Similar performance is rated differently
- Sampling Error: information is stale, insufficient or inaccurate
- Halo Effect: the tendency for a single positive rating to cause raters to inflate all other ratings or a bias toward someone you like
- Horns Effect: the tendency for a single negative attribute to cause raters to mark everything on the low end of the scale or a bias toward someone you dislike

- Central Tendency Bias: raters to score every question on a scale near the center
- Leniency Bias: rater is lenient and is going "too easy" on the employee
- Strictness Bias: rater is "too hard" on the employee
- Contrast Effect: raters draw comparisons to other employees
- Recency Bias: recent performance or behavior overshadows or distorts the entire periods performance
- Like Me Effect: you favor someone who is similar to you

#### **Building Supervisor Trust with Appraisals** Mulvaneya & Kianickaa, (2022)

- Transparency and truthfulness. (Chen & Lee, 2012)
- Demonstrate competence. (Callier, 2014) **R**i
- Good relationships with employees. (Salimaki & Jamesen, 2010).
- Focus on encouraging employees rather than commanding them. (Callier, 2014)
- Avoid playing favorites. (Durant et al., 2006)
- Accept responsibility and give credit. Rather than shifting the blame to another employee or the agency, supervisors should accept responsibility and communicate plans for improvement

#### **Employee Engagement is Important** Mulvaneya & Kianickaa, (2022)

- Initial meeting with the employee to collectively review the existing job description and performance expectations
- Brainstorm a list of job domains and tasks that fully capture the job responsibilities for the job title (Mieroop & Vrolix, 2014)
- Importance of a total "weight" for each job task (Mulvaney, McKinney, & Grodsky, 2008)
- Supervisors and employees walk away with a clear understanding of their job tasks and the importance supervisors' place on these tasks (Mulvaney, 2017)
- Each task statement developed during the job analysis phase can then serve as the evaluation criterion for the job specific performance appraisal

The effects of performance rating, leader-member exchange, perceived utility, and organizational justice on performance appraisal satisfaction: applying a moral judgement perspective Dusterhoff and Cunningham Feb. 2013 Journal of Business Ethics

- The performance appraisal process is increasingly seen as a key link between employee behavior and an organization's strategic objectives
- Unfortunately, performance reviews often fail to change how people work, and dissatisfaction with the appraisal process has been associated with general job dissatisfaction, lower organizational commitment, and increased intentions to quit

- Researchers have found that appraisal reactions are affected by perceptions of fairness and the relationship between the supervisor and the employee
- Performance appraisals enable employers and employees to define, communicate, and review expectations, goals, and progress in achieving strategic objectives (Bacal 2004).
- The purpose is to improve the way employees contribute to an organization's goals and job performance
- Appraisals are also intended to sustain, improve, and help an employee develop and to overcome barriers to performance

- If done well, performance reviews fulfill an important organizational need to provide feedback, guide, and encourage people to develop their skills and focus their performance toward organizational priorities and objectives
- There is a growing consensus among researchers and practitioners that the success with the performance appraisal process is extremely important in encouraging employee development and motivation
- The performance appraisal process is increasingly seen as a key part of the strategic approach to management, in providing a tool to facilitate the linkage between an employee's competencies and behaviors and an organization's strategic objectives

- If managers expect to use the performance appraisal process to encourage employee development and performance, employees have to be view it positively and generally be satisfied with it
- If employees are dissatisfied and feel the process to be unfair, they are unlikely to accept and use the results of the appraisal
- Employees who are more satisfied with the process are more likely to agree with their evaluation and see it as useful in improving their performance and development.
- Positive employee reactions and agreement with the performance appraisals are linked to an improved understanding between manager and employee, motivation to improve performance and actual improvement

Over the last few years, researchers have pointed to a number of factors that are related to employee reactions to performance appraisals.

- Providing more positive feedback in the performance appraisal is seen as one way to improve the performance review process
- Appraisal reactions are affected by perceptions of fairness
- The importance of the relationship between the supervisor and the employee, suggesting that a more positive leader-member relationship is more likely to result in higher employee satisfaction and agreement with the process

- Employees may judge a performance appraisal from the perspective of its moral justifiability
- Researchers have typically measured appraisal reactions in terms of appraisal satisfaction, motivation to improve, perceived accuracy, and perceived utility
- Appraisal satisfaction was the most frequently measured reaction, perhaps because it affects important outcome variables, such as motivation, commitment, and productivity
- Two forms of appraisal satisfaction have been distinguished; satisfaction with the appraisal session, and satisfaction with the wider appraisal system.

## Administrative Burdens Regarding Staff Records

- Maintain up to date status for records
- Document ALL accurately thoroughly and completely
- Document good performance when appropriate
- Document poor performance when required
- File Review for Oversight
- File Maintenance
- File Security

## **Administrative Burdens**



# Management of a work unit must be all inclusive. "A total package concept"

### **Office**

- o Professional Standards
- o Proactive Relationship/ Mentorship
- Healthy And
   Psychologically
   Safe Workplace
   Environment
- o Functional

### **Operations**

- Professional
   Practices
- o Operational
  - Oversight
- Design, TrainAnd Supervise
  - Policy
- o Stakeholder
  - Management

### **Administrative**

- o Exemplary Documentation
- o Timely Reporting
- Sound Systems,
   Processes and
   Functions
- o AdministrativeOversight

Agents don't write outstanding reports, great memo's, craft outstanding affidavits, conduct exemplary raid plans, and build solid case files by accident.

They don't know their roles, job, and conduct themselves professionally by accident.

They were taught and required to sustain the high standards by a work units management and professional culture... **"They were managed to manage themselves."** 

- Dominant organizational culture at work has a huge impact on our thinking and behavior. This weighting of the organizational culture and the professional culture together accounts for almost <sup>3</sup>/<sub>3</sub> (61.33%) of all of the possible cultural influences on behavior at work
- It's not what leaders say it's what they do that will make the difference.

# In this world "perception" often times "trumps" reality.

## You must manage image.

Image builds perceptions. Perceptions forge reputation. <u>Reputation</u> is <u>everything</u>!!



# SUMMARY

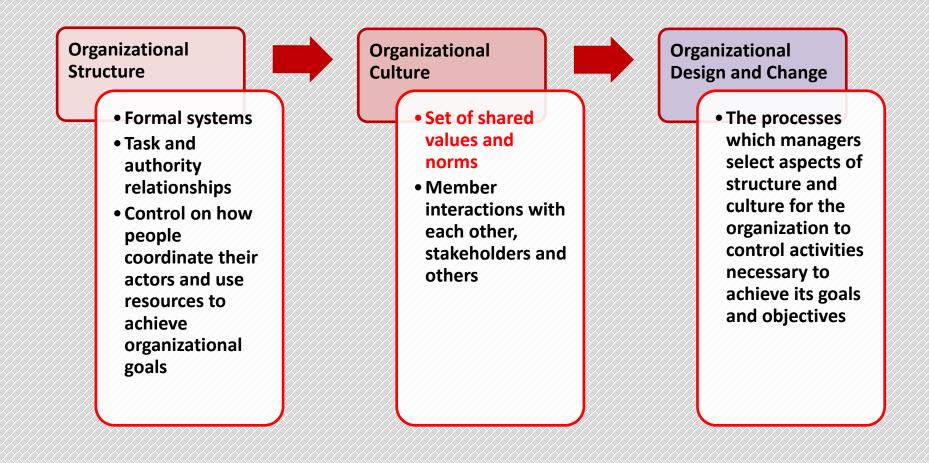
- The Burden of Self-Awareness: Manage our mindset, attitudes, emotional reactions to feedback, effectively practice self-reflection, and enact self-regulatory processes for development
- The Burden of Competency: Know our job, constantly grow and develop. Be sensitive to context and use the four-frame model to critically think and make informed decisions
- The Burden of Servanthood: Remain a servant to the higher duty, organization and our people. Build the ROCC of trust and be procedurally just
- The Burden of Communication: Listen, observe, be empathic and strive to understand before judging then be strategic in framing communications to shape the context
- The Burden of Management: Facilitate sound management with good leadership, be purpose driven, performance minded and hold people accountable

# **Recipe for Successful Command** Seven (7) ingredients

- Know the rules
- Learn the landscape and how to navigate the terrain
- Sustain awareness, competence and confidence
- Develop and sustain relationships with quality interactions in a procedurally just manner
- Build coalitions with empathy, respect and communication
- Shape direction with vision within a planning architecture
- Proactively manage operations, tension and promote purpose and meaning with an authentic passion and desire to do the good Lords work

#### **Organizational Theory**

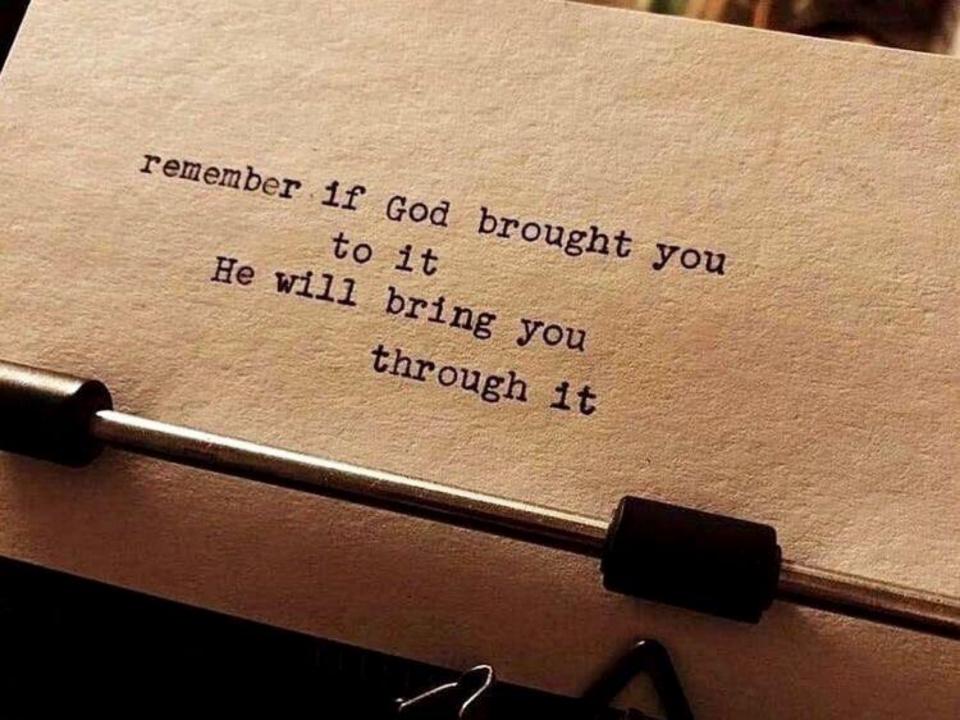
# How organizations function and how they affect and are affected by the environment they operate



### **Management is an Ecosystem**



# AS YOU YOULD HAVE THEM DO UNTO YOU



# **God Bless And Keep You All**

"It's a burden to command, and a blessing to have the opportunity."

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> Books are available on Amazon and Kindle

