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**COMMAND**

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**“It is hard to make common sense when each person sees something different”**

**---- Karl Weick**

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

---- Michael Useem

# The Analogy

Karl Weick

- The level of disorganization at Mann Gulch is not all that different from what public safety agencies face today
- People are often thrust into unfamiliar roles to fulfill difficult tasks, and small mistakes can combine into something monstrous
- Faced with sudden crises, organizations that seem quite sturdy can collapse.

- We often attribute such collapses to a agencies wrongheaded strategy or to a failed move into an unstable product market
- We presume that operational problems arise from bad decisions
- The problem with this diagnosis is that the world of decision making is about *strategic* rationality and is built from clear questions and answers that attempt to remove ignorance

- The world of sense making, however, is different
- Sense making is about *contextual* rationality
- It is built out of vague questions, muddy answers, and negotiated agreements that attempt to reduce confusion

# **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

**Mann Gulch teaches us that the real action  
occurs long before decisions ever become  
visible**

**By the time a decision needs to be made, sense-  
making processes have already determined its  
outcome**

***Relationship and trust are at the core***





# The Greatest Sin in Leadership is Leading by Assumption

Maxwell, (2023)

## Assuming:

- You know what your people think
- They're on the same page with you
- They are “on-board” your leadership train

# This Class is about what we do

- **Is based** on 45 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*



# Class PowerPoints are Available from Our Website

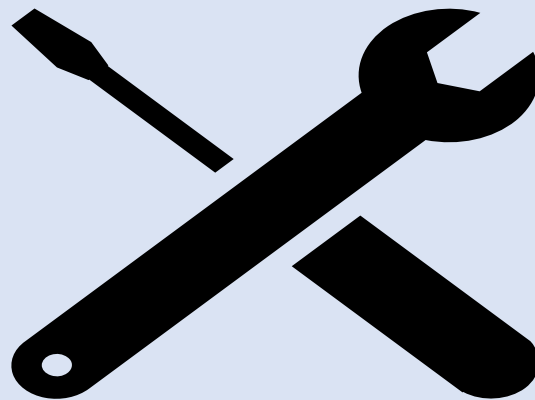
- 1.) Go to: [jbedwardsandassociates.com](http://jbedwardsandassociates.com)
- 2.) Click on resources at the top of the page
- 3.) Click on PowerPoint Presentations
- 4.) Click on 74th Rev BOC



# Teaching Leadership Framework

Snook, Nothria & Khurana, (2012)

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



# Source Credibility is Critical

- ✓ **Authority**
- ✓ **Currency**
- ✓ **Content**
- ✓ **Accuracy**
- ✓ **Bias**

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

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

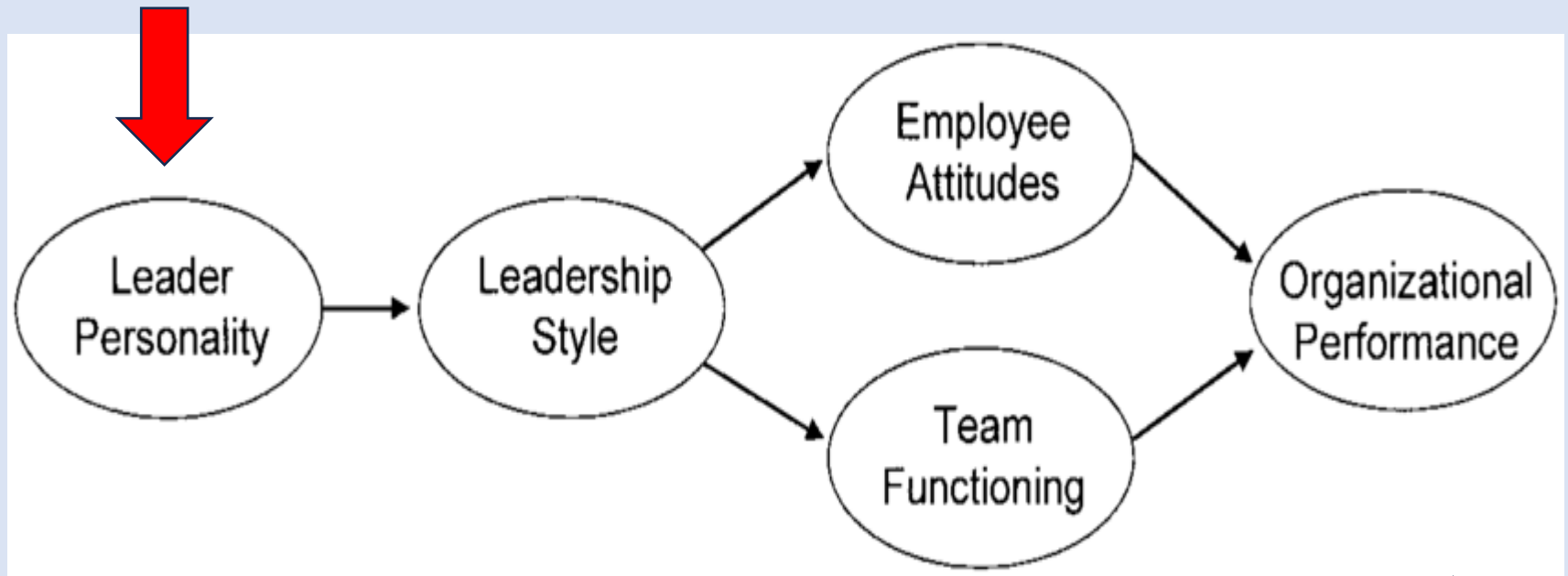
■ **In terms of leadership development there is considerable scope for helping leaders develop the ability to control their outcomes by working with them on their:**

- Cognitive capacities
- Social capacities
- Core values and beliefs
- Knowledge and skills (including emotion regulation skills)

*Additionally, the research found leaders that:*

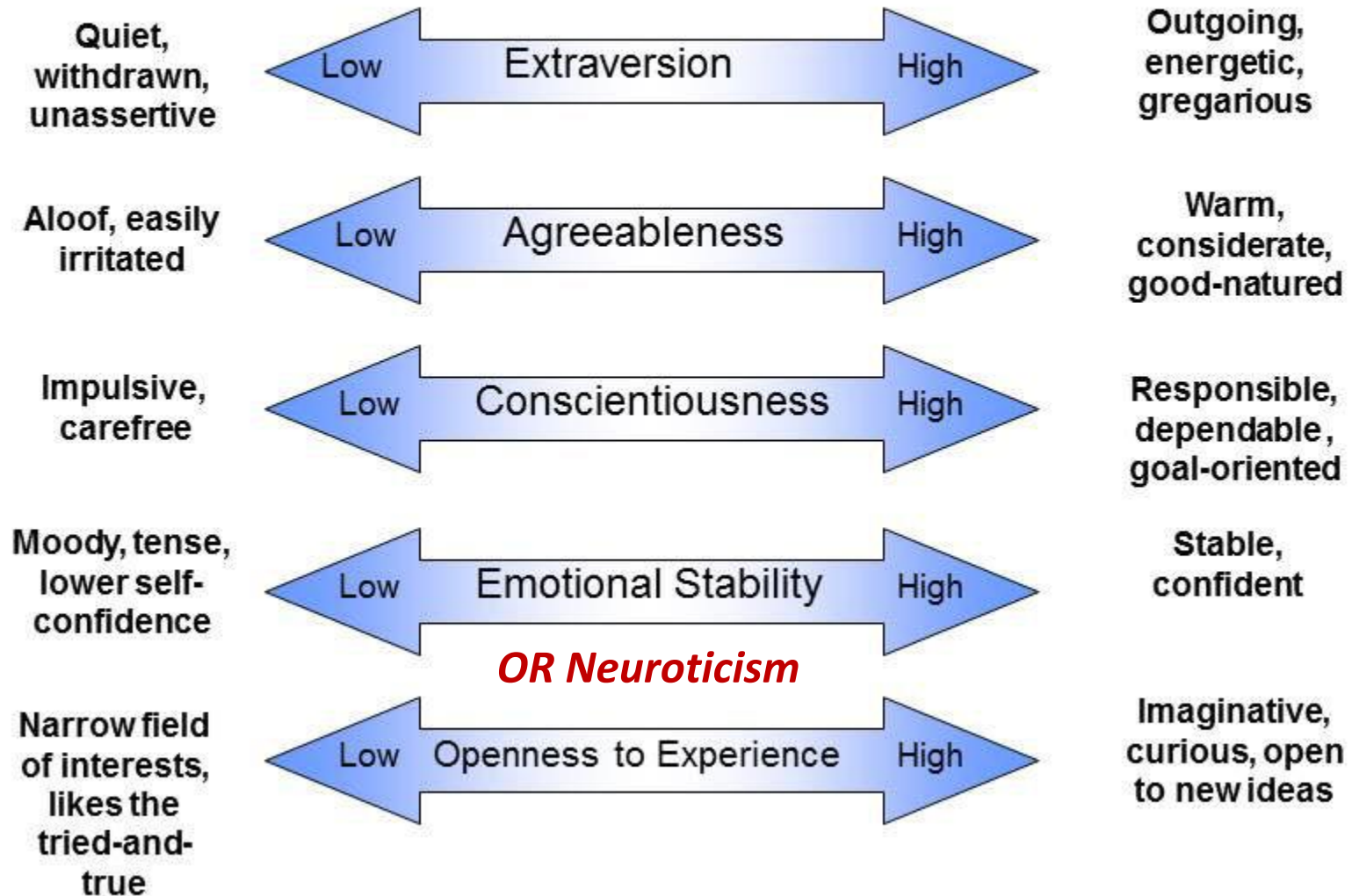
- Acquire a more developmental mindset, (as opposed to a fixed mindset)
- Understand and develop their foundational traits in leadership capacities
- Increase situational flexibility and awareness

# What we know about Leadership



Hogan, R., & Kaiser, R. B. (2005)

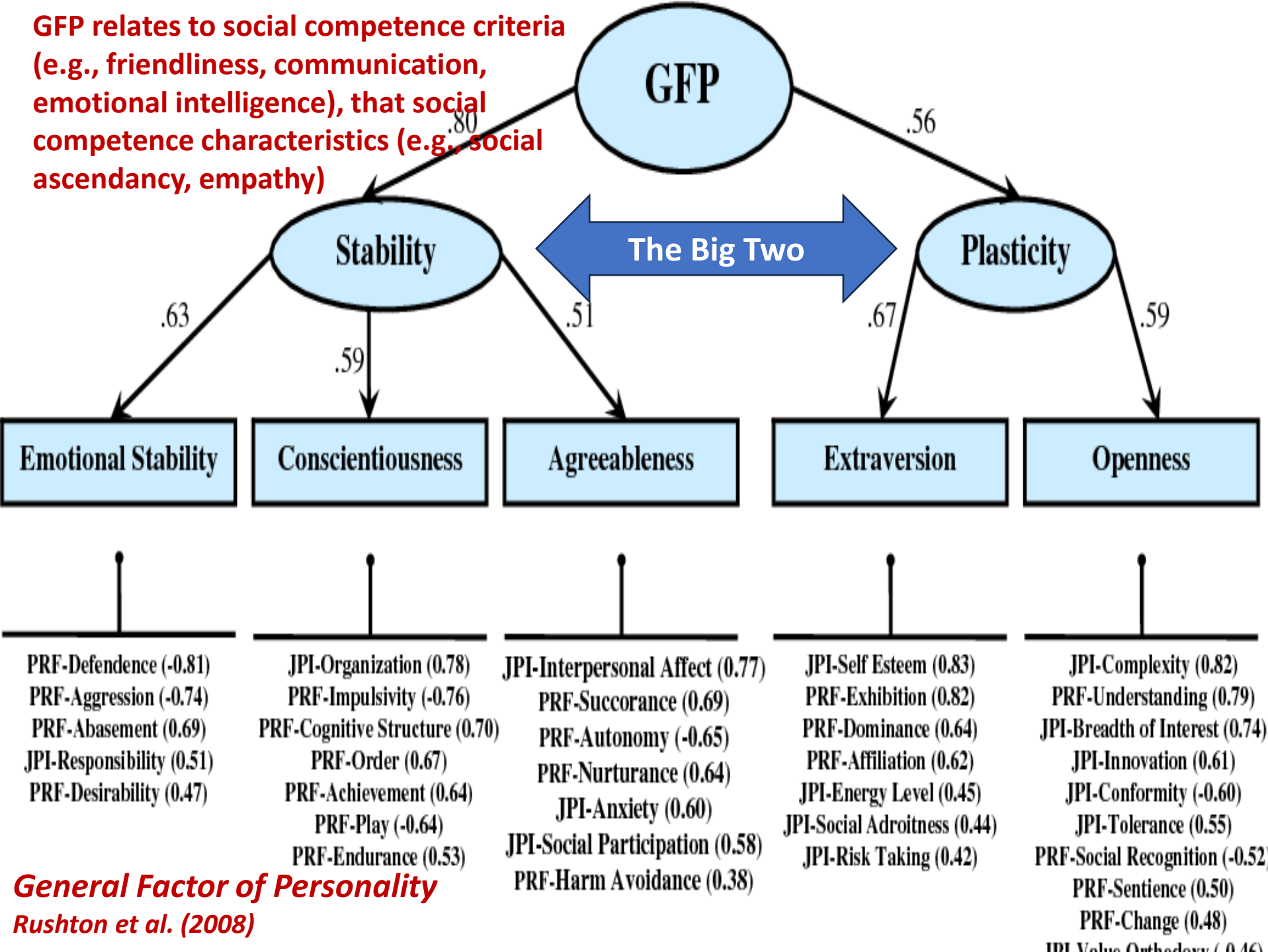
# The Big Five Personality Dimensions



(Tupes & Christal, 1961, as cited by Daft, 2007)



**GFP relates to social competence criteria (e.g., friendliness, communication, emotional intelligence), that social competence characteristics (e.g., social ascendancy, empathy)**



# The Big Two

- **Stability** relates to the protection of goals by preventing disruption from impulses, whereas Plasticity involves the exploration of goals that can lead to the creation of new goals  
DeYoung, (2015)
- **Stability** reflects a socialization process that involves the tendency to avoid disrupting ongoing efforts towards attaining goals by being consistent across emotional, motivational and social functioning (e.g., high Stability leaders would maintain existing efforts towards achieving the organization's vision)
- **Plasticity**, on the other hand, relates to personal growth  
DeYoung, (2010)
- **Plasticity** leaders are likely to look beyond the organization's current vision for new opportunities in the environment to ensure it remains competitive

Do, M. H., & Minbashian, A. (2020)

# INTRODUCTION BEFORE THE FIVE BURDENS

## Leadership and Management Theory Basics

*Foundations and Architecture*



# The Leadership Process

**Me**

Leader

The Leadership Process

Context

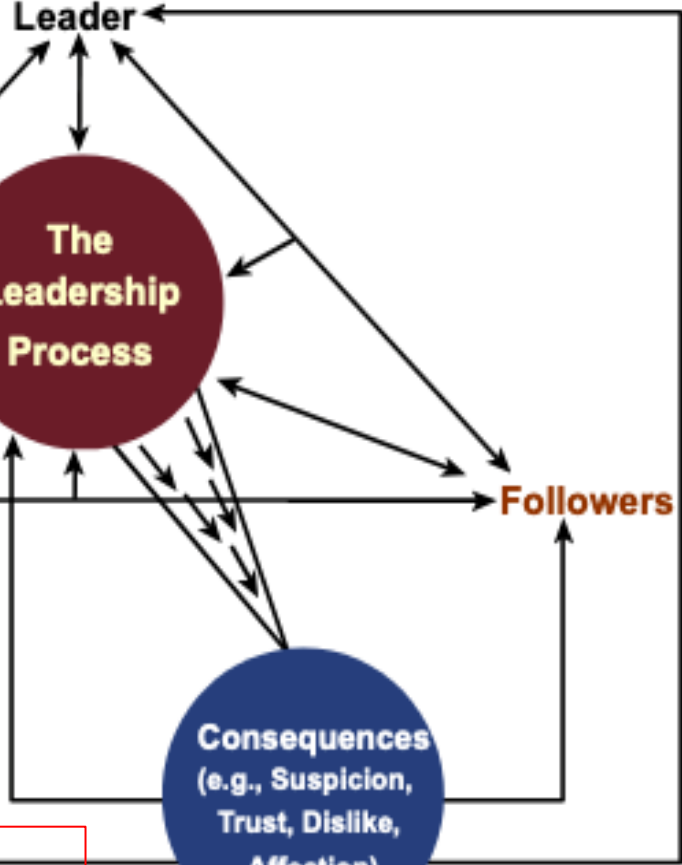
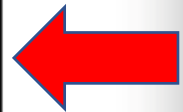
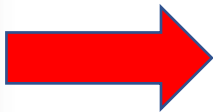
Followers

**We**

Consequences  
(e.g., Suspicion,  
Trust, Dislike,  
Affection)

***Emergence***

**Situation and  
Circumstances**



# 3 Domains where Leadership Emerges

Ibrahim, L. Y. (2016).

**External  
Factors**

**Coming from  
people and  
situations**

**Internal  
Factors**

**Stemming  
from within  
the leader**

**Leadership  
Role**

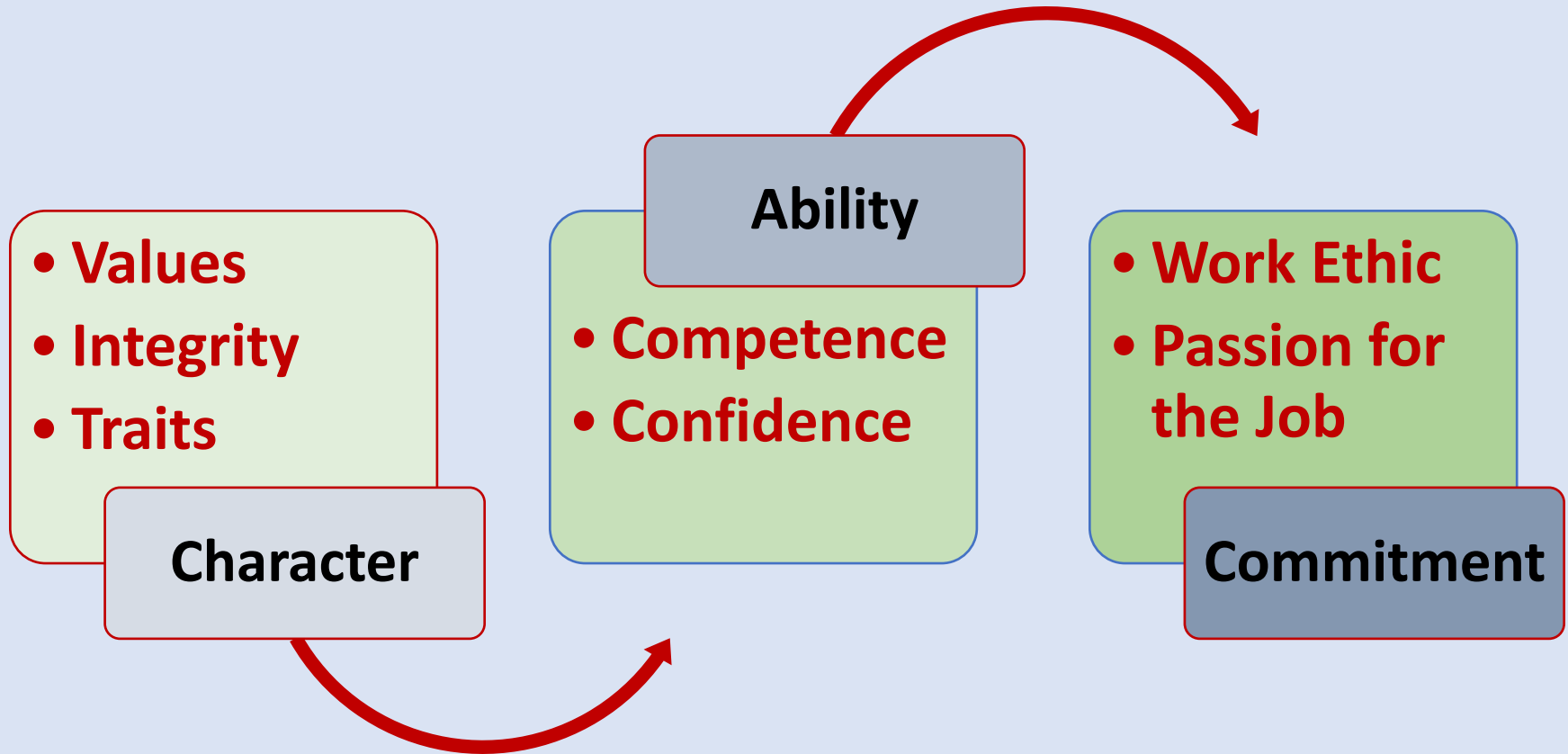
**Arising from the  
nature of the  
leadership role**

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

## As Leaders we must embrace and practice:

- **Respect:** See value and dignity in everyone, demonstrate civility, thoughtful candor, genuine care, and concern for others
- **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

# The three (3) big requirements for a leader to shape culture



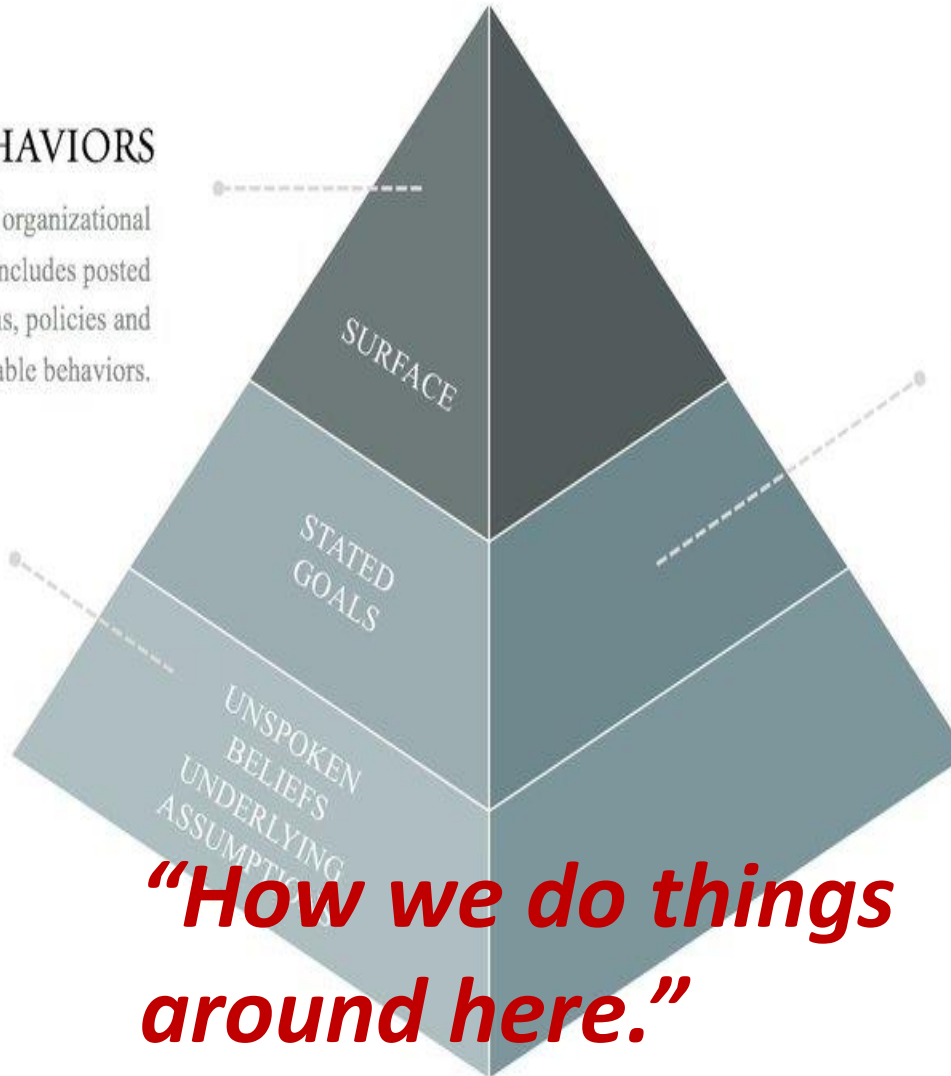
# SCHEIN'S CULTURE MODEL

## ARTIFACTS & BEHAVIORS

This is the easiest part of organizational culture to see and touch. It includes posted values, office layout, plans, policies and observable behaviors.

## TACIT ASSUMPTIONS

These are the norms, assumptions, tacit knowledge that govern the organization and have the biggest impact on decision-making. These are the things most people ignore.



## ESPOUSED VALUES

This is what a company says it stands for and claims to value. These are often times completely incongruent with actual behaviors.

***“How we do things around here.”***



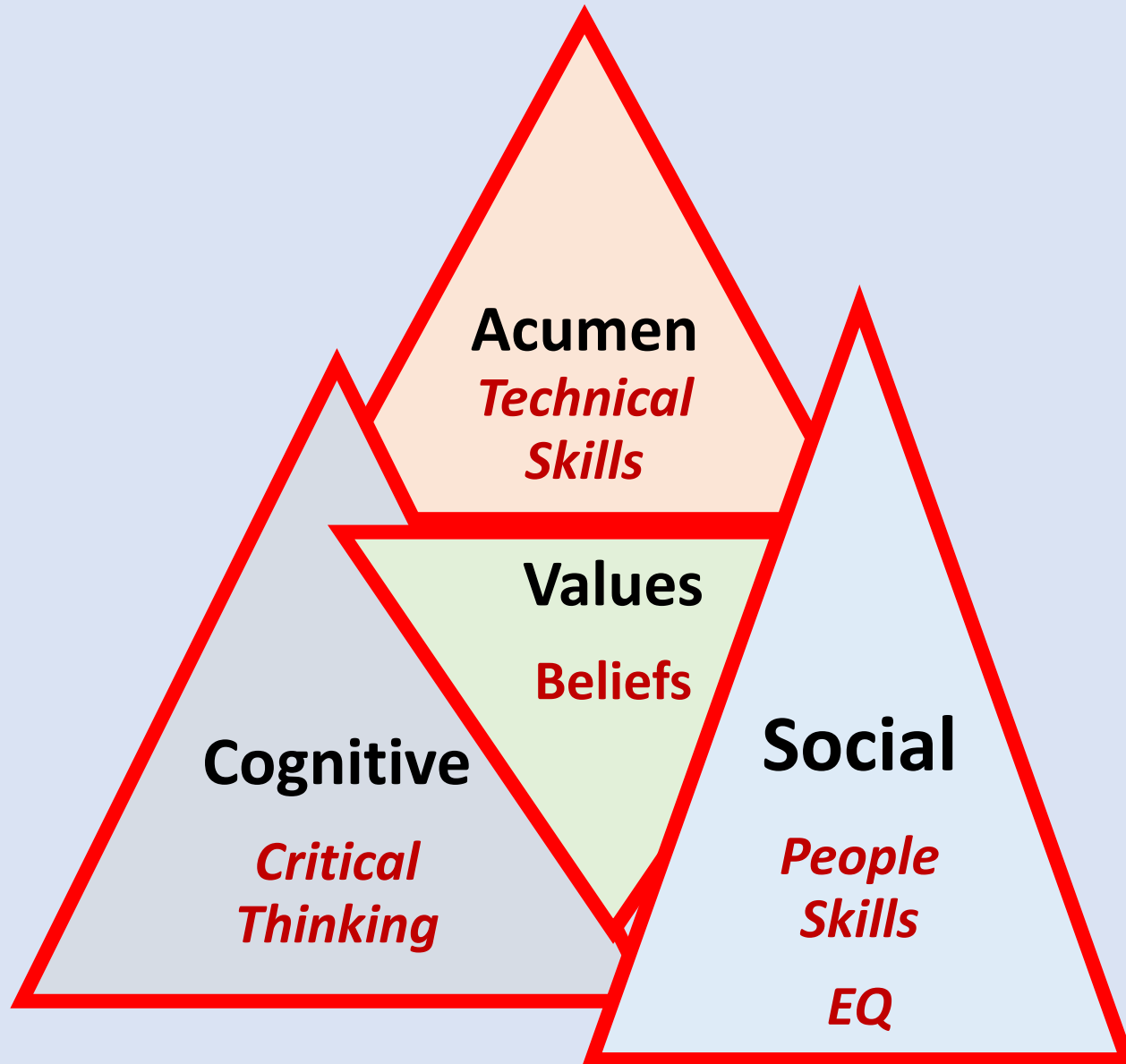
# Culture Components

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

# Leadership Capacity

Zaccaro, Green, Dubrow, & Kolze, (2018)



# Followers' moral judgments and leaders' integrity-based 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

# Values



*A values-based leader aims to motivate and inspire others to pursue the greater good –*

- When you truly know yourself and what you stand for, it is much easier to know what to do in any situation

Kraemer, (2011)

- Our values are “internalized attitudes about what’s right and wrong, ethical and unethical, moral and immoral”

Yukl, (2010)

**EG: Fairness, honesty, equality, humanitarianism, loyalty, progress, pragmatism, excellence, and cooperation**

A Venn diagram consisting of two overlapping blue circles. The left circle is labeled 'Your Values' and the right circle is labeled 'Your Behavior'. The overlapping area in the center is labeled 'YOUR INTEGRITY' in red, bold, uppercase letters.

**YOUR  
INTEGRITY**

**Your Values**

**Your Behavior**

***Role modeling is critically important***

# 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



# 10 Core Values to Guide Behavior

Creating a moral compass to live in congruence with  
your ideals

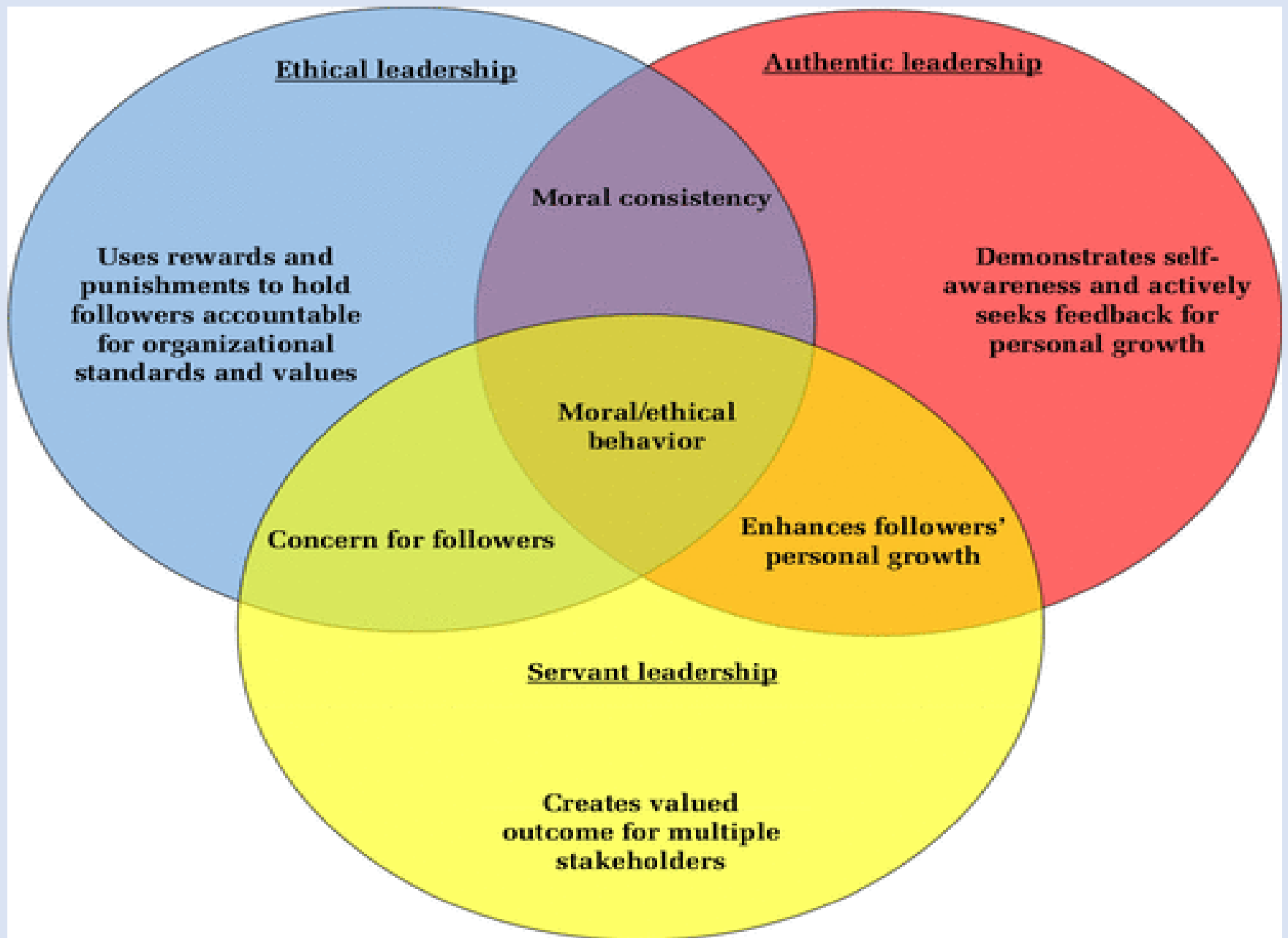
J. Koehler, (2023)

- Core values shape our attitudes, actions, and decisions, greatly impacting our personal growth.
- Living in alignment with one's values, referred to as value-congruence, is linked to psychological well-being.
- Core values are not fixed but dynamic, evolving through experiences, relationships, and reflective practices.

# ***10 Core Values that Influence our Behavior***

- Integrity
- Empathy
- Resilience
- Authenticity
- Gratitude
- Open-mindedness
- Responsibility
- Compassion
- Fairness
- Lifelong Learning





# *Everything is built upon a “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

# 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
  - 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

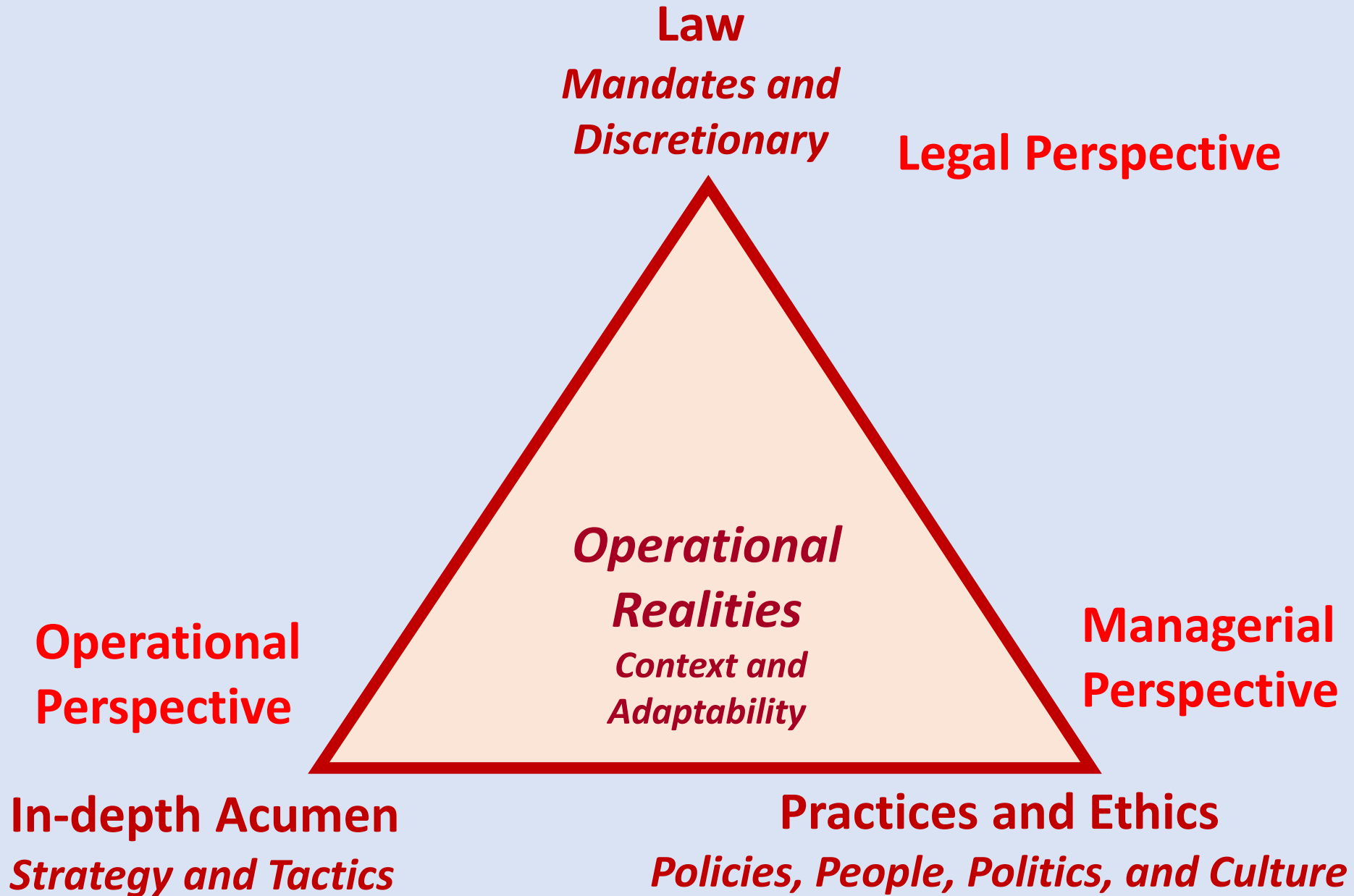
- **Interpreting and sensemaking** are integrated in social, cultural and contextual relations and ongoing practice dynamics
- Different interpretations lead to sensemaking when individuals construct their own sense of self as interdependent and dynamic within leadership practices
- **Negotiating** refers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



Filstad, C. (2022), Police Leadership as a Practice Model



# Trifecta of Leadership Dimensions



# Understanding context, integrating perspectives, suspending judgement, forming questions and drawing objective conclusions

- **Sensitivity to environmental and social stimuli:** The situational awareness that enables us to proactively understand issues (Demand Specificity)
- **The Prism:** Our perspective
- **The Filter:** Critical thinking and objective evaluation (Metacognition)
- **The Reality:** Accurate interpretations from “feedback” and fact/evidence-based conclusions
- **The Response:** Refined, tempered, and empathy-related responses essential to prosocial behavior, interactions and relationships

# Context and the Danger of Assumptions

*Every leader must develop and sustain an investigative discipline*

- **Everything is complex, complicated, and contextual:**

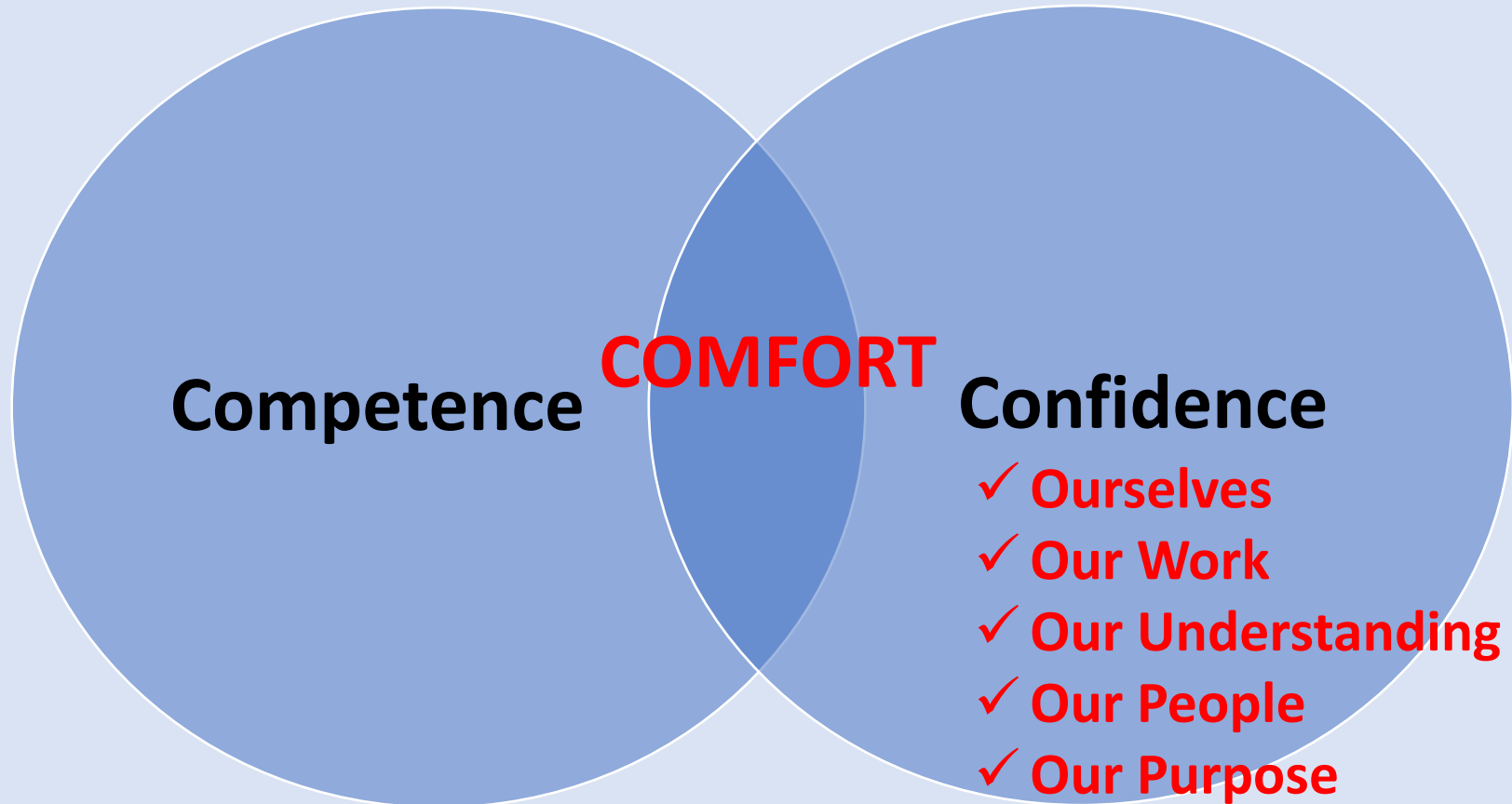
- *Different dynamic variables*
- *Interconnected in an ecosystem*
- *Constantly evolving (change)*

- **Our Basis of Knowledge:**

- *How do we know what we know?*
- *Is it objective and reliable?*
- *Is it current?*

- **Confident humility, objective knowledge base, specific research, and credible sources are so important**

# KEY FACTORS FOR THE LEADER



# Responding Appropriately

Crosby, B. (2017)

**Moral and just**

**Behavioral**

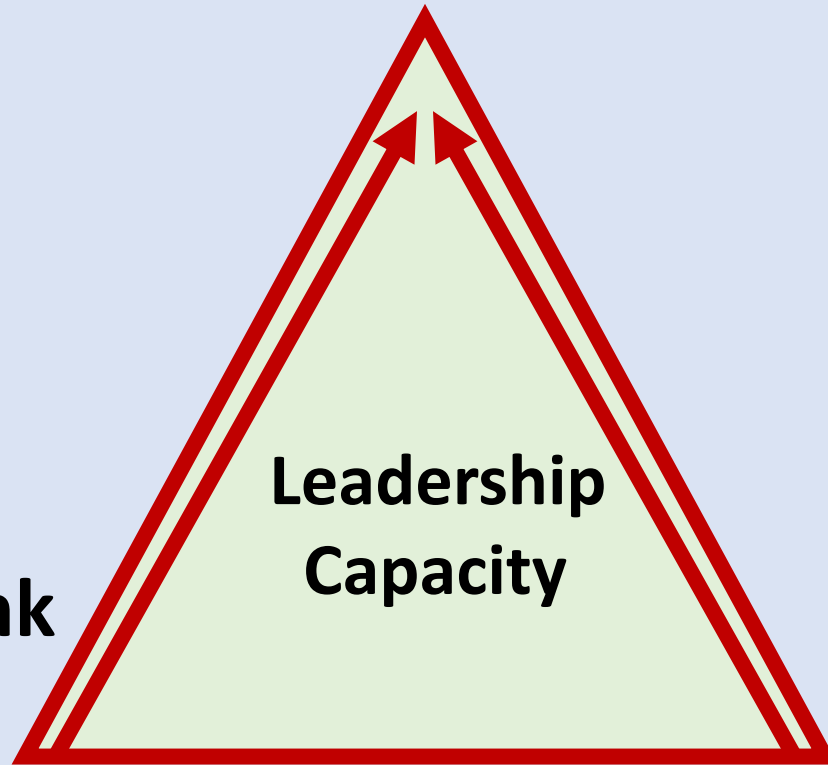
**Leadership  
Capacity**

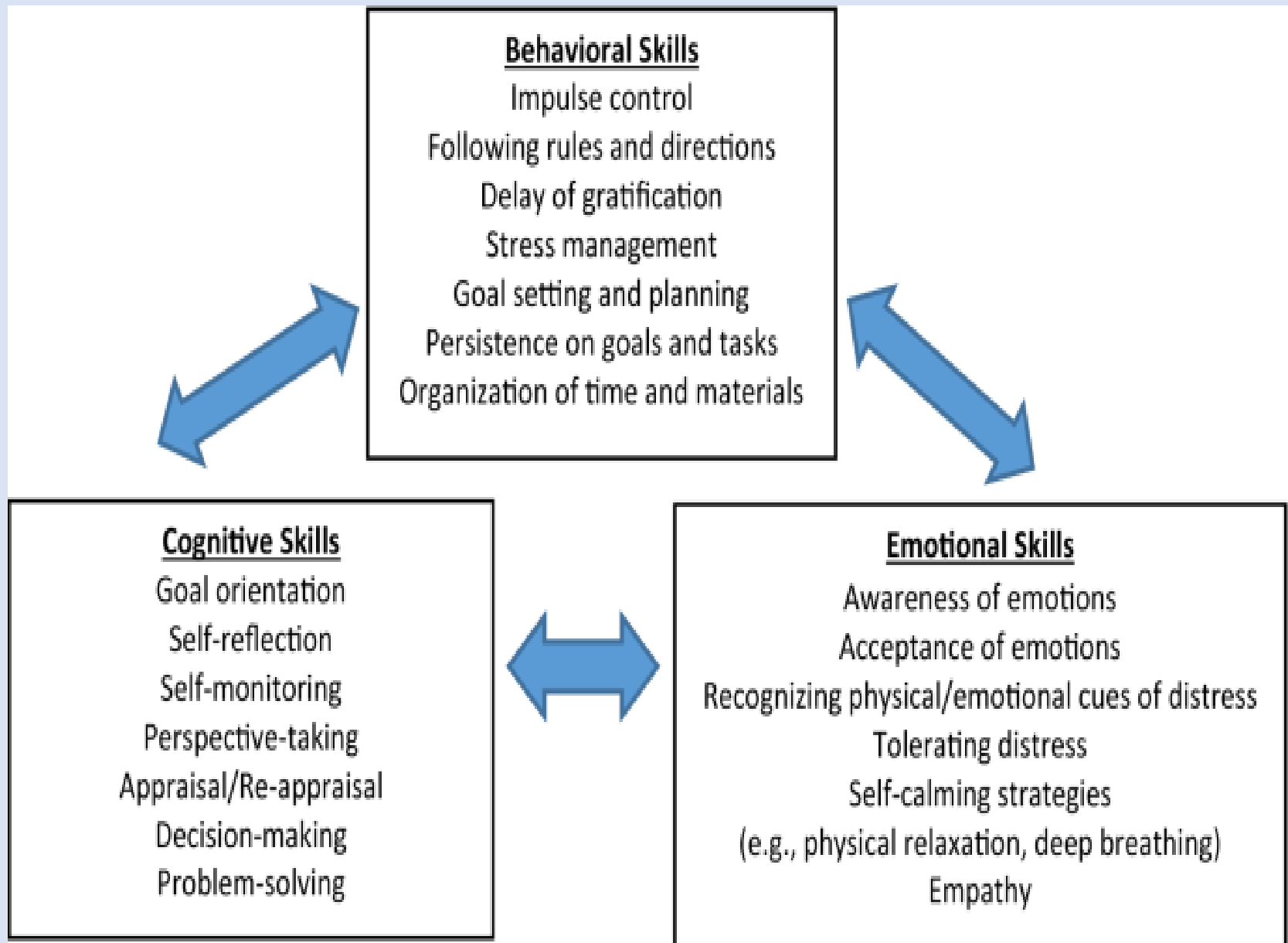
**Emotional  
and Social  
Intelligence**

**How we think**

**Cognitive**

**Socio-Emotional**





**Murray, D.W., Rosanbalm, K., Christopoulos, C. et al. (2019)**

# Important Leadership Perspective

***Not Just Inputs*** (*From the leader*)

***They are Outputs*** (*From the followers*)

- Leading teams is about groups and how those groups
  - Feel
  - Think
  - Behave
- How we shape attitude and thought through transitions at the group level
- Leaders and Leadership are transformed by the group
- Central to leadership is building strengths, alignments and balance, with clarity of concepts

# Leadership Focus

- Leadership is power through people, not over people
- ***The power is co-created by constructed engagement transformed by membership in groups***
- Leaders are not static, they are transformational, as such they must understand the group their leading



# Personal Identity nexus to Social Identity

- We have our personal identities that distinguish me from you
- Our social identities are derived from the group memberships we belong
- Whether the team, the organizations, we have so many different groups we belong to and once they become important to us, they become an important part of who we are
- They give us a sense of belonging, meaning, and gives us direction

- These groups our source for social support
- They guide us they shape how we feel and think and behave
- They matter so much to explain how employees go through changes and why they respond to organizational changes the way they do

Mühlemann, N. (2023)

- Personal identities about the I and the Me
- Social identities about the Us and the We
- The central construct in psychology is the self
- Problems with a lot of psychology is that we imagine that the self is just the I and the me
- We have a very individualistic understanding of self and identity
- Social identity research really challenges that and finds that the collective self that us and the we is every bit as important

- Probably more important you can show that if I want to destroy your personal identity, the best way to do that is to destroy your social identity
- We derive our personal identity, who we are as individuals from our group memberships
- If you lose your valued group memberships also your personal identity is diminished too
- A strong sense of shared identity, a strong sense of awareness, and identity alignment is crucial to leadership

- Values, norms, beliefs, and goals are critical to the individual and effective group work
- It is also important to mental health and is the very essence of what leadership is about
- **Leadership is about building those things and helping people**
- At various junctures to reestablish identity, strength, and clarity of content and alignment

*Like a car, you know, they're always in need of servicing and if you don't attend to them as a leader then the wheels will come off*

Haslam, A. (2023)

# Three (3) Interrelated Dimensions

The Automobile Metaphor: *the essence of contemporary police leadership and management.*

Edwards, (2024)

**Engine**

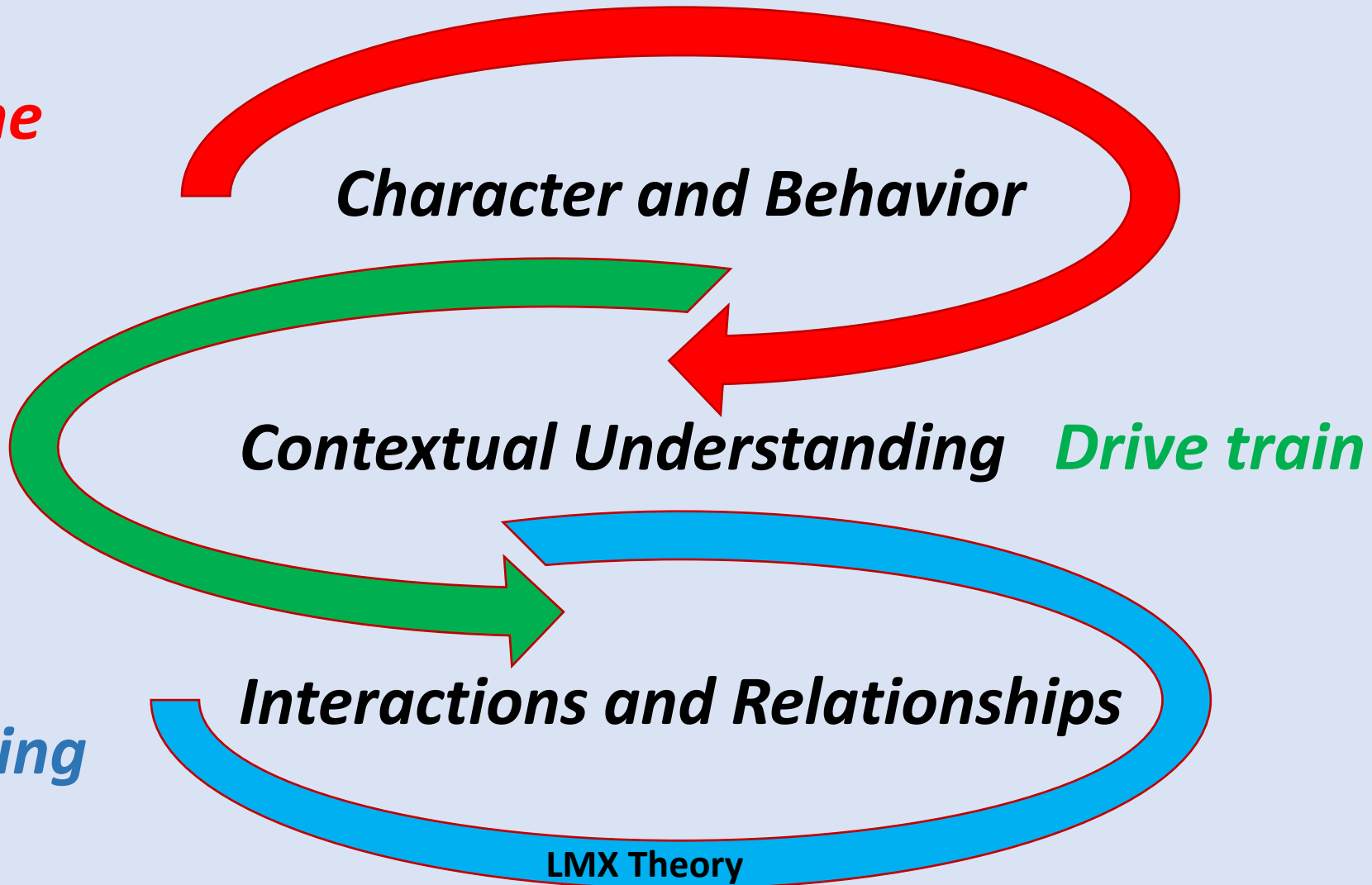
***Character and Behavior***

***Contextual Understanding*** ***Drive train***

**Steering**

***Interactions and Relationships***

**LMX Theory**



# 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”)

# The sense of belonging, meaning, that give us direction

- Issues of identity and particularly social identity
- Relates to people's membership in groups and their internalization of those group memberships into their sense of self
- Ways in which the resulting self understandings then affect their cognitions
- The way they think, the way they see the world, the way they feel, and most critically the way they behave, discover, find, and show group memberships



# Central Perspective

- Group process, effective outcomes are the products of co-creation
- One of the critical bits of co-creation is around who we are
- A strong sense of shared identity, a strong sense of awareness aligned with the interests of other groups in the organization is key

**Team leadership is about building those things and helping people at various junctures to reestablish identity, strength, and clarity of content and alignment**

# 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

# 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

# Our Social Identities

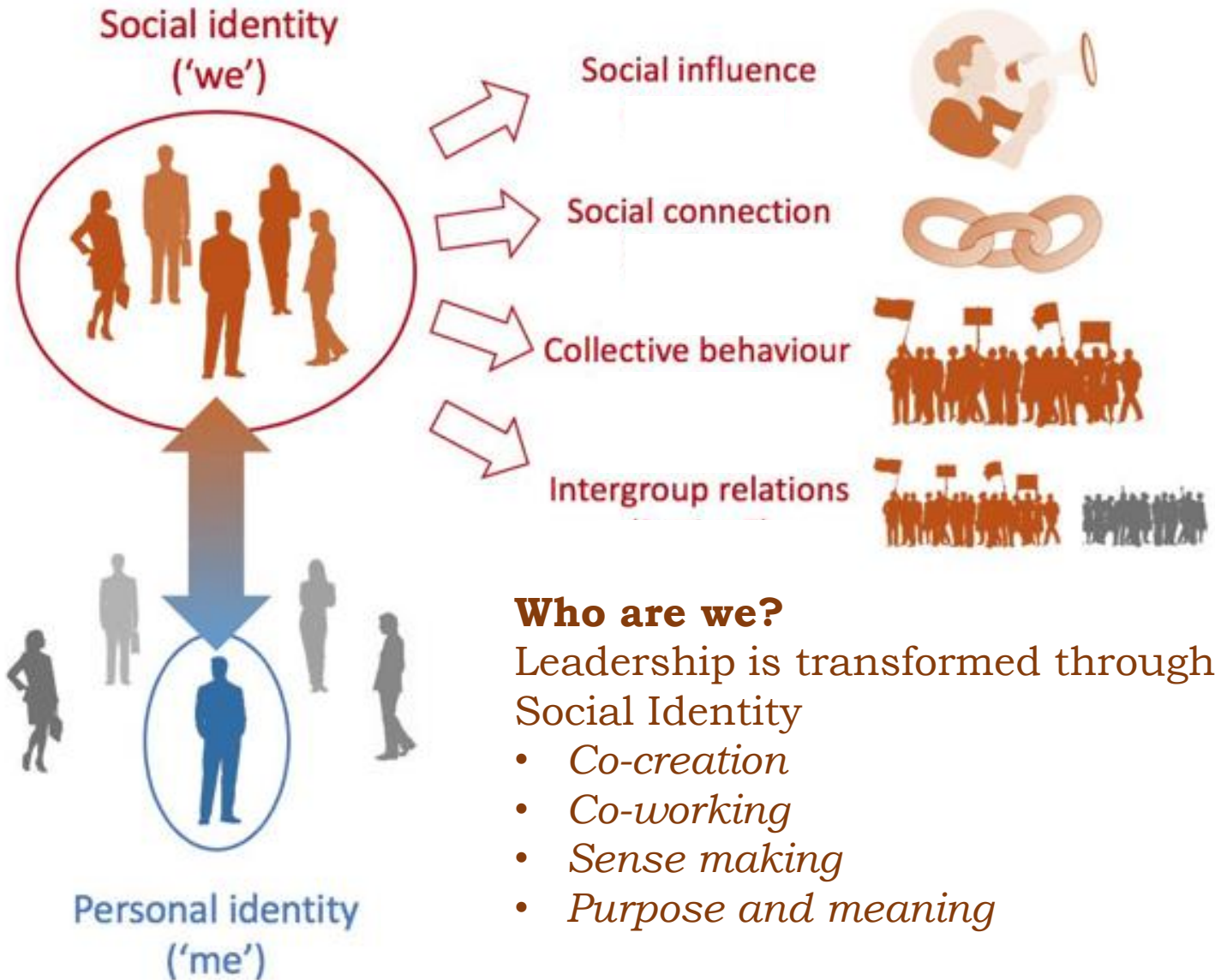
- Are derived from the group memberships we belong to, whether the team, the organizations, we have so many different groups we belong to and once they become important to us, they become an important part of who we are
- They give us a sense of belonging, meaning, give us direction, and so these groups our source for social support and so on

- Our social identities guide us they shape how we feel and think and behave
- That's why they matter so much to explain how employees go through such changes and why they respond to organizational changes as they do

Mühlemann, N. (2023)

- We get support, agency, control, purpose, meaning from social identities, that is why they provide us with bearings in the world
- Identity content about values, norms, beliefs, goals, are critical to effective team life but to mental health
- Team Leadership is about building those things and helping people, you know, at various junctures to reestablish identity, strength, and clarity of content and alignment

Haslam, A. (2023)





# Leadership is about

- Provide leaders the skills and the confidence to engage with their teams
- Leaders must develop the understanding of who we are, how where we want get to where we need to go, why its important, and making plans on how to accomplish the goals and objectives
- Key is the constructive engagement with the identity of the team and the people in it

**I would argue there is, if you are not building and embedding and advancing social identity, you can't do leadership**

**You can't do leadership if there is no, we to lead, it's the team that makes the proof of your leadership**

Dr. Alex Haslam

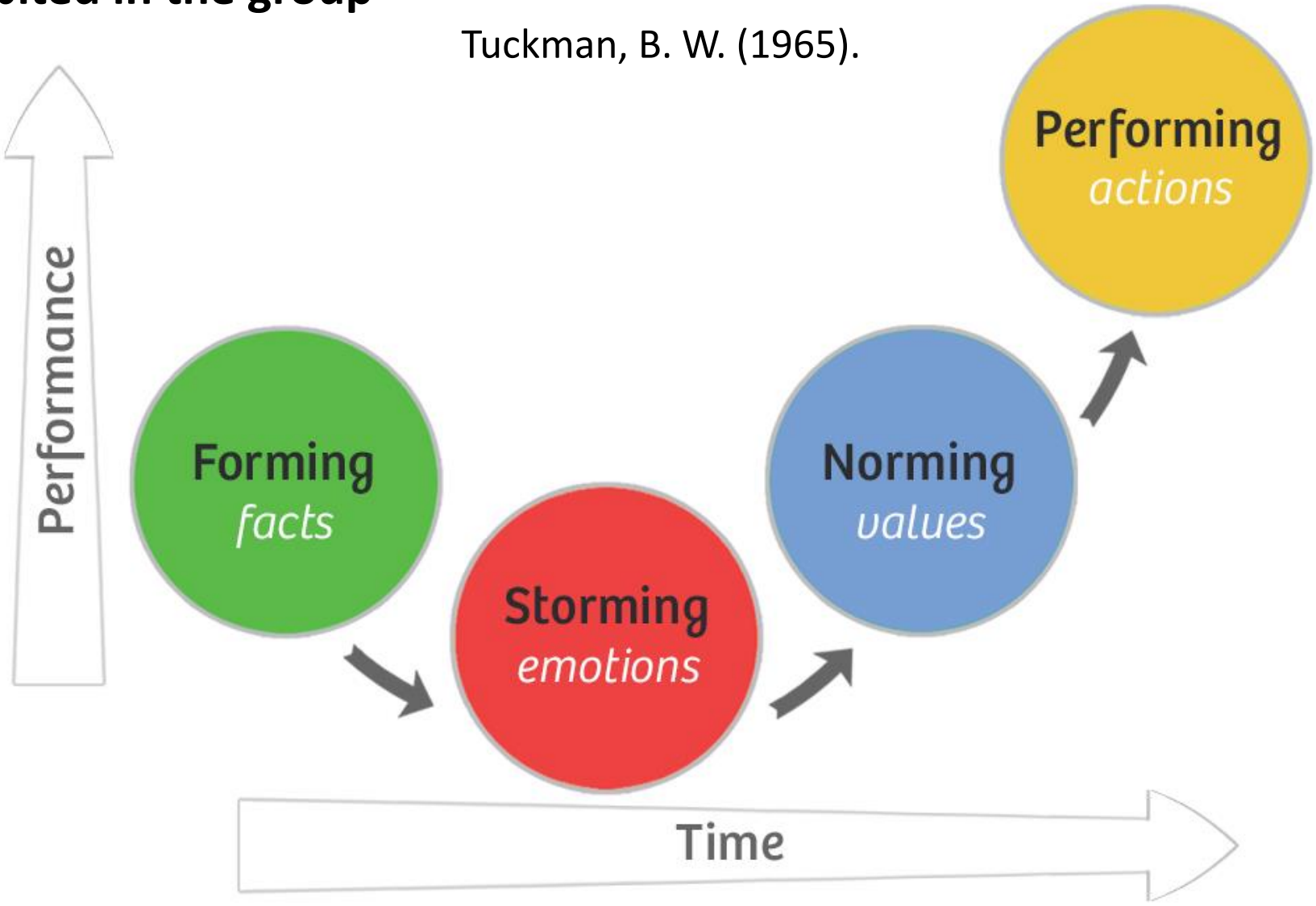
# Social Identity makes leadership and organizations possible

## *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

# Interpersonal stages of group development and task behaviors exhibited in the group

Tuckman, B. W. (1965).



# Four Key Principles

- **Being of the group:** An integral and active member of the work unit
- **Identity advancement:** helping, giving people a sense that the group is moving forward
- **Identity entrepreneurship:** to gain social benefits because of the work together
- **Impresario ship:** where, the subordinate see themselves as a promoter, manager, or conductor of their work

***Often, Identity is something you're walking through rather than just looking at from the spectator stands***

- Leadership and leaders are transformed by a group process as much as the group has transformed
- Collective level authenticity is a much bigger driver of group outcomes and is what is valued in a group
- If all we bring to the group is our individuality, that's a very little use to them
- What they want is an understanding of the group and a motivation and a capacity to take it forward

**That is what leadership is, and it's in the context of social identity and the perspective of work**

# A meta-analysis of humble leadership: Reviewing individual, team, and organizational outcomes of leader humility

Chandler, J. A., Johnson, N. E., Jordan, S. L., & Short, J. C. (2023)

- Among all variables, we find humble leadership is most strongly associated with followers' satisfaction with the leader and the leaders' participative decision making
- We also find humble leadership is not associated with the leader's own job performance or the performance of organizations (when outliers are removed) but is significantly related to the performance of followers and teams

- Organizations should focus on ways to develop strong shared leadership patterns within their groups in order to boost team outcomes
- **The specific facets of the internal team environment (shared purpose, social support, and voice) that support the development of shared leadership**
- Leaders should thus seek to build a positive working environment



- Which team members have a clear and shared sense of purpose, support one another, recognize individual and team contributions, as well as become proactively involved in decision making and constructive discussions
- **The importance of team heterogeneity and the ways in which this supports the emergence of shared leadership among group members**

While in Africa there was a chief and we were talking about leadership.

He said,

***“if you go for a walk in the bush and you turn around and you are on your own, you’re going for a walk, if you go into the bush and you turn around and the village is behind you, and with you then you’re a leader.”***

That kind of sense of community and relationship is central to leadership

Dr. David Wilkinson

## **Sense of Inclusion:**

- Refers to how the workforce experiences the workplace and the degree to which organizations embrace all employees and enable them to make meaningful contributions

## **Sense of Belonging:**

- Individuals across age groups and professions have a strong need for belonging
- Such needs usually motivate them to build strong bonds on an interpersonal level
- When individuals feel a higher sense of belonging, they are more likely to have positive emotions

Baumeister & Leary, (1995).

# About belonging and identity in the police

Filstad, (2022)

- Belonging is relational, cultural, material and embedded in collective engagement, and is about being equals where everyone contributes
- Engagement creates a strong emotional attachment to an idea of 'us' and of being part of something bigger than oneself
- Belonging represents imaginations of the police mission and being proud to be part of that

- Belonging is about the 'here and now' and about taking care of each other when things are tough
- The link between belonging and identifying with policing is further amplified through materiality and symbols, as commonly used in police leaders' images
- The sense of belonging to the police when wearing the same uniform and using the same artefacts and symbols becomes important for a person's identity as a police officer

# Belonging

Allen, Kern, Rozek, McInerney & Slavich, (2021)

- Belonging is a dynamic feeling and experience that emerges from four interrelated components that arise from and are supported by the systems in which individuals reside:
  - ***Competencies for belonging*** (skills and abilities)
  - ***Opportunities to belong*** (enablers, removal/ reduction of barriers)
  - ***Motivations to belong*** (inner drive)
  - ***Perceptions of belonging*** (cognitions, attributions, and feedback mechanisms – positive or negative experiences when connecting).

# New Research

Gallup & Workhuman. (2022), Unleashing the Human Element at Work: Transforming Workplaces Through Recognition.

Gallup & Workhuman, (2023), From Appreciation to Equity: How recognition reinforces DEI in the workplace

## **There is tremendous controversy over DEI training and application in the workplace**

- Harnessing the power of strategic recognition is a simple, yet effective way to build a culture that celebrates collective differences and a workplace where people of all backgrounds can thrive.

- Workers who feel they get the "right" amount of recognition are 30% less likely to experience burnout than those who do not believe they are getting the right amount of recognition
- Fulfilling recognition can protect diversity in the workplace
- In every case, Female, Black and Hispanic employees are significantly insulated from burnout and turnover when they receive the right amount of recognition

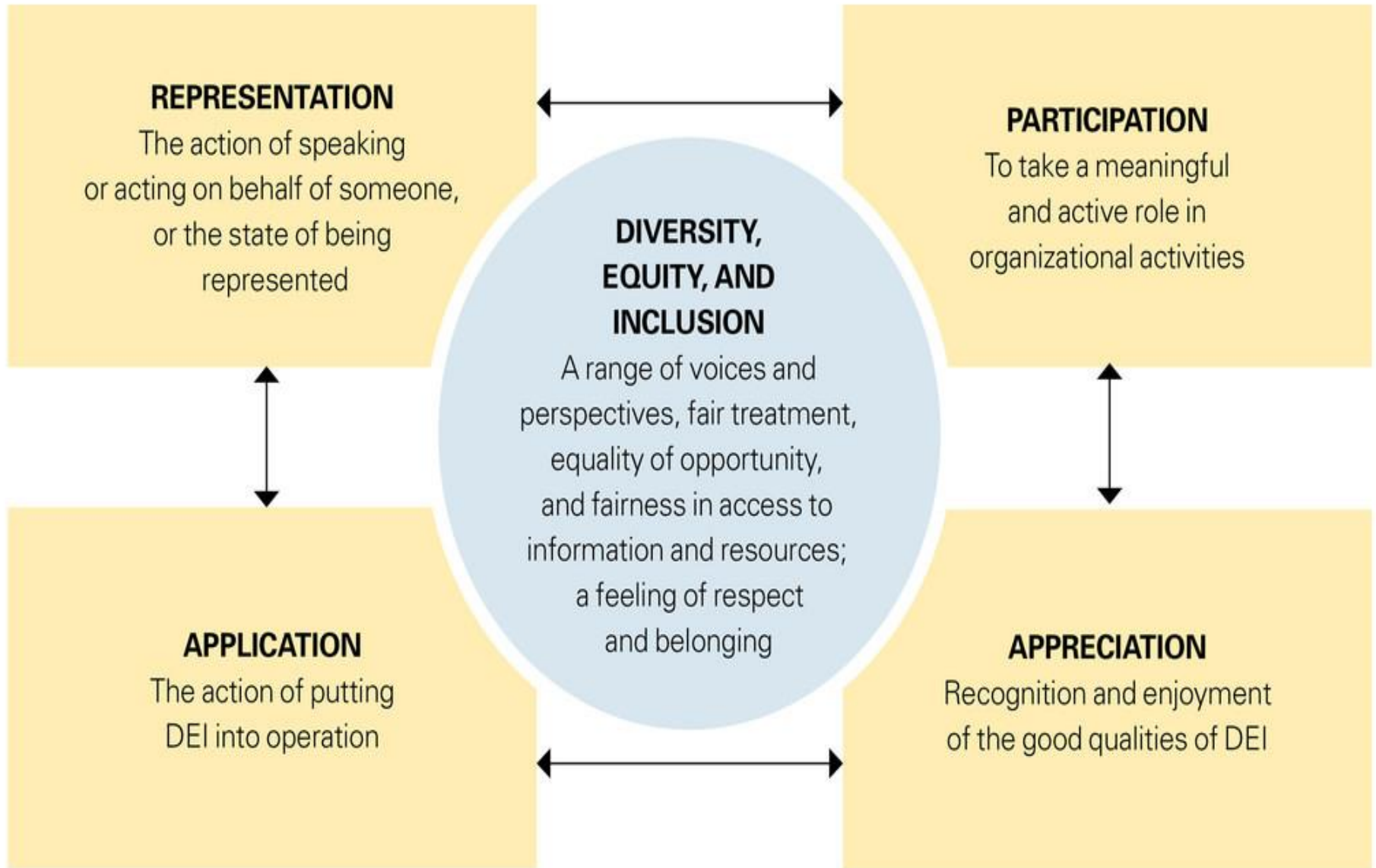


- **Inclusion is an environment that makes people feel welcome, respected and valued**

**By strategically recognizing employees for who they are and what they do, organizations can prevent employees from heading for the exit, in turn, helping organizations keep the diversity many have labored intensively to build.**

# FOUR CORE VALUES OF DIVERSITY, EQUITY, AND INCLUSION

Organizations that devote attention to all four values rather than one or two see higher rates of employee satisfaction.  
Beach, A. A., & Segars, A. H. (2022)



# 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

# 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***

# 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**)

### **Distributive Justice**

*Definition:* perceived fairness of outcome

*Example:* I got the pay raise I deserved.

### **Procedural Justice**

*Definition:* perceived fairness of process used to determine outcome

*Example:* I had input into the process used to give raises and was given a good explanation of why I received the raise I did.

### **Interactional Justice**

*Definition:* perceived degree to which one is treated with dignity and respect

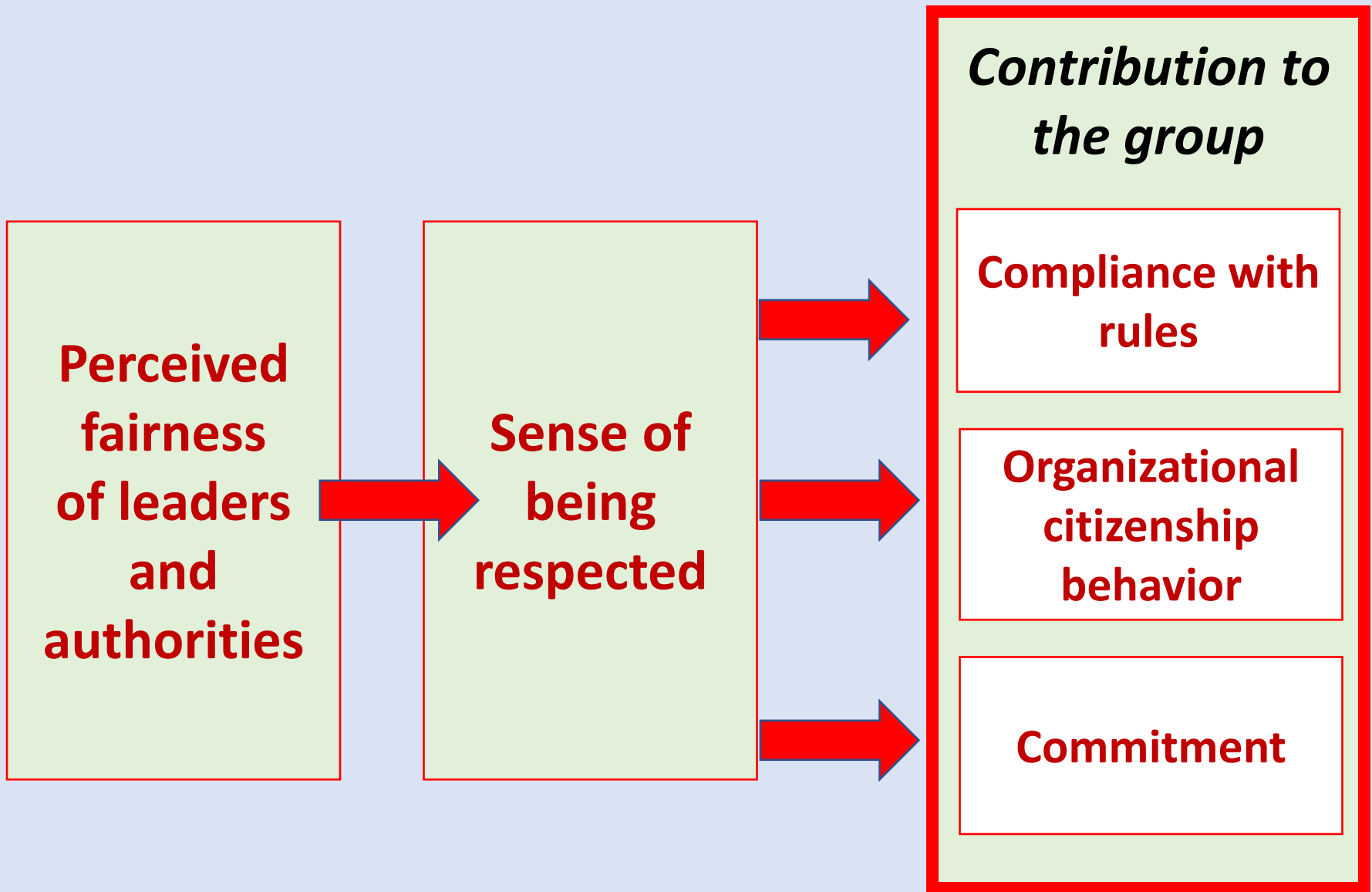
*Example:* When telling me about my raise, my supervisor was very nice and complimentary.

### **Organizational Justice**

*Definition:* overall perception of what is fair in the workplace

*Example:* I think this is a fair place to work.





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

# 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



# Contemporary Landscape

# ***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 psychological)
- **Capacity** (specific competencies) **versus Capability** (ability, confidence and commitment)

## **REMEMBER**

**We must Describe Behavior**

**NOT Judge the person**

# The Reality

- Younger and older generations are much more similar than different Fotso, G. M. N. (2024)

# A Different Perspective

- We encourage people to adopt a lifespan developmental perspective on aging at work, which considers age along a continuum rather than in terms of discrete generational categories Rudolph & Zacher, (2022)
- **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
- Task orientation and autonomy
- Development opportunities
- Organizational Justice

*They desire  
feedback*

# Common Questions about **THEM**

- 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**

# Generational Enablers

Rickwood, C., Ginnivan, N., Li, M., Hambisa, M., & Anstey, K.  
(2024).

**Four themes were identified by participants as enablers for multigenerational teams to be supported:**

- Leadership
- Flexible work arrangements
- Leveraging experience & exemplars
- Intergenerational mentorship & training

# Generational Barriers

Rickwood, C., Ginnivan, N., Li, M., Hambisa, M., & Anstey, K.  
(2024).

**Four themes were identified as barriers for multigenerational teams to be supported:**

- Ageism & age-based stereotypes
- HR policies & practices
- Communication differences
- Technology gap



# Four narratives that encapsulate motivators:

Lechler, R. C., & Huemann, M. (2024)

- Creating and delivering
  - Learning and developing
  - Relating and connecting
  - Working autonomously
- These narratives shed light on motivators that drive young professionals to work

**We then related these motivators to Self Determination Theory, aligning them with the needs for autonomy, competence, relatedness, and added the need for purpose**

# self-determination theory

HUMAN BEINGS HAVE THREE BASIC NEEDS:

## COMPETENCE

People need to gain mastery and control of their own lives & their environment.  
Essential to wellness.

## AUTONOMY

People need to feel in control of their own life, behaviours and goals. This is about choice.

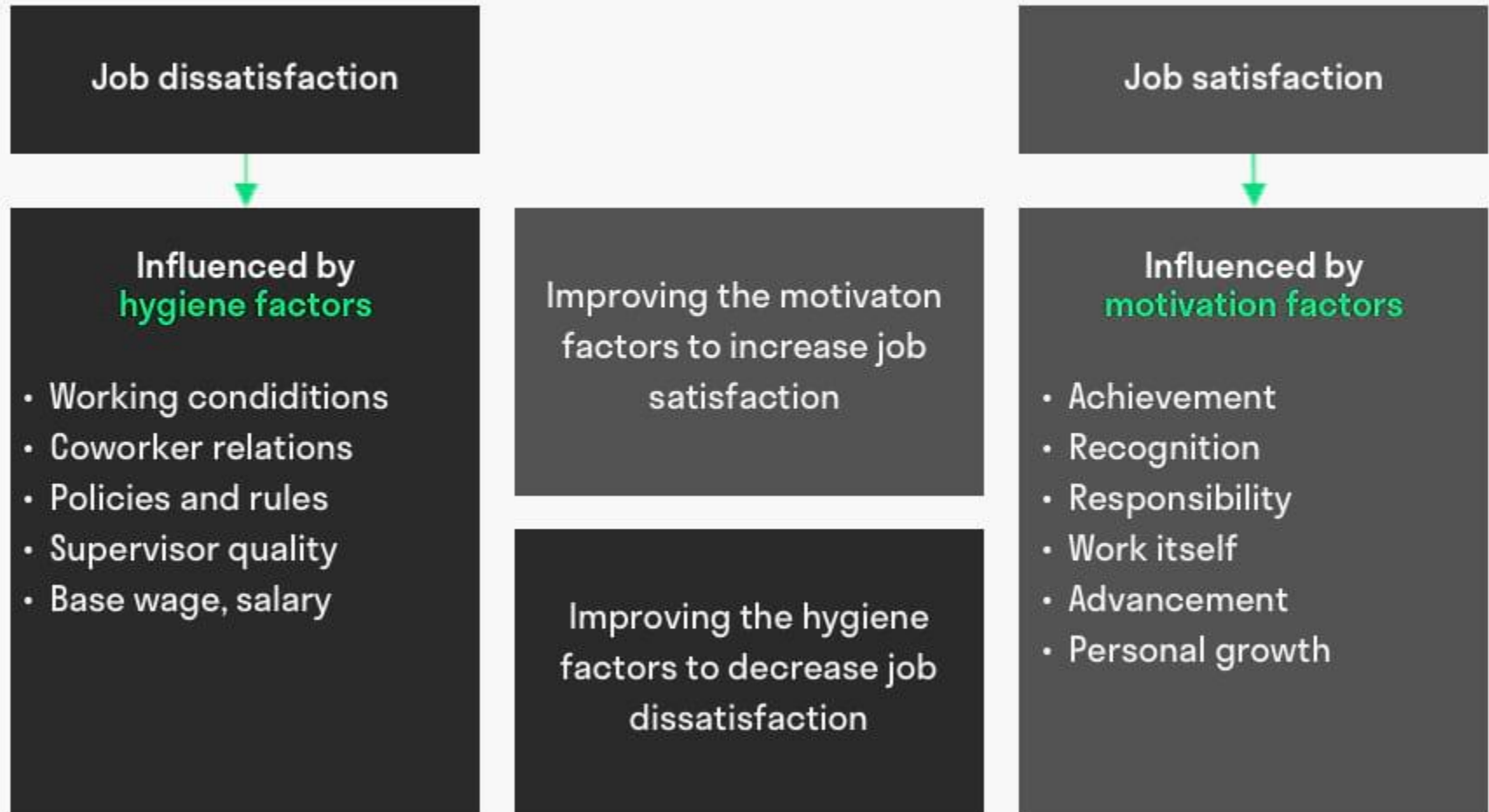
## RELATEDNESS

People need to experience a sense of belonging and connection with other people.  
*Feeling cared for by others  
& to care for others.*

Based on the work of Richard Ryan and Edward Deci.

# Maslow's Needs at Work





# Maslow's Theory

# Herzberg's Theory



# Role Strain and Role Overload

- **Role strain** (i.e., role conflict) 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)
- **Role ambiguity:** when the information about expectations related to an employee's role is ambiguous or deficient
- **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**

# 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 Dijkers (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).



# 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)

# 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 & Oldham's Job Characteristics Model

## Core Dimensions

Skill Variety  
Task Identity  
Task Signif.

Autonomy

Feedback

## Psychological States

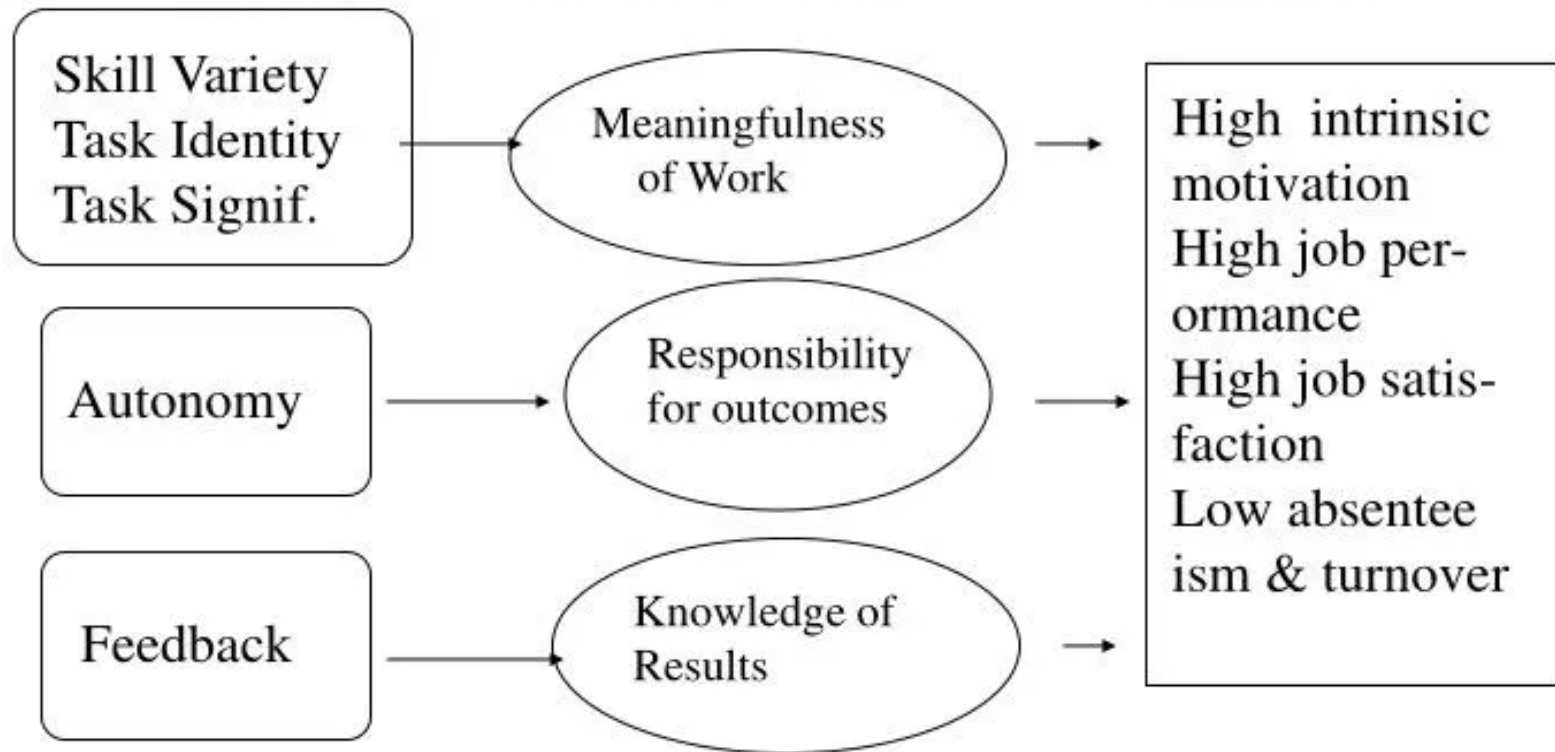
Meaningfulness  
of Work

Responsibility  
for outcomes

Knowledge of  
Results

## Outcomes

High intrinsic  
motivation  
High job per-  
formance  
High job satis-  
faction  
Low absentee  
ism & turnover



# 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)

<i><b>Elements</b></i>	<i><b>Job You Love</b></i>	<i><b>Job You Hate</b></i>
<b>Autonomy</b>	Feel in Control	Feel controlled
<b>Mastery</b>	Feel like using full potential for growth and development... Being competent and confident	Feel like not using full potential. No growth or development...No competence or confidence
<b>Purpose</b>	Feel like work matters and you make an impact in life (Meaning)	Feel like work does not matter and you don't make a difference

# **Analysis of the Findings**

Reynolds, (2022)

## **Officers wanted their leadership to:**

- To communicate, to be consistent, to care
- Creating a workforce that is optimistic about the future
- Be proud of the work it does
- Create an environment where officers feel they are cared for by their supervisors and managers

# Study after Study

**Confirms that basic leadership skills are needed now more than ever:**

- Provide constructive feedback
- Explain department decisions and seek answers where they are not readily apparent
- Be a role model and remember that role models don't need to be perfect
- Be fair and consistent in your words and actions
- Praise your subordinates' efforts and demonstrate appreciation for their work



*“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*

# WHAT DOES THE MODERN WORKFORCE SEEK IN A CAREER?

## EMPLOYEES' TOP NEEDS FROM EMPLOYERS

- Opportunities to learn and grow
- A good manager
- High-quality management
- Interest in type of work
- Opportunities for advancement

## EMPLOYEES' TOP NEEDS FROM MANAGERS

- Job clarity and priorities
- Ongoing feedback and communication
- Opportunities to learn and grow
- Accountability

Wigert & Harter, (2017)

# ***Engagement is Key***

- **Engagement is** the extent to which employees commit to something or someone in their organization and how hard they work and how long they stay as a result of that commitment
- **Two types of commitment were identified:**
  - ***Rational***, which is “the extent to which employees believe that managers, teams, or organizations are in their self-interest (financial, developmental, or professional)
  - ***Emotional***, which is “the extent to which employees value, enjoy and believe in their jobs, managers, teams or organizations.”

- **Emotional commitment was four times as powerful as rational commitment**
- 72% (36) of the top 50 commitment drivers were based on managerial characteristics, such as “commits to diversity,” “demonstrates honesty and integrity,” “adapts to changing circumstances,” “clearly articulates organizational goals” and “cares about employees.”

Council, (2004)

# Other Factors that Impact Subordinates

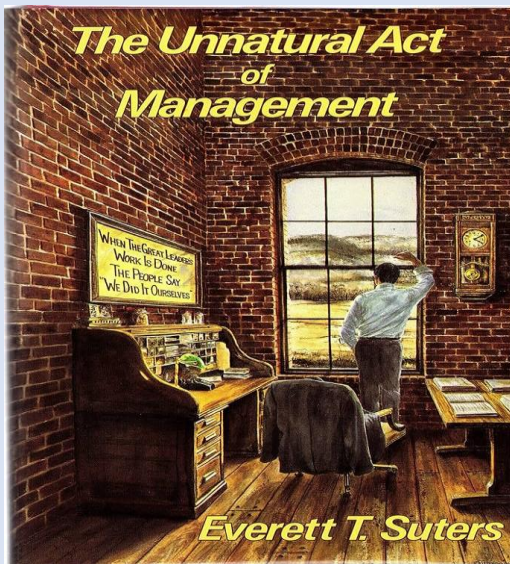
- **Uncertainty:** occurs in the workplace in a number of ways, such as whether one's job performance is adequate, or uncertainty regarding one's job security due to operational conditions
- **Task autonomy:** refers to a feeling of control over the outcomes of one's work. An acceptable degree of task autonomy is important for psychologically healthy work

- **Self-efficacy:** the belief that one can successfully execute a desired course of action. (Employee Confidence)
- **Congruent expectations:** Psychological contracts that refer to employees' perceptions of what they owe to their employers and what their employers owe to them
- **Morale:** the effect of a work environment on employees, and how well a group can hold up under hardship. Good morale is likely to be contagious, helping to shield individuals in the work group from negative mental states

- **Social support:** There are different types of social support, including tangible (i.e., instrumental) support, appraisal support, and informational support, emotional support, which includes empathy, listening, and showing that you care
- **Organizational just supervision:** treating people with dignity and respect, giving people an opportunity to voice their questions or concerns, explaining judgments and decision-making process, and being truthful, transparent, fair and impartial (free from self-interest, bias, prejudice, or favoritism)

- **Differences among supervisors:** and their style of supervision can have major effects on employees' emotional well-being
- A supervisor whose behavior effectively reduces the anxiety of employees essentially relieves them of the need for coping and frees their minds for more productive and enjoyable activities
- Supervisor behavior takes on added importance because its effects may not be confined to the workplace. A stressful supervisor–employee incident in the afternoon is likely to be taken home
- A supportive supervisor may break the chain of stress at work and unpleasant consequences at home, resulting in the maintenance of systems of social support and resistance to stressors





## “Is unnatural”

- **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)

<b>Legitimate</b>	Formal power that comes from the seniority and authority of a person's role.
<b>Reward</b>	Power associated with a person's ability to reward, or withhold reward, for compliance and performance.
<b>Expert</b>	Power based on a person's superior skill and knowledge of a subject matter.
<b>Referent</b>	Power as a result of a person being liked by others and others wanting to be like them.
<b>Coercive</b>	Power that comes from the ability to compel others to comply.

**Power distance is the perceived difference (inequality) in the amount of power (influence) that a supervisor has compared to that of a subordinate**

**Rank is the dominant narrative in police officers' discussions of the ways in which differential authority informs their interactions**



### **Top Managers**

- Set objectives
- Scan environment
- Plan and make decisions

### **Middle Managers**

- Allocate resources
- Oversee first-line managers
- Report to top management
- Develop and implement activities

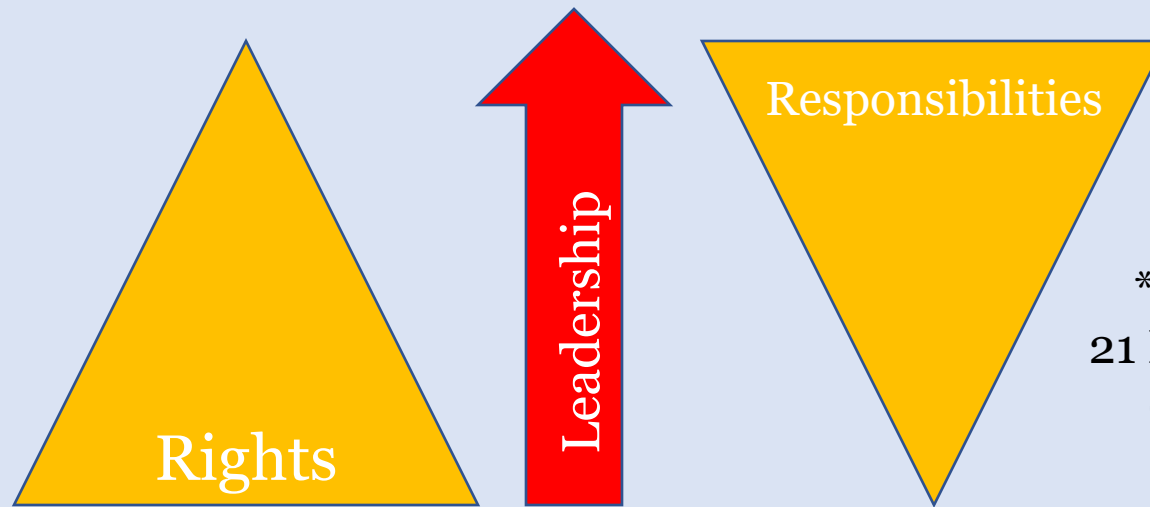
### **First-line Managers**

- Coordinate activities
- Supervise employees
- Report to middle managers
- Involved in day-to-day operations

Low Power Distance Group	High Power Distance Group
Democratic Bosses	Autocratic Bosses
Limited dependence on bosses	Considerable dependence on bosses
Decentralization of responsibilities	Centralization of responsibilities
Equality among workers	Inequality among workers
Less classes among workers	More classes among workers
Subordinates expect to be consulted	Subordinates expect to be told what to do

Rameezdeen and Udawatta, (2011)

# The Cost of Leadership



\*John Maxwell  
21 Irrefutable Laws  
of Leadership

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

*“You lose the right to  
put yourself first.”*

**A Leaders Worst Thought is... “I Deserve”**

# 5 Levels Of Leadership

(By John Maxwell)



**Figure 1.2** Functions of Management and Leadership

<b>Management</b>	<b>Leadership</b>
<b>Produces Order and Consistency</b>	<b>Produces Change and Movement</b>
Planning and Budgeting <ul style="list-style-type: none"><li>• Establish agendas</li><li>• Set timetables</li><li>• Allocate resources</li></ul>	Establishing Direction <ul style="list-style-type: none"><li>• Create a vision</li><li>• Clarify big picture</li><li>• Set strategies</li></ul>
Organizing and Staffing <ul style="list-style-type: none"><li>• Provide structure</li><li>• Make job placements</li><li>• Establish rules and procedures</li></ul>	Aligning People <ul style="list-style-type: none"><li>• Communicate goals</li><li>• Seek commitment</li><li>• Build teams and coalitions</li></ul>
Controlling and Problem Solving <ul style="list-style-type: none"><li>• Develop incentives</li><li>• Generate creative solutions</li><li>• Take corrective action</li></ul>	Motivating and Inspiring <ul style="list-style-type: none"><li>• Inspire and energize</li><li>• Empower subordinates</li><li>• Satisfy unmet needs</li></ul>

SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

# Manager

*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

# Leadership and Management Dynamics

## *Complex, Complicated and Contextual*

- Leadership and management constantly evolve as an organic ecosystem involving the utility of personal traits, competence, confidence, humility, advocacy, relationships influences, and practices
- All depends on one's ability to be self-aware, self-reflective, self-managed
- **The need to know when to be transformational or transactional (Or a blend of both) to influence and navigate a context-rich, complex and dynamic work environment is huge**

When to step out

When to step in

# THE MANAGEMENT PARADOX



The context of discretion versus developmental maturity and type task

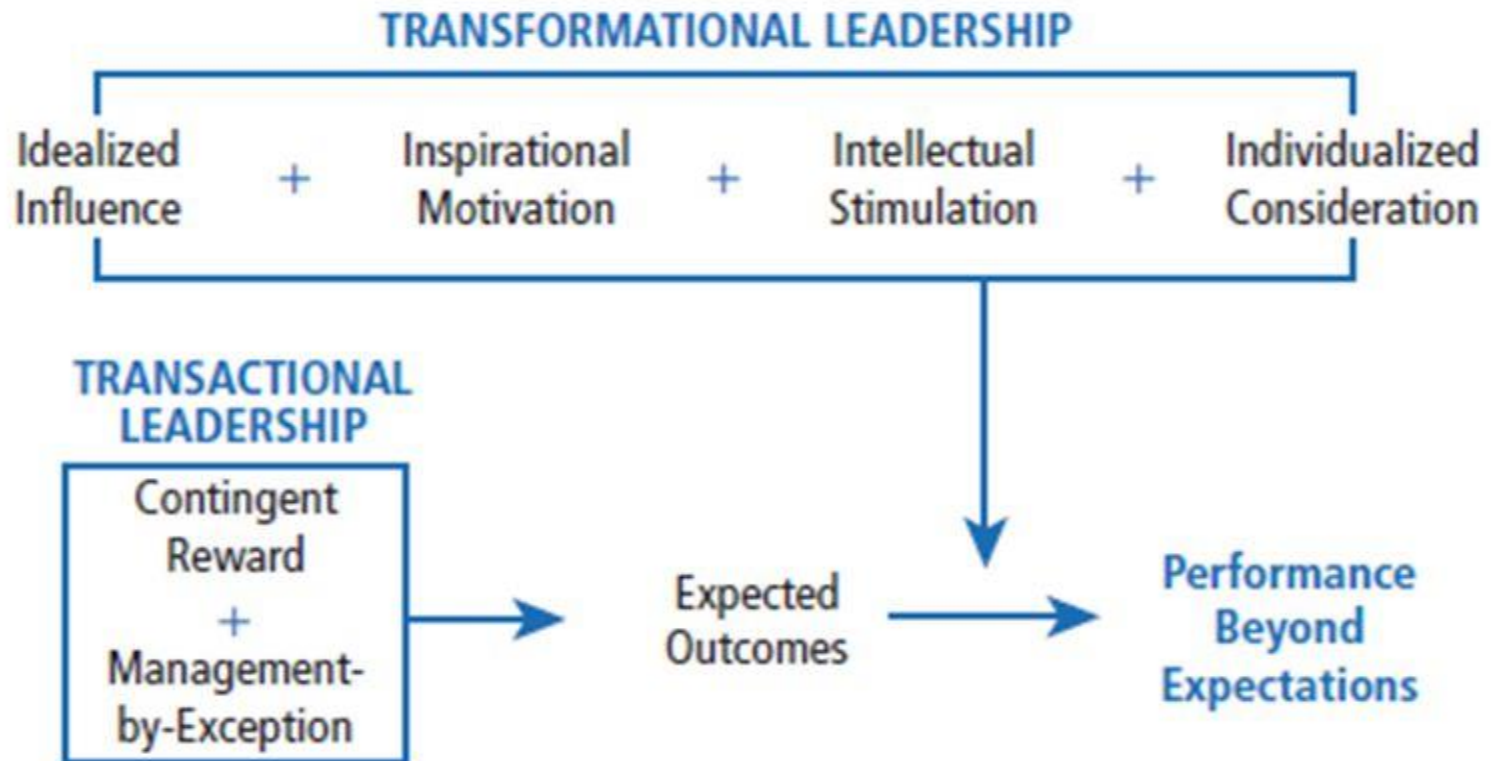
**Autonomy**

Freedom

**Control**

Power

Figure 8.3 The Additive Effect of Transformational Leadership



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.

# 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**

# 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

# 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)



# The Complexities of 21st Century Policing

*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

# Occupational choice involves both attracting and repelling forces

Den Houter, K. M., Chatterjee, D., Ryan, A. M., & Liebler, J. (2023)

- The changing nature of police work and public scrutiny surrounding officers' participation in incidents involving racial bias and excessive force have resulted in shifting perceptions of the profession among the general public, serving as forces that move people away from the occupation
- While much recent research focuses on motivating and attracting forces, it is equally important to address attributes that are implicated in keeping potential candidates from considering policing as a viable career choice, given rising rates of attrition and lack of new recruits

# Issues and challenges of being a Peace Officer

- Hours, work schedules, poor pay, lack of benefit packages
- On the job dangers (non-compliance, violent crime offenders, and lack of staffing)
- Attitudes and influences driven by the media regarding police use of force (Ferguson and Floyd Effect)
- Public perspectives and expectations regarding the job (lack of understanding of compliance)
- Societal change (dealing with the mentally ill, family services, schools, marijuana legalization, etc.)
- Political influences
- Poor Police leadership and culture (mentorship, training, and oversight)

# **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
- Citizen trust and legitimacy of police
- The criminal justice system
- Police interactions with citizens
  - Compliance
- Proliferation of Guns
  - Gangs

- Earned media and social media narratives
- Political movements and polarization
- Police body camera contextual perspectives
  - High crime rates
  - De-policing
- Police attrition and staffing

*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**

- Results indicate that in disadvantaged neighborhoods crime reporting decreases following fatal police use of force incidents Sheppard & Stowell, (2022)
- Results indicate that the most important predictor of police shootings are levels of violent crime
- Violent crime rates, in turn, are significantly related to the built environment
- The built environment, then, has an indirect relationship to the places where police are most likely to discharge their weapon which is mediated through the violent crime rate

Keller, Caplan & Kennedy, (2023)

- Socioeconomic conditions and poverty trends in the past 30 years across many of our cities are not notably different
- Public trust in the police has been declining, particularly in communities of color, while the burden of gun violence has increased, disproportionately so in these same communities
- If there is a lack of support for police, residents will be unwilling to cooperate with the police and assist with investigations, and such attitudes can undermine the ability of police officers to do their jobs effectively  
Wolfe et al, (2016)



# Elevated police turnover following the summer of George Floyd protests

Mourtgos, Adams & Nix, (2022)

- There have been many assertions from police leaders across the United States that in the wake of sustained policing protests, their agencies have experienced a significant uptick in officer turnover throughout the latter half of 2020
- There have also been claims that excessive criticism has hampered or even harmed police agencies and their sworn employees in previous police legitimacy crises.

- The study suggests that with respect to police officer retention, there is cause for legitimate concern
- Analysis of 60 months of data shows that while resignations and involuntary separations were not significantly altered in the post-Floyd period, voluntary resignations were
- **Officers resigned at a 279% increased rate relative to the expectations**

- Further, a deficit of officers may contribute to an already increased violent crime rate in the studied agency, which has already become local headline news
- **The potential cohort effects of a broad-based retention crisis in policing could ripple across communities for years into the future**

Mourtgos, Adams and Nix, (2022)

# 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.

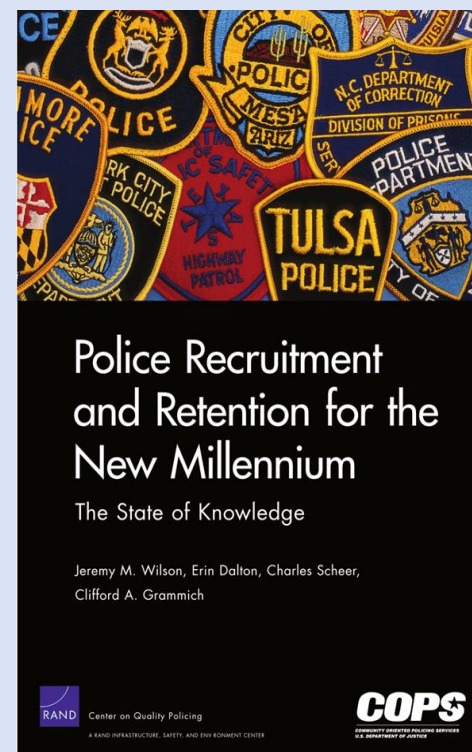
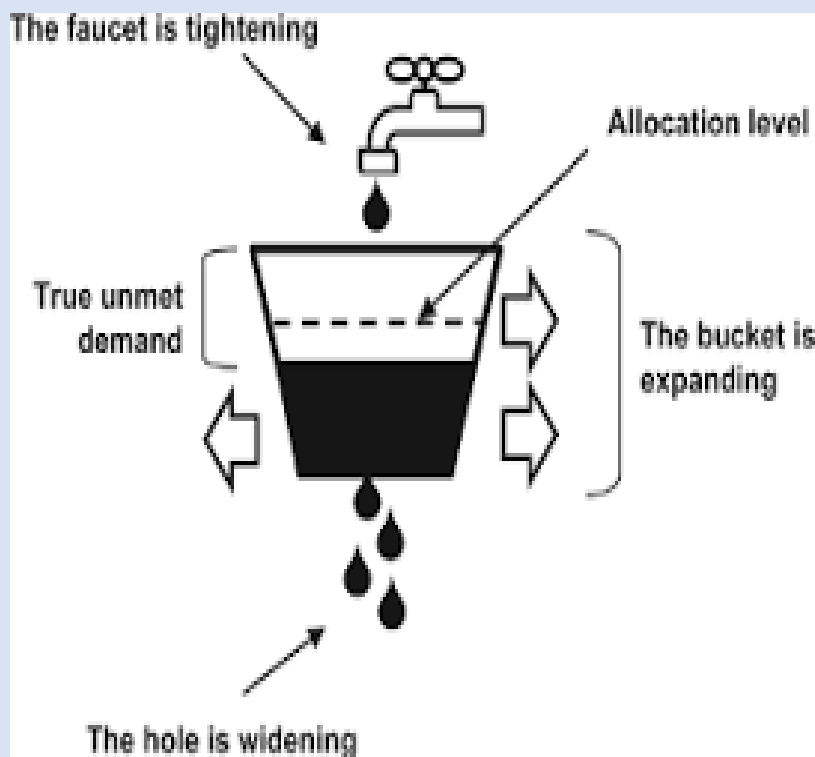
**Agencies reporting difficulties in US 3.3% 2009 to 26.5% in 2018 (CFSLGE, Washington D.C.)**

- **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.

# Anecdotal Points

- Many agencies are changing from 8 hour to 12-hour shifts (Not enough personnel to cover shift)
- Trainings are being canceled because of the lack of people to fill shifts
- Supervisors, managers, detectives and other specialized officers are being pulled to cover uniformed patrol shifts
- Mass experience drain
- Promotions being postponed (not back filling important positions)
- Overtime budgets are in the red
- Service interruptions and service terminations
- ***Lack of resources, lowering of standards, and poor supervision***

# The “Crisis” in Contemporary Law Enforcement



Rand, (2010)

# **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

# 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'



# Reasons employees voluntarily leave:

- Unmet job expectations
- Poor job fit
- Lack of coaching and performance feedback
- Lack of professional development and promotional opportunities
- Not feeling valued or recognized
- Workplace stress due to job demands and work-life balance conflict
- Lack of trust and belief in senior leadership.

- **The majority of turnover is voluntary and, among those who leave, about 70% of contributing factors could be controlled by the immediate supervisor or manager**
- To repeat an old adage,

**“People quit bosses, not organizations.”**

# Perspectives

**Turnover should also be evaluated from three perspectives:**

- The individual officer (micro) level ***APPLE***
- The agency, management, and supervision (meso) ***BARREL***
- Environment impacted by the wider societal, political, and economic (macro) factors ***ORCHARD***

***ALL of the three domains are impacted by the quality of leadership***

# Cost of Turnover

- **Loss of investment** (recruiting and training)
- **Impact on staff** (Additional work, time compression, expanded call status, open positions for promotion, and officer safety)
- **Impact on agency** (service interruption, overtime budget impact, program halts, training withheld, shift changes, and experience drain)
- **Impact on public** (call response, crime prevention and reduction, lack of service, reactionary instead of proactive policing, and increase budgets)
- **Takes years to catch up and rebound**

# Public and Political Demands for Reforms and Training

*Loss of qualified immunity, Cease traffic stops, New UOF continuum with de-escalation, Ban choke holds, Duty to intervene, Citizen review boards, Warning shots, No shooting at vehicles, Ban no-knock search warrants, defund police, etc....etc....etc....*

**When the key is...  
Leadership  
and  
Management**

# **Leadership and Management must have a “Zero-tolerance” for misconduct and unprofessional behavior**

Managers, Supervisors, and Officers remain aware,  
responsible, and held accountable to stay above the  
RED LINE

---

# Responsibility vs. Accountability

## Responsibility

- Implies holding a specific office, duty, or trust
- The focus is on what can and should do; an individual's personal integrity with respect to a specific task
- "I-Centered"
- One has a clear duty to perform an action and take care to carry it out or bring something to fruition
- While being responsible always has other persons in mind, the focus of meaning is upon the individual's effort, duty, and obligation

## Accountability

- Implies imminence of retribution for unfulfilled trust or violated obligations
- The focus is more upon what others expect from the person who is accountable
- "Other-Centered"
- Includes judgment and the extent of judgment for the success or failure to do, complete, or protect that for which a person is held accountable
- Accountability always assumes a prior responsibility for we always lay out what we expect before we can lay out what the consequences will be for failure to meet the expectations

# Understand the Nexus between Accountability and Responsibility

<b>ACCOUNTABILITY</b>	<b>RESPONSIBILITY</b>
The duty to ensure a task is completed	The obligation to complete a task
Assigned to just one person	Can be shared among a team
Results-focused	Task-focused
Cannot be delegated	Can be delegated



# There are two fundamental tensions in work culture:

Grant, (2023)

## *Results vs. Relationships and Rules vs. Risk*

*Failing to strike the right balance between these values can lead to the emergence of “four deadly sins” of work culture:*

- **Toxicity:** disrespectful, self-centered, micro-managing, unethical boss. No support, selfish cutthroat actions toward employees
- **Mediocrity:** relationships take precedence over results, no accountability or drive
- **Bureaucracy:** excessively rule-oriented, stifling innovation and growth. Red tape impedes decision-making and hampers employee autonomy
- **Anarchy:** uncontrolled risks and the absence of rules. Strategy and structure are disregarded, resulting in confusion and disarray

# The Foundation for an Evidence-Based Leadership Philosophy

## “The Leadership Trifecta”

Edwards, (2023)

### *Servant Mindset*

*Engagement*

*Meaning and Purpose*

*Autonomy*

*Mastery*

*Growth and  
Development*

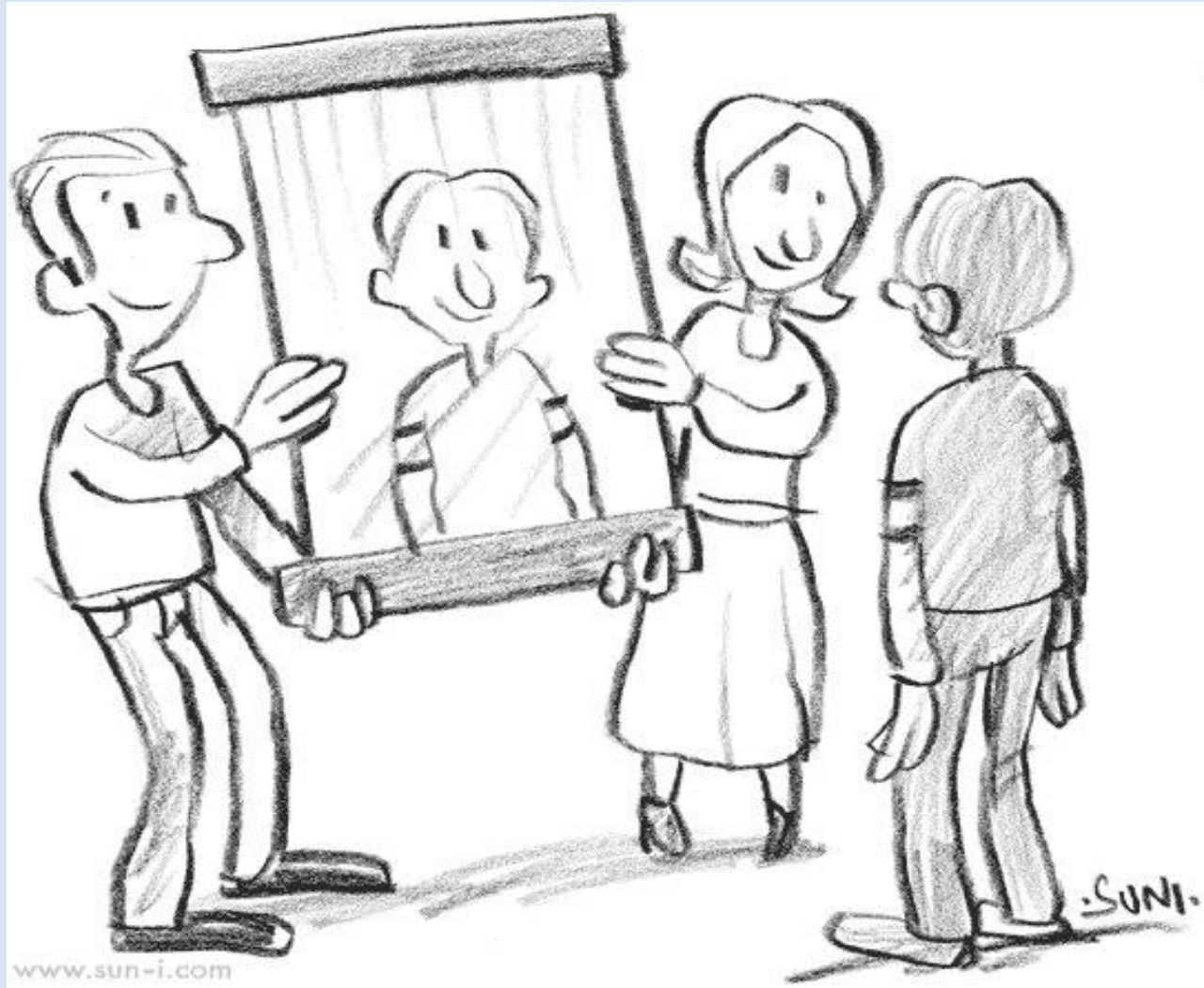
**Integrity and Work Ethic  
Acumen**

**Values and Vision  
Emotional Intelligence  
Psychological Safety  
Organizational Just**

*Respect*

*Feedback-rich Environment*

# The Burden of Self-Awareness



# Often, we are our own worse enemy

- We must look in the mirror before we look out the window
- Qualified patience, confident humility, and seeking to understand before reacting
- Be able to objectively see, evaluate, and describe behavior and conduct (*It is never about the person*)
- Do not project blame, ensure accountability
- Be Strategic in our words and communications

**We must learn to manage ourselves**

**As a leader we are responsible and accountable**

# 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**
- **We navigate the future, based on our past**
- The situations we find ourselves in affect our thoughts and determine our behavior far more than we realize

# 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-for-granted beliefs that function as powerful frames of reality
- Can be very difficult to change **[forms mindsets]**

# 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"

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...***



# 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
- Cause Bias
- Create Assumptions
- Develop Mindsets
- Filter, downplay, or slant the information
- 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 ABSOLUTE requirement in today's leadership**

# ***Therefore, our Angle of View or perspective is critical in our ability to lead***

***It all starts with us...***

- How we see
- 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***

# 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.

Burke, (2010)

- 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)

# 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

# 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 projection**



# 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.***

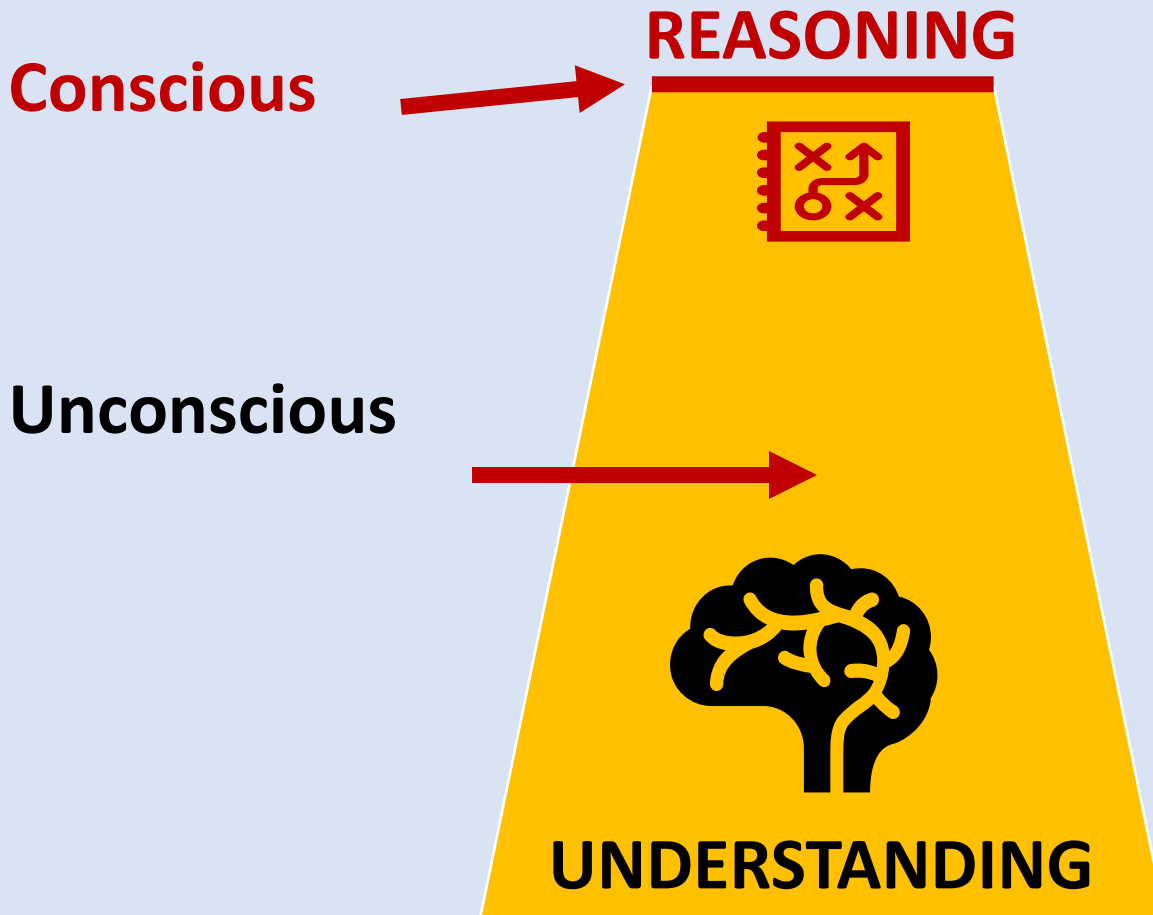
- The central idea—***that if we know who to be, then what to do falls into place***

Cunliffe, (2008)

- Forms a basis for discussion about how we understand our world, how to be in the world, how we bring who we are to what we do, and how we can act in ethical ways
- **Ethical and moral action are embedded in a relational understanding and enacted through self- and critical-reflexivity**

**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**

# 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**



Perspective...

# 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**

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

## **COOL (KNOW) System**

- Cognitive
- Complex
- Reflective
- Slow
- Frontal lobe/Hippocampus  
(rational and logical)
- Develops late
- ***Weaken by stress***  
(increases spur dysfunction)
- ***Self-control***

# 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 90% to 95% of our decisions are made unconsciously

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

# 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

# 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)

“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]**

# PRACTICAL EXERCISES

# These mental processes can create, produce, and develop

- Blind spots
- Misjudgments
- Biases

- 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 Confirmation Bias

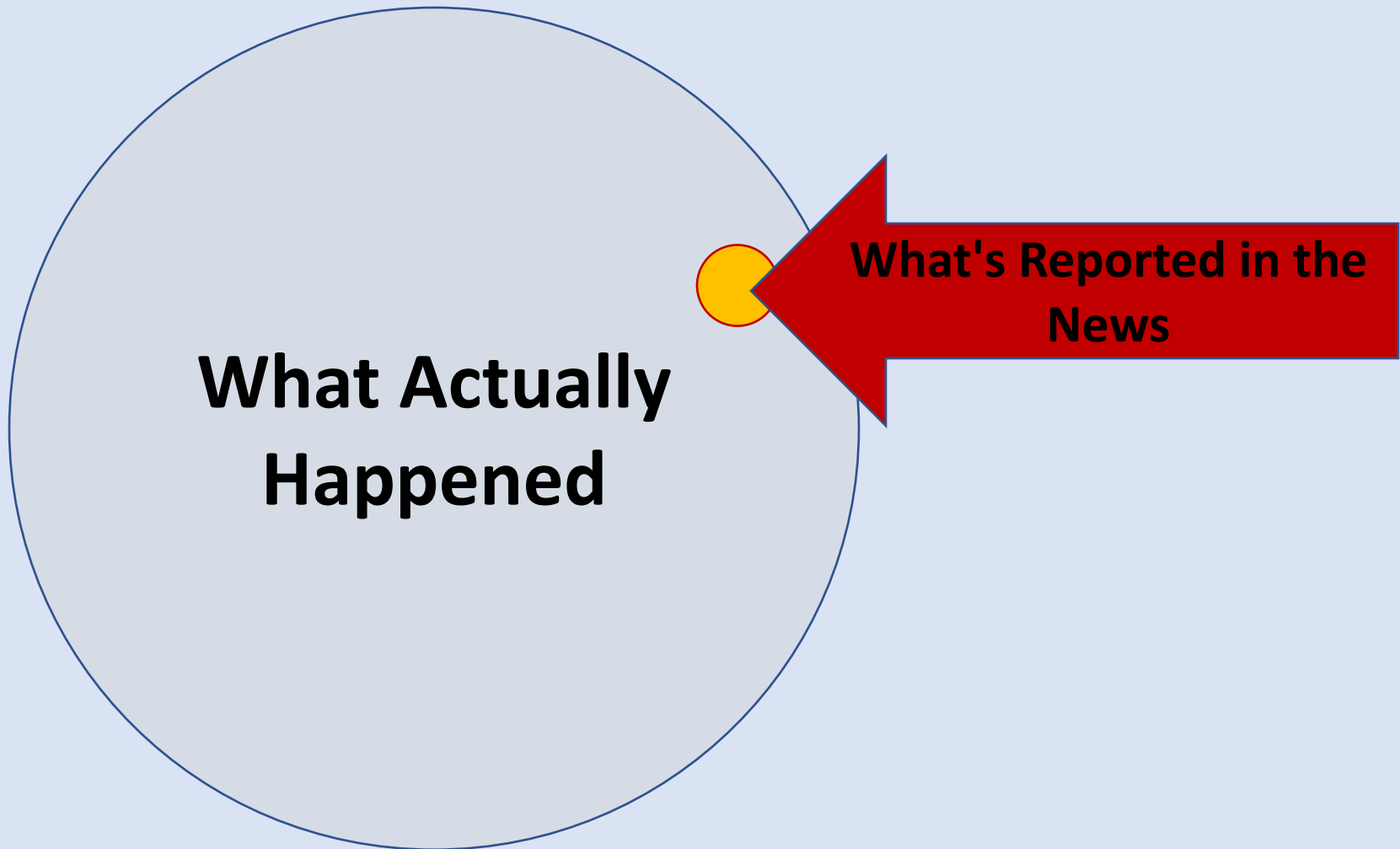
- ❑ Is a tendency to search for or interpret information in a way that confirms one's preconceptions, ideas or assumptions
- ❑ Actively seeking out and assigning more weight to evidence that confirms your assumption or theory, while ignoring or underweighting the evidence that could disconfirm your assumption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

# THE NEWS MEDIA

## 60 second sound bite



# 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.

- **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).

# ***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-fulfilling 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



# Cognition

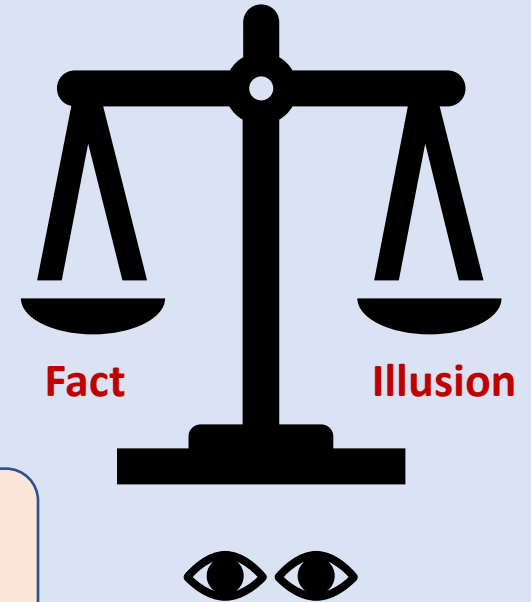
Our attitudes, values, beliefs  
and emotions

Filter our perspective,  
perception and  
interpretation

**Cause Bias that**  
*"The birth of an expectation"*

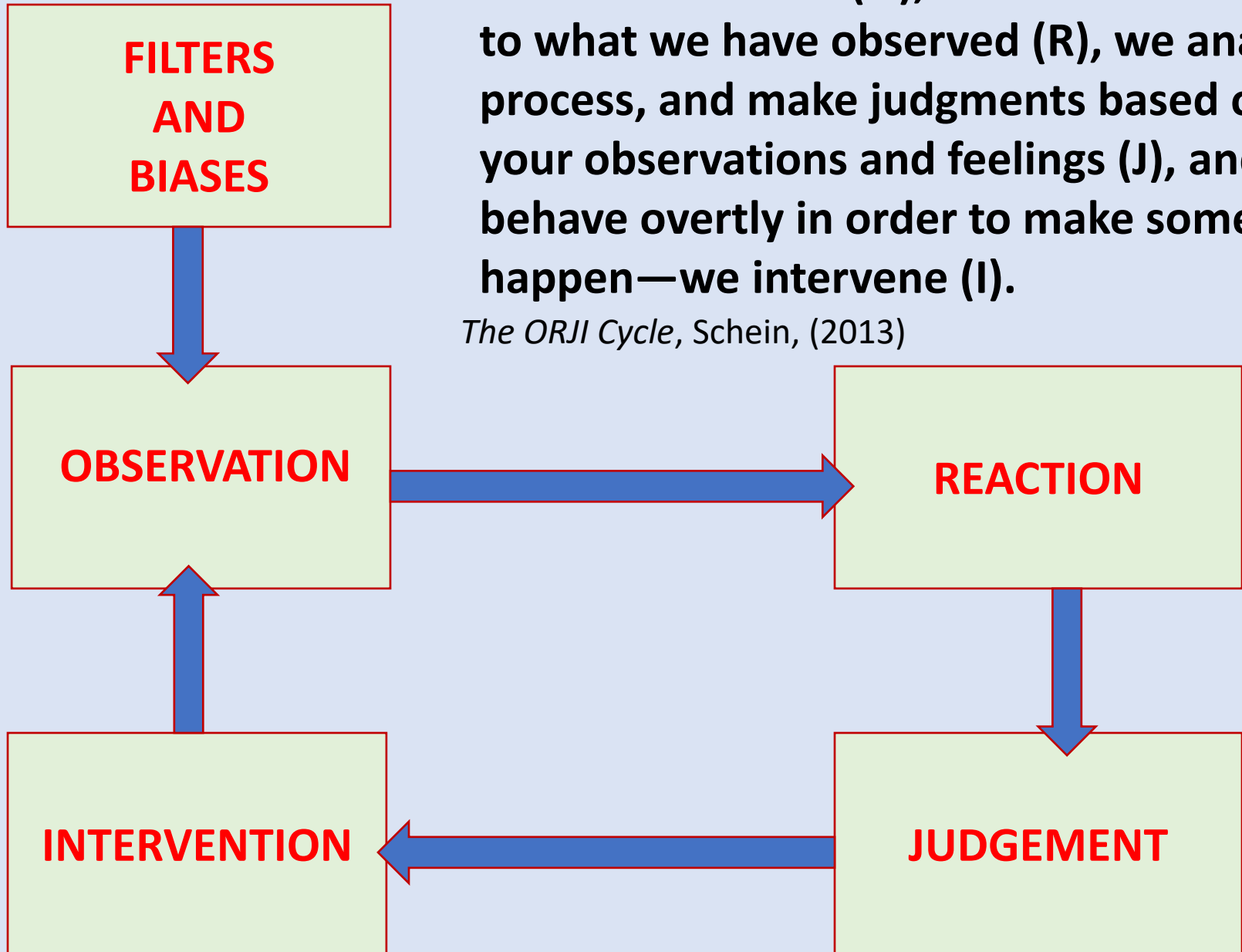
Due to lack of specificity in  
information and incomplete  
frame of reference

Can cause subjective  
treatment



What we observe (O), we react emotionally to what we have observed (R), we analyze, process, and make judgments based on your observations and feelings (J), and we behave overtly in order to make something happen—we intervene (I).

*The ORJI Cycle, Schein, (2013)*



- 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 “unintentional” 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**

# 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

# 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 what we see or what we expect them to see...
- 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.**

# 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 self-discipline
- 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**

# Cornerstones that leaders must build, grow, and develop for them and their people

- Character
- Competence
- Confidence

***Central is the ability and capacity to:***

- *Critically Think*
- *People Skills*

***To Have Deep Insight***

***“Wisdom is the ability to anticipate the consequences of the decision you make.”***

Dr. Curtis McClung

# ***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*”) **Cognitive**

# 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)

# Developing the three elements of rapport

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

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

# Emotions

- Emotions operate at the sub-conscious level and are far quicker than the conscious “rational” mind. They spring into action without 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.



# 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** 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 **Moods**, 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

# 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

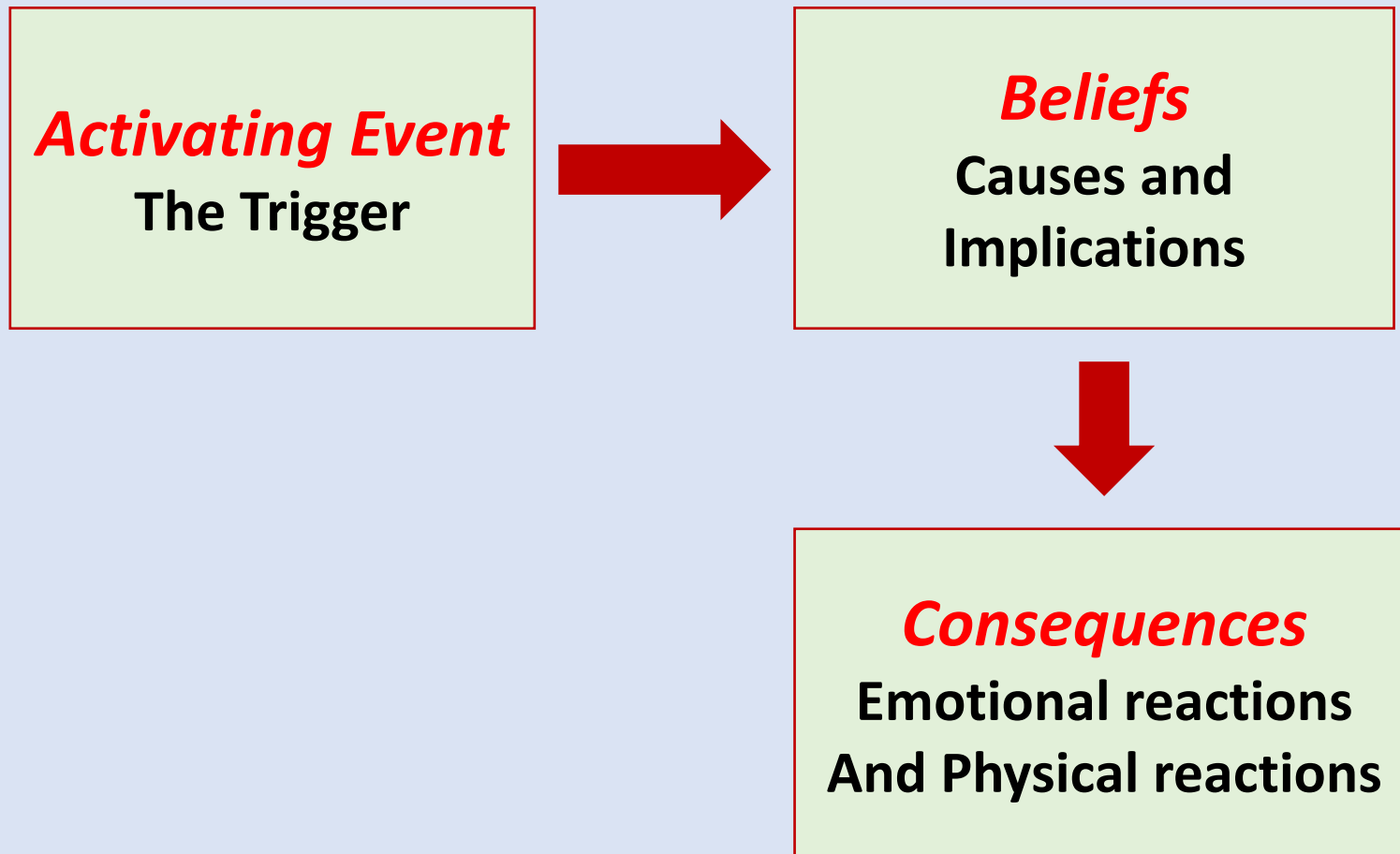
- When leaders fail to empathize with or to read the emotions of a group accurately, they create **“dissonance.”** (off key, lack of harmony)
- When leaders are attuned to people’s feelings and move them in a positive direction speaking authentically from their own values and resonating with the emotions 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)

# ABC Model

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





# ILLUSTRATION

## *A car pulls out in front of you*

Three (3) probable reasons for driver:

- **Competitive:** Motivated to get ahead of you  
(Intentional)
- **Misjudgment:** In your distance and speed, no intent to cause a danger (unintentional)
- **Accident:** Did not see you coming (unintentional)

# Bottom line

*Responding (NOT REACTING) to context  
afout in the appropriate manner*



# 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

**KEY** → **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 optimism
- **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 empathy
- **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 recognize the emotional states of others, often from behavioral 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.

# 3 traits help leaders continuously improve

By: Gerard Beenen

Leader Characteristic	Description	Benefits
<ul style="list-style-type: none"><li>• Self Awareness</li><li>• Seeking Feedback</li><li>• Self Regulation</li></ul>	<ul style="list-style-type: none"><li>• Having an accurate view of how others perceive you</li><li>• Proactive Search for information about leadership assets and liabilities</li><li>• Exercising control of emotions and impulses</li></ul>	<ul style="list-style-type: none"><li>• The foundation to effective leadership and development</li><li>• Establish one's self-development and improvement agenda</li><li>• Provides intrapersonal information and clearer decision-making</li></ul>

Known to self

Unknown to self

Known to others

**TRANSPARENCY**

**Free and open:**

*You know and others know*

**Blind self:**

*You don't know, but others do*

**Hidden self:**

*You know, but others don't*

**Unknown self**

*You don't know & nor do others*

Unknown to others

The Johari Window

A disclosure and feedback model of self-awareness <sup>248</sup>



# Voice is one of the most critical factors in leadership training and education

Wilkinson, D. (2022)  
[www.oxford-review.com](http://www.oxford-review.com)

- Understanding the predictors and outcomes of voice and silence behaviors is crucial for organizations
- It directly impacts employee engagement, innovation and overall performance
- Effectively managing these dynamics fosters a healthier work environment, enhances decision-making processes and strengthens team dynamics, all of which are vital for organizational success and sustainability

# Definitions

## **Voice is:**

- Informal and discretionary communication of ideas, suggestions, concerns, problems, or opinions about work-related issues, with intent to bring about improvement or change.

## **Silence is:**

- The refusal to speak up or communicate relevant input, even when there is an opportunity to do so.

# **A Multi-faceted Dynamic that Involves Systems and Leadership**

## **Predictors of voice behaviors in organizations:**

- ✓ Latent Voice Opportunity
- ✓ Individual Characteristics
- ✓ Attitudes and Emotions
- ✓ Leaders' Style, Behavior, and Personality
- ✓ Relational and Contextual Factors
- ✓ Differential predictors of promotive voice

# Voice behavior and the relationships between:

- Job engagement
- Employee voice behavior
- Emotional stability
- Perceived voice appreciation
- There is a positive correlation between employee voice behavior and job engagement
- Is supported by personal resources such as high emotional stability and perceived voice appreciation
- When emotional stability decreases, these outcomes are weaker and less likely to occur

# Voice Behavior

- Voice behavior is an important aspect of organizational health and human capital
- It is often employee voice (employees speaking up) that is an early sign of trouble in operations or the market, as it is the employees who have the direct day-to-day connection with customers
- Employees are also a valuable source of innovation
- Constructive voice is a voluntary sharing of information, ideas or opinions aimed at creating positive changes in the organization's work processes

# There are two main types of constructive voice:

- **Promotive** – offering suggestions, encouraging novel ideas and advocating for the well-being of others
- **Prohibitive** – speaking against ineffective and harmful behavior in the workplace to try to prevent it

- Both promotive and prohibitive voice are defined by employees' motivation to improve their organization and the work environment
- Seeking to change the status quo for everyone's benefit is a valuable mindset

## **Voice behavior has been found to produce several positive outcomes, for instance:**

- Higher performance evaluations and ratings
- Greater job satisfaction
- Higher commitment to remaining with the organization long-term
- Higher levels of motivation

Weiss, M., & Morrison, E. W. (2019), Holland, P., Pyman, A., Cooper, B. K., & Teicher, J. (2011), and Farndale, E., Van Ruiten, J., Kelliher, C., & Hope-Hailey, V. (2011)



# Employee engagement

- When employees help foster and maintain a supportive work climate by voicing their observations and reservations, they are also likely to be more involved in their jobs
- Employee engagement tends to occur when workers invest themselves fully into an assigned work role
- The positive impact of voice on job engagement may also be reciprocal, such that higher levels of engagement could also increase voice behavior

# Engagement is often displayed by:

- Sustained involvement in work tasks that demand stamina and effort
- Cognitive or mental immersion in work tasks demonstrated by attention and increased focus
- Emotional attachment to a work role that is meaningful

# Job resources vs job demands

- Job engagement and employee voice are vulnerable to being influenced by a range of personal and professional resources like:
  - Positive feedback
  - Autonomy
  - Rewards

- All help employees sustain their efforts to achieve work goals, reduce job demands and expand personal growth
- The following resources also provide ways for employees to foster meaningful social resources and withstand any fears created by the social risks of using voice (i.e. social rejection): such as:
  - **Perceived voice appreciation** – the extent to which employees view their voice contributions to the organization as supported and valued by supervisors and co-workers
  - **Emotional stability** – an employee’s ability to process and control their emotional responses whilst maintaining a level mood, even when they are confronted with upsetting information

- In contrast, job demands such as:
  - Time pressure
  - Work-related conflict
  - Work overload often use up an employee's resources, due to the physical, emotional and psychological costs they carry

**These can all negatively impact their ability to engage in voice behaviors and remain engaged at work.**

# **Proactive behavior, like voice, causes positive changes in all three areas of job engagement:**

- Emotional attachment
- Physical involvement
- Mental immersion

- The positive association between employee voice, job engagement and perceived voice appreciation is stronger when emotional stability and emotion regulation capability is high, and weaker when emotional stability is low
- There is a positive reciprocal relationship between job engagement and personal resources such as perceived voice appreciation or emotional stability
- Higher levels of emotional stability help employees focus on the positive potential outcomes of using voice, instead of being intimidated by potentially negative consequences

Weiss, M., & Zacher, H. (2022)

# Key Point

**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 co-workers.**



# Psychological safety

Edmondson, 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 **obligation** 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
- Removes obstacles to pursuing goals for achieving performance
- Increasing accountability

**Prevents Group  
Think**

**Make a Note: “Remember understanding power distance”**

# 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

# Embrace Mistakes to Build a Learning [ just ] Culture

Laker, (2023)

- Blame leads to finger-pointing, resentment, distrust, and unproductive behavior
- It can cause an organization to stagnate, with people feeling that their efforts are not valued
- In contrast, responding without blame creates an environment of learning and growth in which employees recognize that mistakes are part of the process and that their efforts are appreciated — a blameless culture

- Leaders in just cultures recognize that they are part of the system, so they take responsibility for their own mistakes — such as communicating insufficiently about an important issue or making a poor decision — and don't expect perfection of themselves or others
- Accountability is engrained, operational realities are analyzed
- This encourages employees to be open about their mistakes and use them as learning opportunities instead of hiding them in fear of retribution

# 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)

# Employees who use voice more often tend to display higher levels of job engagement over time

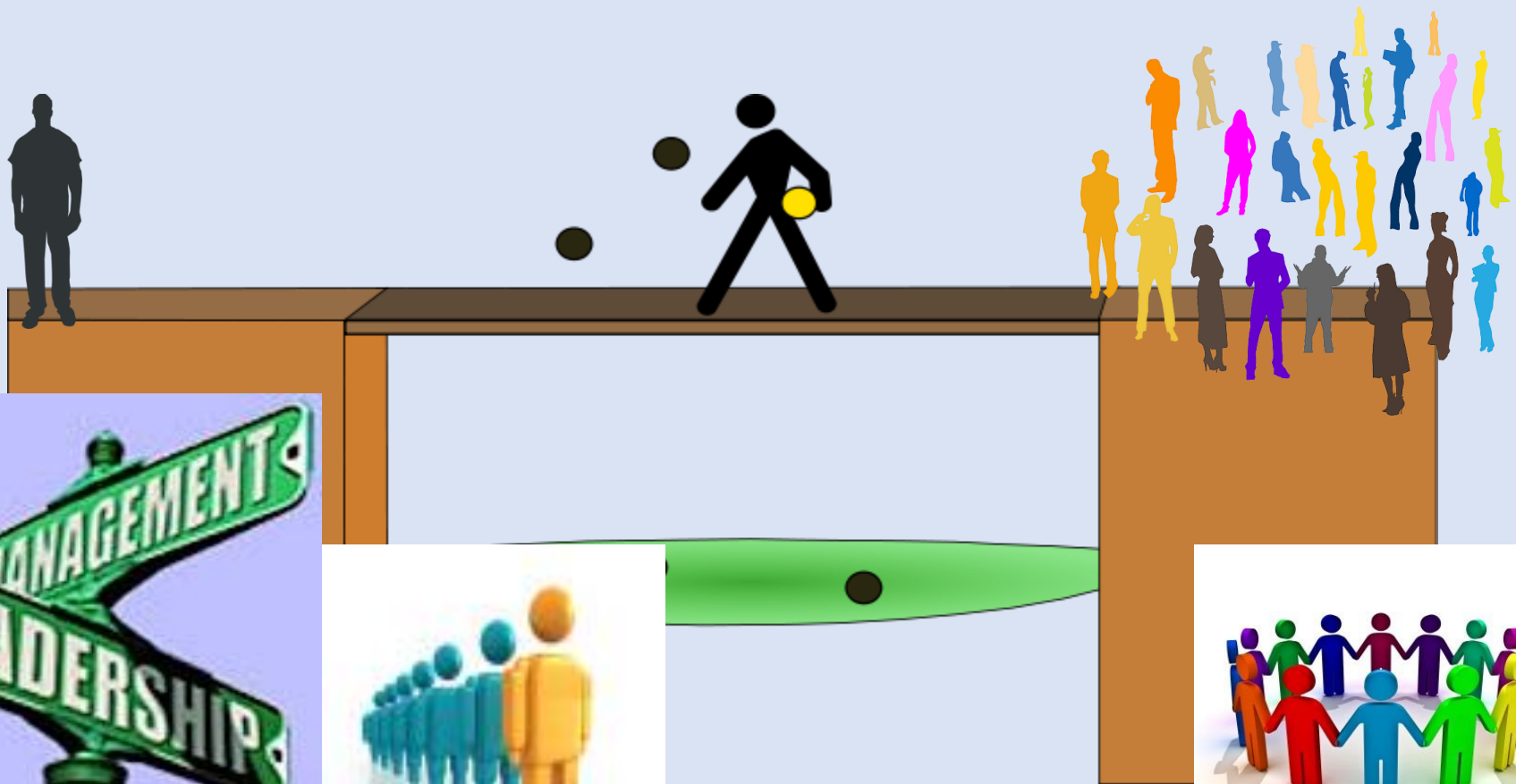
Weiss & Zacher, (2022)

- 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 co-workers



# 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 Democracy because you are responsible for the ultimate consequence of any decision.

**BUT**

- 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 decisions
- 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 buy-in, and shape direction***

***This is central to a leaders relational engineering***  
***YOUR CHARACTER MANIFEST IN WORK CULTURE***

**“The employees run at the speed of  
the boss”**

**Your people are always watching you!**

**Set the example, model work ethic**



***“Be a Beaver”***

**BECAUSE BEAVERS  
ARE WORKERS AND  
BUILDERS**

# Examples

**Covey suggests that we can learn a lot from agriculture because, `we can easily see and agree that natural laws and principles govern the work and determine the harvest’** Covey et al., (1994)

- 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 (mentoring)
- Helping with work problems
- Explaining a regulation or procedure
- Helping a subordinate or colleague after they were absent

# Model Roles and Responsibilities Mindset

## Teach them to ask...

- Do I have the authority?
- 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...**

**“THE PRAGMATIC BALANCE” 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)

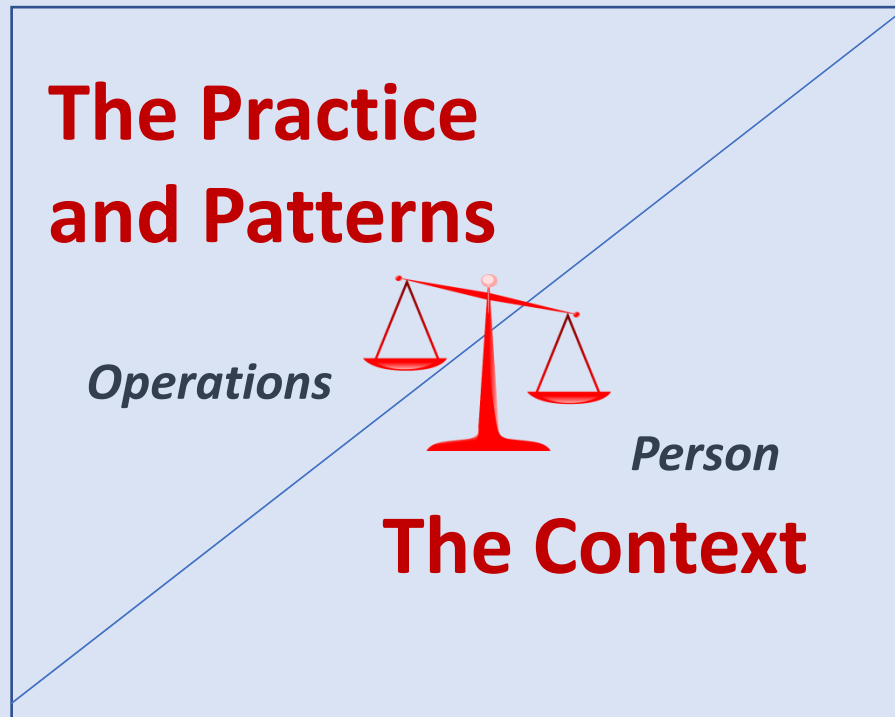
- **Expectations might need to shift, flexibility might need to be given, communication might need to be heightened**

*Covey (1989), description of an emotional bank account where deposits and withdrawals are made, obligations are created*



# 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

# 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

***Promise little, deliver a lot***

# 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!**

# The Phenomenon of 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**

# Managers and Supervisors need to always be on call to respond immediately to crisis

- **Care** (ownership and pride in work unit)
- **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**
- **Responsible and Accountable to their people**

# Strategic Finagling Position Manipulation

## S.F.P.M.

Edwards, (2022)

Assignments or lack of, should be tethered to needs from mission, strategy, individual qualifications and the operational realities of work, Not manipulative assignments, promotions, or transfers

### Reasons:

- Political influences
- Deflection from an appropriate more difficult course of action to an easier “make do” action.
- Result of a risk adverse attitude regarding a personnel issue
- Lack of Interpersonal courage

# 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

Respect the rules.

“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.”



# “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 on or about those under your charge.

A laugh is a productive tool for a comfortable atmosphere in a work unit.

# Think with your head not your heart

- 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 if possible.

# 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

When you are wrong... **ADMIT IT!**

Take responsibility and apologize if such is required.

**An Apology Needs to Be Framed and Viewed as Growth**

Take the appropriate steps to learn from problems/mistakes, then **“FIX”** 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

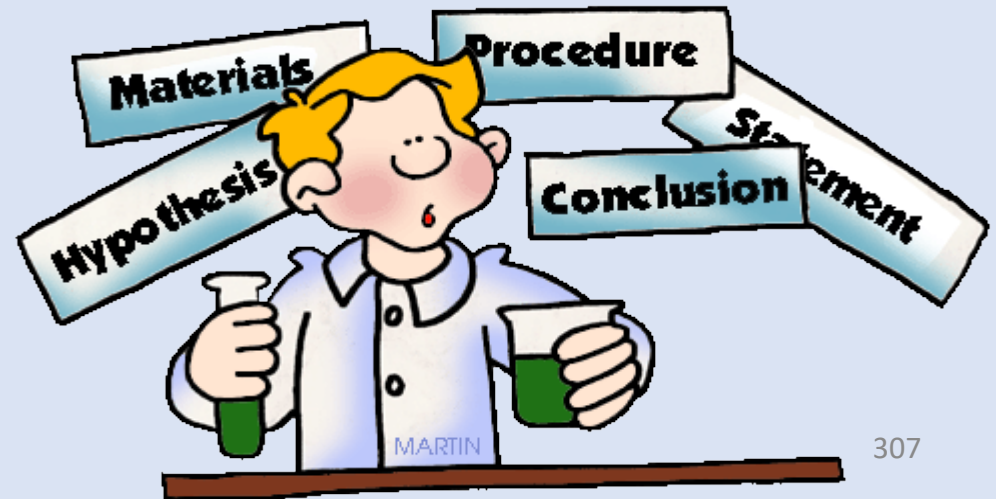
**Forgiveness produce favorable work outcomes, like higher job satisfaction and work engagement, along with reduced instances of burnout**

# 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**

**Surveyed the opinions of 126 police managers in 26 states 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-faire****

***Dr. Joseph Schafer, (2008), completed a similar survey (FBI NA) that found the following traits of effective 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 ineffective leadership

## ACTS OF COMMISSION

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

## ACTS OF OMISSION

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

(Schafer, 2010)

# 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.

# **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

# The Dark Triad

Jonason, Garrett, Strosser, Christopher, Kroll, Jasper, Duineveld, Shaylene & Baruffi, (2015)

- Vanity and self-centeredness (i.e., narcissism)
- Manipulation and cynicism (i.e., Machiavellianism)
- Callous social attitudes and impulsivity
- *These traits have implications for counterproductive work behavior* Spain, Harms, & Leberton, (2014)
- *The Dark Triad traits are often attributed with a “compromised” or “dysfunctional” morality*

Campbell et al., (2009); Glenn, Iyer, Graham, Koleva, & Haidt, (2009)

- Long-term and regular contact with toxic leaders cause strain and reduced well-being among their subordinates. Hobman et al. (2009)
- Toxic leadership is related to the high level of withdrawal in subordinates. Carlson et al. (2012)
- Toxic leaders reduce employee self-confidence, self-worth and self-efficacy. Harvey et al., (2014).
- **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).**
- **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)

# The Bright Triad

## 3 Qualities

Nilsson, H., & Kazemi, A. (2023)

- **Ethical Mindfulness:** free from the propensity to commit violence, ethical mindfulness translates into the behaviors of not lying, cheating, stealing, or harming others
- As a broader personality quality, showing ethical mindfulness means that, in general, you stay away from gossip, treat people with respect, and try your best to adhere to the highest personal standards



- **Kindness:** Seek, understand, and demonstrate empathy
- The very opposite of narcissism in which your first order of business is to attend to your own needs and happiness
- Moving on to think about people who've helped you, others to whom you have no obligation, and from there toward the toughest test of all—someone whom you dislike or who has been confrontational
- In the type of mental shift that would encourage kindness, you would try to see things from their point of view, as annoying as this might be

- **Compassion:** A compassionate state of mind, “an antidote to indifference
- This Bright Triad trait means that you can understand the plight of others but then, going beyond empathy, are willing to help them
- Maybe that ornery person in your group had a bad day
- Seeing things from their perspective allows you not just to put up with them but also to actually offer a helping hand.

# Other Factors that Impact Subordinates

- **Uncertainty:** occurs in the workplace in a number of ways, such as whether one's job performance is adequate, or uncertainty regarding one's job security due to operational conditions
- **Task autonomy:** refers to a feeling of control over the outcomes of one's work. An acceptable degree of task autonomy is important for psychologically healthy work

- **Self-efficacy:** the belief that one can successfully execute a desired course of action. (Employee Confidence)
- **Congruent expectations:** Psychological contracts that refer to employees' perceptions of what they owe to their employers and what their employers owe to them
- **Morale:** the effect of a work environment on employees, and how well a group can hold up under hardship. Good morale is likely to be contagious, helping to shield individuals in the work group from negative mental states

- **Social support:** There are different types of social support, including tangible (i.e., instrumental) support, appraisal support, and informational support, emotional support, which includes empathy, listening, and showing that you care
- **Organizational just supervision:** treating people with dignity and respect, giving people an opportunity to voice their questions or concerns, explaining judgments and decision-making process, and being truthful, transparent, fair and impartial (free from self-interest, bias, prejudice, or favoritism)

- **Differences among supervisors:** and their style of supervision can have major effects on employees' emotional well-being
- A supervisor whose behavior effectively reduces the anxiety of employees essentially relieves them of the need for coping and frees their minds for more productive and enjoyable activities
- Supervisor behavior takes on added importance because its effects may not be confined to the workplace. A stressful supervisor–employee incident in the afternoon is likely to be taken home
- A supportive supervisor may break the chain of stress at work and unpleasant consequences at home, resulting in the maintenance of systems of social support and resistance to stressors

# ***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, but rather the exerted internally from within the organization and administration

- 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**



- **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

# 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



# 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**

# The Nexus Between Tacit and Explicit Knowledge

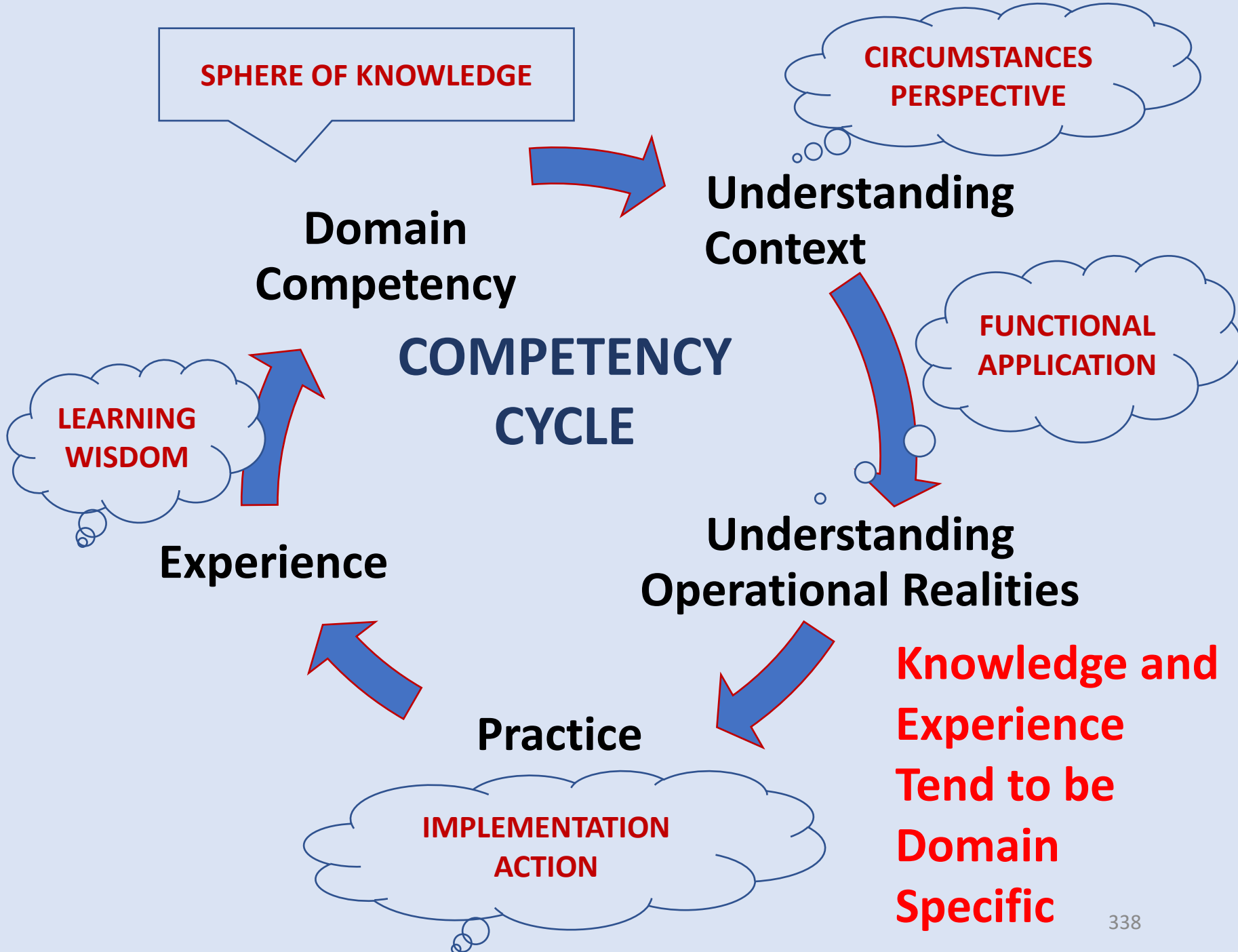
Experiences create layers of invaluable context that process into understanding  
***“Tacit Knowledge”***  
abilities and skills intrinsic to the person *I Know How*

Policy, procedures, and standard practices  
***“Explicit Knowledge”***  
codified form, standards, rules, data, records, files  
*I Know What*



# 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 oneself 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



**Knowledge and Experience Tend to be Domain Specific**

# 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

# 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

## 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

# 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 co-defendant implicating the defendant)
- **Roviaro v. U.S.** (informer-tipster cannot be revealed under any circumstance. Informer-participants or informer-witnesses, generally have exceptions to the rule of privilege)

# Today's 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 rely 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 continuously be educated.**

***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**

# 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**

# OUR VUCA WORLD

## ***FORCES***

## ***EFFECTS***

## ***DEMANDS***

### **Volatility**

Nature, Dynamics  
and Speed of  
Change

Risk and Instability

**Proactive Vision**  
Proactive Management

### **Uncertainty**

Unpredictable due  
to Unknown  
Contexts

Delay, Paralysis,  
and lack of  
Confidence

**Understanding**  
Diverse and Integrated  
Perspectives

### **Complexity**

Intricacy, depth of  
Involvement, and  
Interrelationships

No single Solution,  
Nuanced, and  
Context Rich

**Clarity**  
Flexibility, Adaptability  
and Creativity

### **Ambiguity**

Environment is  
Outside of  
Expertise

Vagueness,  
Obscurity, and  
Equivocal

**Agility**  
Sound Interpretation,  
Cognition, and Innovation



# 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***

# 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)

# 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

## ***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)

# 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**

# Bullshit receptivity

Tracy, R. E., Porot, N., Mandelbaum, E., & Young, S. G.  
(2023)

- One of the central concepts in the research around mis- and disinformation in organizations is that of ‘bullshit receptivity’
- Bullshit receptivity refers to the tendency of individuals to perceive vague, ambiguous or meaningless statements as profound or meaningful
- This concept is studied in the context of cognitive and social psychology, focusing on why and how some people are more likely to accept or believe statements that lack clear factual basis or logical coherence

- Bullshit receptivity is influenced by various cognitive factors, such as intelligence, critical thinking abilities, openness to experience and individual differences in information processing styles, including a reliance on intuition versus analytical thinking



# Bullshit receptivity

- Misinformation (false or inaccurate information shared without intent to deceive) and disinformation (information deliberately created and disseminated with the intention to mislead or deceive) plague knowledge management systems and organizations and frequently leads to impaired decision-making, eroded trust and potential reputational damage
- Further studies have found that, when bullshitting becomes a social practice in organizations, it creates a culture of indifference to truth and almost anything else beyond self-preservation and perception management.

- Some individuals are more accepting of information without deliberation, showing chronic reflexive open-mindedness
- This makes them more receptive to bullshit.
- Belief-default models suggest that people initially accept information automatically and require effortful cognitive processes to reject it
- Dual process theory has shown that type 1 processing (intuitive) leads to belief acceptance, while type 2 processing (analytical) is necessary for belief rejection
- **People less inclined to engage in type 2 processing are more susceptible to bullshit**

**BE CANDID** regarding your  
knowledge base

**When you do not know...say you  
do not know.**

**Never lie, mislead or BS**



***“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.**

# 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 “Independence”

- **Decomposition** (break decision down into components “mediating assessments”)
- **Independence** (information collected and evaluated separately)
- **Delayed holistic judgement:** (Do not exclude intuition, but delay it)

# 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 bounces 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

# 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 (Diekmann, 1982), in favor of a more appropriate contextual response (Reider & 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.*



# Key Points

- Changing your mind can demonstrate wisdom
- Realizing you were wrong does not mean you lacked intelligence or judgement
- It means you lacked knowledge

# 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

# **The Competent leader must filter 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 = *Discretion*

This formula relies on objectivity and the domain competency necessary to accurately 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)

# Keys to the Evaluation of Context

- **Specificity of facts:** progresses from general to specific in nature and narrowly tailored to each fact
- **Attention to the nuances:** assess the subtle distinctions or variations in facts and their patterns
- **Expertise, experience or practice in a particular domain:** diversity from multiple perspectives
- **Organic skepticism:** a continuing reluctance to accept an ends without a means through devil's advocacy

- **Deconstruction, articulation and differentiation:** the process or fact of being different or making something different from other similar things
- **Objectivity:** impartial, fair, free from favor or bias
- **Totality perspective:** consideration of the continuing relationship between the elements of facts and circumstances and how they fit together harmoniously

***Provides the information for self-evaluation, correction, revision and sometimes outright abandonment of ideas***



# Why Context is Critical in Leadership

- Understanding the notion that our beliefs are often grounded in our anecdotal experiences
- The importance of context, nuance, and objectivity in contemporary issues
- In order to use context effectively, we must see, understand, and interpret the diverse elements that make it up
- Empirical research and study in conjunction with our experiences can be very beneficial in developing strategy to move forward and promote meaningful change to mitigate, reduce, and prevent problems

# ***Context is Critical to Sense-Making***

- Be able to see the context from multiple angles
- That ability to evaluate those perspectives combined with a heightened sensitivity of awareness
- The way we learn and interpret things helps to shape understanding and influence behavior

# 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 must 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

Krameraia-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 rigorous testing 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
  - Know what we don't know
  - Reason Through Logic
  - Diversify Thought

# Thought Process

**DIVERGENT  
THINKING**

**CONVERGENT  
THINKING**

**Create  
Choices**

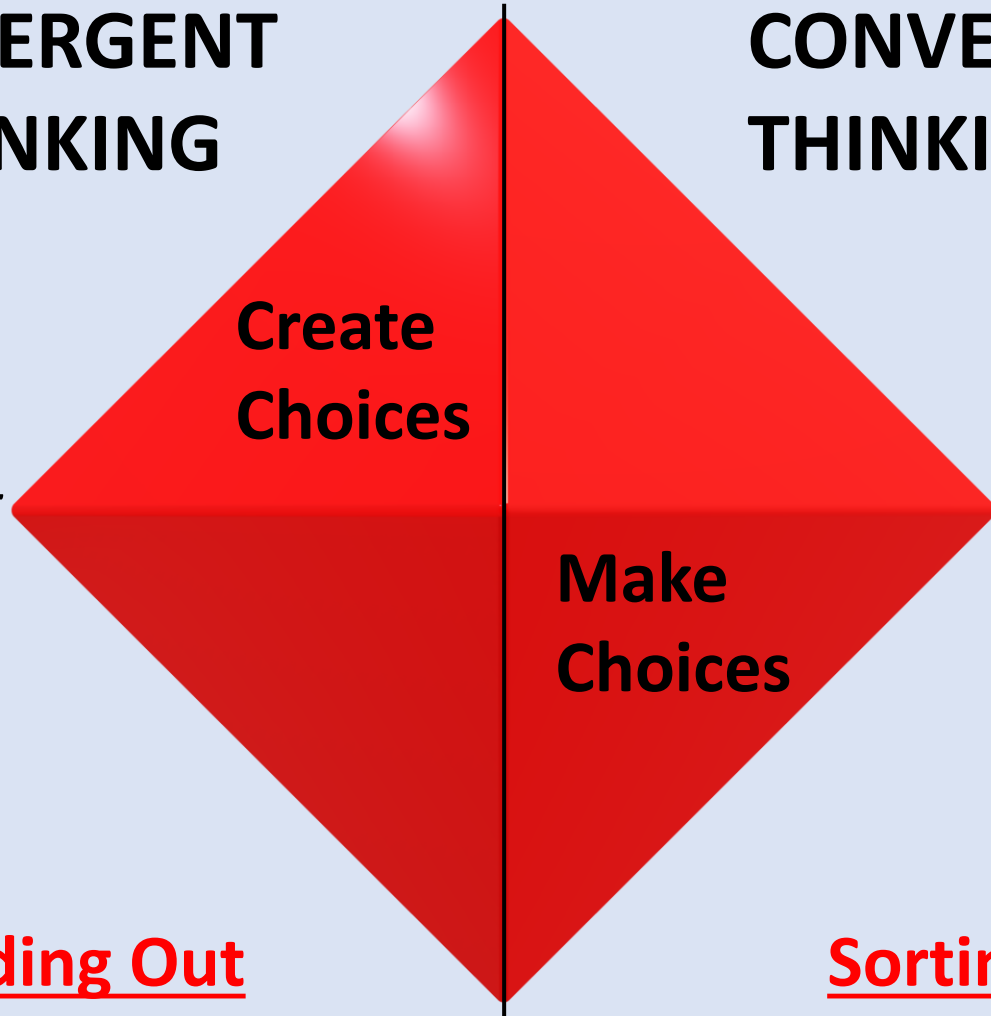
**Make  
Choices**

*Imagine  
Research  
Suspend Judgement*

Evaluate  
Test  
Operational Reality

**Finding Out**

**Sorting Out**

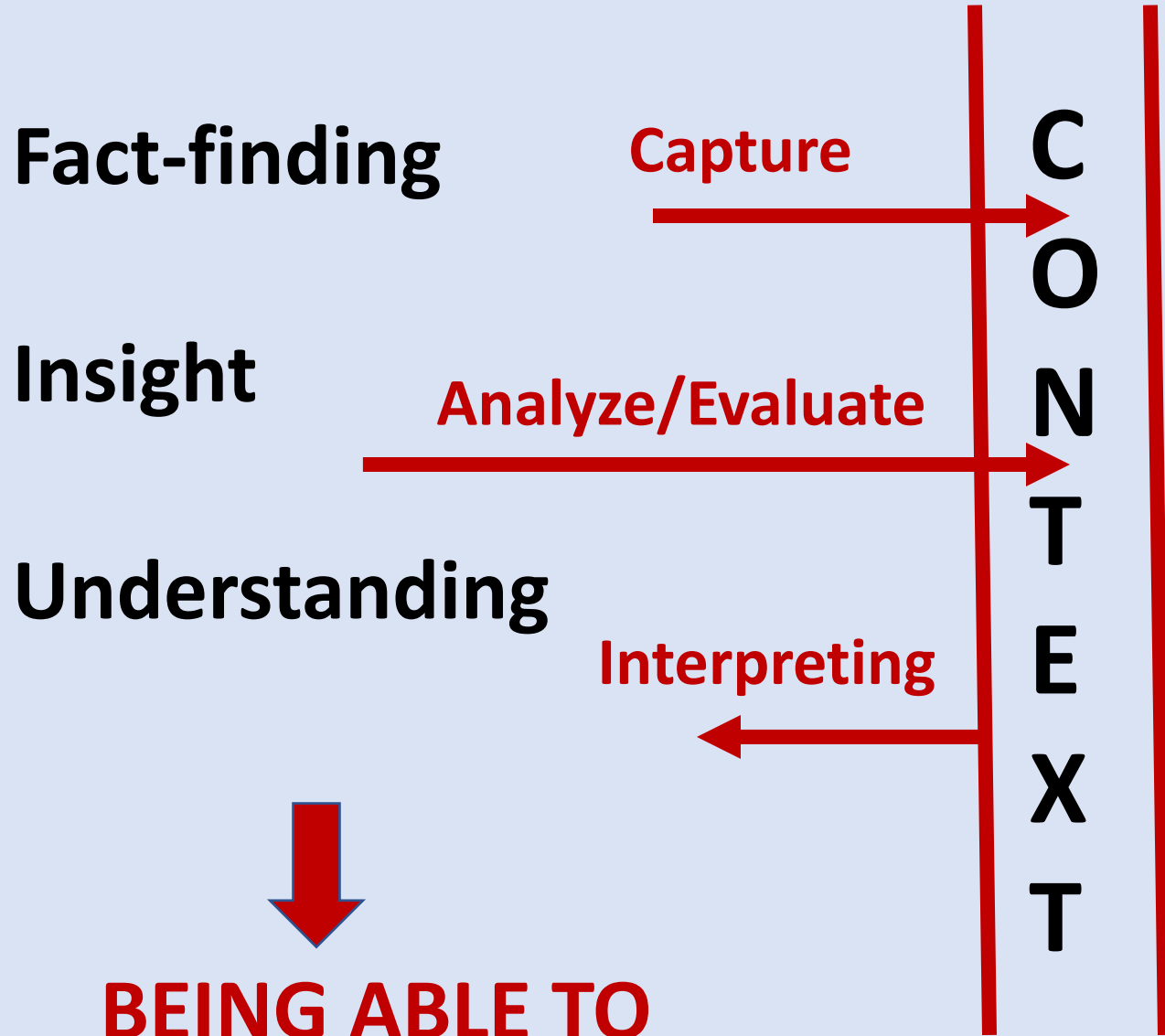


# A successful team needs to manage three phases well:

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 *framed-bound* rather than *reality-bound*.
- **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 excellence
- **Human resource: The people side**, perspective of a servant, supporter, who is empowering that bends toward caring
- **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 meaning and faith

# 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.”***

***-- Archilochus***

## How Foxes Think

### Multidisciplinary –

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

### Adaptable –

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.

## How Hedgehogs Think

### 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.

### Inflexible–

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

### Self-critical –

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

### 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.

## How Hedgehogs Think

### Stubborn –

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.

### 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

### Cautious –

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

### Empirical –

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.

## How Hedgehogs Think

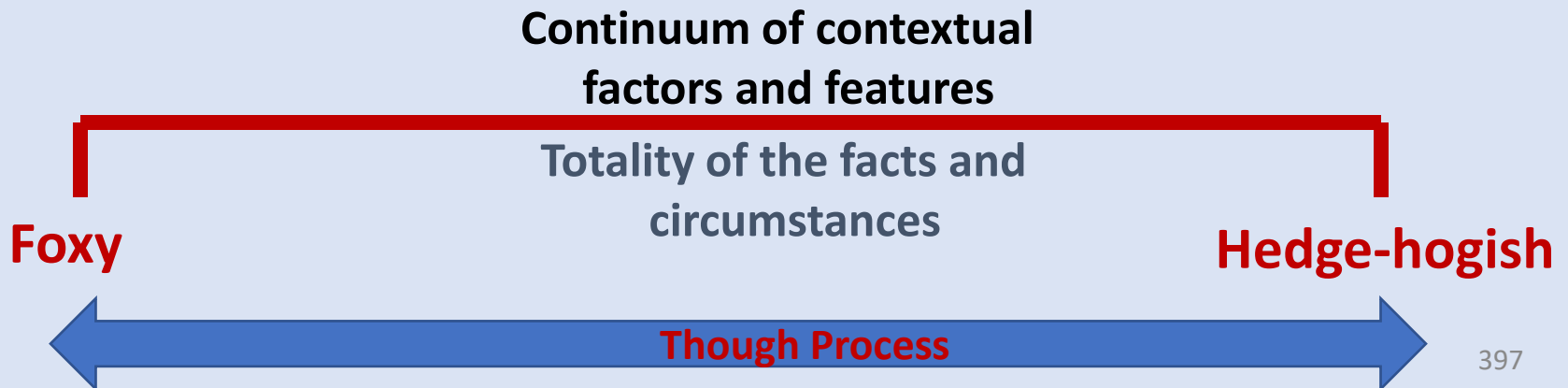
### Confident –

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

### Anecdotal –

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 and 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 to be accurate 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 quiet)

**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 shackled by the past

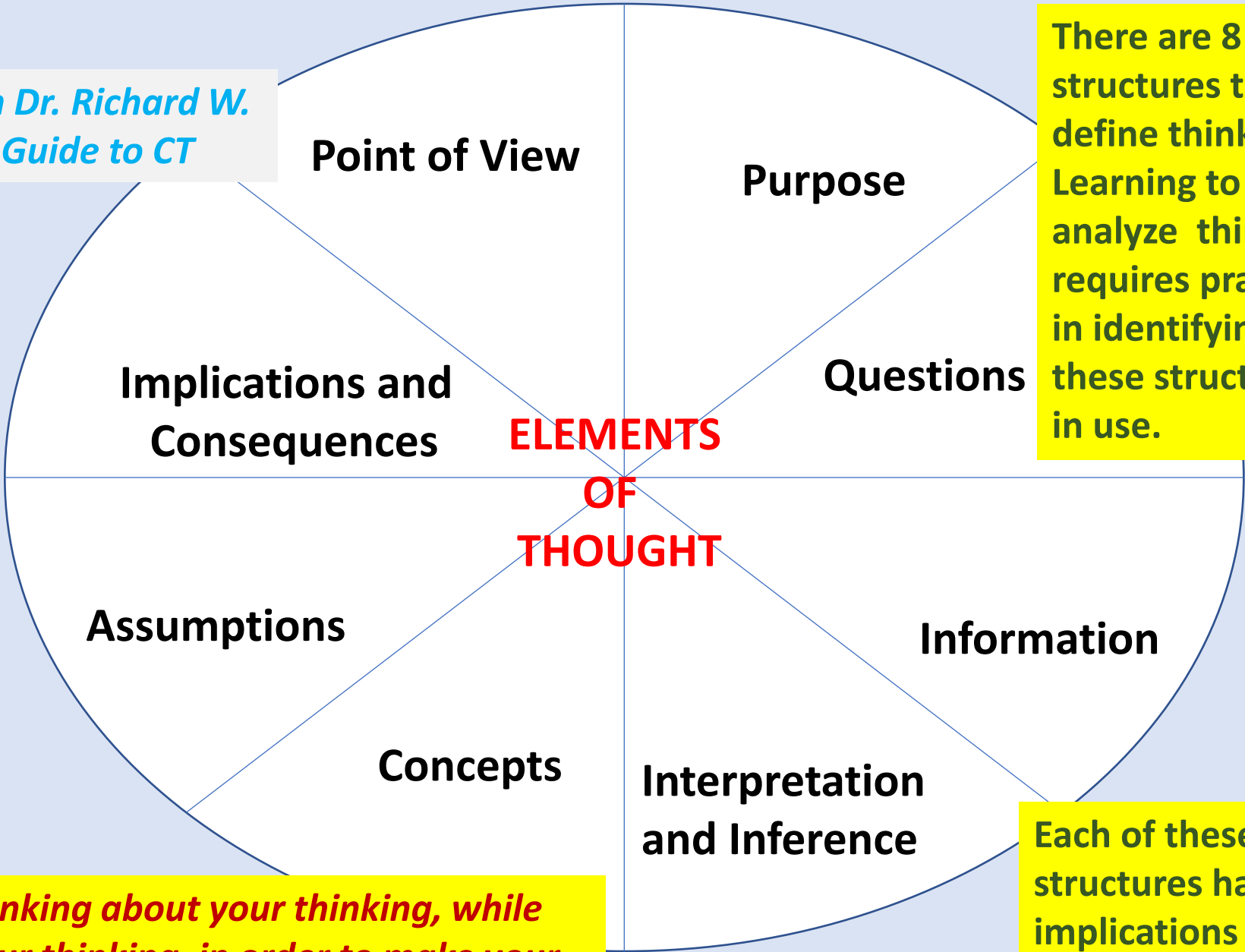
**16. Every option you're facing can be wrong:** before you choose, ask-is the best or most meaningful response even an offer? A website says you must enter your personal details or not get access. Perhaps the better choice is to reject the deal

*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

- 1) 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)
- 4) Analysis** (Separate the whole issue into components and examine and evaluate each set of facts or circumstances)

*From Dr. Richard W. Paul Guide to CT*



There are 8 structures that define thinking. Learning to analyze thinking requires practice in identifying these structures in use.

Each of these structures has implications for the others.<sup>407</sup>

*“Thinking about your thinking, while your thinking, in order to make your thinking better”*

# ***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***



# EXAMPLE

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**

# 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 why and if you need to make a decision.**

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

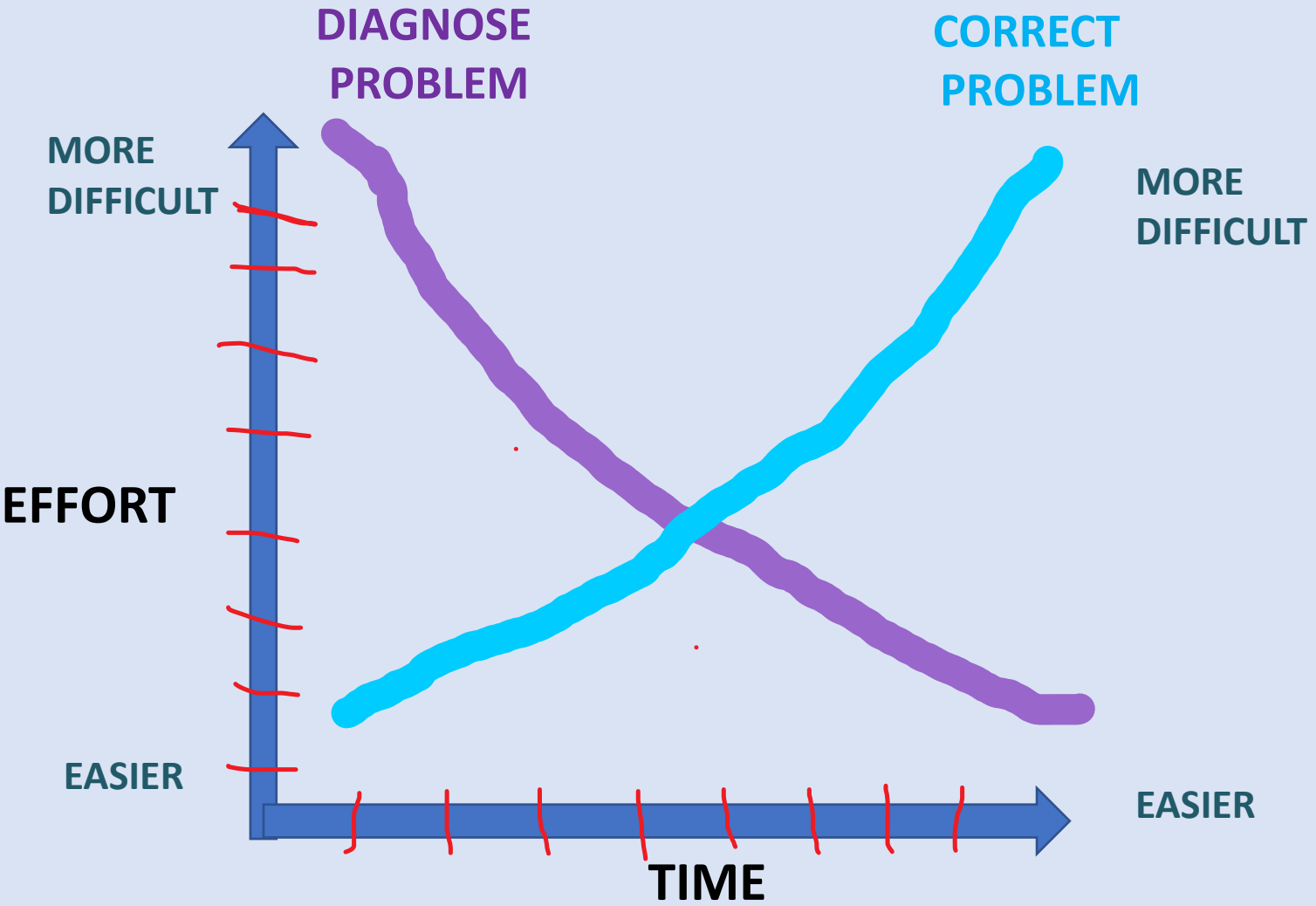
1. Define the problem and challenge assumptions
2. Follow a critical thinking process (with a range of diverse perspectives)
3. Identify the goals and objectives sought
4. Consider a range of alternative solutions
5. Evaluate each alternative to clarify their consequences
6. Choose the alternative with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

# It is an important part of the job for leaders to understand their ongoing responsibility to solve problems and manage messes

- First, we try to prevent, mitigate, and reduce mistakes, problems, and messes by proactive management strategies
- Second, we can never eliminate risk or problems, we can only manage them
- **Finally, it is our job to deal with problems. That is what we are hired to do**

*Mistakes need to be understood and learned from just cultures, Not blame cultures*

# PROBLEMS NEXUS TO SOLUTIONS



**PAULS  
LAW**  
Hans Paul  
NASA



# 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



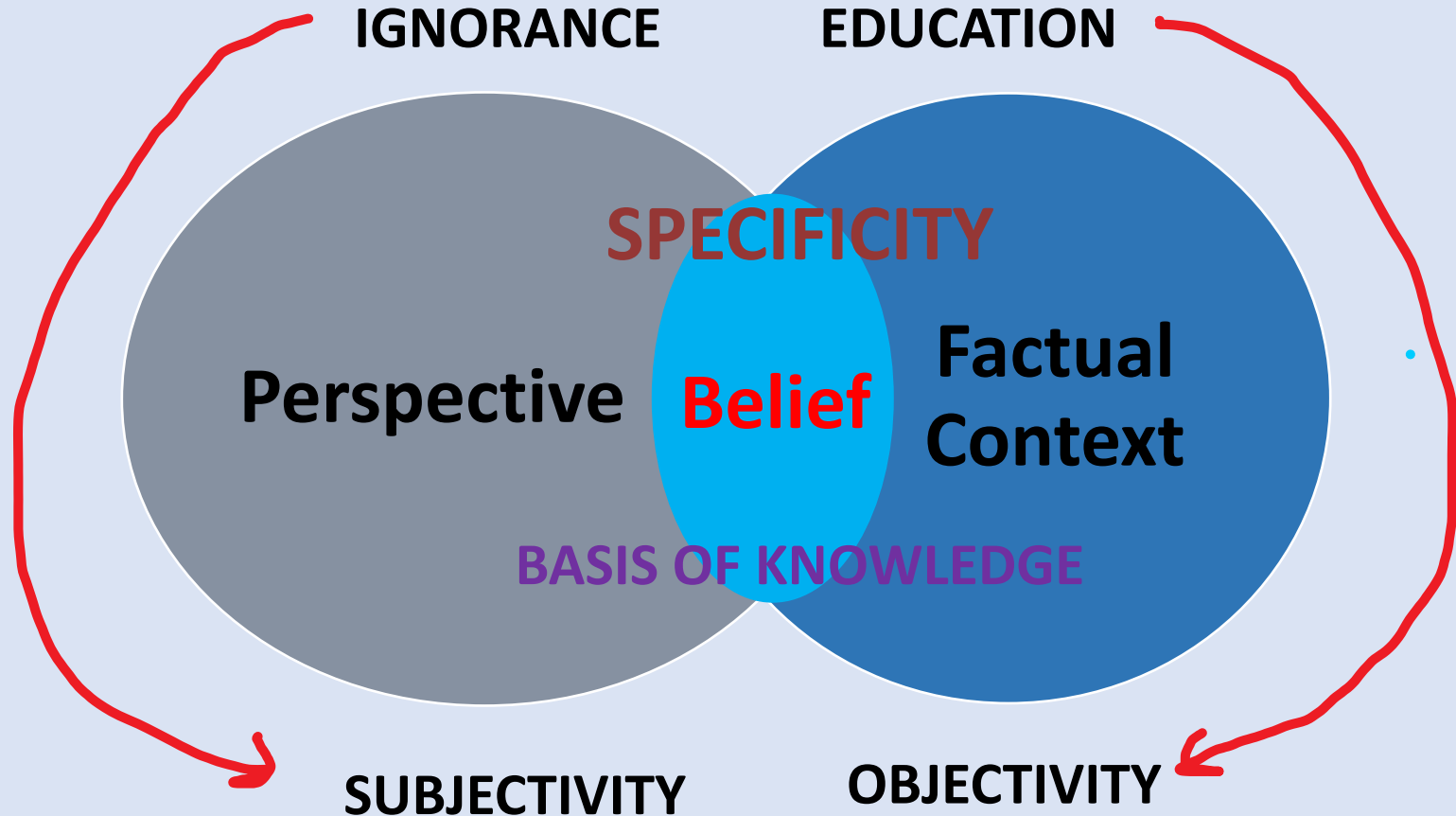
# DO NOT FALL VICTIM TO THE OUTCOME BIAS

- 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 .

# The Process: Fact-finding, Assumptions and Conclusions



***THE IMPORTANT QUESTION: How do you know?***

**Questions Kill Assumptions**

# Accurate Insight is Developed by Understanding the Utility of:

- **Context:** The interrelated conditions in which something exist or occurs
- **Obscurity:** not clearly seen or easily distinguished
- **Discernment:** the quality of being able to grasp and comprehend what is obscure

***KEY: Specificity in the content for credibility in the context***

***Know what you don't know***

# Key Interpersonal Elements in the Leaders Soft Skill Repertoire

- Treat people with dignity and respect (Candor with Kindness)
- Aggressive listening with timely responses
- Give people voice (Psychological Safety)
- **Explain things (B.F.U.) provide a Basis for Understanding)**
- Demonstrate neutrality, open-mindedness, humility, interest, and care
- Practice proactive transparency in acts and words

*Don't talk behind peoples back, participate in rumors, or keep secrets*

# B.F.U.

## *Basis for Understanding*

- Sustain of “qualified patience” (*The skill to manage impulses and temper passions in a measured space of time*)
- Totality of all the facts and circumstances
- Comprehension of the contextual features
- Explaining the nuances
- Balancing multiple angles of perspectives (beliefs)
- Credibility and reliability of observations and informational streams (*Establishing basis of knowledge*)
- Underlying history, patterns, and motives nexus to the facts and circumstances
- Objective evaluation of specific evidence

# 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 present 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

# 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*

# Respect the process

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

***Leaders tend to get into trouble when they disrespect and/or skip the processes***



# Organizational competency

- Executive leadership
- Management and supervision
- Staff and staffing levels
- The individual officer
- Hiring standards, processes, and training

## ***The Nexus with***

- Policy, procedures, protocols and customs
- Training, development and capacity building
- Supervision and mentorship

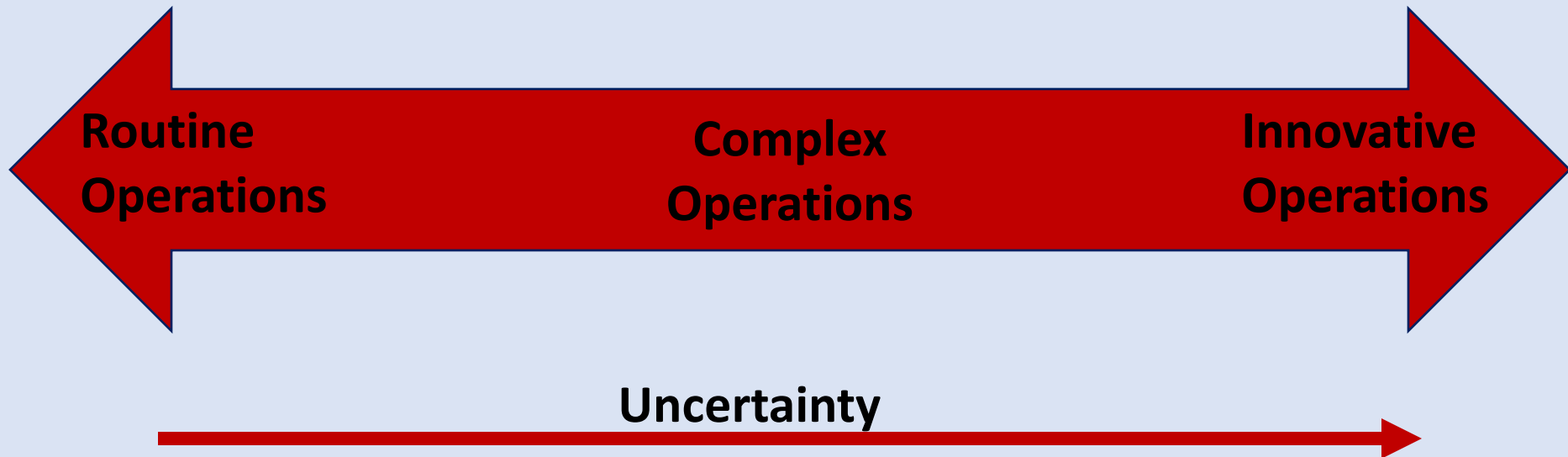
# Policy is evaluated under four criteria for serious consideration:

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 (vetted)

# Leadership's influences in the operational realities of work sometimes are measured by...

*How we manage policy and procedures nexus to people*

**“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.”***

# 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 evaluation
- 15) Not woven into the ground level operational realities and core mission

# ***“Five Distinct Truths Governing Decisions”***

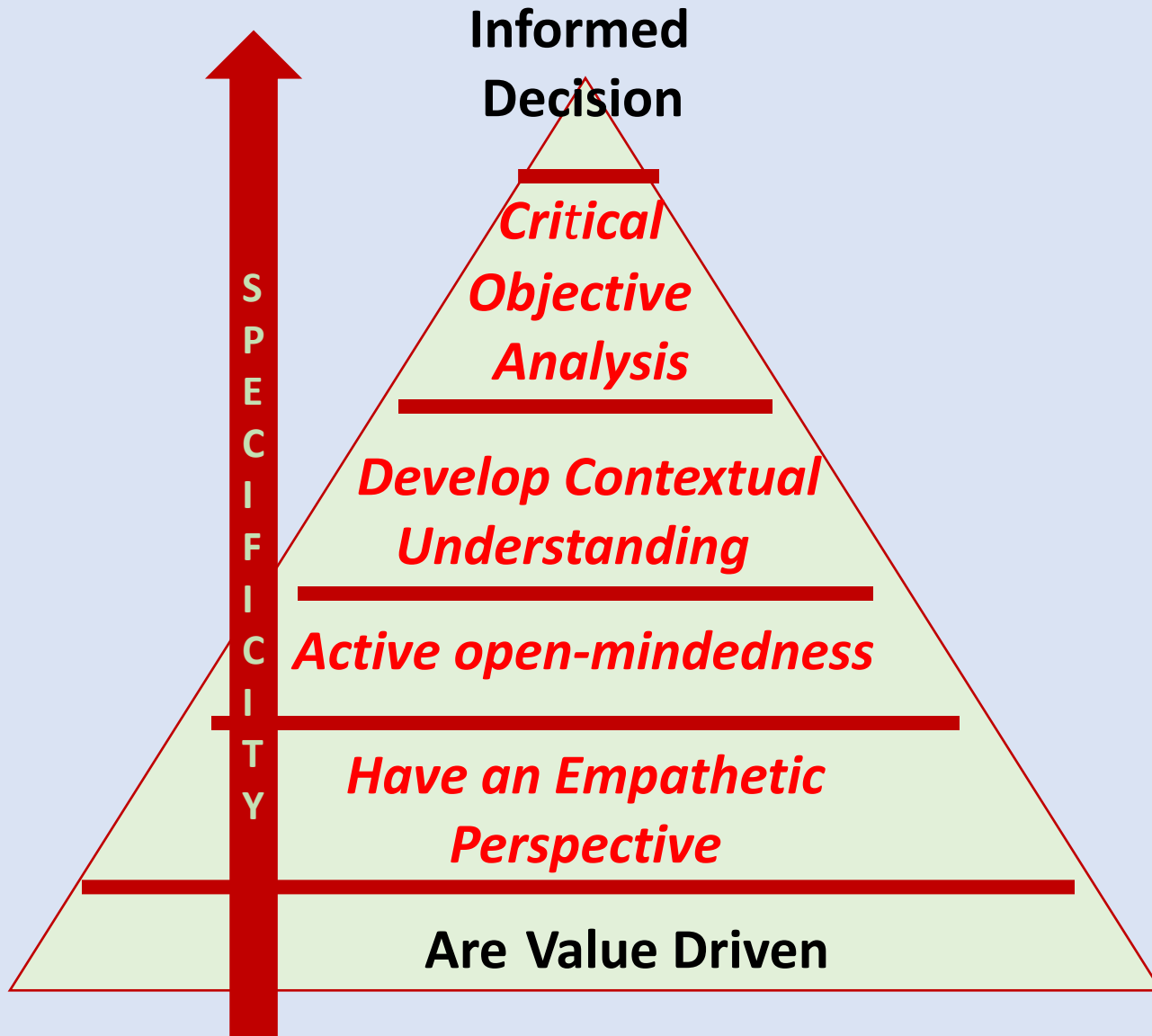
## ***Sir Winston Churchill***

---

- 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.



# *Specificity in content, for credibility in the context*



# 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.

# **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

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

**We must balance advocacy and inquiry**

*The continuum*



***A confident humility***

# What about confidence research, work environment and Gender?

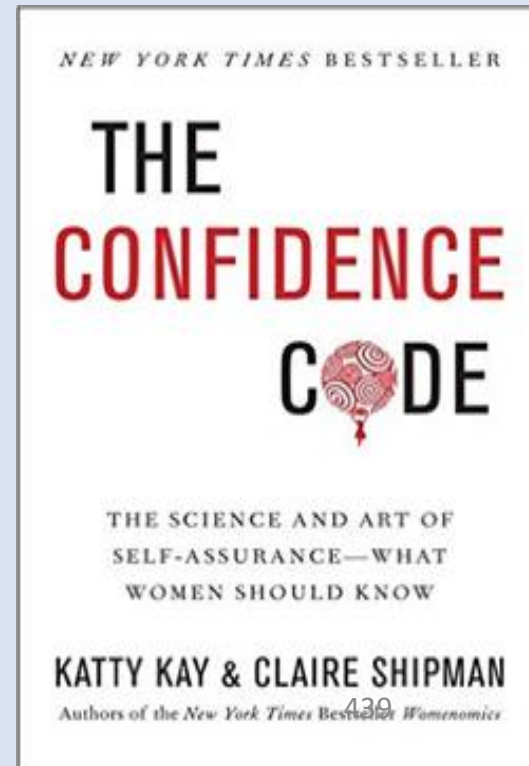
- **First, we need to understand Gender issues**
- Gender relations involve attitudes, self-concepts and identity, focusing on social categories and structural relations
- Gender roles are societies expectations of the proper behavior, attitudes, and activities of males and females (Seen differently 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



## 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**

- A significant body of research indicates that gender is an important predictor of leadership style and that it influences the experiences of female leaders in the workplace (Jackson et al., 2014)
- Stereotypes of male leadership qualities continue to hold women back by affecting perceptions of performance and status
- This is because the persistence of male leadership stereotypes creates unequal power relationships

- Women can be viewed negatively when they do not conform to the required gender stereotype (Alqahtani, 2019) and those who go against their gender stereotype can be viewed as less effective and less preferred (Rhee & Sigler, 2015)
- Inevitably such workplace experiences will impact feelings of self-confidence by women leaders
- This research contributes to literature on workplace coaching for female leadership which is important given the recognized lack of studies (Gray et al., 2019)

- **In summary, this research helps improve gender equality in leadership by furthering our understanding of how workplace coaching can support change for female leaders**

Wilkinson & Rose, (2022)

- **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)

# 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)

# 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

# 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 take action 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.



# 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)

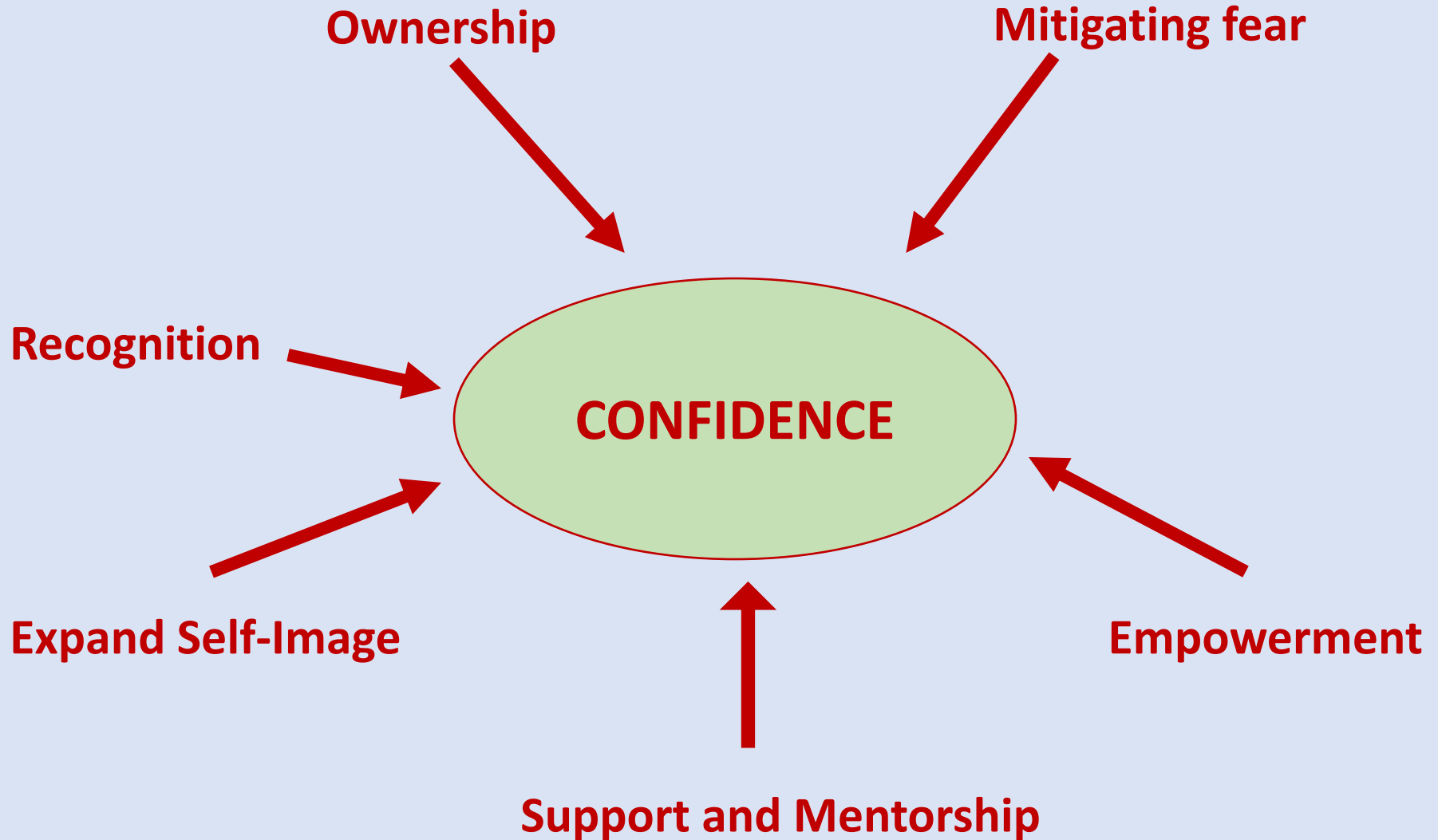
# **Facts, nuance, variables, and context**

*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



# 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)

# **We must be better tomorrow than we were today**

- In our craft, there no such thing as the top of the Mountain...
- If you get to the top of the Mountain your buried.
- The mountain never stops, the climb is never over.

**Dynamics of change, new insights, new technologies, new science, new practices, understanding and returning to old practices.**



# 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. Owens & Hekman, (2012)

**“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.

# Professional Growth and Development

## Research is in a different environment



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# Expert officer perceptions of de-escalation in policing.

Natalie Todak & Michael White (2019)

## Officers defined tactics that were effective at de-escalating:

- Having the time
- Showing humanity
- Listening
- Empowering
- Being honest
- Making compromises
- Being empathetic
- Having communication skills
- The ability to stay calm in a crisis
- Avoid making “mountains out of molehills,” recognizing a low-level offense can be handled with discretion

## Officers described four situations in which de-escalation is more challenging:

- Officers cannot always use de-escalation because the first goal of police work is to protect life, de-escalation becomes secondary in violent encounters
- The amount of time officers have to deal with a situation dictates how long they try to de-escalate
- Dealing with a person who is under the influence of drugs or alcohol or suffering from a mental illness
- The difficulty of de-escalating the “committed” person. Officers told stories about people who, despite efforts to de-escalate, still failed to comply because they were committed to their decision. The most common example was the suicidal person

# 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
  - 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, [www.oyez.org](http://www.oyez.org) , AELE Law Enforcement Legal Center ([www.aele.org](http://www.aele.org)), police foundation, FBI LE Bulletin, etc.
- [www.crimesolutions.gov](http://www.crimesolutions.gov)
- [www.strategiesforpolicinginnovation.com](http://www.strategiesforpolicinginnovation.com)
- [www.americansebp.org](http://www.americansebp.org)
- Police one, Law Enforcement.com [be careful on politics]
- 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
  - Useful for gathering external information
  - Adopting strategy and tactics
  - 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



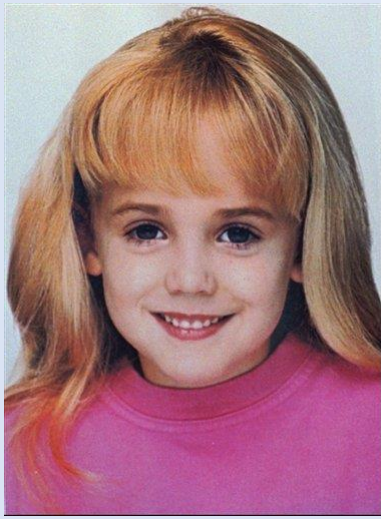
*Giglio issues*

- 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)**

# Case Study



## The Failure

- Initial responders did not recognize issues afoot.
- Proper investigative measures not taken.
- Resources too little too late.
- Absolute failure in case management, stakeholders, and media management.

Both cases happened during the Christmas holidays with affluent families.



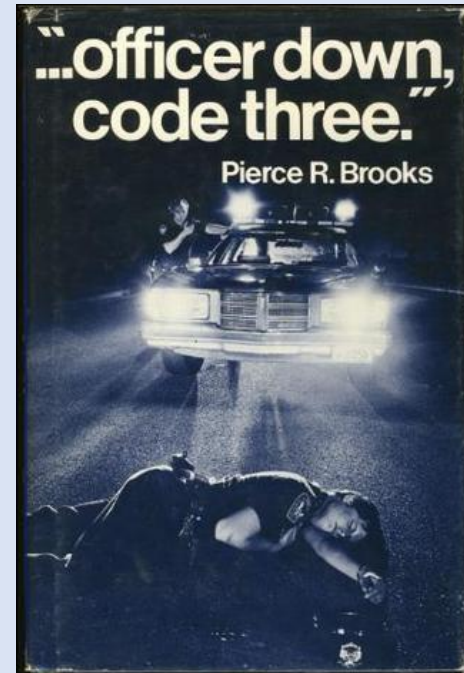
## The Success

- Initial responders recognized issues afoot.
- Proper investigative measures taken and followed upon.
- Resources dedicated.
- Exemplary case, stakeholder, and media management.

# 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***

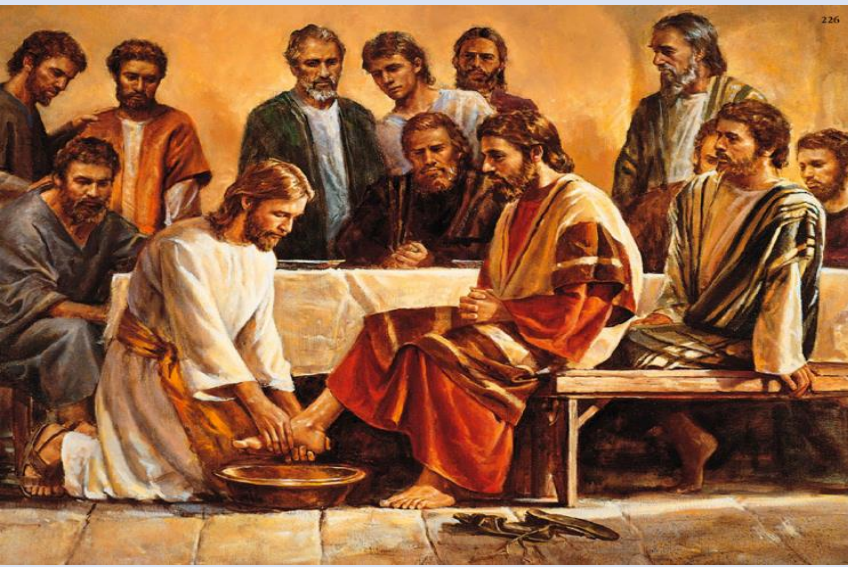
- Calling
- Listening
- Empathy
- Healing
- Awareness
- Persuasion
- Conceptualization
- Foresight
- Stewardship
- Growth
- Building Community

***“ 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)

- 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 self-centered, 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.**

# **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

# Five Important Questions those under your Charge

Wisdom, J. (2023) MIT Sloan

- What's going well?
- Where can I help?
- What are your top priorities these days?
- Is there anything new or upcoming you'd like to put on my radar?
- How are you feeling outside of work?



# Servant Leader 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 want 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

**Watch and Listen**

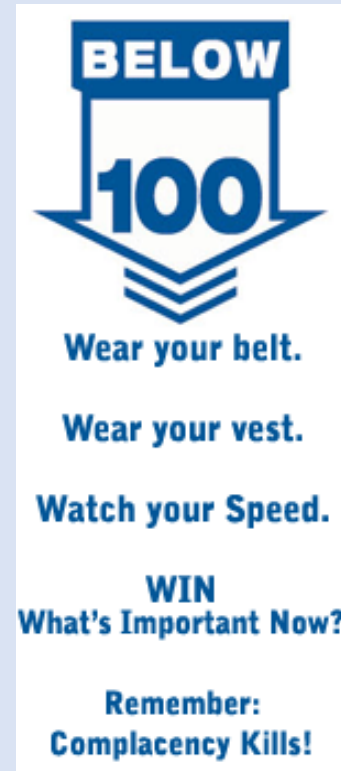
***Remember, at times you are protecting the officer  
from him or herself***

# 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)**

# 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



# 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**



# Servant leadership opportunities

- Promote work life balance (family & significant others)
- Look for or demonstrate opportunities to lighten your people's loads
- Reduce uncertainty by outreach to officers to gather feedback for projections on their call status or special assignment details by a proactive quest and forecast of routine availability to assist the officers manage their 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:

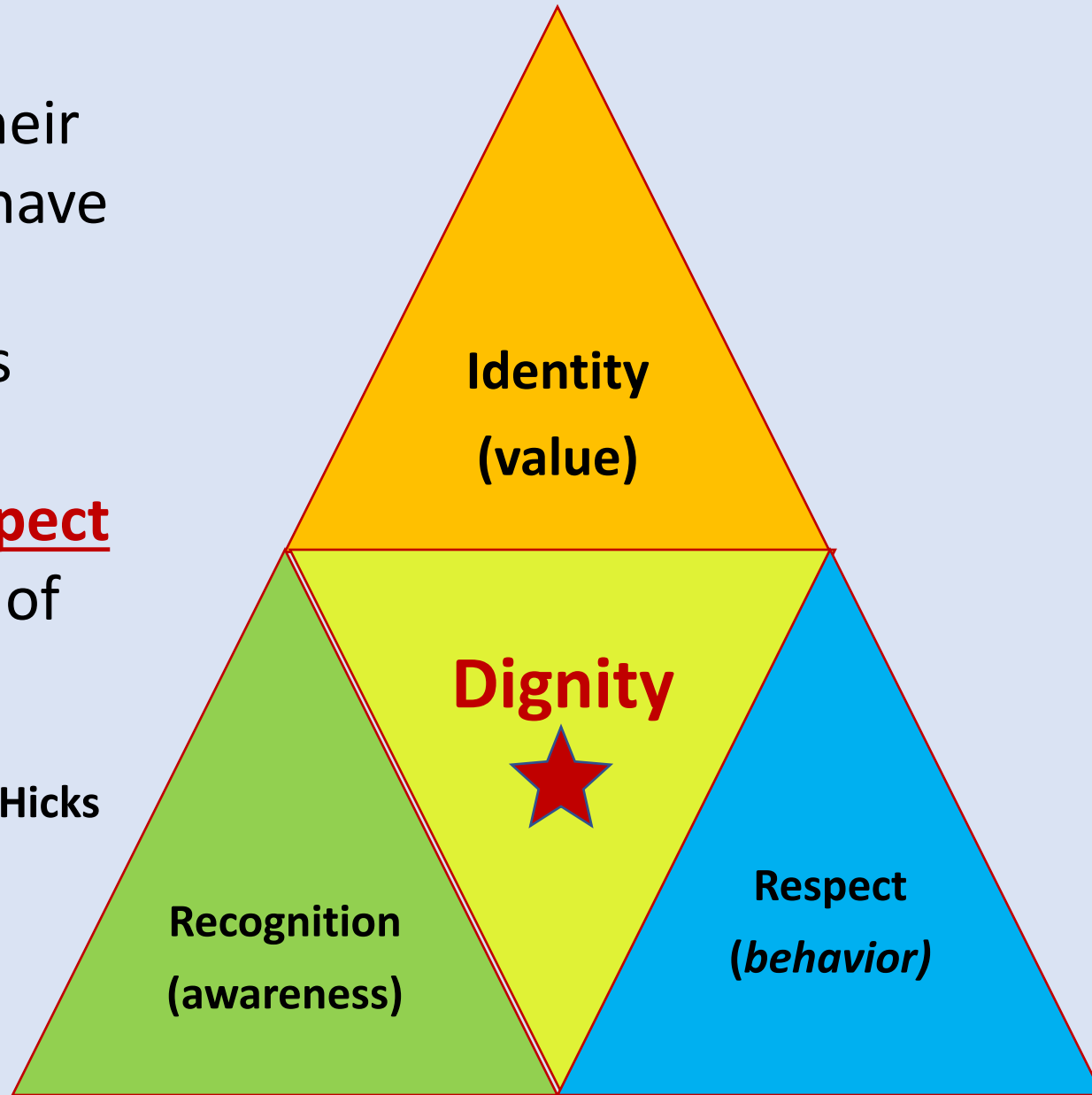
## *A Balanced Perspective*

- 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)**

## How you treat people is Important

- Beliefs and mindset toward an individual's identity
- Recognition that their identity and work have value
- Treating individuals with dignity
- Demonstrating respect
- Promoting a sense of security

Dr. Donna Hicks



# Leader Member Exchange (LMX) Theory

Graen & Uhl-Bien (1995)

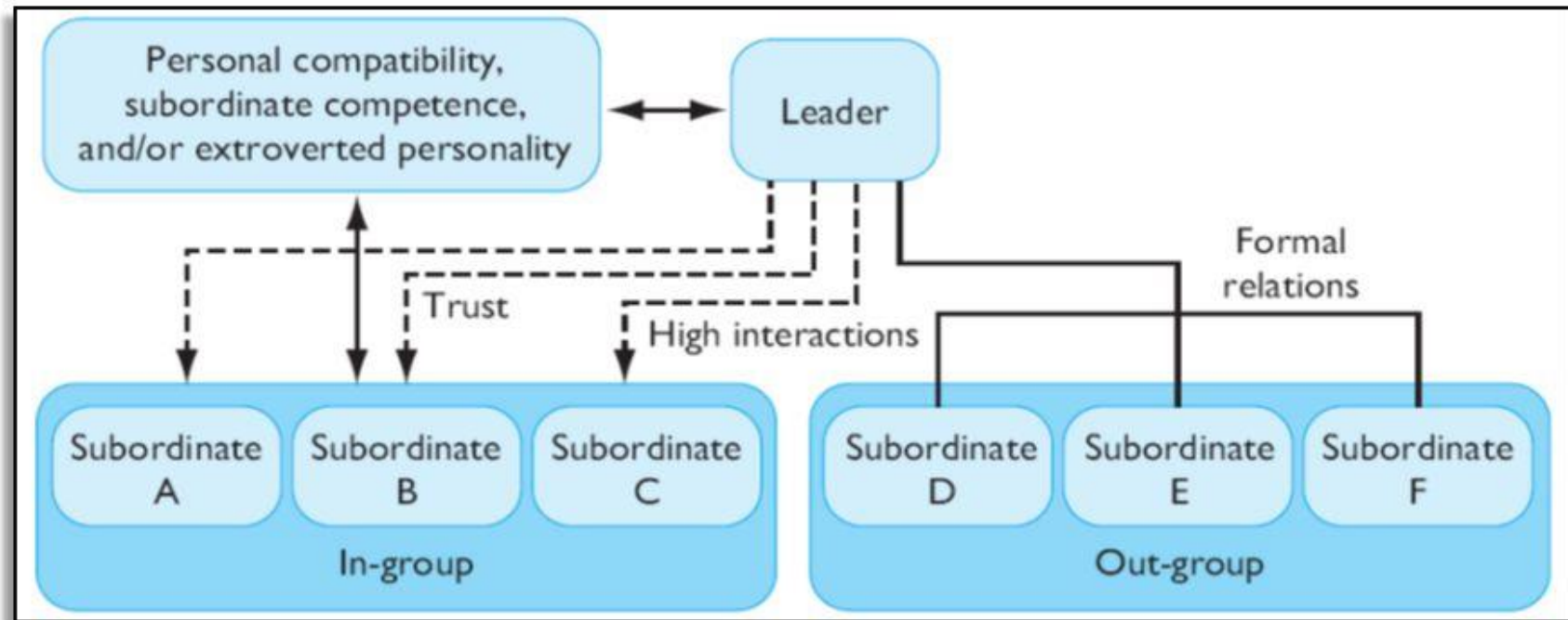
*How we evolve from stranger, to acquaintance, to maturity...*

**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



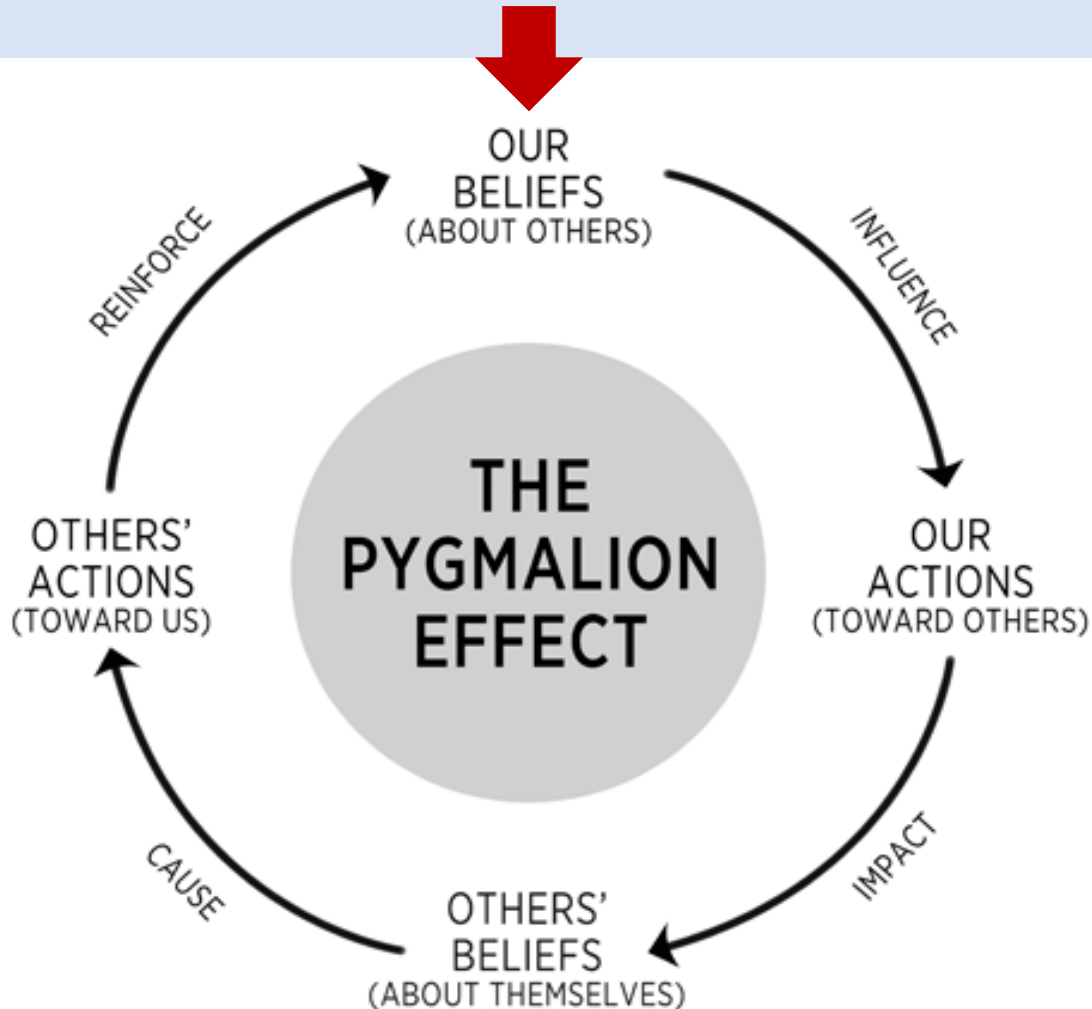
While the leader does the choosing, it is the followers' characteristics that drive the decision

**[ Key is awareness, fair process and proactive quality interaction in terms of time, content and context of relationships]**

11-13

# 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)



# 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**

# 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

- 1. Engagement:** Involving individuals in decisions by inviting their input and encouraging them to challenge one another's ideas
- 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

## *Central to Peoples Perspective of Fairness in Organizations*

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**

# 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



The Key is being treated fairly

**“ Three Dimensions of Justice”**

Often, the outcome is not as important as the treatment and process we experience



**“LEGITIMACY”**

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 de-policing 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 front-line 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 supervisor fairness provides cues that the agency has their best interests in mind and will support them in the future
- 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**, two-thirds said such was the basis for getting a good assignment.

Johnson, (2015)

- **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.

# Examining a third level of police organizational climate: Does organizational self-legitimacy shape officer attitudes on the job?

Peacock, R. P., Ivković, S. K., Mraovic, I. C., & Borovec, K. (2023)

- **Findings demonstrated that an officer's perception of their supervisors' appreciation for their work is a significant predictor of officers' attitudes toward the public and their work**
- While criminal justice scholars have demonstrated the role that perceptions of supervisor fairness have on shaping officer attitudes and behavior across a wide range of institutions, this study suggests that other facets of organizational culture may have a greater impact on officer attitudes toward their job
- **Police management programs must recognize the role supervisor signals have in shaping field officers' attitudes and behaviors on the street**

# 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.**

**Cause: 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 **KNOW AND DO THE COMMANDERS JOB WELL...**

## *Commanders must provide:*

- Information and Resources
- Mentorship and Oversight
- Opportunity and Meaning
- Support and Praise

## Training Alone Is Not Enough

# 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 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-to-day 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**

The servant leader understands the tremendous need and awesome responsibility 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.”***



Novice  
(Beginner)

Apprentice  
(Intermediate)

Journeyman  
(Advanced)

Master  
(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 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.

- 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.

Farnell, R. (2017)

# 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, often unforgettable 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)**

# 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

**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



# Mentors

*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.
- Solicits feedback.

**Mentorship with legal issues is critical.**  
*The best education was often from the witness stand*

- **Reasons for policy and procedures**
- **3 tiers of police citizen encounters**
- **Seizures, PC, consents, search warrants and force**
- **Constitutional insight and understanding**
- **Reasons behind law** (Examples: Brady material and Jackson-Denno hearings)
- **Courts reasons and intentions**
- **Consequences involved**

# Mentorship to supervisors and officers for individual and collective safety

- Driving
- Working traffic accidents and incidents
- Pursuits (Vehicle and foot)
- Tactics on calls (Encounters, arrest, searches and transports)

***Reminding them that the best tool they have is their brain***

- Mindset
  - Paying attention
  - No short cutting
  - Risk versus Reward consequence forecasting

# 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)

# 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

# Some Do's and Don'ts for Mentors

## Do's

- Set high standards, role model professional conduct and work ethic
- Be clear about your motives. Ensure there understood
  - “Clear vision, clear expectations”
  - 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.

# Don'ts

- 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... turn them loose and let them work!!!**

- **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...  
But let them do the singing  
“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 excessive control and attention 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 overly concerned with all aspects of employee work.

**Micromanagers tend to dictate every detail of the work for which their subordinates are responsible, and they truly believe 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, productivity 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 self-centeredness.
- 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.**

# 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

# 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 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 necessary 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 LEADER

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

**Superior performance** 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.***

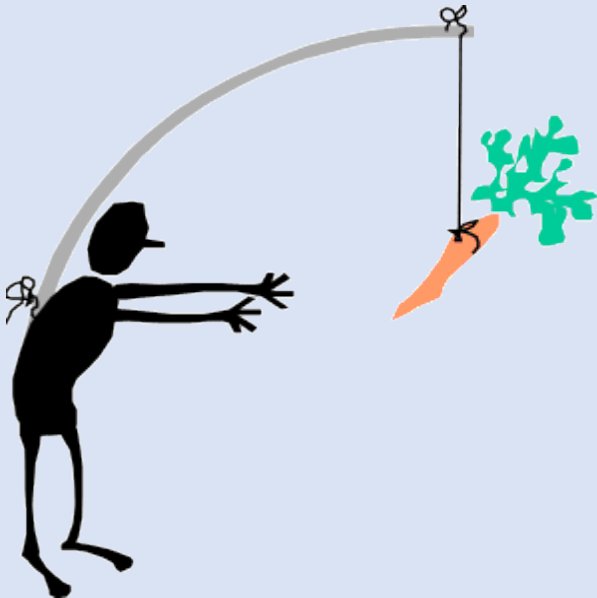
**When you become a servant,  
they become servants also**



**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.

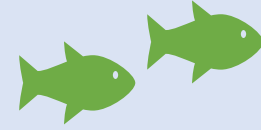
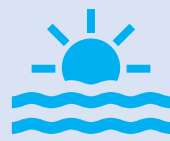
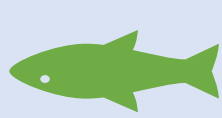
*“People must feel special and their work Purposeful”*



# 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.



# The Burden of Communication



# 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)

# Communication is Social

Dr. John Stewart University of Washington

- Humans are “social animals” that make **sense and meaning** 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 comfortable, valued, listened to and understood
- These relationships develop through an interpersonal process in which actor's reactions to partners influence partners perceptions of actor's responsiveness

Cable and Reis, (2006)

- **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)

# 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**

# 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*

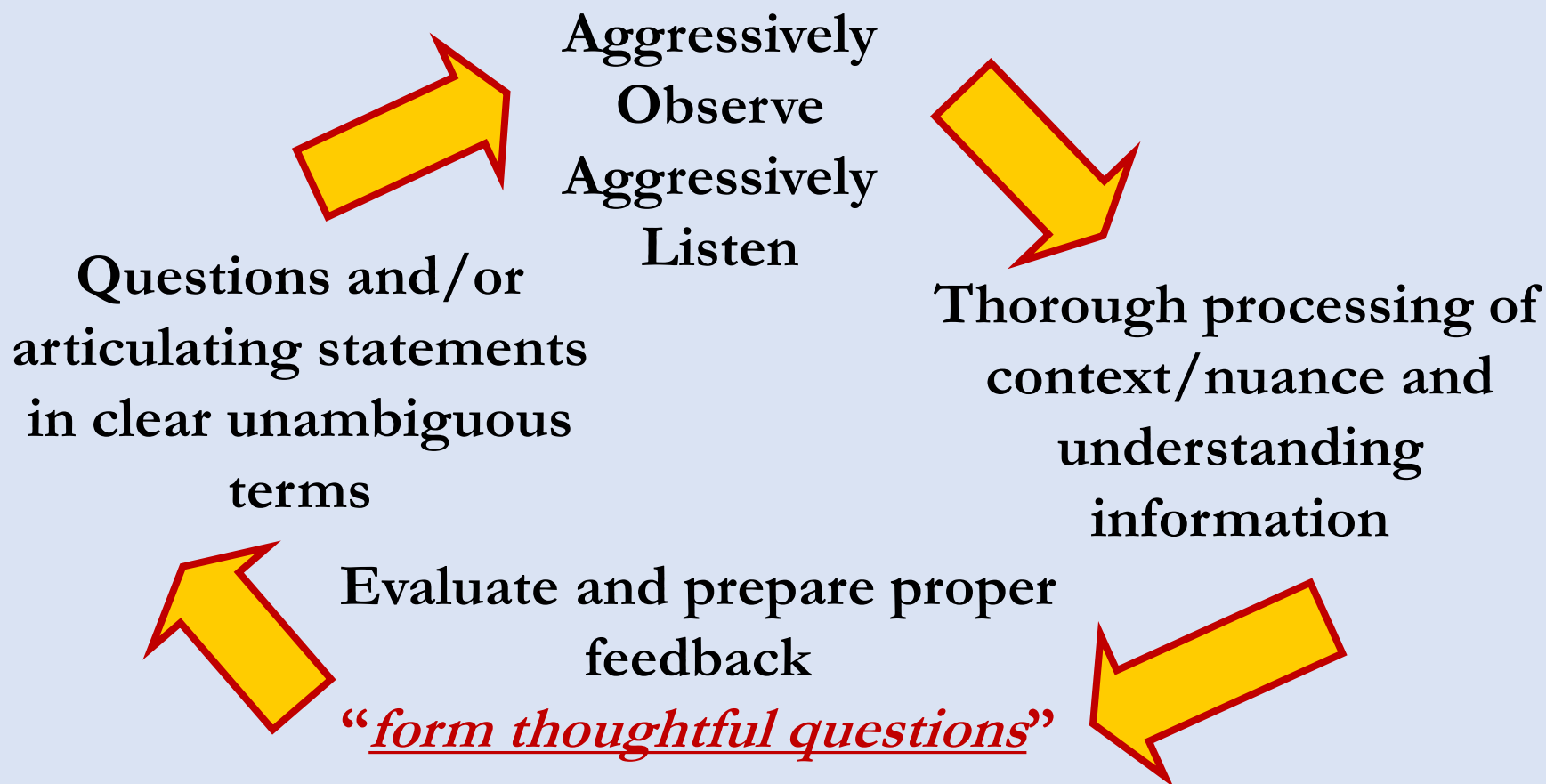
*Clarify the  
message*



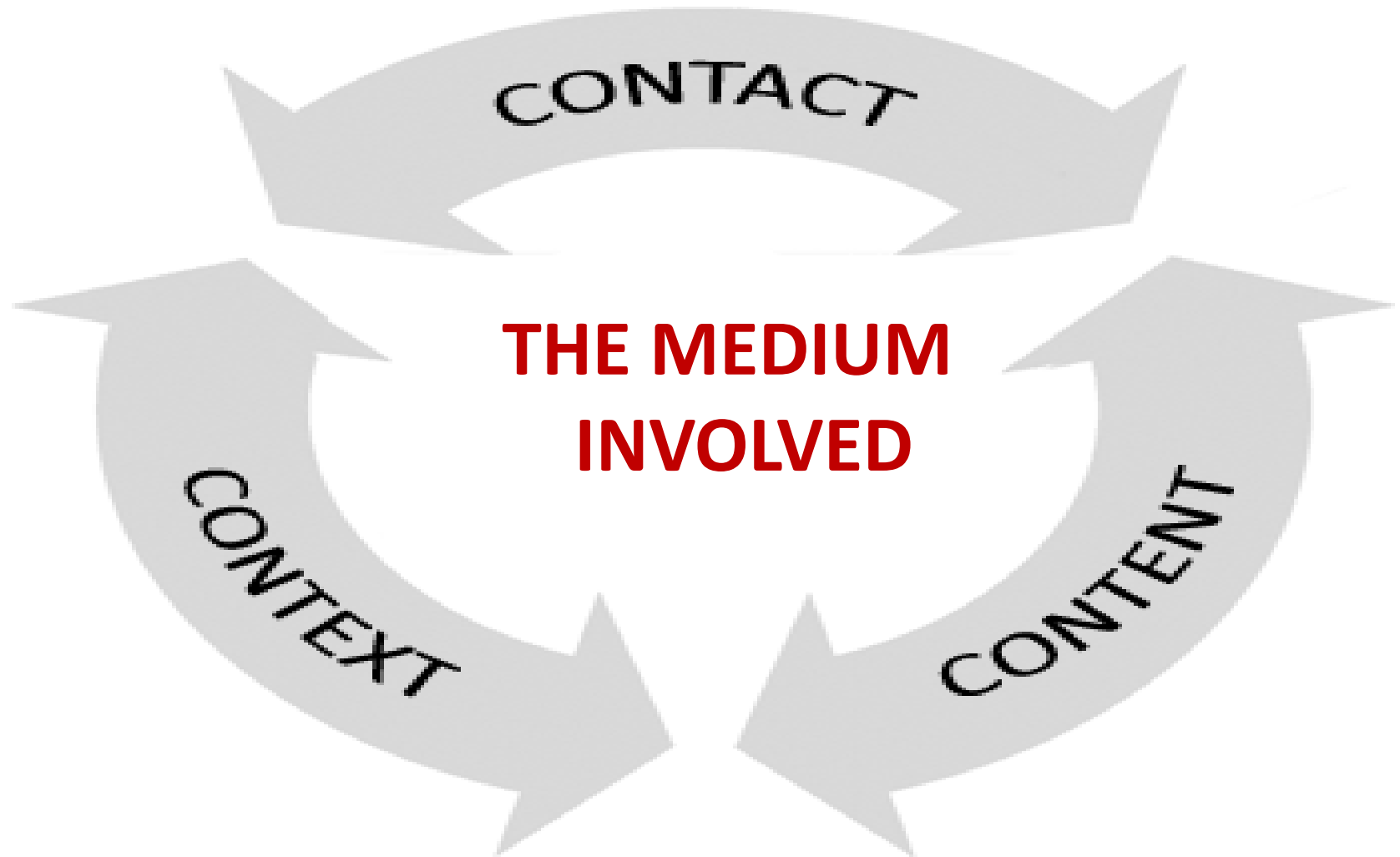
# Structured Communication Cycle

“Don’t make judgments until you have all the facts.”

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# COMMUNICATION



# THE INFLUENCES AFOOT

- **The Perceived Understandings of Roles and Responsibilities:** Internal and external stakeholders, executives, managers, peers, and subordinates

## **(The Importance of Proactive Management “Upfront”)**

### THE INFLUENCES AFOOT

- **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

*Logos*  
(Logic and Reason)



*Kairos*  
(Timing)

*Pathos*  
(Emotion and  
Empathy)

*Ethos*  
(Trustworthiness  
and Credibility)

## Pittenger, Hockett, & Danehy, 1960

- Communication behaviors, whether they involve verbal messages, gestures, or some combination thereof, usually occur in **PACKAGES**
- Usually, verbal and nonverbal behaviors reinforce or support each other
- All parts of a message system normally work together to communicate a particular meaning.



# **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 single 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

# 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**
- **The context that we use in a sentence is important**

# 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 heightened 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 you have 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 *connect with others*
- Through framing, we create the realities 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.'
- 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 heightened 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 real over other possible 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, what is real and important is often what we say is real and important
- 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

# 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)

- 1) 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)

- 1) 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”

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The least little thing you do or don't do...

Say or 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.
4. 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 **one voice**.

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 brush-nonspecific 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*

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- 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**

## **“to meet or not to meet...that is the question.”**

- 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

# Think Tanks or Mosaicking

- 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
- Be the last to speak

# 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

**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 can't without trying to figuring out a possible how*
- *Try to be of service to stakeholders and they will remember it.*

# Critical Understanding of Mindfulness and Perspective Taking

- **Mindfulness:** refers to individuals' ability to pay full attention to their immediate thoughts, feelings, and perceptions in a nonreactive manner and without forming judgments about the stimuli around them  
Kabat-Zinn, (2003)
- Mindfulness shares a positive association with cognitive empathy  
Vilaverde et al., (2020)
- **Perspective Taking:** is the ability to look at things from the point of view of others  
Davis, (1983)
- Perspective taking has a strong positive relationship with cognitive empathy
- As well as affective empathy  
Matiz et al., (2020)

# Stakeholder Communications

## ❖ 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 “if you can’t hurt me or help me test”**

## ❖ 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 meet all of our needs
- Creating conditions in which you and I want the same thing

# 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

# 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

- Words create worlds
- *With belief we rise to our leaders' expectations*
- **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***

**1+2+3 = How we do things around here**

## **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.**

## ***“PROACTIVE EXPECTATIONS”***

- 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**

# Expectations as a part of Vision

- Leaders play a key role by setting clear unambiguous expectations so that employees understand the objectives and the key results that will demonstrate achievement
- It frames how they can perform their job to a reasonable and acceptable standard
- It becomes their “North Star” and “Blueprint” to complete their task in a thoughtful and narrowly tailored manner
- **Setting clear expectations is important for every level of an agency and holds all employees accountable for their job responsibilities.**

# 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

**OR**

- Misplaced values and convictions
  - Deteriorating behavior from professional to personal
  - Character Corrosion and Erosion
  - Un-professional, un-ethical or criminal conduct

# 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 must be sincere and specific in nature
- 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)



KEY

# 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.**

# Two Essential Elements in the Feedback Repertoire

- **Appreciation:** fosters trust, helping, and the formation and maintenance of social bonds that promote workplace success.
  - Feeling appreciated are important for employee satisfaction and well being,
- **Recognition:** Employee recognition is seen as a strong contributor to boosting employee morale and creating a connection to the organization.
  - Recognition instills greater satisfaction and loyalty, which tend to correlate with greater productivity



# 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, overall context and authenticity, sincerity and truthful articulation**

**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**
- 3) 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

# 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 future focused**

# 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

- Taken together, these three categories of feedback used together provide the basic ingredients for a feedback-rich environment.
- 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:

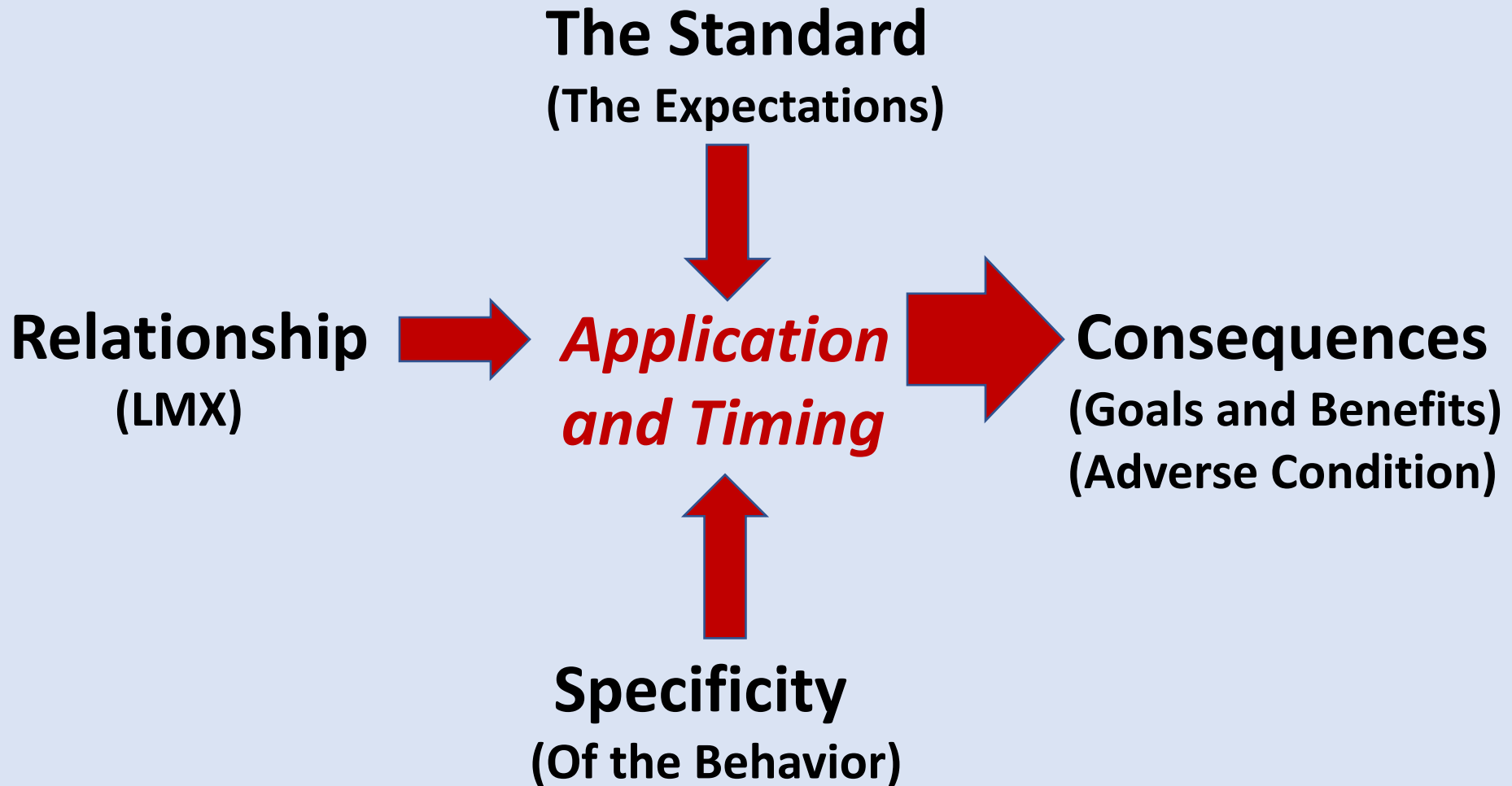
Wigert & Harter, (2017)

- 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:

- Frequent
- Focused
- Future-oriented

# FEEDBACK MODEL



# What about when an employee comes to you with a problem or is emotional

## Best Practice for Conflict Resolution

- 1) Aggressively (show non-verbals) Listen
- 2) Defer Judgement, evaluate and analyze the situation objectively.
- 3) 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

# 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

# Managing 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 **DESCRIPTIVE** 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 **EEl's**

**Develop your theme and identify your EEl'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
- EEl'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 self-esteem (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 develop them) \*LMX Huge with Sandwich variable**
- 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 “lightning 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 E in E-mail stands for “Evidence”**



# 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 increasingly 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

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**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.”

# The Four I's of Transformational Leadership

Bass and Bernard, (1999)

- **Individualized consideration** (employees should be treated as individuals)
- **Idealized influence** (being a good role model and a leader with strong values)
- **Inspirational motivation** (communicating a positive vision)
- **Intellectual stimulation** (encouraging others to think for themselves)

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]

***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*

-

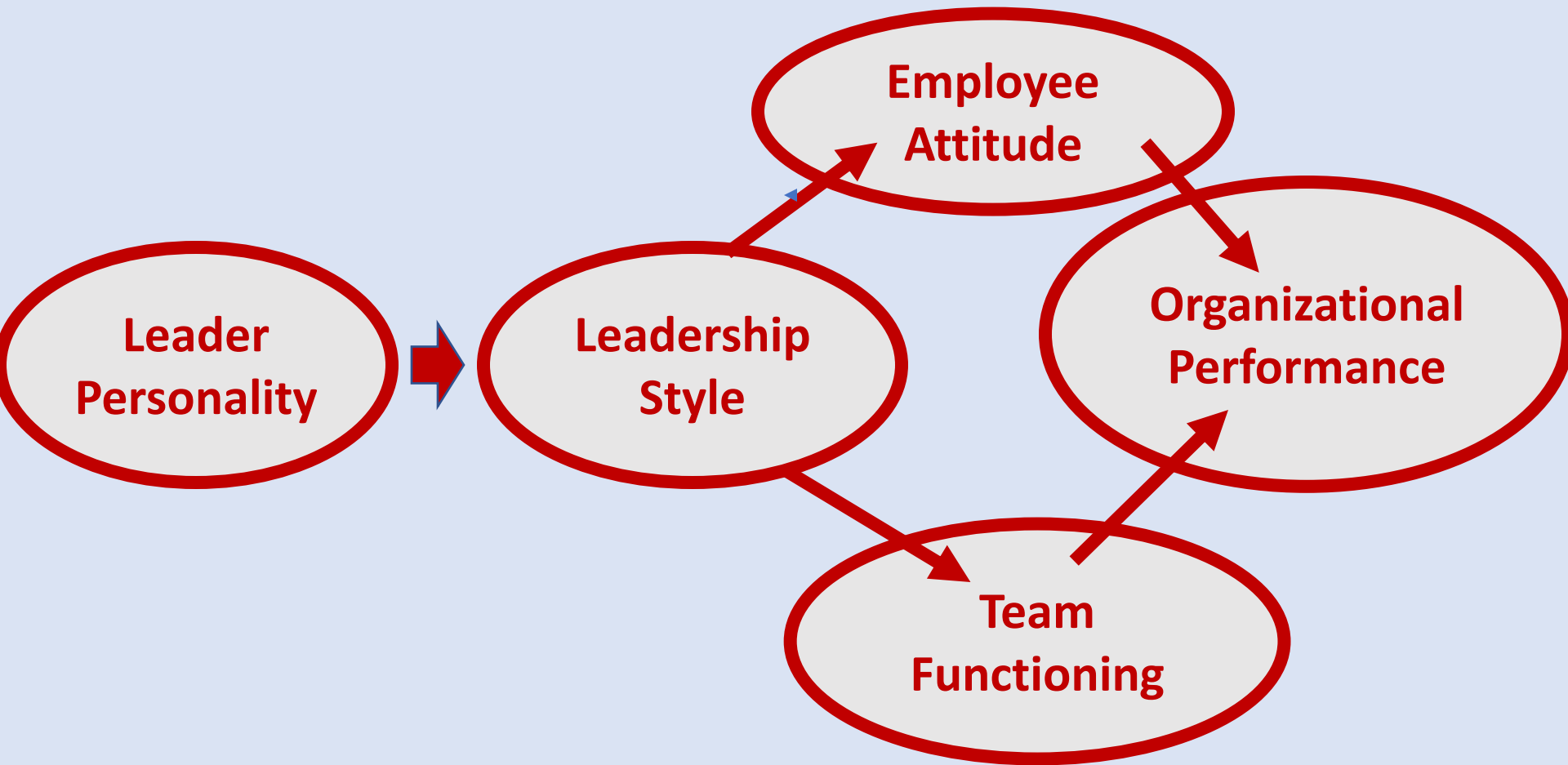
# How employees view their supervisors is the primary determinant of their overall satisfaction

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.

# How leader personality affects organizational performance.

Hogan and Kaiser, (2005)



# 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.**



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 leader**-deal 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.”

# **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

**[Managing up, down, and sideways]**

**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

# Leading up greatly assists you in leading your subordinates

- 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.

# Principles

## Lead yourself exceptionally well.

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



# 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

# Be willing to do what others won't

- Take on the tough jobs
- Pay your dues
- Work in obscurity
- Succeed with difficult people
- Embrace change
- 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

# Be Loyal

- 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

# 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.

# Know when to push and when to 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?

# 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.

# Be better tomorrow than you are today.

- ✓ Learn your craft today
- ✓ Talk your craft today
- ✓ Practice your craft today
- ✓ Mentor your craft to those under your charge

# 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

# 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.

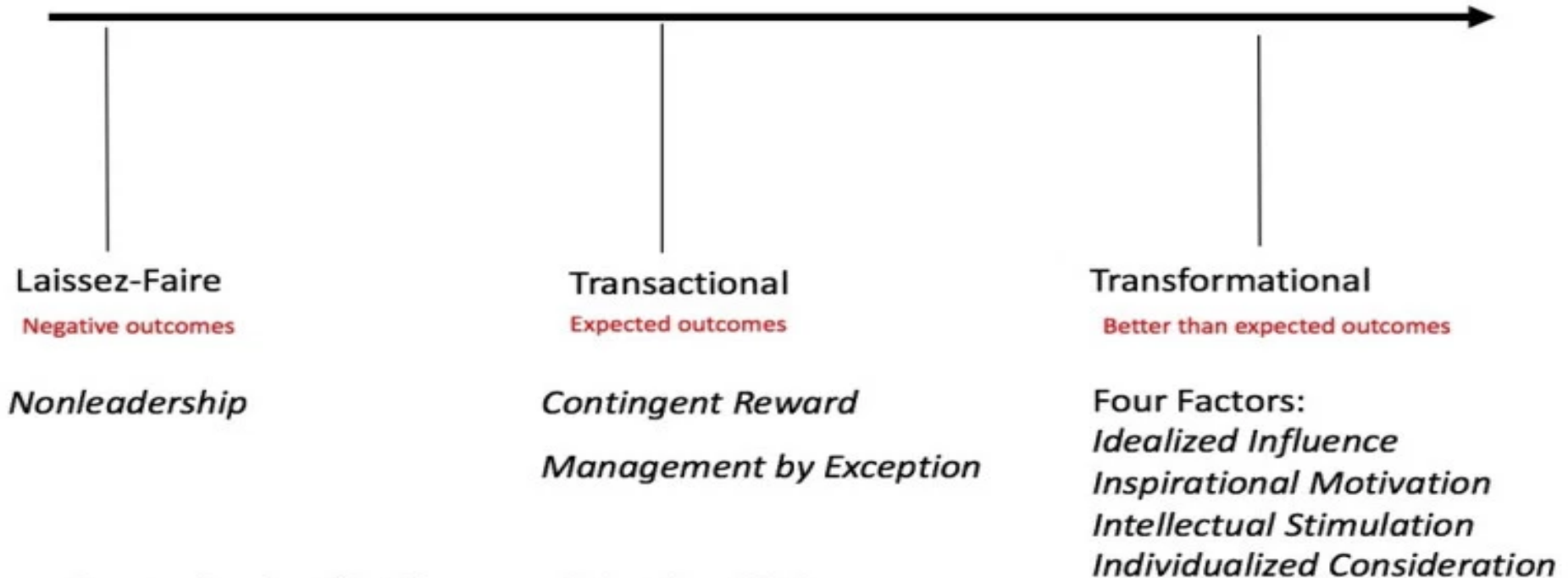
# Three major types of leadership theory

- **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



Source: *Leadership Theory and Practice, Sixth Edition*

# 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

# 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

## Active

*Leader watches and follows closely, then makes corrective actions for*

- ❖ Mistakes
- ❖ Errors
- ❖ Job Performance

## Passive

*Leader intervenes only after standards have not been met or problems arisen*

# 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.

# 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.

**Transactional Behaviors**

**Contingent Reward**

**Passive or Active Management by Exception**

**Expected Effort and Expected Performance**

**Transformational Behaviors**

**Idealized Influence**

**Inspirational Motivation**

**Intellectual Stimulation**

**Individual Consideration**

**Increased Motivation , Effort, and Performance Beyond Expectations**

# 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

# 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

# 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



# Police Culture and Transformational Leadership: Outlining the Contours of a Troubled Relationship

Cockcroft, T. (2014)

- 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

# Police Culture and Transformational Leadership: Outlining the Contours of a Troubled Relationship

Cockcroft, T. (2014)

- **Models that synthesize transformational and transactional styles might be a way of overcoming criticisms founded upon both the simplicity of two-fold 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

# **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)

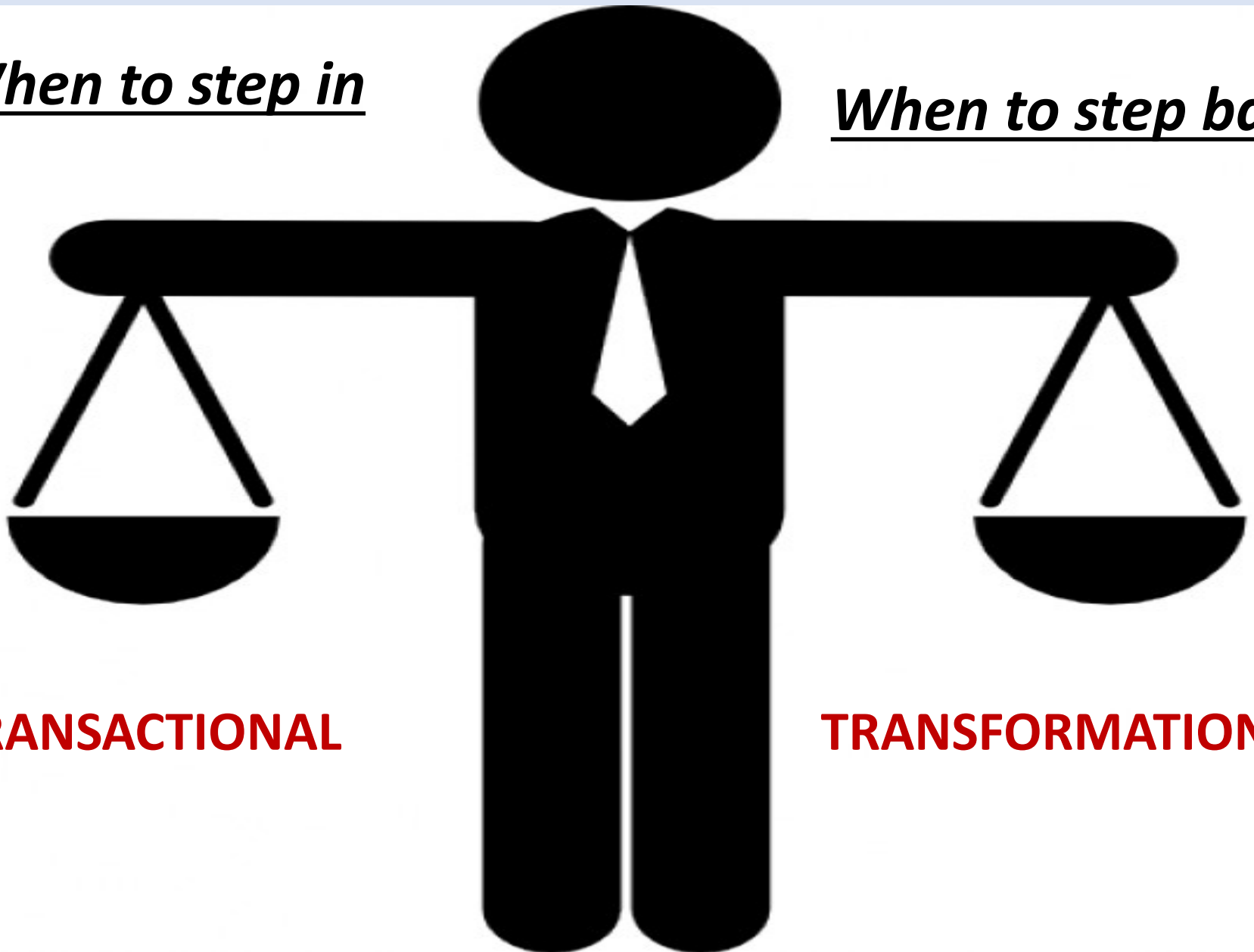
- Defining goals for a specific situation
- Defining potential leadership types
- Identifying situational conditions
- Matching a leadership style to the particular situation
- Determining how the match between leadership style and situation will be made

# 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.

*When to step in*

*When to step back*



**TRANSACTIONAL**

**TRANSFORMATIONAL**

# Situational

- Situational leadership emphasized leadership behaviors along a continuum between task-orientation 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

# ***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.

# *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 be 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, servant-hood 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.**

# 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 “Ownership”



# 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 leader's 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
- **The candle** - 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:**

- Reasonable Span of Control
- Rules of conduct
- Objective Measures of performance
- Criterion
- Professional behavior
- Expected results

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## Vision

### **We Influence**

- Define higher duty (purpose)
- Expectations
- Zero tolerance issues
- Mentorship
- Coaching

## Empowerment

- Trust
- Ownership
- Responsibility
- Accountability

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## 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 expect they  
must inspect.***

“You must keep up on your business.”

Know about peoples conduct and behavior as it relates to issues, events, incidents and potential problems.

**BE A PROACTIVE MANAGER**

***Stay ahead of problems***

# The Utility of Keen Insight through Adaptive Management and Anticipatory Mindset

- Competent leaders have a “keen insight” for the operational realities they face  
**(the ability to have) a clear, deep, and sometimes sudden understanding of a complicated problem**
- Successful leaders understand the importance to practice “adaptive management” and “anticipatory mindset” before, during, and after their operations

# Anticipatory Mindset

- The ability of leaders to foresee and adapt to changing environmental conditions
- Development of “*keen insight*” into the dynamic mix of public safety roles, responsibilities, culture, and operations with law, professional policy, politics, media, and the public opinion
- **Two perspectives**
  - *Monitoring the operational environment and its nexus to task force operations*
  - *Proactive planning and meaningful responses*

# Two Perspectives

- **Monitoring the environment and its nexus to operations:** monitoring the surrounding environment (legal, political, professional etc.) in concert with operational activity to create and communicate a process for spotting changes on the horizon
- **Proactive Planning:** Once issues are identified, the process for evaluation, analysis, and response are developed for action
  - Develops a response protocol to work with teams to assign responsibilities for damage control
  - This helps to minimize the negative impact of the change and fosters a shared sense of accountability

# Anticipatory Mindset

- An Anticipatory Mindset is a systems-based approach for enabling task force managers to cope with accelerating, complex forms of change
- A disciplined foresight-policy
- Continuing engagement with staff, peers, and stakeholders
- Feedback systems to monitor and adjust
- An overall industry awareness (of the police profession)
- Asking the what ifs?
- Networked proactive management

# 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”*

# 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**

# 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

# 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**

# The “culture” 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 work 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

# 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 individual-level 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**)

# 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
You Cannot change what has occurred	How the You 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...***

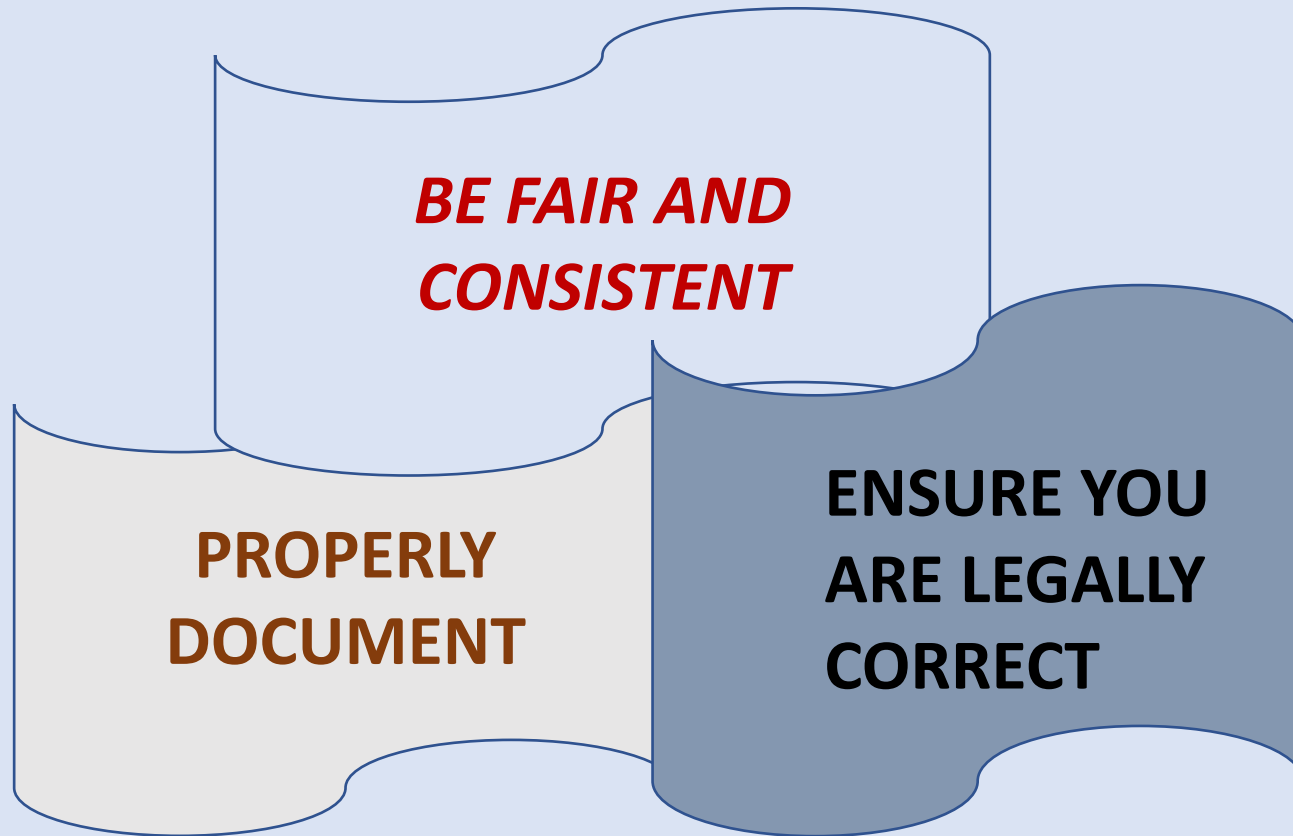
Then, **if appropriate and within the scope of a nexus to  
their job** reach out to the person to identify underlying  
issues afoot...**THEN WATCH AND LISTEN**

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



# 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

## **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 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.



# THE THREE (3) KEY AREAS OF NON-PERFORMANCE

## Attendance Tardiness

- Reasonable and flexible policy that is followed
- **Everyone treated consistent and fair**

## Performance

- Objective standards, training and development
- Objective and fair evaluations and feedback

## Conduct

- Specific to policy or code of ethics
- Objective, specific and documented

# 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.

**S**PECULATION

*Requires Articulation*

**A**RTICULATION

*Basis of knowledge supported by objective*

*Facts and circumstances*

**C**ONCLUSIONS

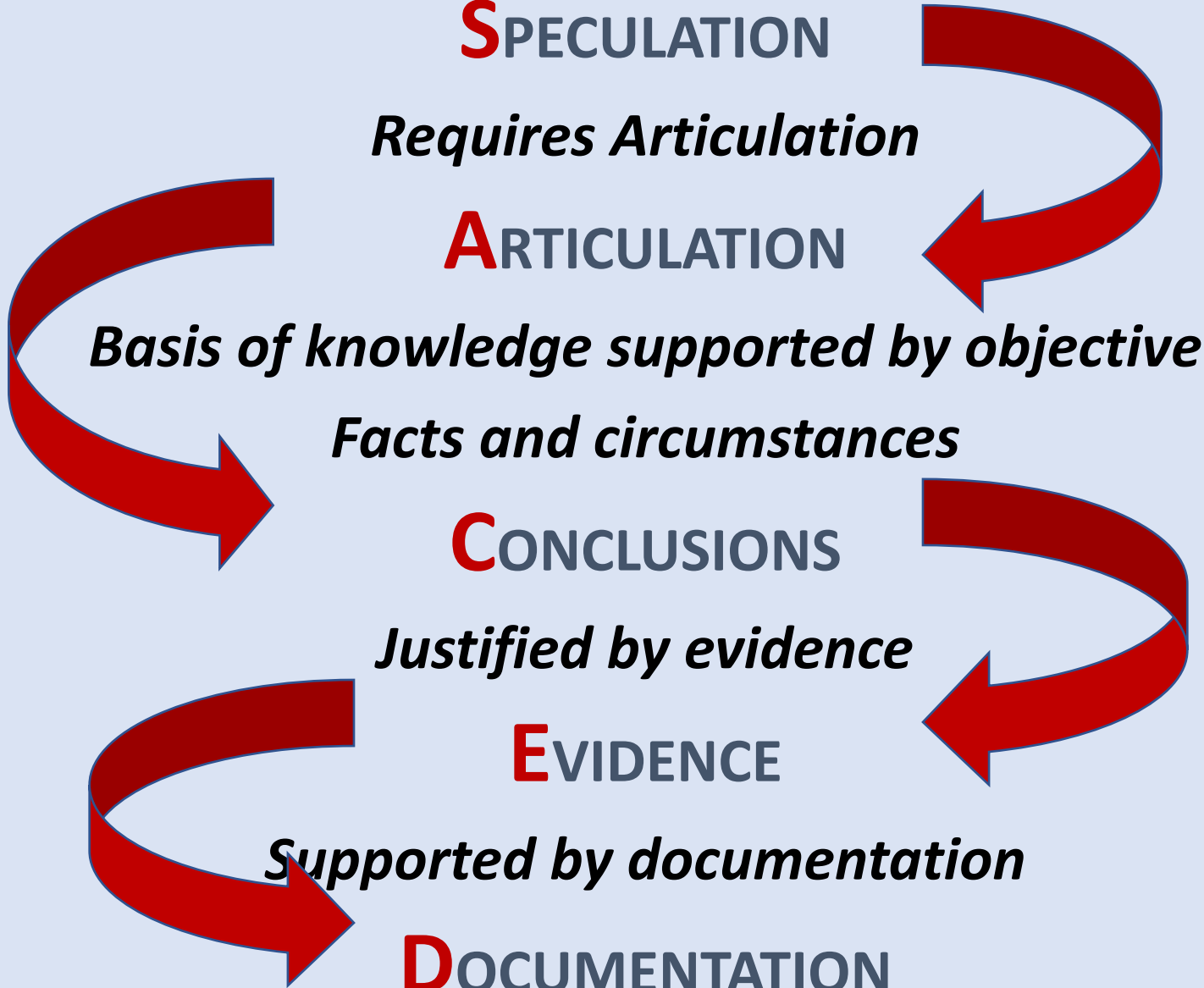
*Justified by evidence*

**E**VIDENCE

*Supported by documentation*

**D**OCUMENTATION

*Accurate, specific, thorough, & complete*



# 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
- Record that demonstrates a culture that captures and retains accurate communications
- 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 **specific observable** 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:**
  - level of belief about their own appraisal competencies
  - beliefs about how the appraisals are being used
  - 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*

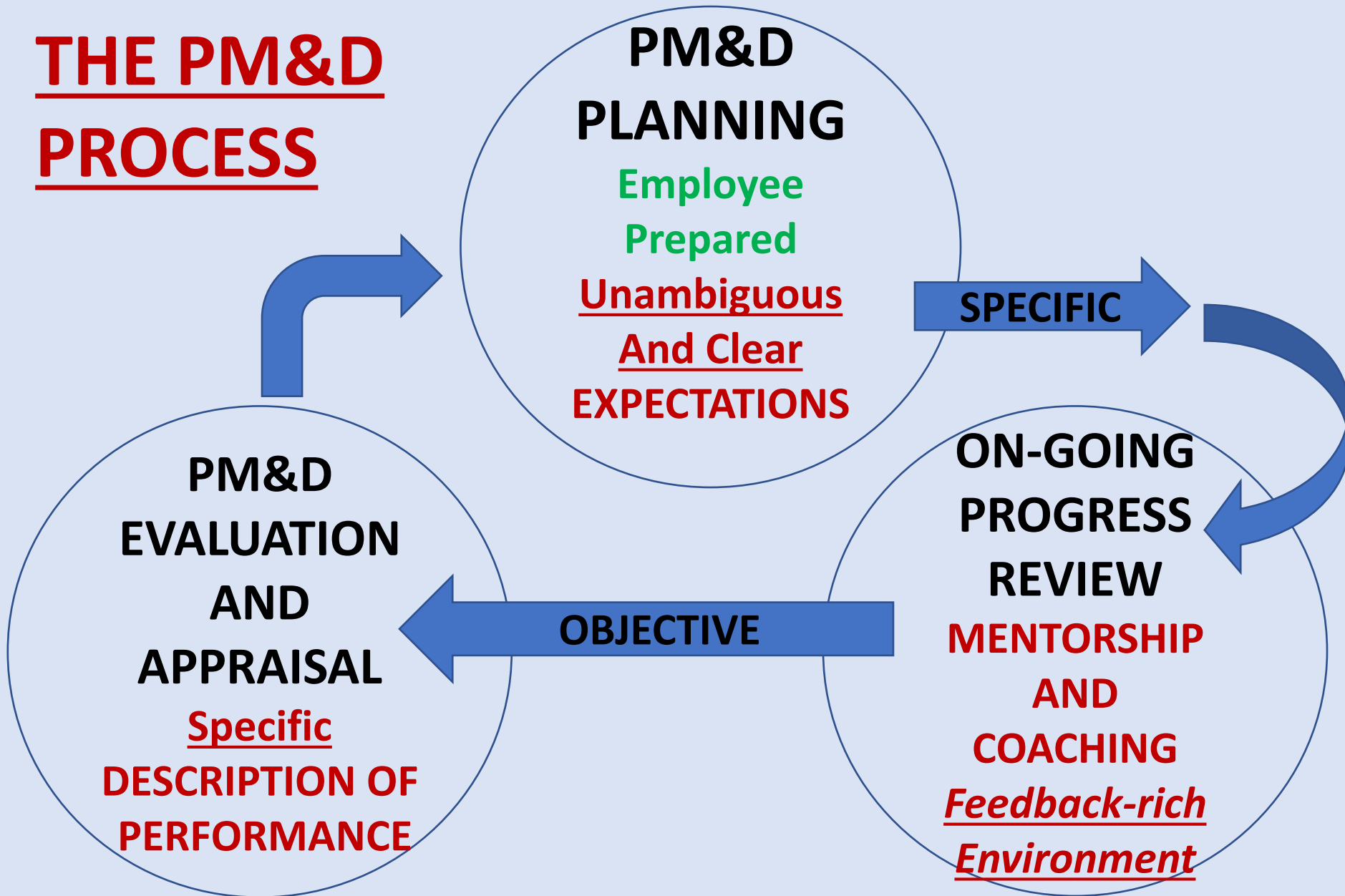
## Three meta-demands or dimensions of job performance

(Wigert & Harter, 2017)

- Setting goals and meeting them
- Partnering for effectiveness
- Translating work into its consequences



# THE PM&D PROCESS



# 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 Never Ever 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 their 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 “**specific**” 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)
- 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, (2013)

- 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

## Property

- Inventory
- Maintenance
- Accountability
- Surplus

## Money / Hours

- ❖ Internal Controls
- ❖ Divisions of responsibility
- ❖ Audit

## Evidence

- ❑ Well documented
- ❑ Secure
- ❑ Inventoried

# ***Management of a work unit must be all inclusive.***

## ***“A total package concept”***

### Office

- o Professional Standards
- o Proactive Relationship/ Mentorship
- o Healthy And Psychologically Safe Workplace Environment
- o Functional

### Operations

- o Professional Practices
- o Operational Oversight
- o Design, Train And Supervise Policy
- o Stakeholder Management

### Administrative

- o Exemplary Documentation
- o Timely Reporting
- o Sound Systems, Processes and Functions
- o Administrative Oversight

**Officers 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.”**

# Operational Realities

- Human behavior (mistakes, egos, ignorance, bias, limited perspectives, ideologies, etc.)
- Entropy (the degree of disorder or uncertainty in a system)
- Complexity, complications, and contextual factors
- Risk (aversion and management analysis)
- Murphy's law
- The law of unintended consequences
- Political environments, circumstances, and influences
- Legal rigor
- Network insularity (lack of diversity of perspectives or ideas)

# Operational Realities (Cont.)

- Proactive oversight measures and transparency
- Behavioral Inertia (the tendency to keep doing what you're already doing with a resistance to change)
- Time restraints and paradigms
- Lack of resources
- Role, responsibility, and jurisdictional conflicts
- Empathetic in-role perspective taking
- Competition
- Social Identity (Inclusion and belonging)
- Principle of Reciprocity
- Division (Selfish and self-serving motives)



# IN 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

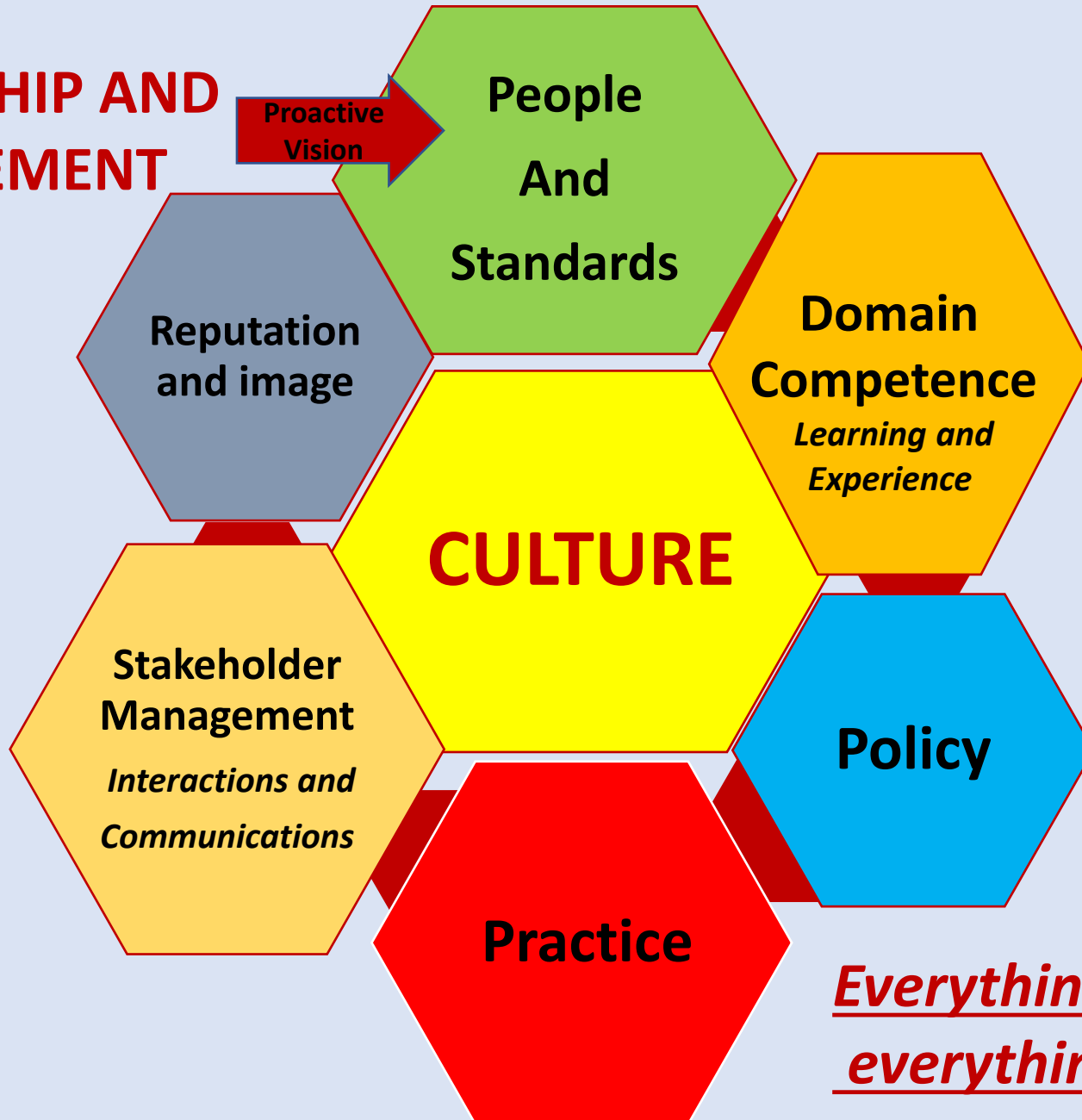
# Recipe for Successful Command

## *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

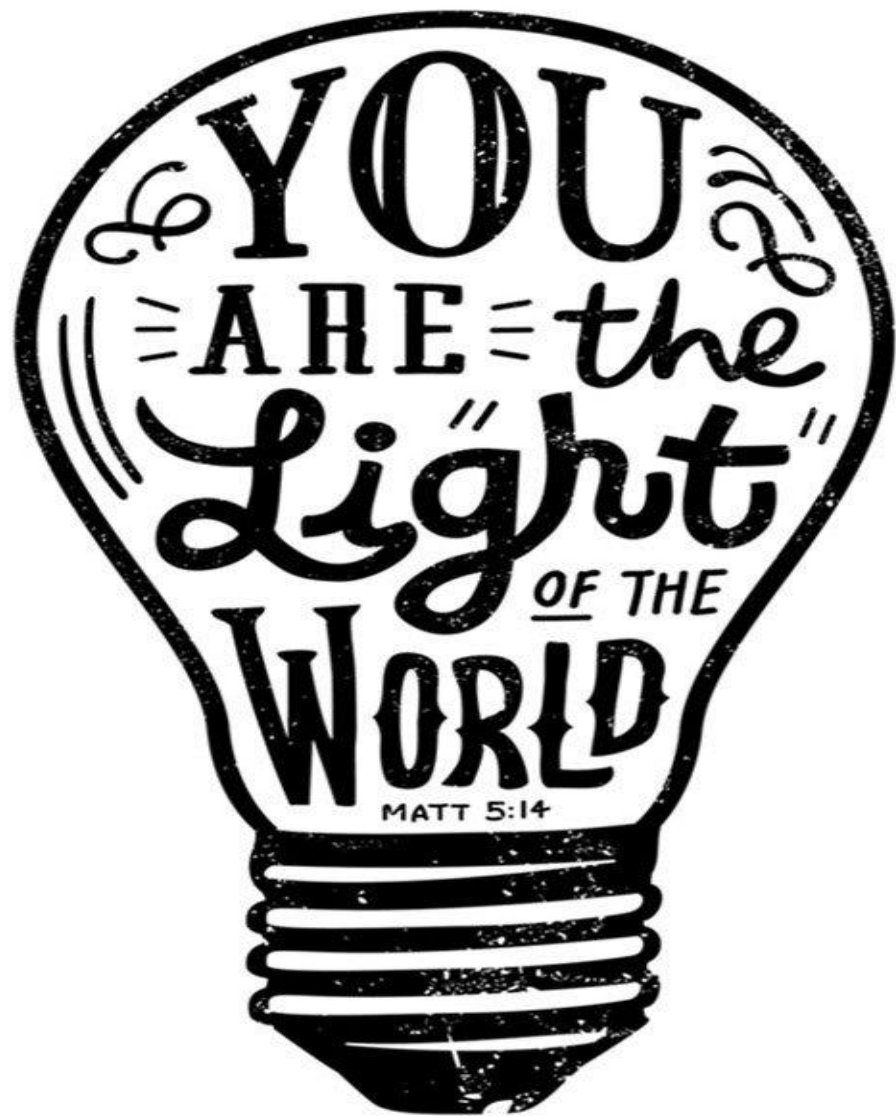
# Management is an Ecosystem

**LEADERSHIP AND  
MANAGEMENT**



*Everything effects  
everything else*

**BLESSED** are the  
**PEACEMAKERS**  
**FOR THEY SHALL**  
**BE CALLED THE**  
**CHILDREN**  
**OF GOD** Matthew  
5:9



# God Bless And Keep You All

*"It's a burden to command, and a blessing to have the opportunity."*

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