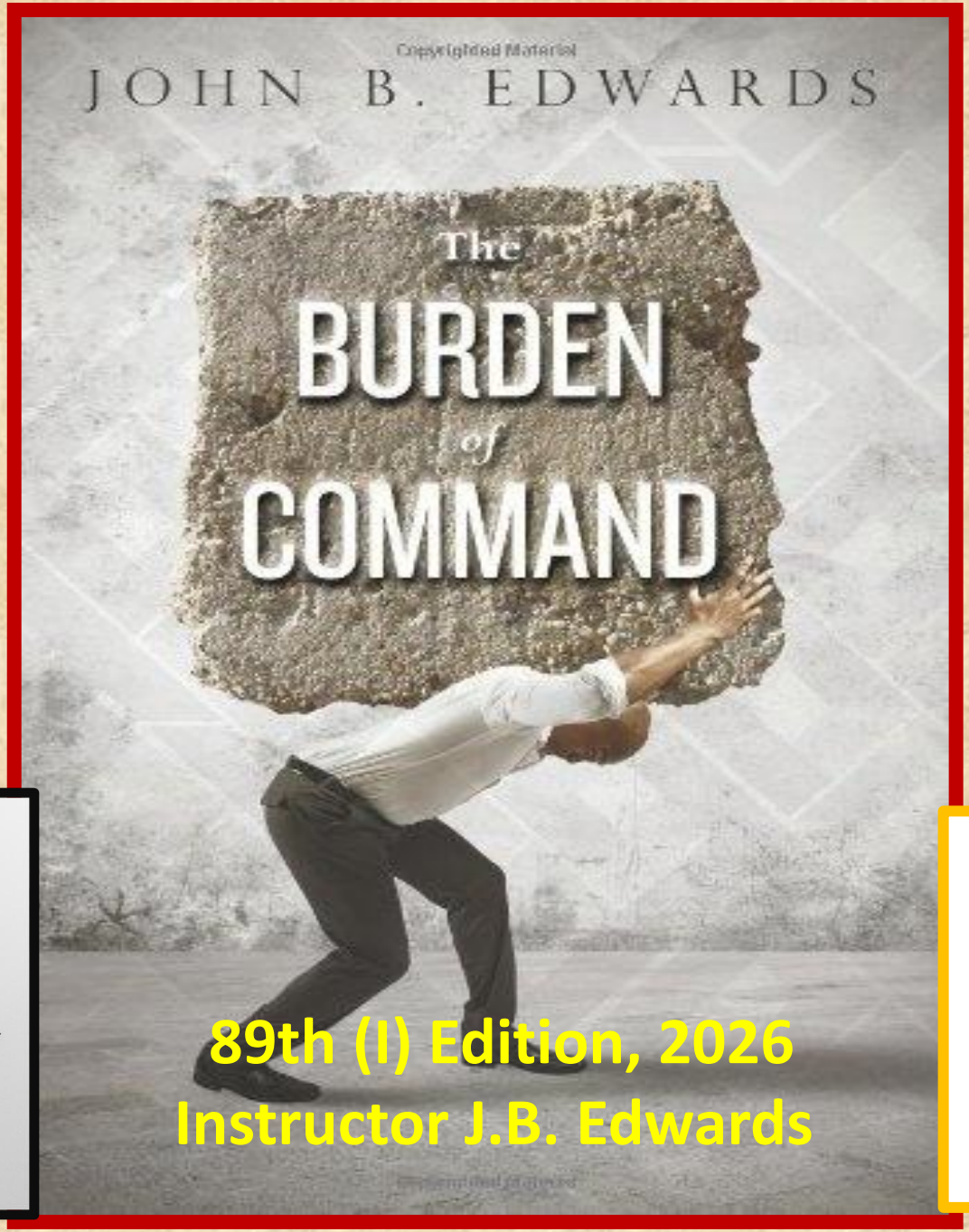


JB EDWARDS AND ASSOCIATES

Nationally Certified IADLEST Instructor ™

“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

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

When an Incident Occurs…

It is too late to worry about:

- ✓Leadership
- ✓Planning
- ✓Policy and Procedure
- ✓Training
- ✓Proper Equipment

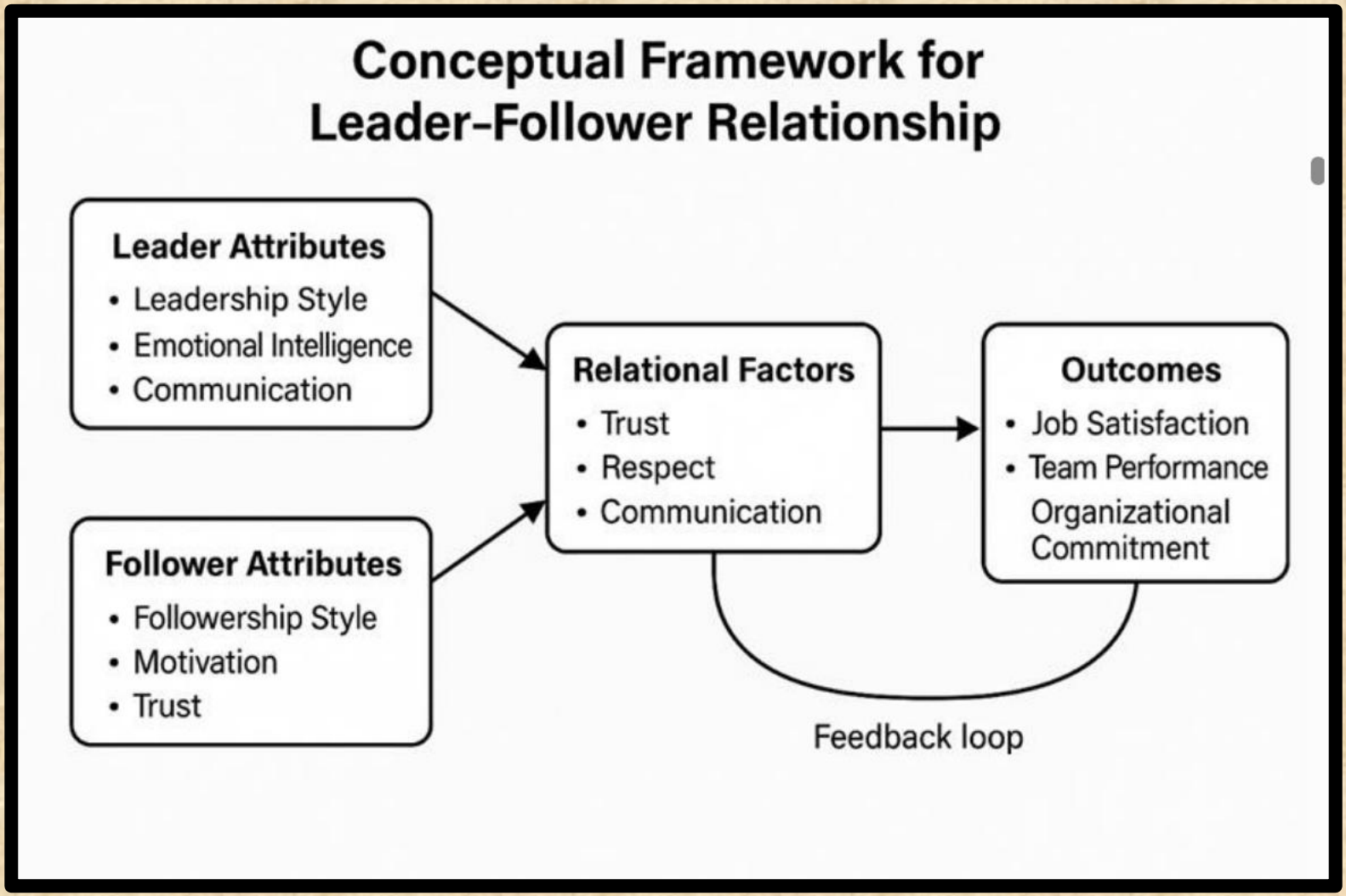
Mann Gulch teaches us that the real action occurs long before decisions ever become visible

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

Trust is not a belief or decision. It's a physiological state—arising from the shared experience and expression of safety and connection between people.

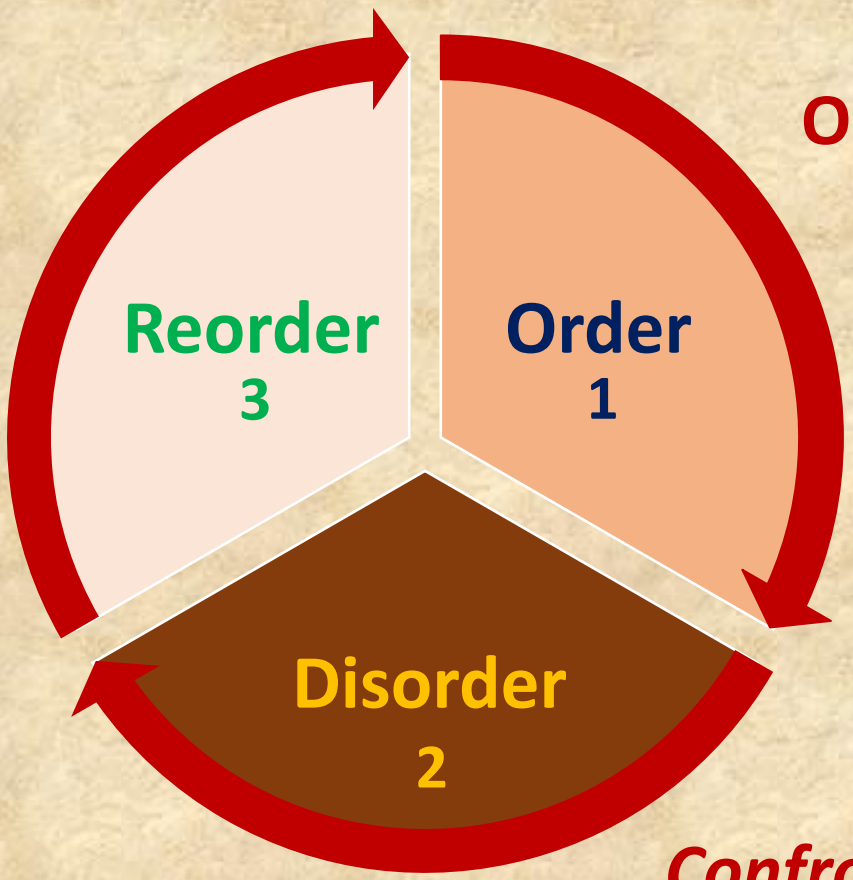
Allison, M. (2025)

Relationship is Key



Dawuda, A., Amadu, S., Akabutu, C. and Abdallah, M.H. (2025)

Understanding the Flow



Adapted from Richard Rohr





THE FLOW

Navigating from order, into disorder, then reorder

Disorder in an agency typically emerges from the interaction between external pressures and internal vulnerabilities that reinforce each other.



Disorder follows a permeation-then-eruption pattern:

- **Latent disorder —** dysfunction exists but is not recognized, hidden, or masked.
- **Permeation —** it spreads quietly across teams, processes, relationships, and solidifies into culture.
- **A triggering event —** a hostile work environment, administrative failure, operational blunder, I.A. investigation occurs and removes the mask.
- **Eruption —** what was internal becomes visible externally, often suddenly and disproportionately

The dangerous insight is that organizations often look functional right up until they don't.

This cycle is important to leaders because it normalizes disruption

- Teams that understand the cycle don't panic when things fall apart — they recognize it as a phase, not a failure.
- It prevents premature closure.
- Leaders often short-circuit disorder by imposing a solution too quickly, locking in the wrong reorder.
- It builds adaptive capacity.
- Organizations that have navigated the cycle consciously develop a kind of institutional resilience — they've been through it before and know they can come out the other side.
- It reframes the leader's role.

The cycle is a natural progression that agencies must navigate.

- In order, the leader provides vision, sustains feedback, and oversight.
- In disorder, the leader sustains awareness, listens, and adapts.
- In reorder, the leader builds trust, envisions and mobilizes.

Each phase requires a different posture.

Be aware of the present, remain mindful of the past, and constantly anticipate the future

The three leadership competencies

- **Order:** ***Leadership as a steward and guardian.*** Maintaining, protecting, optimizing what works.
  - *The risk here is complacency and rigidity.*
- **Disorder:** ***Leadership as presence and security.*** Developing trust, managing the chaos, and mitigating the anxiety.
  - *Difficult and demanding*
- **Reorder:** ***Leadership as a guide and coach.*** Authentic, curious, transparent, and vision-based.
  - *Emerging back to order.*

Understanding Followership Capabilities is Key

- Specific skills and behaviors that allow individuals to actively support a leader, collaborate within a team, and achieve organizational goals.
- While leadership guides a vision, followership competencies provide the grounded execution, feedback, and independent thinking necessary to make that vision a reality.
  - Understanding and cultivating these capabilities is the cornerstone of great leadership.

Organizations with strong followership enjoy higher productivity, better risk management, and increased psychological safety

Organizations can develop stronger leaders by cultivating five followership capabilities:

Chamorro-Premuzic T. and Amy C. Edmondson, A.C. (2026)

- Active listening
- Prioritizing purpose over personal credit
- Reliable execution
- Critical dissent
- Coachability

These skills mobilize collective intelligence, reduce blind spots, build trust, and make others genuinely want to follow.

The four skill sets for Leaders:

Brown, Brene. (2018)

- **Rumbling with Vulnerability:** The foundational skill of leaning into difficult conversations and situations.
- **Living into Our Values:** Acting in alignment with core values.
- **Braving Trust:** Building and maintaining trust.
- **Learning to Rise:** Bouncing back from setbacks.

A Lesson in *Leading People* under *Many Contexts* Comes from Attachment Theory

"The Concept of Rupture and Repair."

- Describing the natural breaking (rupture) and restoring (repair) of connections in relationships.
- Crucial for building secure bonds, but applicable to all relationships.
- It involves acknowledging misalignments, taking responsibility, expressing empathy, and actively working to rebuild trust and understanding

Turning conflict into opportunities for deeper connection rather than damage

Poor leaders and managers fail to invest in their followers by not seeking understanding to learn. They do not provide clarity through vision, expectations, feedback, mentorship, and oversight.

THEY ARE:

- **Responsibility absent (not aware)**
- **Physically absent (never there)**
- **Emotionally absent (don't care)**

Results in bad outcomes (disorder)

I recite this quote almost every day

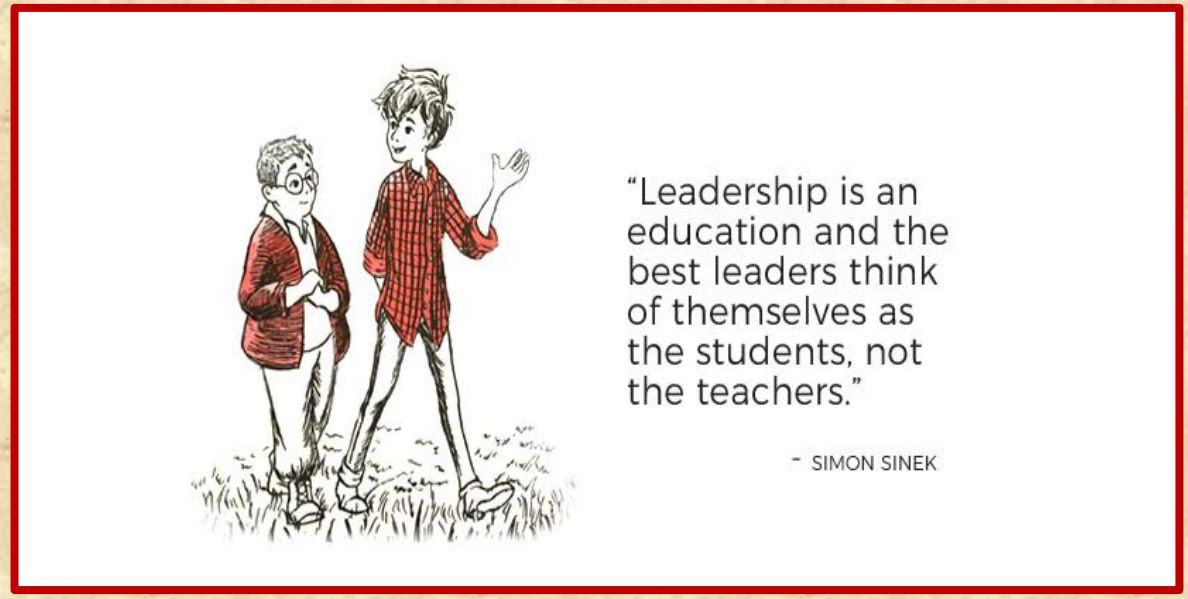


"A wise leader knows, understands, and sustains the self-discipline to be slow to speak and careful to think regarding issues, circumstances, and events in this dynamic world where **everything is complicated, complex, contextual, and nuanced.**"

Great Leaders are "Students of Leadership"

Simon Sinek

- **Like managing technology, they constantly upgrade their operating systems**
- They constantly read, research, and study to upgrade their skills and enhance their perspectives
- They strive to stay current to enable them to understand, adapt, and adjust to different context



This Class is about what we do

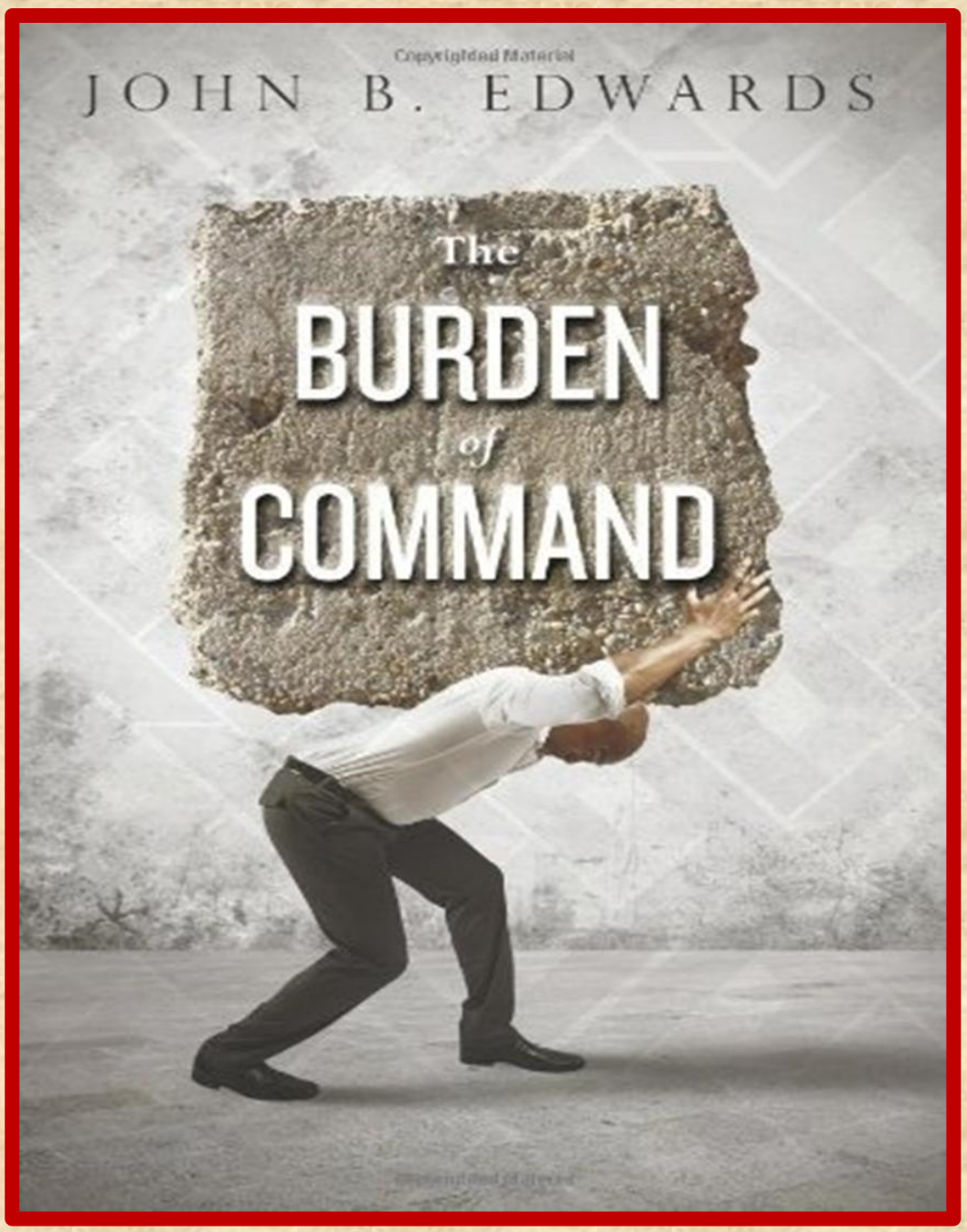
Where theory and practice are dynamically intertwined

- **Is based** on 47 years of practical and actual police experience blended into the most current academic study and empirical research
- **Its focus** is to interpret replicated leadership and management theory into the practical application to achieve effective results
- **Its goal** is to promote the professional growth and development of supervisors, managers, and executives in the contemporary law enforcement profession by providing the resources and principles from evidence-based practices



This course is evidence-based





" **Your Class Today.**

First, how we understand Leadership and management in the contemporary workplace.

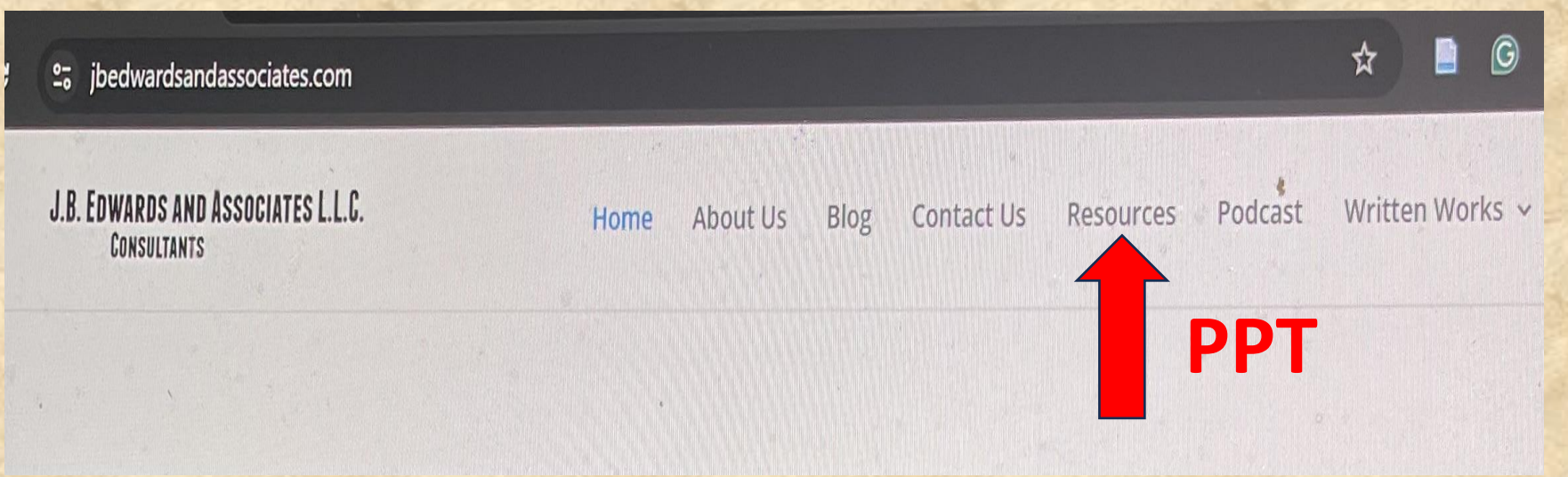
Then the five burdens

- Self-awareness
- Competence
- Servant-hood
- Communication
- Management

This PPT will have many slides. I lecture on many, and others are for reference material.

https://jbedwardsandassociates.com

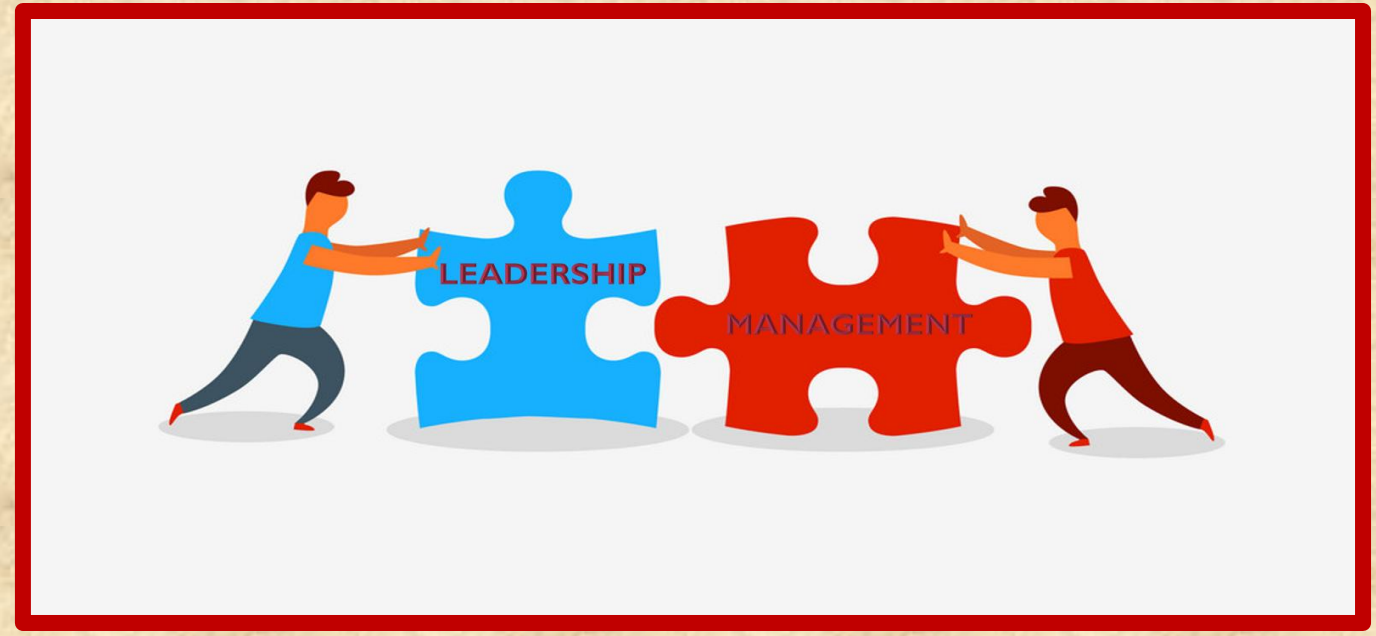
The PowerPoint Slides can be downloaded to your phone or laptop



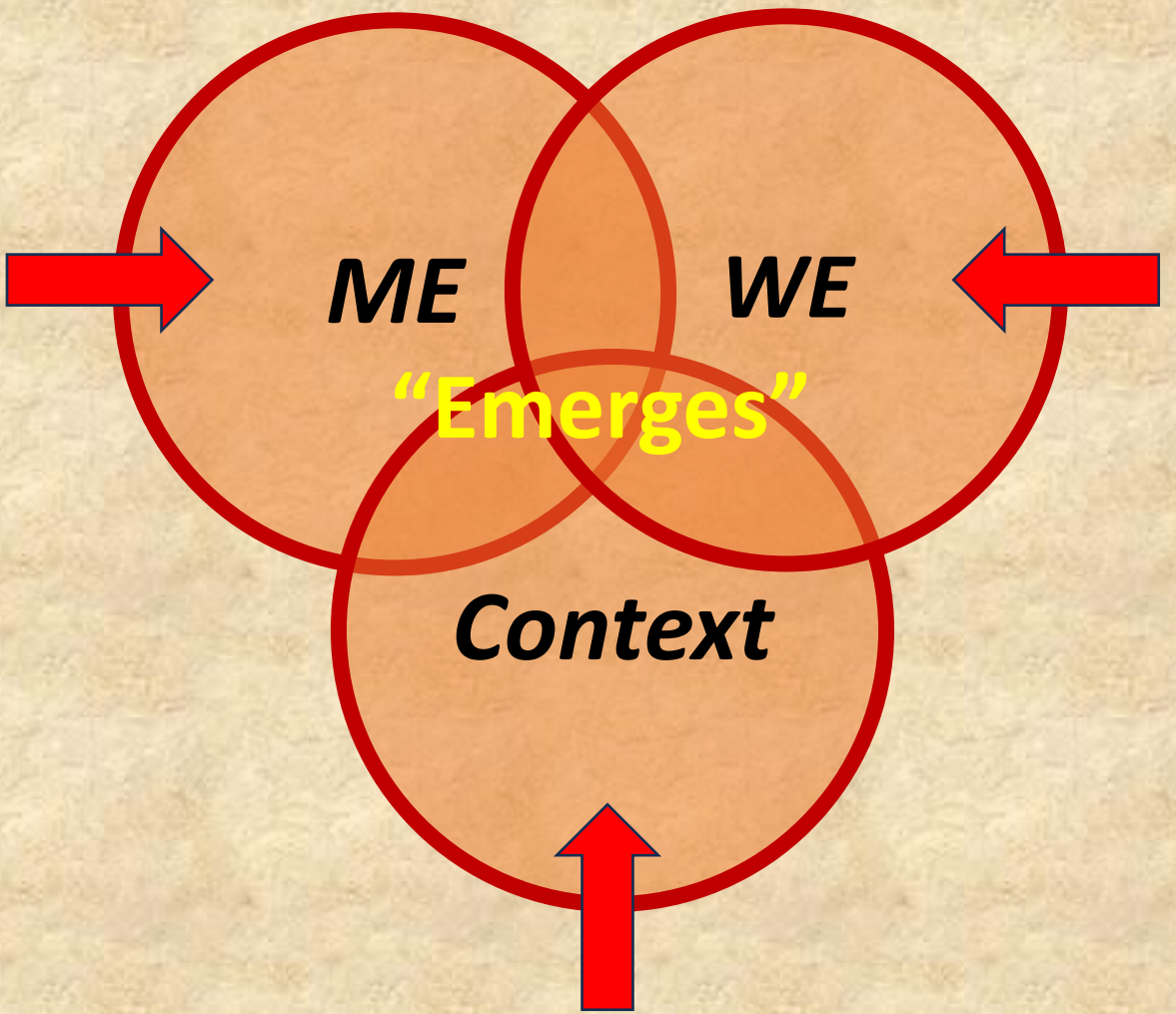
INTRODUCTION BEFORE THE FIVE BURDENS

Leadership and Management Theory Basics

Foundations and Architecture



The Triad of Leadership "Emerges" through three (3) Interconnected and Interrelated Domains



3 Domains where Leadership Emerges

Ibrahim, L. Y. (2016).

External Factors	Internal Factors	Leadership Role
Coming from people and situations	Stemming from within the leader	Arising from the nature of the leadership role

Leadership is…

A process

Of influencing a person or group dynamics

In a way that motivates them to the desired outcome

Haslam, (2004); Smith, (1995); Rost, (2008)

Three (3) Critical Perspectives

Reicher, S.D., Platow, M.J and Haslam, S.A. (2007)

- Leadership can never be just about leaders
- Leadership should focus on power through people, not power over people
- ***Leadership is never about "ME" it is always about "US"***

“As a member of the social species, success is not the ability go alone. Success is measured by being someone on who others can depend.”

John T. Cacioppo

“From hunting a mammoth to building the atom bomb human cooperation must occur to accomplish all the things and motivation through story telling is critical.”

Yuval Noah Harari

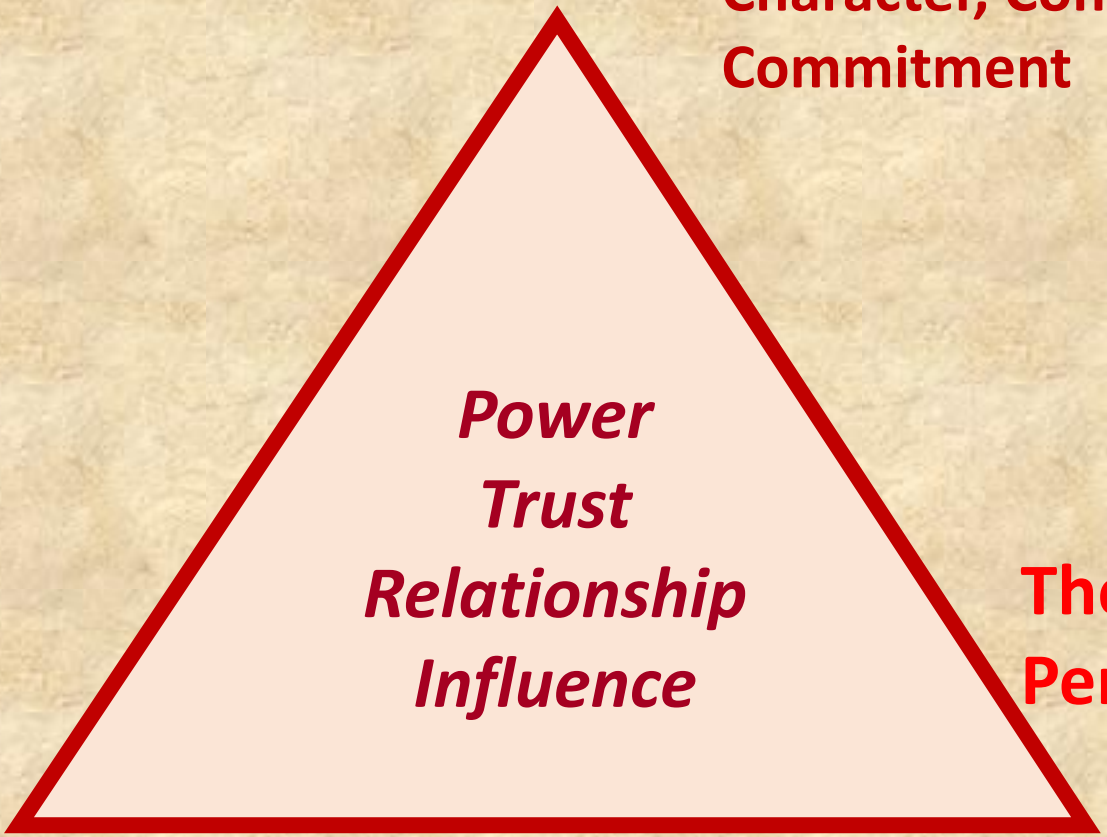
Leadership is power through, not over people

The Triad of Leadership

The ME

Leaders Perspective

Character, Competence, Commitment



The WE

Followers

Perspective

The CONTEXT

Perspective

Individual Identity, Voice, Social Identity, Organizational Justice

Situations and Circumstances

The key is understanding the dynamic and evolving mix and how to leverage power.

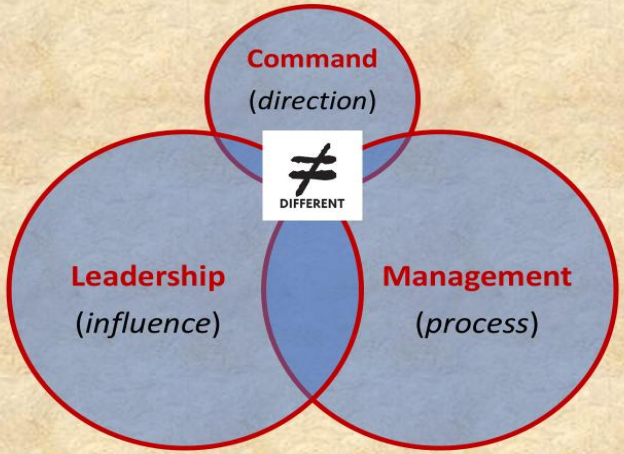


Figure 1.2 Functions of Management and Leadership

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

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

Trifecta of Management



Management is…

- Organization
- Planning
- Staffing
- Directing
- Controlling

Three Main Processes in Leadership and Management

Adapted From Organizational behavior: Managing people and organizations
Griffin, Phillips & Gully, (2016).

- Individual processes
- Interpersonal processes
- Organizational processes

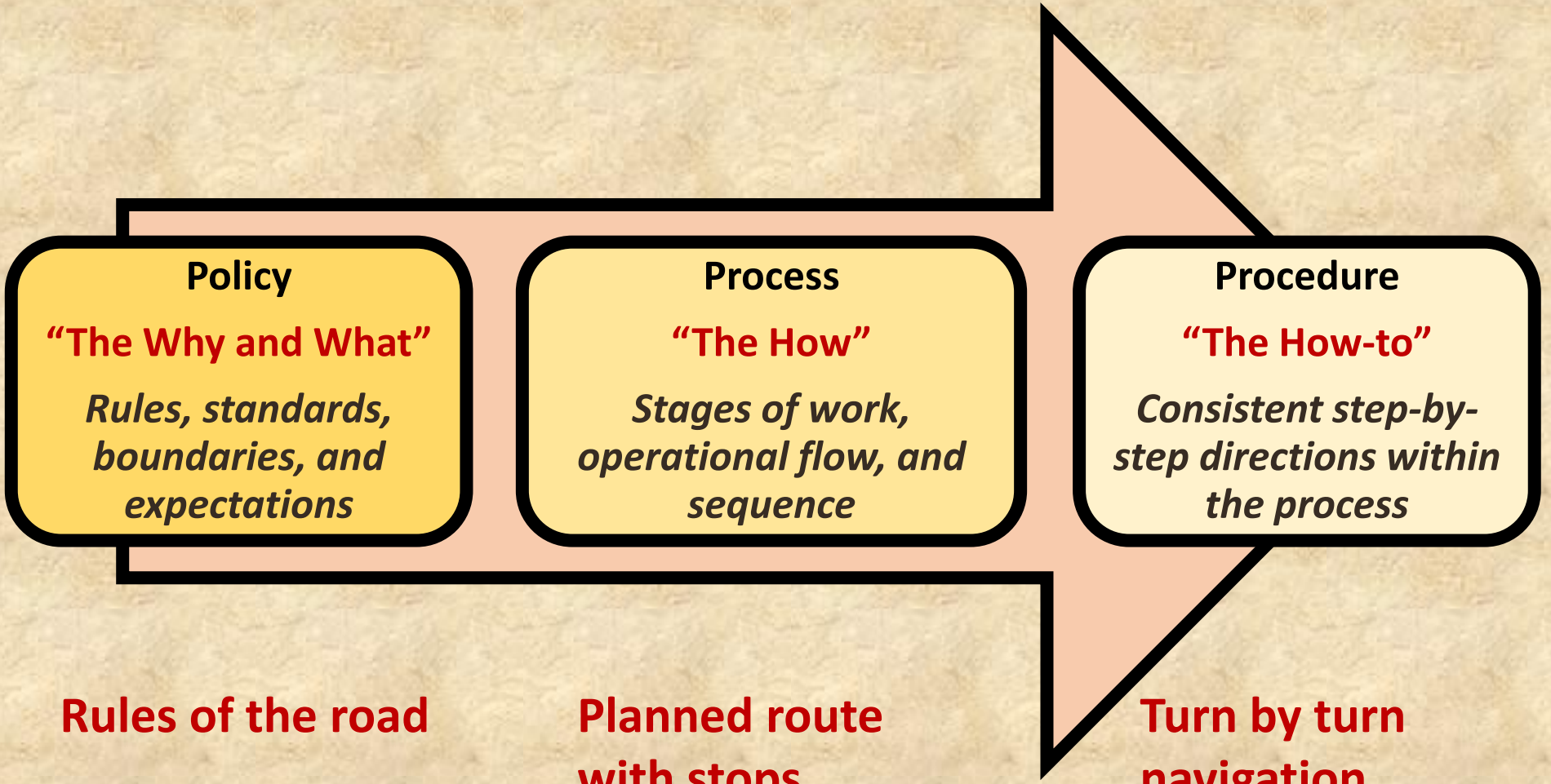


The Prism

Policy = authority and intent

Process = structure and responsibility

Procedure = consistency and repeatability



Rules of the road

Planned route with stops

Turn by turn navigation instructions

“Outcomes are a distraction.”

“Focusing on the process of what you have to do to get the outcome is the most important thing that you need to do.”





Adam Grant
@AdamMGrant

The best way to improve is not to focus on results. It's to focus on habits.

27 studies: Behavior change goals are 3x more effective than outcome goals in boosting performance. Growth depends on altering the actions we can control.

A key to progress is concentrating on process.

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."

Mission Clarity

Brown, B. (2025)

- The structure and freedom paradox is navigated best through high-value and high-impact communication to help people find meaning and make valuable connections.
- **What overwhelms and destabilizes people is not knowing the full context in which they're working.**
- When separated from the big picture, we get small and become territorial.

Everybody on your team ought to be able to draw a straight line from what they're doing to the larger context in the organization that they don't see every day

EFFECTS OF MISSION CREEP

- Distracted mission focus
- Misuse of resources
- Reduced impact & effectiveness
- Loss of stakeholder trust & support

- **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

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

Three Key Operational Perspectives

- Standards of good practice
- Metacognition and understanding context
- Proactive and anticipative management

Three systematic reviews covering the period 1992–2023 examine why scholarly knowledge of effective police leadership remains limited.

Cathrine Filstad, Tom Karp & Anne Rød (2025)

- **Most of these are leader-centric and tend to uncritically echo the conventional literature, focusing on police leaders` traits and styles as independent of context and practice.**
- The collective and relational nature of police leadership, which is understood to be a co-production involving leaders and followers, is under-researched.

Police Leaders

Filstad, C. Karp, T. and Rod, A. (2025)

- Navigate a landscape marked by substantial, diverse, and complex challenges
- These include crime prevention, crisis management, inter-agency collaboration, and community relations.
- The current climate of heightened scrutiny and demands for reform have underscored the importance of effective leadership within law enforcement agencies.

- Police leadership now goes beyond personnel and resource management

It requires the strategic, ethical, and interpersonal competencies that are essential for the maintenance of public order and safety.

- Meanwhile, the context of policing, (e.g. societal changes, legal developments, technological advancements, and cultural shifts) is also evolving

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:

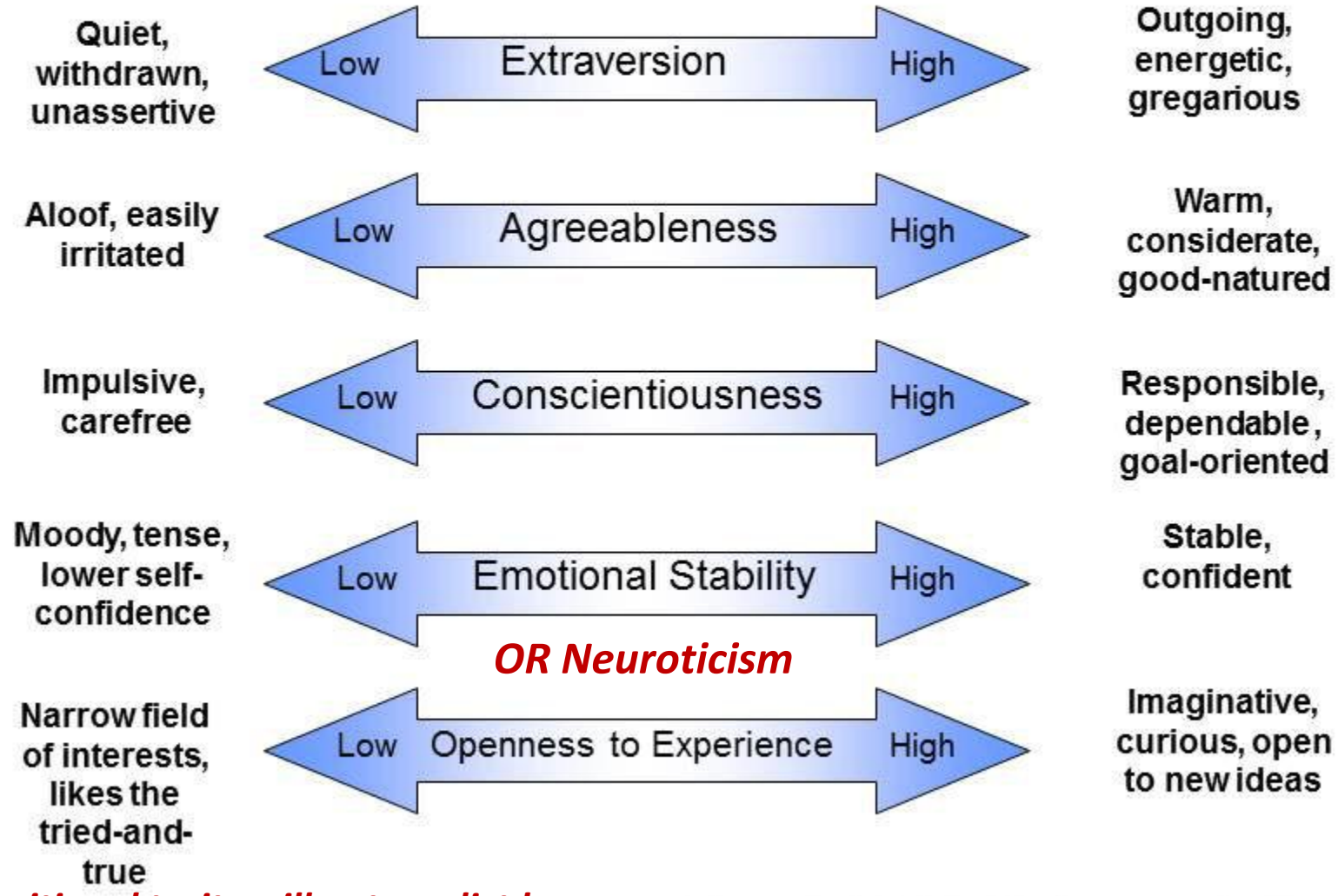
- Acquire a more developmental mindset, (as opposed to a fixed mindset)
- Understand and develop their foundational traits in leadership capacities
- Increase situational flexibility and awareness

The Me



The Big Five Personality Dimensions

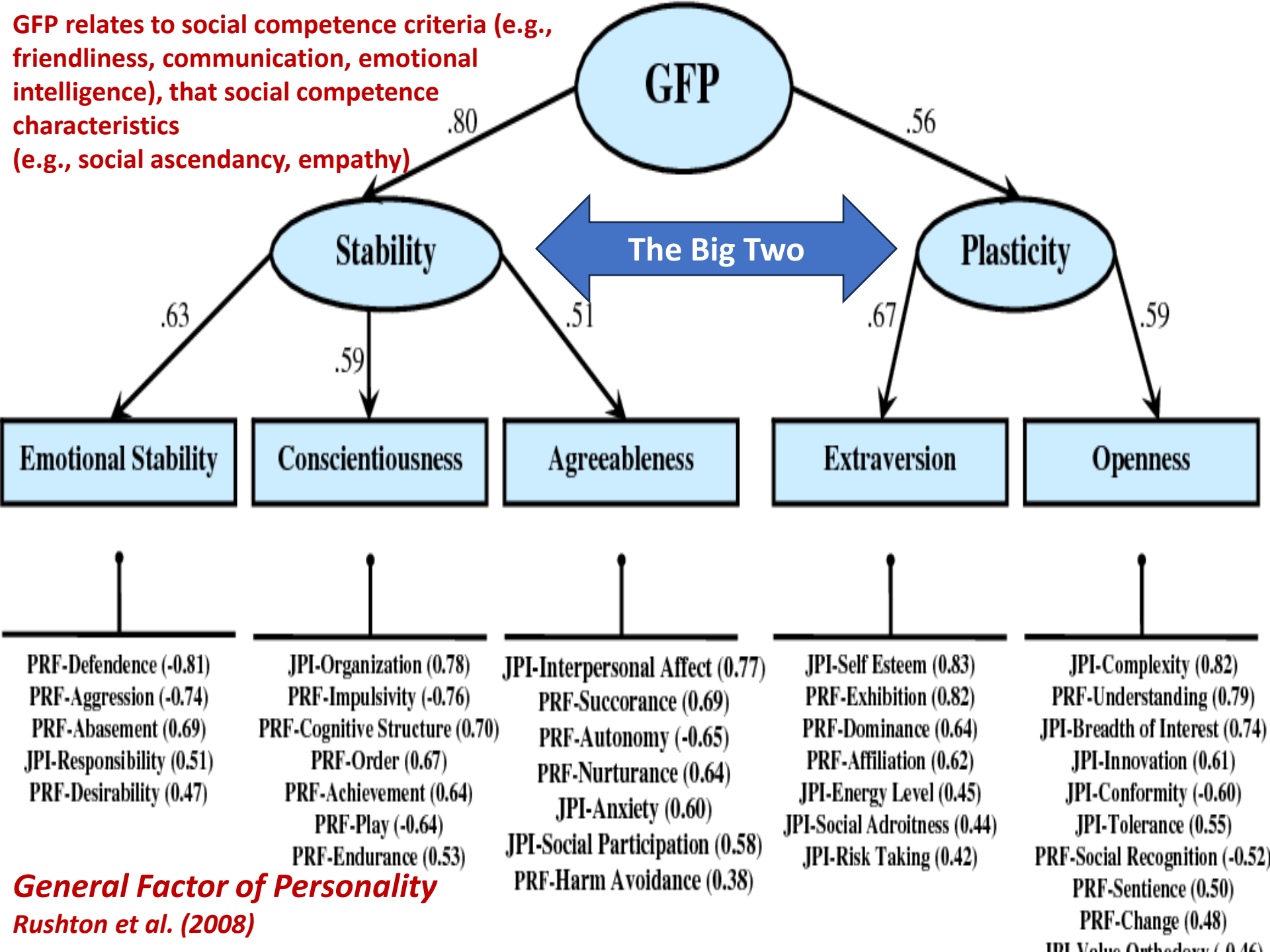
The most basic difference between traits and values is that traits are descriptive variables whereas values are motivational variables



Dispositional traits will not predict how someone will be under different context

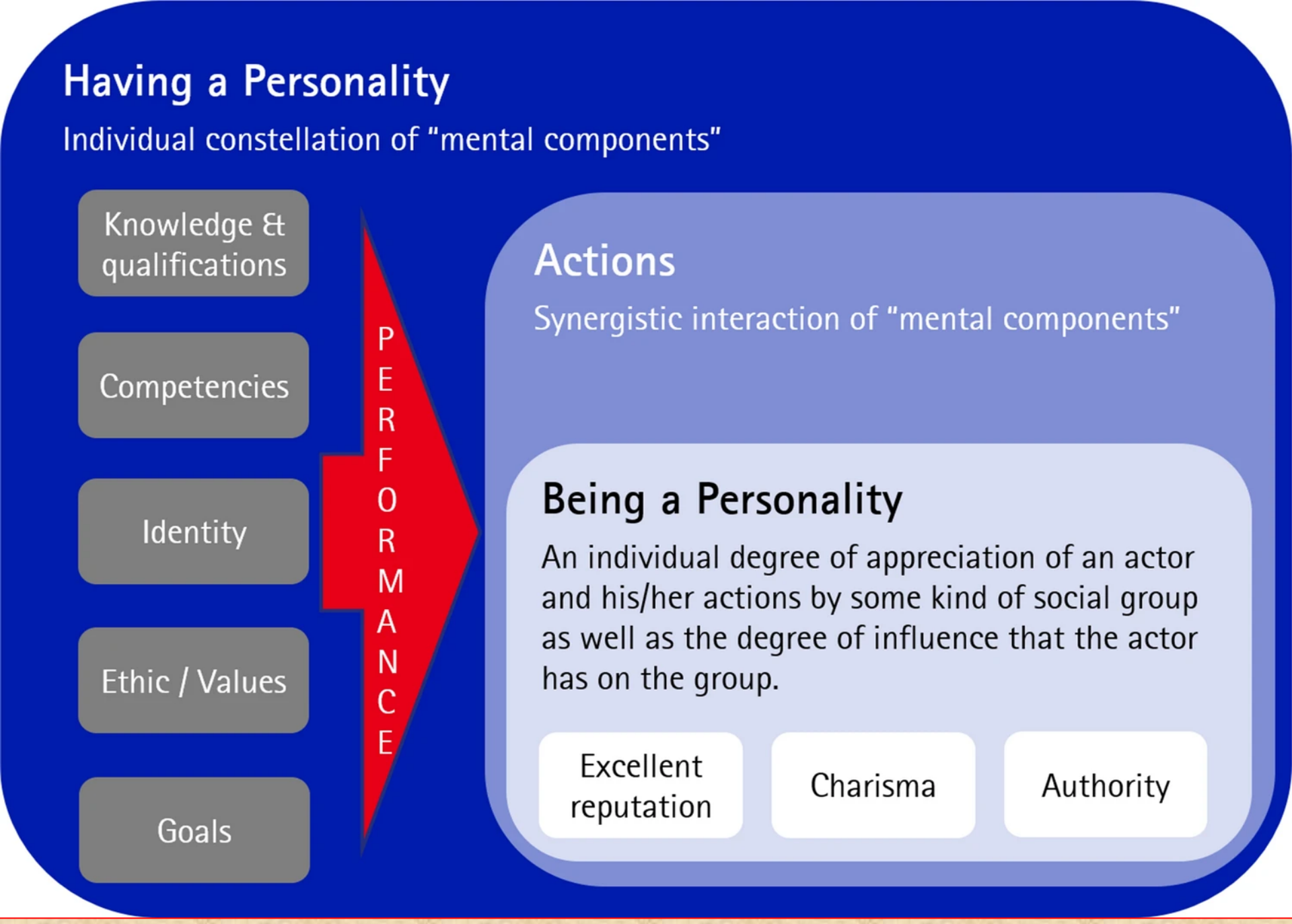
(Tupes & Christal, 1961, as cited by Daft, 2007)

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



General Factor of Personality

Rushton et al. (2008)



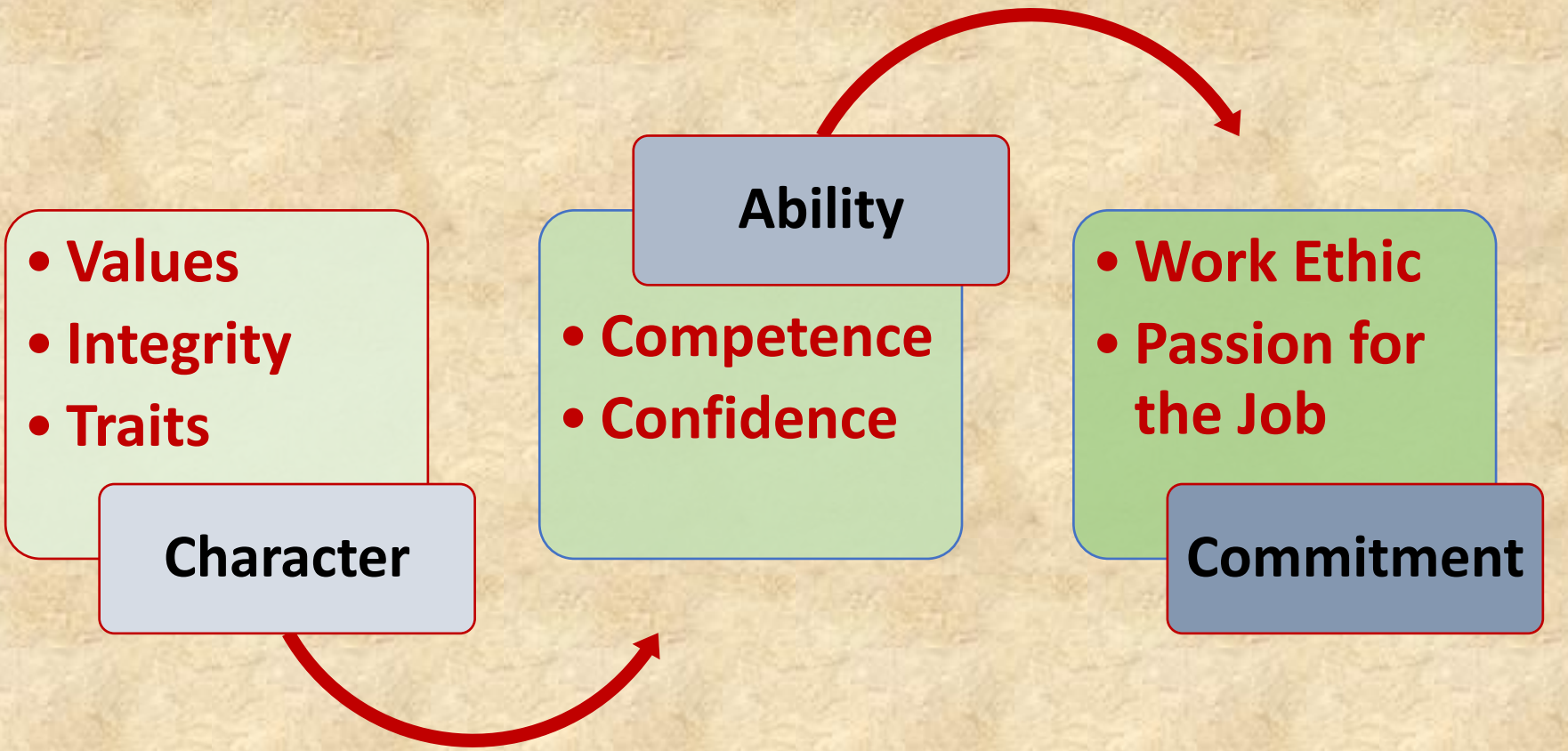
Faix and Mergenthaler, (2013), and Mergenthaler, (2017)

Critical to Understand

- Leaders aren't given crowns through coronation, investitures, inaugurations, or enthronements.
- **Leaders ARE NOT ENTITILED (Rank is not a gift)**
- Leaders are delegated responsibility from higher order to see to the standards, vision, mission, roles, and responsibilities of the agency AND care of their people
- Leaders are accountable to the rule of law, their commander, and the people under their charge

Leadership "EMERGES" through the people and the circumstances at the time, then develops influence through "TRUST"

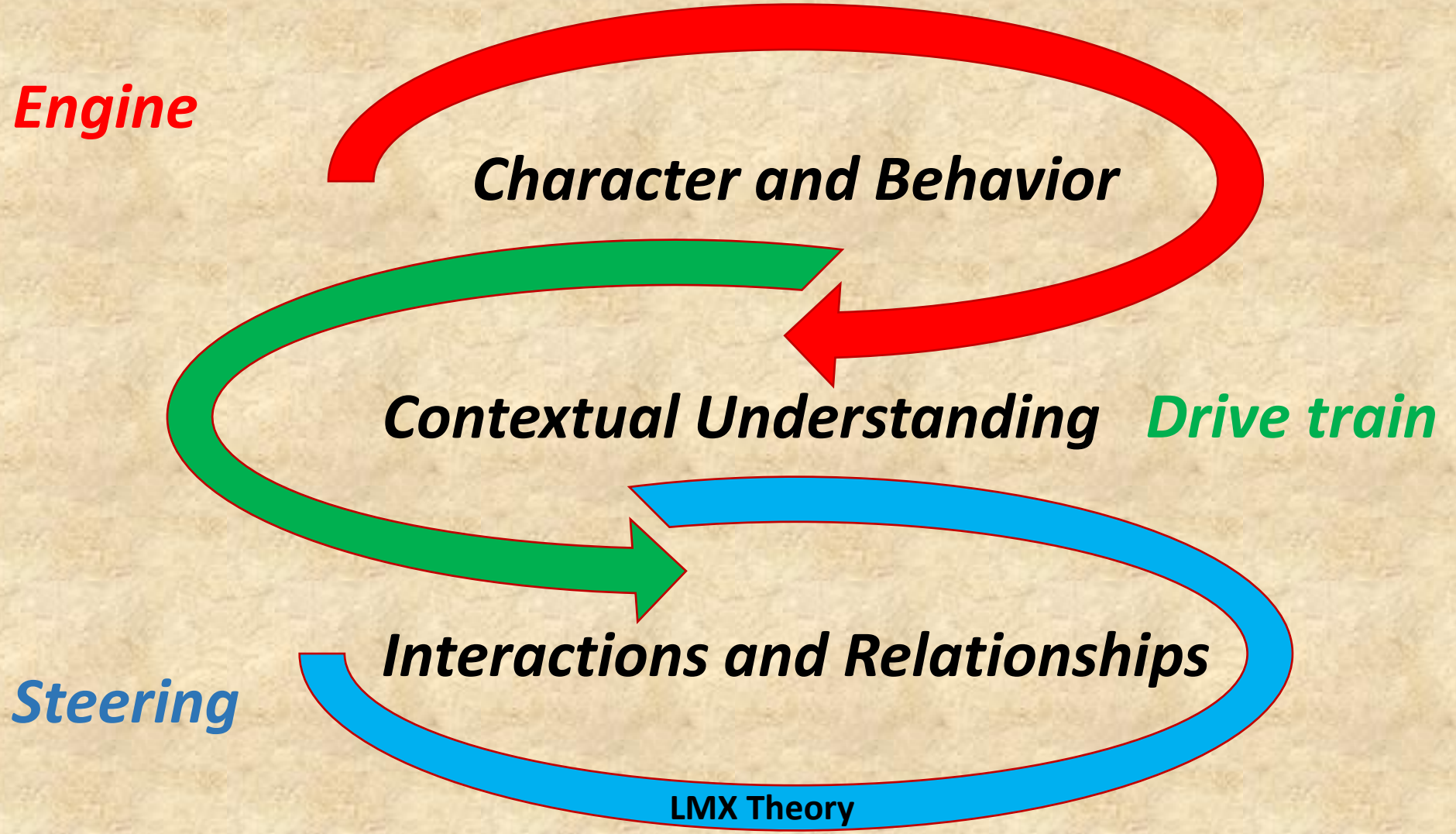
The three (3) big requirements for a leader to shape culture



Three (3) Interrelated Dimensions

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

Edwards, (2024)



Five important characteristics that managers and supervisors need to maintain a good culture

They embrace and practice:

- **Respect:** See value and dignity in everyone, demonstrate civility, thoughtful candor, genuine care, and concern for others (*Value over Devalue*)
- **Curiosity:** Be unsettled enough in our assumptions to be interested in others' views *(Curiosity over Judgment)*
- **Humility:** Know we don't know it all. Acknowledge our mistakes and learn from them. *(active open-mindedness)*
- **Sustain a growth mindset:** Where they strive to constantly research, listen, and learn their craft within the operational realities in which they work *(Competence/confidence)*
- **Empathy:** See the world through the eyes of others *(perspective taking and care)*

People are seen, known, and valued

Other focus versus self focus

How we…



See



Think



Feel

How we leverage power matters.

Gaining power reduces empathy and perspective-taking.

- **Reduced Dependency** (distance from others grows)
- **Attention Narrows** (a lot on your mind)
- **Entourage Effect** (leaders are told what they want to hear to smooth over discomfort to create a distorted reality)
- **Attribution Shift** (leaders attribute success to their own qualities and failure to others' shortcomings)

➢ ***Power doesn't corrupt empathy through bad intention.*** It does it through structural distance, cognitive narrowing, reduced dependency, and social insulation — mostly invisibly, mostly gradually.

The leaders who stay empathetic treat it like a discipline, not a personality trait. They build systems and habits that force them back into contact with human reality — because the institution, left to itself, will slowly pull them away from it.

Empathy in leadership is predominantly associated with positive outcomes, justifying its relevance.

A systematic review of the literature

Muss, C., Tüxen, D., & Fürstenau, B. (2025)

- Empathetic leaders can influence affect and attitudes.
- Being an empathetic leader may also encourage others to show empathy.
- Empathetic leaders can have an impact on equity in the workplace, interpersonal relationships, and leadership practices.
- Empathetic leaders can change perceptions and influence performance.
- Studies also attribute an influence on well-being to empathetic leaders

The usage of the “perspective-taking” and “empathic concern” is particularly notable.

Leadership "Base line" Mindset

Empathy and Perspective taking



Competence and Confidence *Metacognition*

Courage to leverage power with vulnerability, virtue, respect, care, and fairness.

Empathy and Emotional Intelligence work to minimize the negative sides of "the Human Condition" to enhance the positive

Ego = Judgement

Humility = Curiosity

A Humble Leadership Mindset is Crucial

It is defined by the following characteristics

- **Self-awareness -** knowing one's own strengths, weaknesses and limitations.
- **Appreciation of others -** recognizing and valuing the unique contributions of team members.
- **Openness to learning -** demonstrating teachability and receptiveness to new ideas and perspectives.

- **Low self-focus -** maintaining a modest view of oneself and one's accomplishments.
- **The ability to admit mistakes.**
- **Seek genuine feedback for their own development.**
- **Maintain a focus on the greater good rather than personal advancement**

The Paradoxical and Complex Nature of Leadership

- **Power over versus power with:** (domination and control, versus collaboration and empowerment)
- **Authority versus humility:** (Knowing and responsibility versus not knowing and delegation)
- **Stability versus adaptability:** (Structure that crystallizes into bureaucracy versus adjusting to flexibility in the face of change or uncertainty)
- **Performance versus belonging:** (Outcomes and effectiveness versus relationship, psychological safety, organizational justice, and trust)

Leaders who play to win versus Leaders who play not to lose

Brown, B. (2025)

- **Leaders who play to win** operate from a place of abundance and courage. **(confident humility, other-focused)**
  - They're willing to take risks, be vulnerable, and lean into uncertainty.
  - They set bold goals, invite honest feedback, and are comfortable with discomfort because they're focused on growth and possibility.
- **Leaders who play not to lose** are driven by fear and scarcity. **(Ego and hubris, self-focus)**
  - Their primary goal is to avoid failure, criticism, or embarrassment — so they play it safe, avoid hard conversations, and protect themselves from vulnerability.

Courageous Leadership is made up of four elements

Brown, B. (2018)

- Being grounded and clear in your values.
- Your behavior is aligned with those values.
- Being able to maintain your integrity and remain in a state of vulnerability. (*uncertainty, risk, and exposure*).
- Know when you're in it and not armor up.

The Importance of Vulnerability

Brown, B. (2018)

Vulnerability is very simply defined as the *emotions you feel when you experience*:

- ✓ **Uncertainty**
- ✓ **Risk**
- ✓ **Emotional exposure**

Leader vulnerability is the affect or emotion we feel in times of great uncertainty, risk, and - (when) an emotional exposure means I put myself out there

The ultimate purpose of being vulnerable is to give us "space" to invite thoughts and insights from subordinates, stakeholders, and peers, which, in turn, builds trust.

Courage is born out of vulnerability, not strength.

- Vulnerability is important in leadership because it builds trust, fosters creativity, and improves performance
- It creates psychological safety, rather than using "armor" like perfectionism or cynicism to *mask emotional exposure.*

Leaders who embrace vulnerability can have courageous conversations, ask for and give feedback, and model authenticity, which is crucial for true innovation and connection within a team.

- The more comfortable, open, truthful, and authentic the leader is, the more people open up to them—and the more respect and valuable input they get from others.
- Being vulnerable creates a space for leaders to let others into their heads.
- Demonstrating that you can be emotionally vulnerable permits others to be vulnerable too.

It creates the space for curiosity and thoughtfulness

As leaders, we often have a predisposition to defend against criticism

- You can't tie your identity to your ideas.
- Lack of context makes us shallow and less informed.
- Reduction of complexity gets us into trouble.
- Assumptions can be the gateway to disaster.
- Be open to correction and take criticism seriously.

Armored Leadership (Self-Protection)

- **Perfectionism and Fear of Failure:** Avoiding mistakes at all costs.
- **Know-it-all Attitude:** Pretending to have all answers to avoid feeling vulnerable.
- **Blame and Cynicism:** Using shame or blaming others to manage, rather than taking accountability.
- **Withholding Recognition:** Fearing that acknowledging others diminishes self.
- **Avoiding Tough Conversations:** Masking fear with defensiveness or ignoring issues.
- **Leading by Fear/Control:** Top-down, micromanagement, and scarcity-based cultures.

Daring Leadership (Vulnerability)

- **Rumbling with Vulnerability:** Leaning into discomfort rather than avoiding it.
- **Being a Learner:** Admitting "I don't know" and embracing growth.
- **Accountability and Empathy:** Taking ownership and giving clear, kind feedback.
- **Cultivating Belonging:** Creating inclusive cultures rather than requiring "fitting in".
- **Leading Strategically:** Proactive, transparent communication and embracing change.
- **Self-Compassion:** Practicing kindness toward oneself to navigate setbacks.

Brown, B. (2018)

Replace Armor with a "Grounded Confidence."

Brown, B. (2025)

- **Self-awareness**
- **Mindfulness** (non-judgmental awareness of the present moment)
- **Metacognition** (the active, analytical process of thinking about your thinking)
- **Emotional Intelligence** (the ability to recognize, understand, and manage your own emotions, as well as influence the emotions of others)
- **Systems thinking** (how individual parts of a system interact and influence one another within the whole)

Grounded Confidence

Brown, B. (2025)

- A brand of confidence that is built not on arrogance or postering
- Developed on the solid ground of self-awareness, courage, and practice.
- Grounded competence is accepting and embracing learning and unlearning, with practicing and failing.

At its core, it is driven by discipline and the joy of mastery.

Contemporary leaders must use "Grounded Confidence" with these abilities that ***work together*** effectively.

Brown, B. (2025)

- Anticipatory awareness
- Self-awareness
- Situational awareness
- Temporal awareness
- Strategic thinking
- Systems thinking



Systems Thinking

Brown, B. (2025)

- Seen through the lens of organizational leadership, emotional regulation, and human connection.
- Understanding how personal, team, and cultural systems interact is critical for navigating complexity.
- Rather than acting in silos, leaders must ensure their boundaries remain permeable to allow feedback to flow.
- When systems shut down due to fear or complexity, they become self-referencing, leading to atrophy and isolation.

Navigating uncertainty and complexity requires leaders to resist panic-based scarcity thinking, and make thoughtful, more strategic choices.

- Systems thinking in high-stress environments requires creating a "pause" to consider the holistic impact of your decisions rather than reacting immediately.

Between stimulus and response, there is a space. In that space is the power of choice.

- Provides the ability to step back, assess the moving parts of the system, and anticipate the long-term consequences of current actions over time.

Leaders must be highly aware of their own hidden assumptions and mental models that might be unintentionally restricting the larger organizational system analysis

Information gaps, confirmation bias, and time constraints can lead to assumptions

- When a leader makes assumptions without asking, it often leads to misunderstandings, damaged trust, and lowered engagement.

✓ **Pause and audit:** assumptions by asking, *"What do I think I know, and what can I ask to gain clarity?“*

✓ **Clarify with Curiosity:** Replace assumptions with open-ended questions. (e.g., *"What is your perspective on this situation?"*)

✓ **Check for Alignment:** Over-communicate expectations and ask the subordinate/team to summarize their understanding

Holding Paradox (contradictions) and Managing Tension in a Leader's Thought Process

- **Paradox:** two opposites co-existing.
- Managing the tension to hold both in mind to provide the space to consider both "*AND*."
- Rather than defaulting to choosing either "*Or*" as a core leadership skill.

- **It requires "Just manageable difficulty."**

➢ Pushes right against the edge of your current abilities—challenging enough to keep you engaged, but not so hard that it overwhelms or frustrates you.

"The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time, and still retain the ability to function."

F. Scott Fitzgerald (1936)

Paradox involves two apparent opposites, but the point isn't merely their coexistence

— It's that holding them together transforms your understanding, moving you from either/or thinking into something deeper.

Effective leaders and personal values

Brown, B. & Grant, A. (2026)

- Values are worthless without action to “operationalize” them into behaviors.
- Leaders need to install “indicator lights” that help them realize when their actions are out of alignment with their values.
- Identifying these values offers "strong ground" or a "compass" to act from during uncertain or challenging times.
- Values are not just principles, but what you are willing to sacrifice for.

Values (The Compass): These are the ideals, principles, and standards you prioritize (e.g., honesty, freedom, success).

They are cognitive beliefs you hold about what is important in life.



10 Core Values that Influence our Behavior

J. Koehler, (2023)

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

Value's important dual function

"Grounding and Alignment"

Brown, B. (2025)

Being grounded and aligned in values is crucial because it acts as an internal compass

- ✓Provides stability in uncertainty
- ✓Promotes perception, attitude, and decision-making aligned with your values
- ✓Opens your eyes, head, and heart to virtue
- ✓Causes you to default to those values OR Creates guilt "outside" those values

This alignment fosters emotional, mental, and ethical strength, providing leaders with the insight, conscience, and courage to navigate challenges and uncertainty with conviction.

How you feel can be your barometer as a Leader *"If you have Values"*

Values minus discipline and accountability mean nothing

- Values that are operationalized and you hold yourself accountable to are important
- Values alone, are just words
- Like faith without works

When your operating outside of your values you feel bad or ashamed

The Four Cardinal Virtues

Plato, the Republic: Book IV, 426-435

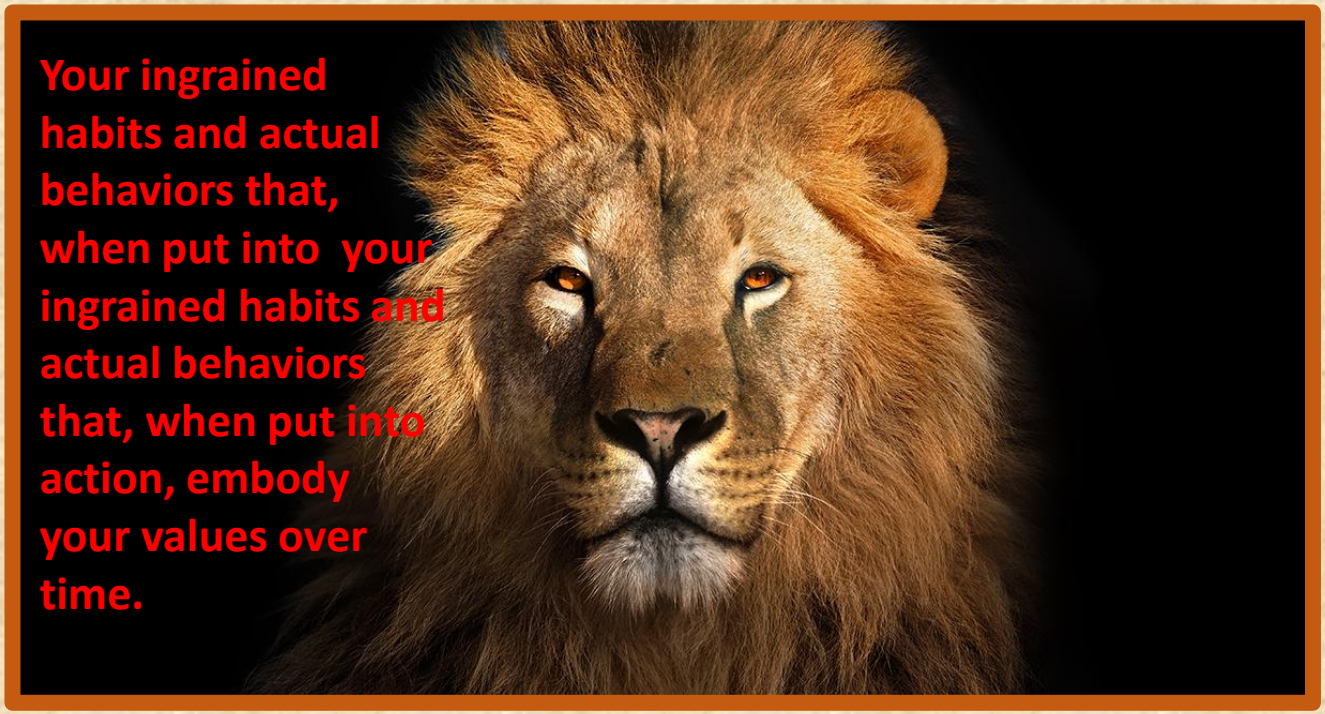
- **Prudence** is "practical wisdom" the right reason applied to thinking (*deliberation, judgment, and command*)
- **Temperance** the dual practice of dignity and moderation (*inner practice*) with self-discipline (*outer practice*) so as not being enslaved or act on your desires.
- **Fortitude** translates into courage (*endurance and moving forward in uncertainty, vulnerability, or fear*)
- **Justice** is rightly ordered relationships (*that is constant and perpetual to render to each their due*)



Virtues (Character)

“Fortitude (*Courage*) is not simply one of the virtues but the form of every virtue at the testing point, which means at the point of highest reality. ”

C.S. Lewis



Virtues like prudence, justice, fortitude, and temperance have little meaning if they are abandoned when it is risky or costly to practice them

Managerial Courage emerges from self-emotion which acts as a "motivational force"—the power and energy—to do the proper thing in order to avoid the improper

Wan, K.E. (2017)

Two kinds of managerial courage:

- **The Courage to Act:** is identified through participants' use of action verbs such as *decide, act, promote, affront, confront, impose*, and *move ahead*
- **The Courage to be:** in control of your emotions, objective, self-aware, tenacious, responsible, fair, and consistent

Three facilitators were found to be ego strength, self-confidence, and support

Adapted from: Harbour, M. and Kisfalvi, V. (2014)

Facets of managerial courage include:

- Being able to make tough decisions, when necessary, even if they are unpopular.
- Providing honest and constructive feedback to employees, which may involve addressing poor performance issues or propose improvements

Holding People Accountable

NOT WALK PAST POOR PERFORMANCE OR CONDUCT

- Advocating for what is right, such as voicing concerns and challenging unethical behavior or organizational practices.
- Taking responsibility for mistakes and failures rather than shifting blame.

Moral Courage

- **Moral courage:** is "the behavioral expression of authenticity in the face of the discomfort of dissension, disapproval, or rejection" (Lopez et al., 2010, p. 23).
- It requires "the willingness to speak up or take action…for oneself as well as for others" (Bronstein, Fox, Kamon, & Knolls, 2007, p. 661).
- Moral courage "compels or allows an individual to do what he or she believes is right, despite fear of social or economic consequences" (Peterson & Seligman, 2004, p. 216).

It contributes to consistency between moral intentions and behavior

Four categories of morally courageous acts:

Witt, N., & Tanner, C. (2025)

- Challenging misconduct of others
- Opposing unethical orders [speaking to power]
- Confessing mistakes
- Initiating positive changes

Essential elements of moral courage, reflecting both reactive and proactive behaviors

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

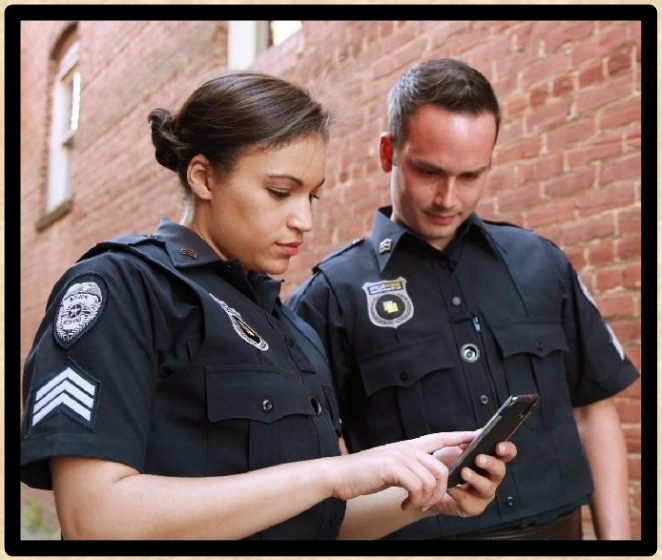
Attitudes, Conduct, and Performance

If you turn a blind eye toward poor behavior, you endorse and reinforce it.

AND adversely impact everyone else…

Virtues as a Guide and a Guardrail for Our Practices and Habits

- Human vices, “just happen” we often default to our self-concerns or our rathers
- Virtues make us pause, have “secondary thoughts” regarding “what’s right” and “our self-control”

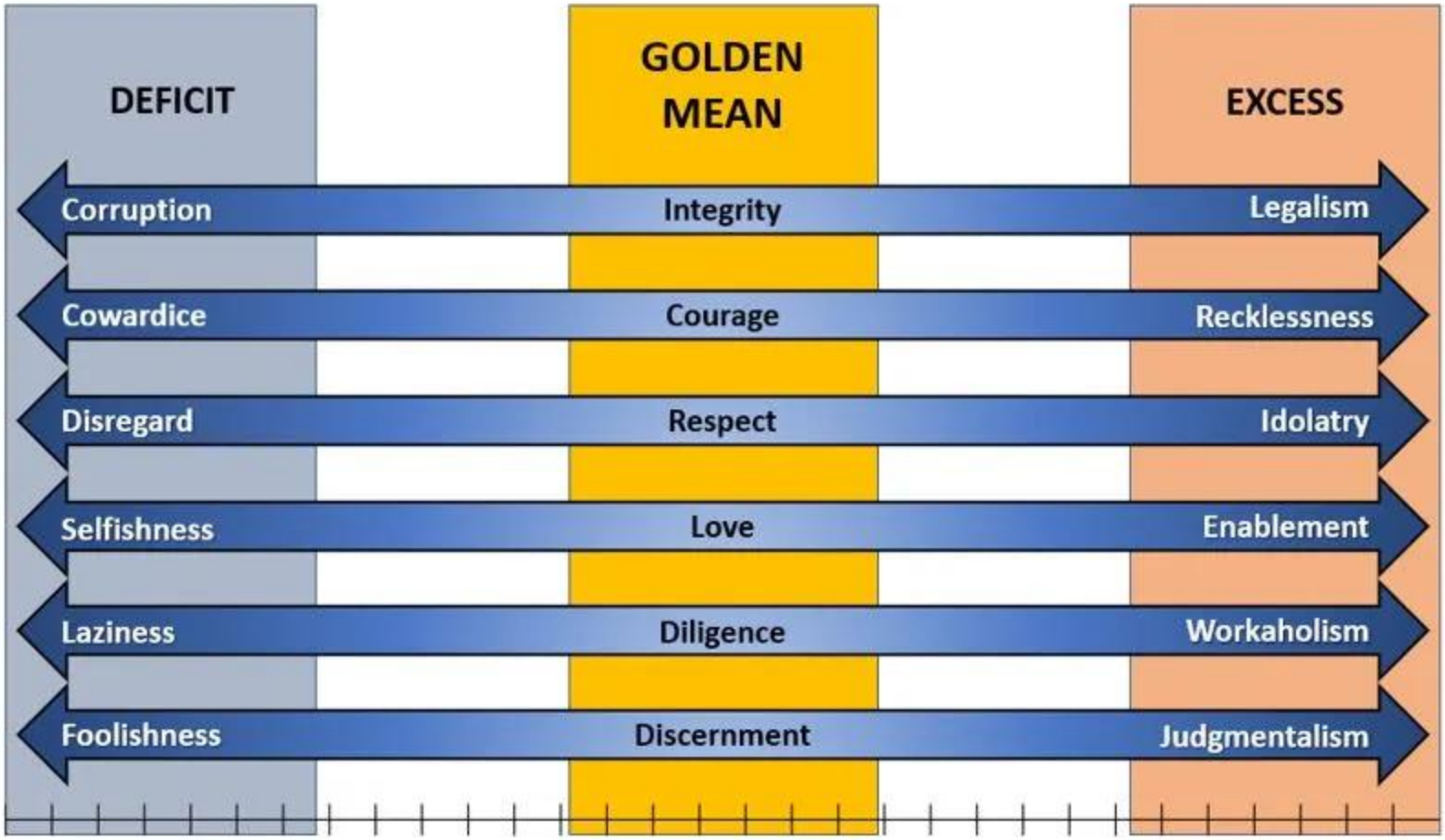




Understanding Principled Leadership



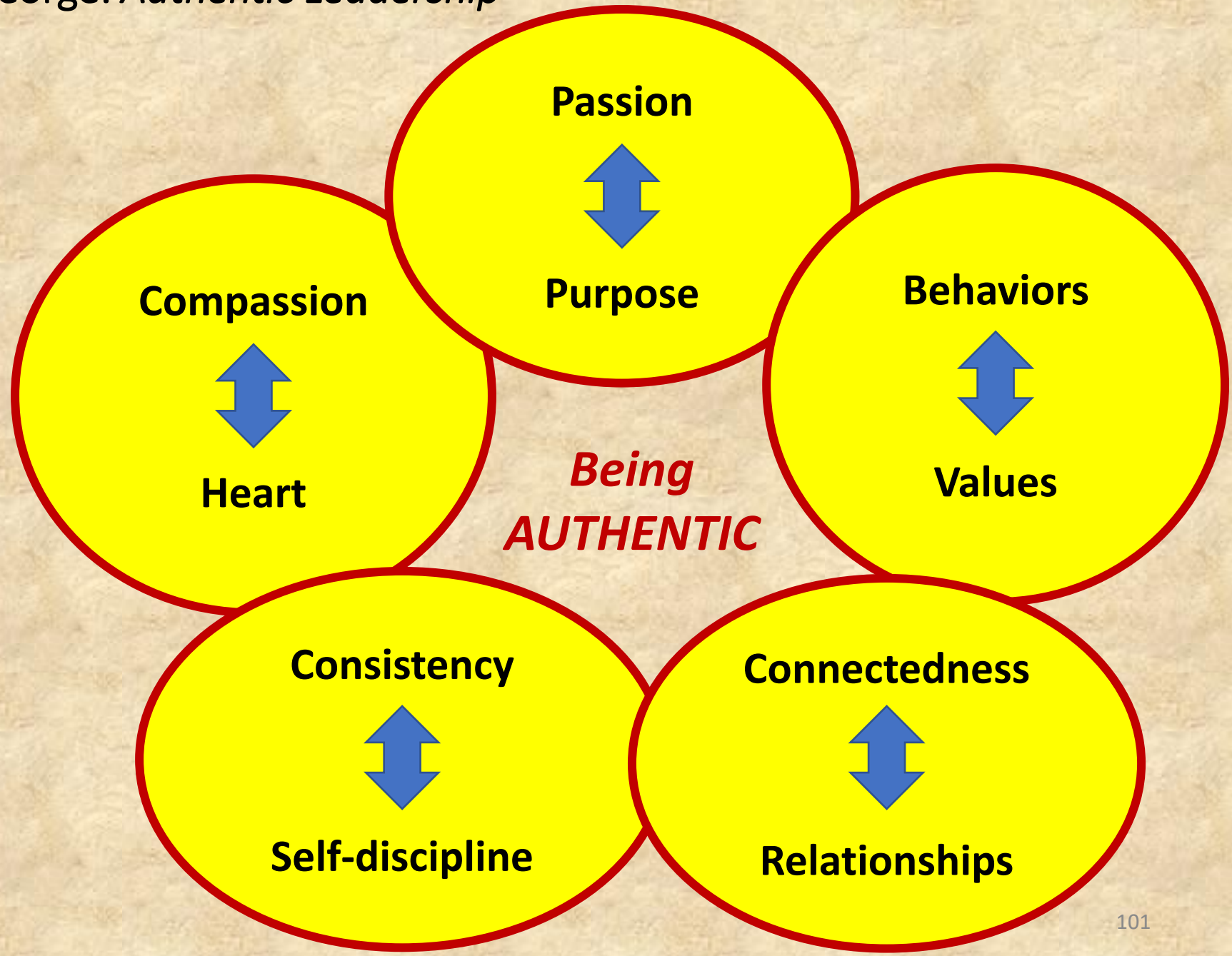
THE VIRTUE CONTINUUM



After Aristotle, and Jim Lanctot

CHARACTER DIMENSION	DEFICIENT VICE	VIRTUE	EXCESS VICE
Accountability	Deflects	Takes ownership	Can't delegate
	Unaccepting of consequences	Accepts consequences	Burdened
	Negligent	Conscientious	Obsessive
	Irresponsible	Responsible	Controlling
Collaboration	Self-centered	Cooperative	Conflict avoidant
	Confrontational	Collegial	People-pleasing
	Narrow-minded	Open-minded	Abstract
	Inflexible	Flexible	Compliant
	Disconnected	Interconnected	Can't discern boundaries
Integrity	Fake	Authentic	Uncompromising
	Untruthful	Candid	Belligerent
	Manipulative	Transparent	Indiscriminate
	Unprincipled	Principled	Dogmatic
	Inconsistent	Consistent	Rigid

Bill George: *Authentic Leadership*



Paul's Explanation of Christian Love Provides a Blueprint Corroborated by Science

1 Corinthians 13.

- **Patient:** not quick-tempered, irritable, or resentful
- **Kind:** selfless and involves truth-telling, fortitude, constancy, and tolerance
- **Non-envious:** does not envy, boast, or brag
- **Non-arrogant**: is not pompous or inflated
- **Non-self-seeking:** does not seek its own interests
- **Non-revengeful:** does not brood over injury or rejoice over wrongdoing
- **Truth-loving:** rejoices with the truth
- **Forgiving:** bears, believes, hopes, and endures all things

Authentic leadership

Almutairi, M., Timmins, F., Wise, P. Y., Stokes, D., & Alharbi, T. A. F. (2025)

- Self-awareness or the understanding of one's own strengths, values, and limitations
- Balanced processing, which refers to the objective evaluation of relevant information
- An internalized moral and ethical perspective, anchoring behavior in ethical principles
- Relational transparency through open, honest communication with followers.

Authentic leadership tends to produce psychologically safe working environments where trust, engagement, and innovation can flourish

- The ethical and relational qualities of leadership are directly connected to an agencies ability to become more adaptive, continuously learn, and sustain strategic domain competency.
- In an era of social turmoil, economic change, and rapid technological advances, environmental awareness and the ability to find strategic alternatives, are critical sources of an agency's ability to navigate emerging challenges.

Al-Shyyab, Y., M. Almomani, L., Al-Abdallat, Y., & Abdallah, A. B. (2026)

A new (2025) conceptual analysis of authentic leadership

Almutairi, M., Timmins, F., Wise, P. Y., Stokes, D., & Alharbi, T. A. F. (2025).

There are 7 core authentic leadership attributes:

- Self-awareness
- Transparency
- Balanced processing
- Internalized moral perspective
- Caring
- Shared decision making
- Moral/ethical courage

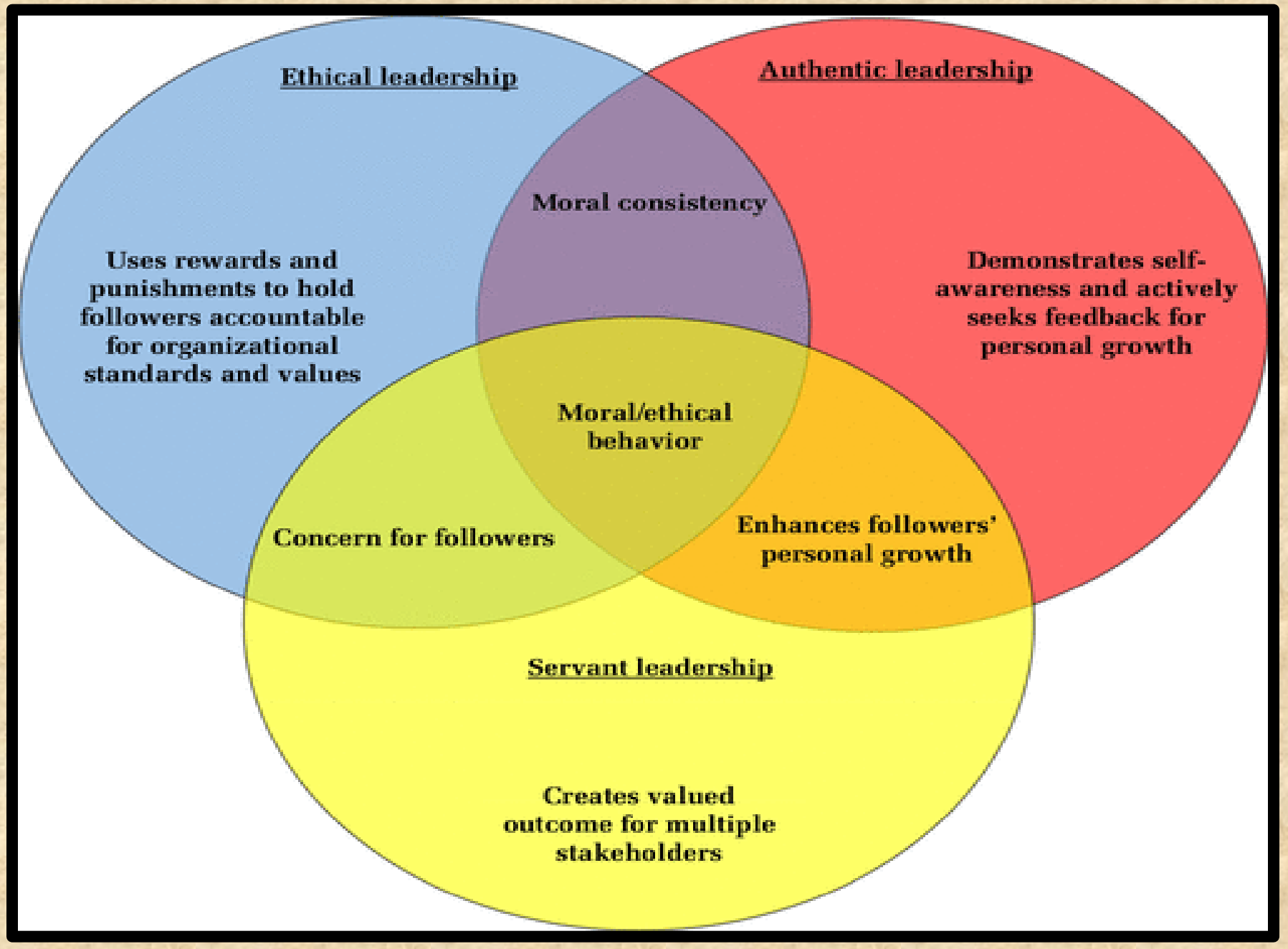
Authentic leadership tends to have the following outcomes:

- Enhanced employee wellbeing, job satisfaction, and retention
- Improved work environment engagement and trust
- Increased productivity, safety, and customer satisfaction

- The three dominant moral approaches (i.e., ethical, authentic, and servant leadership) clearly indicates that moral leadership behaviors positively impact a host of desirable organizationally relevant outcomes.

  Lemoine, G. J., Hartnell, C. A., & Leroy, H. (2019)

  - **Ethical leadership:** Has connections to moral philosophy (values, virtue, and ethical behaviors)
  - **Authentic leadership:** A behavioral pattern that includes self-awareness, models a clarity of values, and an internalized moral perspective that is sincere
  - **Servant leadership:** Serving others above self, which leads to benefits for both the leader and their employees



Lemoine, G. J., Hartnell, C. A., & Leroy, H. (2019)

Leaders as Role Models

Scarnati, J.T. (2001)

Respect and dignity are central to all moral philosophy; it is of the same importance in manners.

- Successful leaders utilize proper etiquette and manners
- Being mannerly helps the leader to grasp the covert signals within the agency
- Others will reciprocate
- It will keep them upright and on the correct path.

No matter who you are, there is never an excuse for poor manners.

- When employees are exposed to rudeness, they are three times less likely to help others and their willingness to share drops by more than half.
- **Civility, on the other hand, enhances individual contributions and team performance by increasing the feeling of "psychological safety."**
- Team environments become trusting, respectful, and safe places to take risks.

- **The number-one attribute that garnered commitment and engagement from employees was respect from their leaders.**
- ***No other leadership behavior had a bigger effect on employees across the outcomes measured.***
- Being treated with respect was more important to employees than recognition and appreciation, communicating an inspiring vision, providing useful feedback, or even providing opportunities for learning, growth, and development.

Porath, C. (2016).

Manners are about “RESPECT”

- Mutual recognition respect is an important form of respect in workplace relationships that can bring benefits to both the individual and the organization. Clarke, N., & Mahadi, N. (2017)
- Respect based on mutual recognition is an important component of respect in the relationships that exist in the workplace, and it can provide advantages to both the individual and the organization. Maaz Ali, M., & Siddiqui, D. A. (2024)

Manners

- Manners are represented by our comportment (*personal bearing or conduct; demeanor; behavior*) in the public and private worlds we navigate
- Understanding “the veil” between “private” and “public” worlds.
- Manners are grounded in vision (*you must learn to see right*)
- Manners are rituals or liturgies (*the way we look at things and the proper codes of conduct*)
- Manners are small moments of "honoring’s and respect.”
- Manners promote honoring's for a person’s value and civility in our behaviors

“Coming to the aid or welcome of another unasked.”

--- Dante

Civility

- The idea of civility a concern for making aspects of our social-political lives easier to navigate.
- ‘Harmony’ goes further than this by being not just a model for how we can survive our social relations with others but for prescribing a way to repair them.
- In that sense, we might call it a reparative form of civility.

The accommodation of others profoundly changes the way we interact with disagreeing others

Tolerating those with whom we disagree is a mark of the virtue that philosophers and non-philosophers alike refer to as civility.

- Civility is the distinctive virtue of communicating respect for our fellow citizens.
- True civility on this view consists not just in being respectful or considerate.
- It requires us to engage in social practices and behaviors that display respectfulness

van Oosterum, K. (2025)

In disagreements, civility is not a luxury.

Grant, A. (2025)

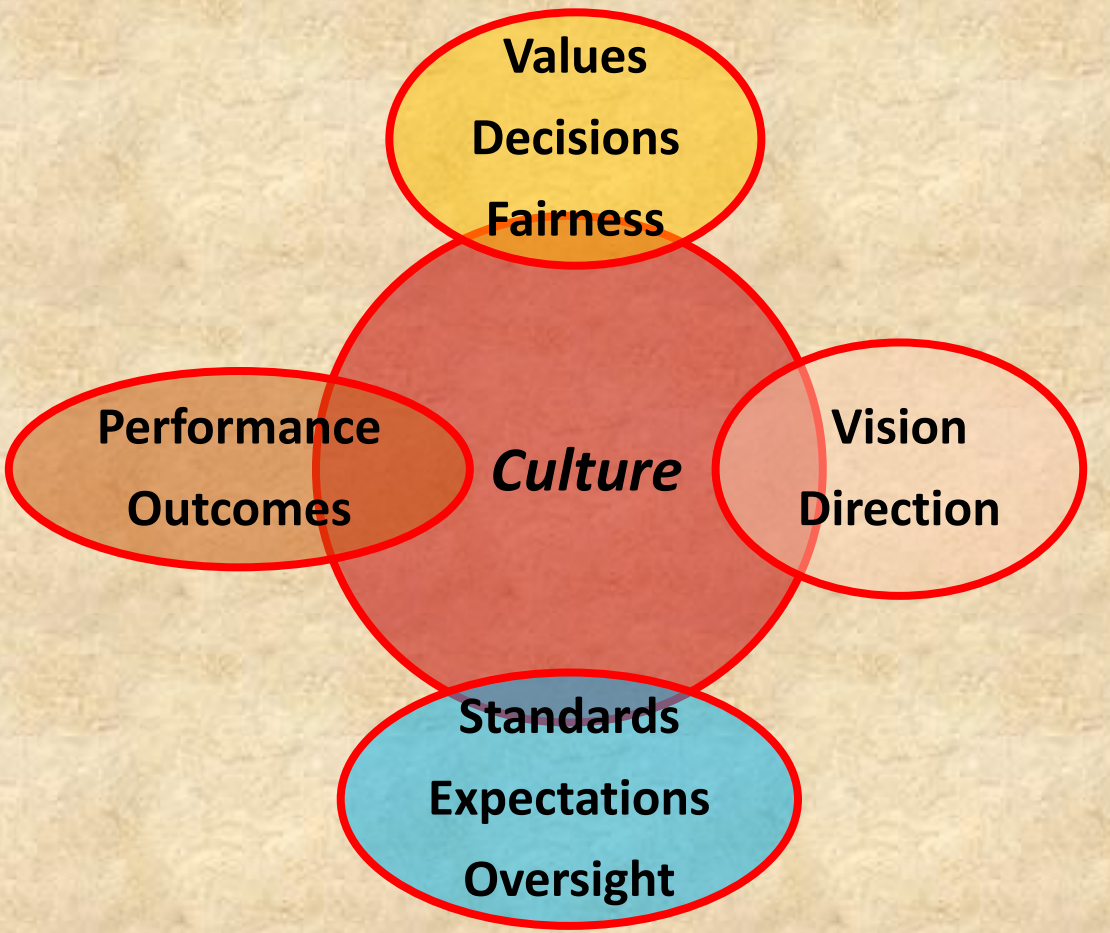
- It's a necessity.
- Disrespect provokes defensiveness and prevents critical thinking.
- Respect prompts openness and promotes logical reasoning.
- The ability to debate without disdain is a foundation of intelligence. (statesmanship)

A mindset that allows for the space to practice "Anticipatory Grace" is beneficial.

“The best criticism of the bad is the practice of the better.”

--- Richard Rohr

The Ecosystem the leader must create, develop, and maintain



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**

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 [*No effort to teach and empower*]
- **Anarchy:** uncontrolled risks and the absence of rules. Strategy and structure are disregarded, resulting in confusion and disarray

It’s all about how we look at “Leadership”



Dr. Frans de Waal

An Alpha Leader in the wild acts as a "consoler-in-chief."

They lead from the front by building coalitions, protecting the vulnerable, and maintaining group stability.

True alphas, as de Waal observed, often act as peacemakers, utilizing empathy and generosity to hold power rather than relying solely on intimidation.

Types of Power

Formal power

Positional Power A position or title that gives someone authority within an organization or system. Also referred to as "legitimate" power.

Reward Power The ability to confer rewards to other people.

Coercive Power The ability to punish people for noncompliance.

Personal power

Expert Power A person or thing which is considered to be especially knowledgeable about or proficient at something.

Referent Power The power of the network either through existing connections or the ability to make new connections.

In 1992 they added *Informational power* as number six

Source: John French and Bertram Raven, "The Bases of Social Power"

Power in Leadership can Emerge from Four Distinct Expressions:

Brown, B. (2020)

- **Power Over:** built on dominance, force, coercion, and control.
  - This type of power is finite, meaning leaders hoard and protect it out of fear. It motivates through fear, shame, and blame, prioritizing "being right over getting it right".
- **Power With:** shared power built on collaboration, mutual support, and respect.
  - Recognizes that the synergy of a group is greater than any individual contribution, focusing on building bridges, teamwork, and collective action.
- **Power To:** the unique potential and agency every person has to make a difference.
  - Empowers individuals to shape their own lives, complete tasks, and maintain agency over their work rather than merely following top-down directives.
- **Power Within:** grounded self-leadership, confidence, and self-worth.
  - The personal ability to recognize differences, challenge assumptions, and believe that you can make a difference. It is rooted in self-trust, healthy boundaries, and a clear purpose.


PEOPLE ARE
NOT OBJECTS

Leader Amplification Effect

We inspire others by words, actions, and interactions

Galinsky, A. (2025)

- A leader's words, actions, and even non-verbal cues are magnified in their impact on others due to the leader's authority and position.
- Because followers pay close attention to leaders, even minor gestures or offhand comments can create outsized, ripple-like effects within an organization
- **Its currency is attention**

Authority, position, power, and status.

Questions for Discussion

Your fellow officer: "I need to see you in my office at 3 pm."

What do you think, and how do you feel?

Your Boss: "I need to see you in my office at 3 pm."

What do you think, and how do you feel?

What if the boss thinks, goes further, and tells me why?

"I need to see you in my office at 3 pm regarding your perspective on a search warrant in the Jones case."

What do you think, and how do you feel now?

Power of Words and Power of Silence

Leaders can be impulsive and send:

- *Amplified Signals.*

Subordinates' interpretation:

- *Intensified Reactions or Wrong Assumptions.*

Example

- **Leader speaking at the beginning of a meeting…**

"My view is this… (*bah bah bah*) now what do y'all think?"

Will this statement affect the response?

"Leader Amplification Effect"

Instead, the leader speaks at the end: "I would like to hear your views to learn from you before I make my decision."

What's different?

Why are others' perspectives important to the leader?

- **Leader intuition is critical in decision-making** (when you possess the expertise and experience within the domain where the decision needs to be made)
- **However, many things remain outside the leader's expertise** (or change or present new information)

Two Types of Leader Behaviors

Mirror images of each other that exist on a continuum

"Leaders change us inside—they inspire us or infuriate us, but neutrality is rarely an option."

Inspiring

- ✓Osias of hope and possibility (well spring)
- ✓Rare
- ✓Courageous and passionate
- ✓Optimist, foresight, and sees the big picture
- ✓Empowers, elevates, generous
- ✓Cares

Infuriating

- ✓Sieving cauldron of rage and resentment
- ✓Many
- ✓Anxious and cowardly
- ✓Pessimist and narrow-minded
- ✓Diminishes, stays in the weeds, and micro-manages
- ✓Does not care

Power creates either inspiring or infuriating Leaders

Continuum



Inspiring

Infuriating



- ✓ ***Visionary*:** how they see the world

(satisfies human needs of meaning and understanding)

- ✓ ***Exemplar of desired behavior*:** How we are in the world (sense of security and promotes energy)
- ✓ ***Great mentor*:** how we interact with others in the world (valued and respected)

- ○ ***The authority-centered***
- ○ ***Self-focused and serving***
- ○ ***Directly harmful***
- ○ ***Absence and/or neglect***

Galinsky, A. (2025)



Padilla et al., 2007

Table 1. Frequency of toxic leadership behaviors.

Toxic Behavior	Frequency (%)
Manipulation	68.0
Intimidation	59.5
Unethical Decision-Making	53.0
Disrespectful Communication	72.0
Micromanagement	65.0

Zaghmout, B. (2024)

Four interlocking themes emerge from toxic leadership behaviors

Alshmemri, M. (2026)

- Public humiliation/blame, intimidation.
- Information gatekeeping
- Perceived favoritism
- Eroding psychological safety.

[Operational] quality was consequently perceived to be affected by *defensive practice patterns, communication hesitation and delayed escalation, siloed teamwork, and reduced organizational learning.*

Technical reporting infrastructures alone may be insufficient when psychological safety and leadership accountability are weak.

In recent years, workplace incivility has become increasingly prevalent and detrimental.

Yaqoob, S., Shahzad, K., Faisal, M., Kitchlew, N., & Abualigah, A. (2025)

- Incivility is not only a research concern but also a pressing managerial challenge.
- Left unaddressed, it undermines employee wellbeing, weakens service quality, [stakeholder problems] and increases organizational risk and costs.

Managers need practical guidance on how to recognize, contain, and prevent incivility in their everyday operations

Bhutto, M. H., Dineva, D., Mero, J., & Karjaluoto, H. (2026)

The Power of Extreme Ideology and its Adverse Influences

- Ideological extremes by leaders in organizations can manifest in various forms, often leading to division, polarization, conflict, stress, and abuse.
- Refers to the far ends of a spectrum of beliefs or values held by leaders, individuals, or groups within an organization

Some examples:

- ***Work over family***
- ***Pay over purpose***
- ***Mission always over people***
- ***Outcome over safety***

Leadership Fragility

Roberts, R. (2026)

- Leadership fragility characterized by low adaptability, high ego-defense and poor emotional resilience can accelerate entropy, or the gradual breakdown of order in organizational systems.
- Together, these forces dismantle relational trust and ethical norms, leading to a regression from leadership to powership.

This shift results in increased control, fear-based tactics, and reduced psychological safety.

- Characterized by low adaptability and high ego-defense that accelerates organizational entropy—(*the decay of order, culture, and performance*)
- When leaders cannot navigate complexity, they often revert to "powership," substituting genuine leadership with coercive, positional power.
- This cycle fosters toxic environments

- **Leadership Fragility:** Marked by rigid, non-adaptive behaviors that, instead of withstanding disruption, become brittle and fail under stress.
- **Organizational Entropy:** The natural tendency of systems toward disorder, accelerated by fragile leadership, resulting in cultural breakdown, loss of focus, and inefficiency.
- **Rise of Powership:** A shift away from healthy leadership where leaders rely on rank, fear, or bureaucracy to control, rather than empowering or leading, often leading to lower engagement.

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)

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)

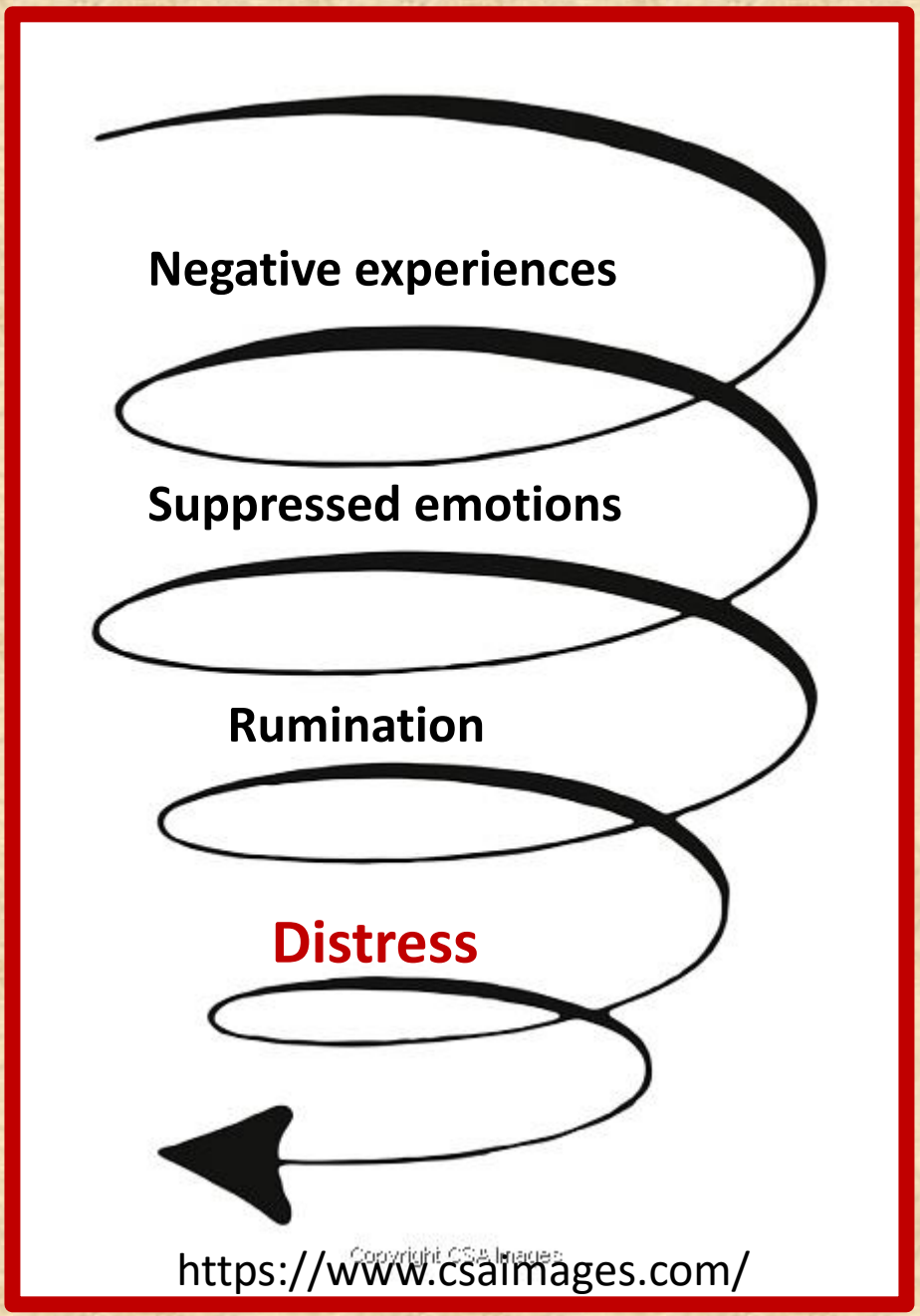
- **Ineffective police leadership is characterized by inconsistency, moral ambiguity, lack of support, oppression, and self-serving agendas**
- The pervasiveness of ineffective leadership is further experienced in the paramilitary context of police culture where orders and rank are expected to be followed
- 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

Lose the will to work



Two Primary Mechanisms of Toxic Leaders

1) Upward influence via impression management



Kiss up

Ingratiated relationships

- ✓ ***Excessive flattery***
- ✓ ***Aligning interest to please the boss***

2) Downward influence and control via micromanaging



Beat down

Keep a separation between the people above them and people below them that they are trying to control

- ✓ ***Micromanage***
- ✓ ***Create bureaucratic obstacles or rules***
- ✓ ***Keep away from upper management***

Milosevic, Maric, & Loncar, (2020)

Ingratiating behavior

- Refers to actions taken by individuals to gain favor or approval from others, often at the expense of their own authenticity.
- This type of behavior can manifest in various social contexts, from personal relationships to professional settings.

They also talk about instead of to people

The Universal Three "Inspiring" Leadership Behaviors

- **An empowering leader:** signals opportunity, trust, and provides the fundamental human need of control.
- **An elevating leader:** shares success and praises (celebrating others, enhancing the leader's status)
- **An emphatic leader:** perspective taking to understand the context in which people find themselves

The best mentors integrate these qualities

Dr. Joseph Schafer, (2008) 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

Leaders as Mentors Must Find the Right Balance Between

- Empowering and supporting them.
- Encouraging and challenging them.
- Help them to be autonomous without putting too much pressure on them
- Reflecting instead of reacting in situations

The important utility in how we say no and respond to why

- **Say no and answer why (*in the right way*)**

✓Be clear and specific (calm and kind)

✓Explain the teachable moment

✓Ask follow-up questions

✓Listen

Boundaries aren't hostility. They're clarity

Why provides teachable moments that affect future decision making

<u>Make "No" and "Why" about the subordinate learning about the "Context"</u> of the situation.

Four Essential Strategies

Look Beyond the Numbers for the Quiet Indicators of Culture.

Hoyos, J. (2026).

- Engage in Small Acts of Noticing to Prevent Large Acts of Repair
- Have Empathy and the Courage to Sit with Discomfort
- Recognize the Human Signals
- Leadership that endures isn’t measured by how many follow you, but by how many feel acknowledged in your presence

A fundamental truth that guides daily practice: presence precedes performance.

Hoyos, J. (2026).

- ***Within the "small acts."***

✓Pause before responding to a colleague's frustration.

✓Consider why someone isn't speaking up in a meeting.

✓Offer mentorship without being asked.

✓Stay curious instead of judgmental.

Remember

"What you sow; you will also reap."

Galatians 6:7

“REIP” What You Sow

Galinski, A. (2025)

- **R- Reflect:** on your inspiring and infuriating experiences.
- **E- Emulate:** inspiring others by reflecting on how they inspired you.
- **I- Intend:** turn your reflections into intentions.
- **P- Practice:** turn your intentions into practices.

KEY FACTOR

- You can’t inspire others unless you’re inspired
- You can’t fake passion

It must be authentic

The Seven Pillars of "BRAVING" Trust that Shape Exceptional Leaders

Brown, B. (2018)

- **Boundaries:** Define and respect clear personal and professional boundaries to establish a sense of safety and reliability
- **Reliability:** Deliver on your commitments and expectations consistently to demonstrate accountability and dependability
- **Accountability:** Take responsibility for your mistakes and make amends when appropriate to contribute to transparent and trusting relationships

- **Vault (Keeping Confidences):** Refrain from sharing information or experiences told to you in confidence so your team members know that any information shared is always confidential
- **Integrity:** Act genuinely, honestly, and morally to strengthen trust, demonstrate ethical behavior, and remain true to your authentic self
- **Non-judgment:** Create an environment of non-judgment where individuals can feel accepted and understood without fearing criticism
- **Generosity:** Engage in acts of kindness and genuine concern for the well-being, happiness, and success of others to build a foundation of trust



MANAGING UP

- Influence those above you
- Know your managers goals and priorities
- Walk their walk, talk their talk
- Know how they communicate to those above them
- Adjust your communication style, tone, and format
- Keep them in the know
- Maintain good relations



MANAGING DOWN

- Maintain a healthy flow of communication
- Listen to learn & teach
- Strive to nfluence subordinates
- Always be straightforward, specific, consistent
- Give thanks and celebrate
- Maintain good relations



MANAGING SIDEWAYS

- Align with your manager
- Influence your peers
- Maintain good realtions wih peer groups
- Stand by decissions and own the outcomes

https://ewfinternational.com/new-leadership-role-workplace-politics-tips/

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"

Maxwell, J. (2011)

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.

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

Other Principles

- Lighten Your Leader's Load
- Be willing to do what others won't
- Be Loyal
- Be prepared every time you take your leader's time
- Become a go-to player
- Be better tomorrow than you are today

Leading up to "Capture your Boss's Vision."

Brown, B. (2025)

Your Statement:

✓ ***I want you to win; I want to contribute to the win.***

Your Inquiry:

✓ ***Can I play back what I think you're saying***

The response you want to hear to show "connection"

✓ ***"That's right."***

Your Commitment: ***(Clarity)***

✓ ***I'm on it, I'm clear on what you want, I want to do it, I know my team, I want to be effective, I need your permission to lead my team***

We need to know what our boss values and understand what success looks like for them.

Other Important Principles in leading up

From Vernon Keenan, Retired Director 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

The We



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

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

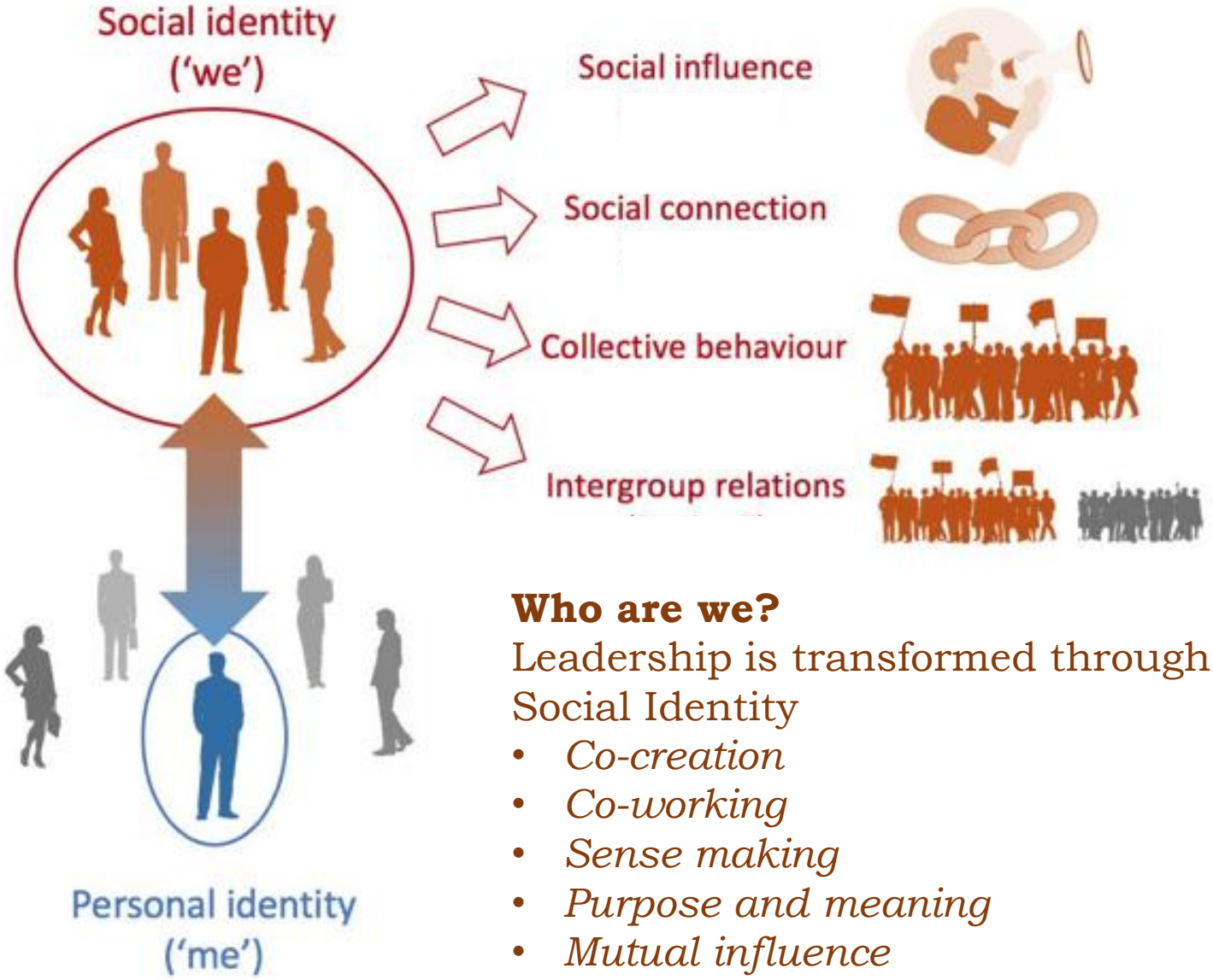
Identity (Me)

- 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
- They give us a sense of belonging, meaning, give us direction, and so these groups our source for social support and so on



Who are we?

Leadership is transformed through Social Identity

- *Co-creation*
- *Co-working*
- *Sense making*
- *Purpose and meaning*
- *Mutual influence*

Reicher, S.D., Platow, M.J and Haslam, S.A. (2007)

- 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)

The sense of belonging, meaning, that give us direction

- 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
- Our social identities guide us they shape how we feel and think and behave

Mühlemann, N. (2023)

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



"Officers are seen, heard, and valued.".

Fitting In versus Belonging

Brown, Brene. (2019)

- **Fitting In:** is about assessing and conforming to the expectations of others to gain acceptance.

Fitting in often requires sacrificing parts of oneself.

- **Belonging:** is about being accepted for who you truly are.

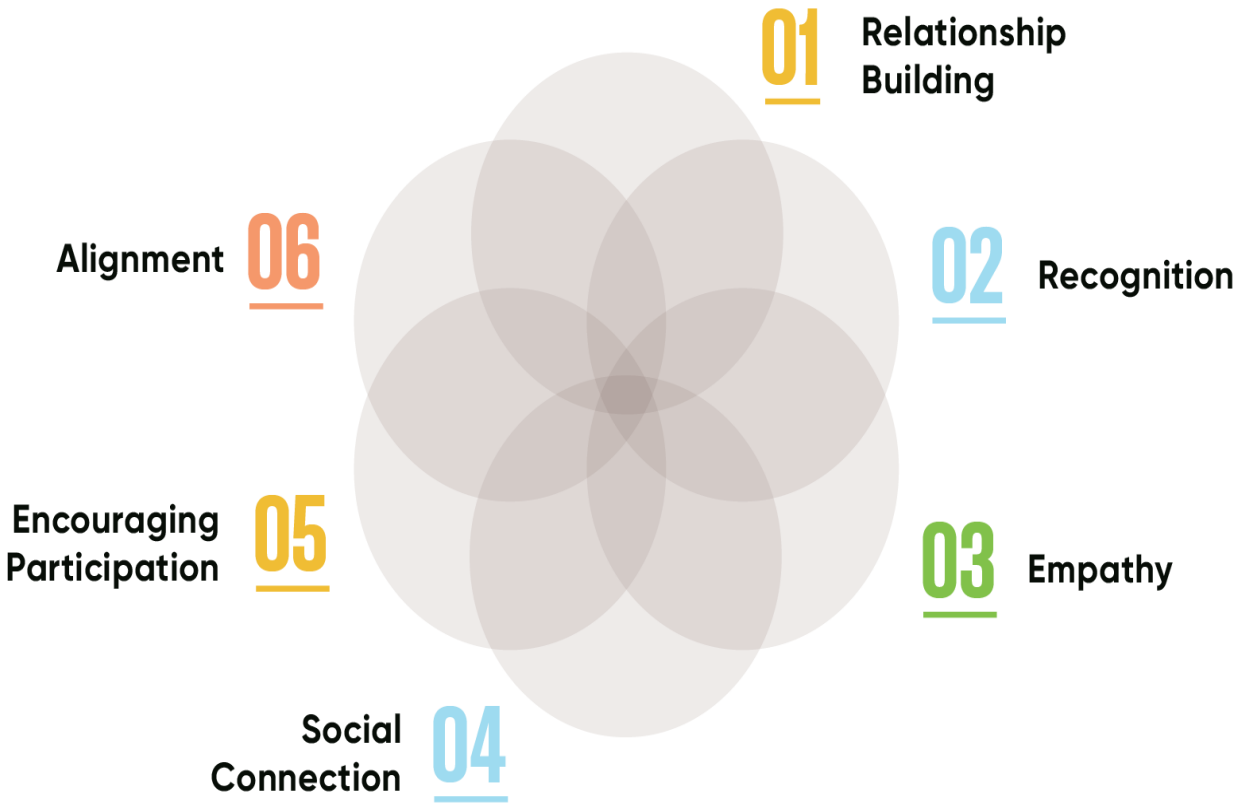
Belonging allows individuals to be their true selves and connect with others on a genuine level.

Belonging fosters a sense of safety and support, leading to deeper, more meaningful relationships.

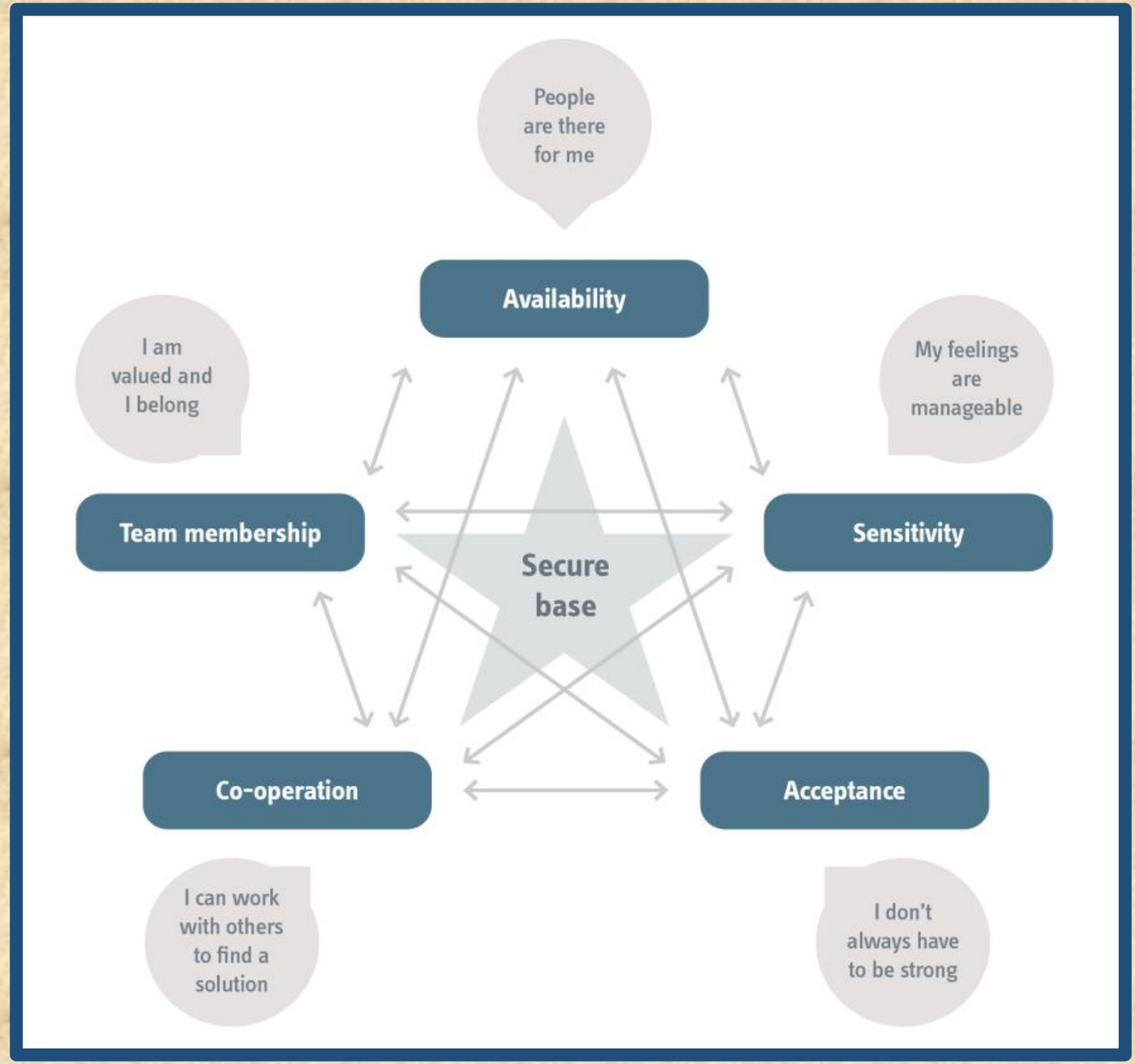
The key distinction lies in authenticity

Profile of an inclusive leader

Inclusive dimensions



Beisha, (2021)



The team as secure base model (Biggart et al., 2017)

Psychological Contract

- Psychological contract refers to the informal obligations and expectations between organizations and employees.
- Represents a series of mutual expectations that both employees and organizations may not be explicitly aware of but can influence their relationship.

The psychological contract involves employees' and organizations' subjective expectations of each other, and its content varies depending on the nature of the employees and the organization

Mingzheng, W. (2025)

Role ambiguity and Role conflict

- **Role ambiguity** is the lack of clear, consistent information regarding job responsibilities, expectations, and goals.
  - It occurs when employees are unsure of what is required of them.
- **Role conflict** occurs when an employee knows what to do but faces competing or incompatible expectations.

IMPORTANT Focus Points

- Subordinates need to be able to draw a straight line from their contributions to the job and to the “big picture” (mission, purpose, meaning) of the organization.
- They need to be aligned with the organization’s values and clarity of mission
- They need to see themselves as an integral piece of the puzzle (contextual workings) of the organization.



Ownership and agency in the purpose and meaningful contribution

Vision and Strategic Alignment in Leadership

Trevor, J. (2026)

- A strategically aligned enterprise is ultimately the outcome of effective leadership.
- To secure high enterprise performance, leaders must first look to themselves, the degree to which they take ownership for strategic alignment, give it the attention it deserves, and, most importantly, think about it in the right way.

- Strategic alignment is the organizing logic and leadership blueprint for virtually every aspect of strategic decision-making:
  - Purpose
  - How we do things
  - Organizational and operational designs and actions
- Strategic alignment does not occur naturally or by chance.
  - Leaders should envision the ideally aligned and best-fit-for-purpose version

When Alignment Falters, the same Stubborn Symptoms Emerge

- **Collaboration breaks down:** Silos form, and cross-functional work becomes difficult
- **Resistance to change**
- **Trust erodes.** competing agendas emerge, creating turf wars and internal friction that undermine a sense of common purpose
- **Execution and performance falter:** the best strategies lose momentum if middle layers of the organization don’t translate intent into action.

With fairness, Officers want to live in Alignment With Values, Identity, and Purpose

How inner clarity fuels resilience and sustainable success.

Vilhauer, M. (2025)

- Success feels fulfilling when it aligns with our core values.
- Misalignment creates quiet stress—tension, burnout, and loss of direction.

Living in alignment meets key psychological needs: autonomy, competence, and connection.

- **Inherent value:** intrinsic utility, function, or ability to satisfy human needs.
- **Exchange value:** the quantitative proportion at which a commodity trades for others (sell, win, defeat)

The 10 Elements of Culture That Matter Most to Employees

1. Employees feel respected
2. Supportive leaders
3. Leaders live core values
4. Toxic managers
5. Unethical behavior
6. Benefits
7. Perks
8. Learning and development
9. Job security
10. Reorganizations

MIT SLOAN MANAGEMENT REVIEW

Maslow's Needs at Work



Two Factor Theory by Frederick Herzberg

toolshero

Job dissatisfaction

Influenced by hygiene factors

- Working condiditions
- Coworker relations
- Policies and rules
- Supervisor quality
- Base wage, salary

Improving the motivaton factors to increase job satisfaction

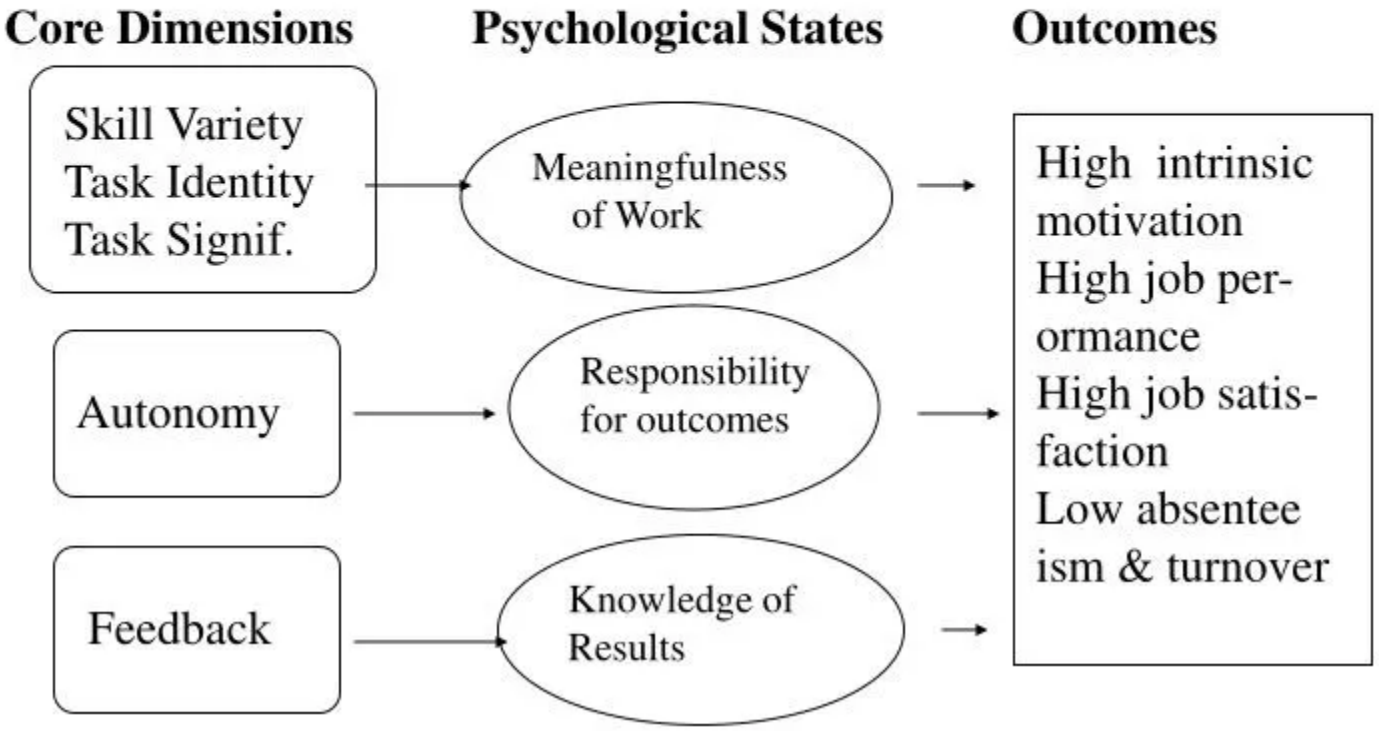
Improving the hygiene factors to decrease job dissatisfaction

Job satisfaction

Influenced by motivation factors

- Achievement
- Recognition
- Responsibility
- Work itself
- Advancement
- Personal growth

Hackman & Oldham's Job Characteristics Model



Hackman, R., Lawler, E., & Oldham, G. (2015)

Self-efficacy

- **Self-efficacy, defined as an individual's belief in their capability to execute behaviors necessary to produce specific performance attainments and outcomes**
- It is a critical determinant of workplace effectiveness and organizational success.
- Higher levels of self-efficacy are strongly associated with proactive behaviors, persistence in the face of challenges, and a greater capacity for learning and innovation.

Self-efficacy is important for individuals and organizations

A new 2025 empirical study looking at what factors help develop employee self-efficacy in the workplace has found that:

Daud, A., . D., Marliani, L., Kurniawanto, H., . F., & Purnama, C. (2025).

- **Work environment characteristics had the strongest impact on self- efficacy (*supportive supervision, teamwork encouragement, and open communication*)**
- Internal locus of control (a belief that one's own actions, rather than chance, luck, or fate, can influence outcomes) significantly enhanced employee confidence in their capabilities.
- Learning-oriented employees demonstrated higher self-efficacy levels.

Combined, these three factors explained 68.5% of the variance in employee self-efficacy

This research shows that organizations can systematically enhance employee confidence and performance

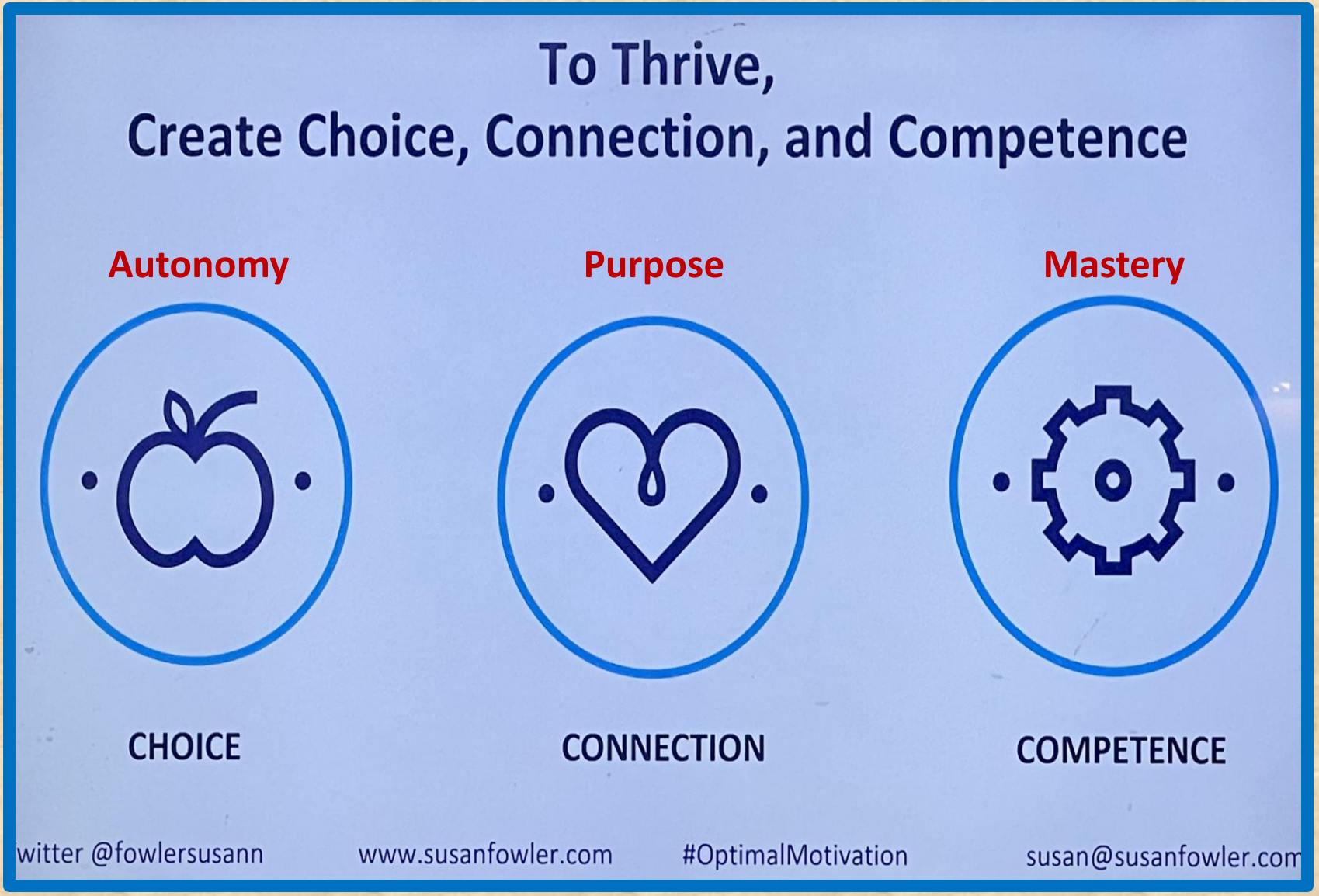
- **By focusing on three manageable factors:**

✓Supportive supervision

✓Learning culture

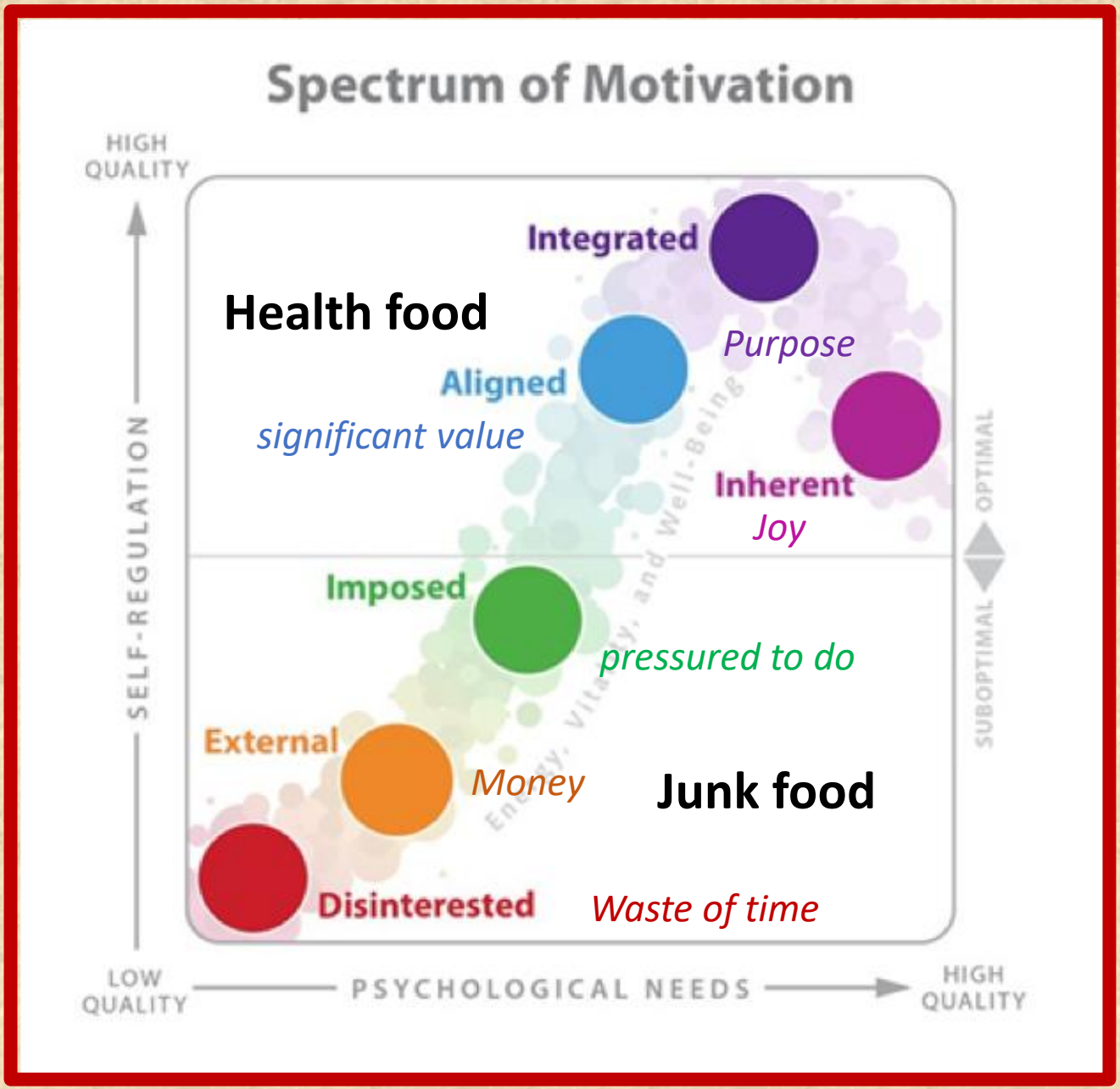
✓Internal control (*promoting psychological fairness, empowerment, growth, and development*)

Motivation



Fowler, S. (2023)

Elements	*Job You Love*	*Job You Hate*
Autonomy	Feel in Control	Feel controlled
Mastery	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
Purpose	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



Fowler, S. (2023)

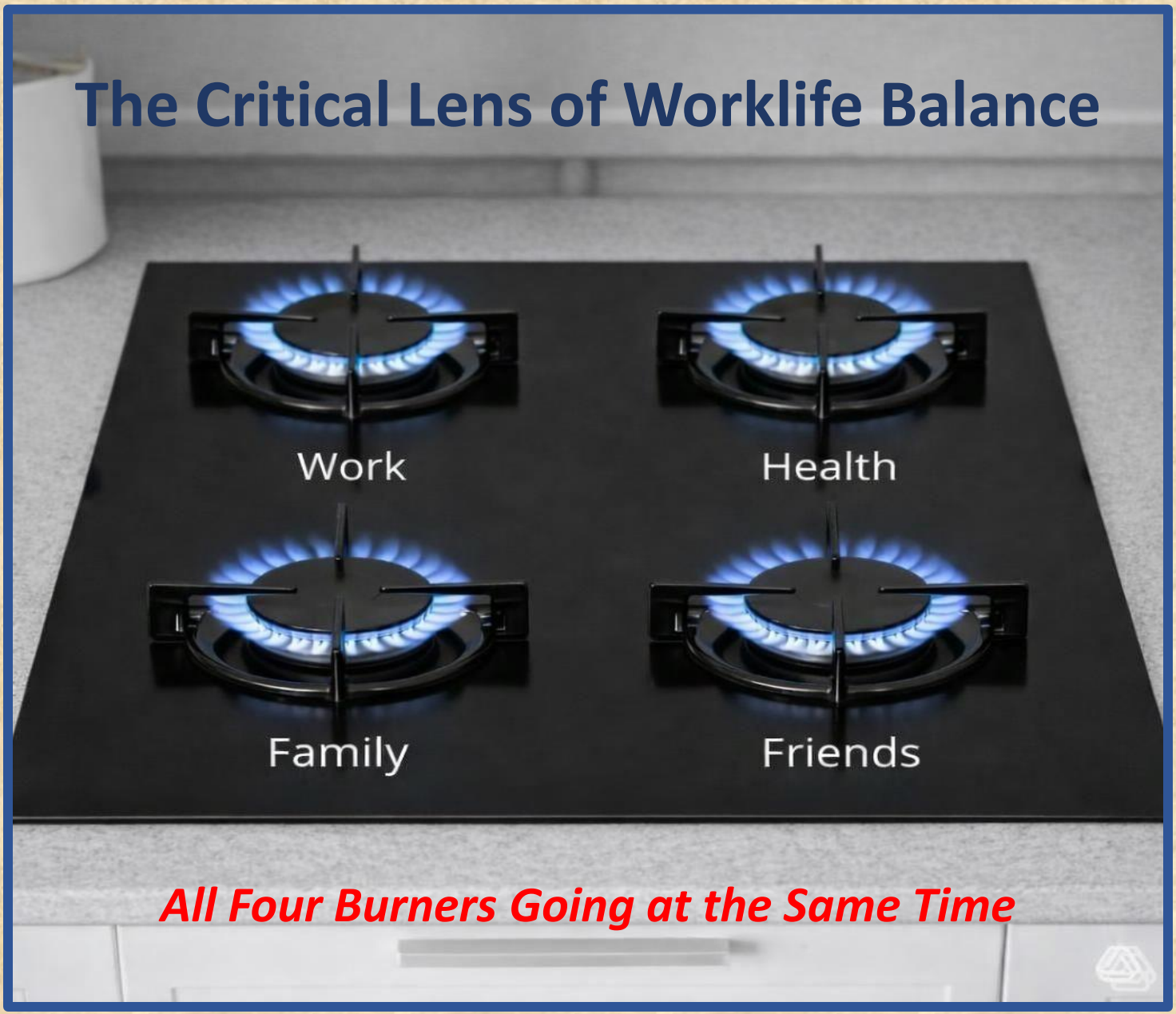
Cooperative environments bolster feelings of autonomy in dyads, teams, and organizations

Chai, V. E., & Halevy, N. (2026).

- Nine studies show that people experience greater autonomy in environments where their interests are aligned with others' (i.e., everyone can achieve favorable outcomes together)
- Whereas in environments where their interests are misaligned with others' (i.e., only some can achieve favorable outcomes at others' expense), and environments characterized by neither.

Autonomy doesn't always require a solo experience.

The Critical Lens of Worklife Balance



All Four Burners Going at the Same Time

The Importance of Work-Life Balance

- Managers should engage employees in co-constructing their work and home boundaries.

  Mittal, R., & Bienstock, J. E. (2019)

- Supervisors who exhibit family-supportive behaviors significantly reduce work–family conflict, facilitating healthier work–life integration for employees

  Van Engen & Gartzia, (2024)

- Social support significantly enhances both job satisfaction and resilience, which, in turn, contribute to better work–life balance. Sandhya, D. S., & Annamalai, S. (2025)

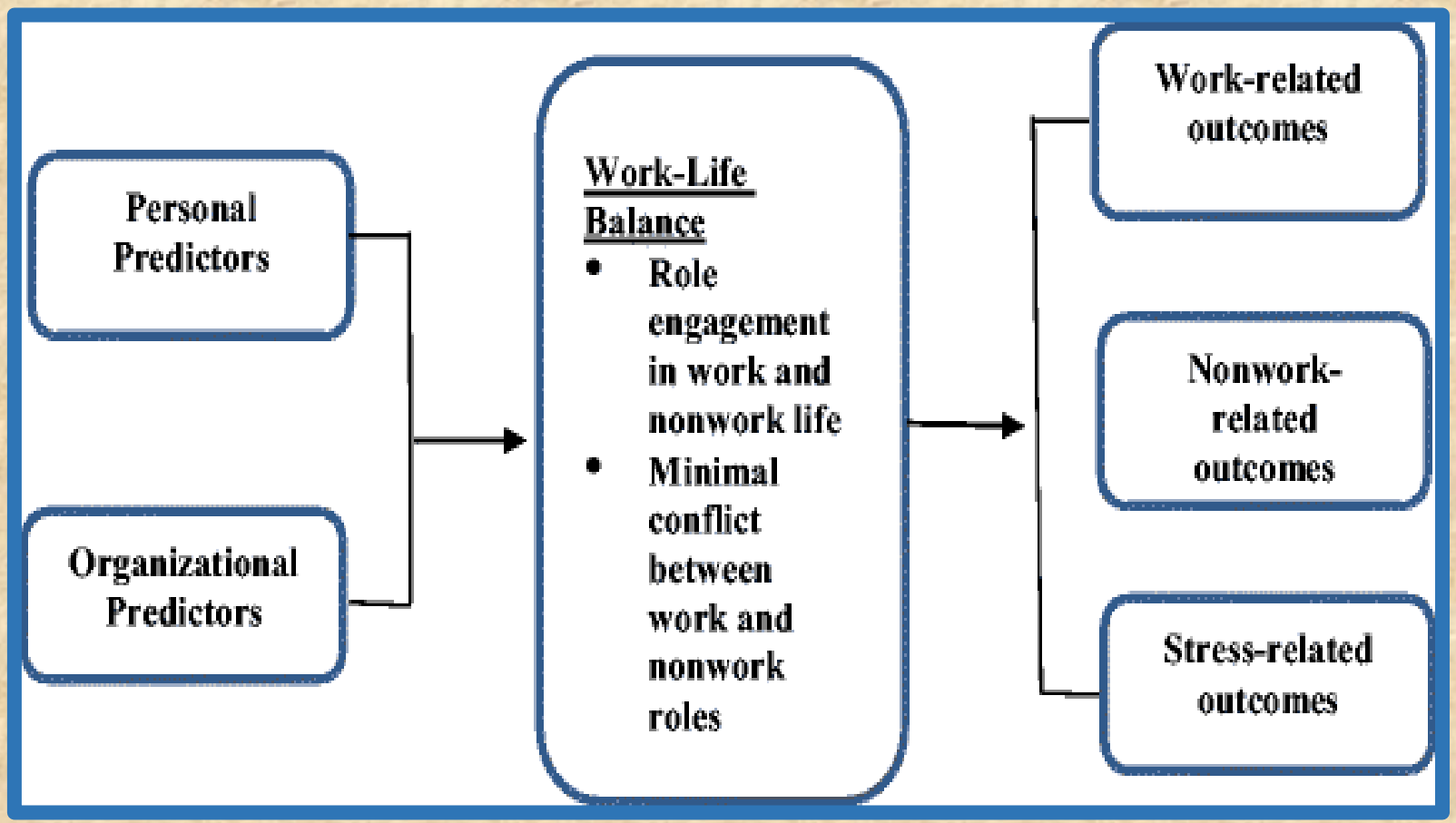
- Predictable scheduling and practical support matters.

  Silano, M. (2026)

- Understanding the complex challenges and opportunities associated with an aging police workforce. Birch, P. (2026)

Organizational support, job value, work time, and income were significantly associated with work–life balance.

Wu, L., Rusyidi, B., Claiborne, N., & McCarthy, M. L. (2013).



Sirgy, M. J., & Lee, D. J. (2018)

Work-life Balance Nexus to Job Satisfaction

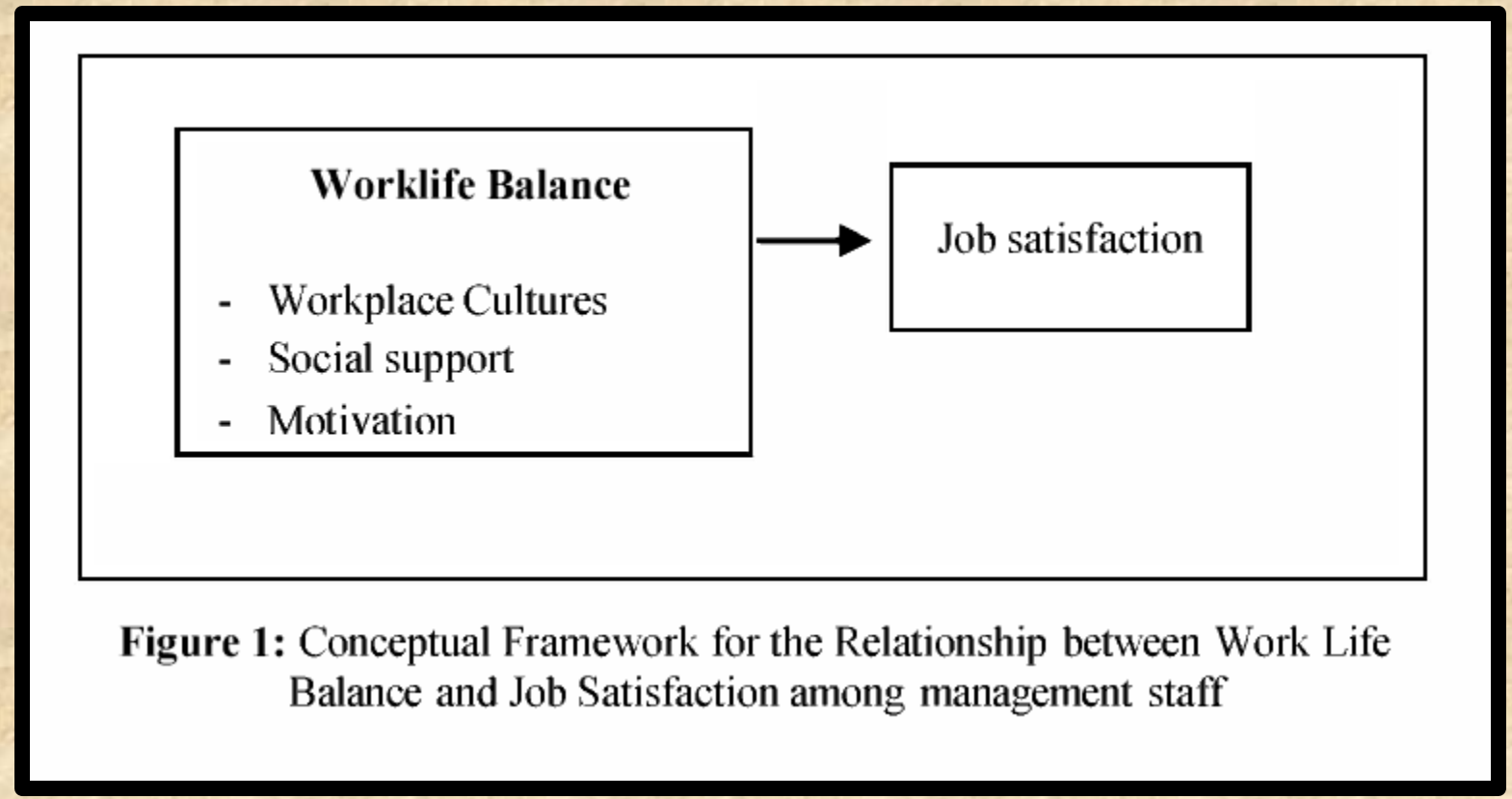
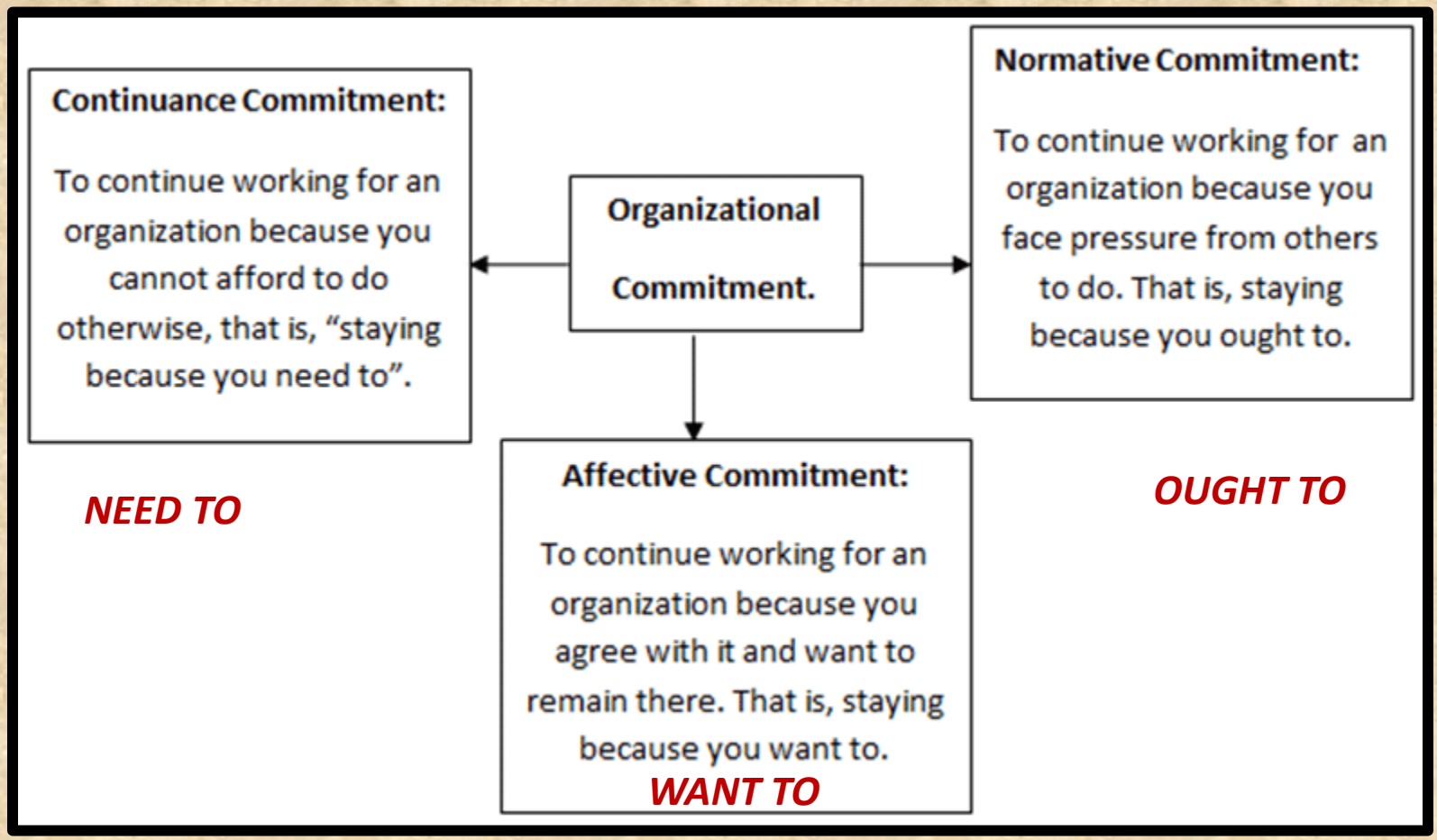


Figure 1: Conceptual Framework for the Relationship between Work Life Balance and Job Satisfaction among management staff

Kassim, E. S., Ali, S. A. M., Jalaini, S. F. A. K., Yunus, N. A. M., Said, N. A., Ab Latiff, D. S., & Salleh, F. (2013)

Three (3) types of Organizational Commitments



Allen, N. J., & Meyer, J. P. (1993)

- **Precipitating events, or shocks, cause voluntary departure more often than accumulated job dissatisfaction.**

Holtom, B. C., Mitchell, T. R., Lee, T. W., & Inderrieden, E. J. (2005).

- **The majority of turnover is voluntary, among those who leave, about 70% of contributing factors could be controlled by the immediate supervisor or manager.**

Orrick, D. (2008)

- Frontline officers often felt isolated and unsupported by senior leaders, which appears to have reduced morale; engendered a sense of organizational resentment; and resulted in an erosion of respect for senior officers.
- Over the longer term, these factors could impact negatively on policing organizationally.

Work by Charman and Bennett (2022) on voluntary resignations suggests that perceptions of poor leadership and management still remain the principal ground for police officers resigning from the service

Leslie, N., & Martin, D. (2025)

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

The following factors contributing to attrition and retention:

Davies, A.J., Stephenson, A., Briggs, B. and Allan, D. (2024)

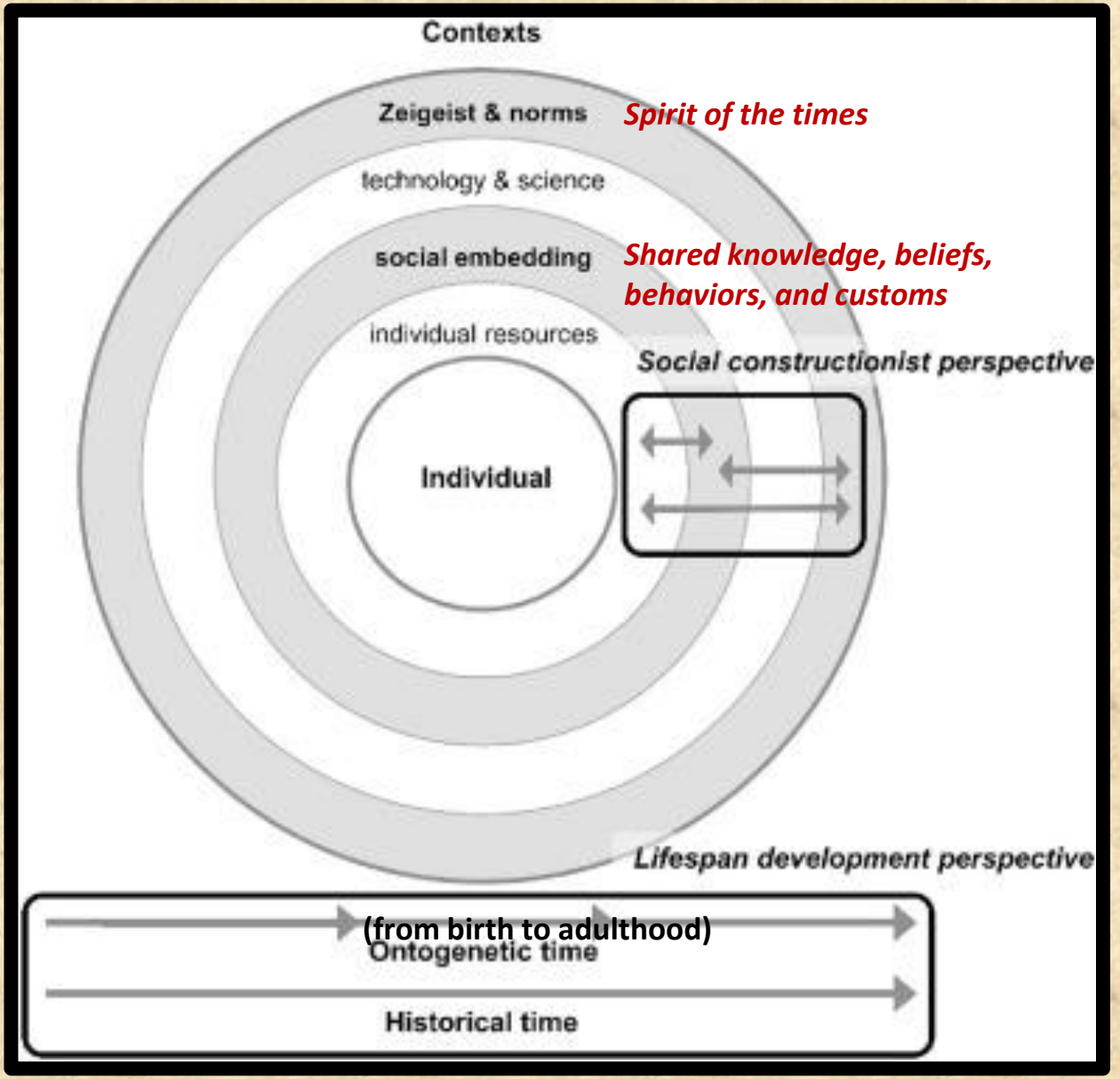
- Job satisfaction and organizational factors
- Supervision
- Work-life balance
- Recruitment, Training and Officer expectations
- Financial compensation and job alternatives

- There are differences in factors between this study and previous studies, i.e. recruitment strategies related to officer expectations was identified as a contributing factor
- These additional factors offer a further contribution to future policy and strategy deliberations and implementations to address the workforce levels within police agencies

Contemporary workplace evolution has resulted in significant changes to working practices

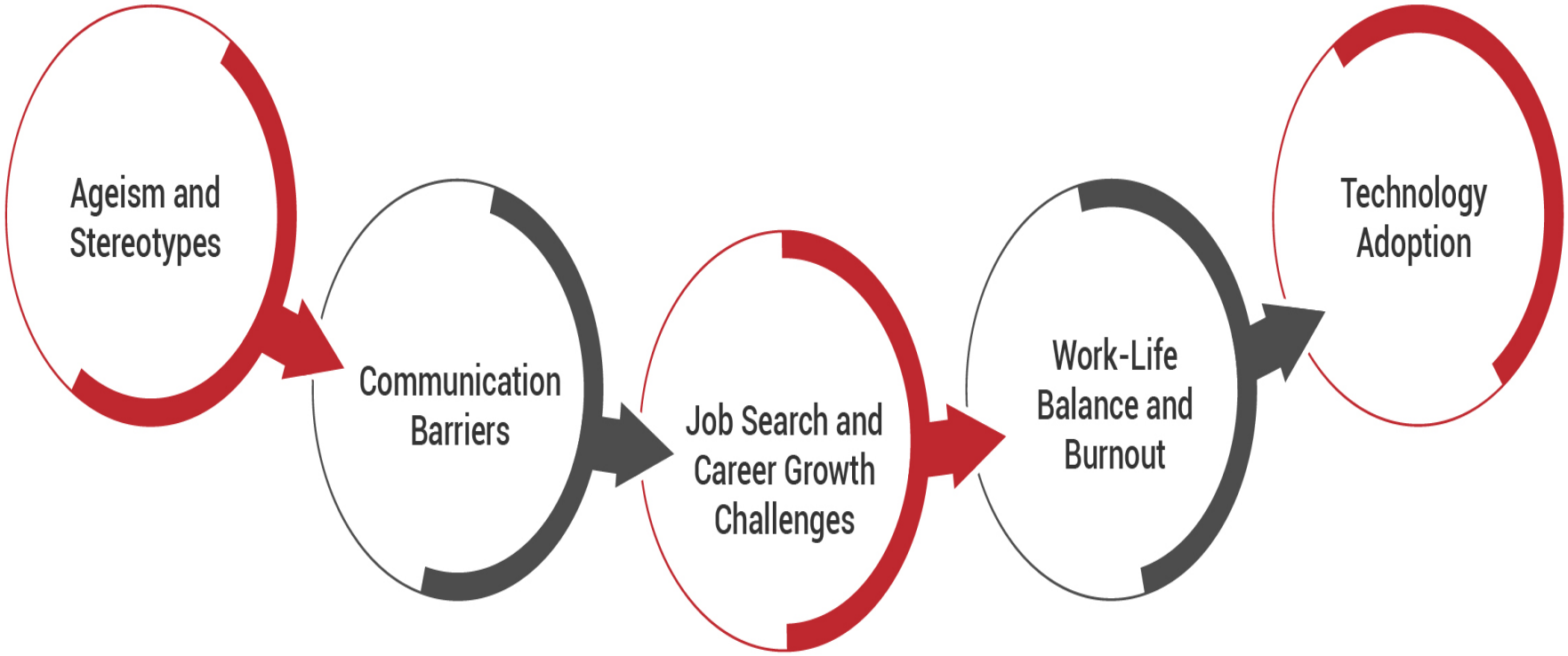
- Generational and life-span development
- External and internal influences (personal and professional)
- More attention to work-life balance
- Hybrid/flexible working practices
- A global decline in levels of employee engagement
- Ongoing economic uncertainty and the decline of the 'job for life'

Generations change over time



Nakagawa, T., & Kobayashi, E. (2024)

Key Challenges of a Multi-Generational Workforce



https://www.topchro.com

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 (work-life balance)
- Leveraging experience & exemplars
- Intergenerational mentorship & training

Generation Z workers (born mid-1990s onwards) show distinct preferences in workplace rewards compared to previous generations.

Figueiredo, E., Margaça, C., García, J. C. S., & Ribeiro, C. (2025).

This systematic review of the literature found that:

- More innovative and enterprising than previous generations
- Value autonomy highly
- Prefer continuous learning opportunities
- Seek meaningful work experiences

They tend to want:

- Learning and development opportunities
- Self-directed training programs
- Creative freedom in role
- Responsibility for innovative projects
- Flexible working arrangements
- Recognition for innovative thinking

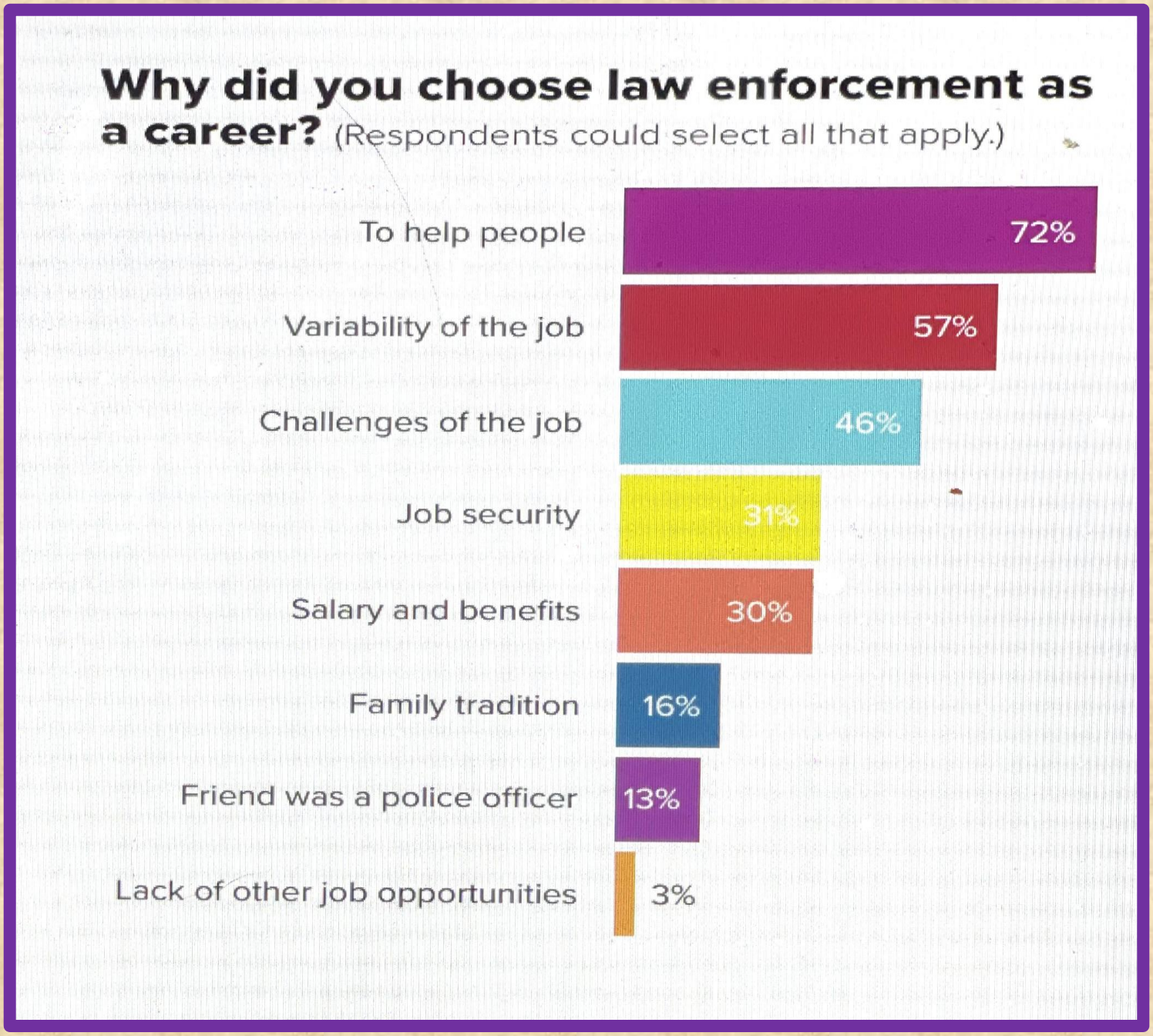
The Reality

- Fostering open communication to create a truly inclusive space for all employees
- Ultimately, this examination of generational diversity underscores the potential for a synergistic workplace
- When organizations move beyond stereotypes and embrace the richness of intergenerational collaboration, they unlock a wellspring of innovation, improved employee satisfaction, and ultimately, enhanced organizational performance.

Wyatt, Z., & Potage, V. (2024)

- **Younger and older generations are much more similar than different**

Fotso, G. M. N. (2024)



Reynolds, (2022) and Harrison, (2022)

The Context



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

Leadership Should Not Be a Luxury Good: Scaling Leader Development for the Forgotten Majority

Ashford, S. J., Wellman, N., & Sweeten, J. R. (2026)

- Current leader development programs are fundamentally flawed because they concentrate resources on a small percentage of employees identified as high potential, while overlooking the latent leadership capacity of the remaining workforce.
- The prevailing model rests on outdated assumptions, principally that leadership is tied to formal authority and that leaders are a special category of person, assumptions that research consistently fails to support.

- Leader development occurs primarily through everyday work experiences rather than through formal programs, and individuals learn best from experience when they are actively engaged in a structured cycle of growth.
- A practical individual learning cycle, involving setting a clear growth focus, experimenting with new behaviors, seeking feedback, and adjusting accordingly, provides the foundation for a more inclusive and effective approach.

- ***Scaling this approach across the whole workforce requires attention to five dimensions:***

  - the reach of the program (spread)
  - the depth of the change it produces
  - the shift of ownership from central stakeholders to participants
  - the ongoing refinement of the program based on user experience (evolution)
  - its long-term endurance (sustainability).

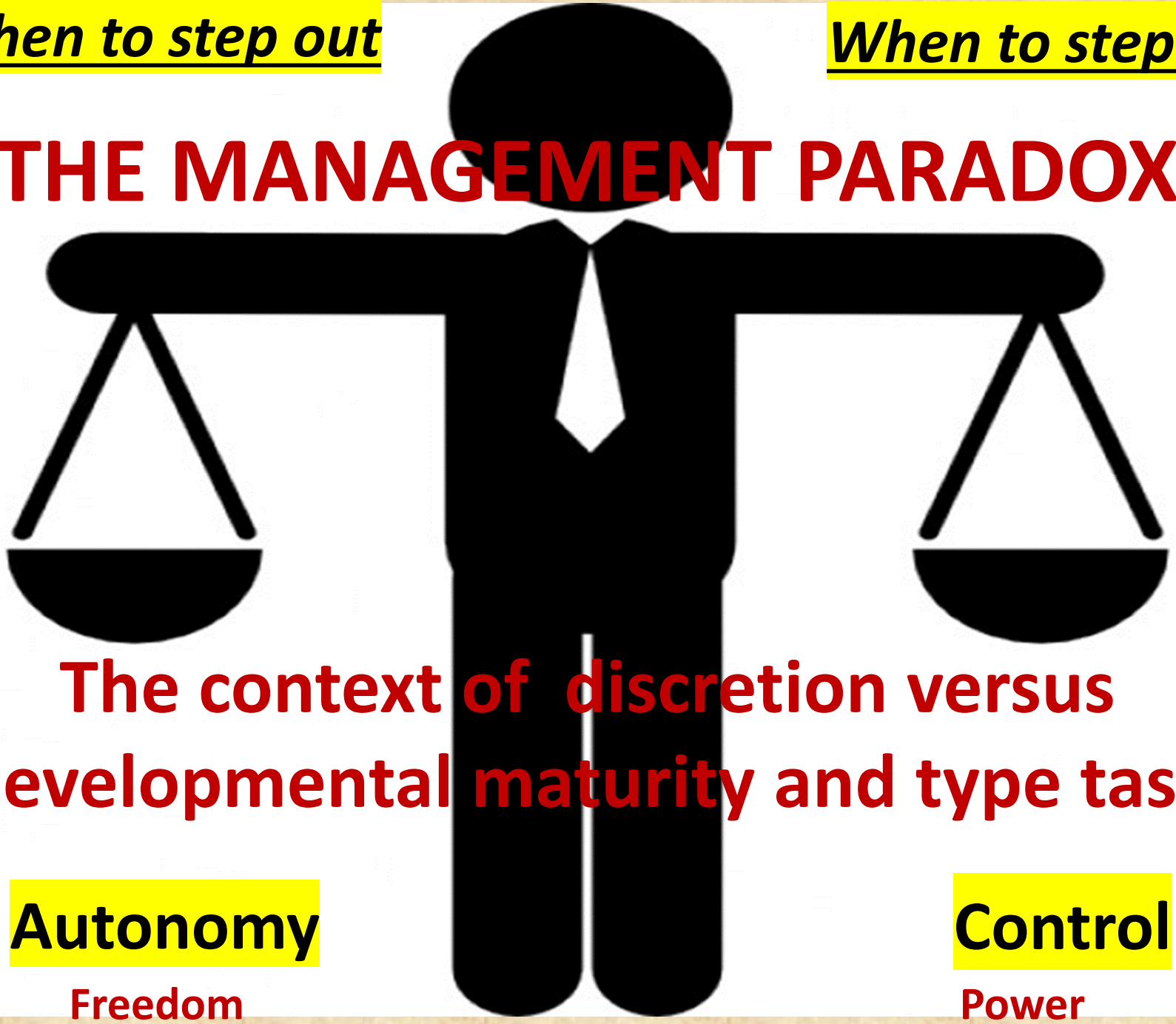
- Recent advances in technology, including artificial intelligence coaching tools, digital feedback platforms, and virtual learning environments, make it feasible to deliver personalized leader development at scale in ways that were previously impossible.
- Organizations that adopt this approach can expect to develop a broader pool of leadership talent, a more diverse range of leaders, and a system of distributed leadership that strengthens the organization as a whole

- This research matters to organizations because it challenges one of the most deeply entrenched assumptions in management practice: ***that leadership development is something done for a chosen few.***
- The paper presents a compelling case that organizations are systematically underinvesting in the leadership capacity of most of their people and offers a practical framework for addressing this gap.

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

Cornerstone in Leadership has Three (3) Perspectives

Kurt Lewin (1939)

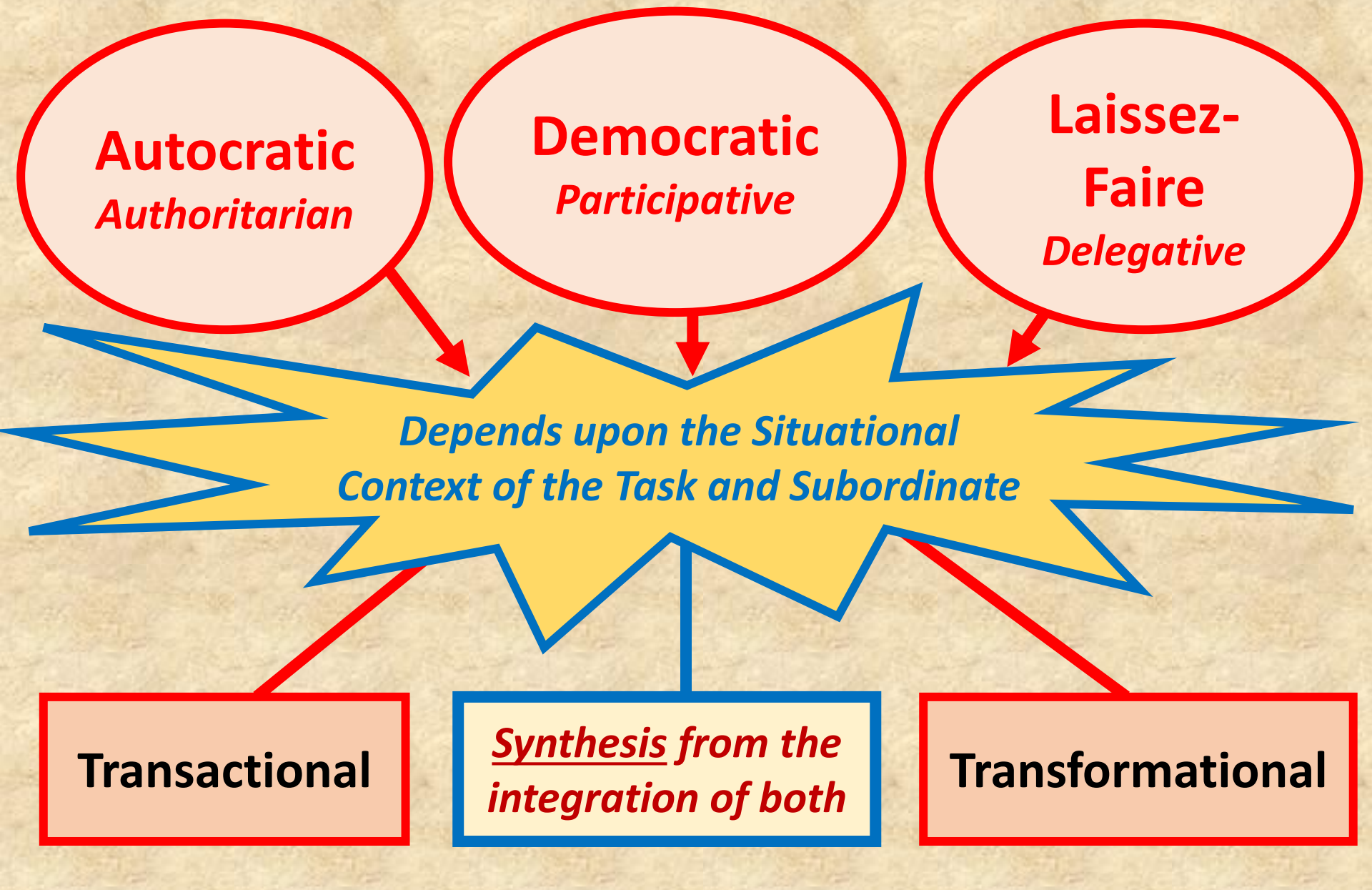
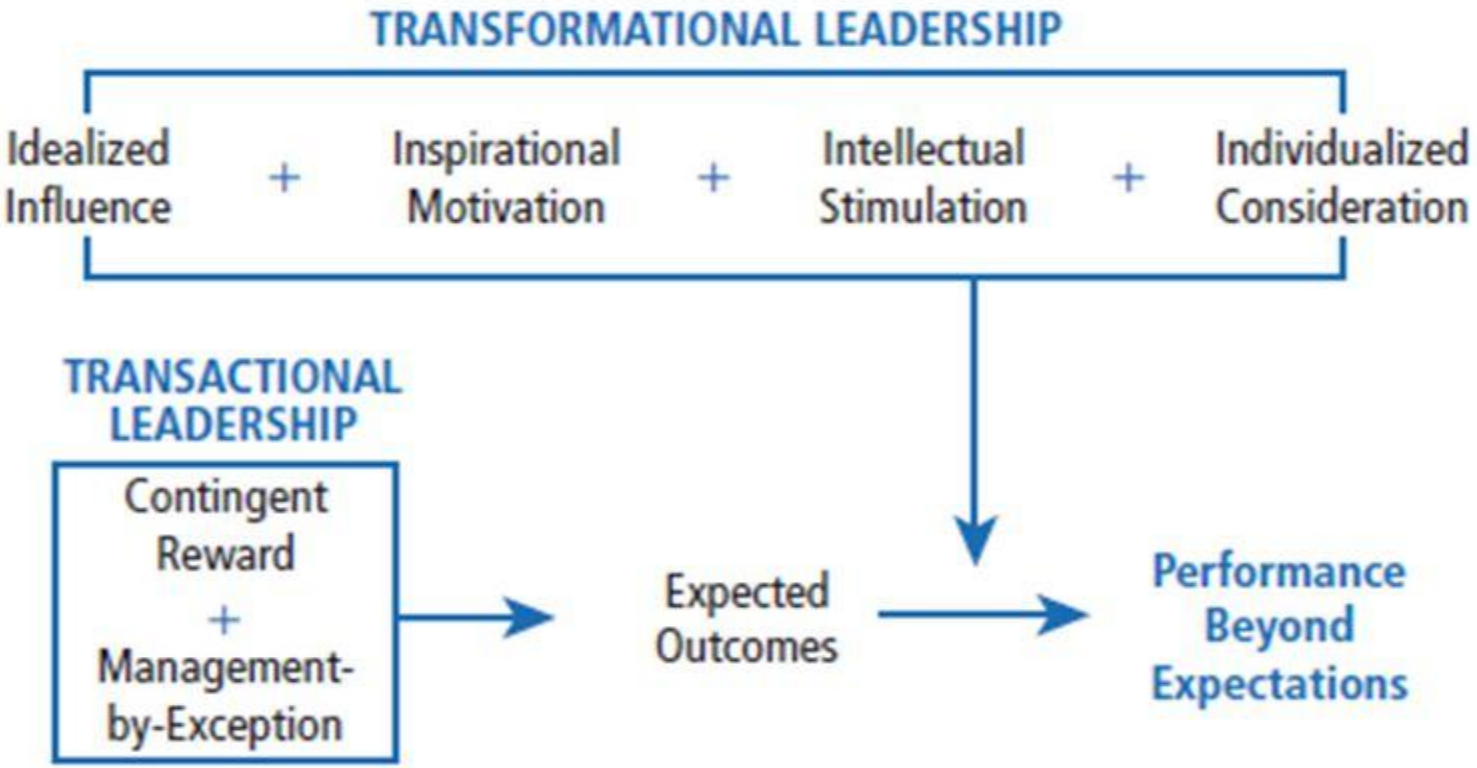


Figure 8.3 The Additive Effect of Transformational Leadership

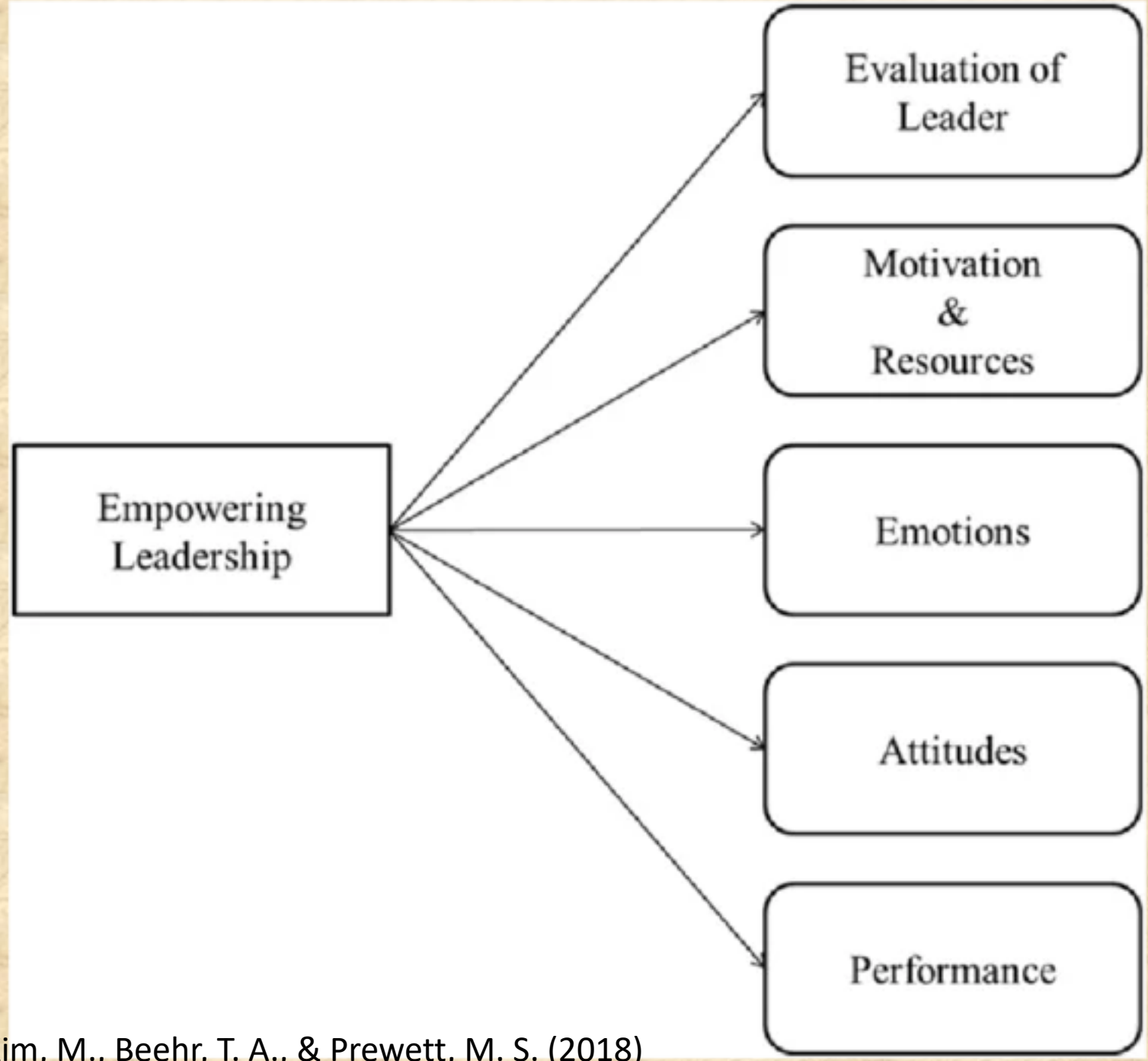


SOURCE: Adapted from "The Implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development," by B. M. Bass and B. J. Avolio, 1990a, *Research in Organizational Change and Development*, 4, 231–272.

What Is The Hersey-Blanchard Model?

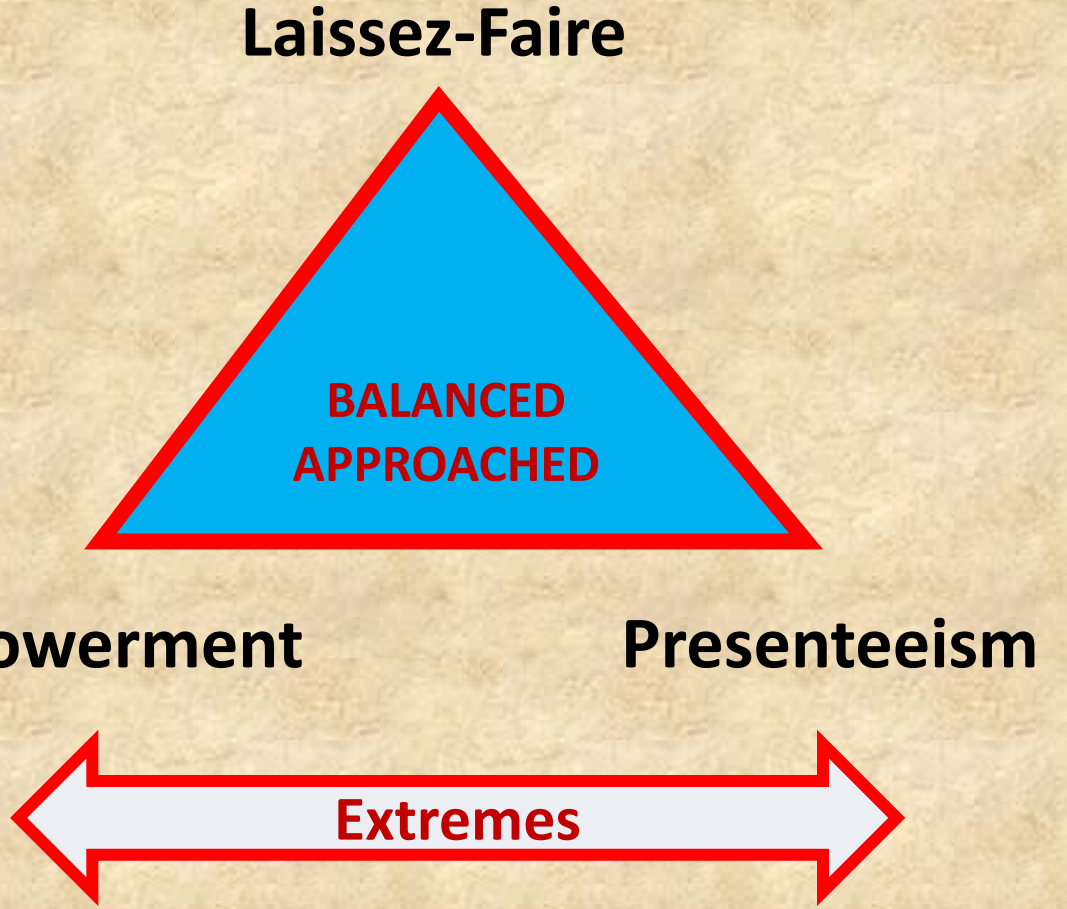


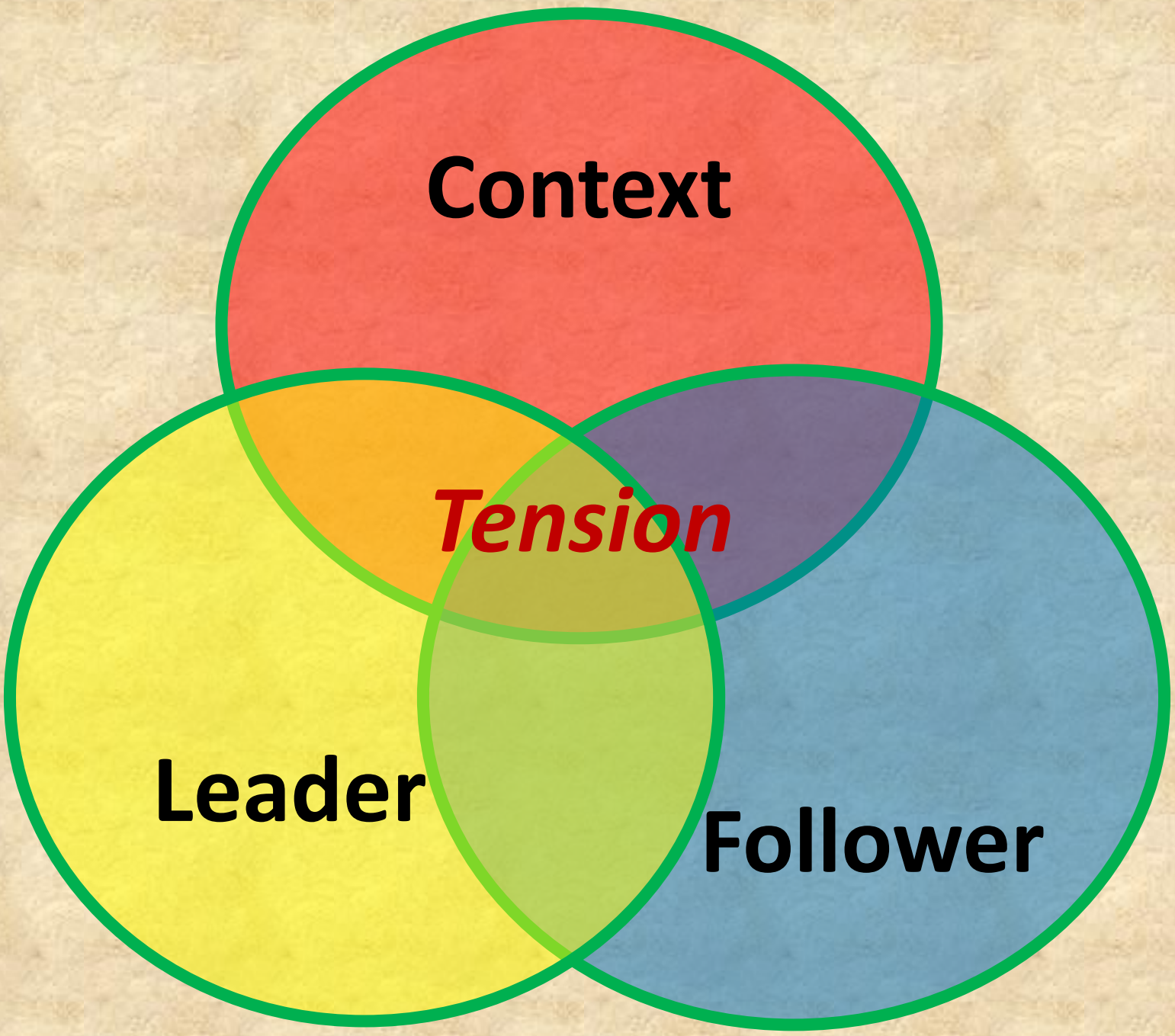
https://www.wallstreetmojo.com/



Kim, M., Beehr, T. A., & Prewett, M. S. (2018)

The Complexities and Ambiguities of Laissez-Faire Leadership




Context
Tension
Leader
Follower

How do we achieve agency goals while being respectful of others' lives?



They (like everyone else) want to see fairness

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

Three Key Dynamics of the Leadership Cycle at the Heart of this Class that Inform the Culture of the Workplace

- ✓ Being grounded and clear in values
- ✓ Behavior is aligned with those values
- ✓ Maintaining integrity and remaining in a state of vulnerability. (*uncertainty, risk, and exposure*).
- ✓ Grounded Confidence



- ✓ Voice
- ✓ No fear of Retribution
- ✓ Admit mistakes

- ✓ Vision
- ✓ Expectations

- ✓ Reinforcing
- ✓ Correction
- ✓ Developmental

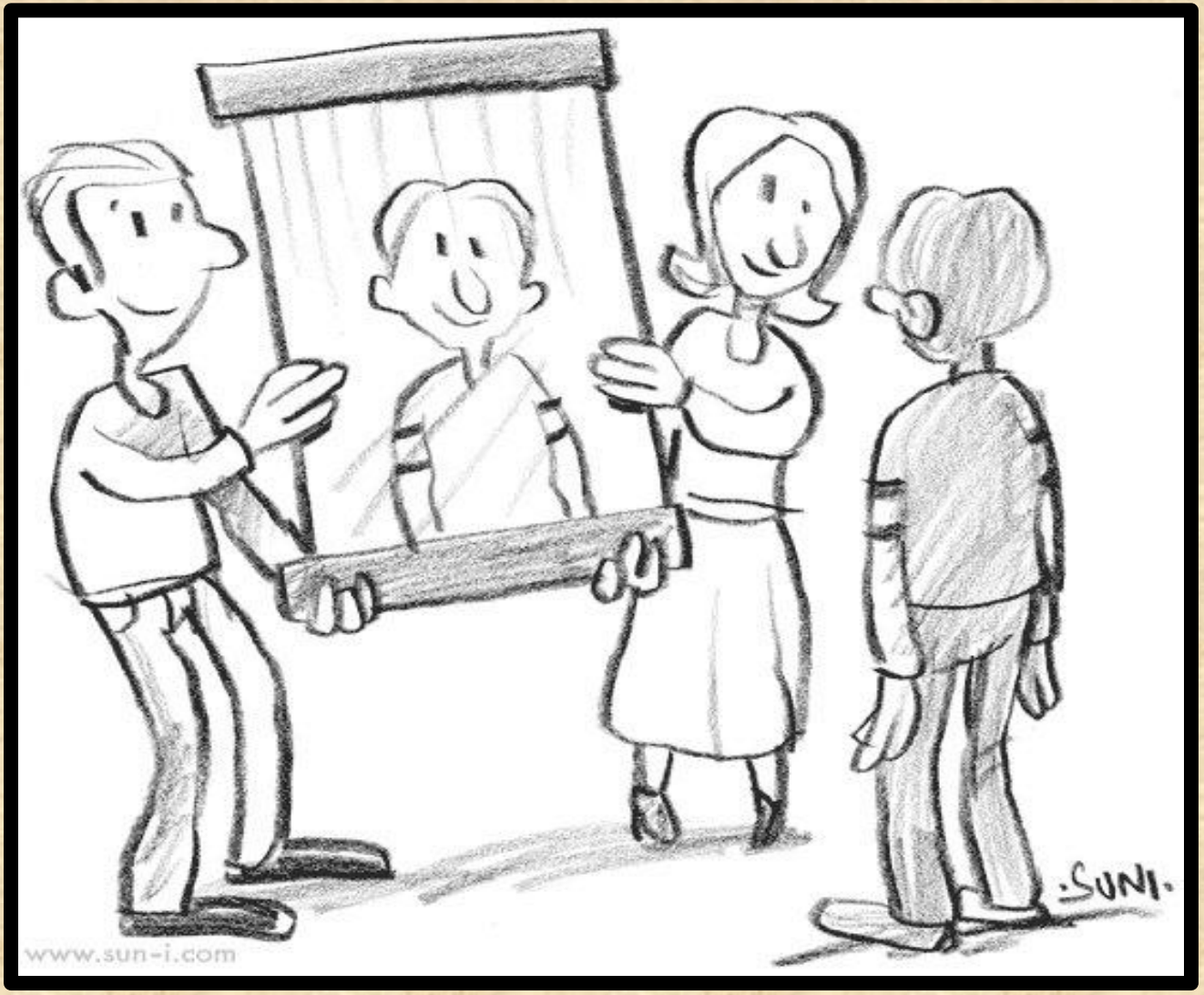
- ✓ Situation
- ✓ Behavior
- ✓ Impact

- ✓ Managing Relationships

- ✓ Dignity and Respect
- ✓ Give Voice
- ✓ Explain Decisions
- ✓ Impartial

- ✓ Distributive
- ✓ Procedural
- ✓ Interactional

The Burden of Self-Awareness



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)

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

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"

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

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

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

THE WAY WE THINK AND ACT

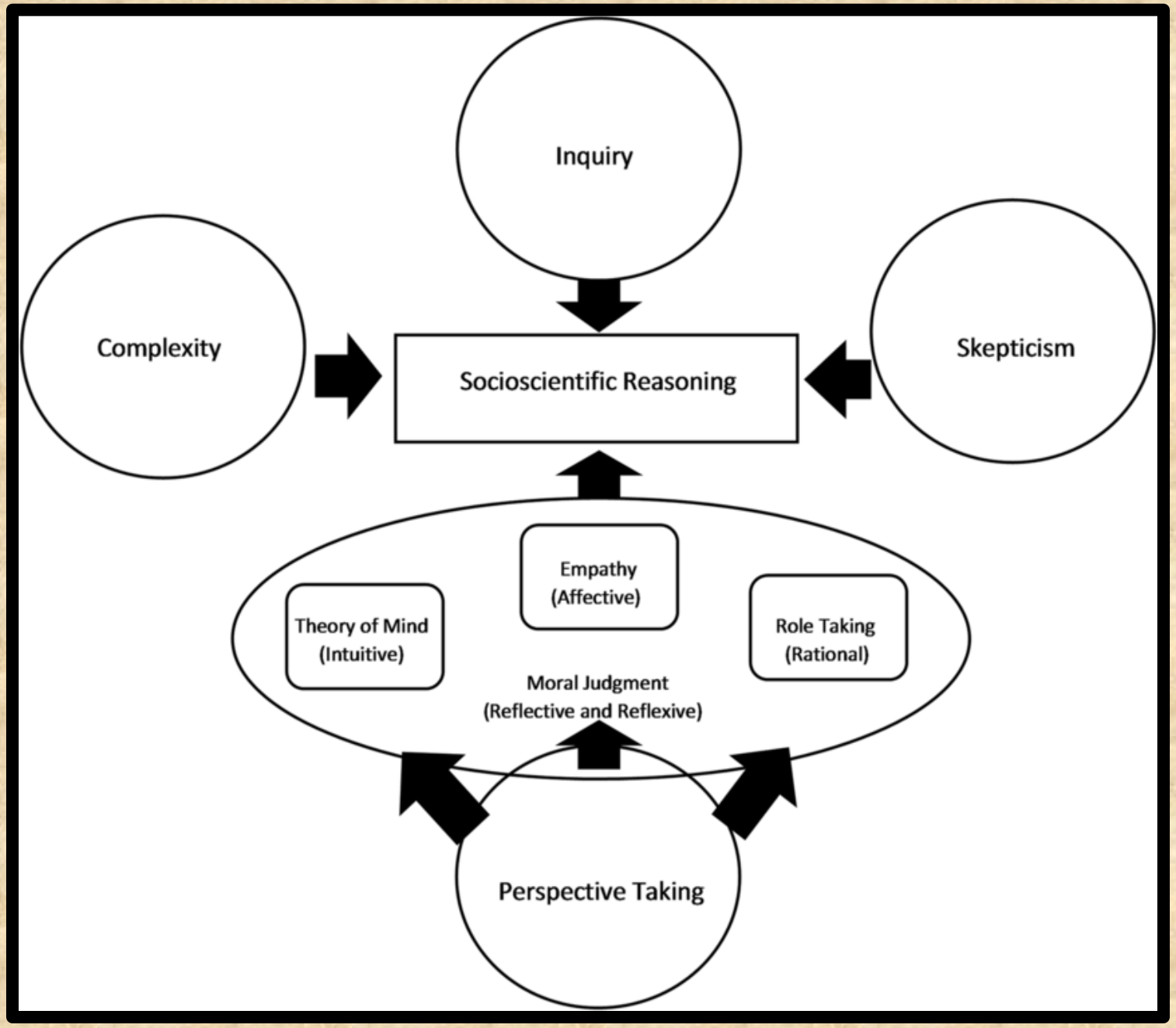
We must have the ability to be objective and see things in a different way…

Perception and Perspective

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

➢ ***Perception is unique to a particular individual***

➢ ***A Perspective where one observes the world from "outside themselves" presents a far more accurate interpretation of reality***



Kahn, S., & Zeidler, D. L. (2019)

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…

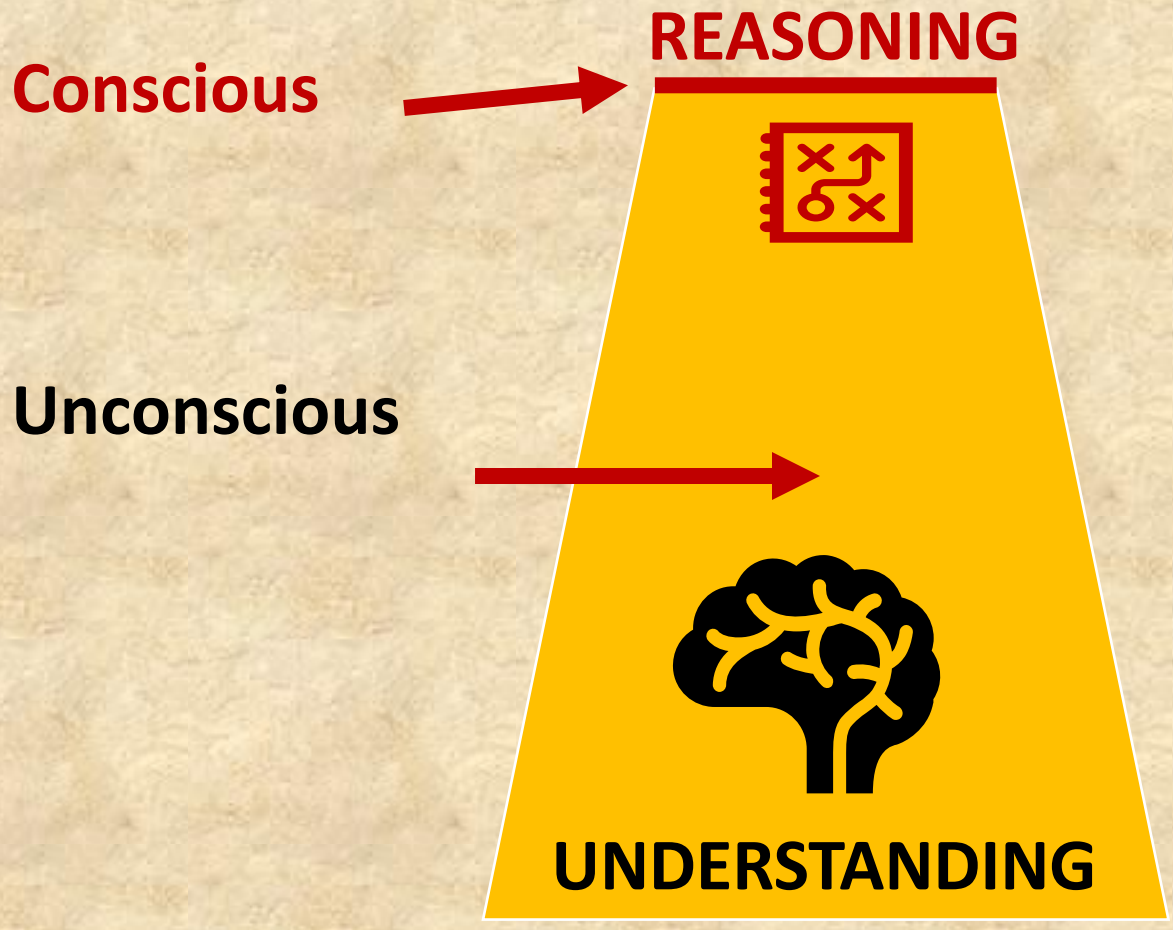
- How we see
- How we decide
- How we act.

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

The brain spends 99.999+ % of its cycles on perception and understanding and less than 0.001% on reasoning.

(Monica Anderson IA Research)



“MEMORY”

Tavris & Aronson, (2015)

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

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

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

Perception is based in both awareness and understanding.

"We often perceive what

we expect to perceive."

"Sometimes we fail to see things as they are…we tend to see them as we are."

---Screen play from none but the brave

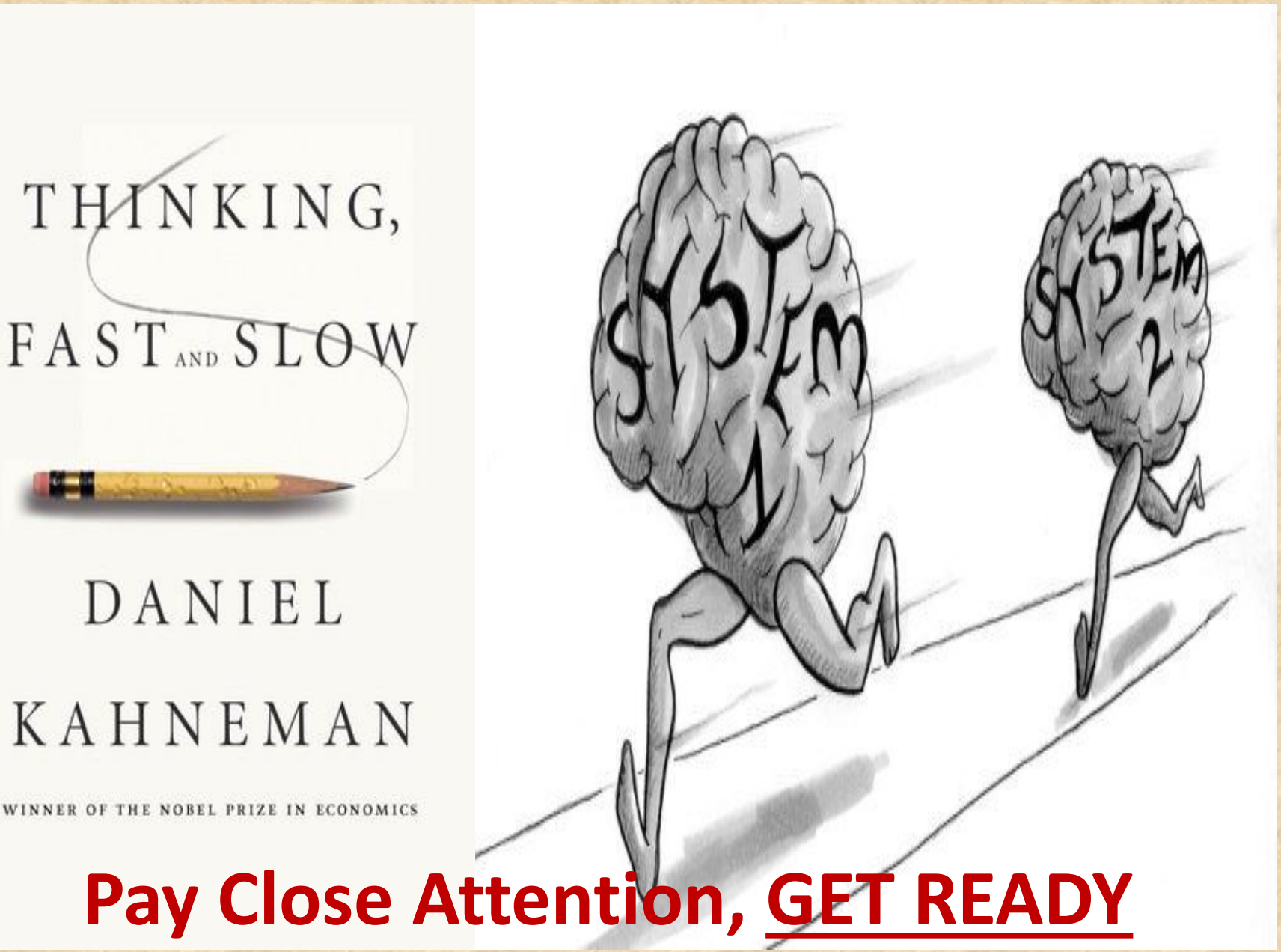
Premature conclusions can be dangerous and froth with inaccuracies

Social action, like physical action is steered by perception

Cabrera, Cabrera, & Powers, (2015)

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

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



Pay Close Attention, GET READY

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"

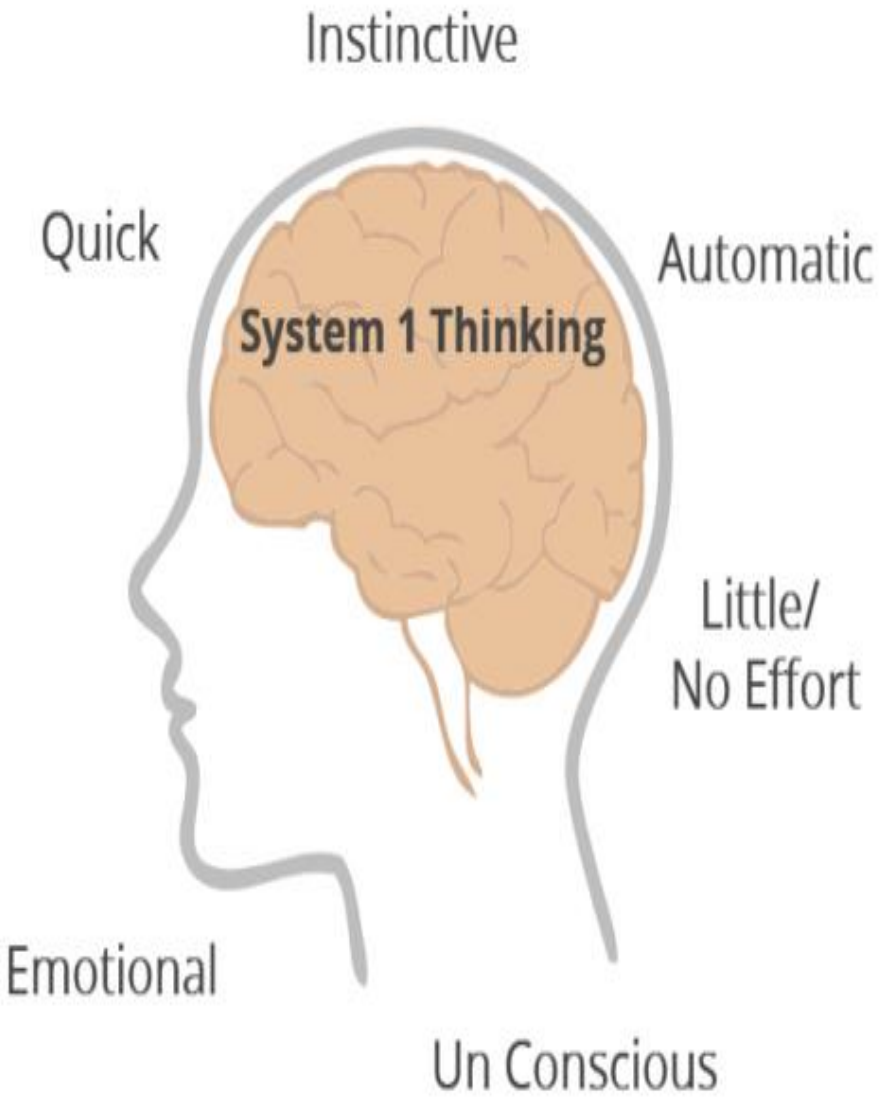
Dual Process Theory Continued

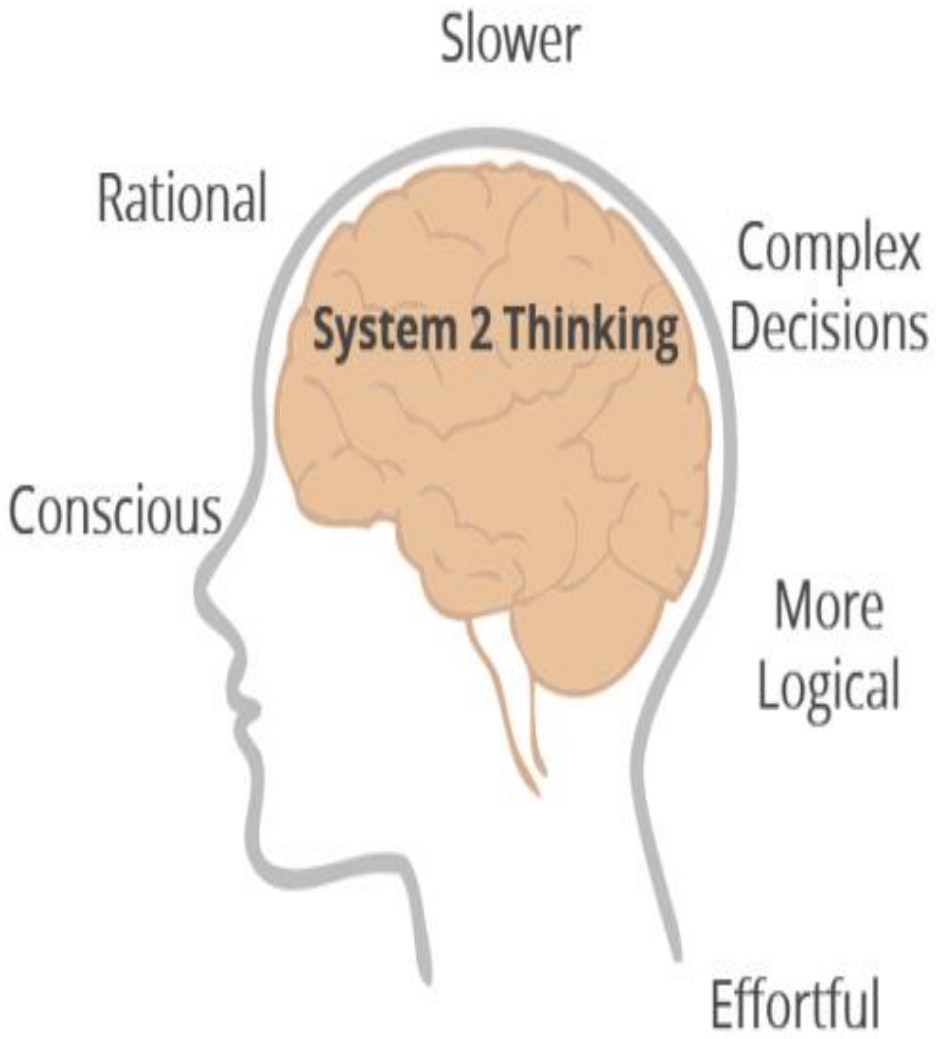
- **System 2** is slow, deliberate, effortful
- **System 2** Requires attention & is disrupted when attention is taken away. We tend to identify with **System 2** as our conscious reasoning self

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

DANIEL KAHNEMAN'S SYSTEMS OF THINKING





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***

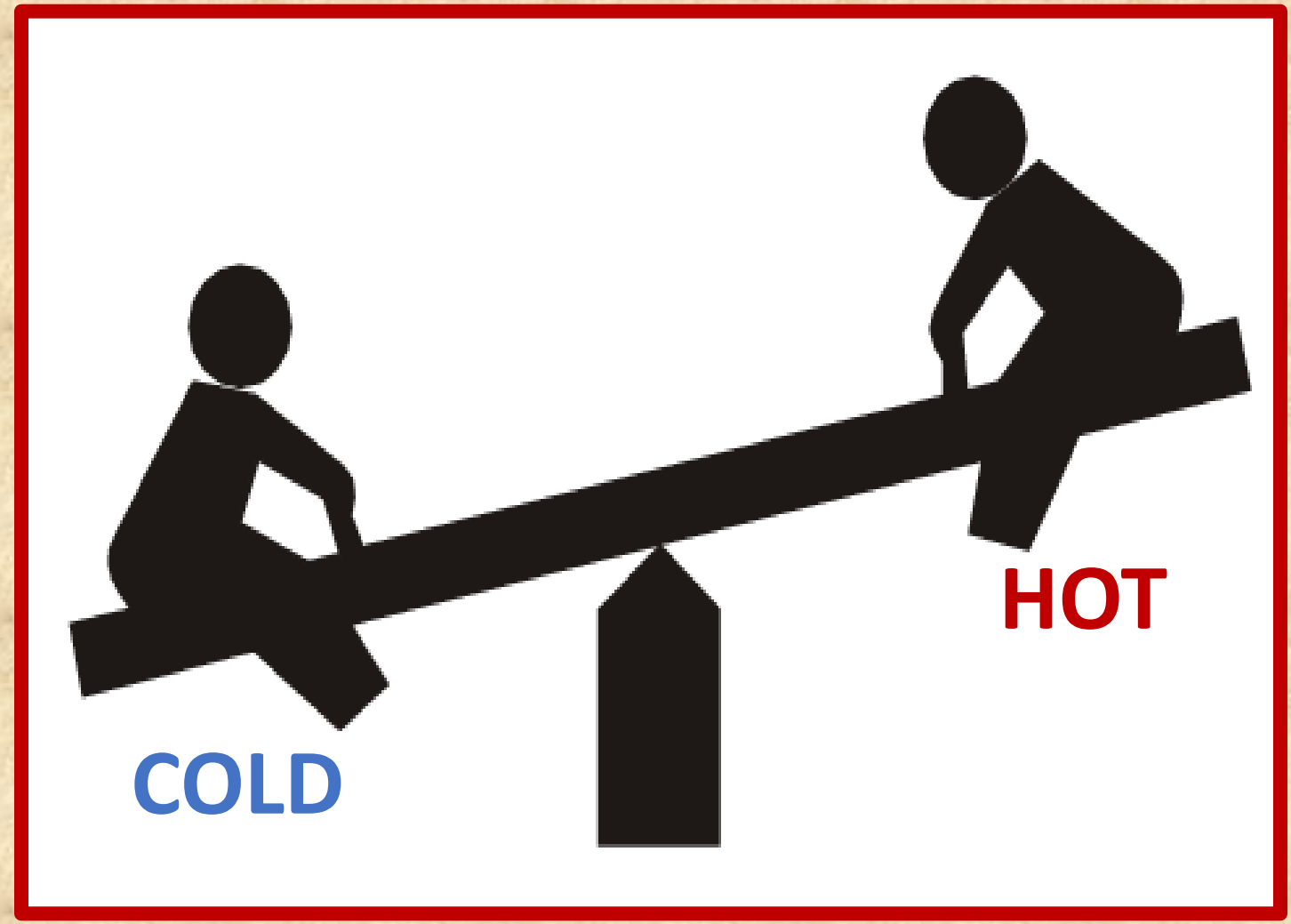
  (flight or fight)
- ***Stimulus-control***

COOL (KNOW) System

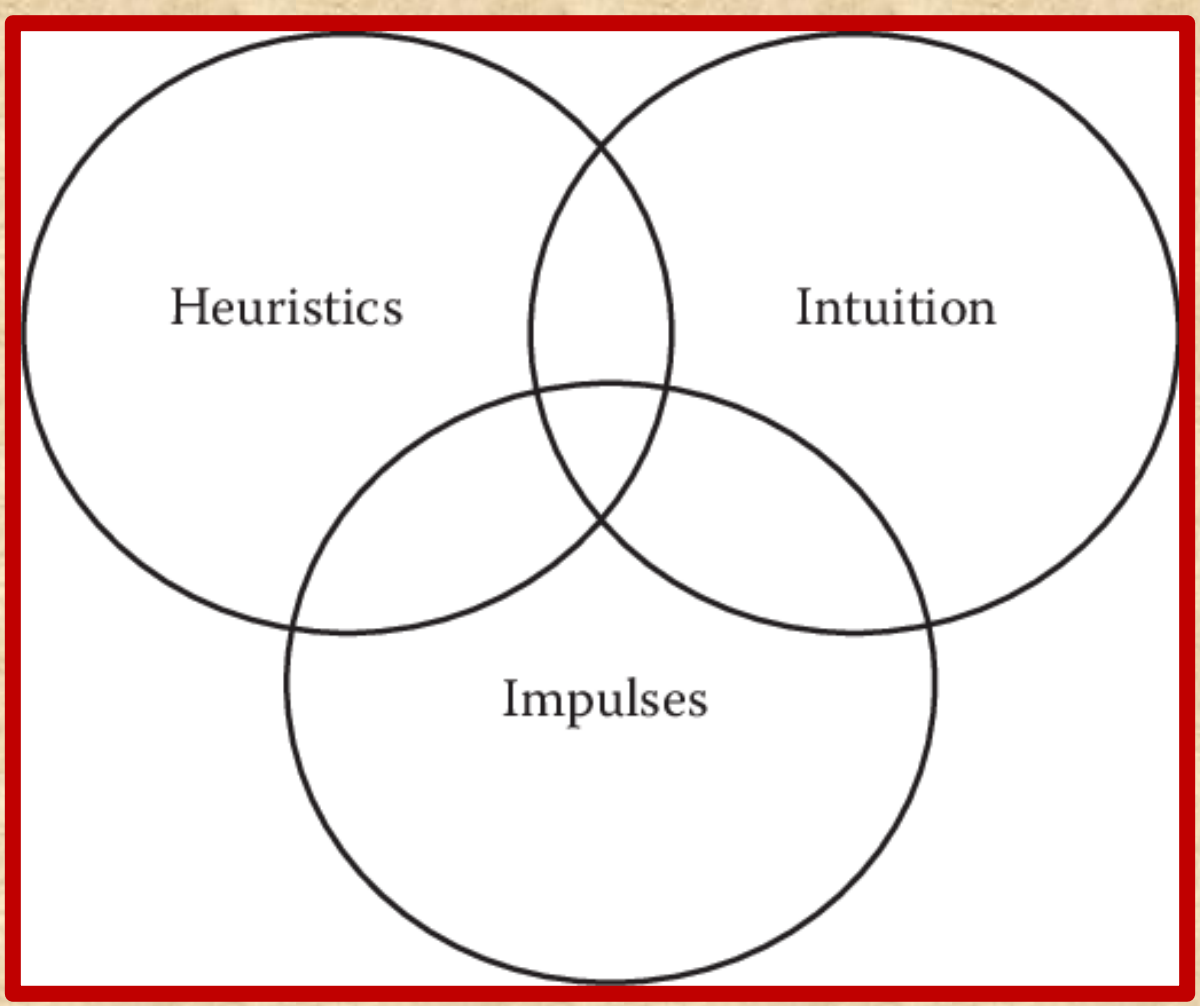
- **Cognitive**
- Complex
- Reflective
- Slow
- Frontal lobe/Hippocampus (rational and logical)
- Develops late
- ***Weaken by stress***

  (increases spur dysfunction)
- ***Self-control***

When one goes up the other goes down

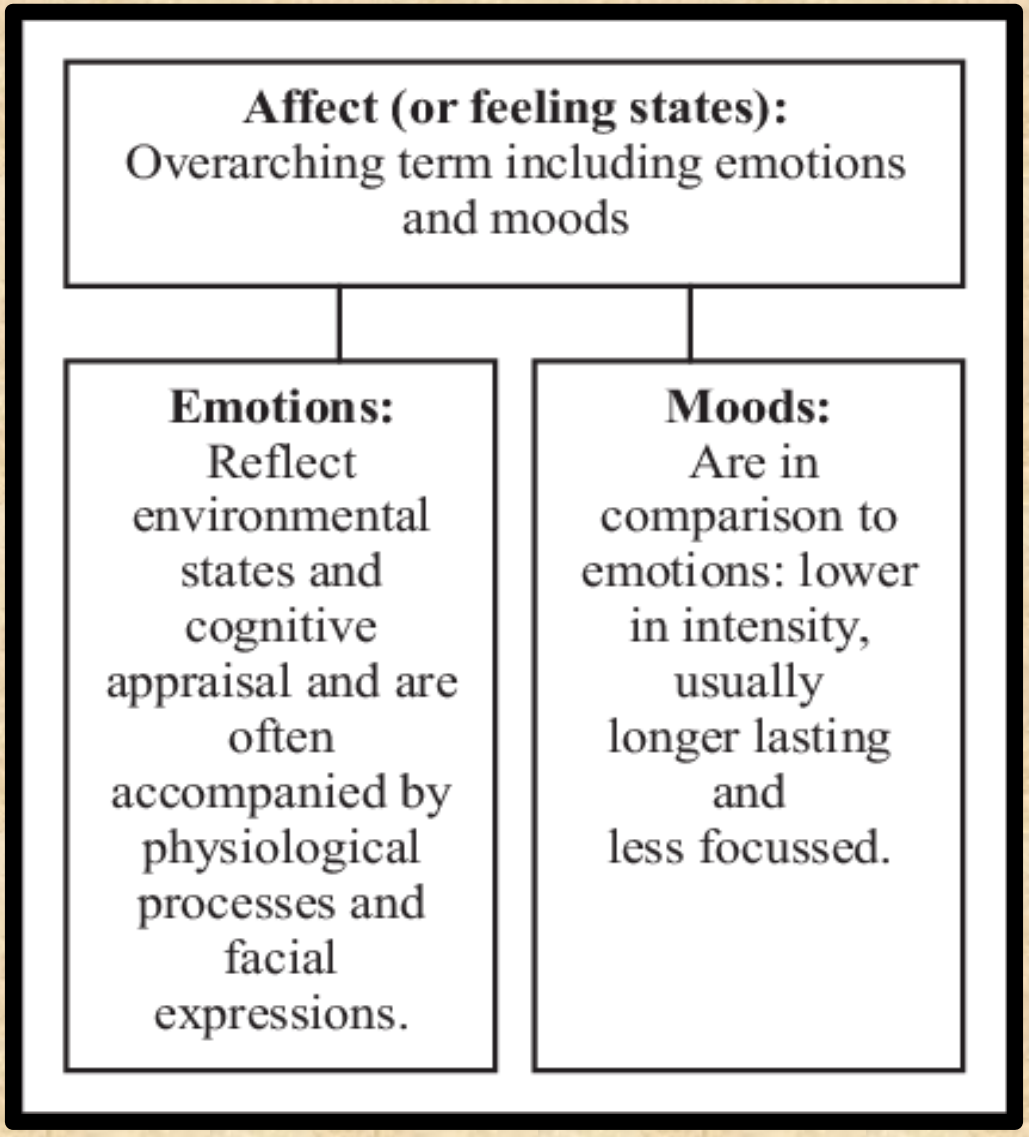


The Three Live in System One to Impact System Two



Affect (Feeling) nexus to Emotion and Moods

Van den Tol, A. J., & Edwards, J. (2013)



	Emotions	Feelings	Moods
Duration	Short (seconds)	Moderate (minutes)	Long (hours or days)
Intensity	High	Moderate	Low
Causes	Specific responses to external stimuli (events, objects)	Mental reactions to emotions	The cause is often general and unclear
Effects	Immediate actions, fight or flight response	Decision-making, learning, memory, perceptions, attitudes, intentions	Behavior, psychological wellbeing, physical health

Source: Godovykh & Tasci (2021)

Emotions

- While our own emotions have a significant impact on our decisions and judgements
- **The displays of emotion by others around us also have an impact**
- **We have both cognitive and emotional (based on our values and beliefs) reactions to the emotional responses of others** Wilkinson, D. (2024) Oxford-Review Research Brief
- **Emotion can modulate decisions in an incidental way, such as when a preexisting emotional state like stress or mood influences an unrelated choice**

This modulatory view contrasts with dual-process models that propose separate, competing emotional and cognitive systems

	System 1	System 2
Characteristics	Fast Effortless Unconscious Triggers emotions Associative Looks for patterns Looks for causation Creates stories to explain events	Slow Effortful Conscious Logical Deliberative Can handle abstract concepts
Advantages	Speed of response in a crisis Creativity through associations, so good for expansive thinking Easy completion of routine or repetitive tasks	Allows reflection and consideration of the "bigger picture", options, pros and cons, consequences Can handle logic, maths, statistics Good for reductive thinking
Disadvantages	Jumps to conclusions Unhelpful emotional responses Can make errors that are not detected and corrected, such as wrong assumptions, poor judgements, false causal links	Slow, so requires time Requires effort and energy, which can lead to decision fatigue

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

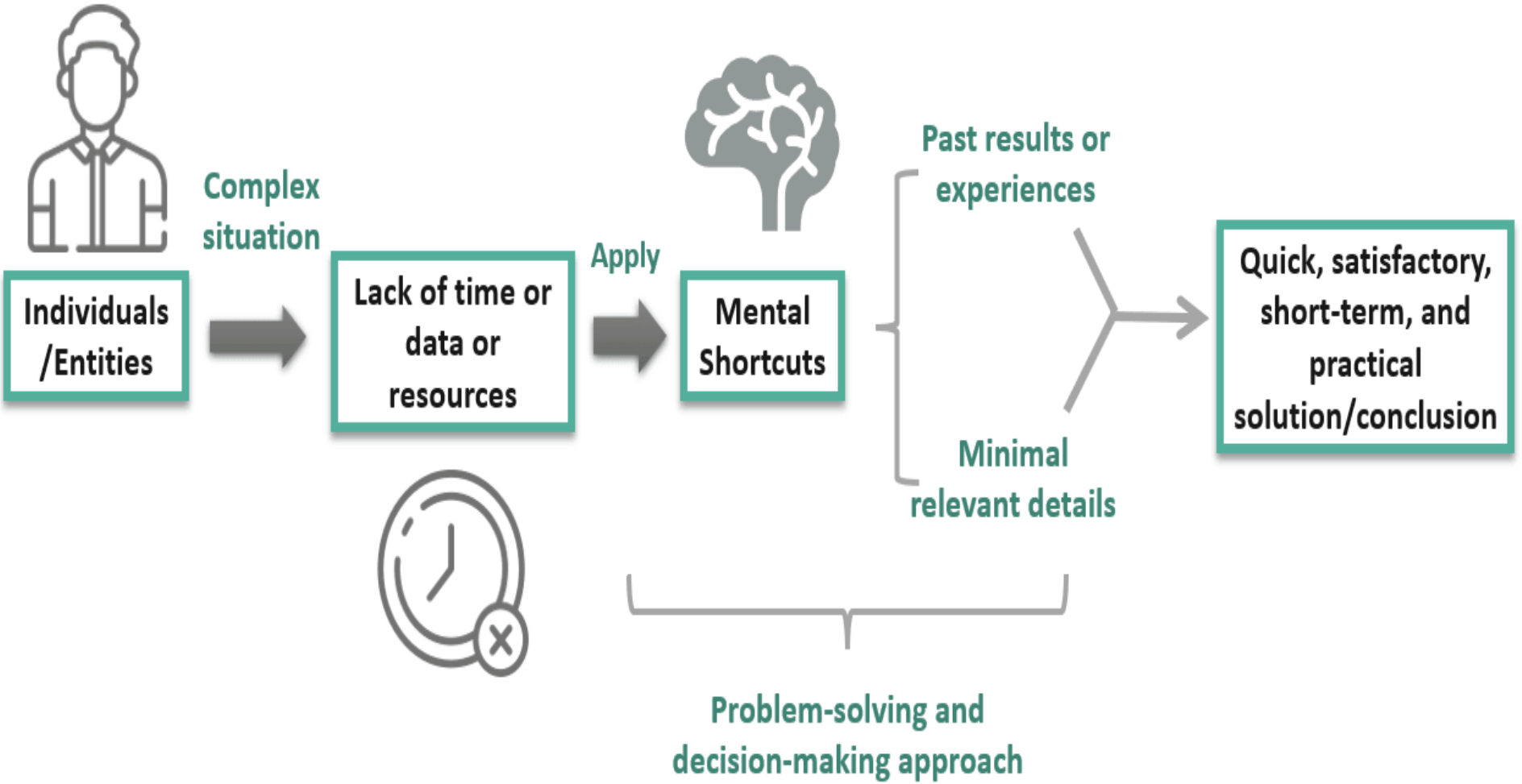
- We have only so much System 2 thinking available over the course of the day
- We naturally spend as much time in System 1 thinking as possible
- **Many studies indicate that 90% to 95% of our decisions are made unconsciously**

Birnbaum, J. (2022)

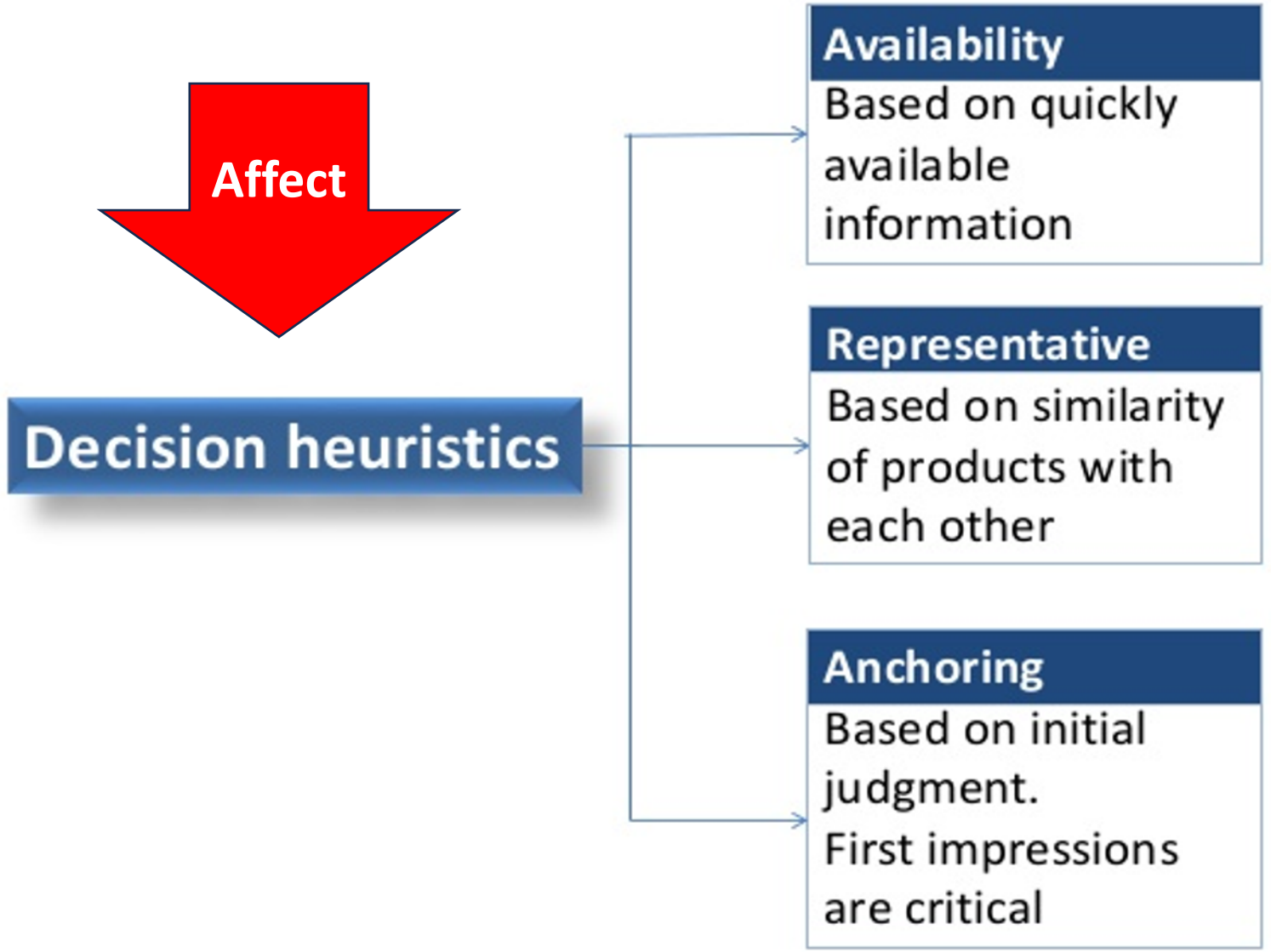
The interactions and relationship of system 1 and 2

- 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

What Is Heuristics?

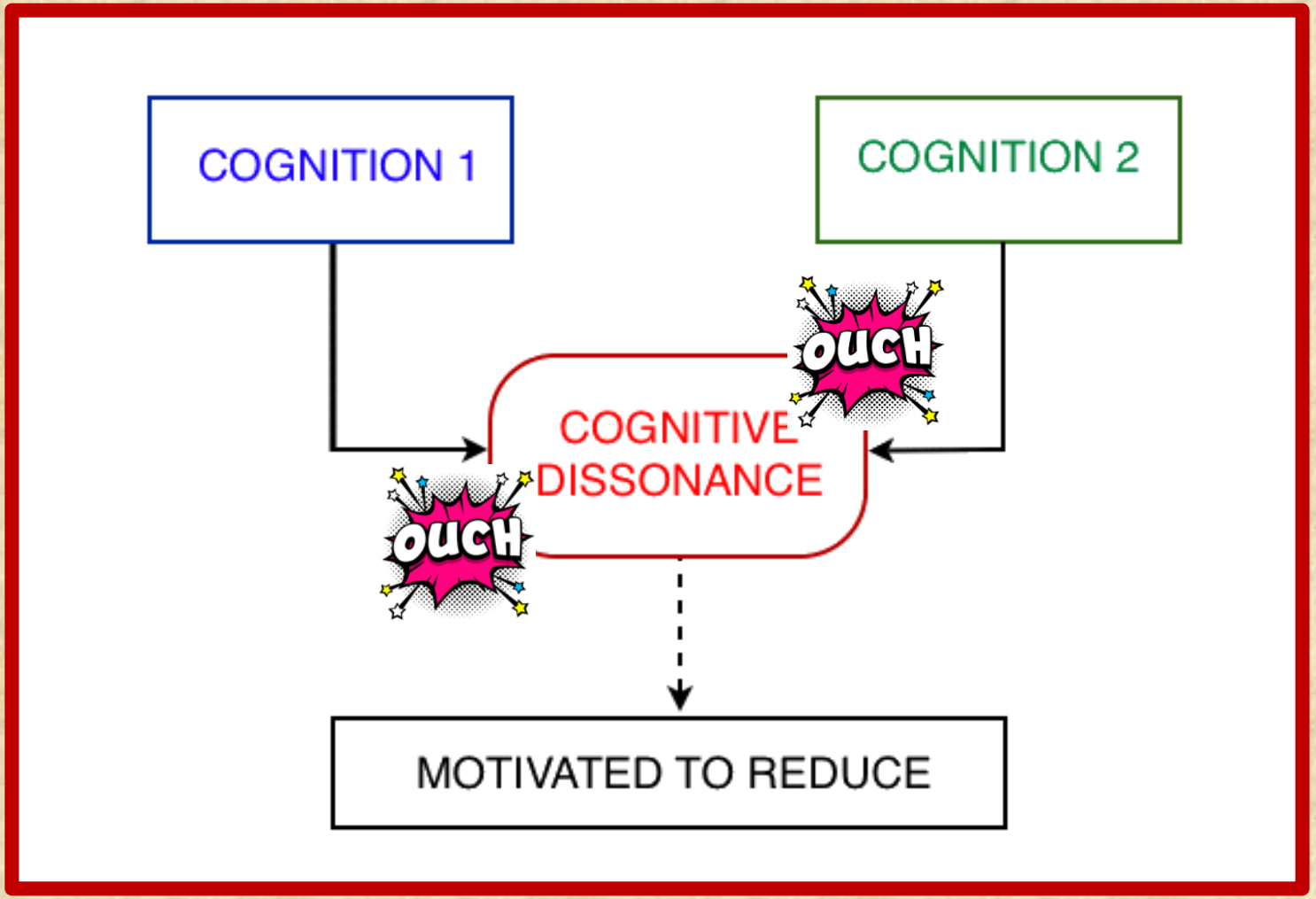


WallStreetMojo


Affect
Decision heuristics
Availability
Based on quickly available information
Representative
Based on similarity of products with each other
Anchoring
Based on initial judgment.
First impressions are critical

Heuristics = *"Mental Short Cuts"*

- Our brain is wired for certainty. It hates **"uncertainty."**
- **Cognitive dissonance causes the discomfort you feel when you hold two contradictory ideas simultaneously.**
- **When we experience cognitive dissonance, we make assumptions to relieve or avoid it.**
- We also use heuristics; using substitution (we substitute a "close enough" easy question for the original hard one)
- They provide immediate answers, but may allow for serious errors



Yustitia, S., Susilo, M. E., & Afifi, S. (2019)

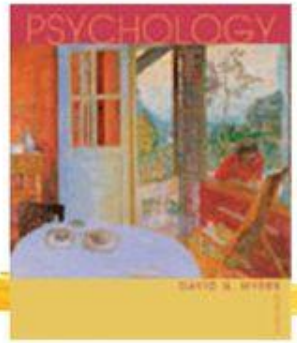
These mental processes can create, produce, and develop

- 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***

Thinking



- Belief Bias
  - the tendency for one's preexisting beliefs to distort logical reasoning
  - sometimes by making invalid conclusions seem valid or valid conclusions seem invalid
- Belief Perseverance
  - clinging to one's initial conceptions after the basis on which they were formed has been discredited

https://slideplayer.com/slide/13590851/

CONFIRMATION BIAS

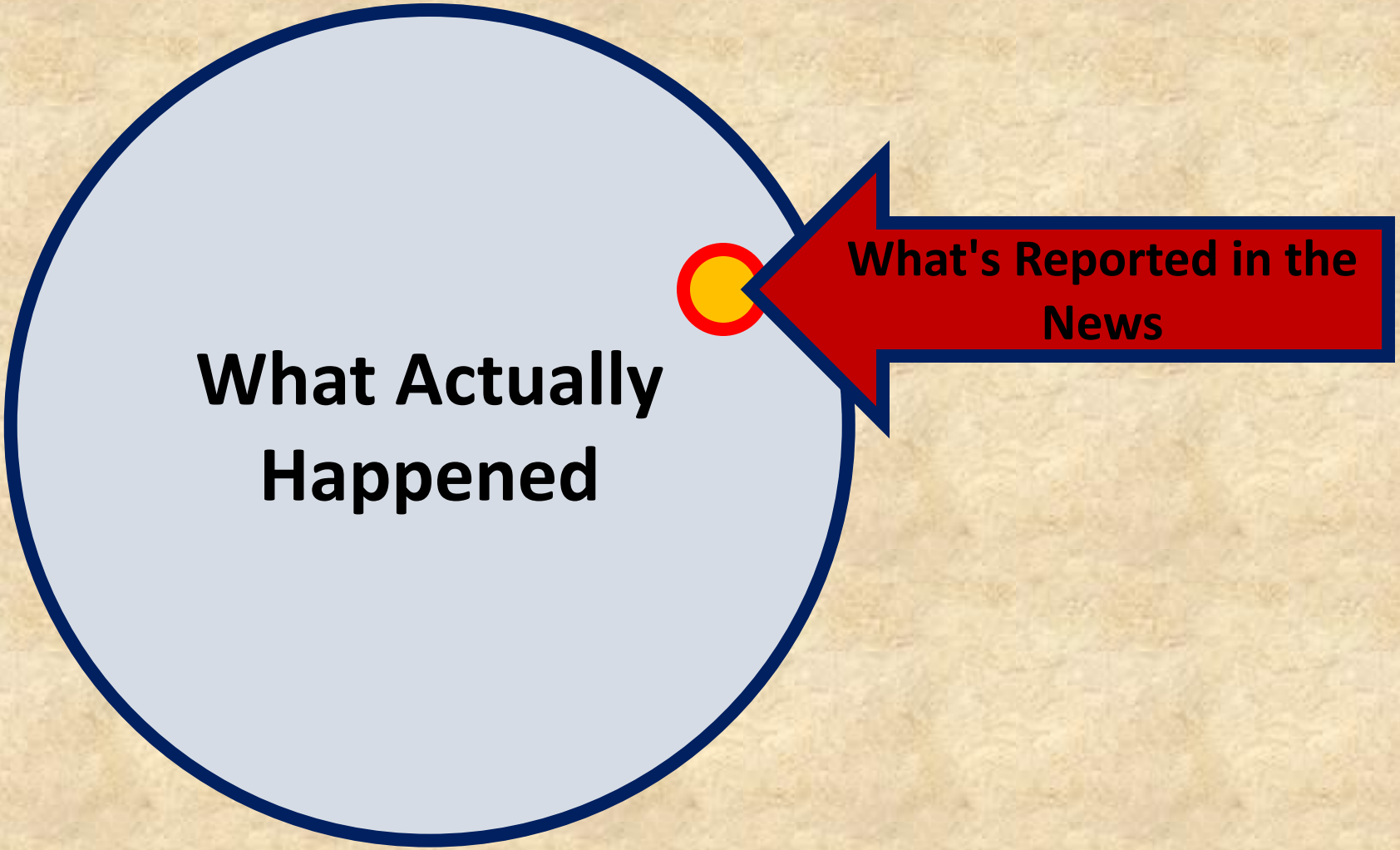


https://www.simplypsychology.org/confirmation-bias.html

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.

SOCIAL IDENTITY THEORY FRAMEWORK

SOCIAL CATEGORIZATION

- assigning people to groups
- e.g., by occupation, ethnicity

SOCIAL IDENTIFICATIION



- adopting the identity of a group

SOCIAL COMPARISON

- comparing in-groups & out-groups
- boosting self-esteem of in-group

STRUCTURAL LEARNING

Stereotypes

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

Dangers of Stereotypes

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

- **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).

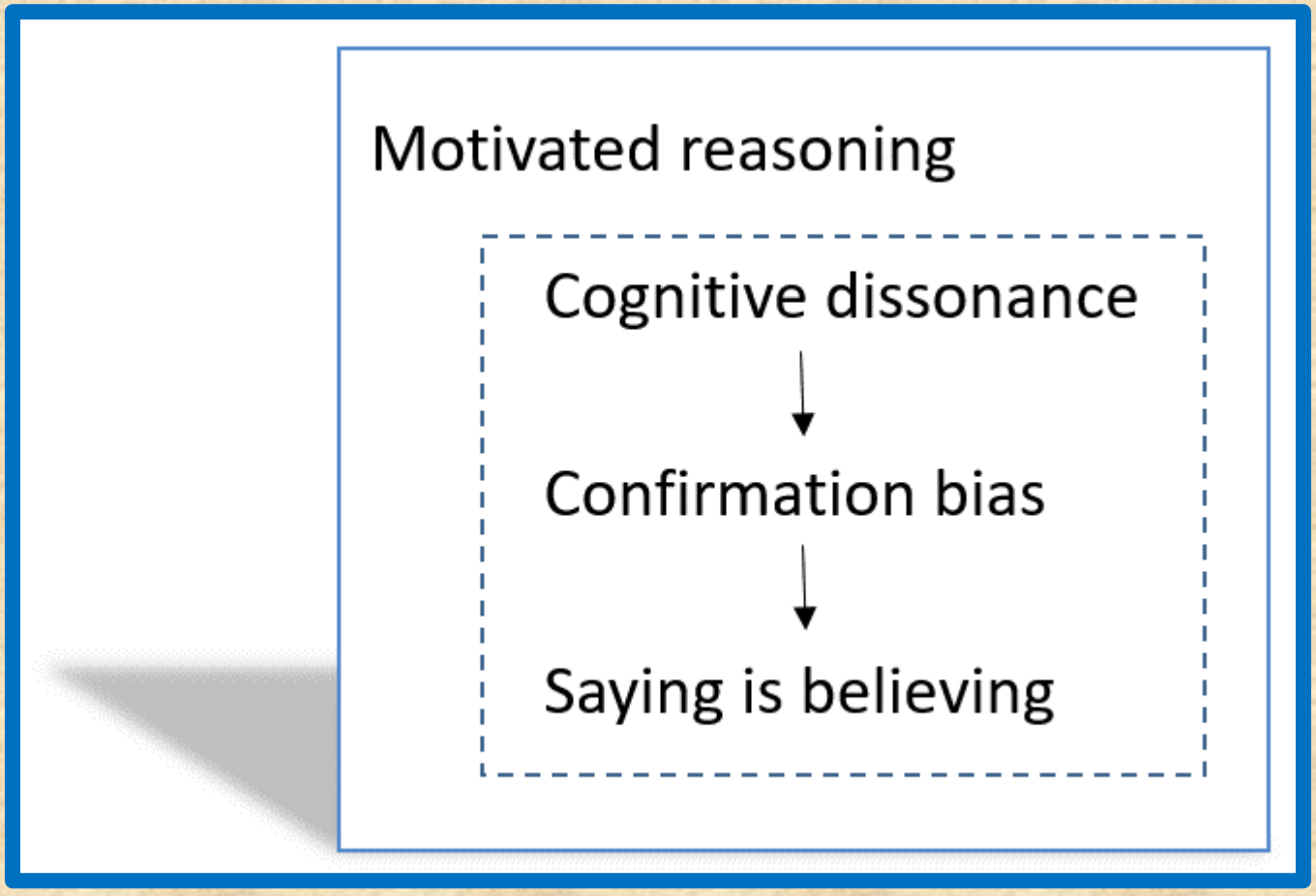
"Often, we don't see things as they are, we see things as we are."

The Modulatory relationship between cognition (system 2) and emotion

- **Motivated reasoning:** refers to the tendency of people to conform their assessments of information to some existing pre-existing belief or ideology
- **Bias:** implicit and explicit

Motivated Reasoning

When we use our reasoning and logic not to find the objective truth, but to justify a conclusion we already want to believe



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

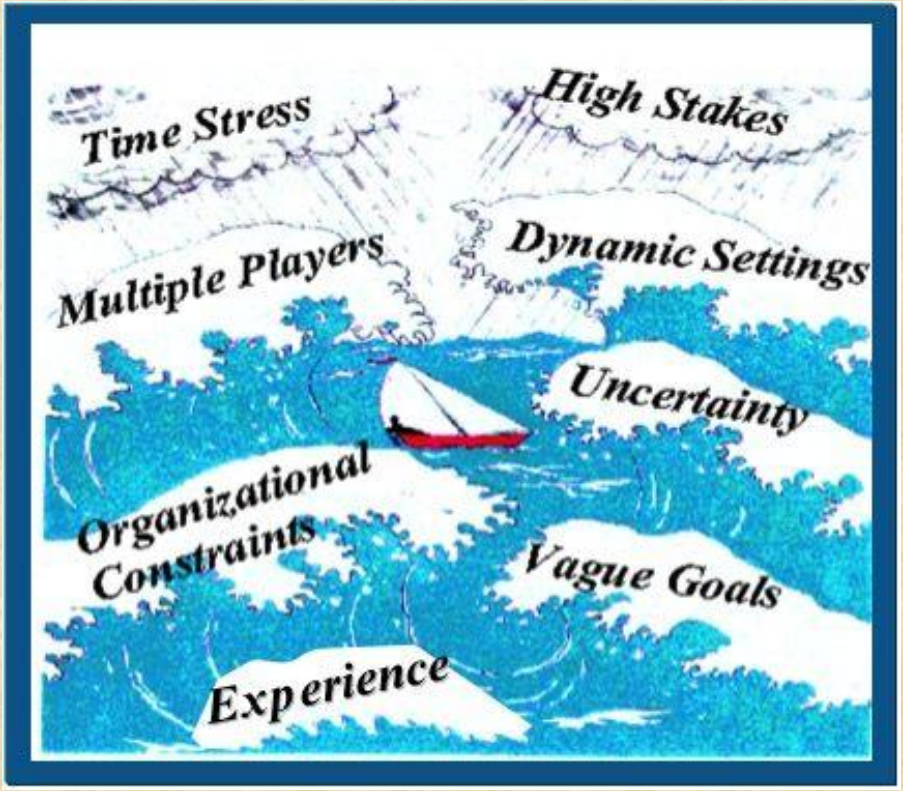
Intuition is Recognition and Expertise

- 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)

Naturalistic Decision Making Under Exigent Circumstances

- Research found that *experienced decision makers* recognize patterns and don't compare options
- That insight arises by detecting contradictions and anomalies and by noticing connections.

Expertise primarily depends on tacit knowledge. *(gained through personal experience and intuition)*



Klein, G. (2016)

Conditions for Intuitive Expertise

- Intuition that is constructed and developed by knowledge and *domain* experience (subject matter expertise)
  - **Reliable** (Gary Klein)
- Intuition not grounded in knowledge and *domain* experience (someone who doesn't listen, read, research, study, and do)
  - **Unreliable** (Daniel Kahneman)

Kahneman and Klein sought to understand when professional intuition is reliable and when it fails.

Conditions for Intuitive Expertise, (2009)

- **Key Finding:** They agreed that reliable intuition requires a predictable environment and the opportunity for practice with accurate feedback(e.g., pilots in the military, firefighting).
- **Application:** For executives, they suggested using intuition for recognized patterns but applying more analysis and seeking diverse perspectives for unique, strategic decisions.

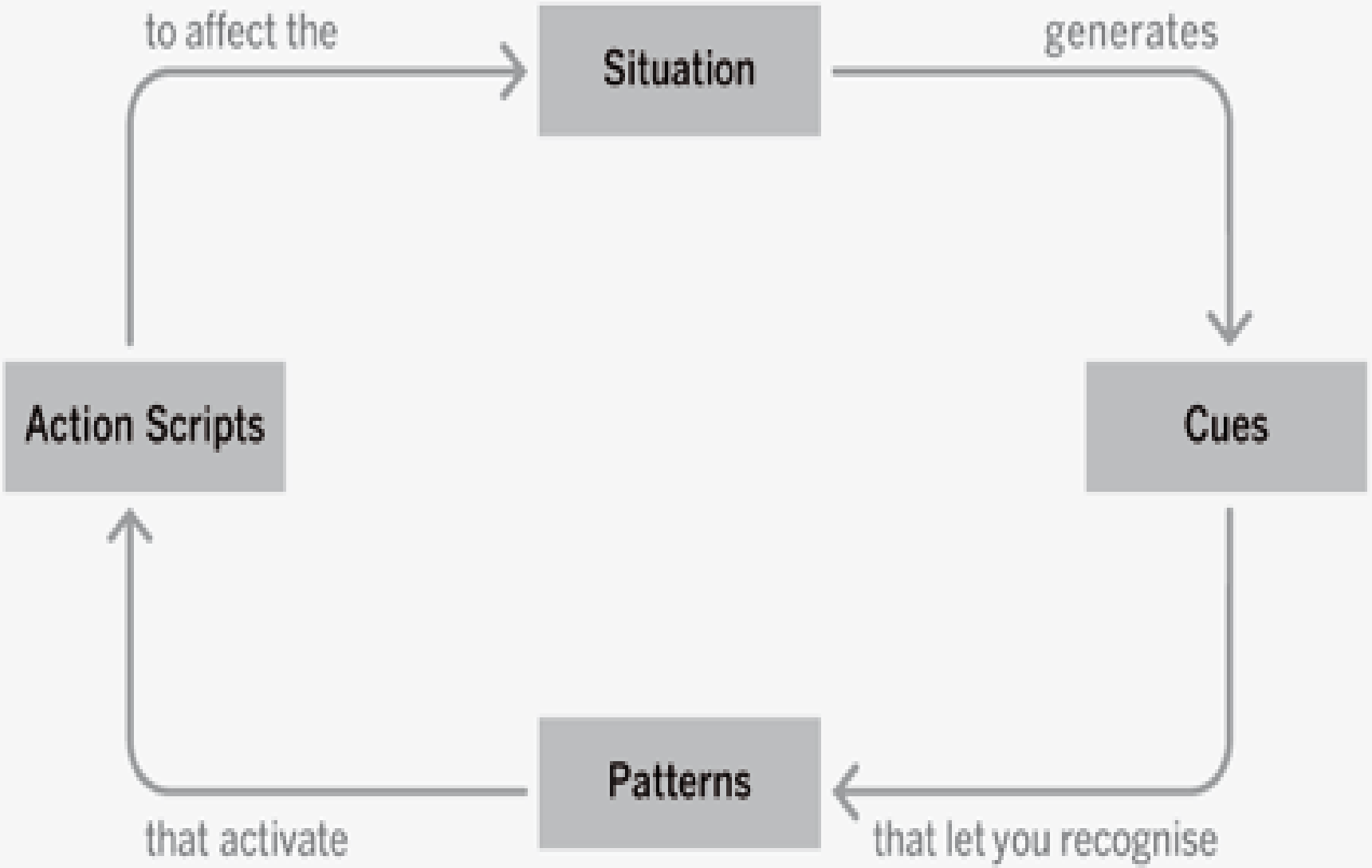
Strong Pattern Recognition Intuition

- **The story we tell ourselves.**

✓Our brain hates uncertainty

✓They are meaning-making machines — when we sense a pattern, we immediately construct a narrative around it.

Strong pattern recognizers are especially prone to filling in gaps quickly, which can be accurate or incorrect depending on the emotional charge behind the pattern.



https://interacciones.org/2013/06/14/intuitive-decisions/

“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 Best Practice



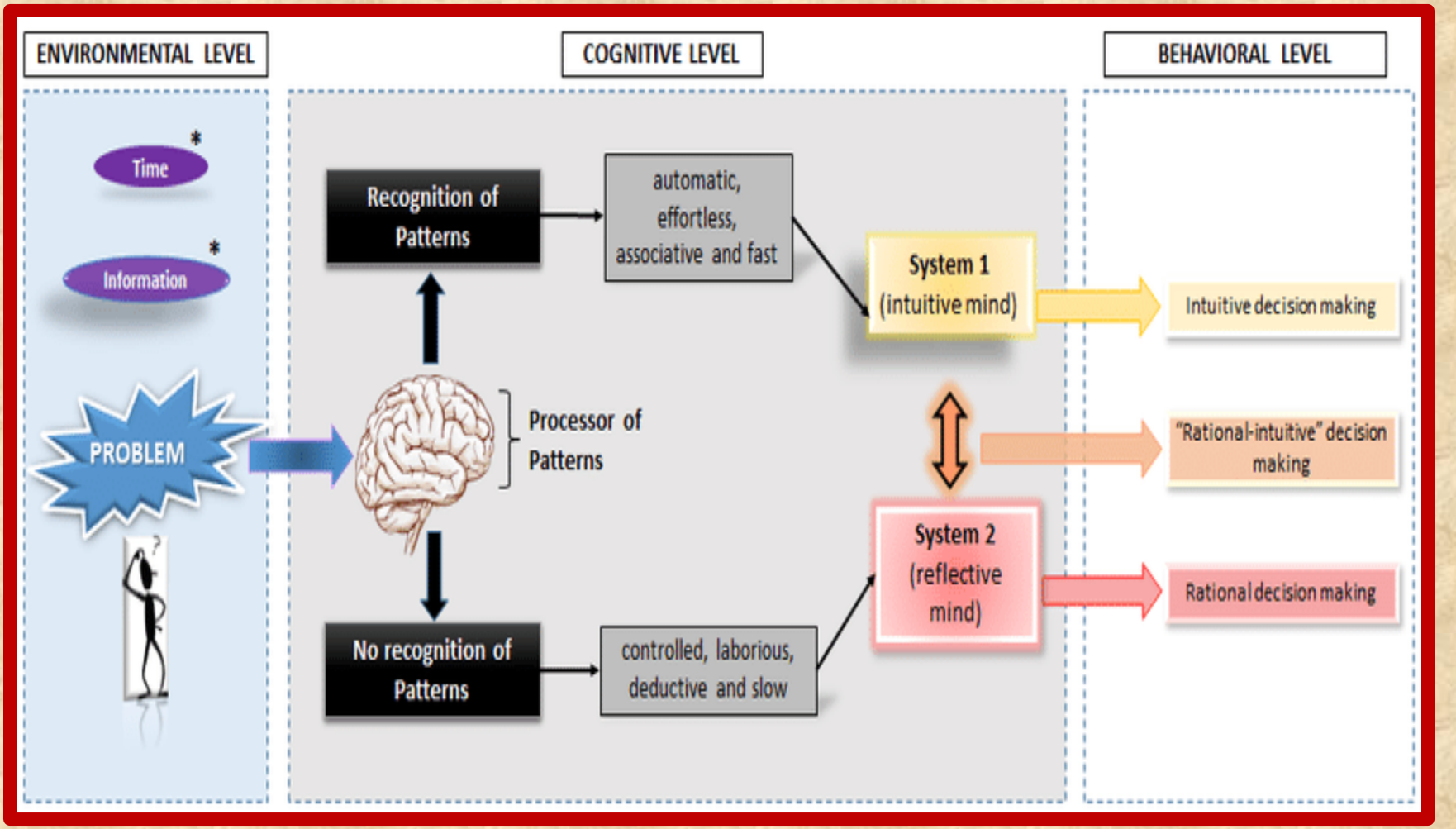
Colonel Hal Moore

Trust your instincts
Instincts and intuition give you an immediate estimation of a situation

SYSTEM 1

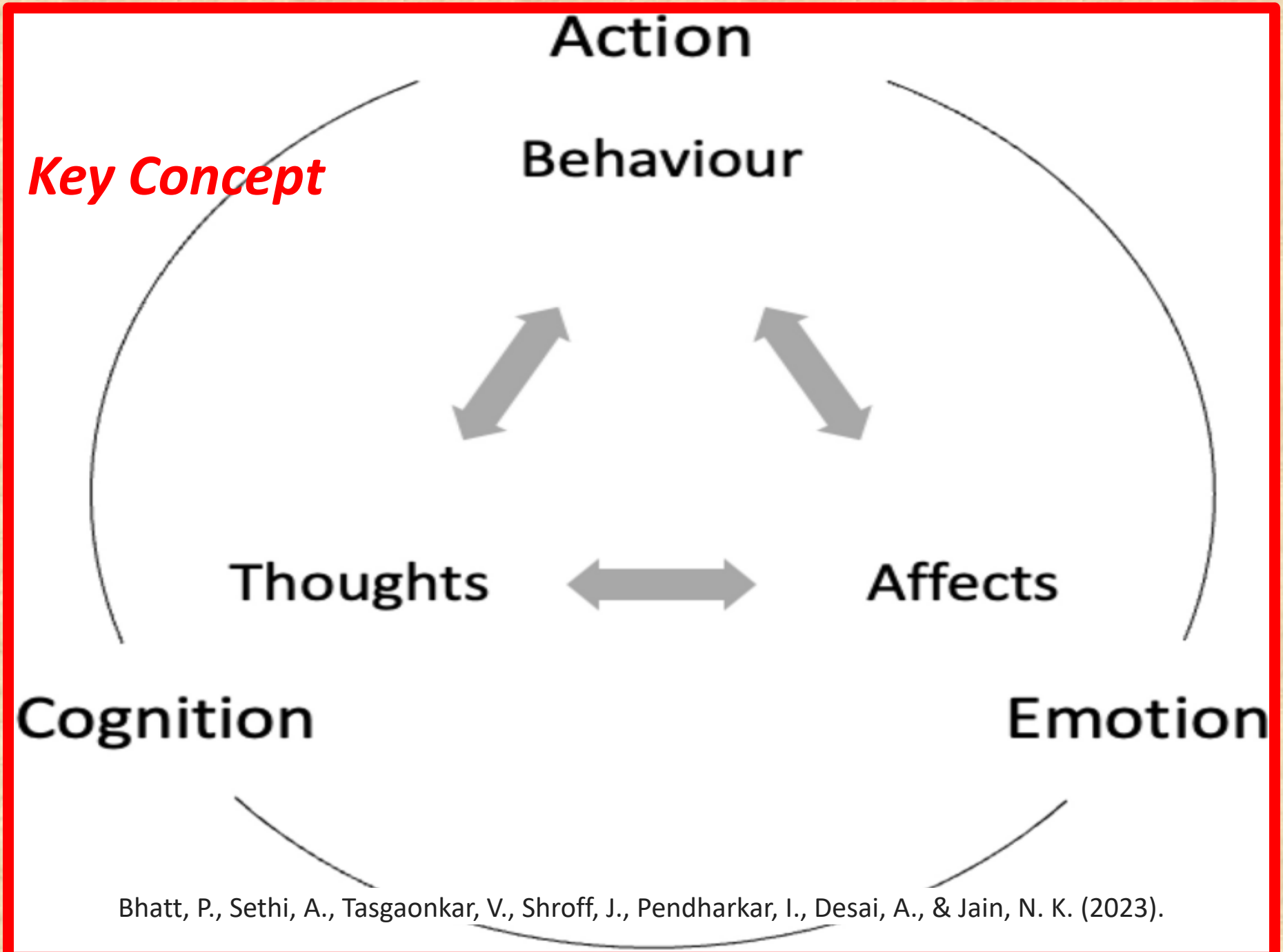
Then, ask yourself, what am I doing that I should not be doing
And what am I not doing that I should be doing

SYSTEM 2



Sincora, A.L. and Valadares de Oliveira, M.P. (2019)

Key Concept



Bhatt, P., Sethi, A., Tasgaonkar, V., Shroff, J., Pendharkar, I., Desai, A., & Jain, N. K. (2023).

PRACTICAL EXERCISES

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)

THE DANGER of OUTCOME BIAS

- Outcome bias is a cognitive bias where the quality of a decision is judged based on its outcome rather than the reasonableness of the decision at the time it was made.
- People seem to have a difficult time unpacking decision-making processes, even ones they strongly prefer, from their associated outcomes when evaluating decision quality. Arvai, J. L., & Froschauer, A. (2010)

Assumptions made based on the outcome, existing beliefs, and preliminary facts

- The key is focusing on what was known at the time the decision was made.
- Analyze environment, interactions, intentions, knowledge, context, and processes.

Review of Video Camera Footage in Cases

Seth Stoughton University of South Carolina Law School

Practical Limitations

- ❖ Off-camera events
- ❖ Non-visual/non-auditory events
- ❖ Ambiguity and interpretation
- Perspective and bias
- Cognitive Illiberalism (political ideology)

"With very rare exceptions, we need more context than videos can always provide"

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

HUMAN BEINGS

- We lack self-awareness, objectivity, values, and self-discipline
- The fact that often, we may be our own worst enemy
- We suffer from our own bias, ignorance, lack of objectivity, training, poor supervision, mentorship, and oversight
- We don’t observe, study, research, and learn regarding the operational realities around us

Cognition

Our attitudes, values, beliefs and emotions

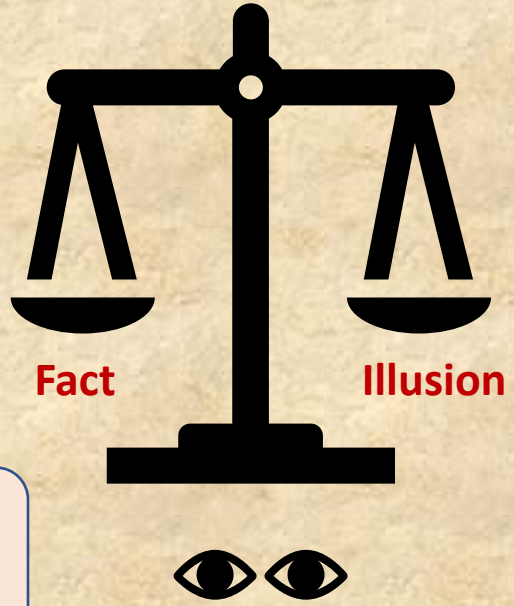
Filter our perspective, perception and interpretation

Cause Bias that

"The birth of an expectation"

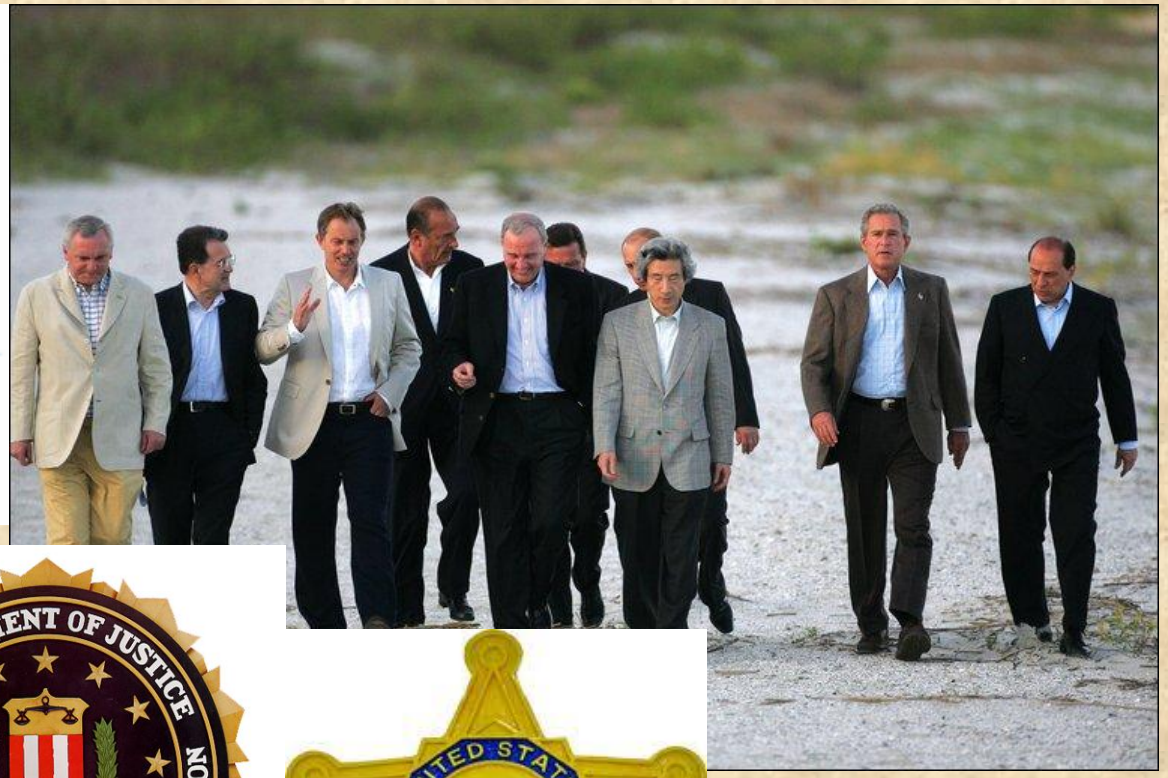
Due to lack of specificity in information and incomplete frame of reference

Can cause subjective treatment



- 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**

SEA ISLAND
Summit 2004



STATE OF GEORGIA
BUREAU OF INVESTIGATION

DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
FIDELITY BRAVERY INTEGRITY

UNITED STATES SECRET SERVICE

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

Dogmatism is a relatively unchangeable and unjustifiable certainty about something.

- Dogmatic individuals will usually ignore information that does not support their previous beliefs.
- They will hold onto the beliefs, even in the presence of overwhelming evidence that the belief is wrong or outdated.
- These rigid and inflexible belief systems also have a part to play in an individual's ability to deal with ambiguity.

In that, dogmatic individuals are significantly more likely to resort to biased interpretations that support their beliefs under situations of change or uncertainty.

THE QUESTION

Why is it important for leaders to learn about Dual Process Cognition, the modulatory relationship between cognition and emotion, and Implicit Social Cognition?

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

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.

Two Key Questions

Am I present in the moment?

How conscience am I about ME in the MOMENT?

The Concept of "Use of Self."

Three Core Competencies

- **Seeing:** Taking in information about self (from other perspectives and particular context involved)
- **Knowing:** Making meaning from interpreting information
- **Doing:** Taking appropriate action based on seeing and knowing

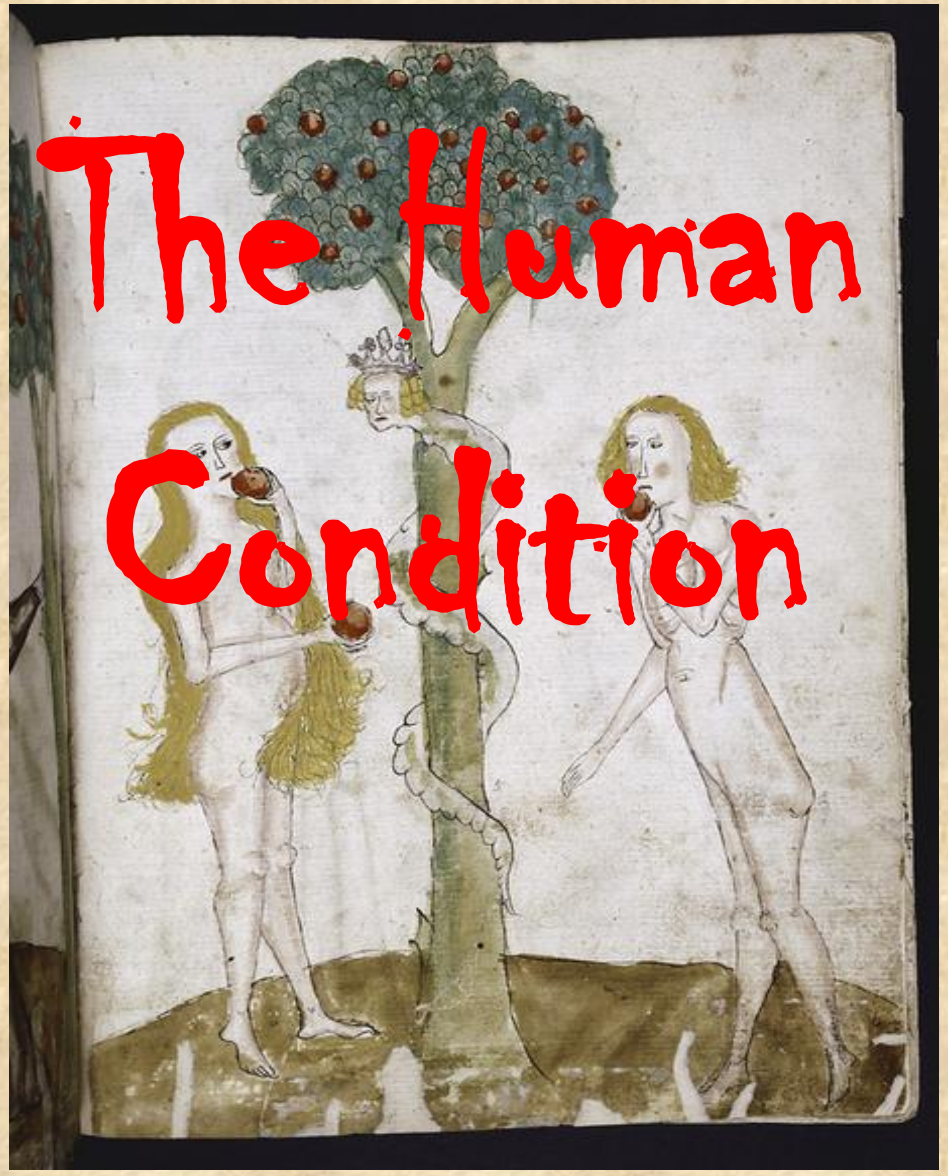
Your Agency is Critical

Use of Self Framework

Use of Self Research Briefing September 2024
www.Oxford-Review.com

- **Self-Awareness:** Know strengths, weaknesses, values, and emotional triggers
- **Situational Awareness:** Understand the context and the needs of others
- **Intentional Self-Regulation:** Manage reactions, especially in high-stress situations
- **Values-Based Actions:** Develop core values and act in alignment with them (understand other's values and agency mission)
- **Selective Self-Disclosure:** Build trust by sharing appropriate personal insights
- **Continuous Reflection:** Regularly assess how your personal attributes influence your impact

Our “Biggest” Barrier



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

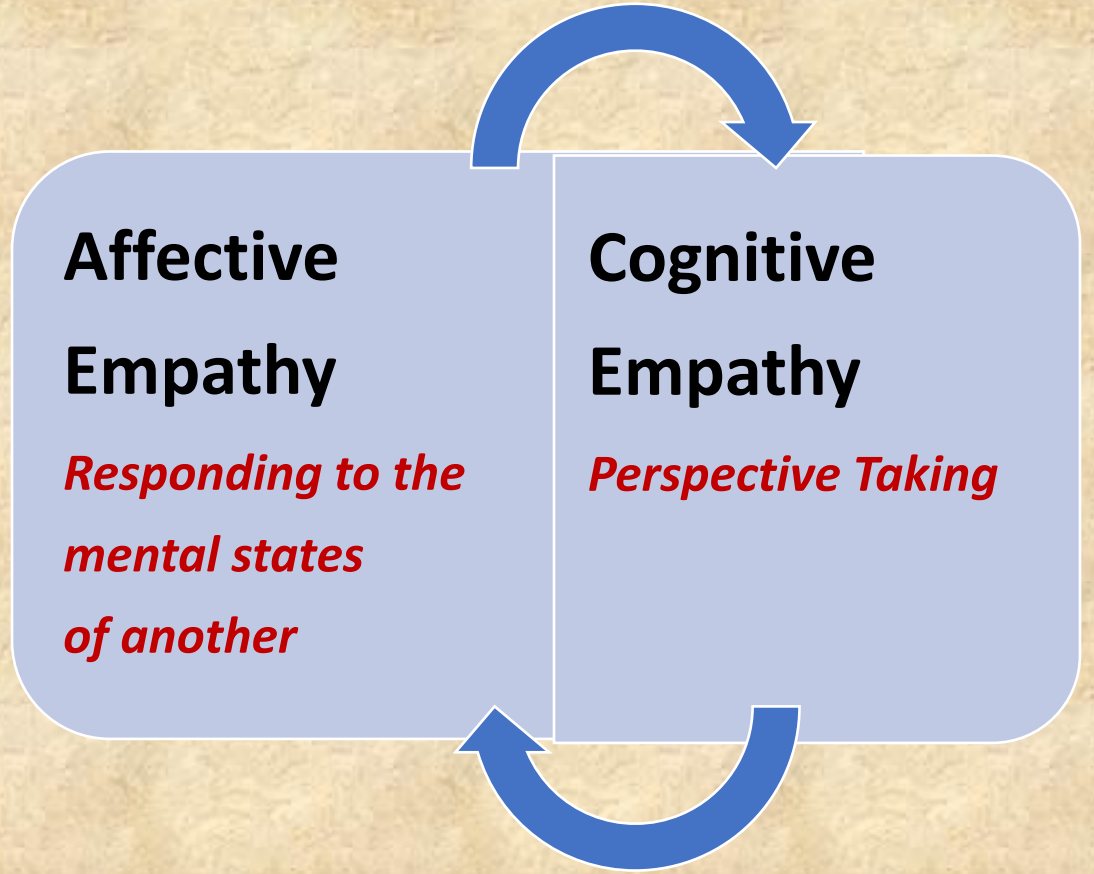
The Tremendous Importance of Empathy

- **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**

Affective and Cognitive Empathy

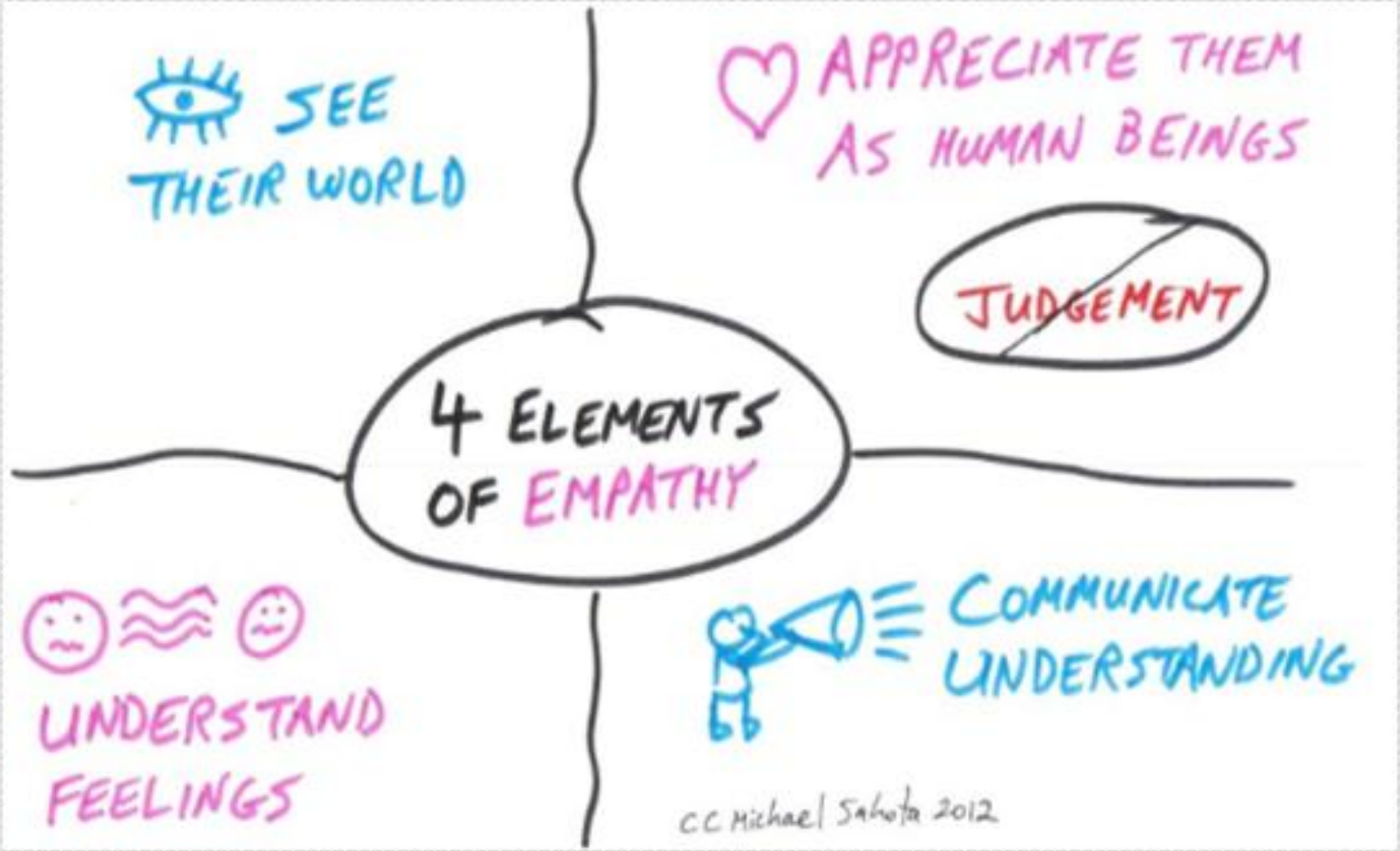


Cognitive Empathy is Critical for Leaders

Barton, C. (2025)

- Not as feeling someone else's emotions but as understanding their perspective: *seeing the context, pressures, and biases that shape how others interpret the world*
- It is an active curiosity
- A deliberate effort to recognize another's point of view without having to mirror their feelings
- Is intended to strengthen judgment, not replace it with endless consensus

The idea of a "shapeable point of view," one that is "thoughtful, intentional, based on a set of principles," yet open to challenge. "It strengthens both the decision and the story you tell,"



https://cdn.elegantthemes.com/blog/wp-content/uploads/2016/05/2-1.png

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

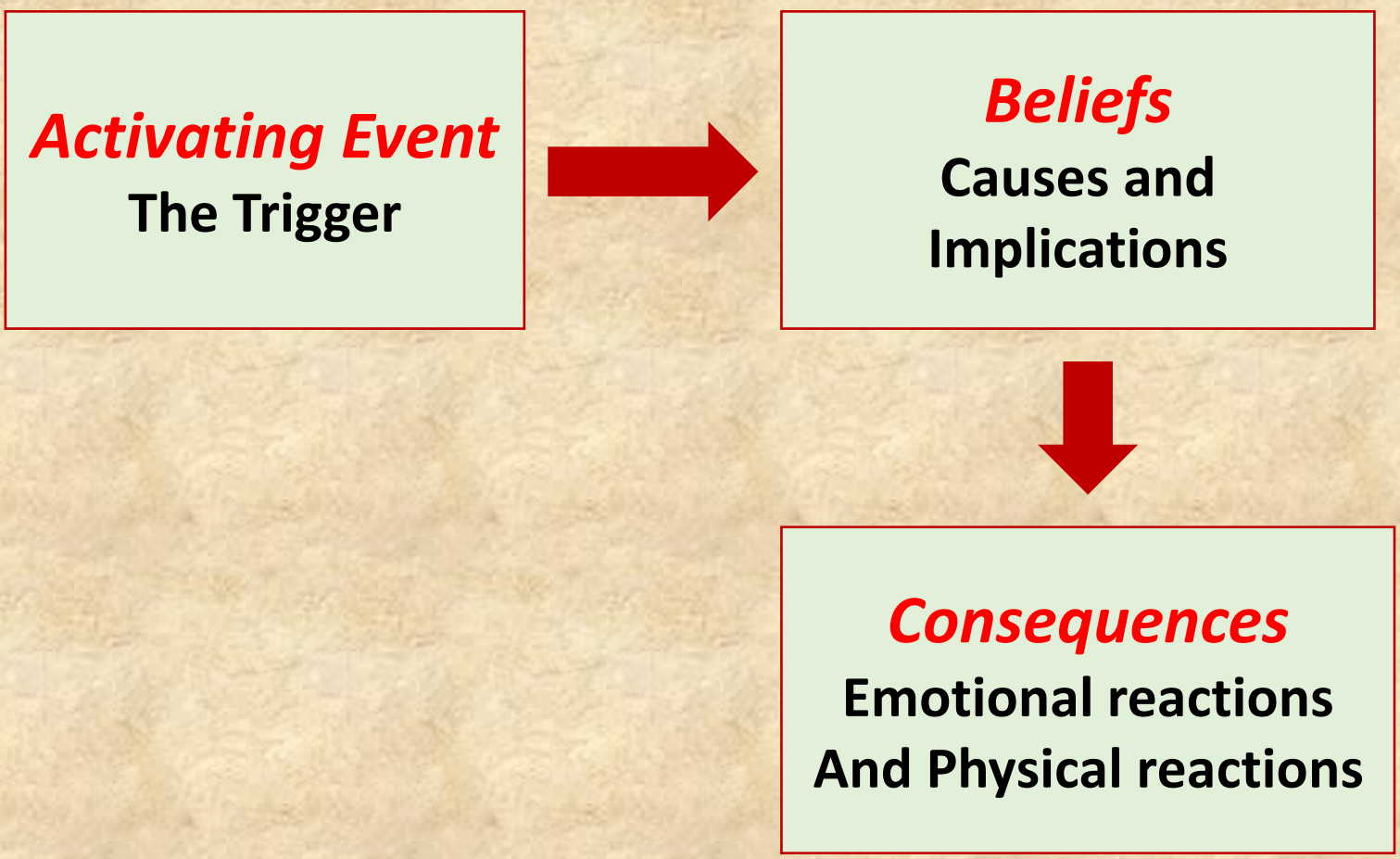
- When leaders fail to empathize with or to read the emotions of a group accurately, they create **“dissonance.”** (off key, lack of harmony)
- Anxiety in the workplace is often **contagious** and that the antidote is **calm**.
- When leaders are attuned to people’s feelings and move them in a positive 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)



Emotional Granularity

Barrett, L. F. (2005).

- The ability to identify and label your feelings with specific, nuanced words, rather than broad terms like "good" or "bad.“
- Allowing for more precise emotional understanding and healthier responses.
- It's like seeing shades of color (e.g., disappointed, lonely, guilty) instead of just "sad".

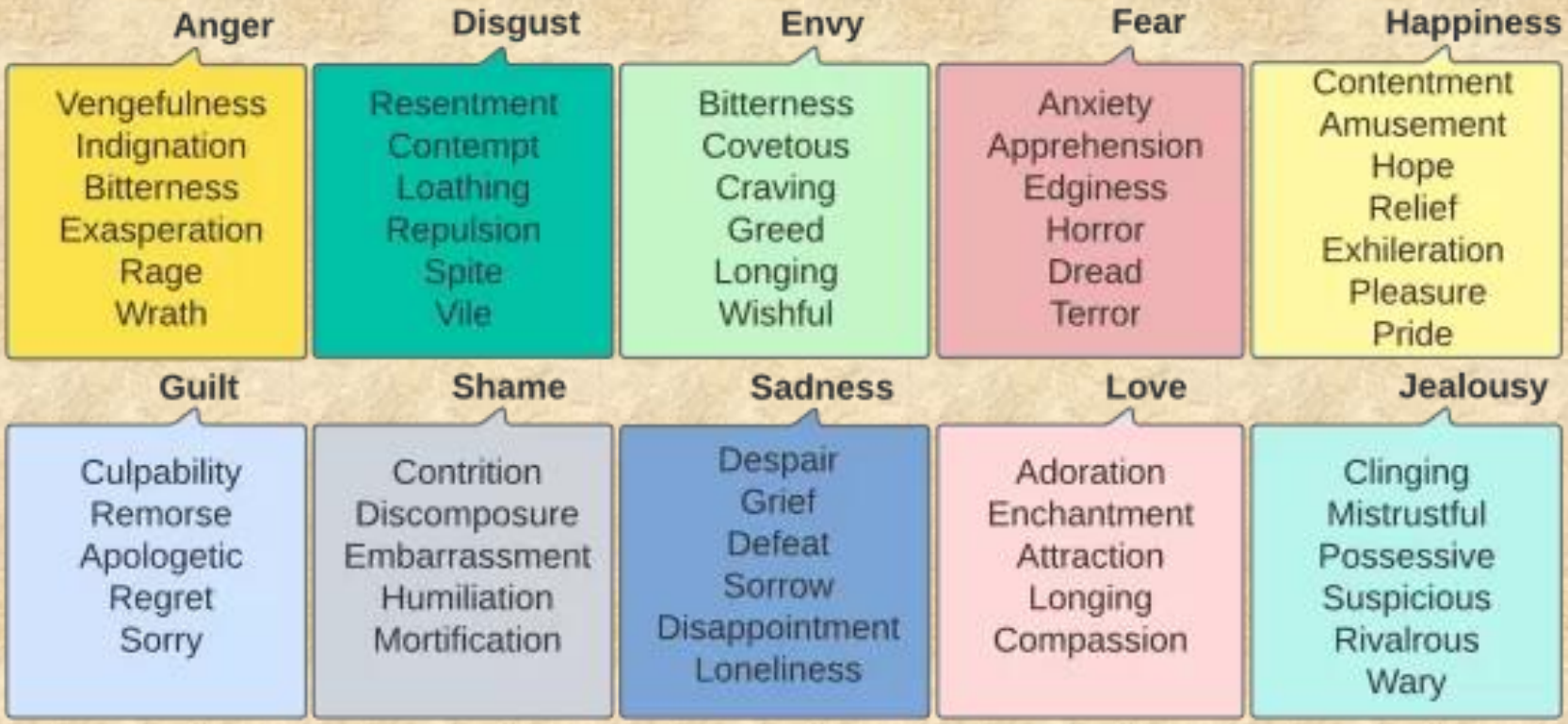
Higher granularity helps with better self-regulation, resilience, and mental well-being, while lower granularity can leave you lost in vague feelings.

Language doesn't just communicate emotion, it shapes it. The more accurately you can name your feeling the better you can regulate it

- ✓**Specificity:** distinguishing between similar emotions, such as anger vs. frustration, or contentment vs. joy.
- ✓**Vocabulary:** expanding your emotional lexicon beyond basic labels.
- ✓**Insight:** understanding the precise cause of your feelings, leading to more effective coping.

It informs our neural biology and promotes more positive outcomes

You can cultivate the skill of emotion granularity by learning and using new words to describe your emotions.



https://www.psychologytoday.com/

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 Regulation

Grant, A. (2024)

- Emotion regulation is not about controlling what you feel
- **It's about choosing how you respond**
- Wise people don't suppress emotion
- **They find constructive ways to express it**
- Intense feelings don't always demand immediate reactions
- They often benefit from deep reflection

- Emotional intelligence (EI) is a key factor in improving the quality of leadership
- Leaders with high EI are better at using leadership styles that work for the team, especially transformational ones.
- They are also better at building trust, boosting motivation, and making the workplace a healthy place to be.
- EI helps leaders make smart decisions, recognize the emotional needs of their subordinates, and change their leadership style as needed to get the best results.
- EI leaders are more self-aware, can control their emotions, are more empathetic, and improve their social skills

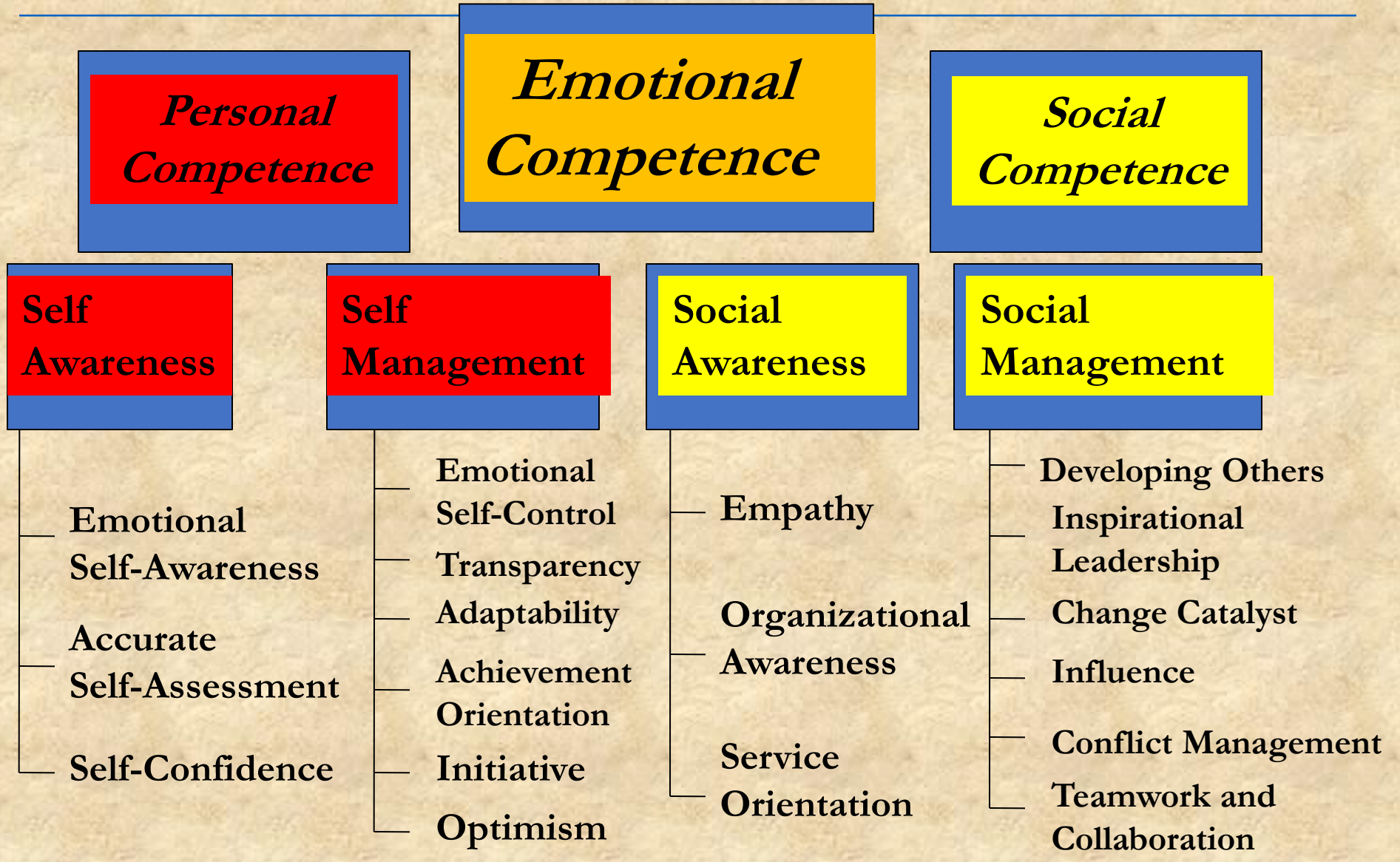
Sinaga, H. R. (2025)

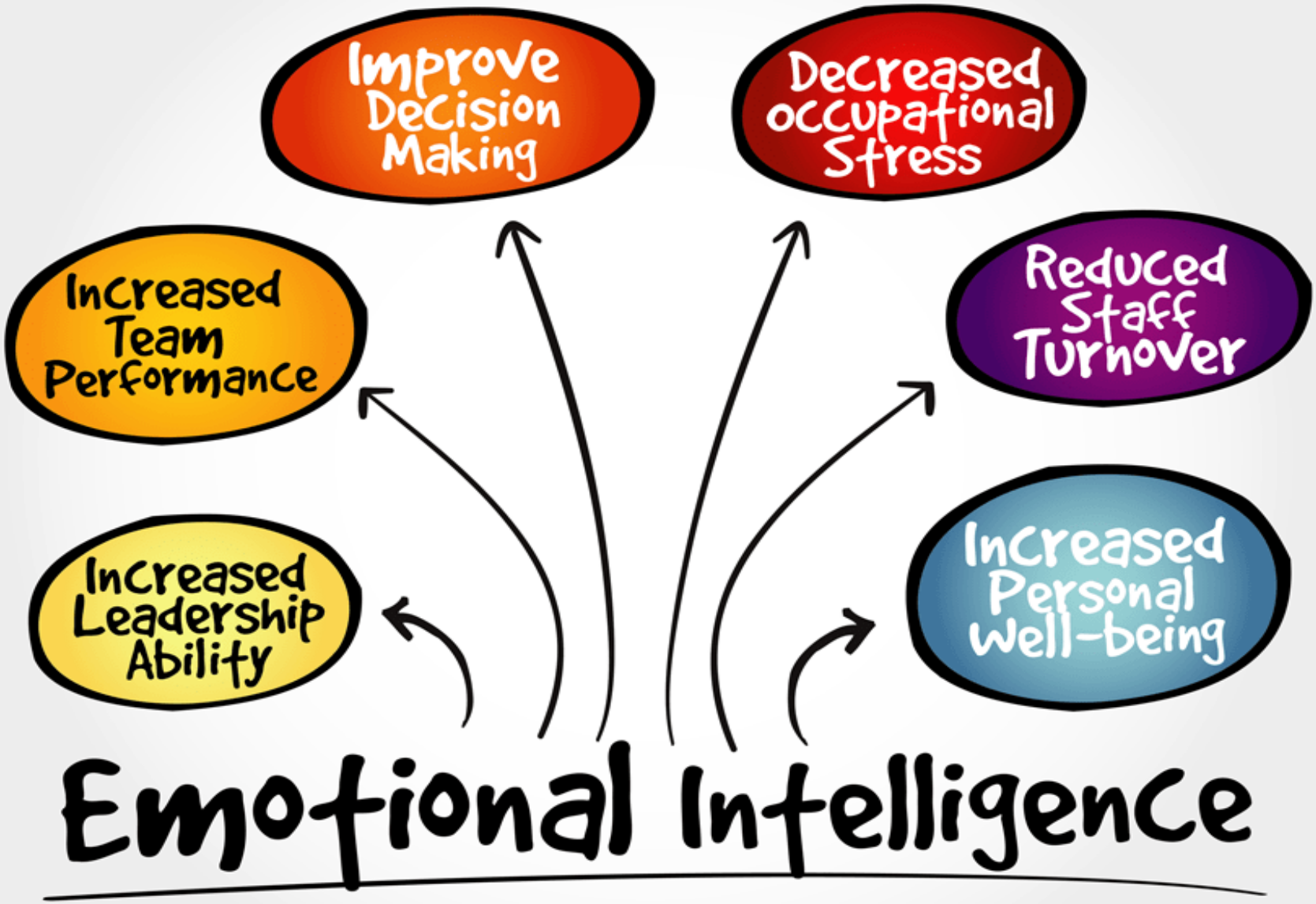
The four trait factors of emotional intelligence:

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 hapc, for example, and then to carry out that action.

The Structure of Emotional Competence




Improve Decision Making
Decreased occupational Stress
Increased Team Performance
Reduced Staff Turnover
Increased Leadership Ability
Increased Personal Well-being
Emotional Intelligence

3 traits help leaders continuously improve

By: Gerard Beenen

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

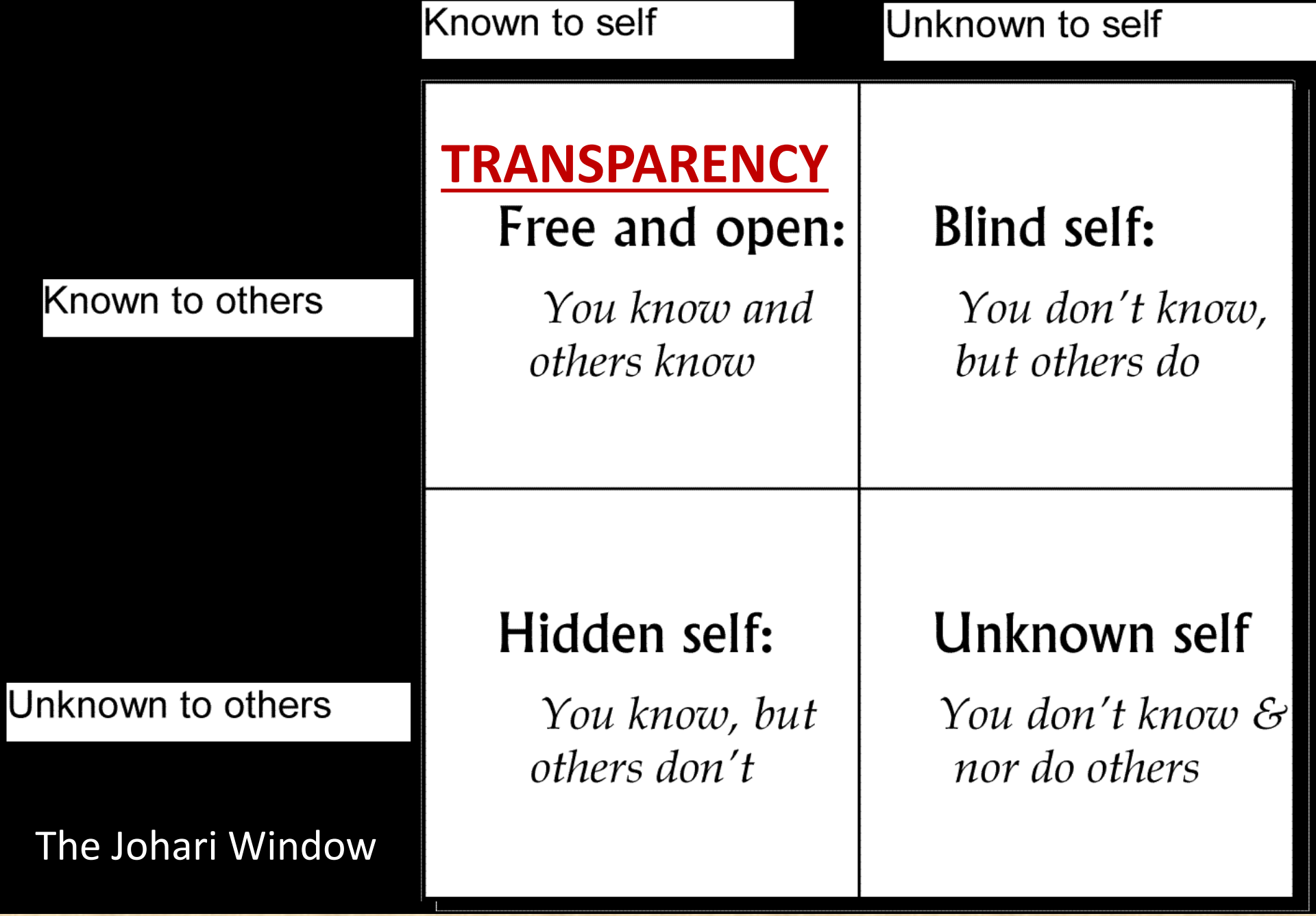
Negative feedback-seeking behavior as ‘an effort to obtain information about inadequacies in work behavior and work performance

Lynnyk, A & Fischbach, A. (2024)

- In policing where the focus is often on avoiding and sanctioning errors, it is necessary for both leaders and followers to actively solicit critical information about their work behavior by seeking negative feedback
- Learning from past mistakes and improving oneself is important on all levels, followers, leaders, organizations, and society

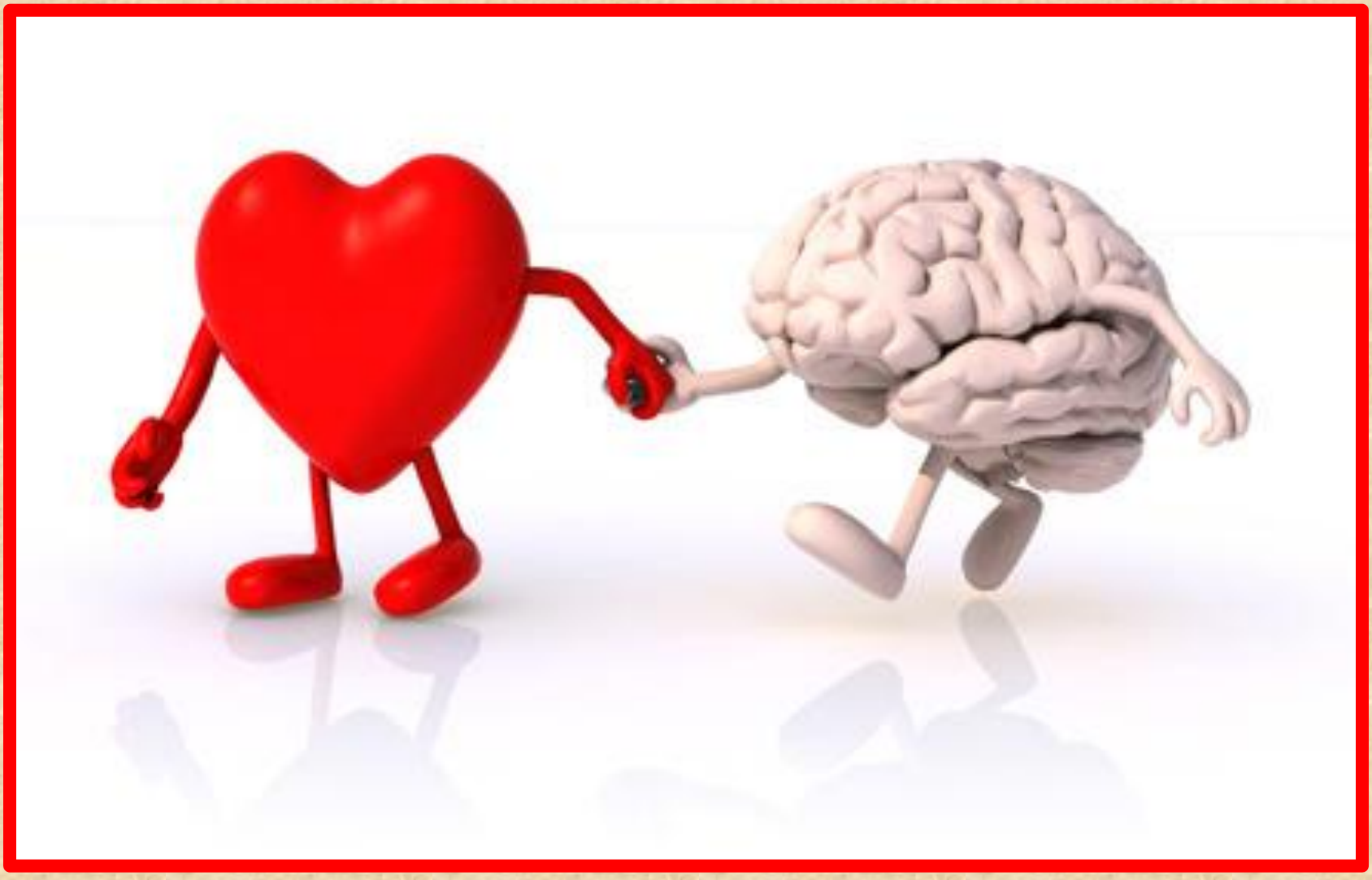
To encourage this behavior among followers, leaders play a key role

- **With their own negative feedback-seeking behavior, they encourage openness to criticism in their followers**
- Particularly authentic leaders, who are open and solicit feedback from all followers, have positive effects on their followers' negative feedback-seeking
- Thus, police leaders who are open to criticism and adhere to moral norms even when faced with opposing powers should be encouraged and promoted



A disclosure and feedback model of self-awareness

Sum Total



http://cyberschoolgroup.com/wp-content/uploads/2016/05/coeur_cerveau.jpg

The First Big Rule:

Crossing the Bridge from Staff to Management









YOU NOW REPRESENT MANAGEMENT

Topics	Buddy	Boss
Information Sharing	Peers can gossip and speculate.	Managers must maintain confidentiality and be impartial.
Performance Management	Peers can turn a blind eye to poor performance.	Manager must hold everyone consistently accountable to performance.
Conflict Resolution	Peers can avoid conflict.	Managers must handle and resolve conflict.
Professional Behavior	Peers are more accepting of someone's "bad day".	Managers must handle stress professionally and model the behavior they want out of others.

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 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

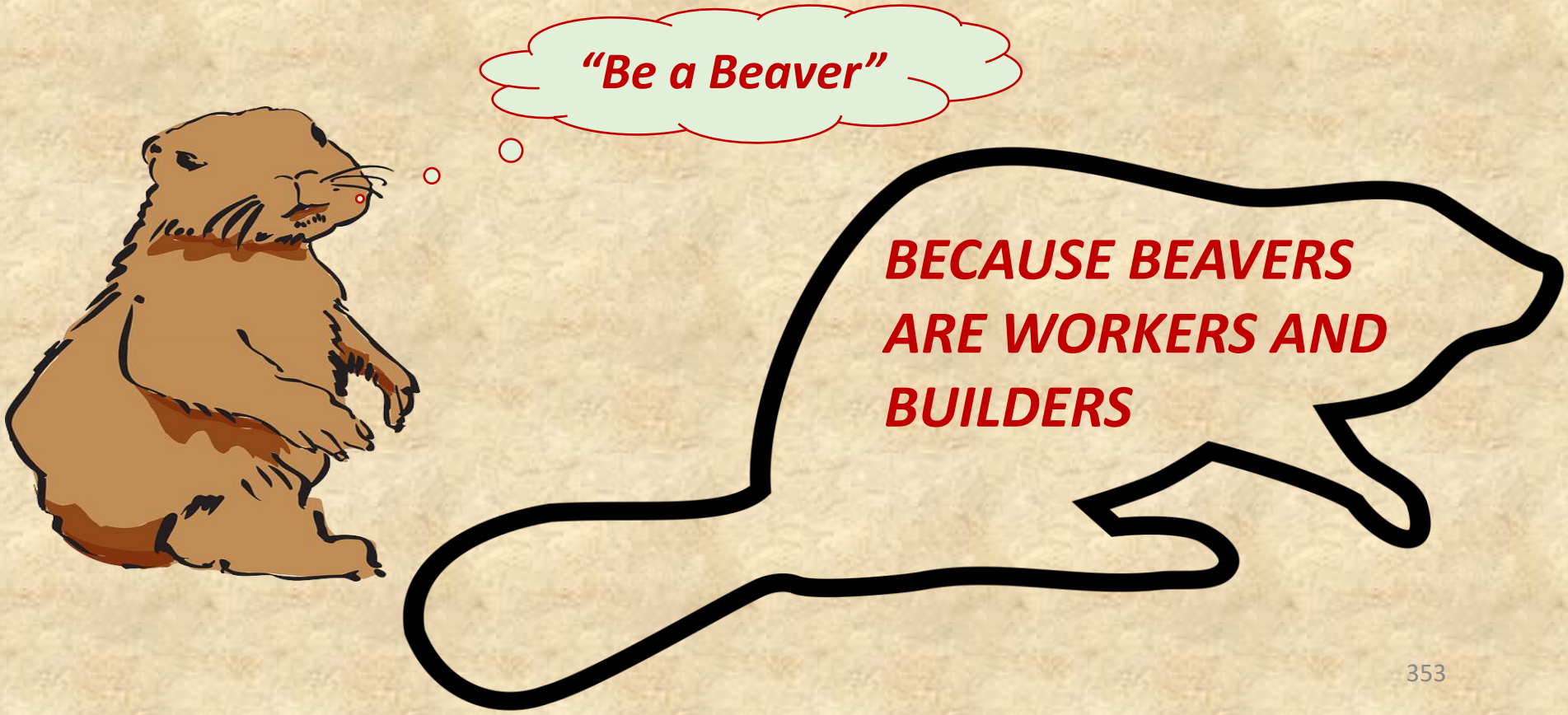
- **Differences among supervisors:** and their style of supervision can have major effects on employees' emotional well-being
- A supervisor whose behavior effectively reduces the anxiety of employees essentially relieves them of the need for coping and frees their minds for more productive and enjoyable activities
- Supervisor behavior takes on added importance because its effects may not be confined to the workplace. (taken home by employee)

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 employees run at the speed of the boss”

Your people are always watching you!

Set the example, model work ethic



Model Roles and Responsibilities Mindset

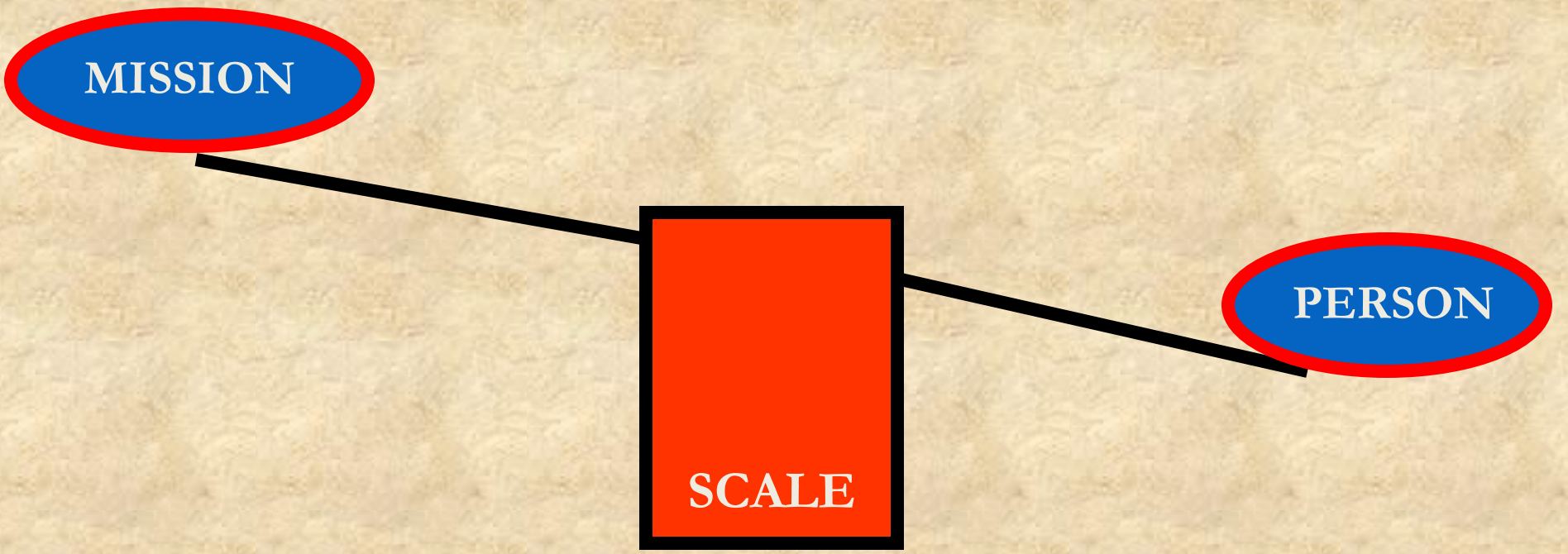
Ask yourself…

- 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?

Understand the prioritization concept



It is a balance…what are your priorities?

The Key

Problem Adoption, Balance, and Relationship

Relational Currency



Deposits

Transformational Leader

Withdraws

Transactional Leader



Fairness is perceived

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

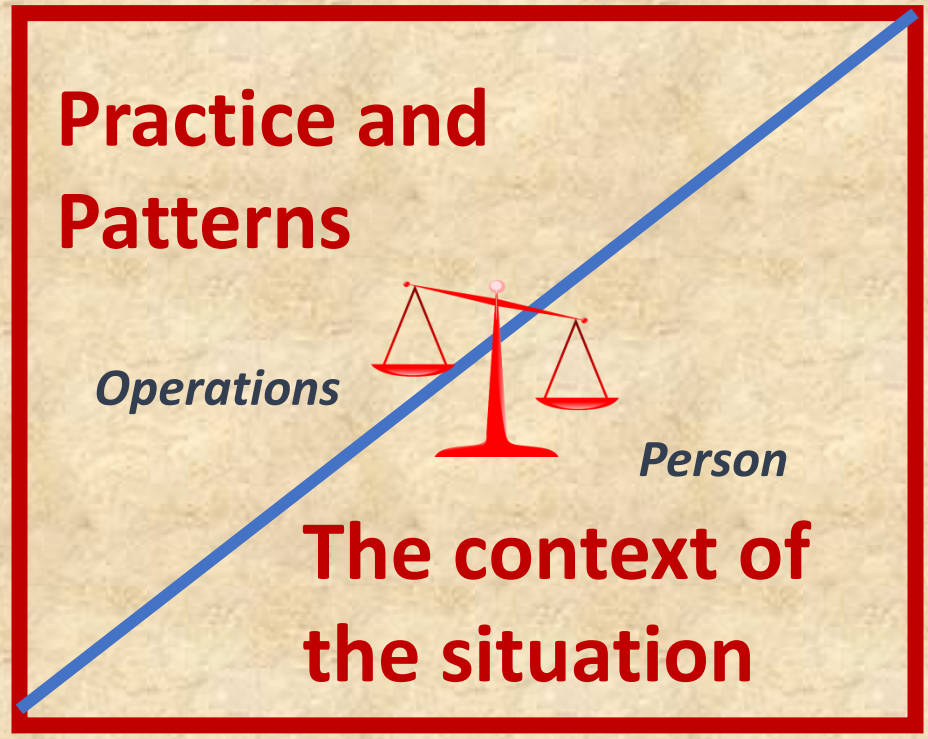
- One in four employees say work-life balance is the number one reason they would job hunt

  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**

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

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!

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

Some Reasons:

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

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**

Embrace, Engage, and Own

OWNERSHIP IS HUGE

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**

BE THERE FOR YOUR PEOPLE WHEN THEY NEED YOU

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.

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.”

Follow the rules.

Model the ethical and professional conduct

Respect the rules.

Support the talk with the way you walk



The Anatomy of Setting 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

Be Mindful of the Professional Relationship and what you say.

"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 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*

What you say and how you say it matter



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…

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!!!

TURN THE PAGE



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

Focus on the 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)

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.

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 8th 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

Remember…

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

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

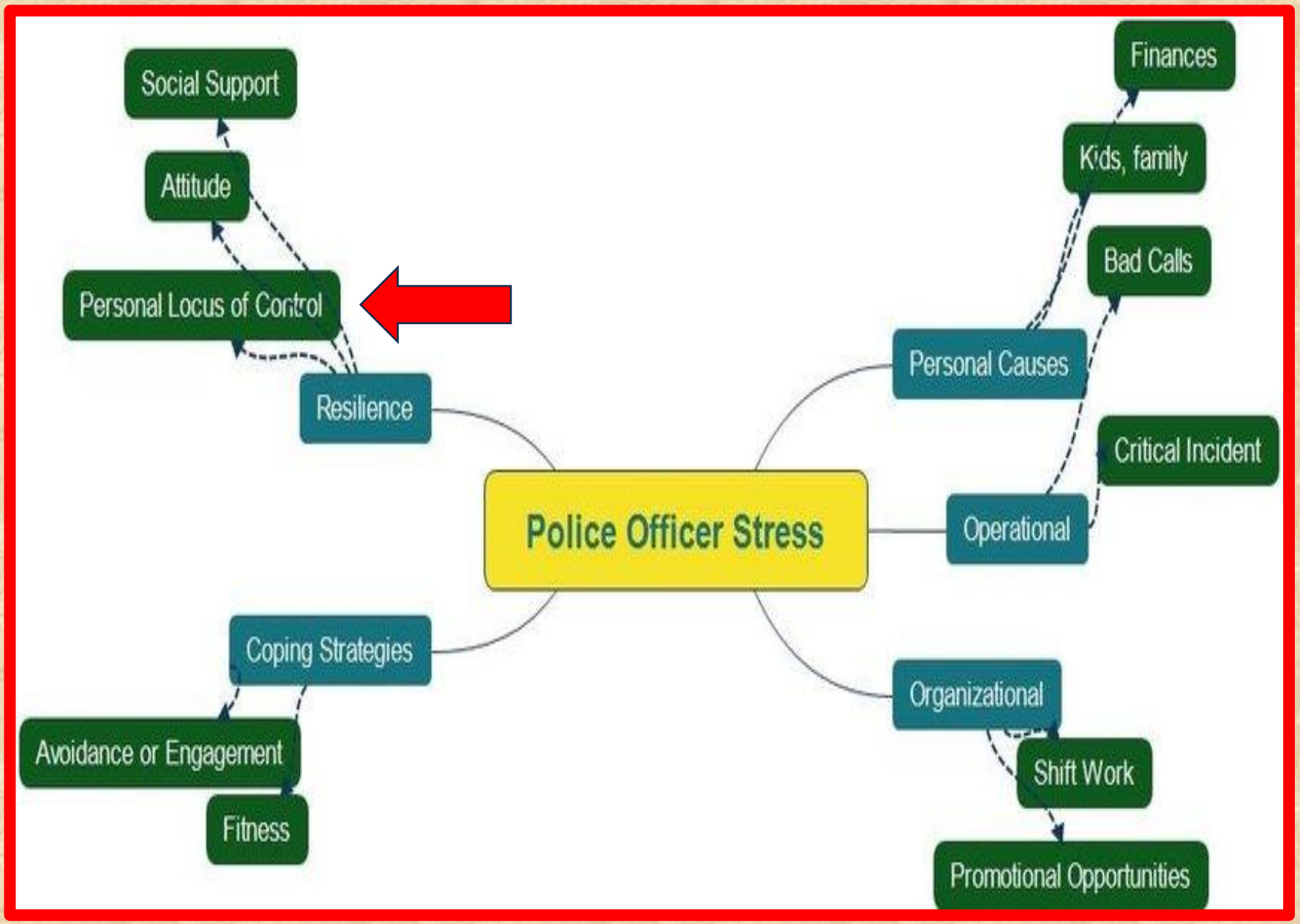
Focus upon occupational stress and how it can adversely impact workplace environment and performance.

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 are far more detrimental than traditionally perceived stressors.

Stinchcombe, (2004), Shane, (2008)



Martinez, (2018)

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)

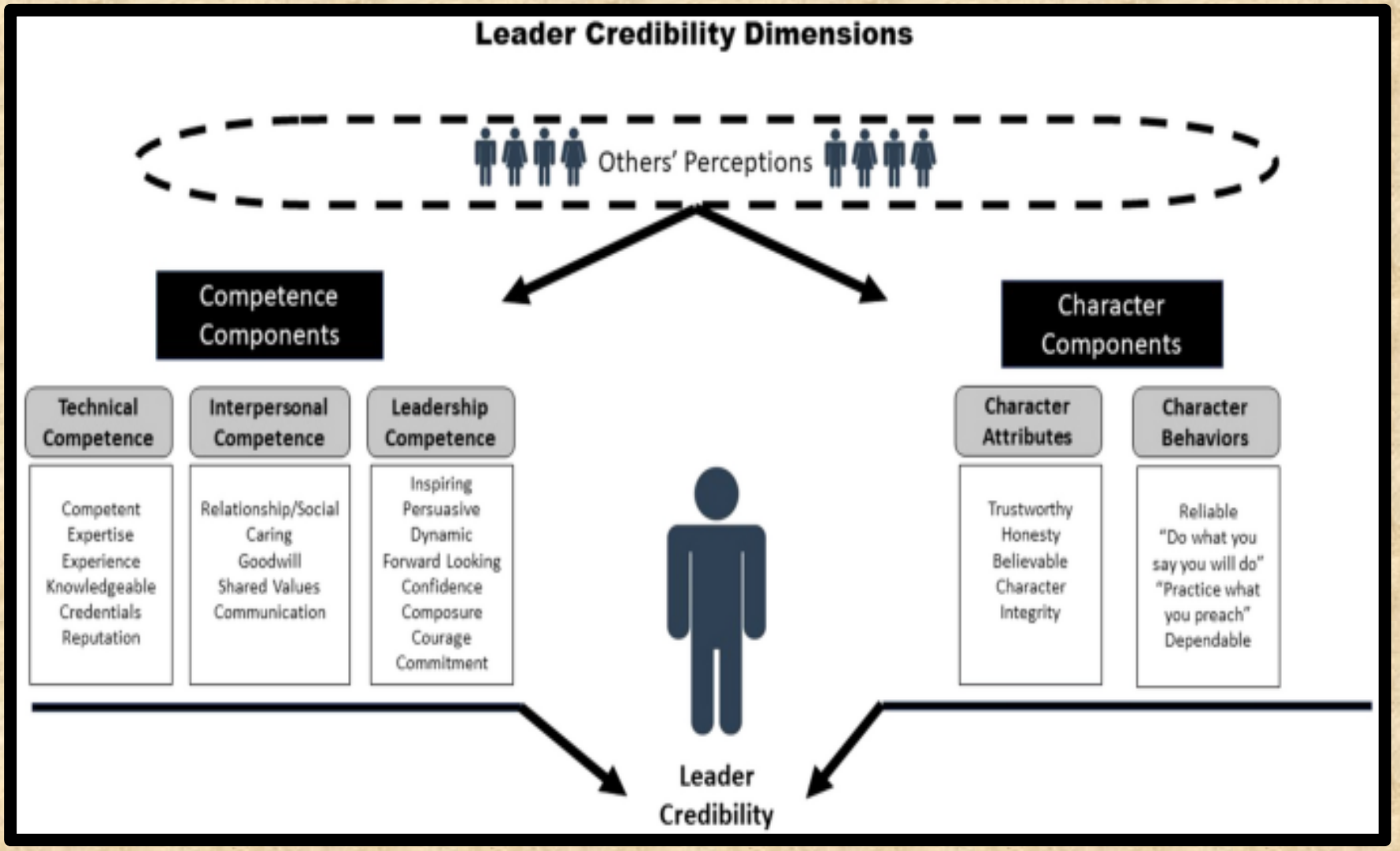
- Increased awareness and self-management of stress reactions
- Reduced distress, anger, sadness, and fatigue
- Reduced sleeplessness and physical stress symptoms
- Increased peacefulness and vitality
- Reduced competition, improved communication, and greater cooperation within work teams
- Improved 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



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



Clark, W. R., Clark, L. A., Williams, R. I., & Raffo, D. M. (2025)

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

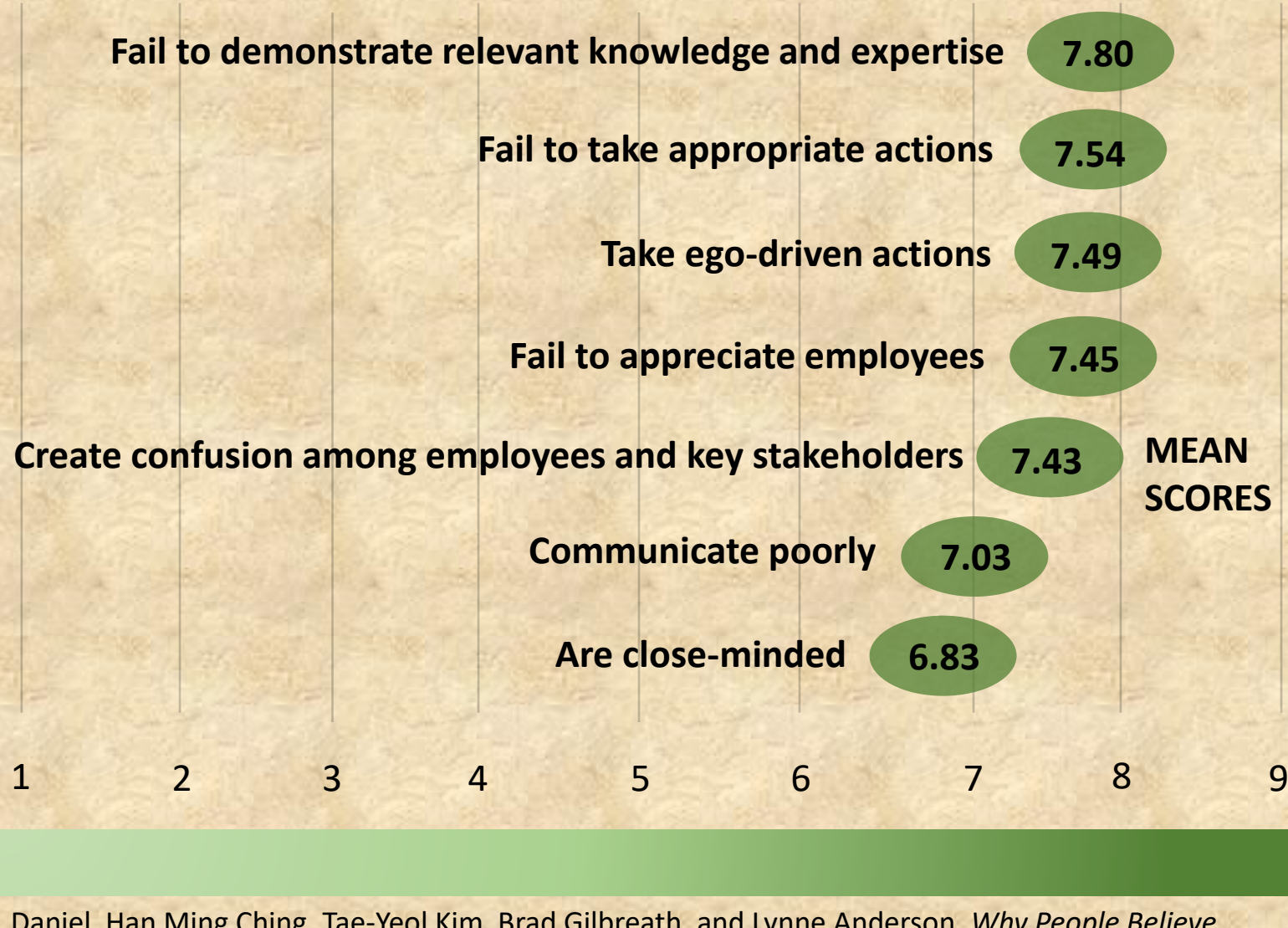
- Behaviors that reflect competence and trustworthiness enhance credibility
- An inability to demonstrate relevant job knowledge hurts credibility, as does behavior that isn't aligned with the organization

Leaders are viewed as competent when they…



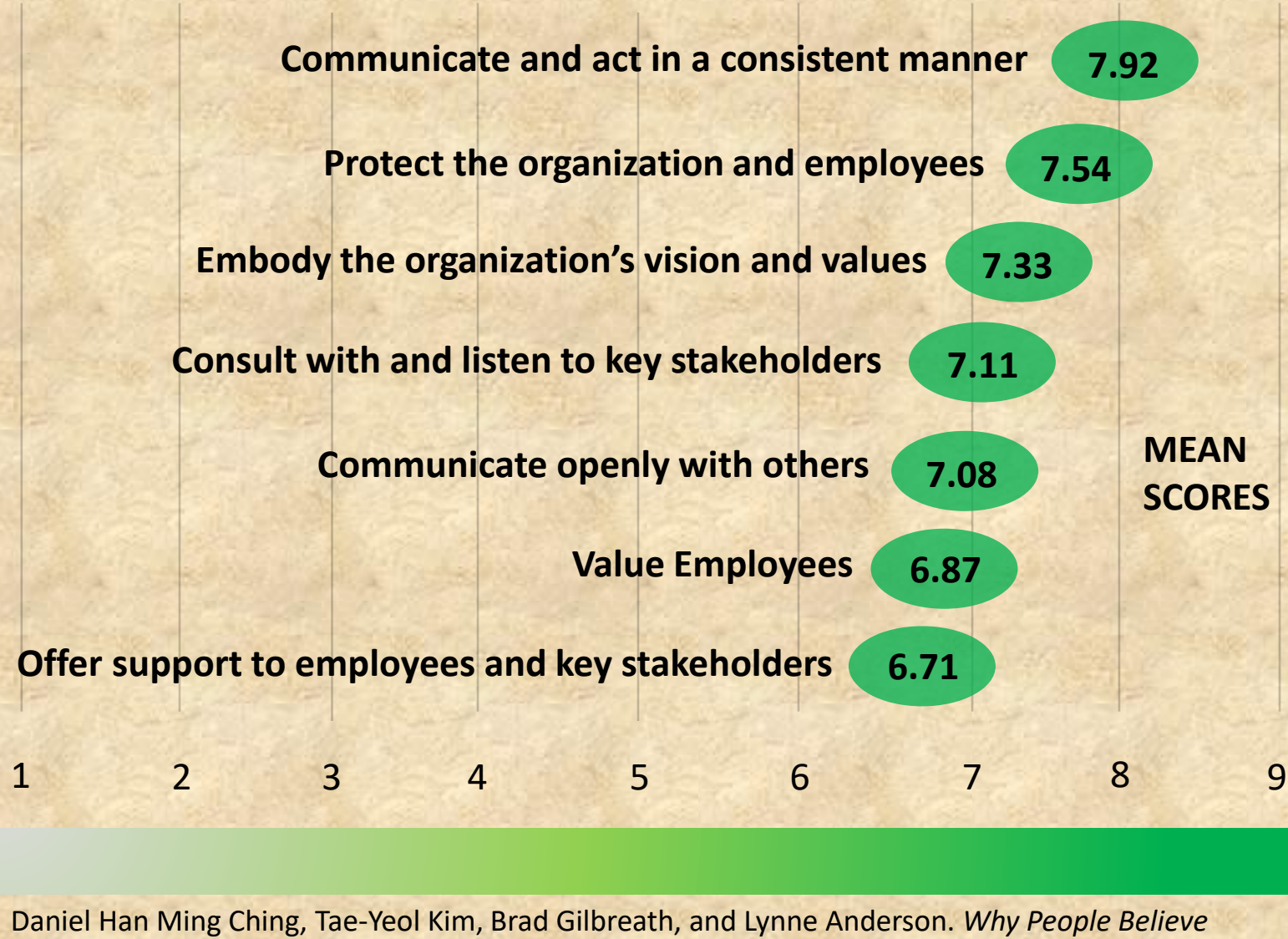
Daniel Han Ming Ching, Tae-Yeol Kim, Brad Gilbreath, and Lynne Anderson. *Why People Believe in their Leaders – or Not*. MIT Sloan Management Review. Fall 2018 Vol 60 No 1

Leaders are viewed as incompetent when they…



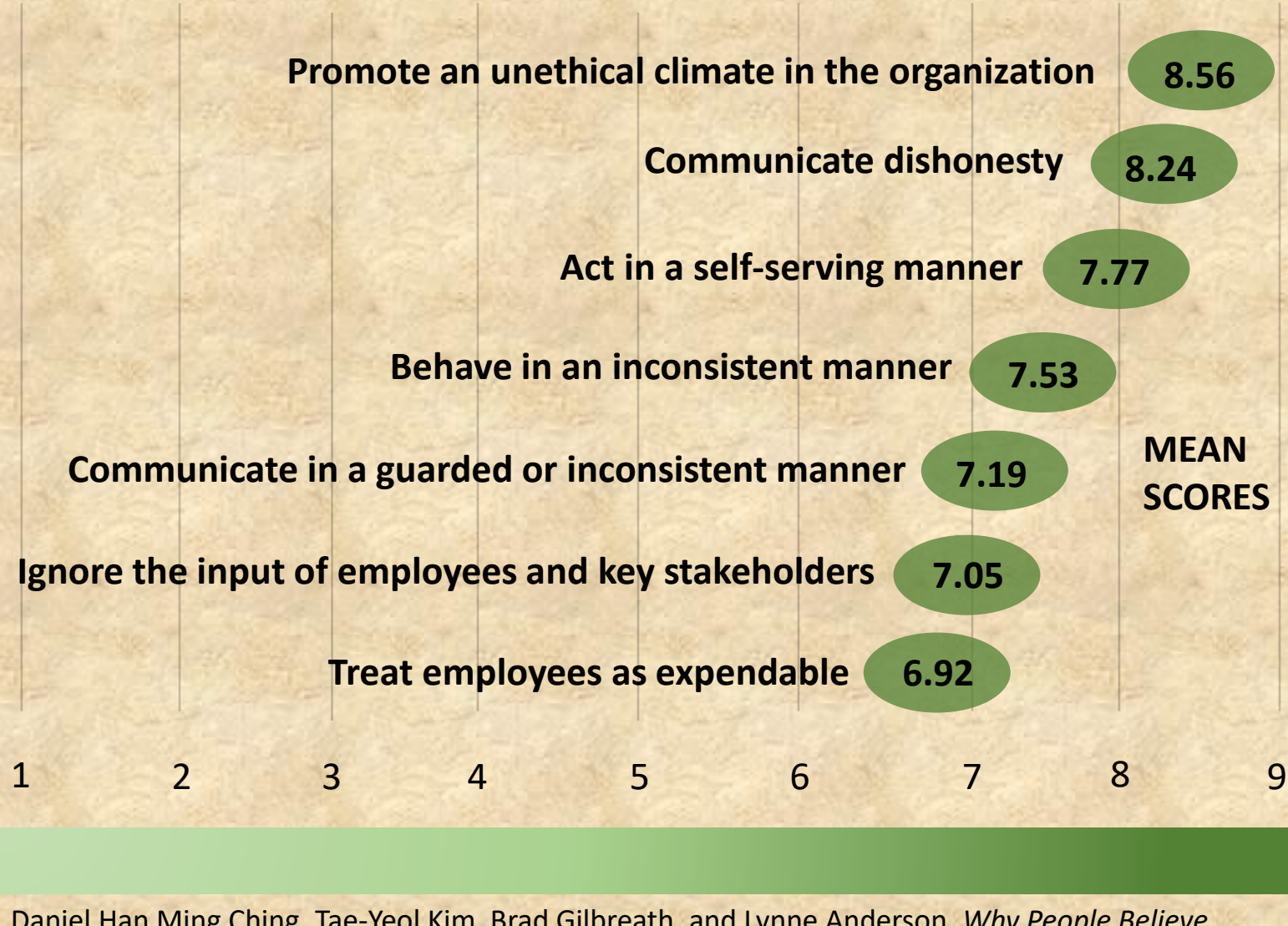
Daniel Han Ming Ching, Tae-Yeol Kim, Brad Gilbreath, and Lynne Anderson. *Why People Believe in their Leaders – or Not*. MIT Sloan Management Review. Fall 2018 Vol 60 No 1

Leaders are viewed as trustworthy when they…



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

Leaders are viewed as untrustworthy when they…



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

Incompetent Leaders

- Lack integrity
- Betray the standards of their craft
- Promote insecurity and sustain inconsistency

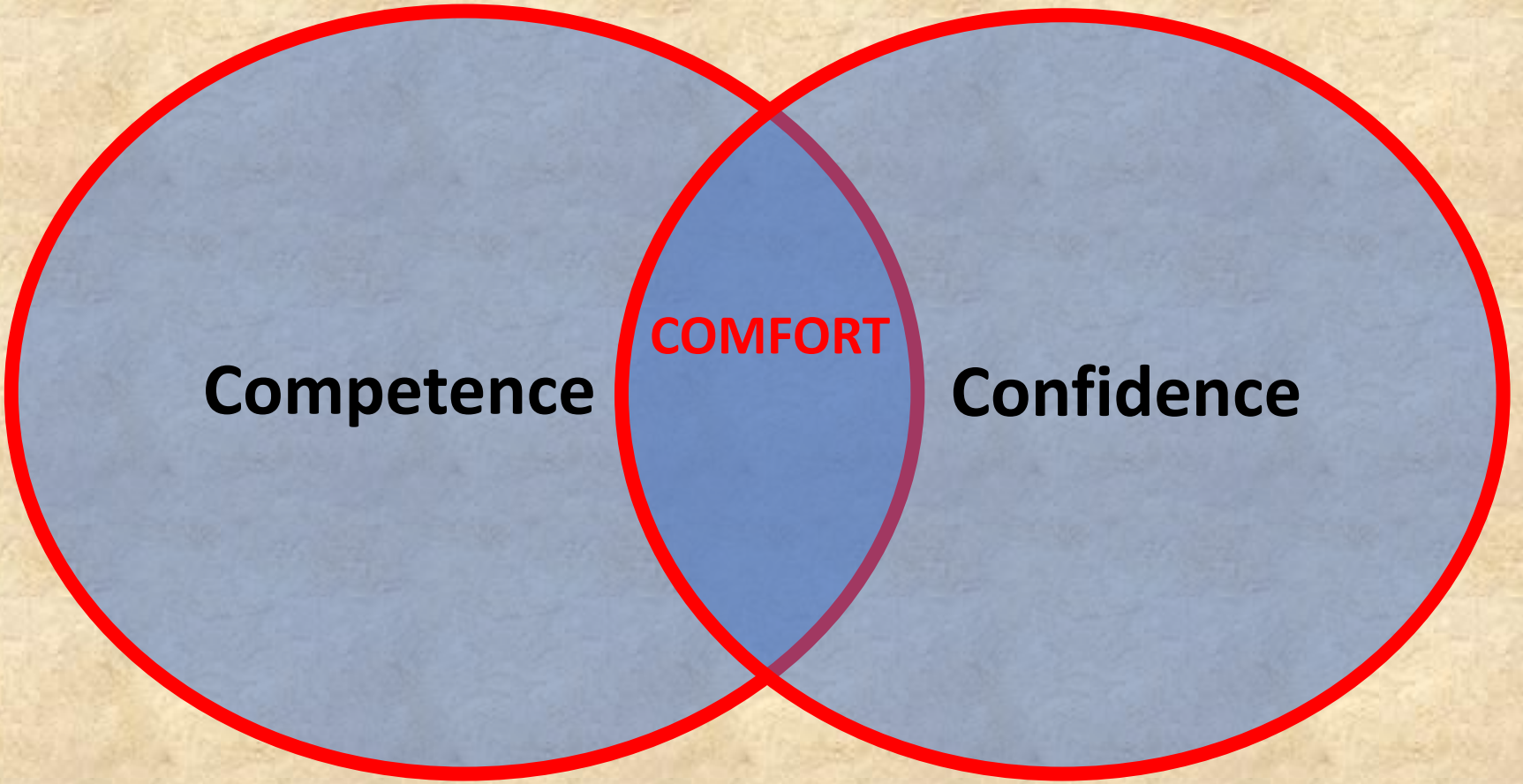
INCOMPETENT LEADERS FRUSTRATE AND STRESS

Competent Leaders are Valuable and Respected

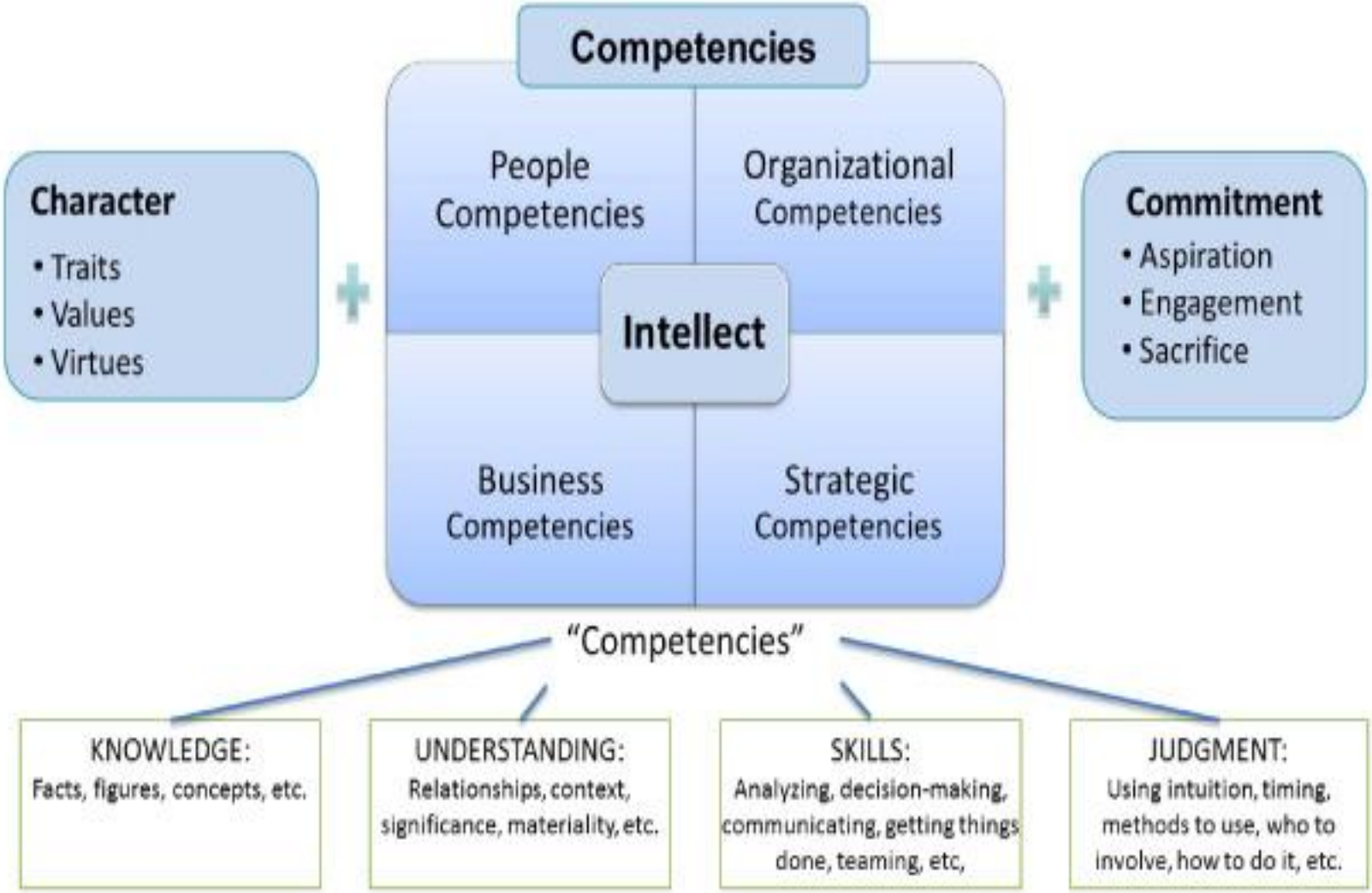
- They see things others don't see
- They are confident
- They are consistent in their expectations
- They cause and promote development
- They translate knowledge into action seamlessly

COMPETENT LEADERS MOTIVATE AND PRESS

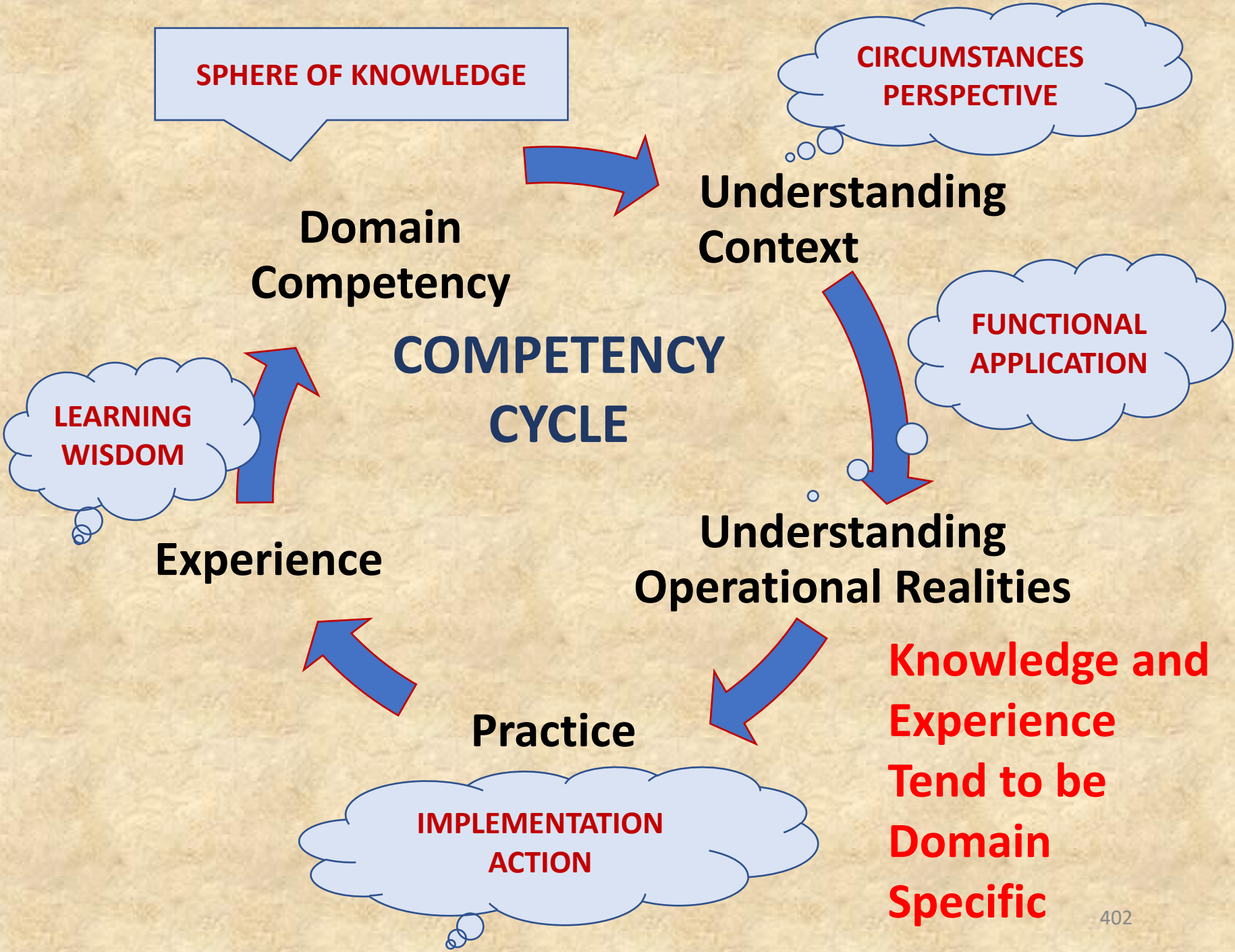
Critical for the Supervisors and Managers within your agency

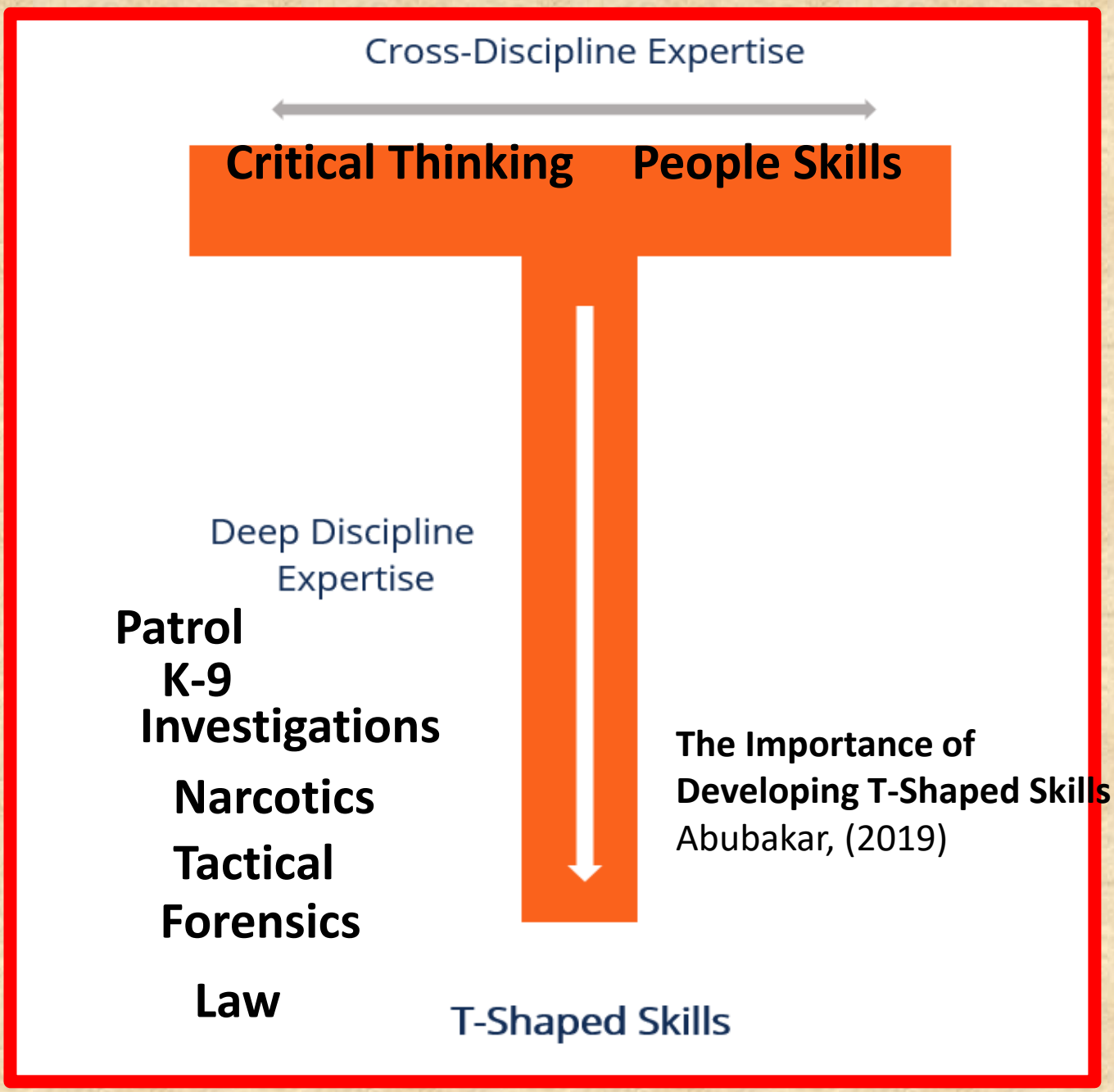


COMPETENCIES



Gandz, J., Crossan, M., Seijts, G., Stephenson, C. (2010). Leadership on Trial: a manifesto for leadership development. London, ON., Canada. Ivey Publishing. September 2010.


SPHERE OF KNOWLEDGE
CIRCUMSTANCES PERSPECTIVE
Understanding Context
FUNCTIONAL APPLICATION
Understanding Operational Realities
Knowledge and Experience Tend to be Domain Specific
Practice
IMPLEMENTATION ACTION
Experience
LEARNING WISDOM
Domain Competency
COMPETENCY CYCLE



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

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

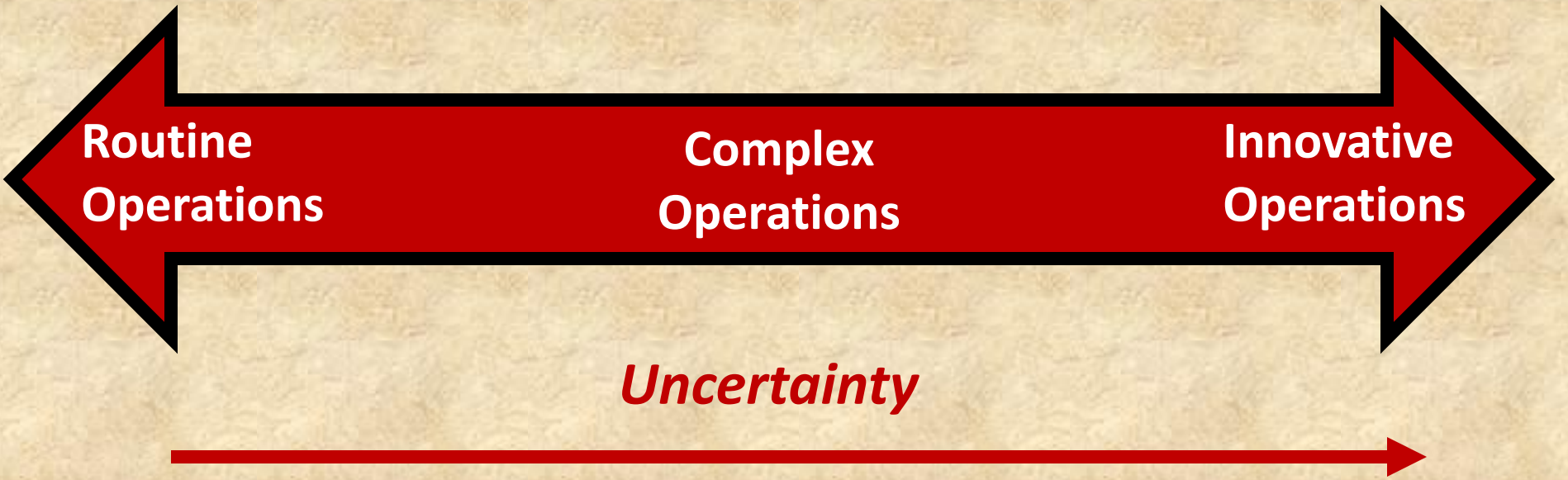
The Importance and Nexus Between Understanding Tacit and Explicit Knowledge

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

The Process Knowledge Spectrum

Edmundson, (2012)



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

How we manage policy and procedures nexus to people

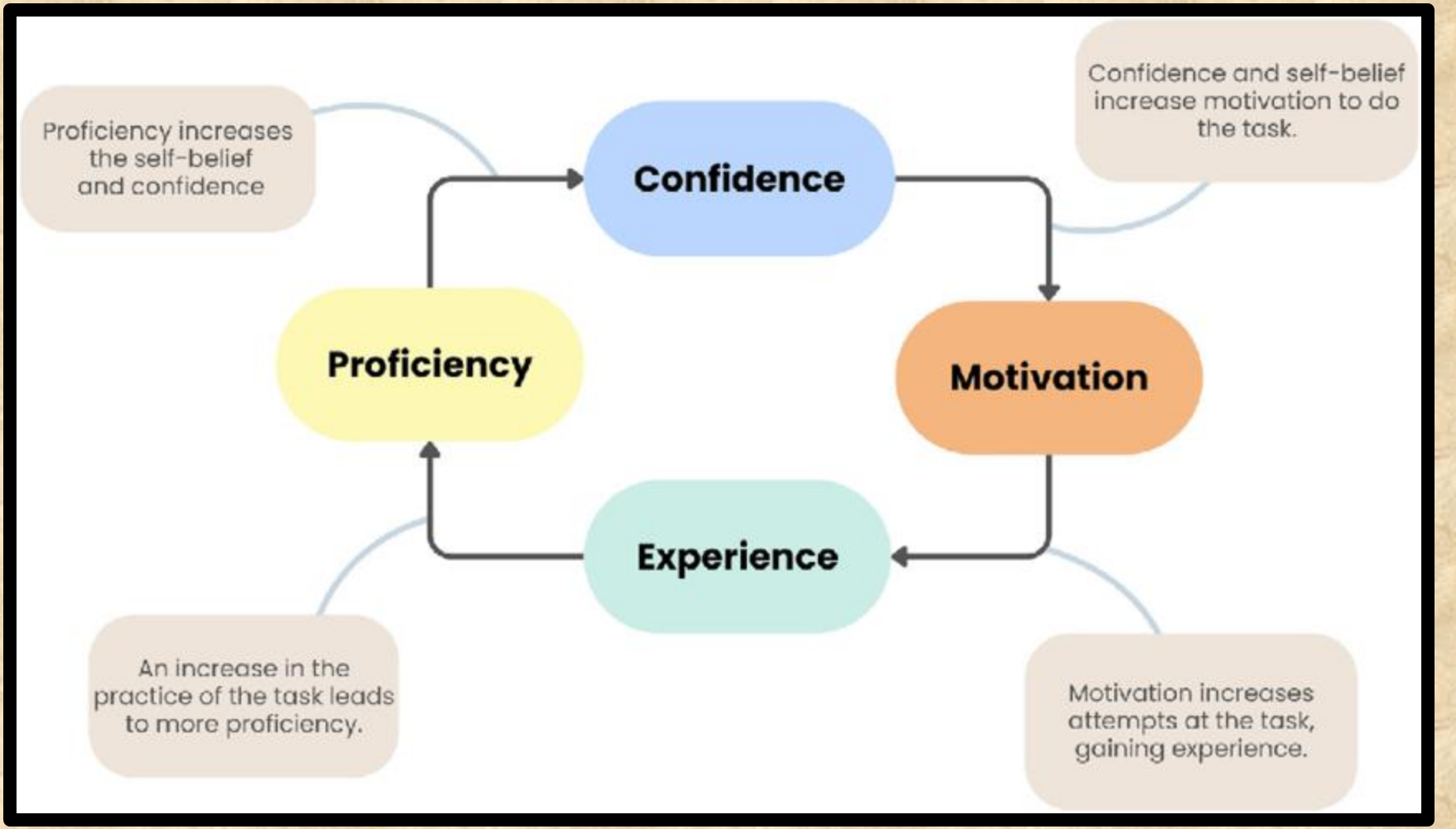
"Our should and may versus shall and will"

- **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*

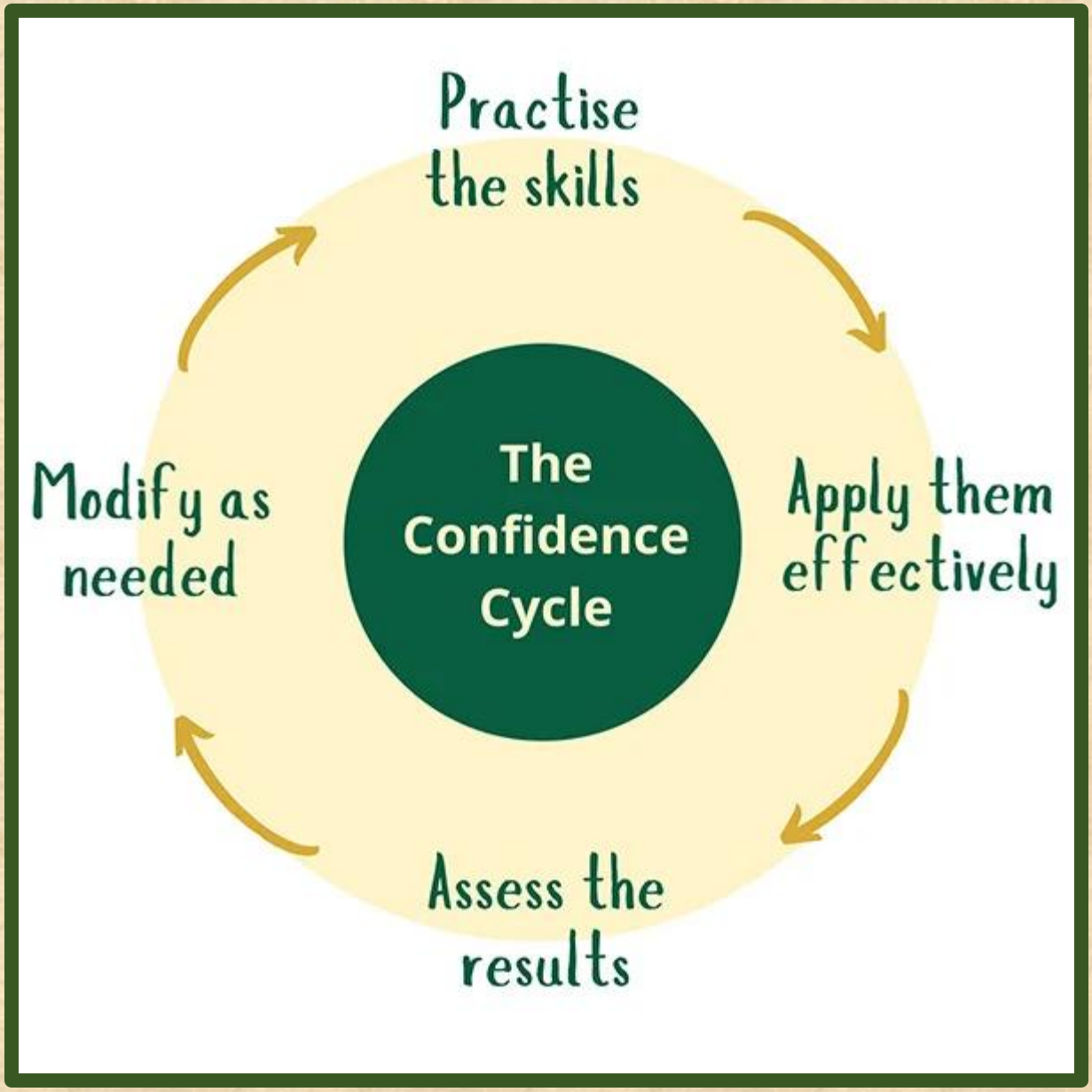
"Rules simplify work, standards allow discretion for adjustment to the contextual particulars of the situation afoot."

The context matters:

- Leaders who are rule benders are preferred in both competitive (for their dominance) and cooperative (for their prestige) contexts
- They are significantly more likely to be granted leadership status by followers than both rule abiders and rule breakers
- Rule breakers are the least preferred in leadership roles in both contexts, due to their low prestige

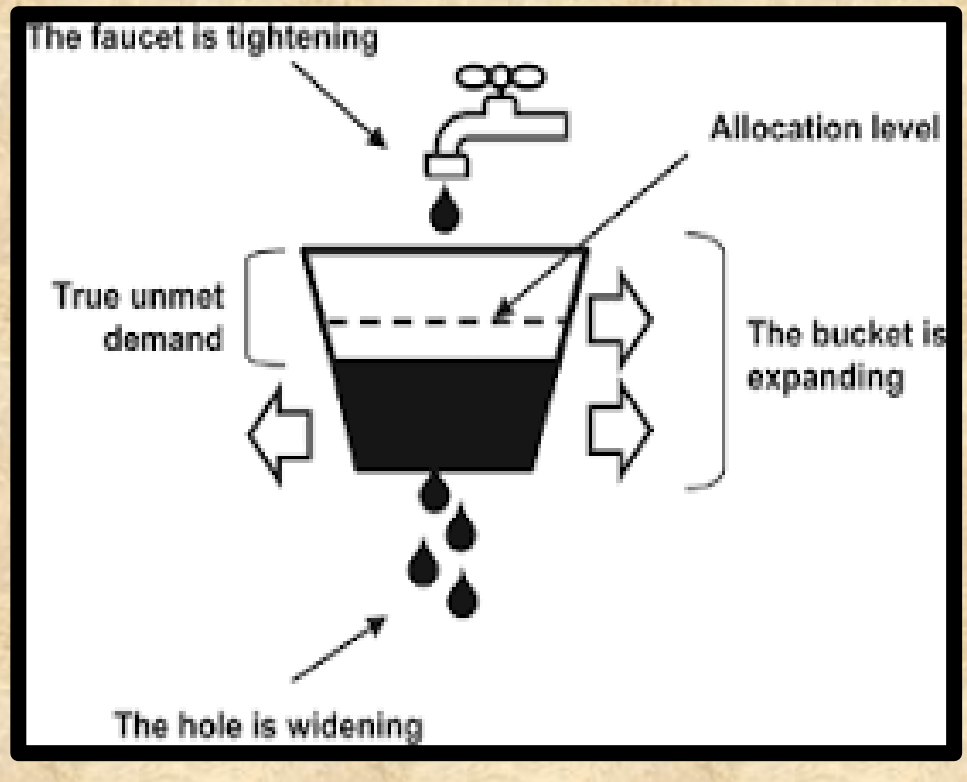


Potts, B and White, H.P. (2024) Adapted from Bandura, A. (1977 and 1994)



https://habitsmastery.com/how-to-get-good-at-doing-anything/

Contemporary Law Enforcement



Rand, (2010)

Organizational Wisdom Flow



Experience and Competence Matter

Bergh, D. D., D'Oria, L., Crook, T. R., & Roccapriore, A. (2025)

- A new (2025) meta-analytical study by the University of Denver, Iowa State University, University of Tennessee, and Auburn University looked at whether knowledge truly represents the most strategically important resource for firms, as claimed by the knowledge-based view of strategy.
- The study analyzed 341 studies, encompassing 248,136 firm-level observations.

The evidence strongly supports prioritizing investments in acquiring, integrating, retaining, and motivating knowledge-related resources over traditional asset categories.

Humility is a crucial nutrient for the mind

- **Arrogance is ignorance plus conviction**

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

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

No one of us, is as smart as all of us, collaboration is key…

We must balance advocacy and inquiry

The continuum



HUMBLE

CONFIDENT BUT HUMBLE

ARROGANT

A confident humility

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

Managing officers 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

“A lot of what passes for expertise is people pretending.

They can’t explain the concept in simple terms that a freshman or child could understand.”

--- Professor Richard Feynman

Reading, research, study, experience and discernment promote wisdom

Create a Culture for Constant Learning and Reaffirming

- Watch for mistakes in other agencies
- Study them
- Discuss them with your staff
  - *Ask the what ifs?*
  - Could this happen to us?

In preparing for battle I have always found that plans are useless, but planning is indispensable.

---- Dwight D. Eisenhower

Studies estimated that approximately 91% of workplace learning is informal

Chatzipanagiotou, N., Mirijamdotter, A., & Mörtberg, C. (2025)

Learning mainly occurs naturally through daily work, rather than formal training.

Five core practices drive workplace learning:

- Collaboration
- Communication
- Coordination
- Joint decision-making
- Technology adaptation

This meta-analysis provides definitive empirical validation that knowledge-based strategies deliver superior and sustainable returns.

Bergh, D. D., D'Oria, L., Crook, T. R., & Roccapriore, A. (2025)

- A large scale 2025 meta-analysis (analyzing 348 studies encompassing 248,136 organizational level observations and 32 years' worth of data) has looked at whether knowledge still truly represents the most strategically important resource for organizations
- **Knowledge delivers 8x greater performance impact than the next most effective resource category when averaged across all performance measures.**

Oxford Review research special report (6-30-25)

- Knowledge is uniquely linked to growth.
- It is the only strategic resource type showing positive associations with growth performance.
- Knowledge acts as a foundational resource functioning as organizational "glue" that enhances the effectiveness of tangible, intangible and relational assets.

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

Leaders captaining their enterprises must learn to successfully navigate complexity by:

- *Reframing what they see*
- *Rewiring what they think*
- *Reconfiguring what they do*

To ensure that their organizations operate in a perpetual state of readiness for the unexpected

O'Driscoll, T. (2018) Duke University Corporate Education

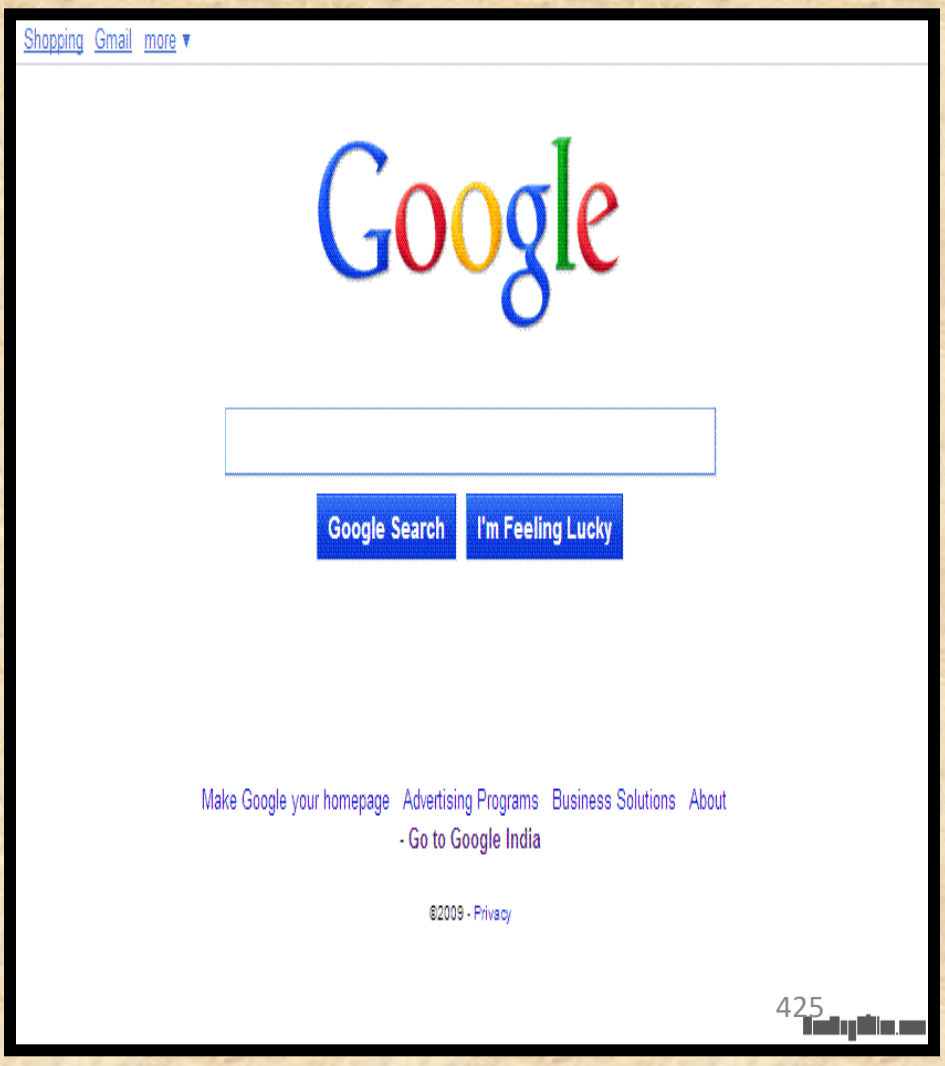
Self-Directed Learning

- Self-directed learning (SDL) is an approach where individuals take charge of their own education by identifying learning needs, setting goals, choosing resources, implementing strategies, and evaluating outcomes.
- Driven by personal initiative, curiosity, and responsibility, rather than solely relying on traditional instructors.
- It promotes autonomy, develops critical thinking, and allows for flexible, personalized learning at one's own pace to master new skills or deepen knowledge in areas of personal or professional interest.

Professional Growth and Development

Research is in a different environment





THE CRAAP TEST CHECKLIST

Summarised purpose of canvas goes here.



CURRENCY

When was the information was published?
When was it updated?
Does my investigation require more recent information?

1 2 3 4 5

CURRENCY RATING



RELEVANCE

Is the information related and pitched at the level I need?
Who is the intended audience?
Have I considered a broad range of sources before selecting this one?

1 2 3 4 5

RELEVANCE RATING



AUTHORITY

Who is the author/ publisher/ source/ sponsor?
What are the author's credentials and/or affiliations?
Does the author have experience, expertise and credibility in the field?
Is the source publication respected, reliable and transparent?

1 2 3 4 5

AUTHORITY RATING



ACCURACY

What references have been used?
What's the evidence?
Can any of the information be verified?
Does the language seem unbiased?
Are there spelling and grammatical errors?

1 2 3 4 5

ACCURACY RATING



PURPOSE

What is the purpose of the information?
Is it factual based or a form of propaganda?
Are there political, ideological, religious or other frameworks at play?

1 2 3 4 5

PURPOSE RATING

Some general comments about the point of the canvas.
Credit: balskfasldfk adlfadslf

MODELTHINKERS.com

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Stand on the shoulders of giants

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Google Scholar

Officer perceptions of de-escalation in policing.

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Expert **officer perceptions** of **de-escalation** in **policing**

View at Albion

N Todak, MD White - **Policing**: An International Journal, 2019 - emerald.com

... is to examine **perceptions** of **de-escalation** among **police officers** who were nominated ... **officers** in **de-escalation** because this may improve **police** legitimacy. Second, **officers** felt **police** ...

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Moving the needle: can training alter **officer perceptions** and use of **de-escalation**?

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MD White, VJ Mora, C Orosco... - **Policing**: An International ..., 2021 - emerald.com

... The current study sought to fill this gap by examining **perceptions** of **de-escalation** and its self-reported use among Tempe **police officers** randomly assigned to receive **de-escalation** ...

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Exploring variation in **police perceptions** of **de-escalation**: Do **officer** characteristics matter?

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MD White, V Mora, C Orosco - **Policing**: A Journal of Policy and ..., 2021 - academic.oup.com

... The current study examined **officer perceptions** of **de-escalation**, and whether those **perceptions** varied by race/ethnicity or sex. Three main findings emerged from the analysis. First, the ...

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De-escalation in **police**-citizen encounters: A mixed methods study of a misunderstood **policing** strategy

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N Todak - 2017 - search.proquest.com

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Expert officer perceptions of de-escalation in policing

Natalie Todak
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The University of Alabama at Birmingham, Birmingham, Alabama, USA, and
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School of Criminology and Criminal Justice,
Arizona State University, Tempe, Arizona, USA

Received 20 December 2018
Revised 7 March 2019
28 March 2019
Accepted 8 April 2019

Abstract

Purpose – The purpose of this paper is to examine perceptions of de-escalation among police officers who were nominated by peers as the most skilled at this strategy.

Design/methodology/approach – A peer nomination process identified eight skilled de-escalators in one department. Interviews were conducted with the officers individually. Additionally, in a focus group, the officers watched and debriefed body-worn camera videos for themes related to de-escalation.

Findings – Officers defined de-escalation as bringing calm to a conflict using the least amount of force possible. They said it could also be used preventatively. They identified de-escalation tactics, characteristics of skilled de-escalators and situations in which de-escalation is less effective.

Originality/value – This study initiates research into a much discussed but rarely researched topic. Future studies should continue to work toward a definition of de-escalation and understand how it can be used in policing to reduce violence, protect life and enhance police legitimacy.

Keywords Police, De-escalation, Use of force, Training, Interviews, Focus group

Paper type Research paper

Historically strained relations between police and citizens, particularly minority communities, deteriorated in 2014 following a series of controversial police shootings. Outrage over these incidents generated civil disorder, anti-police sentiment and a White House-driven police reform effort. As part of this effort, President Obama formed a Task Force on 21st Century Policing to identify avenues for improving community trust and police accountability. Against this backdrop, de-escalation emerged as a suggested method for reducing use of force (Engel *et al.*, 2019). According to the President's Task Force on 21st Century Policing (2015, p. 20): "Law enforcement agency policies for training on use of force should emphasize de-escalation and alternatives to arrest or summons in situations where appropriate" (see also IACP, 2017; PERF, 2016).

In response, de-escalation began to diffuse in policing and there are dozens of trainings

429

Expert officer perceptions of de-escalation in policing.

Natalie Todak & Michael White (2019)

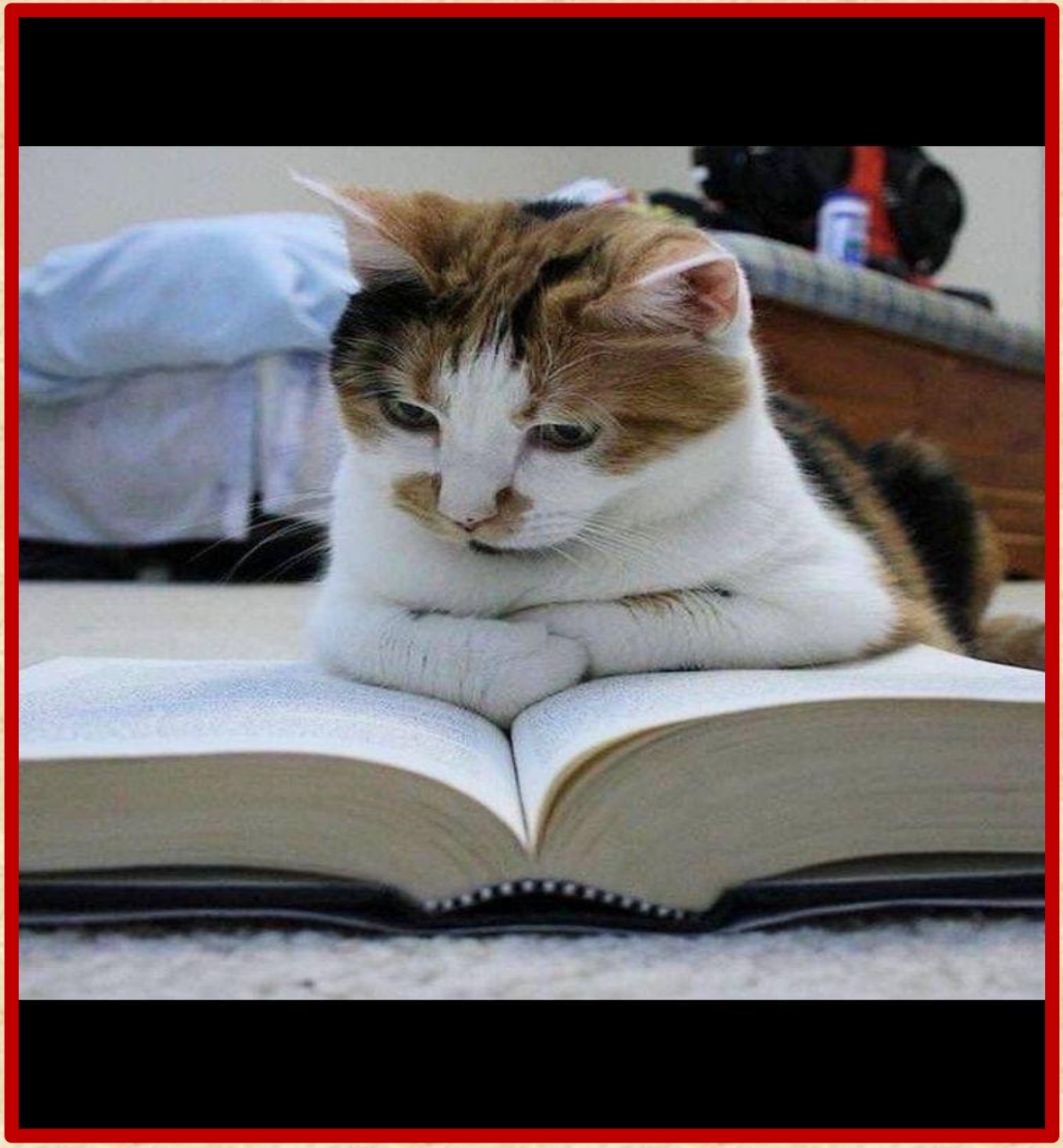
Officers defined tactics that were effective at de-escalating:

- 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

The Secret is to READ Good Stuff



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

- Domain expertise-focused books
- 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** , AELE Law Enforcement Legal Center (www.aele.org), police foundation, FBI LE Bulletin, etc.
- **www.crimesolutions.gov**
- **www.strategiesforpolicinginnovation.com**
- **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

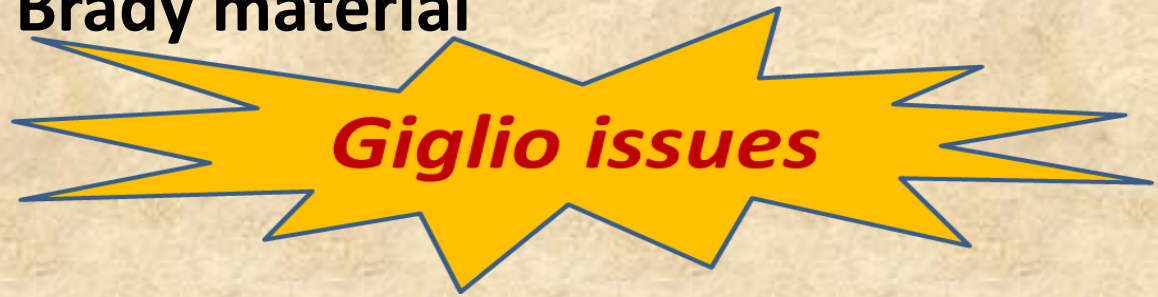
- The early identification of shortcomings and how those issues are waiting to surface
- **To expose those issues and resolve them under manageable circumstances before they can result in bad outcomes**

- **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**



- Fact-finding and report documentation
- Informants and Evidence management

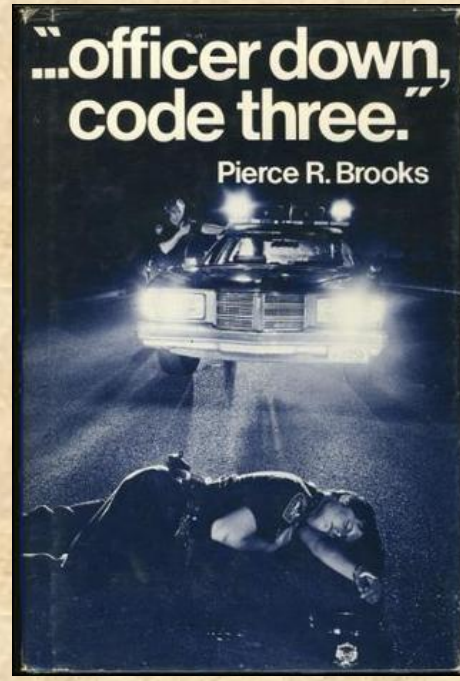
Factor Murphy's Law, Complexity and Change into every Equation

- We never can prevent mistakes and problems because we are humans (we can control how we handle them)
- Remember when advocates can't defeat your facts or find technical problems in the law or process, then they attack the way you managed the case, incident or event **(or you)**
- We can make every attempt to prevent mistakes and mitigate risk by watching what happens in other agencies nationwide **(proactive awareness)**
- **Study other agencies mistakes then look at your processes to see if it could happen to you (study and learn)**

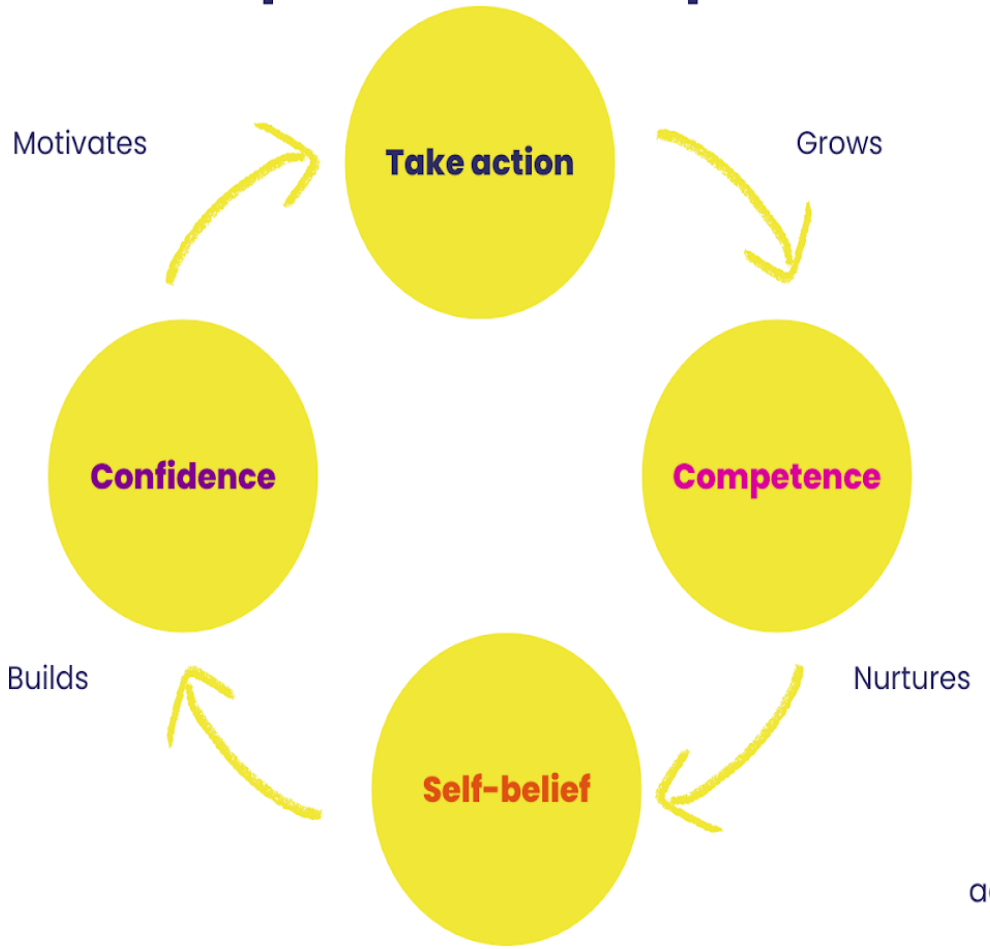
Ten Deadly Errors

Pearce Brooks (1975)

- Failure to maintain proficiency and care of equipment
- Improper searching and handcuffing of a suspect
- Tired, not enough rest, or asleep on duty
- Relaxing too soon
- Missing danger signs
- Taking a bad position
- Failure to watch a suspect's hands
- Tombstone courage
- Preoccupation or not paying attention
- Apathy, an erosion of disciplined behavior and quality of performance



Confidence-Competence Loop



academetime.com

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)

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

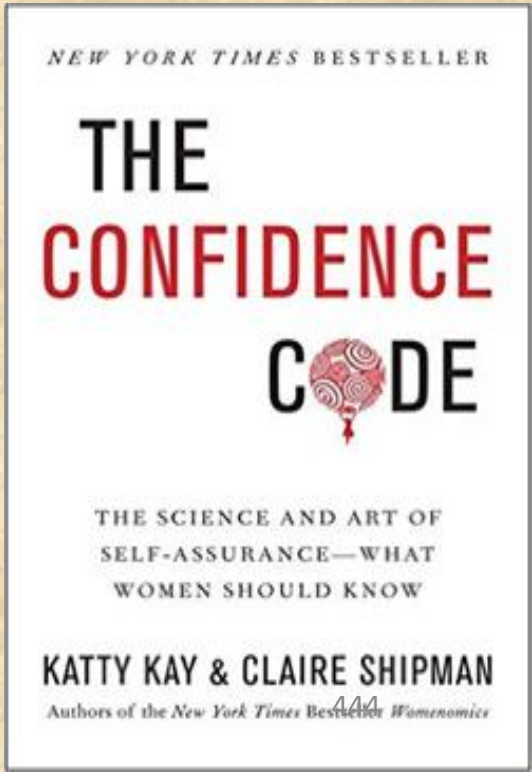
2) **Poor self-advocacy:** Women are happy to advocate for others, but they are often uncomfortable advocating for themselves

The 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**

Influences at work

The perspective regarding women's under confidence, may be attributed to men's overconfidence at work. Barber & Odean, 2001; Cortes et al., 2021; Niederle & Vesterlund, 2007; Soll & Klayman, 2004

Contributing Factors may be:

- **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)

- 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**

- **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)

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

Perceived Normative Attributes of Being a Woman

Buchtel (2009), Erving et al (2025), Pateman (1980)
www.Oxford-Review (2025)

- Over-functioning
- Caregiver burden
- Self-silencing
- Role engulfment
- Perfectionism + people-pleasing
- Parentification (extended into adulthood)
- Psychologically, these map onto obligation, **not a compulsion**

Gender Differences in Climbing up the Ladder: Why Experience Closes the Ambition Gender Gap

Wald, K., Abraham, M., Pike, B., & Galinsky, A. D. (2024)

- Women are unequally represented in the highest positions in society
- Beyond discrimination and bias, women are missing from the top because they are less likely to pursue high-ranking opportunities
- Findings suggest experience, and the self-confidence that comes with it, is one lever for closing the gender gap in seeking to climb professional hierarchies

- **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)

The gender gap in gender-inclusive leadership practices: what men say they do and what women just don't see

Nentwich, J., Jäckel, D., & Schambach, G. (2026)

- **Findings –** indicate that male executives are more likely to engage in practices that facilitate work-life integration and demand fairness, but less likely to support and promote women.
  - Furthermore, they are notably critical of measures that challenge the status quo.
  - Women are significantly more critical in their ratings, particularly concerning men's engagement with gender equality in public.

- **Practical implications –** Insights into male executives' engagement with gender-inclusive leadership practices offer vital information for tailored training and intervention.
  - Moreover, a clear understanding of the discrepancy between women's and men's perspectives fosters dialogue and is crucial for developing an inclusive climate.
- **Social implications –** As women remain underrepresented in higher organizational echelons, the findings support both the debate and further interventions for organizational transformation towards inclusion.

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**

- 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)

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

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

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.

Facts, nuance, variables, and context

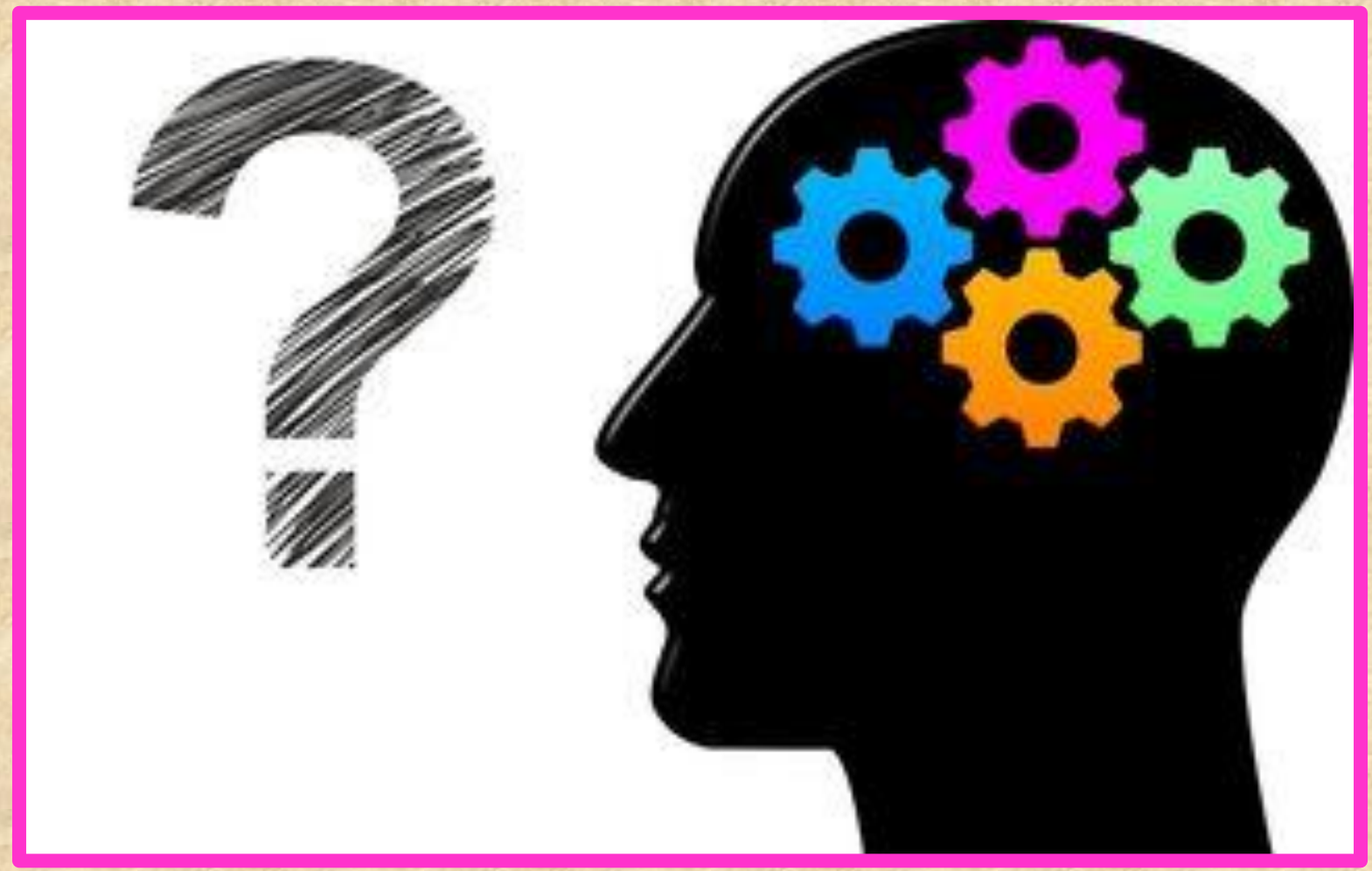
Everyone is an Individual; everyone is a work in progress

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 another's lack of confidence.

Differential in power may also be a factor

How a Leader Thinks Becomes Critical



21st Century technologies have changed everything

- Regarding how people receive and gather information (how we think and work)
- 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 smart phone proliferation, to quantum computers, to artificial intelligence (AI)

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

Hal Varian, Chief Economist Google

"The Internet is the first thing that humanity has built that humanity doesn't understand, the largest experiment in anarchy that we have ever had."

Eric Schmidt, Former Executive Chairman of Alphabet Inc.

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

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

Smart Phone Dependency or Addiction

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

“Because fanaticism and ignorance are forever busy and need feeding."

Spencer Tracy in Inherit the Wind.

Lying is a tool to gain an advantage, deceive, or protect

- Lying demands the continuation of the lie and the amplification of the lie to keep the truth hidden
- Truth makes a personal, spiritual, ethical, and moral demand upon us

When leaders can get away with telling demonstrable lies, obvious lies, and people don't just accept it, but applaud them we have destroyed any appreciation for truth

When truth is whatever, you want it to be, then we have lost all virtue and moral stability

Without moral order, it is difficult to discern the truth or develop trust

We have created a nihilistic culture incapable of self-criticism

Truth Decay is exacerbated by changes in how Americans consume information—particularly through social media and cable news.

Rand Corp.(2018)

- **Truth Decay's four causes:**
  - Humans' natural mental habits
  - Changes in the American information ecosystem
  - Competing demands on the educational system that limit its ability to keep up with changes in that information ecosystem
  - Political, sociodemographic, and economic polarization.

The accelerating pace of technological and societal change

Freidman, T. (2026)

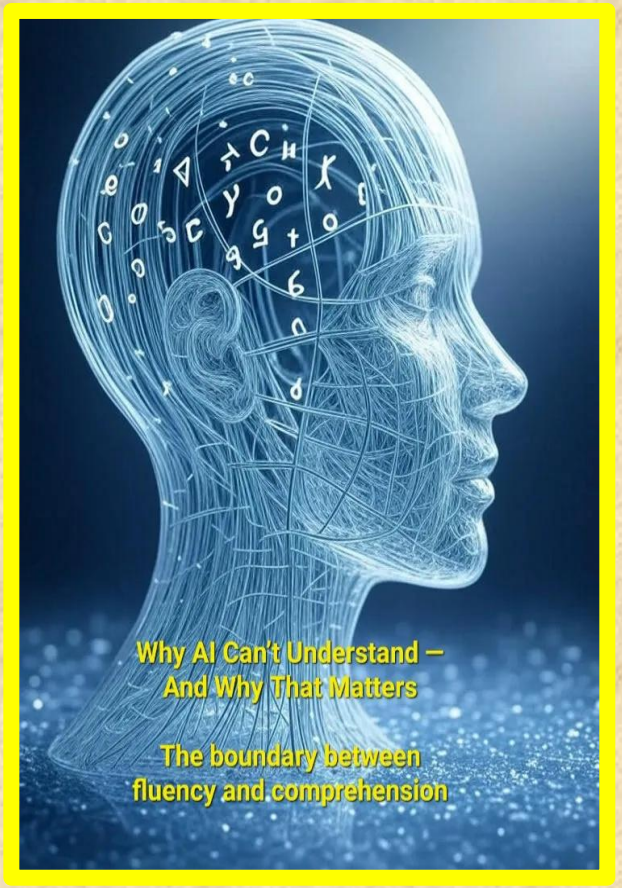


- Humanity was previously like H_2O molecules in **ice** (separated, slow-moving), like an ice tray.
- *Technology*—such as the printing press, and now AI—acts as **"heat"** that melts the ice.
- While water **boils into steam** at 212 degrees, humanity is currently at roughly 211.9 degrees—a "hair's breadth" from an irreversible change in our social, political, and economic systems.
- This steam, like a vapor, permeates every aspect of our lives.

Society is currently experiencing a dynamic in which "steam molecules" are governed by an "ice tray."

When working with AI, a distinction needs to be made between:

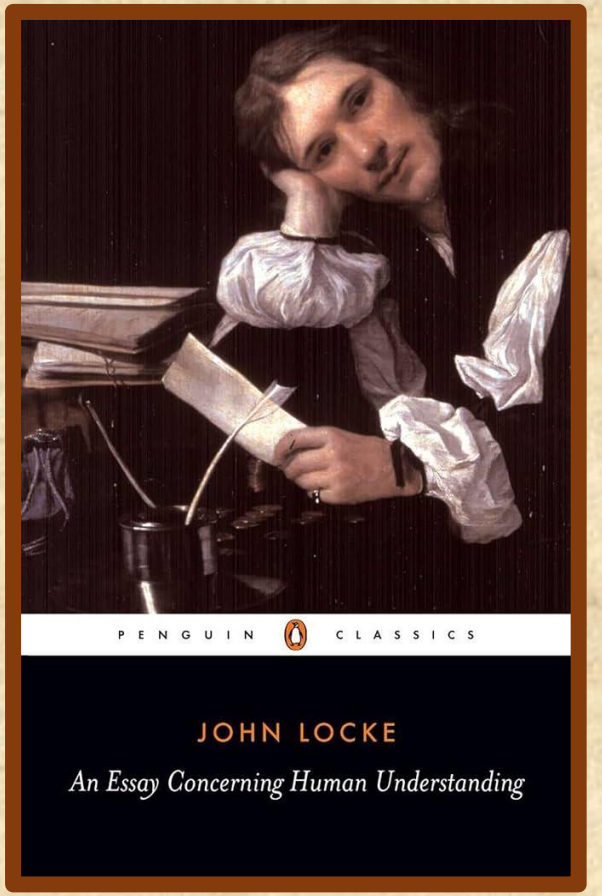
Newman-Griffis, D. (2025).



Information Processing

<u>And</u>

Understanding



Autonomous versus augmentative???

How we think of AI is at the heart of many implementation issues that organizations face

Information processing (what AI does):

- ✓Pattern recognition
- ✓Statistical prediction
- ✓Output generation based on training data

Understanding (what humans do)

- ✓Grasping meaning, significance and context
- ✓Knowing why patterns matter or when they don't apply
- ✓Exercising judgement about context, appropriateness, and application.
- ✓Comprehending implications, consequences, and significance
- ✓**Taking responsibility**

Leaders and Managers

Yoo, D., Kang, H., & Oh, C. (2024)

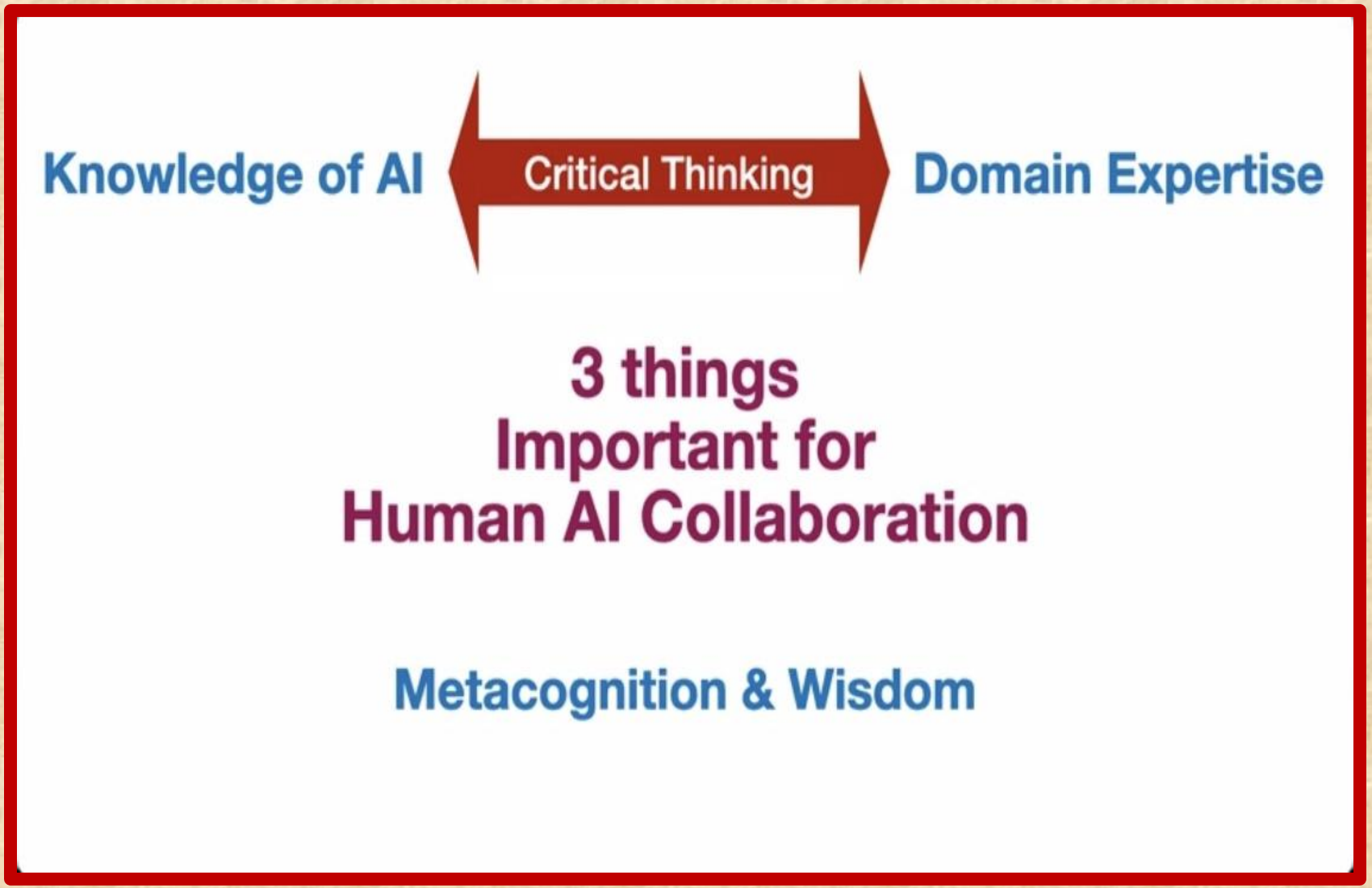
- **Be aware of the potential for AI-generated language to influence decision making and perceptions within the organization**
- Establish clear guidelines and policies for the use of AI in internal and external communications
- Ensure transparency and accountability in AI-assisted processes to maintain trust among employees and stakeholders
- **Foster a culture of critical thinking and encourage employees to verify information from AI sources**

[Require A.I. Literacy]

Importance of Understanding A.I. Literacy

- A.I. doesn’t understand, it only predicts (predictive text patterns)
- Hallucinations and source problems (it only knows what is contained within the data (or text)
- Overreliance, dependency, and addiction
- Short-cutting, efficiency over understanding
- Automation bias (undue trust and tunnel vision)
- Receptivity to bullshit
- Cognitive atrophy

- Knowledge imbalance is a “huge” problem.
- Domain expertise and critical thinking is “huge.”
- Increasing self-awareness and metacognition.
- The utility of A.I. Literacy skills.
- Socratic questioning


Knowledge of AI
Critical Thinking
Domain Expertise
3 things
Important for
Human AI Collaboration
Metacognition & Wisdom

The Dangers of Critical Disengagement

"No Independent Thinking"

Increased use of generative AI is associated with:

- Lower levels of academic performance
- Lower levels of higher order critical thinking and higher order thinking skills
- Higher levels of procrastination
- Increased levels of memory loss

Essien, Bukoye, O'Dea & Kremantzis (2024) & Thinga (2024)

We live in a lab, and we are the Mice

- Targeted ideology
- Framing the “Evil” on one end and “Hating Hate” on the other (Identify and labeled)
- No objective discourse or even persuasion, just a default to programming
- Isolation of particular facts, taken out of context
- Emotional fires spread by “Echo Chambers” created by identity, fear, and anger
- Rewiring of our minds from algorithms that feed us what we want to see and hear

Makes us Angry and Stupid

Engineered Bullshit

Bald-faced bullshit

Jaster, R., & Lanius, D. (2026).

- Bald-faced bullshit is not merely a rhetorical curiosity; it is a potent political instrument with the capacity to reshape the very conditions of public discourse.

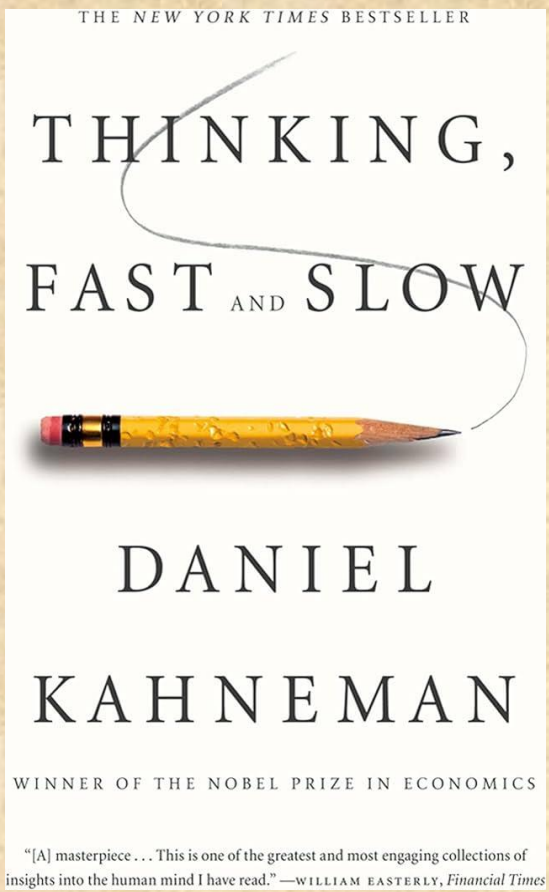
By violating the norms of assertion openly and repeatedly, populist and authoritarian actors do more than evade inquiry or command media attention – they alter the mutual expectations that sustain truth-oriented communication.

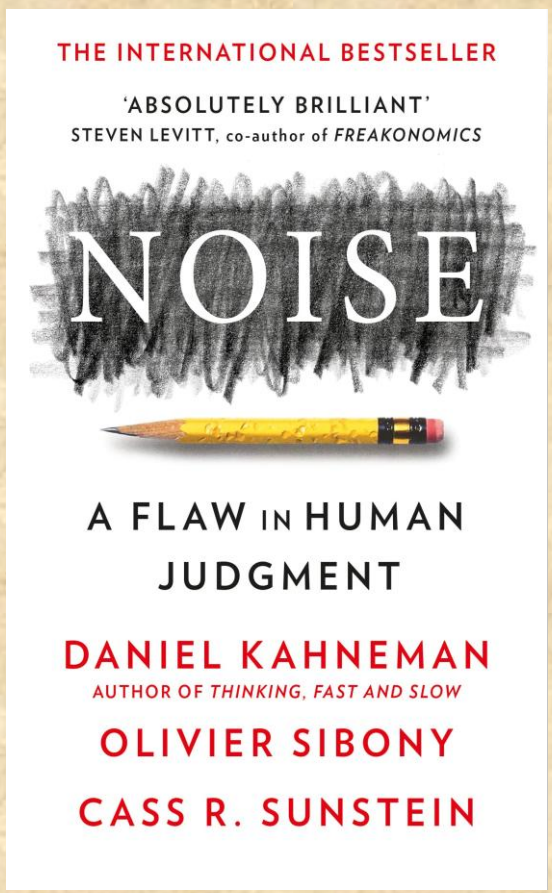
Bullshit, Bias, and Noise

The Operational Realities of Judgement









Bias, Noise, and Bullshit

A cognitive bias is a psychological mechanism and psychological observation that causes systematic errors in people's judgments and in people's decisions

Noise is a phenomenon of individual differences that's not within any one individual, but the variability or inconsistencies across individuals

Bullshit: nonsensical, insincere, misleading, exaggerated, or false information presented as truth, often with the intent to deceive or confuse that is frequently applied to opinions, ideology, or arguments

"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.

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

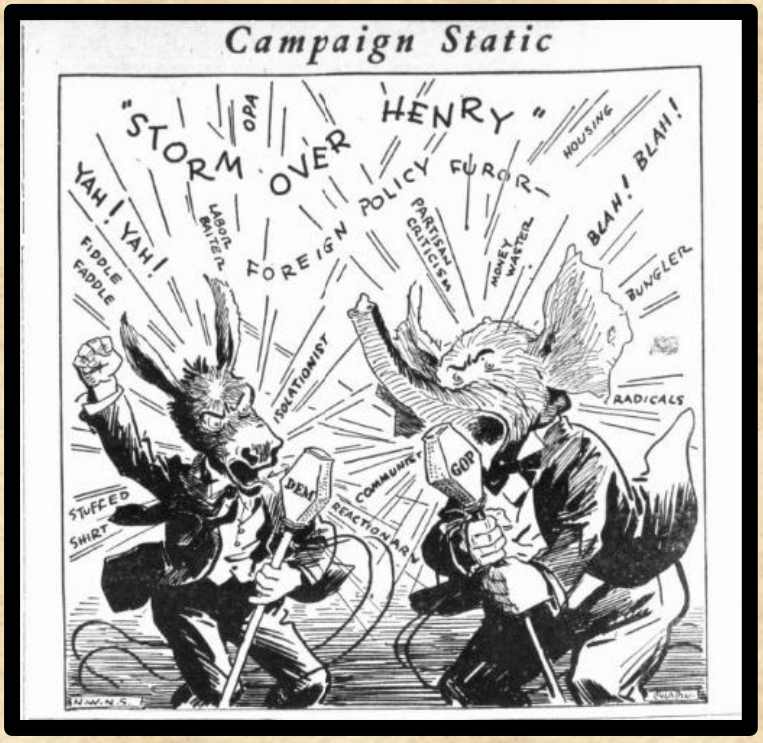
- **Like other irrational beliefs, bullshit is a real, prevalent, and consequential phenomenon**
- **Due to this prevalence and potential for harm, the ability to recognize and avoid bullshit is an essential skill to have in today's world** Walker et al. (2019)

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)

"When it comes to bullshit, it appears whenever there is a deficiency or weakness of knowledge."

"Applying it could make ungrounded or unsupported claims appear stronger, as long as the audience is ignorant of the subject at hand."

Mróz, A. (2021)



The Playing Field

Frequent and redundant

Truth = Cost/Time/Work/Study

Lie = Cheap/Free/Lazy

Bullshit = Emotion rich and Context Poor, Reductionist, Manipulative, Propaganda, and Embellishment that is bias to our existing beliefs

Motive: Money, Ideological Influence, Political Gain or Deceptiveness

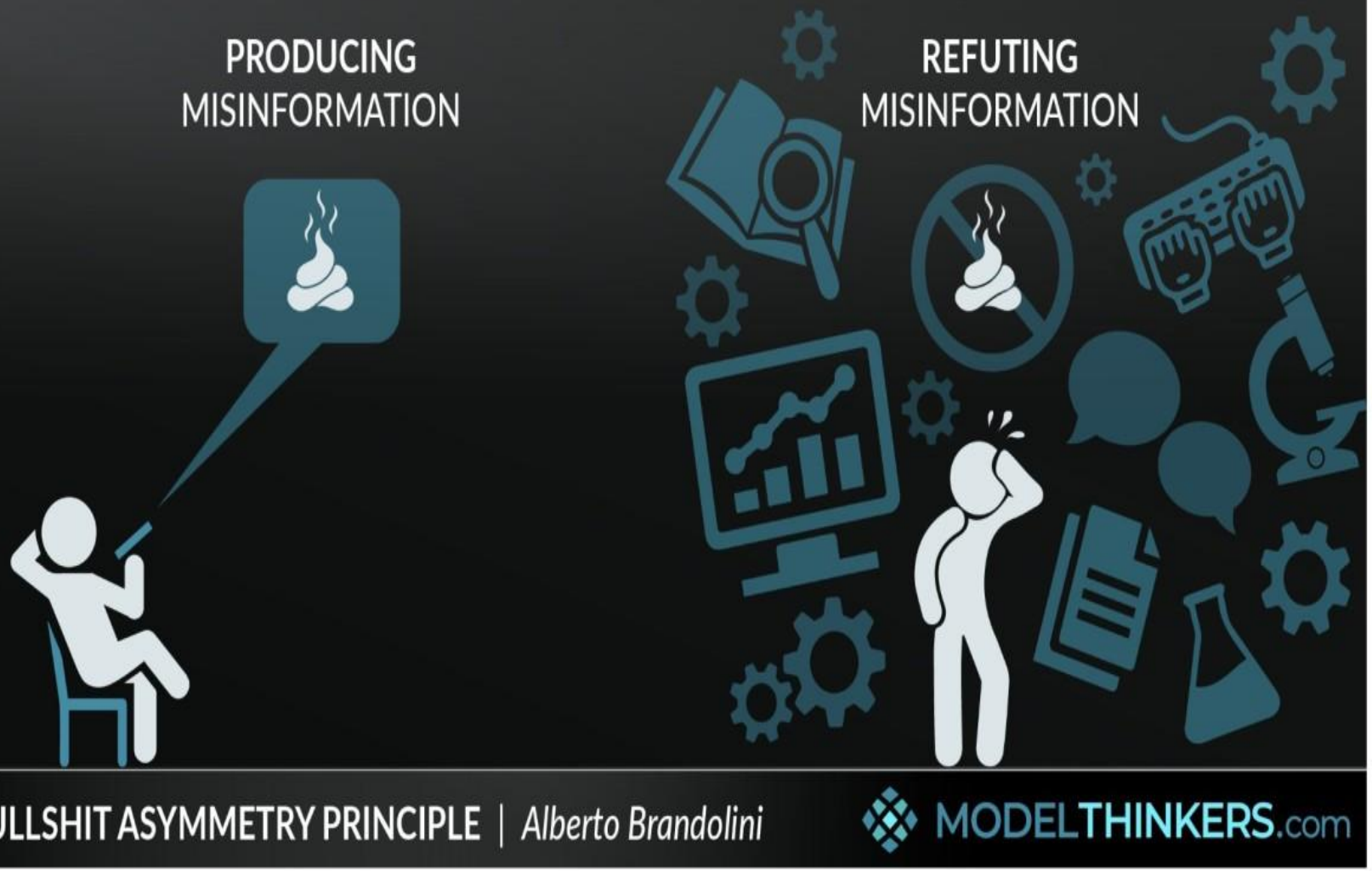
"The Art and Science of Bullshit Engineering"

Algorithms: utility in social, digital, and some earned media create anger, fear, and stupidity

Bullshit Asymmetry Principle

Save to My Latticework

"The amount of energy needed to refute bullshit is an order of magnitude bigger than that needed to produce it."



BULLSHIT ASYMMETRY PRINCIPLE | *Alberto Brandolini*

MODELTHINKERS.com

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
- **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**

- 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**

The results confirmed a Dunning-Kruger effect:

- Individuals with poorer bullshit detection overestimated their abilities and believed they outperformed others.
- Overconfidence was negatively associated with cognitive performance and positively with self-esteem.
- Persuasive bullshitting was more frequent among individuals with lower bullshit detection, suggesting some may bullshit to compensate for cognitive limitations.

Our results also suggest that the most vulnerable to bullshit are those who are least aware of their own vulnerability.

Čavojová, V., Šrol, J., & Brezina, I. (2026)

The unskilled are unaware of how unskilled they are. --- David Dunning

- This overestimation occurs, in part, because people who are unskilled in these domains suffer a dual burden:
  - *Not only do these people reach erroneous conclusions and make unfortunate choices*
  - *Their incompetence robs them of the metacognitive ability to realize it.*
- Experts can be underconfident or overconfident; it depends on how you measure their accuracy and the domain.

It can be very nuanced

HUMILITY IS KEY

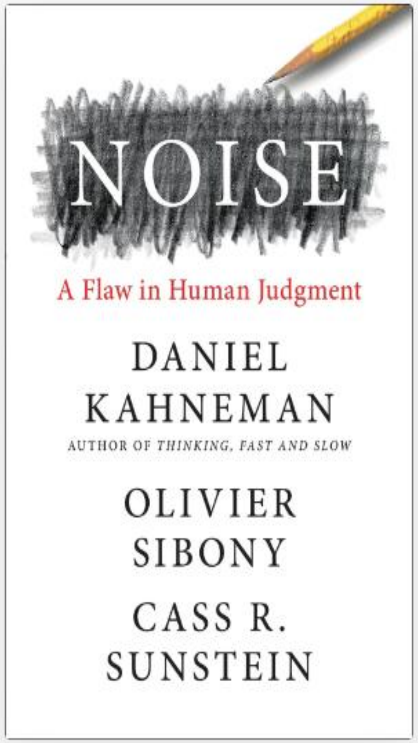
BE CANDID regarding your knowledge base

When you do not know…say you do not know.

Never lie, mislead or BS

Specificity is the anecdote to Bullshit





Noise

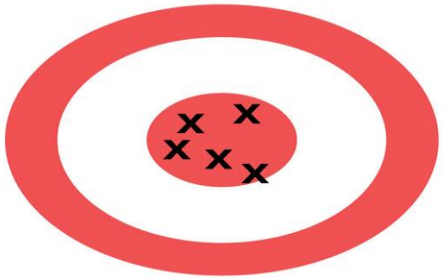
by Daniel Kahneman

1. Noise: The hidden variability in human judgment

"Wherever there is judgment, there is noise, and more of it than you think."

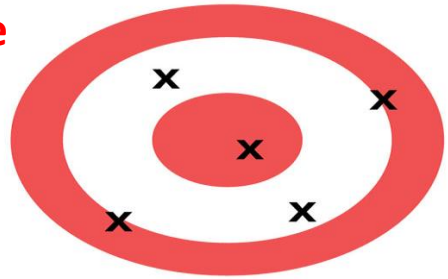
NOISE

The variability in judgments that should be identical.

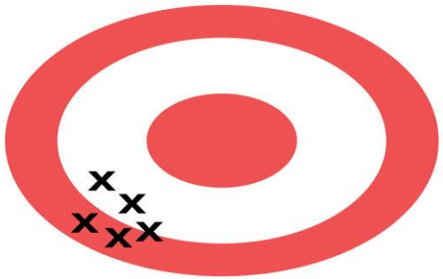


ACCURATE

Aiming for bullseye but hitting all over the place

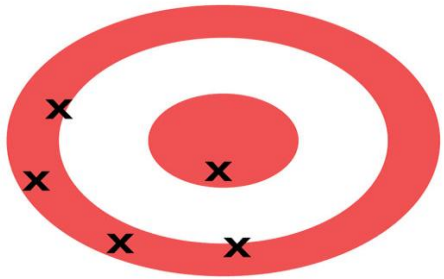


NOISY



BIASED

Focused (tightly grouped) on wrong target



BIASED & NOISY

NOISE: Daniel Kahneman, Olivier Sabony, and Cass R. Sunstein

Noise

Formula to mitigate noise

Aggregate independent observations:

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

Todays Public Safety Leaders

- Must learn and know their job to make informed decisions, provide advice and mentor and not be influenced by ***bias, drawn to bullshit, or swayed by noise.***

In contemporary landscape the ranking officer may not be seen as the smartest or best informed in the room

Experience alone is no longer enough…we must be continuously be educated regarding the operational realities of our job

"We must reevaluate our experience in the here and now"

This requires "DOMAIN SPECIFIC COMPETENCY"

We must find and embrace truth

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?*

Higher Order Thinking: *confident humility, on-going feedback loops, objective knowledge base, specific research, and credible sources are so important*

“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.”

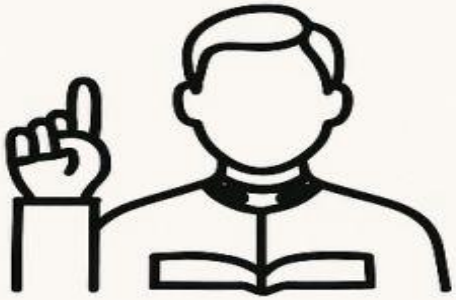
Donald Rumsfeld

Evaluating the Issues

Adapted from: Bevan, G. (2024)

- **What is known?** What facts and evidence exist to support a narrative and how is it known
- **What is not known?** Identifies gaps in knowledge or evidence. Opens further lines of inquiry to fill those gaps
- **What are the consistencies?** What are the different pieces of information that when taken together are consistent with a particular hypothesis?
- **What are the conflicts?** Recognizing conflicting information causes an investigator to consider any narrative against the information that does not fit rather that simply dismissing it

PREACHER, PROSECUTOR, POLITICIAN VS SCIENTIST



PREACHER

I'm right, and it's my job to spread the truth.



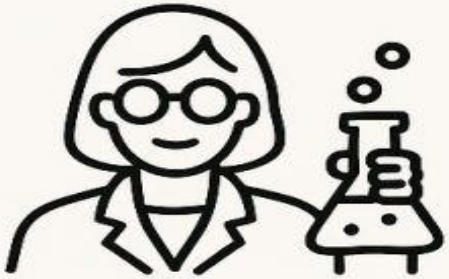
PROSECUTOR

You're wrong, and I'm going to prove it.



POLITICIAN

I want to be liked, and I'll say what it takes.



SCIENTIST

I might be wrong, and I want to learn.

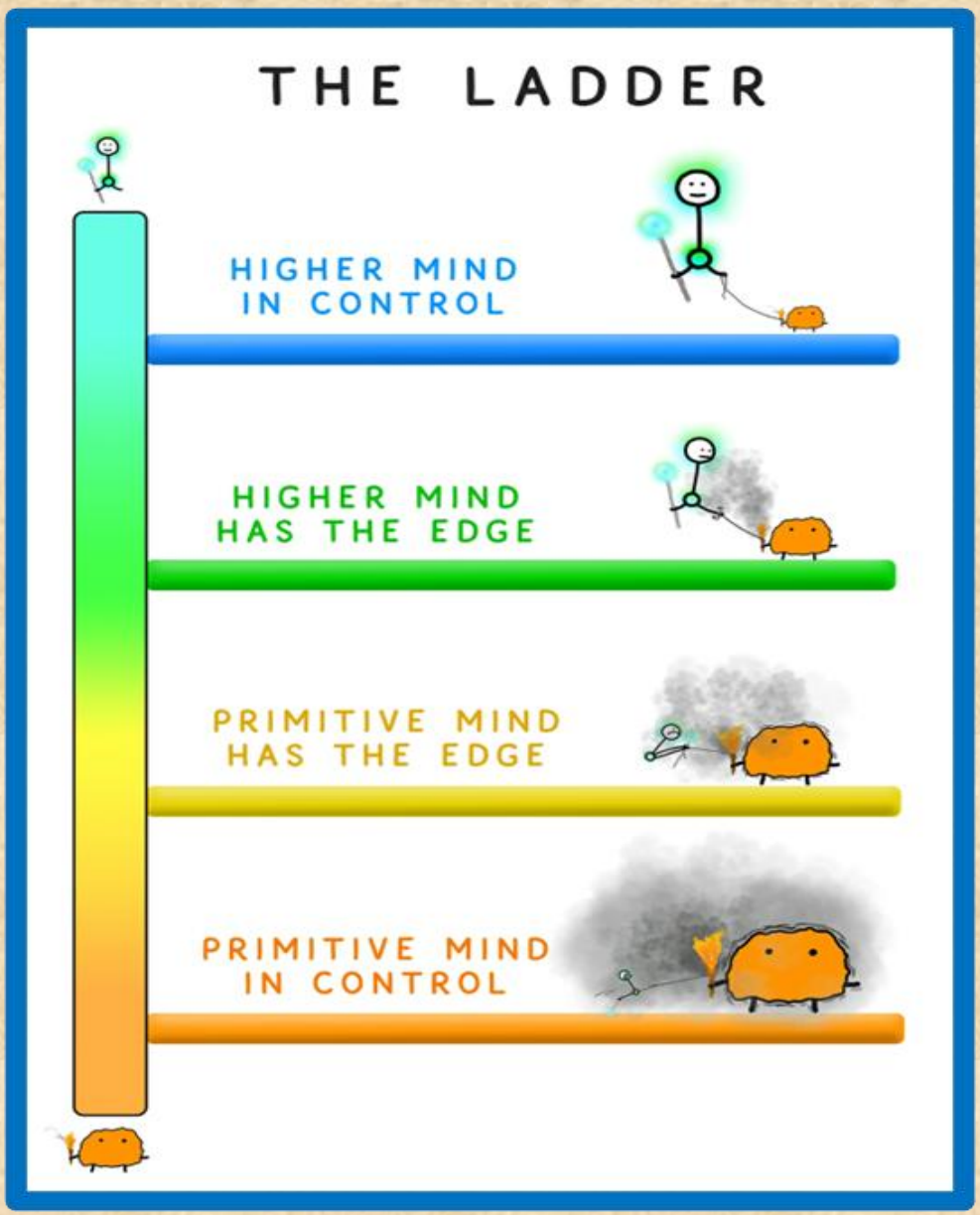
Grant, A. (2023)

What's our Problem

by Tim Urban (2023)

- Our behavior is influenced by a combination of our **primitive mind** (*limbic system*) and our **higher mind** (*prefrontal cortex*).
  - The primitive mind is concerned only with survival
  - The higher mind is responsible for more complex thinking that requires effort.

How You Think



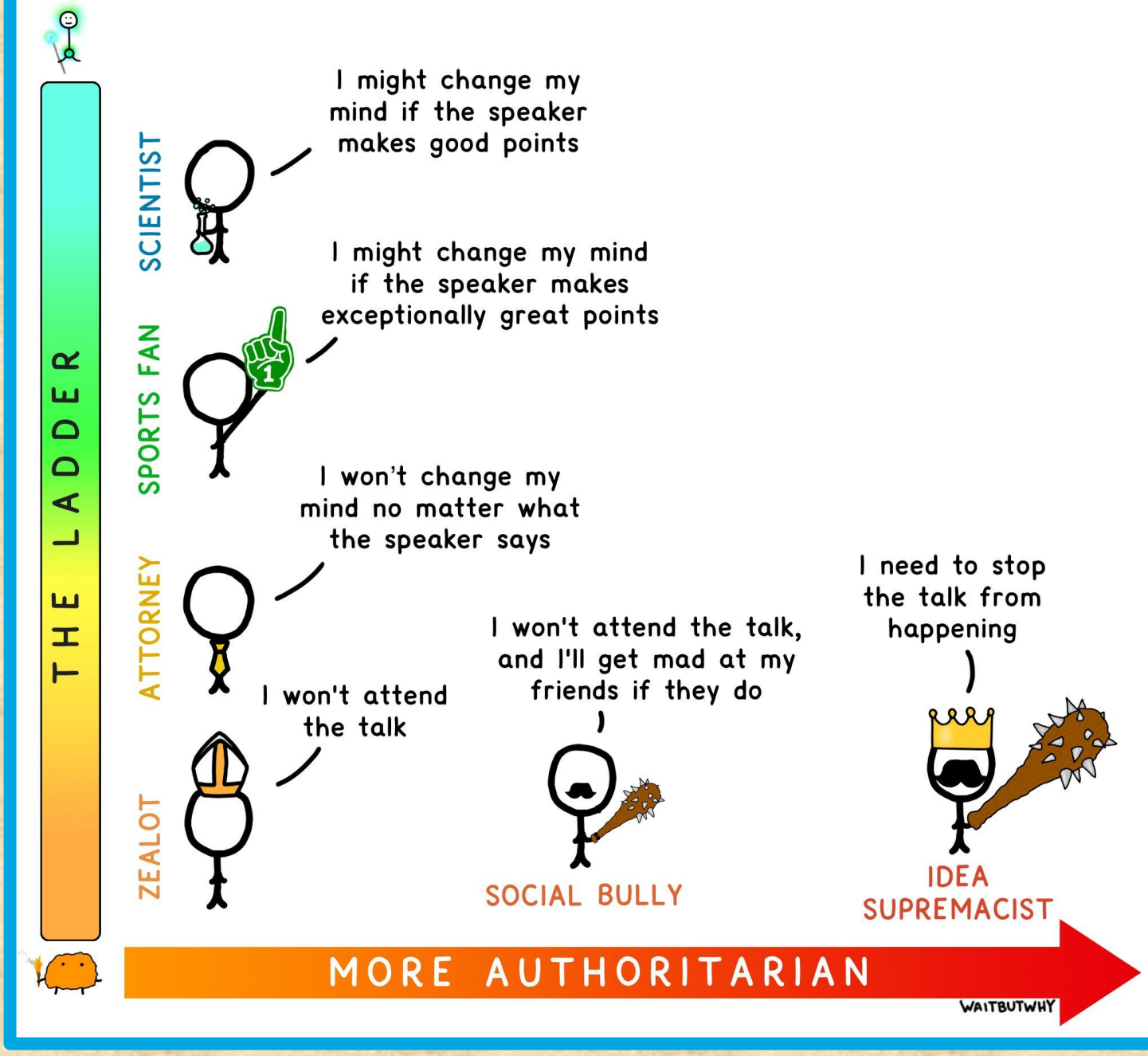
Scientist

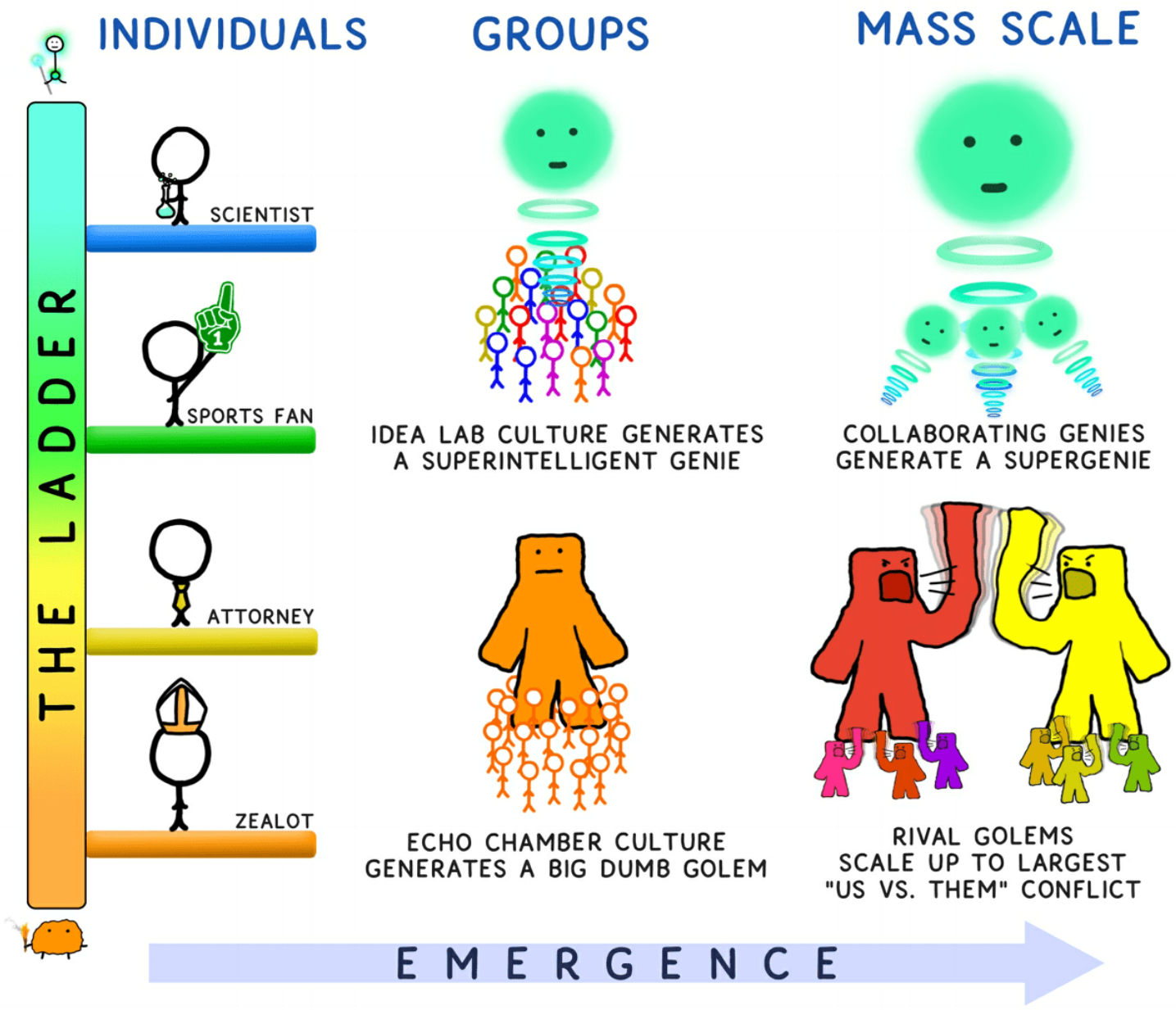
Sports fan

Attorney

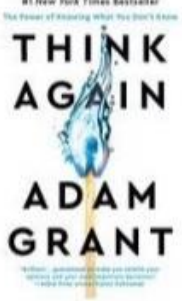
Zealot

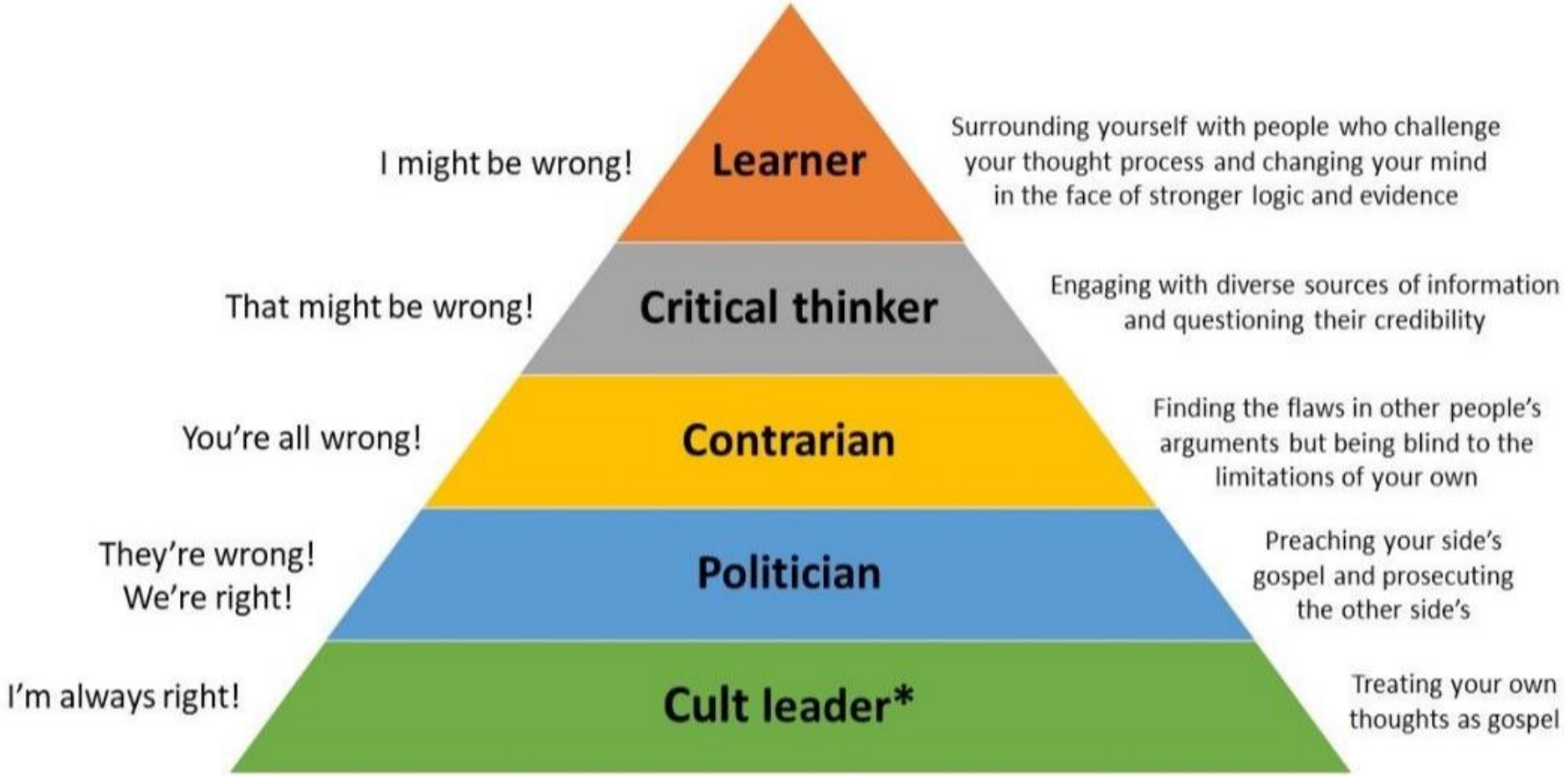
What You Think


THE LADDER
SCIENTIST
I might change my mind if the speaker makes good points
SPORTS FAN
I might change my mind if the speaker makes exceptionally great points
ATTORNEY
I won't change my mind no matter what the speaker says
ZEALOT
I won't attend the talk
SOCIAL BULLY
I won't attend the talk, and I'll get mad at my friends if they do
IDEA SUPREMACIST
I need to stop the talk from happening
MORE AUTHORITARIAN
WAITBUTWHY


INDIVIDUALS
GROUPS
MASS SCALE
THE LADDER
SCIENTIST
SPORTS FAN
ATTORNEY
ZEALOT
IDEA LAB CULTURE GENERATES
A SUPERINTELLIGENT GENIE
COLLABORATING GENIES
GENERATE A SUPERGENIE
ECHO CHAMBER CULTURE
GENERATES A BIG DUMB GOLEM
RIVAL GOLEMS
SCALE UP TO LARGEST
"US VS. THEM" CONFLICT
EMERGENCE

A Hierarchy of Thinking Styles





*Does not apply to my spouse, who actually is always right

We can Never Escape the Mystery of Life

- Leadership as a process of dealing with mystery that requires navigating uncertainty, ambiguity, complex, and contextual situations while guiding a person, team, or organization toward a vision
- Leadership involves guiding others through the fog of uncertainty, helping them understand and find clarity, while fostering resilience, adaptability, then adjusting in the face of the unknown

This perspective develops strategies and provides direction that transforms challenges into opportunities for growth and innovation.

Remember to Hold and Manage Contradictions

"Detach before Attaching"

Bring forth and sustain an "active-open" mind in concert with objective and "critical thinking."

- *Humility* is key (knowing you don't know)
- You *detach before you attach*
- Take the time to objectively *observe* and *learn* from the realities around you
- See with fresh eyes, *question* your *assumptions*
- It's all about how you see things *outside* and *beyond yourself*
- A dance of ideas and perspectives within the rules of clarity

"The power of the question."

Essential Leadership Quality

Our Objective Independence

Dr. Brene' Brown

Don't just accept things:

Maintain the self-awareness, agency, and ownership of your:

- *Attention*
- *Focus*
- *Thinking*

Most People don't actually think, they just accept things…

The power of labeling or knowing the name of something doesn't mean you understand it.

"The difference between knowing and understanding."

Dr. Richard Feynman

- ***Thinking is not a talent you are born with; it is a habit you must develop and sustain.***

Being smart is about being open-minded, objective, and persistent.

- Always ask yourself why?

Promotes curiosity and understanding.

- Never be afraid of not knowing

When you admit you don't know something, you start learning.

Nurturing an inquisitive mind

Creating a safe space for questions and exploration

Encouraging curiosity and wonder

Modelling inquisitiveness

Valuing the process of inquiry

Providing opportunities for open-ended exploration

Scott-Barrett et al 2023

PRACTICAL EXERCISE

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)

Manage a Culture of Ignorance

- **Ignorance:** is usually seen as information or knowledge, and it tends to occur when a person simply does not possess the relevant information.
  - **Benign ignorance:** where knowledge is simply absent.
  - **Innocent Ignorance** refers to the state of being unaware of something without malice or intention to deceive
  - **Culpable ignorance:** where an individual has access to knowledge but chooses to ignore it or reject it for whatever reason.
  - **Willful ignorance:** where individuals deliberately avoid information that contradicts their beliefs.

Well Trained Public Service Professionals

By Fredrick Mosher

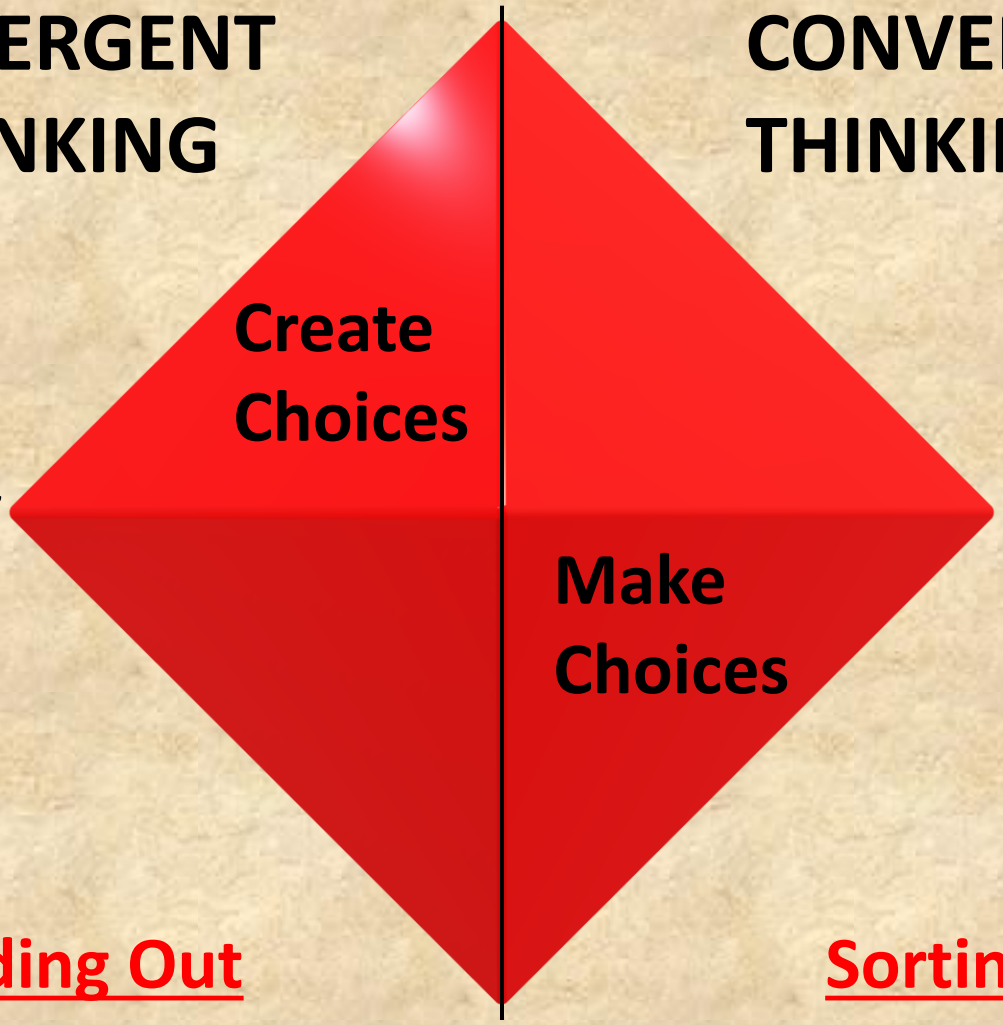
"Have perspective on themselves and their work, and on the social and political contexts in which they find themselves working"

Listening and Thought Process

DIVERGENT THINKING

CONVERGENT THINKING

Imagine
Research
Suspend Judgement



Evaluate
Test
Operational Reality

Finding Out

Sorting Out

Understanding and knowledge are not the same thing.

Knowing something does not imply that an individual understands how something is genuinely caused or what its relationships are with other so-called facts or bits of knowledge.

- People can make up plausible stories about connections and causes, but when pushed from an evidential base, many of their explanations are found to be wanting.

  Dr. David Wilkinson

- The key is to explain the concept simply, as if teaching someone else, identify gaps in understanding, and refine the explanation.

  Dr. Richard Feynman

METACOGNITION

"thinking about thinking."

Flavell, J.H. (1976);(1979)

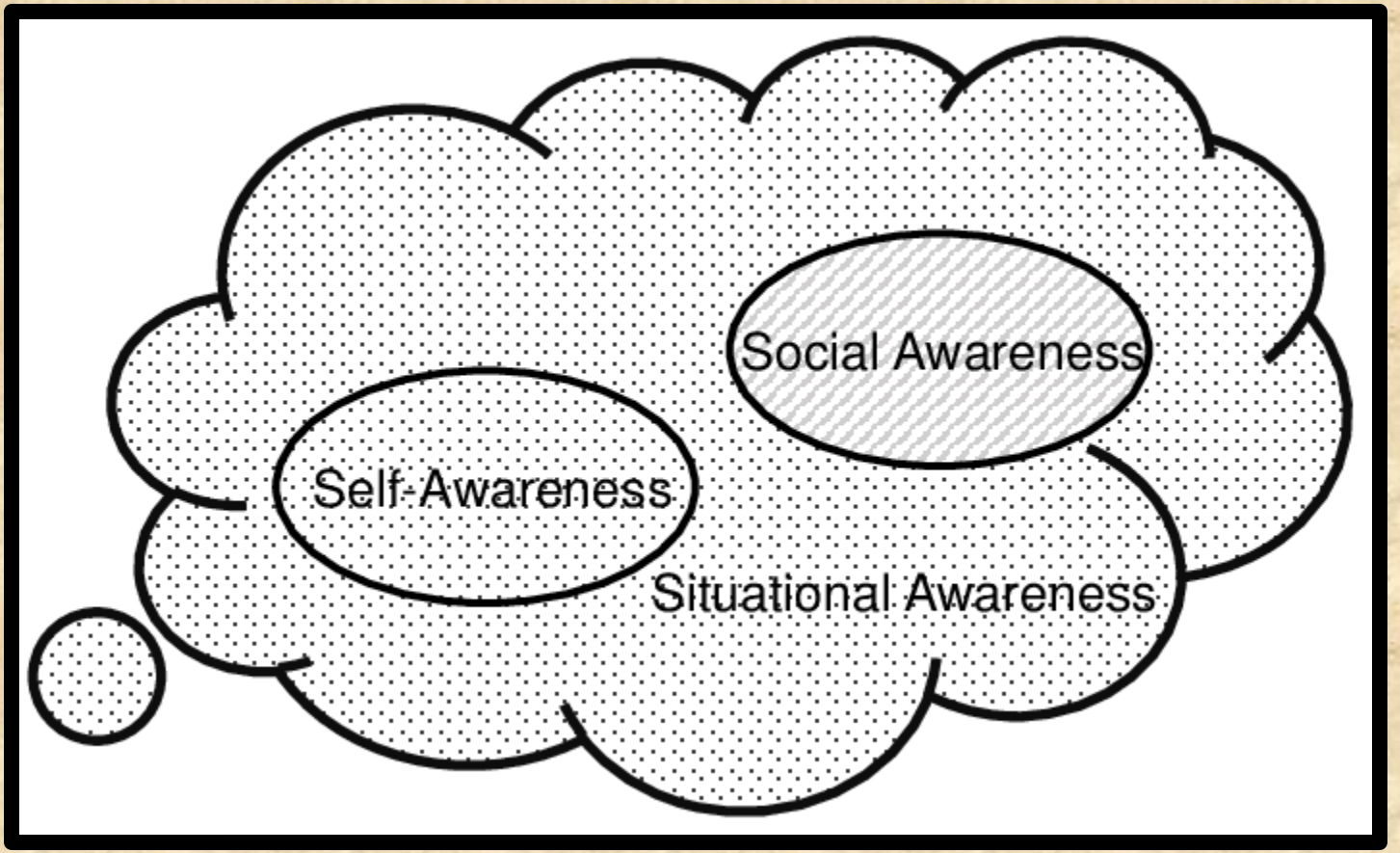
- ***It encompasses two interrelated components:***
  - ***Metacognitive knowledge*—**awareness of one's cognitive abilities and strategies
  - ***Metacognitive regulation*—**the active control of cognitive processes through planning, monitoring, and evaluation

Gyekye, E.K. (2025)

"The wisdom to exercise judgement about your own judgements."

Grant, A. (2024)

Three Critical Ingredients in the Pot of Metacognition



Li, Shi, Xu, and Xu. (2025)

Cognition is beyond just thinking

Awareness and Knowledge

Awareness of one's own cognitive processes, abilities, strategies, as well as affective states

Regulation and Control

The monitoring and control of one's cognitive activities, adjusting tactics, evaluating outcomes, thinking through strategies

Metacognitive Experiences

Subjective feelings and affective states that accompany and inform cognitive processes, like feelings of knowing, confidence, uncertainty, or difficulty

Metacognitive Beliefs

How our beliefs or theories about one's own cognition influence how one approaches learning or thinking/decision-making and judgements

<u>One's values as well</u>

Key Question

Does what we think we know match reality?

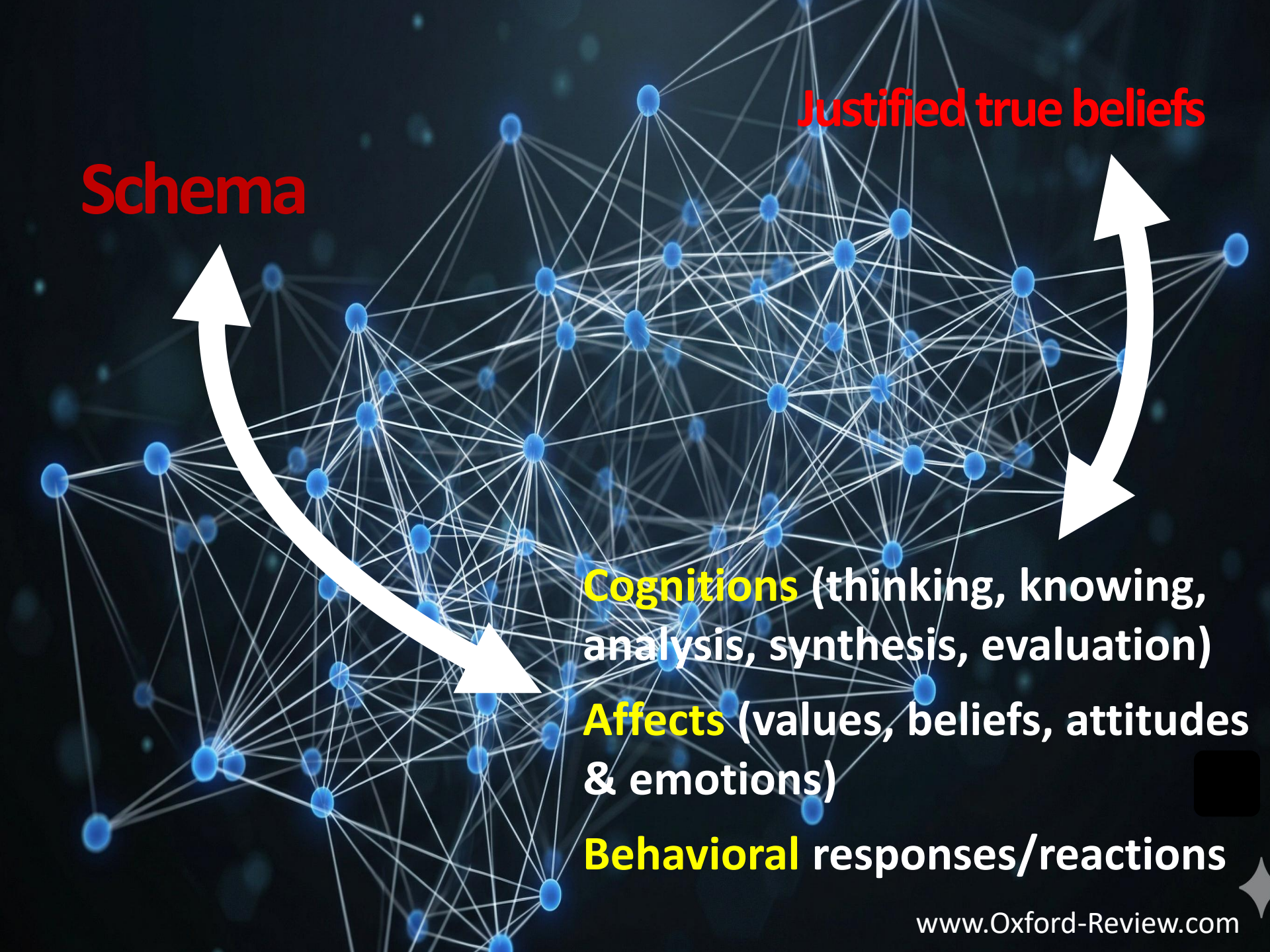
Novice ➠ Expert

The role of cognitive load and element interactivity





(Sweller et al. 2011; Likourezos, Kalyuga, & Sweller 2019; Ngu, Phan, & Usop, 2026)


Schema
Justified true beliefs
Cognitions (thinking, knowing, analysis, synthesis, evaluation)
Affects (values, beliefs, attitudes & emotions)
Behavioral responses/reactions
www.Oxford-Review.com

Form of understanding	Focus	Causal Grasp?	Can be shallow?
Understanding that	Facts	No	Yes
Understanding how	Skills / procedures	No	Yes
Understanding what	Concepts	No	Yes
Understanding with	Models / tools	No	Yes
Counterfactual understanding	Outcomes	Depends	Yes
Understanding as coherence	Integration	No	Yes
Understanding why	Causes & Relationships	Yes	No

KEY

Wilkinson, D. (2026)

Calibration is Central to Metacognition

- Calibration is the accuracy check on self-knowledge (*actual domain expertise*).
- It is the bridge between thinking you know and actually knowing.
- Metacognition is the ability to monitor and regulate your own thinking.
- But that monitoring is only useful if it's accurate.
- Calibration measures exactly that — how well your confidence in your beliefs matches the actual probability of those beliefs being correct.
- Poor calibration means your internal feedback system is giving you bad information.

Overconfidence is the default human state

- Raw reasoning ability doesn't guarantee good calibration.
- Many highly intelligent people are worse calibrated because they're better at constructing convincing justifications for wrong beliefs.
- ***Calibration requires intellectual humility*** — the willingness to let reality correct your self-assessment — which is a metacognitive virtue beyond raw cognition.

Metacognition without calibration is just feeling like you're thinking well. Calibration is what makes the self-monitoring actually track the truth.

“When we lack the knowledge and skills to achieve excellence, we sometimes lack the knowledge and skills to judge excellence.”

— Adam M. Grant

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)

Context is Critical to Sense-Making

- Be able to see the context from multiple angles
- That ability to evaluate those perspectives combined with a heighten 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 (*key to understanding*)

SIX KEY SKILLS

- **Awareness:** seeing, noticing, and identifying things
- **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).
- **Cognitive control:** helps individuals in overcoming automatic response sets (Diekman, 1982), in favor of a more appropriate contextual response (Reder & Schunn, 1999)
- **Cognitive flexibility:** ability to cognitively control and shift mental mindset (Canas, Quesada, ˜ Antol´ı, & Fajardo, 2003)
- **Managing tension:** addressing disagreements and conflicts in a constructive way to foster a positive team environment

A (2023) study looking at the relationship between cognitive flexibility, emotion regulation capability and relationship quality has found that:

Dr, David Wilkinson, Oxford Review

- Higher levels of both cognitive flexibility and emotion regulation capability each independently predict better relationship quality
- An individual's level of cognitive flexibility predicts their level of ability to regulate their emotions
- Lower cognitive flexibility leads to greater emotion dysregulation, which in turn can lead to more relationship problems

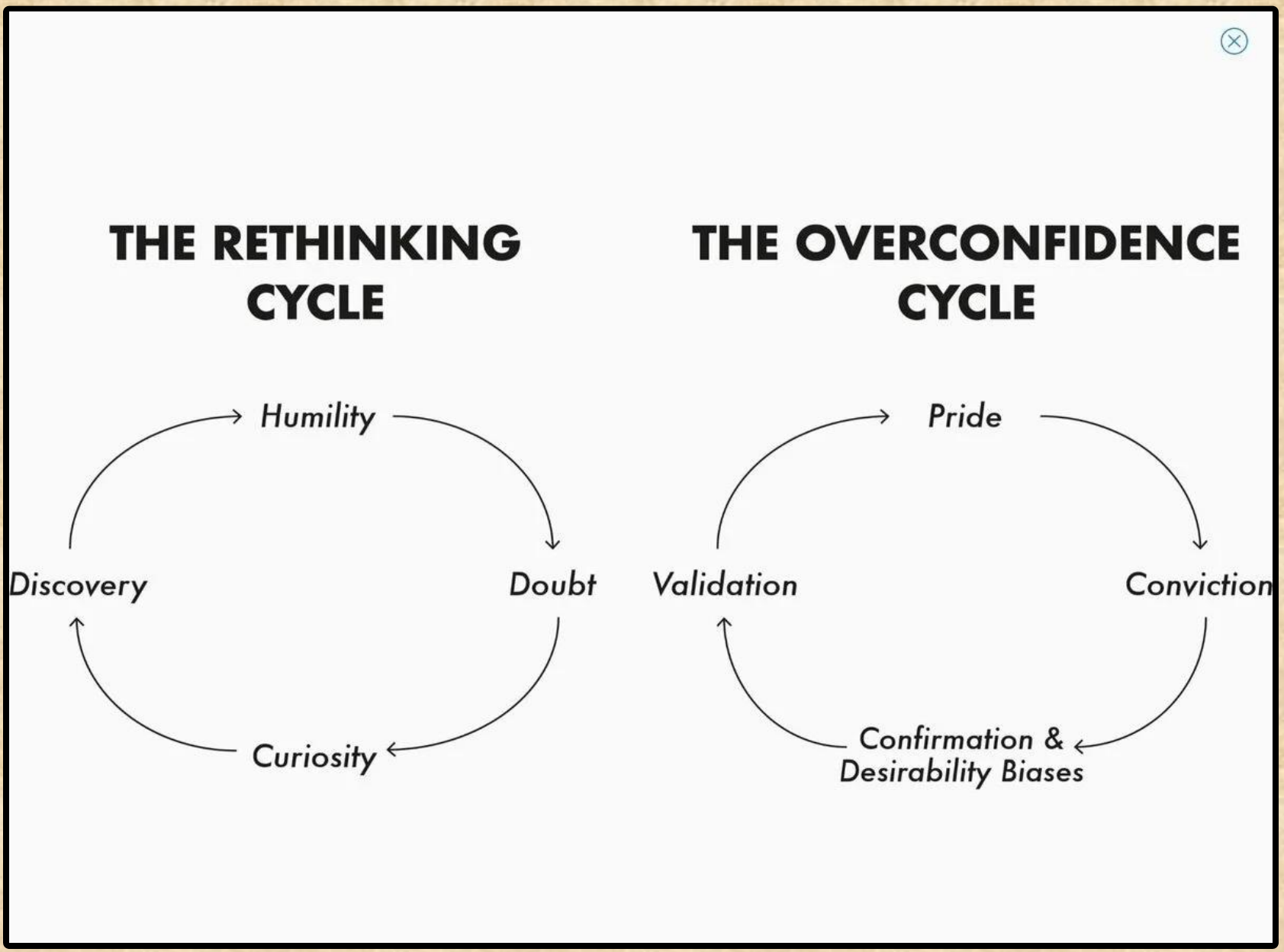
Why this matters:

- This matters, because, in most humans' cognitive flexibility and emotion regulation capability can be increased, suggesting that relationships should improve as a result, this being a key factor at work.

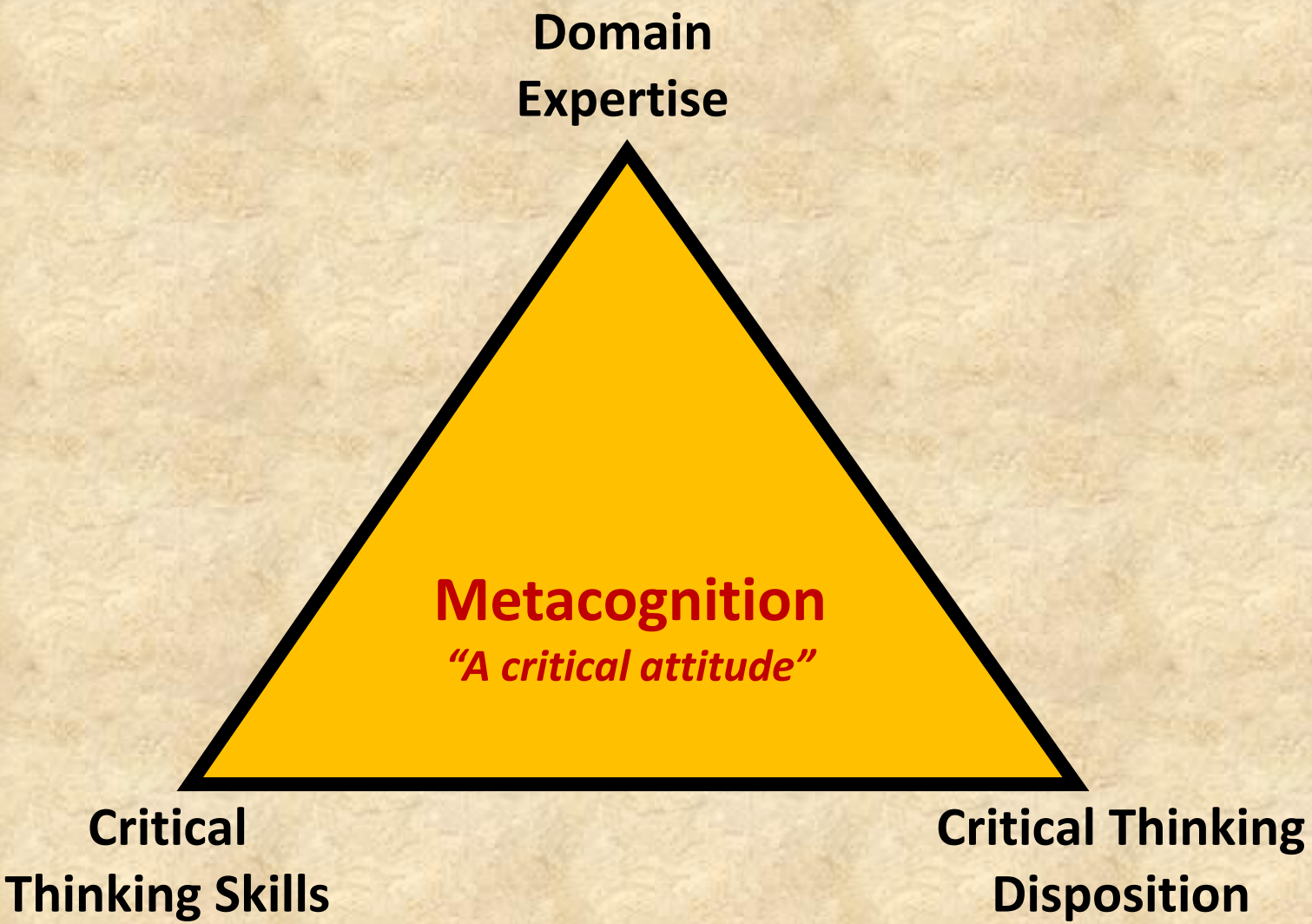
Key Points

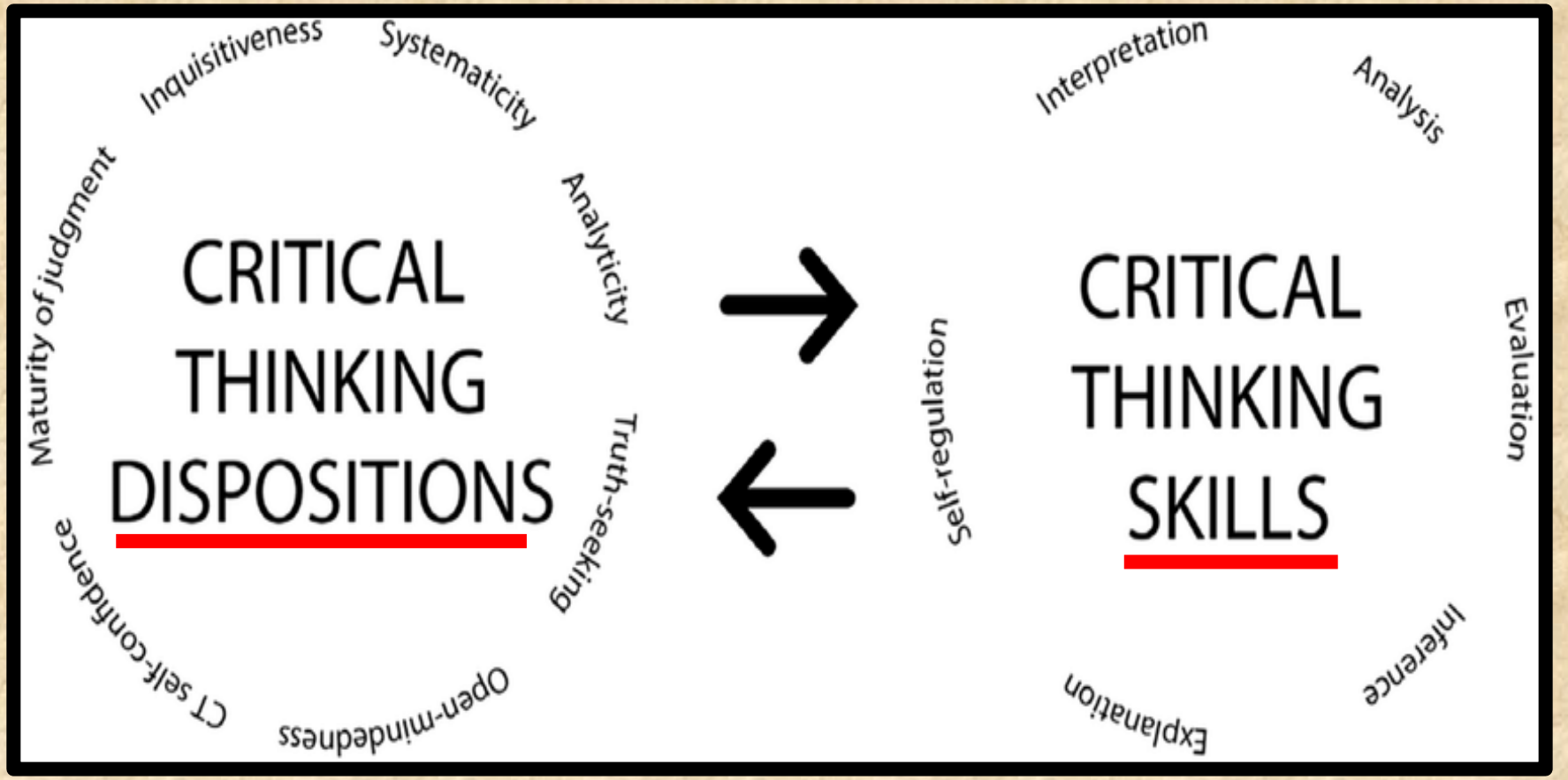
Grant, A. (2024)

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


THE RETHINKING CYCLE
Humility
Doubt
Curiosity
Discovery
THE OVERCONFIDENCE CYCLE
Pride
Conviction
Confirmation & Desirability Biases
Validation

Grant, A. (2023)


Domain
Expertise
Metacognition
"A critical attitude"
Critical
Thinking Skills
Critical Thinking
Disposition



Facione, (2015), Dwyer et al. (2017); van Rensburg and Rauscher (2022)

A Critical Thinking Disposition Includes Several Key Attributes:

Wilkinson, D. (2024) Oxford-Review

- **Open-mindedness**, or being receptive to divergent views and sensitive to one's own biases
- **Inquisitiveness** and having intellectual curiosity and a desire for learning
- **Truth-seeking**, or a courageous desire for the best knowledge, even if it undermines one's own preconceptions, thinking and previous knowledge
- **Analyticity**, which refers to valuing and prizing the use of reason and evidence to resolve problems

- **Systematic inquiry**, which entails organized, orderly, focused and diligent inquiry and examination of topics and issues
- **Self-efficacy**, which means having faith in one's ability to learn and solve problems
- **Cognitive maturity**, wisdom or prudence in making, suspending or revising judgement
  - This includes an awareness that multiple perspectives, solutions and implications are possible and can be acceptable

Critical Thinking Skills

- **Analysis:** Breaking down complex information into smaller parts to understand it better. This includes identifying assumptions, biases, and implications.
- **Evaluation:** Assessing the credibility and relevance of sources of information. This involves questioning the validity of arguments and the reliability of evidence.
- **Inference:** Drawing logical conclusions from available information. This requires recognizing patterns and making connections between ideas.

- **Interpretation:** Understanding and explaining the significance of data or information. This involves clarifying meaning and context.
- **Reasoning:** Using logical processes to come to conclusions. This includes both inductive reasoning (drawing general conclusions from specific examples) and deductive reasoning (applying general principles to specific cases).
- **Creativity:** Thinking outside the box to come up with innovative solutions or ideas. This involves being open-minded and willing to explore new possibilities.
- **Reflection:** Evaluating one's own beliefs and thought processes. This includes being aware of personal biases and the impact they have on decision-making.

It is Absolutely Critical to Remember

"PROCESS"

It is not just what you do…

it is how you go about doing it.

The Reality Trifecta

Under the rule of "Specificity"

Edwards, J.B. (2023)



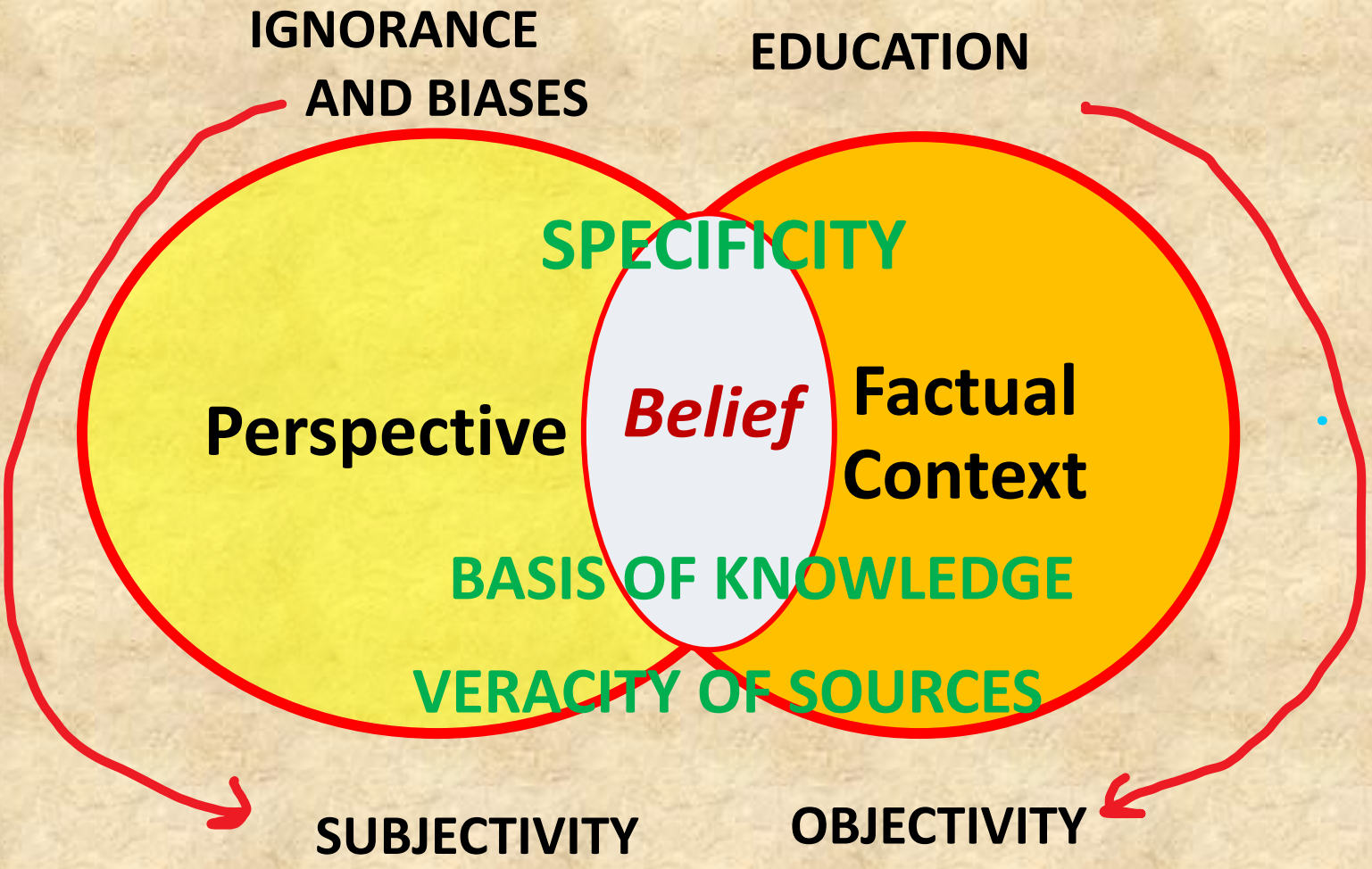
- **How do we know that?** (Basis of Knowledge)
- **What supports its credibility?** (Veracity of the information)
- **Does it fit into the big picture?** (Are the facts corroborated by other independent facts within the totality of all the circumstances)

Specificity in the Content for Credibility in the Context

Develops the Crucial Ability to Form the Next Question

To know and understand "What is important now."

The Natural and Unnatural Context: Fact-finding



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.

The Batman Effect

White et al 2017; Kross & Ayduk (2017); Kross et al 2014, Pagnini et al (2025)



- **Self-Distancing:** By thinking of themselves as Batman, individuals step back from their own emotions and see the task from a more detached, third-person perspective.
- **Cognitive Reframing:** It helps them reframe frustrating situations, viewing them as their admired character would, leading to better focus and determination.

Writing is a tool for thinking

- How can I know what I think until I see what I write? -- E.M. Forster
- Writing forces clarity of thought.
- It slows thinking down.
- Writing makes thinking visible.
- The discernment process is an idea farm.

Writing doesn't just record thoughts; it shapes them.

Francis Bacon

"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."

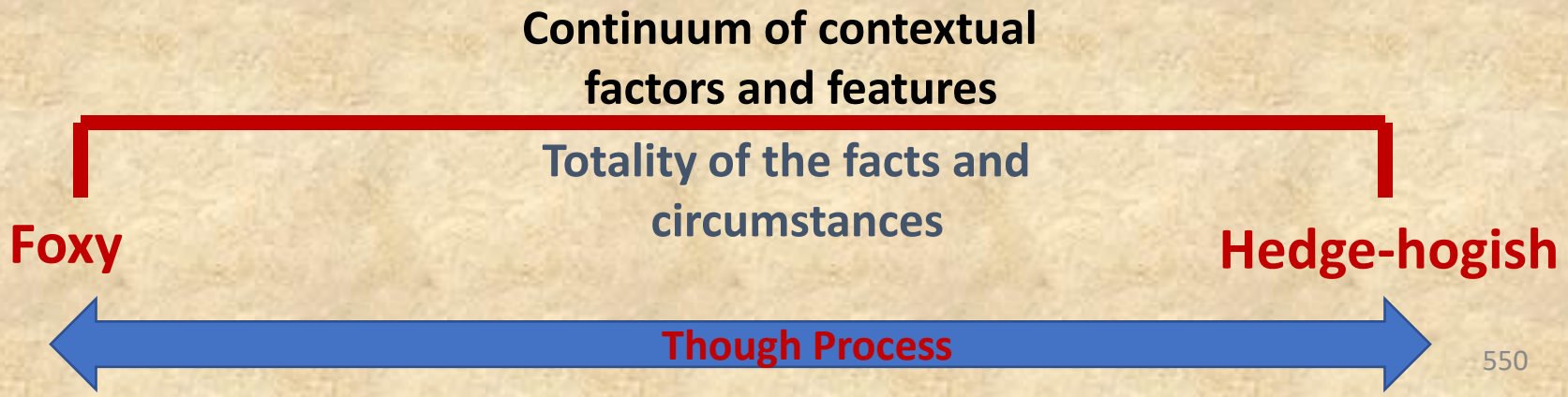
-- Archilochus

How Foxes Think	How Hedgehogs Think
Multidisciplinary – Finding a diversity of perspectives. Looking outside of their comfort zone to whatever different methods might work better than the current ones.	**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.
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.	**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	How Hedgehogs Think
Self-critical – Constantly evaluating themselves and open to criticism. Learning about where they failed gives them a chance to transform and improve.	**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.
Tolerant of complexity – They are aware that they don't know all the variables, and they may never know them all. They know that one solution will not fit all problems and some problems have multiple sources that need different solutions.	**Order-seeking** – They believe every problem has a clearly defined solution. One system can be shoehorned to fit any environment and that variables and complications are bound to have some uniformity between them.

How Foxes Think	How Hedgehogs Think
Cautious – They never think "yes or no", but instead "It depends." They are constantly changing their outlook based on new information and context.	**Confident** – They rarely hedge their predictions and are reluctant to change their minds or outlooks. Often, look for confirmation instead of refutation.
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.	**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 an considerate of others; Proceed carefully.

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

4. Thinking Flexibly: Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.

5. Thinking about Thinking (Metacognition): Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.

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

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

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

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

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

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

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

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

14. Seek refutation over confirmation: any idea can endlessly be confirmed if you're only looking for support-you can convince yourself the earth is flat if you never look more than a mile away. Seek out challenges and contradictions and put your arguments and beliefs to a genuine test. If an idea or a theory cannot be tested or disapproved, it isn't worth much.

15. **Beware sunk cost:** once you have put time, effort, cash or care into something, it is tempting to stick with it no matter what, in order to justify your input…Don't, cut your losses, don't get shacked by the past

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

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

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*

Decision Making

Preliminary Rules

- Where does your authority end or begin?
- Evaluate your roles and responsibilities
- Verify **ALL** assumptions
- No plan survives the operational realities. *Have a series of options in mind*

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

Chesterton's Fence: A lesson in second order thinking

Gabbert, B. (2020)

- **Do not remove a fence until you know why it was put up in the first place.**
- A core component of making great decisions is understanding the rationale behind previous decisions.
- If we don't understand how we got "here," we run the risk of making things much worse.

- ***First-Order Thinking*** (The Immediate)

✓**Focus:** Direct, immediate results.

✓**Characteristic:** Simple, fast, and often shortsighted.

- ***Second-Order Thinking*** (The Ripple Effect)

✓**Focus:** The consequences of the first-order consequence.

✓**Characteristic:** Asks "And then what?", analyzes interactions over time.

- ***Third-Order Thinking*** (and beyond) Thinking (The Long-Term Systemic Impact)

✓**Focus:** The consequences of the second-order, looking deeper into the system.

✓**Characteristic:** Considers long-term, systemic, or cumulative impact.

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

Bolman and Deal, (2017)

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

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

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

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

"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.

Having a storyline for your people

Leaders can use stories to demonstrate sound judgement.

Tichy & Bennis, (2007)

Teachable points of view that set direction and behavioral value

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



SUPREME HEADQUARTERS
ALLIED EXPEDITIONARY FORCE

Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

Dwight D. Eisenhower

Operational 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**

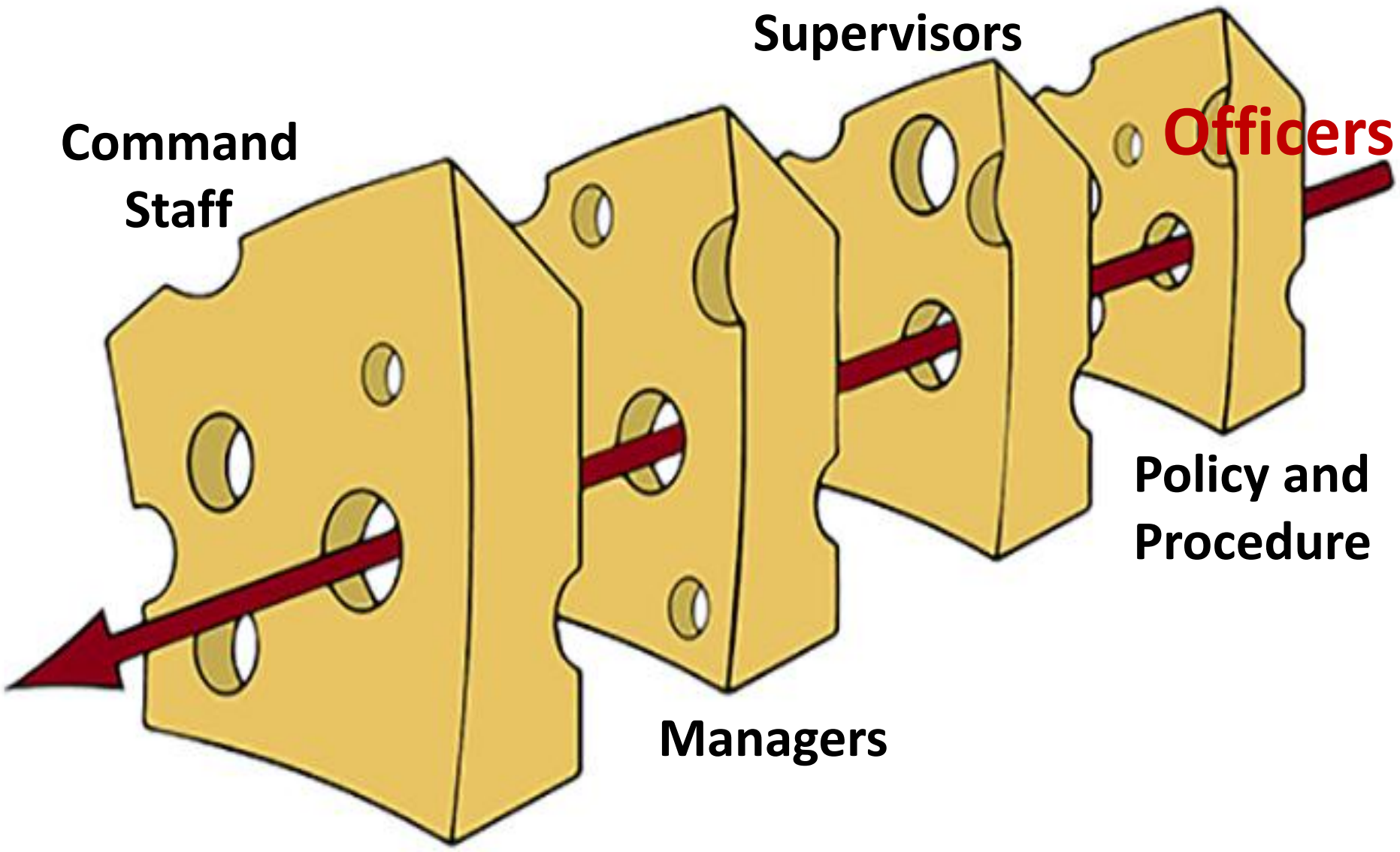
A balance is achieved, through the analysis of the specific contextual features

James Reason's Error Taxonomy

Reason, J. (1990)

- **Slips:** Attention failure
- **Lapses:** Memory failure
- **Mistakes:** Rule-based/Knowledge based failures
- **Violations:** Deliberate deviation from rules

Feedback Loops are Critical to Insulate Agencies from Risk



Risk Swiss Cheese model latent condition pathways

Reason, J. (1990)

The holes in the defenses arise for two reasons:

- **Active failures:** are the unsafe acts committed by people who are in direct contact with the patient or system.
- **Latent conditions:** are the inevitable "resident pathogens" within the system.
  - *They arise from decisions made by designers, builders, procedure writers, and top-level management*

Nearly all adverse events involve a combination of these two sets of factors.

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.

Managing Risk

Reporting

Voice and Psycological safety



Informed

Up to date
and accurate
Knowledge

Just

Transparency and
honesty
mistake vs. neglect

Learning

Systematic
analyzation to
treat errors as
sources of insight

Flexible

Organizational adaptability
delegative
decision process

The test for learning is change

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

The Most Common Type of Incompetent Leader

Harvard Business Review

By: Scott Gregory

March 30th, 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



Key Perspective

All leaders have an answer to the question:
"What do I want <u>from</u> my employee?"

But can the leader answer this question:

"What do I want <u>for</u> my employee?"

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?

Key Perspective

- **Self-Focus and Selfish**
  - Take actions to serve self and place gains and protect their reputation over the greater good.

Self-focus and self-absorption lead to empathic blindness and become toxic.

- **Other-Focused and Selfless.**
- Actions that are in line with values and improve character and behavior

Consider how their behavior affects people on the receiving end of their actions.

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

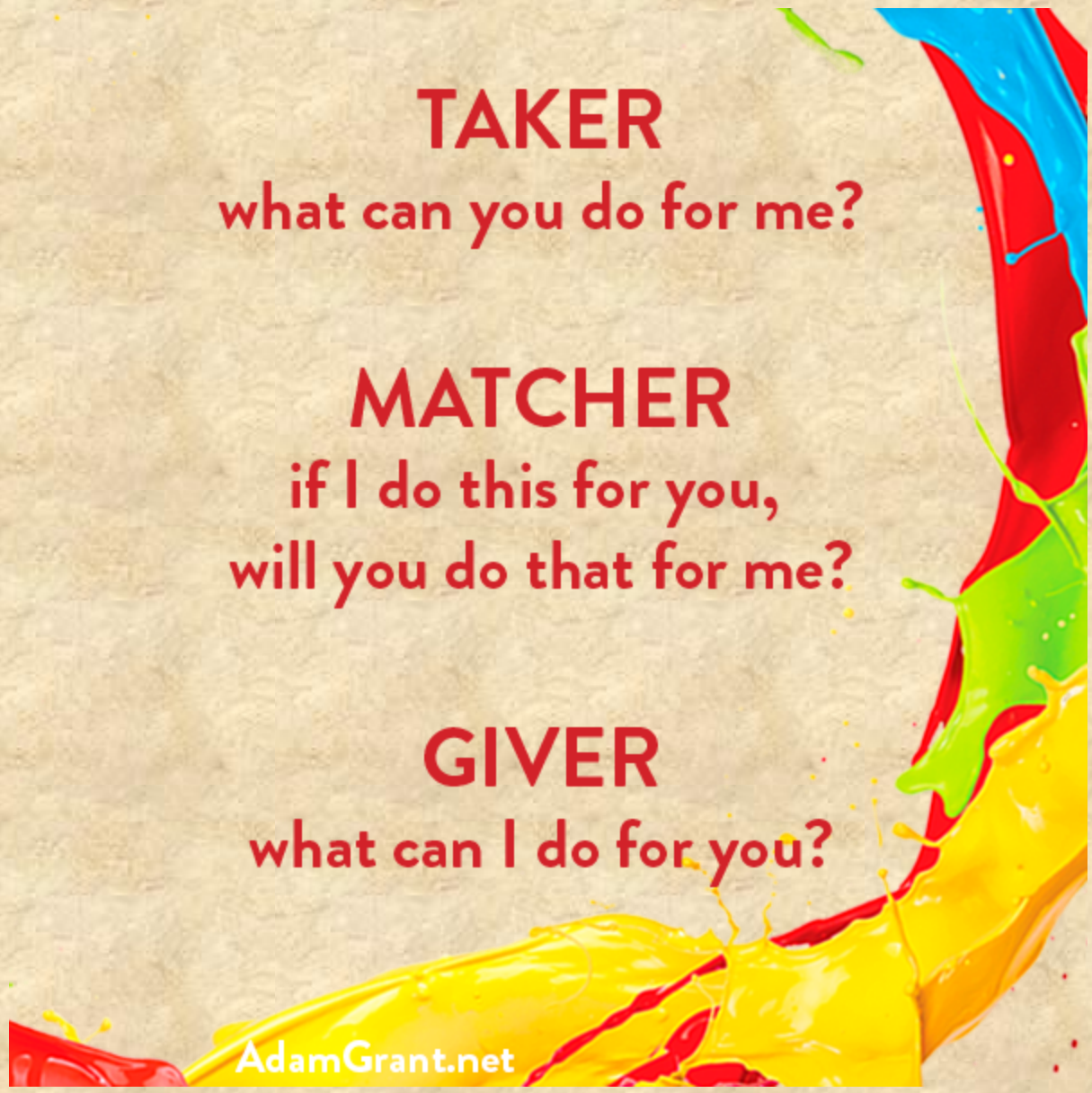
Servant leadership is about treating stakeholders as valued individuals to whom the organization owes a multi-faceted set of moral duties to pursue their welfare, growth, and wholeness Greenleaf, (1977)

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


TAKER
what can you do for me?
MATCHER
if I do this for you,
will you do that for me?
GIVER
what can I do for you?
AdamGrant.net

Servant leadership, meaningfulness and flow: An upward spiral.

van Dierendonck, D., Lv, F., & Xiu, L. (2026).

- Our findings suggest organizations should encourage servant leadership behaviors among their leaders to enhance employee well-being and work outcomes.
  - Creating a sense of meaningfulness at work is crucial for employee well-being and performance.
  - Managers can help employees find meaning in their work by emphasizing the significance of their contributions

- Connecting their tasks to a larger purpose, and providing opportunities for personal growth and development

Servant leadership positively influences sleep quality, which is related to more psychological empowerment

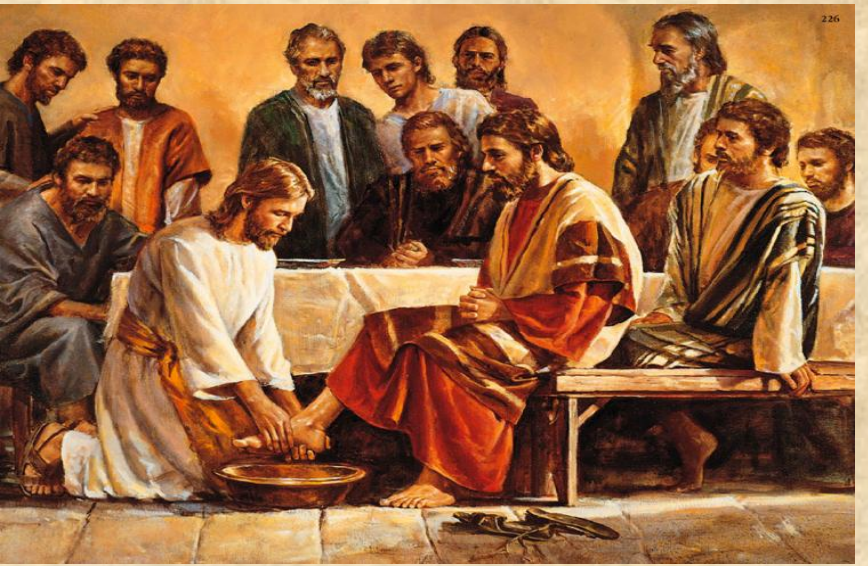
- ✓ It is important to acknowledge the impact of sleep quality on employees' general sense of well-being and performance.
- ✓ Organizations can encourage healthy sleep habits by promoting a culture that values and prioritizes adequate rest

- The findings of our study suggest that organizations can initiate a healthy and upward spiral by building a leadership culture rooted in servant leadership and care for their employees.
- This can be achieved through investing in leadership development programs that cultivate servant leadership qualities

This type of leadership culture can have far-reaching effects on employee well-being, performance, and overall organizational outcomes.

"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***

Two Recent Systematic Reviews of the literature

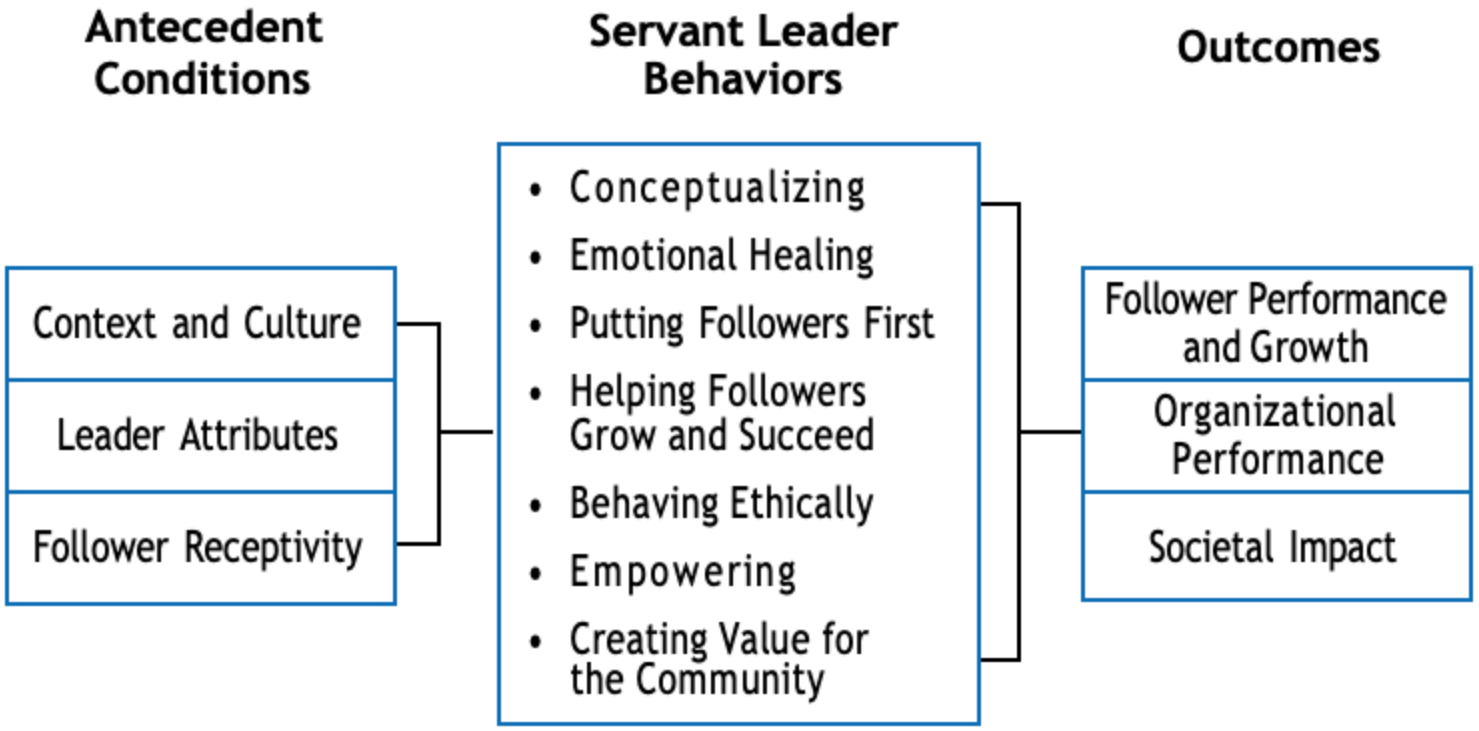
- Servant leadership in the public sector has produced benefits at the personnel and organizational levels
- All studies in this review validated the importance of servant leadership in fostering a prosocial environment
- Servant leadership has a positive influence on Proactive Service Behavior
- Servant leadership impairs employee deviance, cognitive uncertainty, and turnover Intention

Hanafiah, M.H. (2024)

- Servant leadership has a significant impact on employee loyalty in the workplace.
- Focuses on employee interests and well-being, differing from traditional power-oriented models.
- By creating a supportive work environment, servant leadership encourages individual growth and enhances overall performance.

Rosul, A., Fathiyah, K. N., Fitri, A. A., & Kiat, T. (2025)

figure 10.1 Model of Servant Leadership



SoUrcE: adapted from Liden, r. c., panaccio, a., hu, J., & Meuser, J. d. (2014). Servant leadership: antecedents, consequences, and contextual moderators. in d. V. day (Ed.), *The Oxford handbook of leadership and organizations*. oxford, England: oxford University press; and van dierendonck, d. (2011). Servant leadership: a review and syntheses. *Journal of Management, 37*(4), 1228-1261.

INTERGROUP BIAS PROCESS

How social identity shapes attitudes (Tajfel & Turner)

1

SOCIAL CATEGORISATION



We sort ourselves and others into groups

2

SOCIAL IDENTIFICATION



We adopt the identity of our chosen group

3

SOCIAL COMPARISON



We compare our group to others

4

IN-GROUP FAVOURITISM



Preferential treatment for our own group

5

OUT-GROUP DISCRIMINATION



Negative bias toward those outside

STRUCTURAL LEARNING

Optimal Distinctiveness Theory

- Sure, we identify with an ingroup
  - but we also want to be seen as distinctive individuals
- Optimal distinctiveness theory examines how we strike a balance between similarity (with an ingroup) and distinctiveness (as an individual)

Individuals desire to attain an optimal balance of inclusion and distinctiveness *within* and *between* social groups and situations.

Brewer, M.B. (1991)

Leader Member Exchange (LMX) Theory

Graen & Uhl-Bien (1995)

leader characteristics, follower characteristics, and interpersonal relationships

- The tendencies of leaders to develop "special" relationships with some team members.
- 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.
- The nature, context, frequency, and quality of the leader/subordinate interactions defines the relationship

Obviously, the group you are in can have quite a significant influence on your experience with the leader.

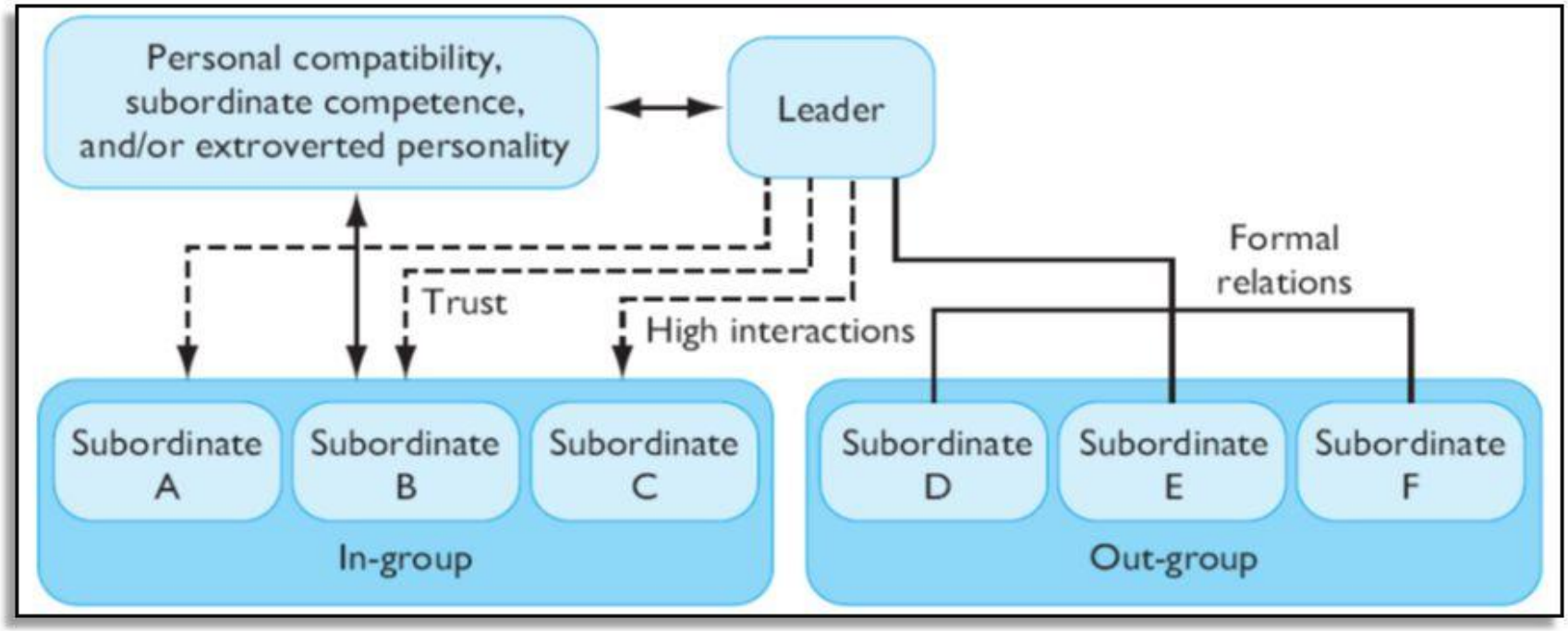
LMX Theory

Table 1.0	Phase 1 Stranger	Phase 2 Acquaintance	Phase 3 Partner
Roles	Scripted	Tested	Negotiated
Influences	One Way	Mixed	Reciprocal
Exchanges	Low Quality	Medium Quality	High Quality
Interests	Self	Self and Other	Group
	----------**Time**----------→		

Adapted from (Graen & Uhl-Bien, Relationship base approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level domain perspective, 1995)

Northouse, P. (2013)

Leader-Member Exchange (LMX) Model



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

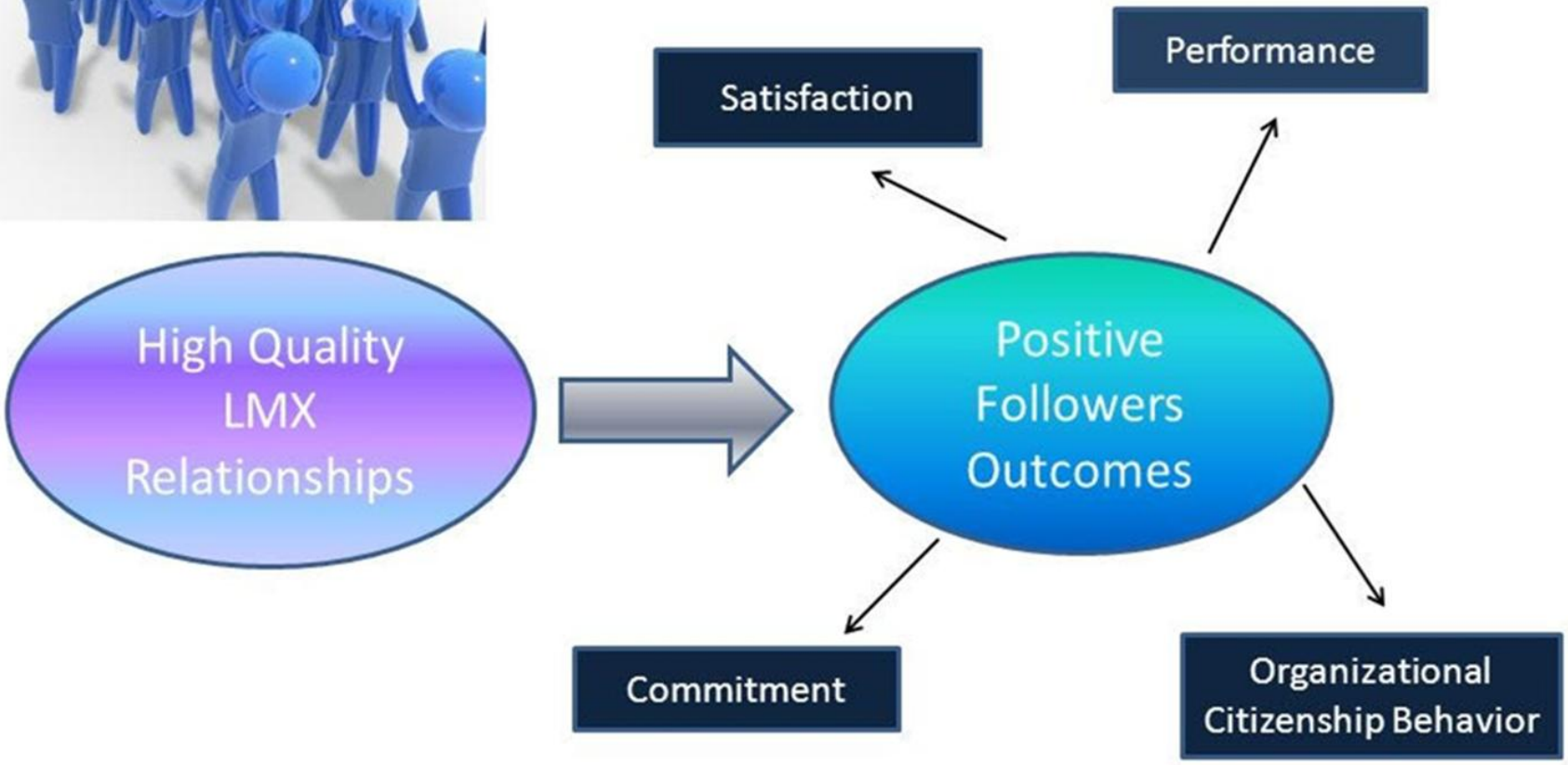
[Key is awareness, fair process and proactive quality interaction in terms of time, content and context of relationships]

http://images.slideplayer.com/15/4848861/slides/slide_13.jpg

Leader-Member Exchange Theory



"Deals with how leaders influence member behavior"



https://sites.psu.edu/leadership/2017

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

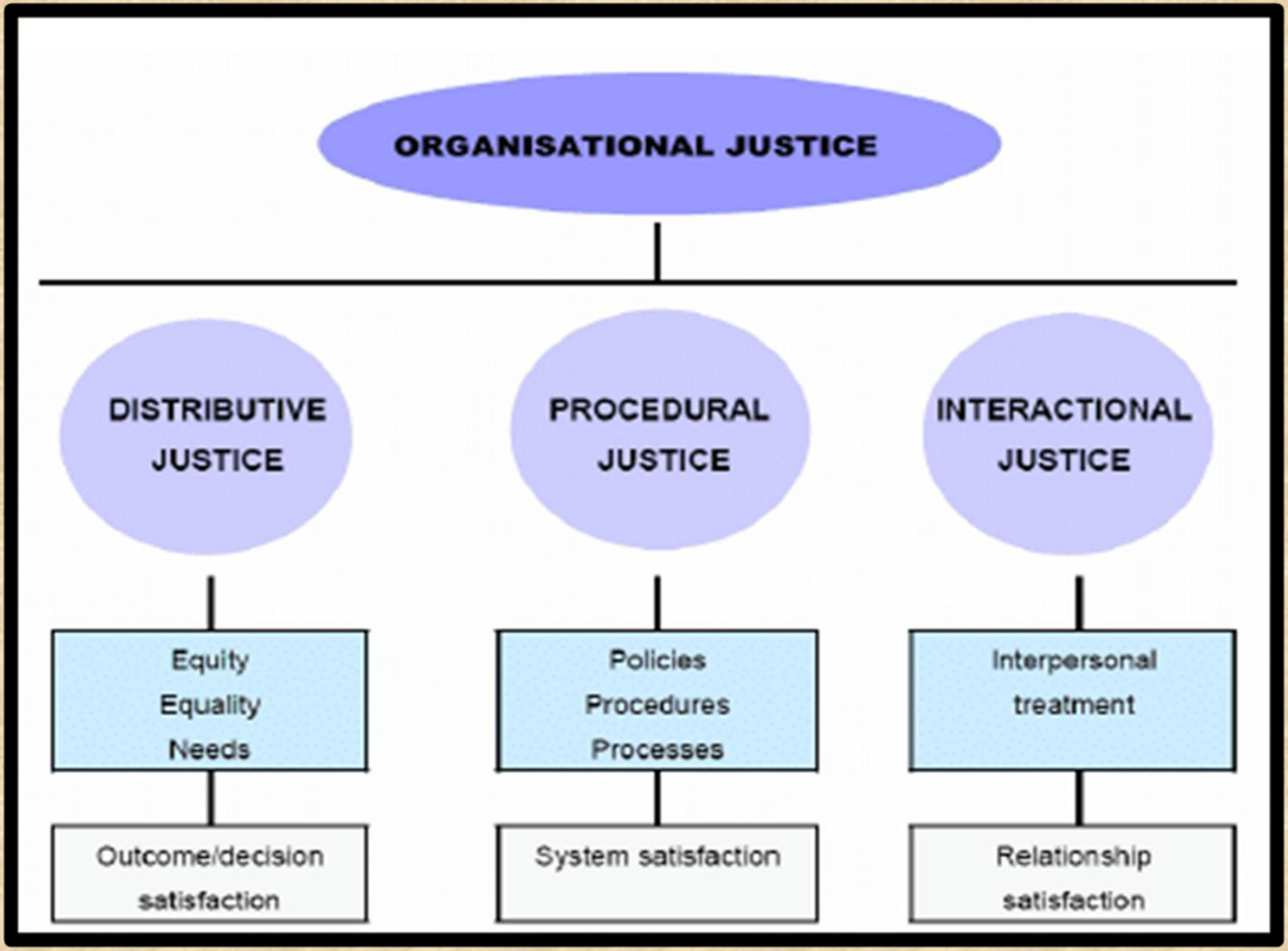
1. **Engagement:** Involving individuals in decisions by inviting their input and encouraging them to challenge one another's idea's
2. **Explanation:** Clarifying the thinking behind a final decision
3. **Expectation clarity:** Stating the new rules for the game, the performance standards, penalty for failure and new responsibilities

Three Dimensions of Organizational Justice

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.



Greenberg, (1990)

Four Essential Components for a Leaders Behaviors to Influence the Subordinate's Perception of Fair Process

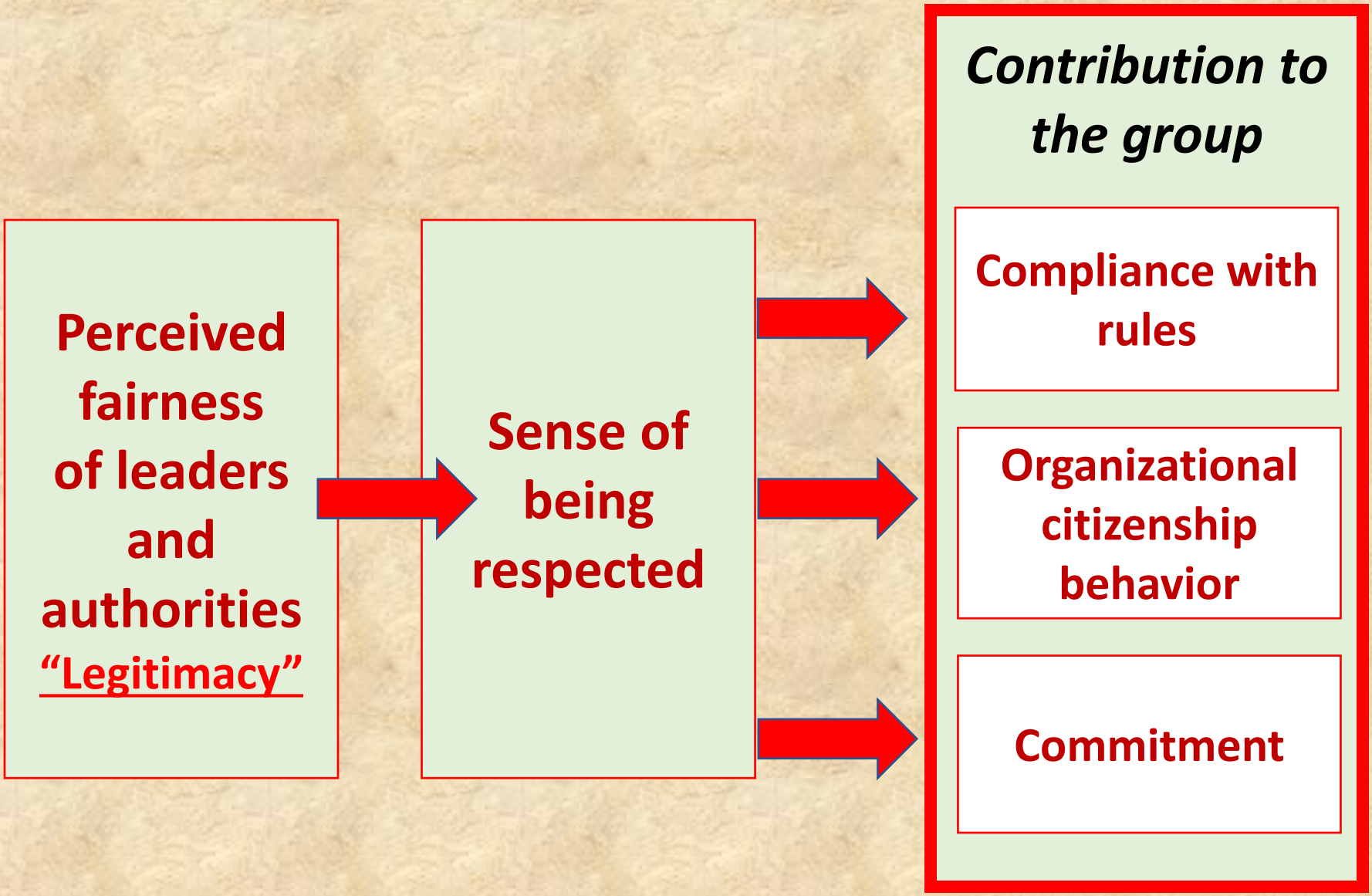
Adapted from Tyler, (2011)

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



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

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

Reasons officers 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 (feeling expendable)
- Workplace stress due to job demands and work-life balance conflict
- Bad supervisors
- Lack of trust and belief in senior leadership.

- The findings lend support to existing literature highlighting organizational justice as a key factor influencing employee intentions to remain or leave positions of employment.

Exmeyer, P. C., & Jeon, S. H. (2025)

- Underscores the need for law enforcement agencies to cultivate supportive, participatory cultures and address perceptions of fairness through transparent policies and equitable resource distribution.
- Enhancing work engagement, particularly within rigid institutional settings, may serve as a strategic lever for behavioral reform by fostering psychological investment, reducing alienation, and promoting constructive workplace conduct.

bin Bujang, M. A., Manap, J., Kalaivanan, S., Selamat, M. N., Khan, Z., & Kamaluddin, M. R. (2026).

The Synergy of Leadership Enablers



Psychological Safety

Inclusion and Diversity of Perspectives

Organizational Justice

Trust and Legitimacy

Feedback-Rich Environment

Clarity, Direction, and Alignment: Relationship

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 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 what and need
- Must identify purpose and meaning as it relates to others (Benefits)
- **Must be as much concern about someone else's situation as you are about your own situation**

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

And in addition:

✓*Loyalty to the higher duty and the truth*

✓Loyalty to management

✓Loyalty to your mission

✓Loyalty to your people

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.

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

More engaged and proactive opportunities for employees to take charge and contribute (thrive)

Servant Leaders create a humanizing work environment that values employees as individuals and supports their personal growth

Foster a culture that encourages proactive behavior and employee thriving

- Encouraging and supporting employee thriving can lead to a more engaged and proactive workforce, benefiting both individuals and the organization as a whole
- Leaders should priorities creating a positive work environment that promotes employee well-being and proactivity to break the negative cycle of dehumanization and reduced taking charge behavior.

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)**

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

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 (take out rocks)
- 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)**

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

The hubris of thinking you're indispensable has two major problematic effects:

1. You get exhausted—and become the bottleneck, slowing things down

2. You fail to develop the very people you're responsible for developing

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

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

Remember: Everyone is different and has different ways

Time and how it becomes a utility is important

We must devote time to those under our charge

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."

Mentors are Pathfinders and Navigators Through Agency Policy and Procedure's Interface with Operational Realities

- Through complex systems of bureaucratic requirements
- Translate and interpret "intent of and rational behind procedures and policies" to ensure best practice
- Outline methods and manners to ensure compliance without impeding performance and achievements
- Provide a dual framework, encompassing the subordinate being required to **"think through"** and the supervisors responsibility to **"help them through"** the series of actions or complicated tasks that seem unnecessary but are required by the agency

TIME IS OUR MOST VALUABLE ASSET

Personal scenarios, anecdotes, and case examples offer valuable, <u>often unforgettable</u> insight.

Mentors who can talk about themselves and their experiences establish a rapport that makes them "learning leaders."

<u>Proactive prophylactic explanations and advice:</u>

- **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)

- Scrutiny from supervisors and, especially, from top managers reduce officers' job satisfaction, but that mentorship increases satisfaction and slightly mediates the effects of scrutiny.
- The findings suggest police executives seeking to improve officers' job satisfaction can do so by fostering mentoring, both formal and informal, within the organization and by ensuring officers feel supported by top management.

Gau, J. M., & Paoline III, E. A. (2025).

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

Storytelling makes it emotional, meaningful, and memorable.

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

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 Importance of the concept of social skills

Michelson, Sugai, Wood and Kazdin (1983)

- Are learned
- Are composed of specific verbal and non-verbal behaviors
- Entail appropriate initiations and responses
- Maximize available rewards from others
- Require appropriate timing and control of specific behaviors
- Are influenced by prevailing contextual factors

We must role model and mentor people skills

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.

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)

Mentorship with legal issues is critical.

The best education was often from the witness stand

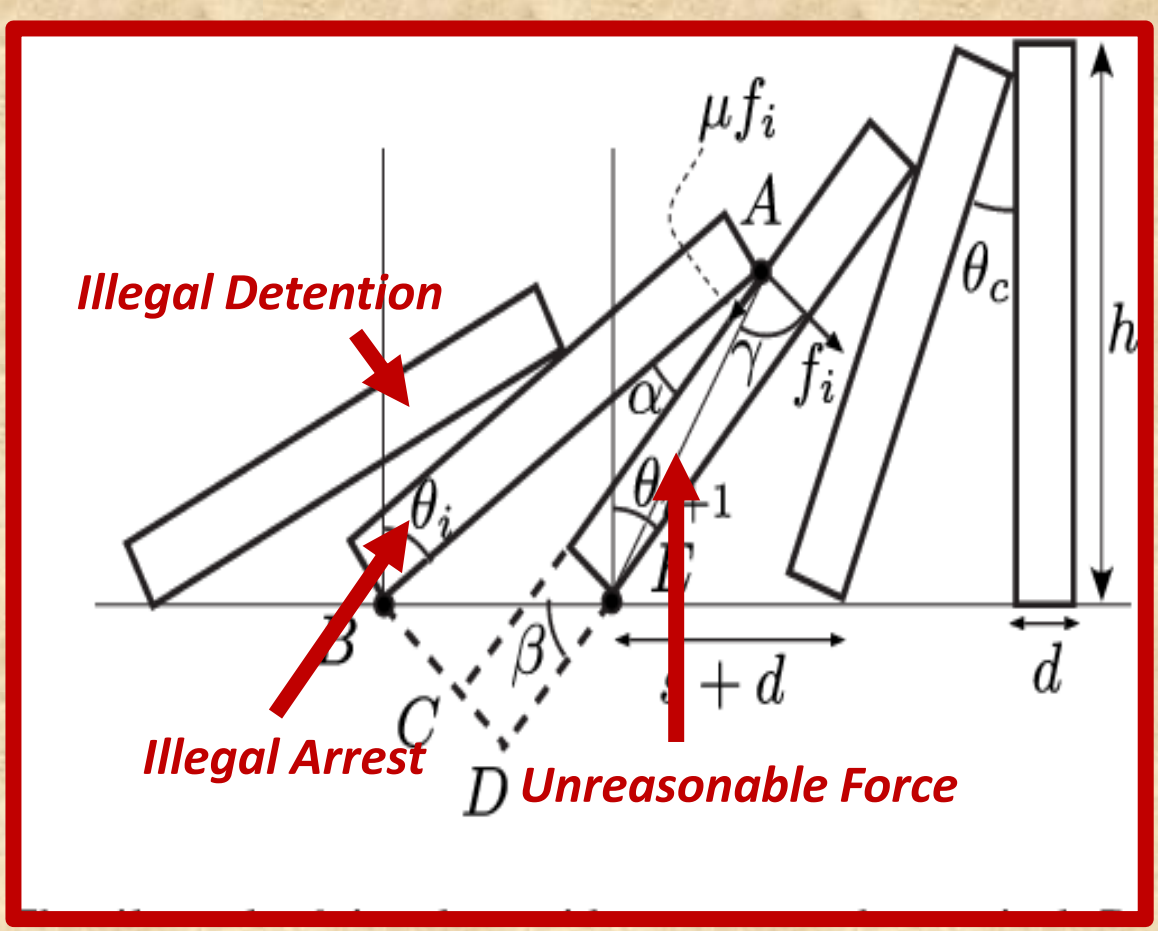
- **Reasons for policy and procedures**
- **3 tiers of police citizen encounters**
- **Seizures, PC, consents, search warrants and force**
- **Constitutional insight and understanding**
- **Reasons behind law** (Examples: Brady material and Jackson-Denno hearings)
- **Courts reasons and intentions**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

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)

The Domino Effect



From: Don McCrea Premier Police Training

Mentors Draw the Red Line

Model and set a Culture of Standards and Proper Conduct

Mentor's 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.

Change, whether good or bad, is often equally resisted

Many leaders are more comfortable with old problems than they are with new solutions

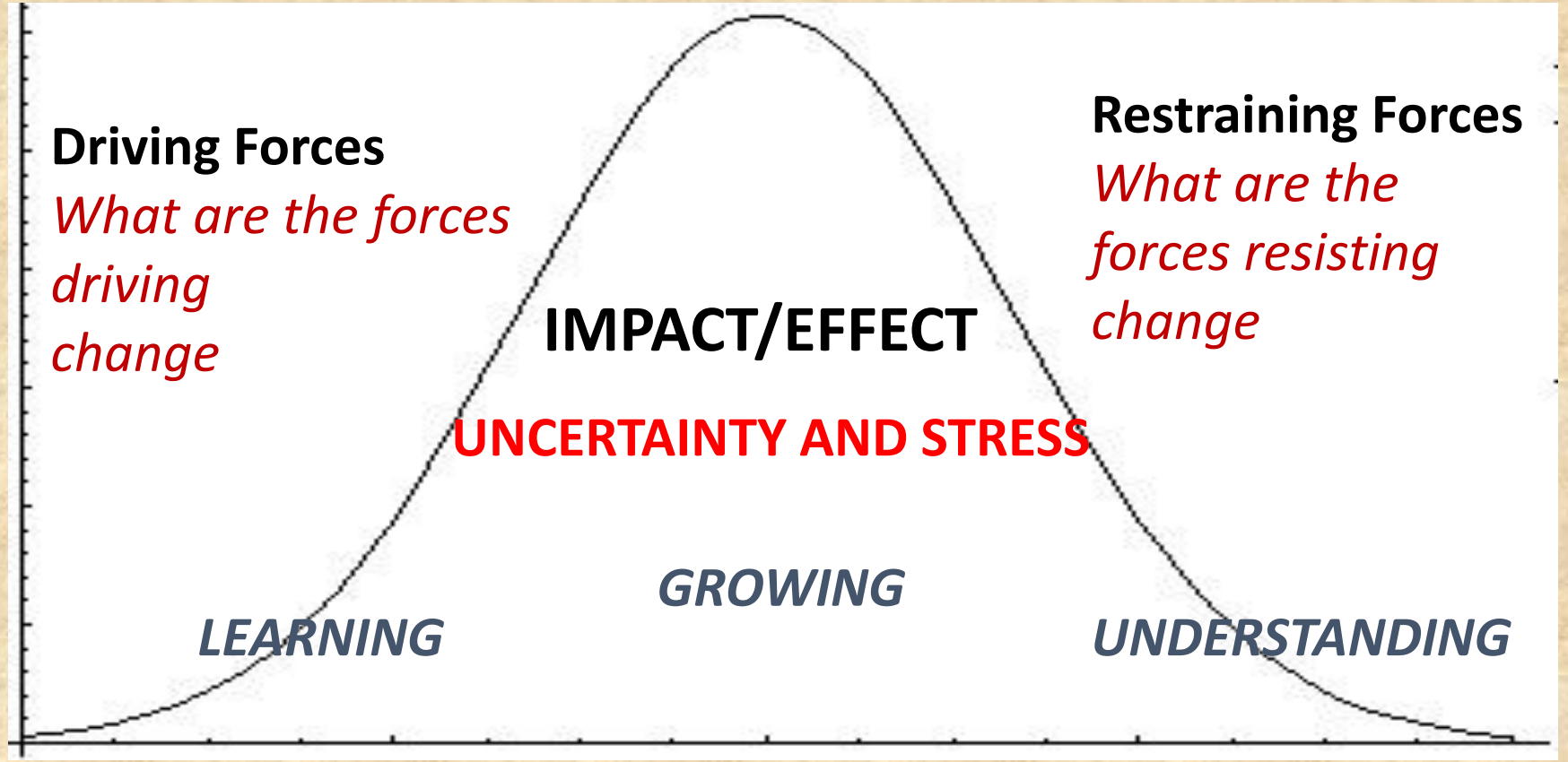
Mentoring through change

- 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***
- Central is understanding, feelings and perceptions and realizations about the *Change Process*
- Mapping out the different groups that are involved in the change and how they are affected by the change
  How their identities are affected

Key is understanding the cultural cycle

Often, Change, whether good or bad is equally resisted.

Change is not an event, it is a 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)

Be a Macro-manager, not a Micro-manager

- Set goals
- Articulate unambiguous expectations
- Cast vision and provide direction
- Empower by delegation
- Ensure psychological safety
- Provide oversight and sustain a feedback-rich environment

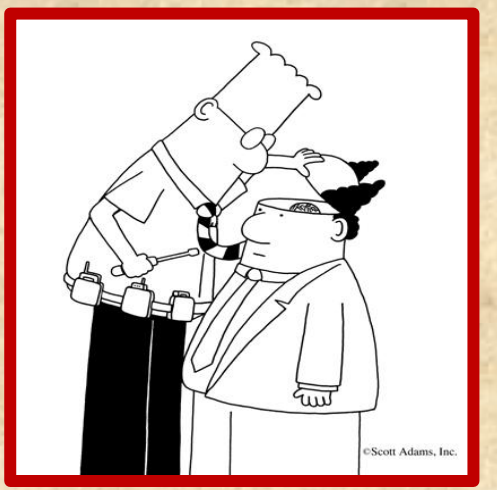
Never micro-manage!

- 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 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.

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.

The most common reasons for not delegating are:

Maynard (1996)

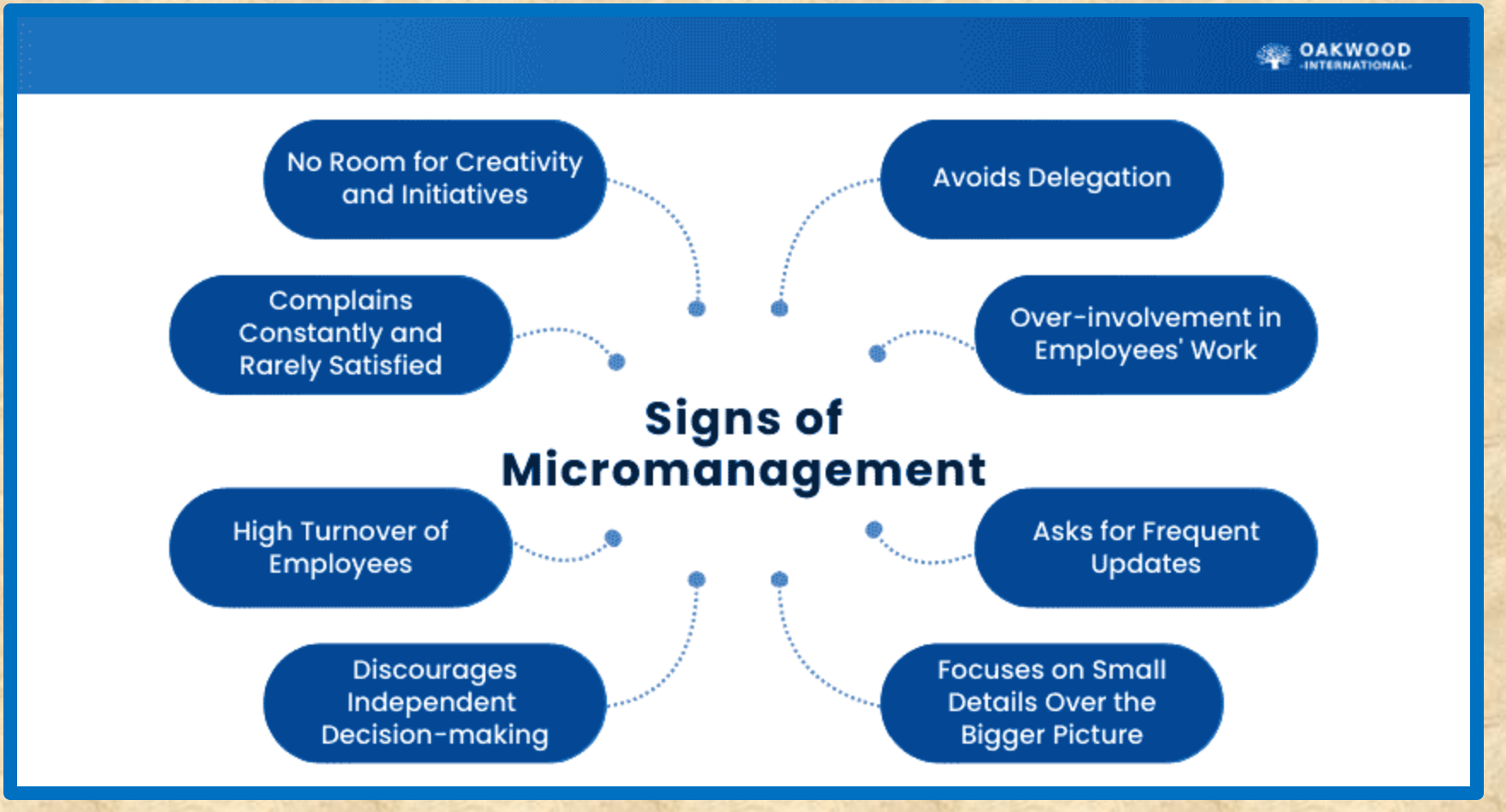
- Lack of patience
- Insecurity (*Risk adverse*)
- Inadequacy (*Can't do the job*)
- Occupational hobby (*doing things rather than ensuring things get done*)

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).



https://www.oakwoodinternational.com

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**

- Findings reveal critical insights derived from eight emergent themes, including declines in morale, erosion of trust, the role of effective leadership, and the limitations of certain incentives.
- Participants reported a loss of trust in their leadership, significant declines in morale, prompting them to prefer leaving their organizations—***even for lower compensation—rather than continue working under micromanagement.***

Mendoza, C. S. (2025)

Why Micromanagement is Harmful

- **Reduces Productivity:** Constant supervision slows everything down. Instead of focusing on their work, team members spend time second-guessing or seeking unnecessary approvals. A survey found that 55% of employees said micromanagement made them less productive.
- **Lowers Morale:** Feeling like every move is being watched can destroy confidence. About 68% of employees report that micromanagement negatively affects their morale.
- **Increases Turnover:** Micromanagement makes people feel undervalued and frustrated, leading many to leave. In fact, 39% of employees have quit a job to escape a micromanager.

Lahi, A. (2025)

Workplace Consequences from a Micromanager

- Subordinates appear frustrated, depressed, and/or unmotivated. Subordinates never take initiative, instead seeking permission from their supervisors before doing anything.
- The work unit has higher than normal employee absence, leave request, attrition and turnover
- Low work unit creativity, productively and morale
- High work unit stress
- Subordinates go out of the way to avoid the manager
- Management attempts to control the flow of all information in and out of the work unit
- Management does not involve subordinates or solicit their opinions and advice about operations
- **Dysfunctional information flow, dysfunctional delegation, no individual growth or development**

- Employment professionals have found micromanagement to be one of the top three “misery” factors that lead to employee resignation.
- Micromanagement over time is extremely ineffective.
- Managers spending inordinate amounts of time on task that should have been delegated.
- It causes burnout and leaves little time for managers to build a vision and focus on the future.
- Micromanagers very rarely view themselves as such. They refute such claims by citing their management style as “structured or organizational.”

Micromanagers, like many addicts, are the last to recognize they have a problem

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

Key Concept

- **Productive Challenge is a function of trust.**
  - *Empowering people with autonomy and goals builds confidence and drives results*
- **Micromanagement is a function of distrust.**
  - *Excessive control signals a lack of trust, stifling initiative, killing morale, and ultimately hindering performance by creating dependency and anxiety.*

A leader's relationship and belief about their team determines their management style and causes profoundly different results.

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

"Recognize and Appreciate"

- 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

Specifically describe observable behavior



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

Superior performance promotes motivation among the people.

Being recognized as the best in and of itself benefits everyone's status and self esteem.

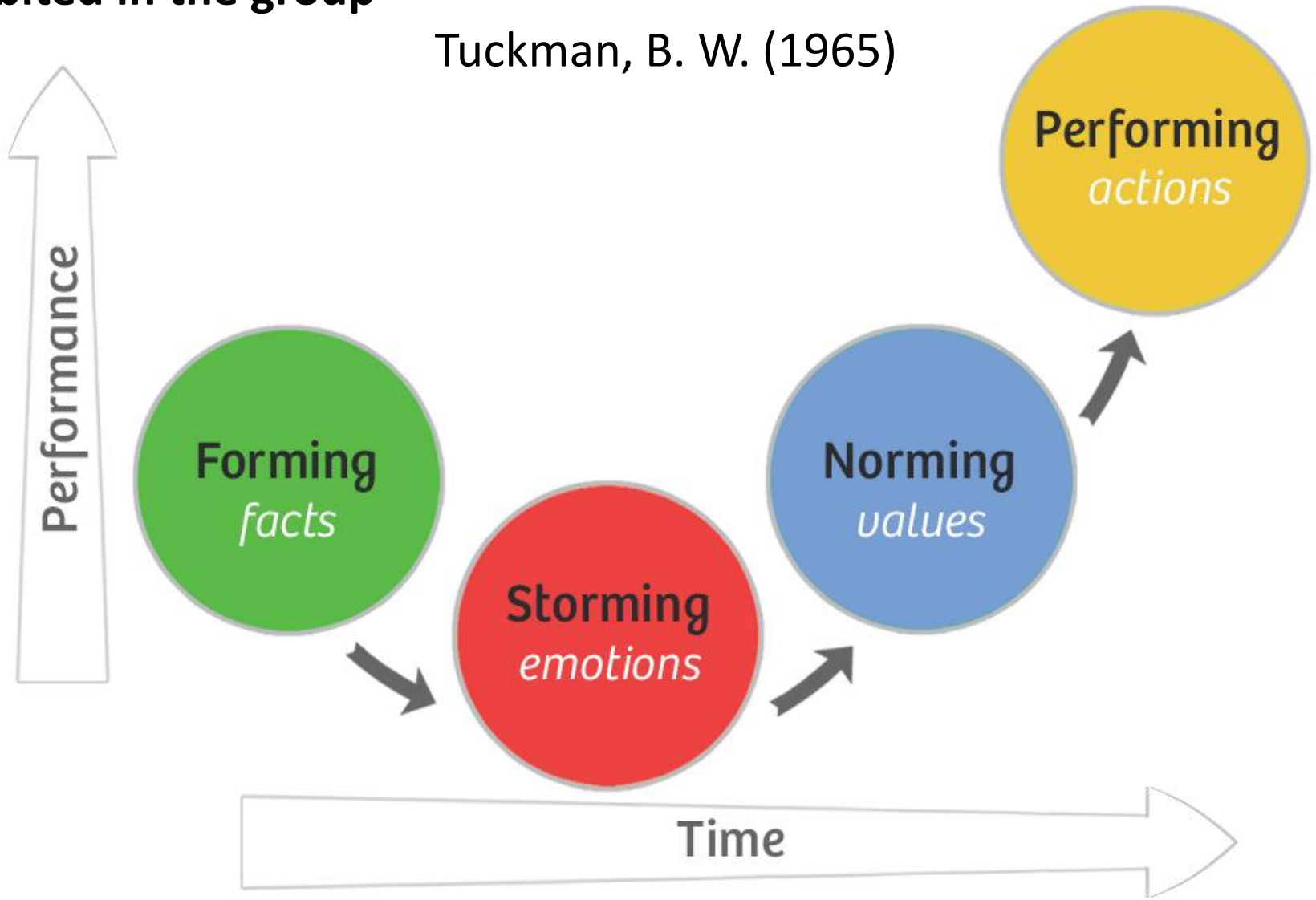
21st century operations often require team approaches

"The servant leader builds outstanding teams"

through premier leadership.

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

Tuckman, B. W. (1965)



Characteristics of Exemplary Teams

McChrystal. S (2015)

- Trust
- Relationship
- Common purpose
- **Awareness**
- **Systematic understanding**
- **Strong connectivity**
- **Shared consciousness**

A 2024 study looking at the role of team situational awareness has found that:

Weller, J. M., Mahajan, R., Fahey-Williams, K., & Webster, C. S. (2024).

- A team's collective understanding of the evolving situation is a critical determinant of team performance
- Team training has been shown to improve team performance across a range of indicators
- **Organizations can enhance team situational awareness through:**

✓ *Shared mental models and structured communication tools*

✓ *Inclusive leadership that fosters psychological safety and speaking up*

✓ *System redesign and technology to support teamwork and decision-making*

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

Your priorities become their priorities when you show them the benefits.

When you become a servant,
they become servants also





- Servant leadership principles can positively impact the changing face of the workplace with movements such as the Great Resignation and quiet quitting.

Stone, A. G., & Patterson, K. (2025)

- By adopting a servant leadership approach, organizations can create a positive work environment, increase employee engagement and retention, and ultimately drive business success.

Bevanda, N., Bevanda, V., & Pavlović, G. (2025)

- Servant Leadership has a significant impact on affective commitment and organizational citizenship behavior by fostering a supportive environment where employees exhibit proactive and voluntary behaviors

Hadi, S., Mangesti, C. A., Kirana, K. C., Octaviani, R., & Purnasari, E. (2025)

- Servant leadership principles are increasingly recognized as vital for enhancing employee engagement, job satisfaction, and organizational commitment.
- Organizations can leverage these insights to design leadership development programs that move beyond traditional hierarchical models to emphasize ethical behavior, psychological support, and follower growth.

Bosquillos, A., & Carranza, M. A. (2026)

The Burden of Communication



Communication

- **Interpersonal communication should be considered as a strategic issue and should be *planned, developed, organized and controlled***

Naumovski, et al. (2017)

- **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)

Mirivel's Communication Model

Emphasizes 7 primary behaviors:

Mirivel, J. C. (2019)

- Greeting
- Asking
- Complimenting
- Disclosing
- Encouraging
- Listening
- Inspiring

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

A sound rule

Grant, A. (2026)

- We must strive to never evaluate subordinates regarding their styles of communication.
- As long as they are respectful and honest.
- We must be disciplined to evaluate them on the quality of their ideas and the thought and care that they put into the presentation to us.

Identity and stereotypes must never factor into the equation

Foundation

- **Mindfulness** (whole picture evaluation of the context)
- **Thoughtfulness** (what to say, and how to say it)
- **Care**
- **Clarity**
- **Alignment**

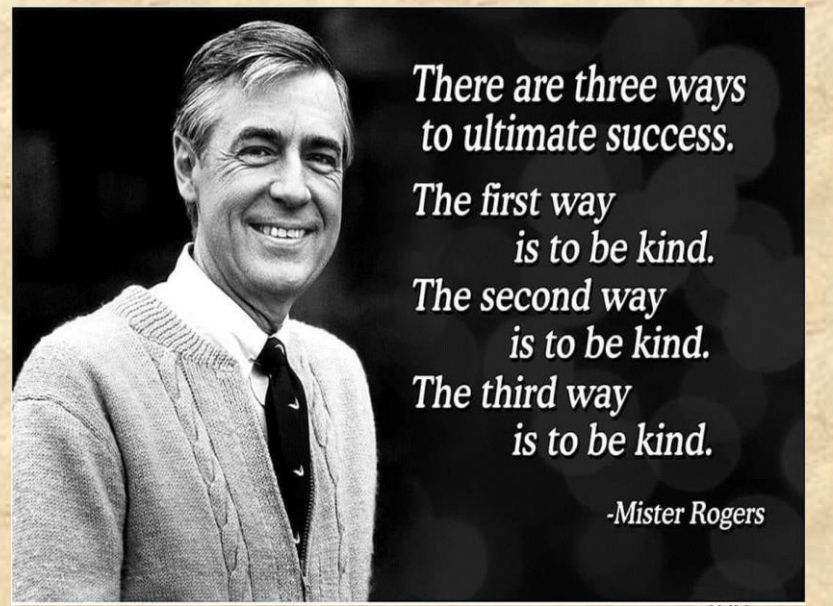
The themes of conversation, dialogue, and dignity

- These concepts often intertwine, emphasizing the importance of respectful and meaningful communication.
- In conversations, dignity plays a crucial role, as it requires acknowledging the worth of all participants.
- A dignified dialogue fosters understanding, empathy, and collaboration.
- It’s about listening actively, expressing thoughts clearly, and maintaining respect, even in disagreements.

“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



Communication is Social

Stewart, J. (2011)

"Preexisting Relationships matter"

- 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*)

The Brain is wired for narrative

- Communication is **relational**, focusing upon the quality of contact that people create together
- **We construct meaning together**
- Culture and beliefs figures prominently into the process

Stewart, J. (2011)

- **Emotional intelligence plays a significant role in how people communicate with one another through self-expression, listening, resolving conflict, building trust, and adapting to different situations and settings**

Stephen, J. S. (2024)

Ambiguity in communication creates confusion, hinders clarity by obscuring intent and leading to misinterpretation

- 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 occurs in the dynamic actions of the face, voice, and body**

Matsumoto, D. R., Frank, M. G., & Hwang, H. S. (2013).



- ✓ **Context**
- ✓ **Clusters**
- ✓ **Congruence**

THE INFLUEANCES AFOOT

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

Combined 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

"Quidquid recipitur ad modum recipientis recipitur."

Latin axiom a principle from scholastic philosophy, notably used by Thomas Aquinas

"Everything that is received is received according to the manner of the receiver“

We interpret information not as it is, but as we are, filtered by our own perspectives, biases, and understanding.

Beware of the Curse of Knowledge

Making assumptions about what other people know can cause a lot of confusion

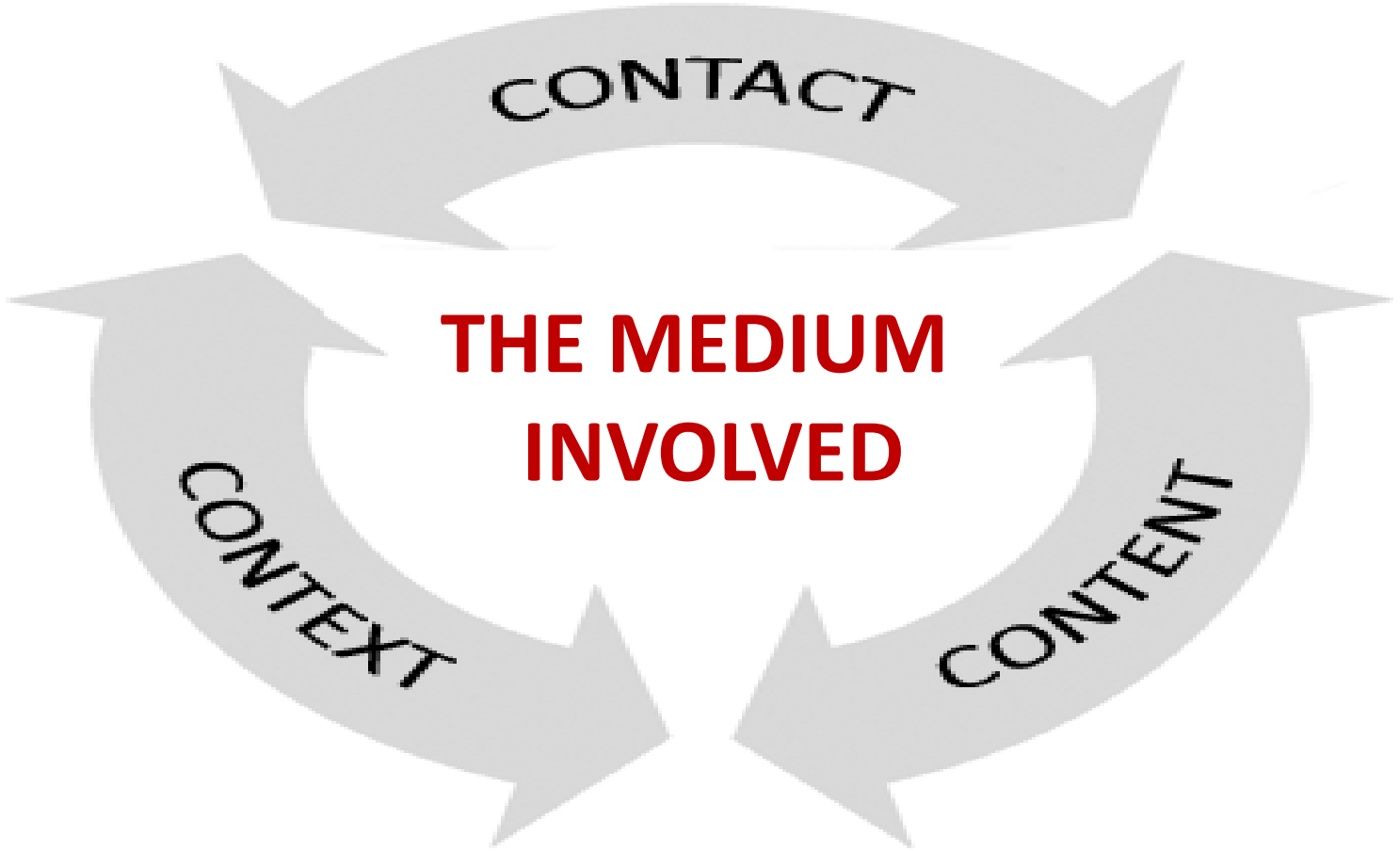
Soeiro, (2021), Harford, (2021), Heath & heath, (2006), and Newton (1990)

- 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

COMMUNICATION



Ambiguity (catalyst for failure)

Alyson, M., Emma, O., & Mattews, D. (2024)

- Ambiguity is an intrinsic feature of language that arises when a word, phrase, or statement has multiple interpretations.
- It can stem from various sources, including lexical ambiguity (where a word has more than one meaning), syntactic ambiguity (where a sentence structure allows for different interpretations), and semantic ambiguity (where the meaning of a statement can vary based on context)

Clarity is Best Practice

- Clarity is conveying messages in a way that is easily understood, leaving no room for ambiguity or misinterpretation
- It involves being precise, specific, and thoughtful in message, ensuring that the employee grasps the intended meaning and can take appropriate action
- Clarity of communication is paramount to casting vision, understanding expectations, promoting engagement, preventing misunderstanding, informed decision-making, conflict resolution, and holding employees accountable

Leaders that communicate well understand the importance, role, and value of voice, phycological safety, and maintaining a feedback-rich environment

Two Functions of "Perspective Taking"

The process of taking or assuming another person's perspective or point-of-view.

- First, provides insight into one's own and others' thoughts, feelings, and experiences
- Second, and subsequently, to generate better understanding of one's own self and others

Perspective taking is associated with the promising possibility for positive personal change that can result from insight gained and increased understanding.

The Mind Operates on a Narrative (story-making) System

- As humans, we create narratives about everything, including our employees.

  We may create a narrative in which John is lazy…

  - Could it be stress, problems at home, lack of training, he doesn't understand his role or responsibility, overworked, or lazy?

More perspectives on our list change our narrative

Care for and Connect with People

"It's all about being seen and being heard."

- ***The brain is wired for certainty and survival***

Contextualizing is Essential

- **The mind processes by stories (narrative)**

✓The story I'm making up is...

✓If there is something I need to correct, or that I need to know.

✓I'm concerned. Here's what I think is going on. I want to check it out with you.

✓Because I respect you and I respect our relationship, and I don't want this to get in the way.

Garners respect and trust

Our Contemporary Environment

- The contemporary workplace is often impacted by the velocity of change and speed and turbulence of information.
- Leaders are often unable to communicate credible information in a timely manner or fail to address employee fear, leading to assumptions, resentment, and disengagement.

Leaders must encourage a culture in which employees can share the "stories" they are making up about change and work issues.

- Addressing these assumed narratives directly stops the spread of misinformation and reduces anxiety.

An Essential Question

Brene' Brown (2025)

Our Brains are programmed to make up Stories

Use the term…

"Can I play back what I think you're saying?"

- ✓It confirms your understanding of the question.
- ✓It shows you are paying attention and value the other person's input.
- ✓It allows the person to clarify if you misunderstood.

When they reply: "That right."

You have connected!!!

Validation

Fleck, C. (2025)

- The concept of "validate" revolves around recognizing and affirming the feelings, thoughts, and experiences of individuals
- **Communication:** that is mindful, strives to understand, and empathizes with another's experiences, thereby accepting them as valid.

Shows your there, you get it, and you care

A Key Factor is Motive

Being Authentic

Prosocial Reasons versus Self-Serving (manipulative)

Good Leaders Don't talk about people… They talk to people.



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

How communication affects trust and engagement

Zeffane, Tipu & Ryan, (2011)

- **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

Importance of Aggressive Listening and Observing

Often, we listen to respond, and not to understand

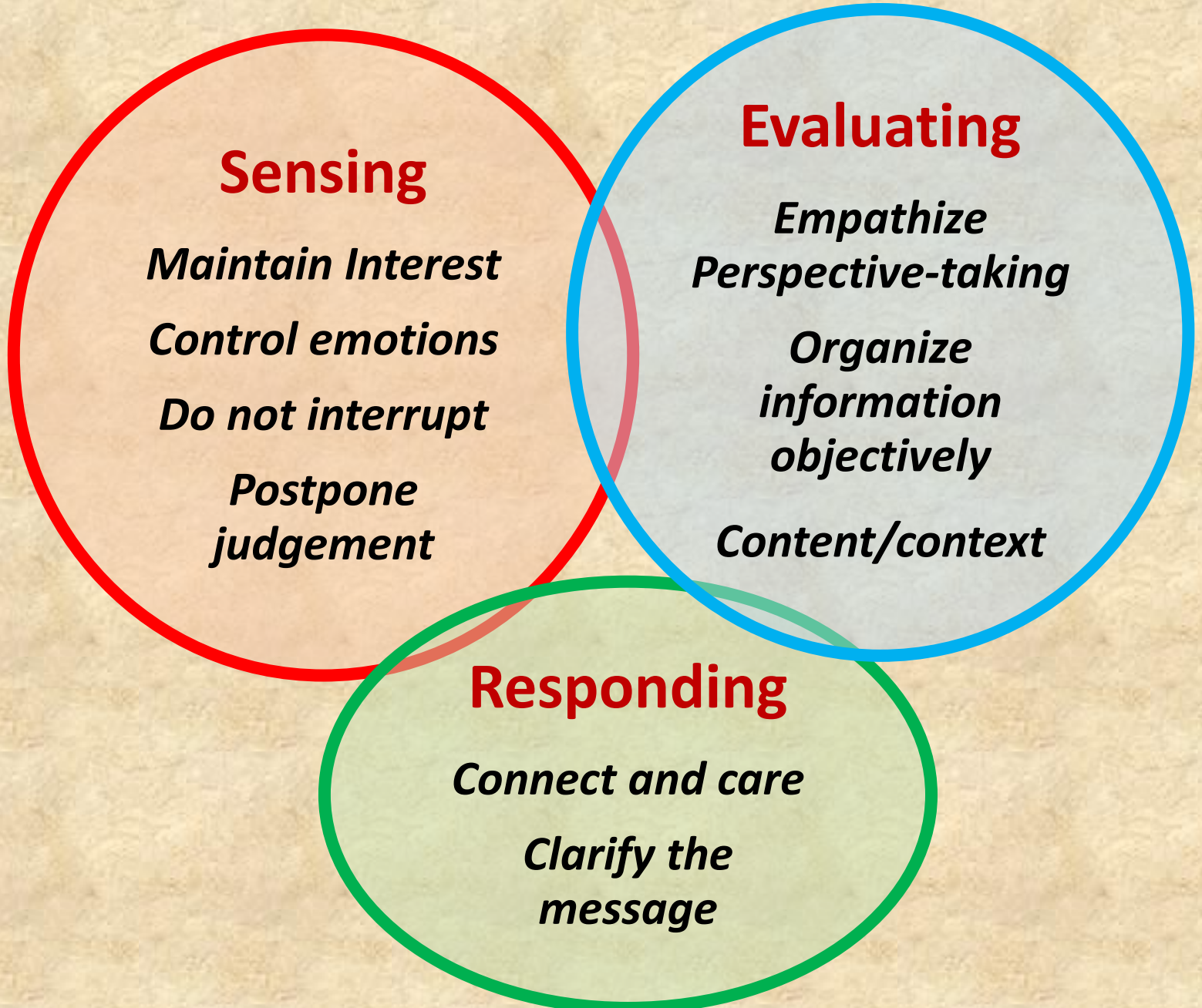
Listening is not waiting to talk… listening is an essential collection point where people pour out their emotions, hints, innuendos, motives, beliefs, opinions, and suggestions through words, tone of voice, and body language cues

Listen for connection and care

When you're good at listening, you will hear what People didn't say.

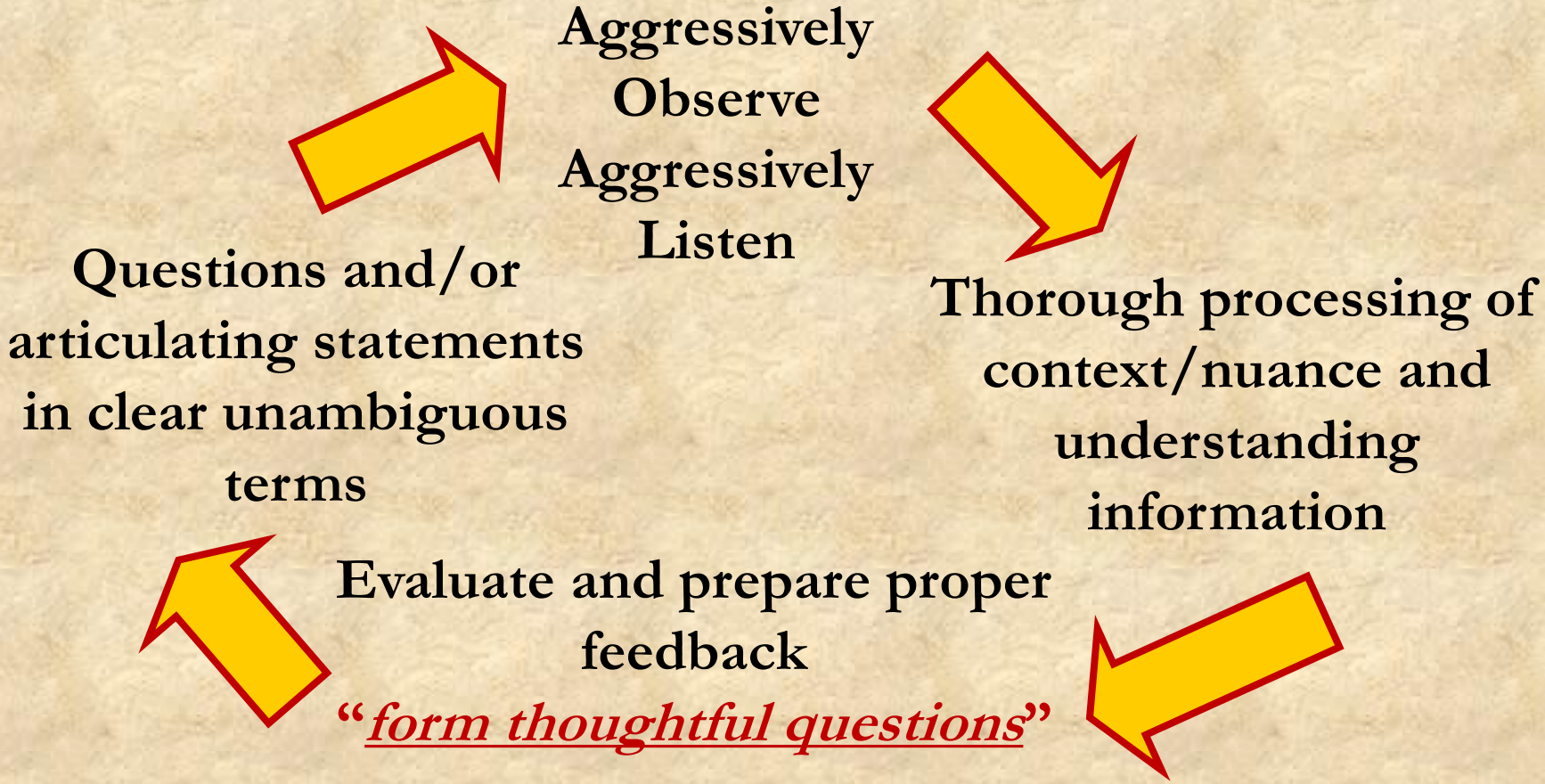
Listening is not a skill; it is a discipline.

Active Listening Is…



Structured Communication Cycle

"Don't make judgments until you have all the facts."



Turn-taking

A fundamental skill that underpins effective communication and social interaction

- Refers to the process by which speakers take turns speaking and listening, ensuring a balanced exchange of information and ideas.
- It's a crucial aspect of effective communication, enabling participants to manage the flow of conversation, fostering understanding, and building rapport.
- A well-balanced mix of [time to talk] self-disclosure, questioning, and agreement results in a highly engaging conversation

Lee, Y. K., Cho, W. I., Bae, S., Choi, H., Park, J., Kim, N. S., & Hahn, S. (2022)

Silence serves a multifaceted purpose:

It can express fear, aggression, and denial. It is sometimes used as a simple gesture of empathy, understanding, and respect.

Gutiérrez, Á. L., & Paniagua, J. J. A. (2024)

- It is viewed as a form of active listening that promotes deeper engagement and strengthens relationships between people.
- Special contextual and sociocultural influences in social pragmatics are important for the use and implications of silence
- Silence is often defined as nonverbal communication at a nonverbal level

Silences, alongside words and gestures, play a role that is influenced by the context; as pragmatic meaning, silence is rooted in actual communicative interactions

CAUTION: <u>Silence can promote ambiguity</u>

Words

- Words are essential for human communication and thought.
- Words connect perspectives to ideas.
- Often, they can only approximate facts, especially in uncertain, ambiguous, complex or complicated matters.

The focus on the importance of "specificity" in connecting words to a real apprehension of things, (context) rather than a mere notional one, is critical to communicating the comprehension of reality.

Words, vocabulary, and punctuation

- 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**
- **Precision language (specificity) is critical**
- **The syntax and context that we use in a sentence are important**

Speaking clearly, pausing at the end of phrases, and using punctuation in your writing are essential.

The careful and effective use of language is a practice

The Power of the Question

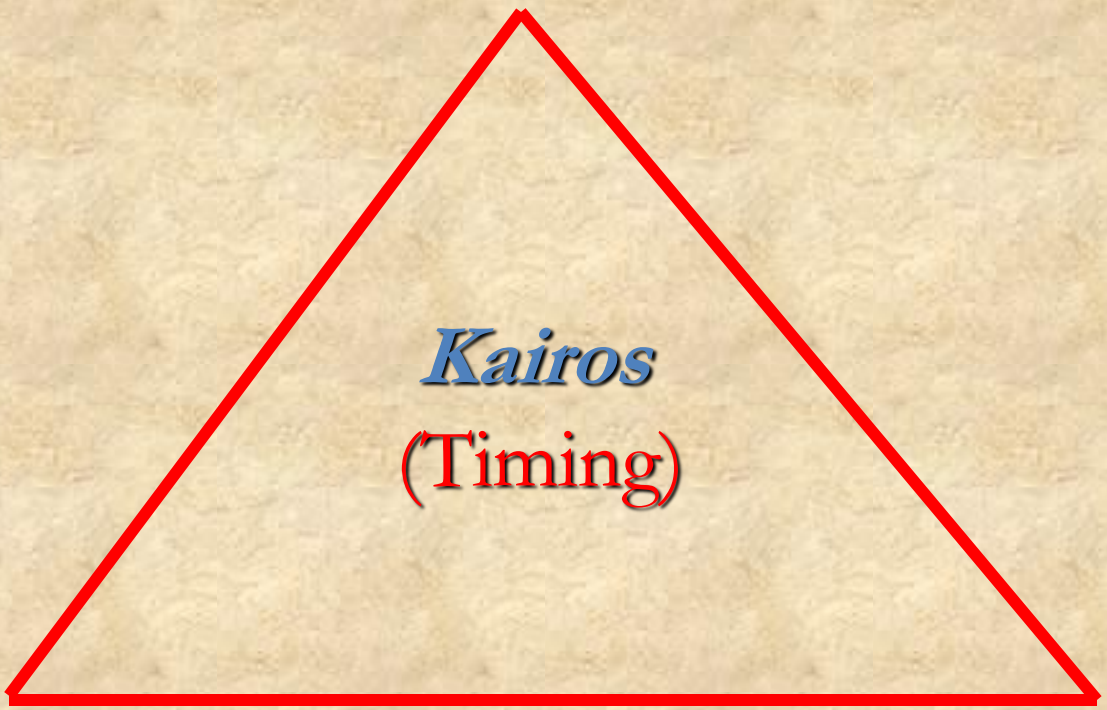
Questions are powerful because they encourage voice, drive curiosity, stimulate thinking, promote interest, and objective discernment.

- Prompt deeper understanding, reveal insights, challenge assumptions, and change perspectives.
- Foster connection and engagement, helping to clarify thoughts and feelings.

Asking thoughtful questions can lead to perceptions of fairness, curiosity, dialogue, understanding, growth, and development

Logos

(Logic and Reason)



Pathos

(Emotion and Empathy)

Ethos

(Trustworthiness and Credibility)

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

Managerial Communications Strategies and Applications

Hynes, 2011

One	Two	Three
Climate	Relationship	Specific Content
Culture	Status	Medium
	Interest	Environment
	Emotional state	Timing
	Subject knowledge	
	Communication skills	
	Purpose of message	

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)

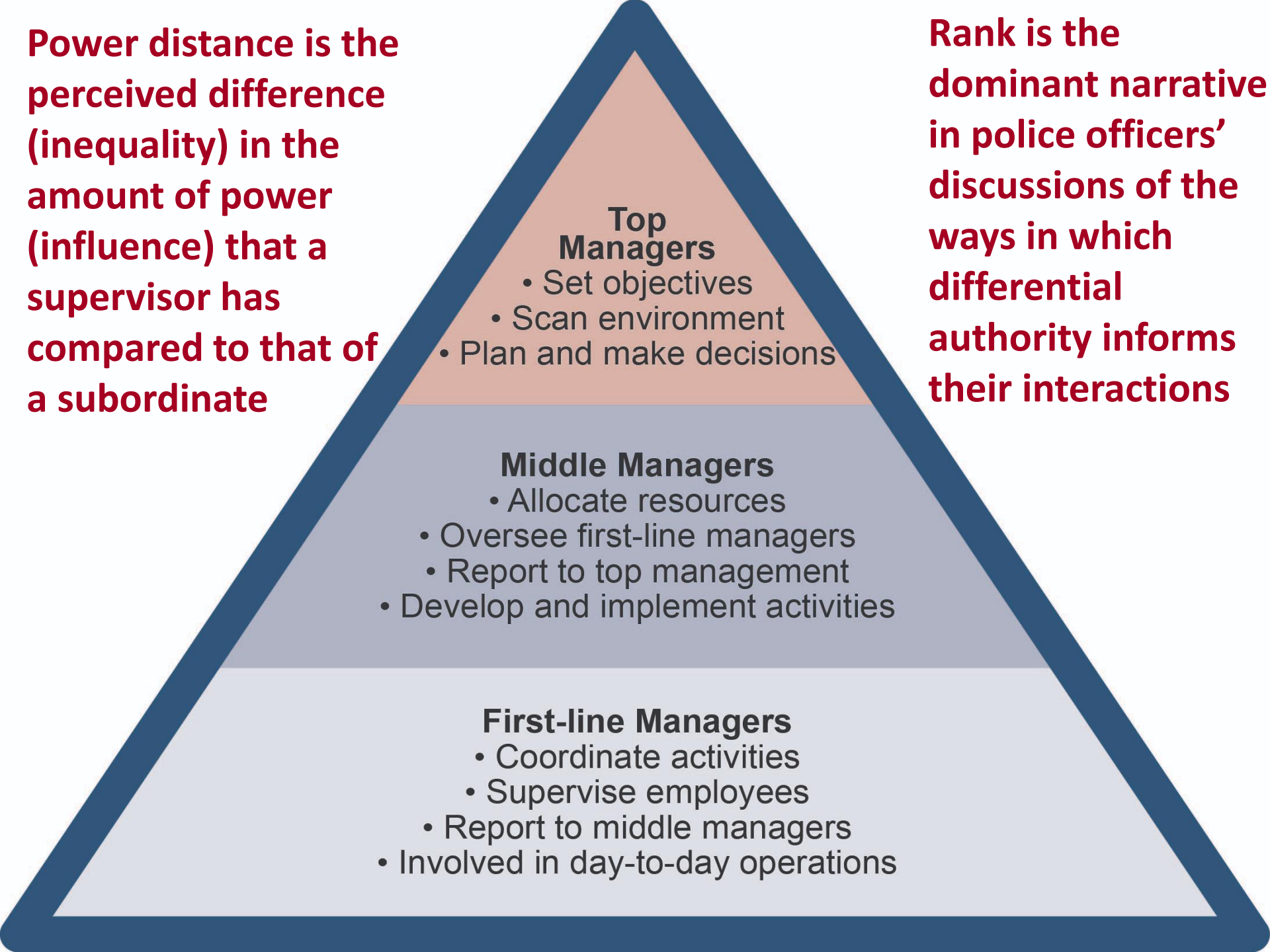
1) **Communication Webs** (Who talks to whom)
2) **Expertise networks** (Based on which people are sought after for advice)
3) **Trust networks** (Driven by relationships)

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

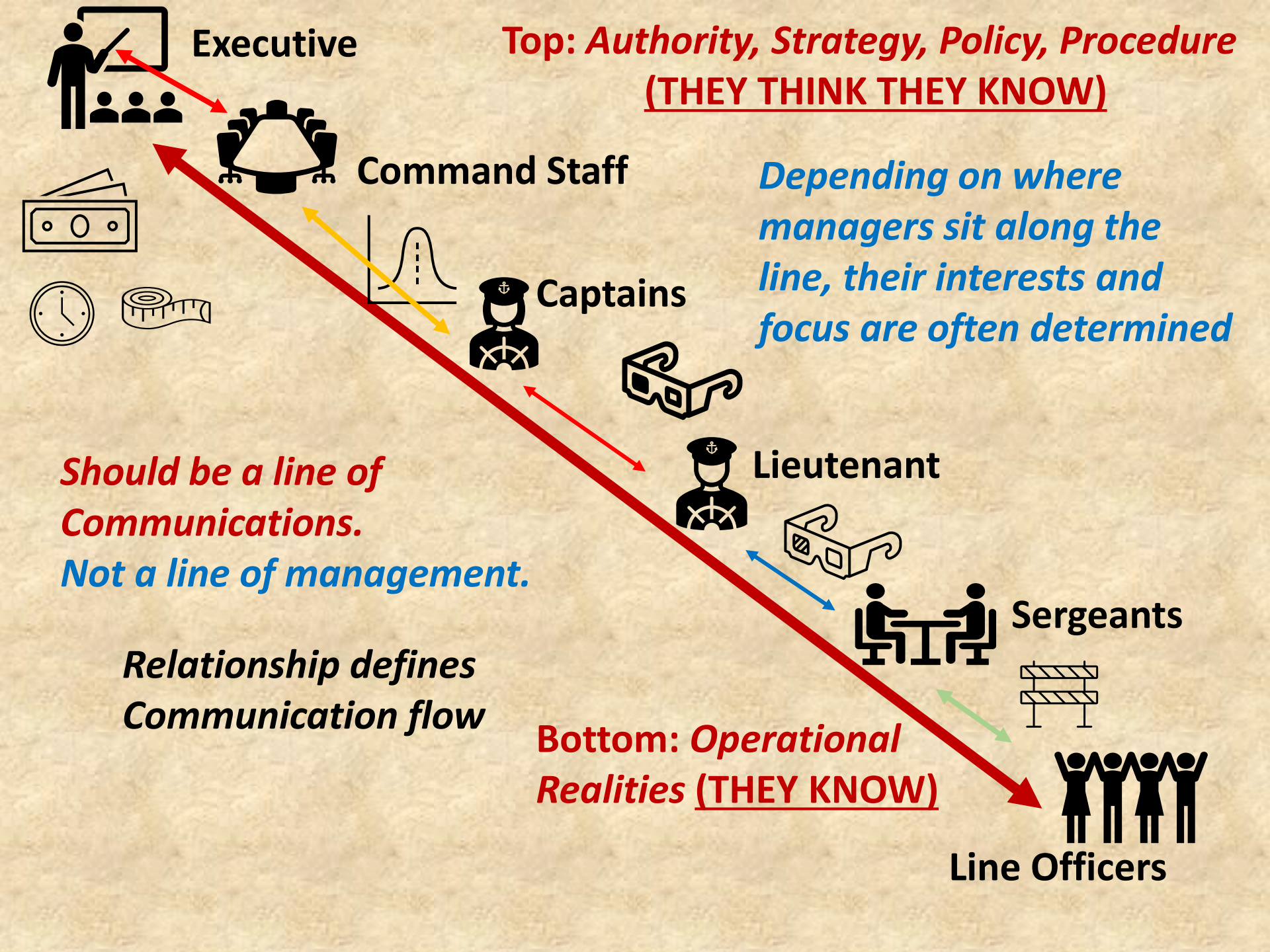
Power distance is the perceived difference (inequality) in the amount of power (influence) that a supervisor has compared to that of a subordinate

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



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)


Executive
Top: Authority, Strategy, Policy, Procedure
(THEY THINK THEY KNOW)
Command Staff
Depending on where managers sit along the line, their interests and focus are often determined
Captains
Lieutenant
Should be a line of Communications.
Not a line of management.
Sergeants
Relationship defines Communication flow
Bottom: Operational Realities (THEY KNOW)
Line Officers

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

Organizational Communication

Downward	Upward	Horizontal
• Too many Messages • Contradictory Messages • Ambiguous Messages • Unempathetic Messages • No Message, Vision or Direction	• Risk fear for Retribution Regarding Feedback • Leader Adverse Emotional Response • No opportunity for Feedback • No Solicitation or Encouragement for Feedback	• Culture that Discourages Networking • Leaders not Encouraging or Providing Time or Opportunity for Networking • Not Enough Channels or Network Opportunities

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

Wilkinson, D. (2022)
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

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
- Higher levels of emotional stability

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

Nimitz Created and Developed a Culture of Psychological Safety

- He knew command and control is important.
- Top-down vision from executives can make things happen.
- However, he understood the need to ensure he had strong systems in place that allowed for and enabled open collaboration among his officers, sailors, and marines.
- He develop the culture to enhance and broaden his perspective, shape strategy, enhance vision, and uncover problems early on while under manageable conditions.
- He worked to nurture the ability to see over the horizon to identify risk and manage the uncertainty from the challenges of change and emergence of novel problems.

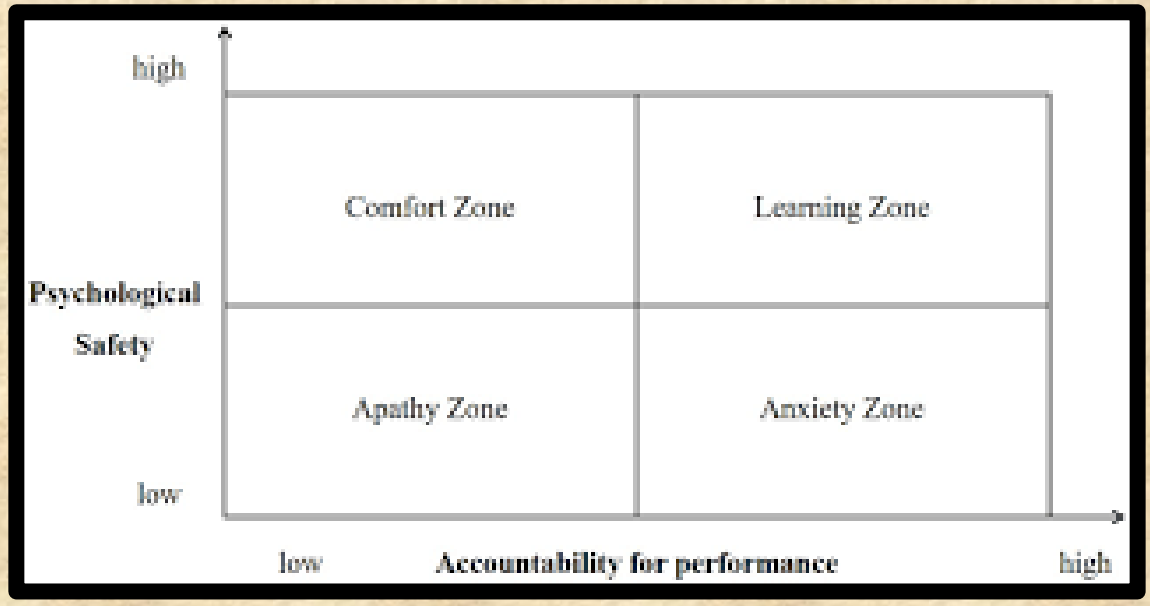
Psychological Safety is Central to Leadership Communication

Edmondson, A.C. (2019)

- A climate in which people are comfortable sharing their concerns and mistakes without fear of embarrassment or retribution.
- They are confident that they speak up and won't be humiliated, ignored, or blamed.
- They know they can ask questions when they are unsure about something.
- They tend to trust and respect their colleagues.

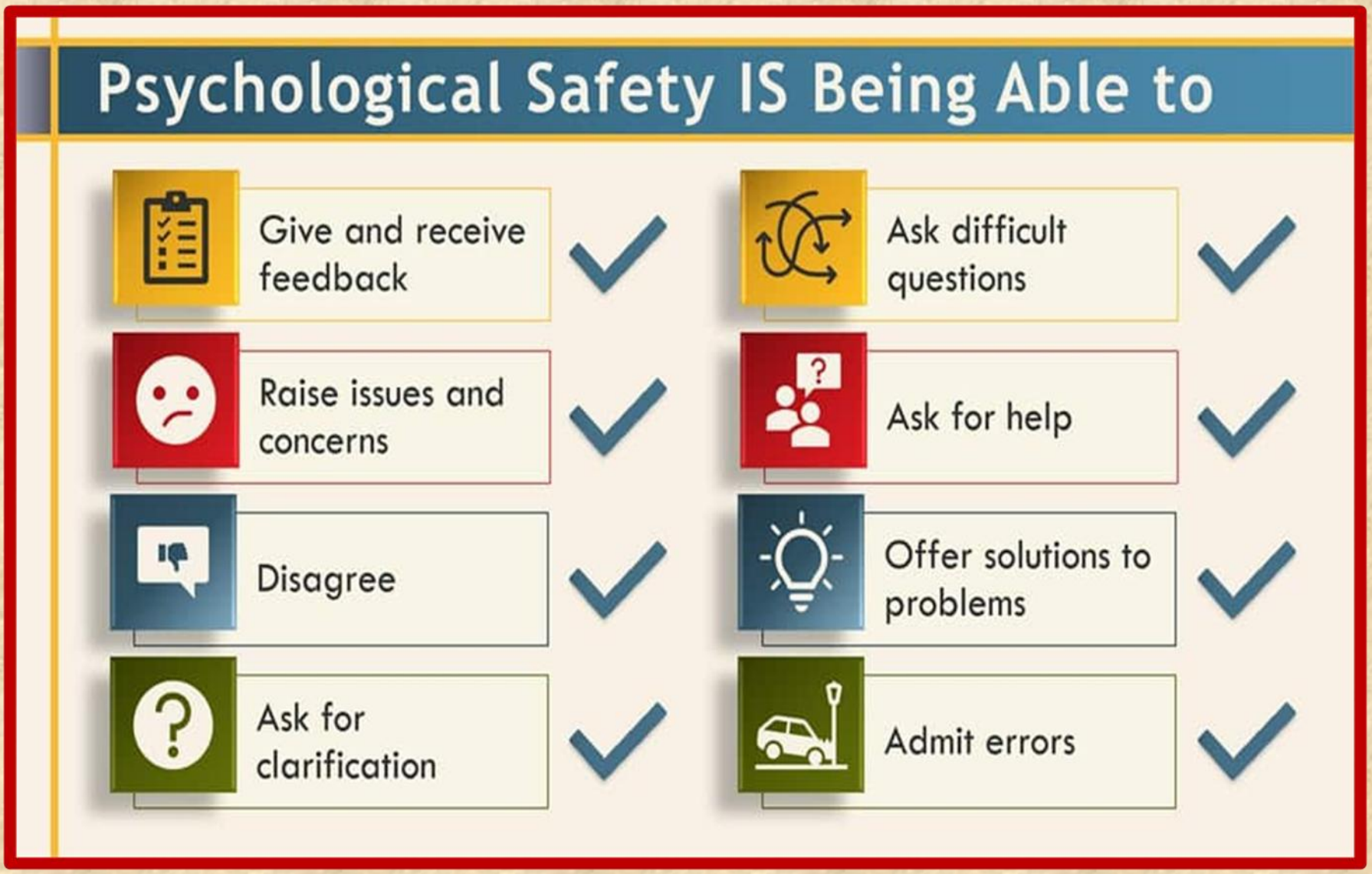
Psychological Safety's Nexus to Performance

- Develop and sustain psychological safety to spur learning and avoid preventable failures.
- **Set high standards and inspire and enable people to reach them by sharing, sharpening, and continually emphasizing a worthy purpose.**





https://investigationsquality.com/



https://pragueintegration.cz/psychological-safety/



https://psychsafety.co.uk/about-psychological-safety/

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)

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

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.

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

- ✓ 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

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

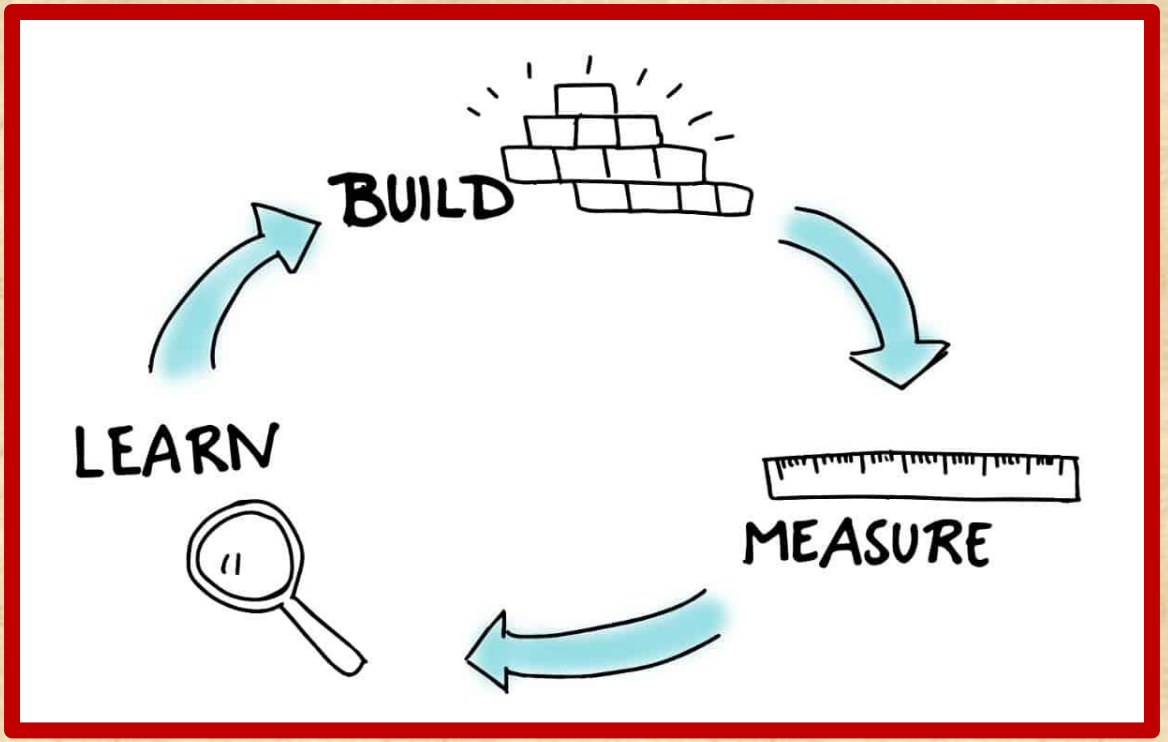
Be Observant During Meetings

- Pay attention to emotional expressions during meetings, as they can significantly impact decision-making processes and outcomes
- When presenting proposals, be prepared to respond to emotional displays from stakeholders, particularly anger, and consider how to address their concerns while maintaining the integrity of the proposal

Van Den Oever, K., & Shropshire, C. (2024).

Understanding Feedback Loops

Feedback loops are processes where the output of a system is fed back into the system as input, which can influence future outputs.



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.

NOTE: EMPLOYEE VOICE = Your Awareness + Their Engagement

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.

Giving and receiving feedback is a critical organizational activity which has been shown to be an important component to help to develop a range of outcomes, including:

- Personal and professional growth
- Performance
- Positive relationships
- Change
- Innovation
- A learning orientation
- Improving job satisfaction and engagement

Boud, D., & Dawson, P. (2023)

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

Future Focused Feedback

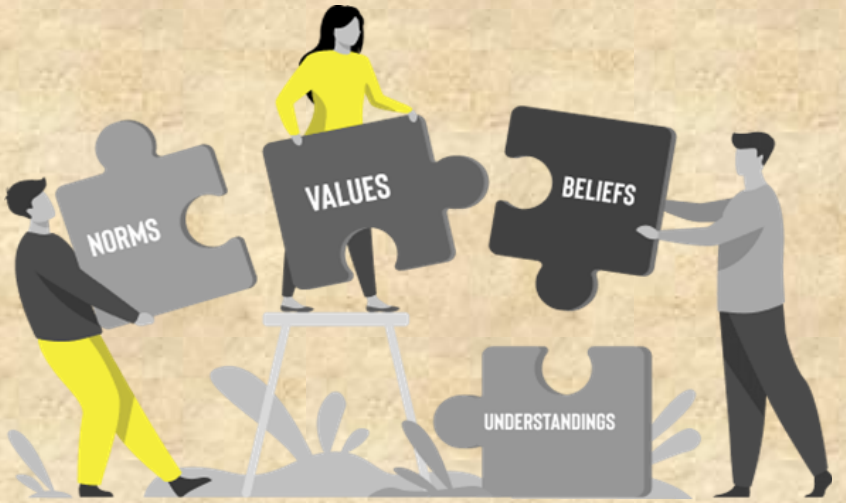
Gnepp, Klayman, Williamson, & Barlas, (2020)

- 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

A Leaders Vision

- Promotes understanding and comprehension.
- Provides insight.
- Projects and forecast consequences.
- Simplifies decision making.
- Helps to promote “wise” decisions.
- Facilitates compliance with a prescribed standard, process, or procedure.



Operationalizes values when simplified and repeated

Vision

- Visions are vivid, picture-like mental representations of a desirable, long-term future state

  Rawolle et al., (2017).

- As such, they intersect conceptually with *superordinate goals*—defined as "higher-level, long-term, and abstract goals"

  Eberly et al., (2013)

- Both represent higher-level, long-term goals

  Conger, (1999), Latham et al., (1988).

- However, a vision, going beyond the abstract characteristics of superordinate goals, offers a compelling mental stimulation of a future reality

  Carton et al., (2014), Carton and Lucas, (2018),

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)

Elements of Your Vision

- Values
- Principles
- Purpose and Meaning
- Direction
- Expectations
- Goals and Objectives

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

Visions Role in Situational Awareness

Ensure each subordinate possesses the situational awareness required for their responsibilities

Weller, J. M., Mahajan, R., Fahey-Williams, K., & Webster, C. S. (2024).

At a practical level, situational awareness involves:

- Perceiving and monitoring relevant cues and information in the environment [or situation]
- Integrating and interpreting this information to comprehend the current situation within and without the team [agency or incident]
- Using this understanding to anticipate future states, plan ahead and anticipate change [proactive adaptability]

Purpose-Driven Transformation:

Aligning Organizational Culture with Values and Mission

Carreno, A.M. (2024)

- Alignment between a company's [agencies] mission, values, and daily operations fosters employee engagement, boosts productivity, and builds trust with stakeholders.

Culture plays a critical role in translating purpose into actionable outcomes and attitudes that align with organizational goals

Vision and Strategic Alignment in Leadership

Trevor, J. (2026)

- is the process of ensuring that all officers,' stakeholders, departments, resources, and daily operations are directly connected to and focused on achieving the organization's core vision and strategic goals
- A strategically aligned enterprise is ultimately the outcome of effective leadership.
- To secure high enterprise performance, leaders must first look to themselves, the degree to which they take ownership for strategic alignment, give it the attention it deserves, and, most importantly, think about it in the right way.

- Strategic alignment is the organizing logic and leadership blueprint for virtually every aspect of strategic decision-making:
  - Purpose
  - How we do things
  - Organizational and operational designs and actions
- Strategic alignment does not occur naturally or by chance.
  - Leaders should envision the ideally aligned and best-fit-for-purpose version

When Alignment Falters, the same Stubborn Symptoms Emerge

- **Collaboration breaks down:** Silos form, and cross-functional work becomes difficult
- **Resistance to change**
- **Trust erodes.** competing agendas emerge, creating turf wars and internal friction that undermine a sense of common purpose
- **Execution and performance falter:** the best strategies lose momentum if middle layers of the organization don’t translate intent into action.

Self-concordance refers to the extent to which your personal goals align with your intrinsic interests and core values, rather than being driven by external pressures

- Self-concordance shapes the effects of visions on vision-related goal pursuit.
- Self-concordance moderates the effect of visions on positive affect.
- Visions are more emotionally impactful when they are self-concordant.
- Self-concordance moderates the effect of visions on goal commitment and goal progress via positive affect.

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.**



Subordinate Understanding of Expectations

Brown, B. (2025)

"Can you play back what you think I'm saying to you?"

"It's important to me that we understand each other."

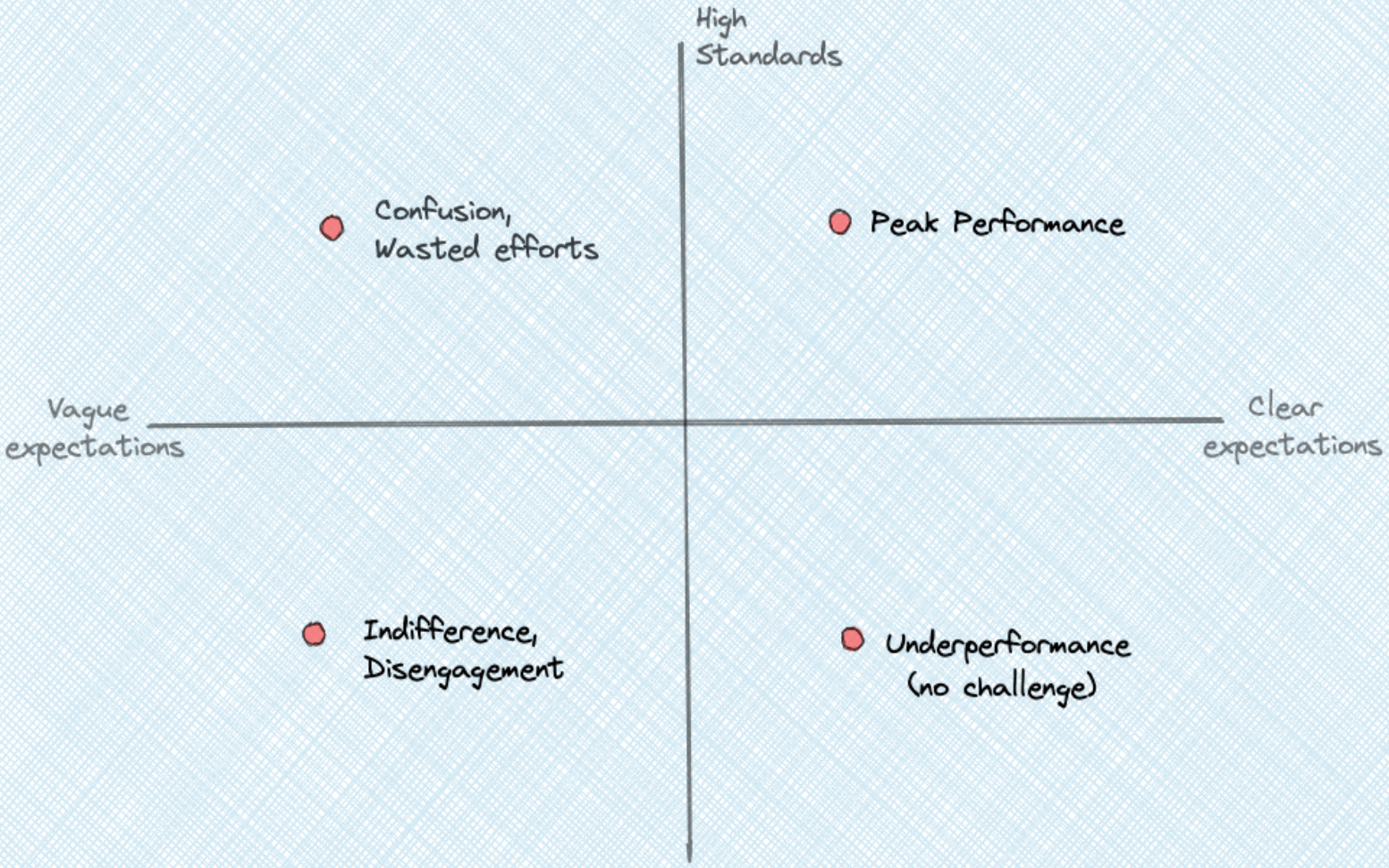
"Your work is important."

"I don't want to let you down."

The Group of Four Employee Expectations that Work in Unison Together



Setting High Standards & Clear Expectations



Leading Sapiens

Sheril@leadingsapiens.com

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

There is a huge difference between mistakes and misconduct

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



‘How we create meaning with others is among the most elusive aspects of leadership communications.’

Gail T. Fairhurst, The Power of Framing

Communications is a learned behavior

Fairhurst, (2011)

- Many of us remain unaware of how our language shapes context in our organizations
- The traditional communications model is narrow and lacks the complexity and richness
- How we co-create meaning together is important
- Reality is subjective
- Framing builds reality for others

OUR COMMUNICATIONS

Reflect on these three questions and ask which question is most like you

1. Do you frequently lack an edit function where you speak exactly what's on your mind?

2. Do you always try to say what is appropriate to the situation, trying to stay within polite social norm?

3. Do you carefully choose your words with a heighten sensitivity and awareness toward language forms and usage?

From Barbara J. O'Keefe's research on Message Design Logic

When communicating, people use one of three design logics to form their messages and interpret those from others:

- Expressive
- Conventional
- Strategic

These design logics can gauge your sensitivity to the framing concept.

Expressive

- Least sensitive to the framing concept.
- Primary communication goal is to express yourself.
- Friends may remark that you lack an "edit" function; you tend to be blunt and very literal.

  [Often the Expressive reacts instead of responds]
- On the positive side, others may find you honest, genuine and trustworthy because you don't "play games."

Conventional

Most managers fit into this category

- Some sensitivity to the framing concept.
- Social context influences our thoughts (go along to get along)
- Your focus is on what is *appropriate* given the context.
- However, you tend to see the context as “fixed.” (thus your reacting to context)

Strategic

- Great sensitivity to the framing concept.
- Heightened sensitivity to language selection and delivery (careful wordsmith)
- People and situations are not fixed; rather they are created and negotiated through language.
- In difficult situations context is redefined
- However, you may be perceived as manipulative when self-interests dominate.

Message Design Logics

- **The Strategic** has the capacity to be conventional and expressive
- **The Conventional** does not have the capacity to be expressive
- **The Expressive**, is probably expressive all the time
- **If your all three, you are probably strategic**

The Strategic understands that:

- Effective framing is the ability to define the situation in the "here and now" in ways that ***connect with others***
- Through framing, we create the realties to which we must then respond (*critically important in a V.U.C.A. world context*)
- **It is the ambiguity or uncertainty of the situation here and now that opens up for interpretation** – and thus an opportunity to emerge as a leader (or failing to emerge as a leader)

The skill of framing opens the range of what is socially constructed in our world

Three (baseball) umpires disagreed about the task of calling balls and strikes

- The first one said, 'I calls them as they is.'
- The second one said, 'I calls them as I sees them.'
- The third and cleverest umpire said, 'They ain't nothing' till I calls them'.

---- Herb Simons (1976)

The label 'strike' reifies an action, objectifies a reality, and prompts us to act as if these objectivities are real

By Framing

We guide and help to make sense out of things by changing one particular meaning over another

- The strategic can see the context from multiple angles
- That ability to evaluate those perspectives combined with a heighten sensitivity to and skilled use of language is central to shape things and place more meaning to one thing over another
- The way we interpret things helps to shape understanding and influence behavior

Framing

Fairhurst & Sarr, (1996), Pondy (1978), Entman (1993), and Weick (1979)

- The ability to shape the meaning of a subject, to judge its character and significance
- To hold the frame of a subject is to choose one particular meaning over another
- When we share our frames with others (the process of framing), we manage meaning because we assert that our interpretations should be taken as **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

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***

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

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

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

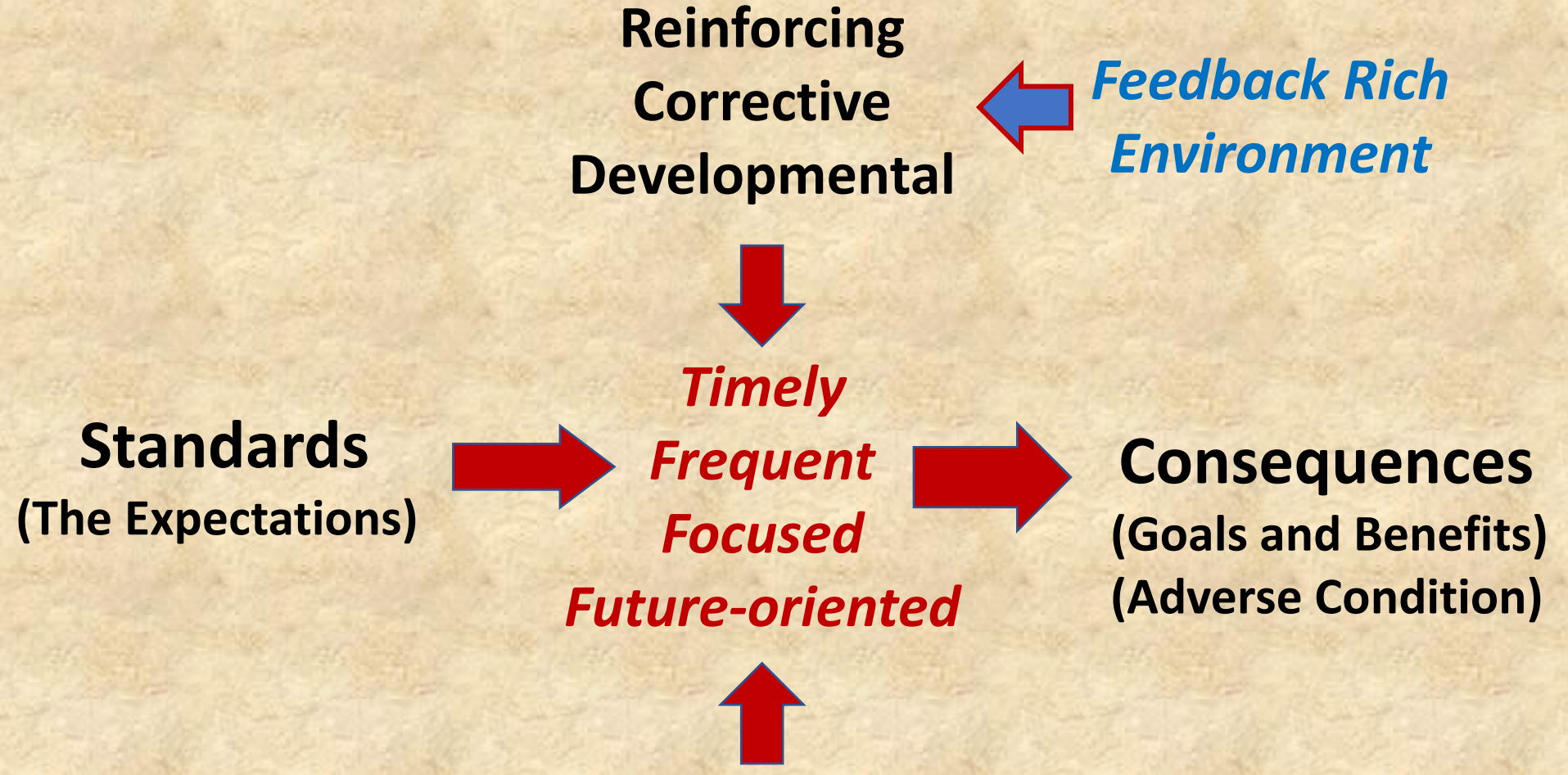
- Feedback is descriptive information regarding a learner's performance in a given activity
- Feedback is not "what we think of their performance"
- Rather, feedback is meant to be 'descriptive' or an account of the facts or what actually happened

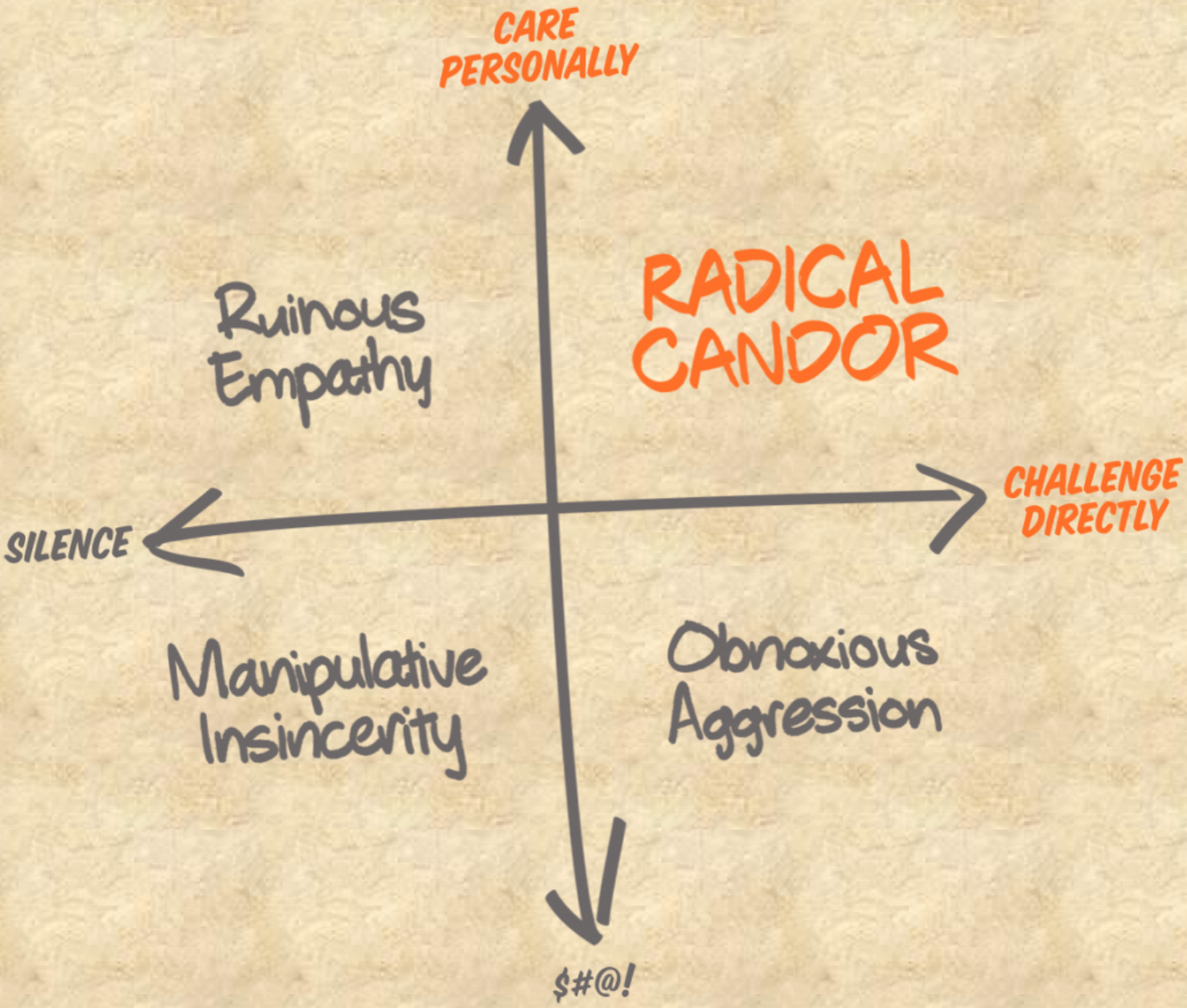
KEY **Effective providers of feedback learn to describe rather than interpret or judge** Wilkinson, D. (2019)

- Study after study has shown that 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.

The results indicate that goal clarity, performance feedback, autonomy, and supervisory support are positively associated with public service motivation. Kim, S. (2026)

FEEDBACK MODEL




CARE PERSONALLY
Ruinous Empathy
RADICAL CANDOR
SILENCE
CHALLENGE DIRECTLY
Manipulative Insincerity
Obnoxious Aggression
$#@!

Scott, K. (2019)

HOW TO GIVE FEEDBACK

Situation–Behavior– Impact (SBI) feedback method

Weitzel S. (2007), Harrelson, G. L. (2024)

- **S -** the specific description and clarification of a specific situation at the time of the behavior that is happening
- **B -** needs to focus on the description of movements and provides clear factual information about the behavior, rather than judging the behavior
- **I -** should emphasize or indicate the impact of the behavior on the task performance (Context and Circumstances)

SBI Model Application

- ✓Describe specific behaviors
- ✓How they impact mission (agency/ workplace/employee)
- ✓Policy, procedure, conduct, standard, or consequence that supports your conclusion and how it relates directly to the situational context

REQUIREMENT FOR SPECIFICITY

- Of all elements, "specificity" is an important element for providing the context
- Specifics provide credibility through objective details
- The function of providing specific contextual information helps the employee reproduce the situation of a given event
- Such illustrates and highlights the incorrect or improper behavior over and beyond any personal dynamics

The Feedback-Rich Environment Model

- **Praise Feedback** (*Positive/Reinforcing*) **—** Recognizes and affirms what an employee is doing well.

  The goal is to reinforce effective behaviors and motivate continued high performance.

- **Corrective Feedback** (*Constructive/Redirecting*) **—** Addresses behaviors or performance that need to change. The goal is to correct the course without demoralizing the employee.

  It should be specific, timely, and focused on behavior rather than personality.

- **Developmental Feedback** (*Growth-Oriented*) **—** Focuses on future potential and skill-building rather than past performance.

  Help employees grow beyond their current role.

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

OGO Study Dave Novak
"Recognizing Employees Is The Simplest Way to Improve Morale"
Harvard Business Review
May 9th, 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**

The 5 Languages of Appreciation in the Workplace

Chapman, G. & White, P. (2019)

- Words of affirmation (oral or written)
- Engagement with quality time
- Appreciation language (specific to behavior and tethered to outcome)
- Tangible gifts (the gifts must be personal to be effective) [*or honoring's like birthday cards*]

Dickerson, D, (2004)

- Appropriate physical touch (handshake etc.)

The Correction Paradigm

- **Curiosity over judgment** (belief in someone over blaming)
- **Form and asked questions** (designed to learn from the employee's perspective)
- **Use SBI framework** (Situation, Behavior, and Impact)
- **Co-create a plan going forward** (ownership, buy-in, and progressive oversight measures)
- **Most employees have positive intent** (they don’t know, or understand the contexts)

Enable the Emergence of Context Regarding the Situation

- Give your employee an opportunity to explain their thought process behind their actions or decision-making.
- Then ensure you have an accurate understanding.

✓Here's what I'm understanding from what you say.

✓(Parrot) repeat the story to them.

- Ask the question:

✓Have I got it right?

If they say yes, you have connected.

Three Important Dynamics

- **The emotional tone** exhibited by the feedback source plays a critical role in improving or maintaining receptivity to the feedback message.
- Managers also must attend carefully to **where, when, and through what mechanisms** they deliver feedback to maximize subordinate receptivity.
- Managers should provide feedback **within a short duration after performance episodes** to ensure that subordinates can remember details and interpret the feedback in the context of their experiences

Cordovani et al., (2023)

The situational context must also be considered alongside timing.

- Research emphasizes the importance of providing feedback with discretion, particularly corrective feedback, which should be delivered in private

Westerman & Westerman (2013).

- Choices about the appropriate communication medium also complicate these decisions; for example, recipients may evaluate feedback messages differently when they are delivered in communication channels that offer more information richness, such as live conversations or calls, versus channels lower in richness, such as emails or texts

Westerman et al., (2014).

Corrective Feedback

- **Have a plan.** Formulate your essential elements of information (EEI's)
- **Specific and clear.** Description over judgment
- **Constructive and supportive.** The aim is to change behavior through officers' understanding, growth, and development
- **Focused on the behavior, not the officer.**
- **Aligned with policy, conduct, or procedure.**
- **Interactive and dialogic:** encourages the officer's reflection and response, often involving questions or prompts that guide self-correction
- **Listen to the officers' feedback.**
- **Consistent and ongoing:** part of an established feedback-rich culture.

Developmental feedback

- Acknowledging employees' current capabilities.
- Identifying specific areas for growth.
- Connecting the learning opportunity to their future and their team’s success.

✓Sees more in the employee than they see in themselves

✓Cares about the employee’s trajectory beyond their current role in the agency

✓Understanding that growth is a critical component of the job.

A Perspective Regarding the Utility of 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

May be of benefit with new employees, however experienced officers may see it as manipulation

Dr. David Wilkinson, (2022)

Explicit Instruction as a method of feedback

- **Demonstration:** modeling the specific skill or concept
- **Narrative example:** using storytelling as a means of demonstrating the dynamics and realities
- **Checking for understanding:** Asking questions to ensure officers grasp the issue or concept and provide opportunities for response.
- **Guided practice:** Working through problems in a collaborative manner.
- **Task analysis:** Breaking down a complex skill into smaller, manageable steps to make it easier to learn and process

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.

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.

APPENDIX INFORMATION

Feedback to Improve Management Skills (FIMS) Questionnaire

Cook, S., & Steyn, R. (2026).

- A survey that will provide ongoing feedback, helping managers stay informed about their performance levels.
- This continuous feedback would reinforce the expectation of certain behaviors, encouraging managers to engage more frequently in the behavior required of them.

The questionnaire addresses 15 skills:

- **Subordinates rank their managers**

The use of a five-point scale is recommended, with Very Ineffective (1), Ineffective (2), Neutral (3), Effective (4) and Very Effective (5), applicable to items 1 to 10, and Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5), for items 11 to 30.

Table 2: The items of the Feedback to improve management skills (FIMS) questionnaire

#	Skill	Item wording
1	Planning	How effectively does your manager set your team's objectives?
2	Planning	How effectively does your manager determine the best course of action to achieve your team's objectives?
3	Organising	How effectively does your manager arrange resources, such as people, tools and time, to achieve your team's objectives?
4	Organising	How effectively does your manager arrange tasks and responsibilities to implement plans in line with your team's objectives?
5	Leading	How effectively does your manager provide direction and guidance to you and your team members in your tasks and goals?
6	Leading	How effectively does your manager take charge of the team and accept responsibility for the team's performance?
7	Coordinating	How effectively does your manager collaborate with other departments or teams of the organisation to ensure common goals are achieved?
8	Coordinating	How effectively does your manager ensure collaboration within the team to achieve team goals?

9	Controlling	How effectively does your manager monitor progress on individual tasks to achieve team goals?
10	Controlling	How effectively does your manager evaluate progress on tasks to achieve team goals?
11	Self-awareness	My manager demonstrates awareness of their own management style.
12	Self-awareness	My manager is open to receiving negative feedback and views it constructively.
13	Stress management	My manager mostly remains calm and composed when the situation at work gets very demanding.
14	Stress management	My manager helps the team stay focused when the demands are high.

15	Creative problem solving	My manager mostly listens to our ideas when solving a problem within the team.
16	Creative problem solving	My manager can simplify a problem to assist us in finding a solution.
17	Supportive communication	My manager tries to understand my problem rather than just offering advice.
18	Supportive communication	My manager is supportive when providing feedback.
19	Gaining power	My manager is good at building relationships, using them positively.
20	Gaining power	My manager is skilful in managing people in senior positions within the organisation.
21	Motivation	My manager shows recognition and appreciation for our contributions and successes.
22	Motivation	My manager effectively motivates us to achieve high performance.

23	Conflict management	My manager encourages two-way discussion when there is a disagreement.
24	Conflict management	My manager is mostly proactive in addressing and preventing potential conflicts within the team.
25	Empowering	My manager mostly gives us appropriate responsibilities, allowing us to grow in our careers.
26	Empowering	My manager encourages us to participate in deciding how tasks must be done.
27	Team building	My manager is good at keeping team members working together.
28	Team building	My manager effectively manages our team dynamics to keep us productive and unified.
29	Leading change	My manager is open to change and helps our team adapt to new situations.
30	Leading change	My manager clearly communicates the reasons for changes and supports the team through the process.

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

Two very important questions to grasp understanding and open the door to listening

1.) Tell me what I'm missing about your point of view?

2.) How did you come to believe that?

Turn things into a question to connect

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)

Leaders must deal with poor or non-performance

- **Quiet quitting:** spending minimum effort and taking less responsibility in the workplace
- **Passive aggressive employees:** resistance exhibited by such indirect behaviors as procrastination, forgetfulness, and purposeful inefficiency, especially in reaction to demands by authority figures, they tend to express their negative feelings harmfully, but indirectly by masking their discontent
- **Toxic employees:** as embodied by the Dark Triad traits, present problems for any company, supervisor, and fellow employee.
- **Unprofessional or unethical conduct**

- **Lack of confidence:** employees not having the knowledge, skills, or abilities to promote their confidence or insecurity (risk adverse)
- **Preoccupied:** mind and/or heart not in job, attention with other jobs, hobbies, or issues
- **Lazy:** energy crisis/slothful, loafer, worthless at the task, embracing mediocracy
- **Insubordinate**
- **Stupid**

Managing poor performance or misconduct by employees

- **You must not walk past poor behavior or performance**
- **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 have the capacity to perform the task and understand their roles and responsibilities

Managing Poor Performers or Marginal Employees

Steps:

- **Identify the Issues** (Specific conduct, skills, work behaviors)
- **Set Clear Expectations** (Roles and responsibilities)
- **Set measurable goals and timelines for achieving them**
- **Develop a Plan** (together)
- **Mentor and Provide Oversight**

  Feedback Rich Environment is Critical (Reinforcing, correction, and developmental)

- **Continuing documentation** (observable behaviors, specific, and descriptive)

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 EEI's

Develop your theme and identify your EEI's as to the specific behavior and conduct involved in the issues.

- Theme is the main idea and underlying meaning you want to get across
- EEI's are the content of the theme, specific and accurate points designed to work in concert together to draw a logical conclusion toward the message you are trying to sell

REMEMBER: 1). Specificity in the content for credibility in the context. 2). Be candid, authentic, and kind

12 Steps in Corrective Feedback

Adapted from Lizzio, et al. (2003) and Atwater & Waldman, (2013) Moore & Guardia, (2017), Choi, Johnson, Moon, & Oah,(2018), Levine, Roberts & Cohen, (2020)

1) Initial contact and ensure you protect their self-esteem (Privacy, civility, and respect)

2) Share the responsibility for 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. Provide them the space to explain their thought process, what they knew at the time, provide the opportunity for them to 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 using the "EEI's" then describe how the behavior adversely impacts the organization/employee) SBI framework

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 have consequences attached to them. Explain why the standards involved are important to the agency and officer (Lock them into their plan to meet the agreed-upon goals)

12) Assign a follow-up meeting (Put the responsibility on THEIR shoulders…NOT YOURS, project positive expectations), end as an optimist, encourage them, and demonstrate your confidence in them.

Stakeholder Communications

Responsible Leadership

Heim, I., Laker, B., & Tabaeifard, S. J. (2026)

- **Sustaining a culture that prioritizes transparency, ethics, and stakeholder inclusion**
- Practices that help leaders respond adaptively to evolving stakeholder expectations and external pressures.
- Reinforcing long-term organizational trust and effectiveness.

Beyond organizational boundaries, Responsible leadership-oriented organizations contribute to societal well-being by promoting ethical decision-making, stakeholder inclusivity, and sustainable business practices.

Internal and External Stakeholder Management is a Critical Function and Important Process

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

Stakeholder Communications

❖**Be professional:**

- Demonstrate the appropriate conduct and behavior

BEWARE OF THE AUTOMATION BUBBLE AND BARRIER

❖**Be available and 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**

“You come here demanding my cooperation, but don’t have the decency to keep me informed.”



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)

An Example of demonstrating empathy through professional compassion

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.*

Leaders need to stay out of partisan politics

- Preserving Trust and Credibility
- Protecting Organizational Cohesion (from division)
- Managing Reputational Risk
- Prevent the Collapse of Shared Reality
- Respecting Employee Autonomy

The strongest version of the argument for neutrality isn't that leaders should have no views, but that they should be disciplined about when and how they express them, and whether doing so serves the organization or merely themselves.

Picking a way through minefields—Leadership with political astuteness for police

Roberts J. and Hartley. J. (2025)

- Political astuteness is defined as ‘deploying political skills in situations involving diverse, and sometimes competing, interests and stakeholders, in order to create sufficient alignment of interests and/ or consent in order to achieve outcomes’

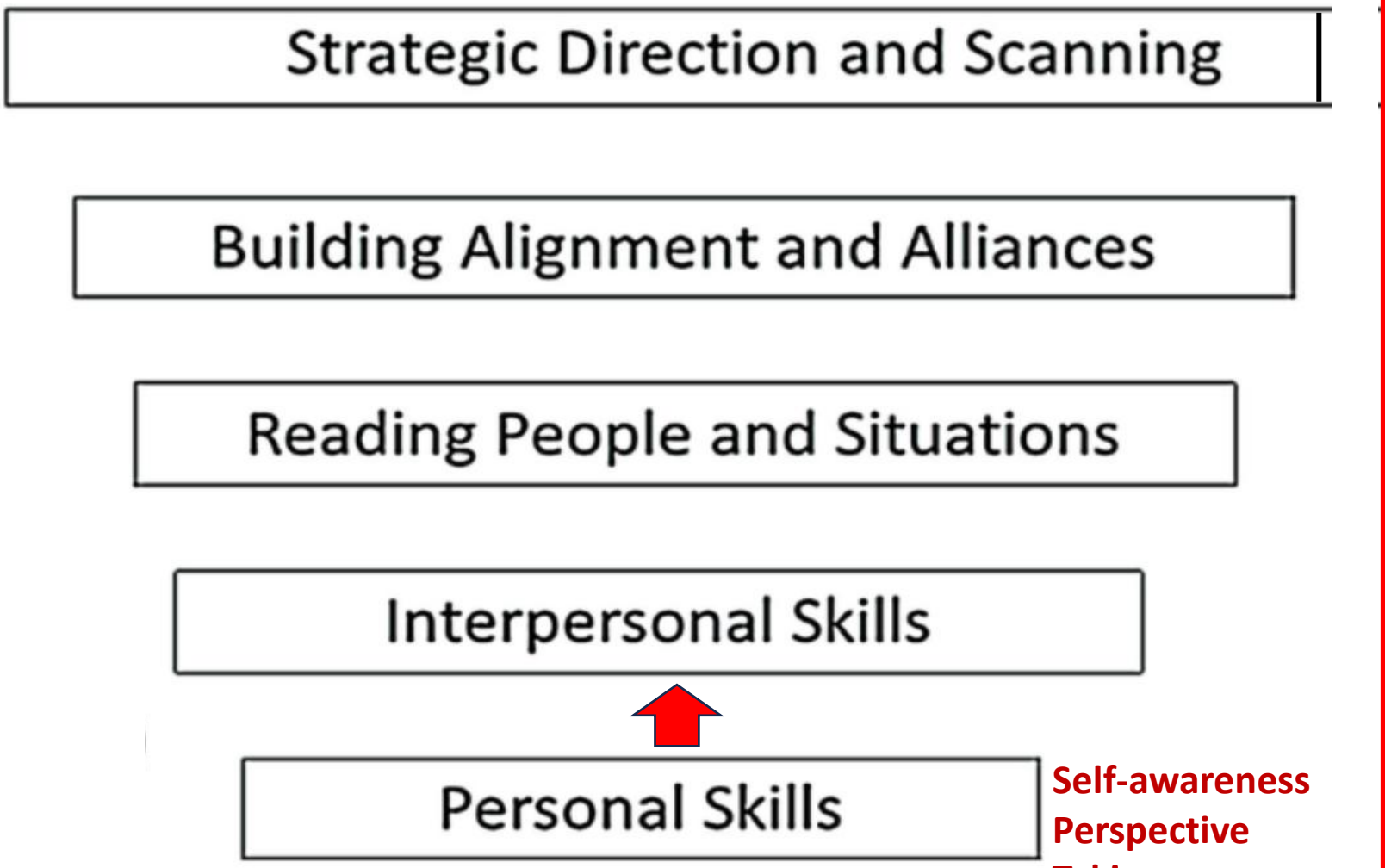
Political astuteness so that the police can remain operationally independent but are equipped to deal with politically complex situations involving diverse stakeholders in professional, constructive and impartial ways

Three (3) Critical Perspectives Regarding Collaborative Leadership:

Adapted from Hartley and Benington, (2011).

- Recognizing and addressing diverse interests, rather than assuming that these are shared goals.
- Requires thought about different stakeholders and what they are seeking to achieve (or avoid) in particular contexts.
- To recognize that leadership takes place in arenas where ideas may be contested, disputed or resisted

Skills framework (Hartley and Fletcher, 2008)



Important Points

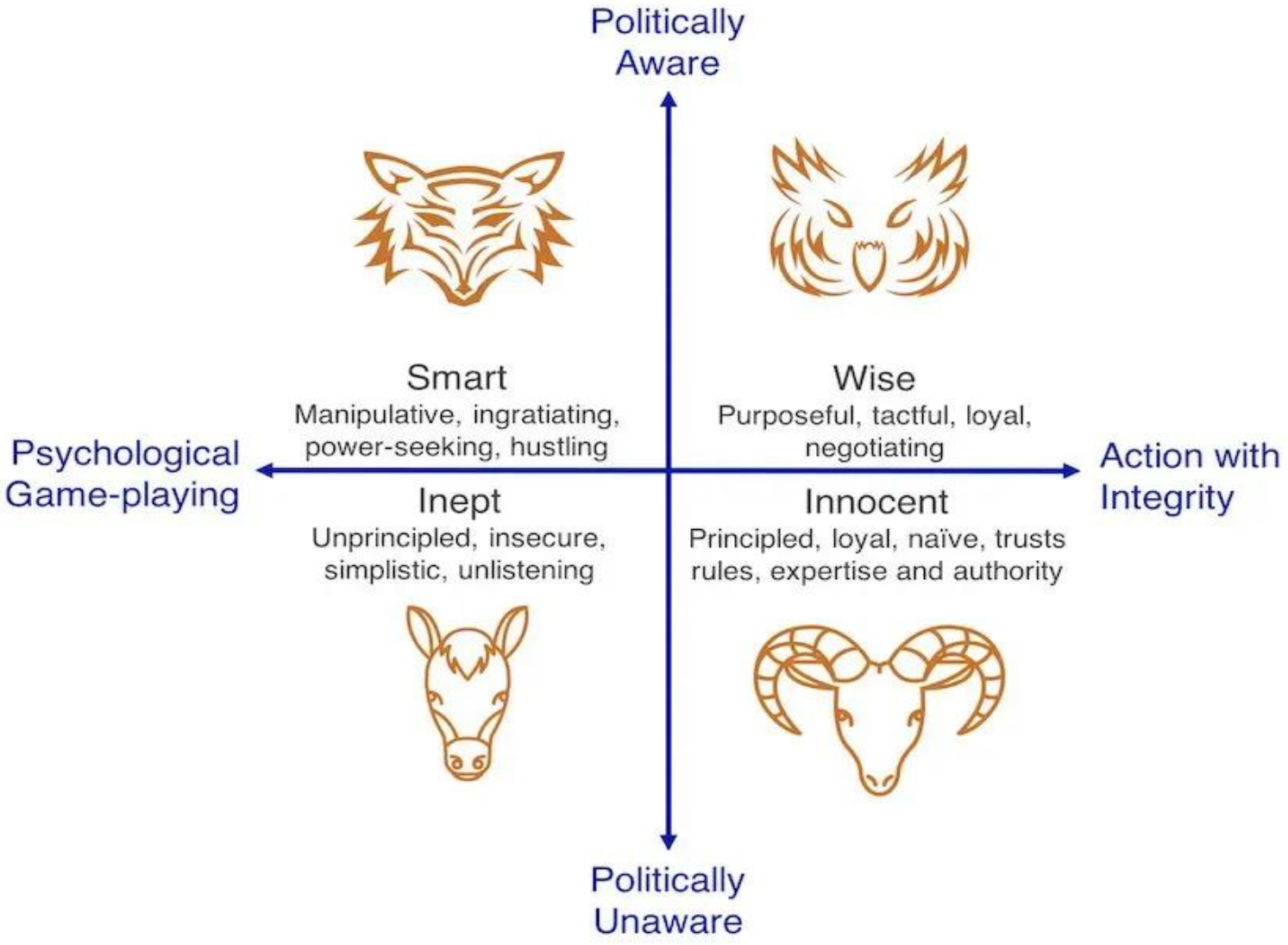
- Pay more attention to reading the context
- Understanding the motives of stakeholders, building alignment and alliances and constructing coalitions before you need them
- This requires a careful and sophisticated ‘reading’ of context and of stakeholders.

You can get better at ‘reading context’ over time and with relevant experience

Working across diverse and sometimes competing interests is a social process, not just a set of individual skills, requiring close reading, understanding and acting in the 'dance' of leadership processes

Political Animals

Adapted from the work of Simon Baddeley and Kim James



Successful, high-powered coalitions do five things:

Kanter and Cem Hayirli, (2022)

- Exercise moral leadership
- Operate at the speed of trust
- Find a balance of commitments
- Navigate competing coalitions
- Focus on solutions

Linden's (2010) collaborative leadership skills:

- Articulate purpose and vision
- Articulate the "Common Interest" involved
- Feel driven to achieve the goal, with solid but measured ego
- Listen carefully to understand others' perspectives
- Look for win-win solutions to meet shared interests
- **Use pull more than push**
- Think strategically, connect the project to a larger purpose

The differences in “Push” and “Pull”

Most situations require far more pull than push

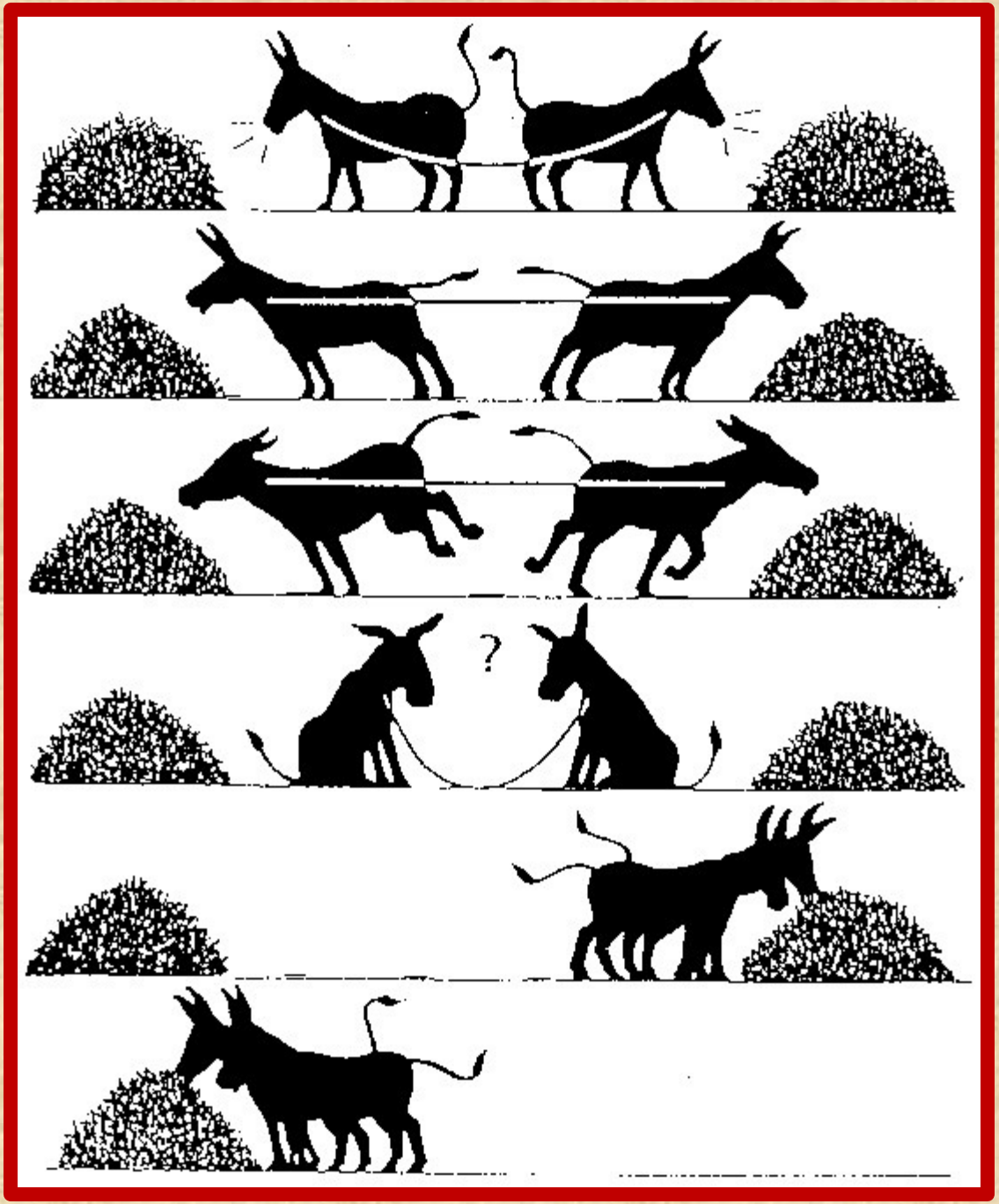
(Linden, 2010)

Push is more about…

- Talking
- Telling, explaining
- Meeting my needs
- Getting you to do what I want

Pull is more about…

- Listening
- Asking, inquiring
- Trying to meets all of our needs
- Creating conditions in which you and I want the same thing



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**

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]

Mediums

Brown, B. (2025)

- Be cautious about digital communication for anything emotionally significant
- Email, text, and social media strip away the nonverbal cues — tone, facial expression, body language — that carry the majority of emotional meaning in human exchange.
- The medium should match the emotional stakes of the message, and the manner should always be grounded in honesty, courage, and genuine care for the other person.

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…

21st century technologies can undermine this situation…

Take advantage of the utility of the technologies, but depend upon personal contact, evaluation and analysis in a human relational context

STRIVE TO DRIVE YOUR COMMUNICATIONS AS A "RELATIONAL ENGINEER."

Cell Phones and E-mail Communications

- Incoming cell calls should never divert attention from interpersonal scenarios
- Put the phone away at the desk or table and be present
- E-mails should not be “lighting bolts” or “flaming arrows” with unreasonable suspense times unless they are required or because of their origin are compelled to be.
- Don’t rely totally on e-mail in an office. People require personal attention and opportunities to offer feedback.
- You can’t see non-verbal behaviors through E-mail
- E-mail is great for broad information updates and providing details and facts regarding operations to everyone

E-mails are 21st century cock roaches. They can go everywhere and anywhere absent any control with one click “forward”

The E in E-mail stands for “Evidence”



Preach Vision to Employees Regarding the Dangers of Digital Communications on Internet Platforms.

Examples: Facebook, Instagram, Blogs, Twitter, and You Tube

Ensure they Understand Agency Policy, Discovery and Open Records Laws as well as the Dynamics of Possible Adverse Career Consequences



The Supervisors Communications Checklist

Rabin, (1988)

1. Do I assume that if an idea is clear to me, it will be clear to the receiver?
2. Do I make it comfortable for others to tell me what's really on their mind—or do I encourage them to tell me only what I like to hear?
3. Do I check my understanding of what another person has told me before I Reply?
4. Am I tolerant of other people's feelings, realizing that their feelings, which may be different from mine, affect their communication?
5. Do I really try to listen from the sender's point of view before evaluating the message from my point of view?

6. Do I make a conscious effort to build feedback possibility into all communication, since even at its best communication is an imperfect process?

7. Have I communicated the “why” of this communication so that the communication makes sense to the receiver?

8. Have I made an effort to relate this information or communication so that the receiver sees how it relates to himself, his job, or his organization?

9. Do I understand that people do not misunderstand because of perversity or contrariness directed to me, but because they are human beings?

10. Do I really understand that the first barrier any communication has to bore through is “Why should I read, or listen to, this communication?

Burden of Management



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

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)

Three Important Trends

Dr. Peter Drucker

- Leadership will become increasing more simulative and collaborative rather than directive
- The concern will be with the relationship of the leader in their respective organizational environment
- Bureaucracies will be profoundly affected by contemporary turbulence and must adapt to become effective

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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."

Characteristics of a high-performing team

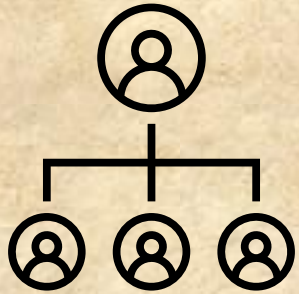
Oxford-Review, (2024)

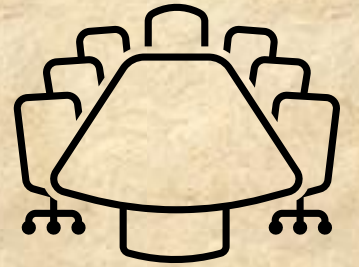
Previous studies have found a series of characteristics that many high-performance teams display, including:

- **Clear goals and shared vision -** team members have a unified understanding of their objectives and are committed to achieving them together
- **Trust and psychological safety -** team members feel safe to speak up, take risks and admit mistakes without fear of negative consequences
- **Effective communication -** team members openly share information, ideas and concerns and actively listen to each other.

- **Complementary skills and diversity -** the team has the right mix of technical and interpersonal skills, as well as diversity of thought and background, to tackle complex challenges
- **Strong relationships and cohesion -** team members genuinely care about each other, support one another and enjoy working together
- **Adaptability and resilience -** the team is able to quickly adapt to changes, learn from setbacks and maintain high performance under pressure.
- **Continuous learning and improvement -** the team regularly reflects on its performance, seeks feedback and strives to get better over time.







The Balance

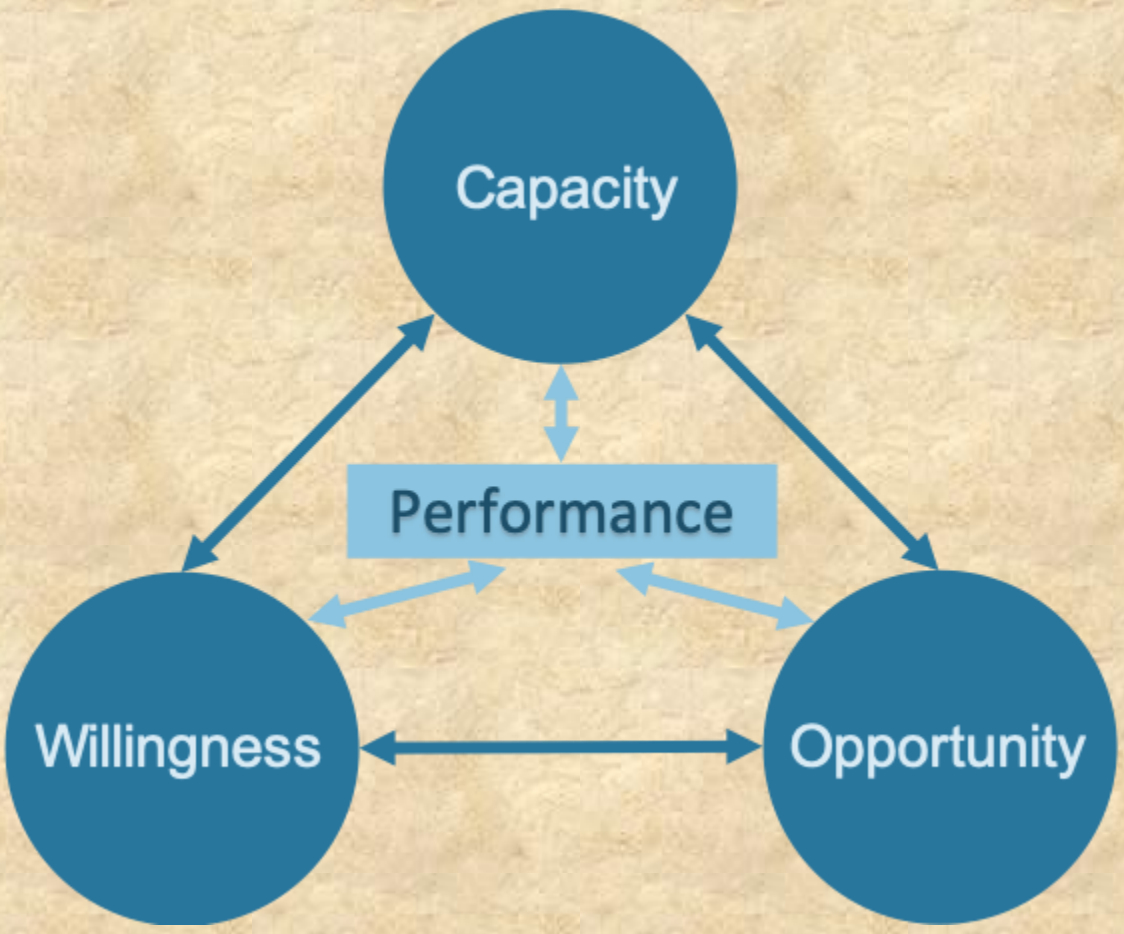


Basic Foundations

- ✓ **Managing people**
- ✓ **Leadership practice**
- ✓ **Managing performance**
- ✓ **Organizational management**
- ✓ **Legal management**
- ✓ **Administrative management**

Basic Foundations

The Blumberg model of performance says that an individual's performance is a function of their capacity (ability), their willingness and the opportunities that they have to perform.



Blumberg & Pringle, (1982)

What Drives What We Do?

The Motivation-Opportunity-Ability (MOA) Model



Jepson, A., Clarke, A., & Ragsdell, G. (2013)

In Leadership Balance is the key

Often, complex, complicated, contextual, and nuanced

Expectations



Standards

Performance

Standards define what is expected, while performance reflects how well those expectations are met.

A Balanced Perspective

Fallibility should not be ignored by management and leadership

Hay, A. (2023)

- Leadership is a “Practice” (like medicine and law)
- All subordinates are different (talents, skills, gifts)
- Understanding fallibility fosters a culture of continuous learning, resilience and adaptability
- Such ultimately leads to improved decision-making and reduced errors
- By shifting from an unrealistic pursuit of perfection to a more realistic and inclusive approach, organizations can enhance employee engagement, innovation and overall performance

[Realistic expectations, with the motivation to exceed those expectations]

When failure is beside success it breeds humility

Flexible, forgiving, or generous managers can inadvertently signal that boundaries are soft.

- **A manager who rarely enforces consequences may be seen as someone who won't push back.**
- Entitlement drift
- Lack of clear structure
- Employees often don't see the full picture
- Employees may gradually push further — arriving late, extending deadlines — not out of malice, but because nothing stops them.

When exploitation feels costless, it's easier to rationalize.

Errors and Violations



Keys

- Enforcing Standards
- Humble understanding
- Knowing that maturity is a process of growth

The importance of time and mentorship is a critical element in that process

- **We all strive on different journeys to the same destination with *different stages of capability and effectiveness***
  - Confidence and effort
  - Insight and discipline
  - Practice and learning
  - Accountability not blame culture

Understanding that learning is the fruit of failure

Perfection is an Illusion, Grace is a Mediator

- **Perfection:** thrives on failure, fear, and judgement
  - Perfection keeps score and does not tolerate mistakes
- **Grace** doesn't keep score it focuses on help, support, forgiveness, and acceptance when we fail or fall
  - Grace see's the value of learning from our mistakes
  - Grace focuses on the journey over the destination and the process over the result
  - Grace builds connection where perfection builds walls

However: grace doesn't mean abandoning our standards of performance or embracing mediocrity

Hold Subordinates Accountable to Agency Standards, Conduct, and Performance

- Ensure subordinates know the “Standard”
- **Ensure they have the training, skills, and abilities (capabilities) to accomplish the task assigned or encountered**
- Ensure subordinates understand their roles and responsibilities
- Provide them clear unambiguous expectations (up-front)
- Ensure they understand the consequences
- Ensure Objective and Accurate Evaluations on progress (Oversight)
- Provide “specific” and “clear” Feedback (describe don’t judge)
- Hold them accountable to the standard

Key factors that can influence performance

- Clear expectations and objectives
- Understanding roles and responsibilities
- Motivation and engagement
- Skills, competence, competence
- Commitment
- Communication (Vision, direction, feedback-rich culture, with evaluation)
- Resources and tools
- Work culture and environment
- Accountability
- Work-Life Balance

Leaders and managers are inextricably connected, one of them should not be given greater attention at the expense of the other

- In their own spheres, what are the key leadership concepts need to be understood and practiced by managers?
- Jointly, how should they be connected and balanced?
- In brief, are we training people to manage, or are we facilitating the development of people who have successfully integrated the capabilities and skills to both lead and manage?

Hall, M.L., Meyer, K.C., and Chapham, M.M. (2023)

Managing is a Relational, Reflexive and Ethical Activity.

Cutliffe, A. (2009, 2014)

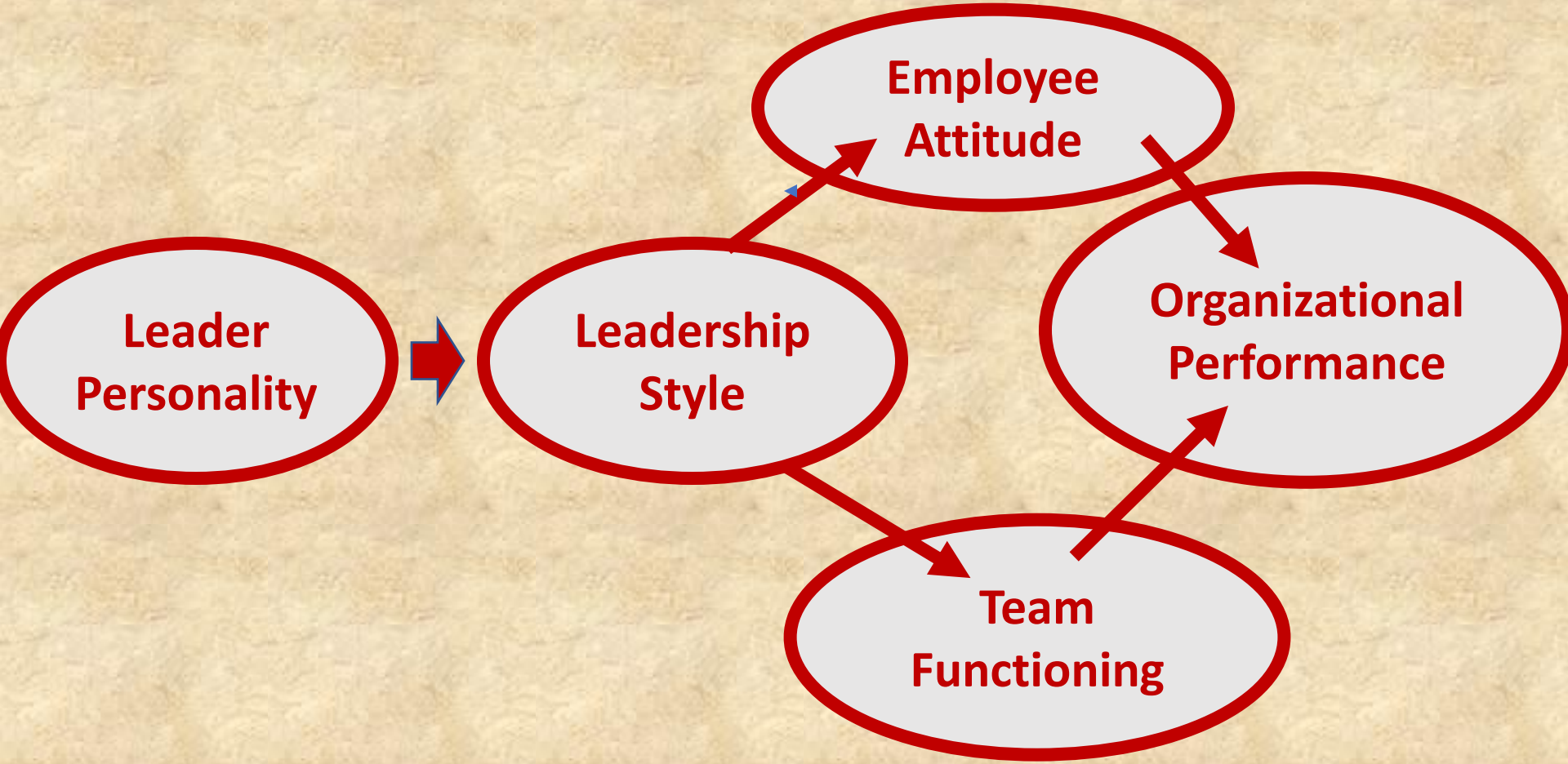
- **The basic practical-moral problem in life is not what to do, but what kind of person to be.**

Shotter and Cunliffe, (2002: 2020)

- It is not just something one does
- It is more crucially who one is and how we relate to others
- **If we know who to be, then what to do falls into place**
- Unsettling our assumptions, actions and their impact and, from a broader perspective, what passes as good leadership and management practice

How leader personality affects organizational performance.

Hogan and Kaiser, (2005)



Managing People

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)

- They discover what is unique about each person and then capitalize on it
- **Average managers play checkers, while great managers play chess**
- 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**
  - What are his or her strengths
  - What are the triggers that activate those strengths
  - What is her or his learning style [and interest]

“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.



Subordinates Require Your Engagement

They need…

- Direction, vision, and ongoing feedback
- Understand your expectations
- Purpose and meaning with passion for the job and position
- Ownership
- Competence, confidence, and character
- Adaptability and resilience
- Fairness and accountability
- Performance and accountability
- Appreciation

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.

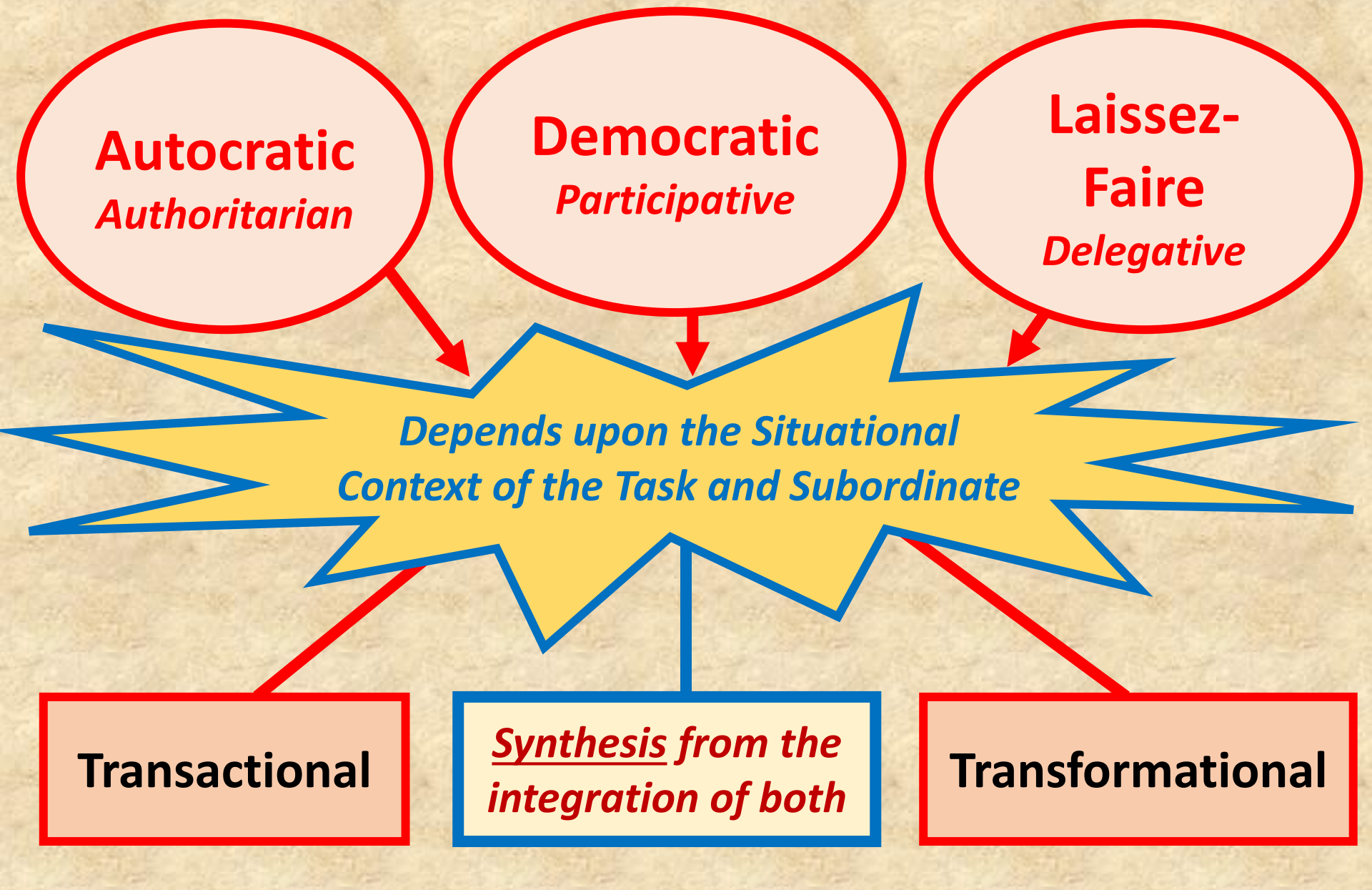
Task-centered leadership: Organizing work relationships and clearly defining the leader's and subordinates' roles. The emphasis is upon establishing good communication and effective ways of completing tasks:

- 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.

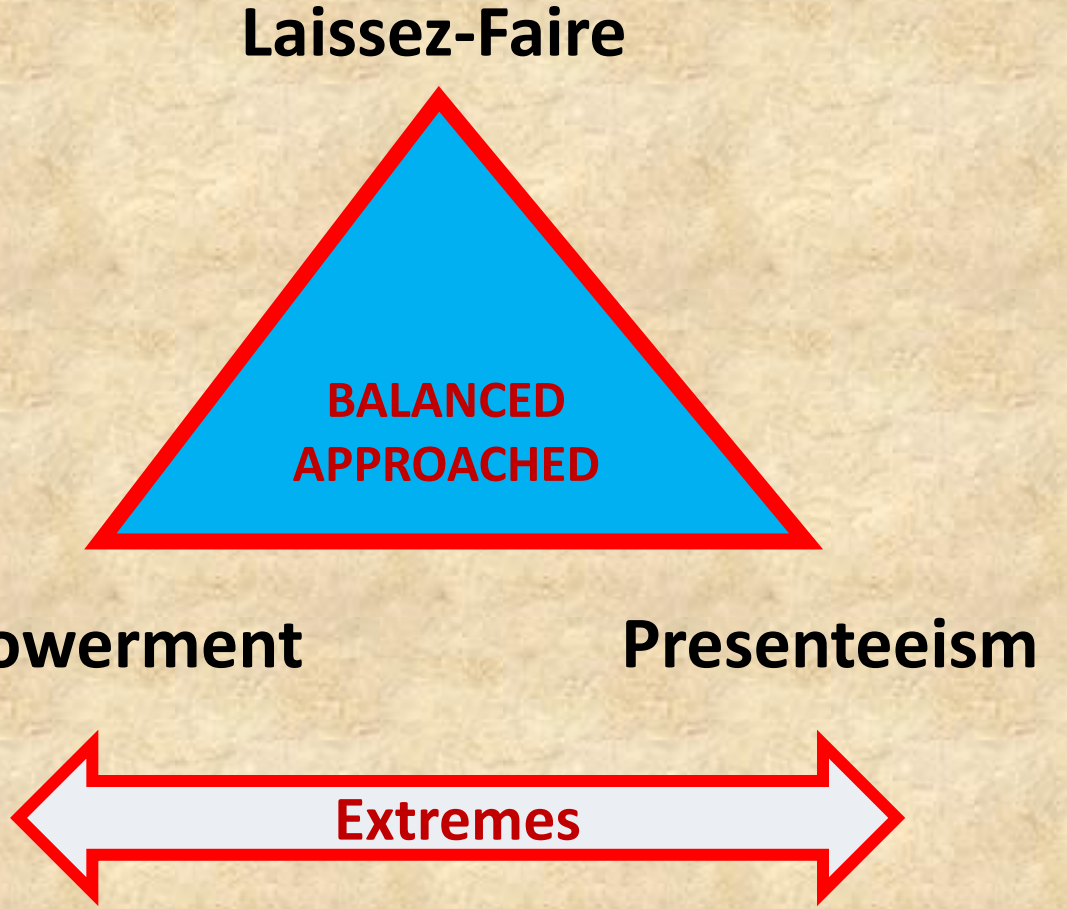
Leadership Practice

Cornerstone in Leadership has Three (3) Perspectives

Kurt Lewin (1939)



The Complexities and Ambiguities of Laissez-Faire Leadership



Three major types of leadership theory

- **Transactional leadership** depends on the administration of rewards by a leader to influence a follower (Authoritarian/Autocratic)
- **Transformational leadership** entails inspiration, and the transformation of a follower's motivational state (Participative/Democratic OR Délégative/Laissez-Faire or Free rein)
- **Contingency or situational leadership** deal with the notion that different circumstances call for different types of leadership (situation/context/task/subordinate confidence, willingness, and readiness, or maturity level)

Effective leadership requires both transactional power and transformational influence OR sometimes a blend

Transactional Leadership Style

- 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

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

1.) Autocratic (Directive), **2.)** maintaining the status quo and **3.)** 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 Leadership

Bass, Avolio, and Colleagues
Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991)

- **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

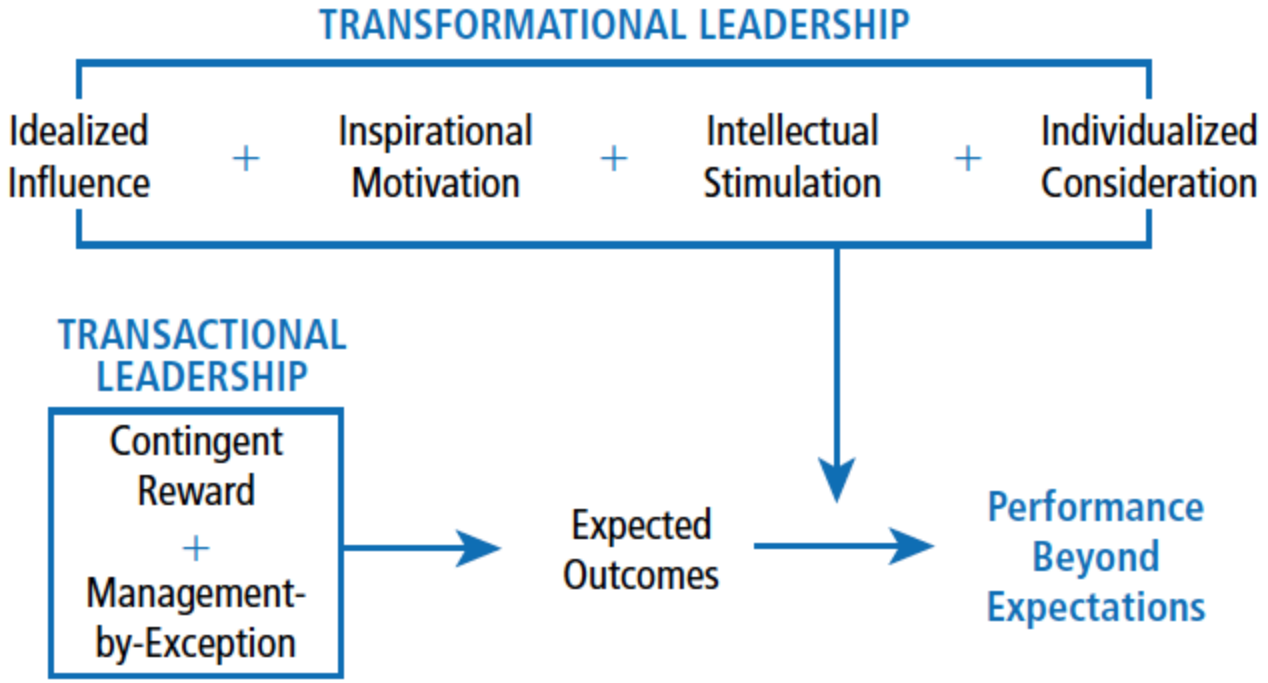
Transformational Leaders

- 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 ***empower*** and bring about desired organizational outcomes through their followers
- Transformational leaders share a vision, inspire followers, delegate, 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
- Creates a vision to guide change and develop commitment to the organization, its values and any changes needed
- It is more of a facilitative style of leadership that aims to build trust, involvement and commitment to the aims of the organization

Figure 8.3 The Additive Effect of Transformational Leadership



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.

Transactional vs. Transformational Leadership



Transactional Leaders

occur when followers are moved to complete their roles as agreed with a leader in exchange for a reward.

- **Focus on goals**
- **Use rewards and punishments for motivation**
- **Are reactive in nature**



Transformational Leaders

move followers to awareness about what is important, and away from own self-interests.

- **Focus on vision**
- **Use charisma and enthusiasm for motivation**
- **Are proactive in nature**

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

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

Objective is to Meet Expectations

NO AUTONOMY

TRANSFORMATIONAL

Objective is to Exceed Expectations

PROMOTES AUTONOMY

www.google.com/search?tbm=isch&source=hp&biw=1280&bih=588&ei=BkKQWv2sFMngjwS_vpaICw&q=Balance&oq=Balance&gs_l=img.3..0l1

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

Hersey, P., & Blanchard, K. H. (1969)

- 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**

What Is The Hersey-Blanchard Model?



https://www.wallstreetmojo.com/

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

- **M1** – 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.
- **M2** – at this level, followers might be willing to work on the task, but they still don't have the skills to complete it successfully.
- **M3** – 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.
- **M4** – These followers are able to work on their own. They have high confidence and strong skills, and they're committed to the task.

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.**

Model the Way	• Clarify Values • Set the Example
Inspire a Shared Vision	• Envision the Future • Enlist Others
Challenge the Process	• Search for Opportunities • Experiment and Take Risks
Enable Others to Act	• Foster Collaboration • Strengthen Others
Encourage the Heart	• Recognize Contributions • Celebrate the Values and Victories

Kouzes & Posner, (2017)

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

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 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

Accountability is a system, not a Moment

- Employees must feel it is fair and expected and not punitive or arbitrary.

✓Clarity and direction (clear expectations up-front)

✓Timely and ongoing feedback.

✓A culture of psychological safety.

Supervisory capacity, enforceable accountability structures, and substantive transparency can improve service predictability, reduce administrative inefficiencies, and consolidate institutional trust.

Arfiko, A. D., & Sari, F. P. (2026)

The Right Way to Hold People Accountable

By: Peter Bregman

Harvard Business Review

JANUARY 11, 2016

1. Provide clear, unambiguous, and specific expectations.
2. Ensure they have the capabilities to accomplish the task.
3. Ensure objective and accurate evaluations on performance (Oversight), clear, measurable, objective goals.
4. Provide “specific” and “clear” feedback
5. Clear consequences (repeat, reward, or release)

These five work together as a system to ensure the ability to hold people accountable

LEADER

MANAGER

Vision

We Influence

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

Empowerment

- Trust
- Ownership
- Responsibility
- Accountability

Standards

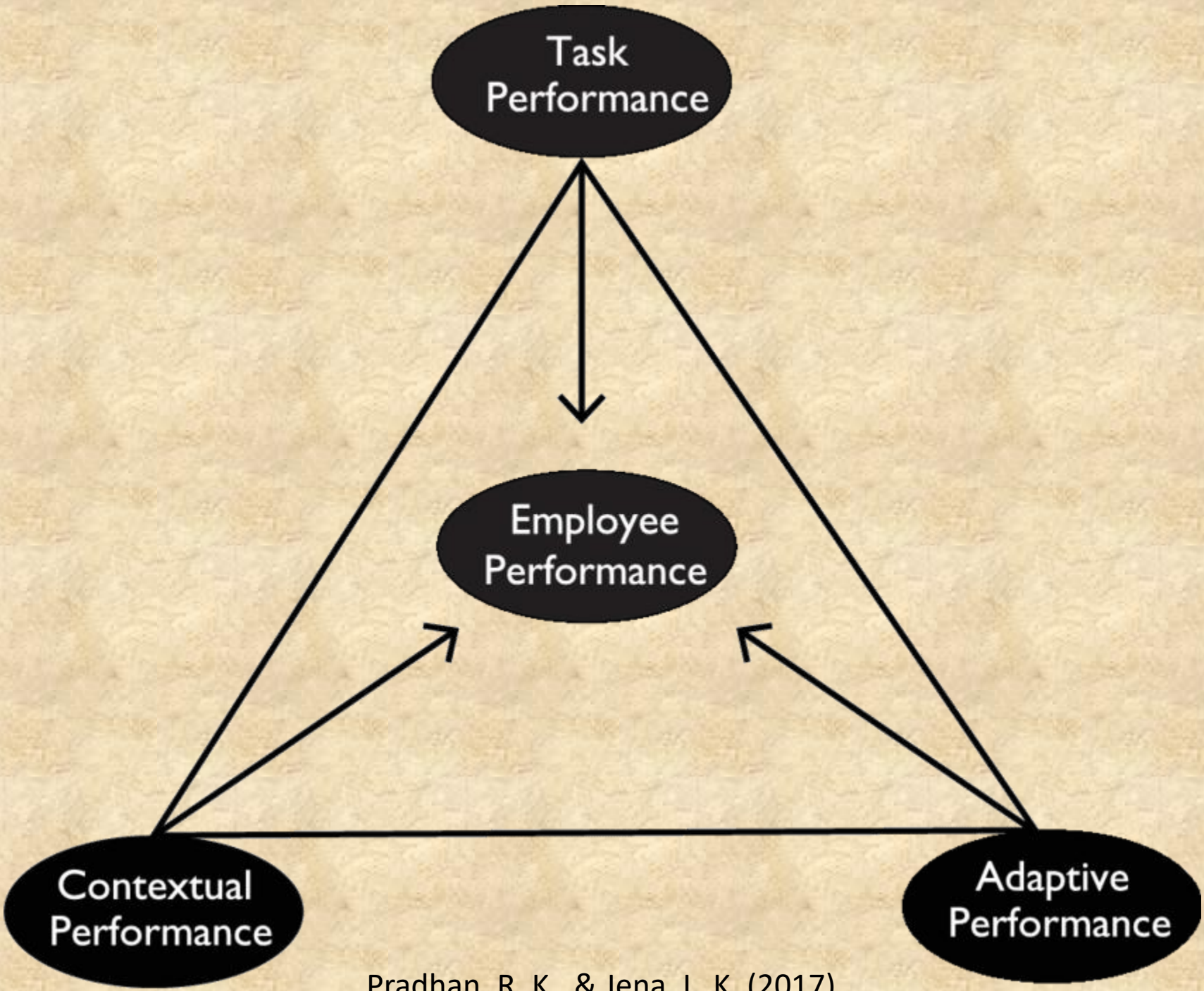
We Measure

- Policy & Procedures
- Structures, functions and processes
- Conduct and behavior
- Oversight

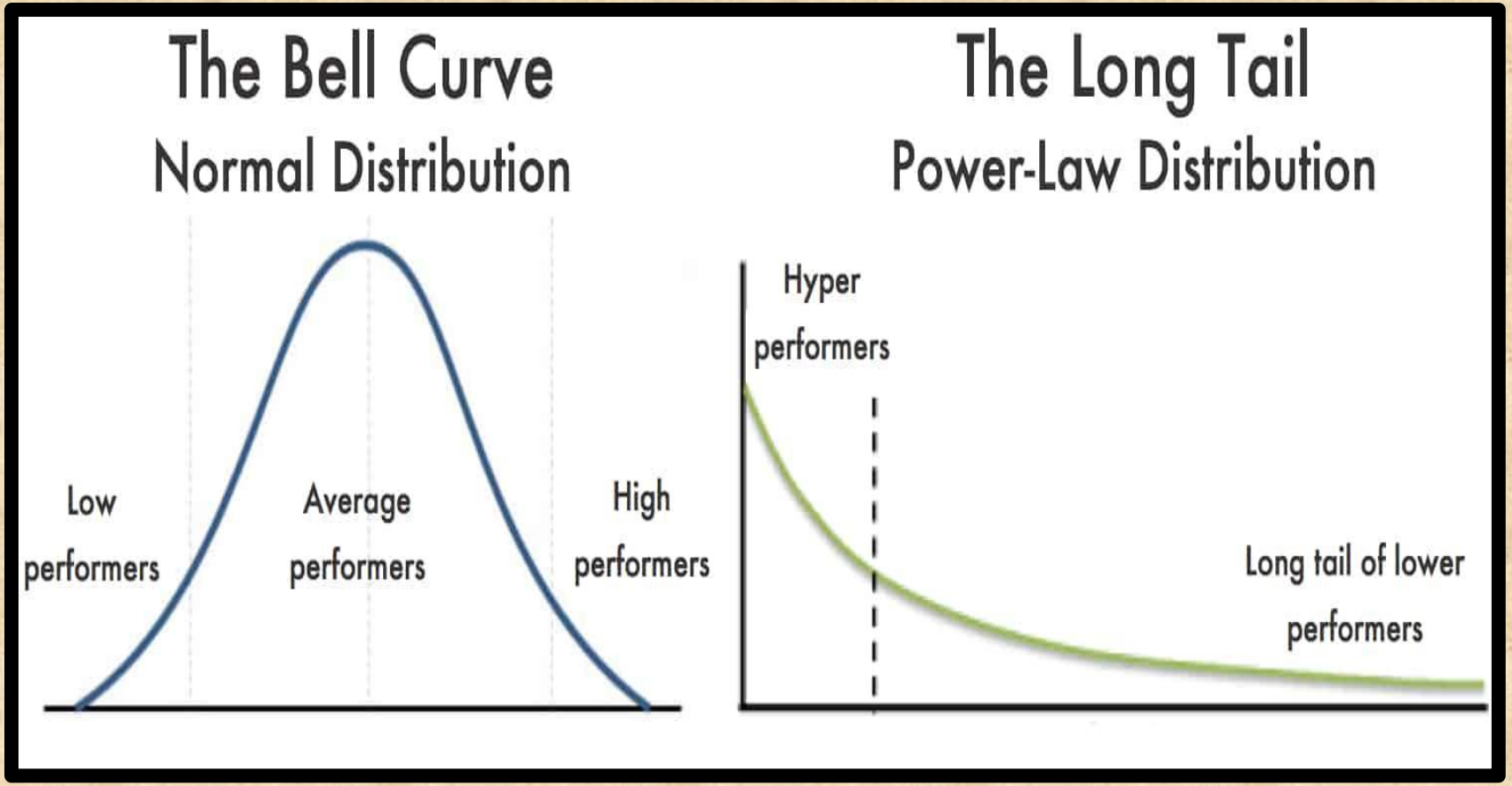
Performance

- Resources applied
- Goals and objectives
- Efficiency and effectiveness
- Results

Performance Management



Pradhan, R. K., & Jena, L. K. (2017).



We tend to spend most of our time and energy thinking about the middle because we see the world through a bell-curve lens, and most of the area under a bell curve is in the middle.

But in reality, we live in an 80/20 world.

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 worst working conditions to try to make them quit…
- Deal with this issue forthrightly and directly.
- Be honest with people and deal with the problem
- **Your people need to know where they stand with you every day**

THE CRITICAL ROLE OF MAINTAINING A FEEDBACK-RICH ENVIRONMENT

When a subordinate's conduct fails to meet your expectations after corrective feedback

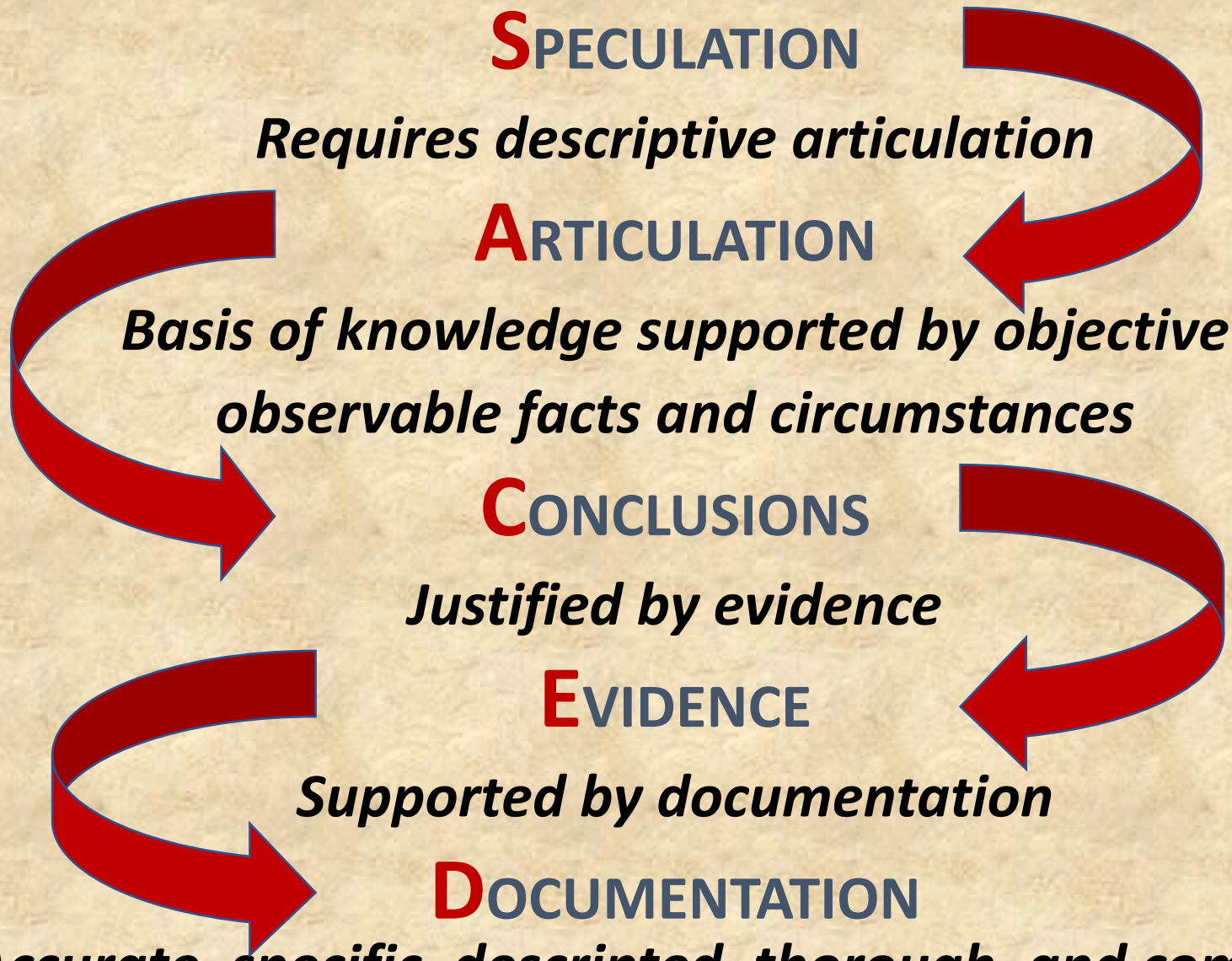
- **Identify the problems and behaviors(Be Very Specific)**
- **Identify how those problems impact the job requirements** (Policy, standards, procedures)
- **Outline the proper course of action** (Your plan)
- **Set expectations** (Connect to policy, procedure, code of ethics etc.)
- **Identify what you can use to encourage and empower** (Change dynamic from correction to development)
- **Plan your employee meeting EEI's (Prepare to use 12 steps if necessary)**

Know when and how to document your corrective meetings

Consider:

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
- Made part of the performance/job evaluation process



"Facts without interpreting their meaning"

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
- Justifies personnel actions

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"

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.

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 (Standards)
- 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

Objective Standards Measured by Performance Indicators

- Performance indicators are tools to understand, manage and improve the activities of organizations

Franceschini, F., Galetto, M., Maisano, D., & Neely, A. D. (2019).

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

- Performance appraisal represents an essential process in both sectors, the conceptual and methodological differences between public and private institutions are significant
- Leveraging employee expertise based on performance evaluation is essential for the growth and development of modern organizations.

By identifying and recognizing individual competencies, career development and succession planning, improving team performance, rewarding and motivating employees, as well as promoting innovation, organizations can maximize employee potential and ensure the optimal alignment between individual and organizational goals

Burlui, M.S. (2025)

- The assertion in performance appraisal literature that use of evaluation to enhance professional development is preferred by both employees and managers received support in the current study
- The context of officer development is inherently less confrontational and encourages employees to continually improve on performance, rather than dwelling on past deficiencies.

Further, the developmental context may be even more important in police agencies where the professional model has been used to highlight officer mistakes and has resulted in a risk-averse culture

Lilley, D. and Hinduja, S. (2007)

How do police officers describe the impact of performance appraisals on job satisfaction?

Zimmerman, C.Z. (2018)

NOTE: Dissertation that contains literature review and interesting variables in a medium size police department

- The performance appraisal instrument is satisfactory
- Supervisors rush to prepare performance appraisals
- Employee comments on performance appraisals raise fear of retaliation
- The department does not value employee feedback

Institutional barriers to implementing merit-based career development systems within police organizations

Lado, R. N., Prasojo, E., & Jannah, L. M. (2025).

- **Systematic study identified four dominant barriers:**

✓Rigid bureaucratic hierarchies

✓Cultures of patronage

✓Weak performance evaluation systems

✓Gaps between policy and practice.

Meritocracy can be operationalized absent sufficient will and accountability

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)

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**

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 Research

Aguinis, H. (2026).

- Performance management occupies a central and frequently contested place in organizational life.
- In principle, it connects individual effort to organizational strategy, creates accountability for outcomes, supports employee development, and enables fair and transparent people decisions.
- In practice, it tends to be experienced very differently. Annual appraisal cycles dominated by generic forms, inflated ratings, and perfunctory conversations have long been recognized as a systemic failure that wastes managerial time, demoralizes employees, and produces data of questionable validity.

- Systematic reviews and scoping reviews of this literature have consistently identified critical gaps between what research recommends and what organizations actually do.
- The challenge is not primarily a knowledge problem.
- Research identifying the limitations of annual appraisals, the importance of continuous feedback and coaching, and the need for strategic alignment has existed for decades.

The challenge is dissemination and implementation: translating credible research into managerial practice, public policy, and organizational norms.

- Traditional performance management is widely dysfunctional.
- For decades, performance management in many organizations consisted of a once-a-year, HR-mandated compliance exercise in which managers completed generic forms, inflated ratings to avoid conflict, and derived little genuine value from the process.

- None of the five core purposes of performance management is meaningfully served by this approach:

✓Strategic alignment

✓Administrative usefulness

✓Employee information

✓Development

✓Organizational maintenance

Nine previously entrenched managerial challenges:

- Compliance-driven annual review
- Lack of strategic alignment
- Invalid and unusable performance ratings
- Inability to manage individual and team performance simultaneously
- Inadequate measurement in remote and hybrid contexts
- Weak links between performance and rewards
- Ineffective feedback delivery
- The assumption of normally distributed performance
- The underutilization of performance management research by practitioners and policymakers.

- A 2023 systematic review of the transition from annual appraisals to continuous feedback models found that continuous performance management, when properly designed and supported, tends to produce higher levels of employee engagement, more timely correction of performance problems, and stronger alignment between individual behavior and organizational goals.

Murphy, K., & DeNisi, A. (2023).

The influence of performance appraisal, training, and placement on the personal performance in law enforcement.

Pradnyadana, K. A., Harpain, H., & Barusman, T. M. (2024).

- Performance appraisal has a positive and significant effect on the performance of personnel in the law enforcement
- It can be interpreted that if the [quality] of the performance appraisal increases, it will also increase in personnel performance
- Training [supervisors and managers] has a positive and significant effect on the performance of personnel

Improving personnel performance can be done by improving performance appraisals

- Participatory processes that focus on garnering feedback and input from appraisers and appraisees can foster support for and trust in the performance appraisal system as well.
- Officer input at development stage, along with rater training, the clear specification of goals and objectives and the degree to which the performance appraisal process aligned with organizational culture facilitated the adoption and effective implementation of a performance appraisal process
- The importance of participation, and tailoring performance appraisal systems to the goals and culture of the organization.

"More participative management is necessary."

Williams, B. N., Christensen, R. K., LePere-Schloop, M., & Silk, P. D. (2015) [UGA study of ACCPD]

Performance Evaluations and Appraisals

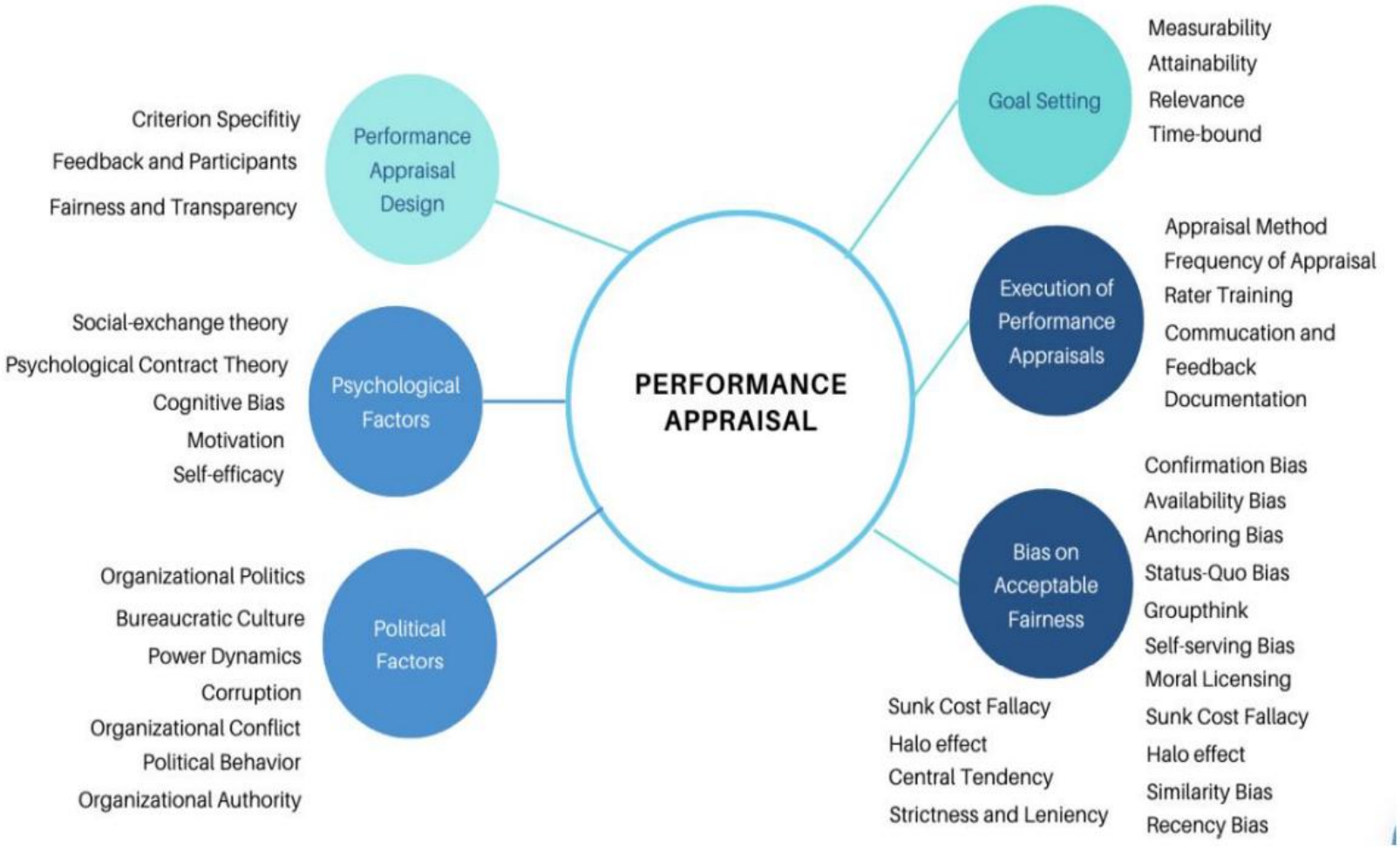
- The appraisal system and its organizational context are critical elements that play a part in the eventual employee evaluation outcomes
- These outcomes, have an effect on the employees' status in the organization and their development and productivity
- More regular reviews and catch-ups are likely to be put in the place of annuals
- **Performance appraisals should be occurring everyday**

Key elements of a performance appraisal process

Rusu, G., Avasilcai, S., & Hutu, C. A. (2016).

- **Measurement –** assessing performance according to agreed objectives and assessing employee behaviors and attitudes to their values
- **Feedback –** informing the employees on their achieved levels of performance, while mentioning the issues which should be enhanced
- **Positive reinforcement –** giving constructive criticism on what should be improved
- **Exchange of views –** providing a discussion on work results and how employees should be supported by managers to achieve their aspirations in relation to their future career
- **Agreement –** achieving a common agreement between managers and employees on what needs to be done to improve and sustain performance.

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Tarigan, A., Gustomo, A., & Bangun, Y. R. (2023)

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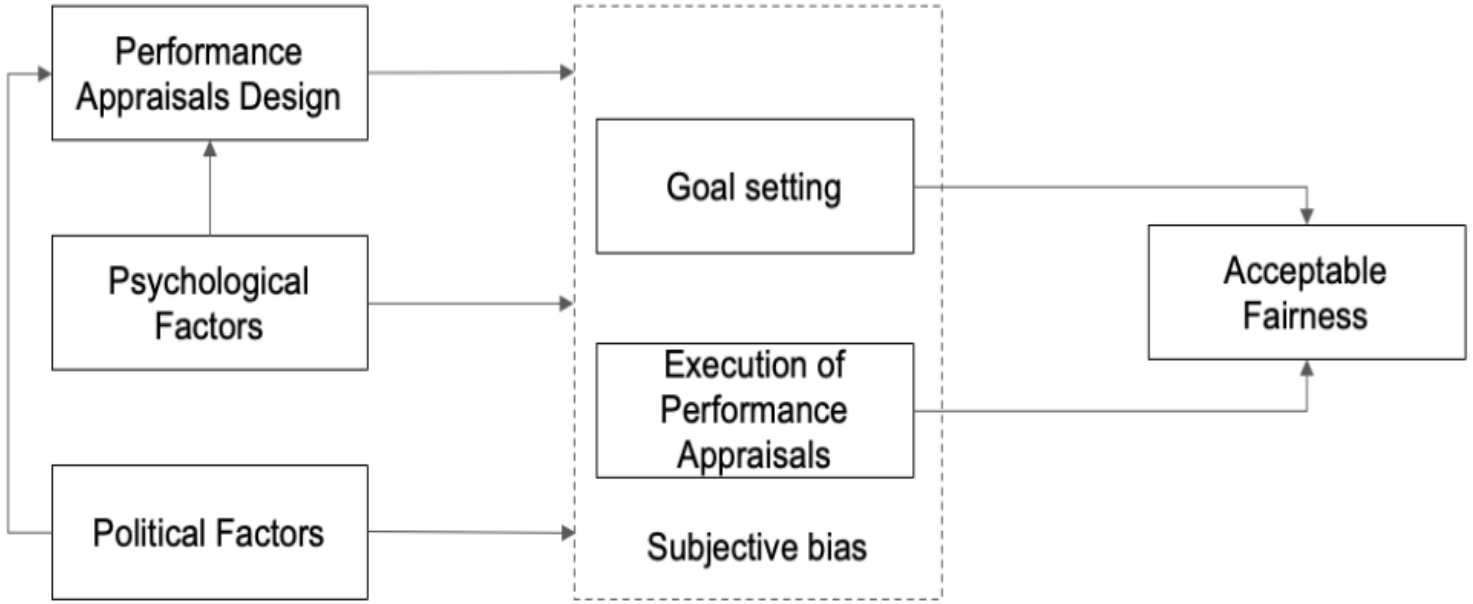


Figure 3 Conceptual Model

Tarigan, A., Gustomo, A., & Bangun, Y. R. (2023)

Research underscores the pervasive impact of biases in performance appraisals

Agustinus Tarigan, Aurik Gustomo & Yuni Ros Bangun (2025)

- By identifying key biases—such as confirmation, similarity, and central tendency biases—and contextual influences like bureaucratic culture and power [distance] dynamics, the study advances the understanding of appraisal fairness and accuracy in hierarchical public sector settings.
- The aim should be to improve the fairness, engagement, and effectiveness of performance appraisals, contributing to better employee motivation, trust, and overall organizational performance

Table 2. Identified bias types.

Bias Type	Definition	Quotation (Excerpt)	Word Count
Confirmation Bias	Evaluators focus on information confirming their preconceptions.	'Different perceptions of the workload can lead to biased evaluations, as some might feel overburdened while others see it as fair'. 'Experience with biases shows that feedback can be skewed based on preconceived notions'. (P2, P3, P5)	4
Similarity Bias	Evaluators favor employees sharing similar characteristics.	'There is a possibility of evaluation bias due to personal relationships'. 'Different treatment for the boss's favorite, like coming late to work is overlooked'. (P2)	4
Central Tendency Bias	Evaluators rate all employees as average to avoid conflicts.	'Evaluation often tends to be linear and can be biased to avoid issues in records'. 'Social pressure influences ratings; hence, all evaluations are good or very good'. (P1, P2)	3
Anchoring Bias	Initial information disproportionately influences evaluations.	'Bias in setting targets that are guaranteed to be achieved leads to stellar ratings'. (P2)	3
Status Quo Bias	Resistance to changing established evaluation methods.	'I was hired specifically to address issues in evaluations and improve scores, particularly under legislative scrutiny'. (P1)	2
Leniency/Severity Bias	Evaluators are too lenient or too harsh.	'Extreme bias in performance evaluations can occur, like giving higher scores to favorites'. (P2)	1
All Biases	Recognizing cumulative effect of all biases.	'Discussing different biases that can occur helps in understanding their combined effect'. (P2)	1

Agustinus Tarigan, Aurik Gustomo & Yuni Ros Bangun (2025)

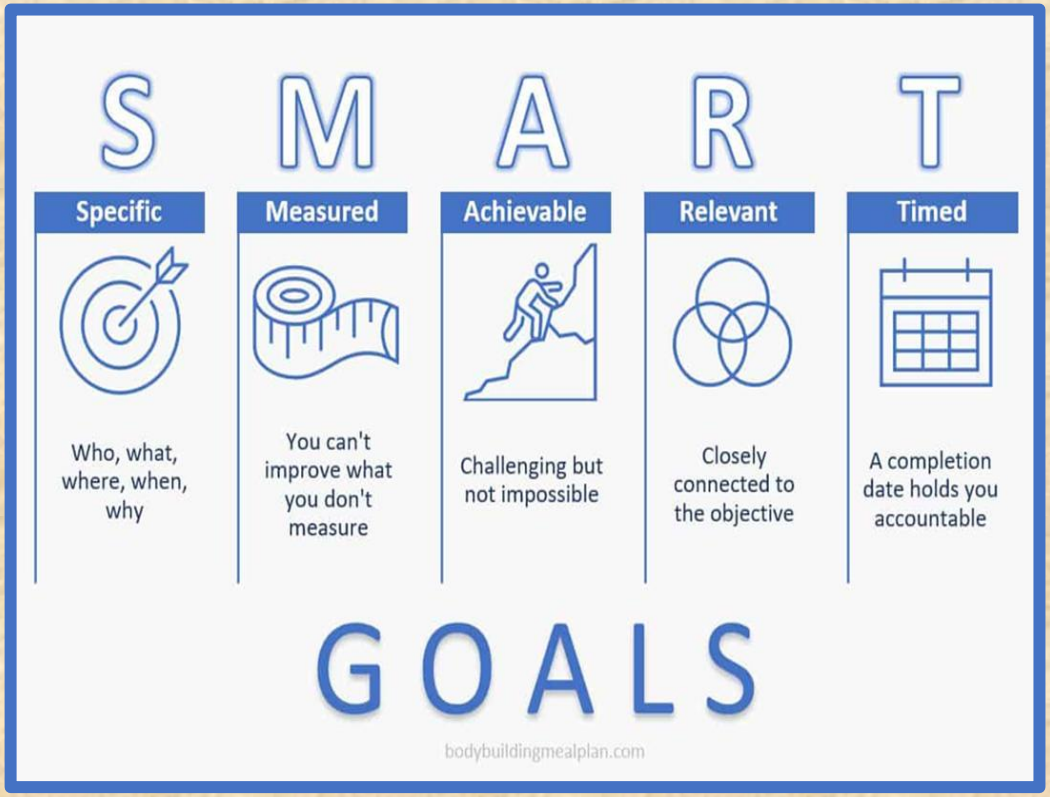
The Blueprint for the Construction of an evaluation

- 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*

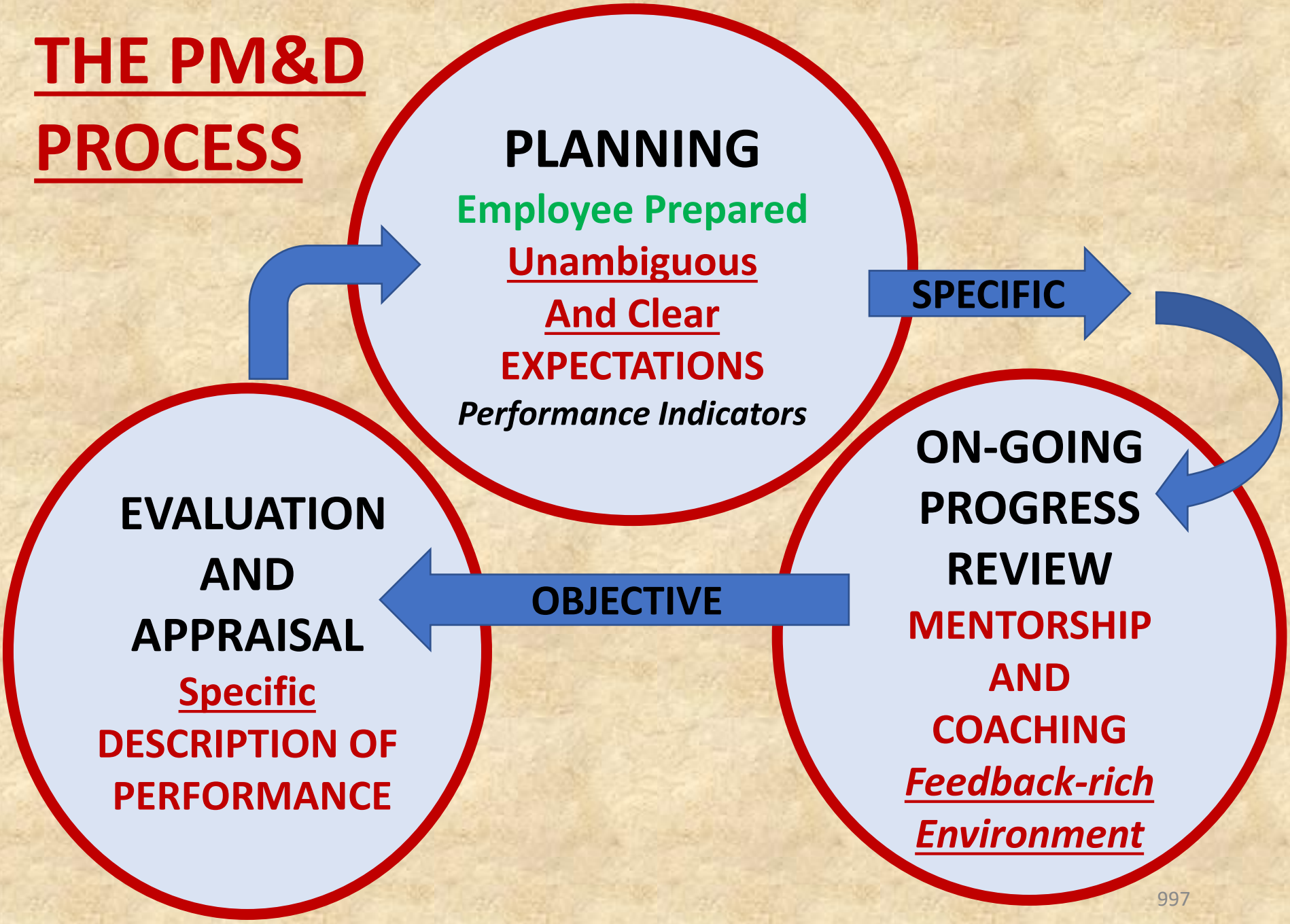


Three meta-demands or dimensions of job performance

(Wigert & Harter, 2017)

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

THE PM&D PROCESS



Rating performance to a standard involves evaluating an individual's performance against the predetermined set of criteria or benchmarks.

- **Focus:** Measure how well a subordinate has met or exceeded the established expectations or goals

Critical Steps:

- **Define the standard:** Clearly establish the criteria or benchmarks that will be used to evaluate performance
- **Gather performance data:** Collect relevant data and evidence that reflects the individual or team's performance (performance journal, activity data etc.)

- **Compare performance to the standard:** Compare the collected performance data against the established standard.

(Assess whether the individual has met or exceeded the expectations set by the standard by describing observable and specific behavior)

- **Communicate the results of the performance evaluation to the individual**

"The critical importance of the feedback-rich environment"

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 there development

Bottom line

- You give them the knowledge and teach them how to perform.
- Explain the specific and clear expectations of the job.
- Provide mentorship and coaching.
- Follow-up and document results with them.
- Make every attempt to develop them with regular objective and specific feedback regarding their performance expectations
- But, if they can't do the job…they are a liability to the entire organization and must be dealt with properly. **(FOLLOW AGENCY POLICY PROCESS)**

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)**

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

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

HOMEWORK

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.

Organizational Management

Understand the Nexus between Accountability and Responsibility

ACCOUNTABILITY	RESPONSIBILITY
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

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 AND OVERSIGHT IS ESSENTIAL IN OUR CRAFT

Can you defend, will you feel good about, and will you continue to feel justified?

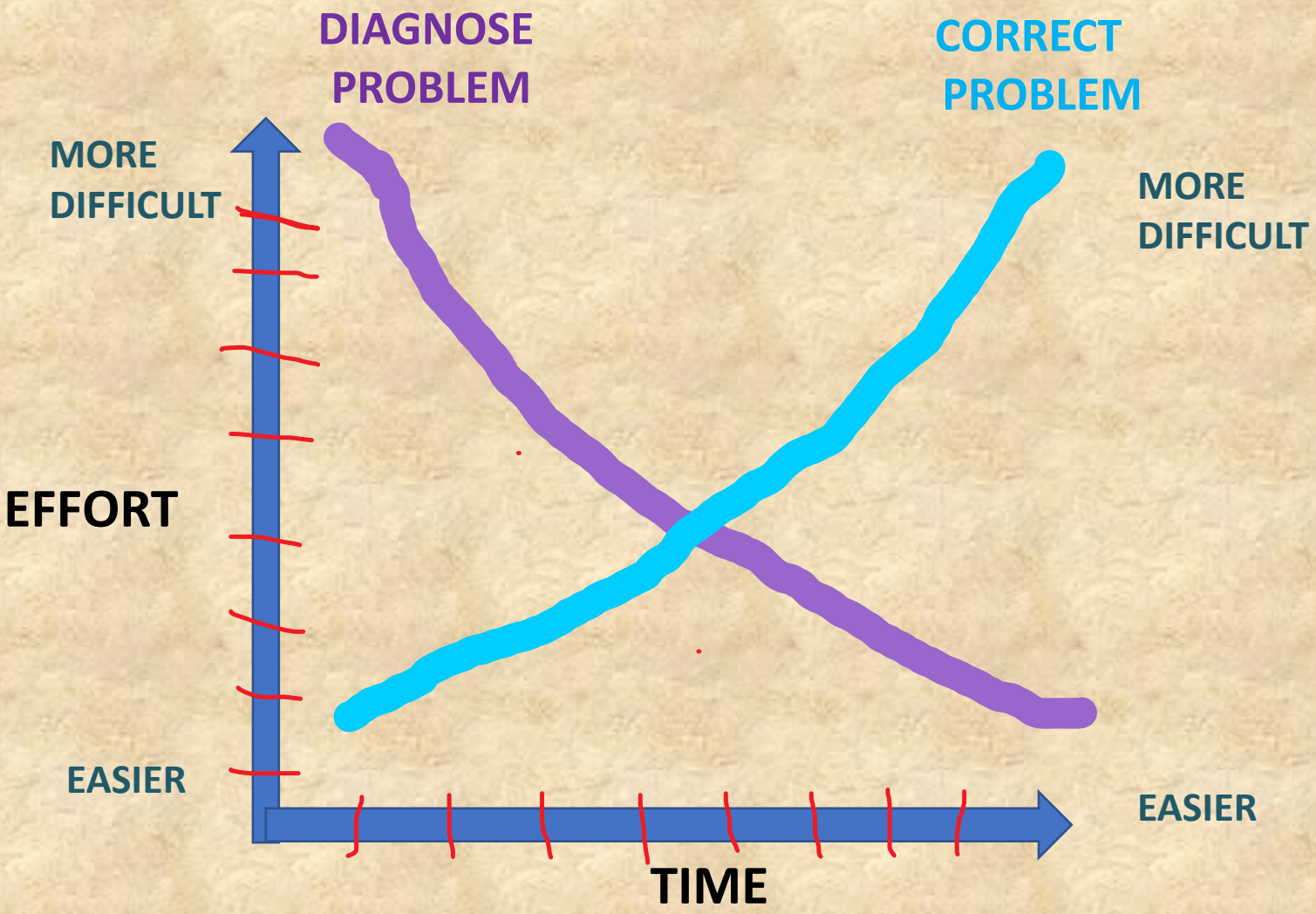
AJC TEST

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

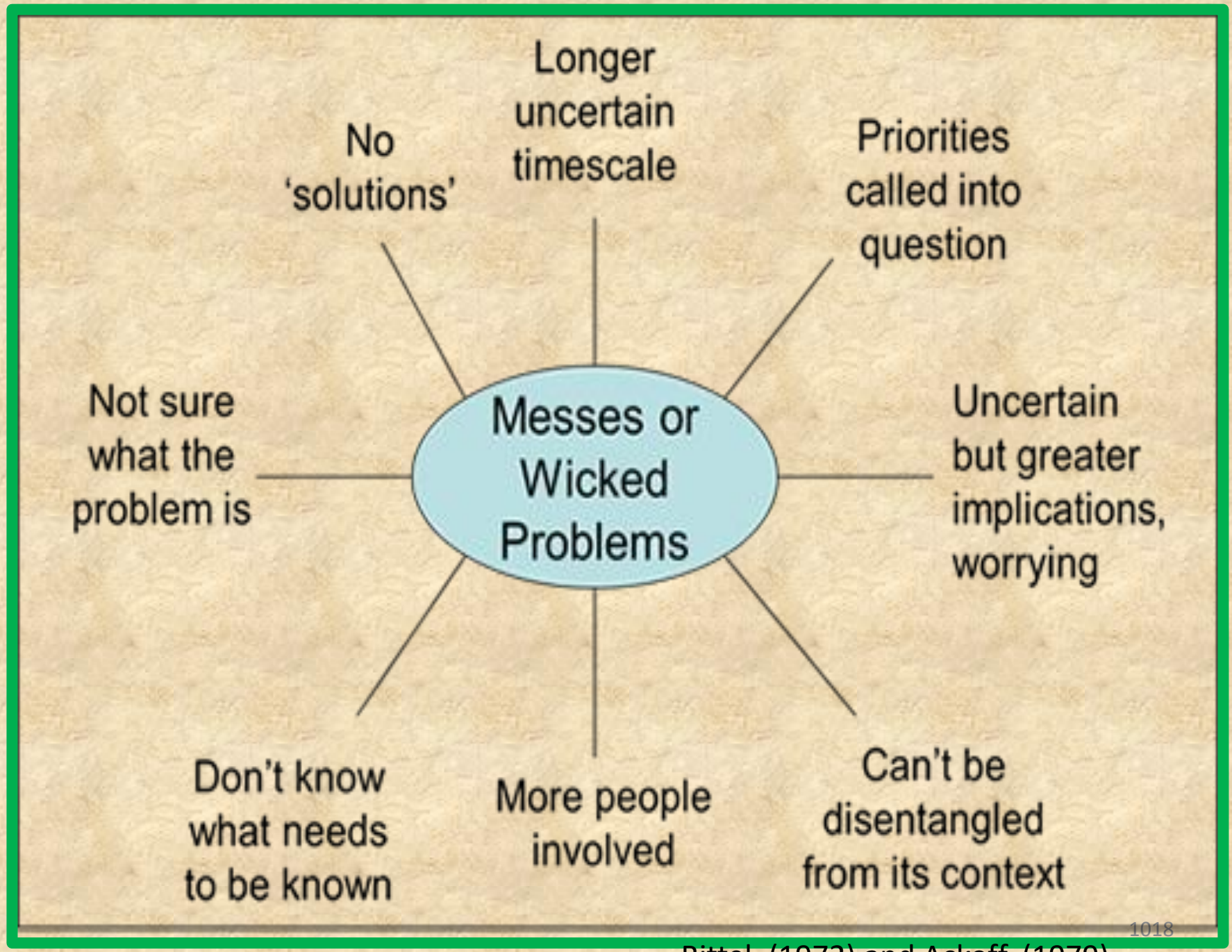
- First, we try to prevent, mitigate, and reduce mistakes, problems, and messes by proactive management strategies
- Second, we can never eliminate risk or problems, we can only manage them
- **Finally, it is our job to deal with problems. That is what we are hired to do**

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

PROBLEMS NEXUS TO SOLUTIONS



PAULS LAW
Hans Paul
NASA



Rittel, (1972) and Ackoff, (1979)

You Must Manage in a Proactive Fashion and Manner, with a Proactive Mindset

- We must continuously improve, grow, and develop
- Sustain the acumen and insight into the operational realities of our profession

The contemporary organization worst enemy is:

Complacency and the lack of Communication

The Utility of Keen Insight through Adaptive Management and Anticipatory Mindset

- Competent public safety 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

Public Safety operates in a complex and rapidly changing society

- **Being anticipatory** and gaining strategic advantage requires sophisticated intelligence-gathering techniques
- New models for informed decision making
- Objective ways to judge outcomes
- Public safety leaders need to identify new opportunities, avoid being blindsided by external forces, and to turn potential threats into opportunities.

Anticipatory Mindset

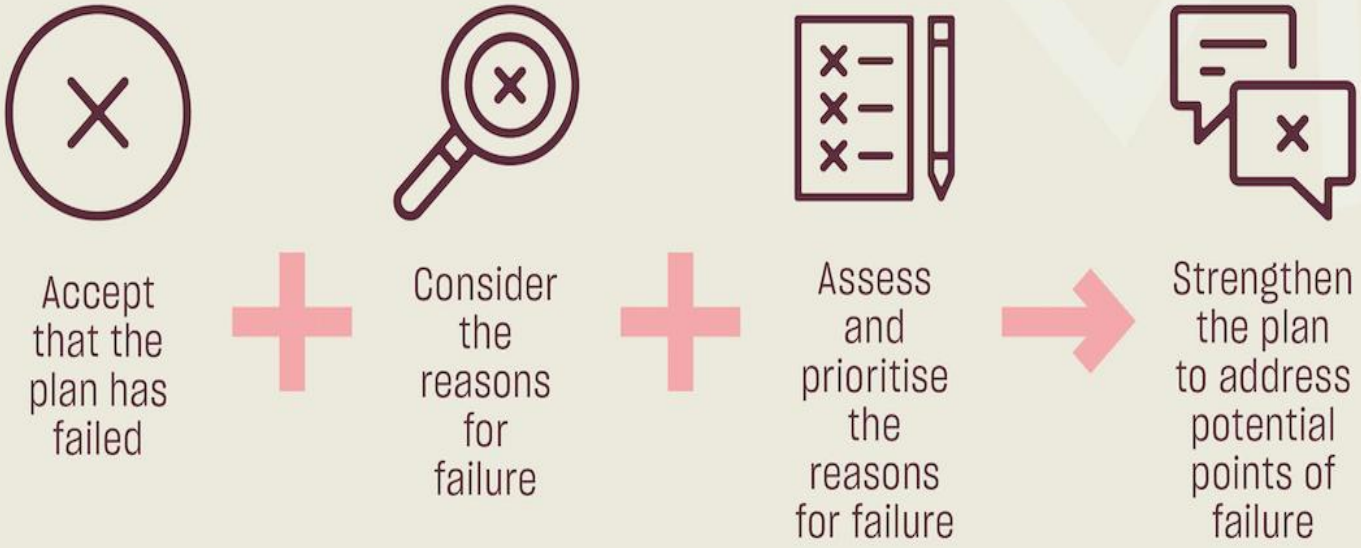
- The ability of leaders to foresee and adapt to changing environmental conditions
- Development of "*keen insight*" into the dynamic mix of police roles, responsibilities, culture, and operations with law, professional policy, politics, media, and the public opinion

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

Conducting A Premortem

Gary Klein's process for conducting a pre mortem involves some simple stages:



https://www.prezent.ai/

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 and conduct
- Training
- Oversight
- Expected results

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

Attorney Eric Daigle

- My experience has led to the conclusion that supervision is the key ingredient to ensure effective constitutional policing
- **The challenges in recruitment and retention are multiplying the risk faced by the law enforcement industry**
- Just ask yourself: Are your supervisors properly trained to handle their responsibilities?
- There were many suggestions to fix some of the supervision issues within law enforcement, but the overarching themes are simple.

It is all about Leadership, Acumen, Awareness, and Proactive Management

Professional Culture Sustained by Professional Standards, Vision, Conduct, and Oversight that Prevents:

- Negligent Hiring
- Negligent Retention
- Failure to Train
- Failure to Direct (*policy*)
- Failure to Supervise (*enforce policy and provide oversight*)
- Failure to Discipline
- Failure to Intervene/intercede

Root Causational Factors (RCFs) In Public Safety Failures

Gordon Graham, LEXIPOL

When Public safety agencies get in trouble such is linked to problems in one of these five areas:

- People
- Policy
- Training
- Supervision
- Discipline

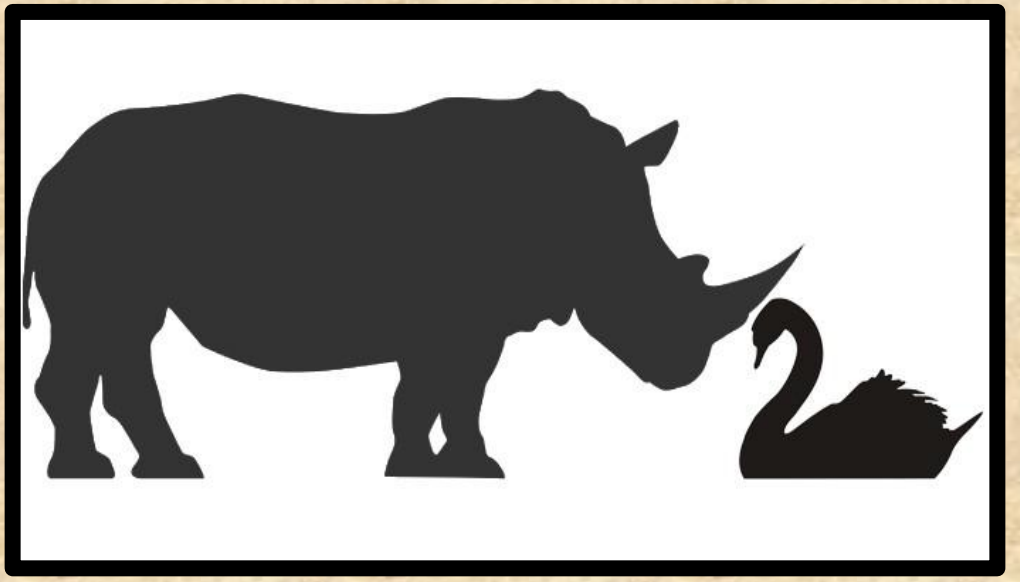
When things don't go right

Graham, G. (2020)

- **Complacency:** When high-risk tasks become routine, that's a problem lying in wait
- **Fatigue:** Many tragedies are caused by grossly fatigued leaders and their officers
- **Hubris:** Confident leaders and officers are a necessity, while cocky ones are a problem lying in wait
- **Distractions:** Leaders and their officers not focused on the task at hand
- **Risk homeostasis:** Leaders and their officers see a risky activity as being safe, and being more likely to take more chances—either consciously or unconsciously

Beware of Grey Rhinos and Black Swans

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



Same story over the years

- Rarely ever are these incidences a one-time thing
- They represent a culture of improper behavior
- Usually, there will be a history of complaints that resulted in a perfunctory investigation (a superficial inquiry, done without care or interest or merely as a form or routine)
- OR just ignored

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)
- **Lazy**

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**

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

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

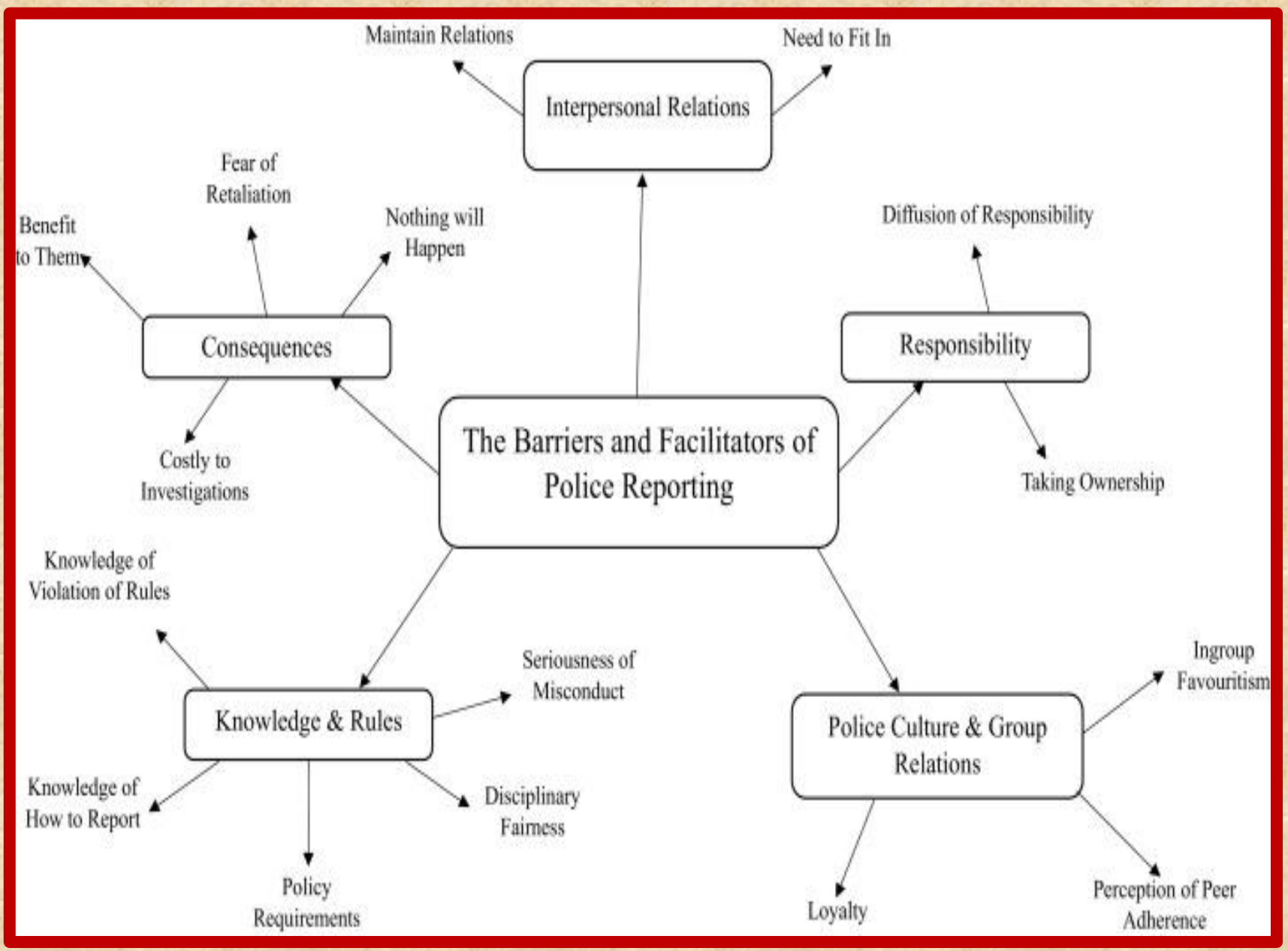
The four behaviors most frequently identified as contributing to the derailment leaders and officers

1) Acting without integrity
2) Making decisions without adequate knowledge
3) Failing to sufficiently consider relevant stakeholder feedback in decision-making
4) Disseminating problematic, untrue, or unfair content

Police whistleblowing: A systematic review of the likelihood (and the barriers and facilitators) of the willingness of police officers to report the misconduct of fellow officers.

Taylor, O. E. V., Philpot, R., Fitton, O., Walkington, Z., & Levine, M. (2024)

- **Recent high-profile cases of police misconduct have revealed that officers were often aware of misconduct, but remained silent, compromising public trust in law enforcement**
- Systematically review of 118 relevant papers of police whistleblowing' literature to identify barriers and facilitators to officers challenging misconduct


The Barriers and Facilitators of Police Reporting
Interpersonal Relations
Maintain Relations
Need to Fit In
Consequences
Benefit to Them
Fear of Retaliation
Nothing will Happen
Costly to Investigations
Responsibility
Diffusion of Responsibility
Taking Ownership
Knowledge & Rules
Knowledge of Violation of Rules
Seriousness of Misconduct
Knowledge of How to Report
Disciplinary Fairness
Policy Requirements
Police Culture & Group Relations
Ingroup Favouritism
Loyalty
Perception of Peer Adherence

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

For there is nothing hidden that will not be disclosed, and nothing concealed that will not be known or brought out into the open.

Luke, 8:17

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”

- ***Things are better when we get better.***
- ***When accountability makes us better, everything else gets better.***

Redundant Vision Regarding RED LINE Standards

A Zero Tolerence for Unprofessional, Unconstitutional, or Illegal Behavior or Conduct

Critical Management of Administrative Oversight

- **Digital reviews**
  - Operational realities of body cameras and officers in the field
  - Policy and training
- **File reviews of reports and case files**
  - Search and seizure actions
  - Procedures, fact-finding, conclusions, evidence, leads etc.
  - Chain of custody (evidence practices)
  - Statements and admissions
  - Professional documentation
  - Open records post closure
- **CI Files**
- **Administrative reports**
  - Maintenance, equipment, purchasing, OT, petty cash etc.
- **Evidence / property rooms**

Oversight Continued

- Monitor and regularly audit compliance for policy, procedure, practice and ethical conduct
  - Search warrant affidavits
  - Raid plans/operation plans
  - Videos from Body cams, traffic stops to investigatory acts (consents to interviews)
  - Title 3 issues
- Ensure consistent enforcement and discipline of violations
- **Respond appropriately to incidents and take steps to prevent future incidents**
- **Promote and ensure full transparency**

Professional Excellence: An Earned Honor

Chief Lou Dekmar
President IACP July 2018

- The challenges we face as leaders of law enforcement organizations require us to balance varying pressures, while maintaining the support of our personnel and trust of the community
- Because of the difficulty in maintaining the public confidence, we understand the concerns that accompany the identification of shortcomings; however, those issues are just waiting to be exposed
- **We should surface those issues and resolve them under manageable circumstances before they have resulted in bad outcomes**

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

Operational Transparency

- **Open and impartial**
- **Holding ourselves accountable for the work we do and the choices we make in the way the public expects**
- **Taking responsibility**
- Following agency policy, procedure, guidelines and the law
- Loyal to process
- 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
- Civility in differences (Opinions and theory)

The "culture" of the work unit defines everything:

- Professional Practice
- Professional Performance
- Professional Behavior
- Professional Results
- Professional Image
- Professional Reputation

Universal norms and generic ethics code for public sector professionals:

- *Act Responsibly*
- *Avoid Conflicts of Interest*
- *Do No Harm*

Bad things happen in good agencies, it's 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.

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 "You" address the error	The final outcome



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

Legal Management

HR Legal Issues

- Hiring process
- Compensation and benefits
- Leave
- Promotions
- Discipline
- Terminations
- Accommodations
- Behavior and conduct
- Performance standards and appraisals

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

EEOC

- Ensure training and understanding regarding EEOC law, regulation, and investigation.
- Promote an inclusive culture in the workplace by fostering an environment of professionalism, fairness, reasonable accommodation, and respect for personal differences.
- Foster open communication and see to early dispute resolution.

This may minimize the chance of misunderstandings escalating into legally actionable EEO problems.

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)

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?

Administrative Management

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."**

Administrative Burdens Regarding Staff Records

First and foremost, keep and maintain GOOD DOCUMENTATION

Second, sustain an ethical mindset for transparency

Next,

- Maintain up to date status for all records
- Meet deadlines
- Document accurately, thoroughly, and completely
- Document good and poor performance
- File Reviews for Oversight
- File Maintenance
- File Security (passwords, access, etc.)

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

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

Operations

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

Administrative

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

A new 2025 study has looked at the intricacies of leading and managing organizations using hybrid working practices (remote and onsite).

Schwehn, T.-J., Meier, F. J., & Laumer, S. (2025).

- **Examining the idea of hybrid leadership, the study found that:**

- There are four core tensions faced by hybrid leaders in organizations:

a. Leader's experience tension between embracing change and maintaining normality.

b. Digital tools simultaneously enable and inhibit effective leadership.

c. Trust dynamics become both stronger and more vulnerable in hybrid settings.

d. Spatial management creates new coordination challenges

Leaders tend to respond to hybrid working by:

- Defaulting to traditional approaches during uncertainty.
- Postponing complex interactions for face-to-face settings.
- Adopting binary, rather than integrated, solutions.
- Using inconsistent approaches to remote management

This means that:

- Traditional leadership frameworks prove insufficient.
- Trust requires active, intentional management.
- Technology adoption demands careful balance.
- Employee experience varies significantly based on individual circumstances.

This research shows there needs to be a transition away from viewing hybrid working as merely a flexible working arrangement and towards recognizing it as a fundamental transformation of leadership practice.

Why does this matter?

- This research provides evidence-based insights into how organizations might transform their leadership development approaches to address emerging hybrid workplace challenges, particularly critical as hybrid working becomes the dominant mode of operation for knowledge-intensive industries.

Adaptive Leadership Strategies for Hybrid Workforces:

Cahyono, N. D. (2025)

- Leaders who are able to adapt to change and show flexibility in decision-making are key factors in increasing productivity and workforce satisfaction.
- In addition, adaptive leadership plays a role in strengthening interpersonal relationships, creating an inclusive work culture, and supporting sustainable innovation.
- The study also underscores the importance of effective technology and communication integration as a key element in managing a hybrid workforce.

Oxford Review Research Briefing

www.Oxford-Review.com

- Research demonstrates that hybrid work only benefits those with existing autonomy, creating a potential inequality where certain employees cannot access improved working conditions.
- Organizations must focus on building autonomy across all roles before implementing hybrid policies
- Rather than assuming hybrid work automatically increases autonomy for everyone.

Handke, L., O'Neill, T. A., McLarnon, M. J., & Kauffeld, S. (2025)

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."**

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

Organizational Theory

How organizations function and how they affect and are affected by the environment they operate

Organizational Structure

- Formal systems
- Task and authority relationships
- Control on how people coordinate their actors and use resources to achieve organizational goals

Organizational Culture

- Set of shared values and norms
- Member interactions with each other, stakeholders and others

Organizational Design and Change

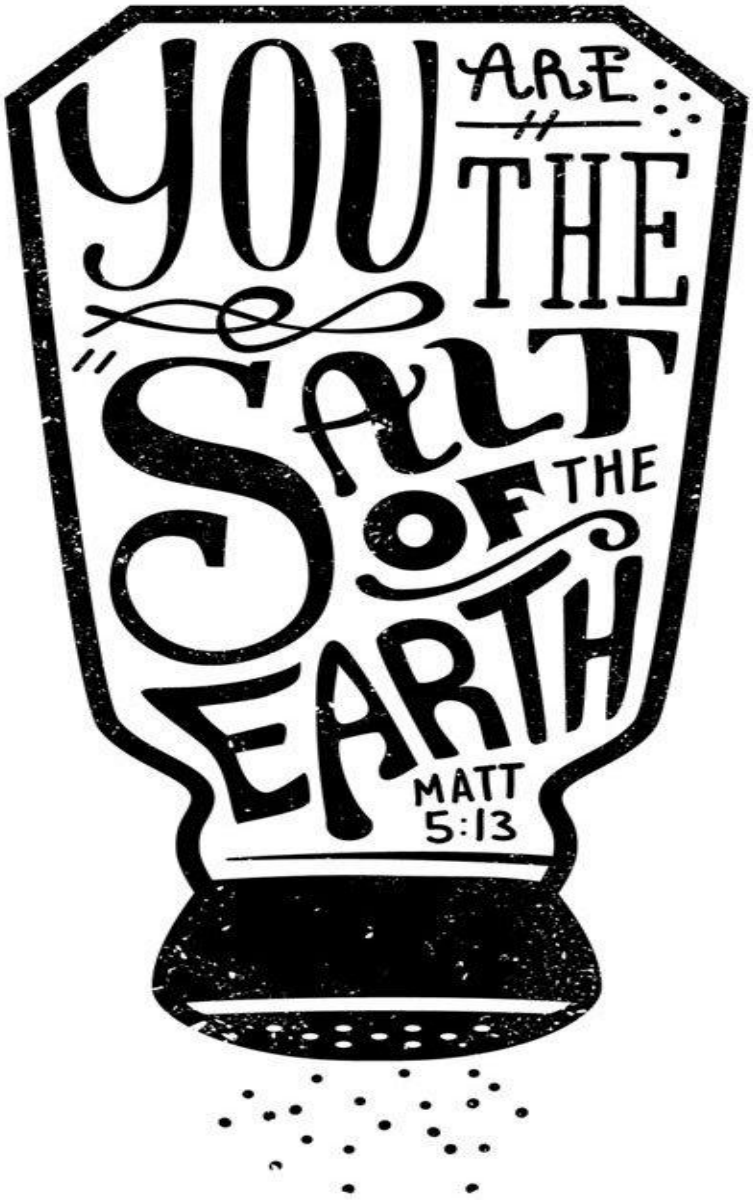
- The processes which managers select aspects of structure and culture for the organization to control activities necessary to achieve its goals and objectives

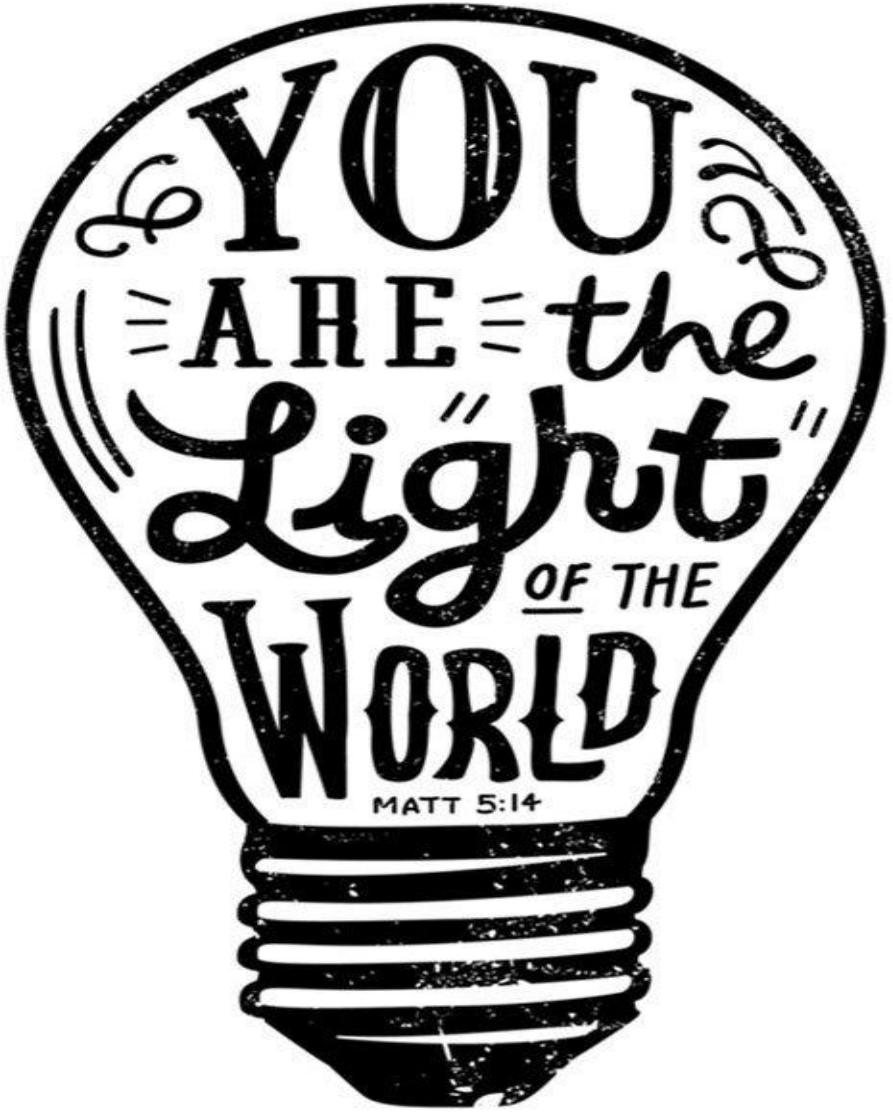
Management is an Ecosystem

LEADERSHIP AND MANAGEMENT



Everything effects everything else


YOU ARE THE SALT OF THE EARTH
MATT 5:13


YOU ARE the LIGHT OF THE WORLD
MATT 5:14

“God is the name of the blanket we throw over mystery to give it shape.”

Barry Taylor of the band AC DC

God Bless And Keep You All

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

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