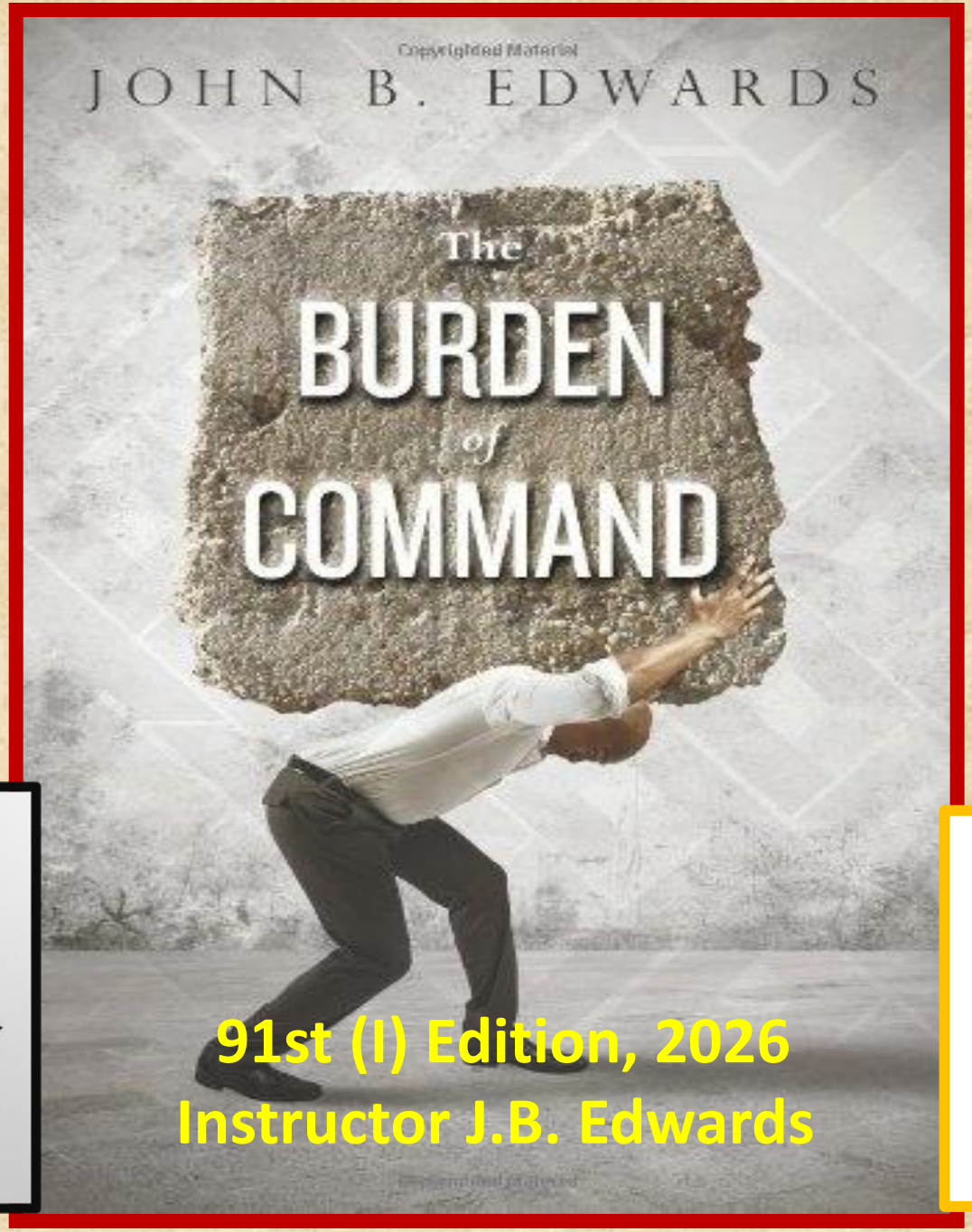

Copyrighted Material
JOHN B. EDWARDS
The
BURDEN
of
COMMAND
91st (I) Edition, 2026
Instructor J.B. Edwards

“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:

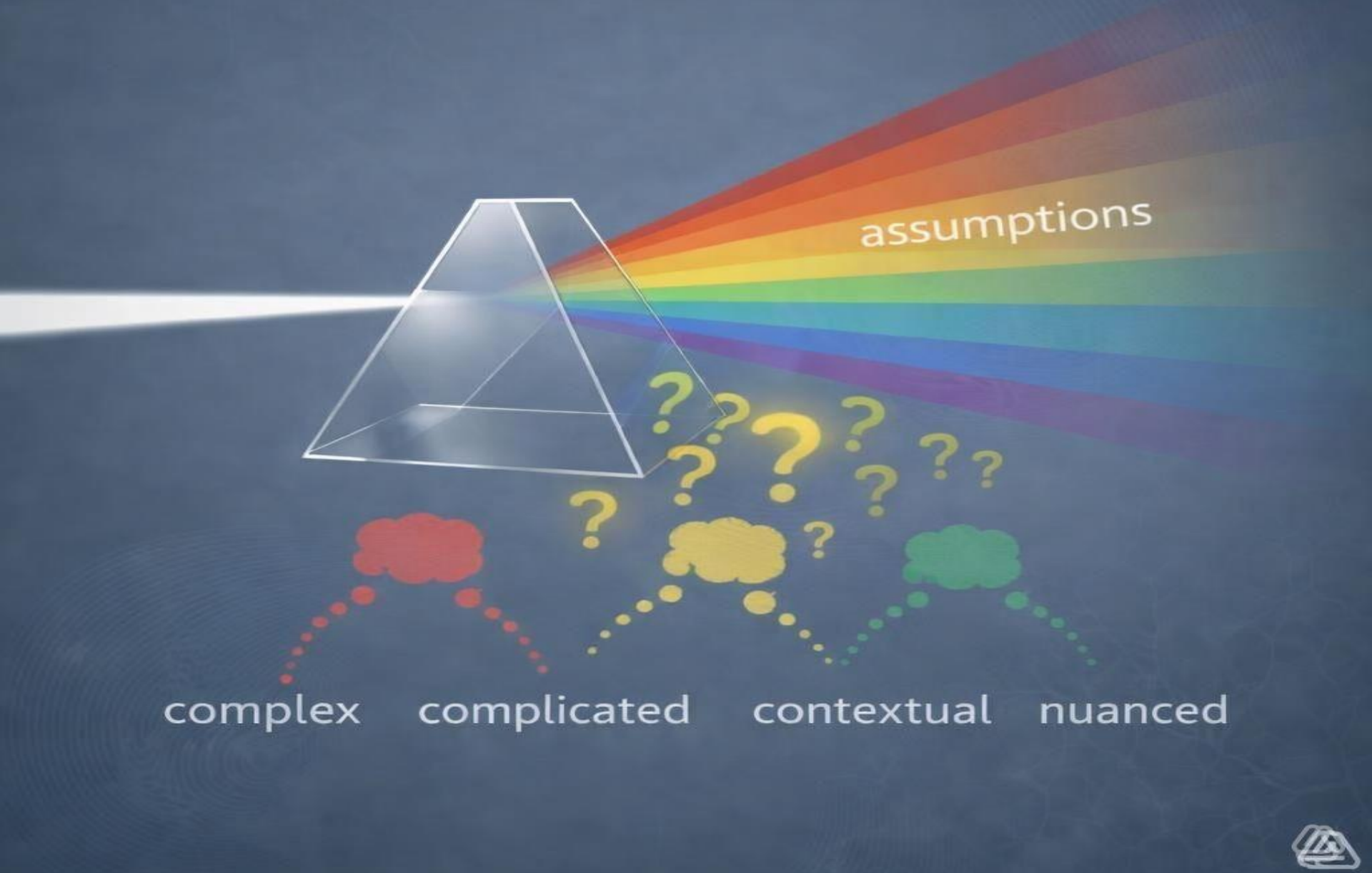
- ✓Leadership
- ✓Planning
- ✓Policy and Procedure
- ✓Training
- ✓Proper Equipment

The Three (3) P's a Sheriff (Chief or Agency Head) Wants During Disorder Involving Personnel.

- Position
- Plan
- Peace of Mind



Law Enforcement Leadership





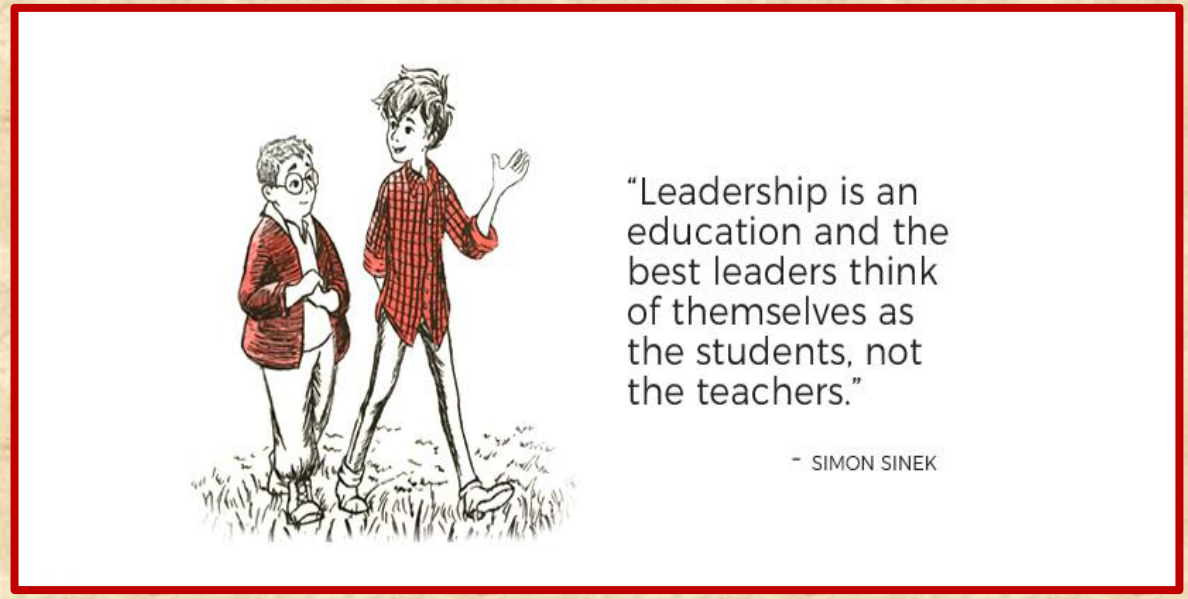
“There is no way to respond to the complexity around us without accessing our own complexity”

Nora Bateson, (2019)

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

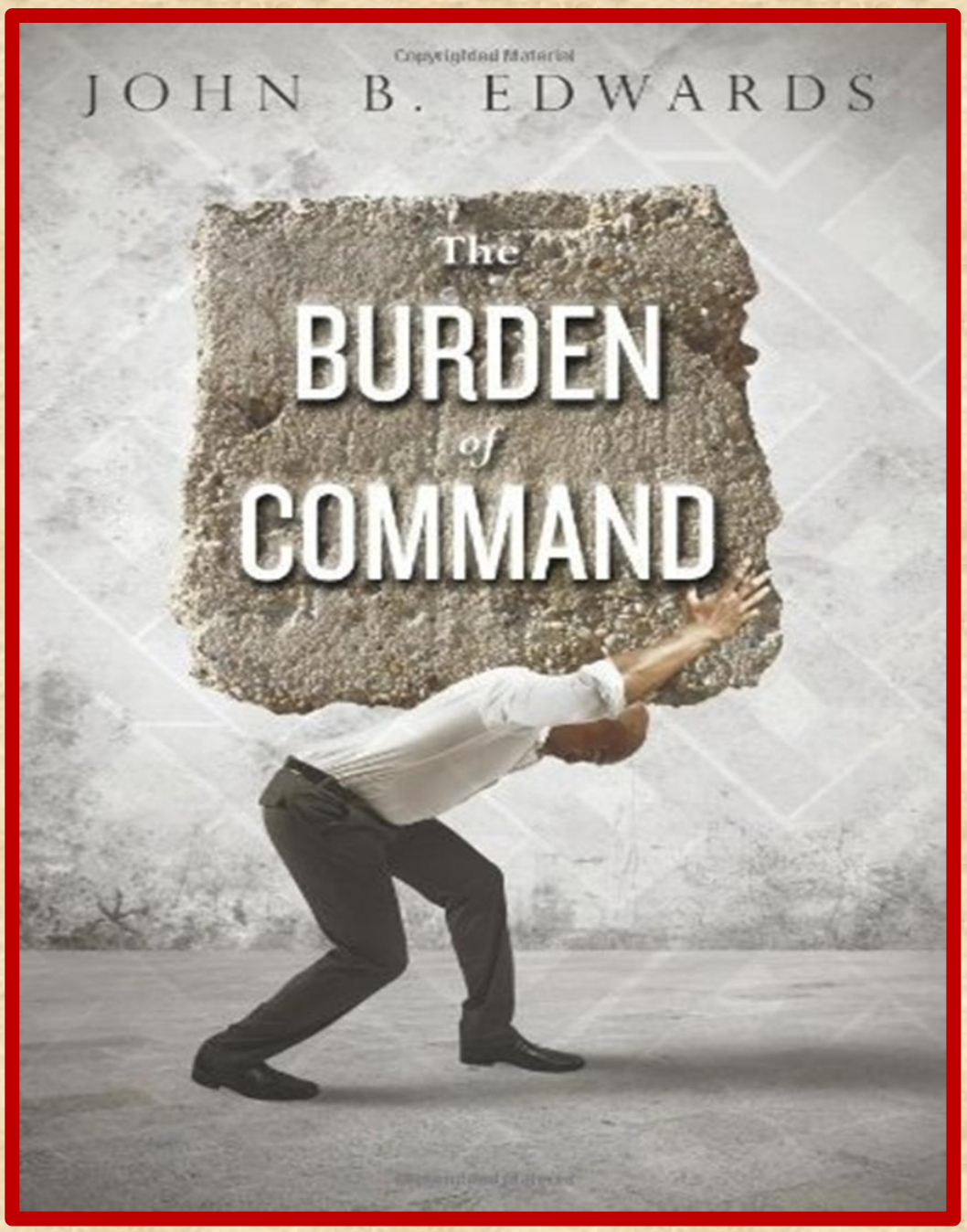
Where theory and practice are dynamically intertwined

- **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.

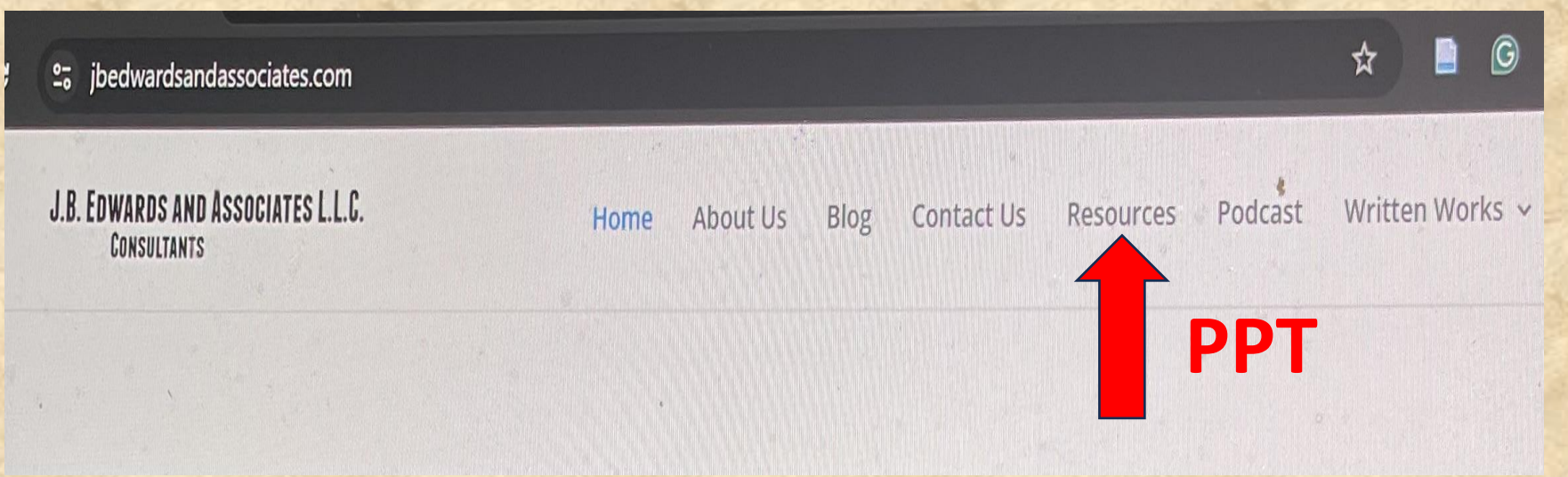
Then the five burdens

- 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

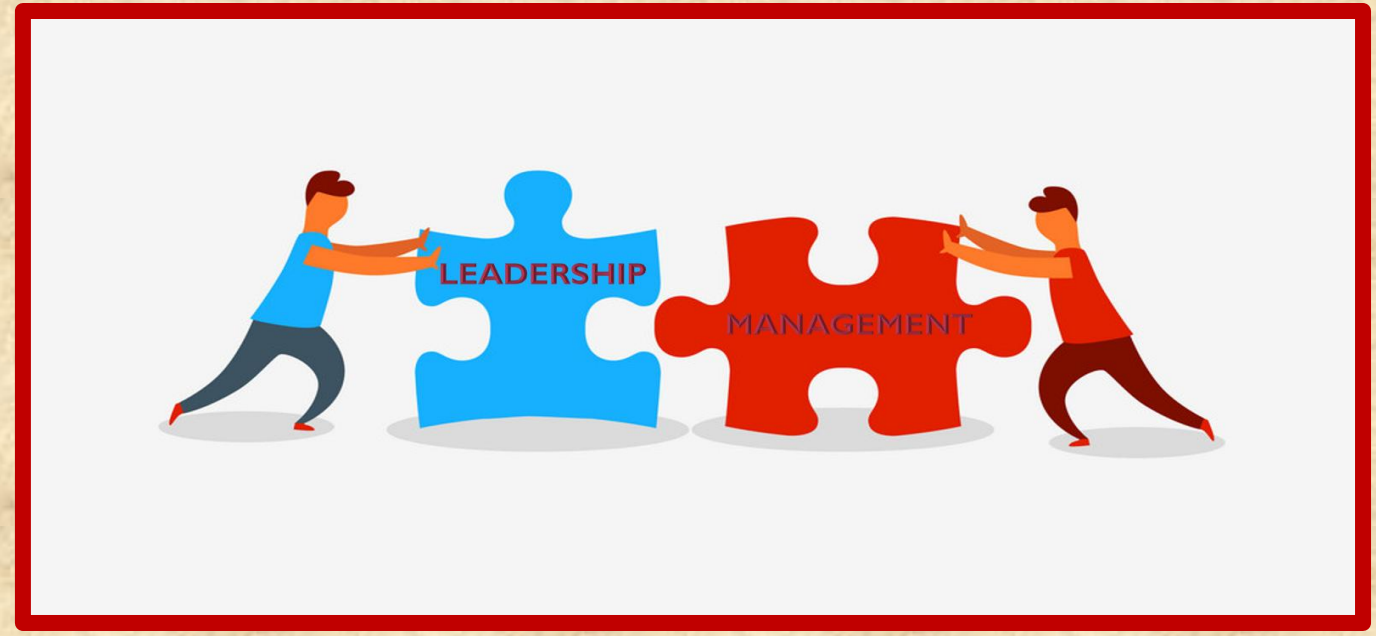
The PowerPoint Slides can be downloaded to your phone or laptop



INTRODUCTION BEFORE THE FIVE BURDENS

Leadership and Management Theory Basics

Foundations and Architecture



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

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

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)

Care and Connection are Critical to Leadership



Disagreement does not mean Disrespect

Three Leadership Dynamics That Shape Workplace Culture

Each dynamic reinforces the next, creating a self-sustaining cycle



1 Competence & Confidence: How Leaders Use Power

Leaders build followers' self-efficacy and influence through expertise and trust, not position alone.

Evidence: *Expert and referent power predict commitment; coercive power breeds resistance (French & Raven, 1959; Yukl, 2013).*

2 Psychological Safety & Feedback-Rich Relationships (LMX)

People speak up, admit mistakes and seek feedback without fear of embarrassment or punishment.

Evidence: *Safety drives team learning (Edmondson, 1999); high-quality LMX predicts performance, satisfaction and lower turnover intent (Dulebohn et al., 2012).*

3 Organizational Justice

Fair outcomes, fair processes, and respectful, transparent treatment of every employee.

Evidence: *Distributive, procedural and interactional justice each predict trust, commitment and citizenship behavior (Colquitt et al., 2001; 183 studies).*

Sources: Colquitt et al. (2001), J. Applied Psychology; Dulebohn et al. (2012), J. of Management; Edmondson (1999), Administrative Science Quarterly; French & Raven (1959); Yukl (2013), Leadership in Organizations.

Everything is built upon a "ROCC" of Trust

Mishra & Mishra, (2013)



Reliable: you can be counted on

Openness: honesty, integrity, and complete transparency

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

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

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)

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.

The Seven Elements of Trust

B-R-A-V-I-N-G

Brown, B. (2017)

- **Boundaries**: Define and respect clear personal and professional boundaries to establish a sense of safety and reliability

You respect mine, and I respect yours; we are clear about what is okay and not okay.

- **Reliability**: Deliver on your commitments and expectations consistently to demonstrate accountability and dependability

You do what you say you will do—not just once, but consistently over time.

- **Accountability**: Take responsibility for your mistakes and make amends when appropriate to contribute to transparent and trusting relationships

You own your mistakes, apologize, and make amends instead of blaming others.

- **Vault**: Refrain from sharing information or experiences told to you in confidence so your team members know that any information shared is always confidential

You keep confidences and do not share information or stories that are not yours to share.

- **Integrity**: Act genuinely, honestly, and morally to strengthen trust, demonstrate ethical behavior, and remain true to your authentic self

You choose courage over comfort and practice your values rather than just professing them.

- **Nonjudgment**: Create an environment of non-judgment where individuals can feel accepted and understood without fearing criticism.

Remember to demonstrate appreciation

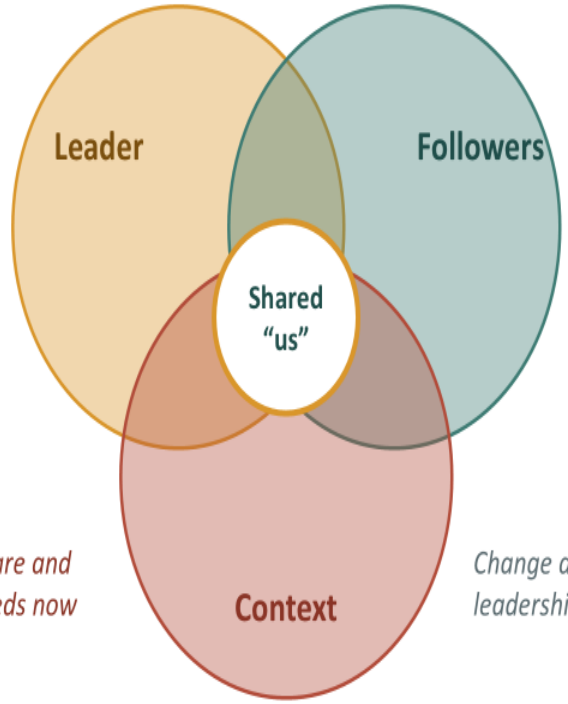
- **Generosity**: Engage in acts of kindness and genuine concern for the well-being, happiness, and success of others to build a foundation of trust.

You extend the most generous interpretation to the intentions, words, and actions of others.

Leader, Followers, Context: Leadership as a Relationship

Leadership is not a trait one person owns; it emerges when a leader and followers share a sense of "us" in a particular context

Must be seen as one of us, not above us



Grant influence to those who represent the group

Defines who "we" are and what the group needs now

Change any one and the leadership changes too

What effective leaders do

Building on the 2007 perspective (Haslam, Reicher & Platow, 2020)

Be one of us
Represent what makes the group distinctive

Do it for us
Champion the group's interests, not their own

Craft a sense of us
Shape a shared story of who we are

Make us matter
Turn shared identity into real outcomes

Why it matters here: even a well-reasoned decision fails if it doesn't make sense to "us" in this context.

Sources: Reicher, Haslam & Platow (2007) The New Psychology of Leadership, Scientific American Mind 18(4), 22–29. Haslam, Reicher & Platow (2020) The New Psychology of Leadership: Identity, Influence and Power, 2nd ed., Routledge.

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)

“Leadership is plumbing and poetry" suggests that effective leaders must combine both practical execution and symbolic meaning-making.

- ***Plumbing*** refers to the rational, instrumental aspects of leadership, such as creating structures, managing processes, and ensuring efficient execution and operations.
- ***Poetry*** represents the imaginative, emotional work of creating shared meaning, inspiring vision, and shaping a positive culture that makes the organization’s work feel purposeful and worthwhile.

Marsh, J. (2005)

Three (3) Critical Perspectives

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

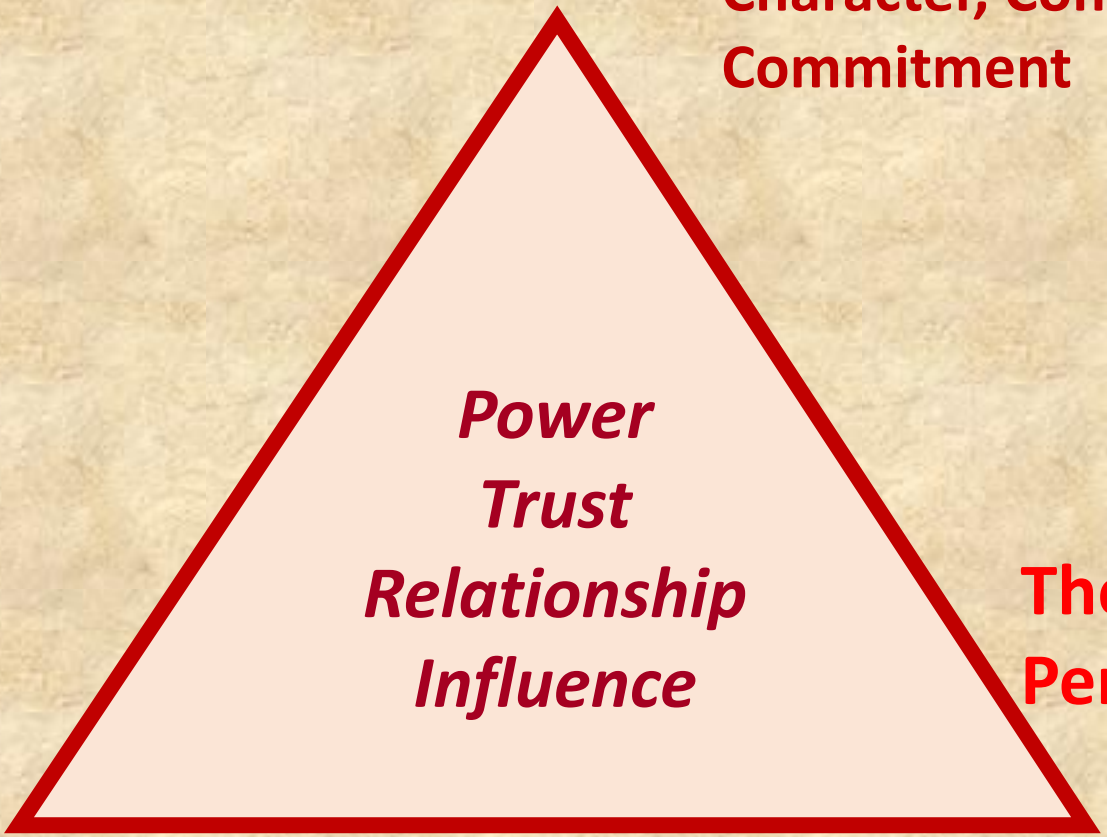
- Leadership can never be just about leaders
- Leadership should focus on power through people, not power over people
- ***Leadership is never about "ME" it is always about "US"***

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

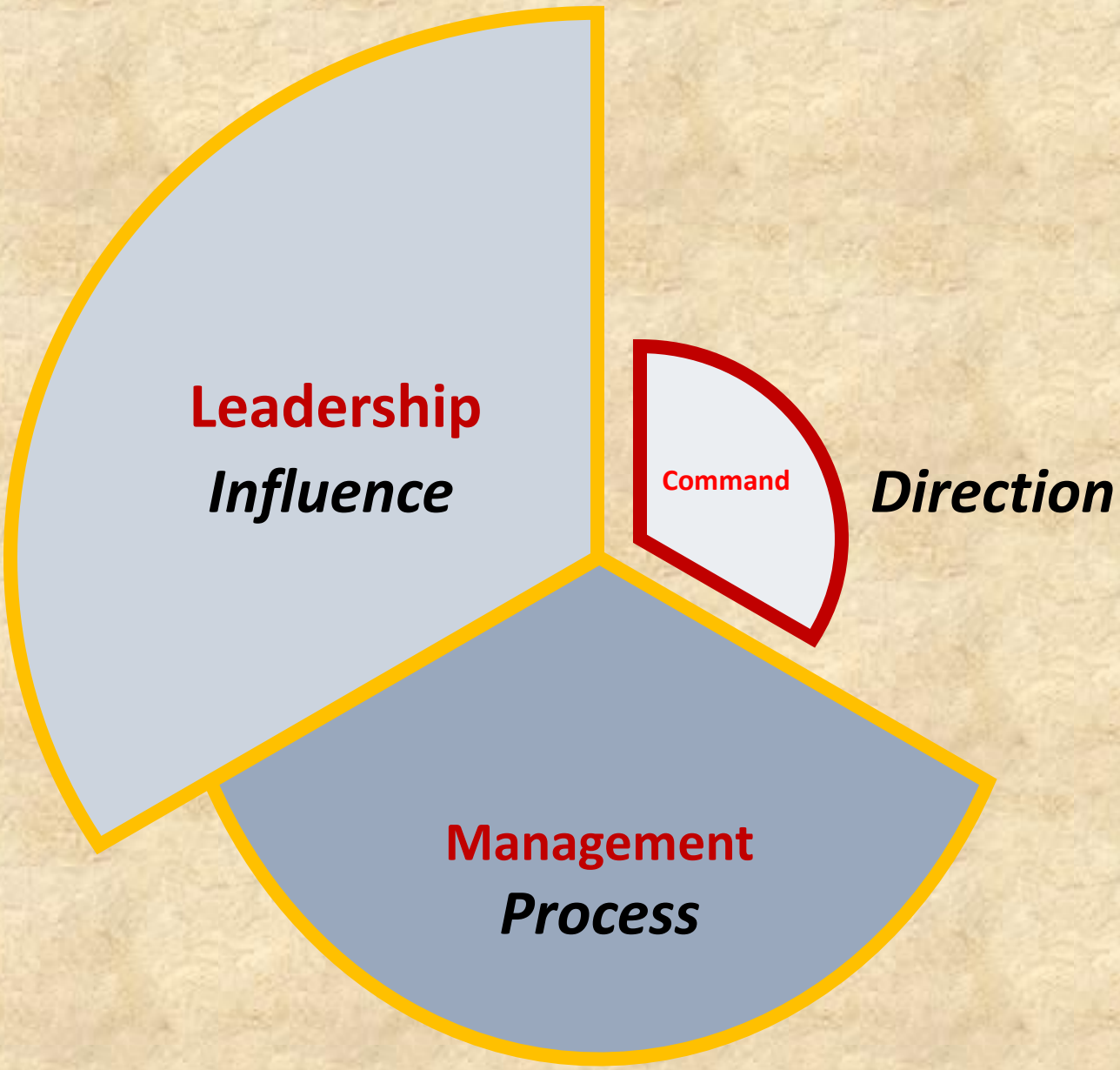
Figure 1.2 Functions of Management and Leadership

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

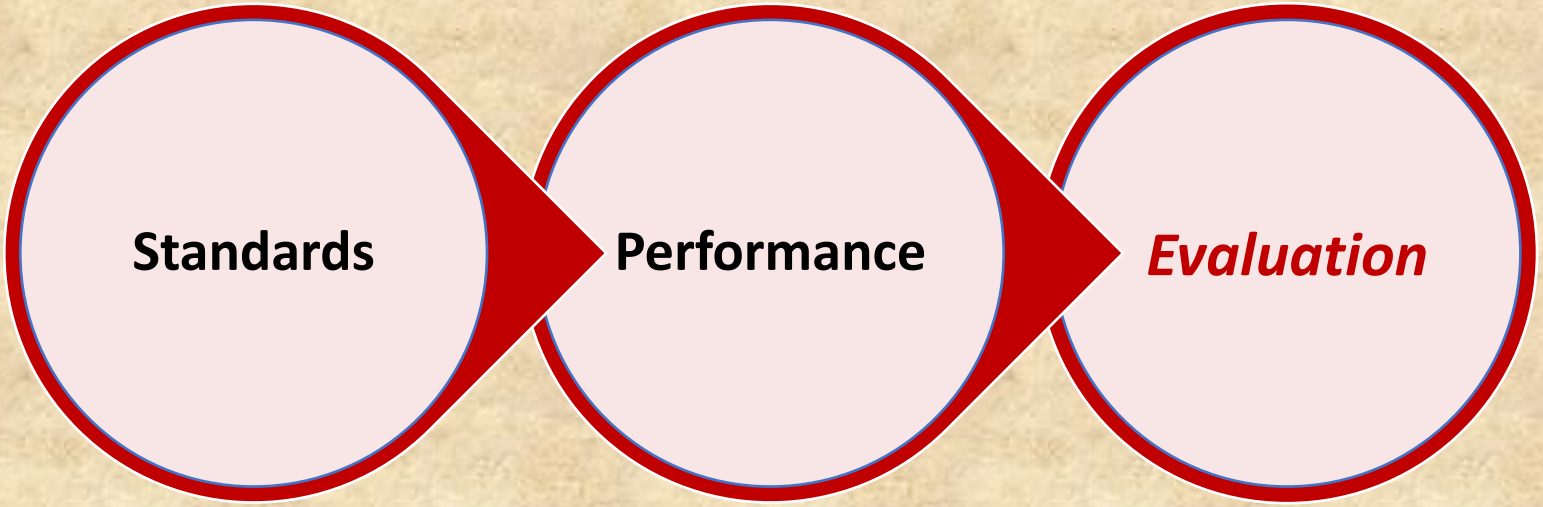
SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

Trifecta of Management




Leadership
Influence
Command
Direction
Management
Process

MISSION AND PROGRESSION



"Context, Objectivity, Expectations, Nuance, Alternatives, Options, and Consequences"

Three Pillars of Effective Leadership

How follower motivation, leader behavior, and leader credibility fit together

Follower inner drive

Intrinsic motivation and psychological empowerment predict performance, engagement, and persistence, especially on quality and complex tasks.

Self-determination theory; meta-analyses of intrinsic motivation and empowerment

Work together

Much of the leader effect runs through follower intrinsic motivation and self-efficacy

Leader influence and support

Transformational, high-quality-exchange, and autonomy-supportive leader behavior all link to follower outcomes.

Judge & Piccolo meta-analysis; leader-member exchange; autonomy-supportive leadership

Competence, confidence, character

Competence

Competence and credibility are consistently tied to leader effectiveness.

Confidence

Bandura's self-efficacy research supports the role of confidence.

Character

Ethical and authentic leadership research supports the role of character.

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

Public Safety Leaders Secret Sauce

- ***Manage***
- ***Motivate***
- ***Align***



✓Understand the context they are operating.

✓Promote understanding by casting vision, providing direction, and setting expectations to create and develop a proactive and anticipatory awareness.

✓Enable a collaborative and interdependent environment with constant awareness through ongoing feedback.

Three Key Operational Perspectives

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

"Discipline is choosing between what you want now and what you want most."

— Abraham Lincoln



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

What Makes People Lose Confidence in a Leader

Six factors consistently supported by trust and leadership research

Perceived Incompetence

Repeated poor decisions, visible gaps in expertise, or failure to deliver results.

Integrity Violations

Words and actions don't match broken promises, dishonesty, rules applied unevenly.

Low Benevolence

People sense the leader is self-serving rather than invested in their interests.

Unfair Treatment

Opaque decisions, no voice for those affected, disrespectful interactions.

Abusive or Erratic Behavior

Hostility, public humiliation, and unpredictable moods drive distrust.

Poor Communication

Withholding information, especially during change, reads as concealment.

Key takeaway: People forgive mistakes far more readily than character failures. Consistency and fairness sustain confidence.

The knowing-doing gap

Why organizations fail to act on what they already know.

Pfeffer, J. and Sutton, R. (2000)

- **Most agencies don't lack knowledge.**
- **The problem is turning that knowledge into action.**
- **Lack of discipline to consistent practice.**
  - *Talk substitutes for action:* meetings, plans, presentations and clever criticism feel like progress.
  - *Memory substitutes for thinking:* precedent ("we've always done it this way") drives decisions instead of fresh judgment.

- *Fear prevents action:* in cultures that punish mistakes, people avoid trying new things and hide bad news.
- *Measurement obstructs judgment:* too many metrics, or the wrong ones, reward the wrong behavior.
- *Internal competition turns friends into enemies:* rivalry between units blocks the sharing and cooperation needed to use knowledge.

Leaders both create and close the gap, largely through their behaviors and what they model

The leadership knowing-doing gap

- Is conceptualized in terms of cognitive, affective, and behavioral elements
- That may be influenced by individual and contextual factors

That interplay along the dynamics of the leadership knowing-doing gap, create or widen the gap on the one hand, and prevent or close it on the other hand.

Ahmadi, A., & Vogel, B. (2023).

Bridging the knowing-doing gap requires actions

Blanchard et al., (2007)

Theory of leadership Meta-talk

Fischer, T., & Alvesson, M. (2026).

- Leadership meta-talk refers to managers' meta-level talk about the positive purpose, meaning, or significance underlying their actions
- Whereas leadership practice refers to leadership actions that unfold in situations, including talk, whether or not these actions succeed in having a positive significance.

Leadership practice that lives up to leadership meta-talk is more costly, difficult, and time-consuming than commonly assumed.

The leadership knowing-doing gap

- ***Is the difference between what leaders know they should do, and know how to do, and what they actually do in practice.***
- The gap is that the knowledge never became behavior.
- Leader's lack of self-discipline, commitment, or shift of perspective from a different role or responsibilities.
- Old habits and pressure took over once the leader got back to their job.
- The culture of the organization may reward different behaviors than the proper concepts.
- No oversight that understood the proper behavior followed up, practiced, or held the leader accountable to practice.

Researchers call a closely related idea the "training transfer problem." Much of what people learn in training never gets applied on the job, often because the workplace doesn't support it.

Leadership is a philosophical attitude, not just a functional role, and it is not a fixed concept.

- It is an ongoing reflective practice of learning, adapting, and refining one's approach and impact on organizational performance.

Research indicates that leaders who reflect on their actions, who are open to different viewpoints, and try to match what they do with their deeper convictions reveal their philosophical attitudes related to authenticity, transparency, and ethical conduct

Ellingsen, P. (2026).

- Leaders who display a positive mindset are more likely to enhance their innovative behavior.
- Research relates directly to leaders' innovative behavior in times of crisis.
- leaders should recognize the need to prioritize people's well-being and avoid any emotional and psychological stressors to improve their organization's chance of survival in times of crisis

Ouakouak, M. L., Ouedraogo, N., Hewapathirana, G. I., & Zaitouni, M. (2025)

- A leader's attitude is the mental status which represents their emotions based on their feelings at a given time and controls his/her instantaneous behavior.

- ***It depends on the four factors:***

✓Feelings

✓Emotions

✓Belief

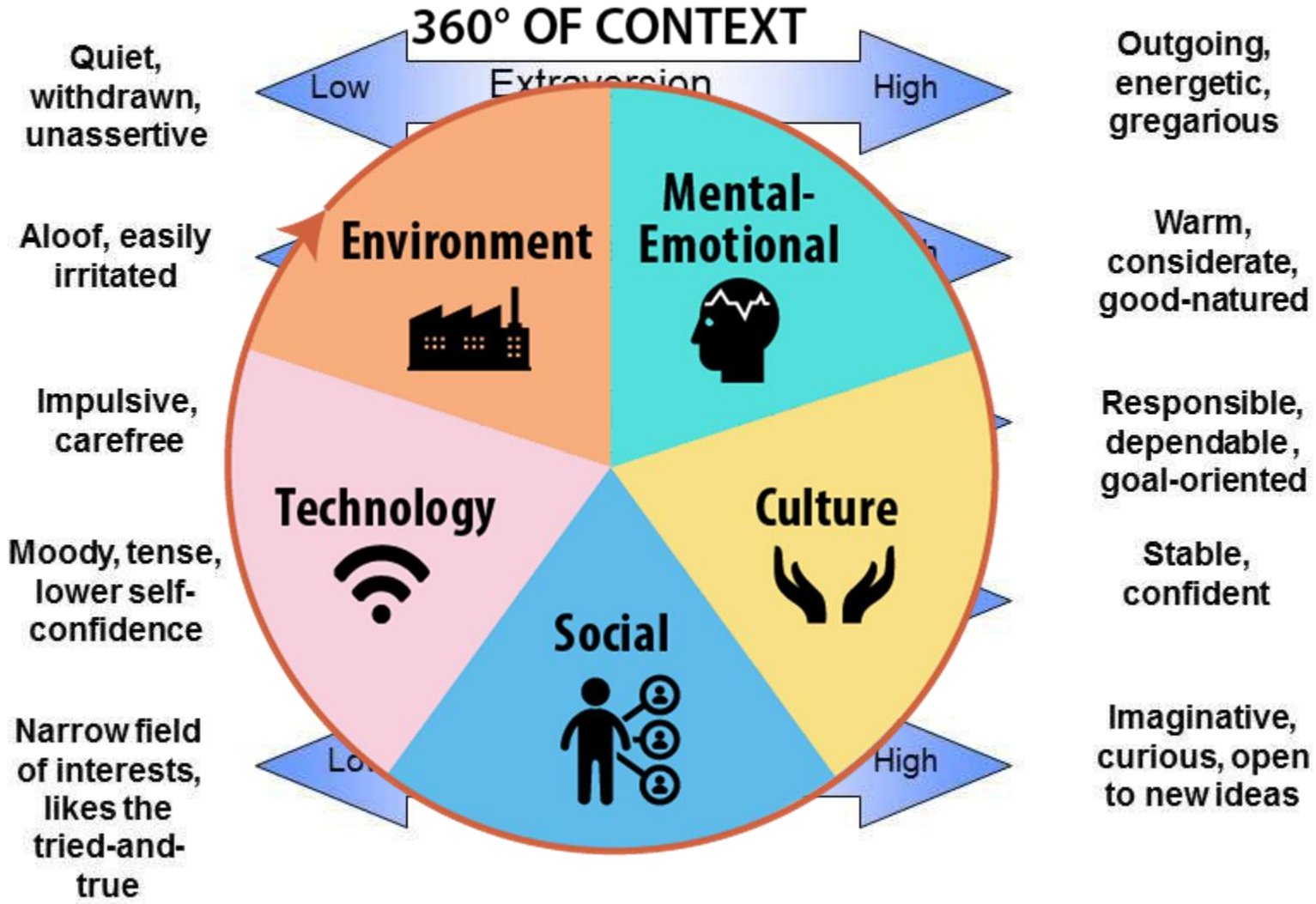
✓Environment.

The Leader



The Big Five Personality Dimensions

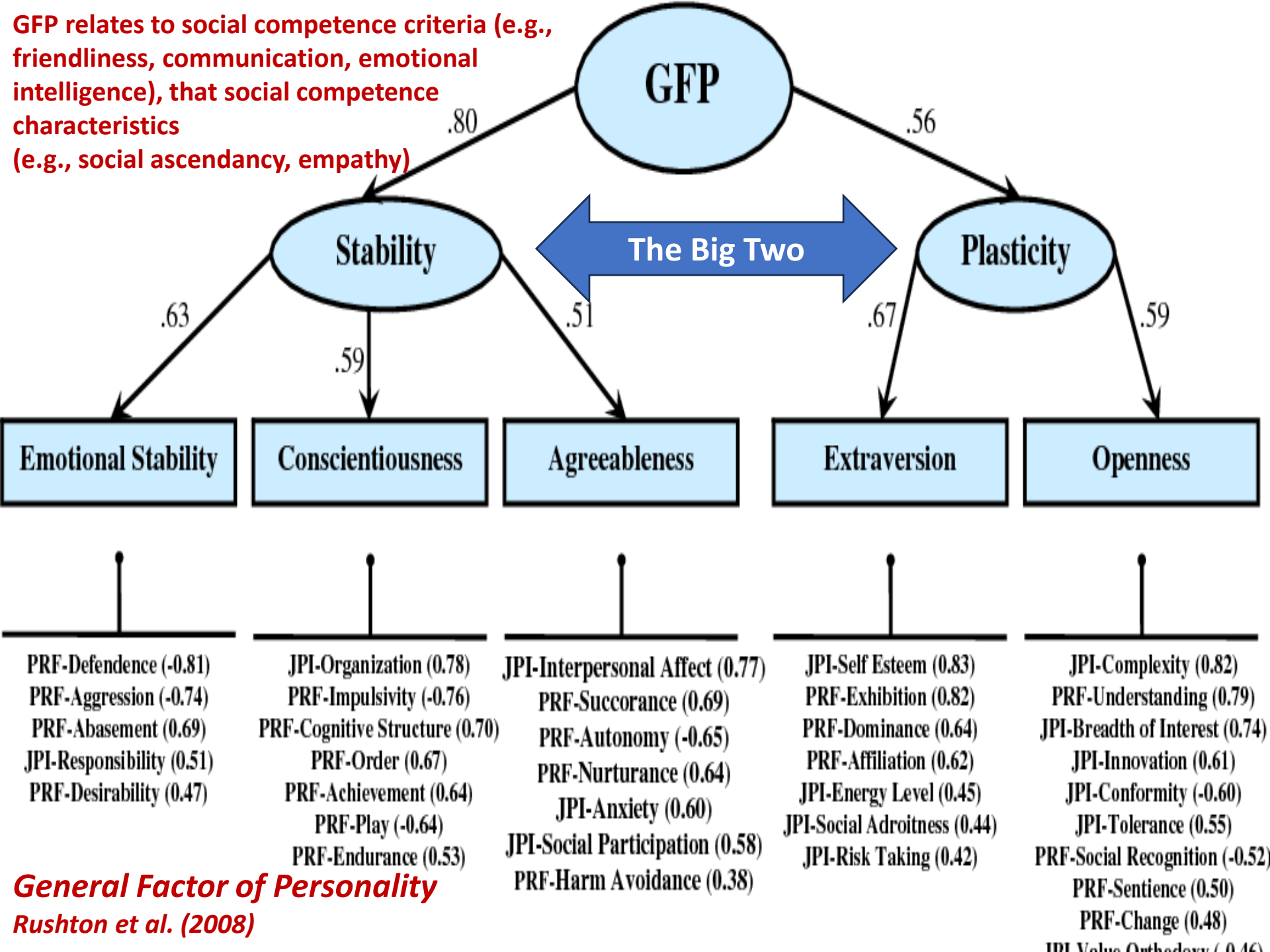
The most basic difference between traits and values is that traits are descriptive variables whereas values are motivational variables



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

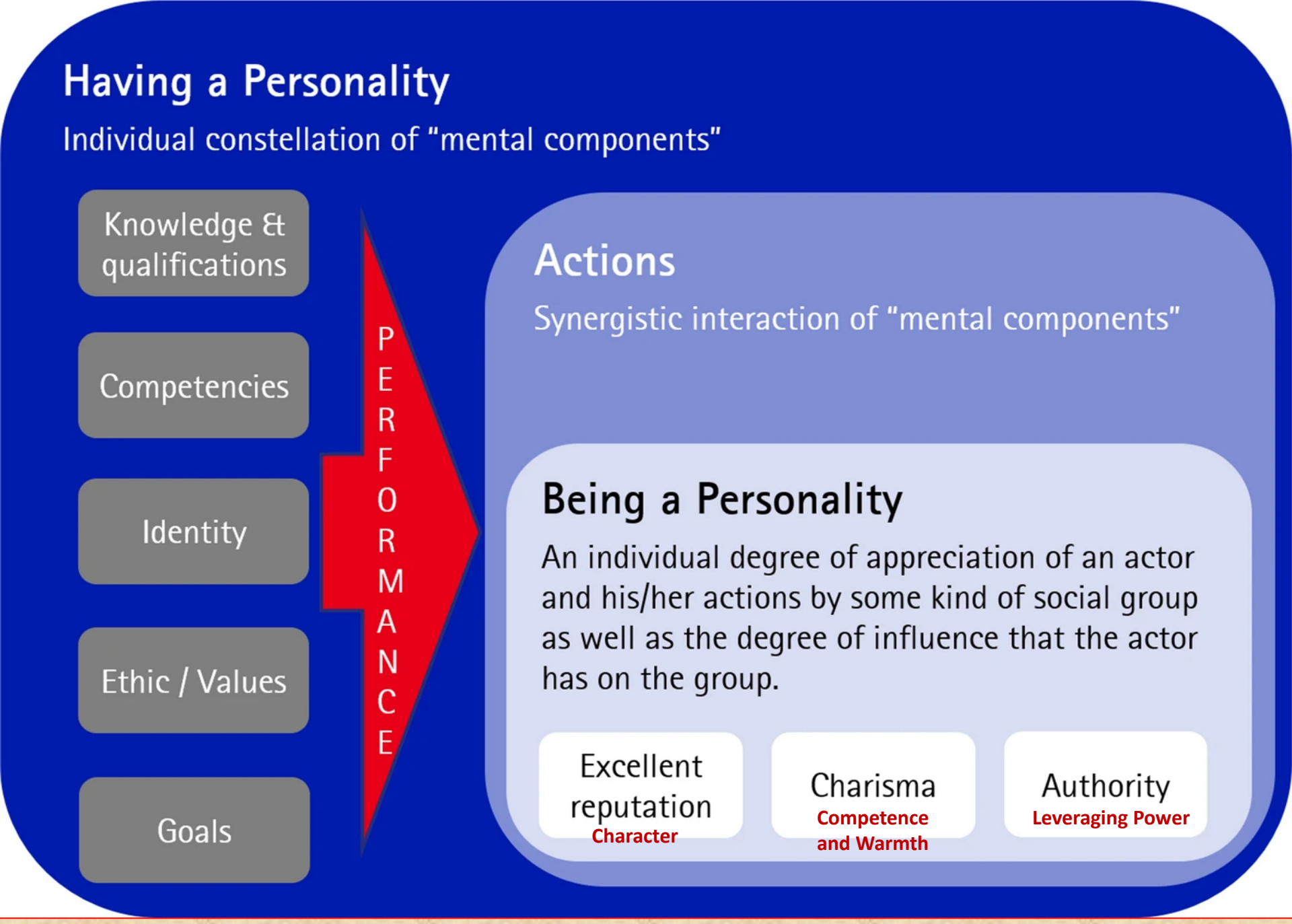
(Tupes & Christal, 1961, as cited by Daft, 2007)

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

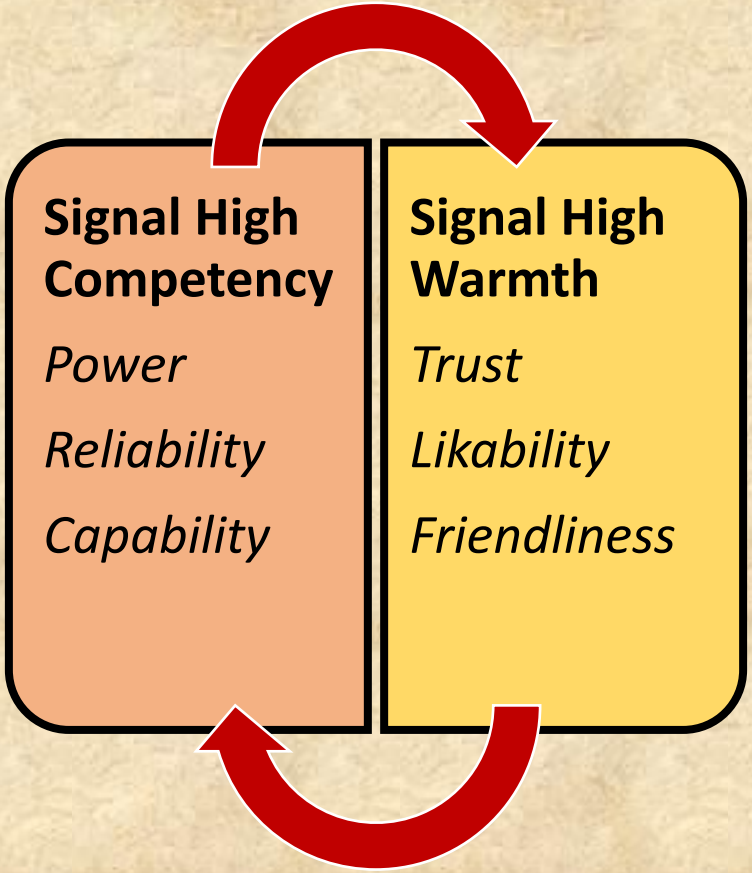
Rushton et al. (2008)



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

Charisma

Fiske, S. Cuddy, A. & Glick, P. (2002).

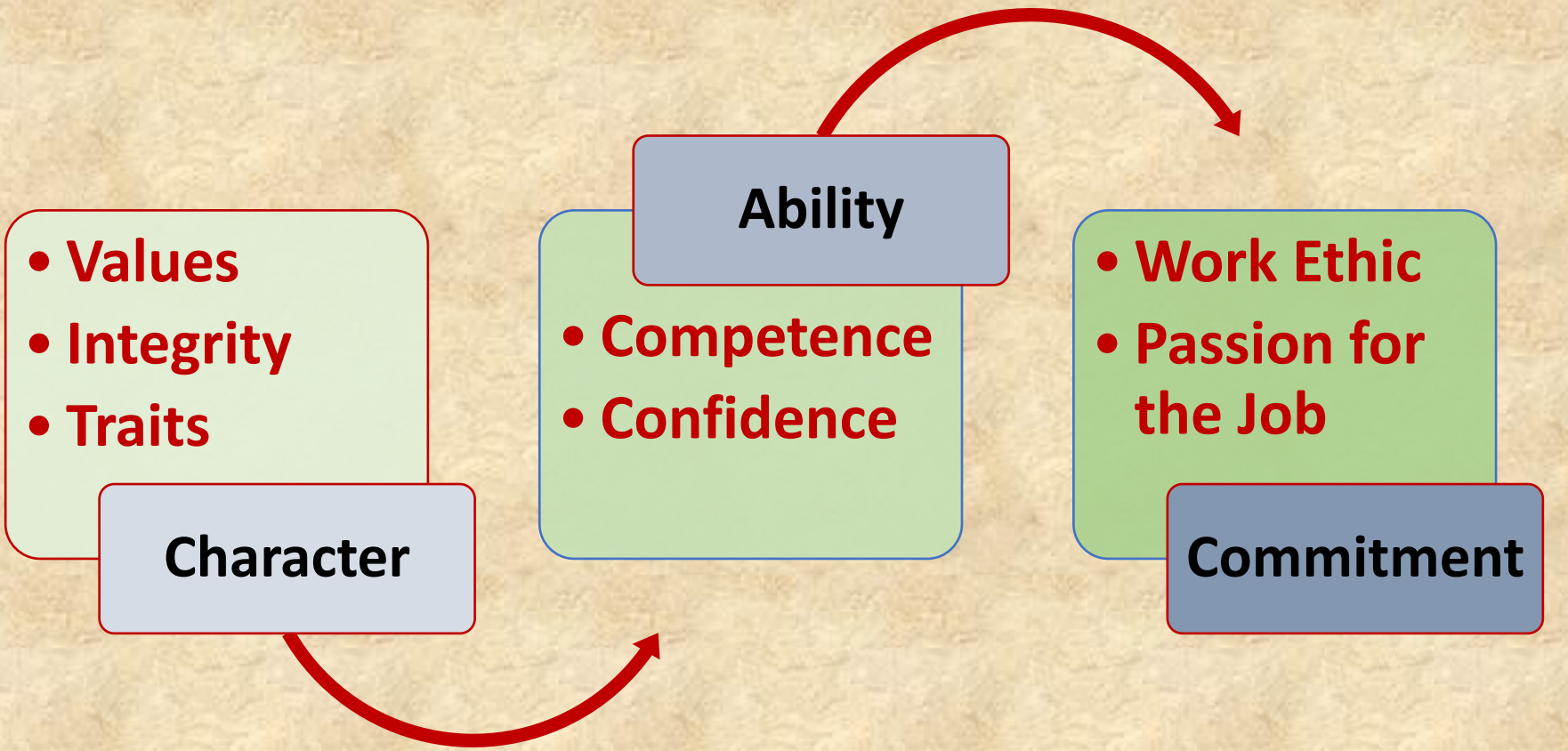


Critical to Understand

- 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"

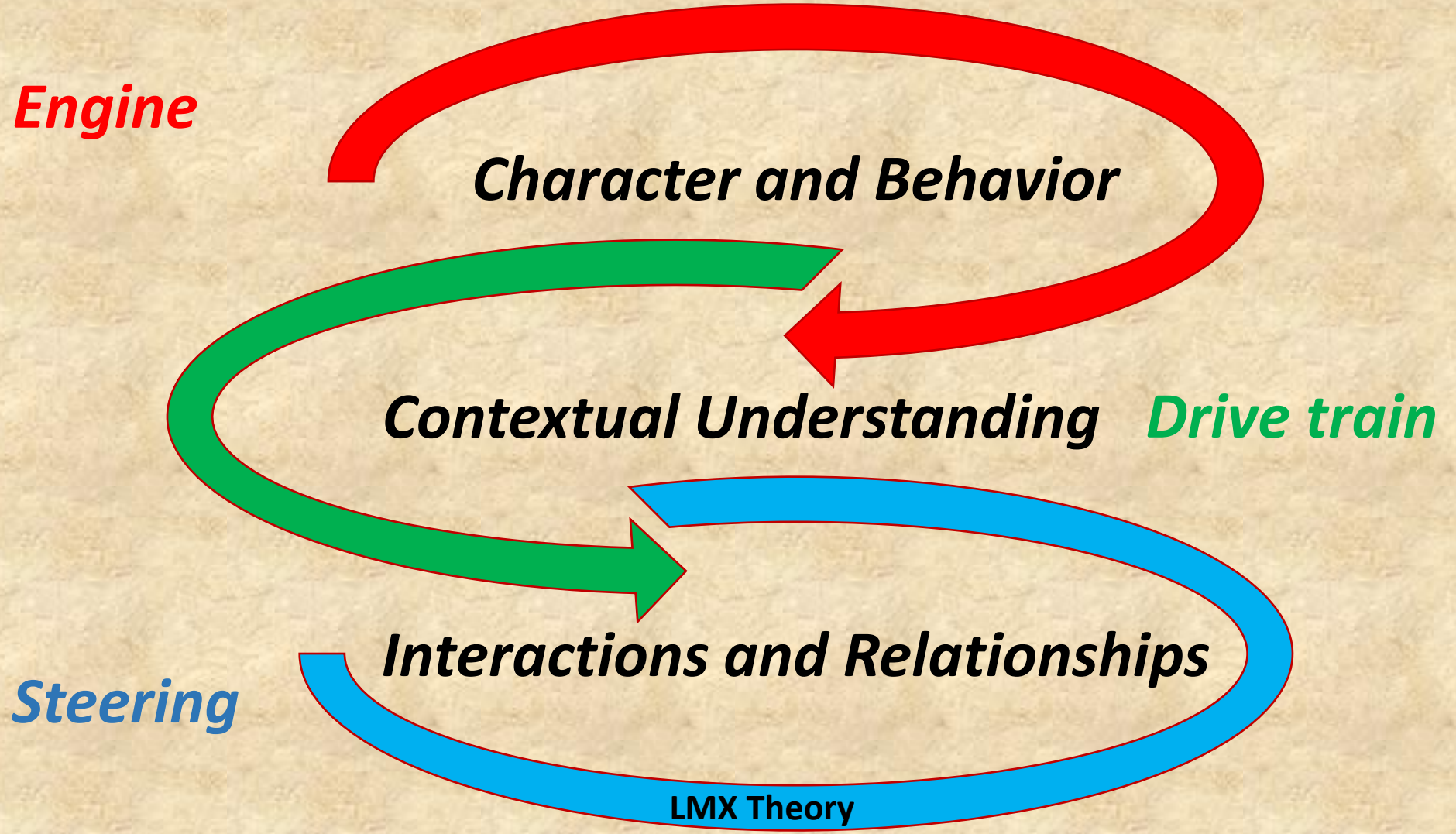
The three (3) big requirements for a leader to shape culture



Three (3) Interrelated Dimensions

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

Edwards, (2024)



Other focus versus self focus

How we…



See



Think

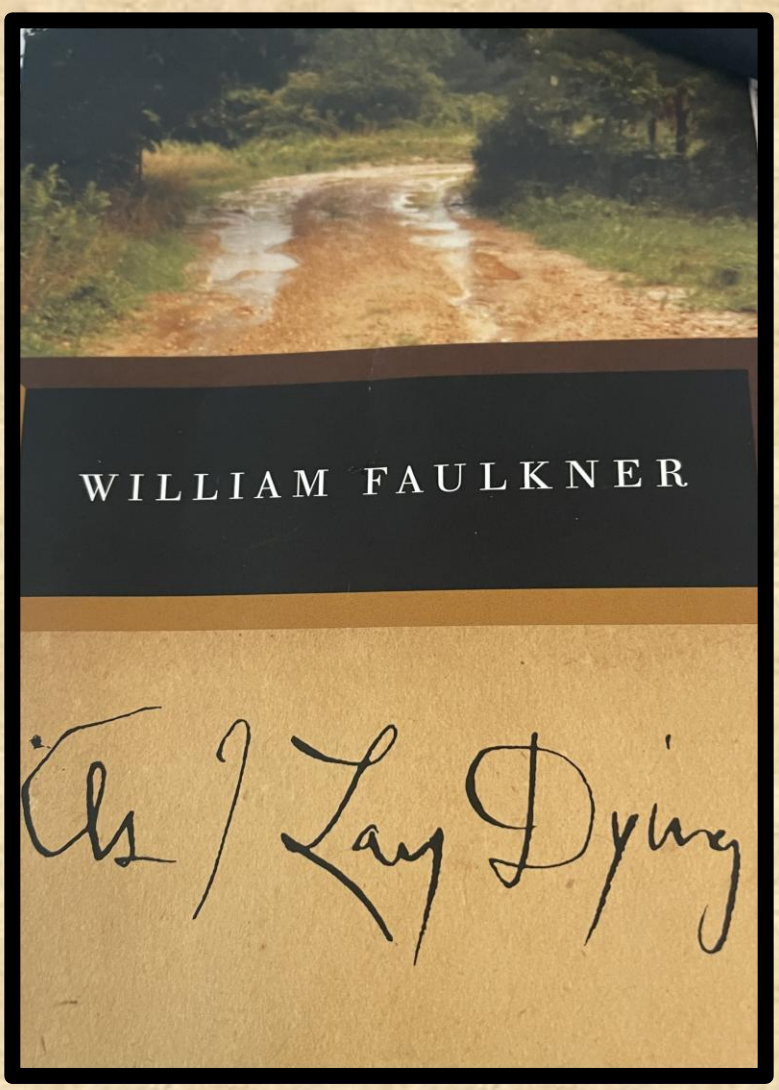


Feel

How we leverage power matters.

Gaining power reduces empathy and perspective-taking.

Case Study



Four Forces That Pull Leaders Away

None of them requires bad intentions.



Reduced Dependency

The less you need others to get what you want, the less closely you attend to them.



Attention Narrows

A full mind crowds out the effort that perspective-taking requires.



Entourage Effect

People tell you what you want to hear, and a filtered reality becomes your reality.



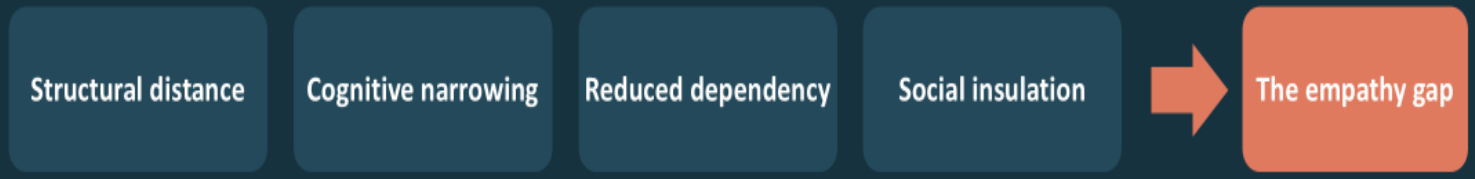
Attribution Shift

Success feels like proof of your qualities; failure looks like others' shortcomings.

THE CORE INSIGHT

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.*



Empathy Is a Discipline, Not a Personality Trait

The institution, left to itself, will slowly pull leaders away from human reality. Empathetic leaders build systems and habits that force them back into contact with it.

Reduced Dependency	Create deliberate need: seek input before deciding, try reverse mentoring, and build others' expertise into how you decide.
Attention Narrows	Protect time for people: hold skip-levels and one-on-ones, and listen without a device or a fixed agenda.
Entourage Effect	Reward bad news: thank the messenger, run pre-mortems, gather anonymous feedback, and see the work firsthand.
Attribution Shift	Audit your explanations: in after-action reviews, ask "What did I contribute?" and "What situation were they in?"

Empathy as a Check on Power

The most important check — but not the only one.

Why It Matters

- Shapes decisions in the moment, before formal accountability kicks in.
- Power amplifies orientation: other-focused leaders use it more responsibly (Chen et al., 2001; Côté et al., 2011).

Its Limits

- Power erodes empathy directly, so the check weakens as the need for it grows.
- Empathy favors people who are close, similar, or visible (Bloom, 2016).

The Complete System

Pair empathy with external checks:

- Fair, consistent processes
- Real channels for employee voice
- Accountability independent of the leader's mood

Empathy is the check that works from the inside. ***Structure keeps it working when power pulls the other way.***

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.

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 Importance of Perspective and Nuance

- Nuance is a subtle distinction or detail that affects how something should be understood.
- Nuance can emerge as is a subtle difference or distinction in meaning, expression, tone, or feeling, the kind that's easy to miss but changes how something should be understood.

In practice, it means recognizing that things are rarely all one way.

A nuanced view accounts for exceptions, context, and shades of gray instead of flattening an issue into simple black-and-white terms.

In leadership:

- Nuance means responding to the specific situation and person in front of you instead of applying one rule to everyone.
- The same behavior can call for different responses depending on context.

A missed deadline from a reliable employee going through a family crisis isn't the same as a pattern of disengagement, even if the outcome looks identical on paper.

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

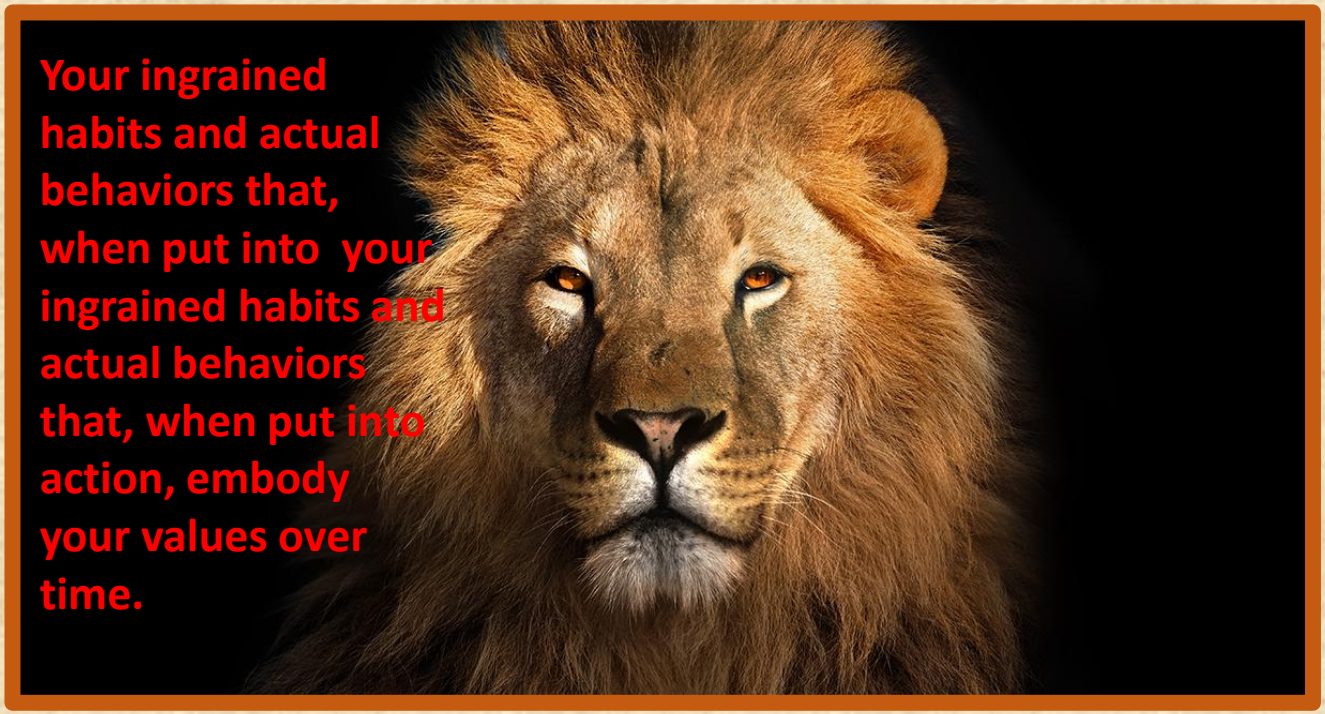
- **Prudence** is "practical wisdom" the right reason applied to thinking (*deliberation, judgment, and command*)
- **Temperance** the dual practice of dignity and moderation (*inner practice*) with self-discipline (*outer practice*) so as not being enslaved or act on your desires.
- **Fortitude** translates 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)

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:

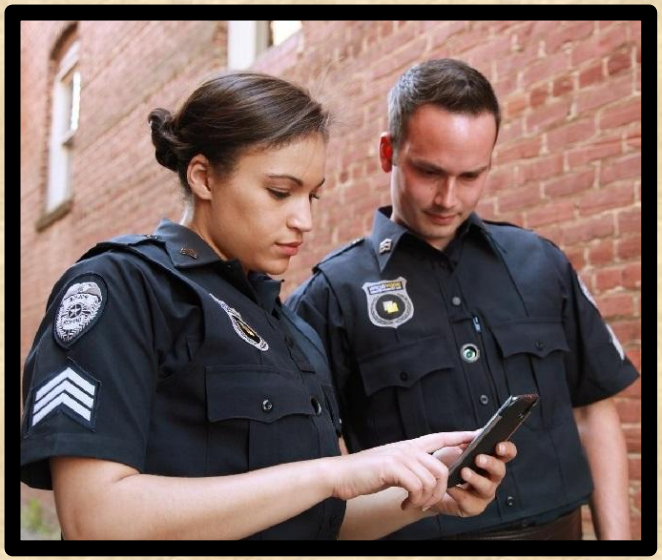
Witt, N., & Tanner, C. (2025)

- 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

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



Strong Ground

Brown, B. (2025)

Four attributes that provide an alignment between individual footing and relational connection in leadership:

- Humility
- Curiosity
- Discipline
- Adaptability

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.

Vulnerability Is a Leadership Strength, Not a Weakness

Brené Brown's research: there is no courageous leadership without vulnerability

WHAT IT IS

Uncertainty, risk, and emotional exposure

Brown's definition (2012). For leaders: admitting "I don't know," asking for help, giving hard feedback, owning mistakes.

MYTH Vulnerability is weakness

REALITY It is the most accurate measure of courage

150

C-suite leaders worldwide informed the Dare to Lead research

Four teachable skill sets of daring leaders

1 **Rumble with Vulnerability**
Lean into hard conversations instead of armoring up.

2 **Live into Your Values**
Name 1–2 core values and turn them into observable behaviors.

3 **Braving Trust**
Earn trust through boundaries, reliability and integrity.

4 **Learn to Rise**
Reset after failure; get curious about the story you tell yourself.

Why it works: corroborating evidence

- Leaders who admit limits and model learning create psychological safety, which drives team learning (Edmondson, 1999).
- Leader expressed humility predicts higher team engagement and performance (Owens & Hekman, 2016; Owens et al., 2013).

Sources: Brown (2012), Daring Greatly; Brown (2018), Dare to Lead; Edmondson (1999), ASQ; Owens et al. (2013), Org. Science; Owens & Hekman (2016), AMJ. Full references in notes.

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.

You can't have courage if you know how something will turn out…

- Not knowing, but moving forward anyway, in the face of uncertainty, risk, or emotional exposure demonstrates courage.

THE PROBLEM:

Often, in our culture, vulnerability is viewed as weakness

- *It becomes a "trigger" for shame.*
- *As a result, we get "pissed off" or we "shut down on folks"*
- *We put on our mask*

We cannot be a courageous leader if we can't be vulnerable

- Be willing to confront employees and participate in difficult conversations.
- Give and receive honest and/or difficult feedback.
- Excavating sensitive issues.
- Being authentic, speaking with candor.

Great leaders choose Courage over Comfort.

Vulnerability can be framed as the *willingness to say "I don't know" or "I was wrong" or "I need help" without losing authority.*

Vulnerability, in this sense, isn't emotional openness for its own sake — it's tactical honesty under uncertainty.

- ✓**Situational awareness requires admitting gaps.** A leader who pretends to have full information makes worse calls than one who says "here's what I don't know yet."
- ✓**Trust under pressure is built before the crisis.** Troops or teams follow leaders who've shown them real judgment — including moments of doubt — not leaders who've never shown a crack.
- ✓**Hiding uncertainty from your team shifts risk onto them.** If a leader won't admit "I'm not sure," the team can't compensate for that gap.

Armored versus Daring Leadership

***Armored leadership*:** never wrong, never uncertain out loud, controls information to look strong — but this breeds hesitation and cover-your-ass behavior below them.

***Daring leadership*:** names uncertainty, owns mistakes fast, asks for input — this builds initiative and speed in subordinates because they're not afraid to bring bad news up the chain.

"Vulnerability isn't the opposite of strength — it's what leadership costs."

"The armor that protects you from feeling exposed is the same thing that makes your people stop telling you the truth."

“Vulnerability is the willingness to show up and be seen when we have no control over the outcome”

Dr. Brene Brown

- 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

Setting Boundaries is Critical

Brown, B. (2017)

"What's okay, and what's not okay."

- Boundaries provide clarity
- Provides the foundation for integrity
- Boundaries disrupt the unspoken assumptions people make about us
- Boundaries are not rejection, they promote alignment

Vulnerability Without Boundaries Isn't Leadership

Openness builds connection; clear boundaries make that openness safe and trustworthy



1 **Boundaries make vulnerability safe**

Brown: sharing without limits isn't courage, it's oversharing. Disclose to connect, not to unload.

2 **Compassion and boundaries go together**

Brown's interviews found people with clear limits sustain empathy longest.

3 **Clear is kind**

Naming what's okay and what's not prevents resentment and guesswork.

EVIDENCE Teams learn best when psychological safety is paired with high, clear standards; safety alone breeds comfort (Edmondson, 2019).

Sources: Brown (2012), Daring Greatly; Brown (2015), Rising Strong; Brown (2018), Dare to Lead; Edmondson (2019), The Fearless Organization. Matrix adapted from Edmondson's safety × accountability model.

Lack of Boundaries Sets up Chaos

- When we don’t communicate what’s OK and what's not, we don’t just lose ourselves we start resenting the people we were trying to please in the first place
- When we avoid setting boundaries to keep the peace, its not real peace (It's a silent war within ourselves, we start keeping score)

I did this for them, but they didn’t do this for me

When we shallow our own needs instead of expressing them.

- If we don’t set boundaries, that ambiguity becomes a source of our resentment to others

How they work together

- **Vulnerability:** is showing up openly and honestly.

The willingness to tell the truth be open an authentic.

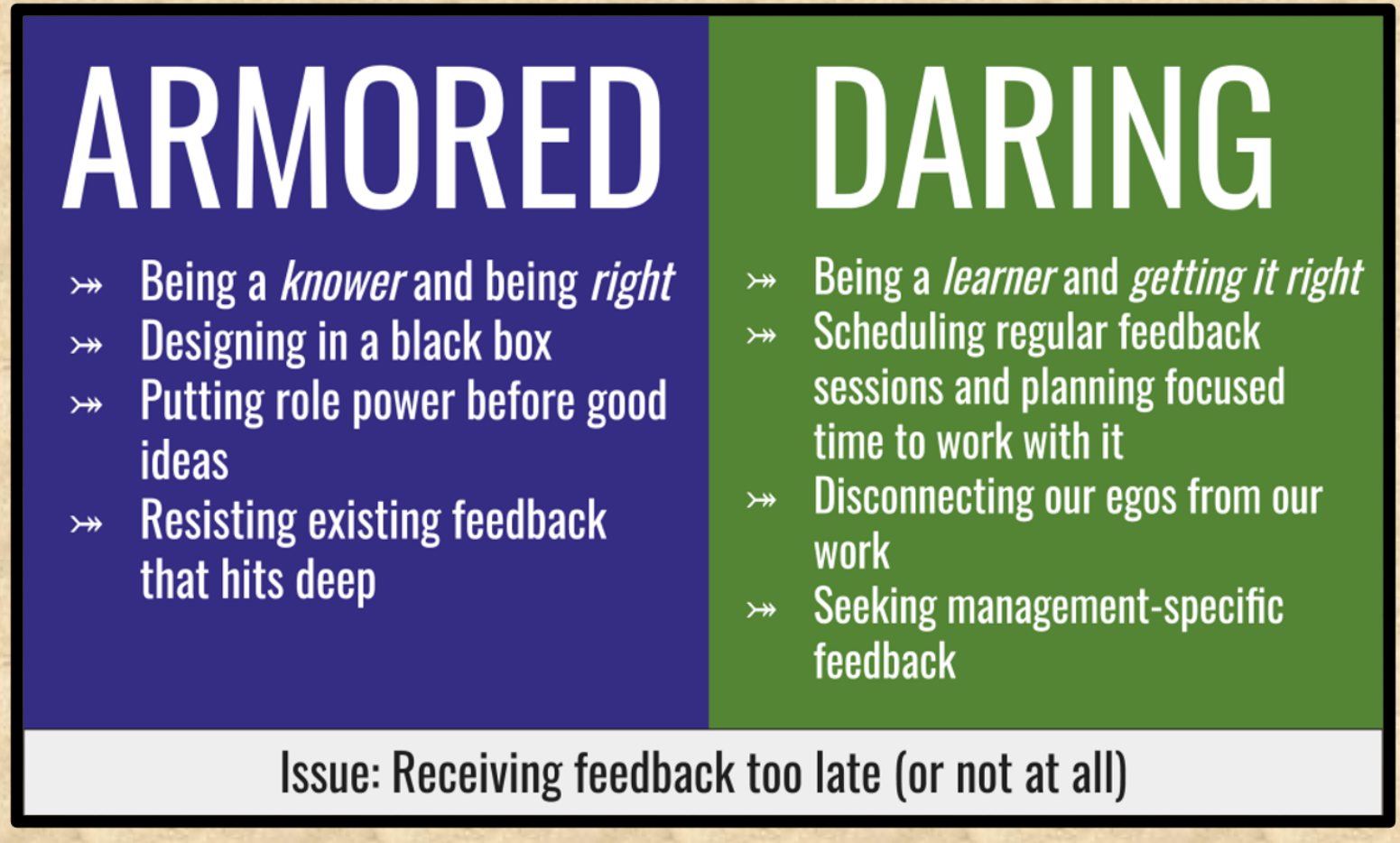
The flower in the garden that blossoms

- **Boundaries:** is knowing where we end and others begin.

Tools that allow us to protect ourselves in sustainable ways.

The fence that protects the garden

Leaders who establish boundaries and can remain vulnerable are daring leaders that don't armor up.



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)

Armored Blame Trap

- Blame is the discharging of discomfort and pain
- It has an “inverse” (*seesaw*) relationship with accountability (*while ones up the other is down*)
- Often, leaders who blame lack the “tenacity” to create the space to hold their employees accountable.
- Leaders miss the important opportunity to listen to the perspective of their employee because their too busy making the connection to fault, then seething, and ruminating over it

They default to the race to blame

Accountability is a “vulnerable” process where the leader must confront the employee

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.

Three Elements of Grounded Confidence

Brown, B. (2025)

Core Components

- **Rumble Skills:** The courage to have tough, honest conversations without tapping out or putting up defensive armor.
- **Curiosity:** An open mindset that replaces snap judgments and assumptions with deep questioning and a willingness to admit what you do not know.
- **Practice:** The ongoing *discipline* of turning abstract personal values into visible, everyday behaviors

Grounded Confidence vs. Armored Leadership

- **Grounded Confidence:** Stems from an internal anchor, accepting vulnerability, and holding space for paradox or uncertainty.
- **Armored Leadership:** Stems from fear, perfectionism, posturing, and the exhausting need to prove or protect an infallible image.

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



Our Brains are hard-wired for Narratives and stories

Our Brains hate uncertainty

- The mind is a resolution machine
- It takes complexity, ambiguity, and contradiction and converts them into clarity as quickly as possible (assumptions)
- Uncertainty feels like a threat and activates the brains survival mode
- Cognitive dissonance and the drive for certainty causes tension in trying to hold conflicting thoughts

✓**Our goal is not resolution but capacity**

✓**To stay in the tension long enough for objective reality to emerge from the insight and integration to provide 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.

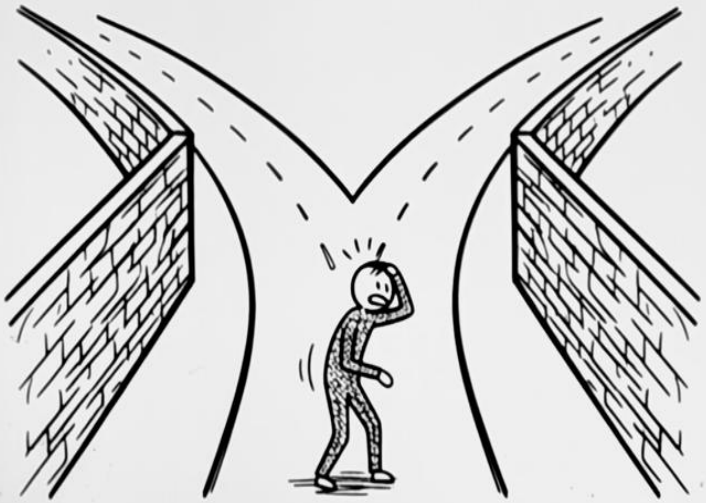
- **It requires "Just manageable difficulty."**

➢ 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)

The Tyranny of the OR:



The Genius of AND:



We Read T
SO YOU DON'T HA

Embrace Paradoxical Thinking

Brown, B. (2025)

- The ability to embrace "both/and" scenarios, holding two opposing ideas or truths simultaneously without rushing to simplify them.
- The stubborn, unflinching nature of paradoxes often makes us uncomfortable and tempted to choose the easier, familiar option.
- Instead of choosing one extreme, successful leaders and individuals hold tension.
- These contradictions are essential truths to be managed

Leaders learn to be comfortable with the discomfort of these tensions and must proactively identify and raise them, while also avoiding the negative consequences of anxiety and defensiveness

“If you can’t accept paradox, you’re closing your mind to the full picture.”

Grant, A. (2026)

You’re faced with determining which stories are true and which values are important, rather than aligning them in a space for critical thought and objective evaluation. We tend to:

- ✓Oversimplify complex situations
- ✓Force false choices on our subordinates
- ✓Dismiss valid concerns that don’t fit our narrative
- ✓Create unnecessary conflict by treating tensions as battles

Leaders who can hold paradox tend to ask better questions.

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.

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).

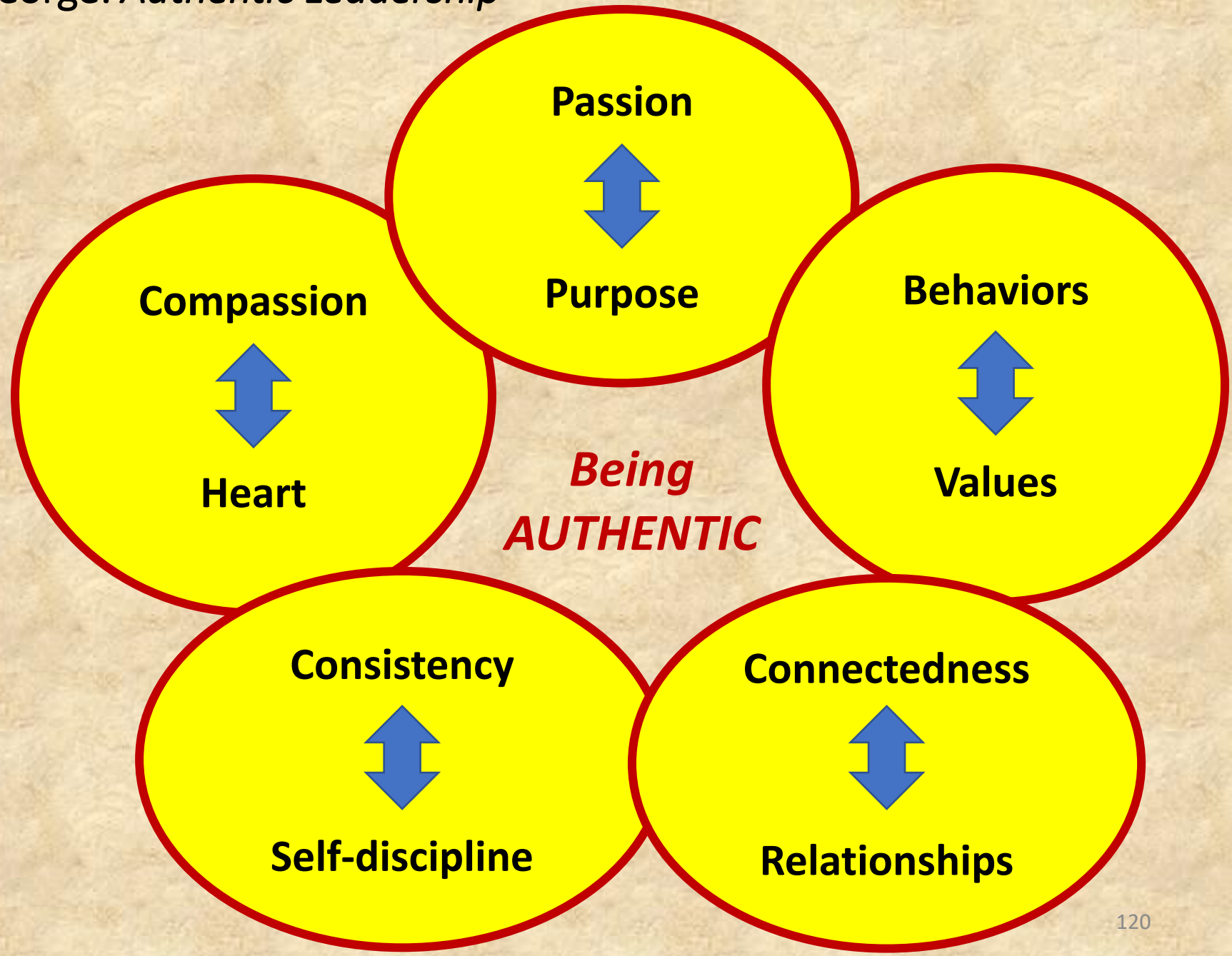
There are 7 core authentic leadership attributes:

- 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

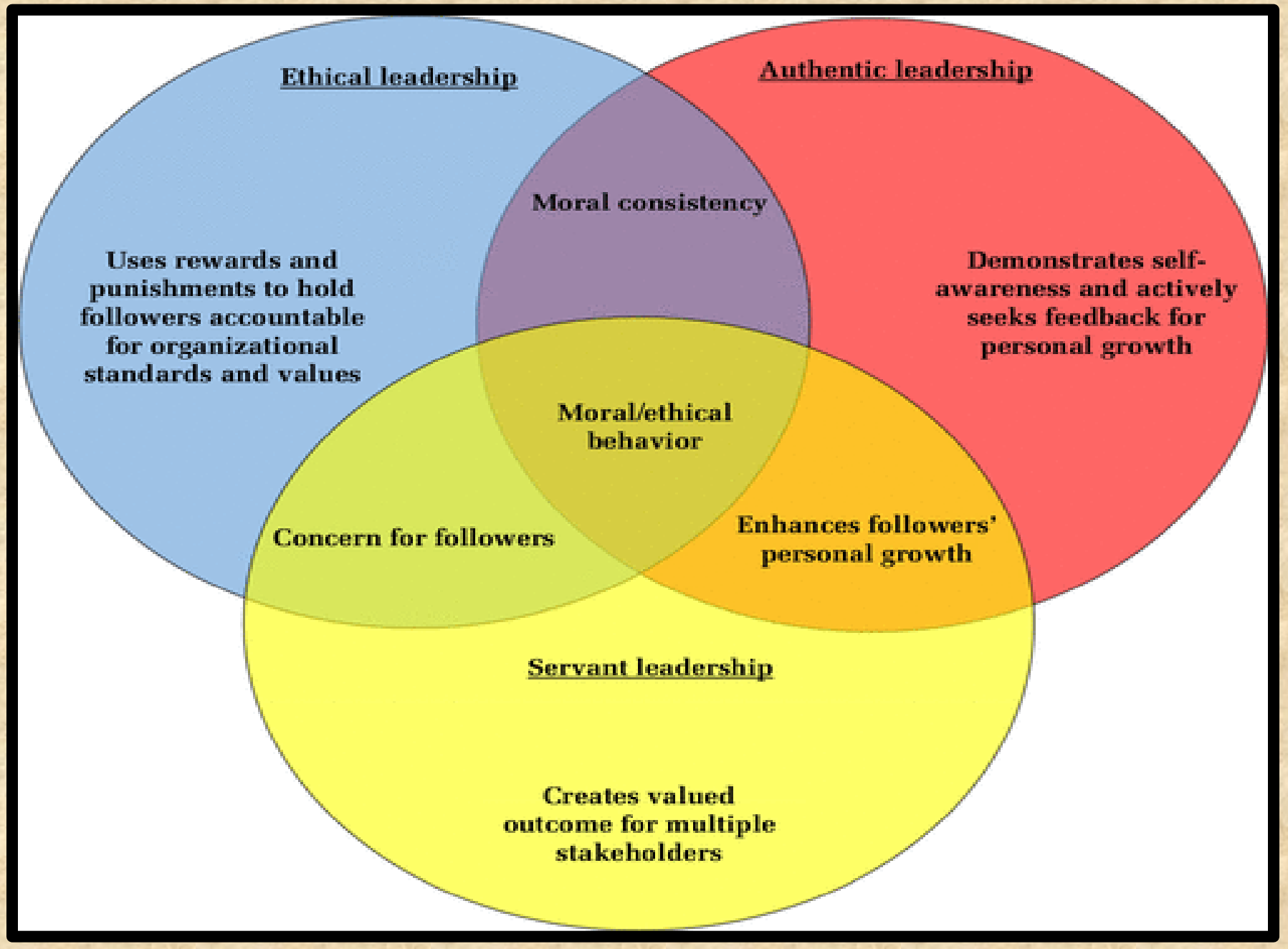
Bill George: *Authentic Leadership*



- 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.

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

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

--- Richard Rohr

The Leader Amplification Effect

Galinsky, A. (2025)

- The leader amplification effect states that a leader's behaviors, emotions, and words are heavily scrutinized and magnified because all eyes are on them.
- **In a crisis, a leader's emotional state is powerfully infectious—**

➢ If a leader shows calm and courage, others feel secure

➢ If a leader panics, it rapidly ratchets up fear and anxiety across the team

Simple, direct, and resolute statements from a leader can actively transform a team's collective fear into operational hope and resolve

Leader Amplification Effect

We inspire others by words, actions, and interactions

Galinsky, A. (2025)

- Every word and action from a leader gets amplified. This means that you don't have a choice of whether you will have an impact.
- But you do have a choice of whether that impact will be inspiring or infuriating.

Simple, But Important Example

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?

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)

Leaders do not have the option of having a neutral impact

- Their off-hand comments or casual gestures are magnified by their position to either uplift or crush people
- **Negative or toxic leadership relies on force to gain temporary compliance**
- ***Positive inspiration*** **builds lasting influence, internal motivation, and commitment**

Inspiring leadership directly feeds the human brain's architectural need for purpose, security, and status

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



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"

Leading Diverse Groups of People

Why Reverent Power is Important?

Five bases of social power identified by French and Raven (1959): Coercive, reward, legitimate, referent, and expert. Later Raven (1965), added informational to make six.

- **Referent power is the ability to influence others due to admiration, respect, and identification with an individual, essentially stemming from the leader's personal qualities and likability.**
- People are more likely to follow or agree with someone they like, respect, and see as a role model.

WHY IT MATTERS

- Referent power is considered the most potent because it doesn't require that a leader micromanage, use coercion, or reward to influence others.
- According to French and Raven, referent power has the broadest range of influence of any power, allowing it to be leveraged on a large scale.

People follow a leader with referent power based on who the leader is and how they behave.

Leadership is power through people, not over people

Power in Leadership can Emerge from Four Distinct Expressions:

Brown, B. (2020), and Follett, M.P. (1941)

- **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.

Powers Influences on Leaders

- **Reduced accountability:** People with power face fewer consequences for bad behavior

Impulses that were previously restrained get expressed.

- **Empathy erosion:** Studies suggest power can literally dampen the brain's mirror-neuron responses

Powerful people become worse at reading others' emotions and perspectives.

- **Self-serving justification:** Power tends to make people feel their own judgment is more valid, which can slide into believing rules apply to others but not them.
- **Selection effect:** Ruthless or self-interested people may be more likely to seek and win power in the first place, so it's not always that power *changes* someone — it can just remove the mask.
- **Isolation:** The more power someone has, the more people around them filter bad news or flatter them, cutting them off from honest feedback.

Psychological changes in the leader

- **Disinhibition.** Power reduces threat-sensitivity in the brain, making leaders act more impulsively and take more risks

Including social risks like belittling or ignoring others.

- **Loss of perspective-taking.** As power grows, leaders rely less on others' viewpoints and more on their own judgment

Which shows up as dismissiveness, poor listening, and blindness to how their actions land.

- **Entitlement.** Extended power exposure fosters a belief that one deserves special treatment

Leading to exploitation of subordinates, double standards, and self-serving decisions dressed up as "what's best for the team."

- **Objectification of others.** Some research finds powerful people start viewing subordinates more as tools for achieving goals than as people

Which underlies abusive or exploitative management styles.

Structural changes around the leader

- **Yes-men effect.** Subordinates self-censor criticism to avoid punishment, so toxic behavior goes uncorrected and can escalate.
- **Narrowing feedback loops.** The higher up someone is, the fewer people are positioned (or willing) to challenge them, so toxic patterns calcify rather than get corrected.
- **Reward for toxicity.** In hierarchical or high-pressure cultures, aggressive, domineering leadership sometimes gets rewarded with results in the short term, reinforcing the behavior.

A Leaders Status

Galinsky, A. (2025)

Is not the same thing as power, and it functions almost like a report card from the people around you rather than something a title confers.

- **Status is earned respect, not granted authority.**
  - Where power is control over resources and outcomes
  - Status is the level of respect, admiration, and voluntary deference a leader actually receives from others.
  - You can be handed power by rank; status has to be given to you by the people under your charge.

- **Power without status is corrosive:** The destructive nature of power without status shows that leaders who have control but lack respect tend to put others down.
- Often as a way of compensating for feeling disrespected despite holding formal authority.

It's status insecurity translating into demeaning behavior toward others.

Insecurity tends to turn power from a tool into a shield

— and the leader is often the last to notice the switch, because it feels like decisiveness or high standards rather than fear.

- **Control substitutes for confidence.** A secure leader can tolerate ambiguity and dissent; an insecure one often can't, because uncertainty feels like exposure.
  - This shows up as micromanaging, over-centralizing decisions, or needing to be the smartest person in every room — not because the situation demands it, but because losing control feels like losing safety.

- Insecurity is very often a past-shaped reaction — old proof that you weren't good enough, weren't respected, weren't safe — showing up as present-day authority.
- The leader isn't reacting to this team or this challenge; they're reacting to what challenge used to mean.

The tell is usually the size of the reaction: if the emotional charge is bigger than the actual stakes of the situation, that gap is often insecurity, not judgment.

- **Authority gets used to silence rather than test ideas.** Disagreement can land as a threat to status rather than useful information.
  - An insecure leader may punish pushback subtly — freezing out the person who challenged them, rewarding agreement — which trains a team to stop bringing honest input long before anyone names why.
- **Credit and blame get distorted.** Insecurity often pulls credit upward ("I built this team") and pushes blame downward ("execution failed me") because the leader's sense of worth is tied to being seen as capable, not just being capable.

Secure leaders can say "that was my call, I got it wrong" without it costing them anything internally.

- **Power gets used to manage the leader's own emotions, not the organization's needs.** Decisions start optimizing for "does this make me look strong / avoid looking weak" instead of "is this actually right."

That's often invisible to the leader, because it's dressed up as strategy or firmness.

- **Perfectionism and hierarchy tighten.** Delegation feels risky when your identity is tied to being indispensable, so insecure leaders often hoard important work, then resent the team for "not stepping up" — a dynamic they themselves created.

- **Power reduces perspective-taking:** Power propels leaders toward their goals, but it makes people anchor too heavily on their own vantage point and under-adjust for how others see things.
  - Power becomes a psychological accelerator — useful for getting things done, but dangerous without a counterbalance.
- **Perspective-taking is the missing steering wheel:** Effective leadership needs both power (the accelerator) and perspective-taking (the steering wheel)

Leaders who combine power with genuinely taking others' viewpoints into account make better, more nuanced decisions, while those who don't are prone to "crashing."

- **High status comes with amplified scrutiny.** Once a leader has status, people watch and interpret their behavior far more closely

✓This is his Leader Amplification Effect.

✓The flip side is the Leader Silencing Effect:

The more status a leader has, the less likely people are to give them honest, critical feedback, because the stakes of disagreeing with a high-status person feel higher.

Acceleration with Steering

Adam Galinsky's research: power is the accelerator, perspective-taking is the steering wheel.



WHAT THE RESEARCH SHOWS

1. **Power diminishes perspective-taking**
   Leaders anchor on their own view and underadjust to others' (Galinsky et al., 2006).

2. **Perspective-taking alone isn't enough**
   Without agency, understanding doesn't turn into action.

3. **Together, they're synergistic**
   Power plus perspective-taking outperformed either one alone (Galinsky et al., 2014).

The discipline: *before deciding, ask "How does this look from where they sit?"*

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.



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**

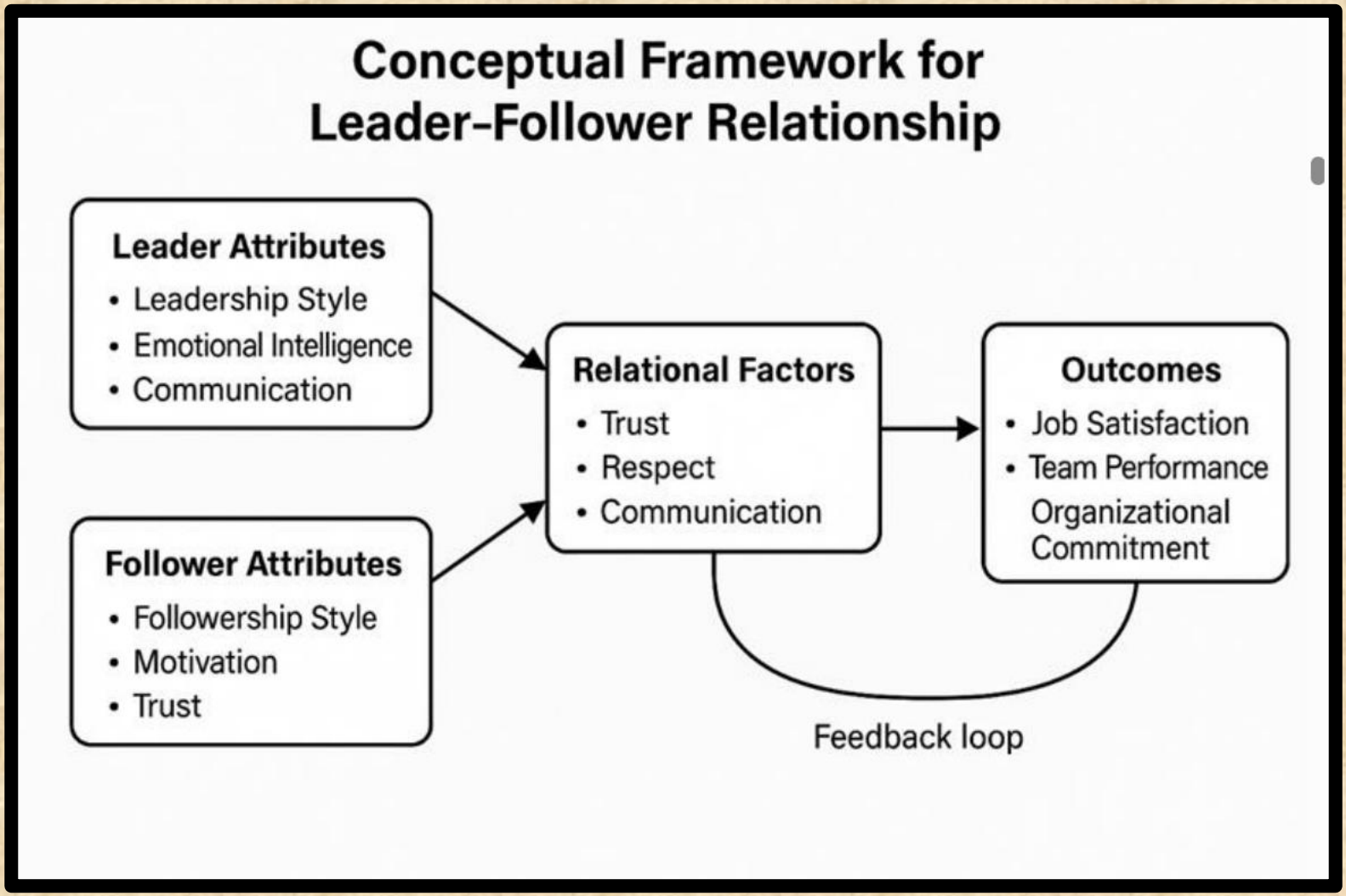
✓**Provide viable options and realistic solutions**

- 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 Followers



Relationship is Key



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

Factors in Sound Relationships

- **Mutual benefit and reciprocity**

✓Good professional relationships aren't transactional, but they should feel fair over time — both people contributing, both getting value.

✓Offering help, credit, and support without immediately expecting something back builds long-term goodwill.

- **Respect, reliability, and accountability**

✓Respectful behaviors

✓Following through on commitments; when you can't, communicating early rather than letting someone find out the hard way.

✓Owning mistakes directly instead of deflecting.

- **Maintenance over time**

✓Relationships decay through neglect, not usually through dramatic events.

Regular, low-effort check-ins matter more than people expect.

✓Revisiting and repairing the relationship after conflict, rather than letting unresolved tension quietly harden into distance.

Good professional relationships aren't maintained by grand gestures — they're built through small, consistent behaviors (follow-through, honesty, respect) repeated over time, which is exactly what makes trust durable rather than fragile.

- Most relationship disorder is really a communication and clarity problem wearing a personality-conflict costume.

Fixing the structure (who does what, how issues get raised, how decisions get made) usually does more than trying to fix personalities directly.

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

An underappreciated hallmark of the best leaders today is that they have mastered the underrated skills of great followers.

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

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*)

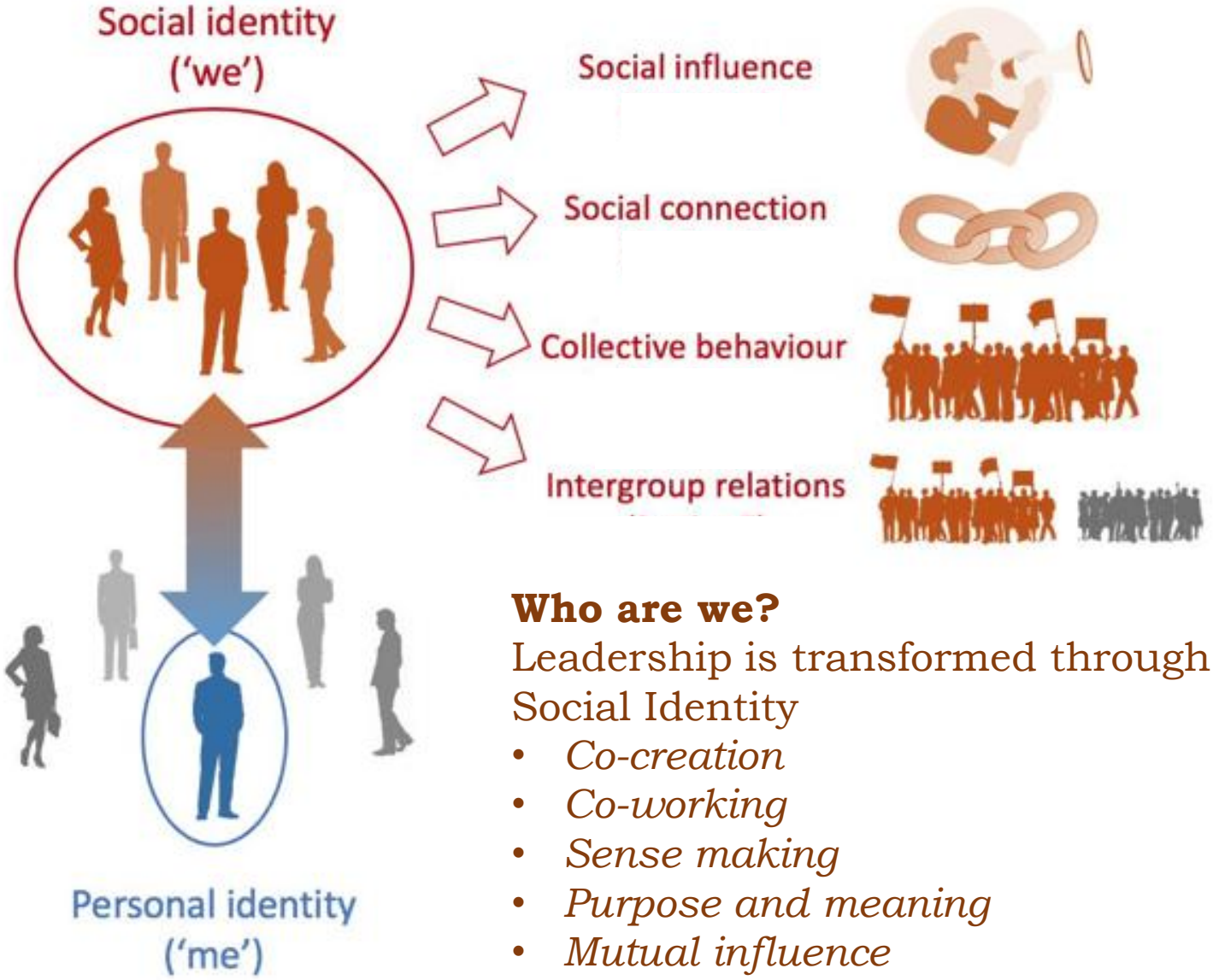
They are Outputs (*From the followers*)

- ***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



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)

Leading Through Social Identity

Social identity theory (Tajfel & Turner, 1979) and the new psychology of leadership (Haslam, Reicher & Platow)

WHY IT MATTERS

People think in "us"

Group memberships shape how we see ourselves and what is worth our effort.

Followers back "one of us"

Leaders earn trust and influence by embodying what the group stands for.

"We" fuels cooperation

Shared identity drives trust, extra effort, and resilience through change.

HOW LEADERS BUILD IT

1 *Identity prototype*

Be one of us

Model the group's values and norms in everyday behavior.

2 *Identity champion*

Do it for us

Advance the group's interests, not your own agenda.

3 *Identity entrepreneur*

Craft a sense of us

Define who "we" are, what we value, and where we're going.

4 *Identity impresario*

Make us matter

Create rituals, structures, and wins that make it real.

Watch out: a strong "us" can harden into "them." Build an inclusive identity that spans teams instead of creating silos.

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

Employees that have a strong sense of belonging

- ***When they believe their worthy of it.***

✓They have the courage to be imperfect.

✓They have the kindness to be compassionate to themselves then to others around them.

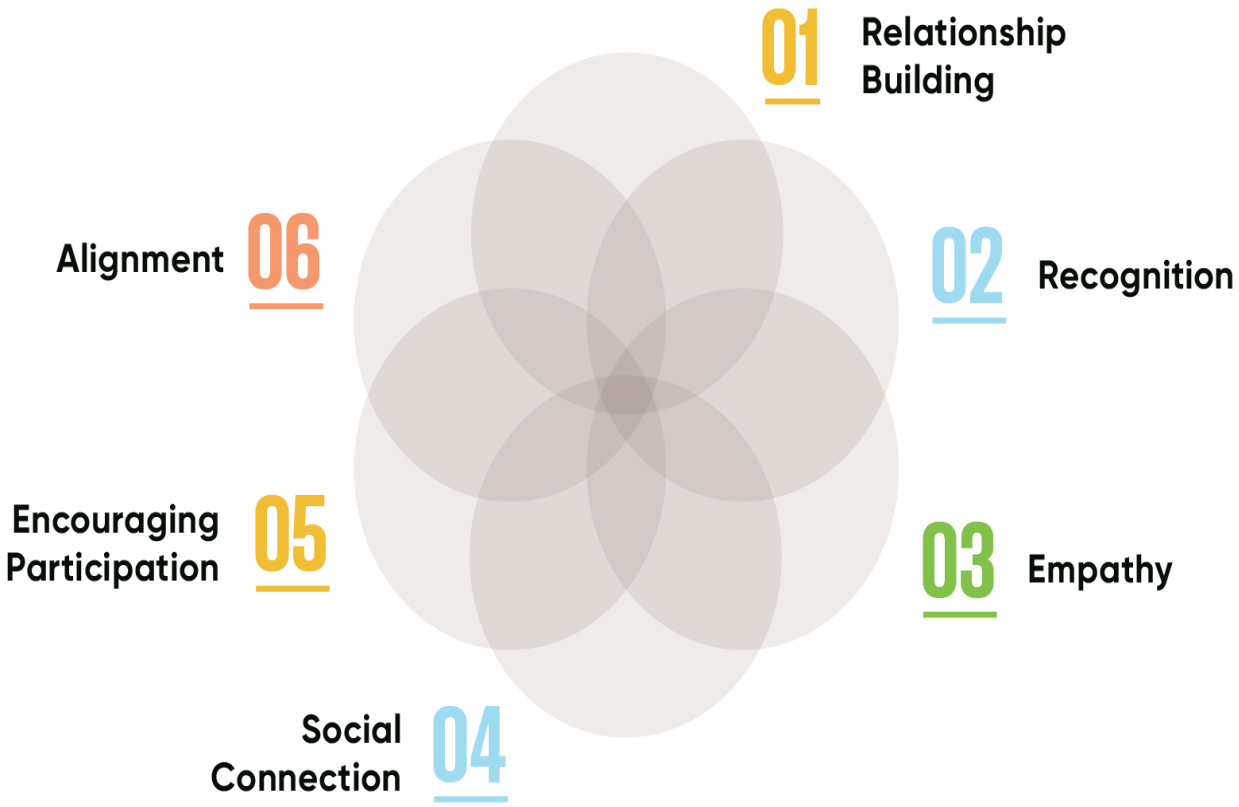
✓They have connection because of their authenticity that lets them let go of who they thought they should be to be who they really are.

Worthiness + Vulnerability = Belonging

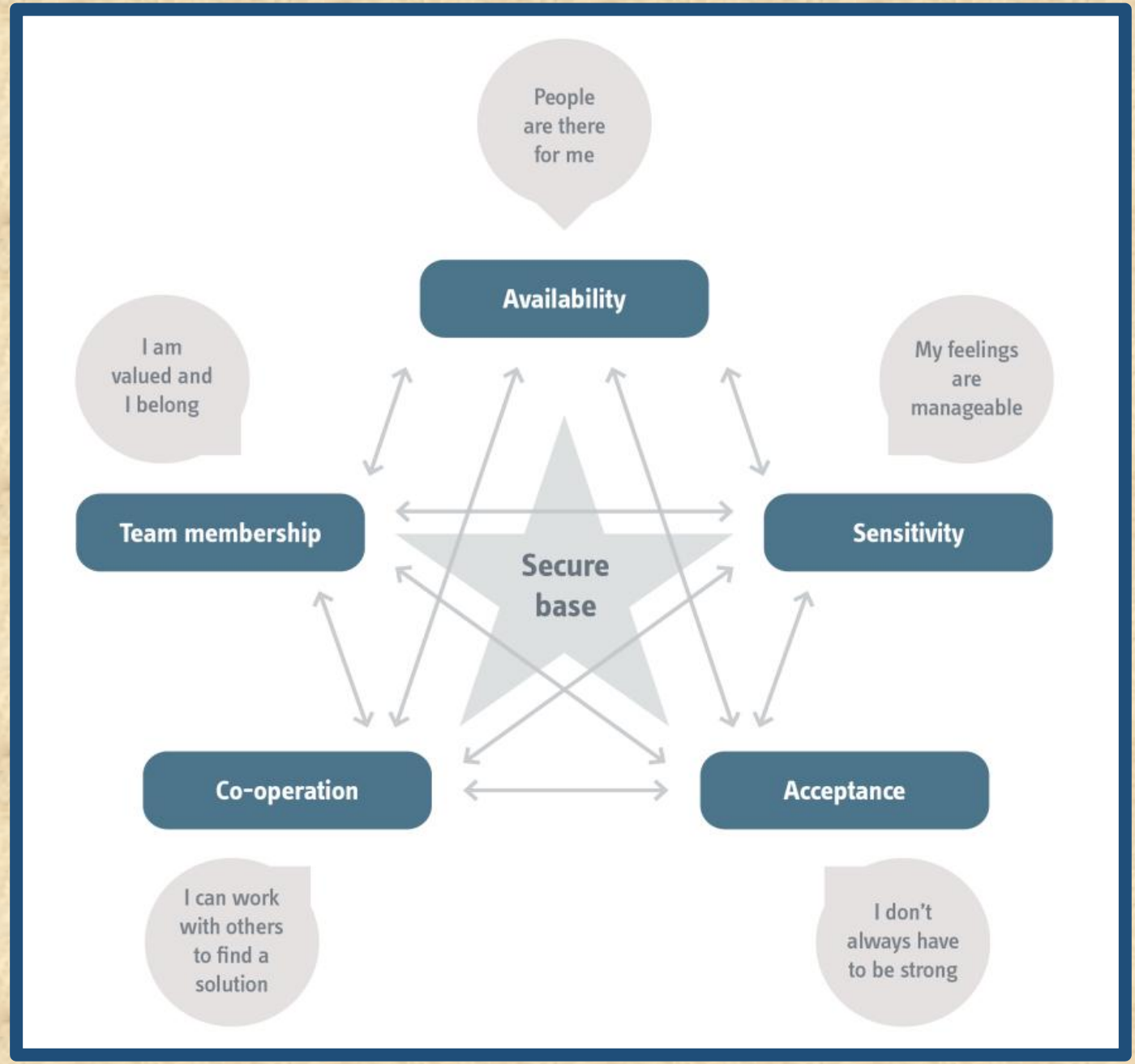
SELF-ESTEEM SHAPES BELONGING

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

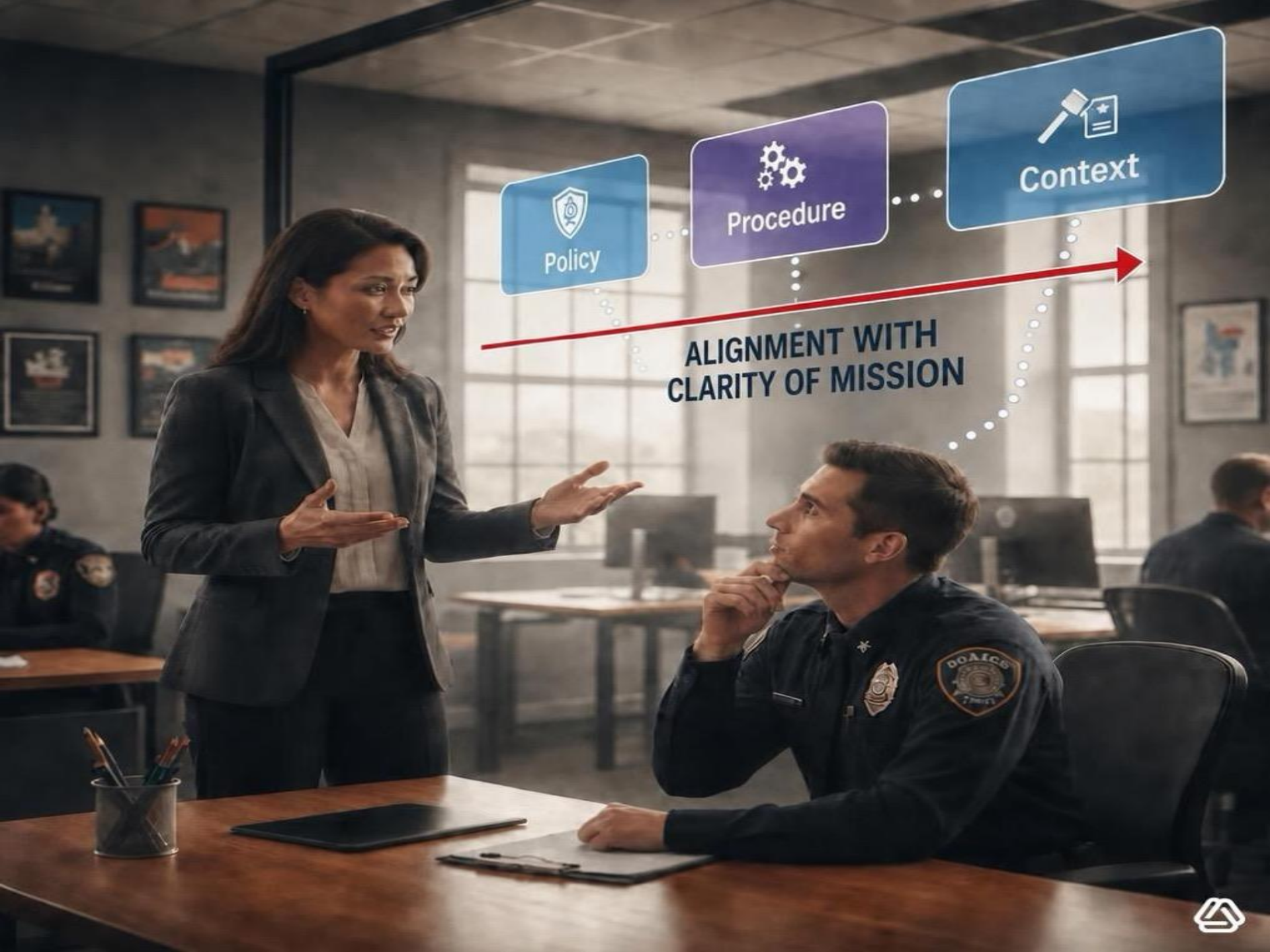
- **Role ambiguity** is the lack of clear, consistent information regarding job responsibilities, expectations, and goals.
  - It occurs when employees are unsure of what is required of them.
- **Role conflict** occurs when an employee knows what to do but faces competing or incompatible expectations.

Distraction and mismatched workload

Hajek, A., Pengpid, S., Peltzer, K., & König, H. H. (2026)

- Although distraction and mismatched workload are everyday features of working life, yet they tend to attract far less attention than headline issues such as burnout or long working hours.
- Don't assume boredom is harmless – feeling underchallenged was linked to lower life satisfaction and higher stress, even though it left most other outcomes unaffected.

Pay attention to loneliness and social withdrawal as potential markers of workload strain, not just of poor team cohesion.


Policy
Procedure
Context
ALIGNMENT WITH
CLARITY OF MISSION

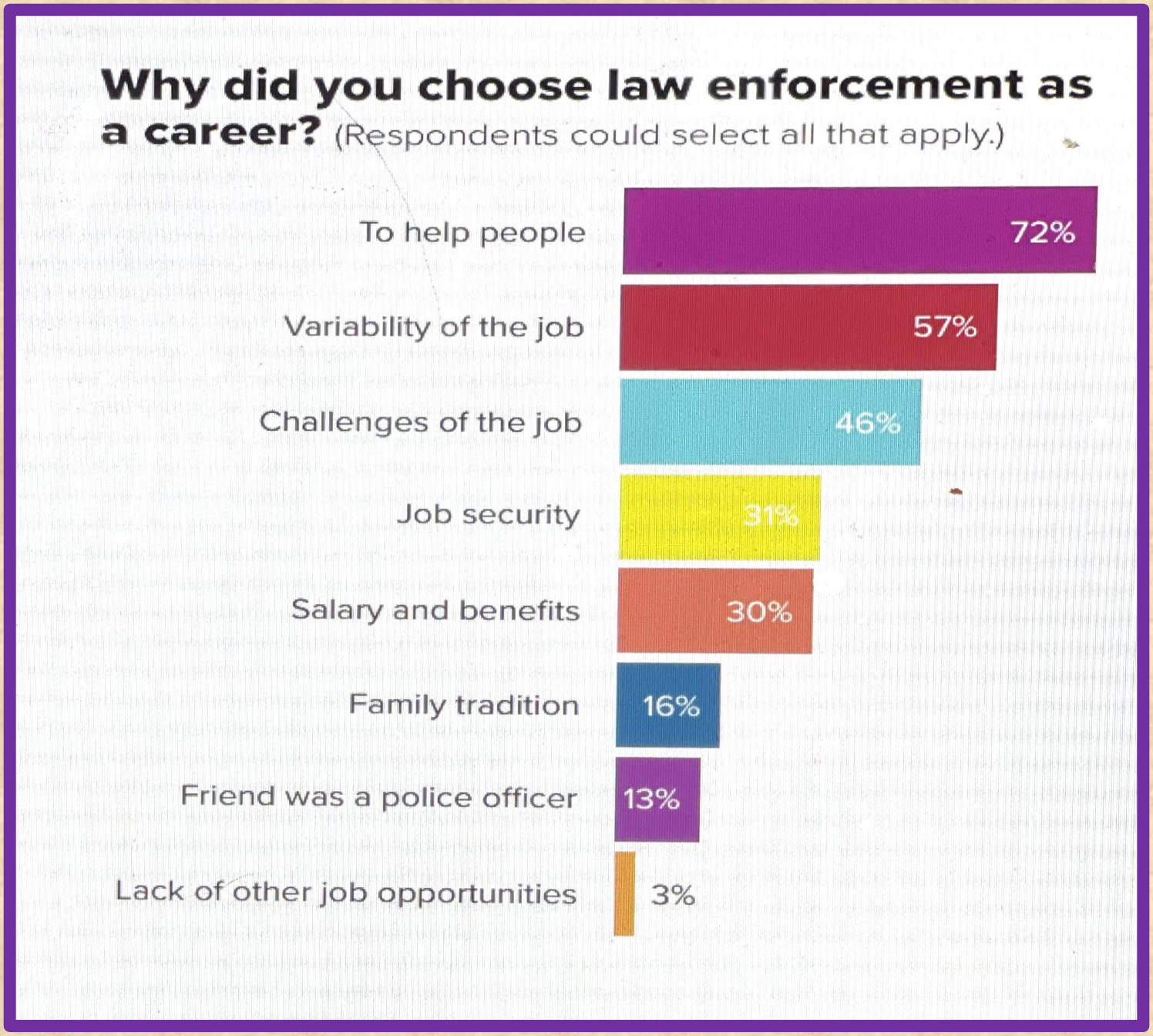
With fairness, Officers want to live in Alignment With Values, Identity, and Purpose

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.



Reynolds, (2022) and Harrison, (2022)

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

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

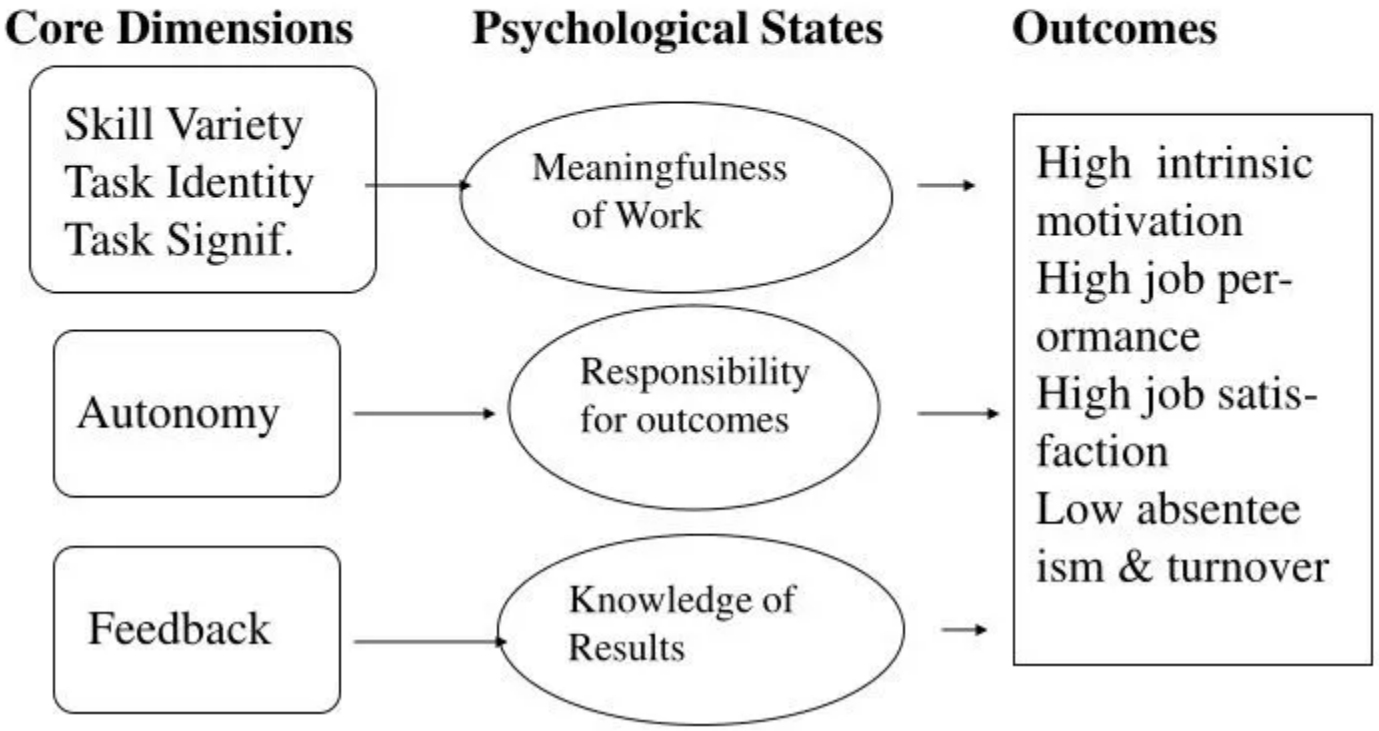
Improving the hygiene factors to decrease job dissatisfaction

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

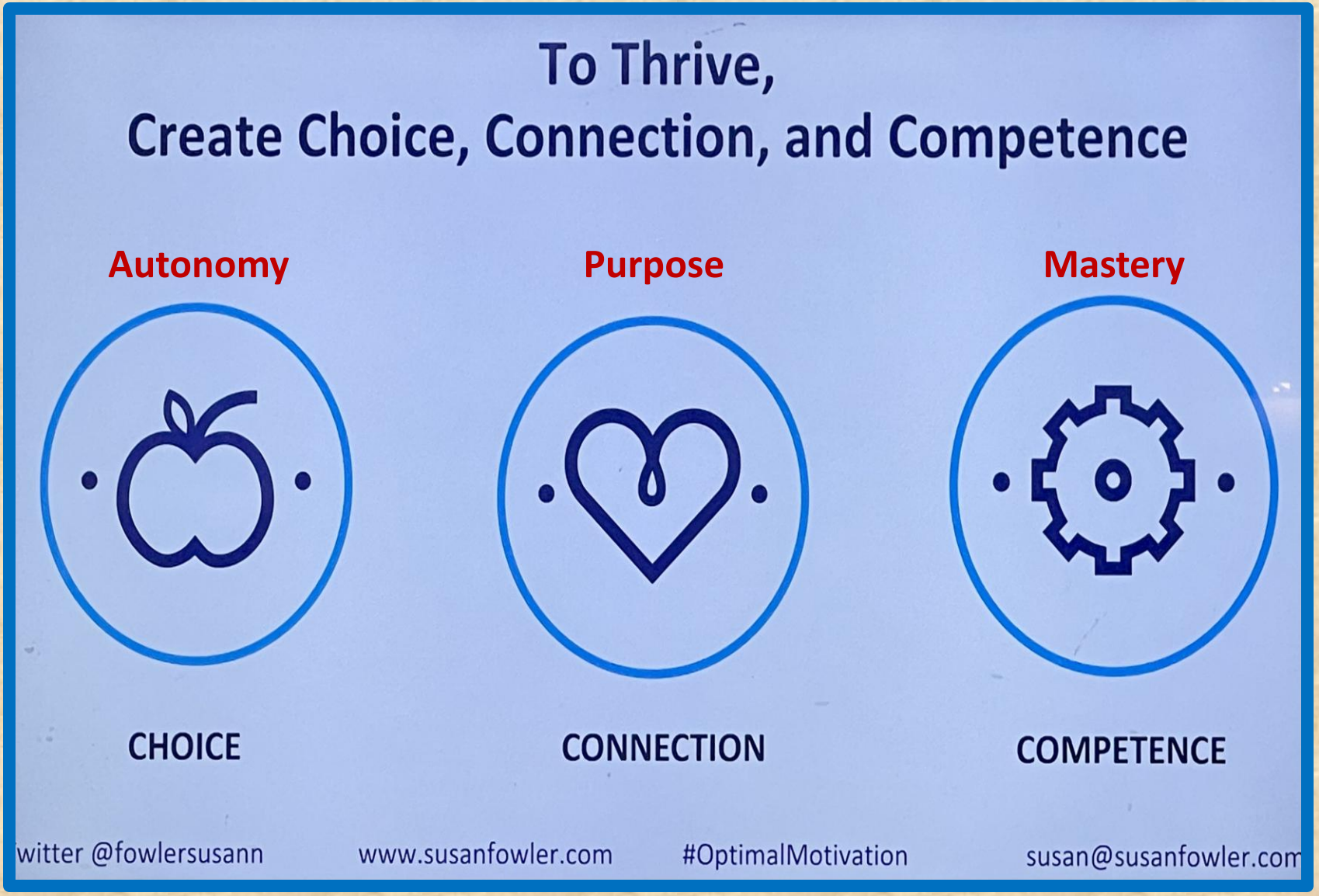
- **By focusing on three manageable factors:**

✓Supportive supervision

✓Learning culture

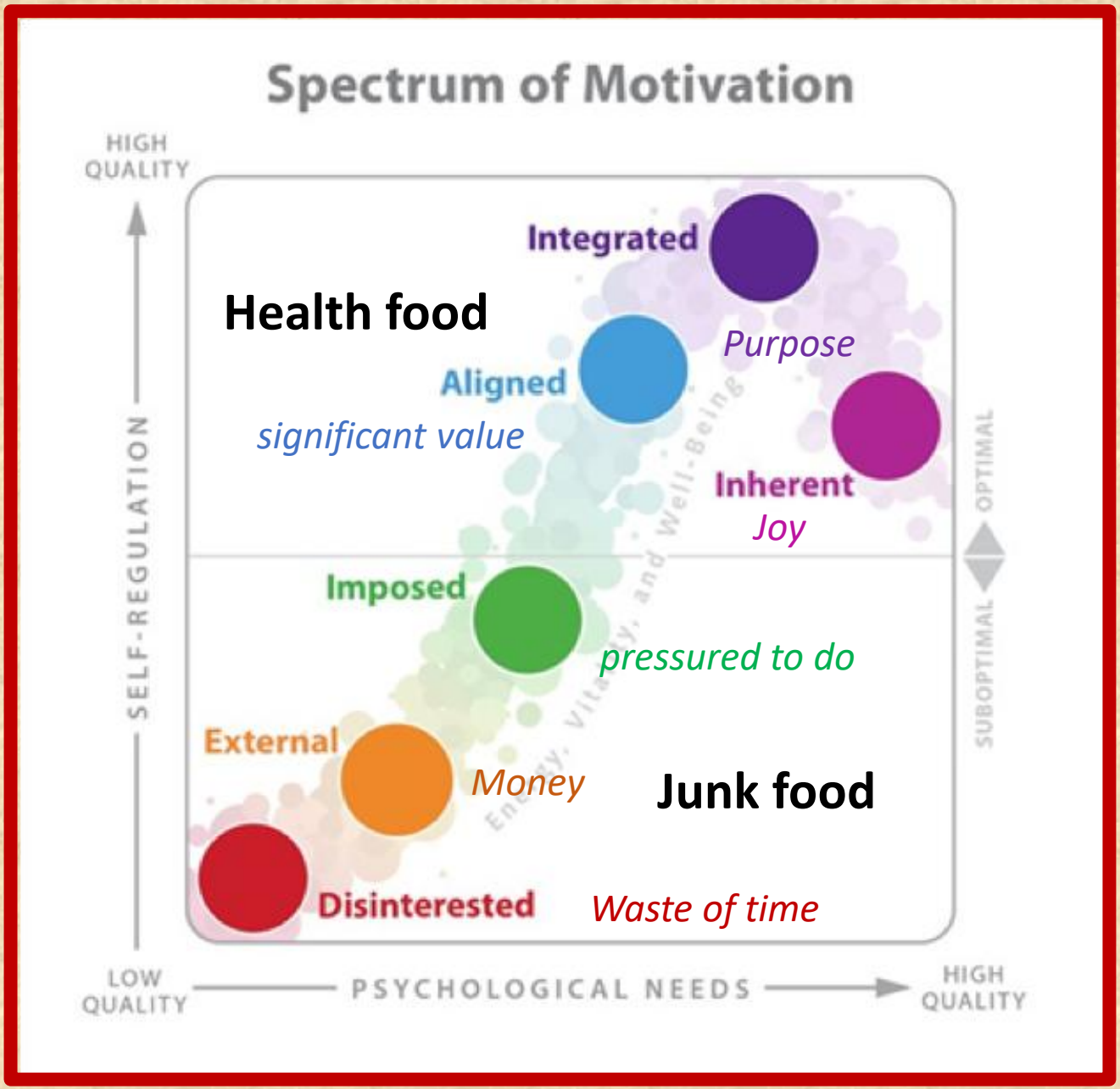
✓Internal control (*promoting psychological fairness, empowerment, growth, and development*)

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)

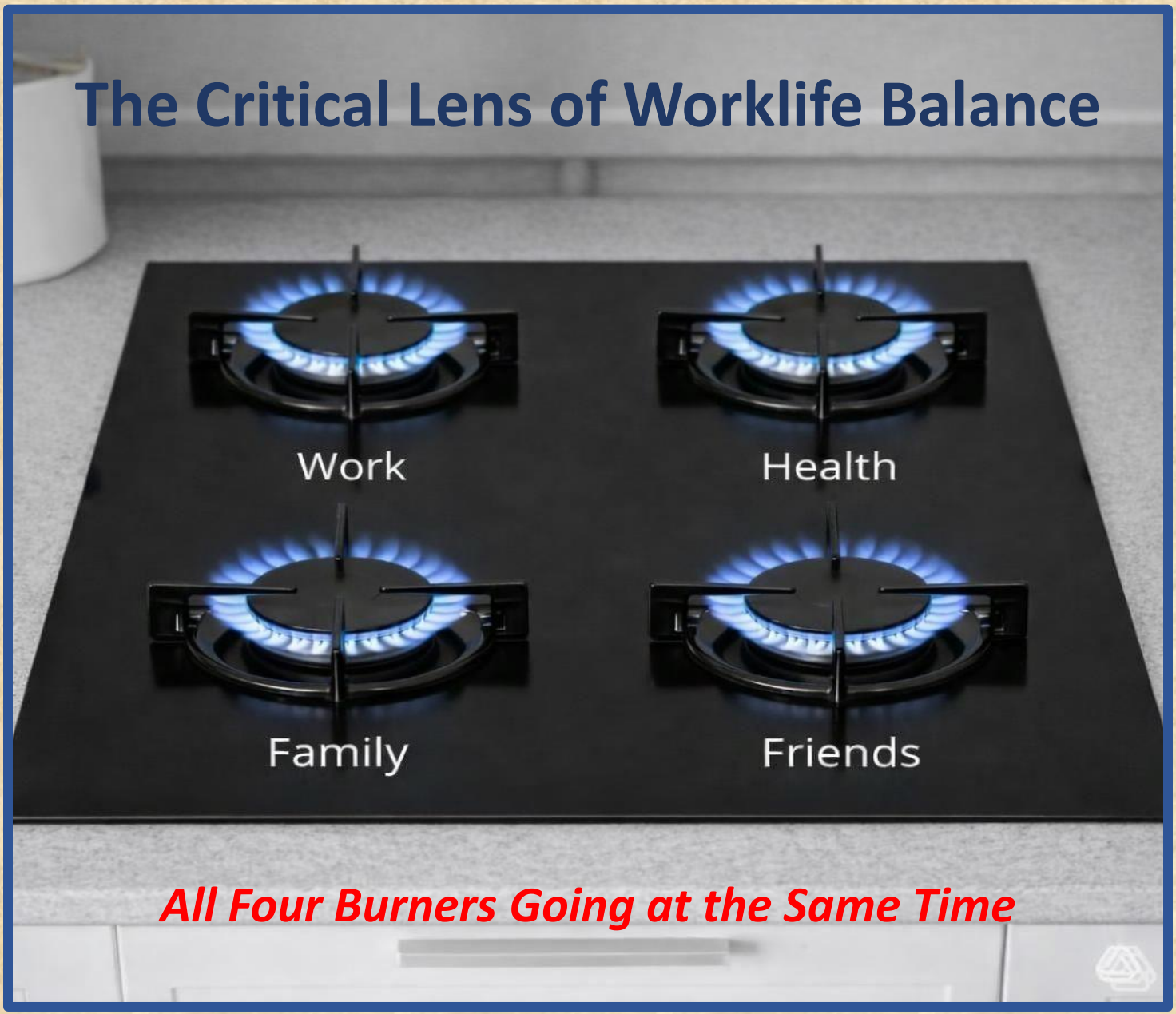
Cooperative environments bolster feelings of autonomy in dyads, teams, and organizations

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)

Work-life Balance Nexus to Job Satisfaction

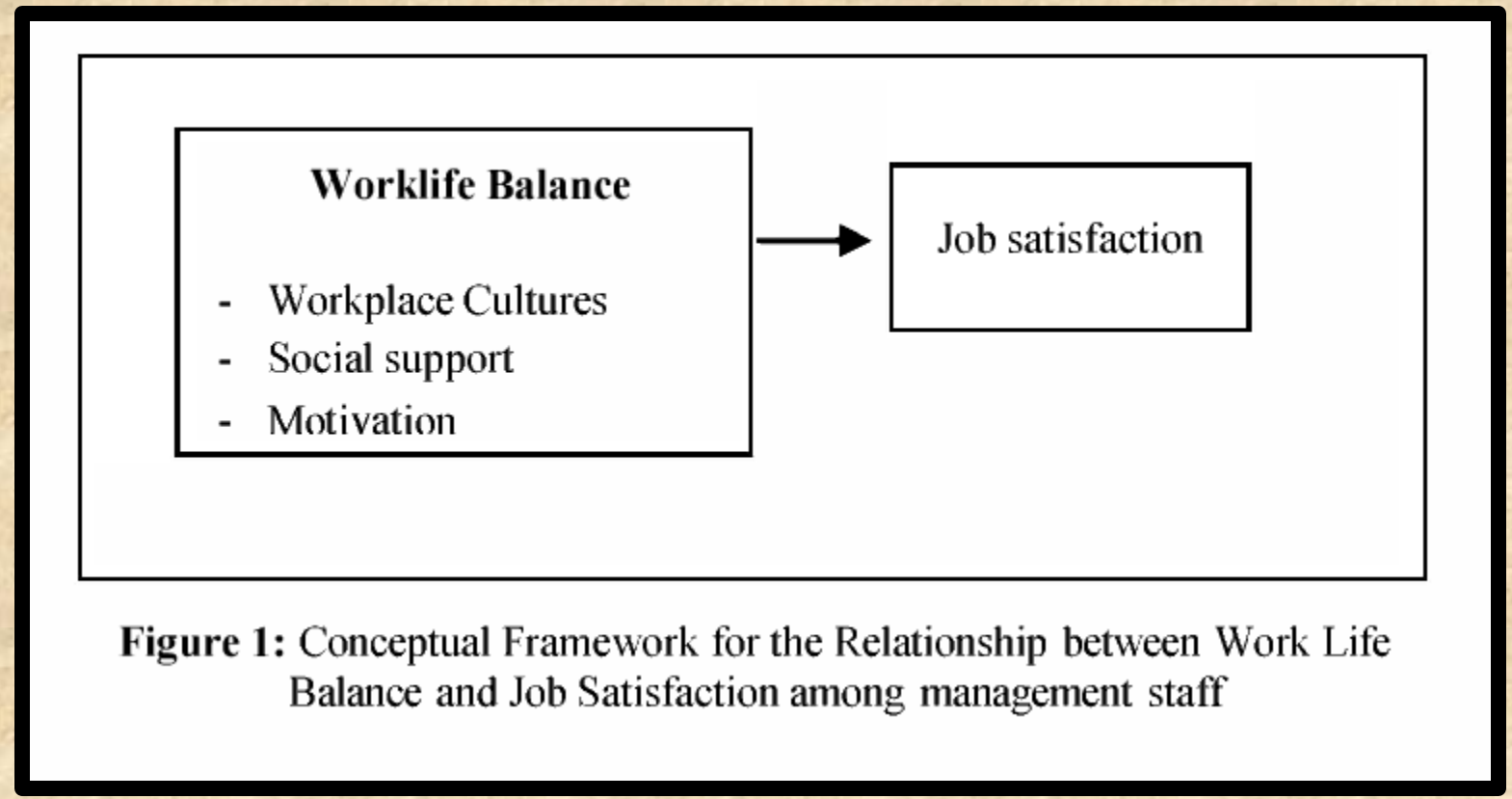


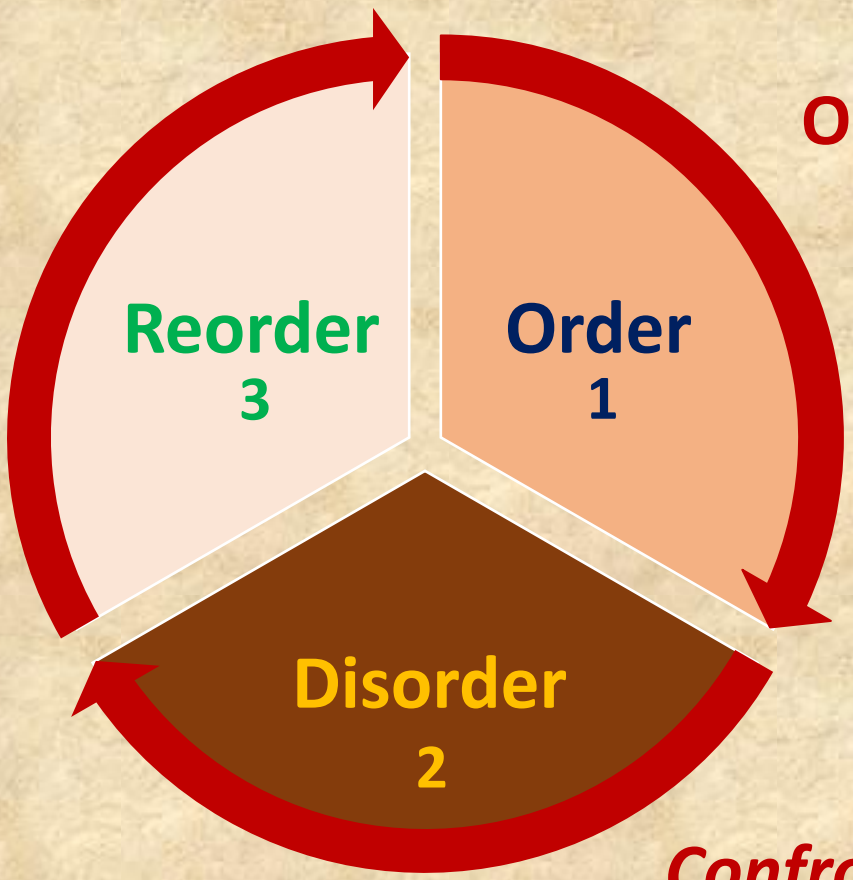
Figure 1: Conceptual Framework for the Relationship between Work Life Balance and Job Satisfaction among management staff

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)

The Context

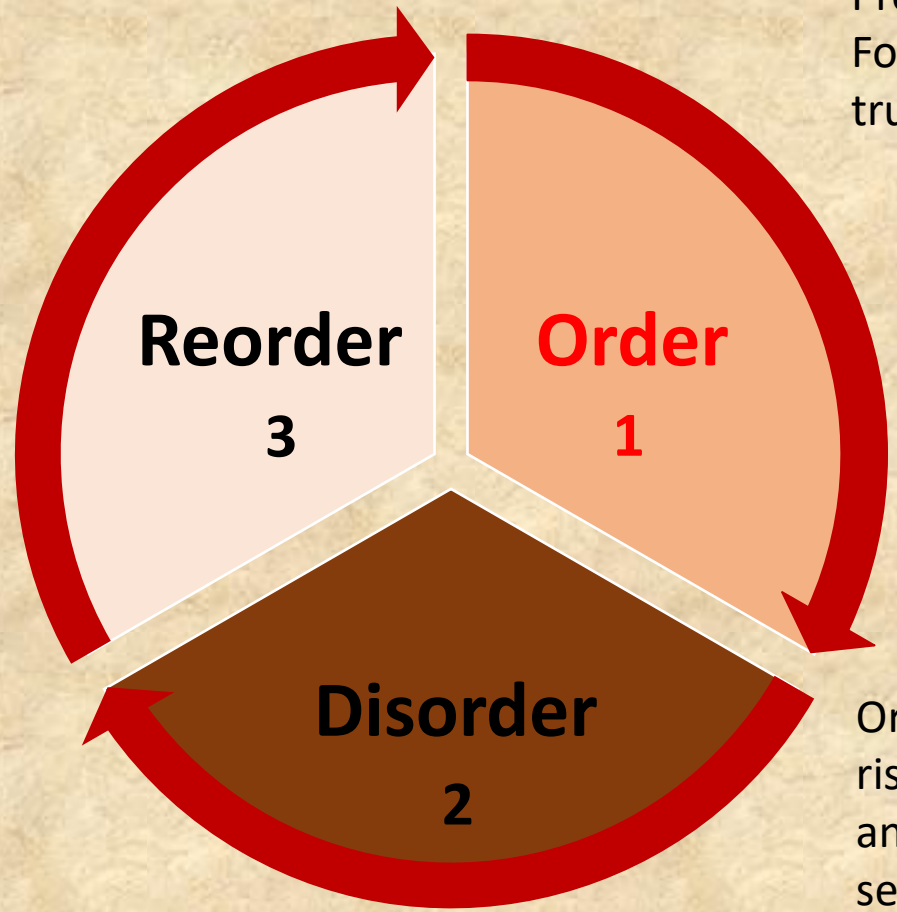


Understanding the Flow



Adapted from Richard Rohr

Understanding the Flow



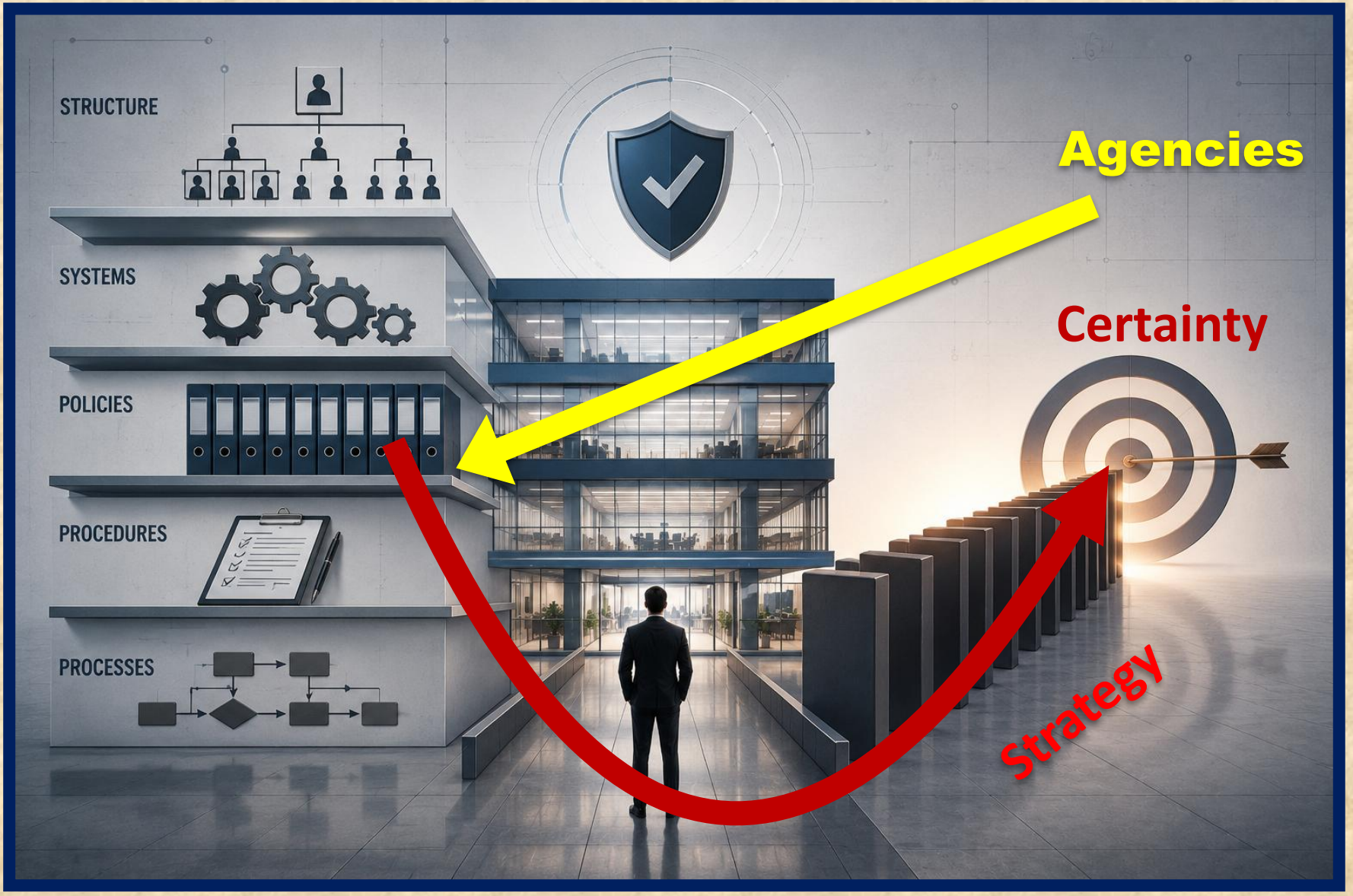
Provides a stable structure
For credible process and
trust for predictability

Provides the space
For autonomy

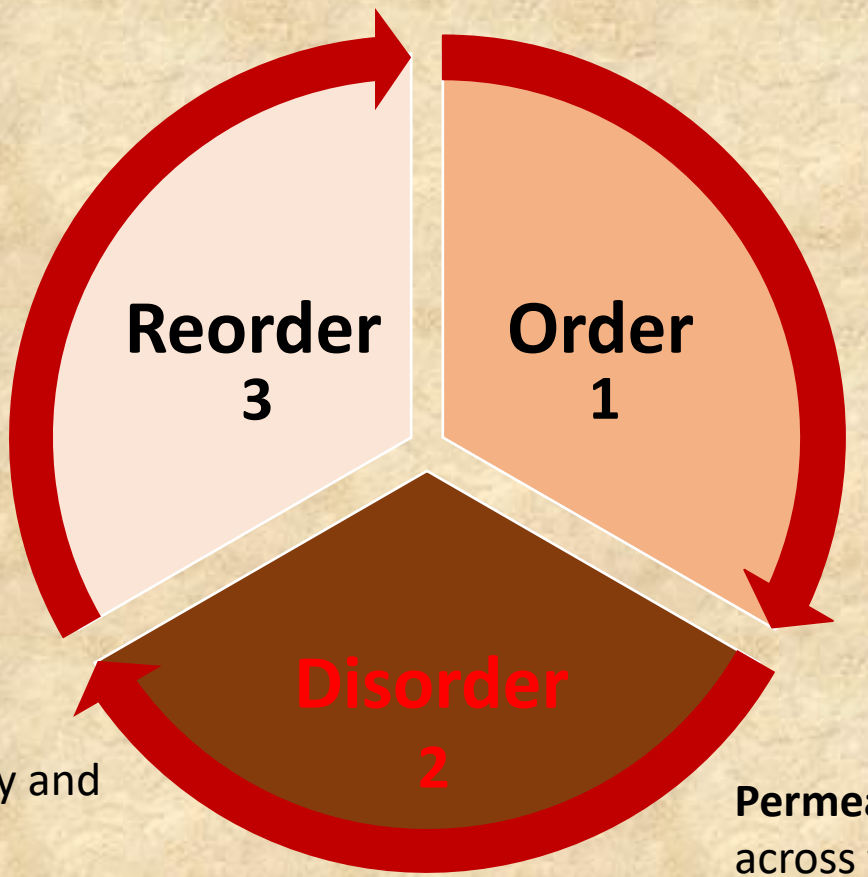
Feels productive and
stable,
but it can create narrow
cognitive rigidity.

Order can promote
risk-averse, bureaucratic,
and
self-protective mindsets

ORDER


STRUCTURE
SYSTEMS
POLICIES
PROCEDURES
PROCESSES
Agencies
Certainty
Strategy

Understanding the Flow



A triggering event: *administrative failure or operational blunder*

Permeation: it spreads quietly across teams, processes, relationships, and solidifies into culture.

Latent disorder: dysfunction exists but is not recognized, hidden, or masked.

Eruption: what was internal becomes visible externally, often suddenly and disproportionately

Disorder

- Emerges when the existing order is disrupted by internal or external factors, such as personal issues, changes in work, technological advancements, or organizational crises
- Disorder is *distressful* but *generative.*
- A crisis, a failed strategy, a process change — these events break down old structures.
- The instinct is to restore order as fast as possible. But leaders who rush past disorder miss the diagnostic signal it carries: the old way no longer worked.
- We must go through disorder to learn and develop

This state can lead to confusion, inefficiency, and resistance among employees.

Disorder is Not Failure — It's Necessary Growth

- Disorder is natural — not a failure, as contemporary belief systems have led us to assume.
- Organizational growth and change comes through disruption, disorder, and discomfort.
- The leadership challenge here is significant:
  - Leaders who identify what needs to change for the mission to continue are going to disappoint people when they bring about disorder for the sake of the mission.
  - Many leaders tap out in the midst of disorder — they can't take the tension between where we were and where we're going

Recognition and Acceptance of Disorder

- What leaders must not do is ignore that they are in a disordered state
- Become obvious to feedback and blind to the operational realities around them.
- Pretending they're in an ordered state, when they're not.

This is a passive approach develops arrogance that welcomes passive-aggressive attitudes.

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

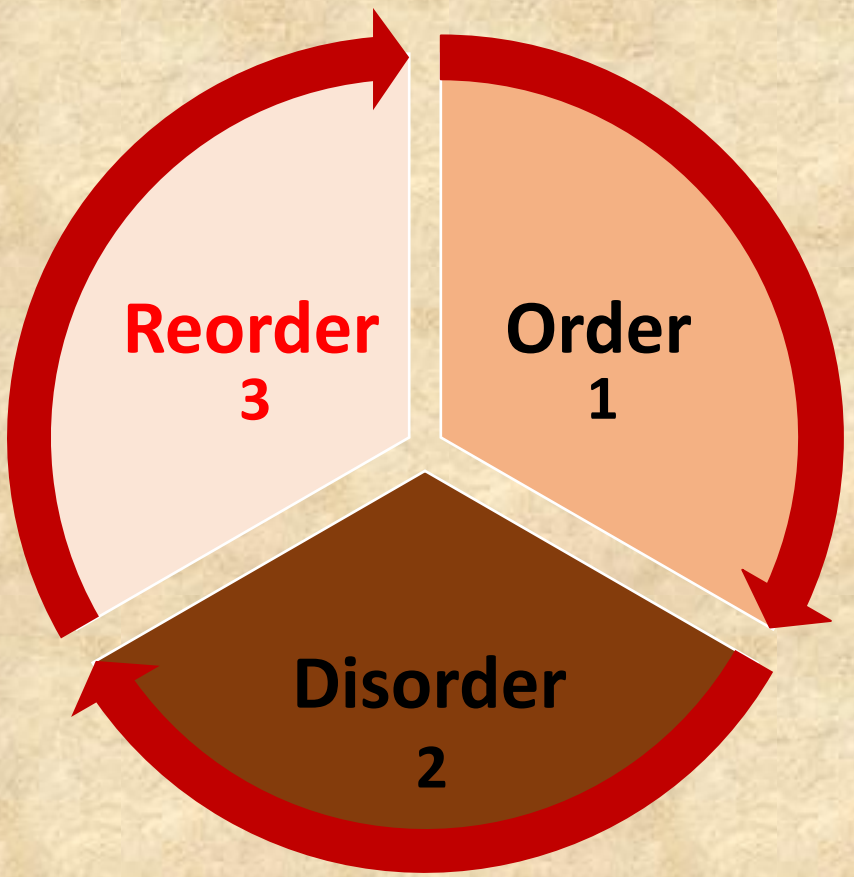


Understanding the Flow

Restructuring and rethinking processes to adapt to the new realities.

Constructing something better-fitted to new conditions.

Managing contradictions and ambiguity, making informed Decisions with incomplete information, and bringing people through that uncertainty and stress with care and trust.



This phase is essential for innovation and growth, allowing organizations to emerge stronger and more resilient.

Reorder Requires a Different Kind of Knowing

- To reconstruct, we need to move beyond cerebral, rational knowing toward a more spacious, contemplative knowing — beyond the dualistic, win/lose, either/or worldview.
- **This is what distinguishes truly transformative leadership from mere management:** *reorder, or transformation of people and systems, happens when order and disorder are seen to work together.*

This framework invites leaders to stop treating disruption as a problem to be solved and start treating it as a passage to be navigated — with patience, honesty about where the organization actually is, and the courage to hold the tension long enough to reach genuine transformation.

Stabilize the situation through rapid assessment, clear communication, and structured re-alignment.



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.

THIS IS THE KEY

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.*

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

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
- ✓Other focused

Infuriating

- ✓Sieving cauldron of rage and resentment
- ✓Many
- ✓Anxious and cowardly
- ✓Pessimist and narrow-minded
- ✓Diminishes, stays in the weeds, and micro-manages
- ✓Self-focused

Power creates either inspiring or infuriating Leaders

Continuum



Inspiring

Infuriating



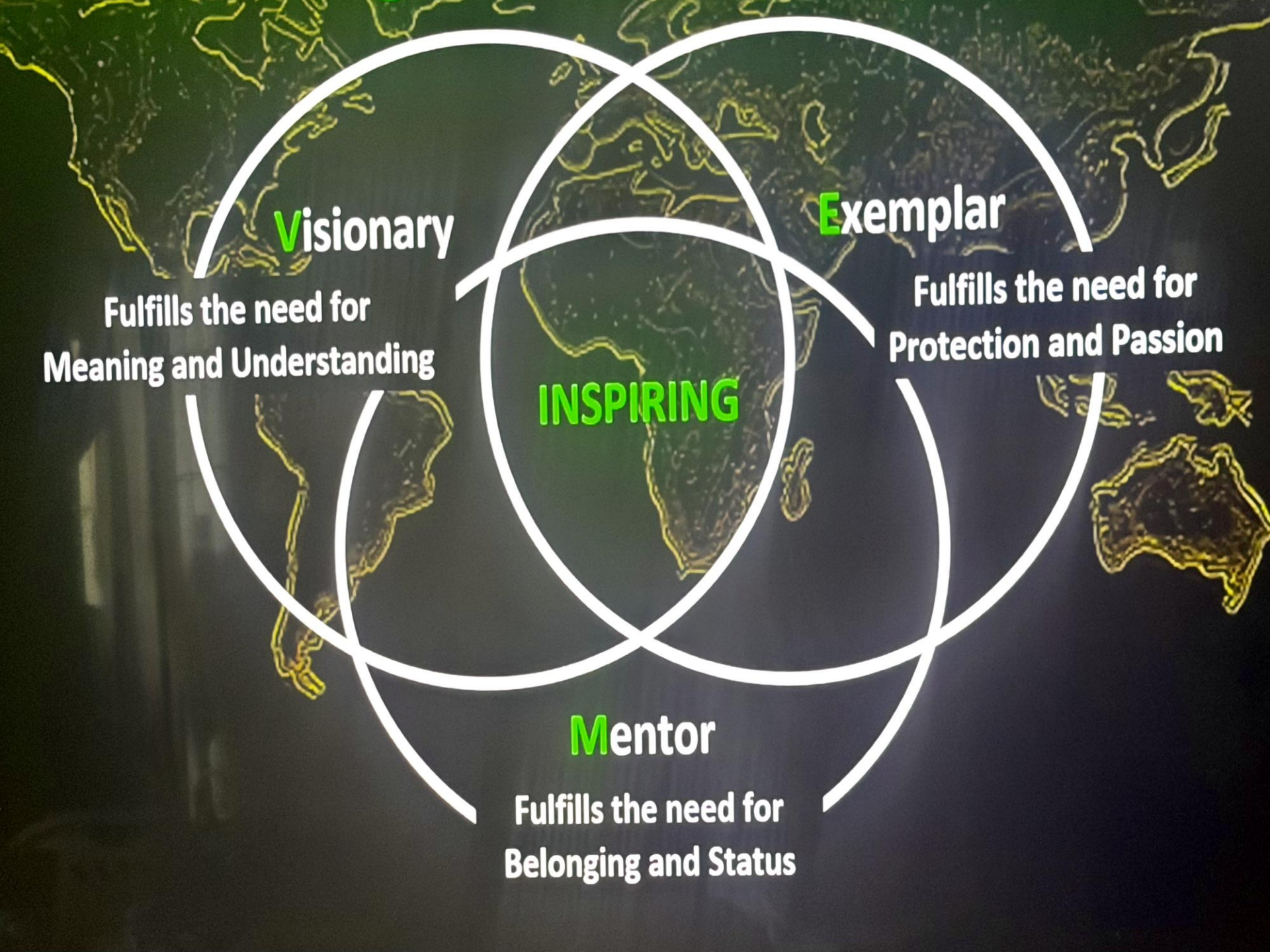
- ✓ ***Visionary*:** how they see the world

(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)


Visionary
Fulfills the need for
Meaning and Understanding
Exemplar
Fulfills the need for
Protection and Passion
INSPIRING
Mentor
Fulfills the need for
Belonging and Status

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.

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)

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

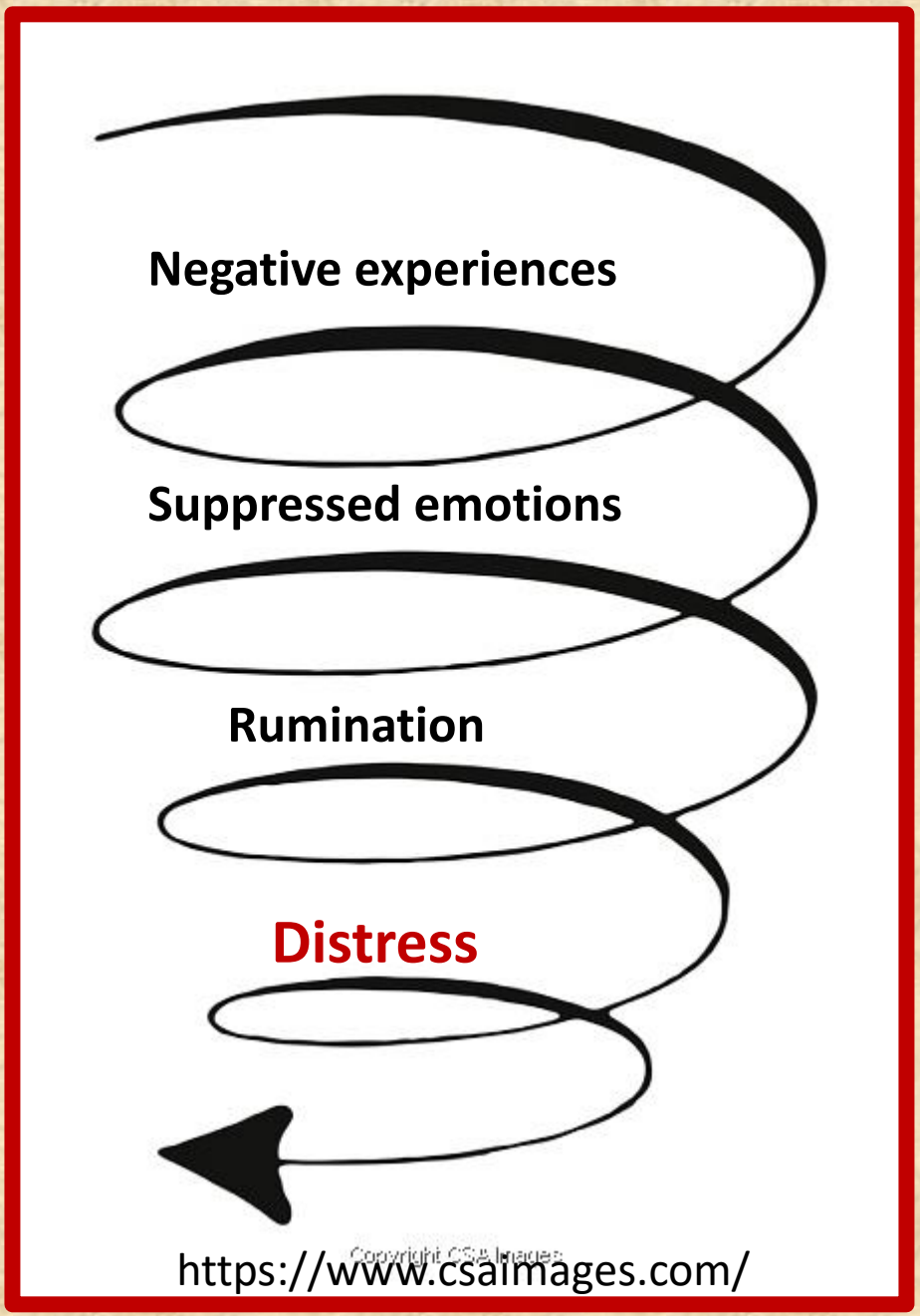
Milosevic, Maric & Lončar, (2020)

- 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



Padilla et al., 2007

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



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 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

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."***

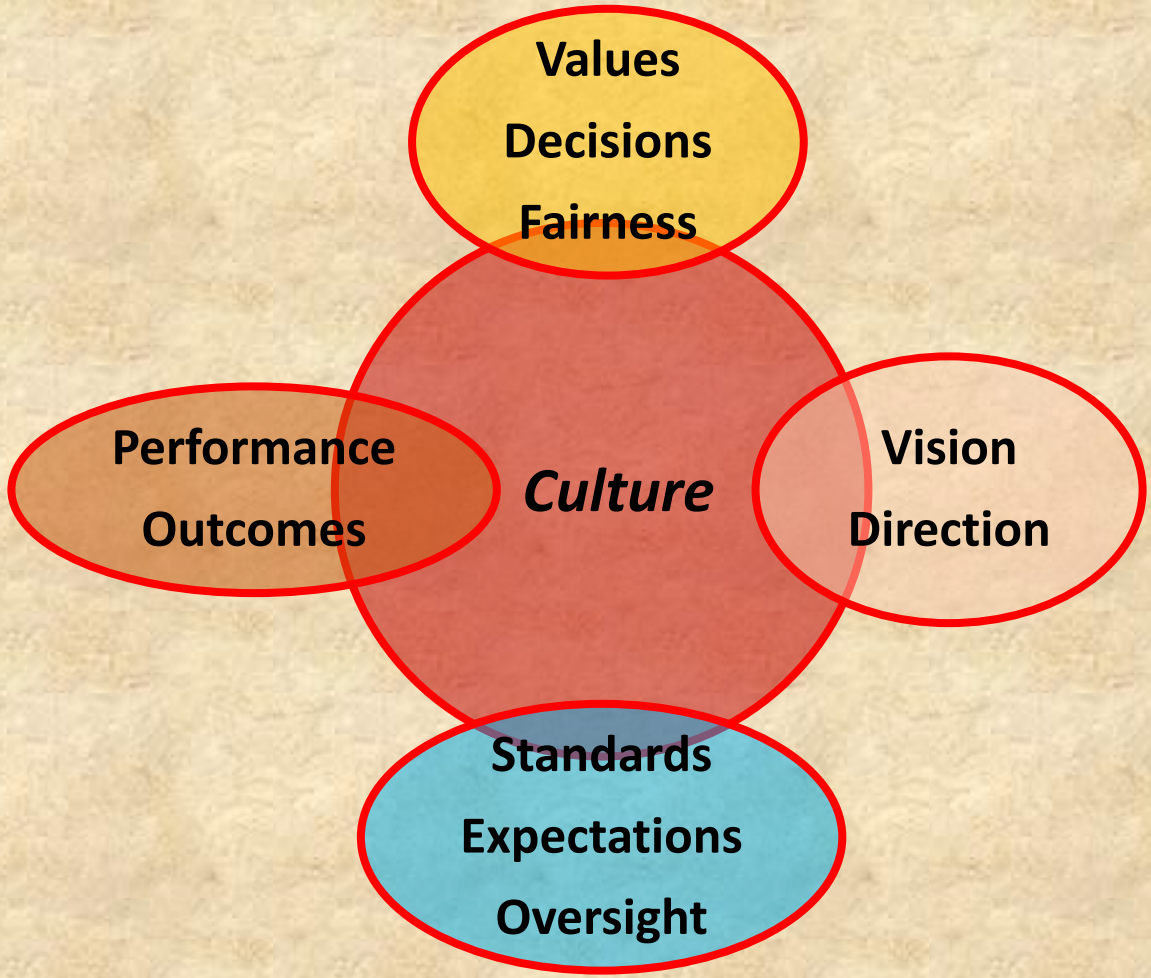
✓Pause before responding to a colleague's frustration.

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

✓Offer mentorship without being asked.

✓Stay curious instead of judgmental.

The Ecosystem the leader must create, develop, and maintain by their insights, judgments, and behaviors



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**


culture
=
values +
behavior

A professional organization's culture is made up of several interlocking elements — some visible, many not

- **Values and beliefs**

✓The stated principles the organization claims to operate by (integrity, excellence, safety, etc.).

✓What actually matters is whether these are lived, not just written down — the gap between stated and enacted values is where culture problems usually start.

- **Norms and unwritten rules**

✓The informal "how things really get done here" — often more powerful than official policy.

✓Covers things like how mistakes are handled, whether people speak up in meetings, how much overtime is expected, or whether shortcuts are quietly tolerated.

- **Leadership behavior**

✓Leaders are the most visible signal of what the culture actually rewards and punishes.

Their consistency (or inconsistency) between words and actions shapes how much people trust the stated values.

Culture isn't one policy or program — it's the sum of thousands of small signals (how leaders act, what gets rewarded, whether people feel safe speaking up) that together tell officers what's actually true about the organization, regardless of what's officially claimed.

- **Communication patterns**

✓How information flows — top-down only, or genuinely multidirectional.

✓Whether people feel safe raising concerns, disagreeing, or admitting errors (psychological safety).

✓Formal channels (meetings, reports) versus informal ones (hallway conversations, rumor mills) — a strong informal grapevine often signals weak formal transparency.

- **Symbols, rituals, and artifacts**

✓Physical and symbolic elements: office layout, dress code, awards, ceremonies, traditions, even language/jargon specific to the org.

These reinforce identity and belonging, and signal what's valued (e.g., an org that celebrates long hours vs. one that celebrates work-life balance).

- **Accountability and justice systems**

✓How consistently and fairly rules are enforced, across all levels.

✓Perceived fairness (organizational justice) is one of the strongest predictors of trust and morale — inconsistency here erodes culture fast.

- **Reward and recognition systems**

✓What gets promoted, praised, or compensated reveals true priorities, regardless of stated values.

Misaligned incentives (rewarding results while ignoring how they were achieved) are a common source of cultural dysfunction.

- **Cohesion and shared identity**

✓A sense of common purpose and “we’re in this together,” which sustains morale during stress and change.

✓Overly rigid conformity, though, can suppress healthy dissent — so cohesion needs to coexist with room for disagreement.

- **Socialization and onboarding**

✓How new members learn the culture — formally through training, informally through observation and peer influence.

✓Strong cultures have consistent onboarding; weak or fragmented cultures let new hires absorb inconsistent or contradictory signals.

- **Belonging, inclusion, and psychological safety**

✓Whether different perspectives are genuinely welcomed or just tolerated.

✓Inclusive cultures tend to surface problems earlier and adapt faster, since more people feel safe contributing honestly.

- **Adaptability and learning orientation**

✓Whether the organization treats failure as a learning opportunity or purely a liability to punish.

✓Cultures that support continuous improvement handle disorder and change far better than rigid, blame-oriented ones.

- **Standards of practice and regular oversight**

✓Sound up to date policy, trained on, and enforced.

✓Active supervision and management

✓Feedback-rich environment

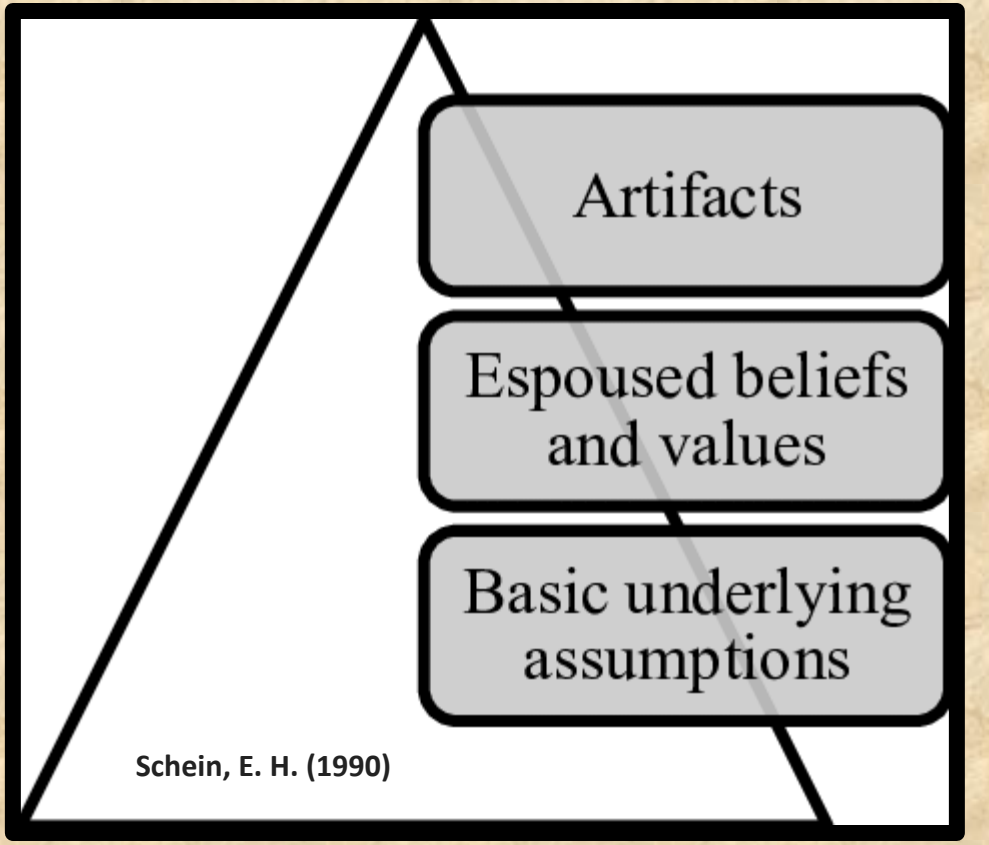
✓Ongoing oversight

✓Performance measures and accountability

Four behavioral domains provide the most observable evidence of how culture operates in practice:

Raaijmakers, M. (2026).

- Decision-making
- Ownership
- Communication
- Learning



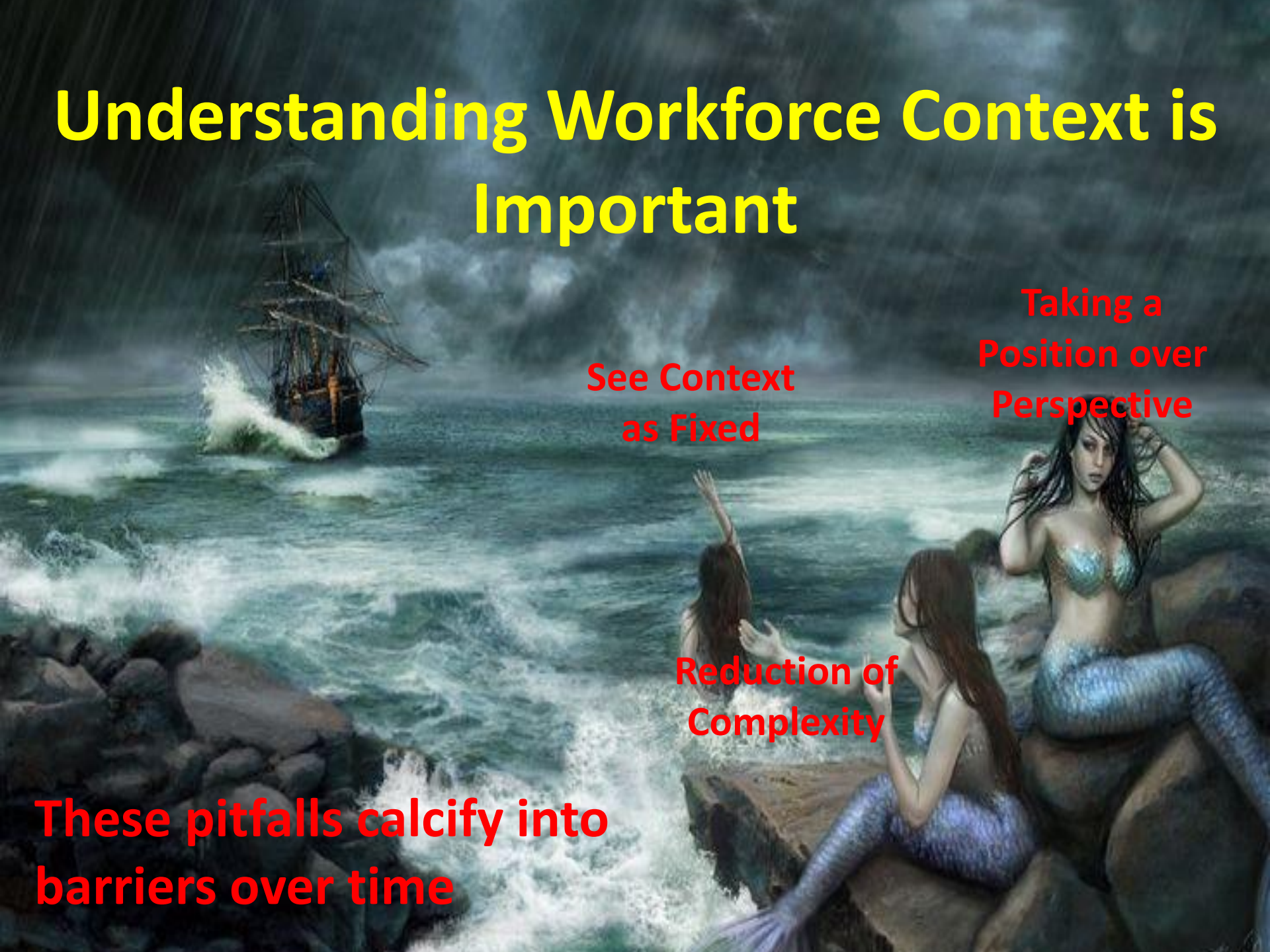
The Formula to Prevent, Mitigate, and Reduce Personnel Problems from Emerging.

Leader Creates, Develops, and Maintains the Culture

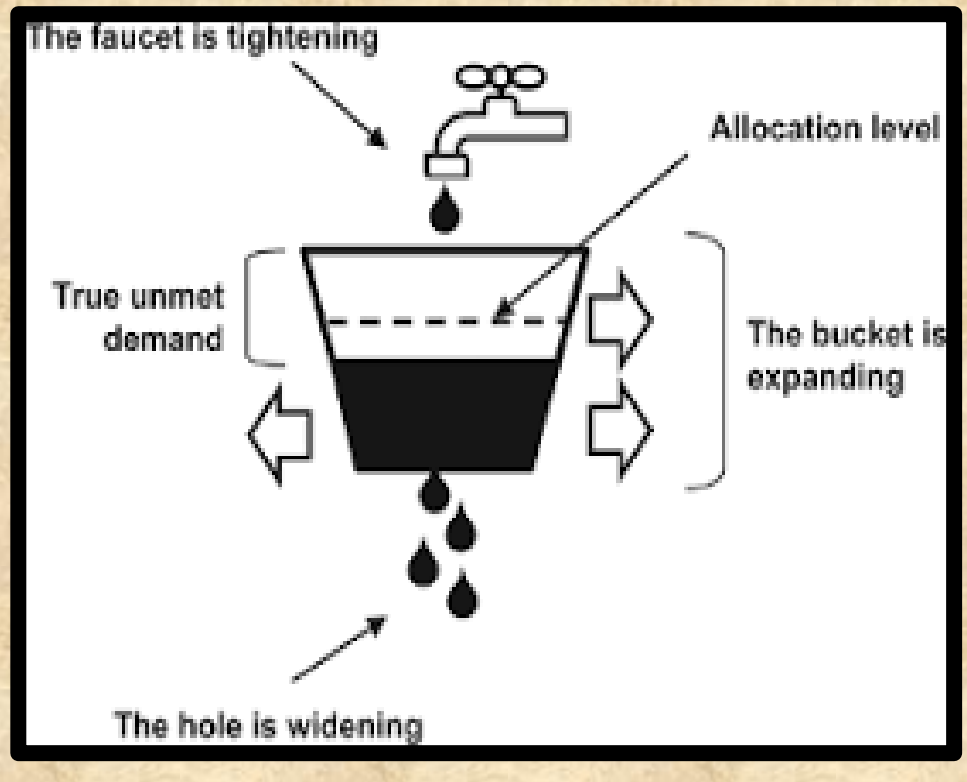
Managers and Supervisors Reinforce the Culture, Train, and Provide Oversight

Staff Experiences and Understands the Culture (How we do things around here)

Understanding Workforce Context is Important



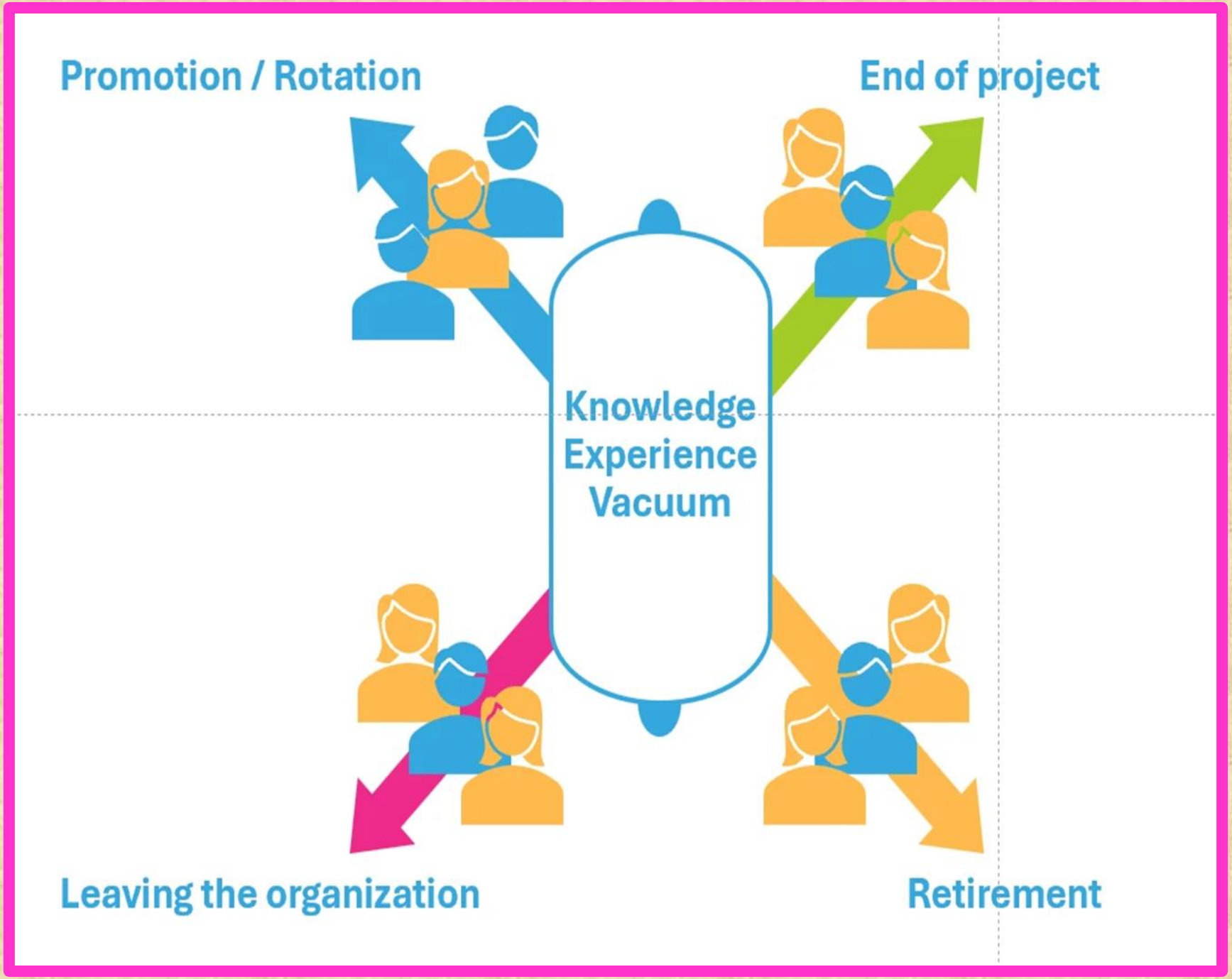
Contemporary Law Enforcement



Rand, (2010)

- When demand exceeds supply, we experience a shortage of skilled officers.
- Hiring trends up, training speeds up, positions are filled quickly.
- Time is compressed for filling ranks and the promotions into higher positions are filled much quicker from a pool of less experienced officers.

Tensions emerge between the one's who think they know versus the one's who know nothing


Promotion / Rotation
End of project
Knowledge
Experience
Vacuum
Leaving the organization
Retirement

Organizational Wisdom Flow



When the difference of domain specific knowledge between ranks becomes significantly large

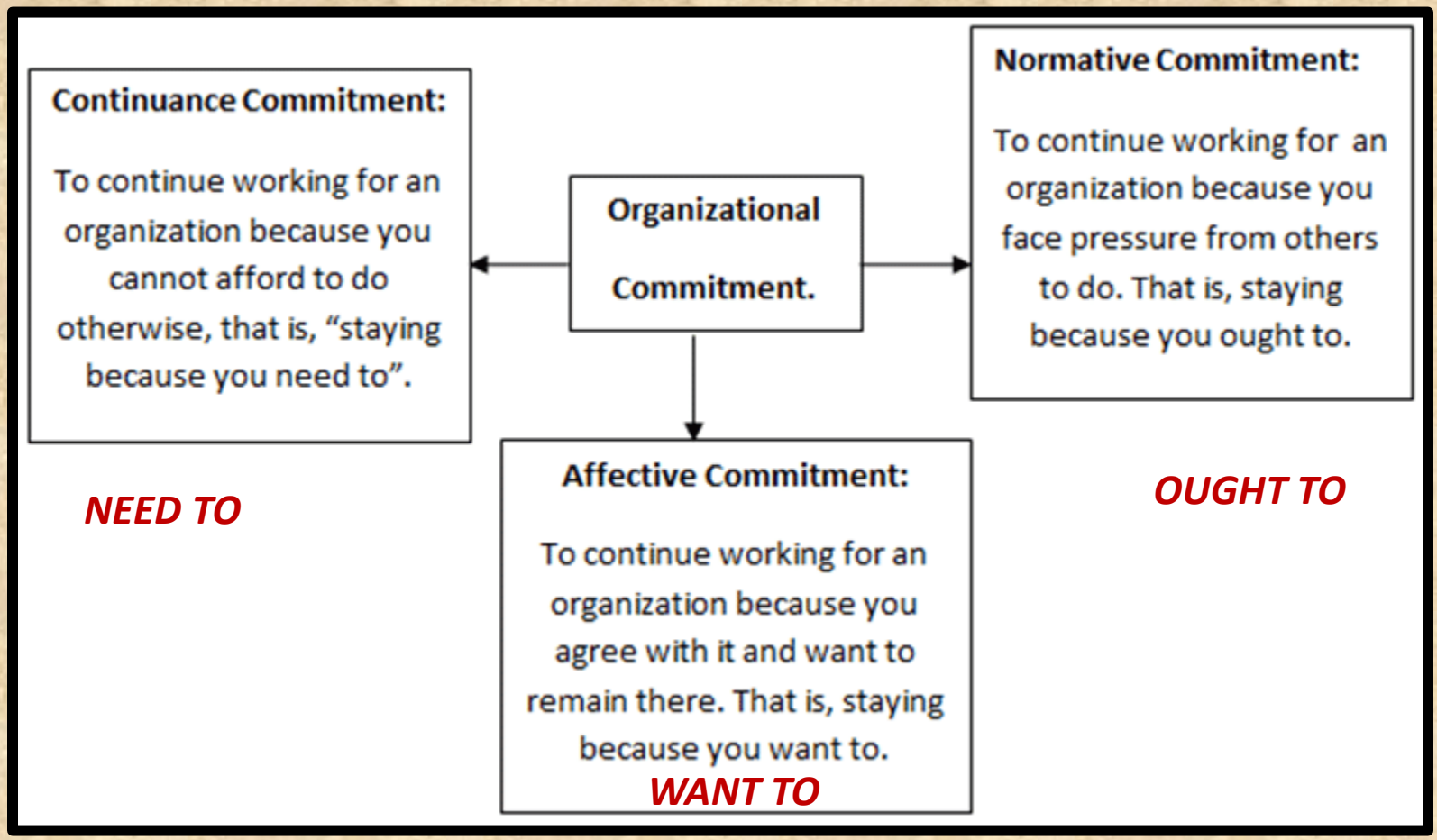


Traditional Hierarchy

Expert versus Novice



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)

The following factors contributing to attrition and retention:

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

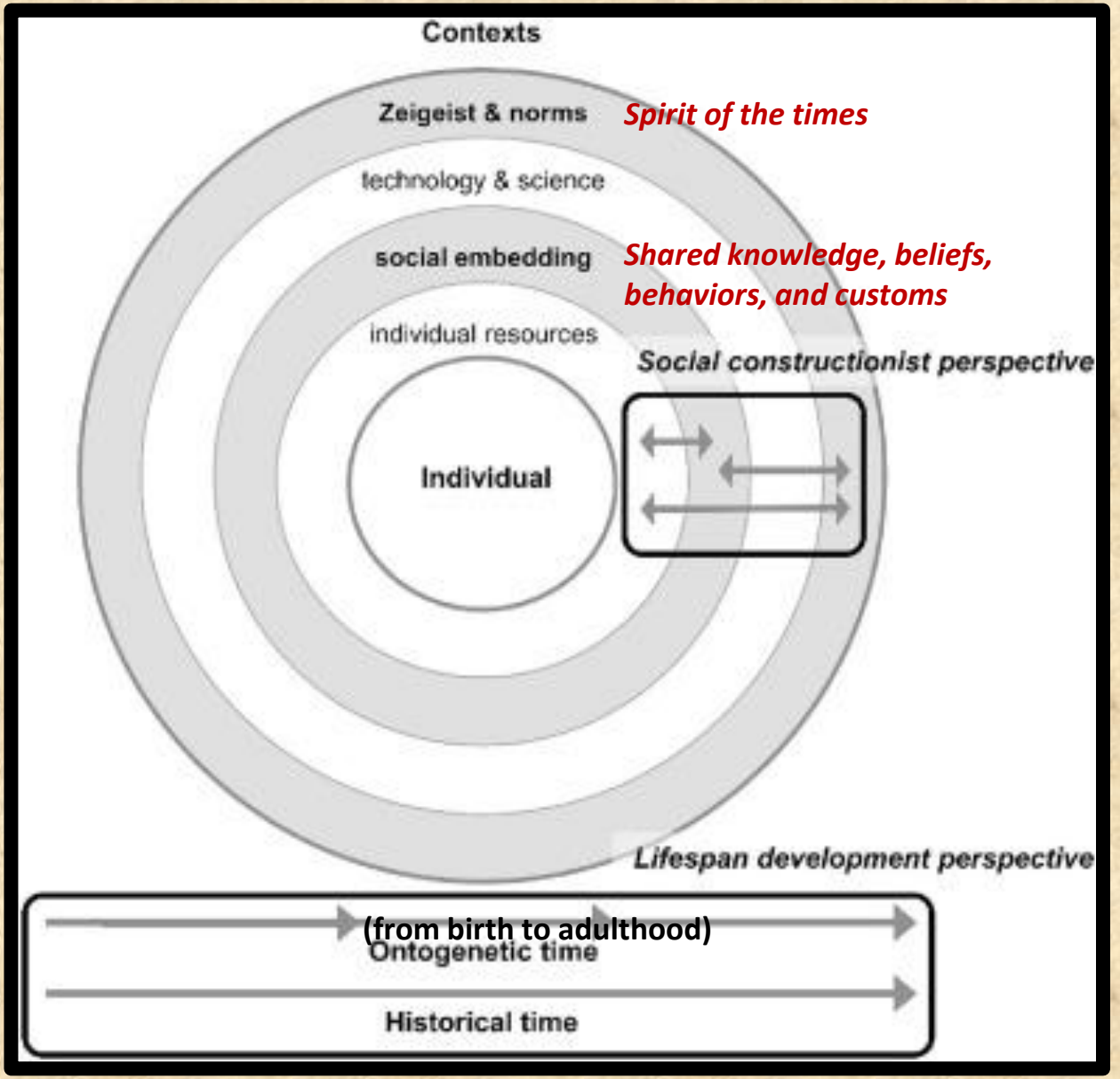
- Job satisfaction and organizational factors
- Supervision
- Work-life balance
- Recruitment, Training and Officer expectations
- Financial compensation and job alternatives

- 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

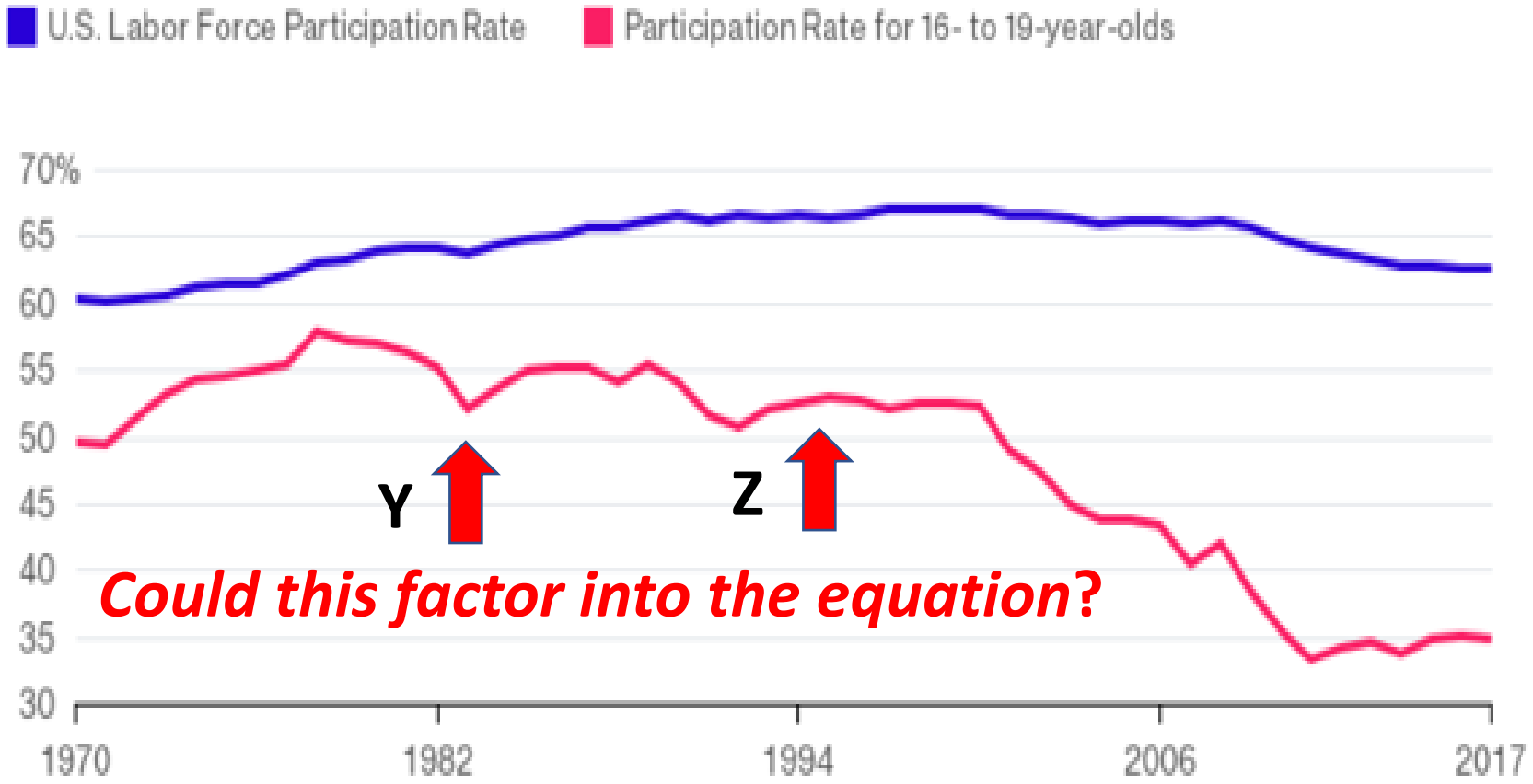


Nakagawa, T., & Kobayashi, E. (2024)

Another Perspective…Everything is Contextual

The Vanishing Teen Worker

Fewer and fewer teenagers are either working or looking for a job.



Could this factor into the equation?

U.S. Bureau of Labor S

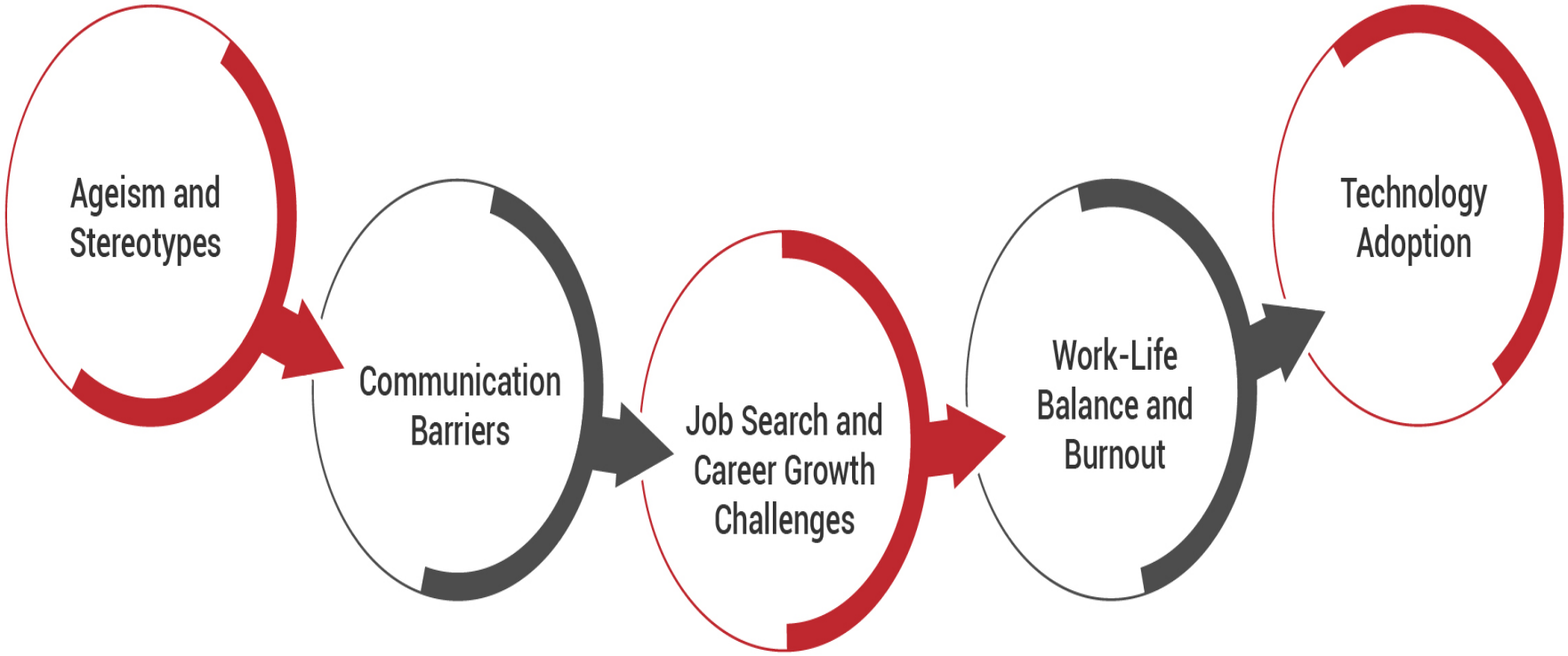








Key Challenges of a Multi-Generational Workforce



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)

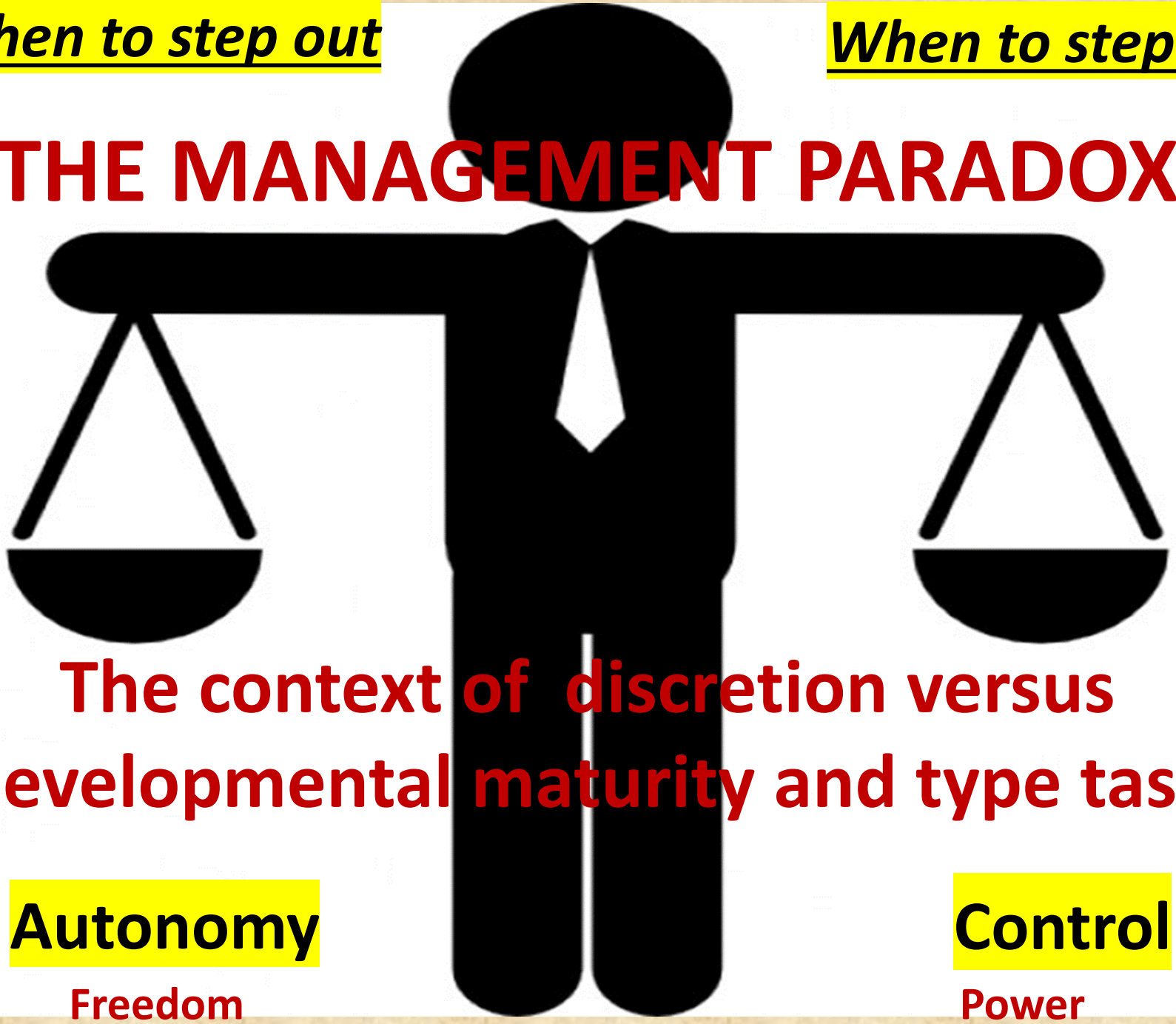
Leadership changes over time…



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)

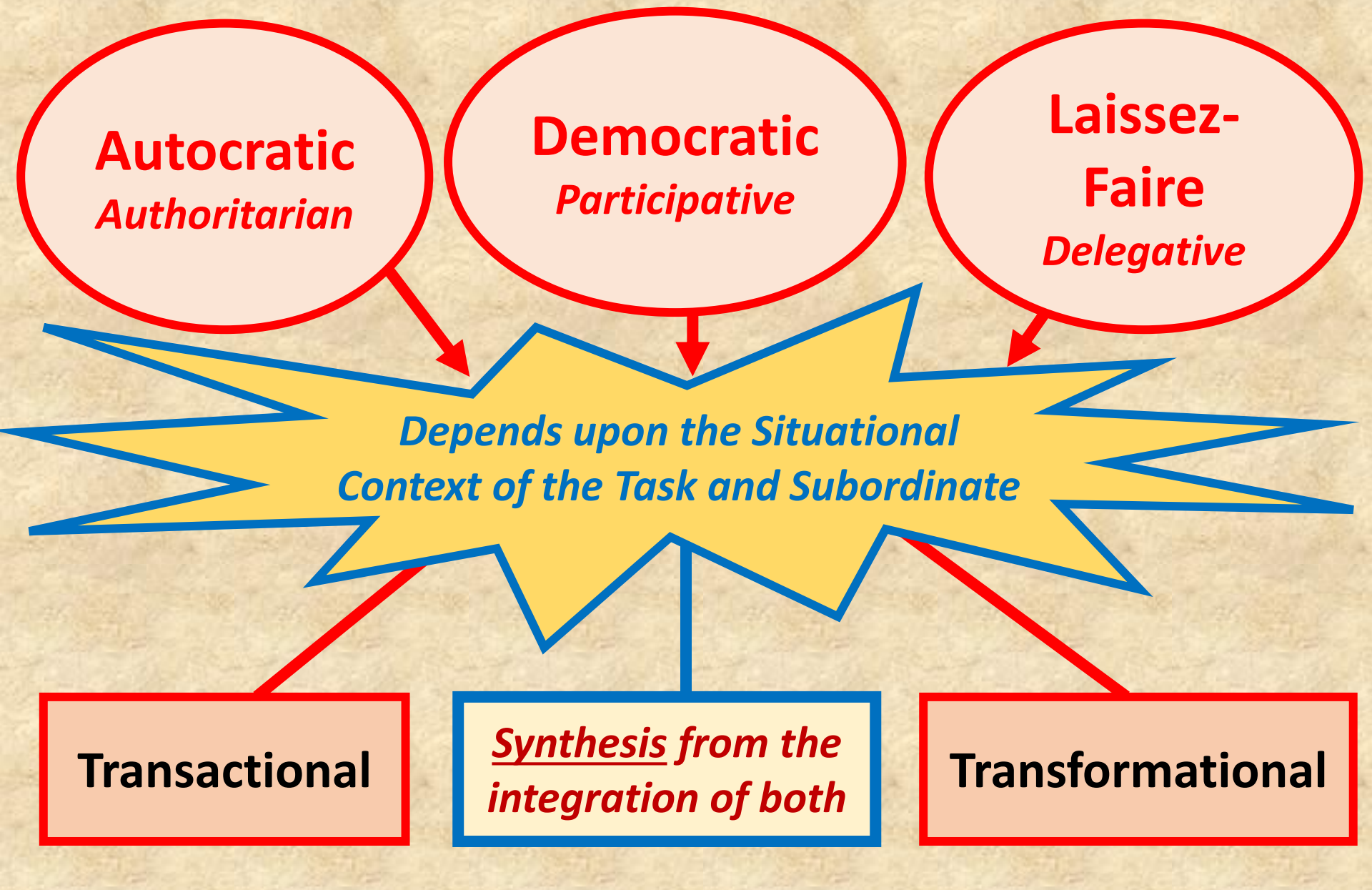
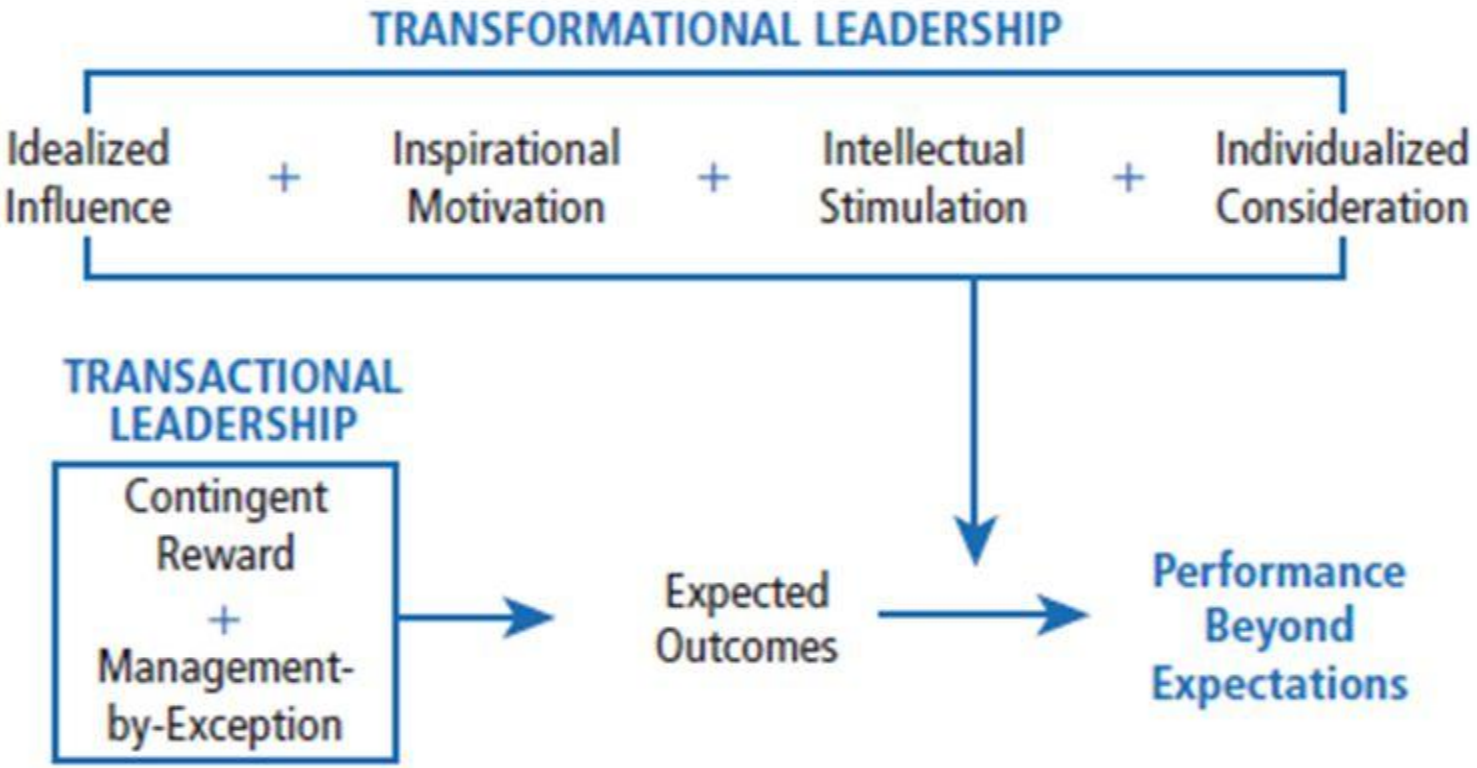


Figure 8.3 The Additive Effect of Transformational Leadership

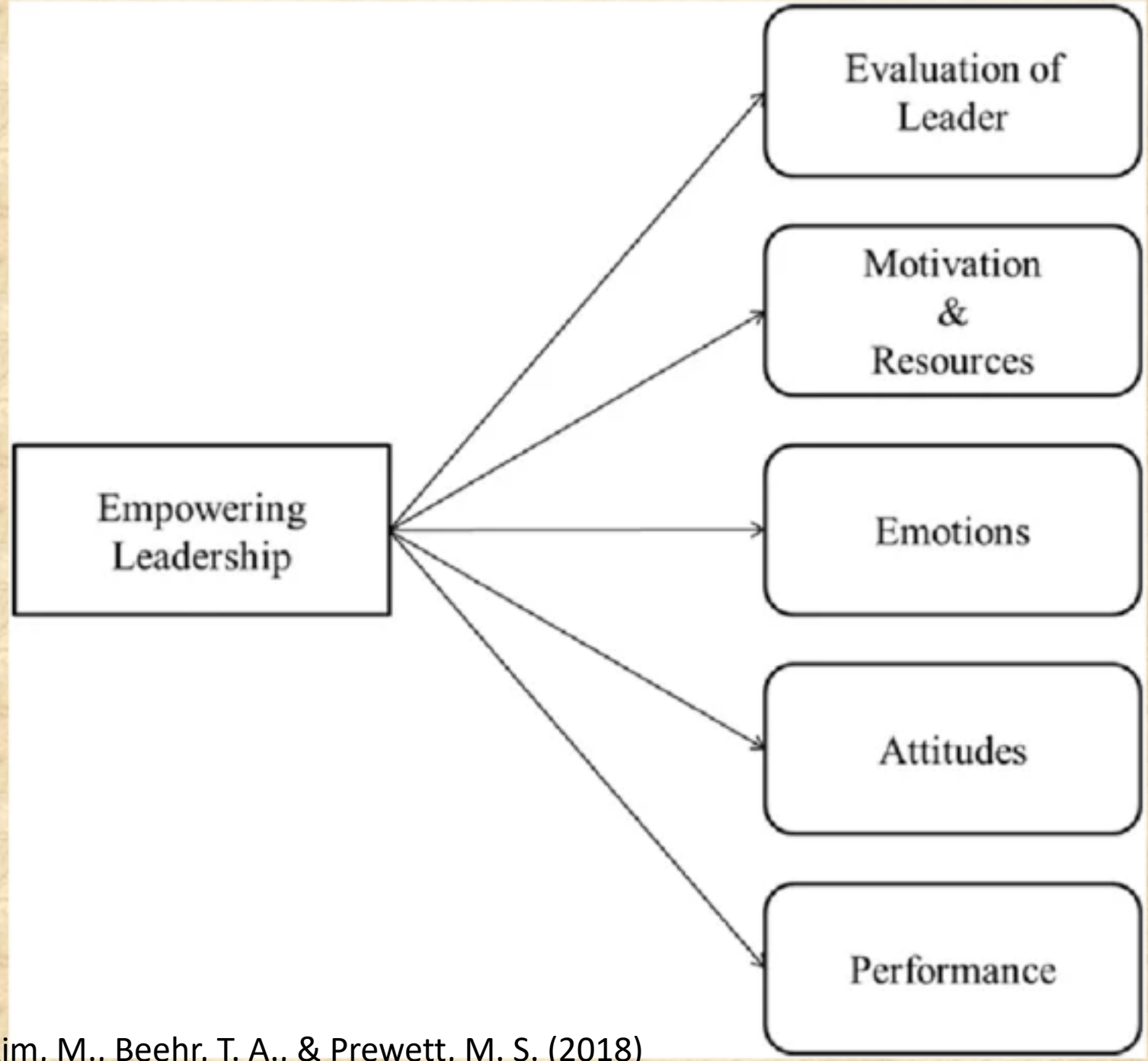


SOURCE: Adapted from "The Implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development," by B. M. Bass and B. J. Avolio, 1990a, *Research in Organizational Change and Development*, 4, 231–272.

What Is The Hersey-Blanchard Model?

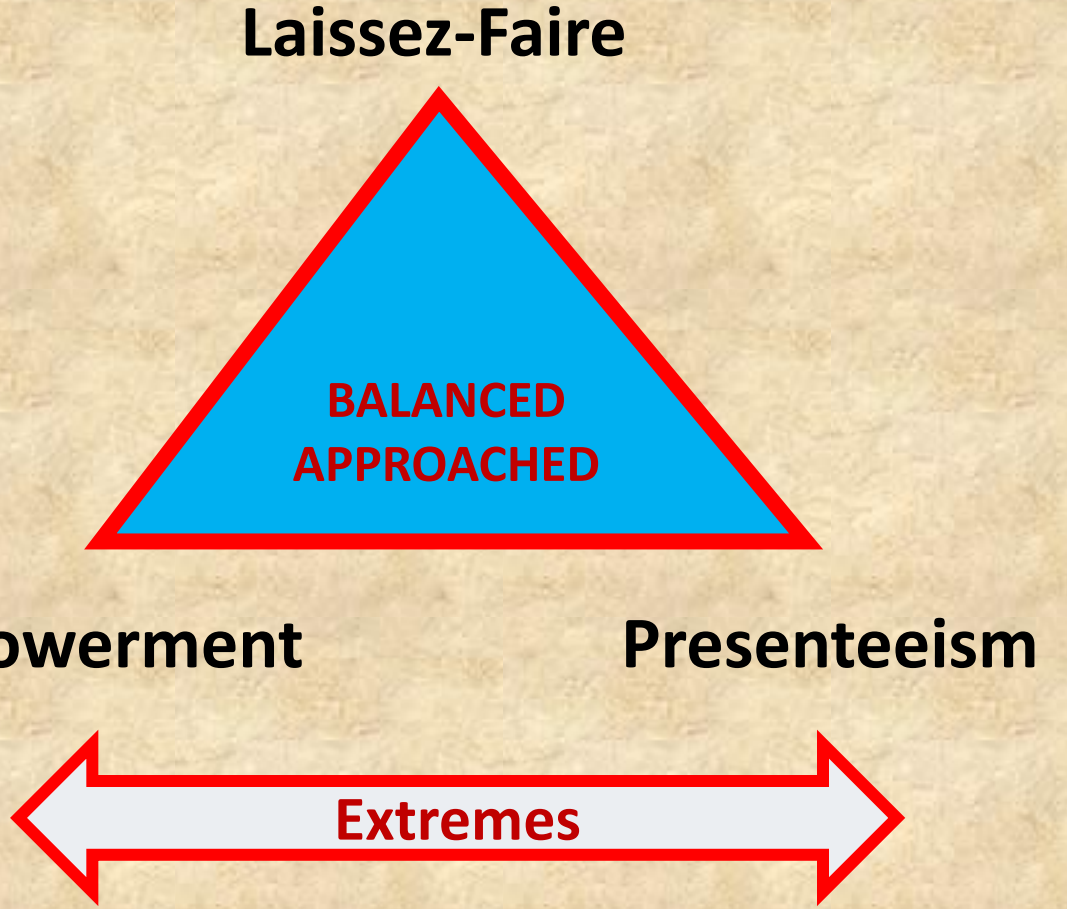


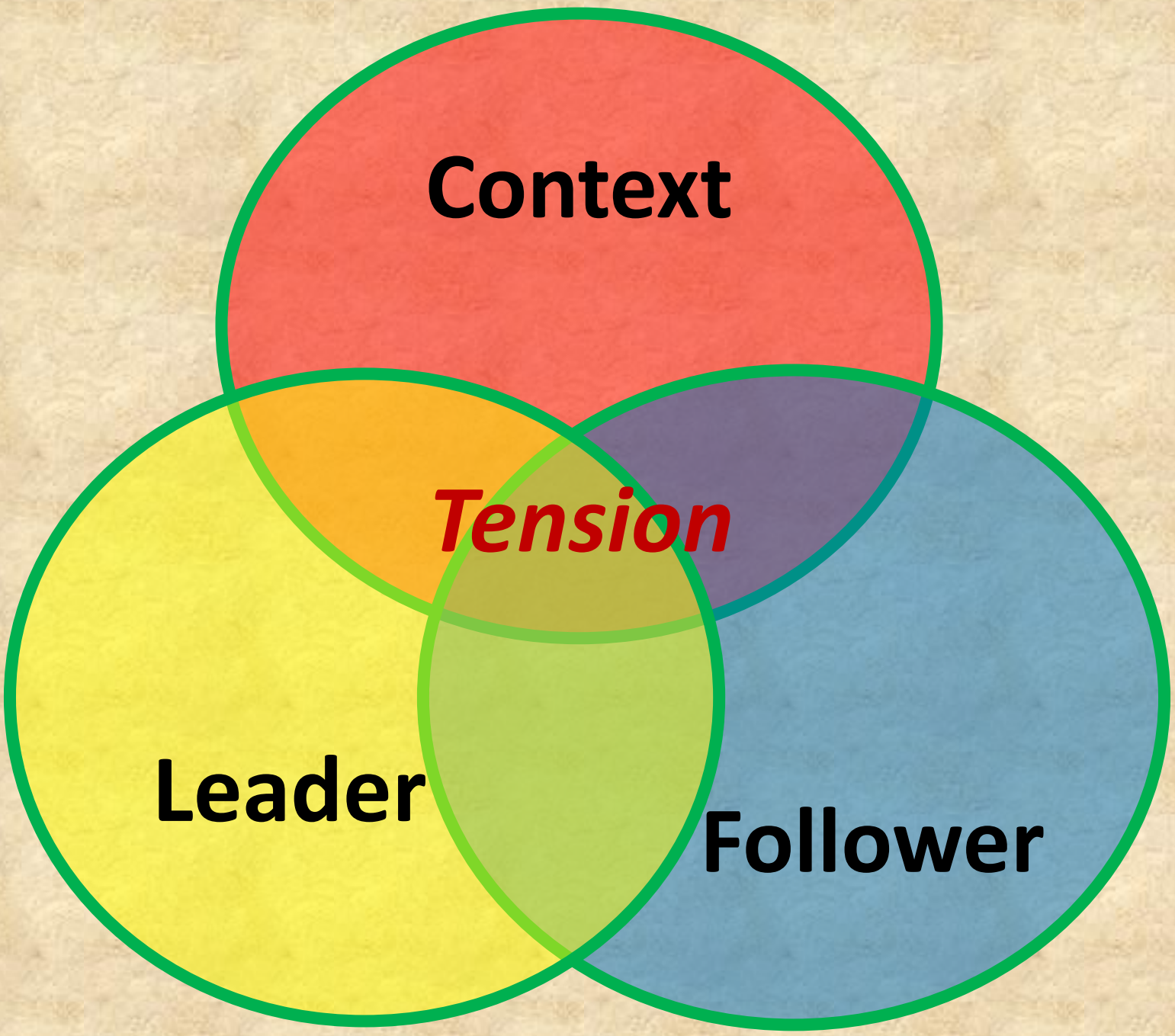
https://www.wallstreetmojo.com/



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"

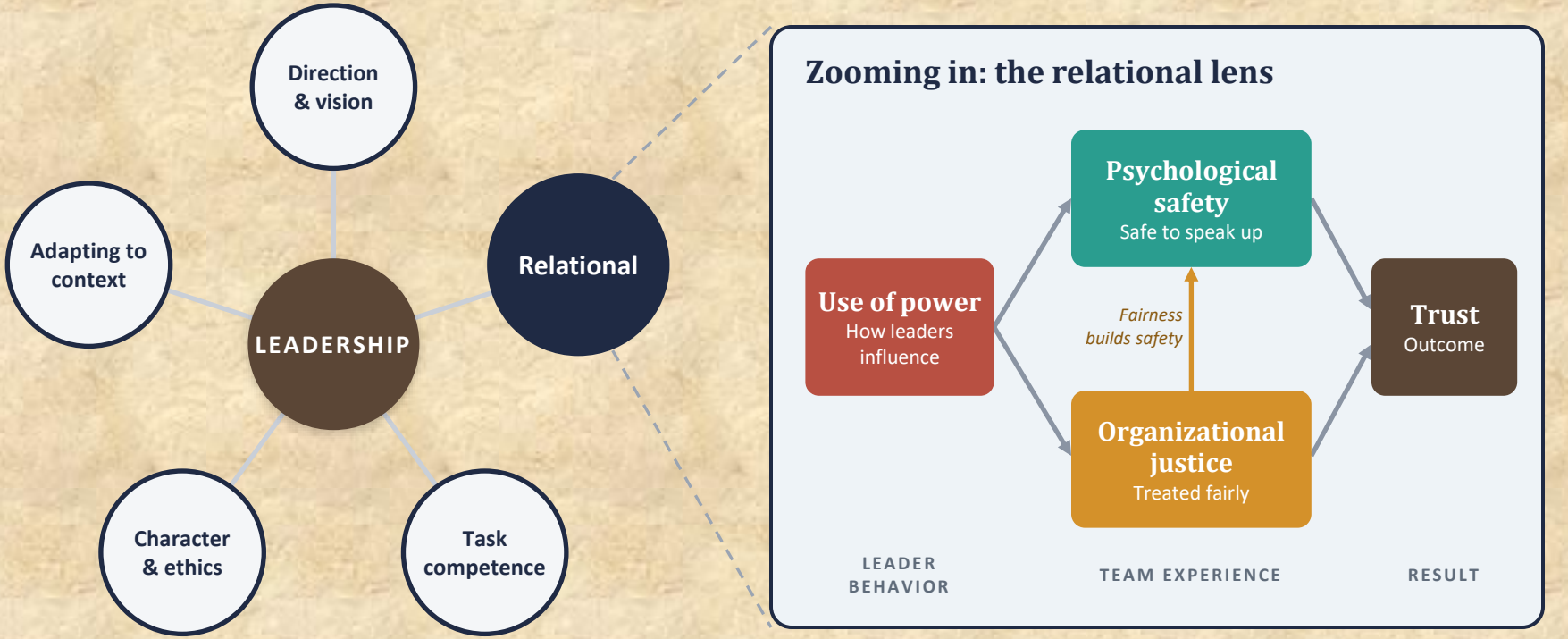
OPENESS: Everyone knows the rules for playing at the very beginning **(up front put on notice)**

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

Leadership Through Five Lenses

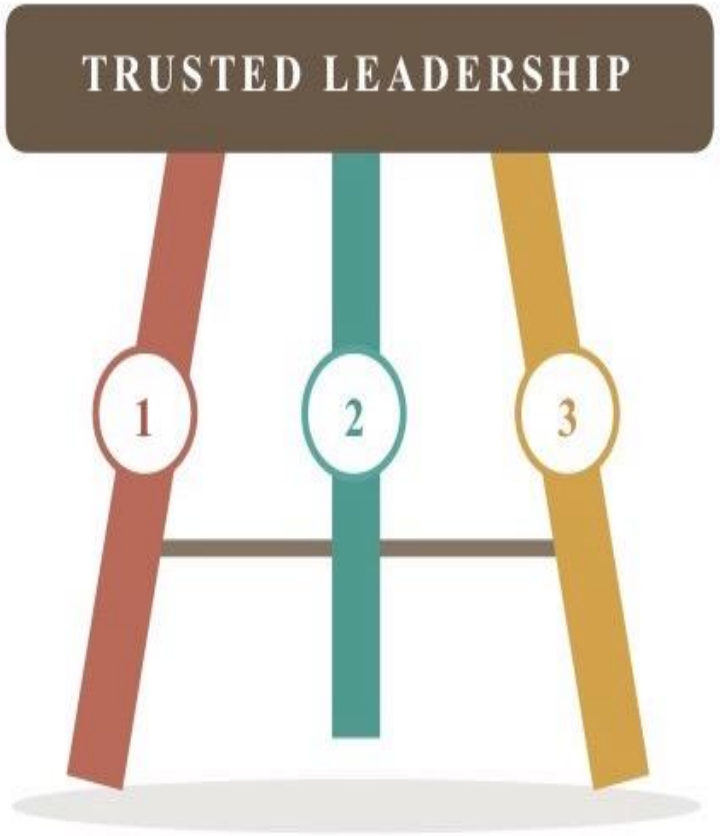
No single lens shows the whole picture. The relational lens explains how leaders build trust.



Relational lens: French & Raven (1959); Edmondson (1999); Colquitt (2001); Mayer, Davis & Schoorman (1995). Other lenses: Bass (1985); Yukl (2012); Brown & Treviño (2006); Fiedler (1967).

Three Legs of Relational Leadership

Each leg supports trust. Weaken one, and the whole stool wobbles.



1 How we leverage power

Using positional and personal influence to enable others, not control them.

French & Raven (1959); Yukl (2013)

2 Psychological safety

People can speak up, ask questions, and admit mistakes without fear.

Edmondson (1999)

3 Organizational justice

Outcomes, processes, and everyday treatment are experienced as fair.

Colquitt (2001); Greenberg (1987)

An integrative lens on the relational side of leadership, not an exhaustive model. Vision, competence, and context also matter.

Evidence-Based Leadership Practices

Seven research areas and what they mean for leading in the modern workplace

Casting Vision & Expectations

Specific, challenging goals beat "do your best," and high leader expectations lift performance.

Locke & Latham, 2002; McNatt, 2000

Do: Paint a vivid future, repeat it often, and set clear, high expectations.

Leveraging Power

Personal power (expertise, respect) earns commitment; coercion breeds resistance.

French & Raven, 1959; Yukl & Falbe, 1991

Do: Lead with expertise and relationships; use formal authority sparingly.

Vulnerability & Boundaries

Leaders who admit limits and credit others see higher engagement and lower turnover.

Owens, Johnson & Mitchell, 2013

Do: Own mistakes and ask for help, while holding clear role and time limits.

Psychological Safety

Teams that feel safe to speak up and take risks learn faster and perform better.

Edmondson, 1999; Frazier et al., 2017

Do: Invite dissent and meet bad news with curiosity, not blame.

Organizational Justice

Fair outcomes, processes, and treatment predict trust, commitment, and performance.

Colquitt et al., 2001, 2013

Do: Explain decisions, apply rules consistently, and give people a voice.

LMX Theory

Strong leader–member relationships predict performance, satisfaction, and retention.

Gerstner & Day, 1997; Dulebohn et al., 2012

Do: Invest in every relationship; avoid a visible in-group.

Feedback-Rich Culture

Feedback helps on average, yet 1 in 3 efforts backfire, often when aimed at the person.

Kluger & DeNisi, 1996

Do: Give frequent, specific, task-focused feedback, and ask for it too.

The common thread: each practice builds trust — the foundation for engagement, performance, and retention.

Leadership that delivers

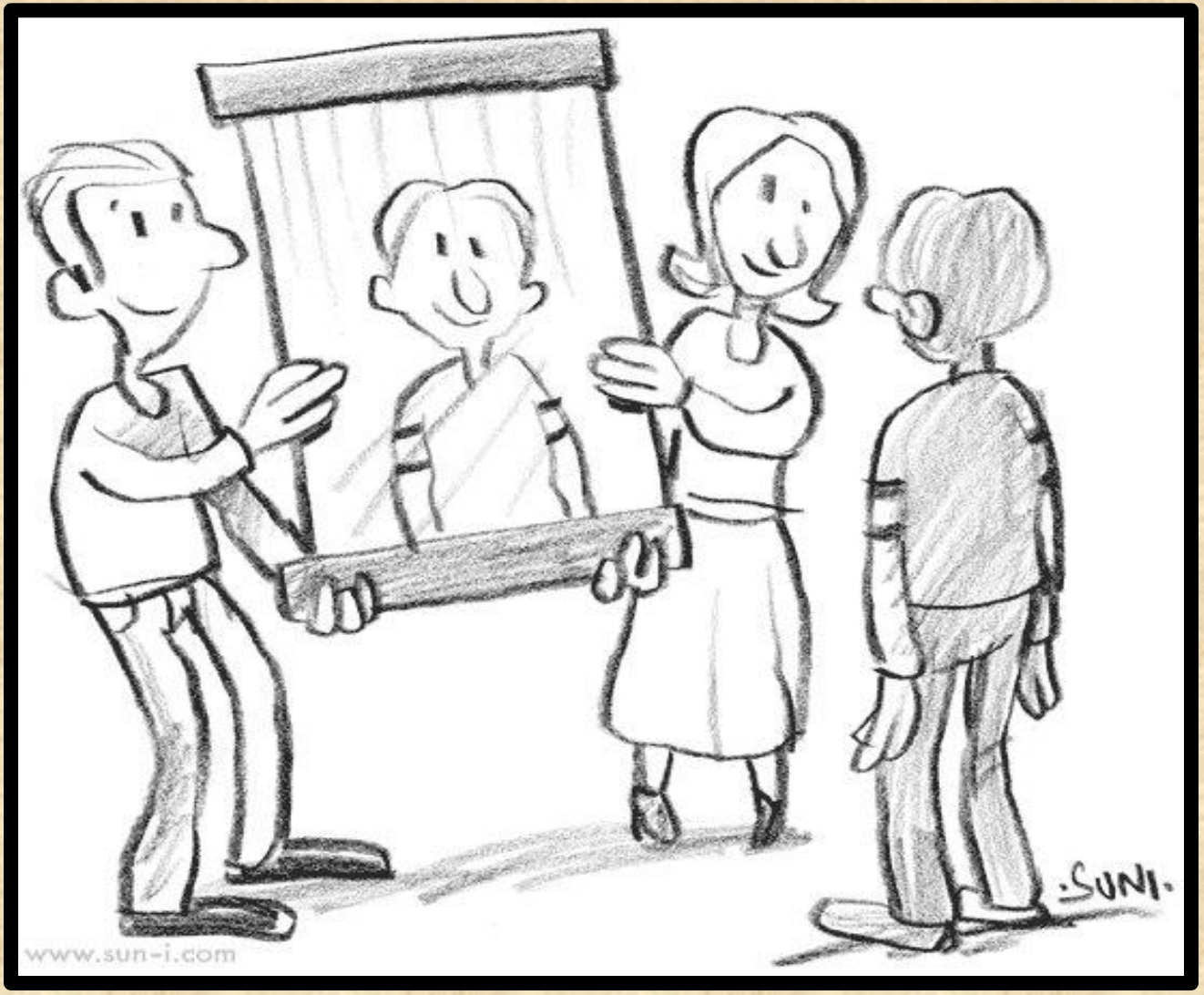
Purpose gives direction. Parameters create focus.
Performance turns intent into learning and results.



Evidence-informed practice: make purpose concrete; set clear, challening goals; employee input; give regular, specific feedback and support learning.

Ribeiro etl. (2024), systamatic review; workplace literature review (2024)

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)

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>

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

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

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

How perception works —

- Our brain isn’t a camera recording raw reality, it’s a prediction machine constantly comparing incoming information against past experience to figure out what things mean.
- Our brain constantly rewires (updates) itself based on experiences, reputation, thoughts, and other environmental stimuli.
- Past experiences bias your thoughts regarding how you see and interpret new information acting as a background filter that shapes immediate emotional reactions.

Why this happens:

- **Efficiency:** Processing every moment from scratch would be impossibly slow.
  - Past patterns let the brain make fast guesses about what's happening now, filling in gaps with expectation.
- **Survival:** If something hurt you before, your brain flags similar situations as dangerous now, even without conscious reasoning.
- This kept ancestors alive, but it also means old fears can misfire on new, harmless situations.

- The tricky part is that this system doesn’t always update well.
- A pattern that made sense once can get applied to situations where it doesn’t fit anymore

Which is often what’s underneath things like anxiety, trust issues, or gut reactions that feel bigger than the moment calls for.

- **Self-awareness is the check on objectivity, not separate from it:**
  - It's knowing that your lens may be distorting, so you can correct for it.
- **It shapes what you even notice.** Attention itself is filtered by mindset and your experience.
  - Two equally smart leaders can look at the same situation and see different problems, purely based on what their history trained them to scan for.

Self-aware leaders don't trust their first read less — they just build in a pause to ask, "is this the situation or is this my experience reacting to something that resembles the situation."

That pause is often the entire difference between a decision and a reaction wearing a decision's clothes.

Social Construction

Dugan, (2017)

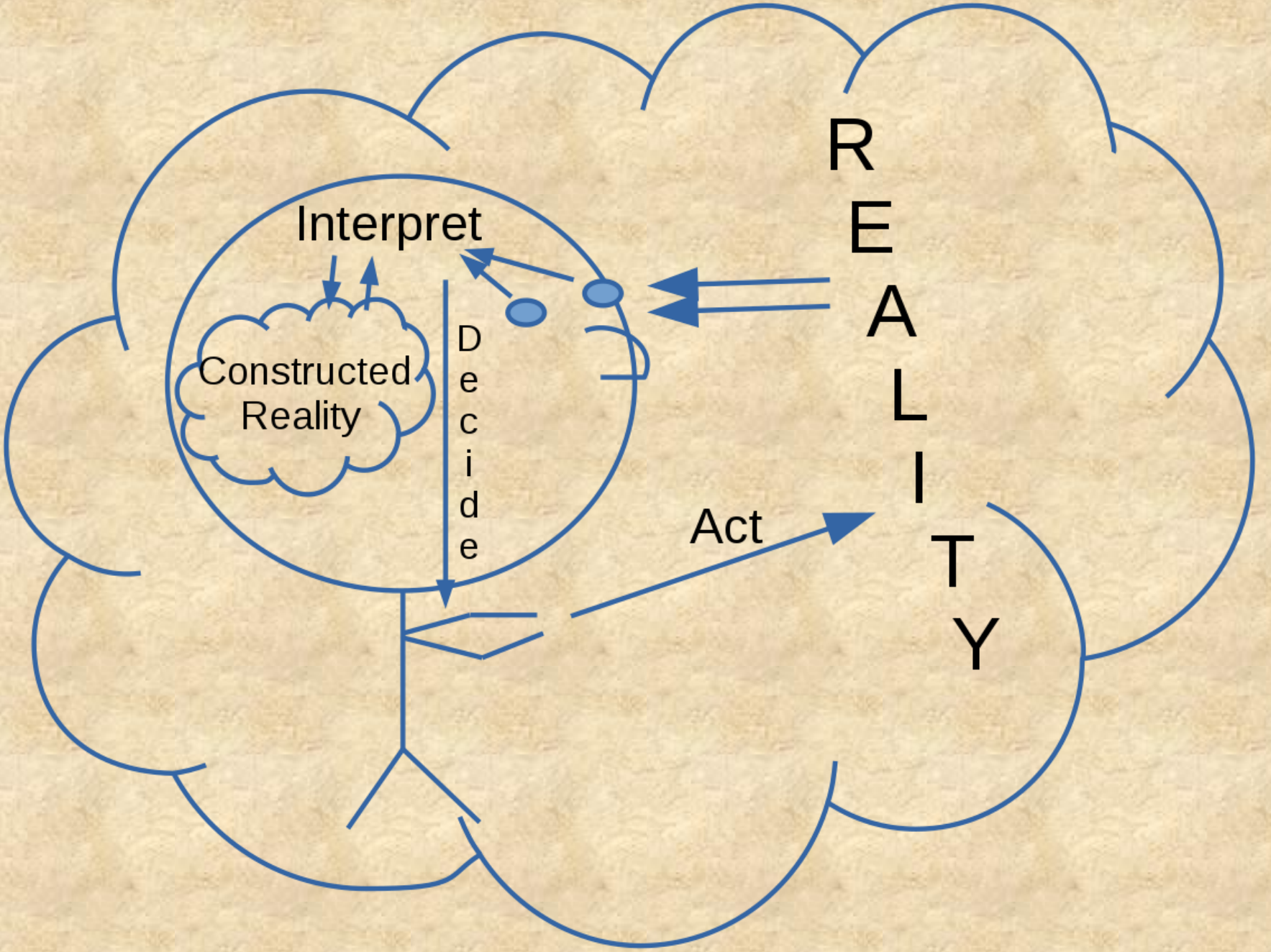
- Does not naturally exist
- It is identified, named and understood based on the social interactions among people

  [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"


Interpret
Constructed Reality
Decide
Act
REALITY

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

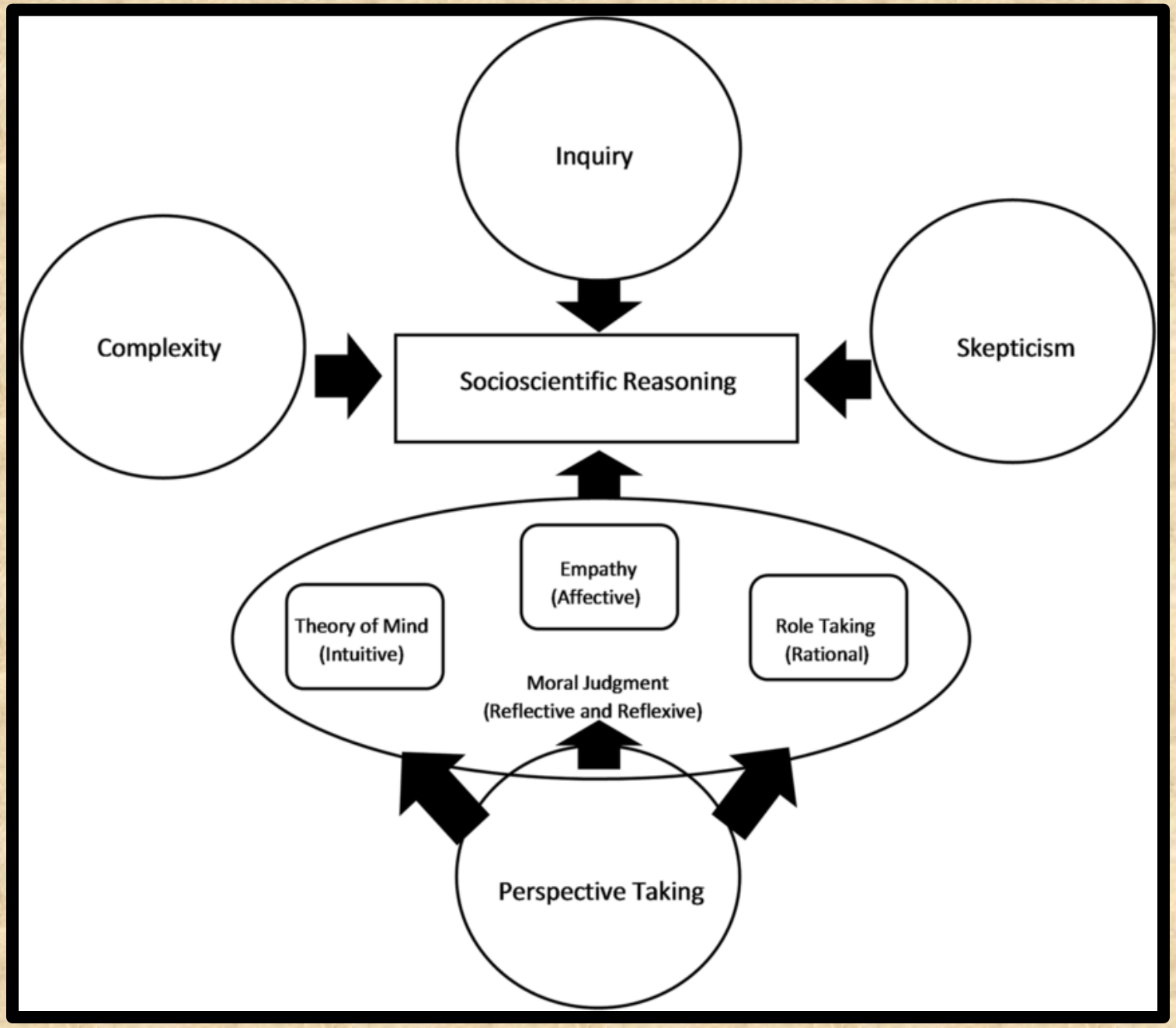
We must have the ability to be objective and see things in a different way…

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…

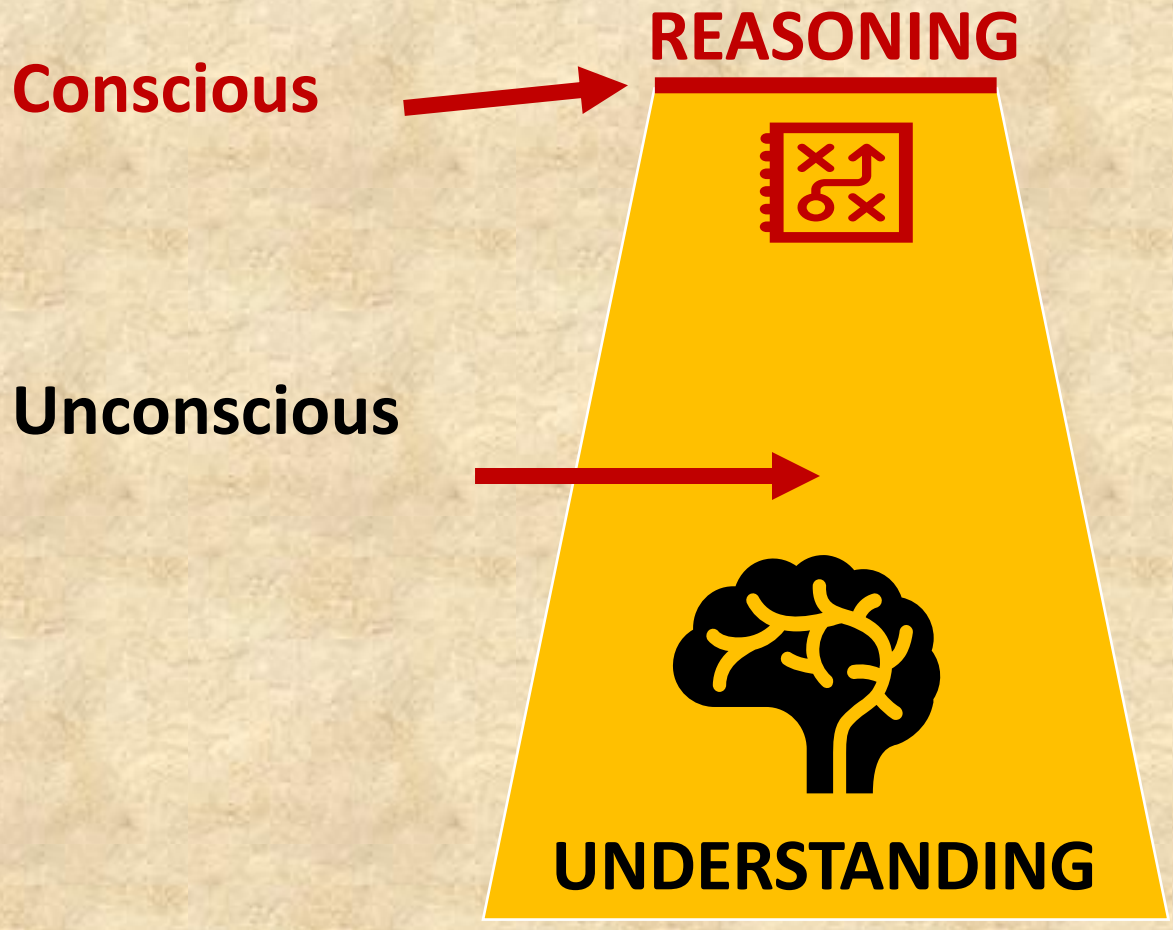
- How we see
- How we decide
- How we act.

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

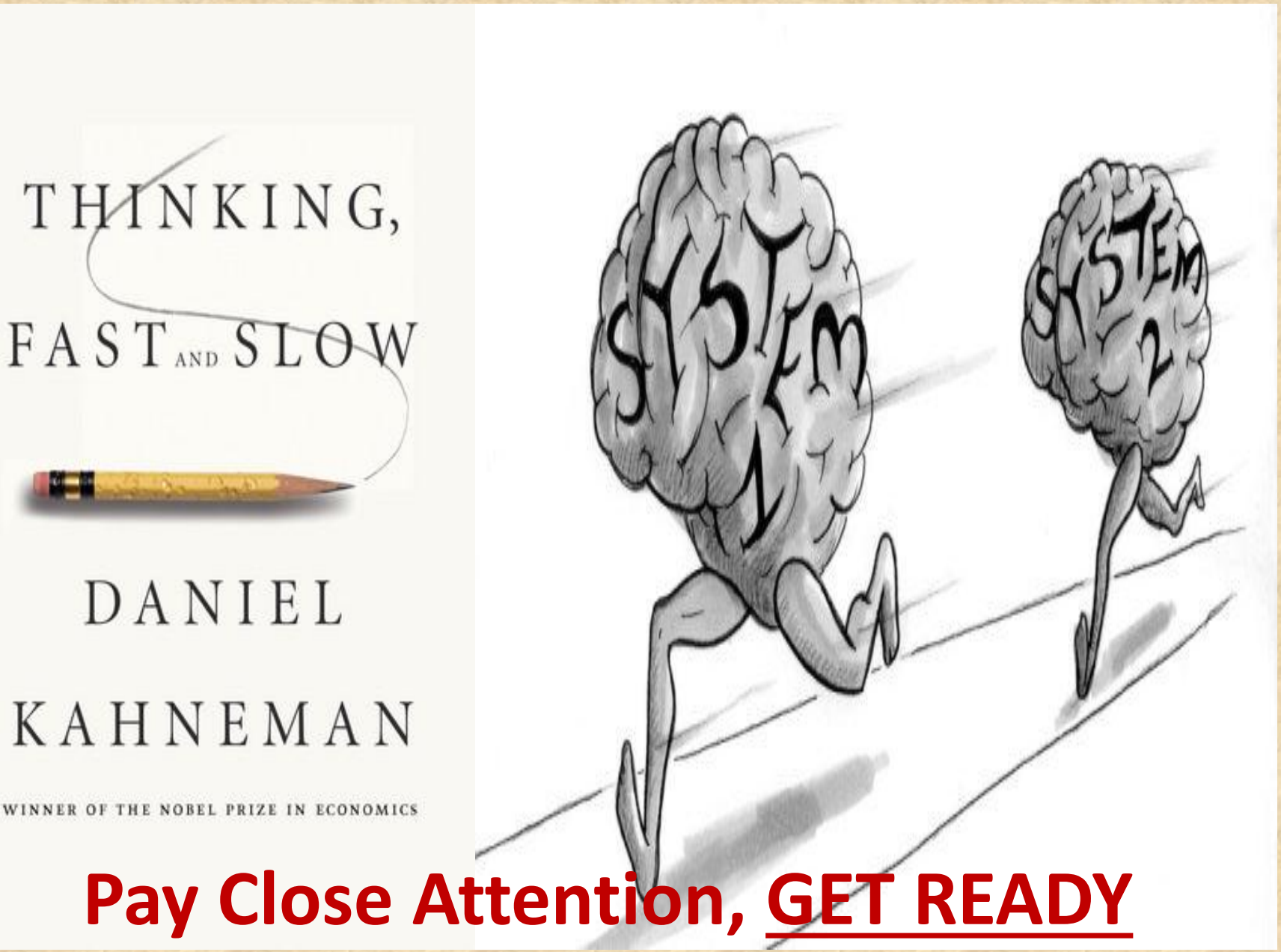
Premature conclusions can be dangerous and froth with inaccuracies

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

Two Systems of Thinking

Daniel Kahneman's dual process theory — Thinking, Fast and Slow (2011)

System 1

Fast · Intuitive · Automatic

- Effortless and always on
- Runs on associations, emotions and gut feel
- Uses mental shortcuts (heuristics)
- Prone to predictable biases

e.g. 2 + 2 = ? · reading anger in a face

System 2

Slow · Deliberate · Effortful

- Requires attention and mental energy
- Logical, step-by-step reasoning
- Can check and override System 1
- "Lazy" — engages only when needed

e.g. 17 × 24 = ? · filling out a tax form

How they interact: System 1 constantly feeds impressions to System 2, which usually accepts them — and steps in to correct only when it notices trouble.

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

Dual Process Theory

(Stanovich,1999, Kahneman, 2011)

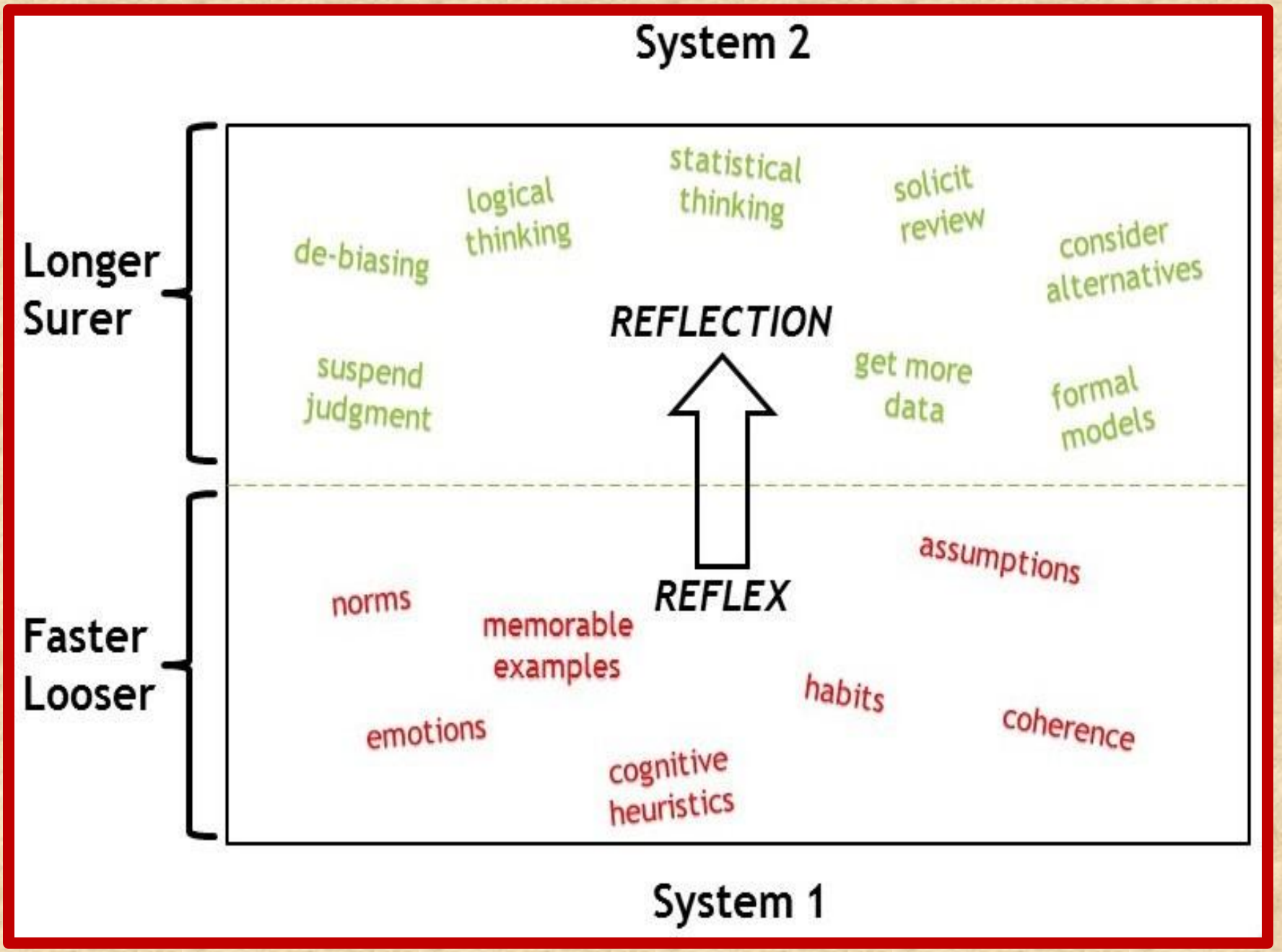
- **System 1** - effortlessly originating impressions and feelings…main sources of the explicit beliefs and deliberate choices of **System 2**
- **System 1** is fast, intuitive, associative, metaphorical, automatic, impressionistic, and it can't be switched off
- **System 1** is the "secret author of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


System 2
Longer
Surer
Faster
Looser
de-biasing
logical thinking
statistical thinking
solicit review
consider alternatives
REFLECTION
suspend judgment
get more data
formal models
REFLEX
assumptions
norms
memorable examples
habits
coherence
emotions
cognitive heuristics
System 1

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***

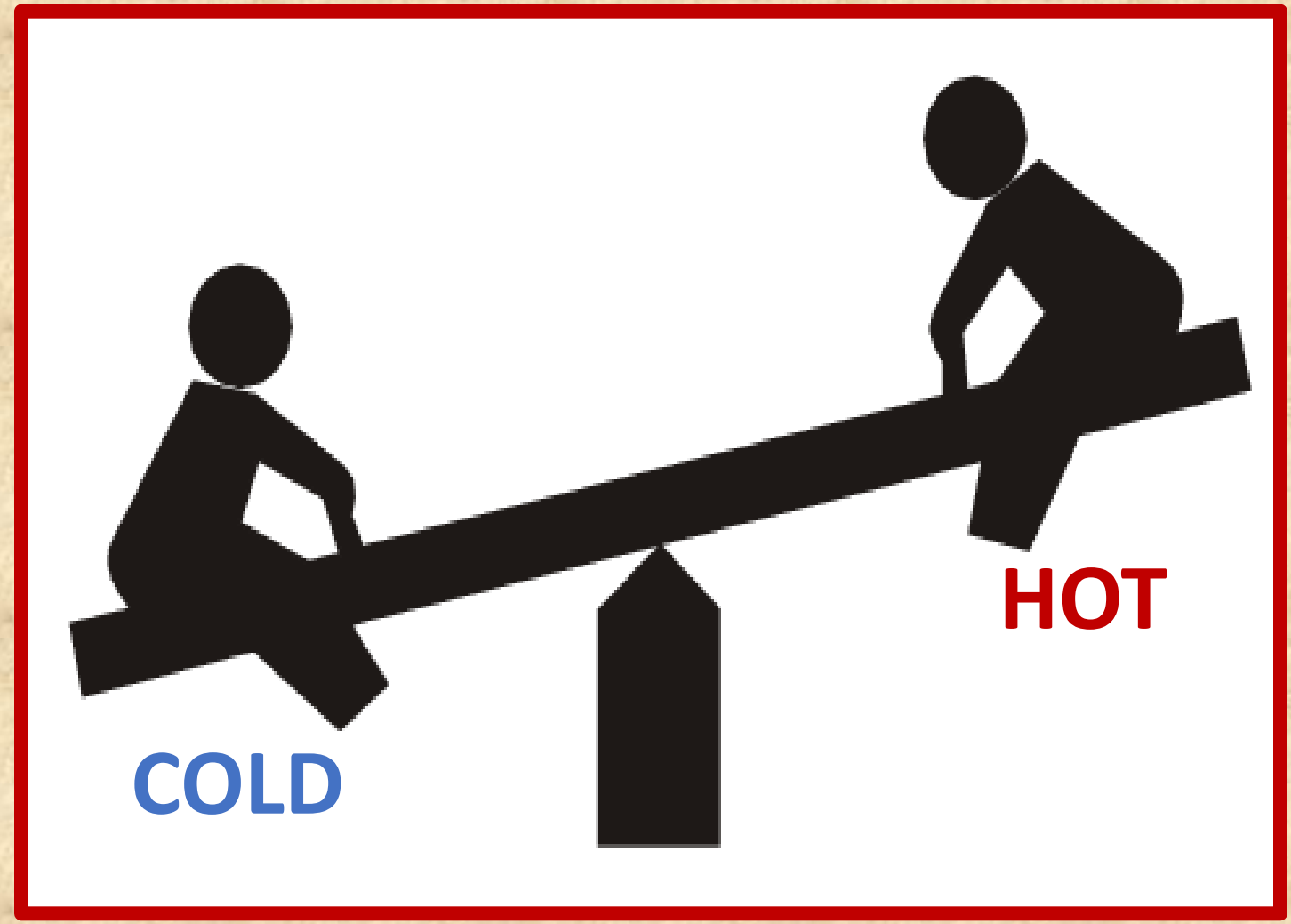
COOL (KNOW) System

- **Cognitive**
- Complex
- Reflective
- Slow
- Frontal lobe/Hippocampus

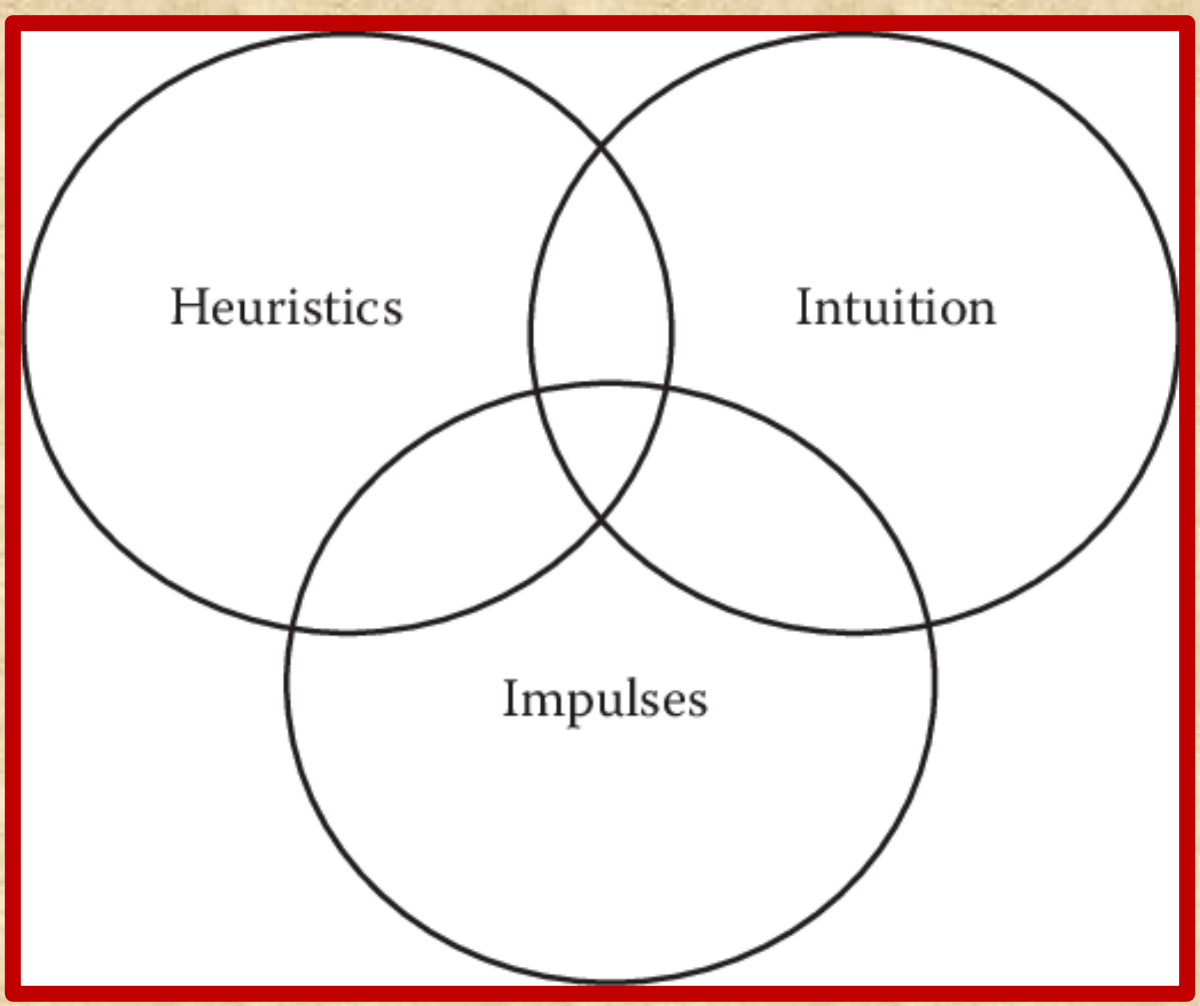
  (rational and logical)
- Develops late
- ***Weaken by stress***

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

When one goes up the other goes down

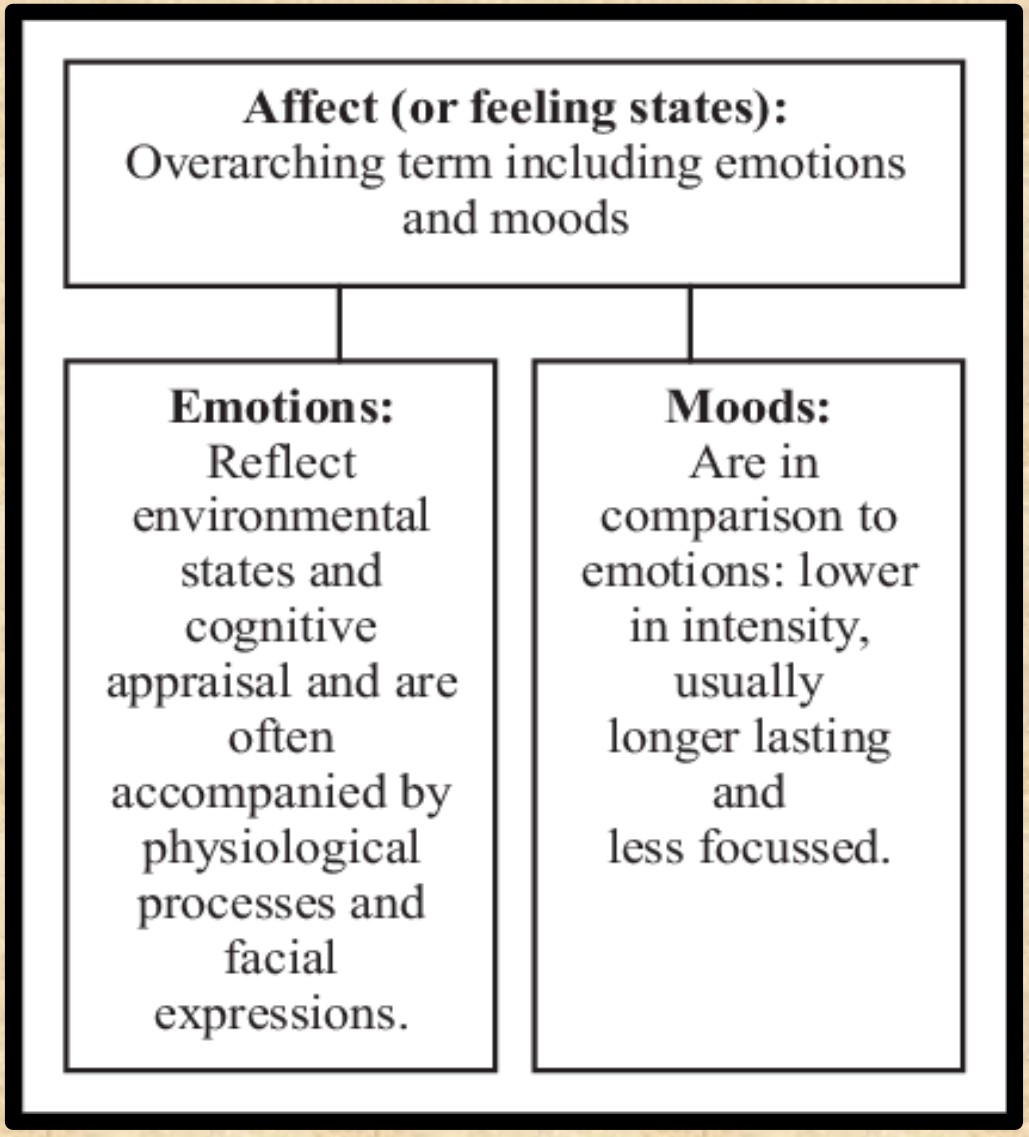


The Three Live in System One to Impact System Two



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

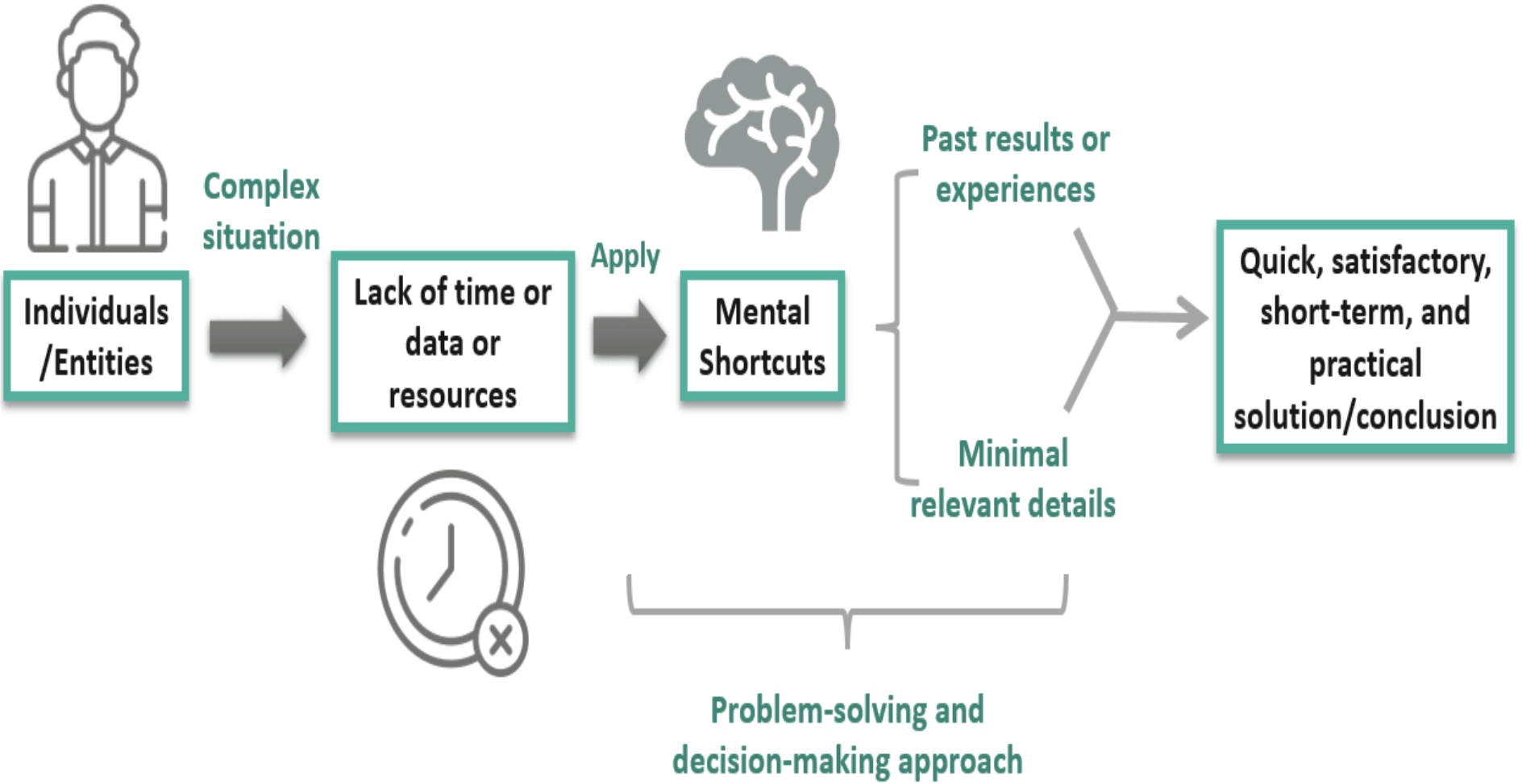
- We have only so much System 2 thinking available over the course of the day
- We naturally spend as much time in System 1 thinking as possible
- **Many studies indicate that 90% to 95% of our decisions are made unconsciously**

Birnbaum, J. (2022)

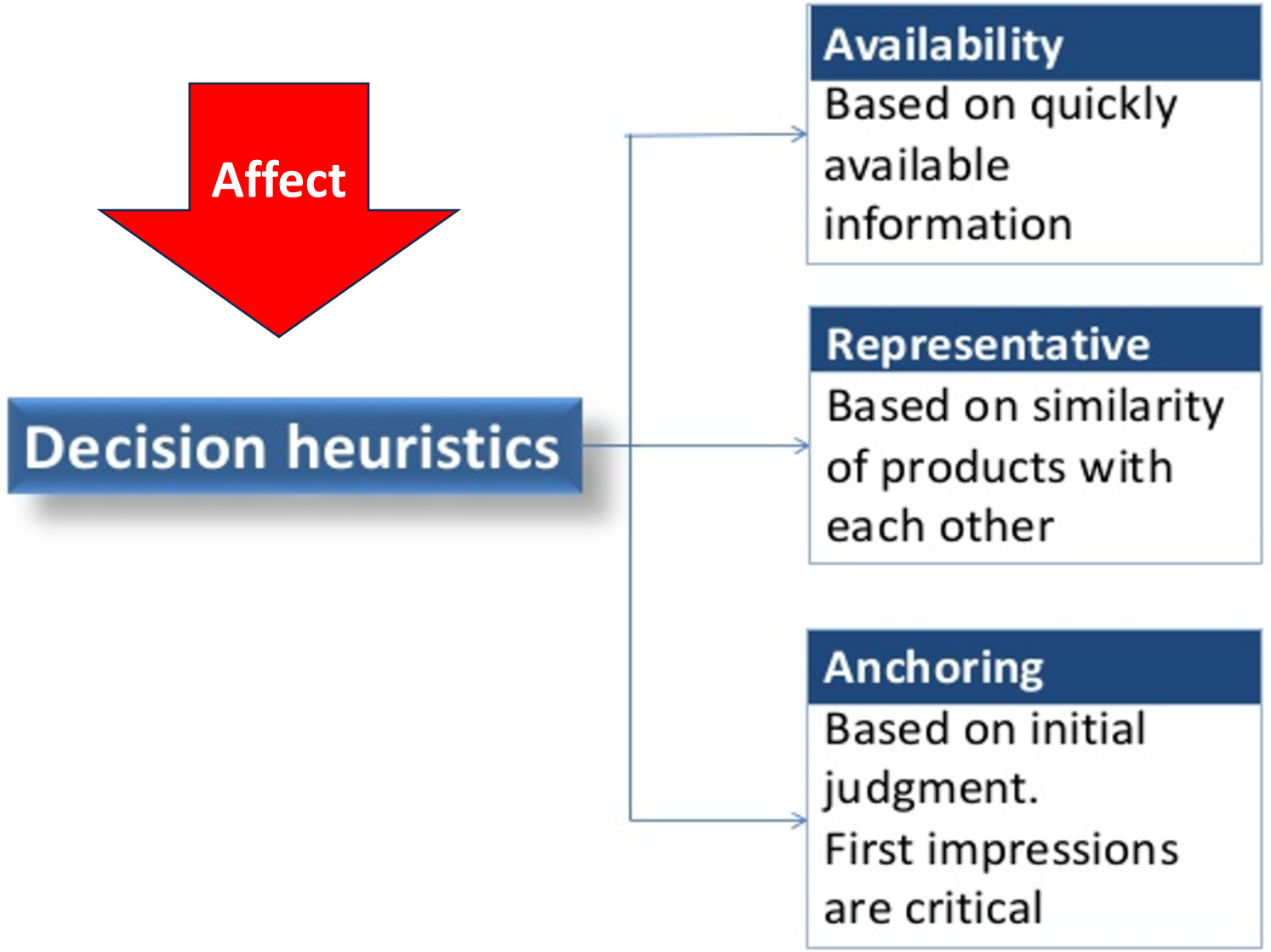
The interactions and relationship of system 1 and 2

- 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?

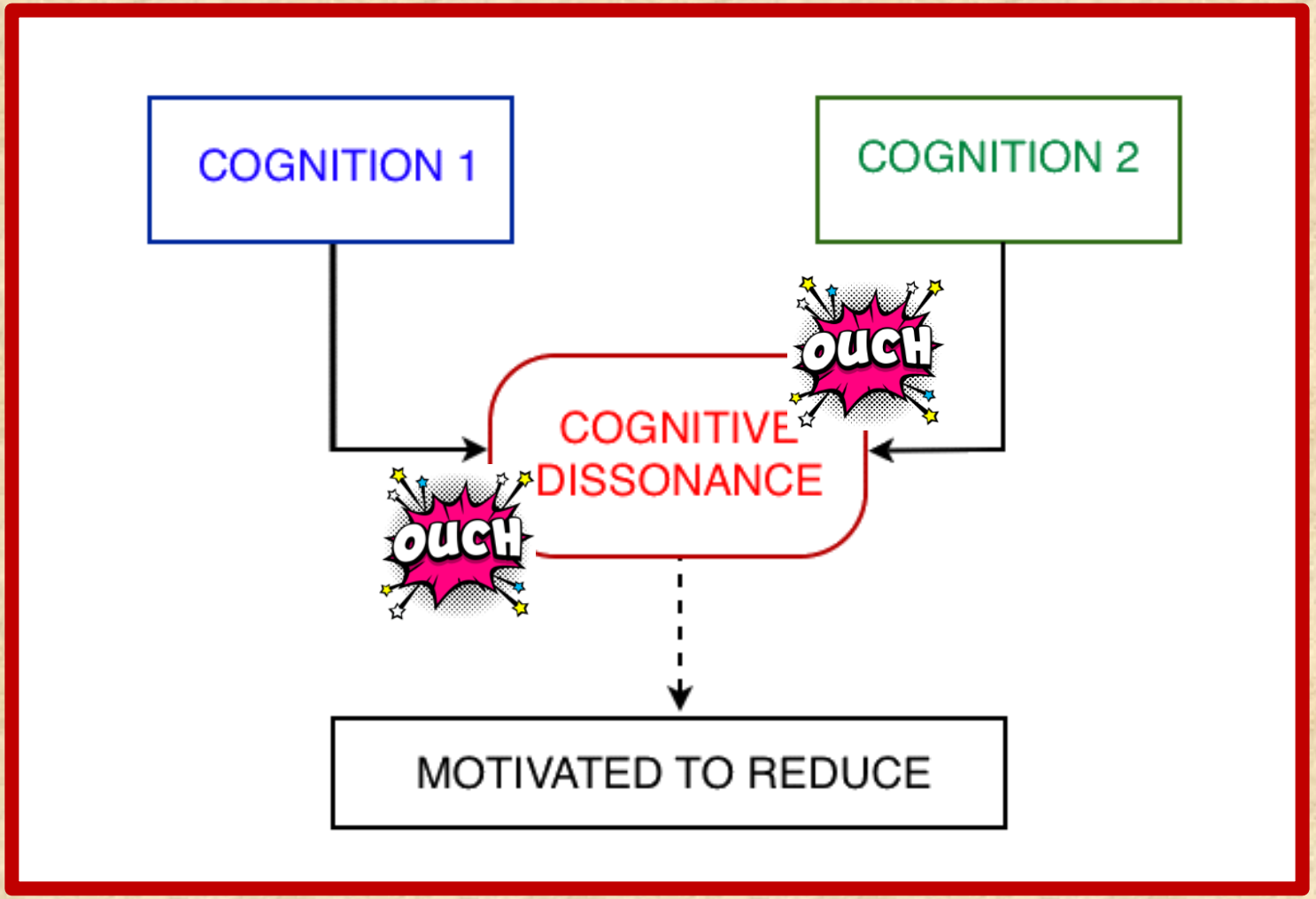


WallStreetMojo


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***

CONFIRMATION BIAS

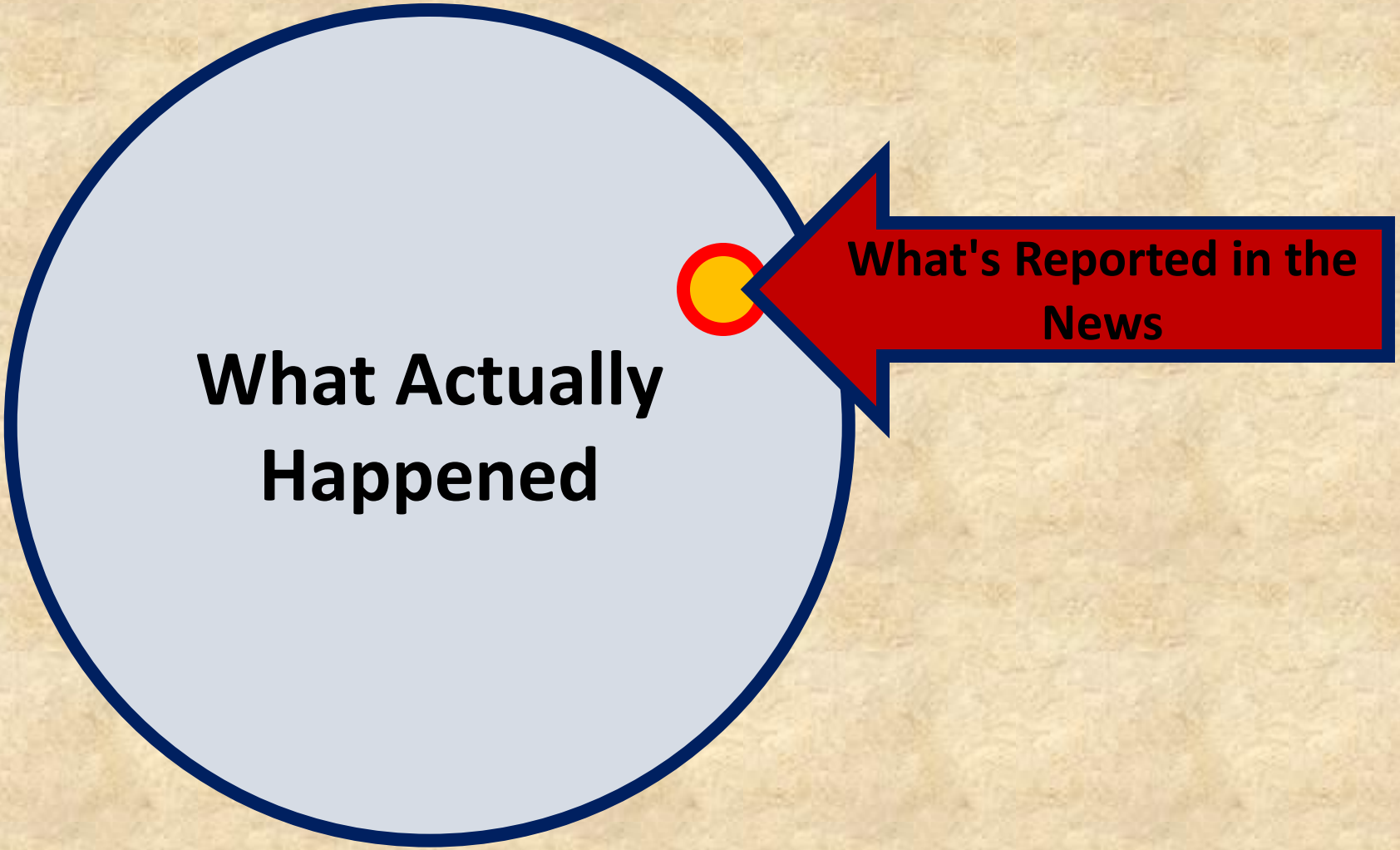


https://www.simplypsychology.org/confirmation-bias.html

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.

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).

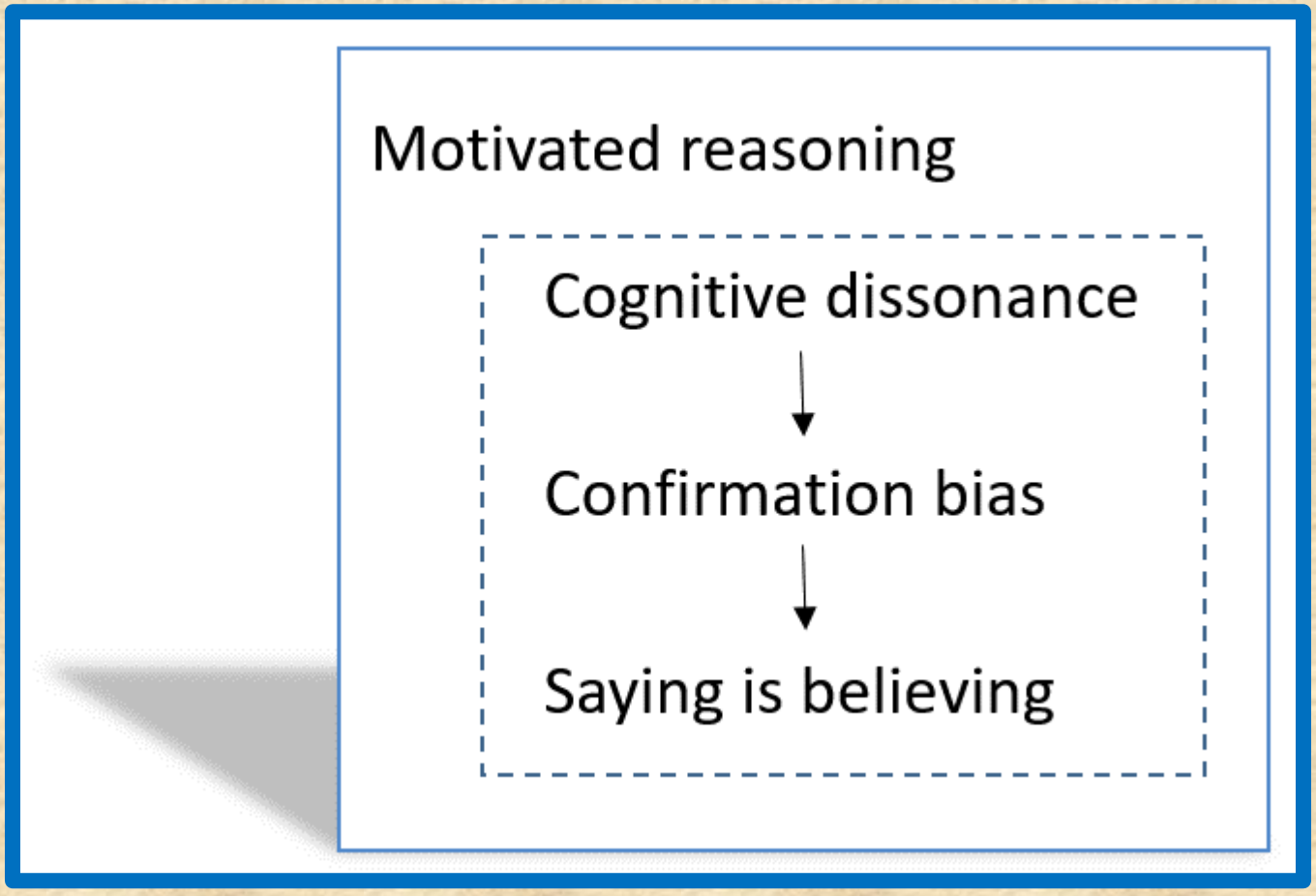
"Often, we don't see things as they are, we see things as we are."

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)

When Can We Trust Intuition?

Kahneman & Klein, "Conditions for Intuitive Expertise: A Failure to Disagree" — American Psychologist (2009)

Kahneman · Heuristics & Biases
Studies where intuition goes wrong



Common ground

Klein · Naturalistic Decision Making
Studies where expert intuition succeeds

Intuition is recognition — and it is only trustworthy when both conditions hold:

1 **A high-validity environment**
Regular cues that reliably predict outcomes

2 **Enough chance to learn the cues**
Prolonged practice with quick, clear feedback

Intuition earns trust
Firefighters, chess masters, anesthesiologists, experienced nurses

Intuition misleads
Stock pickers, long-range political forecasters

Shared warning: feeling confident is not evidence that an intuition is valid — check the environment, not the gut.

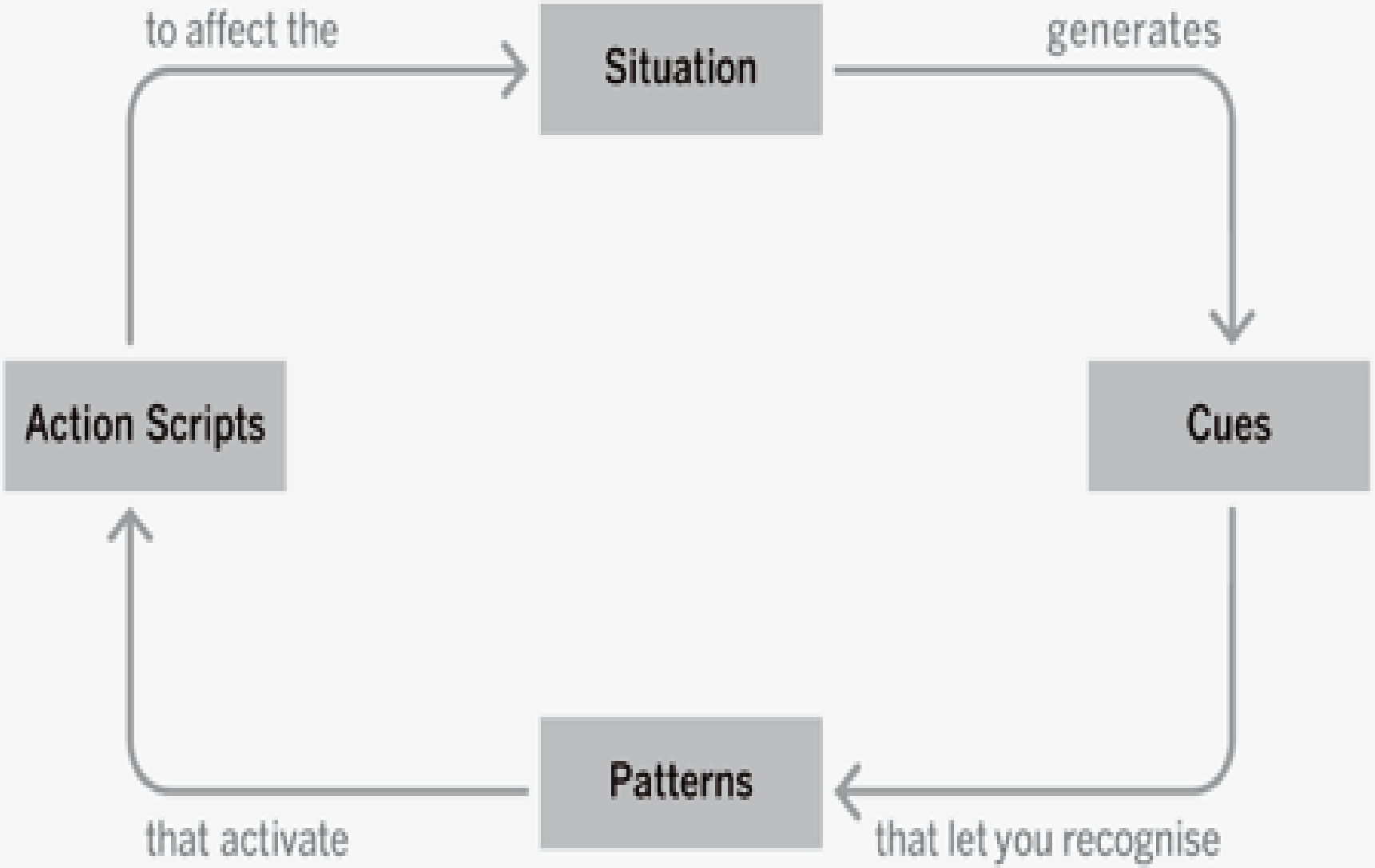
Strong Pattern Recognition Intuition

- **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

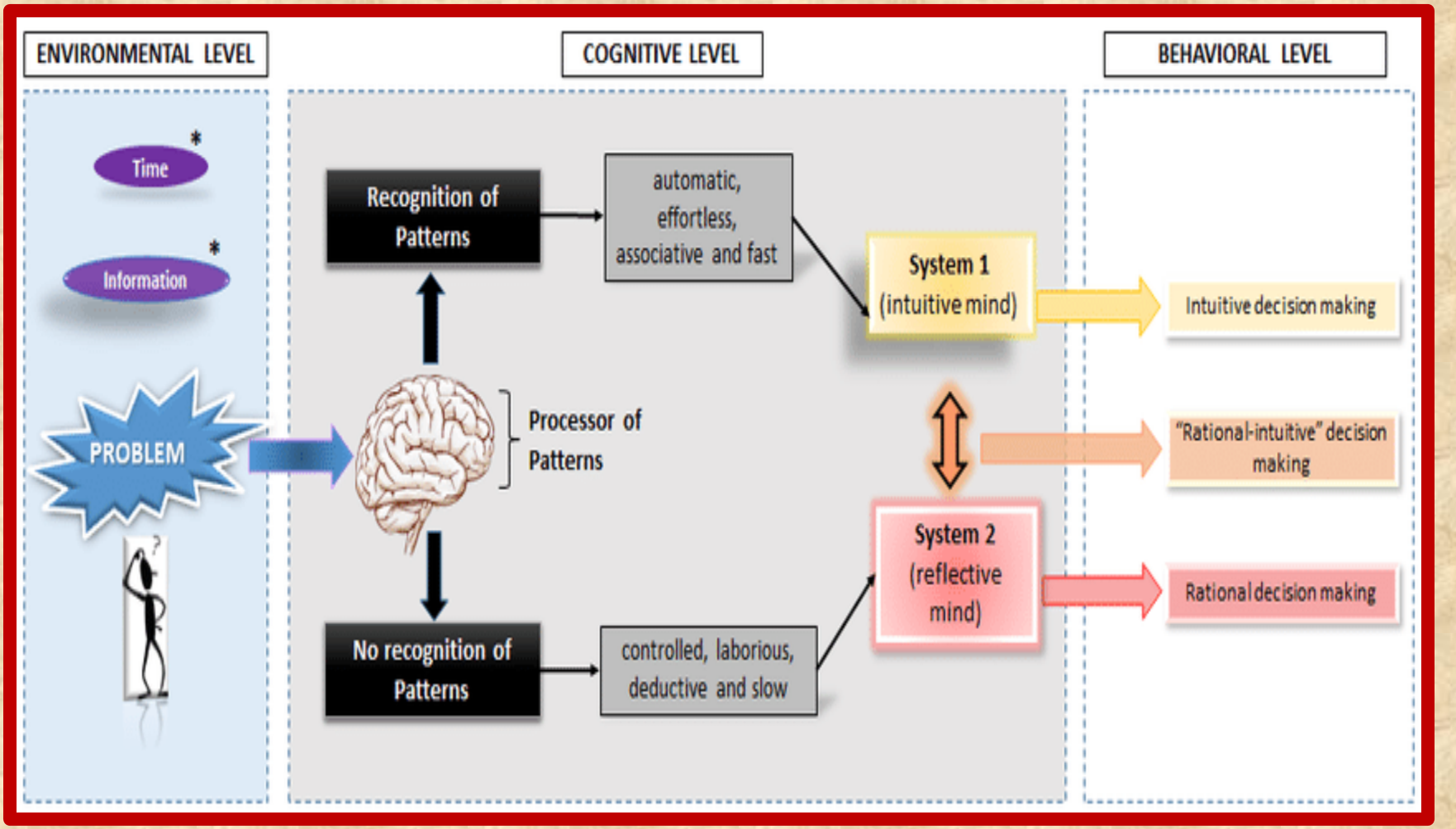
SYSTEM 2

Counter-Intuitive Leadership

Doing what feels wrong in the moment *because it works better over time.*

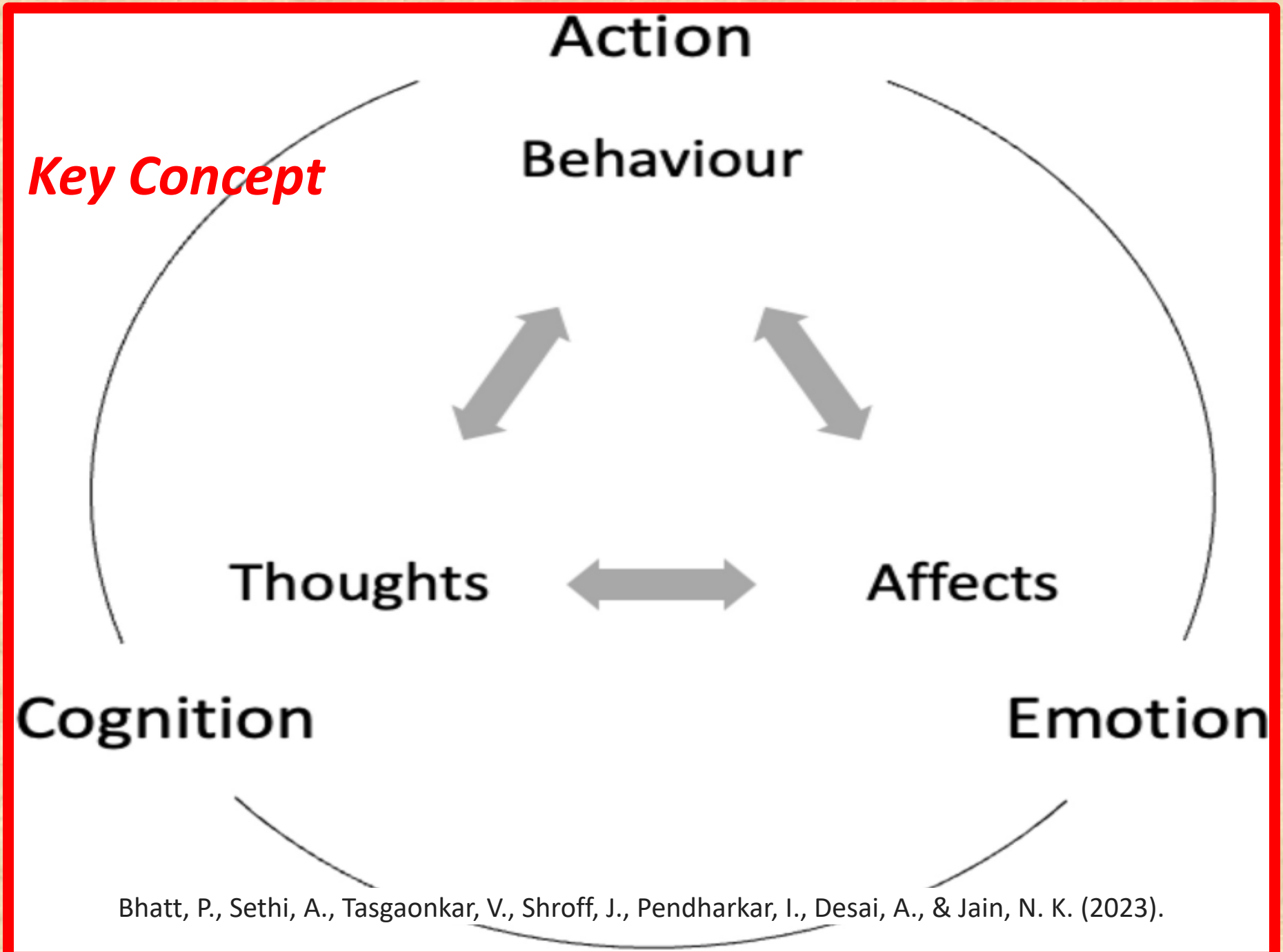
INSTINCT SAYS	GREAT LEADERS DO
Act fast under pressure	**Pause to plan and align, then move faster**
Tighten control when stakes rise	**Delegate real authority to build ownership**
Project certainty and strength	**Admit mistakes to earn trust**
Supply the answers	**Ask questions and listen**
Shut down bad news	**Thank the people who raise problems**

Great leadership often means overriding your first reaction.



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.

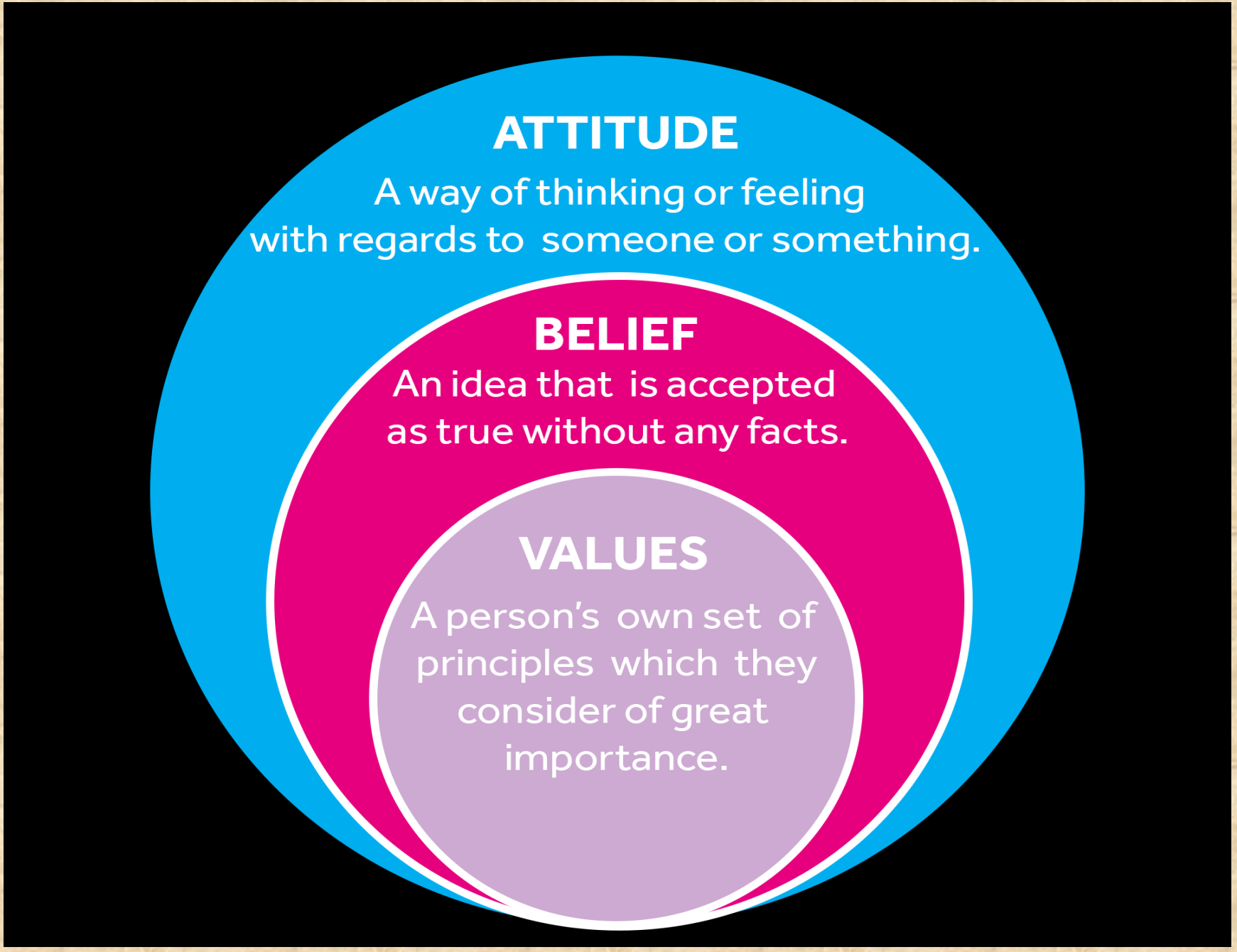
What really is the reality and who's reality is it?

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.**



https://www.futurelearn.com/info/courses/supporting-learning-secondary/0/steps/58621

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

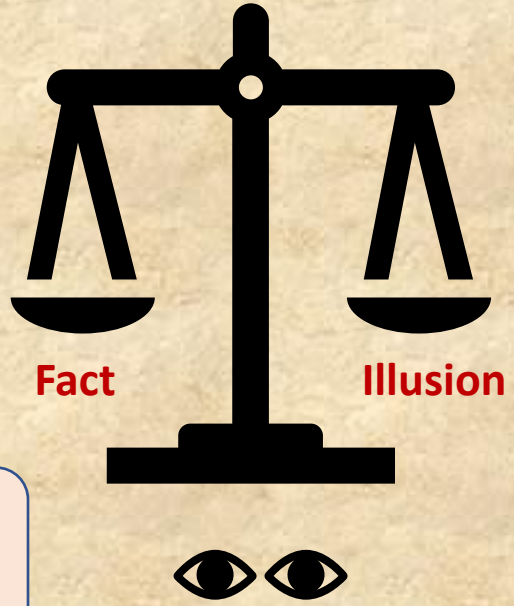
Filter our perspective, perception and interpretation

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**

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.

The Concept of "Use of Self."

Three Core Competencies to "BE IN THE MOMENT"

- **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

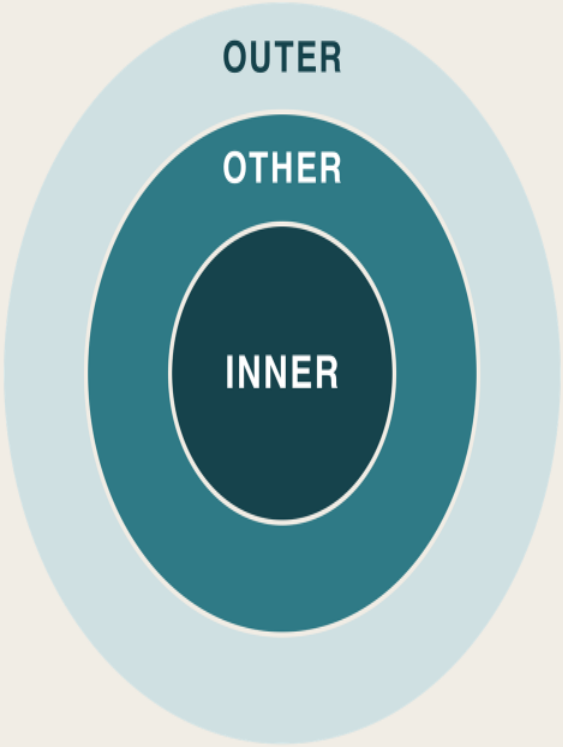
NOW…LET'S TALK ABOUT SELF-AWARENESS AND LEADERSHIP

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.

The three focuses of leadership



Inner focus · Self-awareness

Attunement to your own values, emotions and gut instincts: knowing your strengths and limits, and self-regulating to act on your values.

Other focus · Empathy & social awareness

Reading emotions and perspectives, listening well and building rapport, the root of influence. Without it, leaders miss how their words land.

Outer focus · Systems awareness

Reading the wider world, from organizational systems to industry trends and competitive forces, to navigate complexity, anticipate change and set strategy.

Source: Daniel Goleman, “The Focused Leader,” Harvard Business Review (2013); Focus: The Hidden Driver of Excellence (2013)

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"**

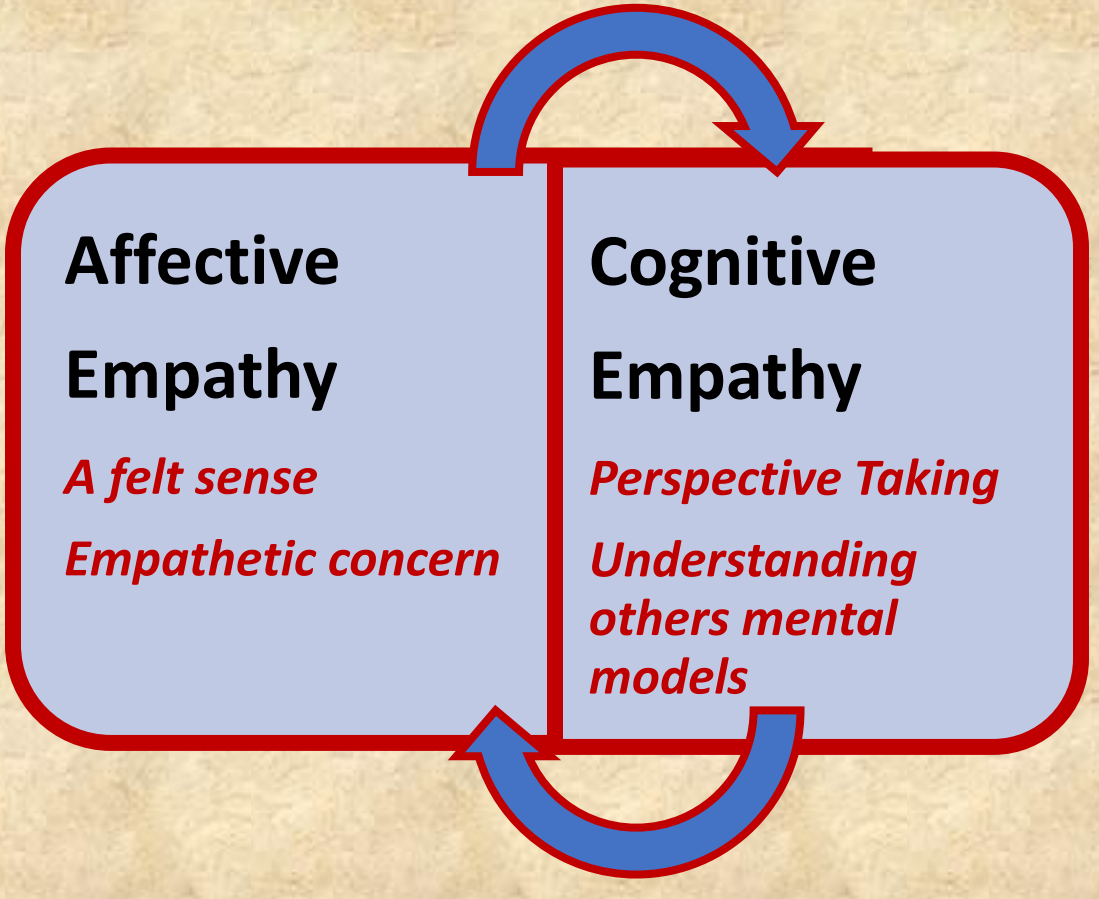
  McNeely & Meglino, (1994)

- 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 is not being *for someone*, its being *with someone*
- **Empathy allows rapport between people, as a property that emerges from their interaction**

Leaders Need Both

Affective and Cognitive Empathy

Brings Compassion Alive

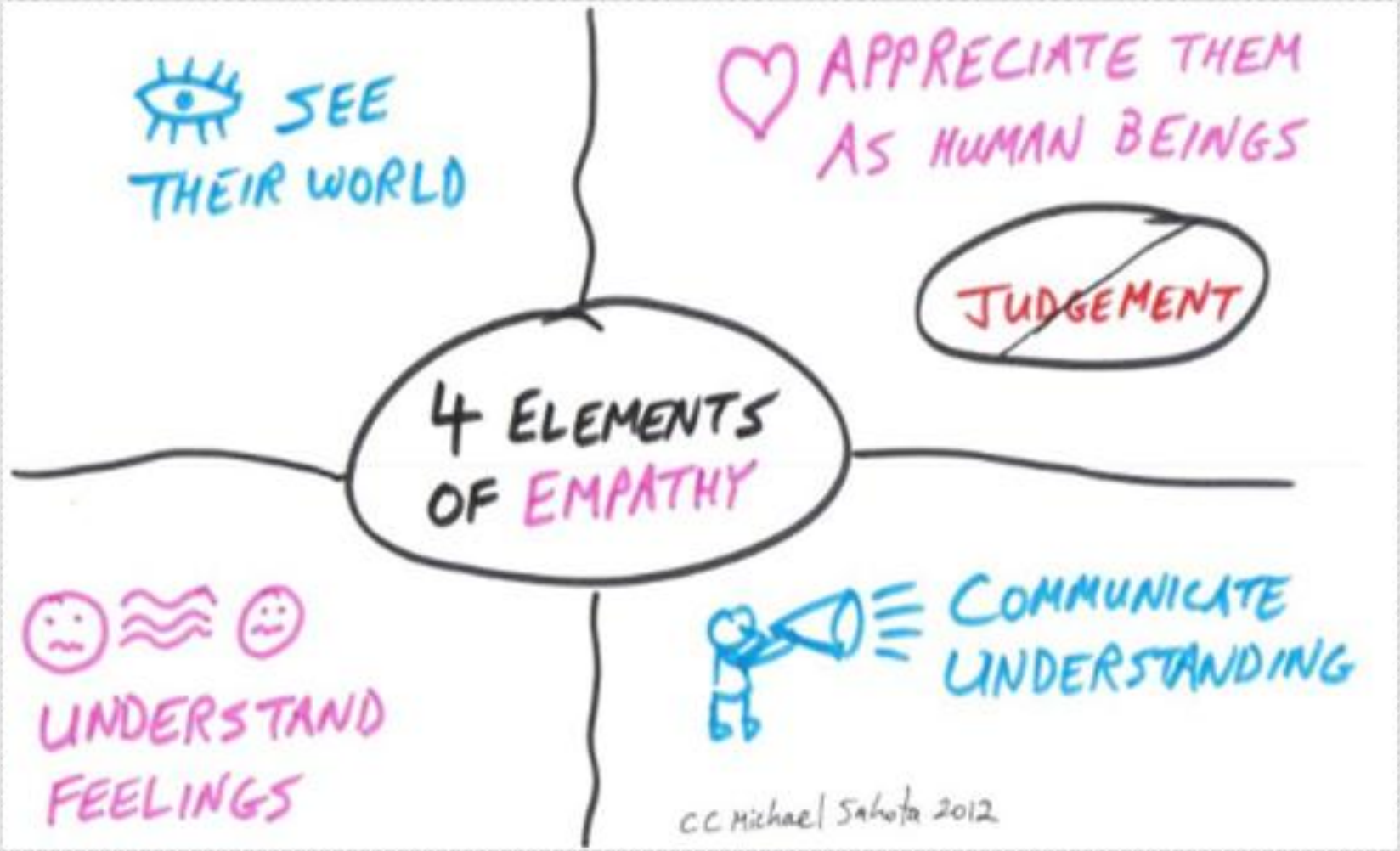


Cognitive Empathy is Critical for Leaders

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

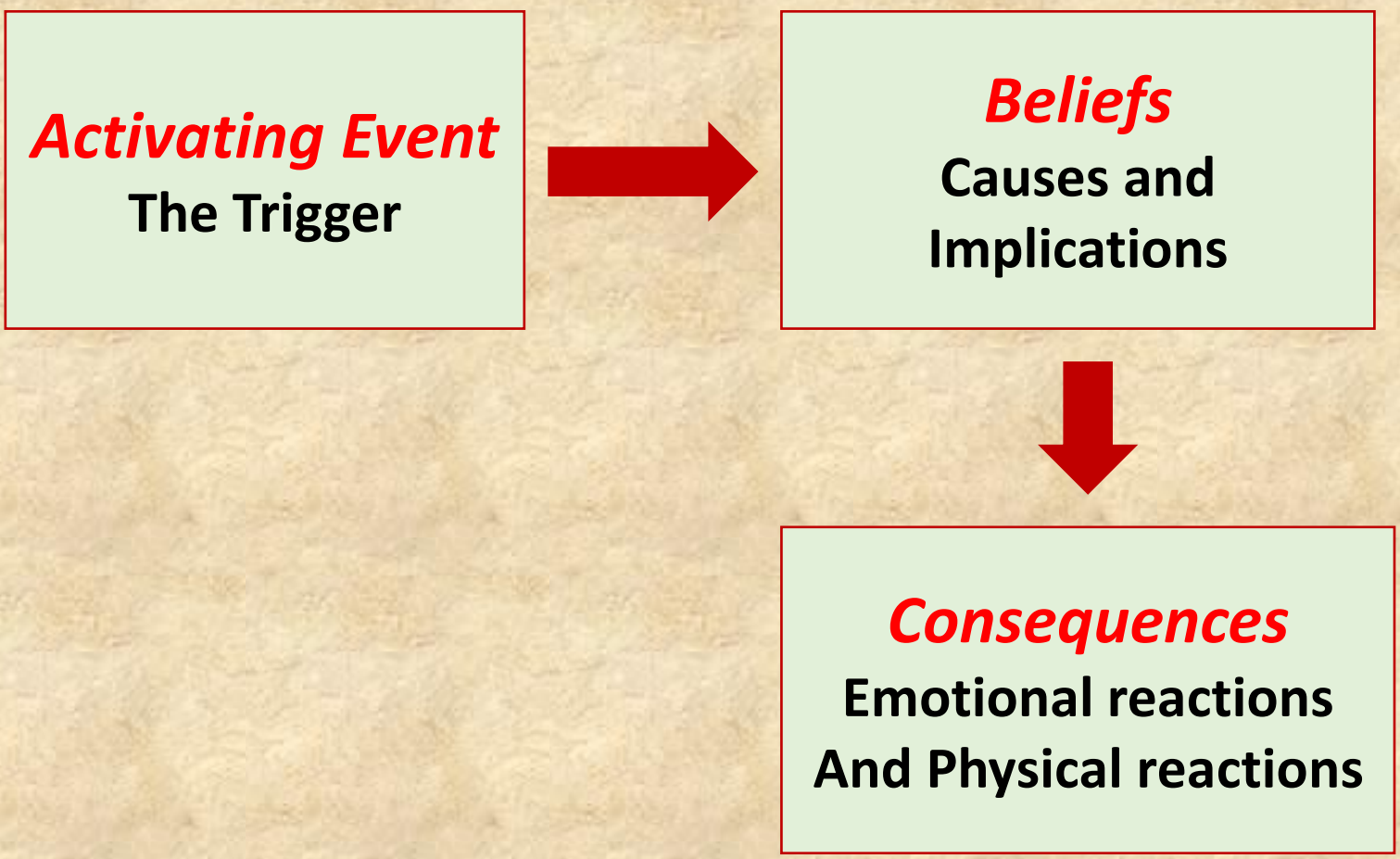
- When leaders fail to empathize with or to read the emotions of a group accurately, they create **“dissonance.”** (off key, lack of harmony)
- Anxiety in the workplace is often **contagious** and that the antidote is **calm**.
- When leaders are attuned to people’s feelings and move them in a positive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



Do not default to the *sole option* from the emotional reaction of anger.

- Maintain your presence of mind.
- Create the space to calm down and think.
- ***That space (time) will provide options to choose.***
- Then analyze and weigh those options strategically (consequence thinking) within the context of the situation.

Emotional granularity

The ability to identify and label your feelings with **specific, nuanced words**, rather than broad terms like “good” or “bad,” allowing more precise understanding and healthier responses.



One broad label

Seeing the shades: specific words for what you actually feel

Low granularity

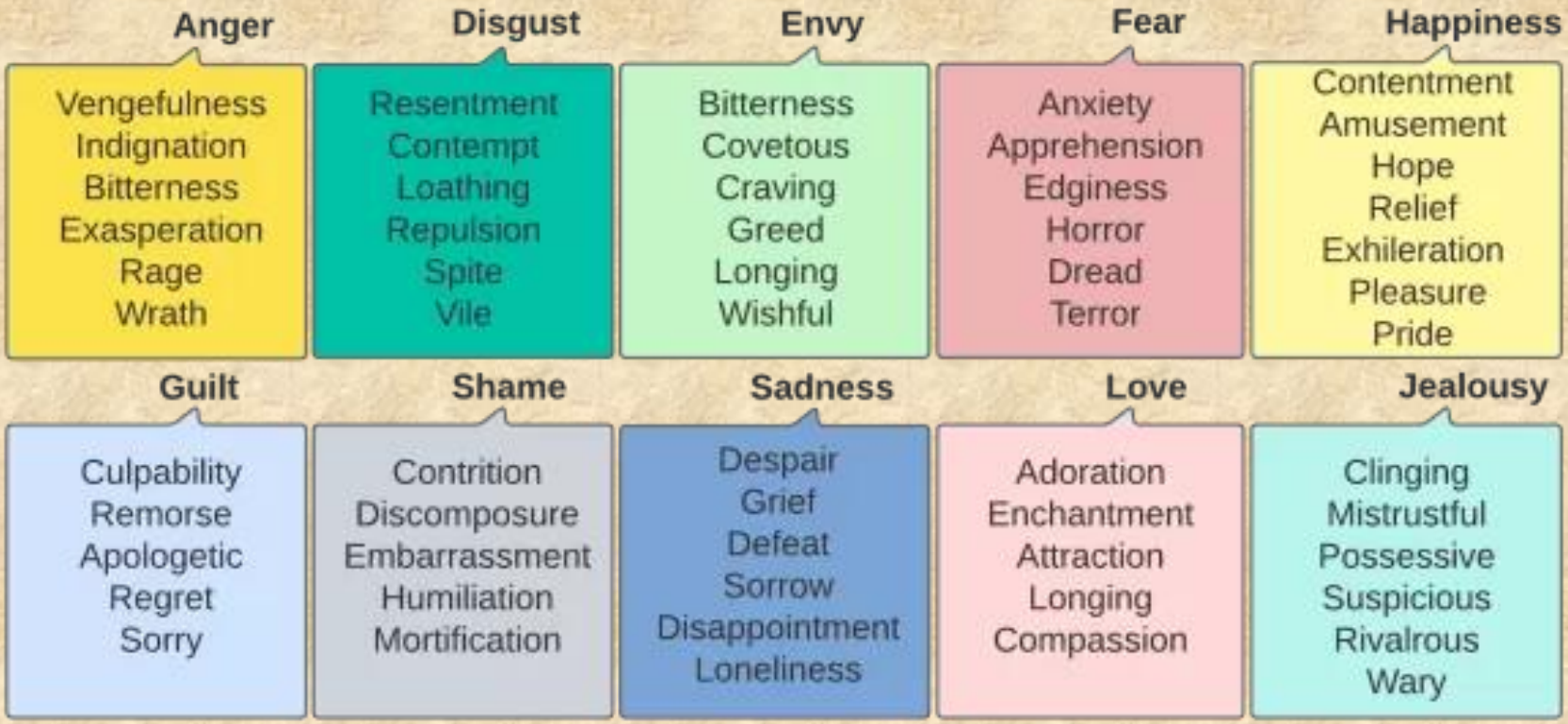
Feelings stay vague (“I just feel bad”), which can leave you lost in them, unsure what is wrong or what to do.

High granularity

A precise word points to a fitting response, supporting better self-regulation, resilience and mental well-being.

Source: Barrett, L. F. (2005)

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
- **Others' emotion regulation:** This refers to an individual's ability to have a predictable impact on another person's emotional state.

Emotional intelligence: 4 domains, 12 competencies

PERSONAL COMPETENCE · HOW WE MANAGE OURSELVES

1 competency
Self-awareness

- Emotional self-awareness

4 competencies
Self-management

- Emotional self-control
- Adaptability
- Achievement orientation
- Positive outlook

SOCIAL COMPETENCE · HOW WE HANDLE RELATIONSHIPS

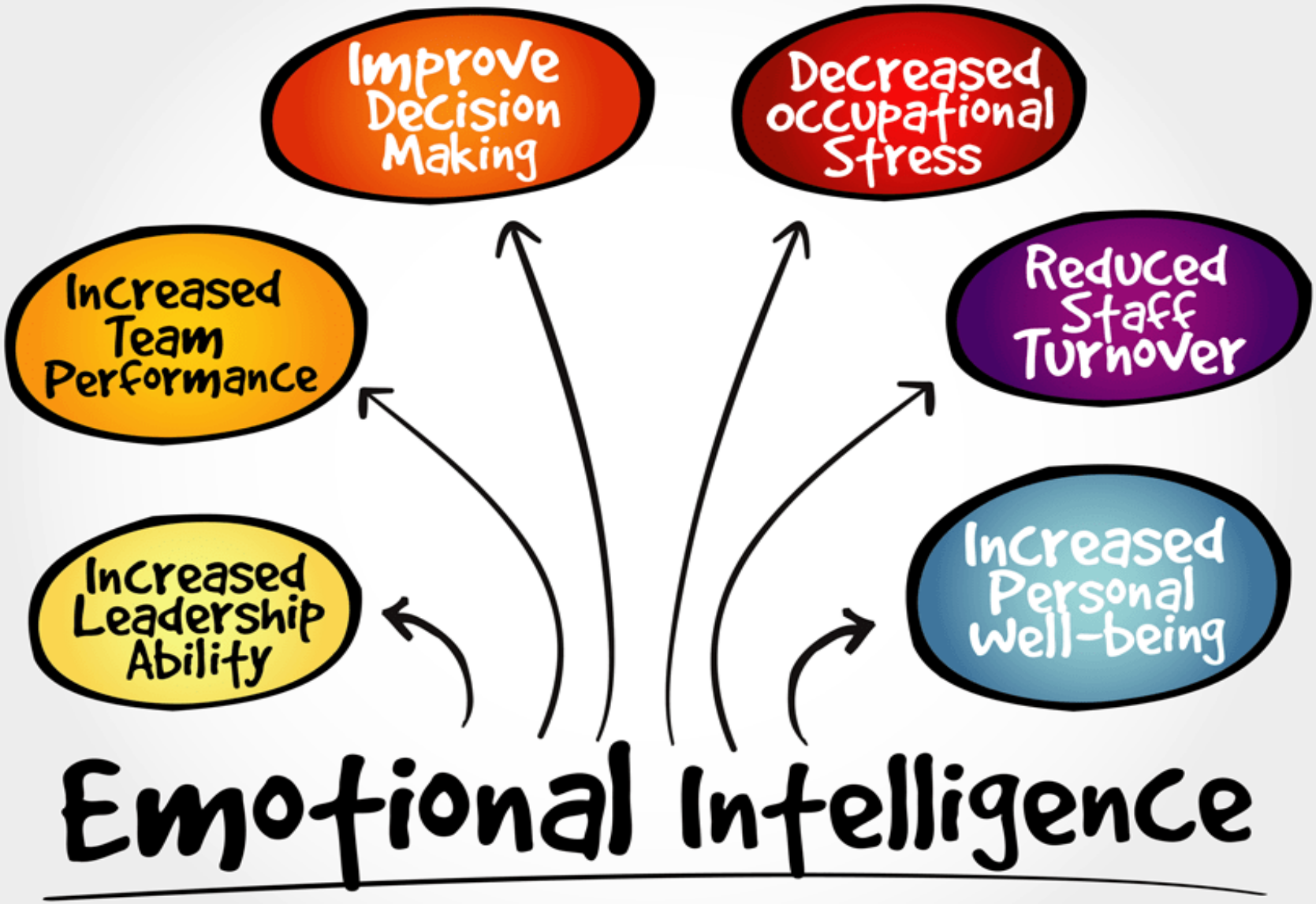
2 competencies
Social awareness

- Empathy
- Organizational awareness

5 competencies
Relationship management

- Influence
- Coach and mentor
- Conflict management
- Teamwork
- Inspirational leadership

Source: Goleman, D. & Boyatzis, R. (2017), "Emotional Intelligence Has 12 Elements," Harvard Business Review


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



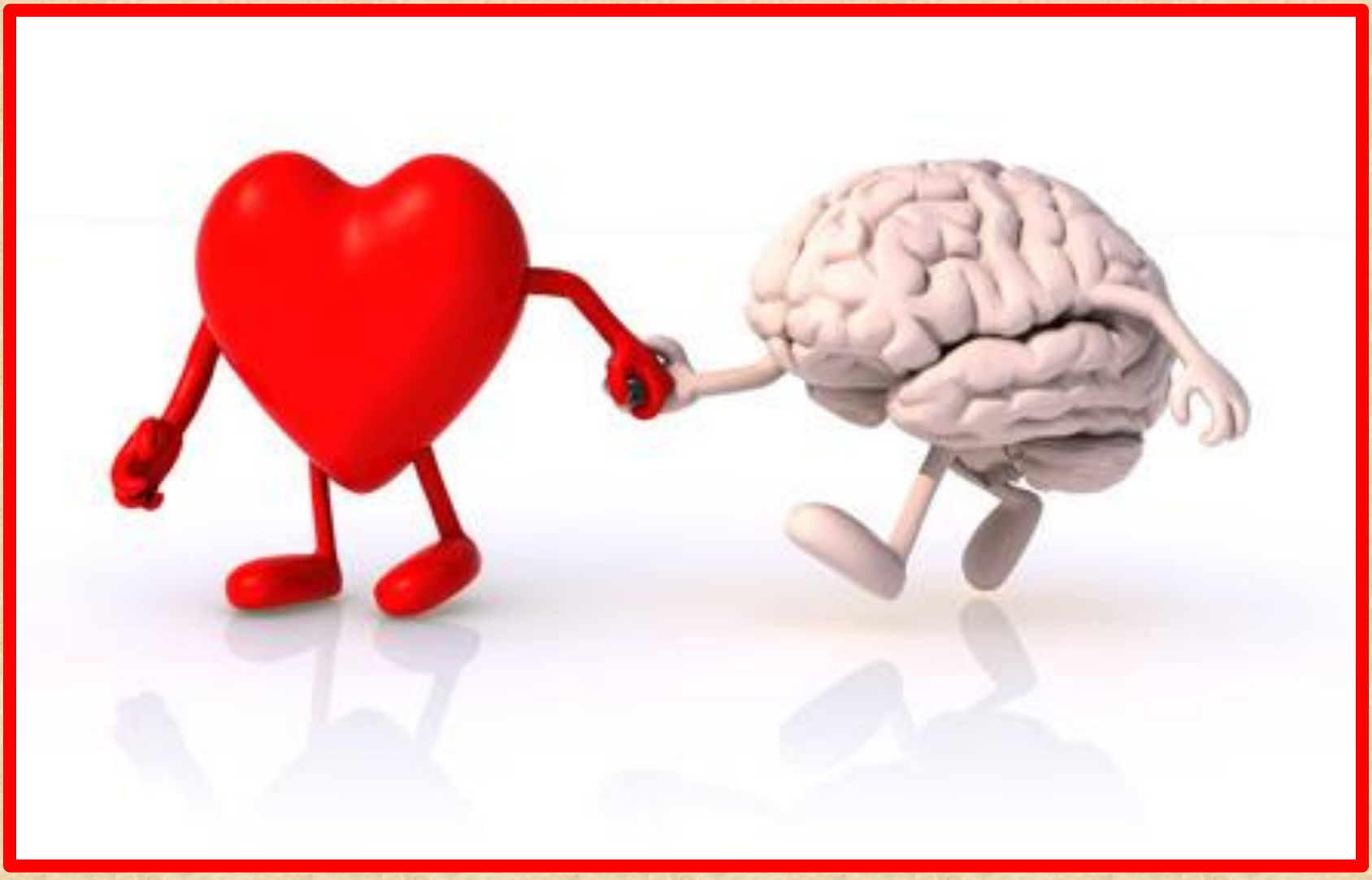
Adam Grant
@AdamMGrant

Loyalty doesn't require conformity. If consensus is wrong, you have an obligation to disagree.

Weak leaders demand deference. Strong leaders welcome dissent.

Being a team player is not about sacrificing your values for a group. It’s about acting in service of the greater good.

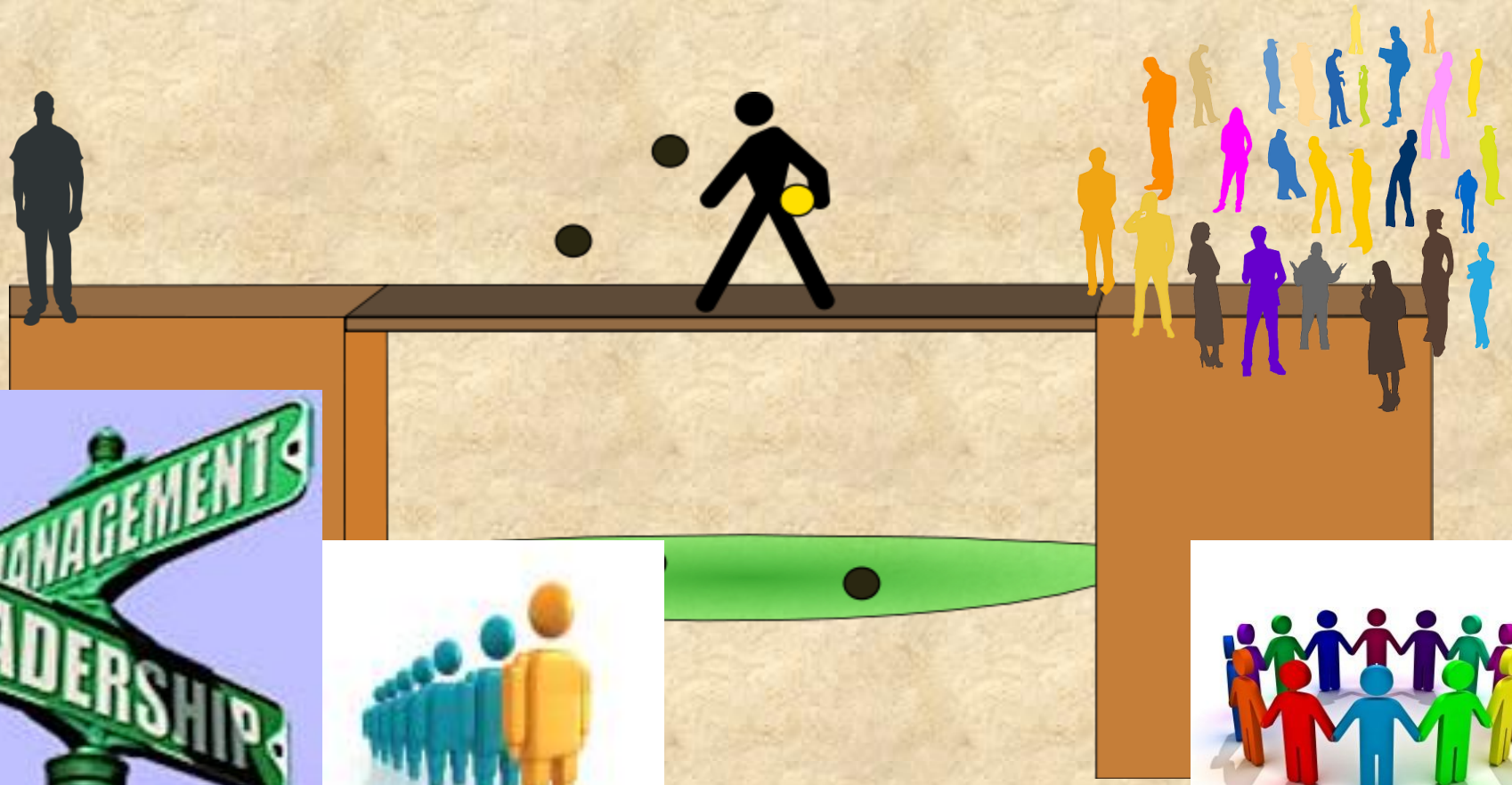
Sum Total



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

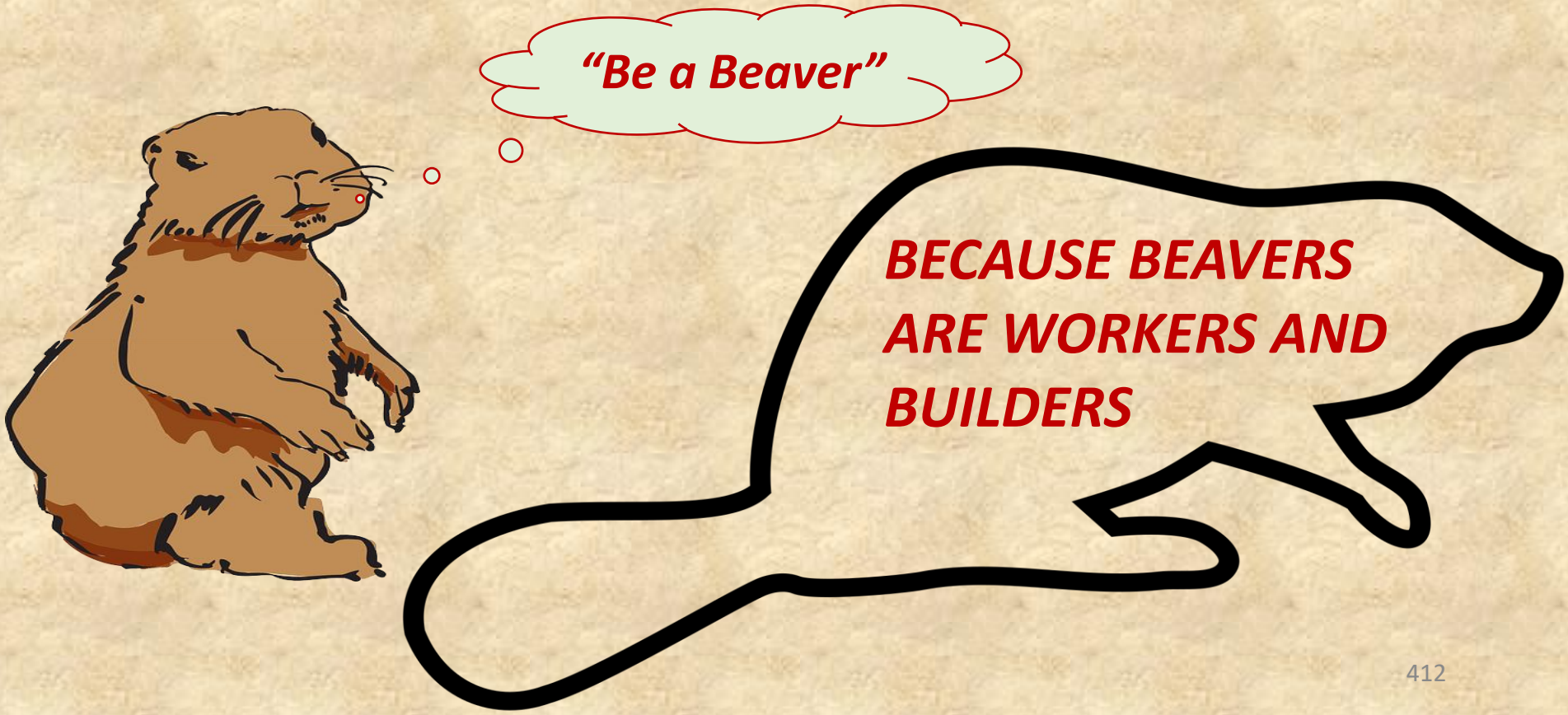
- You now represent and are a part of management
- When you see, are told, then management knows
- **Supervisors not holding officers accountable, looking the other way, or more concerned about being liked than representing management create an environment for agency problems, leadership problems and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

The Role of Identity

“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?

- **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)

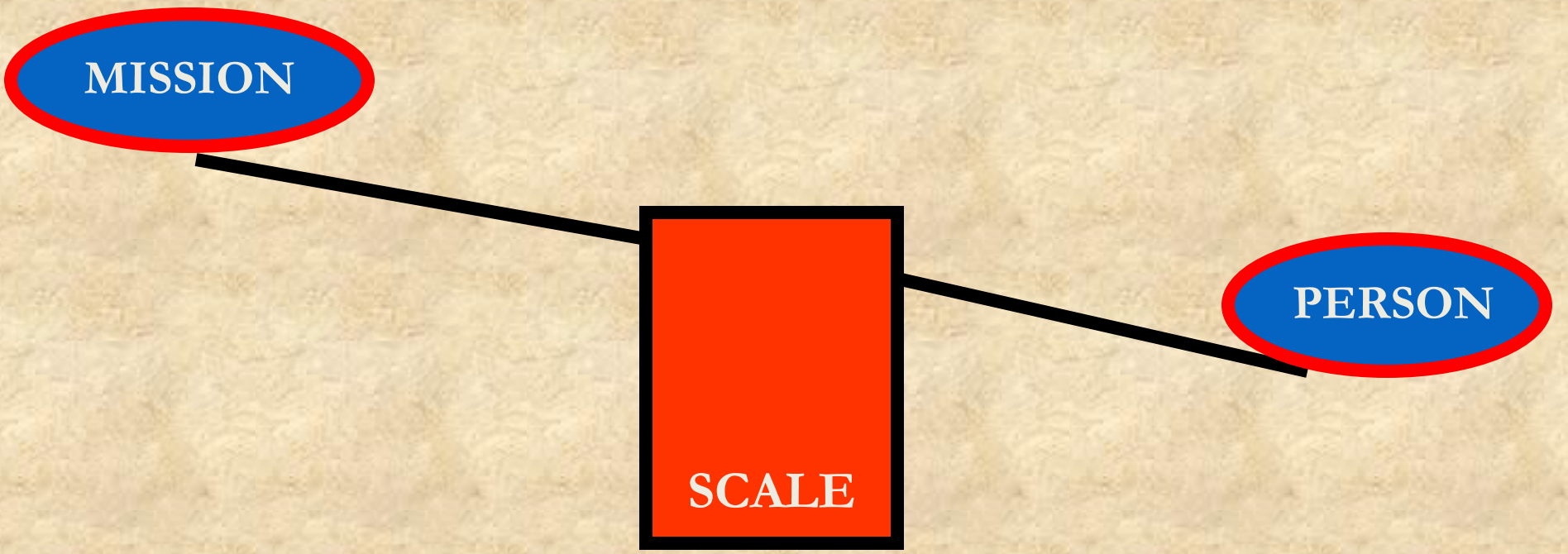
A supportive supervisor may break the chain of stress at work and unpleasant consequences at home, resulting in the maintenance of systems of social support and resistance to stressors

CRITICAL FACTOR

Supervisors and Managers must Sustain a Healthy, Safe, Inclusive, and Thriving Professional Environment and Culture.



Understand the prioritization concept



It is a balance…what are your priorities?

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**

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.

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

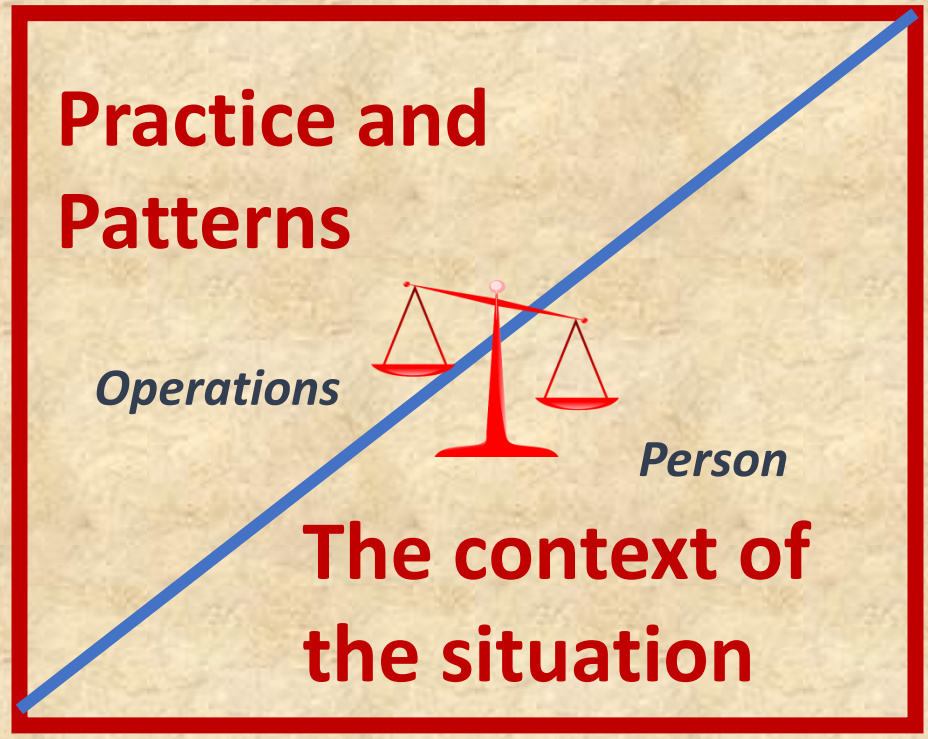
MISSION AND PERSON AND LEAN

TOWARD THE PERSON



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

It's 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

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

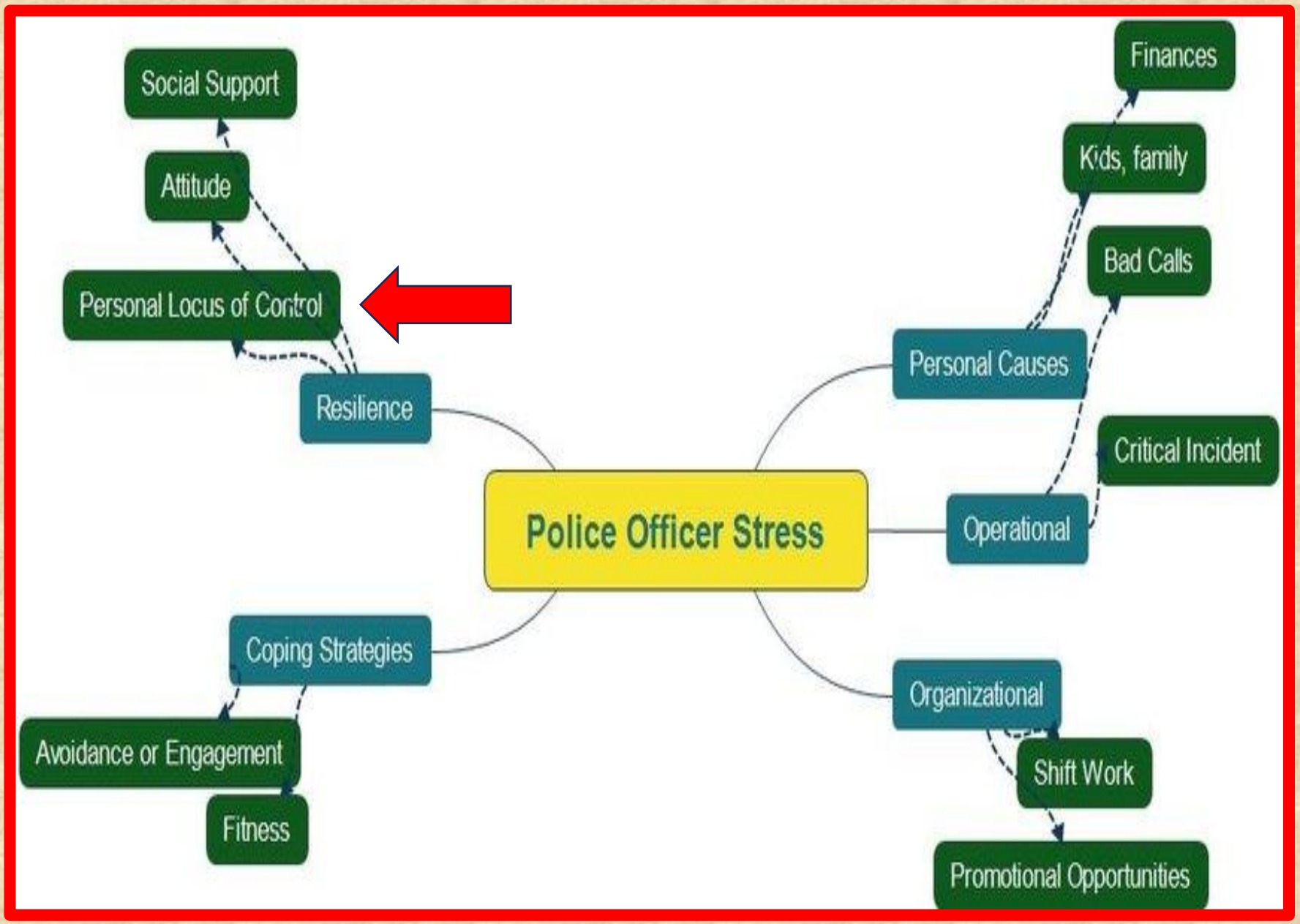
Focus upon occupational stress and how it can adversely impact workplace environment and performance.

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

Positive Outlook as an EI Competency

Optimism and Hope

- Optimism is a passive expectation that things will turn out well.
- Hope is an active commitment to working toward a desired goal.

✓Optimism gives a person the general confidence to move forward.

✓Hope gives that movement a specific target, a plan, and the courage to act when things get hard.

Together, they turn positive thinking into real-world resilience

Hope

Snyder, C.R. (1991)

C.R. Snyder's Hope Theory defines hope not as a passive emotion, but as a *cognitive and motivational process* centered on achieving specific goals.

- **Goals:** The anchors of hopeful thinking. Goals give a target and direction to mental energy.

They can be short-term or long-term, large or small, as long as they hold some value and carry a degree of uncertainty.

- **Pathways Thinking:** The perceived ability to generate workable routes or strategies to reach a goal.

It involves knowing how to get there and finding alternative paths when obstacles block the original route.

- **Agency Thinking (Willpower):** The motivational drive and self-belief to use those pathways.

It is the mental energy that tells you, "I can do this" and keeps you moving forward when faced with adversity.

NOTE: ***"Opinion Evidence"*** *Your Instructors personal experience from 47 years, embraces faith as the ultimate source of agency and divine guidance as the creator of pathways toward meaningful, God-given goals.*

- **Interaction:** Pathways and agency reinforce each other.

Generating alternate routes during a setback fuels your motivation (agency), which in turn drives further problem-solving (pathways).

- **Learned Trait:** hope is a cognitive set that is learned and can be actively cultivated through goal-setting and flexible planning.

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

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)

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

“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.


TRUTH

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.

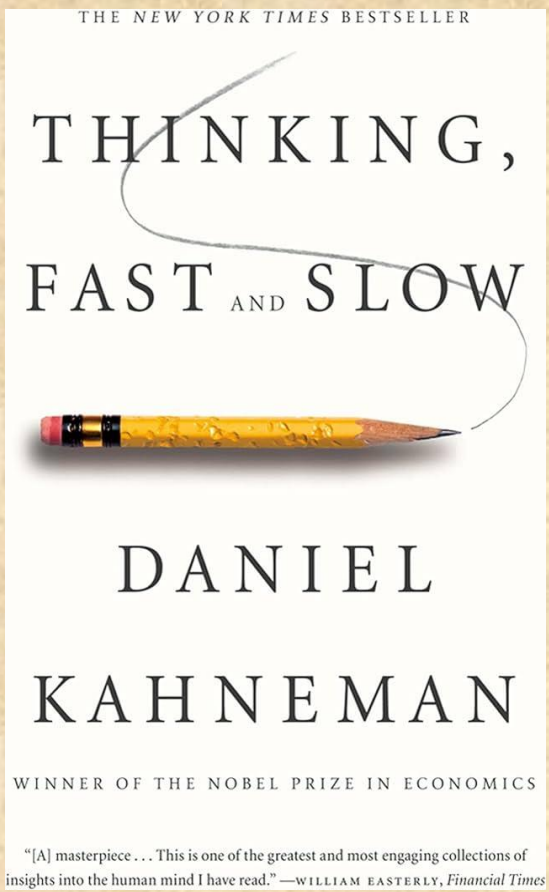
By violating the norms of assertion openly and repeatedly, populist and authoritarian actors do more than evade inquiry or command media attention – they alter the mutual expectations that sustain truth-oriented communication.

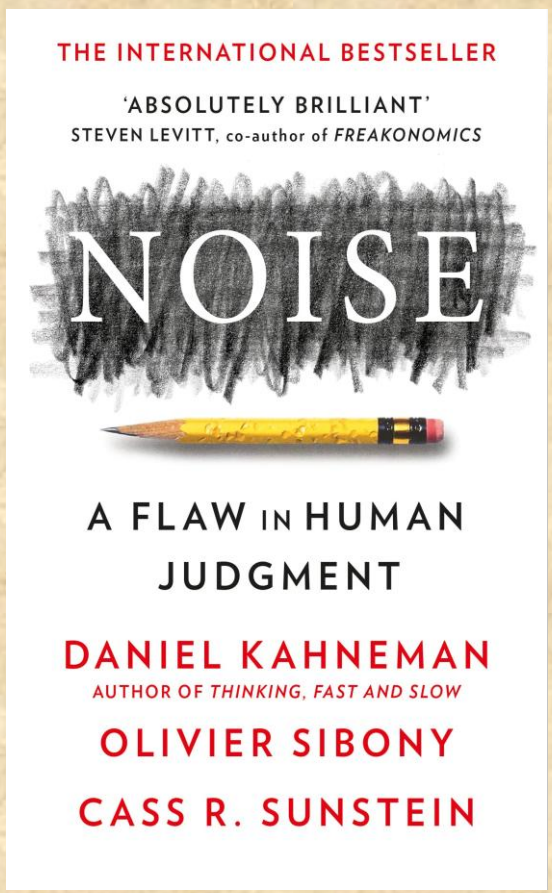
Bullshit, Bias, and Noise

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

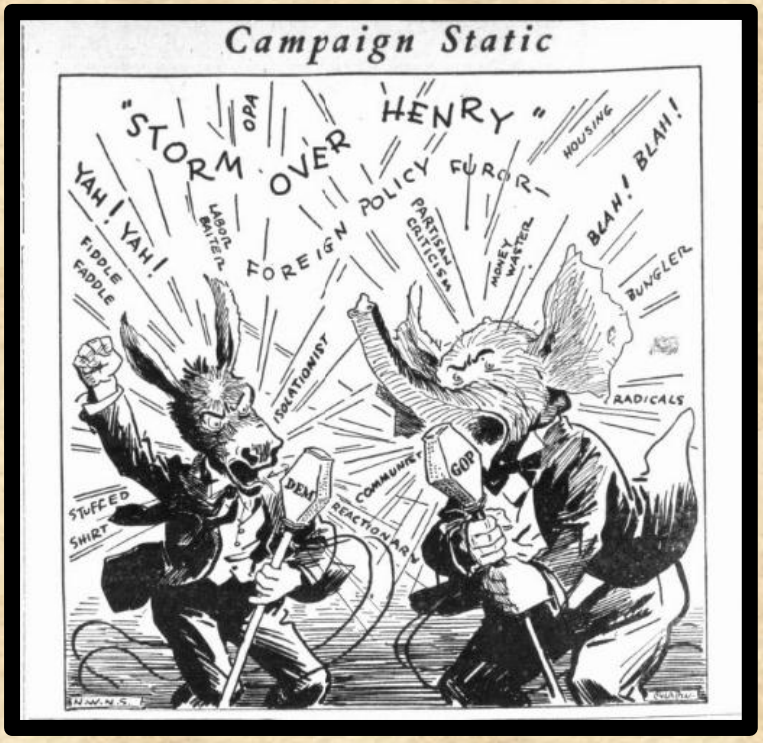
- **Like other irrational beliefs, bullshit is a real, prevalent, and consequential phenomenon**
- **Due to this prevalence and potential for harm, the ability to recognize and avoid bullshit is an essential skill to have in today's world** Walker et al. (2019)

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

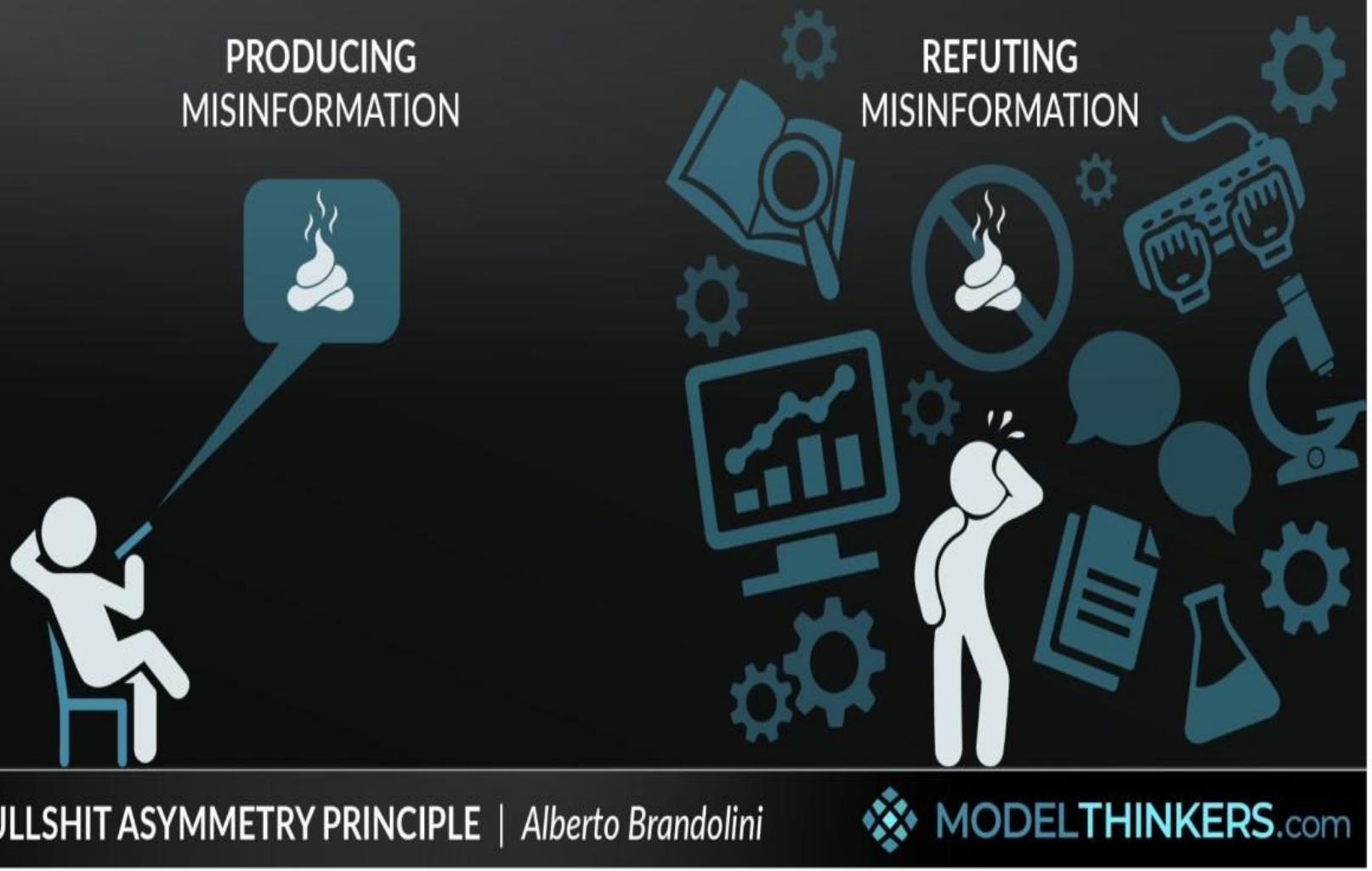
"The Art and Science of Bullshit Engineering"

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 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."

LIMITED PRIVACY

- **Smart phone** analysis reconstructs an individual's **"pattern-of-life"—**their habits, movements, and interactions—by analyzing data like GPS, app usage, and network connections.

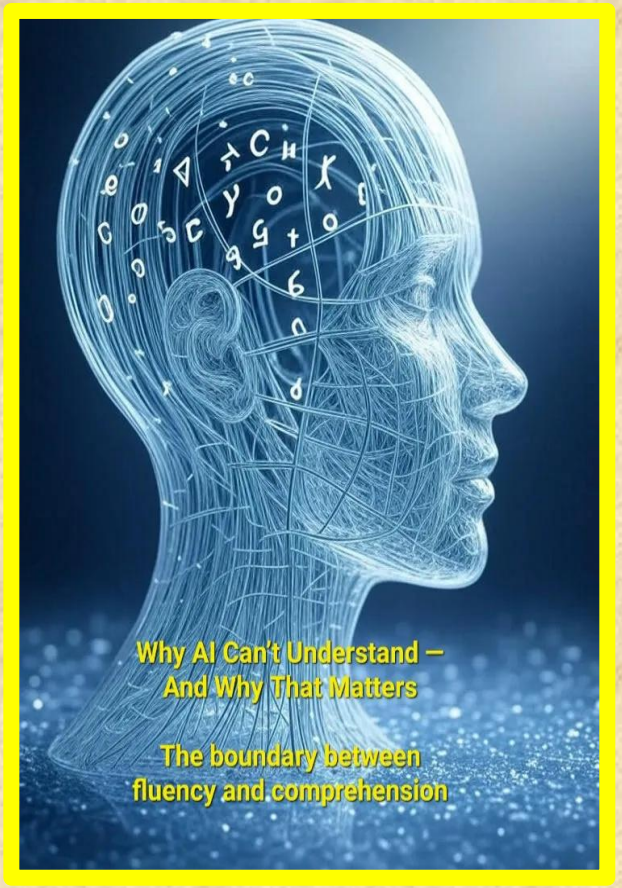
This digital information establishes locations, timelines, and map relationships via transmission, web activity, messages, and app data.

- **Digital surveillance**, both stationary and mobile, by government fleets or other systems, private security, ring or nest home systems, to drone-type systems that video, document, and track.

“Cyber DNA”

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

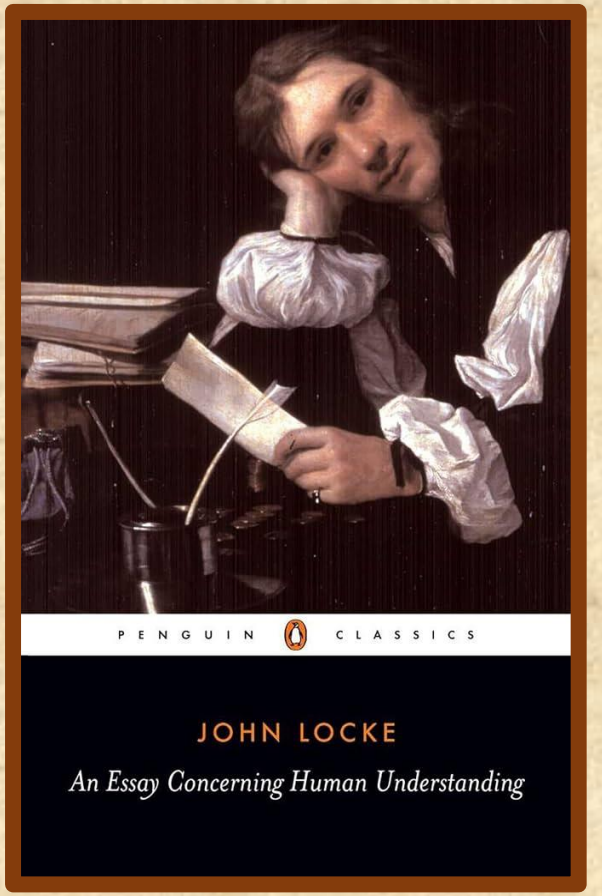
Newman-Griffis, D. (2025).



Information Processing

<u>And</u>

Understanding



Autonomous versus augmentative???

THE RESEARCH

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**

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)

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**

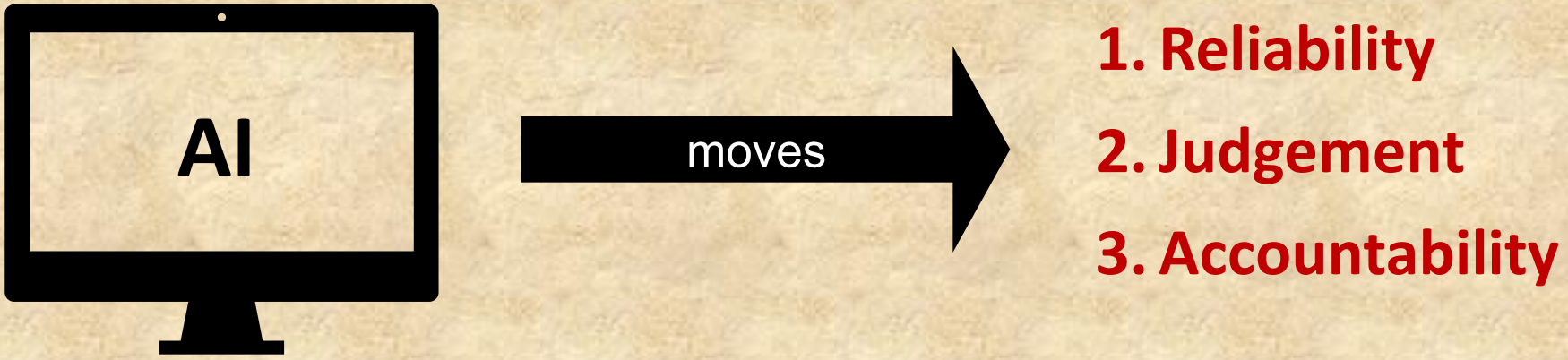
[Require A.I. Literacy]

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

A Critical Operational Dynamic regarding the Use and Dependability of AI

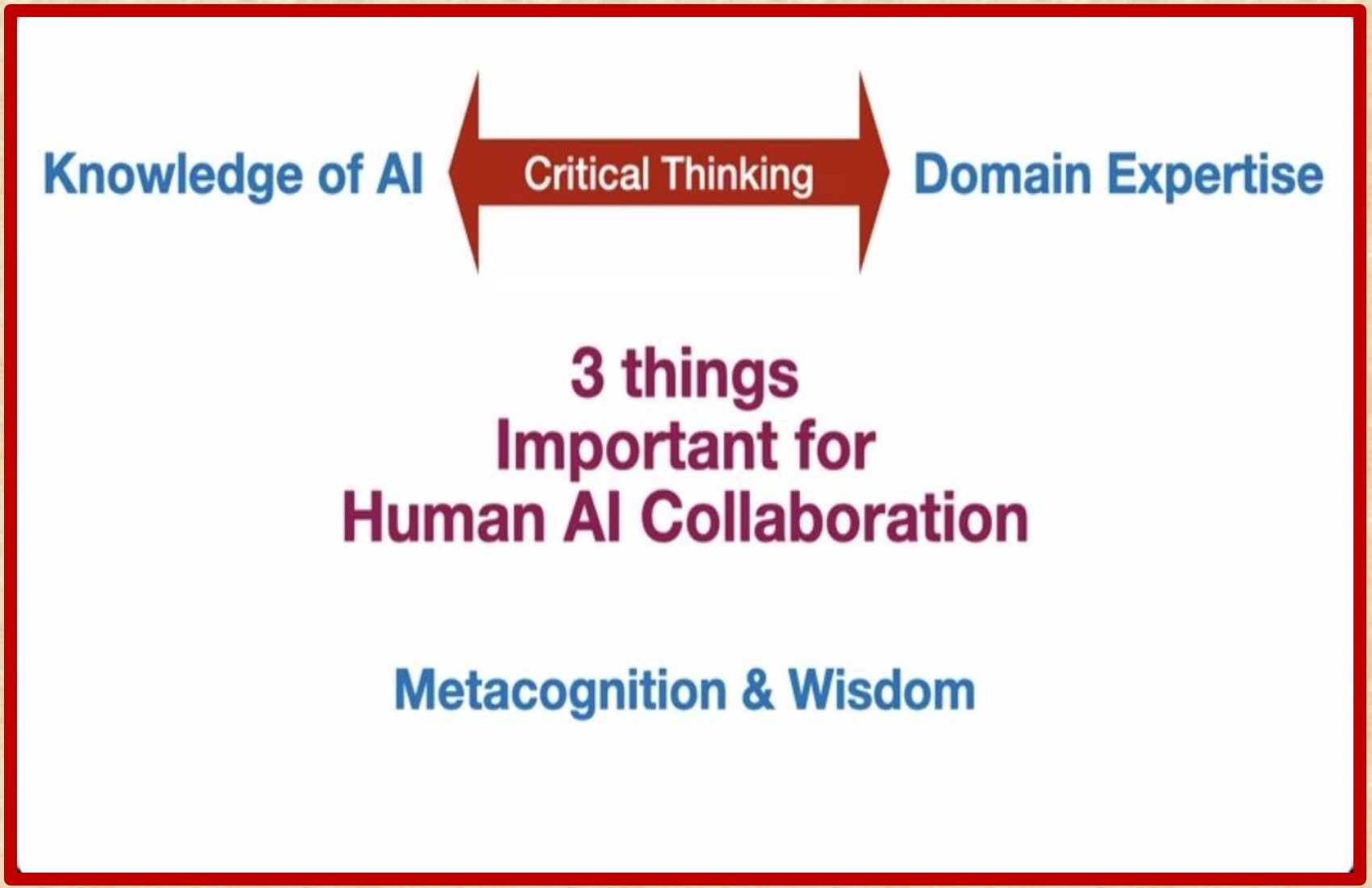


Into places that agencies are often not designed and officers are not prepared to identify, inspect, and mitigate

Matching AI Use to Task Type

Task type	What matters most	AI use
Low consequence, creative, exploratory	Variety, speed, options	Use AI freely
Repetitive, structured, low ambiguity	Output consistency	Use AI with templates, fixed prompts, low temperature and QA sampling
Evidence-sensitive work	Process legibility	Require sources, reasoning trail, assumptions and review
Judgement-sensitive work	Accountable grounding	AI may assist, but a named human must own the judgement
High consequence decisions	Grounding, accountability, contestability	AI should not be the decision-maker

Wilkinson, D. (2026)
www.Oxford-Review.com


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

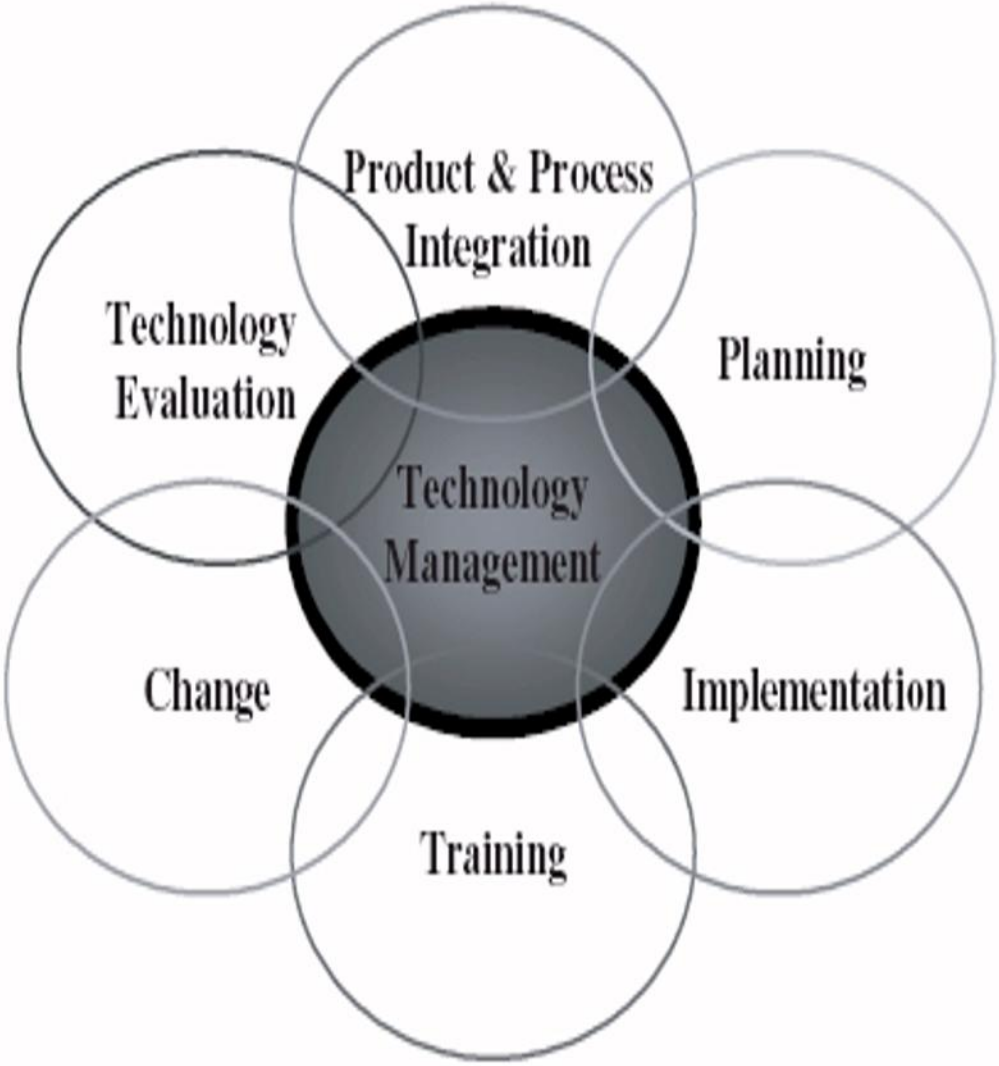
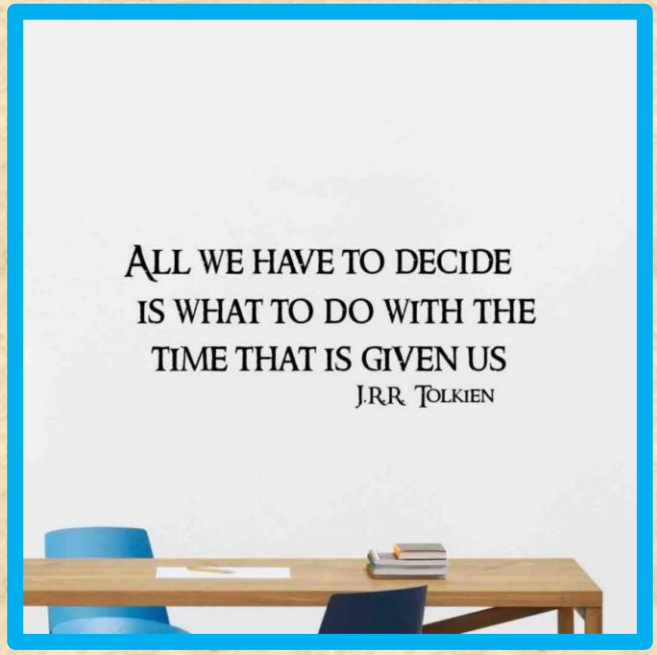


Fig. 1. The six facets of technology management [Source: Kearns, *et al.* (2005)].

We should never sacrifice wisdom for information

Real understanding comes from timeless human experiences found in literature, art, poetry, and music—not from an endless stream of current headlines.



Understanding and knowledge are not the same thing.

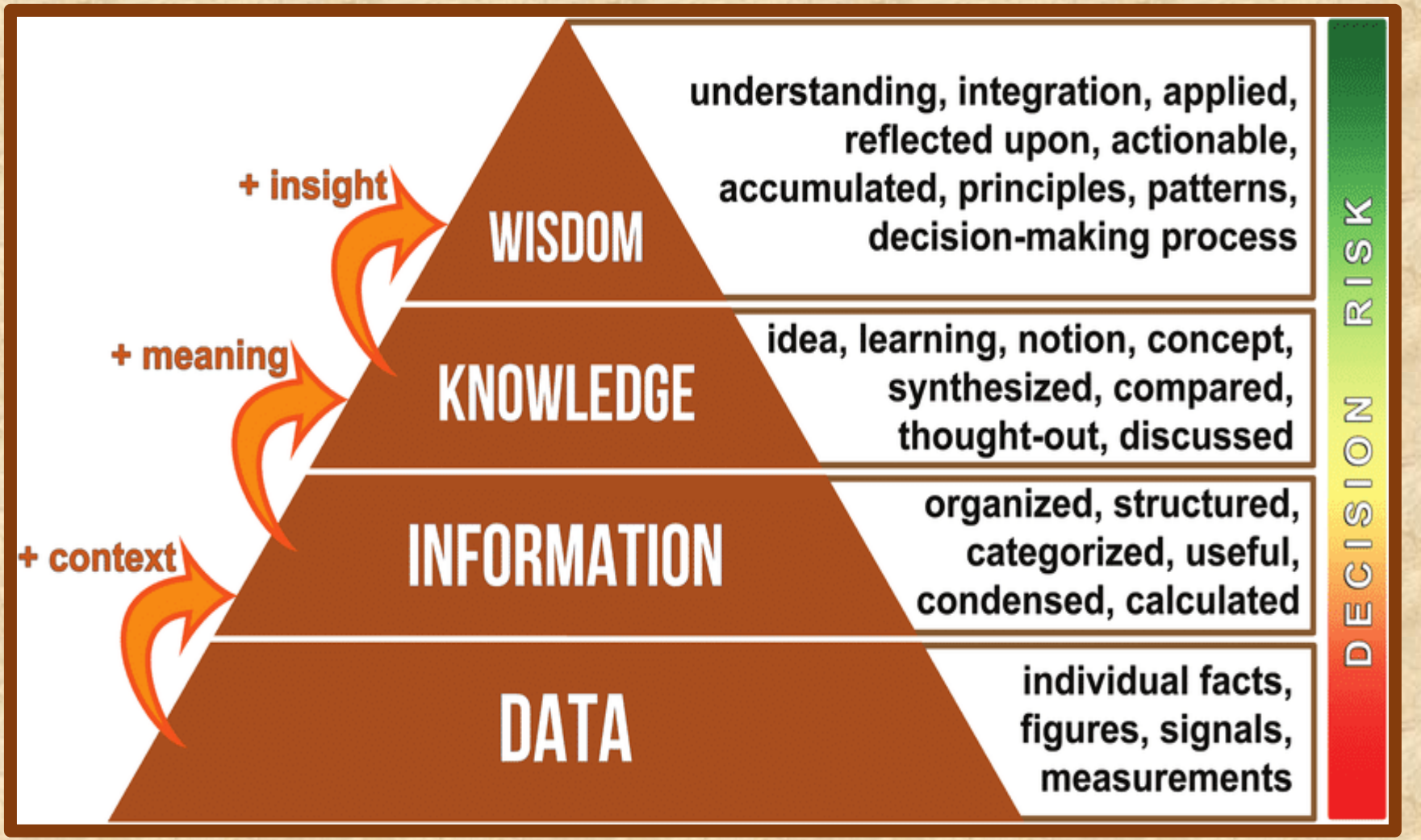
Knowing something does not imply that an individual understands how something is genuinely caused or what its relationships are with other so-called facts or bits of knowledge.

- 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



https://www.libraryinfoscience.in/2022/07/data-information-knowledge-and-wisdom.html#google_vignette

“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

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

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

--- Marcel Proust

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

<u>Create an environment for questioning and debate</u>

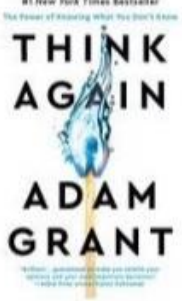
- Specificity in content for credibility of context
- Objective perspective and evaluations over subjective feelings and thoughts (*fact driven process over defaulting to your assumptions*)
- Evidence based and reason driven

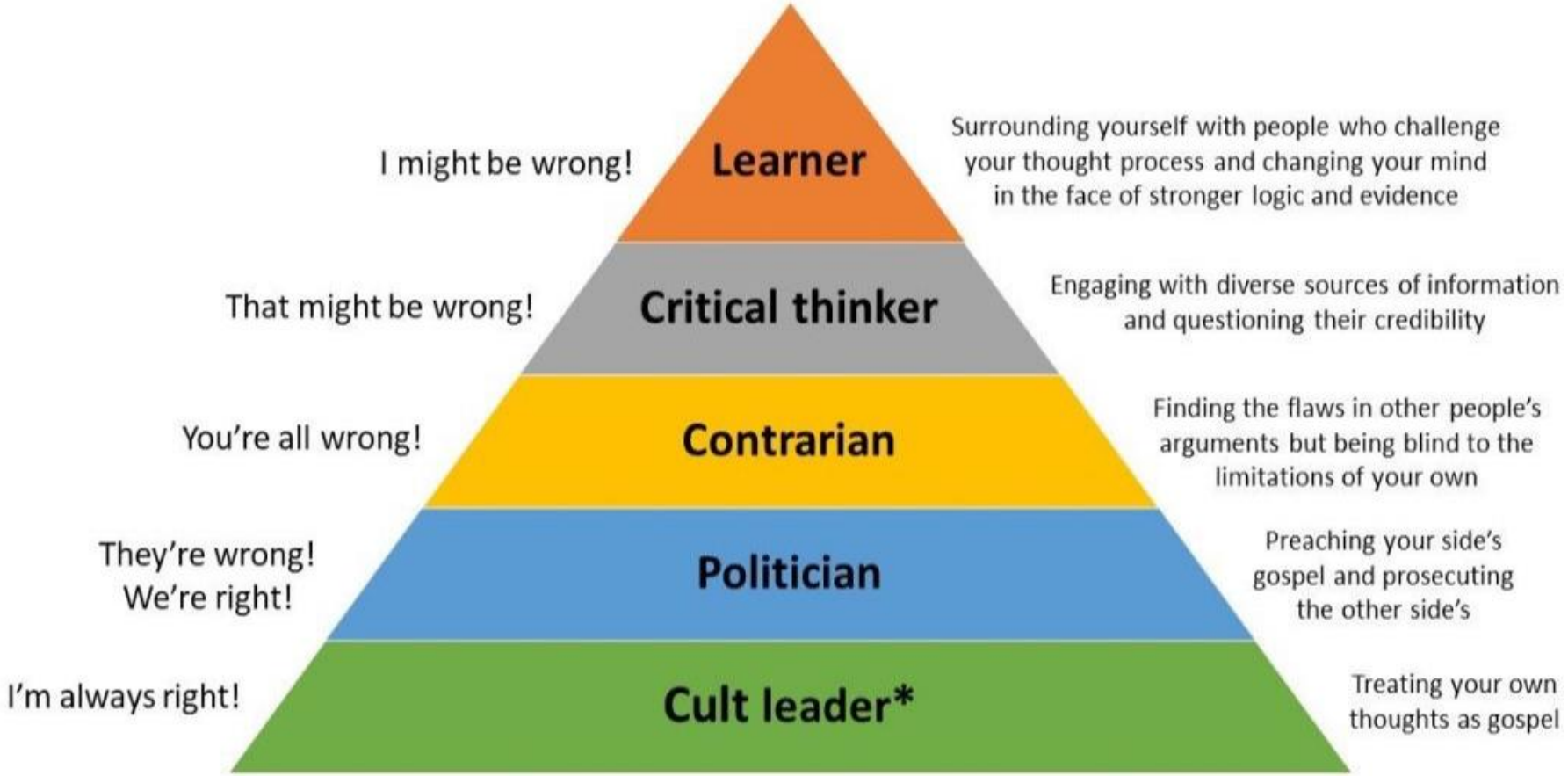
- One perspective provides such a limited view
- Multiple perspectives, filtered through objective analysis and pragmatic evaluation promote more accurate interpretations and sound conclusions
- We must understand and consider the environmental, cultural and historical context in the situation, then 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.

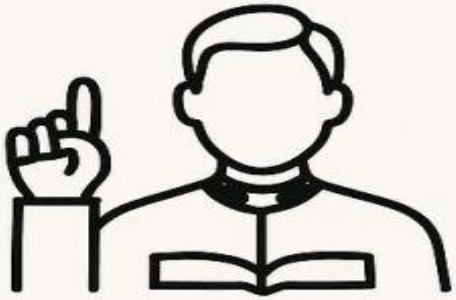
A Hierarchy of Thinking Styles





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

PREACHER, PROSECUTOR, POLITICIAN VS SCIENTIST



PREACHER

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



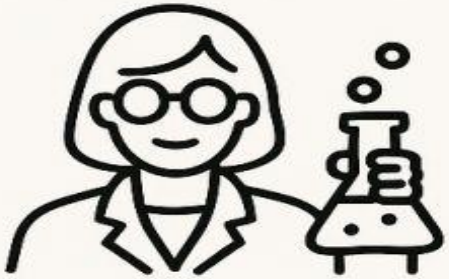
PROSECUTOR

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.

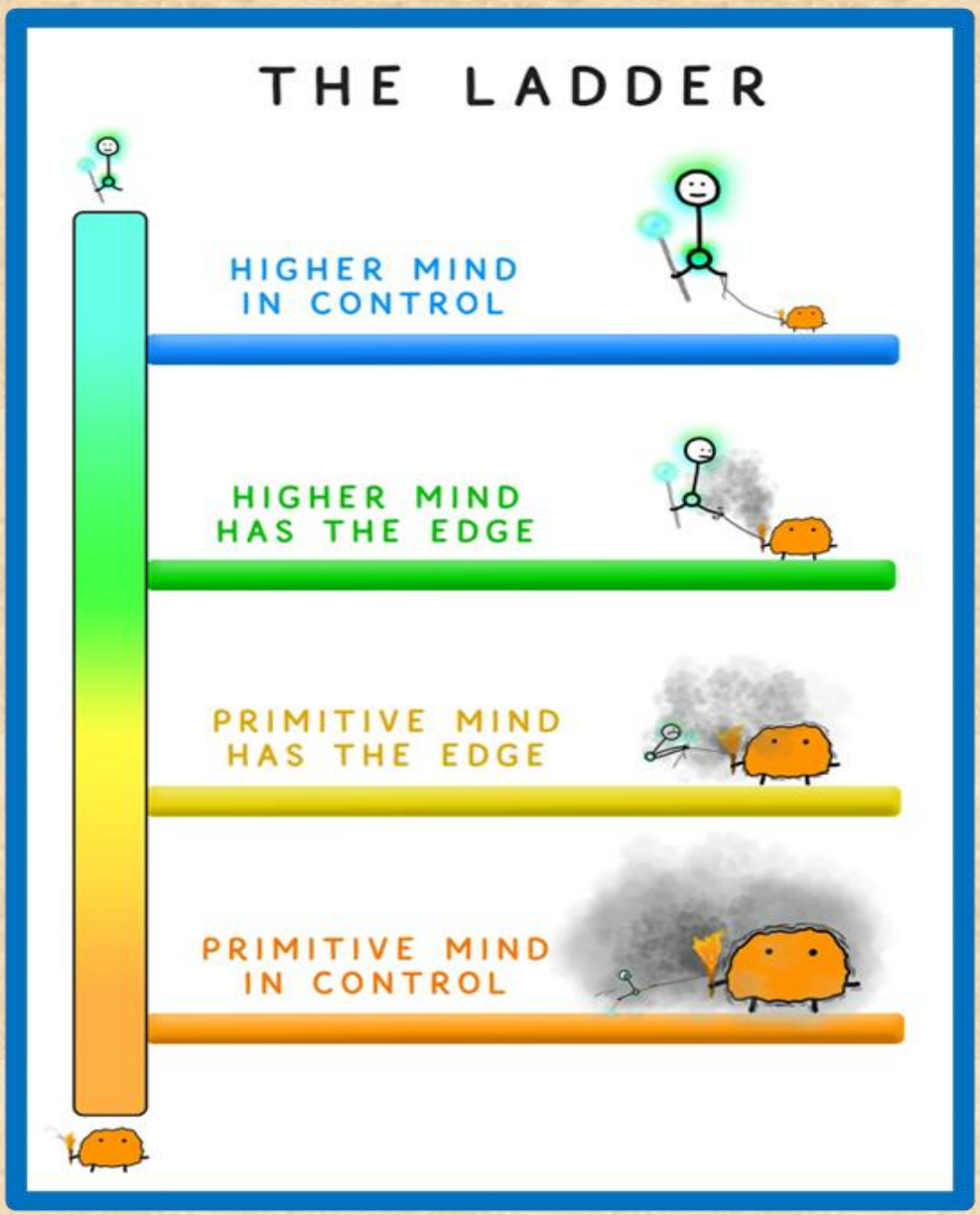
Grant, A. (2023)

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



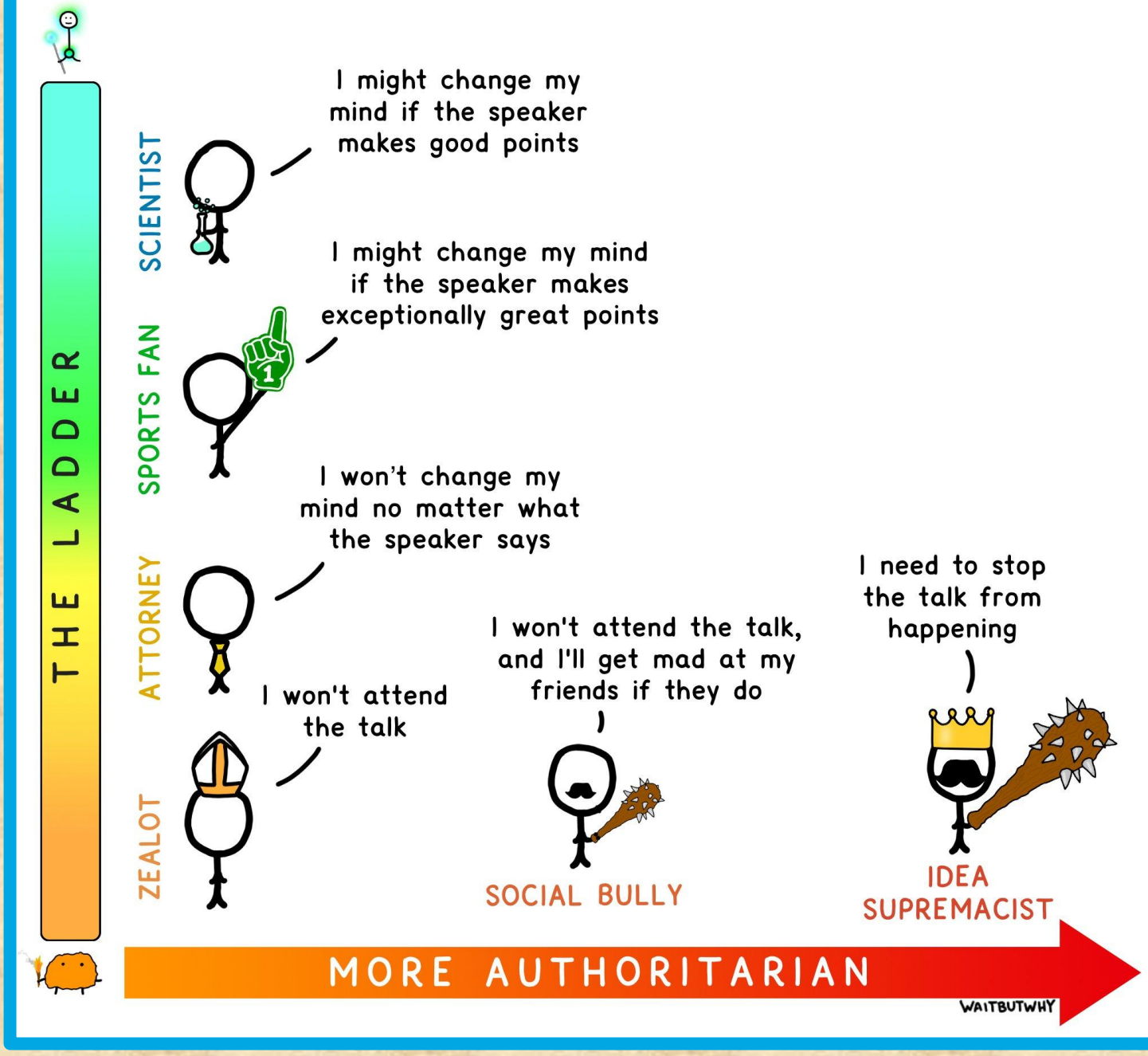
Scientist

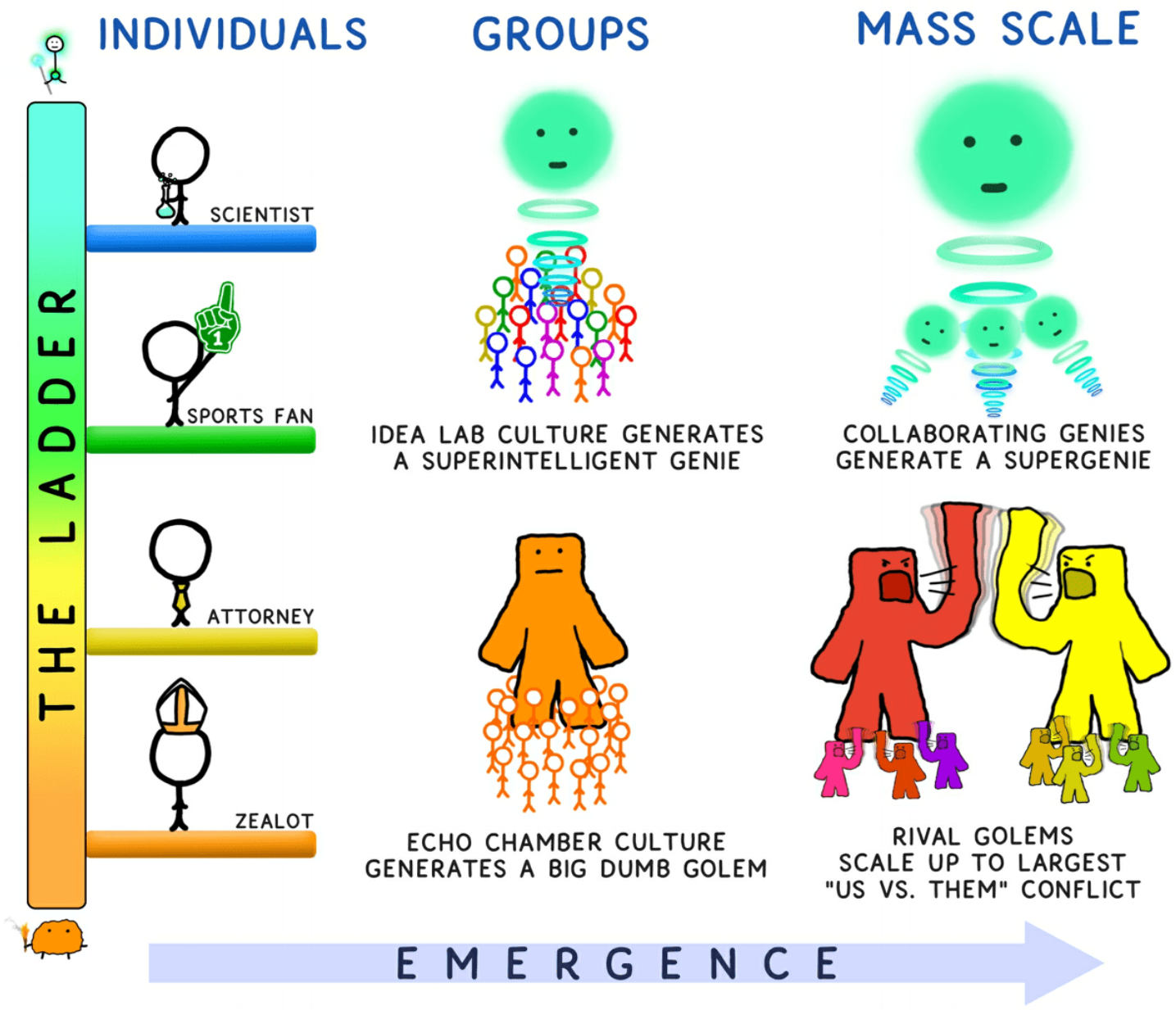
Sports fan

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

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."

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"

Discernment: the quality of being able to grasp and comprehend what is obscure: skill in discerning

- **Discernment** is the ability to judge, see, and understand people, things, or situations clearly and well.
- It means you can tell the difference between what is true, good, or important and what is false, bad, or fake.
  - **Perception:** Objective evaluations, grasping the small details, and understanding context and nuance.
  - **Separation:** the process from divergent to convergent thinking, sorting out the facts from multiple sources or drilling down for the details from a single source to support conclusions with evidence.
  - **Good Judgment:** Making informed decisions after examining and weighing all the facts and circumstances in their totality.

Key Factors in Our Ability to Discern

- We can't tie our identity to our opinion
- We must be disciplined toward objectivity, skeptical of certainty, while holding paradox
- Embrace feedback and other perspectives

✓**Lack of context makes us shallow and less informed**

✓**Reduction of complexity gets us into trouble**

✓**Assumptions can be the gateway to disaster**

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

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.

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

Informed Thinking Drives Confident, Competent Decisions

Leaders who combine evidence, structured reasoning and calibrated confidence make better decisions and are trusted to make them

1 Gather the evidence

Draw on four sources: research, organisational data, practitioner expertise and stakeholder views. *(Barends, Rousseau & Briner, 2014)*

2 Challenge the thinking

Slow down fast, intuitive judgments; test assumptions with a pre-mortem before committing. *(Kahneman, 2011; Klein, 2007)*

3 Decide through a sound process

Debate options openly and weigh uncertainty explicitly, not just the analysis. *(Lovallo & Sibony, 2010)*

4 Commit, review and learn

Own the call, invite challenge safely, and run after-action reviews to improve. *(Edmondson, 1999)*

6×

In a study of 1,048 business decisions, the quality of the decision process mattered about six times more to outcomes than the quality of the analysis.

Confidence that is earned

Self-efficacy grows from mastery and evidence (Bandura, 1997); calibrated, not overconfident, judgment protects decisions (Moore & Healy, 2008).

Sources: Bandura (1997) Self-Efficacy: The Exercise of Control. Barends, Rousseau & Briner (2014) Evidence-Based Management, CEBMa. Edmondson (1999) Admin. Science Quarterly 44(2). Kahneman (2011) Thinking, Fast and Slow. Klein (2007) Harvard Business Review, Sept. Lovallo & Sibony (2010) McKinsey Quarterly, March. Moore & Healy (2008) Psychological Review 115(2).

Intuition and the Team: Checking the Gut Together

Expert intuition is valuable only in the right conditions, and a well-run team is the best check on any one leader's judgment

Intuition and expertise

Trust your gut only when both conditions hold (Kahneman & Klein, 2009)

	Little practice or feedback	Long practice, fast feedback
Predictable setting	**Build expertise first** Lean on evidence meanwhile	**Trust intuition** e.g. firefighters, nurses, chess masters
Unpredictable setting	**Rely on evidence** Intuition has nothing to learn from	**Beware false confidence** Experience feels like expertise but isn't

The team's role

Teams catch what one mind misses, if the process lets them

Make it safe to speak up

Psychological safety drives team learning (Edmondson, 1999)

Collect views independently first

Prevents anchoring on the loudest voice and reduces noise (Kahneman et al., 2021)

Invite genuine dissent

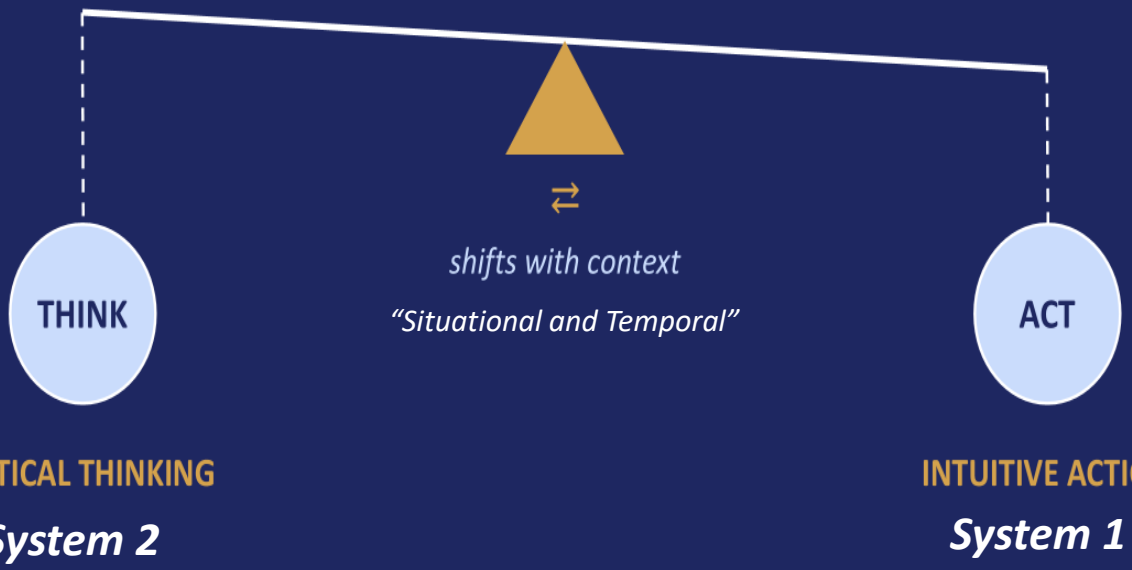
Real disagreement sparks better thinking than an assigned devil's advocate (Nemeth et al., 2001)

Intuition offers a hypothesis; the team helps test it. Confident leaders use their gut where it has earned trust, and their team everywhere else.

Sources: Kahneman & Klein (2009) Conditions for Intuitive Expertise: A Failure to Disagree, American Psychologist 64(6). Edmondson (1999) Administrative Science Quarterly 44(2). Kahneman, Sibony & Sunstein (2021) Noise: A Flaw in Human Judgment, Little, Brown Spark. Nemeth, Brown & Rogers (2001) Devil's Advocate versus Authentic Dissent, European Journal of Social Psychology 31(6).

In the Dynamic Role of Leadership

Critical Thinking and Intuitive Action: A Dynamic Balance



The Core Tension

✓ *Critical thinking is for when time is your ally and one option is meaningfully better when analysis reveals it.*

✓ *Intuition/action is for situations where the cost of delay outweighs the value of more analysis.*

DYNAMIC BALANCE

LEADERSHIP DECISION-MAKING

TIME

The urgency to decide.

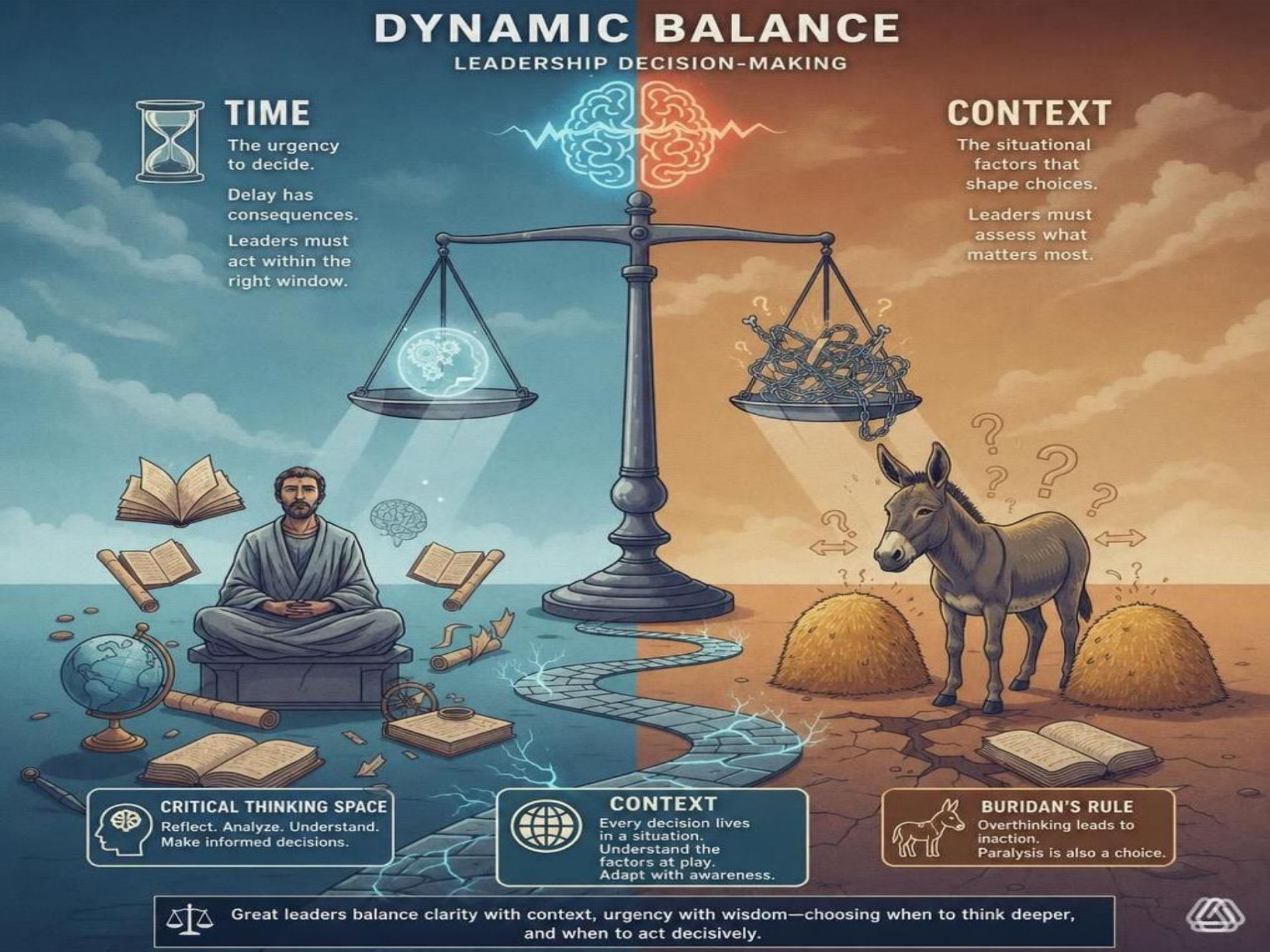
Delay has consequences.

Leaders must act within the right window.

CONTEXT

The situational factors that shape choices.

Leaders must assess what matters most.



CRITICAL THINKING SPACE
Reflect. Analyze. Understand.
Make informed decisions.

CONTEXT
Every decision lives in a situation.
Understand the factors at play.
Adapt with awareness.

BURIDAN'S RULE
Overthinking leads to inaction.
Paralysis is also a choice.

Great leaders balance clarity with context, urgency with wisdom—choosing when to think deeper, and when to act decisively.

Key Question

Does what we think we know match reality?

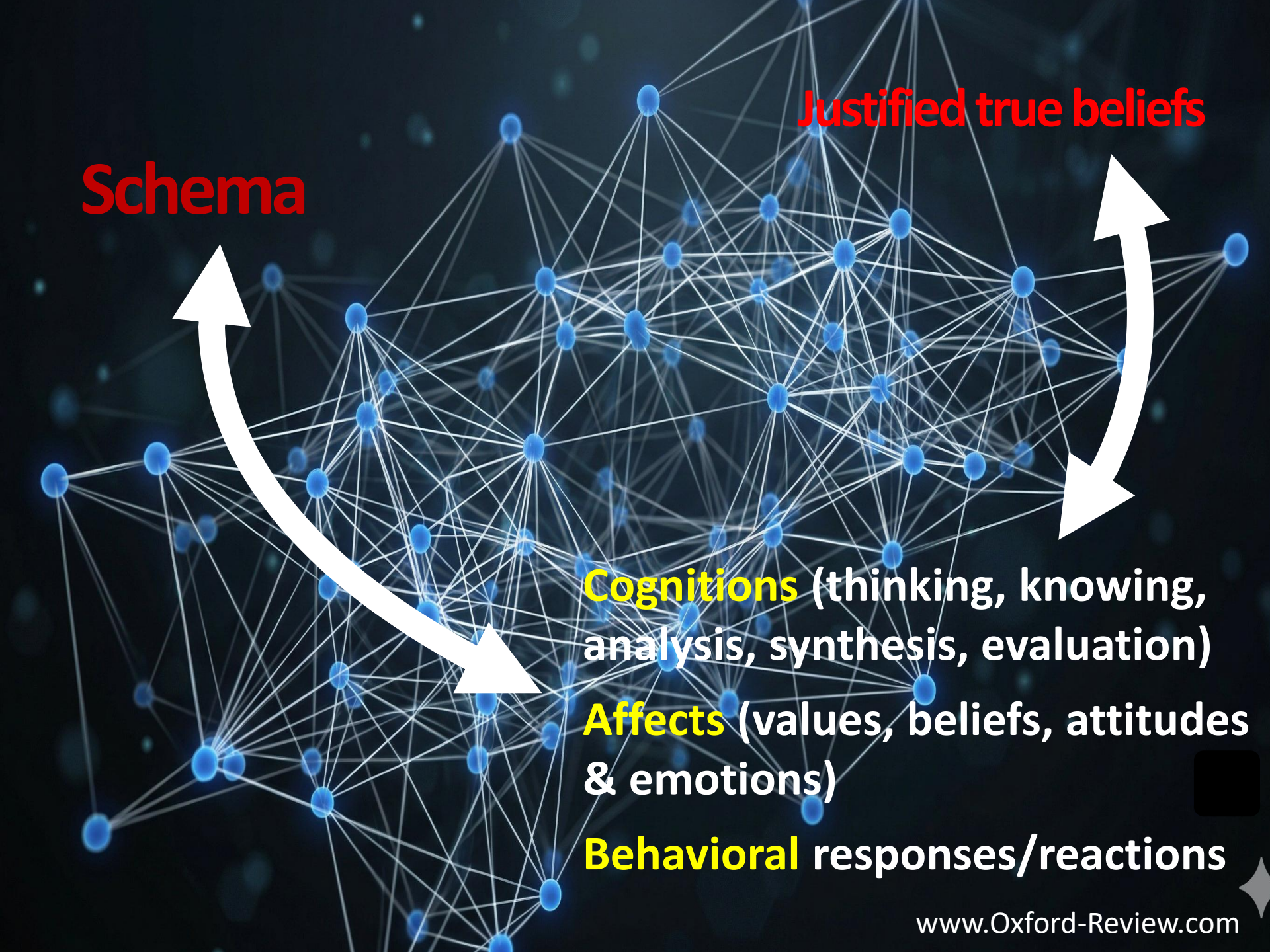
Novice ➠ Expert

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

LOW SAFETY = QUIET & FRAGILE DECISIONS

HIGH SAFETY = CLEAR & BETTER DECISIONS









Problems Surface Late

Disagreement Disappears

Risk Gets Normalised Quietly

Leaders Operate on Incomplete Information

PSYCHOLOGICAL SAFETY IS NOT ABOUT COMFORT. IT IS ABOUT DECISION QUALITY.

Surface Reality Early

Reward Questions

Separate Disagreement from Disloyalty

Treat Uncertainty as Data

Culture is formed in reactions, not intentions.

https://www.linkedin.com/pulse/psychological-safety-comfort-decision-quality-ayan-sarkar-bgrac


Decision-making
Knowing
Data
Ideas
Information from others
Innovation
Improvement
Problem-solving
Trouble-shooting
www.Oxford-Review.com

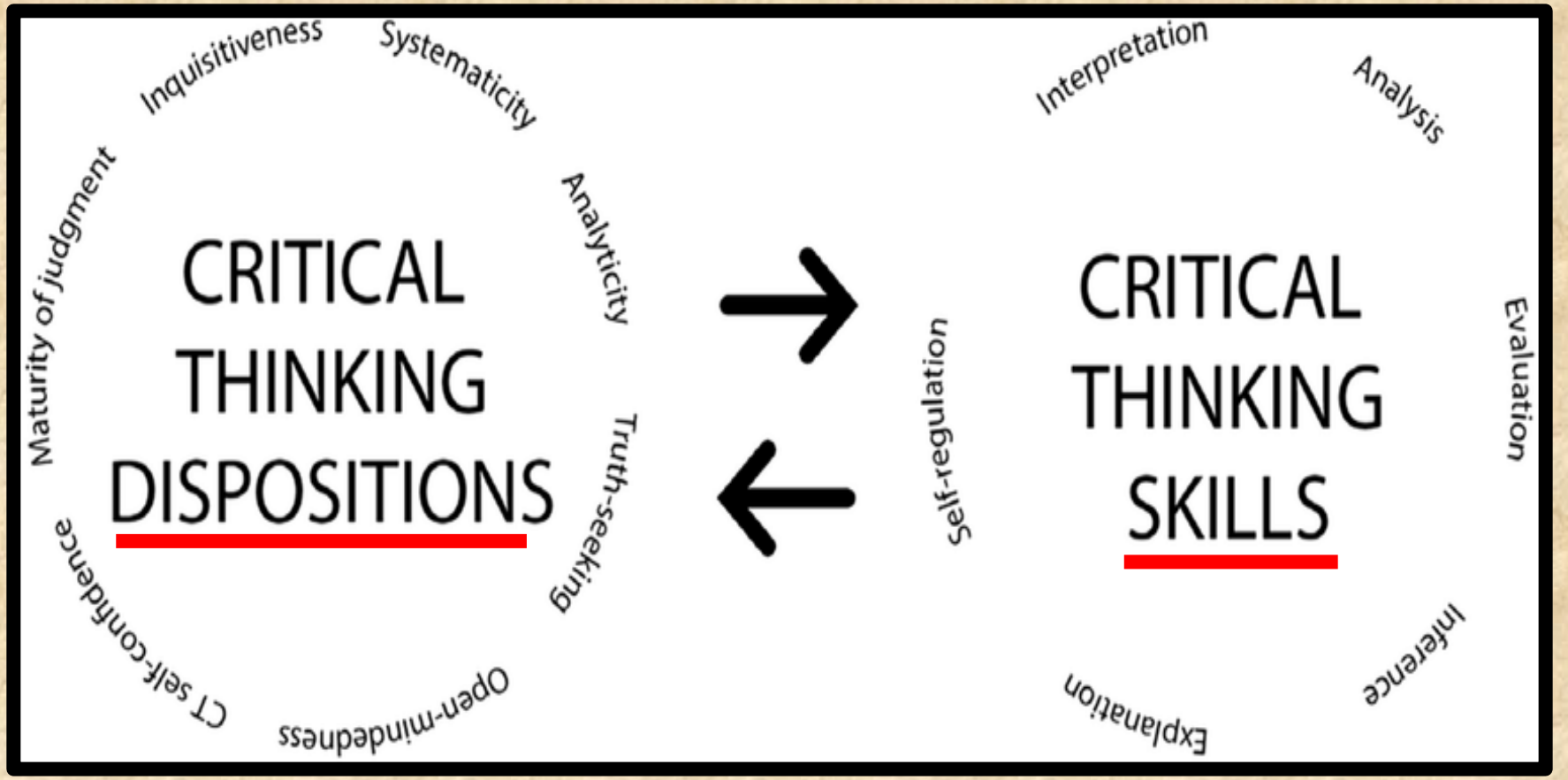
Disposition and Skill: The Engine of Informed Decisions

Critical thinking needs both the willingness to think well and the ability to do it; each step of the decision cycle draws on the two together

Decision step *From the previous slide*	Disposition: the will *What makes a leader want to think it through*	Skill: the ability *What lets a leader think it through well*
1 Gather the evidence	Truth-seeking and inquisitiveness	+ Interpretation and analysis
2 Challenge the thinking	Open-mindedness and analyticity	+ Evaluation of claims and assumptions
3 Decide through a sound process	Systematicity and maturity of judgment	+ Inference and explanation
4 Commit, review and learn	Calibrated self-confidence	+ Self-regulation (metacognition)

Skill without disposition goes unused; disposition without skill misfires. Thinking dispositions predict avoiding bias beyond raw ability, and measured critical thinking predicts better real-world decisions.

Sources: Facione (1990) Critical Thinking: The Delphi Report, American Philosophical Association. Facione (2000) Informal Logic 20(1). Stanovich & West (2008) Journal of Personality and Social Psychology 94(4). Butler (2012) Applied Cognitive Psychology 26(5). Halpern (2014) Thought and Knowledge, 5th ed.



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

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)

Context and Nuance Turn Thinking into Judgment

The same evidence can call for different decisions; competent leaders read the situation before choosing how to decide

Complex

Probe, sense, respond

Run safe-to-fail experiments; let the answer emerge

Complicated

Sense, analyse, respond

Bring in expertise; weigh several good options

Read the **context** first

Chaotic

Act, sense, respond

Stabilise first, then move toward analysis

Clear

Sense, categorise, respond

Apply proven best practice; guard against complacency

Foxes > Hedgehogs

Across 82,361 forecasts by 284 experts, those who weighed multiple views and qualified their conclusions outperformed those wedded to one big idea.

Thinking needs context

Critical thinking is not a free-floating skill: it depends on knowing the situation and the domain. Without context, sound logic still produces poor judgment.

Sources: Snowden & Boone (2007) A Leader's Framework for Decision Making, Harvard Business Review 85(11). Tetlock (2005) Expert Political Judgment, Princeton University Press. Willingham (2007) Critical Thinking: Why Is It So Hard to Teach? American Educator 31(2).

"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."

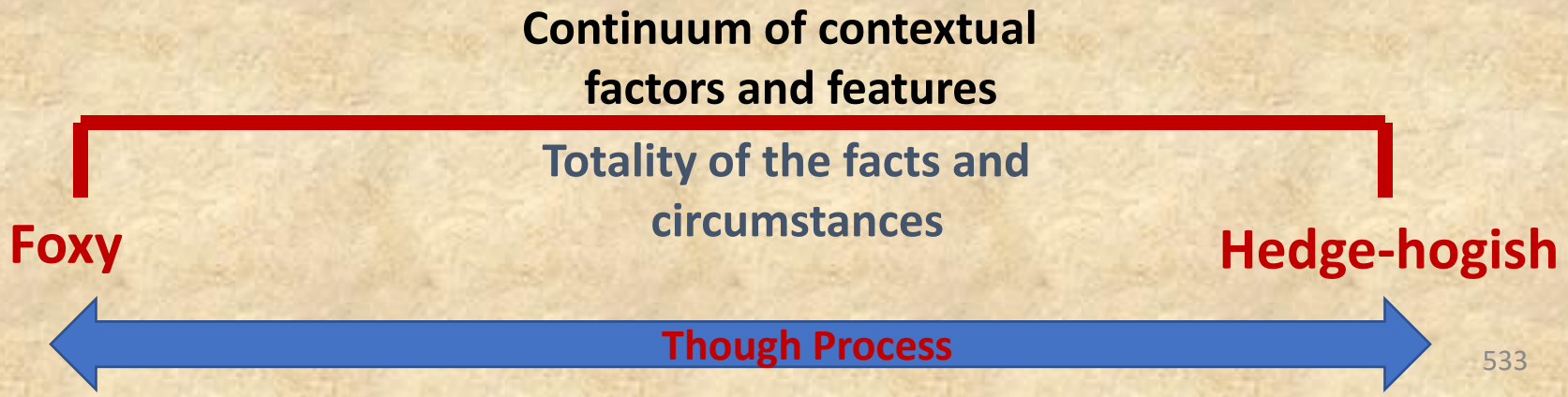
-- Archilochus

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)



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

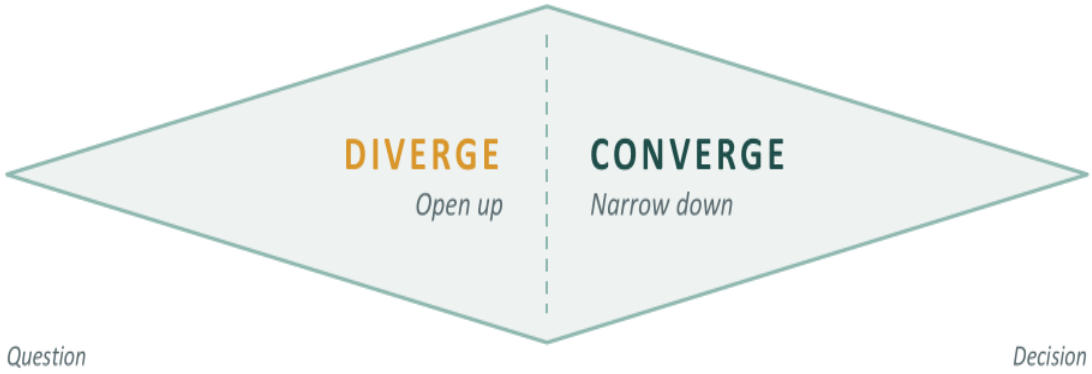
- Be able to see the context from multiple angles
- That ability to evaluate those perspectives combined with a heighten sensitivity of awareness
- The way we learn and interpret things helps to shape understanding and influence behavior

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*)

Open Up, Then Narrow Down: Diverge to Converge

Strong decisions separate widening the options from choosing among them, and this rhythm connects evidence, thinking and context



Evidence: Gather from all four sources before forming a view

Thinking: Inquisitiveness and open-mindedness widen the options

Context: Read the situation from several perspectives

Evidence: Weigh quality and relevance; set weak evidence aside

Thinking: Evaluation and inference narrow the choice

Context: Pick the approach the situation demands, then commit

52% → 32%

Decisions that weighed only one option failed 52% of the time, versus 32% when two or more alternatives were considered.

Converge too early and teams fail

Premature agreement breeds groupthink. Separating idea generation from judgment keeps options open until the evidence is in.

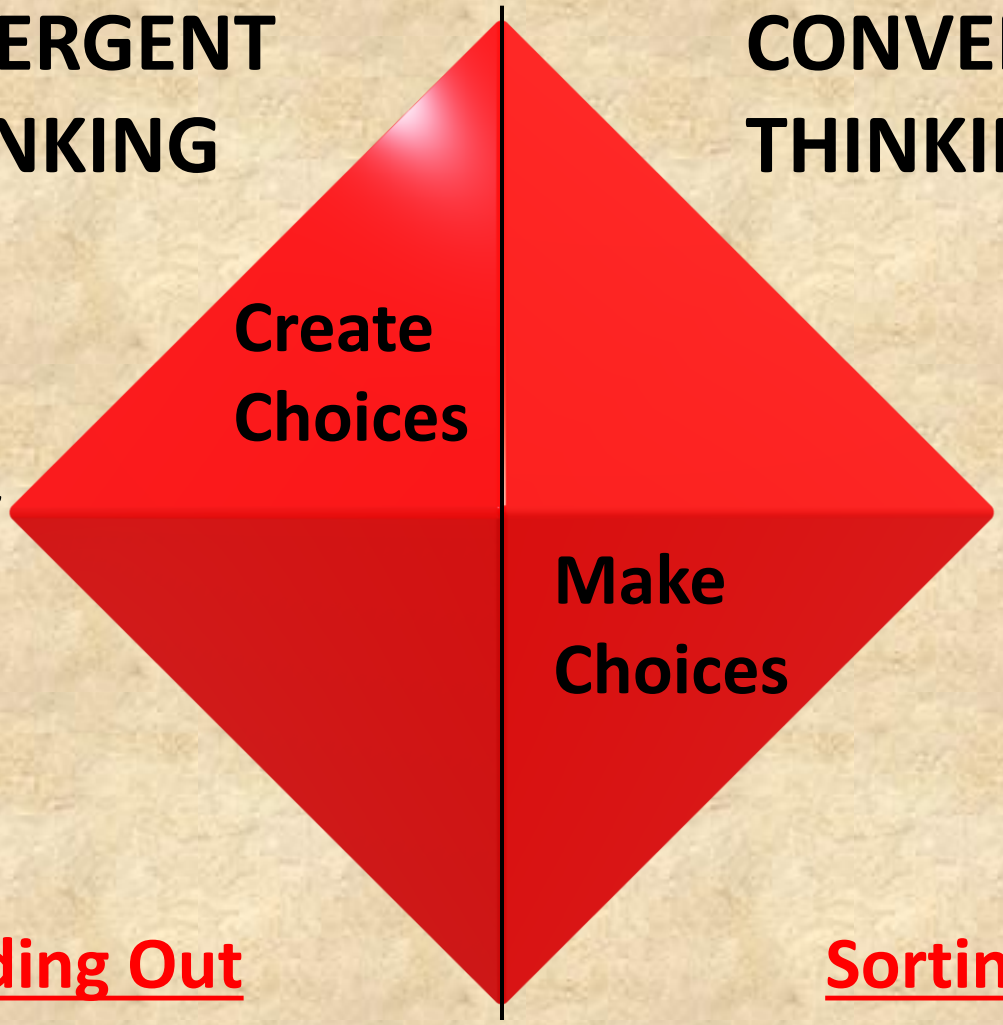
Sources: Guilford (1967) The Nature of Human Intelligence, McGraw-Hill. Osborn (1953) Applied Imagination, Scribner. Janis (1972) Victims of Groupthink, Houghton Mifflin. Heath & Heath (2013) Decisive, Crown Business, reporting Nutt's research on organisational decisions.

Listening and Thought Process

DIVERGENT THINKING

CONVERGENT THINKING

Imagine
Research
Suspend Judgement



Evaluate
Test
Operational Reality

Finding Out

Sorting Out

Four Frames, One Decision: Seeing the Whole Picture

Bolman and Deal show that every decision lives in four realities at once; reframing widens the view and grounds the choice

Structural
Factory or machine

Decisions are: A rational sequence to reach the right answer

What goals, roles and data does this need?

Bends toward professionalism

Human Resource
Family

Decisions are: An open process that builds commitment

Who is affected, and how do we involve them?

Bends toward caring

Political
Jungle

Decisions are: An arena to gain or use power and resources

Who holds power, and where are the coalitions?

Bends toward fairness

Symbolic
Temple or theatre

Decisions are: A ritual that affirms values and meaning

What will this signal about who we are?

Bends toward meaning

Diverge
Reframe the issue four ways to widen the options

Read the context
Each frame reveals a different part of the situation

Converge
Choose the option that holds up in every frame

Multi-frame leaders lead better
Using several frames predicted rated effectiveness; political and symbolic thinking best predicted leadership.

Sources: Bolman & Deal (2017) Reframing Organizations: Artistry, Choice, and Leadership, 6th ed., Jossey-Bass. Bolman & Deal (1991) Leadership and Management Effectiveness: A Multi-Frame, Multi-Sector Analysis, Human Resource Management 30(4).

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

Bullshit, Bias and Noise: Three Threats to Judgment

Each corrupts the thinking process in a different way, and each needs its own defence before it reaches the decision

Bullshit

Talk indifferent to the truth

Looks like: Confident claims, buzzwords and opinions offered to sound informed, not to be accurate

Defence: Ask "How do we know?" and insist on the evidence

Bias

Systematic error in one direction

Looks like: Anchoring, confirmation and overconfidence pulling every judgment the same way

Defence: Run a pre-mortem; diverge before you converge

Noise

Unwanted variability in judgment

Looks like: Different leaders, or one leader on different days, reaching different calls on the same facts

Defence: Clear criteria, independent judgments, then combine

Sounds smart, isn't: people who think less analytically are more easily taken in by pseudo-profound claims

25% → 45%: a random number from a spinning wheel shifted people's estimates by 20 points

10% expected, 55% found: the actual gap between underwriters pricing the same cases

Sources: Frankfurt (2005) On Bullshit, Princeton University Press. Pennycook, Cheyne, Barr, Koehler & Fugelsang (2015) On the Reception and Detection of Pseudo-Profound Bullshit, Judgment and Decision Making 10(6). Tversky & Kahneman (1974) Science 185(4157). Kahneman, Sibony & Sunstein (2021) Noise: A Flaw in Human Judgment, Little, Brown Spark.

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



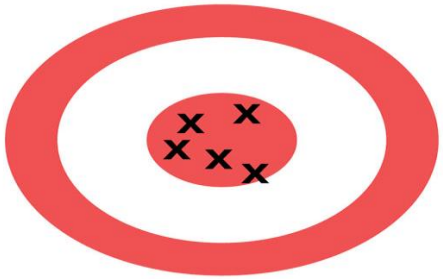
- Individuals with poorer bullshit detection overestimated their abilities and believed they outperformed others.
- Overconfidence was negatively associated with cognitive performance and positively with self-esteem.
- Persuasive bullshitting was more frequent among individuals with lower bullshit detection,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

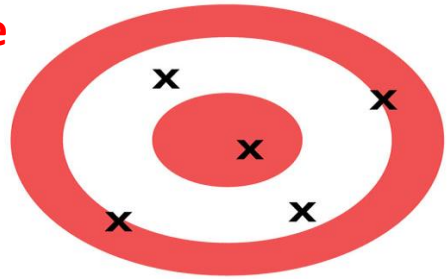
NOISE

The variability in judgments that should be identical.

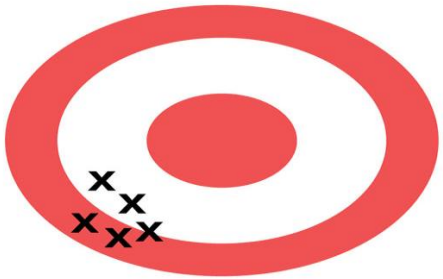


ACCURATE

Aiming for bullseye but hitting all over the place

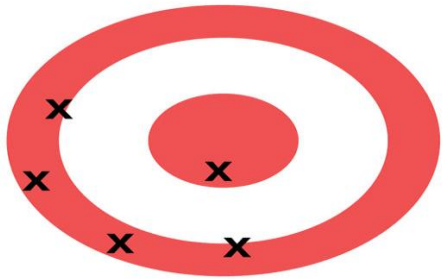


NOISY



BIASED

Focused (tightly grouped) on wrong target



BIASED & NOISY

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

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

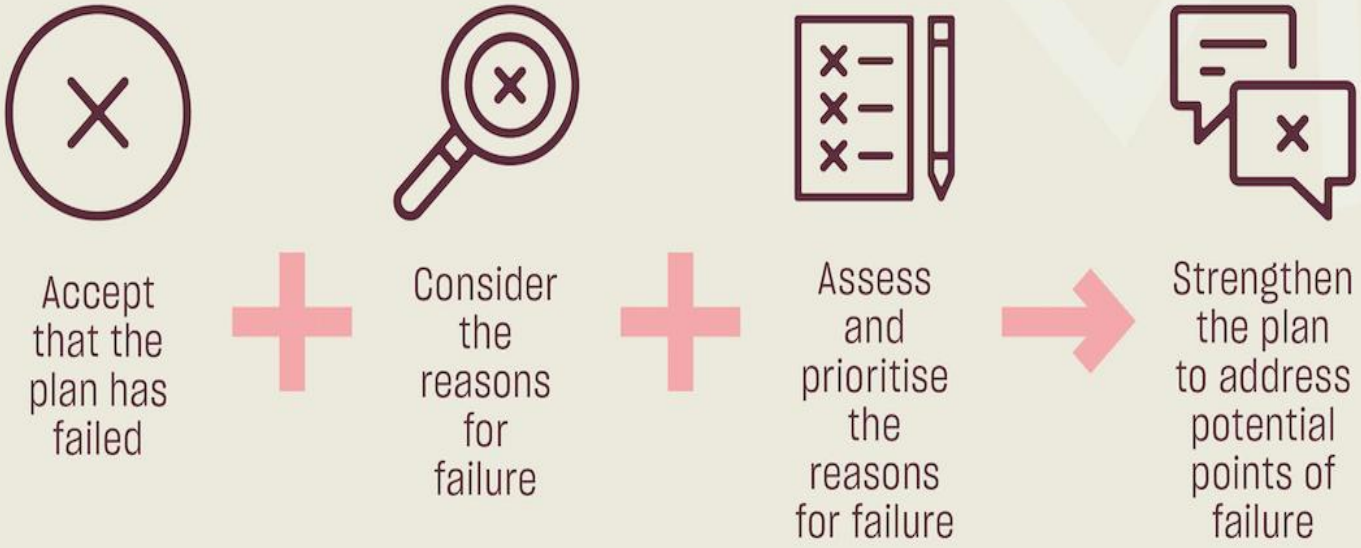
- This overestimation occurs, in part, because people who are unskilled in these domains suffer a dual burden:
  - *Not only do these people reach erroneous conclusions and make unfortunate choices*
  - *Their incompetence robs them of the metacognitive ability to realize it.*
- Experts can be underconfident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

It can be very nuanced

HUMILITY IS KEY

Conducting A Premortem

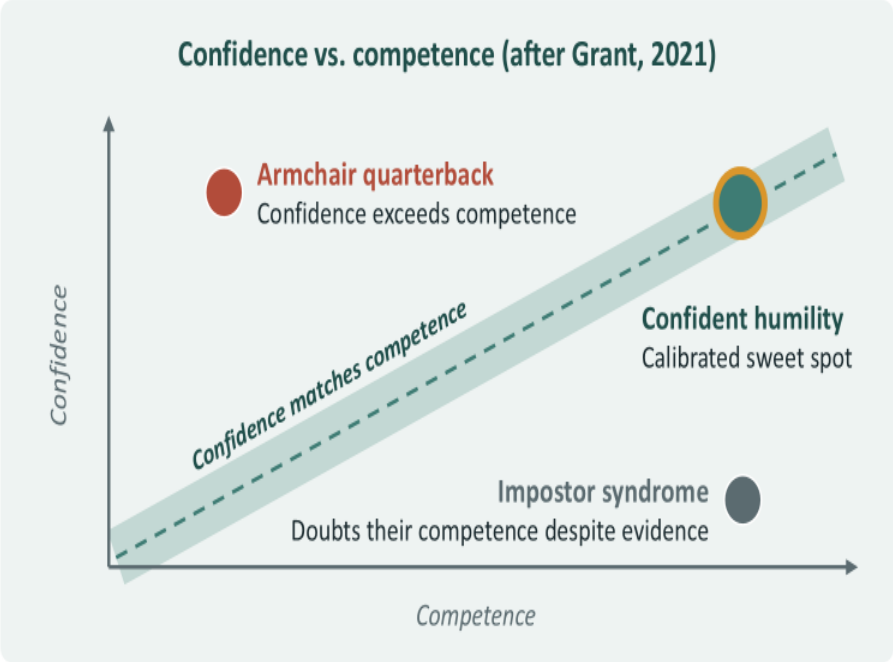
Gary Klein's process for conducting a pre mortem involves some simple stages:



https://www.prezent.ai/

Calibrated Confidence: Certainty Grounded in Reality

Confidence helps only when it tracks the evidence; calibrated leaders are as sure as the facts allow, no more and no less



Under-confident
Hesitates, defers and misses opportunities

Calibrated
Confidence matches the evidence

Over-confident
Ignores risk and stops learning

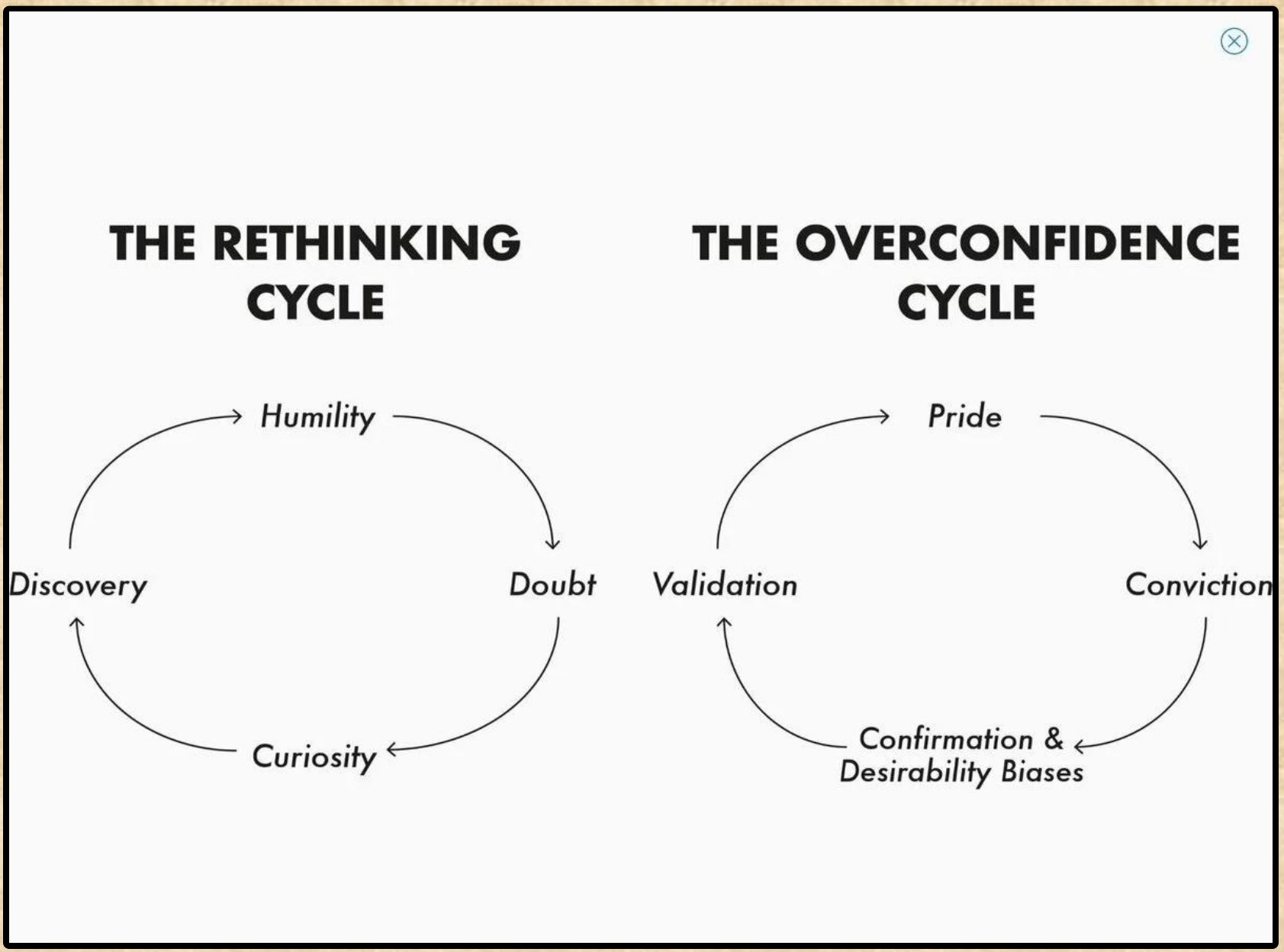
Calibration: confident humility

The sweet spot where confidence matches competence: being "secure enough in your expertise and strengths to admit your ignorance and weaknesses." Believe in yourself while questioning your methods. *(Grant, 2021)*

How leaders calibrate

- Put a number on confidence
- Track predictions against outcomes
- Seek disconfirming feedback

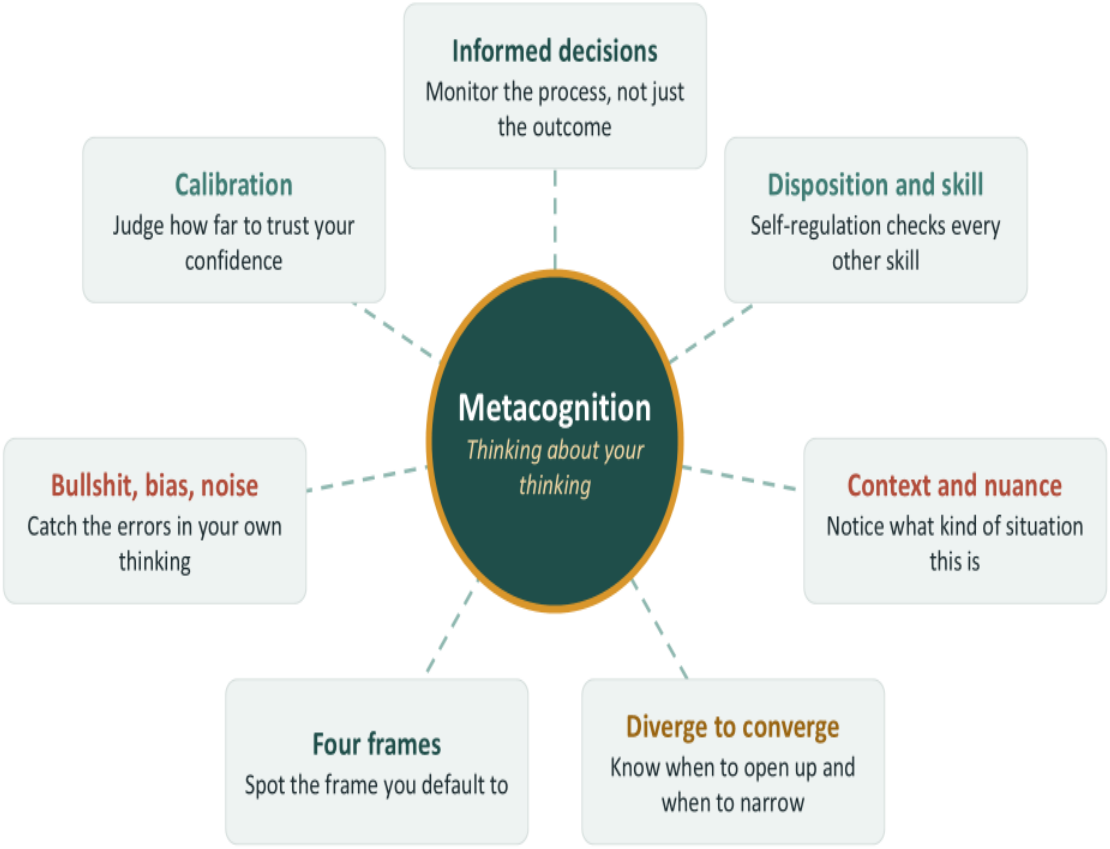
Sources: Lichtenstein, Fischhoff & Phillips (1982) Calibration of Probabilities, in Kahneman, Slovic & Tversky (Eds.) Judgment Under Uncertainty, Cambridge University Press. Moore & Healy (2008) The Trouble with Overconfidence, Psychological Review 115(2). Tetlock & Gardner (2015) Superforecasting, Crown. Clance & Imes (1978) Psychotherapy: Theory, Research & Practice 15(3). Grant (2021) Think Again, Viking; Grant (2021) A Key to Better Leadership: Confident Humility, Knowledge at Wharton.


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

Grant, A. (2023)

Metacognition: The Thread That Ties It All Together

Every concept in this series depends on leaders noticing, checking and correcting their own thinking



Metacognition

Awareness and regulation of your own thinking: knowing how you think, and steering it as you go. *(Flavell, 1979)*

Plan **Monitor** **Evaluate**

Set the approach before, check understanding during, and review what worked after.

Insight drives improvement

The least skilled often cannot see their own errors. Training in reasoning improved both their skill and their self-insight.

Sources: Flavell (1979) Metacognition and Cognitive Monitoring, American Psychologist 34(10). Schraw & Dennison (1994) Assessing Metacognitive Awareness, Contemporary Educational Psychology 19(4). Kruger & Dunning (1999) Journal of Personality and Social Psychology 77(6). Facione (1990) Critical Thinking: The Delphi Report, American Philosophical Association.

METACOGNITION

"thinking about thinking."

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

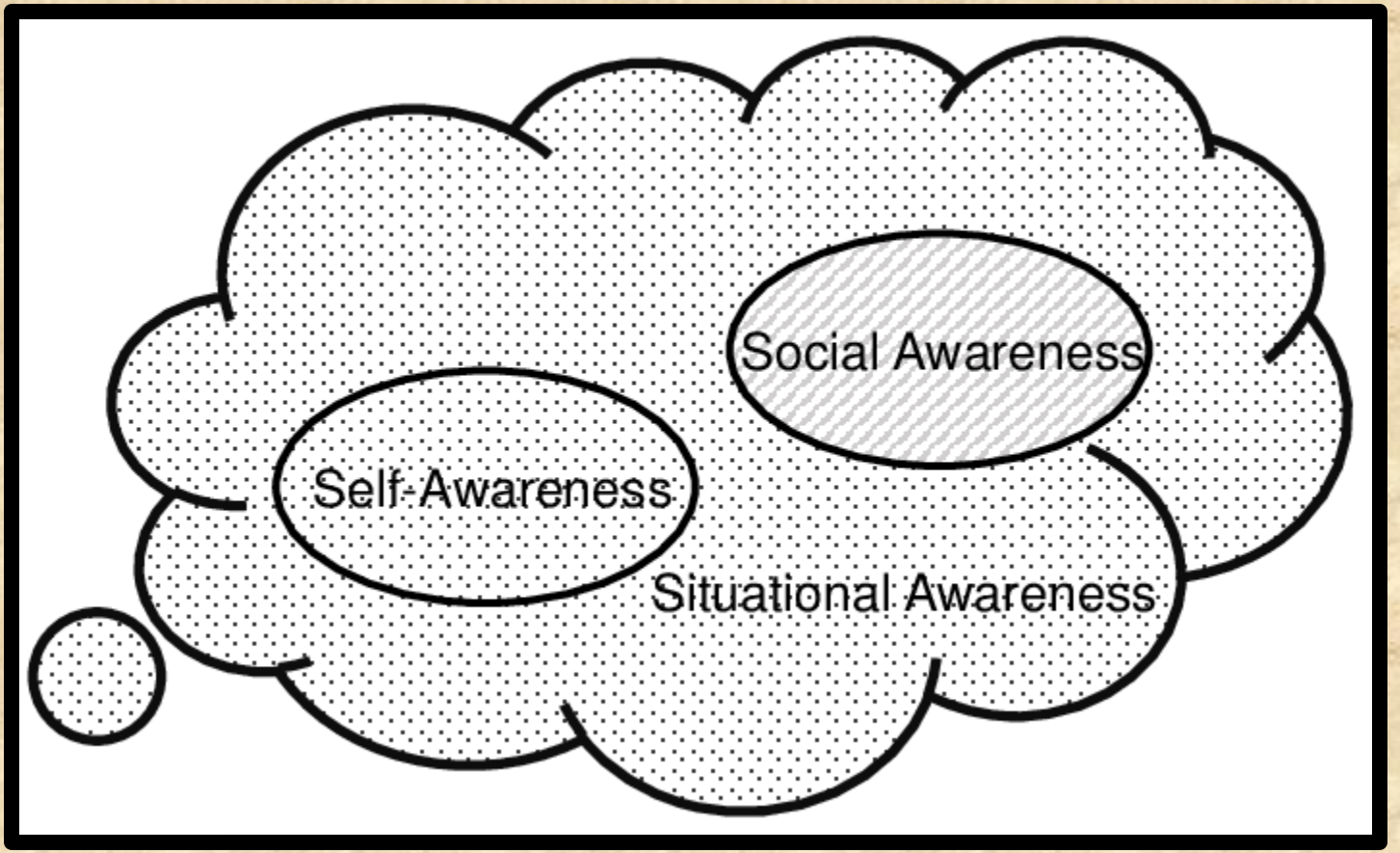
- ***It encompasses two interrelated components:***
  - ***Metacognitive knowledge*—**awareness of one's cognitive abilities and strategies
  - ***Metacognitive regulation*—**the active control of cognitive processes through planning, monitoring, and evaluation

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)

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.

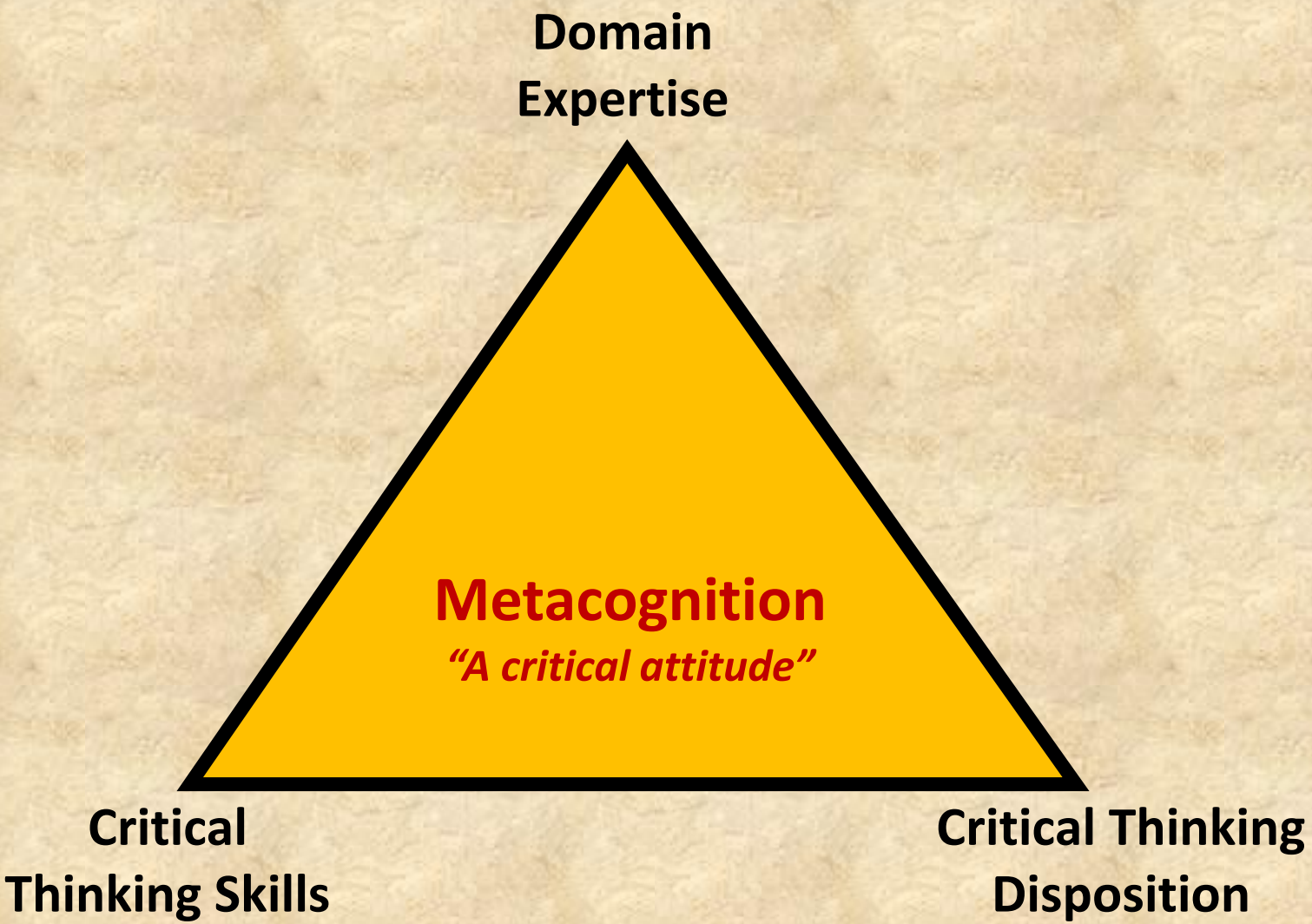
Overconfidence is the default human state

- 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.

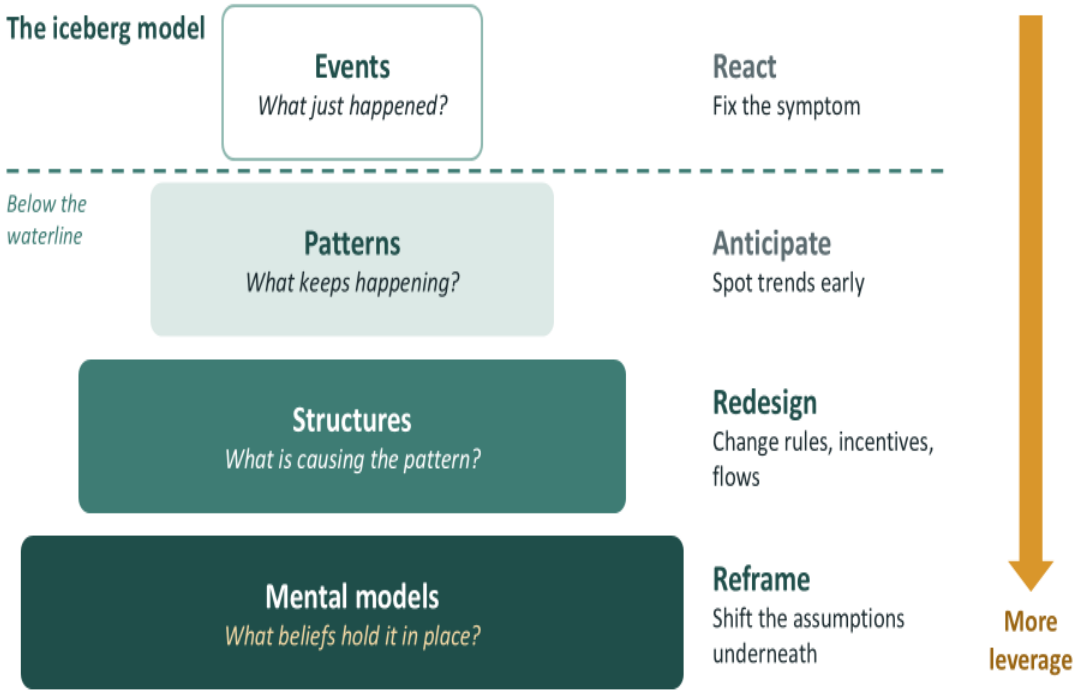
“When we lack the knowledge and skills to achieve excellence, we sometimes lack the knowledge and skills to judge excellence.”

— Adam M. Grant


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

Systems Thinking: Seeing Beneath the Surface

Every decision lands in a system of feedback loops, delays and relationships; leaders who see the system choose interventions that last



Why it matters

Fixes can backfire
Today's problems often come from yesterday's solutions, because the system pushes back. *(Senge, 2006)*

Side effects are just effects
Feedback loops and time delays produce consequences we failed to anticipate, not random bad luck. *(Sterman, 2001)*

Leverage lies deep
Changing goals and mindsets moves a system far more than adjusting the numbers. *(Meadows, 2008)*

Ties the series together: it widens the view when diverging, reveals context, surfaces the frames and mental models we hold, and turns metacognition outward.

Sources: Senge (2006) The Fifth Discipline: The Art and Practice of the Learning Organization, rev. ed., Doubleday/Currency. Meadows (2008) Thinking in Systems: A Primer, Chelsea Green. Sterman (2001) System Dynamics Modeling: Tools for Learning in a Complex World, California Management Review 43(4).

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.

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**

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

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."

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

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*

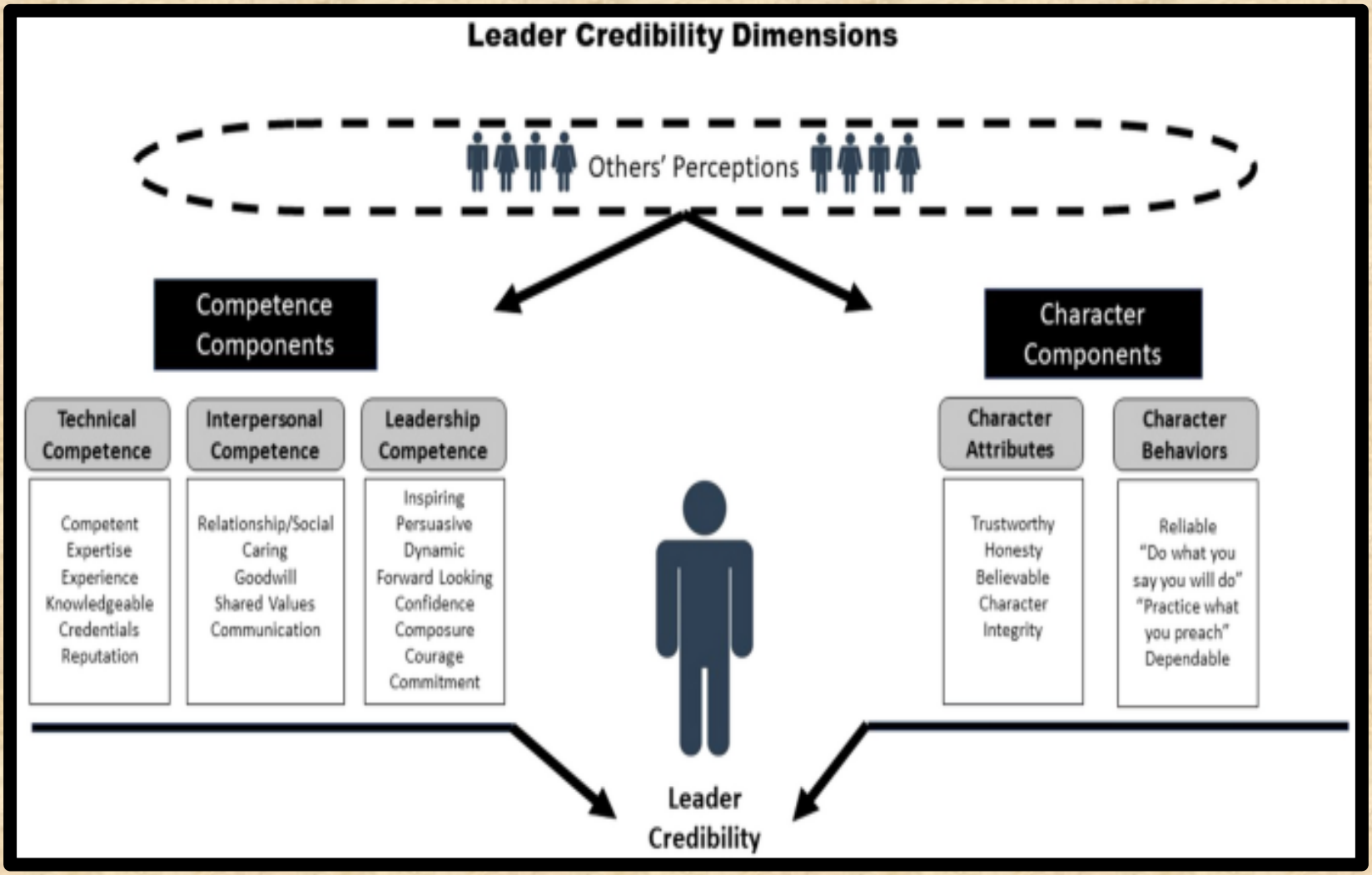
4. *Work with an objective process of reasoning; include others' opinions in the process*

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

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



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

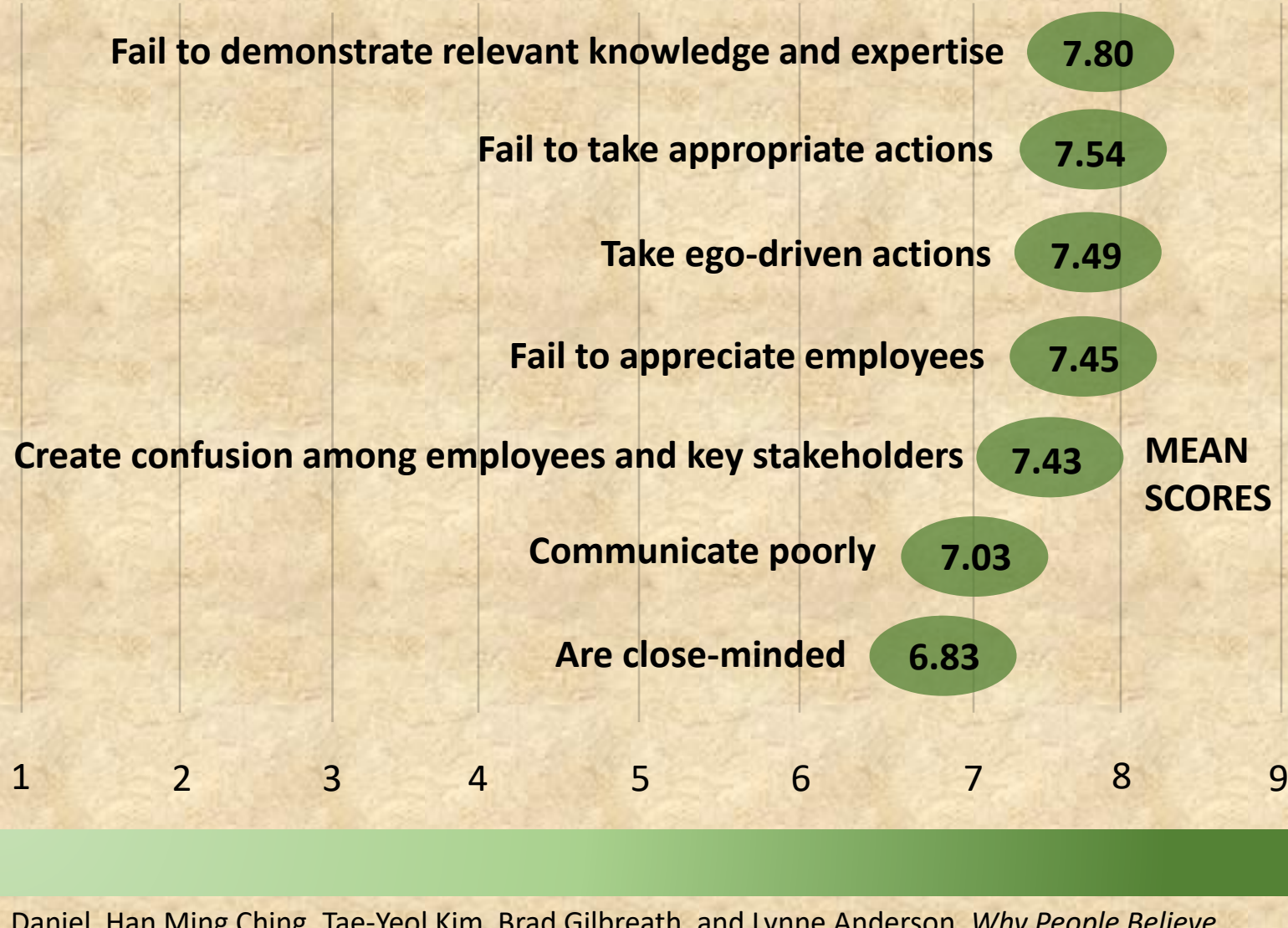
- Behaviors that reflect competence and trustworthiness enhance credibility
- An inability to demonstrate relevant job knowledge hurts credibility, as does behavior that isn't aligned with the organization

Leaders are viewed as competent when they…



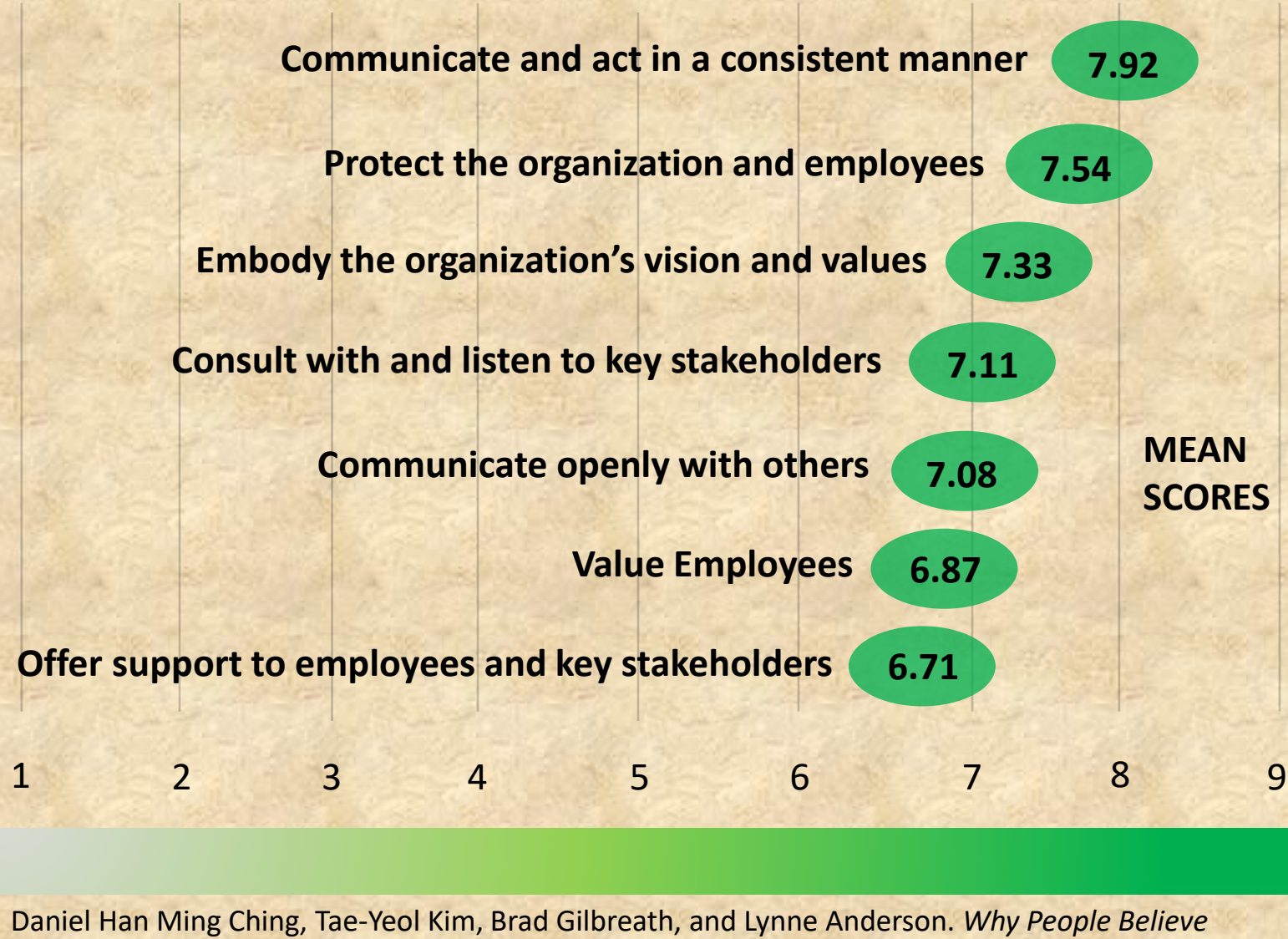
Daniel Han Ming Ching, Tae-Yeol Kim, Brad Gilbreath, and Lynne Anderson. *Why People Believe in their Leaders – or Not*. MIT Sloan Management Review. Fall 2018 Vol 60 No 1

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

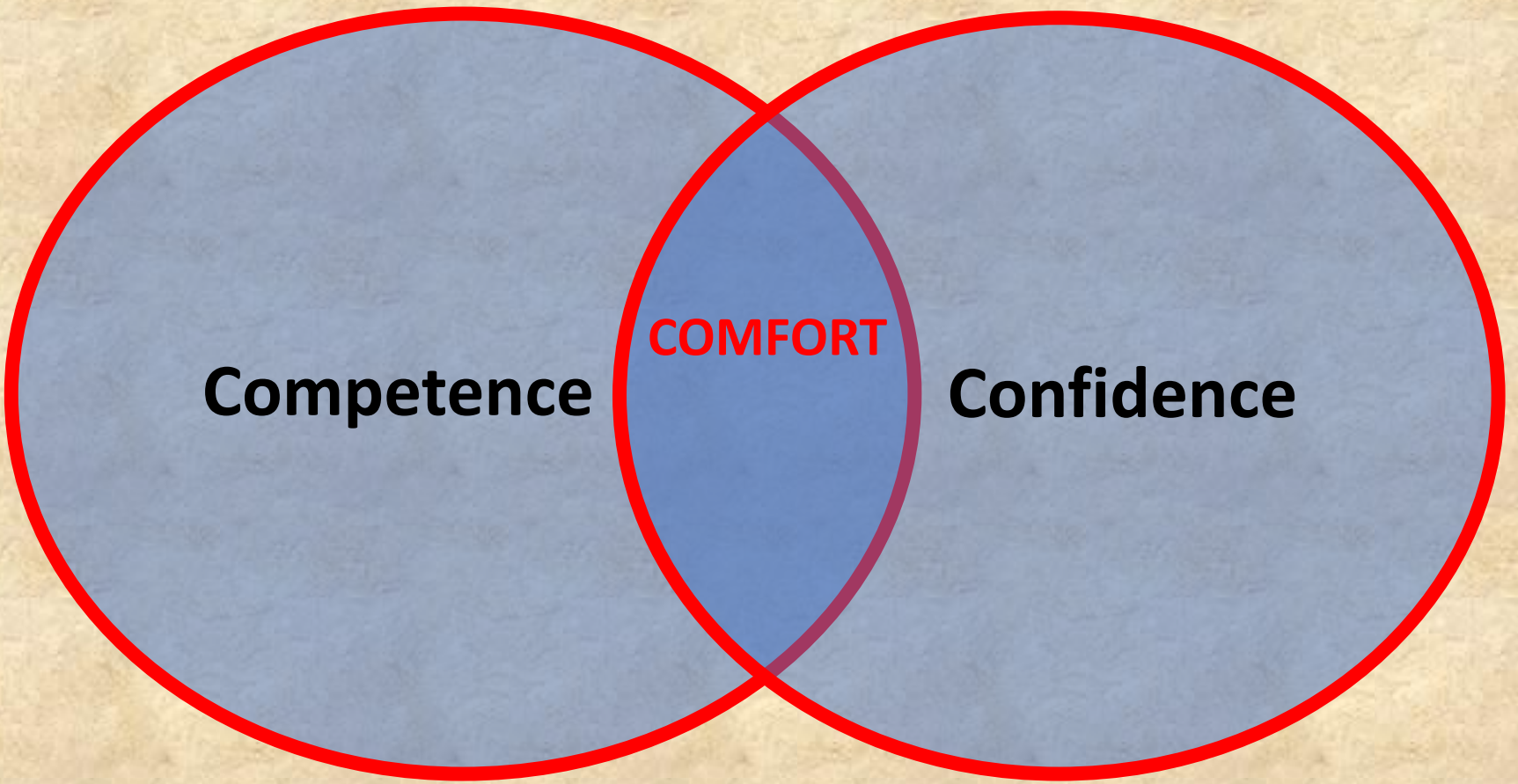
Mental Models

Simplified internal representation of how something works

"The more you understand the world around you, the more information you have to organize into coherent stories and meaningful patterns."

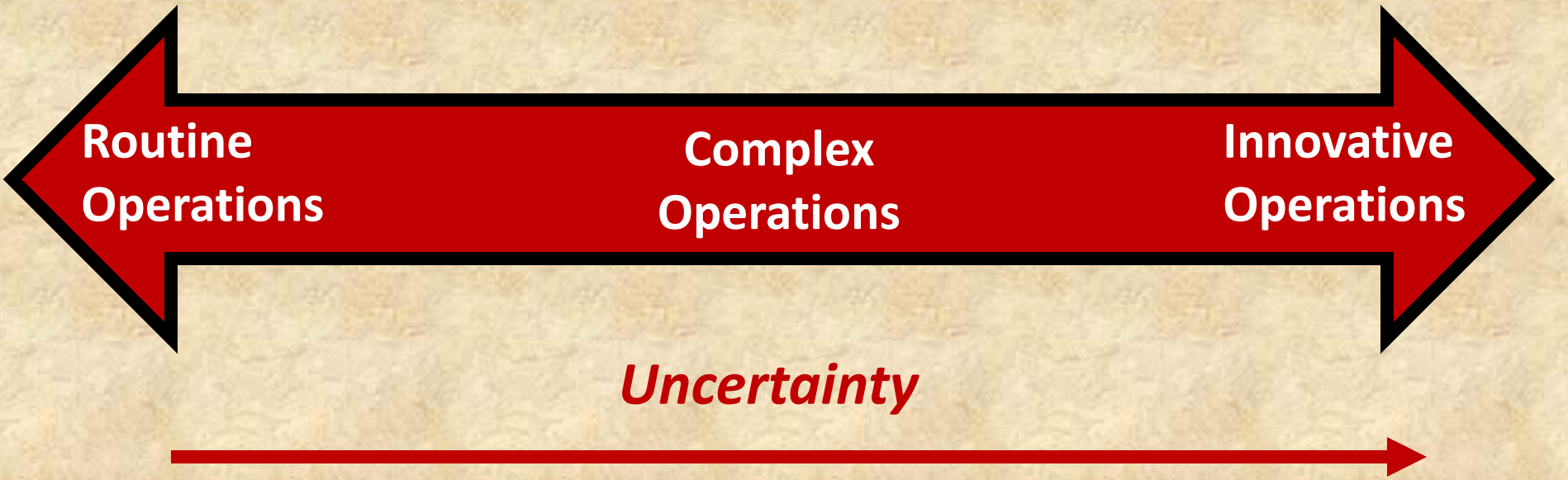
We develop mental models from pattern exposure, domain learning, and active testing against the operational realities

Critical for the Supervisors and Managers within your agency

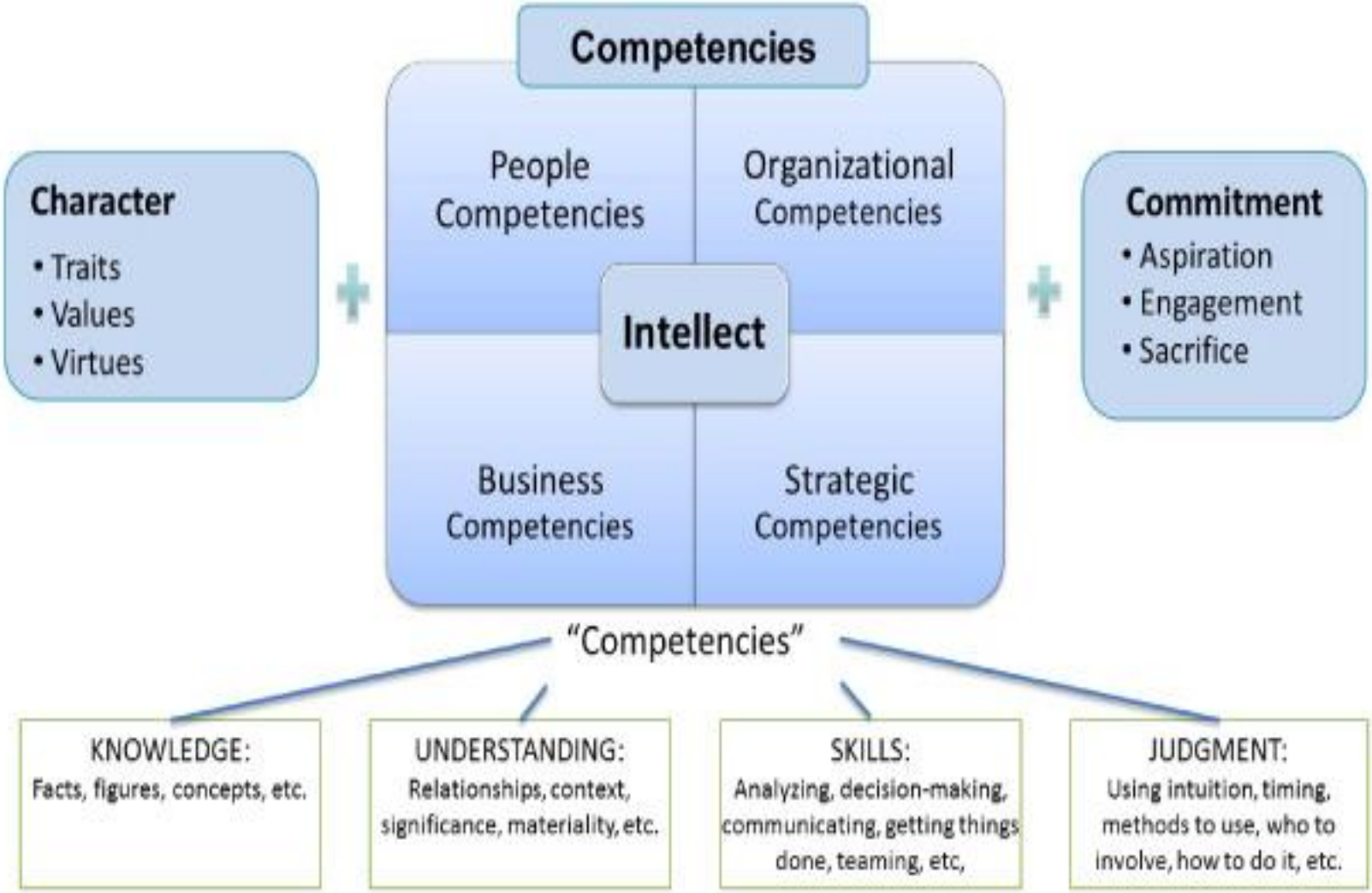


The Process Knowledge Spectrum

Edmundson, (2012)



COMPETENCIES

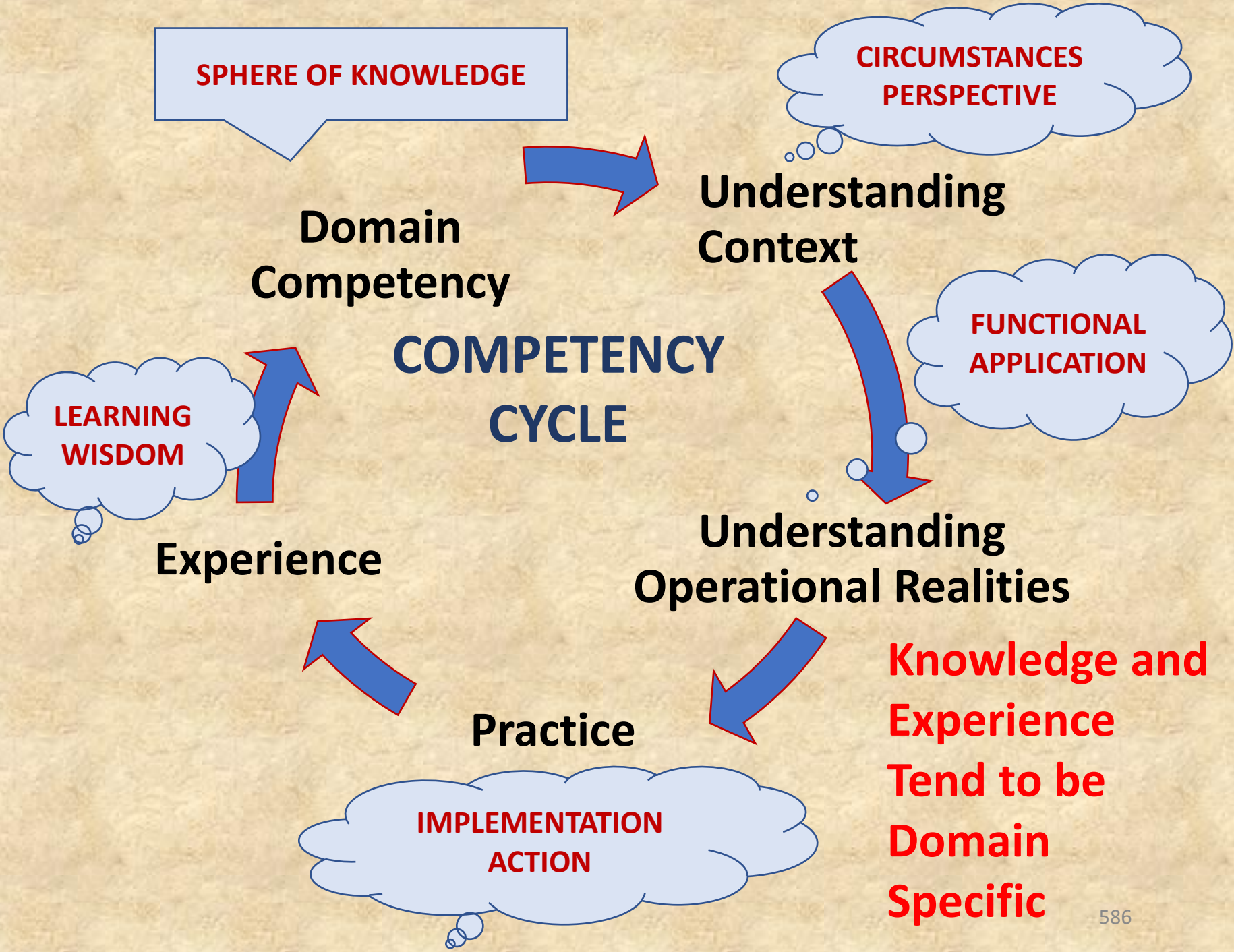


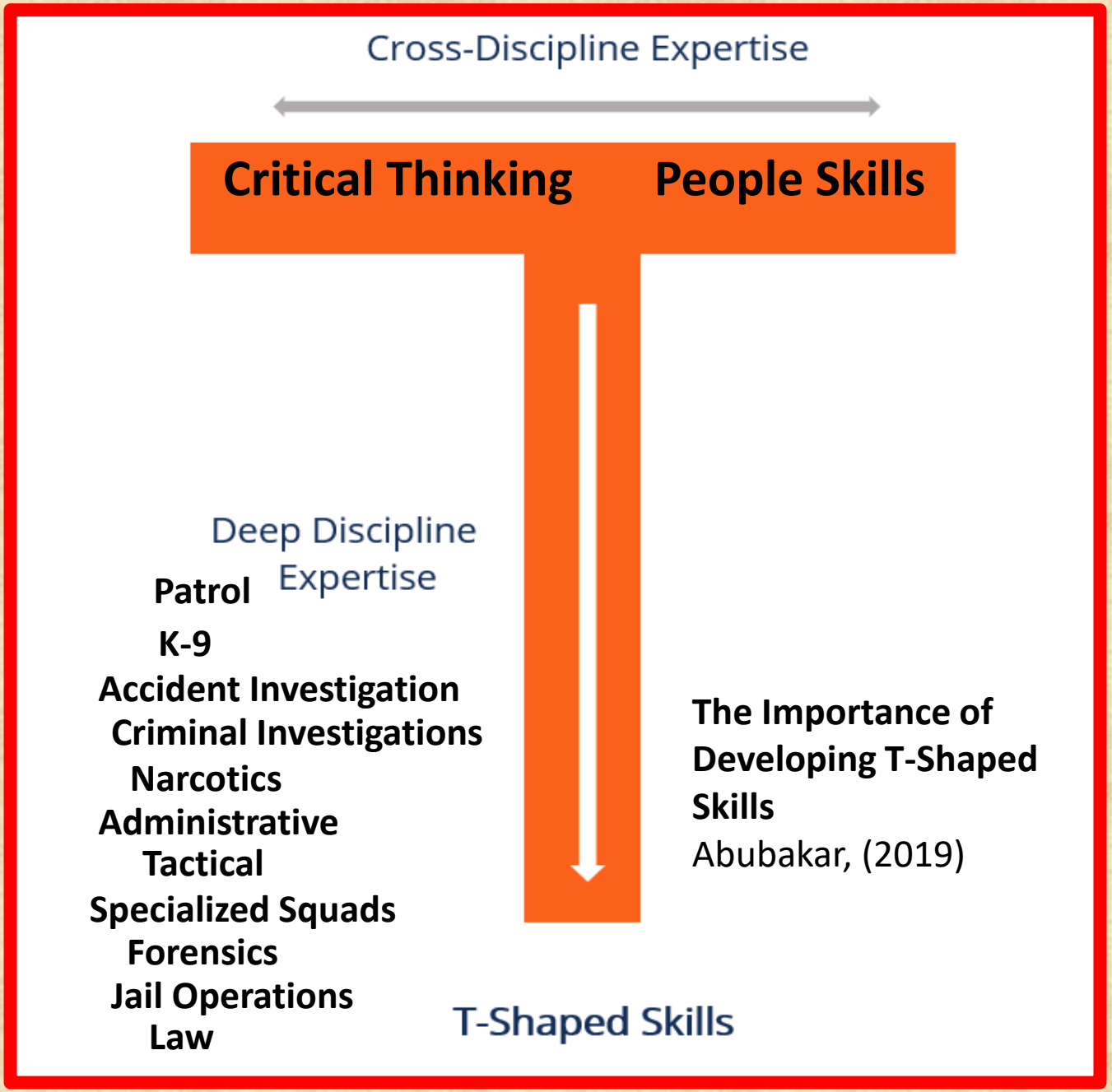
Gandz, J., Crossan, M., Seijts, G., Stephenson, C. (2010). Leadership on Trial: a manifesto for leadership development. London, ON., Canada. Ivey Publishing. September 2010.

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


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

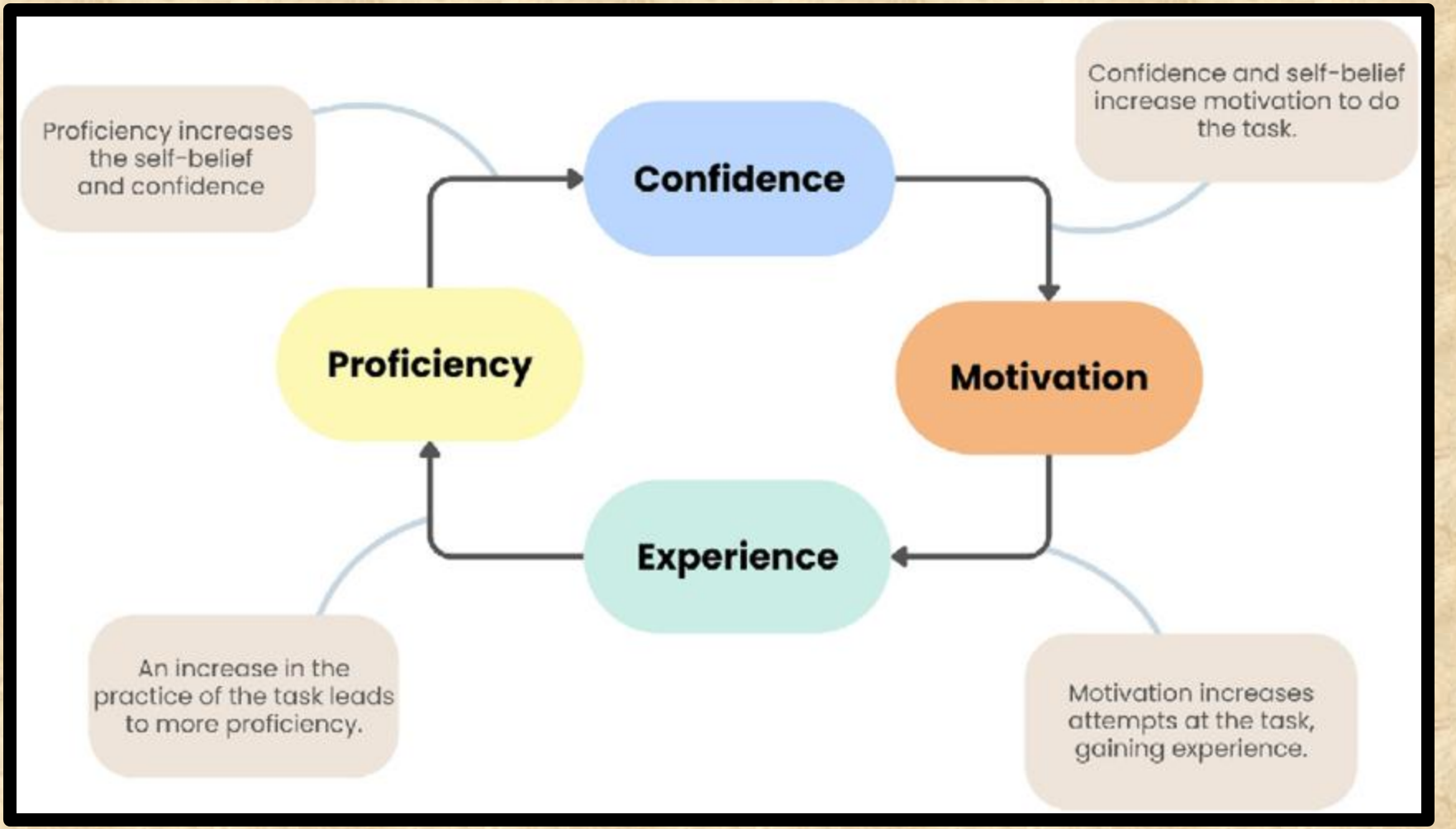
Technical expertise and Knowledge for a job

- 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



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

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.

Depth of Experience

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

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

Carol Dweck's work *The significance of grit: A conversation* with *Angela Lee Duckworth*, (2013) demonstrates that individuals can shift from a fixed mindset (believing abilities are fixed and unchangeable) to a growth mindset through interventions and deliberate practice.

- Duckworth and her colleagues at the University of Pennsylvania promote the awareness of the value of deliberate practice.
- Deliberate practice involves engaging in focused, effortful practice to improve skills and overcome challenges.

Ultimately, it seeks to foster tenacity, hard work, and resilience, leading to personal and professional growth.

Tiwari, S., & Verma, K. (2023).

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

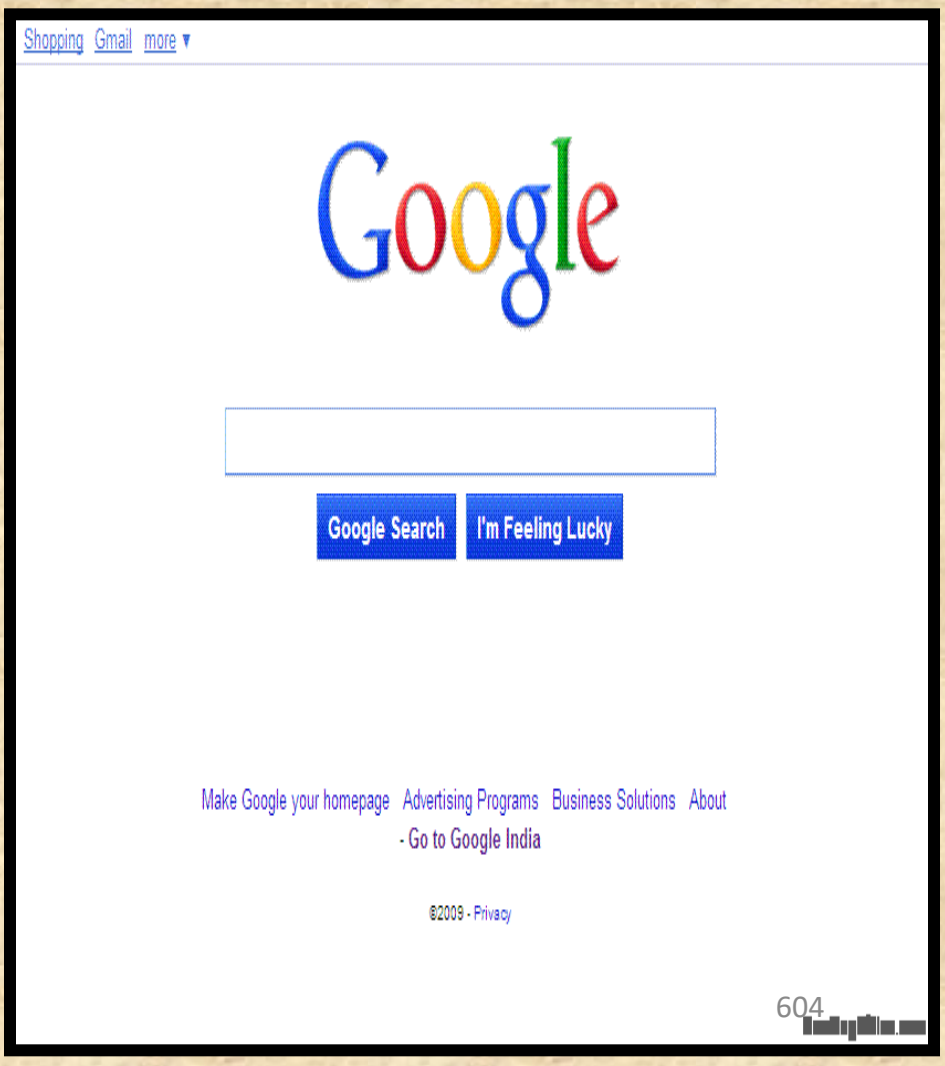
Self-Directed Learning

- 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

Inbox (21,119) - JBEdwards@poa | Inbox (19,095) - jbedwards15@g | Google Scholar

scholar.google.com

My profile | My library

Google Scholar

Articles | Case law

Stand on the shoulders of giants

EN

Help | Privacy | Terms

Type here to search

81°F

12:39 PM
9/15/2022

Inbox (19,473) - jbedwards15@g | Inbox (21,269) - JBEdwards@poa | officer perceptions of de-escalati

scholar.google.com/scholar?hl=en&as_sdt=0%2C11&q=+officer+perceptions+of+de-escalation+in+policing.+&btnG=

Google Scholar

Officer perceptions of de-escalation in policing.

Articles

About 12,900 results (**0.21** sec)

My profile | My library

Any time
Since 2022
Since 2021
Since 2018
Custom range...

Sort by relevance
Sort by date

Any type
Review articles

include patents
include citations

Create alert

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** ...

★ Save | Cite | Cited by 32 | Related articles | All 6 versions | Web of Science: 13 | »

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

[PDF] researchgate.net
View at Albion

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** ...

★ Save | Cite | Cited by 11 | Related articles | All 5 versions | Web of Science: 8 | »

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

[PDF] researchgate.net
View at Albion

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 ...

★ Save | Cite | Cited by 17 | Related articles | All 4 versions | Web of Science: 9 | »

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

[PDF] asu.edu

N Todak - 2017 - search.proquest.com

Type here to search

42°F

9:54 AM
10/20/2022

cingIntlJPoliceStra (2).pdf 2 / 16 100%

PIJPSM
42,5

832

Expert officer perceptions of de-escalation in policing

Natalie Todak
Department of Criminal Justice,
The University of Alabama at Birmingham, Birmingham, Alabama, USA, and
Michael D. White
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

608

Expert officer perceptions of de-escalation in policing.

Natalie Todak & Michael White (2019)

Officers defined tactics that were effective at de-escalating:

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

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

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

Tools and Techniques to enhance your professional Growth and development

- **Conventional sources:** Academic journals, trade journals and [police] periodicals. Much can be learned from professional journals, [domain specific] books
  - University or college
  - Training sessions
  - When gathering external information, a broader range of sources can be covered
- **Using the Internet**. Use important and credible police sites (Research, read, evaluate, study and stay current)
  - Google alerts to your interest
  - Organizational Twitter SME followings

- 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

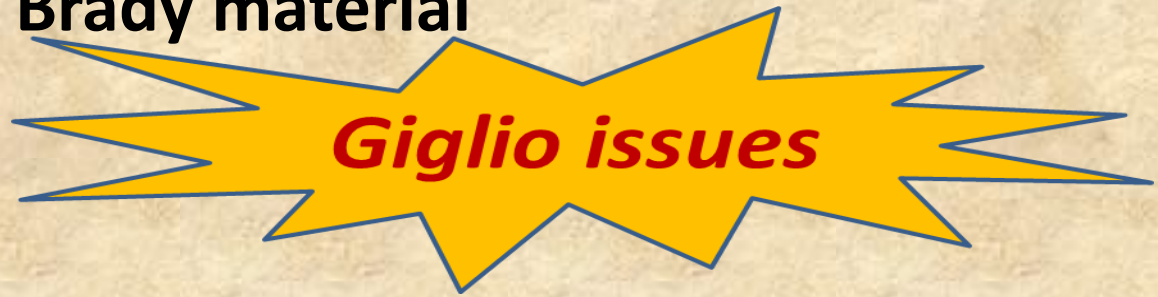
- The early identification of shortcomings and how those issues are waiting to surface
- **To expose those issues and resolve them under manageable circumstances before they can result in bad outcomes**

- **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

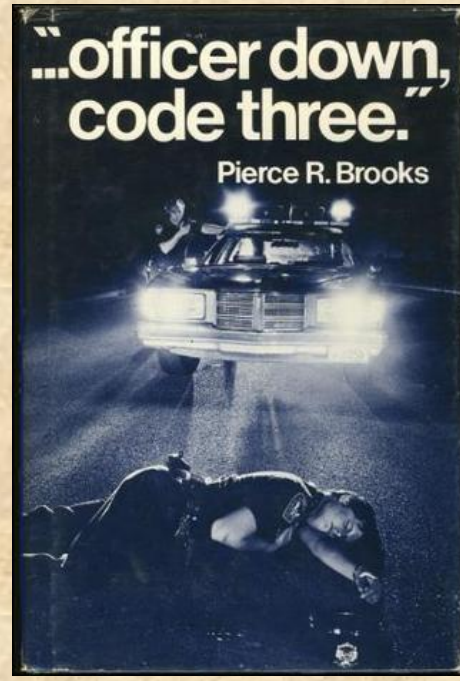
Factor Murphy's Law, Complexity and Change into every Equation

- 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)**

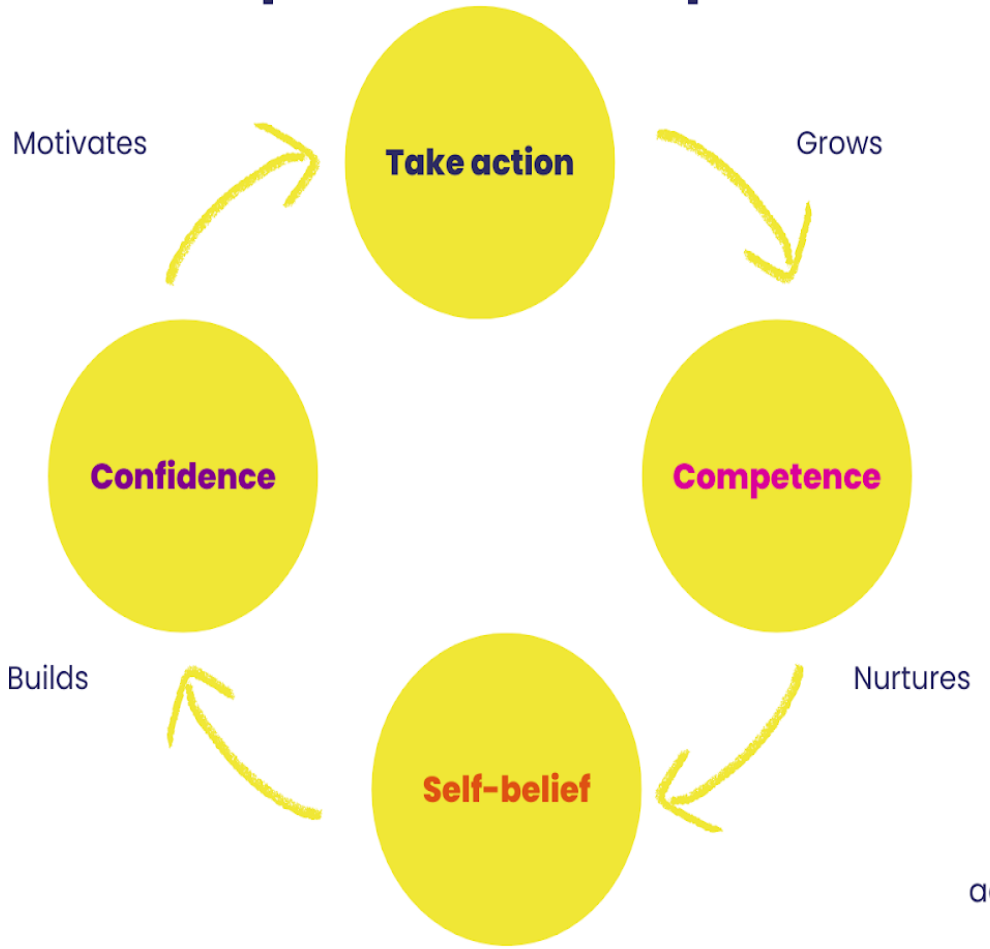
Ten Deadly Errors

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)

The term “imposter phenomenon”

Clance, P. R. & Imes, S. A. (1978)

- Despite the external validation, nearly all women struggled to internalize their accomplishments, attributing their achievements to luck, timing, or the inability of others to see through them.
- It is not simply low self-esteem.
- It is persistent disconnect between objective achievement and subjective self-perception.
- Success, no matter how documented, failed to silence the internal voice insisting it was undeserved.

Decades later, this phenomenon remains stubbornly persistent, and its roots, research suggests, run earlier and deeper than the workplace.

- A 2024 meta-analysis published in *Current Research in Behavioral Sciences*, drawing on 115 effect sizes and over 40,000 participants, confirmed that women experience imposter syndrome more frequently and more intensely than men.
- The findings were consistent across academic, professional, and healthcare settings and spanned participants in North America, Europe, and Asia.

Tabatabai, L. & Staby, M. (2026)

- The lack of organizational support for the demanding roles and responsibilities women manage outside of work
- Combined with the barriers perpetuated and created internally, within the workplace
- Undermines women's confidence in their abilities and their perceived potential for moving from management to top leadership within the organization

Brubaker, P. J., Thompson, K. R., Wilson, C., & Pelham, S. B. (2026).

- Studies find that men tend to overestimate their abilities and their performance, while women consistently underestimate both, even when their actual output is equivalent in quality and quantity.
- Katty Kay and Claire Shipman, in their influential 2014 Atlantic essay and subsequent book *The Confidence Gap*, argue that success correlates as closely with confidence as it does with competence and that the natural consequence of chronically low confidence is inaction: opportunities not pursued, hands not raised, promotions not sought.

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

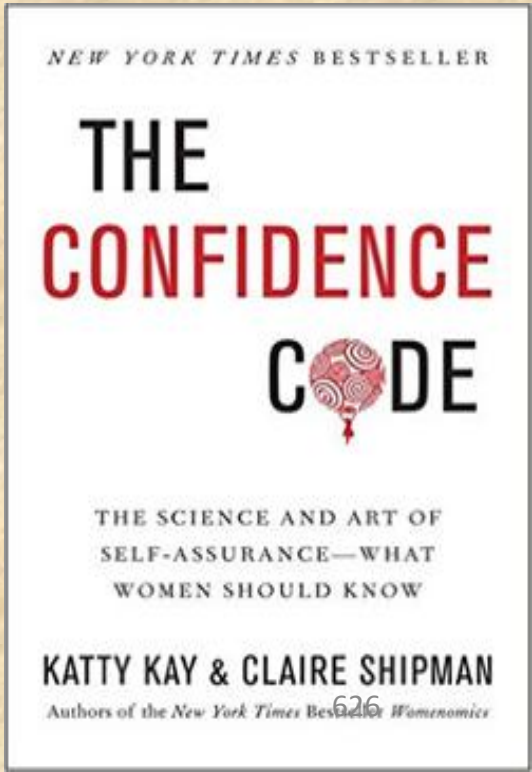
2) **Poor self-advocacy:** Women are happy to advocate for others, but they are often uncomfortable advocating for themselves

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**

- 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)

THE RESEARCH

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.

Other Issues Female Officers May Face

Wonder Woman Complex?



- Chronic over-responsibility
- Belief one must cope flawlessly across roles (work, care, emotional labor)
- Reluctance to ask for help
- Moral identity tied to endurance rather than agency
- Burnout framed as personal inadequacy, not systemic overload

Oxford-Review Research Briefing (2025)

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**

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

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 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.

Context remains important

In Summary

Tabatabai, L. & Staby, M. (2026)

- Research shows that women's confidence grows more steeply with age and experience than men's, suggesting that the gap, though real, is not fixed.
- With time, with meaningful mentorship, and with organizations that create conditions for women to see their impact reflected back to them, the internal narrative can shift.
- But that observation also contains an implicit cost: the opportunities lost in the early and middle years, the ideas not shared, the roles not applied for, the negotiations not entered.

Confidence that arrives late still arrives after its most consequential moments have passed.

- In many ways, the very existence of doubt can also reflect awareness.
- The more we grow, learn, and understand ourselves, the more questions naturally emerge.
- Perhaps insecurity is not always a sign of weakness, but sometimes the consequence of complexity, sensitivity, and intelligence itself.
- What truly matters is ensuring that these doubts do not turn into self-destruction but instead become the starting point for building a stronger and more conscious sense of self-worth.

- While research often highlights differences in the way confidence manifests across genders, these reflections ultimately speak to something deeply human and universal.
- People are inherently different from one another, in personality, experience, emotion, and perception, and it is precisely this diversity that gives richness both to human relationships and to collective environments.
- The goal, then, is not uniformity, but the creation of spaces where vulnerability does not diminish value, and where uncertainty can coexist with growth.

Perhaps true confidence is not the absence of fragility, but the ability to carry it without allowing it to define our worth

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**

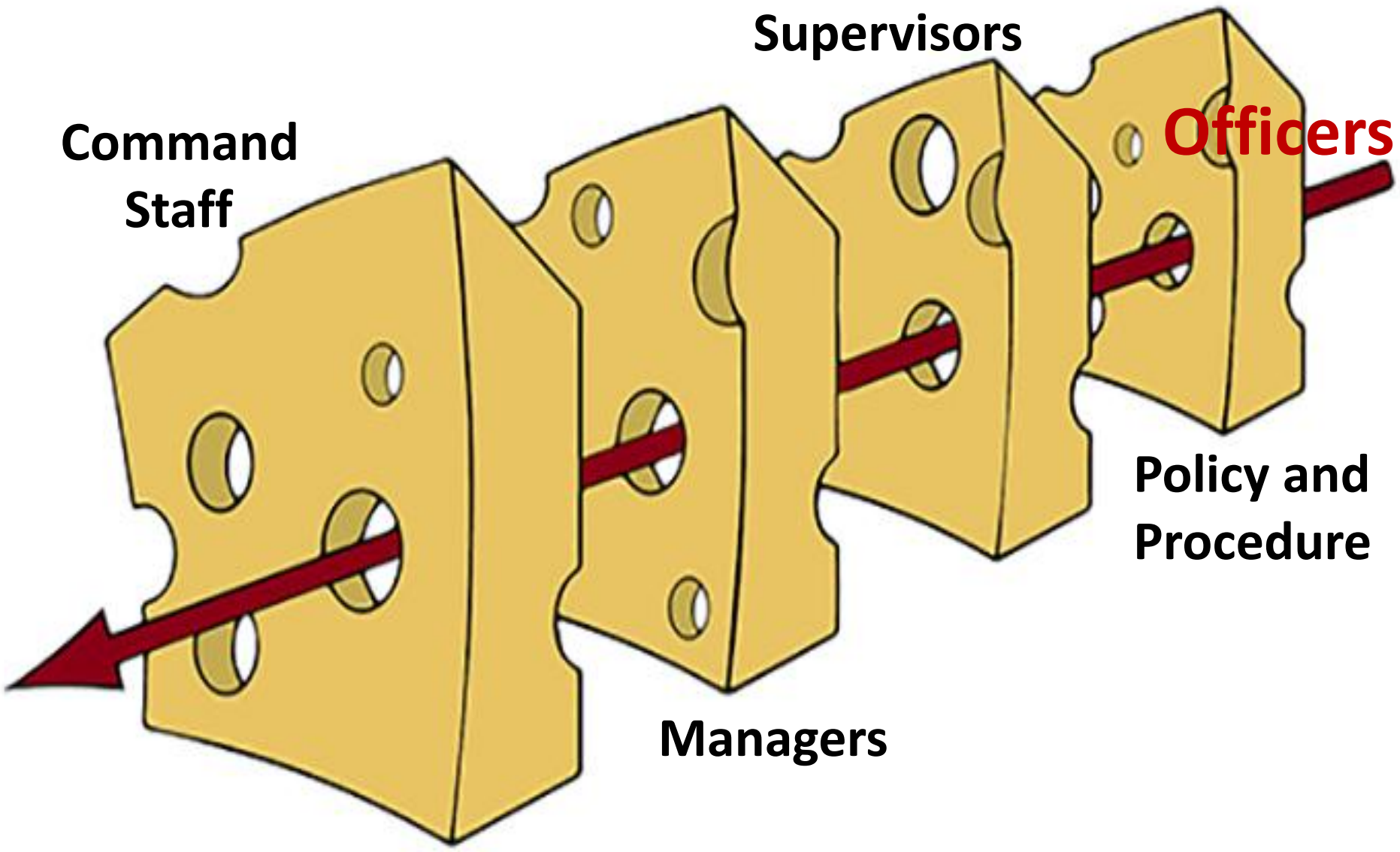
A balance is achieved, through the analysis of the specific contextual features

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)

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

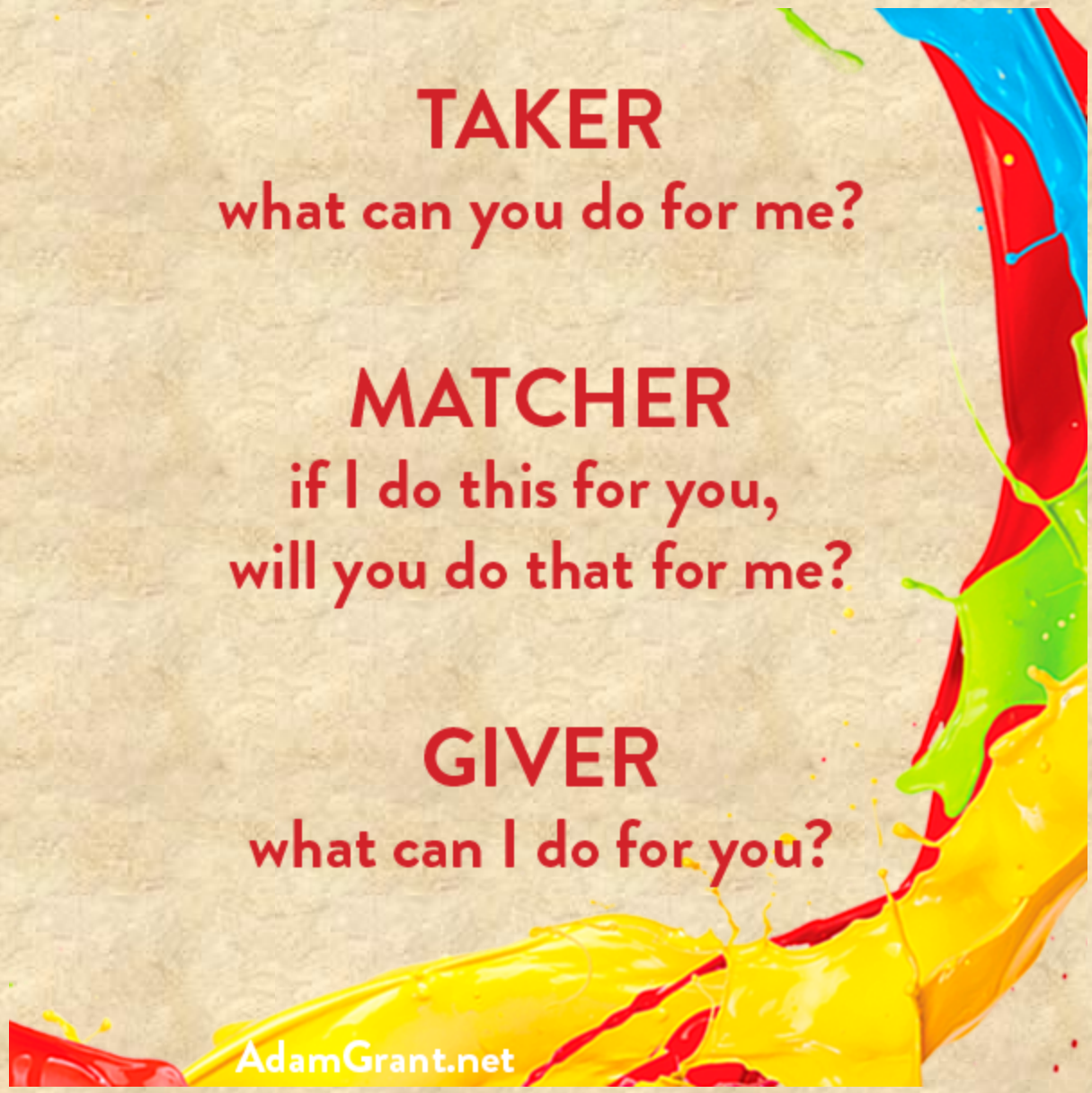


Key Perspective

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?"


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

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.



Servant Leadership

Greenleaf, R.(1977)

- A management philosophy where the leader prioritizes the growth, well-being, and needs of their team members above their own.

✓**Serve First:** Rooted in a natural desire to serve, the leader chooses to lead only to better support and uplift others.

✓**Leverage power through people:** Instead of using hierarchical control, servant leaders distribute authority and empower employees to make decisions.

Leaders act as a support system—providing care, support, resources, and navigate challenges on behalf of their people.

7 Dimensions of Servant Leadership

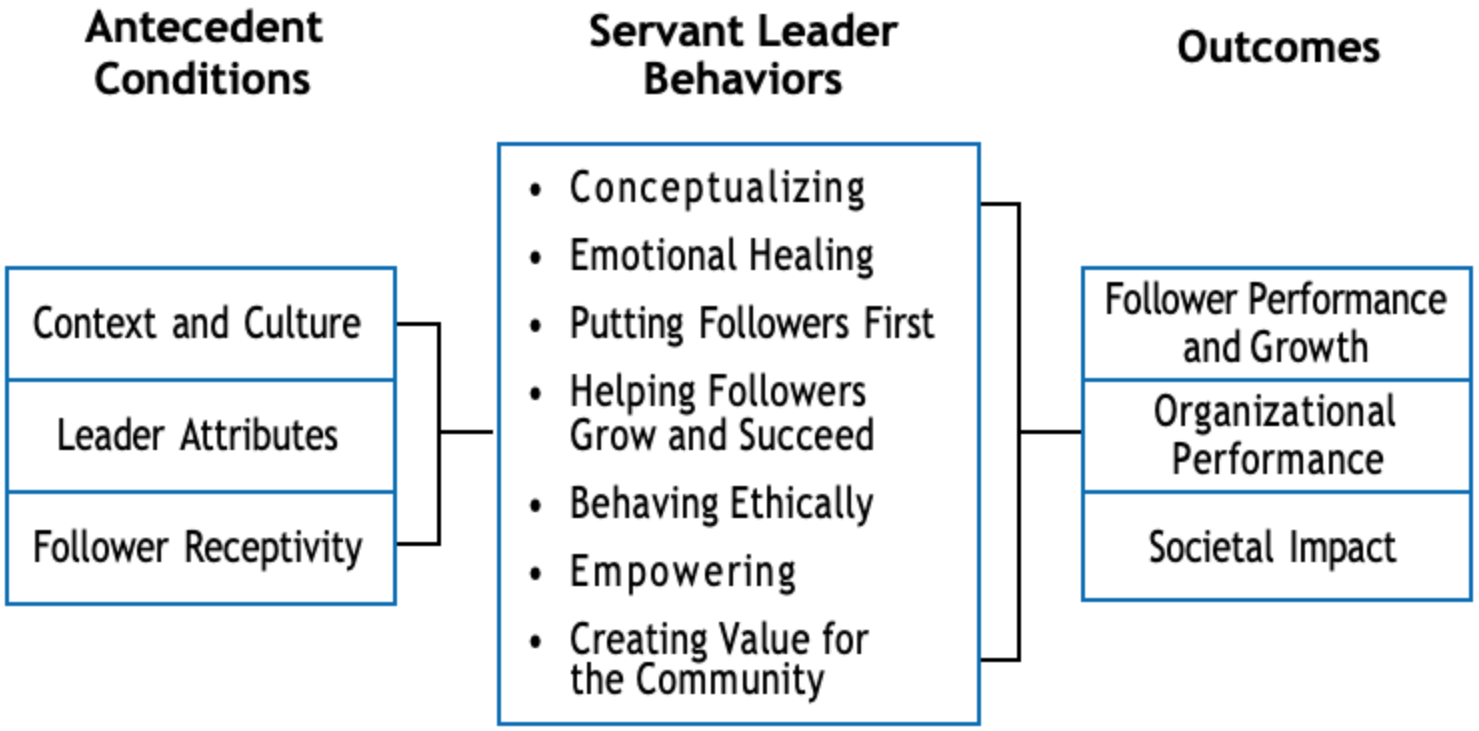
Liden, (2008) and Liden et al. (2015)

- 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)

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.

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.

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***

Three 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.

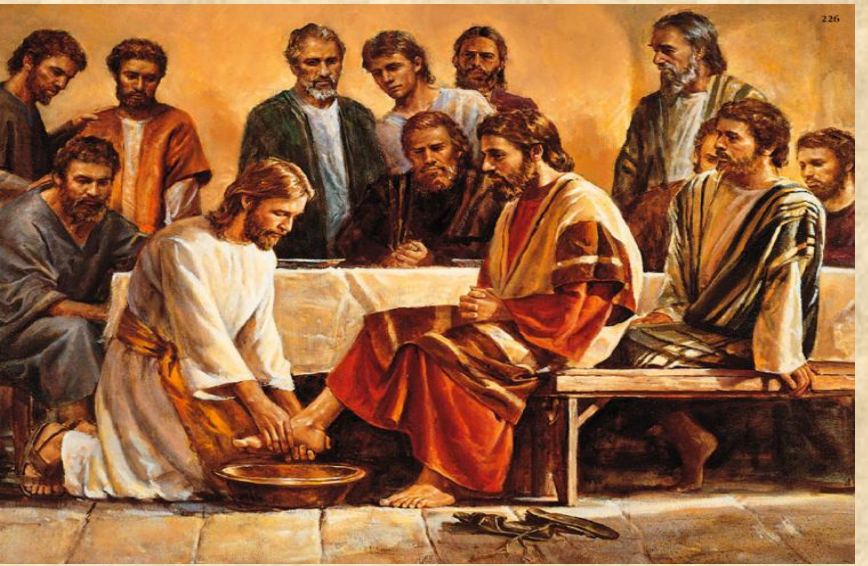
Rosul, A., Fathiyah, K. N., Fitri, A. A., & Kiat, T. (2025)

- May improve employee engagement through important mediators like empowerment and trust.

Feroz, I., Shafi, B., Mushtaq, M., Nazir, N. A., Mohammad, S. S., & Mufti, S. (2026)

"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



Leader Member Exchange (LMX) Theory

Graen & Uhl-Bien (1995)

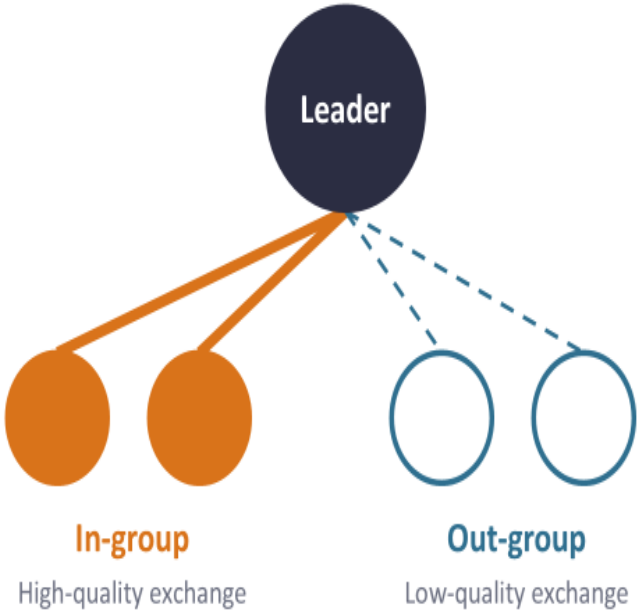
leader characteristics, follower characteristics, and interpersonal relationships

- 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.

Leader–Member Exchange (LMX) Theory

Leaders form a different-quality relationship with each follower, and that quality shapes outcomes



In-group: beyond the contract

- Mutual trust, respect, support, and opportunities
- Members take on duties beyond their formal role

Common drivers: high competence · similarity to leader · extraversion

Out-group: by the contract

- Formal, role-defined, and transactional
- Members do what the job description requires

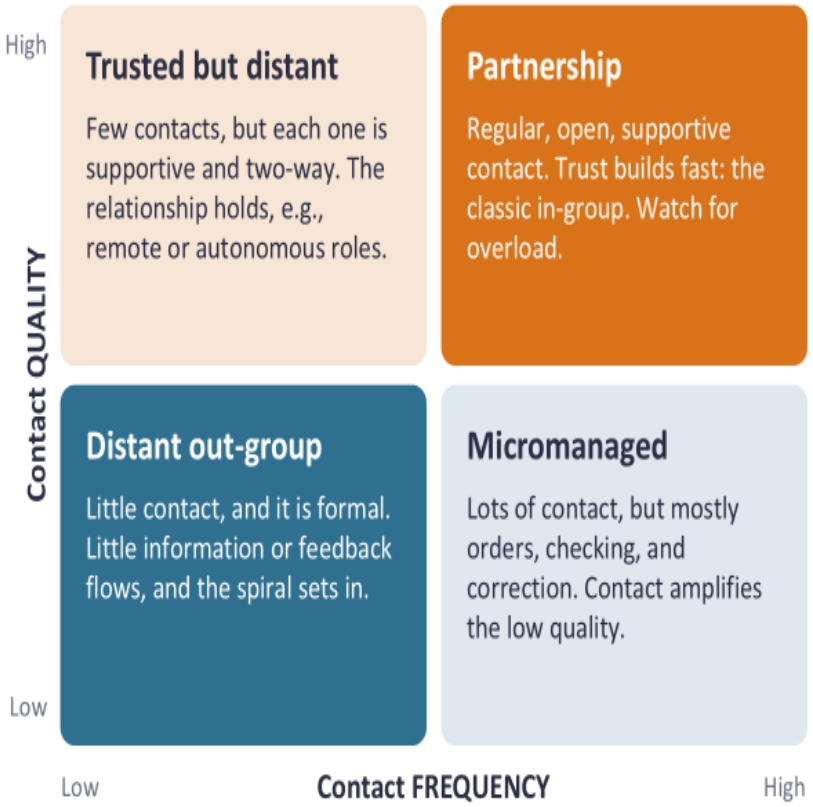
Common drivers: competence problems · low confidence · dissimilarity to leader · introversion

How relationships develop (Graen & Uhl-Bien, 1995)

Stranger Formal, scripted, self-interest → **Acquaintance** Testing, more sharing of information → **Partnership** Mature trust, respect, and obligation

Contact Frequency × Contact Quality in LMX

How often a leader and member interact, and how good those interactions are, together shape the relationship



Key takeaway

Quality defines the relationship; frequency amplifies it.

Frequent contact speeds up relationship building, but it only helps when interactions involve trust, support, and real two-way dialogue.

Research

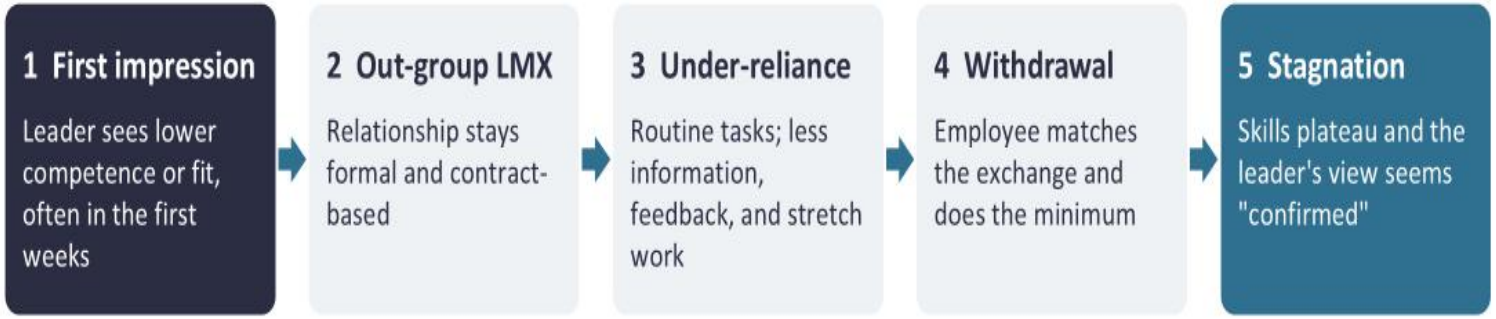
Kacmar et al. (2003): Frequent communication raised performance ratings in high-LMX pairs but lowered them in low-LMX pairs.

Golden & Veiga (2008): Remote workers in high-quality relationships still showed strong commitment and performance.

Bauer & Green (1996): Trust grows through repeated rounds of delegation and performance.

The Out-Group Spiral in LMX

When a low-quality leader–member relationship leaves an employee underused and underdeveloped



The loop: *stagnation feeds back into step 1, creating a self-fulfilling prophecy (the Golem effect).*

How to spot it

- Employee rarely gets high-visibility or stretch assignments
- Communication is mostly instructions, not consultation
- Little feedback, mentoring, or information sharing
- Employee sticks strictly to the job description
- Low effort is read as low ability, not low opportunity

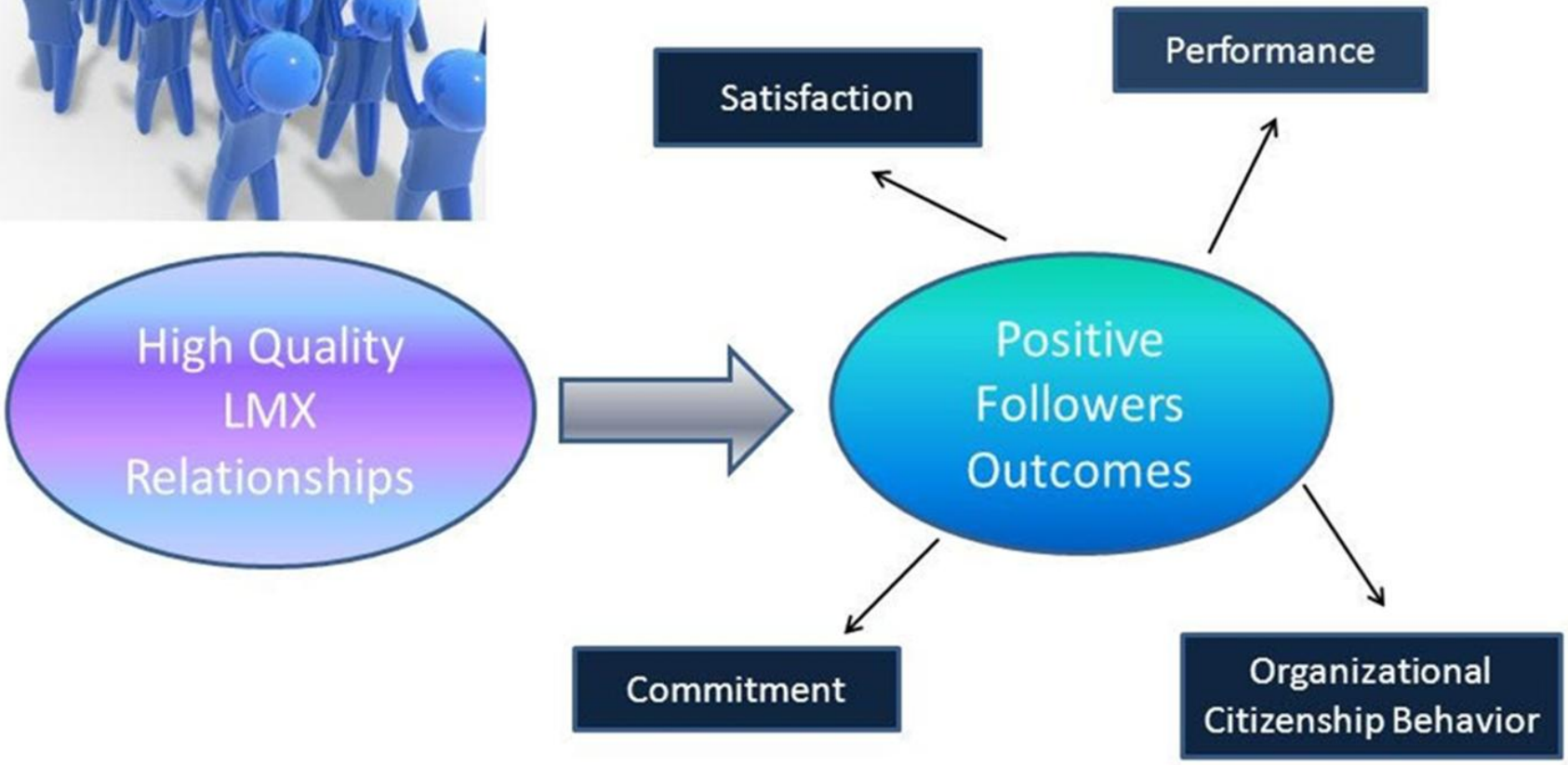
What the research says

Liden, Wayne & Stilwell (1993): Leader expectations in the first days predicted LMX quality months later.
Gerstner & Day (1997): Low LMX is linked to lower performance and satisfaction and higher turnover intent.
Davidson & Eden (2000): Low leader expectations can depress performance, but this can be reversed.

Leader-Member Exchange Theory



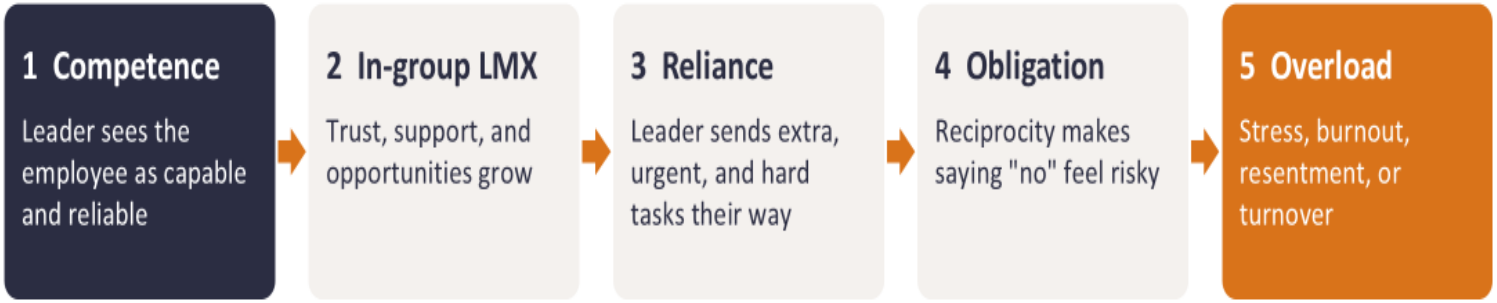
"Deals with how leaders influence member behavior"



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

The Competence Trap in LMX

When a high-quality leader–member relationship turns into overload for the most capable employee



How to spot it

- The "go-to" person gets every urgent or unplanned task
- Extra-role work becomes expected, not voluntary
- Workload rises but formal role and pay stay the same
- Employee hesitates to refuse for fear of losing status
- Leader underestimates the effort each task costs

What the research says

Harris & Kacmar (2006): LMX and stress follow a U-shape; very high LMX brings added expectations.
Koval et al. (2015): Capable people are given more work, and others underestimate its cost.
Bolino et al. (2013): Citizenship pressure turns extra effort into obligation, raising overload and burnout.

Three situations where conflict is most likely to arise:

By: David Wilkinson the Oxford Review

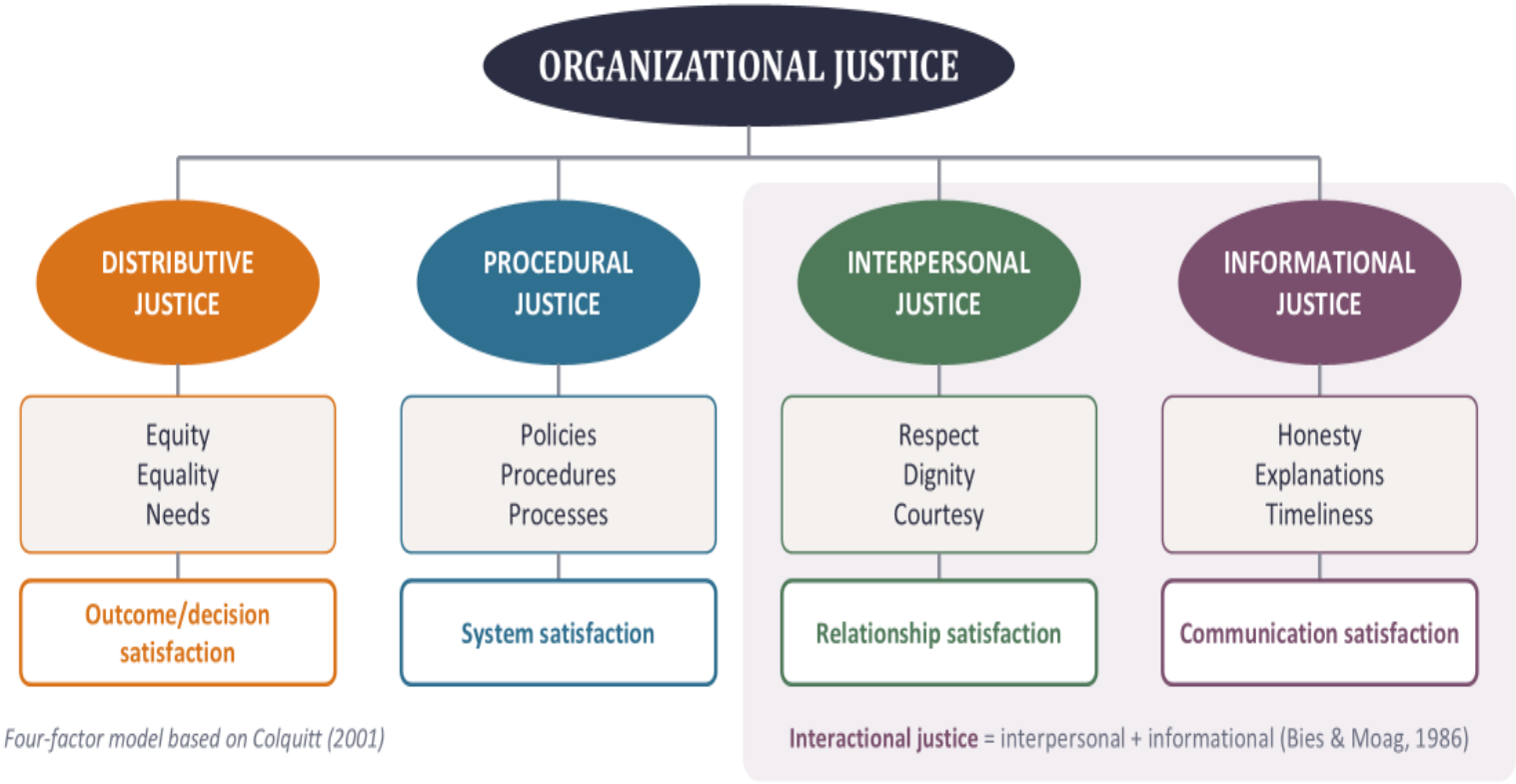
- **Change,** This is unsettling to all involved in the process and can cause ructions in an organization.
- **Conflicting goals and objectives,** with different values and priorities
- **Limited resources,** Where bodies within the organization are competing for the same resources, this can lead to 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


ORGANIZATIONAL JUSTICE
DISTRIBUTIVE JUSTICE
PROCEDURAL JUSTICE
INTERPERSONAL JUSTICE
INFORMATIONAL JUSTICE
Equity
Equality
Needs
Policies
Procedures
Processes
Respect
Dignity
Courtesy
Honesty
Explanations
Timeliness
Outcome/decision satisfaction
System satisfaction
Relationship satisfaction
Communication satisfaction
Four-factor model based on Colquitt (2001)
Interactional justice = interpersonal + informational (Bies & Moag, 1986)



Four supervisor behaviors that build fairness (Tyler & Lind, 1992)

1 Dignity & respect

Being treated by your supervisor with dignity and respect

Builds: **Interpersonal justice**

2 Voice

A supervisor who values and provides an opportunity for you to voice your concerns or opinions

Builds: **Procedural justice**

3 Transparency

A supervisor who is transparent and explains their decision-making process

Builds: **Informational justice**

4 Neutrality & trust

A supervisor who remains neutral, impartial, and conveys trustworthy motives

Builds: **Procedural justice**

Organizational Justice in the Workplace

Employees judge fairness on four dimensions (Colquitt, 2001), and each shapes how they act at work

1 Distributive

Are the outcomes fair?

Pay, raises, promotions, and workload match contributions.

e.g., equal work, but one person gets a far bigger bonus

2 Procedural

Is the process fair?

Decisions are consistent, unbiased, accurate, and open to input and appeal.

e.g., promotions made with no clear criteria

3 Interpersonal

Am I respected?

People are treated with dignity and courtesy, without belittling remarks.

e.g., a manager criticizes someone in front of the team

4 Informational

Am I told why?

Decisions come with honest, timely, and thorough explanations.

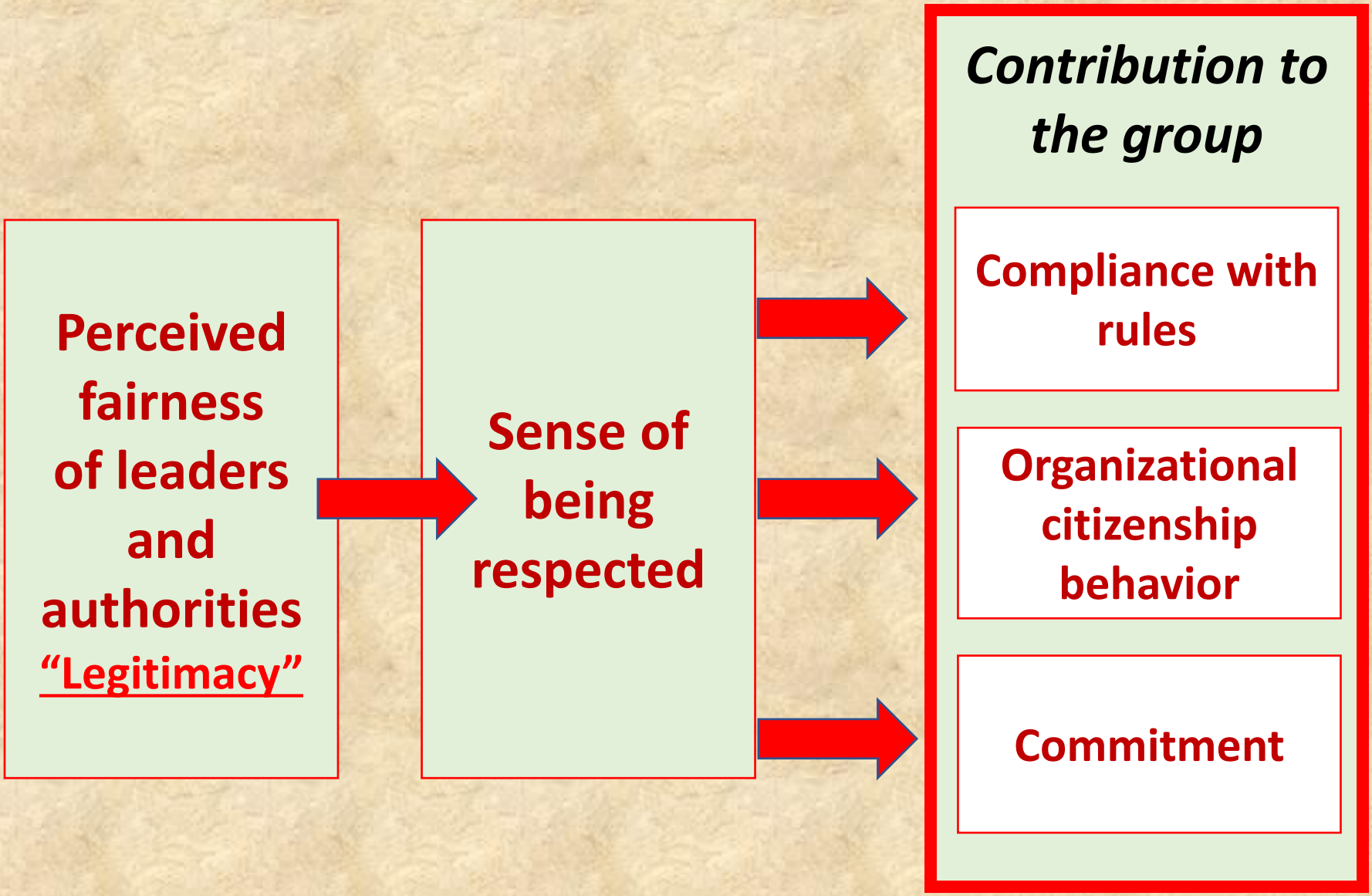
e.g., a policy change announced with no reason given

Why it matters

Fair treatment is linked to higher job satisfaction, commitment, trust, performance, and citizenship behavior.
Unfair treatment is linked to withdrawal, turnover, and counterproductive work behavior (Colquitt et al., 2001).

Link to LMX

In-group/out-group differences can feel unfair. Differentiation hurts outcomes most when the team's justice climate is weak, so fair, transparent reasons matter (Erdogan & Bauer, 2010).



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).

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.

Do you know, how you know when somebody needs encouragement?

When their breathing…

And it doesn't cost a thing to give it.

Nearly every moment of every day we have the opportunity to give something to someone else.





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

Making Yourself Redundant

Louis Efron
Forbes Magazine, August 29th, 2013

- **A leader is not doing their followers, boss, or organization any favors by building a team that can't function without them.**
- They have a duty of care to teach their followers to fish instead of fishing for them.
- At day's end, the true test of effective leadership manifests itself when a leader is absent.
- Start trusting your people to work on their own making it okay to fail and learn from mistakes

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.

They understand the importance of rewarding effort with time

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

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

Experience is best framed as what officers have been able to get away with over time.

Examples of what we miss from the courtroom experiences

- **Understanding the three (3) tiers of encounters**
- **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)

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)

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

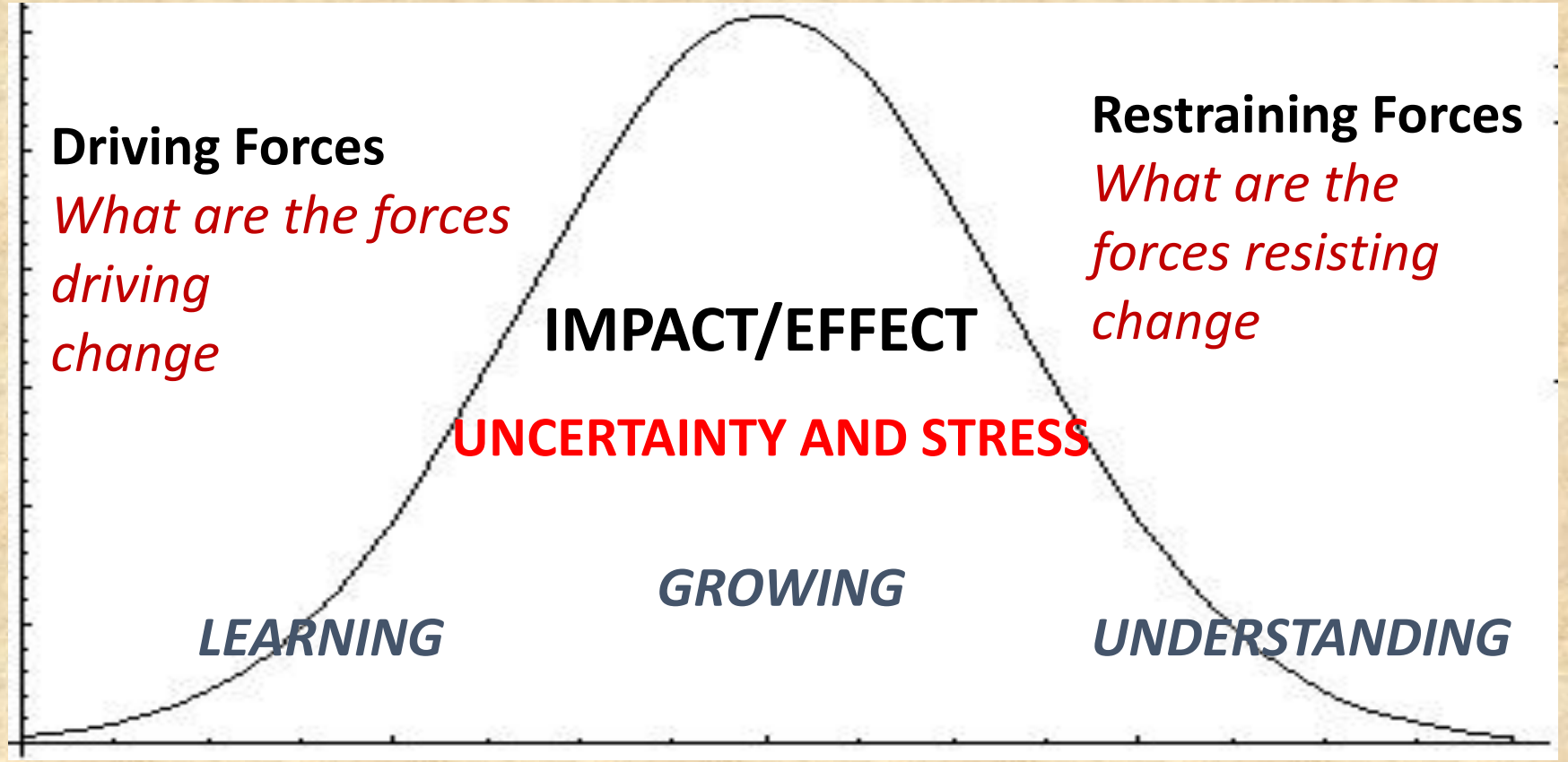
Mentoring through change

- 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)
- **Evaluate their readiness level** with the task or job required. (Their competence, confidence, and willingness)
- **Provide specificity as to standards and give them clear unambiguous expectations**
- **EMPOWER THEM (*Delegate the task with the authority to make decisions in doing it*)**
- **Observe them** at work(Oversight)
- **Provide Feedback** (for their continued professional growth and development)

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).

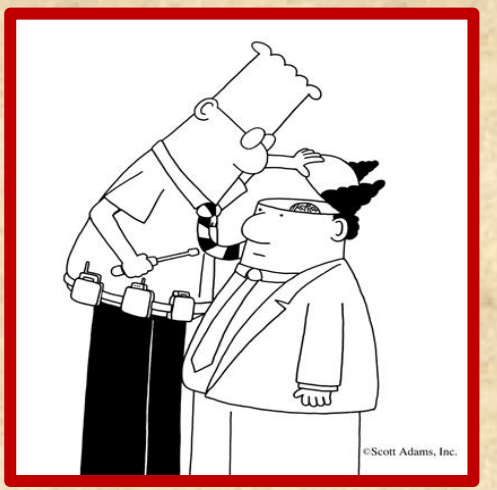
Never micro-manage!

- 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)

Micromanagement: A Historical and Evolutionary Concept Analysis in Organizational Literature

Refuncion Jr, J. M. J., De Guia, A. O., Tanseco, R. F., & Nunez, C. J. L. (2026).

- A qualitative concept analysis was conducted through a systematic review of 62 scholarly sources published between 1911 and 2025 and
- The findings reveal a clear conceptual progression from efficiency-oriented managerial control in early management theory to a destructive leadership behavior in contemporary organizational research.

Five defining attributes consistently emerged:

- Excessive managerial control
- Close monitoring of operational details
- Restriction of employee autonomy, low managerial trust
- Excessive involvement in routine decision-making

Common Antecedents [causes] Included

- Leadership insecurity
- Organizational uncertainty
- Hierarchical structures
- Perceived employee incompetence
- Control-oriented organizational cultures

Most frequently reported consequences

- Burnout [*stress*]
- Diminished psychological safety
- Reduced motivation
- Lower employee engagement
- Decreased innovation
- Weakened organizational performance.

No growth and development

The obsessive nature of micromanagement leads to a loss of perspective regarding what really matters (the big picture)

Kelahan, E. (2026)

- Taking over work assigned to others.
- Frequently checking on employees by walking through office spaces.
- Requiring being copied in on communications and being checked with on proposed actions.
- Focusing on superficial details and minor errors including weaponizing the errors as grievance lists to remind others that they need to be micromanaged.
- Ignoring the opinions of colleagues and even superiors.
- Having the final say on all matters.
- Using strict, sometimes perfectionistic rules about how work should be done that circumscribe employee freedom as to how they work.

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.

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.

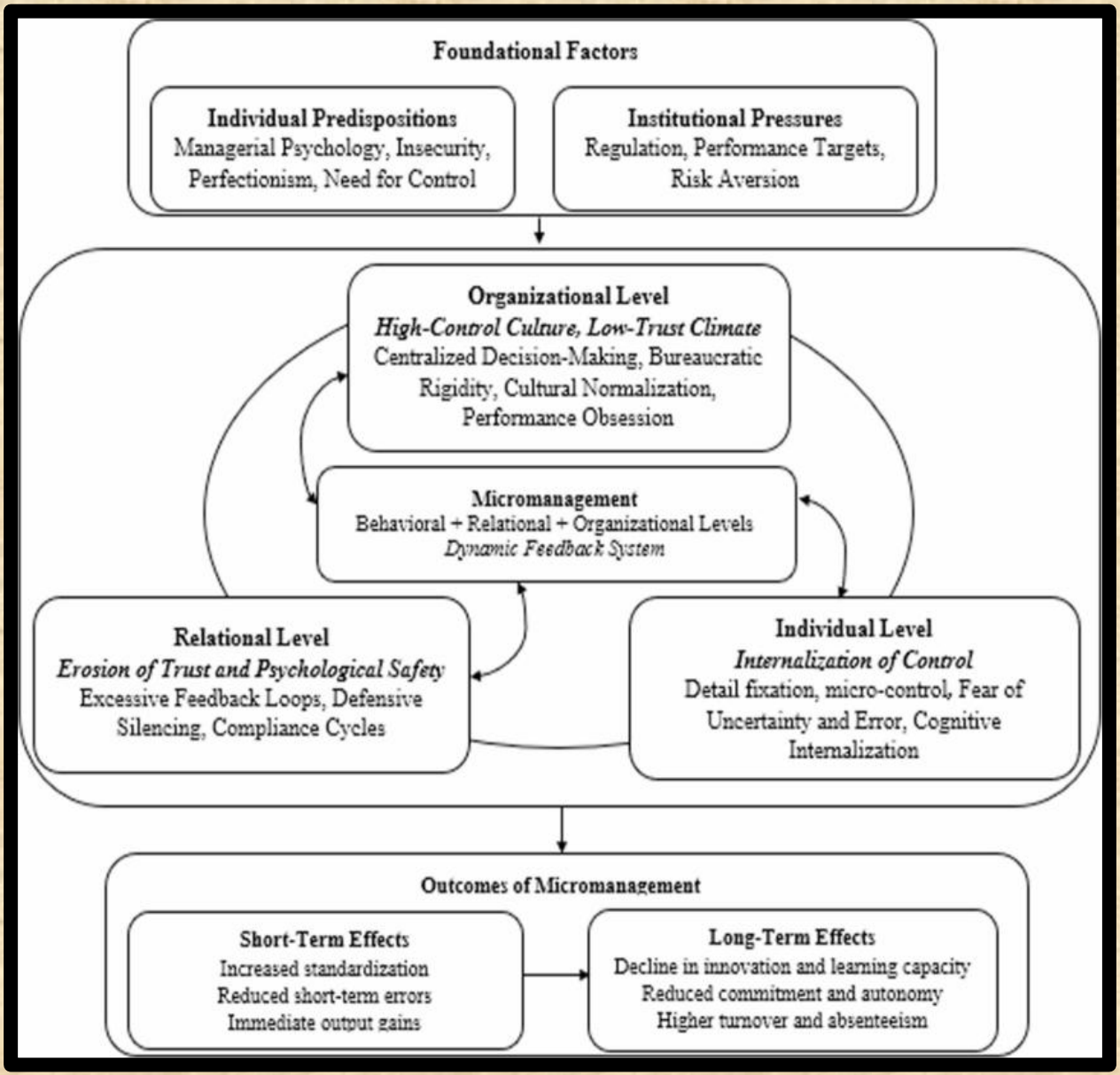
39% of employees have quit a job to escape a micromanager.

Lahi, A. (2025)

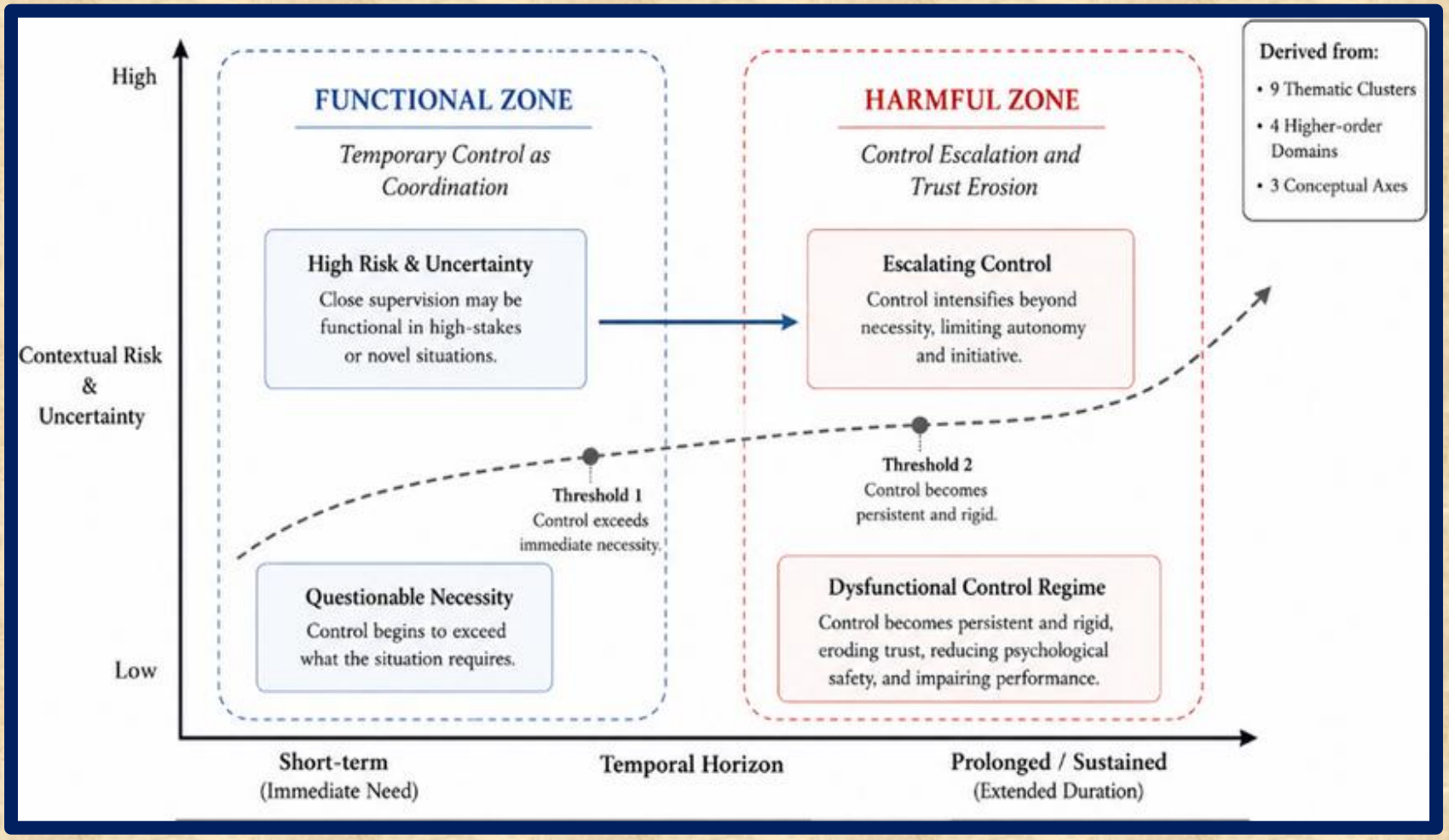
When care becomes control: rethinking micromanagement in leadership

Artar, M. (2026)

- At the individual level, micromanagement appears as a behavioral pattern rooted in leaders' control orientation, insecurity, and perfectionism.
- At the cultural–relational level, it manifests through the erosion of trust and autonomy in leader–employee interactions, often disguised as care or support.
- At the organizational level, micromanagement becomes institutionalized within low trust, high-control cultures, reinforced by hierarchical structures and rigid performance systems.


Foundational Factors
Individual Predispositions
Managerial Psychology, Insecurity, Perfectionism, Need for Control
Institutional Pressures
Regulation, Performance Targets, Risk Aversion
Organizational Level
High-Control Culture, Low-Trust Climate
Centralized Decision-Making, Bureaucratic Rigidity, Cultural Normalization, Performance Obsession
Micromanagement
Behavioral + Relational + Organizational Levels
Dynamic Feedback System
Relational Level
Erosion of Trust and Psychological Safety
Excessive Feedback Loops, Defensive Silencing, Compliance Cycles
Individual Level
Internalization of Control
Detail fixation, micro-control, Fear of Uncertainty and Error, Cognitive Internalization
Outcomes of Micromanagement
Short-Term Effects
Increased standardization
Reduced short-term errors
Immediate output gains
Long-Term Effects
Decline in innovation and learning capacity
Reduced commitment and autonomy
Higher turnover and absenteeism

Artar, M. (2026)

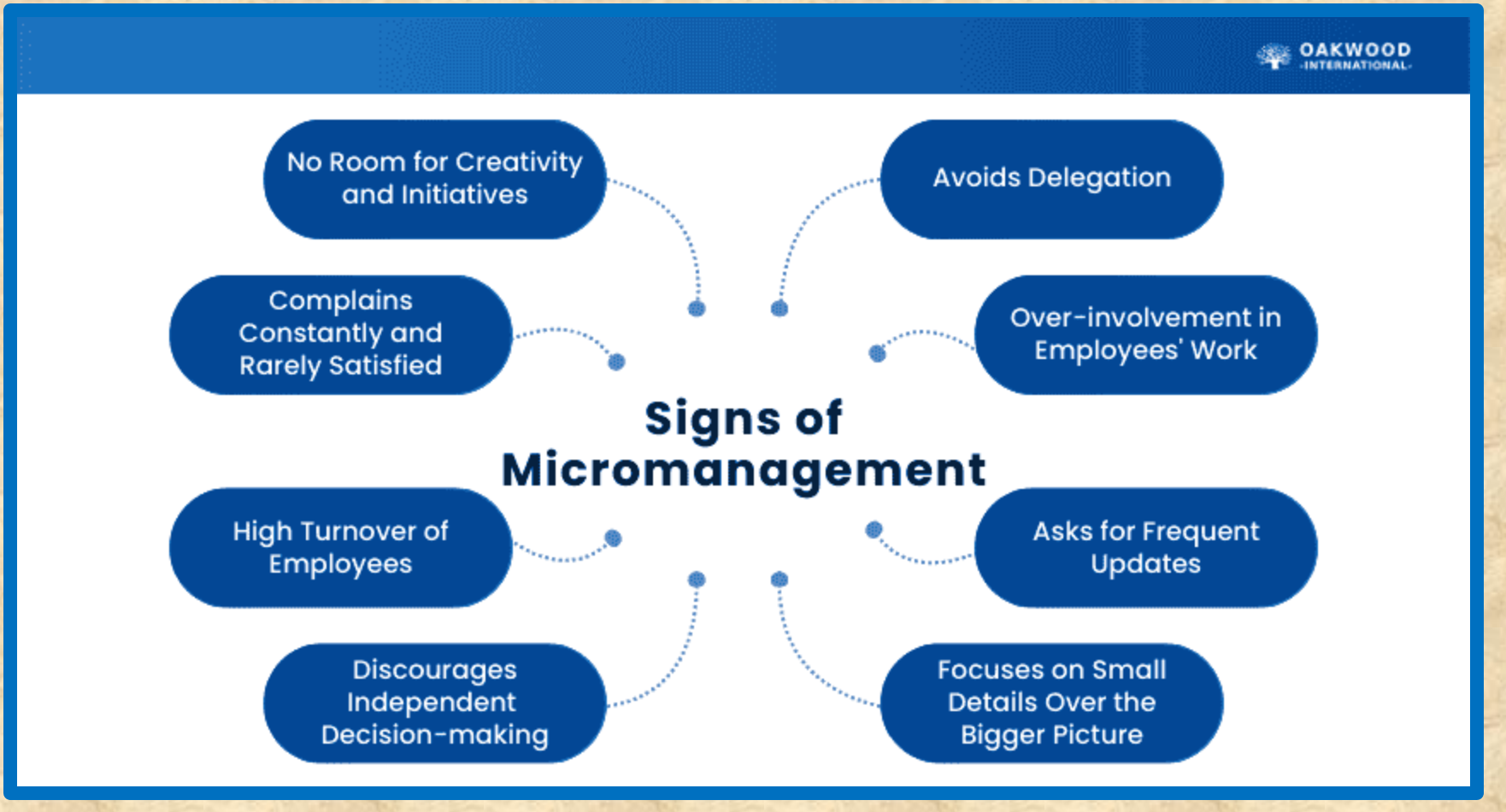

High
Contextual Risk & Uncertainty
Low
FUNCTIONAL ZONE
Temporary Control as Coordination
HARMFUL ZONE
Control Escalation and Trust Erosion
Derived from:
• 9 Thematic Clusters
• 4 Higher-order Domains
• 3 Conceptual Axes
High Risk & Uncertainty
Close supervision may be functional in high-stakes or novel situations.
Escalating Control
Control intensifies beyond necessity, limiting autonomy and initiative.
Threshold 1
Control exceeds immediate necessity.
Threshold 2
Control becomes persistent and rigid.
Questionable Necessity
Control begins to exceed what the situation requires.
Dysfunctional Control Regime
Control becomes persistent and rigid, eroding trust, reducing psychological safety, and impairing performance.
Short-term
(Immediate Need)
Temporal Horizon
Prolonged / Sustained
(Extended Duration)

Artar, M. (2026)

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.

Like alcoholism or other addictions, they can be the last to admit they have a problem and/or push back against the facts that they demonstrate micromanagement behaviors.



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)

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.

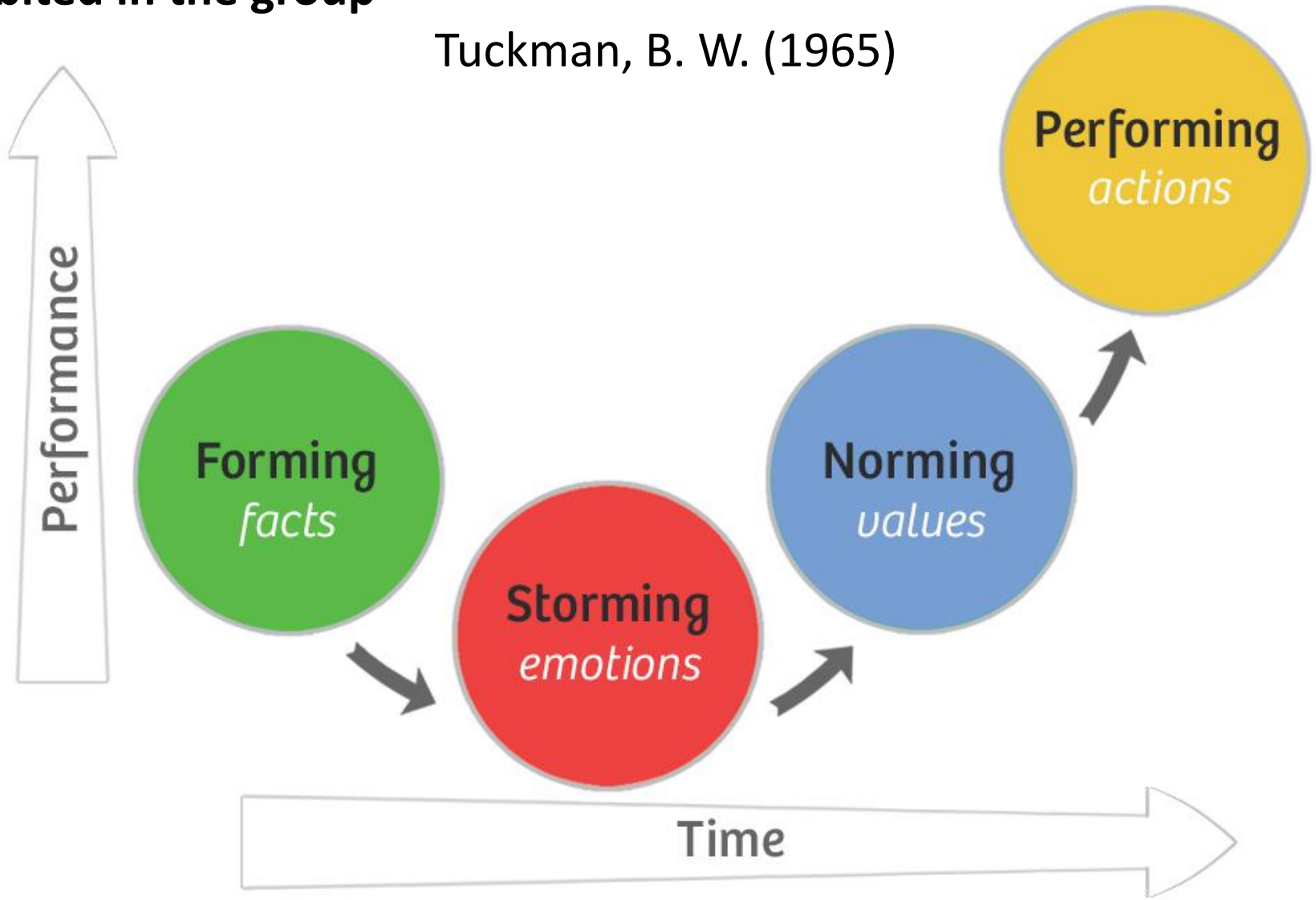
21st century operations often require team approaches

"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**

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



"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.

Why the Illusion Happens

Most of the time it occurs on the receiving end.

- **Filter mismatch:** People decode messages based on unique past experiences.
- **Assumed context:** Speakers often omit crucial details they take for granted. (*ambiguity fuels assumptions*)
- **Emotion and bias:** Attitude, affect, and bias can change how a listener hears words and frames the content to fit within the context of information with the influences of their existing beliefs.
- **Non-verbal congruency:** How tone and body language can *match* or *contradict* the spoken message

Intrapersonal and *Interpersonal* Communications

Communication

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

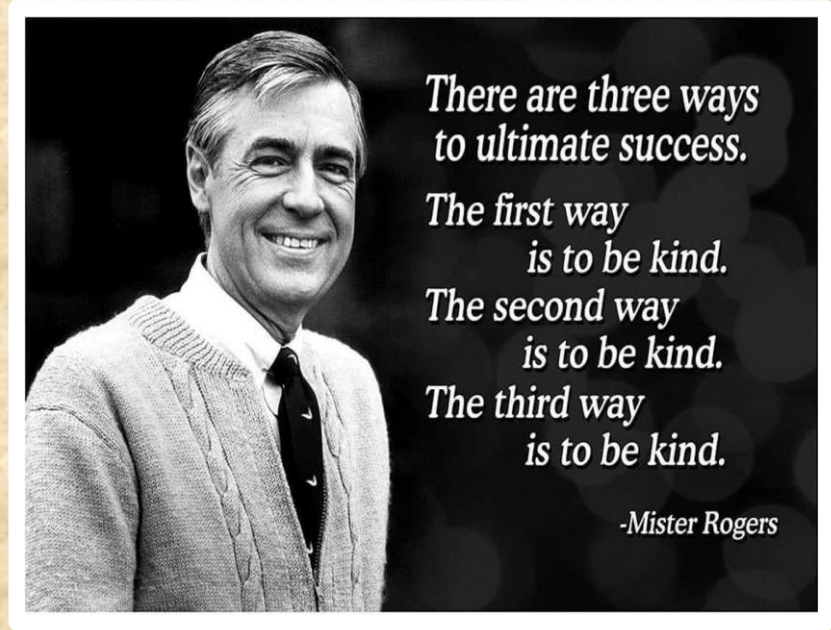
Naumovski, et al. (2017)

- **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)

“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 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

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

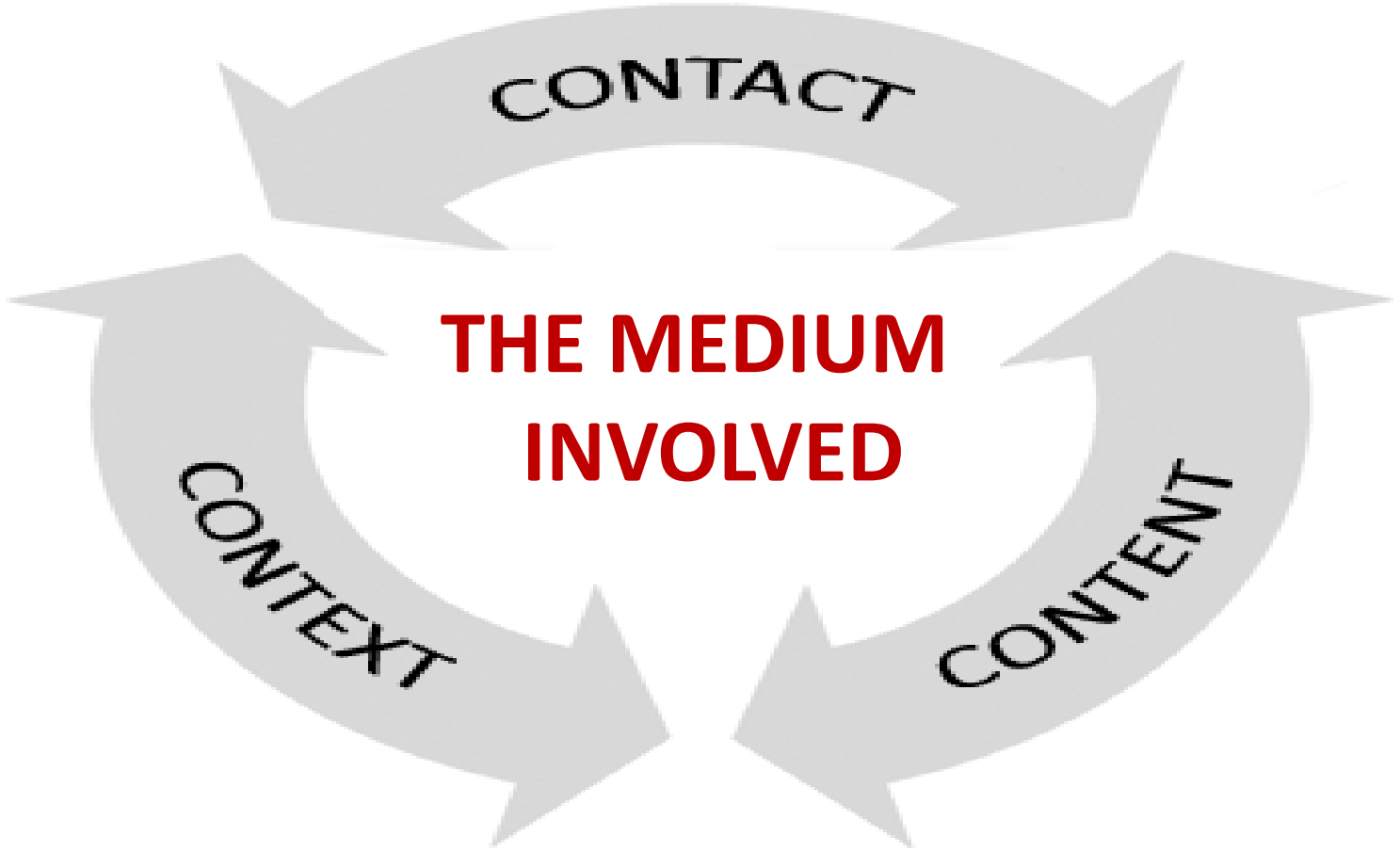
- Communication behaviors, whether they involve verbal messages, gestures, or some combination thereof, usually occur in **PACKAGES**
- **Usually, verbal and nonverbal behaviors reinforce or support each other**
- All parts of a message system normally work together to communicate a particular meaning.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

COMMUNICATION



THE MEDIUM INVOLVED

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

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

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.

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

Stories and 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.

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

An Essential Question

Brene' Brown (2025)

Getting the Story Right

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!!!

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

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

The Five A's

- Ask about the perspective.
- Acknowledge it.
- Appreciate it.
- Act on it.
- Amplify it.

Agreeing is not always part of it.

A Key Factor is Motive

Being Authentic

Prosocial Reasons versus Self-Serving (manipulative)

Good Leaders talk to people NOT about people…



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)

Rapport is Key

Goldman, D. (2013)

- **Full Mutual Attention:** both persons genuinely focused on each other without distraction.
- **Non-verbal Synchrony:** expressions, gestures, fall into an unconscious, almost choreographed sync driven by “oscillator” brain cells.
- **Positive Feelings:** the “chemistry” that emerges from full mutual attention and non-verbal synchrony that creates a “shared warmth” that makes connection feel good and not just mechanically aligned.

Foundation

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

Importance of Aggressive Listening and Observing

Often, we listen to respond, and not to understand

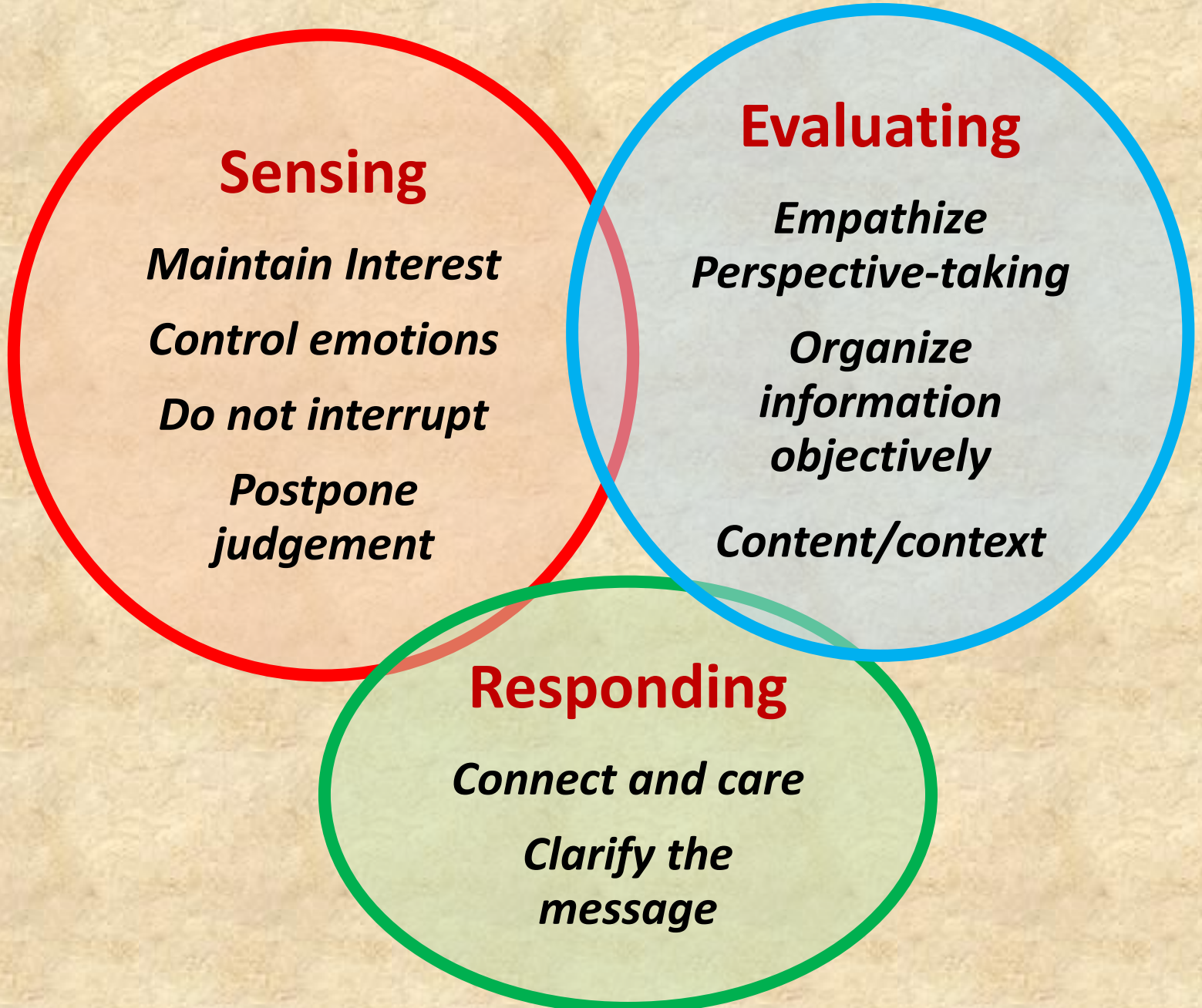
Listening is not waiting to talk… listening is an essential collection point where people pour out their emotions, hints, innuendos, motives, beliefs, opinions, and suggestions through words, tone of voice, and body language cues

Listen for connection and care

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

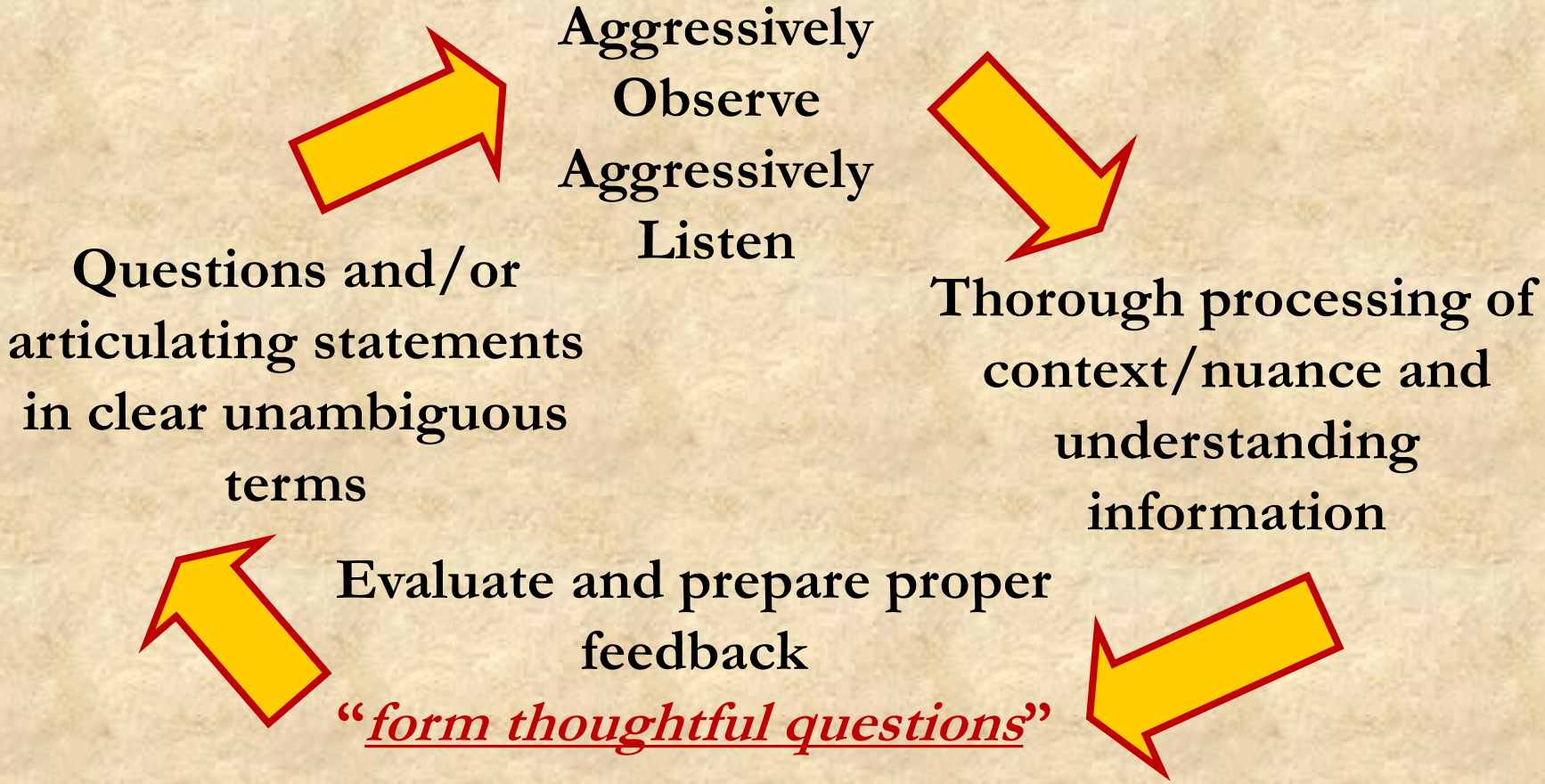
Listening is not a skill; it is a discipline.

Active Listening Is…



Structured Communication Cycle

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



The Science of Conversation Simplified

Brooks, A.W. (2026)

The acronym T-A-L-K

- **Topics** — choose your topic then manage it well.
- **Asking** — Asking more questions.
- **Levity** — Inject humor and lightness to ease tension
- **Kindness** — Prioritize the others needs, showing warmth and genuine care for the other person

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.
- **Use open questions to verify mutual comprehension to check alignment**

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

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**

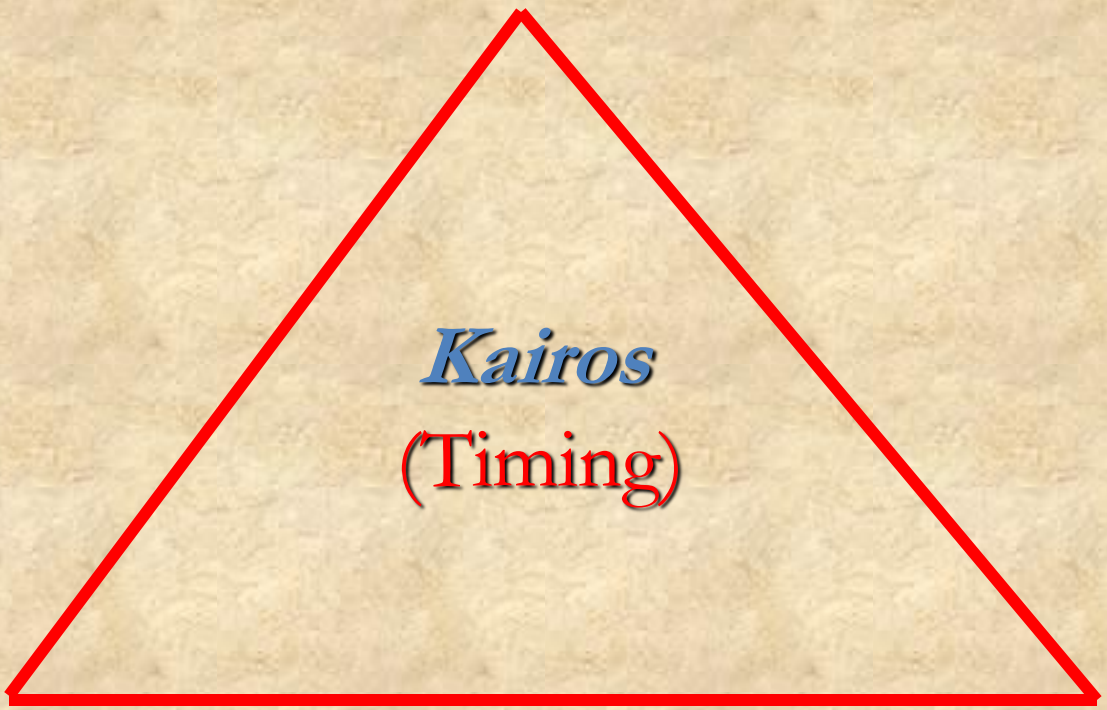
Speaking clearly, pausing at the end of phrases, and using punctuation in your writing are essential.

The careful and effective use of language is a practice

Articulation

Logos

(Logic and Reason)



Pathos

(Emotion and Empathy)

Ethos

(Trustworthiness and Credibility)

Relationship

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

Organizational Communications

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)

Leader amplification effect



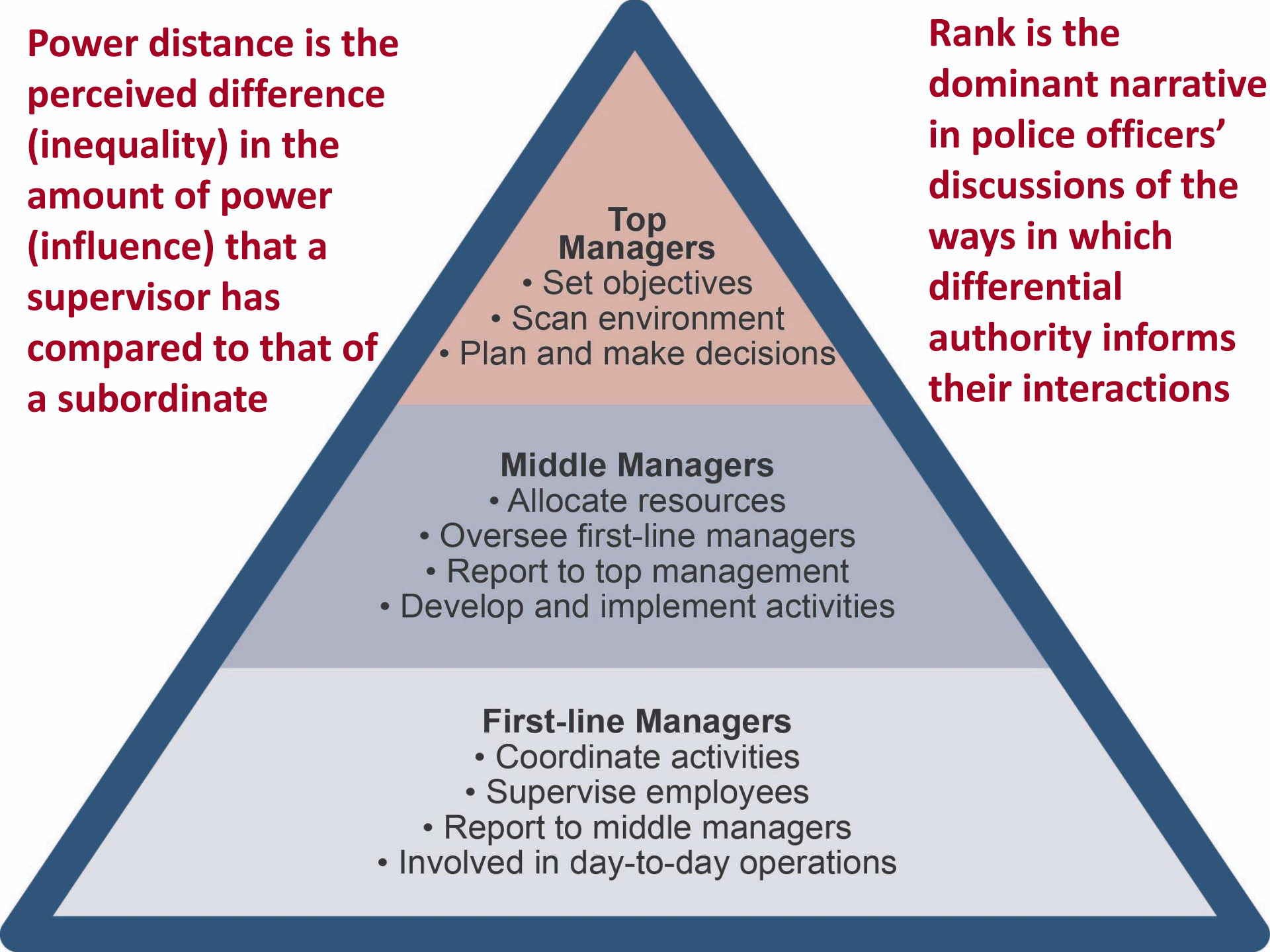
ASSUMPTIONS

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

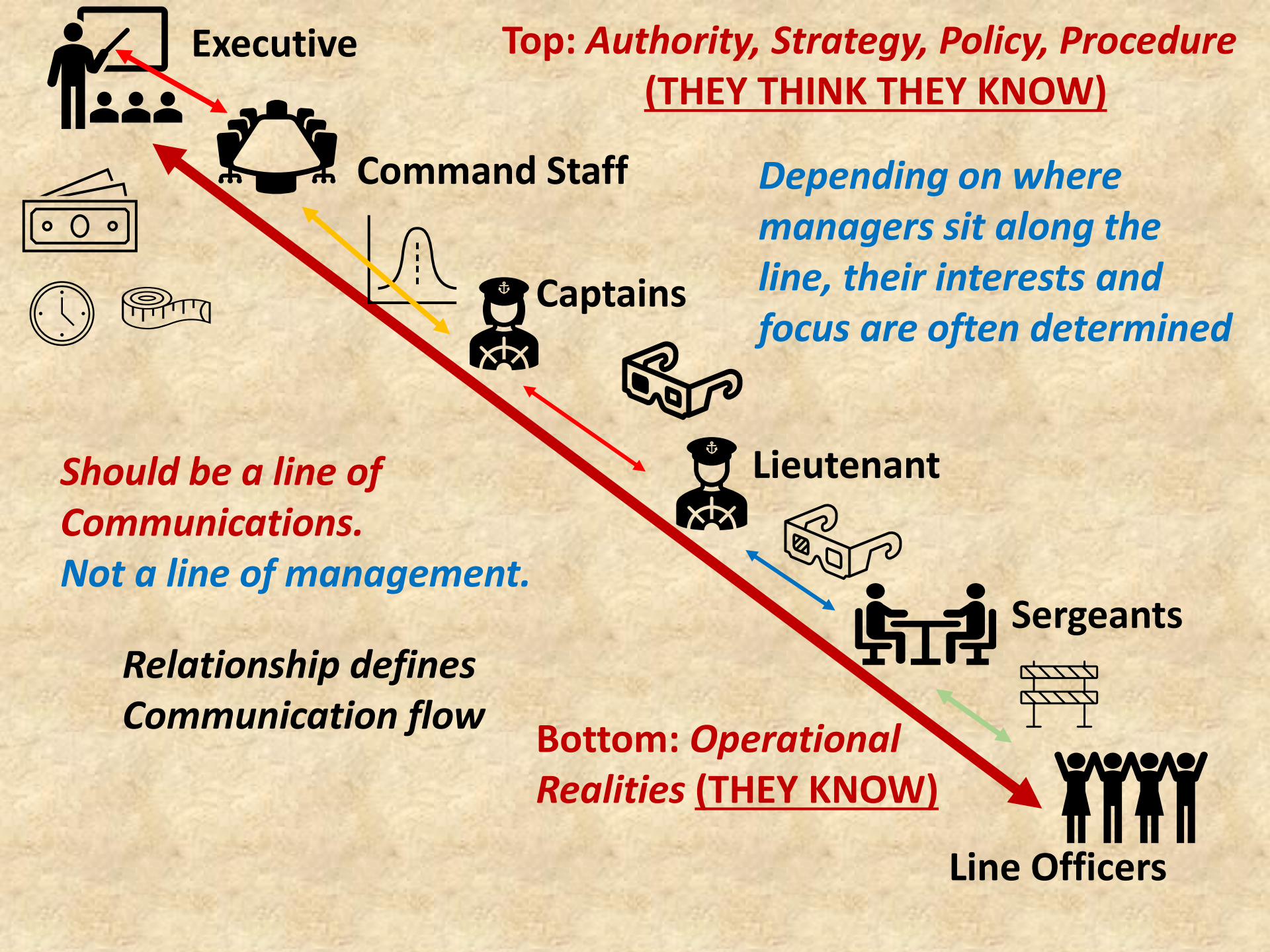
Power distance is the perceived difference (inequality) in the amount of power (influence) that a supervisor has compared to that of a subordinate

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

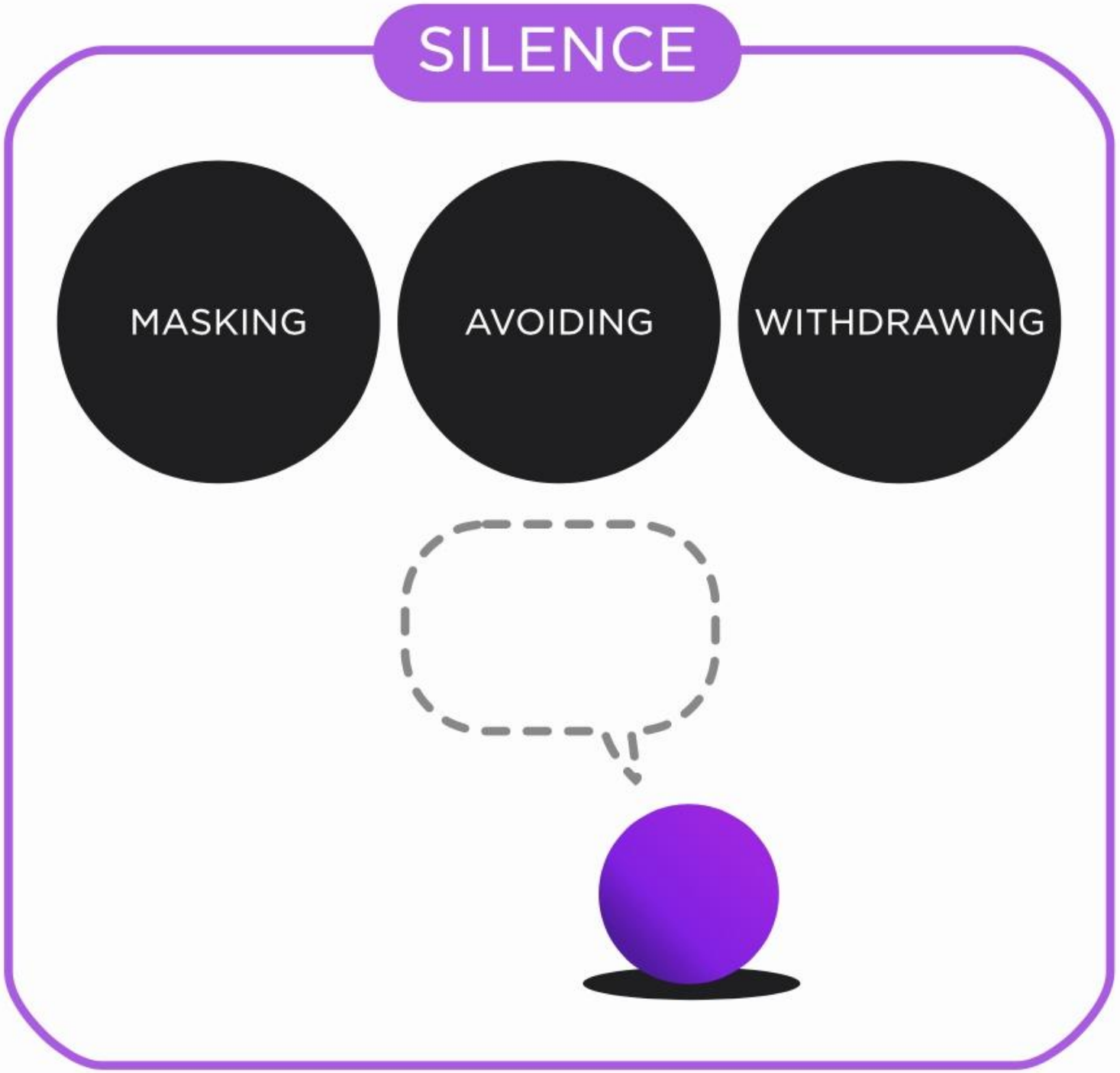
Organizational Communication

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


SILENCE
MASKING
AVOIDING
WITHDRAWING

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)

CASE STUDY

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.



https://investigationsquality.com/2021/02/17/psychological-safety-reflexivity-and-problem-solving/



https://symondsresearch.com/psychological-safety/

Separate the Issue from the Person

Eliminate Identity Judgments

- Welcome respectful disagreement (ensure civility).
- Protect the standard, not the ego.
- Require "*specificity*" to filter the objective from the subjective.

Specificity provides a context where a leader can candidly respond and address issues without making a subordinate feel judged a as a person.

EDMONDSON'S 7-QUESTION MODEL

1. If you make a mistake on this team, it is not held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes accept others for being different
4. It is safe to take a risk on this team
5. It isn't difficult to ask other members of this team for help
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized

FAST COMPANY

08-25-2026 | LEADERSHIP

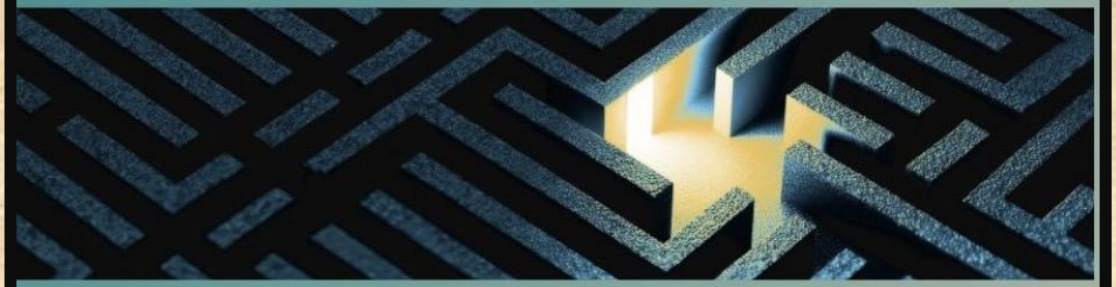
Why 'don't come to me with problems—come to me with solutions' is bad advice

And what to do instead.



BY AMY EDMONDSON

This may punish the act of surfacing a problem



You've almost certainly heard this line. You may have even said it yourself. It sounds both tough-minded and empowering. But of all the things managers say with good intentions, this is my least favorite. It inadvertently sends two unhelpful messages: First, that problems aren't welcome, and second, that solving them is something you should do on your own. Both are exactly wrong in today's complex, uncertain world.

- Often, speaking up identifies a risk, that highlights an important warning sign within a larger context.
- Speaking up surfaces problems soon enough to be worked out or through under manageable conditions
- It eliminates the diversity of perspectives and the systems learning derived from collaborative problem solving
- It may influence officers to stay quiet or delay a problem and wait until it has festered into a mess.
- Not all problems obvious or single perspective solutions.
- Rookie or junior officers may lack the experience or insight to understand the context involved.
- It conflates confidence with correctness (the over-confident will speak up, while the unsure will stay silent)

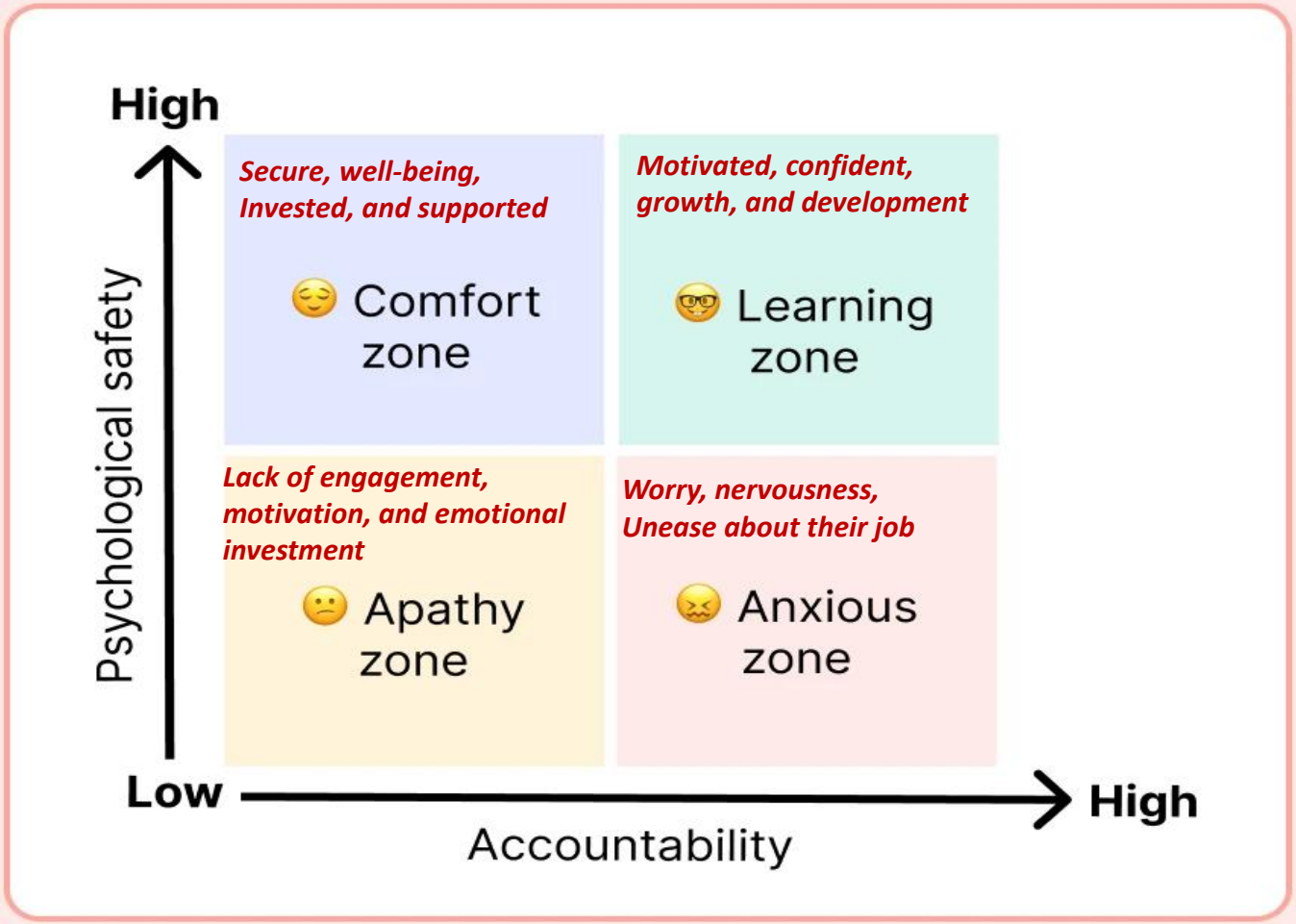
Relation to Officer Confidence

- **It teaches silence instead of judgment:** An inexperienced officer confidence grows by testing their read on a situation and getting feedback.
- **Problem solving requires understanding context that an experienced officer hasn’t developed yet.**
- **It reinforces imposter feelings:** Often, inexperienced officers tend to underrate what they know. When they can't grasp the problem dynamics they fear they don’t belong where they are.
- **Blocks mentorship and eliminates “teachable moments”** Competence and confidence can be built from an experienced officer walking a junior officer through the context of the problem.

Another Valuable Insight

- If your people are afraid of being wrong, they are only going to bring you safe ideas.
- Innovation requires the permission and the safety to try, fail, and adjust.

Fear creates compliance and safety creates creativity



https://www.spill.chat/company-culture/four-stages-of-psychological-safety

TEAMS WITH HIGH VS LOW LEVELS OF PSYCHOLOGICAL SAFETY

EXPLORE THE CHARACTERISTICS OF TEAMS THAT DISPLAY BOTH HIGH AND LOW LEVELS OF PSYCHOLOGICAL SAFETY

HIGH

01	COMFORTABLE EXPRESSING OPINIONS AND IDEAS
02	ACTIVELY LISTEN & SEEK TO UNDERSTAND
03	TAKE RISKS WITHOUT FEAR
04	HIGH TRUST
05	MISTAKES ARE SEEN AS LEARNING AND DEVELOPMENT OPPORTUNITIES
06	REDUCED STRESS AND BURNOUT

LOW

01	HESITANT OR FEAR SPEAKING UP
02	BLAME, CRITICISE AND DISMISS
03	AVOID TAKING RISKS
04	LACK OF TRUST AND ACCOUNTABILITY
05	MISTAKES ARE VIEWED AS FAILURES
06	HIGH STRESS AND BURNOUT



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

A 2026 qualitative study of leader behavior, psychological safety and retention has found that:

Clarke, E., Malinen, S., Näswall, K., & Masselot, A. (2026)

- A climate of psychological safety, where employees felt able to speak up without fear of punishment, was strongly associated with employee's desire to remain, particularly amongst women
- Leaders who demonstrated emotional intelligence encouraged employees to bring their authentic selves to work, strengthening their emotional commitment to the organization.

- Formal hierarchical structures discouraged employees, particularly junior women, from raising concerns with senior colleagues, reinforcing a reluctance to speak up.
- Access to resources that support resilience, including leader support, autonomy and manageable working hours, helped people cope with the demands of legal practice and reduced their desire to leave.
- Every participant who had already left their firm, or who was actively considering leaving, was a woman, pointing to gendered patterns in how resources and support are experienced.

Overreaction Erodes Psychological Safety

- Psychological safety disappears not because of the mistake, but because of the reaction by the leader to the mistake.
- Also, the leader has ignored curiosity and context and jumped to a conclusion (knee Jerk)
- If employees are afraid of the reaction, they will hide the reality.

Fear improves concealment not performance.

No Psychological Safety

- When your high performers push back or tell you a better way it doesn't show disrespect, it shows care.
- They believe managers will listen.

Bad leaders don’t want push back. They want the quiet, their tired of hard questions, so when employees go silent the leaders think they have won with a team player.

- When their employees go silent, it isn't them getting on board it's them giving up.

Your best people don’t slam the door on the way out they just quit knocking

“Louder than Gossip: Why Silence is the Real Workplace Threat.”

When people stop complaining regarding:

- Their personal problems or perspectives.
- Events, situations, or issues they see as offensive or taxing.
- Mediocrity being tolerated by management.
- Standards being negatable.
- Leadership not dealing with the tension that emerges in these issues and being responsive.

The chain of command

- Law enforcement agencies have formal channels (chain of command)
- Identifies the grouping of individuals to be accountable for task accomplishment
- Ensures that the grouping of responsible individuals are situationally aware
- Facilitates the analysis and evaluation of information (with other information)
- Informs decision making

We must ensure we keep people plugged in

“Surprised People Behave Badly.”



Delivering Bad News

Dodson, D. (2023)

- This is what happened.
- These are the implications.
- This is what I have learned from it.
- This is what I plan to do differently moving forward.

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).

Managerial Communications

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

Grit is important, but so is the Situation

Duckworth, A. (2026)

- Agency isn't just controlling your own thoughts, feelings, and actions.
- There is "*agency*" in changing the situation ahead or before you.
- The more powerful form of agency is deliberately choosing or reshaping the situation you'll be in.
- Situations influence behavior, but people can pick and modify their situations.

Recognizing this turns the environment from something that happens to you into something you can design.

- **Foresight is a skill:** Situational strategies require anticipating where you'll struggle and acting ahead of time.

That planning is itself a form of agency, and leaders treats it as something people can learn and practice.

- **Agency can be shared.** The "agent" is one of two key dimensions:

✓Strategies can be self-directed (*you set up your own environment*)

✓Or other-directed (*a leader, employer, or policymaker structures it for you*).

Both count, and outside help isn't a failure of personal responsibility.

- **Willpower-only thinking:**
  - Willpower is exhausting, fallible, and the worst way to try to change behavior.
  - Assuming success depends purely on inner strength can lead people to underuse easier, more reliable strategies and to blame themselves harshly when willpower fails.
- Having agency doesn't mean being immune to your circumstances.

It means using your ability to arrange them in your favor.

There are many layers and levels involved in any situation

- Most situations are malleable not fixed.
- Every element of a situation is important.

✓Audit your situation and create alignment.

✓Understand the context and dynamics.

- Proactive awareness and consciousness attention to who and what's around you.
- Objective “outward” looking perspective.

Be slow to bend away from our goals, but quick to rethink the path.

Place and Situation Matter

"All the worlds a stage."

- *Props, costumes, and settings matter*.

"People who have the most self-control use it the least because they have arranged their situations to not have to exercise it."

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

The Curiosity Shop Podcast

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

Casting and Preaching Vision in Concert with Maintaining a Feedback-Rich Environment

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

Mission Creep: When the Line Bends

The gradual expansion of a mission beyond its original purpose, usually without a clear decision, added resources, or a new definition of success.

How it creeps in

- One reasonable "yes" at a time
- Filling gaps other agencies or services leave behind
- Success in one area invites more assignments
- The mission is never written down or revisited

What it costs

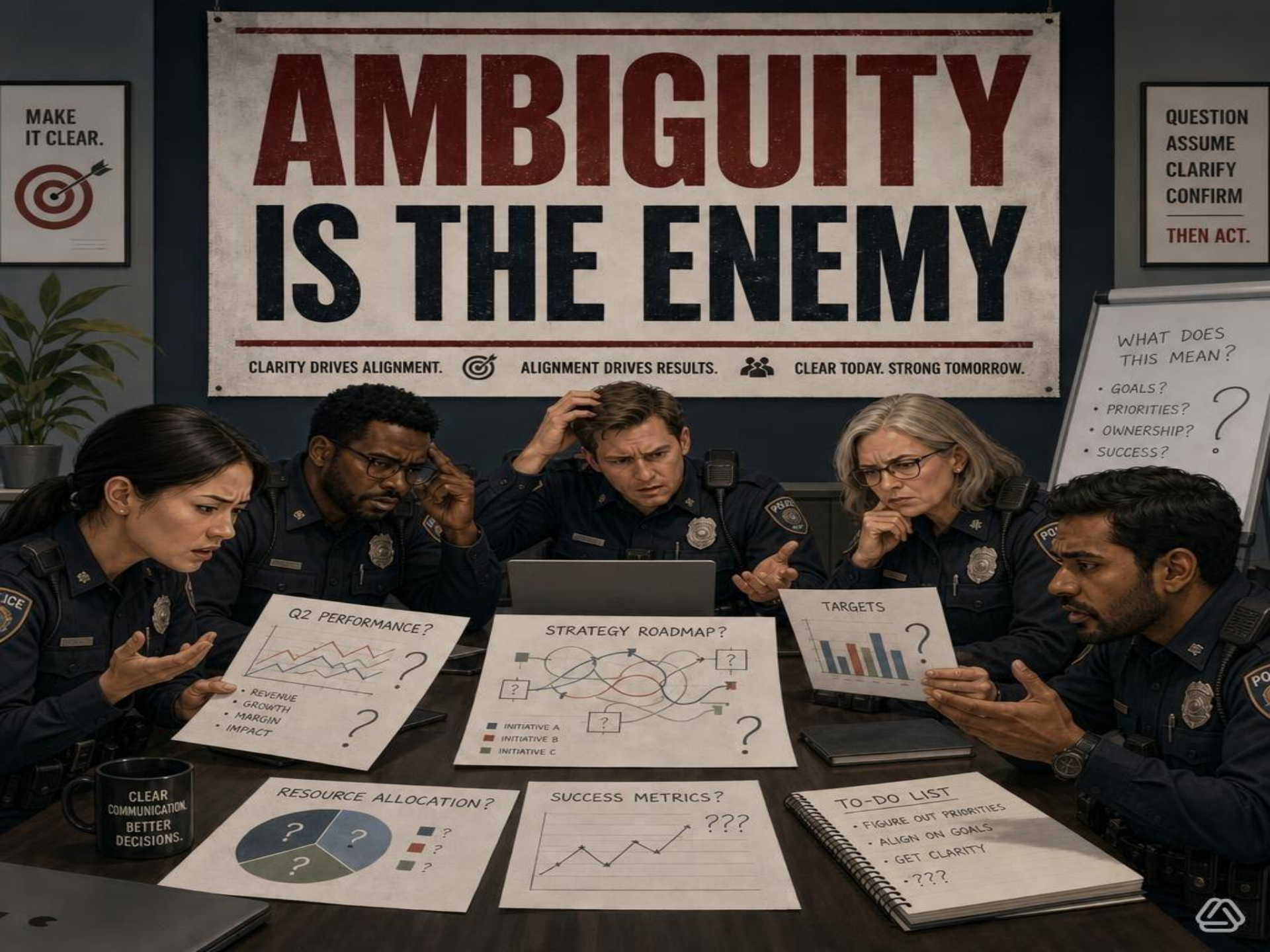
- Resources stretched with no added staff or funding
- Core duties slip: response times, investigations, patrol
- Officers doing work they aren't trained for, raising risk and liability
- Blurred priorities, burnout, and no way to measure success

How leaders prevent it

- Define the mission and end state for every unit, task force, or operation
- Test each new task against that mission before accepting it
- If you take it on, name what stops and secure the resources
- Revisit the mission with the team regularly

The leader's test: *Does this new task draw a straight line to our mission and the outcome we want? If not, who decided we own it, and what are we giving up to do it?*


FOCUS ON THE BIG PICTURE
LET'S CIRCLE BACK
GOOD WORK TEAM
MISSION DIRECTIVES
REDUCE CRIME BY 20%
ENGAGE COMMUNITY AND BUILD TRUST
INCREASE ARRESTS
FOCUS ON QUALITY OF LIFE
AVOID UNNECESSARY STOPS
BE PROACTIVE
DE-ESCALATE EVERY SITUATION
ZERO TOLERANCE
SUCCESS IS EXPECTED DEFINE IT YOURSELF
TRUST YOUR JUDGMENT"
BE FLEXIBLE
ADAPT
OBJECTIVES (?)
PATROL MORE
LESS COMPLAINTS
MORE PRESENCE
DATA DRIVEN
BUT ALSO IMPROVISE?
WHAT ARE WE SUPPOSED TO PRIORITIZE?
ARE WE ENFORCING, EDUCATING, SUPPORTING, OR INVESTIGATING?
NEW PRIORITIES EFFECTIVE IMMEDIATELY
(SEE EMAIL)
POLICE
CALLS BACKLOG
COMMUNITY EVENT @ 1800
REPORTS DUE = 2359
USE FORCE POLICY UPDATE (AGAIN)
MENTAL HEALTH REFERRALS ↑↑?
HOMELESS OUTREACH
WHO HANDLES?


AMBIGUITY
IS THE ENEMY
CLARITY DRIVES ALIGNMENT.
ALIGNMENT DRIVES RESULTS.
CLEAR TODAY. STRONG TOMORROW.
MAKE IT CLEAR.
QUESTION
ASSUME
CLARIFY
CONFIRM
THEN ACT.
WHAT DOES THIS MEAN?
• GOALS?
• PRIORITIES?
• OWNERSHIP?
• SUCCESS?
Q2 PERFORMANCE?
• REVENUE
• GROWTH
• MARGIN
• IMPACT
STRATEGY ROADMAP?
INITIATIVE A
INITIATIVE B
INITIATIVE C
TARGETS
RESOURCE ALLOCATION?
SUCCESS METRICS?
???
TO-DO LIST
• FIGURE OUT PRIORITIES
• ALIGN ON GOALS
• GET CLARITY
• ???
CLEAR COMMUNICATION. BETTER DECISIONS.

Clarity is Key

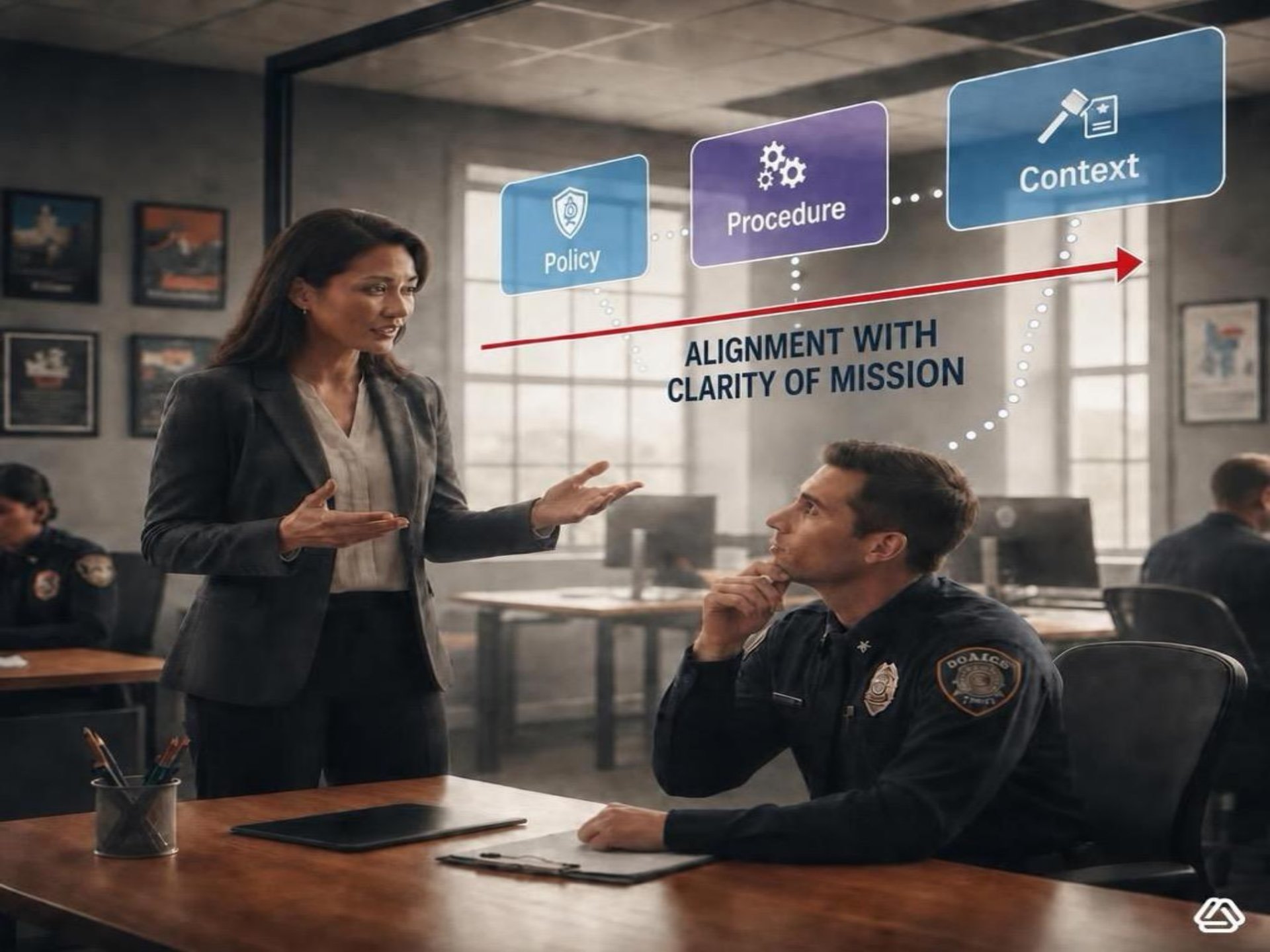
- Officers must have direction and understand the context they find themselves working.
- They need to know what is important now.
- **Too many priorities destroy clarity.**

Everything matters, everything's urgent, everything's important

- **Once this happens nothing is clear anymore…**

Priority only means something when it is "singular" specific and narrowly focused

- **When one identified concept comes before everything else**


Policy
Procedure
Context
ALIGNMENT WITH
CLARITY OF MISSION

From Vision to Results: The Leadership Chain

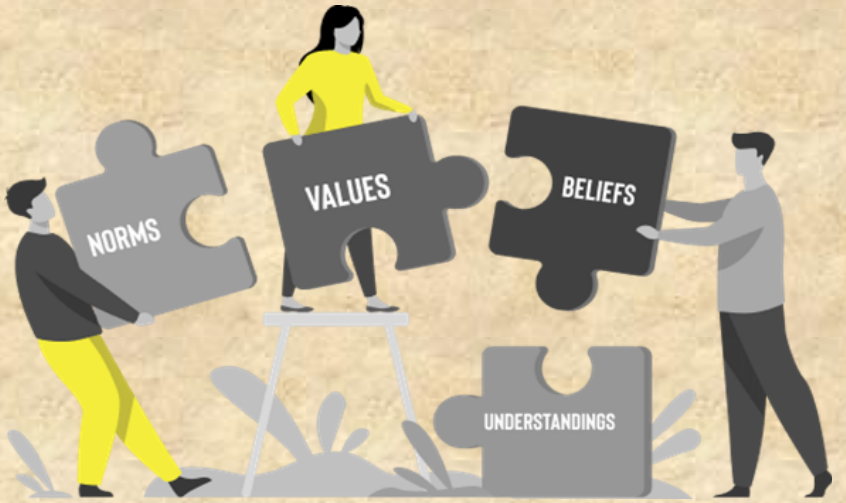
Casting vision shows people where we're going. Preaching vision keeps it in front of them every day.



Why it connects: A vision heard once fades. When leaders keep preaching it, tie it to clear expectations and follow up with honest feedback, people take ownership and the mission gets done.

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

Convey your intent

Adapted from Mattis, J.N. (2019)

You owe your people your best articulation of intent, expectations, and vision.

- More time you spend thinking about your intent and ***succinctly describing*** what you want to have happen, the better you will transform your vision into action.

The higher you go the clearer and more repetitive you must convey your intent because of the filters they go through back down

✓*Such vision allows your people to use their initiative.*

✓*It develops rhythms of confidence and trust that emerge as operational harmony.*

Grows a confident humility seasoned with awareness where leaders and subordinates can use feedback to sustains peak performance.

Draw a Straight Line to the Outcome

Leaders connect every role to the mission and to the result they want



Roles & Responsibilities

What I do. The duties, tasks, and standards of the position.

Example: *A patrol officer runs traffic enforcement in the Elm Street school zone each morning.*

Mission Context

Why it matters. How that work supports the agency's mission and current priorities.

Example: *The department's priority is reducing injury crashes and keeping children safe near schools.*

Desired Outcome

What success looks like. The specific, measurable result the leader wants.

Example: *Fewer speeding violations and zero pedestrian injuries in the school zone this school year.*

The payoff: When employees can trace their daily work to the mission and the outcome, they make better decisions on their own, stay motivated, and act with purpose when no supervisor is watching.

Casting Vision

- **Words create worlds**
- *With belief we rise to our leaders' expectations*
- **Vision provides expectations and shapes culture**
- **The Vision should paint a mental picture of the context tied to the "Bigger Picture" involved toward the target outcome.**
- The leader's target is broad, general to specific in nature, preaching to all employees in a very open, redundant, repetitive and public fashion
- **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 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



Standards cast in policy, procedure, and vision that are aligned with expectations, training, behavior, and enforcement build trust and credibility

- They create predictability.
- They create and maintain fairness.
- They prevent, mitigate, and reduce problems and risk.
- They enhance performance with a consistent grounding for measure in specific expectations
- They provide the confidence to all that things will be handled properly.

Accountability is a loop, not a verdict

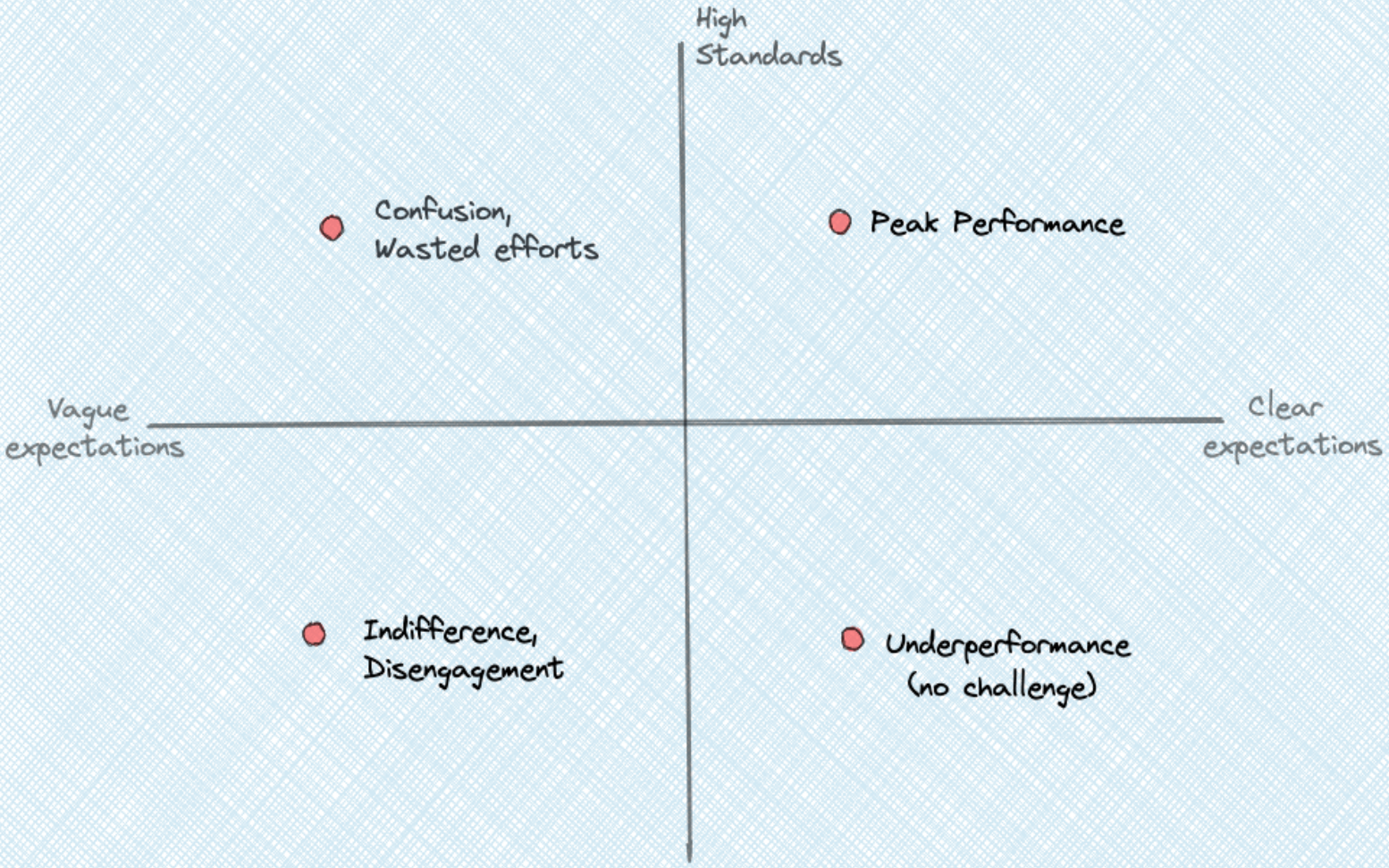


When performance slips, ***check the chain from the start.***

The Group of Four Employee Expectations that Work in Unison Together



Setting High Standards & Clear Expectations



Leading Sapiens

Sheril@leadingsapiens.com

Line of Sight: From My Job to Our Mission

Seeing the straight line between what I do every day and the bigger picture my leader is working toward

My daily work — *The bigger picture*



My Job

The tasks, duties and skills I bring every day

Expectations

What success looks like: standards, goals and results

Agency Context

Priorities, constraints, stakeholders and current issues

Leader's Intent

What my manager needs and why it matters now

Our Mission

The purpose the whole organization exists to serve

Why it matters: When I understand how my work connects to the agency's realities and my leader's intent, I can set priorities, make better decisions and contribute to the mission without waiting to be told.

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” on-going feedback
5. Clear consequences

These five work together as a system to ensure the ability to hold people accountable

Lead, Align, Deliver



Vision and Expectations



Alignment



Accountability and Oversight

The Importance of the Feedback Loop

- **Its sets boundaries and provides clarity**

A continuing obligation

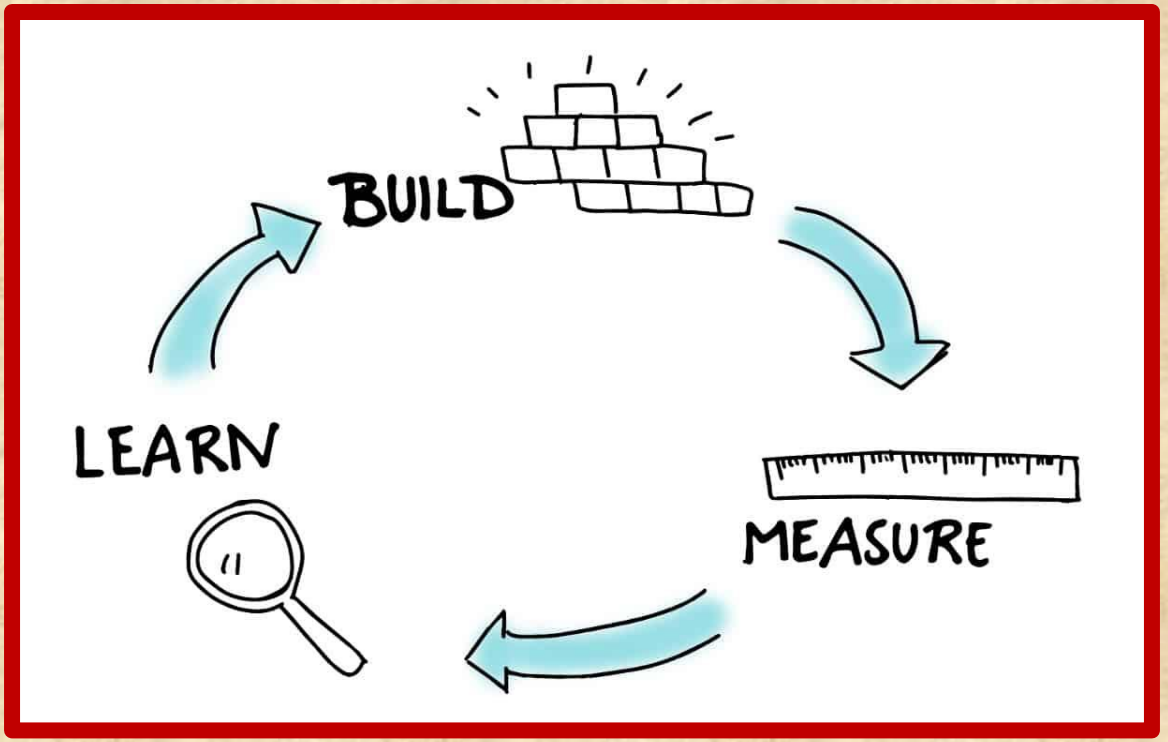
✓Managers and supervisors must either attend to the feelings or fears of their subordinates and the context behind them.

OR

✓Continue to manage poor performance, adverse issues and/or problematic behavior.

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

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

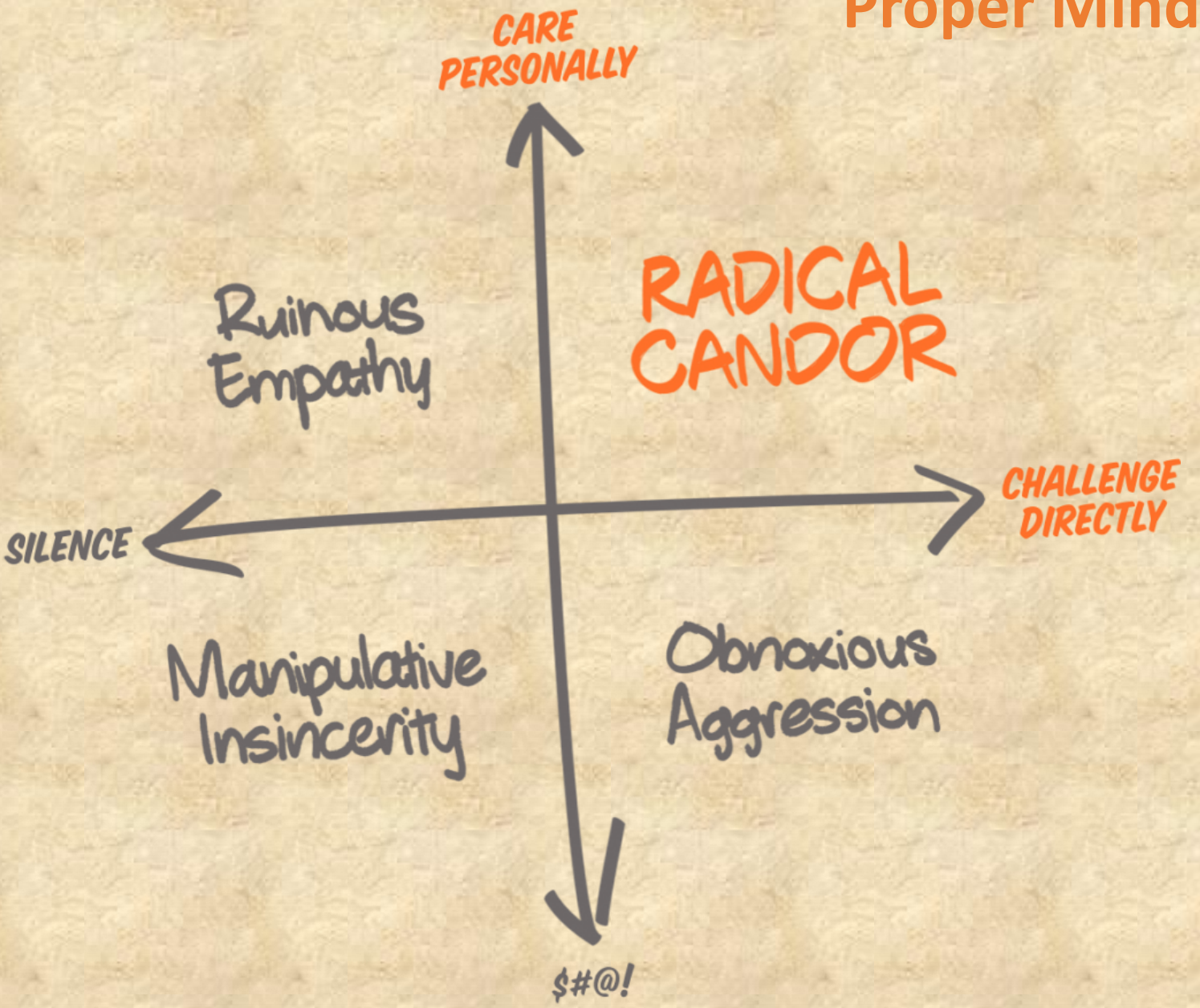
- Feedback is descriptive information regarding a learner's performance in a given activity
- Feedback is not "what we think of their performance"
- Rather, feedback is meant to be 'descriptive' or an account of the facts or what actually happened

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.

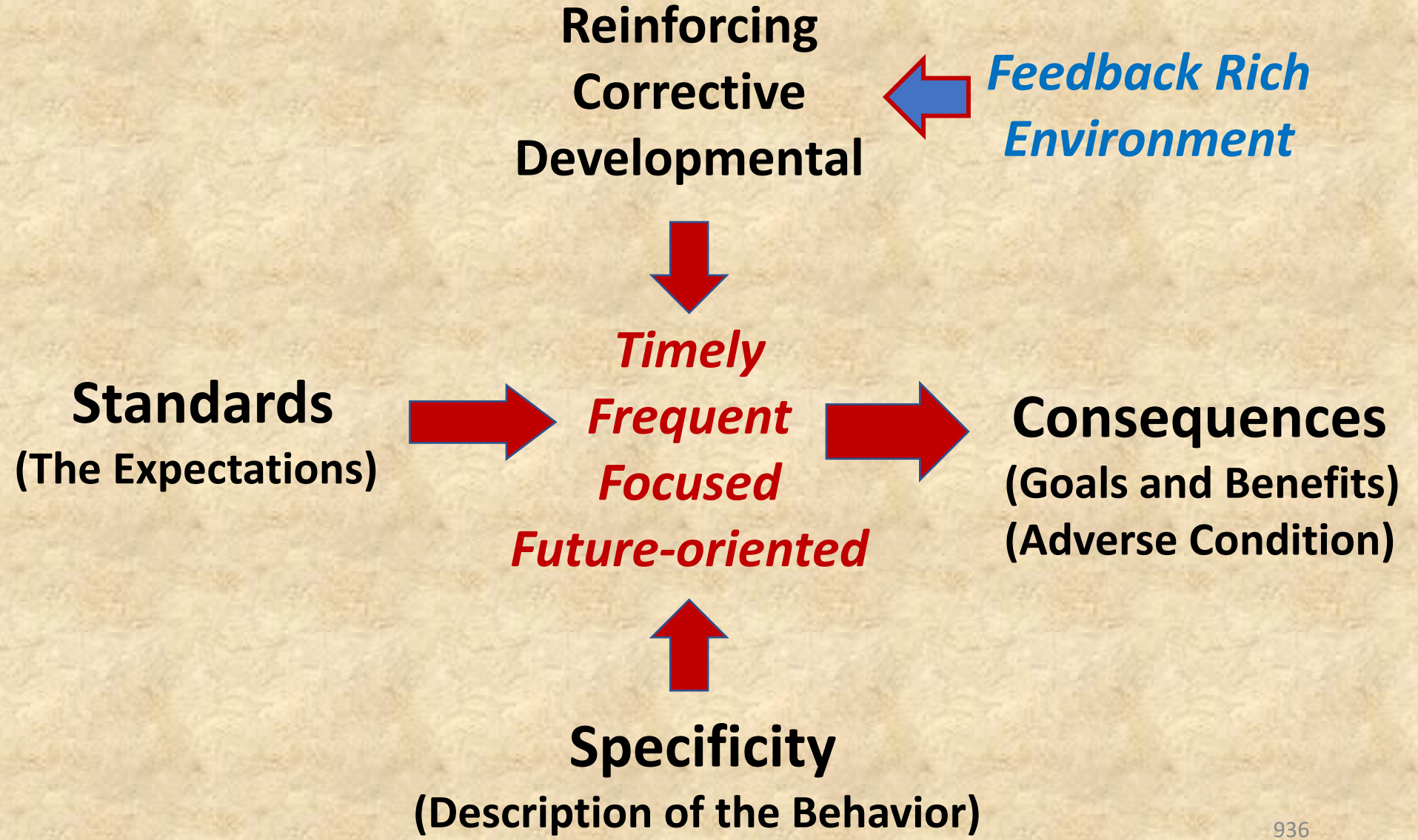
The results indicate that goal clarity, performance feedback, autonomy, and supervisory support are positively associated with public service motivation. Kim, S. (2026)

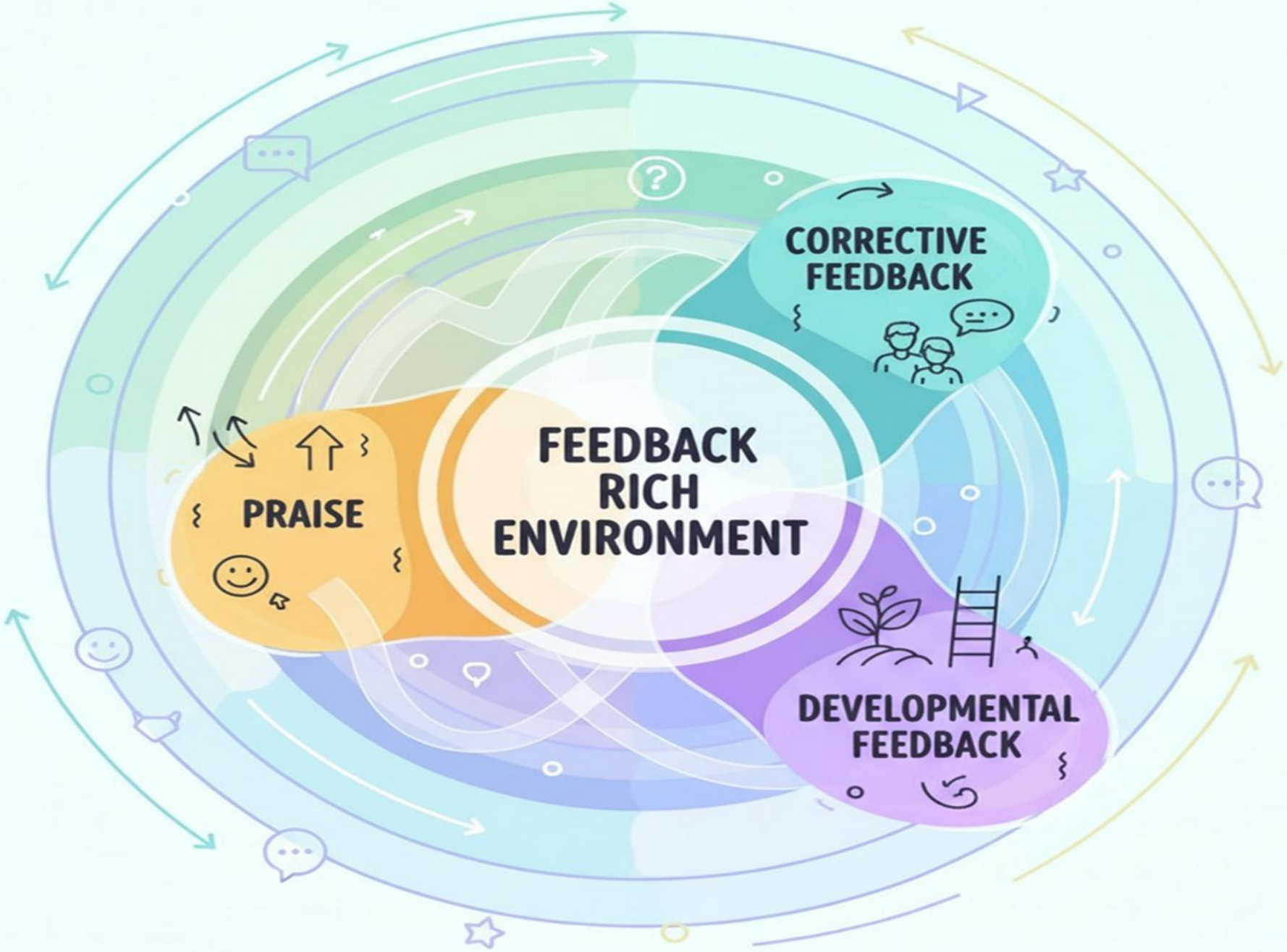
Proper Mindset



Scott, K. (2019)

FEEDBACK MODEL




CORRECTIVE FEEDBACK
PRAISE
FEEDBACK RICH ENVIRONMENT
DEVELOPMENTAL FEEDBACK

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 Reinforcement Feedback Repertoire "Praise."

- **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

Why Praise Matters in a Feedback-Rich Culture

Praise is not the soft side of feedback. It is what makes the rest of feedback work.

45%

less likely to leave within two years when well recognized

Gallup & Workhuman, 2024

20x

as likely to be engaged with great recognition versus poor recognition

Gallup & Workhuman, 2023

< 1 in 3

U.S. workers strongly agree they were praised by a supervisor in the past week

Gallup

Why it works

Bad outweighs good. Negative feedback carries more psychological weight than positive, so praise must be frequent to keep the relationship balanced (Baumeister et al., 2001).

It defines "good." Recognition shows employees which behaviors and values the leader wants repeated (Gallup & Workhuman, 2023).

It builds trust. Regular, sincere praise gives the leader credibility, so corrective feedback is heard as support rather than attack.

Make it count

Be specific and sincere. Name the exact behavior and its impact. Unearned praise erodes trust.

Be timely and frequent. Gallup measures praise in the last seven days. Don't save it for the annual evaluation.

Praise the work. Feedback aimed at the task, not the person's self-image, is most likely to improve performance (Kluger & DeNisi, 1996).

Sources: Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology, 5*(4), 323-370. Gallup & Workhuman (2023, 2024), recognition research reports. Gallup, "In Praise of Praising Your Employees." Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance. *Psychological Bulletin, 119*(2), 254-284.

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**

Specificity in praise tells the officer

- Describe in detail what they did well.
- Why it mattered (positive impact).
- Why the behavior should be repeated.
- Specific articulation demonstrates credibility, authenticity, and prevents “bullshit assumptions.”

It reinforces standards, builds confidence, and helps the entire team understand what effective performance looks like.

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

- **Have a plan.** Formulate your essential elements of information (EEI's) *aligned with policy, conduct, or procedure*
- **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)

In Feedback Scenarios, it is Critical for Leaders to understand the Difference and Ramifications of:

- **Shame:** "I am bad"
  - *Attacks Identity; the employee feels exposed, small, unworthy*

I am bad, I'm not worthy, I need to hide my transgressions.

- **Guilt:** "I did something bad"
  - *It attacks behavior. The employee feels remorse about the action, not themselves*

I did something bad; I own it, admit it, and I can fix it.

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)

Praise in Public

Correct in Private

Unprofessional Conduct on a Traffic Stop

Supervisor feedback using the SBI model: body-worn camera review

S — Situation

When and where. Specific and factual.

"I reviewed your body camera video from the traffic stop on [date] at [location], starting when the driver became argumentative about the citation."

B — Behavior

What you observed. No labels or assumptions.

"You raised your voice and cursed at him several times, including [specific words], and it continued for about [number] minutes until your cover officer stepped in."

I — Impact

Why it matters to the case and the team.

"It escalated the stop instead of calming it and goes against our conduct policy. That video can be seen in court and by the public, which could hurt your credibility and the department's."

Then: Ask what was going on for you in that moment, and listen. Set the expectation: professional language on every contact, no matter how the subject acts. Review de-escalation training, document per policy, and follow up.

Insufficient Premises Description in a Warrant

Supervisor feedback using the SBI model: search warrant affidavit review

S — Situation

When and where. Specific and factual.

"I reviewed the search warrant affidavit you prepared on [date] for the [case type] investigation at [address]."

B — Behavior

What you observed. No labels or assumptions.

"The premises section listed only the street address. It didn't give the apartment number, describe the building, or name the detached garage and vehicles we planned to search."

I — Impact

Why it matters to the case and the team.

"A vague description can get the warrant denied or the evidence suppressed, and it puts us at risk of searching the wrong home. It could also delay the case."

Then: Ask how you approached the description, and listen. Going forward: include the unit number, building type, color, and features, plus outbuildings, vehicles, and a photo. I'll review affidavits before they go to the judge.

Missed Consent-to-Search Opportunity

Supervisor feedback using the SBI model: homicide suspect interview

S — Situation

When and where. Specific and factual.

"During your interview of the suspect in the [victim name] homicide on [date], he told you he drove his car to the area that night and had his phone with him."

B — Behavior

What you observed. No labels or assumptions.

"He was talking freely, but you didn't ask for consent to search his vehicle or his cell phone, and we missed a critical window of opportunity to collect evidence."

I — Impact

Why it matters to the case and the team.

"Now we have to rely on warrants that take time, and evidence in the car or on the phone could be moved or deleted. This could negatively impact the prosecution of the case."

Then: Ask what factored into the decision, and listen. Going forward: plan consent requests before the interview, use the written consent form covering vehicle and phone, and call me if you're unsure. Review next steps with the DA.

Public Outburst Disrespect

- Address the behavior in the moment (In Public) without embarrassing the person (silence can look like acceptance)
- Tone is lowered.
- ***Disagreement is always welcome, but not disrespect.***
- Protect the standard not the ego.
- Follow-up *privately* after the moment to understand the cause of the behavior and set expectations

Dodson's Six Step Framework for Feedback

Dodson, D. (2023)

- **Be clear about expectations**
  - *It's important for the person receiving the feedback to understand what is expected of them so that they continue to grow.*
- **Share how expectations will be measured**
  - *If you're not clear on what the measurement is, then you're leaving it all gray on what your expectations really are.*
- **State the problem**
  - *Feedback is not a place where you air your frustrations or criticisms.*
  - Stick to the specific facts.

- **Ask about obstacles**
  - *Is there anything interfering or preventing the person from completing the task as expected.*
- **Offer support**
  - *The offer should be genuine, and the employee should feel like the manager truly wants to help them succeed.*
- **Ensure alignment**
  - *Make sure you are both on the same page and understand the plan forward.*

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.

Perspective opens connection
Positions create distance

- **Don't say:** "I disagree or your wrong"
  - **Instead say:** "*I see this differently, or there is more to this than that*."

- **Don't say:** "That's not true"
  - **Instead say:** "*That hasn't been my experience*"

- **Don't say:** **"**I can believe you think that."
  - **Instead say:** "*Tell me how you came to believe that*"

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)

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

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.

Continued Poor Performance

The Big Three

- **Capability:** If they can't do the work properly. ***(Skill Gap)*** Coach and Mentor to invest in their capacity.
- **Consistency:** Can do the task, but not doing it correctly. ***(Behavior Gap)*** Corrective Feedback
- **Commitment:** They know and can, but not doing it, not aligning ***(Will Gap)***

✓ ***Define Clear Outcomes and Deadlines*:** Eliminate ambiguity.

✓ ***Document*:** Explicit expectations, timelines, and the behavioral alignment required. (Performance Plan)

✓ ***Establish Consequences*:** Make it clear that maintaining the capability to do the work while choosing not to perform up to standard is an optional choice with professional outcomes.

The fastest way to lose your best people is to keep your worst ones

- By avoiding and not having difficult conversations you become the root of the problem
- You can trace most problem issues to a supervisor who failed to have that difficult conversation.

You can never turn a blind eye to problems and/or poor performance/conduct

When informal corrective feedback fails to change behavior

Elevate the Corrective Feedback Procedure

THE 12 STEPS

The Guiding principle (applies throughout):

Focus on the behavior, not the person.

Describe rather than judge

NEVER ATTACK THE PERSON!!!

Focus on the OBJECTIVE, SPECIFIC FACTS about the Behavior!!!

Before the meeting

Prepare and classify.

- Gather your facts and EEIs, review prior documentation, and confirm the applicable policy and standard.
- EEI's are the content of the theme: specific and accurate points (supported by facts) designed to work in concert to draw a logical conclusion toward the message you are presenting.

REMEMBER: 1). Specificity in the content for credibility in the context. 2). Be candid, authentic, and respectful

IMPORTANT PERSPECTIVE

Evaluate and determine whether this is a performance issue (coaching) or misconduct (possible formal investigation).

- If it's misconduct, consult HR or Internal Affairs first.
- Compelled-statement protections (Garrity) and union representation rights (Weingarten) may apply [2][3].
- If personal, medical, or stress-related factors come up, refer the employee to the EAP and consult HR on any accommodation obligations under the ADA.

Address it promptly.

Feedback delivered close to the event is more specific and more actionable

FOLLOW AGENCY POLICY

The first order of business is to develop our EEI's

ROLE PLAY

- **Violation of agency policy to be late**
- **Discipline Issues and trust:** Tardiness is usually a policy violation that can lead to write-ups or affect evaluations and promotion. It also signals to your team that you might not be there when they need backup
- **Fairness:** Not fair to other officers
- **Officer safety:** Supervisors brief on armed or dangerous suspects, active warrants, officer-safety bulletins
- **Missing current Intell:** You hear about recent crimes, hot spots, BOLOs (be-on-the-lookout alerts), stolen vehicles, missing persons, and ongoing incidents from the previous shift.
- **Assignments:** Beats, cars, partners, special details, and changes in staffing are handed out. Arriving late can leave a beat uncovered or force a supervisor to reshuffle.
- **Minimum staffing:** Many agencies run at minimum staffing levels, so one late officer can delay relief for someone finishing a long shift or leave a gap in coverage.
- **Budget issues:** being required to pay unplanned overtime
- **Policy and legal updates:** New directives, court rulings, and procedure changes are often passed along at roll call.
- **Inspection and readiness:** Supervisors may check uniforms, equipment, and fitness for duty.

In short, being on time shows you're prepared, and preparation in this job directly affects your safety, your partners' safety, and the public's.

The 12-step corrective meeting

Step 1. ***Open privately and respectfully.***

Holding the meeting in private and treating the employee with dignity are core parts of interactional justice.

People who perceive fair treatment accept outcomes more readily, even negative ones [5][6].

Step 2. ***Frame it collaboratively.***

Say "we have a problem to solve," excavate the context of expectations and understandings between supervisor and subordinate

Make it clear that the behavior itself is theirs to change.

Step 3. ***State the issue using SBI Model***

Describe the Situation, the specific observable Behavior (from your EEIs), and its Impact on the agency, the public, and the team [7].

Specific feedback is more effective than general feedback [8].

Correcting Late Arrivals to Roll Call

Supervisor feedback using the SBI model: Situation, Behavior, Impact

S — Situation

When and where. Specific and factual.

"At the last three day-shift roll calls, on [date], [date], and [date], I want to talk about your arrival times."

B — Behavior

What you observed. No labels or assumptions.

"You came in after briefing started each time, about 8, 12, and 15 minutes late, and missed the officer-safety bulletins and beat assignments."

I — Impact

Why it matters to safety and the team.

"I had to repeat critical information, Beat 4 coverage was delayed, and you hit the street without the BOLO on an armed suspect. That puts you and your partners at risk."

"Your EEI's"

Then: Ask "What's getting in the way?" and listen. Set the expectation: in the briefing room and ready by 0545. Document the conversation and follow up in two weeks.

Step 4. Give them voice.

Invite their account: what they knew at the time, why they did what they did, and any questions they had.

Participation and voice are among the strongest predictors of perceived fairness and acceptance of appraisal [6][9].

Step 5. Actively listen.

Set aside distractions and assumptions and try to understand objectively.

High-quality listening reduces defensiveness and increases openness to change [10][11].

NOTE: Ask probing, non-accusatory questions if needed.

Use open questions to clarify facts and ensure you understand the context.

This mirrors motivational interviewing, which draws out the person's own reasons for change [12].

Step 6. **Diagnose the root cause.**

Determine whether this is a skill issue (training), a resource or system issue (your side), or a motivation issue (accountability) [13].

Step 7. Agree on the problem.

Confirm that you share an understanding of the behavior and its impact.

Feedback that the employee accepts is far more likely to change behavior [8].

Step 8. Solicit their solutions. (Work with them so they help to *create their expectations*)

Let them outline the fix.

Autonomy increases internal commitment, and people follow through more on plans they helped build [9][14].

Step 9. Set SMART expectations *together.*

Goals should be Specific, Measurable, Achievable, Relevant, and Time-bound.

Specific, challenging goals outperform "do your best" goals [15].

Have the employee state exactly when, where, and how they will act, since if-then plans substantially improve follow-through [16].

Step 10. Explain the standards and consequences. Explain why the standard matters to the agency and to the officer.

Explanations increase acceptance of unfavorable outcomes [17].

State the consequences factually, in line with your progressive discipline policy, and applied consistently across employees.

Punishment perceived as fair and consistent is more likely to correct behavior [18].

Step 11. Close with confidence and gain their commitment. (Buy-In)

Express genuine confidence in their ability to meet the standard.

Supervisor expectations measurably influence subordinate performance (the Pygmalion effect) [19].

Step 12. Schedule a follow-up meeting. (CRITICAL)

Schedule a “Follow-up” date and time when the employee understands the behavior will be evaluated at a future specific date to ensure compliance

The employee owns the improvement, while you own the support, the monitoring, and recognition of progress.

Improvement after feedback is more likely when goals are set, and follow-up occurs [20].

After the meeting

Document to memorialize the meeting and agreements (Follow your policy)

Write a summary covering the issue, the agreed plan, the deadlines, and the consequences.

Obtain the employee's acknowledgment and file it per policy.

This protects both parties and supports any later action.

Citations for References

1. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance. Psychological Bulletin, 119(2), 254–284.

2. Garrity v. New Jersey, 385 U.S. 493 (1967).

3. NLRB v. J. Weingarten, Inc., 420 U.S. 251 (1975).

4. Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback. Academy of Management Executive, 19(2), 120–134.

5. Bies, R. J., & Moag, J. S. (1986). Interactional justice: Communication criteria of fairness. Research on Negotiation in Organizations, 1, 43–55.

6. Colquitt, J. A., et al. (2001). Justice at the millennium: A meta-analytic review. Journal of Applied Psychology, 86(3), 425–445.

7. Weitzel, S. R. (2000). Feedback That Works. Center for Creative Leadership.

8. Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. Journal of Applied Psychology, 64(4), 349–371.

9. Cawley, B. D., Keeping, L. M., & Levy, P. E. (1998). Participation in the performance appraisal process: A meta-analytic review. Journal of Applied Psychology, 83(4), 615–633.

10. Kluger, A. N., & Itzchakov, G. (2022). The power of listening at work. Annual Review of Organizational Psychology and Organizational Behavior, 9, 121–146.

11. Itzchakov, G., Kluger, A. N., & Castro, D. R. (2017). I am aware of my inconsistencies but can tolerate them. Personality and Social Psychology Bulletin, 43(1), 105–120.

12. Miller, W. R., & Rollnick, S. (2013). Motivational Interviewing (3rd ed.). Guilford Press.

13. Mager, R. F., & Pipe, P. (1997). Analyzing Performance Problems (3rd ed.). Center for Effective Performance.

14. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits. Psychological Inquiry, 11(4), 227–268.

15. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting. American Psychologist, 57(9), 705–717.

16. Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis. Advances in Experimental Social Psychology, 38, 69–119.

17. Shaw, J. C., Wild, E., & Colquitt, J. A. (2003). To justify or excuse? A meta-analytic review of explanations. Journal of Applied Psychology, 88(3), 444–458.

18. Ball, G. A., Treviño, L. K., & Sims, H. P. (1994). Just and unjust punishment. Academy of Management Journal, 37(2), 299–322.

19. McNatt, D. B. (2000). Ancient Pygmalion joins contemporary management: A meta-analysis. Journal of Applied Psychology, 85(2), 314–322.

20. Smither, J. W., London, M., & Reilly, R. R. (2005). Does performance improve following multisource feedback? Personnel Psychology, 58(1), 33–66.

Doctrinal support for the overall structure: Department of the Army, ATP 6-22.1, The Counseling Process (2014).

Managing Pattern 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**
- **Document a Development Plan** (together)
- **Mentor and Provide Oversight**

  Feedback Rich Environment is Critical (Reinforcing, correction, and developmental)

- **Continuing the documentation** (observable behaviors, specific, and descriptive)

The Development Plan

- Follow agency policy (*coordinate with command staff/HR*)
- Not a reprimand.
- It is a “documented” and agree to plan that provides the standards and expectations for the employee to have the opportunity to improve.
- It is a “detailed program” to correct the problem issue and help the employee “get on track.”
- Provides specific and detailed actions and agency expectations to the standard involved.

Framework for a Development Plan

Dobson, D. (2023)

Expectations ➡ **Measurement** ➡ **Feedback** ➡

➡ **Obstacles** ➡ **Support** ➡ **Alignment**

Goal is to Coach, Correct, Develop, and Document

Describe Behavior, Never Judge

Dodson's Development Plan for Underperformers

A written, genuine coaching plan to turn a low performer around

First: Is it coachable?

Knowledge and skill gaps are usually coachable. **Attribute issues** (attitude, trust, emotional IQ) are harder.

For attribute issues, listen for whether the employee:

- Owns the problem
- Offers ideas for a solution
- Shows contrition
- Will compromise to fix it
- Shares the organization's values

1 Target one behavior

Skip broad criticism. Pick one specific subskill, help them master it, then move to the next.

2 Put it in writing

Their job is at stake. A written plan forces precision, prevents miscommunication, and states the consequence if nothing changes.

3 Make it genuine

It is a real coaching effort, not "papering the file." Dodson reports about two-thirds of his employees on written plans succeeded.

4 Avoid set-up-to-fail

Tell them you believe they can succeed, you want them to, and it won't hang over them once fixed. Keep the circle small.

Source: Dodson, D. (2023). *The Manager's Handbook: Five Simple Steps to Build a Team, Stay Focused, Make Better Decisions, and Crush Your Competition* (Ch. 5, "Coaching Underperformance"). Wiley. See also Dodson, D. (2023, Aug. 2), "How to manage an employee who is underperforming and isn't fitting in," *Fast Company*.

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)

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.

CAUTION

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)

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.

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

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)

Strategic Direction and Scanning

Casting a compelling vision toward common goals/Practice oversight

Building Alignment and Alliances

Work to develop trust and legitimacy into "common interest"

Reading People and Situations

Be able to grasp others' perspectives

Interpersonal Skills

People Skills

Personal Skills

Self-awareness and self-management

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

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

Cialdini's 7 Principles of Influence

Why they matter for leaders — Robert Cialdini, Influence (rev. 2021)

Why leaders need it

Authority has limits
Most leading happens without formal power — across teams, upward, with partners.

Buy-in beats compliance
People who choose to act follow through; people who are told to often don't.

It works both ways
Knowing the principles helps leaders persuade — and spot manipulation.

1 Reciprocity
Give first — support, credit, and help create goodwill people return.

2 Commitment & Consistency
Small public pledges drive action.

3 Social Proof
People follow peers — show who is already on board.

4 Authority
Establish real expertise and credibility before you ask.

5 Liking
Find genuine common ground and offer sincere praise.

6 Scarcity
Show what is unique — and what is lost by not acting.

7 Unity
Build shared identity: "we" outlasts "you and me."

The ethical line
Use only true signals. Fake urgency or consensus destroys trust.

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

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?

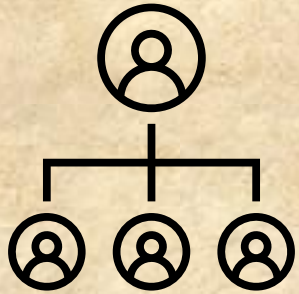
9. Do I understand that people do not misunderstand because of perversity or contrariness directed to me, but because they are human beings?

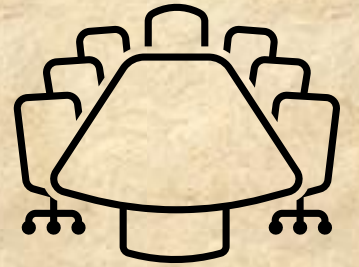
10. Do I really understand that the first barrier any communication has to bore through is “Why should I read, or listen to, this communication?

Burden of Management









The Balance



Basic Foundations

- ✓ **Leadership practice**
- ✓ **Organizational process management**
- ✓ **Performance management**
- ✓ **HR Legal perspectives**
- ✓ **Administrative management**

Leadership Practice

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

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

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

---

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.

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)

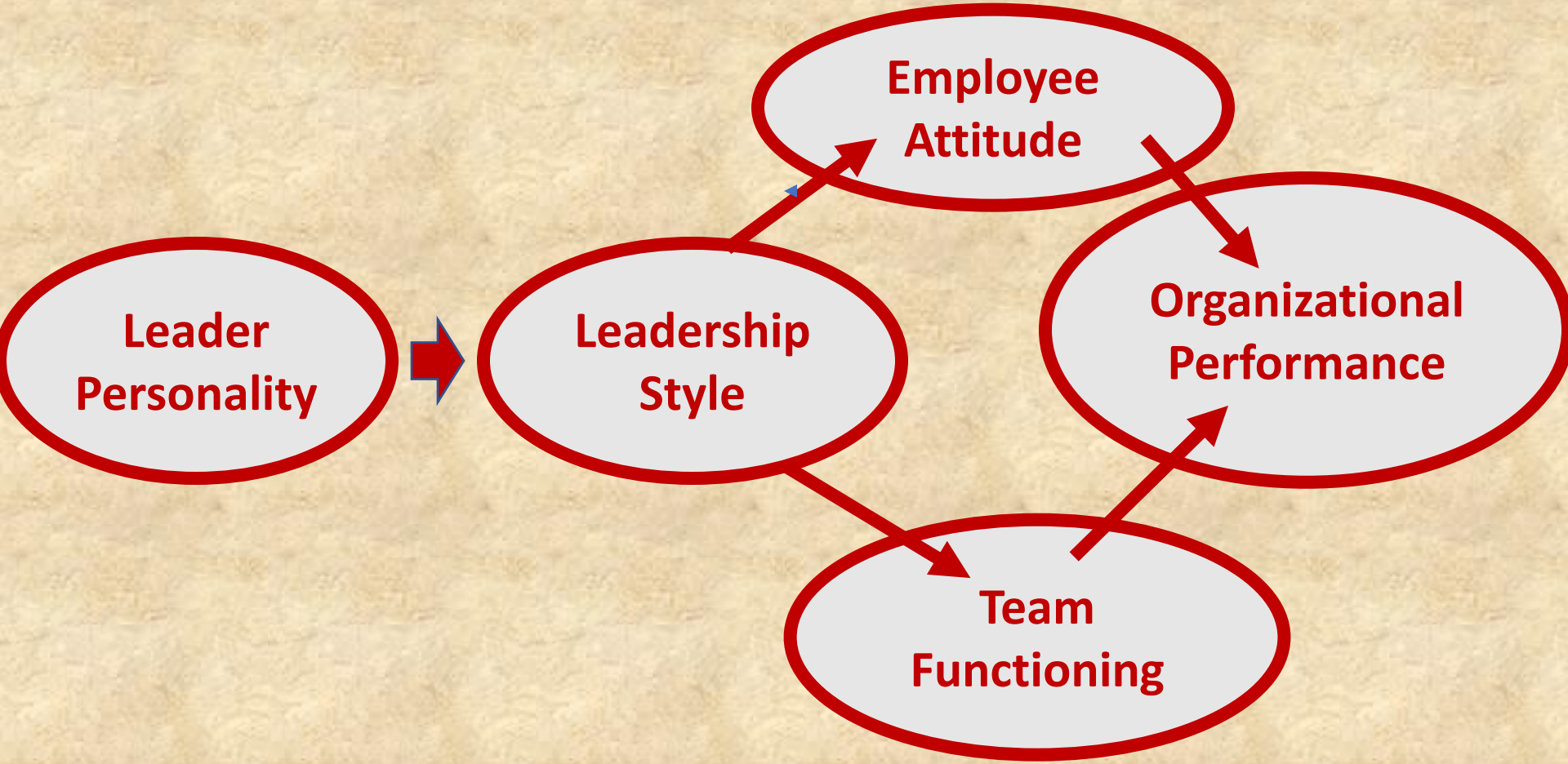
- **The basic practical-moral problem in life is not what to do, but what kind of person to be.**

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)



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.



Two leadership Orientations

Ohio State Studies 50's

Worker-centered leadership: *a socioemotional orientation…*

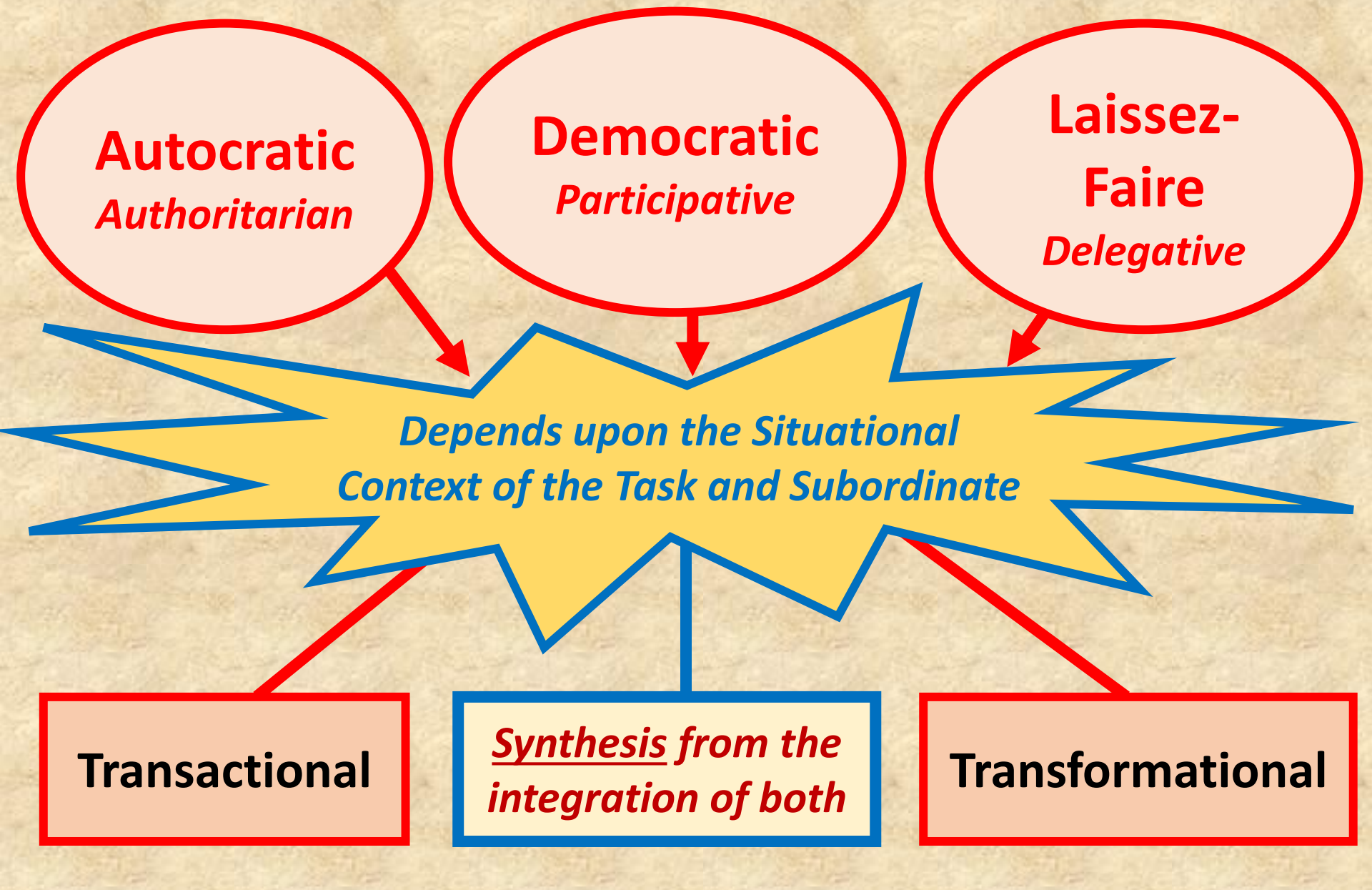
- Concern for morale and relationships among members.
- Expresses consideration for followers' feelings, opinions and ideas, and tries to maintain an amiable working environment.
- Nurtures genial relationships between workers.
- Fosters the growth of trust between the leader and the followers.

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:

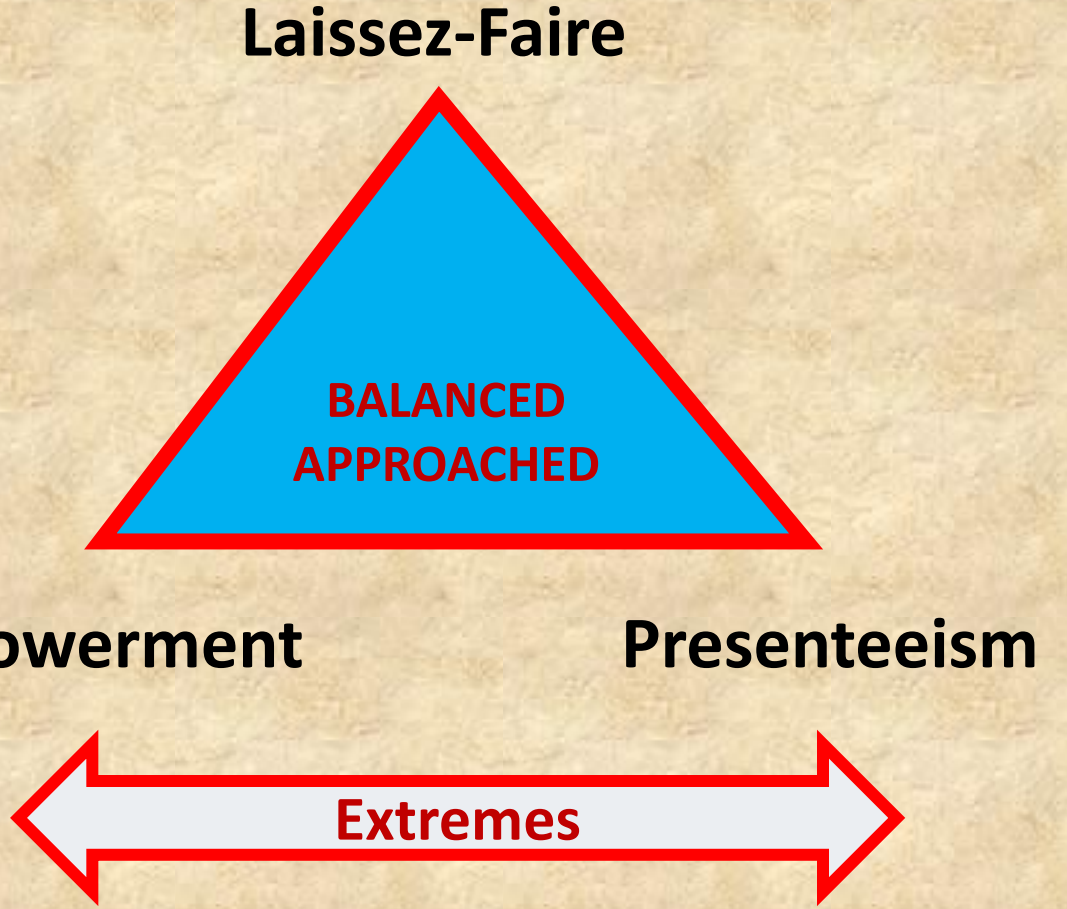
- Having subordinates following rules and procedures
- Created structure in any task-related behaviors involved in the initiation of action
- The organization and assignment of duties, and the determination of clear-cut standards of performance.

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

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

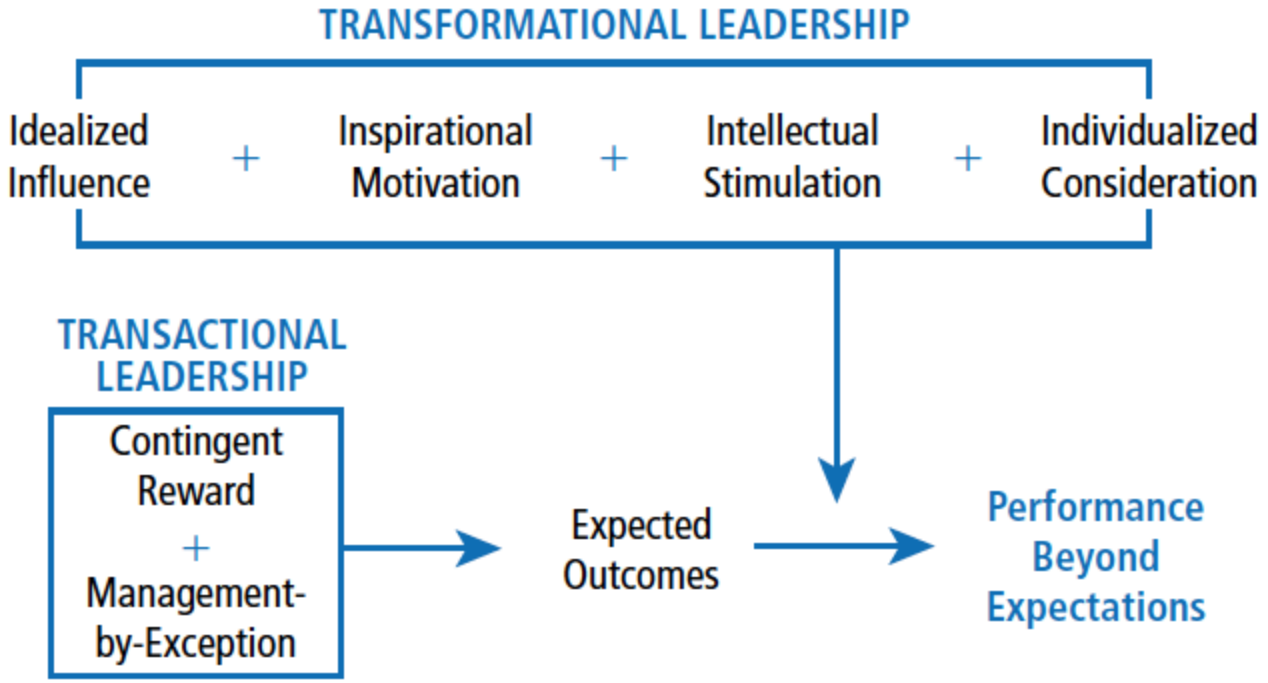
Bass, Avolio, and Colleagues
Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991)

- **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

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

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

Organizational Process 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

Standards

- A **standard** is the level of behavior, performance, or conduct that an organization actually expects and enforces.

It can be written down, but in practice it is whatever people are allowed to get away with.

- In **culture**, a standard is a shared norm about "how we do things here."

The real standard is set by what is consistently rewarded, tolerated, or corrected, not by what the values statement says.

- In **management**, a standard is a defined benchmark for work: quality, timeliness, safety, or process compliance.

Managers set it, measure against it, and hold people accountable to it.

- In **leadership**, a standard is modelled more than imposed.

Leaders set it through their own behavior and through what they choose to challenge or ignore.

- This connects to your silence point.

When people stay quiet about poor behavior, the effective standard drops, even if the official one hasn't changed.

"The standard you walk past is the standard you accept."

General David Morrison

STANDARDS

- Standards are not sustained by managers speeches.
- There built in by what people are allowed to do or not to do at work.
  - Examples: When employees leave unfinished, unclear, or half-done task or work.

Once that becomes normal the cultures starts lowering itself without anyone needing to say anything

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

Organizational Management

Seeks stability, predictability, and certainty

Operational Realities Require Adaptation in a World of:

Complexity
Ambiguity
Uncertainty



Do X and it results in Y
Has meaning

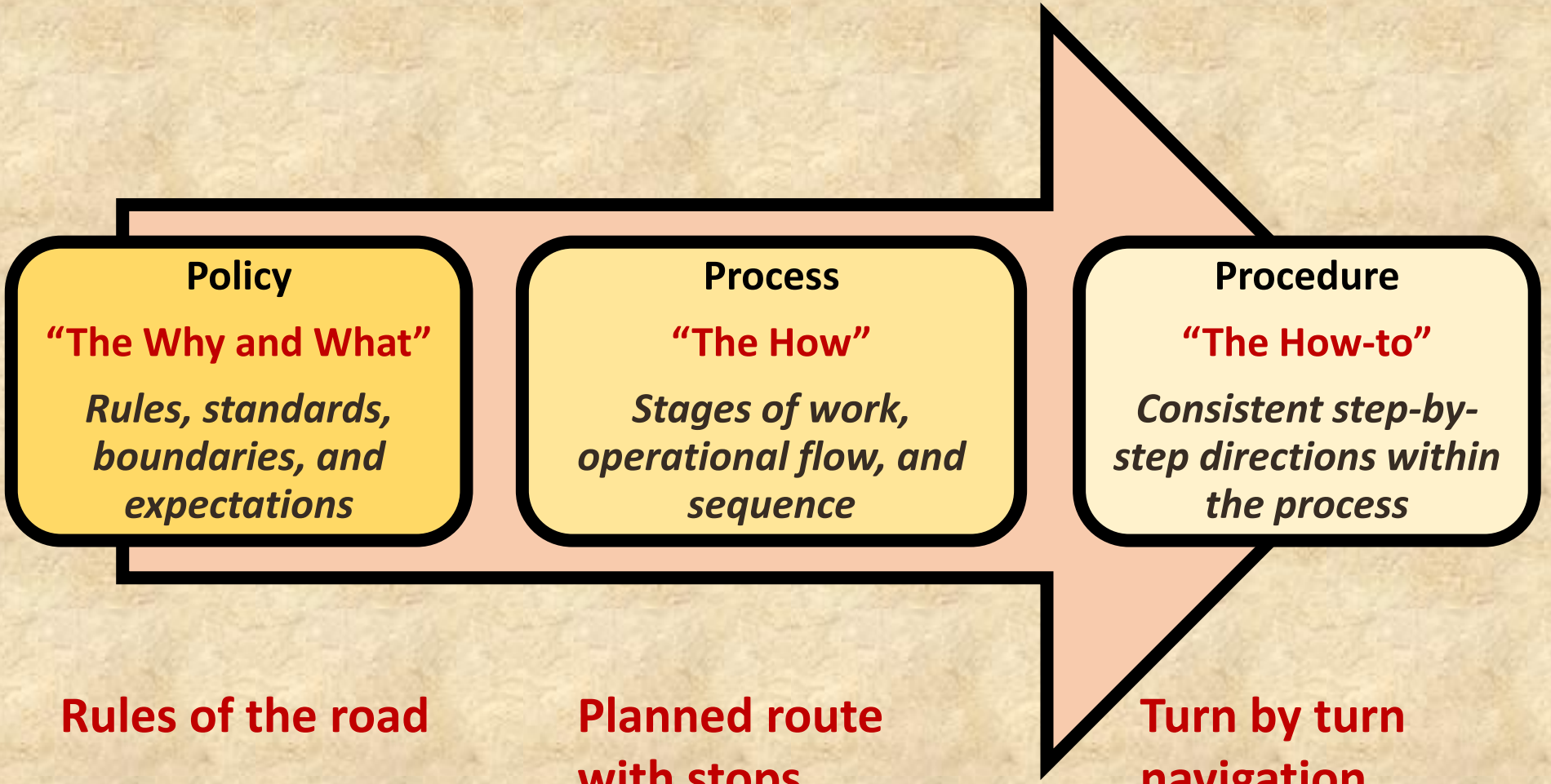
Viability, predictability, audit, and correction.

Responsibility
Explainability

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.”



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."

- **Management is about functions process and "control."**

- Managers control systems, processes, time, costs, quality, and efficiency.

- Some good managers have a difficult time making the paradigm shift to leadership.

- **Leading isn't about controlling; it's about "releasing."**

- John Maxwell

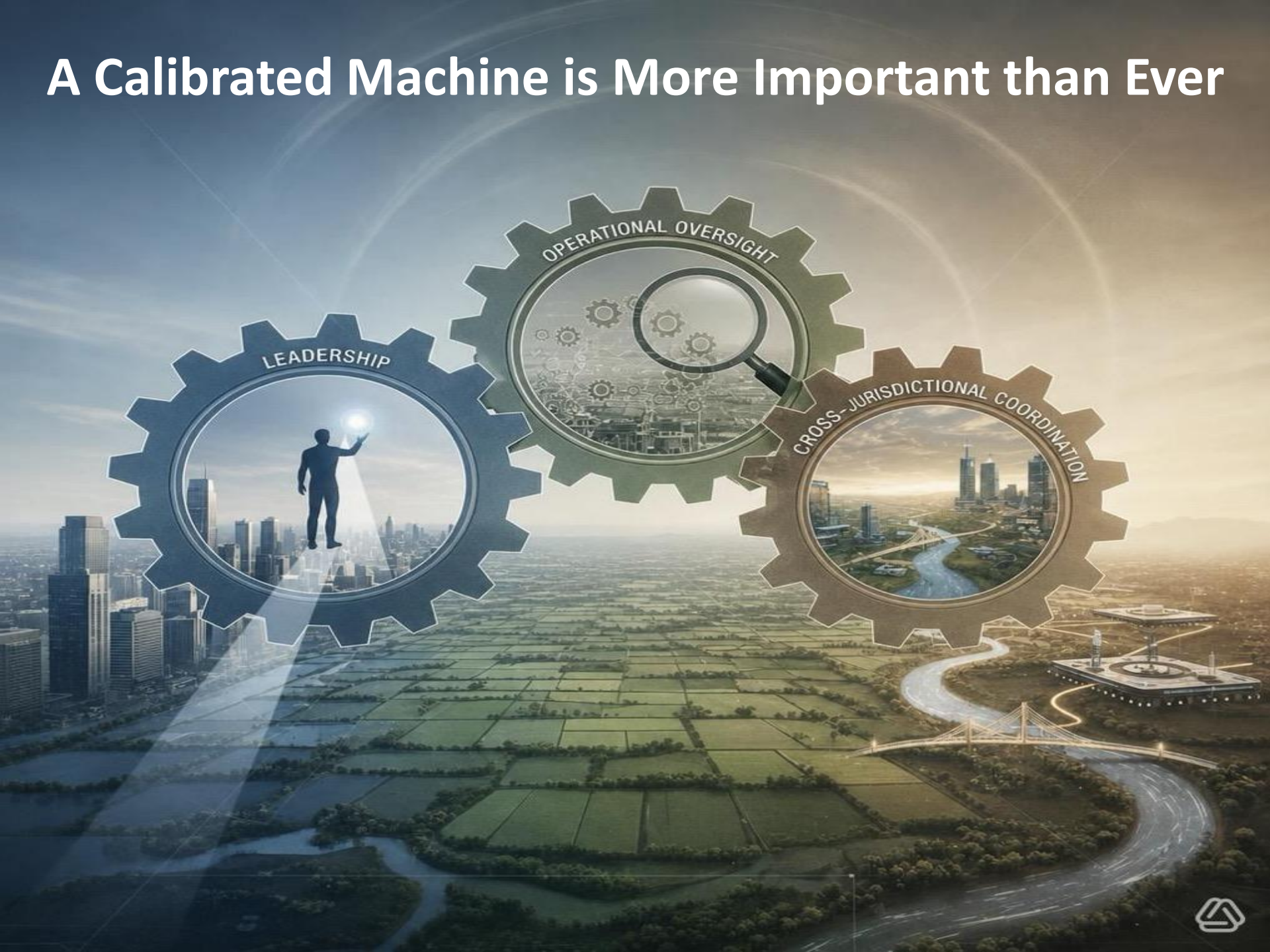
Leadership as the Central Variable in the Operational Realities of Law Enforcement

Leadership determines whether cross-jurisdictional and administrative challenges are managed — or become disorder.



These aren't separate problems — they're where leadership gaps become visible."

A Calibrated Machine is More Important than Ever



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?

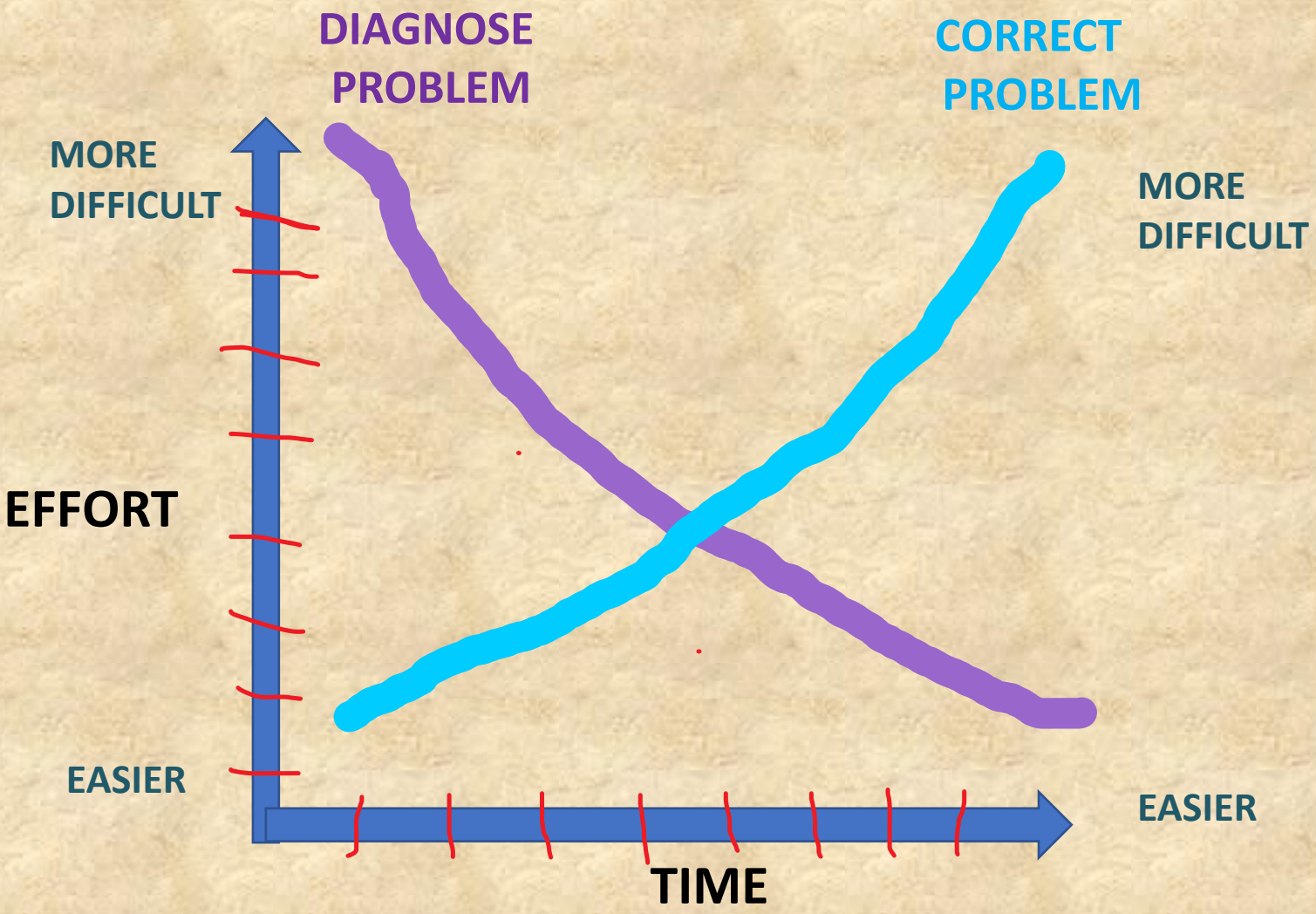
AJC TEST

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

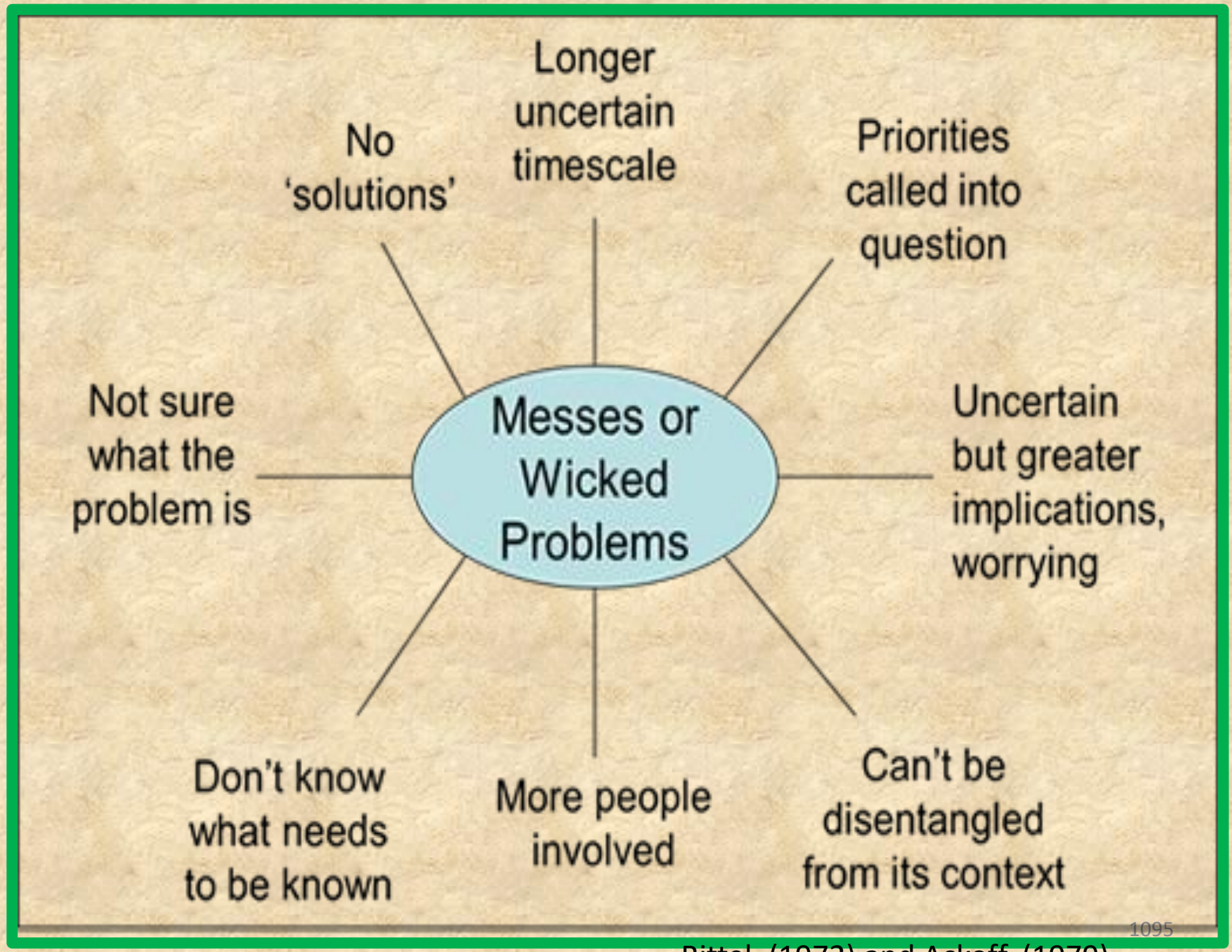
- First, we try to prevent, mitigate, and reduce mistakes, problems, and messes by proactive management strategies
- Second, we can never eliminate risk or problems, we can only manage them
- **Finally, it is our job to deal with problems. That is what we are hired to do**

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

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

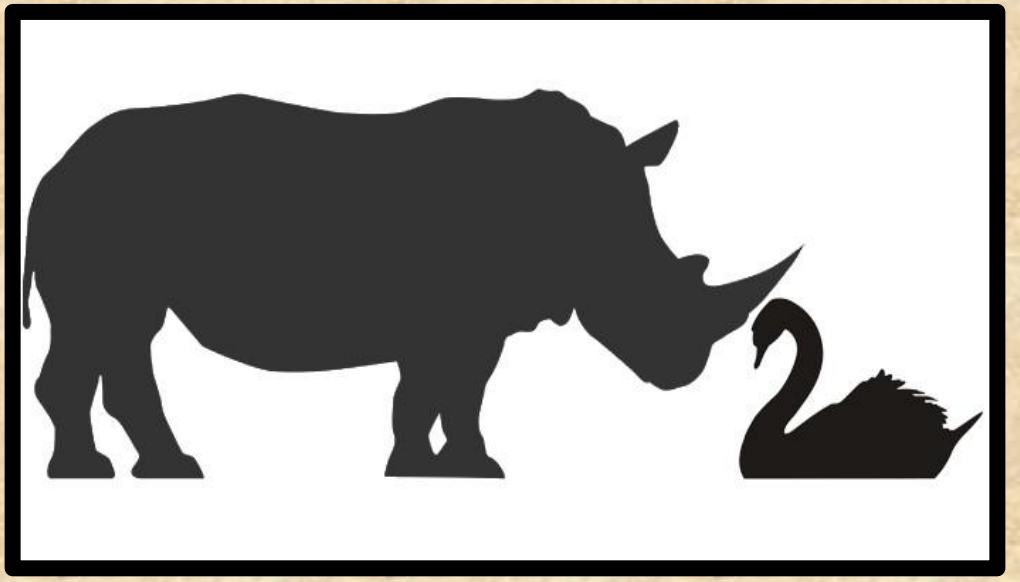
When things don't go right

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*



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

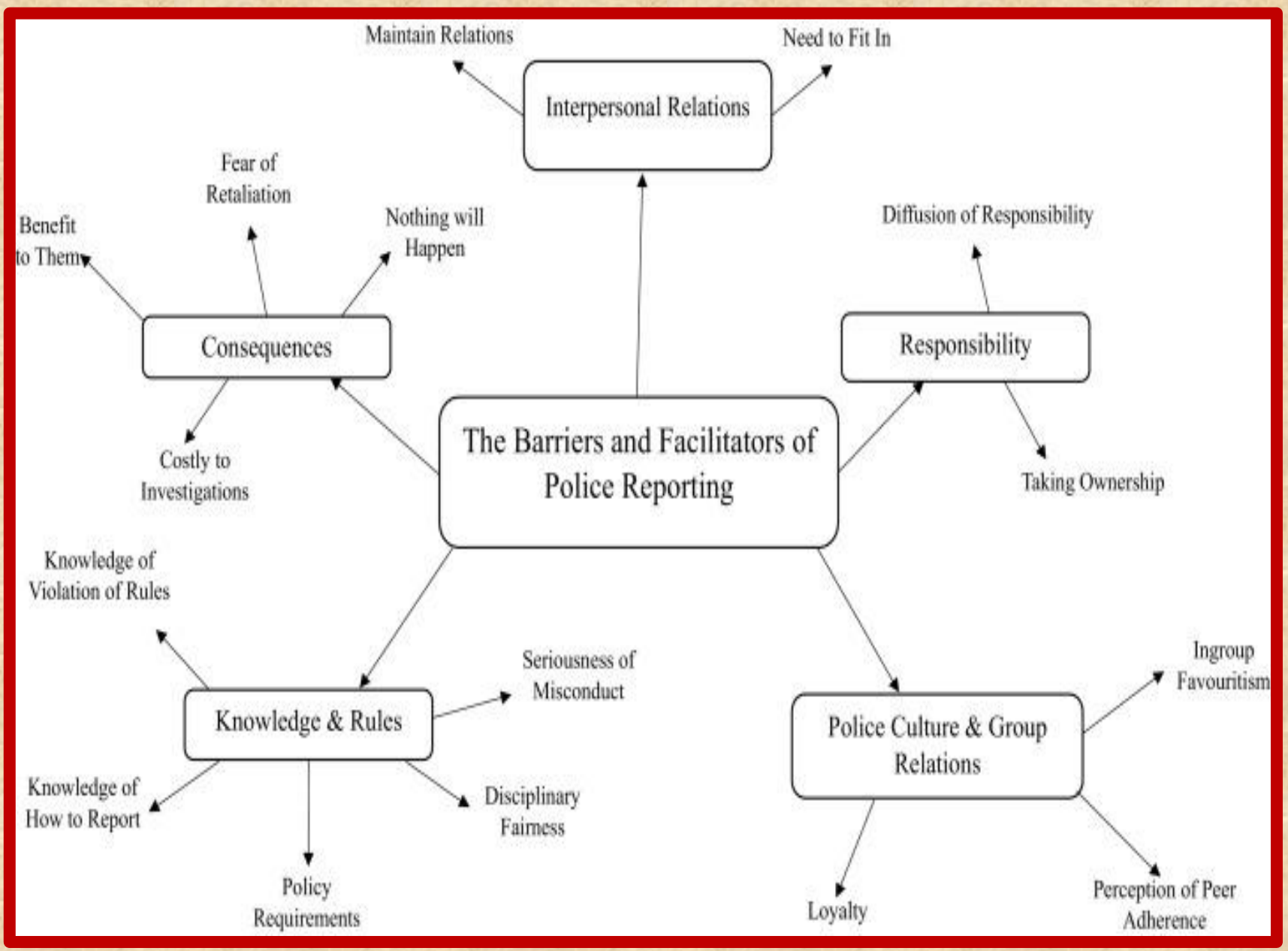
The four behaviors most frequently identified as contributing to the derailment leaders and officers

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…

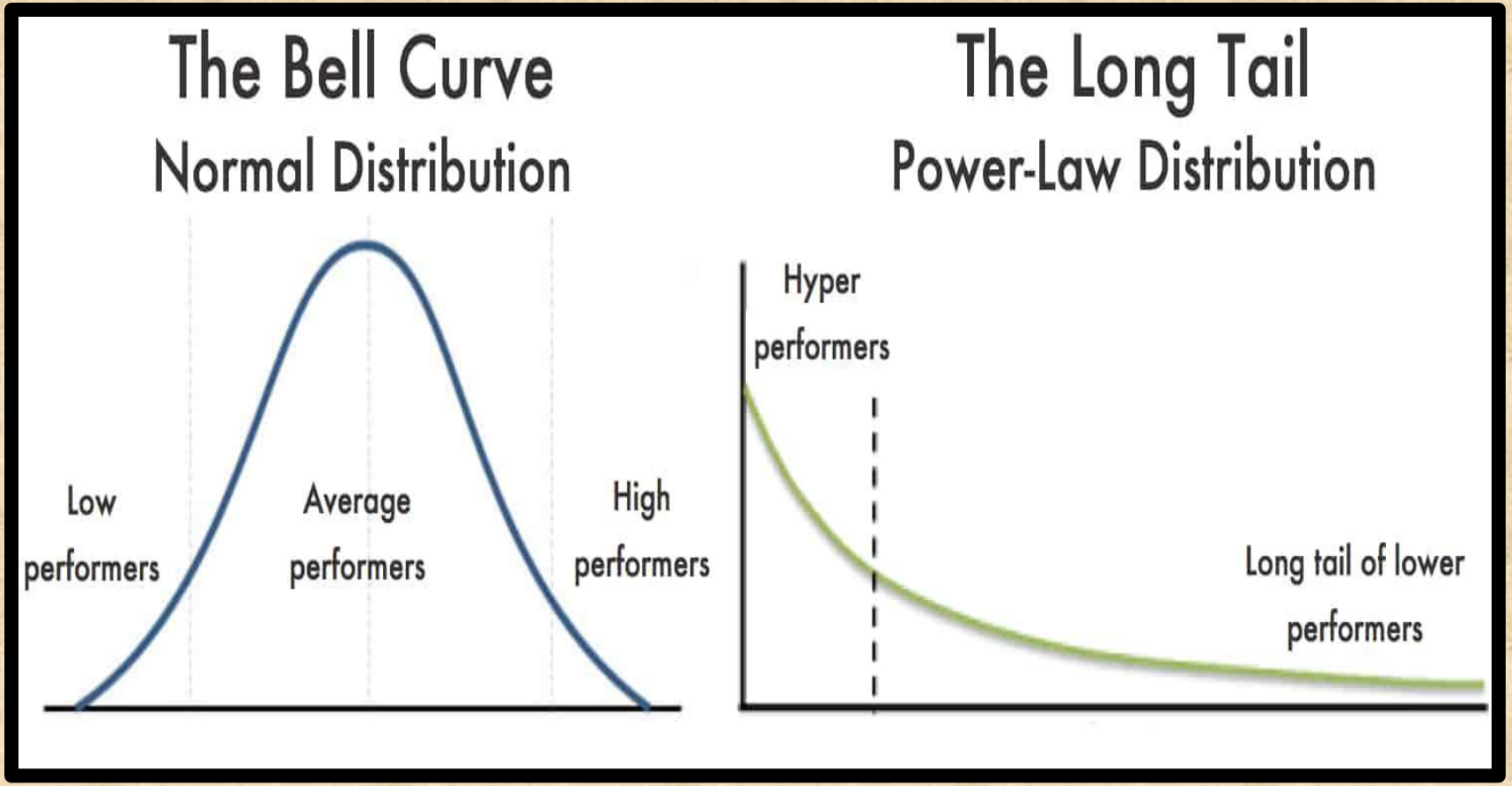
Then, if appropriate and within the scope of a nexus to their job reach out to the person to identify underlying issues afoot…**THEN WATCH AND LISTEN**

Then deal with it in a specific but compassionate fashion.

If needed encourage a confidential EAP referral

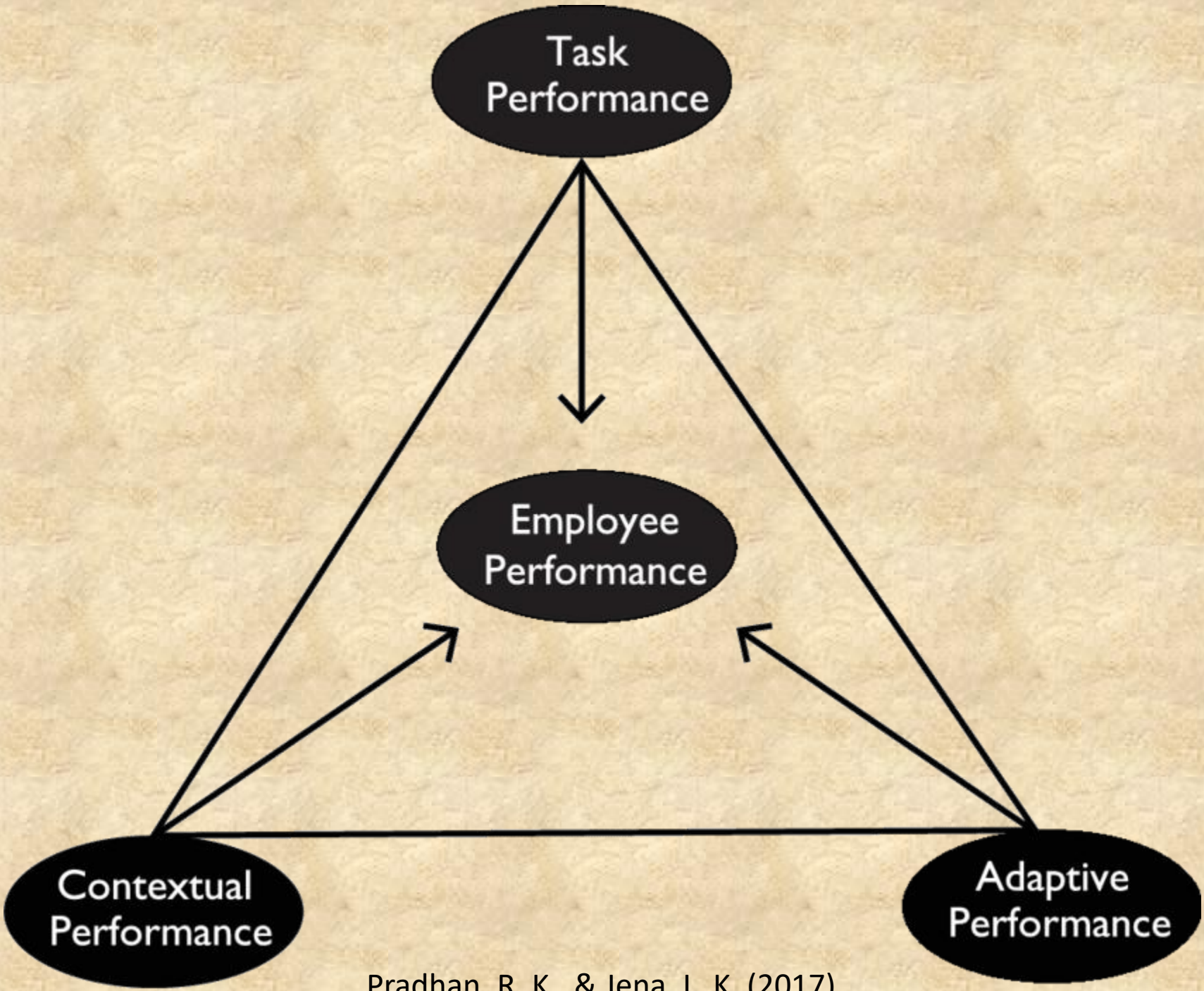
NOTE: Follow your agency Policy

Performance Management



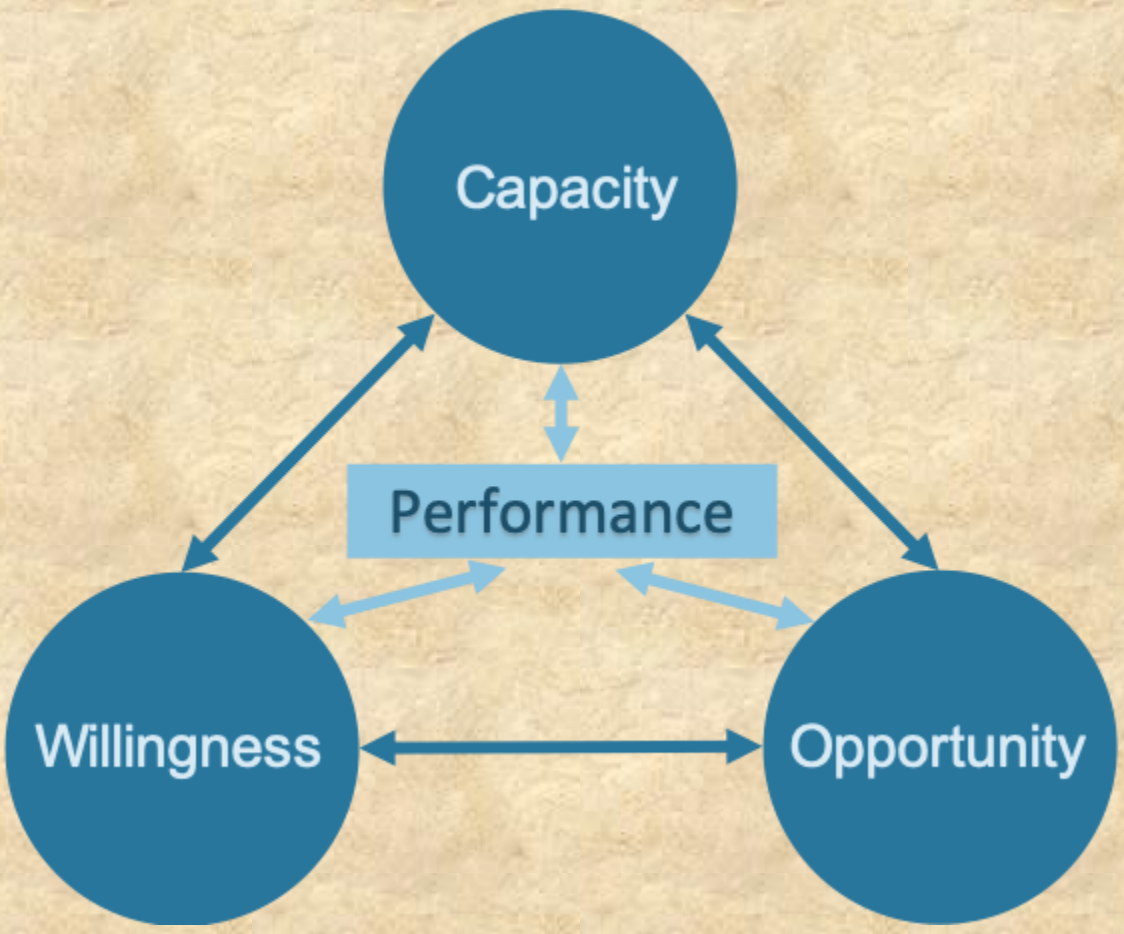
We tend to spend most of our time and energy thinking about the middle because we see the world through a bell-curve lens, and most of the area under a bell curve is in the middle.

But in reality, we live in an 80/20 world.



Pradhan, R. K., & Jena, L. K. (2017).

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)

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

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

“This worse thing you ever did is a boundary marker, not a centerline.”

Dr. H. Irving Grousbeck

- **A centerline** can represent your employees average, typical behavior — *who they are most of the time.*
- **A boundary marker** may represent an extreme edge — *a limit reached once, under unusual pressure or circumstances.*

Their worst act may not define their character — it just shows the outer edge of what they are capable of in a bad moment.

It’s a statement against self-condemnation (or over-judging others) based on a single failure, distinguishing between an isolated extreme and someone’s true pattern of behavior.

The question is:

- Was the employees' actions indicative of who they are.
- Does their behavior represent a pattern or was it an exception.

Behaviors generally fall into three (3) categories

- **Knowledge-based:** the employee does not know or understand
- **Skill-based:** the employee knows or understands, but can't perform to the standard
- **Attribute-based:** the issue is tied to something more fixed about the person (values, judgement, attitude, motivations, or intellect)

Attribute is the toughest problem

Five questions

- Are they taking ownership of the problem?
- Are they volunteering ideas for the solution?
- Do they sense any contrition?
- Are they willing to make compromises in their position to solve the problem?
- Are their fundamental values compatible with the organization?

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

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

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

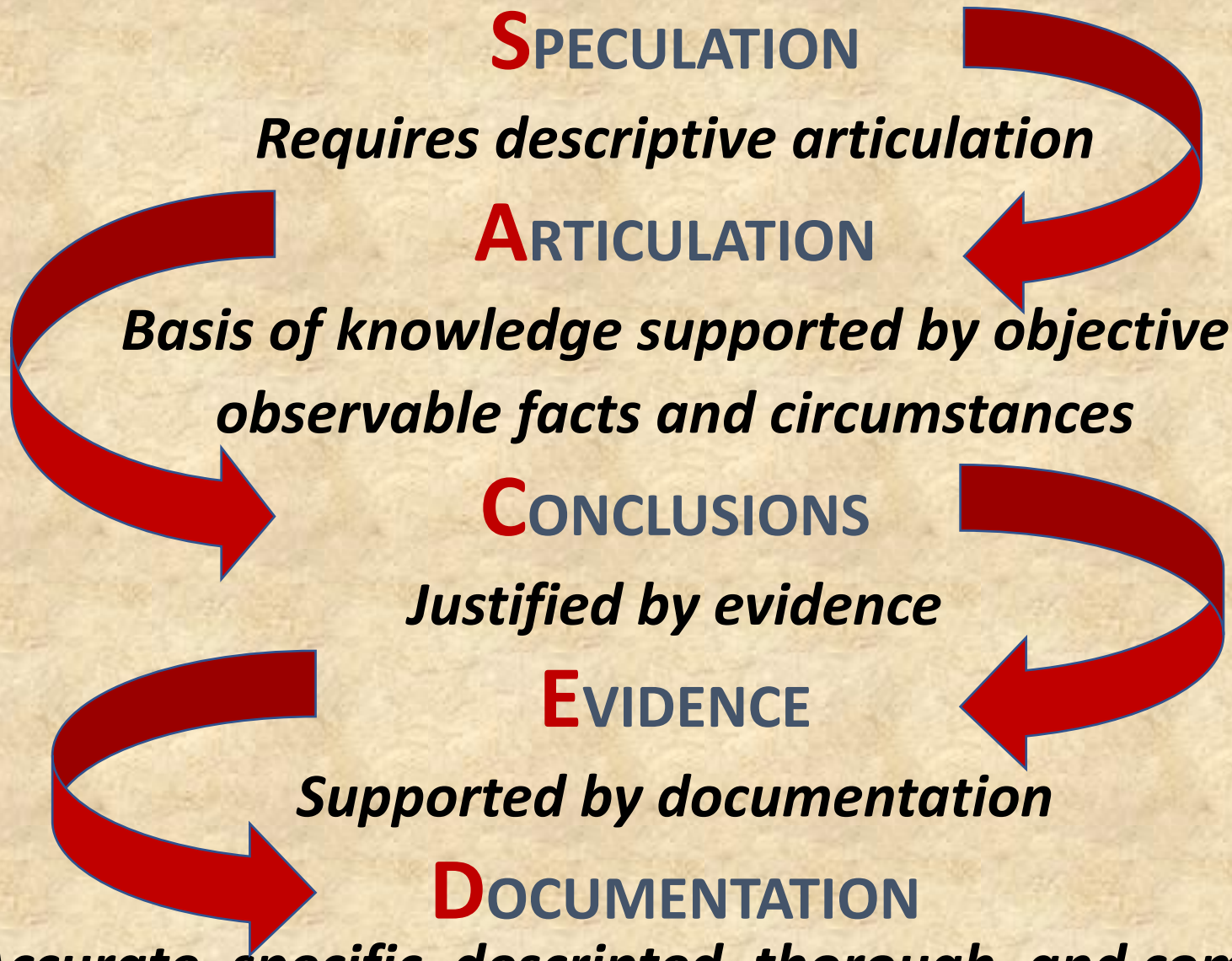
- **Identify the problems and behaviors(Be Very Specific)**
- **Identify how those problems impact the job requirements** (Policy, standards, procedures)
- **Outline the proper course of action** (Your plan)
- **Set expectations** (Connect to policy, procedure, code of ethics etc.)
- **Identify what 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 you should *(by policy and consulting with your manager)* ***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

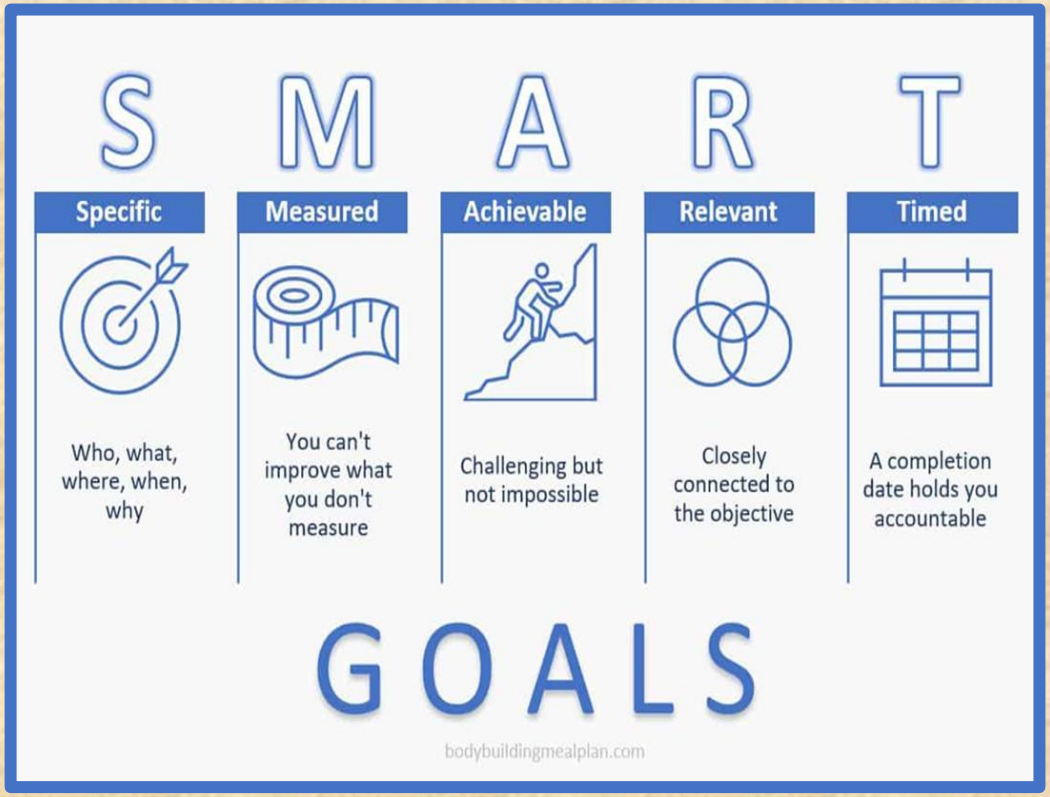
The Blueprint for the Construction of an evaluation

- 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*

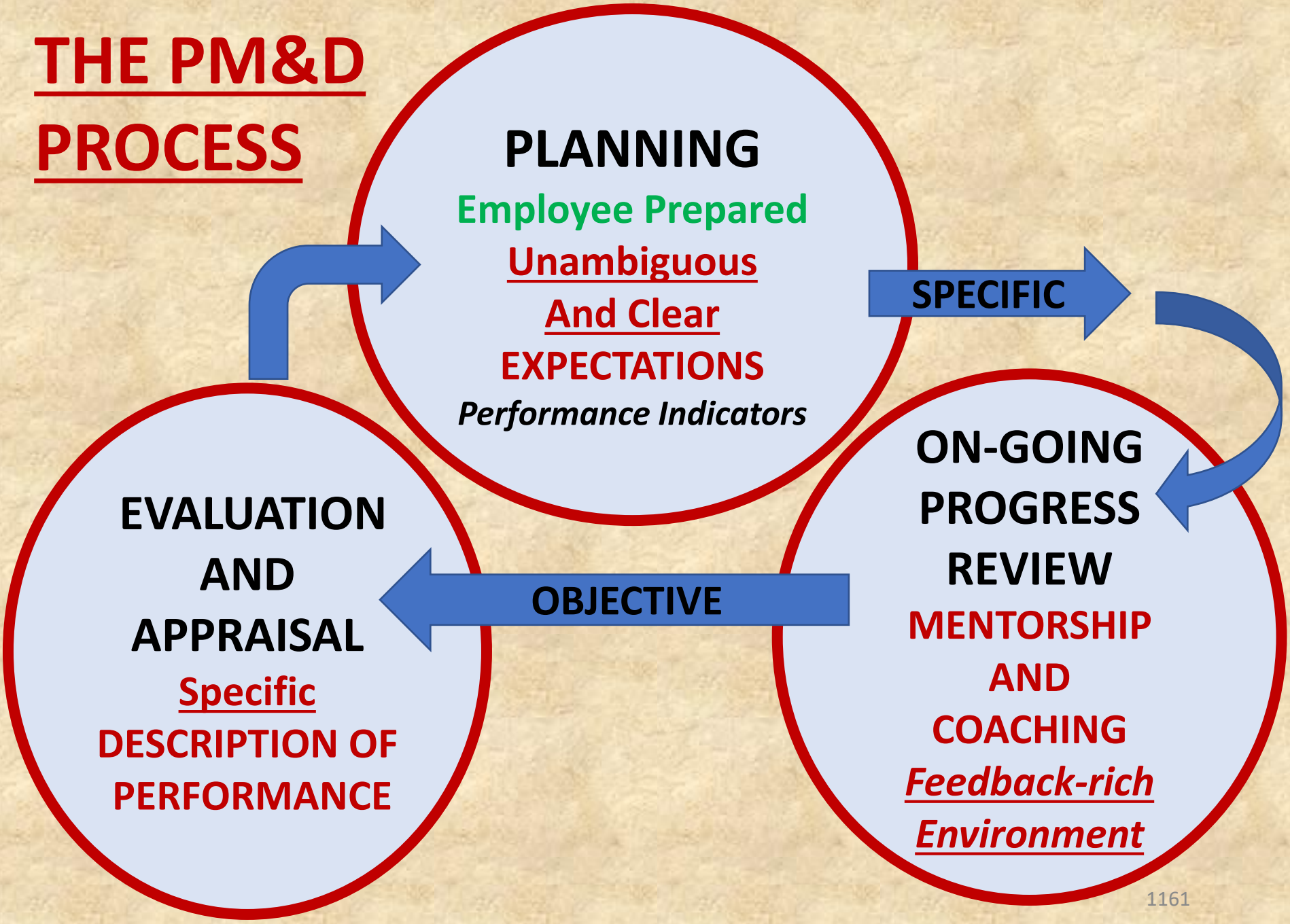


Three meta-demands or dimensions of job performance

(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"

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 (feedback-rich culture)**

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.

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

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)

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)

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

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

APPENDIX PERFORMANCE MANAGEMENT RESEARCH

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

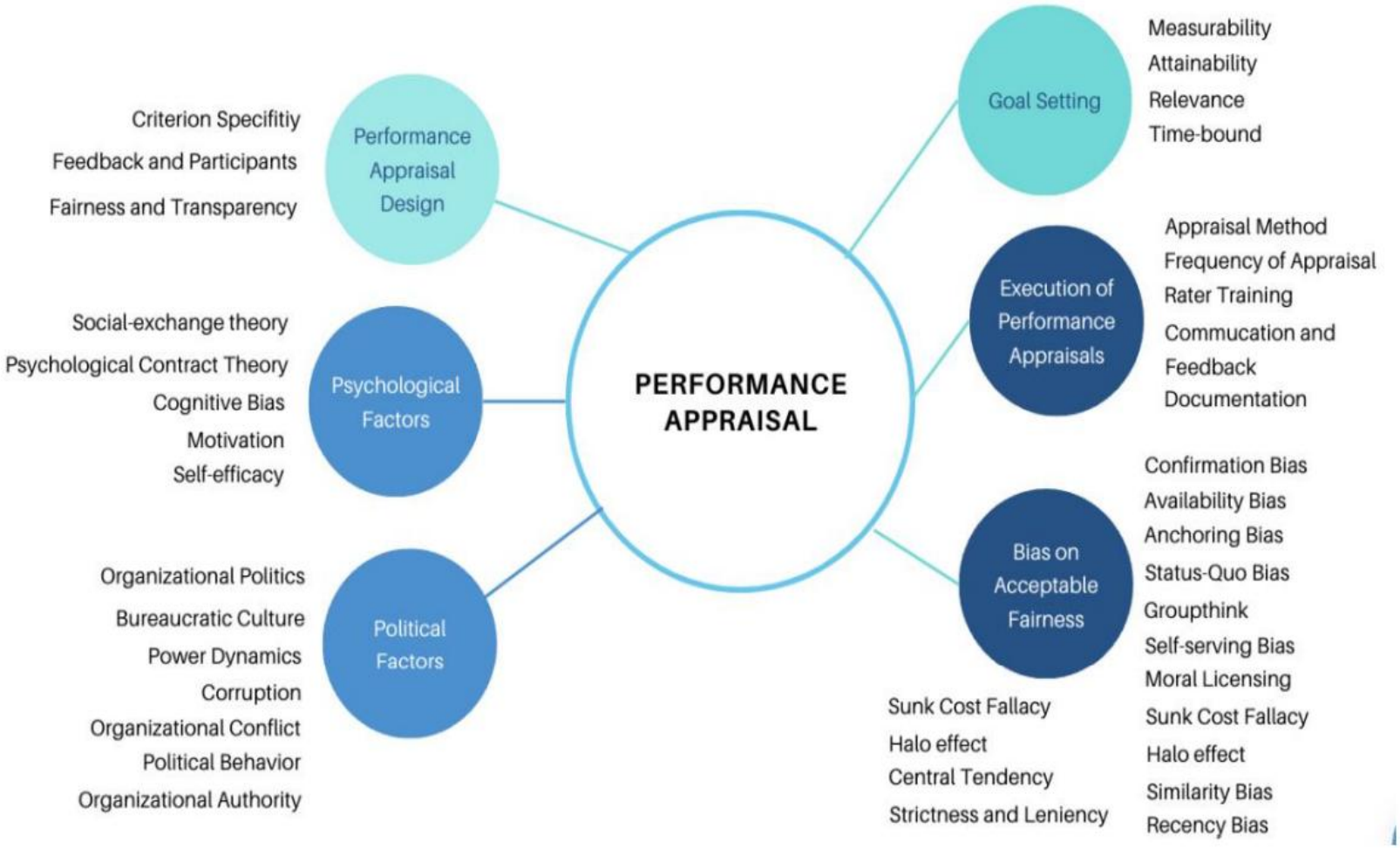
Improving personnel performance can be done by improving performance appraisals

- 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]

Journal of Advances in Humanities Research ISSN:2948-4863
Vol.2, No.3, 2023



Tarigan, A., Gustomo, A., & Bangun, Y. R. (2023)

Journal of Advances in Humanities Research ISSN:2948-4863
Vol.2, No.3, 2023

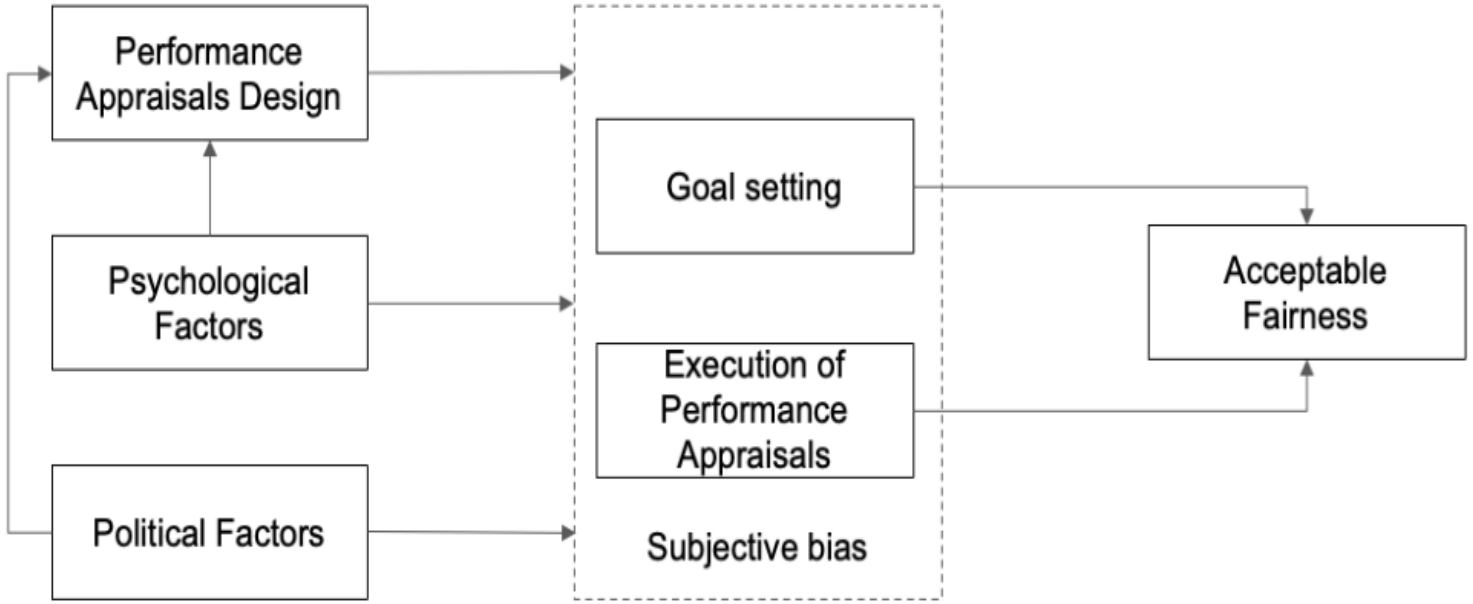


Figure 3 Conceptual Model

Tarigan, A., Gustomo, A., & Bangun, Y. R. (2023)

- 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)

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.

HR Legal Perspectives

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)

Remember

Often, when management fails to address a known *problem/violation* through timely, good faith action, *that inaction* (*not just the violation*) may become a basis for an employees claim to a remedy.

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

Officers don't write outstanding reports, great memo's , make safe and effective traffic stops, 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."**

Hybrid Work Research

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)

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

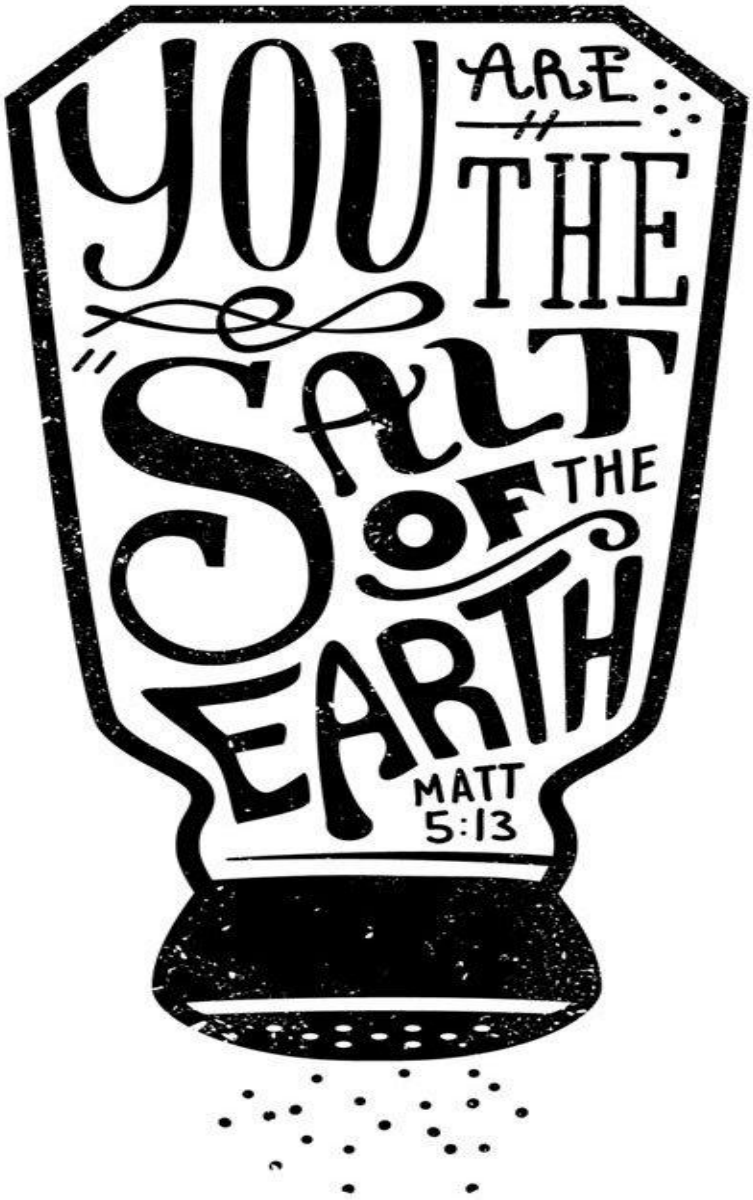
- The processes which managers select aspects of structure and culture for the organization to control activities necessary to achieve its goals and objectives

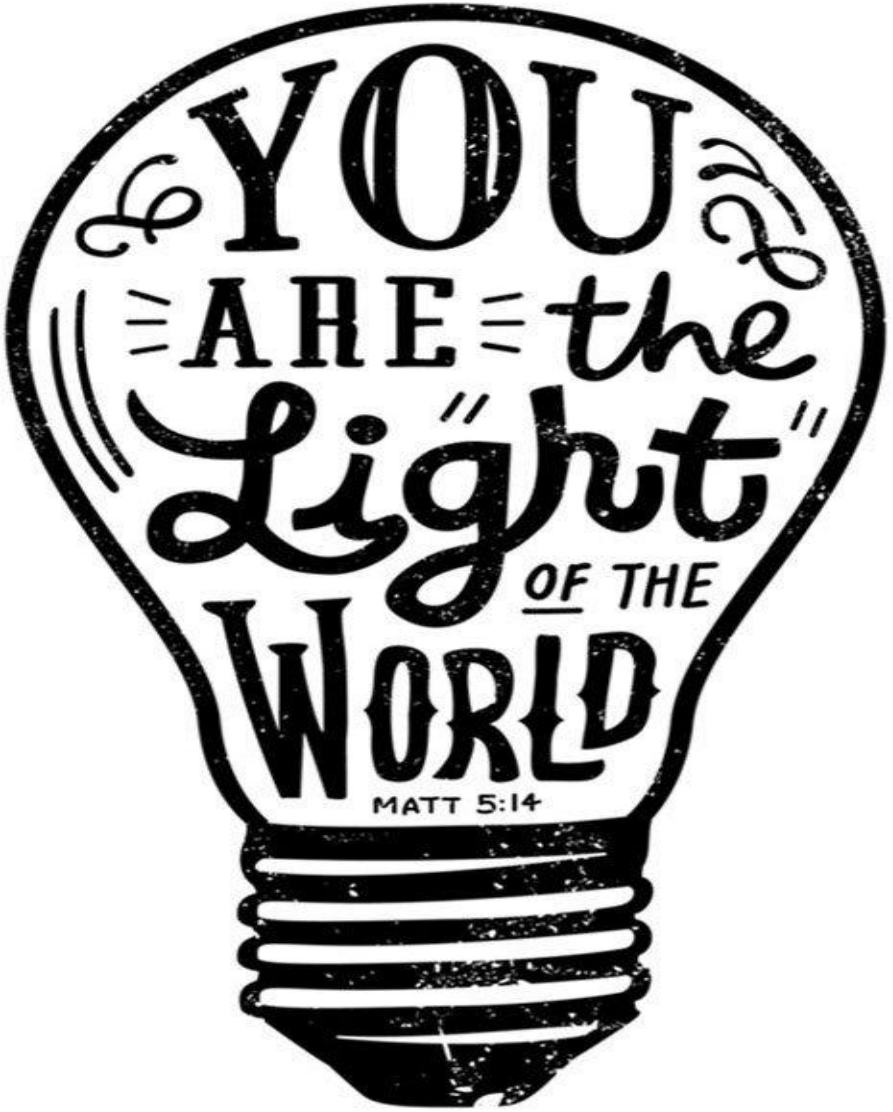
Management is an Ecosystem

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

Remember

In our vocation, we are **image-bearers**—reflecting God's wise care and stewardship into the world while lifting creation's praise back to God.

Seven broken yet recognizable features of human life that point toward our calling: justice, beauty, freedom, truth, power, spirituality, and relationships.

Wright, N.T. (2022)


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

God Bless And Keep You All

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

CONTACT INFORMATION:

Website: www.jbedwardsandassociates.com

JB Edwards and Associates

1206 Edgewater Drive

Claxton Ga. 30417

@JBEOpines

CONTACT: Anita M. Edwards (Scheduling)

912 618 9192

anitamedwards14@gmail.com

John B. Edwards

912 618 9193

jbedwards15@gmail.com

Books are available on Amazon and Kindle

