Instructor Resource Guide

NEW SUPERVISOR

Course ID# 3737

Continuing Education Requirement

Created: April 2025

ABSTRACT

This course satisfies requirements for the New Supervisor course under Occupations Code §1701.352. This course is designed to educate law enforcement officers and build foundational knowledge to help prepare them for their role as a new supervisor. This instructor resource guide covers key topics such as leadership fundamentals, communication strategies and conflict resolution techniques, performance management tools, and understanding the challenges of transitioning into a new supervisor role. This course provides new supervisors with the tools they need to foster a positive work environment, drive team performance, and manage the complexities of their new position.

Instructor Resource Guide:

This is an Instructor Resource Guide (IRG), not a lesson plan. The purpose of the IRG is to outline the minimum state requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. The learning objectives provided in this IRG are the minimum state requirements for the training and must not be changed or altered.

- A qualified instructor **shall** develop the IRG into a lesson plan that meets their organization and student needs and must be kept in a training file for auditing purposes.

Please note: It is the responsibility of the Academy and/or Contractual Training Provider to ensure the IRG is developed into a complete lesson plan based on the requirements outlined in the IRG for a particular topic**.**

Lesson Plan:

Each organization is charged with creating their own lesson plan for how the organization will disseminate the information in the IRG.

- The IRG is designed to assist the instructor/subject matter expert in developing comprehensive lesson plans. The use of current statistics, best practice models, and scenario-based training should also be included in the lesson plan development. Instructors are encouraged to add additional activities.
- The institutions and instructors will determine how much time is spent on each topic/module, how many/what kind of examples or exercises are used during their presentation, and how in-depth they review each topic in the course they present.
- Any activity that is **suggested** is just that, an example or suggestion, and is not mandated for inclusion.
- Anything that is **required** must be included in the instructor's lesson plan.

Note to Trainers: This curriculum must be implemented by July 29, 2025.

It is the responsibility of the Academy and/or Training Coordinator to ensure this curriculum, and its materials are kept up to date. Refer to curriculum and legal resources for changes in subject matter or laws relating to this topic as well as the Texas Commission on Law Enforcement website at www.tcole.texas.gov for edits due to course review. Training providers must keep a complete training file on all courses reported for TCOLE credit.

Student Prerequisites:

- This course is mandated for peace officers who are appointed or will be appointed to the officer's first supervisory position. They must receive in-service training on supervision not earlier than the 12th month before the date of that appointment or later than the first anniversary of the date of that appointment.
- This course may be taken by other law enforcement professionals to include telecommunicators and county corrections.

Instructor Prerequisites:

An instructor must be a subject matter expert in the topic and must have documented knowledge/training/education and provide an instructor's biography that documents subject matter expertise. It is the responsibility of the training academy/training coordinator to select qualified instructors. A TCOLE instructor certification does not certify someone to teach any topic. If a documented subject matter expert does not hold a TCOLE instructor certification, the instructor must be approved in writing by the department's training coordinator or chief administrative officer and kept in the training file for the course.

- This course may be instructed by a law enforcement professional with at least three (3) years of supervisory experience.
- It is suggested that guest speakers or subject matter experts co-teach the course. Possible co-teachers may include but are not limited to a human resource representative; an attorney; and a licensed mental health professional.

Facility Requirements:

- This class must be held in-person in a standard classroom environment.

Length of Course:

It is the training coordinator's responsibility to ensure the minimum hours are met. Students are required to attend all classroom hours as listed in this instructor resource guide, there is no 10% attendance rule. TCOLE Rule 218.1 (C)(4) states that failure to meet the minimum course length may be grounds for denial of training. This course shall be taught the minimum hours that are listed in this guide and the student shall attend the entire class to receive credit.

- 32 hours, minimum.

Assessment:

- Training providers are responsible for creating student assessments and documenting the mastery of all objectives in this course using various testing assessment opportunities.
    - Assessment opportunities include oral or written testing, interaction with instructor and learners, case study and scenario, and other means of testing student's application of skills taught.
- The minimum passing score shall be 70%.

INSTRUCTOR NOTE: The instructor may provide, or learners may bring, their agency's mission statement and core values to the class. Reinforce the topics covered throughout the course with these agency specific philosophies. Instructors may also use the Codes of Conduct listed in Appendix: A to expand understanding of core ethical standards.

REQUIRED ACTIVITY: Instructors must have learners complete a self-assessment to identify their strengths and areas for improvement in leadership. The self-assessment will reflect the specific challenges and responsibilities learners will face in their roles.

The self-assessment must be followed by a discussion in the format determined as most appropriate by the instructor. The discussion must focus on the learner's:

- Key leadership skills and attributes.
- Areas where they seek to grow or enhance their leadership capabilities.
- Specific, measurable goals based on their assessment results.

The self-assessment results will be used throughout the course for tracking progress and guiding discussions on leadership development. The self-assessment can be found in Appendix: A.

INSTRUCTOR NOTE: Instructors must provide the Professional Roadmap handout, found in Appendix: A, to learners. Instruct learners to use this handout throughout the course to record actions, goals, or next steps they wish to pursue after completing the training. Instructors may refer to the Roadmap during key activities or discussions to encourage ongoing reflection and planning.

Unit 1 Building the Blueprint: Foundational Leadership Principles

1.1 Define effective leadership.

A. A leader's ability to guide, inspire, and influence others toward achieving common goals.

B. Characteristics of leadership

   i. Integrity

      1. Adhere to ethical standards.
      2. Lead by example and model behavior.
      3. Foster trust and respect.
      4. Inspire and motivate others.

   ii. Accountability

      1. Build a culture of responsibility.
      2. Ensure high standards and performance.
      3. Address misconduct promptly.

   iii. Adaptability

      1. Be open to change.
      2. Respond flexibly to evolving situations and new challenges.

3. Maintain a calm and composed demeanor in high-pressure situations.

iv. Fairness and impartiality

1. Treat team members without favoritism or bias.
2. Enforce standards fairly.

C. Use effective leadership to facilitate team member actions.

1.2 Identify common leadership styles.

INSTRUCTOR NOTE: The leadership styles included in this guide are not to be considered a complete list. Instructors are encouraged to add additional styles based on audience. It is important to note leadership styles will vary based on the demands of the situation.

A. Common leadership styles:

i. Transformational leadership

1. Creates a sense of shared purpose, enhancing commitment and engagement by taking ownership and working collectively.
2. Approaches include:
    a. Solving complex challenges by motivating team members to think creatively.
    b. Addressing issues such as low morale or lack of engagement.
    c. Aligning individual goals with organizational vision to establish or reinforce a strong organizational culture.

ii. Situational leadership

1. Emphasizes adjusting the approach based on the situation and the individual development level of team members.
2. Approaches include:
    a. Leveraging strengths and ideas of the entire team regardless of individual developmental level.
    b. Fostering an environment where diverse input is welcome.
    c. Responding to high-pressure or crisis situations calmly.
    d. Prioritizing the most urgent problems while maintaining clear communication with the team.

iii. Servant leadership

1. Focuses on listening to the team's needs and understanding their challenges by emphasizing empathy and support to address underlying issues.
2. Approaches include:
    a. Addressing team concerns.
    b. Empowering team members to contribute to solutions.
    c. Resolving interpersonal conflicts.

iv. Coaching leadership
    1. Guides team members to think critically, develop skills, and problem-solve independently.
    2. Approaches include:
        a. Implementing personalized guidance, support, and actionable feedback.
        b. Addressing performance gaps.
        c. Helping team members develop skills to overcome challenges.

REQUIRED ACTIVITY: Building on the results from the self-assessment, learners will create a personal leadership statement. This statement must reflect their understanding of their leadership style and potential development areas.

The activity must be followed by a discussion in the format determined as most appropriate by the instructor. Each personal leadership statement must include the following components:

- Based on the leadership styles discussed in learning objective 1.2, learners will specify the style they identify with the most.
- Learners will articulate their key leadership strengths and areas for improvement as identified in their self-assessment.
- These statements may be refined throughout the course to help craft a comprehensive personal leadership framework.

1.3 Discuss the differences between leadership and management.

A. Leadership is primarily about inspiring, motivating, and guiding others towards a shared vision or goal.
   i. Inspiring and motivating others
      1. Focuses on team members' strengths, needs, and emotions to drive performance.
   ii. Visionary thinking
      1. Focuses on growth and long-term goals.
   iii. Change and innovation
      1. Leaders are agents of change.
      2. Adaptable and open to new ideas.
   iv. Empowerment
      1. Leaders encourage team members to take initiative and make decisions.
      2. Trusts team members and enables them to grow professionally.
   v. Influence
      1. A leader's ability to lead others stems from personal credibility, trust, and respect.

B. Management focuses on planning, organizing, and executing tasks to ensure efficiency.

i. Planning and organizing
    1. Responsible for tasks, assigning responsibilities, and ensuring deadlines are met.

ii. Problem-solving
    1. Responsible for day-to-day problems that may arise.
    2. Focuses on resolving operational issues to mitigate risk.

iii. Efficiency and structure
    1. Creates systems, processes, and structures.
    2. Optimizes resources.

iv. Authority and accountability
    1. Often relies on formal authority and responsibility.
    2. Ensures team members meet expectations.

1.4 Discuss the role of emotional intelligence in leadership.

A. Emotional intelligence is the ability to recognize, understand, and deal skillfully with one's own emotions and the emotions of others by:
   i. Regulating one's emotions.
   ii. Showing empathy and good judgment in social interactions.

B. Use emotional intelligence in leadership to enhance effectiveness by recognizing personal strengths and weaknesses.
   i. Make effective decisions under pressure by:
      1. Responding calmly in crises.
      2. Managing complex challenges.
      3. De-escalating tense situations.
   ii. Manage and build relationships by:
      1. Resolving conflict through understanding emotions.
      2. Improving team dynamics.
      3. Addressing trust issues.
      4. Gauging and overcoming resistance.
      5. Responding effectively to emotional needs.
   iii. Enhance resilience by:
      1. Overcoming setbacks.
      2. Staying positive during challenges.
      3. Motivating team members.
      4. Identifying and addressing morale issues.

INSTRUCTOR NOTE: Where appropriate throughout the rest of the course, reinforce the concepts and use of emotional intelligence as a key foundation of leadership.

SUGGESTED ACTIVITY: Have learners build on their leadership statement by identifying the way emotional intelligence can enhance their personal leadership framework.

1.5 Identify best practices of using an ethical framework when making decisions.

INSTRUCTOR NOTE: Introduce learners to decision-making models like the PLUS Model to structure the process. Throughout the course, other models will also be covered.

Refer to Appendices A and E for further guidance:

- Resources for Ethical Decision-Making
- Reading Lists

A. Key components of an ethical framework.
   - i. Types of ethical frameworks:
     1. Deontology — duty-based ethics
     2. Consequentialism — outcome-based ethics
     3. Virtue ethics — character-based ethics
   - ii. Core principles:
     1. Duty of care
     2. Justice
     3. Maintain integrity under pressure.
     4. Respect for the rule of law.
        a. Balance public safety with civil liberties.
     5. Ensure actions are consistent with community values.
     6. Ensure team members are held to high ethical standards.

B. Implement an ethical decision-making process.
   - i. Clearly define the problem.
     1. The most significant step in the decision-making process.
        a. Gather all relevant information.
        b. State the problem in an objective, neutral manner.
        c. Identify ethical issues that may arise due to or when resolving the issue.
        d. Identify the desired outcome.
   - ii. Seek guidance and support.
     1. Once the problem is defined, use resources that may assist with making the decision such as:
        a. Team members, peers, and/or experts in the field.
        b. Organizational policies and procedures.

iii. Evaluate possible solutions.
    1. If appropriate, collaboratively brainstorm solutions.
    2. Assess solutions using objective criteria.
    3. Consider the impact on all stakeholders.
    4. Use ethical frameworks to align solution with values.
    5. Consider positive and negative consequences.

iv. Make and implement the decision.
    1. Ensure the solution decided upon is legally and morally defensible.
    2. Ensure the solution decided upon is consistent with organizational goals.

v. Evaluate the decision.
    1. Monitor the effectiveness of the implemented solution and reassess as needed.
    2. Take responsibility for the outcomes.
    3. Foster an environment of trust through open communication.

REQUIRED ACTIVITY:

The instructor must develop at least two ethical decision-making scenarios relevant to situations learners may encounter in their roles. Each scenario will reflect common challenges and involve various ethical dilemmas.

After each scenario, facilitate a discussion in a format chosen most appropriate by the instructor, focusing on:

- The ethical implications of the decisions made.
- How different decision-making approaches could lead to various outcomes.
- Strategies for ensuring ethical considerations are prioritized in similar future situations.

The instructor may use the scenarios found in Appendix: A to develop this activity.

1.6 Recognize the role and qualities of a mentor.

A. A mentor is a trusted counselor or guide.

B. Mentors can help navigate challenges that may arise from new situations.

C. Key qualities to look for in a mentor.
    i. Relevant experience
    ii. Reputation
    iii. Alignment with goals
    iv. Commitment

D. Locating a mentor.
    i. Explore personal and professional networks.
    ii. Leverage social media platforms.

iii. Attend events and conferences.

SUGGESTED ACTIVITY:

The instructor may encourage learners to identify areas where they seek mentorship and the type of individual who could effectively guide them in those areas. Each part of the activity can include the following components:

- Reflect on their professional development goals and acknowledge the potential need for multiple mentors for different aspects of their growth.
- Brainstorm potential sources or environments where they can connect with suitable mentors, such as professional networks, community organizations, or workplace resources.
- Prompt learners to set specific, actionable goals for initiating contact with a potential mentor, including timelines and methods of communication.

Unit 2 Bridging Gaps: Communication and Conflict Resolution for New Leaders

INSTRUCTOR NOTE: Emphasize to learners that effective communication requires ongoing practice and self-awareness, especially in high-pressure situations. Refer to Appendix: E for additional resources.

2.1 Identify effective communication skills.

A. Adapt communication style to fit the situation or audience.

i. Use emotional intelligence.

ii. Ensure everyone understands the information being given.

iii. Be aware of how team members respond to information.

1. Some may prefer clear, blunt language, while others may prefer a softer delivery with more context.

B. Be transparent.

i. Align team efforts and goals with open and honest communication.

ii. Inspire trust.

iii. Assists with understanding the big picture and vision.

C. Be assertive.

i. Most effective and balanced communication approach for supervisors.

ii. Use clear, concise, and professional language.

1. Reduce misunderstandings.
2. Use “I” statements.

iii. Emphasize accuracy.

iv. Allow two-way communication.

1. Encourage team members to ask clarifying questions.
2. Encourage team members to vocalize their needs.

3. Be patient and open-minded.

D. Be aware of verbal and non-verbal cues.
   i. Verbal
      1. Tone of voice.
         a. It is important to maintain a calm, steady tone.
   ii. Non-verbal cues
      1. Foster a respectful and attentive environment by keeping body language open.
         a. Gestures
            - Uncross arms
            - Lean slightly forward
            - Nod
            - Maintain eye contact

E. Eliminate distractions.
   i. Silence devices
   ii. Close unrelated material
   iii. Do not multitask
   iv. Mitigate environmental noise

F. Practice active listening.
   i. Avoid interrupting by allowing the speaker to finish their thought before responding.
   ii. Use reflective listening.
      1. Paraphrase or summarize the speaker's main points without adding interpretation or judgment.
         a. Demonstrate full engagement.
         b. Confirm understanding.
         c. Respond thoughtfully.
         d. Allow speaker to clarify or expand on the point, if necessary.
      2. Benefits of reflective listening include:
         a. Ensure both parties are aligned.
         b. Prevent misunderstandings.
         c. Create a space for open dialogue.
         d. Ensure team members feel heard and respected.
         e. Team members are more likely to share critical insights or concerns.

G. Prevent reactive responses.

i. Listen to understand, not to respond.
ii. Listen to the entire story from all parties.
iii. Do not become defensive or positional.

SUGGESTED ACTIVITY: Encourage learners to build on their leadership statement by choosing at least one communication skill to focus on in the short term.

2.2 Identify types of ineffective communication styles.

A. Competitive or combative communication
  i. More interested in promoting own point of view rather than understanding or exploring someone else's.
  ii. Characteristics include:
    1. Listening for openings to take over the conversation.
    2. Listening for flaws or weak points to refute.
    3. Engaging in debates or discussions with the goal of winning, rather than reaching a shared understanding or solution.

B. Passive communication
  i. Avoids expressing their opinions, needs, or values.
  ii. Characteristics include:
    1. Avoiding conflict.
    2. Difficulty expressing feelings or needs clearly.
    3. Agreeing with others to avoid confrontation.
    4. Difficulty asserting boundaries.

C. Aggressive communication
  i. Comfortable expressing their opinions, needs, and values and often struggle to understand the perspectives of others.
  ii. Characteristics include:
    1. Engaging in arguments or conflicts.
    2. Uses a lot of emotional language in the form of yelling, belittling, blaming, or criticizing.
    3. Making personal attacks or using aggressive language.
    4. Dominating the conversation by not allowing others to speak or frequently interrupting.
  iii. Inhibits effective communication strategies.

D. Passive-aggressive communication
  i. Expressing negative feelings, such as anger or annoyance, indirectly instead of directly.
  ii. Characteristics include:

1. Refusing to discuss concerns openly and directly.
2. Avoiding responsibility.
3. Being deliberately inefficient.

2.3 Discuss consequences of ineffective communication.

A. Confusion about roles, responsibilities, and expectations.
   i. Leads to reduced trust in leadership.
   ii. Makes team more hesitant to follow orders or seek guidance when needed.
B. Loss of morale.
   i. Fosters disengagement.
   ii. Reduces collaboration.
   iii. Creates a toxic work environment.
C. Increased interpersonal conflict.
   i. Miscommunication escalates tensions among team members.
D. Failure to address performance/behavior issues.
   i. Lack of clear, direct feedback may result in persistent performance or behavior problems.
E. Operational inefficiency.
   i. Unclear or ineffective communication can lead to life-threatening consequences.
F. Breakdown in critical incident communication.
   i. Split-second decisions often rely on accurate and timely information.
   ii. Can endanger team members and civilians.
G. Damage to organization's reputation.
   i. Inconsistent messaging or unprofessional tone may harm public perception of the department.
   ii. Loss of community trust and cooperation.

REQUIRED ACTIVITY: The instructor must have learners engage with at least two communication scenarios. Learners will demonstrate effective communication tactics to use for each scenario. Scenarios may include types of ineffective communication where the learner will use effective communication skills to overcome. Each scenario must be followed by a discussion in the format determined as most appropriate by the instructor. Possible scenarios might include:

- Drafting a communication to senior leadership.
- Responding to a citizen at a public speaking engagement.
- Handling a citizen complainant.
- Addressing a team member's performance issue.
- Managing a tense team meeting.

2.4 Describe the five (5) conflict resolution styles.

INSTRUCTOR NOTE: See Appendix: B for conflict resolution resources. Any issue requiring conflict resolution must also consider the organization's values and mission.

A. Conflict occurs when two or more individuals' concerns appear incompatible.

B. To resolve conflict effectively, it's important to choose the appropriate conflict resolution style based on the situation.

C. There are two basic dimensions of conflict behavior:

   i. Assertiveness: The degree that an individual attempts to satisfy their own concerns.

   ii. Cooperativeness: The degree that an individual attempts to satisfy other individuals' concerns.

D. Styles of handling conflict.

   i. Competing

      1. Focused on winning by prioritizing one's own goals and needs. May be at the expense of others.

         a. Individual is often direct when expressing views.

         b. Style may be effective when making quick decisions.

      2. Challenges:

         a. May damage work relationships.

         b. Missed opportunities to resolve problems with others.

         c. May escalate conflict.

      3. Best practices:

         a. Use sparingly and when collaboration is unsuccessful or impractical.

            - Situation requires taking an unpopular action.
            - Critical incidents

         b. Be transparent about decision-making.

         c. Be professional; regardless of the urgency of the situation.

   ii. Collaborating

      1. Focuses on finding a solution for all parties and prioritizing communication.

         a. May aid in communication and discovery through open exchange of information.

         b. All parties make a mutual commitment to the decision.

         c. Builds trust and respect.

      2. Challenges:

         a. Requires time and commitment from all involved.

         b. All must be willing to compromise.

3. Best practices:
    a. Apply when realistically feasible.
        - Requires significant time investment.
        - Participants require strong interpersonal skills, trust, and openness.
    b. Use when a win-win outcome is valuable.
    c. Use for complex situations, which demand diverse perspectives.
    d. Use emotional intelligence and effective communication skills.

iii. Compromising

1. Involves finding a middle ground where individuals make concessions to reach decisions.
    a. Used for speed and expediency.
    b. Ensures fairness through equal gains and losses.
    c. Builds relationships.
2. Challenges:
    a. Unsatisfactory outcomes.
    b. Often a temporary solution.
3. Best practices:
    a. Employ when a temporary solution is needed for a complex issue.
    b. Apply when a more assertive method is ineffective or potentially harmful.

iv. Avoiding

1. Deliberately ignores or withdraws from conflict.
    a. Effective when there is a need to de-escalate high emotions.
    b. Effective when an issue needs to be delayed due to limited time or resources.
2. Challenges:
    a. May damage working relationships.
    b. May create tension and resentment.
3. Best practices:
    a. Use when little can be gained from a conflict.
        - Issue is unimportant.
        - Can be managed by another.
        - Symptom of another issue.
        - Too sensitive to address.
    b. Use to strategically postpone an issue temporarily.
    c. Be transparent to avoid the perception of being evasive.

v. Accommodating
   1. Prioritize the needs and concerns of others over their own.
      a. May build relationships and social capital.
      b. May quickly resolve a minor conflict.
   2. Challenges:
      a. Others may take advantage.
      b. May lead to resentment.
      c. Overlooking important issues.
   3. Best practices:
      a. Use when the other individual holds a position of authority.
      b. Use to concede gracefully and minimize loss of goodwill from prolonging the argument.
      c. Apply when a small sacrifice will lead to a greater good.

2.5 Identify mediation strategies to facilitate conflict resolution.

INSTRUCTOR NOTE: Instructors may refer to Appendix: E for a reading list on mediation, which may also be shared with learners for supplemental reading.

A. Mediation involves facilitating communication between conflicting parties to resolve issues constructively.

B. The purpose is to:
   1. Ensure disputes do not escalate.
   2. Maintain team morale and cohesion.
   3. Focus on resolution, not punishment.
      a. Mediation differs from disciplinary action.

C. Mediation process:

i. Set the stage.
   1. Choose a neutral, private location for the discussion.
   2. Establish ground rules to focus on mutual respect and allow all parties to share their perspectives without interruptions.
   3. Technique:
      a. Establish clear expectations
         - Set clear guidelines for the conversation to ensure a productive environment.
         - This can include reminding parties to avoid interrupting or speaking over each other.

ii. Facilitate open communication.
   1. Encourage each party to share their perspective.

2. Refrain from taking sides to maintain neutrality as the mediator.
3. Technique:
    a. Listen for understanding
        - Use non-verbal cues like nodding and verbal affirmations such as, “I understand” or “Please continue.”
    b. Express empathy and validation.
        - Show empathy toward all parties involved and acknowledge their emotions without assigning blame.
        - For example, “I see how this situation has been frustrating for you.”

iii. Identify root causes.

1. Ask clarifying questions to uncover underlying issues.
2. Help the parties focus on behaviors or actions, not personal attacks.
3. Technique:
    a. Clarifying questions
        - For example, “Can you help me understand what led up to this situation?”

iv. Collaborative problem-solving.

1. Guide parties toward mutually agreeable solutions.
2. Emphasize shared goals such as team success and operational effectiveness.
3. Technique:
    a. Reframe negative language
        - Turn accusatory statements into constructive feedback.
        - For example, “You always miss deadlines and now we are falling behind!” becomes "I noticed that a few deadlines have been missed. How can we support each other, so we can stay on track.”
    b. Encourage accountability
        - Ask individuals to take responsibility for their role in the conflict.
        - For example, “What can you both do to move forward and prevent this from happening again?”

v. Follow-up

1. Monitor the relationship and check in on progress.
2. Technique:
    a. Offer support
        - Provide ongoing support and check-ins to ensure the conflict is resolved, and the agreed-upon actions are being carried out.

INSTRUCTOR NOTE: It is recommended instructors have policy and evaluation metrics available to learners for this unit. Instructors may refer to the learner's agency policy and/or evaluation metrics, if the class is agency specific. If the class is not agency specific, or if the learner's agency does not have an existing policy or metric for performance evaluation, the instructor will provide learners with resources.

Information for developing the section on performance management can be found in Appendices C and E. These resources may also be shared with learners for supplemental reading.

- Reading Lists
- Resources for Performance Evaluations
- Resources for PIPs

3.1 Identify performance management tools.

A. The purpose of performance management tools is to enhance team performance by providing guidance, fostering accountability, and improving morale and motivation.

B. Performance evaluations

  i. Provide a formal record of a team member's performance.

  ii. Motivate continued growth in specific areas.

  iii. Provide constructive feedback.

  iv. Enhance objectivity and consistency.

  v. Provide additional security against liability.

    1. Documentation of concerns and recommendations for corrective action.
    2. Evaluations will show the supervisor's efforts, if recommendations for improvement are not implemented.

C. Feedback tools

  i. Coaching

    1. Helps team members improve skills and achieve goals through regular, constructive feedback.
    2. May not involve any changes, but instead offers recommendations from experienced individuals to influence:
        a. Understanding
        b. Behavior
        c. Progress
    3. Enhances communication, technical proficiency, and goal achievement.
    4. Supports skill development and knowledge.
        a. Cultivate specific skills.
        b. Develop an in-depth knowledge of techniques, policies, and procedures.

  ii. Counseling

1. Used to address personal and professional challenges to improve performance.
2. Guides team members through conflicts, moral dilemmas, and emotional demands.
3. Assists in managing stress, trauma, and other emotional challenges.
4. Helps change behavior.

D. Performance Improvement Plans (PIPs)

i. Implement for recurring performance problems, which have not improved with informal feedback.

ii. Genuine intent to support the team member in reaching a position where safe and effective performance of required duties is achievable.

1. Clarify performance expectations.
2. Provide team members with a fair opportunity to meet the standards.
3. Does not serve as a simple formality to encourage people to leave the profession.

iii. Maintain fairness and professionalism.

iv. Mitigate risk.

1. Establish documentation to support disciplinary actions, if necessary.

3.2 Identify effective strategies for conducting performance evaluations.

A. Preparation

i. Gather objective performance data:

1. Counseling, reprimands, discipline
2. Complaints
3. Compliments
4. Awards
5. Firearms scores
6. Major accomplishments
7. Training received throughout the year.

ii. Review team member role and agency alignment information:

1. Job description
2. Goals
3. Past evaluations
4. Agency mission and values

iii. Check for typos or unclear information.

iv. Provide the team member with a copy.

v. Set a time to go over the evaluation together.

B. Delivery

   i. Explain the evaluation's purpose and time frame.

   ii. Summarize the overall tone.

   iii. Focus on strengths by highlighting:

      1. Positive accomplishments.

      2. Skills or traits that stand out as particularly strong.

      3. Efforts that have helped the team or agency.

   iv. Discuss challenges.

      1. Be honest, professional, and focus on growth.

   v. Set performance goals for the next evaluation period.

      1. Empower team members to set aligned goals and suggest resources such as:

         a. Training

         b. Mentorship

         c. Actionable steps

   vi. Get the team member's perspective by using emotional intelligence and communication skills.

   vii. End on a positive note.

      1. Express gratitude and offer support for growth.

3.3 Explain liabilities of ineffective performance evaluations.

A. Common causes.

   i. One-sided documentation, poorly written, or inconsistent documentation:

      1. Vague

      2. Overly critical

      3. Biased

      4. Underdeveloped

   ii. Focusing only on the problem team member, disregarding others.

B. Effect on performance.

   i. Negative behavioral patterns.

   ii. Disciplinary concerns and decreased accountability.

   iii. Reduced team efficiency, safety, and organization effectiveness.

C. Effect on morale.

   i. Missed development opportunities:

      1. Skill gaps.

      2. Career stagnation.

      3. Lower engagement.

        ii. Employee dissatisfaction and potential allegations of:
            1. Discrimination
            2. Wrongful termination
            3. Unfair treatment
        iii. Erosion of trust, morale, and increased turnover.
    D. Damage to supervisor credibility.
        i. Undermines leadership effectiveness.
    E. Legal and compliance risks.
        i. Invalid performance evaluations in legal proceedings.
        ii. Civil liability for failure to address improper behavior.
    F. Damage to citizen trust.
        i. Erosion of public confidence in the organization.

REQUIRED ACTIVITY: The instructor must provide at least two samples of lacking or poorly written performance evaluations for learners to review.

Each evaluation must be followed by a discussion in the format determined as most appropriate by the instructor. The discussion will focus on:

- Identifying strengths and weaknesses in each evaluation.
- Analyzing how effective feedback contributes to employee development.
- Proposing revisions to improve clarity, fairness, and usefulness.
- The role of performance evaluations in professional growth and accountability.

At the end of the activity, the instructor may share a well-written evaluation with learners to compare.

3.4 Demonstrate effective strategies for using feedback tools.

    A. Coaching
        i. When to use:
            1. Improve performance
            2. Enhance motivation
            3. Increase confidence
        ii. Best practices:
            1. Create an environment where team members can openly communicate thoughts, ideas, and/or concerns.
                a. Pay attention to what team members say verbally and non-verbally.
                b. Always be transparent about expectations and goals.
                c. Understand and acknowledge any challenges or perspectives.
    B. Counseling

i. When to use:
   1. An individual has violated policy.
   2. An individual has not met expectations.
ii. Best practices
   1. Do not wait until a team member's yearly performance evaluation to bring up performance issues.
   2. Clearly state the purpose and the issue.
   3. Maintain professionalism.
   4. May need to follow-up the conversation in writing.

C. Process for an effective coaching or counseling session.
   i. Schedule enough time.
      1. Ensure the meeting is uninterrupted and distraction free.
   ii. Adapt delivery to the situation.
      1. Use an informal setting when appropriate to reduce underlying pressure.
      2. Provide feedback that is fair, accurate, and high quality.
      3. Consider giving feedback in writing to allow time for reflection.
   iii. Be clear on the reason for the feedback.
      1. Reinforce and reward acceptable behavior.
      2. Address and correct unacceptable behavior.
      3. Follow-up on and reinforce corrected behavior.
   iv. Provide constructive, specific, actionable feedback.
      1. Be clear and specific, using tangible examples.
      2. Focus on positive feedback where possible, and balance with areas for improvement.
      3. Deliver feedback in a supportive, behavior-focused manner, not targeting the person.
   v. Encourage a two-way conversation by allowing the team member the freedom to:
      1. Speak freely.
      2. Ask follow-up questions.
      3. Bring up issues or information which may be impacting the situation.
      4. Make suggestions for improvements.
      5. Discuss development plans to enhance job knowledge, skills, and attitudes.

REQUIRED ACTIVITY: The instructor must develop a role-play scenario where a learner, acting as a supervisor, demonstrates coaching and counseling skills in response to a team member's workplace issue. The scenario must involve two participants determined by the instructor. The scenario must include a challenge such as performance concerns, personal struggles affecting work, or ethical dilemmas.

Each role-play session must include:

- Learners conducting the coaching or counseling session, incorporating communication and conflict resolution techniques learned previously.
- Learners adapting to different communication barriers (e.g., emotional reactions, lack of engagement, resistance to feedback).
- The observers providing feedback on effectiveness, identifying strengths and areas for improvement.
- Learners comparing outcomes when using effective techniques versus ineffective approaches.

The instructor may use the scenarios found in Appendix: C.

- Coaching and Counseling Scenarios

3.5 Identify approaches for delivering a Performance Improvement Plan (PIP).

A. Document all actions.
   i. Keep detailed records of meetings, feedback, and actions taken.

B. Introduce the PIP.
   i. Conduct a private meeting to introduce the PIP and provide documentation.
   ii. Explain components in detail.

C. Show empathy.
   1. Express commitment to the team member's success.
   2. Adopt a collaborative approach to increase the likelihood of success.
   3. Use a constructive tone to emphasize the goal of improvement rather than punishment.

D. Be transparent.
   i. Clearly outline the issue(s), their impact on the team, and provide specific, measurable expectations.

E. Set clear expectations.
   i. Align performance goals with policies, job descriptions, and actionable steps.
   ii. Set realistic deadlines and provide necessary resources such as training or guidance.

F. Provide space for the individual to offer feedback or comments.

G. Have the individual acknowledge receipt and understanding of the PIP.

H. Monitor progress and adjust.
   i. Use objective measures to evaluate the team member's performance against the PIP goals.

1. Completion rates
2. Quality of work
3. Adherence to protocols

ii. Address challenges, offer constructive feedback, and adjust strategies if needed.

I. Explain outcomes.

i. If goals are met:

1. Formally acknowledge success.
2. Provide ongoing encouragement.

ii. If goals are not met:

1. Extend the PIP.
2. Reassignment.
3. Disciplinary action.

REQUIRED ACTIVITY: The instructor must develop a role-play scenario where a learner, acting as a supervisor, delivers a Performance Improvement Plan (PIP) in response to a team member's workplace issue. The scenario must involve two participants determined by the instructor. It should include a realistic performance challenge, such as chronic tardiness, inadequate communication, or procedural violations.

Each role-play session must include:

- Learners drafting a PIP using a provided template, ensuring it includes performance issues, goals, action steps, and evaluation criteria.
- Learners conducting the meeting, clearly explaining the PIP and expectations while using effective coaching and counseling techniques.
- Learners must adapt to different communication barriers (e.g., emotional reactions, resistance to feedback, lack of engagement).
- The observers providing feedback on clarity, specificity, and adherence to best practices.
- Learners will compare outcomes when using effective techniques versus ineffective approach

Unit 4 Leading the Way: Navigating as a New Supervisor

4.1 Recognize applicable employment laws and statutes.

INSTRUCTOR NOTE: Understanding employment laws helps ensure fair treatment, legal compliance, and proper handling of personnel matters. Encourage learners to refer to agency policies to ensure compliance with legal requirements

A. The Family and Medical Leave Act (FMLA)

i. Provides eligible employees with up to 12 weeks of unpaid leave for qualifying events, such as:

1. Birth, adoption, or foster placement of a child.
2. Serious health condition of the employee or immediate family.

3. Military-related leave – qualifying exigencies or caregiver leave.

ii. Advanced notification may not be possible or practical.

iii. Supervisors' role:

1. Inform employees of their rights and provide necessary documentation.
2. Respond to leave requests within five (5) days and track absences correctly.
3. Ensure employees returning from leave are reinstated to the same or equivalent position.
4. Legal risks:
    a. Wrongful denial of leave requests.
    b. Improper tracking of absences.
    c. Requesting unauthorized medical documentation.

B. The Health Insurance Portability and Accountability Act (HIPAA)

i. Protects employees from unauthorized disclosure of any Protected Health Information (PHI).

ii. Health records should be stored separately from personnel files and only accessible to those with a legitimate business need.

iii. Retain in compliance with the law according to the type of information.

iv. Do not include PHI in personnel management records.

1. Performance notes
2. Disciplinary action

C. Title VII of the Civil Rights Act of 1964

i. Prohibits employment discrimination based on race, color, religion, sex, or national origin in hiring, promotions, firing, and workplace conditions.

D. The Americans with Disabilities Act (ADA) of 1990

i. Protects individuals with disabilities from discrimination.

ii. Requires reasonable accommodations unless they impose an undue hardship on the employer.

E. The Age Discrimination in Employment Act (ADEA) of 1967

i. Prohibits discrimination against employees 40 years or older in hiring, promotions, and employment practices.

4.2 Identify sections of the Penal Code with direct impact on supervisory duties.

INSTRUCTOR NOTE: A comprehensive legal review of the codes in this section is not required. Instead, concentrate on how supervisors can effectively apply department policies to ensure compliance with the law.

A. Penal Code § 37.10, Tampering

B. Penal Code § 37.02, Perjury

C. Penal Code § 39.03, Official Oppression

D. Penal Code Chapter 9, Justification Excluding Criminal Responsibility

4.3 Demonstrate strategies to minimize workplace liability.

INSTRUCTOR NOTE: See Appendix: D for resources on liability.

A. Types of liability

- i. Direct liability.
  1. Harmful actions by the supervisor.
  2. Neglect of duty to take corrective or preventive measures.
- ii. Vicarious liability.
  1. Misconduct due to inadequate oversight or training that falls within the scope of a team member's duties.
  2. Responsibility can extend beyond a team member who makes a serious mistake.
- iii. Deliberate indifference.
  1. Conscious or reckless disregard of the consequences of an individual's acts or omission.
  2. Often results in harm.
  3. The result of purposeful behavior.

B. Strategies

- i. Ensure team members operate within legal and ethical boundaries.
  1. Stay informed on applicable policies and law.
  2. Communicate updates effectively.
  3. Take immediate corrective action when violations occur.
- ii. Identify team members who show patterns of problematic behavior.
  1. Frequent use-of-force incidents without clear justification.
  2. Repeated citizen complaints or internal concerns.
  3. Pattern of failing to de-escalate tense situations.
  4. Unprofessional conduct.
     - a. Racial profiling
     - b. Unnecessary aggression
- iii. Address minor infractions proactively to avoid escalation into bigger issues.
  1. Address issues through coaching, training, or corrective action.
  2. If an incident is high-profile or controversial, consult a Public Information Officer or senior leadership on how to properly handle external inquiries.
- iv. Document incidents properly.

1. Document the observed behavior, no matter how small.
    a. Ensure serious violations are documented and reported to senior leadership.
2. Review all reports for accuracy and completeness before approving them.
    a. Include objective and factual descriptions of incidents.
    b. Avoid speculation or personal opinions.
    c. Include statements from all involved parties.
        - Team members
        - Witnesses
        - Suspects
    d. Include clear reference to department policies and legal justifications.
        - Especially important in use-of-force cases.
    e. Include any follow-up actions taken by supervisors.
        - Coaching, training, or corrective action.

REQUIRED ACTIVITY: The instructor must review a case study with learners to demonstrate various types of liability. The case study may be based on real-world scenarios that are relevant to the learners' duties and responsibilities. The case may address potential issues such as use of force, off-duty conduct, alcohol/drug abuse, racial or sexual discrimination, gratuities, theft, abuse of power, or criminal activity.

Following the case study, the instructor will lead a discussion that focuses on:

- Identifying the types of liability present in the case study.
- Analyzing the potential solutions or actions that could have prevented the escalation of the case.
- Discussing the impact of these issues on the individuals involved and the organization.
- Exploring strategies to prevent similar situations from occurring in the future.

4.4 Identify solutions to common challenges of transitioning from peer to supervisor.

A. Effectively transitioning from peer to supervisor requires recognizing common challenges and addressing them with appropriate solutions.

B. Challenges and solutions

i. Challenge: Adjusting to the new role and responsibilities.

1. Solution:
    a. Adopt a big picture mindset to focus on long-term goals and outcomes.
    b. Recognize the long-term impact of decisions and incidents.

ii. Challenge: Behavior misalignment.

1. Solution:

a. Consistently align actions with core values to model behavior that supports the mission.

b. Address discrepancies, such as not helping others when it is busy or failing to meet the same standards expected from the team.

iii. Navigating new relationships can create a unique set of challenges.

1. Overly close relationships

a. Challenge: Past peer relationships may lead to perceptions of favoritism, damaging trust, and hindering leadership effectiveness.

b. Solution: Maintain professionalism, ensure fairness, and treat all team members equally to preserve trust.

2. Overly distant relationships

a. Challenge: Distance from team members can create feelings of isolation or neglect.

b. Solution: Foster open communication and regularly check in with team members.

3. Balance relationships up and down the chain of command.

a. Challenge: Finding the right balance between authority and approachability.

b. Solution:

- Demonstrate genuine care for each team member while simultaneously achieving the mission.
- Work to understand and respect the perspective of others.
- Be humble and act with integrity.
- Be truthful, tactful, and considerate.
- Take ownership of problems or mistakes.
- Give credit to the team when things go right.
- Accept input from team members but be the final decision-maker.

4.5 Explain the process of delegation.

SUGGESTED ACTIVITY: Have learners complete the Northwestern University Center for Public Safety “Rate Yourself as a Delegator” survey found in Appendix: D. The results of the survey may help guide learners understanding of where they can improve their delegation skills.

A. Delegation is the act of empowering someone to act for another.

B. Supervisors are responsible for assigning tasks, overseeing execution, and ensuring alignment with organizational goals.

C. When to delegate.

i. Delegate tasks that do not require the supervisor's direct involvement.

ii. Focus on overseeing and managing the delegated responsibilities by:

1. Ensuring alignment with organizational objectives.
2. Coordinating resources effectively.
3. Monitoring team performance.
4. Identifying gaps or areas for improvement.

D. How to delegate.
   i. Select the right team member.
      1. Match tasks to individuals based on skills, experience, and capacity.
   ii. Set clear expectations.
      1. Clearly communicate the task, including:
         a. Desired outcomes
         b. Deadlines
         c. Any specific requirements
   iii. Provide resources and authority.
      1. Equip team members with the necessary tools, information, and resources to complete the task.
      2. Foster problem-solving, feedback, and trust.
      3. Encourage creativity and innovation.
      4. Grant appropriate decision-making authority:
         a. Level 1: Follow directions exactly.
         b. Level 2: Research and report back.
         c. Level 3: Research, outline the options, and recommend a solution.
         d. Level 4: Decide and then report back.
         e. Level 5: Act independently.

E. Monitor and support.
   i. Establish regular check-ins and progress updates.
   ii. Offer guidance and be available for questions.

F. Provide feedback.
   i. Deliver constructive feedback to improve performance.
   ii. Recognize and celebrate successes.

G. Common delegation challenges.
   i. Team members resisting delegated tasks.
   ii. Supervisors having difficulty recognizing when to let go of tasks.

4.6 Identify the process of goal setting.

INSTRUCTOR NOTE: See Appendix: D for additional resources on goal setting and time management, which may be distributed to learners.

A. Use the SMART goal framework.
    i. Specific: Clearly define the objective.
    ii. Measurable: Determine criteria to track progress.
    iii. Achievable: Ensure the goal is realistic given available resources.
    iv. Relevant: Align the goal with departmental priorities.
    v. Time-bound: Set a realistic deadline for completion.

B. Align goals with team and department objectives.
    i. Connect goals to the bigger picture.
    ii. Foster collaboration and shared ownership within the team.
        1. Encourage teamwork and accountability.
        2. Support initiative and proactive contributions.
            a. Ensure goals uphold ethical standards and do not create unintended conflicts.

C. Monitor progress and adjust as needed.

SUGGESTED ACTIVITY: Facilitate a goal-setting workshop where learners identify and establish specific professional goals for the upcoming year. These goals may focus on areas such as improving skills in traffic stops, fostering inter-departmental collaboration, or attending relevant training or conferences.

Following the goal-setting exercise, encourage learners to engage in a discussion in the format determined as most appropriate by the instructor. The discussion may cover:

- Identifying key areas of professional development.
- Exploring strategies to achieve these goals, including timelines and necessary resources.
- Discussing how the goals contribute to both individual growth and the team's overall development.

4.7 Identify effective time management strategies.

A. Schedule time blocks.
    i. Prioritize tasks.
        1. For example, using the Eisenhower Matrix.
    ii. Allocate dedicated time blocks for high-priority activities.
    iii. Use short, timed work intervals with breaks to maintain focus and prevent fatigue.
        1. For example, the Pomodoro technique.

B. Set boundaries.
    i. Minimize interruptions during focused work periods.
    ii. Inform team members of availability and preferred times for meetings.

C. Include buffer time for unforeseen events or emergencies.

D. Avoid overcommitment.
    i. Assess current workload before accepting additional responsibilities.
    ii. Delegate when possible.
    iii. Refrain from taking on new tasks to please others.
E. Avoid neglect of personal time.
    i. Continuous work without breaks can reduce productivity.
    ii. Schedule short breaks to recharge and maintain high performance throughout the shift.

4.8 Identify effective workload management strategies.

A. Balance individual and team workloads.
    i. Regularly review task assignments to identify and address imbalances.
    ii. Adjust workload distribution based on current demands and team capacity.
    iii. Gather team feedback to uncover challenges and improve efficiency.
B. Establish clear workflows.
    i. Create standard operating procedures (SOPs).
    ii. Utilize checklists to ensure consistency and accuracy in task execution.
    iii. Continuously update workflows to align with policy or operational changes.
C. Use digital tools for task management.
    i. Implement task management software for tracking and delegation.
        1. For example, Trello or Asana.
    ii. Use scheduling tools to optimize time management.
        1. For example, Homebase or Connecteam.
    iii. Utilize communication platforms to enhance collaboration and coordination.
        1. For example, Microsoft Teams or Slack.
D. Address resource constraints proactively.
    i. Conduct regular resource audits to assess availability and needs.
    ii. Prioritize resource allocation based on urgency and importance.
    iii. Collaborate with external partners to fill resource gaps:
        1. Other units
        2. Neighboring agencies
        3. Community organizations
E. Plan for long-term workload sustainability.
    i. Analyze historical data to predict high-demand times.
    ii. Plan for recurring events such as:
        1. Community events

2. Natural disasters

iii. Develop contingency plans for unexpected events.

1. Conduct regular emergency training exercises.
2. Establish backup procedures to ensure operational continuity.
3. Crosstrain staff to enhance flexibility and resilience.

iv. Promote a sustainable work culture.

1. Encourage rest and recuperation to maintain long-term productivity.
2. Promote a balanced workload to prevent burnout.

F. Manage challenges proactively.

i. Communicate the reasoning behind workload adjustments to build team consensus.

ii. Provide training to support adaptation to new workflows or technologies.

iii. Lead by example by modeling the desired behaviors and attitudes.

G. Maintain a balanced approach to planning.

i. Recognize that not every risk can be controlled.

ii. Prioritize planning for the most probable contingencies and the worst-case scenario.

iii. Emphasize flexibility over excessive detail in the planning process.

4.9 Recognize the signs associated with the five stages of burnout.

INSTRUCTOR NOTE: Burnout is common among first responders. It is important to recognize the signs of burnout to avoid emotional, mental, and physical health related issues.

A. Burnout is a state of emotional, mental, and often physical exhaustion brought on by prolonged or repeated stress.

B. First responders routinely face high-stress situations, work long hours with staff shortages, and witness the worst of society on a regular basis.

C. Stages of burnout

i. Honeymoon phase is characterized by personal drive, a high level of commitment and enthusiasm. Behaviors commonly seen during this phase include:

1. Job satisfaction
2. High productivity levels
3. Creativity

ii. Stress phase occurs when initial optimism fades, leading to feelings of being overworked and a decline in well-being. Behaviors commonly seen during this phase include:

1. Reduced sleep quality/fatigue

2. Illness
3. Neglect of personal needs
4. Change in appetite
5. Lack of social interaction

iii. Chronic stress phase occurs when work priorities begin to overtake personal priorities. This creates additional stress and may lead to:

1. Chronic fatigue
2. Neglecting personal needs
3. Cynical attitude
4. Aggressive behavior
5. Resentfulness
6. Substance abuse

iv. Burnout occurs when physical symptoms, such as headaches and gastro-intestinal problems are frequent, there is persistent worry, and things seem hopeless.

1. There may also be changes in behavior such as isolation or acting out of character including:
    a. Self-doubt
    b. Pessimistic outlook
    c. Neglect of personal needs
    d. Obsession with problems

v. Habitual burnout is characterized by severe emotional, mental, and physical exhaustion, accompanied by depression and anxiety.

4.10 Discuss the role of a leader in promoting employee wellness.

INSTRUCTOR NOTE: Resilience encompasses skills that reduce the negative impact of adverse events and promote recovery by focusing on strengths, rather than weaknesses. The following information introduces basic skills to help learners build resilience in themselves and their teams during critical incidents and routine operations. Emphasize the benefits for individuals, teams, and supervisors to encourage new learners to adopt resilience practices. These suggestions serve as a guide to resilience and wellness.

For this section also refer to Appendix: D: Peer Support Network Services.

A. Be aware of all available resources, both internal and external.

B. Ensure team members are informed about resources that support health, wellness, and resilience:

i. Under normal operating conditions.

ii. During or after responding to critical incidents.

iii. When a team member is showing signs of distress.

C. Recognize and address when a team member is struggling.
   i. If a supervisor is not prepared or unwilling to engage with these issues, the situation may escalate.
   ii. Resources for seeking professional help:
      1. Trained clinicians
         a. Employee Assistance Programs
         b. Licensed counselors
      2. Peer Support Networks
         a. Texas Law Enforcement Peer Network (TLPN)
         b. COPLINE
D. Key components of resilience.
   i. Resilience is an individual's ability to withstand, adapt to, and recover from adversity.
      1. Adversity may come in the form of traumatic events or everyday stressors and changing demands.
   ii. Physical resilience is the ability to adopt and sustain healthy behaviors needed to enhance health and wellness.
      1. Exercise contributes to physical and mental stamina.
         a. Create an exercise routine and get at least 30 minutes of exercise per day.
      2. Proper nutrition improves physical and mental energy levels.
         a. Consume a diet high in fruits, vegetables, nuts, whole grains, and lean protein.
         b. Avoid manufactured, processed foods.
         c. Avoid excessively sugary or salty foods.
   iii. Social resilience is the ability to engage in healthy social networks, which promote overall well-being and optimal performance.
      1. Build a social support system.
      2. Engage in activities outside the job.

4.11 Discuss the basics of public information requests.

INSTRUCTOR NOTE: See Appendix: D for resources on Public Information Requests. The goal of this section is not to turn supervisors into public records specialists but to ensure they understand their role in documentation, records management, and appropriate responses when a request involves their team or cases. Instructors may tailor this section of the training to specific policies of the department or agency.

A. Commonly requested public records
   i. Offense and incident reports – with certain redactions

    ii. Arrest records and booking photos
    iii. Call logs and CAD reports
    iv. Use-of-force reports
    v. Department policies, procedures, and general orders
    vi. Dashcam and body-worn camera (BWC) footage – with restrictions
B. Restricted or confidential records.
    i. Juvenile files
    ii. Open or ongoing investigations
    iii. Certain personnel records
        1. Internal affairs investigations
        2. Medical information
    iv. Victim and witness identifying information
    v. Undercover officer identities
C. Records management
    i. Accuracy, completeness, and proper storage are essential to comply with public records laws.
    ii. Regular audits help identify and correct errors before requests are made.
D. Consequences of mishandling
    i. Errors, omissions, or unauthorized disclosures can result in legal or disciplinary actions.
E. Responding to requests
    i. Requests should be handled per department policy, with referrals to appropriate personally such as:
        1. Records division
        2. Legal team
        3. Public Information Officer (PIO)
    ii. Supervisors may not alter, withhold, or personally release records unless explicitly authorized.

4.12 Demonstrate leadership skills to critical incident response.

INSTRUCTOR NOTE: The objective of this section is to provide new supervisors with a broad overview of how the leadership skills developed in this course can be effectively applied in managing critical incident responses.

Please refer to Appendix: D for resources regarding critical incident response.

Provide the learners with examples of tools such as the Critical Decision-Making Model (CDM) to illustrate how to structure this process.

A. Immediate assessment and safety

    i. Quickly assess the situation to determine the level of threat.
    ii. Ensure the safety of all individuals involved.

B. Incident command and leadership
    i. Implement Incident Command System (ICS) principles for effective management.
    ii. Establish a clear chain of command with defined roles and responsibilities.

C. Communication and coordination
    i. Maintain clear and calm communication with:
        1. Team members
        2. Other responders
    ii. Use appropriate communication channels to relay critical information.

D. Critical decision-making
    i. Make logical, organized, and ethical decisions.
    ii. Maintain emotional regulation and resilience during high-pressure situations.
    iii. Continuously gather information and adapt the response as the situation evolves.

E. Resource management and support
    i. Provide necessary resources and support to team members.
    ii. Ensure access to:
        1. Medical aid
        2. Counseling services
        3. Other support systems

F. Documentation and reporting
    i. Record all actions, observations, and gathered information.
    ii. Ensure accurate and timely reporting to:
        1. Higher authorities
        2. After-action review teams

G. Post-incident review
    i. Conduct a debriefing session to assess the response.
    ii. Identify lessons learned and areas for improvement.

H. Team member wellness
    i. Monitor for signs of stress and trauma.
    ii. Provide immediate and long-term mental health support.

I. Community relations
    i. Address any public concerns and main transparency.
    ii. Engage in community outreach to rebuild trust and confidence.

J. Legal and policy compliance
   i. Ensure all actions align with legal standards and department policies.
   ii. Be aware of liability issues and steps to mitigate risks.

REQUIRED ACTIVITY: The instructor must develop a critical incident response scenario that reflects a situation learners are likely to encounter. The scenario must involve at least two aspects of critical incident management, such as communication strategies, risk assessment, or tactical response.

Each scenario must be followed by a discussion, structured in a way determined by the instructor. The discussion must focus on:

- Analyzing potential risks and how to mitigate them in a critical incident response.
- Applying the knowledge and skills acquired during the course to navigate the challenges posed by the scenario.

APPENDIX TABLE OF CONTENTS

APPENDIX: A

INITIAL SELF-ASSESSMENT

Leadership	
Why do you want to become a leader?	
What does leadership mean to you?	
Self-Awareness	
How well do you recognize and manage your emotions, especially under stress?	
Can you identify your strengths and areas for improvement?	
Communication	
How effectively do you communicate your expectations to your team?	
How do you adapt your communication style for different situations?	
Decision-Making	
How comfortable are you in making difficult decisions under pressure?	
What steps do you take to gather input from others?	
Delegation and Empowerment	
How do you ensure that team members have the necessary support to complete tasks?	
How do you empower them to take on leadership within their roles?	
Empathy	
How do you demonstrate empathy and understanding to team members, particularly during challenging times?	
Accountability	
How do you model accountability in your work?	
Give an example where you admitted a mistake and took responsibility.	
Adaptability	
Describe a time when you had to adjust your approach in response to feedback or a change in circumstances.	
How did you support your team through this transition?	

PERSONAL DEVELOPMENT ROADMAP

WHAT ARE THE NEXT STEPS?

Welcome to your Personal Development Roadmap! This tool is designed to help you set goals, track progress, and grow in your role as a new supervisor.

INSTRUCTIONS: Use the blank spaces to outline goals and strategies. Think about specific areas you want to focus on, such as communication, leadership, time management, or conflict resolution.

1. FOSTER SELF-RESILLIENCE & WELL-BEING
2. SEEK MENTORSHIP & CONTINUOUS LEARNING
3. ENHANCE COMMUNICATION & TEAM DYNAMICS TO PROMOTE GROWTH
4. SET PERSONAL AND TEAM GOALS
5.
6.
7.

TEXAS COMMISSION ON LAW ENFORCEMENT

CODES OF CONDUCT

Law Enforcement Code of Ethics (International Association of Chiefs of Police - IACP)

URL: https://www.theiacp.org/resources/law-enforcement-code-of-ethics

Ethical Policing Guidelines (Police Executive Research Forum – PERF)

URL: https://www.policeforum.org/

National Association for Civilian Oversight of Law Enforcement (NACOLE) Ethical Standards

URL: https://www.nacole.org/ethical_standards

United Nations Code of Conduct for Law Enforcement Officials

URL: https://www.ohchr.org/en/professionalinterest/pages/lawenforcementofficials.aspx

RESOURCES FOR ETHICAL DECISION-MAKING

Ethics in Law Enforcement

Summary: This open-access textbook examines the moral and ethical issues within law enforcement, covering topics such as core values, codes of conduct, ethical dilemmas, and the importance of critical thinking.

URL: https://open.umn.edu/opentextbooks/textbooks/433

4 Tests to Help Officers Survive Ethical Dilemmas

Summary: This article presents practical tests officers can apply to navigate ethical challenges effectively.

URL: https://www.police1.com/ethics/articles/4-tests-to-help-officers-survive-ethical-dilemmas-rKSCittfeFs9CXt9/

Teaching Ethics in the Training Academy: A State-of-the-Art Approach

Summary: This piece discusses innovative methods for integrating ethics training into law enforcement academies, emphasizing the importance of scenario-based learning.

URL: https://www.policechiefmagazine.org/teaching-ethics-in-the-training-academy/

Ethical Policing is Courageous (EPIC) Training Lesson Plan

Summary: This lesson plan outlines a peer intervention program designed to empower officers to prevent misconduct and promote ethical behavior through real-world scenarios and case studies.

URL: https://www.baltimorepolice.org/transparency/bpd-policies/1-ethical-policing-courageous-epic-training-lesson-plan

Table-Top Scenario Examples

Summary: This document provides a collection of scenario-based exercises aimed at enhancing decision-making skills in law enforcement contexts.
URL: https://perf.memberclicks.net/assets/FLS-CRT/All%20Scenarios.pdf

Using Scenarios to Train the Duty to Intervene

Summary: This piece discusses the importance of scenario-based training in preparing officers to effectively intervene in situations where ethical conduct is at risk.

URL: https://www.police1.com/use-of-force/articles/using-scenarios-to-train-the-duty-to-intervene-ZhDSEqeBhUgXtpJN/

ETHICAL DECISION-MAKING SCENARIOS

Scenario: Misconduct

Scenario Overview: A team member is observed using their department-issued vehicle and fuel card for personal errands while off duty. This behavior violates departmental policy. Another team member reports this to the supervisor but is hesitant to make a formal complaint due to fear of retaliation.

Key Skills to Practice:

- Address the policy violation with the team member while maintaining morale.
- Determine how the decided upon action will impact the team's morale and standards of conduct.
- Effectively communicate accountability, fairness, and consistency in enforcement.

Scenario: Favoritism in Promotions

Scenario Overview: There is a promotion opportunity amongst the team. One candidate is a close friend of the supervisor, while the other is the most qualified – based on objective performance metrics. Some team members are concerned the friendship may influence the decision.

Key Skills to Practice:

- Ensure fairness, transparency, and accountability in the decision-making process.
- Effectively communicate the values and reasoning behind the decision.

Scenario: Inappropriate Social Media Conduct

Scenario Overview: A team member posted a controversial statement on social media regarding a recent protest. While the post does not directly violate department policy, it has drawn media attention, and the department’s Public Information Officer (PIO) has received multiple complaints from community members. Several team members support the post, arguing it is freedom of speech, while others believe it undermines public trust. The department’s leadership wants the supervisor’s recommendation on how to proceed.

Key Skills to Practice:

- Make a swift, ethical decision, balancing accountability, employee rights, and public perception.
- Use an ethical decision-making framework to determine the best course of action.

- Create an action plan to address a long-term strategy to reinforce professional conduct on social media.

Scenario: Use of Excessive Force Allegation

Scenario Overview: The supervisor receives a report that a team member may have used excessive force during an arrest. The bodycam footage is pending review, but public scrutiny is already growing on social media.

Key Skills to Practice:

- Determine how to handle the allegation responsibly, balancing the need for transparency, support for the team member, and maintaining community trust.
- Outline a communication and action plan including immediate steps to address internal and external stakeholders.

Optional Stress Element: Set a time limit of 30 minutes to complete the plan.

Scenario: Compromised Evidence Integrity

Scenario Overview: During a high-profile investigation, a team member accidentally mishandled critical evidence, potentially jeopardizing the case. The team member suggests not reporting the mishap, since the error is unlikely to be noticed. However, defense attorneys could exploit the issue if it comes to light.

Key Skills to Practice:

- Use ethical decision-making skills to determine whether to report the error.
- Decide how to handle the team member's accountability.
- Determine next steps to take to preserve the integrity of the investigation.

Optional Stress Element: Learners have 15 minutes to prepare an action plan before briefing a prosecutor who is under pressure to file charges.

Additional Development Notes for Instructors

Incorporate real-world publicized cases to illustrate the importance of ethical decision-making.

- Highlight community impact by encouraging discussion of how ethical failures can erode public trust and strategies to mitigate this risk.
- Use evaluation rubrics to assess student performance in identifying dilemmas, applying frameworks, and proposing solutions.

APPENDIX: B

RESOURCES FOR CONFLICT RESOLUTION

Applying the SARA Model in Operation Waterside

Summary: This article discusses the application of the SARA (Scanning, Analysis, Response, and Assessment) model in a real-world law enforcement operation, highlighting its effectiveness in structured problem-solving.

URL: https://www.policechiefmagazine.org/sara-model-operation-waterside/

Problem-Solving Tips: A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships

Summary: This guide provides practical advice for law enforcement agencies on implementing problem-solving strategies to address crime and disorder through collaborative efforts.

URL: https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-p019-pub.pdf

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers

Summary: This publication offers guidance on evaluating the effectiveness of problem-solving initiatives within police work, emphasizing the importance of assessment in the SARA model.

URL: https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-w0012-pub.pdf

Problem-Solving Strategies for Community Policing: A Practical Guide

Summary: This guide outlines practical steps for implementing problem-solving strategies within community policing frameworks, providing actionable insights for supervisors.

URL: https://www.ojp.gov/ncjrs/virtual-library/abstracts/problem-solving-strategies-community-policing-practical-guide

Successful Police Problem Solving: A Practice Guide

Summary: This guide aims to build on existing problem-solving practices within the police service, offering strategies for continuous improvement and effective resolution of issues.

URL: https://popcenter.asu.edu/sites/default/files/successful_police_problem_solving_a_guide.pdf

APPENDIX: C

SUPPORTING RESOURCES FOR PERFORMANCE EVALUATIONS

Law Enforcement Performance Evaluation Digital Manual

Summary: This manual provides over 1,000 bullet phrases covering various performance traits, helping supervisors articulate evaluations clearly and efficiently.

URL: https://www.cfiweb.com/

Law Enforcement Tech Guide for Creating Performance Measures That Work

Summary: Published by the U.S. Department of Justice, this guide offers a framework for developing performance measures and improving performance evaluations.

URL: https://www.search.org/files/pdf/PMTechGuide.pdf

Best Practices for Writing Police Employee Evaluations

Summary: An article by MdE, Inc., detailing practical advice for documenting performance, using specific examples, and staying organized during the evaluation process.

URL: https://mde-inc.com/best-practices-for-writing-police-employee-evaluations/

Making Performance Evaluations Worth It (White Paper)

Summary: Written by Gordon Graham, this white paper discusses common mistakes in public safety evaluations and provides actionable solutions for improvement.

URL: https://www.police1.com/chiefs-sheriffs/articles/making-performance-evaluations-worth-it-white-paper-4hplwXiZE1y9KmCs/

Improving Personnel Performance Through Evaluations and Training

Summary: An article by Lexipol that emphasizes the importance of effective evaluations and strategies for using them to improve employee performance.

URL: https://www.lexipol.com/resources/blog/improving-personnel-performance-through-evaluations-and-training/

Public Employer's Guide to Conducting Performance Evaluations

Summary: A guide tailored to public sector employers, including law enforcement, that explains the legal and organizational risks of poorly conducted evaluations and provides strategies for improvement.

URL: https://www.workforce.com/news/public-employers-guide-to-conducting-performance-evaluations

Performance Appraisal Handbook for Supervisors

Summary: Published by the Office of Personnel Management, this handbook offers comprehensive guidance on creating legally defensible and effective evaluations.

URL: https://www.opm.gov/policy-data-oversight/performance-management/reference-materials/

Avoiding Legal Risks in Employee Evaluations

Summary: This article provides practical advice for supervisors on writing evaluations that are both constructive and legally defensible, with a focus on documentation and fairness.

URL: https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/avoiding-legal-risks-in-employee-evaluations.aspx

Reducing Liability Through Documentation and Evaluation

Summary: An article from the National Association of Chiefs of Police discussing how proper evaluations and documentation reduce risks for law enforcement supervisors and agencies.

URL: https://www.nacoponline.org/reducing-liability-through-documentation

Supervisor's Guide to Evaluations and Progressive Discipline

Summary: A comprehensive guide from a government resource that ties evaluations to progressive discipline practices, emphasizing their legal importance.

URL: https://www.dol.gov/general/topic/labor/evaluations-and-progressive-discipline

SUPPORTING RESOURCES FOR PIPS

Law Enforcement Tech Guide for Creating Performance Measures That Work

Summary: This comprehensive guide offers law enforcement agencies a structured process for measuring and managing performance, which is essential when developing effective PIPs.

URL: https://www.search.org/files/pdf/PMTechGuide.pdf

Union City Police Department Performance Improvement Plan Procedure

Summary: An example of a departmental procedure outlining the administration of PIPs, detailing responsibilities, plan administration, and records retention.

URL: https://www.unioncity.org/DocumentCenter/View/8633/1005-Performance_Improvement_Plans_AS-IS

COACHING AND COUNSELING SCENARIOS

Scenario: Shift Schedule Dispute

Scenario Overview: Two team members on the same squad are in conflict over shift assignments. Team Member A feels they are consistently scheduled for less desirable shifts (e.g., weekends and nights), while Team Member B is regularly assigned more favorable shifts. Team member A perceives favoritism and has expressed frustration to other team members, causing division in the squad.

Key Skills to Practice:

- Investigating concerns while remaining neutral.
- Communicating decisions transparently to maintain credibility.
- Managing perceptions of fairness and preventing workplace tension.

Scenario: Tension Between Senior and Junior Team Member

Scenario Overview: A senior team member has been openly critical of a newer team member's approach to handling calls, claiming it is inefficient and lacks situational awareness. The junior team member feels belittled and unsupported, which has started to affect their confidence and performance. Other team members are reluctant to intervene but have noticed the growing tension.

Key Skills to Practice:

- Balancing corrective feedback for senior personnel with supportive coaching for newer team members.
- Encouraging a team culture of mentorship and mutual respect.
- Reinforcing professionalism and appropriate conduct.

Scenario: Interpersonal Conflict After a Critical Incident

Scenario Overview: Following a high-stress critical incident, two team members are in conflict over decisions made in the field. One team member accuses the other of not following procedure, while the second team member feels unfairly targeted and defensive. This disagreement has spilled into daily interactions, creating tension in the workplace.

Key Skills to Practice:

- Active listening to identify and address underlying emotions.
- Mediating emotionally charged conflicts to find common ground.
- Reinforcing professional standards and promoting accountability.

APPENDIX: D

RESOURCES FOR LIABILITY

Identifying and Managing Risk – International Association of Chiefs of Police (IACP)

Summary: This resource provides practical guidance on assessing and managing threats, offering concrete strategies to help communities prevent various types of incidents.

URL: https://www.theiacp.org/identifying-and-managing-risk

Promoting Excellence in First-Line Supervision – Police Executive Research Forum (PERF)

Summary: This publication emphasizes the critical role of sergeants and first-line supervisors in implementing the vision and goals of police leadership at the street level.

URL: https://www.policeforum.org/assets/FirstLineSupervision.pdf

Early Identification Systems – International Association of Chiefs of Police (IACP)

Summary: This document discusses data-based management tools designed to identify employees who display specified behaviors, aiming to prevent potential negative consequences for the employee, fellow employees, the agency, and the public.

URL: https://www.theiacp.org/sites/default/files/2020-05/EarlyIdentificationSystems%2005-19-2020-to%20publish.pdf

RESOURCES FOR GOAL SETTING

How to Write Smart Goals

Summary: This article explains how to write SMART goals, outlining each of the components. Includes examples to illustrate best practices.

URL: https://www.atlassian.com/blog/productivity/how-to-write-smart-goals

Goal Setting for Law Enforcement

Summary: This article emphasizes the importance of setting goals for professional and personal development within law enforcement, highlighting how structured goal setting can enhance officer performance and career progression.

URL: https://www.valorforblue.org/Blog/18/Goal-Setting-for-Law-Enforcement

Collaborative Leadership in Policing

Summary: This resource discusses the significance of creating a unified vision in collaborative leadership practices within policing, underscoring the importance of aligning team goals and fostering real-time collaboration across agencies.

URL: https://genasys.com/blog/collaborative-leadership-in-policing/

4 Keys to Develop Police Leaders of the Future

Summary: This article outlines essential strategies for developing future police leaders, including the establishment of annual goals aimed at enhancing leadership skills, thereby promoting progressive development within law enforcement agencies.

URL: https://www.police1.com/leadership/articles/4-keys-to-develop-police-leaders-of-the-future-g9xml6p5Tne8p2I2/

SMART Goals: A Framework for Success

Summary: This article provides an in-depth explanation of the SMART framework and practical tips for implementation.

URL: https://www.mindtools.com/pages/article/smart-goals.htm

ClickUp – Goal Tracking Tool

Summary: ClickUp offers customizable templates for tracking and managing goals, with analytics to monitor progress and outcomes.

URL: https://clickup.com/templates/goals

RESOURCES FOR TIME MANAGEMENT

Effective Time Management for Public Safety Leaders

Summary: This Lexipol blog post on effective time management in public safety provides key strategies to improve productivity. These tips aim to help public safety professionals manage their workload more efficiently, reduce stress, and maintain overall well-being in high-pressure environments.

URL: https://www.lexipol.com/resources/blog/5-tips-for-effective-time-management-in-public-safety/

Trello - Free Task Management Tool

Summary: Trello is a visual task management tool that allows supervisors to organize tasks, set deadlines, and monitor progress in an intuitive board format. It's useful for tracking ongoing responsibilities and ensuring accountability.

URL: https://trello.com/

Asana - Free Task Management Software

Summary: Asana is a work management platform designed to help teams organize, track, and manage projects and tasks. It offers tools for project management, goal setting, workflow automation, and resource management.

URL: https://asana.com/

Homebase - Free Scheduling Tool

Summary: Homebase is an all-in-one app designed to streamline operations for small businesses, particularly those with hourly teams. It includes tools for employee scheduling, time tracking, payroll management, and team messaging.

URL: https://joinhomebase.com/

Connecteam – Best Police Officer Scheduling System

Summary: Connecteam is a comprehensive scheduling tool tailored for law enforcement. It allows supervisors to manage shifts, assign tasks, and communicate with team members in real-time, ensuring operational clarity and accountability.

URL: https://connecteam.com/best-police-officer-scheduling-system/

Clockify – Time Tracking Software

Summary: Clockify is a time-tracking tool designed to monitor how time is allocated across tasks and activities. It provides insights that help supervisors optimize time use and improve efficiency in managing their own schedules.

URL: https://clockify.me/blog/apps-tools/best-team-management-software/

Microsoft Teams – Communication and Collaboration Platform

Summary: Teams is a collaboration platform which combines chat, video conferencing, file sharing, and task management in an integrated environment with other Microsoft 365 apps.

URL: https://www.microsoft.com/en-us/microsoft-teams/

Slack – Communication and Collaboration Platform

Summary: Slack is a messaging and collaboration platform designed to streamline team communication through channels and direct messages. It allows users to share files, organize conversations by topic, and collaborate efficiently.

URL: https://slack.com/

Eisenhower Matrix – Task Prioritization Framework

Summary: The Eisenhower Matrix is a framework for categorizing tasks by urgency and importance, helping supervisors focus on high-impact activities while delegating or eliminating less critical ones.

URL: https://www.eisenhower.me/eisenhower-matrix/

Time Stream – Pomodoro Timer

Summary: A productivity app designed to support the Pomodoro Technique with tracking and reporting features.

URL: https://my.timestream.app/

Google Calendar – Scheduling and Time Management

Summary: Google Calendar is a versatile scheduling tool that integrates seamlessly with other platforms. Supervisors can use it to block time for key responsibilities, set reminders, and share schedules with their teams.

URL: https://calendar.google.com/

Priority of Life Framework (FEMA Resource)

Summary: This document from FEMA provides a comprehensive guide on contingency planning for special events. It outlines the importance of planning for potential risks, coordinating efforts across various agencies, and establishing clear roles and responsibilities to ensure the safety and security of large events.

URL: https://emilms.fema.gov/is_0015b/media/261.pdf

RESOURCES FOR PUBLIC INFORMATION REQUESTS

Public Information Act Handbook 2024 – Office of the Attorney General of Texas

URL: https://texasattorneygeneral.gov/sites/default/files/files/divisions/open-government/publicinfo_hb.pdf

Law Enforcement Guide to Records Requests – National Freedom of Information Coalition

URL: https://www.nfoic.org/

Tips for Managing Law Enforcement Records – Municipal Research and Services Center

URL: https://mrsc.org/explore-topics/public-records/law-enforcement/managing-law-enforcement-records

CRITICAL INCIDENT RESPONSE RESOURCES

FEMA - Emergency Management Institute (EMI) Course | IS-100.C: Introduction to the Incident Command System, ICS 100

Summary: ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). This course is hosted for free on the FEMA website.

URL: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c&lang=en

Incident Management and Response | TEEX.ORG

Summary: These courses facilitate the implementation of the all-hazards, multi-disciplinary, team-based approach outlined in the National Response Framework, which is designed to respond to large-scale or expanding incidents, including those involving hazardous materials or terrorism. These courses are hosted by TEEX. URL: https://teex.org/program/incident-management-and-response/

The Police Executive Research Forum's Report on "Guiding Principles on Use of Force"

Summary: A report on police use of force, especially in situations involving persons with mental illness and cases where subjects do not have firearms. Included in the report is a section on the Critical Decision-Making Model, which starts on page 79. URL: https://www.policeforum.org/assets/guidingprinciples1.pdf

How to Conduct an After-Action Review

Summary: A guide created by the National Police Institute which includes a definition and information on the role of after-action reviews, analysis of after-action reviews, and a step-by-step guide. URL: https://www.policinginstitute.org/wp-content/uploads/2020/02/How-to-Conduct-an-AAR.pdf

Post-Critical Incident

Summary: Part 3 of the Police Executive Research Forum's Critical Response Toolkit for First-Line Supervisors. Contains information on how to effectively conduct an after-action review. URL: https://www.policeforum.org/post-critical-incident

The AAR: An Effective Assessment Tool For Police

Summary: Police1 article about conducting after-action reviews, including a sample form.

URL: https://www.police1.com/active-shooter/articles/the-aar-an-effective-assessment-tool-for-police-saC4Rgt3QKyU9Tna/

NORTHWESTERN UNIVERSITY CENTER FOR PUBLIC SAFETY “RATE YOURSELF AS A DELEGATOR”

_____ 1. Do you frequently take work home from the job?

_____ 2. Do you work longer hours than those you supervise?

_____ 3. Do you find yourself doing work that others are being paid to do?

_____ 4. Do other people frequently interrupt you asking for advice, decisions and/or more specific information?

_____ 5. Do you have trouble meeting deadlines?

_____ 6. Do you spend more time working than planning?

_____ 7. Are you a perfectionist?

_____ 8. Do you lack confidence in your subordinates’ abilities?

_____ 9. Do you frequently spend time on routine matters that others could just as easily handle?

_____ 10. Do you frequently feel overworked?

_____ 11. Are you barely able to keep on top of priorities?

_____ 12. Do you find it difficult to accept ideas that are offered by others, especially subordinates?

_____ 13. Do you worry that your employees will show you up?

_____ 14. Do you delegate things that you can’t control?

_____ 15. Do you believe higher-level managers should be more dedicated and work more?

_____ 16. Is your “IN” basket always too full?

_____ 17. Do things get fouled up when you’re not on the job?

_____ 18. Do you feel you’re indispensable in your position?

_____ 19. Would you like to spend more time away from the job, like with your family, etc.?

If you answered “yes” to only one or two questions, you are probably a good delegator. If you answered “yes” to more than three of the questions, you could stand to improve your delegation skills!

PEER SUPPORT NETWORK RESOURCES

Texas Law Enforcement Peer Network (TLEPN)

Summary: A state-wide program designed to give law enforcement officers access to specially trained peers to address stressors, trauma, fatigue, and other needs to combat workforce burnout and end police suicide and self-harm.

Contact information:

Email:	Telephone:
TLEPN@untdallas.edu	(972)-338-1314

Privacy information:

- All communication is confidential, calls are not recorded.
- Can select a peer from any region within Texas.
- Does not require any identifying information.
- User information is not saved, shared, or open to open records request.

COPLINE

Summary: A 24-hour confidential hotline answered only by vetted and trained retired law enforcement officers.

Hotline Information: 1-800-267-5463 or 1-800-COPLINE

Privacy Information:

- All communication is confidential, calls are not recorded.
- Does not require any identifying information.
- User information is not saved or shared.

Texas Health and Human Services: "Find Your Local Mental Health or Behavioral Health Authority"

Summary: A search engine which allows users to enter their county or zip code and locate resources for their Local Mental Health Authority.

URL: https://resources.hhs.texas.gov/pages/find-services

APPENDIX: E

READING LISTS

Leadership

Books:

Crisis Leadership by Gene Klann

Developing Leadership Skills for Law Enforcement by Larry S. Miller

Ethics 101: What Every Leader Needs to Know by John C. Maxwell

Extreme Ownership by Jocko Willink & Leif Babin

Justice: What's the Right Thing to Do? by Michael Sandel

Leadership and Self-Deception by The Arbinger Institute

Leadership and the One Minute Manager by Ken Blanchard

Leadership in Turbulent Times by Doris Kearns Goodwin

Leading Change by John P. Kotter

Mindset by Carol S. Dweck

On Becoming a Leader by Warren Bennis

Principle-Centered Leadership by Stephen R. Covey

Resilience: Hard-Won Wisdom for Living a Better Life by Eric Greitens

Servant Leadership by Robert K. Greenleaf

Servant Leadership in Action by Ken Blanchard and Renee Broadwell

Start with Why by Simon Sinek

Team of Teams by General Stanley McChrystal

The Charismatic Leader by John M. McKenna

The Coaching Habit by Michael Bungay Stanier

The Coaching Manual by Julie Starr

The Confidence Code by Katty Kay and Claire Shipman

The Ethical Executive: Becoming Aware of the Root Causes of Unethical Behavior by Robert Hoyk and Paul Hersey

The Five Dysfunctions of a Team by Patrick Lencioni

The Leadership Challenge by James Kouzes and Barry Posner

The Servant Leader by James A. Autry

The Speed of Trust by Stephen M.R. Covey

Thinking, Fast and Slow by Daniel Kahneman

Turn the Ship Around! by L. David Marquet

Ethics and Ethical Decision-Making

Books:

Business Ethics: Ethical Decision Making & Cases by O.C. Ferrell, John Fraedrich, and Linda Ferrell

Ethics by Design: Strategic Approaches for Creating Ethical Organizations by Dov Seidman

Ethics for the Police Officer by Fredrick Davie

Ethics: History, Theory, and Contemporary Issues by Steven M. Cahn and Peter Markie

Leadership Ethics by Joanne B. Ciulla

The Courage to Lead: Brave Leaders and How They Build Trust by Brené Brown

Online Resources:

Ethics Toolkit — International Association of Chiefs of Police (IACP)

https://www.theiacp.org/projects/iacp-ethics-toolkit

Ethical Decision Making — Markkula Center for Applied Ethics

https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/

Developing Ethical Law Enforcement Leaders — FBI Law Enforcement Bulletin

https://leb.fbi.gov/articles/featured-articles/developing-ethical-law-enforcement-leaders-a-plan-of-action

Communication

Books:

Crucial Conversations: Tools for Talking When Stakes Are High by Patterson, Grenny, McMillan, and Switzler

Dignity in Policing by Marcel Brunel and Dan Newby

Emotional Intelligence 2.0 by Travis Bradberry and Jean Greaves

Online resources:

How Good Are Your Communication Skills? — Mindtools

https://www.mindtools.com/a3y5cte/how-good-are-your-communication-skills

Coaching and Counseling

Books:

Coaching for Performance by Sir John Whitmore

Common Sense Police Supervision by Gerald Garner

The 7 Habits of Highly Effective People by Stephen Covey

Online resources:

Can Coaching Be Beneficial in Policing? — Police1

https://www.police1.com/chiefs-sheriffs/articles/can-coaching-be-beneficial-in-policing-LZxrx97Wtr5BzDrt

Focus on Supervision: The Two Roles of Supervision in Performance Counseling — FBI Law Enforcement Bulletin

https://leb.fbi.gov/articles/focus/focus-on-supervision-the-two-roles-of-supervision-in-performance-counseling

Mediation

Online resources:

Critical Response Toolkit: Part 2 Managing a Critical Incident — Police Executive Response Toolkit

https://www.policeforum.org/managing-a-critical-incident

Handling Citizen Complaints through Proactive Methodology — Louis M. Dekmar, Chief of Police, LaGrange Police Department, LaGrange, Georgia

https://www.theiacp.org/sites/default/files/all/f-h/Handling%20Citizen%20Complaints.pdf

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