New Supervisors Course

32 Hours – TCOLE Course #3737

Presented by:

Texas Police Chiefs Association

Foundation

P.O. Box 819, Elgin, Texas 78621

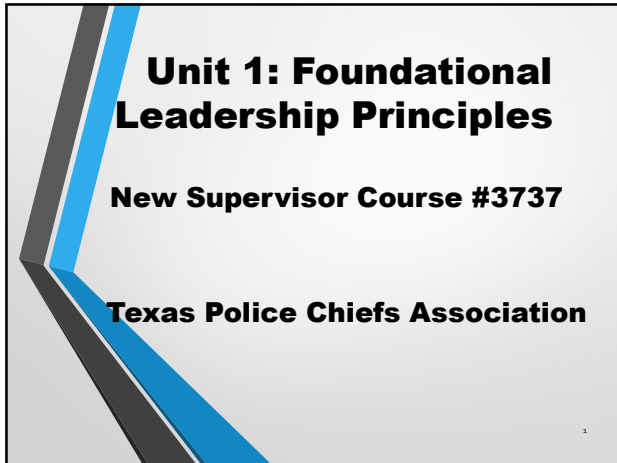# New Supervisors (3737) Course Materials

Unit 1 – Foundational Leadership Principles

Unit 2 – Bridging Gaps: Communication & Conflict Resolution for New Leaders

Unit 3 – From Insight to Action: Performance Tools for Strong Leadership

Unit 4 – Leading the Way: Navigating as a New Supervisor Part 1 & 2

Additional Resources DropBox Link

Unit 1: Foundational Leadership Principles

New Supervisor Course #3737

Texas Police Chiefs Association
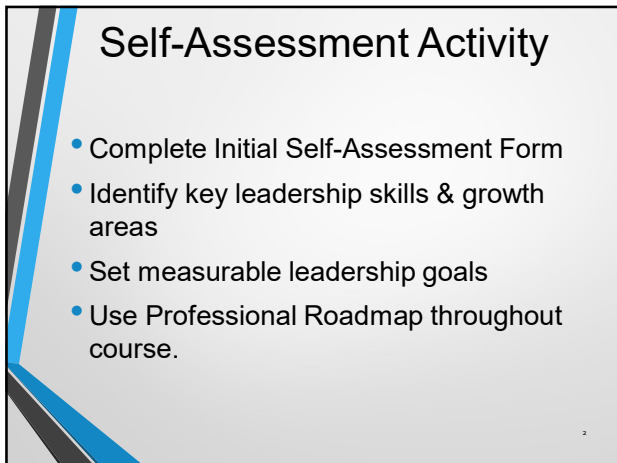
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Self-Assessment Activity

- Complete Initial Self-Assessment Form
- Identify key leadership skills & growth areas
- Set measurable leadership goals
- Use Professional Roadmap throughout course.

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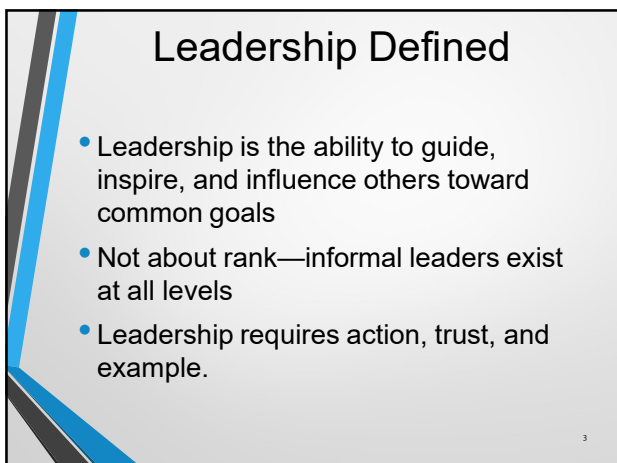# Leadership Defined

- Leadership is the ability to guide, inspire, and influence others toward common goals
- Not about rank—informal leaders exist at all levels
- Leadership requires action, trust, and example.

3

Core Leadership Traits

- Integrity
  - Leaders adhere to ethical standards
  - You lead by example, whether you intend to or not
  - Your team is watching what you do, both good and bad
  - Leaders foster trust among their subordinates, not distrust and tension
  - Leaders inspire others.

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Core Leadership Traits

- Accountability
  - Leaders build a culture of responsibility
  - Their team members hold themselves and others accountable
  - They set and enforce performance standards equally and fairly
  - They address misconduct promptly rather than avoiding difficult conversations.

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Core Leadership Traits

- Adaptability
  - Leaders are open to change and new ideas
  - New ideas are viewed as opportunities for growth, innovation, and problem-solving
  - True leaders welcome creativity and fresh perspectives
  - Leaders inspire their teams to embrace change and foster a culture of continuous improvement.

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Core Leadership Traits

- Fairness
  - Leaders treat people consistently
  - They avoid favoritism
  - They enforce rules evenly with everyone
  - Effective leaders ensure that praise, rewards, and opportunities for advancement are based on performance, skills, and contributions, not personal preferences.

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Worst BOSS EVER

Best BOSS ever

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LEADERSHIP STYLES

Adobe Stock | #441506424

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Transformational Leadership

- Encourages team members to buy into the agency's vision, mission, purpose, core values
- Inspires creativity and innovation
- Builds morale by reinforcing why the work matters
- Focuses on change, growth, and purpose.

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Transformational Leadership

- Motivates team members to think creatively when solving problems
- Uses practical strategies such as:
  - brainstorming sessions where all ideas are welcomed before evaluation
  - cross-functional collaboration to bring diverse perspectives to problem-solving
- Recognizes and rewards innovative thinking to reinforce that creativity is valued.

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Transformational Leadership

- Addresses low morale or disengagement by creating ownership and involvement
- Lack of involvement often leads to apathy and poor morale
- Transformational leaders:
  - Seek input before making decisions that affect the team
  - Assign responsibilities that give employees a sense of purpose and contribution
  - Recognize contributions publicly to reinforce value and appreciation.

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Transformational Leadership

- Aligns officer goals with the department's mission and vision
- Connects the *why* to the task
- Supervisors align their expectations with the department's goals
- Transformational leaders:
  - Discuss how specific tasks or initiatives support the department's values
  - Tie individual performance evaluations to both personal growth and agency goals
  - Reinforce how day-to-day duties contribute to long-term success.

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Transformational Leadership

- Transformational leadership is best used when:
  - Changing agency culture
  - Launching a new initiative
  - Motivating disengaged or discouraged teams
- In other words, when you need to move the team in a new direction.

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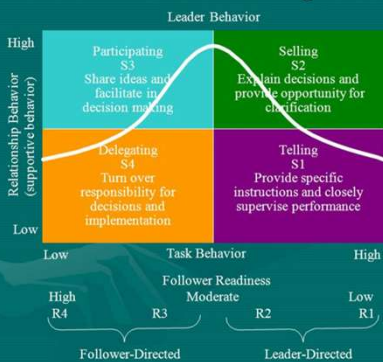### Hersey and Blanchard's Situational Leadership Theory

Leader Behavior

Relationship Behavior (supportive behavior)

High — Participating S3 Share ideas and facilitate in decision making — Selling S2 Explain decisions and provide opportunity for clarification

Delegating S4 Turn over responsibility for decisions and implementation — Telling S1 Provide specific instructions and closely supervise performance

Low

Low — Task Behavior — High

Follower Readiness
High — Moderate — Low
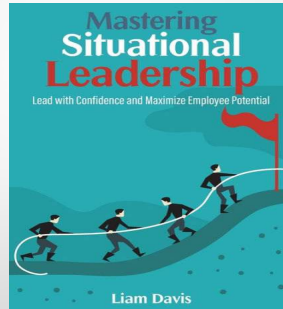R4 — R3 — R2 — R1

Follower-Directed — Leader-Directed

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Situational Leadership

- Situational leaders adapt their approach based on the maturity, skill level, and confidence of their team, and based on the urgency or complexity of the situation.

Mastering Situational Leadership

Lead with Confidence and Maximize Employee Potential

Liam Davis

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Low Competence/High Commitment

The Enthusiastic Beginner
- Telling & Directing
- Decision made by the leader
- Communication is largely one-way
- Learner is enthusiastic and excited but lacks the technical skill and experience.

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Some Competence/Low Commitment

The Disillusioned Learner
- Selling & Coaching
- Decisions are leader's prerogative, but increased two-way communication
- Has gained some competence in the job
- Has developed rudimentary skills through training
- Has gained a better understanding of the enormity of the tasks required and may at times feel overwhelmed and inadequate to the task.

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High Competence/Variable Commitment

The Emerging Contributor
- Participating & Supporting
- Leader facilitates and takes part in the decision, but control is with the follower
- Learner has gained experience but lacks the confidence to perform all tasks required.

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High Competence/High Commitment

The Peak Performer
- Delegating
- Leader is still involved in decisions and problem-solving, but control is with learner
- Learner has experience at the job and is comfortable with their own ability to do it well
- Learner may be more skilled than the leader.

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Situational Leadership

- Situational leaders are flexible and responsive
- They adjust their style based on the situation, the task at hand, and the needs of their team members
- Being flexible allows the leader to adapt quickly to changing conditions, priorities, or employee needs.

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Situational Leadership

- Matches leadership behavior to the needs of individuals
- Leaders assess the competence, confidence, and motivation of each team member and adjust their approach accordingly
- Effective leaders recognize these differences and provide the right amount of direction and encouragement.

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Situational Leadership

- A good dynamic to use in high-pressure situations
- Works well in environments where conditions change quickly, or decisions must be made under stress
- For example, during a critical incident, a leader may initially give direct orders to ensure safety but later shift to a collaborative style to debrief and gather lessons learned.

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Situational Leadership

- Balances direction and support
- Effective situational leaders know when to be directive (telling people what to do) and when to be supportive (encouraging, coaching, and empowering)
- Striking the right balance prevents micromanagement while avoiding a lack of direction.

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Situational Leadership

- Situational leadership is best used when:
  - Supervising a mixed-experience team
  - Facing evolving or crisis situations
  - Balancing team input with command presence.

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Servant Leadership

- Servant leaders put the needs of their team first and build trust through empathy, support, and listening. They believe effective leadership starts with service to others.

IF SERVING OTHERS IS BELOW YOU, *LEADERSHIP* IS BEYOND YOU

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Servant Leadership

- Servant leaders build relationships through empathy
- They strive to understand the perspectives, feelings, and experiences of their team members
- This practice helps to build trust and meaningful connections and shows employees they are valued as individuals rather than just workers.

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Servant Leadership

- Servant leaders give full attention when employees speak, ask clarifying questions, and follow up on issues or suggestions
- Active listening fosters a sense of respect and inclusion, which encourages employees to share ideas and concerns openly.

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Servant Leadership

- Servant leaders focus on team well-being and empowerment
- They prioritize the growth, development, and overall well-being of their team members
- Employees who feel supported and empowered are more motivated, engaged, and productive.

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Servant Leadership

- Servant leaders address disagreements promptly and constructively, guiding employees toward solutions that strengthen relationships rather than create division
- This is an important trait because conflict left unresolved can harm morale and productivity
- Servant leaders foster cooperation by focusing on fairness and mutual understanding.

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Servant Leadership

- Approaches Include:
  - Actively seek to identify the factors that influence employee attitudes, both positive and negative
  - Understanding the root causes of low morale so problems, instead of symptoms, are addressed
  - Determining why employees feel frustrated or disengaged, then taking action to address those concerns

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Servant Leadership

- Servant leaders build trust by being transparent, fair, and supportive while paying attention to employees' mental and emotional health
- Employees who feel supported are more willing to collaborate and adapt to challenges
- For example, regularly checking in with employees after stressful incidents. This acknowledges their efforts, and ensures they have access to resources such as peer support or wellness programs.

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Servant Leadership

- Servant Leadership is best used when:
  - Morale or trust is low
  - Team members are dealing with personal or emotional challenges
  - There's a need to repair or strengthen internal relationships
  - To maintain a healthy team.

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Servant Leadership

- Servant leaders involve team members in decision-making, planning, and problem-solving, giving them ownership over outcomes

- Employees who feel they matter are more engaged, motivated, and committed to the organization's goals.
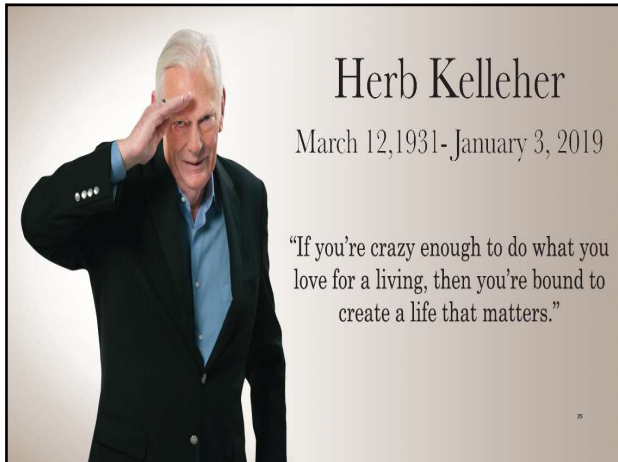
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Herb Kelleher

March 12,1931- January 3, 2019

"If you're crazy enough to do what you love for a living, then you're bound to create a life that matters."

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Southwest Airlines History

- Established in 1971
- 3 airplanes, 3 cities, 12 flights
- Currently 741 aircraft and over 3000 flights daily
- 47 continuous years of profitability
- Kelleher was the CEO until 2008.

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Southwest Airlines

- Co-founder of Southwest in 1971
- President and CEO of Southwest for over 20 years
- Windows were for the cafeteria, not offices
- Walk a Mile program.

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Southwest Airlines Core Values

- Safety
- Warrior Spirit
- Fun-Loving Spirit
- Servant Heart.

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"I forgive all personal weaknesses except egomania and pretension."

39

"Positions and titles mean absolutely nothing. Every person and every job is worth as much as any other person and any other job."

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"The important thing is to take the bricklayer and make him understand that he's building a home, not just laying bricks."

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"Hire for attitude, train for skill."

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"Your people come first, and if you treat them right, they'll treat the customers right."

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"We are in the customer service business. We just happen to own airplanes."

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Coaching Leadership

- Definition:
Coaching leaders focus on developing the long-term potential of their team by offering feedback, guidance, and personalized support. They aim to grow skills and self-sufficiency.

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Coaching Leadership

- A coaching leader consistently offers constructive feedback and guidance to help employees improve their skills and performance – not to criticize but to help them grow

- Frequent, meaningful feedback ensures employees know where they stand and how they can grow.

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Coaching Leadership

- Encourages critical thinking and problem-solving

- Coaching leaders use thought-provoking questions to encourage employees to reflect, analyze, and come up with solutions themselves, building critical thinking skills

- When employees are always given answers, they become dependent on the leader for direction.

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Coaching Leadership

- Instead of saying, *"You should handle that citizen complaint by doing X,"* a Coaching Leader might ask:
  - *"What do you think would be the best way to handle this complaint?"*
  - *"What options have you considered, and what could be the outcomes of each?"*
  - *"How could your decision support our department's mission and community expectations?"*

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Coaching Leadership

- Addresses performance gaps with support
- Clearly communicates that performance must improve (accountability) but does so in a supportive and respectful way (encouragement)
- Instead of just pointing out mistakes, the leader offers tools, training, feedback, or mentorship to help the employee succeed.

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Coaching Leadership

- Employees are more likely to respond positively and make lasting improvements when they feel supported rather than criticized
- This approach creates a culture of growth and learning, rather than fear of failure
- It reinforces that the leader's goal is to help the employee succeed, not just correct mistakes.

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Coaching Leadership

- Coaching Leadership approaches include:
  - One-on-one development plans
  - Specific, constructive feedback that employees can immediately apply to improve future performance
  - Actionable feedback that goes beyond general comments and focuses on clear behaviors to change or reinforce.

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Coaching Leadership

- This style of leadership is best used when:
  - Addressing performance issues
  - Developing future leaders
  - Supporting officer career growth.

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Create Your Leadership Vision Statement

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Leadership

- Leadership is about influence, direction, and purpose—motivating people to act not because they have to, but because they want to. It focuses on building relationships, trust, and shared vision to drive progress.

Inspire People
Empower People
Leadership
Lead Change
Shared Vision

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Leadership

- Inspiring and Motivating Others
  - Effective leaders build strong connections with their team by understanding and relating to their emotions, personal values, and sense of purpose
  - Effective leaders use encouragement, constructive feedback, and recognition to motivate improvement and growth
  - This leads to higher morale, stronger commitment to the team's mission, and a willingness to exceed basic job requirements.

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Leadership

- Visionary Thinking
  - Strong leaders look beyond day-to-day operations and focus on the long-term vision and goals of the team or organization
  - In effective teams, members understand that their work contributes to a larger purpose
  - This shared vision helps them stay motivated and focused on growth, innovation, and meaningful progress rather than only completing daily tasks.
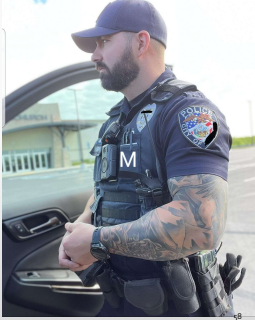
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Leadership

- Effective leaders act as agents of change by being willing to question outdated practices
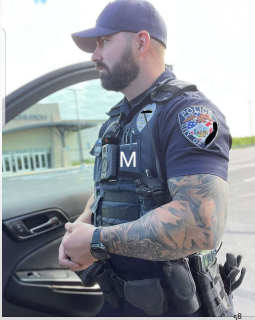- They seek better ways of doing things, even if it means stepping outside of established routines.

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Leadership

- Empowerment
  - Strong leaders give team members the authority to make decisions within their responsibilities
  - This empowers members to contribute ideas and take meaningful action
  - This results in team members feeling trusted and respected, which increases their sense of ownership and responsibility.

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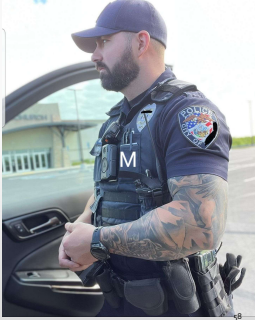

Leadership

- Influence
  - True leadership is based on earning respect and credibility through actions and character, rather than rank or position
  - Leaders set the standard by modeling the behaviors and values they expect from others
  - Team members choose to follow the leader out of respect and trust, not merely because of authority or fear.

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Management

Management is about structure, systems, and accountability. It ensures that resources are used effectively, that goals are met, and that tasks are completed on time.

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Managers

Planning and Organizing

- Managers decide who is responsible for specific tasks, set timelines, and allocate resources to ensure everything gets done efficiently

- As a result, day-to-day operations run efficiently and without unnecessary problems, ensuring the team can meet its responsibilities with minimal disruption.

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Managers

Problem-Solving

- Managers handle immediate operational needs and make sure daily activities stay on track

- They focus on solving problems as they arise to prevent disruptions

- It also shows the team you care about their ability to get the job done and reduces their frustration, making them more effective.

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Managers

Authority and Accountability

- Managers typically use their formal position and authority to assign responsibilities, provide direction, and ensure accountability
- Their role includes setting expectations and taking corrective action when necessary
- Organizational standards are upheld, and expectations are applied fairly and consistently to all team members.

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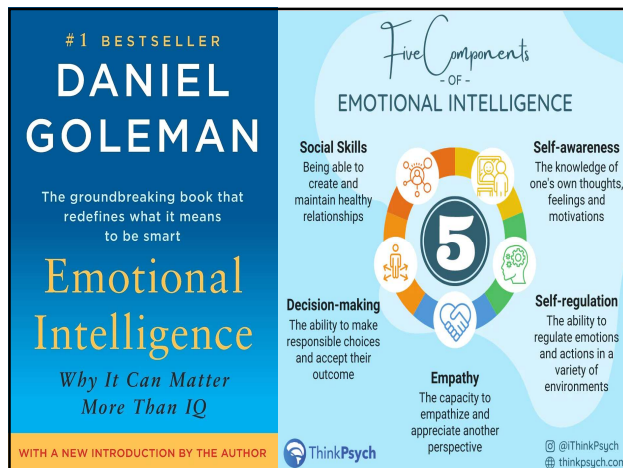
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The Five Components of EI

1. Self-Awareness

- The ability to accurately recognize your own emotions, understand what triggers them, and assess how they affect your behavior and interactions
- Leaders who lack self-awareness can unintentionally create tension or confusion in their team
- You realize your frustration with a delayed report is causing you to use a sharp tone during a briefing. By recognizing this, you can adjust your delivery to keep the discussion productive and respectful.

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Emotional Intelligence

2. Self-Regulation

- The ability to control impulsive reactions, manage stress, and remain composed, even in challenging situations
- A leader's emotional control sets the tone for the entire team—calm leaders help create calm teams.

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Emotional Intelligence

3. Motivation

- Staying focused on goals and committed to high standards, driven by internal values rather than only by external rewards
- Highly motivated leaders inspire their teams to push through obstacles and maintain performance under pressure.

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Emotional Intelligence

4. Empathy

- The ability to understand and consider the feelings, perspectives, and needs of others
- Empathy builds trust and allows leaders to address the human side of workplace challenges
- You notice a team member who normally volunteers for extra duties seems withdrawn. You learn they're dealing with a personal issue, so you adjust their assignments to give them space without impacting operational needs.

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Emotional Intelligence

5. Social Skills

- The ability to communicate effectively, build positive relationships, influence others, and work toward shared goals

- Strong social skills help leaders navigate conflict, unite their teams, and maintain a positive workplace culture

- How you interact with others will establish the tone for how your team members interact.

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Emotional Intelligence

- Emotional intelligence allows supervisors to:
  - Read the room, noticing nonverbal cues
  - Remain composed and regulate their own emotions
  - Adjust communication and modify body language, tone, and word choice
  - Validate feelings without endorsing behavior
  - Redirect focus and move individuals from personal grievance to problem-solving.

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Emotional Intelligence

- EI De-escalation
  - Leaders with emotional intelligence turn conflict into opportunity—for clarity, accountability, and team growth
  - When supervisors model de-escalation, officers are more likely to apply the same approach in the field or with the public.

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Emotional Intelligence

- Leaders who use EI are intentional about understanding and responding to the emotions and needs of their team members
- Demonstrating fairness, consistency, and genuine concern for their team's well-being creates a safe and supportive work environment
- Team members who feel understood and appreciated are more likely to trust their leader and one another.

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Emotional Intelligence

- EI allows you to address trust issues
  - Leaders who acknowledge mistakes and take responsibility show honesty and accountability, which are essential for maintaining trust
  - By demonstrating humility and transparency, the supervisor strengthens credibility and builds trust with the team.

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Emotional Intelligence

- EI helps you to overcome setbacks
  - Leaders set the tone for how the team should respond to adversity
  - They focus on solutions and future opportunities, reinforcing the idea that mistakes or failures are part of the growth process
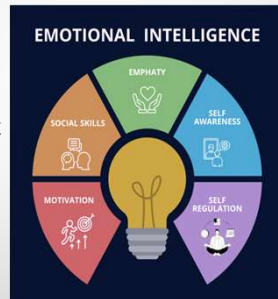 - This approach keeps morale intact and builds a culture of continuous learning.

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Emotional Intelligence

- Emotional intelligence is not about being "soft"—it's about being smart with emotions. It allows leaders to manage themselves, understand others, and lead with clarity, trust, and resilience.

EMOTIONAL INTELLIGENCE

EMPHATY

SOCIAL SKILLS

SELF AWARENESS

MOTIVATION

SELF REGULATION

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DECISION MAKING

alternatives | uncertainty | high-risk consequences | interpersonal issues | complexity

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PLUS Decision-Making Model

- **P**olicies: Is the decision consistent with organizational policies, rules, and procedures
- **L**egal: Is the decision compliant with applicable laws and regulations
- **U**niversal: Would the decision be viewed as fair and right by the public or an objective third party
- **S**elf: Does the decision align with your own values, ethics, and sense of right and wrong?

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Police Officers Four-Part Ethical Test

#1 The Camera/Mic Test

- When you have pictured both positive and negative options, imagine your Chief or Supervisor stepping up to a mic at a press conference and showing a video recording of you acting out each option you are considering

- Which option is not only effective and defensible but also ensures your career will not be in jeopardy?

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Police Officers Four-Part Ethical Test

#2 The Bench Test

- The bench test refers to a court of law
- Imagine each option being described in testimony at a later date
- If your career can't survive the testimony about your decision, it is not a defensible option of choice.

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Police Officers Four-Part Ethical Test

#3 The Table Test

- For some, the table test may be the most important when making ethical decisions
- In considering your options, picture yourself sitting down at your kitchen table and explaining what you did and why you did it to the people you love the most
- You would best be served to choose an option that will make the most important people in your life proud.

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Police Officers Four-Part Ethical Test

#4 The Gate Test

- This one is optional because everyone worships in their own way or doesn't worship.

- But it is based on your personal religious, moral code, or ethical beliefs, and would your decision be consistent with those beliefs?

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6 Part Ethical Decision-Making Process

- Step 1: Clearly Define the Problem
  - Gather facts, don't rely on gossip or partial information
  - State the issue neutrally, avoid emotionally charged or biased wording
  - Identify ethical concerns. Ask yourself what's at stake morally
  - Define the desired outcome. What result upholds both law and values?

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6 Part Ethical Decision-Making Process

- Step 2: Seek Guidance and Support
  - Seek out peers or mentors. Get a second opinion or neutral insight
  - Check for applicable standards, even if the issue seems gray
  - Don't be afraid to consult city attorneys or HR
  - Seeking advice doesn't signal weakness— it shows integrity.

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6 Part Ethical Decision-Making Process

- Step 3: Evaluate Possible Solutions
  - Brainstorm multiple paths and avoid tunnel vision
  - Consider the stakeholder impact. Who will be affected, and how
  - Use frameworks:
    - *Deontology*: Are you honoring your duty
    - *Consequentialism*: What will this cause
    - *Virtue ethics*: Are you demonstrating character?

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6 Part Ethical Decision-Making Process

- Step 4: Make and Implement the Decision
  - Is it legal and ethical
  - Does it align with the department's mission and culture?

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6 Part Ethical Decision-Making Process

- Step 5: Communicate the Decision
  - Making an ethical decision is only part of a supervisor's responsibility. How that decision is communicated is just as important
  - Effective communication ensures the intent, reasoning, and expectations behind the decision are understood
  - It also helps maintain morale, preserve relationships, and build credibility.

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6 Part Ethical Decision-Making Process

- Step 6: Evaluate the Outcome
  - Follow up after the decision. Did it solve the problem? What changed?
  - Take responsibility for the decision. Own the outcome, even if it was unintended.

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How to Communicate Your Decision

- Officers don't just follow what you decide; they respond to how you frame it
  - Clear, respectful communication reduces defensiveness
  - Explaining your reasoning promotes transparency and builds trust
  - Poor communication can lead to misunderstandings, resentment, or rumors even if the decision was correct.

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How to Communicate Your Decision

- Best practices for clear communication:
  - Be direct and honest, don't sugarcoat or avoid hard truths
  - Explain the "why"
  - Use a professional tone
  - Acknowledge the impact
  - Encourage Questions
  - Use the Right Setting.

HOW WILL YOU DECIDE ?

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MENTORING

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What is a Mentor

- A trusted guide who provides wisdom, perspective, and support
- A mentor isn't evaluating your performance; they're focused on your long-term development
- Mentorship is rooted in trust, confidentiality, and mutual respect
- Mentors can be inside or outside your agency and don't have to be in your chain of command.

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Why Mentors Matter

- Mentors help you think through new challenges before reacting
- Mentors help to shorten the learning curve. Rather than relying solely on trial-and-error, mentors offer practical insights from their own experiences
- Mentors provide emotional support and encouragement. A mentor helps you reflect, stay grounded, and build confidence during high-stress periods.

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Qualities of an Effective Mentor

- Relevant Experience
  - The best mentors have faced similar challenges in their careers and are familiar with the demands of your current or future role
- Reputation
  - A mentor should model the values and behavior you aim to reflect, such as integrity, professionalism, discretion, and respect.

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Qualities of an Effective Mentor

- Alignment with Your Goals
  - Mentors don't need to have the exact same path, but they should support your aspirations and understand what success looks like for you
- Commitment
  - Effective mentors are present, available, and willing to invest time in your development. Look for someone who follows through and maintains engagement, not someone who disappears after one meeting.

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Finding the Right Mentor

- Explore Personal and Professional Networks
  - Think about who has already supported or advised you, like FTOs, academy instructors, former supervisors, or respected peers
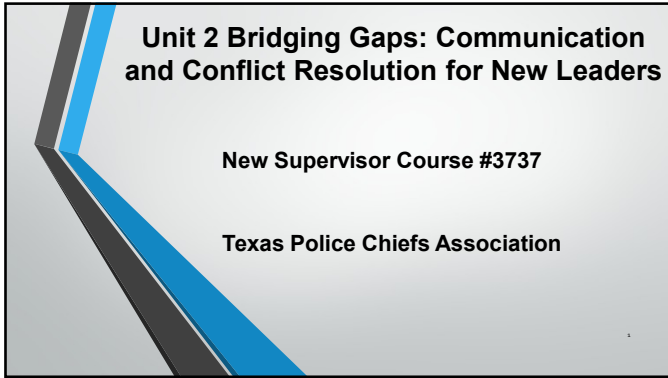 - Ask yourself who you go to for advice now and why.

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Finding the Right Mentor

- Leverage Social Media and Professional Platforms
  - Use LinkedIn to follow public safety leaders, join discussion groups, or connect after professional events
  - Participate in online forums through TPCA, TCOLE, IACP, or training groups where experienced leaders share resources and ideas
  - HAPCA.

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Finding the Right Mentor

- Attend Events and Conferences
  - Go to trainings, workshops, and leadership forums. Even casual networking conversations can lead to mentor relationships
  - Don't overlook specialized tracks such as wellness, ethics, or technology, where niche mentorship can be found
- Be engaged in your chosen profession!

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

New Supervisor Course #3737

Texas Police Chiefs Association

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TASK FOCUSED

Which of these groups do I need to have a successful team?

A S S E R T I V E

P A S S I V E

All of them!!!!

PEOPLE FOCUSED

3

Know Your Audience

- Use Emotional Intelligence
  - Understand emotional dynamics in the room
  - Pause and assess: Is this the right time to give feedback? Is this officer receptive right now?
  - Example: After a stressful call, choose to debrief gently rather than correct in front of others.

4

4

Know Your Audience

- Ensure Understanding
  - Ask clarifying questions such as, *What's your understanding of this directive?*
  - Use plain language to explain tasks, especially with newer officers or civilian staff, not police jargon
  - For example, don't just say *I need that by the end of the shift*. Instead, say, I need *your supplement completed, uploaded, and logged into the case file by 1900 hours*.

5

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Transparency Builds Credibility

- Align efforts and goals, measure what you expect
- Share the *why* behind new policies or operational changes
- Inspire Trust
  - Be honest when you don't have all the answers
  - Follow up when you say you will
  - Admit when you make a mistake, it encourages openness
- Stay focused on the Big Picture.

6

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Be Assertive, Not Aggressive

- Assertive communication means being clear and direct, while still being respectful and professional
- This is the most effective style for supervisors
- Unlike passive (indirect) or aggressive (hostile) styles, assertive communication maintains both authority and approachability.

7

Be Assertive, Not Aggressive

- Use clear, concise, professional language
  - Eliminate vague language like *maybe, sort of*, or *if you could*.
  - Use *I statements,* not *You* statements, to take ownership and prevent defensiveness
  - Don't say, *You always get this wrong*. Say, *I need this report completed correctly before it's turned in.*

8

Be Assertive, Not Aggressive

- Emphasize accuracy
  - Avoid exaggerations or generalizations
  - Speak to what you know, not what you assume
- Encourage two-way communication
  - Be patient and open-minded
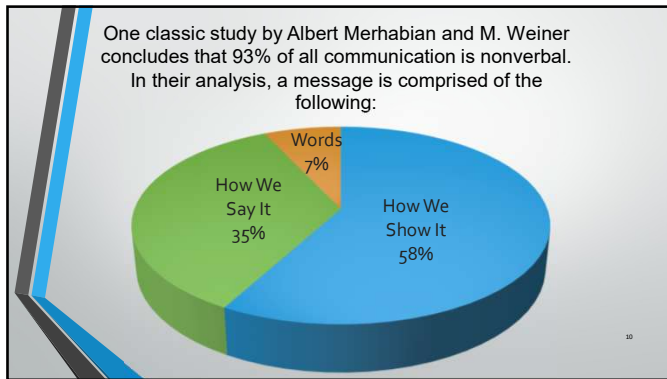 - Team members may ask questions or express needs that are valid and necessary.

9

One classic study by Albert Merhabian and M. Weiner concludes that 93% of all communication is nonverbal. In their analysis, a message is comprised of the following:

Words 7%

How We Say It 35%

How We Show It 58%

10

10

Non-Verbal Cues

- Open body language signals confidence and respect
  - Uncrossed arms
  - Relaxed posture
  - Leaning slightly forward when listening
  - Maintaining comfortable eye contact
  - Nodding or small gestures that show attentiveness.

11

11

Non-Verbal Cues

- Avoid
  - Eye-rolling
  - Looking away while someone speaks
  - Turning your body away from the speaker
  - Eliminate distractions
  - Being present and focused shows respect and improves communication quality.

12

12

Best Practices

- Silence phones, radios, or other devices during important conversations
  - Don't check your watch or laptop
  - Avoid side conversations or multitasking
  - Practice active listening. It is one of the most underrated tools of effective supervisors
  - It prevents conflict, improves problem-solving, and shows that you value your team.

13

Best Practices

- Avoid Interrupting
  - Let the speaker finish before forming your response
  - Use pauses to reflect rather than jumping in
- Use Reflective Listening
  - Paraphrase back key points: *So what I hear you saying is...*
  - Confirm understanding before responding
- Respond to what they actually said, not what you assume they meant.

14

Best Practices

- Prevent reactive responses
  - Listen to understand
  - Suspend judgment of what they are saying
  - Don't plan your response while the other person is still talking
  - Hear the full story
  - Avoid cutting someone off or filling in the gap
  - Let each person speak before making a conclusion.

15

Best Practices

- Stay neutral and professional
  - Even if you feel attacked, avoid defensiveness
  - Use facts, empathy, and professionalism to maintain control of the conversation.

16

Four Ineffective Styles of Communication

Competitive/Combative Communication

- Defending or promoting one's own perspective rather than understanding others
- The key characteristics are
  - Listening only to find flaws or rebut what someone else has said
  - Interrupting others or dominating the conversational exchange
  - Shifting the conversation from dialogue to debate.

17

Four Ineffective Styles of Communication

Competitive/Combative Communication

- The consequences of using this style are
  - Others shut down, refuse to talk, or stop offering input
  - Results in escalation of minor disagreements into major conflicts
  - Results in damaged working relationships and missed opportunities for collaboration.

18

Four Ineffective Styles of Communication

Passive Communication

- Prioritizes avoiding conflict over expressing honest thoughts, needs, or feedback
- The characteristics of this style of communication are
  - Saying *It's fine* or *Whatever you think* to avoid disagreement
  - Failing to voice concerns or correct misunderstandings
  - Struggling to set or enforce boundaries because of fear of confrontation.

19

Four Ineffective Styles of Communication

Passive Communication

- The consequences of using this style are
  - Team members feel unsupported or confused about the conversation
  - Resentment will build toward the supervisor over time
  - Mistakes or inefficiencies will continue due to a lack of clarity or holding people accountable.

20

Four Ineffective Styles of Communication

Aggressive Communication

- The speaker dominates interactions through volume, criticism, or control
- The speaker expresses their needs with little regard for others on the team
- The key characteristics of the style of communication are
  - Yelling or raising their voice to assert control
  - Blaming, belittling, or using harsh language
  - Interrupting others or simply talking over everyone else.

21

Four Ineffective Styles of Communication

Aggressive Communication

- The consequences of this style of communication are that it
  - Creates fear and/or tension in the workplace
  - Lowers morale and discourages upward communication because people have a fear of upsetting the boss
  - Reinforces power imbalance and resentment. In other words, it tells employees that neither they nor their opinions are valued.

22

Four Ineffective Styles of Communication

Passive-Aggressive Communication

- Communication that expresses anger or dissatisfaction indirectly so that the speaker avoids confrontation while still acting out
- The key characteristics of this style of communication are
  - Sarcastic comments or jokes masking the speaker's frustration
  - Intentional inefficiency or missed deadlines as a form of resistance
  - Withholding information that should have been shared or "*forgetting*" to complete tasks.

23

Four Ineffective Styles of Communication

Passive-Aggressive Communication

- The consequences of this style of communication are that it
  - Breaks down trust among team members
  - Confuses and/or frustrates coworkers
  - Issues remain unresolved because of how they are being openly discussed, which then leads to further dysfunction.

24

Consequences of Ineffective Communication

- Ineffective communication
  - Leads to confusion about roles, responsibilities, and expectations
  - Leads to work suffering because the expectations are not clear
  - Ultimately, this leads to inaction, finger-pointing, or duplication of efforts.
- The impact is
  - Makes it safer to do nothing than to do the wrong thing
  - Trust in leadership declines when expectations shift or are unclear.

25

Consequences of Ineffective Communication

Ineffective communication leads to loss of morale
- Employees disengage and attempt to get through the day without being noticed
- Supervisors develop a bunker mentality, meaning they also want to do as little as possible, which is evident to employees

The impact is that
- Team members stop volunteering ideas or participating in group discussions
- Low morale spreads, making the team less effective overall.

26

Consequences of Ineffective Communication

Ineffective communication leads to increased interpersonal conflict within the team
- When team members misunderstand
  - the tone of a message
  - the intent behind someone's actions
  - who is responsible for certain tasks
  - It creates unnecessary tension and conflict within the group
- When communication is unclear, incomplete, or poorly delivered, employees fill in the gaps with assumptions.

27

Consequences of Ineffective Communication

- Ineffective communication leads to failure to address performance or behavior issues
  - When feedback is avoided or watered down, employees don't know they're underperforming
  - Supervisors who fail to confront behavior or performance issues are viewed as weak, passive, or unwilling to lead
  - This leads to a loss of respect from their team members.

28

Consequences of Ineffective Communication

- Ineffective communication results in a breakdown in critical incident communication
- In a law enforcement environment, precision in communication is not optional; it is essential
- A single word, if misheard, misunderstood, or misused, can completely alter how a message is interpreted, potentially leading to serious consequences.

29

Consequences of Ineffective Communication

- Ineffective communication can damage the organization's reputation
  - If supervisors don't fully understand a situation, policy, or decision, they are not equipped to communicate it clearly to others
  - This can happen when:
    - Staff receive limited or conflicting information about an incident or policy change
    - Front-line employees are not informed of talking points or press releases and may unknowingly contradict the official message
    - A supervisor makes a public statement based on incomplete internal briefings, leading to misinformation.

SCENARIO

30

Conflict Resolution

31

Conflict Resolution Techniques

- Two Key Dimensions of Conflict Behavior
  - Assertiveness
    - How much you advocate for your own needs
    - The degree to which you stand up for your own interests or concerns during a conflict
  - Cooperativeness
    - How much you prioritize others' needs
    - The degree to which you are willing to work with others and prioritize their needs or concerns in order to reach a mutually acceptable solution.

32

Conflict Resolution Techniques

Competing (High Assertiveness, Low Cooperativeness)
- Pursues one's own goals at the expense of others; the goal is to win
- Used when quick decisions are needed or unpopular decisions must be made
- Can damage relationships and escalate tension
- Use sparingly, stay professional and transparent.

33

Conflict Resolution Techniques

Collaborating (High Assertiveness, High Cooperativeness)
- Works with others to find a solution that satisfies all parties
- Used when building trust, handling complex issues, or seeking long-term solutions
- It requires time, emotional intelligence, and trust
- Use when relationships and outcomes are equally important.

34

Conflict Resolution Techniques

Compromising (Moderate Assertiveness, Moderate Cooperativeness)
- Seeks a middle ground with mutual concessions
- Use this style when time is limited, or full collaboration is not feasible
- Solutions may be temporary or leave everyone only partially satisfied
- Use this for short-term resolution or when collaboration is stalled.

35

Conflict Resolution Techniques

Avoiding (Low Assertiveness, Low Cooperativeness)
- Delays or withdraws from addressing the conflict
- Use when emotions are high, the issue is minor, or more information is needed
- The challenge is that conflict may fester, or that this is viewed as evasiveness
- Use this strategically, not habitually, and be transparent about the postponement.

36

Conflict Resolution Techniques

Accommodating (Low Assertiveness, High Cooperativeness)
- Prioritizes the other party's needs over one's own
- Use when preserving relationships or goodwill is more important than the issue
- Can lead to resentment or being taken advantage of
- Use when making small concessions for the greater good or defusing low-stakes conflict.

37

37

Mediation

- A structured process where a neutral third party helps individuals in conflict discuss their concerns, perspectives, and desired outcomes
- Mediator does not impose solutions but guides the conversation to promote understanding, collaboration, and mutually agreeable solutions
- Goal is to create a safe environment where both parties can express themselves without fear of retaliation or judgment.

38

38

Purpose of Mediation

- Ensure disputes do not escalate by addressing conflicts early so small issues do not grow into larger problems
- Maintain team morale and cohesion by fostering trust, improving communication, and reinforcing a positive team culture where members feel heard and valued
- Focus on resolution, not punishment by emphasizing problem-solving and relationship repair.

39

39

Process of Mediation

- Step 1: Set The Stage
  - Location: Choose a private, neutral space
  - Seating: Sit in a triangle or circle formation rather than across a desk
  - Ground Rules: There are to be no interruptions while someone is speaking and maintain a respectful tone and body language. Speak from your own experience using "I" statements (e.g., "I felt…," not "You always…").
  - Set expectations., *This is not about blame but about moving forward.*

40

Process of Mediation

- Step 2: Facilitate Open Communication
  - Give each person equal time to speak
  - Avoid making judgments or offering solutions yet
  - Make eye contact, nod, lean slightly forward to signal attentiveness
  - Use phrases like:
    - *I hear you*
    - *That sounds frustrating*
    - *Thanks for explaining that.*

41

Process of Mediation

- Step 3: Identify Root Causes
  - Ask open-ended, non-accusatory questions
  - Redirect if participants fall into blaming or repeating old grievances
  - Ask clarifying questions
    - *What led to the issue*
    - *When did things start to feel off for you*
    - *What were you hoping would happen instead*
  - Focus on behaviors, not personalities.

42

Process of Mediation

- Step 4: Collaborative Problem-Solving
  - Refocus on team success, mission, and common ground
  - Avoid imposing solutions unless necessary; if possible, let them create solutions.
  - Reframe negative statements. Instead of, *He never helps with reports!*, say, *You'd like to feel the load is being shared. What would help with that?*
  - Encourage accountability. Ask what each one will do going forward to change things.

43

Process of Mediation

- Step 5: Follow-Up
  - Schedule a follow-up meeting (1–2 weeks later)
  - Continue to observe interactions for improvement or regression
  - Offer continued support
    - *How have things been going since our last meeting?*
    - *Is there anything you still need from me to support your success?*

44

Mediation Key Points

- Mediation is not about control, it's about guidance
- Supervisors should model neutrality, empathy, and problem-solving
- Mediation builds ownership, mutual respect, and trust, without formal discipline.

45
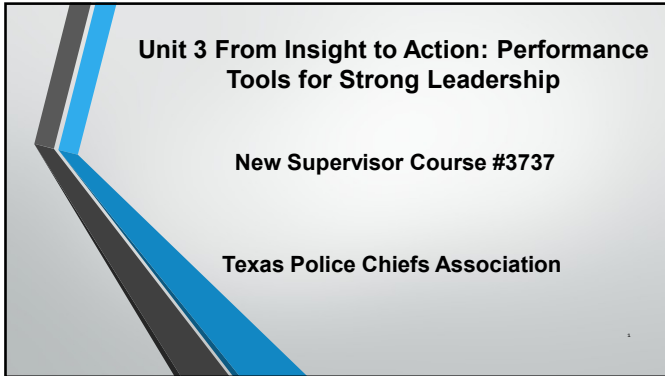
Unit 3 From Insight to Action: Performance Tools for Strong Leadership

New Supervisor Course #3737
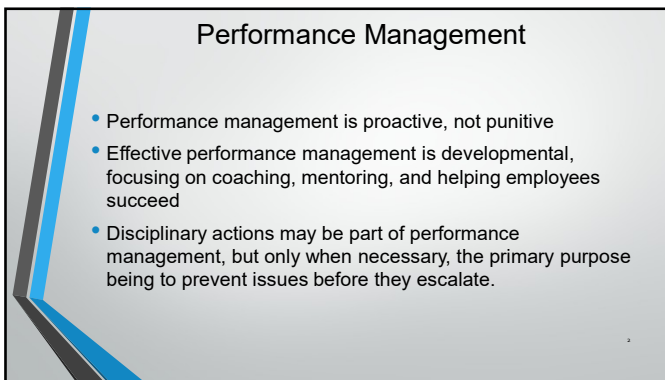
Texas Police Chiefs Association

1

Performance Management

- Performance management is proactive, not punitive
- Effective performance management is developmental, focusing on coaching, mentoring, and helping employees succeed
- Disciplinary actions may be part of performance management, but only when necessary, the primary purpose being to prevent issues before they escalate.

2
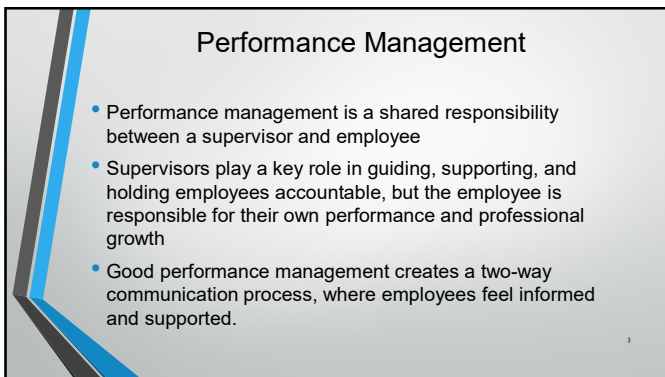
Performance Management

- Performance management is a shared responsibility between a supervisor and employee
- Supervisors play a key role in guiding, supporting, and holding employees accountable, but the employee is responsible for their own performance and professional growth
- Good performance management creates a two-way communication process, where employees feel informed and supported.

3

Performance Management Tools

- Performance Evaluation
- Coaching
- Counseling
- Performance Improvement Plan (PIP).

4

Purposes of Performance Evaluations

- Provide a formal, documented record of performance
  - Serve as an official record of an employee's strengths, areas for improvement, accomplishments, and any concerns
  - Provide documentation for promotions, raises, disciplinary actions, and legal purposes
  - Provide evidence of their past performance and readiness for advancement.

5

Purposes of Performance Evaluations

- Deliver constructive feedback based on observed behavior
  - Focusing on specific, observable behaviors rather than personal opinions makes feedback actionable and fair
  - Instead of saying, *You have a bad attitude,* say, *You've been late three times this month, which impacts team coverage.*

6

Purposes of Performance Evaluations

- Promote consistency and fairness in employee treatment
  - Using the same evaluation process for everyone reduces bias and favoritism, helping employees feel that performance is measured objectively
  - Having clear rating criteria ensures that two employees with similar performance records receive comparable evaluations
  - Using the same criteria for all employees avoids favoritism and builds trust.

7

Purposes of Performance Evaluations

- Offer protection from liability by documenting issues and supervisory efforts
  - A thorough evaluation creates a paper trail showing that supervisors provided feedback, training, and opportunities for improvement
  - If an employee is later terminated for poor performance, having past evaluations that clearly documented concerns and coaching efforts protects the agency legally
  - Thorough documentation demonstrates fair and consistent management.

8

Hallmarks of Good Evaluations

- Evaluations should never surprise the employee; issues, both good and bad, should be addressed as they occur during the year
- In effective evaluations, comments and assessments should be documented, objective, specific, and actionable
- Evaluations should build trust, accountability, and protection for both the employee and the agency.

9

Rating Errors to Avoid in Evaluations

- Halo Effect
  - Occurs when an evaluator allows one positive trait or characteristic of an employee to overshadow other aspects of performance
  - If an employee is highly skilled in one area, the evaluator may unconsciously rate them more positively across all performance dimensions
  - It distorts the accuracy of performance assessments, leading to inflated ratings and potentially overlooking areas needing improvement.

10

Rating Errors to Avoid in Evaluations

- Leniency/Strictness Bias
  - Occurs when an evaluator consistently rates employees higher or lower than warranted, regardless of true performance
  - May result from personal tendencies, such as a desire to avoid conflict, *leniency bias*, or a belief in maintaining high standards, *strictness bias*
  - Makes it difficult to differentiate between high and low performers, potentially leads to unfair treatment or demotivation among employees.

11

Rating Errors to Avoid in Evaluations

- Recency Bias
  - Occurs when the evaluator places undue emphasis on recent events or performance, which influence the overall assessment
  - Distorts the accuracy of the performance assessment, neglects the broader context of employee performance
  - Without documentation for the entire performance period, the employee will likely only be rated on the past couple of months because that is all the human mind will likely remember.

12

Rating Errors to Avoid in Evaluations

- Similar to Me Bias
  - Occurs when the evaluator favors employees who are like them in terms of background, personality, etc.
  - Leads to higher ratings for employees who share commonalities with the evaluator, regardless of actual performance
  - Undermines the fairness and objectivity of performance assessments and disadvantages employees who do not fit the evaluator's preferred profile.

13

Rating Errors to Avoid in Evaluations

- Central Tendency Bias
  - Occurs when the evaluator avoids extreme ratings and tends to cluster around the average
  - May stem from a desire to avoid confrontation
  - Flattens performance assessments, making it difficult to differentiate between high and low performers
  - Fails to provide meaningful feedback for employee development.

14

Rating Errors to Avoid in Evaluations

- Comparison or Contrast
  - Occurs when a supervisor rates an employee by comparing them to other employees instead of evaluating them against established performance standards or objective criteria
  - The employee may receive an inflated or unfairly low rating based on how their peers perform, rather than their own performance
  - This distorts evaluations and reduces fairness and accuracy.

15

Preparing for the Performance Evaluation

- Evaluations should:
  - Be tools for development. They are now mandated by TCOLE and should be taken seriously
  - Build mutual trust between supervisors and employees by promoting fairness, transparency, and ownership of performance
  - Help identify areas for skill development, training needs, leadership potential, and readiness for expanded duties.

16

Preparing for the Performance Evaluation

- Gather Objective Performance Data
  - Disciplinary documentation (formal counseling, written reprimands)
  - Complaints that have been verified or substantiated
  - Compliments or commendations from coworkers, supervisors, or the public
  - Awards or formal recognition
  - Major contributions or achievements
  - Training completed (internal, external, mandated).

17

Preparing for the Performance Evaluation

- Methods to maintain documentation of an employee's performance
  - OneNote folders – Creates a separate folder for each employee
  - Personnel software - Guardian Tracking, 360, etc.
  - Folders – Create a folder for each employee and place them in your locked desk or filing cabinet. As events happen, jot a note on a scratch piece of paper and drop it in the employee's file.

18

Preparing for the Performance Evaluation

- Regardless of the method you choose, nothing should be placed in the employees' files that hasn't been discussed with them
- Regularly review the file to identify any repeated events that require attention.

19

Preparing for the Performance Evaluation

- Review Alignment Materials
  - Evaluations should assess how the employee's work fulfills the responsibilities outlined in their job description and the overall objectives of the agency
  - Evaluations are not just about effort or attitude, but about measurable alignment with expected duties and organizational priorities.

20

Preparing for the Performance Evaluation

- Key documents to review prior to the evaluation
  - The employee's job description and core duties
  - The previous evaluation and any goals that were set
  - The department's mission, vision, and values—do their actions support agency culture and priorities
  - This alignment ensures evaluations are grounded in expectations, not personal opinion.

21

Preparing for the Performance Evaluation

- Final prep checklist
  - Avoid vague or subjective phrases such as *bad attitude* or *does a good job*
  - Use clear, behavior-based examples and documentation
  - When feasible, allow the employee to review the evaluation before the meeting to encourage a more thoughtful and productive discussion.

22

Delivering the Performance Evaluation

- Highlight strengths
  - Highlight the employee's strengths and achievements
  - Focus on the following areas
    - Reference tangible outcomes that demonstrate initiative, efficiency, or high performance
    - Acknowledge professional strengths that contribute to success in their role
    - Recognize efforts that positively affect the work environment or community perception.

23

Delivering the Performance Evaluation

- Discuss challenges honestly
  - The goal is to bring attention to issues in a way that is fair, specific, and solution-focused, without damaging trust or morale
  - Avoid vague or judgmental language and instead highlight observable behaviors that can be changed or improved.

24

Delivering the Performance Evaluation

- Discuss challenges honestly
  - Be direct and constructive. Employees should understand exactly what the concern is and what steps they can take to address and improve it
  - Criticize the action, not the person. This emphasizes the employee's ability to make adjustments
  - Frame issues as opportunities for growth instead of personal failings.

25

Delivering the Performance Evaluation

- Avoid these pitfalls
  - Words like *always, never,* or *bad attitude* can feel accusatory and unhelpful
  - Avoid calling someone *lazy, unprofessional,* or *difficult.* These attacks focus on character, not behavior
  - If employees leave unsure of what needs to change, the conversation has failed its purpose.

26

Delivering the Performance Evaluation

- Establish Forward-Looking Goals
  - Make goals SMART: Specific, Measurable, Achievable, Relevant, Time-bound
  - Encourage employee to develop their own goals
  - Joint goal-setting improves ownership and engagement.

27

Delivering the Performance Evaluation

- Encourage Dialogue
  - Ask open-ended questions to encourage a meaningful conversation
  - Use EI strategies - empathy and self-awareness
  - Actively listen and understand the employee's perspective
  - If the employee expresses frustration, disappointment, or even anger, remain calm and open. Acknowledge their feelings without taking it personally or becoming combative.

28

Delivering the Performance Evaluation

- End on a constructive and optimistic note
  - Reaffirm appreciation for their contributions
  - Express confidence in their growth
  - Clarify next steps (e.g., follow-up, support, development plan).

29

Liability of Ineffective Performance Evaluation

- Risks of Ineffective Evaluations
  - Employees who receive generic or inaccurate evaluations may feel undervalued or treated unfairly
  - Strong performers may become disengaged, and weak performers may feel no need to improve
  - Avoiding difficult conversations or glossing over deficiencies enables ongoing problems to continue.

30

Liability of Ineffective Performance Evaluation

- The Lasting Impact of Evaluations
  - Supervisors should assume that every evaluation could one day be reviewed by HR, attorneys, or even in court
  - Language should remain neutral, objective, and free from bias or personal judgments
  - Evaluations should contain enough concrete information that someone reading them years later can assess the performance of the employee.

31

Causes of Poor Evaluations

- Common causes of poor evaluations
  - Inconsistent documentation
  - Vague, unhelpful language
- Bias or emotion-driven comments. Words like *lazy, has an attitude,* or *isn't liked by others* create a liability
- Ignoring widespread issues or praising underperformers to avoid confrontation creates a false record and hurts overall fairness.

32

Effects on Performance from Ineffective Evaluations

- Effects on performance
  - When employees don't understand what is expected of them, performance suffers
  - Feedback that lacks structure leads to serious performance issues, including
    - Repetition of poor behaviors
    - Low accountability
    - Increased errors and risks to safety or citizen service.

33

Effects on Morale From Ineffective Performance Evaluations

- Effects on Morale
  - High performers become disengaged when they receive the same *meets expectations* rating as underperforming coworkers
  - Employees begin to question leadership motives, leading to
    - Resentment
    - Rumors of favoritism
    - Complaints to HR or external oversight boards.

34

Effects on Supervisor Credibility From Ineffective Performance Evaluations

- Damage to supervisor credibility
  - When supervisors fail to uphold the standards, employees begin to lose trust in their leadership. This can happen when:
    - Weak performers aren't held accountable and face no consequences
    - No one can earn a top rating because the criteria for high performance are never explained or are used inconsistently
    - There is a lack of feedback, which signals that the supervisor isn't invested in their growth or success.

35

Liability of Ineffective Performance Evaluation

- Damage to supervisor's credibility
  - When a supervisor has a history of generic performance evaluations, it becomes difficult to justify serious personnel actions
  - During grievances, arbitration, or legal proceedings
    - Evaluations that lack clear documentation of performance can be used to challenge the fairness or legitimacy of the discipline
    - Arbitrators or oversight boards may side with the employee if there is no documented pattern of feedback or progressive discipline.

36

Liability of Ineffective Performance Evaluation

- Legal and compliance risks
  - Performance evaluations may become official records that are reviewed in high-stakes settings, including
    - EEOC complaints - Inconsistencies or vague documentation can undermine the agency's defense
    - Disciplinary hearings - A lack of documentation may be viewed as a failure to manage properly.

37

Liability of Ineffective Performance Evaluation

- Legal and Compliance Risks
  - In lawsuits involving negligent supervision or misconduct, evaluations are reviewed to determine whether supervisors ignored warning signs or failed to act on known issues
  - Evaluations that ignore prior warnings, complaints, or performance patterns or show no concerns, despite a history of complaints, counseling, or known issues, may be viewed as:
    - Dishonest - suggesting the supervisor concealed problems or failed to document them truthfully
    - Negligent - indicating a lack of follow-through, oversight, or awareness.

38

Liability of Ineffective Performance Evaluation

- Damage to Citizen Trust
  - Unaddressed poor behavior leads to serious consequences, including:
    - Use of force complaints
    - Mishandled calls or reports
    - Unprofessional conduct captured on video
  - Failure to correct these issues gives the impression that the agency tolerates misconduct, which undermines public trust and signals a lack of accountability.

39

40

Coaching

- A collaborative process designed to help team members strengthen skills, overcome challenges, and achieve both short-term and long-term goals
- Relies on consistent dialogue, constructive feedback, and encouragement to build confidence and professional growth
- Emphasizes development, learning, and future success
- It is not used for corrective action.

41

Coaching

- Coaching is used to develop, counseling is used to correct, but both require:
  - Professionalism
  - Preparation
  - Clear, respectful communication
  - Emotional intelligence.

42

Coaching

- Coaching is a supportive, future-focused leadership approach useful for:
  - Skill development - Use coaching when an employee needs to improve or strengthen specific job-related skills
  - Motivation - Coaching can help re-engage employees who may be feeling burned out, disconnected, or disinterested in their work
  - Confidence building - Coaching is valuable when an employee is capable but hesitant to take on new or greater responsibilities.

43

Coaching

- Best practices for using Coaching
  - Create psychological safety where employees feel safe to speak honestly
  - Use active listening and observe nonverbal cues
  - Be transparent about goals.

44

Coaching

- Coaching Techniques
  - Use open-ended questions such as *What strategies have you tried so far?* or *What do you think would work differently next time?*
  - Give timely, behavior-based feedback by addressing specific actions rather than general traits.

45

Coaching

- Coaching techniques
  - Offer resources and opportunities to practice skills - training, mentorships, assignments
  - Set clear, achievable goals
  - Check in regularly to reinforce growth, celebrate progress, and adjust strategies as needed.

46

EMPLOYEE COUNSELLING

47

Counseling

- A supportive, structured dialogue between a supervisor and an employee
- Designed to address personal or professional issues that are affecting performance
- Emphasizes understanding, support, and corrective action when needed.

48

Counseling

- Key Characteristics of Counseling
  - Addresses personal and professional issues
  - Recognizes that off-duty stressors (family, financial, health) or workplace challenges (conflict, morale, workload) can influence performance and behavior
  - Supervisor provides employees access to assistance such as Employee Assistance Programs (EAP), peer support, or training resources.

49

Counseling

- Key Characteristics of Counseling
  - Conversations remain professional and centered on observable actions and their effects on performance
  - Employees are expected to take ownership of their actions, while supervisors ensure they have the support needed to succeed
  - Counseling helps address issues before they escalate into formal discipline or long-term problems.

50

Counseling

- Counseling
  - Use when an employee's behavior or performance requires corrective action
  - Typically involves documenting the concern, setting clear expectations, and warning of potential consequences if the issue continues.

51

Counseling

- Use counseling for policy violations, including:
  - Chronic tardiness or unexcused absences
  - Failure to follow procedures or policies
  - Unprofessional or disrespectful conduct toward coworkers, supervisors, or the public
- In these cases, counseling reinforces expectations, addresses the seriousness of the behavior, and puts the employee on notice that improvement is required.

52

Counseling

- Use counseling when an employee's work fails to meet minimum expectations, especially when it affects operations, safety, or service, including:
  - Missing deadlines or submitting incomplete work
  - Making repeated or serious errors in tasks that require accuracy
  - Not following through on assigned responsibilities
- Counseling identifies the gap between expectations and actual performance, and it documents the steps being taken to address it.

53

Counseling

- Use counseling when prior coaching has not resulted in meaningful improvement. This applies when:
  - The same performance or behavior issue occurs again after feedback and support
  - The employee fails to follow through on agreed-upon improvement plans
  - The situation is becoming disruptive to the team or organization
- Counseling sends a clear message: the issue must be corrected, and continued failure may lead to formal discipline.

54

Counseling

- Indicators of Problems
  - Change in performance, attention or concentration
  - Deliberate acts of misconduct
  - Refusal to obey orders
  - Becomes withdrawn.

Officer Karl Hettinger   Officer Ian Campbell

55

Counseling

- Know your personnel by observing conduct and appearance
- Be alert to behavioral or performance changes
- Employ counseling techniques sanctioned by the department
- Document discussions.

56

Counseling

- Counseling best practices:
  - Don't store up issues for annual reviews
  - Address concerns soon after they occur
  - Do not match an employee's emotional response
  - Retain a written record summarizing what was discussed and what steps were agreed upon and have them acknowledge receiving it.

57

Counseling

- Counseling Techniques
  - Connect the issue to performance
  - Explain how it affects team members
  - Offer resources and support
  - Set clear improvement expectations moving forward by explaining timelines and consequences
  - Document the counseling session and revisit the issue at agreed-upon intervals to track progress and provide continued support.

58

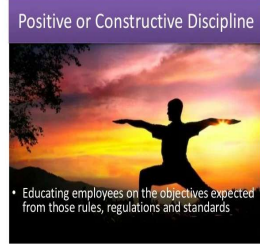## Strategies for Using Feedback Tools

Counseling is often necessary when behavior has crossed from *could do better* into *must improve now*.

Positive or Constructive Discipline

- Educating employees on the objectives expected from those rules, regulations and standards

59

60

Performance Improvement Plan

- A structured and formal process to address persistent performance issues
- A final opportunity to guide employees toward improvement with clear expectations, measurable goals, and documented support
- Ensures transparency and fairness for the employee, while protecting the supervisor and agency.

61

Performance Improvement Plan

- When to Use a PIP
  - After informal coaching or counseling has failed
  - For ongoing, documented issues that are specific, observable, and supported by documentation
  - When improvement is realistically achievable with support and effort.

62

Performance Improvement Plan

- Key Components of a PIP
  - Clearly stated performance deficiencies
  - Specific, measurable objectives for improvement
  - A defined, realistic timeline with progress reviews
  - Support and resources offered
  - Potential consequences if improvement is not achieved.

63

Performance Improvement Plan

A PIP is a *second chance*, an opportunity to reset and demonstrate improvement, rather than a step toward termination. Tone, consistency, and fairness are critical to ensure the employee sees the process as supportive.

64

Delivering a PIP

- Keep accurate records of all relevant performance-related interactions. Supervisors should document key details such as:
  - The specific performance or behavior issue
  - The date(s) the issue occurred
  - Any coaching or counseling conversations held
  - The employee's response or explanation
  - Any improvement plans or expectations that were discussed. This includes both informal coaching and formal counseling.

65

Delivering a PIP

- Provide the written plan and walk through each component together
- Do not rush the meeting; allow time for the employee to process and ask questions
- Show empathy
- Convey that your intent is to help the employee succeed
- Avoid a punitive tone, frame the meeting as a supportive and professional collaboration
- Express confidence in their ability to meet expectations.

66

Delivering a PIP

- Be transparent
  - Clearly define the specific issue, its impact on the team or agency, and the needed change
  - Provide tangible, observable examples
  - Example: *On three separate occasions in the past month, radio transmissions were not acknowledged, causing delays in field response.*

67

Delivering a PIP

- Set Clear Expectations
  - Tie performance goals to the job description, policies, and measurable standards
  - Define what success looks like, how it will be measured, and when it is expected
  - Provide necessary resources (e.g., peer mentoring, retraining, check-in meetings).

68

Delivering a PIP

- Invite Feedback
  - Allow the employee to voice concerns, ask clarifying questions, or share barriers
  - Listen actively and adjust when reasonable, without compromising standards
  - Example: *What resources or changes do you feel would help you meet these goals?*

69

Delivering a PIP

Require Acknowledgment

The employee must sign the PIP, confirming they received and understood it

Clarify this is not their agreement, but an acknowledgment of receipt.

————————————————
Sign here

70

Delivering a PIP

- Monitor Progress
  - Use objective criteria to determine their progress
  - Schedule formal check-ins (e.g., weekly or biweekly) to evaluate and support progress
  - Adjust the approach if needed but remain consistent in your expectations
  - Hold them accountable for the results.

71

Delivering a PIP

- Possible Outcomes
  - If they are successful, celebrate improvement, remove the PIP, and maintain coaching support
  - If they are unsuccessful or if there is no improvement, initiating reassignment or disciplinary processes.

72

Attitude Problems

- Tie the attitude to a performance problem
- Discuss the issue with the employee following policy and counseling procedures
- Document all conversations
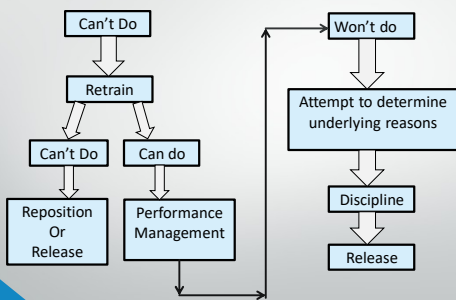- Be prepared for termination if all else fails.
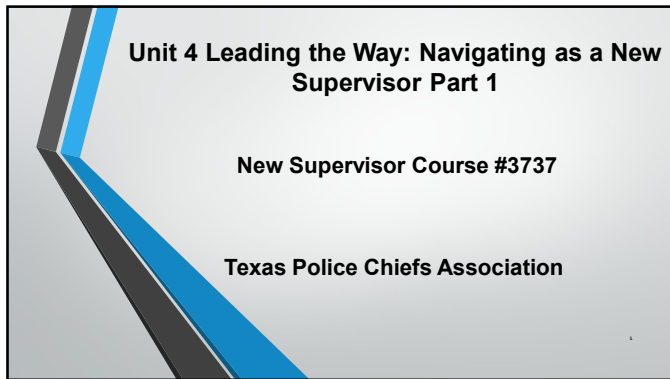
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73

Is it a Can't Do or a Won't Do?

```
Can't Do                    Won't do
   |                           |
   v                           v
Retrain              Attempt to determine
   |                  underlying reasons
  / \                        |
 /   \                       v
Can't Do  Can do         Discipline
   |        |                 |
   v        v                 v
Reposition  Performance    Release
Or          Management
Release
```

74

74

Unit 4 Leading the Way: Navigating as a New Supervisor Part 1

New Supervisor Course #3737

Texas Police Chiefs Association

1

2

Protected Classes

- Groups of people who are legally protected from discrimination under federal, state, or local laws
- These protections typically apply in contexts such as employment, housing, education, public accommodations, and access to government services.

3

Protected Classes

- Race
- Color
- Religion
- Sex (including pregnancy, sexual orientation, and gender identity)
- National origin
- Age (under ADEA)
- Disability (physical or mental, under ADA)

- Genetic information
- Citizenship or immigration status (under certain federal protections)
- Veteran status (under USERRA)
- Familial status (under Fair Housing Act)
- Retaliation for asserting rights under these laws.

4

Harassment and Discrimination

- Harassment **-** unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age, disability, sexual orientation or gender identity, marital status, military or veteran status, or genetic information
- Discrimination - treating someone unfavorably because they are in one of the protected classes listed above
- Both can include derogatory jokes or comments, unwanted touching, intimidation, or bullying, as well as actions related to hiring, promotion, and job assignment.

5

Your Responsibility

- **You** are accountable for fostering a safe and discrimination-free environment for all employees under your supervision
- **You** are responsible for creating a culture in which your employees feel comfortable reporting to you any incidents of discriminatory behavior, harassment, retaliation, bullying, or otherwise inappropriate behavior or comments
- Contact HR to help you resolve any situations.

6

Hostile Work Environment

- A work environment that involves behavior that is discriminatory or harassing in nature
- May include verbal or physical conduct based on an individual's protected class
- The behavior must be pervasive (occurring frequently or over a prolonged period) or severe (extremely offensive or egregious)
- A single isolated incident must be particularly severe to establish a hostile work environment.

7

Hostile Work Environment

- The discriminatory or harassing behavior creates an abusive or offensive work environment for the victim, which includes interference with an individual's work performance, psychological distress, or feelings of intimidation or humiliation
- It could also include discriminatory actions, such as unfair treatment in hiring, promotion, or assignments.

8

Hostile Work Environment

- Examples of behavior that may contribute to a hostile work environment include:
  - Verbal harassment, such as derogatory remarks, insults, or offensive jokes
  - Physical harassment, such as unwanted touching or gestures
  - Displaying offensive images or materials in the workplace
  - Intimidation or threats based on protected characteristics.

9

Employers **(YOU)** can be held liable for a hostile work environment if they **(YOU)** knew or should have known about the discriminatory or harassing behavior and failed to take prompt and appropriate corrective action. It is the employer's **(YOUR)** responsibility to maintain a workplace free from harassment and discrimination. Policies and procedures are in place to prevent and address inappropriate behavior and foster a culture of respect and inclusivity in the workplace.

10

10

Workers' Compensation

- Provides wage replacement and medical benefits to employees injured in the course of employment
- Covers medical expenses, lost wages, and rehabilitation costs for employees who suffer work-related injuries or illnesses
- Provides benefits to dependents of workers who die because of a work-related injury.

11

11

Workers' Compensation

- Follow your HR's rules for filing workplace injuries at the time they occur
  - Do not go to the doctor unless it has been approved or it is an actual medical emergency
  - Do not wait to file an injury report, as time constraints are critical and the delay may result in the claim being denied
  - Do not pay with your insurance
  - Do not discourage employees from filing a claim.

12

12

Americans With Disabilities Act of 1990

- Prohibits the previous practice of denying employment to someone because of their disability without determining if they could do the job
- Prohibits discrimination by limiting an employer's knowledge of an applicant's disability to a later stage of the job application process.

13

Americans With Disabilities Act of 1990

- Prohibits discrimination against qualified individuals with disabilities regarding:
  - Job application procedures
  - Hiring
  - Compensation
  - Job Training
  - Advancement
  - Termination
  - Other terms, conditions, and privileges of employment.

14

Americans With Disabilities Act of 1990

- Disability is defined as a person who has a:
  - Physical or mental impairment that substantially limits one or more major life activities
  - A record of such an impairment
  - Or is regarded as having such an impairment.

15

Americans With Disabilities Act of 1990

- A qualified individual is defined as an employee or job applicant who meets legitimate skill, experience, education, or any other requirements of a position they hold or seek
- They must be able to perform the essential functions of the position with or without reasonable accommodation
- The essential functions must be included as a part of the job description.

16

Reasonable Accommodation

- Making existing facilities used by employees readily accessible to and usable by people with disabilities
- Job restructuring, modifying work schedules, or reassignment to a vacant position
- Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters
- The test is effectiveness and whether the accommodation will enable the person with a disability to perform the essential functions of the job without creating undue hardship for the employer.

17

Undue Hardship

- An accommodation that would be
  - unduly costly
  - extensive
  - substantial
  - disruptive, or
  - fundamentally alter the nature or operation of the business.

18

Medical Examinations and Inquiries

- You may not ask job applicants about the existence, nature, or severity of a disability
- You may ask about the ability to perform specific job functions
- You may only ask about a disability or require a medical exam after having made a conditional job offer
- The offer can be conditioned upon passing the medical examination
- The examination must be one that is required of all persons for that job.

19

The Family and Medical Leave Act (FMLA)

- Employees, if they have worked for the employer for at least 12 months and at least 1,250 hours in the past year, may qualify for up to 12 weeks of unpaid leave for:
  - Birth, adoption, or foster placement of a child
  - Care for a spouse, child, or parent with a serious health condition
  - The employee's own serious health condition
  - Certain military-related exigencies or caregiving needs (up to 26 weeks for military caregiver leave).

20

The Family and Medical Leave Act (FMLA)

- Supervisor's Responsibilities:
  - *Proactively Provide FMLA Information.* As soon as you become aware of an employee's qualifying event, you must provide them with FMLA information, even if the employee hasn't specifically requested FMLA.
  - *Timely Response.* Within five (5) business days of learning about the possible FMLA-qualifying event, you must notify the employee of their eligibility and provide the required FMLA rights and responsibilities notice.

21

The Family and Medical Leave Act (FMLA)

- Supervisors' responsibilities
  - *Accurate Leave Tracking*. Supervisors must accurately document and track all absences that may qualify as FMLA, as well as other types of leave such as sick time or paid time off (PTO), according to agency policies and procedures
  - *Job Restoration Requirement*. Employees returning from FMLA leave must be reinstated to the same position they held before the leave, or to an equivalent position with similar duties, pay, and benefits, unless a specific legal exception applies.

22

The Family and Medical Leave Act (FMLA)

- Legal Risks to Avoid:
  - Denying or discouraging legitimate leave
  - Requesting unauthorized medical details (e.g., asking for a diagnosis instead of proper certification)
  - Disciplining employees for absences protected by FMLA.

23

Health Insurance Portability and Accountability Act (HIPAA)

- HIPAA establishes strict rules for safeguarding an employee's personal health information (PHI)
- Not just applicable to HR
- Supervisors have important day-to-day responsibilities to ensure confidentiality and protect both employees and the organization from liability.

24

Health Insurance Portability and Accountability Act (HIPAA)

- What Counts as PHI
  - Medical diagnoses, treatment information, and test results
  - Prescription medication details
  - Mental health conditions or counseling records
  - Doctor's notes, FMLA paperwork, or Workers' Compensation medical documents
  - Any health information that can be tied to an individual employee.

25

Supervisor Responsibilities

- Confidential Storage
  - Keep all health-related documents in a secure, locked file, separate from general personnel records
  - TCOLE medical files stay with individual TCOLE files
  - Never store medical information in shared drives or unsecured locations
- Restricted Access
  - Only HR or others with a legitimate, work-related need should access PHI
  - Supervisors should not share health details with peers, other employees, or subordinates.

26

Supervisor Responsibilities

- Professional Communication
  - Avoid mentioning medical conditions when discussing work assignments or accommodations
  - Example: Instead of saying, *Officer Jones can't be on night shift because of his back injury,* say, *Officer Jones has been assigned to day shifts per approved accommodations*
- Appropriate Disclosure
  - Only disclose the minimum necessary information to those who need it to do their jobs.

27

Supervisors Responsibilities

- Common Pitfalls to Avoid
  - Discussing an employee's medical situation in front of others, even casually
  - Leaving medical documents on desks, in unlocked cabinets, in email chains, or in personnel software
  - Mixing PHI into performance evaluations or disciplinary paperwork
  - Speculating about an employee's health condition in conversation with colleagues.

28

Supervisor Responsivities

- Consequences of Mishandling PHI
  - For the Agency: Fines, lawsuits, and loss of public trust
  - For the Supervisor: Personal liability, disciplinary action, or termination
  - For the Employee: Loss of privacy, stigma, and damaged trust in leadership.

29

Supervisor Responsibilities

- Tier 1, 2, or 3 Violation, fine up to $68,928 per violation
  - Supervisor accidentally files a medical document in the wrong folder but corrects it once discovered
  - Medical stored in an unlocked cabinet, accessible to unauthorized staff
  - Supervisor repeatedly discusses medical conditions openly; the agency only acts once a complaint is filed
- Tier 4 violation, minimum fine $68,928 to maximum $2,067,813 per violation
  - Agency ignores repeated HIPAA complaints and never changes practices.

30

Title VII of the Civil Rights Act of 1964

- Prohibits discrimination in all aspects of employment, including hiring, firing, promotions, pay, training, and workplace conditions, based on an employee's race, color, religion, sex (including pregnancy, sexual orientation, and gender identity), or national origin
- Title VII is a daily leadership responsibility
- Supervisors must apply policies, administer discipline, and provide opportunities in a manner that is fair, consistent, and free from even the appearance of bias.

31

Supervisors Responsibilities

- Apply Policies Consistently
  - Rules, benefits, and discipline must be enforced the same way for everyone
- Base Decisions on Job-Related Criteria
  - Promotions, assignments, and discipline should be tied directly to objective performance measures or policy standards
  - Avoid decisions based on subjective impressions or personal preferences, which can unintentionally create patterns of discrimination.

32

Supervisors Responsibilities

- Avoid Retaliation
  - Retaliation is one of the most common Title VII violations
  - It is unlawful to punish or disadvantage an employee because they filed a complaint, participated in an investigation, or opposed discriminatory practices
  - Example: A Sergeant who cuts overtime or demotes an officer after they file an EEO complaint may be guilty of retaliation, even if the original complaint wasn't upheld.

33

Examples of Discriminatory Actions

- Unequal Discipline: A Sergeant gives harsher punishment to one officer than another for the same violation because of race, gender, or religion is an issue
- Allowing Harassment to Go Unchecked: Supervisors who ignore racial jokes, sexist remarks, or religious slurs create a hostile work environment under Title VII
- Promotions and Assignments: Favoring certain employees for choice assignments or advancement opportunities while consistently excluding others of a protected class.

34

34

Key Takeaways for Supervisors

- Discrimination doesn't always have to be intentional—disparate treatment (treating people differently) and disparate impact (policies that unfairly affect a protected group) are both violations
- Supervisors are the first line of defense against Title VII violations because they directly manage daily assignments, discipline, and evaluations
- Maintaining fairness, consistency, and documentation protects both the employee and the agency.

35

35

Age Discrimination in Employment Act (ADEA) of 1967

- Protects individuals who are 40 years of age or older from workplace discrimination based on age
- Does not protect younger workers under the age of 40
- Does not prohibit employers from favoring an older worker over a younger one, even if both are over the age of 40.

36

36

What ADEA Prohibits

- Hiring – Refusing to hire someone because they are *too old* or choosing a younger applicant based solely on age
- Promotions – Overlooking qualified older employees for advancement opportunities in favor of younger ones
- Training and Development – Denying access to professional training, mentoring, or development programs because of age
- Termination/Layoffs – Using age as a reason to fire, force into retirement, or select for layoff
- Compensation and Benefits – Offering lower pay, fewer benefits, or reduced opportunities based on age.

37

Penal Code Violations

- Penal Code § 37.10 – Tampering with Government Records
  - Tampering occurs when someone alters, falsifies, destroys, or conceals an official record with the intent to defraud or mislead
  - Examples in Supervision
    - Changing dates on evaluations
    - Backdating counseling records
    - Shredding complaint reports
    - Editing incident details to help an employee avoid discipline.

38

Penal Code Violations

- Supervisor Responsibilities
  - Follow records retention schedules—never destroy or alter required documents
  - Ensure all evaluations, counseling notes, and incident reports are accurate and complete
  - Never alter records to protect the department's reputation or shield an employee from accountability
  - Reinforce to staff that falsifying or destroying records is not just a policy violation, it's a crime.

39

Penal Code Violations

- Penal Code § 37.02 Perjury
  - Knowingly making a false statement under oath or in an official proceeding. This includes false testimony, affidavits, or sworn reports
  - Even small inaccuracies in reports can be used to impeach credibility in court, damaging both the case and the agency's reputation.

40

Penal Code Violations

- Supervisor Responsibilities
  - Train employees that accuracy and truthfulness in reports, depositions, and testimony are non-negotiable
  - Review reports carefully for completeness, consistency, and accuracy before approval
  - Address inaccuracies immediately—correct errors before they become credibility issues in court
  - Take corrective action if employees deliberately falsify or misrepresent information.

41

Penal Code Violations

- Penal Code Chapter 9 – Justification Excluding Criminal Responsibility
  - Chapter 9, Texas Penal Code, establishes the legal circumstances under which the Use of Force, or even Deadly Force, is justified and therefore not considered a criminal act
  - The law recognizes that in some situations, individuals, including peace officers, may be required to use force to protect themselves, others, or to carry out lawful duties.

42

Penal Code Violations

- Key areas covered include:
  - Law Enforcement Duties (§9.51): Peace officers are justified in using force to make an arrest, prevent escape, or maintain custody — provided the force is reasonable and consistent with law and policy
  - Deadly Force (§9.32, §9.34, §9.51): Deadly force is only justified under more restrictive circumstances, such as when the actor reasonably believes it is immediately necessary to prevent death, serious bodily injury, or certain violent crimes.

43

43

Penal Code Violations

- Excessive or Unlawful Force: Even if an officer believes force was justified, improper application can still lead to civil rights lawsuits (§1983 claims), criminal charges, or agency liability
- Documentation Gaps: Failure to properly document the justification for force can undermine legal defenses, even if the force itself was reasonable
- Pattern of Misuse: Repeated unaddressed violations (e.g., excessive takedowns, poor de-escalation practices) can expose the agency to *deliberate indifference* claims
- Public Trust: Each force incident is judged not only in court, but also in the court of public opinion. Supervisors play a critical role in reinforcing both legal compliance and professional standards.

44

Penal Code Violations

- Promptly review force incidents for both legal sufficiency and adherence to departmental policy
- Provide corrective action, coaching, or discipline when force is misapplied
- Recognize that failure to intervene or correct misuse of force can make the supervisor — and the agency — directly liable.

45

45

Penal Code Violations

- Reinforce ongoing training on the use-of-force continuum, de-escalation, and reporting requirements
- Promptly review and critique all use-of-force reports; ensure documentation matches policy and law
- Address deficiencies immediately—failure to correct bad practices can be seen as *deliberate indifference*
- Provide scenario-based training so employees practice decision-making under stress
- Communicate clearly that lawful force is not only a legal standard but an ethical one.

46

46

Types of Liability

- Direct Liability
  - When the supervisor's own actions, or failure to act, cause harm
  - A supervisor ignores multiple citizen complaints about an officer's aggressive behavior and fails to investigate or coach the officer
  - Your responsibility is to act immediately on concerns to avoid being seen as complicit.

47

47

Types of Liability

- Vicarious Liability
  - An employer or supervisor is responsible for the wrongful acts of an employee when those acts occur within the scope of employment and are connected to the employee's official duties
  - In law enforcement, this can mean that your agency or you, as a Supervisor, may share liability if an officer's misconduct stems from:
    - Inadequate or improper training
    - Weak or inconsistent supervision
    - Failure to enforce policies or procedures.

48

48

Types of Liability

- Key Elements of Vicarious Liability
  - There was an employment relationship, and the person who committed the misconduct was acting as an employee, officer, or agent of the agency
  - The act of misconduct occurred within the officer's scope of employment; in other words, the act occurred while the employee was performing their official duties or using their authority as an officer
  - The act of misconduct can be connected to supervisory oversight, meaning poor training, lax supervision, or failure to enforce existing policy.

49

Deliberate Indifference

- Occurs when a government official (such as a police officer, jailer, or supervisor) knows of a substantial risk of serious harm to a person's rights, safety, or well-being and consciously disregards that risk
- It requires proof that the official was aware of the risk and chose not to take reasonable steps to prevent harm
- Can arise in training, supervision, and policy contexts under *City of Canton v. Harris* and related cases.

50

Deliberate Indifference

- Key Elements of Deliberate Indifference
  - Knowledge of the Risk – The supervisor knew (or should have known) of a substantial risk of harm to an individual's constitutional rights
  - Disregard of the Risk – The supervisor failed to take reasonable measures to prevent or address the harm
  - Causation – The inaction directly contributed to the harm suffered.

51

Strategies to Minimize Liability

- Warning Signs of Potential Misconduct
  - Repeated complaints
  - A high number of force incidents, especially when reports lack strong documentation or policy compliance
  - Behavior such as racial or derogatory remarks, unnecessary aggression, or disrespect toward the public or colleagues
- You should track and document patterns of behavior over time. A series of small issues can reveal underlying problems that would not be visible if each incident were viewed in isolation.

52

Strategies to Minimize Liability

- Address concerns early through one-on-one, informal conversations and provide clear feedback on what needs to change
- Errors are opportunities for growth. Assign targeted training or policy refreshers to reinforce correct procedures and prevent repeat mistakes
- For situations likely to draw media attention or community concern, coordinate with senior leadership and the PIO. Ensure the response is timely, accurate, and consistent with agency policy to maintain public trust and minimize misinformation.

53

Strategies to Minimize Liability

- Proper Documentation
  - Accurate documentation serves as proof that the supervisor identified a problem, took appropriate action, and followed policy
  - How to Document Effectively
    - Record Facts Only
    - Include All Relevant Statements
    - Reference Policies or Laws
    - List Follow-Up Measures.

54

Navigating the Shift to Supervisor

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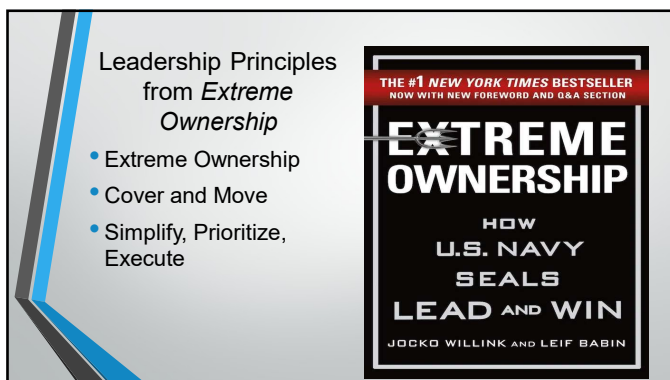
Leadership Principles from *Extreme Ownership*

- Extreme Ownership
- Cover and Move
- Simplify, Prioritize, Execute

THE #1 *NEW YORK TIMES* BESTSELLER
NOW WITH NEW FOREWORD AND Q&A SECTION

EXTREME OWNERSHIP

HOW
U.S. NAVY
SEALS
LEAD AND WIN

JOCKO WILLINK AND LEIF BABIN
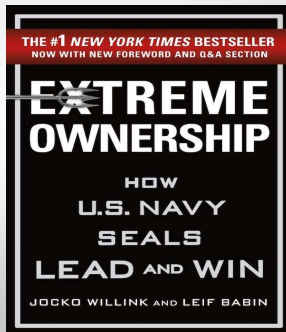
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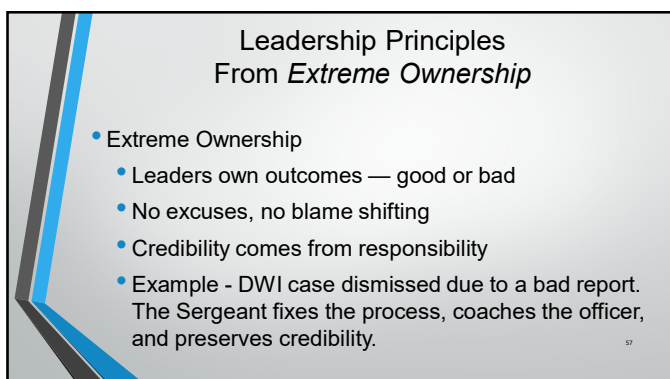
Leadership Principles From *Extreme Ownership*

- Extreme Ownership
  - Leaders own outcomes — good or bad
  - No excuses, no blame shifting
  - Credibility comes from responsibility
  - Example - DWI case dismissed due to a bad report. The Sergeant fixes the process, coaches the officer, and preserves credibility.

57

Leadership Principles
From *Extreme Ownership*

- Cover and Move
  - Teamwork between units/divisions is essential
  - Silos and *not my job* attitudes kill the mission
  - Leaders build bridges, not walls
  - Detectives frustrated with incomplete patrol reports. The Sergeant collaborates, creates checklist and weekly check-in. Patrol and detectives support each other resulting in smoother cases.

58

Leadership Principles
From *Extreme Ownership*

- Simplify, Prioritize, Execute
  - Clarity and focus drive action
  - Too many tasks create confusion and inaction
  - Leaders set clear priorities and execute decisively
  - A multi-vehicle crash scene overwhelms officers. The Supervisor directs scene safety first, then medical, and reports are last.
  - Focus prevents mistakes and ensures safety.

59

Leadership Principles
From *Extreme Ownership*

- Leadership Habits to Model
  - Own outcomes — no excuses
  - Build teamwork across divisions
  - Provide clarity and prioritize under pressure.

60

Moving From Peer to Supervisor

- You are no longer just contributing as part of the group. You are now accountable for the group's performance
- This involves conducting evaluations, addressing performance issues, ensuring policy compliance, and making decisions that may not always be popular
- Your success will be judged not just on your individual work, but on how well your team performs and follows standards.

61

Moving From Peer to Supervisor

- The people you once worked alongside will likely see you differently now. Some may:
  - Test boundaries to see if the rules apply the same
  - Expect special treatment because of past friendships
  - Question your decisions more than an outsider would.

62

Moving From Peer to Supervisor

- How you navigate the early stages of your new role will set the tone for your leadership going forward
- If you establish clear expectations, enforce them consistently, and treat everyone fairly, you will earn trust and respect
- If you show favoritism, avoid addressing problems, or overcompensate by becoming overly harsh, it will be much harder to rebuild credibility later.

63

From Peer to Supervisor

Common Challenges and Solutions

- Feeling uncomfortable enforcing policies or holding friends accountable. Professional leadership requires separating personal relationships from supervisory duties
- Focusing on daily tasks rather than seeing the bigger picture by remaining heavily engaged in routine operational tasks because those duties feel familiar and safe.

64

From Peer to Supervisor

New supervisors must also consider how their decisions and actions affect:

- Mission alignment
- Agency reputation
- Risk management
- Employee development
- Focusing solely on immediate tasks without considering these elements can lead to missed opportunities, unresolved issues, and diminished organizational performance.

65

From Peer to Supervisor

- To be successful, you must adopt a long-term mindset
  - Every decision has ripple effects. Short-term solutions may ease an immediate problem, but can create unintended consequences if they ignore policy, precedent, or team morale
  - Thinking long-term means asking:
    - *Will this decision reinforce the kind of workplace culture we want in six months or a year?*
    - *Could this choice increase or reduce the agency's legal or reputational risk?*
    - *Am I setting a standard that is sustainable and consistent with our mission?*

66

From Peer to Supervisor

Common Pitfalls for New Supervisors
- Slipping into old habits. This might include:
  - Venting frustrations about leadership or policies to subordinates
  - Overlooking minor policy or procedure violations to *keep the peace*
  - Standing back instead of stepping in when the workload spikes, assuming *that's not my job anymore*
- Eroding trust through inconsistency. Credibility is quickly lost when employees notice that leaders say one thing but do another.

67

From Peer to Supervisor

To be successful, you must:
- Model the expected behavior consistently
  - Demonstrate professionalism in communication, punctuality, and adherence to policies. Avoid gossip, shortcuts, or exceptions; your actions set the tone for the team
- Lead by example during high-demand periods
  - Helping with urgent tasks during crunch times shows you understand the demands of the work and will share the load
  - Hold yourself accountable to the same rules and expectations
  - If you make a mistake, acknowledge it openly.

68

From Peer to Supervisor

- Navigating New Relationships - Overly Close Relationships
  - Creates resentment among staff, undermines morale, and causes employees to question the fairness of promotions, assignments, or discipline.
  - Base promotions, assignments, and evaluations on measurable performance indicators, documented achievements, and established procedures
  - Socializing occasionally as a group is fine, but avoid private, exclusive friendships that exclude others and could be misinterpreted.

69

From Peer to Supervisor

- Balancing new relationships - Overly Distant Relationships
  - Keeping staff at arm's length can make a supervisor seem cold, unapproachable, or disconnected from the realities of daily work
  - It discourages open communication and reduces trust
  - Use informal conversations, ride-alongs to stay connected
  - Ask for perspectives before making decisions that affect the team, reinforcing that their opinions are valued
  - Be approachable.

70

From Peer to Supervisor

TRUE LEADERS DON'T CREATE FOLLOWERS. THEY CREATE MORE LEADERS.

The most effective supervisors strike a balance: they are firm, fair, and friendly, but they refrain from becoming personal friends with their subordinates. This balance fosters respect while maintaining a clear professional relationship.

71

Delegate

72

Delegation

- Effective delegation involves:
  - Selecting the right person for the job based on skills, experience, and developmental needs
  - Communicating expectations clearly so the team member knows the desired result, deadlines, and standards
  - Providing the necessary authority and resources to complete the task successfully
  - Following up appropriately without micromanaging, ensuring accountability for the outcome while allowing autonomy in execution.

73

73

Benefits of Delegation

- Allows Supervisors to focus on big-picture priorities
- Builds skills, confidence, and decision-making abilities and prepares employees for future leadership roles
- Distributes responsibilities, ensures faster completion of work, and allows tasks to be handled by the person best equipped to do them
- Encourages a collaborative team culture where everyone contributes to shared goals.

74

74

Risks of Poor Delegation

- Micromanagement - Supervisors who delegate but constantly monitor and override decisions send the message that they don't trust their team
- Supervisor Overload - The *it's easier to do it myself* attitude leaves the supervisor bogged down in tasks others could handle
- Low Morale and Disengagement - Lack of opportunities to take ownership of projects can lead to reduced motivation and higher turnover risk.

75

75

Delegation

Delegation is the transfer of responsibility for a task to another person while retaining accountability for results. Supervisors don't just hand off work; they must assign, support, monitor, and follow up.
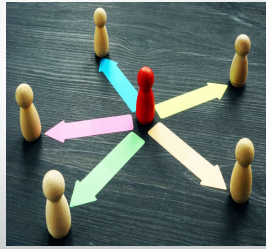
76

What Can You Delegate

- Tasks that don't require a supervisor's signature, formal decision-making power, or the authority to commit resources beyond what's already authorized
- Examples:
  - Preparing draft reports or presentations for your review
  - Conducting initial research or fact-gathering for a project
  - Coordinating schedules, logistics, or supply orders already within approved budgets
- These types of tasks keep operations moving and free you to focus on higher-priority leadership responsibilities. They also help team members build competence and confidence in their roles.

77

What Can You Delegate

- Tasks that provide growth opportunities and stretch an employee's skills, while still being achievable
- Examples:
  - Letting a senior employee lead a small project or training session
  - Involving a newer employee in cross-department collaboration to develop communication skills
  - Giving someone a chance to manage a task they've expressed interest in learning
- Strategic delegation develops future leaders, improves morale, and builds a deeper bench of capable staff.

78

What Can You Not Delegate

- Tasks that involve confidential decisions (discipline, hiring/firing)
- Examples:
  - Deciding on disciplinary penalties or termination
  - Determining eligibility for promotion
  - Addressing sensitive employee complaints or grievances
- These tasks require the supervisor's authority, confidentiality, and judgment to protect both the agency and the individuals involved.

79

What Can You Not Delegate

- Tasks that involve strategic decision-making, balancing competing priorities, or interpreting policies in ways that set precedent
- Examples:
  - Approving budget allocations or reallocating resources
  - Making operational decisions during a critical incident
  - Setting performance standards or agency priorities
- These responsibilities are directly tied to your role as a leader, and delegating them could create inconsistency, risk, or legal exposure.

80

How To Delegate

- Select the Right Team Member
  - Consider the employees' current workload. Delegation should empower an employee, not overload them
  - Consider developmental opportunities. Sometimes, the *right* person is not necessarily the most skilled, but rather the one who will benefit the most from learning the task under guidance
  - Keep in mind the long-term benefits of delegation. Used correctly, it can prepare employees for leadership roles, cross-train them, and enhance bench strength.

81

How To Delegate

- Provide clear instructions about outcomes, deadlines, and quality standards (expectations)
  - Define what needs to be done, by when, and to what standard
  - Avoid vague instructions like *handle it* or *ASAP*, which create confusion and can lead to mistakes
  - Ask the team member to repeat back their understanding of your expectations. This technique identifies misunderstandings before they lead to delays or errors.

82

How To Delegate

- Use the 5 Levels of Authority to determine independence
  - Level 1 - Follow directions exactly. The employee executes the task as instructed without deviation (e.g., processing a standard form)
  - Level 2 - Research and report back. The employee gathers information and presents findings for you to review and make a decision (e.g., gathering quotes from vendors)

83

How To Delegate

- Use the 5 Levels of Authority to determine independence
  - Level 3 - Research and recommend a solution. The employee analyzes options, suggests the best choice, but you make the final decision (e.g., recommending a new software vendor)
  - Level 4 - Decide and report back. The employee makes the decision, then informs you afterward (e.g., selecting a training provider within budget)
  - Level 5 - Act independently. The employee is trusted to handle the task completely without further involvement from you (e.g., managing a recurring project from start to finish).

84

How To Delegate

- Establish set times to review progress. This could be daily for short-term projects or weekly for ongoing tasks. Check-ins help catch small issues before they become major problems
- Coaching means offering guidance, resources, and encouragement while allowing the employee room to make decisions.
- Keep the focus on support and problem-solving, not interrogation.

85

How To Delegate

- Recognize and acknowledge accomplishments publicly and consistently when appropriate.
- When errors occur, focus on improvement rather than blame. Address mistakes constructively, aiming to understand the cause and prevent them from recurring
- Treat errors as case studies for developing stronger processes, skills, or communication.

86

Delegation Challenges

Common Delegation Challenges

- The supervisor's reluctance to let go, believing that delegating tasks may lead to lower-quality work or take longer than doing it themselves
- As a supervisor, recognize that leadership is not about doing everything personally; it's about guiding, empowering, and developing others.

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Unit 4 Leading the Way: Navigating as a New Supervisor Part 2

New Supervisor Course #3737

Texas Police Chiefs Association

1

Setting Goals

- For goals to be successful, use the SMART goal framework
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**elevant
  - **T**ime-bound

2

Setting Goals

- Unclear goals lead to misunderstandings about priorities and responsibilities. This results in:
  - Missed deadlines because the urgency or target date wasn't clearly communicated
  - Duplication of effort because multiple people were working on the same task without coordination
  - Frustration because employees believe they are meeting expectations, only to learn their work doesn't align with the supervisor's vision.

3

4

Time Management Strategies

- Good time management produces measurable benefits such as:
  - Improved productivity – Tasks are prioritized and completed efficiently, leaving time for leadership and strategic work
  - Prevention of burnout – Balanced schedules and proactive planning reduce the strain of constant last-minute work
  - Setting a positive example – A leader who plans well, stays organized, and avoids unnecessary crises teaches the team to do the same.

5

5

Urgent and Important	Not Urgent but Important
• Deadlines • Crisis • Last minute Manage	• Planning • Self development • Problem prevention Focus
Urgent Not Important	Not Urgent Not Important
• Some calls and emails • Some meetings • OPP's Avoid	• Social Media • Gossiping • Goofing off Limit

6

Time Blocking

- Assign fixed blocks of time for important but not urgent tasks (Quadrant 2), such as completing reports, preparing for meetings, or coaching employees
- This prevents high-value activities from being constantly pushed aside by urgent interruptions
- Example, schedule one uninterrupted hour each morning for report writing or completing evaluations, video review, etc.

7

Pomodoro Technique

- Choose a single task to work on
- Set a timer for 25 minutes (this is one "pomodoro")
- Work with full focus until the timer rings. Do not multitask, checking messages, anything other than your single task
- After 25 minutes, take a 5-minute break to rest your eyes, stretch, or step away from your desk
- Repeat the cycle. After 4 Pomodoro's, take a longer break (15–30 minutes).

8

Pomodoro Technique

- The 25-minute work sprints are the core of the method, but a Pomodoro practice also includes three rules for getting the most out of each interval:
  - Break down complex projects. If a task requires more than four pomodoros, it needs to be divided into smaller, actionable steps
  - Small tasks go together. Any tasks that will take less than one Pomodoro should be combined with other simple tasks
  - The Pomodoro is an indivisible unit of time and can not be broken, especially not to check incoming emails, team chats, or text messages.

9

Pomodoro Technique

- Why it's effective:
  - It breaks large or intimidating projects into manageable chunks
  - It reduces mental fatigue by balancing deep focus with short recovery periods
  - It encourages single-tasking, which improves accuracy and quality
  - The human brain is not equipped for multitasking. When we split our focus between tasks, we don't give 100% to any of them.

10

Time Management

- Research in cognitive psychology and workplace productivity shows that after an interruption, it takes the average person between 20 and 25 minutes to fully refocus on the original task
- This is because your brain must switch contexts, moving attention from the original task to the interruption. After the interruption, you must reload the details into your working memory to get started again
- Even short interruptions (as little as 30 seconds) can cause a *residual attention* effect, where part of your mind lingers on the interruption rather than the main task.

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Time Management Strategies

- Communicate your availability:
  - Let your team and peers know when you are available for questions and when you need uninterrupted work time
  - Post a visible schedule or set "open office" hours to handle non-urgent issues in batches
  - Use calendar blocks, status indicators, or brief reminders
  - Make exceptions for true emergencies but train your team to recognize what qualifies as urgent versus what can wait.

12

Time Management Strategies

- Avoid Overcommitment
  - The consequences of overcommitment:
    - Missed deadlines – When too many tasks compete for your attention, something will slip through the cracks
    - Lower-quality work – Rushing to meet multiple commitments often results in mistakes, incomplete work, or subpar outcomes
    - Burnout – Constantly operating at maximum capacity drains energy and motivation, which can harm both performance and morale.

13

Time Management Strategies

- To prevent overcommitment:
  - Evaluate the situation before accepting
  - Delegate when possible. Share tasks with team members who have the skills, authority, and capability to handle the task
  - Politely decline non-essential tasks in a respectful, professional manner
  - Negotiate priorities. If leadership assigns a new high-priority task, ask which existing items can be delayed or reassigned to make room.

14

Time Management Strategies

- Maintaining Personal Time
  - Working without breaks or consistently extending workdays reduces both productivity and decision-making quality
  - Without pauses to recharge, even experienced supervisors are more likely to miss details, overlook alternatives, or make reactive decisions
  - If supervisors never take lunch breaks, leave on time, or use personal time, employees often feel they must also
  - Modeling healthy boundaries shows that rest is part of professional discipline, not a sign of weakness.

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Workload Management Strategies

- Balancing Individual and Team Workloads
  - Regularly review assignments to ensure no one is over- or under-utilized
  - Adjust distribution based on workload changes and team capacity
  - Gather team feedback. Frontline employees often know where inefficiencies exist and will tell you if you have created an environment where being honest is safe.

16

Workflow Management Strategies

- Use SOPs to Reduce Confusion and Errors
  - SOPs eliminate guesswork, reduce the reliance on memory, and provide clarity for new or cross-trained employees. SOPs also protect the agency by demonstrating tasks were handled in accordance with established policy
- Checklists Ensure Consistency in Recurring Tasks
- Workflows Should Evolve as Policies and Operations Change
  - Regularly review workflows when laws, technology, staffing, or operational needs change. Include input from frontline staff, as they often identify practical gaps or unnecessary steps that leadership might overlook.

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Workflow Management Strategies

- Using Task Management Software (Trello, Asana)
  - Allows supervisors to break projects or assignments into smaller, trackable tasks
  - Tasks can be assigned to specific team members, with due dates, priority levels, and progress indicators. Visual boards and lists help see the status of multiple assignments at a glance, reducing the chance of missed deadlines.

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Workflow Management Strategies

- Using Scheduling Tools (Homebase, Connecteam)
- Designed to help supervisors plan shifts, approve time-off requests, and ensure coverage for critical duties
- Automated reminders can alert employees of schedule changes, reducing miscommunication
- Help avoid coverage gaps and manage compliance with work-hour limits.

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Workflow Management Strategies

- Using Communication Platforms (Teams, Slack)
- Used to streamline real-time communication
- Channels or groups can be created for specific projects, incidents, or operational units, ensuring the right people see the right information quickly
- Platforms allow file sharing, video calls, and integration with other software, keeping all project-related resources in one place.

20

Resource Allocation Strategies

- Cross-Train Staff to Increase Flexibility
  - Ensures employees can perform multiple roles
  - Builds resilience, allowing seamless reassignment of personnel without sacrificing quality
- Promote Rest, Recovery, and Work-Life Balance
  - Sustainable workload planning must include human sustainability
  - Burned-out staff are more likely to make mistakes, call in sick, or leave the agency.

21

Managing Resource Allocation

- Explain the reasoning behind workload changes
  - Clearly outline why a change is needed, linking it to operational goals, safety requirements, or resource limitations
- Provide training to support adaptation
  - Training should focus on *what is changing, why it matters, and how to perform the new tasks or use the new tools correctly*
  - For example, before implementing a new digital evidence system, run short, hands-on sessions so officers are confident using it on day one. This approach increases competence and reduces frustration during the transition.

22

Anchoring Change
The Four Stages of Competency

Unconscious Incompetent	**Unconscious Competent**
- We lack the knowledge and the skill.	- It is now a habit and performed without thought.
Conscious Incompetent	**Conscious Competent**
- We have the knowledge, but we lack the skill.	- We have some knowledge, but the task requires thought.

23

EmpMonitor

SIGNS OF EMPLOYEE BURNOUT

24

Burnout

- Burnout is the result of prolonged, unmanaged stress that leads to exhaustion, disengagement, and health issues
- First responders are at high risk due to:
  - High-pressure situations
  - Staff shortages, overtime, unpredictable hours
  - Regular exposure to trauma, tragedy, or conflict.

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Burnout

- Stress
  - A short-term reaction to challenges or increased workload
  - In controlled amounts, it can boost motivation, focus, and performance
- Burnout
  - A state of physical, emotional, and mental exhaustion caused by chronic, unresolved stress
  - Develops when demands continuously outweigh available resources without adequate recovery time
  - Drains motivation and makes recovery harder without intentional intervention.

26

Burnout And Its Impact On Physical Health

- Burnout takes a measurable toll on the body, triggering stress-related physical symptoms such as:
  - Sleep disturbances or chronic insomnia
  - Frequent headaches or migraines
  - Digestive issues (upset stomach, nausea, or IBS-like symptoms)
  - Increased susceptibility to illness due to lowered immune function
- Prolonged physical stress responses can also contribute to high blood pressure and cardiovascular strain.

27

Burnout And Its Impact On Job Performance

- Poor judgment and slower decision-making. Burned-out employees are more prone to making mistakes or overlooking critical details
- Disengagement, a loss of initiative, reduced participation in team discussions, or minimal effort toward problem-solving
- Absenteeism, frequent sick days, or arriving late due to fatigue, illness, or loss of motivation
- Compromises safety, increasing the risk of errors in judgment during critical incidents.

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The 5 Stages of Burnout

- Stage 1 -Honeymoon Phase
  - High energy, enthusiasm, and commitment
  - Strong creativity and problem-solving drive
  - Willingness to take on extra responsibilities
- Potential Risk:
  - Overextending without setting healthy limits
  - Taking on multiple high-demand projects at once.

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The 5 Stages of Burnout

- Stage 1 - Honeymoon Phase
  - Impact if Unchecked:
    - Sets the stage for chronic overwork habits that become hard to break
  - Supervisor Role:
    - Encourage realistic goal-setting and healthy boundaries from the start
    - Praise dedication while reinforcing the importance of breaks, personal time, and manageable workloads
    - Monitor employees who may be proving themselves by saying yes to everything.

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The 5 Stages of Burnout

- Stage 2 - Stress Phase
  - Signs:
    - Noticeable fatigue and reduced energy
    - Disrupted sleep patterns, frequent minor illnesses, and appetite change
    - Social withdrawal or reduced participation in team discussions
  - Impact:
    - Beginning decline in overall performance and morale
    - Stress begins to affect mood and interactions with peers or the public.

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The 5 Stages of Burnout

- Stage 2 - Stress Phase
  - Supervisor Role:
    - Spot early warning signs such as changes in demeanor, increased irritability, or minor attendance issues
    - Open a supportive conversation about workload and available resources
    - Encourage taking breaks, using vacation time, or shifting assignments to reduce immediate pressure.

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The 5 Stages of Burnout

- Stage 3 - Chronic Stress Phase
  - Signs:
    - Persistent fatigue despite rest
    - Increased cynicism, irritability, or resentment toward work or colleagues
    - Declining patience and possible unhealthy coping mechanisms, including substance misuse
  - Impact:
    - Work begins to overshadow personal life, creating relationship strain at home
    - Morale, cooperation, and teamwork decline.

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The 5 Stages of Burnout

- Stage 3 - Chronic Stress Phase
  - Supervisor Role:
    - Adjust workload and ensure proper distribution among team members
    - Provide access to Employee Assistance Programs (EAP), peer support teams, or wellness initiatives
    - Actively reinforce work-life boundaries and help the employee refocus on manageable goals.

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The 5 Stages of Burnout

- Stage 4 - Burnout Phase
  - Signs:
    - Physical symptoms such as headaches, stomach problems, or chronic muscle tension
    - Mental signs like persistent pessimism, self-doubt, or obsessing over problems without seeking solutions
    - Increasing social withdrawal or avoidance of responsibilities
  - Impact:
    - Significant drop in morale, work quality, and engagement
    - Higher likelihood of making errors, missing deadlines, or creating safety risks.

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The 5 Stages of Burnout

- Stage 4 - Burnout Phase
  - Supervisor Role:
    - Treat this as a critical intervention point—inaction will worsen the situation
    - Engage HR, EAP, mental health professionals, or peer support immediately
    - Adjust duties to lower stress exposure while maintaining meaningful engagement.

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The 5 Stages of Burnout

- Stage 5 - Habitual Burnout
  - Signs:
    - Severe, ongoing exhaustion—physical, emotional, and mental
    - Clinical symptoms of depression or anxiety
    - High absenteeism, minimal engagement, and near-total disconnection from role
  - Impact:
    - Elevated risk of serious mental health crises
    - Potential loss of skilled employees due to resignation, medical leave, or early retirement
    - Increased safety and liability concerns.

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The 5 Stages of Burnout

- Stage 5 - Habitual Burnout
  - Supervisor Role:
    - Act immediately with professional intervention and strong support networks
    - Adjust responsibilities or authorize leave to allow for recovery
    - Recognize that recovery may require long-term planning and ongoing monitoring before resuming full duties.

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Fit For Duty Evaluation (FFDE)

- An agency may initiate an FFDE under the following conditions:
  - Observed behavior or incidents suggesting impairment (e.g., erratic conduct, emotional instability, physical limitations)
  - Medical or psychological concerns that could affect the officer's ability to safely and effectively perform duties
  - Return to duty after a significant medical or psychological event, such as surgery, trauma, or mental health crisis
  - Allegations or evidence of substance abuse
  - Prior remediation efforts have failed, or concerns persist despite accommodations.

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Fit For Duty Evaluation (FFDE)

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Your Role In Promoting Employee Wellness

- Resilience - the ability to adapt, recover, and grow stronger after adversity or stress
- Supervisors who foster resilience create healthier teams that can handle stress, change, and critical incidents more effectively
- The benefits of resilience for:
  - Individuals - better mental health, improved decision-making, and stronger coping skills
  - Teams - increase in morale, cohesion, and the ability to function in crises
  - Organizations - reduced absenteeism, higher retention, and stronger performance under pressure.

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Your Role In Promoting Employee Wellness

- Supervisors must be familiar with both internal and external resources to support employee well-being:
  - Employee Assistance Programs (EAP) for confidential counseling
  - Peer Support Networks (Texas Law Enforcement Peer Network, COPLINE)
  - Licensed counselors or clinicians who understand first responder needs
  - Wellness programs, fitness initiatives, chaplain services, or critical incident stress management teams.

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Three Key Times to Promote Wellness Resources

- During Normal Operations (Prevention and Wellness)
  - Discuss support programs such as EAP, peer support teams, fitness and nutrition services, and stress management workshops. before a crisis occurs
  - Promote resources during roll calls, staff meetings, or internal newsletters so they become familiar and accessible, not something employees only hear about during a problem
  - Build a culture where using wellness resources is normal and encouraged.

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Three Key Times to Promote Wellness Resources

- After Critical Incidents (Debriefings, Counseling)
  - Immediately after high-stress events, such as officer-involved incidents, traumatic calls, or disasters, remind employees about available debriefings, peer support, and professional counseling
  - Offer both group and private options to account for different comfort levels
  - Introduce resources quickly but also follow up days or weeks later when delayed stress reactions may occur.

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Three Key Times to Promote Wellness Resources

- When a Team Member Shows Signs of Distress
  - If you notice changes in behavior, such as withdrawal, irritability, frequent absences, or declining performance, privately remind them of available resources
  - Approach them with care and empathy, framing the conversation around support, not discipline (unless policy violations are present)
  - Offer to help them connect with the resource and follow up to ensure they have access.

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Key Components of Resilience

- Individual resilience
  - The ability to adapt, recover, and maintain performance after facing adversity, stress, or change
  - As a supervisor, this means staying focused, making sound decisions, and keeping a balanced perspective
- How to build resilience:
  - Self-awareness: Recognize your own triggers, limitations, and strengths
  - Healthy coping skills: Use constructive methods like problem-solving, time management, and reframing challenges rather than turning to unhealthy habits
  - Emotional regulation: Stay calm under pressure, control impulsive reactions, and respond with clarity instead of frustration or panic.

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Key Components of Resilience

- Physical Resilience
  - Maintain good physical health as the foundation for your mental sharpness, decision-making, and stress management
- Strategies:
  - Exercise: At least 30 minutes of daily movement, walking, strength training, or other enjoyable activities, to reduce stress
  - Nutrition: Choose whole foods like fruits, vegetables, lean proteins, and whole grains to stabilize energy and support immune function
  - Sleep: Maintain consistent sleep schedules. Sleep deprivation worsens reaction time, mood regulation, and decision-making
  - Avoid harmful coping: Minimize processed or sugary foods and avoid relying on alcohol or other substances to manage stress.

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Key Components of Resilience

- Social Resilience
  - Strong social connections, both at work and outside of work, reduce stress and prevent burnout. Supportive relationships provide perspective, encouragement, and a sense of belonging during challenging times
- Strategies:
  - At work: Foster mutual trust and respect among team members, build mentoring relationships, and create a culture where people can ask for help without stigma
  - Outside work: Prioritize quality time with family and friends, engage in hobbies, volunteer, or participate in activities that are not job-related
  - Balance: Maintain boundaries between work and personal life to ensure relationships outside the workplace remain strong.

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49

The request should be in **writing**

10 business days to respond

Charges must comply with **PIA** statute

Can't ask **?**

50

Criminal Penalties for:

Releasing **confidential information**
Altering information
Not **providing** information
Not following proper **procedures**

Official Misconduct $1000 fine and/or 6 months confinement!

please bail me out

51

- Houston Chronicle Pub. Co. v. City of Houston, 536 S.W.2d 559 (1976)
- Court of Civil Appeals held Houston Chronicle entitled to certain information which the court identified as "front page" of the offense report
- Court identified information in law enforcement records that was deemed public information.

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"Front Page Information"
- **name, age, address, race, sex, occupation, alias, social security number, police department identification number, and physical condition of the arrested person**
- **date and time of the arrest**
- **place of the arrest**
- **offense charged and the court in which it is filed**
- **details of the arrest**
- **booking information.**

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Public Information

- **notation of any release or transfer**
- **bonding information**
- **location of the crime**
- **identification and description of the complainant**
- **premises involved**
- **time of occurrence of the crime.**

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- property involved, if any
- vehicles involved, if any
- description of the weather
- detailed description of the offense
- names of the arresting and investigating officers.

55
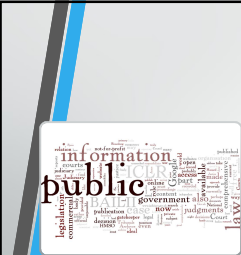
- What is excluded as public information?
  - Identity of deceased person if deceased family has not been notified
  - Witness names, and addresses, and telephone numbers
  - Names of juvenile crime suspects
  - Names of sex crime victims or information that could identify them
  - Details of an investigation (not to be confused with details of the crime).

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- TGC 552.117, 552.024, 552.102 provides restrictions for the following information:
- Public employee, or law enforcement officer must sign form requesting the organization restrict access to their personal information or the following information can be accessed as public information.
  - Home address
  - Home telephone number
  - Emergency contact information
  - Social security number
  - Information that would reveal the person's family.

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Complaints Against Officers (552.108)

Generally, no exception for
- names of complainants
- names of the officers who are the subjects of complaints
- officer's written response to a complaint and
- final disposition of a complaint.

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911 Calls

Originating *telephone numbers* and *addresses* of 9-1-1 callers furnished on a call-by-call basis by a telephone service supplier to a 9-1-1 emergency communication district are confidential.

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60

Responding To Requests

- PIA requests should be handled per your department policy
- Requests should be referred to appropriate personnel
  - Records division
  - Legal team
  - Public Information Officer (PIO)
  - Supervisors may not alter, withhold, or personally release records unless explicitly authorized.

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Critical Incident Response

- The Supervisors' first actions on the scene are to
  - assess threats
  - determine hazards
  - prioritize safety for officers, civilians, and bystanders
- A supervisor must make quick risk-based decisions using models like the Critical Decision-Making Model (CDM).

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5 Step CDM Process

- Step 1 - Collect Information
  - The more accurate and timelier your information, the better your decision-making will be
  - Critical information
    - Current scene status - suspect location, demeanor, potential weapons
    - Background - history of calls to the location, suspect's known criminal history, environmental hazards
    - In fast-moving events, even partial information can guide better choices than acting on assumptions.

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5 Step CDM Process

- Step 2 - Assess Situation, Threats, and Risks
  - Situational awareness: Identify both immediate dangers and secondary risks, such as crowds, traffic hazards, or environmental conditions
  - Threat assessment: Consider not just the subject, but also risks to officers, bystanders, and the subject themselves
  - Risk balancing: Determine if slowing down will improve safety or if immediate intervention is required.

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5 Step CDM Process

- Step 3 - Consider Policies and Legal Guidelines
  - Agency policies: Review whether the action you're considering is consistent with standard operating procedures
  - Legal framework: Ensure compliance with local, state, and federal laws, as well as constitutional protections
  - Documentation readiness: If you can't clearly explain how your decision aligns with policy and law, you may need to reassess.

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5 Step CDM Process

- Step 4 - Identify Options and Determine the Best Course
  - Generate alternatives: Think through tactical, communication, and non-force options
  - Evaluate: Consider effectiveness, officer safety, public safety, and proportionality
  - Decision-making under stress: Avoid "binary thinking" (e.g., force vs. no force) as there are possibly intermediate steps.

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5 Step CDM Process

- Step 5 - Act, Review, and Reassess
  - Action: Implement the chosen course, knowing you may need to change direction
  - Review: Assess whether the action is working; if not, adjust quickly
  - Continuous loop: This step links back to Step 1. As new information comes in, cycle back and reanalyze.

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Incident Command and Leadership

- Even in smaller-scale events, applying ICS core concepts ensures clarity, efficiency, and safety.
- Define Roles and Responsibilities Quickly
  - Assign an Incident Commander (IC) immediately
  - Identify a Public Information/Communications Liaison
  - Designate Operations/Tactical Lead
  - Assign a Safety Officer when appropriate to monitor conditions and stop unsafe actions
  - In prolonged or complex incidents, identify Logistics and Planning leads.

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Incident Command and Leadership

- Create a Clear Chain of Command
  - Establish unity of command, each person reports to only one designated supervisor within the incident structure
  - Communicate the chain of command to all personnel on scene and in supporting roles
  - Keep command span manageable, ideally no more than 5–7 personnel per supervisor
  - Ensure all orders and updates travel up and down the chain, not just horizontally.

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Incident Command and Leadership

- Communication and Coordination
  - Communication must be clear, concise, and calm, avoiding information overload or conflicting instructions
  - Updates should be shared with team members, dispatch, and supporting agencies
  - Designate specific radio channels or command posts to prevent confusion.

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Incident Command and Leadership

- Resource Management and Support
  - Confirm that medical aid is staged and ready for rapid deployment
  - Arrange tactical support as needed
  - Make mental health and counseling resources available
  - Assign a Resource Officer to monitor needs in real time by:
    - Rotating personnel to avoid fatigue
    - Tracking use of specialized gear and ensuring resupply
    - Plan for water if you will be there longer than an hour. Plan for food if you will be there longer than four hours.

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Incident Command and Leadership

- Documentation and Reporting
  - Document in real time when possible, noting times, locations, actions, and involved personnel
  - Keep entries factual, detailed, and free of opinion - stick to what was seen, heard, or done
  - Ensure reports align with policy and legal standards for accuracy and completeness
  - If possible, assign a recorder whose sole task is to track events, decisions, and resource changes without being involved in tactical operations.

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Incident Command and Leadership

- Post-Incident Review & Team Wellness
  - Conduct a structured debrief to capture lessons learned regarding what went well, what could be improved, and any procedural gaps
  - Watch for early signs of stress or trauma, including changes in mood, sleep issues, withdrawal, or irritability
  - Provide peer support teams, Chaplains, or mental health professionals to help personnel process the event
  - Encourage follow-up wellness checks, as some stress reactions may appear days or weeks later.

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Incident Command and Leadership

- Community Relations & Legal Compliance
  - Designate a PIO to serve as the single source of official updates to prevent mixed messages and misinformation
  - Share facts promptly while respecting legal, privacy, and investigative boundaries
  - Ensure all actions taken during the incident meet legal requirements and departmental policy
  - Document how compliance was maintained to protect the agency from legal challenges
  - Coordinate messaging with partner agencies to ensure consistency.

75

The Three Critical Elements of Effective Organizational Leadership

Expectations

CONSEQUENCES

ACCOUNTABILITY

76

The Pygmalion Effect

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- Supervisor's expectations influence employee's performance
- Outstanding supervisors create high performance expectations
- Employees almost always do what they believe they are expected to do
- Caution: If you expect less, you'll get less.

77

Accountability

- Assure the goals and expectations are clear
- Provide regular honest feedback
- Hold people responsible for meeting the expectations
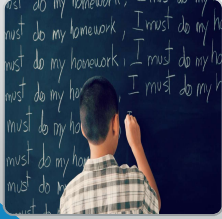- Do not allow substandard performance.

78

Consequences

Discipline
- There must be consequences for intentional substandard performance
- The consequences must be consistent with previous infractions
- Discipline is always about performance improvement.

79

Consequences

- Disciplinary actions
  - Warning (verbal and written)
  - Reprimand (verbal and written)
  - Suspension, demotion, reduction in pay
  - Termination.

80

Why Leaders Fail

- They chase the wrong goals
- They fail to listen
- They don't accept the truth
- They don't hold themselves accountable
- They don't hold others accountable.

81

Why Leaders Fail

- They fail to delegate
- They fail to give and accept constructive criticism
- They fail to adapt
- They micromanage
- They fear failure and avoid risks.

82

How To Motivate Employees

- Determine their values
- Clear and consistent expectations
- MBWA
- No demotivators
- Immediate feedback
- Lead by example.

83

Rewards

- Above and beyond performance
- Performance that achieves vision and mission
- Specific
- Soon after the incident.

84

Invisible Bragging

- It must be visible
- It must be lasting
- Must say something was done to move toward the vision or mission.

85

Unethical Workplace Behaviors

- Taking credit for others work
  - When others do it – they did it
  - When you do it – we did it
  - When it goes wrong – I did it.

86

How to Be Likeable
(10 Ways to Become a More Likeable Person)

1. Stay positive
2. Improve your listening skills
3. Stay calm and collected no matter the situation
4. Be patient
5. Be open-minded
6. Keep on smiling
7. Temperate your vanity and sense of entitlement
8. Be kind
9. Make others feel important
10. Offer sincere compliments

UPJOURNEY

To Be Successful You Must:

- Display loyalty
- Ask for advice
- Be an SME
- Manage impressions
- Share information
- Don't blind side the boss
- Don't withhold critical information
- Don't criticize the boss publicly
- Be a problem solver
- Be honest admit mistakes.

87

12 Dimensions That Measure Greatness

- Do I know what is expected of me at work?
- Do I have the materials and equipment I need to do my work right?
- At work, do I have the opportunity to do what I do best every day?
- In the last seven days, have I received recognition or praise for doing good work?

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12 Dimensions That Measure Greatness

- Does my supervisor or someone at work, seem to care about me as a person?
- Is there someone at work that encourages my development?
- At work, do my opinions seem to count?
- Does the mission/purpose of my organization make me feel my job is important?

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12 Dimensions That Measure Greatness

- My fellow employees are committed to doing quality work
- I have a best friend at work
- In the last six months, someone at work has talked to me about my progress
- This last year, I have had opportunities at work to learn and grow.

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