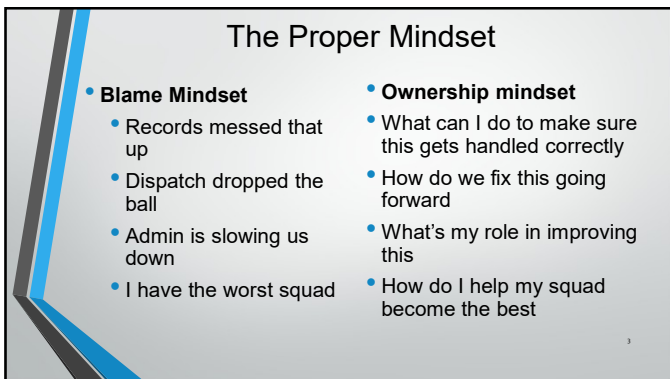


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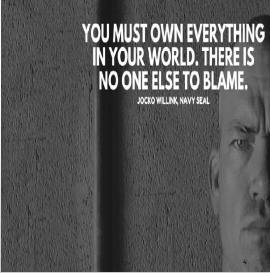
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Extreme Ownership


- There are no bad teams, only bad leaders
- Cover and move, break down the silos
- Believe in the mission
- Decentralize command
- Lead up and down the chain of command.



4

Extreme Ownership

- Plan, identify clear goals
- Act decisively, even in uncertainty
- Keep it simple
- Prioritize and execute
- Build habits, embrace structure, be disciplined
- Check the ego.



5

Be The Positive Leader

<p>Positivity is not:</p> <ul style="list-style-type: none"> • Ignoring problems • Pretending things are fine 	<p>Real positivity is:</p> <ul style="list-style-type: none"> • Taking control • Solving problems • Moving things forward.
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6



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8



9

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.

10

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.

11

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.

12

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.

13

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.

14

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.

15

The Key Differences Between Sworn and Non-Sworn Employees



16

Managing Across Sworn / Civilian Roles

- Rank doesn't translate the same way, it is not part of civilian culture
- With sworn personnel, rank carries built-in authority
- That's part of the professional culture
- With civilian staff, that same dynamic doesn't always exist
- That is not part of their professional culture.

17

Managing Across Sworn / Civilian Roles

- Different professional perspectives
 - Sworn personnel tend to focus on urgency, action, getting things done quickly
 - Civilian staff tend to focus on process, accuracy, compliance
- Neither is wrong, but they are different which creates friction if not managed properly.

18

What Works Instead of Rank

- Clear expectations create consistency
 - Say, *All requests should be processed within this timeframe, and if there's a delay, tell me, not, Handle requests quickly*
- Professional Tone
 - Tone matters in civilian supervision. Direction should sound like professional guidance, not command presence. Respect drives cooperation in this environment
 - Say, *I need this prioritized, what's the fastest way we can get it done within policy?, Not I need that now.*

19

What Works Instead of Rank

- Consistency
 - Inconsistency creates division faster than anything else
 - If sworn personnel are allowed to bypass process, even occasionally, civilian staff notice and when that happens, the message becomes, *Policy is optional depending on who you are.*

20

Rank vs. Respect

- Rank may get compliance initially, but respect sustains compliance over time
- If people don't respect the way you supervise, they'll follow the rule, but not the intent
- When there's no respect for the supervisor, people do just enough to stay out of trouble
- Respect changes behavior from:
 - Compliance → Commitment
 - Minimum effort → Professional ownership.



21

Rank vs. Respect

- Correct behavior early
- If someone bypasses process, address it early
- If someone slows things unnecessarily, address that early too
- Consistency is what keeps both sides aligned.

22

22

Common Supervisor Mistakes

- Taking sides instead of managing both sworn and civilian
 - When supervisors consistently side with one group, they lose credibility with the other
- Allowing informal exceptions
 - One exception becomes two, and eventually becomes practice
- Failing to communicate expectations
 - If expectations aren't clear, each group creates their own.

23

23

Police vs Civilian Employees Roles and Responsibilities

- Police Officers
 - Maintain TCOLE certification and adhere to strict protocols in fieldwork and administrative duties
 - Often have a chain of command that is rigid and hierarchical due to the nature of police work
- Civilian Employees
 - May have more flexibility and less hierarchical oversight
 - Most not used to paramilitary environment and should not be expected to perform well in that environment
 - They should be treated as civilians.

24

24

**Police vs Civilian Employees
Due Process/Legal Considerations**

- Police Officer
 - TCOLE sets minimum standards for licensee's conduct and certification. Misconduct can result in decertification, impacting their ability to work statewide (may have qualified immunity)
- Civilian Employees
 - Many civilian employees are considered "at-will" workers
 - Discipline for civilian employees typically follows the agency's standard HR policies and procedures, which may be less complex than those for sworn officers.

25

**Police vs Civilian Employees
Due Process and Investigative Procedures**

- Police Officers
 - Internal Affairs Investigations may be conducted for violations of policies or misconduct
 - Disciplinary actions may involve a multi-step appeals process, including review boards or arbitrators
- Civilian Employees
 - Investigations into civilian misconduct may be simpler
 - Not bound by the same protections as sworn officers, disciplinary actions can be implemented more quickly.

26

**Police Officers vs Civilian Employees
Nature of Misconduct**

- Police Officers
 - Held to higher standards, off duty misconduct can result in severe consequences
 - Misconduct allegations attract media attention and public scrutiny, requiring thorough and transparent investigations
- Civilian Employees
 - Misconduct generally limited to workplace behavior, such as attendance issues, insubordination, or poor performance
 - Misconduct less likely to draw public attention.

27

Supervisory Challenges In Supervising Police Officers And Civilian Employees

- **Balancing Perceptions**
 - Supervisors must navigate differences in how discipline is applied to avoid perceptions of favoritism or unfair treatment between sworn officers and civilians
- **Training on Policies**
 - Supervisors should receive training on the distinct policies and procedures governing both groups to ensure consistent and fair management.

28

Police vs. Civilian Employees Salary and Compensation

- Officer overtime rules are governed by FLSA on a 14 or 28 day pay cycle
- Officers must be paid for lunch breaks if they conduct business
- Any work required by the Department must be compensated
- The Department determines if the OT compensation is in time or money
- Officers can only accrue 480 hours of compensatory time and after that OT must be paid.

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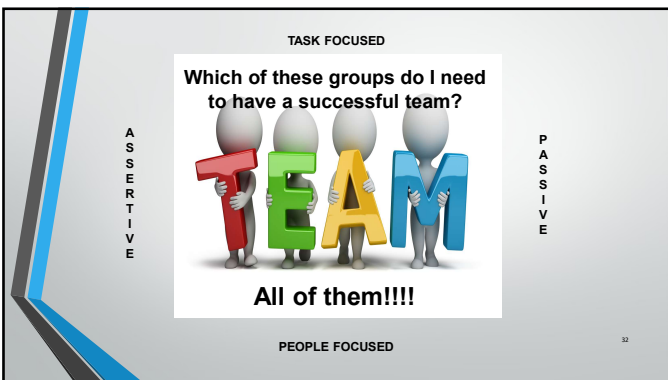
Police vs. Civilian Employees Salary and Compensation

- Civilian salary rules are also governed by FLSA
- Must be compensated with overtime after 40 hours worked in a week
- Cannot combine two weeks to make 80 hours for civilian employees
- All employees, sworn and civilian, must be paid for required training.

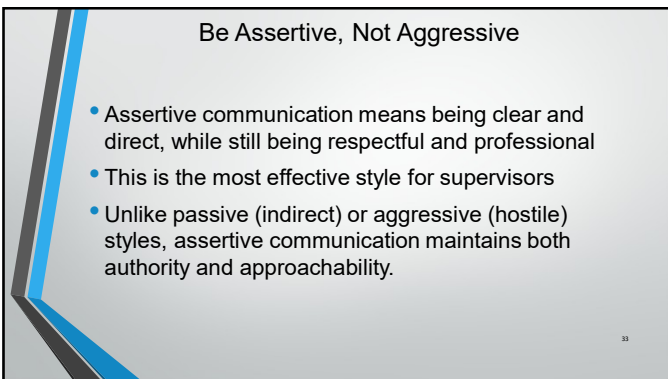
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33

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*.

34

34

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.

35

35

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:

Category	Percentage
How We Show It	58%
How We Say It	35%
Words	7%

36

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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.*

37

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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.

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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.

39

39

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.

40


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.

41

Best Practices

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



42

Communicate Clear Expectations

- What needs to be done
- How it needs to be done
- When it needs to be done
- What happens if it's not done correctly
- If you leave one of those out, you've created ambiguity
- People will generally do what they are expected to do.

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Delivering Corrective Feedback

- What happens when you avoid uncomfortable conversations:
 - The behavior continues
 - The mistake repeats
 - The frustration builds
 - Eventually, it turns into discipline
 - Now the employee says, nobody told me this was a problem - and they would not be wrong.

44

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Managing Long Tenured Staff

- Common Patterns
 - This how we have always done it
 - Informal workarounds
 - Resistance to Change
 - Independent decision making.

45

45

Supervisor's Role

Your job is not to take away their experience. Your job is to make sure their experience is aligned with:

- Current policy
- Current expectations
- Current risk environment.



46

How to Approach It

- Respect the experience, but verify the process
- Focus on process not personality
- Be clear about expectations
- Don't avoid the conversation.



47

Handling Pushback

- *That's not how we usually handle it, you say, then we need to align how we handle it with current expectations*
- *We've always done it this way, you say, I understand, but we're going to follow policy moving forward*
- Longevity may explain behavior...but it does not excuse it.

48

The Four Phases of Competency

<p>Unconscious Incompetent</p> <ul style="list-style-type: none"> We lack the knowledge and the skill. 	<p>Unconscious Competent</p> <ul style="list-style-type: none"> It is now a habit and performed without thought.
<p>Conscious Incompetent</p> <ul style="list-style-type: none"> We have the knowledge, but we lack the skill. 	<p>Conscious Competent</p> <ul style="list-style-type: none"> We have some knowledge but the task requires thought.

49

Common Supervisor Mistakes in Difficult Conversations

- Avoiding the conversation
 - I'll deal with it later, or *I don't want to create tension*
- Being too vague
 - We need to tighten this up, or Let's do better moving forward*
 - That's not direction, that's suggestion
- Making it personal instead of procedural
 - Instead of *You're doing this wrong*, shift to *This process needs to align with policy.*

50

How to Structure the Difficult Conversation

- Step 1: State the issue clearly
 - Start with facts. *I reviewed the last three records releases, and the redactions were inconsistent with policy*
- Step 2: Connect to policy or expectation
 - Connect it to something objective: *Our policy requires that these sections be redacted in every release*
- Step 3: Explain the impact
 - Tie it to risk: *If we release this incorrectly, it creates liability for the department and for you.*

51

How to Structure the Difficult Conversation

- Step 4: Set clear expectations
 - Be specific: *Going forward, I expect all releases to be reviewed against policy before they go out*
- Step 5: Close professionally
 - End with support, not confrontation: *If you have questions or need clarification, let's go through it together*
- You are not correcting the person — You are correcting the process, so it feels less personal, it's easier to defend, and it's easier to repeat consistently.

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The Takeaway

- Difficult conversations don't damage morale
- Unclear expectations, inconsistent enforcement, and delayed conversations damage morale
- Handle these conversations, early, clearly, and professionally, to build credibility, not lose it
- Otherwise, they ask, *Why didn't you tell me sooner?*, and that's a hard question to answer.

53

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Supervisory Documentation

- Memory fails; documentation doesn't
- Documentation turns lost memory into
 - Here's what was discussed
 - Here's when it was discussed
 - Here's what was expected.

54

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Patterns vs One Event

- Most performance issues are not based on one event. They're based on patterns:
 - Repeated tardiness
 - Ongoing documentation errors
 - Consistent failure to follow process
- If you don't document it early, you can't show the pattern later.

55

55

What Needs To Be Documented

- Document direction that establishes expectations
- If you're telling someone:
 - How something needs to be done
 - When it needs to be done
 - What standard applies
- That's direction, and direction that matters should be documented.

56

56

Where Supervisors Fail

- Not documenting early and then reconstructing what happened
- Being too vague
 - What was discussed, What was expected, What needs to change
- Avoiding documentation to *help* the employee resulting in
 - The issue continuing
 - The documentation being missing
 - And the eventual outcome is worse
- Documentation is not punishment; documentation is communication that lasts.

57

57

Practical Rule

- If it matters today, it will matter later
- And if it will matter later then document it
- If you think it, ink it.



58



59

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.

60

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.*

61

61

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.

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62

Purposes of Performance Evaluations

- Offer protection from liability by documenting issues and supervisory efforts
 - A thorough evaluation creates a paper trail showing 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.

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63

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.

64

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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.

65

65

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.

66

66

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.

67

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.

68

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.

69

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.

70

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.

71

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).

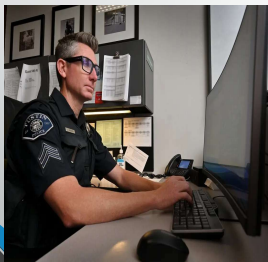
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Preparing for the Performance Evaluation

- Methods to maintain documentation of an employee's performance
 - OneNote folders – Creates a separate folder for each employee
 - Personnel software - Guardian Tracking, 360, PowerDMS, 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.

73

Preparing for the Performance Evaluation



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

74

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.

75

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.

76

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.

77

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.

78

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
 - Speak their language (assertive, passive, etc.)

79

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.

80

Delivering the Performance Evaluation

- Establish Forward-Looking Goals
 - Make goals SMART: Specific, Measurable, Achievable, Relevant, Time-bound
 - Encourage employees to develop their own goals
 - Should be focused on the Strategic Plan
 - Joint goal-setting improves ownership and engagement.

81


Delivering the Performance Evaluation

- Encourage Dialogue
 - Ask open-ended questions to encourage a meaningful conversation
 - 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.

82

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).



83

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.

84

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.

85

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.

86

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.

87

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.

88

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.

89

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.

90

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 indicating no concerns about prior warnings, complaints, or performance patterns, despite a history of complaints, 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.

91



92

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.

93

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.

94


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.

95

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.



96

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.

97

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.

98

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.*

99

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).

100

100

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?*

101


101

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

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102

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.

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103

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.

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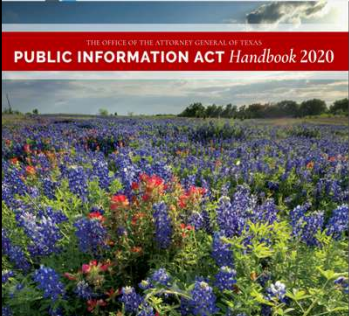

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Under the fundamental philosophy of the American constitutional form of representative government that adheres to the principle that government is the servant and not the master of the people, it is the policy of this state that each person is entitled, unless otherwise expressly provided by law, at all times to complete information about the affairs of government and the official acts of public officials and employees. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Section 552.001 Texas Government Code

106

Reference Documents

 <p>THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS PUBLIC INFORMATION ACT Handbook 2020</p>	<p>TEXAS PUBLIC INFORMATION ACT LAWS MADE EASY</p>  <p>2020 Editor</p> <p>Zindia Thomas Assistant General Counsel Texas Municipal League www.tml.org</p>
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107

What is Public Information (Section 552.021)

- Public Information defined
 - *Information that is written, produced, collected, assembled, or maintained under a law or ordinance or in connection with the transaction of official business:*
 - *By a governmental body,*
 - *For a governmental body and the governmental body owns the information, or paid for its production,*
 - *By an individual officer or employee of a governmental body in the officer's or employee's official capacity and the information pertains to official business of the governmental body.*

108

Open Records Training (552.021)



- Elected and appointed officials required to attend a one-hour course
- May designate a public information coordinator
- May provide your own training with correct curriculum
- Provide a certificate of course completion to be maintained by the agency
- No specific penalties for failure to comply but may result in an increased risk of criminal conviction if accused of violating the Act.

109

109

Information Subject to the PIA (552.002)

- Includes a book, paper, letter, document, e-mail, Internet posting, text message, instant message, other electronic communication, printout, photograph, film, tape, microfiche, microfilm, photostat, sound recording, map, and drawing and a voice, data, or video representation held in computer memory.
- In short, everything!

110

110

Information Subject to the PIA (552.002)

- Any electronic communication created, transmitted, received, or maintained on any device if the communication is in connection with the transaction of official business
- The Act does not distinguish between personal or employer-issued devices, any government business conducted on a device is public information.

111

111

Requesting Public Information (552.234)

- May require the requestor to submit that request in writing
- Must attempt to relate the request to information held
- Cannot ask why, but can ask for clarification
- May discuss how the scope can be narrowed if large amount of information.

112

112

Requesting Information (552.235)

- Applies only to information already in existence
- Does not require government to prepare new information in response to a request
- Governmental body not required to inform requestor if the information comes into existence after the request
- Not required to comply with a continuing request to supply information on a periodic basis as such information is prepared in the future.

113

113

Duty to Produce Public Information Promptly (552.221)

- Must “promptly” produce public information in response to an open records request
- “Promptly” means you may take a reasonable amount of time to produce the information but may not delay
- There is no rule that says you can wait ten days!

114

114

Requestors Right to Access (552.222)

- Can ask for identification to establish proper identity
- Can inquire if qualified to receive crash information
- Not required to accept or comply with request from:
 - person imprisoned or confined in a correctional facility; or
 - agent of that individual, other than the individual's attorney when the attorney is requesting information that is subject to disclosure.

115

115

Requestors Right to Access (552.228)

- Requests might contain both publicly available and excepted information
- Cannot type a new document with only public information unless the requestor agrees
- Must make available to the public copies of the actual public records the governmental body had collected, assembled, or maintained, with the excepted information excised.

116

116

Requestors Right to Access (552.228)

- If unable to provide the information in the requested medium the government shall provide the information in another medium acceptable to the requestor
- If a governmental body releases information to one person, then they must release the information to all members of the public who request it.

117

117

Changes Made By 88th Legislative Session (2023)

- Addition to 552.108
- Prosecutor can allow a person to view evidence in the death of a person which includes:
 - Medical Examiner Report
 - Video evidence of the crime
- Must be a family member or victim
- Cannot duplicate or capture the evidence
- May be required to sign a confidentiality agreement
- Not considered a voluntary disclosure under 552.007.

118

Attorney General Opinions

- JM-757 (1987) — may refuse to allow portable copying equipment to copy records
- No. 571 (1990) — the Act does not give a member of the public a right to use a computer terminal to search for public records
- No. 243 (1980) — not required to compile or extract information if the information can be made available by giving the requestor access to the records themselves.

119

AG Determines Exceptions (552.301)

- Requests for information the governmental body wishes to withhold
 - Must seek an attorney general decision within ten business days of its receipt, and
 - State the exceptions that it believes are applicable
- Unless there is a previous AG Opinion that addresses the exact same information.

120

AG Determines Exceptions (552.301)

- Must request AG opinion within 10 business days
- Must notify requestor within 10 business days
- Sending the requestor a copy of the AG request will comply with 10-day rule.

121

121

Changes Made By 88th Legislative Session (2023)

- 552.031 - Business Days re-defined
 - Not Friday or Monday if holiday falls on the weekend
 - Not optional holidays
 - Schools cannot designate more than 10 non-business days.

122

122

Requesting AG Opinion (552.301)

- Submit, by fifteenth business day after request:
 - written comments why exceptions apply,
 - copy of the written request,
 - verification of date request received, and
 - copy of the specific information or representative samples, indicating which exceptions are claimed.

123

123

Requesting AG Opinion (552.301)

- Submit a copy of the written request
- Submit a clean, legible copy (not originals) of the information at issue
- Becomes public information if time requirements are not met
- AG has 45 days to decide.

124

124

Charges for Providing Public Information

- All charges must be calculated in accordance with the rules promulgated by the attorney general under section 552.262.185
- Cost rules are available on the attorney general's website
- Also available on the website is the Public Information Cost Estimate Model.

125

125

Penalties and Remedies (552.352)

- Criminal penalties for:
 - releasing nonpublic information, and
 - the withholding public information
- Constitutes official misconduct:
 - punishable by confinement in a county jail for not more than six months
 - a fine not to exceed \$1,000, or
 - both confinement and the fine.

126

126

Penalties and Remedies (552.352)

- Misdemeanor offense for the willful destruction, mutilation, removal without permission, or alteration of public records
- Punishable by confinement in a county jail
 - minimum of three days and a maximum of three months
 - a fine of a minimum of \$25.00 and a maximum of \$4,000
 - both confinement and the fine.

127

127

Confidential Information (552.101)

- Confidential by state statute:
 - medical records
 - documents involving an investigation of child abuse or neglect
 - records between a patient and a mental health professional
 - personal information in a government-operated utility customer's account if requested confidentiality.

128

128

Information Confidential Under Common Law (552.101)

- To be within this common-law tort, the information must:
 - contain highly intimate or embarrassing facts about a person's private affairs such that its release would be highly objectionable to a reasonable person and
 - be of no legitimate concern to the public.

129

129

Informers Privilege (552.101)

- Government can withhold from disclosure the identity of persons who furnish information of violations of law to officers charged with enforcement of that law
- Protects not only the informer's identity, but also any portion of the informer's statement that might tend to reveal the informer's identity.

130

130

Certain Law Enforcement Exceptions (552.108)

- Exceptions for four categories of information:
 - information which would interfere with the detection, investigation, or prosecution of crime or law enforcement
 - information relating to an investigation that did not result in a conviction or deferred adjudication
 - information relating to a threat against a peace officer or detention officer
 - information prepared by a prosecutor in anticipation or in preparation for criminal litigation.

131

131

Information Relating To Concluded Cases (552.108)

- Information relating to a criminal investigation or prosecution that ended in a result other than a conviction or deferred adjudication may be withheld
- Governmental body must demonstrate the requested information relates to a criminal investigation that concluded in a final result other than a conviction or deferred adjudication.

132

132

"Front Page" Information (552.108)

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

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133

"Front Page" Information (552.108)

- 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.

134

134

"Front Page" Information (552.108)

- 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.

135

135

"Front Page" Information (552.108)

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

136

136

HB 1893 – Effective 9-1-2025

- The license plate number of a motor vehicle captured visually or audibly in a video recording obtained or maintained by a law enforcement agency is not confidential under this section
- You are not required to redact license plate numbers of uninvolved vehicles captured on law enforcement mobile or body worn cameras.

137

137

HB 4310 – Effective 9-1-2025

- A member of the governing board of a governmental body or nongovernmental entity may inspect, duplicate, or inspect and duplicate public information maintained by the governmental body or the nongovernmental entity if the member is acting in the member's official capacity
- Confidential information is redacted
- No charges for the information.

138

138

What is not "front page" public information?

- 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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139

Complaints Against Officers (552.108)

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

140

140

Complaints Against Officers (552.108)

- Information about complaints against public officers may be withheld under section 552.108 if the police department can demonstrate release of the information will interfere with the detection, investigation, or prosecution of crime
- This does not apply when an administrative complaint against a law enforcement officer does not result in a criminal investigation or prosecution.

141

141

Personnel Files of Police Officers Serving in Civil Service Cities

- In civil service cities the release of officer personnel files is governed by section 143.089 of the Local Government Code. It addresses two different types of personnel files
 - a police officer's civil service file that the civil service director is required to maintain pursuant to section 143.089(a) and
 - an internal file that the police department may maintain for its own use pursuant to section 143.089(g).

142

Personnel Files of Police Officers Serving in Civil Service Cities

- Investigatory records relating to a complaint investigation and disciplinary action, are required to maintained in the officer's civil service file and are considered public information under Chapter 552. This includes
 - complaints
 - witness statements, and
 - documents of like nature from individuals who were not in a supervisory capacity.

143

Personnel Files of Police Officers Serving in Civil Service Cities

- Information maintained in a police department's internal file, regarding an officer, pursuant to section 143.089(g) is confidential and must not be released
- *This rule changed with the introduction of the Secure Share System.*

144

Juvenile Law Enforcement Records (Texas Family Code Section 58.008(b))

- Generally prohibited from releasing basic information from an investigation file when a juvenile is a suspect
- Cannot withhold a child's law enforcement records from the child's parent, guardian, the child, or in certain instances, the chief executive officer or the officer's designee of a primary or secondary school where the child is enrolled
- Personally identifiable information of a juvenile suspect, offender, witness is not public
- When in doubt contact your attorney.

145

145

911 Calls (Health and Safety Code)

- 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
- Chapter 772 does not except from disclosure any other information contained on a computer aided dispatch report that was obtained during a 9-1-1 call.

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**Body Worn Camera
Chapter 1701, Subchapter N, Occupations Code**

- Unlike other public information requests requestors must provide specific information in the request including
 - the date and approximate time of the recording
 - the specific location where the recording occurred and
 - the name of one or more persons known to be a subject of the recording.

147

147

Body Worn Camera
Chapter 1701, Subchapter N, Occupations Code

- BWC recording confidential if not required to be made under a law or department policy
- BWC recording documenting the use of deadly force or related administrative or criminal investigation of officer is confidential until all criminal matters are adjudicated, and all administrative investigations completed
- Law enforcement agency may choose to release such information if doing so furthers a law enforcement interest.

148

Body Worn Camera
Chapter 1701, Subchapter N, Occupations Code

- Extends the ten and fifteen business day deadlines associated with requesting a ruling from the attorney general to twenty and twenty-five business days, respectively
- Up to 21 days to provide the information if it is considered a "voluminous request".

149

Confidentiality of Government Employees Section (552.117)

- Excepts from disclosure information that relates to the
 - home address
 - home telephone number
 - emergency contact information
 - social security number or
 - that reveals whether the person has family members.

150

Confidentiality of Government Employees Section (552.117)

- This section applies to
 - a current or former official or employee of a governmental body
 - a peace officer or a security officer commissioned under the Education Code
 - a peace officer killed in the line of duty
 - a firefighter or volunteer firefighter or emergency medical services personnel.

151

151

Confidentiality of Government Employees Section (552.117)

- Employee must complete form provided by the governmental body stating they choose to have their information remain confidential
- Form can be found on the last page of the Public Information Handbook
- If there is no form in an employee's file, these items are public information.

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**PART NINE: TEXAS GOVERNMENT CODE SECTION 552.024
PUBLIC ACCESS OPTION FORM**

(Note: This form should be completed and signed by the employee no later than the 180 day after the date the employee begins employment, the public official is elected or appointed, or a former employee or official ends employment or service.)

(Name) _____

The Public Information Act allows employees, public officials and former employees and officials to elect whether to keep certain information about them confidential. Unless you choose to keep it confidential, the following information about you may be subject to public release if requested under the Texas Public Information Act. Therefore, please indicate whether you wish to allow public release of the following information.

	PUBLIC ACCESS	
	NO	YES
Home Address		
Home Telephone Number		
Federal Security Number		
Emergency Contact Information		

Information that reveals whether you have family members

(Signature) _____

(Date) _____

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Time Management Strategies

- Prioritize Urgent vs Important
- Urgent –crisis, immediate problem, backing up officers
- Important – employee development, planning, inspecting
- Spend your day leading, not reacting
- If you only handle what is urgent, then important eventually becomes urgent.

157

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Time Management Strategies

- Time Blocking
 - Schedule your priorities, or your interruptions will schedule them for you
 - Set specific times for
 - Emails
 - Follow ups
 - Planning
 - Documentation and Evaluations.

158

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Time Management Strategies

- Delegate Appropriately
 - Helps develop employees
 - Reduces your overload
 - Improves efficiency
 - Accountability always stays with you.



159

159

Time Management Strategies

Reminder

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

- Use task lists
 - Daily priorities
 - Follow up items
 - Pending tasks
 - Deadlines
- Your brain is for thinking – not storage.

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Time Management Strategies

- Handle small tasks immediately
 - Short approvals
 - Simple responses
 - If it takes less than five minutes, do it now.

161

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Time Management Strategies


- Learn to say, *Not right now*
 - Prioritize your workload
 - Manage expectations
 - Delay low priority tasks
- Good supervisors do not just manage tasks, they manage priorities.

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Time Management Strategies

- Build follow up habits
 - It prevents
 - Missed tasks
 - Assumptions
 - Lack of accountability
 - Supervision happens in the follow up.



163

Time Management Strategies

- Plan tomorrow before leaving today
 - Identify
 - Priorities
 - Follow up items
 - Scheduled responsibilities
 - Start the next day with direction, not confusion.

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Time Management Strategies

- Time Management is about
 - Managing priorities
 - Managing distractions
 - Managing yourself!



165

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

- 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.

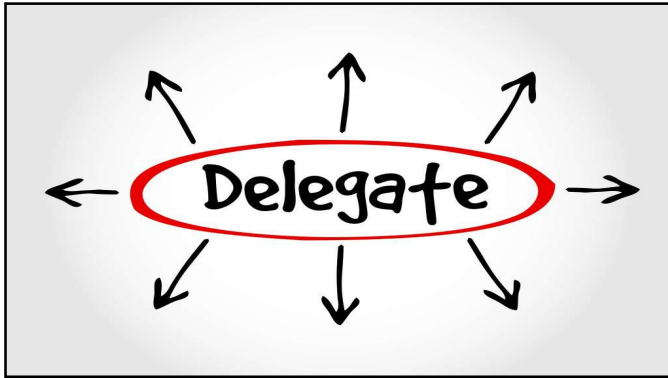
167

167

AND WHEN YOU CAN'T REMEMBER ANYTHING ELSE, REMEMBER TO

168

168



169

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.

170

170

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.

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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.

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172

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.

173

173

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.

174

174

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.

175

175

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.

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176

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.

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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.

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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)

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179

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).

180

180

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.

181

181

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.

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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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183



184

Internal Controls and Administrative Oversight

- Internal controls don't exist because people are dishonest
- They exist because people are human
- Mistakes happen
- Shortcuts happen
- Convenience happens.

185

185

Payroll Oversight


- When you approve a timecard, you're not just signing off on time
- You're certifying:
 - That the time is accurate
 - That overtime is appropriate
 - That policy was followed
- Approval is accountability.

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Purchasing and Credit Cards


- Purchasing issues don't usually start as fraud, they start as convenience.
- *Just use the card*
- *I'll fix it later*
- That's where policy starts to break down.



187

187

Separation of Duties



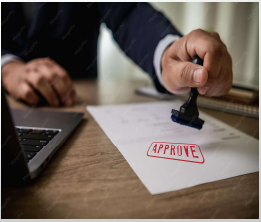
- One person should not:
 - initiate
 - approve, and
 - document
 - the same transaction
- If so, there's no check in the system.

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188

Approval vs. Review

- Approval without review is not supervision
- It's just a signature
- If there is a problem, you now own it!



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189

Big Red Warning Flags



Here are the things that should get your attention immediately:

- We've always done it this way
- Verbal approvals
- Missing documentation
- Same person doing everything


Those are all signs of weak controls.

190

190

Administrative Oversight of Records

- Your job in records is not to do the work
- Your job is to make sure the work is done correctly, consistently, and defensibly
- You're responsible for the process, not just the people.



191

Law Enforcement Agency Audit Form



192

Confidential Files Guidelines - Personnel Files

- Personnel files contain no medical information (physicals, workers compensation, off duty injuries or illnesses, HIPPA)
- Employees ability to view their own file
- Consider policy regarding
 - Request forms for viewing own file
 - Rules for viewing own file.

193

193

Confidential Files Guidelines - Personnel Files

- Know retention periods for items in personnel files
 - *Local Government Retention Schedule*
 - *State Records Retention Schedule*
- Texas State Library and Archives Commission
- See your Human Resources Director if unsure.

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Confidential Files Guidelines - TCOLE Files

- TCOLE files are maintained separately from personnel files
- Contents are regulated by form *AGF 03.001 Law Enforcement Agency Audit Checklist* on TCOLE website
- TCOLE rules require personnel files be sent to TCOLE within 30 days when the individual leaves the agency's employment
- The file may be audited by TCOLE.

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195

Administrative Oversight of Records

- Spot-Checking Releases
- Pull a report at random and ask
 - Was this redacted properly
 - Should anything else have been withheld
 - Was the release documented correctly
 - If you don't review the output, you don't control the outcome.

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196

Administrative Oversight of Records

- Ask how redactions are being applied
 - *How are you deciding what to redact*
 - *What guidelines are you using*
 - *Who reviews your redactions before release*
- If they can't explain the process, the process isn't solid.

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Administrative Oversight of Records

- Ensure retention schedules are followed
- Records should be
 - Kept when required
 - Destroyed when appropriate
 - And preserved when necessary
- Example Questions to Ask Staff
 - *How do we know when something can be destroyed*
 - *Who approves destruction*
 - *What happens if there's a litigation hold.*

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198

Administrative Oversight of Records

- You don't need to become the records expert. You don't need to sit down and do redactions, or release records to the public. But you do need to understand:
 - What the process is
 - Where the decision points are
 - Where the risk exists
- And then verify that those steps are being followed.

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199

Where Records Supervision Breaks Down Most Often

- Over-reliance on experienced staff
 - They've been doing this for years — they know what they're doing*
- Lack of review
 - No spot checks
 - No audit habits
- Informal practices
 - We've always done it this way*
 - That's how we handle those requests*
- No documentation of approvals or decisions are made but not recorded.

200

200

Challenge

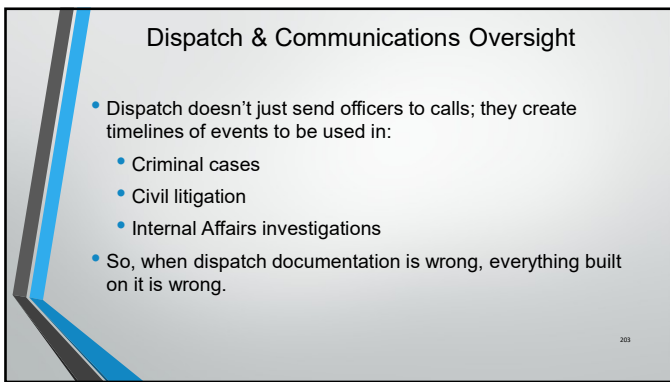
- If you walked into your records unit tomorrow and asked
 - Show me your process for redactions
 - Show me how you track requests
 - Show me what you do when somebody requests a record
- Would you get a clear, consistent answer, or would you get, *"It depends"*
- Because *"It depends"* is usually where risk lives.

201

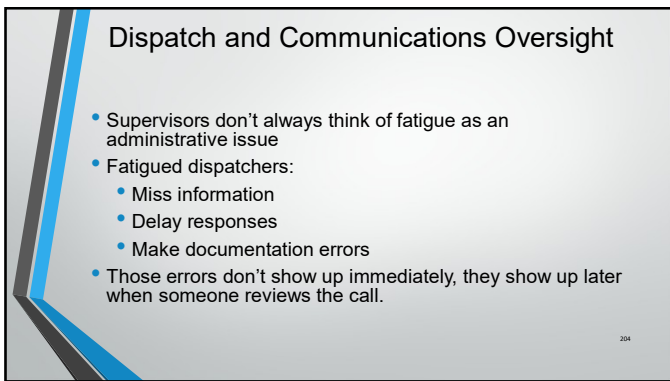
201



202



203



204

National Police Foundation

- 10-hour shifts get more sleep
- 10-hour shifts cost less overtime if used properly
- 12-hour shift fatigue factor creates danger for employee and public.

205

Philadelphia Police Research

- Study regarding rotating shift
- Shift later, not earlier
- Hold new shift at least three weeks.

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Call Documentation Standards

- Dispatch documentation is often the first written record of an incident. If it's incomplete or inaccurate, that becomes a problem later:
 - In court
 - In complaints
 - In investigations
- How confident are you that your dispatch documentation would hold up if reviewed line-by-line in court?

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Quality Assurance (QA) Review

- Supervisory oversight means you're not assuming everything is correct, you're verifying it
- That means periodically reviewing:
 - Calls for service
 - Dispatch logs
 - Time stamps
 - Notes
- Because patterns show up before major problems do.

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Critical Incident Review

- During critical incidents, dispatch documentation becomes part of the official timeline. And timelines are what investigators rely on later. So supervisory review ensures:
 - Accuracy
 - Completeness
 - Consistency.

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Where Supervisors Fail

- Dispatch oversight breaks down when
 - Supervisors don't review calls
 - Scheduling issues are ignored
 - Documentation errors aren't corrected
 - QA processes don't exist.

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INTERNAL AFFAIRS

Supervising IA and Administrative Investigations

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Internal Affairs and Administrative Investigations

- Complaint intake is where everything starts. Delays here create:
 - Credibility issues
 - Missed information
 - Increased liability
- Does everyone know what the process is
- Do you have a policy and forms?

What Happens When You File a Complaint Against a Police Officer?

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Administrative Review vs. IA

- Not every issue is Internal Affairs
- Supervisors need to recognize when something moves from:
 - performance issue
 - to policy violation
 - to potential misconduct
- Are your supervisors trained in how to conduct an investigation?

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Internal Affairs Files

- Most policies require IA files to remain sealed and separated from personnel files
- The following items go into the employee's personnel file
 - Complaint
 - Officers written response
 - Disposition
- As an employee, it is your responsibility not to discuss or speculate about IA investigations.

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Supervising Executive Assistants & Administrative Support

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Executive Assistants & Administrative Support

- Executive assistants don't usually have formal authority. But they often have informal authority
- Informal authority can become a problem when:
 - It's not clearly defined
 - It's not consistently managed
 - Or it starts to replace actual decision-making.

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Areas of Influence

- Executive assistants often control what information gets to leadership, and when.
- They may:
 - Screen emails
 - Route documents
 - Decide what gets priority
- If information is filtered incorrectly, delayed, or handled inconsistently, leadership decisions are affected
- Who controls the flow of information in your organization, and how consistent is that process?

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Influence Over Scheduling

- When an executive assistant manages scheduling, they're possibly influencing:
 - Access
 - Priority
 - Perception
- If one division consistently gets faster access than another, that creates internal tension, whether intentional or not.

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Answering Questions on Behalf of Leadership

- Executive assistants may be asked *What does the Chief want on this or How should we handle this* and over time they may start answering those questions
- That's not necessarily wrong — but it becomes a problem when
 - They are interpreting instead of relaying
 - They are deciding instead of confirming
 - Or others assume their answer is official direction.

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Define Supervisory Responsibility

- Your job is not to limit effectiveness
- Your job is to make sure:
 - Authority is clearly defined
 - Decisions are properly attributed
 - Processes are consistent.

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Practical Oversight Strategies

- Roles should be clarified
 - Make it clear
 - What the executive assistant can decide
 - What they can relay
 - What must go back to leadership
 - For example, if it involves policy, personnel, or liability — it goes to the boss.

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RIGHT →
← **WRONG**

Ethical Drift

Small Compromises
Incrementalism
Ethical Fading
HARMLESS AT THE TIME

GREAT LEADERS DON'T SET OUT TO BE A LEADER... THEY SET OUT TO MAKE A DIFFERENCE. ITS NEVER ABOUT THE ROLE- ALWAYS ABOUT THE GOAL.

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Ethical Drift


- Ethical problems don't usually start big
- They start small:
 - One shortcut
 - One exception
 - One *just this once* decision.

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Ethical Drift

- Here's how ethical drift actually happens
- One shortcut → becomes routine
- One exception → becomes expected
- One *just this once* → becomes standard practice
- Deviation of normalcy.



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What Stops Ethical Drift

- Consistency prevents exceptions from becoming routine
- Clear expectations eliminate *We thought it was okay*
- Addressing small issues early prevents them becoming bigger issues
- Documenting actions and conversations reinforces
 - What's expected
 - What was done
 - And what needs to change.

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Morale and Positive Leadership

- What builds morale
 - Clarity
 - Consistency
 - Accountability
 - Respect.

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Morale Drops When

- Supervisors avoid difficult conversations
- Expectations are unclear
- Rules are applied differently
- Problems are ignored
- And none of that happens overnight, morale doesn't collapse, it erodes.

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You Own the Morale

- Morale is not created at the top of the organization
- It's created at the supervisory level
 - Be clear about expectations
 - Address issues early
 - Follow through on what you say
 - Apply rules consistently
 - Treat people professionally.

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What Damages Morale

- Inconsistency / favoritism
- Supervisors not addressing problems
- Poor communication
- Disrespect between staff (especially sworn vs civilian)
- Changing expectations / moving targets
- Lack of follow-through.

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What Builds Morale


- Treat people fairly / be consistent
- Communicate clearly
- Recognize good work
- Address problems early
- Be approachable
- Support your people.

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How To Motivate Employees

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



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Rewards



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

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Invisible Bragging



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

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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.

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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. 235

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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? 236

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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? 237

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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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