

National Sheriffs' Institute

Agenda

Program Description

Module 1	Welcome and Introductions
Module 2	The Sheriff as Leader
Module 3	Defining Your Leadership Direction
Module 4	Self-Awareness
Module 5	Developing Your Executive Team
Module 6	Power, Influence and Conflict
Module 7	Ethics
Module 8	The External Environment and the Office of Sheriff
Module 9	Leading Change
Module 10	Leadership-Development Plan

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U.S. Department of Justice

National Institute of Corrections

National Sheriffs' Association

NATIONAL SHERIFFS' INSTITUTE

Monday		
8:00 am	Module 1: Welcome and Introductions	
9:30 am	Module 2: The Sheriff as Leader	
12:15 pm	Lunch	
1:15 pm	Module 3: Defining Your Leadership Direction	
4:30 pm	Adjourn to the hotel	
5:30 pm	The Office of Sheriff and the NSA (at the hotel)	
Tuesday		
8:00 am	Module 4: Self-Awareness	
12:00 pm	Lunch	
12:45 pm	NIC Information Center and Library Visit	
1:15 pm	Module 5: Developing Your Executive Team	
4:30 pm	Adjourn	
Wednesday		
8:00 am	Module 6: Power, Influence and Conflict	
12:00 pm	Lunch	
12:45 pm	Module 7: Ethics	
3:15 pm	NIC Overview	
4:30 pm	Adjourn	
Thursday		
8:00 am	Module 8: External Environment and Public Partnerships	
12:00 pm	Lunch	
12:45 pm	Module 8: External Environment and Public Partnerships	
1:30 pm	Module 9: Leading Change	

4:30 pm	Adjourn	
Friday		
8:00 am	Graduation Pictures	
8:30 am	Module 9: Leading Change	
12:00 pm	Lunch	
12:45 pm	Module 10: Leadership Development Plan	
4:00 pm	Graduation	
4:30 pm	Adjourn	

National Institute of Corrections
Jails Division

National Sheriffs' Institute
Program Description

Program Goal

The goal of the National Sheriffs' Institute (NSI) is to help enhance the ability of first-term sheriffs to be effective leaders.

Program Overview

HISTORY

The National Sheriffs' Institute is the only executive leadership program developed specifically for sheriffs. The NSI was first developed and presented in the early 1970s, with federal funding and through a partnership between the National Sheriffs' Association (NSA) and the University of Southern California. Since 1993, the program has been housed in the National Institute of Corrections (NIC) Jails Division and co-sponsored by NIC and NSA. Over the years, the program has changed significantly in response to the needs of first-term sheriffs. All leadership concepts are taught within the framework of the sheriff's experience, and what participants learn at the NSI is directly applicable to challenges they face as first-term sheriffs.

LEADERSHIP FOCUS

NIC and NSA acknowledge that first-term sheriffs face many challenges related to leadership and the day-to-day management of their office. Often, daily management and operations issues consume much of the sheriff's attention, sometimes distracting the sheriff from his/her role as a leader within the organization, the local criminal justice system, and the community. The NSI presents an ideal opportunity for first-term sheriffs to focus on their *leadership role*. During class time, we will concentrate on that leadership role and discuss concepts that are fundamental to effective leadership.

PROGRAM DELIVERY

The NSI incorporates a variety of instructional strategies, including lecture, small group work, individual activities and self-assessments.

SELF ASSESSMENTS AND THE LEADERSHIP DEVELOPMENT PLAN

At the end of each module, excluding the first, participants complete a self-assessment based on concepts presented in class. These self assessments are the basis for the end-of-program leadership development plan, which participants create and present on the last day of class. *The leadership development plan represents the culmination of all work*

completed during the program and is a valuable tool and reference for participants when they return home.

INFORMAL PARTICIPANT DISCUSSION GROUPS

Many participants would also like the opportunity to discuss day-to-day management or operational issues with their peers. To facilitate this, informal discussion groups, guided by the mentoring sheriff, will be held during meal times and in the evenings for those who wish to participate. These discussions will address those management and operational issues identified by NSI participants. These discussions may also be a continuation of class discussions on leadership issues.

Program Agenda

The program begins on Monday morning and ends the following Friday afternoon with graduation. Each day is a full classroom day. Each session begins at 7:50 am with announcements and the Pledge of Allegiance; session content begins at 8:00 a.m. and concludes by 5 p.m. There is also one mandatory evening session on the NSA and the Office of Sheriff. Participants are required to attend all classroom and the evening session listed on the agenda and participate in graduation.

Program Audience

Up to 30 first-term sheriffs attend the NSI. They may attend almost any time during the first term, and some attend shortly before taking office. NSI participants are widely diverse in terms of size of office, size of jurisdiction, character of jurisdiction, level of experience in law enforcement, level of experience in a sheriff's office, education, and general work background.

Program Staff

Program staff includes instructors who have expertise in leadership and experience working with executive leaders in a variety of settings, including law enforcement. Program staff also includes at least one mentoring sheriff who brings significant experience and expertise to the NSI. The mentoring sheriff attends all program sessions, helps facilitate the evening session, organizes informal mealtime and evening discussions, and is available for questions and discussion with individual participants.

Program Content

MODULE 1: WELCOME AND INTRODUCTIONS

This module includes a brief background on the NSI; an overview of the program goal, topics, agenda, and materials; and participant and staff introductions.

MODULE 2: THE SHERIFF AS LEADER

This module focuses on the significance and range of the sheriff's leadership responsibilities and the importance of becoming an effective leader. It discusses the definition of "effective leader" and examines five practices of exemplary leadership.

MODULE 3: DEFINING YOUR LEADERSHIP DIRECTION

This module stresses that having a leadership direction is fundamental to effective leadership, and that defining this is the responsibility of the executive leader. It covers strategies for defining and articulating the leadership direction. Participants meet in small groups to discuss the leadership direction they want to establish for their first term in office.

MODULE 4: SELF AWARENESS

This module is based on the premise that, to be effective, leaders must understand their personality preferences and the effect of those preferences on their ability to lead. Participants complete the Myers-Briggs Type Indicator (MBTI®) before coming to class and are given their results during class. There is a discussion of the MBTI instrument generally, followed by exercises that help illustrate the different personality dimensions and how they play out in everyday life and in the work of the sheriff's office.

MODULE 5: DEVELOPING YOUR EXECUTIVE TEAM

This module addresses the role of the executive team in helping to develop, implement, and support the sheriff's leadership direction. The module covers factors in determining if the sheriff has the right team members and elements of effective work teams.

MODULE 6: POWER, INFLUENCE, AND CONFLICT

This module explores power, influence, and conflict and their relation to the Office of Sheriff, effective leadership, and the achievement of the sheriff's leadership direction. Participants assess their own preferred style of influencing others, then focus on six power bases and how each might be used effectively. Participants will also explore ways to effectively use five different "modes" for addressing conflict, and create a plan for optimizing use of power bases and conflict modes.

MODULE 7: ETHICS

This module focuses on ethics, including the effect of unethical behavior on the sheriff's ability to lead, an overview of ethics, and ethical challenges commonly faced by sheriffs.

MODULE 8: THE EXTERNAL ENVIRONMENT AND THE OFFICE OF SHERIFF

This module examines the relationship between the external environment and the sheriff's office, with a focus on six types of external conditions that could significantly affect the work of the office. The module also focuses on public partnerships, with a discussion of stakeholder mapping, the five steps in assessing partnerships, and two public partnerships critical to the Office of Sheriff—relationships with the funding authority and the media.

MODULE 9: LEADING CHANGE

This module focuses on strategies and tools for leading change within the sheriff's office. It stresses that leading change is inherent to effective leadership. Participants will work through a model that emphasizes all aspects of leading change, including leading people through change and leading change as a project. Preparing for change, implementing change, and sustaining change are covered.

MODULE 10: LEADERSHIP PLAN DEVELOPMENT

In this module, each participant creates his/her own personal leadership-development plan, based on the self assessments completed during the program. Participants discuss their leadership development plan with a small group, including an instructor and several of their peers.

GRADUATION

All sheriffs who participate in and complete the NSI will graduate from the course on Friday afternoon, and receive a diploma.

Welcome and Introductions

Performance Objectives

- Meet fellow participants and begin networking.
- Identify the most significant challenge and most significant accomplishments as first-time sheriffs.
- Clarify expectations for the program.

National Sheriffs' Institute

The National Sheriffs' Institute (NSI) is the only executive leadership program developed specifically for sheriffs. All the leadership concepts are taught within the framework of your experience as sheriff, and what you learn here should be directly applicable to meeting the challenges you face at home.

This program is jointly sponsored by the National Institute of Corrections (NIC) and the National Sheriffs' Association (NSA).

Program Overview

- Agenda
- Informal discussion groups
- Participant materials
 - ✓ Participant manual
 - ✓ Leadership Development Plan

Participant Introductions

In your table groups share the following information with each other:

- Name, agency, and location, year you took office
- The single biggest challenge facing you as a first term sheriff
- Your single biggest accomplishment since you were elected or took office

Prepare to introduce your table to the rest of the class:

- Select a **recorder** who will document the challenges and accomplishments of group members on the chart pad.
- Select a **timekeeper** who will keep the group on time, making sure everyone gets an opportunity to introduce themselves and share their biggest challenge and greatest accomplishment.
- Select a **reporter** who will introduce the small group members to the large group and share the group's list of challenges and accomplishments.

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The Sheriff as Leader

Performance Objectives

- Explain the range and significance of the leadership responsibilities of the office of Sheriff.
- Describe Effective Leadership as defined by Jim Collins.
- Identify personal examples of each of Kouzes and Posner's five practices of exemplary leaders.

Small Group Exercise

Leadership Responsibilities of the Office of Sheriff

Read the statement assigned to your group and use the questions that follow to guide your discussion. Prepare a **brief** summary report to share with the large group. Put the main points of your report on a chart pad. Select a timekeeper, recorder and spokesperson for your work.

Group One: Political Office of Sheriff

In most jurisdictions, the Office of Sheriff is an **elected** position and a political office.

How does being an elected official (or politician) enhance your ability to lead?

How might being an elected official (or politician) present challenges to your ability to lead?

What special expectations might be held of you as a leader in an elected office?

As a politician, how might your party affiliation affect your ability to lead?

Group Two: Internal Functions of the Sheriff's Office

The Office of Sheriff is often responsible for a wide range of varying functions.

What are the functions for which the Office of Sheriff may be responsible?

What do you need to know about each of the functions to effectively lead your organization?

What challenges do the number and variety of functions you oversee pose for you as a leader?

What level of demand on your time and effort will be placed on you to effectively lead these varying functions?

Group Three: Office of Sheriff Within the Local Criminal Justice System

The sheriff's office is an integral part of the local criminal justice system.

How might the policies and practices of other criminal justice components affect the operations of the sheriff's office?

How could the sheriff use his leadership role to ensure the components of the local criminal justice system work together?

How significant is the sheriff's role as a leader with regard to the local criminal justice system? What demands might this place on the sheriff's time, efforts, and resources?

**Group Four: The Office of Sheriff and Interactions with
Community Organizations**

The Office of Sheriff is responsible for a wide variety of functions in the public service arena.

What expectations might community groups have for the sheriff as a leader?

How can the sheriff use his leadership role to encourage community organizations to work with the sheriff's office to identify and achieve common goals? What demands might this place on the sheriff's time, efforts, and resources?

How significant is the sheriff's role as a leader with regard to community organizations? What demands might this place on the sheriff's time, efforts, and resources?

.....

Given the significance of the leadership role inherent in the Office of Sheriff, ***your effectiveness as a leader is of paramount importance.***

.....

An effective leader “catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.”

– Jim Collins

Elements of Collins' Definition

- The vision must be **clear**.
- The vision must be **compelling**.
- The leader **catalyzes commitment to and vigorous pursuit of the vision**.
- As a result of commitment to and pursuit of the vision, the leader **stimulates higher performance standards**.

Large Group Exercise

If you were a member of this sheriff's executive team, what level of commitment would you feel about working on the direction he is setting?

Why?

The Five Practices of Exemplary Leadership

Video: *The Leadership Challenge* – Jim Kouzes and Barry Posner

As you watch the video, make notes about examples from your own experience that illustrate each of the practices

1. Model the way

- a. Find your voice
- b. Set the example

Examples from my experience:

2. Inspire a Shared Vision

- a. Envision the future
- b. Enlist others

Examples from my experience:

3. Challenge the Process

- a. Search for opportunities
- b. Experiment and take risks

Examples from my experience:

4. Enable Others to Act

- a. Foster collaboration
- b. Strengthen others

Examples from my experience:

5. Encourage the Heart

- a. Recognize contributions
- b. Celebrate the values and victories

Examples from my experience:

Model the Way Behaviors

- I set a personal example.
- I follow through on promises and commitments.
- I spend time/energy making certain people I work with adhere to principles/standards we have agreed on.
- I am clear about my philosophy of leadership.
- I build consensus around a common set of values.
- I ask for feedback.

Inspire a Shared Vision Behaviors

- I speak with genuine conviction about the higher meaning and purpose of our work.
- I paint the 'big picture' of what we aspire to accomplish.
- I talk about future trends that will influence how our work gets done.
- I show others how their long-term interests can be realized by enlisting in a common vision.
- I describe a compelling image of what our future could be like.
- I appeal to others to share an exciting dream of the future.

Challenge the Process Behaviors

- I search outside the formal boundaries of my organization for innovative ways to improve what we do.
- I experiment and take risks, even when there is a chance of failure.
- I seek out challenging opportunities that test my own skills and abilities.
- I challenge people to try out new and innovative ways to do their work.
- I make certain that we set achievable goals, make concrete plans and establish measurable milestone for the projects and programs that we work on.
- I ask 'what can we learn?' when things don't go as expected.

Enable Others to Act Behaviors

- I treat others with dignity and respect.
- I develop cooperative relationships among the people I work with.
- I search outside the formal boundaries of my organization for innovative ways to improve what we do.
- I support the decisions that people make on their own.
- I actively listen to diverse points of view.
- I ensure that people grow in their jobs by learning new skills and developing themselves.

Encourage the Heart Behaviors

- I give the members of the team lots of appreciation and support for their contributions.
- I make it a point to let people know about my confidence in their abilities.
- I make sure that people are creatively rewarded for their contributions to the success of our projects.
- I find ways to celebrate accomplishments.
- I praise people for a job well done.
- I publicly recognize people who exemplify commitment to shared values.

Self-Assessment

Complete the self-assessment exercise for Module 2 in your spiral-bound Leadership Development Plan (LDP). Remember to fill in

(A) Your greatest strength and

(B) Your biggest challenge

In the star under #2 in the back of your LDP.

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Defining Your Leadership Direction

Performance Objectives

- Explain the meaning and purpose of “leadership direction”.
- Draft a statement of leadership direction that meets the criteria presented.
- Identify likely challenges in pursuing the leadership direction.
- Describe the steps to take to refine the leadership direction and engage staff and community.

Leadership Direction

An effective leader defines and clearly communicates their leadership direction.

A written statement of leadership direction should...

- Be clear and easy to understand.
- Provide the focus for the organization's efforts.
- Provide the impetus for significant achievement.
- Be attainable within a given period of time, such as your term of office.
- Be able to be supported by a plan for its achievement.
- Be compelling and inspiring.

The statement of your leadership direction will be a practical tool for you in:

- Establishing yourself as a leader.
- Having a clear focus for your term in office.
- Making a difference for your organization and your community.

Leadership Direction

How would having a clearly defined and communicated leadership direction benefit you, your organization, your staff, and your community?

Large Group Exercise
Sample Leadership-Direction Statement Review

- Is the statement *clear and easy to understand*?
- How well does the leadership-direction statement reflect the description of the differences the sheriff wants to make by the end of his/her term?
- Would this leadership-direction statement provide a *clear focus* for the work of the sheriff's office?
- Given the challenges to the achievement of the differences the sheriff wants to make, will this leadership-direction statement provide the *impetus for significant achievement* in the work of the sheriff's office?
- Consider the challenges to the differences the sheriff wants to make. Do you think this leadership direction is *attainable* within the sheriff's first term in office?
- Could a *work-plan* be developed to achieve the leadership direction?
- Is the statement *compelling and inspiring*?

EXAMPLE

As a result of my first term in office, I want my organization and my community to be different in the following ways:

The level of public safety and the quality of life for my community will be better than it is now.

My organization's operations and services will be more effective.

Sheriff's office staff will work more as a team and with mutual respect among divisions.

The sheriff's office will have active partnerships with other law enforcement and community service agencies. We will be more effective, and we will decrease costs in achieving our mutual goals by sharing resources and reducing redundant services.

Strengths (personal, organizational, community) that support the differences I want to make:

The search and rescue staff are well trained and highly qualified. They have received a lot of publicity over the last year for three successful and dangerous rescue operations.

The heads of city and state law enforcement agencies in my community are eager to establish a healthy working relationship with the sheriff's office, if I improve the quality of work in our patrol and jail divisions.

Two members of my executive team have working experience with the community's homeless shelter and the shelter for battered women.

EXAMPLE, cont'd

I am very active in a variety of community groups. I have established relationships through these groups that will be valuable in helping me develop partnerships with community service agencies.

Challenges (personal, organizational, community) to achieving the differences I want to make.

The patrol division has a reputation for poor response times, less-than-positive interactions with both perpetrators and victims, and sometimes shoddy crime-scene work.

The jail's physical plant and operations are below standard, and the jail poses significant and immediate safety risks to inmates, staff, and visitors.

There is competition and rivalry between the sheriff's office and the state police, and the former sheriff made this rivalry public. Relationships with city law enforcement agencies were lukewarm under the former sheriff.

The former sheriff operated in isolation from human service agencies and was not well respected by the heads of those agencies.

The former sheriff had an adversarial relationship with the county commissioners, which really hurt our ability to obtain adequate funding.

The sheriff's office budget has been reduced by 8% this fiscal year.

Although staff within divisions see themselves as a team, staff among divisions do not. Jail staff in particular—and their duties—are not understood or well-respected by staff in other divisions. The former sheriff gave very little attention or support to the jail, and the other

EXAMPLE, cont'd

divisions tended to follow his lead. Personally, I know very little about the jail.

Leadership-Direction Statement

In support of a well-integrated community approach to improving public safety and quality of life, the Brown County Sheriff's Office will partner with other law enforcement and human service agencies to identify mutual goals and implement shared strategies to achieve those goals. The services of each division of the Office will conform to professional standards and will be delivered with competence and a clear commitment to public service. Finally, there will be strong team work and mutual respect among the divisions of the Sheriff's Office in the pursuit of enhanced public safety and quality of life.

**Small Group Exercise
Pre-Program Assignment Discussion**

In your small groups, share the differences you want to make as you described them in your pre-program assignment.

There will be no large group report-out.

Small Group Exercise Leadership-Direction Statement

1. Individually, draft a leadership direction statement based on the discussion of the differences you want to make by the end of your term.
2. Show your draft to your small group facilitator for feedback.
3. Pair with another small group member. Review each other's statement and provide feedback based on the following questions:
 - Is the statement *clear and easy to understand*? If not, what needs to be clarified?
 - How well does the leadership-direction statement reflect the description of the differences the sheriff wants to make by the end of their term?
 - In what way would this leadership-direction statement provide a *clear focus* for the work of the sheriff's office?
 - Consider the likely challenges to achieving the differences the sheriff wants to make.
 - Will this leadership-direction statement provide the *impetus for significant achievement* in the work of the sheriff's office?
 - Do you think this leadership direction is *attainable* within the sheriff's first term in office?
 - Could a *work-plan* be developed to achieve the leadership direction?
 - In what ways is the statement *compelling and inspiring*?
4. Revise your draft based on feedback received.
5. Write your statement legibly on chart paper and post on the wall in the main room for all to see. Sign your statement.

Next Steps

1. Further develop your leadership direction and develop your final leadership direction statement.
2. Communicate your leadership direction.
3. Develop strategies to get support for your leadership direction.
4. Develop a work plan for achieving your leadership direction.

Involving Others

- Are there persons within your organization whose involvement would be valuable in any of these four steps?
- Are there persons outside your organization, but within your community, whose involvement would be valuable in any of the four steps?

Self-Assessment

Complete the self-assessment exercise for Module 3 in your spiral-bound Leadership Development Plan (LDP). Remember to fill in
(A) Your greatest strength and
(B) Your biggest challenge
in the star under #3 in the back of your LDP.

Homework Assignment Case for Change

In Module 9, “Leading Change” you will work on a change initiative you want to undertake that supports your draft leadership-direction statement. This initiative will also address the “challenges to making a difference” you identified in your pre-program assignment. To prepare for your work in Module 9 you need to develop a case for change.

1. Review the sample case for change in the final section of your participant manual.
2. Using the blank form in your manual, develop your own case for change.
3. Complete your case for change by 1 p.m. on Wednesday and give it to your instructor. [You may print it at the NIC Library/Info Center or at your hotel business office, or email it to your instructor.]
4. Your instructor will review and return your case for change by 8 a.m. on Thursday.

Your instructor is available to address questions or concerns you have about this assignment.

Leadership Direction

DRAFT

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Self-Awareness

Performance Objectives

- Recognize both the strengths and the challenges of personal preferences according to the MBTI®.
- Describe the contributions of all style types in enhancing an organization.
- Determine how to use the strengths of MBTI® preferences to manage challenges.
- Develop strategies to elevate personal leadership capabilities.

Differences

"We differ from each other in fundamental ways. We differ in our thoughts, in our feelings, in our wants and beliefs, and in what we say and do. Unfortunately, these variations in action and attitude trigger in us an all-too-human response. Seeing others as different from ourselves, we often conclude that these differences are bad in some way, and that people are acting strangely because something is the matter with them. Thus, we instinctively account for differences in others not as an expression of natural diversity, but in terms of flaw and affliction; others are different because they're sick, or stupid, or bad, or crazy."

- David Keirse

Myers-Briggs Type Indicator®

The Myers-Briggs Type Indicator® is the most widely used instrument of its kind in the world. It was developed between 1923 and 1944 by Katharine Briggs and her daughter Isabel Briggs Myers, based on the work of the noted Swiss psychiatrist Carl G. Jung. The first MBTI® indicator was published by the Educational Testing Service in 1956. Since then, there has been on-going research and refinement of the MBTI®.

Dimensions of the MBTI®

Personality Preferences

The eight preferences are organized into four opposite pairs.

- Extraversion – Introversion: where we prefer to focus our attention and get energy
- Sensing – Intuition: the way we prefer to take in information
- Thinking – Feeling: the way we prefer to make decisions
- Judging – Perceiving: how we orient ourselves to the external world

Characteristics of Each Preference

1. The Extraversion/Introversion, or E/I pair, looks at where we focus attention and get energy
 - Extraversion (E)
 - Focus on the outer world of people and activity
 - Direct energy and attention outward
 - Receive energy from interaction with people and taking action
 - Introversion (I)
 - Focus on inner world of ideas and experiences
 - Direct energy and attention inward
 - Receive energy from reflecting on thoughts, memories, and feelings

After a busy day of interacting with people (staff, the media, public constituents, commissioners, etc.) are you

A Mentally exhausted and depleted?

B Excited and energized?

When you are by yourself in your (patrol) vehicle, do you

A Like being alone because you can review and think about the day's events in your mind?

B Wish a partner were with you so you could discuss what's been happening?

I am more (circle preference)

E	I
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Characteristics of Each Preference

2. The Sensing and INtuition, or S/N preference pair, looks at the way we prefer to take in or receive information
- Sensing (S)
 - Like to take in real and tangible information using the five senses
 - Observe the specifics of what is going on around them
 - Focus on details first
 - INtuition (N)
 - Take in information by seeing the big picture and the future
 - Focus on relationships and connections between facts
 - Want to grasp patterns
 - Especially attuned to seeing new possibilities

Take out a piece of paper and write down the directions for how to get from your home to your office. GPS signal is not available.

A Are your directions specific: exact street names, and distances described to a tenth of a mile?

B Did you use approximate distances or landmarks and driving times to clarify directions?

When you are in a planning meeting with your staff you

A Initially focus on data and facts, making sure you have all the detail you need?

B Initially focus on the big picture and over-arching purpose?

I am more (circle preference)

S	N
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Characteristics of Each Preference

3. The Thinking/Feeling, or T/F preference pair, looks at the way we prefer to make decisions.
- Thinking (T)
 - Like to look at the logical consequences
 - Like to mentally remove themselves from the situation to examine pros and cons objectively
 - Feeling (F)
 - Like to consider what is important to them and others
 - Like to mentally place themselves in the situation to help them identify with others so they can make decisions based on their values

One of your staff comes to your office, visibly angry about a situation at work. After defusing the tension you

A Make decisions and take action based on an objective, logical analysis of the situation?

B Try to defuse the tension, calm the person, and base your decisions and actions on how the staff and others will be affected?

You have to give performance feedback to a poorly performing staff. Initially you

A Focus on facts and data to highlight the poor performance?

B Focus on how to deliver the feedback so the subordinate won't feel attacked?

I am more (circle preference)

T	F
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Characteristics of Each Preference

4. The Judging/Perceiving, or J/P preference pair, looks at how we orient ourselves to the external world.

- Judging

- Like to live in a planned, orderly way
- Seek to regulate and manage their lives
- Want to make decisions, come to closure, move on
- Their lives tend to be structured and organized, and they like to have things settled

- Perceiving

- Like to live in a flexible, spontaneous way
- Seek to experience and understand life rather than control it
- Detailed plans and final decisions feel confining
- Prefer to stay open to new information and last-minute options

You have just finished conducting a meeting with your staff. You signed up for several action items. Do you

A Start and complete the tasks as soon as possible so you can get them done and out of the way?

B Delay completing the tasks because new information or ideas could present themselves and influence your course of action?

When you take a vacation do you usually

A Create a detailed itinerary for each day?

B Keep plans flexible, make choices based on options and weather?

I am more (circle preference)

J	P
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My self-selected type

I am more (circle one preference in each pair)

E	I
S	N
T	F
J	P

MBTI®

Law Enforcement Managers (CPP 2008)

ISTJ 22.1%	ISFJ 3.6%	INFJ 1%	INTJ 4.1%
ISTP 6.7%	ISFP 1%	INFP 2.6%	INTP 4.1%
ESTP 8.2%	ESFP 2.1%	ENFP 4.6%	ENTP 6.2%
ESTJ 24.6%	ESFJ 3.6%	ENFJ 2.6%	ENTJ 3.1%

Type Combinations

Sensing/INtuition and Perception/Judgment

Knowledge of preferences along the four type-dimensions is helpful to understanding individual behavior. However, understanding combinations of types, called the Temperaments, can provide even more insight into individual behavior.

Further, preferences based on type combinations may be related to occupation.

SJ/ Guardians (Traditionalists) – GOLD
Combinations of Sensing with Judgment

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 43%

Law enforcement 54%

SJ/ Guardians
Practical and Matter-of-Fact

- Good at detail
- Can absorb many facts (facts collected and verified by the senses)
- Like to be sequential and take things one step at a time
- Enjoy working under a structured plan
- Like established ways of doing things
- Reach conclusions through careful analysis
- Usually patient with routine tasks
- Unlikely to be convinced by anything but reasoning based on solid facts

From: David Keirsey, Please Understand Me II

SJ/ Guardians: Management Style Focus on Task Management and Roles

“Well, I never thought of myself as being particularly tactful or diplomatic, but these are some of the things I would hear from my subordinates: he’s fair, but hard, he doesn’t take any crap and he can see through shallow excuses. You know, if I tell somebody to do it . . . I expect it to be done. Period! . . . The part I disliked most was dealing with the personnel issues . . . I have pretty good organizational ability in budget, planning and training.”

From: Stephen Hennessy, Thinking Cop, Feeling Cop, 1992

Possible Challenges for the SJ Style

- May neglect important personal issues
- May overlook long-range implications for day-to-day activities
- May appear blunt and insensitive

From: David Keirsey, Please Understand Me II

SP/ Artisans (Adventurous) – ORANGE Combinations of Sensing with Perceiving

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 38%

Law enforcement 18%

SP/ Artisans **“Here and Now,” Action Oriented**

- Focus on detail and concrete reality
- Practical, observant, structured
- Interested in facts gathered through senses
- Good crisis manager
- Compassionate
- Enjoy the present moment
- Modest about their abilities
- Focus on the process rather than on the finished product

From: David Keirsey, Please Understand Me II

SP/ Artisans: Management Style Focus on the Present and Action

“As far as a management philosophy, until somebody proves that they aren't to be trusted, I trust people. The days of autocratic rule are gone...The idea that officers require extremely close supervision because they might do something wrong is childish. My weakness is I'm always doing things at the last minute...and people get nervous with procrastinators.”

From: Stephen Hennessy, Thinking Cop, Feeling Cop, 1992

Possible Challenges for the SP Style

- May not be seen as reliable because of waiting to the last minute
- May not complete projects after the process has become boring
- May appear to be “playing” all the time

From: David Keirse, Please Understand Me II

NF/ Idealists (Catalysts) – BLUE
Combinations of INTuition with Feeling

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 12%

Law enforcement 11%

NF/ Idealists
Enthusiastic and Insightful

- Often use feeling for judgment
- Think globally
- May dislike routine and detail
- Enjoy long-range issues
- Focus on people more than things
- Have a gift for oral and written communication
- Can communicate possibilities and the values they attach to those possibilities

From: David Keirsey, Please Understand Me II

NF/ Idealists: Management Style Focus on Supporting People

“To make black and white decisions without considering the people involved, I can’t do, even though it would be easier if I could. My people skills give me an extra dimension, but also it gives me more frustration because I’m dealing in a culture that historically does not consider the individual people involved. I’ve never been able to separate cold fact from the people involved.”

From: Stephen Hennessy, Thinking Cop, Feeling Cop, 1992

Possible Challenges for the NF Style

- May not be seen as sufficiently tough-minded
- May try to please too many people at the same time
- May need to pay more attention to task details than on concerns of people

From: David Keirse, Please Understand Me II

NT/ Rationalists (Visionary) – GREEN
Combinations of INtuition with Thinking

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

General population 15%

Law enforcement 18%

NT/ Rationalists
Logical and Ingenious

- Prefer INtuition for perception
- Focus on possibilities, theoretical relationships, and abstract patterns but judge these with impersonal analysis
- Enjoy challenging assignments, but dislike detail and routine
- May overlook the present and focus on the future
- Do well in project activities
- Bore easily

From: David Keirsey, Please Understand Me II

NT/ Rationalists: Management Style Focus on Task Management and the Big Picture

"I don't like the paperwork. I delegate most of that to my lieutenant. Pretty much it's been pure delegation. One of the things I haven't done is I haven't had a formal staff meeting... I don't wanna waste my time or their time having a staff meeting to say 'Hi, how are ya?'"

From: Stephen Hennessy, Thinking Cop, Feeling Cop, 1992

Possible Challenges for the NT Style

- May be too impersonal and unappreciative of others' input
- May be forgetful of current realities
- May be unable or unwilling to focus on practical details

From: David Keirse, Please Understand Me II

MBTI® Results

Remember, the MBTI®

- Identifies preferences – not skills, abilities, or competencies.
- Assumes that all preferences are equally important, valuable, and necessary.
- States that all preferences can be used by each person.
- Does not provide an excuse for doing or not doing anything.

Guided Practice

What would your office look like if everyone had only:

the SJ/Gold temperament?

the SP/Orange temperament?

the NT/Green temperament?

the NF/Blue temperament?

How effective would your decisions be if you got advice only from
Golds?

Only from Blues?

What would happen to innovation if you had no input from Greens?

Reflect on:

- Something you learned from this activity that can help you in your leadership role.
- How what you learned might change the way you work with others, both internally and externally.

After a couple of minutes, please **share your responses with a partner** at your table.

A strong organization will need to include people with strengths in all colors/temperaments so that in your planning process you have facts and data (Gold), the big picture (Green), inclusion of all (Blue), innovation and action (Orange).

Small Group Exercise Using MBTI® Information

In your group

1. Read and discuss the following scenario.
2. Determine the color type of each commander.
3. Record your decisions on the easel pad at the front of the room.

Pumpkin County

You are the sheriff of Pumpkin County, which has a population of 60,000, including several small towns and one city of 25,000 people. The sheriff's office is the most effective law enforcement agency in the county, and staff assumes the leadership role when problems surface requiring agency coordination.

You have been informed of a problem in a high school located in a very small town, and the chief of police of the town has asked your office to handle the situation. The problem is as follows:

There is a serious gang problem at the high school. Many students are wearing colors and claim to belong to one of four gangs known to be active in the area. The school officials are reluctant to assist with the problem. Small fights have broken out between numerous students within the past week. Rumor has it that a large fight between two gangs will take place within two weeks, and it will involve weapons. Students at the school believe that the law enforcement agencies have no control at the school and have no way of stopping them from doing what they want to do.

You have decided to use your management team to develop a plan of action to deal with the problem. You also have decided that this would be a good time to assess the MBTI type of each team member. Your management team consists of the patrol commander, the investigations commander, the jail commander and the chief deputy. All of the managers have had experience as a deputy and as a commander in all the other divisions because you rotate staff through different positions. You have asked each of them individually to submit a general plan relating to the issue.

Based on the following plan submissions, identify the MBTI type of each commander using the descriptions of the combination types of SJ – sensing/judging, SP – sensing/perceiving, NF – intuitive/feeling and NT – intuitive/thinking.

Chief Deputy

First, we need to consider that this gives us an opportunity to create a long-range plan that allows us to develop an influence over the students and with the school officials. We need to create a long-term vision, a specific problem-solving mission, and several related goals and objectives.

Second, we need to put our plans in logical steps so all involved agencies can understand our basic concept and what we are trying to accomplish – immediately and for the future. We need to involve as many of the small departments as we can and give them responsibilities that will help them develop and help us have better relations in the future with them.

Third, we need to thoroughly research the legal aspects of the situation and ensure that we are following the law.

Jail Administrator

First, I'm not sure we need a plan. We can respond when the problem arises. We may organize a meeting with the school officials and the parents to gather as many facts and as much information as possible but it's hard to create a specific plan. We should let the teachers, the county social workers, and the religious community develop a plan jointly with the students and teachers who are stressed by the situation.

Patrol Commander

This is an outstanding opportunity to create a new community culture. It appears that the school people and the community are at a crisis point, and this is the best opportunity for opening groups and individuals to a major change effort. A community activity – like a picnic or festival – would bring people together in a positive way and create the opportunity for a dialogue and an exchange of information and feelings concerning the problems of teenagers, parents, and teachers. I am sure that, once we understand each other, we will be able to work toward a community that meets the needs of all groups. The law enforcement agencies should be ready to respond to new ideas. They should help people solve interpersonal problems by facilitating communication and problem-solving.

Investigations Commander

1. We should contact the students we know are informants and interview them to get as much information as possible.
2. We should then use the informants to introduce undercover officers from the drug task force into the gangs.
3. We should identify gang leaders and initiate a continuous surveillance of all known persons.
4. We should take photographs of all leaders and persons associating with them.
5. We should develop a photo and information intelligence book describing the leaders, their habits, their associates, and their residences.
6. We should gather accurate information for the purpose of developing search warrants. When this is accomplished we should search persons and residences for weapons, drugs, and intelligence information.
7. We should arrest gang leaders and principle members whenever possible for minor and major crimes. This will remove them from the street and help us develop more informants.

Self-Assessment

Complete the self-assessment exercise for Module 4 in your spiral-bound Leadership Development Plan (LDP). Remember to fill in
(A) Your greatest strength and
(B) Your biggest challenge
in the star under #4 in the back of your LDP.

Developing Your Executive Team

Performance Objectives

- Use five criteria for effective team membership to determine ways to evaluate and enhance executive team membership.
- Describe ways to use the seven elements of successful work teams to build a high-functioning team.

Executive Team and Leadership Direction

The executive team can help you:

- Refine your leadership direction into final form.
- Communicate your leadership direction.
- Develop strategies to get support for your leadership direction.
- Develop a work plan for achieving your leadership direction.

Defining “Team”

A team is defined as two or more people with **complementary skills** who are **equally committed** to a specific performance need or goal. Team members **collectively agree** on a common approach and activities for achieving their goals and objectives and **hold themselves mutually accountable**.

Large Group Brainstorm

Ideally, what qualities should the members of your executive team have?

Criteria for Evaluating Team Membership

- Commitment to the agency's leadership direction, purpose, and goals
- Complementary skills
- Interpersonal competency
- Belief in the team approach
- Mutual accountability

Small Group Exercise

Evaluating Team Membership

Discuss your group's assigned criteria and answer the questions that follow. Prepare a report summarizing your answers and select a spokesperson.

Group 1: Commitment to the agency's leadership direction, purpose, and goals

How will you know if your team members have this commitment? What are some indicators?

If any team member does not have commitment, can you change this through training, counseling, or another means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if they cannot change?

Group 2: Complementary skills

How will you know if your team members have complementary skills, talents, knowledge, and work styles? How would you consider personality preferences, as we discussed related to the MBTI®?

If your team members are mostly similar, how can you get a variety of complementary skills, talents, knowledge, work styles, and personality preferences for the team's work?

Should you vote anyone "off the island" to make room for more diverse types of skills, talents, knowledge, work styles, and personality preferences? What might be the consequences of this?

Group 3: Interpersonal competency

How will you know if your team members have adequate conflict management, listening, and oral communication skills? What are indicators of problems?

If any team member has interpersonal skills that don't meet your expectations, can you improve this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if they cannot change?

Group 4: Belief in the team approach

What indicators will tell you if a team member is not committed to team work?

If any team member is not committed to team work, can you change this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if he/she cannot change?

Group 5: Mutual accountability

What indicators will tell you if a team member does not share in the accountability for team decisions (especially, for example, if one team member opposed a group decision)?

If any team members demonstrate an inability to share and demonstrate mutual accountability for team decisions, can you improve this through training, counseling, or other means? If so, what can you do and how long should you wait for the individual to demonstrate a clear and consistent behavior change?

If you believe this is not something that can be changed, would you vote this team member "off the island?" What might be the consequences of this?

What might be the consequences of keeping this person on your team if they cannot change?

Elements of Successful Work Teams

1. Clarity of purpose and goals

2. Team leadership

3. Team membership

4. Collaborative climate

5. Decision-making climate

Decision-Making Model*

	Less Inclusion ←————→ More Inclusion			
Team Leader Approach	Directive	Consultative	Collaborative	Delegative
Role of Others	None or provide some information to the decision maker	Team members gather problem-solving recommendations and suggestions from individuals or teams	Share decision-making	The team decides
Who Decides	The decision maker could be the team leader, sponsor, or board	The decision maker could be the team leader, sponsor, or board	The decision makers are the team members	Others instead of the team leader, sponsor, or board decide
How the Problem is Solved or the Decision Made	The decision maker solves the problem or makes the decision individually, using information he or she has collected.	The decision maker shares the problem with team members or relevant stakeholders to collect their ideas and suggestions.	The decision maker shares the problem with the team members and together they reach a consensus, or a majority of the team decides.	The leader delegates the decision to team members and they reach consensus or decide by majority decision.

*Adapted from Victor Vroom and Philip Yetton's *Normative Decision Model*

6. Ongoing training

7. External support and recognition

Small Group Exercise

Building an Effective Executive Team

In your table groups, review your assigned scenario. Discuss the problem in terms of the seven strategies for building effective teams. Identify which strategies could be applied to increase the effectiveness of the executive team and provide specific examples of how you could implement the strategies. Prepare your answers on the chart pad and select a spokesperson.

Scenario #1: Sheriff Garfield has been in office for six months. He has a four-person executive team. When he took office, Sheriff Garfield hired his campaign manager as undersheriff and retained the jail commander, patrol commander, and administrative commander from the previous administration. The undersheriff is hard-working and very committed to Sheriff Garfield's leadership direction. However, he has a hard time ever admitting he is wrong or doesn't know the answer. In meetings, he challenges the actions of the rest of the team, makes unilateral decisions, and refuses to back down even in the face of reasoned input.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #2: Sheriff Harrison has been in office for six months. He has a four-person executive team. Except for the jail commander, the sheriff hired the executive team from outside the organization. He retained the jail commander from the previous administration, recognizing that the jail is a well-functioning unit, accredited by both the American Correctional Association and the National Commission on Correctional Healthcare. However, in executive team meetings, the jail commander responds to Sheriff Harrison's questions, comments, and concerns by telling him that she agrees with him. She provides little information and defers to other members of the team. She never raises any issues concerning the jail and avoids decisions on jail issues raised by others. She seems to want to be left alone to run the jail.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #3: Sheriff Monroe has been in office for six months. He has a four-person executive team. When he took office, Sheriff Monroe hired his campaign manager as undersheriff and retained the jail commander, patrol commander, and administrative commander from the previous administration. Sheriff Monroe is finding that when his team concludes a meeting, everyone is on the same wave-length. However, there appears to be an informal meeting that occurs after the executive team meeting where some team members are expressing their disagreement with what was decided, and finding ways around what has been agreed upon. Sheriff Monroe is concerned that little progress is being made toward achieving his leadership direction.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #4: Sheriff Jackson has been in office for six months. He has a four-person executive team. There is an on-going personality conflict between two valued members of the team, the jail commander and the patrol commander. Both team members are highly competent and very dedicated to Sheriff Jackson's leadership direction. The sheriff has spoken to both individuals and they have pledged to resolve their conflicts. However, Sheriff Jackson sees that they are "behaving" themselves only in his presence, and appear to be carrying on their grudge during the work day. The conflict seems to be spreading to the two functional areas – although each unit operates fairly well, anytime cooperation is required, there is limited success.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Scenario #5: Sheriff Arthur has been in office for six months. He has a four-person executive team. Three are from the previous administration, and one is an experienced jail administrator that Sheriff Arthur hired. Sheriff Arthur is a retired pharmacist who has no background in any of the sheriff's office functions. He thought the expertise of the first three team members would be invaluable to him. He also thought the jail administrator, whom he hired away from a very well-run jail in another county, would bring a wealth of experience and expertise in more progressive jail operations. Now, though, he realizes that the team members from the previous administration are behaving as if they have the "real" power in the organization. They publicly acknowledge the sheriff's concerns, ideas, and goals, but in practice they usually disregard him as someone who doesn't understand the reality of a sheriff's office. The jail administrator tries to support the sheriff, but also wants to get along with the other team members, so he is often in an awkward position on the team.

What strategies could be applied to increase the effectiveness of the executive team? Provide specific examples of how you could implement the strategies.

Self-Assessment

Complete the self-assessment exercise for Module 5 in your spiral-bound Leadership Development Plan (LDP). Remember to fill in

(A) Your greatest strength and

(B) Your biggest challenge

in the star under #5 in the back of your LDP.

Power, Influence, and Conflict

Performance Objectives

- Describe the strengths and challenges of each of the six power bases as presented in the *Power Base Inventory*®).
- Determine the most effective power base(s) (*Power Base Inventory*®) to use to influence decisions and behavior in a range of situations.
- Describe how to facilitate resolution of different types of conflict using the five conflict modes, based on the *Thomas-Kilmann Conflict Modes Instrument*® you completed prior to this class.
- Create a plan for optimizing your use of the power bases and conflict modes.

Power Defined

Power is:

An effective leader is one who uses both position and personal power to influence others to do the right thing.

Power Base Inventory®

The Power Base Inventory® was developed by Kenneth W. Thomas and Gail Fann Thomas. The inventory has 30 pairs of statements. For each pair, circle the statement that better explains why people in your organization might be influenced by you in a given situation. In some instances, you may feel that neither statement is accurate. In these cases, select the statement that is more likely to be true. When you are finished circling your answers, set the instrument aside. We will score the instrument later in the module.

Power Bases	
Position Power	Personal Power
• Authority • Reward • Discipline	• Information • Expertise • Goodwill

Sources of Power

Position Power

Personal Power

Influence Effects

- Use of **position power** usually results in performance of activities (**compliance**) or may result in **resistance if not balanced with personal power**.
- Use of **personal power** usually results in both an acceptance of the purpose and performance of the task (**commitment**).

Power Bases

Position Power

- **AUTHORITY** is based on the leader's formal right to direct others in certain matters and on others' obligation to follow those directions.
 - Individuals feel they should obey the leader because he or she is the leader.
- **REWARD** is based on the leader's control over things the followers desire.
 - Individuals are influenced in hopes of getting something they value in return.
- **DISCIPLINE** is based on the leader's formal right to punish a follower.
 - Individuals are influenced because they want to avoid some unpleasant treatment by the leader.

Power Bases

Personal Power

- INFORMATION is based on facts or reasoning that the leader possesses and is able to share convincingly with others.
 - Individuals are convinced because they can see for themselves that some course of action is best.
- EXPERTISE is based on the leader's superior judgment or knowledge in a specific area. Unlike information power, this power base does not involve the leader sharing the facts or reason behind a decision.
 - Individuals are influenced because they assume the leader knows what he or she is doing.
- GOODWILL is based on feelings of support and respect that the leader has built with team members.
 - Individuals are influenced because they want to be cooperative or supportive toward a leader they have come to like or admire.

Pairs Exercise—for each Power Base

For each Power Base, review the relevant information on pages 12-19 in your PBI, discuss with a partner at your table, then answer the following:

- 1) What are the potential strengths of using this power base?
- 2) What are the consequences of over-relying on this power base?
- 3) Can you think of an example of good or poor use of this power base?

Scoring the Power Base Inventory®

1. Complete the score sheet on page 6 by transferring information from previous pages one question at a time.
2. Graph your scores on the chart on page 10.
3. On page 10, note where your score falls above the normative. This may be an area of strength and/or an area where you tend to overuse this particular power base.
4. On this same graph, locate where your score falls below the average. This may be a blind spot for you or a power base you rarely use—and could work to develop.
5. On pages 12 – 19, read the information about the power bases for your highest and your lowest scores. Pay particular attention to the section labeled 'warning signals.'

Group Exercise

Power Bases

For your group's assigned situation, identify the most effective power base(s) for the Sheriff to use. Write the key points of your discussion on chart paper and select someone to report out for your group.

Scenario #1

Sheriff Pierce has been in office for six months. During this time, he and his executive team have defined a new leadership direction for the sheriff's office, which includes being more active in crime prevention. As one step in achieving his leadership direction, the sheriff wants to implement a new gang intervention program. The program requires one new full-time deputy position. Sheriff Pierce wants to influence the county commissioners to approve a budget increase to fund the position. The sheriff's office has received no increases over the last four years. Sheriff Pierce knows that his predecessor had an adversarial relationship with the commissioners; in fact there was virtually no communication between the sheriff's office and the county commissioners, except when the sheriff submitted his annual written budget request form.

Which of the six power bases should he use? Why?

Scenario #2

Sheriff Van Buren has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the office that includes increased cooperation between the sheriff's office and local criminal justice agencies. One issue has been the fact that all six arresting agencies currently must transport intoxicated arrestees to the detox center in the next county. Sheriff Van Buren believes that the sheriff's office should take on all transports. In return, the other police agencies will contribute funds towards additional staffing. However, sheriff's office transport staff is extremely resistant to the change – they believe that their work load has been unfairly increased.

Which of the six power bases should he use? Why?

Scenario #3

Sheriff Taylor has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the sheriff's office that includes enhanced risk management. Specifically, the sheriff wants to reduce the number of lawsuits concerning jail medical services. One problem has been the lack of cooperation and communication between the sheriff's office and the local hospital. The hospital emergency room often makes arresting officers wait hours for arrestees to be seen and inmates are frequently returned to the jail from the hospital with no information regarding their medical status or needs.

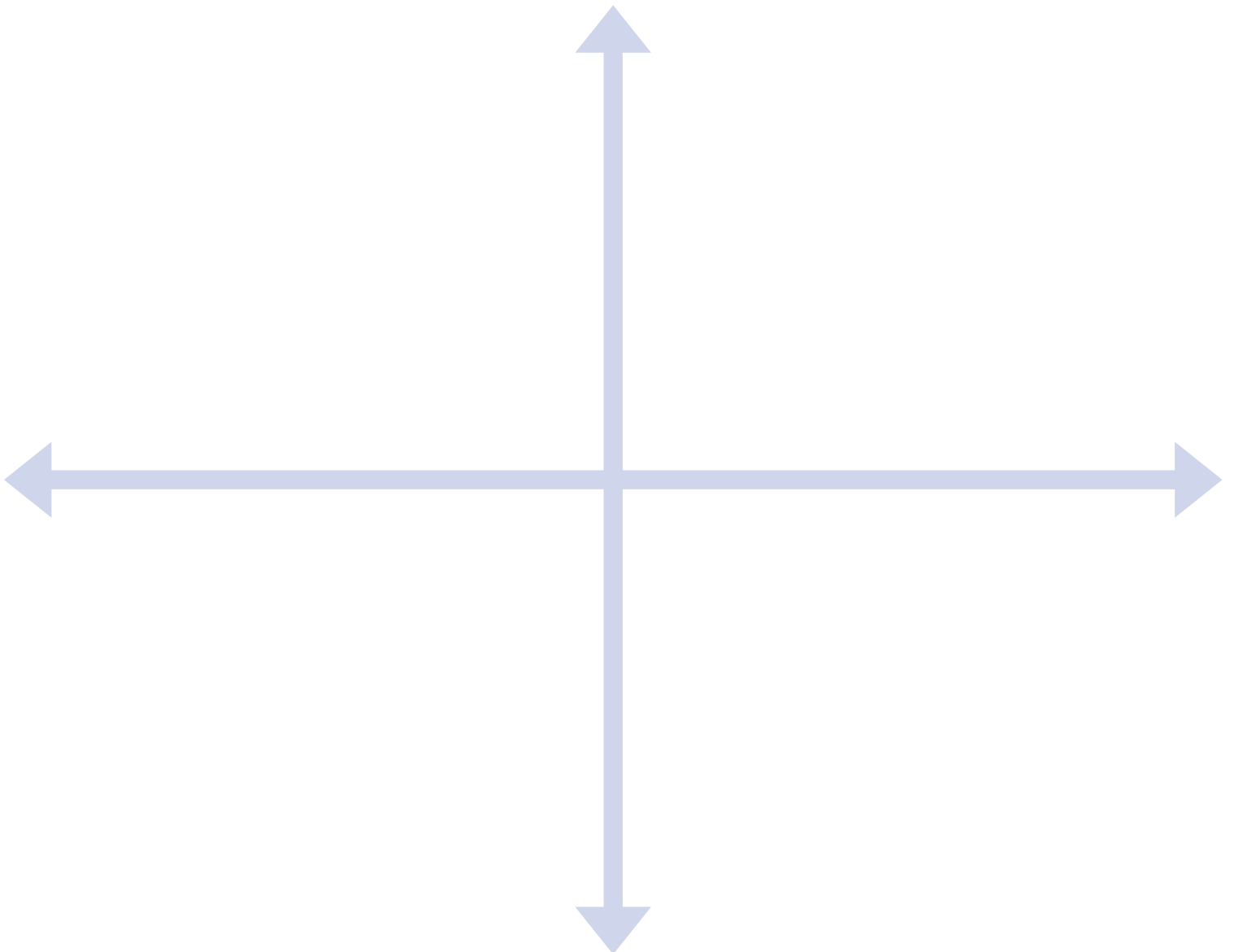
Which of the six power bases should he use? Why?

Scenario #4

Sheriff Wilson has been in office for six months. During that time, he and his executive team have defined a new leadership direction for the sheriff's office that includes creating a more positive image in the community. One problem is that members of the public conducting business at the sheriff's office frequently must wait for extended periods of time to be helped. Supervisors have openly stated that they view walk-in business as their last priority. Sheriff Wilson wants these supervisors to change their priorities and place emphasis on responsiveness to walk-in traffic.

Which of the six power bases should he use? Why?

Conflict Modes Note-taking Guide



Thomas Kilmann's Conflict Modes

<u>Mode</u>	<u>Advantages</u>	<u>Disadvantages</u>	<u>Uses</u>
Competition	- Stay focused - Motivated by challenge	- Issues become all or nothing - Alternatives not evaluated	- Sports - Litigation
Avoidance	- Allows tempers to cool - Not all issues need to be confronted	Significant conflicts can be ignored	- In heated emotional issues - When conflict is someone else's
Accommodation	- Allows achievement of short-term goals - Effective with important deadlines	- Breeds resentment - Destroys creativity - May engender power struggles	- To exchange for future benefits - When you are wrong
Compromise	- Allows for resolution of competitive disputes - Allows for closure	- Can bring about a mediocre solution - Does not promote creativity	- When it is the only way to effect change - To foster cordiality
Collaboration	- Promotes problem-solving - Ferrets out hidden agendas	- Takes time - Cumbersome in emergencies	- In long-term personal relationships and work teams - When issues are too important to compromise

Conflict Mode	Notes
Competition	
Avoidance	
Accommodation	
Compromise	
Collaboration	

Pair Share:

Please pair up with someone at your table and use these questions to talk about your conflict mode preferences:

- 1) What confirmed what you already knew?
- 2) What surprised you?
- 3) Which is or are your strongest mode(s)? How does that work for you – strengths and challenges?
- 4) Which is your least used mode? If you build more muscle in your least-used modes, what would be different?

Group Activity:

Your group will be assigned one of these conflicts:

Group 1. Conflict among two of your staff members

Group 2. Conflict you have with another member of your staff

Group 3. Conflict with other elected officials

Group 4. Conflict with other law enforcement individuals or agencies

Group 5. Conflict within the Community

Share information about a recent or potential conflict in your work setting that is specific to your group's assignment.

Work together to:

- Develop a brief conflict scenario
- Determine which power base(s) AND which conflict mode(s) would be best to use.
- Prepare to report out: group reporter will read the situation and explain your approach

Self-Assessment:

- Complete the Self-Assessment for this Module in your Leadership Development Plan.
- Don't forget to record your Strength and Challenge on your "star."

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Ethics

Performance Objectives

- List potential consequences of unethical behavior by a sheriff.
- Identify ethical challenges commonly encountered by sheriffs.
- Generate ideas for strategies to address the identified challenges.

Ethics

Is it possible for an action to be legal but not ethical?

Ethics can be defined as those standards that guide our decisions regarding right and wrong behavior and anchor our sense of personal and professional integrity.

Unethical behavior usually involves the abuse of trust and position where individuals impose their own private judgment or interests in place of behavior that should be bound by legal, professional, or accountable standards of action.

Ethics

To be ethical one must have

- The capacity to hold beliefs
- The capacity to deliberate upon our beliefs
- The courage and fidelity to act upon our beliefs

At its core, being ethical assumes that **morally mature** human beings possess enough **self discipline** to **accept responsibility and act upon it** despite distractions and temptations.

Ethical behavior requires that:

- Individuals accept responsibility for their actions
- Individuals act with self-discipline
- Individuals reflect on their action and act on the basis of reasoned reflection
- Individuals deliberate with others to help find the right action

Compliance Is Just the Beginning Video Note-Taking Guide

Overview of the 3-step process

1. The Compliance Test

- Are the choices you face legal?
- Do they comply with regulatory expectations?
- Do they meet your organization's standards and values?

This is a process of investigation.

2. The Ripple Effect

- Does the decision reflect well on me and my organization?
- What are the likely effects, good and bad, on my organization, my colleagues, my family, my community, and the wider world once the decision becomes widely known?

This is a process of evaluation.

3. The Gut Check

- Is the decision consistent with my core values?
- Does it feel like the right thing to do? Is this a decision I will be proud of?
- Will I be able to sleep at night?

This is a process of reflection.

This is Handout G from the Compliance is Just the Beginning workbook. © Quality Media Resources, Inc.

Compliance Is Just the Beginning Video

The Process: Step 1

Test Your Compliance: Investigate

Questions:

1. Where would you find the rules for appropriate behavior for your organization?
2. If a legal question comes up at work and you aren't sure what the regulations are, how do you find out?
3. If the internal resources of the organization can't answer your question, where would you look next?
4. How can the organization help?
5. What is the "legal limit?" Why should we take care not to get too close to it?
6. What is meant by "the spirit of the law?" One of the narrators says that we need to know the spirit of the law so that we never come too close to the legal limit. Can you give examples?

This is Handout H from the Compliance is Just the Beginning workbook. © Quality Media Resources, Inc.

Compliance Is Just the Beginning Video

The Process: Step 2

Evaluate The Ripple Effect – 5 questions you can use

Questions:

1. Can you give an illustration of the Ripple Effect, positive or negative, from your own experience?
2. How do we figure out what the likely Ripple Effects will be?
3. Can you think of examples of decisions in your organization or community that had unintended or unexpected Ripple Effects?
4. How far does the Ripple Effect extend? For example, who were the people behind the mirror in the dramatization “No One Will Ever Know?” Are they the end of the ripple or is there likely to be more?
5. What would happen if people quit thinking that “no one will ever know” and started assuming that the ethical decisions they make will eventually be widely known?

This is Handout I from the Compliance is Just the Beginning workbook. © Quality Media Resources, Inc.

Compliance Is Just the Beginning Video

The Process: Step 3

Do The Gut Check: Reflect On Your Values – 5 questions you can use

1. Isn't the "Gut Check" too subjective? What if your "gut" is telling you to do the wrong thing?
2. Some people would call the "gut check" "listening to your conscience." Does the terminology matter?
3. How does one do a Gut Check? Why is it sometimes so difficult?
4. Do you trust your own instincts? Do you tend to follow them or ignore them? Why do you think this is?
5. What do you observe in other people, in this regard? Do you have a role model who appears to do what he or she *feels* is the right thing to do?

This is Handout K from the Compliance is Just the Beginning workbook. © Quality Media Resources, Inc.

Ethical Challenges Specific to the Office of Sheriff

- The sheriff is an elected official. How might this lend itself to ethical challenges for you, as sheriff?
- Sheriffs have a tremendous amount of power and authority. What kind of ethical challenges might present themselves as a result of this power and authority?
- Ethics and perception. Consider situations where your behavior is ethical but may be perceived as unethical.

It is important that sheriffs—even the great majority who adhere to strong ethical standards—are aware of and anticipate the potential ethical challenges that surround them as they carry out the duties of the office.

Individual and Small Group Exercise

Identifying Potential Sources of Ethical Challenges Generating Strategies

Individually

1. Identify potential sources of ethical challenges in your community.
(Reflect on specific citizens' groups, political groups, advocacy groups, individuals who want favors, situations that have presented or could present ethical challenges to you as sheriff.)

2. Pick three of these challenges that seem the most likely. Rank order these three from most to least serious (considering the consequences of an ethical violation).

In your table group

1. Each person share top three challenges and level of seriousness.
2. Together, generate strategies (based on what you have learned) to address these top challenges.
3. Select a group reporter to share your top challenges and strategies.

Self-Assessment

Complete the Self-Assessment in your Leadership Development Plan for this Module

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The External Environment and the Office of Sheriff

Performance Objectives

- Determine information needed to assess external conditions in their own jurisdiction.
- Develop strategies for establishing a positive relationship between the sheriff's office and critical stakeholders.

External Conditions

- Legal
- Political
- Social
- Ecological
- Economic
- Technological

Individual Exercise The External Environment

Listed below are a few examples of each of the six types of conditions in the external environment. Space is available for you to add other examples, as needed. For each example, check the box to indicate:

Yes: I have sufficient information to understand how the work of the sheriff's office is affected by this and to make decisions that take this information into account.

No: I need more information to understand how the work of the sheriff's office is affected by this and to make decisions that take this information into account.

N/A: This is not applicable to my jurisdiction.

CONDITION: LEGAL Do you know the existing and pending legal mandates that affect your office and how?	YES	NO	N/A
State and federal statutes			
Case law			
Local regulations and codes (health, fire, safety)			
Consent decrees			
National, state, or professional standards			

CONDITION: POLITICAL Do you know the roles, agendas, concerns, level of influence, and key players?	YES	NO	N/A
Public interest groups			
• Labor unions			
• Criminal justice organizations			
• Crime victims			
• Advocacy groups			
•			
•			
Political parties			
Fiscal and policy-making entities			
• County funding authority			
• County executive			
• State legislators			
• Governor			
• Judges			
•			
•			
Elected and appointed officials in jurisdiction			
Other law enforcement agencies in jurisdiction			

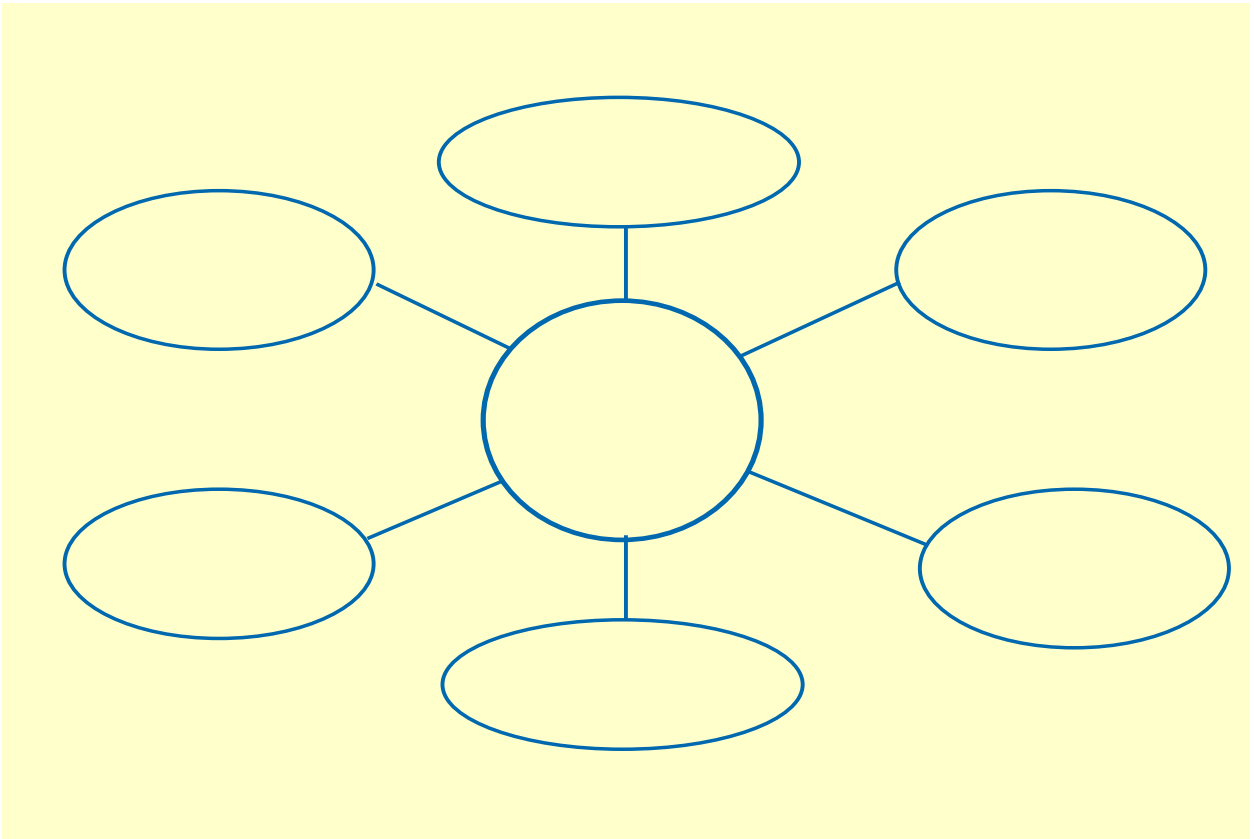
CONDITION: SOCIAL	YES	NO	N/A
Jurisdictional demographics			
• Total population of your jurisdiction			
• Population subgroups (race, ethnicity, nationality, age, gender, other)			
• Rate of overall population increase/decrease			
• Rate of population increase/decrease for each population subgroup			
• Temporary populations, such as students, tourists, migrant workers, other			
• Number and types of religious groups			
•			
•			
Cultural attributes (customs, world views) of primary ethnic, national, racial, and religious groups			
Types and sizes of “at-risk” populations			
Rates and types of substance abuse			
Primary population groups involved with substance abuse			
Crime trends in jurisdiction			
Trends in public health concerns (medical and mental health)			
Organizations and Programs (Do you know the types of services and programs offered and the key staff)			
• Social service organizations (services to the aging, homeless, economically disadvantaged, and others)			
• Social organizations (such as Kiwanis, Rotary, Lions Clubs)			
• Volunteer organizations			
•			
•			

CONDITION: ECOLOGICAL	YES	NO	N/A
Size of jurisdiction (square miles)			
Location (rural, urban, suburban)			
Location (proximity to other communities that might affect the work of the sheriff's office)			
Climate (as it affects tourism, temporary populations, activities, population make-up)			
Geographic features (as they affect tourism, temporary populations, activities, population make-up)			

CONDITION: ECONOMIC	YES	NO	N/A
Tax base			
Employment			
• Major employers			
• Primary types of employers			
• Overall employment rate			
• Employment rate for each population subgroup			
•			
•			
Average per capita income			
Per capita income for each major population subgroup			
Economic trends			
County budget			
• Total budget			
• Current allocations for all county government components, including sheriff's office			
• Historical allocations (3 years) for all county government components, including sheriff's office			
Budget trends for major public functions			
• Education			
• Hospital			
• Mental health agency			
•			
•			
Budget trends for social service agencies			
• Assistance to the aging			
• Homeless shelters			
• Safe houses			
•			
•			

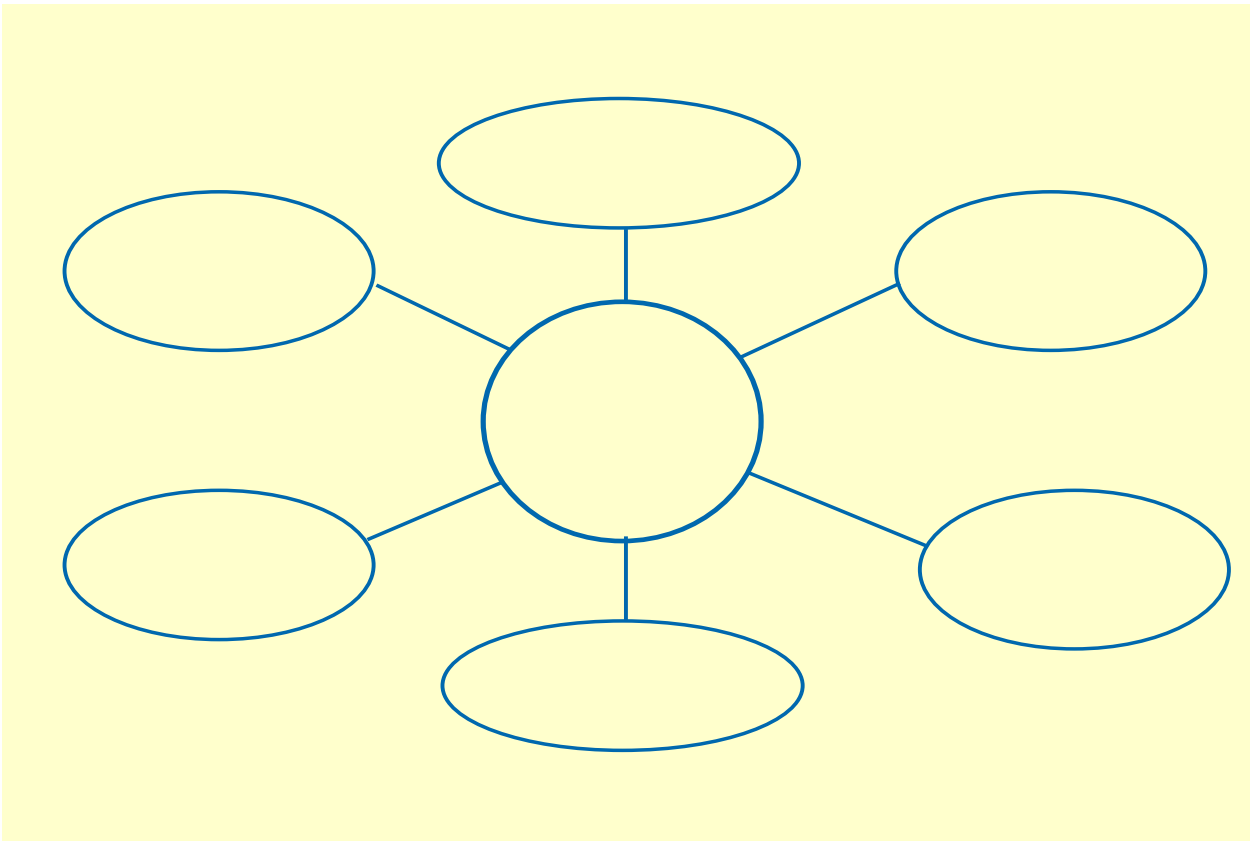
CONDITION: TECHNOLOGICAL Are you informed about technologies that could increase the efficiency and effectiveness of the work of your office?	YES	NO	N/A
Existing technologies			
Emerging technologies			

Stakeholders for a Typical Sheriff's Office



**Individual Exercise
Stakeholder Mapping**

1. Using the diagram below, create your own stakeholder map. Add circles as necessary.



**Individual Exercise
Stakeholder Mapping**

2. List your critical stakeholders and note the quality of your relationship with each by checking in the applicable column.

Critical stakeholder	Relationship effective	Revitalize/repair relationship	Develop relationship

Developing Positive Public Partnerships

1. Identify specifically what you need or hope to gain from the partnership.

2. Assess the interests and goals of the stakeholder.

3. Identify the common ground between you and the stakeholder.

4. Identify benefits to the stakeholder.

5. Determine the level of support and resources you will need to invest to establish and maintain the partnership.

Small Group Exercise
Building a Positive Relationship with the Funding Authority

- Each person share your biggest problem with the funding authority.
- As a group choose three of the problems. Referring to the five steps discussed in class, determine strategies to improve the relationship between the sheriff's office and the funding authority.
- Prepare a report to share the problems and strategies with the large group.

Media Presentation

In your group, develop three questions to ask the media representative/panel about building a positive relationship with the media. Write your questions on chart paper.

Self-Assessment

Complete the Self-Assessment for this module in your Leadership Development Plan workbook.

Leading Change

Performance Objectives

- Differentiate between the leadership responsibilities in each phase and level.
- Draft a plan to create a Change Team.
- Determine sources of support and resistance among stakeholders.
- Create a plan to mobilize support and overcome resistance to the proposed change.
- Draft a change-initiative work plan.
- Explain the steps needed to monitor and adjust during implementation.
- Determine a process to sustain the change after implementation.

The Sheriff as a Change Leader

Your role as the leader is the most critical role in any change effort.

Creating change is an act of leadership.

The change you want to make is expressed in your leadership-direction statement.

Your ability to effectively lead change will, in large measure, define the success of your term in office.

Effective change does not happen by accident. It requires careful planning, active leadership, and deliberate execution.

Change Phases and Levels

Three Phases

Phase I: Preparing

Phase II: Implementing

Phase III: Sustaining

Each Phase has two levels

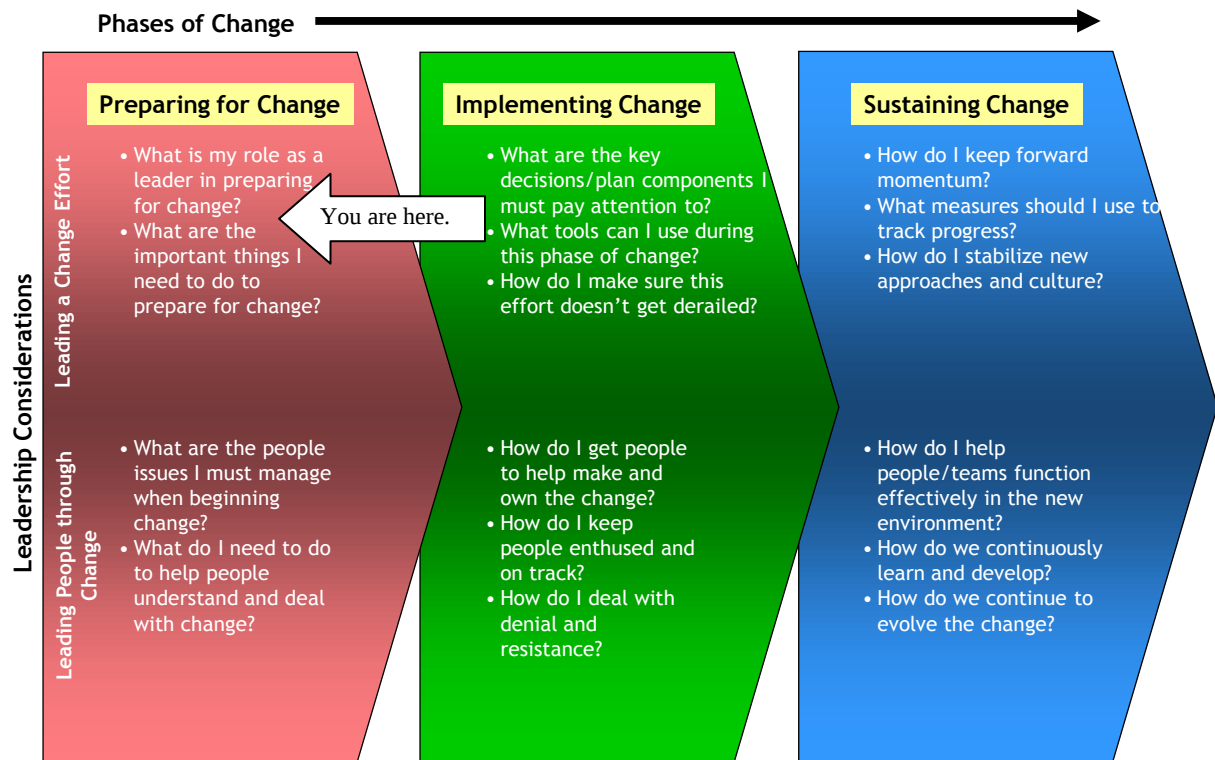
Level 1: Leading the change effort as a **project**

Level 2: Leading **people** through the change

The two levels are inter-related, and your leadership at both levels—across all phases—is essential.

Phase I: Preparing Level 1: Leading the Change Effort as a Project

Leading Change Model



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Key Leadership Responsibilities

Phase I: Preparing, Level 1: Leading the Project

Articulate a clear and inspiring leadership direction

- A clear leadership direction is the foundation of the change effort.
- Change without a clear leadership direction is nothing more than an empty promise.

Create a compelling case for change

The case for change is based on your leadership direction and describes:

- The current state of affairs that you want to change.
- The consequences of continuing with the current state of affairs.
- The change you want to make.
- The benefits of that change and who will be affected by them.

The case for change must create a sense of urgency.

Key Leadership Responsibilities**Phase I: Preparing, Level 1: Leading the Project****Establish a change team**

While you are the leader of the change initiative, you will need a change team to support you. The change team should:

- Be formally established.
- Have a team coordinator.
- Have well defined roles for all members.

You will also need to establish a communication system among team members and between team members and yourself.

The size and make-up of the change team will depend on the nature and complexity of the change initiative.

Primary change team responsibilities

- Develop strategies to prepare for, implement, and sustain the change.
- Communicate the need for and benefits of the change to stakeholders.
- Develop strategies to overcome resistance to the change.
- Develop and execute the work plan for the change initiative.
- Monitor and communicate progress of the work plan to stakeholders.
- Assess the effectiveness of new processes and measure the results of the change.

Key Leadership Responsibilities

Phase I: Preparing, Level 1: Leading the Project

Change team members – knowledge, skills, and abilities

Collectively, change team members should:

- Be open to challenging the status quo.
- Have subject-matter expertise related to the change initiative.
- Know stakeholder interests.
- Be able to establish rapport with key stakeholders.
- Have communication skills.
- Have presentation skills.
- Be politically astute.
- Be able to see the change from a “big picture” perspective (short- and long-term implications of change, who is affected by the change, what support systems must be aligned with the change).
- Be organized and able to attend to details.

Key Leadership Responsibilities

Phase I: Preparing, Level 1: Leading the Project

Assess your current situation.

- Strengths and challenges inside your organization as they relate to the change.
- The support systems that need to be modified to ensure the functionality and sustainability of the change.
- Conditions and trends in your external environment as they relate to the change.
- Sources of support and opposition among stakeholders.

Identify primary stakeholders

- ✓ Persons whose political and financial support are key to the initiative.
- ✓ Persons whose expertise is key to the initiative.
- ✓ Persons who will implement the initiative.
- ✓ Persons who may not be central to the initiative, but who will be affected by it.

For each stakeholder

- ✓ Identify their role(s).
- ✓ Determine the stakeholder's current or potential level of support or resistance.

Practice Activity

Phase I: Preparing, Level 1: Leading the Project

Individually

Identify the potential members of your change team.

On the form in your participant manual, provide the following for each:

- name and title
- relevant knowledge, skills, and abilities they bring to the team
- description of each person's role on the team (i.e. team leader, person to implement change, devil's advocate, etc.)

Identify the stakeholders who are key to your change initiative.

On the form in your participant manual, provide the following for each:

- role description
- whether the stakeholder is supportive or resistant

Use the following to indicate stakeholder role(s):

P – Political support

F – Financial support

E – Expertise

I – Implement

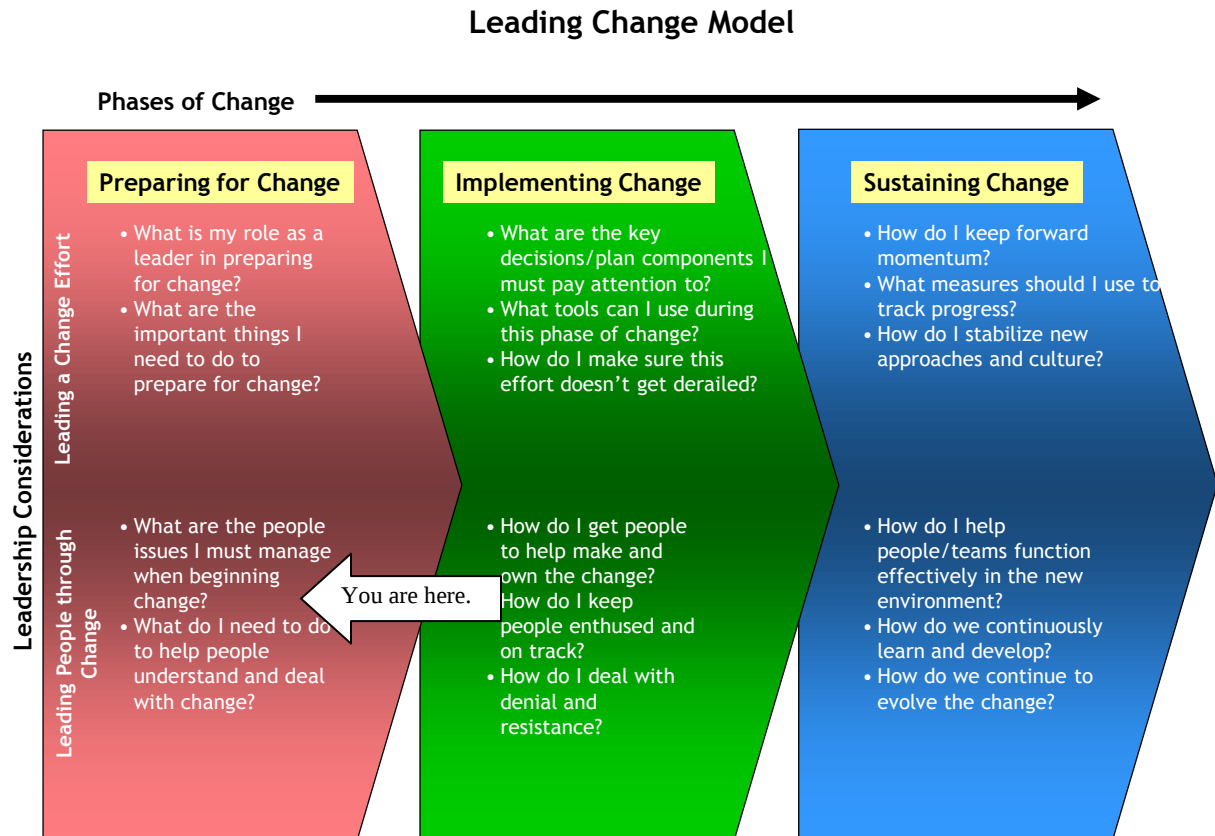
A – Not central to implementation, but will be affected by the change

In your small group

Each individual

- summarize your case for change
- identify your change initiative
- list the members of your change team
- summarize your stakeholder assessment
- receive feedback from group members

Phase I: Preparing Level 2: Leading People Through Change



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Key Leadership Responsibilities

Phase 1: Preparing, Level 2: Leading People

Create understanding

- Share your case for change.
- Include others in the change effort.
- Be visible and vocal.
- Listen to and dialog with people.
- Anticipate and answer “burning questions” and address concerns.

Leader Concerns

- ✓ Are we prepared to do this? Do we have the time, resources, and budget to pull it off?
- ✓ Is my leadership direction clear? Have I painted a clear, compelling, attractive image of the future I hope to create?
- ✓ Have I developed understanding, alignment, and urgency about the change?
- ✓ Do I have the support I need? Can I get it? What's it going to take?

Key Leadership Responsibilities

Phase 1: Preparing, Level 2: Leading People

Command Staff Concerns

- ✓ What will this mean for my division and the resources I command?
- ✓ I've worked hard to get this in the shape it's in. Does anyone care about that?
- ✓ Will I still be needed in the same way I am now?

Staff Concerns

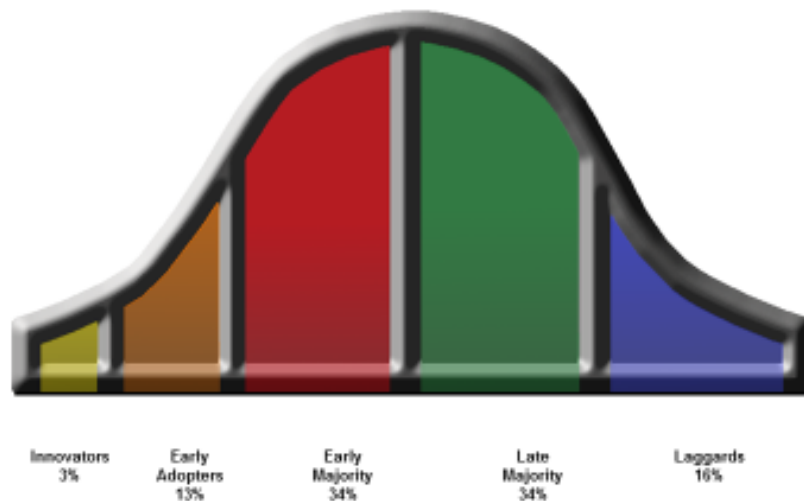
- ✓ I thought things were just fine. What do you mean we have to make significant changes?
- ✓ What will this mean for my job?
- ✓ Am I personally at risk?
- ✓ What's in this for me?

Key Leadership Responsibilities

Phase I: Preparing, Level 2: Leading People

Mobilize support

Rogers Innovation Adoption Curve



- Focus on the “wait and see” middle groups (early and late majorities) for support.
- Enlist the innovators and the early adopters to help mobilize the middle.

Key Leadership Responsibilities

Phase I: Preparing, Level 2: Leading People

Overcome resistance

People resist change because they fear loss of:

- Attachments
- Turf
- Structure
- Future
- Meaning
- Control

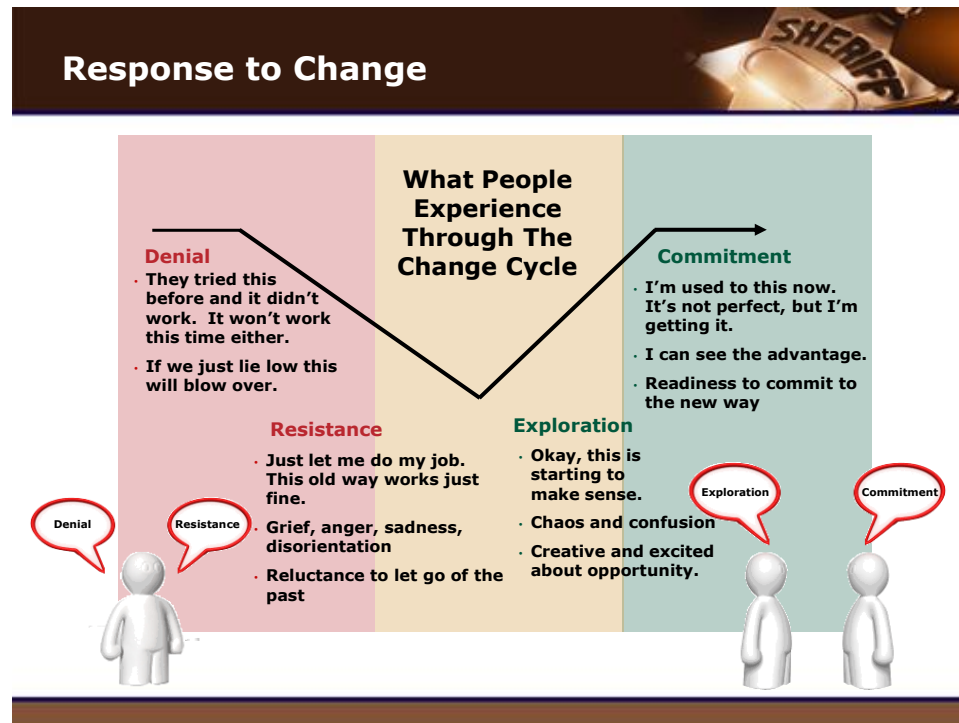
William Bridges, *Surviving Corporate Transition*

People also resist change because they

- Fear the unknown
 - Fear failure
 - Disagree on the need for change
 - Misunderstand and lack trust
-

Key Leadership Responsibilities

Phase I: Preparing, Level 2: Leading People



Overt resistance – You can see and hear it.

Covert resistance – Not obvious and more dangerous

Key Leadership Responsibilities

Phase I: Preparing, Level 2: Leading People

Strategies for overcoming resistance

- Communicate and provide clear, complete information regularly and frequently.
- Do not be angry or defensive in response to resistance. Explore the reasons for resistance and address them.
- Address rumors.
- Involve people in the change. People have a strong need to influence their future.
- Use your power and influence effectively.
- Lead gently, but firmly, forward.

Practice Activity

Phase I: Preparing, Level 2: Leading People

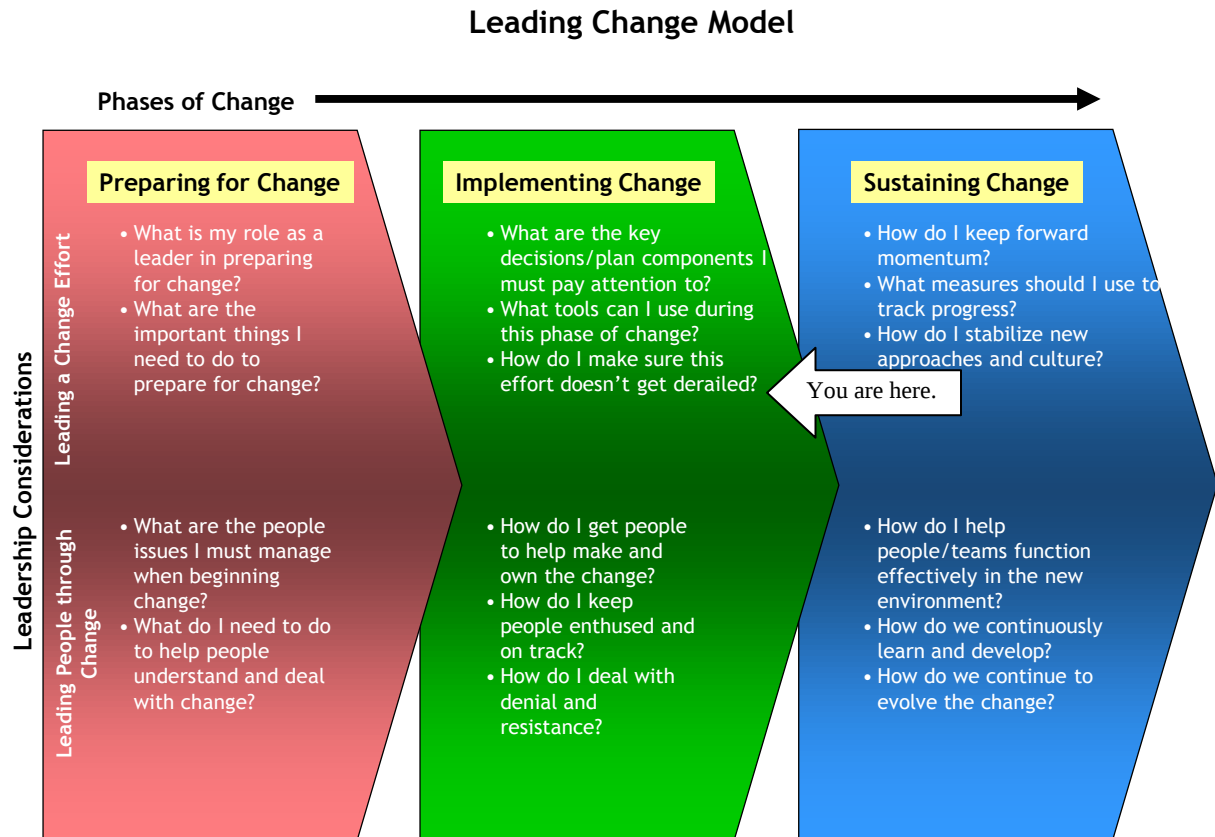
Individually

Identify three “burning questions” related to your change initiative. For each, identify the potential source(s) and write a brief response. Use the form in your participant manual.

Review your stakeholder chart. For each resistant stakeholder you listed, identify the reason for resistance and describe one strategy for overcoming it.

Share your work with a partner from your breakout group.

Phase II: Implementing Level 1: Leading the Change Effort as a Project



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Key Leadership Responsibilities

Phase II: Implementing, Level 1: Leading the Project

Develop and implement a work plan

People facing change can be reassured by:

- Knowing there is a concrete plan for moving forward.
- The ability to see for themselves how the plan is coming along.

A well-developed work plan will help you:

- Break things down into manageable component activities.
- Orchestrate multiple streams of activities simultaneously.
- Track the progress of each step in the plan.

Your change team should have primary responsibility for developing the work plan.

Key Leadership Responsibilities

Phase II: Implementing, Level 1: Leading the Project

Steps in developing the work plan

- **Define the change initiative.** This should clearly, concretely, and concisely describe the change you intend to make.

Example

Challenge - The sheriff has inherited a jail with a physical plant and operations that are below standard. The jail poses significant and immediate safety risks to inmates, staff, and visitors.

Change initiative – The jail facility will be, at a minimum, safe and secure.

- **Define the major stages of action** that need to be taken to accomplish the change initiative.

Example

(This is not intended to be a complete list of stages)

--Initiate a partnership with county commissioners to address jail issues.

--Identify and document jail issues.

--Set priorities for addressing issues, based on level of threat to safety and security.

--Identify resources needed to resolve highest priority issues and sources of funding and assistance.

- List the tasks that need to be completed to achieve each major stage.

The task list should be sequential and include:

- ✓ A start and end date for each task.
- ✓ Names of person(s) responsible for completing each task.
- ✓ Resources (staff, funding, equipment, supplies, other) needed for completion of each task.
- ✓ Space to note the status of the task (example: "C" = complete, "IP" = in process, "NB" = not begun).

Support systems, such as the following, should be considered when developing the work plan for a change initiative.

- Training
- Job descriptions
- Hiring criteria and practices
- Policies and procedures
- Performance appraisals
- Organizational or staffing structure

Key Leadership Responsibilities

Phase II: Implementing, Level 1: Leading the Project

Address key obstacles to change

- Resistance to change
- Limited time, budget, and other resources
- Organizational and system inertia and politics

Practice Activity

Phase II: Implementing, Level 1: Leading the Project

NOTE: Your draft change-initiative work plan is based on your case for change and all other work completed thus far in this module.

Individually

Begin a draft of your change-initiative work plan to include

- Your change initiative
- The major stages of the work plan
- At least two tasks under each stage

Use the form in your participant manual.

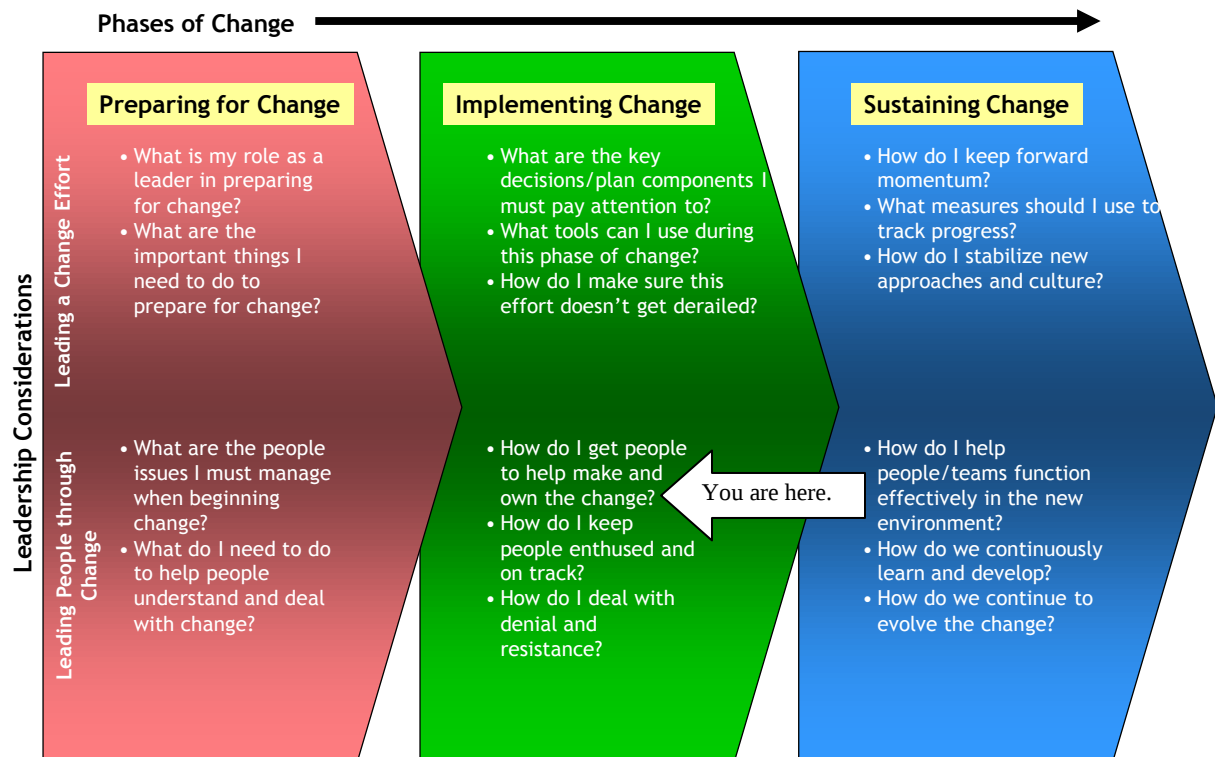
In your small group

Share the stages of your work plan with and get feedback from a partner in your breakout group.

Phase II: Implementing

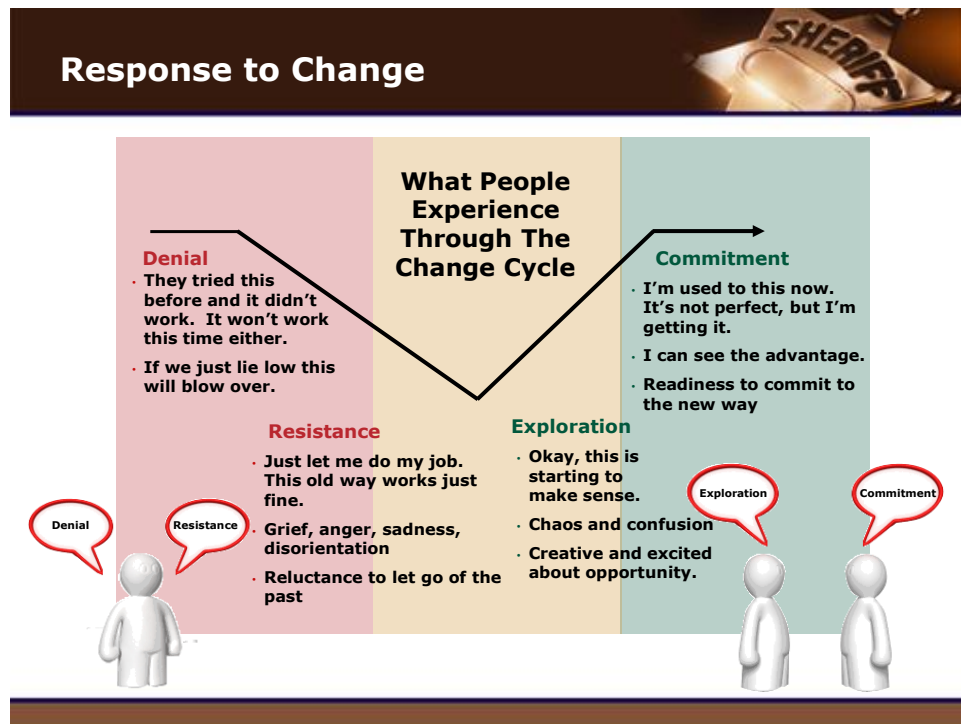
Level 2: Leading People Through Change

Leading Change Model



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Phase II: Implementing Level 2: Leading People Through Change



Key Leadership Responsibilities

Phase II: Implementing, Level 2: Leading People

Help people co-create and own the change

Change imposed is change opposed.

Engaging others and encouraging meaningful participation in the change-initiative work plan is important because

- It helps people understand the change and the process of making the change.
- It helps people co-create and shape the change along with you.
- It helps build people's business literacy.
- When people are able to influence their own future, their sense of contribution and belonging are strengthened.

Example: The Harwood Manufacturing Case – Three Groups

- No Participation
- Participation vs. Representative Participation
- Total Participation

Key Leadership Responsibilities
Phase II: Implementing, Level 2: Leading People

Help people stay enthused and on track

- Maintain visible leadership.
- Eliminate obstacles that create psychological blocks.
- Highlight short-term wins.
 - ✓ Visible
 - ✓ Unambiguous
 - ✓ Clearly related to the larger change initiative
- Provide recognition and reward.
- Openly share progress measures.

Practice Activity

Phase II: Implementing, Level 2: Leading People

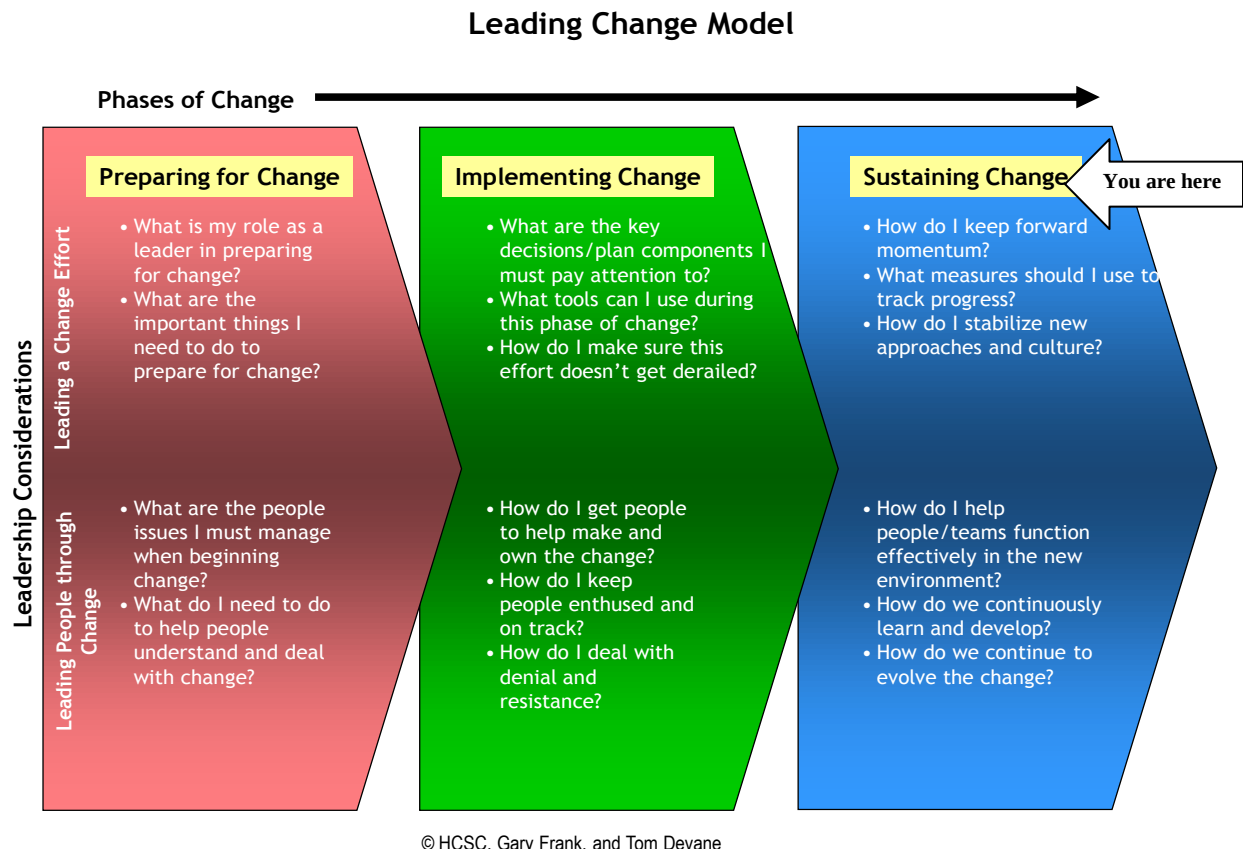
Individually

Identify one way to meaningfully engage each stakeholder you listed on the stakeholder chart.

In your small group

Meet with a partner from your breakout group to share your strategy.

Phase III: Sustaining Change



Sustaining change, although shown as a separate phase, begins in the earlier phases with

- Gaining support and involvement of key stakeholders.
- Aligning support systems with the change initiative to ensure the functionality, and therefore the sustainability of the change

In the sustaining phase

- The change is happening
- People are using new methods and systems
- You are seeing intended results

Objectives:

- Maintain forward progress
- Anchor the change in meaningful ways
- Avoid regression

Key Leadership Responsibilities

Phase III: Sustaining

Model the way

Continue to build capability

Continue to monitor progress and ensure success of the change

- Process implementation
 - Are people implementing the processes related to the change correctly?
 - Are all support systems and processes functioning in alignment with the change?
- Process effectiveness
 - Are the new processes effective when they are implemented correctly?
- Outcome achievement
 - Are you getting the benefits you expected to get from implementing the change?

Your change team, or selected members, should remain in place after initial implementation of the change—at least until you are confident that the change is firmly integrated into your operations. They will be key to monitoring progress and making needed adjustments.

Example

Phase III: Sustaining

Monitoring process implementation, process effectiveness, and outcome achievement

Goal: Help ensure safety and security in the jail by significantly reducing negative inmate behavior

Measures: Within one year after full implementation of the change, there will be 60% fewer inmate-on-inmate assaults, 50% fewer incidents of vandalism within the housing units, 50% fewer reports of rule violations generally, and 30% reduction in inmate recidivism. (Baseline numbers were identified shortly before implementation of the change).

Information sources: Inmate disciplinary reports, interviews with officers, interviews with inmates, reports of criminal charges filed against inmates for in-jail incidents, reports of inmate injuries.

Change initiative: Require detention officers, who now have almost no direct contact with inmates, to spend 15 minutes of each hour inside the inmate dayrooms to actively supervise inmates, initiate positive interaction with them, and manage their behavior.

Process implementation:

Some officers are spending the required time in the units, but are interacting with inmates only minimally. These officers are willing to go in the unit but don't really understand what to do once they are inside the dayroom. They feel awkward there. We have not adequately trained staff on the specifics of what they should do. We need to develop and provide the training.

Some officers spend no time in the unit. Some of these officers are fearful of going in the unit, but, with adequate training, might gain the confidence to do this. Several have very antagonistic relationships with the inmates and have no desire to change this. They do not see interacting with inmates as their job. These officers should be transferred to other types of positions or may have to find other jobs.

A minority of officers spend at least the required time in the unit and seem to be "naturals" at managing inmate behavior. These officers may be able to help train others.

Process effectiveness: Fifteen minutes of each hour has not been sufficient for the officer to get to know the inmates, adequately supervise them, and address

behaviors. We will increase the time to a minimum of 30 minutes each hour, then assess if this is sufficient.

Outcomes (measured one year after full implementation of change)

Inmate-on-inmate assaults – 70% reduction (exceeded goal)

Vandalism – 80% reduction (exceeded goal)

Reports of rule violations – 30% increase (did not meet goal)

Inmate recidivism – no results

Reported rule violations, primarily for minor infractions, increased sharply in the first four months after we implemented the change. After that, reports tapered off and decreased by 40% of the pre-change numbers. The early increase resulted from the officers more closely supervising the inmates and being aware of rule violations. The later decrease seems to indicate that inmates are better informed of behavior expectations, know they will be held accountable, and do not want to lose the incentives they are given for positive behavior.

Inmate recidivism – We never adequately defined “recidivism.” Also, we have determined that our change initiative cannot be directly and substantially linked to an inmate’s post-release behavior.

Key Leadership Responsibilities

Phase III: Sustaining

Stabilize the new normal

Identify and eliminate vestiges of the “old normal.”

- People running redundant systems or processes parallel to the new.
- Managers who let people “slide” on old behavior.
- Support mechanisms that are lagging behind the change and preventing you from fully implementing and realizing the benefits of the change.
- Reversion to old methods when crises arise.
- Outcomes or results that are less or different from what you expected.

Old behaviors die hard. Reinforcement – reward and recognition – is essential to stabilizing the new normal. What gets rewarded gets done!

Leading Change at Every Level Self-Assessment Instrument

You will complete and score an instrument to help you:

- Identify the skills you use most frequently when leading change.
- Identify skills you may want to develop so you will be better prepared to lead change.

Self-Assessment

Complete the Self-Assessment in your Leadership Development Plan for this Module

Case for Change

The following exercise will give you the basis for your case for change. Your case for change must be fully developed in conjunction with your executive team when you return home. Also note that the final case for change must be written so it is clear, convincing, and conveys a sense of urgency to its intended audience(s).

Review your draft leadership direction statement. (You based this on the differences you want to make, as described in your pre-program assignment).

***Example:** In support of a well-integrated community approach to improving public safety and quality of life, the Brown County Sheriff's Office will partner with other law enforcement and human service agencies to identify mutual goals and implement shared strategies to achieve those goals. The services of each division of the Office will conform to professional standards and will be delivered with competence and a clear commitment to public service. Finally, there will be strong team work and mutual respect among the divisions of the Sheriff's Office in the pursuit of enhanced public safety and quality of life.*

Review your pre-program assignment, specifically the section on the challenges to the differences you want to make. Choose one critical challenge. Describe the current state of affairs as it pertains to that challenge.

***Example:** The jail's physical plant and operations are below standard, and the jail poses significant and immediate safety risks to inmates, staff, and visitors. Staff turnover is high, and there are a lot of vacancies. There is also a lot of absenteeism. There are several worker's compensation claims resulting from staff injuries on the job. There is a pending lawsuit against the sheriff's office due to an inmate death in the jail. The inmates seem to run the jail, and staff seem to be afraid of them. The building itself has been severely neglected and presents a lot of safety hazards and potential security breaches.*

Describe the consequences of allowing the current state of affairs to continue.

Example

The safety of staff, inmates, and visitors to the jail will remain in significant jeopardy.

There are likely to be serious financial consequences for our county, as we will probably lose the pending lawsuit, and jail conditions invite more inmate lawsuits that we could not defend against.

Overtime costs due to high turnover, vacancies, and absenteeism will remain high and continue to be a drain on county resources.

Staff injuries in the jail are costly to the county in terms of medical care, worker's compensation claims, and potential lawsuits.

Jail security is easily breached, and this may result in inmate escapes. These escapes potentially threaten public safety.

Describe the change you want to make regarding this challenge.

Example: *The jail facility will be, at a minimum, safe and secure.*

Describe the benefits of that change and who will be affected by those benefits.

Example

County government and taxpayers

If the work environment is safe and secure, staff turnover, vacancies, and absenteeism will be reduced, along with associated overtime costs.

If the work environment is safe and secure, there will be fewer worker's compensation claims..

If the facility is maintained to meet all safety requirements, the lifetime of the facility will be increased, eliminating the need for a premature and costly replacement of the building.

With improved safety and security, the potential for successful and costly lawsuits against the county will be significantly decreased.

With improved safety and security, the possibility of escapes from the jail will be significantly reduced.

Jail staff

Staff will have a safe and secure working environment.

With improved safety and security, staff morale will improve.

Inmates

Inmates will have a safe and secure living environment.

Inmates' families will be assured that their loved ones are safe in the custody of the sheriff's office.

Visitors

Visitors to the jail will find a safe and secure environment.

If the jail is safe and secure, community members will be more likely to volunteer to conduct programs for inmates. This will benefit the volunteers, the jail staff, and the inmates.

Case for Change

*The following exercise will give you the basis for your case for change. Your case for change must be fully developed in conjunction with your executive team when you return home. Also note that the final case for change must be written so it is clear, convincing, and conveys a sense of urgency. [Note: **Focus on an upcoming change, NOT one you have already accomplished.**]*

Review your draft leadership direction statement. (You based this on the differences you want to make, as described in your pre-program assignment).

Review your pre-program assignment, specifically the section on the challenges to achieving the differences you want to make. Choose one critical challenge. Describe the current state of affairs as it pertains to that challenge.

Describe the consequences of allowing the current state of affairs to continue.

Describe the change you want to make regarding this challenge.

Describe the benefits of that change and who will be affected by those benefits.

When you have completed this exercise, present it to your small group instructor for review. Instructors are also available to help you as you work on this.

Potential Change-Team Members

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Change Initiative: Key Stakeholders Chart

This chart will be used in **three exercises** at three different points during the “Leading Change” module.

Exercise #1

List four key stakeholders. Note that a key stakeholder is a *group or individual critical to the success of the change initiative*. Identify the role(s) of each key stakeholder and note whether the stakeholder would be supportive of or resistant to the change.

Stakeholder roles:

- P** **Political** support is key to the initiative’s success
- F** **Financial** support is key to the initiative’s success
- E** **Expertise** is key to the initiative’s success
- I** Will **implement** the initiative
- A** Not central to implementation, but will be **affected** by the initiative

Exercise #2

Review the stakeholder chart. For each **resistant** stakeholder, identify the reason for the resistance and one strategy for overcoming it.

Exercise # 3

For each stakeholder you have listed on the chart, identify one way each stakeholder you have listed on the chart can be meaningfully engaged in the change initiative.

Change Initiative: Key Stakeholders

Stakeholder	Role(s):	Supportive or resistant?
	Strategy to overcome resistance	Strategy to meaningfully engage
Stakeholder	Role(s):	Supportive or resistant?
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Change Initiative: Key Stakeholders

Stakeholder	Role(s):	Supportive or resistant?
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Anticipating and Answering Burning Questions

Consider your case for change and the related change initiative that you want to pursue. **Identify three “burning questions”** you anticipate, and list these below. For each question:

- identify the potential sources
- briefly list how you might respond

Question 1:

Source(s):

Possible Response(s):

Question 2:

Source(s):

Possible Response(s):

Question 3:

Source(s):

Possible Response(s):

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Change Initiative Work Plan EXAMPLE

Change Initiative: *The Brown County jail will be, at a minimum, safe and secure.*

Stage	Task	Begin Date	End Date	Person Assigned	Resources Needed	Status of Task
1						
Initiate a partnership with County Commissioners to address jail issues	A. Order NIC's DVD titled "Beyond the Myths: The Jail in Your Community," and the documents <i>Jail Resource Issues: What Every Funding Authority Needs to Know</i> , <i>Sheriff's Guide to Effective Jail Operations</i> , and <i>Resource Guide for Jail Administrators</i> .	May 3, 2015	May 3, 2015	John Brown (Change Team member)	None	NB
	B. Prepare briefing for sheriff and executive team on NIC materials.	May 10, 2015	May 19, 2015	Lucy Jones (Change Team coordinator)	Time (up to 24 hours)	NB
	C. Conduct briefing and provide options to sheriff and executive team for meeting with commissioners.	May 20, 2015	May 20, 2015	Lucy Jones (Change Team coordinator)	Time (2 hours)	NB
	D. Determine approach to meeting with commissioners and set up meeting.	May 20, 2015	May 22, 2015	Sheriff	None	NB
2						
Identify and document jail issues.	A. Order jail standards from American Correctional Association.	May 3, 2015	May 3, 2015	John Brown (Change Team member)	\$100 for 5 standards books	NB
	B. Create staff team to review all standards and determine the jail's level of compliance with each.	May 3, 2015	May 10, 2015	Lucy Jones, John Brown, and Mike Black (Change Team) develop recommendations for exec. team's review, decision	Time (8 hours)	NB
	C. Document the jail's level of compliance with ACA standards.	May 12, 2015	May 26, 2015	Staff team, as approved by executive team	Time (up to 80 hours collectively for staff team)	NB
	D. Request jail review from NIC (conducted by June 30, if possible).	May 3, 2015	May 3, 2015	Sheriff	None	NB

	E. Collect and review reports of the last three jail inspections conducted by the health and fire departments. Write summary of both chronic and most recent problem, with current status. Submit report to the executive team.	May 10, 2015	May 20, 2015	Mike Black (Change Team member)	Time (8 hours)	NB
	F. Write report that compiles and summarizes findings from inspection reports from fire and health departments, NIC assessment, and internal assessment of compliance with ACA standards.	July 14, 2015	July 19, 2015	Lucy Jones (Change Team coordinator)	Time (8 hours)	NB
3						
Set priorities for addressing issues, based on level of threat to safety and security.	A.					
	B.					
	C.					
	D.					
	E.					
4						
Identify resources needed to resolve highest priority issues and sources of funding and assistance.	A.					
	B.					
	C.					
	D.					
	E.					
5						
...and so on...	A.					
	B.					
	C.					
	D.					
	E.					

Change Initiative Work Plan DRAFT

Change Initiative: _____

Stage	Task	Begin Date	End Date	Person Assigned	Resources Needed	Status of Task
1						
	A.					
	B.					
	C.					
	D.					
2						
	A.					
	B.					
	C.					
	D.					

Stage	Task	Begin Date	End Date	Person Assigned	Resources Needed	Status of Task
3						
	A.					
	B.					
	C.					
	D.					
4						
	A.					
	B.					
	C.					
	D.					
5						
	A.					
	B.					

	C.					
	D.					
6						
	A.					
	B.					
	C.					
	D.					

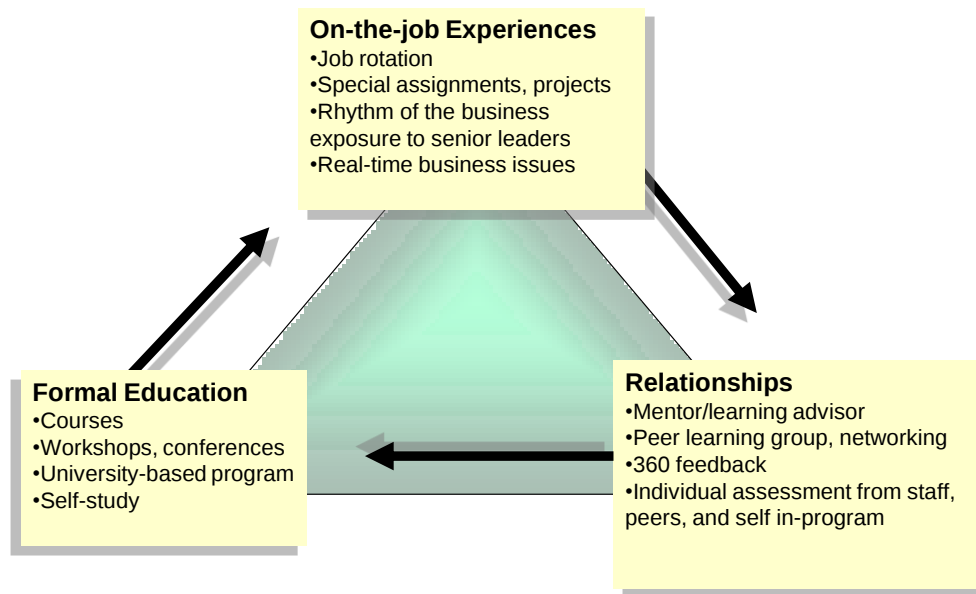
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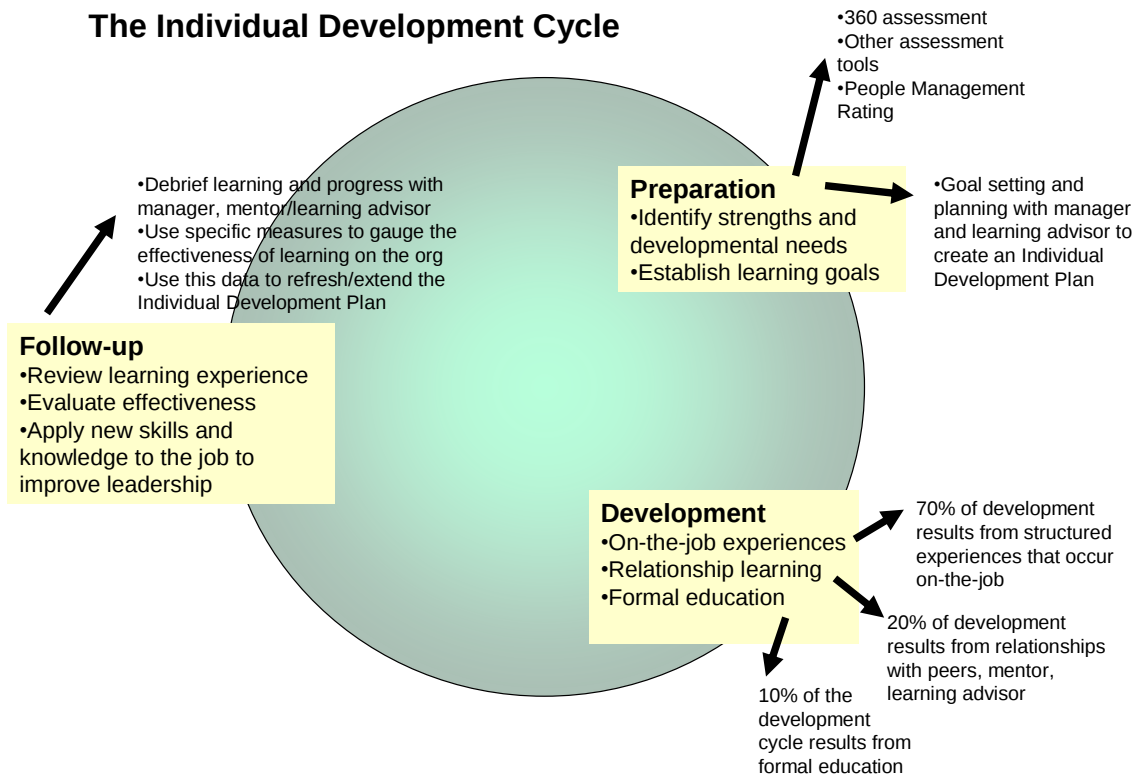
Leadership Plan Development

Performance Objectives

- Describe the components of Major Sources of Leadership Development.
- Create a personal leadership development plan based on the completed self-assessment.

The Major Sources of Leadership Development





Leadership Development

Individual Exercise and Large Group Discussion

Example 1:

"I like to be in control, and, in past jobs, I think this has allowed me to be successful in what I do. I know I can't do everything myself, but I admit I am one of those people who think that, if I want something done right, I have to do it myself. It's hard for me to trust anyone else to really take care of anything important."

A. What are the effects of the challenge on this sheriff's ability to lead?

B. What specific personal development could this sheriff plan to do to address the challenge? (specific On-the-job experience? Formal education? Relationships?)

Example 2:

"I was an assistant police chief in a small department before I became a sheriff. I headed the internal operations, and I was good at that. Now, much of my responsibility is focused externally. Although I weathered the politics of the election, I am not experienced in the politics of working on an ongoing basis with other elected officials and community groups. Also, I am not accustomed to being in the public eye, with constant media scrutiny."

A. What are the effects of the challenge on this sheriff's ability to lead?

B. What specific personal development could this sheriff plan to do to address the challenge? (specific On-the-job experience? Formal education? Relationships?)

Individual Exercise

Personal Leadership Development Plan

The forms for this exercise are in your “Leadership Development Plan” (LDP) booklet.

Part 1

1. Review the results of your self-assessments. ***Focus on the items related to you as an individual—those that pertain to your personal leadership development.***

- Myers-Briggs Type Inventory
- Leadership Practices Inventory
- Power Base Inventory
- Thomas-Kilmann Conflict Inventory
- Leading Change at Every Level
- End-of-module self-assessments
- Star in the back of your LDP

2. On the Personal Leadership Development form, list your **three** greatest strengths in terms of your personal development as a leader.

Briefly describe how these strengths will serve you as a leader.

3. List your **three** greatest challenges in terms of your personal development as a leader.

Briefly describe their effect on your ability to lead.

4. Considering the challenges you have identified, create a leadership-development plan that includes actions in relevant developmental areas (on-the-job experience, formal education, relationships) and the date or timeframe in which you will begin each action.

5. Meet with an instructor to review your completed plan.

Individual Exercise
Personal Leadership Development Plan

Part 2

After the instructor reviews your plan, make any necessary revisions/additions. Then use chart paper to write a summary of:

- Your greatest personal leadership strength.
- Your three most significant personal leadership challenges.
- For each challenge, your developmental actions and when you will begin these.

Part 3

With your small group in a breakout room you will be given time to present the information you recorded on your chart and get feedback from your peers.

NOTE: This chart will be left with your instructor—and will be part of the 3-month follow-up call from the lead faculty member.