



Leadership Journal

Leading is a deliberate act - it is disciplined thinking aimed at influencing people and systems.

POST's Supervisory Leadership Institute (SLI) is a principle-based leadership development institute for first-line law enforcement supervisors.

For Attendees: Over the next eight months you explore leadership from the perspectives of virtue, principles and values; using critical thinking to discover that leadership is not just a series of corrective behaviors. Rather, you learn to lead with deliberate intention using a consciously proactive mindset that is ethically reasoned and grounded in virtue. That is the premise and goal of SLI.

For Agency Administrators: Your attending sergeants and first-line supervisors learn valuable skills in their eight-month leadership journey. Concepts such as integrity, influence, power, dealing with cynicism, loyalty, and tolerance (among others) are cornerstones of the SLI experience. Additionally, attending students learn to discern among several leadership models, with an actual agency project using the Adaptive Leadership model being required. SLI is graduate level course work, with a rigorous academic requirement that will benefit the student as well as the agency.

About this Journal document: This journal establishes a positive learning tool for participants to connect the leadership topics they learn about and are exposed to in SLI, while connecting those topics to their work as leaders in their organization. Leadership is a perishable skill and like other perishable skills in law enforcement, it requires a continual learning cycle in order to maintain top performance capabilities. This journal will help in that regard, and by working in this journal on a regular basis students establish and build the dispositions and habits-of-mind essential to being an effective leader.

Session 3

- ALP Diagnosis – Understanding the existing KSA are deficient and current values and beliefs may need to shift to resolve the issue.
- Code of Silence - When a person opts to withhold what is believed to be vital or important information.
- Ethics - The standards used to judge the moral quality of a decision or action. A system of moral values; the rules or standards of a given profession and persons who are members of that profession.
- Ethical Dilemma – A situation with at least two right solutions based on the four frames and three lenses from Kidder. A conflict between two moral imperatives where deciding on one conflicts with the other.
- Influence and Authority - The key feature of leadership, performed through communicating, decision- making, and motivating. The power to influence actions and/or thoughts.
- Obedience to unenforceable – acting ethically when no one is watching.
- Value Conflicts - When there is disagreement on principle, standard or quality considered being worthwhile between people or between people and the organization.
- Wider Perspective - A philosophical construct whereby you personally challenge and/or suspend the self-imposed limits of your reality or your paradigms, in such a way to consider multiple perspectives.

Session 1

- Accountability
- Adaptive Leadership
- Choice
- Goals
- Principles
- Proactive & Reactive
- Values

Session 2

- Blame & Accountability
- Golden Mean
- Loyalty
- Moral Imperative
- Power & Authority
- Principle & Preference
- Self-Deception
- Virtues

Session 4

- ALP The System – look at the system using the Adaptive Leadership model.
- Choreography of Leading - Referencing The Choreography of Presenting, there are 7 essential abilities.
- Dysfunctional Team - Referencing Lencioni, there are five common practices or behaviors that groups
- Loyalty - The duty to act in support of an individual, organization, or concept.
- Vision -A desired future state.

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Session 3

- ALP Diagnosis
- Code of Silence
- Ethical Dilemma
- Ethics
- Influence & Authority
- Obedience to Unenforceable
- Values Conflict
- Wider Perspective
- Values

Session 5

- ALP You in the System
- Cynics/Cynicism - A person who is not open to new ideas and questions the process not to improve, rather to inhibit and restrict thinking.
- Delegation - Assigning work to another person. The assigning can be based on the designatee's current abilities or potential capabilities.
- Discipline - As a noun, a defined body of knowledge. As an adjective, self-control, a way of behaving to narrow and focus behavior toward an ethical goal.
- Duty - Voluntary obligation (self-imposed) assumed to act in an ethical fashion.
- Dysfunctional Groups - Referencing Lencioni, there are five common practices or behaviors that groups engage in when being dysfunctional.
- Groupthink - A process where groups engage in conversations intended to minimize conflict and thinking while maximizing conviviality, emotional comfort, and agreement, with- out critical consideration.
- Undermining - To purposefully (with intention) remove foundational support.
- Group Dynamics - An over-arching concept that the qualities related to a team's behaviors amongst each other generates a dynamic that describes the group's interactions.

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Session 4

- ALP The System
- Choreography of Leading
- Dysfunctional Team
- Loyalty
- Vision

Session 6

- Aberrant Group Dynamics - A special case of group dynamics defined by a group that goes astray from ethical, societal and cultural norms.
- Choice - The “primary” principle in mankind, that after losing everything else, you still have choice as to how to respond to your circumstances.
- Equity and Equality - Equality is a mathematical statement where one thing equals another. This can be stated numerically (quantity) and by quality. Equity is a principle whereby the application of fairness is weighed against a variety of conditions (situations).
- Tolerance - The recognition and appreciation of the qualities found in other people, groups, cultures, and societies.
- Values and Principles - A principle, standard or quality considered being worthwhile.

<p>Session 1</p> <ul style="list-style-type: none"> • Accountability • Adaptive Leadership • Choice • Goals • Principles • Proactive & Reactive • Values 	
<p>Session 2</p> <ul style="list-style-type: none"> • Blame & Accountability • Golden Mean • Loyalty • Moral Imperative • Power & Authority • Principle & Preference • Self-Deception • Virtues 	
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<p>Session 4</p> <ul style="list-style-type: none"> • ALP The System • Choreography of Leading • Dysfunctional Team • Loyalty • Vision 	
<p>Session 5</p> <ul style="list-style-type: none"> ▪ ALP You in the System ▪ Cynics/Cynicism ▪ Delegation ▪ Discipline ▪ Duty ▪ Dysfunctional Groups ▪ Groupthink ▪ Group Dynamics ▪ Undermining 	

Session 7

- ALP Deployment
- Emotional Survival - A term used to identify and provide solutions for the long term emotional toll that can impact an officer's well-being during their career.
- Leadership Challenge - Kouzes and Posner's model of leadership
- Loyalty - The duty to act in support of an individual, organization, or concept.
- Moral Imperative - When principles are objective good and universal in their application and independent of risks and consequences.
- Politics in Policing - Addressing the classical origins of politics and its relationship to policing

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Session 6

- Aberrant Group Dynamics
- Choice
- Equity and Equality
- Tolerance
- Values and Principles



Adaptive Leadership Project *Student's Guide*

The Adaptive Leadership Project is designed for you to develop and demonstrate your understanding of the Adaptive Leadership model in an administration application from your law enforcement organization.

Adaptive Leadership, from *Leadership on the Line*, is one of the leadership models introduced to you in SLI. It is unique among other models in at least two ways. First, Adaptive Leadership expressly integrates values into the leadership equation. The integration includes the values of the leader, the people in the organization, and the organization itself. Second, Adaptive Leadership is unique from other models in that it incorporates ways of thinking in addition to behaviors and attitudes. Because this model is rooted in values, how you look at conflict focuses on the deeper layers of social complexity to include how to determine commonalities among groups and individuals. It is how you create new common ground – with a foundation steeped in virtue and expressed in values and beliefs.

Drilling down to surface common values and beliefs provides the adaptive leader with the advantage of developing long-term commitment beyond short-term compliance. Long-term commitment grounded in common values improves effectiveness and increases efficiency thus avoiding or minimizing short-term compliance, which often involves reliance on micromanagement – a huge waste of a leader's energy. Adaptive leadership offers an unlimited source of options, as it allows for the incorporation of other leadership models. Implementing Adaptive Leadership makes it possible to use other models to create and deploy the technical solutions that resolve the adaptive issues.

By learning the Adaptive Leadership model, you move beyond the behavior and attribute-based models of leadership, to include personal values and beliefs, as well as those of others and the organization. You should discover in adaptive leadership that all actions are technical and that the adaptive model is a way of thinking. To be adaptive is to be reflective, thoughtful, and deliberate - at a level beyond technical actions/behaviors.

Lastly, by participating in an Adaptive Leadership Project you will practice and bring back to your organization evidence of the development and refinement of skills that can benefit your department, and show benefits from an eight-month leadership training investment to your supervisors.

The Adaptive Leadership Project spans all eight sessions of your SLI experience. Four benchmarks are scheduled over seven sessions. The first benchmark is session 3. The second benchmark is set for session 4. The third benchmark is set for session 5 and the fourth benchmark is set for session 7, with your presentation scheduled for session 8.

As you read the following sections outlining the Adaptive Leadership Project you will see page

numbers for each of the headings. The page numbers relate to *Leadership on the Line* (1st Edition) and serve as guides for you to begin locating information from the book as you progress in your project. The page references are not intended to be inclusive of the entire topic, rather the pages offer a suggestion of where to begin your journey as you develop new understanding of adaptive leadership.

For your review and guidance, samples of ALP projects and Executive Summaries are available on the SBSLI website. The intentions for posting the sample reports are for your information and to provide samples of executive summaries and entire ALP projects. These samples illustrate the aspects of the Adaptive Leadership model and are not intended to be considered as the only templates or topical areas to use in the selection of or design for your adaptive issue. Lastly, in Session 8 you are required to turn in only the executive summary. The entire ALP project is your own to keep or to submit to your executive staff as supporting documentation for your Executive Summary and adaptive issue proposal or recommendations.

Adaptive Leadership Project: The Requirements

Identification and Diagnosis (Chapter 2, pages 13-14, 62, 131)

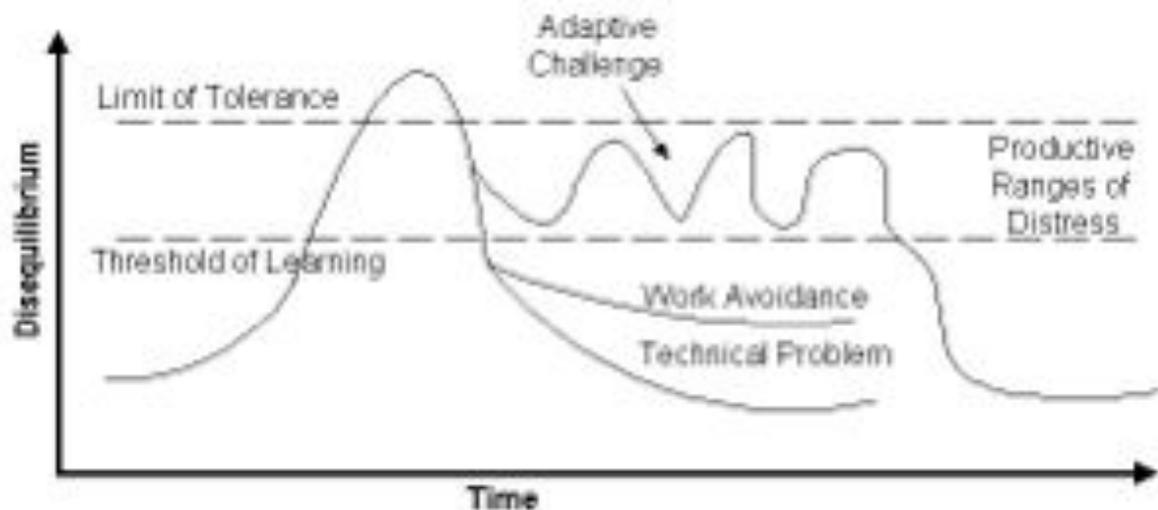
- What are some continuing issues in your organization that have caused disequilibrium and frustration with no resolution in sight?
- What are the histories of these issues? What are some responses to the disequilibrium? (pages 51-52, 108)
- What mechanisms to regulate stress are within your control given your authority? (pages 20, 23-24)
- Issues in your organization that may require a change in values, beliefs, or behaviors to resolve.

Indicators

- What are the indicators this is an adaptive and not technical issue? (page 14)
- Change in whose values, beliefs, or behaviors would allow progress on these issues? What issues are ripe? What are the indicators? (page 28)
- What are some options for tackling ripe issues, or for ripening an issue? (page 146)

Organization

- What are the work avoidance patterns? (Chart below, see page 108)
- What are the avoidance patterns saying about the nature of the adaptive challenge?



Source: Ronald A. Heifetz and Donald C. Lurie, "Mobilizing Adaptive Work: Beyond Voluntary Leadership," in Jay A. Grinter, M. Spreitzer, and Edward E. Lawler II, eds., *The Leaders' Change Handbook: an Essential guide to Getting and Taking Action* (New York: John Wiley & Sons, 1999)

- and the work issue compromises? (pages 154, 159)

The System

- Ways that you can orchestrate conflict to maintain productive levels of tension and stress. (**Chapter 5**)

***Developing Interventions* (page 134-139, 158-159)**

- Take the form of questions, process ideas, frameworks and single change initiatives.

***Orchestrating Conflict* (Chapter 5, and page 172)**

- Recognize unproductive behaviors.
- Use discomfort to drive process.
- Reframe interpretations.
- Turn up the heat. (**page 111**)
- Monitor(s) tension.
- Encourage accepting and managing losses.

***Building an Adaptive Culture* (pages 75-83, 199, 231)**

- Leverage unusual networks.
- Develop leadership capacity.
- Expect independent judgment.
- Institutionalize reflection and continuous learning.

***Act Politically* (page 100, 170)**

- Strengthen relationships.
- Identify sources and dynamics of formal and informal authority and influence.

Yourself In The system (Chapter 9, Chapter 11, and pages 32-48)

- Awareness of the influences that your identities, loyalties, and triggers have on your patterns of decision-making.

Identities

- How do your behaviors, emotions, and decision-making patterns change depending on who you are with and in what situation? (**Chapter 11**)

***Loyalties* (page 210)**

- Identify and prioritize
- How might your loyalties contribute to a problem?

***Triggers* (pages 189-190)**

- What sets you off?
- What stimulates extreme responses?

***Tolerances* (pages 145, 175)**

- What are your boundaries for participation in difficult situations?

***Roles* (pages 193-195)**

- Of all the groups you belong to, how do those roles influence your contribution and participation?

***Purpose* (pages 209, 220)**

- What is your purpose?
- How are your planned interventions aligned to your purpose?

Deployment (pages 212-213, 216)

- Engage courageously-watch for gaps between your words and actions, conduct needed conversations, create rituals, and refashion loyalties.
- Experiment and give permission to fail
- What might some indicators of success be if you are successful with this project?

Adaptive Leadership Project: The Process

Session 3: Identification and Diagnosis

You will meet with your ALP Committee to discuss your progress. Specifically you will share and receive feedback on the *Identification and Diagnosis* stage of your project to determine the accuracy and relevance of your adaptive issue. Using the *Committee Feedback* document you will each provide feedback to each other focusing on specific details within the identification and diagnosis steps of the Adaptive Leadership Project.

To facilitate the conversation within your committee, provide responses that reveal your thinking about adaptive issues and how your thinking addresses each prompt within the identification and diagnosis stage.

Session 4: The System

When you meet with your ALP committee during this session the focus is on how you are addressing the adaptive issue through the lens of the system. Again, formal feedback will be generated within your committee to assess how effectively and accurately you are analyzing the relationships and characteristics of the system through the lens of adaptive leadership.

As in session 3, provide documentation for your committee members illustrating your analysis of the system through the lens of Adaptive Leadership. In session 3, submit your intersession assignment from session 2 explaining your diagnosis and identification of the adaptive issue in your law enforcement organization. Your facilitation team will provide additional support to ensure your diagnosis is accurate and actionable.

Session 5: Yourself in the system

Several areas of focus are addressed in this stage of the project. Specifically, you are the focus of this stage. Provide documentation for your committee members that address each facet identified in the Adaptive Leadership Requirements section of this document.

Session 7: Deployment

This is the final benchmark prior to your presentation in session 8. The deployment stage of your Adaptive Leadership Project explains how you would rollout your plan. It is not required that you deploy your plan. However it is important for you to think through how you would implement the plan. By knowing and planning how you would deploy your project, your committee members will better understand your thinking and strategies.

Create a document that clearly delineates your deployment strategy for your committee members to all for maximum feedback.

Session 8: The Presentation

Present an executive summary in a 15-minute segment with a 5 minutes question and answer period (20 minute total) as if you are presenting at your Chief's Staff meeting. Use visuals that incorporate the easel or PowerPoint.

For this session the ALP paperwork due is the Executive Summary only. Samples of Executive Summaries are available on the SBSLI Network. *(The accompanying sample ALP project papers are for information only and not required from students)*. Submit a completed self-scored ALP rubric (3.08a) with your Executive Summary after completing your presentation. Your facilitation team will review your self-evaluation and provide additional data to substantiate your self-evaluation.



Adaptive Leadership Project Committee - 1

Peer Feedback: Identification and Diagnosis

Peer's Name: _____

The purpose of this document is to establish a process for the delivery of important and thoughtful feedback, free from judgment, to your peer as they think about and refine their adaptive project. By providing explicit and direct feedback focusing on the peer's thinking and reasoning, they will be better at revising their own thinking and improving their Adaptive Leadership Project. The judgment-free feedback you provide will contribute to a positive and satisfying learning experience associated with this useful model of leadership.

Identification and Diagnosis (Chapter 2, and pages 13-14, 62, 131)

1. What are some of the continuing issues in your organization that have caused disequilibrium and frustration with no resolution in sight? (page 154)
2. What are the histories of these issues? What are some responses to the disequilibrium? (pages 51-54, page 108)
3. What mechanisms to regulate stress are within your control, given your authority? (pages 20-24)
4. What are the issues in your organization that may require a change in values, beliefs, or behaviors to resolve?

Indicators (pages 14, 28, 146)

Organization (pages 108, 154, 159)

Feedback to your peer:

1. Summarize the adaptive issue, as you understand it.

2. Explain ways the adaptive issue aligns with your understanding of the adaptive process (be precise and explicit).

3. What thoughts can you provide to move your peer's thinking to deeper levels, related to how people have responded to disequilibrium?

4. What, if any, additional mechanisms to regulate stress can you provide to your peer?

5. Summarize the values, beliefs, or behaviors presented that may need to change. Add any thoughts you have about additional values, beliefs or behaviors that may exist and not identified as possibly connected to this project.

Additional Thoughts:



Adaptive Leadership Project Committee - 2

Peer Feedback: The System

Peer's Name: _____

This is the second meeting of your ALP Committee. As you recall from the first meeting, you provided judgment-free feedback to your peers on the *Identification and Diagnosis*. The focus of this meeting is on *The System*. By thoughtfully working through this document you will contribute to the thinking and problem solving abilities of your peer as they continue to develop their project.

Note: As you read the following sections outlining the Adaptive Leadership Project you will see page numbers for each of the headings. The page numbers relate to the book Leadership on the Line (1st Edition) and serve as guides for you to begin locating information from the book as you progress in your project. *The page references are not intended to be inclusive of the entire topic, rather the pages offer a suggestion of where to begin your journey as you develop new understanding of adaptive leadership.*

The System (Chapter 5)

1. Ways that you can orchestrate conflict to maintain productive levels of tension and stress.

Developing Interventions (pages 134-139, 158-159)

2. Questions, process ideas, frameworks and single change initiatives.

Orchestrating Conflict (Chapter 5, plus page 173)

3. Recognize unproductive behaviors.
4. Use discomfort to drive process.
5. Reframe interpretations.
6. Turn up the heat. (page 111)
7. Monitor tensions.
8. Encourage accepting and managing losses.

Building an Adaptive Culture (pages 75-83, 199, 231)

9. Leverage unusual networks.
10. Develop leadership capacity.
11. Expect independent judgment.
12. Institutionalize reflection and continuous learning.

Act Politically (Chapter 4, plus pages 100, 170)

13. Strengthen relationships.
14. Identify sources and dynamics of formal and informal authority and influence.

0. After your conversation, offer at least one additional suggestion that orchestrates conflict within manageable levels of tension among peers and subordinates.

1. **Developing Interventions:** As you listen to the ideas from your peer about their project, write a question that addresses values and multiple interpretations. (Example: You may feel that your peer is “stuck on the dance floor,” and as you are not involved in the actual issue, you may see things from the balcony perspective that your peer does not). Write interventions that your peer may not be considering.

2. **Orchestrating Conflict:** For question points 3-8 in the prior table above, add any additional ideas you have to push your peer’s thinking beyond where they currently are. For instance, add your ideas regarding some additional unproductive behaviors not previously mentioned in the conversation.

3. **Building an Adaptive Culture:** Surface your peer’s thinking regarding the gaps in where they are and where they want to be. How will they know when they arrive and what additional challenge might be just beyond the horizon? Record your thoughts to expand their thinking.

4. **Act Politically:** Suggest some additional relationships or unusual networks your peer might consider and ways to strengthen them. Also surface some ideas on ways to influence formal and informal authority beyond what is currently happening.



Adaptive Leadership Project Committee - 3

Peer Feedback: Yourself in the System

Peer's Name: _____

This is the third meeting of your ALP Committee. Its focus is on the person creating the Adaptive Project. Your role as a committee member is to provide additional thinking to support and extend the thinking of the peer.

Yourself in the system (Chapter 9, Chapter 11, and pages 32-48)

- Awareness of the influences that your identities, loyalties, and triggers have on your patterns of decision-making.

Identities

- How do your behaviors, emotions, and decision-making patterns change depending on who you are with and in what situation? (**Chapter 11**)

Loyalties (page 210)

- Identify and prioritize
- How might your loyalties contribute to a problem?

Triggers (pages 189-190)

- What sets you off?
- What stimulates extreme responses?

Tolerances (pages 145, 175)

- What are your boundaries for participation in difficult situations?

Roles (pages 193-195)

- Of all the groups you belong to, how do those roles influence your contribution and participation?

Purpose (pages 209, 220)

- What is your purpose?
- 1. How are your planned interventions aligned to your purpose?

1. Provide additional insights into the influences of the peer's identity, loyalties, and triggers on their pattern of decision-making.

2. **Identities:** As you listen to your peer, ask them what options are available for them the next time they are in a conversation at work and they feel themselves being triggered. In the space below, add any thoughts to extend their explanation.

3. **Loyalties:** What additional loyalty groups might your peer need to consider? What additional ideas do you have to extend your peer's ways of thinking about strengthening loyalties?

4. **Tolerances:** Record your peer's thinking about ways they can become more effective and resourceful when in chaos, confusion, or conflict.

5. **Roles:** Record your thinking about how their roles influence themselves and others and bring values to each group to the adaptive challenge they have identified. Lastly, surface their thinking on the role they find the most challenging for them to master (function in).

6. **Purpose:** Summarize your peer's purpose of their identified adaptive challenge, and how they can stay focused.



Adaptive Leadership Project Committee - 4

Peer Feedback: Deployment

Peer's Name: _____

This is the final meeting of your ALP Committee and its focus is on the deployment plan of the adaptive project.

Deployment (pages 212-213, 216)

1. Articulate the plan and its purposes.
2. Engage courageously-watch for gaps between your words and actions, conduct needed conversations, create rituals, and refashion loyalties.
3. Experiment and give permission to fail.
4. What could some indicators of success be for the changes in values and beliefs created by this ALP

1. Identify the actions the peer is doing now, might do, and is not willing to do, to deploy the plan. Are there tough choices being avoided that you can identify?

2. Summarize your peer's thinking on fear of loss, and/or fear of incompetence. Identify their understanding in taking the right course.



Adaptive Leadership Project Self-Evaluation Rubric: Use the following criteria to score your Adaptive Leadership Project Executive Summary for content and the presentation for effectiveness and use of skills from the *Choreography of Presenting*. Your facilitation team will review your score and will provide necessary feedback to support your judgments.

Student Name: _____ Evaluator Name: _____

	Below Standard	Approaching Standard	At Standard	Above Standard
Content Criteria	<p>Three or more criteria are missing or inaccurate in the executive summary: <i>(check missing criteria)</i></p> <p>Identification/Diagnosis System <input type="checkbox"/> Orchestrating conflict <input type="checkbox"/> Adaptive culture <input type="checkbox"/> Act politically Self <input type="checkbox"/> Loyalties <input type="checkbox"/> Purpose Deployment</p>	<p>One or two criteria are missing or inaccurate in the executive summary: <i>(check missing criteria)</i></p> <p>Identification/Diagnosis System <input type="checkbox"/> Orchestrating conflict <input type="checkbox"/> Adaptive culture <input type="checkbox"/> Act politically Self <input type="checkbox"/> Loyalties <input type="checkbox"/> Purpose Deployment</p>	<p>Every criteria listed below is accurately addressed in the executive summary: <i>(check additional criteria)</i></p> <p>Identification/Diagnosis System <input type="checkbox"/> Orchestrating conflict <input type="checkbox"/> Adaptive culture <input type="checkbox"/> Act politically Self <input type="checkbox"/> Loyalties <input type="checkbox"/> Purpose Deployment</p>	<p>At Standard level achieved and at least two of the following are included in the executive summary: <i>(check additional criteria)</i></p> <p>Identification/Diagnosis <input type="checkbox"/> Indicators <input type="checkbox"/> Organization System <input type="checkbox"/> Developing interventions Self <input type="checkbox"/> Identities <input type="checkbox"/> Triggers <input type="checkbox"/> Tolerances <input type="checkbox"/> Roles</p>
Written	<p>Three or more grammar or spelling errors are present.</p> <p>Executive Summary is incomplete and less than adequately written</p>	<p>One or two grammar or spelling errors are present.</p> <p>Executive Summary is somewhat thorough and adequately written</p>	<p>No significant errors in grammar or spelling are present.</p> <p>Executive Summary is thorough and well written in a thoughtful and creative voice</p>	<p>No grammar or spelling errors are present.</p> <p>Executive Summary is exceptionally thorough and eloquently well written in a thoughtful and creative voice</p>

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3.08a ALP Self-Evaluation Rubric
 Page 1 of 2
 Rev. 2/26/12

Presentation	No appropriate visual aid is effectively used	Only one appropriate visual aid is effectively used	At least two appropriate visual aids are effectively used	At standard and visuals significantly contributed to the presentation
	<p>Evidence of appropriate use of only one skill from The Choreography of Presenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Credibility <input type="checkbox"/> Choose Voice <input type="checkbox"/> Pausing <input type="checkbox"/> Standing still <input type="checkbox"/> Impact statement <input type="checkbox"/> Gesture <input type="checkbox"/> 3rd point <input type="checkbox"/> Location <input type="checkbox"/> Read the group <input type="checkbox"/> Listening to and acknowledging <input type="checkbox"/> Responding <input type="checkbox"/> Recovery with Grace 	<p>Evidence of appropriate use of less than three skills from The Choreography of Presenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Credibility <input type="checkbox"/> Choose Voice <input type="checkbox"/> Pausing <input type="checkbox"/> Standing still <input type="checkbox"/> Impact statement <input type="checkbox"/> Gesture <input type="checkbox"/> 3rd point <input type="checkbox"/> Location <input type="checkbox"/> Read the group <input type="checkbox"/> Listening to and acknowledging <input type="checkbox"/> Responding Recovery Recovery with Grace 	<p>Evidence of appropriate use of at least three skills from The Choreography of Presenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Credibility <input type="checkbox"/> Choose Voice <input type="checkbox"/> Pausing <input type="checkbox"/> Standing still <input type="checkbox"/> Impact statement <input type="checkbox"/> Gesture <input type="checkbox"/> 3rd point <input type="checkbox"/> Location <input type="checkbox"/> Read the group <input type="checkbox"/> Listening to and acknowledging <input type="checkbox"/> Responding Recovery 	<p>Evidence of appropriate use of more than three skills from The Choreography of Presenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Credibility <input type="checkbox"/> Choose Voice <input type="checkbox"/> Pausing <input type="checkbox"/> Standing still <input type="checkbox"/> Impact statement <input type="checkbox"/> Gesture <input type="checkbox"/> 3rd point <input type="checkbox"/> Location <input type="checkbox"/> Read the group <input type="checkbox"/> Listening to and acknowledging <input type="checkbox"/> Responding Recovery

Comments: _____



Glossary of Terms

Accountability - Answerable for one's conduct.

Accreditation - The process by which a program is judged to have met agreed upon standards of professionalism.

Adaptive Issues - Issues that can be addressed through changes in people's priorities (values), beliefs, habits, and loyalties

Adaptive Leadership – A leadership model that incorporates thinking and the acquisition of knowledge in a principle based, values-driven framework. Leadership considers looking at change from two frames: 1) Technical – Utilizing current knowledge, skills, and abilities within the existing values and beliefs. 2) Adaptive – Acquiring new knowledge, skills, and abilities dependent upon necessary changes in values and beliefs.

Affiliates - Regionally based organizations that play a vital role in local, statewide, or national activities. There are approximately 650 affiliate law enforcement agencies participating in POST.

Affirmative Action - A hiring policy that requires employers to analyze the work force for under-representation of protected classes. It involves recruiting minorities and members of protected classes, changing management attitudes or prejudices towards them, removing discriminatory employment practices, and giving preferred treatment to protected classes. See *Diversity*.

After-Action Reviews - An assessment conducted after a project or major activity that allows employees and leaders to discover (learn) what happened and why. It may be thought of as a professional discussion of an event that enables employees to understand why things happened during the progression of the process and to learn from that experience.

Art - The creation of a tangible product intended to affect the senses and intellect of the observer.

Assessing - The process of conducting *In Process Reviews* (IPRs) and *After Action Reviews* (AARs). IPRs help to determine initial expectations, ascertain strengths and weakness of both employees and the organization, and identify key issues and organizations whose willing support is needed to accomplish the mission. AARs determine how well the goals are being accomplished, usually by identifying areas to sustain and improve.

Assumption - Unstated conclusions and inferences. A belief (usually about another person) not based upon fact. An untested premise or thesis.

Attributes – Characteristics, qualities or properties. Attributes of the leader fall into three categories: mental, physical, and emotional.

Authoritarian Leadership - A style of leadership in which the leader tells the employees what needs to be done and how to perform it without getting their advice or ideas.

Authority - The power to influence actions and/or thoughts. In a hierarchical organization, it is granted by position to allow a person to use power to enforce or persuade.

Beliefs - Assumptions and convictions that a person holds to be true regarding people, concepts, or things.

Benchmarking - The process of measuring the organization's products, services, cost, procedures, etc. against competitors or other organizations that display a "best in class" record.

Bias - The partiality that inhibits or prevents objective consideration for an issue or situation.

Brainstorming - A technique for teams used to generate ideas on a subject. Each person on the team is asked to think creatively and write down as many ideas as possible. After the writing session, the team discusses the ideas. No judgments during brainstorming.

Capacity - The capability of a worker, system, or organization to produce output per time period. It can be classified as budgeted, dedicated, demonstrated, productive, protective, rated, safety, or theoretical.

Character - The sum total of an individual's personality traits and the link between a person's values and their behavior.

Choice - The "primary" principle in mankind, that after losing everything else, you still have choice as to how to respond to your circumstances. Ultimate proactive responsibility, that you always have a choice. The act of choosing; electing a course of action as an exercise in free will; the best or most preferable part.

Climate - The short-term phenomenon created by the current junior or senior leaders. Organizational climate is a system of the perception of people about the organization and its leaders, directly attributed to the leadership and management style of the leaders, based on the skills, knowledge and attitude and priorities of the leaders. The personality and behavior of the leaders creates a climate that influences everyone in the organization.

Code - A tacit set of rules that guide and justify behavior; often applied to a subgroup within a community.

Code of Silence - When a person opts to withhold what is believed to be vital or important information. Usually kept because of threat of force, danger to oneself, or being seen as traitor or outcast within the unit or organization. Implies a cover-up or wrong doing of some sort.

Command & Control - Command is the forming and imparting of visions; while control is ensuring that resources go where they are supposed to go.

Communication - Comprises the ability to express oneself effectively in individual and group situations, either orally or in writing. It involves a sender transmitting an idea to a receiver.

Conflict of Interest - Any business activity, personal or company related, that interferes with the company's goals or that entails unethical or illegal actions.

Constraint - Any element or factor that prevents a person from reaching a higher level of performance with respect to his or her goal.

Corrective Action - The implementation of solutions, such as confrontation counseling, resulting in the reduction or elimination of an identified problem.

Corporate Culture - The set of important assumptions that members of the company share. It is a system of shared values about what is important and beliefs about how the company works. These common assumptions influence the ways the company operates.

Counseling - Talking with a person in a way that helps that person solve a problem or helps to create conditions that will cause the person to improve his behavior, character, or values. Providing basic, technical, and sometimes professional assistance to employees in order to help them with personal and work related problems.

Courage - The virtue that enables us to conquer fear, danger, or adversity, no matter what the context happens to be (physical or moral). Courage includes the notion of taking responsibility for decisions and actions. Additionally, the idea involves the ability to perform critical self-assessment, to confront new ideas, and to change.

Critical Thinking - Having the cognitive awareness of your own thinking processes and the ability to manipulate those processes. Understanding the support of an inference and judging its adequacy. The mental process of discernment, analysis and evaluation, especially as one reflects on possible actions using judgment to reconcile extant evidence with common sense.

Culture – The common practices, beliefs and values of a group. May be taught or tacitly acquired. A long-term complex phenomenon that can be affected by strategic leaders. Culture represents the shared expectations and self-image of the organization. The mature values that create “tradition”, the play out of “climate” or “the feel of the organization” over time, and the deep, unwritten code that frames “how we do things around here” contribute to the culture.

Cynic - A person who is not open to new ideas and questions the process not to improve, rather to inhibit and restrict thinking. In classical Greece, a person from the philosophy school of cynicism – a person who lives a virtuous life by rejecting everything outside of nature – i.e. money, lust, material desires, etc. Decision making - The process of reaching logical conclusions, solving problems, analyzing factual information, and taking appropriate actions based on the conclusions.

Decision Matrix - A matrix used by teams to evaluate possible solutions to problems. Each solution is listed. Criteria are selected and listed on the top row to rate the possible solutions. Each possible solution is rated on a scale from 1 to 5 for each criterion and the rating recorded in the corresponding grid. The ratings of all the criteria for each possible solution are added to determine each solution’s score. The scores are then used to help decide which solution deserves the most attention.

Deficiency - Failure to meet a set performance standard.

Delegation – Assigning work to another person. The assigning can be based on the designatee’s current abilities or potential capabilities. Delegation is also done with the intention of developing the skills and abilities of the person being delegated to.

Delegative Leadership - A style of leadership in which the leader entrusts decision making to an employee or a group of employees. The leader is still responsible for their decisions.

Developing - The art of developing the competence and confidence of subordinate leaders through role modeling, training and development activities related to their current or future duties.

Dialogue - A conversation intended to surface the understanding of others.

Dilemma - An argument with two or more compelling or equally justifiable outcomes.

Discipline - As a noun, a defined body of knowledge. As an adjective, self-control, a way of behaving to narrow and focus behavior toward an ethical goal.

Discussion - A conversation intended to generate a decision.

Diversity - To establish an environment where the full potential of all employees can be tapped by paying attention to, and taking into account their differences in work background, experience, age, gender, race, ethnic origin, physical abilities, religious belief, sexual orientation, and other perceived differences. Diversity differs from *affirmative action*, which is more about following laws.

Duty - Voluntary obligation (self-imposed) assumed to act in an ethical fashion.

Dysfunctional Team – Referencing Lencioni, there are five common practices or behaviors that groups engage in when being dysfunctional.

Efficiency - A measure (as a percentage) of the actual output to the standard output expected. Efficiency measures how well someone is performing relative to expectations.

Emotional Survival - a term used to identify and provide solutions for the long term emotional toll that can impact an officer’s well-being during their career.

Empowerment - A condition whereby employees have the authority to make decisions and take action in their work areas, jobs, or tasks without prior approval. It allows the employees the responsibility normally associated with staffs. Examples are scheduling, quality, or purchasing decisions.

Environment - The political, strategic, or operational context within the organization. The external environment is the environment outside the organization.

Equality – A mathematical statement where one thing equals another. This can be stated numerically (quantity) and by quality. The concept is often related to justice (a system of fairness) whereby justice is distributed (applied) equally.

Equity – Is a principle whereby the application of fairness is weighed against a variety of conditions (situations).

Esprit - The spirit, soul, and state of mind of an organization. It is the overall consciousness of the organization that a person identifies with and feels a part of.

Esprit d' Corps - The spirit, moral nature, or guiding beliefs of a community or individual.

Ethical Climate - The “feel of the organization” about the activities that have ethical content or those aspects of the work environment that constitutes ethical behavior. The ethical climate is the feel about whether we do things right, or the feel of whether we behave the way we ought to behave.

Ethical Dilemma – A situation with at least two right solutions based on the four frames and three lenses from Kidder. A conflict between two moral imperatives where deciding on one conflicts with the other.

Ethics - The standards used to judge the moral quality of a decision or action. A system of moral values; the rules or standards of a given profession and persons who are members of that profession. The three parts of rhetoric are ethos (disposition, character or fundamental value peculiar to a specific person, people, culture or movement), logos (logic) and pathos (emotion). Morals and ethics are closely related, and have similar meanings (Aristotle – synonyms); ethics are both personal and cultural, but not universal, principles are objective good and universal in their application (Kant’s deontological imperative) and values are demonstrated ethics

Evaluation - Judging the worth, quality, or significance of people, ideas, or things.

Executive Summary – A brief document summarizing the major points of a larger report or proposal. Often 1 to 2 pages in length. It contains a problem statement, background information, concise analysis and main conclusions.

Facilitator - To facilitate means to make easy. A facilitator guides conversations to make easier the process of thinking, learning, developing new understandings.

Fair - Just or impartial. Free from discrimination or dishonesty. **Faith** - Things hoped for that cannot be proven with direct evidence

Feedback - The flow of information back to the learner so that actual performance can be compared with planned performance.

Filter - A metaphor relating to the existing paradigms that influence how incoming information is processed.

Flexibility - The ability of a system to respond quickly, in terms of range and time, to external or internal changes.

Flex time - An arrangement in which employees are allowed to choose work hours as long as the standard number of work hours are met. Also, some flex time systems require that the hours fall within a certain range, e.g., 5:00AM to 9:00PM.

Follow-up - Monitoring of job, task, or project progress to see that operations are performed on schedule.

Golden Mean - The desirable middle between virtue and vice (excess and deficiency). The counter to the virtue of courage is the vice, recklessness. Excess of courage, without prudence, is as foolish as the lack of courage, overt recklessness.

Good Guy - Gender specific – avoid using this term.

Groupthink - A process where groups engage in conversations intended to minimize conflict and thinking while maximizing conviviality, emotional comfort, and agreement, without critical consideration.

Honor - Consistent adherence to a moral code. A state of being or state of character, that people possess by living up to the complex set of all the values that make up the public moral code. Honor includes: integrity, courage, loyalty, respect, selfless-service, and duty. Honor demands adherence to a public moral code, not protection of a reputation.

Horizontal Leadership - Viewing leadership as a system so that information becomes networked. Information now flows horizontally. Differs from tradition leadership in which we view information running vertically or in a hierarchical manner.

Human Nature - The common qualities of all human beings.

Improving - A focus on sustaining and renewing the development of individuals and the organization (with a time horizon from months to decades) that requires a need for experimentation and innovation with results that are difficult to quantify. Usually it entails long-term, complex outcomes.

Influence - The key feature of leadership, performed through communicating, decision-making, and motivating.

Integrity - Acting in a manner consistent with one's spoken and written words, and consistent with virtue. A moral virtue that encompasses the sum total of a person's set of values and moral code. A breach of any of these values will damage the integrity of the individual. Integrity comes from the same Latin root (*integritas*) as the word "integer," refers to a notion of completeness, wholeness, and uniqueness. Integrity also entails the consistent adherence of action to one's personal moral beliefs.

Justice - A system that exists to promote the principle of fairness.

Kaizen - The Japanese term for *improvement*. It involves both workers and managers.

Lamplighter - An analogy to a whistleblower in a positive framing. A person that lights the way for others.

Leadership - A principle-based influence relationship among participants intending real change and acting with reciprocal care and mutuality throughout that relationship. The mobilization of influence or the art of motivating a group of people to act towards achieving a common goal.

Leadership Challenge – A behavior-centered, evidence-based leadership model where leader’s behaviors mobilize others to get things done.

Leadership Mentoring Program - A program designed to bring underrepresented groups into positions of leadership within the organization.

Leadership Styles - The manner and approach of providing direction, implementing plans, and motivating people.

Learning - An essential shift or progress of the mind where recreation is evident and enjoins activities such as re-engineering, envisioning, changing, adapting, moving into, and creating the future.

Love - The only true measure of our universe, as it transcends death.

Loyalty - The duty to act in support of an individual, organization, or concept. The intangible bond based on a legitimate obligation; it entails the correct ordering of our obligations and commitments. Loyalty demands commitment to the organization and is a precondition for trust, cooperation, teamwork, and camaraderie.

Management - Executive ability. The act, manner, or practice of managing; handling, supervision, or control.

Meaning - Inner significance. The inner, symbolic, or true interpretation, value, or message of an idea or expression.

Mentor - A peer with expertise in a relevant field whose responsibility is to guide the training of a student, or protégé by modeling. The mentor, protégé relationship is reliant in high levels of trust.

Mentoring - A process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

Mission - What the organization does, its core purpose or purposes.

Model - A representation of a process or system that shows the most important variables in the system in such a way that analysis of the model leads to insights into the system. **Morale** - Mental, emotional, and spiritual state of an individual.

Moral Imperative - an unavoidable obligation, a thing that must be done because it is right, regardless of opposition or difficulty.

Morality - The quality of being in accord with standards of right or good conduct; a system of ideas regarding virtuous conduct

Motivation - The combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Using an individual's wants and needs to influence how the person thinks and does. Motivating embodies using appropriate incentives and methods in reinforcing individuals or groups as they effectively work toward task accomplishment and resolution of conflicts/disagreements. Coupled with influence, motivating actively involves empowering junior leaders and workers to achieve organizational goals and properly rewarding their efforts as they achieve the goals.

Myth - A popular belief or tradition that has grown up around something or someone, which is verifiable. According to Campbell, they are stories of the "manifestation in symbolic images," "for the experience of being alive," and they are "metaphorical of the spiritual potentiality in the human being."

Normal (Norm) - That which is typical for an individual or group.

Obedience to the Unenforceable – Attributed to Lord Moulton, "the obedience to that which cannot be forced to obey but where is the enforcer of the law upon" To do what is right because it is the right thing to do.

Organizational Culture - is a system of shared values, assumptions, beliefs, and norms that unite the members of the organization. Individual leaders cannot easily create or change culture.

Paradigm - An individual's understanding of the world (situation), based on prior experience, knowledge, biases, prejudices, and assumptions that define one's reality. From Latin: a model; worldview or model used to understand causality for acts and actions within a social system. Information outside our paradigm is deemed useless or absurd unless a paradigm shift (a Significant Emotional Event, or SEE) occurs, allowing new information to be considered.

Performance Standard - A criterion or benchmark against which actual performance is measured.

Perspective - One's mental view of a particular idea or concept, how one sees (or perceives) their view of reality.

Planning - A course of action for oneself and others to accomplish goals; establishing priorities and planning appropriate allocation of time and resources and proper assignment of people to achieve feasible, acceptable, and suitable goals.

Politics in Policing – An SLI case study addressing the classical origins of politics and its relationship to policing

Power - Personal influence, granted or given willingly by others. Power must be earned and it can be unlimited, whereas authority by nature is limited.

Preferences - An assertion of a non-principle based value. That which is preferred as compared to another option

Principle - A universal rule, basic truth, belief or law based on a virtue. In science, a statement of truth derived from inductive reasoning. Deeper than a belief or value. Often shared within and across a social system. Certain ideas, concepts and standards of behavior, which can be reasoned that to adhere to them can be reasoned to achieve the greater good and minimize harm, not to consider them, will harm.

Proactive - Planning for an expected set of possibilities. Consciously choosing your response. Acting in advance, especially to deal with an anticipated difficulty.

Productivity - An overall measure of the ability to produce a product or service. It is the actual output of production compared to the actual input of resources.

Quality - A degree or excellence of worth. A characteristic. The degree of conforming to specified requirements for a product or service.

Race - In the narrowest sense, a group of people identified by visually observable physical features.

Reactive - Reacting to an experience, failing to consciously choose. Reacting to a circumstance, perception or experience.

Respect - To give special consideration, high regard, usually to a person. The regard and recognition of the absolute dignity that every human being possesses. Respect is treating people as they should be treated. Specifically, respect is indicative of compassion and consideration of others, which includes a sensitivity to and regard for the feelings and needs of others and an awareness of the effect of one's own behavior on them. Respect also involves the notion of treating people justly.

Responsibility - A person's ability to choose a response. Literally: "response able." Something for which one has a duty or obligation.

Self-Deception – The maintaining of a strong belief in the face of overwhelming evidence to the contrary, driven by emotions to maintain that belief. A process of denying or rationalizing away the relevance, significance or importance of opposing evidence and logical argument. Involves convincing one's self of a truth (or lack of truth) so one does not reveal any self-knowledge of the deception

Servant Leadership - A leadership philosophy where the leader is a steward for the development of the organization and people in the organization.

Skeptic - A person open to considering new ideas while at the same time asking challenging questions and appearing to challenge the status quo.

Snitch - One who breaks a “code of silence.” Oftentimes referred to as a “rat.”

Standard - An agreed upon level of quality. An established norm against which measurements are compared. The time allowed performing a task including the quality and quantity of work to be produced.

Stress - The real or perceived demand on the mind, emotions, spirit, or body. Too much stress puts an undo amount of pressure upon us and drives us into a state of tension. Controlled stress (arousal) is good as it is what motivates us.

“Suit” - Often-derogatory term for a management level police administrator.

Tactics - A conceptual action for attaining a particular goal. While *strategies* are forward-looking, tactical is more or less present or now-orientated. It is about present performance gaps and how you are going to overcome them in order to support the strategies.

Teambuilding - An activity focused on sustaining and renewing the organization. It involves actions that indicate commitment to the achievement of group or organizational goals: timely and effective discharge of operational and organizational duties and obligations; working effectively with others; compliance with and active support of organizational goals, rules, and policies.

Team Dynamics – An over-arching concept that the qualities related to a group’s behaviors amongst each other generates a dynamic that describes the group’s interactions. Can also be used to imply synergy.

Traits - A distinguishing quality or characteristic of a person. For a trait to be developed in a person, that person must first believe in and value that trait.

Technical Issues - Have solutions that are known and can be implemented by current know how.

Tolerance – The recognition and appreciation of the qualities found in other people, groups, cultures, and societies.

Trust - Confidence, or reliance upon another.

Undermining - To purposefully (with intention) remove foundational support.

Utilitarian - A belief in the principle that exists for the greatest good for the greatest number of people. The belief that the value of a thing or action is determined for its utility; ethical theory developed by Mill and Bentham that all actions should be directed to achieve the greatest happiness for the greatest number of people

Value - A principle, standard or quality considered being worthwhile. A statement about what is most important. The priorities used to evaluate a decision on what is most important to the individual or the organization. Ideas about the worth or importance of things, concepts, and people. An individual’s beliefs. An enduring belief that a particular mode of conduct is personally or socially preferable to other modes of behavior.

Values Conflict - A conflict between an individual's value and the value of another person or organization.

Value System - An organization of personal beliefs regarding conduct and the process by which a person or organization chooses behaviors and/or actions. Our gut level reaction to issues of: right and wrong, good and bad, important and unimportant. They are not necessarily reasonable, useful or recognizable. They are personal preferences; our biases and prejudices are evidence of our value systems at work.

Virtue – A state of excellence. Often applied to moral and ethical standards. From Aristotle there are 4 Cardinal virtues - from Socrates: Prudence (good judgment), Fortitude (Courage), Justice (fair), and Temperance (self- control). Organized religions/philosophies have additional virtues.

Vision - A desired future state. An envisioned future drawn from an inspirational perspective of those desiring to sustain a particular endeavor. A goal that beckons.

Visioning - Providing a sense of direction for the long term by articulating and defining what has previously remained implicit or unsaid. Visioning often uses images, metaphors, and models that provide a focus for new attention.

Whistleblower - One who exposes wrongdoing within an organization, usually at great risk to their person (as in Serpico) or to their career.

White paper - A white paper is an authoritative report or guide that often addresses issues and how to solve them. White papers are used to educate readers and help people make decisions.

Wider Perspective – A philosophical construct whereby you personally challenge and/or suspend the self- imposed limits of your reality or your paradigms, in such a way to consider multiple perspectives.

Wholeness - Integrity or authenticity usually used to describe the character of an individual.