



*Addressing today's
law enforcement
recruitment challenge*

Program Guide

Building a Career Pipeline



Program Guide to
Building a Career Pipeline

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Standards and Training

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Program Guide Overview

This Program Guide is a companion document to the POST DVD “*Building a Career Pipeline*.”

The guide is a recruitment tool to assist law enforcement agencies in developing school-based programs in partnership with their local school districts. The program emphasis is on building a Career Pipeline that can reach students in their early developmental years and guide them through their educational cycle, ultimately preparing them to meet the requirements of the California law enforcement selection process.

An additional benefit of this program is that it can assist agencies in recruiting qualified applicants to meet the demographics of their communities. The ability to “grow” a locally qualified candidate pool is essential to meet the recruitment needs for peace officers but also for related agency support positions such as police dispatchers, evidence technicians, community service officers, forensic specialists, and general service employees.

This program guide emphasizes the formation of an advisory council representing members of local or regional law enforcement, related public safety agencies, members of the local educational system, representatives from local colleges, and representatives from the business community and service organizations. The advisory council represents the components of a complete career pipeline that begins in elementary school and culminates at the collegiate level. These components also incorporate student affiliations with Explorer/Cadet programs (ages 14 – 21), and college internships. The advisory council is tasked with the ongoing development and success of the regional Career Pipeline.

This guide and the companion DVD contain a number of law enforcement and public safety-affiliated school models that can serve as program templates for agencies as they develop their own school-based programs.

The format proposed for developing an agency or regional Career Pipeline is based on observations noted by the POST School Programs Committee (SPC), subject matter experts convened by POST, and experiences shared by the staffs facilitating current school-based law enforcement programs. As this program expands over the next few years, POST will encourage the sharing of best practices, and new templates will be provided as practices are introduced.



Recruitment Challenges Facing Law Enforcement

In 2008 the POST Commission adopted a strategic plan objective to study the feasibility of creating a template for a model school program that could be replicated statewide to assist law enforcement agencies to meet their on-going recruitment challenges.¹

1. The current failure rate among California law enforcement applicants exceeds 90 percent statewide.²
2. The shortage of qualified law enforcement applicants is not only a California problem but is also recognized as a nationwide problem.³

Many agencies are having difficulty in recruiting qualified candidates that represent the demographics of their communities. This additional challenge to agencies can cause community scrutiny as well as legal action for not meeting community demographics for employment. Such legal proceedings have been known to cause agencies to lower their selection standards in order to meet legal mandates.

Work on the strategic plan objective began in the fall of 2009 with the formation of the SPC. The SPC reviewed the issues causing the high applicant failure rates and assessed ways that law enforcement could develop a stronger candidate pool. The SPC also reviewed a variety of school-based programs affiliated with law enforcement agencies.

The committee felt strongly that public safety careers, in particular law enforcement, continue to be viable career options for qualified candidates. However, research revealed that finding qualified candidates who could be successful in the entry-level process was a formidable challenge, especially with an applicant failure exceeding 90 percent.

1. The POST estimate of only 8 of 100 applicants being able to pass the law enforcement entry-level selection process does not reflect candidates' performance after their hire and entry into a POST Basic Academy, which accounts for an additional failure rate of approximately 25 percent.⁴
2. Many agencies represented on the SPC mentioned that their applicant pass rates were running even lower than the POST estimate, with several indicating their applicant pass rates were closer to 4 or 5 of 100 candidates.

The incidence of failure by applicants is often traceable to their adolescence, in the form of deficiencies in academics, in particular weak reading and writing skills; subpar fitness levels; and character deficits. The character deficits are responsible for failures in the POST background and psychological examinations, since both these exams test specific character dimensions. These dimensions are addressed separately in [Section III](#). The SPC identified the most common areas where character deficiencies are usually noted in the formal interview process, the background investigation, and the psychological examination. These include the following areas:

1. Verbal and written communication
 - a. Communicating effectively with one's peers and making impressionable presentations in front of groups
 - b. Dealing with difficult and argumentative people
 - c. The ability to write comprehensive reports
2. Social competence
 - a. Communicating with others in a tactful and respectful manner, displaying sensitivity and concern
 - b. "Reading" people and being aware of the impact of one's own words and behavior on others
 - c. Addressing all members of society with tact and impartiality
 - d. Confronting and reducing interpersonal conflict
3. Assertiveness/persuasiveness
 - a. Taking control of situations in a calm and appropriately assertive manner, even under adverse conditions, while being able to:
 - 1) Confront individuals when appropriate
 - 2) Act assertively and without hesitation
 - 3) Not be easily intimidated
 - 4) Assert ideas and persuade others to adopt desired courses of action
 - 5) Exude professional pride and demeanor
4. Teamwork
 - a. Working effectively with others to accomplish goals, as well as subordinating personal interests for the good of the working group and the organization
 - b. Sharing information and providing assistance and support to co-workers, supervisors, and others
 - c. Balancing personal ambitions with organizational/team goals
 - d. Performing one's fair share in a group effort
 - e. Collaborating effectively with others to accomplish work goals
 - f. Not allowing personal differences to affect working relationships
5. Honesty and integrity
 - a. Maintaining high standards of personal conduct, which emanates from attributes such as honesty, impartiality, trustworthiness, and compliance with laws, regulations, and procedures

6. Decision making and judgment
 - a. Making sound decisions, demonstrated by sizing up situations quickly and executing the appropriate action(s) under stressful conditions
 - b. Sifting through information to glean that which is important and, once identified, to use that information effectively, which includes:
 - 1) Thinking on one's feet
 - 2) Prioritizing competing demands (multi-tasking)
 - 3) Developing creative and innovative solutions to problems
 - 4) Basing decisions on the collection and consideration of important information
7. Financial integrity
 - a. Understanding financial credit and how not to overextend one's obligations
8. Law enforcement selection process
 - a. Gaining knowledge of how in-depth the process is, especially in the areas of the background investigation and the psychological examination
 - b. Forming early on character dimensions required in the background and psychological exams
 - c. Acquiring familiarity with the reading/writing demands, fitness standards, and the specific elements related to the POST Personal History Statement

Additional challenges to the law enforcement profession include the following:

1. In recent years, California has experienced unprecedented budget shortfalls that have caused many law enforcement agencies to freeze their hiring process or to eliminate many full-time peace officer and support positions.
2. Based on these budget shortfalls, many municipalities are investigating the regionalization of their public safety services to meet communities' service demands.
3. Municipalities, counties, and state government agencies are reevaluating their salary and benefit packages for public safety personnel due to the shortages in revenues caused by an unprecedented weak economy.
4. Many government entities are considering restructuring employee compensation, freezing or lowering employee pay scales, increasing employee contributions for medical premiums, eliminating free medical programs for retirees, increasing employee retirement contributions, lowering retirement compensations, or replacing current retirement systems with 401K programs.
5. The downsizing and regionalization of public safety agencies, along with the change in reduced employee compensation, may slow the hiring of future public safety personnel for years to come. However, based on these new changes many public safety personnel may consider opting for early retirements to take advantage of the pay and benefits they were guaranteed in earlier contract negotiations.
6. This retirement cycle could create unprecedented openings for public safety, in particular, law enforcement, and cause a rush for agencies to seek out qualified candidates. Based on the current failure rates of law enforcement applicants, identified by the SPC (92% – 96%), and the fact that many agencies have not established programs to develop their own cadre of qualified applicants, the recruitment challenges will continue and may even worsen.



Review of the Peace Officer Selection Process

It is recommended that individuals tasked with developing a Career Pipeline program become fully familiar with all the minimum requirements of the POST selection process and their agency's additional selection criteria before developing their programs.

The POST SPC discovered that there are a number of school-based public safety programs currently in operation, and many of them focus on the “bells and whistles” unique to the public safety profession which allows for exciting presentations to students. These draws may include, for example, physical training obstacle courses, prop weapons for tactical training, police and fire vehicles for training exercises, elaborate defensive tactics equipment, shooting simulators, and demonstrations from specialized units (SWAT, Bombs and Arson, K-9, CSI, Aviation, and Search and Rescue).

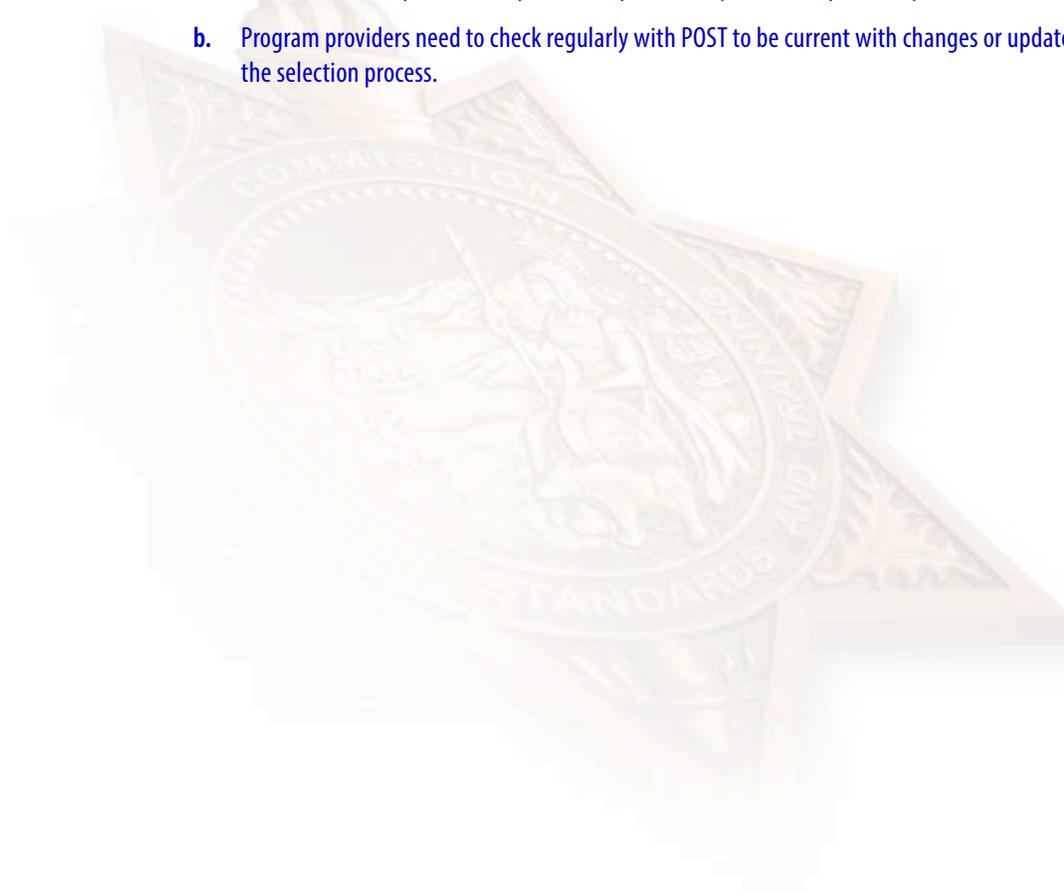
The “bells and whistles” are excellent enhancements to school-based programs, but the delivered curriculum must be balanced not only to meet the state educational mandates but also to prepare the student to ultimately meet the POST entry-level requirements of the selection process. Stressing the importance of developing a strong academic foundation and a mindset for lifetime fitness, and, most importantly, developing strong character traits to meet the POST background and psychological dimensions, are essential.

The following is a list of the minimum POST selection process components for peace officers that project teams tasked with developing Career Pipeline programs need to be very familiar with. A more detailed presentation of the POST selection process is referenced in [Attachment A](#), “*Summary of the POST Law Enforcement Selection Process*.”

1. Minimum Applicant Qualifications of Age, Citizenship, and Education
2. Reading and Writing Assessment based on the POST Entry-Level Law Enforcement Test Battery (PELLETB) or other professionally developed and validated test of reading and writing ability. The test (PELLETB) is based on a 10th / 11th grade educational level.
3. Physical Ability Test
4. Oral Interview
 - a. Based on the POST Hiring Interview Guidelines that address the following 6-categories:
 - 1) Experience — previous work, school, and other activities
 - 2) Problem Solving — logical responses to a variety of situations

- 3) Communication skills — assessment of oral skills, which includes speaking, listening, and non-verbal communication
 - 4) Interest/motivation — assessment of one's general level of interest, initiative, and goal orientation
 - 5) Interpersonal skills — assessment of many facets, such as social knowledge/appropriateness, social insight, empathy, social influence, social self-regulation, sociability, team orientation, social self-confidence, conflict management skills, and negotiating skills
 - 6) Community involvement/awareness — assessment of experiences and interest in community issues, as well as interest in and ability to fill multiple roles and serve a diverse community
5. Background Investigation
- a. Based on the POST Personal History Statement (over 25 pages) that delves into past behaviors going back to early adolescence
 - b. The background investigation is based on five major categories of related dimensions. They are:
 - 1) Moral Character
 - a) Integrity
 - b) Impulse Control / Attention to Safety
 - c) Substance Abuse and Other Risk-Taking Behavior
 - 2) Handling Stress and Adversity
 - a) Stress Tolerance
 - a) Confronting and Overcoming Problems, Obstacles, and Adversity
 - 3) Work Habits
 - a) Conscientiousness
 - 4) Interactions with Others
 - a) Interpersonal Habits
 - 5) Intellectually Based Abilities
 - a) Decision-Making and Judgment
 - b) Learning Ability
 - c) Communication Skills (Oral & Written)
6. Psychological Examination
- a. Based on the following ten psychological dimensions, which are expanded into sub-behaviors and listed in [Attachment A](#):
 - 1) Social Competence
 - 2) Teamwork
 - 3) Adaptability-Flexibility
 - 4) Conscientiousness-Dependability
 - 5) Impulse Control & Attention to Safety

- 6) Integrity & Ethics
 - 7) Emotional Regulation & Stress Tolerance
 - 8) Decision-Making & Judgment
 - 9) Assertiveness-Persuasiveness
 - 10) Avoidance of Substance Abuse & Other Risk-Taking Behavior
7. Medical Examination
 - a. Based on the POST Medical Screening Manual for California Law Enforcement and any additional local agency restrictions
 8. Attachment A identifies all the components of the POST selection process in more detail.
 - a. This attachment can also be used to develop an instructor and student handout that can be referenced on a regular basis by the program participants. The more the students are exposed to the components of the selection criteria, the better prepared they will be to make wiser choices and decisions that will enhance their ultimate success in a future application process. It is suggested that students minimally review the public safety selection process every school quarter or semester.
 - b. Program providers need to check regularly with POST to be current with changes or updates to the selection process.



IV



Defining a Career Pipeline to Enhance the Candidate Pool

The SPC core committee reviewed a number of school-based programs that were affiliated with law enforcement agencies. Most of these were high school programs. Upon discussion with high school coordinators, the need became evident for the development of affiliated school-based feeder programs from the lower grades.

The primary concern for seeking to involve students at the lower grades was that many of the students entering the high school programs had developed weaknesses in their academics. In particular, many of the students were deficient in reading and writing skills. Additionally, many students had developed inappropriate social behaviors and character flaws that could be very difficult to change and could cause many of them to fail in a future applicant process. These character flaws primarily dealt with deficits in integrity, interpersonal skills, conscientiousness, and dependability. Starting the career pipeline at these earlier school levels would give staff members additional time to prepare students to meet the character dimensions listed in the background and psychological examinations.

Based on the above information, the core committee defined the Career Pipeline components as follows:

1. Elementary school (awareness programs for grades 3–5)
2. Middle-school (usually grades 6–8)
3. High-school (usually grades 9–12)
4. Affiliation with law enforcement Explorer/Cadet programs (usually for ages 14–21)
5. Community college (usually grades 13–14)
6. Internship programs (usually during college attendance years)
7. Continuation in four-year college programs (usually grades 15–16)
8. Continued affiliation with an internship program and law enforcement agency Explorer/Cadet program, or other agency volunteer program, throughout the student's college education

This Career Pipeline format can assist law enforcement personnel in the preparation and guidance of students throughout their adolescence and young adult lives in a proactive manner that can ultimately develop a qualified applicant pool to meet future recruitment needs for peace officers, as well as many other related law enforcement support positions. Additionally, this concept of “growing your own” in your own community will assist agencies in recruiting qualified applicants that will also meet the demographics of their communities.

Keeping students connected and motivated by their educational staff and members of the law enforcement profession during this pipeline cycle (elementary school through college graduation) can be very effective. The relevant knowledge that students can acquire at a much earlier age not only gives the students a deeper understanding of the career path but also empowers them with a clearer understanding of the requirements of the POST selection process. Understanding the details of the selection process can be a constant reminder of how important their choices in life and their character development are to their future success in meeting the profession's selection criteria.

The above listed pipeline components are expanded further under [Section IX, "Curriculum Models for Career Pipeline Components."](#)





Using the State's Educational System to "Grow Our Own"

A factor that law enforcement agencies need to consider is that most of the State's applicants will be products of the California public educational system. The California educational system, compared nationwide, was highly rated in the 1960s and early 1970s. Since that time, it has weakened markedly. One of the major contributing factors causing this decline is the weak funding per student. The weak funding levels continue to this date and have caused the State to dismiss thousands of school teachers.

In Fiscal Year 2011 / 2012, California presented over 20,000 "pink slips" (Notice of Intent Not to Re-Hire) to teachers based on the state's continuing budget deficit.⁵ The California educational system continues to undergo major challenges to its funding levels and, in turn, its ability to maintain quality educational programs. The following has been noted:

1. There are approximately 6.3 million students in the California K-12 system.
2. The state funding levels for K-12, based on a national comparison, place California at 47th place among the 50 states.⁶
3. The statewide "dropout rate" for high school students is approximately 30 percent. The National Dropout Rate report of July 16, 2012 reflected a 27 percent rate of students Not Graduating. This report further reported a higher dropout rate for minority children; 44 percent for Hispanics and 46 percent for Blacks.⁷ Some California school districts have experienced 50 percent dropout rates.
4. Many campuses continue to experience student disruptions and ongoing student discipline problems that can compromise the quality of education and the safety of the school.
5. Approximately one-half of the nation's entering college students do not meet placement standards and are not ready for college-level work.⁸
6. Based on projected deficits in California's budget, which will run into the billions of dollars for the next several years, the educational system will be struggling for many years to come.
7. All of the preceding factors will ultimately have an impact on the future applicant pool for law enforcement and public safety positions.

Additional research from the [Josephson Institute of Ethics](#), an organization that California POST has collaborated with over the years on a number of projects specific to ethics and professionalism, identified two issues of concern related to the character development of children. These issues are:

1. The Ethics of American Youth — 2011 Survey Summary⁹
 - a. Based on the survey of nearly 40,000 high school students
 - b. Survey revealed entrenched habits of dishonesty — stealing, lying, and cheating in large percentages of school children
2. The Ethics of American Youth — 2010 Survey Summary¹⁰
 - a. Based on the responses of over 43,000 high school students
 - b. Revealed over half of all high school students surveyed were bullies, and nearly half were victims of bullying during the past year
 - c. The survey also revealed that one-third (33 percent) of all high school students related that violence is a big problem at their schools, and one in four (25 percent) related they do not feel very safe on their school campus.
3. The Josephson reports are alarming because they reflect character traits that could negatively impact future applicants' abilities for passing a public safety selection process.

Some may ask, "Why is the decline of the state's educational system a law enforcement or POST problem? This is a school issue, so why should the law enforcement profession become involved?"

1. The issue is that California law enforcement has high standards for its peace officer applicants, and most applicants will be products of the state's public education system.
2. As previously mentioned, the current failure rate of California law enforcement applicants is averaging more than 90 percent, and the budget shortfalls to the state's educational system will only exacerbate the recruitment challenges.
3. Faced with a weak applicant pool, how will the law enforcement profession meet its future recruitment challenges?
 - a. Lowering selection standards could be one avenue, but noting that the primary causes for failure are academics, weak fitness levels, and a lack of moral character, this is not much of an option. Or, could partnerships with the educational system enable law enforcement to begin "growing their own" qualified applicant pools to meet the selection standards of the profession?
 - b. The POST SPC believed the latter should be done, i.e., develop school-based programs in partnership with school districts to "groom" a pool of qualified applicants.

The SPC noted that the state's educational system is amenable to partnerships with law enforcement for developing programs that can enhance student's opportunities for careers in law enforcement and public safety.

1. A variety of law enforcement and public safety-related school-based programs were reviewed, and a number of the programs were very impressive.
2. The task group also discovered that a number of other professions are also collaborating with the educational system to develop related school-based programs to enhance their future candidate pools. Nursing is an example of one profession with such a program.

3. The advantage to the school system of allowing public safety school-based programs on campuses is that these programs usually reflect enhanced student performance. In particular, most of these programs relate that students' grade point averages are usually higher than the school's average; the dropout rate for these students is very low; and very few student discipline problems are noted.

Further discussions with school program coordinators, most of whom were high school program coordinators, revealed that their programs could be better served if they could recruit students who had similar foundations in public safety, such as school-based programs in law enforcement or public safety offered at local elementary and middle school programs.

1. Many students in public safety school programs, usually starting in the 10th or 11th grades, reflect weaknesses in their academics, particularly in the area of reading and writing skills. Too many students had already ingrained habits detrimental to character development.
2. The SPC believed that having school-based law enforcement programs at the elementary and mid-school levels could be very beneficial in exposing young students earlier to career pathways in law enforcement and that this would motivate students to apply themselves more in their school studies in order to be considered for entrance into public safety programs at the high-school level.
 - a. A recent report by the Center for Disease Control and Prevention (April 27, 2012) found that more than 1/3 of United States adults (35.7%) are obese. The highest rate of obesity was found among Non-Hispanic Blacks at 44.1%. The report noted that childhood obesity now affects 17% of all children – triple the rate from just one generation ago.¹¹ These statistics are alarming because they will affect our future candidate pool. Exposing young children to the physical fitness demands of public safety careers, through public safety school-based programs can assist students, future candidates, to see the importance of developing an early mindset of “lifetime fitness” to enhance their future career opportunities.
 - b. An Early Warning Report by the Anne E. Casey Foundation in 2010 discovered “the pool from which employers, colleges, and the military draw is too small, and still shrinking, because millions of American children get to fourth grade without learning to read proficiently. And that puts them on the dropout track.” The report listed childhood results by race/ethnicity and noted 84% of Blacks, 83% of Hispanics, and 58% of Whites scored below proficiency at the 4th grade.¹² These results also negatively impact the future public safety applicant pool. Making young students in elementary school aware of the importance of their academics, in particular their basic reading skills, is essential. Public safety school-based programs can stimulate young student's interests in understanding how their academic studies relate to achieving career goals, such as public safety. Motivating students at this young age through career awareness programs can make positive impacts on student's attitudes toward the educational process.
3. Upon further research, the SPC identified a number of law enforcement school-based programs already in existence at the lower grade levels that offered students a good career foundation for transfer to high school public safety programs. These are discussed in [Section XII](#), “Review of School-Based Programs Featured in the POST DVD.”

As was previously mentioned, the key to developing successful school-based public safety programs is to first fully understand the entire selection process. Understanding how applicants will be scrutinized through this process, in detail, is essential in the preparation of effective school-affiliated programs.

1. Students must understand what behaviors can and will disqualify them from a future selection process. Sharing this information with students on just one occasion is not effective, and this is the reason that the selection process needs to be reviewed in detail on a regular basis, preferably once every school quarter or semester. It should certainly be stressed by school staff during their regular instruction when the opportunity arises.
2. Instructors need to make students very familiar with the POST selection process at an early age to assure they are developing proper character traits. Becoming familiar with the POST selection process early on will make students much more aware of how the background investigation component will delve deeply into an applicant's character and personal life, starting in the early teenage years. Bad habits they develop or poor choices they make during these young adolescence years could disqualify them from future career opportunities in law enforcement, public safety, and many other related career paths.
3. Exposing elementary school children early to the benefits and initial applicant requirements for public safety careers can motivate many students to refocus their behaviors and improve their school work to develop more positive character traits. This career motivation technique can also be instrumental in energizing younger students, especially in the 3rd to 4th grades, which could make a difference for children who may be approaching a possible achievement gap.

In practice, school-based public safety programs can vary in terms of their format. The ultimate goal is for an agency to facilitate development of a complete pipeline that extends from elementary school through college. POST reviewed the four formats currently being used to deliver school-based public safety (primarily law enforcement) programs in middle-school through high school. These are the magnet school, the California Partnership Academy (CPA), the Regional Occupational Program (ROP), and the charter school.

1. The magnet school model offers a segment of the school population a specialized school component in public safety or law enforcement. Magnet programs can be incorporated in middle and high schools. Their curriculum can be designed to meet state standards and still have a strong focus on law enforcement or public safety, and this themed curriculum can usually be woven through core curriculum requirements. For example, English classes may incorporate police report writing concepts, and math classes may review formulas related to traffic accident investigations. Staff facilitating these programs is comprised of credentialed teachers, some of whom may have some law enforcement career experience. Agencies may assign peace officers as guest presenters, either full-time or part-time, to assist in delivering specific activities or exercises related to law enforcement. Some of these school programs have the option of bringing non-credentialed instructors into their programs as teachers, provided they obtain a certificate of clearance from the Commission on Teacher Credentialing. These are known as "Vocational Education Credentials."
2. The California Partnership Academy (CPA) format is slightly different from the magnet program. This type of program usually focuses on grades 10–12. The CPA picks a specific career theme — in this case, law enforcement — and allows students to apply for the program. The career theme is intended to be woven throughout the student's school experience. The major difference in a CPA program from a magnet program is that it receives state educational grants to enhance its operation. The grant also requires a certain format be followed in the delivery of the career pathway. This includes the career theme being integrated into other core academics and a requirement of regular planning meetings with teachers delivering the career pathway. CPA grants can assist in a number of ways, including funding equipment acquisition, planning meetings, and field trips to public safety facilities.
3. Regional Occupational Programs enable delivery of specialized programs in a variety of career paths. Most programs offer one or two school periods to high school students, usually in their junior or senior year of high school. Offerings are usually stand-alone courses on criminal justice. A career focus is not usually woven into other courses.

4. The charter school program stands out above the others because the charter program can dedicate its entire school campus to the specific career theme of instruction. The charter school still has to meet the state's mandatory curriculum standards, but it has the latitude to weave public safety concepts throughout its curriculum. This format appears to be the most effective because the staff has the ability to immerse the students in a full range of public safety experiences. However, many school districts are reluctant to allow charter school programs in their districts because the programs require shifting fiscal resources away from the main campuses. The key is finding a school district that is "charter friendly" and can allow the fiscal changes to accommodate such a program.
5. The California Department of Education offers a listing of model curriculum standards that can be adopted by a school to enhance students' knowledge of certain career paths. This format is known as the California Career Technical Education (CTE) system, and is structured into 15 industry sectors, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways. The sector that applies to public safety (law enforcement) falls under "public services," and the curriculum standards are detailed under the career pathway of "protective services" as noted in their last revision of May 2005. The California Career Technical Education (CTE) Standards apply for grades 7 through 12. Refer to [Attachment C](#).

Note: In March of 2012, POST staff formed a subject matter expert task group representing experienced personnel from state corrections, fire prevention services, emergency response and disaster preparedness, homeland and cyber security, and law enforcement to participate in the update of the California Department of Education's CTE career pathway standards. The Career Cluster on Public Services features four pathways; Social Services, Government and Public Administration, Public Safety, and Legal Professions. The original pathway that addressed law enforcement was entitled Protective Services (2005 CTE revision) and was changed in this meeting to Public Safety. The committee updated a number of the standards in the Public Safety Pathway to focus on strengthening the weaknesses seen in current applicants. This included the stressing of more rigor and relevance in academics (reading, writing, and math), the development of a lifetime fitness mindset, development of a strong ethical character, and a full understanding of the selection process required by law enforcement and public safety. These changes are pending and should be available in late 2012 upon final adoption by the California Department of Education.

6. A number of public safety programs have adopted California's "a-g" curriculum requirements. The "a-g" courses are more rigorous than the regular mandatory school curriculum, and they fulfill the "a-g" subject requirements for freshman admission to the public universities of California. Incorporating the "a-g" format can be very instrumental in meeting the lack of college readiness seen in many college freshmen. Refer to [Attachment C](#). These programs can also enhance students' abilities for passing the POST Entry-Level Law Enforcement Test Battery (PELLETB). This reading and writing entry exam is based on a 10th and 11th grade level. A student passing the high school exit exam (CASHEE) does not necessarily mean they are ready for college or law enforcement work because the CASHEE is based on a 8/9th grade reading and writing level.
7. School-based public safety programs should not be considered "fix it" schools for children needing remedial attention, whether for academic or for disciplinary reasons. Students must meet the entrance criteria set by the school-based program and maintain these requirements or be subject to being returned to their home school. Some programs have allowed students some latitude for entry, based on their successfully completing a probationary period.

VI



Funding Strategies for Support of the Career Pipeline

Using public school-based programs means these school programs are funded by the State of California. There is no tuition requirement for student attendance, as is required in a private school. School educators and administrators are also funded by the local school district.

Supporting the schools with law enforcement personnel can be done in a variety of ways. These include:

1. Full-time peace officers can be assigned to schools as program facilitators to assist local educators in the presentation of the program. This format is very effective, but for many agencies assigning full-time peace officers to school-based programs is a luxury, especially in weak economies.
2. Assign a detail of law enforcement agency volunteers to facilitate the program under the direction of a full-time peace officer or supervisor who would have this additional assignment.
3. Hire retired peace officer(s) who have a proven work history with a strong ethical background and a desire to facilitate such a program. These officers can instruct in the program either full-time or part-time. Retired peace officers would have to be certificated through the local Commission on Teacher Credentialing, and this can usually be done under a Vocational Education Certificate. Usually, the part-time positions are paid for 20 hours per week which, would be 4 hours per day for a 5-day school week, and they are paid an hourly rate with no benefits. However, retired peace officers normally have benefits from their prior service. Additionally, it is recommended that a full-time peace officer or supervisor of the affiliated law enforcement agency work closely with retired peace officers. The full-time officer can be the liaison to the school program and assist with the scheduling of special presenters or related field trips.
4. Another method is having the local county chiefs' and sheriff's association sponsor a Career Pipeline in its region. One of the agencies in the association can be designated to oversee the program on a full-time or part-time basis and have permission to seek presenters from all the law enforcement agencies represented in the county association. Either agency volunteers or retired peace officers could be the primary school site presenters, with the designated agency representative (full-time officer) overseeing the school program as a collateral duty.

The establishment of a non-profit foundation, either through the law enforcement agency or specifically set up for the pipeline program, is strongly suggested.

5. Based on the projected budget shortfalls for school funding, the non-profit foundation becomes essential for funding a variety of school activities.
 - a. The non-profit foundation is a vehicle that can collect donations from corporations, local businesses, service organizations, and private persons to support the school-based programs and their activities.
 - b. Typical support activities by the non-profit include funding for field trips, student uniforms, related equipment, and specialized training for staff members.
6. An additional funding source for consideration is the Asset Forfeiture program that is available to law enforcement, either locally or regionally. There have been provisions in these programs to allow such funds to be used in communities for juvenile diversionary programs. Agency representatives considering this approach should review current laws and rulings regarding the program prior to committing such funds to school-based public safety programs.



VIII



Law Enforcement's Role in Support of the Career Pipeline

The primary role of the law enforcement agency or county law enforcement executive association is to work in cooperation with the local school-based program(s) to provide as much support as possible. This includes:

1. Support the formation of a task force unit, either local or regional, to develop a career pipeline program that will be supported by the local law enforcement agency or by the county chiefs' and sheriff's association.
2. Assist in the development of a strong advisory council to assist in the development and ongoing promotion of the pipeline components. The advisory council should be made up of a variety of law enforcement and other public safety administrators, school administrators, as well as members from the community representing the various organizations in the city or region. Refer to [Section VIII](#), under Sample Affiliations 1–8 for an expanded list of suggested representatives.
3. Provide a designated liaison to the program to assist in the scheduling of law enforcement activities and the subject matter experts who can make related presentations at the school-based program.
4. Provide names of retirees or agency volunteers who may be interested in working for the program when available.
5. Develop a structured Explorer/Cadet program to recruit students from the school-based programs. The Explorer/Cadet program should reinforce the character and leadership development concepts taught at the school program, such as the Six Pillars of Character, the Cadet Creed, and Covenant Leadership. Refer to [Attachment B](#).
6. Assist in creating internship programs within the local law enforcement department, within other agencies affiliated with the local county chiefs' and sheriff's association, other related government agencies, or local businesses to recruit college students from the affiliated pipeline components.
7. Develop a strong partnership and work closely with the school administration to assure the delivery of a quality program. The program delivery should not only meet the State's curriculum requirements but should also reinforce the CTE pathway standards for law enforcement. These standards were recently updated by a POST Committee (March 2012) to address the issues causing the high candidate failure rate. In particular, the new standards request additional emphasis on academics, character development, and a regular in-depth student review of the selection standards. This draft should be finalized by the California Department of State Education by the end of 2012. Refer to [Attachment C](#).

8. Work with the local chamber of commerce, service clubs, and other community organizations to gather support for the program
9. Support the creation of a non-profit foundation to assist in the financial support of the pipeline components. It is suggested that the non-profit be overseen and controlled by the law enforcement agency or association affiliated with the career pipeline program.
10. Consider the use of asset forfeiture funds when possible to support the youth activities of the pipeline programs
11. Develop strong support from the local government entities, such as the city council or county board of supervisors
12. Monitor the delivery of school-based programs and maintain statistics that can show successes and overall benefits to the community



VIII



Expanding Partnerships to Enhance the Career Pipeline / Advisory Council

The hosting law enforcement agency should seek supporting partnerships.

Sample affiliations that can enhance programs include:

1. Other public safety entities, such as neighboring law enforcement agencies, fire departments, correctional facilities, parole, probation, FBI, district attorney's office, local public safety training facilities, military representatives, etc., all of whom could provide resources and also benefit from the program for their own recruitment purposes
2. The local county police chiefs' and sheriff's association
3. Chamber of commerce and the business community
4. Local service clubs (Rotary, Kiwanis, Elks, Toastmasters, etc.)
5. Local government officials (municipal, county, state, etc.)
6. Local school district representatives
7. College representatives
8. Representatives from local POST Basic Academy facilities

IX



Curriculum Models for Career Pipeline Components

Curriculum models for these various pipeline components will vary from school district to school district. The POST goal is to provide references to current school-based programs that will allow agencies the ability to review existing program components and then determine which model(s) would be feasible for the development of their local or regional Career Pipeline.

The components of the Career Pipeline and suggested grade level topics are as follows:

1. Elementary school (focus on grades 3–5)
 - a. This would include presentations on the various functions and opportunities available within the law enforcement or public safety profession, speaking to all the related support positions available (dispatch, community service officer, crime scene investigator, and general employee positions). Use of the POST DVD should be considered at this level; the DVD features short recruitment segments related to careers in law enforcement and to school-based programs.
 - b. This would also include identifying the essential skills and character traits that are required for entry into the law enforcement profession.
 - c. At this school level, students can be given an early foundation on the importance of developing their personal commitment to prepare for their futures, and be inspired to develop a strong dedication to academics and character development. At this level, begin the focus on the character dimensions identified in the POST Background and Psychological examinations.
 - d. Introduction of character development components at this level is essential. Programs like Character Counts, with the introduction of the Six Pillars of Character offered by the Michael Josephson Institute of Ethics, would provide an excellent foundation. This early component is essential for capturing the interest and motivation of young students, especially those in the 3rd and 4th grades. Reports on racial and ethnic achievement gaps have indicated these grade levels are crucial to the ongoing development of young minority students. Sparking students' interest at this young age can be very beneficial in motivating some students to want to succeed in their academics and character development in order to be eligible for future careers in public safety.
 - e. This component also becomes a good recruitment base to develop interest in students who can later apply to the next step of the pipeline, the middle school component.

- f. One of three formats is suggested for this early student exposure.
 - 1) Short public safety career awareness presentations usually delivered in school assemblies or on “Career Days” offered during the school year
 - 2) Short comprehensive program offered after school on campus with the school’s approval. The Junior Cadet Program is one such offering that has been implemented by the Anaheim Police Department. This structured program offers Basic and Advanced 14-week programs held after school for approximately 1 to 1 ½ hours per week. These programs focus on public safety as a career path, identifying essential duties/skills, identifying positive character traits that are needed to enter such careers, and developing basic team and leadership skills. Refer to [Section XII, “Review of Featured School-Based Programs Featured in the POST DVDs”, Item 1- Anaheim Police Department’s Junior Cadet Program.](#)
 - 3) Structured public safety magnet elementary school program that can feed into an affiliated middle school program
2. Middle-school (usually grades 6–8 or 7–9)
 - a. Recruiting students from school-based elementary school programs would be a preference, but there will always be new students entering the program who will not have had the foundation that the affiliated elementary school students had. Staff facilitating the middle school program need to understand that student attitudes can crystallize at this age.
 - b. Involvement in structured para-military formations can build team camaraderie and assist in motivating students to perform at their best.
 - c. Students should be inspired to do their best in academics, especially reading and writing skills and math and science studies. Having students use their academic disciplines to solve law enforcement-related situations increases student interest and helps them understand how their core academic subjects can assist in addressing real world situations.
 - d. Incorporation of character development programs, such as the Character Counts program, teaches students how to use the Six Pillars of Character in their daily lives and in interactions with others. Refer to [Attachment B](#). The Six Pillars of Character are:
 - 1) Trustworthiness
 - 2) Respect
 - 3) Responsibility
 - 4) Fairness
 - 5) Caring
 - 6) Citizenship
 - e. The POST selection process needs to be reviewed each school semester or quarter.
 - 1) The goal is to have the students understand the process on which they will be evaluated if they decide to become an applicant for a peace officer, dispatcher, or other related position. They also need to understand the high failure rate, the major reasons for failures, and what they can do to prepare themselves to meet these challenges. Merely informing students to “stay out of trouble or you won’t pass the selection process” is insufficient.

- 2) Having students fill out the POST Personal History Statement, over 25-pages, preferably starting at the 8th grade level, can be a major “eye opener” and a reminder of how the choices they make at this young age can affect their qualifying for future careers. It is not recommended they turn this assignment in due to the confidentiality of the content.
 - 3) Making students familiar with the demands of the POST Background and Psychological Dimensions at this early age is essential, and the importance of adhering to these traits should be reinforced throughout their middle school experience.
 - 4) Law enforcement themes are woven throughout the core school curriculum and physical fitness demands are introduced.
- f. Additional examples of character development components that can be initiated at this level include:
- 1) The Cadet Creed

“I am a Public Safety Academy Cadet; I strive to achieve academic excellence. I exemplify high moral character. I work diligently to prepare for the future. I know my success in school and life is dependent on my own effort.”

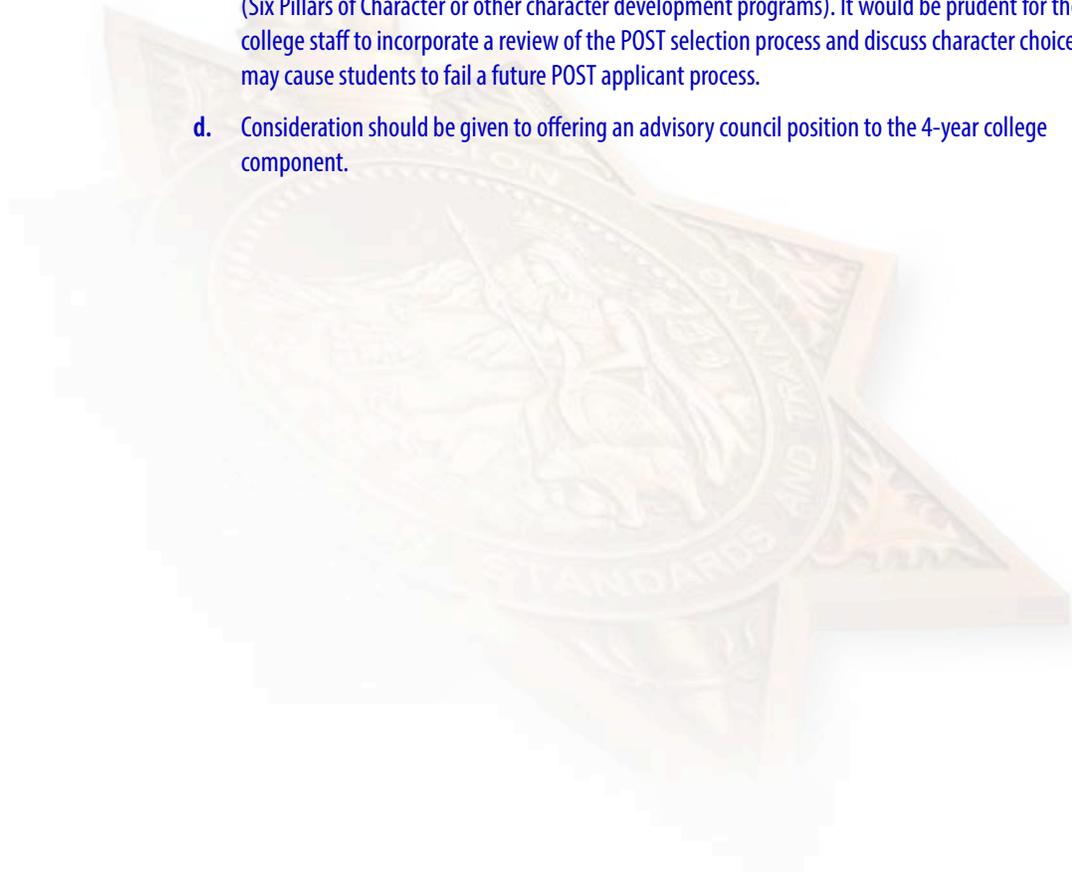
– Currently featured at the Public Safety Academy School (grades 6-12) in San Bernardino and the Public Safety Academy (grades 5-12) in Fairfield, California.
 - 2) The Purple Hands Pledge

“I will not use my hands or my words for hurting myself or others.”

– Hands & Words Are Not For Hurting Project, Ann S. Kelly/Founder, Salem, Oregon
3. High School (usually grades 9–12 or 10–12)
- a. Continue to build on the foundation developed in the previous components (middle school)
 - b. Incorporate law enforcement/public safety curriculum in the elective blocks of instruction for all grade levels
 - c. Emphasize how the core subjects (mandated curriculum) tie into the related law enforcement/public safety pathway theme through use of scenarios and student exercises
 - d. Continue an emphasis on reading and writing skills in the preparation of complete police reports, including follow-up investigations. Use of math is included in more complex reporting such as crime scene investigations, vehicular skid analysis, and weights and measures as related to the identification and sales of contraband.
 - e. Investigative reports prepared for mock trials
 - f. Physical training enhanced to address the physical agility requirements for new applicants and to reinforce the “lifetime fitness” mindset
 - g. POST selection process components reviewed each school quarter or semester, with a reminder of how inappropriate life choices will hinder the ability to be successful in the application process for entry into law enforcement or other public safety pathways
 - 1) Have students complete the POST Personal History Statement (PHS) as a reminder to students of how their actions will be evaluated in a future background process. Have the students fill these out on their own and bring them back to class for discussion. It is not recommended they turn this assignment in due to the confidentiality of the content. Having the PHS presented by a law enforcement officer or a visiting background investigator can give an additional focus to students to be careful with the character choices they make in their adolescent lives.

- 2) Review with the students the failure rates noted by local law enforcement and public safety agencies and discuss how students can avoid such behaviors. A law enforcement background investigator could be requested to make such presentations to the students.
4. Continue student involvement in the following:
 - 1) Practice problem solving skills via exercises and scenarios
 - 2) Prepare and present oral reports to peers. Also, consider bringing representatives from the local Toastmasters organization onto campus to host after-school training sessions when possible
 - 3) Learn how to use verbal skills to tactfully diffuse verbal encounters with difficult people.
 - 4) Bolster character development with additional training on how to resist negative peer pressure
 - 5) Learn how to deal with ethical dilemmas
 - 6) Weave leadership skills and ethical decision making throughout students' cognitive and skill components
 - 7) Affiliate with additional public safety agencies (fire, corrections, and other law enforcement related fields) to enhance field exercises and field trips
 - a) Affiliations will provide opportunities for students to join Explorer/Cadet programs (usually for ages 14–21).
 - b) Local basic academy facilities can enable tours and specialized instruction to enhance high school curriculum and access to additional facilities for “hands on” activities. Students may also be able to participate as role-players in POST scenario programs and other related training exercises.
 5. Community College
 - a. There are over 100 community colleges in California, and many of them facilitate degree programs in Criminal Justice and Fire Science. There are also 38 POST Basic Academy programs currently affiliated with community colleges.
 - b. The Community Colleges' Chancellor's Public Safety Advisory Committee has spearheaded a curriculum writing modification to enhance local colleges' Criminal Justice and Fire Science programs to address the failure issues identified by the SPC. This curriculum modification will become available to community colleges that decide to affiliate with local or regional public safety Career pipeline programs by the end of 2012. This additional curriculum will also be made available on the POST Web Site under the Career Pipeline Network.
 - c. What is needed to pass the POST selection process, with a focus on what is causing applicants to fail, should be reinforced with students regularly at this level. Reinforcement should include having students complete the POST Personal History Statement (should not be turned into the college instructor due to confidentiality issues) and review the POST Interview Guidelines, Background Dimensions and Psychological Dimensions, all referenced in [Attachment A](#).
 - d. Reinforcement of ethics, character, and leadership should be stressed throughout the college program.
 - e. The law enforcement agency's use of Explorer /Cadet programs should be encouraged as an effective method of keeping college-affiliated students/future candidates connected to the Career Pipeline.

- f. Use of paid internship positions (part-time) while students are attending college should be sought in cooperation with the pipeline's advisory council.
 - 1) Some programs may be non-paid positions due to budget constraints.
 - 2) Many colleges offer internships that will allow students the ability to work with local law enforcement agencies in program development and research that also earns the student college credit.
- 6. Attendance in CSU or UC college programs to achieve advanced degrees (Bachelors and /or Masters Degree)
 - a. It is advisable that students maintain affiliations with their local law enforcement agency through an internship or a volunteer program after the age of 21 (e.g., Citizen Volunteers Unit, Search & Rescue Unit) .
 - b. The agency liaison from the advisory council should meet with CSU or UC and orient staff on the Career Pipeline model and how their school can be a recipient of pipeline students who should be eager to achieve their college degrees and move into public safety careers.
 - c. An attempt should be made to seek cooperation in reinforcing concepts of character development (Six Pillars of Character or other character development programs). It would be prudent for the college staff to incorporate a review of the POST selection process and discuss character choices that may cause students to fail a future POST applicant process.
 - d. Consideration should be given to offering an advisory council position to the 4-year college component.





Importance of Character and Leadership Development

POST advocates embedding a character and leadership development component into school-based public safety programs. The character development concentration is intended to instill in students an understanding of the importance of making choices that will enhance their moral character development and, ultimately, enhance their ability to pass the character requirements of the law enforcement selection process. Refer to [Attachment B](#) for references on character and leadership development.

Once a character and leadership program is identified, all school staff should be cross-trained on the program. A character/leadership school coordinator should also be designated. This coordinator will have the responsibility of identifying related curriculum and resources that can be woven into the other school curriculum. The goal is to have the character and leadership concepts become part of the school culture. The program should be reviewed with parents to encourage them to act as role models for their children/students, since the students are being held to the higher character standard.

Character and leadership components should also be woven into and reinforced in affiliated Explorer/Cadet programs and internships.

A few examples of character development components that can be incorporated into school-based programs reviewed by POST include:

1. The Josephson Institute of Ethics (a non-profit foundation) also administers the national “Character Counts!” program, a values-based school climate initiative for building character and positive life skills, promoting social and emotional learning, and enhancing academic performance. The “Character Counts!” program also features the Six Pillars of Character. Refer to www.JosephsonInstitute.org for further information.
2. The Cadet Creed

“I am a Public Safety Academy Cadet; I strive to achieve academic excellence. I exemplify high moral character. I work diligently to prepare for the future. I know my success in school and life is dependent on my own effort.”

– Used by the *Public Safety Academy Charter School (grades 6–12), San Bernardino City School District*
3. The Purple Hands Pledge

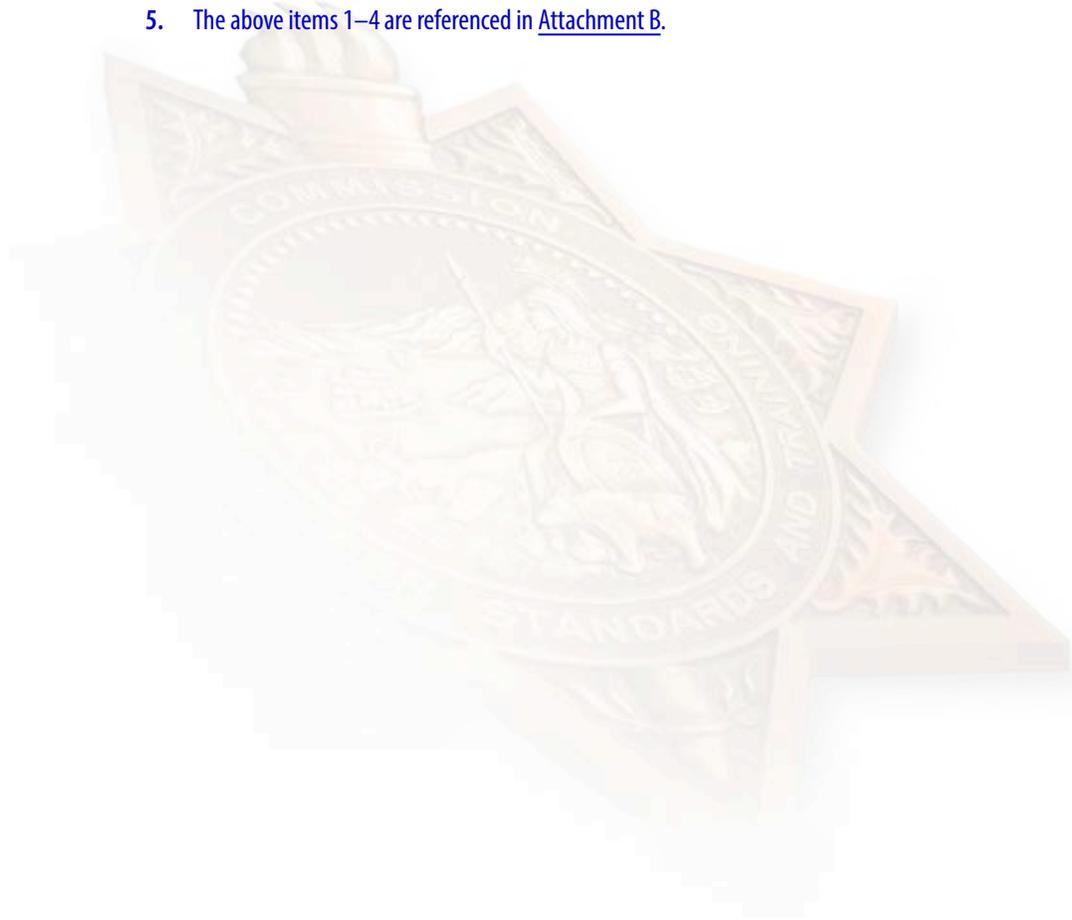
“I will not use my hands or my words for hurting myself or others.”

– Refer to the *Hands & Words Are Not For Hurting Project, Ann S. Kelly/Founder, Salem, Oregon*

4. Leadership Training

- a. There are thousands of topics on leadership and a variety of programs that could be used for a school-based program. The key is to find one that can be woven into a middle and high school program that can become part of the school and student culture.
- b. One such program identified by POST is Pete Bowen's leadership program. Pete is a POST Command College instructor and author of "On Leadership – Reuniting American, Reigniting Successes", copyright 2012, First Edition. Pete Bowen also served with the United States Marine Corp as a Harrier fighter pilot and instructor. He is a graduate of Notre Dame and Duke Universities. He is currently president of Servite High School in Anaheim, California where he has developed and implemented a successful leadership and character development program. Bowen's program also incorporates a number of USMC leadership concepts. Servite is a private all-boys Catholic high school that believes "The path to becoming a good leader and the path to becoming a good person are the same."
- c. Pete Bowen's recent document on *Preparing Students for Leadership Positions in Public Safety* was prepared for POST's Career Pipeline Program for use in public safety middle and high school programs.

5. The above items 1–4 are referenced in [Attachment B](#).



XI



Defining a Student Tracking System

Student's performance and outcomes in these various school-based programs should be tracked. Tracking program results and successes are essential to the ongoing operation and funding of school-based programs. Agencies need to identify or develop a reliable program that will ensure gathered information is accurate. One of the programs that could be considered is the California educational system's CAL PADS.

1. The [California Longitudinal Pupil Achievement Data System \(CAL PADS\)](#) can assist POST and the State's educational system in evaluating the effectiveness of public safety school-based programs. Refer to [Attachment C](#).
2. Other tracking programs should also be researched and used to track specific program achievements.

The tracking component should capture:

1. Student attendance
2. Student dropout rate by grade level
3. Academic achievement
4. Student performance on the California High School Exit Exam (CAHSEE)
5. Student discipline problems
6. Involvement of students in local or regional community sponsored events (e.g., Special Olympics, cancer walks/runs, assisting in local senior citizen programs, or homeless shelters)
7. Parent involvement and support
8. Students recruited or affiliated with local public safety Explorer/Cadet programs
9. Students' acceptance into college
10. Students recruited into college internships by law enforcement or other government agencies
11. Students recruited into internships or part-time work offered by the local business community

12. Students hired by law enforcement or other public safety agencies
13. Students entering military service
 - a. Follow-up should be made with students upon completion of military duty to determine any additional career goals
14. Students entering other career pathways (e.g., fire service, corrections, related federal service)

Use of alumni events can assist in gathering further data on graduates and enhances ongoing networking.



XIII



Review of School-Based Programs Featured in the POST DVD

It should be noted that the school-based programs featured in the POST DVD are not all affiliated with complete Career Pipeline programs. The one model that is the most complete pipeline is the LAPD model. The other programs are component examples that can be woven into complete career pipelines and they are being featured for this purpose. Additionally, students in these programs were found, for the most part, to be performing at the academic school average or better, exhibiting an almost non-existent dropout rate, and adhering impressively to rules of conduct.

Elementary School Component

1. Anaheim Police Department's Junior Cadet Program
 - a. The program is hosted on elementary school campuses for grades 3–6.
 - b. It is an after-school program, meeting once a week for 1-hour for 14-weeks. Seven campuses are currently involved in the 14-week sessions, for approximately 350 students.
 - c. The 14-week session culminates with a Saturday / Sunday event that includes a number of "hands-on" activities and a graduation ceremony.
 - 1) The ceremony is a major community event and awards are usually presented by the chief of police and the "Cops-4-Kids" non-profit foundation, with hundreds of parents and family members in attendance.
 - 2) The 14-week program, with the weekend activities, totals 20 hours.
 - d. Students are referred to the program by the teachers.
 - 1) Some students are identified as possible trouble makers.
 - 2) Other students are also referred because they are somewhat shy but exhibit leadership potential.
 - 3) Others can sign-up to attend.
 - e. Anaheim PD uses its Explorer Cadets as mentors to assist in the program.

- f. Curriculum in the 14-week block includes:
 - 1) Students gain familiarity with formations with drill and ceremony.
 - 2) Students wear designated polo shirts with ball caps.
 - 3) Careers and opportunities in law enforcement are reviewed.
 - 4) Classroom segments focus on making right choices in life.
 - 5) Presentations on gangs and drugs illustrate how they lead to trouble and violence.
 - g. An Advanced Junior Cadet program is also offered.
 - 1) This is also a 14-week program (one-hour per week).
 - 2) Curriculum on the Character Counts program and the Six-Pillars of Character ([Michael Josephson Institute of Ethics](#)) is offered in this session.
 - 3) The program culminates in a similar weekend event.
 - h. The Junior Cadet program has been coordinated by a community service officer as a collateral duty.
 - 1) The program is also facilitated by additional staff:
 - a) Instructors — full-time peace officers
 - b) Program administrator — a full-time peace officer
2. Anaheim Police Department's Explorer and Internship Programs
- a. The Explorer Program currently has 80 active members (ages 14–21).
 - b. The Internship Program currently has 40 paid college internship positions.
 - 1) Interns must be 18-years of age or older and enrolled in at least 12 college units.
 - 2) An overall 2.0 grade point average must be maintained.
 - 3) Each intern is rotated approximately every six months to another assignment within the organization. Ultimately, the intern will develop a good understanding of the organization's operations and culture.
 - 4) Many graduates of the internship program become peace officers.
3. Anaheim Police Department also has developed a non-profit "Cops 4 Kids" Foundation supported by the local community.
- a. The foundation supports the Junior Cadet Program and the Youth Activities League.
 - b. The foundation also hosts an annual fund raiser that is supported by the business community and the public.
4. This elementary school model can work very well in developing a cadre of interested students that can be fed into a school-based public safety middle school program.
5. Contact Anaheim Police Department for more information:

Program Coordinator:

Officer Jon Nooitgedagt
425 South Harbor Blvd., Anaheim, CA 92805
714-765-1597 / jnooitgedagt@anaheim.net

California Partnership Academy (CPA) Models

1. As mentioned in [Section V](#), “Using the State’s Educational System to Grow Our Own”, the California Partnership Academy (CPA) format focuses on grades 10–12. The CPA career theme is either public safety or law enforcement. The themed program is part of an existing school campus. In other words, the law enforcement CPA program may have 150 students enrolled in the themed curriculum, but there may be 2,000 students in the high school. The students are allowed to apply for entrance into the program. The career theme is woven throughout the student’s school experience. The CPA program receives state educational grants to enhance its operation. The grant also requires an approved curriculum be followed in the delivery of the career pathway, which includes the career theme being integrated into the students’ core academics and requires regular planning meetings with teachers delivering the career pathway. The California Career Technical Education (CCTE) Public Services Sector for Public Safety can be used in this model. CPA grants can assist in a number of ways, including funding equipment acquisition, teacher focus group meetings, and field trips to related public safety facilities.
2. Montgomery High School – Administration of Justice (AOJ) Program
 - a. A CPA program since 2003 under the coordination of George Sikes, a retired Sergeant with the San Diego Police Department. George is a full-time credentialed school teacher paid by the San Diego School District.
 - b. This program has been well supported by local law enforcement and Mr. Sikes continues to enhance his presentations and field trips through his contacts with members of the law enforcement community.
 - c. There are currently 165 students enrolled in the program.
 - d. Contact Montgomery High School for more information:
 3250 Palm Avenue, San Diego, CA 92154
 619-628-3855 Classroom: 619-628-3055 / geosikes@yahoo.com
3. Otay High School – Academy of Criminology & Justice
 - a. The school is located in the San Diego area in the Sweetwater School District. The program is affiliated with the Chula Vista Police Department. The program is well supported and has become a popular course.
 - b. The current program coordinator is Vicente (Vince) Martinez who is a full time school teacher who also instructs in the program. The program also offers classes in forensics which is taught by the Chula Vista Police Department Crime Lab Director who has over 30 years experience in forensics.
 - c. There are approximately 235 students enrolled in this program. The students are also grouped together in their other mandated courses for reinforcement of the academy theme.
 - d. This program also is certified for delivery of the more intense curriculum known as the “a-g”, a college prep program. The program reflects that 97 percent of their graduating seniors enter college, with 63 percent of these students being accepted into 4-year colleges.
 - e. Contact Otay High School for more information:
 1250 Olympic Parkway, Chula Vista, CA
 619-591-5000 / vicente.martineziii@sweetwaterschools.org.

LAPD Junior Police Academy Magnet Schools and 2-year College Program

1. The LAPD program was developed in 1989 with a focus on developing high school students for careers with LAPD. Over the years, LAPD realized it needed to reach students much earlier, and they affiliated with a number of middle school programs.
2. The LAPD program is affiliated with the Los Angeles Unified School District and currently offers magnet programs in two middle-schools and programs in five high schools. There are currently 1,340 students involved in their middle and high school programs. They report 490 students in their two middle schools (grades 6-8) and 850 students in their high school programs. LAPD assigns full-time peace officers to each of the magnet school campuses as program coordinators and career instructors. The magnet program is supervised by a full-time LAPD sergeant. A number of their high-school programs are also affiliated with the California Partnership Academy (CPA) program, and they also receive financial grants from the California Department of Education.
3. In 2009, LAPD expanded its program to incorporate a community college component. They developed the POPP program, which stands for Police Orientation Preparation Program, which can funnel graduating high school students from their magnet programs into a 2-year college degree program. LAPD affiliated with West Los Angeles Community College to host an Associate of Arts Degree in Administration of Justice at the LAPD Ahmanson Recruit and In-Service Training Center. There are just over 100 students in the POPP program. These students wear uniforms and participate in a structured discipline program while at the same time observe recruit and in-service officers receiving training by LAPD. Once these students complete the POPP program, they can apply to become full-time peace officers and upon passing the applicant process they enter the LAPD Basic Academy.
4. West Los Angeles Community College has assigned an on-site Administration of Justice degree program coordinator at the LAPD Ahmanson facility who oversees the delivery of the college curriculum for the POPP program.
5. The program begins in middle school and weaves students through a pipeline affiliation with LAPD through college graduation from the community college. LAPD continues to develop partnerships to enhance its pipeline program and is hopeful for an affiliation with local four-year college programs. The LAPD Career Pipeline is an exemplary model.

For further information, contact:

LAPD Sergeant John Amendola, Officer in Charge
 Junior Police Academy Magnet Schools
 310-342-0510 or 30811@lapd.lacity.org
 LAPD Ahmanson Recruit Center
 5651 West Manchester Avenue, Los Angeles 90045.

The San Bernardino Public Safety Academy (PSA) – Charter School

1. This charter school program was started by a retired firefighter in the year 2000 with 8 students. The program now serves over 400 students for grades 6 through 12. Their campus is located on the site of the former Norton Air Force Base in San Bernardino, California.
2. The PSA provides a student foundation for careers in law enforcement and fire service. The students all wear uniforms on a daily basis and adhere to a student code of conduct. The teachers also wear modified uniform attire.
3. The program is “a-g” certified to enhance students’ ability to enter college.

4. The school also weaves the Michael Josephson's Character Counts and the Six-Pillars of Character components throughout its program. These components are reinforced by the teachers. Additionally, the students' parents are also given a course on the Character Counts program and shown how their students are held accountable to these character concepts. The parents are then asked to model this behavior at home and to encourage their students, sons and/or daughters, to continue their commitment to the Six-Pillars of Character.
5. The program is administered by a school principal. Additionally, three retired public safety officers are on staff to facilitate the public safety programs. Currently, a retired police sergeant, a 30-year veteran, serves as the Commandant of Students, with duties similar to that of a dean of students. The other public safety staff members facilitate and teach the related public safety courses.
6. For further information contact:

Public Safety Academy
1494 East Art Townsend Drive, San Bernardino, CA 92408
Kathy Toy, School Principal or Steve Filson, Commandant of Students
909-382-2094 / ktoy@psasb.us or sfilson@psasb.us



XIII



Use of the POST DVD, “Building a Career Pipeline”

The DVD, “Building a Career Pipeline,” is viewable in segments to address the needs of a variety of audiences (e.g., prospective students, city or county government officials, school administrators, parent groups, members of the local chamber of commerce, service clubs, and so on). Promotional clips are also identified in the DVD as motivational segments for use by law enforcement staff when making presentations to encourage adoption of a school-based public safety program or for recruiting students for a school-based program. Refer to [Attachment D](#).

The menu of segments on the DVD follows:

1. Introduction
2. Recruitment Challenges Facing Law Enforcement
3. Importance of “Growing Our Own”
4. Defining the Career Pipeline
5. Career Pipeline Models
 - a. Elementary School Component – Anaheim Police Department
 - b. CA Partnership Academies – Chula Vista Police Department
 - c. Magnet School Component – Los Angeles Police Department
 - d. Explorer/Cadet Component – Watsonville Police Department
 - e. Charter School Component – San Bernardino Public Safety Academy
6. Final Thoughts by Law Enforcement Executives
7. Credits
8. Promotional Clip #1 - Featuring short testimonials and action scenes
9. Promotional Clip #2 - Features comments by law enforcement about the importance of such programs
10. Promotional Clip #3 - Law enforcement motivational video segment

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POST's Role in Support of the Career Pipeline

Implementation of a school-based public safety curriculum offers significant value, especially when comprising a pipeline that will keep students focused on what will make them successful in passing a law enforcement selection process and entering the profession at a higher level of career readiness. Achieving maximum benefit from a pipeline resides in the ability of each segment to articulate with the other — that is, to form a cohesive pipeline that facilitates the flow of interested students from elementary schools into middle schools' structured programs, and then through similarly tailored high school curricula. The pipeline needs to be augmented through Explorer or Cadet programs (usually for ages 14–21), college internships with law enforcement agencies, and affiliations with college programs. Ultimately, the pipeline program encourages students to continue to perform at a higher standard in the areas of academics, fitness, and character development in order to enhance their abilities to meet entry-level requirements.

POST has developed a Career Pipeline Network that is accessible via the POST Website. The network is currently populated with a dozen school-based programs that are affiliated with law enforcement agencies and the National Partnership for Careers in Law, Public Safety, Corrections, and Security.

The purpose of the Career Pipeline Network is to assist law enforcement agencies in developing local or regional school-based programs to form their own career pipelines. The Network will allow law enforcement and school-based programs affiliated with law enforcement the opportunity to share related curriculum, lesson plans, program guides, and best practices.

POST is investigating the development of a core course for agencies considering the development of Career Pipeline programs in their regions.

POST will also bring together school-based program representatives, when possible, for special seminars to review current recruitment and educational trends and to share “best practices.”

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Footnotes and References

- ¹ California Commission on Peace Officer Standards and Training, “Objective B.8.08, Study the Feasibility of a Model School-Based Program That Can Be Replicated Statewide, [itals]Strategic Plan—2008,[end] revised April 12, 2011, <http://post.ca.gov/strategic-plan.aspx> (accessed September 27, 2011).
- ² Minutes from a meeting convening public safety high schools’ representatives, September 22–24, 2009, recorded by Greg Kyritsis. The meeting was conducted under the auspices of the California Commission on Peace Officer Standards and Training.
- ³ Notations from the presentation by Shelley Weiss Spilberg, Ph.D., POST Senior Personnel Selection Consultant, and Sid Smith, POST Background Investigations Consultant, at the POST Special Seminar on September 22, 2009 held in Garden Grove, CA.
- ⁴ California Commission on Peace Officer Standards and Training, California statewide statistical review by CA Peace Officer Standards and Training of students graduating basic law enforcement academy programs for 2008 through 2011.
- ⁵ “The latest on California politics and government.”, The Capital Alert, March 29, 2012.
- ⁶ “A Decade of Disinvestment: California Education Spending Nears the Bottom.”, School Finance FACTS, California Budget Project, October 2011.
- ⁷ National Dropout Rates, The Facts, July 16, 2012, boostup.org.
- ⁸ Kirst, Michael W. and Venezia, Andrea. “Improving College Readiness and Success for All Students: A Joint Responsibility Between K-12 and Postsecondary Education.”, Issue Paper for A National Dialogue: The Secretary of Education’s Commission on the Future of Higher Education, March 10, 2006.
- ⁹ The Josephson Institute of Ethics, “The Ethics of American Youth: 2011”, February 10, 2011.
- ¹⁰ The Josephson Institute of Ethics, “The Ethics of American Youth: 2010”, October 26, 2010.
- ¹¹ “Adult Obesity”, Center for Disease Control and Prevention, April 27, 2012, www.cdc.gov/obesity/data/adult.html/.
- ¹² “Early Warning! Why Reading by the End of Third Grade Matters”, Annie E. Casey Foundation, 2010.

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Attachments

- A. [Summary of the POST Selection Process](#)
- B. [Character and Leadership Training References](#)
- C. [CA State Department of Education References](#)
- D. [POST DVD - Video Segments Flyer](#)
- E. [Subject Matter Resource List](#)

Attachment A

Summary of the POST Selection Process

As mentioned in the body of this program guide, facilitators developing school-based public safety career pipeline programs must become thoroughly familiar with the expectations of the POST Selection Process, in particular, they must become familiar with what is causing the high failure rate among applicants. The primary applicant failures are due to candidates not being prepared academically (reading and writing), physically (low fitness levels), and many having developed poor character traits. Acceptable skills and characteristics in these areas take years to develop. The earlier that a student begins to understand the importance of these skills and characteristics the greater their chances of being successful, not only in public safety careers but in life in general. Gaining the interest of students in public safety careers is fairly simple; the real challenge is getting students to understand the importance their efforts in academics, fitness, and character development are to their future career achievement. Strong foundations in reading, writing, and fitness are obviously essential to passing a selection process but even more so is having a strong character. Program facilitators are asked to spend additional time reviewing the attached POST Background and Psychological Dimensions which identify the positive behaviors and counterproductive behaviors that determine a subject's moral character and suitability for a public safety profession.

Review of the California Peace Officer Selection Standards

Penal Code Section [13510\(a\)](#) gives POST the authority to establish minimum selection standards for peace officers employed by agencies that participate in the POST program. These peace officers must, at a minimum, meet the selection standards outlined in the Government Code, and pass the POST selection requirements contained in the POST Administrative Manual ([Commission Regulations 9050-9055](#)) prior to hire.

Local agencies can and do create standards that exceed the POST minimums. For example, it is common practice for agencies to administer a physical ability test, as well as a detection of deception examination (i.e., lie detector test), even though neither are required by POST. Many agencies also require standards that exceed state and POST minimums, such as a minimum age requirement of 21 years old and/or requiring a 2-year college degree.

Even for the parts of the selection process that are required by POST, it is up to the agency to establish its own "cut scores." For example, POST does not dictate a minimum acceptable score on the reading and writing test, what aspects of personal history (e.g., past illegal drug use) are grounds for failing the background investigation, nor what type of medical or psychological findings make a candidate unsuitable for peace officer employment. These are all the responsibility of the local agency.

Although the specific hiring process varies from agency to agency, below is a prototypical peace officer selection process. The minimum peace officer selection standards are set forth in Government Code Sections [1029](#) and [1031](#).

- Application
- Written Exam (Reading and Writing Assessment)
- Physical Ability Test
- Oral Interview

- ❑ Background Investigation
 - ❑ Complete/provide Personal History Statement and other materials
 - ❑ Meet with background investigator for background interview(s)
 - ❑ Fingerprinting
 - ❑ Polygraph examination
- ❑ Medical Examination
- ❑ Psychological Examination

Selection Process Defined

Application

The application requires applicants to provide basic information such as name, address, date of birth, etc. It may also require more extensive information, such as personal history information. Applicants should contact the hiring agency directly to inquire about its specific application process.

Written Exam

Applicants will be asked to demonstrate reading and writing ability by passing the POST Entry-level Law Enforcement Test Battery (PELLETB) or another examination designed to measure reading and writing ability. The PELLETB is a paper and pencil, multiple-choice examination. If the agency utilizes the PELLETB, the [Applicant Preparation Guide \(PDF\)](#) and [Frequently Asked Questions](#) webpage are good sources of information. Whichever exam the agency decides to use, be sure to ask for and review the study guide, if one is available.

Additionally, applicants may be required to submit to a written essay exam; online writing labs (OWLs) can provide useful information. A simple internet search for “online writing lab” should result in links to various OWLs. OWLs provide information on the basic mechanics of writing, which is generally what agencies are looking for – good writing skills, not content.

Physical Ability Test

The majority of law enforcement agencies administer a physical ability test (PAT) in some form; however, POST does not require this type of test as part of the selection process. As such, POST has no standards or guidelines for administering a PAT. POST does, however, require the administration of a physical conditioning program during the academy followed by a Work Sample Test Battery (WSTB), a physical ability test, which is given at the end of the academy and must be passed in order to graduate.

Information on preparing for entry into a basic academy and the physical conditioning program, as well as reference information in preparing for the agency-specific pre-employment physical ability test, can be found on the [Physical Ability Test FAQ](#) webpage.

Background Investigation

The peace officer background investigation is a very time and labor intensive process, requiring the collection of a variety of official documents, contacts with relatives, friends, employers, and many others, and checks of almost every aspect of your personal history. The specific POST requirements for the conduct of the background investigation are found in [Commission Regulation 9053 \(PDF\)](#). POST also provides agencies with background investigation guidance as contained in the POST [Background Investigation Manual](#). Although these references are designed for agency use, applicants may find them helpful in understanding the background process. Chapter 2 (pages 2-1 through 2-12) of the manual identifies in detail the Background Investigation Dimensions used to assess all new applicants.

The background investigation process commonly begins with a meeting with the background investigator, who will explain the process and have you sign and complete numerous forms. The most lengthy and important form you will complete is the [Personal History Statement \(PHS\) – Peace Officer \(PDF\)](#). The investigator may have the applicant complete the POST PHS or a similar form created by the agency. The information provided on the PHS will be used in the background investigation portion of the hiring process. The information provided must be complete, accurate, and straightforward.

Note that there are very few *automatic* bases for rejection. Even issues of prior misconduct, such as prior illegal drug use, driving under the influence, theft, or even arrest or conviction are usually not, in and of themselves, automatically disqualifying. However, *deliberate misstatements or omissions* can and often will result in applicants being rejected, regardless of the nature or reason for the misstatements/omissions. In fact, the number one reason individuals “fail” background investigations is because they deliberately withhold or misrepresent job-relevant information from their prospective employer.

At some point during the background process applicants may be asked to show proof of age, education, and citizenship status. Since it will take some time to acquire the official documentation (i.e., certified copies of birth certificate, official sealed copies of high school and/or college transcript(s), citizenship verification), applicants should consider collecting the information ahead of time. Applicants should contact the employing agency to determine their specific documentation requirements. Applicants should also consider printing the [POST Personal History Statement \(PHS\) – Peace Officer \(PDF\)](#) form, completing it, and keeping the information as a “working” copy in a file for future reference.

Also, as part of the background investigation process, applicants may be subjected to a detection of deception examination, such as a polygraph or voice stress analysis. Although it is not a POST requirement, detection of deception examinations are not uncommon. The primary purpose of these examinations is to verify the truthfulness of information that applicants have provided on the PHS and to the background investigator directly.

Oral Interview

The oral interview will likely be conducted by an oral panel consisting of the head of the department and department staff and/or human resources personnel, and will minimally cover the following six categories:

- **Experience** – assessing one’s ability and experience in accepting responsibilities and performing assigned tasks as demonstrated through achievements in work, school, and other activities.
- **Problem Solving** – assessing one’s reasoning skills in developing timely, logical responses to a wide variety of situations and problems.
- **Communication Skills** – assessing one’s oral communications skills, which includes speaking, listening, and non-verbal communication.
- **Interest/Motivation** – addressing one’s interest in and preparedness for the peace officer job. It includes an assessment of your general level of interest, initiative, and goal orientation.
- **Interpersonal Skills** – assessing many facets, such as social knowledge/appropriateness, social insight, empathy, social influence, social self-regulation, sociability, team orientation, social self-confidence, conflict management skills, and negotiating skills.
- **Community Involvement/Awareness** – focuses specifically on one’s experiences and interest in community issues, as well as one’s interest in and ability to fill multiple roles and serve a diverse community.

These six categories are covered in the [Interview Peace Officer Candidates: Hiring Interview Guidelines](#) document. This document is designed to assist agencies in the conduct of the interview; however, candidates may find some of the information useful.

The oral interview is a “professional” interview, which applicants should adequately prepare for. Here are some basic steps in preparing for the interview:

- **Do your research** – learn about the department, the job, the community, and current law enforcement issues within the community
- **Dress appropriately** – remember that this is a “professional” interview
- **Be prepared** – arrive about 15 minutes early; plan and/or drive your route ahead of time; allow for delays due to traffic, parking, etc.
- **Remain calm** – interviews are inherently stressful; however, if you have prepared yourself, you should be able to relax and enjoy the interview process
- **Be gracious** – at the end of the interview, take time to thank each interviewer

These basic steps are intended as a guide in preparing for the interview. It is in the applicant’s best interest to conduct one’s own research to determine what would work best for the applicant and the specific position being sought.

Psychological Examination

California Government Code [1031\(f\)](#) requires all California peace officers to be free from any “emotional, or mental condition which might adversely affect the exercise of the powers of a peace officer.” Commission Regulation [9055 \(PDF\)](#) implements the psychological screening requirements established in Government Code 1031. As described in Commission Regulation 9055, the psychological screening must be conducted by a qualified, licensed, and experienced psychologist or psychiatrist. A minimum of two written assessments must be used; one test must be targeted to identifying patterns of abnormal behavior, and the other must be an assessment of normal behavior. A clinical interview with the applicant must follow.

POST is in the process of revising the Psychological Screening Manual. Currently available are the [POST Psychological Screening Dimensions \(PDF\)](#), which will be incorporated into the revised manual. Regulation 9055(c)(1) Peace Officer Psychological Screening Dimensions details the ten dimensions of behavioral conduct that will be measured in the Psychological Exam. These dimensions are very specific and they list sample behaviors that are considered Positive and Counterproductive.

[Questions and answers \(PDF\)](#) from the 2008 IACP “Medical and Psychological Evaluations and the ADA: Straight Talk and Practice Advice” presentation by POST Consultant Shelley Spilberg, Ph.D. and EEOC Senior Attorney Advisor Sharon Rennert are available. Topics include pre-offer personality assessment, medical evaluations of returning vets, risk management, confidentiality of medical and psychological information, reasonable accommodation, and decision-making criteria.

Medical Examination

The medical examination must be conducted by licensed professionals. These and other POST requirements are described in POST Commission Regulations [9054 \(PDF\)](#). The medical will begin by having the applicant complete a [medical history statement](#). This form will ask questions regarding one’s medical history. As with the background investigation, completeness and accuracy are critical.

POST provides agencies detailed guidance in the conduct of the medical examination. That guidance is contained in the [POST Medical Screening Manual for California Law Enforcement](#). Although this manual is designed primarily for screening physicians, applicants may find it contains some useful information related to medical suitability.

Summary of the POST Entry-Level Law Enforcement Test Battery*

The POST Entry-Level Law Enforcement Test Battery (PELLETB) measures skills that are associated with successful performance as a California peace officer. Because the PELLETB is an aptitude test, the skills measured are acquired gradually over a long period of time (usually years). As is common with most selection tests, the readability of the PELLETB, which is high school level (10th – 11th grade), is indicative of the reading and writing demands of the job, i.e., making comprehension of the text understandable. However, be aware there is no quick or easy way to improve these skills in preparation for the exam. The only way to predictably improve scores on an aptitude test is through extensive learning and practice (e.g., coursework, training).

What the Exam Measures

The first two components of the PELLETB focus on language ability: one evaluates writing ability and the other tests reading ability. The writing component of the test measures clarity, vocabulary, and spelling. The reading component measures reading comprehension. The third component of the exam focuses on reasoning ability.

Because the PELLETB is primarily a *language* aptitude test, one must already possess solid language skills to perform well on the test. The suggestions below are helpful in maximizing performance if solid language skills are already in place.

Things to Study

The clarity test measures your ability to identify clear, as opposed to unclear, writing. The writing faults that are included in this test relate to modification, reference, and sentence boundaries. No obscure writing faults are included. Vocabulary is not a skill that can be improved quickly. The best way to improve vocabulary is to immerse oneself in language for prolonged periods of time through activities such as reading and writing. Using and interacting with language is the only real way to achieve mastery. Learning words in isolation is very difficult. Those with strong vocabulary skills may benefit from understanding the Latin and Greek roots, prefixes, and suffixes on which many English words are based. The complete set of rules that govern spelling is quite extensive, and there are numerous exceptions to the rules. The reading comprehension test measures your ability to read and understand various types of written material. Again, those with strong vocabulary and word-recognition skills will distinguish whether a word makes sense in the sentence. Please visit the POST website to view a copy of the practice test:

<http://lib.post.ca.gov/publications/poWrittenPracticeTest.pdf>

*Per Tammara Brown, Personnel Selection Consultant / POST Standards & Evaluation Bureau (3/07/2012)

Summary of the Post Background Investigation Dimensions - Peace Officers

- 
- Moral Character**
1. Integrity
 - Honesty
 - Impartiality
 - Trustworthiness
 - Protection of Confidential Information
 - Moral/Ethical Behavior
 2. Impulse Control / Attention to Safety
 - Safe Driving Practices
 - Attention to Safety
 - Impulse / Anger Control
 3. Substance Abuse and Other Risk-Taking Behavior
- Handling Stress and Adversity**
4. Stress Tolerance
 - Positive Attitude and Even Temper
 - Stress Tolerance and Recovery
 - Accepting Responsibility for Mistakes
 5. Confronting and Overcoming Problems, Obstacles, and Adversity
- Work Habits**
6. Conscientiousness
 - Dependability/Reliability
 - Personal Accountability and Responsibility
 - Safeguarding and Maintaining Property, Equipment, and Belongings
 - Orderliness, Thoroughness, and Attention to Detail
 - Initiative and Drive
 - General Conscientiousness
- Interactions with Others**
7. Interpersonal Skills
 - Social Sensitivity
 - Social Interest and Concern
 - Tolerance
 - Social Self-Confidence/Persuasiveness
 - Teamwork
- Intellectually Based Abilities**
8. Decision-Making and Judgment
 - Situation/Problem Analysis
 - Adherence to Policies and Regulations
 - Response Appropriateness
 - Response Assessment

9. Decision-Making and Judgment
 - Situation/Problem Analysis
 - Adherence to Policies and Regulations
 - Response Appropriateness
 - Response Assessment
10. Learning Ability
11. Communication Skills
 - Oral Communication
 - Written Communication

Expanded POST Background Investigation Dimensions

MORAL CHARACTER

1. **Integrity.** This involves maintaining high standards of personal conduct. It consists of attributes such as honesty, impartiality, trustworthiness, and abiding by laws, regulations, and procedures. It includes:
 - Not **abusing the system** nor using one's **position for personal gain**; not yielding to temptations of bribes, favors, gratuities, or payoffs
 - Not bending rules or otherwise trying to beat the system
 - Not sharing or releasing **confidential information**
 - Not engaging in **illegal or immoral activities** — either on or off the job
 - Honest and impartial** in dealings with others both in and outside the agency
 - Not condoning or ignoring unethical/illegal conduct in others
 - Truthful and honest** sworn testimony, affidavits, and in all dealings with others

Indicators:

- Dishonesty in the hiring process, including:
 - deliberately misstating or misrepresenting identifying information or qualifications, whether orally or in writing
 - misleading any person involved in the pre-employment screening process by misstating, misrepresenting, or failing to completely answer questions
 - inaccuracies or deliberate omissions in applications, Personal History Statements, or any other documentation required as part of the pre-employment process used to help determine the candidate's suitability for employment
 - any other act of deceit or deception
 - Lying about past mistakes or oversights
- Fraudulently reporting or other abuses/misuses of employer leave policies (e.g., sick leave, vacation, bereavement leave)
- Abuses privileges and benefits of the job (e.g., overtime, use of supplies, equipment, internet access)
- Involved in the sale or distribution of illegal drugs
- Engages in inappropriate sexual activity (e.g., prostitutes, sex with minors, etc.)

- Evidence of perjury, signing of false affidavits in any criminal or civil proceeding, falsification of official reports including statements, narratives, property documents, evidentiary documents, giving incomplete or misleading information to supervisors
- Cheating, plagiarism, or other forms of academic dishonesty
- Attempting to induce others to give false information
- Association with those who commit crimes or otherwise demonstrate unethical/immoral behavior
- Commits illegal or immoral activities that would be offensive to contemporary community standards of propriety
- Commits crimes against employers — arson, burglary, stealing (goods, money, or services) — which would amount to a felony
- Conviction(s) of any criminal offense classified as a misdemeanor under California Law, especially as an adult
- Having an outstanding warrant of arrest at time of application for job or throughout the hiring process
- Admission of having committed any act amounting to a felony under California Law, as an adult
- Admission of any criminal act, whether misdemeanor or felony, committed against children, including, but not limited to: molesting or annoying children, child abduction, child abuse, lewd and lascivious acts with a child, indecent exposure (except acts of consensual unlawful intercourse accomplished between two minors, unless more than four years difference in age existed at the time of the acts)
- Actions resulting in civil lawsuits against the candidate or his/her employer
- Committing acts that, had they been detected, would have resulted in prosecution and conviction and would have automatically disqualified the candidate.

While Employed in a Position of Public Trust:

- Conviction of any offense classified as a misdemeanor under California Law while employed as a peace officer (including military police)
 - Admission of administrative conviction of any act while employed as a peace officer, including military police, involving lying, falsification of any official report or document, or theft
 - Admission of administrative conviction or criminal conviction for failure to properly report witnessed criminal conduct committed by another law enforcement officer
 - Accepting or soliciting any bribe or gratuity while in a position of public trust
 - Embezzlement of money, goods or services while in a position of trust
2. **Impulse Control/Attention to Safety.** Avoiding impulsive and/or unnecessarily risky behavior to ensure the safety of oneself and others. It includes thinking before acting, taking proper precautions, keeping one's impetuous, knee-jerk reactions in check, and behaving in conscious regard for the larger situation at hand.

INDICATORS:

Safe Driving Practices

- Receipt of multiple moving violations (especially for potential life-threatening acts such as reckless driving, speed contest, etc.)
- Driver in multiple chargeable collisions. Numerous moving and non-moving violations, at-fault accidents
- Instances of road rage, driving recklessly and/or at excessive speeds

Attention to Safety

- Fails to take proper precautions to minimize risks associated with hazardous activities
- Takes unnecessary, foolish risks
- Disregards risk to self or others

Impulse/Anger Control

- Overreacts when challenged or criticized
 - Unnecessarily confrontational in interactions with others
 - Reacts childishly or with anger to criticism or disappointment
 - Disciplined by any employer as an adult for fighting in the workplace
 - Admission of any act of domestic violence as an adult
 - Use of verbal or physical abuse or violence toward others
 - Violent assault upon another, including spousal battery, sexual battery, or other acts of violence
 - Admission of administrative conviction or criminal convictions for any act amounting to assault under color of authority or any other violation of federal or state civil rights laws
 - Instances of reprimands, counseling, terminations, suspensions for poor behavioral control at work
3. **Substance Abuse and Other Risk-Taking Behavior.** This involves engaging in behavior that is inappropriate, self-damaging, and with potential adverse impact on the agency, and includes alcohol and drug abuse, domestic violence, sale of drugs and gambling.

INDICATORS:

- Illegal use or possession of a controlled substance while employed in any law enforcement capacity, including military police
- Drug test of the candidate, during the course of the hiring process, where illegal controlled substances are detected
- Illegal or unauthorized use of prescription medications
- Illegal use or possession of a controlled substance while a student enrolled in college-accredited courses related to the criminal justice field
- Manufacturing, cultivating, transporting, brokering, or selling any controlled substances
- Record of alcohol or drug-related incidents, including driving under the influence or such charge reduced to reckless driving, violation of open container laws or transporting open containers
- History of other problems associated with drug and/or alcohol use
- Perpetrator of domestic violence incidents
- Missed work due to alcohol use
- Alcohol use while on the job (where prohibited)
- Arriving at work intoxicated/smelling of alcohol or hung-over
- Gambling to the point of causing harm to oneself

HANDLING STRESS AND ADVERSITY

4. **Stress Tolerance.** Maintaining composure, particularly during time-critical emergency events and other stressful situations, weathering negative events and circumstances and maintaining an even temperament and positive attitude. Accepting criticism without becoming overly defensive or allowing it to hamper behavior or job performance.

INDICATORS:

Attitude and Temperament

- Worries excessively; enters into new situations with considerable apprehension
- Overly suspicious and distrusting in dealing with others
- Argumentative, antagonistic towards others, bully
- Commonly behaves with hostility and anger
- Behavior-impairing mood swings
- Badmouths employers and others
- Unnecessarily confrontational and aggressive
- Disrupts/undermines authority (fails to successfully carry out directives; shows signs of contempt by eye rolling, excessive exhaling, etc.)

Stress Tolerance and Recovery

- Comes “unglued,” freezes, or otherwise performs ineffectively when feeling overloaded or stressed
- Uncontrollable reaction to verbal abuse from others
- Reacts childishly or with anger to criticism or disappointment
- Allows personal problems and stressors to bleed into behavior on the job

Accepting Responsibility for Mistakes

- Does not accept responsibility for actions and mistakes; routinely makes excuses or blames others for own shortcomings
- Becomes excessively defensive or otherwise overreacts when challenged or criticized
- Minimizes the importance of past mistakes or errors
- Refuses to accept responsibility for mistakes or improper actions

5. **Confronting and Overcoming Problems, Obstacles, and Adversity.** This involves willingness and persistence in confronting problems and personal adversity. It includes taking control of situations, as necessary and demonstrating hustle and drive in reaching goals.

INDICATORS:

- Displays submissiveness and insecurity when confronted with challenges, threatening situations, or difficult problems
- Fails to take action or change behavior to resolve problems or mistakes
- Multiple personal bankruptcies, having current financial obligations for which legal obligations have not been satisfied; or any other flagrant history of financial instability
- Allows debts to mount; evades creditors, collection agencies, etc.
- Past due accounts, discharged debts, late payments, collection accounts, civil judgments, and/or bankruptcy

- Fails to meet obligations (for example, auto insurance, auto registration, selective service registration, IRS requirements, child support obligations)
- Fails to exercise fiscal responsibility commensurate with income

WORK HABITS

6. **Conscientiousness.** Diligent, reliable, conscientious work patterns; performing in a timely, logical manner in accordance with rules, regulations, and organizational policies.

INDICATORS:

Dependability/Reliability

- Fails to meet commitments to work, school, family, volunteer, or community activities
- Poor attendance; takes time off from work unnecessarily (e.g., on/near weekends)
- History of being late to work, meetings, appointments
- Misses scheduled appointment during the process without prior permission
- Excessively long breaks, returning from lunch late, leaving work early
- Fails to comply with instructions or orders
- Fails to properly prepare for meetings

Personal Accountability and Responsibility

- Is not accountable for his/her performance
- Blames others for improper actions
- Fails to analyze prior mistakes or problems to improve performance
- Disciplined by any employer (including military) for gross insubordination, dereliction of duty, or persistent failure to follow established policies and regulations
- History of involuntary dismissal (for any reason other than lay-off)
- Conducts unauthorized personal business while on duty
- Failure to exercise fiscal responsibility commensurate with income
- Past due accounts, discharged debts, late payments, collection accounts, civil judgments, and/or bankruptcy
- History of flagrant financial instability, such as multiple personal bankruptcies, financial obligations for which legal judgments have not been satisfied, etc.
- Failure to meet obligations (for example, auto insurance, auto registration, selective service registration, IRS requirements, child support obligations)

Safeguarding and Maintaining Property, Equipment, and Belongings

- Fails to safeguard property entrusted to him/her
- Fails to maintain equipment
- Loses valuable information

Orderliness, Thoroughness, and Attention to Detail

- Pattern of disorganization in work, school, etc.
- Fails to attend to details (e.g., typos, missing/incorrect information)
- Fails to attend to all aspects of projects and activities to be sure they are completed
- Motor vehicle collisions due to inattentiveness
- Overlooks or misinterprets instructions on PHS and other documents
- Fails to properly recall instructions/directions provided previously
- Cannot properly recall pertinent/important details related to personal history
- Problems at school, work, driving due to poor attention/vigilance

Initiative and Drive

- Gives up in the face of long hours or other difficult working conditions
- Fails to keep current on new rules, procedures, etc.
- Does not initiate proper action unless given explicit instructions
- Fails to ensure that the job is performed correctly
- Procrastinates
- Watches the clock rather than attending to task accomplishment
- Gives up or cuts corners when faced with obstacles
- Performs job duties in a perfunctory manner, expending minimum amount of effort

General Conscientiousness

- Resigns without notice (except where the presence of a hostile work environment is alleged)
- Resigns in lieu of termination (except where a hostile work environment is alleged)
- Holds multiple paid positions with different employers within a relatively brief period of time (excluding military, and students who attend school away from their permanent legal residence)
- Reprimanded or counseled for poor work performance (including military service)
- Terminated or suspended from work (other than honorable discharge from military)
- Released from probationary employment status except for reduction in force
- Poor record of academic achievement

INTERACTIONS WITH OTHERS

7. **Interpersonal Skills.** This involves interacting with others in a tactful and respectful manner, and showing sensitivity, concern, tolerance, and interpersonal effectiveness in one's daily interactions.

INDICATORS:

Social Sensitivity (the ability to "read" people and awareness of the impact of one's own words and behavior on others)

- Provokes others by officious bearing, gratuitous verbal challenge, or through physical contact
- Antagonizes others
- Uses profanity and other inappropriate language
- Incidents of domestic violence, use of verbal or physical abuse, or violence toward others

- Use of physical force to resolve disputes
- Demonstrated overreaction to criticism

Social Interest and Concern (interest and concern for others)

- Baits people; takes personal offense at comments, insults, or criticism
- Evidence of inability to get along with others in work or personal life
- Makes rude and/or condescending remarks to or about others
- Source of customer/citizen complaints
- Argumentative, loner, bully

Tolerance (lack of tact and impartiality in treating all members of society)

- Makes hasty, biased judgments based on physical appearance, race, gender, or other group membership characteristics
- Refuses to listen to explanations of others
- Inability to recognize how one's own emotions/behavior affect situations and others
- Having been disciplined by any employer (including the military and/or any law enforcement training facility) for acts constituting racial, ethnic, or sexual harassment or discrimination
- During the hiring/background process, uttering any epithet derogatory of another person's race, religion, gender, national origin, or sexual orientation
- Makes inappropriate comments to or about others regarding personal characteristics as well as derogatory comments about specific groups (racial, gender, sexual orientation, proficiency with the English language, immigrant status, HIV/AIDS infection, religion, transgender, social status)
- Evidence of the use of derogatory stereotypes in jokes or daily language
- Sexual harassment/hostile work environment incidents

Social Self Confidence/Persuasiveness (inability and discomfort approaching individuals, and in confronting and reducing interpersonal conflict)

- Avoids confrontations at all costs
- Intimidated by others
- Minimizes or avoids interactions with others
- Escalates situations by overreacting
- Fails to diplomatically offer ideas or persuade others to adopt desired course of action
- Disruptive/challenging to authority
- Use of harassment, threats, or intimidation to gain an advantage
- Succumbs to peer pressure

Teamwork (inability to work effectively as a member of a team)

- Resents successes and accomplishments of team members
- Does not assist or request assistance from team members
- Alienates colleagues by dominating interactions and activities
- Gossips, criticizes, and backstabs colleagues and coworkers
- Fails to achieve or maintain trust with peers, supervisors, and clients

INTELLECTUALLY-BASED ABILITIES

8. **Decision-Making and Judgment.** The ability to make timely, sound decisions, especially in dangerous, pressure-filled situations, and/or where information is incomplete and/or conflicting. Able to size up situations quickly to determine appropriate action. It also involves the ability to sift through information to glean that which is important and, once identified, to use that information effectively.

INDICATORS:

Situation/Problem Analysis

- Unable to step into a situation and figure out what probably led up to that point in time, as well as what is likely to happen as the situation unfolds
- Tunnel vision; does not see the big picture when analyzing information
- Fails to identify patterns and implications when analyzing information
- Failure to consider available information or appropriate options
- Naive, overly trusting, easily duped
- Spends too much time on minor issues; unable to set priorities

Adherence to Policies and Regulations

- Failure to consider organizational policies and regulations when making decisions
- Fails to use appropriate judgment and discretion in applying regulations and policies; cannot distinguish between the letter and the spirit of rules and laws
- Rigid adherence to rules without consideration of alternative information; needs directives to be in black and white

Response Appropriateness

- Poor judgment in knowing when to confront — and when to back away from — potentially volatile situations
- Overbearing approach to resolving problems
- Escalates problems by under or over-reacting
- Uses force when unnecessary or inappropriate
- Indecision or poor decisions when options are not clear-cut
- Paralyzed by uncertainty or ambiguity; insecure about making a decision

Response Assessment

- Unable or unwilling to make “midcourse corrections” on initial course of action when presented with new information or when circumstances change
- Fails to apply lessons learned from past mistakes

9. **Learning Ability.** Ability to comprehend and retain a good deal of information, to recall factual information, and to apply what is learned.

INDICATORS:

- Dismissal or probation from school, or other indication(s) of poor academic performance
- Dismissal from a POST-certified Basic Academy, and no subsequent effort to improve in the deficient areas
- Pattern of making repeated mistakes when faced with similar problems and negative situations, in and outside of learning environments

10. **Communication Skills.** Ability to make oneself understood, both orally and in writing.

INDICATORS:

Oral Communication

- Speech is difficult to understand
- Responses to questions are rambling, confused, and/or disorganized
- Expresses thoughts and emotions inappropriately through facial gesture and body language
- Discussions of topics are incomplete, inappropriate, and/or filled with a lot of unnecessary/irrelevant details
- Fails to understand both explicit and implied messages and responds accordingly
- Does not listen well, thereby missing the point of what others are saying

Written Communication

- Illegible handwriting
- Poor grammar, punctuation, and/or spelling
- Written communications are incomplete, disorganized, unclear, and/or inaccurate
- Written responses to Personal History Statement items are inappropriate, incomplete, or otherwise difficult to decipher

Patrol Officer Psychological Screening Dimensions*

DIMENSION 1: Social Competence

Social competence involves communicating with others in a tactful and respectful manner, and showing sensitivity and concern in one's daily interactions. Social competence includes:

- The ability to “read” people and an awareness of the impact of one’s own words and behavior on others (Social Awareness)
- Interest and concern for the feelings of others (Empathy)
- Tact and impartiality in treating all members of society (Tolerance)
- The ability and comfort in approaching individuals, and in confronting and reducing interpersonal conflict (Social-Self Confidence/Conflict Management)

Positive Behaviors

- Reads peoples’ motives and anticipates their reactions by picking up on verbal and behavioral cues
- Recognizes needs and concerns of others
- Resolves problems in ways that do not arouse unnecessary antagonism
- Calms emotional/angry people and defuses conflicts through mediation, negotiation, and persuasion rather than force (when appropriate)
- Recognizes the impact of one’s own verbal and nonverbal communications on others (and makes sure both are consistent and appropriate)
- Refrains from making remarks that could be interpreted as rude or condescending
- Interacts with all others in a courteous and respectful manner
- Listens to others patiently and attentively (within reason) to gather needed information, gain cooperation, etc., while, at the same time, staying focused on the task
- Is considerate when duties lead to physical or emotional pain/discomfort of others, including victims, witnesses and suspects
- Assists others when needed, even when some personal sacrifice is involved
- Communicates tactfully and effectively with individuals across the gamut of society, even when giving constructive criticism
- Provides service/renders aid or assistance in an unbiased fashion
- Aware of and sensitive to social, economic, and cultural differences, including those associated with gender, sexual orientation, race, and religion
- Sensitive and respectful when interacting with the elderly, disabled, and those with special needs
- Willingly provides aid and assistance to all individuals

*Extracted from the POST Background Investigation Manual (May 2012), Chapter 2 (pages 2-1 through 2-12).

- Counterproductive Behaviors** Baiting people; takes personal offense at comments, insults, or criticism
- Provokes suspects and others by officious bearing, gratuitous verbal challenge, or through physical contact
 - Antagonizes community members and others
 - Uses profanity and other inappropriate language
 - Refuses to listen to explanations from members of the community and others
 - Performs job duties in a way so as to minimize or avoid interactions with others
 - Makes inappropriate comments to or about others regarding personal characteristics as well as derogatory comments about specific groups (racial, gender, sexual orientation, proficiency with the English language, immigrant status, HIV/AIDS infection, religion, transgender, social status)
 - Inability to recognize how one’s own emotions/behavior affect situations and others
 - Makes hasty, biased judgments based on physical appearance, race, gender, or other group membership characteristics
 - Avoids confrontations at all costs

DIMENSION 2: Teamwork

Teamwork involves working effectively with others to accomplish goals, as well as subordinating personal interests for the good of the working group and the organization. It involves establishing and maintaining effective, cooperative working relationships with co-workers, supervisors, clients, representatives of other organizations, and others. Teamwork consists of:

- Sharing information and providing assistance and support to co-workers, supervisors, and others
- Balancing personal ambitions with organizational/team goals
- Performing one’s fair share in a group effort
- Collaborating effectively with others to accomplish work goals, as necessary
- Not allowing personal differences to affect working relationships

- Positive Behaviors**
- Supports and recognizes the accomplishment of team members
 - Willingly offers, initiates, and provides assistance to fellow officers
 - Invites and welcomes input and assistance from the community and others
 - Supports group efforts rather than competing for individual recognition
 - Solicits input and assistance from community partners and others outside the agency to accomplish work goals
 - Forges partnerships to accomplish goals

- Counterproductive Behaviors**
- Resents successes and accomplishments of team members
 - Does not assist fellow officers or other team members
 - Avoids asking others for assistance
 - Alienates colleagues by dominating interactions and activities
 - Gossips, criticizes, and backstabs colleagues and coworkers

DIMENSION 3: Adaptability/Flexibility

Adaptability/flexibility involve the ability to change gears and easily adjust to the many different, sudden, and sometimes competing demands of the job. Adaptability/flexibility consist of:

- Appropriately shifting between various work roles, such as facilitator, rule enforcer, etc.;
- Adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another;

- Prioritizing and working effectively on several very different tasks/projects at the same time;
- Uses appropriate judgment and discretion in applying regulations and policies; understands the difference between the letter and the spirit of rules and laws;
- Performs duties without constant supervision or instructions;
- Works in unstructured situations with minimal supervision;
- Adjusts to differing supervisory styles; and
- Can physically and mentally adjust to shift work.

Positive Behaviors

- Easily changes gears in response to unpredictable or unexpected events and circumstances
- Willingly accepts and appropriately implements changes in policy, organizational practices and law (e.g., video cameras in car; racial profiling data collection, etc.)
- Accepts and easily adapts to changes in work assignments
- Accepts and easily adjusts to changes in operations, goals, actions, modes of conduct or priorities to deal with changing situations
- Anticipates changes in work demands by locating and participating in assignments or training that will prepare self for these changes
- Selects a correct mode of operation for the situation: law enforcer, public servant, etc.
- Makes sudden adjustments in use of force as appropriate

Counterproductive Behaviors

- Needs directives to be in black and white
- Fails to exercise appropriate discretion in carrying out duties (e.g., is a “misdemeanor cop” - everybody gets a ticket)
- Never takes action; spends too much time on minor infractions — unable to set priorities
- Is paralyzed by uncertainty or ambiguity

DIMENSION 4: Conscientiousness/Dependability

Conscientiousness/dependability involve diligent, reliable, conscientious work patterns, and performing in a timely, logical manner in accordance with rules, regulations, and organizational policies. Conscientiousness/ dependability include:

- Carrying assigned tasks through to successful and timely completion
- Maintaining a punctual, reliable attendance record
- Persevering in the face of obstacles, difficulties, long hours, and other adverse working conditions
- Staying organized
- Carefully attending to details (e.g., typos, missing/incorrect information)
- Staying current on new rules, procedures, etc.
- Maintaining accountability for one’s work, and analyzing prior mistakes or problems to improve performance
- Performing effectively under difficult and uncomfortable conditions
- A promise made is a promise kept
- Continually works to achieve or restore trust with peers, supervisors, and clients

Positive Behaviors

- Strives to meet deadlines and otherwise complete work in timely manner
- Stays current on new rules, procedures, and relevant case law
- Works overtime when necessary to meet organizational needs
- Initiates proper action without needing to wait for instruction

- Does more than just handle calls; productively uses unstructured time to identify and resolve problems on the beat, address community problems, and otherwise meet agency goals
- Follows through and completes tasks within the expected timeframe
- Honors and follows through on commitments, even when it's inconvenient or unpleasant to do so
- Focuses on accomplishing the task rather than watching the clock
- Safeguards the property entrusted to them
- Makes sure the job is done correctly rather than just going through the motions
- Attends to all aspects of projects and activities to be sure they are completed
- Maintains knowledge of other agencies to provide referrals to community members as appropriate
- Completes accurate and timely reports; reports on work in progress as necessary
- Maintains skill and fitness levels
- Arrives at appointments on time (or ahead of time whenever possible)

Counterproductive Behaviors

- Sneaks out before shift is over
- Fails to comply with instructions or orders
- Procrastinates
- Loses case information or other valuable information
- Causes unnecessary and inappropriate property damage while conducting searches or making arrests
- Coasts toward the end of the shift
- Poor attendance – takes time off from work unnecessarily
- Deliberately fails to complete assignments in order to accrue unnecessary overtime
- Takes excessive/extended breaks
- Wastes time “shooting the breeze”
- Misses scheduled court appearances or other important appointments
- Fails to properly prepare for court appearances
- Finds ways to avoid taking necessary training (e.g., range dates, CPT, physical training)
- Fails to maintain department equipment
- Fails to properly report damage to equipment
- Conducts unauthorized personal business while on duty
- Gives up or cuts corners when faced with obstacles
- Performs job duties in a way that requires the minimum amount of effort (e.g., discounts citizen complaints to avoid writing separate reports, ignores signs which might be present of crimes/problems unrelated to the reason for the call, investigates at the bare minimum level, etc.).

DIMENSION 5: Impulse Control/Attention to Safety

Impulse control/attention to safety involve taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior to ensure the safety of oneself and others. It includes the ability and inclination to think before acting – to keep one’s impetuous, knee-jerk reactions in check, and instead behave in conscious regard for the larger situation at hand. It also includes:

- Driving and otherwise behaving within one’s own limits
- Taking proper precautions to maximally ensure safe performance
- Thinking things through before acting (including considering consequences), rather than doing the first thing that comes to mind, yet takes decisive action when warranted

- Careful use and maintenance of personal and agency/company equipment and materials
- Safe driving practices during routine and high arousal activities
- Attention to and awareness of hazards

Positive Behaviors

- Keeps all equipment well maintained, including firearms, OC spray, edged weapons, vehicle, flashlight, baton, tactical vest, radio, cell phone, etc.
- Consistently possesses all issued equipment
- Doesn't take unnecessary risks such as speeding, taking on too many individuals without backup, etc.
- Takes proper precautions during and after vehicle pursuits, traffic stops, administering emergency assistance/first aid, etc.
- Responds optimally to deadly force situations
- Thinks before acting
- Complies with safety rules (wears seatbelt, uses helmet when biking, motorcycle-riding, etc.)
- Recognizes the impact of personal injury on performance
- Drives in control

Counterproductive Behaviors

- Brandishes or is otherwise careless with firearms
- Disregards risk to self or others - exhibits "tombstone courage"
- Fails to properly search suspects for weapons during apprehension
- Drives recklessly and at excessive speeds
- Gets in avoidable/excessive traffic accidents
- Lives in the moment at the expense of accomplishing long-term objectives
- Takes unnecessary, foolhardy risks
- Reacts in a knee-jerk manner to emergency events (e.g., entering a "burglary-in-progress" alone rather than waiting for backup)
- Acts without thinking
- Overreacts when challenged or criticized
- Involved in, and/or arrested for, off-duty incidents
- Speeds and drives recklessly off duty
- Gets in off-duty altercations

DIMENSION 6: Integrity/Ethics

Integrity/ethics involves maintaining high standards of personal conduct. It consists of attributes such as honesty, impartiality, trustworthiness, and abiding laws, regulations, and procedures. It includes:

- Not abusing the system or using one's position for personal gain
- Not bending rules or otherwise trying to beat the system
- Not engaging in illegal or immoral activities – either on or off the job

Positive Behaviors

- Gives honest testimony
- Prepares truthful and accurate sworn affidavits
- Does not yield to temptations of bribes, favors, gratuities, or payoffs

- Refuses to share or release confidential information
- Confronts coworkers who engage in unethical/illegal conduct
- Takes action to prevent unethical/illegal conduct by others
- Deals honestly (although tactfully) with community, coworkers, supervisors, etc.

Counterproductive Behaviors

- Shades the truth, omits facts, makes false or misleading statements, or otherwise engages in “creative writing”
- Lies, misrepresents, and commits perjury
- Lies about his/her mistakes or oversights
- Uses the badge to solicit gratuities or favors, either on or off-duty
- Steals
- Tampers with evidence, slants reports, and/or provides inaccurate testimony to meet personal needs
- Uses access to confidential information for self-serving purposes
- Uses bullying, flattery, trickery, and other devious methods when uncalled for by the situation
- Breaks/bends rules, believing that the end justifies the means
- Uses the position to receive sexual and/or monetary favors
- Fraudulently reports sick and/or annual leave
- Bends rules for personal gain or satisfaction
- Abuses privileges and benefits of the job (e.g., take-home car, overtime, court time, etc.)
- Resorts to “street justice” rather than adhering to laws, agency policies, etc.
- Succumbs to peer pressure to adhere to “code of silence”
- Involved in the sale or distribution of illegal drugs
- Inappropriate professional boundary issues (e.g., relationships with victims, informants, etc.)
- Engages in inappropriate sexual activity (e.g., prostitutes, sex with minors, etc.)
- Transgresses professional boundaries by initiating inappropriate personal relationships with victims and others

DIMENSION 7: Emotional Regulation/Stress Tolerance

Emotional regulation/stress tolerance involve the ability to maintain composure and stay in control, particularly during time-critical emergency events and other stressful situations. It includes taking the negative aspects of the job in stride and maintaining an even temperament, as well as accepting criticism rather than becoming overly defensive or allowing it to hamper job performance. It includes:

- Acceptance/ownership of personal limitations and mistakes
- Ability to perform under difficult, threatening situations
- Maintaining positive self image under adverse circumstances
- Maintaining even-tempered composure and demeanor
- Proper use of force

Positive Behaviors

- Accepts responsibility for actions and mistakes; does not routinely make excuses or blame others for own shortcomings
- Even tempered
- Uses constructive criticism to improve performance
- Makes timely, responsible decisions and actions in dangerous/crisis situations
- Can perform in the face of personal threat, where people are capable of life-threatening violence

- Stays calm in the face of verbal abuse from others
- Demonstrates emotional resilience by bouncing back from negative situations
- Accepts that system injustices and inequities are beyond their control, rather than letting them impact their emotional state and job performance
- Proper escalation and de-escalation of force; using force only when necessary, and then just the amount needed to apprehend a suspect, search the property or residence, etc.
- Handles the negative aspects of the job relatively well, without extreme negativity/cynicism
- Curbs personal aversions (e.g., child molesters) from interfering with professional job performance

Counterproductive Behaviors

- Never acknowledges or admits to shortcomings or mistakes
- Experiences performance-impairing mood swings
- Becomes excessively defensive or otherwise overreacts when challenged or criticized
- Consistently blames others (or circumstances) for mistakes made
- Worries excessively and enters into new situations with considerable apprehension
- Overly suspicious and distrusting in dealing with others
- Denies impact of stress-inducing incidents
- Commonly behaves with hostility and anger
- Suffers reactions to job stress, both near-term (anxiety, worry) and long-term (e.g., physical symptoms, burnout, substance abuse)
- Overly self-critical of one's job performance
- Is "always right"-- not open to others' ideas, suggestions, etc.
- Argues at the drop of a hat
- Badmouths the agency and associated organizations
- Unable to cope with stress: worries excessively or suffers other signs of anxiety
- Unnecessarily confrontational and aggressive
- Comes "unglued", freezes, or otherwise performs ineffectively when feeling overloaded or stressed
- Antagonistic toward fellow officers; e.g., uses abusive, condescending language; disrespectful
- Disrupts/undermines authority (fails to successfully carry out directives; shows signs of contempt by eye rolling, excessive exhaling, etc.)
- Excessive, unrestrained use of force
- Allows personal problems and stressors to bleed into behavior on the job
- Fails to deescalate at conclusion of pursuit

DIMENSION 8: Decision-Making/Judgment

Decision-making/judgment involves common sense, "street smarts", and the ability to make sound decisions, demonstrated by the ability to size up situations quickly to determine and take the appropriate action. It also involves the ability to sift through information to glean that which is important, and, once identified, to use that information effectively. It includes:

- Thinking on one's feet, using practical judgment and efficient problem solving
- Prioritizing competing demands
- Developing creative and innovative solutions to problems
- Basing decisions on the collection and consideration of important information

- Applying deductive and inductive reasoning, as necessary

Positive Behaviors

- Gathers and critically evaluates important information before deciding on a course of action
- Knows when to confront—and when to back away from—potentially volatile situations
- Makes timely, sound decisions on the spot, if necessary, even in situations where information is incomplete and/or conflicting
- Can step into a tense situation involving several people and figure out what probably led up to that point in time, as well as what is likely to happen as the situation unfolds
- Expediently sizes up situations and identifies the underlying problem(s)
- Generates new, creative/innovative ideas and solutions to situations and problems when necessary/advantageous
- Applies lessons learned from past mistakes/experiences when faced with similar problems
- Can identify similarities and differences between situations confronted on a regular basis
- Uses a methodical, step-by-step approach to solve complex problems, as appropriate
- Comprehends and retains a good deal of factual information, and is able to recall information pertaining to community concerns, laws, codes, etc.
- Selects an approach that is lawful as well as optimal for the situation

Counterproductive Behaviors

- Succumbs to “analysis paralysis:” inability to make decisions when options are not clear-cut or obvious;
- Unable or unwilling to make “mid-course corrections” on initial course of action when presented with new information or when circumstances change;
- Naive, overly trusting, easily duped;
- Has tunnel vision; does not see the big picture when analyzing information; and
- Fails to identify patterns and implications when analyzing information.

DIMENSION 9: Assertiveness/Persuasiveness

Assertiveness/persuasiveness involve unhesitatingly taking control of situations in a calm and appropriately assertive manner, even under dangerous or adverse conditions. It includes the ability to:

- Confront individuals when appropriate;
- Act assertively and without hesitation;
- Not be easily intimidated;
- Use force, including deadly force, when necessary;
- Assert ideas and persuade others to adopt desired course of action;
- Command respect; and
- Emanate professional pride and demeanor.

Note: Extreme dominance and over aggression are not part of this dimension; rather, they are included as anger control in Emotional Regulation and Stress Tolerance (Dimension 7), and overbearing insensitivity in Social Competence (Dimension 1).

Positive Behaviors

- Takes effective, expedient action in crisis situations;
- Unhesitatingly intervenes in situations when necessary or warranted;
- Confronts problems, even in potentially volatile situations; doesn't back away unless tactically necessary;
- Able to persuade/mediate disputes and conflicts;

- Able to use voice commands to control conflict, speaking calmly, clearly, and authoritatively;
- Can appropriately take control in group situations, coordinating resources, etc.;
- Judicious and discrete in the exercise of peace officer powers; and
- Confronts fellow officers who abuse authority or engage in other inappropriate acts.

Counterproductive Behaviors

- Delays acting in crisis, time-critical situations until every fact is known and a total picture of the situation is formed;
- Displays submissiveness and insecurity when confronting challenging or threatening situations;
- Is hesitant to exert influence in uncomfortable/stressful situations;
- Overbearingly takes over control of situations, thereby escalating tensions and risks;
- Avoids interpersonal conflict at all costs;
- Fails to take action when required or requested; and
- Overly concerned with the negative reactions of others.

DIMENSION 10: Avoiding Substance Abuse And Other Risk-Taking Behavior

Avoiding substance abuse and other risk-taking behavior involves avoiding participation in behavior that is inappropriate, self-damaging, and can adversely impact organizational functioning. This includes alcohol and drug abuse, domestic violence, sale of drugs, and gambling.

Counterproductive Behaviors

- Abuses alcohol and legally prescribed drugs (e.g., pain killers, steroids);
- Uses illegal drugs;
- Misses work due to alcohol use;
- Drinks alcohol on duty;
- Arrives at work intoxicated/smelling of alcohol or hung-over;
- Involved in and/or arrested for off-duty incidents;
- History of DUI arrests;
- Gambles to the point of causing harm to oneself;
- Engages in self-destructive coping behaviors; and
- Commits domestic violence.

Attachment B

Character and Leadership Development References

There are hundreds if not thousands of programs on Character and Leadership Development that could be used in a public safety school based program, a Career Pipeline. The key to successfully developing a character and leadership component into a pipeline's culture is educating all students, staff, and parents on these concepts. The concepts must then be reinforced and modeled regularly to become a way of life. The program recommendations listed in this attachment are just a few that the POST committee has reviewed and found to be successful at various school sites. They are:

The Josephson Institute of Ethics

The nonprofit [Josephson Institute of Ethics](http://josephsoninstitute.org), a nonpartisan, nonsectarian 501(c)(3) organization based in Los Angeles, CA, created and administers the CHARACTER COUNTS! Coalition, a partnership of more than 900 educational and youth-serving organizations committed to improving the ethical quality of America's young people through character development. CHARACTER COUNTS! is the nation's most widely implemented approach to character development. An extensive library of materials for teachers, parents, coaches, and others interested in character development as well as transcripts of [Michael Josephson's daily radio commentaries](http://josephsoninstitute.org) are available at CharacterCounts.org. The Six-Pillars of Character are a major component of CHARACTER COUNTS! Additionally, Michael Josephson has worked with the California Commission on Peace Officer Standards and Training (POST) on a number of law enforcement programs. The Josephson Institute also has a program on policing <http://josephsoninstitute.org/policing/>.

Last year 8 million kids in 54 countries celebrated the Six Pillars of Character. Every year, the U.S. President, U.S. Senate, and officials around the world proclaim the third week in October as CHARACTER COUNTS! (June/2011)

A Person of Character

- Is a good person, someone to look up to and admire.
- Knows the difference between right and wrong and always tries to do what's right.
- Sets a good example for everyone.
- Makes the world a better place.
- Lives according to the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship (T.R.R.F.C.C.).

Trustworthiness

Build trust and credibility with integrity (consistency between beliefs, words, and actions), honesty (truthfulness, sincerity, and candor), promise-keeping, and loyalty (fidelity to family, friends, and country).

Respect

Honor the worth and dignity of all individuals. Treat others the way you would want to be treated. Act courteously, civilly, peaceably, and nonviolently. Be tolerant and accepting of differences. Avoid rude, offensive, and abusive words and actions.

Responsibility

Be accountable for your words, actions, and attitudes. Exercise self-control. Strive for excellence and self-improvement. Plan ahead. Set a good example for others. Be self-reliant, prudent, proactive, and hard-working.

Fairness

Be consistent, open, and treat all people equitably. Consider all sides and make decisions on the facts without favoritism or prejudice. Play by the rules, avoid careless accusations, and don't take undue advantage of others. Pursue justice and condemn injustice.

Caring

Show solidarity. Be kind, compassionate, empathetic, charitable, forgiving, and grateful.

Citizenship

Obey laws in good faith. Do your share to improve the well-being of fellow citizens and the community. Protect the environment, volunteer, and participate in the processes of democracy by staying informed and voting.

Following a benchmark survey in 1992, The Josephson Institute has conducted a national survey of the ethics of American youth every two years. Data is gathered through a national sample of public and private high schools. Listed below are reports from The Josephson Institute of Ethics on “The Ethics of American Youth” from October 2009 to February 2011.

The Ethics of American Youth: 2010

National ethics survey on American youth finds one in three high schoolers stealing from a store in the past year, two in five lying to save money, and eight out of ten lying to their parents. For immediate release: February 10, 2011

Contact: Rich Jarc 310-846-4802 or rjarc@jiethics.org

Josephson Institute of Ethics’ Report Card on American Youth’s Values and Actions Surveyed 43,000 High School Students in Public and Private Schools

LOS ANGELES — What would Honest Abe Lincoln say about the values of today’s American youth? In a survey released today by the Josephson Institute of Ethics on the values and ethical actions of more than 40,000 high school students, the gap between what students believe and their actions does not bode well for future generations.

This report comes on the heels of a [report issued in October of 2010 on bullying in American high schools](#).

Survey highlights: While 89 percent of students believe that being a good person is more important than being rich, almost one in three boys and one in four girls admitted stealing from a store within the past year. Moreover, 21 percent admitted they stole something from a parent or other relative, and 18 percent admitted stealing from a friend.

On lying, more than two in five said they sometimes lie to save money (48 percent of males and 35 percent of females). While 92 percent of students believe their parents want them to do the right thing, more than eight in ten confessed they lied to a parent about something significant.

Rampant cheating in school continues. A majority of students (59 percent) admitted cheating on a test during the last year, with 34 percent doing it more than two times. One in three admitted they used the Internet to plagiarize an assignment.

“As bad as these numbers are, they appear to be understated,” said Michael Josephson, president of the Institute and a national leader in ethics training. “More than one in four students confessed they lied on at least one or two survey questions, which is typically an attempt to conceal misconduct.”

Josephson said the results of this survey, conducted in 2010, are slightly better than those of the 2008 survey. “We show some improvement in ethical behavior, but the baseline of values remains alarmingly low compared to what they believe,” he said, adding that a whopping 92 percent of students were satisfied with their personal ethics and character.

What would Lincoln say to our youth? A great believer in human potential, he might patiently remind them, “You have to do your own growing, no matter how tall your grandfather was.”

Surveys were conducted in 2009 and 2010 with a national sample of public and private high schools. For the general questions (over 40,000 responses), the accuracy is well within +/- 0.005 or 0.5%; for breakdowns of 20,000 the accuracy is +/- 0.69%, and for 10,000 the accuracy is +/- 0.98%; and even when there are just 1,000 responses, the accuracy is +/- 3.1%. Almost all standard errors of differences are much less than 1% for even small samples.

These statistics have been reviewed by the Department Chair, Decision Sciences & Marketing, Graziadio School of Business & Management, Pepperdine University.

The Ethics of American Youth: 2010

Largest study ever shows half of all high school students were bullies and nearly half were the victims of bullying during past year. Study of more than 43,000 shows high school experience is more glum than glee

LOS ANGELES (October 26, 2010) — According to a new study by the Josephson Institute of Ethics (the largest ever undertaken of the attitudes and conduct of high school students), half of all high school students (50 percent) admit they bullied someone in the past year, and nearly half (47 percent) say they were bullied, teased, or taunted in a way that seriously upset them in the past year. The study reports the responses from 43,321 high school students. The margin of error is less than 1%.

“If the saying, ‘sticks and stones will break my bones but names will never harm me’ was ever true, it certainly is not so today,” said Michael Josephson, founder and president of the Institute and a national leader and radio commentator on ethical issues. “Insults, name calling, relentless teasing, and malicious gossip often inflict deep and enduring pain,” he added. “It’s not only the prevalence of bullying behavior and victimization that’s troublesome. The Internet has intensified the injury. What’s posted on the Internet is permanent, and it spreads like a virus – there is no refuge. The difference between the impacts of bullying today versus 20 years ago is the difference between getting into a fist fight and using a gun.”

The Institute’s study also found that one-third (33 percent) of all high school students say that violence is a big problem at their school, and one in four (24 percent) say they do not feel very safe at school. More than half (52 percent) admit that within the past year they hit a person because they were angry. Ten percent of students say they took a weapon to school at least once in the past 12 months, and 16 percent admit that they have been intoxicated at school.

“The combination of bullying, a penchant toward violence when one is angry, the availability of weapons, and the possibility of intoxication at school increases significantly the likelihood of retaliatory violence,” Josephson said.

The nonpartisan, nonprofit [Josephson Institute of Ethics](#) has conducted a study of the Ethics of American Youth every two years since 1992. The Institute also administers the national CHARACTER COUNTS! program, a values-based school climate initiative to build character and positive life skills, promote social and emotional learning, and enhance academic performance.

Surveys were conducted in 2009 and 2010 with a national sample of public and private high schools. The margin of error is less than 1%. These statistics have been reviewed by the Department Chair, Decision Sciences & Marketing, Graziadio School of Business & Management, Pepperdine University. More survey results, which focus on issues such as honesty and integrity, will be released in the coming months.

Ethics of American Youth: 2009

Josephson Institute of Ethics Releases Study on High School Character and Adult Conduct

Character Study Reveals Predictors of Lying and Cheating. For immediate release: October 29, 2009

Contact: Rich Jarc 310-846-4802 or rjarc@jethics.org

WASHINGTON, D.C. — The Josephson Institute of Ethics today released the findings of the first-ever large-scale study of the relationship between high school attitudes and behavior and later adult conduct. The survey found that current age and attitudes about the need to cheat and actual high school cheating are significant predictors of lying and cheating across a wide range of adult situations.

The report is based on 6,930 respondents in five age groups (17 and under, 18-24, 25-40, 41-50, and over 50) and is released in conjunction with [National CHARACTER COUNTS! Week](#), which focuses attention on the importance teaching core values and developing character in young people. The margin of error varies on each item but ranges between plus/minus 1-2 percent.

Since 1992, the Josephson Institute of Ethics has issued a biennial report on the ethics of American high school students, which has revealed significant erosion of values including high levels of dishonesty (cheating, lying, and theft). [The 2008 report](#) showed that during that year 64% cheated on an exam, 42% lied to save money, and 30% stole something from a store. Some dismissed that data on the grounds that kids will be kids and will outgrow such character deficiencies. This new study reveals a close connection between youthful attitudes and behavior and continuing patterns of dishonesty as young people enter the adult world.

“This study confirms unequivocally that character counts now and in the future and that values and habits formed in school persist,” said Michael Josephson, founder and CEO of the Josephson Institute of Ethics. “That’s why more than 90% of survey respondents said they believe schools should be more active in instilling core ethical values like honesty, responsibility, and respect and developing good character in children. Our CHARACTER COUNTS! initiative currently reaches more than 7 million children and their families with specific strategies that build good character based on six universal ethical values (trustworthiness, respect, responsibility, fairness, caring, and citizenship) called the [Six Pillars of Character](#).”

Major Conclusions From The Survey

Age matters

The most emphatic finding is that younger generations are significantly more likely to engage in dishonest conduct than those in older cohorts:

- Teens 17 or under are five times more likely than those over 50 to hold the cynical belief that lying and cheating are necessary to succeed (51% v 10%), nearly four times as likely to deceive their boss (31% v. 8%), more than three times as likely to keep change mistakenly given to them (49% v. 15%), and more than three times as likely to believe it’s okay to lie to get a child into a better school (38% v. 11%).
- Young adults (18-24) are more than three times more likely to have inflated an insurance claim than those over 40 (7% vs. 2%) and more than twice as likely to lie to their spouse, boyfriend, girlfriend, or partner about something significant (48% v. 18%).

Attitude matters – Regardless of age, people who believe lying and cheating are a necessary part of success (the report calls them cynics) are more likely to lie and cheat. In fact, this belief is one of the most significant and reliable predictors of dishonest behavior in the adult world. Cynics are:

- Three times more likely to lie to a customer (22% vs. 7%), inflate an expense claim (13% v. 4%), or inflate an insurance claim (6% vs. 2%).
- More than twice as likely to conceal or distort information when communicating with their boss (24% vs. 10%).
- Twice as likely to lie to their spouse or significant other about something important (45% vs. 22%) or to keep change given by mistake (32% vs. 16%) and one-and-a-half-times more likely to cheat on their taxes (20% vs. 13%).

High school character matters – Regardless of current age, people who cheated on exams in high school two or more times are considerably more likely to be dishonest later in life. Compared to those who never cheated, high school cheaters are:

- Three times more likely to lie to a customer (20% vs. 6%) or inflate an insurance claim (6% vs. 2%) and more than twice as likely to inflate an expense claim (10% vs. 4%).
- Twice as likely to lie to or deceive their boss (20% vs. 10%) or lie about their address to get a child into a better school (29% vs. 15%) and one-and-a-half-times more likely to lie to spouse or significant other (35% vs. 22%) or cheat on taxes (18% vs. 13%).

The Ethics of American Youth: 2008

Survey of teens reveals entrenched habits of dishonesty — stealing, lying, and cheating rates climb to alarming rates

Josephson Institute's 2008 Report Card on the Ethics of American Youth is based on a survey of nearly 30,000 students in high schools across the U.S. The results paint a troubling picture of our future politicians and parents, cops and corporate executives, and journalists and generals. This report focuses on honesty and integrity.

Stealing

In bad news for business, more than one in three boys (35 percent) and one-fourth of the girls (26 percent) — a total of 30 percent overall — admitted stealing from a store within the past year. In 2006 the overall theft rate was 28 percent (32 percent males, 23 percent females).

- Students who attend private secular and religious schools were less likely to steal, but still the theft rate among non-religious independent school students was more than one in five (21 percent) while 19 percent who attend religious schools also admitted stealing something from a store in the past year.
- Honors students (21 percent), student leaders (24 percent), and students involved in youth activities like the YMCA and school service clubs (27 percent) were less likely to steal, but still more than one in five committed theft.
- Twenty-three percent said they stole something from a parent or other relative (the same as 2006) and 20 percent confessed they stole something from a friend. Boys were nearly twice as likely to steal from a friend as girls (26 percent to 14 percent).

Lying

More than two of five (42 percent) said that they sometimes lie to save money. Again, the male-female difference was significant: 49 percent of the males, 36 percent of the females. In 2006, 39 percent said they lied to save money (47 percent males, 31 percent females).

- Thirty-nine percent of students in private religious schools admitted to lying as did 35 percent of the students attending private non-religious schools.
- More than eight in ten students (83 percent) from public schools and religious private schools confessed they lied to a parent about something significant. Students attending non-religious independent schools were somewhat less likely to lie to parents (78 percent).

Cheating

Cheating in school continues to be rampant and it's getting worse. A substantial majority (64 percent) cheated on a test during the past year (38 percent did so two or more times), up from 60 percent and 35 percent, respectively, in 2006. There were no gender differences on the issue of cheating on exams.

- Students attending non-religious independent schools reported the lowest cheating rate (47 percent) while 63 percent of students from religious schools cheated.
- Responses about cheating show some geographic disparity: Seventy percent of the students residing in the southeastern U.S. admitted to cheating, compared to 64 percent in the west, 63 percent in the northeast, and 59 percent in the Midwest.
- More than one in three (36 percent) said they used the Internet to plagiarize an assignment. In 2006 the figure was 33 percent.

Worse than it appears?

As bad as these numbers are, it appears they understate the level of dishonesty exhibited by America's youth. More than one in four (26 percent) confessed they *lied on at least one or two questions on the survey*. Experts agree that dishonesty on surveys usually is an attempt to conceal misconduct.

Despite these high levels of dishonesty, the respondents have a high self-image when it comes to ethics. A whopping 93 percent said they were *satisfied with their personal ethics and character* and 77 percent said that *when it comes to doing what is right, I am better than most people I know*.

Surveys conducted in 2008 had 29,760 respondents. For the general questions (over 20,000 responses), the accuracy is well within +/- 0.007 or 0.7%; for breakdowns of 10,000 the accuracy is +/- 0.98%; and even when there are just 1,000 responses, the accuracy is +/- 3.1%. Almost all standard errors of differences are much less than 1% for even small samples. These statistics have been verified by the Department Chair, Decision Sciences & Marketing, Graziadio School of Business & Management, Pepperdine University.

From the San Bernardino Public Safety Academy web site (7/7/2011)

CHARACTER COUNTS! Is a nonprofit, nonpartisan, nonsectarian character-education framework that teaches the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. The CHARACTER COUNTS! Coalition includes thousands of schools, communities and nonprofit organizations.

Kathy Toy, PSA School Principal / 909-382-4574



Character Counts to all of us at PSA!

Helpful Tips for Parents

Below are helpful tips for parents to help children learn to be trustworthy, respectful, responsible, fair, caring, and a good citizen from Parents, Kids and Character: 21 Strategies to Help Your Children Develop Character, by Dr. Helen R. LeGette:

Be clear about your values

Tell your children where you stand on important issues. Good character is taught and caught. If we want children to internalize the virtues that we value, we need to teach them what we believe and why. In the daily living of our lives, there are countless opportunities to engage children in moral conversation.

Refuse to cover for your children or make excuses for their inappropriate behavior

Shielding children and youth from the logical consequences of their actions fails to teach them personal responsibility. It also undermines social customs and laws by giving them the impression that they are somehow exempt from the regulations that govern others' behavior.

Show respect for your spouse, your children, and other family members

Parents who honor each other, who share responsibilities, and resolve differences in peaceful ways communicate a powerful message of respect. Respect begets respect...and children notice.

Don't provide your children access to alcohol or drugs

Model appropriate behavior. Nowhere is the parents' personal example more critical than in this area, and the family is the most powerful influence on whether or not a young person will become a substance abuser.

The Hands and Words are Not For Hurting Project®

An effective tool and a key piece in the puzzle of abuse and violence prevention education.

PLEDGE - "I will not use my hands or my words for hurting myself or others"®

Mission Statement: *To educate each person in every community about their moral and legal right to live free of abuse and violence.*

This Project began in February of 1997 with the participation of the Salem-Keizer Public Schools In Salem, Oregon. The initial vision was to demonstrate visually that we are making a difference in stopping abuse and violence.

The Purple HANDS Pledges represented our efforts to educate Oregon's children and adults about abuse and violence and what each one of us can do to stop violence in our own lives and in the world. In just seven weeks, over 11,000 students (K-12) and staff submitted their Pledges for display at the 3rd Annual Domestic Violence Conference for Professionals held at the Elsinore Theatre in Salem, Oregon on April 24 & 25, 1997.

Due to the overwhelming positive response, it was clear that we must pursue this endeavor. A handful of dedicated people formed what is now Hands & Words Are Not For Hurting Project. Although the Project started with the Salem-Keizer schools, it has expanded to other schools and communities throughout the entire 50 states and 11 foreign countries.

In addition to reaching schools, the Hands & Words Project has expanded to include government agencies, the business community, places of worship, battered women's shelters, homeless shelters, correctional facilities, day care centers and birthing centers for parents of newborns. This Project is for everyone!

The first parents to take the Hands & Words Are Not For Hurting Pledge for their newborn son were Oregon's First Family, Governor John and Sharon Kitzhaber, in an official ceremony at the Oregon State Capital on December 29th, 1997.

Program Founder — Ann S. Kelly, Founder and Executive Director -

Martial Artist/ Self-Defense Specialist, Sandan (Black Belt), Owner/Director Safe & Sound Self-Defense Education, Founding Member and past Chair – Domestic Violence Education & Prevention Coalition of Salem. Married 41 years to husband Bob, together raised three sons and now have four grandchildren.

Ann's inspiration for writing the Hands & Words Pledge and creating the Purple Hand/Red Heart logo comes from a lifetime of varied experiences. As a martial artist and self-defense specialist teaching classes in self protection, she saw that abuse and violence was escalating, particularly in children. Ann and her husband Bob, an Emergency Physician, work routinely with victims and survivors of abuse and violence and wanted to do more in the area of violence prevention education. It is their belief that education is the light in the darkness and the voice that breaks the silence.

2010 The Hands & Words Are Not For Hurting Project® | 501 3 C | [Legal](#) | [Contact](#)

Hands Project website - <http://handsproject.org>

San Bernardino Public Safety Academy - <http://handsproject.org/public-safety-academy-san-bernardino-ca/>

Leadership Component Reference

Preparing Students for Leadership Positions in Public Safety, Peter Bowen, May 30, 2012 (document attached).

About the author:

Pete Bowen has been practicing and teaching leadership for more than 25 years. An expert on ethics, leadership and culture, Bowen has been a guest on national television and radio shows including the O'Reilly Factor, Discovery Channel and Fox News Channel.

Bowen taught leadership, military history and ethics at Duke University where he was a visiting assistant professor and the officer-in-charge for the Department of Naval Science. He also taught at the University of North Carolina (Chapel Hill) and North Carolina State University. Since 1998, Bowen has served as an instructor teaching leadership in the California Department of Justice (Peace Officer Standards and Training) Command College course for law enforcement executives.

Bowen served eleven years on active duty as an officer in the United States Marine Corps where he was an AV-8B Harrier pilot and instructor. He retired from the Marine Corps Reserves after 24 years of total services.

Bowen served as the first ethics officer for the Los Angeles Unified School District where he was responsible for creating the first ethics program for a public education agency. He established leadership and ethics training, public accountability programs, and programs that increased the ethics, efficiency and effectiveness of the district.

Since 2004, Bowen has served as the President of Servite High School, a leadership and college prep school in Anaheim, California. At Servite, Bowen introduced a leadership and formation program that is becoming a model for other schools nationwide.

Bowen received his M.A. from Duke University and his B.A. from the University of Notre Dame, concentrating his interdisciplinary studies at both schools on leadership, ethics, philosophy, intellectual history and culture. Bowen has also published the book *On Leadership* which was printed in 2012.

For additional information on Pete Bowen, refer to www.petebowen.net

Preparing Students For Leadership Positions in Public Safety

*Leadership for high school and middle school students with an interest in
careers in law enforcement for the
Commission on POST Career Pipeline Recruitment Program
05.30.12*

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Introduction

BACKGROUND - CONTEXT

As California law enforcement moves into the 21st century, it faces new challenges including the need to operate with confidence in fast-paced, constantly changing, complex, diverse and ambiguous situations while under the constant eye of the public. More than ever, law enforcement agencies in California need highly-skilled people and teams who they can trust to make good decisions and perform well in dynamic environments with minimal supervision. These new environments and situations demand high levels of leadership, skills and character from all those in law enforcement.

Unfortunately, the greater need for leadership, skills and character is not being met through traditional passive recruiting practices that generally wait for good candidates to approach law enforcement agencies. Today, more than 90% of law enforcement candidates fail to meet entry qualifications due to a lack of requisite skills or character. To be successful in the future, California law enforcement must do more to actively engage, prepare and employ people with the skills, character and leadership needed to be successful.

PURPOSE

The purpose of this curriculum is to provide schools engaged in the POST Career Pipeline Recruitment Program with an approach to leadership development that:

- Is fully consistent with and supports POST objectives in the Career Pipeline Recruitment Program. Specifically, Covenant Leadership enhances the academic, character and fitness development of students interested in law enforcement careers.
- Sets the intellectual and character foundation for developing the highest performance leaders and teams for future California law enforcement
- Can be woven throughout the curriculum of participating schools
- Provides basic implementation guidance for school faculty and staff
- Provides an element for parents so they can support and reinforce the program

Covenant Leadership

WHAT IS COVENANT LEADERSHIP?

Covenant Leadership is an approach to leadership that produces the highest performance leaders, people and teams possible through committed, motivated and high-trust relationships, and an understanding of life that integrates leadership, ethics, and the public and private aspects of life into a unified whole.

WHY COVENANT LEADERSHIP?

There are a myriad of approaches to leadership with different emphasis, and levels of effectiveness and comprehensiveness. The Covenant Leadership approach in this curriculum has been chosen for a variety of reasons:

- **POST and Covenant Leadership.** Covenant Leadership has been taught as part of the POST Command College course for police executives for more than 10 years. Teaching Covenant Leadership at the high school and middle school levels brings consistency with the highest levels of POST leadership training.
- **Well-grounded academically.** Covenant Leadership is well-grounded academically and philosophically in the transformational work of academics like Alisdair MacIntyre in ethics and intellectual history, extending those concepts to leadership issues. From a philosophical perspective, Covenant Leadership is grounded in a fundamentally Aristotelian understanding of life, purpose and ethics. For a deeper understanding of the historical and intellectual foundation of Covenant Leadership, see *On Leadership* (Peter S. Bowen)
- **Effectiveness.** Covenant Leadership provides the foundation for developing the highest performance leaders and teams.
- **Comprehensive.** Covenant Leadership not only applies to law enforcement and other public service organizations, but is an equally effective leadership approach for business, non-profits, athletics, community, family and other types of organizations.
- **Inclusive of other leadership and ethics approaches.** Covenant Leadership provides an outstanding, comprehensive, and inclusive foundation for understanding and implementing a variety of additional concepts in leadership and ethics.
- **Seamlessly integrates leadership, ethics and life.** Covenant Leadership naturally integrates good leadership and pursuing a good life (Happiness) in a powerful, compelling and mutually reinforcing manner. Covenant Leadership is not so much a leadership technique as a way of life.

LEADERSHIP PERMEATES EVERY ASPECT OF LIFE

If we broadly and simply define leadership as *one providing guidance to another*, we can see that leadership is woven deeply into every aspect of our lives. It impacts us from birth to death, 24 hours a day and seven days a week.

Just about every human interaction that involves *guidance or direction* involves leadership at one level and intensity or another. Every day we are led by people in some areas of our life and, at the same time, lead others through areas of their life. At work we follow the lead of those in positions senior to us and provide leadership to those in junior positions. At home we follow the lead of our parents through the first 20 years of our lives, and then provide direction for our children and grandchildren for the last half of our lives.

Church leaders provide guidance through difficult questions about life, death and faith. Doctors, attorneys and accountants lead us through the complicated mazes of health, law and taxes. Financial advisers help us with our investments and retirement. We depend on the good leadership of teachers and administrators to make sure our children are well-educated. We depend on good leadership in the contractors who remodel our homes and the mechanics who keep our cars running well. We depend on the teammate at Trader Joe’s to track great food choices for us; the Nordstrom’s shopper to make us look good; and the kid from Geek Squad to lead us through computer installations. Athletic coaches lead our children in the development of their ball skills, teamwork and character. As parents, we lead our children through the formative years of their lives so they can have the best foundation possible for success and happiness in life.

With some reflection, we can see that leadership is among the most basic of human relationships and a fundamental aspect of our lives as humans. Leadership has been around since the beginning of humanity, occurring the first time that humans organized to accomplish some goal or the first time one human taught another. Leadership is pervasive to the human experience, transcending nations, cultures and history. Our lives—professional and personal—are full of relationships where we *trust the guidance* of others and others *trust the guidance that we provide*.

Without the ability to depend on these billions of leadership relationships going well each day, our society would quickly decline or collapse. People in nations around the world suffer every day because they can’t depend on these leadership relationships due to problems like corruption, poor education and poverty. Poor government leadership causes loss of trust and confidence, leading to crippling economic inefficiencies and poor economic, social and cultural performance.

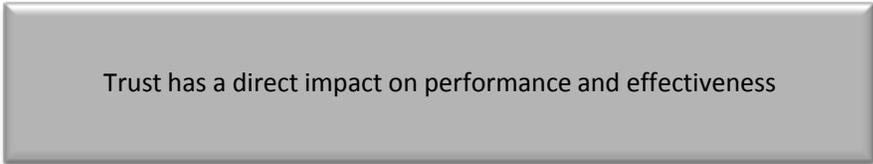
Sometimes the importance of good leadership is most clear and tangible when it fails. Ever had a building contractor fail to complete the work in your house as you planned? Ever find out, after the fact, that the auto mechanic took advantage of you and charged you to fix things that weren’t broken? What happens to trust when you get ripped off?

Finally—and this is very important—we must understand that leadership is something that applies to every one of us. As American citizens, we lead our nation when we vote. As consumers we lead our nation through the purchasing decisions we make. As family members, we help lead our children, siblings and even our parents at different times in our lives.

Whether we are in law enforcement, a business leader, janitor, ball player, teacher, parent or usher, we are all called to lead others on a regular basis. Leadership is not something that is interesting to read about but doesn’t really apply to our own lives. Leadership is not the activity of some other group of people called *leaders*. No matter who we are or what we do, we are all leaders and followers, and leadership is woven seamlessly through every aspect of our lives. Of your life.

LEADERSHIP AND TRUST

Leadership and trust are fundamentally connected; in many ways two sides of the same coin. We cannot understand leadership and how to form the next generation of good leaders unless we first understand the connection between leadership and trust.



Trust has a direct impact on performance and effectiveness

By its very nature, leadership involves relationship between the one providing guidance (the leader) and those receiving guidance (the followers). That relationship necessarily involves some level of trust between the leader and the followers that can range from *complete trust* to *no trust* at all.

The more trust that exists between leader and follower, the more willing and quickly the follower will act on guidance from the leader. When trust is high, we can dramatically increase performance, effectiveness and efficiency. This is true in just about any team. When followers trust their leader, they are more highly motivated, more creative, make deeper commitments to their leader and goals, and are more willing to take the initiative and take appropriate risks. A leader who trusts his team is much more willing to let followers make decisions on their own, increasing their performance, effectiveness and efficiency, and freeing up the leader's time to pursue more strategic issues. The more deeply team members trust their leader and each other, the more effectively and efficiently the team will perform.

When trust in leadership is low, we lose performance, efficiency and effectiveness. The teammates are less motivated and less committed to goals and their leader. They are less likely to demonstrate initiative or creativity, and less likely to take risks. Less trusting of their leader, they are much more likely to second-guess leadership and hedge against leadership guidance that might prove wrong.

Imagine that your auto mechanic or your doctor gives you a diagnosis of what is wrong with your car or your body. If you trust their guidance, you can take immediate action to get the problem fixed quickly, effectively and at a minimum cost. If you do not trust their guidance, you are much more likely to seek a second opinion, spending money and time anxious about whether to follow their guidance or not. The lower trust costs extra money and time, lowering effectiveness and efficiency. Trust has a direct impact on performance and effectiveness.

We rarely think about how important trust is in our everyday lives. Think about the dozen times a day you turn on a light switch. Turning on a light switch is an act of trust, an act of faith in the people who designed and installed the wiring and switch, that you won't get electrocuted. Our trust is so deep that we don't even think about the risk. How different would things be if we couldn't make that act of faith in the people who designed and installed our light switches?

Trust is a two-way street. The leader earns the trust of followers as they see him perform well in stressful and important situations. The followers earn the trust of the leader as the leader sees them perform well in stressful and important situations. It is while observing people perform under pressure that we see their skills, character and commitment—what they are really made of—and develop trust. Seeing people perform under pressure answers the question "Can I trust and depend on this person when we have to perform together in a stressful situation?"

Compared with many other nations, America functions well because we still have an underlying, implicit sense of trust in our society. We trust our law enforcement agencies, legal system and courts. We trust our cultural and social systems. We trust that most other Americans are good people inclined to honesty and doing the right thing. We trust that the drivers heading the other way on the road really will stay on their side of the line while we pass, inches away, with 120 miles per hour of closure. We have implicit trust in those who lead us in most aspects of our lives from the national level to our personal, daily relationships with others. While the polls show that there has been a big erosion in that trust, the foundation of implicit trust is still there.

Trust is the foundation of good leadership—especially the high performance leadership we need for our future.

WISDOM, TRUST AND CHARACTER

Leadership, trust and team performance are all deeply connected. If we are going to create the next generation of good leaders in law enforcement, and maximize leadership and team performance, we need to dig even deeper to understand trust.

When we talk about trust, we are quick to recognize the importance of trust in the knowledge and skills of the leader, but we often tend to underestimate the importance of trust in the *character* of the leader as well.



For example, when you turn to your doctor for guidance in your health issues, you need to trust your doctor’s medical knowledge and skills. Your doctor needs to be able to accurately diagnose any health problems and prescribe the appropriate treatments. At the same time, you need to trust your doctor’s *character*. You want to be sure that he is ordering tests and scheduling surgery with your best health in mind rather than his financial interests. You want to know that even if he is having a tough year, he’s got the character to do the right thing for the right reasons. What he does and whether you can trust him depends on his character.

The problem at Enron wasn’t that we lost trust in the knowledge or skills of the employees; Enron made a point of hiring the smartest and most highly skilled people possible. The problem was that we couldn’t trust what Enron and those very intelligent, highly skilled people were doing with those skills. It was a character and wisdom problem.

This deep connection between trust and character is true of every leadership relationship. When your accountant is handling your taxes or your lawyer is handling your legal issues, you need to trust both their professional expertise and their capacity to know and do the right thing. You want to hire the general contractor with good character who won’t take advantage of the fact that you’re not a construction expert to overcharge you. You want an athletic coach for your kids who will emphasize integrity, sportsmanship and character development rather than a “win at all cost” mentality. The more your students admire your character, the more they will trust, listen and follow you.

The more your students admire your character, the more they will trust, listen and follow you

Trust in both skills and character is very important. Compromise trust in one or the other and the leadership relationship and performance break down.

Now let’s take it one more step to *wisdom*.

Wisdom is what you get when you combine good knowledge and skills with good character. Wisdom is *right knowledge* plus *right action*. Wisdom is understanding Truth and having the character to do the right thing with that knowledge.

By *knowledge*, we mean understanding of what is *true*. *Knowledge* includes understanding things like information, systems and practices, and the intellectual skills needed to accomplish goals. Teachers are knowledgeable about the subjects they teach and methods of instruction. A lawyer is knowledgeable about the law. A doctor is knowledgeable about the human body. A salesman is knowledgeable about making and closing deals. *Knowledge* has to do with the *intellect*.

Character refers to the person you are and the qualities—especially moral qualities—that you possess and demonstrate. If you are a person of *good character*, then you consistently demonstrate virtues like honesty, justice, courage and integrity because those virtues are a fundamental part of who you are as a person. Another way to think of it is that your character includes the very *characteristics* that make you who you are. A person of good character is a person who consistently demonstrates

virtues, *right action*, in all aspects of their life. While knowledge has to do with the intellect, *right action* has to do with your *will*.

Wisdom is **right knowledge** plus **right action**; the combination of good knowledge and good character. It is not just knowledge of what is right, true and good, but the character (will) to actually do what is right, true and good. Notice that wisdom is focused on the *good*.

That makes wisdom the key to good leadership. High performance leadership depends on trust, and trust depends on good knowledge/skills and good character—or wisdom. So when we talk about the deepest trust, and highest performance leadership and teams, we’re really talking about *wise* leadership.

WISDOM--*Knowledge of what is true or right coupled with just judgment as to action* (Random House 2010)

WISDOM = RIGHT KNOWLEDGE + RIGHT ACTION

As we look to the future of law enforcement, our communities and nation, our success really depends on our ability to form the next generation of wise leaders in law enforcement. And since leadership permeates every aspect of our lives, relationships and society; since we are all leaders one way or another; that means that wisdom must be the focus of our own lives and the development of our students and children.

HIGHEST PERFORMANCE PEOPLE AND TEAMS

Covenant Leadership provides the highest performance leaders, people and teams that can best succeed in the complex, dynamic, challenging law enforcement situations of the 21st century. More specifically, Covenant Leadership gives us high performance teams that can provide the best law enforcement services with the greatest impact and efficiency, and the lowest cost.

Today in law enforcement, our environments and situations are fast-paced, constantly changing, high-stress, diverse, multicultural and ambiguous. These environments and situations are global and operate continuously: 24 hours a day, seven days a week, 365 days a year. Even remote American communities find themselves handling multicultural issues they never encountered before. Police have to deal with international gangs and crimes that cross borders. Technology crimes require new policing skills, technologies and techniques.

We live in a different world than previous generations. It’s faster, and more sophisticated and complex. There is less room for error, and errors can carry much more risk and cause much more damage. Sometimes there is so much information that it’s difficult to sift through it all and make a decision. Sometimes events move so fast that you have to make decisions before you have enough information. Often distance, time requirements and cultural differences make situations very ambiguous. Everyone has a cell phone camera and someone may well be recording what you are doing.

To prevail in these new law enforcement environments and situations, we need the highest performance teams possible. We need to have ***people and teams that we can trust to make good decisions in fast-paced, complex and ambiguous situations with minimal supervision.***

We need *teams of people* because no one person has all the skills or the time necessary to be successful alone.

We need people and teams making *good* decisions. By *good* we mean that the decisions must be both effective and moral. If a decision is not understood to be good and moral, the decision will lower trust and negatively impact performance.

When decisions are made at the lowest possible level, by people actually on the scene and intimate with the details of the situation, the decisions can be both responsive and customized for the situation. The decisions are responsive because the decision-cycle is short. Your people can make a decision on the scene and implement it immediately rather than have to wait for information to travel up the chain of command, have a decision made, then have that decision travel back down the chain of command for implementation.

The decisions are custom-made because your people on the scene are in the best position to understand the nuances of the situation and craft an appropriate solution. When things have to go up the chain of command for decisions, the situation can rapidly change before the decision returns, making whatever decision that returns less effective for an evolving situation.

Good, custom solutions provided quickly add at least two more very powerful performance advantages. When your team is making decisions more quickly than other teams—when your decision-cycle is shorter than (or inside) your opponent’s decision-cycle—then you can make more decisions in the same amount of time than your opponent. It’s like a game of chess where you get to make two moves for every one move that your opponent makes. It’s an enormous advantage.

The second advantage comes when you actually *trust* your people to make the decisions on their own. When your people can be trusted to make decisions on their own, it relieves you of that decision-making and enables you to concentrate your time on larger, more strategic issues.

TRUST-BASED LEADERSHIP

That brings us to the fundamental high performance issue: *trust*. The real key to having the most powerful people and teams possible is being able to trust your people to make good decisions on their own in these complex situations. If you actually trust them to make those decisions, all the advantages of responsiveness, custom-made solutions, shorter decision-cycles and extra time to be strategic come with it.

If you don’t actually trust your people, then you won’t push decision-making down to the lowest possible level and you won’t let them make decisions on their own. Your decision cycle will be longer and your attention will be on the immediate situation rather than on strategic issues. You will lose performance on several levels. Your competitors who have high-trust teams will have an enormous advantage over you.

The more trust you have, the higher the performance. The less trust, the lower the performance.

If we want an approach to leadership that will give us the highest performance people and teams, then that approach must have *trust* at the very core. That approach must develop a generation of law enforcement leaders who generate the highest trust with and among their people and teams. That approach needs to help us develop the next generation of leaders in law enforcement that we can trust to lead us through the deep challenges we face today. The more we can trust future law enforcement leaders to make good decisions in the midst of complex situations with minimal supervision, the more successful, effective and efficient our law enforcement agencies will be, and the brighter our future in law enforcement and our communities.

TRUST IN SKILLS AND CHARACTER

Trust is the cornerstone of good leadership. The more people trust the leader, the more they will follow the leader—especially in difficult or even life-threatening situations.

The team members must trust both the leader’s *skills* and *character*. In law enforcement, the better the leader’s law enforcement skills—administrative, investigative, street, etc.—the more that people will trust in the leader’s skills and the more they will follow him. The better the leader’s character—the more he demonstrates the virtues (i.e. honesty, courage, wisdom, respect, responsibility, etc)—the

more people will trust his character and the more they will follow. Good leadership requires high trust in both the leader's skills and character. The deeper the trust in a leader's skills and character, the deeper the commitment and motivation of the followers, and the more effective and successful the team will be.

YOUR PURPOSE IN LIFE

High performance teams depend on trust, which means they depend on the character of the leaders and team members. They depend on *good* people.

Covenant Leadership is founded in a traditional understanding of life based on the idea that all people have the same basic human nature and therefore the same purpose in life: to become *good*, fulfill their human nature and achieve Happiness.

We achieve goodness and Happiness in life by practicing certain behaviors—the *virtues*—until they become a fundamental part of our character—of who we are as people. Virtues are behaviors like trustworthiness, courage, love, wisdom, respect, caring, fairness and responsibility that make us better people when we make them habits in our lives. The more we develop the virtues in our own lives, the better our character, the more we are good people, the higher the trust levels in our leaders and teams, and the better our leaders and teams perform.

In contrast to the virtues, *vices* are those behaviors that prevent us from achieving goodness and Happiness in life. Vices include behaviors that can lead to addiction or other deep problems in life like dishonesty, substance abuse, injustice, greed, laziness or lust. Vices undermine and destroy good character, trust and the team performance necessary for success in law enforcement.

Since our purpose in life is to achieve Happiness, everything in our lives including school, work, family, friends, athletics, church and hobbies should focus on helping us become good by practicing the virtues until they are a fundamental part of our character, of who we are as individuals.

Just like you can only get good at academics by practicing studying or good at playing an instrument by practicing playing the instrument, so you can only develop good character by actually practicing the virtues in some kind of activity. One of the best reasons to participate on different kinds of teams or communities is that their activities provide us a great place to practice the virtues and develop good character. The more we practice the virtues in team activity, the better people we become. This applies in every community or team context—every relationship—including law enforcement teams, school teams, families and work.

BEYOND EDUCATION TO FORMATION

Today, we often hear talk about educating our children for knowledge. *Education* is about developing the mind, the intellect. We see this tremendous emphasis on *education for knowledge* in how we run our schools today. Deep down, our schools are about academics. We obsess over test scores. When money is tight, arts and athletics programs are the first to be cut because academics is considered more important. We hear people say that education is “All about the classroom.” We tend to justify music and art programs insofar as they contribute to better academic results.

It is very important to educate our children so that we can trust their knowledge. But educating our children for knowledge is not enough. If we are going to develop the high performance leaders and teams in law enforcement that we can trust, then we need to ensure that their character is fully developed as well. We need to go beyond simply educating the mind for knowledge to *formation* of a young person to develop *wisdom*. Wisdom is right knowledge (academic truth) plus right action (good character). A wise person doesn't just know what is right and true, but possesses the character to actually consistently do what is right and true.

For example, both modern education and traditional formation teach that smoking is harmful to your health. But knowing that smoking is harmful and actually quitting smoking are two different things. Many of us have friends who know that it is harmful to smoke but aren't able to take the right action to actually quit smoking. To quit smoking, one must match the *knowledge* about the harm of smoking with the *right action* and *willpower* to stop. We need law enforcement leaders who are not just knowledgeable, but wise. As we develop the next generation of law enforcement, we need to go beyond education for knowledge to *formation for wisdom*.

COVENANT RELATIONSHIPS

Covenant Leadership understands that being human means *relationship* is a fundamental part of our human experience. From the very beginning, we are born into a family relationship. We seek relationship with others throughout our lives. We naturally want to share the good things in our lives with others and need the support of others when times are difficult. Our deepest joys include friendship, marriage and family. One of our deepest fears is being left alone. Solitary confinement in prison is considered by some to be cruel punishment, even torture, because it deprives us of something so deeply a part of our nature: relationship with others. Our desire to love and be loved is fundamental to our human nature.

Covenant Leadership understands that *the purpose of all communities is to become good* and help us—as individuals—become good.

By community we mean any group of people organized for just about any reason including teams, schools, families, companies, organizations, churches, neighborhoods, athletic teams, community service groups, etc.

By *good*, we mean that a community should possess the same characteristics, qualities and virtues—love, honesty, justice, courage, wisdom, etc.—that a good person possesses.

The purpose of all teams and communities is goodness because goodness brings the team the same benefits it would bring any person. Love, selflessness, honesty, justice and wisdom all help teams develop tighter, more beneficial relationships and help improve team performance whether it is a law enforcement team, school, company, athletic team, non-profit, church, etc. Vices like selfishness, unfairness, dishonesty and imprudence tear teams apart and destroy team performance.

A community or team achieves its purpose (*of becoming good*) by practicing the virtues in pursuit of its *mission*. So a law enforcement team becomes good by practicing honesty, justice and courage serving public safety. A school becomes good by practicing the virtues as they form good students.

A community or team also becomes good by cultivating the virtues within the team members. The more the team members are good, the more good the team will possess and demonstrate.

Practicing, habituating and fully integrating the virtues not only makes a team good, but also increases the performance of the team. The more a basketball team practices and integrates virtues like discipline, selflessness, justice, courage and determination, the better of a team they become, the better their performance, and the more likely they are to accomplish their mission: winning games.

The *purpose* of all communities and teams is the same—to become good—while the way each community or team becomes good—through their *mission*—often differs.

THE GOOD OF THE INDIVIDUAL & TEAM ARE THE SAME

In Covenant Leadership, the good of the team and the good of the individual person are the same.

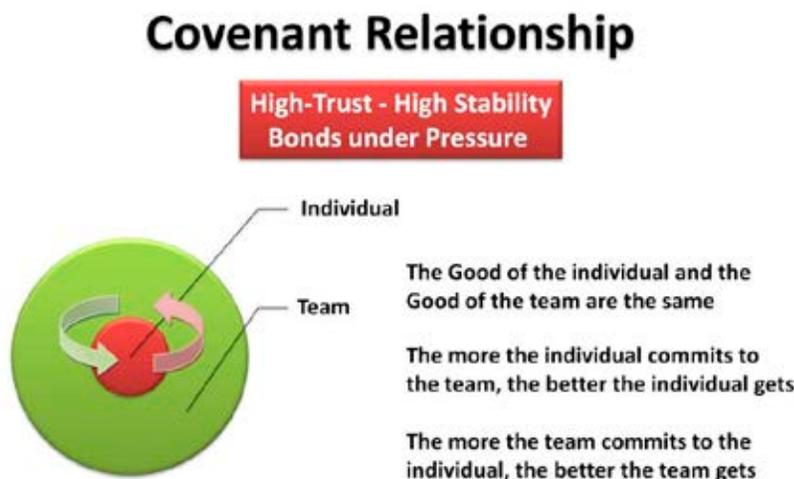
Any team is only as good as the people who make up that team. If a team wants to maximize performance and goodness, then it needs to invest in the development of its members. The more the

team invests in each of its members—in their skills, teamwork, character (goodness) and leadership—the better the team will be.

On the flip side, if you want to become a good person, you need some activity in which to practice the virtues like honesty, justice, wisdom, courage, etc. The best way to do that is to become part of a team where you can practice those virtues as part of the team accomplishing its mission. The more effort you put into the team and its mission, the more you will grow in your skills, teamwork, character and leadership. It is almost always better to practice the virtues as part of a team than it is to practice them on your own because teammates will push you harder than you will push yourself. And because some virtues—like love and justice—require relationship, they must be practiced in the midst of team.

So the good of the team and the good of the individual are the same. The more the team invests in each member, the better the team gets. The more the individual invests in the team, the better the individual gets. In a good law enforcement team, everyone is close, trust is high and the commitment to each other is very deep. No one is in it for the money. Everyone is in it for each other and honor. You put your life on the line for a teammate.

We call this a *covenant relationship*. Because it involves deeply committed relationships, it is high-



trust and very stable. The more you put a *covenant team* under pressure, the tighter and more committed their relationships become.

It is important to note that Covenant Leadership understands **all** relationships as covenant relationships, not just those that have to do with law enforcement, school, your family or athletic teams.

COVENANT TEAMS

A covenant team is any group of people committed to each other, and focused on some good or noble goal. A covenant team can be a law enforcement team, a school team, your family, a neighborhood or community, an athletic team—any group of people that are committed to each other and focused on doing something good.

A gang cannot be a covenant team because while they are committed to each other, they are focused on a wrong goal and use wrong means.

The great thing about being part of a covenant team is that it provides you the opportunity to become a better person by practicing the virtues in the context of the team and its activity. Whether the

team is a neighborhood group cleaning up a park, a work team focused on a project or an athletic team competing in a sport, being part of the team means you can practice honesty, love, wisdom, justice, courage, perseverance, determination, patience and other virtues, making them more and more a part of your character and who you are.

Everything you do, every team you're on, provides you an opportunity to become good.

The more committed you are to your team, the more you put into your team and its activities, the faster and more effectively you will develop the virtues, and your character, skills and teamwork. The more you put into your team, the more you will gain from it.

Now place yourself as the leader of a team. Your team's success and your success as a leader are going to depend a lot on how good your people are: good in *skills*; good in *teamwork*; and good in *character*. The more the team invests in its members in each of these areas, the more you invest in your people, the better your people and team will become.



PURPOSE

As we pursue Covenant Leadership, it is extremely important that we reinforce the importance of pursuing our purpose in life—as individuals and as teams—which is to become good and achieve fulfillment and Happiness. The total focus on becoming good, fulfillment and Happiness is absolutely necessary to develop the good character and good people required for the best leadership and the highest performance teams.

It is important to understand the critical relationship between *activity*, *mission* and *purpose*. When we understand them and how they work together, we can use that knowledge to create very effective and efficient programs to develop good leaders.

The relationship is pretty simple: we need some *activity* focused on some goal (the *mission*) that gives us the opportunity to practice the virtues and become *good* (purpose).

We know this in physical fitness. You can't get in good shape by sitting on the couch. We need an *activity* that exercises our muscles and elevates our heart rate (*mission*) and helps us get in good physical shape (purpose). It doesn't matter so much what the *activity* is—running, biking, swimming, dance—as long as it exercises our muscles and elevates our heart rate.

The same thing is true with our character and becoming good. You can't become a good person by doing nothing. You need some activity that enables you to exercise your character "muscles"—virtues like honesty, justice, courage, wisdom and love—and become good. Just as it doesn't matter so much what exercise you do (activity) to get your heart rate up for an extended period (mission) to get into good physical shape (purpose), it doesn't matter so much what activity or mission you pursue in life as long as it gives you the opportunity to practice virtues and become good.

A basketball team plays basketball (the activity) to win the league championship (the mission) so that it can become good (purpose).

A business makes a product or provides a service (the activity) to generate a profit (the mission) so that it can become good (purpose).

A police department engages in law enforcement (the activity) to safeguard public safety (the mission) so that it can become good (purpose).

Your kids are told to put away their belongings (the activity) so that the room is clean (the mission) to help them become good people (purpose).

In each of these examples, the activity is an opportunity for the participants to practice virtues like self-discipline, commitment, honesty, justice, courage, wisdom and love with other participants. The more that each of these teams—whether business, military unit or athletic team—practices the virtues and makes them a fundamental part of who they are—as a team and as individuals—the more trust and performance they will develop, and the more successful they will be.

Just about everything we do in life is an opportunity to practice the virtues and become a better person. The more intensely we pursue the mission, the more we develop the virtues within ourselves, and the better person we become. Nevertheless, mission must always remain subordinate to our purpose of becoming good.

It is very important to remember that all of these levels—activity, mission and purpose—must align and each *be good in itself* as well as focused on helping you become good overall. For example, you can't perform a bad activity (i.e. hazing) as part of a good mission (i.e. team unity). You can't pursue a bad mission (i.e. tearing down the reputation of a rival) and expect to become a good person. It doesn't work. When you engage in a bad activity or pursue a bad mission, you are practicing or pursuing something bad, and that means you are becoming bad not good. This is why the *ends don't justify the means*.

The good activity must line up with the good mission and line up with helping you and the team become good. If you don't understand this or don't carry it through fully, little else in the Traditional Paradigm will work for you.

Activity is literally the activity you are doing. The more challenging the activity, the more development will occur. In physical fitness, when you run further at a greater speed and steeper incline, you get in better physical shape faster. The same is true with your character. When you engage in activities that challenge you to practice honesty, justice, compassion, wisdom and integrity, you get in better character shape faster. Better character becomes the foundation for the high trust relationships that maximize performance in business, non-profits, public service or any other covenant team.

Mission is any single goal or set of goals associated with the activity. The mission of a basketball team is to help kids improve basketball skills (one mission/goal), win basketball games (a second mission/goal) and win the league basketball championship (a third mission/goal). The mission (not purpose) of law enforcement is public safety. The mission of a family is to raise children and be a nurturing community for parents, kids and relatives. Note that *mission* is almost always associated with the direct goals of the activity.

The **purpose** of any person or team is always, always, always *to become good*. We've emphasized that concept of purpose very hard, but unless it has become the center point around which you intuitively organize how you live and understand life, we haven't emphasized purpose hard enough. Purpose is not just an intellectual choice, but a way of life as well.

It is very important that we do not confuse *mission* and *purpose*. Bad things happen when we confuse mission and purpose, and sports in America provide us a good example. For example, if law

enforcement agencies decided that their mission of public safety was more important than their purpose of becoming good, then anything that helped that law enforcement agency achieve public safety—like abusing suspects to get confessions—would be acceptable. That’s true because, by definition, when you make public safety the ultimate goal, then public safety becomes the most important thing—even over the civil rights of citizens. Anything goes as long as it helps achieve public safety. When the ultimate goal is public safety, then abusing suspects is only bad if you get caught and get in trouble.

So we must always stay aware that the purpose of all people and teams—to become good—takes precedence over the immediate mission of a law enforcement agency—public safety. When we understand that mission always feeds our purpose of becoming good, we become better people and better teams with higher performance.

There are real and important benefits in always placing *purpose* higher than the *mission*. First, placing purpose higher than mission ensures that *becoming good* is the highest standard against which all activity in life and law enforcement is measured as ethical, moral and/or professional:

If the activity and mission help you and the team become good, then go for it!

If either the activity or mission does not help both you and the team become good, don’t do it!

There is a second big advantage. It may sound counter intuitive, but we will actually accomplish our mission of public safety most effectively if we put *purpose* above *mission*. When everyone on the team knows that everyone else is focused on the purpose of *becoming good*, they not only make a deeper commitment to achieving the mission (that’s how we achieve our purpose), but also have deeper trust and commitment within the team than if they were merely focused on the mission. That deeper trust and commitment means the team will perform at a higher level by focusing on the purpose than by focusing on the mission.

Never forget that the purpose of all people and teams is to become good. To become good, we need an activity focused on some goal or mission in which we can practice virtues like wisdom, love, justice, integrity, honesty and courage. It is critical that we keep purpose (becoming good) above mission so that:

- We can remain focused on becoming good
- All activities and missions align and help us to become good
- We have a standard—*Does it help us become good?*—against which we can measure our activities and missions
- We maximize commitment, trust and team performance

FORMATION THEMES

Our fast-paced, constantly changing world can be a very confusing place where it is easy to get lost in the midst of social pressures, new fads, media and change. In a school environment, the Formation Themes give students a powerful way to understand and organize their life experiences, and a great guide to pursuing life in a positive way. For teachers, the Formation Themes are a powerful way to weave together all student experiences—academic, leadership, ethical, artistic, athletic, social—into a unified, consistent whole that forms students in all dimensions into good people and good leaders.

The Formation Themes enable teachers and students to take a student’s experience of having to work hard on the athletic field to achieve success and relate it to the student’s need to work hard to be successful at math, to a literary reading in English class about suffering for success, and to examples in history of people who have worked hard to achieve success.

The Formation Themes enable a teacher to relate the importance of individual commitment to teamwork while doing drill and ceremony to the commitment required to achieve team success in project based learning, to team success in performing arts, to team success in law enforcement, history, literature and even their family.

The Formation Themes are intended to go beyond educating a student academically to help form a student into a good person and leader in every dimension of their life. The Formation Themes are:

1. Everything focused on Goodness

Our purpose in life is to become good, and achieve fulfillment and Happiness. Everything we do in life—our public life and private life—should be focused on becoming good. Everything we do should be an opportunity to practice the virtues in our life. The pursuit of goodness is at the core of developing good character, wisdom, trust and high performance leadership and teams. The purpose of all teams and communities is also to become good.

2. Mastery of Self

Before we can lead others, we must be able to lead, we must master, ourselves. That means that we must strive to understand ourselves, and constantly develop the virtues and avoid vices in our lives. Mastery of self includes the constant pursuit of questions like:

- Who am I?
- What are my strengths?
- What are my weaknesses?
- Am I pursuing goodness in life or getting distracted?
- Am I worthy of trust?

3. Necessity of the Other

Each person has areas of strength and areas of challenge. To be successful in school, law enforcement and life, we must depend on other people and their talents and strengths, and other people must depend on us and our talents and strengths. We must treat people as *people*, as ends in themselves, not as a thing that can be expended as we seek to accomplish some goal. We must love and respect them as people by helping them achieve their life goal—goodness, fulfillment and Happiness—and not dehumanize them by treating them as things.

LEADERSHIP

The key element to remember in Covenant Leadership is that everything is bound together by our common purpose in life: to become good and achieve Happiness. That means all action—whether in private life or public life—by the leader and the follower is ultimately focused on becoming good. So leader and follower are not just united by their focus on the immediate goal or mission, but are also united by their ultimate goal in life, Happiness.

In conventional leadership, the leader is generally responsible for achieving goals and accomplishing the mission within financial, legal and (hopefully) ethical parameters. The follower really functions as little more than a means to achieving the goal or mission.

In Covenant Leadership, the leader has a deeper relationship with and responsibility to the follower in several ways. First, the leader can never treat the follower as merely a means to accomplish a goal or mission. When a leader treats a follower as merely a means to an end, the leader treats the follower as a *thing*, which objectifies and dehumanizes the follower. Treating people that way prevents the leader from becoming good.

A leader must always treat the follower as an end, as a person, in themselves. When a leader treats a follower as an end in themselves, he practices the virtues of respect, fairness and love and that helps the leader become good. A leader who treats a follower as an end in themselves is genuinely interested in the holistic (professional and personal) formation of the follower for the follower's sake, not simply for the leader's sake or improved team performance. That means that on the professional level, the leader must invest in the skill, character, teamwork and leadership development of the follower. This will improve the follower's performance and team performance, and help the follower develop professionally for their future whether or not that future is with the leader. On the personal level, the leader must help the follower pursue goodness and fulfillment through their work and other activities.

By treating the follower as a *person*—as an end in himself—the leader not only improves follower and team performance, but improves the follower for life and practices becoming a better person themselves. In return, the follower has the responsibility of wholeheartedly pursuing the opportunity the leader offers in all its dimensions. This deeper commitment of the leader to the follower almost always results in a deeper commitment and motivation in the follower, which builds trust and enhances team performance.

In Covenant Leadership, leadership is not just about working with others to achieve a goal, but about the deeper and more important opportunity to use that work to become good and help lead another to become good.

Indeed, in Covenant Leadership, leadership and life really are the same thing. For our lives are the stories of how we each lead ourselves and lead others to goodness and fulfillment.

LEADERSHIP COMPONENTS

Now that we have covered Covenant Leadership and its understanding of human nature, covenant relationships, and goals, we can more deeply examine the four leadership components. Every leader possesses these qualities in some greater or lesser amount:

- Skills
- Character
- Bearing
- Vision

**The more people trust your skills, character, bearing and vision,
the more they will follow you.**

SKILLS

The more people trust your skills, the more they will follow you. The skills break down into four different areas:

1. Conveying meaning
2. Skills associated with the activity
3. People skills
4. Management skills

Conveying meaning

The more those working with you understand how their participation is meaningful, the more they will follow you. If you are a good leader, you will make the meaning of their participation tangible and present to them on several levels including how their participation contributes to:

- Their personal development: skills, character, teamwork, bearing, vision and leadership
- The success of the team's mission
- The team's pursuit of goodness
- The well-being and success of other people
- Their own development of goodness, and their pursuit of fulfillment and Happiness

It is about making sure that your people understand how their effort fits into and is important in the big picture. The importance of conveying the meaning and framework for understanding the team's work is hard to overstate. There is the famous tale of the traveler who encounters three stonecutters at work and asks them all the same question "What are you doing?"

The first stonecutter, grumpy, replies that he is cutting stones. The second, without looking up, replies that he is helping to build a wall. Raising his eyes to meet those of the traveler, the third stonecutter smiles and says "I am part of a great effort that honors God with a cathedral!"

The more your people understand that they are building a cathedral in everything that they do, the deeper their commitment and the more they will follow you.

Skills associated with the activity

These are the skills associated with the activity that you are leading. If you are going to lead (coach) a basketball team, how good are your basketball skills? Can you actually shoot the ball and dribble well? Maybe you have played, but how much basketball coaching experience do you have? Ever been a head coach? As a coach, have you ever made tough decisions under pressure in a championship game?

Are you leading a law enforcement team? How good is your knowledge of the law, practice and procedures? How good are you with weapons? Maybe you are good administratively, but how much experience and credibility do you have as a supervisor on patrol? How well do you investigate crimes? Can you maintain your composure and make good decisions under pressure?

It comes down to your professional credibility with those that you are leading. The more your team members trust your skills associated with the activity, the more confidence they will have that you know what you are doing, and the more they will follow you. Are you leading engineers? How is your engineering credibility? Are you leading doctors? How is your credibility taking care of patients? Are you leading law enforcement officers? How are your police skills?

People Skills

The more people trust your people skills, the more they will follow you:

- How well do you relate to people?
- Do those on your team feel like you listen to and care about them?
- When someone makes a big mistake, do you know whether that person needs a knowing glance, a pat on the back, a hug, or a direct conversation to correct their error and do better in the future?
- Do you praise in public and correct in private?
- What are your people capable of?
- What are their strengths and challenges?
- How fast and hard can you push them?
- What are their limits?
- Do you understand your people and know what motivates them?
- How does each of them understand life?
- What paradigm(s) are they living in?
- How mature are they?
- What is their family like?
- Where do they come from?
- Where do they hope to go in the future?
- What are the top three things they care about?
- What are they anxious about?
- What do they do for fun? What are their hobbies?
- What makes them joyful?

The deepest trust and commitment come when people understand that you are helping them achieve their dreams—achieve what fulfills them. That dream might be unrelated to the work or mission they are doing with you, but you can always contribute character and teamwork development to the journey to their dream. You can be someone with whom they share the excitement of their dream. But you can't do any of this if you don't know what their dream is.

Management Skills

The more people trust your management skills, the more they will follow you.

- How organized are you?
- Can you understand a mission and put together a good plan to achieve it?
- Can you execute that plan managing tasks, leading people, and hitting timelines and milestones?
- How many tasks can you manage simultaneously?
- Are you thorough? Do you always complete the task?
- Can we trust that you won't let some detail slip through the cracks?

CHARACTER

The more people trust your character, the more they will follow you.

- When times get tough, will you be there for them?
- Can they trust that you will be honest with them?
- Will you be courageous for them?
- Will you demonstrate integrity?
- Are you just and fair, or do you play favorites?
- Will you persevere with them or give up on them?
- When things go well, do you give your team the credit?
- When things go poorly, do you step in front and take the blame?

When people know that you are there for them in the toughest times for the right reasons and in the right ways, they will follow you anywhere.

BEARING

Bearing is how you conduct yourself and how well you make decisions while under pressure. In a stress-filled situation, do you make good decisions while demonstrating composure, and a calm and cool demeanor that gives everyone confidence that success is on the way? Do you lose your cool and undermine everyone's confidence?

The football quarterback who must lead his team down the field to score the winning touchdown at the end of the game must demonstrate bearing. The naval aviator landing his jet at night on the pitching deck of an aircraft carrier must demonstrate bearing. The law enforcement officer handling an emotion-laden domestic dispute must demonstrate bearing. The business executive making the pitch for the big deal must demonstrate bearing. The attorney arguing before the Supreme Court must demonstrate bearing. The school bus driver with 55 rambunctious kids in the back merging onto the freeway during rush hour must demonstrate bearing. The trauma physician working to keep a family alive after a brutal car accident must demonstrate bearing.

The more people trust your ability to maintain your composure and make good decisions while under pressure, the more they will follow you.

VISION

A lot of books and articles have made *vision* sound like a complex, hard-to-understand, rather esoteric concept. But it doesn't have to be.

Vision is simply the ability to see down the road to accomplish your goals/mission and our purpose of becoming good. The further you see down the road, the better your vision. The further down the road you see, the more people will trust and follow you because you know the route better than they do. In the military, this idea is often referred to as *situational awareness* or by its abbreviation: SA. The fighter pilot or commander with the best overall sense of what is going on in the battle—who has the best vision or situational awareness—has a big advantage in and will likely win the battle.

Imagine that your spouse is sending you and your 16 year old child to the store to get some groceries and give your child some driving experience (your mission). The deeper purpose is to help make that 16 year old a good driver so it contributes to him becoming a good person. You, the experienced driver, already know the route to the store to achieve your mission. Hopefully, you also possess the qualities of a good driver that you can share with your child.

As an experienced driver, you see further down the road than your 16 year old. You recognize potential problems much earlier. You see potential opportunities much earlier. When you arrive at a four-way stop, you look at the other stopped drivers to make sure it is your turn and that they see you before you pull out. You see the kid on the bike on the driveway a block down and already know whether he'll be going down the driveway toward the street when you go by. You notice the young driver in the sports car approaching from behind way too fast just one lane over. You make sure that you're protected from another young driver in the other lane who is looking down, busy texting.

If you are a good driver, your vision extends down the street and out the sides and the rear of the car. Like Michael Jordan on the basketball court, you know exactly where everyone is and have a feel for the flow of the cars into the near future. The better your situational awareness, the better your vision, the further down the road and into the future you can "see" how things are unfolding.

Vision is the intuitive knowledge of the flow of things around you so that you can best navigate obstacles and take advantage of opportunities to achieve your mission and purpose.

But that 16 year old behind the wheel of your car doesn't see any of that. Their vision extends about two feet beyond the front of the car. A young driver has to spend so much of their attention just handling the basic driving tasks that they are unable to see much down the road. Their situational awareness is low. With experience, their vision will gradually expand. They will see further down the block and begin to recognize potential problems. They will begin to get a feel for the flow of cars in other lanes. Eventually they'll figure out that he can use the rear view mirror to see cars behind him.

Vision includes that intuitive knowledge that you develop for the flow of things around you. One reason Michael Jordan was so successful in basketball was because he had an intuitive feel for the flow of everyone and the ball on the court. In hockey, Wayne Gretzky's vision of the game enabled him to know—to "see"—where the puck was going to be before anyone else did. The great football quarterbacks "read" the defensive matchups and recognize mismatches and opportunities much earlier than other quarterbacks. The chess grandmaster has better awareness of the situation on the chess board, sees many moves ahead of opponents, and beats them. The business leader who can anticipate customer desires and trends has vision. The experienced law enforcement officer in the midst of a high-stress situation often sees further down the road, allowing the officer to anticipate people's reactions and moves before they know they are going to have them.

Vision is the intuitive knowledge of the flow of things around you so that you can best navigate obstacles and take advantage of opportunities to achieve your mission and purpose.

Vision comes with experience. Generally speaking, the more information you have and the better you are able to integrate that information into your overall understanding of the situation, the better your vision will be. The more you know what's going on, the further down the road you will see.

Using the driving metaphor, gaining more information might mean turning on the radio or using your GPS navigation system to avoid bad traffic. Vision also means recognizing opportunities before others do so you can take advantage of them.

While more information generally helps build and improve your vision, getting overwhelmed with too much information can actually reduce your vision. Those with really good vision understand what information is important and what isn't, and use the best information to build the best picture of what is going on while discarding the rest.

When you see further down the road than others, you have an enormous advantage over them. You can take advantage of opportunities and avoid problems others can't see. You will literally be way ahead of the competition.

Those who see really far down the road and have the greatest vision are called *Master*.

The more that people trust your vision, the more they will follow you. After all, you know the way to go better than they do.

CONTINUOUS IMPROVEMENT

While it is not a leadership component, continuous improvement is a vital part of effective leadership. Leaders and teams should never be satisfied to remain where they are. They should strive for growth and continuous improvement. A good leader will set standards that challenge the team members to excel. When the team members meet those standards, the leader should set new, higher standards. Optimally, this becomes a continuous improvement loop that improves the performance of the leader and team members.

INTEGRITY: 24—7—365

This brings us to an important point. To maximize leadership, you need to maximize your skills, character, bearing and vision. The more deeply you develop each of these areas, the more people will trust and follow you. Everything you do in life can either contribute to your development in these areas and your leadership, or undermine your development and leadership. If you want to become the best leader possible, it requires your attention 24 hours a day, 7 days a week and 365 days a year.

The good news is that everything you do to build your skills, character, bearing and vision—to become a good leader—also contributes directly to you becoming a good person, and achieving fulfillment and Happiness in life. Good leadership, a good life and fulfillment go hand-in-hand.

With all aspects of life—including your personal/private and work/public—integrated into a single, unified focus on becoming good, you can no longer practice vices in your private life and pretend that they won't undermine your leadership, character and goodness in the rest of your life. That might seem obvious, but many people think they can cheat in their private life and believe that the breach of character won't increase the likelihood of cheating in or affect their professional life. They think that what happens in Vegas stays in Vegas. They think that they can go to church on Sunday and then live a different life the rest of the week. But life doesn't work that way.

It's akin to thinking that you can gorge yourself with food in your private life while keeping a healthy diet in your public life, and that it won't somehow impact your physical fitness or health. The fact is that gorging yourself in your private life nullifies the self-discipline developed with a healthy diet in your public life, *and* it changes your fitness and health.

In the same way, when you cheat in your private life it necessarily impacts and changes your character. It doesn't matter if you did it secretly and no one else knows. It doesn't matter if you think it doesn't hurt anyone else. When you act poorly in any aspect of your life, it impacts and changes your character for the worse, and undermines your integrity. It directly and undeniably hurts *you*. It takes you away from your purpose, your goodness. When times get tough, it means you won't be as well prepared to lead as you could have been—even if we only mean leading yourself. What happens in Vegas never stays in Vegas; it unavoidably stays with you and changes you.

The more consistently you do the right thing at all times in all aspects of your life, the better prepared you will be to do the right thing when times are really tough and challenging. You will have very strong integrity. It will make you a better leader and a good person.

The good news is that if you really commit to the leadership challenge, you will become a highly-skilled and wise person of honor and integrity, who is well down the path of goodness and fulfillment.

You will become a very successful leader. The challenge is that becoming a good leader is something that requires total commitment 24-7-365.

LAW ENFORCEMENT = VOCATION NOT JOB

A “job” is something you do for eight hours a day to make a living so that you can do what you find truly fulfilling in life either after work or after you retire.

A “profession” like law enforcement is a “vocation”, a calling to do something that demands a deeper commitment, and is fulfilling in life.

Law enforcement requires high-trust, high-performance leaders and teams to ensure public safety. It requires leaders and people who are fully dedicated to public service and willing to put their lives on the line for others. It requires total commitment 24-7-365.

By its very nature, law enforcement is a vocation, a calling, a profession, and not simply a job. It is impossible to achieve the commitment, trust and high-performance required for success in law enforcement by treating law enforcement as a “job”.

CULTURE AND TRADITION OF EXCELLENCE

From Covenant Leadership, we have derived an understanding of leadership that includes a proper understanding of purpose, covenant teams and the components of leadership. We have the knowledge and ingredients we need to put together the most powerful people and teams possible—people and teams with the trust, commitment and motivation needed to beat the competition.

All of these things become far more powerful if we can surround them with a culture and tradition of excellence that sustains these things and provides an environment for growth. If we develop the next generation of leaders within a culture and tradition of excellence, it will provide them with the narrative and framework to most deeply understand Covenant Leadership, covenant relationship and leadership components in the widest variety of environments. As the current generation of leaders, we need to establish a culture and tradition of excellence so that our leadership—both in our work, everyday life and in forming the next generation—will be most effective.

We need to ensure that a sense of excellence, that the expectation of excellence, and that a tradition of excellence permeate every organization we can. Everyone within our organization should have a sense that what they are doing is important, carries real meaning and is done very well. Everyone in our organization should work with the expectation that other team members and the organization as a whole strive for excellence in everything they do. Finally, everyone in our organization should know the story of our organization and their role within that story, understanding that they are extending a long tradition of excellence into the future.

None of this can be phony. We can’t simply pretend that everything is excellent when it is not. If things are being done poorly, they must be identified and fixed. The sense and expectation must be that problems are never papered over, ignored or swept aside, but aggressively and honestly identified, examined and corrected.

We don’t necessarily need a long organizational history to establish a tradition of excellence. If our organization is young, perhaps a new school or agency, we can emphasize that this team has the privileged role of starting our story with high performance, expectations and dreams. They are establishing the tradition rather than continuing it.

We want an organizational culture that is a breeding ground for great leaders and high performance teams. We want an organizational culture that sets and sustains the highest expectations generation after generation. We want a tradition of excellence that provides a strong sense of story and uses the high performance of previous generations to inspire even higher performance in following generations.

The Power of Tradition, Ceremony, Ritual and Custom

We all know that our police, fire and military people risk their lives for our safety. Sometimes we lose one of them in the line of duty. It is one thing to read about the loss in a newspaper article and think about their sacrifice. It is a completely different experience, much more powerful and meaningful, to be at the burial, see the spouse receive the flag, and hear the sound of shots and taps against the silence. The tradition of honoring our lost through the ritual of the burial, and the custom of presenting the flag and playing taps is incredibly powerful and impactful. The tradition, ritual and custom transform an ordinary experience into a transcendent experience. It gives the event the depth that it deserves.

The US Marine Corps has a long history of success in combat and leadership development. The Marine Corps excels because they have a very strong story that inspires Marines to organizational, professional and personal excellence.

The Marine Corps takes average Americans and convinces them that they are writing the next chapter in the 230+ year story of our nation and Corps, and the story of their own life. Marines have heard story after story about Marine units achieving great things against overwhelming odds. They have heard story after story about average Marines just like them demonstrating incredible courage, discipline, tenacity and toughness even in the most dire, hopeless conditions.

It never occurs to the Marines of today that they will do or be anything less. The expectations are set and reinforced every day in Marine Corps culture. Those cultural expectations of excellence provide the impetus for Marines to push themselves harder in training, to be tough and persist despite bleak odds, and to hold their personal, professional and organizational honor high. They become part of the history of the Corps. Their own lives become their personal story of discipline, sacrifice, integrity and honor.

The story of the Marine Corps is told not just in books and classrooms, but with much more impact in the traditions, rituals and customs of the Corps.

The Marine Corps traditions, customs and rituals are extremely powerful ways to connect the Marines of today with those of the past. The red “blood” stripe on the dress uniform trousers worn by Marine non-commissioned officers harkens to the bloody Battle of Chapultepec in 1847 during the Mexican-American War. The curved Mameluke sword carried by all Marine officers goes back to Marine expeditions against the Barbary pirates in the early 1800’s.

“From the halls of Montezuma, [Chapultepec]

To the shores of Tripoli, [Mameluke sword]

We will fight our country’s battles...”¹

Marines today remember and hail the epic accomplishments of their predecessors not just in uniform and sword, but in their very *hymn*—a kind of song that honors. During formal dinners called “Mess Night”, Marines will often set an extra place setting for fallen Marines. The stories told are not just those from older times, but include Vietnam, Kuwait, Iraq and Afghanistan.

One of the most powerful Marine Corps traditions is the celebration of the Marine Corps Birthday held every year on Nov 10th. Marines around the world commemorate their birthday with formal celebrations when possible, or informally when deployed in combat areas. It is quite common for retired and former Marines to celebrate the birthday though it has been decades since their active service. Formal or informal, the celebration always includes a message from the Commandant of the Marine Corps and a ceremonial cutting of a birthday cake. The first piece of cake always goes to the oldest Marine present, calling to mind the sacrifice of and debt to previous generations of Marines. The second

¹ The Marine Corps Hymn

piece of cake goes to the youngest Marine present, pointing to the future of the Corps. Formal celebrations include a birthday ball with a parade of Marines wearing uniforms from the past.

There are no “ex-Marines”. There are no “former Marines”. Though they may be in different stages of life, there are only Marines. The present does not just connect with the past; the past connects powerfully with the present. When referring to a United States Marine, the word “Marine” should be capitalized because “Marine” is understood to be a title earned through graduation of Boot Camp or Officer Candidates School.

These ceremonies, rituals and customs are all very powerful ways that the Corps connects Marines through time, ensuring that every aspect of Marine Corps culture is permeated with expectations of excellence. It dramatically increases the performance level of the Corps.

In a similar way, our organizations can establish a culture and tradition of excellence that ensures that the people and teams of the future continue to perform at the same levels that we have established today.

Start by understanding the story of your organization:

- Who are you?
- What are you about?
- How did you start?
- What were the dreams of the creators?
- What challenges have you overcome?
- Who in the past set high standards of excellence?
- What characteristics or qualities distinguish your organization from others?
- What are the hopes and expectations for the future?

Every organization has a story to tell. If your organization is new, then start articulating the story yourself.

What are you doing to celebrate the past and make it tangible in the present? Do you have any organizational customs, ceremonies, traditions or rituals? Perhaps it is how you recognize and celebrate success in awards presentations. Perhaps it is what you wear (or wore), how you serve clients or customers, or products that defined your origins.

Starting Your Own Tradition

You may not have many of these ceremonies, rituals, traditions or customs from the past in your organization. You may have to start them today as a gift to the future. Make a list of what you have and what you can start. Ask colleagues for their ideas. Even better, ask those from the past for their ideas as well. Organizational birthdays, original products, success stories, and ways of recognizing and honoring those who have performed well are good places to start.

The next step is to ensure that these expectations of excellence, and the ceremonies, rituals, traditions and customs that support those expectations, permeate your organization and shape your organizational culture.

Three Dimensional Bonding

A very effective way to ensure that these permeate your organizational culture is to engage what we call *Three Dimensional Bonding*. By developing deep bonds across your organization in the *vertical*, *horizontal* and *historical* dimensions, you maximize the likelihood that the power of your covenant teams, your culture and your traditions will continue on after you leave.

HISTORICAL BONDING

Historical bonding means ensuring that today's team members understand and feel like they are an important part of a larger story. Make them feel like they have to not just meet the standards of the best performers of the past, but that they have to write their own story and hand down even higher standards to challenge those who follow in the future.

We have already discussed how you can start your own tradition and establish ceremonies, customs and rituals that tie the present to the past and the future. Find out how other organizations have established traditions. What ceremonies or rituals have they established? Do you have the history of your organization displayed in text, pictures and objects somewhere in your organization?

One effective way to connect team members of today with those from the past is to invite past team members to events to share their experiences and stories. They can be invited to formal events, celebrations and ceremonies. They can be honored at those formal events. They can be invited to informal events or even to spend time around the current team members. Do you have a mentoring program that pairs those from the past with current team members?

Properly done, historical bonding uses tradition, ceremonies, rituals and customs to improve current performance and ensure that expectations of high performance are transmitted from the past through current team members to the future.

VERTICAL BONDING

Vertical bonding uses the chain of command to improve performance, communicate high expectations and transmit a culture of excellence throughout your organization. It follows from successful implementation of our understanding of leadership.

We know from our understanding of leadership that the more people trust your skills, character, bearing and vision, the more they will follow you. The more your subordinates trust you as their leader, the more they will listen to and internalize what you communicate to them about tradition, performance expectations and excellence. If you are a well-respected, good leader, you will create and communicate organizational culture just by doing your work. Colleagues and subordinates who respect you will embrace your way of doing things and, by repeating it themselves and teaching others, will make it the organizational culture. Take care of your people in the right ways for the right reasons.

As a leader, maximize trust up and down your chain of command to tighten vertical bonding, communicate high expectations and establish a culture of excellence.

HORIZONTAL BONDING

Horizontal bonding runs perpendicular to the chain of command, bringing peers in the organization together to develop a broad sense of responsibility for the organization.

Imagine that you are the CEO of an organization that includes a level of vice presidents on the organizational chart, with a level of directors junior to them, and then a level of supervisors followed by team members.

Obviously, the most effective, efficient and important way to operate your organization is through the chain of command. Primary responsibility for operating the organization must always flow through the vertical chain of command.

That said, you can organize your team members horizontally to play a very important and powerful role in the success of the organization. By organizing a director's group and/or a supervisor's group and giving them (as a group) some secondary responsibilities, you can:

1. Develop within them a deeper sense of ownership in your organization

2. Communicate and reinforce the culture and tradition of excellence throughout your organization
3. Develop an informal reporting system that can uncover problems that might otherwise be missed.



For instance, you might get the directors together as a group and reinforce (with your vice presidents) the importance of the role they play in the success of the organization. To give them an even deeper sense of ownership in your organization, you can invite them, as a group, to become a task force that tackles a long-standing problem within the organization or takes on a community service project. They can be the group that works on establishing the culture and tradition of excellence. It really doesn't matter what issue they tackle as long as the issue is outside the regular, vertical chain of command and they tackle it as a group of peers.

As they tackle the project, they will learn much about each other and bond more tightly as a group. They will take a deeper sense of ownership in the organization as it becomes "theirs" in a way outside of their normal work assignments.

If you assign one or more of them as the task force leaders, it can be an outstanding opportunity for them to develop and practice their own leadership. It will give you and the vice presidents an opportunity to observe their leadership potential outside of the usual chain of command.

The tighter their informal organization and the more secondary projects they tackle, the more they will develop that sense of ownership and responsibility in your organization. Because they are being more highly valued as a director or supervisor, they will take more pride in their role. They will begin to develop high expectations of each other's conduct and performance. If one of the directors behaves or performs poorly, the other directors are more likely to call out that misbehaving director. Perhaps they will call him out informally "among directors" at first and then, if it is not resolved, to more senior staff. They will do this because the director's misbehavior may be seen by the other directors as making them all look bad.

The increased sense of ownership, responsibility and pride will make them much more likely to support and reinforce the organization's culture and tradition of excellence because it has become *their* culture and tradition of excellence. Properly done, stronger relationships between directors or between supervisors should reduce unhealthy competition or infighting among people of the same position.

Finally, the horizontal bonding can provide an informal but powerful and important way for your organization to identify and solve problems that might otherwise go unnoticed. With Sarbanes-Oxley and other laws holding organizations responsible for the unethical or illegal behavior of employees, it is increasingly important that organizations have as many avenues as possible to identify unethical or illegal behavior early so they can correct it immediately.

Imagine that unbeknownst to you or your vice presidents, one of your directors is involved in unethical, immoral or illegal actions. You, your vice presidents and perhaps all of the other directors may be unaware because the bad director has intimidated or threatened those who know about the bad behavior—his subordinate supervisors and team members—to prevent them from revealing the misbehavior.

If this kind of situation goes on for long, it can be catastrophic for your organization. Bad behavior is always destructive to organizational performance. In addition, if the director's behavior is illegal or unethical, your organization could be legally liable. If the director is creating a hostile work environment by threatening or intimidating subordinates or peers, the liability increases even more. Finally, subordinates are likely to be disheartened by the misbehavior and intimidation, giving them a very sour experience of and causing them to lose faith in your organization. That will negatively impact their performance as well. If the misbehavior is obvious to them they will often assume that it is obvious to you and more senior staff as well. You may well appear hypocritical. How long will they stay part of your organization?

Good horizontal bonding provides an environment, a sort of informal support group, which makes it much more likely that someone will report the misbehavior to senior staff. With a greater sense of ownership, peer directors will be more likely to be offended by misbehavior because it reflects poorly on all of them. The offended director can, with the total group of directors, approach the misbehaving director early and informally to force a change in his behavior. If that doesn't work, it is much more likely that the group of directors will report the misbehavior to senior staff.

Even if we imagine that none of the other directors know about the misbehavior, if the supervisors have strong horizontal bonding, it is much more likely that an intimidated or threatened supervisor will go to his peer supervisors and their seniors to report the problem. With strong horizontal bonding, a supervisor with a deeper sense of ownership of and commitment to the organization is more likely to be offended by the director's misbehavior and act. With strong horizontal bonding, the intimidated supervisor has a safe environment in which he can go to his peers with the problem, and through them to other directors and vice presidents.

Horizontal bonding can be a very powerful way to strengthen your organization, but there are some important things to remember.

- Horizontal bonding is always secondary to and never takes precedence over the primary chain of command
- Don't give tasks to horizontal groups that are properly handled by the chain of command
- Don't permit horizontal groups to organize formally with enough power or influence that they can interfere with decisions that are properly made through the chain of command.

After you get your high-performance covenant teams established and beating the competition, you need to ensure that the great team performance and leadership development is locked into your organization so that it continues even if something happens to you.

You need to establish a culture and tradition of excellence to ensure that a sense of excellence, an expectation of excellence and a tradition of excellence permeate your organization. You can accomplish this through *Three Dimensional Bonding*.

Use *historic bonding* to ensure that your team members understand and feel like they are an important and meaningful part of a larger story. By using traditions, customs, rituals and ceremonies, you can help team members today understand that they have an obligation to not only meet the standards of the past, but to set even higher standards for future generations.

Maximize *vertical bonding* by maximizing trust up and down your chain of command. That is part of your duty as a leader anyway. Use the high trust to communicate high expectations and the culture of excellence to others in your organization.

Done correctly, *horizontal bonding* is a very powerful way to:

1. Develop a secondary sense of ownership among peers
2. Communicate and reinforce the tradition and culture of excellence
3. Serve as an informal but powerful and important way for the organization to identify and solve problems that might otherwise go unnoticed

RECIPE FOR LEADERS

With a basic understanding of Covenant Leadership, coming up with a recipe for developing the next generation of leaders in law enforcement is pretty straightforward. The recipe develops leaders no matter what the application—law enforcement, education, military, business, non-profit, public service, profession, family, etc.

Preparation—The Foundation

1. From an early age, all children should understand that their purpose in life is to become good, and achieve fulfillment and Happiness. This can be done in a manner that is consistent and integrated with the child's religious tradition.
2. Constantly reinforce the Formation Themes and Covenant Leadership as the way they understand all aspects of life, especially their purpose of life, the nature of human relationships, and how they become what they practice.
3. Make them a part of covenant teams as much and as early as possible so they can learn to become a good team member. This should be done within the family, in activities, in sports and play, and in any way possible. Emphasize the importance of the covenant relationship and developing skills, character, bearing and vision by giving maximum effort.
4. Continue this process until they are ready for more. You will know they are ready when they:
 - a. Can articulate their activities in terms of the Formation Themes and Covenant Leadership, especially how their work and activities contribute to their own development as a good person
 - b. Push themselves to continually improve their skills, teamwork and character
 - c. Understand and demonstrate through their actions that they will become good people faster and more deeply by committing themselves to others and the team

Leadership Training Plan

5. When ready, put in place a training plan that develops each of the leadership components—skills, character, bearing and vision—in a systematic, deliberate manner
 - a. Assess their level of competence in each Leadership Component (skills, character, bearing, vision)
 - b. Set goals in each component
 - c. Implement a training plan that helps them achieve their goals in each area. Just as someone who is new to running should begin running short distances on flat ground at a

slow pace, so the leadership apprentice should begin in simple situations, under supervision and active coaching, with minimal complexity and pressure. The training program should progress to increasingly complex situations with increasing risk and pressure, and less coaching.

- d. Provide continuous performance feedback so the apprentice understands what he is doing well and what he needs to do to continue to improve.
6. The training plan should have the apprentice lead teams of others to accomplish goals. This gives the apprentice the opportunity to practice and develop each of his leadership components.
 - a. **Skills.** The apprentice should be able to articulate in a compelling way the purpose and meaning of the team and activity to the team members. He should demonstrate competence in the skills associated with the activity. For instance, the leader of a team tasked with painting should be a competent painter himself. Moving from simple, low pressure and heavily supervised leadership experiences to complex, high pressure and less supervised leadership experiences, the apprentices should demonstrate good people and project management skills at each level.
 - b. **Character.** The apprentice should demonstrate virtues like honesty, wisdom, love, justice, courage, perseverance, tenacity, etc. in every aspect of life, 24 hours a day and 365 days a year.
 - c. **Bearing.** The apprentice should be able to make good decisions while under pressure in increasingly complex situations. The apprentice must demonstrate composure that instills confidence in and develops trust with others.
 - d. **Vision.** Given different situations, how far down the road can the apprentice see? Does she see and avoid problems early? How early does she recognize and act on opportunities?
 7. When problems are encountered in any area, provide additional leadership guidance and leadership opportunities in that area until mastery is demonstrated.
 8. Promote the apprentice leader to positions with more authority and responsibility when she demonstrates appropriate levels of mastery in each area of the leadership components.

The key difference between this recipe/leadership development program and any other development program is the total focus on becoming good and achieving fulfillment.

For Teachers and Instructors

Covenant Leadership is a powerful, effective way to develop high performance leaders and teams. But Covenant Leadership will only be as successful as the commitment that the students—and therefore the teachers and instructors—make to it.

As a teacher or instructor, you are the leader of the next generation of leaders. If we are going to be effective in forming the next generation of leaders in law enforcement, then our generation must establish a high-trust relationship with their generation. As individuals, we must develop high-trust relationships with individuals of their generation. The more the next generation trusts us on all levels, the more they will listen to us and follow us, and the more effectively we can form them.

If we are going to form the next generation of leaders in law enforcement, we must first be worthy of their trust and commitment. That will only happen if we are a generation and individuals of good character ourselves. That means that our effectiveness forming the next generation of leaders depends directly on the formation and goodness of our own character.

If we want the next generation of leaders to be great, we need to step up with great character ourselves—as a generation and as individuals.

And so we come to realize that forming the next generation of leaders in law enforcement is not something to be delegated to others—to some set of leadership experts somewhere else—but a task that is yours right now whether you want it or not. Your interactions with the next generation—in your family, in the teams you coach and activities you lead, at church, at the store and in your community—are already shaping the next generation. They are already making judgments about you. They judge you some by what you say, but mostly by what you do and who you are.

When they see a gap between what you say and what you do, or a gap between what you do in one part of your life and what you do in another, they lose trust in you. If they see a pattern of this in their encounters with our generation, they become cynical and lose trust in our generation. We will be in a very poor spot.

If they judge you a person of right knowledge and right action (good character)—that is to say a *wise person*—then they will respect, honor, trust and listen to you. They will follow you because it is the smart thing for them to do. If they see a pattern of this in their encounters with our generation, they will respect us, call us a great generation, and listen and follow with open minds.

Right now, you are forming the next generation of leaders by the person you are, and the character and wisdom you demonstrate. The better person that you are, the better you form the next generation.

Forming the next generation of leaders isn't much about putting some magical leadership development process in place; it is about how you impact and shape the lives of those around as a parent, a friend, a worker and a neighbor. Remember the people who really changed your life for the better and why. Was it the coach or teacher that had confidence in you when you or others didn't? Was it the neighbor that helped you with something important? Be that person for others.

When a ship drops anchor for the night, the more comfortable the people on the ship are that the anchor is set well and that the ship will not drift, the better they will sleep. The more firmly they feel anchored, the more confident the people are and the more they trust.

The better anchored you are in your own character and life, the more people around you will trust and follow you. Being well anchored in life means that you've put a lot of time and energy into important questions about life:

- What is the meaning of life?
- What is my purpose and direction my life?
- What am I doing to travel that direction and achieve my purpose?

More literally, how are you *leading your own life*? Developing the next generation of leaders is directly tied to your own leadership development. If you lead your own life well, you will be able to guide the next generation well because you have already walked the path they are walking now.

As a nation, do we have what it takes to shape a great generation of leaders? And since our nation is really the product of our individual efforts, do you have what it takes to earn the respect, trust and commitment of those in the next generation that follow? If not, what are you doing to change that?

If you want a better world, are you doing everything you can to become a better person?

In the end, the next generation is our legacy, our chapter and our responsibility. They are our students, our children, and a reflection of how good we are—or not.

What are some things you can do to improve trust and credibility?

- **Focus everything in life on becoming good.** Everything you do, say and even think can help you move closer to or further from your purpose of becoming good and achieving fulfillment. Live deliberately, trying to build good habit patterns—virtues—in everything you think and do.
- **Engage team-based activities that provide opportunities to practice the virtues.** You become a good person by practicing the virtues until they become habits, and then seamless qualities of your character. Seek team-based activities to practice the virtues because the team will help you develop those virtues faster and more effectively than you can on your own. The more you put into the team, the more you will grow in teamwork, skills and (most important) character. The more you grow, the more you will become a leader and influence others to become good. Team-based activities include your family, friends, church, neighborhood, school, charities, athletic teams, clubs—any group of people committed to each other and some noble goal.
- **Study life and pursue wisdom.** The more you understand life, the more you will understand Truth and the Good, and the better you will be able to write the story of your life. Your life-experiences will help you better understand life. Your understanding of life will provide context for your life experiences. To be worthy of the trust of others, you must dive deep into yourself to understand who you are, what life is about, and the nature of your talents or gifts. What makes you *you*—unique—different from all others? You must ask the hard questions about life and death. You must become well-grounded in who you are and what you believe without pride or arrogance. Pride and arrogance are huge obstacles to becoming good because they close us to listening to and learning from others. Pursue wisdom by maximizing both your knowledge (Truth) and character (goodness).
- **Study Covenant Leadership.** This text is only a brief summary of Covenant Leadership. To become a more effective leader and teacher, study Covenant Leadership in depth. Covenant Leadership is fully developed in the book *On Leadership*, by Peter S. Bowen.

- **Write the story of your life.** This is your life. There is only one of you. Uncover and develop your gifts, and see where they take you. Don't drift through life; actively pursue life. Write the best story of your life that you can. As you become good, you achieve success and help others write their best story.

Student Program

The Covenant Leadership program should be understood much more as a way of life for a student than as a subject to be learned in the classroom. Remember that properly understood and practiced, Covenant Leadership requires a 24-7-365 commitment to become the best leader possible. So while there is certainly a classroom component where students learn the concepts of Covenant Leadership, the intent of teaching the concepts is to provide students with a way to understand, practice and reflect upon their performance and behavior at school, home and other places. The focus is not so much on what students *know*, but on the *person they become* by practicing their skills, the virtues and leadership.

Understanding the same concepts of Covenant Leadership, teachers and parents can reinforce student formation and leadership development in academics, the arts, athletics, community service, at home and with friends. For example, teachers and parents can use the Formation Theme “Mastery of Self” and the 24-7-365 leadership concept to remind students that their commitment to academics, their sportsmanship on the athletic field, whether they clean up their bedroom at home, and who they hang out with after school all directly impact their leadership development and formation as good people. It also becomes a common language for students to hold each other responsible for their own performance and leadership development.

The best way to implement Covenant Leadership is to:

- Teach the leadership concepts so that students understand them intellectually, and understand their own behavior and life in terms of these concepts.
- Make the Formation Themes and leadership concepts a common language in academics, arts, athletics, community service, home and after school activities to keep students aware and focused on their purpose (goodness) and leadership development.
- Use the Formation Themes and leadership concepts to help improve student performance in academics, arts, athletics, the community and at home by reminding them that their leadership development and continued success depends on their commitment to and performance in all of these areas.
- The best development student development often takes place outside the classroom when the Formation Themes and leadership concepts are used in a myriad of informal situations to constantly and consistently discuss and reflect on student performance.
- One of the best signs of success is hearing students naturally use the Formation Themes and leadership concepts to review, reflect upon and hold each other responsible for their performance. Another strong, positive indicator of success is hearing parents use the same language with teachers, their children and other children to discuss performance and behavior.

With these things in mind, application of Covenant Leadership should be simple and consistent:

- Use a technique of **Learn – Practice – Review** to help students learn the Covenant Leadership concepts, practice them in real-life situations, and review (reflect and discuss) performance to become a better leader.

- Teach and reinforce basic aspects of Covenant Leadership:
 - **Leadership throughout life.** That leadership permeates all aspects of life
 - **Covenant, trust-based leadership.** That the highest performance leaders and teams are those that you can *trust* to make good decisions in the midst of complex, 21st century situations with minimal supervision. High-performance leadership depends on high trust. That the highest performance leadership depends on trust, character and wisdom
 - **Trust-Character-Wisdom.** That wisdom = right knowledge (truth) + right action (character). It is having both the knowledge of the right thing and the character to do that right thing.
 - **Purpose.** That the purpose of all people in life is to pursue goodness so they can achieve fulfillment and Happiness. That goodness means making habits of virtues like honesty, justice, courage, wisdom, trustworthiness, respect, fairness, etc. so that they are part of your character—of who you are as a person. That purpose must always be kept higher than mission and activity.
 - **Covenant Relationship and Teams.** That the best, highest performance relationships/teams are covenant relationships/teams where the good of the individual and the good of the team are the same. Covenant relationships are high stability, high trust, high performance and bond under pressure.
 - **Formation Themes.** That the Formation Themes help us understand, organize and learn from our life experiences
 - **Leadership Components.** That the Leadership Components describe the basic aspects of leadership.
 - The more people trust your skills, character, bearing and vision the more they will follow you even into life and death situations.
 - To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
 - **Leadership requires total commitment.** That the best leadership requires total commitment 24 – 7- 365. Covenant Leadership is a vocation.
 - **Culture and Tradition of Excellence.** That good leadership builds a culture and tradition of excellence that uses ritual, tradition and custom to set and maintain high expectations of excellence throughout the organization.
- Use the **Formation Themes** to help students understand, organize and learn from their life experiences. The Formation Themes provide a framework by which students and teachers can weave together and learn from experiences in different aspects of the student’s life.
- Use the **Leadership Components** to help the student, in an easy to understand, step-by-step manner, understand how to become a better leader
- Establish a **Student Leadership Lab** period that includes students practicing leadership of small groups on a regular basis
- Use a Formation Day or Formation Weekend to kick start Covenant Leadership

LEARN – PRACTICE – REVIEW

The Covenant Leadership program is best implemented using a b approach. This approach impacts actual student performance, provides students with an easy method to continually review and improve their own performance, provides opportunities for learning in informal, non-classroom environments, and mirrors basic training approaches in law enforcement.

Learn

Students learn and understand the concepts of Covenant Leadership so that they can use them as a common language with teachers, other students and parents to continuously develop and improve their academic, character, fitness and leadership development.

Practice

Students will practice Covenant Leadership throughout their day, week, month and year. In some cases, students will directly practice Covenant Leadership in a formal leadership experience like leading drill and ceremony, or being put in a leadership role on campus, in community service, etc.

But most of the opportunities to practice Covenant Leadership will be much less formal and more common. For example, a student whose academic motivation may be temporarily lacking can be reminded, using the Formation Themes and leadership concepts, that if they want to be a better leader, they must work through the low motivation and push themselves academically. Covenant Leadership tells us that high academic performance isn't something that we do just for ourselves, but is something that we owe our team mates. We let our team mates down when we fail to push ourselves academically, in character development, in physical fitness, in helping others become good, etc. In a similar way, bullying or treating others with disrespect hurts us as individuals—it makes us worse, not better individuals when we treat others as objects—but it also destroys the trust that is required for high performance leadership and teamwork. Standing up for those being bullied helps us become better individuals by developing our virtues (respect, love, etc.), helps us become better leaders by developing our character and bearing, and helps improve team performance by strengthening the covenant relationships.

In any week, the opportunities to practice, learn from and develop Covenant Leadership are practically unlimited. As a teacher, the more you engage Covenant Leadership as a way to help and motivate students, the more opportunities will present themselves. Some opportunities that might get you started thinking include:

- Drill and ceremony
- Homework turn-in
- Classroom behavior
- Treatment of peers—especially unpopular peers
- Setting a good character example
- Homework
- Treatment of parents and siblings
- Athletic performance
- Performing arts
- Respect for teachers
- Behavior off-campus at events, stores, parks
- Disciplinary issues

Review

We review performance to identify strengths and areas for improvement. In Covenant Leadership, we want to get students to get in the habit of reviewing their performance so they can understand what they did right and what they can improve as individuals and as a team. Making constant review of performance a habit also makes the review more professional, and enables students to hold each other accountable for performance and behavior with less danger of things becoming “personal”. Constant review must be positive so that it builds confidence and does not create a negative environment.

Review should follow a simple, standard pattern every time so that students expect it, get comfortable with it, and make a habit of it. Some kind of review, formal or informal, should take place after every practice “opportunity” (above). Review can be as simple as:

- What went well? (or What did we do right?)
- What can we improve?
- What are the lessons learned?

Review can be a formal process following a large event or an informal process. A formal review might be a written critique of a student’s performance leading drill and ceremony. An informal review might be a very brief conversation between teacher and student when a student fails to turn in homework.

Some of the most effective reviews involve discussion and/or reflection. A discussion review might involve an academic, artistic, community service or athletic team sitting down together after an event to discuss their performance, leadership, teamwork, character and growth during the event. A reflection review might have individual students or a small group of students reflect and write on a Formation Theme, leadership concept or performance in some event.

Carefully listening during a discussion or carefully reading a written reflection can reveal to teachers an enormous amount of information about where a student or team are at in terms of their understanding of leadership, skill development, character development and more. Actively listening to student discussions or actively reading student reflections can provide often surprising information about how students are really thinking about and processing their experiences.

BASIC CONCEPTS OF COVENANT LEADERSHIP

Covenant Leadership includes a number of basic concepts that should be taught in the classroom and reinforced through discussion of student’s real life experiences during the school day. Because leadership permeates all aspects of life, a student’s day should be full of possibilities for good discussion of leadership concepts and issues.

Initial introduction of these concepts should probably be in a classroom setting with the teacher augmenting key points with examples from their own law enforcement experiences, life experiences, and student’s experiences. The length of the class and the depth the concepts are pursued with a particular group depend on the age and maturity of the students, and their previous leadership knowledge and experience. A group of 10th graders learning about these concepts for the first time will probably require more time and simpler examples than a group of 8th graders who first learned about these concepts in 6th grade and have been practicing and reviewing them ever since.

In some cases, it may be appropriate to cover all the Formation Themes in one class in little depth. In other or future cases, it may be appropriate to concentrate and spend an entire class on each of the Formation Themes or each of the Leadership Components.

As students demonstrate their mastery of these concepts, teachers should go deeper into the concepts using their own experiences, historical examples, and the daily real-life experiences at school.

These concepts should be constantly reviewed and reinforced informally throughout the school day as opportunities to practice leadership present themselves.

A powerful option is to have students who have mastered these concepts teach other students these concepts in a supervised setting. This provides an outstanding leadership opportunity for the student doing the instruction, can provide the teacher with valuable information on what students actually know and think about leadership, and make it more relevant to the students learning the concepts.

In the following sections, each basic Covenant Leadership topic is presented with a list of the “key concepts” that students need to understand to grasp the topic. The “discussion, reflection or assignment” area is designed to provide the teacher an initial list of ideas to get students really thinking about the concepts. These sections are not designed as lessons plans as such, but as starting points for the teacher to develop a lesson plan that is customized to meet the age, maturity, culture, and knowledge and experience levels of the specific student group being taught.

Leadership throughout life

Key concepts:

- The definition of leadership is “one providing guidance to another”
- Leadership involves guidance, not just companionship. It is possible to accompany someone some place without leading them to it.
- Our everyday life is full of leadership examples:
 - Parents lead our families
 - Teachers lead students in the classroom
 - Doctors lead patients through health issues
 - Law enforcement officers lead us in public safety

For discussion, reflection or assignment:

- Give 3-5 examples of other leaders in everyday life
- In each of these leadership examples:
 - Who is the leader?
 - Who is the follower?
 - Why is the follower following?
 - What is the leader leading about? What is the goal?
 - Is trust important in the leader-follower relationship? How so?

Covenant, trust-based leadership

Key concepts:

- That many situations today are complex and change quickly
- Good leaders have to trust (depend on) their people to make good decisions in the midst of complex and fast-moving situations
 - Good decision means that it was knowledgeable
 - Good decision means that it was moral/ethical

For discussion, reflection or assignment:

- Give 3-5 examples of complex and fast-moving situations. Consider referring to popular movies or books for examples.
- What are some of the characteristics of these situations?
- Why does the leader have to trust or depend on his people?
- How important is it for the leader to trust his people?
 - How important is trust in people's knowledge?
 - How important is trust that the people will do the moral or ethical thing?
- How important is it for the people on the team to trust the leader? Why?
- What happens to team performance when people have high trust with each other?
- What happens to team performance when people have low trust in each other?

Trust – Character - Wisdom

Key concepts:

- The best leaders and teams have high trust relationships
 - Leaders trust the team members to make good (knowledge) and good (moral) decisions
 - Team members trust that their leader will make good (knowledge) and good (moral) decisions.
- Wisdom is good knowledge (Truth) plus good action (character).
 - Wisdom equation: $Wisdom = knowledge + character$
- The highest performance teams require leaders with wisdom.
- A good leader understands that team success depends on how much people trust them and that depends on the leader's wisdom which depends on the leader's character.
- Character is about the kind of person you are.
 - The more you practice doing good things, the more the good acts become good habits, the more good habits become good character.
 - *If the program uses the Josephson Institute of Ethics "Character Counts", the Six Pillars can be used as a baseline of virtues*
 - You are what you practice. This is true in character, academics, sports, etc.
- Examples of leaders who had good character, wisdom, trust and high-performance teams
 - Use 2-3 stories/examples from the teacher's law enforcement experience, or stories/people that the students are studying from history or literature
- Examples of leaders who had poor character, and lacked wisdom, trust and success
 - Use 2-3 stories/examples from the teacher's law enforcement experience, or stories/people that the students are studying from their history or literature classes

For discussion, reflection or assignment:

- What does the word "trust" mean? Give examples of where you demonstrate trust.
- If you are in a life and death situation, how would you know whether you could trust someone or not?
- What is wisdom? Write the wisdom equation.
- What is character?
- How do you know if a leader's character is good or not?
- What are your good habits? What habits should you change?
- What parts of your character are good? What parts of your character should you work on?
- Describe the relationship between character, wisdom, trust and performance
- Make a list of some people you consider to be wise. Explain why you think they are wise.
- Make a list of some people that have good character. How do you know they have good character?

Purpose

Key concepts:

- The purpose of all people is to become good, and achieve fulfillment and Happiness
 - “Good” means that a person has good character, that they have made habits of the virtues like honesty, justice, courage, love, integrity, etc.
 - Virtues are habits that help us become good
 - Virtues are moral facts because it is a fact that by practicing the virtues we become good people and have the best chance for Happiness in life
 - *If the program uses the Josephson Institute of Ethics “Character Counts”, the Six Pillars can be used as a baseline of virtues*
 - *The teacher may wish to include among the virtues the POST Background Investigation Dimensions and the POST Psychological Screening Dimensions that address an extensive list of Positive Behaviors that are desirable of peace officer applicants.*
 - We should avoid the vices because it is a fact that these behaviors can trap us (addiction), hurt our character, hurt other people, and destroy trust
- The purpose of all teams and communities is to become good
- We must always keep our purpose of becoming good above whatever mission our team has
 - We play sports because sports help us become good by improving our physical fitness, teamwork, character and our skills.
 - Pursuing the mission of sports (winning) helps us because it pushes us harder to develop our fitness, teamwork, character, skills.
 - It is never right to cheat because, while it might help us win the game, when we cheat become a worse person because we practice a bad behavior

For discussion, reflection or assignment:

- What is the purpose of all people and teams?
- What does it mean to be a “good person”?
- What is the relationship between actions, habits and character?
- What is a virtue? Make a list of as many virtues as you can think of.
- What is a vice? Make a list of as many vices as you can think of.
- What vices can become addictions? Why are addictions bad?
- Which is higher and more important, a team’s mission or purpose? Why?
- Describe how a sport helps us become good.
- Describe how a performing art (i.e. theater, band, choir, dance) helps us become good.
- Why not cheat in a sport or activity if it helps us win and no one would find out?

Covenant Relationships/Teams

Key concepts:

- Definition: A covenant team is any group of people committed to each other and focused on some good goal
 - Covenant teams include law enforcement, school, family, athletics, etc
 - A gang is not a covenant team because even though they are committed to each other, they are not focused on a good goal
- In a covenant relationship, the good of the team and the good of the individual are the same
 - The more the team puts into the good of the individual—in developing their skills, character, teamwork, bearing, etc.—the better and stronger the team becomes
 - The more the individual puts into the team, the better the individual gets because they develop their skills, character, teamwork, etc.
- Covenant relationships are the highest trust and the highest performance relationships because the good of the individual and the team are the same
- Covenant teams bond tighter when they come under pressure
- People on covenant teams are motivated by becoming good, by honor, to give everything, even their lives, for the team
- Examples of covenant relationships and teams include law enforcement, military, family, etc.
- There are other relationships that are not covenant relationships and are not as powerful
 - In contract relationships, the self-interest of the team and the self-interest of the individual are opposed to each other.
 - For example, in a contract relationship, the team wants to get as much work for as little money as possible from the worker (teammate) while the worker (teammate) wants to get as much money for as little work as possible. What is good for the team is bad for the worker, and vice versa
 - Because the self-interest of the team and the teammate are fundamentally opposed, contract relationships are inherently low trust and therefore low performance
 - Contract relationships tend to shatter when under pressure
 - Contract relationships: people and teams are in it for the money
 - Examples of contract relationships can be some for-profit companies, mercenaries, professional sports teams, etc.
- Good leaders build covenant relationships and covenant teams where teammates follow the leader because they know that the leader will help them become good

Covenant Relationships/Teams (cont)

For discussion, reflection or assignment:

- What is the definition of a covenant team?
- What is a covenant relationship?
- In a covenant team, how are the good of the individual and the good of the team the same?
- As a covenant team leader, how do you make your team better?
- As a covenant team member, why would you give a lot to the team? What is in it for you?
- Give examples of covenant teams. How do you know that they are covenant teams?
- Give examples of teams that are not covenant teams. How do you know they are not?
- What is a contract relationship?
- How does a contract relationship differ from a covenant relationship?
- Assuming that the skill levels are somewhat similar, which team—covenant or contractual—would you expect to win in a competition?

Formation Themes

(This may need to be broken up into multiple lessons depending on the age and maturity of the students, their leadership experience, time available, the depth to which the teacher would like to pursue each concept, etc.)

Key concepts:

- The Formation Themes help us understand and learn from life by tying our experiences together whether those experiences are in academics, arts, athletics, activities, home, work or with our friends
- We should think about what we are learning and practicing in school and in life in terms of the Formation Themes
 1. Everything focused on Goodness.
 - Our purpose in life is to become good, and achieve fulfillment and Happiness
 - Everything we do in life, school, family, friends and work should be focused on helping us become good by developing good character
 - Everything in life is an opportunity to practice and make habits of the virtues, making them part of our character, and helping us become good
 - Good character is at the core of Happiness, wisdom, trust, leadership and high performance teams
 2. Mastery of Self
 - Before we can lead others, we must be able to lead (master) ourselves
 - Self mastery means understanding and appreciating yourself without becoming arrogant or prideful
 - Who am I?
 - What am I about?
 - What is my life about?
 - What are my strengths and challenges?
 - Self-mastery means practicing the virtues until they are habits and part of our character
 - Self-mastery means avoiding vices because they degrade character and can trap us in addictions or unhealthy habits
 3. Necessity of the Other
 - Every person has strengths and challenges. No one person has everything they need to be successful.
 - To be successful, we have to depend on each other's talents and gifts
 - Be a leader when your skills, talents and gifts are the best for a situation
 - Be a good follower when someone else's skills, talents or gifts are called for in other situations
 - A good leader does not just depend on themselves, but surrounds themselves with the best people possible

Formation Themes (cont)

- Examples of how a formation theme links learning across different areas
 - Mastery of Self tells us that we should be dependable for others. We practice and strengthen dependability by turning in homework on time, by working really hard for our teammates on the practice field, by making sure that our chores are done at home, by making sure that our friends are doing not just whatever they want, but doing things that make them good people.
 - Necessity of the Other helps us better appreciate other people because there are many times when we need to depend on the physical strength of an athlete, the mental strength of an academic, the creative strength of an artist, or the compassion of a good friend to accomplish our goals.

For discussion, reflection or assignment:

- List the Formation Themes and explain them
- Why do we use the Formation Themes? How are the Formation Themes useful?
- Why is it important to focus everything on life on becoming good?
- Does it matter if you do bad things in your private life as long as you do good things in your public life? Why?
- Who are you? What are your strengths? What is your life about? Are there habits you have trouble controlling?
- Why are other people necessary?
- What qualities do you have that other people depend on?
- What qualities do other people have where you depend on them?
- Give an example where you were part of some group that had to depend on each other's talents. What were the different talents people had? How did they work together?
- Give an example where a Formation Theme can link something you learned in an activity (or sport or performing art) with something you learned in an academic class with something you learned about treating people with something you learned at home.

Leadership Components

(This may need to be broken up into multiple lessons depending on the age and maturity of the students, their leadership experience, time available, the depth to which the teacher would like to pursue each concept, etc. For example, depending on the age and experience of the students being taught, the teacher may only describe “skills” in general terms to a younger group while going in more depth to the different kinds of skills with an older, more experienced group.)

Key concepts:

- The Leadership Components are the fundamental aspects of leadership
- The more people trust your skills, character, bearing and vision, the more they will follow you, even into life and death situations
- To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
- The Leadership Components are:
 - Skills
 - Conveying meaning.
 - A good leader provides the team with motivation by telling them why their task is important
 - Story of the stonecutters
 - Skills associated with the task
 - The better your skills associated with the task, the more people will trust your professional judgment
 - If you are leading a criminal investigation, the better your investigative skills, the more challenging the investigations that you have done yourself, the more people will trust and follow you in an investigation
 - People skills (with examples)
 - The better your people skills, the more people will trust and follow you
 - How well do you relate to people?
 - Do those on your team feel like you listen to and care about them?
 - When someone makes a big mistake, do you know whether that person needs a knowing glance, a pat on the back, a hug, or a direct conversation to correct their error and do better in the future?
 - Do you praise in public and correct in private?
 - What are your people capable of?
 - What are their strengths and challenges?
 - How fast and hard can you push them?
 - Do you understand your people and know what motivates them?
 - How does each of them understand life?
 - Where do they come from?

- Where do they hope to go in the future?
 - What are the top three things they care about?
 - What are they anxious about?
 - What do they do for fun? What are their hobbies?
 - What makes them joyful?
- Management skills
 - The more people trust your ability to manage tasks, timelines and resources efficiently and effectively, the more they will follow
- Character
 - The more people trust your character, the more they will follow you.
 - When times get tough, will you be there for them for the right reasons and in the right ways?
 - Can they trust that you will be honest with them?
 - Will you be courageous for them?
 - Will you demonstrate integrity?
 - Are you just and fair, or do you play favorites?
 - Will you persevere with them or give up on them?
 - When things go well, do you give your team the credit?
 - When things go poorly, do you step in front and take the blame?
 -
- Bearing
 - Bearing is the ability to make decisions under pressure with composure
 - Examples of bearing
 - General Eisenhower making the decision about invading Europe
 - President Bush making decisions on 9/11
 - Quarterback leading football team down field
 - Bus driver merging on to freeway
 - Teacher with rowdy class
- Vision
 - Vision is the ability to see further down the road, to understand the flow of events and anticipate what is going to happen
 - Examples, depending on the age group, can be from athletics, video games or any activity that students of that age group can master. The emphasis should be on how their experience in the activity enables them to understand where things are going in the activity and anticipate them. For instance, many students have mastered video games that their parents have not. The student may well know and be able to anticipate where things are going in the game long before the less-experienced parent has a clue what is coming.

Leadership Components (cont)

For discussion, reflection or assignment:

- What are the four Leadership Components?
- What are some of the law enforcement skills that you think would be important?
- What are the most important things you want to know about your teammates?
- What qualities of character are important for you in a leader?
- What is bearing? Give 2-3 examples of bearing, of people making decisions under pressure?
- Why is it important to maintain composure while making decisions under pressure?
- What is vision?
- Give 2-3 examples where you have seen a leader demonstrate vision
- Give an example of an activity where you have vision

Leadership requires total commitment

Key concepts:

- The more people trust your skills, character, bearing and vision, the more they will follow you
- Becoming the best leader possible means developing your skills, character, bearing and vision to the greatest extent possible—total commitment.
- Everything you do in every aspect of your life, at school, at home, in public, in private, either helps you become a better leader or detracts from your leadership
- Covenant Leadership requires commitment 24 hours a day, 7 days a week, 365 days a year
- Covenant Leadership and law enforcement are not just a “job”, but a vocation

For discussion, reflection or assignment:

- To be the best leader possible, what level of commitment is required?
- Is it possible to be the best leader you can be and act one way in public and a different way at home in private?
- What is the difference between a job and a vocation?
- Give 2-3 examples of work that is a vocation, not a job

Culture and Tradition of Excellence

Key concepts:

- A culture is the behaviors, beliefs, qualities and expectations of a group, organization or community. In some ways, it is like the character and personality of a group. An organization's culture includes "the way they do things"
- The best organizations create a culture where a sense and expectation of excellence exists throughout the organization and in everything they do
- The sense and expectation of excellence inspires people in the organization to set high standards and perform at higher levels
- Provide an example by describing your school's culture
- Choose an organization relevant to the students—it could be from literature or film—and describe that organization's culture
 - Possible examples: Apple Computer, Jedi Knights from Star Wars, sports team
- An organization can use ceremonies, rituals and customs to convey that sense of excellence
- Ceremonies, rituals and customs are ways of doing things like events that give them more importance and weight
 - Law enforcement officers carry badges and often wear uniforms
 - Police officers are "sworn" into their responsibilities
 - When a law enforcement officer dies in the line of duty, there is often a procession, taps, a gun salute and presentation of an American flag to the family
 - Many police departments use drill and ceremony in training and for special events like presenting awards
 - Police academies often have a graduation event
 - Provide examples from experience of rituals, customs, traditions in law enforcement agencies or other groups
- Good organizations create bonding between people in the organization. When people feel deeper bonds to each other and the organization, they are more likely to be more motivated, and make a deeper commitment and perform at higher levels for each other and the organization
- Historical bonding occurs when team members feel like they are part of a larger, important story of the organization.
- Provide 1-2 stories or examples of how the history of an organization can bond people working their today with what the people who worked there in the past

Culture and Tradition of Excellence (cont)

For discussion, reflection or assignment:

- Describe what “organizational culture” is
- Choose an organization and describe its organizational culture
- How does organizational culture help people perform at higher levels?
- How do ceremonies, rituals, customs and traditions help an organization?
- Describe 3-5 examples of ceremonies, rituals, customs or traditions from an organization that you know
- Give 3-5 examples of important ceremonies, rituals, customs or traditions in law enforcement.
 - What is the symbolism in each example?
 - Why are each of these important to law enforcement?
 - Why are law enforcement officers “sworn” into their role?
- What are the special responsibilities that come with being sworn?
- Give an example of a history of an organization

STUDENT LEADERSHIP LAB

The Student Leadership Lab experience should be a regular time set aside—ideally weekly—so that students can get practical experience leading their peers.

Students should be organized in squads of 4-5 students, with squads organized into platoons of 15-25 students, platoons organized into companies of 60-120 students, and companies organized into a battalion that includes the entire student body. Different names can be substituted for “squad”, “platoon”, “company” and/or “battalion” as needed. Students should lead at each of these levels, selected through a performance and interview process that mirrors law enforcement selection processes, and have their performance reviewed.

Depending on the age and maturity of the students and program, a student leader-subordinate evaluation program may be instituted where student leaders evaluate/review the performance of student followers. This enables students to hold each other accountable for each other’s performance.

The regular leadership lab time period can be used for a variety of activities including ceremony and drill, team building exercises, competition, physical training, speakers, discussion of formation themes and leadership concepts, practical leadership exercises, etc.

FORMATION DAY EXPERIENCE

Formation Days are an outstanding way to introduce new students to the school, helping them understand what the school, law enforcement and the Career Pipeline Recruitment Program are about, while at the same time providing great leadership opportunities for students already in the school. Done consistently with all new and incoming students, it can help create and sustain the school's culture.

Formation Days can be 1-2 days in length and include a variety of activities that help students develop relationships and bond with each other, understand the expectations and culture of the school and program, and begin learning and practicing Covenant Leadership and teamwork.

Optimally, each school will set aside one to two days for an intensive introduction to Covenant Leadership through this formation experience. This yields the best results because the energy, excitement, and constant teamwork can create a powerful, synergistic element that adds a lot to the overall experience. If a school is not able to commit a full day or two for these activities, then they can be broken up and completed over time.

The concepts and ideas that follow are general in nature, and should be adapted to meet a school's particular needs. They should take into account the age and maturity of the students, the maturity of the law enforcement program, the experience of the faculty and staff in these kinds of events, the leadership experience of upper class student leaders, time available, and other relevant factors.

It is very important that these events be properly supervised and that faculty, staff and student leaders are vigilant about any potential for hazing, bullying or initiation to occur during these activities or outside the activities.

The formation experience should include the following to the extent possible. Mature programs with more experienced faculty, staff and student leaders will be able to go further with these elements while new programs with less-experienced faculty, staff and student leaders should keep the elements simple and build them over time. Elements include:

- **Introduce Covenant Leadership / Formation Themes.** The experience should introduce and constantly reinforce Covenant Leadership, the Formation Themes, and desired elements of the school approach and culture.
- **Divide the new/incoming students into teams of 10-20 students.** This should be done by faculty and staff prior to the formation experience. Special care should be taken so that student academic, artistic and athletic experience is spread evenly among the teams, and that friends are on different teams.
- **Student leadership.** To the extent that age, maturity and program experience permit, students-leaders should be used to help plan, organize and run events. Each team of new students should be led by a more experienced student leader under constant supervision by a faculty or staff member. That faculty member should allow the student leader to lead to the greatest extent possible, permitting the student leader to make and learn from mistakes, but be ready to step in when safety or the magnitude of a mistake require it.
- **Team competition.** The teams should compete against each other in the various events during the formation experience, with event winners and an overall winner announced during the graduation exercise. Note the mix of artistic, physical and academic events.

- **Student relationships.** A key element of the formation experience is to get students to meet and develop bonds with other students on their team, appreciating the talents and gifts that each person brings to the team, and learning that success means depending on others. Students should be constantly encouraged to learn about each other. One event will test student knowledge of their teammates.
- **Meals.** A key advantage of doing the formation experience in one or two days, and not dividing the experience, is that students spend meal time and time in between events with each other. This down-time provides them an opportunity to “break bread” with each other, to engage each other in informal conversation, and to learn things about each other that they might otherwise miss. If possible, meals should be provided en masse (i.e. family style pasta rather than individual meals like box lunches) to the teams so that they can practice something as simple as sharing and making sure that everyone on the team has food.
- **Parents.** Parents should drop their students off and pick their students up, but should not be permitted to observe the formation experience. Having parents around will distract the students and detract from the experience.
- **Faculty and Staff.** To the extent possible, all faculty and staff should participate in the program as supervisors of student leaders and for safety of events. Most important, the faculty and staff will come to understand how Covenant Leadership and the Formation Themes are being used, so they can use them much more effectively in the classroom and around campus. Finally, by participating, faculty and staff will see their students in a new context, giving them new insight into how their students think outside of the regular classroom situation.

Opening Sequence

The formation experience should begin with students arriving at the site, and being processed and assigned to their teams (to the extent possible) by student leaders. Faculty members must be on hand to answer questions and provide assurance to parents.

Student leaders (SL’s) should greet each student participant (SP) and lead the student participant to the area where that SP’s team is meeting. The SL’s for each team should introduce themselves to the SP and the SP to other SP’s on the team.

- **Knowing Your People.** The first student activity will be ongoing throughout the formation experience and tested at the end of the experience. The SL’s and SP’s should learn about the people on their team and will be tested for how well they know each other at the end of the experience. Leaders may want to use a list of questions to help students learn about each other with questions about name, where they come from, what their previous school was, their favorite activities, what they want to do in life, etc. Near the end of the formation experience—so that students have as much time as possible to learn about each other—but before the graduation exercise—each SP should be examined on what they know about each of their teammates. The team that demonstrates the best overall knowledge about each person on their team wins this graded event.
- **Formation and introducing the program.** At a set time, after all SP’s have arrived and been placed with their teams, the SL’s should get their teams quickly and effectively into a formation where the SP’s stand at attention. The formation helps students see themselves as having a place in the larger organization. Standing at attention begins teaching SP’s the self-discipline of controlling their bodies even when they are uncomfortable.

The faculty or staff program leader should walk among the student formation and begin discussing the expectations of the program, and introducing the Formation Themes and leadership expectations. Depending on the age of the group, we recommend spending about 15 minutes discussing each topic while SP's stand at attention, followed by about 10 minutes of team discussion of the topic while sitting in a school circle. Then on to the next topic. Faculty supervisors should listen carefully to the team discussions to note where SP's (and SL's) are in their understanding of these concepts. Topics should include:

- We are here to learn and be good so we can serve the community
- Law enforcement demands that we be good people, good leaders, have good character and have good skills
- We can only do this as a team. We depend on each other's gifts
- We learn together. We perform together. We succeed together.
- Good leadership and good teamwork depends on trust. To be a good leader, we need to work hard to develop our skills and character so that others trust us
- The more you put into your team and this program, the more you will get out of it. More into academics. More into physical fitness. More into developing character, honor, and becoming a good person.

Teambuilding Games

The team-building games are best conducted after the Opening Sequence and before other events. This event is designed to get students working together while having fun, to learn about each other, and to reduce some of the tension and anxiety that SP's likely experienced standing in formation during the Opening Sequence. To the greatest extent possible, SL's should organize and lead these individual games. It is recommended that the student teams rotate through all of these games. This event can be, but is generally not regarded as part of the graded team competition.

Any teambuilding games can be used, but some examples include:

- **Tug-of-War**
- **Helium Stick.** As a team, SP's raise and lower a tent pole from ground by balancing it on the tops of their fingers. If anyone's finger loses contact, they start over
- **Lava Crossing.** One at a time, SP's must get from one side of a "lava river" to the other side using a limited number of cardboard squares.
- **Human Foosball.** Each team tries to score by kicking a beach ball into the other team's goal. SP's do this while sitting back-to-back with their arms crossed.
- **Silent Line-Up.** Without being able to talk, SP's line up in order of a variety of things – birthday, street address, etc. When this has been mastered, have them do the same thing while blindfolded.
- **Blindfolded Obstacle Course.** A blindfolded SP is assigned one "guide" to get them through an obstacle course using only verbal prompts (while other SP's shout conflicting directions)
- **Hula Hoop Pass.** SP's must pass a hula hoop down the line while holding hands.
- **Rope Circle.** SP's must self-organize and get the entire team within a circle created by a rope. When they succeed, challenge them again by making the rope circle smaller.

Team Flag

The team flag event challenges the ability of the team to work together, and highlights the value of those SP's with conceptual and artistic talents on the team.

Each team is told to create a 3' x 3' team flag that embodies who they are and what they are about. The instructions may also include requirements to include specific elements on the flag. For example, they may be told that the flag must include a motto, an insect and something from law enforcement. Teams are sent to classrooms where they have about two hours to plan and create the flag. It is best to locate the flag-making materials—different colors of cloth felt—in a central location and have SP's from each team access the materials as needed.

This event is graded on creativity, artistic execution, how well the flag incorporates the theme, how well the flag embodies the team, and how well the flag incorporates the required elements.

Confidence Course

The confidence course is an ungraded event that should include a variety of challenges that help SP's learn to overcome their fears while being encouraged by their teammates. This event contributes to self-confidence and bearing, and develops teamwork. The challenges can include a rappelling wall, a rock-climbing wall, bungee trampolines, etc. Teams rotate between the challenges.

Obstacle Course

The obstacle course includes individual challenges and a timed obstacle course run. The individual challenges can include goals like lifting everyone over an 8' wall, getting the whole team to balance on a balance board, lifting a team member through a spider wall, building a raft out of pvc pipe and sailing it across a pool, etc. This event may be ungraded, or graded depending on the number of attempts it takes for each team to complete each obstacle.

The timed obstacle course should be set up separately. As one SP on the team starts and completes the course, the next SP starts the course. The event is graded depending on the total time required for the whole team to complete the course.

Team Song

The team song event challenges the ability of the team to work together, and highlights the value of those SP's with conceptual and artistic talents on the team.

The SP teams are told to write (and will perform during the Bonfire Event) a song. They may use a previously written song and change the lyrics, or write something completely original. Without being prompted, some teams may decide to add dance moves or other special elements on their own. Teams may be instructed to include a specific element or theme in the song. Teams are sent to classrooms where they have 2-3 hours to write and rehearse their song. The 2-3 hour time for team song can also be used simultaneously for the team to write their poem (team poem).

This event is graded on creativity, artistic execution, how well the song incorporates the theme, and how well the song incorporates any required elements.

Team Poem

The team poem event challenges the ability of the team to work together and highlights the value of those SP's with conceptual and artistic talents on the team.

The SP teams are told to write (and will perform during the Bonfire Event) an original poem. Teams may be instructed to include a specific element or theme in the poem. Teams are sent to classrooms where they have 2-3 hours to write and rehearse their poem. The 2-3 hour time for team poem can also be used simultaneously for the team song event.

This event is graded on creativity, artistic execution, how well the poem incorporates the theme, and how well the poem incorporates any required elements.

Physical Fitness

If the formation experience is held over 1-2 days, organizers can include a physical fitness element for the first hour each morning. The physical fitness element should introduce the fitness philosophy of the program, how the fitness program is carried out, and specific exercises the program may use on a regular basis.

Scavenger Hunt

The scavenger hunt event challenges the ability of the team to work together and highlights the value of those SP's with strong intellectual and problem solving skills.

A scavenger hunt is set up around campus with clues leading the team from one item to another item (and subsequent new clue). The clues can be riddles, codes, mathematical equations, history questions, matching puzzles, word puzzles, etc. Teams are timed as they go through the scavenger hunt, with the winner being the team with the lowest time to complete the hunt.

Bonfire Event

The bonfire event is a gathering of all the teams, faculty and staff, and others who have completed the Formation Days in the past, to build camaraderie, listen to a guest speaker, and watch each group perform their song and poem in front of everyone. The event does not require an actual bonfire, but should be something that is relaxed, fun, and encourages the teams to support each other in a positive manner. The staff leader of the formation experience typically introduces the event, discusses what has been learned and experienced so far in the formation experience, and provides deeper context for why everyone goes through the formation experience.

A guest speaker can be brought in to speak about 15 minutes on a topic that is relevant to law enforcement, leadership, and their experience. The speaker should include 1-2 stories that resonate with the audience in the talk. The talk should be motivating and inspirational, helping students to better appreciate the importance of law enforcement, honor, character, leadership and their calling to it.

After the speaker, each team goes on stage, one-at-a-time, and performs their team poem. The team poem performances are graded. After each group has performed their team poem, they return to the stage and perform their team song, which is also graded.

Graduation Exercise

A graduation exercise should be planned at the end of Formation Days to celebrate all of the hard work of the teams, SP's and SL's. It should highlight the overall formation experience and the accomplishments of the teams and SP's. Finally, the graduation should help parents and families understand the nature of the law enforcement pipeline program, formation and Covenant Leadership.

With families seated, the teams can enter in procession while carrying their flags. The flags can be posted on stage as each team sits together near the front of the audience.

The emcee can give brief remarks about the nature and importance of the formation experience and the graduation event, and the hard work that each student has put into it. They can remark about challenges overcome and lessons learned.

A 10 minute slide show or video to music can be played that incorporates pictures of students in the various activities they did throughout the formation experience.

The emcee can then introduce the overall student leader who presents the awards for performance throughout the formation experience. The third and second place teams for each event are recognized, before the team winning the event is announced. Teams that win the team poem and team song events can be called to the stage to perform their poem or song for their families. The overall third and second place teams are announced, before the overall winner is announced.

The formation graduation exercise can be followed by a reception where faculty and staff, and student leaders can talk with family members.

For Parents

The more that parents participate in the Covenant Leadership program, the more that parents can use the same Formation Themes and Covenant Leadership concepts to help form their children into good people and good leaders.

Parents should be heavily encouraged to participate in the school and program so that they develop a deep personal investment in the success of their child, the program and the school.

Program faculty should use speakers, discussions, parent meetings and other methods to make parents as knowledgeable about the program as possible, so parents can reinforce the program concepts and help their children develop into the best people possible.

Parents should become familiar with and reinforce with their children basic aspects of Covenant Leadership including:

- **Leadership throughout life.** That leadership permeates all aspects of life
- **Covenant, trust-based leadership.** That the highest performance leaders and teams are those that you can *trust* to make good decisions in the midst of complex, 21st century situations with minimal supervision. High-performance leadership depends on high trust. That the highest performance leadership depends on trust, character and wisdom
- **Trust-Character-Wisdom.** That wisdom is right knowledge (truth) + right action (character). It is having the knowledge of the right thing and the character to do that right thing
- **Purpose.** That the purpose of all people in life is to pursue goodness so they can achieve fulfillment and Happiness. That goodness means making habits of virtues like honesty, justice, courage, wisdom, trustworthiness, respect, fairness, etc. so that they are part of your character—of who you are as a person. That purpose must always be kept higher than mission and activity.
- **Covenant Relationship and Teams.** That the best, highest performance relationships/teams are covenant relationships/teams where the good of the individual and the good of the team are the same. Covenant relationships are high stability, high trust, high performance and bond under pressure.
- **Formation Themes.** That the Formation Themes help us understand, organize and learn from our life experiences
- **Leadership Components.** That the Leadership Components describe the basic aspects of leadership.
 - The more people trust your skills, character, bearing and vision the more they will follow you even into life and death situations.
 - To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
- **Leadership requires total commitment.** That the best leadership requires total commitment 24 – 7- 365. Covenant Leadership is a vocation.
- **Culture and Tradition of Excellence.** That good leadership builds a culture and tradition of excellence that uses ritual, tradition and custom to set and maintain high expectations of excellence throughout the organization.

Assessment

Assessment is an important part of the success of the Covenant Leadership program because it provides feedback on program performance so that the program can be improved, and because it provides feedback on student progress and performance so that students can become the best people and best leaders possible.

Overall program assessment will be determined according to a rubric set by the school or school district. From the perspective of leadership development, program assessment should include (but are not limited to) the following factors:

- Frequency and prevalence of the use of the Formation Themes throughout the student experience by students, faculty and staff, and parents
- Frequency and prevalence of the use of Covenant Leadership concepts throughout the student experience by students, faculty and staff, and parents
- The ability of student leaders to take on increasing responsibility as they progress through the program and school
- An increase in parent and student interest in the program as families see the impact of the program on students
- A decline in disciplinary problems as a continued focus on character is maintained
- A decline in bullying, harassment and hazing problems as students better live good character, trust and teamwork

Assessment of individual student performance will vary depending on the program, its execution, and the school and district within which the program operates. Nevertheless, student leadership assessment should include dimensions like:

- Knowledge of and the ability to use the Covenant Leadership concepts
- Knowledge of and the ability to use the Formation Themes
- Demonstrated leadership skills
- Demonstrated character
 - Virtues like honesty, justice, courage, wisdom, love, integrity...
 - If Character Counts is used, the Six Pillars of Character
 - Elements of POST Background Investigation and Psychological Screening
- Demonstrated bearing—the ability to make decisions under pressure with composure
- Demonstrated vision—the ability of the student do anticipate opportunities and problems
- Demonstrated commitment to excellence and leadership development 24-7-365

In each of these areas, a baseline should be established for each student, and progress and development tracked through regular observation, review and evaluation of demonstrated student performance in each dimension.

Attachment C

California Department of Education References

- California Longitudinal Pupil Achievement Data System (CALPADS) - Tracking Device
<http://www.cde.ca.gov/ds/sp/cl/index.asp>
- Vocational Education Credentialing
<http://www.cde.ca.gov/ci/ct/cs/>
- California Career Technical Education (CCTE)
 - Background information on the CCTE program
<http://www.cde.ca.gov/ci/ct/>
 - CCTE Model Curriculum Standards for Grades 7-12, May 2005
 - Identifies the 15 CCTE Industry Standards and corresponding curriculum standards
<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>
 - Curriculum standards for law enforcement and public safety fall under the Public Services Industry Standard, currently under the Protective Services pathway
<http://www.cde.ca.gov/ci/ct/qi/publicservices.asp>

Note: A POST Committee of Subject Matter Experts reviewed and updated these standards in March of 2012 and they are currently being processed through the Department of Education for final approval and implementation which is expected in late 2012.
- Common Core Curriculum Standards for K-12
<http://www.cde.ca.gov/be/st/ss/index.asp>
- The “a-g” Curriculum Standards - Requirements for College Admission to UC and CSU
<http://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>
- Intent of the “a-g” subject area requirements identified
<http://www.ucop.edu/a-gGuide/ag/a-g/>
- Further explanation of requirements by letter (a-g)
http://www.ucop.edu/a-gGuide/ag/a-g/a-g_reqs.html
- Magnet School Programs
<http://www.cde.ca.gov/sp/eo/mt/>

- California Partnership Academy Programs
<http://www.cde.ca.gov/ci/gc/hs/cpagen.asp>
- Regional Occupational Centers and Programs
<http://www.cde.ca.gov/ci/ct/rp/>
- Charter School Programs
<http://www.cde.ca.gov/sp/cs/>



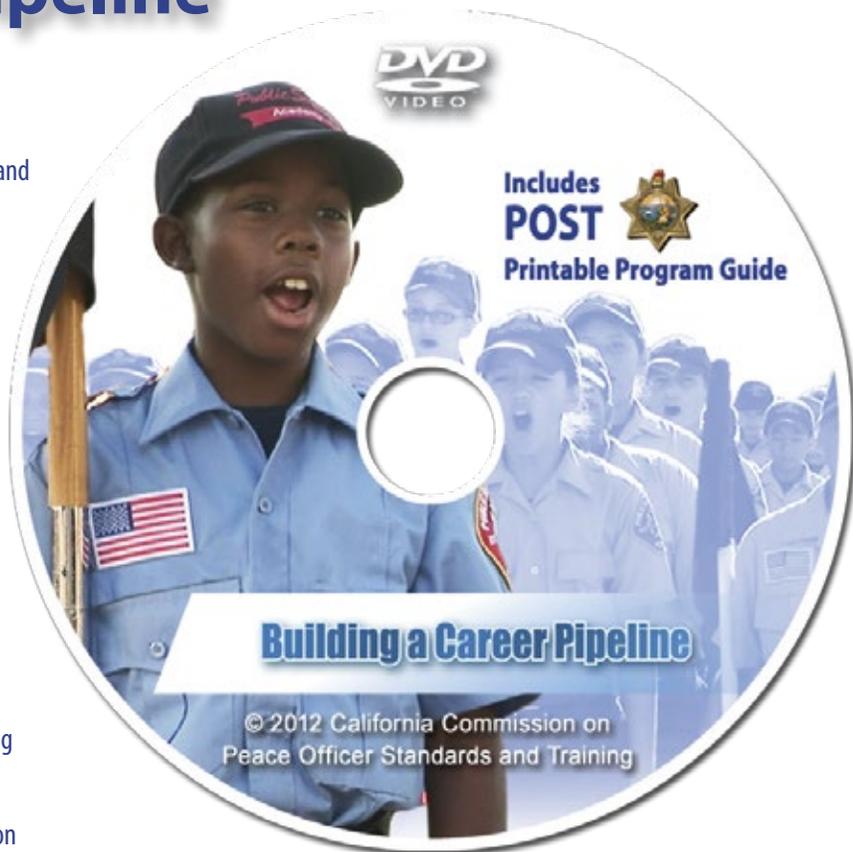
Building a Career Pipeline

This DVD was developed as a resource for law enforcement agencies and it was designed to be used in two specific ways:

- A review of the entire DVD gives staff a total picture of the “Career Pipeline” concept.
- Or the DVD can be viewed in segments to address the specific needs of a variety of audiences. These presentations may be shown to city or county government officials, school administrators, parent groups, members of the local chamber of commerce, service clubs and other civic groups.

The Promotional Clips #1, #2, and #3 (see *DVD Segments*) are quick motivational segments for use by law enforcement staff when making recruitment presentations to student groups regarding their local “Career Pipeline” program. Promotional Clip #1 opens with a recitation of the Cadet Creed and a few short testimonials from students and then transitions into action shots to fast-paced music. Clip #2 features comments by law enforcement officers and chiefs about the importance of such school programs, along with testimonial comments by students, and then the clip moves into a collage of action shots to music. Clip #3 is entitled “Enhancing Your Future Through Public Safety Careers” and features public safety (law enforcement and fire) action shots to music. This clip has been used to “kick off” student assemblies in the past. It is especially powerful when viewed in a large screen theater setting — it gets everyone’s attention immediately and then the presenter can transition into their presentation on careers in public safety and recruitment for their local or regional school affiliated program.

A POST Program Guide entitled “Building a Career Pipeline” is a companion PDF document to the DVD and is designed to assist law enforcement staff in developing their agency’s or region’s “Career Pipeline” program.



DVD Segments

Program Guide (PDF document)

Introduction	1:20
Recruitment Challenges Facing Law Enforcement	10:25
Importance of “Growing Our Own”	11:10
Defining the “Career Pipeline”	9:25
“Career Pipeline” Models.....	:42
• Elementary School Component/Anaheim PD	12:40
• CA Partnership Academies/San Diego Region	15:20
• Magnet School Component/LAPD	13:50
• Explorer/Cadet Component/Watsonville PD	9:45
• Charter School Component/San Bernardino PSA.....	11:20
Final Thoughts.....	5:00
Credits	2:10
Promotional Clip #1.....	2:40
Promotional Clip #2.....	4:40
Promotional Clip #3.....	3:15
Total Running Time	113:42

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Attachment E

Subject Matter Resource List

The following list represents Subject Matter Experts (SMEs) and stakeholders who attended the initial POST Special Seminar on September 22-24, 2009 to address the POST Strategic Plan Objective B.8.08. The Strategic Goal of Objective B.8.08 is “Enhance the future law enforcement recruitment pool by grooming students through POST certified school programs.” The committee reviewed the issues related to the high failure rate among law enforcement applicants which is currently over 90%. The committee agreed that POST should proceed with developing a school-based model program to promote collaboration among schools and the law enforcement profession in the formation of a “Career Pipeline” to affiliate students (elementary school through college) in a structured program to enhance students’ abilities for passing the law enforcement selection process. This initial core committee is referenced in the Program Guide as the SPC (School Programs Committee). Additional task groups were formed to work on this POST project which included members from the SPC and other subject matter experts.

The Initial School Programs Committee (SPC)

Karen Allen, Education Programs Consultant / California Department of Education

Dave Allison, Captain / Roseville Police Department

Landy Black, Chief of Police / Davis Police Department

Mark Boettger, Commander / Citrus Heights Police Department

Jim Bueermann, Chief of Police / Redlands Police Department

April Chapman, Academy Director / Santa Rosa Regional Training Center

Parrish Cross, Chief of Police / Mt. Shasta Police Department

David Davinroy, Evergreen College / Youth Academy for Leadership & Excellence (YALE)

Dave Dominguez, Chief of Police / Palm Springs Police Department

Pete Dunbar, Chief of Police / Pleasant Hill Police Department

Jacob Gallacher, Officer / Anaheim Police Department

Sunny Lee-Goodman, Director / Tools for Tolerance-Museum of Tolerance, Los Angeles

Frank Hauptmann, Chief of Police / Maywood-Cudahy Police Department

Craig Heimbichner, Director (Charter School Specialist) / Action Learning Systems, Inc.

Danny Hughes, Captain / Fullerton Police Department

Dave Keetle, Acting Chief of Police / Pomona Police Department

Len LoFano, Chief Deputy / Santa Cruz Sheriff’s Department

Beverly LeMay, Program Coordinator / Tools for Tolerance-Museum of Tolerance, Los Angeles

Ruby Lopez-Ng, Peace Officer / Chula Vista Police Department
 Curtis Lum, Lieutenant / San Francisco Police Department
 Vicente Martinez, Teacher / Otay Ranch High School – Academy of Criminology & Justice
 Terry Medina, Chief of Police (retired) / Watsonville Police Department
 Colleen Mestas, Chief of Police / Visalia Police Department
 Leonard Miranda, Captain / Chula Vista Police Department
 Renee Mitchell, Sergeant / Sacramento Police Department
 Eve Nighswonger, Program Manager / Career & Technical Education, Santa Rosa Junior College
 Robert C. Noel, Ph.D. / Santa Barbara Board of Education
 Scott Pickwith, Chief of Police / La Verne Police Department
 Rock Pfothenhauer / Dean, Cabrillo Community College - Career Education
 Bill Postmus Sr. / Summit Leadership Academy (Public Safety Charter School)
 Jeff Rose, Captain / San Bernardino County Sheriff's Department
 Robert Sanderson, Chief of Police / Arcadia Police Department
 Denise Schmitt, Commander / San Francisco Police Department
 George Sikes, Program Coordinator / Montgomery High School - Administration of Justice
 Sid Smith, CEO - Systems for Public Safety / POST Background Investigations Specialist
 Shelley Weiss Spilberg, Ph.D. / POST Standards & Evaluation Bureau - Presenter
 Tom Sonoff, Chief of Police / Signal Hill Police Department
 Rick Weger, Commander / San Jose Police Department
 Elizabeth Wisnia, Personnel Selection Consultant / POST Standards and Evaluations Bureau
 Brad J. Young, Dean / Los Angeles Harbor College & CAAJE Past President

Additional Subject Matter References and Task Group Participants

Patrick Ainsworth, Ed.D., Assistant Superintendent / CA Department of Education
 Fred Allen, Chancellor's Public Safety Advisory Committee
 John Amendola, Sergeant / Officer in Charge – LAPD Police Academy Magnet Schools
 Teresa Barret, Captain / San Francisco Police Department
 Mike Beaber, Academy Administrator / CA Department of Corrections and Rehabilitation
 Cindy L. Beck, Education Programs Consultant / California Department of Education
 Paul Bestolorides, Ed.D., Chief / CA Department of Corrections and Rehabilitation
 Pete Bowen, Instructor / POST Command College
 Jeff Breiten, Board Member / Public Safety Academy, San Bernardino, CA
 Jeff Burgess, Program Director/POPP / LAPD Ahmanson Recruit Training Center

Christina Butler, Program Specialist / Josephson Institute of Ethics- CHARACTER COUNTS!

Alise Cayen, Coordinator / Reseda High School-LAPD Law and Public Service Magnet

Keith E. Clement, Ph.D., Chair / CSU Council of Emergency Management & Homeland Security

Joe N. Coffee, Ed.D, Consultant / National Partnership for Careers in Law, Public Safety, Corrections and Security

Ron Cochran, Assistant Sheriff / San Bernardino County Sheriff's Department

Chris Costamagna, Assistant Chief / Sacramento Fire Department

Art Cota, Chief of Training (retired) / CALFIRE - Office of the State Fire Marshal

Ed Dadisho, Chief of Police / Suisun City Police Department

Jacki Cottingim-Diaz, Superintendent / Fairfield & Suisun Unified School District

Mike Dickinson, Director (retired) / Public Safety Academy, San Bernardino, CA

Steve Filson, Executive Officer / Public Safety Academy, San Bernardino, CA

Kathleen Frazer, Principal / Public Safety Academy – Fairfield & Suisun Unified School District

Jake Gallacher, Corporal / Anaheim Police Department

Lorenzo Glenn, Sergeant / Anaheim Police Department

Mike Grabowski, Dean / Santa Rosa Community College Admin. Of Justice / CAAJE President

Erle Hall, Public Services Industry Sector Lead / CA Department of Education

Valerie E. Harris, Chief of Police / Auburn Police Department

Craig Hunter, Deputy Chief / Anaheim Police Department

Michael Josephson, Founder / Josephson Institute of Ethics

Doug Kalbaugh, Peace Officer / Chula Vista Police Department

David Landman, Sergeant / San Diego Police Department

Richard Lawhead, Lieutenant / San Bernardino Police Department

Abbey Leonard, Program Specialist / Chancellor's Public Safety Advisory Committee

Terrell Marshall, Sergeant / Sacramento Police Department

Jen McKee, Teacher & Character Development Coordinator / Public Safety Academy Charter, San Bernardino

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Tom Navickas, Ph.D., Executive Director / National Partnership for Careers in Law, Public Safety, Corrections and Security

Jon Nooitgedagt, Police Officer/Coordinator - Jr. Cadet Program / Anaheim Police Department

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Eddie Rodriguez, Police Chief / City of Marina Police Department

Rico Sciaky / Law Enforcement Regional Occupation Programs-Metropolitan Education District

Buck Stapleton, Director Public Safety Training Center / West Los Angeles College

Manny Solano, Police Chief / Watsonville Police Department

Valerie Tanguay, Captain / San Bernardino County Sheriff's Department

Walt Tibbet, Chief / Fairfield Police Department - Public Safety Academy

Kathy Toy, School Principal / Public Safety Academy, San Bernardino

Oscar Villanueva, Officer / LAPD Middle School Magnet Coordinator

Stephanie Wakefield, Teacher / Pubic Safety Academy Charter, San Bernardino

Roberta Weintraub, Executive Director / Los Angeles Police Academy Magnet Schools

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