



CLEVELAND LEADER DEVELOPMENT TRAINING

LESSON PLAN

Duration: 3 hours online and 16 hours classroom (Classroom = 12 hours of Polis material (10.25 hours of instructional time) + 4 hours pre-approved CDP material)

Prerequisite: Online introductory module and decision-making scenarios in Patrol Expert completed prior to the classroom session

LEARNING OBJECTIVES

At the end of this course, participants will be able to:

- Outline the 5 E's of effective leadership and discuss methods for achieving them.
- Identify the responsibility of leaders in building internal and external trust
- Define and give examples of adaptive decision making
- Explain the difference between novice and expert performance
- Discuss the importance of developing leadership expertise at CDP
- Discuss the role of effective leadership in fostering long-term, sustainable reform
- Assess video-based leadership scenarios and identify key legal, administrative, tactical, ethical, and social factors (LATES)

PREPARATION

Chief's video sent to all leadership personnel announcing the training and its role in fostering the evolution of CDP's culture of leadership and reform processes.

Patrol Expert accounts created

Online module access provided



Instructional Methodology	Resources	Duration
Welcome and Instructor Introductions		5 mins 0800-0805
Scenario Exercise: CDP at Its Best BWC video featuring exemplary , expert performance by CDP supervisor(s). At the end of the video, divide the class into small groups and have them write down examples of the 5 E's (empower, expect, entrust, enact, evaluate) that appeared in this video. Debrief: Have each person in the group introduce themselves, and each group presents what they wrote for each of the 5 E's (one at a time) and discuss any additional examples. 5 E's: Empower, Expect, Entrust, Enact and Evaluate Discussion: how do the actions of CDP personnel in this video create a positive ripple effect inside CDP and across the City?		45 minutes 0805-0850
Purpose: Why is CDP implementing this new leadership training? Beyond the requirements of the consent decree, we are taking steps to modernize CDP's leader development strategy. This contemporary leadership approach better develops leaders to positively impact internal and external procedural justice. In this course, we will systematically identify, understand, and reinforce patterns of expertise, like those we just saw in the video, and systematically identify, understand, correct, predict, and prevent patterns of negative performance.		10 mins 0850-0900
Exercise: The Role of CDP Leaders		30 mins 0900-0930



In pairs, discuss and write the answers to the following questions:

What is your specific role in ensuring that CDP achieves its mission of serving as guardians of the Cleveland community?

If you had to select your replacement today, what are the three most important qualities they must have in order to succeed internally at CDP and externally with the community?

Debrief: Have each pair state what they wrote. Write the answers on a flipchart, or the computer being projected.

Discussion: What three traits were listed the most? This is no coincidence; they are the same traits that leaders consistently identify in organizations of all kinds.

Three “Deal Breaker” Traits

The three traits that are consistently identified as the most important to mission success are trust, communication, and decision-making.

- 1. Trust: what is trust? The pillars of trust can be remembered as IB-CoP – Integrity, Benevolence, Competence, Predictability.**
- 2. Communication: what is communication? Communication is the ability to interact with people of all kinds across a full range of positive and negative circumstances in a manner that fosters trust, safety, human dignity, and the just resolution of conflict.**
- 3. Decision-Making: what is decision-making? Decision-making is the ability under complex, dynamic, and uncertain conditions to identify and**



successfully execute an appropriate course of action that supports the safe, lawful, and ethical accomplishment of CDP's mission.		
<p>Adaptive Decision Making</p> <p>Adaptive decision making is the way in which experts make decisions in high-stakes, high-stress, dynamic environments, such as policing, firefighting, emergency medicine, surgery, military combat operations, aviation, etc. As the name suggests, adaptive decision-making is the ability to effectively change your course of action in response to new and unforeseen conditions.</p> <p>What is the difference between expert and novice decision making?</p> <p>Experts are agile, adaptable, and creative. Experts quickly and accurately notice patterns and similarities across wide-ranging situations. Experts are highly skilled at figuring out what's really happening, and don't get distracted by unrelated "noise" and irrelevant information.</p> <p>Novices are rigid. They tend to think in "straight lines" and often get "stuck in the mud" when situations change quickly or unexpectedly. Novices struggle to recognize patterns and similarities across varying situations, which makes it harder for them to solve hard problems. They are less skilled at seeing what's really happening and tend to get distracted by unrelated factors.</p> <p>"All experts are experienced, but not all experienced people are experts."</p> <p>What do you think makes the difference between experience and expertise?</p> <p>In every profession, there are people who have been doing the same job for years, but they are not performing at an expert level. Just because you've been on the job for a long time doesn't make you an expert. In fact, many highly experienced people often have low levels of expertise due to poor training, education, leadership, and accountability.</p>		10 mins 0930-0940



<p>Moving CDP toward greater expertise requires strong leadership and a sustainable organizational and cultural commitment to continuous progress.</p> <p>Discussion: how do we build leadership expertise at CDP?</p> <p>One important proven strategy is to use practical scenarios that challenge leaders to deliberately practice core skills of adaptive decision-making, communication, and trust-building. By benchmarking their performance to objective standards of expertise, leaders can continuously practice and improve. This is the model we are using in the new training.</p> <p>For the next two days, we are going to practice adaptive decision-making by working together on the same Leadership Decision Exercises (LDEs) that you already completed in Patrol Expert.</p> <p>By working together on the LDEs, we will improve our individual and organizational capacity to serve as expert leaders.</p>		
<p>Trust</p> <p>Trust: The Foundation of Leadership. CDP cannot accomplish our mission without strong internal and external trust.</p> <p>Doing what is right and lawful isn't enough without internal organizational trust and external community trust.</p> <p>Community Example: Justified Deadly Use of Force</p> <ol style="list-style-type: none">1. How do communities react when their trust in police is low?2. When trust is high? <p>Agency Example: Terminating Employee for Cause</p> <ol style="list-style-type: none">1. How do organizations react when internal trust is low?2. When trust is high?		<p>5 mins</p> <p>0940-0945</p>



Conflict is inevitable in every human relationship: trust binds us together and keeps conflict within acceptable, safe bounds. Take away trust, and the result is escalation to chaos and even violence. “Trust is safety, and safety is trust.”		
Break		15 mins 0945-1000
Module 1: Post Incident Response to Level 3 Use of Force Instructor: log into Patrol Expert, go to Instructor Mode. As we discussed during the Introductory Module, we are going to complete as a group all of the LDEs in Patrol Expert that you already completed on your own. Completing the LDEs as a team will give us an opportunity to systematically address the incident shown in each video and how CDP officers and leaders handled it. View Scenario 1 video in Patrol Expert using Instructor Mode. When the video stops at each decision point, discuss the scenario questions. Discuss each of the decision points. For each decision point, identify the most important legal, administrative, tactical, ethical, and social (“LATES”) issues and challenges that CDP officers and leadership must address to successfully resolve the situation. 1. Legal – what criminal or civil legal factors are most important at this point, and what legal decisions are required? What federal, state, and/or local laws and standards are most relevant at this point in the situation?		2 hours 1000-1200



2. Administrative – what policy factors and decisions are immediately relevant? What investigative, procedural, administrative, or other measure are required at this point under CDP policy?

3. Tactical – what issues of officer and public safety are most important at this moment, and what measures are reasonable and necessary to address them?

4. Ethical – what moral challenges or dilemmas are present at this point? What is the honest, right, and just course of action for resolving them?

5. Social – what issues of agency (internal) and community (external) trust are most important at this moment? What course of action is necessary to address them?

FACILITATION DIRECTIONS

Students were instructed to print out their answers for the Patrol Expert scenarios that they completed online before the class. Lead the discussions by asking people to share one thing they wrote in their response, then ask if anyone would add anything. Once they have exhausted their answers, add anything from the expert responses that was missed and connect the decisions to the 5 E's.

The questions are formatted to view a situation, state what you would do next and then support that decision with the factors that lead to the action(s). The bullet points after each question are the answers provided by subject matter experts. Ensure these points are addressed in the discussion.

Leadership Decision Exercise (LDE) 1

DECISION POINT 1



Question 1: As the responding supervisor who just arrived on scene, what would you do next?

- **Determine if the suspect, bystanders, or involved officers are injured and need medical attention.**
- **Identify witnesses and interview**
- **Isolate and separately interview involved officers.**
- **Arrange to interview the suspect.**
- **Ensure the scene is secure and coordinate apprehension of any outstanding suspects**
- **Identify responsibilities of each unit on scene and clear any un-needed units.**

Question 2: Using the LATES factors, what cues and information from the video do you recall and what is their significance?

- **Legal**
 - **Determine the level of force used, if it was legal**, meaning objectively reasonable, which includes the force being necessary and proportional.
 - **Determine if the stop, detention, and arrest are lawful**, based upon articulable reasonable suspicion or probable cause.
 - **Determine what the call was about and all the information available prior to the pursuit and force.**
- **Administrative**
 - **Identify level of force used.**
 - **Determine if the use of force was within policy.**
 - **Determine if the force was necessary and proportionate.**
- **Tactical**



- Many officers remain on-scene, debrief the incident, assign on-scene responsibilities, and dismiss non-needed units.
- Ensure the scene is secure.
- Ensure suspect or officer injuries are assessed and treated.
- **Ethical**
 - Isolate officers during interviews to avoid ethical conflicts.
- **Social**
 - Notice that multiple officers are milling around on-scene, can cause public misperception without appropriate action taken by the supervisor to provide direction to officers.

Question 3: What do you know at this point in the situation? What kind of information do you need to know next?

- We know some level of force was used.
- We have a preliminary statement from the involved officer.
- Need a statement from the witness that informed the officer that the suspect was in the garbage can.
- Need a deeper understanding of what happened and if it was lawful and within policy.
- Are there consistent accounts of the force used, evidence given from witnesses, and involved officers?
- Is there available civilian video footage (doorbell cameras) or CCTV?
- Ensure CDP BWC footage is preserved.
- Record statements from the backup officers.
- Get the CAD from the original call and any information from the victim.
- Document of injuries.
- Ensure evidence has been preserved and that evidence technicians have been notified.



- **Notify the FIT team.**

DECISION POINT 1 EXPERT FEEDBACK

- Determine Use of Force Level (Level I, Level II, or Level III)
- Assess legal basis for the contact and arrest
- Balance consequence and benefit of contact
- Ensure community members and members of CDP have received appropriate medical attention
- Ensure that immediate notifications including dispatcher have been made for all Level II and Level III reportable use of force incidents
- **Ensure that all available witnesses are identified and interviewed according to CDP policy and procedure**
- **Ensure that involved officers are interviewed separately and apart from one another**
- Delegate tasks and clear un-needed units for other calls
- Give explanation and thanks to civilian witnesses
- Request the assignment of an evidence technician to take photographs of subjects and or CDP members who are injured
- Ensure that all evidence related to the use of force incident is preserved and handled and processed according to the CDP policy and procedure
- Ensure that after action report is completed before the end of the tour of duty and reviewed for completeness
- Relocate to the hospital to interview the suspect
- According to CDP General Order 2.01.06 Supervisor investigating use of force incident shall conduct fair, thorough, timely, and objective reviews of Level I and Level II Uses of Force. Supervisors shall evaluate attempt to de-escalate, objective reasonableness, and necessity of actions taken by the officers, along with proportionality of force used



in relation to the level of resistance encountered.

DECISION POINT 2

Question 1: As the responding supervisor who just arrived at the hospital, describe in detail what you would do next.

- Introduce myself and explain why I am there.
- Pay attention to the power dynamics of the situation, work to build trust and mitigate bias.
- Ensure the suspect has been read their Miranda rights and informed about the nature of the interrogation/interview.
- Ask open-ended questions and use active listening skills.
- Isolate certain details the suspect has touched on and ask them to expand. Ask about any details you may have received from the officer and see where there is consensus and differences.
- Ensure there is clarity in the suspect's statement.

Question 2: Using the LATES factors, what cues and information from the video do you recall and what is their significance?

- Legal
 - Ensure the suspect has been advised of their rights
- Administrative
 - Determine where the statement from the officer and the statement from the suspect diverge. Isolate differences in the statements and investigate.
 - Determine what level of force was alleged to have been used – suspect reports pointing of the gun, standing on neck, punching.



- Determine if the OIC of IA needs to be involved in the investigation.
- **Tactical**
 - Determine what type force was used – strikes and what part of the body?
 - What were the suspect’s actions?
- **Ethical**
 - Major inconsistencies between officer’s and suspect’s statements raise red flag of possible untruthfulness.
- **Social**
 - Suspect is a young black male under arrest and handcuffed to a gurney. Ensure proper use of procedural justice and verbal skills to establish rapport and strengthen the integrity and fairness of the investigation, as well as give confidence and assurance to the suspect.

Question 3: What do you know at this point in the situation? What kind of information do you need to know next?

- IA needs to be notified that the suspect alleged the officer put his foot on his throat.
- Ask the suspect if/where they sustained injuries.
- We know there are diverging statements from the officer and suspect regarding the type of force used.
- Need a good preliminary interview with the suspect.
- Obtain and review BWC footage.

Question 4: As the supervisor handling this situation, what problems have you identified at this point?

- There is an allegation of Level III excessive force.



- **Conflicting statements from primary officer and suspect.**
- **Potential violations of de-escalation policies and procedures.**
- **Tactical errors: examples include not waiting for backup, unsafe firearm use.**
- **Potential deficiencies in policies, performance, and/or training.**

DECISION POINT 2 EXPERT FEEDBACK

- **Ensure Miranda has been issued according to CDP policy and procedure**
- **Interview the subject for complaints of injury resulting from the Use of Force**
- **Advise the subject that the interview pertains only to the use of force and not to any underlying alleged crime and that the subject need not answer questions**
- **Conduct a complete, thorough, and bias-free investigation of the use of force incident**
- **Ensure there are no objective signs of bias**
- **Adhere to procedural justice standards (Voice, Neutrality, Respect, and Trustworthiness)**
- **Build rapport, establish trust, correct any misunderstandings or mistakes, create lasting positive effects.**
- **Ensure that the evidence technician took photographs of the subject who is injured.**
- **Verify that involved officers have begun BlueTeam report process.**
- **Ensure that all evidence related to the use of force incident is preserved and handled and processed according to the CDP policy and procedure.**

DECISION POINT 3



Question 1: Now imagine you are the responding officer. Describe in detail what you would do next.

- Give the full address for the house along with a description to responding officers.
- Call for backup.
- Monitor the trashcan from a distance in a safe position with cover.
- Attempt to de-escalate
- Ask the homeowner to step inside the house and make sure the surrounding area is secure.

Question 2: Using the LATES factors, what cues and information from the video do you recall and what is their significance?

- Legal
 - Need to determine if the suspect should be chased alone or wait for partner/backup. What is the offense?
 - Discuss officer created jeopardy
- Administrative
 - Balancing test: does the pursuit of this individual outweigh danger to the officer or public safety?
 - Is chasing the suspect within policy? What is the reason to chase?
 - If suspect has a warrant, what is it for? Is it active? How do we get this information as quickly as possible?
 - Is the suspect a danger to the victim or the community?
- Tactical
 - Officer needs to find cover, wait for backup, attempt to use de-escalation skills if possible before directly engaging.



- Ensure you have identified yourself as a Cleveland Police Officer and given lawful commands for the suspect to stop.
- Officer needs to slow the scenario down, find cover, wait for backup, and attempt to use de-escalation skills before directly engaging.
- Ensure you have the correct address for backup and ask the homeowner to step inside the house so they are safe.
- Ethical
 - Is it the right thing to do to pursue this individual?
 - Sanctity of life considerations – safety of the officer, the suspect, and the witness.
- Social
 - Slow the scenario down, wait for backup.
 - Public safety consideration.
 - Balancing ego and training.

Question 3: What do you know at this point in the situation? What kind of information do you need to know next?

- There as a call for service – complaint was domestic violence
- You run the suspect's name in the computer, and he has an active warrant and is possible armed and dangerous.
- Upon seeing the police, the suspect immediately flees and is attempting to hide from you.
- You have located the suspect and he is in the garbage can.
- You need to determine your exact location and determine how close your backup is.
- Formulate a plan with backup on how you want to approach the trash can, communicate with backup and work together.



- **Try and determine from witness if suspect is armed or if there are more suspects in the area.**

DECISION POINT 3 EXPERT FEEDBACK

This decision-point illustrates the many complex challenges of foot pursuits. By asking you as a CDP leader to complete this decision-point from the perspective of a responding patrol officer, we are trying to build an expert consensus on how CDP officers should handle situations like this. We also want to build expert consensus on what CDP field supervisors should do to reinforce best practices related to foot pursuits, including when to initiate them and when to avoid or terminate them. In addition to posing serious risks to officer and public safety, foot pursuits pose legal, policy, ethical, and social challenges. For every foot pursuit, officers must weigh the benefits of chasing someone against the risks of doing so. We must also build consensus within CDP on how to handle the conclusion of foot pursuits, which as you know is exceptionally dangerous due to the high levels of physical, mental, and emotional stress of both officers and community members. In addition to officers weighing the benefits of chasing someone against the risks of doing so, supervisors should also weigh allowing officers to chase due to the immediate need for apprehension and severity of crime versus the high potential for injury associated with foot pursuits.

DECISION POINT 4

Question 1: Now imagine you are the responding officer. Describe in detail what you would do next.

- **Assume custody of the suspect and secure them from the primary officer, per duty to intervene.**
- **Separate primary officer and suspect.**



- Determine if the primary officer or suspect are injured and if the medical unit is needed.
- De-escalate and diffuse the situation for everybody involved.
- Call for a supervisor.
- Responding officers need to accurately report their observations when they arrived on scene. Be transparent about the force used and actions taken.

Follow up question: Suppose you are the responding Sergeant and you've spoken to the involved officer, the officers on the scene, and now you've watched the video. What would you think?

- You would see that more was happening on scene than was reported to you.
- Determine who you need to talk to for more information. Expect honesty. Hold officers accountable.

Question 2: Using the LATES factors, what cues and information from the video do you recall and what is their significance?

- Legal
 - Created legal jeopardy by going up to the trashcan alone.
 - Suspect appeared compliant before any force was used.
 - Excessive force was used and you used force while they were handcuffed.
- Administrative
 - Use of force were not reported accurately.
 - Force used doesn't fit the policy of being necessary and proportional.
- Tactical



- Putting your foot on a suspect with your weapon out gives the suspect the ability to grab your gun –poor tactics.
- Ethical
 - The officer was deceptive about what happened during the incident.
- Social
 - Responding officers were not entirely truthful about what they saw the primary officer do on-scene.
 - Officers have a duty to intervene if an officer is using excessive.
 - Deceitfulness and untruthfulness leads to a lack of external trust by the community for CDP and LE as a whole.

Question 3: From the perspective of the Sergeant after reviewing the video, what do you know at this point in the situation? What kind of information do you need to know next?

- You’ve viewed the video and taken the officer’s statement and know that there is unreported force.
- If the unreported force is a level 3 or higher it should be immediately reported to IA.

Question 4: Now put yourself back in the role of the investigating supervisor. Suppose you had watched this video after interviewing the involved officer. What would you do next?

- You would see that more was happening on scene than was reported to you.
- Determine who you need to talk to for more information. Expect honesty and hold officers accountable.



- Need to notify internal affairs that the suspect was shoved into the back of the patrol car while handcuffed.
- Need to notify IA about the force observed in the video that was not reported by the involved officers.
- After seeing level 3 force being used and not reported (foot on throat) supervisor is required to notify IA and cease their investigation so IA can investigate.

Question 5: Rate the primary officer's performance on the following factors

- Consensus among the CDP expert panel was to rank the primary officer as a "1" on all questions.
- Was not professional or respectful, did not attempt to gain voluntary compliance – rushed toward the garbage can without backup, creating an unnecessary risk to himself and the suspect, profanely scream orders, did not wait for suspect to comply and tipped the can over, pulled suspect out by his hair, used excessive force, did not explain the reason for the stop, said one thing on scene and another to the supervisor, didn't listen to the suspect's concerns or give him time to voice his concerns.

DECISION POINT 4 EXPERT FEEDBACK

- Consensus among the CDP expert panel was to rank the primary officer as a "1" on all questions.
- Primary officer was not respectful, did not attempt to gain voluntary compliance –rushed toward the garbage can without backup creating an unnecessary risk to himself and the suspect, profanely screamed orders, did not wait for suspect to comply and tipped the can over, pulled suspect out by his hair, used excessive force, did not explain



the reason for the stop, said one thing on scene and another to the supervisor, didn't listen to the suspect's concerns or give him time to voice his concerns.

MODULE 1 SCENARIO DISCUSSION

The scenario in this LDE illustrates the critical role of supervisors in post-incident response to Level III uses of force events. The video highlights the challenges that CDP leaders face during the initial moments of arriving on scene as they try to determine what occurred, as well as take effective control of the scene. The LATES factors provide a useful way to understand how every event involves a complex, intersecting set of legal, administrative, tactical, ethical, and social considerations. Responding supervisors must quickly and accurately assess the LATES factors, and be prepared to make appropriate adaptive decisions in response to changing factors and circumstances.

As supervisors work to handle the scene, their words, decisions, and actions will create a “ripple effect” that impacts both internal (CDP) and external (community) trust. There will always be a ripple effect, whether you think about it or not. Effective leaders are always mindful of the “ripple effect,” and apply the 5 E’s to ensure to the greatest extent possible that it is positive rather than negative.

In this scenario, there were numerous unnecessary and avoidable missed opportunities to create a positive ripple effect and support the success of CDP’s mission. Brief self-reflection on each of the 5 E’s reveals this in closer detail:



<p>Empower – the officers were empowered to act but were not given sufficient supervisory guidance and support on meeting their objectives. Empowering is more than delegating: it requires active leadership.</p> <p>Expect – do you think that the supervisor in this situation had high or low expectations of the officers on the scene? Why or why not?</p> <p>Entrust – do you think the supervisor in this situation actually believed everything that the primary officer reported to him? Why or why not?</p> <p>Enact – did the supervisor in this situation take sufficient deliberate action to ensure that the incident would be appropriately, fairly, and lawfully resolved?</p> <p>Evaluate – how could the supervision here have taken further and more rigorous steps to evaluate the situation and its effects?</p>		
Lunch		1 hour 1200-1300
Module 2: Responding to crisis intervention, utilizing resources and de-escalation strategies to mitigate force View LDE 2 video in Patrol Expert, stopping at each decision point to discuss the most important legal, administrative, tactical, ethical, and social (LATES) issues and challenges CDP officers and leadership must address to successfully resolve the situation.		2 hours 1300-1515 15 minute break during this block
Break		15 mins



Review Exercise Quiz on the 5 E's, discussion about how they applied in the Module 1 and 2 videos		45 mins 1515 -1600
DAY 2		
Module 3: Responding to Supervisor Use of Force View LDE 3 video in Patrol Expert, stopping at each decision point for the participants to write down the LATES issues and challenges. (Another option would be to have them in groups and assign one factor to each group)		2 hours 0800-1000
Break		15 mins 1000-1015
Module 4: Use of Deadly Force Response View LDE 4 video from Patrol Expert, stopping at each decision point for the participants to write down the LATES issues and challenges, then lead a discussion on their responses.		2 hours 1015-1215
Lunch		1 hour 1215-1315
Capstone Exercise Scenario: you are the leader reviewing this situation. How would you respond? Justify your response using 5 E's of leadership, and the LATES issues and challenges.		1 hour 1315-1415
Break		15 mins 1415-1430
Conclusion Roundtable discussion:		30 mins 1430-1500



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| <ul style="list-style-type: none">• What are the three most important things you have learned from this class?• What are three steps you can immediately take to implement concepts and material from this class?• What do you predict will be the greatest hurdles to developing leadership expertise at CDP?• What should we do to prevent these problems?• What would you like to see in future leader development training? | | |
| Evaluations and Closing Q&A | | |