THE PRINCIPLED LEADER

The Philadelphia Sheriff’s Office Training is designed to enhance the current knowledge and skills of the command staff for this specific agency. Nine principles—espoused by high performing corporations, government sectors and non-profit organizations—were selected based on the needs of the Sheriff's Office. Each principle serves as the foundation from which to deliver training in various areas, including critical thinking; legal analysis; use of force; power and authority; sound supervisor practices; constitutional policing; community and problem-solving policing; diversity, equity and inclusion; decision making; and others.

Principle 1. **Principled Leaders communicate a shared vision**
Deputies are leaders at all levels and must have the capacity to clearly communicate to everyone, the agency’s vision – both within the organization and to the community.

Principle 2. **Principled Leaders embody excellence.**
Deputies as leaders take responsibility, hold themselves accountable and do not make excuses for badly executed operations and outcomes. Leaders inspire and lead by example, and they operate with integrity and moral character. Leaders understand and communicate the purpose and value of the Chain of Command structure in a paramilitary organization.

Principle 3. **Principled Leaders embrace humane and constitutional practices.**
Principled Leaders understand state and federal laws that protect arrestees, prisoners, and citizens. Deputies understand the full scope of their power and authority and its impact on the quality of life for everyone in the agency, in the community and self.

Principle 4. **Principled Leaders use authority, power, and force responsibly.**
Unlike any other civilian agent, deputies have at their discretion, enormous amounts of power and authority to protect or deprive citizens of their freedom, and even their lives. Deputy leaders must use power and authority judiciously and ethically – always aiming to secure public trust and safety.
Principle 5. **Principled Leaders relate constructively to people.**
Leaders understand the importance of constructive, interpersonal communications characterized by empathy, compassion, mutual respect, and concern. It also requires law enforcement establish clear boundaries with the goals of building trust and respect matters productively.

Principle 6. **Principled Leaders understand the communities they serve.**
It is critical that deputies understand the human terrain on which they execute ethical leadership and constitutional practices. Every neighborhood is unique – the way people interact with one another, a collective sense of social order, and an array of social and economic needs. The principled deputy celebrates and protects these nuances and is a respected part of each neighborhood they serve.

Principle 7. **Principled Leaders are exceptional decision makers.**
Leaders examine the whole picture, the larger issue before deciding. A decision is less effective when it is made in a vacuum or based upon limited information or on personal interests. When deputies are well informed, have confidence, and understand the vision and mission of their agency, they are fully equipped to make sound, useful decisions.

Principle 8. **Principled Leaders manage conflict and build collaborations.**
Conflicts in agencies can appear in many ways, including insults, arguments, unhealed competition, bullying, and noncooperation, personality clashes – all of which can lead to a decrease in productivity, low morale, and poor community relations. Deputy Leaders need to foster a creative atmosphere and teamwork, while proactively addressing and harnessing conflict; and building cohesiveness.

Principle 9. **Principled Leaders take care of their physical and mental wellness and encourage others to do the same.**
From disturbing crime scenes to emotional victims, Deputy Leaders acknowledge the hard and constant stress associated with law enforcement. They eagerly make concerted efforts to reduce anxiety for themselves, as well as for others. Leaders seek an array of methods to successfully respond to trauma, to reduce personal strain and stress in the agency.
THE PRINCIPLED LEADER SUPERVISORS TRAINING

TRAINING DESCRIPTIONS AND OBJECTIVES

Over the course of this training, participants will examine legal and policing concepts, theories, and practices that are specific to law enforcement. Each day, participants explore three critical principles that will lend to their current expertise and propel them to higher levels of efficiency and excellence as supervisors and managers in the Sheriff's Office.

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**Principle 1. Principled Leaders communicate a shared vision**

Deputies are leaders at all levels and must have the capacity to clearly communicate to everyone, the agency's vision – both within the organization and to the community.

A. Explain the benefits of an agency having a mission and vision.
B. Review the agency's mission.
C. Hear from and examine Sheriff Bilal's vision for the agency.
D. Identify related agency policies and procedures.
E. Explore new components to update the agency's mission and vision.
F. Differentiate between a manager and a leader.
G. Introduce every day, decision-making practices for a Principled Leader

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**Principle 2. Principled Leaders embody excellence.**

Deputies as leaders take responsibility, hold themselves accountable and do not make excuses for badly executed operations and outcomes. Leaders inspire and lead by example, and they operate with integrity and moral character. Leaders understand and communicate the purpose and value of the Chain of Command structure in a paramilitary organization.

A. Examine what leadership looks like at various levels in the agency.
B. Identify language to encourage and help build confidence in others.
C. Outline strategies to build and exhibit resilience against challenges.
D. Outline communication strategies to properly inform citizens and build public confidence in the Sheriff's department.
E. Evaluate when and how to share information about employees engaging in corruption, unethical conduct, or who are underperforming to the detriment of the agency and public trust.
F. Examine how the Sheriff's fraternity can impede or build an ethical culture in the agency.
G. Define the role of a leader to build healthy and positive community relations.

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**Principle 3. Principled Leaders embrace humane and constitutional practices.**

Principled Leaders understand state and federal laws that protect arrestees,
prisoners, and citizens. Deputies understand the full scope of their power and authority and its impact on the quality of life for everyone in the agency, in the community and self.

A. Examine the meaning of constitutional law enforcement – specifically within the full scope of the Sheriff’s Office authority.
B. Appraise the legitimacy of the Philadelphia Sheriff’s Office as perceived by citizens and the Sheriff’s deputy force.
C. Identify measures to improve the citizen’s perceptions of legitimacy.
D. Communicate ways to protect the civil rights of people being served.
E. Describe the impact of “lack of candor” in investigations, testimony, and public perception.

**Principle 4. Principled Leaders use authority, power, and force responsibly.**

Unlike any other civilian agent, deputies have at their discretion, enormous amounts of power and authority to protect or deprive citizens of their freedom, and even their lives. Deputy leaders must use power and authority judiciously and ethically – always aiming to secure public trust and safety.

A. Examine due process afforded to all U.S. citizens and others entering the country.
B. Evaluate the agency’s “Use of Force” continuum.
C. Conduct assessments of communities.
D. Demonstrate effective physical and verbal de-escalation techniques.
E. Summarize procedures for the “Chain of Custody” protocol.
F. Explain the importance of “Chain of Custody” for legal proceedings.
G. Describe the ethical purpose of the “Chain of Custody” protocol.

**Principle 5. Principled Leaders relate constructively to people.**

Leaders understand the importance of constructive, interpersonal communications. It is characterized by empathy, compassion, mutual respect, and concern. It also requires that law enforcement establish clear boundaries with the goals of building trust and resolving matters productively.

A. Apply skills that ensure a clear exchange of communications between deputies, supervisors and with the community.
B. Describe the value of transparency in communications.
C. Describe components of a healthy agency culture - free from bias, ridicule, hostility, and disrespect.
D. Identify sexual harassment and how to address violations in the workplace.
E. Identify indicators of Drug and Alcohol Abuse in the workplace.
F. Outline procedures for addressing violation of drug and alcohol use in the workplace.
G. Review policies and procedures on accessing the Employment Assistance Program.
H. Identify ways to ensure professional, off-duty behaviors.
I. Explain morale and its impact on law enforcement efficiency.
J. Explore individual and agency motivations that lend to public trust.
K. Explore individual and agency motivations that lend to employee commitment.
Principle 6. **Principled Leaders understand the communities they serve.**
It is critical that deputies understand the human terrain on which they execute ethical leadership and constitutional practices. Every neighborhood is unique – the way people interact with one another, a collective sense of social order, and an array of social and economic needs. The principled deputy celebrates and protects these nuances and remains a respected part of each neighborhood they serve.

A. Examine the diverse communities of Philadelphia.
B. Explore the diversity within the agency and the advantages it presents to its operations.
C. Describe how diversity, equity and inclusion interface with day-to-day operations and relationships with the community.
D. Identify a framework to develop an effective community policing plan for the Philadelphia Sheriff's Office.

Principle 7. **Principled Leaders are exceptional decision makers.**
Leaders examine the whole picture, the larger issue before deciding. A decision is least effective when it is made in a vacuum or based upon limited information or on personal interests. When deputies are well informed, have confidence, and understand the values and mission of their agency, they are fully equipped to make sound, useful decisions.

A. Identify the common, critical decisions that law enforcement makes on a daily basis.
B. Explain how to make the right decisions for the right reasons.
C. Identify the needs of the community that dictate certain decisions.
D. Explain how every decision has a person attached to it.

Principle 8. **Principled Leaders manage conflict and build collaborations.**
Conflicts in agencies can appear in many ways, including insults, arguments, unhealthy competition, bullying, and noncooperation, personality clashes – all of which can lead to decrease in productivity, low morale, and poor community relations. Deputy Leaders seek to foster a creative atmosphere and teamwork, while proactively addressing and harnessing conflict; and building cohesiveness.

A. Identify the symptoms of internal agency conflict.
B. Identify ways to resolve internal conflict for long-term impact.
C. Describe ways to create a work culture that quickly identifies internal conflict and one that supports healthy resolution.
D. Identify techniques to give and receive positive feedback between deputies and supervisors.
E. Recognize the strengths of deputies to innovate and build the agency.
F. Examine cross-cultural communications and collaboration.
G. Examine diversity, equity, and inclusion as it pertains to public safety management.
Principle 9. **Principled Leaders take care of their physical and mental wellness and encourage others to do the same.**

From disturbing crime scenes to emotional victims, Deputy Leaders acknowledge the real and constant stress associated with law enforcement. They eagerly make concerted efforts to reduce anxiety for themselves, as well as for others. Leaders seek an array of methods to successfully respond to trauma, to reduce personal strain and stress in the agency.

A. Examine the impact of stress on the individual and families.
B. Describe the impact of stress on decision making.
C. Identify critical components of deputy wellness and resilience.
D. Identify the warning signs of severe stress or mental health issues.
E. Demonstrate how to communicate stresses to family, friends, fellow officers, and supervisors.
F. Explore eating habits that help or hinder mental health, clarity, and effective performance.
PRINCIPLE 1

Principled Leaders communicate a shared vision
Concepts of Principle 1

1. Vision: A clearly stated description of the agency, as seen in its ideal state—
   including its greatest purpose, ethical principles, code of ethics.

2. Value: Concepts, principles, beliefs most important and meaningful to the
   organization in order to effectively accomplish its mission and objectives.

3. Communication: To effectively convey an idea by using one of several types
   of communications: written, verbal, and non-verbal.

4. Community: A group of people, usually sharing the same geographic space and or
   similar values, socio-economic, ethnic, cultural characteristics.

5. Organizational Structure: A system of roles, responsibilities, functions, hierarchy
   of authority, and operations that are dependent and interdependent of one another—
   designed to effectively accomplish the purpose, mission, and objectives of the
   organization.

6. Mission: Defines the agency by its purpose, the product or service it generates; who
   are the agency’s primary customers and stakeholders; and the quality by which the
   agency and its employees perform.

7. Chain of Command: A hierarchy of authority — establishing levels of responsibility,
   accountability; and decision-making powers.

Characteristics and traits of principled leaders in law enforcement:

1. Reliable: Produces the same quality of work repeatedly; dependability

2. Consistent: Uses the same framework of thinking repeatedly

3. Flexible: Able to readjust to effectively respond to various situations

4. Inspirational: Encourage other people to lead, to be better

5. Proactive: Creating or controlling a situation by causing something to
   happen rather than responding to it after it has happened.

6. Accountable: Understands their responsibilities and when errors are made.

7. Integrity: Truthful, honorable, honest, trustworthy

8. Aware of Principles: Know what is important and what is meaningful
## Comparative Analysis Between Decision Makers

<table>
<thead>
<tr>
<th>Category</th>
<th>Principled Leader</th>
<th>Effective Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making decisions in culturally diverse communities.</td>
<td>Thinks in terms of equality and equity needs; and what is suitable for the various populations in a community.</td>
<td>Ensures that policies and procedures, SOPs, regulations, etc. are consistently followed for all people within a community regardless of its diverse characteristics.</td>
</tr>
<tr>
<td>2. Conducting a &quot;cost-benefit analysis&quot; for the agency and for day-to-day operations.</td>
<td>Examines long and short-term operational goals; and selects the use of finance that renders the best outcome.</td>
<td>Effectively uses the finances allocated for a specific operation; makes every effort to avoid waste.</td>
</tr>
<tr>
<td>3. Deciding how to effectively respond to the &quot;Chain of Command.&quot;</td>
<td>Respectfully observes, utilizes, and effectively consults with upper command staff; confident in making decisions outside of the boundaries of their rank of responsibilities when needed.</td>
<td>Respectfully observes, utilizes, and effectively adheres to decisions made by upper command staff; efficiently operates in their rank of responsibility.</td>
</tr>
<tr>
<td>4. Decision-making and communications.</td>
<td>Effectively conveys ideas, consistent with policies, procedures, plans, SOPs, etc.; sets a bar of excellence and through communications, inspires others to seek a higher level of performance.</td>
<td>Effectively conveys ideas, consistent with policies, procedures, plans, SOPs, etc.</td>
</tr>
</tbody>
</table>

## Case Study: Orange County California Sheriff's Department

"An internal investigation conducted two years ago by the Orange County Sheriff's Department, the findings of which were not made public at the time, uncovered systematic mishandling of evidence. Deputies are required to turn in evidence at the end of their shift, but the audit found that more than 70% of them failed to do so. Instead, officers frequently waited days, weeks or even months to submit key evidence, including seized drugs, cash, photos, and videos pertaining to criminal cases. According to the report obtained from the Orange County public defender's office by NPR, nearly a third of evidence collected between February 2016 to February 2018, which included more than 98,000 department records, was submitted after the department's..."
mandated end-of-shift deadline. On average, deputies delayed booking evidence for 3 1/2 days. Additionally, 27% of deputies had held on to evidence for 31 days or longer. In some cases, they never submitted any evidence at all, even when they said they had.”

Additional Principled Leader concepts:

A. **Leadership with 2020 Vision: Seeing the World Through the Eyes of Others**
   Leaders closely examine the interests and needs of others to help assess a situation; and to make effective, meaningful decisions.

B. **Leadership and the Duty to Intervene:**
   Law enforcement officers have a legal and moral obligation to prevent, alter or stop any other member of law enforcement - whether verbally or physically - from conducting any act that is unethical, or that violates law, regulations, or policy.

C. **Leadership's Duty to Physical and Mental Fitness**
   Principled Leaders recognize the importance of maintaining a level of physical and mental wellness. They remain diligent about proper dieting, exercising, and maintaining a healthy emotional and psychological state.

**Sir Robert Peel's Principles of Law Enforcement (1829):**

1. To prevent crime and disorder, as an alternative to their repression by military force and severity of legal punishment.

2. To recognize always that the power of the police to fulfill their functions and duties is dependent on public approval of their existence, actions, and behavior, and on their ability to secure and maintain public respect.

3. To recognize always that to secure and maintain the respect and approval of the public means also the securing of the willing cooperation of the public in the task of securing observance of laws.

4. To recognize always that the extent to which the cooperation of the public can be secured diminishes proportionately the necessity of the use of physical force and compulsion for achieving police objectives.

5. To seek and preserve public favor, not by pandering to public opinion, but by constantly demonstrating absolute impartial service to law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws, by ready offering of individual service and friendship to all members of the public without regard to their wealth or social standing, by ready exercise of courtesy and friendly good humor, and by ready offering of individual sacrifice in protecting and preserving life.

6. To use physical force only when the exercise of persuasion, advice and warning is found to be insufficient to obtain public cooperation to an extent necessary to secure observance of law or
PRINCIPLE 2

*Principled Leaders embody excellence.*
### Ways to use resilience against barriers and to achieve excellence

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>RESILIENCE AGAINST CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Influences</td>
<td>Follow policies, regulations, and guidelines; remain consistent in your duty and performance regardless of political trends and challenges.</td>
</tr>
<tr>
<td>Budget Constraints</td>
<td>Inform hierarchy about needs; inform hierarchy what is critical to performing duties; perform based on agency priorities.</td>
</tr>
<tr>
<td>Crime Trends</td>
<td>Read, analyze criminological books, professional journals, academic articles, research-based practices; shift paradigms; make suggestions to hierarchy according to new knowledge and understanding.</td>
</tr>
<tr>
<td>Lack of Communication</td>
<td>Communicate more clearly up and down the chain-of-command; Communication should be deliberate about what is said, how it is said; and the purpose for which it is said. An agency cannot move forward with chaotic communication.</td>
</tr>
<tr>
<td>Resistance to change</td>
<td>Where possible, implement change in stages; reassure the value of officers/staff toward a successful transition; support and reward successes – incremental and large successes; implement a plan with the least amount of confusion and specific instructions on how to move forward.</td>
</tr>
<tr>
<td>Punitive/Dismissive Culture</td>
<td>Look for successes; use counseling and coaching; implement a progressive disciplinary process; aim to correct behavior; make certain policies are understood; use the least amount of discipline necessary to correct behavior.</td>
</tr>
<tr>
<td>Naysayers</td>
<td>Use the influence of the team to discourage pessimism; offer naysayers an opportunity to lead; listen because they may have legitimate concerns; always ask naysayers to offer alternative ideas, plans, solutions.</td>
</tr>
</tbody>
</table>
Concepts of Principle 2

1. **Accountability**: is answerability, the expectation of account-giving for an action, or for a decision made, holding someone or self-responsibility for the outcome of a decision made or for conduct.

2. **Character**: emotional, psychological, intellectual traits, qualities, aspects of an individual – reflected in behavior and in relationship to other people or the environment. Characters are often categorized as good, bad, moral, immoral, reputable, etc.

3. **Inspire**: to arouse, encourage, motivate someone to think, feel and act in an improved, more significant way; encourages other people to lead, to be better

4. **Integrity**: quality of being honest, trustworthy, ethical, principled; doing the right thing in all circumstances; truthful, honorable, trustworthy

5. **Morality**: Thinking, feeling and behavior representative of what is right versus what is wrong, good verses bad.

6. **Responsibility**: an accepted duty and performing the duty according to a specific standard or expectation.

Internal and External challenges that impede excellence

**External Challenges**

1. **Political influences** that lend to instability
2. **Budget constraints and ambiguity** that leads to uncertainty
3. **Crime trends** that require operational flexibility

**Internal Challenges**

1. **Lack of communications** that send mix messages or no direction
2. **Resistance to change** that requires a higher level of performance
3. **Punitive/Dismissive Culture** that does not allow creativity
4. **Naysayers** have negative attitudes with the intent to sabotage progress
“Confidence in Law Enforcement by Demographics”

Source: Figure taken from Jim Norman, “Confidence in Police Back at Historical Average.” Gallup, July 10, 2017.

Confidence in the police varies by race/ethnicity, political ideology, and age (see Table 1). Whites were more likely to say that they have a “great deal” or “quite a lot” of confidence in the police than Hispanics and blacks. In addition, whites’ confidence in the police has increased while that of Hispanics and blacks has decreased. Variability in confidence is also evidenced among people who identify as conservative, moderate, and liberal. Conservatives are more likely than liberals and moderates to have confidence in the police, and their confidence has increased in recent years while that of moderates and liberals has decreased. In addition, a smaller proportion of people age 18-34 said they were confident in the police compared to people age 35-54 and people 55 and older, with the 55 and older group having the greatest proportion of people saying that they had a “great deal” or “quite a lot” of confidence in the police.

Table 1. Confidence in the Police, by Demographic Group
Percentage who have a “great deal” or “quite a lot” of confidence in the police

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>2012-2014</th>
<th>2015-2017</th>
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<tbody>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>45%</td>
</tr>
<tr>
<td>Black</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td><strong>Political Ideology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal</td>
<td>51%</td>
<td>39%</td>
</tr>
<tr>
<td>Moderate</td>
<td>56%</td>
<td>53%</td>
</tr>
<tr>
<td>Conservative</td>
<td>59%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Evidence from the community that reflects confidence, trust, and positive regard for law enforcement:

1. Greater cooperation and assistance in investigations by citizens
2. Greater participation in community-law enforcement problem-solving and planning
3. More citizen compliance to direction and orders from deputies
4. Quicker response when requesting assistance from the public
Strategic Communication between the agency and the public improves agency efficiency and community relations:

1. **Strategic Communication** is the planned and deliberate manner in which the agency conveys to and receives information from the public for specific purposes that benefit both the agency's objectives, the safety of the public, and interests of key stakeholders:

   **Communication under Basic Protocols**

   establishes a routine way information is shared to the general public on common incidences, i.e., there is usually an appointed public relations officer or point-person, specific language is used or avoided, consistency of information, involves deciding what information needs to be shared.

   **Flexible Fluid Communications**

   The information may change depending upon the shifting and progression of a specific event – generally high-profile. There may be different point-persons used based on their expertise to communicate on very specific aspects of the incident.

   **General, Community-level Communications**

   Focuses on the way in which officers describe policing priorities and approaches to citizens; engages citizens on planning, problem-solving and builds partnerships, cooperation; listen to citizens and explain to citizens why certain actions are taken.

2. **Strategic Communication Objectives**

   The issue and the community being communicated to will dictate the type of strategic communications used and the expected objectives of the communication. In general, however, there are several key objectives regardless of the strategy selected that will reflect excellence. For example:

   **Transparency:** provide information without compromising the integrity of the case, or the legal parameters to successfully prosecute a case, i.e., if something cannot be said, explain why; if something will change, explain why.

   **Consistency:** the way in which communication is delivered is important. Citizens and stakeholders should be able to depend on a reliable message that is verifiable through a number of sources; and messages are delivered similarly, repeatedly. Similar incidents or issues are communicated about in the same way.

   **Objectivity:** information should be free of personal bias. If offered, speculation should be immediately identified as such.

   **Reliability:** Do what you say you are going to do.

   **Code of Care:** Relay a genuine interest in the safety and care of the communities and individuals being served. A Code of Care humanizes the experience between communities and the agency.
National Fraternal Order of Police Oath

To support and defend the Constitution of the United States; to inculcate loyalty and allegiance to the United States of America; to promote and foster the enforcement of law and order; to improve the individual and collective proficiency of our members in the performance of their duties; to encourage fraternal, educational, charitable and social activities among law enforcement officers; to advocate and strive for uniform application of the civil service merit system for appointment and promotion; to support the improvement of the standard of living and working conditions of the law enforcement profession through every legal and ethical means available; to create and maintain tradition of esprit de corps insuring fidelity to duty under all conditions and circumstances; to cultivate a spirit of fraternalism and mutual helpfulness among our members and the people we serve; to increase the efficiency of the law enforcement profession and thus more firmly to establish the confidence of the public in the service dedicated to the protection of life and property.

The Effects of Bad Policing on Public Trust, Confidence, and Positive Regard.

**Misconduct** is the act of an officer that is in violation of policy and procedures, guidelines, directives, or the law.

**Corruption** generally refers to an operation involving more than one officer – acting in concert with one another – engaging in violations of policy and procedure, guidelines, directives, or the law for the benefit of the officers. Corruption is protected by an agency subculture and by others to ensure its success or to uphold a fraternal code.

**Misleasance** is the act of committing a violation

**Malfeasance** is knowingly committing a criminal act through one’s official capacity.

**Nonfeasance** is demonstrated failure to do what is required

**Deliberate Indifference** is inaction by an official

**Duty to Intervene**

Progressive law enforcement policies declare that law enforcement officers have a duty to intervene. A duty to intervene, or "peer intervention" means that if an officer anticipates or observes the unreasonable, unnecessary, or disproportionate use of force by another officer (unethical behavior or misconduct), the observing officer is obligated, by agency policy, to actively interfere in and stop the misconduct or unethical behavior.

**Deliberate Indifference to a Serious Medical Condition or a Substantial Risk of Harm**

Section 242 prohibits a law enforcement officer from acting with deliberate indifference to a substantial risk of harm to persons in custody. Therefore, an officer cannot deliberately ignore a serious medical condition or risk of serious harm (such as a risk that an inmate will be assaulted...
by other inmates or officers) to a person in custody. To prove deliberate indifference, the government must prove that the victim faced a substantial risk of serious harm; that the officer had actual knowledge of the risk of harm; and that the officer failed to take reasonable measures to abate it.

Failure to Intervene

An officer who purposefully allows a fellow officer to violate a victim’s Constitutional rights may be prosecuted for failure to intervene to stop the Constitutional violation. To prosecute such an officer, the government must show that the defendant officer was aware of the Constitutional violation, had an opportunity to intervene, and chose not to do so. This charge is often appropriate for supervisory officers who observe uses of excessive force without stopping them, or who actively encourage uses of excessive force but do not directly participate in them.

(United States Department of Justice: https://www.justice.gov/crt/law-enforcement-misconduct)
PRINCIPLE 3

Principled Leaders embrace humane and constitutional practices
Concepts of Principle 3:

1. Authority: entitlement, title, status, position – sanctioned by a government, law, or accepted customary practice (traditional authority). Authority without power is hollow. The Facilitator outlines types of authority according to Max Weber:

   Traditional Authority is accepted because that has traditionally been the case; its legitimacy exists because it has been accepted for a long time, i.e., British Royalty.

   Followers accept the power of charismatic authority because they are drawn to the leader’s personal qualities.

   According to Weber, power made legitimate by laws, written rules, and regulations is termed rational-legal authority. In this type of authority, power is vested in a particular rationale, system, or ideology and not necessarily in the person who implements the specifics of that doctrine.

2. Power: The ability to control or force others to comply with one’s authority, sanctioned by a government, law, or accepted, customary practices. According to Max Weber, “power is the ability to exercise one's will over others.” Exercising power without the authority may be in violation of the law.

3. Scope of Authority is the boundaries of one's authorization to perform an act on behalf of the sanctioning government, law, or acceptable customary practices; the boundaries of authorization that an agent is provided by the sanctioning government, law, or acceptable customary practices.

4. Quality of Life (QOL): Highly subjective, QOL is multidimensional and speaks to an individual’s perception of good health, welfare, happiness, opportunity, prosperity, and what is meaningful to that individual, etc. The same is perceived collectively by groups of people.

Defining constitutional policing according to the U.S. Department of Justice, Community Relations Services Division:

"Police officials are responsible for performing their various roles and responsibilities in a way that protects everyone's constitutional rights. At its most basic level, constitutional policing can be described as "legal policing." This means that policing must be conducted in accordance with the parameters set by the U.S. Constitution, state constitutions, and the many court decisions that have defined in greater detail what the text of the Constitution means in terms of the everyday practices of policing ... Public trust and cooperation are key elements of effective policing, and are lost when police engage in unconstitutional or unprofessional conduct."
Conditions, actions, etc, that impede constitutional policing:

1. An agency command subculture that engages in strategic leniency, cronyism
2. Misdirected understanding that leads officers to believe that constitutional policing impedes their ability to thoroughly investigate and make proper arrests.
3. Inadequate or no training
4. Political influences
5. Personal ethics, views, principles
6. Improper or lack of supervision
7. Undermanned units that lead to stressed officers and increased mistakes, shortcuts
8. Rewards for unconstitutional actions

Outcomes from unconstitutional policing:

1. Increased number of crime and citizen-police incidences
2. Heightened liability claims and successful law suits
3. Low number of applicants
4. Increased number of failed investigations
5. Increased case dismissals
6. Officers placed on prosecutor’s no-call-back list
7. Department of Justice Agency Investigations

Baltimore City Police Department Unconstitutional Stops, Searches and Arrests (2016 Report from the U.S. Department of Justice):

1. **BPD's Unconstitutional Stops, Searches, and Arrests** Result in Part from Its "Zero Tolerance" Enforcement Strategy The pattern of constitutional violations described below result in part from BPD's "zero tolerance" enforcement strategy, dating to the early 2000s. That strategy prioritized attempts to suppress crime by regularly stopping and searching pedestrians and arresting them on any available charges, including discretionary misdemeanor offenses.

2. In addition to impermissible Terry frisks, our investigation found many instances in which BPD officers strip-searched individuals without justification—often in public areas—subjecting them to humiliation and violating the Constitution ...Nevertheless, our investigation found that BPD officers frequently ignore these requirements and strip-search individuals prior to arrest, in public view, or both. Numerous Baltimore residents interviewed by the Justice Department recounted stories of BPD officers "jumping out" of police vehicles and strip-searching individuals on public streets. BPD has long been on notice of such allegations: in the last five years BPD has faced multiple lawsuits and more than 60 complaints alleging unlawful strip searches. In one of these incidents—memorialized in a complaint that the Department sustained—officers in BPD's Eastern District publicly strip-searched a woman following a routine traffic stop for a missing
headlight. Officers ordered the woman to exit her vehicle, remove her clothes, and stand on the sidewalk to be searched. The woman asked the male officer in charge "I really gotta take all my clothes off?" The male officer replied "yeah" and ordered a female officer to strip search the woman. The female officer then put on purple latex gloves, pulled up the woman's shirt and searched around her bra. Finding no weapons or contraband around the woman's chest, the officer then pulled down the woman's underwear and searched her anal cavity. This search again found no evidence of wrongdoing and the officers released the woman without charges. Indeed, the woman received only a repair order for her headlight. The search occurred in full view of the street, although the supervising male officer – 32 – claimed he "turned away" and did not watch the woman disrobe. After the woman filed a complaint, BPD investigators corroborated the woman's story with testimony from several witnesses and by recovering the female officer's latex gloves from the search location. Officers conducted this highly invasive search despite lacking any indication that the woman had committed a criminal offense or possessed concealed contraband. The male officer who ordered the search received only a "simple reprimand" and an instruction that he could not serve as an officer in charge until he was "properly trained."

The “Lack of Candor” and its impact on investigations, court testimony and public perception:

A. **Candor** is the quality of being open and honest in expression. It also includes frankness.

B. **Lack of Candor** amounts to untruthfulness during an investigation. It is demonstrated as placing a spin on a testimony; or intentionally leaving some facts out.

C. "**Under the FBI's standard**, candor is not simply telling the truth—it confers an obligation to disclose relevant information even if an investigator has not directly asked about it."
PRINCIPLE 4

Principled Leaders use authority, power, and force responsibly
Concepts of Principle 4:

1. Discretion: in law enforcement, discretionary power allows officers to make decisions – with some level of autonomy - about investigations, arrests, and use of force within the broad boundaries of the constitution, statutory law, and agency policy and procedures.

2. Judicious: having, exercising, or characterized by good or discriminating judgment; wise, sensible, or well-advised.

3. Ethics: norms for conduct that distinguish between acceptable and unacceptable behavior. Ethics are also examined against understandings of morality – right and wrong. All people recognize some code of ethics. However, the interpretation, and application of ethics may vary between cultures and societies. Occasionally, it is challenging to balance between professional ethics and personal values and beliefs.

4. Force: Broadly speaking, the use of force by law enforcement officers becomes necessary and is permitted under specific circumstances, such as in self-defense or in defense of another individual or group. There is no single, universally agreed-upon definition of use of force. The International Association of Chiefs of Police has described use of force as the "amount of effort required by police to compel compliance by an unwilling subject" (National Institution of Justice: Overview of Police Use of Force https://nij.ojp.gov/topics/articles/overview-police-use-force)

5. Responsibly: in a sensible and trustworthy manner related to duty, obligation, commitment; a measure of accountability

U.S. Constitutional Amendments Directly Applicable to Use of Force:

1. 4th U.S. Constitutional Amendment
   The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

2. 5th U.S. Constitutional Amendment
   No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

3. 14th U.S. Constitutional Amendment
   All persons born or naturalized in the United States, and subject to the jurisdiction
thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The federal government, and most local law enforcement agencies adopt the following standard for using force:

1. Officers should use that amount of force necessary to quell, mitigate a disturbance, make an arrest, protect themselves, or to protect others around them.

2. Officers should use an amount of force only one-degree higher than used by the violator.

The Use of Force Continuum:

is often illustrated as a line chart that demonstrates a successive sequence of police force – from least to lethal – in response to a series of responses from civilians/suspects/arrestees. There are federal recommended guidelines, along with state and local policies and procedures describing how police should employ force.
Use of Force: Tennesse v. Garner

Establishes that it is a violation of the 4th amendment for police to use deadly force on a non-violent, fleeing felon unless there is probable cause to believe that the suspect poses a significant threat of death or serious injury to the officers or others.

Use of Force: Graham v. Connor

Establishes that police officers can be held liable under the fourth amendment for excessive force under the standard of "objective reasonableness" under the 4th amendment. The "objective reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight.

How constitutional "use of force" lends to public trust, confidence, and positive regard:

1. Ensures the protections of citizens' civil rights
2. Minimizes excessive force incidents
3. Encourages witness involvement
4. Cultivates Critical Thinking
5. Encourages officers to hold one another accountable
6. Increases the success rate of investigations and prosecutions
PRINCIPLE 5

*Principled Leaders relate constructively to people*
Concepts of Principle 5:

1. **Interpersonal communications** are generally regarded as the way in which people effectively convey and receive information, thoughts, ideas, etc. between them. It includes speaking, behavior, listening, or sometimes, written communications. Interpersonal communications also involve interpreting and using non-verbal cues (eye-contact, body language, gestures) that help to provide greater insight into the message being conveyed. Most problems encountered by officers are effectively resolved through interpersonal communication skills. As such, interpersonal communication skills and Use of Force go hand-in-hand.

2. **Compassion** is a demonstration of concern for the injuries, hardships, suffering, misfortunes of others.

3. **Mutual Respect** is a demonstration of perceived value, admiration, positive regard, or importance between people. Employees – officers and staff - who feel respected, are likely to work more efficiently. Citizens who feel respected are more likely to respond positively to the agency and to individual officers.

4. **Boundaries** are psychological, emotional limits that define power and vulnerability between people. Boundaries help differentiate roles, and unacceptable behaviors in personal and professional settings. Unacceptable behavior in personal relationships, however, are not always agreed upon by the parties involved. In fact, often, boundaries are infringed when one party is unaware of an unacceptable behavior established by another. Professional Boundaries are much more universally understood between parties.

**City of Philadelphia Sexual Harassment Policy (February 2019):**

1. Sexual Harassment is defined legally as unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

   - Submission to that conduct is made explicitly or implicitly a term or condition of employment; or
   - submission to or rejection of that conduct is used as a basis for employment decisions; or
   - the conduct has the purpose or effect of interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment.

2. The City of Philadelphia has a strict policy on "Use of Technology:"

   Depending on the circumstances, the City prohibits the use of technology, both city-owned and personal, to engage in conduct prohibited by this policy. The term "technology" includes but is not limited to computers, fax, email, cell phones, instant messaging, social media, videos, or any other similar modes of transmission, including emerging or future transmission technology.
On city devices prohibited conduct includes:

- Sexting
- Harassing a coworker or work contact via electronic devices or social media,
- Displaying or transmitting pictures, jokes, videos, GIFs (Graphics Interchange Format) that are sexual in nature.
- Accessing material that is sexual in nature, regardless of whether it can be observed by another.

On personal devices prohibited conduct includes but is not limited to:

- Harassing a coworker or work contact via electronic devices or social media,
- Displaying or transmitting pictures, jokes, videos, GIFs (Graphics Interchange Format) that are sexual in nature.
- Accessing material that is sexual in nature, regardless of whether it can be observed by another.

3. The Facilitator reviews the sexual harassment policy of the agency.

4. The Facilitator explains the impact of sexual harassment, or any form of sexual misconduct in the agency:

- Decreases productivity
- Lowers job satisfaction
- Discredits the agency with the community
- May cause divisiveness in the agency.

E. Sex or sexual contact with prisoners, arrestees, persons under investigation is illegal and will likely result in administrative discipline and criminal prosecution.

Use of Social Media: A Case Study:


The Plaintiffs (The Guardian Civic League), filed among others, a complaint that: "On a regular basis, Domelights.com allows and encourages racist postings concerning African Americans and African American police officers to the internet message boards. Upon information and belief, many of these racist postings are made by white Philadelphia Police Officers while they are on and off duty, and the site is moderated and operated by white Philadelphia Police Officers while they are on and off duty, and the site is moderated and operated by white Philadelphia Police Officers while they are on and off duty. White police officers use Domelights.com at work, in front of African American Police Officers, and discuss the contents of this racist website, make jokes about it, and just simply say the word: "Domelights," which has taken on an insulting connotation because of the widely known racially offensive content on the website. The word, "Domelights" refers to the police lights on top a police vehicle, as reflected in the Domelights insignia provided below for the Court's convenience: ..."
The Supervisor’s Responsibility in identifying, responding to, and or disciplining a subordinate who displays addictive behavior, or the use of substances while at work, or under the influence of substances while at work:

A. The supervisor’s first responsibility is to the safety for officers, citizens, and people in custody and under their control. Failure to ensure a safe working environment may result in liability through vicarious liability.

Vicarious Liability

Sometimes called "imputed liability," vicarious liability is the attachment of responsibility to a person for harm or damages caused by another person in either a negligence lawsuit or criminal prosecution. Thus, an employer of an employee who injures someone through negligence while in the scope of employment (doing work for the employer) is vicariously liable for damages to the injured person (Legal Dictionary: Law.com. https://dictionary.law.com/Default.aspx?selected=2223).

B. Supervisors must immediately identify the symptoms displayed by the subordinate. The Supervisor does not necessarily have to establish a pattern of behavior before responding to the apparent behavior. In fact, the sooner the addiction or use of substance is identified, the safer for the officer, their fellow officers, the agency and the community.

C. If the supervisor suspects that an officer/staff is under the influence, the subordinate should be immediately removed (temporarily) from duty until such time an investigation can be conducted.

D. If the supervisor suspects that an officer’s decision-making, critical thinking skills and performance is being impacted by substance use (i.e., hang over, use afterwork) then the supervisor should immediately remove the subordinate from duty until such time an investigation can be conducted.

E. When appropriate, the supervisor must adhere to agency policies and procedures regarding subordinate counseling, EAP referral, and or disciplinary action.

Employee Assistance Program:

A. An employee assistance plan, also known as an employee assistance program (EAP), is a work-based program that offers employees assistance in resolving work-related and/or personal problems that could negatively impact their work performance.

B. Review Agency Policy with participants.
PRINCIPLE 6

*Principled Leaders understand the communities they serve.*
Concepts of Principle 6:

1. **Human Terrain**: the manner in which groups of people communicate with one another; their values and belief systems; the complex ways in which people interact with one another regarding conflicts, cooperation, physical distancing, and collaboration. Knowing socio-cultural information about groups of people is paramount to success as a law enforcement officer.

2. **Neighborhood** is a geographical area defined by bordering streets in which a group of people reside – usually with similar socio-economic and educational features. By comparison, a **community** is not necessarily defined by boundaries. Communities are defined by the way a group of people collectively – whether passively or actively – engage in actions to construct or improve conditions that secure a quality of life for them. Whether the community is rallying for resources to build a school, supporting local businesses, or creating ways to ensure the safety of people.

3. **A Collective Sense of Social Order**: The behaviors that are deemed acceptable by a group of people necessary to ensure the union, productivity, and harmony of the group. It also includes the unacceptable behaviors counterproductive to social order and the sanctions applied when social order is violated.

Diversity, Equity, and Inclusion:

1. **Diversity**: Individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in [an agency, its operations, and community relations].
   (George Washington University: Office of Diversity, Equity and Community Engagement. [https://diversity.gwu.edu/diversity-and-inclusion-defined](https://diversity.gwu.edu/diversity-and-inclusion-defined)).

2. **Equity**: By definition, equality means “the state of being equal, especially in status, rights, and opportunities.” Equity means “justice according to natural law or right” or “the quality of being fair and impartial.”

3. **Inclusion**: The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity - in [an agency, its operations, and community relations]. (George Washington University: Office of Diversity, Equity and Community Engagement. [https://diversity.gwu.edu/diversity-and-inclusion-defined](https://diversity.gwu.edu/diversity-and-inclusion-defined)).
The Civil Rights Act of 1964 and EEOC Laws: Protected Class:

A. Supervisors must be familiar with EEOC (Equal Employment Opportunity Class) laws and protected classes from employment discrimination. Applicants, employees, and former employees are protected from employment discrimination based on:

1. race
2. color
3. religion
4. sex (including pregnancy
5. sexual orientation, or gender identity)
6. national origin
7. age (40 or older)
8. disability
9. genetic information (including family medical history)
10. Veterans

B. Bona Fide Occupational Qualifications (BFOQ) are employment qualifications that employers are allowed to consider while making decisions about hiring and retention of employees. The qualification should relate to an essential job duty and is considered necessary for operation of the particular business.

Benefits of Have a Diverse Force:

A. Valuing diversity does not mean placing unqualified minority applicants in jobs; it merely recognizes that it might require proactive recruitment and selection to discover the many qualified minority potential applicants who exist.

B. Leadership diversity in any organization can promote improved problem-solving and innovation

C. While African Americans report perceptions of police bias, even leading to a pervasive fear of police brutality, officer diversity can create confidence in a law enforcement agency's understanding of local issues and a perception of more positive interactions between officers and minorities.

D. Reflecting the utmost importance of diversity, the Commission on Accreditation for Law Enforcement Agencies lists the recruitment and selection of a culturally diverse law enforcement agency proportionate to the community as a mandatory standard.
PRINCIPLE 7

Principled Leaders are exceptional decision makers.
Concepts of Principle 7:

1. **Value**: concepts, principles, beliefs most important and meaningful to the organization in order to effectively accomplish its mission and objectives (reviewed from Principle 1).

2. **Decision Making**: the process of gathering information, analyzing it, interpreting the information in order to choose from a number of possible options from which to act, or courses of action.

3. **Deciding in a vacuum** means to decide from a limited perspective, limited or wrong information. Such decision-making can have unintended consequences.

4. **Unintended consequences** (unanticipated consequences by Robert Merton) do not occur randomly but from choices made without meaningful, relative, or rational information. Not all undesired effects are undesirable effects (Merton, 1936). Unintended consequences can occur out of purposeful decisions.

Other types of outcomes from making decisions:

**Perverse Results**:
Having the intention for a positive effect but the reverse happens, and worsening occurs.

**Unintended Benefits**:
Positive yet unplanned outcomes.

**A Decision Architecture**
Is a construction of decisions that has to be made to ensure a successful outcome for every major agency operation:

- **Desired Outcome**
  - **Agency directed**
    - How does the agency culture support officer safety?
    - How does the agency ensure every officer remains safe?
    - What resources are in place to secure the safety of others?
  - **Person directed**
    - How do we support physical and mental health?
    - How do we develop focus?
    - How do we develop discipline?
    - How do we encourage emotional investment?
  - **Foundation**
    - Potential Psychological Aptitude of self-awareness and the awareness of others

**Consistent Officer Safety**

*What is the quality of training?*

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PRINCIPLE 8

Principled Leaders manage conflict and build collaborations.
Concepts of Principle 8:

1. **Morale:** Workplace or job morale is the term used to describe an individual's or a group of workers' thoughts, feelings, and attitudes about their job. It includes several perceptions:
   
   A. job value and purposefulness  
   B. employee value and purposefulness  
   C. fair treatment, compensation  
   D. ability to be innovative, creative  
   E. feelings of being heard  
   F. promotional opportunities  
   G. recovery from constant, high productivity  
   H. punitive verses supportive environment  
   I. whether or not the environment is family oriented, loyalty to employees  

   Individual and collective perceptions of these will determine whether the morale is good or bad, high, or low.  

2. **Proactive:** A mindset, supported by actions to anticipate change, challenges, a problem or opportunities and make plans to effectively respond to them when they occur. By comparison, a reactive mindset waits for change, challenges, problems, or opportunities to arrive before responding.  

3. **Teamwork:** The cooperative, coordinated, combined efforts of a group of people to achieve a shared vision and goals.  

4. **Conflict:** A state of disagreement or disharmony between persons or ideas; a clash.  

Approaches to Identifying, Analyzing, Interpreting and Responding to Conflict:

A. **Determine the source of the conflict**  

B. **Observe the responses to the conflict.** Compromise and Collaboration are preferred responses that typically lead to positive, reciprocal results.  

   1. Avoidance  
   2. Accommodations  
   3. Aggression  
   4. Compromise  
   5. Collaboration  

C. **Ask disputing parties thoughtful questions** that are intended to generate discussion; lead to compromise, collaboration, and positive resolution:  

   1. What are your interests?  
   2. What are the deeper, underlying issues in the dispute?
3. What will it take to resolve the issue?
4. How might both sides be satisfied?

D. Understand Functional v. Dysfunctional Conflict

1. **Functional Conflict** has qualities that can lend to the progression of an idea or operation. It can bring about positive change or strengthen relationships.

2. **Dysfunctional Conflict** has qualities that lead to harm, destruction, and separation - ultimately resulting in negative outcomes and possibly weakening relationships.

E. **Engage Active Listening**, also called empathetic and responsive listening, active listening is considered essential by the authors of “Resolving Conflicts at Work.” It starts with clearing your mind and offering your undivided attention, suspending judgement, or formulating a response before hearing and understanding another’s position.

F. **Avoid the role of victim**: Attributing the source of the problem to “a difficult person” or “a difficult personality”

G. **Engage in Positive Problem-solving**: Start by approaching problem solving with a positive attitude. Regarding your conflicts as opportunities, adventures and challenges will help you avoid taking them too personally or seriously and be far more successful in solving them.

The New Era in Policing: Thinking Outside of the Box to Resolve Conflict:

A. Creative thinking is necessary to achieve optimal service.

B. **Principled Leaders inspire and reward subordinates** to think creatively and take ownership of changes occurring in the agency.

C. **Principled Leaders invite a wide ban of professionals** to participate in creative thinking.

D. **Principled Leaders are not intimidated by unexplored, new ideas**.

E. **Principled leaders can shift their perspective** about a problem and encourage others to do the same.
PRINCIPLE 9

Principled Leaders take care of their physical and mental wellness and encourage others to do the same.
Concepts from Principle 9:

1. **Stress**: is how the brain and body respond to a perceived demand. The term "stress", as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change".

2. **Anxiety**: feelings of fear or apprehension of what might occur. These feelings can be debilitating. Women are far more likely be diagnosed with anxiety.

3. **Trauma**: is an emotional response to a terrible event like an accident, rape, or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. (American Psychological Association [https://www.apa.org/topics/trauma/](https://www.apa.org/topics/trauma/))

4. **Wellness**: Wellness is a conscious, self-directed and evolving process of achieving full potential; Wellness is multidimensional and holistic, encompassing lifestyle, mental and spiritual well-being, and the environment; and wellness is positive and affirming. (National Wellness Institute, [https://nationalwellness.org/resources/six-dimensions-of-wellness/](https://nationalwellness.org/resources/six-dimensions-of-wellness/))

Key on-the-job Stressors or Situational Factors specific to law enforcement:

1. Shift work/long work hours
2. Employee’s status in the hierarchy of work
3. Pending budget changes that may affect worker pay
4. Risk of danger from prisoners/suspects/arrestees
5. Pressures from remaining under compliance of the law, policies, and procedures
6. The constant fluctuation between responding to emergencies and down time
7. Responding to the contrasting expectations of the FOP and the agency
8. Balancing professional and personal demands
9. Drop in number of available officers
10. Increase in crime
11. Political demands from elected officials
12. Perception of control over job demands
13. Lack of finances

"The number 1 reason that stress occurs is because we have a rigid idea of how the universe should work and how it should treat you. Everything we do that is an attempt to control one’s environment.” (How to Eliminate Stress and Anxiety FOREVER | Srikanmar Rao)
The Continuum of Violence:

Continuum of Violence

Indirect correlation between perceptions of control and the escalation to violence

How people move along the continuum will depend upon a number of factors:

- Coping skills
- Critical Thinking Skills
- Perception accuracy
- Perceived threat
- Cultural norms
- Maturation level
- Mental stability
- Self-esteem, identity

Common Symptoms of Stress:

1. Insomnia or improper sleeping habits
2. Fluctuations in moods
3. Adverse effects on the libido; "During your ‘fight or flight’ response, the body experiences an increase in heart rate and blood pressure to help you act quickly, while non-essential survival functions, such as sex drive, are diminished."
4. More emotional levels than usual. When one is tired, stress becomes more difficult to handle.
5. Frequent illnesses. Along with lowering your mood, stress can also affect your immune system
6. Over or undereating
7. Increase use of alcohol or drug use (substance use disorders among police officers are estimated to range between 20% and 30% (1,2) as compared to under 10% in the general population)
8. Irritability and increase in aggression
9. Depression
10. Racing thoughts; fast repetitive thought patterns
11. Difficulty making decisions
12. Headaches
13. Chest pains
14. Muscle tensions and pains
15. High Blood Pressure

Physical Health and Stress:

A. Physical activity can help lower your overall stress levels and improve your quality of life, both mentally and physically.

B. Exercise increases your overall health and your sense of well-being, which puts more pep in your step every day. But exercise also has some direct stress-busting benefits.

1. **It pumps up your endorphins.** Physical activity helps bump up the production of your brain’s feel-good neurotransmitters, called endorphins. Although this function is often referred to as a runner’s high, a rousing game of tennis or a nature hike also can contribute to this same feeling.

2. **It is meditation in motion.** After a fast-paced game of racquetball or several laps in the pool, you will often find that you have forgotten the day’s irritations and concentrated only on your body’s movements.

   As you begin to regularly shed your daily tensions through movement and physical activity, you may find that this focus on a single task, and the resulting energy and optimism, can help you remain calm and clear in everything you do.

3. **Regular exercise can increase self-confidence,** it can relax you, and it can lower the symptoms associated with mild depression and anxiety. Exercise can also improve your sleep, which is often disrupted by stress, depression, and anxiety. All of these exercise benefits can ease your stress levels and give you a sense of command over your body and your life.