

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>	
<p><b>COURSE TITLE:</b> General Supervisor Training</p> <p><b>LESSON TITLE:</b> Module 4 – Cultivating &amp; Coaching</p>	
<p><b>New or Revised Course:</b> <span style="float: right;"><input checked="" type="checkbox"/> New      <input type="checkbox"/> Revised</span></p> <p><b>Prepared By:</b> Lt. Jodie McFadden <span style="float: right;"><b>Date:</b> October 18, 2021</span></p> <p><b>Academic Director Approval:</b> Gary Cordner <span style="float: right;"><b>Date:</b></span></p>	
<p><b>PARAMETERS</b></p>	<p>Lesson hours: 1.5 hours <span style="float: right;"><input type="checkbox"/> Entry-level</span></p> <p>Class size: 20 students <span style="float: right;"><input checked="" type="checkbox"/> Continuing Education</span></p> <p>Space needs: Classroom <span style="float: right;"><input type="checkbox"/> Other</span></p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p> <p>Participants will hold the rank of Sergeant or above.</p>	
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable)</p> <p>N/A</p>	
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Through facilitated discussion, learners will define coaching and explain what is needed for effective coaching, to the satisfaction of the facilitator.</li> <li>Given scenarios, students will recommend next steps and utilize effective coaching techniques, to the satisfaction of the facilitator.</li> </ol>	<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>Facilitated Discussion</li> <li>Scenarios</li> </ol>
<p align="center"><b>COURSE DESCRIPTION</b></p> <p>This training is designed to familiarize students with practical steps needed to facilitate the coaching process. In a much broader organizational context, per Baltimore Police Department policy “coaching,” is viewed as a strategy made up of other approaches, such as mentoring,</p>	

<p>policy review, redirection, remedial training, or other non-punitive actions, potentially helpful to not only addressing minor infractions but to also stopping poor performance and promoting required performance. This lesson, therefore, will cover practical approaches to help supervisors: 1) notice performance, 2) decide on appropriate courses of action to improve and/or sustain performance, and 3) to take action by actively engaging in the steps needed to effectively coach.</p>				
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>				
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <ul style="list-style-type: none"> <li>• <i>Module 4 – Cultivating &amp; Coaching Lesson Plan</i></li> <li>• <i>Module 4 – Cultivating &amp; Coaching PowerPoint</i></li> <li>• Chart paper</li> <li>• Markers</li> </ul>				
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Smart TV</li> </ul>				
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <table border="0"> <tr> <td># Needed</td> <td>Title</td> </tr> <tr> <td>•</td> <td>Coaching Scenarios</td> </tr> </table>	# Needed	Title	•	Coaching Scenarios
# Needed	Title			
•	Coaching Scenarios			
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Facilitated discussion, group activity, scenarios</p>				
<p style="text-align: center;"><b>REFERENCES</b></p> <p><i>Policy 211 Non-Disciplinary Corrective Action</i></p>				
<p style="text-align: center;"><b>GENERAL COMMENTS</b></p> <p>All documents in the Appendix should be copied in advance OR placed into pre-created binders that can be reused with each lesson. Chart paper needs to be readily available for both the instructor AND the students for each lesson.</p>				

### Lesson Plan Checklist (Part 1)


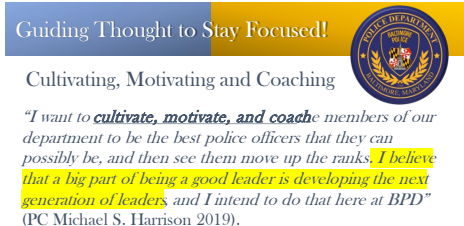
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
<b>Subject Matter Expert:</b> Cpt. Jodie McFadden	<b>Date:</b> 08-28-21 01/15/22 02/18/22 03/31/22		
<b>Curriculum Specialist:</b> Danalee Potter Dawn Peake Dawn Peake	<b>Date:</b> 09-08-21 11-3-21 4-28-22		
<b>Reviewing Supervisor:</b> Sgt. William Janu	<b>Date:</b>		
<b>Reviewing Commander:</b> Major Derek Loeffler	<b>Date:</b>		

**COURSE TITLE:** General Supervisor Training

**LESSON TITLE:** Module 4 – Cultivating & Coaching

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b></p> <p><b>SAY:</b> In this module, we will focus on coaching. We will discuss how effective coaching includes noticing, deciding, and acting. It is critical to connect with workers by building relationships and listening to learn to understand in order to redirect concerning behaviors.</p>	<p><b>Time:</b> 5 minutes (<i>Slides 1-2</i>)</p> <p><b>Slide 1</b></p>  <p><i>Facilitators should introduce themselves (if necessary) and briefly explain what the lesson is about and why it is important.</i></p>
<p><b>Slide 2</b></p> <p><b>SAY:</b> As a review and reminder, the PC said, “I want to cultivate, motivate, and coach the members of our department to be the best police officers that they can possibly be...”</p> <p><b>ASK:</b> From what we discussed yesterday, how does this statement impact us, as supervisors?</p> <p><b>SAY:</b> The PC is giving us a gift. Through the NDCA process, the PC is providing us an opportunity to use our discretion to fix minor performance problems at our level. But coaching isn’t just about “fixing”, it’s also about cultivating and developing others.</p>	<p><b>Slide 2</b></p>  <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• It impacts us...more freedom to address our personnel.</li> </ul>

### Slide 3

#### GROUP TASK

**SAY:** In your table groups, discuss and record your thoughts regarding the following questions:

1. How do you coach an officer who consistently demonstrates expectations?
2. How do you coach an officer who sometimes meets expectations?
3. How do you coach an officer who is not meeting expectations?

On the chart paper provided, number the paper 1-3 and list your thoughts for each question.

I'll give your groups 5 minutes to discuss and then we'll share with the class.

Let's share out. We'll go around to each table. One representative will share for the group.

Before you share, post your chart on the wall so we can all see.

### Slide 3

**Time:** 15 minutes (*5 minutes to discuss and record, 2 minutes for each group to share*)

**Discuss**

**In your groups, discuss and record your thoughts regarding the following questions:**

1. How do you coach an officer who consistently demonstrates expectations?
2. How do you coach an officer who sometimes meets expectations?
3. How do you coach an officer who is not meeting expectations?

*The instructor should pass out chart paper and markers to each group.*

*Provide about 5 minutes for students to discuss.*

*While students are working in groups, the instructor should circulate around to each group to listen, ask questions if needed, and the clarify any misconceptions.*

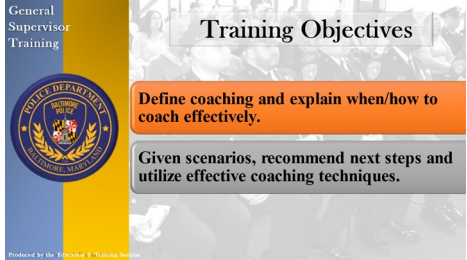

*The instructor should have students post their charts on the wall. One representative from each table should be chosen to share with the class.*


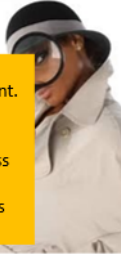
#### **Possible Responses:**

**How do you coach an officer who consistently demonstrates expectations?**

- Recognize by letting officer know and incentivize it (*put in FTO position if they desire leadership*)
- Consider for OIC/SIC, etc.

**How do you coach an officer who sometimes meets expectations?**

	<ul style="list-style-type: none"> <li>• Recognize what is being done correctly, along with recommendations – guide along the way</li> <li>• Provide examples and model</li> </ul> <p><b>How do you coach an officer who is not meeting expectations?</b></p> <ul style="list-style-type: none"> <li>• Early recognition – don't ignore the problem as it is likely to get worse</li> <li>• Find out what motivates the officer – use as tool to grease wheels</li> <li>• Partner up depending on situation and intensity</li> <li>• Ride along with officer, take under your wing</li> </ul>
<p><b>PERFORMANCE OBJECTIVES</b></p> <p><b>Slide 4</b></p> <p>Throughout this module, we will...</p> <ul style="list-style-type: none"> <li>• Define coaching and explain what is needed for effective coaching.</li> <li>• Given scenarios, recommend next steps and utilize effective coaching techniques.</li> </ul>	<p><b>Slide 4</b></p> <p><b>Time:</b> 5 minutes (<i>Slides 4-6</i>)</p> 
<p><b>INSTRUCTIONAL CONTENT</b></p> <p><b>Slide 5</b></p> <p><b>ASK:</b> What is needed for effective coaching?</p>	<p><b>Slide 5</b></p>  <p><i>Pause; wait for feedback.</i></p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Caring</li> <li>• Patience</li> </ul>

<p><b>SAY:</b> Effective coaching requires:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Trust</li> <li>• Relationship Management</li> <li>• Coaching Techniques</li> </ul>	
<p><b>Slide 6</b></p> <p><b>SAY:</b> Our coaching process is made up of three parts:</p> <ul style="list-style-type: none"> <li>• Notice</li> <li>• Decide</li> <li>• Act</li> </ul> <p><b>SAY:</b> The “Notice, Decide, Act” steps are taken from the ABLE program which the BPD has adopted. Using “Notice, Decide, Act” is meant to suggest that our overall coaching process can be an intervention.</p> <p>If you think about it, many of you already do this. You notice an issue, concern, or success, decide upon options to address, and then you act.</p>	<p><b>Slide 6</b></p> <p><i>Click to reveal.</i></p> <p>3 Steps to Coaching</p> 
<p><b>Slide 7</b></p> <p><b>SAY:</b> The first step is “NOTICE”.</p> <p>Noticing by...</p> <ul style="list-style-type: none"> <li>• Actively looking for opportunities for coaching, before, during, and after an event.</li> <li>• Using minor events as teachable moments.</li> <li>• Recognizing and acknowledging success and providing feedback.</li> <li>• Intervening and modeling expectations whenever possible.</li> </ul> <p>In this step, the word “Notice” is about actively looking for opportunities to coach minor infractions, but also to coach those who are meeting and/or exceeding expectations.</p> <p>Coaching in this sense is much broader than its limited utility in policy. Coaching here is a process.</p>	<p><b>Slide 7</b></p> <p><b>Time:</b> 25-30 minutes (<i>Slides 7-12</i>)</p> <p><b>Notice</b></p>  <ul style="list-style-type: none"> <li>• By actively looking for opportunities for coaching before, during, and after an event.</li> <li>• By using minor events as teachable moments.</li> <li>• By recognizing and acknowledging success and providing feedback.</li> <li>• By intervening and modeling expectations whenever possible.</li> </ul>



### TABLE GROUP DISCUSSION

At your tables, discuss the following question...

**ASK:** What could happen if coaching doesn't occur OR occurs way too late?

Okay, let's share what your tables discussed.

As a reminder,

- "It is the policy of the Baltimore Police Department (BPD) to provide sound supervision **through various forms of non-disciplinary corrective action**, referred to as Coaching, to address certain Minor Infractions" (Policy 211).
- Per *Policy 211*, coaching refers to a **wide array** of non-disciplinary corrective action strategies that may be used by supervisors to address Minor Infractions. Coaching may include, but is not limited to, approaches such as:
  - ✓ mentoring,
  - ✓ policy review,
  - ✓ redirection, and
  - ✓ remedial training

In a much broader sense, we don't have to wait until a



*Provide about 1 minute for tables to discuss.*

*After 1 minute, invite students to share with class.*


#### **Possible Responses:**


- Officer could end up injured or worse
- Complaints from citizens
- Unnecessary force
- Improper tactics resulting in injury of others and/or officer, or worse
- Transfer request due to officer's view of ineffective or lack of supervision
- Bad arrest
- Errors during investigation and in reports
- Poor responses to situations
- Medical abuse
- Overall concerns for safety of officer and citizens

<p>minor infraction is made to apply sound supervision in the form of coaching as implied by the policy.</p> <p>Yes, use coaching to address a minor infraction after it occurs if the situation fits; however, if we are proactive and aware as supervisors and we notice the <b>signs and/or indicators</b> that an individual is about to make a bad decision, not necessarily a minor infraction, we as supervisors should be taking some type of action.</p> <p>EPIC tells us that intervention is good! “<i>An ounce of prevention is worth a pound of cure,</i>” according to Benjamin Franklin. In a much broader context, coaching may be applied before and/or after a minor infraction.</p> <p>Before a bad decision can be made, supervisors should be actively looking for opportunities to coach. Examples may include looking for:</p> <ul style="list-style-type: none"> <li>• Signs of serious stress at roll call or when a CFS is received or</li> <li>• Considering that a worker is about to enter a difficult or complex situation that exceeds their level of competence where coaching may be helpful.</li> </ul> <p>During a situation—whether early or late in that situation, using coaching to intervene to prevent or stop:</p> <ul style="list-style-type: none"> <li>• A bad decision or error:</li> <li>• Using Unnecessary Force</li> <li>• Making errors during investigations and in reports</li> <li>• Making a bad arrest (or other enforcement) and/or Search</li> <li>• A poor response to behavioral health event or other similar situation that may require de-escalation.</li> </ul> <p>After an event/situation:</p> <ul style="list-style-type: none"> <li>• consider coaching officers who earlier may have made minor errors or engaged in minor misconduct.</li> <li>• Set-up one-on-one debrief sessions after a successful intervention or correction to help</li> </ul>	<p><i>Click to remove yellow text box and reveal content.</i></p> <p><i>Click to reveal.</i></p> <p><i>Click to reveal.</i></p> <p><i>Click to reveal.</i></p>
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<p>improve future performance by talking about strengths and weaknesses.</p> <p><b>TABLE GROUP DISCUSSION</b> With your tables, discuss and record the following...</p> <p><b>ASK:</b> As supervisors, what have you noticed to be the TOP 5 issues/situations/reasons you tend to coach the most? Try to think of positive ones too.</p> <p>Record your Top 5 on the chart paper. Order your list beginning with most common reason.</p> <p>You will have 3 minutes to discuss and record.</p> <p>Let's share out. We're simply going to have each group read their list. We'll discuss these in more depth in a few minutes.</p>	<p><i>Provide chart paper and markers.</i></p> <p><i>Provide students with about 3 minutes to discuss and record.</i></p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>• Report Writing (<i>inaccurate reports or reports missing information</i>)</li> <li>• Desire to be promoted</li> <li>• Traffic stop investigations (<i>knowing how to continue</i>)</li> </ul> <p><i>The instructor should have students post charts on wall. A representative from each table should share.</i></p>
<p><b>Slide 8</b> <b>SAY:</b> So, we've discussed NOTICING. You all made your lists. These lists were developed based on what you all have noticed as supervisors.</p>	<p><b>Slide 8</b> <i>Click to reveal "Decide".</i></p> <p>3 Steps to Coaching</p> 
<p><b>Slide 9</b> <b>SAY:</b> After noticing that coaching may be needed, DECIDE to coach.</p> <ul style="list-style-type: none"> <li>• When possible, try to be proactive instead of reactive. Don't wait until you're in a crisis to think about how you're going to fix what has already happened. Think of your coaching options in advance.</li> <li>• Know your duty to intervene and consider coaching as an option if it fits. If you are aware that an officer may be making mistakes or is not prepared to respond accordingly to a matter, you</li> </ul>	<p><b>Slide 9</b></p>  <p><b>DECIDE</b></p> <ul style="list-style-type: none"> <li>When possible, try to be proactive instead of reactive. Don't wait until you're in a crisis to think about how you're going to fix what has already happened.</li> <li>Know your duty to intervene and coach.</li> <li>Determine options and try to involve the individual in the decision-making process.</li> </ul>



<ul style="list-style-type: none"> <li>• Coaching should also be done to help subordinates improve skills that have nothing to do with any policy violations.</li> <li>• Coaching is a part of mentorship and can include helping a subordinate take steps to improve overall job performance, helping prepare for a particular assignment, or assisting with preparation for a promotional opportunity</li> </ul>					
<p><b>Slide 11</b>  <b>SAY:</b> Coaching can be a very effective intervention. Again, an ounce of prevention is worth a pound of cure. Focusing on minor matters can prevent big problems.</p> <p>As you prepare to coach, most likely you will have a conversation about follow-up actions. So, you'll want to set-up for the conversation. Your <b>1st step</b> is not to "fix" or "solve," it's to <b>listen!</b></p> <ul style="list-style-type: none"> <li>• Prepare for the discomfort or rather hard work of listening to the confusion and/or pain of another if needed.</li> <li>• Short-term hard work or the challenge of listening neutrally to learn and understand can be a long-term gain.</li> <li>• Select the right time and place. Private and when the other person is available is best.</li> </ul>	<p><b>Slide 11</b>  <i>Click to reveal.</i></p> <p><b>Act by Coaching</b> Coaching Can Be An Intervention  Focus On Minor Matters TO Prevent Big Problems</p> <p><b>Step 1: Prepare</b></p> <ul style="list-style-type: none"> <li>• To prepare to coach, set-up the conversation <ul style="list-style-type: none"> <li>- Your 1<sup>st</sup> step is not to "fix" or "solve" – it's to listen</li> </ul> </li> <li>• Prepare for the discomfort or rather hard work of listening to the confusion and/or pain of another <ul style="list-style-type: none"> <li>✓ Short-term hard work or the challenge of listening neutrally to learn and understand can be a long-term gain.</li> </ul> </li> <li>• Select the right time and place <ul style="list-style-type: none"> <li>✓ Private and when the other person is available</li> </ul> </li> </ul> 				
<p><b>Slide 12</b>  <b>SAY:</b> It's critical to show up for the conversation with the right attitude, however, it is not the only thing supervisors should show-up with.</p> <p><b>ASK:</b> How else should supervisors start the coaching conversation?</p> <p><b>SAY:</b> When communicating, use phrases like...  ✓ I've noticed...</p>	<p><b>Slide 12</b>  <b>Act– At the Earliest Signs of Problems to Include Stress</b></p> <p><b>Step 2: Have the Conversation</b></p> <table border="1"> <thead> <tr> <th>How to Show Up</th><th>How to Communicate</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Calm, caring</li> <li>• Eye contact</li> <li>• Open posture</li> <li>• With empathy</li> <li>• Listening first</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• I've noticed...</li> <li>• It seems like...</li> <li>• Open-ended questions</li> <li>• Honest, direct</li> <li>• Not judgmental or accusatory</li> <li>• Be honest about effect on you.</li> <li>• Separate person from the behavior</li> <li>• Allow space for other person to fully share what they want to before offering or sharing any of your own experiences</li> </ul> </td></tr> </tbody> </table> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• You should show up: <ul style="list-style-type: none"> <li>✓ With the right attitude</li> <li>✓ Calm, caring</li> <li>✓ Using eye contact</li> <li>✓ Open posture</li> <li>✓ With empathy</li> <li>✓ Listening first</li> </ul> </li> </ul>	How to Show Up	How to Communicate	<ul style="list-style-type: none"> <li>• Calm, caring</li> <li>• Eye contact</li> <li>• Open posture</li> <li>• With empathy</li> <li>• Listening first</li> </ul>	<ul style="list-style-type: none"> <li>• I've noticed...</li> <li>• It seems like...</li> <li>• Open-ended questions</li> <li>• Honest, direct</li> <li>• Not judgmental or accusatory</li> <li>• Be honest about effect on you.</li> <li>• Separate person from the behavior</li> <li>• Allow space for other person to fully share what they want to before offering or sharing any of your own experiences</li> </ul>
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<p>✓ It seems like...</p> <p>Use open-ended questions:</p> <ul style="list-style-type: none"> <li>✓ Be honest, direct</li> <li>✓ Not judgmental or accusatory</li> <li>✓ Be honest about effect of concerning behavior on you.</li> </ul> <p>Separate the person from the behavior.</p> <p>Allow space for other person to fully share what they want to before offering or sharing any of your own experiences.</p> <p><b>ASK:</b> So, this all makes sense, but what makes having these kinds of conversations difficult?</p> <p>In a few minutes, we're going to brainstorm and get ideas from one another. There's a lot of experience in this room and it's time we use it!</p>	<p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Practical ability</li> <li>• Training</li> <li>• Not all individuals are receptive</li> </ul>
<p><b>Slide 13</b></p> <p><b>SAY:</b> Before we go on break, we're going to conduct a quick role-play.</p> <p><b>ASK:</b> Can I have 2 volunteers?</p> <p><b>SAY:</b> I need 1 person to be the officer and another person to be the supervisor.</p> <p>Those of you observing, think about how the supervisor "shows up" and "communicates. How does the supervisor effectively coach and guide the officer? After the role-play, we'll discuss.</p> <p>Here's the overview of what you all will be viewing...</p> <ul style="list-style-type: none"> <li>• <b>Officer</b> – <i>You're calm and know why your supervisor has asked to speak with you. You are struggling to make eye contact. You are going through some tough financial times.</i></li> <li>• <b>Supervisor</b> – <i>This officer is one of your top officers. Over the past few days, you've noticed a pattern of incomplete reports. They are quickly fixed, but this is uncharacteristic of the</i></li> </ul>	<p><b>Slide 13</b></p> <p><b>Role-Play</b></p> <p>As you observe this role-play, think about how the supervisor "shows up" and "communicates".</p> <p>How does the supervisor effectively coach and guide the officer?</p>  <p><i>The instructor should choose 2 volunteers and provide them with the script.</i></p> <p><i>The instructor should read the overview of the scenario to everyone.</i></p>

*officer. Just yesterday, the officer was the primary on a domestic call, and you observed the officer making unempathetic side comments under his breath. Again, this is uncharacteristic.*

**SAY:** Okay, let's start the role-play.

**SAY:** Thank you. Nice job! Okay, let's discuss what we observed.

**ASK:** How did the supervisor “show up” and “communicate”?

**ASK:** How did the supervisor effectively coach and guide the officer?

*The instructor should pull 2 chairs and arrange so the officer and supervisor are across from one another.*

*Students should read from the script.*

*The instructor should call on students to share responses to the following 2 questions. This discussion should be brief.*

### Possible Responses:

- Calm
- Concerned
- Stated, “I’ve noticed...”
- Non-accusatory

### Possible Responses:

- Non-accusatory
- Stated facts of what has been observed
- Pointed out positives - Noted how the officer is typically on point for reports and is a good officer
- Utilized Notice, Decide, Act
- Stated why it's critical to ensure reports are accurate and complete
- Pointed out an observation from previous call and how they wouldn't want any citizen to think poorly of them because that's not the type of officer they are

**SAY:** Coaching isn't just a single step, it's a process that occurs over time.

**ASK:** What are some possible next steps for this supervisor?

- Recommended BHS for personal issue shared by officer

*If necessary, the instructor can refer back to the previous slide as a reference.*

*Click to reveal next question on slide.*

## Role-Play

As you observe this role-play, think about how the supervisor “shows up” and “communicates”.

How does the supervisor effectively coach and guide the officer?

Coaching isn't just a single step, it's a process that occurs over time.

What are some possible next steps for this supervisor?

### Possible Responses:

- Check in with officer to see if they were able to get in touch with BHS
- Review reports to see if there is an improvement. Point out improvements.
- If officer does not improve, consider other options which may include disciplinary depending on circumstance

## Slide 14

**SAY:** Let's take a quick break! When you come back from break, we'll be taking a deeper look at some scenarios.

## Slide 14





### Slide 15

**SAY:** Before you went on break, I told you that we're going to get ideas from one another.

### TABLE GROUP SCENARIOS

**SAY:** Each table is going to get 1 scenario. These scenarios are based on common reasons for a supervisor to coach.

Each scenario will have a couple of questions for your group to answer. You do not need to write down your responses, however, you must be prepared to read and answer the questions on the paper provided to you.

The scenarios include...

- Unprepared for Duty
- Executing a Search Warrant after a Minor Issue
- Becoming Promotable
- Continuing Investigation of a Traffic Stop for Newer Officers
- Transfer Request

I'm going to hand out the scenarios now. You may begin right away. You have 5 minutes and then you will share your coaching ideas with the group.

Okay, time is up. Let's share. After each group shares, I'm going to ask for other ideas. You are highly encouraged to share if you have an idea. This is rare for supervisors of various ranks to be in one room!

### Slides 15 - 24

**Time:** 35 minutes

*(5 minutes for groups to discuss and record, 5 minutes for each group to share with class, 5 minutes to wrap up)*

### Slide 15




*Distribute 1 scenario to each table group. There should be 5 tables with 4 students at each table. In the event that there are 4 tables, reduce scenarios to 4.*



*While students are working in groups, the instructor should circulate around to each group to listen, ask questions if needed, and the clarify any misconceptions.*

*After 5 minutes, have groups share.*

*Post the corresponding slides for each group so the class can follow along.*

<p><b>Slide 16</b>  <b>SAY:</b> We'll start with Scenario 1. Read the scenario and discuss your responses.</p> <p><b>ASK:</b> Does anyone in the class have an additional idea to share?</p>	<p><b>Slide 16</b></p> <p><b>Scenario 1: Unprepared for Duty</b></p> <p>After a routine inspection, you discover that an officer showed up with a dead flashlight. This is the officer's first offense.</p> <p>How would you coach this officer, besides saying, "Next time, have your extra battery charged"?</p> <p>Specifically, what points would you bring up as to the rationale for ensuring full preparation?</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li><i>Responses will vary based on experiences and should reflect effective coaching practices.</i></li> </ul>
<p><b>Slide 17</b>  <b>SAY:</b> Let's go to Scenario 2. Read the scenario and discuss your responses.</p> <p><b>ASK:</b> Does anyone in the class have an additional idea to share?</p>	<p><b>Slide 17</b></p> <p><b>Scenario 2: Executing a Search Warrant After Minor Issue</b></p> <p>After the last search warrant execution, you observed an officer going past a doorway without clearing a room. While the issue is minor, it could become major. You know that as their supervisor you have a duty to ensure they know the proper procedures /tactics to prevent potential issues.</p> <p>How would you coach these officers?</p> <p>Specifically, what points would you bring up as to the rationale for ensuring proper execution?</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li><i>Responses will vary based on experiences and should reflect effective coaching practices.</i></li> </ul>
<p><b>Slide 18</b>  Let's go to Scenario 3. Read the scenario and discuss your responses.</p> <p><b>ASK:</b> Does anyone in the class have an additional idea to share?</p>	<p><b>Slide 18</b></p> <p><b>Scenario 3: Becoming Promotable</b></p> <p>As we all know, promotions to some are at the forefront of their career aspirations. A subordinate has expressed interest in a promotion, and you know they are deserving of it.</p> <p>Consider your current rank, how would you coach a subordinate who aspires to be promoted?</p> <p>Specifically, what points would you bring up as necessary steps towards their promotion?</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li><i>Responses will vary based on experiences and should reflect effective coaching practices.</i></li> </ul>

<p><b>Slide 19</b></p> <p>Scenario 4 is next. Read the scenario and discuss your responses.</p> <p><b>ASK:</b> Does anyone in the class have an additional idea to share?</p>	<p><b>Slide 19</b></p> <p><b>Scenario 4: Continuing the Investigation of a Traffic Stop</b></p> <p>You have a newer officer. During a car stop, the officer hints that she may have reason to further investigate. Her “spidey sense” has kicked in but she’s unsure of how to proceed.</p> <p>How would you coach this officer so that she is more confident with continuing an investigation of a traffic stop?</p> <p>Specifically, what factors would you have her consider?</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>• <i>Responses will vary based on experiences and should reflect effective coaching practices.</i></li> </ul>
<p><b>Slide 20</b></p> <p>Lastly, Scenario 5. Read the scenario and discuss your responses.</p> <p><b>ASK:</b> Does anyone in the class have an additional idea to share?</p> <p><b>EXPLAIN:</b> Hopefully these scenarios emphasized that coaching could occur for a variety of reasons and circumstances. Coaching is not just for minor issues, but for successes too. Supervisors have the opportunity to coach their subordinates by expanding upon their talents and abilities to transfer/promote, etc. This is how we both cultivate and coach.</p>	<p><b>Slide 20</b></p> <p><b>Scenario 5: Transfer Request</b></p> <p>One of your subordinates has requested a transfer from an Operations Unit to an Investigations Unit. While this individual has many strengths, you know they will need to build their knowledge base to be successful.</p> <p>How would you coach this individual to better prepare them for a potential transfer?</p> <p>Specifically, what recommendations would you have?</p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>• <i>Responses will vary based on experiences and should reflect effective coaching practices.</i></li> </ul>
<p><b>III. REVIEW/EVALUATION/CLOSURE</b></p> <p><b>Slide 21</b></p> <p><b>SAY:</b> Let’s recap. Coaching is about connecting and re-directing.</p> <p>When connecting...listen, learn, and confirm.</p> <p>As you redirect and coach...transition with suggestions, facilitate, and close by listening.</p>	<p><b>Slide 21</b></p> <p><b>Connect &amp; Redirect</b></p> <p>Help members resolve challenges (i.e., mistakes, errors, performance) to perform better!</p>  <p><b>Listen:</b> Dial up your neutral listening!</p> <p><b>Learn:</b> Tell me more... Talk to me about... Please go on...</p> <p><b>Confirm:</b> It seems like... It sounds like... I'm hearing that...</p> <p><b>Transition:</b> How can I help? I have a suggestion if you like... Are you ready to move on?</p> <p><b>Facilitate:</b> What did you learn? What are you thinking? How do you see yourself... How can I help?</p> <p><b>Close:</b> Keep your neutral listening dialled in.</p>

<p>The next 2 slides are simply quotes to think about as you build trust and continue to coach.</p>	
<p><b>Slide 22</b>  <b>SAY:</b> <i>“When you talk, you are only repeating what you already know. But when you listen, you may learn something new.” Dalai Lama</i></p>	<p><b>Slide 22</b></p> <div data-bbox="971 373 1433 630">  </div>
<p><b>Slide 23</b>  <b>SAY:</b> This concludes Module 4. Let’s take a break.</p>	<p><b>Slide 23</b></p> <div data-bbox="971 724 1433 987">  </div>

## Coaching Role-Play Scenario

**Officer** – You're calm and know why your supervisor has asked to speak with you. You are struggling to make eye contact. You are going through some tough financial times.

**Supervisor** – This officer is one of your top officers. Over the past few days, you've noticed a pattern of incomplete reports. They are quickly fixed, but this is uncharacteristic of the officer. Just yesterday, the officer was the primary on a domestic call, and you observed the officer making non-empathetic side comments under his breath. Again, this is uncharacteristic.

### Role-Play Script

**Supervisor:** Thank you for meeting with me today. I wanted to touch base with you about some of your reports and the domestic call we had yesterday.

**Officer:** Yes, sir. I know my reports have lacked some luster. I guess I was rushing and missed a couple of things. Yea, that domestic call was a bit crazy.

**Supervisor:** I've noticed that you have been quite busy. You've quickly fixed the errors and I'm appreciative of that. I need you to take your time to ensure your reports are accurate. I don't have to tell you that these reports are crucial in court and for your own legitimacy.

**Officer:** 10-4, Sir. Understood. I'm definitely going to work on ensuring accuracy.

**Supervisor:** Thank you and I do know that you're usually very on point with your reports. So, about yesterday. I heard you saying some non-empathetic comments about the situation. It didn't appear that either of the individuals involved "heard" you, however, I did. What you were saying was uncharacteristic of you and the thought of citizens thinking poorly of you is something I never want to happen. You're a good officer. I just wanted to check in on you. Is everything ok?

**Officer:** I'm embarrassed that you heard me. I know what I said. I'm just really frustrated lately. To be honest, I've got some financial stuff going on and I'm working so much overtime to try and remedy it.

**Supervisor:** I'm sorry to hear that. Financial stuff can really be wearing on anybody. If you need to talk to someone, BHS has some excellent services. Not saying you have to, but it's free and I know of many individuals who have sought them out with great success.

**Officer:** Thank you, Sir. I appreciate it and I'll give it a try.

## Coaching Scenarios

### Scenario 1: Unprepared for Duty

After a routine inspection, you discover that an officer showed up with a dead flashlight. This is the officer's first offense.

How would you coach this officer, besides saying, "Next time, have extra batteries"?

Specifically, what points would you bring up as to the rationale for ensuring full preparation?

### Scenario 2: Executing a Search Warrant After Minor Issue

After the last search warrant execution, you observed a couple of officers in need of some reminders. While the issues were very minor, you know that as their supervisor you have a duty to ensure they know the proper procedures / tactics.

How would you coach these officers?

Specifically, what points would you bring up as to the rationale for ensuring proper execution?

## Scenario 3: Becoming Promotable

As we all know, promotions to some are at the forefront of their career aspirations. A subordinate has expressed interest in a promotion, and you know they are deserving of it.

Consider your current rank, how would you coach a subordinate who aspires to be promoted?

Specifically, what points would you bring up as necessary steps towards their promotion?

## Scenario 4: Continuing the Investigation of a Traffic Stop

You have a newer officer. During a car stop, the officer hints that she may have reason to further investigate. Her “spidey sense” has kicked in but she’s unsure of how to proceed.

How would you coach this officer so that she is more confident with continuing an investigation of a traffic stop?

Specifically, what factors would you have her consider?

## Scenario 5: Transfer Request

One of your subordinates has requested a transfer from an Operations Unit to an Investigations Unit. While this individual has many strengths, you know they will need to build their knowledge base to be successful.

How would you coach this individual to better prepare them for a potential transfer?

Specifically, what recommendations would you have?



# **APPENDIX A:**

## **NOTICE, DECIDE, ACT RESOURCE**

### **NOTICE**

Before a bad decision can be made, supervisors should be actively looking for opportunities to coach.

- 1. Was there a policy or rule violation and if so, was it minor?**
  - ☐ Yes
  - ☐ No
- 2. Use Critical Decision-making Model if needed.**
  - ☐ Gather Information
  - ☐ Assess threats (in this cause, threats to officer, such as mental health)
  - ☐ Reference applicable policies
  - ☐ Develop appropriate courses of actions (i.e, NDCA if it fits).
  - ☐ Act, assess for effectiveness, and spin the model as needed.
- 3. Consider the following and indicate which of the following factors were observed if applicable by checking?**
  - ☐ Signs of serious stress at roll call or when a CFS is received
  - ☐ Considering that a worker is about to enter a difficult or complex situation that exceeds their level of competence where coaching may be helpful.
- 4. In the situation presented—whether early or late in that situation, check which outcome coaching can be used to intervene to prevent or stop?**
  - ☐ A bad decision or error:
  - ☐ Using Unnecessary Force
  - ☐ Making errors during investigations and in reports
  - ☐ Making a bad arrest (or other enforcement) and/or Search
  - ☐ A poor response to behavioral health event or other similar situation that may require de-escalation
- 5. Which of the following activities after an event or situation should be conducted?**
  - ☐ Consider coaching officers who earlier may have made minor errors or engaged in minor misconduct.
  - ☐ Set-up one-on-one debrief sessions after a successful intervention or correction to help improve future performance by talking about strengths and weaknesses.

## **APPENDIX C:**

### **NOTICE, DECIDE, ACT RESOURCE**

#### **DECIDE**

Don't wait until you're in a crisis to think about how you're going to fix what has been already happened. Think of your coaching options in advance.

Know your duty to intervene and coach. If you are aware that officers may be making mistakes or is not prepared to respond accordingly to a matter, you are expected to do something about it promptly – before the officer makes more mistakes or mishandles the matter.

Use the following guidance to formulate your response for the circumstances presented in the scenario.

Policy Guidance/Analysis may include:

- Per *Draft Policy 302 Rules and Regulations 16Aug2021 Bullet 42*, “Reports, as may be required to properly administer the affairs of the Department, or to furnish information, shall be submitted in accordance with departmental procedure (page 6).
- Per *Policy 703 Death and Serious Assault Investigations 13Sept2017 Bullet 4 under Required Actions*, “Immediately notify your supervisor of the situation” (page 2).

Response options per Policy 217

- Guidance and definitions:
  1. Coaching – For the purposes of this policy, Coaching refers to a wide array of non-disciplinary corrective action strategies that may be used by supervisors to address Minor Infractions, per the following criteria:
    - Permanent-rank supervisors who observe or learn about a Minor Infraction by a subordinate may choose to address the behavior or action through NDCA only when all of the

following conditions apply:

- ☐ The supervisor believes that an NDCA approach will properly address the adverse behavior or action,
- ☐ The supervisor can articulate and document that the Minor Infraction has minimal negative impact on any individuals or on the BPD's operations or mission, and
- ☐ The Minor Infraction is not the subject of a public complaint, does not involve a member of the public, nor does it fall within any of the other excluded categories listed in the definition of Minor Infraction above.

2. Coaching may include, but is not limited to, approaches such as mentoring, policy review, redirection, and remedial training, as described below:

- **Mentoring** – One or multiple interactions between a supervisor and an employee that supports a member in achieving specific personal or professional goals by providing advice, guidance, and/or relevant examples in response to a specific situation. Mentoring may include activities such as these: accompanying or shadowing the member for a certain amount of time or at a certain frequency to provide in-person performance feedback; reviewing and discussing the member's reports or BWC footage along with the member to highlight learning opportunities; or other hands-on activities to mentor or model certain actions or behaviors for the member. Mentoring can also include discussions or action planning with the member on how to prevent similar behaviors or actions in the future.
- **Policy Review** – Revisiting a policy with the member by talking through the policy's important points, highlighting the relevant policy requirements and addressing any questions/concerns the member expresses. The supervisor reinforces the member's understanding and/or retention of the policy provisions by asking the member to repeat them back and/or by having the member explain the provisions in their own words.
- **Redirection** – Remedial, oral instruction provided by a

supervisor to a subordinate member on an individual basis to address a minor, easily resolvable issue. The purpose of redirection is to immediately resolve the minor issue or problem and remediate the individual's behavior by providing guidance.

- **Remedial Training** – Training provided by the supervisor or by the Education and Training Division to specifically address a behavior or action that reveals a deficiency in job skills, knowledge or Departmental procedure. Remedial training is an opportunity to better train and instruct members, and to clarify any issues involving Departmental policies, procedures, or orders which may not have been clear to the member. Training involves actively engaging with the content, whether enacting or practicing certain skills, discussing relevant scenarios, or watching and reacting to relevant case studies or BWC footage.

3. Minor Infraction – A behavior or action that:

- ☐ Does not fully comply with a Departmental policy, procedure, or order
- ☐ Has minimal impact on other individuals or on BPD's operations or mission.

Examples of such actions or behaviors include:

- ☐ Actions made in error but that the member reasonably believed were either complying with policy or that they were acting in the best interest of the individual being served or in the spirit of BPD's mission, vision or values;
- ☐ Deficient performance of an action or duty that had minimal impact on any individuals or BPD operations, or
- ☐ Unavoidable infractions having minimal impact.