

<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> Interactions with Youth</p> <p><b>LESSON TITLE:</b> Asserting Authority</p>	
<p><b>New or Revised Course</b> <span style="float: right;"><b>[X] New</b>      <b>[] Revised</b></span></p>	
<p><b>Prepared By:</b> Strategies for Youth and Rena Kates <span style="float: right;"><b>Date:</b> December 16<sup>th</sup>,2021</span></p>	
<p><b>Academic Director Approval:</b> Director Gary Cordner <span style="float: right;"><b>Date:</b></span></p>	
<p><b>PARAMETERS</b></p>	<p>Lesson hours: 1 hour 15 minutes      <b>[ ]</b> Entry-level</p> <p>Class size: 30 students      <b>[X]</b> Continuing Education</p> <p>Space needs: Classroom      <b>[ ]</b> Other</p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p>	
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable)</p> <p>None: New Lesson</p>	
<p><b>PERFORMANCE OBJECTIVES</b></p> <p>1.</p>	<p><b>ASSESSMENT TECHNIQUE</b></p> <p>1. Case Study</p> <p>2. Facilitated Discussion and Mind Mapping</p>



Projector
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>Handouts (30 copies):</p> <ul style="list-style-type: none"> <li>• Fact Sheet: Adverse Childhood Experiences and the Well-Being of Adolescents</li> <li>• Youth and Trauma</li> <li>• “We Have to Partner With Law Enforcement” article</li> </ul>
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Case Study Facilitated Discussion Mind Mapping Quiz</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• Boundless. “Rational-Legal Authority.” <i>Boundless Sociology</i> Boundless, 26 May. 2016. Retrieved 21 Mar. 2017 from <a href="https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/government-15/politics-power-and-authority-112/rational-legal-authority-623-8985/">https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/government-15/politics-power-and-authority-112/rational-legal-authority-623-8985/</a></li> <li>•</li> </ul>

## GENERAL COMMENTS

This component is to be led by the Psychologist / Psychiatrist / LCSW. This lesson plan should be taught by a subject matter expert ideally with an LCSW-C or LCPC license. An LMSW or LGPC can conduct the training provided they have at least 5 years of experience working with children and families. A BCARS staff member and a Baltimore Police Department co-facilitator. If a BCARS facilitator is not available, a behavioral health professional/subject matter expert should serve as the co-facilitator with a member of the Baltimore Police Department's Education & Training Section staff.

***The topic of trauma may trigger a reaction for members of your class. Watch for signs of discomfort or anxiety.*** If you see something that concerns you, take a break to give the person an opportunity to leave the room. The psych or LCSW may want to approach the person separately during a break, confidentially.

The purpose of this component is not to turn the officers into psychologists – it is to help them recognize trauma and to be equipped with tactics to avoid escalation of interactions with youth experiencing PTSD. This component uses video scenarios to help officers recognize different ways in which trauma may present when interacting with youth.

### Lesson Plan Checklist (Part 1)







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

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			
14. Does the lesson plan integrate BPD policies?			
15. Does the lesson reinforce BPD mission, vision, and values?			
16. Does the lesson reinforce the Critical Decision Making Model?			
17. Does the lesson reinforce peer intervention (EPIC)?			
18. Does the lesson incorporate community policing principles?			
19. Does the lesson incorporate problem solving practices?			
20. Does the lesson incorporate procedural justice principles?			
21. Does the lesson incorporate fair & impartial policing principles?			
22. Does the lesson reinforce de-escalation?			
23. Does the lesson reinforce using most effective, least intrusive options?			
24. Does the lesson have external partners involved in the development of training?			
25. Does the lesson have external partners in the delivery of training?			
<b>Subject Matter Expert:</b> Strategies for Youth	<b>Date:</b>		
<b>Curriculum Specialist:</b> Danalee Potter	<b>Date:</b>		
<b>Reviewing Supervisor:</b>	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Jodie McFadden	<b>Date:</b>		

**COURSE TITLE:** Youth Interactions

**LESSON TITLE:** Recognizing & Responding Effectively to Traumatized Youth

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>Slide 1:</b> You've learned how the teen brain reacts differently than an adult's brain</p> <p>You've learned that mental illness and trauma can dramatically affect how kids respond to figures of authority</p> <p>You've learned how the environment a kid grows up in can have a big impact on that kid</p> <ul style="list-style-type: none"><li>• At the end of the day, however, you are in a job that requires you to assert your authority...</li></ul> <p>Let's look at some ideas that can help</p> <p><b>Slide 2:</b></p> <ul style="list-style-type: none"><li>• We will start off with a quick video that illustrates how almost every cop thought it would work</li><li>• &lt;CLICK&gt; to start video</li></ul> <p><b>Slide 3:</b> After video... If it were only that easy! It's not, so let's go back to reality now.</p>	<p><b>Slide 1:</b></p> <div data-bbox="971 485 1435 840"><p>Asserting Authority Effectively with Youth</p></div> <p><b>Slide 2:</b></p> <div data-bbox="971 1066 1435 1398"><p><i>If only it worked this way...</i></p><p><small>© 2022 Strategies for Youth, Inc. All Rights Reserved</small></p></div> <p><b>Slide 3:</b></p> <div data-bbox="971 1486 1435 1814"><p><i>If only it worked this way...</i></p><p><small>© 2022 Strategies for Youth, Inc. All Rights Reserved</small></p></div>

#### Slide 4:

##### Sources of Youth Expectations

Sources of youth expectations about how police will treat them:

- 1) “observations of how the police treat others in public settings,
- 2) Media reporting of incidents involving police officers, and
- 3) Communications from others about their personal experiences.

A small but growing body of research suggests that vicarious experiences of the police can be as powerful in influencing one’s attitudes as direct, person experiences.” at 429.

Source:

Negotiating Unwelcome Police Encounters: The Intergenerational Transmission of Conduct Norms, Rod K. Brunson & Ronald Weitzer, Journal of Contemporary Ethnography, 40(4) 2011.

#### Slide 5:

We will start off with an introduction to the theory of “Authority”.

Max Weber (Vā-ber) had a lot to say about sociology - the study of social behavior or society. He’s been dead for a while but his theories are still cited today

#### Slide 6:

- First of all Weber separated legitimate from illegitimate authority
- Weber defined legitimate authority as occurring when people obey the authority because they regarded it as rightful.
- For illegitimate authority, the case for obedience is derives from another source.

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##### Sources of Youth Expectations

- Observations of police treatment of others
- Media reporting of incidents
- Communications from peers



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##### Max Weber

- Influential German sociologist, philosopher, and political economist.
- One of the three founding architects of sociology.
- Often cited by Quantico/FBI for analysis of sources of authority.



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#### Slide 6:

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##### Weber's theory of authority

- Authority is present when there is a probability that people will obey a specific command voluntarily.
- Weber defined legitimate authority as occurring when people obey the authority because they regarded it as rightful.
- For illegitimate authority, the case for obedience is derives from another source.

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### Slide 7:

- We are going to focus on legitimate authority
- These are the 3 types that will be discussed in following slides

### Slide 8:

**ASK:** What are some types of traditional authority?

#### **Desired Response:**

- Monarchy
- President
- Parents

Often associated with a monarchy – the royal family is the royal family... no more reason needed.

Other examples?

- Father as head of household – patriarchy
- Tribal societies
- Wealth as a reason for status

**ASK:** Does this type of authority apply in police/public interactions? How? Why? Is it changing?

### Slide 9:

- Next is legal authority is based on bureaucracy and law.
- Within legal authority, rules are enacted and obeyed as legitimate because they are in line with other laws, how they are enacted and how they are obeyed

### Slide 7:

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#### Weber's Legitimate Authority

1. Traditional
2. Legal
3. Charismatic



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### Slide 8:

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#### Weber's Traditional Authority

Traditional authority is based on  
**TRADITION**  
and  
**CUSTOM**



"Because we've always done it this way..."

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### Slide 9:

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#### Weber's Legal Authority

Legal authority is obedience to the  
**OFFICE**  
not the  
**OFFICER**



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**ASK:** What are examples of this type of authority?

**Ask:** Is anyone is a current or former member of military?

Regardless of their political position and who they voted for, the President is their Commander in Chief – without question.

**Ask:** Does this type of authority apply in police/public interactions? How? Why? Is it changing?

Source: Boundless. “Rational-Legal Authority.” *Boundless Sociology* Boundless, 26 May. 2016. Retrieved 21 Mar. 2017 from <https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/government-15/politics-power-and-authority-112/rational-legal-authority-623-8985/>

**Slide 10:**

Last is charismatic authority is based on devotion and charisma

Dua Lipa, Beyonce, Shawn Mendes

**ASK:** What are some examples?

**Desired Response:**

- Chief
- Sheriff
- Mayor
- President –

**Desired Response:**

- Yes, law enforcement
- May not associate law enforcement actions as just if laws are unjust, thus less authority

**Slide 10**

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Weber's Charismatic Authority

Charismatic authority is based on an individual's

**CHARACTER**  
and  
**RELATIONSHIP**  
with followers



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**Desired Response**

- Sports
- Actors/Actresses
- Politicians
- Coaches

- The terms “hero”, “star” typically will be applied to charismatic leaders.
- If Nicki Minaj or Beyonce announced that they wanted all of their followers to wear a blue on Tuesday in support of a cause, there would be an awful lot of blue.
- If Drake announced that he thought Converse sneakers were the best shoe, Nike would be suffering.
- This is the type of authority police should strive for since often times youth do not recognize legal authority.

### Slide 11

#### Say:

Watch this case study and look at the different types of authority attempted here—be prepared to discuss what works, and what doesn’t work.

### Slide 12:

After case study is finished,

#### ASK:

Which officer accomplished his objective?

#### Ask:

Was it wrong for the first officer to stop the car? Assume it wasn’t, what might have been a better approach?

### Slide 11

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What types of authority are at play here?



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### Slide 12

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What types of authority are at play here?



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### Slide 13:

**Ask:** How do most adults try to assert authority...  
Parents, teachers, bosses...

<CLICK> to reveal answers

- #1-“Because I said so” or “Because I’m the Dad” never work very well... but we still say them! This is a very parent-like thing to say
- #2- We saw this in the Breakfast Club video yesterday... “I would have expected more from a varsity letterman”
- In other words, you failed me so I’m not going to deal with you anymore.
- Trying to force the person to do what you want out of shame or to prove you wrong
- #3- Finally, we know this works. How can it work in law enforcement?
  - Instead of “move over there” how about “let’s step over here”
  - Instead of “tell me what’s going on” try “let’s talk about what’s going on”
- Important to note that it doesn’t have to affect officer safety to try a more charismatic approach...

### Slide 14:

**Ask:** “how are we trained”?

**Say:**

The academy teaches you to deal with issues in a transactional and efficient manner.

When you go to a domestic violence call you’re not initially concerned with the fact that dad has been unemployed for 6 months and the car needs new tires and the baby is out of diapers... you are focused on stopping harm if it is happening and resolving the problem.

You go where dispatch tells you to... joke with the students about getting a call and responding “Um, dispatch – I’m just not feeling it today. Send someone

### Slide 13:

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3 ways most adults assert authority

1. Do as I say
2. Give up having any expectations
3. I’ll show you how / Do it together

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### Side 14:

Desired responses:

Let this turn into a conversation,  
then present the bullet points

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How are you trained?

- Take control
- Punish defiance
- Root causes are not police problem
- Our battles are picked for us
- Take all calls and handle all situations
- Anticipate misconduct
- Assume intentionality
- Be “Transactional”

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else.”

Finally, you are going into calls with an awareness that the public doesn’t have – you have to anticipate the unexpected and rarely do people “accidentally” break the law!

### Slide 15:

Circulate hand out

**ASK:** What is an example of transactional leaders? What is an example of transformational leaders?

**ASK:** What are examples of calls where a very transactional approach has been the right way? What are examples of other calls where they realize they were taking more of a transformational approach?.

### Slide 16:

So, are there potential pitfalls?

Yes –

First law of holes... when you find yourself in one, stop digging.

### Slide 17:

- Talk about minimum staffing levels – very few agencies are consistently able to maintain minimum staffing.
- 911 has made it easy for people to call the police for everything – you are the first responders
- Easy to feel like you “don’t have time” to spend working with kids –
- Ask officers how long they have to sit with a kid if they detain. How long does the paperwork take? (**Can reference diversion/paper charging as a time saver!**)
- Ask if officers think their administration would support them taking extra time to help improve the outcome with juveniles.

### Slide 15:

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#### Transactional vs Transformational

- “Transactional leaders work within the organizations culture as it exists; the transformational leader changes the organizational culture.” -Bernard M. Bass

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### Slide 16:

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#### Pitfalls & Traps



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### Slide 17:

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#### Chasing the Radio

Spending an extra 5 minutes may save hours waiting for a juvenile detention decision  
Requires “buy-in” from Dispatch and Bosses.

CASE NO.	STATUS	LOCATION	TIME
1001	IN	1001	10:00 AM
1002	IN	1002	10:05 AM
1003	IN	1003	10:10 AM
1004	IN	1004	10:15 AM
1005	IN	1005	10:20 AM
1006	IN	1006	10:25 AM
1007	IN	1007	10:30 AM
1008	IN	1008	10:35 AM
1009	IN	1009	10:40 AM
1010	IN	1010	10:45 AM

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### Slide 18:

- Officers around the country make this complaint. Easy to feel like nothing will make a difference.
- It's also easy to feel like everything you do is in the spotlight and you'd be better off avoiding that spotlight.

### Slide 19:

- Finally, there are calls to be more proactive. This is sometimes called the “Broken Window” approach to policing
- Jump Teams are an example of this.
- These teams are a valuable and important component of policing – the problem occurs when youth start feeling like they'll be “jumped” even if they aren't gang-related or doing something wrong.
- The result, according to this study, is this “If the cops are going to harass me no matter what then I might as well do whatever the hell I want. It doesn't matter anyway”

### Slide 20:

So, what can you do?

### Slide 18:

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#### Frustration

“They're back on the street before I'm done with my report.”



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#### Being “Proactive”

“Youth who have been stopped or arrested report significantly less anticipated guilt, greater agreement with neutralization techniques, greater commitment to delinquent peers, and higher levels of delinquency than youth with no police contact.”



Source: Wiley & Esbensen, Univ. of Missouri

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### Slide 20

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#### Best Tactics when Interacting with Youth



### Slide 21:

Remind students that what kids want is parallel to what police want.

If both feel like they get these out of an interaction it will be a more successful interaction.

### Slide 22:

- Unfortunately, these are the kids who want that respect, benefit of the doubt, and understanding the most...
- “Let’s look at some best practices...”

### Slide 23:

Use this slide to introduce the next 6 slides

### Slide 21:

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What Youth Want from You

- Respect
- Benefit of the Doubt
- Understanding

All the above lead to mutual face saving **and** can make your job easier!

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### Slide 22:

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The most challenging youth:

- Perceive less to lose
  - Desire respect the most
  - Poor connection to adults
  - Difficulty trusting adults
  - Are “frequent flyers”
  - Usually have serious learning disabilities
  - Have untreated & treated mental health issues
    - Self-medication
- So how do we best interact with youth?!

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### Slide 23:

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Procedural Justice for Youth

- VOICE
- NEUTRALITY
- RESPECT
- CARE
- PROPORTIONALITY
- NOT PREDATORY



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### Slide 24:

**Introduction – you will go through each of these in following slides**

### Slide 25:

- Not saying officers have to have close relationships with all the kids on their beat.
- The first couple of seconds of an interaction can make a youth feel like he/she is “connected” to the officer
- “Hey, I know talking to the police sucks... even I don’t like it. I’ll do my best to make this as easy as possible.”
- Those two sentences accomplish everything in the list on this slide.

### Slide 26:

- Joking relationships are key to de-escalating situations and developing relationships with youth during non-incident interactions.
- A joking relationship is one where humor is used to say things that otherwise would be impermissible due to the difference in the levels of power of the two people.
- Talking to an irate youth and the radio starts talking – “man, I wish they’d shut up... no respect for a guy trying to do his job. You know?”
- One officer we’ve worked with will suddenly ask “What size shoes are those? You think they’d fit me?... Ah, never mind – what was I saying?”
- Distractions and patience are also useful.
- When putting something in perspective, remember that time is different for youth: now is for ever.

### Slide 24:

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#### Best Tactics for Working with Youth

- Form relationships
- Use humor
- Be clear
- Listen
- Be predictable
- Be proportional
- Be respectful



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### Slide 25:

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#### Relationships

- Acknowledgement & Recognition
- Benefit of the doubt
- Sense of positive view of their future
- “Expect Up”



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### Slide 26:

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#### Humor

- Joking relationships
- Help distract, interrupt escalation
- Put issue in perspective
- Connect with kindness



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### Slide 27:

- Kids need to hear something at least 3 times. Their brains are going through something like:
- Is this guy pissed off at me?
- Ok, am I sure he's not pissed?
- What are you saying?
- They will assume they know the rules unless they hear otherwise
- Remember to use alternative consequences  
"Listen, we clear this up, you go home, I go back on patrol, and we're both happy." "Keep it up and I'll get sent back and if that happens my Sergeant will insist I write a citation... we don't want that, right?"

### Slide 28:

- If officers take the time to listen, discuss, explain, then the youth can't say they did not have a fair hearing.
- It tells the youth the officer gave them the benefit of the doubt and did not jump to conclusions.
- Repeat back parts of what they say – when you do this they have to engage the frontal lobe to decide if you've gotten it right. That's the part of the brain you want them to engage!
- If you aren't clear on what they're saying – say so.

### Slide 29:

- Let them know what is happening and what will happen next. They are creating all kinds of horrible scenarios in their heads that aren't even close to the truth.
- Youth across the country tell SFY that “when the cops start to swear, someone’s going to get hurt”

Kids know how they're feeling when they start swearing and they assume that same level of being out of control is happening with you.

## Slide 27:



## Being Clear



- Clarify the “rules of the house”
- Graduated sanctions
- Alternative consequences
- Nothing personal
- End with a restatement of expected conduct

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## Slide 28:



## Listening

- Consider their point of view
- De-escalates
- Removes misunderstanding
- Demonstrates giving benefit of the doubt



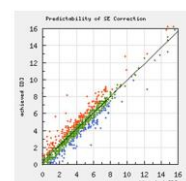
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## Slide 29:



### Predictability

- Reduce triggering anxiety and fear
- Clarify next steps
- Avoid “F” Bomb
- Explain why



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### Slide 30:

- Youth will look at police response with a critical eye no matter what the situation is.
- Social media tells them that police ALWAYS over-react so that's how they see it
- Ask officers if top image shows out of proportion police response – it doesn't. 3 officers, all relaxed, respectful distance. What do the students think a 16 year old's reaction would be.
- Bottom image – what is the immediate reaction of most adults? Perceptive students will see the "John Hancock" signs and recognize it is from the Boston Marathon the year after the bombing – with that information would most adults see this as being over-the-top? How about kids?
- Remember that kids already feel relatively powerless vs. police. Take the time to explain why a back-up officer stops during a contact – safety, policy, bored...

### Slide 31:

- Easiest way to show respect is to ask for their name. Not, "I need to see your ID." but instead "What do you go by, what should I call you?"
- Benefit of the doubt "We got a call about \_\_\_\_\_. It might not involve you but if you could help me figure it out I'd appreciate it." Even if you KNOW the kid you're talking to is the culprit, what have you lost?
- Expect Up! Most kids that interact with police on a regular basis most likely never hear positive comments. Short, powerful phrases can have a big impact "You seem to really know what's going on", "That's an excellent question", "It's obvious these other guys look at you as a leader."
- Above all, do not humiliate kids – they are super-sensitive to this and, given what you learned about the importance of peers, it's easy to understand how feeling like they're being humiliated or made fun of will set them off.

### Slide 30:

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#### Proportionality

- Response that matches the situation
- Youth focus on police conduct not their own



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### Slide 31:

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#### Respect

- Treated as individuals
- Give the benefit of the doubt
- Overlook powerlessness
- High expectation
- No humiliation



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### Slide 32:

- While there are best practices... there are also worst practices
- We'll look at 3 specifically

### Slide 33:

- Your presence alone can provoke some kids.
- Especially for kids with trauma – they are hyper-vigilant and will be hyper-reactive. Slow down a little.
- Remember that simply raising your hands above your shoulders can trigger aggression & a trauma response
- Threats don't work – remember that kids don't think about consequences so they aren't able to do the "if I do this, that will happen" calculation in their heads.
- Ask – What's a better way to get a kid to think about potential consequences?

### Slide 34:

- We know that kids want respect. One of the easiest ways to demonstrate respect is to talk to them like they are intelligent human beings.
- Stay away from making it "all about them". Talk in generalities instead of focusing on them and what they're doing.
- Avoid shaming a kid with comments on youth's attributes (race, gender, manliness, femininity, weight, sexual preference, future prospects, neighborhood). Remember that this may happen without you realizing that it is a sore spot with the kid. If you sense a sudden change in attitude be willing to ask "Hey, did I just offend you – you seemed to suddenly get angry at me." If nothing else, that demonstrates respect and care.

### Slide 32:

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#### 3 bad tactics with youth

1. Provocation  
(as perceived by the youth)
2. Disrespect  
(especially in front of their peers)
3. Unreasonable Escalation  
(emphasizing youths' powerlessness)

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### Slide 33:

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#### Provocation

- Sudden physical actions
- Refusing to explain
- Questioning their masculinity, looks, ethnicity, weight
- Threats



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### Slide 34:

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#### Disrespect

- Personalizing the offense
- Dehumanizing the offender
- Shaming the youth



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### Slide 35:

- Finally, always remember YOU are the adult in the situation.
- The kid is not going to de-escalate – that falls on you.
- Some triggers are obvious – yelling, blaming
- Some are not – how you are standing, your looks (maybe their abusive parent has the same hair as you), where you are standing
- Summarize the key points from the presentation

### Slide 36

Introduce the video –

- Ask officers to watch for the responding officer's Behavior, Language, and Timing as he talks with these kids.

### Slide 37:

After video plays ask:

- “Did the officer accomplish his objective?”
- “What was his objective?”
- “How do you think the kids will respond to the next officer they interact with?”
- “Is this type of approach admired or discounted in your department?”
- Coolest cop ever video

### Slide 35:

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#### Unreasonable Escalation

- Placing blame
- Creating discomfort
- Body language
- Volume / Tone



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### Slide 36

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#### Is this authority?



Does this officer lose or gain respect by acting this way?

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### Slide 37:

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#### Is this authority?



Does this officer lose or gain respect by acting this way?

- what about from other officers?

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**Slide 38:**

- Summarize the key points from the presentation
- The images used are from a Chief who said “I want my officers to be the heroes, not the assholes”

Provide instructions for Final Survey, and testing

**Slide 38:**

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Best practices for Asserting Authority

- 
- Build relationships
  - Set clear expectations
  - Actively listen
  - Share respect and enable saving face
  - Be predictable
  - Be proportional
  - Prepare for resistance
  - Don't take it personally!

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