



Spring Edition

**Volume 13
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The ILEETA Journal



ILEETA ★

International Law Enforcement
Educators and Trainers Association

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Educators and Trainers Association

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ILEETA Journal Editorial



Managing Editor:
Kerry Avery

The Journal

Welcome to the spring edition of the ILEETA Journal. After the first fully attended conference since 2019, the journal has also returned to its regular size with 15 articles and a book review. The 2022 spring edition had nine articles, which is still long enough to be a good resourceful read, but it was smaller than normal. It made me to reflect on what we're doing and whether it was having an impact on the number of articles being submitted.

I am extremely proud of the journal because people take the time to write and submit articles with very little prompting from us. The conference session on writing for the journal is also always well attended.

Once again, during the conference, we enjoyed a dinner and spending time with the people who wrote articles over the last year. This dinner is an opportunity to thank everyone who takes the time to share their expertise with our members and we usually discuss ideas for improving the journal. This year we didn't have that discussion because we always talk about including more fun and lifestyle type content, such as recipes, but the reality is we are all volunteers and we don't have time to seek specific types of content for each edition. That being said, if anyone would like to send recipes, tactical fashion tips or anything else – we are happy to accept it. If not, just keep sending your articles to help everyone in the police training profession and you will get an invitation to the dinner at the 2024 ILEETA conference.



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In this edition, we have the experience of a first time conference attendee and articles on experiential learning, visual teaching, medical training, advancing training on the range, Artificial Intelligence, leadership, promotions, burnout, communication, and hate-crimes. Some journals end up with a primary theme and other journals are like this one, with a pot pourri (can we still use that term or did I just date myself?) of topics. Hopefully it inspires you to write an article for the fall edition in September.

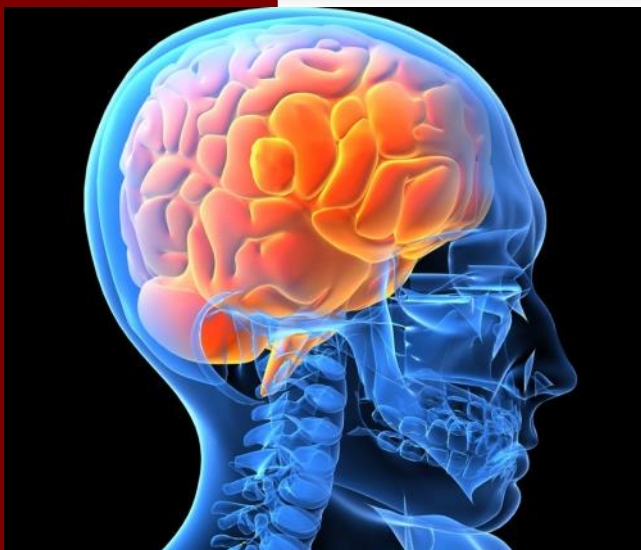
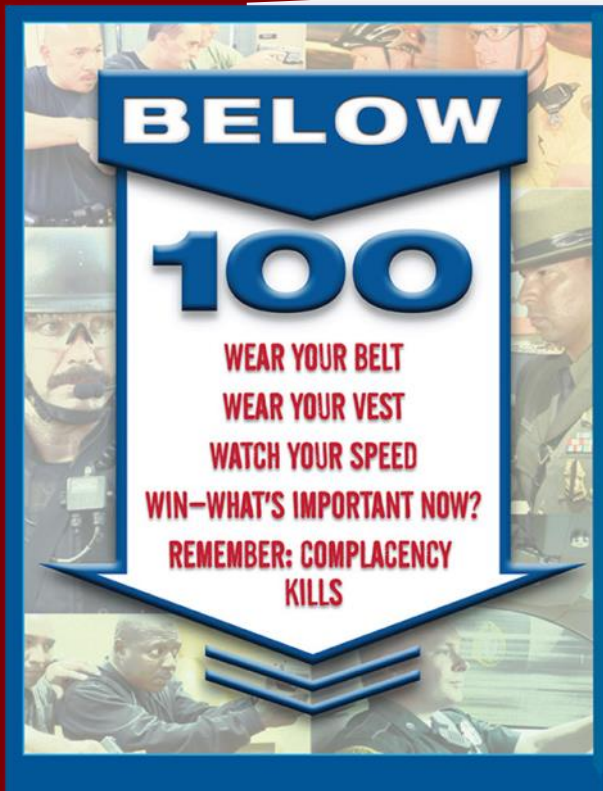
Have a great summer! Take care of yourselves and stay safe!

Kerry

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Officer Safety Use of Force

Editor:
Brian Hill



Busy Month, in All Things Use of Force

by Kevin R. Davis



The call was from a firm in Texas. I was in Forsyth, Georgia at the excellent Georgia Public Safety Training Center – GPSTC, attending attorney Lance LoRusso’s – Blue Line Lawyer Institute’s excellent, Force Forum 2023. “Can you work on this case for us, with a report due asap and a court appearance the end of May?” “No, I’m sorry,” I answered, “We are remodeling our kitchen and will be getting ready for vacation.” I thanked him for the opportunity, and he said, “No worries, we have many more cases we will be reaching out on.”

“Many more...” so, it goes.

Sadly, on the first day of the Force Forum conference, Attorney LoRusso as part of his presentation on “Life Under the Microscope: Real-Life Effects of LEA Errors” brought in three officers/detectives from the Atlanta Police Department. I had followed all three of the incidents they were involved in: Mark Gardner, Ivory Streeter, and Garret Rolfe.

Gardner and Streeter were fired within hours of an arrest/use of force of two subjects during the 2020 “George Floyd” riots, and subsequently [charged](#) with aggravated assault, and other charges against two supposed college students (as Lance LoRusso pointed out, neither subject was a student at that time).

Clear violations of civil service rules led to these terminations being overruled, and LoRusso’s able defense led to their being reinstated. If you want to see these two hearings link [here](#) and [here](#).

In February 2021, the City of Atlanta’s Civil Service Board ruled:

“The Civil Service Board has reversed the terminations of Investigator Mark Gardner and Investigator Ivory Streeter only on the basis that they were not done in accordance with the Atlanta City Code,” the board said in a statement. “It is important to note that the CSB did not make a determination as to whether the Investigators violated Atlanta Police Department policies.”

Still pending were the criminal charges against both Streeter and Gardner. It would take another year until Special Prosecutor, Cherokee Judicial Circuit District Attorney Samir Patel, would [find](#), “not only was law enforcement acting within the scope of their legal authority in their actions to obtain compliance, their actions were also largely consistent with the Atlanta Police Department’s own use of force policy.”

If you’re keeping track, the incident occurred in May of 2020, the officers were [reinstated](#) in February 2021, the charges against them were dismissed in May of 2022. Two years! As Detective Streeter said, there was “No way to prepare for this.”

Atlanta Officer Garrett Rolfe was charged after an [OIS incident](#) on June 12th, 2020, just a month after the riots. Rolfe shot and killed Rayshard Brooks, after Brooks, a known member of the Bloods street gang, and under the influence, resisted arrest/assaulted Rolfe and Officer Devin Brosnan during the course of the O.M.V.I./D.U.I. arrest. Brooks disarmed Brosnan of his Taser and fired at a pursuing Officer Rolfe before Rolfe shot and killed Brooks.

Officer Rolfe went through hell for 2 ½ years before his charges were dropped and he was reinstated. Rolfe:

- Moved every two weeks for two years due to safety concerns.
- Had to wear an ankle monitor as part of his bond agreement.
- Could not associate with Atlanta PD officers.
- Had a 6pm curfew.

Officer Rolfe stated, “My life was on hold. My purpose was taken from me.”

Rolfe was eventually [reinstated](#), the civil service board once again found that:

“Due to the City’s failure to comply with several provisions of the Code and the information received during witnesses’ testimony, the Board concludes the Appellant was not afforded his right to due process,” the board said in its decision. “Therefore, the Board grants the Appeal of Garrett Rolfe and revokes his dismissal as an employee of the APD.

Atlanta police Sgt. William Dean had testified that the firing seemed rushed, and Rolfe was not given sufficient time to respond, according to the decision released Wednesday.”

PBS, May 5, 2021

His charges were subsequently [dropped](#) in August of 2022, after the Special Prosecutor found, “Both acted as reasonable officers would under the facts and circumstances of the events of that night,” special prosecutor Peter Skandalakis said. “Both acted in accordance with well-established law and were justified in the use of force regarding the situation.” - CNN

As I’ve written before, and lectured at this year’s conference, it is imperative that today’s LEO’s build an emergency fund, or “war chest” setting aside money to make mortgage payments and other bills for several months.

In addition, every working officer should be enrolled in prepaid legal or defense funds such as the excellent [FOP Legal Defense](#), retirees – such as myself – should enroll in the [Retired Officer Concealed Carry Coverage](#).

Other Cases

I acted as the defense expert in the *retrial* of Columbus (Ohio) Division of Police Detective Andrew Mitchell in Franklin County Common Pleas Court. The first trial last year ended in a hung jury. I was on the stand over four hours in what became, once again, a contentious cross examination. Law & Order Trial Network live streamed the trial and you can watch my testimony [here](#). Lesson

here? When you testify as an expert or as a trainer on use of force, A) Know your topic, B) Prepare, and C) Articulate.

The jury was out only a short time before they acquitted Det. Mitchell in the shooting death of a local prostitute who had cut open his right hand with a lock-blade folding knife as he tried to arrest her for soliciting. Masterful defense my attorneys Mark Collins and Kaitlyn Stephens.

As many of you know, I retired in April of 2021 after 31 years with the Akron Police Department. My old agency and its fine officers were in the news over the past year after the Jayland Walker – Officer Involved Shooting case. Walker, despondent and depressed after the death of his fiancé in a MVA, was taken shooting by a childhood friend/now deputy. This ill-advised attempt at therapy resulted in Walker purchasing a 9mm pistol and ammo, driving through a high-crime area in the city with no license plate light, and a broken taillight. This resulted in a short pursuit when officers tried to stop Walker’s car. The chase at that point was called off based on the fact it was for equipment violations only. Walker drove back to the same area right after, and this time when officers chased him, he shot at them out the driver’s side window.

Walker was pursued, jumped out of his car while wearing a mask, and turned towards officers while moving his hands towards his waistband before he was shot by eight officers.

Political pressure was placed on Akron PD to have an outside entity investigate, in this case the Ohio B.C.I. – Bureau of Criminal Investigation. After an exhaustive investigation, summarized [here](#), a Special Grand Jury [no-billed all eight officers involved](#).

Cleveland area media wanted me to do an interview on the Grand Jury decision. I believe it’s vital for LE trainers to help educate the media and the public on the use of deadly, and non-deadly force. My interview with WKYC TV-3 can be viewed [here](#).

Local print media, despite the facts uncovered by B.C.I. during their investigation [refused to acknowledge](#) the actions, motions, and “suicide by cop” motive that

Walker had that night. As a response to this one-sided opinion piece, I wrote a [letter to the editor](#) outlining the many actions of Walker, which he took, to lead to his own demise. *Note – just right click on these two links and open in incognito window to view.

During the back-and-forth with the editorial director, it became an issue that, A) Walker inquired about suicide by cop to his deputy buddy, and B) That Walker fired “at” pursuing officers. As I pointed out with numerous citations to the deputy’s comments, there was more than enough evidence to state Walker was depressed, and even the deputy thought it was “suicide by cop.” Second, the notion that Walker fired a shot “at” officers or “in their direction” was substantiated by the officers themselves who stated they were shot at. The local paper intimated that Walker had only fired a shot “out of his window.” Only a journalist would quibble about an officer being shot at. Uniformed police in a marked squad car with lights and siren are behind a subject, who fires a shot, that officers see the muzzle flash and hear the gunshot, yet the paper would not acknowledge the officers were “shot at?” By the way, the casing fired from Walker’s pistol was recovered at the side of the roadway, and the casing was verified as having come from Walker’s pistol. If the pistol was not held back towards pursuing officers, how did the shell casing eject out of the car?

Wrap-Up

Recommend your officers:

- Plan and prepare their defense.
- Purchase a legal defense plan.
- Retain the right attorney(s).

- Don’t give a statement without their attorney present.
- View digital video evidence prior to giving a statement.
- Understand that “political prosecutions” are a very real thing.
- Understand that the “legal process” is being weaponized against LEO’s and the process has, in many cases, become the punishment.
- Understand that it may take time, as in a couple of years, before they are cleared in a criminal case.
- Continue their study of use of force laws their entire careers.
- Remember the words of Officer Garrett Rolfe, “*From that night for 2 ½ years, I fought for my life.*”

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About the Author

Kevin R. Davis is a retired L.E.O. from the Akron Police Department. With over 39 years in L.E. and 33+ years full-time. KD’s experience includes: street patrol, investigative narcotics, training bureau, and Detective assigned to the body worn camera unit. Kevin has authored two books: Use of Force Investigations, and Citizens Guide to Armed Defense. You can visit KD’s website at [KD-ForceTraining.com](#) where you can read his blogs on use of force. Kevin’s email address is: TrainerKevinDavis@gmail.com

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Can Your Officers “Land the Aircraft”? The Four C’s of Experiential Gunfighting

by Ken Murray, Dan Fraser & Jeff Johnsgaard



Here's the problem – even during a success based training scenario, the above example could still be setting the student up for failure because in the real world this is not where the encounter ends. This is where much of the really interesting stuff is just beginning. The unintended consequence of this well-intended training is that officers may find themselves on the winning end of a real gunfight from a

ballistic perspective, but they have no index card in their mind as to what to do next.

As a trainer, you are a brain surgeon. During facilitated experiential learning, trainers are poking around inside the brains of their students. Scenario based training has been shown to wire the brain for a response in anticipation of a future encounter. Such training creates a Rolodex® card of sorts, and under conditions of high stress a mind that has not been completely overwhelmed will run through its Rolodex of experiences looking for a cue card that roughly matches the situation the officer has found themselves in. In compressed time conditions, the mind does not necessarily evaluate the response, it just loads and goes. Trainers, therefore, have the daunting responsibility to ensure the optimal responses are cataloged, and this can most effectively be done through success oriented realistic training.

Here's an all-too-common scenario: An officer is placed into a training situation where the correct legal, ethical, and tactical thing to do is to shoot the simulated offender. So, the officer fires non-lethal training ammunition at the role player subject. Shot placement is relatively accurate, so in this instance the officer “wins” the gunfight as subjectively determined by either the role player or the trainer. The subject is down and a stop is called by the trainers. This is followed by, “Ok, let’s see where your rounds went”. Everyone circles up to see that the marking cartridges struck the subject in the centre of mass, neck or head. Next is high fives all around, a few points for improvement from the trainers and everyone resets for the next scenario or drill. Sound familiar?

A number of years ago, one of the students in our 5 Day Instructor program worked as a pilot for a sophisticated military organization. We talked about this “missing conclusion” issue, and how we must provide something for our students to do *after* the shots are fired, or they will be missing a set of potentially life saving skills. This student related a personal experience from overseas. He and his unit were in their first horrific battle in which they were successful and he performed in a textbook fashion. But, on the return to base, he nearly crashed his helicopter. He didn’t have a Rolodex card that included landing the aircraft *after* such an encounter. All of the complex air combat simulation training he had received left out landing, since, according to the organization, those pilots already knew how to land. He said it was an extremely focusing moment for him and, later as flight instructor, he set the simulators to include landing the chopper after the gunfight.

Can your officers “land their aircraft?” Do they have a trained set of skills beyond shooting proficiency by which they can continue after the shots are fired, and until they are safely “on the ground?” In our context this means that the subject(s) is in custody and the scene is safe.

What to do after the subject is down is often messaged in the classroom, but those skills will not be retained if they are not transferred in-state during drills and scenarios. In

far too much training where there is gunplay, the whistle is blown immediately after the last shot is fired. On a video simulator the scene ends after the gunfire, and on the static range the target edges. Where is the opportunity to “land the aircraft”?

What can and should officers be doing in those next critical moments while waiting for back-up to arrive? As Brian Willis, one of North America’s leading officer safety trainers, would ask, “What’s important now?” The body can’t go where the mind hasn’t been. If officers have not trained an optimal response, they will not magically know what to do.

Thankfully, there is a checklist for what needs to happen next. It is known as “The 4 Cs” - Cover, Condition, Communication and Controlled Breathing.

The 4 Cs provides a set of actions that someone in a state of arousal can use to continue *thinking* and *doing*. There are actually close to 17 things that fold in to accomplishing the full list, but when practiced and integrated in-state, it becomes a single set of behaviors and an internal voice to guide you while your barrel is still hot.

Cover – Find Some. Resist the urge to rush toward the subject and go hands-on. This happens frequently with poorly trained officers. Stop it. What is the urgency to take this person into custody?

Move to a position of advantage. This can be a piece of bullet stopping cover that also offers concealment - like the stacked pillars of a vehicle or a concrete wall - is a great option. However, this is not always available. Even if both you and the subject are in an open field, some positions will be better than others. Look to move to a spot where the subject can’t see you. Can you still see the subject’s weapon? If you can, that’s a bonus. You want to be in a position where the subject must visually acquire you and make an overt motion to be able to attack you again. When possible, look to put some distance between you and the subject. Distance gives you time, and time gives you options. This cover position should be

continually evaluated, officers should be encouraged to consider other options and to change positions to gain further advantage.

Condition – Of your weapon and yourself. Have you been shot or stabbed? Is your weapon still functional? It’s not uncommon for officers to end their training shooting with a stoppage or an empty magazine – and they don’t even know it. They continue to cover the downed subject with their slide locked to the rear. This C is a prompt to check your weapon.

Realize that the adrenaline dump from this encounter may mask any injuries you have – for now. A simple to way to check yourself while keeping your eyes on the threat is to systematically pat your body with your free hand and then bring it up in front of you to check for blood. Multiple officers at a scene can check each other. What is the condition of the suspect? What is the condition of the situation? Responding units will benefit from knowing.

Communication – With dispatch, the subject and yourself. Slow down and get the right information out over the radio the first time. Many officers are in a rush to get on the air to ask for backup. That’s fine, but how quickly are they going to get there, realistically? Even if you have back up arrive within one minute, a lot can happen in that time if you haven’t found cover and made sure that your weapon is functional. Are you communicating with and controlling any bystanders?

Are you communicating with *yourself*? Self-talk is always happening and it ought to be positive, even if you are seriously injured. Keeping your head in the game can be critical to your survival. Just ask Orange County Deputy Sheriff Jennifer Fulford who got caught in a crossfire in a garage with two people trying to kill her, a disabled gun hand, an empty weapon and ten bullets in her body (three more in her gear) within a 47 second encounter. The difference that morning was self-talk, determination and training that did not end after the gunfire.

Controlled Breathing – Controlled breathing reduces

anxiety and physiological arousal such as respiratory rate, heart rate and heart rate variability. Attending to your breathing focuses the mind and allows for better decision making.

Controlled breathing is often taught using the box (aka combat) breathing technique. This involves a deliberate inhale through the nose for a count of four, holding for a count of four, exhaling through the mouth for a count of four, and holding again for four.

Another, more optimal, breathing technique that may be new to trainers and officers is the cyclic (or physiological) sigh. This involves two inhales (preferably through the nose) – one to fill the lungs, and then a second to sneak in a little more air. Next is a *long* exhale through the mouth to empty the lungs. Even just one sigh can be effective at immediately reducing (but obviously not eliminating) the stress response (Balban, et al, 2023).

Like all other actions, the 4 Cs needs to be built in as a trained response. During training scenarios, it is astounding to observe how many people who have been taught about controlled breathing still had no skill in using it. Of course not. It is taught in a classroom, or by the command “scan and breathe” barked during static firearms training, but not actioned or addressed *in-state* during scenarios.

The 4 Cs are not reserved for individual actions. The 4 Cs can also be used for shootings involving multiple officers. All it takes is for one officer on a scene to call, “Four Cs everyone!” This serves to remind others what their priorities are and works very well in chaotic scenes like active assailants.

There is no official order to the 4 Cs. The most important thing is that they get done. As officers are trained in this method through realistic, high-fidelity drills and scenarios, some will begin to perform them simultaneously, such as breathing while moving to cover.

Like all actions that we expect officers to perform under stress, this must be reinforced as part of every drill and

scenario. One response to this method from naïve trainers has been, “We can’t afford the training time to do this.” Bottom line - You are the brain surgeon and you can’t afford not to.

Resources:

Balban, B, et al. (2023) Brief structured respiration practices enhance mood and reduce physiological arousal. *Cell Reports Medicine*, Vol. 4 (1) [https://www.cell.com/cell-reports-medicine/fulltext/S2666-3791\(22\)00474-8](https://www.cell.com/cell-reports-medicine/fulltext/S2666-3791(22)00474-8)

Gebhart, L. (2005, Nov 2) Fla. officer takes 10 rounds to save children, her own life. *Police One*. <https://www.police1.com/police-heroes/articles/fla-officer-takes-10-rounds-to-save-children-her-own-life-XNbtjzK0cqS4K3a8/>

Murray, K. (2006) *Training at the Speed of Life: The Definitive Textbook for Police and Military Reality Based Training*, Vol. 1

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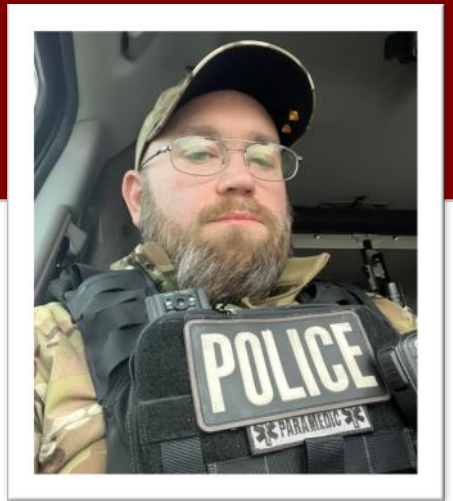
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The Black Sheep of Law Enforcement Training

by Sgt. Gerald Schlosser



As Officers, we constantly seek out the best kinds of training. We find the top SWAT school, the first-class shooting courses, or the finest defensive tactics. These are all great classes to take, especially when we are spending our own time and money. These classes are designed to train officers to survive the worst day of their lives. Officers do an excellent job finding top-notch training to attend, but where we fail is to gain the knowledge to save ourselves or our buddies. Basic medical training shouldn't fall by the wayside. Is it hard to imagine that, during that "worst day," knowing how to stop the bleeding or seal a chest wound wouldn't be equally important? All of the above-listed classes are important. Nevertheless, I urge officers to find courses geared to their medical needs if, God forbid, that worst day comes.

If ever you were in that fight for your life and must use the skills gained in that use of force class, that high-speed firearms training, or that hardcore SWAT school, you will likely need the skills to treat injuries. Self-aid and buddy aid are attached to all aspects of the use of force scenarios. Every time a firearm or physical force is used, there is a need for medical attention. Is it so hard to conceive that if we are training to take a life, we should also be preparing to save a life?

How many of our Officers are carrying, at the bare minimum, a tourniquet or an IFAK (Individual First Aid Kits)? If we keep these things on our belt (hopefully we are), shouldn't we be training with them to a proficient standard? Other tools that we should be carrying and training with include chest seals, hemostatic gauze, and Israeli Emergency Bandages. All these tools are basic life-saving devices that can be utilized with a little bit of training. These instruments are only helpful if we are adequately trained in their deployment.

I recently attended a firearms instructor development course where, toward the end of the first day of class, they simulated an Officer on the firing line being shot. This training exercise caught the whole class off guard. No one knew this exercise would take place as it was entirely out of the ordinary for most classes. This class was full of seasoned firearms instructors who were drilled the entire day on assignments and actions to take if an accident

occurred. Each of these should be common with all range operations. However, when the officer who was picked by the training staff to be the "casualty"

screamed that he had been shot, it was surreal to see a solid portion of the class stuck on "OO" of the OODA Loop.

Even with these veteran officers, there was still a momentary but noticeable delay. This type of coordinated drill was eye-opening for the entire class, including myself, a tactical paramedic. These exercises can be helpful when added to tactical and use-of-force training. In these types of emergency situations any amount of hesitation can mean the difference between life and death. A formal bleed takes between 2-5 minutes to bleed out. A victim bleeding from an artery can die within three minutes. Knowing how to control bleeding is crucial because hemorrhage is the second leading cause of death for patients injured in the prehospital setting, accounting for 30-40% of all mortality. That's all patients now throw in the types of injuries to Officers in the line of duty, and I'm sure that number far surpasses that 30-40%. According to the Committee on Tactical Combat Casualty Care, up to 28% of combat deaths today are potentially preventable, with hemorrhage being the leading cause. I'm not trying to beat the dead horse here, but simply giving the numbers some context. If we can, increase our survivability 28%, we need to be training on these skills in conjunction to our use of force classes.

As instructors, we must incorporate these basic medical lessons into our curriculum. As leaders, we should encourage officers to pursue basic medical skills courses. We have an obligation to be better for the people we lead and train. By no means am I advocating that we forgo the guns and glory-type of use of force training. We should add tactical first aid courses to our mandatory training curriculum. We need to jump on any opportunity we have to give our Officers a higher chance of survival.

Training...con't

There are extraordinary classes out there that officers need to be taking advantage of i.e. Tactical Emergency Casualty Care, Self-Aid Buddy Aid, and Law Enforcement First Responder. Each one of these classes will give the attendees the skills necessary to save themselves or their fellow Officers. Basic skills like the M-A-R-C-H algorithms and basic life support for trauma are drilled in each class. Being able to spot the signs of venous and arterial bleeding and how to control them effectively. Simply anatomy and science-based best practices to prevent bleeding, airway complications, and shock treatment. Air goes in and out, blood goes around and around, and any variation on this is bad.

M-A-R-C-H

Massive Hemorrhage – Stop the bleeding; this is your use of direct pressure, tourniquets, and wound packing, just to name a few.

Airway – Open the airway utilizing the recovery position, head tilt chin lift, modified jaw thrust, or more advanced use of NPA's.

Respirations – Locate and treat injuries causing breathing difficulty, for example, applying occlusive dressing to treat chest wounds (from the umbilicus to the clavicles).

Circulation – Check for signs of shock i.e. blood pressure, heart rate, and level of consciousness.

Hypothermia – Prevent body heat loss; this is also the time we can utilize to address any other non-life treating injuries and reassess.

May is National Stop the Bleed Month, and I assure you the resources are out there. I implore all of you to seek out and attend self-saving skills for that “worst day.” These types of training need to be made a priority, and they need to be put on the same level of importance as Use of Force type classes. It can save you or your partners' life.

There will be a no better feeling than having the loved ones of an Officer your training saved thanking you. We all have someone at home, be it kids, spouses, brothers, sisters, or parents, who want us to survive. We owe it to them to train for this fight.

Be safe, train hard, and stay vigilant...

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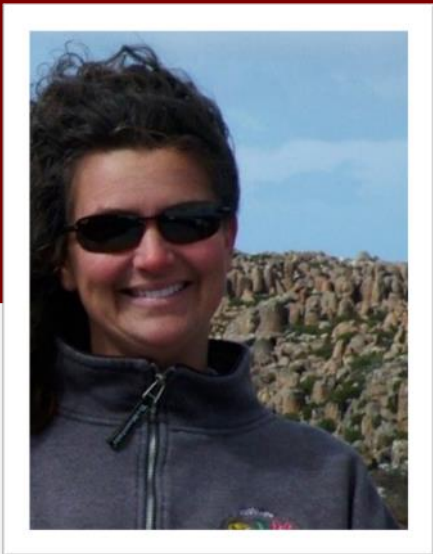
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Range Culture

by Chrystal Fletcher



When it comes to training, we are constantly seeking the latest and greatest,

most up-to-date techniques available. But when it comes to range training, the ‘how’ could be more important than the ‘what’. Firearms haven’t significantly changed in a hundred years. Shooting is simple, but for most of us, shooting well isn’t easy. It’s all been done before, but are we focusing on the wrong things? In order to get our shooters to truly succeed, we need to reexamine the way we are conducting live fire training.

In the past, the drill instructor approach was commonplace. And, with the recruit ranks full of young military aged men, this method did have some limited success. But with the goal being to train just the basics necessary to ready them for patrol, very little time was spent with regard for individual officer success. However, societal expectations of our law enforcement officers have evolved, and the demand for higher training standards has initiated a swing in training practices. Gone are the days of barking orders and belittling. Or at least it should be. This area is a prime example of achieving greater success with the carrot than the stick.

There is a plethora of actual brain science and adult learning data available to support the need to change the way we approach law enforcement training, yet most law enforcement firearm training is mired in tradition, dogma, and laziness. I know I am preaching to the choir with this audience, and I am not going to tell you anything you don’t already know, but what I do hope to accomplish is to reaffirm and encourage you to continue to press for change.

The good news is the brain science and adult learning information is reaching most facets of law enforcement training. The hope is that with experience and continuously improved results, this trend will continue to

spread. Yet, firearm trainers are slow to adopt this new-fangled approach. But there is hope. As the new batch of trainers begin to fill the positions of influence, and the old guard moves on, more firearm programs will embrace science-directed learning and training techniques.

We are practicing what we preach. By including the adult learning techniques that are proving to be effective, our classes are constantly evolving. We have scratched and recreated the PowerPoint part of our classroom presentations. Admittedly, we still have a long way to go in this area, but progress is being made. We hope this keeps the transfer of information from becoming stale and repetitive, especially to returning attendees, and helps set the tone for the training to come. We are moving away from the common lecture technique of talking at an audience and toward truly engaging with the audience. By making an emotional, human to human connection, we open the audience’s ability and willingness to be more personally invested and vulnerable. We seek to create an environment where students are comfortable giving input, pushing their knowledge and skills, risking mistakes, and being free from the threat of hostility or mockery.



Shooter-Coach teams can lead to team-building, better skill development and long term skill retention.

We buy into the adage, “If you want to master something, teach it.” (Yogi Bajan) As a result, we run all our live-fire range time in student/coach relays. Any of you who have taken the leap to present a class at the ILEETA conference can testify that one of the most stressful things a teacher/trainer can do is put themselves out there in front of their

peers to train other trainers. The self-induced social anxiety in this environment can be paralyzing. But it is a great way to prepare for in-service training, which imposes its own set of challenges. During in-service training, the students come with their own preconceived biases, opinions, and ideas about you and the training program.

We have started to incorporate the use of music on the range. By adding this unexpected and under-utilized learning tool in a live-fire range setting, we are able to exponentially increase the training value each shooter receives in the short time we have with them. Again, that emotional connection stimulates interest, encourages creativity, and improves retention. The shooters are no longer just going through the motions. They are engaged with the drills, with the skills, and with each other. Some lasting connections are made with fellow students over those shared experiences that not only extend the learning process, but can benefit the individual instructors, the students they teach, and their respective departments.

The use of music to stimulate interest and engagement is not new. Hollywood and advertisers have been using it since the audio recorder was invented. It has been an effective addition to training on the mats and in the vehicles, so why are we so slow to embrace it on the range? Take advantage of the unexpected splash of music and watch your shooter's faces light up.

Many officers, deputies, and agents don't enjoy range training simply because they are not strong shooters. We all like to do things we are good at. The dopamine hit from success always feels great. But doing what you are already good at is not training. It's practicing. A strong instructor gets their students to want to stretch their abilities. Unless we push our limits of success, we can never improve.

Unfortunately, the willingness to risk failure on the range has been beaten out of many of our shooters. We are the product of our history and many shooters have had unpleasant range experiences. But, small seemingly

insignificant failures are much easier to accept. By using a building block approach, and mixing in the more difficult facets of shooting into drills that incorporate the shooter's already strong skills, they are instantly more willing to press harder. The newer or more difficult skills aren't quite as scary if they are comfortable relying on their strengths to ensure an overall success.

We tell our shooters that "a DQ on a drill doesn't make you a bad person. Just learn from the experience where you need to slow down and where you are able to speed up." This failure is a learning opportunity another shooter may never have on that particular drill.

We need to swing the focus away from the holes on static paper and onto the shooter and their performance. If there is ever a place to throw a round it is in training by pushing hard, having fun, and learning some valuable life-saving skills. The proof is in the pudding. Since we have changed our focus toward the shooter rather than the tedious skills, the results speak for themselves. We mix leadership-focused firearms training with as many adult learning techniques as we can come up with. As these techniques and approach to live fire training make their way into departments, the feedback we receive is very encouraging.

Again, I know I'm preaching to the choir, but I hope many of you are willing to fight the good fight and spread the word. "The way we've always done it" isn't working. We need to bring law enforcement firearms training into the 21st century even if it is kicking and screaming. A very wise person is always telling me, "Persistence overcomes resistance." Now go be that thorn in the side of the dogma that is holding us back. We can and will do better for those who are following us. **ILEETA**

About the Author

Chrystal is co-owner of Combative Firearms Training, LLC providing firearms training and instructor development classes to law enforcement, military, and private security. She has presented classes nationwide and at multiple regional, national, and international conferences. She has written numerous articles for law enforcement publications and is a contributing columnist on Police1.com. She can be contacted at Chrystal@CombativeFirearms.com.

Instructor Development

Editor:
Thom Dworak



Artificial Intelligence Advancing at the Speed of Light

by Kerry Avery, M. Ed.



Chat GPT
Prompt:
Write an article for
a law enforcement
training trade
publication about

how they can use AI and ChatGPT to improve the quality of their training.

OpenAI (2023) response:

Artificial Intelligence (AI) is revolutionizing the way we approach law enforcement training. The capabilities of AI, combined with the power of natural language processing, have made it possible to create interactive training programs that are both effective and engaging. ChatGPT, a language model based on the GPT-3 architecture, is an AI system that can help law enforcement trainers develop more effective training programs.

One of the biggest challenges facing law enforcement training is the need to keep up with rapidly evolving technology and techniques. As criminals become more sophisticated, law enforcement professionals need to be able to adapt quickly and stay ahead of the curve. With AI and ChatGPT, trainers can create training programs that are always up-to-date and relevant to current trends and issues.

One of the key benefits of using ChatGPT for law enforcement training is the ability to create personalized learning experiences. ChatGPT can analyze a learner's behavior, preferences, and performance, and tailor the training to their specific needs. This allows trainers to provide targeted instruction that is more effective and engaging than one-size-fits-all approaches.

ChatGPT can also be used to create realistic simulations that mimic real-world scenarios. These simulations can be used to train law enforcement professionals in a variety of skills, such as conflict resolution, de-escalation, and crisis management. By using AI and ChatGPT to create

simulations that are as realistic as possible, trainers can prepare learners for the types of situations they may encounter in the field.

Another way that law enforcement trainers can use ChatGPT is to create interactive training modules that allow learners to practice their skills in a safe, controlled environment. For example, ChatGPT could be used to create a virtual role-playing game in which learners practice interviewing witnesses or suspects. This type of interactive training can be much more engaging than traditional lecture-style instruction and can help learners retain information more effectively.

Finally, ChatGPT can be used to assess learners' progress and provide feedback in real-time. By analyzing a learner's responses to questions and activities, ChatGPT can provide immediate feedback on their performance and help them identify areas where they need to improve. This type of real-time feedback can be especially valuable in high-stress situations where split-second decisions are required.

In conclusion, AI and ChatGPT offer law enforcement trainers a powerful tool for improving the quality of their training programs. By using these technologies to create personalized, interactive, and realistic training experiences, trainers can help law enforcement professionals develop the skills they need to stay ahead of the curve and perform their jobs more effectively. As the field of AI continues to evolve, we can expect to see even more innovative uses for this technology in law enforcement training.

Chat GPT Prompt: Write a poem about the ILEETA conference experience in the voice of Simon Sinek

OpenAI (2023) response:

*Gathered here at ILEETA, we come from far and wide
To learn, to grow, to share our skills and take them for a ride
We seek to serve our communities with honor, strength,
and grace
And in this gathering, we find the tools to help us ace*

*For law enforcement is a calling, not just a simple job
It takes a special kind of person to handle every sob
To face the dangers that we must, with courage and with heart
And to always keep our integrity, right from the very start*

*We know that trust is key, in every single way
And we must work to earn it, every single day
For we are the protectors, the guardians of the peace
And in our hands, we hold the power, to make the violence cease*

*So let us listen, learn and grow, in this great conference hall
Let us share our stories, our triumphs, and our falls
And let us leave here strengthened, with new knowledge in our hands
Ready to face the challenges, that await us in our lands*

*For we are the warriors of justice, the keepers of the law
And we will always stand for what is right, without a single flaw
So let us go forth with courage, and let us never forget
That we are here to serve and protect, and that is our greatest asset.*

The world of large language model (LLM) AI is in its infancy but the release of Chat GPT has led to an explosion of new products that create images and videos from text, can edit video, images and audio, and even clone voices to create new videos and audio. [Here](#) is an example of voice cloning and @heyBarsee on Twitter provides an excellent but terrifying video example of AI generated voices in [this post](#).

Although it feels like AI is new and only being explored by the early adopters, if you are online you are constantly coming into contact with AI. When Amazon suggests other items you may be interested in, Spotify creates a playlist for you, or Netflix recommends shows – that's AI. If you use photo filters – that's AI. If you ask Siri, Google or Alexa a question – that's AI. If you unlock your cell phone with facial recognition – that's AI. If you order an

Uber or use Google maps – that's AI. Whether we recognize it or not, AI has already become a part of our everyday lives.

AI has the potential to change the way we design and deliver training but it is hard to shake the feeling that we have seen this storyline in the movie Terminator and it did not work out very well for society. The potential opportunities are exciting but the rate of change is overwhelming and I see many aspects of my work being replaced with AI. Although this may pose a risk to my livelihood, ignoring it and trying to hang on to the way we have always done it is the fast track to becoming obsolete.

I am along for the ride and would be happy to meet with other people in the training industry to talk and share ideas about AI and how we can utilize it to offer more tailored and effective training.

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ILEETA

About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](#) Kerry has a Master's degree in Education and over 20 years' experience designing training programs, with the last 12 years spent working with law enforcement. Kerry has consulted for various LE agencies and organizations in Canada, the United States, Central America and Ukraine. Kerry teaches in the Certificate in Adult and Continuing Education program at the University of Victoria, and coaches law enforcement instructors on course design and facilitation. Kerry is the Managing Editor for the ILEETA Journal, and has presented at conferences for ILEETA, IADLEST, and IACP. She can be reached at Kerry.Avery@shaw.ca.

My First ILEETA Conference and the Lessons I Learned

by Ben Wallace



It is Saturday, March 25th, 2023. The last session ended at 11:45 AM, and my flight back to Canada leaves in the morning; so here I sit in my room at St Louis Union Station Hotel. I find myself deeply reflecting on the past 6 days. Those that know me, know that I am introverted, and as I sat on the PLANES [as in 4] to get to St Louis, I found myself questioning my decision to attend “You aren’t a cop like most of these trainers”... “You aren’t on their level”... “You are just a trainer from Ottawa: what are you doing?” These thoughts echoed in my head like a heartbeat that was beating too fast. When I arrived at the hotel, I was in line to check-in and within 1 minute of arriving, I was welcomed by other conference attendees. A weight was immediately lifted off my shoulders.

One of my first session was with Brian Willis. As I sat in Brian’s class, I looked around and saw a room full of trainers. They were engaged, actively sharing, and networking. I was hooked and knew right away that I was in the right place. In that workshop, Brian spoke about making a choice. You need to ask yourself “What’s important now and commit to excellence and working on yourself.” That’s what ILEETA is...at least on the surface.



As the week progressed, I quickly learned that **no one cared that I wasn’t sworn**. No one cared that I am still a relatively new trainer compared to many at the conference. I was treated as an equal. Whether it was during class, lunches, dinners, drinks, or passing each other on the way to a session, you could feel the appreciation and mutual respect we all had for each

other. I feel strongly that the knowledge, networking, and overall camaraderie you get at ILEETA can not be found elsewhere.

Allow me to share with you the lessons I learned from my first ILEETA conference:

Arrive Early and Arrive Rested.

I left Ottawa, Canada around 1:00 pm on Sunday and was supposed to arrive in St Louis Sunday at 8:00 pm. That did not happen. I ended up arriving at ILEETA 12 hours later than expected. I attended day 1 on roughly 30 minutes of sleep which is not the ideal setting for learning; however, we adapt and we grow. I got through it. Try and plan to arrive 2 days before the conference starts, as there are often events the evening before the event.

Come Prepared to Network.

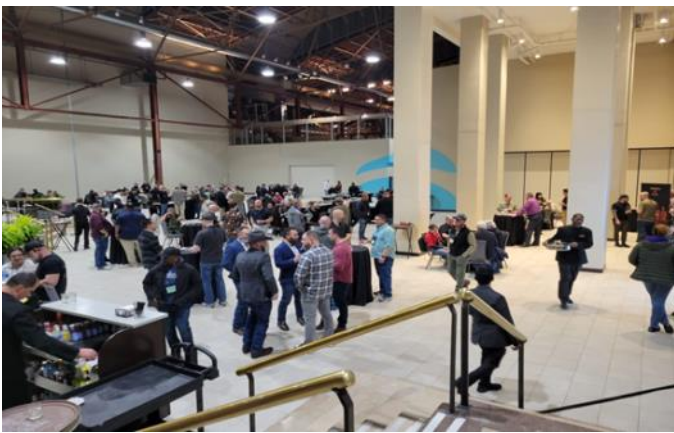
Get business cards. If you do not have them, order some. Be deliberate in your networking. Go to people standing alone and ask them to join in groups. As much as I focused on networking, there were countless occasions when other trainers came up to me and asked, “what are you up to? We are going to (insert activity here). Do you want to come?” This brings me to my next lesson.



Conference...con't

Embrace the Conference Experience.

Go to the light show at the lobby bar or the fire and light show in the Koi Pond. Embrace the opportunities to go for breakfast, lunch, dinner, or drinks with the other trainers. You can also check out the Saber Factory Tour. Talk in the halls. **SOAK IT ALL UP.** If you are introverted like me, get out of your comfort zone and grow from it.



Come With a Plan but be Flexible

I like to be organized, so I picked out what courses I wanted to attend months in advance; however, as I arrived, I found myself going day by day and session by session. There were times something profound would be said and I would change my classes to explore the topic more. Have a plan but be ready to pivot.

Talk About What you Learned

Whether that's in person, on Facebook, Instagram, or LinkedIn, writing a summary of the day can greatly assist in not becoming overwhelmed.

Expect to be Overwhelmed

The amount of information I received this week was like drinking from a fire hose. Be deliberate about writing notes, taking pictures of slides, and getting involved in class discussions. **ASK WHY** and keep an open mind. Follow up with your fellow instructors. The learning

doesn't end when the conference is over.

Bag Lunch or Food Trucks?

When it comes to lunches, you will not have a lot of time for sit-down restaurant-style lunches. I learned that the best way to address this is by eating at the food trucks or going to Walmart to pick up food for the week.

Expect to be Tired

No matter how much sleep you get the night before, you are taking in a significant amount of information in a relatively short time. Permit yourself to be tired, but still engaged. Draw energy from the other conference attendees.

Ask People to Tell you About the Other Sessions

Talk to the other trainers. Ask them what sessions they attended and what were their takeaways. Discuss ways to apply the information. If someone went to the same classes as you, ask them about their takeaways.



Conference...con't

These are all very important lessons, but the lesson that stands out the most to me is to be humble and come to the conference with an open mind. I was deeply and truly honored to be able to spend six days with some of the best, in my opinion, trainers in the world. The passion and motivation to achieve excellence inspired me.

If you look at the resume of many of these trainers it is hard to believe they are some of the most welcoming, empathetic, and caring people I have ever met. These instructors were here FOR THEIR STUDENTS, gaining more knowledge to make their students safer and more prepared. I can not think of one person I met at ILEETA that was arrogant. Everyone was down to earth and genuinely cared about improving and getting better.



I am so glad I decided to go to the ILEETA Conference. If you are on the fence, I can not urge you strongly enough to TAKE THE PLUNGE. The conference re energizes and gives you knowledge in a volume and variety I have never seen elsewhere.

I cannot wait to see my brother and sister trainers on March 18th to the 23rd 2024. If I met you, I valued our connections and cannot wait to see you again. If you have never attended, we welcome you to come and be part of this life changing experience. **ILEETA**

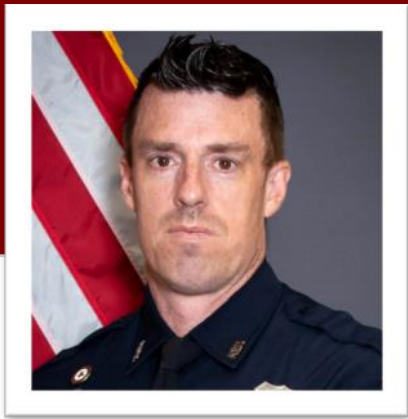
About the Author

Ben is the owner and head instructor of BDW Crisis Training solutions in Ottawa, Canada. Ben is certified as a use of force instructor, First Aid, CPR, AED and control the bleed instructor. Ben is a lifelong martial artist and proud member of ILEETA.



Demonstrations: The Art of Visual Teaching

by Robert Carlson



It is critical for trainers to model specific actions or behaviors in motor

skills instruction as students will, inherently, attempt to mirror those actions. Verbalization alone does not allow students to make sense of the instructions given. This would seem self-evident, but I have seen instructors attempt to teach a concept, such as using cover, without showing the student what they mean. Students need to visualize things like distance and body positioning. We must show our students what it is we want them to do. But like many things, if done without a plan or an understanding of the science of learning, we may fail to meet our goal or even be counterproductive.

As students observe instructors performing a skill, their brain is walking through the same process, superimposing themselves into the visualization. You may see this process in students as you are demoing. Watch their hands; you often see them mirroring your gross motor movements. In their head, they are performing the skill along with you. The brain cells responsible for memory can't distinguish between a mental repetition and an actual physical one. The modeling process is critical to allowing our student's brain to orient to a new skill.

The most obvious component of conducting a demonstration is ensuring the audience can visualize your actions. It doesn't do much good to conduct a skills demonstration if the students are not able to be able to see all the components that we're trying to highlight. This is where I see many demonstrations fall short; we have to orient our body position to the best angle to allow students to see the fine details. This may mean repeating the demonstration multiple times with different orientations depending on the skill you are showing. Students may miss a critical process component if half your body is obscured. Equally essential to the students' ability to visualize your demonstration is your need to view them. You need to be able to assess their attention and comprehension.

When conducting demonstrations of a process, we need to not only show the desired end state but allow the

student to see the individual components. This means we need to conduct three demonstrations. First, we need to demonstrate the skill correctly at full speed. This shows the student what the desired end state is. Since this is the first time their brain is ingrainning this new information, we want that visualization to be precisely what the correct application looks like. But since we are doing the skill at speed, it is difficult to explain the steps as we perform them. Thus we need to do a second demonstration, breaking the process down into each of its components and discussing all of the actions that need to take place. This is where we are essentially teaching the task. Obviously, this is where we will spend most of our time and may even need to repeat this second "by-the-numbers" demonstration multiple times to highlight different components or change our orientation to allow every student to visualize each angle. Finally, we want to end by re-orienting the student to what the correct speed of the skill looks like, so our third demonstration will be another full-speed demo. This ensures that the last time their brain processes the information, it is at that desired end state.

This may sound like a lot, but it isn't. If I were to teach speed reloads for example, I would, of course, explain the purpose, then "this is a reload" (full speed demo), followed by "so to accomplish that, we do..." (slow by-the-numbers teaching demo), and finally, "if we put it all together" (full speed demo). Now our students have seen what the skill is and the standard we expect, seen how to make that happen, and finished with a proper visualization. An important note: if you make a mistake during that final demonstration, that's ok; tell the students. But make sure you repeat that final demonstration correctly. The final visualization must be of a correct application.

We need to ensure that when we demonstrate a skill, our students are directing their focus on the particular thing we want. Because our students are trying to absorb all aspects of a new skill, they may focus on the wrong piece. For example, I may be demonstrating a defensive tactics move, and the student may focus on my stance and footwork and miss the action I'm attempting to show with my hand placement. We want to orient them to where their focus should be. I direct my students where I want

them to look verbally but to help grab their attention even more, I'll add visual and auditory stimuli. If I want them to focus on my actions with my hands, I will extend the hand I want them cued in on and snap my fingers. I have now snapped their focus to that hand, and they will unconsciously follow its movements with their eyes. Another practice is exaggerating your movements during the "by-the-numbers" demo. This helps keep them oriented on critical actions and movements.

When we demonstrate a skill, we want to add the context of why we would be doing this skill. That means that all of the contextually appropriate skills and actions we would be doing in a real application should also be modeled in our demo. Using the earlier example of demonstrating a speed reload, I need to ensure the students understand the conditions under which we would need to reload. During our demonstration, we must ensure that we are in the correct shooting stance with all the proper body and grip fundamentals. The students need to see the whole picture, not just a sliver.

A commonly used technique includes a demonstration of "what not to do." I've done this myself, possibly trying to inject some humor into the training or with the belief that I'm effectively showing the students what not to do. And ultimately, that's exactly what we are doing, modeling incorrect behavior. There may be an appropriate time and circumstance for this. But I approach this with much more caution than I used to. Typically, I see little benefit from showing how not to do something as the student isn't gaining any positive information. I know of one training program that has instructors demonstrate a skill improperly three times and then demonstrate it correctly. We have shown students three wrong ways but only one correct way.

That is not how the brain works. It will not imprint one proper modeling over the repeated exposure to the incorrect. Students must see the correct way to apply a technique first; since their brain is orienting to a new task, and has to generate a new neural pathway for this skill, so we must ensure that its first exposure is correct. The last demonstration must also be correct to provide the most recent footprint on the brain as a correct one.

Demonstrating a skill is a critical part of the teaching process. Done effectively, it allows the instructor to model a process for the students to replicate. But like everything in our teaching process, it must be done with planning to ensure we maximize the student's ability to learn and ingrain new information. Watching an instructor correctly perform a skill allows the student to work through the learning process and ingrain the lesson through visual repetition.

ILEETA

About the Author

Robert Carlson is a firearms instructor for the Memphis, TN, Police Department specializing in Active Shooter, Counter-Ambush, and Tactical Medicine training. He is the lead TECC instructor for the Mississippi National Guard's Regional Counterdrug Training Academy, providing no-cost training to law enforcement across the country. He has been recognized as an expert in Active Shooter Response for Law Enforcement. Robert owns Brave Defender Training Group LLC and is an IADLEST Nationally Certified Instructor.

ILEETA
International Law Enforcement
Educators and Trainers Association

Are You “Walking the Walk?”

by Jeff Couture



“As police trainers, we have so much influence in our agencies.”

When I attended my first instructor certification course in 2012, the instructor told the class that from this point forward, we’d be spending more time on the range, but far less time actually firing and improving our own skills and proficiency. He explained that despite all of our great intentions, our primary focus would be more on our students, rather than our own professional development.

That instructor trainer was right. During my very first year at the range, I found truer words may have never been spoken. I had to specifically carve out time to work on my own professional development, but as we all know that can be easier said than done. Despite that fact, continuing to sharpen our skills and maintain our proficiency not only ensures we can provide the best for our students, but also sets a positive example for them to follow.

Just like teaching firearms, being an instructor in any discipline often means being first to arrive and last to leave. If you truly believe in the guiding principle which states “It’s not about you, it’s all about your students,” you live your days as an instructor with an external, outward focus on your students, not yourself. In today’s world where officer wellness is finally on the forefront of our profession, it’s crucial for us as instructors to not only talk the talk, but walk the walk by prioritizing our own wellness so that we can lead by example and inspire others to do the same.

No doubt, as police trainers and instructors you play a pivotal role in your agency advocating for a variety of important topics including stress management, nutrition, sleep, and exercise. It’s inspiring to hear of officers getting together for pre-shift workouts to motivate each other and hold themselves accountable. Some agencies have hired a part-time mental health professional to be available for first responders for confidential check-ins should the need arise. It’s encouraging to see the

proactive approach so many departments are taking to increase officer wellness in their agency.

As instructors and trainers, it’s important for us to remember that we can’t solely focus on our personnel’s well-being and neglect our own. While we may serve as the “sage-on-the-stage” preaching the benefits of meal prepping, meditation, and high intensity exercise or functional fitness, it’s important we are leading by example. Are we actually walking that walk? It’s a question worth asking yourself. Prioritizing our own physical and mental health is as important as promoting it to others.

As police trainers, we have so much influence in our agencies. So many officers are looking to you as the subject matter expert, a resource, a guide, a mentor. It’s important to understand the level of influence we have and use it to promote wellness. With so many agencies losing veteran officers the past few years and those positions replaced with new, young officers, we need to ensure we are taking officer wellness seriously for ourselves, and leading by example. How can we preach it if we aren’t doing it ourselves?

Promoting a healthy lifestyle and work-life balance in others can be challenging, but here are some strategies you can use:

1. **Lead by example:** One of the best ways to promote a healthy lifestyle and work-life balance is by demonstrating it yourself. When others see that you prioritize your own health and balance, they may be more likely to follow suit.
2. **Encourage physical activity:** Encourage others to engage in regular physical activity, such as going for a walk, hitting the gym, or trying a new fitness class.

3. Prioritize breaks: During your training sessions, take breaks throughout to recharge and refocus. Encourage your students to take a walk outside, do some stretching, or simply step away from class activities for a few minutes.
4. Be mindful of workload: Be intentional about balancing your own workload and delegate tasks when necessary to avoid feeling overwhelmed and stressed.
5. Encourage work-life balance: Encourage your officers to prioritize their personal life outside of work, such as spending time with family and friends, pursuing hobbies, and taking time for self-care.
6. Create a supportive environment: Create a culture of support and open communication where individuals feel comfortable discussing their stress and workload. Encourage coworkers to support each other and offer help when needed.

Remember that promoting a healthy lifestyle and work-life balance is an ongoing process, and it requires consistent effort and dedication.

So, are you talking about meditation, but not practicing it yourself? Are you still hitting the drive-thrus because you didn't take the time to meal prep? Have you been encouraging others to commit 1% of their day to self-improvement, yet personally failing to invest the fourteen minutes and twenty four seconds it requires? You get the point.

Our students will always be our top priority, but when it comes to officer wellness, we can inspire them by showing them how much we value our own mental, emotional, and physical health. Name me a better lesson or message you've ever delivered that literally improves your life, while creating life-long change in others.

As police trainers, we have a tremendous amount of influence on our personnel and cannot afford to neglect our own wellness. If you're not walking that walk, take that first step towards improving your own well-being. It's not just for you, but for those you lead and serve. Remember, even the longest journey starts with a single step. Take it. For you, and for them. **ILEETA**

About the Author

Jeff Couture is a Sergeant with the Chicopee, Ma police department where he has served since 1996. He was instrumental in creating his agency's full-time Training Division, which he now supervises. He can be reached at jcouture@chicopeepolice.com





Give Your Students the Bird—But Which One?

by Duane Wolfe

As instructors we learn and grow. Each of us is different in how we approach what and how we teach. Part

of that learning and growing comes with the experience of doing the job. That growth is determined by multiple factors including the length of time you have been teaching, your mentors, and who you teach.

After teaching for over 40 years, I've come to recognize several different instructor types. Partly by watching and learning from other instructors, and through my own progression as an instructor. While you may find it easy to identify other instructors listed below, it is far more important to identify yourself.

Understanding where you are at will give you the opportunity to recognize those steps you can take to advance up the pecking order or to avoid a particular flock.

The Parrot

We all start here, whether by chance or choice, we decide to take on the role of instructor. Usually that involves taking a course, getting an instructor certification, and then teaching what you learned. You are like the baby chick. Momma bird has hunted the worm, captured and eaten it and started the digestion process. You await in the nest. When Momma Bird arrives you eagerly open your mouth, and the contents of her stomach are regurgitated into you for your consumption.

The Parrot can only repeat what it has heard. Despite having a fairly large vocabulary, and perhaps knowing a few tricks, the Parrots' level of knowledge on their subject is extremely limited. Any in-depth questions on the subject matter results in no answer or a repeat of what is known. The Parrot is caged.

We all start here. Some instructors never leave this stage, for a variety of reasons. Some stay perched at this spot because it is comfortable. Some stay there because they lack the opportunity or desire to learn more and to grow as instructors.

You can only teach what you know.

The Peacock

These are easily spotted if the flashy plumage and strutting displays aren't enough to identify them their loud calls will. The Peacock is all about drawing attention to themselves. Their focus is on them showing you what they know. Their showmanship is about gathering a flock of admirers, who will crow about how good the Peacock looks. This is a common phase for a lot of instructors. There is nothing wrong with getting recognition for your abilities, as long as it isn't your main focus.

As an instructor it's not about what you can do. It's about what your students can do.

The Ostrich

Too often when Parrots and Peacocks progress, this is their next and last perch. The stereotype of the Ostrich with its head buried in the sand demonstrates that while they are a very big bird, they are unaware of what is going on around them. It seems far more comfortable, and takes far less effort, to stick to what you know.

As an instructor you do so at your own, and your students, peril. An Ostrich with its head buried in the sand is just a big, flightless, blind bird. It feels safe and warm, but your tail feathers are flapping in the breeze.

Never looking outside your own little world limits your knowledge, personal growth and potential.

The Vulture

The Vulture spends its day flying high, looking to feed. The Vulture capitalizes on the efforts of others. Whether the carcass it feeds on was taken down by another animal, a vehicle or old age or injury, the result is the same. The Vulture feeds.

Vultures aren't usually thought of in a positive light. However, good instructors strive to rise to the level of the Vulture. They capitalize on the work done by others, and they feed daily on books, podcasts, instructor development classes, research papers, conferences, and

professional journals.

By making yourself better, you make your students better.

The Eagle

The Eagle is a scavenger, just like the Vulture. It also hunts. It uses its strong vision to identify moments of opportunity. Whether while flying or perched high the eagle is always scanning for an opportunity and when it sees it, it swoops in. The Eagle isn't always successful in capturing its intended target, but each attempt provides a lesson to learn and grow from.

The Eagle instructor takes what they have learned from others and applies it. They experiment to see which teaching methods work best. They are constantly changing and tweaking what and how they teach. Never satisfied, they are always searching and researching.

The best instructors are eternal students.

Your Chicks

Regardless of the species each bird has to feed its chicks. When they return to the nest, there are the chicks with their mouths wide open, waiting. Regardless of which bird you are you have to feed them. Feed them well and they will flourish. Feed them poorly and they may perish.

You can be the Parrot in the cage or the Eagle in flight. You can repeat what you have been fed or you can expand your knowledge and abilities through constant effort. The change will come with effort and failure, success and experience, time and introspection. The bird you are today doesn't have to be the bird you are tomorrow. You choose.

Which bird will you give them? **ILEETA**

About the Author

Duane Wolfe was a licensed Peace Officer in Minnesota for 28 years, retiring in 2014. He served as a patrol officer, sergeant, SRT member, investigator, arrest and control tactics instructor and firearms instructor. He also served a full-time instructor at the Alexandria Technical and Community College Law Enforcement Program for 28 years retiring in 2022. He served as the range master and his teaching focus is on officer safety and firearms. He holds a Bachelors Degree in Criminal Justice and a Masters Degree in Education. He is also a certified by the Force Science Institute as a Force Science Analyst.



LE Environment & Health and Wellness

Editor:
Kim Schlau



Protecting the Protectors: The Impact of Burnout on Law Enforcement and Strategies for Prevention and Support

By Kim Schlau

“It’s fine. I’m fine. Everything is fine.” Sound familiar? But is it really fine? Odds are, probably not.

We all have stress - whether it’s at work, at home, or both. When we fail to properly manage that stress, it can lead to burnout.

Burnout is a state of physical, emotional, and mental exhaustion caused by prolonged and chronic stress. It is often associated with work-related stress, but can also be triggered by other factors such as personal relationships.

People experiencing burnout typically feel overwhelmed, emotionally drained, and disconnected from their work, family, and friends. They may feel a sense of cynicism, negativity, or even hostility toward their work or those around them. Burnout can also lead to a decrease in productivity, motivation, and job satisfaction.

Some common signs of burnout include:

- Chronic fatigue: Feeling tired all the time, even after getting enough sleep.
- Lack of motivation: Losing interest in work or hobbies that were once enjoyable.
- Irritability and moodiness: Feeling easily annoyed or frustrated with others.
- Reduced productivity: Difficulty focusing and completing tasks on time.
- Physical symptoms: Experiencing headaches, muscle tension, and digestive problems.
- Isolation: Withdrawing from social situations and avoiding contact with others.
- Cynicism and negativity: Having a negative outlook on life and feeling hopeless.
- Decreased job satisfaction: Feeling unfulfilled in your

job and lacking a sense of purpose.



- Anxiety and depression: Experiencing feelings of anxiousness or sadness.
- Insomnia: Having trouble falling or staying asleep.

If you are experiencing several of these signs and symptoms, it may be time to seek support and make changes to your lifestyle to prevent and manage burnout.

Burnout can occasionally be a sign of imposter syndrome, which is a psychological pattern where individuals doubt their accomplishments and feel like a fraud, even if they are highly competent. They may also have high expectations of themselves, be overly self-critical, and fear failure, leading them to feel they have to work harder than everyone else to prove their worth.

Overcoming those feelings starts with developing a more positive self-image and being kinder to ourselves. Building a support network of friends, family, and colleagues who can provide encouragement and feedback is invaluable, as well as seeking professional support from a therapist or counselor.

Burnout can occur in any industry, but some industries are more prone to experiencing it than others, such as healthcare, education, social work, and of course, law enforcement.

Law enforcement is particularly susceptible to burnout. The combination of high-pressure work environments, long hours, rotating shifts, exposure to trauma and lack of support from colleagues, command staff or the public all contribute to feelings of isolation and burnout.

Therefore, it is paramount that agencies prioritize the mental and emotional well-being of its officers. This includes providing access to counseling and support services, promoting a culture of open communication and collaboration, and implementing policies and procedures

Protect...con't

services, promoting a culture of open communication and collaboration, and implementing policies and procedures that prioritize employee safety and well-being.

However, we must also be responsible for our own mental health. The following steps can help to manage stress:

- **Prioritize self-care:** Make sure to prioritize activities that you enjoy and that help you feel refreshed and recharged. This could include things like exercise, spending time in nature, reading, or spending time with loved ones.
- **Set boundaries:** Set realistic boundaries at work and in your personal life to avoid feeling overwhelmed. Learn to say "no" to commitments that you don't have the time or energy for.
- **Practice stress-reducing techniques:** Engage in activities that help you manage stress, such as meditation, deep breathing exercises, or yoga.
- **Take breaks:** Take frequent breaks throughout the day, and make sure to take time off from work when you need it.
- **Seek support:** Talk to friends and family about what you're going through, or consider speaking with a

mental health professional. A support network can help you feel more connected and supported.

- **Re-evaluate your priorities:** Take a step back and re-evaluate your priorities. Are you spending your time and energy on things that are truly important to you? Make adjustments to your life to ensure that you are prioritizing what matters most.

Effective stress management helps you break the hold stress has on your life, so you can be happier, healthier, and more productive. The ultimate goal is a healthy and fulfilling life, with time for work, relationships, relaxation, and fun—and the resilience to hold up under pressure and meet challenges head on. Keep in mind that stress management is not one-size-fits-all. That's why it's important to experiment and find out what works best for you. **ILEETA**

About the Author

Kim Schlau lost two daughters in 2007 to a traffic crash caused by a distracted Illinois State Trooper. Since 2009, Kim has spoken at numerous law enforcement agencies,

academies and conferences throughout the United States, as well as schools and businesses to prevent crashes due to speed and distracted driving. Kim is a section editor of the ILEETA Journal, and can be reached at kimberly.schlau@gmail.com.



Tag Ons, Hang Ons: You Know What I Mean, Don't You?

by Thomas Cline



Hang-ons often refer to parking tickets that you stick to the window of rude parkers. In Chicago they are

fun to issue because there seems to be no more fixing and once you get one, you gonna pay, no matter what. Sometimes offenders will angrily tear your strategically placed hang on off their window, leaving a three-inch line of stickum. With as few as a dozen tickets over a few weeks I could spell out special messages to chronic offenders. My point is you can have fun with hang-ons.

The hang-ons referred to in this article are verbal hang-ons, tag-ons or tie-downs. You can have fun with these too. They are a few extra words or a short sentence we can hang on a statement that turn it into a question. They tie down an agreement on what you just said. You understand, don't you? Tag-ons are used to mentally and emotionally move people toward acting according to your will. Their purpose is to get agreement on minor points, adding to your power of persuasion.

I first learned about tag-ons and tie-downs from master sales trainer, Tom Hopkins. He explained that if you can get people to agree on many minor points it is much easier to make the final close. That makes sense, doesn't it?

So, what does that have to do with police work? Well, we are constantly closing people on things, aren't we? We like to tie people down to a straight answer, don't we? We must sell people on what we want them to do. Here are a few examples of common commands used in policing that become more effective when used with a tag on or tie down:

- You'll have to leave now
- Turn around so I can put these cuffs on

- Carefully place your hands where I can see them
- Put the bat down, now
- Tell me where the gun is

Here are the same commands used with a tag on and/or tie down.

- You know you'll have to leave now, right?
- You realize you must wear these bracelets, right? You don't want it to hurt, do you? Turn around and put your thumbs up and I'll put them on correctly so you won't be injured.
- You know I need to see your hands now, right?
- You know you've got to put the bat down now, right?
- You realize we must find the gun, don't you?

Yes, they may sound wordy but if they persuade a subject to comply they're worth every word, aren't they?

Some officers spend more of their uniform allowance on uniforms than is necessary, simply because their scripts escalate rather than deescalate situations. I always preferred to spend my uniform allowance on things other than uniforms. Rather than forcing citizens into submission, it seemed easier to persuade them to obey. Closing a citizen on being arrested peacefully ensures your safety, doesn't it? You do prefer safety to risk, don't you? It also keeps you, your shirt and pants intact, no?

Learning and using tag-ons and tie downs is easy and can be fun. In the last four paragraphs I have used no less than six. You caught them, didn't you?

Using hang-ons moves people to put what is said on their mental scales, usually prompting agreement. Though people may not answer verbally, tag-ons and tie-downs force their thought process to agree or not. You understand, don't you? If you watch their body language,

you will often see a slight nod in agreement with your statement/question.

A subject who agrees with you on several small points is more likely to agree with your final decision or determination at the end of an exchange. Does this make sense?

Using a hang-on makes the other person feel like they are more in control. We all like to feel in control, don't we? It seems as if they are helping you make the decision. Reality is that you have already made a decision for them, haven't you?

When used correctly, hang-ons make you sound like a coach who wants the best for his players. They also create empathy, don't they?

Here is an exchange between an officer and an arrestee. The officer's script is peppered with hang-ons. It starts after a decision to arrest has been made:

Officer: You are under arrest. Turn around and place your hands behind your back.

Arrestee: Arrest! What for?

Officer: You understand we were called here on disturbance, right? And you saw us talk to everyone too, right? Well, John over there has signed complaints against you for battery. And he has two witnesses, doesn't he? You know what we have to do, don't you?

Arrestee: Well you can stuff it, pig. I ain't goin' with you.

Officer: You are upset, aren't you? Right now you're charged with simple battery and you'll be out in a few hours, right? You don't want to be charged with something more serious, do you?

When you become adept at using hang-ons they become

addictive. In order to support my reasons for writing this I purposely started using more hang-ons around my office. After pushing it to the limit I would ask the person I engaged, "You know what I am doing, don't you?" To my surprise, all admitted they did not. When I told them, they groaned and said "Now I see."

Chicago Police Sergeant Tom Costello was one of the people on whom I tried the experiment. He got hooked and started using hang-ons every chance he could. He was amazed at their efficacy. He says they give negative subjects a more positive tone and help turn people's negative attitudes positive. He notes this was especially true when dealing with subordinates. You realize, he is a believer now, don't you? Halleluiah!

The challenge now is for you to conduct your own experiment and pepper your conversations with hang-ons. Use them absent sarcasm in a calm voice. Should you engage in an experiment of your own, I'd love to hear your results. You will contact me, won't you?

By the way, tag-ons should not be used with interview questions as the subject might feel that you are leading him or putting words in their mouth and they would be right, wouldn't they? You understand, don't you?

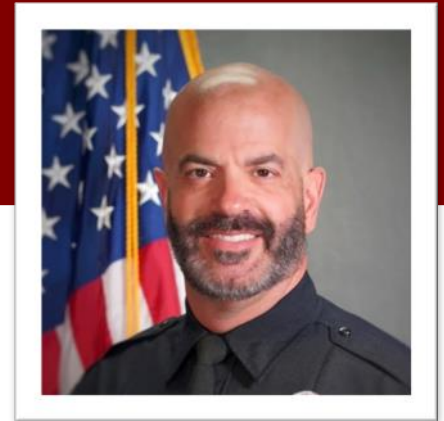
If you engage in non-escalation you do not have to de-escalate, right? **ILEETA**

About the Author

Thomas Cline, retired, is a 55-year law enforcement veteran, past president of the International Association of Ethics Trainers, who spent 30 years as a sworn P.O. and 24 years a writer/trainer at the Chicago Police Academy. He's authored Cop Tales! (Never Spit in a Man's Face...Unless His Mustache is on Fire) and Surviving Storms. Non-Tactical Career Survival for Law Enforcers. For information on training and workshops Email: Coptales@gmail.com

With Extreme Prejudice: How to Recognize and Report Hate Crimes

by Cpl. Chris Holder



Hate crimes are unique, and require specific training to recognize and successfully respond. This response must include addressing the individual victim's needs, as well as establishing and maintaining trust with the community. Timely and comprehensive reporting of data can help law enforcement better understand the impact of hate crimes, which goes a long way in allocating the proper resources.

What exactly constitutes a hate crime?



In the simplest terms, the offense must include both "hate" and "crime." However, the term "hate" can be misleading. When used in a hate crime law, the word "hate" does not mean rage, anger, or general dislike; rather, it means bias against people or groups with specific characteristics that are defined by law.

Law enforcement must be mindful of protecting freedom of speech and other civil liberties. Under the First Amendment of the U.S. Constitution, individuals cannot be prosecuted simply on the basis of their beliefs. It protects an individual's right to express opinions and ideas, without government censorship or retaliation. Even if those ideas are inaccurate, offensive, or stereotypical. However, there are some limitations to this right, and the First Amendment does not protect against committing a crime, just because the conduct is rooted in philosophical beliefs.

At the federal level, hate crime laws encompass crimes committed on the basis of the victim's actual or perceived race, color, religion, national origin, sexual orientation, gender, gender identity, or disability.

Hate crimes are unique, in that victims are targeted based on identity characteristics or their belief system.

The intended victims suffer both physical and psychological trauma. However, these offenses are particularly heinous because they don't only impact the intended victims. Hate Crimes affect families and communities that bond over the traits they share with the intended victims. The unintended victims could be one neighborhood over, or clear across the country.

Hate crimes often include property crimes associated with marginalized groups, such as community centers, churches, mosques, or other places of worship. These offenses may include such damage as arson, vandalism, or defacement by graffiti. It may also cover conspiring or asking another person to commit these crimes, even if it was never committed.

How Should Law Enforcement Respond to Hate Crimes?

Law enforcement agencies should respond to hate crimes by treating them as a priority, thoroughly investigating them, and ensuring the safety of the victim. They should also cooperate with relevant community organizations to collect evidence, eyewitness statements and surveillance footage, to identify and prosecute the perpetrators. Additionally, they should provide support and resources for the victim, including connecting them with advocacy groups while raising awareness about the harm of hate crimes within their communities. These practices will help stabilize and reassure the community as well as support the victim's recovery. Failure to respond to hate crimes within departmental guidelines may further jeopardize public safety and leave officers and departments open to increased scrutiny and potential liability.

Why report hate crimes?

Accurate statistics assist law enforcement and the

Hate Crimes...con't

legislative branch in understanding how hate crime affect the community. This way victims can be supported, trends can be proactively identified, and lawmakers can focus on legislation. Working with media to share accurate information is another way to ensure that the community has credible and actionable intelligence.

This is the first year the annual hate crimes statistics were reported entirely through the National Incident-Based Reporting System (NIBRS) to the FBI. This data is submitted by city, county, college/university, state, tribal, and federal agencies. Participation is voluntary for state, local, and tribal law enforcement agencies, and mandatory for federal law enforcement. The types of hate crimes reported are broken down by specific categories. The data collected for each hate crime incident includes one or more offense types, victim information, offender information, location type and jurisdiction. According to the Department of Justice, several of the nation's largest law enforcement agencies, as well as some states, DID NOT make the transition to NIBRS in time to submit data prior to the reporting deadline, and are not included in the 2021 reported totals. As a result of the shift to NIBRS-only data collection, law enforcement agency participation in submitting all crime statistics, including hate crimes, fell significantly from 2020 to 2021.

The Hate Crimes Reporting Gap is the significant disparity between hate crimes that actually occur and those

reported to law enforcement. It is critical to report hate crimes not only to show support and assist victims, but also to send a clear message that the community will not tolerate these kinds of crimes. This is especially relevant now in lieu of the recent FBI hate crime stats that were released in December 2022. Due to many cities NOT switching over to NIBRS, underreporting continues, thus losing community engagement and connection. With a large number of cities still reporting zero hate crimes and others not turning in any statistics at all regarding hate crime, our providing training and education is at the core of correcting these issues. Reporting hate crimes allows communities and law enforcement to fully understand the scope of the problem in a community and put resources toward preventing and addressing attacks based on bias and hate. Accurate reporting may also help agencies receive proper federal funding to address said issues within their community. **ILEETA**

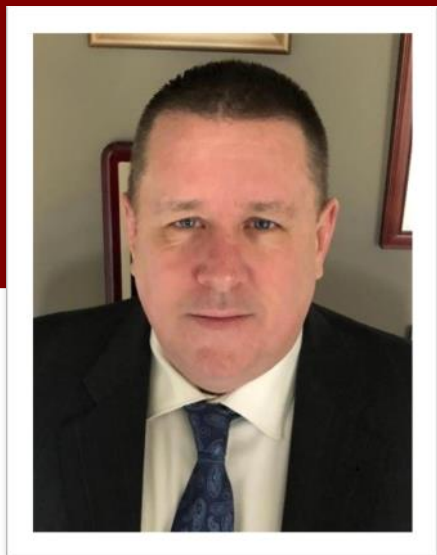
About the Author

Cpl. Chris Holder has 24 years of law enforcement experience working for a North Texas agency, currently serving as an In-Service Coordinator, as well a long-standing member of their Peer Support team, responding to critical incidents as needed. He was recently awarded the 2023 State of Texas Law Enforcement Achievement Award for Professional Achievement for developing a national hate crime curriculum. Chris's involvement with his community includes mentoring young male students as well as being active with his church youth groups. Of all the achievements Chris has attained, he is most proud of his wife of 25 years and his two daughters.



Protect the Pipeline

by Andrew DeMuth Jr.



“Law enforcement promotions must be based on who will be spectacular at leading others.”

The Internet meme contained 13 words: “When you promote the wrong people, you begin to lose your best people.” So simple. So true.

As leaders, we owe it to our people to provide the best work environment possible and that includes giving our people the best leadership possible. Nothing undercuts this more than promoting the wrong people.

It's bad enough that more deserving employees must accept being skipped, but often they will have to report to person selected. And when this new supervisor is incompetent, toxic, selfish, lazy, unapproachable, etc., this can be an utterly demoralizing experience.

If the new supervisor turns out to be a very bad boss, the effects reach even further. Leaders like these affect work performance, professional life, and even personal life, personal relationships, and health and wellness as employees often take work home with them. To a large degree, one's immediate supervisor is the single greatest determining factor in job satisfaction and happiness. A poor supervisor can be cancerous to an organization at any level.

And in an era where retention has become such a challenge, great leadership is even more important. We cannot afford to be losing good people because of abusive supervisors. One Gallup poll of more than one million U.S. workers concluded that “the number one reason people quit their jobs is because of a bad boss or immediate supervisor. 75% of workers who voluntarily left their jobs did so because of their bosses and not the position itself.” (Hyacinth, 2017)

There can be no room for favors when it comes to promotions. Nor can promotions be based solely on the good old boys club, academy mates, or any other feel-good initiative. Law enforcement promotions must be based on who will be spectacular at leading others.

Our selections should have leadership presence, a high level of job competency, and strong job knowledge. They should also be well respected, invested in and committed to the organization, and must be highly successful in dealing with people as leadership is people.

And I would strip this down even further. Let's focus on that first promotion, the one from line officer/deputy/detective to supervisor which is most often a corporal or sergeant. That promotion is the single important most promotion in any organization, even more important than promotions at higher levels including the promotion to the chief executive position.

Front-line supervisors are the ones making the decisions on the calls and crises and serve as ambassadors for the organization to the public, the press, and the now-common presence of cell phone cameras. Additionally, no single rank has more influence on the rank and file than the front-line supervisor.

But, most importantly, the first promotion places the recipient in the leadership pool. From this pool, all future leaders will be pulled. For this reason, command-level leadership must be highly selective of who they allow through the door. That pool is the pipeline for the future leadership of the organization.

The promotional selections made by the organization also

The promotional selections made by the organization also communicate to the rank-and-file how to get ahead. Essentially, it tells them, "Do what they did!" If the extent of what they did was be the nephew to the warden, the drinking buddy to the chief, or the son-in-law to the mayor, it certainly does not reflect well on the organization. Similarly, if the recipient of the promotion has little to no body of work, is the agency gossip hub, or brings no value to the position.

If ten of our people are up for one promotion, most will understand that there can only be one choice. But if they are not the person selected, they will have one request: Choose someone who deserves it and who will flourish in the role.

When it comes to promotions, we must get it right. We must protect the pipeline.

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ILEETA

About the Author

Andrew A. DeMuth Jr. is the founder and lead presenter for Leading Blue, a company that provides leadership training throughout the nation. Andrew retired from the Freehold Borough Police Department in 2015 after a 25-year career where he managed the media relations program and investigations division in addition to serving as the agency training officer, range master, and intelligence officer. After retiring, he served as a civilian manager for the attorney general's office overseeing the statewide law enforcement DNA collection program of more than 500 agencies. Andrew also serves as an adjunct professor for two different institutions, and can be reached at Andrew@LeadingBlue.com.



A Message to the New Officer and Something to Remember for the Old

By Darrell Burton



Entering into this profession as a new officer could be an overwhelming and somewhat surreal undertaking. The shift-work, the lack of personal time, the lack of family time, the missed holidays, birthdays, anniversaries, and the emotional fatigue overtime experienced from the types of call received, can all take its toll. There are many things to discuss with regards to the aforementioned, but this is not an article about those things.

What I want to impress upon you is something that is often overlooked, understated and devalued, and that is the importance of friendship. The people that you associate yourself with will either become your downfall or your upkeep, in this business, and in life. In the past several months we have been inundated with video of groups of officers behaving unethically and without restraint. See Memphis, Tennessee, see East Cleveland, see Ector County, see La Vergne Police Dept. etc. What I'm pointing to is the common denominator of friendships, acquaintances, colleagues, associates, and there affect upon your decisions and direction in life.

You must be selective and careful with those you choose to allow inside of your circle of influence. The great speaker and entrepreneur Jim Rohn spoke of 3 questions that one must ask themselves on a regular basis,

1. Who am I around? You have to evaluate the people in your inner circle because they have the most influence. People around you can keep nudging you off your intended course a little bit at a time were you barely notice it, until 10 years from now, you find yourself asking how did I get here?
2. What are they doing to me? You must reflect on the actions that you are now committing, the music you are listening to, the movies you are watching, the books you are reading, the places you are going, and the way you are talking. Are friends that you have known for many years now saying you've changed for the better, or worse? Quite possibly all of your colleagues and friends on the job or in the academy are good; however, it does not hurt to ask yourself what are they doing to me?

3. It that Ok? Maybe everyone within your circle is good for you and no issues are there and you are receiving all of the results that you want, need and asked for. But maybe not. So you must ask yourself these questions because the power of influence is that strong.

In a research paper titled The Ripple Effect: Emotional Contagion and its Influence on Group Behavior. Barasade, Sigal (2002) discussed the influence of high and low leveled emotions displayed within teams that influence and foster cooperation and social integration amongst employees. Emotional contagion happens consistently among group members and much of it happens with little awareness to the people effected.

According to research conducted by Harvard Psychologist David McClelland, the people you hang around, termed your "reference group" determines 95 percent of your success and failure in life.

In 1971 a psychologist by the name of Philip Zimbardo conducted an internationally known study dubbed the Stanford Prison Experiment. In this experiment we see how the influence of positional power and control unchecked and improperly supervised, can easily influence and feed human indecency. Within this particular study, individuals hired as guards began to take on an us versus them mentality towards the inmates. The hired inmates, began to encompass a herd mentality of an us against them sentiment. Otherwise, calm and stable guards began to harass the inmates verbally and it quickly escalated to more physical forms of harassment. This study had to be ended well before its scheduled two-week conclusion due to concerns of safety and morality; however, it showed the powerful influence of a few on the many

You must be concerned about the people you decide to allow within your inner circle. The profession of law enforcement prides itself on the concept of family, but I

submit to you, all family is not good family. Some family I may only see during holidays, for birthdays, and some family I may see on a regular basis (shift-family). I have their backs when they are right, but when they're wrong, I must intervene. Some family you may only see when you absolutely have to (co-workers you may not like), this is because their chaos can affect you as an innocent bystander. In the academy and with your agency, the ability of discernment will be your key to success. The decisions you make each day lay the ground work for who you will become and the legacy you will leave. Your friendships and relationships are the heart of these decisions.

Spend the intimate hours with the people or the person/s on your team that wants to grow and do more. Spend the times on and off work with the ones who know that both they and you have something special to give to this profession and what that is, is going to make this world a better place. Yes! I'm volunteering to work this event because I know it increases my contact with the community and I'm building social capital. Are you coming with me? Yes! I'm taking my personal time off to go to this conference that I'm paying for because I know that something or someone there will help me be a better me and intern a better officer. Are you coming with me? Yes! I'm reading and listening to audio books everyday because I'm feeding my seed, to better serve the people. Do you want to listen? Yes! In order for you to better serve the people, you must be selective with your influences because the cost is too valuable if you're not.

I can hear many of you reading this article right now and saying to yourselves, this guy has no idea of knowing the man or woman I am, or the people I hang around with. And I say to that, you're right that I don't know. But what I do know, is that I don't have to know all of those things because your supervisors, and leaders will know, and every day you are being interviewed for your next position by them. I'm in the circles where these discussions go on. I regularly speak with Chiefs, Captains, Lieutenants, and Sergeants about leadership and we notice who are the ducks and who are the eagles in a class and within the department. Eagles never flock, but ducks do. Eagles fly so high that if they meet another bird in flight, miles high, it has to be another eagle. Eagles fly

into the storm to ride the thermals and above the clouds where only they can breathe. Ducks are always quacking about policies and running away from training. If you have no idea who or what you are, after reading this, chances are you have identified yourself with a flock and you're a duck.

In closing, I hope this has assisted you in some way to understand the importance of carefully selecting the company you keep. And if you've been identifying yourself as a duck, rather an "old duck" or a "new duck" it's not too late to change. The great thing about life is overtime, you can discover which of the two you really are, unless it's duck hunting season.

Choose your friends based upon your destination, and maybe I'll see you miles above in the sky. **ILEETA**

About the Author

Darrell Burton is an Advanced Level Instructor under California POST, with several specialties to include being a Subject Matter Expert with California POST, Arrest and Control Tactics to Crisis Negotiations, De-Escalation, Use of Force. He is currently a Police Academy Coordinator in San Mateo California holding a Masters Degree in Social Work, American Police Hall of Fame Inductee, and over 15 years experience in Law Enforcement/Public Service.



Reducing Hiring Standards: You are Just Planting Weeds

by Thomas Dworak

You're looking out your backdoor at a beautiful, lush green lawn. You spy a single

dandelion. Since it's only one, it's no big deal. Several days later, you look again. There are a few more. Again, no big deal. Several weeks later your backyard has become a sea of yellow weeds. Dandelions have infested your once beautiful lawn. Reducing law enforcement hiring standards is giving up the lawn to the weeds.

It is no secret that law enforcement is experiencing a hiring crisis. Overall recruitment numbers are down. This reduces the number of quality candidates. To increase the applicant pool, law enforcement agencies have reduced or are considering reducing minimum hiring standards.

The definition of insanity is doing something over again and expecting a different result. But, the fix de jour, reducing hiring standards has been tried before and does not work.

We have already witnessed the impact of reduced standards in places like Memphis, Minneapolis, and most recently East Cleveland. Lowering standards in the past provided the Los Angeles Police Department Rampart scandal. What was the definition of insanity again? Police Chiefs' organizations are petitioning to reduce or eliminate physical ability tests, allow for a prior misdemeanor or low-level felony arrests, or lowering minimum age requirements.

Law enforcement is held to a high standard. Maintaining that standard begins with hiring quality candidates. Many law enforcement trainers and consultants, myself included, have repeatedly told agencies when recruitment is tough, hold to what current standards are or raise them. This advice helps to override the "well the applicant is close enough" thought process. Minimum standards are just that, minimum.

A warm body in a squad car is not the new minimum standard. By reducing hiring standards, you are planting dandelion seeds. The "new" standard may reduce the overtime and help operational staffing to level out. But have you considered the second or third order effects of the change?

History is there for a reason, to be aware of past errors and successes. By ignoring or worse disregarding what has happened before will be a costly lesson. Exponentially more expensive than an overtime budget.

Lowering hiring standards are the dandelions cropping up in your backyard. While nice to look at, will quickly overtake the best-maintained lawn. Once established, they are difficult to remove. Otherwise, in a very short period, the profession will be overtaken by dandelions and will be ruined. **ILEETA**

About the Author

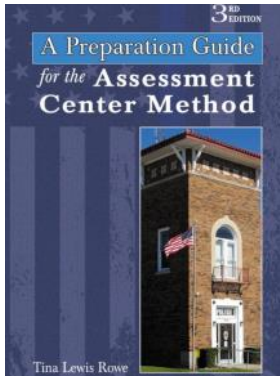
Thomas Dworak is a retired Sergeant from a suburban Chicago area police department where he was the Field Training and Evaluation Program Coordinator and the Lead Defensive Tactics/Use of Force Instructor. As the Founder & Lead Instructor for The Adaptive Way, he develops and facilitates courses on Field Training, Leadership, Emotional Intelligence and Decision-making across the United States. Thom's knowledge of experiential learning, emotional intelligence, critical thinking, creative problem solving and decision-making shapes training from The Adaptive Way into programs for the changing environment officers find themselves in daily. Thom can be reached by email at thom@theadaptiveway.com.

Reviews & Resources



Book Review: A Preparation Guide for the Assessment Center Method By Tina Lewis Rowe

Reviewed by: Brad Malloy



In the past five years I have taken tests for Sergeant, Deputy Chief, and a newly created Commander position at my agency administered through Assessment Centers. While some I did well on, others I struggled and felt I should have achieved a higher score. In my current position as Commander, now I am on the other side of the testing process, seeing it from the side of Command Staff. When the opportunity to read and review Tina Lewis Rowe's *A Preparation Guide for the Assessment Center Method (3rd Ed.)* came around, I was excited to learn more about the process and to see if my experiences, both in my preparation for the tests, and the actual assessment center were consistent with the book.

Rowe does not just jump right in to how to study and prepare, but starts out with an in-depth explanation of the assessment center process, how they are run, what they are looking for, what the assessors are rating you on, as well as something I found helpful, the chapter on "What is Your Assessment Center Challenge" in which she gives common challenges faced by those taking the tests and how to overcome them. In preparation, five components are discussed to focus on, including the rated competencies, the assessment exercises, the rating method and materials, the tasks of assessors, and you and your responses to the exercises.

Creating a study binder with lists of KSAAEs (Knowledge, Skills, Abilities, Attitudes, and Experience) for the rank and position you are testing for should be studied including your agency's protocols on typical incidents that occur that would be relevant for the position testing for, as well as a section for PACTSFID and ACTION ARROWS, potential exercises, and probable rating areas. PACTSFID is a thought organizer that I had never heard of, but am trying to incorporate into my daily work. It is an acronym that helps in remembering how to manage a situation by focusing on: analysis, considerations, training, solutions, follow-up, inform, and document. ACTION ARROWS help in guiding you to remember your thoughts.

The chapter on *Command-Level and Executive Assessment Centers* goes through what I felt were many of the questions and concepts from the tests I have taken part in, however Rowe expands on the questions, by listing and making you think of the follow-up questions to the main question to guide your thoughts and answers to be more thorough. These follow-up questions made me think of my testing and how I was so excited to answer the initial question that I found myself not giving a full answer with a lot of thought behind it. I feel I definitely would have benefitted from reading this before my testing.

The end of the book goes through some of the assessment center exercises and how to apply the concepts from the book into those common exercises. This was broken down by the exercise and several subtopics on how to prepare for that topic. It goes into structured interview questions and what the assessors may be looking for in asking that question.

Overall, I wish I had this book several years ago when I started my journey with assessment centers and definitely feel it would have aided me in being more prepared and scoring higher on the tests I took. The book is packed full of knowledge and would be a benefit both to those who are testing, and to those who, like me, have made it through assessment centers and are now in a position where they are arranging the assessment centers to come in to test their employees for promotions to have a better understanding of the entire process. **ILEETA**

About the Reviewer

Brad Malloy has over twenty years of service with the Glendale Heights (IL) Police Department and is currently assigned as a Commander in the Patrol Division. He has a Master's Degree in Forensic Psychology from the Chicago School of Professional Psychology and has attended Northwestern University's School of Police Staff and Command (Class #469). In addition to his supervisory duties, he is an instructor in firearms, Taser, less-lethal impact weapons, rapid deployment, and A.L.I.C.E. Prior to his promotion, he was assigned as the Investigation's Division Sergeant and was a member of the Internet Crimes Against Children Task Force.



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