



Fall Edition

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# The ILEETA Journal



**ILEETA**★

International Law Enforcement  
Educators and Trainers Association

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**ILEETA**  
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# ILEETA Journal Editorial



Managing Editor:  
Kerry Avery

## Editorial

### Evolution

Welcome to the Fall edition of the journal. September is the second start of the year, as the beginning of the school year inspires many to set or revisit goals. This time of change includes the announcement from the Executive Director Harvey Hedden of his upcoming retirement and the new Executive Director. Harvey is ever present at the annual ILEETA Conference and it has been a great experience working with him to manage the journal for the last six years. It is not good-bye though, as Harvey will be at the conference in March and will continue to be involved with ILEETA.

Conference proposals are accepted until the end of October. Presenting at ILEETA is an excellent opportunity to gather with a group of like-minded people as we work to improve training. Having new instructors and topics every year makes the conference a more valuable experience for everyone. If you are considering submitting a proposal and would benefit from feedback, the ILEETA facebook page is active with numerous experienced instructors that would be happy to help.

The articles in this journal show a continuing evolution of law enforcement training to more evidence-based and evidence informed methods. There is also an increased focus on leadership. Instructors may not consider themselves leaders in the organization but that discounts the immense influence they have on the agencies of their students. You are indeed a leader.

There is also an article from a Corrections Officer. It is great to see ILEETA being inclusive of specialty fields associated to law enforcement, such as corrections and parole. I hope to see more articles related to training in these areas and some conference sessions specifically for them. I have had the privilege to work with corrections academy training and see the need for them to have specific training for their environment, instead of attending law enforcement training and figuring out what fits for them. This was also expressed to me by a group of corrections officers and trainers over breakfast at the NAFTO conference.

It is rewarding to watch the continuing evolution of ILEETA and training because Ed Nowicki created this organization to connect people passionate about law enforcement training, to make each other better.

Take care of yourselves and stay safe!

Kerry

# The Next Generation of ILEETA Leadership

by Harvey Hedden



**I**n 2003 Ed Nowicki formed ILEETA with a simple mission and a plan to avoid some of the issues that had impacted previous associations. ILEETA would be run like a business with minimal bureaucracy and maximum benefit to the members. I have proudly served ILEETA since its inception, first as Deputy Executive Director in 2003 and as Executive Director since 2009 when Ed's health forced him to retire.

It is now time for me to turn this role over to someone younger who shares the same goals for ILEETA that Ed Nowicki established 20 years ago. Someone with the energy and drive to continue the mission Ed started. That person is someone I have known for many years, Ray Merlin. We served together at the Kenosha County Sheriff's Department. When I first got to know Ray he had been assigned by my department to be a firearms and defensive tactics trainer. Immediately I recognized many of the same traits that made Ed such a great instructor. He has been active at ILEETA Conferences as part of our conference staff for years, even before agreeing to join the advisory board. Ray's unique background in law enforcement, training and leadership have prepared him well for this work, but it is what is in his heart that make him the right person for ILEETA.

I was fortunate to work with Ed for many years before I took over as Executive Director. As trainers we know the importance of succession planning. For that reason, this change will take place after the 2024 ILEETA Conference so that we can provide a smooth transition of administration. Our Marketing Director Mary Grace Barbye and Director of Member Services Marla Hedden will also be stepping down after the 2024 ILEETA Conference and will also be part of the transition process. Both have been instrumental to the continued success of ILEETA through their hard work and professionalism.

As the Executive Director Designee, Ray will be assisted by Joe Willis - Deputy Executive Director Designee. Deputy Executive Director Brian Willis will also be continuing to serve in his role as he has since 2009. Jenny Merlin will be the Director of Member Services Designee. We do not anticipate any radical changes to ILEETA, just continued improvement of service to the members. Our

conferences will continue to be held at Union Station in St. Louis for the foreseeable future. We will continue to develop resources and benefits for the members of ILEETA.

It has been a privilege to serve you these past decades and I was very fortunate to have the assistance of many people who made ILEETA work so well. After the 2024 ILEETA Conference I will continue to assist and serve ILEETA in whatever way I can. I hope you will join me in helping the current and incoming leadership of ILEETA to continue to grow our association and improve its service to our members and criminal justice. We will be posting video updates on the transition at [ILEETA Resources page](#). Watch for discussions on the transition process on the [ILEETA Live Facebook](#) broadcasts.

Stay safe,

Harvey Hedden – Executive Director  
**ILEETA**

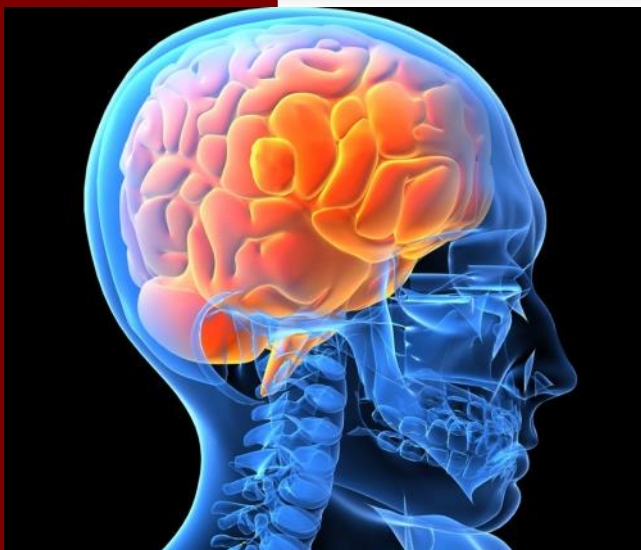
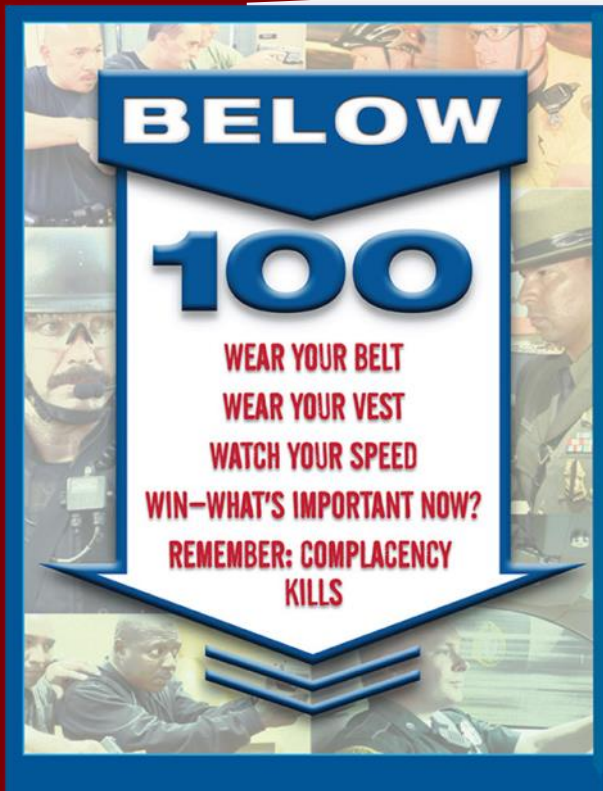
## About the Author

*Harvey V. Hedden is ILEETA's Executive Director, having previously served as Deputy Executive Director for six years. He served 38 years in law enforcement in ranks from patrolman to chief. He served the Kenosha County Sheriff's Department for 30 of those years where he was a narcotics supervisor for 22 years in narcotics enforcement and was the Project Director for the Southeast Area Drug Operations Group. He also headed the department's Marine Unit, Dive Team, Hostage Negotiation Unit and Explorer Post. Harvey has a B.A. in political science from the University of Wisconsin and has been a law enforcement trainer for 42 years, having trained thousands of officers in the U.S. and abroad in a variety of subject areas, including use of force, officer survival, investigations, firearms and defensive tactics. In these areas he has testified as an expert witness, written numerous articles and was a contributor to many law enforcement training videos, books and guides.*



# *Officer Safety Use of Force*

Editor:  
Brian Hill



# Reality

by Kevin R. Davis

“As a professional expert witness, my commitment is to the facts of the case not to my client.”



As I write this, I'm sitting in our rented condo in the Outer Banks of North Carolina. It's after 7 in the morning, I've been up since 6 a.m., came upstairs to review the news and have a cuppa (as my UK friends say).

The wife and I are recovering from what has been a spring and summer of home renovations. We've repainted every 1<sup>st</sup> and 2<sup>nd</sup> floor room in the house, completely renovated our kitchen, and refinished the hardwood floors upstairs as well as ground level. We've sold or are in the process of selling our kitchen, dining room, living room, and bedroom furniture, as well as purchased new furniture. During all that, we had to clean and totally repaint a rental unit we own, oh the joys of being a landlord...

In the midst of all that, I've had trials, depositions, case reviews, opinion reports to write...

Someone tell me how relaxing “retirement” from policing full-time is. That said, the wife and I are extremely thankful for our many blessings!

## Successes

I consulted and testified in the case of State of Ohio v. Jonathan Malone. Sgt. Malone was subsequently acquitted of all charges in less than one hour by a Highland County jury. Charged with Reckless Homicide, the charges stemmed from an unintentional discharge during the course of arresting a OMVI suspect who, according to his ex-wife, was intent on committing suicide by cop. Scott Hughes, a Ohio chief of police, writing for [Calibre Press](#) talks about some of the many issues involved.

Ably defended by attorney Josh Engel, closing arguments [here](#).

Note, I testified via Zoom. I have had an untold number of meetings, interviews, depositions, and some court appearances via Zoom, but heretofore never trial testimony. The audio was horrible, and I have vowed to never do it again as, so much was lost in connecting with the jury (and hearing direct and cross examination questions).

That said, here's a case of another incident, though tragic, should have never gone to court. Can you say the politics of force, and a political prosecution?

Settlement was reached in a civil case based on a fatal shooting in which I had previously worked on and testified. Carroll County, the Sheriff, and Deputy involved were sued in the shooting death of a wanted felon, under the influence of massive amounts of methamphetamine, had attempted to disarm the deputy, then made and overt movement towards his waistband, turned, and extended his arm towards the deputy, who shot and killed him. Charged with Voluntary Manslaughter, the deputy was [acquitted](#).

During my deposition, it became clear that the plaintiff's attorney, like the prosecutor in the criminal trial, had not read nor had any information on State of Ohio v. White. This case applies Graham v. Connor, a civil case, to criminal cases involving police use of deadly force in Ohio. I wrote about this lack of knowledge in my blog [here](#).

Interesting to ILEETA members would be the two experts hired by the plaintiffs. The “police practices and use of force expert” focused on state curriculum and agency policy *not the legal standards*. His report was full of

subjective 20/20 hindsight, and his speculation about what might have happened if other tactics were employed versus focusing on the facts of what did happen. In an interesting citation, the “expert” quoted a state training curriculum which was improperly worded:

*"The USSC also stated that a police officer may not seize an unarmed fleeing suspect by shooting him in the back." (OPOTC 2-6, 2018)*

The correct quote from Garner states, *"Where the suspect poses no immediate threat to the officer and no threat to others, the harm resulting from failing to apprehend him does not justify the use of deadly force to do so. It is no doubt unfortunate when a suspect who is in sight escapes, but the fact that the police arrive a little late or are a little slower afoot does not always justify killing the suspect. A police officer may not seize an unarmed, nondangerous suspect by shooting him dead."*

The shooting reconstructionist hired by the plaintiffs ignored physical evidence of where the actual attempted disarm took place. There were clear markings in the gravel driveway where the fight for the deputy's holstered pistol took place as well as a cigarette lighter that the suspect dropped at that location. The “expert” ignored this location and focused instead on where the ejected brass was located. In his report he opined that based on this distance, the deputy did not have the time to react/respond and fire as he testified to. But he did state, *"A twenty-four to thirty-six foot distance would give Dep. XXXXX the time he needed to pull his weapon, aim, make the statement, "I am going kill you," and fire his weapon."*

Examining the crime scene photos and evidence, I found that the actual distance was +/- 40 feet. I went to my driveway, recreated the motions and movements testified to by the deputy and found that with a three foot “push” by the deputy, the six foot tall suspect had approximately 7.61 seconds to turn away, walk two strides, pivot towards the deputy with arm outstretched, pivot back and then walk away at which time he was shot and then fell to the ground.

More than enough time for the deputy to react/respond and fire the shots at the suspect and dispelling the

narrative created by the plaintiff's expert that the deputy was confabulating.

## Failures

I was recently interviewed by a reporter from an NBC affiliate in Columbus. She asked me during the interview if I had ever found that an officer had used excessive force? My answer was yes, and this leads to three “failures” experienced this year. They were *failures* because the officer(s) involved clearly violated their oaths of office or used force that was in excess of the law. Upon review of these incidents, I told the attorneys representing the officers that I could not defend their actions. One officer has since pled guilty and been sentenced to multiple years in prison. In his defense, his attorney stated that he should have never been hired by the police agency. Some defense...

In the other two cases the officers' use of force was within the law at the beginning of the resisting/assault but they failed to stop when control was achieved, and the suspect's resistance ended. Remind your officers, their use of force is based on their perception of resistance. Once control has been achieved, the suspect has stopped resisting or is complying, they must stop using force. Continued applications of force after compliance can be excessive (depending on the circumstances such as response time, etc.). In all three of these cases, the force was either excessive in that it was not legally called for or was retaliatory in nature.

As a professional expert witness, my commitment is to the facts of the case *not to my client*. The facts and evidence have to direct my opinion and testimony.

## Wrap-Up

It saddens my heart when good officers use lawful force and are charged with criminal offenses. This includes officers who make lawful mistakes of fact or have tragic unintentional discharges with their firearms.

Working cases in which officers are found to have clearly and purposely exceeded the law is a failure for our



profession. In this day and age, with the neutron microscope of the world on police use of force why officers, knowing they are on video, would purposefully break or exceed the law is beyond me. Clearly, some should not have been hired and we must be reminded of that in today's call for lowering entrance standards. Others let their anger control their actions. We must remind officers that despite resistance and assault, they must respond as professional law enforcers.

In my book *Use of Force Investigations: A Manual for Law Enforcement* I quote former F.B.I. Supervisory Special Agent and attorney John Hall:

*"The case law dealing with the use of force by law enforcement is so deferential to the officers that when they learn of it they are shocked. I can understand why the officer of the street is unaware; there is no excuse for those who supervise them and train them to be unaware. It is even more egregious if they are aware and ignore it."*

That said, ILEETA exists and our training is contingent upon the rule of law. Use of force must be professionally investigated. The officer's actions must be vigorously defended when the force is within the law and the officer disciplined and/or charged when they exceed the legal limits.

Our mission continues...

**ILEETA**

## 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](http://KD-ForceTraining.com) where you can read his blogs on use of force. Kevin's email address is: [TrainerKevinDavis@Gmail.com](mailto:TrainerKevinDavis@Gmail.com)





# Adding Creative Thinking to Training Can Improve Retention

by Todd Fletcher



“On the live fire range, instructors should allow students to experiment safely while balancing speed and accuracy.”

A few years ago, I met Dr. Joy VerPlanck at the ILEETA Conference. This chance meeting helped me learn more about cognitive load, creative thinking, and how these can be combined to improve retention of knowledge and skills. After that meeting, we collaborated on an article that addressed these issues. I'll be the first to admit that I'm not an expert on these topics, but I have been able to apply some of these concepts to the classroom as well as the live-fire range training we do for law enforcement instructors.

When most instructors hear about creative thinking in training, it's easy to imagine how it could be applied to 'soft' skills such as de-escalation or interviewing; however, we've been conducting firearms training in the same way for decades upon decades. Even though firearm instructors like to pat themselves on the back, the truth of the matter is the live-fire skills of our students are still awful. Generally, police officers are terrible shooters. Instead of taking ownership of this fact, instructors like to blame their students for years of poor performance.

Unless you've been hiding under a rock for the past decade, it's obvious we're in a new era of law enforcement. There are widespread calls for police reform at the local, state, national, and international level. Policy makers, department leaders, and instructors need to adapt with new ways of doing the job with better results. These evolving conditions call for an evolved approach to training, and this requires creative thinking. Too many firearms instructors cling to their training doctrine as rigid dogma even while faced with failing results on the street. Instead, let's evolve from being the knuckle-dragging Neanderthals of the training world and

apply some cognitive science to the range.



*Creativity can make training more memorable improving knowledge and skill retention. Photo by Billy Etheredge, Combative Firearms Training,*

## Applying creative thinking

Applying creative thinking to our firearms training is a pretty simple process. There are three components that are important for instructors to understand to maximize training effectiveness when applying creative thinking. Let's take a quick look at what these are and how we can apply each component to the range.

## Cognitive Load

At any point in time, the cognitive load in our brain is variable. Each brain is different, and each day is different. Instructors need to understand that cognitive load starts

with whatever the student brings to training and continues to build throughout training. Overloading a student's brain with too much information is likely to result in an inability to continue learning. You may be working hard as the instructor to train the student, but the message isn't being received at all. To develop long term knowledge and ability in a manner that allows for retention and rapid recall of skills, you must know where the trainee's cognitive load is at the moment of learning and have a plan to get them to the next level of performance.

A good way to make sure students are in the right mental space to learn, try starting the training event with an exercise designed to create a calm and focused mind. An example of this is the pen flipping brain break. [You can find more information about this exercise by clicking here.](#)

There are a lot of good brain breaks you can include in your training programs. Alternatively, a short session of eyes-closed visualization and intentional breathing can help calm students. Breathing, brain breaks, and similar practices reduce cognitive load and can help keep their attention focused on training.

If you recognize a student appears to be nearing their maximum cognitive load, and if you're unable to create a calm and focused mind, it may be time to send them home. Their brain may not be able to focus on training or firearms safety creating risk to themselves and everyone else on the range. Unlike an actual crisis response, firearms training can wait for another day. It may not be convenient for the instructor, but it's not about the instructor, it's about the student. Firearms training is literally about life and death decisions and skills, so don't expose anyone to increased risk because someone in the group is at cognitive overload.

## Autonomy

Adults are more committed to the outcome of our actions when we're given opportunities to make choices. This can apply in every aspect of individual or department performance, but it is rarely considered an option in standards-based training like firearms. Historically,

firearms training has been conducted using very rigid processes to accomplish certain performance objectives. As instructors, giving permission to be creative allows the trainee to know they have a choice in their methods or process, even when a standard outcome is required.

Give your students the opportunity to design drills and encourage creativity while meeting certain performance objectives. Tell them to be innovative or novel in their approach. This allows them to expand their minds into uncharted territory, provides ownership, and gets them engaged in the choices they make. One way to do this is to assign a drill to a small group of officers (2-4). Let the group come up with a creative drill that combines skills such as reloads, target transitions, threat assessment, malfunctions, use of cover, or whatever objective needs to be met for that training evolution.

Another fun and interesting way to apply the concept of autonomy is to take a page from the competition shooting world. Set up a course of fire with multiple options and opportunities for problem solving. In this case, there should be no "right" way to do it. Instead, numerous solutions to the problem would be acceptable. For example, the drill could be designed with optional starting positions, and the order of target engagement and number of shots required to stop the threat could be decisions left up to the student. While some solutions may be more efficient than others, there is no wrong way if the training objectives are met. This mirrors the decision-making skills we require of them in every aspect of their jobs.

## Psychological safety

In a room full of meat-eating firearm instructors, when I talk about changing firearms training culture and what that means to them and their students, the response is generally very enthusiastic; however, when I bring up the term psychological safety, you can almost hear their eyes rolling back in their heads. It's unfortunate the idea of psychological safety conjures up a mental image of a spineless weakling. Psychological safety isn't soft and fuzzy. It's challenging. It's about creating an environment

where students can push their skill limits to failure to improve performance.

It starts with creating a training environment that encourages experimentation without belittling, embarrassing, or demeaning students. Instructors should be coaches, teachers, and facilitators who create an inquisitive and thought-provoking learning environment where students feel comfortable experimenting. When students are inquisitive and willing to experiment with the boundaries of their performance, there is no failure. Failure only exists in a testing environment or when you don't learn from it. If instructors are there to ensure students can learn from failures, then what seemed like failures, are merely struggles and opportunities for improvement.

On the live fire range, instructors should allow students to experiment safely while balancing speed and accuracy.



*This is an example of creating a psychologically safe training culture during a Patrol Rifle Instructor Certification Course. It promotes team building, creates a fun training environment, and helps students push performance without anxiety about being unfairly judged by others.*

Different drills, different circumstances, and different scenarios will change the accuracy standard and how quickly they can engage. If the accuracy standard is a large center mass area, encourage students to speed up instead of trying to shoot one-hole groups. Set up different size targets to make students change speeds based on target size and encourage them to push their boundaries. Students need to understand their “speed limits”. Everyone has a different context where they can get on the accelerator and when they need to slow down. Let students push beyond their speed limits to learn their limitations, so long as they can push those boundaries safely.

Remember, it's not about you - the instructor. It's about your students. Know their cognitive capacity. Trust their ability to make choices. Create a culture of encouragement. Only then will they be able to experiment safely. Once this happens, we will start building better students who retain information and long-term skill. **ILEETA**

## About the Author

*Todd Fletcher has 30+ years of law enforcement experience. He has presented instructor development training at multiple ILEETA Conferences. Todd writes regularly for Police1, Police & Security News, and American Police Beat magazine. As co-owner of Combative Firearms Training, LLC, Todd provides firearm instructor development classes to law enforcement, private security, and military instructors. Todd was selected as the 2022 ILEETA Trainer-of-the-Year. He can be contacted at [Todd@CombativeFirearms.com](mailto:Todd@CombativeFirearms.com).*

# ILEETA★

## International Law Enforcement Educators and Trainers Association

# A Broad Perspective of Martial Arts: Refining Soft Skills Through Martial Experience

by Fabio Gomes



**T**he World Health Organization (WHO) clarifies that mental health is related to the way a person reacts to the demands, challenges and changes of life and the way they harmonize their ideas and emotions.

It's not news to anyone that the mental health of many security professionals is compromised. The daily routine faced by these people is challenging. Stress in the workplace, working in conflict-ridden areas dominated by criminals, insecurity because they don't know if they will return home alive, illnesses that may affect a loved one, lack of financial resources, legal proceedings they are facing... Those are just a few examples of factors that can negatively influence mental health.

According to the Albert Einstein Israelite Hospital website, some of the most common mental disorders associated with work are: burnout syndrome, post-traumatic stress disorder, chronic fatigue syndrome, professional neurosis and professional burnout syndrome. This can cause direct damage to the work performance of these operators, putting their lives and the lives of others at risk. This is due to the fact that emotions are responsible for the interface between technical knowledge and the situations experienced. If this emotional connection is compromised, scenario assessment, adaptability and decision-making may not be carried out properly.

## Soft skills for security

Soft skills are behavioral abilities related to the way professionals deal with others and themselves in different situations. According to a report in "Você S/A" magazine, psychologist and author of the bestseller Emotional Intelligence, Daniel Goleman, says that skills such as resilience, empathy, collaboration and communication are all competencies based on emotional intelligence and distinguish incredible professionals from the average.

Just as important as identifying the best operators to carry out a mission is knowing the level of rapport between them. Operating using experience and technical knowledge alone is not enough; behavioral skills need to be refined in order to increase the operation's potential

for success.

## Martial experience

Martial experience is the experiential study of combat, in a systematized way and with progressive unpredictability, through martial arts. Its purpose is to cultivate the individual's strategic intelligence.

The enhancement of strategic intelligence from the martial experience is called martial intelligence (term coined by Mr. Leo Imamura, Grand Master in Ving Tsun, traditional chinese martial art system).

Strategic intelligence, according to classical chinese strategic thinking, is the ability to anticipate and wisely exploit the potential that exists in a given situation, based on interaction with the adversary.

Classical chinese strategic thinking was widely propagated by ancient sages and strategists, such as Sun Tzu in his book The Art of War.

## The role of martial arts today

In all martial arts, or at least in most of them, there is enormous potential for human transformation and development. Unfortunately, many people still hold stereotypes about them and don't understand the breadth of their role in contemporary society.

Confusing self-defense, combat sports and fighting with martial arts is common. Self-defense is using martial arts as a source for developing strategies to prevent and defend against possible threats. Combat sport is the use of martial arts for competitive purposes, such as Vale-Tudo, also known as No Holds Barred (NHB) in the United States or the Ultimate Fighting Championship (UFC), where there are well-defined rules, duration, judge, number of opponents, among other conditions for holding events. Fighting is directly linked to friction, brute force, and the tendency is for the strongest to prevail.

Martial arts, on the other hand, delve deeper into the



# Martial Arts...con't

study of fighting, with the aim, among other things, of providing strategic conditions for victory even for those considered to be physically weaker, and often without the need for a physical confrontation with the opponent. Therefore, more important than imposing our will is understanding the other. Even more important than fighting is identifying potential situations that could lead to victory, before fighting.

That's why it's important to study fighting through martial arts based on human development. The opponent is not an enemy, he's just someone on the other side. And it is precisely they who will inform you of your own vulnerability (unintentionally, of course). Therefore, another level of relationship must be formed between the opponents.

Human development is not just a moral issue, but a strategic one, because when you know the other person, the relationship becomes more constructive, allowing for a greater perception of the conflict. It makes it possible to identify the desires, motivations and other reasons that lead the opponent to seek combat. The transition or path from "confrontation" to "encounter" tends to be shorter.

Thus, martial arts can even serve to defend ourselves physically, but to use it, only with this purpose would impoverish their potential, since there are many other values linked to these practices.

## Refining soft skills through martial experience

The article published in "Você RH" magazine, entitled "Liquid careers: adaptability is the new mantra for people management", inspired by actor Bruce Lee's phrase in *Longstreet*, a 1971 series, which read "Be water, my friend", presents the importance of refining emotional intelligence, whether it's to face crises, deal with the unexpected or face transformations. According to the article, the metaphor of being like water shows that it is essential to develop and/or refine skills according to the context.

As many of you know, as well as being an actor, Bruce Lee was a profound student of martial arts, especially the Ving Tsun system.

In ancient China, among other things, the Ving Tsun system was used by wealthy families to prepare their descendants to manage their businesses in the future and to protect themselves. This gave them access to martial experience to hone their strategic intelligence.

Martial experience has the potential to make us think differently about how we perceive and interpret reality, setting thinking in motion, developing a meaning that is extended to the person's own life, using the movements of the human body to frustrate the mental division between acting and not acting, which petrifies the fluidity of a trend and prevents us from identifying the tiniest signs of the transformation that is to come.

Thus, it is almost impossible for the person not to be themselves during the martial experience, providing a favorable environment for stimulating behavioral change, not least because the movements are not based on "fighting techniques", since "technique" is related to a standard operating procedure for carrying out a task and, just as in real combat (where there are no rules, judge, start and finish time, number of opponents or a ring), life is dynamic, it is constantly changing, and it is unlikely that anything will happen exactly like what has been studied at a "technical" level.

The movements used in the martial experience are based on "combat body devices", which make it possible to prepare the individual to broaden their level of perception of the situation they are experiencing, so that they are better able to adapt and make appropriate decisions in their daily lives.

In this way, knowing how to manage emotional or behavioral skills is fundamental to success at work and in life. **ILEETA**

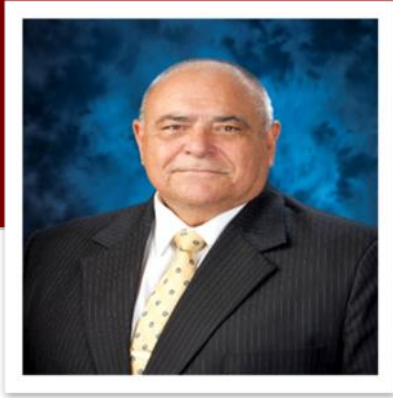
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# The Necessity of Risking Ego and Physical Discomfort in Training

by Doc Whitesell



**A**s respect for authority diminishes in our culture, police

officers are being subjected to ever more instances of unprovoked physical attack. Punches, shoves, thrown objects and spitting have become ever more frequent issues to deal with. Left to usual human acculturation and devoid of effective training, one's reaction and response to these types of attacks will often be ineffective and potentially dangerous. The fighting arts, specifically boxing in this case, can lend some enhancement to our survival.

Most people do not respond well to being hit in the head with a punch. As can readily be seen on YouTube or Tick Toc, when hit, people typically are surprised, stunned, stall and take time to gather themselves and formulate/put into motion a response. Police Officers don't have the luxury to exercise such a response pattern. Better to learn how to avoid getting hit in the first place and to get familiar with getting hit in the second. How does one do that?

Before one can be confident in their fighting prowess, be comfortable in a potential fighting scenario, or be capable in a fighting situation, one must engage in some form of training that risks ego and physical discomfort. If one doesn't do so, they will never be able to perform well in a situation that jeopardizes ego and physical discomfort.

When one enters a training regimen of any serious kind, they are bound to look uncoordinated and incapable for some period of time. Others who are schooled, will see as much and such recognition pinches the ego. Further, if one is not used to getting hit, they tend not to like it much or do well with the experience when they are hit. One doesn't have to get beat up, but one does have to get bumped around some to become familiar enough with the experience to be able to accept it well. One shouldn't be getting hit that often, but, if he does get hit it should be familiar enough to avoid the stall. Like anything else in life, the more one does something the more able one is to do that something. Sugar Ray Leonard wrote in his book that he would take a month off after a

fight. When he returned to the ring he had to get used to getting hit all over again. It took a while. It came back, but it was lost for a bit none-the-less. Even professional fighters tend not to like it, but they do get used to it. A fighter is only as good as his trainer and his stable mates.

Confidence in fighting prowess can only come from proper training and successful fighting experience. Without such success one will never convince the unconscious – the part of the brain that runs a human life - and the language of which is symbols, that they are capable fighters. Without effective training one does not fight well. In such cases, the areas of the brain that respond to such training are not uploaded well. We are not born with such an upload. And, without fighting one can never be fully convinced that they can do so effectively. We see this in dream recall where someone is shooting an adversary, and the adversary isn't affected and doesn't go down. Also, a dream where one is punching away, and the adversary is unaffected and doesn't become "bested." The unconscious is not convinced. It is what a person knows about themselves or doesn't know about themselves that makes them afraid or insecure.

If one has never convinced themselves deep down that they are capable fighters, they will never be comfortable in a potential fighting scenario. Therein, as the potential for conflict increases, the intellectual brain will subordinate to the emotional brain more and more. Trained people can still perform well when guided by the emotional brain. Untrained people cannot. They begin to make costly mistakes. What kind of mistakes?

They will take position with "social orientation." It is the position most have take with interpersonal interaction their whole life. Face-to-face, chest to chest at a distance of about 3 feet. Kids and drunks use it often while trying to control or bluff. It is the perfect position to get hit. Better it is that one would blade the body – gun side away. It reduces targets, lengthens the reach and facilitates effective more rapid displacement getting off the X.

# Discomfort...con't



On the right of this picture, you see the disadvantage of social orientation. The hands are up, and knees bent – at least, but the head and body are not protected. All vulnerable targets are presented front forward. There is no rear stabilization. A punch, a shove, a charge and he will go on his back-side. Efficient movement is pretty much restricted to left and right – cumbersome with feet parallel. On the left however, you see a bladed body, sufficiently wide stance. Bent slightly forward. All four directions of movement effectively available. Shoulder and left hand in place to protect the face. Loose muscles are quick muscles. Whatever he does, he is going to be fast at it.

Back to mistakes of the untrained: They will allow someone to encroach more than they should. An adversary will inch closer and closer to get into striking range. They will try to disguise it, but a trained person will see it coming a long way off. Trained people keep a watchful eye on the rear, or the dominant, shoulder. It will rock back as someone chambers a punch most of the time. One doesn't have to see the punch coming, they can see the punch chambering to know that it is coming.

Trained people punch in a straight-line enhancing speed of delivery, the power of the skeleton and more effective target acquisition. Both untrained and excitable people punch in a slight elliptical arch. Such delivery is much less effective as it takes more time to arrive, is easier seen coming and more difficult to connect with an intended target – like trying to hit a curve ball with a bat. It all must match up nicely in a short intersection of time and space to be effective.

Untrained people fight way too straight legged. No fighting style known does so. Tall skinny candles tip over much easier than short fat candles. One has to bend the knees and lean properly for effective movement and command of position.

Slipping, ducking, rolling or evading strikes is done with movement at the waist, not the head. Move the head 3 inches to the side and one will still get hit. Move the head with a sharp lean at the waste 3 inches and the head has moved 5 or 6 inches. They are connected. Trained people block the zone rather than the appendage. The brain won't likely see the punch or the kick early enough to evade. The brain will register movement in a zone with quick and reliable notice and thereby give one the ability to block an area.

There are only 2 times when a professional fighter will back up in a straight line and perhaps with social orientation - they will do so if they are hurt, and they will do so when they are gassed. Any other time they will use angles of movement and retreat. Without training, no one breaths well while fighting – even when running kata for that matter. The intellectual brain knows these things. The emotional brain doesn't - without training and practice. Never upload this information in the first place, or upload it, store it in the intellect and surrender to the emotional brain and it is forgotten either way. There is no short cut.

Police officers are not professional fighters. However, they would do well if they interfaced with the training principles of professional fighting to carry over into their physical tactics. A fight is a fight at whatever level. Police officers are not running the circuit of shooting competition as professional shooters either, but they engage the principles of professional marksmanship because they are useful if not necessary.

As one travels the police training arena, they will typically see recruits exposed to punching, kicking, throwing, blocking and sometimes movement. It typically lasts for a few minutes in each training block and culminates in a day that brings recruits together for a brief fighting engagement. Recruits are typically taxed physically and put together for a minute or two of controlled fighting.

# Discomfort...con't

What one typically sees is a violation of virtually everything mentioned here-to-fore of an untrained fighter – add ducking the head, closing the eyes and flailing. Such an experience can easily be counterproductive. What they may remember most is being ineffective and getting pummeled. Better it would be if quite often throughout the physical tactics training regimen that they squared up, protected with relevant gear, and practiced their defensive/survival techniques against someone practicing their movement and offensive techniques 2 or 3 times a week for even 5 minutes after warm-up. Quarter speed is quite sufficient and never more than half speed. They should be being “buffeted” – not beaten. Over the course of time, they will get hit often enough so as to have a chance of not going into the shock and stall phase of having been sucker-punched. And, it will improve their fighting performance for that 2 minute fighting phase of training.

As you read this someone somewhere is training to hurt you. Most people get hurt very easily because they don't train. In this occupation how can one afford not to train? Dissention is rampant, polarizing anger is prevalent, support is spotty and punishment is uncertain. Attacking

the police has become not just acceptable but even monetarily profitable in some places. Relying on normal acculturation and social positioning and lack of trained skills is a bad bet.

The more one trains the more skills they acquire. The more skills acquired the more capable one is. The more capable the less one is predisposed to subordinate intellect to the emotions. Do it long enough, and if attacked, the average person is playing at something that you do for a living – if you are trained. If anybody could do a certain something, it wouldn't take a professional to get that certain something done.

Strength and Honor. **ILEETA**

## About the Author

*Paul Whitesell, Ph.D. has been a full-time police officer for 50 years. He is a retired Superintendent of the Indiana State Police and past Director of the Indiana Law Enforcement Academy. He is a licensed Clinical Psychotherapist and a licensed Marriage and Family Therapist. He is a high-ranking martial artist in multiple systems and was twice inducted into a martial arts hall of fame. He was an active member of a boxing club in Indianapolis for several years and was a sparring partner for the World Heavyweight Full Contact Karate Champion Ross Scott.*





# *Instructor Development*

Editor:  
Thom Dworak



# The FTO Standardized Guidelines are Constant

by Thom Dworak



**L**aw Enforcement agencies across the United States are experiencing an extended staffing crisis. Unable to replace the officers who have retired or resigned, agencies began lateral transfer programs. Essentially stealing from another agency, with many offering hiring bonuses as high as \$25,000.

Lateral transfers fill a short-term gap but either creates or deepen staffing concerns for other agencies. Needing warm bodies in squad cars, Chiefs, Sheriffs, and State Training Boards have reduced or are considering reducing minimum hiring standards to drive up recruitment numbers.



While an agency or state training board can reduce its hiring standards, one area where the minimum standards have not changed is with a properly administered Field Training Program.

The Standardized Evaluation Guidelines, the objective standards trainee performance and behavior are measured by, remain constant. The Standardized Evaluation Guidelines are a Field Training Officer's (FTO) bible. The guidelines do not change because an agency lowers its hiring standards.

The trainee must successfully complete the FTO program, with evaluation ratings that meet the program's minimum standards. The minimum number will vary depending on the performance rating methodology being used.

For an agency using the San Jose Model with the standard 7-point Likert scale, the minimum acceptable level to pass the FTO

program is 4 and above in all rating categories. The trainee must demonstrate competency as described by the Standardized Evaluation Guidelines by the completion of their FTO training. If not, the trainee should receive additional remediation efforts, guided by a performance improvement plan for a defined period.

If the trainee after additional remediation, continues to perform below standard, the trainee should be terminated. A warm body in a squad car is not the minimum acceptable level to pass the FTO program.

Allowing unqualified trainees to become solo officers exposes the agency to negligent retention liability. The agency knew the trainee was unqualified based on the lack of performance displayed throughout the FTO Program. This is costly and dangerous to the public, officers, and the agency.

Training standards exist to 1) have a standardized level of performance and 2) limit liability to the agency. Trainees that unable to complete the FTO program, should be terminated. Underperforming trainees who are released to solo status will develop into underperforming patrol officers or worse. And it's because of the worse, law enforcement is experiencing a hiring crisis. **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](mailto:thom@theadaptiveway.com).*

# Optimizing Learning

by Kerry Avery, M. Ed.



“Sleep is a critical requirement for learning and performance, yet it is never discussed or considered.”

**T**he purpose of training is to give people the tools to do their job. The challenge is to do as effectively and efficiently as possible, with the available resources. As a training consultant, I evaluate and design various law enforcement training programs. These are a few of the common errors I see in training programs.

## Cognitive Load

The brain has a limited capacity to receive information and process it from working memory to long-term memory, regardless of the level of intelligence. One of the most common reasons people do not perform to the level of expectation after training is exceeding cognitive load.

Numerous courses simply expect way more than is humanly possible in the amount of time given. The first place this can be evaluated and identified is the learning objectives. Are the number of learning objectives and the level of achievement reasonable for the amount of time? A one-hour online learning module with 20 learning objectives, means an objective will be covered every three minutes. That is impossible.

The next way to evaluate the expectations is to look at the level of achievement compared to the amount of time. For example, a one-day course on interrogation with objectives stating the participant will be able explain the steps in the interrogation model and conduct a legally defensible interrogation. The initial red flag is the amount of time it takes to cover a new model and explain how to utilize each step in practice, then cover all of the legal requirements, and putting it all together in practice. The second red flag is evaluating whether they can meet the

objective to conduct an interrogation requires a scenario role-play. How can all this knowledge, practice, and application be covered in one day?

When designing or evaluating a course, the learning objectives need to be realistic. I see a lot of courses that over promise what can possibly be achieved. This means the course is going to be an information dump lecture with minimal change in knowledge, skills or attitude and the learning objectives will not actually be met.



## Sleep

Cognitive load is a person's ability to transfer information from working to long-term memory. What is needed to prepare the brain to do this and to cement the new information so it can be recalled, is sleep. A person needs to be well rested to learn and needs to sleep after learning to improve memory and recall. Sleep is a critical requirement for learning and performance, yet it is never discussed or considered. This is ignored in courses with long hours, homework, and additional reading. In one



# Learning...con't

discussion about the design of a course, the instructor bragged about how difficult the course with homework that takes participants hours after class to complete, often keeping them up into the early hours of the morning, with class beginning at 0800 the next day. While it may be a right of passage or a badge of honour to get the certificate of completion for this course, it comes at the cost of the officers' level of performance on the job.

Effective training is designed to match brain capacity which begins on a foundation of good sleep. As soon as we exceed the brain's ability to process, store, and recall information, we are wasting time and resources. People need time to process new information, compare it to what we already know, and add it to the schema. It is our job to build in time for reflection, application and replication. Practicing recalling and applying information strengthens the neural networks to be able to remember something for a longer period and recall it faster when needed.

Training should not feel like you are trying to take a drink out of a gushing fire hydrant, but unfortunately, that is how many courses are designed. Optimize your courses

by ensuring the learning objectives are reasonable and achievable, cognitive load is not being exceeded, and everyone (instructors and participants) have time to get a good sleep. **ILEETA**

## About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](http://OdinTrainingSolutionsInc.com) 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](mailto:Kerry.Avery@shaw.ca).





# Reviewing and Evaluation of Submitted Assignments

by Perry Harris



“First and foremost is the importance of your knowledge of APA, the assignment, and the grading rubric.”

So, you have just been hired as a new instructor for an undergraduate class at your local community college or university. Unless you gained experience as a Teaching Assist or had a required teaching component in your academic courses, you may find yourself in unfamiliar territory. This article aims to provide the Instructor with general steps that can be used to review and evaluate a submitted student paper required to comply with APA 7th edition. These techniques may also be applied when evaluating other written assignments. But before you can begin assignment evaluations, ensure yourself an advantage. Check to make sure that grammar check and spell check are activated on your computer. This is, at a minimum. Installing Grammarly is highly recommended. You will also want to master the use of the Comments functions found under the Review tab in Word.

As the Instructor, you will want the assignments completed in Word and submitted to you electronically by the student. Electronic submission of a Word document will allow you to post New Comments to the submitted assignment and return the annotated document by e-mail. This will help not only expedite the return of the assignment to the student but will also provide four additional advantages. The process will a) allow you to work remotely, b) allow for quicker returns, c) eliminate the downtime experienced by the student, and d) shorten the student's learning curve in becoming APA compliant.

[APA] is used by millions of people around the world in psychology and also in fields ranging from nursing to social work, communications to education, business to engineering, on other

disciplines [including criminal justice], for the preparation of manuscripts for publications as well as for writing student papers, dissertations, and theses. (APA, 2020, p. xvii)

APA is mastered through a progressive learning process. An individual beginning their undergraduate studies is not going to be proficient in its use. Your mastery, understanding, comments, and direction are needed to make their improvement a reality.

If you allow for multiple attempts, the student should be responsible for keeping up with the proper numbered order of the submission. When saving and submitting the assignment, the following document title format is suggested: Last name, first initial. Next, an underscore followed by a shortened title of the submission, then another underscore followed by the submission number, followed by an underscore, and then the date written in the format of a two-digit month, a two-digit date, and a four-digit year. It would appear as: Harris, P\_Fire Extinguishers\_1\_10282017

For the final submission, the one submitted for grading, replace the submission number with the word *Final* (Harris, P\_Fire Extinguishers\_Final\_10312017).

This will make it very distinctive and distinguish it from one where the student is seeking input on the corrections that need to be made. The Instructor will benefit from creating an e-mail folder and a desktop folder for each student in the class for assignment submission storage. Each version can be easily stored and tracked in the proper student folders.

Before the submission is received, it is important to be

# Assignments...con't

well-versed in the assignment requirements and the published grading rubric. When the student submission is received, the first thing to look for is the submission date, was it submitted by the due date? Second, check for proper placement of the page numbers, the top right-hand corner of the Headers section. Next, highlight the document text before the references, references are not calculated into the word count, and check the word count for assignment compliance.

Next, look under the Layout tab at the margin setup of the paper. The margins should follow any special assignment directions. If there are no specific margin requirements in the assignment, and it is specified that APA standards are to be used, there should be a one-inch (1") margin (APA, 2020) on all sides.

Next, place your cursor in the "Header" area of the first page of the submission and double left mouse click to open the "Header and "Footer" areas. If APA is the required writing style, ensure that the "Header" is set to Times New Roman, size 12 font.

Under the HOME tab, locate the Paragraph section in the ribbon. First, check to see that the text alignment, Left Justified, is highlighted. While still in the Paragraph section, located in the bottom right-hand corner of the Paragraph section, there is a small box with an arrow in it. Left mouse click on that box, and in the popup window that appears, ensure the Spacing is zero (0) Before, zero (0) After, and Line spacing is set to Double, next click on the Cancel button. Still in the Paragraph section, in the top, left-hand side (the first three (3) icons), ensure that None has been selected for the Bullet Library, Numbering Library, and List Library (indicated by the blue border around None). Moving to the right in the ribbon, ensure that Normal lettering has been selected (indicated by the blue border highlight) in the Styles section.

In preparation for the next several grading steps, it is essential that you are well-versed in the Publication Manual of the American Psychological Association 7<sup>th</sup> edition. Several structural nuances and writing requirements are specified in the APA 7<sup>th</sup> ed., which are

required for student paper submissions.

Next, you want to scan the submission to see if the five levels of Headers (APA, 2020) have been used in formatting the document assignment. Next, check for the required four (4) sections, the Introduction, the Body, the Conclusion, and the References. Check to ensure that the References appear on a separate page (APA, 2020), created by the insertion of a page separator or page break following the Conclusion. This can be determined by turning on the *Show paragraph marks and other hidden format symbols* key (¶) found in the Paragraph box under the Home tab. Check the document to see that in-text citations have been used (their evaluation will be addressed specifically later in the article).

Next is to examine the text of the student paper submission. In doing so, you should look for grammatical errors, proper punctuation (only a single space following punctuation), fluidity (first to last) in the writing, and readability, along with the inclusion of in-text citations.

The structure of an in-text citation depends on whether the citation is for paraphrased or quoted information. Other considerations are the borrowed material's style structure, written in a narrative or parenthetical format, and if a quote, the word count is a factor (APA, 2020). Each in-text citation must be supported by a reference, and each reference must have a corresponding in-text citation.

This leads us to the Reference page and its structure and the proper structuring of the references. The Reference page itself must appear completely on a separate page from the text (APA, 2020). Specific components must be identified in formatting a reference:

- the author(s) last name, comma, first initial period (and second initial if provided)
- the year of publication (depending on the source type, the month and specific date may need to be included)
- the title and the source (depending on the source

# Assignments...con't

type, the title or the source, and the source volume are to be italicized)

- depending on the source type and the updateable status of the source, a retrieved date may need to be included. (APA, 2020).

We have identified and discussed several specific components that must be examined when evaluating a student paper submission. Plan your time accordingly. Grading can be a tedious process. Remember that your time availability may limit the number of student submission drafts that are permitted. First and foremost is the importance of your knowledge of APA, the assignment, and the grading rubric.

## Reference

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).

## ILEETA

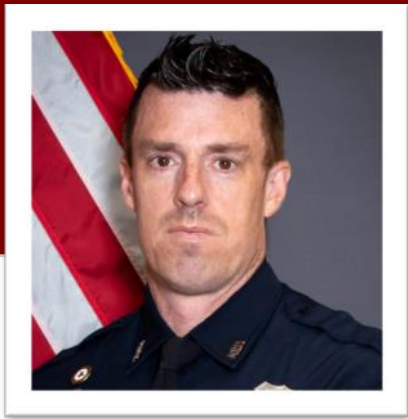
### About the Author

*Perry R. Harris retired in 2022 from an eastern North Carolina Community College, where he served as School Director for Instructor Training and Director of Law Enforcement Training. Harris earned a B.S. in Criminal Justice from Mount Olive College and an M.A. from Indiana Wesleyan University in Organizational Leadership. Harris has over 44 years of combined experience in emergency services. He may be reached via email at [harris.perry.r@gmail.com](mailto:harris.perry.r@gmail.com) or by calling 910-690-0601.*



# Kinder Gentler Training or More Efficient Training?

by Robert Carlson



**H**ow many times have we heard these complaints about

current training methods? “Police training today has gone soft; all you do is hold the hands of recruits.” “Back in my day, the academy was actually hard.” That one is always my favorite; I have a counter for it that I probably shouldn’t say here. Or the latest one, “You’ve removed all the stress from the training.” “Recruits need to get accustomed to being yelled at; they will get someone killed on the street.” The last statement is a bit extreme, but as instructors, haven’t we heard it in some form? All of these comments come from officers on the streets, on patrol, the regular rank and file of our agencies. The problem is they believe them.

As professional instructors, most of us have realized that there are more efficient ways to promote long-term learning than how we used to conduct training. There have been numerous studies done on how adults learn, and police academies have, by and large, begun to shift their collective training mindset to an interleaved style of training, removing many of the barriers to learning. ILEETA has long talked about these topics, so the purpose of this article is not to educate you on how we should be training, but instead, ask, what have you done to educate officers that are not in a training role on why have we made the changes we have?

Patrol officers do not have the benefit of seeing all the current research on police training, as we have. We have a responsibility to educate them. Those same officers who question our methods today might one day be assigned to a training role themselves. At the very least, they will interact with the recruits and officers we train, and with their uninformed opinions, which are usually shared quite vocally, they may undo much of the work trainers have done. I do not believe this is out of malice, but instead a lack of information. All they know about training is what they experienced, and thus any change contrary to that sole source of information will likely be viewed negatively.

Officers need to understand that police training has not

gotten softer; it has, however, evolved. We do need to have stress in training. But the old days of inducing stress just for the sake of stress was counterproductive. If a recruit is so stressed out from interactions with their instructor that they are afraid to make a mistake, they often won’t try; thus, they won’t learn. Berating recruits for simple mistakes shuts them down and doesn’t allow them to go through a problem-solving cycle. As adults, we learn better when we have to work for a solution. We must make officers understand that the stress in training hasn’t been removed. It has become contextually appropriate. Stress can be introduced through more stressful scenarios that challenge the recruit and force them to adapt to the stress rather than just endure. Now when that rookie gets into a real-world encounter with that officer as a partner, they have experienced stress in the same context, which will result in a better real-world performance. That officer gets a safer partner.

Officers often complain that we can’t even yell at the recruits anymore. They must get used to being called names and having people scream at them. I agree, but having an instructor scream at a young recruit in the hallway isn’t conditioning him for anything. Yet again, it becomes counterproductive. We tell recruits that they should emulate the behavior of instructors; they are role models. Well, if all they see is instructors screaming at people for absolutely no reason, guess what they are going to do on the street? Recruits are still getting conditioned to be yelled at and called names, but like before; it is now contextually appropriate. If it is done in scenarios, where instead of just standing there, they learn to de-escalate the situation and not allow their emotions to take control, they will come away with an appropriate tool. We do a scenario with our recruits reasonably early in their training where we place them in a small, confined area and tell them they will need to resolve whatever problems they encounter. A role-player (instructor) startles them from behind, armed with a large knife, screaming that he will kill them. We quickly drop the knife but continue the threatening assault, calling them every name, profanity, and slur you can imagine. I promise you, I have seen recruits stress out far more than they would by just yelling at them in the hallway. The difference is they learn to fight thru it and resolve the problem correctly instead of just standing there in front of an



instructor because they must. In short, by introducing stress in scenario training, you get a partner who is better trained and is less likely to get you in trouble.

The other big complaint we often hear is that we have dropped the actual training standards. This may actually be a viable complaint. Unfortunately, it has been the case in many instances where an agency's measurable standards have been lowered in an attempt to increase numbers. If that is the case for your agency, then your officers certainly have a viable concern. Training standards need to remain high. Personally, I think, in today's climate they should be raised instead of reduced; however, better training techniques can increase the pass rate without lowering the bar.

I find it ironic that I hear officers complain that we coddle our recruits, and they don't come out as prepared "as they were". Yet listen to those same officers tell war stories of when they were a rookie. Nearly every one of them will say that they were told to forget everything they learned in the academy. So apparently, they recognized that the training they received in academies was not the most effective, yet they hold onto outdated training practices instead of embracing new and better techniques.

Instructors are obligated to ensure that the information we are presenting is the most up-to-date and effective. We also have a duty to ensure that we present that information in the most effective manner to promote memory retention and skill performance. But along with educating the students in our charge, we must also educate others in our industry on why we have pursued change. When we get the understanding of the officers in the field that the new techniques used to train officers are not coddling nor reducing stress, but instead increasing memory retention and focusing the stress on the right things, we get cooperation. When officers realize that the recruits coming out of our academies are safer, less likely to get them in trouble, don't require additional retraining, and understand what is required of them, we get buy-in. **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.*



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# *LE Environment & Health and Wellness*

Editor:  
Kim Schlau



# Lead to Serve

By Billy Etheredge



What type of leaders are you building? What is the culture of leadership? Who are our leaders? What are you doing to pass the torch? As professionals, these are the questions we should be asking ourselves every day. As instructors, supervisors, or field trainers, we should constantly be looking for leadership qualities and values in our people and helping cultivate those values.

## Building leaders

So, what type of leaders are you building? We should be working diligently to ensure we are not building carbon copies of ourselves. While you may in fact be a great leader, your beliefs and experiences are not always what others share. This doesn't make them wrong, just different. In his book, *The One Minute Manager*, Kenneth Blanchard wrote, "The key to successful leadership is influence not authority". Great leadership cannot be forced but must be fostered. Listen and observe, then guide them on their path to greatness. Instill good leadership principles in people and empower them. Then be a servant to them on their journey.

## Culture of leadership

What is the culture of leadership? We must be keenly aware of the culture we are creating in our departments and classrooms. We need to be approachable and ready to listen. I have experienced the culture of, "That person is the best, and we can't question them". This was not the fault of the instructor. He begged for people to bring him ideas and ask questions. The culture in law enforcement, being quasi military in structure, in most cases is "he is the subject matter expert so he must always be right" or "he is the sergeant so he must always be right".

This couldn't be more wrong. When I was asked to take over as my department's range master I thought, "Work on guns, shoot guns, and get paid? I'm in." Nobody told me that the day I took on that role, I would instantly become a subject matter expert in all things gun related, all things that go bang, flashlights, holsters, and more. I realized I needed to ask for help from my fellow

instructors and armorers. Not only ask but rely on them to help me. At that point, we agreed that no matter who was teaching, we all had a voice on the line or in the classroom. The culture was no longer going to be one where everyone was afraid to add instruction or opinion. We needed to grow and present ourselves as a cohesive team, and for that to happen, the culture had to change. As instructors or supervisors, we don't have to know everything, but we do have to know where to find the answers. This is why we must surround ourselves with great leaders, instructors, and subject matter experts.

## Identifying leaders

Who are our leaders? To truly invest in the future, we constantly must be watching our people. We are not looking to micro-manage but searching for opportunities to encourage them to lead. Anyone we hire may be our department's next leader, but we will never know if they are not given the chance. The hardest thing for a leader is to sit back and allow others the opportunity to take the reins.

Allowing others to step up gives us the opportunity to learn from them. A great leader and instructor never stops learning and seeking opportunities to improve. I had a supervisor that when I went to him with a problem would tell me, "Bring me a solution not a problem. When you figure out a solution come back to me." He was giving me the opportunity to examine the situation, come up with a solution to the problem, and lead others through the process. He didn't abandon me to figure it out by myself and was available to offer guidance, but he was not going to give me all the answers.

As I continue my journey to become the leader I want to be, I look towards those who have brought me this far. Being a strong leader is full of difficult decisions, however if you train your people well and empower them to make good decisions, it becomes much easier. To become comfortable trusting our people, we have to build a solid foundation of clear expectations. Make sure those



expectations are set high enough to challenge them, but be sure they are, attainable. After that we must increase those expectations at a suitable pace for each individual person as they learn and grow.

The “Cookie Cutter” approach is not ideal. Allowing and encouraging creativity, experimentation, and struggles is imperative to the learning process. First and foremost, we must be facilitators. I have learned from my mentors to step back and ask my students what they are feeling and what they think is happening. Facilitation helps guide them down the path, includes them in their own learning process, and builds anchor points along the way. Making them active participants is crucial to their success. In other words, bring me your solution.

## Mentoring

What are you doing to pass the torch? One of our most critical duties is to prepare those who will replace us, so we need to constantly be watching for opportunities to bring along the next generation of great leaders. Most of those people are right in front of us. We just need to open our eyes; they might be hiding in plain sight. As instructors, instead of becoming frustrated and annoyed by the student who struggles to understand or keeps asking questions, embrace their curiosity and encourage their critical thinking process. Ask yourself, what are we doing to reach that student? Where are they in their process? Is my ego getting in the way? Am I failing to motivate them? An inward look into how we communicate, lead, and train is our responsibility. Ask other instructors to sit in while you instruct and ask them to critique you. Be open to their feedback and don't get offended when they offer suggestions to improve. As a senior instructor, when appropriate, take the time to sit in and offer constructive feedback. Do not be demeaning or discouraging. Be uplifting and constantly pushing to excellence.

Keep in mind that attitude is contagious. Criticism delivered in a manor meant to help is always easier to accept. But as my chief often reminds me, words have meaning. Even when we are joking, choose your words wisely. Our subordinates and students are always

watching us and may take a joking answer as law. For me, this has been a hard lesson learned. Being aware of my own influence, and the fact that what I say matters, this is especially difficult because I am usually the goofball. When we take it too far or say something that is taken the wrong way, we must own it, correct it, often apologize, and hopefully move past it. A willingness to admit when we are wrong doesn't mean showing weakness nor does it diminish our value as an instructor, but it will encourage people to approach and respect us more.

Remember servant leadership is real, effective, and vital. So embrace being a servant. While we may be the people who stand up at the front of the room, build the training, and push our departments forward, it is not about us. We have a duty to our subordinates, students, and their families to help grow them into the best they can be and to get them home every day. **ILEETA**

## About the Author

*Billy Etheredge has been in law enforcement for 10 years and is an Army and Navy Veteran. He is currently serving as the Range Master for the Potter County (TX) Sheriff's Office leading a team of 18 firearms instructors and is responsible for the training, maintenance, and documentation for 160 sworn officers. He is also an adjunct instructor for Combative Firearms Training.*



# Five Ways to Increase Leadership Presence

by Andrew A. DeMuth Jr.



“Leadership presence, interchangeable with executive presence, is that intangible leadership quality - that missing link - that can propel one to great standing or thief one of their credibility and following.”

One of the better-known books on executive presence has a title that speaks to the importance of the concept: *Executive Presence: The Missing Link Between Merit and Success*.

Leadership presence, interchangeable with executive presence, is that intangible leadership quality - that missing link - that can propel one to great standing or thief one of their credibility and following.

Leadership presence should be an area of study for leaders, especially those new to a leadership role, as it plays a vital role in the leader's overall effectiveness. There are many elements to leadership presence, but here are five of significant importance.

## Pride in Appearance

The ideal goal here is fit, well-groomed, and impeccable attire.

In the military, they constantly emphasize attention to detail, and that includes how we dress. This is not just the standard for special occasions; it is the standard for every day. The attire (non-uniform) does not have to be the most expensive, but it does have to be clean, pressed, and properly sized.

Not everyone achieves their desired level of fitness, but even if that is the case, there is no reason that we cannot excel in the other two areas. In fact, it is probably even more important that we do.

Striving for the best appearance possible gives us credibility, presence, and, confidence. Anything less can

and will detract from our message.

## Gravitas

Let's define gravitas as the way we carry ourselves. As leaders, we must get gravitas right. One study of professionals found that **nearly 70%** view gravitas as the core characteristic of leadership presence.

Some in leadership roles mistake gravitas for pretentiousness or condescension. It's not about acting as if we're better than others; it's about giving our position the respect and dignity it deserves. There is a fine line here. If our people view us as unapproachable, we are getting it wrong. If our people must consult with one another as to our mood of the day before coming to us with an idea or a problem, we are getting it wrong.

Adventure racer Robyn Benincasa has one of the best leadership quotes of contemporary times, “You don't inspire your teammates by showing them how amazing you are. You inspire them by showing them how amazing they are.” This philosophy cannot coexist in a leader who is also conceited and arrogant because of their role.

## Knowledge

It is inescapable; you can only have a strong leadership presence if you are perceived as having strong job knowledge. Great leaders know their craft. They don't need to know every detail of everyone else's job, but they do need to know their job.

Kevin O'Leary, the wildly successful businessman known for his role on Shark Tank, constantly preaches to leaders, “Know your numbers.” Spot on but having a solid job knowledge goes beyond just numbers. If you are a chief,

you certainly must know the numbers pertaining to your crime statistics, internal affairs complaints, approval rating, agency size and demographics, etc. But you must also know about line-item purchases and budgeting, strategic planning, employment and disciplinary law, and many other areas.

For lower-ranking personnel, having a strong job knowledge can get you a seat at the table. Being that go-to person on search and seizure will result in ranked personnel coming to you with questions. Being a self-made expert on street gangs can get you invited to upper-level meetings discussing gang activity.

There is no question that knowledge is power. When you are that super knowledgeable leader, it adds to your leadership presence, and it will become known within your organization.

## Communication

Everything else can be perfect, but if the leader cannot effectively communicate, it will be challenging to establish and maintain a strong leadership presence. It's also important to understand that "communication" encompasses a large amount of ground: what we say and how we say it, speaking technique, ability to inspire and persuade, frequency of communication, vehicle of communication, etc. The good news is that no matter where you are on the communication skill spectrum, it is a learned skill which means it can be improved, all of it.

It is easy to forget that communication is about both transmitting and receiving information. In law enforcement, we must often make decisions with incomplete information. This makes it even more important that we gather as much information as possible, which brings us to the importance of listening. While most leaders write this one off as "Mission accomplished!," survey after survey indicate that our people don't quite see it the same way. Great leaders need to be proactive listeners.

At some point, the leader must process the information and make a decision. The leader needs to take a command role and clearly and effectively communicate the plan to operational personnel or whoever will carry

out the decided course of action. Do you have the ability to give a clear and concise overview? Do you have the ability to take the command role laying out the plan and organizing the effort? How are you at the head of the conference table or from behind the podium? Again, these are learned skills, but the sooner you develop them, the better off you will be when the opportunity presents itself.

Don't minimize the importance of communication, either. In an [Interact/Harris poll](#), 91% of employees said their leaders lacked effective communication skills. How would your people rate your communication skills? If you are really interested in knowing, ask them. Or put out an anonymous poll to your people. The results might be eye-opening.

## Reputation

When you get up in front of a room you bring with you yesterday, last week, and last year. How you treat your people in the day-to-day is a critical part of your leadership presence. You are not materializing in front of your people for the first time; they know you. This is why leadership is built from the day-to-day, often mundane, interactions much more than from the crises. This might be the most significant part of leadership presence.

Consider an agency executive known for being arrogant, selfish, and condescending entering a room to address a command staff meeting. With a history like this, she would elicit a much different reaction from the room than if she were known for being kind, empowering, and an exceptional coach. All the gravitas in the world will not change the reputation she has built for herself.

Leadership in the macro is built on all the individual relationships we establish with our people in the micro.

## In Closing

There is a difference between being obsessed with what other people think and being intentional about what you project as a leader. Great leaders understand that how they are perceived directly impacts organizational environment, culture, and whether they will get buy-in on their vision.

# Presence...con't

Leadership presence is capital. The more we have, the more we can improve and affect positive change within our organizations. And, in the end, isn't that what leadership is about? **ILEETA**

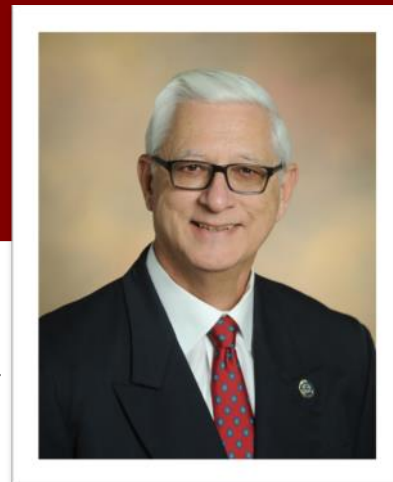
## About the Author

*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.*



# Strategic Planning for Law Enforcement

by Dr. William (Bill) Markopoulos



“If you fail to plan, you are planning to fail.” – Benjamin Franklin

Strategic planning is vital for any organization to achieve its goals and objectives in a dynamic and competitive environment. It involves analyzing an organization's strengths and weaknesses, identifying opportunities and threats, and developing a plan to address them. This is especially true for law enforcement agencies that must prepare for many eventualities. A strategic plan may encompass a number of years, with evaluation checks at regular intervals.

What strategic planning is not is a panacea. It also is not a substitute for strategic thinking, acting, and learning. Strategic planning is also not a substitute for leadership (Bryson, 2018). Leaders are needed to make decisions and be the driver of the strategic plan.

## Importance of Strategic Planning

Strategic planning is crucial for organizations for several reasons:

First, it enables organizations to align their resources and efforts toward achieving their goals and objectives.

Second, it provides a roadmap for decision-making, which ensures that all decisions are consistent with the organization's long-term goals.

Third, it helps organizations anticipate changes in the environment and adapt to them effectively.

A strategic plan is distinct from an operational plan. Strategic plans look at the “big picture” and address numerous issues that require broad decision-making at the highest levels. They also require input from a variety of stakeholders, both external and internal. Strategic plans focus on the agency's mission, vision, and goals and how they align with public safety. Operational plans are more narrowly focused and do not necessarily require executive-level decisions. There can be overlap when

issues are partly strategic and partly operational, such as when new programs or services are contemplated (Bryson, 2018).

Creating a strategic plan for a law enforcement agency requires addressing several public safety challenges and issues to ensure the agency's effectiveness in providing public safety services. Critical challenges and issues must be addressed, including community relations, crime prevention, technology, staffing, and training.

**Community Relations:** Building trust and strong relationships with the community is critical to the success of any law enforcement agency. Law enforcement agencies must work to address the issues of bias, discrimination, and excessive use of force to ensure they are not viewed as an oppressive force in the community. Law enforcement agencies must also work to engage the community and involve them in the decision-making process. Community leaders and ordinary citizens are critical external stakeholders when creating a strategic plan. Giving community members an active role in the planning process can help build legitimacy in the community (McClellan & Gustafson, 2019).

**Crime Prevention:** Preventing crime is one of the primary goals of any law enforcement agency. Agencies must focus on reducing crime rates by implementing proactive strategies such as community policing, intelligence-led policing, and problem-oriented policing. These strategies can help to identify crime patterns and develop strategies to prevent future incidents.

**Technology:** This is critical in modern law enforcement, from communication systems to crime analysis tools. Law enforcement agencies must invest in technology that enhances their ability to prevent and respond to crime, such as body-worn cameras, surveillance systems, and predictive analytics.



such as body-worn cameras, surveillance systems, and predictive analytics.

**Staffing:** Law enforcement agencies must have adequate staffing levels to ensure that they can effectively respond to emergencies and provide public safety services. Recruiting and retention problems have plagued many agencies since 2020, which demands particular attention in a strategic plan today (Wilson, 2022). Agencies must also ensure a diverse workforce that reflects the community they serve.

**Training:** Providing adequate training for law enforcement officers is essential for ensuring they are prepared to handle any situation. Training includes topics such as communication, use of force, de-escalation techniques, crisis and mental health intervention, cultural awareness, and community relations (Rojek et al., 2020).

## Steps in the Strategic Planning Process

**Identify internal stakeholders:** Stakeholders are individuals or groups who hold information on something that cannot otherwise be obtained or if their participation is necessary to successfully create and implement a strategic plan (Bryson, 2018). Internal stakeholders will help develop the agency's mission and vision statement if there is not one. Depending on agency size, internal stakeholders can include the police chief or sheriff, executive staff, supervisors, human resources, I.T. staff, line officers, training staff, civilian personnel, communications personnel, investigators, other specialized units, and possibly union representatives.

**Identify external stakeholders:** External stakeholders are essential, as they are often the first to realize a disconnect between the organization and the environment (Kettl, 2015). While not an exhaustive list, external stakeholders may include the governing body for the jurisdiction, other law enforcement agencies, suppliers, media, citizens, financial experts, special interest groups, and possibly unions. Other criminal justice system members, such as courts, corrections, and probation, may be included as either external or internal stakeholders, depending on how a jurisdiction is structured. Do not neglect funding authorities when selecting stakeholders. These individuals

need to be involved in planning to understand why funds are needed and what they will be used for (Mikesell, 2018).

**Define the organization's mission and vision:** This step is to create the organization's mission and vision (if one does not exist). The mission statement defines the organization's purpose, while the vision statement outlines the organization's long-term goals. Even if an agency has an existing mission and vision statement, this would be an excellent time to review it to determine if it meets current needs or if it needs to be revised.

**Conduct a S.W.O.T. analysis:** A S.W.O.T. (Strengths, Weaknesses, Opportunities, and Threats) analysis is an introspection that analyzes the organization's strengths, weaknesses, opportunities, and threats. This analysis provides insights into the internal and external factors that can impact the organization's performance. The first two elements (strengths and weaknesses) are the agency's internal factors. The other two elements (opportunities and threats) are environmental (external) factors (Ciaburri et al., 2017). External factors can be identified first to craft the agency's strengths and weaknesses in relation to the opportunities and threats.

**Set goals and objectives:** Based on the S.W.O.T. analysis, the organization should set specific goals and objectives that are aligned with its mission and vision. Leonard and Watts (2022) described these goals and objectives as specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.).

**Develop a strategy:** Once the goals and objectives are set, the organization can develop a strategy to achieve them. This strategy should be based on the organization's strengths and opportunities that address its weaknesses and threats. The strategy is likely to result in organizational aspirations but will probably be a combination of aspirations and initiatives that develop during the planning process (Minzberg et al., 2017). During this phase, the agency can decide what metrics to use to gauge effectiveness. The strategy needs a timeline that identifies when specific initiatives are undertaken. A Gantt Chart (task over time) would be helpful to keep the plan on track toward completion.

**Implement the strategy:** The plan is put into action. It may take several months or even years to implement a plan fully. Implementation involves allocating resources, developing action plans, and monitoring progress.

**Evaluate and adjust the strategy:** The final step is to evaluate its effectiveness and adjust it as necessary. Evaluation monitors progress, identifies areas for improvement, and suggests changes to the strategy as needed. A gap analysis can be employed to determine if the plan is working as intended and if not, what gaps need to be filled in order to achieve the stated goals.

## Conclusion

Strategic planning is critical for any organization to achieve its goals and objectives. It involves analyzing an organization's strengths and weaknesses, identifying opportunities and threats, and developing a plan to address them. Following the steps given here, agencies can develop an effective strategic plan that aligns their efforts and resources with their long-term goals.

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## 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.*

# Paper Instructors

by Joshua Braun

Being an instructor is something that should not be taken lightly especially when it comes to teaching topics such as firearms, defensive tactics, less lethal, and more. As an instructor, what you teach and how you do it leave a long-term imprint on your students...positive or negative. Proper and poor instruction experiences range across the spectrum. It could be a civilian attending a CCW class so they can protect themselves. It could be a law enforcement recruit who has never taken a martial arts class or touched a firearm. Now, they are in the academy and will soon be out protecting the public or, in the case of the civilian, protecting themselves in public. Either way, there are people whose lives depend on what the instructor is teaching them. Unfortunately, many instructors seem not to realize this or consider the long-term effects of poor instruction.

When I began competition shooting, I heard the term “paper master.” I learned that a “paper master” was a shooter who possessed a master classification on paper, but their skills were not at a master level. Throughout my career as a correctional officer, I have had many instructors in every topic mentioned above. Once I became a firearms instructor, I began working with other firearms instructors. I started attending more training, civilian or law enforcement led. I have had my fair share of great and poor instructors from all backgrounds. Over the course of my instructional journey, I have encountered many instructors who I would consider “paper instructors.”

In my eyes, a “paper instructor” is someone who became an instructor doing the bare minimum to achieve that title. They took that 8-40 hour “instructor” class and got the nice little certificate saying they are one now. They experience no pressing need or want on their part to grow as an instructor or to stay proficient in what they teach by practicing. They do not exhibit a real understanding of the material, just the ability to recite it. In their eyes, being able to memorize this material without having to reference any paperwork makes them

legitimate. They may watch some YouTube videos here and there and go through the motions when it comes time to teach others, but that is the extent of it.

As time goes on and while tools and techniques advance, these “paper instructors” stay in whatever era they learned in. They also become regurgitators repeating things they may hear legitimate instructors say with no understanding or knowledge of the meaning behind the words. This puts their students at a huge disadvantage. “Paper instructors” are not able to explain what they regurgitated if a question arises. They are only able to explain as far as the instructor handbook they received.

When I say legitimate instructors, I am speaking about committed instructors. We are the ones who continue our education by attending training and stay proficient because we practice on a regular basis. We stay updated with what is current to pass along knowledge to our students. As legitimate instructors, we realize it is not about us. It is about what we give our students. We can explain in depth what we are trying to teach and why. We accompany explanations with either real world experience, news stories, or case law making those topics really hit home.

As a firearms instructor, I have worked with more “paper instructors” than I care to admit. When it comes time for bi-annual qualifications, the hypocrisy I witness never fails. I always hear “here comes the problem shooter” and “I bet they haven’t shot since last qualification.” When it comes time for the instructors to shoot and I ask when the last time they shot was, their answer is the same - “Oh, I haven’t shot since last range.” The excuses follow: “I’m too busy” (yet they spend their spare time elsewhere), “I don’t have the money” (yet they are making sure they have the newest phone once it is released), and on and on.

I have heard the same old solutions from these “paper instructors” when it comes to shooters having issues. When it comes to shooters fearing recoil, this statement makes me cringe: “You should let the gun surprise you

when it goes off.” No, it should not...ever! The shooter needs to know when they are going to fire a shot...every time. That phrase becomes a substitution for knowledge and drills that would help mitigate these issues. How about an instructor who speaks on the importance of firearm safety, yet they muzzle themselves during demonstrations? I see a lot of things being preached that are not being practiced.

I have seen people apply to be defensive tactics instructors with no prior experience in martial arts. They went through the instructor course and learned the basic wrist locks, punches, blocks, and some ground maneuvers. Not every technique is going to work on everyone, and some students may have hindered movement in their limbs. A legitimate defensive tactics instructor who practices martial arts will be able to explain variations to the punches, blocks and ground maneuvers. As mentioned earlier, the “paper instructor” is limited based on what little they know and the extent of their instructor handbook.

When it comes to less lethal training in law enforcement, many companies offer their versions of widely used products. These tools range from aerosols, conducted energy weapons, collapsible batons, projectiles, and munitions. As a less lethal instructor in a corrections environment, I will speak on munitions deployed from a firearm such as the 40MM launcher. These less lethal instructor courses run approximately 24 hours. You learn about the munitions and then you deploy them by hand or using a shotgun or launcher. Once the course is completed, you are now “qualified” to teach and qualify staff with these munitions.

I have attended these courses with fellow staff members who are not trained as firearms instructors themselves.

Some of those same students historically have their own difficulties when deploying munitions during their bi-annual qualifications. If you are not proficient yourself, how are you able to teach and help fellow staff who are having issues? When it comes to munitions deployed from a firearm, I believe the instructor teaching should be a legitimate firearms instructor as well. Your fundamentals as a shooter dictate whether that munition being deployed will hit the intended threat, an innocent bystander, or possibly a fellow staff member. Some launchers are single/double action, and some are double action-only mirroring firearm actions. A legitimate firearms instructor would know and understand the distinction and have that knowledge to help diagnose performance issues that arise. Trigger control will be harder for most when utilizing a double action trigger something a “paper instructor” would not understand.

As an instructor, you should be able to perform what you are asking your students to perform on demand. You should be able to demonstrate the skill to show that it is achievable. You should seek out additional training trying to learn as much as you can. You should be practicing on a regular basis to remain proficient. Always keep the mindset of being a student and keep that hunger for continuous growth for the benefit of you and your students. Never lose sight of why you became an instructor. Strive to be a legitimate instructor and not another “paper instructor.” **ILEETA**

## About the Author

*Joshua Braun is a Correctional Officer, firearms instructor and CCW instructor in Las Vegas, Nevada. He is passionate furthering his education as an instructor and his proficiency as a shooter. He has been employed with the Nevada Department of Corrections for 11 years, and a firearms instructor for 3 years.*







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Preferred Contact	<input type="checkbox"/> Home <input type="checkbox"/> Agency		Web site if applicable			

Check those that apply: ☐ Criminal Justice Educator ☐ Public Agency Trainer ☐ Privately Employed Trainer  
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Check those that apply: Type of training conducted: ☐ General subjects ☐ Use of force ☐ Safety/Wellness ☐ Firearms  
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Please provide verification that you are an instructor in the field of criminal justice. Describe in the space provided the nature of your instruction/training. Additional information such as trainer certification or testimonial/reference letter may be attached to this e-mail/mail/fax (two documents maximum). We will contact you if additional information is required.

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