2019 SUPERVISORS IN-SERVICE TRAINING

Evaluation of In-Service Training for Supervisors

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The Supervisors In-service provides management specific training to all sergeants and higher sworn ranks. This includes training pertaining to law enforcement supervisors' state re-certification requirements, updates on policy and procedural changes, investigations, managing critical incidents, supervisor-level reporting requirements, and general leadership and management skills.

The 2019 Supervisors In-service was a one day training. It provided training on SERT vehicle ballistics, managing active shooter incidents, managing crowd control incidents, procedural justice, and leadership. These topic areas were derived from the Chief's Office, external auditor reports, Training Division management, and the formal needs assessment process.

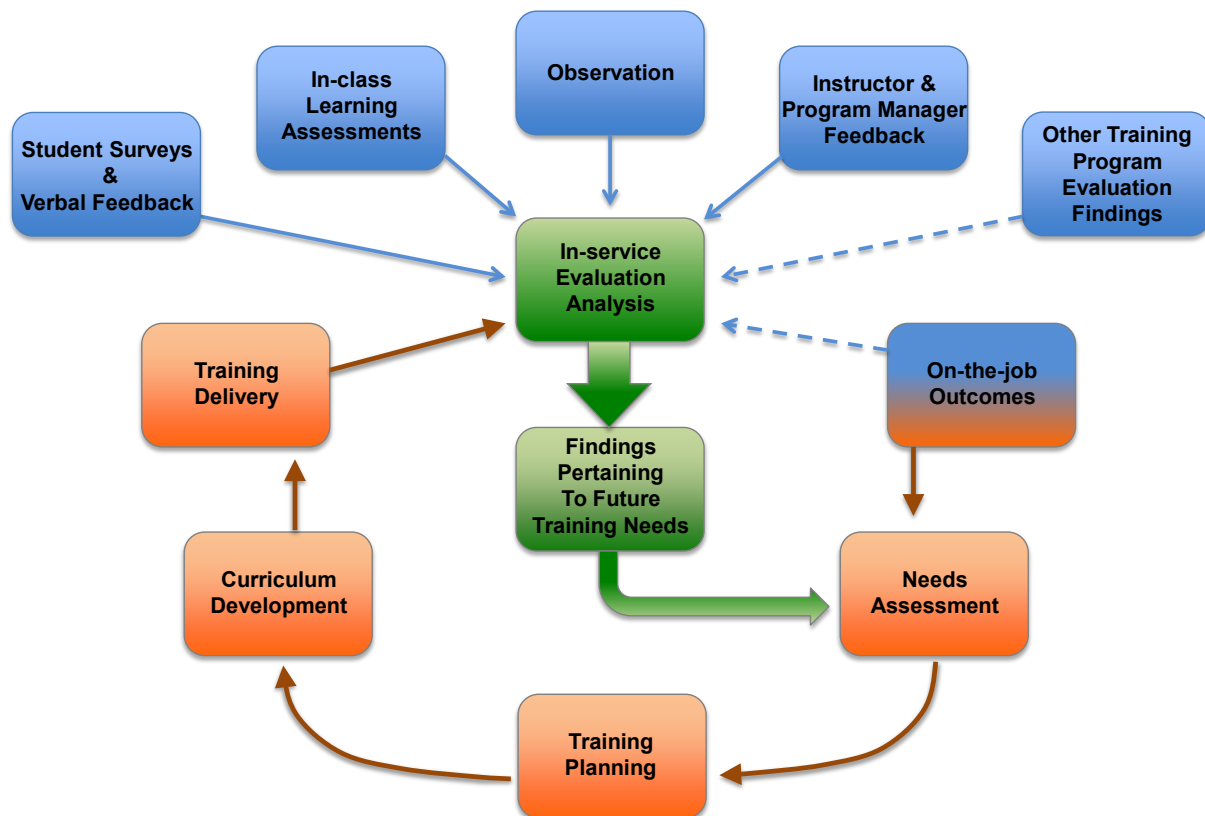| Supervisors In-service	
Class Session	Number of Hours
SERT	0.2
Active Shooter Incident Management	4.8
Crowd Management	2
Procedural Justice / Leadership	1.5

The Supervisors In-Service Evaluation Process

The Training Division utilizes multiple research methodologies within the Kirkpatrick Model of training evaluation for evaluating the effectiveness and impact of training. The Kirkpatrick Model includes examining the quality of the training event, student learning, the relevancy of the material, and related on-the-job outcomes.

The Training Division began formally evaluating the Supervisors In-service in 2018[1]; portions of this evaluation process are still in development. For the 2019 training, the evaluation process included the use of a student feedback survey, an online knowledge check, and some instructor and program manager feedback. In the future, the Training Division will expand the feedback from instructors and on-the-job outcomes. In addition, knowledge of other training program evaluation findings will be integrated into the process when appropriate. The training evaluation process utilizes a mixed-method approach, with the analysis integrating the findings from various sources of information to form a more comprehensive perspective.

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[1] Prior to 2018, the Training Division had conducted formal evaluation for EIS portions of the Supervisors In-service, as well as informal evaluation for other classes.

Supervisors In-Service Training Evaluation

This flowchart for the Supervisors In-service training evaluation process demonstrates the various sources of information that will flow into the initial evaluation analysis, which will lead to findings pertaining to future training needs, the needs assessment process, training planning, curriculum development, and training delivery. Some of the goals of the evaluation process are to:

- Increase ease and efficiency in training planning.
- Provide more comprehensive and streamlined feedback loops to training managers regarding what is working well in the training environment, as well as on the job.
- Maximize the use of training time.
- Enhance uniformity between training and organizational level expectations and goals.

Report Purpose

This report provides the survey and in-class learning assessment results for the 2019 Supervisors In-service classes. It also incorporates some instructor observations and documents how the Portland Police Bureau assesses job outcomes pertaining to the main learning objectives. The Training Division utilizes these findings to inform the annual training needs assessment, future curriculum development, instruction, and training planning. The Training Division continues to develop its training evaluation processes and related reporting.

Overview

This class was designed to give Portland Police Bureau supervisory personnel, who often make tactical decisions at scenes prior to the arrival at a Critical Incident Command post, up to date knowledge of Special Emergency Reaction Team (SERT) armor capabilities. The Portland Police Bureau currently possesses two armored vehicles which are designated for use by the Special Emergency Reaction Team.

The need for this training arose from a 2019 OIR report recommending the Bureau provide training in protocols concerning the capabilities of its armored vehicles.

Related Laws/Directives

- 720.00 Special Emergency Reaction Team (SERT) and Crisis Negotiation Team (CNT) use

Learning/Performance Objectives

- Basic understanding of the ballistic capabilities of the spec steel body of each armored vehicle.

- Basic understanding of the ballistic capabilities of the bullet resistant glass in each armored vehicle.

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge test included one question pertaining to this class[2].

Results

The question asked "All SERT Armored vehicles spec steel body can withstand up to _____ caliber rounds." The correct answer, ".50", was selected by 99 percent of respondents. The majority of those who answered incorrectly (one percent of respondents) selected ".223".

Survey Results: Student Feedback

Four survey items pertaining to the 2019 Supervisor In-service Special Emergency Response Team training were included in the student feedback survey. The items focused on gaining information on the instruction and whether the training was a good use of time.

Overall the results were positive. There was a high level of agreement that the trainers were organized and well prepared (57 percent strongly agree, 38 percent agree), were knowledgeable in the topic (59 percent strongly agree, 36 percent agree), and the interaction between the trainer and the class was positive (49 percent strongly agree, 41 percent agree). The students had more varied responses

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[2] A copy of this knowledge test is provided in Appendix A.

regarding whether they felt the class was a good use of their training time (40 percent strongly agree, 43 percent agree, 10 percent slightly agree). In the open-ended survey item to gather additional comments, one student indicated that it would be helpful to have the SERT training focus on the supervisory role during a SERT incident and include practical guidelines for patrol supervisors to follow.

Special Emergency Response Team							
n = 118							
	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**	**Missing**
The trainer(s) were organized and well prepared.	3%	2%	0%	0%	38%	57%	1
The trainer(s) were knowledgeable in the topic.	4%	1%	0%	1%	36%	59%	4
Overall, the interaction between the trainer and the class was positive.	4%	3%	0%	4%	41%	49%	4
The class was a good use of my training time.	2%	4%	2%	10%	43%	40%	3

Related On-the-Job Outcomes

All Special Emergency Response Team (SERT) callouts result in an After Action Report. These After Actions are reviewed through supervisory and SERT evaluation processes (including the SERT Lieutenant, Crisis Negotiation Team Lieutenant when applicable, and the Critical Incident Commander). This includes an examination for alignment with policy, decision making, and tactical application. Information from these processes are not currently directly incorporated into the needs assessment process. However, during the needs assessment process, feedback on training needs are collected from supervisors and the specialty responding units (such as SERT).

Summary

The findings support this class was well conducted and received overall. The findings do not indicate a current need for additional training on this topic.

Overview

This class provided instruction for supervisors who may respond to and manage an active shooter incident. This class enables supervisors to determine their proper role when they arrive on scene (which may vary depending on totality of the circumstances). This class provides specific instruction on the roles of the incident commander and the assigned roles of tactical, staging, perimeter, and intelligence. A primary focus of this class is on management and deployment of resources responding to an active shooter event.

In addition, this class covered concepts relating to responding to basic active shooter events as well as complex coordinated attacks. This class provided information on improvised explosive devices and how they may be used during either an active shooter event or a terrorist attack, and tactics to mitigate their impact. This class provided information to members regarding recognizing an active shooter event that transitions to a barricaded subject/hostage situation. Lastly, this class explored the process of reunification with a focus on the specifics of the plan currently used by Portland Public Schools.

The need for this training arose from Patrol Procedure lead instructor and training manager priorities, literature research, an evaluation of the Portland Police Bureau's 2013 and 2014 Advanced Active Shooter trainings, and the 2018 training needs assessment process.

Related Laws/Directives

- 700.00 National Incident Management System (NIMS) and Incident Command System (ICS)

- 720.00 SERT/CNT

- 1010.00 Use of Force

Learning/Performance Objectives

- List major active shooter incidents as well as the sequence of events in an active shooter incident.

- Explain and apply current Portland Police Bureau active shooter training and doctrine.

- Determine their role as supervisor upon arrival, assess the situation, and determine a course of action.

- List active shooter incident priorities as well as the three zones of an Active Shooter event.

- Explain the command structure needed for an active shooter incident.

- Apply key leadership roles and functions within an active shooter incident response by law enforcement and medical personnel.

- Explain the specific roles of Staging Manager, Tactical Group, Perimeter Group, and Intel Branch.

- Explain the characteristics of Basic and Moderately Complex Active Shooter Events.

- Use the Active Shooter Incident Management handout and app.

- Demonstrate the ability to respond to and manage a basic active shooter event.

- Analyze a set of facts and determine if a complex coordinated attack is underway.

- List the components of area/city wide command.

- Recognize possible IEDs during an active shooter incident and understand how to continue life-saving operations in the presence of IEDs.

- Recognize the transition from an active shooter incident to a barricaded subject or hostage situation and adjust tactics accordingly.

- Explain and implement the steps of reunification.

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge test included eight questions pertaining to this class[3].

Results

The first question asked "What is the most important priority during the first moments of an active shooter event?" The correct answer, "Neutralize the threat", was chosen by 100% of respondents.

The second question asked "Where should a casualty collection point be set up?" The correct answer, "Warm zone", was selected by 97 percent of respondents. The majority of those who answered incorrectly (three percent of respondents) selected "Outside the perimeter".

The third question asked "True or False? When responding to an active shooter event you should never make entry alone." The correct answer, "False", was chosen by 98 percent of respondents. Two percent of test takers responded incorrectly by selecting "True".

The fourth question asked "Which element of the integrated response is responsible for coordinating efforts inside the inner perimeter?" The correct answer, "Tactical Group", was selected by 97 percent of respondents. The majority of those who answered incorrectly (three percent of respondents) selected "Perimeter Group".

The fifth question asked "Which of the following are elements of a complex coordinated attack? (Select all that apply)" The correct answers, "An act of terrorism", "Simultaneous attack on two or more sites", and "Three or more attackers", were selected by 59 percent of respondents. The majority of those who did not receive full credit (41 percent of respondents) failed to select "An act of terrorism".

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[3] A copy of this knowledge test is provided in Appendix A.

The sixth question asked "What General Staff Position is designated by the Incident Commander to carry out the incident objectives?" The correct answer, "Operations Section Chief", was selected by 96 percent of respondents. The majority of those who answered incorrectly (four percent of respondents) selected "Logistics Section Chief" or "Planning Section Chief".

The seventh question asked "How does the Portland Police Bureau currently teach rapid deployment to an area affected by an active shooter?" The correct answer, "Smaller contact teams", was selected by 70 percent of respondents. The majority of those who answered incorrectly (30 percent of respondents) selected "As soon as you arrive on site".

The eighth question asked "You are the first supervisor to arrive on scene to an active shooter event. You determine that there are an adequate number of law enforcement resources in the affected area and they have neutralized the threat. Which of the following courses of action should you take? Choose the best answer." The correct answer, "Get briefed by on scene personnel, assume command, and begin delegating tasks", was chosen by 97 percent of respondents. The majority of those who answered incorrectly (three percent of respondents) selected "Immediately form a contact team and move to the affected area".

Survey Results: Student Feedback

Ten survey items pertaining to the 2019 Supervisor In-service Active Shooter Incident Management training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the anticipated helpfulness of the Active Shooter Incident Management Checklist, how much was learned about managing an active shooter incident and coordinating the major response coordinates, and the student's perceived level of preparedness for managing basic and complex active shooter incidents.

Overall, the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (56 percent strongly agree, 39 percent agree), were knowledgeable in the topic (53 percent strongly agree, 42 percent agree), and the interaction between the trainer and the class was positive (52 percent strongly agree, 41 percent agree). Overall, most students felt that the class was a good use of their training time (51 percent strongly agree, 38 percent agree). In the open-ended survey item to gather additional comments, one student expressed appreciation for the useful and insightful tabletop exercise. One student suggested it would be helpful to conduct the tabletop exercise using smaller groups to allow for more detailed discussions. Another student provided instructor and logistical suggestions, such as indicating it would be helpful for the instructors to engage more with the students.

The majority of the students reported that the Active Shooter Incident Response Checklist will be at least moderately helpful (59 percent above moderate, 29 percent moderate). There was a high level of agreement that at least a moderate amount was learned about managing an active shooter incident overall (48 percent above moderate, 44 percent moderate). The majority of the students reported learning at least a moderate amount about coordinating the major components of an active shooter

incident response, such as staging and hot zone/tactical areas. (56 above moderate, 39 percent moderate).

All of the students reported feeling at least moderately prepared to manage a basic active shooter incident (60 percent above moderate, 40 percent moderate). The majority of the students reported feeling at least moderately prepared to manage a complex, coordinated active shooter incident, including, for example multiple shooters, multiple locations (47 percent above moderate, 43 percent moderate). The majority of the students also reported feeling at least moderately prepared to manage an active shooter incident involving IED and/or static/barricaded components (55 percent above moderate, 39 percent moderate).

Active Shooter Incident Management n = 118							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	0%	0%	3%	39%	56%	1
The trainer(s) were knowledgeable in the topic.	2%	0%	0%	4%	42%	53%	3
Overall, the interaction between the trainer and the class was positive.	2%	0%	0%	5%	41%	52%	4
The class was a good use of my training time.	1%	2%	1%	8%	38%	51%	4

Active Shooter Incident Management n = 118						
	Not at all Helpful		Moderately Helpful		Very Helpful	Missing
How helpful do you think the Active Shooter Incident Management Checklist will be to you?	3%	9%	29%	18%	41%	1

Active Shooter Incident Management n = 118						
	Learned Very Little		Learned a Moderate Amount		Learned a Lot	Missing
From this class, how much did you learn about managing an active shooter incident overall?	2%	6%	44%	21%	27%	0

Active Shooter Incident Management						
n = 118						
	Learned Very Little		Learned a Moderate Amount		Learned a Lot	Missing
From this class, how much did you learn about coordinating the major components of an active shooter incident response (e.g. staging, Incident Command, hot zone/tactical, reunification areas)?	1%	5%	39%	21%	35%	1

Active Shooter Incident Management						
n = 118						
	Not at all Prepared		Moderately Prepared		Very Prepared	Missing
How prepared do you feel to manage a basic active shooter incident?	0%	0%	40%	28%	32%	0
How prepared do you feel to manage a complex, coordinated active shooter incident (e.g. multiple shooters, multiple locations, etc.)?	3%	8%	43%	25%	22%	2
How prepared do you feel to manage an active shooter incident involving IED and/or static/barricaded components?	0%	6%	39%	30%	25%	4

Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the Supervisors In-service population are incorporated into the needs assessment process.

In the event that the use of deadly force was not utilized during an active shooter incident, an After Action Report would still be created. These After Actions are reviewed through supervisory and Inspector evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. Information from these After Actions are not currently directly incorporated into the needs assessment process. However, during the needs assessment process, feedback on training needs are collected from supervisors, Precinct Command, and the individual responding units.

Summary

The findings support that this class was well conducted, received, and increased learning pertaining to managing active shooter incidents. The findings support that additional training in this topic area may be beneficial, particularly for complex coordinated incidents and incidents involving IED and/or static/barricaded components.

Overview

The Portland Police Bureau recognizes that the City of Portland has a tradition of free speech events. It is the policy of the Portland Police Bureau to uphold constitutional rights of free speech and assembly. The Bureau accomplishes this by applying the appropriate level of coordination, direction, guidance and, when necessary, control to protect life and property and to maintain public peace and order.

This class provided Portland Police supervisors with a review of the crowd control and management directive, and the knowledge and skills to address demonstrations or protests. The class included discussion on the roles of Bureau members and crowd dynamics to assist supervisors in preparing for these events.

The need for this training arose from the continual high volume of protests in Portland, the 2018 Portland Police Bureau and Independent Police Review reviews of crowd control events, and DOJ Agreement related priorities.

Related Laws/Directives

- Directive 635.10 Crowd Management/Crowd Control
- Directive 700.00 National Incident Management System (NIMS) and Incident Command System (ICS)
- Directive 1010.00 Use of Force

Learning/Performance Objectives

- Describe the roles needed in a crowd event.

- Identify own role based on experience or rank.

- Explain the requirements of each role according to Directive 635.10.

- Summarize how to approach crowd events utilizing the Decision Making Model and Procedural Justice principles.

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge text included two questions pertaining to this class[4].

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[4] A copy of this knowledge test is provided in Appendix A.

Results

The first question asked "Who shall a sergeant notify if police are needed at a spontaneous event?" The correct answer, "Lieutenant", was selected by 95 percent of respondents. The majority of those who answered incorrectly (five percent of respondents) selected "Crowd Management Incident Coordinator (CMIC)".

The second question asked "True or False? The police Bureau utilizes the concepts of negotiated management. We need to retain a tactical ability when trying to be accommodating and non-confrontational." The correct answer, "True", was selected by 96 percent of respondents. Four percent of test takers responded incorrectly by selecting "False".

The third question asked "Which question is NOT a question the on-scene supervisor should ask in order to ensure public safety?". All of the test takers responded "Can you (involved member) give me a detailed account of what happened?", which was the correct answer.

Survey Results: Student Feedback

Eight survey items pertaining to the 2019 Supervisor In-service Crowd Control training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, whether they have clear understandings of the Decision Making Model application and the Bureau's expectations pertaining to balancing governmental interest and legal obligations, how much was learned about managing a crowd control incident, and the student's perceived level of preparedness for managing a crowd control incident.

Overall, the results were positive. There was a high level of agreement that the trainers were organized and well prepared (38 percent strongly agree, 53 percent agree), knowledgeable in the topic (45 percent strongly agree, 48 percent agree), and the interaction between the trainer and the class was positive (38 percent strongly agree, 54 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time (27 percent strongly agree, 54 percent agree, 16 percent slightly agree). In one of the open-ended items to gather additional comments, one student indicated that the Crowd Control training could have been condensed to allow for additional training time allotted to other training topics.

Nearly all of the students reported having at least a moderately clear understanding of how to apply the Decision Making Model to crowd control events (63 percent above moderate, 36 percent moderate). The majority of the students reported having at least a moderately clear understanding of the Bureau's expectations pertaining to balancing governmental interest and legal obligations during crowd control/management decision making (70 percent above moderate, 27 percent moderate).

The majority of the students reported learning at least a moderate amount about managing a crowd control incident (37 above moderate, 57 moderate). Most of the students reported feeling at least

moderately prepared to manage a crowd control incident (57 percent above moderate, 38 percent moderate).

Crowd Control							
n = 118							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	1%	0%	6%	53%	38%	2
The trainer(s) were knowledgeable in the topic.	2%	0%	0%	5%	48%	45%	3
Overall, the interaction between the trainer and the class was positive.	2%	0%	0%	6%	54%	38%	3
The class was a good use of my training time.	1%	0%	2%	16%	54%	27%	4

Crowd Control						
n = 118						
	No, Not at All		Yes, Moderately		Yes, to a Great Extent	Missing
Do you have a clear understanding of how to apply the Decision Making Model to crowd control events?	1%	0%	36%	38%	25%	3
Do you have a clear understanding of the Bureau's expectations pertaining to balancing governmental interest and legal obligations during crowd control/management decision making?	1%	3%	27%	37%	33%	3

Crowd Control					
n = 118					
	Learned Very Little		Learned a Moderate Amount		Learned a Lot	Missing
From this class, how much did you learn about managing a crowd control incident?	2%	4%	57%	24%	13%	4

Crowd Control n = 118							
	Not at all Prepared		Moderately Prepared		Very Prepared		Missing
How prepared do you feel to manage a crowd control incident?	0%	5%	38%	33%	24%		3

Related On-the-Job Outcomes

A Special Event After Action is written for every crowd control event. These are reviewed through the chain of command (Sergeant, Lieutenant, Incident Commander, and Chief's Office) as well as by the Professional Standards Division. The Professional Standards Division reviews these cases for future policy, procedure, and/or training recommendations, which are provided to the Chief's Office.

Use of force occurrences during a crowd control incident are documented utilizing the same force forms and review processes as other use of force incidents.

Information from both of these processes is being collected and reviewed during the needs assessment process.

Summary

The findings support this class was well conducted and received overall, and increased learning pertaining to managing crowd control events. The findings support additional training in crowd control may be beneficial.

Overview

This class built off of the 2018 In-service Police Legitimacy and Procedural Justice training and focused on procedural justice within the organization. It is intended to identify the importance of creating an internally legitimate agency where Officers and professional staff feel they are treated fairly by their agency. The existence of procedural justice within an agency is paramount to implementing procedural justice externally within the community. The class enables supervisors to identify where procedural justice can be utilized in their respective jobs, with co-workers and subordinates, to strengthen internal police legitimacy.

The need for this training arose from the Procedural Justice and Leadership programs' priorities, DOJ Agreement related priorities, and the 2018 training needs assessment process.

Related Laws/Directives

- 20.00 Mission, Values, and Goals

- 24.00 Community Policing Purpose

- 310.00, Professional Conduct and Courtesy

Learning/Performance Objectives

- Recall and summarize external legitimacy as a basis for defining internal legitimacy.

- Explain why these terms are important to all Supervisors and the Bureau as an organization.

- Summarize how these terms intersect with Leadership and Wellness.

- Identify how internal Procedural Justice and Legitimacy affect morale and culture change.

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included two questions pertaining to this class [5].

Results

The first question asked "According to a March 2017 Pew Research article, what percentage of police surveyed reported frequently feeling angry or frustrated on the job?" The correct answer, "21%", was chosen by 71 percent of respondents. The majority of those who answered incorrectly (29 percent of respondents) selected "47%".

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[5] A copy of this knowledge test is provided in Appendix A.

The second question asked "What are the three benefits in utilizing internal procedural justice in regards to employees?" The correct answers "Accepting organizational direction," "Accept and back policy changes," and "Comply with discipline recommendations" were chosen by 78 percent of respondents. The majority of those who did not receive full credit (22 percent of respondents) selected "Accepting organizational direction" and "Accept and back policy changes", but selected "Volunteer for difficult assignments" as the third option.

Survey Results: Student Feedback

Eight survey items pertaining to the 2019 Supervisor In-service Legitimacy for Supervisors training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, how much was learned about internal procedural justice, whether they have a clear understanding of how to implement the main procedural justice principles into their supervisor role, and the perceived impacts that the supervisor's use of procedural justice principles will have on the Bureau's internal legitimacy among its members as well as employee's work performance.

Overall, the results were varied. Most students felt that the trainers were organized and well prepared (30 percent strongly agree, 54 percent agree), were knowledgeable in the topic (28 percent strongly agree, 54 percent agree), and the interaction between the trainer and the class was positive (30 percent strongly agree, 50 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they agreed slightly or above (20 percent strongly agree, 34 percent agree, 32 percent slightly agree), approximately 15[6] percent disagreed slightly or more that the class was a good use of training time. In the open-ended survey item to gather additional comments, a few students expressed appreciation for the training's focus or instructors. One student indicated that it would be helpful to have more training time allotted to legitimacy training. However, one student reported that they felt the training was redundant to previous trainings and that other training topics were a better use of training time. A few students suggested it would be helpful to have upper command or members of the Chief's Office Executive Team provide the instruction or actively participate. A number of students stressed the importance of the Executive Team promoting internal legitimacy by actively demonstrating the principles of internal procedural justice.

The majority of the students reported having at least a moderately clear understanding of how to implement the main procedural justice principles into their role as a supervisor (67 percent above moderate, 29 percent moderate). The students had more varied responses regarding how much they learned about internal procedural justice. Although the majority of students indicated that they learned at least a moderate amount (33 percent above moderate, 44 percent moderate), approximately 23 percent reported learning less than a moderate amount.

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[6] Fifteen percent is based on rounded individual values for 4.6 percent strongly disagree, 4.6 percent disagree, and 4.6 percent slightly disagree.

The majority of students reported that, in their opinion, the use of procedural justice principles by supervisors will help the Bureau increase internal legitimacy among its members at least a moderate amount (54 percent above moderate, 40 percent moderate). Most students also indicated that supervisor use of procedural justice principles will help the Bureau improve employee's work performance (50 percent above moderate, 42 percent moderate).

Legitimacy for Supervisors n = 118	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	4%	4%	4%	6%	54%	30%	3
The trainer(s) were knowledgeable in the topic.	1%	2%	4%	11%	54%	28%	4
Overall, the interaction between the trainer and the class was positive.	1%	0%	5%	13%	50%	30%	6
The class was a good use of my training time.	5%	5%	5%	32%	34%	20%	9

Legitimacy for Supervisors n = 118	Learned Very Little		Moderate		Learned a Lot	Missing
From this class, how much did you learn about internal procedural justice?	13%	10%	44%	22%	11%	4

Legitimacy for Supervisors n = 118	No, Not at All		Yes, Moderately		Yes, to a Great Extent	Missing
Do you have a clear understanding of how to implement the main procedural justice principles into your role as a supervisor?	2%	2%	29%	34%	33%	4
In your opinion, how much will the use of procedural justice principles by supervisors help the Bureau increase internal legitimacy among its members?	4%	2%	40%	25%	29%	4
In your opinion, how much will the use of procedural justice principles by supervisors help the Bureau improve employee's work performance?	4%	4%	42%	25%	25%	7

Related On-the-Job Outcomes

The Bureau is working on developing an evaluation process for the new Procedural Justice and Leadership programs. To date, some information regarding internal procedural justice and legitimacy has been captured through the Bureau's training evaluation surveys, the COCL's 2015 survey of Bureau members, and interviews conducted during the training needs assessment process. Findings from these sources, as well as literature research on these topic areas, are reviewed as a part of the needs assessment process.

Summary

The findings support this class was well conducted overall and increased learning (at least to some extent) for most. The class was intended to be an introduction to the topic of internal police legitimacy and procedural justice, therefore, it was expected that most people would only report small to moderate gains in learning. The findings also suggest a substantial amount of support for the Procedural Justice program from supervisors.

The evaluation findings support the need for additional training and integration of this topic area within the Bureau. This was expected given this is a new program. The findings also indicated it may be beneficial in having upper command staff involved in teaching future classes on this topic.

Overview

This class was the first class of a series of trainings that will be provided by the Training Division's new Leadership Program. The class provided an overview of the upcoming plans for the Leadership Program, and an introduction to key leadership fundamentals and principles. Development of the leadership program fundamentals and principles were compiled from a variety of law enforcement, military and business leadership literature. Some of the key resources included the IACP Leadership in Policing Curriculum, Task Force on 21st Century Policing, Proactive Leadership Strategies by Jack E. Enter, Ph.D., Extreme Ownership by Jocko Willink, and Start With Why by Simon Sinek. The purpose of the Leadership Program overview was to achieve an organizational commitment to the program by allowing all supervisors an opportunity to provide input in its development and establish a relationship for future recommendations on training and resources as it progresses.

The need for this training arose from the Procedural Justice and Leadership programs' priorities, DOJ Agreement related priorities, and the 2018 training needs assessment process.

Related Laws/Directives

- 20.00 Mission, Values, and Goals

- 21.00 Human Goals

Learning/Performance Objectives

- Introduce the PPB Leadership Program to organization supervisors.

- Explain the Leadership Principles as the foundation of the program.

- Convey the value of organization leaders' involvement in the program and developing future leaders.

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included two questions pertaining to this class[7].

Results

The first question asked "Which of the following does a Leadership Development Program include?". The correct answer, "All of the above", was chosen by 96 percent of respondents. The majority of those who answered incorrectly (three percent of respondents) only selected "Self-Assessment".

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[7] A copy of this knowledge test is provided in Appendix A.

The second question asked "Which of the following is a benefit of Transformational Leadership?" The correct answer "Appeals to a follower's values, sense of belonging, and commitment to an organization", was selected by 98 percent of respondents. The majority of those who answered incorrectly (two percent of respondents) selected "Promotes compliance of followers through rewards and punishment."

Survey Results: Student Feedback

Eight survey items pertaining to the 2019 Supervisor In-service Leadership training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, how much was learned about leadership and supervising, whether they have a clear understanding of the Bureau's expectations pertaining to leadership and supervision, and the perceived impact that the leadership program plans will have on the Bureau's achievement of its' organizational goals pertaining to community service, crime reduction, and internal legitimacy.

Overall, the results were varied. Most students felt that the trainers were organized and well prepared (47 percent strongly agree, 43 percent agree), were knowledgeable in the topic (46 percent strongly agree, 43 percent agree), and the interaction between the trainer and the class was positive (47 percent strongly agree, 42 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they agreed slightly or above (34 percent strongly agree, 40 percent agree, 17 percent slightly agree), approximately 10[8] percent disagreed slightly or more that the class was a good use of training time.

In the open-ended item to gather additional comments, several students expressed appreciation for the training or Leadership Program plans. Furthermore, a couple of other students indicated that the Leadership Program should be implemented for all ranks. One student reported that it would be helpful to have more training time allotted to Leadership training. A few students suggested it would be helpful to have upper command provide the instruction or actively participate. One student further suggested the curriculum development process should include a review of the traits exemplified by leaders who have been successful in accomplishing the Bureau's mission, and incorporate them into the curriculum.

The majority of the students reported having at least a moderately clear understanding of the Bureau's expectations pertaining to leadership and supervision (56 percent above moderate, 37 percent moderate). The students had more varied responses regarding how much they learned about leadership and supervising. Although the majority of students indicated that they learned at least a moderate amount (37 percent above moderate, 40 percent moderate), approximately 23 percent reported learning less than a moderate amount.

The majority of students reported that, in their opinion, the current plans for the leadership program will help the Bureau achieve its' organizational goals pertaining to community service and crime

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[8] Ten percent is based on rounded individual values for 1.8 percent strongly disagree, 4.5 percent disagree, and 2.7 percent slightly disagree.

reduction at least a moderate amount (55 percent above moderate, 33 percent moderate). Most students also indicated that the leadership program plans will help the Bureau achieve its' organizational goals pertaining to internal legitimacy (53 percent above moderate, 34 percent moderate).

Leadership **n = 118**							
	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**	**Missing**
The trainer(s) were organized and well prepared.	2%	2%	1%	6%	43%	47%	3
The trainer(s) were knowledgeable in the topic.	1%	1%	0%	9%	43%	46%	7
Overall, the interaction between the trainer and the class was positive.	1%	0%	1%	9%	42%	47%	7
The class was a good use of my training time.	2%	5%	3%	17%	40%	34%	8

Leadership **n = 118**						
	Learned Very Little		**Moderate**		**Learned a Lot**	**Missing**
From this class, how much did you learn about leadership and supervising?	15%	8%	40%	20%	17%	4

Leadership **n = 118**						
	No, Not at All		**Yes, Moderately**		**Yes, to a Great Extent**	**Missing**
Do you have a clear understanding of the Bureau's expectations pertaining to leadership and supervision?	2%	6%	37%	33%	23%	4
In your opinion, how much will the current plans for the leadership program help the Bureau achieve its' organizational goals pertaining to community service and crime reduction?	4%	9%	33%	29%	26%	5
In your opinion, how much will the current plans for the leadership program help the Bureau achieve its' organizational goals pertaining to internal legitimacy?	5%	8%	34%	27%	26%	8

Related On-the-Job Outcomes

The Bureau is working on developing an evaluation process for the new Procedural Justice and Leadership programs. To date, information regarding leadership training needs has been captured through the Bureau's training evaluation surveys, additional feedback from supervisors, the COCL's 2015 survey of Bureau members, and interviews conducted during the training needs assessment process. Findings from these sources are reviewed as a part of the needs assessment process.

Summary

The findings support this class was well conducted overall and increased learning (at least to some extent) for most. The class was a brief class on the topic of leadership, therefore, it was expected that most people would only report small to moderate gains in learning. The findings also suggest a substantial amount of support for the Leadership Program from supervisors.

The evaluation findings support the need for additional training in this topic, as well as potentially other strategies to support leadership (e.g. mentorship programs for new leaders). This was expected given this is a new program. The findings indicated it may be beneficial in having upper command staff involved in teaching future classes on this topic.

End of Day Knowledge Check
2019 Supervisors In-Service
Portland Police Bureau

The Portland Police Bureau's 2019 Supervisors In-Service attendees took an online test covering portions of each class conducted during the training day. The test was developed by lead instructors and the Curriculum Development Unit of the Training Division. The test consisted of 15 multiple choice or true/false questions. The number of questions pertaining to specific class sessions was: four questions pertaining to procedural justice and leadership, eight questions pertaining to active shooter incident management, two questions pertaining to crowd management, and one question related to SERT.

In order to pass students needed to earn a minimum score of 80 percent. A total of 157 individuals took the test and 150 passed on the initial attempt. Those that did not pass the initial test had to pass a similar retake test.

1. Which of the following does a Leadership Development Program include?

   a. Self-Assessment

   b. Training and Job Experience

   c. Coaching and Mentoring

   d. All of the above

2. What is the most important priority during the first moments of an active shooter event?
   a. Establish a reunification site

   b. Establish the inner and outer perimeter

   c. Neutralize the threat

   d. Treat the injured

3. Who shall a sergeant notify if police are needed at a spontaneous event?

   a. Commander

   b. Crowd Management Incident Coordinator (CMIC)

   c. Lieutenant

   d. Rapid Response Team (RRT)

4. Where should a casualty collection point be set up?

   a. Outside the perimeter

   b. Hot zone

   c. The door closest to the victims

   d. Warm zone

5. According to a March 2017 Pew Research article, what percentage of police surveyed reported frequently feeling angry or frustrated on the job?

   a. 12%

   b. 21%

   c. 47%

   d. 65%

6. When responding to an active shooter event you should never make entry alone.

   a. True

   b. False

7. Which element of the integrated response is responsible for coordinating efforts inside the inner perimeter?

   a. Perimeter Group

   b. Medical Branch

   c. Tactical Group

   d. Shift Lieutenant

8. What are three benefits of utilizing internal procedural justice in regards to employees?

   a. Accepting organizational direction

   b. Accept and back policy changes

   c. Comply with discipline recommendations

   d. Volunteer for difficult assignments

9. True or false? The Police Bureau utilizes the concepts of negotiated management. We need to retain a tactical ability when trying to be accommodating and non-confrontational.

    a. True

    b. False

10. Which of the following are elements of a complex coordinated attack?

    a. An act of terrorism

    b. A single attach at a hospital by one attacker

    c. Simultaneous attack on two or more sites

    d. Three or more attackers

11. Which of the following is a benefit of Transformational Leadership?

    a. Appeals to a follower's values, sense of belonging, and commitment to an organization

    b. Gives all authority to subordinates

    c. Has little flexibility and no input from subordinates

    d. Promotes compliance of followers through rewards and punishment

12. All SERT armored vehicles spec steel body can withstand up to _____ caliber rounds.

    a. .223

    b. .308

    c. 7.65 x 39 mm

    d. .50

13. What General Staff Position is designated by the Incident Commander to carry out the incident objectives?

    a. BOEC Liaison

    b. Logistics Section Chief

    c. Operations Section Chief

    d. Planning Section Chief

14. How does the Portland Police Bureau currently teach rapid deployment to an area affected by an active shooter?

    a. As soon as you arrive on site

    b. Full RRT team

    c. Smaller contact teams

    d. The decision is made by the Deputy Chief

15. You are the first supervisor to arrive on scene to an active shooter event. You determine that there are an adequate number of law enforcement resources in the affected area and they have neutralized the threat. Which of the following courses of action should you take? Choose the best answer.

    a. Get briefed by on scene personnel, assume command, and begin delegating tasks

    b. Immediately form a contact team and move to the affected area

    c. Take calls to cover for responding officers

    d. Take over the intel gathering responsibilities

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