



2021 SUPERVISORS IN-SERVICE TRAINING

Evaluation of In-Service Training for Supervisors

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Executive Summary

Effective supervision in law enforcement is critical for ensuring organizational goals are being communicated and achieved, daily operations are well managed, critical incidents are effectively operated, and the best outcomes can be attained for members and the community served. This requires a diverse set of skills in many law enforcement specific topics, general management and leadership, and managing complex and sometimes highly political environments.

The 2021 Supervisors In-Service was a one-day training for all sworn Portland Police Bureau supervisors. It provided training in procedural justice, employee wellness, and critical incident management, the employee time tracking system, and guidance for managing cases of suspected employee impairment. The training topics were derived from external auditor reports, the Business Services Division, the Personnel Division, Training Division lead instructors and management, the formal training needs assessment process, and external stakeholder priorities (e.g., Training Advisory Committee).

Student surveys and verbal feedback, instructor observations, in-class learning assessments, and findings from other evaluation processes were utilized to assess the quality of the training event, student learning, and future training needs. Overall, the instruction was well received with the attendees rating the instructors highly in terms of organization, preparedness, knowledge, and interaction with the class. The ratings for the curriculum being a good use of training time was slightly more mixed, although mostly positive. The findings indicated that the following may have further enhanced the effectiveness of the training and increased learning opportunities: additional advancement of some of the curriculum to better meet the needs of different supervisory levels and experience, incorporating more case studies, including scenario or more interactive and practical application types of training methods, and further building off of complementary curriculum. In addition, there were some indications that the timing of the training may have impacted some of the results. For instance, it was noted that having the training pertaining to the changes in the employee time tracking system closer to when the changes had been made would have been more helpful.¹

While the training evaluation findings for Supervisors In-Service to date are mostly positive, they also indicate that further work could be done to better meet the training needs of supervisors. The Training Division is currently working towards achieving this with implementing strategic planning processes for Supervisors In-Service, researching leadership training material and resources, and collecting additional information regarding their training needs. The Training Division will continue to monitor progress through the training evaluation processes.

This report provides the survey and in-class learning assessment results for all of the 2021 Supervisors In-Service classes. It also incorporates feedback from the instructors and documents how the Portland Police Bureau assesses job outcomes pertaining to the main learning objectives. Throughout the report, some future training needs, as well as other training considerations are identified. In addition,

¹ There is often a challenge of having more training needs than training time for Supervisors In-Service, which impacts the timing of when trainings are delivered.

the findings included the following recommendations for future training considerations: liability concerns for supervisors, common errors or difficulties with reports or investigations for the District Attorneys Office, team building, financial well-being from an external expert, the role of the Focused Intervention Team and Enhanced Community Safety Team and how patrol can best collaborate with them, public speaking, and search warrant requirements. It was also recommended that the Bureau have a strategic plan, and train all supervisors in the plan, including an understanding of how each unit and supervisor can contribute to the results.

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INTRODUCTION

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, general leadership, and management skills.

Numerous training needs have been identified for Supervisors In-Service, which are beyond the training hours available. The training managers work to balance the prioritizing of training needs with maximizing training time. The 2021 Supervisors In-Service was a one-day training for all sworn Portland Police Bureau supervisors. This In-Service provided training in procedural justice, employee wellness, and critical incident management. It also included updates in the Bureau's employee time

2021 SUPERVISORS IN-SERVICE

Class Sessions	Approximate Number of Hours
Procedural Justice	1.5
UDAR Updates	1.0
Reasonable Suspicion	1.0
Leadership and Wellness	1.0
Critical Incident Management	3.5

tracking system and guidance for managing cases of suspected employee impairment. The training topics were derived from external auditor reports, the Business Services Division, the Personnel Division, Training Division lead instructors and management, the formal training needs assessment process, and external stakeholder priorities (e.g., Training Advisory Committee).

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; and the evaluation process has been evolving over time. For the 2021 training, the evaluation process included the use of a student feedback survey, and an online knowledge check. The 2021 survey gathered additional feedback for future training development in the following topics: effective leadership, organizational health, legitimacy and procedural justice, and strategic planning. The Training Division plans to continue to expand this evaluation process to best support both new and tenured supervisors, as well as different ranks. In addition, knowledge of other training program evaluation findings is 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.

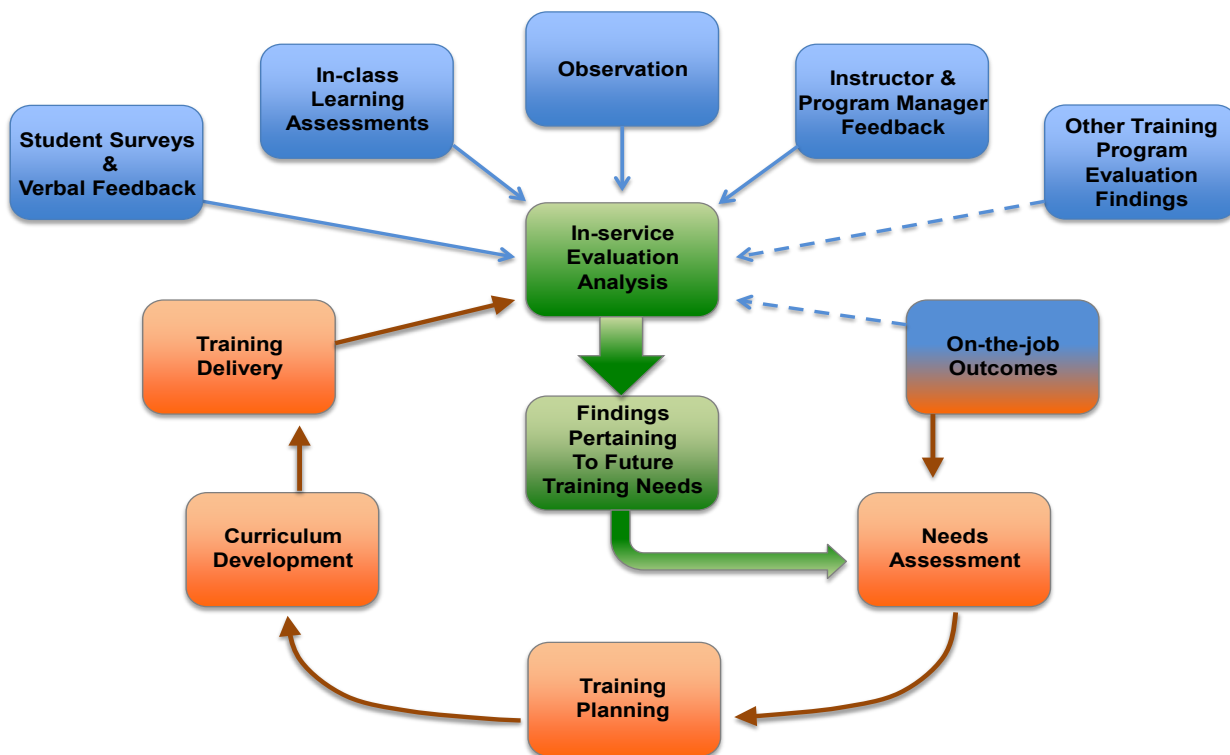


Figure 1: Supervisors In-Service Training Evaluation Process

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 test learning assessment results for the 2021 Supervisors In-Service classes. It also 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.

PROCEDURAL JUSTICE

Overview

Procedural justice and police legitimacy are critical components for building and maintaining positive police and community relations. This class was designed to impress upon supervisors their role in protecting officers, the public, and the organization from behaviors, strategies, and tactics, which may damage the public's perception of police legitimacy. Unlike other training sessions, which tend to emphasize the importance of proactively attempting to build legitimacy through procedural justice, this class emphasized the importance of avoiding actions, which can damage that legitimacy. It highlights the supervisor's role in this process.

The class highlighted the impacts of negative events on public perceptions of the Portland Police Bureau. It described the effects of negativity bias and how this phenomenon is related to procedural justice. The training provided direction on how to protect the community, their officers, and the organization from highly salient, negative events.

This training plan stemmed from the Procedural Justice Program and training program managers' priorities, external stakeholder priorities, and the 2020 training needs assessment process.

Related Laws/Directives

- 024.00 Community Policing Purpose
- 315.30 Satisfactory Performance

Learning/Performance Objectives

- Describe the impact of biases/heuristics on perceptions of police legitimacy.
- Describe the supervisor's role in ensuring police legitimacy and how this is different from that of an officer.
- Articulate supervisor responsibility to consider these risks prior to deploying officers, and describe actions that can be taken to mitigate these risks.

In-Class Learning Assessments

End of Day Test

The end of day knowledge test included three questions pertaining to this class. The questions pertained to the potential impacts of biases, distinguishing between policing concepts, and the potential limitations of community engagement regarding rare, highly impactful events.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 93 to 99 percent.

The following provides the test results for these questions.

Test Results			
n = 151			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
True or False? Community member and police officer biases can make maintaining Voice, Respect, Neutrality and Trust difficult.	99%		
True		149	99%
False		2	1%
The following describes which concept? "To recognise always that the power of the police to fulfill their functions and duties is dependent on public approval of their existence, actions and behaviour, and on their ability to secure and maintain public respect."	97%		
Restorative justice		2	1%
Legitimacy		146	97%
Authority		0	0%
Community policing		3	2%
True or False? More community engagement may not be sufficient to overcome the rare, high impact events in policing.	93%		
True		141	93%
False		10	7%

Survey Results: Student Feedback

Seven survey items pertaining to the Procedural Justice training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, whether the training generated new ideas for improving procedural justice, whether they are able to implement additional procedural justice methods given their current circumstances, whether they believe implementing more procedural

justice techniques will lead to more community support, and what strategies they believe would be most effective.

In total there were 89 completed surveys for the training day. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (89 percent agreed or strongly agreed) and were knowledgeable in the topic (87 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (94 percent agreed or strongly agreed).

The results were more mixed regarding whether or not the training was a good use of training time. Approximately 50 percent agreed or strongly agreed, 15 percent disagreed or strongly disagreed, and 35 percent expressed either slight disagreement or agreement. For those that marked lower scores, there were indications that one of these individuals may have misread the scale.² For the rest, most rated the instruction well although slightly lower compared to the other respondents. One of these individuals also included a complimentary comment towards the instructor. They marked less satisfaction with this In-Service generally, compared to the rest of the respondents. They also had substantially lower ratings for the class generating new ideas, being able to implement more strategies in their current position, and believing these efforts will lead to more community support. In the comments section for Procedural Justice, some of them noted concerns regarding the impacts of low staffing, leadership, reduced City focus on crime enforcement, and the lack of internal procedural justice.

Procedural Justice							
n = 89							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.1%	1.1%	2.2%	6.7%	58.4%	30.3%	0
The trainer(s) were knowledgeable in the topic.	1.1%	0.0%	3.4%	9.0%	50.6%	36.0%	0
Overall, the interaction between the trainer and the class was positive.	1.1%	0.0%	1.1%	3.4%	57.3%	37.1%	0
The class was a good use of my training time.	6.8%	8.0%	20.5%	14.8%	30.7%	19.3%	1

² They marked strongly disagree throughout the survey on this scale but marked many of the classes being helpful and that they were very satisfied with the 2021 Supervisors IS training.

Although the results were mixed, approximately 77 to 83 percent of the respondents reported some level of agreement that the class generated new ideas for improving procedural justice, they could implement additional strategies for improving procedural justice, and believed the implementation of additional procedural justice strategies would lead to more community support. Approximately 47 to 60 percent of the respondents expressed moderate or higher levels of agreement with these factors.

Procedural Justice							
n = 89							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did the class help generate some new ideas for improving procedural justice?	22.7%	27.3%	3.4%	27.3%	11.4%	8.0%	1
Given your current role and circumstances (e.g., staffing, resources), are you able to implement additional strategies for improving procedural justice?	17.0%	23.9%	6.8%	27.3%	13.6%	11.4%	1
Do you believe implementing more strategies for improving procedural justice will lead to more community support?	20.7%	16.1%	3.4%	27.6%	17.2%	14.9%	2

The survey included an open-ended question that asked, “What do you think would be most effective for improving police and community relations in Portland?” Forty-one people provided comments, a few of which simply noted uncertainty of the possibility of improvement and/or law enforcement’s ability to have an impact. The main themes in the comments were improved communication, City and Bureau leadership, staffing levels, and community or public service-oriented policing. In regards to communication, individuals noted the need for the Bureau to have more consistent and proactive communication methods, highlight the Bureau’s strengths, and explain the Bureau’s limitations to the public (e.g. staffing, budget, laws) so realistic expectations can be established. The comments noted the importance of having a stronger City and Bureau leadership presence in regards to some of the communication efforts, fostering community interaction, support for law enforcement, restoring police and community relations, and determining law enforcement priorities. The comments discussing the need for more staffing and community or public service-oriented policing were partially related as some of what they believe would be most effective cannot be fully implemented given the current staffing levels. Some of the community or public service-oriented policing discussed were addressing neighborhood livability issues, improving police service and follow up to all call types, more use of foot and bicycle patrols, knowing the community members and businesses in neighborhoods, more Neighborhood Response Team and community relations resources, and focusing resources on

crime issues rather than other calls such as welfare checks which have less community support for having police respond. Some concern was expressed regarding the current amount of reliance on online and telephone reporting and workload strain for patrol officers.

Some also noted the importance of building internal legitimacy and procedural justice within the Bureau and a few included some training recommendations. Among the training recommendations, individuals noted the importance of including the reasons for the public perceptions of the police, integrating procedural justice into other training topics rather than presenting it more overtly, and developing more comfortability with discussing legitimate law enforcement accountability issues.

In the additional comments section of the surveys, a few people included comments pertaining to procedural justice as well. These included noting the importance of working on internal legitimacy and procedural justice, and the importance of ensuring fundamental topics such as procedural justice are integrated into related trainings.

Related On-the-Job Outcomes

The Training Division has been in the process of developing an evaluation system along with the Procedural Justice Program, in order to inform the development of the program and to assess program impacts over time. This includes reviewing community surveys conducted both by internal and external researchers (e.g., by DHM Research), reviewing reports pertaining to complaints (including courtesy and disparate treatment complaints), and evaluating members performance of implementing procedural justice skills during scenario training. In addition, feedback from the Independent Police Review, Internal Affairs, and other Bureau management are collected during the needs assessment process. The Training Division will continue to develop the evaluation for the Procedural Justice Program. This information is incorporated into the annual training needs assessment process.

Summary

The findings support this session was well conducted and the students did well on the test. The results do not indicate any immediate need for additional stand-alone training on this specific material. However, they do support continuing to integrate this topic into other training sessions. Having some of the integrated components focus on demonstrating Bureau successes may be helpful. The findings also strongly support the need for the Bureau and City management to continue to work on addressing the barriers to the Police Bureau successfully implementing strategies for improving external procedural justice. The results support additional work for building external procedural justice is needed but while training should and will continue to reinforce these needs, a substantial amount of the support needed for moving this work forward is more at the Bureau and City management level. There were numerous indications in both the survey and class discussion results that people had a good understanding of what would help improve police and community relations. However, the survey results also indicated that supervisors are experiencing many system and resource challenges to the actual implementation of those ideas.

UDAR UPDATES

Overview

The Portland Police Bureau manages the tracking of employee scheduling and work hours, including the use of overtime and leave time, in a computer system called the Uniform Daily Assignment Roster (UDAR). The Bureau's managers are responsible for keeping the system updated for those they supervise, to ensure accurate payroll and record keeping.

This class described several updates to the UDAR system that impact supervisor responsibilities as it relates to tracking members, transferring members onto other UDARs, making changes to the daily UDAR, utilizing staff counts to better forecast staffing needs, and accessing other reporting functions. This class provided an opportunity for supervisors to ask questions about UDAR functionality and to make suggestions for future system improvements.

The need for this training was presented to the Training Division from the Business Services Division.

Related Laws/Directives

- 210.30 Timekeeping Including Overtime

Learning/Performance Objectives

- Describe how to use the latest UDAR transfer function.
- Showcase the updates to the daily UDAR page.
- Explain how to use the staff count feature to forecast future Responsibility Unit (RU) staffing needs.
- Demonstrate other reporting UDAR functions available to supervisors.
- Discuss overall and specific UDAR functionality and make suggestions for future system improvements.

In-Class Learning Assessment

End of Day Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to mechanisms for operating the UDAR system.

Results

Overall, people did well on these test questions. Approximately 11 percent of the people missed the following question, "Which feature in the UDAR was implemented so that supervisors can forecast future Responsibility Unit (RU) staffing needs?" The correct answer is "Staff counts." Most of those that missed the question selected "Detailed Time Report."

The following provides the test results for these questions.

Test Results			
n = 151			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which feature in the UDAR was implemented so that supervisors can forecast future Responsibility Unit (RU) staffing needs?	89%		
EIS alert		0	0%
Request/Rescind PTO		3	2%
Staff counts		134	89%
Detailed Time Report		14	9%

Test Results (continued)			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
What mechanism do you use on the Daily Roster to change the scheduled shift times for a member?	95%		
Shift Amendment Panel		143	95%
UDAR Change		8	5%
Hot Keys		0	0%

Survey Results: Student Feedback

Four survey items pertaining to the UDAR training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, and their overall satisfaction with the training.

In total there were 89 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (89 percent agreed or strongly agreed) and were knowledgeable in the

topic (98 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (89 percent agreed or strongly agreed), although one person indicated the instruction style for this class was not effective for them.

The results were more mixed for whether or not the class was a good use of training time. Approximately 63 percent agreed or strongly agreed it was a good use of training time, 9 percent disagreed or strongly disagreed, and 28 percent expressed slight agreement or disagreement. For those that marked lower scores, there were indications that one of these individuals may have misread the scale.³ The rest of them rated the instruction well overall, although slightly lower compared to the rest of the respondents, and their overall ratings for this In-Service were slightly lower. Some attendees may have already known the material as one comment suggested this class was presented late compared to when the changes were implemented. Two people expressed dissatisfaction with the UDAR system generally, noting it is not user-friendly.

UDAR Updates							
n = 89							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2.2%	0.0%	1.1%	7.9%	57.3%	31.5%	0
The trainer(s) were knowledgeable in the topic.	2.3%	0.0%	0.0%	0.0%	47.7%	50.0%	1
Overall, the interaction between the trainer and the class was positive.	4.5%	0.0%	1.1%	5.6%	53.9%	34.8%	0
The class was a good use of my training time.	3.4%	5.6%	3.4%	24.7%	39.3%	23.6%	0

Related On-the-Job Outcomes

The Business Services Division regularly tracks entries missing from the UDAR based on overtime requests as well as how often Rosters are approved on time. Supervisors are followed up with to reconcile any discrepancies as needed. The results from these monitoring processes is not specifically collected during the training needs assessment process. However, related training needs are reported to the Training Division as needed when information is collected from unit managers.

³ They marked strongly disagree throughout the survey on this scale but marked many of the classes being helpful and that they were very satisfied with the 2021 Supervisors IS training.

Summary

The findings support this session was well conducted. The results do not indicate the need for any immediate additional training in this topic. Refresher trainings for supervisors will continue to be conducted as needed. The Business Services Division has also created some additional instructional resource documents for the Precincts.

REASONABLE SUSPICION

Overview

This class provided instructors with the reasonable suspicion requirements and prohibitions for Portland Police Bureau employees related to drugs, alcohol, and prescription medications. The course explained reasonable suspicion testing procedures, and supervisor's responsibilities for members suspected of being impaired at work or suspected of violating other sections of the policy. The class also involved tabletop exercises to apply the policy to specific and unique circumstances.

The need for this training stemmed from a requirement from the City of Portland Bureau of Human Resource and the Personnel Division.

Related Laws/Directives

- PPB Directive 316.00
- PPA/PPCOA Substance Abuse Policy

Learning/Performance Objectives

- Define reasonable suspicion for members in circumstances involving alcohol and drugs while employed with the Portland Police Bureau.
- Describe employment requirements and prohibitions related to alcohol, drugs, prescription medications, and tobacco.
- Describe reasonable suspicion responsibilities for sergeants when they believe members have engaged in prohibited alcohol and/or drug use.
- Apply and discuss requirements of PPB Directive 316.00 in tabletop situations.

In-Class Learning Assessments

End of Day Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to the steps for processing a reasonable suspicion.

Results

Overall, people did well on these test questions. Approximately 13 percent of the people missed at least part of the following question, "In the event you have observed and confirmed there is a reasonable suspicion to believe an employee is under the influence of a substance, you need to immediately do which of the following?" The correct answers are "Notify the RU manager through the chain of command" and "Notify Human Resources Business Partner through the Personnel Captain or designee". Most of those that missed at least part of the question only selected one of these two correct options or also included "Notify the Chief of Police."

The following provides the test results for these questions.

Test Results			
n = 151			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
In the event you have observed and confirmed there is a reasonable suspicion to believe an employee is under the influence of a substance, you need to immediately do which of the following? (Select all that apply)	87%		
Notify the RU manager through the chain of command		145	96%
Notify the Incident Management Team (IMT)		2	1%
Notify Human Resources Business Partner through the Personnel Captain or designee		143	95%
Notify the Chief of Police		4	3%
True or False? The first step of the reasonable suspicion step-by-step process is to make command notifications.*	90%		
True		15	10%**
False		136	90%

*This question was originally worded as the following: "True or False? The first step of the reasonable suspicion step-by-step process is to document your initial observations." The wording was found to be confusing as some initial documentation may be reasonable so it was changed after the first class.

**Approximately half of these are from the first class when the original question wording was used.

Survey Results: Student Feedback

Four survey items pertaining to the training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, and their overall satisfaction with the training.

In total there were 89 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (95 percent agreed or strongly agreed) and were knowledgeable in the topic (97 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (97 percent agreed or strongly agreed). One person included a comment regarding the instructor's effectiveness in keeping the topic engaging.

Most also reported it to be a good use of training time (78 percent agreed or strongly agreed), although the results were slightly more mixed. For those that marked lower scores, there were indications that one of these individuals may have misread the scale.⁴ For the rest, most rated the instruction highly and a few rated their overall satisfaction with this In-Service low. There were not any indications as to what would have improved this particular training session or whether they may have already known the material.

Reasonable Suspicion							
n = 89							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.2%	1.2%	0.0%	2.4%	43.5%	51.8%	4
The trainer(s) were knowledgeable in the topic.	1.2%	1.2%	0.0%	1.2%	46.5%	50.0%	3
Overall, the interaction between the trainer and the class was positive.	1.2%	1.2%	1.2%	0.0%	39.5%	57.0%	3
The class was a good use of my training time.	2.3%	2.3%	2.3%	15.1%	39.5%	38.4%	3

Related On-the-Job Outcomes

The supervisors' full application of the process for managing cases of reasonable suspicion is not formally evaluated. These cases occur very infrequently. However, in the case of a supervisor not implementing the procedures correctly, the Personnel Division management would be notified through supervisory channels or complaint processes. They would then work with the Bureau of Human Resources to problem solve and correct the issue. Information regarding these on-the-job applications is not specifically collected during the needs assessment process, although information regarding the application of these skills can be brought up during the collection of feedback from supervisors, unit managers, and the Bureau of Human Resources.

Summary

The findings support this class was very well conducted and received overall. The results do not indicate the need for any immediate additional training in this topic and the Personnel Division

⁴ They marked strongly disagree throughout the survey on this scale but marked many of the classes being helpful and that they were very satisfied with the 2021 Supervisors IS training.

anticipates the application of these processes will go well. During the training, supervisors were provided a checklist to remind them of the steps should they need apply them.

Overview

Officers, who are better equipped to handle the physical and mental demands of policing, can build more positive interactions with the community and be more productive in the execution of their duties. Members who are physically, mentally, emotionally, socially, and financially healthy, tend to be more likely to make better and safer decisions and are more likely to be more resilient over the course of a very stressful career. As a result, officers may get hurt less and recover quicker after injuries. They are equipped to communicate with each other and community members more effectively, modeling fairness in processes while providing better customer service by giving voice, showing respect, being neutral, and demonstrating trustworthiness.

This class provided encouragement for leaders to increase and maintain their own personal wellness, and guidance for promoting the personal wellness of the members they supervise.

These topics stemmed from the Wellness Program's priorities and the 2020 needs assessment process.

Related Laws/Directives

- 500.00 Wellness
- 0240.00 Employee Assistance Program
- 0305.00 Active Bystandership, Intervention, and Anti-Retaliation

Learning/Performance Objectives

- Recognize that personal wellness is instrumental in being an effective supervisor.
- Identify personal wellness levels in the areas of Physical, Mental, Emotional, Financial, and Social wellness.
- Demonstrate how each supervisor's personal approach and modeling of wellness can positively impact the members they supervise.
- Identify ways that supervisors can support the personal wellness of the members they supervise.

In-Class Learning Assessment

End of Day Knowledge Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to how supervisors can impact employee wellness.

Results

Overall, people did well on these test questions. Approximately 17 percent of the people missed at least part of the following question, "Which of the following are ways that you as a supervisor can

support your employee's wellness?". The correct answers are all of the options (proactively work on your wellness, be a negativity timer, be a financial advocate, and promote PPB wellness time). Most of those that missed at least part of the question did not select "be a negativity timer" and/or "be a financial advocate".

The following provides the test results for these questions.

Test Results			
n = 151			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which of the following are ways that you as a supervisor can support your employee's wellness? (Select all that apply)	83%		
Proactively work on your wellness		151	100%
Be a negativity timer		136	90%
Be a financial advocate		132	87%
Promote PPB wellness time		151	100%
True or False? A supervisor's approach and modeling of wellness can impact the members they supervise.	100%		
True		151	100%
False		0	0%

Survey Results: Student Feedback

Five survey items pertaining to the Leadership and Wellness training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether they believe implementing more strategies for improving employee wellness will be beneficial to the organization.

In total there were 89 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (91 percent agreed or strongly agreed) and were knowledgeable in the topic (91 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (90 percent agreed or strongly agreed).

Most also reported it to be a good use of training time (71 percent agreed or strongly agreed), although the results were slightly more mixed. For those that marked lower scores, there were indications that one of these individuals may have misread the scale.⁵ The rest rated the instruction well overall. This group had substantially lower scores for believing implementing more strategies for employee wellness would be beneficial. One person indicated they either did not understand the purpose of the class or thought the curriculum could have been advanced.

Wellness							
n = 89							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.1%	1.1%	0.0%	6.9%	58.6%	32.2%	2
The trainer(s) were knowledgeable in the topic.	1.1%	1.1%	0.0%	6.9%	55.2%	35.6%	2
Overall, the interaction between the trainer and the class was positive.	1.2%	0.0%	0.0%	9.3%	50.0%	39.5%	3
The class was a good use of my training time.	4.7%	2.3%	2.3%	19.8%	45.3%	25.6%	3

Approximately 92 percent of the respondents reported moderate or higher levels of belief that implementing more strategies for improving employee wellness would benefit the organization.

Wellness							
n = 89							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Do you believe implementing more strategies for improving employee wellness will be beneficial for the organization?	2.3%	4.6%	1.1%	16.1%	27.6%	48.3%	2

⁵ They marked strongly disagree throughout the survey on this scale but marked many of the classes being helpful and that they were very satisfied with the 2021 Supervisors IS training.

Related On-the-Job Outcomes

The Training Division has been developing and implementing an evaluation system along with the Wellness Program, in order to inform the development of the program and to assess program impacts over time. Part of this evaluation process was designed with consultation support from BetaGov and a Portland State University professor. The methods currently used for the evaluation are employee surveys, training evaluation, feedback from the Wellness Committees, examining employee injury data, and feedback from the Bureau's Injury Liaisons. The surveys include measures pertaining to Bureau and supervisor support. The findings pertaining to future training needs are included in the annual training needs assessment process.

Summary

The findings support this class was well conducted. Members performed well on the related test questions provided at the end of the training day. The results did not indicate the need for any immediate additional training on this exact training material. However, other evaluation results suggest the need for continual training, as well as City and Bureau management level efforts, for improving organizational health.

CRITICAL INCIDENT MANAGEMENT

Overview

Critical incident management is a complex skill that requires a full repertoire of communication skills, legal knowledge, decision-making, and tactical skills. There are many different types of critical incidents, many of which include extensive safety risks and other stressful factors. Over the last few years, the Patrol Procedures program has been institutionalizing “The 4 C’s” of responding to critical incidents (Containment Plan, Custody Plan, Communication Plan, and Contingency Plans). These four main components give a framework for the work officers should be doing to effectively respond. The training emphasized the role of the supervisor in responding to these events which includes keeping a focus on the overall scene management and providing direction for each component as it is implemented. This class supports supervisors to develop skills that complement the officers’ role and bring additional value to the management of a critical incident.

Supervisors were introduced to a new acronym, PAID (Prioritize, Assign, give Intent or broad guidance, Define the event) to help guide and set expectations during a critical incident. This is also used as a framework for facilitating debriefs of events that have occurred. Effective debriefs not only emphasize positive performance but identify how things could have been done better. Having a framework for how to conduct an effective debrief will lead to a more focused yet comprehensive evaluation of an event.

The need for this training arose from Training Division manager priorities, officer-involved shooting Training Division Analyses, external stakeholder priorities, and the 2020 training needs assessment process.

Related Laws/Directives

- 0315.30 Satisfactory Performance
- 0820.50 Police Response to Mental Health Crisis
- 1010.00 Use of Force

Learning/Performance Objectives

- Identify the four components of the PAID (Prioritize, Assign, give Intent or broad guidance, Define the event) acronym.
- Describe how the PAID acronym can be used by supervisors to efficiently and effectively manage a critical incident.
- Describe how supervisors can contribute to the de-escalation of an event.
- Describe how to use PAID (Prioritize, Assign, Intent, and Define the event) and the Patrol Procedures principles to conduct an effective debrief of a complex incident.

In-Class Learning Assessments

End of Day Directive Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to the supervisor's role during a critical incident and the PAID acronym.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 91 to 100 percent.

The following provides the test results for these questions.

Test Results			
	n =		
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Directive 315.30 requires supervisors to do which of the following to the extent possible during critical incidents? (Select all that apply)	91%		
Prioritize their supervisory perspective		147	97%
Volunteer for difficult assignments		0	0%
Take a tactical role		1	1%
Avoid tactical involvement		141	93%
What does the PAID acronym stand for?	100%		
Personnel, Assessment, Intel, Define the Event		0	0%
Prioritize, Assign, Intent, Define the Event		151	100%
Perspective, Action, Increase resources, De-escalation		0	0%
Prioritize, Action, Information, De-escalation		0	0%

Survey Results: Student Feedback

Seven survey items pertaining to the Critical Incident Management training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, whether the training increased their knowledge in critical incident management, whether they believe the integration of the

techniques taught into the debriefs will be helpful, and their current level of preparedness for managing.

In total there were 89 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (89 percent agreed or strongly agreed) and were knowledgeable in the topic (89 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (85 percent agreed or strongly agreed). In the additional comments section, one person expressed appreciation for case study and another noted they thought the PAID acronym and concepts would be useful. A few people indicated the need for this and/or similar training topics to build off of one another better to help reinforce learning of training concepts, such as integrating Incident Command System principles into the critical incident management trainings.

Most also reported it to be a good use of training time (79 percent agreed or strongly agreed), although the results were slightly more mixed. For those that marked lower scores, there were indications that one of these individuals may have misread the scale.⁶ For the rest, most rated the instruction well although slightly lower compared to the rest of the respondents. The ratings for how much they learned from the class was substantially lower among this group and the level of preparedness for managing a critical incident was similarly distributed to the rest of the respondents, with all except one marking being moderately prepared or higher. Some appeared to be people that may already be very knowledgeable in managing critical incidents. In the comments section, some in this group noted the need to integrate the Incident Command System principles into the training. Separately, other individuals indicated they were very dissatisfied with this Supervisors In-Service generally.

Critical Incident Management							
n = 89							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.1%	0.0%	4.6%	5.7%	42.5%	46.0%	2
The trainer(s) were knowledgeable in the topic.	1.1%	1.1%	1.1%	8.0%	39.1%	49.4%	2
Overall, the interaction between the trainer and the class was positive.	1.2%	0.0%	2.3%	11.6%	43.0%	41.9%	3
The class was a good use of my training time.	4.6%	3.4%	5.7%	6.9%	42.5%	36.8%	2

⁶ They marked strongly disagree throughout the survey on this scale but marked many of the classes being helpful and that they were very satisfied with the 2021 Supervisors IS training.

In regards to learning, most of the respondents (approximately 81 percent) reported moderate or greater amounts of learning about managing critical incidents from the class. Most (approximately 84 percent) also reported moderate or higher amounts of belief that the integration of the techniques into debriefs will be helpful. Furthermore, there was a strong, positive, statistically significant correlation⁷ between believing the integration of these techniques into debriefs will be helpful and members reporting the class was a good use of training time and that they learned from the class. The relationship is such that those that more strongly believed the integration of the techniques will be helpful were more likely to find the training to be a good use of time and reported greater learning gains.

Critical Incident Management						
n = 89						
	Learned Very Little		Learned a Moderate Amount		Learned a Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
From this class, how much did you learn about managing critical incidents?	9.4%	9.4%	35.3%	27.1%	18.8%	4

Critical Incident Management							
n = 89							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Do you believe the integration of these techniques into debriefs will be helpful?	6.9%	5.7%	3.4%	24.1%	29.9%	29.9%	2

⁷ The correlations were conducted using the Pearson and Spearman's rho tests. The results were nearly the same; the Pearson Correlation was .71 with a p value of .000.

Nearly all of the respondents (99 percent) reported being at least moderately prepared to manage a critical incident and approximately a third of the respondents reported being very prepared.

Critical Incident Management						
n = 89						
	Not at all Prepared		Moderately Prepared		Very Prepared	Missing
	(1)	(2)	(3)	(4)	(5)	
How prepared are you for managing a critical incident?	0.0%	1.2%	19.8%	47.7%	31.4%	3

In the comments section, a few people also included additional recommendations for consideration in future critical incident management trainings. These included incorporating more case studies, critical incident management scenario training for supervisors, tactical debrief examples, and online scenario training.

Related On-the-Job Outcomes

The on-the-job documentation of these encounters will vary depending on what actions occur, such as whether the incident involved force. A General Offense Report would be completed for these encounters, by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of crimes. Currently, these findings are not formally captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-Service and Supervisor In-Service feedback surveys, as well as through discussions with Training Division staff and feedback from unit managers.

If utilized, all use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

All uses of a firearm are reviewed by supervisory channels. In cases where an encounter includes only the pointing of a firearm, a Force Data Collection Report (FDCR) is completed, the case is reviewed by a sergeant, and the data is analyzed during force reporting. Any discharges of a firearm involving a human encounter result in an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical usage of the firearm, and the use of force decision making, including whether the officer's actions precipitated the use of force. The officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and increased learning of how to manage critical incidents. The students also performed very well on the test questions. The results suggest overall there is more learning to be gained in critical incident management but building future curriculum to match the training needs for all may become more challenging as members advance in this topic. Other evaluation results indicate they may feel less prepared for managing more complex critical incidents. Future trainings in this topic may want to consider integrating Incident Command System principles into the training, incorporating more case studies, critical incident management scenario training for supervisors, tactical debrief examples, and online scenario training.

2021 Supervisors In-Service Test Questions

The correct answers are in bold and underline font.

True or False? Community member and police officer biases can make maintaining Voice, Respect, Neutrality and Trust difficult.

True

False

The following describes which concept? “To recognise always that the power of the police to fulfill their functions and duties is dependent on public approval of their existence, actions and behaviour, and on their ability to secure and maintain public respect.”

Restorative justice

Legitimacy

Authority

Community policing

True or False? More community engagement may not be sufficient to overcome the rare, high impact events in policing.

True

False

Which feature in the UDAR was implemented so that supervisors can forecast future Responsibility Unit (RU) staffing needs?

EIS alert

Request/Rescind PTO

Staff counts

Detailed Time Report

What mechanism do you use on the Daily Roster to change the scheduled shift times for a member?

Shift Amendment Panel

UDAR Change

Hot Keys

True or False? The first step of the reasonable suspicion step-by-step process is to make command notifications.

True

False

In the event you have observed and confirmed there is a reasonable suspicion to believe an employee is under the influence of a substance, you need to **immediately** do which of the following? *Select all that apply*

Notify the RU manager through the chain of command

Notify the Incident Management Team (IMT)

Notify Human Resources Business Partner through the Personnel Captain or designee

Notify the Chief of Police

Which of the following are ways that you as a supervisor can support your employee's wellness? *Select all that apply*

Proactively work on your wellness

Be a negativity timer

Be a financial advocate

Promote PPB wellness time

True or False? A supervisor's approach and modeling of wellness can impact the members they supervise.

True

False

Directive 315.30 **requires** supervisors to do which of the following to the extent possible during critical incidents? *Select all that apply*

Prioritize their supervisory perspective

Volunteer for difficult assignments

Take a tactical role

Avoid tactical involvement

What does the PAID acronym stand for?

Personnel, Assessment, Intel, Define the Event

Prioritize, Assign, Intent, Define the Event

Perspective, Action, Increase resources, De-escalation

Prioritize, Action, Information, De-escalation

APPENDIX B: OVERALL SUPERVISORS IN-SERVICE SATISFACTION RESULTS OVER TIME

In 2020, the Training Division began adding a general training satisfaction question to the Supervisors In-Service surveys. These results will be tracked over time.

Overall, how satisfied or dissatisfied are you with this Supervisors In-Service training?								
In-Service Session	Very Dissatisfied	Generally Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Generally Satisfied	Very Satisfied	Missing	n
2020*	6%	23%	13%	19%	36%	4%	1	71
2021	6%	2%	6%	20%	48%	18%	5	89

*In 2020, the Supervisors In-Service training plans were changed due to the impact of COVID restrictions on delivering in-person trainings. The training was delivered online and the curriculum was copied from the Sergeants Academy.

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