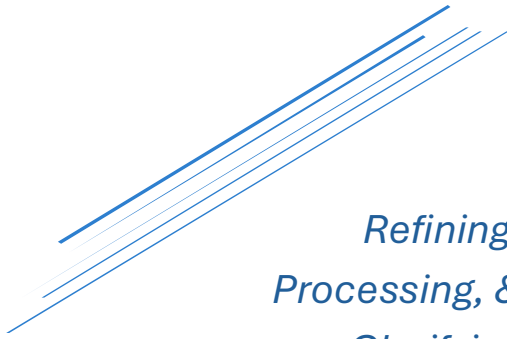


# THE LEADERSHIP DISTILLERY



*Refining,  
Processing, &  
Clarifying  
Leadership  
Excellence*



**CPLE**  
INTERNATIONAL

Center for  
Police  
Leadership &  
Ethics





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## Overview

Not many leaders wake up and ask themselves, “What does it take to be an average leader? What can I do today to drive mediocrity in my organization?” On the contrary, most of us want to make a positive impact on our people, agencies, and community. We know our organizations need extraordinary leadership to drive positive culture, provide a vision for the future, and offer a roadmap how to get there. And our people deserve nothing less than great leadership in our everyday interactions with them.

What does it take to be a *great* leader both individually and organizationally? Well, there is no formula or prescription for greatness. Gen. Stanley McChrystal calls this formulaic myth. We know what great leadership entails from a macro perspective, but the execution of our leadership interventions, in both words and deeds, continuously changes dependent on the needs of the individual and demands of the context. And we certainly know this about achieving greatness in any endeavor: Greatness takes intention, purpose, passion, and hard work.

As we believe leading by example, modeling the way, is a strong component of effective leadership, this program was designed to be challenging. It will require engagement in the face-to-face classes and an investment of your time and energy between classes to complete the six online courses. And you will be asked to create a project of your choosing to reflect your individual learning. Call it a Return-on-Investment of sorts.

We assembled some pretty accomplished faculty for this program. Each of our instructors has graduate degrees and various certifications in their specialties. More importantly, each has lived a life of influence and positional leadership at the supervisor, command, and executive ranks. Our entire company was built on the notion of having committed leaders facilitating discussions in the classroom with other committed leaders.

The Leadership Distillery comprises four one-day classes...one-day *discussions* would be more accurate. Class 1 (**Activate**) sets the tone for the program. We hope to spur your interest even further in leadership development, organizational dynamics, and curiosity of human connectivity. We will explore a host of leadership topics from a deeper dive into the formulaic myth to our role as senior leaders in a rapidly and profoundly changing world. We will explore our ‘why’ for joining the law enforcement community with a hard look at motivation and inspiration, probably in a way many of you have not heard. We’ll also discuss

*“We need leaders who reject mediocrity, who embrace excellence, who want to expand boundaries instead of laying low in the tall weeds. We need leaders who light a fire in their districts and throughout our organization and keep that fire burning bright.”*

*Angela Hayes  
Assistant Director  
North Carolina Alcohol Law Enforcement*

generational challenges we face every day from recruitment and retention to conversations in the workplace. And throughout the day, we hope to pull out and discuss leadership challenges specific to you and your organization. Class 2 (**Cultivate**) is about addressing the emotional health epidemic in the law enforcement community. What can we do to identify and address employees who are in dark spaces. We will discuss PTSD, addictions, depression, and many other such spaces with an emphasis on suicide prevention. Each participant will receive certification in safeTalk, a globally respected suicide prevention/intervention program. Class 3 (**Educate**) focuses on the leader's role of teacher, mentor, and coach. Emotional Intelligence, with a specific focus on self-awareness, is a foundational component of this class. Having the ability to recognize and control one's perspectives, thinking, emotions, and behaviors is critical to enable the best version of us as individuals as well as our organization. Finally, Class 4 (**Accelerate**) continues our focus on self-awareness and other awareness. We begin the day with the toxic boss. What does toxicity look like, how can we mitigate that with our bosses, and how can we avoid becoming that type of leader. We will look at how we all see the same things but do not *perceive* them in the same way. The leadership implications from this reality are many. Each student will receive a copy of *Perception* (2<sup>nd</sup> ed) and complete the CPLE's validated DISC 17© Self-Assessment.

Six online courses are to be completed between the face-to-face classes. Each online course has three components: A presentation lasting about 30 minutes, a variety of reading assignments, and a brief quiz. We designed them to expose students to concepts, best practices, and research concerning topics of concern for the law enforcement community. The courses also fill gaps and close loops on topics discussed in the face-to-face classes. For descriptions of the online courses, as well as a more in-depth look at the face-to-face classes, please refer to the Addendums section.

On behalf of the entire CPLE team, thank you for your commitment to lifelong learning and the success of your organization. Come ready to unplug, engage, learn, and teach. Bring your coffee since old fashions are frowned upon during the day. We look forward to meeting you soon.



## Audience

Positional leadership in your organization (i.e. Command Staff)



## Course Format & Duration

- Four face-to-face days offered in one day increments throughout the year.
- Six online courses to be completed between the face-to-face classes.



## Instructional Strategies

- Participant Discussion
- Instructor led facilitation
- PowerPoint with audio and video



## Instructional Aides & Materials

### *Provided by Host Agency or Conference Center*

- Classroom, conference room, or similar venue conducive to adult learning
- Multimedia audio and visual to accommodate PowerPoint or similar software
- Dry erase board or flip chart with markers

### *Provided by CPLE*

- CPLE Padfolio and pen
- Textbooks as appropriate
- Course Completion Certificate and Award

## Measures of Learning

The course is an engaging seminar format with no required formal learning measures. However, the course is taught in the Socratic method of facilitator questions and student responses, which does offer a measure of participant understanding. Should a student require a more formal measure of learning, the student may contact the CPLE for an agreed upon measure appropriate for that student or agency such as a journaling assignment or academic paper on the application of lessons learned in the course.

## Schedule

- *Activate* Your Learning & Leadership TBD
- *Cultivate* a Culture of Wellness & Resiliency TBD
- *Educate* & Coach Your People TBD
- *Accelerate* Excellence in Your Organization TBD

## Return on Investment (ROI)

Return on Investment usually describes the new benefits (better efficiencies, more sales, stronger job performance, greater job satisfaction, less attrition) an organization receives from its employees compared to the financial cost of the training (e.g. tuition, time away from work). We often see formulas to seemingly make the calculations easy.

$$\text{ROI} = \frac{\text{Final Value of Investment} - \text{Cost of Investment}}{\text{Cost of Investment}} \times 100$$

Yet, this way of demonstrating ROI is not always applicable to the public safety community. Each participant will be required to demonstrate an ROI to your agency. However, in government and certainly in the public safety field, ROIs often are not as easy to discern and should be much broader in scope. While judicious use of taxpayer money is always a priority, the law enforcement community determines success not in investor profits but in such broad measures as crime prevention, justice and accountability, and lives saved. Instead of assigning generic or even specific ROI tasks, executive participants choose their own way of demonstrating a ROI to the agency. The projects can be smaller in nature with each participant designing their own project. Or the group may choose to design a single project together more

macro in nature. This project is not meant to be a significant burden but rather a time to reflect and share. Participants should combine their imagination and passion to create something personally meaningful and organizationally valuable.

Examples:

- Develop internal training for subordinate ranks:
  - Several brief leadership discussions at roll call or briefings
  - Online leadership training where LEO and civilian employees can watch the presentation at their convenience
- Create a new program or revise an existing one:
  - Mentoring program
  - Health, Wellness, and Resiliency Program/Office
- Create an online forum within your agency where members can post articles and videos concerning leadership
- Create a leadership podcast with periodic discussions germane to all employees
- Personal Reflection
  - Academic paper perhaps suitable for publication
  - Personal journaling during this leadership program (e.g. lessons learned, *aha* moments)
- Public presentation – Great opportunity to talk about a variety of leadership/influence topics but also a great way to hone public speaking skills, which is vital to those in executive leadership positions
  - Service groups such as Ruritan, Veterans (VFW), Knights of Columbus
  - Chamber of Commerce
- Organize a volunteer project or outing. Something ongoing is always a plus. Servant leadership is the heartbeat of all successful leaders and organizations. Volunteering is a great way to instill this concept while helping the community at the same time.



## Addendums

- Face-to-Face Course Descriptions
- Online Course Descriptions
- Faculty Bios

# Addendum 1

## Face-to-Face Course Descriptions

Course 1:

*Activate Your Learning & Leadership*

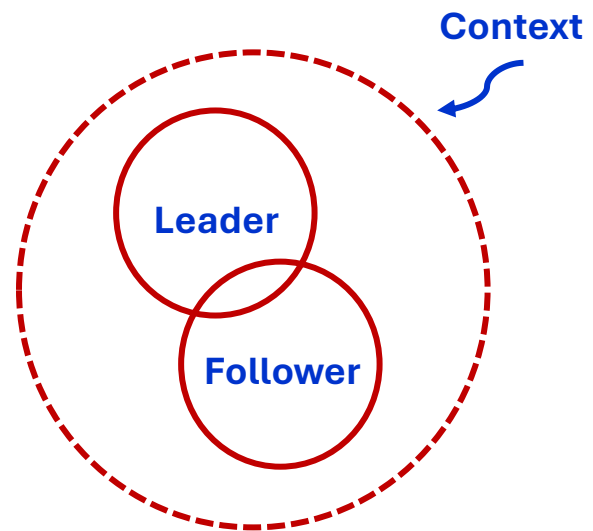
Facilitators: Dr. Jeff Green

Class 1 sets the tone for the program. We hope to spur your interest in leadership development, organizational dynamics, and curiosity of human connectivity even more than it is now. We will explore a host of leadership topics from a deeper dive into what great leadership entails to the formulaic myth that leadership success is all about the leader. While no specific prescription exists to make a great leader, the best leaders understand greatness best occurs with the confluence of the right leader behaviors given the specific needs of their followers in specific yet fluid contexts. We too often settle for being good...for us, our people, and our agency. As Jim Collins said, "Good is the enemy of great!" Our people and organization deserve greatness from each person in the classroom.

We'll explore our role as senior leaders in a rapidly and profoundly changing world. How do we as seniors in our agency lead in this dynamic environment, and how do we prepare ourselves and our agencies for an uncertain and volatile future. We will explore our personal 'why' for joining the law enforcement community as well as our people's 'why' and how we can tap into that. We'll take a hard look at motivation and inspiration, probably in ways many of you have not heard. We'll talk about the research, both intuitive and counterintuitive results of a hundred years of studies, and the implications motivation and inspiration have in the workplace.

We'll also discuss generational challenges we face every day from recruitment and retention to conversations in the workplace. And throughout the day, we hope to pull out and discuss leadership challenges specific to you and your organization. We assume each of you knows what one another's challenges are, but that's usually an incorrect assumption.

As the day closes, we will discuss the notion of professional journaling and discuss potential ROI projects participants may want to develop as the program progresses.





Course 2:

*Cultivate Wellness & Resiliency in Your Organization*

Facilitator: Paul Bertrand

The law enforcement profession is unique in many ways, some very rewarding and some detrimental to our physical and emotional wellbeing. Seeing what we see, experiencing first-hand the tragedies and evils of the human condition, may lead our officers and agents into dark spaces such as PTSD, addictions, depression, even suicidal ideations. Through an engaged conversation about this epidemic challenge, we will discuss approaches executives may employ at both the individual and organizational level to create a culture of emotional wellbeing and resilience.

Paul begins by introducing “The Science of Suicide” and Dr. Thomas Joiner's groundbreaking “Interpersonal Theory of Suicide.” The complexities of perceived burdensomeness and thwarted belongingness will be discussed, discovering along the way how they are intrinsically connected to our wellbeing. The workshop sheds light on the vital role relationships and contribution play in our lives. Paul introduces the “Scale from Suicidality to Wellbeing.” We will discuss how the loss or absence of connection and belonging, or the feeling of being unvalued/worthless, unable to contribute, or unable to carry the burden can pave the way to suicidal ideations and suicide.

The class connects to and explores the PERMA Model of Wellbeing from Dr. Martin Seligman and the University of Pennsylvania. We will explore the five pillars of wellbeing—positive emotions, engagement, relationships, meaning, and achievement—and understand how they are also intimately tied to belonging, connection, relationships, and contribution. The vital role mental health and resilience play in wellbeing is not as simple as removing misery, which results in an emotional emptiness rather than mental wellbeing. Leaders must support their officers towards thriving within the workplace and in their personal lives through the creation, dissemination, and maintenance of resource rich, resilient environments.

Dr. Jon Kabat-Zinn's analogy, “You can't stop the waves, but you can learn to surf” captures the essence of individual resilience. But it's the poignant counterpoint from Dr. Michael Ungar that resonates deeply: “But it's easier to learn to surf if you have a surfboard, a coach, and a lifeguard.” This thought-provoking comparison highlights the critical role of leadership in fostering resilience and focusing their efforts on creating a resource-rich environment.

During the second part of the day, Paul will deliver LivingWorks “safeTALK” program. safeTALK is a 3 1/2 hour, evidence based, interactive workshop, which teaches participants how to identify someone considering suicide, how to engage that person in a conversation about suicide, how to ask clearly and directly about suicide, how to listen to that person's story of suicide, and how to connect them to resources that can complete a suicide intervention and create a safety plan to keep that person safe for now. All participants will receive safeTalk certification upon completion of the workshop. safeTALK is recognized by most major licensing bodies for CEUs. safeTALK has been adopted by the FBI, DEA, and many law enforcement agencies around the world as a best practice for suicide alertness for their employees.

Course 3:

***Educate & Coach Your People***

Facilitator: Kathleen Mills

Successful leadership is heavily dependent on striking a balance between achieving results and cultivating relationships. One must have a clear understanding of self before having a consistent positive impact on an individual or team. During this session, we will explore emotional management concepts that include a bit of neuroscience and emotional language. Emotional management is the foundation of reducing stress, improving communication, having healthy relationships, and finding balance in life. Having the ability to notice and control one's perspective, thinking, emotions, and behavior opens the door to consistently controlling desired results. It's important to explore how the human machine works to enable the best version of the leader to consistently emerge.

The focus of this session includes: 1) recognizing each part of the experience cycle, 2) bringing strategies to bear that change perspectives, and 3) introducing coaching techniques that will support a Balanced Leadership© approach.

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Course 4:

***Accelerate Excellence in Your Organization***

Facilitators: Dr. Jeff Green/Dave Allen

Understanding how each of us perceives our environment and our individual roles relative to that environment offers a powerful first step in accelerating our individual and organizational leadership capacity. Learning to recognize the nuances of myriad contextual influences in the moment and developing the wisdom to know which leadership behaviors are best suited for that context offers a dramatic second step towards expanding our capacity for great leadership.

We begin the day with the toxic boss. What does toxicity look like, how can we mitigate that with our bosses, and how can we avoid becoming that type of leader. The majority of the class is dedicated to the DISC Behavioral Model and subsequent self-assessment (*DISC 17 Behavioral Assessment*) developed by the CPLE International. All of us are interested in discovering more about ourselves and others. Our natural curiosity of the world clearly applies to our role in it and the ways we respond to it. DISC is a behavioral model developed by Dr. William Marston in the 1920s intended to identify and categorize how we respond to our environment and each other. The strength of the model rests not only in its ability to measure and categorize observable behaviors but also in its capacity to provide the necessary information for each of us to exercise more flexibility with a variety of people and situations.

Better communication, lessened conflict and tension, and significant acceleration of your leadership and influence are tangible outcomes of this class. Our newly released textbook (*Perception: Understanding Human Connectivity thru the DISC Behavioral Model 2<sup>nd</sup> Edition*) and validated self-assessment (*DISC 17©*) will be provided to each student.



## **Addendum 2**

### **Online Course Descriptions**

Between courses 1 and 2, participants complete our three-course suite of online classes titled *Prioritizing the Health, Wellness, and Resiliency of Our Employees*. These three online courses are a perfect set-up for our second face-to-face class.

No online coursework between face-to-face courses 2 and 3 as this is a good time to focus on the Return-on-Investment project.

Between courses 3 and 4, participants complete our three-course suite of online classes titled *Crisis, Turmoil, and Volatility: A Focus on the Unknown and Uncertain*, which brings full circle closure with the beginning of class 1.

### **Health, Wellness, and Resiliency of Our Employees Suite of Courses**

Prioritizing the Health, Wellness, and Resiliency of our people must be one of the most important aspirations of not only our executive level leaders but every leader, every employee in our agencies. Public safety professionals put their bodies and minds through a tremendous amount of stress and strain throughout their careers. Nearly every shift, officers run toward the dangers most of society runs from. The potential of physical harm is real and tangible and has significant impact on officers and their families. Yet, the potential of emotional and mental trauma may be much worse.

While the traditional response to mental and emotional challenges has been a “suck it up” attitude, today’s agencies are beginning to make officer health and wellness a high priority. Individually and organizationally, we must do better in urging our officers to be proactive about their physical and mental health. We must do better in creating a culture of resilience in our organizations. We must do better in helping our employees develop the capacity to overcome adversity and trauma throughout their career.

The nature of this three-course series is more about exposure to the topic of officer well-being rather than a deep dive into any one area of trauma. We begin the first course with a look at the problem. We know the downsides to the job often experienced by many other professions... shiftwork, long hours, internal politics, understaffing.... just to name a few. But we also have experiences unlike nearly any other field with devastating implications. Online class 2 explore the warning signs our people may display indicative of mental illness. Most stress symptoms are temporary and will resolve on their own in a short amount of time. However, for some people, these symptoms may last for weeks, months, or years and may influence their relationships with families and friends, their agencies, and their communities. The third class looks at strategies and approaches to lead these employees, reduce and perhaps prevent mental illness, and most importantly, look at what it takes to build an organizational culture of resiliency.

## **Crisis, Turmoil, & Volatility: A Focus on the Unknown and Uncertain Suite of Courses**

These three courses explore the future nature of policing, particularly in the context of crisis and turmoil. Leading in times of crisis usually means leading in times of uncertainty and the unknown. Similarly, leading in times of uncertainty usually involves crisis... prevention, mitigation, and response. The two seem to be inextricably connected. The most successful organizations position themselves before the crisis to succeed when these events occur. Often this means predicting and planning for future crises from a mechanical, logistical perspective. But the most successful organizations also establish an organizational mindset, an agency DNA if you will, that thrives in the uncertain and unknown.

By exploring the dynamic forces likely to cause significant change to our profession, we hope to push you with class 1 towards positioning yourself and your agency for what's next even when we don't know what that is. Clearly, preparing for the future means preparing for future crises but also other challenges and, of course, opportunities. We will never be able to completely control current events, much less future events. But we can always control our attitude, preparation, and response. Class 2 takes a hard look at current and emerging crises from the lessons we have learned to how similar crises might evolve in the future. Leaders in our profession spend a considerable amount of time and energy dealing with the crises of the present. We know at some point we will face an active shooter event or a hazardous chemical spill. We know from research as well as simply watching the news that critical incidents can emerge almost anywhere and occur at a seemingly faster rate than in years past. The best leaders, the strongest organizations, recognize the value and necessity of crisis preparation and futures thinking - the ability to navigate passageways from the present to a desirable future. Course 3 concludes the series with a focus on changing our culture and organizational mindset towards a future orientation. We will discuss scenario planning and future casting as well as new approaches such as predictive policing and real-time crime centers. Successfully forecasting and shaping the future requires a culture in law enforcement that is forward-thinking and willing to adapt. While creating this culture can seem an epic task, by focusing on a few key areas, such as training, leadership, and structure, we can reshape ourselves for an unknown and uncertain future.



### **Jeff Green, PhD**

Jeff began his career in law enforcement in 1984 as a police officer in Nottoway County, Virginia. In 1986, he joined the Chesterfield County Police Department, serving in the positions of Patrol Officer, Vice and Narcotics Detective, and Sergeant. He also held the collateral duties of Fourth Amendment Instructor/Program Coordinator and Defensive Tactics Instructor/Program Coordinator traveling the state teaching both topics.

In 1997, Jeff joined the FBI spending most of his field career investigating international drug cartels. Jeff also served 10 years at the FBI Academy where he taught in the FBI National Academy and served in the senior management positions of Chief of FBI Leadership Development and later as Chief of Faculty Affairs, overseeing the majority of curriculum and instruction in the FBI National Academy. Jeff also served many years as an adjunct professor with the University of Virginia and Capella University. Jeff retired from the FBI in 2017 and founded the Center for Police Leadership & Ethics where he continues to serve as the President and CEO.

Jeff earned BS and MS degrees in Criminal Justice Administration from Virginia Commonwealth University and a PhD in Criminal Justice with an emphasis in Organizational Leadership from Capella University.

Jeff is the author of the several books including *Graduate Savvy: Navigating the World of Online Higher Education (in its 3<sup>rd</sup> edition)*; *Decision Point: Real-Life Ethical Dilemmas in Law Enforcement (in its 2<sup>nd</sup> edition)*; and *Perception: Understanding Human Connectivity through the DISC Behavioral Model (in its 2<sup>nd</sup> edition)*.

Jeff is married to his high school sweetheart and has two married children, a grandson and granddaughter.



### **David Allen**

David is a native of Cleveland County, North Carolina having lived most of his life in Kings Mountain, North Carolina. After graduating Kings Mountain High School in 1983, he began his career in law enforcement with the North Carolina State Highway Patrol. During his career, he has had numerous duty stations and job responsibilities retiring at the rank of Captain in January 2015. David is the owner of Allen Solutions and serves as a lead instructor for the Center for Police Leadership & Ethics building and teaching world-class leadership programs across the country.

David completed a BS in Criminal Justice from Western Carolina University and a Master's in Public Administration from the University of North Carolina at Pembroke. David completed the Administrative

Officers Management Program (AOMP) from North Carolina State University in 1999. In 2013, David attended the 252nd Session of the FBI National Academy. David currently is working towards his PhD from Anderson University.

Dave lives in Kings Mountain with his wife, Elizabeth. They have three adult sons, along with their spouses and grandchildren. Dave serves the citizens of Kings Mountain as one of two At-Large elected City Council members for the city. During his down time, he enjoys many hobbies including beekeeping, flying drones, scuba diving, and writing.



### **Paul Bertrand**

Paul retired from the FBI in 2021 after 31 years in public service. He served 23 years in the FBI and 8 years in the United States Navy prior to his appointment in the FBI. He ended his career as an instructor in the FBI National Academy and New Agent and Analyst programs. In the FBI National Academy, Paul taught a variety of topics in the National Academy related to Leadership and Officer Wellness, and he introduced positive psychology to the National Academy, co-creating a course titled Positive Policing. He also was a co-developer and lead instructor for the FBI's Presentation Skills and Instructor Strategies Courses. He managed other leadership programs for the FBI including the international LEEDS program and the FBI Academy's Core Faculty Program.

Paul also served for five years as the Regional Program Manager for the Northeast and Mid-Atlantic and long-term Acting Unit Chief in the FBI Employee Assistance Unit. Paul was responsible for overseeing the FBI's Employee Assistance Program nationwide, a program consisting of over 600 Peers, 130 chaplains, and 16 licensed mental health clinicians. He also was responsible for leading the FBI's Crisis Intervention Program responses to several national level mass casualty events, line of duty deaths, and suicides. Paul introduced two suicide prevention/intervention training programs to the FBI: LivingWorks' ASIST and safeTALK with approximately 5000 FBI employees having been trained in suicide intervention since that time. As a criminal investigator, Paul investigated Corporate, Securities, and Investment Fraud in the Los Angeles and Washington DC Field Offices, and he supervised a Bank and Mortgage Fraud Squad in Los Angeles.

Paul holds an MSED in Counseling and a BA in Biology. He also earned two certificates in Positive Psychology, the Foundations of Positive Psychology Specialization, and the Positive Psychology Practitioner Certificate.

Paul currently works as the Regional Training and Delivery Manager for LivingWorks Education for the National Capital Region, where he oversees and supports a network of over 650 suicide prevention trainers. As a founding member of the Center for Police Leadership & Ethics, Paul serves in an adjunct faculty role as time permits from his role with LivingWorks. Paul has been married to his wife, Carmela, for 33 years, and has three adult children and one grandchild.

## Kathleen Mills



As a senior executive with 17 years of leadership experience, Kathleen had the pleasure of leading teams in diverse areas from cybersecurity to IT infrastructure to training and development. She studied leadership at University of Michigan - Ross School of Business, Notre Dame – Mendoza College of Business, Northwestern University – Kellogg School of Management, and Yale School of Management.

Through her vast experiences, she became highly skilled in cultivating high performing teams; emotional intelligence; leading innovation; changing culture; fostering trust; relationship management and networking; communications – strategic and tactical; DEI matters; leading change; and strategic planning and execution.

In the male-dominated industry of federal law enforcement, Kathleen rose quickly through the leadership ranks, retiring as a Deputy Assistant Director. She earned a reputation for strength as a business-minded strategic thinker who achieved results through connecting with people to bring out their personal best and developing authentic partnerships across genders for high organizational impact.

Transitioning into leadership coaching was a natural progression for Kathleen after retiring from a 31-year career in the FBI. As a graduate of the Georgetown Executive Leadership Coaching program, she supports clients to improve personal understanding and performance while sharing her considerable knowledge of leadership development and practices.

As the Founder and President of The Coaching Experience, Kathleen breathes life into the fundamental truth that we are forged by our experiences. Understanding how experiences shape thinking, feelings, and behaviors is the key to controlling outcomes we desire. As professionals, we are expected to produce results. As humans, we need connection to survive. Helping clients find the balance between the two is at the center of her coaching practice. To support leaders in harnessing their highest potential, she is a certified assessor of DRiV Model, EQ-i® 2.0, and EQ-i 360® Leadership tools and is Brene Brown Trained in the Dare to Lead® curriculum. Kathleen holds a Bachelor of Science and Master's in Public Administration.