

PUBLIC SAFETY LEADERSHIP (PSL)
COURSES FOR COLLEGE CREDIT
2022



Team Training Associates

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TEAMTRAININGASSOCIATES.COM

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

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Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL 001-Course Title: *Polishing the Badge: Leading for Optimal Performance (8 hours)*

Don't miss this dynamic workshop as you learn how the power of influence and principles of leadership can improve personal and organizational excellence. This interactive workshop will excite and renew the way you view leadership as we address various leadership strategies and enhance your knowledge, skills, and attitudes to maximize team performance... and bottom line results!

*This workshop will provide an **overview** of topics including;*

- *Strategies to empower yourself and the organization*
- *Workforce engagement strategies*
- *Human Performance and the **Power of Paradigms***
- ***Building Psychological Capital***
- *Learning to Cross the Line- **Building Organizational Trust***
- *The **Seven C's of Character***
- *SMART Goal Setting*
- *Four dimensions of **Personal Renewal***
- *Capitalizing on **Personal and Organizational Spirit***
- *The Power of a Belief System- **Beliefs Drive Performance***
- *Leading in Challenging Times- **Working through "disequilibrium"***
- ***Embracing Mindful Challenges- Adversity is Opportunity***
- *Sharpen your skills; **leadership, trust, communication, problem solving, decision-making, teamwork***

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Self -Awareness and Learning
- Personal and Organizational Paradigms
- 4 Levels of Leadership: Personal; Interpersonal; Managerial; Organizational
- Strategies to Build Organizational Trust
- Human Performance Theory
- Accountability and Responsibility
- Followership
- Aligning Values, Character, and Purpose
- Personal Conduct

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL 002-Course Title: *Leadership Analytics (8 hours)*

Leadership analytics requires students to reflect on their own intrinsic and extrinsic biases while observing other's behavioral indicators to identify the most effective leader response for any given situation. Students will learn several leadership analytic approaches and apply them through case study analysis and role rehearsal simulations.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Understanding and identifying Implicit and Explicit Bias
- Human Paradigm Theory- *How beliefs drive performance*
- The four (4) levels of leadership (Covey, 2007).
- Three Signs of a Miserable Job: Anonymity/ Irrelevance/ Immeasurement (Lencioni, 2007)
- Personal and Organizational Paradigms
- SARA Problem Solving Model for Leaders (Scan-Analyze-Respond-Assess)
- Strategies to develop Psychological Capital- Developing the HERO within (Hope-Efficacy-Resiliency-Optimism (Murray, 2019))
- Case Study Analysis- LTC Joshua Chamberlain and the 2nd Maine dilemma

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Public Safety Leadership (PSL) Training Courses (2022)

PSL 003- Course Title: *Building High Performance Teams and Conflict Management Strategies (16 hours)*

Part 1 (8 hours)

Everything DiSC® People Reading workshop offers a customized development solution proven to increase the effectiveness of anyone in a management role--whether managing direct reports or the relationship with their own manager. This program of classroom training, focuses learning in five key areas:

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Understanding DiSC® styles
- Directing and delegating
- Creating a motivating environment
- Developing others with different styles
- Identifying strategies for working more effectively with others.

Part 2 (8 hours)

Leaders learn strategies for improving employee motivation and enhancing team dynamics by understanding the foundations of teambuilding and the five stages of team development (forming, storming, norming, performing, adjourning) and the Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability, results). They help prevent conflict by clarifying goals, roles and processes. When the inevitable conflict occurs, they deal with it by promoting collaboration between the disputing parties. Students will identify how they tend to respond to conflict (when your needs differ from those of another person), and what other conflict-handling options are available to them.

In order to lead, one must clearly communicate, but good communication requires listening as well as issuing clear directives. Successful leaders develop professional relationships and networks; they build consensus and share power and responsibility. They understand that to influence others they must show them respect, exhibiting fairness, recognition and even compassion. An experienced leader understands that the mission cannot be accomplished without teamwork, and that team building is critical to success.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Five (5) Stages of Team Development (forming, storming, norming, performing, and adjourning)
- Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability and results)
- Five (5) Conflict Modes (collaborating, competing, compromising, avoiding, accommodating)

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL-004 Course Title: *TUF[®] Mind: Thinking Under Fire - An experiential workshop for building mental resilience and developing emotional intelligence. (8 hours)*

Workshop uses evidence-based, scientifically supported strategies to enhance focus, build grit to master high stress events or environments, develop greater self-awareness, and self-compassion.

Description

This workshop uses evidence-based, scientifically supported strategies to improve focus and concentration, increase problem-solving, develop greater self-awareness and Psychological Capital (PsyCap). Participants are introduced to a variety of practices designed to enhance conflict resolution in personal and professional lives by developing the human capacity of Emotional Intelligence.

Participants will:

1. Learn how Everything DiSC[®] Agile EQ can improve self-awareness, communication, conflict resolution, problem solving, and relationships at home and work.
2. Increase their mental and physical resiliency through the practice of Mindfulness-Based Stress Reduction (MBSR) techniques.
3. Learn current research in mental resilience strategies and how it can be operationalized at home and work.
4. Learn individual and organizational strategies to develop the HERO within through the framework of Psychological Capital (PsyCap), which encompasses the four positive constructs of **H**ope, **E**fficacy, **R**esiliency, and **O**ptimism.
5. Experience the benefits of mindfulness, and other practices designed to positively impact the physical, mental, social, and spiritual wellness realms.
6. Learn strategies to increase workforce engagement

Learning Objectives

1. Understand the significance of how human physiology and deep breathing impacts stress
2. Understand Stress and the Body's response
3. Understand the difference between Reacting vs. Responding
4. Experience the power and pleasure of presence through deep breathing and meditation practices
5. Learn how to apply Practical Skills TUF[®] Mind-body practices in the workplace
6. Learn to manage difficult communications through mindful practices

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL 005-Course Title: *Performance Leadership Model© for Practitioners (24 hours)*

Understanding employee engagement strategies is an important aspect for leaders in meeting organizational goals and objectives. Leader effectiveness depends on how engagement strategies are deployed and communicated. Leaders can empower employees to reach new heights – or they could drive them away from your organization. Leaders need to be proficient in conveying, reviewing, and evaluating performance expectations. A great review helps employees identify growth opportunities and potential areas of improvement without damaging employee-manager relations. Managers often don't receive enough guidance on what an effective and comprehensive review looks like and the criteria to ensure expectations are being met. An employee performance review, is a formal assessment of an employee's work in a given time period. In an employee performance review, managers evaluate that individual's overall performance, identify their strengths and weaknesses, offer feedback, and help them set goals.

- Gallup Q12- Workforce Engagement Strategies
- Strength Finders™ Assessment
- Strategies to write effective performance appraisals
- Uniform and unbiased feedback and addressing sub-standard performance
- Creating Expectations and SMART Goal Setting (Specific-Measurable-Attainable-Relevant-Timely)
- Legal and liability aspects of performance appraisals

Performance Leadership Model®(PLM) is a multi-dimensional, leadership analytic and development model designed to enhance leader effectiveness and increase employee engagement, demonstrated ability, and overall employee wellness. PLM uses a prescriptive decision-support process, providing leaders a practical diagnostic framework and application tool that can be easily operationalized in the workplace. PLM identifies eight (8) core behavioral analytics used to diagnose worker performance state (PS) indicators and appropriate leader responses (LR). The PLM incorporates diagnostic indicators for dysfunctional employee performance to better support effective leader responses. PLM training includes leadership strategies to effectively manage Disheartened and Toxic employee behaviors.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Introduction and overview of the PLM Model
- Characteristics of various employee performance states (willing, capable, peak, disillusioned, reluctant, hesitant, dysfunctional (member and organization)
- Leader responses for each of the performance states
- Performance Leadership Model Analytic Matrix©
- Supervisor Decision Support Process
- Employee Engagement Strategies
- Rep the Work: *Case Study Analysis and Role Rehearsal Simulations*

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL 006- Course Title: *First Line Supervision (24 hours)*

This dynamic workshop establishes the necessary foundation for new supervisors to learn how the power of influence and principles of leadership can improve personal and organizational excellence. This interactive workshop will excite and renew the way you view leadership as we address various leadership strategies and enhance your knowledge, skills, and attitudes to maximize team performance... and bottom-line results!

Learning Outcomes (Day 1)

Participants will be able to understand, identify, and demonstrate ability related to:

- Self -Awareness and Learning
- Personal and Organizational Paradigms
- 4 Levels of Leadership: Personal; Interpersonal; Managerial; Organizational
- Strategies to Build Organizational Trust
- Human Performance Theory
- Accountability and Responsibility
- Followership
- Aligning Values, Character, and Purpose
- Personal Conduct
- Understand the significance of how human physiology and deep breathing impacts stress
- Understand Stress and the Body's response
- Understand the difference between Reacting vs. Responding
- Experience the power and pleasure of presence through deep breathing and meditation practices
- Introduction to TUF[®] Mind-body practices in the workplace
- Learn to manage difficult communications through mindful practices

Learning Outcomes (Day 2)

In order to lead, one must clearly communicate, but good communication requires listening as well as issuing clear directives. Successful leaders develop professional relationships and networks; they build consensus and share power and responsibility. They understand that to influence others they must show them respect, exhibiting fairness, recognition and even compassion. An experienced leader understands that the mission cannot be accomplished without teamwork, and that team building is critical to success.

Participants will be able to understand, identify, and demonstrate ability related to:

- Understanding DiSC[®] styles
- Directing and delegating
- Creating a motivating environment
- Developing others with different styles
- Identifying strategies for working more effectively with others.

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Public Safety Leadership (PSL) Training Courses (2022)

- Five (5) Stages of Team Development (forming, storming, norming, performing, and adjourning)
- Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability and results)
- Five (5) Conflict Modes (collaborating, competing, compromising, avoiding, accommodating)

Learning Outcomes (Day 3)

Leaders develop and maintain an understanding of their Agency Core Values. Leaders align personal values with organizational values, reconciling any differences that exist. Leaders embody the highest standards of the Organization's Core Values, can communicate their meaning, hold peers and subordinates accountable to these organizational merits, and use them to guide performance, conduct, and decisions—every day.

Participants will be able to understand, identify, and demonstrate ability related to:

- Values, beliefs, and ethics
- Ethical decision-making
- Moral myopia
- Duty to intervene
- Case Study Analysis
- Implicit and explicit bias
- Managing a multi-cultural workforce
- Building community trust
- Transparency and accountability

Team Training Associates
Public Safety Leadership (PSL) Training Courses (2022)

PSL 007-Course Title: *Public Safety Leadership Academy (40 hours)*

Course Description:

This unique learning experience is designed to help mid and executive level leaders to be more effective. During the engaging 5-day interactive workshop, our experienced team will address *evidence-based* leadership strategies and tools to enhance workforce engagement. Leading and influencing can be accomplished at all levels within any organization however, it is critical for mid and executive level leaders to realize how to tap into their full potential and engage others to reach theirs. Students will be expected to: participate in reflective dialogue; *action planning*; identify an organizational *Leadership Challenge*; and collaborate with classmates to help them problem solve during peer focused breakout sessions.

Theme: Leading Self

Fundamental to successful development as a leader is an understanding of self and one's own abilities. This includes understanding one's personality, values, and preferences, while simultaneously recognizing one's potential.

Learning Session 1: Introductions

The host agency representative(s) will be provided the opportunity to convey opening remarks. This is an opportunity to set the stage for the significance of the training and how it layers into the context of the organizations and region's broader leadership mission.

TTA staff will facilitate class participant introductions. An important aspect of leadership involves learning how to get to know your people through active listening techniques. This training segment is more than just class introductions, but rather a process whereas students begin to develop a framework for learning the importance of listening skills during initial interviews with their fellow classmates and the process of building rapport.

Learning Outcomes

Participants will analyze and identify concepts related to:

- Establishing Effective Communication and Dialogue
- Identifying Effective Listening Techniques
- Building Rapport with Employees
- Public Speaking

Learning Session 2: Leading for Optimal Performance

TTA staff will introduce foundational principles of leadership through classroom lecture, interactive dialogue, case study analysis and video presentation. TTA staff uses case-in-point learning as an effective methodology to engage student dialogue.

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Public Safety Leadership (PSL) Training Courses (2022)

Learning Outcomes

Participants will be able to analyze, identify, and demonstrate competence related to:

- Self -Awareness and Learning
- Personal and Organizational Paradigms
- 4 Levels of Leadership: Personal; Interpersonal; Managerial; Organizational
- Developing strategies to build organizational trust
- Human Performance Theory
- Accountability and Responsibility
- Followership
- Aligning Values, Character, and Purpose
- Personal Conduct

Learning Session 3: Introduction to Leadership Analytics

Leadership analytics requires students to reflect on their own intrinsic and extrinsic biases while observing other's behavioral indicators to identify the most effective leader response for any given situation. Students will learn several leadership analytic approaches and apply them through case study analysis and role rehearsal simulations.

Learning Outcomes

Participants will be able to understand and identify concepts related to:

- Understanding and identifying Implicit and Explicit Bias
- Human Paradigm Theory- *How belief's drive performance*
- Personal and Organizational Paradigms
- SARA Problem Solving Model for Leaders (Scan-Analyze-Respond-Assess)
- Psychological Capital- Developing the HERO within (Hope-Efficacy-Resiliency-Optimism)
- Case Study Analysis- LTC Joshua Chamberlain and the 2nd Maine dilemma

Theme: Leading Others

Only after a person has become capable of leading themselves can they hope to lead others. Leadership, in its simplest terms, is influencing others to achieve organizational goals. Ideally, that impetus comes from the bottom as well as the top, as a motivated employee can sometimes lead their peers even more effectively than a manager. A positive attitude in the workplace is contagious.

Achieving the desired goal of leadership at all levels requires establishing good working relationships among peers, as well as with superiors, and subordinates. A healthy command climate generates leadership efforts from all members of the organization: supervisors, managers, mentors, team leaders, team members, and peers.

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Public Safety Leadership (PSL) Training Courses (2022)

Learning Session 4: People Reading with Everything DiSC Management®/ Workplace

DiSC® People Reading workshop offers a customized development solution proven to increase the effectiveness of anyone in a management role--whether managing direct reports or the relationship with their own manager. This program of classroom training, focuses learning in five key areas:

Learning Outcomes

Participants will be able to understand and identify concepts related to:

- Understanding DiSC® styles
- Directing and delegating
- Creating a motivating environment
- Developing others with different styles
- Identifying strategies for working more effectively with others.

Learning Session 5: Workforce Engagement (Gallup Q12)

Understanding employee engagement strategies is an important aspect for leaders in meeting organizational goals and objectives. Leader effectiveness depends on how engagement strategies are deployed and communicated. Leaders can empower employees to reach new heights – or they could drive them away from your organization. Leaders need to be proficient in conveying, reviewing, and evaluating performance expectations. A great review helps employees identify growth opportunities and potential areas of improvement without damaging employee-manager relations. Managers often don't receive enough guidance on what an effective and comprehensive review looks like and the criteria to ensure expectations are being met. An employee performance review, is a formal assessment of an employee's work in a given time period. In an employee performance review, managers evaluate that individual's overall performance, identify their strengths and weaknesses, offer feedback, and help them set goals.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Introduction and overview of the Gallup Q12 Workforce Engagement Study
- Employee Engagement Strategies
- Strategies to write effective performance expectations
- Uniform and unbiased feedback and addressing sub-standard performance
- Meeting expectations: SMART Goal Setting (Specific-Measurable-Attainable-Relevant-Timely)

Theme- Leading Performance and Change

Leadership requires innovative solutions and creativity. It is strengthened by a vision of the ideal state of the organization, a vision that must be compatible with its mission. Leaders share this vision with others, creating a wide sense of ownership and accountability. Effective leaders

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know their people and make every possible effort to find out their needs and to hear their voices. Leaders understand the importance of measuring and monitoring the degree to which their employee's needs are met or exceeded and continually strive to improve that. Public Safety organizations and its members constantly face challenges in mission operations. To meet these challenges, leaders must apply performance competencies to their daily duties. Having these competencies enables each leader — and the Organization — to perform to the utmost in any situation.

Learning Session 6: Transformational Leadership

Transformational leaders work with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. It is an integral part of a full range leadership approach. Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. This induces a positive change in the follower's attitudes and the organization as a whole. Transformational leaders typically perform four distinct behaviors, also known as the four I's. These behaviors are inspirational motivation, idealized influence, intellectual stimulation, individualized consideration.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Deciphering Organizational Culture
- Levels of Culture: Artifacts; Espoused Values; Underlying Assumptions
- Transmitting Culture
- Organizational Stress
- Organizational Change
- Leading a Multi-Generational Workforce

Learning Session 7: Motivation: Crossing a Mental Threshold

Motivation is a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes a person to work with high levels of commitment and focus even if things are against him. Motivation translates into a certain kind of human behavior. It is important to ensure that every team member in an organization is motivated. Various psychologists have studied human behaviors and have formalized their findings in the form various motivation theories. These motivation theories provide great understanding on how people behave and what motivates them.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- The three (3) realms of motivation: Neurological; Psychological; Behavioral
- Motivation theory and how it relates to employee engagement

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- Understanding the Chemistry of Leadership: Endorphins- Dopamine- Serotonin- Oxytocin

Theme- Leading the Organization

Learning Session 8: Building High Performance Teams and Conflict Management Strategies

Leaders learn strategies for improving employee motivation and enhancing team dynamics by understanding the foundations of teambuilding and the five stages of team development (forming, storming, norming, performing, adjourning) and the Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability, results). They help prevent conflict by clarifying goals, roles and processes. When the inevitable conflict occurs, they deal with it by promoting collaboration between the disputing parties. Students will identify how they tend to respond to conflict (when your needs differ from those of another person), and what other conflict-handling options are available to them.

In order to lead, one must clearly communicate, but good communication requires listening as well as issuing clear directives. Successful leaders develop professional relationships and networks; they build consensus and share power and responsibility. They understand that to influence others they must show them respect, exhibiting fairness, recognition and even compassion. An experienced leader understands that the mission cannot be accomplished without teamwork, and that team building is critical to success.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Five (5) Stages of Team Development (forming, storming, norming, performing, and adjourning)
- Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability and results)
- Five (5) Conflict Modes (collaborating, competing, compromising, avoiding, accommodating)

Theme- Ethical Leadership and Diversity Management

Leaders demonstrate belief in their own abilities and ideas; are self-motivated, results-oriented, and accountable for their performance; recognize personal strengths and weaknesses; emphasize personal character development; and use position and personal power appropriately. They understand the importance of effective leadership in multi-cultural and diverse environments while managing organizational internal diversity challenges. Leaders personify the organizations core values and strive for personal conduct that exemplifies these values while maintaining compassion and understanding for others.

Learning Session 9- Ethical Decision Making

Leaders develop and maintain an understanding of their Agency Core Values. Leaders align

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personal values with organizational values, reconciling any differences that exist. Leaders embody the highest standards of the Organization's Core Values, can communicate their meaning, hold peers and subordinates accountable to these organizational merits, and use them to guide performance, conduct, and decisions—every day.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Values, beliefs, and ethics
- Ethical decision-making model
- Moral myopia
- Duty to intervene
- Case Study Analysis

Learning Session 10- Cultural Awareness and Diversity Management

Through trust, empowerment, and teamwork, leaders create an environment that supports diverse perspectives, approaches and thinking, fairness, dignity, compassion, empathy, and creativity. They demonstrate sensitivity to cultural diversity, race, gender, background, experience, and other individual differences in the workplace. Leaders guide and persuade others to see the value of diversity, building and maintaining a healthy working environment.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Implicit and explicit bias
- Managing a multi-cultural workforce
- Building community trust
- Transparency and accountability

Theme: Wellness and Resiliency

Learning Session 11- TUF[®] Mind: Thinking Under Fire -- An experiential workshop for building mental resilience and developing emotional intelligence.

Workshop uses evidence-based, scientifically supported strategies to enhance focus, build grit to master high stress events or environments, develop greater self-awareness, and self-compassion.

Description

This workshop uses evidence-based, scientifically supported strategies to improve focus and concentration, increase problem-solving, develop greater self-awareness and Psychological Capital (PsyCap). Participants are introduced to a variety of practices designed to enhance conflict resolution in personal and professional lives by developing the human capacity of Emotional Intelligence.

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Participants will:

1. Learn how Everything DiSC® Agile EQ can improve self-awareness, communication, conflict resolution, problem solving, and relationships at home and work.
2. Increase their mental and physical resiliency through the practice of Mindfulness-Based Stress Reduction (MBSR) techniques.
3. Learn current research in mental resilience strategies and how it can be operationalized at home and work.
4. Learn individual and organizational strategies to develop the HERO within through the framework of Psychological Capital (PsyCap), which encompasses the four positive constructs of **H**ope, **E**fficacy, **R**esiliency, and **O**ptimism.
5. Experience the benefits of mindfulness, and other practices designed to positively impact the physical, mental, social, and spiritual wellness realms.
6. Learn strategies to increase workforce engagement

Learning Objectives

7. Understand the significance of how human physiology and deep breathing impacts stress
8. Understand Stress and the Body's response
9. Understand the difference between Reacting vs. Responding
10. Experience the power and pleasure of presence through deep breathing and meditation practices
11. Learn how to apply Practical Skills TUF® Mind-body practices in the workplace
12. Learn to manage difficult communications through mindful practices

Session 12- Personal Commitment and Action Plan

Students identify a personal or organizational improvement initiative they have developed during the weeklong training and will be expected to present it to the class with their accountability partner. Accountability partners are expected to follow up within 2 weeks after the course to ensure their classmates are following through on their commitment to their stated action plan.

Enrichment Workshops

Chief's Panel Discussion: *Commander's Forum*

A Commander's panel will be convened to discuss and answer leadership related questions from students. This discussion panel is designed to provide higher order thinking using real world leadership insights/perspectives/challenges. TTA will moderate the discussion panel.

Lessons Learned: Sandy Hook School Shooting: *Shaving Seconds to Save Lives*

The presentation is designed as a critical analysis of the Sandy Hook Elementary School shooting and a skill builder for Law Enforcement Leaders, Detectives, Supervisors, School Resource Officers Dispatch Personnel, 1st Responders, and Municipal and School Leaders. It is

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imperative that Public Safety personnel extract every bit of experience out of each tragedy, so that as many lives as possible can be saved in the future. This seminar will cover constructive insights and key takeaways that were learned through first-hand experience and critical analysis of Sandy Hook and other Active Shooter events. Lessons Learned will focus on: active shooter dispatch, crisis response planning, investigative considerations and community recovery.

An Overview of Topics include:

- The Sandy Hook Elementary School shooting – What really happened?
- Active Shooter Dispatch – Script Writing
- 1st Priorities for 1st Responders
- The Reunification Process
- An Investigator's Role
- Command Post Operations
- Supporting Victims' Families
- Personnel Wellness – The Big Picture
- The After-Action Review Process

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Public Safety Leadership (PSL) Training Courses (2022)

PSL 008-Course Title: *Public Safety Command College (80+ hours)*

Course Description:

This unique learning experience is designed to help mid and executive level leaders to be more effective. During the engaging 10-day interactive and immersive learning retreat, our experienced team will address *evidence-based* leadership strategies and tools to enhance workforce engagement. Leading and influencing can be accomplished at all levels within any organization however, it is critical for mid and executive level leaders to realize how to tap into their full potential and engage others to reach theirs. Selected participants will be expected to:

- complete all online assessments and pre-work as required
- submit a current resume and bio
- house on campus (Monday -Friday) for the duration of the training
- participate in three (3) evening enrichment courses;
- participate in team/group reflective dialogue and other participative activities;
- identify an organizational *Leadership Challenge* and create an action plan
- collaborate with classmates to help them problem solve during peer focused breakout sessions
- participate in case study analysis and role rehearsal simulations
- participate in all individual/group/team building experiential learning initiatives
- complete all writing assignments (reflection paper/ organization action plan)
- participate in the graduation dinner ceremonies (Thursday evening of 2nd week)
- participate in the graduation ceremony

Theme: Leading Self

Fundamental to successful development as a leader is an understanding of self and one's own abilities. This includes understanding one's personality, values, and preferences, while simultaneously recognizing one's potential.

Learning Session 1: Introductions

The host agency representative(s) will be provided the opportunity to convey opening remarks. This is an opportunity to set the stage for the significance of the training and how it layers into the context of the organizations and region's broader leadership mission.

TTA staff will facilitate class participant introductions. An important aspect of leadership involves learning how to get to know your people through active listening techniques. This training segment is more than just class introductions, but rather a process whereas students begin to develop a framework for learning the importance of listening skills during initial interviews with their fellow classmates and the process of building rapport.

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Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Communication and Dialogue
- Effective Listening Techniques
- Building Rapport with Employees
- Public Speaking

Learning Session 2: Leading for Optimal Performance

TTA staff will introduce foundational principles of leadership through classroom lecture, interactive dialogue, case study analysis and video presentation. TTA staff uses case-in-point learning as an effective methodology to engage student dialogue.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Self -Awareness and Learning
- Personal and Organizational Paradigms
- 4 Levels of Leadership: Personal; Interpersonal; Managerial; Organizational
- Strategies to Build Organizational Trust
- Human Performance Theory
- Accountability and Responsibility
- Followership
- Aligning Values, Character, and Purpose
- Personal Conduct

Learning Session 3: Introduction to Leadership Analytics

Leadership analytics requires students to reflect on their own intrinsic and extrinsic biases while observing other's behavioral indicators to identify the most effective leader response for any given situation. Students will learn several leadership analytic approaches and apply them through case study analysis and role rehearsal simulations.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Understanding and identifying Implicit and Explicit Bias
- Human Paradigm Theory- *How belief's drive performance*
- Personal and Organizational Paradigms
- SARA Problem Solving Model for Leaders (Scan-Analyze-Respond-Assess)
- Psychological Capital- Developing the HERO within (Hope-Efficacy-Resiliency-Optimism)

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- Case Study Analysis- LTC Joshua Chamberlain and the 2nd Maine dilemma

Theme: Leading Others

Only after a person has become capable of leading themselves can they hope to lead others. Leadership, in its simplest terms, is influencing others to achieve organizational goals. Ideally, that impetus comes from the bottom as well as the top, as a motivated employee can sometimes lead their peers even more effectively than a manager. A positive attitude in the workplace is contagious.

Achieving the desired goal of leadership at all levels requires establishing good working relationships among peers, as well as with superiors, and subordinates. A healthy command climate generates leadership efforts from all members of the organization: supervisors, managers, mentors, team leaders, team members, and peers.

Learning Session 4: People Reading with Everything DiSC Management®/ Workplace

DiSC® People Reading workshop offers a customized development solution proven to increase the effectiveness of anyone in a management role--whether managing direct reports or the relationship with their own manager. This program of classroom training, focuses learning in five key areas:

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Understanding DiSC® styles
- Directing and delegating
- Creating a motivating environment
- Developing others with different styles
- Identifying strategies for working more effectively with others.

Learning Session 5: Workforce Engagement (Gallup Q12)/Performance Leadership Model©

Understanding employee engagement strategies is an important aspect for leaders in meeting organizational goals and objectives. Leader effectiveness depends on how engagement strategies are deployed and communicated. Leaders can empower employees to reach new heights – or they could drive them away from your organization. Leaders need to be proficient in conveying, reviewing, and evaluating performance expectations. A great review helps employees identify growth opportunities and potential areas of improvement without damaging employee-manager relations. Managers often don't receive enough guidance on what an effective and comprehensive review looks like and the criteria to ensure expectations are being met. An employee performance review, is a formal assessment of an employee's work in a given time period. In an employee performance review, managers evaluate that individual's overall performance, identify their strengths and weaknesses, offer feedback, and help them set goals.

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- Gallup Q12- Workforce Engagement Strategies
- Strength Finders™ Assessment
- Strategies to write effective performance appraisals
- Uniform and unbiased feedback and addressing sub-standard performance
- Creating Expectations and SMART Goal Setting (Specific-Measurable-Attainable-Relevant-Timely)
- Legal and liability aspects of performance appraisals

Performance Leadership Model®(PLM) is a multi-dimensional, leadership analytic and development model designed to enhance leader effectiveness and increase employee engagement, demonstrated ability, and overall employee wellness. PLM uses a prescriptive decision-support process, providing leaders a practical diagnostic framework and application tool that can be easily operationalized in the workplace. PLM identifies eight (8) core behavioral analytics used to diagnose worker performance state (PS) indicators and appropriate leader responses (LR). The PLM incorporates diagnostic indicators for dysfunctional employee performance to better support effective leader responses. PLM training includes leadership strategies to effectively manage Disheartened and Toxic employee behaviors.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Introduction and overview of the PLM Model
- Characteristics of various employee performance states (willing, capable, peak, disillusioned, reluctant, hesitant, dysfunctional)
- Leader responses for each of the performance states
- Performance indicators of dysfunctional employee performance
- Performance Leadership Model Analytic Matrix©
- Supervisor Decision Support Process
- Employee Engagement Strategies
- Rep the Work: *Case Study Analysis and Role Rehearsal Simulations*

Theme- Leading Performance and Change

Leadership requires innovative solutions and creativity. It is strengthened by a vision of the ideal state of the organization, a vision that must be compatible with its mission. Leaders share this vision with others, creating a wide sense of ownership and accountability. Effective leaders know their people and make every possible effort to find out their needs and to hear their voices. Leaders understand the importance of measuring and monitoring the degree to which their employee's needs are met or exceeded and continually strive to improve that. Public Safety organizations and its members constantly face challenges in mission operations. To meet these challenges, leaders must apply performance competencies to their daily duties. Having these competencies enables each leader — and the Organization — to perform to the utmost in any situation.

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Learning Session 6: Transformational Leadership

Transformational leaders work with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. It is an integral part of a full range leadership approach. Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. This induces a positive change in the follower's attitudes and the organization as a whole. Transformational leaders typically perform four distinct behaviors, also known as the four I's. These behaviors are inspirational motivation, idealized influence, intellectual stimulation, individualized consideration.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Deciphering Organizational Culture
- Levels of Culture: Artifacts; Espoused Values; Underlying Assumptions
- Transmitting Culture
- Organizational Stress
- Organizational Change
- Leading a Multi-Generational Workforce

Learning Session 7: Motivation: Crossing a Mental Threshold

Motivation is a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes a person to work with high levels of commitment and focus even if things are against him. Motivation translates into a certain kind of human behavior. It is important to ensure that every team member in an organization is motivated. Various psychologists have studied human behaviors and have formalized their findings in the form various motivation theories. These motivation theories provide great understanding on how people behave and what motivates them.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- The three (3) realms of motivation: Neurological; Psychological; Behavioral
- Motivation theory and how it relates to employee engagement
- Understanding the Chemistry of Leadership: Endorphins- Dopamine- Serotonin- Oxytocin

Theme- Leading the Organization

Learning Session 8: Building High Performance Teams and Conflict Management Strategies

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Leaders learn strategies for improving employee motivation and enhancing team dynamics by understanding the foundations of teambuilding and the five stages of team development (forming, storming, norming, performing, adjourning) and the Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability, results). They help prevent conflict by clarifying goals, roles and processes. When the inevitable conflict occurs, they deal with it by promoting collaboration between the disputing parties. Students will identify how they tend to respond to conflict (when your needs differ from those of another person), and what other conflict-handling options are available to them.

In order to lead, one must clearly communicate, but good communication requires listening as well as issuing clear directives. Successful leaders develop professional relationships and networks; they build consensus and share power and responsibility. They understand that to influence others they must show them respect, exhibiting fairness, recognition and even compassion. An experienced leader understands that the mission cannot be accomplished without teamwork, and that team building is critical to success.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Five (5) Stages of Team Development (forming, storming, norming, performing, and adjourning)
- Five Behaviors of a Cohesive Team® (trust, conflict, commitment, accountability and results)
- Five (5) Conflict Modes (collaborating, competing, compromising, avoiding, accommodating)
- Leader Reaction Course- Experiential-based team building exercises that will prompt facilitator led discussions on the following topics: trust/ communication/ problem solving/ decision-making/ leadership/ innovation/ creativity/ teamwork/ time-management

Theme- Ethical Leadership and Diversity Management

Leaders demonstrate belief in their own abilities and ideas; are self-motivated, results-oriented, and accountable for their performance; recognize personal strengths and weaknesses; emphasize personal character development; and use position and personal power appropriately. They understand the importance of effective leadership in multi-cultural and diverse environments while managing organizational internal diversity challenges. Leaders personify the organizations core values and strive for personal conduct that exemplifies these values while maintaining compassion and understanding for others.

Learning Session 9- Ethical Decision Making

Leaders develop and maintain an understanding of their Agency Core Values. Leaders align personal values with organizational values, reconciling any differences that exist. Leaders embody the highest standards of the Organization's Core Values, can communicate their

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meaning, hold peers and subordinates accountable to these organizational merits, and use them to guide performance, conduct, and decisions—every day.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Values, beliefs, and ethics
- Ethical decision-making model
- Moral myopia
- Duty to intervene
- Case Study Analysis

Learning Session 10- Cultural Awareness and Diversity Management

Through trust, empowerment, and teamwork, leaders create an environment that supports diverse perspectives, approaches and thinking, fairness, dignity, compassion, empathy, and creativity. They demonstrate sensitivity to cultural diversity, race, gender, background, experience, and other individual differences in the workplace. Leaders guide and persuade others to see the value of diversity, building and maintaining a healthy working environment.

Learning Outcomes

Participants will be able to understand, identify, and demonstrate ability related to:

- Implicit and explicit bias
- Managing a multi-cultural workforce
- Building community trust
- Transparency and accountability

Theme: Wellness and Resiliency

Learning Session 11- TUF[®] Mind: Thinking Under Fire -- An experiential workshop for building mental resilience and developing emotional intelligence.

Workshop uses evidence-based, scientifically supported strategies to enhance focus, build grit to master high stress events or environments, develop greater self-awareness, and self-compassion.

Description

This workshop uses evidence-based, scientifically supported strategies to improve focus and concentration, increase problem-solving, develop greater self-awareness and Psychological Capital (PsyCap). Participants are introduced to a variety of practices designed to enhance conflict resolution in personal and professional lives by developing the human capacity of Emotional Intelligence.

Participants will:

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1. Learn how Everything DiSC® can improve self-awareness, communication, conflict resolution, problem solving, and relationships at home and work.
2. Increase their mental and physical resiliency through the practice of Mindfulness-Based Stress Reduction (MBSR) techniques.
3. Learn current research in mental resilience strategies and how it can be operationalized at home and work.
4. Learn individual and organizational strategies to develop the HERO within through the framework of Psychological Capital (PsyCap), which encompasses the four positive constructs of **H**ope, **E**fficacy, **R**esiliency, and **O**ptimism.
5. Experience the benefits of mindfulness, and other practices designed to positively impact the physical, mental, social, and spiritual wellness realms.
6. Learn strategies to increase workforce engagement

Learning Objectives

13. Understand the significance of how human physiology and deep breathing impacts stress
14. Understand Stress and the Body's response
15. Understand the difference between Reacting vs. Responding
16. Experience the power and pleasure of presence through deep breathing and meditation practices
17. Learn how to apply Practical Skills TUF® Mind-body practices in the workplace
18. Learn to manage difficult communications through mindful practices

Session 12- Personal Commitment and Action Plan

Students identify a personal or organizational improvement initiative they have developed during the weeklong training and will be expected to present it to the class with their accountability partner. Accountability partners are expected to follow up within 2 weeks after the course to ensure their classmates are following through on their commitment to their stated action plan.

Theme: Emerging Issues/ Other Topics in Public Safety

The following topics will be included for consideration during the PSCC based upon availability of speakers.

Media

Legal

Recruitment and Retention

Diversity Management

Community Relations

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Suicide awareness

Workplace Toxicity

Enrichment Workshops- Evening sessions

Chief's Panel Discussion: *Commander's Forum*

A Commander's panel will be convened to discuss and answer leadership related questions from students. This discussion panel is designed to provide higher order thinking using real world leadership insights/perspectives/challenges. TTA will moderate the discussion panel.

Lessons Learned: Sandy Hook School Shooting: *Shaving Seconds to Save Lives*

The presentation is designed as a critical analysis of the Sandy Hook Elementary School shooting and a skill builder for Law Enforcement Leaders, Detectives, Supervisors, School Resource Officers Dispatch Personnel, 1st Responders, and Municipal and School Leaders. It is imperative that Public Safety personnel extract every bit of experience out of each tragedy, so that as many lives as possible can be saved in the future. This seminar will cover constructive insights and key takeaways that were learned through first-hand experience and critical analysis of Sandy Hook and other Active Shooter events. Lessons Learned will focus on: active shooter dispatch, crisis response planning, investigative considerations and community recovery.

An Overview of Topics include:

- The Sandy Hook Elementary School shooting – What really happened?
- Active Shooter Dispatch – Script Writing
- 1st Priorities for 1st Responders
- The Reunification Process
- An Investigator's Role
- Command Post Operations
- Supporting Victims' Families
- Personnel Wellness – The Big Picture
- The After-Action Review Process

Overcoming Adversity- *Leadership Lesson from the Battlefield-* SFC Greg Stube- U.S. Army Special Forces (Ret).

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Courses and Certificates eligible for undergraduate and graduate credit

1. Certificate of Supervisory Leadership (48 hours)

First Line Supervision (24 hours)

Performance Leadership Model© for Practitioners (24 hours)

2. Certificate of Strategic Leadership (40 hours)

Building High Performance Teams and Conflict Management Strategies (16 hours)

Leadership Analytics (8 hours)

Motivation: Crossing a Mental Threshold (4 hours)

Transformational Leadership (4 hours)

TUF© Mind: Thinking Under Fire -- An experiential workshop for building mental resilience and developing emotional intelligence. (4 hours)

Cultural Awareness and Diversity Management (4 hours)

3. Public Safety Leadership Academy (40 hours)

4. Public Safety Command College (80+ hours)

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Instructor Capabilities

Dr. Eric Murray,
President, Team Training Associates
Lieutenant, Connecticut State Police (Ret.)

Eric is a decorated military and law enforcement veteran with 35 years of professional police experience. He has served in the U.S. Army Infantry, a municipal police department and he recently retired after proudly serving the past 31 years with the Connecticut State Police. Eric's last assignment was Commanding Officer of the Connecticut State Police Training Academy.

Eric has been awarded numerous commendations throughout his career. He is the only "civilian" to graduate the USCG Chief Petty Officer Academy in Petaluma, CA where he received the coveted "*Spirit of the Chief Award*". He was awarded the honorary title of Chief Petty Officer by the Commandant of the USCG. He is a graduate of the USCG Academy Senior Leadership Principles Course and Alumni of Harvard-Kennedy School of Executive Education- "*Art and Practice of Leadership*". He received the 2017 Emerson Leadership Award.

Eric serves as an adjunct instructor and advisor to the USCG Leadership Development Center as well as faculty for the U.S. Navy Advanced Management Program (AMP). Eric is a graduate of the FBI National Academy Session #273. He is a featured guest lecturer at the FBI National Academy in Quantico, VA, and shares his expertise in: Leadership Resiliency, Leadership Essentials, Building Officer Psychological Capital, and Lessons Learned from the Sandy Hook School Shooting (2012).

He holds numerous instructor level certifications with the Connecticut State Police, Connecticut Police Officers Standards of Training Council (POSTC) and New England State Police Association (NESPAC). He delivers training programs in the areas of Leadership/ Supervision, Organizational Assessment, Strategic Planning, Team Building, Human Performance Management, People Reading, DiSC Personality Assessment, Organizational Analytics, Productive Conflict, Officer Resiliency, Spirituality, and Wellness. He is a certified WILEY Trainer in Everything DiSC and Five Behaviors of a Cohesive Team. He is a co-creator of the Q6 Performance Leadership Model©.

Eric holds a Doctor of Education (Ed.D.) from the University of Hartford; M.S., Organizational Leadership from Nichols College; B.A., Communications from Curry College. His academic research focus was: *Psychological Capital: Law Enforcement Leadership Strategies to Mitigate Traumatic Incident Stress Among Police Officers*

Dr. Peter VanAmburgh
Colonel, U.S. Army (Ret.)

A leader in business innovation and organizational development, Pete VanAmburgh received a Doctor of Education in Organizational Leadership from Argosy University in 2003. In 2012, he retired from the U.S. Army as a Colonel after 28 years of demanding leadership roles from

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company/team through brigade command in Long Range Surveillance, Special Forces, and Intelligence units. He holds master's degrees from Kennesaw State University and the U.S. Army War College and is a graduate of a host of military schools including Special Forces, Ranger, Jumpmaster, HALO, and the Counterintelligence Special Agent course. He has the benefit of possessing unique technical competencies as well as experience leading large organizations and highly skilled multinational teams in combat operations, humanitarian missions, and other activities in Germany, England, France, Denmark, Italy, Panama, Japan, Georgia, Kuwait, Iraq, Afghanistan, Uzbekistan, Oman and Uganda. Proven ability to successfully analyze critical business functions, culture, identify deficiencies and weaknesses, and formulate assessments into strategic plans and policies that produce organizational excellence. In addition to his military service, he has three years of law enforcement, nine years in business, and over ten years of teaching experience at undergraduate through doctoral level. He has authored a book, numerous articles and holds two U.S. Patents.

Dr. VanAmburgh is a highly experienced operations executive who has demonstrated the ability to lead diverse teams in extremely competitive, complex and stressful environments. He values integrity, loyalty, service and action. His work bridges the strategic to the tactical and his teaching is as valuable for senior executives as to their first line supervisors. He has amassed strong technical and business qualifications with an impressive track record of more than 30 years of success in challenging leadership positions, strategic planning, business unit development, teaching, transformation, and project management. He is a master at strategic planning, deciphering culture, and developing action plans that deliver results. He is also a lifelong learner who lives his favorite mantra, "if you are not getting better – you must be getting worse." His passion is passing on the hard-learned lessons from the battlefield, boardroom, classroom, and the street, to the next generation of global leaders.

Ms. Julie A. Rumrill, M.S., MBSR, Senior Associate

Julie is a qualified teacher of Mindfulness-Based Stress Reduction (MBSR), a scientifically supported, mind-body medicine program developed at UMASS Medical School. She has consulted for: corporate teambuilding, public safety professionals, NGO's, and proactive mental health for first-year university students. She also works privately with individuals affected by Asthma and Diabetes, teaching mindfulness practices to help manage chronic illness, anxiety, and depression. In addition to her mindfulness work, Julie is also a certified yoga instructor, and has ten years of experience as an impassioned professor of Earth Science at Southern Connecticut State University in New Haven, Connecticut, where she is currently helping to create a center for mindfulness on campus.

Mr. Charles D. Coiro, MS
Leadership Development Center
U.S. Coast Guard Academy

Mr. Coiro has been a full-time instructor of Leadership and Management courses for the U. S. Coast Guard since 1994. His current assignment is Assistant Branch Chief at the Leadership

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Development Center's Leadership and Organizational Performance Branch. He is a Master Training Specialist and a Master Organizational Performance Consultant. His areas of emphasis in training include Organizational Leadership and Development, Conflict Management, Teamwork and Collaboration, Self-Awareness, Strategic Planning and Performance Management. Mr. Coiro entered the Coast Guard in July 1985 as a cadet at the U.S. Coast Guard Academy. After graduation, he served as the Operations Officer for the U.S. Coast Guard Cutter SORREL (WLB296), New York, NY from 1989 to 1991. From there he was assigned as the Assistant Operations Section Chief in the Aids to Navigation Branch of the Coast Guard's Eighth District, New Orleans, LA from 1991 to 1994. It was during this period, as a member of the Eighth District's Quality Staff, that he began conducting training and learning about leadership and management principles.

Upon completion of his tour in New Orleans, he reported to the Coast Guard's Leadership Institute in Petaluma, CA where he served as an Instructor & Course Coordinator from 1994 to 1996. In 1996 he was selected as the Chief of the Coast Guard's Leadership and Management School (LAMS). In 1998 he moved to New London, CT where he became a "plankowner" of the newly commissioned Leadership Development Center at the U.S. Coast Guard Academy. From 1998 until 2002 he served as a Section Chief and Leadership and Quality Management Instructor for the Leadership and Quality Institute. In January 2002 he left active duty and was hired to his current position.

Mr. Coiro holds a Bachelor of Science degree in Government – Political Science from the United States Coast Guard Academy and a Master of Science in Management from the National Graduate School with a concentration in Quality Systems Management.

Mr. Dan Jewiss, Senior Associate
Connecticut State Police (Ret)/ Master Sergeant, U.S. Army (Ret)

Dan has been a CT State Trooper/ Detective for the past 23 years. His professional law enforcement experience includes years spent in a "country troop" as a front-line patrol trooper where he developed his basic criminal investigator skills. Dan spent 12 years as a detective in the CT State Police Major Crime Squad where he has honed those skills during countless felony investigations including; numerous burglaries, assaults, sexual assaults, arsons, robberies, white collar crimes and high-profile homicides. Dan has received advanced training in Interview & Interrogation, Crime Scene Processing and a variety of other areas of criminal investigation. He has been involved in many high-profile cases to include the homicide investigation at Yale University in 2011 and most recently as the lead investigator for the Sandy Hook School Shooting in Newtown, CT (2012). He is actively teaching training programs in the areas of Leadership/Supervision and Teambuilding. Dan retired after 20 years of distinguished military service including three years in Counterdrug Operations where he helped develop, coordinate and conduct training for local, state and federal agencies. He reached the rank of Master Sergeant and his last assignment was as the Battalion Operations NCO at the Leadership Regiment at Camp Niantic in CT, where he trained soldiers to become commissioned officers in the United States Army

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Dr. Cliff Thermer

Lieutenant, Connecticut State Police (Ret)

A 24-year law enforcement veteran who has served both in municipal and state police forces in a wide variety of patrol and administrative functions, Dr. Thermer retired from state service at the rank of Lieutenant from the Office of Administrative Services as the Commandant of the State Police Academy and Educational Coordinator for the Department of Public Safety. Dr. Thermer's career includes fifteen (15) years developing training curriculum at the recruit, incumbent, supervisory and management levels; implementing traditional and distance learning initiatives for personnel; staff development, liaison with colleges and universities; and providing educational advising to personnel. Since 1998, Dr. Thermer has taught at all levels of higher education holding adjunct positions at Middlesex Community College in the Criminal Justice Program; a visiting faculty position in the Doctoral Program in Educational Leadership at the University of Hartford as well as an adjunct role in the Sociology Department teaching policing and leadership related courses; an adjunct faculty position at the Albertus Magnus College – New Dimensions Program at the graduate and undergraduate levels teaching Change Strategies, Religion in the Workplace and American Government. He also held positions at Quinnipiac University as Associate Director of the Organizational Leadership Program and Visiting Assistant Professor of Management in the Lender School of Business. In August 2010, Dr. Thermer joined Goodwin College as Associate Professor and Director of the Organizational Studies and the Business Administration Programs.

Chief William Perez, Ed.D.

Fire Chief, University of Connecticut

William Perez is a 25-year retired Assistant Fire Chief of the East Hartford Fire Department (EHFD) and is currently serving as the Chief for the University of Connecticut Fire Department. Will serves as the commanding officer for the Connecticut Capitol Region Hazardous Materials Response Team. Will started his public safety career in 1987 as an EMT and became a licensed paramedic in 1990. He has had the opportunity to use his medical expertise while working as a Fleet Marine Force Navy Corpsman during Operation Noble Eagle, Enduring Freedom, and Operation Iraqi Freedom. He has been a member of the adjunct faculty at Capital Community College in Hartford, since 1995, where he teaches fire science, emergency management, and paramedicine. Additionally, Will is an adjunct professor at the University of New Haven where he teaches fire science and. Will also an instructor at the National Fire Academy where teaches Hazmat, EMS, and Leadership Classes. During his career, Will has earned a multitude of awards and recognitions from the US Navy and the East Hartford Fire Department. Will holds the following professional credentials: Chief Fire Officer (CFO), Executive Fire Officer (EFO), Member Institution of Fire Engineers (MIFireE), and Certified Emergency Manager (CEM). Will was raised in Bridgeport, Connecticut. He obtained his Doctorate in Educational Leadership at the University of Hartford. Will has a Master of Public Administration from Anna Maria College, a Bachelor of Science with a concentration of Public Safety, and an Associate of Science with a Paramedic concentration.

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Dr. Brian Crandell, Associate

Dr. Brian Crandell completed his POST Basic Law Enforcement Academy in California in 1980. He served as a law enforcement officer in Wyoming with assignments in Arizona and Utah. His assignments included patrol, narcotics investigations, FTO, and training. His experience in narcotics investigations includes an imbedded assignment under an assumed identity with a multi-agency joint task force operating in several states. Brian has been an instructor for 30 years, and has instructed simulation-based incident command for public safety operations since 1990. Brian's areas of focus include evidence based best practices in behavioral-based assessment and selection, performance training, supervision and leadership, incident command, patrol operations, officer safety, and firearms. He led the firearms training program for a 100-officer organization for 12 years, including the agency transition from revolvers to semi-auto pistols, and the implementation of patrol rifles. He has completed tactics, firearms and firearms instructor training from the FBI, NRA, SIGARMS, PFT, ASAA, LAPD Metro Division, D Platoon, and Gunsight (250, Expert, 1911,1988). Brian has served as an armorer since 1984, completing 8 weeks of armorer schools with Colt (ARs), Smith and Wesson, Ruger, Ithaca, SIGARMS, and, for 1911s, Trinidad Gunsmithing School in Colorado, and the Colt 1911 Armorer's School. Brian has taught incident command and critical incident management using a multi discipline unified command approach focused on the safety of the public and responding officers and the return of normalcy to communities. Brian's education includes a Doctorate degree from Montana State University, graduating in 2004. His coursework and research focused on adult learning and leadership, and studying how incident commanders learn. His masters and bachelor degrees are in industrial education. Brian has held teaching faculty positions at Montana State University. For the past 25 years, Brian has been an invited presenter at local, state, and national conferences in 25 states and 3 Canadian provinces.

Chief Brian Gould, Associate

Chief Brian Gould is the Chief Executive Officer of the Bristol Police Department. In his role as Chief, he performs highly responsible managerial, administrative, and technical work involved in leading, planning and directing the activities of the Bristol Police Department. As Chief, and with over twenty-eight years of law enforcement experience, he administers the Department through his staff of Department Heads in the functional areas of: administration, investigation, and patrol services, including animal control and emergency dispatch.

Brian develops near-term and long-range planning and strategy for police services. He establishes operating policies, procedures and priorities and oversees the execution of such. He coordinates and leads investigations of major crimes as needed and oversees internal affairs and civilian complaint investigations. Brian collaborates with staff to develop strategies to cope with criminal activity, traffic flow problems, and other police related activities as well as coordinating police activities with other local, state, and federal law enforcement agencies. As Chief, he prepares the annual departmental budget and presents and defends budget requests before the Police Board and the Board of Finance. He

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administers personnel regulations and collective bargaining agreements for the Department and acts as management member for Union contract negotiations.

Brian's service extends to additional roles and responsibilities to include: United Way of Connecticut Board of Directors; Chairman of the Statewide Narcotics Task Force Policy Board; Chairman of the Capitol Region Chiefs of Police Association Civil Disorder Task Force; Commission on the Standardization of the Collection of Evidence in Sexual Assault Investigations (CSCESAI); Connecticut Police Chiefs Association Wellness Committee; Bristol Health Corporator; two term past President of the Capital Region Chiefs of Police Association; Connecticut Police Chiefs Association Board of Directors.

Brian was Commander of the Central Region Emergency Response Team, which is a regional SWAT team that handles high risk incidents within the Connecticut communities of Bristol, Plainville, Plymouth and Southington and was one of nine (9) SWAT teams assigned to the Capitol Region. Brian had been a member of CRERT for over fifteen (15) years prior to becoming Chief.

Some of Brian's special assignments/special teams include: Field Training Officer, Field Training Officer Coordinator, Central Region Emergency Response Team: (operator, shield, breacher, team leader, assistant team commander, team commander), Detective: Criminal Investigations Division, Narcotics Enforcement Team, Sergeant: Patrol Division, Mission Statement Revision Committee, Recruitment/Selection, Lieutenant: Patrol (OIC), Use of Force Committee, Co-Chairman BPD Awards Committee, Co-Chairman BPD Safety Committee.

Brian has a Bachelor's Degree from Eastern Connecticut State University with a Major in Sociology and a focus in Criminal Justice; and Minors in Criminal Justice and Business Administration. He also earned a Masters Certificate in Criminal Justice Education from the University of Virginia School of Continuing and Professional Studies. Brian was awarded The Leadership Trilogy for completing the FBI Law Enforcement Executive Development Association program and completed the Command Training Series/Executive Development Course of the Justice System Training and Research Institute. Brian is a graduate of the 274th FBI National Academy and since that time has been a guest speaker/instructor for the FBI NA in Quantico, VA.

We welcome Chief Gould to our team...he loves what he does!

Deputy Chief Ben Murphy, Associate

Ben is currently serving as the Deputy Chief of the New Britain, CT Police Department. He is a proud graduate of the FBI National Academy class #278 & Southern Police Institute. For the past 19 years, Deputy Chief Murphy has experienced all facets of operational, administrative, and tactical leadership positions in the City of New Britain. Ben shares valuable insights from various perspectives of leadership that benefit both new supervisors and senior leaders alike. He has held a variety of supervisory and command assignments to include positions in all three divisions (Patrol, Criminal Investigations & Professional

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Standards). With 11 years as a SWAT operator, team leader and commander, he shares high tempo leadership insights with others. Ben is a certified CT POST and New Britain Police Department Academy Instructor. In his current role as Deputy Chief, Ben continues to foster community relations by volunteering his time to various youth, culture, and faith-based groups. He is a faculty member at Dedication to Community (D2C), a national non-profit community-based organization dedicated breaking barriers between community and police. Ben holds a B.S. in Criminal Justice from Charter Oak State College, and is currently pursuing his graduate education. We are fortunate to have Ben on our team!