Principled Policing
Procedural Justice and Implicit Bias
Training
Facilitation Guide
POST CCN 12426
A Partnership Among:

- Commission on Peace Officers Standards and Training
- California Department of Justice
- Oakland Police Department
- Stockton Police Department
- Stanford SPARQ: Social Psychological Answers to Real-World Questions
- California Partnership for Safe Communities

Based on the Procedural Justice curriculum developed by Professors Tom Tyler & Tracey Meares, Yale University, in partnership with the Chicago Police Department, and the Implicit Bias curriculum developed by Professors Jennifer Eberhardt & Hazel Markus, Stanford SPARQ
Overview & Introduction to
Principled Policing Facilitation Guide

Revised: September 12, 2016

Introduction

Principled Policing, specifically procedural justice and implicit bias, teaches policing approaches that emphasize respect, listening, neutrality, and trust (Procedural Justice) while also addressing the common implicit biases that can be barriers to these approaches (Implicit Bias). Law enforcement can improve trust and relationships between law enforcement agencies and their communities by using these principles to evaluate their policies, procedures and training within their departments.

The Principled Policing Facilitation Guide provides a roadmap for instructors preparing to teach the 8-hour Principled Policing course.

Overview of the Course

Goals & Objectives

By the end of this course, attendees will:

- Learn about the concepts of procedural justice, police legitimacy, and implicit bias.
- Understand the different roles policing has sometimes played throughout history and the effect this has on community trust and support for police.
- Understand implicit bias and how it can be a barrier to procedural justice.
- Understand the ways that procedural justice principles can be implemented in law enforcement’s daily interactions with the public.

Time

This course is designed to last 8.0 hours.

Structure of the Course

This course contains 5 key modules, an introduction, and a conclusion.
Principled Policing: A Discussion of Procedural Justice and Implicit Bias
Facilitation Guide

Preparation for the Course

Recommended Class Size

The recommended class size for this course is no less than 8 and no more than 25 participants.

Room Set-Up

This course contains group activities that require small group discussions. The recommended room set-up is modular or “pods” because this places automatically places participants into small group and allows for easy discussion and collaboration.
How to Use the Facilitation Guide

This guide is divided by teaching module. Each module begins with an overview of the module and pre-module considerations. Review the pre-module considerations carefully before each course.

The Facilitation Guide is designed to walk the instructor through each module, slide-by-slide and activity-by-activity. Suggested talking points and timing accompany each slide.

**Example:**

I. Opening Remarks & Classroom Orientation [Slide 1]

1. Welcome & Instructor Introduction
   - Welcome students to the course.
   - Introduce yourself – Explain your role and any other specific information (name, background, experience). Share why you are excited about leading today’s workshop.

2. Course background
   - Briefly mention the partners who were involved in developing the course.
   - Share that this course is based off curriculum developed by Chicago Police Department and Yale University.

3. Student introductions [A]
   - Ask each student to introduce him/herself.
   - Ask each student to share name, number of years in service, and an activity that s/he like to do outside of work.

The Guide also highlights facilitation tips and instruction options. Facilitation tips and options are indicated by bracketed letters (e.g. [A]) and coded by color.

**Tip = Red**

**Option = Blue**

**Animation = Orange**

The follow icons are used throughout the Guide to indicate a specific activity or required action:

![Start] (Beginning of the module)
### Materials Needed for the Course

- AV system with computer and projector
- Easel charts
- Sticky notes
- Pens and markers
- “4 Principles of Procedural Justice” poster
- California Law Enforcement Code of Ethics handout
- Approved course videos:
  - Video 1: Attorney General’s Welcome Video
  - Video 2: “Big Mike”
  - Video 3: “California Code of Ethics”
  - Video 4: “Cop and Skateboarder”
    - Option: “NYC Uber Driver”
  - Video 5: “One Good Cop”
  - Video 6: “No Complaints”
  - Video 7: “St. Landry Parish”
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>0800 – 0830</td>
<td>Welcome &amp; Overview</td>
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<td>(30 minutes)</td>
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<tr>
<td>0830 – 0930</td>
<td>Module 1: Interactive Nature of Legitimacy, Procedural Justice, Implicit Bias, and Goals in Policing</td>
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<td>(60 minutes)</td>
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<tr>
<td>0930 – 0945</td>
<td>Break</td>
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<td>(15 minutes)</td>
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<td>0945 – 1100</td>
<td>Module 2: Expectations and Legitimacy</td>
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<td>(75 minutes)</td>
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<td>1100 – 1115</td>
<td>Break</td>
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<td>(15 minutes)</td>
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<td>1115 – 1230</td>
<td>Module 3: Procedural Justice</td>
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<td>1230 – 1330</td>
<td>Lunch</td>
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<td>1330 – 1430</td>
<td>Module 4: Historical and Generational Effects of Policing</td>
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<td>1430 – 1445</td>
<td>Break</td>
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<td>1445 – 1645</td>
<td>Module 5: Implicit Bias</td>
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<td>(120 minutes)</td>
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<tr>
<td>1645 – 1700</td>
<td>Wrap-up</td>
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**Module 0: Welcome & Overview**

**Revised:** September 12, 2016

**Module Overview:** Module 0 welcomes students to the Principled Policing training and sets the tone for the course.

**Module Goal:**
- Introduce trainer(s) to the students
- Share objectives and expectations of the course; Set the tone for the day.

**Module Total Time:** 30 minutes (0800-0830)

**Learning Objective:**
- Begin to build trust between the trainer(s) and students
- Set a positive, open tone for the day

**Pre-Module Considerations:**

**Arrive Early**
Consider arriving early enough to set the room up so that everything is set up and the room is ready for instruction by the time the first participant arrives. Once participants begin to arrive, greet them and converse casually with them. It is critically important to the facilitators and to the success of the participants that the facilitators arrive early for set up.

**Actively Engage Leadership**
Send a strong message to participants about your department’s commitment to principled policing by inviting a department leader or someone who is respected throughout the department to open the course. Having this individual reinforce his/her personal commitment to the course can go a long way to lending legitimacy to the course and paving the way for a successful training. Ultimately, whom you decide to invite will depend on the unique dynamics of your department.

**Build Trust from the Beginning**
Even before teaching begins, ensure that your leadership understands that trust is critical for the success of the training and for procedural justice internally and externally. Make sure that leadership understands that participants should be able to speak freely during the training and should not be punished for expressing their views. Next, set an expectation of trust from the beginning of class. This class can be challenging for many participants – it touches on sensitive topics and can make some participants uncomfortable. In order for the course to be effective, participants must feel safe to share their honest opinions.
## MODULE 0: Welcome & Overview

### Time: 30 minutes

#### Goals:
- Introduce the Trainer(s) and the objectives of the course.
- Share expectations for the course.
- Set the tone for the day

#### Materials Needed:
- Sign in sheet/ roster of attendance
- Attorney General’s Welcome video

### Content

#### I. Opening Remarks & Classroom Orientation [Slide 1]

1. Welcome & Instructor Introduction
   - Welcome students to the course.
   - Introduce yourself – Explain your role and any other specific information (name, background, experience). Share why you are excited about leading today’s workshop.

2. Course background
   - Briefly mention the partners who were involved in developing the course.
   - Share that this course is based off Procedural Justice curriculum developed by Chicago Police Department and Yale University and Implicit Bias curriculum developed by Stanford University.

#### II. Welcome by Leadership & Introduction to Attorney General’s Welcome Video [Slide 2 – Video 1: “Attorney General’s Welcome Video”]

1. Introduce Attorney General’s Welcome video.

2. Show the Attorney General’s Welcome video.

3. Welcome department leadership.
   - Give leader opportunity to give brief welcome remarks
to the group.
- Remarks should emphasize the importance of openness for a successful training, acknowledge that there may be tough conversations, and reinforce leadership’s commitment to this process.

**Option:**
If your leadership is not available, you may play just the Attorney General’s video.

You are strongly encouraged to have a department leader or another respected individual within the department give welcome remarks at each training. Identify someone who has the weight to bring legitimacy to the course.

### III. Participant Introductions [No slide]

1. Student introductions

   - Ask each student to introduce him/herself.
   - Ask each student to share name, number of years in service, and an activity that s/he like to do outside of work.

   **[A] Tip:** Practice active listening during the student introductions. Pay attention to the level of experience in the room and outside activities. Observe and note any negative or disengaged body language or tone.

### IV. What This Course Is and Isn’t [Slide 3]

1. Explain what the course is and is not in order to dispel any misconceptions about the course upfront.
   - This is a perishable skill.
   - This course might:
     - Validate those who are doing this already
     - Raise awareness for those who aren’t doing it yet
     - Be corrective for some
   - This is not an ethics class, it is not about redefining policing, it is not about political correctness, it is not critical in nature.
   - This course is about thinking differently, protecting our valued profession, reflecting on our own experiences and practices, and about doing our best to uphold the oaths we’ve taken.
- Most importantly, the tenets of procedural justice are good for law enforcement, good for the community, and good for officers.

V. Course Objectives [Slide 4]

1. Review the course objectives with participants. Learn about the concepts of procedural justice, police legitimacy, and implicit bias.
   - The relationship of the three concepts to each other and to policing
   - What is “police legitimacy” and how to increase it
   - We will unpack the 4 principles of procedural justice and how it can increase legitimacy

Understand the different roles policing has sometimes played in our own history and the effect this has on community trust and support for police
   - The historical and generational effects of policing in certain communities – immigrant communities, communities of color

Ways that procedural justice principles can be implemented in your daily interactions with the public
   - Understanding implicit bias and how it can be a barrier to procedural justice

VI. Housekeeping [Slide 5]

1. Share expectations for course participation. [B]
   - Participate in the course as officers.
   - Class participation makes this course work – ask questions, participate in discussions and small group work.
   - Trust the process and be patient – It can be a bit of a bumpy ride because of what we’re talking about but know we’re all going to get through it.
   - Be respectful and present
   - BUT don’t keep skepticism to yourself – say what’s on your mind

2. Share expectation of trust.

3. Give a “trigger” warning.
   - Things may come up today that may be difficult.
**Principled Policing: A Discussion of Procedural Justice and Implicit Bias**

**Facilitation Guide**

- Please feel free to step outside the room and take a moment if you need to.

4. Review the agenda.
   - Today’s class will be presented in 5 modules.
   - The first focuses on how procedural justice supports our goals in policing.
   - The second looks at how cynicism and expectations can impact police legitimacy.
   - The third is an in-depth look at the four principles of procedural justice and why they can have a positive impact on policing.
   - The fourth examines the historical and generational effects on policing and how this affects police legitimacy.
   - Finally, the fifth focuses on implicit bias as a barrier to procedural justice.

5. Review Housekeeping
   - Remind participants to silence their cell phones.
   - Reiterate that active participation is encouraged.
   - Convey any other housekeeping items (e.g. restroom locations, registration follow-ups, etc.)

**END OF MODULE 0**
Module 1: Interactive Nature of Legitimacy, Procedural Justice, Implicit Bias & Goals in Policing

Revised: September 12, 2016

Module Overview: Module 1 defines police legitimacy and procedural justice and provides video examples of procedural justice. This module offers an opportunity to discuss how procedural justice benefits staff and supports the Department's goals for policing.

Module Goals:
- Define the core concepts of procedural justice, police legitimacy, and implicit bias and understand how procedural justice leads to greater legitimacy and crime reduction
- Draw connections between police officers' goals, the Code of Ethics, and the ways in which procedural justice can support officers' goals and ethics

Module Total Time: 60 minutes (0830-0930)

Learning Objectives:
- Be able to define procedural justice and police legitimacy
- Understand how procedural justice leads to greater police legitimacy
- Understand how procedural justice and police legitimacy relate to addressing crime
- Bring officers back to the fundamental idea of nobility (i.e. how they felt when they took the oath)

Pre-Module Considerations:

Review Emotional Intelligence and Read the Room
Review the Emotional Intelligence resources provided in the Appendix of the Facilitation Guide and use your emotional intelligence skills to read the room. This will prove invaluable as you help the class navigate difficult discussions and promote positive engagement by all participants.

Know the California Law Enforcement Code of Ethics
The Code of Ethics is one of the cornerstones of law enforcement and a central grounding point for this course. Familiarize yourself with the Code of Ethics before the class. Ideally you should be able to recite key portions.

Don’t Get Caught Up in the Details
Make sure that you do not go into detail when defining the 4 pillars of procedural justice. You may be really excited and want to expand but hold back and wait for the training to take you there.
MODULE 1: INTERACTIVE NATURE OF LEGITIMACY, PROCEDURAL JUSTICE, IMPLICIT BIAS, & GOALS IN POLICING

Time: 75 minutes

Goals:
- Define the core concepts of procedural justice, police legitimacy, and implicit bias and understand how procedural justice leads to greater legitimacy and crime reduction.
- Draw connections between officer’s goals, the code of ethics, and the ways in which procedural justice can support officers’ goals and ethics.

Materials Needed:
- Video 2: “Big Mike”
- Video 3: “California Code of Ethics”
- Poster with the 4 Principles of Procedural Justice (Voice, Neutrality, Respect, and Trustworthiness)
- “California Code of Ethics” handout (may be included in student materials)
- Easel pads
- Pens

Content

I. Introduction to Module 1 [Slide 1]

1. Introduce Module 1 – Interactive nature of legitimacy, procedural justice, implicit bias and goals in policing.
   - “In this first module, we'll walk through the concepts of procedural justice, legitimacy, and implicit bias and begin to explore how procedural justice can help you achieve your goals as a police officer.”

Option for skilled instructors only [A]:
- Pose the question to the group: “When you heard you were taking this course, what did you think?”
- Give students 1-2 minutes to write down responses in small groups on the easel pads.
- As the instructor, go through and address the

Instructor Notes

0830 – 0840

[A] Tip:
This option requires the instructor to practice procedural justice to facilitate this discussion.
responses.
- Keep the responses posted on the wall – consider referring to the response as the course progresses.
- Then present Slide 7.

This can be a very challenging discussion to facilitate and should only be led by skilled instructors who are very comfortable with the material and practicing procedural justice.

II. Address pre-conceived notions [Slide 2]

1. Address some of the pre-conceived notions that students may have about the training.
   - “When you hear the terms “procedural justice” or “police legitimacy”, what do you think of?”
   - Read off some of the terms on the slide, not all.

2. Acknowledge what some students may be thinking. [B]
   - These terms are some commonly held beliefs about these concepts prior to taking the training.

[B] Tip:
The purpose of this slide is to engage the group and surface misunderstandings so that the definitions are more readily embraced. Consider sharing your own first reactions to these terms before you took the training.

III. Define key terms [Slide 3] [C]

1. Define “legitimacy” (Click 1x to animate)
   - Legitimacy is based on the public’s view that the police are entitled to exercise authority to maintain social order.
   - Perception matters. If legitimacy is based on how the public views the police, then the public’s perception of the police matters. Perception becomes the reality.
   - We can gain voluntary compliance when people perceive that police are entitled to exercise authority or are legitimate.
   - Officers are safer when we gain voluntary compliance.

[C] Tip:
Ask a student to read the definitions. This is a good way to get
2. Define "procedural justice" *(Click 1x to animate)*
   - Procedural justice is not a new trend or something completely foreign to policing.
   - Procedural justice validates that we already know – how we treat people and how we talk to people really matters.

**IV. 4 principles of procedural justice [Slide 4]**

1. State the four principles of procedural justice.
   - Voice
   - Neutrality
   - Respect
   - Trustworthiness

2. Highlight that the focus of procedural justice is how people are treated along the process.

**V. Show procedural justice in action [Slide 5 – Video 2: “Big Mike”]**

1. Introduce “Big Mike” video. [D]
   - We are going to watch a short video of a traffic stop involving a few officers and a civilian.
   - As you watch this video, remember the ideas underlying procedural justice that we just talked about – how we treat people and how we talk to them really matters.

2. Play “Big Mike” video.

3. Facilitate a discussion about the video.
   - Go through each question individually.
   - Try to get at least 2-3 responses for each question.

**Discussion questions:**
- Based on the definition of procedural justice that we just talked about, did the officers use procedural justice here? How?
- How the officers treat Mike?
- What was successful about this interaction?

**Key points to highlight:**
- The officers are constantly explaining what they are doing.
**VI. Explain how procedural justice leads to legitimacy [Slide 6]**

1. Explain how procedural justice leads to legitimacy and why it matters.
   - Procedural justice is how you get to being seen as legitimate.
   - When police are seen as legitimate, people will voluntarily comply with the law.
   - Research has shown that citizens’ demeanor is often influenced by police officer’s behaviors towards them – Aggressive or demoralizing police actions can escalate the situation.

2. Give an example to illustrate how a police officer’s demeanor can affect how s/he is perceived. [E]
   - Youth’s account of how they react to police from a study with inner-city youth in St. Louis: “I guess officers think that if they don’t talk harshly people might not take them seriously, but they ought to know that if you talk like that to people then people are going to talk to you like that. If you just come to people in a calm way, then people will respond like ‘Yeah, yeah, we’ll move off the corner.’ But when you come around, flying down the street, throwing your brakes real hard and jumping out [of the police car] like, ‘You guys need to get your asses off the corner or all of you mother*$%$# are gonna be locked up.’ Man, we ain’t going nowhere.”

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demonstrated the 4 principles of procedural justice.”

**[E] Tip:**
Share an example from your own experience where your demeanor positively or negatively affected the situation.
VII. Why we are here [Slide 7] [F]

1. Explain that procedural justice benefits officers.
   - A common question at this point in the class is “What’s in it for me?”
   - Understanding and incorporating these ideas into your daily work can have real benefits
   - Research has shown some specific benefits for policing.

2. Explain that procedural justice can increase officer safety.
   - Procedural justice increases voluntary compliance. If more people voluntary comply, then there are less opportunities for situations to become violent, which puts both officers and citizens at risk.
   - Remember the “Big Mike” video? People are more likely to voluntarily comply when they are treated fairly and respectfully.

3. Explain that procedural justice can lower officers’ stress levels.
   - Lower stress level of officers – Increasing voluntary compliance decreases officers’ stress levels.

4. Explain that procedural justice can lead to fewer complaints.
   - Treating people fairly and with respect decreases that number of people who feel dissatisfied after their interaction with police. This will lead to fewer complaints.
   - A common complaint against officers is rudeness. If citizens feel like they have a voice, are being treated fairly, and are told about the process, then it is likely that fewer complaints will be submitted regarding rudeness.

5. Explain that procedural justice can help public safety overall.
   - Treating people fairly and with respect increases citizens’ cooperation with investigations.
   - If the responding officer treats a person poorly, then it will be harder for the investigator to do their job. Most successful investigators practice procedural justice in order to get suspects to cooperate.

[Tip: Come back to the benefits throughout the course.]
**VIII. What are ‘Our Goals’ in policing? Exercise [Slide 8]**

1. Introduce the activity “What are ‘Our Goals’ in Policing?”
   - “In this next activity, you’ll be asked to reflect individually on your personal goals in policing. What are your personal goals today?”

2. Lead participants through the group activity.
   - Divide participants into groups of 3-4 people
   - In their groups, ask participants to share the response to the prompt “What are your personal goals in Policing?”
   - Give groups 5 minutes to share with each other.
   - Instruct each group to write down their goals on an easel pad.

3. Report outs
   - Re-convene the group and ask one person from each group to report back to the full group.
   - Post the goals around the room. [G]

4. Facilitate a discussion about “Our goals in Policing” [H]
   - Pose the questions to the entire group.
   - Try to get 2-3 responses to each question.

**Discussion questions:**
- How do these goals compare to the goals you had when you graduated from the academy?
- What are the similarities and differences between what you signed up for versus what your goals are now?
- If there are differences, what happened and why?

**IX. Review “Our Goals in Policing” [Slide 9]**

1. Acknowledge that officers come in with the same common goals but over time they can get lost.
   - We all went to the academy to become police officers for very specific reasons – we wanted to serve and protect our community.
   - Sometimes the goals that we started out with get lost along the way.
   - It is important to reconnect with these goals because they still provide the foundation for our role as law enforcement officers.
X. Connect procedural justice to the California Code of Ethics [Slide 10 – Video 3: “California Code of Ethics”]

1. Explain how procedural justice is embedded in the California Code of Ethics. [I] [J]
   - The California Code of Ethics talks about procedural justice.
   - The first paragraph is about respect,
   - The third is about neutrality,
   - The last is about trust,
   - And the second is about being held to a higher standard – we can take a life and freedom.

2. Remind students about the nobility of policing.
   - Ours is a noble profession. Our job is the protect life and freedom.
   - This is what we all signed up for, and it comes with a tremendous amount of responsibility entrusted to us by the public. The Code of Ethics is the same as it was the day we graduated.

3. Introduce the “California Code of Ethics” video.
   - Let’s revisit that day and remember why we are a part of this noble profession.
   - As you watch this video, think about your agency’s mission. In what way does it talk about your relationship with your community?


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<tr>
<td>Video: “CA Code of Ethics”</td>
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[I] Optional:
Print a poster of the Code of Ethics to display in the room throughout the workshop.

[J] Tip:
Refer to the copy of the California Law Enforcement Code of Ethics included in the student materials.

Using multiple forms of media (e.g. video, handouts, poster) provides different ways of drawing students’ attention to the key concepts in the material.

END OF MODULE 1
Module 2: Expectations & Legitimacy

Revised: September 12, 2016

Module Overview: Module 2 presents a more in-depth look at “legitimacy” and its relationship with cynicism. It offers an opportunity to discuss police and community expectations of each other and examine actions that build trust.

Module Goals:
- Understand the role that cynicism plays in the profession of policing, its impacts on officer health, effectiveness, and community relations
- Understand the importance of public support for policing efforts and how citizen and law enforcement expectations can conflict and cause harm to positive relations
- Understand how procedural justice can address cynicism and support officer wellbeing

Module Total Time: 75 minutes (0945 – 1100)

Learning Objectives:
- Understand the role cynicism plays in procedural justice and police legitimacy
- Compare and contrast citizen and law enforcement expectations
- Understand the importance of public support – perceptions of legitimacy – for policing efforts and public safety
- Articulate the necessity for law enforcement to serve as role models for police legitimacy

Pre-Module Considerations:

Manage Difficult Discussion Topics – Cynicism and the Three Secrets
This module delves into two difficult topics – cynicism in policing and the three tragic secrets in law enforcement. These topics may be triggering for some participants. Use your emotional intelligence training and be aware of how participants are reacting to this section.

Take a Break
Even if you are running behind schedule, it is important to take a break after discussing the three tragic secrets of law enforcement. Participants will likely need to have some space to breathe and decompress after the segment. It is also a good opportunity for facilitators to check in with any participants who may be struggling or having a hard time.

Be Familiar with Gilmartin
Familiarize yourself with Dr. Kevin Gilmartin’s book Emotional Survival for Law Enforcement.
# Module 2: Expectations & Legitimacy

## Time: 75 minutes

### Goals/Objectives:
- Understand the role that cynicism plays in the profession of policing, its impacts on officer health, effectiveness, and community relations.
- Understand the importance of public support for policing efforts and how citizen and law enforcement expectations can conflict and cause harm to positive relations.
- Understand how procedural justice can address cynicism and support officer wellbeing.

### Materials Needed:
- Video 4: “Cop and Skateboarder”
- Butcher paper
- Pens

## Content

### I. Introduce Module 2 [Slide 1]

1. Introduce Module 2 – Legitimacy and Expectations.
   - In this module, we’ll begin to talk about why public support is important for policing and how procedural justice can help increase public support and improve officer wellbeing.

### II. Open the door to begin cynicism discussion [Slide 2]

1. Remind attendees of the goals and optimism they had coming out of the academy.
   - Remember the academy graduates at the end of Module 1? Remember when you graduated from the academy?
   - They are motivated, optimistic, inspired. They want to go out and help people.
   - They are fresh canvases with just a core set of skills and the motivation to serve the community.

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### Notes

- 0945 – 0946

- MODULE 2: Expectations & Legitimacy

- 0946 – 0947
Here’s a question: How many 10, 15 year veteran officers still carry that sense of optimism and motivation? What happens to us as we stay on the job?

### III. Introduce cynicism [Slide 3]

1. Define cynicism
   - “One part of what we are talking about is cynicism.”
   - “What is cynicism?”
   - Summarize the slide definitions.

2. Break down the concept and describe how a person can become cynical. [A]
   - So what does that mean? When I have a high expectation of a person, or organization, and that expectation is not met, I can become cynical.
   - When I expect people in the community to treat each other well and they don’t; or to help me do my job and they don’t – I will be disappointed.
   - When I expect things in the department to go a certain way and they don’t – I can be disappointed.
   - When I am disappointed and frustrated over and over again, I can begin to believe the worst in people and organizations – I can become cynical.

### IV. Three sources of stress [Slide 4] [B]

1. Ask the group – “What are the three sources of stress in our lives?”

2. Review the 3 sources of stress [Click 1x to animate slide]
   - We face a lot of stress everyday on the job and in our lives.
   - Stress often comes from 3 major areas – the street, our job, and home.

3. Facilitate “What makes you stressed” discussion [C]
   - Label an easel pad with the 3 sources of stress.
   - Ask for volunteers to say something that stresses him/her out.

[B] Tip: Spend as much time as you need to on this
- Ask the student to identify which category (street, job, or home) the stressor falls into.
- Write the stressor on the easel pad under the identified category.
- Ask the student (or the class) if the stressor impacts any other categories.
- Ask the student how the stressor affects him/her personally. [D]

**Questions for each student:**
- What stresses you out?
- Which category does this fall into (e.g. street, job, home)?
- Does this impact any other category?
- How does this affect you?

**Questions for the whole group:**
- Which one of the 3 categories is the most important?
- Where do we spend the most time?

4. Highlight the impact of stress
   **Less trusting**
   - We are surrounded by stress – when we’re on the street, by our work, when we’re at home.
   - Family is #1 but we spend most of our time on the street and we overinvest in police work.
   - Spending so much time on the street and the stress of being on the street can change how we function on a regular basis.
   - For example, think about when you are out to dinner or walking down the street, what might you catch yourself doing? Scanning the street?
   - We become hypervigilant and less trusting.

   **Controlling**
   - Our work also teaches us to maintain control. That’s part of how we stay safe by being in control of the situation.
   - As a result, we tend to become more controlling in other parts of our life. And we get stressed when we can’t maintain control.

   **Less emotional**
   - We’re also taught to be less emotional right? So we don’t talk about what we’re seeing or how we are feeling.

---

section & section V. You can make up the time later.

[C] Tip:
This can be a very personal and intense exercise for individuals and the group. You should practice this exercise several times before leading it.

Facilitators must be focused and attentive to students' reactions (verbal and physical cues) throughout the exercise

Facilitators should also be prepared to share their experiences if students are not participating. By doing this, you are creating safe space for emotions to come out.

[D] Tip:
If students shared something non-work related about themselves during the introductions, you can ask students to think about how stress impacts their non-work interests. E.g. “When you are stressed, do you still go fishing?”
- We internalize a lot of what we are feeling and sometimes it can build inside of us.
- High level of stress in police work contributes to our three tragic secrets.

V. Three tragic secrets in law enforcement [Slide 5]

1. Share the three tragic secrets [E] [F]
   - Ask the group: What impact do these stressors have over time?
   - What are the three secrets in law enforcement? *(Click 1x to animate each secret.)*

2. Alcoholism
   - Do you know anyone who has been affected by alcoholism? How were they affected?
   - Why is alcoholism such a problem in law enforcement?

3. Divorce
   - Do you know anyone in law enforcement who is divorced?
   - National divorce rate is 50%; Law enforcement divorce rate is 65%.

4. Suicide
   - In 2012, there were 126 deaths by suicide of law enforcement officers.
   - Law enforcement suicide occurs 1.5 times more frequently compared to the general population.
   - It is the #1 killer of police officers.
   - Compare 126 suicides in 2012 with 139 line of duty deaths (LODD) in the same year.

5. Connect the three secrets to the sources of stress.
   - How are we dealing with what we’re seeing and experiencing on the job?
   - How are the three sources of stress related to the three secrets?

6. Turn the discussion back to hopefulness
   - What can be done to help officers?
   - One thing that will help officers is practicing procedural justice.
   - Procedural justice will keep officers healthier and safer.

---

0958 – 1008

- Three Tragic Secrets
  - High Alcoholism Rate
  - High Divorce Rate
  - High Suicide Rate

**[E] Tip:**
Present the 3 secrets in order – alcoholism, divorce, and suicide.
Suicide should be presented last. The tone and energy of the room can shift when suicide is presented.

**[F] Tip:**
This can be a very hard subject for facilitators and students. Facilitators should check in with each other and should check in with students who may need support.
Consider having one facilitator stand at the back of the room during this slide to observe students’ reactions and body language.
## Option for Sections IV and V - Whiteboard

If you are a skilled facilitator and feel comfortable with the material in Sections IV and V, you can use a whiteboard to lead participants through the Three Sources of Stress and Three Tragic Secrets discussion, rather than the slides.

### Three Sources of Stress

1. Explain that officers’ stress usually falls into three categories – The Street, Department, and Home.

2. Write the three categories on the white board.

3. Go through and ask participants to describe something that stresses them out and ask them to identify which category that stress falls into. For example, “officer safety” may be identified under Street. Write “officer safety” under the Home category.

4. Ask participants to think about whether the stressor affects any other categories. For example, “officer safety” may also fall under Department because Department policies play a role in officer safety. Write “officer safety” under Department.

   Your goal is to illustrate how the sources of stress are interconnected.

5. Facilitate a discussion about how stress affects them.

### Questions for the whole group:

- Does stress from one category affect another category? How does this impact you?
- Which one of the 3 categories is the most important? (Answer should be “Home”)
- Where do we spend the most time? (Answer should be “The Street”)
- What happens to us as we spend more time on the street?

6. Highlight the impact of stress.
   - See Section IV(4)

### Three Tragic Secrets

[No slides]
1. Ask the group.
   - What impact do these stressors have over time?
   - What are the three secrets in law enforcement?

2. Present the 3 secrets and write each one on the white board as you go through each.
   - Alcoholism –
     o Do you know anyone who has been affected by alcoholism? How were they affected?
     o Why is alcoholism such a problem in law enforcement?
   - Divorce
     o Do you know anyone in law enforcement who is divorced?
   - Suicide
     o In 2012, there were 126 deaths by suicide of law enforcement officers.
     o Law enforcement suicide occurs 1.5 times more frequently compared to the general population.
     o It is the #1 killer of police officers.
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   - How are we dealing with what we’re seeing and experiencing on the job?
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4. Turn the discussion back to hopefulness
   - What can be done to help officers?
   - One thing that will help officers is practicing procedural justice.
   - Procedural justice will keep officers healthier and safer.

**VI. Break [No Slide] [G]**

1. Given the class a 3-5 minute break

2. If there are students who seem to be struggling or having a hard time after this section, consider checking in with him/her individually.

**[G] Tip:**

This break is important to allow students to unwind after the heavy material.
### VII. Cynicism in the community [Slide 6]

1. Explain cynicism in the community.
   - "There's another side to this issue of cynicism that impacts our relationship with the community."
   - The community has its own cynicism about us – about the police.
   - There's a belief that “the police don’t want to help and can’t keep me/us safe.”
   - This is called “legal cynicism” – it makes communities more dangerous and violent.
   - Unfortunately, the part of the community that distrusts us the most, also needs us the most.

2. Provide examples of what cynicism in the community sounds like.
   - What does cynicism in the community sound like?
   - For example, in Oakland, people say: “The police don’t come when we call,” “The police just lock up black and brown people so they can get rich,” “The police can’t be trusted – stop snitching,” “We handle our own problems.”

**Option:**
If you have surveys about your community’s perception of police, use examples or data from those surveys.

3. Facilitate a short discussion on why it is important to recognize legal cynicism.
   - What other things have you heard in the community?
   - Why would "legal cynicism" make communities more dangerous?

**Key point to highlight:**
- There is a practical reason why we should focus our trust building work in high-crime, low-trust communities – They need us the most!

### VIII. Explore officers’ unique perspective [Slide 7]

3. Facilitate a discussion based on the questions on this slide. [H]
   - Solicit 2 or 3 answers per question.

**Discussion Questions**
Principled Policing: A Discussion of Procedural Justice and Implicit Bias
Facilitation Guide

- As police, do we see things differently from other people?
- Does “how we see things” affect how we act?
- How does this affect us in different aspects of our lives?

**Key points to highlight:**
- From the first day in the academy, we are trained to “see” things differently.
- Our focus is about safety, but does it affect us and how we view things?
- This has a powerful impact on our personal life, our relationships, and our well-being.

**[H] Tip:**
If you are having trouble getting people to participate, warm up the room by sharing your own experiences and thoughts.

**IX. Us v. Them [Slide 8]**

1. Explain how cynicism can shape our perceptions as law enforcement.
   - In reality, 94-97% of the population is law abiding. Only a small fraction – 3-6% - is not law abiding.
   - In fact, the violence population in most places is even smaller.
   - However, this 3-6% of non-law abiding citizens are the people who we interact with the most. So they become our “real world.”
   - We focus so much on the 3-6% that we think that everyone we encounter is part of that group.
   - What’s more – we encounter the 3-6% in their worst situations – when we are arresting them; after they have been shot; when their friends have been shot, etc.
   - Cynicism causes us to see the world through the lens of only the 3-6% and in their most difficult situations. *(Click 1x to animate slide.)*
   - In Module 5 on Implicit Bias, you’ll learn more about how our experiences shape what we actually see in the community – and what we miss.

2. Facilitate a discussion about how cynicism impacts policing.
- You are trying to lead people to the point that everyone in the community deserves the same treatment and same type of policing.

**Discussion questions**
- Do we consider the 3-6% part of our community? Why or why not?
- Should they be treated differently?
- Do they deserve a different type of policing?
- If a cynical officer’s perception is that most people in certain neighborhoods are involved in criminal activity, then what impact might that have on an officer’s interactions with the public in that neighborhood?

**Key points to highlight:**
- It is important to treat everyone in the community as a part of the community.
- They may commit crimes but they are still people deserving of dignity. They are also sons, fathers, brothers, etc. and they still matter to public safety.
- In fact, we especially want to gain legitimacy with the 3-6% because they are at the greatest risk of committing crime and being victimized.
- If they come to see us as more legitimate, that makes the whole community safer.

### X. Police-community partnership is a foundational principle of policing [Slide 9]

1. Provide some background on Sir Robert Peel.
   - Known as the “Father of Modern Policing.”
   - Peel established the Metropolitan Police Force in London in 1829 – the first modern police force.
   - Peel developed the first ethics code for police officers.
   - One of his principles states: “The police should always have a relationship with the public that gives reality to the tradition that the police are the public and the public are the police.”
   - This is not a new concept.

2. Explain why police-community partnership is important even today.
   - Police are members of the community and that we gain our authority from citizens in a democracy.
- We are paid to serve the public's interests.
- We are all one community – We are all people, we serve the public and we should act in ways that reflect this principle.

### XI. The Golden Rule [Slide 10]

1. Explain the Golden Rule.
   - “Treat others the way you would like to be treated”
   - Many of us were taught the Golden Rule when we were growing up.

2. Explain why the Golden Rule is important for policing.
   - The Golden Rule helps provide guidance for how we might build trust with the communities we serve.
   - Asking yourself “How would you like to be treated in this situation” is a guideline for integrity in any situation.

### XII. The Platinum Rule [Slide 11]

1. Explain the Platinum Rule.
   - The Platinum Rule is “Treat others the way THEY want to be treated.”
   - Unlike the Golden Rule, the Platinum Rule requires listening and awareness of differences.

2. Facilitate a discussion about the Golden Rule and Platinum Rule.
   - Solicit 2-3 answers per question.

**Discussion Questions**
- What is the difference between the “Golden Rule” and the “Platinum Rule”?
- Why should we implement both?
- What does the Platinum Rule require?

**Key points to highlight:**
- Emphasize that the key is listening.
- In order to understand how others want to be treated, we have to listen to them.
- Procedural justice research shows that across racial and ethnic groups, people want pretty much the same
thing from police – voice, neutrality, respect, trustworthiness – the 4 principles of procedural justice.

<table>
<thead>
<tr>
<th>XIII. “Police &amp; Community Expectations” Exercise [Slide 12]</th>
<th>1023 – 1033</th>
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<tbody>
<tr>
<td>1. Introduce the next activity, “Police and Community Expectations”. [I]</td>
<td>![Slide Image]</td>
</tr>
<tr>
<td>• In this exercise, you’ll be asked to list expectations that police officers have of the community and that the community has of police officers.</td>
<td>[I] Tip: The goal of this exercise is to highlight commonalities in expectations across police and communities but also note conflicting expectations.</td>
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<tr>
<td>2. Lead participants through the activity.</td>
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<tr>
<td>• Divide participants into two groups – Group 1 and Group 2.</td>
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<tr>
<td>• Group 1 is asked to brainstorm answers to the question “What does the community expect/want from police officers?”</td>
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<tr>
<td>• Group 2 is asked to brainstorm answers to the question “What do we (police officers) expect/want from the community?”</td>
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<td>• Groups should write their answers on an easel pad.</td>
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<td>• Each group will have 5 minutes to brainstorm.</td>
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<td>• Bring the group back together to move into the discussion.</td>
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<tr>
<th>XIV. Community expectations report-back [Slide 13] [J]</th>
<th>1033 – 1035</th>
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<tbody>
<tr>
<td>1. Facilitate a report-back from Group 1 – Community expectations of police.</td>
<td>![Slide Image]</td>
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<tr>
<td>• Ask a volunteer from Group 1 to summarize the group’s answers.</td>
<td>[J] Tip: Use the slide to support discussion and reinforce key points.</td>
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<tr>
<td>• Ask the entire group if there is anything that should be added – “Is anything missing?”</td>
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### XV. Police expectations report-back [Slide 14]

1. Facilitate a report-back from Group 2 – Police expectations of community.
   - Ask for a volunteer from Group 2 to summarize the group’s answers.
   - Ask the entire group if there is anything that should be added – “Is there anything missing?”

2. Facilitate a full group discussion. [K]

**Discussion question:**
- What do the police and community have in common? Where do we differ?

**Key points to highlight:**
- In a lot of ways, police and community want the same outcomes.
- The exercise should illustrate that many expectations are in the service of fighting crime/public safety.
- But those expectations can be complicated by a lack of trust and/or not working together.

### XVI. Can police fight crime without the community? [Slide 15]

1. Facilitate a discussion about whether the police need community to fight crime.
   - Solicit 2-3 answers per question.

**Discussion Questions:**
- Can the police fight crime without the community?
- Will more officers on the street solve all the problems?
- Do harsher penalties change behavior?

2. Connect effective policing back to procedural justice and legitimacy. *(Click 1x to animate slide.)*
   - We need the community to solve and prevent crime – remember legal cynicism.
   - What will increase the department’s legitimacy? – Procedural justice.
### XVII. Deterrence v Legitimacy [Slide 16]

1. Introduce the idea of “deterrence v. legitimacy” using an example and facilitate a short discussion with participants.
   - Share this example: You are driving at 3am on an empty road and you stop at a red light. Why do people obey the law?
   - Solicit 4-5 responses from participants. Enough to highlight different opinions.

2. Explain “Deterrence Theory.” *(Click 1x to animate slide.)*
   - Many people believe that people obey the law because they fear the consequences of failing to do so. This is deterrence theory.
   - Deterrence says that people shape their behavior in response to incentives and penalties in the criminal code.
   - Deterrence can be expensive because of the court and incarceration costs.
   - For deterrence to be effective, the state must follow through with the penalties/punishment.
   - However, it has been shown that harsher penalties do not always change behavior and make people obey the law.

3. Explain “It is the right thing to do” idea.
   - But people also obey the law and lawful authorities because it is the right thing to do.
   - They believe that the police have the right to tell them what to do.
   - This stems from public trust and legitimacy.
   - Research shows overwhelmingly that most people obey the law and legal authorities because it is the right thing to do and they feel that authorities are legitimate. *(Click 1x to animate slide.)*
   - For the most part, people want to do the right thing.

### XVIII. How to gain legitimacy [Slide 17]

1. Introduce the 4 cornerstones of procedural justice. [L]
   - The Four Cornerstones of Procedural Justice are:
### XIX. Coming back to legitimacy [Slide 18]

1. Re-define legitimacy.
   - Recall the definition of “legitimacy.”
   - Notice that the definition of legitimacy is the public’s (not the officer’s) view of the police as entitled to exercise authority.

2. Explain why the public matters when it comes to legitimacy.
   - The public is entrusting us with a level of moral authority at most professions do not possess.
   - Think about it: What other profession allows for a professional, in the course of their duties, to lawfully take the life of another human being and not go to jail?
   - This entitlement has been given to us by the public based on the premise that the public has trust and confidence in the police.
   - With this trust and confidence comes an acceptance of police authority and a belief that police actions are morally correct and appropriate.

3. Explain why procedural justice is important to legitimacy.
   - Legitimacy is critical to police and it is developed through community collaboration and positive relationships.
   - Procedural justice is how you strengthen legitimacy.

### XX. Is this procedural justice? [Slide 19 – Video 4: “Cop...
and Skateboarder”]

1. Introduce “Cop and Skateboarder” video.
   • I am going to show a video of an interaction between a police officer and a member of the public.
   • As you watch this video, think about whether this interaction helped or hurt the officer’s legitimacy.

**Option:**
You may play another POST-approved video here, such as the “NYC Uber Driver” video.

2. Play “Cop and Skateboarder” video.

3. Facilitate a discussion about the “Cop and Skateboarder” video. [M]
   • Solicit 2-3 answers per question.

**Discussion questions:**
   • Did the officer treat the boy in a fair and respectful way?
   • Did the officer leave the boy with his dignity? Why or why not?
   • Were the officer’s actions justified?
   • Did this help the officer gain legitimacy?
   • What do you think the officer’s stress level is like?
   • What can we do to ensure that during interactions with the public, we always leave people with their dignity?

**Key points to highlight:**
   • This video illustrates a poor use of police authority.
   • What the officer communicated through his behavior.
   • Ways in which the officer’s behavior was not procedurally just.
   • The officer’s stress level and its negative impact (on the officer and the department)

**[M] Tip:**
Be on the look out for comments or perspectives that defend the officer’s actions (e.g. “The kid didn’t do what the officer asked.”) There is no department that will say that the officer’s behavior was OK.

Don’t be too quick to respond to these “defending” points of view – Give the class time to respond.

END OF THE MODULE 2
Module 3: Procedural Justice

Revised: September 12, 2016

Module Overview: Module 3 is an in-depth look at Procedural Justice. It examines each of the four Principles and the effect they have on decision-making, the policing process, and how treatment affects outcomes. This module also offers an opportunity for students to discuss personal experiences with procedural justice.

Module Goals:
• Teach the principles of procedural justice
• Explain how strategically applying procedural justice principles in interactions with citizens can impact officer safety and mitigate the stresses and challenges of police work
• Teach how procedural justice affects outcomes and increases police legitimacy, in particular in communities of color
• Explain why it is necessary for law enforcement to support procedural justice

Module Total Time: 90 minutes (1115 – 1230)

Learning Objectives:
• Explain how utilizing procedural justice can support the objectives of police work and mitigate the challenges/stresses of police work
• Demonstrate retention of knowledge pertaining to procedural justice principles
• Understand that process is equally, if not more, important than the outcome
• Explain how procedural justice can have a positive impact on their department

Pre-Module Considerations:

Be Familiar with the Research
You will need to explain the research studies that support procedural justice. To most effectively teach this section, familiarize yourself with the studies. Be able to explain more than what is included in the talking points and on the slide. Understand the graphs and be able to break them down to explain what they illustrate. A handout on the studies featured in this module is in the appendix.

Be Ready for Pushback
Prepare yourself to face some pushback on some of the idea presented in this module. One of the major criticisms may be that you are asking officers to sacrifice officer safety. Be firm and clear that this is not the case – safety always comes first and acting in a procedurally just manner can actually help officer safety. To prepare, think about how you would respond to pushback in advance – have your responses prepared.
**MODULE 3: PROCEDURAL JUSTICE**

**Time:** 90 minutes

**Goals:**
- Teach the concept of procedural justice.
- Explain how strategically applying procedural justice principles in interactions with citizens can impact officer safety and mitigate the stresses and challenges of police work.
- Understand that the process is equally as (if not more) important as the outcome.

**Materials Needed:**
- Video 5: “One Good Cop”
- Video 6: “No complaints”
- Video 7: “St. Landry Parish”
- 2 Easel pads labeled “Words for Community” and “Words for Police”
- Sticky notes
- Pens
- Tape

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<tr>
<th>Content</th>
<th>Instructor Notes</th>
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<tbody>
<tr>
<td><strong>I. Introduction to Module 3 [Slide 1]</strong></td>
<td>1115 – 1116</td>
</tr>
</tbody>
</table>
| 1. Introduce Module 3 – Procedural Justice.  
  • “In this module, we are going to look in-depth at procedural justice and understand how procedural justice can help with officer safety and mitigate the stress on the job.” | ![MODULE 3: Procedural Justice](image) |

| **II. Review the definition of “procedural justice” [Slide 2]** | 1116 – 1117 |
| 1. Review the definitions of “justice” and “procedural justice” on the slide.  
  2. Facilitate a short discussion about the definitions. | ![Procedural Justice](image) |
| **Discussion question:** |  |
| • Do the definitions on the slide make sense? Why or why not? |  |
### III. How interactions with law enforcement can be negative or positive [Slide 3 – Video 5: “One Good Cop”]

1. Introduce “One Good Cop” video.
   - We are going to watch a video showing different interactions with law enforcement.
   - As you watch this video, think about what’s positive and negative about these interactions?

2. Play “One Good Cop” video.

3. Elicit feedback about the video.
   - Students may want to focus on the fact that the officers are permitted to stop the protester because he is walking on the highway. Ask them to think about the situation if the protester was walking on a sidewalk – “Why is the protester being stopped? Because he is doing something illegal? Or because he is carrying a sign that the officers don’t like?”
   - Focus the discussion on the officers’ actions and whether they were legitimate, despite being lawful.
   - Bring students to recognize that the last officer humanized himself (by smiling, joking) whereas the other officers only used their authority.

### IV. How people assess an interaction with law enforcement [Slide 4] [A]

1. Breakdown the “Outcome + Process = Assessment” equation.
   - People judge us by our behaviors. We judge ourselves by our intentions.
   - A citizen’s assessment of his/her experience with the police is based on 2 things: (1) the outcome and (2) the process.

2. Facilitate a short discussion about the role of process in a person’s perception.

**Discussion questions:**
- If it is the public’s perception/view that gives us our authority, then how does/should the public’s perception...
**Key points to highlight:**

- A citizen’s overall assessment hinges on both the outcome and the process.
- In this equation – Outcome + Process = Assessment – the process is more important than the outcome.
- We are not asking that officers not apply the law. You should and have a duty to apply the law.
- We want to emphasize that HOW you apply the law matters.
- This does not mean that outcome is not important.
- Process – or procedural justice – is just more important than we may think.

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**V. Why process (procedural justice) is important to legitimacy [Slide 5]**

1. Explain why procedural justice can enhance police legitimacy.
   - Key issue for police legitimacy: Whether the community believes that the police are exercising their authority in a fair and just way.
   - Research shows that procedural justice is more important than the outcome of an encounter.
   - A positive or negative outcome mostly does not have an effect on legitimacy – Process – or whether the encounter was procedurally just – is more important.

---

**VI. Examples of how process can contribute to legitimacy [Slide 6 – Video 6: “No complaints”]**

1. Introduce the “No complaints” video.
   - As you watch this video, think about whether this officer’s behavior exemplifies procedural justice and police legitimacy.

2. Play “No Complaints” video.
3. Facilitate a short discussion about the officer’s actions in the video.

**Discussion questions:**
- How did the actions of this officer demonstrate procedural justice?
- How does his actions contribute to police legitimacy?

**Key points to highlight:**
- The officer continued to do his job (write tickets and enforce the law) and he was procedurally just and viewed as legitimate.
- Doing your job and procedural justice are not mutually exclusive! It actually helps you do your job!

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**VII. Procedural justice is backed by research [Slide 7]**

1. Review research on procedural justice.
   - Research also shows the importance of procedural justice.
   - One key study interviewed over 1600 people in Oakland and Los Angeles who had recent experiences with legal authorities.
   - In the study, people were asked about their experience (whether the outcome was favorable or fair, whether the decision was made fairly, whether they were treated fairly) and their reaction to the experience (whether they willingly accepted the decision).
   - The following slides illustrate some findings from that study.

Study Reference: Tyler & Ho, California Street Stops Study (1998)

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**VIII. Research shows that quality of treatment and decision making are important factors [Slide 8]**

1. Explain what the graph is showing.
   - The study found that citizens will voluntarily accept police decisions based on 3 factors:
     1. Quality of treatment (whether they felt respected and trusted the officer)
     2. Quality of the decision making (whether they felt that the officer’s decision was made in a fair and unbiased way)

Study Reference: [Graph Source]
Principled Policing: A Discussion of Procedural Justice and Implicit Bias
Facilitation Guide

- (3) Outcome (Whether they felt that the process led to an outcome that was fair)

2. Explain the relevance of the graph.
   - It is important to note that quality of treatment was rated significantly higher than the other factors in whether someone will voluntarily accept a decision.
   - Also important to note that the outcome was the least important in the acceptance of the decision.

IX. Research shows that, even if outcome is bad, process can make a difference [Slide 9]

1. Explain what the graph is showing.
   - When the outcome is favorable, 87% of respondents (or almost 9 out of 10) voluntarily complied with the decision.
   - Even when the outcome is bad, 73% of respondents (or 3 out of 4) voluntarily accepted the police decision if they felt that they were treated fairly.
   - If someone feels that they were treated fairly, it can make a big difference in whether they accept the decision.

2. Explain why this graph is important.
   - It is important to remember that whether a person is treated fairly is based on their perception of how they were treated.

X. Four principles of Procedural Justice [Slide 10] [B]

1. Explain the two main parts of procedural justice – decision-making and treatment.
   - The 4 principles of Procedural Justice are broken into 2 parts – quality of decision-making and quality of treatment.

2. Explain the first part of procedural justice – the quality of decision-making
   - Quality of decision-making is how an officer comes to his decision.
   - Quality of decision-making can be broken down into Voice and Neutrality.
   - Voice is allowing a person to talk and give a reason for

[B] Tip: Emphasize the importance of perception throughout this segment.
their actions.
  - Neutrality means that the officer’s decision is fair and impartial.

3. Explain the second part of procedural justice – the quality of treatment.
  - Quality of treatment is how we treat people.
  - Quality of treatment can be broken down into Respect and Trustworthiness.
  - Respect means respecting people and their rights.
  - Trustworthiness is based on trying to do what’s best for people.
  - Providing a transparent process can demonstrate trustworthiness.
  - We will explain each of these principles further.

What is critical is that the person perceives that they have voice, that the officer is neutral, that they are being respected, and that they understand why the officer is doing what he is doing.

You may get pushback that these principles ask officers to sacrifice officer safety. Stress that you are not asking officers to sacrifice safety but it is important for officers to be aware that perception is critical for procedural justice.

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<td>1. Explain what “voice” is (or ask participant to read slide)</td>
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<tr>
<td>• Giving someone voice allows him/her to give his/her point of view or offer an explanation.</td>
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<tr>
<td>• It requires the officer to listen to what s/he are saying.</td>
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<td>2. Explain why listening is important.</td>
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<tr>
<td>• As police officers, we need to listen to people’s explanations and demonstrate that we understand what they are saying.</td>
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<tr>
<td>• We need to make people feel like they are being heard.</td>
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<tr>
<td>• When people feel heard, they feel like their voice has value and they are a part of the process.</td>
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<tr>
<td>• Many times our interactions do not allow people to have a voice and be heard.</td>
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<tr>
<td>• Although their opinions may not affect the outcome, giving them the opportunity to be heard creates the perception that their side of the story has been heard and that therefore the quality of the officer’s decision making is fair.</td>
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<table>
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<tr>
<th>XII. How Voice helps officer safety [Slide 12] [C]</th>
<th>1147 – 1149</th>
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</thead>
<tbody>
<tr>
<td>1. Explain why voice and listening is importance for officer</td>
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safety. [C]

- Making people feel heard helps officer safety.
- When you listen to people and allow them to vent and feel heard, it can help de-escalate the situation.
- A de-escalated situation is a calmer situation, which means less stress for the officer because it is a safer situation.
- So making people feel heard can help officer safety and wellbeing.

2. Explain that body language can also communicate whether an officer is listening.

- Body language matters – Your body language can affect whether people feel heard.
- In encounters with the public, check your body language.
- Demonstrate by your actions and your body language that you are listening.

3. Emphasize that it is the subject’s perception that counts. [D]

- Remember the Platinum Rule – it is about the subject’s feelings and experience.
- When people feel heard, they can be more easily convinced to voluntarily comply with the law.

XIII. The role of nonverbal communication in Voice [Slide 13]

1. Explain the role that non-verbal communications can play in how we communicate with the public.

- Non-verbal communications factors into voice.
- How we communicate is just as important as what we say.
- This graphic shows that under stressful situations, body language, tone and volume communicate more than what we actually say.
- In other words, what we are saying doesn’t come across nearly as much as what our body language and tone and volume communicate.
- Because we are often in stressful situations (due to the nature of our job), it is extremely important to understand and be aware of our body language, tone, and volume.

[C] Tip: Give personal examples to illustrate how voice and listening can improve officer safety.

[D] Tip: Again you may get pushback that you are asking officers to sacrifice safety. Stress that you not asking officers to sacrifice their safety but engaging in active listening can actually help with safety.


You may get push back on this but stress that
4. Review components of nonverbal communication. [E]
   - When interacting with the public, what are you communicating with your…
   - Personal attire? – Studies have shown that officers with a dirty, wrinkled, or unprofessional appearance can be perceived as complacent and an easy target for violence. Also, wearing a police uniform can decrease risk of harm and misidentification by the public. This can save your life!
   - Stance?
   - Gestures?
   - Facial expression?
   - Motor movements?
   - Eye movements?

5. Reiterate the importance of body language. [F]
   - Words and tone are not enough.
   - Pay attention to the following 5 factors when you communicate with the public: body position, head, hand gestures, facial expressions motor movements, and eye movements.
   - It is important to communicate that you are listening with your entire body.
   - If you’re looking around, tapping your fingers, or shaking your head, you’re not going to get the compliance you want.

[F] Tip: Refer back to the “Cop and the Skateboarder” video as an example.
   - What did the cop’s body language convey?
   - What did the kid hear? (How many times was he told to sit down?)

XIV. Procedural Justice Principle – Neutrality [Slide 14]

1. Explain the principle of neutrality.
   - Decision-making that is neutral leads to good results.
   - An officer needs to exhibit neutral feelings and objectivity towards everyone that they interact with.
   - Remember – non-verbal cues can convey messages too, including neutrality.
   - Unbiased decision-making is not based on personal bias – it is consistent and transparent
   - Showing that a decision is applied equally to everyone allows people to see that the decision is neutral.
   - We’ll talk more about neutrality when we talk about implicit bias shortly.
   - When police officers explain why a person has been stopped, they are explaining the decision-making process – this contributes to transparency.
2. Give a hypothetical situation and solicit responses.
   - Hypothetical: 2 people run a stop sign. The 1st person admits to running the stop sign and you decide to give him a warning. The 2nd person disagrees and says that he stopped; you decide to give him a ticket. Is this neutral policing?

**Key points to highlight:**
- There is a difference between discretion and bias.
- In the example above, it is neutral policing if you can articulate why there were two different outcomes (e.g. the 2nd person did not acknowledge that they broke the law).
- You need to be able to articulate why you did two different things.

**Further discussion question:**
- How do you practice neutrality in your day-to-day work?

**Key points to highlight:**
- Explaining to people why you are stopping them, why you are talking to them.
- Explaining what’s going to happen next – Example: when you give someone a ticket, explain what’s going to happen next rather than saying “Read the back”.
- Explaining the process shows that you’re not making decisions based on personal bias.

---

**XV. Labeling Exercise [Slide 15]**

1. Explain the activity “Labeling”.
   - We are going to do a short exercise as a group.
   - Everyone has some sticky notes at their table.
   - When you get the instruction, write down at least 1 word or phrase on each card. You can write as many words as you’d like.
   - You’ll have 1 minute to write down your answers.

**Option:**
Assign each group Part 1 or Part 2. In their groups, ask them to brainstorm as many names on the easel pad. Ask each group to share their lists.

2. Label 2 easel pads – “Words for Community” and “Words for Police”.

---

**[G] Tip:**
Work the room. Walk around to hear the
3. Lead participants through the activity. Write one word that police use to describe the people in the areas they work. (Allow 1 minute to respond) (Animate here.)

Write one word that area residents use to describe police. (Allow 1 minute to respond) (Animate here.)

4. Collect the sticky notes and place them under “Words for community” and the other “Words for police.”

5. Read the responses to the group.

6. Facilitate a discussion with the group about takeaways from the exercise.
   • Solicit 2-3 responses for each question.

Discussion questions:
   • Were the labels positive or negative? Which labels were listed first?
   • Why do we label?
   • How do we become more aware?
   • How do we self-correct?

Key points to highlight:
   • The instructions didn’t ask for positive or negative labels but negative labels usually come first.
   • Labeling goes both ways.
   • Labeling makes it harder to be procedurally just because it changes the way we think about people – it minimizes common humanity.
   • When we assign these labels – it helps us dehumanize each other and reinforces the "us vs them" mentality.
   • Break down one of the labels. For example – “pig” – a pig is a farm animal, thought of as dirty, fat, for slaughter. What happens when we begin to associate people with “pig”? It becomes easier to see the person as less human.

XVI. Real-world effect of labeling [Slide 16 – St. Landry Parish video]

1. Introduce the “St. Landry Parish” video.
   • We are going to watch a video that illustrates labeling.

2. Play “St. Landry Parish” video.
3. Ask participants to identify labels that they heard in the video. Write the labels on the board.

4. Facilitate a brief discussion with participants.

**Discussion questions:**
- How does this video make you feel?
- What labels did he use?
- What do these words allow you to do?
- Does the video create a situation where officers are primed for a shooting?
- If you’re a person of color in that community and look like one of the subjects, how safe would you feel going out?
- Does having the Black community in the video make the statements different or acceptable?
- How does the video reflect Procedural Justice as it relates to Voice-Neutrality-Trust-Respect?

**Key points to highlight:**
- Labeling makes it easier for us to dehumanize people.
- When someone is dehumanized it is easier to hurt or kill them.
- Point out the use of “hunt” and “trap” as it relates to the Black community – What does this liken Black people to?
- Call attention to the posturing in the video and the visual effect of all the police personnel armed
- How could this video of been done using the concepts of Procedural Justice

### XVII. See Do Get model [Slide 17]

1. Explain how the “See, Do, Get” model.
   - In the exercise, we did not ask for negative responses but most of the responses that people came up with were negative.
   - One way to understand why our perceptions are negative and how that impacts our ability to be effective is the See, Do Get model.
   - What you see is your currently reality. This impacts your actions, or what you do. You have a choice in what you do, which becomes your future reality.
   - What you do affects what you get.

[**H** Tip:
Offer real-world examples here of how an officer’s behavior can
2. Explain how to “See, Do, Get” model relates to policing and neutrality. [H]
   - If you see people as animals and less than human, you will treat them that way and they will respond to you that way and they will not voluntarily comply.
   - Prior research has shown that a citizen’s demeanor is often influenced by a police officer’s behavior towards them. Thus, aggressive or demoralizing police actions have the potential to inflame the situation and expose citizens to more serious types of malfeasance.

XVIII. Procedural Justice Principle – Respect [Slide 18]

1. Review the two parts of procedural justice.
   - We just learned that the first part of procedural justice is based on quality of decision-making, specifically Voice and Neutrality.
   - The second part of procedural justice is based on quality of treatment – this includes Respect and Trustworthiness.

2. Explain the principle of respect. [I]
   - Police officers should treat others with respect and dignity.
   - Respect for the person shows that the police respect their rights.
   - Treating a person with dignity validates them as a human being.
   - Showing sensitivity to the important that others place on an issue displays respect.
   - How we treat people is crucial to effective policing and reduced stress because it can result in voluntary compliance.

3. Explain how police officers can show respect when interacting with people.
   - Listening with our ears and our body language.
   - Being cognizant of the volume and tone of our voice.
   - Explaining the process.
   - Being fair in our decision-making.
   - Remembering that regardless of what a person has done or is suspected of doing, they are human beings too and deserving of dignity.

[1] Tip:
It may be helpful to remind participants of the Golden Rule and the Platinum Rule.
### 4. Explain why being respectful can help officers in their job.
- Being respectful can generate respect in turn and often can lead to voluntary compliance and sharing of information.

### XIX. Procedural justice principle – Trustworthiness [Slide 19]

1. Explain the principle of trustworthiness.
   - Officers are seen as trustworthy when they:
     - Consistently communicate caring and positive intent and character.
     - Explain and justify their actions in a way that shows sensitivity to people’s needs and concerns.

2. Explain how officers can develop trustworthiness.
   - How do you develop trustworthiness?
   - You know you are treating people well when you:
     - Listen to people’s account.
     - Consider their side of the argument.
     - Are benevolent and caring, showing that you are trying to do what’s best.
     - Explain your actions and decisions and how they are responsive to community concerns.
     - This will help people begin to trust you, the process, and the Department.

3. Explain why trustworthiness will help them in their job.
   - This will result in voluntary compliance and reduced stress levels.
   - Remember the Golden and Platinum Rules: Treat people the way you want to be treated and the way that they want to be treated.

### XX. “Personal Stories” Exercise [Slide 20] [J]

1. Share the following medical scenario to the group.
   - Imagine that you feel sick and you go to the doctor.
   - S/he does not listen to your symptoms and gives you medication before you tell him/her what is wrong.

2. Facilitate a discussion about the implications of the
Discussion questions:
- How would you feel?
- How does it make you feel when you trust a professional to help you and they don’t listen to you? When they give you medication and don’t explain why?
- Would you recommend this doctor to your friends?
- Are you going to keep this experience to yourself? Or share it with friends and family?
- Would you trust them enough to take the medication they prescribed without an explanation? Or without them listening to you explain your symptomatology?

Key points to highlight:
- In this example, we are talking about a doctor – someone that we entrust with our health and often our life.
- They are specialists, professionals with lots of training and education.
- We defer to their judgment and relinquish some control/power so that they can treat us and hopefully make us better.
- What happens to our trust when the doctor does not seem to listen to us or does not explain why they are prescribing a certain treatment? Do we trust him more or less?
- How does this physician-patient analogy relate to law enforcement and procedural justice?

Option:
Ask participants if they have an experience that they would like to share. As people share, take note if the stories tend to be negative or positive. Highlight that we tend to share negative experiences more widely than positive experiences.

XXI. Types of power [Slide 21]

1. Explain types of power and how they support or detract from legitimacy. [K]
   - As police officers, we have power.
   - The public has entrusted us with power and authority to keep them safe and enforce the laws.
   - We have a choice in how we wield our power.
   - We can wield “Power of Control” or “Power of
Influence”.
- When we use “power of control,” we may be successful in the short term but how does that affect our legitimacy in the long term?
- Using the “power of influence” is a way to get better, long term results – increasing our legitimacy and making us safer.

2. Encourage officers to think about their “legacy.”
- My name is what I came to this profession with.
- Eventually I will have to give back my badge, my uniform but I will still have my name.
- My name is the legacy that I will leave behind – so the question is: How do I want my name remembered?

**[K] Tip:**
The major takeaway for students: “This is your legacy. This is what you will leave behind.”

END OF MODULE 3
Module 4: Historical & Generational Effects of Policing  
Version 1

Revised: September 12, 2016

Module Overview: Module 4 examines the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. By the end of this module, students are expected to understand the concepts of “deposits” and “withdrawals” from the community bank account and relate them to procedural justice.

Module Goals:
- Illustrate the historical and generational effect of policing.
- Highlight the experiences of policing in communities of color.
- Discuss how perceptions and expectations affect policing.
- Discussion what can be done at the individual and agency level.

Module Total Time: 60 minutes (1330-1430)

Learning Objectives:
- Understand why relationships are strained and that police/law enforcement has been, and sometimes still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries.
- Understand how communities in which officers serve are products of that history and that reality.
- Understand why officers need to understand this history and how this impacts the common goal of a safer community and better relationships with the public.
- Understand the concepts of withdrawals and deposits and the role of procedural justice in making more deposits.
- Understand the impact that law enforcement can have on this process.

About This Module:
This section contains two versions of Module 4. Version 1 is a version of the module can be “plug and played”. Version 1 can be taught by a law enforcement officer or a community member and the historical section can be adapted to include community-specific history. Version 2 is designed to be tailored to the unique history and story of your community in partnership with community members. Version 2 is designed to be taught by a community member but can also be taught by a law enforcement officer.

Pre-Module Considerations:

Tailor the Module to Your Community’s History
Every community is different and each has a different story to tell. Take the time to research and tailor your module to your community’s unique history. Work closely with community members (see below) to tell the full story of your community and its relationship with law enforcement.
**Partner with Community**

Whether facilitating the module or contributing to local history, it is important to invest in community partnership to develop this module early in the process. At a minimum, invite community members to help develop the module. It can also be incredibly powerful to invite a community member to lead this module in partnership with an officer.

**Be Honest about Law Enforcement’s History**

Although it may not be easy, it is critical to recognize and acknowledge that many communities, particularly communities of color, have troubling histories with law enforcement. Also, be honest about events or situations within your own department’s history that may have been a withdrawal from the community bank account.

**Identify the “Right” Facilitator**

Take time to identify the best facilitator for this module. This is a difficult conversation for both law enforcement and community members and it is important to identify someone who can effectively convey the message without blaming or shaming. It may take time to identify the individuals who are best suited for this facilitation role. Be open to partnering with a community member to facilitate this module but, in some cases, the right facilitator may be a law enforcement officer.

**Be Considerate**

Be aware that this history may be triggering for some members of the audience. Parts of history are still deeply painful for some communities. Be mindful of how participants may receive the images and events discussed.

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**MODULE 4: HISTORICAL & GENERATIONAL EFFECTS OF POLICING**

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<th>Time: 60 minutes</th>
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**Goals/Objectives:**

- Illustrate the historical and generational effect of policing.
- Highlight the experiences of policing in communities of color.
- Discuss how perceptions and expectations affect policing.
- Discuss what can be done at the individual and agency level.

<table>
<thead>
<tr>
<th>Content</th>
<th>Instructor Notes</th>
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<tbody>
<tr>
<td>I. Introduction to Module 4 [Slide 1]</td>
<td>1330</td>
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</tbody>
</table>
1. Introduce the Module 4 – Historical and Generational Effects of Policing.

II. Historical Effects [Slide 2]
1. Provide an overview of what this module is about.
   - Understanding the historical effects of policing – how it affects police legitimacy and how it affects relations with communities today.
   - Understanding history’s impact on communities with historically low levels of trust
   - What both police and community can do to build trust

III. How Did We Get Here? [Slide 3]
1. Talk about how we got here.
   - People sometimes see police as the enemy of the people.
   - But how did we get here? What’s the reason behind this perception?
2. Emphasize that policing is an honorable vocation but it has been used in dishonorable ways in the past.
   - I am going to walk you through some history – some not so distant – to illustrate how police have been used in dishonorable ways.
   - This history may not be easy but it is important for us to recognize that this history continues to influence how communities of color, those with low trust, see police today.

IV. Historical Effects – Civil Rights [Slide 4]
1. Describe the images on the slide.
   - All four of these photos highlight the abuses by law enforcement during the Civil Rights Movement.
   - Look at the picture in the top left – The officer is ripping an American flag out of the hands of a child. And in the
background, another officer is holding a sign that says “No More Police Brutality.”
- This is the same message that we are hearing in communities across the country today.
- This is why understanding history is important.

### Photo Details:
- Top Left: Jackson, Mississippi 1965 – A white policeman rips an American flag away from an African American boy.
- Top Right: Atlanta, Georgia 1963 – High school student is arrested.
- Bottom Right: Freedom Summer 1964 – Man crouches on the ground as state police strike him with night sticks following a failed sit-in.
- Bottom Left: Birmingham, Alabama 1963 – 17-year old civil rights demonstrator being attacked by police dogs during protests.

### V. How Did We Get Here? [Slide 5]

1. Discuss the Fugitive Slave Act of 1850
   - The Act allowed a person to be hunted down by law enforcement because of the color of their skin.
   - This is an example of a person being treated as a piece of property because of their skin color.

### VI. Convict Lease Program – 1865-1928 [Slide 6]

1. Discuss the Convict Lease Program.
   - Convict lease programs are an example of a criminal justice system that allowed a person of color to be treated as property.
   - States leased prisoner labor to private parties, such as plantations or companies.
   - Due to discriminatory law enforcement practices and sentencing, African American men made up the vast majority of convicts in the South.
   - Convict lease programs expanded throughout the South following the end of the Civil War and emancipation of slaves.
   - Many of these convicts were never returned to freedom.
   - In effect, convict lease programs allowed for legal slavery.
VII. Tulsa Race Riot – 1921 & 2013 [Slide 7]

1. Discuss the Tulsa Race Riot of 1921.
   - The Tulsa Race Riot was one of the worst race riots in the history of the United States.
   - Tulsa, Oklahoma was segregated with the black community of Greenwood thriving economically.
   - A fabricated story of a black man assaulting a white woman enflamed existing racial and economic tensions.
   - During the riot, a mob of hundreds of white residents attacked the black community of Greenwood.
   - Approximately 300 people, mostly blacks, were killed; an estimated 10,000 people were left homeless, and businesses, homes, and schools in Greenwood were destroyed.
   - In 2001, a state-appointed Commission concluded that the city of Tulsa had conspired with the mob to withhold aid to the black residents of Greenwood.

2. Discuss Tulsa police chief apology in 2013.
   - In 2013, Tulsa Police Chief Chuck Jordan apologized for his agency’s inaction during the 1921 riot.
   - He said: “I can not apologize for the actions, inaction and dereliction that those individual officers and their chief exhibited during that dark time. But as your chief today, I can apologize for our police department. I am sorry and distressed that the Tulsa Police Department did not protect its citizens during those tragic days in 1921.”

VIII. Segregation in California [Slide 8]

1. Discuss the example of segregation in California.
   - The edict on the left is from a city council in California.
   - The photo on the right is from a hotel door in Stockton, California in 1930. It says “No Filipinos Allowed.”

IX. Jim Crow Laws 1876-1965 [Slide 9]

1. Discuss Jim Crow Laws.
   - Jim Crow laws were state and local laws enacted to
enforce racial segregation in the South.

2. Highlight the photos.
   - The photo in the bottom right corner – Notice that it lists “dogs, Negroes, and Mexicans” all on one side.
   - This dehumanizes a person based on the color of their skin and race.
   - Human beings are listed next to an animal.

X. Jim Crow Laws [Slide 10]

1. Discuss the effect of Jim Crow Laws on how law enforcement is perceived.
   - Jim Crow laws were based on race and the laws were enforced by law enforcement.
   - People that grew up under these laws are alive today.
   - Many of the anger and mistrust is because of a system that law enforcement helped perpetuate – a system that discriminated against people of color.

XI. 1935 & 1981 [Slide 11]

1. Discuss the connection between Rubin Stacy’s lynching and the present. [A]
   - Rubin Stacy was lynched in Oklahoma in 1935 with police assistance and encouragement.
   - Michael McDonald is a recent example of this killing continuing.
   - In 1981, Michael McDonald was kidnapped and murdered by two KKK members in Mobile, Alabama.
   - McDonald’s mother brought a wrongful death suit against the KKK and was awarded $7 million, which bankrupted the organization.

[X] Tip:
The emphasis here is to use the power of images to impact the class.

XI. Japanese Internment 1942 [Slide 12]

1. Discuss the Japanese Internment.
   - Internment of Japanese Americans during World War II was the forced relocation of over 100,000 people of Japanese ancestry.
Principled Policing: A Discussion of Procedural Justice and Implicit Bias
Facilitation Guide

- It was ordered by President Franklin D. Roosevelt with Executive Order 9066 and was carried out by the military and local law enforcement.

2. Highlight the photos.
- On the left, a law enforcement officer takes property from Japanese Americans who are being interned.
- On the right, Japanese Americans arrive at an internment camp in Lodi, California.

XIII. Zoot Suit Riots 1943 [Slide 13]

1. Discuss the Zoot Suit Riots.
   - The Zoot Suit Riots were a series of racial attacks against Mexican American youth by white U.S. servicemen in Los Angeles, California in 1943.
   - Racial hostility towards Mexican Americans and racially inflammatory media propaganda drove fears of delinquency and lawlessness among Mexican Americans in World War II.
   - The zoot suits worn by Mexican American men were seen as unpatriotic (because of wartime clothing rations) and made them easy targets for bands of white servicemen.
   - Many young Mexican American men were attacked while law enforcement stood by.
   - LA’s Mayor maintained that racial prejudice was not a factor in the attacks.

XIV. Rose Parks – Alabama 1955 [Slide 14]

1. Discuss Rosa Parks’ protest.
   - In Montgomery, Alabama in 1955, Rosa Parks refused to give up her seat on a bus to a white passenger and was arrested.
   - Her action and arrest sparked the Montgomery Bus Boycott.

Key points to highlight:
- Rosa Parks was arrested by law enforcement for protesting against segregation.
- Again law enforcement is being used to enforce laws that discriminate based on the color of someone’s skin.
- It is this history that creates mistrust of law enforcement
and our systems.

### XV. Emmett Till – Mississippi 1955 [Slide 15]

1. Discuss Emmett Till’s murder.
   - Emmett Till was a 14-year old African American teenager who was lynched for allegedly flirting with a white woman.
   - Till was kidnapped from his home by the woman’s husband and brother.
   - Till was beaten and mutilated before being shot. His body was dumped into the river, weighted down by a cotton fan blade.
   - His murderers were acquitted by an all-white jury after 67 minutes of deliberations. One juror commented, “If we hadn’t stopped to drink pop, it wouldn’t have taken that long.”
   - Protected against double jeopardy, they later admitted to the killings in a magazine interview.

**Key point to highlight:**
- This is an example of a criminal justice system that failed a person of color.
- This history becomes part of today’s narrative of a system that has failed people of color.

### XVI. 1953 & 1960 [Slide 16]

1. Discuss the relationship between the two pictures.
   - Picture of the left is of the first four black police officers who graduated from the Ft. Worth Police Academy in 1953.
   - Picture on the right is of the Greensboro Four, the four men who sat at a Woolworth’s “whites only” lunch counter in 1960 and were refused service because they were black.
   - The men on the left were charged with serving and protecting a community but it was seven years before they could sit at a counter with a white person.

### XVII. Operation Wetback – 1954 [Slide 17]

1. Discuss Operation Wetback.
   - Operation Wetback was an immigration law enforcement
Principled Policing: A Discussion of Procedural Justice and Implicit Bias
Facilitation Guide

Initiative that was created in 1954 to deal with illegal entry of Mexican citizens into the US.
- Law enforcement was used to locate, process, and deport undocumented Mexicans.
- Tactics were often brutal and many Mexicans were subjected to civil rights violations before being deported.

### XVIII. 1957 & 2005 [Slide 18]

1. **Discussion the Little Rock Nine.**
   - The Little Rock Nine were 9 black students who enrolled in Little Rock’s previously all-white Central High School.
   - In September 1975, Arkansas Governor Orval Faubus deployed the Arkansas National Guard to Central High School to support segregationists in barring the Little Rock Nine from entering.
   - The students were not allowed to enter until President Eisenhower nationalized the Arkansas National Guard and deployed the 101st Airbourne Division of the US Army to escort and protect the students.

2. **Discuss the pictures.**
   - In the photo on the top left, Governor Faubus blocked the doors of the high school. You can see the Confederate flag. For many, the flag is a symbol of the segregated South, violence, and hate.
   - In the photo on the top right, Elizabeth Eckford, one of the Little Rock Nine, is pursued by a mob as she tries to enter the school. Look at the anger from the white girl behind her.
   - The photo on the bottom is of a former New Jersey SWAT Lieutenant wearing a Confederate hat during a “goodwill” trip to Louisiana after Hurricane Katrina.

**Key points of highlight:**
- Even though the Civil Rights Movement took place in the 1960s, the actions of law enforcement today can easily trigger memories of how law enforcement has been used to enforce racist laws or was complicit in perpetuating racial injustice historically.
- Actions of law enforcement today may make some communities think that not much has changed from 50 years ago.
## XIX. “Segregation Now, Segregation Tomorrow, Segregation Forever” [Slide 19]

1. Discuss Alabama Governor George Wallace and desegregation.
   - In his 1963 inauguration speech, Alabama Governor George Wallace promised his white followers: “Segregation Now, Segregation Tomorrow, Segregation Forever.”
   - In June 1963, Governor Wallace used the Alabama National Guard to block the entry of two black students to the University of Alabama. Wallace himself stood in the doorway of the auditorium, known as the “Stand in the Schoolhouse Door.”

Key point to highlight:
- Again, law enforcement is used to enforce discriminatory laws.

## XX. 1960s to 2005 to 2014 [Slide 20]

1. Discuss the perception that law enforcement is connected to the KKK.
   - Many people believe that law enforcement is infected with racist white officers.
   - The photo on the left is from a KKK rally in the 1960s.
   - The photo in the center is of a former New Jersey SWAT lieutenant “pretending” to be a KKK member.
   - The photo on the right is a law enforcement officer posing in his Klan robes.

Key point to highlight:
- These images harm all members of law enforcement.
- They paint the picture that law enforcement is filled with racist white officers who are KKK members.

## XXI. 1992 & 2015 [Slide 21]

1. Discuss the contrasting photos.
   - The photo on the left is from a Klan demonstration in 1992 where a white female child wanders up to a black law enforcement officer.
   - Look at the expression on his face.
   - The photo on the right is from the 2015 Baltimore protests following Freddie Gray’s death. A black boy is
offering water to white officers in riot gear.

**Key points to highlight:**
- These children are part of the 94-97% of the community that we serve.
- How do we battle cynicism so that we can serve these community members with trust and respect?
- How can we play a role in shaping how they understand law enforcement? People of a different race?

### XXII. Stonewall Riots – New York 1969 [Slide 22]

1. Discuss the Stonewall Riots.
   - The Stonewall Riots began after NYPD raided the Stonewall Inn, a nightclub that catered to the LGBTQ community in 1969.
   - The raid sparked demonstrations by members of the LGBTQ community to protest treatment of the gay community.
   - The Stonewall Riots are seen by many as single more important event leads to the modern LGBTQ rights movement in the US.
   - In 2016, President Obama declared the Stonewall Inn a national monument to the LGBTQ movement.

### XXIII. Actions and Perceptions [Slide 23-24]

1. Discuss the power of perceptions in the context of the history.
   - The photograph on the left is a white law enforcement officer beating a black man during a Civil Rights protest.
   - The photograph on the right is a Stockton Police Department officer using lawful and legitimate force.
   - At the time this photo was taken, the media thought they had a case of police brutality.
   - Because of our history, the perception and appearance of force still affects people today.

2. Discuss perceptions don’t always see. [Click to change slide]
   - What the media did not see was the suspect trying to take the officer’s gun.
   - A cell phone video was found showing what happened.
   - When both photo and video are combined, you have the lawful and legitimate use of force.
### XXIV. LAPD Rodney King Beating [Slide 25]

1. Discuss the Rodney King beating.
   - In 1991, Rodney King was beaten by a group of LAPD officers following a high-speed chase.
   - A witness videotaped much of the beating and the footage was aired around the world.

2. Discuss how history continues to today.
   - Although we have been going through history, instances of police abuse still occur today.
   - While we are better trained, there are still those in law enforcement that violate trust by abuse.

**Option:**
Add other recent examples of police abuse to illustrate how history continues to today.

### XXV. Abner Louima [Slide 26]

1. Discuss Abner Louima case.
   - Abner Louima is a Haitian immigrant who was beaten and forcibly sodomized with a broomstick by NYPD officers.
   - This is another example of police abuse against a person of color.

### XXVI. Rampart Scandal [Slide 27]

1. Discuss the Rampart Scandal.
   - The Rampart Scandal was a scandal in the late 1990s that involved officers from anti-gang unit of the LAPD’s Rampart Division.
   - Over 70 officers were implicated in some form of misconduct including shootings, beatings, planting of false evidence, perjury, stealing and dealing in narcotics, and bank robbery.
   - It is one of the most widespread cases of police corruption in US history.

2. Discuss how the Rampart Scandal affects people’s trust of police.
### XXVII. Mugshot Target Practice – Florida 2015 [Slide 28]
1. Discuss the North Miami Police Target Practice.
   - In 2015, the North Miami Police Department was found using mug shots of blacks for sniper practice at a firing range.

2. Discuss how this image affects people's trust of police.
   - Recall the Bloodhound Law, which legalized the hunting of people of color.
   - Recall the St. Landry Parish video where the officer says that he will “hunt” people.
   - These images continue to portray African Americans as less than human, less deserving of respect and dignity.

### XXVIII. 1963 & 1968 [Slide 29]
1. Discuss Medgar Evers.
   - Medgar Evers was a civil rights activist from Mississippi. He was assassinated by a KKK member in 1963.
   - Two trials with all-white juries ended with hung juries.
   - His murderer was not convicted until 1994.
   - Medgar Evers is famous for saying “You can kill a man, but you can’t kill an idea.”

2. Discuss Reverend Martin Luther King, Jr.
   - Martin Luther King was assassinated in 1968 while in Memphis, Tennessee, to support black sanitation workers.
   - Although he has many famous quotes, this one is particularly relevant to us: “If I cannot do great things, I can do small things in a great way.”
   - We will talk more about this later but even the small things, each encounter with the community, is important.

### XXIX. Officer Montrell Jackson’s quote [Slide 30]
1. Read Officer Jackson’s quote.

2. Discuss Officer Jackson.
   - Officer Montrell Jackson was one of three law enforcement officers killed in Baton Rouge, Louisiana in July 2016.
This is a partial quote from a message that he posted on Facebook after the Dallas killings. He posted it just days before he was killed.

3. Highlight how Officer Jackson felt and what he stood for.

### XXX. Past & Present [Slide 31]

1. Discuss the connection between these photos of the past and present.
   - Photograph in the top left are the Dallas police officers who were killed in July 2016 during the Black Lives Matter protest.
   - Photograph in the bottom right are the Baton Rouge officers killed in July 2016.
   - Top right is Martin Luther King and bottom left is Medgar Evers.
   - Medgar Evers and Martin Luther King were fighting for civil rights when they died.
   - The officers that died in 2016 were trying to protect people’s rights.
   - This can’t be about “us v. them”
   - We have to do this work together.

### XXXI. Community bank account [Slide 32]

1. Explain the idea of the “Community Bank Account”.
   - Everything a police officer does is a deposit or withdrawal.
   - Every encounter in the community is a deposit or withdrawal.
   - What is a deposit? A good encounter.
   - What is a withdrawal? A bad encounter.
   - Every contact is an opportunity to make a deposit into the community bank account.

2. Share a story where you experienced a withdrawal and when you experienced a deposit.
   - Consider sharing experiences where you talked openly about the withdrawal but didn’t tell anyone about the deposit.

**Key points to highlight:**
• We often tell everyone about a withdrawal, but when it is a deposit, we keep it to ourselves.
• It is human nature to focus on the withdrawals rather than the deposit.

**XXXII. Deposit or Withdrawal? [Slide 33]**

1. Explain that making deposits will increase legitimacy.
   - Every encounter is either a deposit or a withdrawal.
   - Every contact is an opportunity to make a deposit and increase legitimacy.
   - Procedural justice is a deposit.

2. Ask participants to consider:
   - Are you making a deposit or withdrawal in the way you police?
   - What impact does today’s policing have on future generations?

**Key points to highlight:**
- People usually don't see good encounters, or deposits. But these are incredibly important.
- Withdrawals are much more visible.
- There is a history of withdrawals – the reason for sharing these examples is to provide context, not to blame or make people feel defensive.
- Sometimes withdrawals are because of our human nature – in the next module we are going to talk about implicit bias, which is something that we all have but it can contribute to withdrawals from the community bank account.
- Research has shown that it takes 10 deposits to make up for 1 withdrawal.
- How can we increase our deposits? Procedural justice.
- Treating people fairly and with respect is a deposit that will build the community bank account.
- Deposits, like procedural justice, will make your safer and increase voluntary compliance.

**END OF MODULE**
Module 5: Implicit Bias

Revised: September 12, 2016

Module Overview: Module 5 introduces the concept of implicit bias and describes the science and research behind it. This module offers an opportunity to learn about how implicit bias is the product of an interaction between normal psychological functioning and the world we live in, but can have a profound impact on decision making and outcomes for line staff and law enforcement.

Module Goals:
- Define and understand how implicit bias can be a barrier to procedural justice
- Learn how to combat implicit bias

Module Total Time: 120 minutes (1445-1645)

Learning Objectives:
- Define implicit bias
- Identify sources of implicit bias
- Understand studies of implicit bias
- Learn how to combat implicit bias

Pre-Module Considerations:

Implicit Bias Toolkit
Review the Implicit Bias resources provided in the online Implicit Bias Toolkit to prepare for this module. The Toolkit includes:
- Module 5 slides & Facilitator’s Guide
- Research summaries – Summaries that distill the “need-to-knows” of the research included in Module 5 help trainers learn to clearly explain the research’s bottom-line to officers;
- Media bank – All of the videos included in the training come alongside synopses to help the trainers prepare;
- Exercise bank – Exercises to allow trainers to practice and learn about the exercises used in the module
- Story bank – Stories from multiple perspectives, organized thematically, to allow trainers to connect the material to officer’s real-world experiences
- “Helpful” science section – Section to help the trainers and officers further understand the material presented in the training
- Recent studies – Other scientific research recently published may further help trainers and officers understand the material in the training or for people who just want to learn more
- Glossary – Definition of terms used in Module 5
- Contact Information – A way for trainers and officers to contact the researchers at Stanford SPARQ to ask questions about the training, the toolkit, etc.
## MODULE 5: IMPLICIT BIAS

**Time:** 120 minutes

**Goals:**
- Define and understand how implicit bias can be a barrier to procedural justice.
- Learn how to combat implicit bias.

**Materials Needed:**
- Easel pads
- Pens
- Paper
- “Inattentional Blindness” video
- “Radiologist” video
- “Bike thief” video
- “Stroop task” video
- “Walking while cold” video

### Content

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<tr>
<td>1. Introduce Module 5 – Implicit Bias.</td>
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<td><strong>Option:</strong></td>
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<td>If you are co-presenting with a researcher, introduce your co-presenter now. Provide background on the partnership and why they have been invited to co-presenter. Then invite your co-presenter to say a few words of introduction.</td>
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<td><strong>II. Introduction to implicit bias as a barrier [Slides 2-3]</strong></td>
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<td>1. Refresh participants’ memories of what other modules have covered. [Slide 2]</td>
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*Note: Due to the number of slides in this module, only the lead slide in each section will be featured and timings are not included. Familiarize yourself with the content so you can move easily through the slides.*
By now you have learned how historical relations between the police and community can be a barrier to procedural justice.

You have also learned how cynicism could get in the way of procedural justice.

2. Introduce implicit bias as another barrier to procedural justice. [Slide 3]

- In this module, I plan to discuss how implicit bias can be yet another barrier to achieving procedural justice.
- Whether we are talking about police officers or doctors or judges or business executives, implicit bias can make it difficult to give voice to certain people.
- Bias can make it difficult to act fairly and respectfully.
- Bias can lead us to behave in ways that do not inspire trust.
- Bias poses a real threat to procedural justice and, in the policing context, it poses a threat to police legitimacy.

### III. Module Objectives [Slide 4]

1. Introduce the objectives of the module.
   - Provide a definition of what implicit bias is.
   - Discuss some of the sources of implicit bias.
   - Provide you with examples of how implicit bias can influence perception and behavior.
   - Finally, how we should address implicit bias – how can we intervene?

### IV. What is Implicit Bias? [Slides 5-6]

1. What is implicit bias? [Slide 5]
   - Most of you have heard the term “implicit bias” before.
   - But people use the term in different ways.
   - Let’s go over the basic definition so that we have a common understanding of what “implicit bias” means.

2. Define implicit bias [Slide 6]
   - Implicit bias can be defined as “the thoughts or feelings about people that we are unaware of and can influence our own and other’s actions.”

[A] Tip: This is just an opening for the rest of module.
3. Introduce the influence of bias. [A] [B]
   - This bias can influence us unintentionally – even when we don’t know we have been influenced, even when we don’t want to be influenced.

Don’t worry about having to explain all of this right here. The module will go through, in detail, how and why these associations emerge.

[B] Tip:
Read the room. Be aware of how participants are feeling here. This materials can be triggering and make people feel uncomfortable.

V. How the Brain Forms Associations [Slides 7-12]

1. Explain that it all starts with the human brain. [Slide 7]
   - To really understand implicit bias, we first need to understand how the human brain is wired.

2. Explain the stimuli that our brains are receiving all the time. [Slide 8] [C]
   - Just think about all of the stimuli coming at us at any one moment in time…
   - When we step outside, we are seeing things, smelling things, hearing things, feeling the breeze.
   - We are aware of feeling our feet hit the pavement.
   - We are watching people and things in motion.

[C] Tip:
Pause here so people can see the images on the slide. Point out some of the images.

3. Explain how our brain processes all of the stimuli.
   - We need to have strategies to categorize and make sense of all of this.
   - We start with really large categories.
   - For example, we can categorize the stimuli that we see as people, animals, plants, or objects.

4. Explain how our brain goes one step further in categorizing people. [Slide 9-10] (Click 1x to animate slide)
   - Even when we are just considering people, there are lots of different ways of perceiving people.
   - Our brain has to find a way to categorize all of that information.

5. Explain how our brain packages stimuli about people.
People-specific stimuli generate feelings and beliefs about people. Our brain packages those feelings and beliefs.

6. Explain how we attach labels to the packages [Slide 12]
   - Once those feelings and beliefs are packaged together, we label them.
   - We call the feelings that we have about a social group “prejudice.”
   - We call the beliefs that we have about a social group “stereotypes.”
   - The stereotypes that you see listed here are handed to us by our society.
   - In many ways and across many occasions, we are taught that White = innocent; Black = criminal; Asian = smart; Latino = illegal.

7. Explain that feelings and beliefs (prejudice and stereotypes) are the building blocks for implicit bias.
   - These feeling and beliefs are the building blocks for implicit bias.
   - Bias is the result of the everyday strategies we use to try to make sense of all the people, objects, and events in our world.

Key points to highlight:
   - Bias is normal and functional.
   - Bias helps us operate and function in the world.
   - My point today is that bias can also have negative consequences.

VI. Inattentional Blindness Activity [Slide 13 – Inattentional Blindness video]

1. Introduce “inattentional blindness.”
   - One common strategy we use to deal with all of the complexity and chaos in the world is attentional focus.

2. Explain the “Inattentional Blindness” video
   - Let’s talk about attentional focus.
   - How many people have seen this video before?

3. Play the “Inattentional Blindness” video.
4. Continue the explanation of the video. [D]
   • You see these people passing around a ball.
   • You are asked to count the passes made by the team in the light-colored shirts or the dark-colored shirts.
   • You are told to focus and to concentrate as hard as you can so that you can provide an accurate count at the end.
   • And in the middle of this, a gorilla walks through.
   • Yet, typically only about half of the people watching actually notice the gorilla.
   • For many people, the gorilla becomes invisible because their attention is directed elsewhere.
   • In the policing industry, this effect is known as “tunnel vision.”

VII. Inattentional Blindness Explanation [Slides 14-15]

1. Explain inattentional blindness. [Slide 14]
   • In cognitive psychology, this phenomenon is known as inattentional blindness.
   • Everyone is subject to inattentional blindness.

2. Introduce the “Radiologist” video.
   • Even expert radiologists who are trained to detect cancer can fall prey to inattentional blindness.

3. Play the “Radiologist” video. [Slide 15]

4. Explain how inattentional blindness related to stereotypes.
   • Attentional blindness is functional, but it can also lead to blind spots.
   • Stereotypes work in the same way.
   • Stereotypes are functional – they guide our thoughts and behaviors.
   • Stereotypes direct our vision – they give us a sense of coherence and control.

5. Explain stereotypes can hurt and harm us.
   • Stereotypes can also limit us – they can narrow our field of vision and what we take in from the world.
   • Stereotypes can both help us and hurt us.
   • Stereotypes cause us to see certain things, but at the expense of not seeing other things.

6. Explain stereotyping is universal.
- The act of stereotyping – sorting people into categories and attaching ideas to them – is universal.
- However, the particular stereotypic associations that we have about social groups is culturally driven.

7. Explain race is a primary way that we sort people in the U.S.
   - We sort people by religion, by language.
   - Race is one of the primary ways that we sort people in the U.S.

8. Explain that this module focuses on implicit racial bias.
   - For this module, we are going to focus on the stereotypes that exist about racial groups in the US.
   - We are going to examine implicit racial bias.
   - We are going to look at implicit racial bias, not only in the policing content, but in society more broadly.

**VIII. Black Crime Association as Example of Implicit Bias [Slide 16]**

1. Explain that implicit racial bias is different than explicit racism.
   - Implicit racial bias is different than old-fashioned racism.
   - For implicit racial bias, no bad actors are required.

2. Reiterate that implicit bias is universal.
   - Implicit racial bias can influence all of us – despite our motivations and intentions, despite our desire to be fair.

3. Introduce the Black-crime association.
   - One of the strongest stereotypes in American society is the association of African Americans with violence crime.
   - It dates back centuries.
   - It has been the subject of scholarship and scientific studies since the 1940s.

4. Explain that the Black-crime association will be the primary example.
   - And it is the association that (in many respects) is at the heart of police-community tension in this country right now.
- Given all of this, we are going to use the Black-crime association as our primary example of how implicit racial bias operates.
- Keep in mind that people can hold implicit biases about a whole range of social groups.

### IX. Where Does Implicit Bias Come From? [Slide 17]

1. So where does the Black-crime association come from?

### X. Crime Statistics [Slide 18-19]

1. Explain actual crime statistics contribute to the association. [Slide 18] [E] [Click 1x to animate slide]
   - One source of the association has to be racial disparities in crime statistics.
   - In the 1950s, Blacks were already over-represented in prisons and jails relative to their numbers in the population.
   - These disparities have grown dramatically since then.
   - This is, in part, how the stereotype has emerged over the years.

2. Crime statistics today [Slide 19] [Click 1x to animate slide]
   - Today, although Blacks make up only about 13% of the US population, they make up nearly 40% of the prison population nationwide.
   - Although the racial disparity here is extreme, when we asked people to guess the percentage of Blacks in the prison population, they guessed that the disparity is even more extreme than it is.

### XI. Influence of Media [Slides 20-24]

1. Explain media also contributes to Black-crime association. [Slide 20]
   - We are exposed to Black-crime association every day through a variety of channels.
2. Go briefly through the images. [Slides 21-24]
   - In a culture saturated with ideas, images, and statistics like these, the air is thick with the notion that Black people are prone to criminality.

3. Connect Black-crime association to policing.
   - Police officers are reminded of that association every day.

3. Share a story about how the Black-crime association can become engrained in police officers. [F]
   - A police captain once described to me how he was primed with that association all day long as he sat in his cruiser.
   - He would hear the dispatcher’s calls and they would always say “male-black male-black.”
   - How does this not affect your psyche? How does this not affect everyone’s psyche?

XII. How Does Implicit Bias Affect Us? [Slide 25]

1. Explain the next section focused on the research.
   - Let’s take some time to consider the science.
   - To demonstrate the power of the Black-crime association, I want to take you through a tour of empirical studies.
   - At each stop along the way, I will point out the relevance of these studies to policing and to criminal justice more broadly.

2. What we see
   - The first study I want to present demonstrates how the Black-crime association can influence what we see.

XIII. What We See [Slide 26]

1. Explain how the Black-crime association affects what we see.
   - Blacks are so associated with crime that the mere presence of a Black face can cause people to see weapons better.
   - This association is so strong that it can determine which objects we see in the world and which objects we don’t.
2. Introduce the 1st study – detecting crime relevant objects.
   - To examine this, we invited undergraduate students into the lab to participate in the study.
   - Participants were asked to perform two supposedly unrelated tasks.

### XIV. Detecting Crime Relevant Objects [Slides 27-32]

1. Demonstrate face priming. [Slide 27]
   - In the first task, participants saw a focus dot appear at the center of the computer screen.
   - Then they saw flashes of light appear around the focus dot.
   - Like this [Click 1x to animate slide] [G]
   - These flashes were actually the faces of young men that were appearing on the screen, but they were appearing at such a rapid rate that the participants could not consciously detect them.

2. Demonstrate face priming in slow motion. [Slide 28]
   - Here is what it looked like in slow motion. [Click 1x to animate slide]

3. Explain face priming.
   - This is called a subliminal priming procedure.
   - It is a common procedure used in perception studies.
   - Using this procedure, participants were either exposed to an entire series of black male faces, an entire series of white male faces, or no faces at all.

4. Demonstrate object recognition task. [Slide 29]
   - After this subliminal priming procedure, we asked participants to perform a supposed unrelatedly object recognition task.
   - For this task, participants were presented with a series of objects that were severely degraded.
   - These objects appeared on the computer screen one at a time and each object was slowly brought into focus.
   - Here is an example. [Click 3x to animate slide]

5. Explain object recognition task
   - The participants’ goal was to indicate with a button push, the point at which they could recognize what

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**[G] Tip:**
2 flashes/faces will appear when the slide is animated. Wait approximately 4-5 seconds for the animation to complete.

**[H] Tip:**
Familiarize yourself with graph on Slide 108. Be able to explain what the graph is illustrating. Refer to the toolkit for more information.
each object was.

- Some of these objects were crime-relevant such as guns and knives. [Slides 30-31]

6. Summarize the study methodology.

- To summarize, some participants were exposed to a series of black male faces, some were exposed to white male faces, and some to no face at all.
- Then they all performed this object recognition task on both crime-relevant and crime-irrelevant objects.
- We hypothesized that participants primed with Black faces would be faster to detect crime-relevant objects.

7. Explain the study results [Slide 32] [H]

- Here’s what we found.
- There was no effect of the priming black and white faces on crime-relevant objects. [Click 3x to animate slide]
- However for the crime relevant objects there is a very different pattern. [Click 1x to animate slide]
- After exposure to Black males faces, participants need a lot less information to recognize a crime relevant object. They can detect the crime relevant object in fewer frames. [Click 2x to animate slide]
- You see the exact opposite effect with exposure to White face. Participants need more frames to detect the crime relevant object. [Click 1x to animate slide]

8. Explain the study’s conclusions

- The study showed that exposure to Black faces facilitated detection of crime relevant objects – meaning it made it easier to detect crime objects.
- Whereas exposure to Whit faces inhibited (or made it harder) detection of crime relevant object.
- This particular study was conducted with both white and non-white students.
- We found that the race of the study participants didn’t matter – the pattern of results is the same regardless of the participant’s race.
- And these effects emerged, regardless of the participants’ level of prejudice.
- Anti-Black prejudice does not dictate how strongly people associate Blacks with crime.
- Prejudice is measured by an attitude scale – the scale measures negative attitudes towards various groups.
XV. How We Act [Slide 33]

1. Introduce the Shoot-Don’t Shoot study.
   - Next let’s look at how the Black-crime association affects how we act.
   - This next study was conducted by Josh Correll and colleagues.
   - Some years ago, they designed a shoot-don’t shoot computer simulation.

2. Explain how the Shoot-Don’t Shoot study worked.
   - In this computer simulation, participants were shown an image of a person holding either a gun or a harmless object.
   - Participants were told to press a button labeled “shoot” if they saw a gun.
   - And were told to press a button labeled “don’t shoot” if they saw a harmless object.

XVI. Shoot-Don’t Shoot Study [Slides 34-45]

1. Lead participants through the Shoot-Don’t Shoot demo. [I]
   - I want to pause here and give you an opportunity to participate.
   - I am going to show you a series of images, similar to the ones shown participants in the Shoot-Don’t Shoot study.
   - If you see the person in the image holding a gun, tap your RIGHT hand on the desk.
   - If you see a person holding a harmless object, tap your LEFT hand on your desk.
   - You’ll need to decide as quickly as possible whether to shoot or don’t shoot.
   - Ready?

2. Show the Shoot-Don’t Shoot slides. [Slides 34-44] [J]
   - There are 11 slides. Pause on each slide to give participants time to react (tap the desk) and to see if their decision to shoot or don’t shoot was correct.

3. Explain the study results. [Slide 45] [K]
   - These researchers asked participants to do this about 80 times.
   - We are going to look at what they found on average.

[I] Tip: The time pressure is an important element to this study. Emphasize that participants need to decide as quickly as possible whether to shoot or not.

[J] Tip: This is a good place to take the temperature of the room. An engaged
• First of all, the largest effect we see here is that people were quicker to respond “shoot” when they see a gun than they are to respond to “don’t shoot” when there is no gun present. [Click 1x to animate slide]
• However, they found that people were even faster to shoot Black people holding guns than White people holding guns.
• Study participants were also more likely to mistakenly shoot Blacks without guns than they were to mistakenly shoot White without guns. [Click 1x to animate slide]

4. Provide more background for the results.
• These effects have been replicated now by several different research teams in different regions of the country.
• Not only do you get these results with students, but Josh Correll and others have found the same results when community members are the study participants.
• In fact, the same results emerge even with Black community members – again the race of the participant makes no difference.

XVII. Where We Look [Slide 46]

1. Introduce the Dot Probe study
• The Black-crime association is strong and pervasive and it influences the decisions we make.
• The Black-crime association also affects where we look.
• The next study was conducted by Jennifer Eberhardt at Stanford University with White male participants.

XVIII. Dot Probe Study [Slides 47-48]

1. Explain the Dot Probe study. [Slide 47]
• In this study, half of the student participants were subliminally primed with crime-relevant images on a computer screen.
• Here it is in slow motion. [Click 1x to animate slide]
• Half of the students were not primed with crime-relevant images.
• Next participants saw a Black face and a White face appear on the screen simultaneously. [Slide 48]
2. Explain the results of the Dot Probe.
   - We found that participants, who were prompted to think of crime, looked more at the Black face than the White face on the screen.
   - Police officers showed this same tendency.
   - Prompting police officers to think of word associated with violence crime (such as capturing, arresting, shooting) led them to focus more on the Black face and less on the White face.

XIX. How We Interpret Behavior [Slides 49-50 – “Bike Thief’ video]

1. Explain how Black-crime association affects how we interpret behavior. [Slide 49]
   - The Black-crime association not only affects where we look, what we see, and how we act.
   - The Black-crime association also affects the ways in which we interpret behavior.

2. Introduce the “Bike Thief” video.
   - Let’s look at how people respond to a White act versus a Black actor, both of whom are attempting to take a bike.
   - This is a clip from the TV show “What Would You Do?”

3. Play the “Bike Thief” video [Slide 50]
   - Stereotypic associations can affect who we see as the bicycle thief.

XX. Motion Clips Study [Slides 51-52]

1. Introduce the Motion Clips study. [Slide 51]
   - These associations can even influence how we interpret body movement.
   - In one study, researchers were interested in whether people could determine a person’s race, simply from how they move their bodies.
   - Participants were asked to look at a number of video clips and, for each clip, their task was to identify the race of the person they were watching.
   - Each actor in the video was asked to perform the same set of discrete movements.

[L] Tip:
2. Play the Motion Clips video.
   • Here, for example, is one person performing those movements. [Click the play button on the image on the left]
   • Here is another person performing those movements. [Click the play button on the image on the right]

3. Discuss the clips with participants.
   • Could you tell the racial identity? [Person on left was Black; Person on right was White] [L]
   • What made you think that?

4. Explain the result of the study. [Slide 52]
   • When you give people a still frame to look at, it turns out that they cannot accurately determine the racial identity of the actors.
   • However, when you set the actors into motion, people can determine their racial identity at above chance levels.
   • Not only did researchers find that people were able to determine racial identity from sheet body movement, they found that the more stereotypically Black the movement was judged to be, the more threatening and aggressive it was judged to be.
   • That relationship reverses when looking at the White actors – the more stereotypically White their movement was judged to be, the less threatening and aggressive it was judged to be.

5. Explain how study findings relate to policing. [M]
   • Police officers are taught to focus on people’s behavior, not on their racial identity.
   • However, we can see from this study that racial associations can bias our judgment about behavior as well.

Option:
Share a story here that reflects how officers are trained to see certain behaviors as suspicious and how racial associations can influence how behaviors are perceived in the policing context.

XXI. How We Interact [Slides 53-54]

1. Explain how race affects how we interact with one another. [Slide 53]
Race can also affect how we interact with one another. Research shows that interracial interactions are especially taxing. [Slide 54] People leave these interactions feeling physically stressed and cognitively depleted.

**XXII. Stroop Task [Slides 55-57]**

1. Introduce the Stoop task. [Slide 55]
   - Some researchers have examined this issue by using something called a Stroop task.
   - Let’s try it here – Just follow the instructions on the screen.

2. Play Stroop Task video. [Click play button to begin video]

3. Explain what the Stroop task shows. [Slide 56]
   - Research shows that people do much worse on this Stroop task after having a conversation with a person of another race as opposed to a person of the same race.
   - Hundreds of studies of interracial interactions reveal that people perform poorly, are less friendly, and feel worse about themselves during cross-race interactions.
   - White-Black interactions are especially taxing.
   - White people worry about being thought of as racist.
   - Black people worry about being the target of stereotypes.
   - Both groups are under stereotype threat.

4. Explain how this relates to policing. [Slide 57]
   - In the policing context, this can lead to interactions that are not only awkward, but volatile.

**XXIII. Physiological Effects of Stress [Slide 58]**

1. Explain the physiological effects of stress.
   - These interactions are taxing on our bodies.
   - It leads our hearts to pound, our peripheral blood vessels to constrict, our blood pressure to rise, our bodies to stiffen.
• If you are an officer working in communities of color that are high-crime areas, you are forced to practice that pairing of race with crime over and over again.

### XXIV. Effects of Stress on What Police See [Slides 59-67]

1. Explain the effect on positive community images.
   - As police officers, the Black-crime association (and the stress it produces) can narrow your vision during interactions with community members of color. [Slide 59]
   - The positive images of the community go dim – they go unseen. [Slide 60-62] *Click 1x to animate* [N]
   - What you miss is seeing people just living their lives – getting married, getting haircuts, learning to ride a bike, learning to read [Slide 63-64] *Click 1x to animate*

2. Explain the effect on the police view.
   - Your view can become narrowed. [Slides 65-67] *Click through 3 slides*

### XXV. What Police End Up Missing [Slides 68-72]

1. Explain what police risk missing when their view is narrowed.
   - You risk missing the positive images of others. [Slide 68]
   - You risk missing the positive images of yourselves. [Slide 69]

2. Explain how this affects their connection to the profession.
   - When stereotypic associations take hold, you can become less connected to why it is you joined the profession. [Slide 70]
   - You can become less like that person you imagined you would become on the day you took the oath. [Slide 71-72] *Click 1x to animate* [O]

### XXVI. The Bias of Others [Slide 73]

1. Explain how other people’s bias affects you.
   - Your interactions are influenced not only by what you (as police officers) might bring to it.
- They are also influenced by what other people around you bring to those interactions.
- As police officers, you are placed in the position of acting on the biases other others.

**XXVII. Bias of Others’ Examples [Slides 74-77]**

1. Explain the BART App example. [Slide 74]
   - When BART released an app to allow members of the public to more easily report suspicious activity on the train, they discovered that people were using the app to report people who were engaged in non-criminal activities.
   - Such as talking loudly or taking up more than one seat.
   - In fact, the vast majority of reports they began receiving described Black people engaged in non-criminal activities.

2. Explain commonality [Slide 75]
   - We see this association (of Blacks being under suspicion) in other parts of the country too.

3. Play video – “Walking While Cold” [Slide 76]
   - Let’s take a look at this example from Pontiac, Michigan.

4. Explain video “Walking While Cold”. [Slide 77]
   - Police officers are often directed by community members to stop certain people and not others.
   - They are directed to act on the biases of others.

**XXVIII. Bias of Others’ Effect on Police-Community Interactions [Slide 78-83]**

1. Explain how acting on the biases of others affects community. [Slide 78]
   - The person being stopped reacts to this.
   - The person stopped is feeling angry, threatened, anxious, and fearful.
   - His heart rate goes up.
   - His tone changes, his body stiffens.
2. Connect this reaction to the real-world context.
   - The people those officers stop are not simply responding to what is happening in the moment.
   - They are responding to what else they see going on around the country.

3. Scroll through images of police use of force. [Slide 79-82]
   - New York [Slide 79]
   - Cleveland [Slide 80]
   - South Carolina [Slide 81]
   - Baltimore [Slide 82]

4. Connect this reaction to historical effects of policing. [Slide 83]
   - The people stopped are also responding to the relationship police officers have had with their community historically.
   - They are not interacting with that officer alone – they are interacting with that officers through a narrative about how the police and likely to behave that has been passed down over the decades.
   - They are using what they have heard and seen to make sense of the interaction.

**XXIX. Tunnel Vision. [Slides 84-89]**

1. Explain how community members begin to see officers. [Slide 84]
   - They begin to see that officer through a set of associations, a set of stereotypic associations and bias of their own.

2. Scroll through images. [Slide 85-88]
   - Cruel
   - Oppressor [Slide 85]
   - Robotic [Slide 86]
   - Racist [Slide 87]
   - They lose clarity [Slide 88]

3. Explain how community members and officers don't see the same thing. [Slide 89] [P]
   - They don’t see these officers as they would see themselves

[Tip: Slide will animate (blurry to clear) automatically.]
4. Connect this back to procedural justice.
   - So here we are. We are in a predicament.
   - To the extent that there is bad history and debilitating bias.
   - It is difficult to offer voice to the public.
   - It is difficult to offer respect.
   - It is difficult to treat people fairly.
   - It is difficult to act in a manner that people will find trustworthy.
   - This is a multifaceted problem.
   - And it is not just your problem to solve.

XXX. Personal Story [Slide 90]

**Option:**
Share a personal story that illustrates the Black-crime association or share a story from the Toolkit’s Story Bank.

XXXI. Breaking Down the Bias Wall [Slide 91-96]

1. Discuss how to break down the bias wall.
   - How can we break down this wall? [Slide 91]
   - Bias is common but it is not inevitable. [Slide 92]
   - It comes from the worlds we are exposed to.
   - It is triggered by the situations we find ourselves in.
   - To some extent, law enforcement agencies – like this department – plays a role in shaping the situations to which you are exposed.

2. Offer FBI Director James Comey’s thoughts. [Slide 93]
   - FBI Director James Comey has offered insight on this.

3. Read Director Comey’s quote. [Slide 94-96]
   - “Much research points to the widespread existence of unconscious bias. Many people in our White majority culture have unconscious racial biases and react differently to a White face and a Black face. In fact, we all, White and Black, carry different biases with us.
   - But if we can’t help our latent biases, we can help our behaviors in response to those instinctive reactions, which is why we work to design systems and processes to overcome that very human part of us all.
Although the research is unsettling, it is what we do next that matters most.”

XXXIII. How Can We Address It? [Slide 97]

1. Transition to the next part of the module.
   • So the question is: How can the Department design systems and practices to protect you?
   • Let’s take a break here and come back ready to discuss this question in a series of table exercises.

2. Give participants a 5-minute break.

2. Explain that training is one step. [Slide 168]
   • One approach the Department could use is training.
   • For example, everyone could be taught about the value of procedural justice and the pitfalls of bias.
   • Today’s training is in the spirit of building awareness.

3. Explain that we need to do more than just build awareness. [Slide 169]
   • Yet building awareness is just a start.
   • There is a wide range of other approaches to consider.

XXXIV. Table Exercise #1 [Slide 98]

1. Explain the table exercise.
   • I’d like each table to think about the systems and processes a department could put into place that could protect individual officers from acting on bias.
   • Take 5 minutes to make a list.
   • Then we’ll reconvene and you will present your ideas to the group.

2. Give groups 5 minutes to discuss and then reconvene.

Instructions to Facilitate Discussion:
As the tables present, you should be ready to expand on some of the ideas they raise. The following notes and accompanying slides will allow you to do this. Present these slides as needed and in whatever order makes sense given the conversation in the room.
Idea: Reduce Time Pressure [Slides 101-102]

1. Reduce time pressure [Slide 101]
   • The first approach I want to talk about is reducing time pressure.
   • When people are rushed, they are less likely to act in ways that correspond with their values and they are more likely to make mistakes.

2. Explain the Good Samaritan Study. [Slide 102]
   • There is a classic study in social psychology demonstrating this.
   • It is called the Good Samaritan Study.
   • Researchers asked practicing priests to write a sermon on the Good Samaritan that they would later deliver to people who were waiting in a different location.
   • The researchers made it so that some of the priests were behind schedule and had to rush to get there to deliver the sermon, whereas other priests were on time or even ahead of schedule.
   • On the way to the sermon, all of the priests walked by someone on the street who was in need of help.

3. Explain the results of the study.
   • They found that 63% of the priests who were ahead of schedule stopped to help.
   • But only 10% of the priests who were behind schedule helped.
   • So even for the holiest of people, situations can trump values.
   • Even priests are more likely to practice what they preach when they are not rushed.

4. What departments are doing.
   • Some departments are changing their foot pursuit policy to allow officers to slow things down.
   • According to the new foot pursuit policy, if you lose sight of the person you’re chasing, you stop the pursuit, you give other officers a chance to respond, and you go in w/ more people together.
   • So the policy provides the officer with the time & distance to think through things and control the situation – which leads to a better outcome.
### Idea: Decrease Stress and Fatigue [Slide 103-104]

1. Decrease stress and fatigue. [Slide 103]
   - A second approach that a Department could take is decreasing the stress and fatigue officers feel, where possible.
   - When people are drained, they make worse choices and exhibit greater bias.

2. What departments are doing. [Slide 104]
   - Some departments are changing their the crowd control policy so that the front line during protests gets rotated on a more regular basis so officers are not left to deal with the stress of being the target of anger for long periods of times.

### Training [Slides 105-108]

1. Training [Slide 105]
   - One approach the Dept could use is training.
   - For example, everyone could be taught about the value of procedural justice and the pitfalls of bias.
   - The training we are offering (here today) is in the spirit of building awareness. [Slide 106]

2. Go back to the Shoot-Don’t Shoot study. [Slide 107]
   - Even training unrelated to building police-community relations can reduce racial bias.
   - Let’s go back to the shoot-don’t shoot findings.
   - These are the results from college participants.
   - As it turns out, researchers have conducted these studies with police officers and the results are mixed.
   - If you look at reaction times, officers show the same race effect as regular community members.
   - If you look at the error rate, officers show no race effect.
   - And in fact, the more use-of-force training an officer has, the less likely he (or she) is to show a race effect.
   - So training does not wipe away the stereotypic association of Blacks with crime; however, training makes it less likely that the association will be used to make decisions regarding use of force.
### Idea: Encourage Accountability [Slides 109-112]

1. Encourage accountability [Slide 109]
   - Just knowing that others may be watching leads people to follow the rules and act more fairly.
   - In fact, it leads them to act in accordance with their own values.

2. Explain baseball study [Slide 110]
   - Someone did a study at baseball parks around the country and found that umpires tended to display racial bias when calling balls and strikes in situations that were calls.
   - Yet this bias disappeared in parks with cameras set up to track the trajectory of the balls thrown by pitchers.

3. Explain what happens when people are seated in front of a mirror.
   - In social psychology studies, researchers have found that people are more likely to behave in accordance with their own values when they are seated in front of a mirror.

4. What departments are doing [Slide 111]
   - Lots of agencies are getting body-worn cameras.
   - Departments with body-worn cameras have seen both citizen complaints and use-of-force drop dramatically.
   - Here are the numbers for the Oakland Police Department. [Slide 112]
   - When things get rough –when you are frustrated and tired- the cameras remind you to stay connected to your larger mission, to stay connected to who you are.

### Idea: Highlight purpose [Slides 113-115]

1. Research [Slide 113]
   - Researchers have found that simply reminding people why they joined the profession, leads them to do their jobs better.
2. What departments are doing.
   - This Principled Policing training can play an important role in reminding officers why they joined. [Slide 114]
   - Similarly “Blue Courage” trainings focus on reconnecting officers to their sense of purpose. [Slide 115]

Idea: Strive for Diversity [Slide 116-118]

1. Strive for diversity. [Slide 116]
   - Finally, studies show that there are good outcomes associated with racially diverse groups.

2. Explain diverse jury study. [Slide 117]
   - In one study, researchers found that racially diverse juries are more careful than nondiverse juries. [Slide 118]
   - Diverse juries deliberate longer, they make fewer mistakes, and they consider more of the case facts.

3. What departments are doing.
   - Many departments around the country are attempting to increase diversity.
   - It is important to attend to both gender and racial diversity.

XXXV. Table Exercise #2 [Slide 99] [Q]

1. Explain the table exercise.
   - Now, I’d like each table to think about what you as individuals can do to improve police-community relations and protect from acting on bias.
   - Take 5 minutes to make a list.
   - Then we’ll reconvene and you will present your ideas to the group.

2. Give groups 5 minutes to discuss and then reconvene.

3. Ask a few groups to share their list.

   Key points to highlight:
   - Point out the relationship between the departmental
<table>
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<th>XXVI. Table Exercise #3 [Slide 99] [R]</th>
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<td>4. Explain the table exercise.</td>
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<td>• Now, I’d like each table to think about what the community can do to improve police-community relations and protect from acting on bias.</td>
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<td>• Take 5 minutes to make a list.</td>
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<td>• Then we’ll reconvene and you will present your ideas to the group.</td>
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<td>5. Give groups 5 minutes to discuss and then reconvene.</td>
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<td>6. Ask a few groups to share their list.</td>
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**Key points to highlight:**
- Point out the relationship between the departmental strategies listed and the personal strategies listed.
- There should be a lot of overlap.

**[R] Tip:** Skip this exercise if you are running low on time.

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<th>XXXVII. Final Exercise &amp; Concluding Remarks [Slides 119-121]</th>
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<td>1. Lead participants through the first part of the final individual exercise. [Slide 119]</td>
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<td>• Your final exercise is one that I would like you to do on your own, not as a group.</td>
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<td>• I am passing out a sheet of paper with numbers on it.</td>
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<td>• Don’t do anything with it until I give you instructions.</td>
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<td>• Does everyone have a sheet?</td>
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<td>• Now fold the sheet in half vertically. Keep it folded with the one side of numbers showing.</td>
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<td>• This will be a timed task and you will only have 30 seconds.</td>
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<td>• When I say go, I want you to begin circling the numbers in order starting with the number 1. Then find 2. Then find 3, etc.</td>
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<td>• Go! [Allow 30 seconds to pass.]</td>
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<td>• Stop!</td>
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<td>• Raise your hand if you found at least 5 numbers.</td>
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<td>• Keep your hand up if you found at least 10 numbers.</td>
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<td>• Keep your hand up if you found at least 15 numbers.</td>
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END OF MODULE
Appendix
THE VALUE OF E.I.

Quiz by Valerie Sokolosky (www.valerieandcompany.com) Southwest Airlines Spirit Magazine, March 2003  Emotional Intelligence, the noncognitive capacity to create positive outcomes, is essential for all of your relationships. Test your knowledge.

1. EXPERTS DEFINE EMOTIONAL INTELLIGENCE AS:
   A. IQ
   B. Behavior under stress.
   C. Social intelligence.

2. IMPROVING EMOTIONAL EFFECTIVENESS INFLUENCES YOUR:
   A. Performance.
   B. Life balance.
   C. Ability to make more money.

3. HEIGHTENED EMOTIONAL INTELLIGENCE GENERALLY MAKES PEOPLE:
   A. Nice.
   B. Flexible in their relationship styles.
   C. Clear communicators.

4. SALESPEOPLE BENEFIT FROM HAVING HIGH E.I. IN:
   A. Time and territory management.
   B. Closing techniques.
   C. Persuasion and influence.

5. THE KEY TO UNDERSTANDING YOUR EMOTIONAL INTELLIGENCE IS:
   A. Self-awareness.
   B. Seeking feedback on your behavioral strengths.
   C. A validated E.I. assessment.

6. PEOPLE WITH HIGH E.I. TEND TO:
   A. Display anger only when being treated unfairly.
   B. Help others.
   C. Behave authentically.

7. EXPRESS EMOTIONAL SELF-CONTROL BY:
   A. Repressing anger.
   B. Not revealing your anxiety.
   C. Practicing stress-management techniques.

8. PEOPLE WHO PERFORM EFFECTIVELY DESPITE OBSTACLES:
   A. Thrive on adversity.
   B. Think optimistically.
   C. Weigh situational pros and cons.

9. TO PREDICT PERFORMANCE, MANAGERS MUST IDENTIFY:
   A. Social and emotional competencies.
   B. Liabilities that result in performance lapses.
   C. Core values that match those of the organization.

10. LEARNING EFFECTIVE COMMUNICATION SKILLS IS:
    A. Mostly important when giving presentations.
    B. Necessary in the sales profession.
    C. The foundation of all social skills.
ANSWER KEY

*each correct answer is worth 10 points*

1. **C.** Researchers Salovey and Mayer define social intelligence as the ability to monitor your own and others’ emotions as well as use the information to guide your thinking and actions.

2. **A.** People skills build better client and team relationships and make you a better performer.

3. **B.** “People most commonly mistake emotional intelligence for being nice,” says psychologist and author Daniel Goleman. “Emotional intelligent leaders can be very firm, very direct when necessary. The key lies in having a repertoire of relating styles and knowing when to use which.”

4. **C.** Persuasion and influence rank as the top statistically weighted strengths for selling, according to Goleman. They establish credibility, address customer issues, improve listening skills, and provide insight into how a customer thinks before matching product to need.

5. **A.** Studies suggest that people often overestimate their abilities. Those who lack self awareness don’t recognize areas that need improvement.

6. **C.** Authentic means being true to yourself and accountable for your actions. Being conscientious at work and willing to help colleagues, show empathy, admit mistakes, and confront unethical actions.

7. **C.** Express emotions effectively. Anger can be motivational, and urgency can inspire innovation and creativity.

8. **B.** Some people adapt more readily because of their optimistic response to adversity. Discipline how you think with a new script that replaces negative assessments of people and situations with positive ones.

9. **A.** Studies support the theory that social, emotional, and relational competency is a distinguishing factor in a leader’s performance.

10. **C.** Effective communications in all areas distinguishes star performers from average ones.

**QUIZ SCORING**

*IF YOU SCORE:*

**From 80-100**  You’re likely more fulfilled and productive than most in every area of your life.

**From 60-70**   Take charge of your future by becoming more aware of the factors for success.

**Below 60**     Why should you care? It’s just your life.
What is Emotional Intelligence (EQ)?

Emotional Intelligence, or EQ, is the dimension of intelligence responsible for our ability to manage ourselves and our relationships with others. Each day, both in our personal and business lives, opportunities and challenges present themselves. It is EQ that enables us to recognize and move toward the opportunity. It is EQ that enables us to meet even the toughest of life’s challenges. Emotional intelligence explains why, despite equal intellectual capacity, training, or experience, some people excel while others of the same caliber lag behind.

EQ is the distinguishing factor that determines if we make lemonade when life hands us lemons or spend our life stuck in bitterness. EQ is the distinguishing factor that enables us to have wholesome, warm relationships, or cold, distant contacts. EQ is the distinguishing factor that draws others to us or repels them.

Emotional intelligence is comprised of certain competencies and these competencies are found repeatedly in high performers at all levels. We as trainers must find ways to build these talents in others. What are these competencies? They include skills that drive our internal world as well as our response to the external world. Some examples include personal motivation; personal mastery over life’s purpose and intention; a well-honed timing for emotional expression and emotional control; empathy for others; social expertise that allows us to network and develop relationships that enhance our purpose; character and integrity that enable us to appear genuine and aligned; a tenacity to face and resolve both internal and external conflict; and personal influence that enables us to advance our purpose.

It is EQ that moves us toward solving our retention and morale problems, improving our creativity, creating synergy from teamwork, and igniting the best and most inspired performance from our trainees.

Emotions are present in the workplace. Everyday. Everywhere. Think of emotion as energy. Learning to harness this energy and use it to impact the reasoning side of our business in a positive way is one of the great untapped resources yet to be conquered. As trainers and supervisors we need to learn to recognize and develop our own emotional intelligence and help our trainees and employees do the same. Addressing and teaching EQ competencies is essential.

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1 The information on this page was created from quoted excerpts from The Emotional Intelligence Activity Book, written by Adele B. Lynn, published in 2002 by HRD press.
Components of Emotional Intelligence

Self Awareness
This talent comprises two skills. The self-awareness component demands intimate and accurate knowledge of one’s self and one’s emotions. It also demands understanding and predicting one’s emotional reactions to situations. One who is emotionally competent at self-awareness is also fully aware of one’s values and core beliefs and knows the impact and effect of compromising these core components.

Self Regulation (aka Self Control)
This competency has several attributes. The first is the ability to master being in control of our own impulses and emotions. Both positive and negative emotions are channeled in the most productive manner when one controls the emotion versus having the emotion control the person. The person with mastery and control of emotions can both anticipate and plan emotional reactions to maximize effectiveness.

In addition, this component also consists of the ability to be trustworthy, maintaining standards of honesty and integrity. Conscientiousness is another attribute of self-regulation. This involves the individual taking responsibility for their own performance, commitments and promises. Another component is adaptability and flexibility in handling change. This involves adapting your responses and tactics to fit changing circumstances.

Self Motivation (also referred to as Mastery of Vision)
This is the ability to improve ourselves and to meet a standard of excellence by setting challenging goals and taking calculated risks. Mastery of vision requires that the individual has the ability to set direction and vision guided by strong personal philosophy. The ability to communicate and articulate with passion regarding direction and vision are also essential. This talent serves as the inner compass that guides and influences one’s actions. This inner compass also provides resilience and strength to overcome obstacles. It is the inner motivator and the guardian angel of our purpose. Mastery of vision allows us to know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, it is our sense of authenticity. When inconsistent, it is our sense of stress and discomfort.

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2 The information on this page and the next page was combined from information obtained from The Emotional Intelligence Activity Book, written by Adele B. Lynn, published in 2002 by HRD press as well as an online article The Emotional Intelligence Framework from The Emotional Intelligence Consortium website which can be found at www.eiconsortium.org.
Components of Emotional Intelligence

continued

Social Awareness
This is the ability to put ourselves in someone else’s shoes, to understand how others perceive situations. This perception includes knowing how others feel about a particular set of events or circumstances. Empathy requires knowing the perspective of others and being able to see things from the value and belief system of the other person. It is the ability to fully immerse oneself in another’s viewpoint, yet be able to remain wholly apart. The understanding associated with empathy is both cognitive and emotional. It takes into consideration the reasons and logic behind another’s feelings or point of view, while also allowing the empathic party to feel the spirit of a person or thing.

Social Skill (includes Social Expertness and Personal Influence)
This is the ability to interact with others, to build genuine relationships and bonds with others that are based on an assumption of human equality. It allows people to genuinely express feelings, even conflict, in a way that builds rather than destroys relationships. Social expertness also enables a person to choose appropriate actions based on his or her feelings of empathy. The talent of social expertness allows caring, support, and concern to show for fellow humans in all of life’s situations. Social expertness also demands that one read social situations for readiness, appropriateness, and spoken and unspoken norms. Resolving conflict without compromising core beliefs or values is an important component of social expertness. High social expertness also allows for strong networks on both a professional and personal level that can be enlisted readily when needed for aid.

Personal influence is the ability to inspire others through example, words, and deeds. It is the ability to lead others by way of social expertness. Personal influence is the ability to read situations and exert influence and leadership in the desired direction. It is also the ability to confront issues that are important or debilitating to relationships, goals, missions, or visions.

Personal influence is, in addition, exhibiting motivation for one’s visions, missions, core values, and beliefs.
Steps to Improve Emotional Intelligence

The trainer’s role is critical in helping new employees recognize and define emotional intelligence, identify the impact emotional intelligence on the job (and on life in general) and help the trainee find ways to improve their own emotional intelligence. While emotional intelligence is truly a lifetime journey, the first year on the job is a critical one for the assessment and development of emotional intelligence for new employees. The pattern of emotional intelligence established that first year on the job is generally the foundation for all the years that follow. Therefore, a trainer must provide consistent effort during this critical time period to make sure the foundation is a good one. ³ Here are some steps that will help improve emotional intelligence.

- Provide your trainee with handouts, reading materials and resources on emotional intelligence. Start by defining emotional intelligence and illustrate how it impacts every aspect of our lives. Provide examples of emotional intelligence in action at the workplace.

- Talk about your own growth in emotional intelligence and the lessons you’ve learned along the way. Self-disclosure can help trainees understand that emotional intelligence is something that doesn’t just happen, it is always a work in progress. Self-disclosure also reinforces the “failing forward” concept—that some of our best learning often comes from making mistakes.

- Model emotional intelligence in all of your interactions with your trainee and others. Talk about what transpired throughout the day and identify where and when emotional intelligence played a part.

- Assist trainees in honest assessment of their own emotional intelligence. You must provide truth and honesty especially when your trainee’s emotional intelligence skills are lacking.

- Help trainees reflect on their current philosophies, belief systems and behaviors. Help them identify which belief systems and behaviors are helping them and which may be hindering them.

- Use the Performance Outcomes listed in Core Competency 15 “Lifestyle Stressors, Self-Awareness, Self-Regulation” as a measuring tool. The trainee should include emotional intelligence elements in their daily Training Notes and they must address this core competency and it’s performance outcomes in their End of Phase Report (EPR). The trainer should reflect on emotional intelligence issues in the Trainer’s Daily Training Notes as well as the EPR.

The Consortium for Research and Emotional Intelligence in Organizations (www.eiconsortium.org)

³ The information in this paragraph was obtained and modified slightly from The Emotional Intelligence Activity Book, written by Adele B. Lynn, published in 2002 by HRD press.
The Emotional Competence Framework

**SOURCES:** This generic competence framework distills findings from: *MOSAIC competencies for professional and administrative occupations* (U.S. Office of Personnel Management); Spencer and Spencer, *Competence at Work*; and top performance and leadership competence studies published in Richard H. Rosier (ed.), *The Competency Model Handbook, Volumes One and Two* (Boston : Linkage, 1994 and 1995), especially those from Cigna, Sprint, American Express, Sandoz Pharmaceuticals; Wisconsin Power and Light; and Blue Cross and Blue Shield of Maryland. Much of the material that follows comes from *Working with Emotional Intelligence* by Daniel Goleman (Bantam, 1998).

**Personal Competence**

**SELF-AWARENESS**

*Emotional Awareness:* Recognizing one’s emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

*Accurate self-assessment:* Knowing one’s strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

*Self-confidence:* Sureness about one’s self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have “presence”
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures
SELF - REGULATION

**Self-control**: Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

**Trustworthiness**: Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

**Conscientiousness**: Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

**Adaptability**: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

**Innovativeness**: Being comfortable with and open to novel ideas and new information. People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking
SELF - MOTIVATION

*Achievement drive:* Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

*Commitment:* Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group’s core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group’s mission

*Initiative:* Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what’s required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

*Optimism:* Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw
Social Competence

SOCIAL AWARENESS

**Empathy:** Sensing others’ feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others’ perspectives
- Help out based on understanding other people’s needs and feelings

**Service orientation:** Anticipating, recognizing, and meeting customers’ needs. People with this competence:

- Understand customers’ needs and match them to services or products
- Seek ways to increase customers’ satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer’s perspective, acting as a trusted advisor

**Developing others:** Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people’s strengths, accomplishments, and development
- Offer useful feedback and identify people’s needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person’s skills.

**Leveraging diversity:** Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

**Political awareness:** Reading a group’s emotional currents and power relationships. People with this competence:
• Accurately read key power relationships
• Detect crucial social networks
• Understand the forces that shape views and actions of clients, customers, or competitors
• Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

• Are skilled at persuasion
• Fine-tune presentations to appeal to the listener
• Use complex strategies like indirect influence to build consensus and support
• Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

• Are effective in give-and-take, registering emotional cues in attuning their message
• Deal with difficult issues straightforwardly
• Listen well, seek mutual understanding, and welcome sharing of information fully
• Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

• Articulate and arouse enthusiasm for a shared vision and mission
• Step forward to lead as needed, regardless of position
• Guide the performance of others while holding them accountable
• Lead by example

Change catalyst: Initiating or managing change. People with this competence:

• Recognize the need for change and remove barriers
• Challenge the status quo to acknowledge the need for change
• Champion the change and enlist others in its pursuit
• Model the change expected of others
**Conflict management:** Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

**Building bonds:** Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

**Collaboration and cooperation:** Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

**Team capabilities:** Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

The Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org)
Emotional Intelligence: Guidelines for Best Practice

The following 22 guidelines represent the best current knowledge about how to promote emotional intelligence in the workplace. They apply to any development effort in which social and emotional learning is a goal. This would include most management and executive development efforts as well as training in supervisory skills, diversity, teamwork, leadership, conflict management, stress management, sales, customer relations, etc.

These guidelines are based on an exhaustive review of the research literature in training and development, counseling and psychotherapy, and behavior change. The guidelines are additive and synergistic; to be effective, social and emotional learning experiences need not adhere to all of these guidelines, but the chances for success increase with each one that is followed.

The guidelines are divided into four phases that correspond to the four phases of the development process: preparation, training, transfer and maintenance, and evaluation. Each phase is important.

These guidelines were developed for the Consortium by Daniel Goleman and Cary Cherniss, with the assistance of Kim Cowan, Rob Emmerling, and Mitchel Adler. If you are interested in the full technical report that includes all the supporting research for each guideline, you view the full technical report online or download the document in Word 6.0/95 format from. The address of the Consortium’s Web site is www.eiconsortium.org.

Paving the Way

1. **Assess the organization’s needs**: Determine the competencies that are most critical for effective job performance in a particular type of job. In doing so, use a valid method, such as comparison of the behavioral events interviews of superior performers and average performers. Also make sure the competencies to be developed are congruent with the organization’s culture and overall strategy.

2. **Assess the individual**: This assessment should be based on the key competencies needed for a particular job, and the data should come from multiple sources using multiple methods to maximize credibility and validity.

3. **Deliver assessments with care**: Give the individual information on his/her strengths and weaknesses. In doing so, try to be accurate and clear. Also, allow plenty of time for the person to digest and integrate the information. Provide the feedback in a safe and supportive environment in order to minimize resistance and
defensiveness. But also avoid making excuses or downplaying the seriousness of deficiencies.

4. **Maximize learner choice**: People are more motivated to change when they freely choose to do so. As much as possible, allow people to decide whether or not they will participate in the development process, and have them set the change goals themselves.

5. **Encourage people to participate**: People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective. Organizational policies and procedures should encourage people to participate in development activity, and supervisors should provide encouragement and the necessary support. Motivation also will be enhanced if people trust the credibility of those who encourage them to undertake the training.

6. **Link learning goals to personal values**: People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won’t pursue it. Help people understand whether a given change fits with what matters most to them.

7. **Adjust expectations**: Build positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes. Also, make sure that the learners have a realistic expectation of what the training process will involve.

8. **Gauge readiness**: Assess whether the individual is ready for training. If the person is not ready because of insufficient motivation or other reasons, make readiness the focus of intervention efforts.

**Doing the Work of Change**

9. **Foster a positive relationship between the trainers and learners**: Trainers who are warm, genuine, and empathic are best able to engage the learners in the change process. Select trainers who have these qualities, and make sure that they use them when working with the learners.

10. **Make change self-directed**: Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, let them continue to be in charge of their learning throughout the program, and tailor the training approach to the individual’s learning style.

11. **Set clear goals**: People need to be clear about what the competence is, how to acquire it, and how to show it on the job. Spell out the specific behaviors and skills that make up the target competence. Make sure that the goals are clear, specific, and optimally challenging.

12. **Break goals into manageable steps**: Change is more likely to occur if the change process is divided into manageable steps. Encourage both trainers and trainees to avoid being overly ambitious.
13. Provide opportunities to practice: Lasting change requires sustained practice on the job and elsewhere in life. An automatic habit is being unlearned and different responses are replacing it. Use naturally occurring opportunities for practice at work and in life. Encourage the trainees to try the new behaviors repeatedly and consistently over a period of months.

14. Give performance feedback: Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practice new behaviors. Make sure that supervisors, peers, friends, family members – or some combination of these – give periodic feedback on progress.

15. Rely on experiential methods: Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and that are dramatic and powerful can be especially effective.

16. Build in support: Change is facilitated through ongoing support of others who are going through similar changes (such as a support group). Programs should encourage the formation of groups where people give each other support throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.

17. Use models: Use live or videotaped models that clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.

18. Enhance insight: Self-awareness is the cornerstone of emotional and social competence. Help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.

19. Prevent relapse: Use relapse prevention, which helps people use lapses and mistakes as lessons to prepare themselves for further efforts.

Encouraging Transfer and Maintenance of Change

20. Encourage use of skills on the job: Supervisors, peers, and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors also can serve this function. Also, provide prompts and cues, such as through periodic follow-ups. Change also is more likely to endure when high status persons, such as supervisors and upper-level management model it.

21. Develop an organizational culture that supports learning: Change will be more enduring if the organization’s culture and tone support the change and offer a safe atmosphere for experimentation.

Did It Work? Evaluating Change

22. Evaluate: To see if the development effort has lasting effects, evaluate it. When
possible, find unobtrusive measures of the competence or skill as shown on the job, before and after training and also at least two months later. One-year follow-ups also are highly desirable. In addition to charting progress on the acquisition of competencies, also assess the impact on important job-related outcomes, such as performance measures, and indicators of adjustment such as absenteeism, grievances, health status, etc.
AS A LAW ENFORCEMENT OFFICER, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I WILL keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I WILL never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I RECOGNIZE the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God¹ to my chosen profession...law enforcement.

FOOTNOTE:
¹Reference to religious affirmation may be omitted where objected to by the officer.
The California “Street Stops” Study
Tom R. Tyler & Yuen J. Huo (1998)

About the Study:
Researchers Tom Tyler and Yuen Huo conducted the California “Street Stop” study in 1998. The study looked at how residents in two California cities – Oakland and Los Angeles – experienced contact with legal authorities and why people voluntarily defer to police officers and judges.

How the Study was Conducted:
Researchers interviewed 1,656 residents in Oakland and Los Angeles. Study participants were interviewed by telephone by the Survey Research Center of the University of California at Berkeley. Participants were drawn from a sample of the population of each city and were only included in the study if they indicated that they had a recent personal contact with legal authorities – police or the courts. Study participants were asked a series of questions including questions about the outcome of their contact (whether the outcome was favorable to them), the perceived fairness of the decision (whether the decision was made fairly), quality of the treatment (if they were treated fairly during the process), and their willingness to accept the decision of the legal authorities (whether they willingly accepted the decision, or voluntarily complied).

What the Researchers Found:
Quality of treatment factors strongly into participants’ willingness to accept the decisions of legal authorities.

![Graph showing the connection to decision acceptance]

The graph above shows that quality of treatment has a much stronger effect on a person’s willingness to accept police decisions – more than three times outcome favorability or the quality of the decision-making.
Participants were likely to voluntary accept legal authorities’ decisions if they felt they had been treated fairly even if the outcome was unfavorable.

The graph above shows that, of participants who received good outcomes, 87% voluntarily accepted the decision if they felt that they had been treated fairly. This is not surprising given that these participants received an outcome that was favorable to them. More importantly, 73% of participants who received a bad outcome voluntarily accepted the decision if they felt that they had been treated fairly.

To learn more about the California “Street Stops” Study:


PROCEDURAL JUSTICE

Procedural justice focuses on the way police and other legal authorities interact with the public and how the characteristics of those interactions shape the public’s views of the police, their willingness to obey the law, cooperation with the police in fighting crime, and actual crime rates. Mounting evidence shows that community perceptions of procedural justice, through their influence on all these aspects of people’s relationship with the law and the police, can have a significant impact on public safety.

Procedural justice is based on four central principles: “treating people with dignity and respect, giving citizens a voice during encounters, being neutral in decision making, and conveying trustworthy motives.” Research demonstrates that these principles contribute to relationships between authorities and the community in which (1) the community has trust and confidence in the police as honest, unbiased, benevolent, and lawful; (2) the community feels obligated to follow the law and the dictates of legal authorities; and (3) the community feels that it shares a common set of interests and values with the police.

Procedurally just policing is essential to the development of good will between police and communities and is closely linked to improving community perceptions of police legitimacy, the belief that authorities have the right to dictate proper behavior. Research shows that when communities view police authority as legitimate, they are more likely to cooperate with police and obey the law. Establishing and maintaining police legitimacy promotes the acceptance of police decisions, correlates with high levels of law-abidingness, and makes it more likely that police and communities will collaborate to combat crime.

A key finding of the research is that the public is especially concerned that the conduct of authorities be fair, and this factor matters more to them than whether the outcomes of particular interactions favor them. This means that procedurally just policing is not consonant with traditional enforcement-focused policing, which assumes compliance is primarily a function of emphasizing to the public the consequences—usually formal punishment—of failing to follow the law. Policing based on formal deterrence

Further reading


encourages the public’s association of policing with enforcement and punitive outcomes. Procedurally just policing, on the other hand, emphasizes values that police and communities share—values based upon a common conception of what social order is and how it should be maintained—and encourages the collaborative, voluntary maintenance of a law-abiding community. Research indicates that this latter approach is far more effective at producing law-abiding citizens than the former risk-based deterrence model. This makes intuitive sense—people welcome being treated as equals with a stake in keeping their communities safe, as opposed to being treated as subjects of a justice system enforced by police who punish them for ambiguous, if not arbitrary, reasons.

Taking measures to enhance procedural justice within law enforcement agencies is becoming increasingly possible. Professors Tracey Meares and Tom Tyler of Yale Law School have worked with the Chicago Police Department and others to create a one-day training for line officers and command staff that teaches them how to apply powerful procedural justice principles to their routine contacts with the public. Officers positively evaluate the training, especially since it improves not only public safety but their own. And a recently published peer-reviewed study found that the training increased officer support for all of the procedural justice dimensions included in the experiment.5

Indeed, there are many good reasons to cultivate a respectful relationship between police and communities, but the most important is that communities in which police are considered legitimate are safer and more law-abiding.

The research evidence is clear: Any comprehensive strategy to strengthen police-community relations must ensure police consistently treat people with dignity and respect; give them “voice,” a chance to tell their side of the story; make decisions fairly, based on facts, not irrelevant factors such as race; and act in a way that reassures people of their good will.

Researchers have found, repeatedly and across different ethnic groups and communities, that departments that practice these principles see increased public support, cooperation, and compliance with the law. In this way, these principles – cornerstones of procedural justice – are essential to police legitimacy.

These “Notes From the Field” describe how a group of California police leaders, their community partners and the California Partnership for Safe Communities (CPSC) have drawn on this research to develop an innovative training initiative that promises to strengthen police-community relations. It summarizes the initiative’s development and value to departments and communities investing in procedural justice and implicit bias training as a tool for change.

First, the paper describes how the training has constructively engaged officers in difficult police-community trust issues, starting them on the path from being wary skeptics to becoming supportive and knowledgeable practitioners.

Second, it describes how the training’s unconventional design creates opportunities for police leaders to accelerate the pace of change in their departments’ policies and practices.

Third, it describes the city of Oakland’s success in engaging community leaders as training partners, which laid the foundation for a police-community partnership able to build trust and address pressing crime problems.

Daniela Gilbert, Stewart Wakeling, Vaughn Crandall
California Partnership for Safe Communities
THE CHICAGO POLICE DEPARTMENT’S PATH-BREAKING TRAINING

Four months after Garry McCarthy was named superintendent of the Chicago Police Department (CPD) in August 2011, he made the issue of distrust between police and communities of color a departmental priority. McCarthy asked the department’s training division to work with two experts on procedural justice, Professors Tracey Meares and Tom Tyler at Yale University, to develop an evidence-based training that could serve as the foundation for rebuilding police-community relations in Chicago.

The CPD design team drew heavily on research as they designed the curriculum, but they also aimed for a training that was “by officers and for officers”. They put a premium on ensuring that officers understood that applying the principles would contribute to their own well-being and help them reduce crime. The eight-hour training did not shy away from the tough issues associated with police-community relations. It dealt with them in a way that officers would not see as judgmental and that would encourage frank but ultimately constructive discussion that made sense from a real-world perspective.

CPD’s training calendar was geared to organizational change. The training division developed a large team – officers hand-selected for their leadership and street credibility rather than their training background – to conduct the all-day course several times a week. They trained the majority of the 10,000-member department in less than a year, a monumental task. This served two important goals: to quickly build department-wide understanding of these principles and to build momentum for complementary changes in department policy and practice, since they knew training alone wasn’t enough to improve community-police relations.

TAILORING THE CURRICULUM TO POLICING IN CALIFORNIA

CPSC was aware of CPD’s effort and thought it held promise for police departments in Oakland, Stockton and Salinas to strengthen their relationships with communities, particularly residents disproportionately affected by crime and violence. Each city’s situation was unique:

Stockton, a diverse Central Valley community of almost 300,000, was recovering from bankruptcy, and its growing but young police department was making steady progress reducing street violence after a record 71 homicides in 2012. Stockton’s police chief, Eric Jones, viewed procedural justice training as an opportunity to shape his department’s values and future.

Oakland, a highly diverse Bay Area city of just over 400,000 widely known as one of the most violent cities in the country, was wrestling with an alarming increase in street violence that resulted in 126 homicides in 2012. The police department hoped to reverse that trend by implementing an evidence-based violence-reduction strategy in partnership with community leaders, but longstanding mutual distrust handicapped their efforts to work together.
In Salinas - an agricultural community of 155,000 residents, 75 percent of whom are Latino and many of whom are monolingual Spanish speakers - the department viewed the training as an opportunity to address the challenge of building trust in the face of considerable cultural and language barriers.

CPSC contacted the Yale research team and the Chicago Police Department in early 2013. CPD’s training division had developed a tremendous reserve of experience and expertise, and its officers generously mentored CPSC and the California departments. CPSC and CPD cohosted a week-long “train the trainer” workshop that fall, leading to an informal partnership that supported tailoring the curriculum to each city’s unique challenges (underscoring the versatility of the curriculum), sharing insights on successes and failures and, importantly, aligning each city’s efforts with research on what really worked to strengthen community-police relations.

THE CALIFORNIA PRINCIPLED POLICING CURRICULUM

The course outline and its logic: The Principled Policing curriculum is a day-long course, taught by officers selected for leadership and street credibility. The curriculum is made up of six roughly hour-long modules, blending material from daily police practice, research and anecdotes drawn from instructors’ experience. These modules are organized to address officer skepticism and build buy-in early in the training day. The course is evolving, as implicit bias and function-specific material are incorporated into the curriculum.

Maximizing officer participation: The course is team-taught so that at least one instructor can focus on facilitating group discussion. Officer participation is maximized by limiting class size to 25 and arranging officers at tables in groups of four to six.

The first module begins with “rules of the road” that encourage officers to voice their opinions and concerns and assure them that “what’s said in the training room, stays in the training room.” The module continues with an overview of the day and provides plain-language definitions of police legitimacy, procedural justice, and implicit bias.

The second module leads officers through a reflective process, examining the causes of the professional and personal stressors associated with policing and how using the principles of procedural justice can reduce them, increase officer safety and help them recover the aspirations and values that led them into the profession.

The third module explores why people obey the law and how that is influenced by their trust in and support for police, not just fear of enforcement or punishment.

The fourth module works through the procedural justice principles as they apply to police interactions with community members, showing that people assess these interactions based on how they’re treated, not just on outcomes.
The fifth module reviews the history of policing – in the US and internationally – and how it has shaped people of color’s contemporary perspective on police. It uses a bank account analogy to illustrate that the daily interactions police have with the public are opportunities to strengthen (deposits) or weaken (withdrawals) community relations.

The sixth module defines implicit bias and reviews the evidence that it is a universal social condition – not exclusive to police but important for them to understand and address because it can act as a powerful barrier to building trust.

The strong leadership offered by the chiefs in each city, the support provided by the community of practice, and the talented training teams – as in Chicago, each department selected trainers based on their leadership and credibility as officers – enabled the partners to train their entire departments remarkably quickly. Looking back, the experience of the California departments has echoed Chicago’s early progress.

**Officers take the training seriously and view it favorably:** The training encouraged meaningful participation and created an environment where officers were candid and introspective. Officers have experienced the training not as corrective, but as a useful framework for engaging with the public and as an opportunity to renew their original inspiration to serve their communities.

**Police managers see the training as an effective tool for organizational change:** Managers used its scale and compact timeframe to signal their commitment to procedural justice and to lay a foundation for change in both practice and policy. The training complements accountability measures such as body-worn cameras and citizen review boards and promises to generate tangible improvements in police-community interactions.

**The training is readily applied to practice:** In all three cities, course participants frequently volunteered good ideas for changing local police practice and policy to strengthen community-police trust and relations. In Oakland and Stockton, diverse community partners and police quickly applied the principles to their joint efforts to reduce violence.

95 PERCENT of officers in Oakland, Stockton and Chicago have rated the course as excellent, very good or good.

Chiefs and command staff at the November 2015 trainings in procedural justice and implicit bias gave their highest rating to the module taught in collaboration with the community.

Oakland reduced injury shootings by 38 percent between 2012 and 2015 using violence-reduction strategies based on procedural justice principles.
The training supports authentic community engagement: The Oakland Police Department partnered with clergy and community leaders to design and teach the module on the history of policing and race. This collaboration acknowledged the legitimacy of the community’s perspective and has increased the department’s credibility in the eyes of the community. It produced community leaders who act as critical champions and work closely with the department on matters of mutual importance, even as they continue to press for institutional change. It also has fostered trust-based relationships that have been central to Oakland’s successful violence-reduction strategy.

OAKLAND’S COMMUNITY-POLICE TRUST-BUILDING PARTNERSHIP

Oakland’s successful partnership to build trust between communities and police suggests steps other police departments can take to ready themselves for such collaborations.

Begin searching for curriculum “design partners.” The Oakland partners include community organizers, service providers, formerly incarcerated outreach workers, and clergy members. Their backgrounds provide a rich pool of experience and relationships relevant to the course material and valuable to the design process.

Focus on communities disproportionately affected by violence and crime. Oakland’s training partners either live in or have a long history of working with communities deeply affected by crime and violence, giving them a connection with residents who need the police most but trust them the least.

Develop funding to support the community’s participation and commitment. Oakland set aside funding for stipends to support community volunteers (travel, meals, honorariums), payment for community members that committed the time to serve as regular course instructors, and costs involved in training workshops.

Look for leadership. Oakland’s team includes formal and informal leaders connected to significant networks of community residents they have drawn on to champion and sustain change in police policy and practice. These networks are a force for building trust between communities and police.

Consider tapping into emerging resources for supporting and coaching community instructors. Oakland’s lead community instructor, a thoughtful student of community-police relations, took his role seriously and worked intensively with the training team to refine his presentation style and content.
CREATING A COMMUNITY OF PRACTICE IN CALIFORNIA

Over the course of 2015, California Attorney General Kamala Harris brought together the Oakland and Stockton police departments, Professors Jennifer Eberhardt and Hazel Markus from Stanford, and CPSC to tailor a version of the course to police leaders while integrating implicit bias into the curriculum. This was a crucial step because, as the evidence shows, implicit bias can be a powerful barrier to police working to put procedural justice into practice. As their work progressed, the partners also reached out to Oakland’s Empower Initiative, which played a central role in Oakland’s community partnership, to work with them on continuing the development of the community module, linking it to the new content on implicit bias and tuning it to the challenge of police leadership.

Late in 2015, the Department of Justice hosted two trainings – now POST certified – attended by more than 50 police chiefs and sheriffs from throughout the state. The Stanford research team developed a pre- and post-training participant evaluation survey that showed the course was very well-received. Participant responses – summarized in a forthcoming white paper – also suggest that engaging in this course material increased the police leaders’ confidence in change and, specifically, in their commitment to change in partnership with the community.

These partners are now developing a menu of options for California police departments and their community partners interested in pursuing such training. One option, led by CPSC, will be a multisite initiative that includes police departments that wish to combine the development of comprehensive training strategies with complementary changes in police policy and practice. Working in close partnership with community leaders, these efforts will be guided by a set of performance indicators focused on building trust. Further information about this initiative can be found at CPSC’s website in late February of 2016 (www.theCApartnership.org). Primary goals of the initiative are to:

1. Develop a comprehensive training strategy (including academy, ongoing refreshers and in-depth function-specific trainings) and make complementary changes in departmental practice and policy to support procedural justice and address implicit bias. This builds on research findings that indicate the effects of training fade (especially when they are not supported by organizational policy and practice) and leverages the momentum for organizational change the course creates.

2. Invest in the continued development of community-police training partnerships. The positive reception of officers and command staff to a community role in the training - backed up by the early evidence that Oakland’s community-police partnership increased the quality of its training - suggests that the potential and importance of community-police training partnerships have probably been underestimated. It makes sense that training cannot be fully responsive to community concerns without the community’s ongoing and direct input.
Develop performance indicators that police managers and their community partners can use to reliably (and transparently) assess and manage their joint efforts. A truly meaningful commitment to stronger police-community relations requires being able to measure our progress toward this goal. (We note that on a policy level, significant investments are warranted in evaluating whether and how training and complementary changes in police practice produce concrete changes in police behavior and increase community trust.)

PLANNING CHECKLIST: GETTING THE MOST FROM THE TRAINING

» Select officers recognized for their credibility and leadership to join your training team. They lend credibility to the training, bring their expertise and experience to bear on course design and during tough classroom discussions, and act as internal champions for these ideas.

» Include community leaders as partners in training design and delivery. In Oakland, initial wariness between officers and community leaders evolved into a well-received training partnership, adding to the credibility of the department’s efforts and helping with pressing crime problems.

» Join a community of practice. This connects your training team regularly with departments that have launched successful training initiatives, with national best practices, and with research on what’s really working and why.

» Provide high-profile leadership support for the training to communicate that strengthening police-community relations is a departmental priority. Stockton’s chief, for example, opened training sessions with a clear statement about the department’s commitment to procedural justice.

» Recognize that training is a first step. Research shows the training generates significant changes in officer attitudes, but these changes fade over time. It’s essential to translate the training into everyday departmental policy and practice.

» Develop an ambitious training calendar. Take your time tailoring the course to your community. But move quickly once you’ve started your training to build momentum for overall organizational change. Consider instituting a few key changes in department-wide policy and practice soon after the training is completed to maintain momentum and support change.

» Invest in understanding whether training is effective. “You can’t manage what you can’t measure.” Performance indicators tailored to procedural justice are essential tools for assessing day-to-day progress toward increased trust. In addition, employing curricula developed by police-research partnerships will significantly increase the probability that your investment in trustbuilding will be successful.
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Professors Jennifer Eberhardt and Hazel Markus of Stanford University direct the Center for Social Psychological Answers to Real-world Questions (SPARQ), a “do tank” in the Department of Psychology at Stanford University (https://sparq.stanford.edu) that has authored the module on implicit bias and is serving as a learning partner to the efforts in California.

Reverend Ben McBride directs the Empower Initiative (http://theempowerinitiative.org), which provides coaching for clergy and community leaders and law enforcement agencies on building trust with disaffected communities.

CPSC facilitated the replication of the procedural justice training curricula in California. CPSC works with civic and community stakeholders to achieve sustainable community-wide reductions in violence, to reduce the reliance of cities and counties on enforcement practices that contribute to over-incarceration, and to strengthen trust between criminal justice agencies and the communities they serve (www.theCApartnership.org).