

An Innovative Approach to Training Future Police Leaders

The Chicago Police Department's Executive Development Program for Sergeants

Executive Summary

Many police executives consider sergeants to be the most important role in their agencies. Sergeants supervise patrol officers, who make up the bulk of most agencies' operational staff.¹ Sergeants are responsible for assigning personnel, reviewing reports, ensuring officer accountability, and managing critical incidents. Sergeants are also an important, two-way conduit of information between agency leaders and rank-and-file personnel, and they serve as role models to the officers who report to them.

Beyond their role as today's front-line supervisors, sergeants also represent the future mid-level managers and executive leaders of police agencies. All police chiefs, assistant chiefs, commanders, captains, and other leaders were, at some point in their careers, sergeants. While not every sergeant aspires to a higher-ranking position, for those who do, it is critical for police agencies to prepare their first-line supervisors for the challenges of higher ranks and greater responsibilities.

Even though sergeants play such an important role within law enforcement, there appear to be relatively

few internal development programs specifically tailored for first-line supervisors looking to improve their skills and enhance their leadership capacity. Agencies often provide study materials and groups or online classes for sergeants during the promotional process for lieutenant. Some agencies provide mentoring opportunities to help groom sergeants, and others occasionally send sergeants to external training classes. But it is rare that an agency can develop and maintain its own comprehensive program that identifies, trains, and grooms promising sergeants to assume larger leadership roles.

Although sergeants play a key role in police agencies, there appear to be few internal development programs tailored for first-line supervisors looking to improve skills and enhance leadership capacity.

In 2018 and 2019, the Chicago Police Department (CPD) and the Police Executive Research Forum (PERF) worked cooperatively to create a pilot training program for a cohort of CPD sergeants. The goal was to develop an internal leadership and professional development training for sergeants who

1. According to the 2013 Law Enforcement Management and Administrative Statistics (LEMAS) survey, overseen by the Bureau of Justice Statistics, approximately 6.6% of all sworn personnel in U.S. law enforcement agencies are sergeants or equivalents. They supervise an estimated 85% of the law enforcement workforce who are front-line personnel. See Police Executive Research Forum (2018). *Promoting Excellence in First-Line Supervision: New Approaches to Selection, Training, and Leadership Development*. <https://www.policeforum.org/assets/FirstLineSupervision.pdf>

aspired to promote to higher ranks and take on greater responsibilities within the CPD.

The pilot program was based on professional development programs the CPD had briefly operated in the early 2000s for sergeants, lieutenants, and captains who demonstrated interest in greater leadership roles. The programs were multi-week initiatives that combined classroom instruction with outside learning opportunities and completion of a research project by small groups of students.

At the request of then-CPD Superintendent Eddie Johnson and his leadership team, and with support from the Joyce Foundation and the John D. and Catherine T. MacArthur Foundation, PERF and the CPD developed a pilot training to test a new and updated version of the Executive Development Program for Sergeants (EDPS).

In October and November of 2019, PERF and the CPD launched the pilot training, which included a cohort of 24 sergeants who had expressed interest in promotional opportunities. The EDPS followed the basic outline of the earlier CPD programs: a combination of classroom

About this Project

The 2019 Chicago Police Department Executive Development Program for Sergeants (EDPS) pilot training was part of a larger PERF initiative to promote leadership development within the CPD, support reform strategies, and address violence in Chicago. The multi-year PERF initiative was funded jointly by grants from the **John D. and Catherine T. MacArthur Foundation** and the **Joyce Foundation**.

This project was carried out in two phases. Phase I provided CPD Command personnel with leadership and management training needed to manage change and better address the issues of crime and violence in Chicago. In the spring of 2017 and winter of 2018, PERF facilitated a Senior Management and Leadership Development Program for CPD Command staff members. Modeled after PERF's Senior Management Institute for Police (SMIP), this program was designed to quickly and dramatically boost the management and leadership skills of CPD leaders, many of whom were new to their current leadership roles. A series of day-long workshops for Command members covered topics such as organizational change, negotiation strategies, strategic communications, and developing leadership values and capacity.

Phase II was the development and delivery of the EDPS, which was completed in the fall of 2019. This phase also included an assessment of the program and publication of this report.

PERF's part in developing and executing the EDPS was led by Principal Matt Harman, who also directs the SMIP program. He helped to design the curriculum, identify and prepare instructors, manage logistics, oversee the program assessment, and draft this report. Kevin Morison, PERF's Chief Program Officer, provided management and oversight of the initiative, and he edited this report. PERF Executive Director Chuck Wexler guided the initiative and facilitated some of the training sessions.

Several members of the CPD were instrumental in designing the EDPS curriculum, setting up the application and selection process for students, and facilitating the classroom instruction, field learning, and research projects. They included Deputy Chief Eve Gushes, Commander Dan Gotsel, and Lieutenant John Benigno.

In addition to the Joyce and MacArthur foundations, the EDPS received financial support from the **Chicago Police Foundation** and the **Chicago Police Memorial Foundation**, which helped to cover the costs of the off-site training venue and lodging.

instruction (held at an off-site location), shadowing of CPD Command staff members and other field training, and completion of a research project and presentation of the results. However, all aspects of the curriculum were tailored to address the issues and challenges facing the policing profession and the CPD at the time of the training.

In follow-up surveys, the sergeants said the training was relevant and gave them tools to solve current problems and prepare for future challenges, if promoted.

PERF surveyed the 24 participants immediately following the program graduation in November 2019. The initial survey results showed that the sergeants found the training experience to be valuable, and they believed the training was relevant and gave them tools both to solve problems they face daily in their current roles and to prepare for future challenges if they were promoted. The evaluation also asked questions about specific aspects of the program such as the quality and content of the classes, field learning experiences, and team research projects. Overall, program participants gave positive feedback on these aspects of the training.

In 2021, PERF surveyed the participants a second time to measure the longer-term impacts of the EDPS. In the two years since the sergeants graduated from the EDPS, law enforcement has had to deal with multiple crises: the impact of the worldwide COVID-19 pandemic; the aftermath of George Floyd's murder, including large-scale demonstrations; calls for police reform; and a surge in homicides and other violent crimes.

Even with these monumental challenges, training participants reported that they thought their experience at the EDPS was valuable, relevant to their current jobs, addressed the key issues they faced every day, and helped prepare them for future challenges.

In addition, PERF learned that four sergeants who graduated from the program have been promoted to lieutenant, and one of those lieutenants was subsequently promoted to commander.

How the Pilot Training Was Developed

Through its Senior Management Institute for Police (SMIP) program,² PERF has considerable experience in developing and executing leadership development programs. PERF's knowledge and experience with managing SMIP was valuable in developing the EDPS program in Chicago.

However, the EDPS presented some unique challenges. The program had to be specific for Chicago and for the role of sergeants who aspire to higher ranks and greater responsibilities. During the early 2000s, the CPD briefly operated executive development programs for sergeants, lieutenants, and captains, and they provided a framework for developing the new program. But the policing environment had changed dramatically in the ensuing years, and the new training had to address the challenges and opportunities facing up-and-coming police leaders in Chicago today.

Background Research

To provide a foundation for the training, PERF conducted extensive background research.

First, PERF wanted to learn more about the training program of the 2000s and to understand the current training needs of the CPD. PERF conducted several interviews and focus groups in the summer of 2018. PERF staff interviewed members of the CPD leadership team, as well as former instructors and attendees of the CPD's previous leadership development program. Among those interviewed were Superintendent Johnson and members of the Command staff, and former CPD personnel involved in developing the earlier program.³ In addition to

2. The Senior Management Institute for Police (SMIP) is a 3-week leadership training program of the Police Executive Research Forum (PERF) that provides senior police executives with intensive training in management concepts and practices used in business and government. It is designed for mid- to upper-level police executives who ultimately will lead police agencies. See <https://www.policeforum.org/snip>.

3. Superintendent Johnson had participated in the previous executive development program and said in interviews that it was one of the most impactful experiences of his CPD career.

these one-on-one interviews, focus groups were conducted with CPD Command members, sergeants, and current CPD personnel who participated in the earlier program.

This research revealed three key findings:

1. Sergeants play a critical role in the CPD, both as first-line supervisors today and as potential future leaders of the department.
2. While there are many programs for higher-ranking personnel to pursue leadership development training (e.g., PERF's Senior Management Institute for Police (SMIP), FBI National Academy,⁴ Northwestern Center for Public Safety School of Police Staff and Command,⁵ etc.), the opportunities for executive development training for sergeants are somewhat limited.
3. The earlier training program filled a critical need and was highly regarded within the CPD, but to be successful in 2019, the training content needed to be updated to reflect current issues and challenges.

The early 2000s trainings were multi-week initiatives that combined classroom instruction with outside learning opportunities and completion of a research project by small groups of students. The individuals PERF interviewed almost universally agreed that this structure was effective and should be continued. CPD personnel involved in the earlier trainings said that holding the program at an off-site, non-CPD facility would be critical to the success of the program. The department wanted the 24 sergeants to be completely focused on their training and research projects, not be distracted by the demands of their regular assignments, and be able to build camaraderie both during classes and outside class time.

Holding the training at an off-site, non-CPD facility was crucial to keeping the students focused on their classes and research projects and to build camaraderie.

PERF also reviewed similar professional development programs around the country, including:

- **Atlanta Police Department's (APD's) Atlanta Police Leadership Institute (APLI).**⁶ PERF interviewed APD Command staff members and reviewed portions of the program's curriculum. The APLI is a comprehensive five-tiered program done in partnership with Georgia State University. The five tiers are designed to be completed over the course of an APD member's career. Completion of each tier is a prerequisite for a promotion. For example, Tier-1 is for recruit officers prior to graduating the academy; it includes 16 hours of leadership and integrity training. Tier-4 is for lieutenants aspiring to become captains; it includes 56 hours of classroom instruction, combined with 40 hours of additional assignments. Tier-4 training topics include vision and strategy, community policing development, team building, media relations, and organizational theory. To become a Deputy Chief within the APD, a member must complete all five tiers of the APLI.
- **University of Chicago's Civic Leadership Academy (CLA).**⁷ The CLA is a leadership development program designed for people working in municipal and county government agencies and nonprofit organizations within Chicago and Cook County, Illinois. PERF spoke with program administrators and professors and discussed the program's instructors and curriculum.

4. The FBI National Academy is a 10-week professional development program held at the FBI's training academy. It is designed for law enforcement leaders and covers topics like terrorism, communications, and other management issues. See <https://www.fbi.gov/services/training-academy/national-academy>.

5. The Northwestern University Center for Public Safety School of Police Staff and Command provides executive leadership and management education as well as courses on skills like police motorcycle training and traffic crash investigations. See <https://sps.northwestern.edu/center-for-public-safety/management/index.asp>.

6. See <https://atlantapolicfoundation.org/programs/effective-leadership/>.

7. See <https://effectivegov.uchicago.edu/initiatives/civic-leadership-academy>.

Program Design and Logistics

After the background research was completed, PERF in February 2019 met with members of the CPD Command staff and Training Academy. PERF and CPD personnel discussed and refined a program outline, set a timeframe for the training, confirmed logistics, and set goals and objectives for both PERF and CPD officials to achieve prior to the start of the pilot training.

PERF and the CPD continued to refine the program outline and complete the objectives identified at the February meeting. For example, the CPD:

- Wrote and issued department directives governing the pilot training program.
- Secured additional funding for the off-site training venue and lodging from the Chicago Police Foundation⁸ and the Chicago Police Memorial Foundation.⁹ (As noted, participants in the early 2000s program stressed that conducting the classroom training at an off-site, residential location was essential to the success of the program.)
- Selected and coordinated with the off-site training venue.
- Managed the training attendee selection process.

During this time PERF:

- Outlined the program budget.
- Comprehensively researched, interviewed, and selected possible instructors.
- Recruited law enforcement executives from outside agencies to participate in the training.
- Coordinated travel for all instructors and police executives from across the country who would participate in the training.

PERF and the CPD finalized the EDPS curriculum in the fall of 2019. The EDPS was designed as a four-week training course with alternating weeks of classroom

instruction and field learning. The program was held from Sunday, October 20, 2019, through Friday, November 14, 2019.

CPD selected 24 sergeants to attend the pilot training. They formed into four groups to work on research projects.

Based on the criteria and process it had established, CPD selected 24 sergeants to attend the pilot training. The sergeants were formed into four research groups of six people each, with each group responsible for working on a separate research project. The groups met and researched their projects throughout the training period, both during the classroom weeks and field training weeks.

Training Outline and Content

The EDPS had three parts: classroom instruction, field learning, and the development and presentation of a research project. This mix was designed to give sergeants a range of learning opportunities and experiences, including the chance to interact with peers, CPD Command staff, other law enforcement leaders, community members, and members of academia.

The training was carried out over four consecutive weeks:

- Week 1: Classroom instruction
- Week 2: Field learning, Command staff shadowing, and group research projects
- Week 3: Classroom instruction
- Week 4: Field learning, Command staff shadowing, group research projects, and presentations

8. See <https://chicagopolicefoundation.org/>

9. See <https://cpdmemorial.org/>

Classroom Instruction

The two weeks of classroom instruction were conducted at the Illinois Beach Resort in Zion, Illinois, which is located about 45 miles north of Chicago. (This was the site of previous CPD professional development trainings.) Attendees were provided with lodging and meals during the weeks they were in classes, which took place from 8:00 a.m. to 4:00 p.m. daily. Outside of classes, the students socialized, prepared for the next day's class, and worked in groups on their assigned research projects.

During the first week of classroom training, the sergeants were presented with topics such as leadership styles, influencing organizational change, officer wellness, and police research. In the second week, the sergeants learned about communication techniques, media relations, team building, and ethics and integrity. And in both weeks, they heard from current and retired police executives discussing their careers.

Training Topics: Week 1

Here is a summary of the topics covered in the first week of classroom instruction:

Leadership Styles and Traits. Prior to the start of the program, the sergeants completed The Attentional Interpersonal Style Inventory (TAIS) leadership assessment.¹⁰ On the first day of the program, Cameron Anderson of Anderson-Sabourin Consulting Inc., walked the sergeants through their results, focusing on how the instrument measures a person's attributes when under stress and managing distractions.

Influence without Authority. Dr. Loran Nordgren from Northwestern University's Kellogg School of Management talked about influencing change without authority. He presented emotional intelligence concepts and highlighted persuasive strategies useful to mid-level managers responsible for leading teams and sparking change.

Managing Change and Turmoil—A CPD Perspective.

CPD Commander Daniel O'Shea of the 18th District discussed his experience managing change during a time of turmoil. He was the official selected to lead the 18th District following the line-of-duty murder of Commander Paul Bauer in 2018.¹¹ Commander O'Shea told an emotional story about how he first managed the 18th District and gave sergeants his perspective on the responsibilities of a district commander in the CPD.

Advanced Management Practices: Officer Health & Wellness.

Dr. Robert Sobo and his staff from the CPD's Officer Wellness Program talked about the importance of officer wellness, the services their office provides, and how department leaders and the people who work for them can access these services.

A History of Ethical Challenges and Successes in the Chicago Police Department.

CPD Commander Dan Godsel reviewed several historical events and scandals in the CPD over the years. The sergeants discussed the ethical dilemmas faced by CPD officials during these events and explored times in the Department's history where CPD leaders made progressive changes to the department.

Leading During a Time of Reform. PERF Executive Director Chuck Wexler moderated a discussion with Baltimore Police Commissioner Michael Harrison (formerly Superintendent of the New Orleans Police Department) and Deputy Chief Jorge Rodriguez of the Los Angeles Police Department. Both panelists talked about their experiences in managing federal consent decrees. They discussed what is required to make large-scale changes within a department, implement new policies and training, and hold people accountable for overseeing reform efforts.

Leading in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) Environment.

Dr. Michelle Barton, an instructor at Bentley University, introduced the sergeants to the concept of leading in a VUCA Environment. By examining case studies on wildland firefighting and the 1996 Mt. Everest disaster (when

10. For more information, see <http://www.taisinventory.com/>.

11. Commander Bauer, a highly respected and beloved member of the CPD, was shot and killed by an armed offender he was seeking to detain in a state government office building on February 13, 2018. See <https://www.chicagotribune.com/news/breaking/ct-paul-bauer-chicago-police-commander-killed-anniversary-20210214-23ekxamq5jcpng6vlejs7ztl3i-story.html> for more background.



The sergeants had the opportunity to hear from leading police executives such as Baltimore Police Commissioner Michael Harrison (right) and Deputy Chief Jorge Rodriguez of the Los Angeles Police Department (center).

eight climbers were killed in a blizzard), sergeants learned how leaders can become blind to rapidly changing circumstances during critical incidents. Dr. Barton highlighted strategies for leaders and organizations to become receptive to ambiguous signals, reduce tunnel vision, and maintain situational awareness during critical incidents.

Critical Incident Response: A CPD Perspective.

Deputy Chief James O'Donnell outlined policies and discussed best practices for overseeing critical incident response, in particular the response to unplanned demonstrations.

Research Methods. The first week of classroom training concluded with Dr. Wes Skogan of Northwestern University and Max Kapustin and Zoe Russek from the University of Chicago Crime Lab. They provided an overview of basic police research methods and reviewed evidence-based policing practices that show promise for the field. The sergeants were expected to use the methods highlighted by the instructors when researching their group projects over the course of the following three weeks.

Training Topics: Week 3

Here is a summary of the topics covered in the second week of classroom instruction (Week 3 of the program):

Communications Skills for Leaders. The second week of classroom training opened with a seminar led by Shad Kunkle and Butch Jerinic from The Second City Works.¹² The members of the iconic Chicago-based comedy troupe led an interactive session on communications. The sergeants participated in exercises focused on honing their skills on word choice, active listening, and improvisation to be more effective communicators and leaders.

Navigating Today's News and Social Media

Environment. Members of the CPD Office of Communications facilitated a session on strategies and skills for communicating through both traditional news and social media channels. This included a review of CPD policies on media relations and social media engagement. Office of Communications staff then staged mock interviews and news conferences. The sergeants participated in multiple scenarios by briefing their peers and responding to questions.

Problem Solving in the Workplace and Building

Effective Teams. Prior to this session, the sergeants completed a DiSC profile.¹³ DiSC is a personality and leadership assessment that helps promote communication and teamwork in the workplace. Dr. Samantha Coleman, from Adler University and the University of Chicago, reviewed the sergeants' profiles and presented on how to use their strengths to lead teams and how to build upon their weaknesses. The class also covered how to influence and adapt to organizational change.

Ethics and Integrity: Lessons of the LAPD Rampart

Scandal. Rich Meraz, a retired captain with the Los Angeles Police Department, shared his experience as one of the commanding officers at the center of

12. The Second City Works, among other services, provides communications and professional development training to business and government leaders. See <https://www.secondcityworks.com/>.

13. For more information, see <https://www.discprofile.com/what-is-disc>.

A Surprise – and Realistic – News Conference

On the day following their media training, at approximately 2 a.m., the sergeants were woken up to participate in a surprise mock news conference about an officer-involved shooting.

The sergeants were called individually from a waiting area to conduct a news briefing in front of Office of Communications staff. During the mock news conference, each sergeant stood behind a microphone stand with a camera filming them, and they had to respond to a barrage of challenging questions from CPD officials acting as members of the media. Mirroring the real world of breaking news, the sergeants had only a few minutes to review information about the scenario before facing the “news media.”

Later that day, the entire class watched each sergeant’s mock press conference and discussed positive and negative aspects of their performance and how well they applied the strategies covered in the classroom training the day before.

the LAPD Rampart Scandal.¹⁴ His presentation was a candid, personal account of the leadership issues he faced both during and after the scandal. The session looked at the LAPD culture which allowed the misconduct to take hold; the incremental steps and specific case studies of arrests, shootings, and other incidents that led to corruption; and the downfall of the involved officers. Captain Meraz examined the leadership insights and ethical lessons needed to impact, deter, and deal with potential corruption.

Leadership Matters: Law Enforcement Executives Talk About their Careers. PERF Executive Director Wexler facilitated a panel discussion with three up-and-coming police leaders: Metropolitan (DC) Police Department Assistant Chief Robert Contee



In a panel moderated by PERF Executive Director Chuck Wexler (left), the sergeants heard about the career experiences of three major city police leaders (left to right): DC Metropolitan Chief Robert Contee, NYPD Inspector Ben Gurley, and Tucson Captain John Strader.

(who was named MPD chief in January 2021), NYPD Inspector Ben Gurley, and Tucson Police Department Captain John Strader. The panelists discussed the challenges they faced rising through the ranks from sergeant to their current position, and the lessons they learned along the way. The panelists highlighted specific incidents of building trust with the community and their officers, fighting crime, multi-tasking, and thriving in challenging assignments.

Developing and Managing Your own Career.

Charlotte Lansinger, PERF’s lead Executive Search Consultant, and Chuck Wexler presented on strategies from *Command Performance: Career Guide for Police Executives*, a book published by PERF on how police leaders should prepare their careers if they aspire to become a police chief.¹⁵

The class was modified for the sergeants to examine how up-and-coming first-line supervisors should position themselves to move into increasingly more challenging leadership ranks.

14. In the late 1990s, dozens of officers in the LAPD Rampart Division’s Community Resources Against Street Hoodlums (CRASH) unit were implicated in various acts of misconduct, including excessive use of force, planting evidence, stealing narcotics, perjury, and cover-up. More than 70 officers were implicated and two dozen were disciplined, including five who were terminated.

15. For information about *Command Performance*, visit <https://www.policeforum.org/perf-bookstore>.

Internal Procedural Justice. CPD Lieutenant John Benigno and Deputy Chief (ret.) Marc Buslik presented CPD’s internal procedural justice course. They discussed how leaders can apply procedural justice principles to internal interactions and scenarios.

Field-Based Learning

The two weeks of field-based learning were designed to expose the sergeants to different aspects of the CPD, Chicago city government, and the community. Here is a summary of the field training:

Understanding the Political and Community Dynamics of Policing. This session was moderated by Terrance Gainer, former chief of the U.S. Capitol Police, U.S. Senate Sergeant at Arms, Illinois State Police Director, and retired CPD Command member. He facilitated a discussion among current CPD Command staff members about the challenges police leaders face and the importance of working with community leaders.

A Conversation with the Community. Robin Robinson, Director of CPD’s Office of Restorative Justice, moderated a dialogue among the sergeants and several community members. They explored questions such as, *What are the community’s*

expectations of CPD leaders? and How can CPD leaders work effectively with the community?

Command Staff Perspectives. During this session, several CPD Command staff members at the rank of chief talked about leadership traits, working on the Command staff, and their expectations of the mid-level supervisors and managers who work for them.

Managing Change and Embracing Reform. Blase Cardinal Cupich of the Archdiocese of Chicago talked to the sergeants about controversy, change, and embracing reform. Cardinal Cupich drew comparisons between police reform efforts and the reform efforts following the sex abuse scandal in the Catholic Church.

Command Staff Shadowing. During the field learning weeks, each sergeant was paired with a district commander (or, in some cases, a deputy chief). The sergeants shadowed the commander over several days to observe their daily duties and interactions with community members and leaders, district personnel, and others.

City Hall Day. To get a better perspective on the operations of Chicago city government, the sergeants attended a City Council meeting and met with aldermen, either individually or with their research project groups.

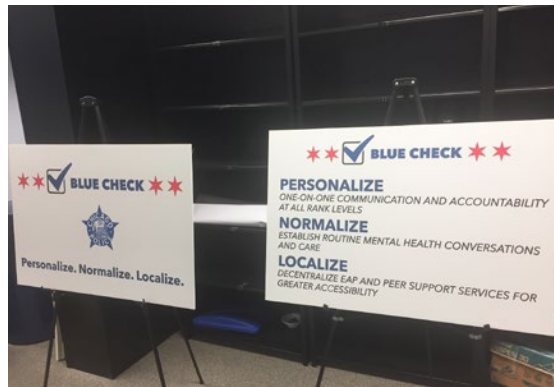
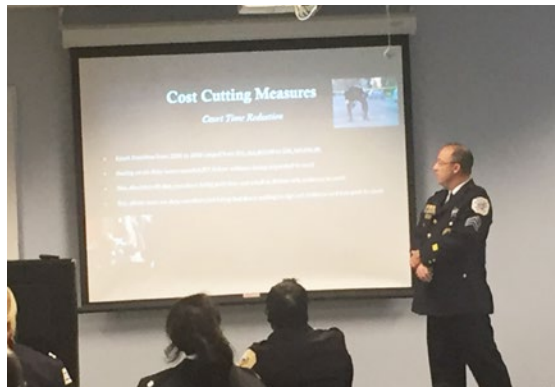


As part of their field training, the sergeants participated in discussions with community leaders and CPD Command staff.



The sergeants had the opportunity to hear from community leaders such as Blase Cardinal Cupich of the Archdiocese of Chicago.

Each research group presented its findings and recommendations to a panel of CPD Command leaders and took questions from them.



Research Projects

At the beginning of the EDPS, the 24 sergeants were placed in four research groups. Group assignments were based on the results of their TAIS leadership assessments. This helped to ensure that each team had a variety of leadership and personality types and that the sergeants would need to work with people who have different leadership styles from their own.

The four groups selected their projects from a list of topics compiled by CPD leadership. The topics were chosen because they involved actual problems or challenges faced by the CPD. As such, the research projects had the potential to spark change and reform in the Department because each of the topics was directly related to some aspect of the CPD’s reform efforts. The topics selected by the groups covered:

- CPD’s officer wellness programs
- CPD’s vehicle pursuit policy
- CPD’s overtime policy

- The impact of CPD’s Strategic Anti-Violence Missions (SAVM). (This topic was requested by the Mayor’s Office.)

The research topics the sergeants worked on had real-world relevance and urgency because they involved actual problems or challenges facing the CPD.

In addition to free time after class days, the sergeants were given time during their field learning weeks to work on research and writing. They met as groups either at the Regenstein Library at the University of Chicago (where they had access to a range of source materials) or in the community room at one of the police districts. The groups were expected to review both quantitative and qualitative research, as well as best and promising practices from other agencies. On the last few days of the program, the sergeants met in their research groups to finalize their research projects and presentations.

Each group presented its findings to a panel of approximately 12 CPD Command staff members. Presentations included Power Points, videos, charts, and other materials providing data and analysis, best and promising practices, and policy recommendations for CPD to consider. Written reports of each topic were also distributed to the review panel. Each group member was required to speak for at least five minutes during their presentations and participate in a Q&A session with Command members.

At the conclusion of the presentations, the sergeants were given graduation certificates and they enjoyed a celebratory lunch with their families, EDPS organizers, and Command personnel.

Program Assessment

To gather feedback on the EDPS program, PERF and the CPD conducted two rounds of surveys of program participants.

- The first survey measured how impactful the sergeants thought the training was in the immediate aftermath of the program. The survey asked whether they thought the training was worthwhile and if it gave them confidence in their ability to take on more responsibility and perform their jobs more effectively.
- The second survey, distributed two years later, asked how they thought the training has helped them since they graduated and whether the training did, in fact, help the sergeants advance their careers.

Part 1 Survey

PERF and the CPD team created a program assessment tool shortly after the EDPS graduation. The survey included 11 multiple-choice and short-answer questions. PERF drafted the questions, and CPD distributed the evaluation via SurveyMonkey. All 24 sergeants submitted responses.

The sergeants gave overwhelmingly positive responses about the program and its utility. Here are some of the highlights:

- Close to 80 percent of the sergeants “strongly agreed” that the training was useful to them in their current role as a sergeant, and another 12.5 percent “agreed” with that statement (see Q1). The other 8 percent were “neutral” on whether the training was useful in the current role.
- Similarly, just under 92 percent of the sergeants either “agreed” or “strongly agreed” that the training gave them tools to solve problems on a regular basis (see Q2).
- When asked if they believed the EDPS training would help them if they promoted within the CPD, 75 percent of the sergeants “strongly agreed,” 12.5 percent “agreed,” and 12.5 percent were “neutral” (see Q6).

Part 2 Survey

In November 2021, two years after the sergeants graduated from the EDPS, PERF surveyed all 24 of the attendees again to measure the longer-term impact of the program on their careers. Eighteen of the graduates completed the survey.

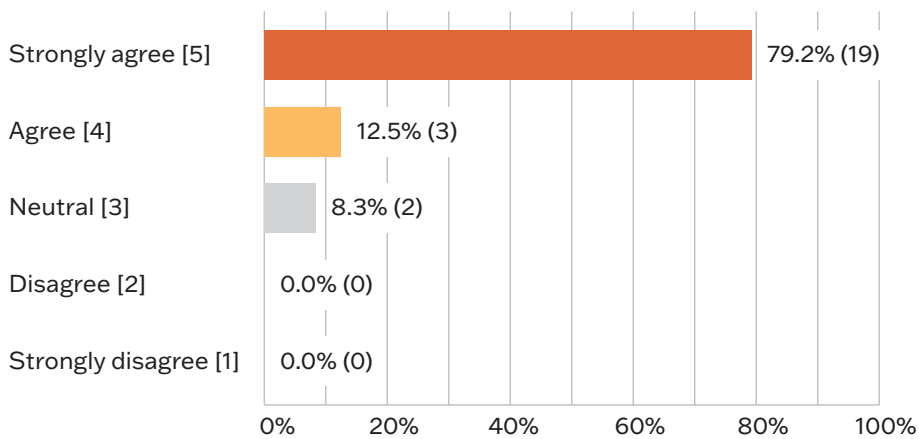
In addition to measuring how useful the training was to the sergeants’ careers, the 2021 survey provided insights into how impactful the training has been during a unique and challenging two years for law enforcement. On top of their ongoing reform efforts, the CPD, like many other large city police departments, had to navigate staffing shortages, community lockdowns, vaccine mandates, and other disruptions caused by the COVID-19 pandemic, as well as large-scale protests in the wake of George Floyd’s murder in Minneapolis and a surge in some violent crimes.

In addition to asking questions that measured the impact the EDPS had on the attendees’ careers, the survey also asked about various aspects of the program: its format, length, specific classes, field learning, and research project. This information is important should

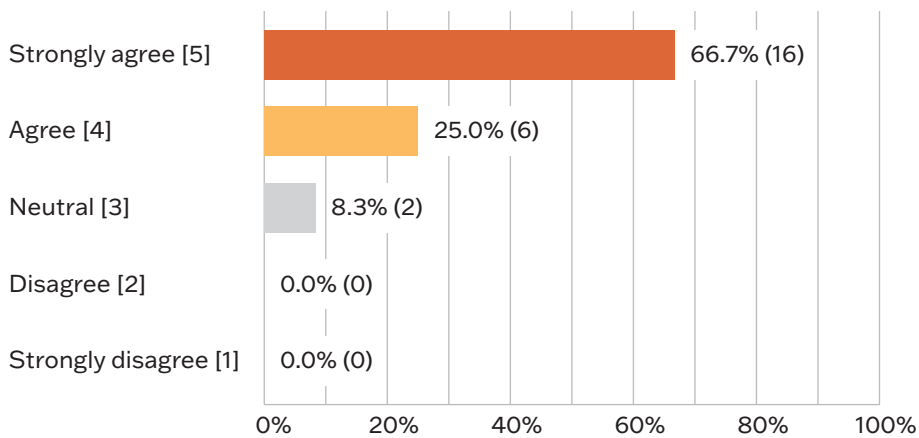
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Selected Responses to 2019 Survey of EDPS Participants

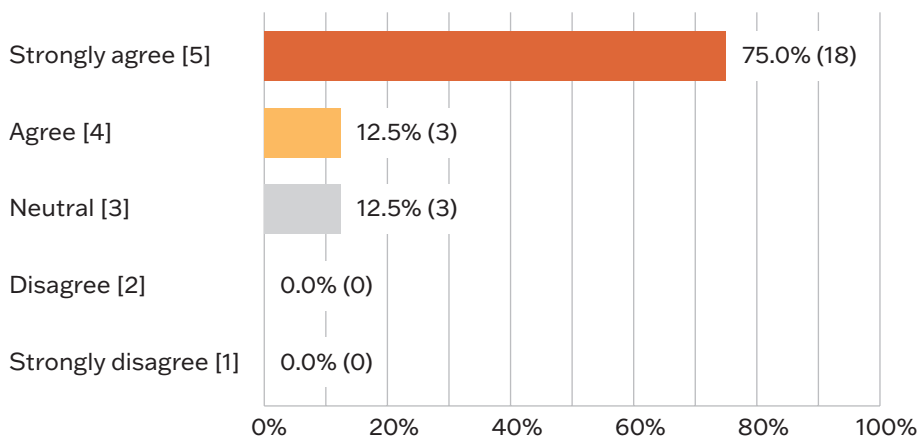
Q1. Overall, this training was useful to me in my current role as a sergeant in the Chicago Police Department.



Q2. Overall, I believe this training gave me tools I can use to solve problems I face on a regular basis.



Q6. This training will help me if I promote within the Chicago Police Department.



the CPD decide to replicate the pilot program in the future. After collecting and analyzing the data, PERF followed up with several of the attendees to discuss their survey responses.

In both the survey results and follow-up interviews, attendees stated that having the program at an off-site location and excusing the sergeants from their normal assignments were essential aspects of the program. Respondents said it encouraged them to focus solely on their training and research projects without interruption from their regular duties. Respondents said the combination of classroom instruction, field learning, and research was also a valuable aspect of the program. It allowed them to hear different viewpoints

and experiences from instructors and practitioners, observe aspects of both the department and city government that they regularly wouldn't see, and gain research and teamwork experience while working on topics relevant to CPD.

When asked which three classes they found particularly interesting or useful, most of the sergeants identified classes that highlighted the experiences and careers of law enforcement chiefs and commanders. Specifically, most of the sergeants said they liked the "Leading in a Time of Reform" class, which featured Baltimore Police Department Commissioner Michael Harrison and Los Angeles Police Department Deputy Chief Jorge Rodriguez talking about their experiences

Selected Responses to 2021 Survey of EDPS Participants

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I've found that the classroom learning portion of the program has been useful to me in my current rank/assignment.	11	6	1	0	0	0
I have used the strategies highlighted in this training since graduating from the program.	10	5	2	0	0	0
Since graduating the program, the leadership development training has been actionable and relevant to my duties and responsibilities.	11	4	3	0	0	0
The training gave me tools I've used to solve problems I face on a regular basis.	9	6	2	0	0	0
The leadership development training helped to prepare me for the challenges I currently face.	11	4	2	1	0	0
If applicable, the leadership development training has contributed to my skills, knowledge and confidence in my new rank or assignment.	9	5	1	1	0	2
I've found that the field learning and shadowing portion of the program has been useful to me in my current rank/assignment.	9	6	1	0	1	0
I've found that the networking aspect of the program has been useful to me in my current rank/assignment.	9	4	4	0	0	0
I've found that the group research project and presentation portion of the program has been useful to me in my current rank/assignment.	10	4	3	0	1	0

leading through consent decrees and the challenges in implementing reform.

Several respondents said they enjoyed the class led by The Second City Works, which focused on improving communications skills by learning to use improvisation and persuasion techniques. Respondents also said they liked Professor Loran Nordgren's course on Leading Without Authority, a class that focused on strategies for overcoming resistance to change.

Almost all of the respondents said that the field learning, specifically the Command staff shadowing portion of the program, was a valuable experience. The respondents said they gained valuable insight from seeing the day-to-day duties of a member of the Command staff. The sergeants were able to have candid conversations with the commander or deputy chief they shadowed, and many learned about the demands and expectations of Command-level personnel in the CPD.

Respondents said they gained a lot from the research project experience as well. The survey and follow-up interviews showed that the sergeants appreciated the fact that the research topics were meaningful, practical, and relevant to the challenges that the CPD was facing. Through their group research, the sergeants said they were able to learn how to research best practices from other jurisdictions and how to formulate solid recommendations for some of CPD's toughest challenges, such as overtime usage and officer wellness.

In a follow-up interview, one sergeant noted that the CPD amended its vehicle pursuit policy based on the recommendations of the research group that investigated that issue.

One sergeant noted that the CPD took the recommendations from their research project and amended the department's vehicle pursuit policy based on the group's recommendations. Another respondent said that during focus groups on officer wellness, the CPD used some of the best practices the research group had highlighted. In addition, this respondent used another group's research project to develop a crime strategy for his new assignment.

Conclusion: Internal Benefits, National Model

The 2019 Chicago Police Department Executive Development Program for Sergeants (EDPS) pilot training was a valuable learning opportunity for the 24 sergeants who participated the program. PERF and CPD took previous models of the Department's internal development training and updated them to create the 2019 pilot program. In follow-up surveys and interviews, the attendees said they believed the training increased their leadership skills and capacity, and almost all said the EDPS will help them in the future should they be promoted and take on more challenging roles in the department.

Since the training, four of the 24 sergeants have, in fact, been promoted to lieutenant, and one of those lieutenants was subsequently promoted to commander. In follow-up conversations, PERF learned that most of the remaining sergeants are participating in the 2022 promotional process for lieutenant.

It is impossible to know the extent to which the EDPS helped to further the careers of program participants. After all, the sergeants were selected for the program, in part, because they hoped to be promoted to higher ranks. Still, the evaluation feedback from program participants suggests that the program did provide them with new skills and experiences, new perspectives on the roles of police leaders, and new confidence in their abilities to grow and develop as future leaders.

A permanent EDPS program could be a valuable addition to the CPD's training repertoire, especially as the Department seeks to identify and groom its future leaders. The combination of off-site classroom instruction, field learning, and participating in research projects and presentations make the EDPS a unique learning experience for sergeants (and possibly personnel at other ranks) who aspire to leadership positions. In this regard, the EDPS could become a national model for agencies looking to deliver in-house professional development training for their first-line supervisors.

Key Takeaways from the Executive Development Program for Sergeants

1. Professional development training for sergeants is relatively uncommon. When conducting background research early in the project, PERF found few examples of agencies that had customized, in-house professional development opportunities for their first-line supervisors. This type of training could be extremely valuable as agencies work to groom their leadership talent early in their careers.
 - a. Classroom learning should include instructors with a variety of backgrounds, experiences, and expertise. The EDPS used instructors from academia, as well as current and former law enforcement leaders from within the CPD and outside agencies, a comedy troupe, and mock news media members. The CPD instructors were able to teach policy and provide personal experiences and observations to events and situations familiar to the students. Instructors from other agencies provided outside perspectives to universal law enforcement challenges, such as reform efforts, and highlighted the cultural and procedural similarities and differences between their agencies and the CPD.
2. When creating a program and selecting participants, it is essential that agencies be open and transparent. Several months before the training, personnel from multiple CPD units, including Training and Legal Affairs, created an application and selection process that was clear, fair, and open. This is important to avoid concerns about favoritism during the selection process.
 - b. When pairing sergeants with the mentors they will shadow, participants should be assigned to a Command member from a unit or area of the city that the student is not familiar with. This serves to broaden their experience.
3. Where the training is held is critically important. The training environment should reduce distractions and promote learning, reflection, and dialogue. During the training, participants should be removed from their daily routines and responsibilities. To further reduce distractions from work, the training should not be held at an agency building, and the participants' supervisors and direct reports should not expect them to respond immediately to calls and emails. If funds can be secured, it is ideal to hold the training in an off-site, residential setting.
4. The training should incorporate a combination of learning approaches, including classroom and field work (especially the opportunity to shadow current Command-level personnel).
 - a. Assigning a group research project helps sergeants look at the bigger picture; develop their research, writing, and critical-thinking skills; and build teamwork. Requiring the groups to present their research findings to Command staff members builds their public speaking skills and gives them experience defending their arguments and research findings.
5. Research topics should cover issues that are relevant to the agency and represent problems that need to be solved. This helps to build interest and buy-in from the students, and the agency can benefit from the ideas and recommendations that are developed by the research groups.
6. For group projects, it is important for students to be paired with people who have different leadership styles from their own. This helps the students learn how to work with different personality types.
7. Paying for this type of training can be challenging. Agencies should look to partner with organizations that have experience with developing leadership training, and they should seek out alternative funding sources, such as local and national foundation grants.
- 8.



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