

PEOPLE FIRST. MISSION ALWAYS.

The FLOURISH Model

A Framework for Police Leadership

Arnold Leadership Group, LLC

Arnold Leadership Group, LLC · [Department Name]

Police leaders create organizational conditions where officers and professional staff FLOURISH personally and professionally while delivering exceptional service to communities.

Eight interdependent domains. No single element works in isolation. All are necessary. None is sufficient alone.

OVERVIEW

What Is the FLOURISH Model?

The FLOURISH model is a comprehensive leadership framework developed for police organizations. It identifies eight interdependent domains of leadership practice that create organizational conditions where officers and professional staff can grow, contribute, and sustain — while doing the demanding, morally complex work of policing under public authority.

The model emerged from doctoral research into what actually drives officer burnout — and what prevents it. The research consistently shows that internal organizational stressors (leadership quality, perceived support, fairness) are more predictive of burnout and turnover than the operational dangers of police work. Officers aren't leaving because the work is hard. They're leaving because the system fails them.

FLOURISH is the answer to that system failure.

THE EIGHT DOMAINS

How the Model Works

The eight domains are mutually reinforcing. Each supports the others. The sequence is intentional: the F domain — Foster Authentic Relationships — creates the foundation of trust and psychological safety on which everything else is built. The remaining domains deepen, sustain, and give structure to that foundation.

F	Foster relationships	<i>Creates the foundation of trust and psychological safety that enables everything else.</i>
L	Lead development	<i>Happens within and through those authentic relationships.</i>
O	Open communication	<i>Deepens relationships while enabling leaders to understand what support people need.</i>
U	Uphold well-being	<i>Demonstrates the authenticity of relationships through supportive action.</i>
R	Recognize contributions	<i>Reinforces relationships and acknowledges the development occurring.</i>
I	Inspire meaning	<i>Gives direction and purpose to the development people receive, connecting work to impact.</i>
S	Serve as role model	<i>Authenticates everything — leaders must embody what they espouse.</i>
H	Hold accountable	<i>Maintains standards while preserving the relationships, safety, and dignity that make development possible.</i>

FOUNDATION

Leadership Philosophy Statement

We believe that our members are our most valuable resource and that their well-being, development, and dignity are both morally imperative and operationally essential.

The FLOURISH model for people first, mission always, police leadership creates organizational conditions where members flourish personally and professionally while delivering exceptional service to our community.

We lead through authentic relationships, continuous development, honest communication, unwavering support, and shared purpose. We hold ourselves accountable to these principles in our daily actions, recognizing that leadership is demonstrated through behavior, not merely espoused values.

Authority is a responsibility. Leadership is a moral act. Our people are our greatest obligation.

LEADERSHIP STANDARD

What Leaders Are Responsible For

Supervisors are not responsible for controlling everything. They are responsible for:

<i>The climate they create</i>	<i>How authority is exercised</i>	<i>The development of their people</i>	<i>The ethical tone of their unit</i>
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A supervisor's success is measured by the growth, character, and capability of the people they develop.

THE EIGHT DOMAINS

FLOURISH: Domain by Domain

Each domain is described below with its definition, the research rationale behind it, key leadership behaviors, and a self-assessment question supervisors can use to evaluate their own practice.

F · Foster Authentic, Trust-Based Relationships

DEFINITION

Building genuine connections characterized by psychological safety, mutual respect, and authentic care — where officers feel valued as whole people.

WHY IT MATTERS

Trust-based relationships are the foundation for everything else in FLOURISH. In policing's hierarchical culture, where vulnerability is discouraged, intentional relationship-building enables members to disclose struggles, seek support, and maintain well-being.

KEY BEHAVIORS

- Conduct monthly 30–45 minute Personal Management Interviews (PMIs) with each direct report
- Create private, uninterrupted settings where officers feel comfortable being honest
- Follow through on every commitment made in conversation
- Show up during difficult times: after critical incidents, during family crises
- Know each member's family situation, career aspirations, and what matters to them
- Model vulnerability — acknowledge your own mistakes and limitations
- Maintain confidentiality: what is shared in PMIs stays confidential

SELF-ASSESSMENT

Do my people trust that I genuinely care about them as whole persons, not just as workers?

L · Lead Development Intentionally

DEFINITION

Actively investing in the growth, learning, and career advancement of every member through individualized support, feedback, and opportunity.

WHY IT MATTERS

Development opportunities activate intrinsic motivation and function as critical job resources that buffer against burnout. Members who feel stagnant burn out faster. Leaders who facilitate continuous development prevent cynicism and disengagement.

KEY BEHAVIORS

- Ask explicitly: 'Where do you want your career to go? What do you want to learn?'
- Create individualized development plans with concrete steps and realistic timelines
- Provide feedback regularly — not just during annual evaluations
- Aim for a 5:1 ratio of positive to corrective feedback
- Assign members to work that stretches their capabilities and builds new skills
- Coach through challenges: 'What happened? What did you learn? What would you do differently?'
- Identify high-potential members early and prepare them for leadership

SELF-ASSESSMENT

Is every person I supervise growing and developing toward their goals?

O · Open Two-Way Communication

DEFINITION

Fostering honest, transparent dialogue where information, expectations, and feedback flow in both directions through genuine listening and consistent exchange.

WHY IT MATTERS

Two-way communication addresses role ambiguity (a burnout predictor), builds procedural justice through voice, and ensures leaders understand members' realities rather than operating on assumptions.

KEY BEHAVIORS

- Listen to understand, not just to respond — give full attention, eliminate distractions
- Ask the transformative question: 'What do you expect from me as your supervisor?'
- Explain the 'why' behind decisions — help people understand reasoning, not just directives
- Establish and clarify expectations through dialogue, not one-way mandates
- Provide regular updates; ensure members know what's happening in the organization
- Normalize conversations about well-being: 'How are you doing — really?'
- Admit when you don't have all the answers: 'Here's the best decision I can make right now'

SELF-ASSESSMENT

Do my people feel heard, understood, and informed through consistent two-way communication?

U · Uphold and Support Their Well-Being

DEFINITION

Prioritizing member wellness by providing necessary resources, buffering from organizational dysfunction, and taking proactive action to support health and effectiveness.

WHY IT MATTERS

Internal organizational stressors are often more stressful than external operational stressors. Members expect operational danger; they don't expect their own organization to create suffering. Supportive leadership directly addresses organizational stressors.

KEY BEHAVIORS

- Ensure access to equipment, tools, training, and information needed to do the job safely
- Buffer members from bureaucratic obstacles and organizational chaos within your control
- Distribute workload equitably — protect recovery time after stressful periods
- Use PMIs as an early detection system for strain before it becomes crisis
- Proactively connect members to wellness resources — don't wait for them to ask
- Check on members immediately after critical incidents — well-being first, debrief second
- Manage upward: push back on unrealistic demands, advocate for your team

SELF-ASSESSMENT

Are my people getting the tangible support and resources they need to be healthy, effective, and resilient?

R · Recognize Contributions and Strengths

DEFINITION

Acknowledging what people do well, appreciating unique contributions, and celebrating successes in ways that are specific, meaningful, and frequent.

WHY IT MATTERS

Recognition meets fundamental human needs for appreciation and belonging. Officers working in a profession that often receives public criticism need leaders who see and acknowledge their contributions. Research shows positive feedback ratios predict performance and well-being.

KEY BEHAVIORS

- Make recognition specific: not 'good job' but name exactly what they did and why it mattered
- Explain impact: 'When you did X, it resulted in Y, which matters because Z'
- Aim for a 5:1 ratio of positive to corrective feedback across all interactions
- Identify what each member does particularly well — their natural strengths and unique talents
- Celebrate career milestones, team successes, and personal milestones
- Express genuine appreciation regularly — in person, in writing, in front of peers when appropriate
- Recognize character and values, not just outcomes: acknowledge integrity when you see it

SELF-ASSESSMENT

Do my people know their contributions are seen, valued, and appreciated?

I · Inspire Purpose and Meaning

DEFINITION

Helping members connect their daily work to impact, significance, and larger mission while maintaining the sense of purpose that drew them to policing.

WHY IT MATTERS

Research consistently shows that meaning and purpose buffer against burnout. Members enter policing to make a difference — leaders who help maintain that connection prevent the loss of meaning that accelerates cynicism and disengagement.

KEY BEHAVIORS

- Share stories of impact: connect members to outcomes they often don't see
- Explain how administrative tasks serve the mission — 'Accurate reports are how we ensure justice'
- Help members see their own value and impact: 'Do you realize the difference you made?'
- Foster pride in the work — articulate what your team stands for and does well
- Ask in PMIs: 'What work feels most meaningful to you? How can we create more of that?'
- During cynical moments, acknowledge the difficulty while reconnecting to purpose
- Model your own connection to purpose — share why you do this work

SELF-ASSESSMENT

Do my people understand the significance of their work and maintain connection to the purpose that drew them to policing?

S · Serve as a Role Model

DEFINITION

Demonstrating through your own behavior the values, standards, and practices you expect from others — particularly vulnerability, growth orientation, and integrity.

WHY IT MATTERS

Members watch what leaders do far more than what they say. Modeling creates permission and sets cultural norms. When leaders demonstrate vulnerability, it creates psychological safety. When leaders maintain integrity between words and actions, it builds trust and credibility.

KEY BEHAVIORS

- Acknowledge your mistakes openly: 'I made the wrong call on that. Here's what I learned'
- Admit uncertainty: 'I don't know. Let me find out'
- Model work-life balance — take time off, don't glorify unsustainable hours
- Uphold the highest ethical standards consistently — especially when no one is watching
- Show up during difficult times, not just when things are going well
- Model emotional regulation under pressure — stay calm during crises
- Treat everyone with dignity regardless of rank, position, or status

SELF-ASSESSMENT

Would I want to work for someone who leads the way I lead? Do my actions align with my words?

H · Hold Accountable with Dignity

DEFINITION

Maintaining high standards and addressing performance or conduct issues while preserving human dignity, focusing on learning, and ensuring fair, consistent processes.

WHY IT MATTERS

Accountability and support aren't opposites — both are essential for people-first leadership. Officers need to know that standards matter. However, accountability implemented punitively, inconsistently, or without dignity becomes an organizational stressor that drives burnout.

KEY BEHAVIORS

- Communicate performance and conduct standards clearly — ensure everyone knows what's expected
- Apply standards consistently across your team — avoid favoritism or double standards
- Address issues directly and early — before small problems become major ones
- Have private conversations about performance concerns — never humiliate publicly
- Ask exploratory questions before judging: 'What happened? What were you thinking?'
- Frame accountability as learning: 'What can we learn from this? What support do you need?'
- After difficult conversations, help the person move forward — maintain the relationship

SELF-ASSESSMENT

Am I holding people to high standards in ways that preserve their dignity, focus on learning, and maintain our relationship?

DAILY APPLICATION

The ACT Daily Leadership Guide

FLOURISH is the comprehensive framework — eight components that create people first, mission always leadership. But you can't hold eight domains in mind during every interaction. The ACT model is your daily guide.

Before and after every interaction with a member, ask yourself:

Did I ACT like a FLOURISH leader?

A**Acknowledge the Person**

Did I see them, value them, recognize them as a whole person — not just as a worker?

- *How can I acknowledge them as a person today?*
- *Did they feel seen and valued?*
- *Even in this tough moment, can I acknowledge their humanity?*

C**Coach for Growth**

Did I develop them, listen to them, help them learn — rather than just direct or correct?

- *What's the growth or learning opportunity here?*
- *Did I help them develop, or did I just give direction?*
- *How can I turn this into learning rather than just compliance?*

T**Take Care**

Did I support their well-being, connect to meaning, and model the behavior I expect?

- *How can I support their well-being or connect to purpose?*
- *Did I demonstrate care and model what I expect?*
- *Am I taking care of the relationship and their dignity?*

A captures the relational and recognition dimensions. C captures the developmental and communicative dimensions. T captures the supportive, meaning-centered, and role-modeling dimensions. All eight FLOURISH domains are present in ACT — none are missing.

STANDARDS

Leadership Expectations — All Ranks

Every supervisor and commander who holds authority over others is expected to uphold the following nine standards. These are not aspirations. They are the baseline of what FLOURISH leadership looks like in practice.

01	Protect Dignity Correct behavior without attacking identity. Discipline fairly and privately.
02	Create Psychological and Moral Safety Encourage truth-telling, learning, and ethical dissent. Silence is risk.
03	Develop People Intentionally Know your people. Coach, mentor, and prepare others to lead without you.
04	Model Ethical Courage Act with integrity even when inconvenient. Apply standards consistently across ranks.
05	Demand and Support Professional Mastery Protect training, preparation, and competence. We do not normalize avoidable incompetence.
06	Build Trust Relentlessly Lead transparently. Explain the 'why.' Trust is a strategic asset.
07	Support Whole-Person Sustainability Recognize human limits. Normalize recovery and help-seeking.
08	Cultivate Meaning and Purpose Connect daily work to service, values, and legitimacy.
09	Multiply Leadership Prepare successors. Share authority and responsibility.

THE ORGANIZATIONAL CONTRACT

What We Owe Each Other

We define success not only by outcomes, but by how our people experience the work. Our members are expected to work hard, face danger, and be accountable. In return, this organization commits to:

WHAT WE OWE MEMBERS

- Preparation over blame
- Learning over silence
- Integrity over convenience
- Development over dependency
- Sustainability over burnout

WHAT MEMBERS OWE THE ORGANIZATION

- Professional excellence in every assignment
- Ethical conduct without compromise
- Active participation in their own development
- Honest communication with supervisors
- Leadership of others — regardless of rank

The goal is professional excellence that does not diminish the people who serve.

ECOSYSTEM INTEGRATION

Where This Document Sits in the FLOURISH Ecosystem

The FLOURISH Model is the foundational document of the entire FLOURISH Leadership Ecosystem. Every other component — across all four modules — derives its domain definitions, behavioral anchors, and assessment criteria from this document. The eight domains and the ACT daily heuristic defined here are the shared language of the system.

Module 01 — Leader Development: The Leader Development Architecture, Cohort Design Program, Mentorship Framework, and Personal Management Interview Guide all operationalize the eight FLOURISH domains into developmental practice. The PMI in particular is the primary delivery mechanism for daily FLOURISH leadership.

Module 02 — Leader Selection: The Leadership Portfolio, SJT, and 360° Assessment all score candidates against the eight FLOURISH domains. The behavioral items in the 360° and the scoring criteria in the SJT are drawn directly from the domain definitions in this document.

Module 04 — Leader Accountability: The Unit-Level Climate Survey measures the eight FLOURISH domains from the perspective of those being led. The Leader Climate Evaluation connects climate data back to the behavioral expectations defined here.

Related Documents: FLOURISH Ecosystem Map (system architecture), Leader Development Architecture (Module 01), Personal Management Interview Guide (Module 01), FLOURISH 360° Assessment (Module 02), Unit-Level Climate Survey (Module 04).

ABOUT THIS FRAMEWORK

The FLOURISH Model was developed by Lance Arnold, EdD, as part of doctoral research in Organizational Leadership at Abilene Christian University (2026). The framework is grounded in Christine Maslach's burnout theory, the Job Demands-Resources model, and Kim Cameron's research on positive leadership.

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EVALUATION CRITERIA · HOW YOU KNOW THIS COMPONENT IS WORKING

- The Overview is being read by the people it is meant to reach — command staff, governing body members, new hires, partner agencies — not just by the people who built FLOURISH.
- Readers can summarize FLOURISH after reading the Overview without referring back to the document. The eight domains stick. The ACT heuristic sticks.
- The Overview is being used as the entry point for socialization. Department-wide rollouts begin here, not with the full Leadership Framework.
- Outside agencies request the Overview when they ask 'what is this system?' The document earns the conversation that the full ecosystem requires.