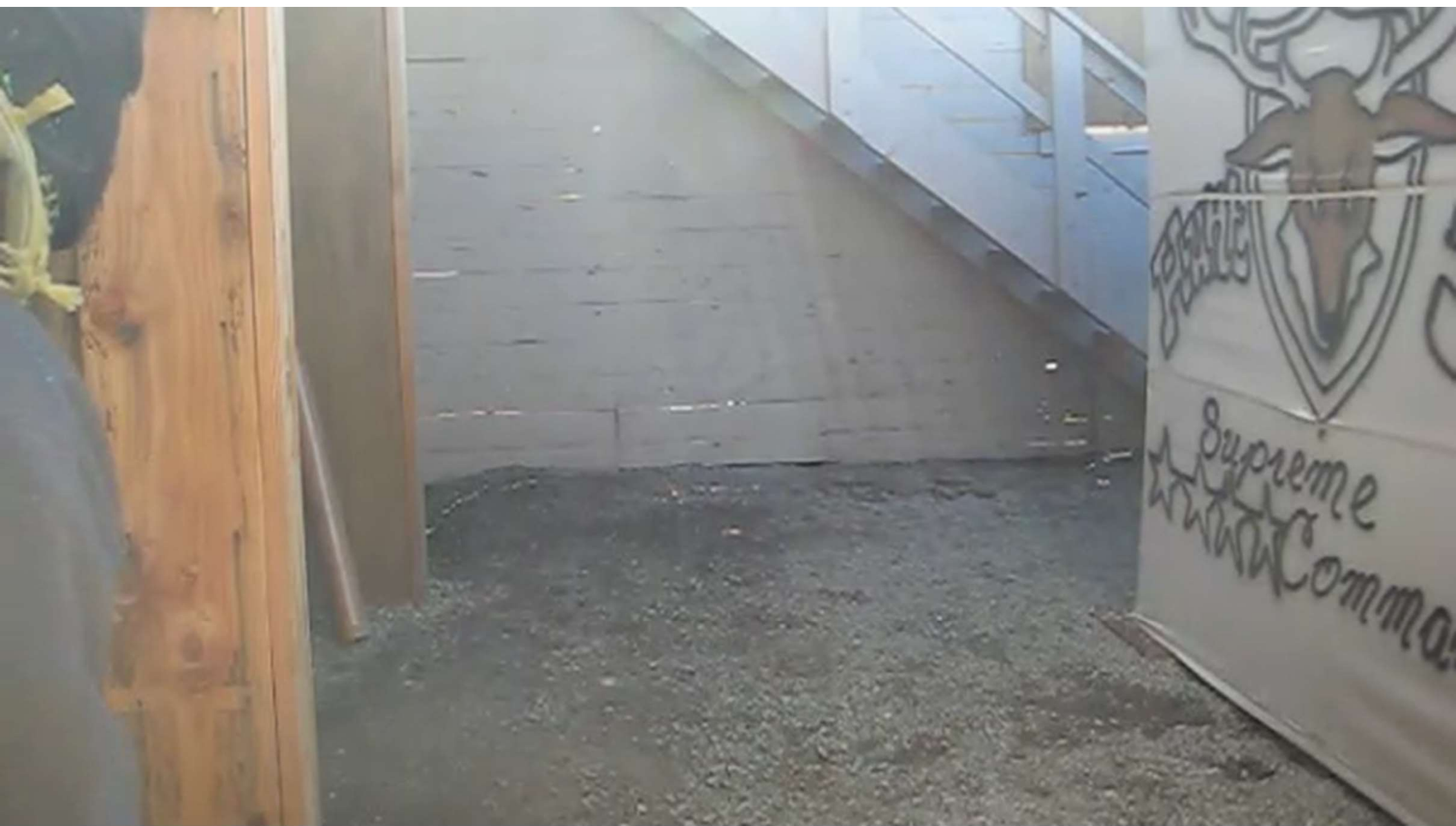




Training On Purpose, By Design

Jeff Johnsgaard

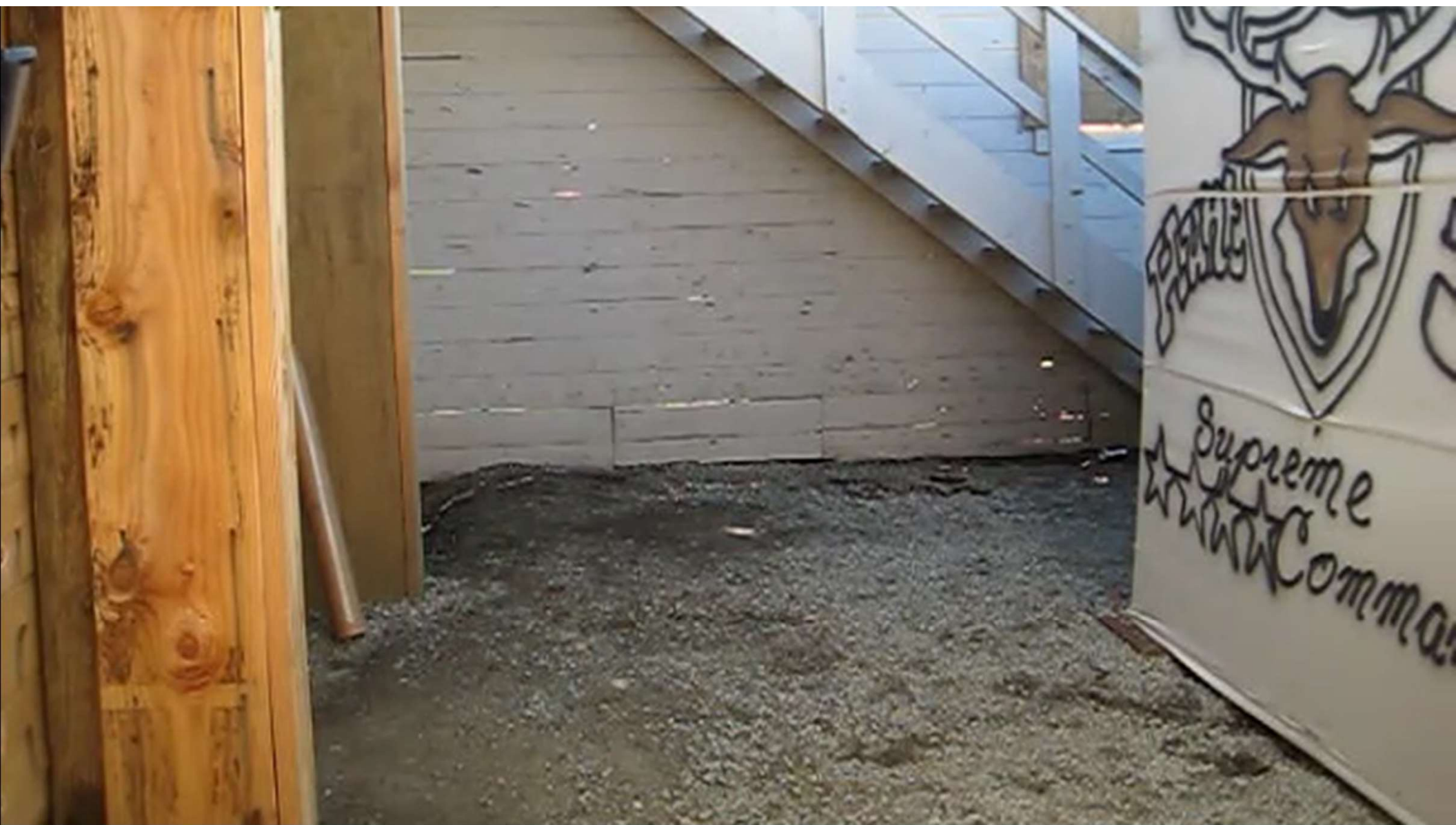


What is the goal of this training?

Is this the best?

How do you know?

How are you measuring it?



2026-05-13 17:44:07 -0400
AXON BODY 4 D01A85456



POLICE  ACTIVITY

2026-05-13 17:49:03 -0400
AXON BODY 4 D01A85456



MARION COUNTY
SHERIFF'S OFFICE

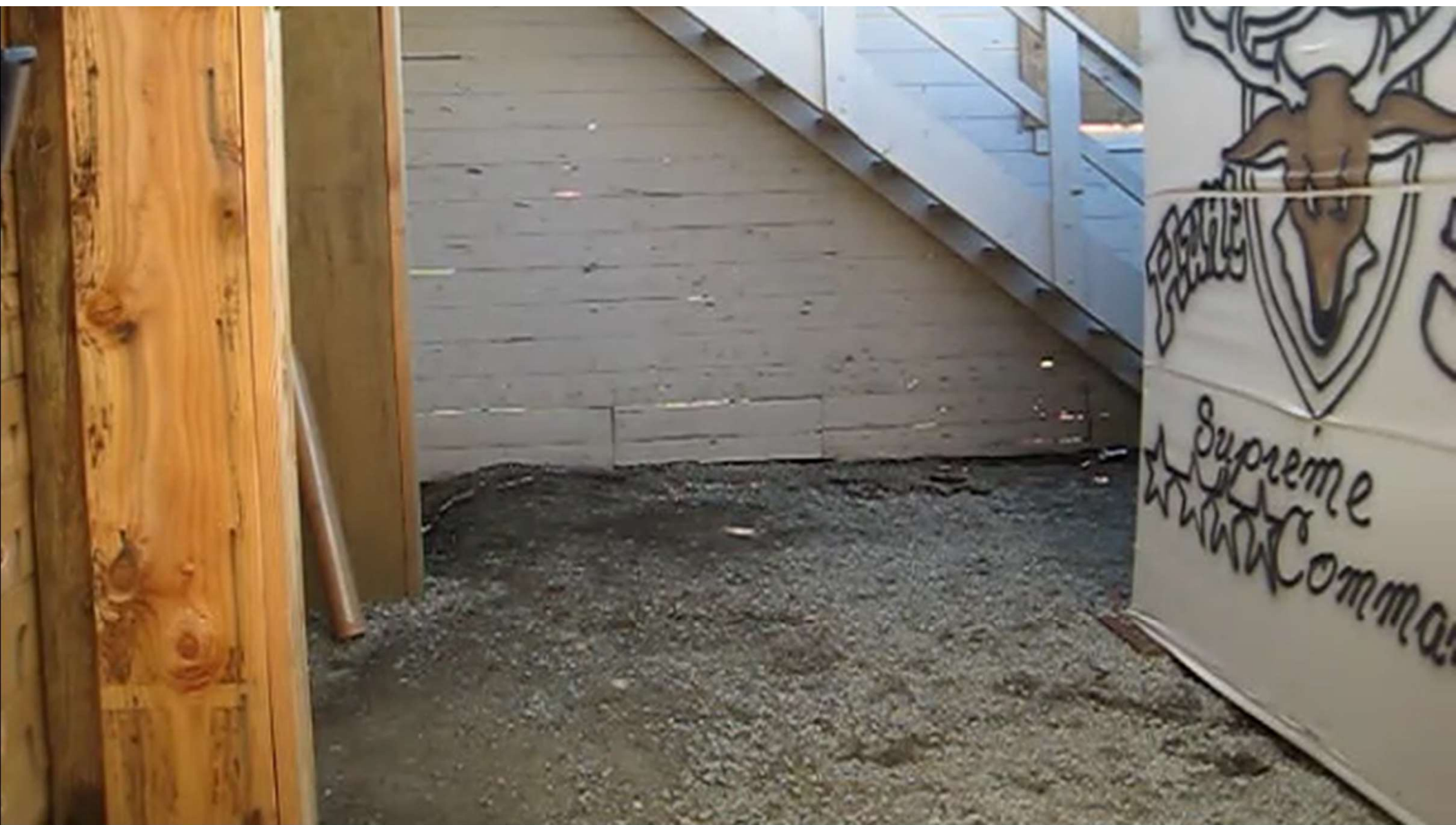


POLICE  ACTIVITY

Why is the officer doing that?

**When did we train them to
do that?**

**How are you noticing these
things?**

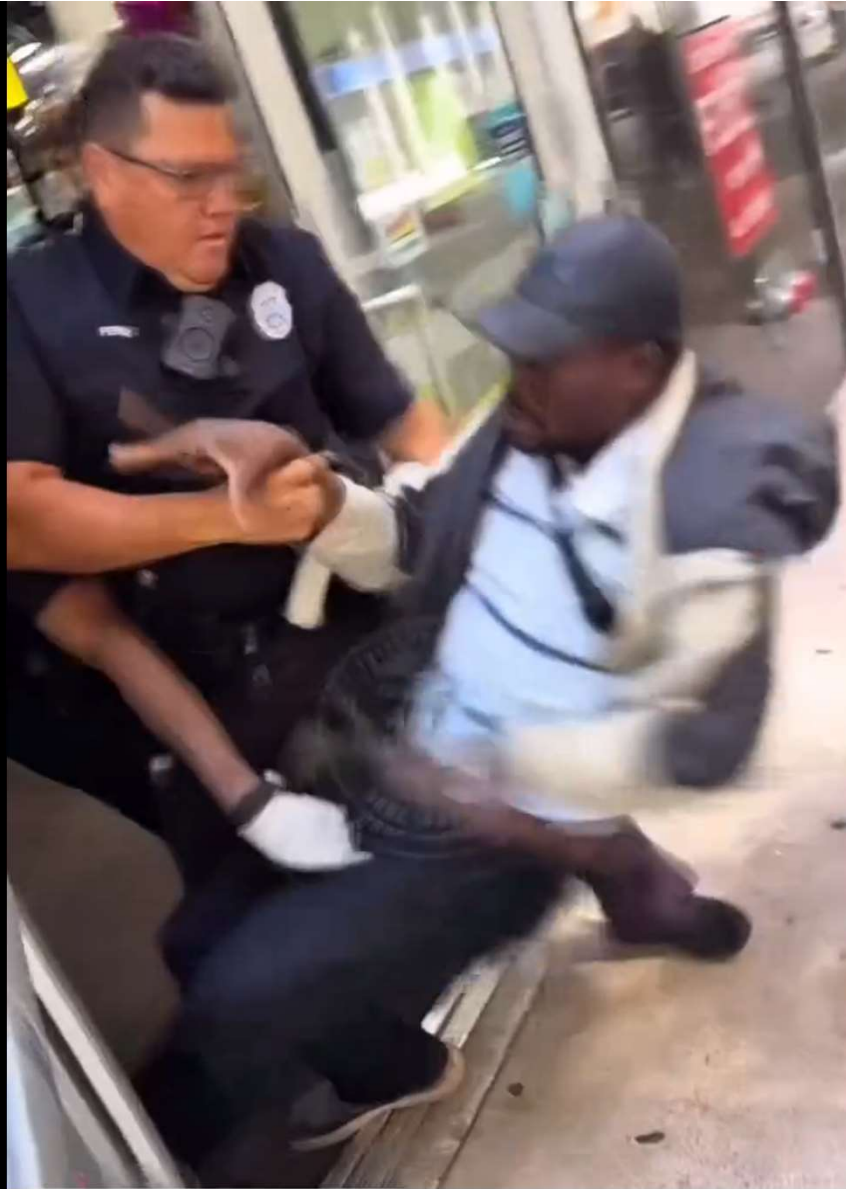


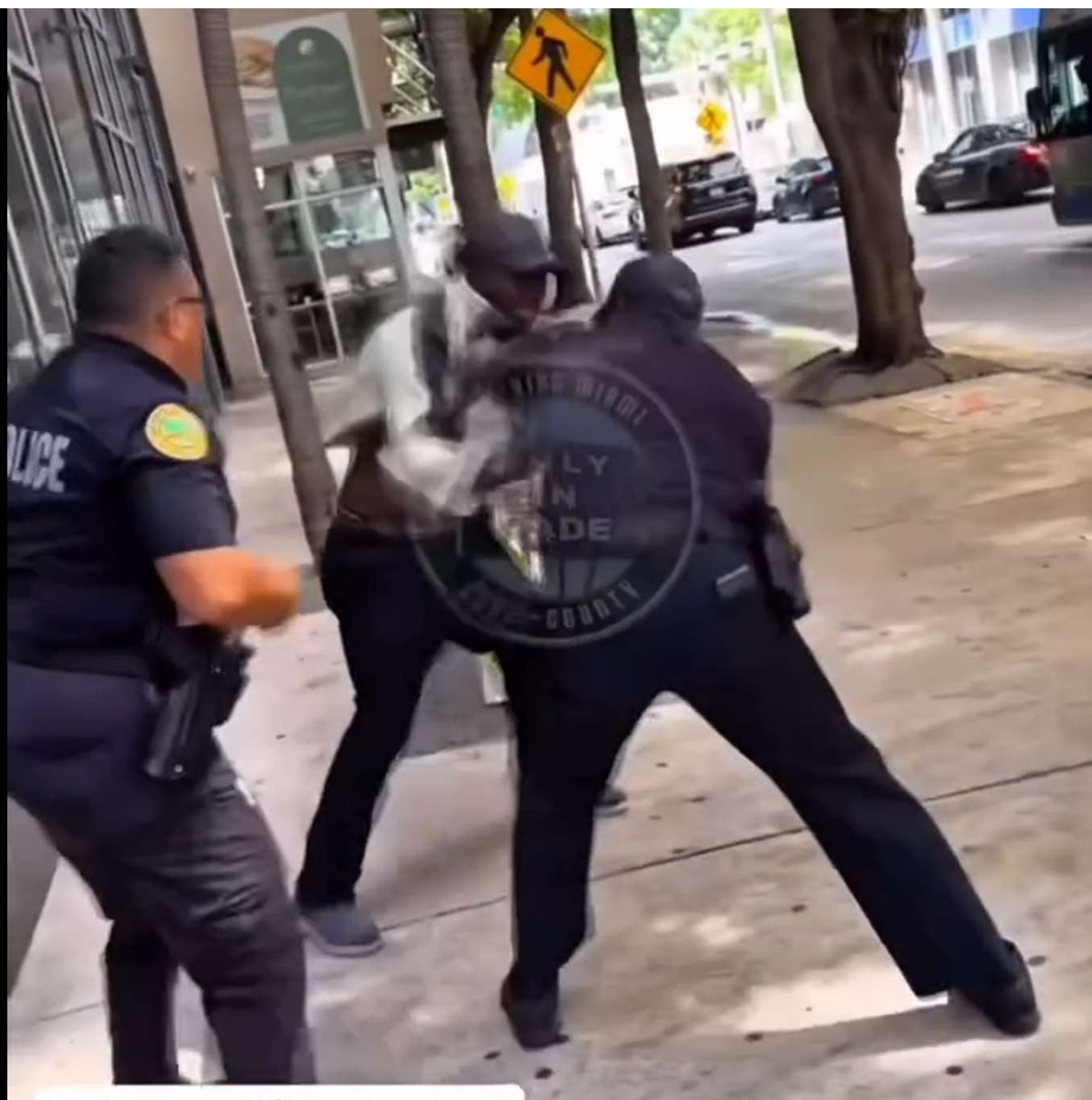


**What is the Unintended
Negative Residue
of Your
Well-Intentioned
Training?**



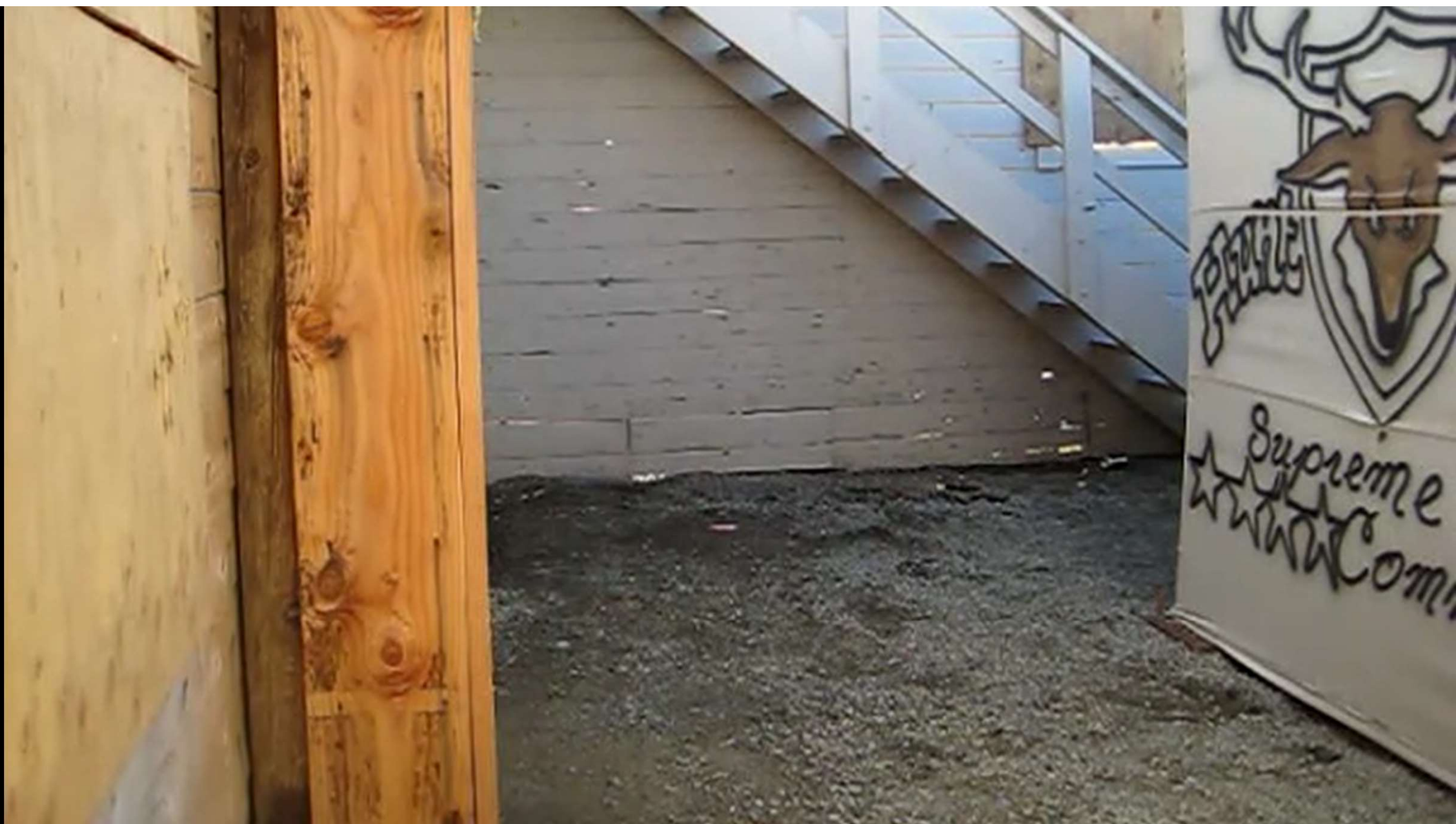














Poor Training has a
Larger Negative Impact
Than
Good Training has
Positive Impact



Training On Purpose, By Design

Jeff Johnsgaard



Increase Officer
Decisions &
Actions
Upgrade Their
'Software'

Jeff Johnsgaard

Email: Jeff@OnPurpose.Training

Cell: (423) 457-5463

Website: www.OnPurpose.Training

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Poor Training has a
Larger Negative Impact
Than
Good Training has
Positive Impact

Police Training Approach

One Size Fits All



**Tell You How to
do the THING**

**Tell You When
You did it Wrong**

**Tell You How to
do it Right**





Telling
=
"Pushing"



**Trying to
Replace
Their
Thinking
with Yours**

'Pushing' = Rusty Tool



Well Intentioned Bad Idea



Why do you train?

QUESTION

**What is the goal of
your training?**

QUESTION

“To create professionals who repeatedly thrive under pressure, uncertainty, incomplete information and rapidly changing environments.”

The Skill = ADAPTABILITY



The Skill = ADAPTABILITY



2026-02-02 14:12:58 -0700
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POLICE  ACTIVITY

2025-02-02 14:13:02 -0700
AXON BODY 4 D01AP851M



2026-02-02 14:13:08 -0700
AXON BODY 4 D01AP851M

POLICE  REACTIVITY

AXON BODY 4 D01AP851

**Where Did
We
Teach This?**

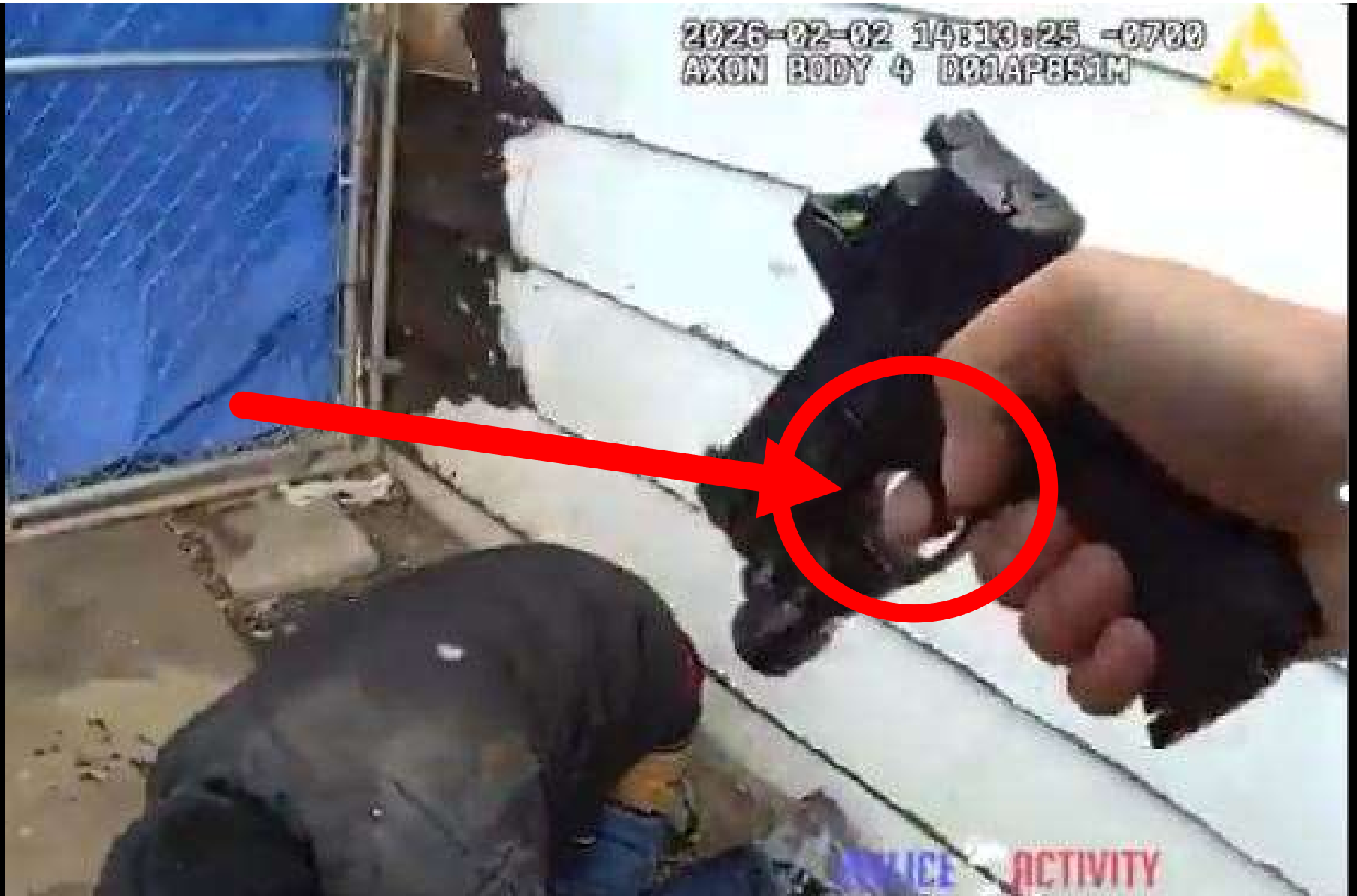
POLICE

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AXON ACTIVITY

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AXON BODY 4 BODY 4 BODY 4





**Where Did We
Teach This?**

***The problem isn't that they
couldn't do what we trained***

**The problem isn't that they
couldn't do what we trained**

**The problem is that they kept
doing what we trained after
it stopped being the right
thing to do**

Video: New York AG Letitia James

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BWL7-015759



Transfer-First Learning Loop

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on Website



Transfer-First Learning Loop

1. Perception

Transfer-First Learning Loop

1. Perception
2. Attention Regulation

Transfer-First Learning Loop

1. Perception
2. Attention Regulation
3. Sense-Making

Transfer-First Learning Loop

1. Perception
2. Attention Regulation
3. Sense-Making
4. Prediction

Transfer-First Learning Loop

1. Perception

2. Attention Regulation

3. Sense-Making

4. Prediction

5. Decision

Transfer-First Learning Loop

1. Perception
2. Attention Regulation
3. Sense-Making
4. Prediction
5. Decision
6. Action

Transfer-First Learning Loop

1. Perception

2. Attention Regulation

3. Sense-Making

4. Prediction

5. Decision

6. Action

7. Error & Success
Detection

Transfer-First Learning Loop

1. Perception
2. Attention Regulation
3. Sense-Making
4. Prediction
5. Decision
6. Action
7. Error & Success Detection
8. Adaptation

Transfer-First Learning Loop

1. Perception

2. Attention Regulation

3. Sense-Making

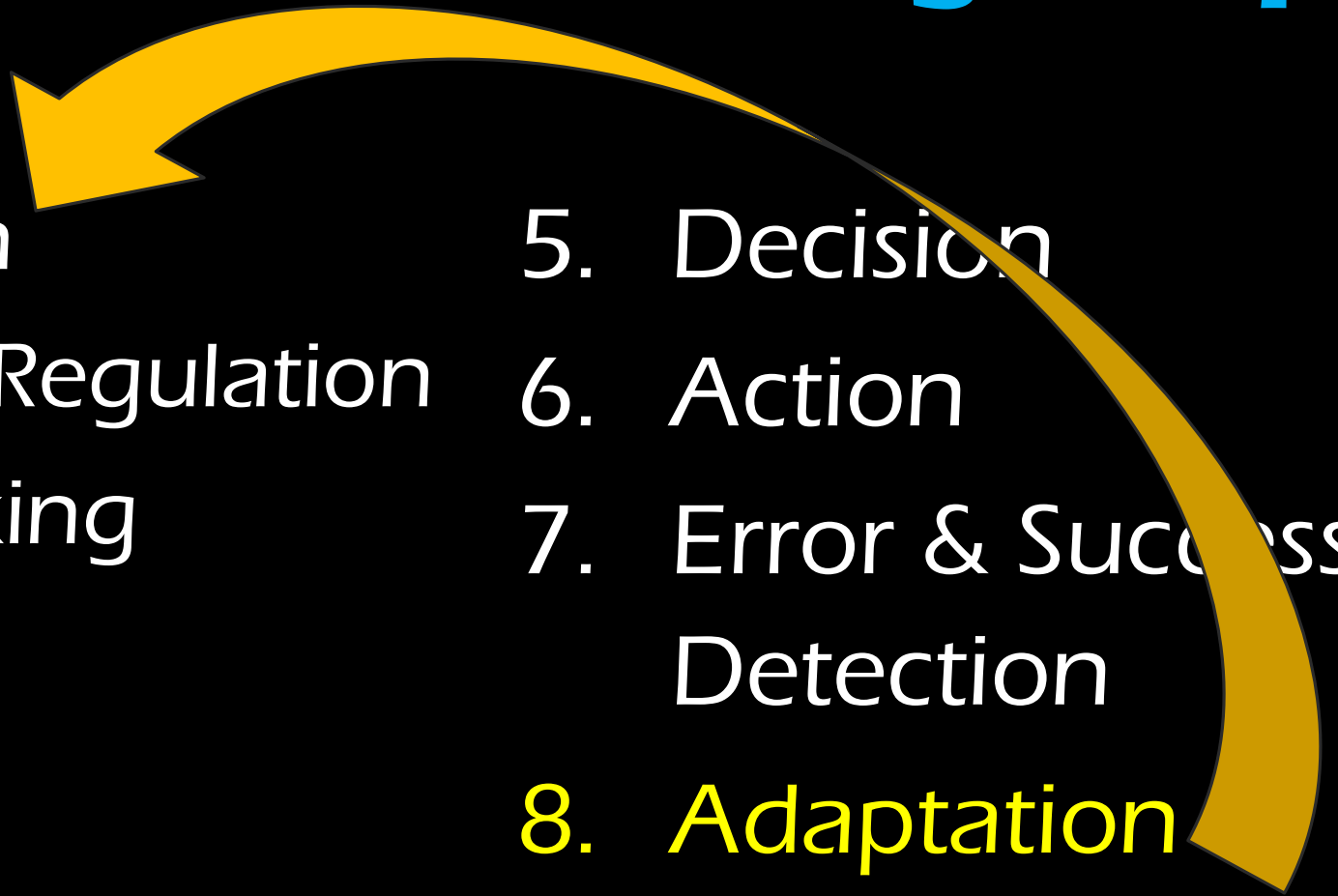
4. Prediction

5. Decision

6. Action

7. Error & Success
Detection

8. Adaptation



Transfer-First Learning Loop

1. Perception

2. Attention Regulation

3. Sense-Making

4. Prediction

5. Decision

6. Action

7. Error & Success
Detection

8. Adaptation



**We are very good at
seeing what people did**

**We are very good at
seeing what people did**

**We are not always as good
at understanding why
they did it**

Transfer-First Learning Loop

1. Perception
2. Attention Regulation
3. Sense-Making
4. Prediction

5. Decision

6. Action

7. Error & Success
Detection

8. Adaptation



Coaching Language

“Pushing”

or

“Pulling”



Instructor “Pushing”

Instructor inserts answers

Talks ‘at’ not with the student

**Fix a problem the student
does not realize is there**

Instructor “Pulling”

Instructor extracts thinking

**Shapes attention, meaning
and prediction**

**Student “Owns the Reason”
for the decision & action**

Core Message

Don't just train the response

Core Message

Don't just train the response

**Train the THINKING
that makes the response
ADAPTABLE**

Transfer-First Learning Loop

1. Perception

2. Attention Regulation

3. Sense-Making

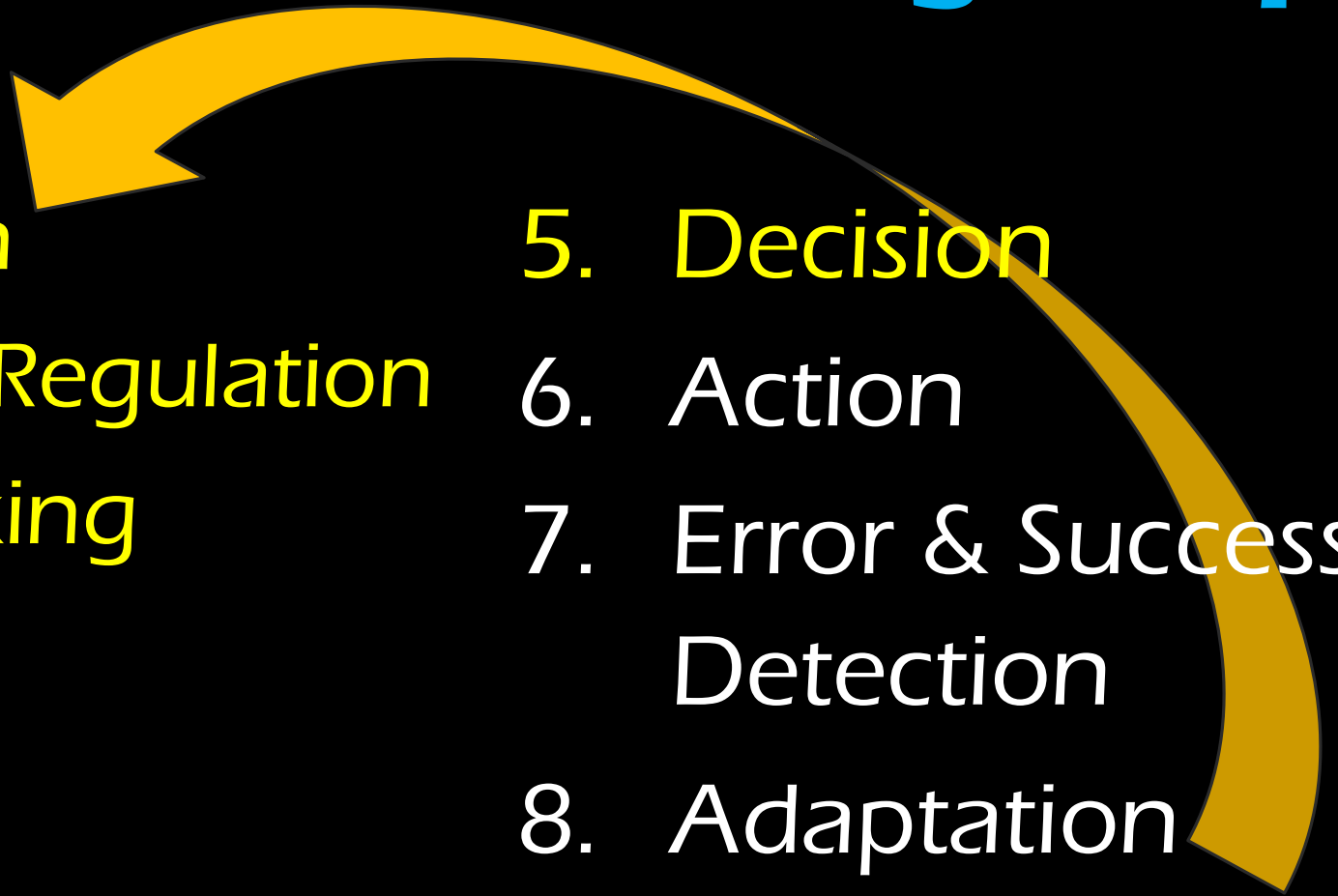
4. Prediction

5. Decision

6. Action

7. Error & Success
Detection

8. Adaptation



**Debrief
Decisions**

**Not Just
Actions**



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Good Outcomes Can



**Hide
Fragile
Skills**

Good Outcomes Cannot Be Trusted



**Did they do the
Right Thing
for the
Right
Reason?**

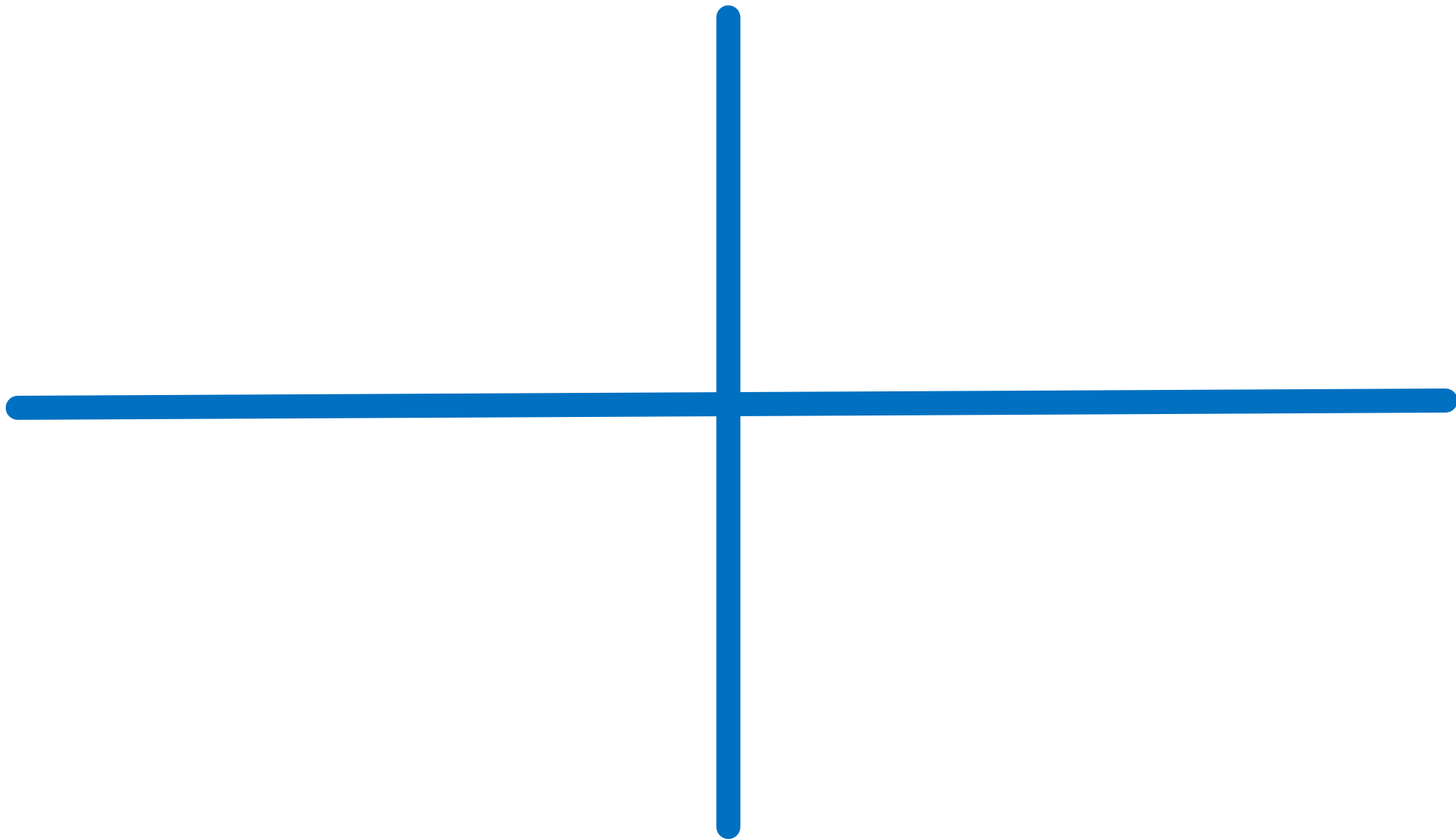
Good Outcomes

Can Hide Bad Thinking

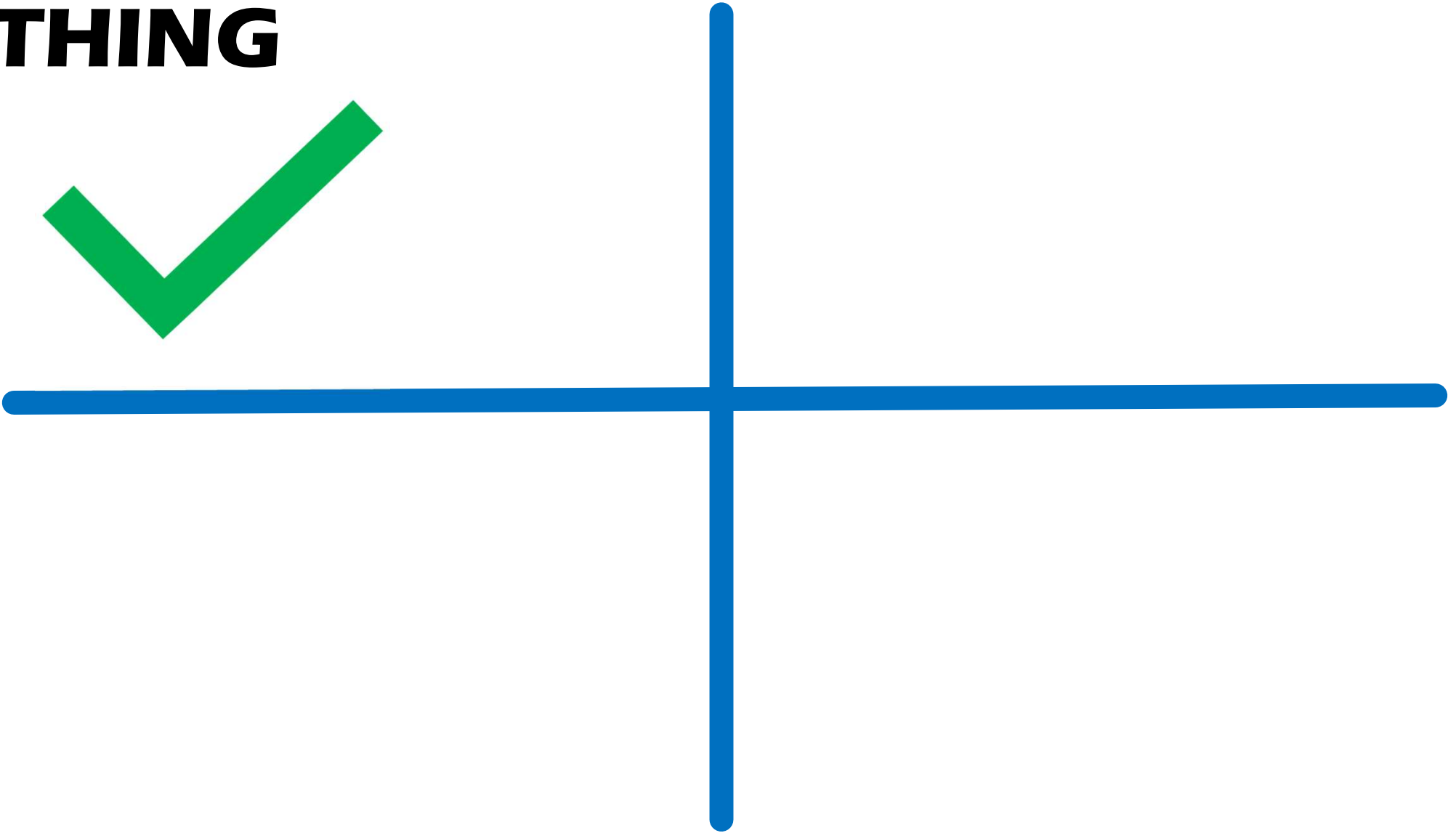
Bad Outcomes

Can Hide Good Thinking

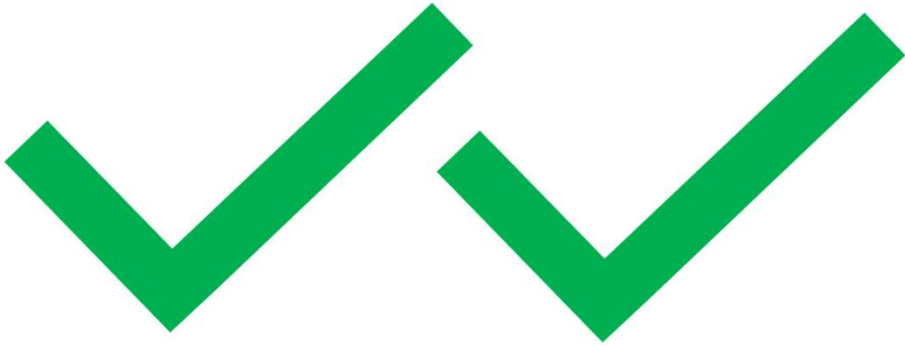
THING REASON		THING REASON	
✓	✓	✓	✗
✗	✓	✗	✗



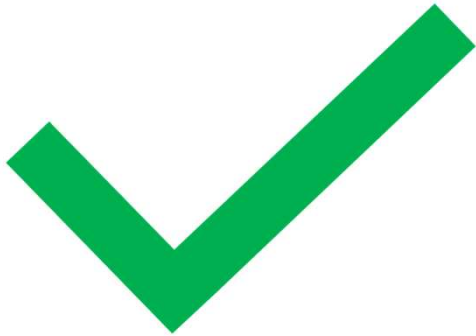
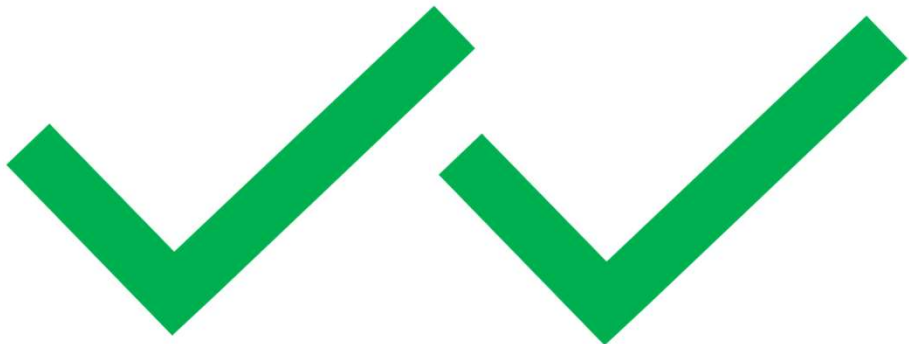
THING



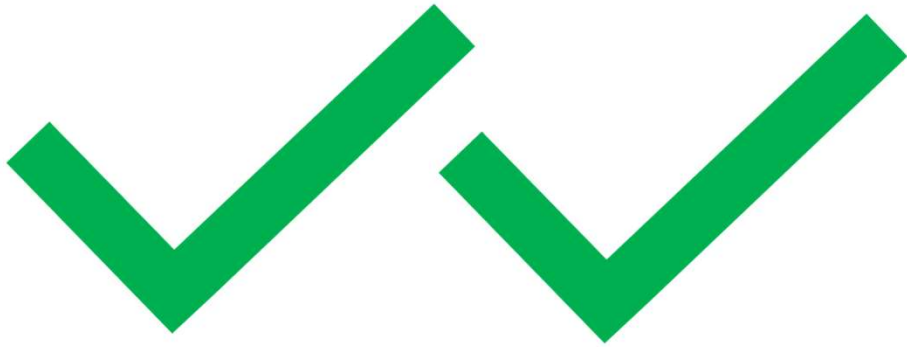
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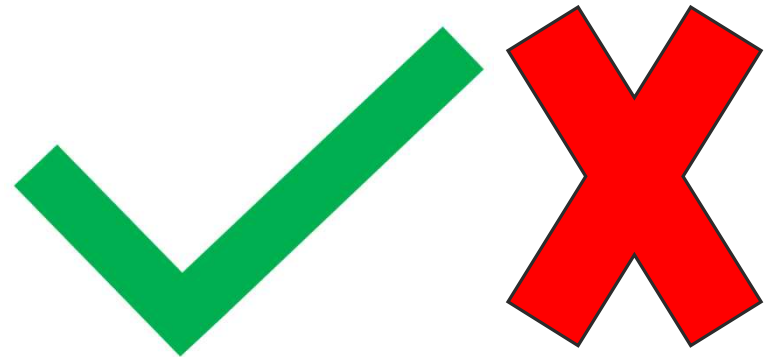
THING REASON THING



THING REASON

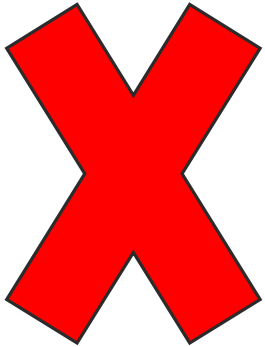
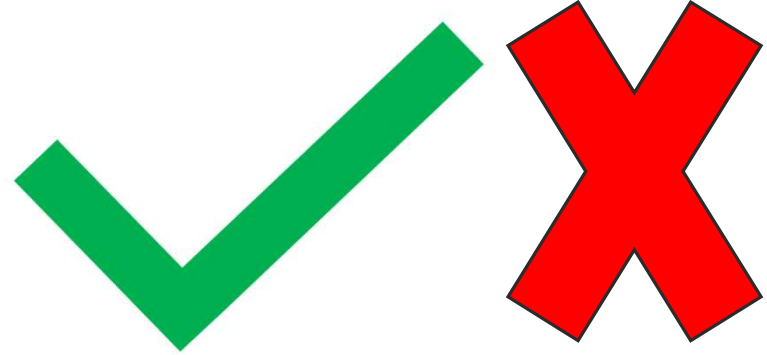
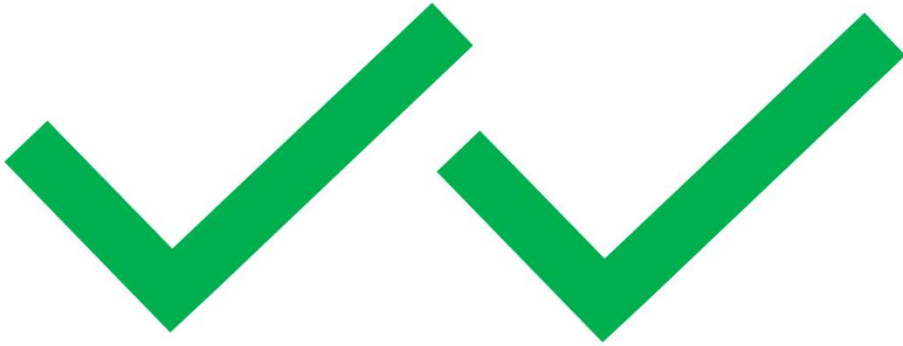


THING REASON



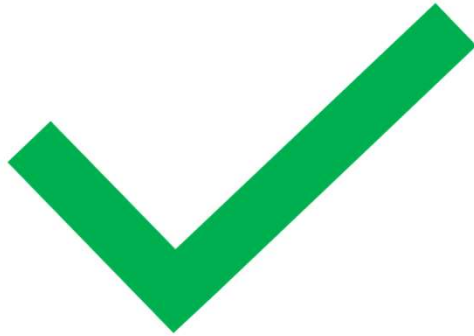
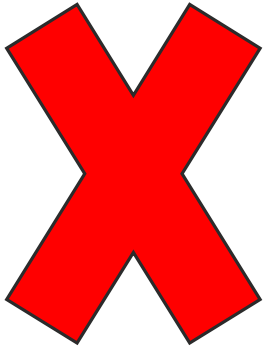
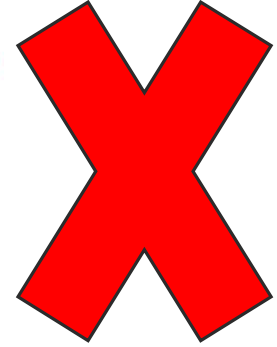
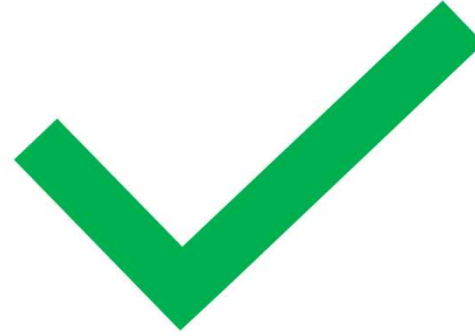
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THING REASON



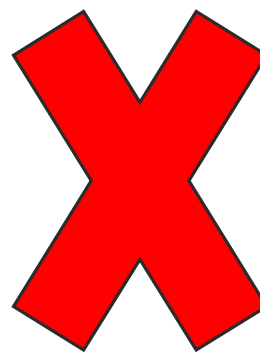
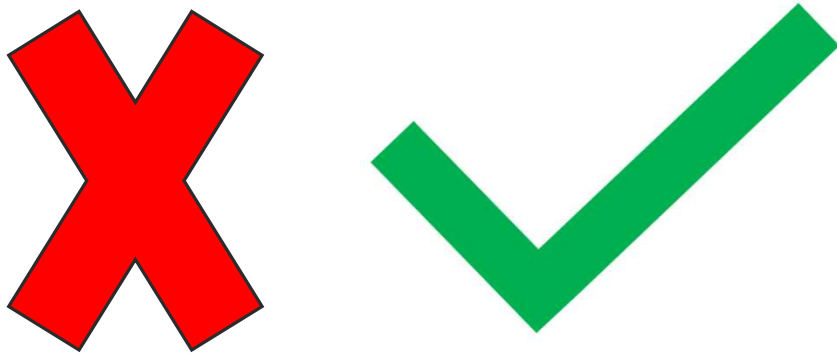
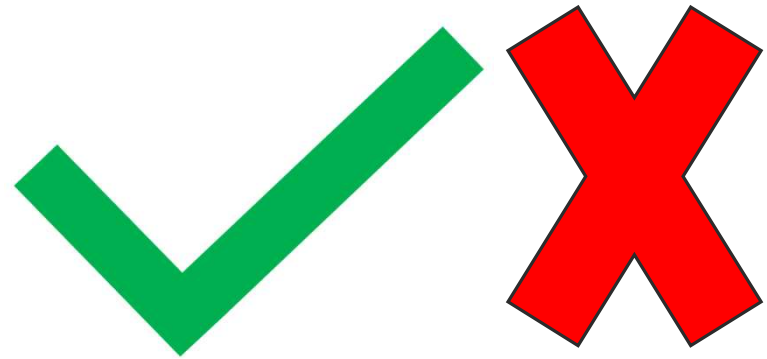
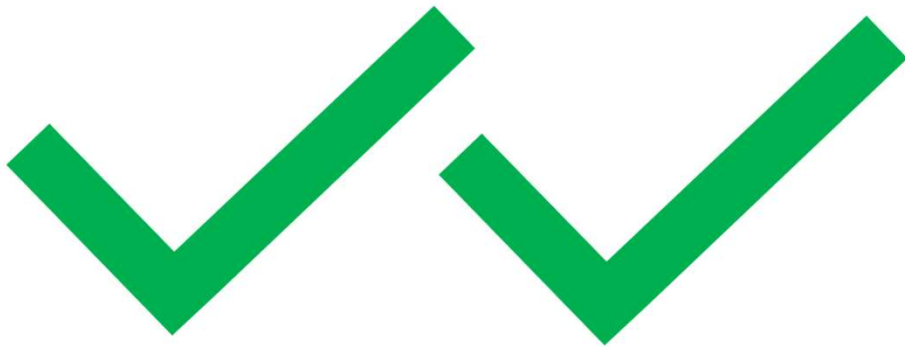
THING REASON

THING REASON



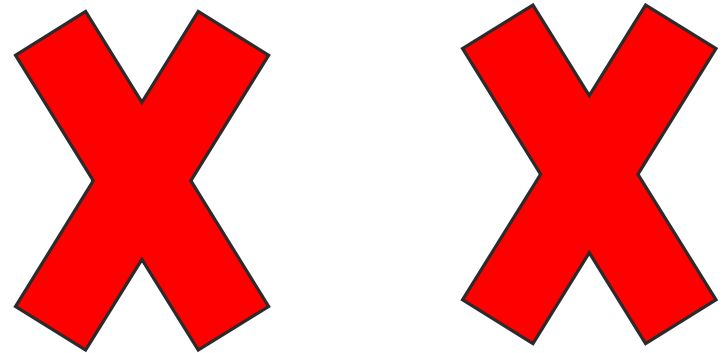
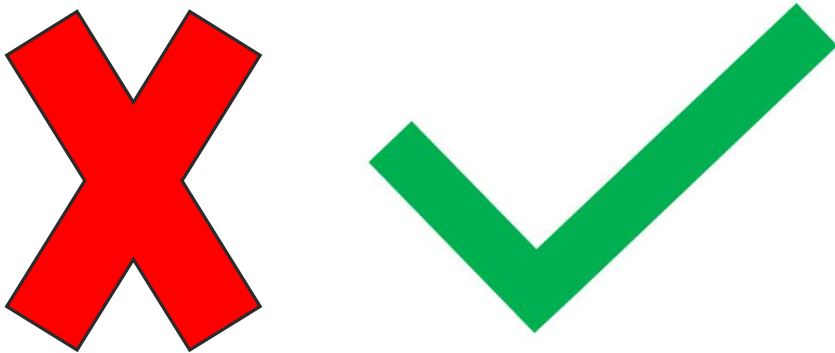
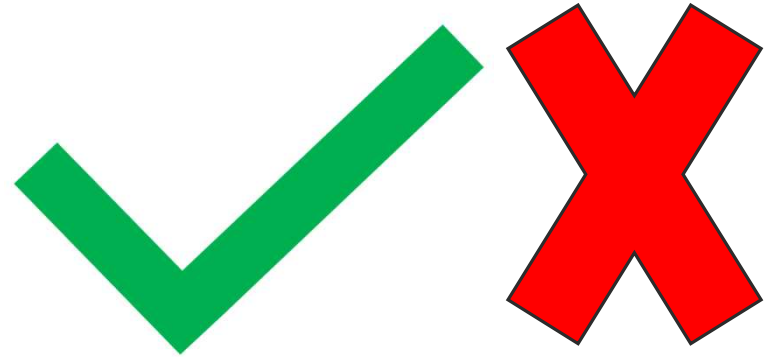
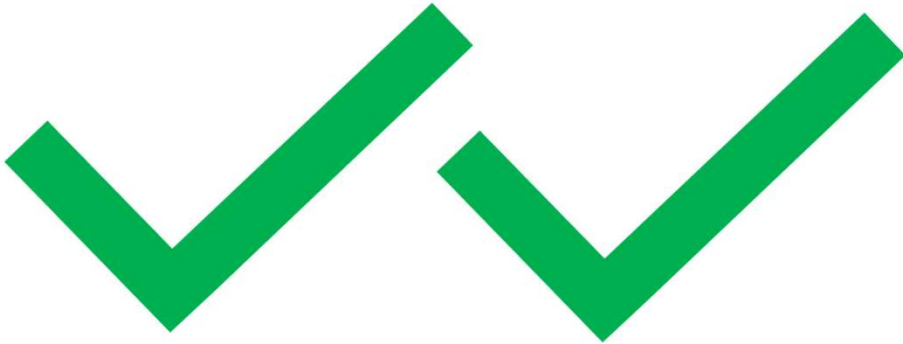
THING REASON

THING REASON



THING REASON

THING REASON



A photograph of five police officers in riot gear, including helmets and face masks, positioned in front of a brick building. They are wearing camouflage uniforms and tactical vests. One officer on the left is using a baton to strike a white door. A house number '261' is visible on the brick wall above the door. A black rectangular box with yellow text is overlaid in the center of the image.

**Be careful asking,
“WHY?”**

“WHY?”
Puts you into a
Mentally
Defensive State



**Back Rationalize
& Justify**



**Evaluate
Options**



THING REASON		THING REASON	
✓	✓	✓	✗
✗	✓	✗	✗

Improve #6 - Officer Actions

**'PULL' with
Well
Formulated
Questions**

THING REASON		THING REASON	
✓	✓	✓	✗
✗	✓	✗	✗

"Fundamentally a debrief is about learning, not blaming. To learn, we need to understand the stories which were relevant and important to those involved."

Gareth Lock, The Human Diver

Questions to uncover and optimize why it made sense to them do what they did:

- Goals, Goal Prioritization, Predictions
 - What were your goals?
 - How did you prioritize those goals?
 - What were the reasons you chose to prioritize them in that order?
 - What predictions did you make regarding behaviors or outcomes?
- Attention
 - Where was your attention?
 - What were you focusing on?
 - Was there a time when your attention was captured?
 - Did you ever catch yourself focusing on something that was no longer important?
- Sense Making
 - What were the cues (things they see, smell, hear) you picked up on?
 - What did that mean to you?
 - How did you evaluate it? Did you think it was a threat?
 - What meaning did it have for you?
 - At this point what did you think would happen?
- Decision Making
 - Tell me about the decision(s) you made?
 - What led you to make the decision(s) you did?
 - What other options, if any, did you consider?
 - What led you to choose this option?
 - How did you imagine the situation may change as a result of that decision?
 - Now looking back on it, are there any other options that may have been more optimal?
 - If so, what is allowing you to identify them or to understand them better now in hindsight?
- Work Arounds / Error Detection / Problem Solving
 - Where did you have to improvise, adapt, or overcome?
 - When did you realize something wasn't working?
 - What told you it was time to adjust?
 - How would you detect that earlier next time?
 - What would you teach another officer from this?
 - If this looked different next time, what would still apply?

Ask yourself,

"Am I revealing their thinking, or trying to replace it with mine?"

Jeff Johnsgaard
Email: Jeff@OnPurposeTraining
Website: www.OnPurposeTraining



TRAINING
ON PURPOSE, BY DESIGN

Free Debrief Question Sheet



Tell me about your decision?

What led you to make that decision?

What other options, if any, did you consider?

What led you to choose this option?

How did you imagine the situation may change as a result of that decision?



Transfer-First Coaching Model

“What told you it was time to act?”

“What did you think was about to happen?”

“What cues were you weighting?”

“When did you realize you needed to adapt?”

Traditional Critique Model – ‘Pushing’

Accidentally Trains

Traditional Critique Model – ‘Pushing’

Accidentally Trains

Learner Dependency



Inability to
ADAPT

Transfer-First Coaching Model

Information & Goal Prioritizing

Prediction-Centered

Decision-Centered

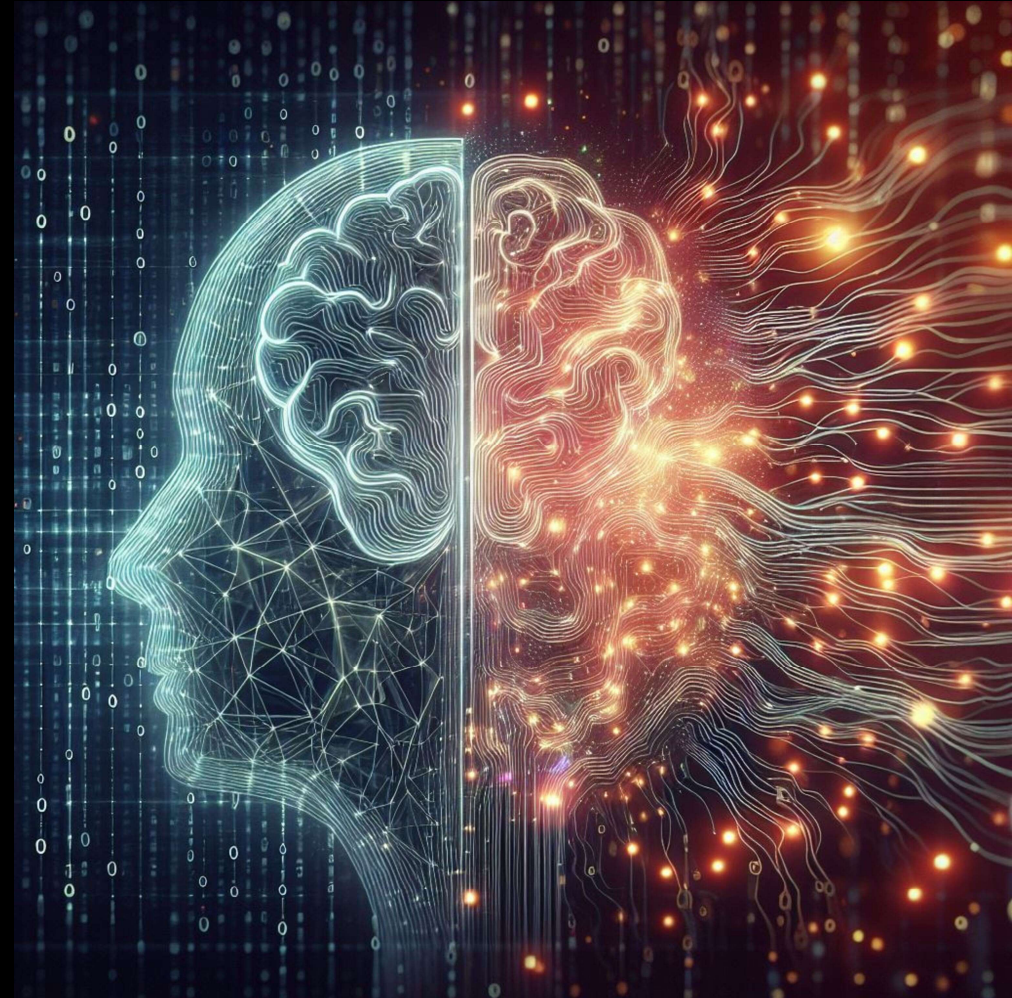
Self-Regulation

Error Detection

Adaptability

Transfer-First Coaching Model

**Learner
Centered**
Knowledge
Builds on
Knowledge



I Hope You Take Away This

“We have been spending an enormous amount of time training the ‘thing’ to do, and not nearly enough time training how they figure out what to do now and next.”

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More Reps

Better Technique

Stress Inoculation



A group of police officers in dark blue uniforms and caps are marching in a line on a paved surface. They are carrying rifles. A large, dark, textured rectangular box is overlaid in the center of the image, containing the title text in yellow.

THE 'ILLUSION OF LEARNING'

***Training
Event***



**Training
Event**

→
**Time
Passes**

**Abilities
After Time**



**Training
Event**

→
**Time
Passes**

**Abilities
After Time**

→
Performance

**Measured during or
directly after practice**

Learning

**Actual retained
skillset**

**Blocked / No Context / Instructor
'Pushing' Corrective Feedback**

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**Random / Decision Driven by
Context / Exploration**

TIME

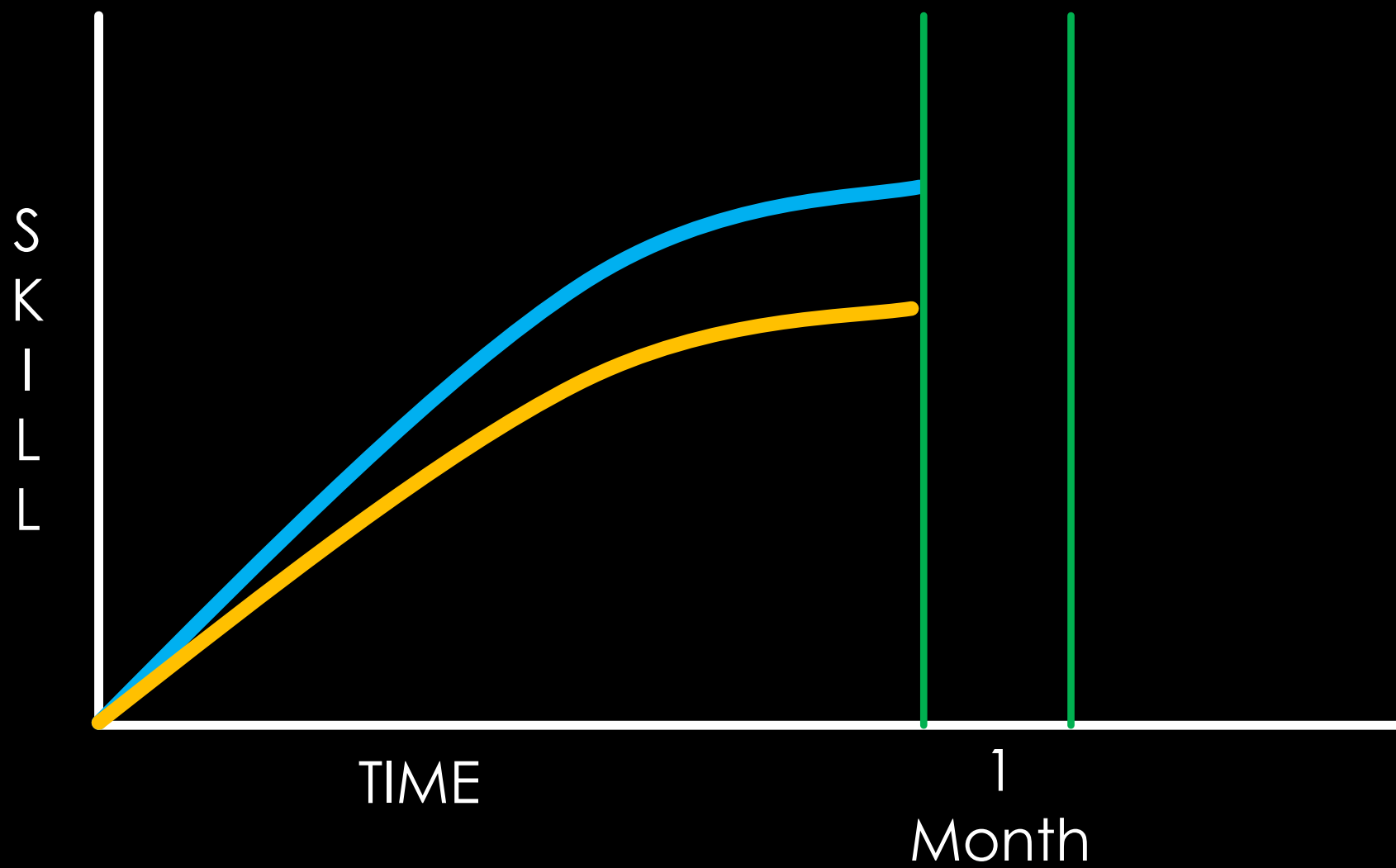
Blocked / No Context / 'Pushing'

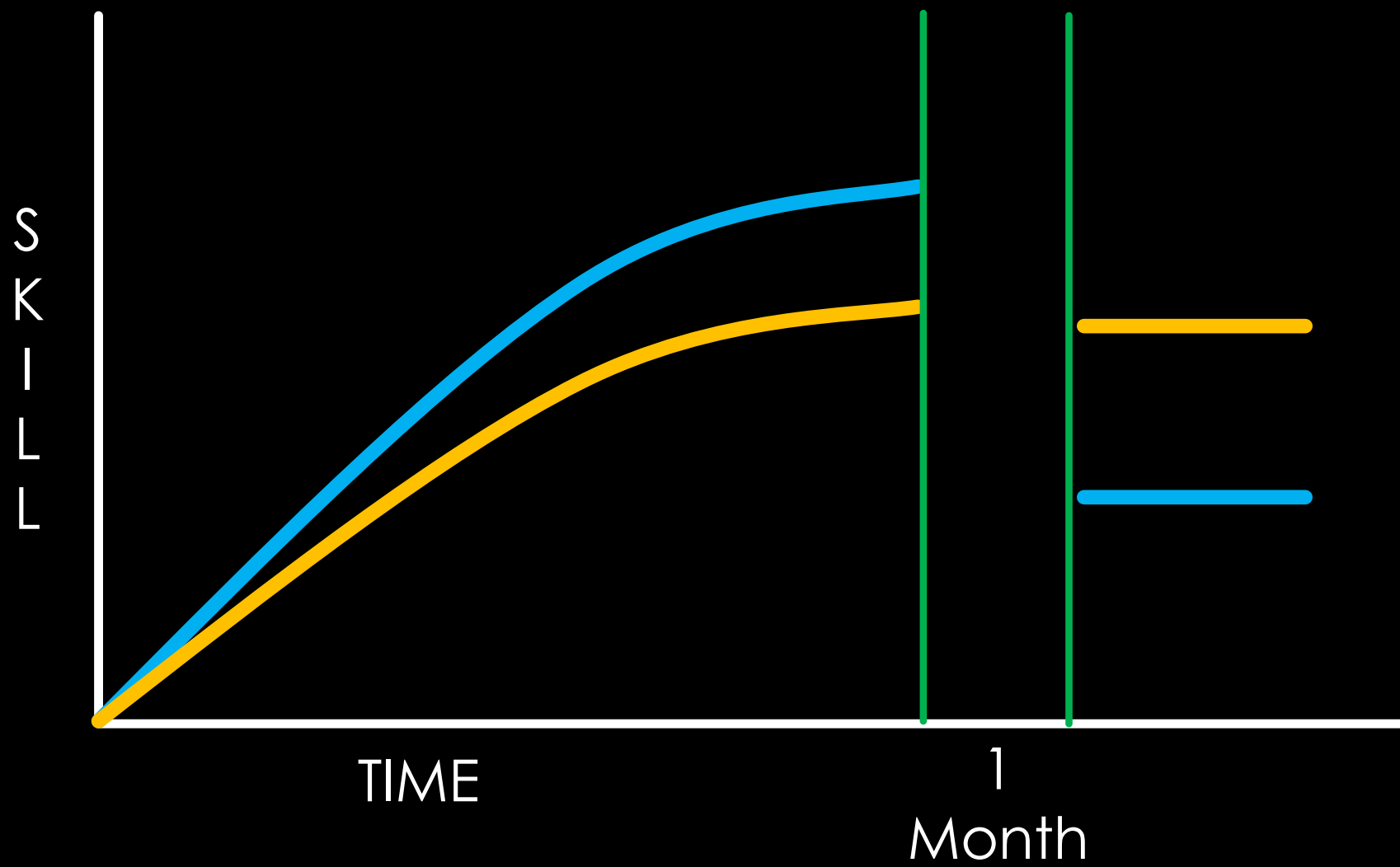
Decision Driven by Context / Exploration

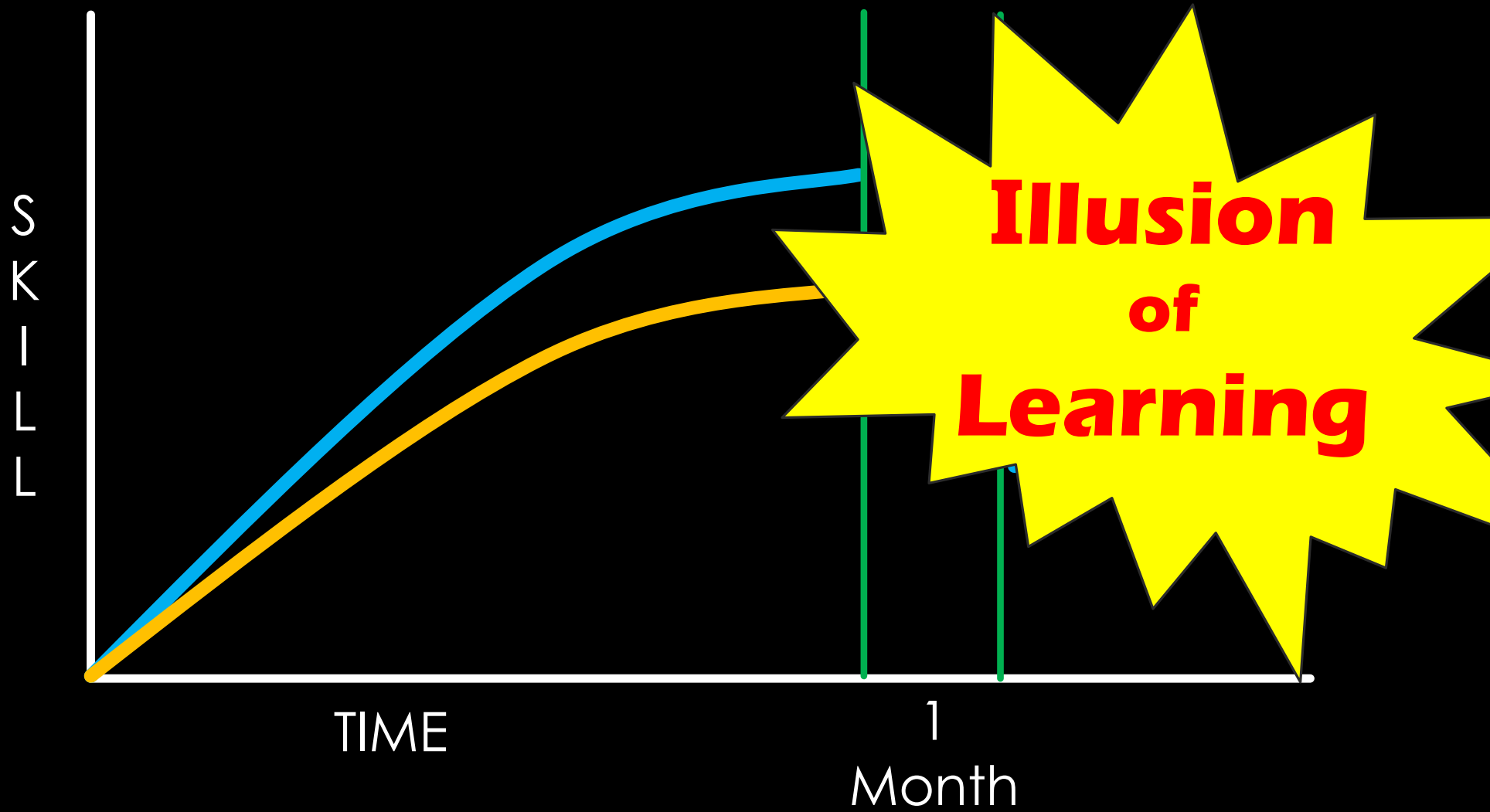
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TIME





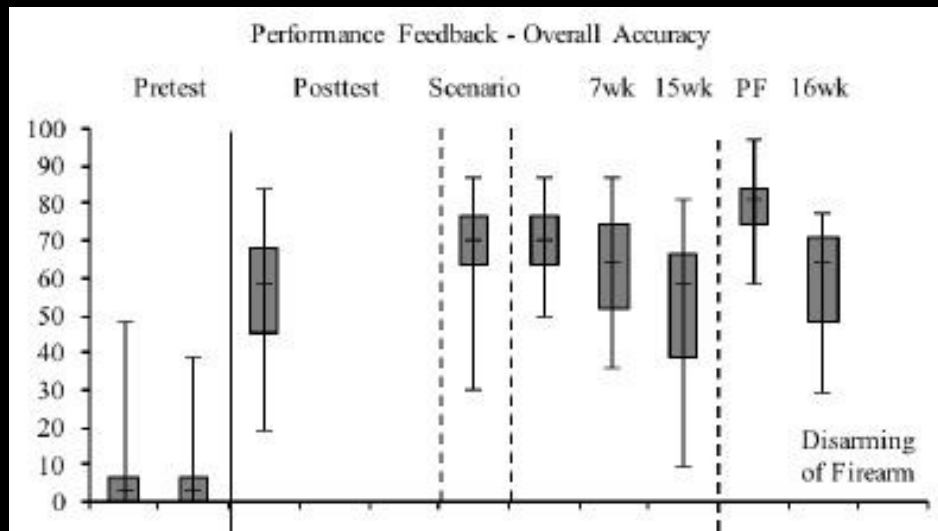


Learners & Instructors **DECEIVED by rapid improvements in **block-rote, no context, pushing feedback** training**



“Police Academy Training: Performance & Learning”

3 Major US Academies



Behavior Analysis in Practice
O'Neil, et. al (2018)



**Only 2
Measures of
Students Actual
Learning**

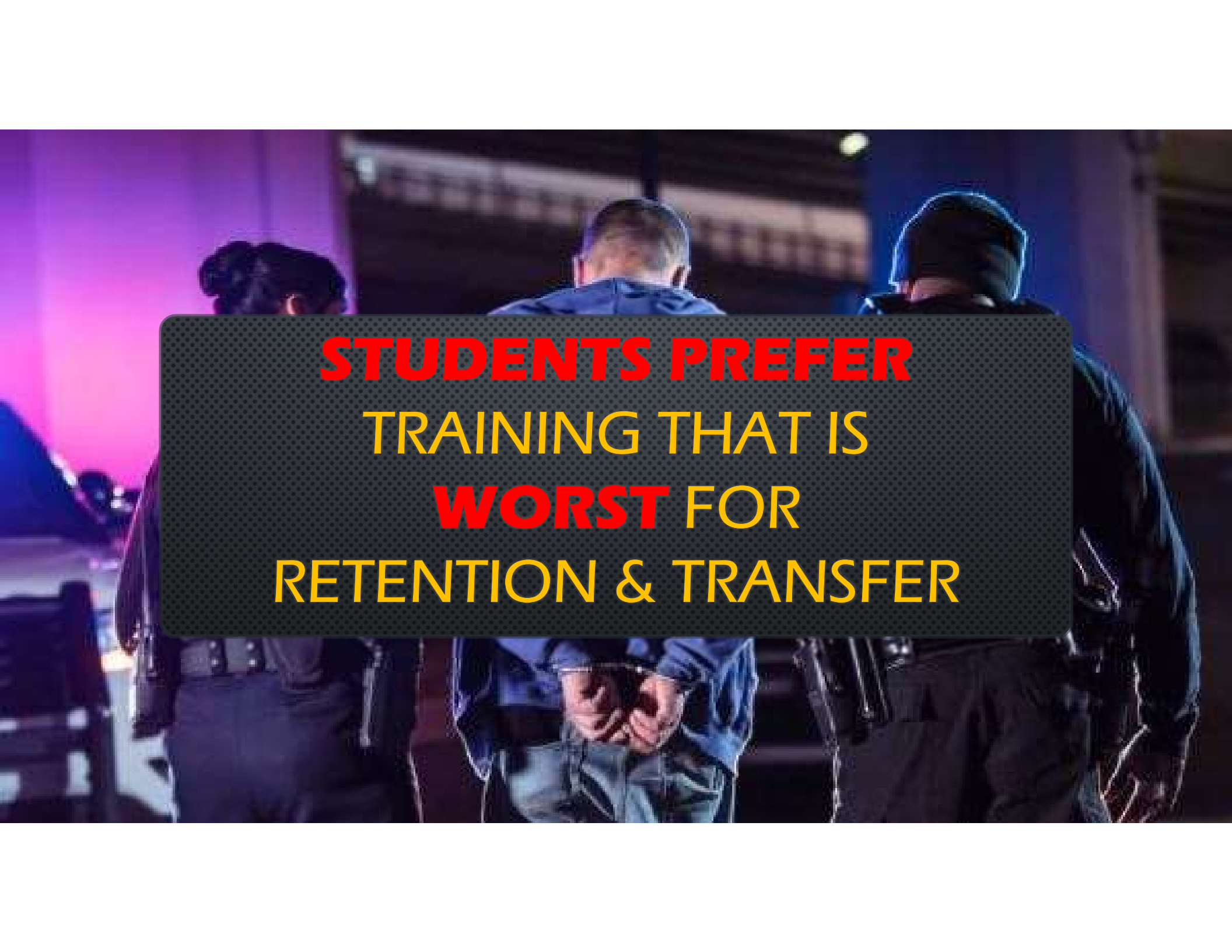


Retention



Transfer



A photograph showing a person in a blue shirt being escorted by two police officers at night. The person is in the center, with their hands behind their back. The officers are on either side, wearing dark uniforms and caps. The background is dark with some purple and blue lighting. A semi-transparent dark box with a dotted pattern is overlaid in the center, containing the text.

STUDENTS PREFER
TRAINING THAT IS
WORST FOR
RETENTION & TRANSFER

Closed Environment



Open Environment



**Closed
Environment**

**Open
Environment**

Closed Environment

**Conditions are:
Stable, Predictable,
Constant**

**No need to monitor
for changes**

Open Environment

Closed Environment

**Conditions are:
Stable, Predictable,
Constant**

**No need to monitor
for changes**

Open Environment

**Conditions are:
Dynamic &
Unpredictable**

**Must Adapt
Continuously**

Closed Environment



Open Environment



Context **EARLY** as Possible



Context Early As Possible



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Skill is **PERCEPTION** Driven





**The goal is not simply
to improve today's
performance**



**The goal is not simply
to improve today's
performance**

**The goal is to improve
Future Performance
in situations the officer
has Never
Encountered Before**

**Every instructional decision
should be evaluated by one
question...**

QUESTION

**Will this
Increase
Transfer?**



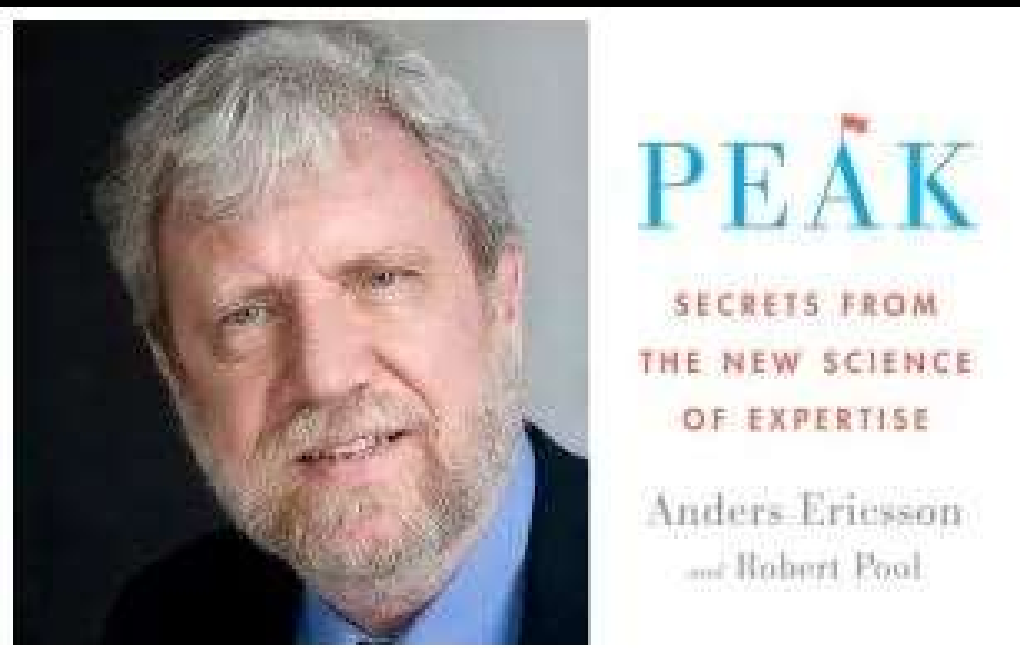
'10,000 Hour Rule'



Quality of Practice

~~'10,000 Hour Rule'~~

Quality of Practice



Anders Ericsson

~~**10,000
Hour Rule'**~~

Quality of Practice



Quality of Practice





**Experts often appear fast because
they recognize meaningful patterns
& cues earlier**

How do we Accelerate Recognition?



BWC Footage - P.O. Cattani

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BWC Footage - P.O. Cattani

00



TV Footage



Design a Drill
Cues – Hand to
pocket / waistband
Shoulder movement



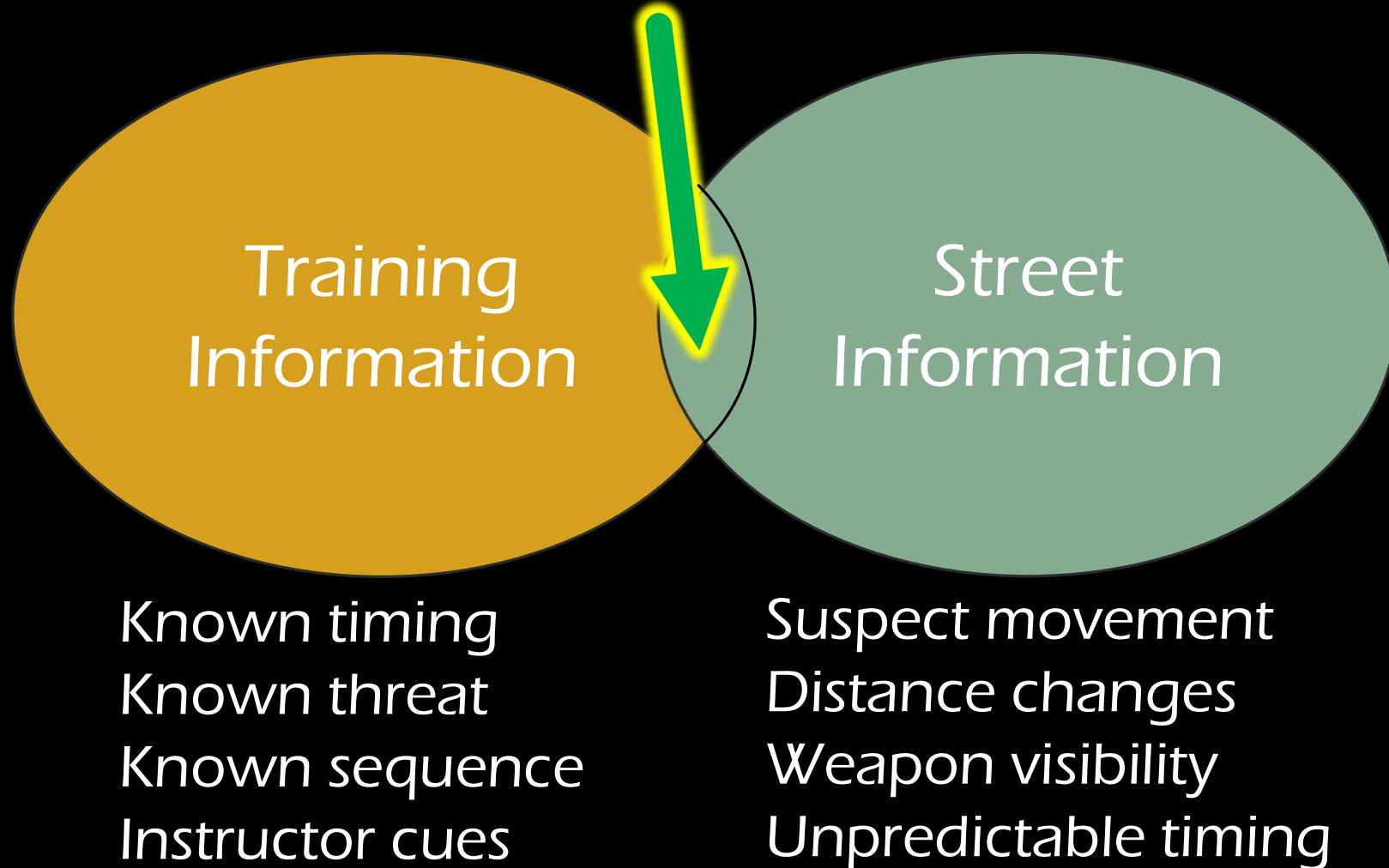
Transfer Depends On Information

crossover from training to the street



**Not the
Number of
Repetitions**
in practice

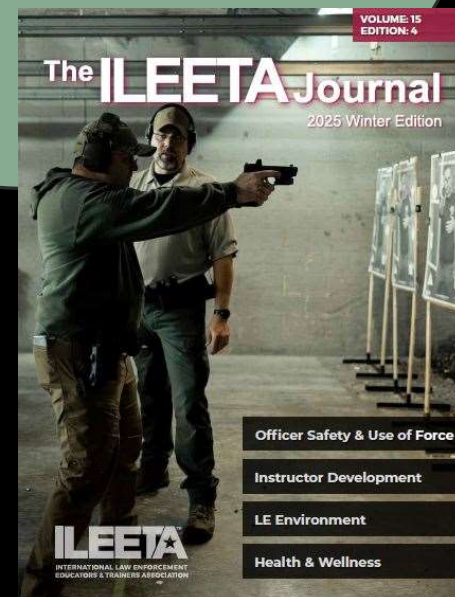
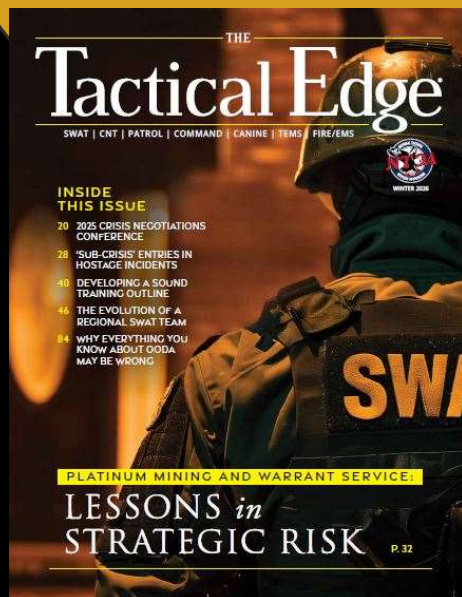
Transfer is in the **OVERLAP**



Transfer is in the OVERLAP

Training
Information

Street
Information



Task Ambiguity in Combat Shooting Environments: Training Implications of an Ecological Dynamics Perspective

Jack Harry Bale¹, Jonathan Wheat², Keith Davids³ and Kane Middleton¹

¹Sport, Performance, and Nutrition Research Group, School of Allied Health, Human Services and Sport, La Trobe University, Melbourne, Victoria, Australia, ²Sport, Health and Performance Enhancement Research Centre, Nottingham Trent University, Nottingham, UK, ³School of Sport & Physical Activity, Sheffield Hallam University, Sheffield, UK.

Corresponding author: Kane Middleton

E-mail: k.middleton@latrobe.edu.au

Sport, Performance, and Nutrition Research Group, School of Allied Health, Human Services and Sport, La Trobe University Melbourne, Victoria, Australia

Task Ambiguity in Combat Shooting Environments: Training Implications of an Ecological Dynamics Perspective

“Task ambiguity shapes perception, action, and cognition of performers. Last, we discuss practical implications for the training of combat shooters to create enskilled, adaptable combatants who can successfully navigate uncertain and ambiguous surroundings.”

MOTOROLA SOLUTIONS

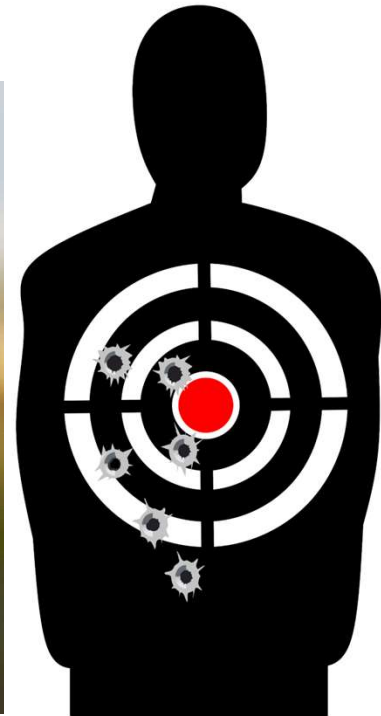
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Officer Rubio B'



Officers Fail Because

The movement must happen **Faster** and under **Different Information** than it was trained



They Fail Because They

Misread the Cue

Miss the Cue

Recognize the Cue Too Late

Hesitate After the Cue



**Perception Problems
Not Motor Problems**



Throwing More of the Same Quality
'Reps' at officers will **NOT Fix This**



Minimum Evaluation

“AAR - Individual Operator Questions”



AAR Individual Operator Questions

1. What went well for me?

AAR Individual Operator Questions



1. What went well for me?
2. Why did that go well?



AAR Individual Operator Questions

1. What went well for me?
2. Why did that go well?
3. What is one thing I need to work on?



AAR Individual Operator Questions

1. What went well for me?
2. Why did that go well?
3. What is one thing I need to work on?
4. How am I going to work on that?



AAR Individual Operator Questions

1. What went well for me?
2. Why did that go well?
3. What is one thing I need to work on?
4. How am I going to work on that?



5.

AAR Team Questions



AAR Team Questions

5. What is the biggest risk we took and got away with?



**Reflection isn't
looking backward**

**It's Shaping What
Learners**

Notice Next Time



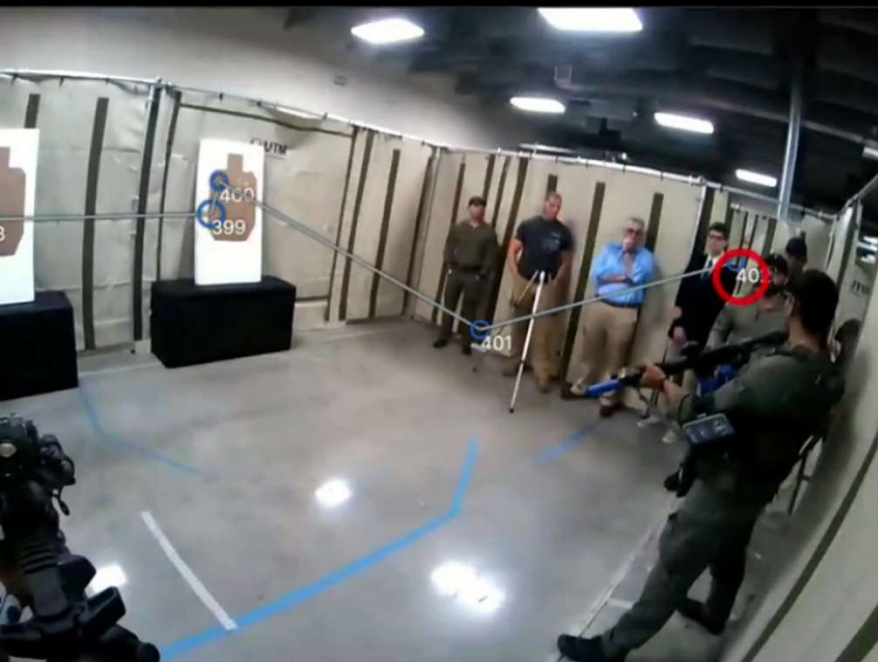
**Perth University
Australia**



**Perth University
Australia**

**Special Air
Service Regiment**





SENIOR OPERATOR POV



JUNIOR TRAINEE POV



ENVCam

**The way officers
Use Their Eyes is
Coachable, Trainable**



**The way officers
Use Their Eyes is
Coachable, Trainable
& one of the biggest
Untapped
Opportunities for
Improving
Performance**

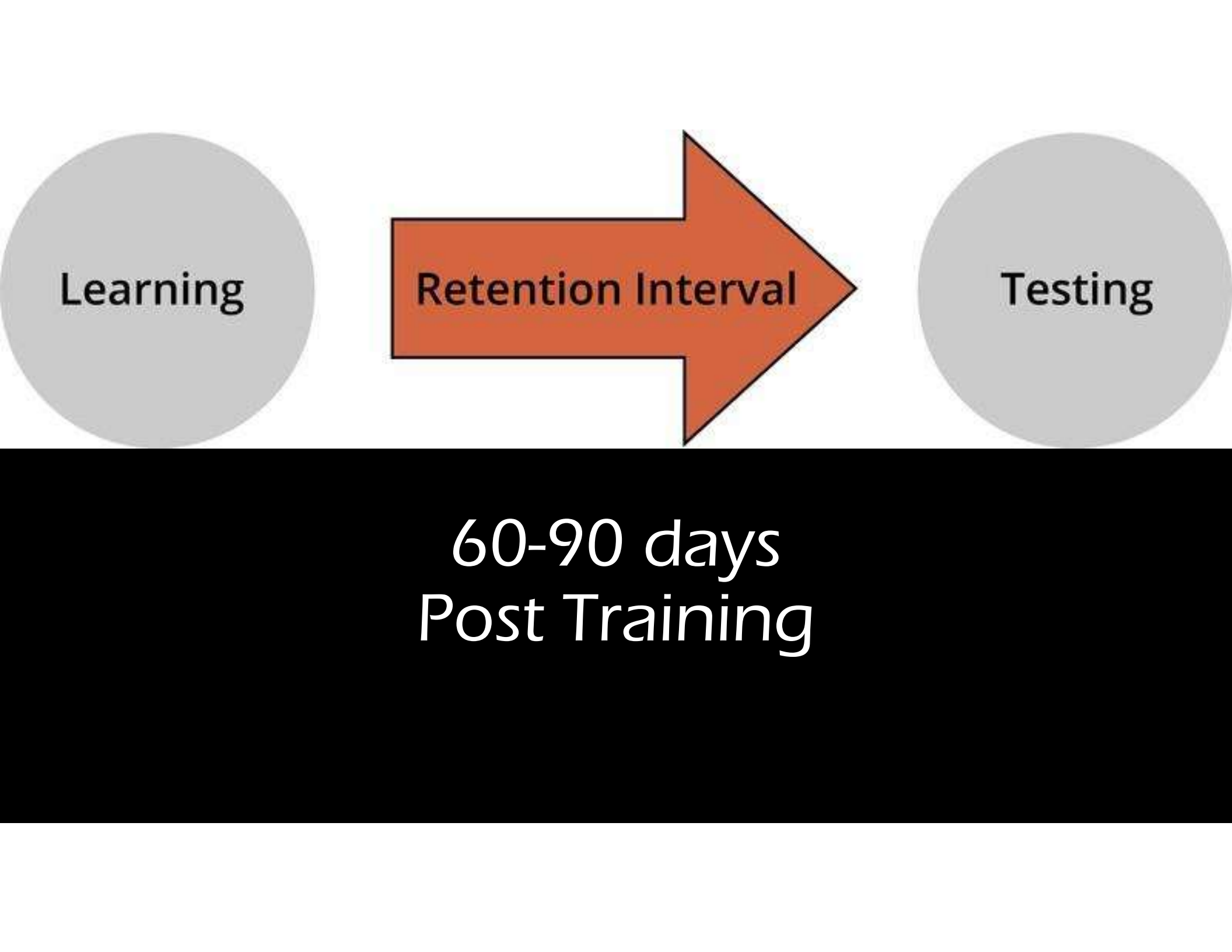




Richa
pronounced
"Ree-sha"

**Both groups had
dramatic gains**

400+%



A diagram illustrating the retention interval process. It consists of three main elements arranged horizontally: a light gray circle on the left containing the word "Learning", a large orange arrow in the center pointing to the right and containing the text "Retention Interval", and another light gray circle on the right containing the word "Testing". Below these elements is a solid black horizontal bar that spans the width of the diagram, containing the text "60-90 days Post Training" in white.

Learning

Retention Interval

Testing

*60-90 days
Post Training*

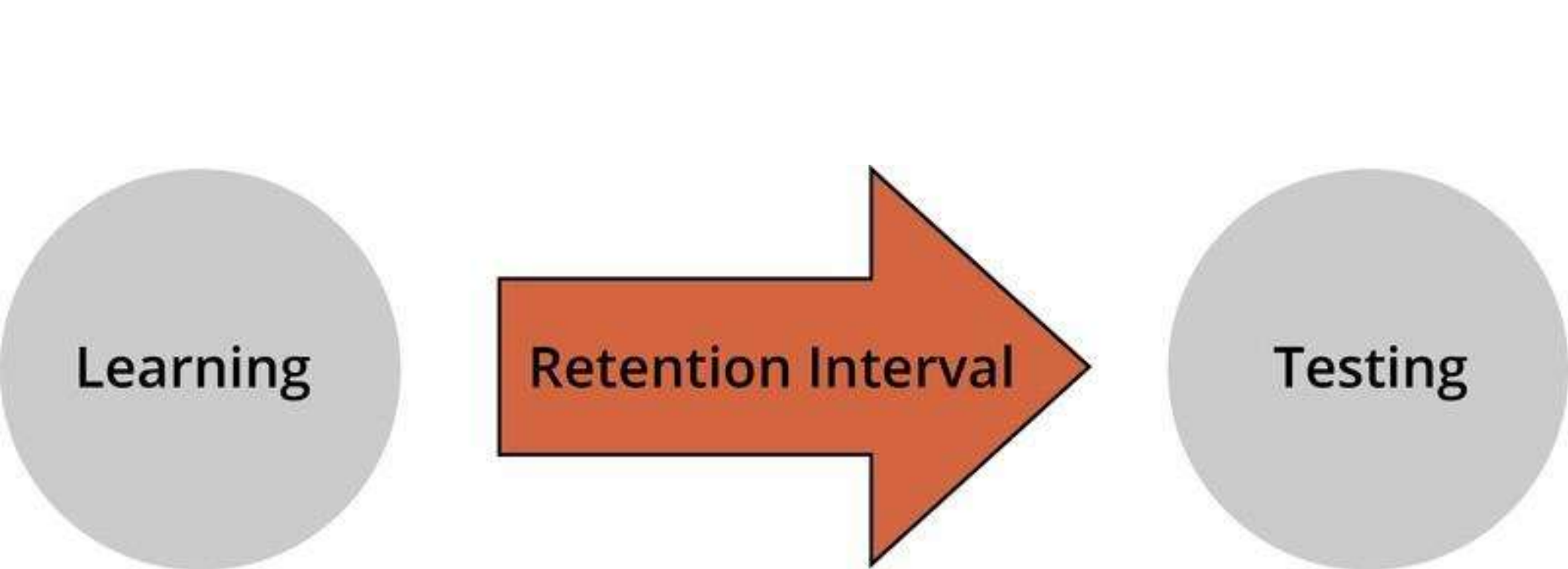
Control Group

65% increase
60-90 days post

A bright yellow starburst graphic with multiple points, containing the text 'Illusion of Learning' in red.

**Illusion
of
Learning**

LOSS of c. 335%



Learning

The diagram illustrates a process flow. On the left is a light gray circle containing the word 'Learning'. In the center is a large orange arrow pointing to the right, containing the text 'Retention Interval'. On the right is another light gray circle containing the word 'Testing'. The arrow connects the 'Learning' circle to the 'Testing' circle.

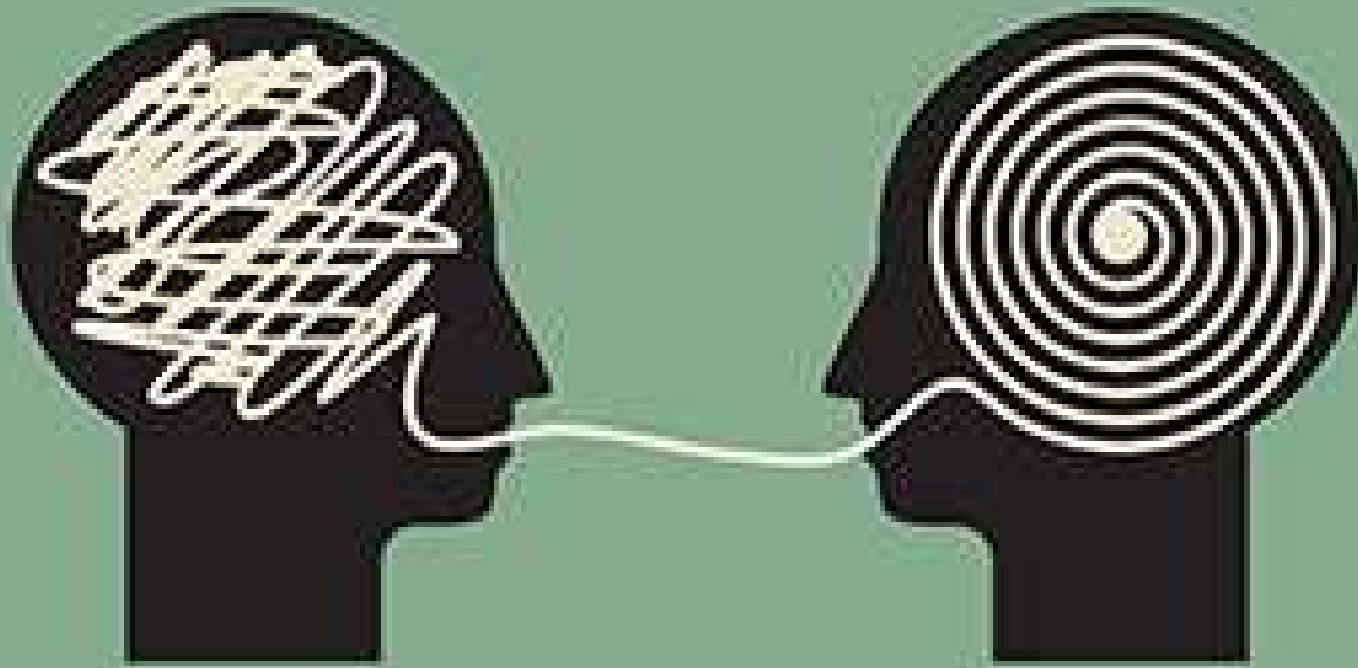
Retention Interval

Testing

Increase of 425%

60-90 days post

Changed How They **SPOKE WITH** Students





Goal of Priming & Boosting?

Increase Transfer **without increasing range time,** **mat time, or classroom time**



PRIMING



COACHING



REFLECTION



BOOSTING

PRIMING



Before



COACHING



During



REFLECTION



**End of
Rep/Session**



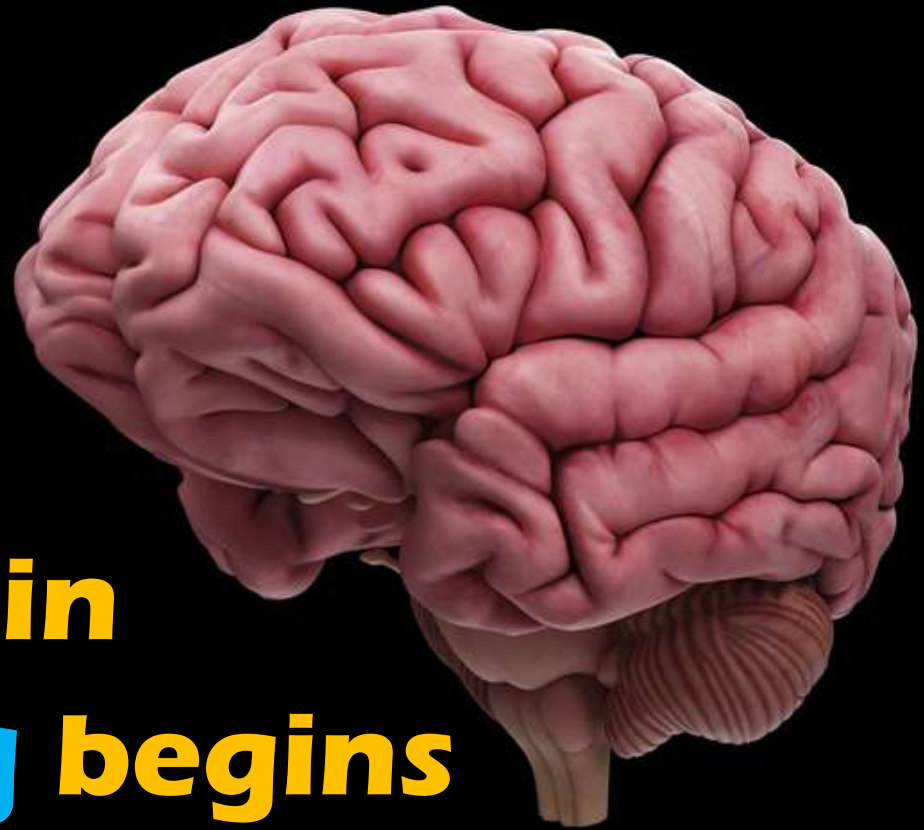
BOOSTING



After Time

Priming

**Preparing the brain
Before Learning begins**



So learning happens faster, deeper
Transfers Better



PRIMING IS
NOT TEACHING
IT IS
PREPARING



Goal of a Primer

**Increase probability
learners arrive with**

**“Useful Knowledge
Activated”**



[ABOUT](#) [MEMBERSHIP](#) [TRAINING](#) [SPONSORS](#)

[Red Dots](#)

Red Dots – Are We Training to Use Them Best?



By Det/Sgt. Jeff Johnsgaard

More Reps



Better Technique

Stress Inoculation



Evaluation of Tactical Movement and Firearm Draw Performance During Charging Knife Attacks

Michael A. Kantor ^a, Susannah Reiner^b and Robert W. Pettitt^c

^aOffice of Research & Sponsored Projects, Rocky Mountain University of Health Professions, Provo, UT, USA; ^bSports Medicine Research Institute, University of Kentucky, Lexington, KY, USA; ^cSchool of Health Sciences, Salt Lake Community College, West, UT, Jordan

ABSTRACT

The study evaluated firearm draw performance (FDP), trigger cadence (TC), and survivability rate (SR) against charging knife attacks (KA) from different distances utilizing different movement tactics. Twenty active-duty law enforcement officers (age = 36.9 ± 10.6 y.) outfitted with wearable motion sensors and a practice pistol executed three randomized defensive tactics against an attacker charging from four distances armed with a rubber knife. FDP during the charging KA trials spanned between 0.87 and 1.19 s, compared to the baseline FDP (no duress) of 1.41 ± 0.3 s. TC was between 0.21 and 0.29 s to discharge two rounds. Using a firearm from 30 ft had 100% SR, 21 ft had 95% SR, 15 ft had 58.33% SR, and 10 ft had 15% SR. Backward (72.5%) was the safest movement response, followed by lateral (71.25%), then stationary (57.5%). Improving FDP around 1s, a lateral or backward movement in response to getting charged, and shortening the firearm draw, specifically at 21 ft and closer are recommended against KAs.

ARTICLE HISTORY

Received 6 April 2023

Accepted 3 June 2023

KEYWORDS

firearm draw performance;
knife attacks; police training;
police education; use of force

LEO
Starting
Location



10-feet



15-feet



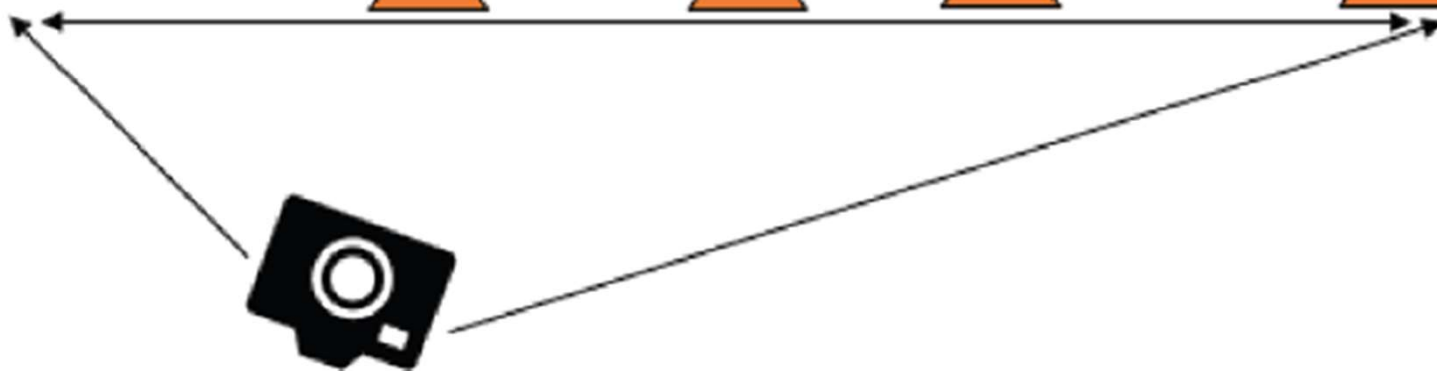
21-feet



30-feet



Knife Wielding Attacker

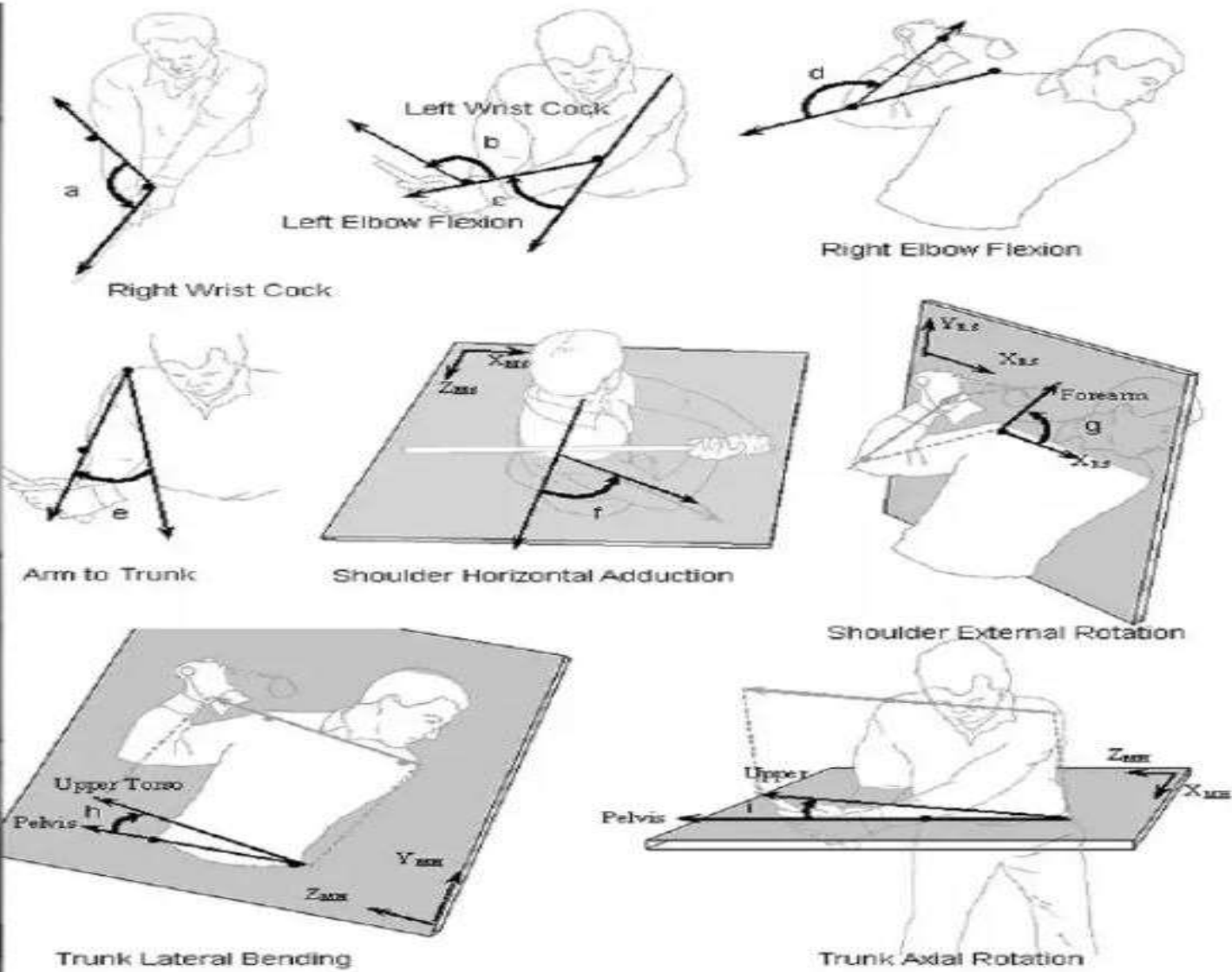














Repetition of the desired movement
Does **NOT** mean
TRANSFER will occur

Better Reps!

Decision & Skills
Together

High Variability
with Intent

Goals & Principles

Guided Exploration



3 Performance Domains

1. Execution Domain

“Doing the Right Thing Wrong”

Executing the wrong skill / motor
program

3 Performance Domains

2. Rapid Sense-Making

You have 2.0 seconds of LESS
Fail to Recognize the Pattern or
Wrong Meaning-Response

3 Performance Domains

2. Extended Sense-Making

2.0 seconds or MORE

Not Reading the Play / Game IQ,
Poor Prediction, Poor Framework for
Negating / Acting Decisively

3 Performance Domains

Did officer **Misread the situation?**

**Did officer recognize the
Wrong Pattern?**

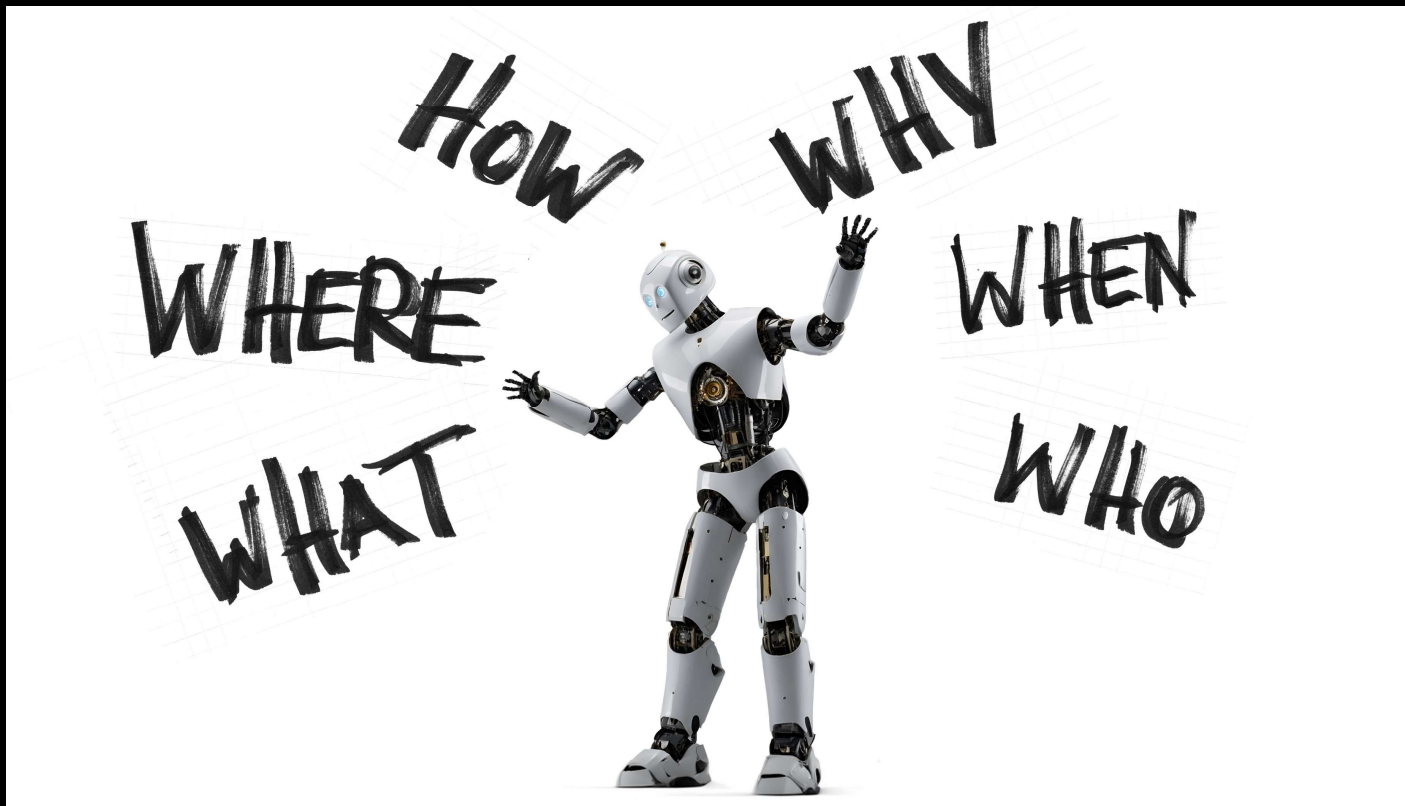
**Did officer execute the
Wrong Motor Program?**

Extended Sense-Making (2 seconds or more)

1. Attending to the **Wrong Cues**
2. Correct cues, **Wrong Meaning**
3. **Poor Prediction** → poor action selection



So How Do I Fix This?



Drills/Scenarios Don't Teach **Debriefs Do**



Groups of Officers All at Same Time



Extended Sense-Making

What officers **Attend** to?

What **Meaning** they assign?

What they **Predict** will happen next?



Rapid Sense-Making

Domain #2

**~2.0
Seconds
or LESS**



Rapid Sense-Making

Rapid Decisions are
still Sense-Making
Just Compressed



I've seen this before

This matches a known pattern

Act NOW!



Rapid Sense-Making (2.0 seconds or LESS)



1. **Wrong Pattern** recognized
2. **Incomplete Pattern** recognized
3. **Over-Generalized** pattern

Under speed, you don't choose from
options, you don't consider



You
Recognize
→ Act!!!

23:05:16 GMT+0



You
Recognize
→ Act!!!

Lewinski, William, et. al. (2013). Influence of Officer Positioning on Movement During a Threatening Traffic Stop Scenario. Law Enforcement Executive Forum, 13(1).









**Training
scar**



Training
scar

Our

It

#3 Execution Domain

“Slip & Capture”

Sense-making was **correct**
Prediction & Decision was **correct**
Intent was **correct**

Wrong Motor Program Executed



3 Conditions - Increase Risk

1. Similarity of Action
2. Urgency / Time Pressure
3. Stronger Myelination of a Competing Skill



None of the 3
conditions are
random

All three are
Created or
Amplified by
Your Training
Design

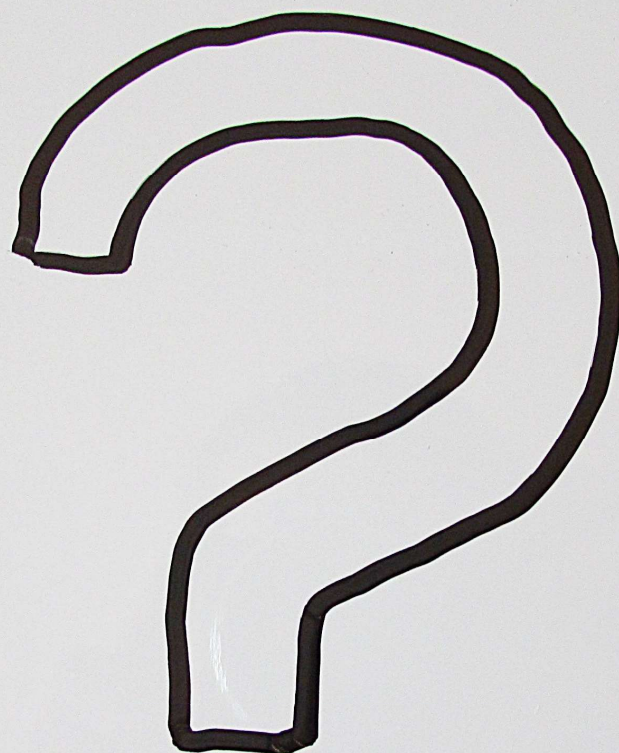


Learning Loop + 3 Performance Domains

Learning Loop Step	Domain Type
Perception	
Attention	
Sense-Making	
Prediction	
Decision	
Action	
Error & Success Detection	
Adaptation	

Learning Loop Step	Domain Type
Perception	
Attention	
Sense-Making	
Prediction	
Decision	
Action	
Error & Success Detection	
Adaptation	

Learning Loop Step	Domain Type
Perception	Rapid Sense-making (<2 sec)
Attention	Rapid Sense-making (<2 sec)
Sense-Making	Extended Sense-making (>2 sec)
Prediction	Extended Sense-making (>2 sec)
Decision	Extended Sense-making (>2 sec)
Action	Execution Domain
Error & Success Detection	Learning Trigger
Adaptation	** Learning Outcome **



Framework

Transfer = Goal

Open Environment

Adaptation

Learning Loop

Diagnostic Tools

Thing & Reason

AAR x 5 questions

3 Performance

Domains

Training Design Tools

Context

Priming

Guided Exploration

Coach by 'Pulling'

Variability with Intent

Retrieve / Reflect

Boosting

Practical Performance Tools

4 Cs Checklist

“Patch-to-Patch”

5 Step Comms Model

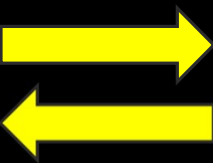
Closed Loop Communication

“Support” – Changing...

Great Transfer ???

Great Transfer

Representative Design

Training  **Street**

High Variability

with intent

Great Transfer

Skills & Decision-Making

Trained Together

**Agency, Autonomy,
Ownership**

'Pull' with Questions

Once Attention & Gaze settle somewhere Movement often Organizes around that Information



SENIOR OPERATOR POV



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**The way officers
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Opportunities for
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Jeff Johnsgaard

Email: Jeff@OnPurpose.Training

Cell: (423) 457-5463

Website: www.OnPurpose.Training

Free Documents from this
Presentation hidden on Website



Jeff Johnsgaard

Email: Jeff@OnPurpose.Training

Cell: (423) 457-5463

Website: www.OnPurpose.Training



QR Code
Link Tree

