LESSONS ON LEADERSHIP AND PROMOTION

FROM FEMALE POLICE EXECUTIVES

By

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B.A., University of Waterloo

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the requirements for the degree of

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We accept this thesis as conforming

to the required standard

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CHAPTER ONE – STUDY BACKGROUND

The Problem/Opportunity

The role of police in society has evolved over the last 20 years, in part because the public expects to be informed about, and involved in influencing community safety and security. Police officers have become more proactive, focused on crime prevention, and less reactive or just call takers (Canadian Association of Chiefs of Police & Canadian Police Association [CACP], 2001). These shifts in policing philosophy and methods occurred during a time when the labour market changed at unprecedented rates (Izzo & Withers, 1998). A significant change was the increase in women fulfilling non-traditional roles, including women in policing.

While female police officers struggled with and encountered many barriers during the 70s and 80s, some women have successfully attained promotion to executive leadership positions. This included officers across Ontario and within the Waterloo Regional Police Service, the organization that is the focus of this study. What made these women successful? What can we learn from their journey? Do they share common characteristics in their leadership practices and are these leadership practices distinct from their male counterparts? How can what they have experienced guide or instruct those women who choose to become police leaders in the future? Women who achieve promotional success can help the future leaders learn how to reach senior ranks in policing. The research question will, therefore, explore:

What lessons about promotional success can we learn from current women police executives in municipal police services in Ontario?

There are a number of studies on leadership, police leadership, and women in management and executive leadership. There is a gap in the research involving female police executives. This may be, in part, because of women's limited tenure in the profession and in leadership roles compared with the number of years policing has been a vocation or profession. "One of the most obvious changes in the face of public policing in the last 20 years has been the increase in the number of female police officers" (CACP, 2001, p. 45). According to the CACP, in 1970 in Canada, 0.5 percent of all police officers were female. In 1999, 12.9 percent were female. Currently, women represent 18.6% of the total officer complement of the Waterloo Regional Police Service (Table 1). In Canada, the number of female senior officers, inspector and above has risen from 0.2 percent in 1986 to 2.8 percent in 1999 (CACP, 2001). The statistics depict that while the number of women in policing has continued to grow, only 2.8 percent are represented at the senior officer level.

The CACP (2001) report also illustrated there will be a number of retirements of police executives over the next few years. This will, therefore, be accompanied by a number of opportunities for advancement. It is the perfect opportunity to identify and understand more about current female police executives. The fabric of the organization has been richly enhanced through the addition of women in a variety of roles, responsibilities, and job assignments. A small number of female police officers have reached senior management levels (inspector and above) and a select few have even attained the desirable executive level of deputy chief. There are three such women currently in Ontario. A recent study by the Canadian Association of Chiefs of Police Futures Group identified the typical police leader (chief or deputy chief) as male,

between the ages of 41 to 60 years, with 60% having over 30 years of police experience. Over half of the chiefs surveyed will have retired by 2004 and over 80% by 2009 (Biro, Campbell, McKenna & Murray, 2000). A profile of senior officers in Ontario showed that 59% were eligible for retirement in the next five years (CACP, 2001).

As we learn from women in executive positions, we will inform other women in the profession, so they too can build their leadership capacity and prepare for these future advancement opportunities. Understanding more about leadership from women who have become executives in police organizations is just one feature of this project. It will also be an opportunity to draw parallels and contrasts between female police leaders; their male counterparts; and female executives in other professions. In conducting this study, I hope to encourage women to look at the opportunities for leadership roles in police organizations today and in the future.

This project is significant because it will be an exploration of female role models in police positional leadership. According to Senge (1990), being a model and committing yourself to your own personal mastery is a core leadership strategy that may open people's minds and encourage others in their own quest for personal mastery. This project will focus on wisdom from those women who have made significant strides in this conventional male occupation. Learning, according to Preskill and Torres (1999), is "maximized through opportunities to share individual knowledge and experience with others" (p. 23). Furthermore, a traditional male culture that once excluded women can be affected by women's presence, just by the nature of their appearance in it (Rutherford, 2001). This project will be an exploration of how female police leaders have been able to

advance within organizations with patriarchal exclusionary practices, and develop workplaces filled with opportunity and inclusionary practice.

Why is it important? One of the six guiding principles in Ontario policing states that police services should be representative of the population they serve (*Police Services Act,* 1990). Considering that over half of our population is female, we will have to make huge strides in attracting women to policing and subsequent leadership roles within the profession to reach that lofty goal.

Another interesting area to explore is the struggle between commitments to organizational and private life. Police work requires lengthy hours, overtime, court appearances on days off and other private life disruptions. Are female executives successful at work when they still are the primary caregivers as described by Rutherford (2001)?

In the study of successful female executives, one topic that comes to the forefront is gender equity. This was recognized as an issue in 1990 when Ontario Premier Bob Rae introduced Employment Equity law, also referred to as Bill 172, in the Ontario Legislature. In 1994, the Employment Equity Act was proclaimed in an effort to tackle workplace discrimination in four designated groups: aboriginal people; persons with disabilities; racial minorities; and, women (Elliott, 1994). These practices were discontinued once the governing party changed. As a result, most police organizations in Ontario do not have equal opportunity policies, statistical or qualitative review of gender equality, support networks, mentoring or other practices that make people in organizations more aware of how their culture encourages women in their careers. Without gender equality practices in place, in historically male cultures, an organization

masks gender inequality and is exclusionary to women (Rutherford, 2001). Indvik (2004) suggests that workplaces have become gendered and decisions such as promotion are affected by distinctions between male and female even though executives believe that decisions are objective. Wood and Lindorff (2001) found that there are gender differences in promotions to senior management worldwide. The absence of women in executive offices is as recognized a reality today (Appelbaum, Audet, & Miller, 2003) as it was during the years that Bob Rae was Premier.

The Organization

The Waterloo Regional Police Service is a municipal police service located in southwestern Ontario. Women have been included in the police ranks for approximately 30 years. With this in mind, the limited number of women in leadership roles is evident in the Waterloo Regional Police Service as indicated in Table 1. Table 1 represents the number of female and male officers in the Waterloo Regional Police Service in 2003. Chief of police is the highest rank attainable by officers, and constable is the entry-level rank. The first promotion for officers is to the rank of sergeant, and their role is that of first line supervisor.

Table 1

Number of officers by rank in WRPS 2003

Officer Rank	Male	Female
Chief	1	0
Deputy Chief (D/C)	2	0
Superintendent (Supt)	4	2
Inspector (Insp)	9	0
Staff Sergeant (S/Sgt)	34	0
Sergeant (Sgt)	92	10
Constable (Cst)	348	100
Total	490	112
Overall Total – 602	81.4%	18.6%

Table 2 represents the number of promotions in the Waterloo Regional Police Service between the years 1995 and 2002. These statistics were drawn from the Service's annual reports. The percentage of promotions of female candidates during these years was 9.3%. The two female officers promoted to the rank of Inspector in 1997 were promoted to the rank of superintendent in 1998 and 2001, respectively. Between 1995 and 2002 the total number of promotions of female candidates to ranks higher than sergeant was 5.9 %.

Table 2

WRPS promotions by rank between 1995 and 2002

Year	95		96		97		98		99		00		01		02		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Chief	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D/C	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0
Supt	0	0	0	0	3	0	1	1	0	0	1	0	2	1	0	0	7	2
Insp	0	0	0	0	3	2	2	0	2	0	0	0	5	0	0	0	12	2
S/Sgt	3	0	0	0	9	0	5	0	9	0	5	0	8	0	2	0	41	0
Sgt	2	0	0	0	12	3	8	0	16	1	16	4	24	2	7	1	85	11
Total	5	0	0	0	27	5	17	1	27	1	23	4	39	3	9	1	147	15

According to Go and Kleiner (2001), promotion is,

> A practice for recognizing and rewarding employees' effort and contribution to the group. It is usually symbolized with a change of job and title. It can be attached with an increase in pay, power and responsibility. Or, it can also include an increase in freedom or independence, or a decrease in danger or discomfort. It may mean less inconvenience in terms of hours or location for some employees. (p. 109)

Not every officer has the opportunity to be promoted during his or her career. According to the CACP (2001) report, most police officers remain constables throughout their careers. The opportunity for advancement is based on the size of the police service and the number of supervisory positions available. In 2003, Waterloo Regional Police Service officers above the rank of staff sergeant were 2.9% of the total officer complement.

Promotion competitions were studied by the CACP (2001). They found that promotion processes are similar across the country. Some of the common elements include; exams; a written self-assessment or portfolio; level of education; and on-the-job experience or seniority assessments. In Ontario, promotions to all ranks excluding the deputy chief and chief positions are covered under collective agreements. As such, the promotion process and results are subject to grievances and other complaint processes. The Waterloo Regional Police Service has set promotional mechanisms, prescribed by policy, for the ranks of sergeant, staff sergeant, inspector and superintendent, but not for the ranks of deputy chief or chief. Table 3 represents promotion mechanisms used by the Service. The chief and deputy promotions are based solely on the decision of the Police Services Board. The deputy chief and chief promotion instruments listed in Table 3 are based on past practice and not policy.

Table 3

WRPS promotion mechanisms by rank

Mechanism	Sgt.	S/Sgt.	Insp.	Supt.	D/C	Chief
Exam (Ontario)	Yes	Yes	Yes	No	No	No
Exam (WRPS)	Yes	Yes	Yes	No	No	No
Written submission	Yes	Yes	Yes	Yes	Yes	Yes
Essay	No	No	Yes	Yes	Yes	No
Division assessment	Yes	Yes	No	No	No	No
Superintendent assessment	Yes	Yes	No	No	No	No
Chief/DC assessment	No	No	Yes	Yes	No	No
Oral interview	Yes	Yes	Yes	Yes	Yes	Yes

The Ontario examination is administered by the Ontario Police College and is held in different jurisdictions throughout the province, usually the spring in Waterloo. The exam assesses a candidate's knowledge of police practice, law and management. The pass mark for the exam is 75% in Waterloo, but different in other jurisdictions. A candidate is required to write and pass the exam every five years, if they are not promoted during that time. The WRPS examination measures a candidate's knowledge of internal policy, procedure, rules, regulations and labour relations. The pass mark for the exam is 75% and has to be current every two years.

The candidates for ranks up to and including superintendent must submit two documents when applying for promotion. The first document includes a list of their job assignments, community involvement, and education. The second document contains the candidate's assessment of their key competencies such as performance, initiative, knowledge, leadership, community policing, interpersonal skills, personal development, crisis management, and communication. The candidates for inspector and superintendent may also be required to submit an essay on a topic chosen by the Chief.

Each sergeant and staff sergeant candidate is assessed at their division by a panel chaired by a superintendent and consisting of a number of staff sergeants and an inspector. This assessment is forwarded to a panel consisting of the Superintendents (six in 2004). This panel reviews the divisional assessment, the officer's submissions and scores the candidates using a scale found in the promotional policy. From this list, the Superintendents interview the top scoring candidates. The number interviewed is developed from a formula found in the promotion policies and is dependant on the number of vacancies expected for the year. The Chief and two Deputy Chiefs interview

candidates for superintendent and inspector. They usually interview all candidates who meet the eligibility requirements.

Further requirements for people interested in entering the promotion process are found in the promotion policies. In the case of constables, the officer must have completed five years as a first class constable with the Waterloo Regional Police Service. The average number of years an officer works before becoming a first class constable is approximately three. On average then, an officer must complete about eight years before applying for promotion to sergeant. The policy also states that officers must complete six years of police service before applying to write the Ontario police exam (Waterloo Regional Police Service [WRPS], 1994). Currently serving officers, hired from another service, may join at first class depending on their experience and tenure with the other service. Regardless of their previous service, these officers must also wait at minimum five years to apply for promotion.

Candidates for staff sergeant, inspector, and superintendent must have served at their current rank for a year before applying for promotion. This requirement to move throughout the ranks takes a number of years. According to the CACP (2001), the average age of non-commissioned officers, sergeants, or staff sergeants is 38 and the average age of senior officers is 44. Candidates for ranks up to and including superintendent must also be free from *Police Services Act* (1990) misconduct convictions in the two years prior to the annual November 30th application deadline (WRPS, 1994). The policies also specify that officers must follow the progression through the ranks up to superintendent.

The Police Services Board governs the selection of the chief and deputy chief with the assistance of the currently serving chief of police. The Board usually interviews candidates for these two positions. The Waterloo Regional Police Services' absence of a set selection process for these ranks is common across the country (CACP, 2001). The selection of chiefs and deputy chiefs in Waterloo Region has resulted from internal competitions with one exception. Many other organizations have resorted to external competitions and even executive firm searches (CACP, 2001). The *Police Services Act* (1990) stipulates that chiefs and deputy chiefs must be police officers and as such must be graduates of Police College recruit training. Since there is no set policy for promotion to the ranks of chief or deputy, it is possible that an officer of any rank could be successful in those competitions. The number of mechanisms for promotion decreases as the rank rises (Table 3). One may conclude therefore, that the higher the rank the less objective the process.

The promotion processes across Canada were studied by the CACP (2001). They reported there was a perception that women and visible minorities have less success than white males in the selection for promotion. They also reported there was little data to support this perception, as organizations including the Waterloo Regional Police Service, do not collect or analyze this kind of data. However, Table 1 shows women are not represented at any rank higher than Sergeant other than two female superintendents. Ruderman, Ohlott and Kram (1995) in their study of promotions to upper management found some differences in the promotion of men and women during the more subjective features of the process. A key difference they identified was in relation to the confidence they had in the candidate. This meant that they knew the candidate and had interacted

successfully with them. This was reported less often with the female respondents. The women candidates were instead described in terms of their personal strength, such as willingness to take risks.

In summary, women represent 18.6% of the total number of officers on the Waterloo Regional Police (Table 1). Promotion is the prevailing means to recognize officers for their performance during their careers. There are a number of opportunities for promotion each year, however the numbers available for senior leadership ranks are limited. The mechanisms used vary dependant on the rank the officer is seeking (Table 3). The limited number of women the Waterloo Regional Police Service in leadership roles is evident in Table 3. With this in mind, it is worthwhile to learn about the successful strategies female candidates have used to attain promotions to executive leadership positions.

CHAPTER TWO – INFORMATION REVIEW

Review of Organizational Documents

Information about the promotion process for the Waterloo Regional Police Service is mainly found in the promotion policies. Each year the Service has a promotion competition where opportunities for advancement vary depending on retirements, other vacancies or increases in management ranks. Table 4 specifies the number of officers who applied for promotion in the years 2002, 2003, and 2004. A dash (—) indicates there was no information available or no promotional process instituted for that rank in the year indicated. Table 4 shows that the number of applications for promotion has decreased overall since 2002. This may be due in part to the significant number of promotions made between 1997 and 2001 as shown in Table 2, and the retirement of a number of officers due to retirement incentives and the general aging of the police population as reported by the CACP (2001).

Table 4

WRPS applications for promotion 2002 to 2004

Rank	2002		2003		2004	
Applied for:	Male	Female	Male	Female	Male	Female
Supt	—	—	6	0	—	—
Insp	—	—	8	0	8	0
S/Sgt	11	2	17	1	14	2
Sgt	70	15	40	13	42	10
Total	81	17	71	14	64	12

Each year the number of female officers who are eligible to apply for promotion proportionally increases with the number of female officers who meet the tenure requirements. This critical mass of women at the lower level of the organization directly affects the organizational diversity, their career advancement to entry-level management positions, and subsequently senior levels (Orser, 1994). The CACP (2001) report indicates that despite the limited number of women in leadership ranks in Canada, there has been an overall increase of women in policing. This equates to a growing pool of women in policing who qualify to apply for promotion each year. As Table 4 shows, the number of women in the Waterloo Regional Police Service applying for promotion is on the decline. With these factors in mind, it is important to look for ways to attract the interest of female officers in the promotion process. According to Rutherford (2001), in an organizational culture that recognizes a very formal structure and rank as the only way that one rewards success, it is important that more women be encouraged to seek promotion as a viable opportunity for them.

Wood and Lindorff (2001) in their study found that in addition to poor representation of women at senior management levels, men and women might have different promotion-seeking behaviours. Women believe that they have fewer opportunities than men for advancement. They state that, "although male and female managers have similar aspirations to obtain a senior management position, women are less likely to expect a promotion" (p. 152).

Gaston and Alexander's (1997) study of a police department in England reveals that while recruits of both genders have career aspirations for at least sergeant, differences emerge later in their careers. Promotion aspirations for males appear to

increase before declining. Career ambition for females declines with the length of service and does so at a much faster rate than their male counterparts. Females are three times less likely to aspire to promotion. They also claim that females are less likely to take their promotion examination when qualified to do so. Female officers in the study reported lower level of support to take the exam from their partners, colleagues, and supervisors than the males surveyed. Gaston and Alexander suggest the lack of support was in part due to the limited number of female role models. The International Association of Chiefs of Police (1998) study reports that 69% of women officers actively seek promotions. They also report that 34% of respondents said it was either very difficult or somewhat difficult to promote women. The reasons for this were most often because of the smaller number of women or the lack of available promotions.

What skills or qualities do senior executives require? In a review of traits and behaviour of leaders, Yukl (2002) theorizes that executive level leaders require greater conceptual, interpersonal, and technical skills. These skills vary somewhat based on the type of organization. Goleman (1998) identified self-awareness, self-regulation, motivation, empathy, and social skills as key qualities of a successful leader. Studies of the public sector in Canada shows that women who reach senior levels in public service are self-assured and know they can perform well (Treasury Board of Canada, 1996). The police executives in the Police Futures Group study identified the three most desirable qualities for police executives as: the ability to make sound decisions; strategic vision; and good management skills (Biro et al., 2000). This study could not explore gender differences and leadership, as all respondents were male. Are there differences between female and male police leaders? Social-role theory suggests that men and women are

influenced by societal expectations. The theory also postulates women leaders act in a nurturing, participative team style when working with others, while men act in ambitious, assertive, and independent ways (Wood & Lindorff, 2001). In a meta-analysis of male and female leadership studies, Indvik (2004) found some differences. These include, women tend to be more participative and less autocratic, had to go further to prove themselves and women are evaluated, "more negatively by men when they behave in stereotypically masculine ways" (p. 273).

One of the questions for this project is whether female police executives exhibit male qualities in order to be considered successful in police leadership. Are characteristic male qualities required for promotion or are they gender neutral? Wood and Lindorff (2001) found that women prefer occupations which favour their own gender characteristics and may not seek or expect executive positions if they believe they must exhibit male-stereotypical qualities. This project will explore what tools female police executives have used to make them successful in an environment that is male-dominated.

What reasons do female executives attribute to their success? "Twice as many female managers as male colleagues report enthusiasm, mentors and luck as contributing to their present success" (Wood & Lindorff, 2001, p. 154). Wood and Lindorff (2001) also state that women think it's who you know, bias and discrimination that influence their advancement. In contrast, male managers believe that diversity of job experience, leadership style, and being in the right place at the right time are important factors. Women acknowledge many factors such as gender, stereotyping, formal organizational policies, and informal organizational policies that delay their career. Women believe factors influencing their promotion include individual qualities such as potential for

development, personality, and mentoring relationships. Men believe years of experience and range of experience are factors of influence (Wood & Lindorff, 2001).

The benefit of this paper for organizations and individuals alike is they can learn from women leaders who have 'blazed the trail'. It will also show successful women in action, by defining the values that women recognize as a source of strength. By strengthening oneself and finding greater acceptance, female values of inclusion and connection emerge as valuable leadership qualities (Hegelsen, 1995).

Review of Supporting Literature

The literature inquiry will focus on the following key areas: leadership; career development and promotion; and female leaders in a male-dominated workplace.

Leadership

This section addresses leadership from a rank or positional focus. What does it take to be a successful leader in a police organization in Ontario? Wheatley (1999) suggests that during our organizational journey through chaotic times, we need leaders, not bosses. She states, "we need leaders to help us develop the clear identity that lights the dark moments of confusion" (p. 131). Anderson (2000) advocates that in order to cope with globalization and future challenges, change must be, "envisioned, anticipated, managed, and adapted" (p. 44). Dr. William L. Tafoya, a law enforcement futurist (as cited in Anderson, 2000) predicted that police executives in the future would see more urban unrest, terrorism, complex computer-related crimes, crime, community involvement and self-help by citizens. In response to these changes, police leaders will need to be more educated, more specialized, better trained, and globally focused. Dr. Tafoya asserts that police executives will have to adopt a non-traditional, goal-oriented

rather than top-down, leadership style (as cited in Anderson, 2000). In reviewing the research on leadership I identified three areas of discussion: definition of leadership; transformational and value-based leadership; and masculine versus feminine leadership.

Definition of leadership.

Many authors have studied, analyzed, and debated the definition of leadership but there is no single accepted view of leadership. This unsuccessful effort to define leadership may be in part because leadership is what O'Toole (1996) calls a never-ending struggle that requires great leaders to balance the never-abating demands of people with different objectives. It may also be because we live in a turbulent environment where change and unpredicted events are a part of our organizational world (Izzo & Withers, 1998; Kotter, 1999; Schein, 1992; Secretan, 1996).

These are some highlights from leadership definitions that were reviewed:

a) Leadership is the art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 1995, p. 31).

b) Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives (Yukl, 2002, p. 7).

c) Some regard leadership as an art, others as a science. Leadership is a complex combination of activities and behaviours not easily defined, described or categorized. Three functions of leadership are, define the structure, coordination control, and goal and norm clarification (Cordner & Sheehan, 1999, p. 295).

d) Leadership is the presence and spirit of the individual who leads and the relationship created with those who are lead. Good leadership accommodates the needs and values of those who need to be lead. Good leadership takes into account the skills and capabilities of those with whom the leader shares leadership. Good leadership adapts to the purpose and future needs of the organization. Leadership is an art, an inner journey, a network of relationships, a mastery of methods, and much, much more (Scholtes, 1998, p. 372).

e) It is difficult to define the personal nature of leadership...ultimately, people follow people who believe in something and have the abilities to achieve results in the service of those beliefs (Senge, 1990, p. 360).

f) Leadership is...the development of vision and strategies, the alignment of relevant people behind those strategies, and the empowerment of individuals to make the vision happen, despite obstacles (Kotter, 1999, p. 10).

A commonality identified in the leadership definitions is the purpose of influencing others toward a vision or goal. This is difficult to do considering today's chaotic and diverse work environment. To better understand how to lead in this changing landscape, I will explore what has been called transformational and value-based leadership.

Transformational and value-based leadership.

A recent study of Canadian police departments identified keeping up with the pace of change as one of the biggest challenges in policing today. Shifting demographics, societal changes and economic instability are creating new expectations for police (CACP, 2001). Yukl (2002) contends that leading change is one of the most important

and difficult leadership responsibilities. The skills of leaders, developing strategies for succession planning, and executive development are essential to the success of policing during these turbulent times and into the future (CACP, 2001). Police executives who lead using a basis of values-based and transformational leadership create a milieu of empowerment and organizational learning which will ensure organization sustainability through changing times.

Police structures have become flatter and less hierarchical. These changes have brought about a need for a more participatory management, sharing power and developing leadership ability at all levels of the organization (CACP, 2001). O'Toole (1996) emphasizes the need to give up the instinct to use power to get things accomplished and instead develop strong subordinates and leadership potential in everyone. Participative management is an important skill for leaders in police organizations. O'Toole (1996) indicates that, "everyone has the right and the duty to influence decision making" (p. 148). Similarly, Wheatley (1999) argues that including "'more and more eyes' and asking who else should be looking at the problem or issue, develops 'an organization rich with many interpretations' and creates a more intelligent organization" (p. 67).

Trust is a key component for sharing power. Secretan (1996) defines empowerment as, "trusting people and giving them all the information, training, and encouragement and authority they need to make the right decision" (p.62). Kouzes and Posner (1995) identify five essentials for sharing power and strengthening others. These include: ensuring self-leadership; providing choice; developing competence; assigning critical tasks; and offering visible support. Sharing leadership and developing others in a

supportive environment, where learning is important has been described by Yukl (2002) as transformational leadership. Transformational behaviours include: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Yukl, 2002). Secretan (1996) and Wheatley (1999) speak of building relationships as a way to nurture growth and development. Many of the authors suggest that listening is a key characteristic of good leaders (Izzo & Withers, 1998; Kouzes & Posner, 1995; Schein, 1992). Secretan (1996) believes that "the assiduous application of unfiltered listening to, and meeting the needs of others" (p. 46) is a primary value of leadership. Similarly, Wheatley (1999) asserts that "we need to become better at listening, conversing, respecting one another's uniqueness, because these are essential for strong relationships" (p. 39). Values-based leadership requires leaders to listen to all sides without being dictated to by any one side (O'Toole, 1996). Wheatley (1999) describes an environment based on relationships that should be fostered by leaders,

> We cannot hide behind our boundaries, or hold on to the belief that we can survive alone. We need each other to forgive us when we fail, to trust us with our dreams, to offer their hope when we've lost our own. We crave companions, not competitors. (p. 174)

O'Toole (1996) concurs with the belief a leader cannot operate alone but needs to become a "leader of leaders." This is also supported by Kouzes and Posner (1995) who suggest that creating a climate where you strengthen others by their involvement is important. They say that, "to create this climate, leaders use power in service of others, not in service of their own interests" (p. 182). Wheatley (1999) also believes we need

patience, compassion, and forgiveness in each other. Secretan (1996) describes this primary value of relating well with others as chemistry.

New demands and challenges in police leadership require a supportive environment where individuals use a multitude of opportunities to learn and develop competencies (CACP, 2001). Yukl (2002) reiterates the need to learn and develop in order to adapt and innovate in a turbulent and changing environment. Part of learning is to understand yourself, confront your fear, resolve conflicts (Yukl, 2002) and know your "own mind" (O'Toole, 1996). Kouzes and Posner (1995) suggest that effective leaders are constantly learning and looking for ways to improve themselves and their organizations. According to Yukl (2002), "more learning occurs during operational assignments when people get accurate feedback about their behaviour and its consequences and use this feedback to analyze their experiences and learn from them" (p. 194). Learning is a part of what Senge (1990) and Secretan (1996) describe as personal mastery. Personal mastery is "continually clarifying what is important to us and continually learning how to see current reality more clearly" (Senge, 1990, p. 141).

A "learning" organization becomes adept at gaining knowledge quickly and uses what was learned to become more effective (Yukl, 2002). According to Senge (1990), leaders in a learning organization are designers, stewards, and teachers who are continually building people's capabilities through learning opportunities. Expanding your mental models, seeing the world in all its possibilities, understanding your connection with others or systems thinking, helps to build better organizations (Senge, 1990).

According to Yukl (2002), research has shown that to transform and build organizations, leaders require a clear and compelling vision to enable change in an

organization. Credible leaders are distinguished by their sense of vision and ability to look ahead. Vision is described as an ideal and unique image of the future that gives focus to human energy (Kouzes & Posner, 1995). Wheatley (1999) suggests that, "without a clear sense of who they are, and what they are trying to accomplish, organizations get tossed and turned by shifts in their environment" (p. 39).

Vision is one factor that helps address the needs of people in a democratic setting. Other factors or values include: trust, listening, authenticity, integrity, and hope. O'Toole (1996) suggests that leaders must "adopt the unnatural behaviour of always leading by the pull of inspiring values" (p. 11). It is important to clarify your personal values, become more aware of yourself, you strengths and weaknesses. Values set the basis for the decisions a leader makes every day and clarifying values and vision is a highly personal matter (Kouzes & Posner, 1995).

What separates an effective leader from an ineffective leader is how he or she acts and makes decisions (O'Toole, 1996). Credibility is essential to a leader's success. "People expect their leaders to stand for something and they expect them to have the courage of their convictions" (Kouzes & Posner, 1995, p. 212). While values are intangible, we see tangible evidence when people are "true to their beliefs—their decisions, actions, allocation, attention, and use of time" (Kouzes & Posner, 1995, p. 220). It is essential to remember the power of a leader's example, including behaving in a way that is consistent with shared values. Secretan (1996) believes it is important to maintain trust and integrity, making a conscious choice to keep promises and "imagine yourself standing on higher ground" (p. 69). Good leaders maintain their credibility by keeping their promises. This commitment along with sharing power; building

relationships; valuing uniqueness and other mindedness; having a compelling vision; and developing personal mastery in a learning organization are at the centre of transformational and values-based leadership.

Masculine versus Feminine Leadership.

Do women and men develop personal mastery and a compelling vision equally? Research from numerous sources acknowledges similarities between male and female leadership (Manning, 2002; Wood & Lindorff, 2001). Leaders are considered effective, not depending on their gender, but their work. However there seem to be ongoing societal beliefs about men and women leaders that may be stereotypical. For example, Appelbaum et al. (2003) describe male leaders as structured, transactional, autocratic, instruction giving, and business-oriented. In contrast female leader characteristics are considerate, transformational, participative, socio-expressive, people-oriented, heightened communication skills, advanced intermediary skills, well-developed interpersonal skills and a soft approach to handling people. These feminine leadership characteristics are similar to those attributed to transformational leadership (Appelbaum et al., 2003). Kouzes and Posner (1995) describe a number of leadership behaviours that characterize a transformational leader. These include: challenging the way; inspiring and shared vision; enabling others to act; modeling the way; and, encouraging the heart.

Eagly and Johnson (1990), Hegelsen (1995), and Manning (2002) describe women's leadership as more relationship-oriented, emphasizing supporting and developing their employees. Hegelsen (1995) proposes that the integration of female values in a more humane workplace has created a more collaborative kind of leadership. Frenier (1997) described women's leadership in terms of mothering and the feminine

principle. "Mothering can be a useful model for understanding how we can nurture and defend the essential and unique nature of human beings...paying attention to the ability to nurture, protect, and affirm other people's unique natures" (p. 125). In a summary of feminine leadership, Smith (2000) held that women, "tend to lead from the center, value consensus decision making, share information and power, manage conflict through joint problem solving, and embrace diversity" (p. 47). Goleman (1998) suggests women may be more attuned to feelings and have more motivation to show empathy than men. Today's leader must have what he calls emotional intelligence to deal with the more complex and collaborative working world. Emotional intelligence has five elements, "self-awareness, motivation, self-regulation, empathy, and adeptness in relationships" (p. 24).

In an attempt to understand what skills women bring to policing the International Association of Chiefs of Police (1998) conducted a survey of 800 police departments. Respondents most often attributed the skills of communication and interpersonal skills associated with community and problem oriented policing to women. In the same study, the highest area of concern about women in policing was physical size, strength, force, and capacity for confrontation. In Walker's (1993) study, respondents felt that female police managers would be more compassionate and understanding of their employees; more proactive in their approaches; less resistant to change and promote networking and connection with the community. Her findings support feminine characteristics reported by other authors. However, Manning (2002) found equivalent levels of transformational leadership in men and women at similar levels that may indicate that this type of leadership is androgynous in her study.

The literature explores this gender neutrality of leadership. Appelbaum, et al. (2003) found that leadership effectiveness is not gender based, concurring with Manning's (2002) finding. She suggests that good leadership is dependent on individual characteristics. Manning (2002) also purports however, that good leadership is based on masculine images and these continue to influence people's perception of their own and others' leadership in addition to being influenced by social norms for that role. Rutherford (2001) found that management style has more influence than gender, but women believe that they manage differently and better than male managers. "Many organizations still embrace a 'male-oriented' management style, where direct and aggressive behaviour is the norm. However, when women embrace this style, they are frequently labeled as 'bossy' and 'pushy', whereas men using the same behaviours are labeled 'leaders'" (Jackson, 2001, p. 32). Wells (2001) reports that women in law enforcement who exhibit the aggressive, no-nonsense, win-at-all costs characteristics that males pride themselves for, are considered bossy, obnoxious, or overbearing. On the other hand, women who adhere to the way they are raised, to be nurturing, cooperative, and passive, may be considered weak and unambitious and their contributions may be dismissed and result in the lack of success.

Wells' (2001) study of chiefs and deputy chiefs, suggests that the characteristics men and women need to bring to police leadership are integrity, ethics, honesty, tenacity, thick skin, determination, confidence, and human relations skills to help them deal with their officers, city government and the community. The participants reported they used a variety of leadership styles to motivate and lead. They suggested they were able to act in ways usually attributed to males, but also recommended women stay true to themselves

and not lose their femininity to fit the male mold. To continue to act in what they consider feminine using interpersonal skills and mentoring, motivating, inspiring others.

Career Development and Promotion

Women have been equally committed to their police careers and have actively developed themselves to positions of leadership throughout Ontario. Appelbaum et al. (2003) concluded that women are equally committed to policing as men. In their study of female leaders in the education system in Australia, Limerick and Andersen (1999) also found that women were equally committed to their career. Commitment to their careers is evident in their success at achieving promotion. It is important to explore career development and promotion decisions to understand the strategies used for success in a chosen profession. The topics explored in this area are: career development; transfer and specialization, promotion-seeking behaviour; representation of women at senior levels; strategies for promotion; brass ceiling; and balance between career and work.

Without careful examination of the subtle yet potent dynamics that shape assignments and promotion decisions, it is all too likely that decision makers will continue to choose candidates with whom they feel most comfortable and will utilize systematically different criteria for promoting men and women (Ruderman, Ohlott, & Kram, 1995, p. 21).

Career development.

Hall (as cited in Orpen, 1994) defines career as a "sequence of related work experiences and activities, directed at personal and organizational goals, through which a person passes during his or her lifetime, that are partly under their control and partly under that of others" (p. 27). The traditional career could be described as linear and

hierarchical and based on a male perspective (CACP, 2001; Mavin, 2001; Wells, 2001). "The model of the successful manager has traditionally been masculine and, while these stereotypes remain, they succeed in perpetuating the dominant place for men in management" (Mavin, 2001, p. 183). Pringle and Dixon (2003) note, that man's roles at work have been virtually unchanged, while woman's roles have changed significantly. This is evident in the increase of women in the workforce in general and the entrance of women into the police role. This increase will, "challenge the traditional male-stream corporate approaches to career in organizations, as our needs and demands of organization change" (Mavin, 2001, p. 190).

Women are increasing in number in the workplace, but their careers may not fit the traditional concept of career. Women's careers are not necessarily defined by paid work or may be less focused on paid work, but at the same time are not based the traditional view that marriage was a substitute for work. Further, women define themselves in two modes, that of traditional homework and that of career women. Women may struggle with the desire to explore their emotional and physical capacities as a mother, ceasing work and making it a primary focus. And as such, a women's career may not be defined in the traditional, linear, and hierarchical pattern (Pringle & Dixon, 2003).

> Women's career models are not necessarily an amalgam of personal development because they are not exclusively involved in, nor defined by, involvement in paid work. Men's careers have, more or less, focused on the world of work; either through paid work, volunteer activity or unemployment. It was the recurring

> patterns of men's lives, which give rise to the development of 'traditional' career theory. (p. 291)

In her study of career advancement, Mavin (2001) found that success was based on continuous full-time employment or what is referred to as high career centrality. The male-defined career model based on career as being central to an individual, and defined in a set pattern with hierarchical goals as a measure of growth and achievement, also applies to policing. According to the CACP (2001) study, police officers follow a similar career path entering an organization as a recruit, followed by time on patrol, and then becoming eligible for promotion or transfer to a specialty unit. According to the report, the advantages of this model are; it is easy to manage; all officers gain front line experience; management always knows the officers are developing the same basic knowledge, skills and abilities; officers are treated the same, theoretically; and it allows for deployment flexibility. The disadvantages identified include; it doesn't allow police services to take advantage of the diverse skills and life experiences that an officer brings to the organization; and it doesn't permit officers to make lateral entry to specialized or skilled positions that may be identified as gaps in the organization. A further disadvantage of the police career path model is that it is based on continuous full-time employment.

Pringle and Dixon (2003), Mann (1995), and Mavin (2001) report that a woman's career development is different than the traditional model, may not be based on career centrality, and has not been well defined in the literature. "The lack of gender-appropriate career structures in organizations has resulted in women having to join the male paradigm of 'career' in order to progress in management...the shape of the corporate career is itself

fundamentally gendered" (Mavin, 2001, p. 186). According to Smith (2000), "women define success in their career differently than men in that they are focused on life outside work - their personal relationships and their families, in addition to their careers" (p. 146). Smith further suggests that if women define their success on the male model, they will not succeed. Rather, they should, "define success on their own terms then they will experience its meaning" (p. 156).

The CACP (2001) study indicates that women are more likely to leave policing than their male counterparts. The reasons the officers are leaving, identified in the study are:

a) Actual and perceived sexual harassment;

b) Pressures associated with working within a male-dominated environment;

c) Difficulties in managing shift-work schedule;

d) Balancing family and work responsibilities;

e) Working as the sole female in a section;

f) A general lack of role models; and

g) Perceived barrier to promotion and coveted assignments. (p. 74)

The report suggests that to counter these findings more attention should be paid to career planning, maternal and parental working conditions and benefits, offering stimulating part time jobs, providing easy access to work site day-care facilities and adapting the practical aspects of equipment.

Transfer and specialization.

During an officer's career, there are a number of opportunities for officers to move laterally in their rank. Specialized positions for example are; forensic identification;

criminal investigations; community services; special response unit; policing standards; quality assurance unit; support services; or the executive office. In general the Waterloo Regional Police Service does not have a set selection process or competition for transfers. Exceptions include the special response unit and forensic identification. An officer may apply to any position at any time. Their supervisor provides comments, supporting or otherwise, on the officer's application which are then forwarded to the human resources branch and the unit commander of the branch to which they applied. If a position becomes available the Chief and Deputy Chiefs consult with senior officers regarding potential candidates for the position. The Chief and Deputy Chiefs make the final decision on the transfer. This consultation and final decision making is the same for all positions, whether there is a competition for the position or not.

According to the CACP (2001) many organizations have formalized transfer selection policies that include specialized assessments. They also found that officers sometimes rotated through specialty units for a number of months. This helps to ensure that there are a number of people acquiring specialty skills, thereby reducing potential gaps when people leave the organization. The practice of limited tenure in a unit is not followed by the Waterloo Regional Police. It is not uncommon for officers to remain in a specialized position for over five years. This includes positions in criminal investigations, surveillance, intelligence, drug investigations, the special response unit, and forensic identification. The argument for the lengthy tenure is the need to develop expertise in these assignments.

Another practice that is common in policing (CACP, 2001) and with the Waterloo Regional Police Service is the lateral movement of officers between specialties. Patrol

officers complain about this practice because it limits their movement to specialty positions because they believe it is easier for those currently working in a specialty unit to move to another specialty unit. It is believed this occurs because the people making the decisions on the transfers know those applicants in specialty units. Those applicants have also obtained specialized skills that give them a perceived advantage (CACP, 2001). The report also indicates there is a perception that women have less success in obtaining specialty positions. Particularly challenging was a transfer to the tactical unit. This is true in Waterloo as there has never been a female officer on the emergency response unit. Another issue identified by female participants in the CACP (2001) study was they were told they couldn't be transferred or promoted because they already had enough women at the rank or in the unit. The women also indicated that they were pushed toward more supportive roles such as community services, school liaison, or sex offence areas.

In a study of a police department in Britain, Gaston and Alexander (1997) found that the career pattern for males and females ware different. Female officers were over-represented in non-criminal investigation units such as child abuse and family violence. In addition, they report that advancement through the ranks to senior positions in part relies on the acquisition of experience in 'real' police work, of which the supportive roles are not regarded. Overall they found women are, "not gaining experience in core specialisms or advancing up the management career ladder in the police as quickly or as far as their male counterparts" (p. 52). Gaston and Alexander also suggest there are several ways an organization can bring about cultural change and increase the number of women in specialty positions and higher ranks. They include, having career development departments with trained and experienced personnel, encouraging supervisors to develop

and mentor supervisees, ensuring male and female coach officers are trained and provide an understanding of the organization's operational culture, building mechanisms to ensure more women take the promotional exam when qualified, and developing policy and practice that results in female police officers having as many opportunities in specialty positions as their male counterparts.

Promotion-seeking behaviour.

In addition to ensuring women are given opportunities to develop their careers sufficiently to prepare for promotion, it is important to understand the dynamics behind promotion-seeking behaviour. Social-role theory suggests that women and men fulfill gender and social roles that, in turn, guide their beliefs and behaviour. This role fulfillment includes promotion-seeking behaviour (Wood & Lindorff, 2001). The theory also postulates that the way women are socialized may leave them with a perception that they have fewer opportunities than men for advancement to senior levels of management. Women are less likely to aspire to senior levels. Wood and Lindorff (2001) describe men as more ambitious and assertive and women as more nurturing and participative when working with others. They suggest people identify with characteristics of their gender and, as such, women are less ambitious and have less of an expectation for promotion (Wood & Lindorff, 2001). Assertiveness in women is considered a negative and in men a positive (Large & Saunders, 1995). Women, if aggressive are seen as unfeminine, unassertive men are considered passive. Wood and Lindorff (2001) consider the differences in beliefs about how women and men behave are one reason for unequal advancement. "Women were more inclined to believe that who you know and bias and discrimination influence advancement" (p. 159).

In support of the tenets of social-role theory, Applebaum (2003), Evans (2000), Manning (2002), and Walker (1993) report that women consistently under-rated their leadership ability and, therefore, did not seek promotion. Manning (2002) found that women commonly under-rate their capabilities, especially at higher levels and concludes that women in management need to "recognize organizational obstacles to promotion rather than draw conclusions as to their own leadership ability" (p. 215). Another reason women may believe they will not be promoted to higher levels is, according to Evans (2000), because they buy into what society calls the glass ceiling. Women believe they can't get promoted instead of believing in their talents and skills. Jackson (2001) reports there is a common perception that men are viewed as leaders and women and supporters and that women working in male-dominated organizations are less likely to see themselves as leaders or seek leadership roles. He suggests this is strengthened by the lack of female role models. He said, "In an environment where the number of women is minimal, it is difficult to develop a mental model of women as leaders" (p. 31). In addition, Appelbaum et al. (2003) surmises that women may have internalized a belief that they are second class which may have resulted in a "diminished self-confidence and, again, a disconnect with others' expectations of leadership" (p 46).

Representation of women and senior levels.

Social-role theory is one way to explain the absence of women in the executive boardroom. While women represent over 51% of the population and 46.5% of the labour force, their representation at more senior corporate levels is negligible by comparison. Several researchers (Appelbaum et al., 2003; Catalyst, 1997; Jackson, 2001; Large & Saunders, 1995; Wood & Lindorff, 2001) report that gender differences exist in

promotions to senior management worldwide. In the public sector in Canada, women constituted 47% of the sector and 18% of the executive level (Treasury Board of Canada, 1996). A study conducted by Catalyst (1997) found that a majority of chief executives consider women's advancement to be critical or very important in organizations and suggest it is a significant leadership issue. This report also concludes that employment equity practices have opened doors once closed to women, but these same practices have resulted in quota hiring and male backlash that includes anger directed at the successful female candidates.

According to Statistics Canada (2003) there were 59,494 police officers in Canada or 1 police officer for every 532 Canadians. There were 9,352 female police officers, an increase of 4.34% from 2002. Male officers increased by 6.38 % during the same period. The numbers of women in policing has steadily increased over the years. This includes an increased number of female senior officers in Canada, 4.6% in 2003 compared with 0.3% in 1986 (Statistics Canada, 2003), but the numbers are still relatively small (CACP, 2001). Moreover, turnover rates indicate that women leave policing at a higher rate, 2.45%, than men, 0.66%, especially in cities with a population between 50,000 to 100,000 (CACP, 2001). The IACP (1998) survey reports the number one reason women leave policing is family, children, or birth of a child. According to Rutherford (2001) and the Treasury Board of Canada (1997), part of the problem regarding the limited number of women in executive leadership positions is due to a lack of awareness around the issues of women of who work, particularly at the executive level.

According to her research, Walker (1993) believes the reason why there were few women in senior police positions in Canada was women limit their opportunities for

advancement by under-rating their ability; trying to do the job like a man; suppressing gender-based qualities or experiences rather than incorporate it explicitly into occupational life; sitting in silence in meetings; working the minimum number of hours; and not competing in the promotional process. She recommends that leaders actively commit to increase the number of women in policing and integrate them into all parts of the organization. Gallagher (2001) further recommends that women, given the right tools and confidence, should influence their own promotional success. In summary, women under-rated their ability to be leaders and therefore may not seek to attain executive positions. The statistics support the fact that women are not choosing or making the leap to senior management.

Strategies for promotion.

To counter the above factors, statistics gathered by Large and Saunders (1995) are encouraging. Their survey they found, "young women keen to develop successful careers for themselves; for 80 percent of a sample of 1,000 women under 35, career progression was more important than training children" (p. 22). With this in mind, the literature provides a number of career development and promotion strategies. It is important to note that it is both the individual and the organization that play a part in an individual's success according to Orpen (1994). The Catalyst (1997) study supports this belief.

> Career success rests not only with the individual. The organization that will benefit from the women's skills and perspective also has a responsibility. Many organizations acknowledge the reciprocal nature of women's career development and have strategies in place to encourage their recognition and promotion. Both

> women and chief executives in this study spoke out on the importance of specific organizational approaches to women's career success. (p. 13)

Goleman (1998) illustrated the importance of an individual being involved in the management of their career. He said,

> The less aware we are of what makes us passionate, the more lost we will be. And this drifting can even affect our health, people who feel their skills are not being used well on the job, or who feel their work is repetitive and boring, have a higher risk of heart disease than those who feel that their best skills are expressed in their work. (p. 59)

Highlights of the strategies individuals use for successful careers and promotion that were reviewed:

> a) Women report the strategies most important for their success include consistently exceeding performance expectations, developing a style that male managers find comfortable, and seeking out difficult or highly visible job assignments. Large majorities of women also pointed to networking and mentoring, developing and adhering to their own career goals, and gaining line management experience as critical or fairly important to their advancement. Personal qualities also influence advancement. (Catalyst, 1997, p. 13)
>
> b) Smith (2000) found women suggest the three most important strategies for career success are; consistently exceed performance expectations, develop a style with which men are comfortable, and seek difficult or high-visibility assignments. (p. 149)

c) Limerick and Andersen (1999) maintain women attribute their success in obtaining a promotion to what they called going for broke. That is, their capacity to work hard consistently over the course of their careers and had demonstrated credibility and skills before being considered for the promotion. The participants described themselves as self-confident, persistent, able to manage their own way through the promotion system, with a vision of how they could make things better. They said they also relied on good luck, keeping up in the latest developments in the field, and used mentors and networking to manage their way.

d) Wells (2001) said that her participants report it might take several attempts to successfully go through the promotion process. They suggest when considering promotion, timing is important, or what they called being in the right place at the right time. They said that to be successful in becoming a chief, women need to obtain a variety of experience in a number of areas, build your credibility from the beginning, manage day-to-day crisis, and learn to network externally.

e) The number one strategy named by women executives surveyed by Catalyst (1998) was consistently exceeding performance expectations.

f) Women continually assert the need to work hard, prove themselves, and prove their credibility as managers, particularly when they are the 'token woman'. (Jackson, 2001, p. 33)

Highlights of the strategies reviewed that organizations use to promote individuals in today's diverse environment are:

a) Mentoring, women's networks, and identification of high potential women, in-house leadership training, high-visibility assignments, and succession planning were listed as strategies that should be used to advance women in the workplace. (Catalyst, 1997, p. 15)

b) A study of the female dominated banking industry found that women's advancement to the executive levels is most related to their knowledge and skills. The study emphasizes the importance of giving career opportunities to women so they can acquire the necessary experience to prove themselves and be considered for advancement (Metz, 2003).

c) Providing a variety of challenging assignments is an important strategy for preparing women for senior positions (Jackson, 2001).

d) An analysis of women in police management in the United States resulted in a number of solutions to ensure promotion success. These include; career development programs, formal mentoring programs, personal encouragement or support, women's police associations, criteria for training opportunities, and ensuring that women don't get assigned gender-specific duties that take them away from regular duties, such as clerical duties or transporting female prisoners. An additional strategy developed was a tool to self-monitor promotion processes (which in her definition include rank and specialization) to ensure female and minority proportionality. (Milgram, 1999)

e) Managers also need to examine whether they are as willing to promote women as they are men on the basis of their potential versus demonstrated

performance of responsibilities involved in that next position. (Mattis, 2001, p. 387)

f) Organizational initiatives relating to family-friendly policies should be directed at both men and women in organizations in order to facilitate culture change and changes in the expectations and stereotyping relating to women as the main domestic careers. The introduction of work-life balance programmes aimed at all people in the organization should underpin organizational cultures, as they move away from the male model of management and organization. These should support managing diversity initiatives in order that organizational structures, managerial styles and expectations and the concept of career are more representative of diverse societal changes. (Mavin, 2001, p. 190)

g) Large and Saunders (1995) suggest the following factors help lead women to promotion: supportive relationship with their manager; appropriate career guidance and mentoring; positive peer group which encourages individuals to make the most of themselves; access to information about possible future career openings and promotions; positive organizational climate including rewards for both career centrality and life/career balancers; and fair, open competition for promotion. (p. 24)

Brass ceiling.

An additional reason identified in the literature about why women may not be seeking or achieving promotional success is because of what has been referred to as the brass ceiling in police organizations or more commonly the glass ceiling in the corporate world. The glass ceiling was described by Smith (2000) as an invisible or artificial barrier

that prevents individuals from advancing despite their qualifications. Morgan (1998) refers to the phenomena as the glass ceiling effect. He said that, "organizations often segment opportunity structures and job markets in ways that enable men to achieve positions of prestige and power more easily than women" (p. 172). Wells (2001) said the glass ceiling is, "the barriers that prevent women from rising to the top of any organization that is male dominated" (p.5). Mavin (2001) said the glass ceiling is "a subtle, almost invisible but strong barrier that prevents women from moving up to senior management" (p. 188). Large and Saunders (1995) believe that the exact height of the glass ceiling is unknown as, "middle/senior management levels are still for men" (p. 22).

Findings during the American Federal Glass Ceiling Commission in 1992 indicate a glass ceiling does exist and it operates to exclude women and minorities from top positions in organizations. The Commission emphasizes the importance of the CEO in communicating continuing commitment to workforce diversity throughout the organization (Jackson, 2001). Smith (2000) reports in a survey of women managers, the glass ceiling was considered the most significant problem facing women managers. Smith (2000) also suggests,

> Breaking the glass ceiling requires a major commitment on the part of organizations to take action in promoting and advancing women regardless of their gender or ethnicity—and for men to take an active role as partners in implementing this change. (p. 19)

Gwen Boniface (2003) the Commissioner of the Ontario Provincial Police, an organization of over 7000 employees, spoke at a symposium on women in command and the brass ceiling. She indicates her organization recognizes there is a gap in the number

of females in the ranks of sergeants and staff sergeants. She believes women should represent all levels and capacities of the organization in order that there be role models for others. This includes female representatives on promotional boards. Commissioner Boniface said women don't want to be given positions because they are women. They can't worry about what is being said around them. Their opportunities must be because they are confident and have a lot to bring to the table. In offering advice to women who want to advance, she suggests most importantly you follow your passion or chose your heart. Women must also look at opportunities from the broadest perspective.

Jackson (2001) surmises women who have had the opportunity to view beyond the glass ceiling are questioning whether it is right for them. "They see the need to work long and hard hours, often without equitable pay, and in an atmosphere that is not always friendly towards them" (p. 31). Wells (2001) interviewees suggest the chief's job is different because they are the final decision maker, the person responsible. They are involved in political battles, personnel battles and it is a stressful, intense, and time-consuming position. This is true of police chief's jobs in Canada. Biro et al. (2000) report that,

> It is evident that police executives' jobs have become increasingly complex in the last decade. Budgets are larger, performance standards higher, and public expectations greater. Police leaders are now like other public and private sector leaders in having to juggle strategic and tactical organizational demands at the same time and to leave many operational matters to others in the organization while still being personally accountable if anything goes wrong. (p. 61)

The Biro et al. (2000) study of chiefs and deputies found that the majority work 50 plus hours a week and spend one to two evenings a week on official engagements. Half of the chiefs and deputies spend more than 13 weekends a year on official business and over half spend more than five nights a month away from home.

Balance between work and life.

The decision to apply for promotion to chief of any senior management position is difficult considering the long hours, stress and level of responsibility. It is a challenge to take on such roles as Carr (2002) described.

> Women often feel that they have to make choices between a work and family life, as the demands of being effective in both areas are difficult to achieve. They often perceive two distinct areas of responsibility that are in direct competition with each other and feel guilty being at work and guilty being at home. The stress caused by these conflicting feelings is very real and stems from the fact that we are in a unique period of time where women are pushing back the boundaries, creating new frontiers. (p.17)

Carr (2002) contends that organizations need to ask individual women how they can support them in coping with the many demands on their time. Catalyst's (1997) study of Canadian organizations identified several obstacles to women's advancement to senior levels including commitment to family responsibilities. The study reported that 61% of women agreed or strongly agreed that advancement depended upon putting their careers before their family lives. The chiefs and deputy chiefs in Wells (2001) study related how difficult it was to manage home, family, education and the job. Milgram (1999) reported

that equal numbers of women and men in police organizations in the United States have difficulty managing family commitments during work hours.

In order to provide opportunities for women, Catalyst (1998) found that most companies have implemented leadership development programs for women that use at least one, and often more than one, of the following:

a) Flexibility in arranging work schedules and sites (flexible work arrangements)

b) Removal of cultural and environmental barriers to women's advancement

c) Early identification of high-potential women

d) Leadership development for women that emphasizes lateral moves and line experience. (p. 61)

Commissioner Boniface (2003) calls herself a workaholic in the amount of time she puts in every day at work. She suggests this does not make a positive contribution to a needed cultural shift towards valuing a more balanced lifestyle that would support people with young families. "Managing diversity is therefore perceived as a concept where all individuals can work in an environment which facilitates development, releases potential and encourages individuals to 'do' all they can to progress the organization as a result of the differences" (Mavin, 2001, p. 189). Mattis (2001) said, "senior executives and front-line managers have both unique and shared roles and responsibilities for implementing and sustaining corporate diversity initiatives" (p. 372).

Female Leaders in a Male-dominated Culture

Creating an environment that is flexible, open to all employees, and tolerant of career paths that are unique and not traditionally defined, may be difficult in police

organizations. Police have been considered the protectors of society, promoters of justice, integrity and community safety. Police officers are seen as champions of a democratic society (Covey & Nila, 2003). In undertaking this daunting responsibility, police organizations have historically been described as hierarchical, rigid and closed. Stroud (1983) likened the separation of police from the public to a blue wall. This image has been changing due to a number of factors, one of which is the increased diversity within police organizations' ranks. This topic will explore female relationships in the male-dominated environment. The topics covered will be: police organizational culture; networking; and mentoring.

Police organizational culture.

There are many descriptions of organizational culture according to Schein (1992), but a common description is certain things shared or held in common in groups (Rosener, 1995; Schein, 1992). More specifically, Schein (1992) suggests culture is "the accumulated shared learning of a given group, covering behavioural, emotional, and cognitive elements of the group members' total psychological functioning" (p. 11). Similarly, Morgan (1998) indicates that people in different groups have different ways of life and refers to culture as "the pattern of development reflected in a society's system of knowledge, ideology, values, laws, and day-to-day ritual" (p. 112). Wheatley (1999) said these recurring patterns of behaviour are what many call the culture of the organization. Additionally, Scholtes (1998) suggests culture is what makes the experience of working in one organization, different from another and can be described through the day-to-day experience of the people in the organization. Similarly, Rosener (1995) explains culture is

a system of shared meaning and this helps to explain the power of men in the workplace where the dominant culture is male and men hold most positions of authority.

Mann (1995) maintains, "all organizations embody a male managerial culture because when both organizations and management systems were first formed, only males were in the workforce" (p. 9). This is true of police organizations as they are based on a paramilitary model. Wells (2001) describes the police culture as male in population and perspective and suggests women who enter the profession are judged by the same standards as men. The culture and structure is built on particular beliefs, routines and rituals. Morgan (1998) said these cultural rituals make organization distinct from other organizations. One very visible element of the paramilitary culture is the uniform. One has only to look at the police uniform to get a sense of a police organization's formal and hierarchical structure. The police uniform has remained virtually unchanged since policing originated in Canada. The same wool-based, tunic, pants and forage cap with badge are formal uniform staples. Rank is very visible on the uniform of a senior officer in the prominent display of gold braid. The uniform is considered one artefact of the organizational culture. Others include, but are not limited to, its physical environment, language, technology, clothing, manner of address, emotional displays, myths, rituals, ceremonies (Schein, 1992). Other levels of culture, described by Schein (1992) include espoused values or strategies, goals and philosophies, and basic underlying assumptions, or unconscious, taken-for-granted beliefs, perceptions, thoughts and feelings.

Networking.

Informal and formal networks are a part of the organizational culture. These networks had been well established before the arrival of female officers and their

promotion to the senior ranks. In the beginning, it was difficult for women to assimilate themselves into these networks. Many studies have shown women feel a sense of isolation and exclusion from informal and formal networks in the organization at senior levels (Appelbaum et al.; 2003; Jackson, 2001; Linehan, 2001; Rutherford, 2001; Wood & Lindorff, 2001; Wells, 2001). According to Rutherford (2001), leaders need to be familiar with exclusion and segregation as they affect the workplace. She reports women are often unaware of their exclusion from workplace networks. In addition, Rutherford (2001) reports, "patriarchal exclusionary practices have marginalized and excluded women from areas of employment" (p. 372).

In her study of over 200 female executives, Gallagher (2001) also found women were excluded and isolated. She believes these women are starved for someone to talk to who understand them. Women in the public sector in Canada also feel isolated and excluded from traditional informal networks that provide crucial career development support according to the Treasury Board of Canada report (1996). Carr (2000) said, "Many women find the lack of role models a real challenge and if they do make it to senior management levels they often feel isolated" (p. 19). Linehan (2001) suggests organizations should take active steps to break down male organizational cultures that perpetuate what has been referred to as the old boy ghetto. "Exclusion of female managers from business and social networks compounds their isolation which, in turn, may prevent female managers from building up useful networking relationships advantageous to their careers" (p. 828). Linehan (2001) further suggests that men by excluding women from their informal networks may be responsible for developing and nurturing negative attitudes and prejudices towards women. White, Cox, and Cooper

(1992) also report women are often excluded from informal networks. This is because their lifestyles may focus on domestic responsibilities and because many of the informal network norms are developed in exclusively male territories. Mann (1995) supports these findings,

> Life and interpersonal relationships in large organizations are governed by a set of customs, beliefs, values and norms which reflect the male culture...Women are usually considered as being different culturally and this causes their exclusion from many informal relationships and social events which provide significant opportunities for building up networks and developing sources of informal power. Most men feel more comfortable being with other men and this restricts women's opportunities for informal and social relations and interactions with male colleagues. (p. 11)

Walker (1993) studied this sense of isolation in policing. She found that because of the small number of women in policing, particularly in smaller services, "both formal and informal, mentoring, proved to be limited resulting in feelings of isolation and lack of support" (p.129). Many women said the struggle to be accepted by male officers led to the belief that women needed to prove their self-worth far beyond what was necessary (Walker, 1993). Mann (1995) proposes to reduce the sense of isolation in male-dominated professions you could establish women's networks that permit access to other women in similar positions and provide, "a larger voice of support and encouragement regarding issues that affect women in the workplace" (p. 13). Smith (2000) also explains the importance of establishing a personal network,

> Men and women need the help of others to attain their most desired positions. This help is found in a personal 'network' – that is, the set of job-related contacts that one has. Networks provide advantages that are important to career advancement, such as advice, feedback, information, referrals, resources, support and friendship. Being connected to the right people can expand power, provide access to jobs, increase the flow of important information, raise the likelihood and speed of promotions, and, in general, enhance an individual's reputation as an effective performer. (p. 150)

Mentoring.

Walker (1993) studied this sense of isolation in the male-dominated profession of policing. She found that because of the small number of women in policing, particularly in smaller services, "both formal and informal, mentoring, proved to be limited resulting in feelings of isolation and lack of support" (p.129). According to Smith (2000), "A mentoring relationship represents a very strong bond between people. Mentors are, 'people with a great deal of experience who occupy high-level organizational positions and who provide support to junior-level people to develop their careers'" (p. 153). Linehan and Walsh (1999) defined mentors as, "Higher ranking, influential, senior organizational members with advanced experience and knowledge who are committed to providing upward mobility and support to a protégé's professional career" (p. 348). Carr (2002) said many women find coaching helps them explore their own behaviour and do personal soul searching in order to help them to take command of their destinies and accept responsibility for their careers and reach their highest potential. Jackson (2001) suggests mentoring is acknowledged as an important factor in career success and

satisfaction. Linehan and Walsh (1999) stressed that, "mentoring relationships help female managers overcome barriers to advancement in organizations" (p. 351). Limerick and Andersen (1999) found having a mentor is as important as networking in determining promotion success.

With the ratio of men and women in the organization, particularly in a leadership role, it is likely women would have to form a mentoring relationship with a male. This is not unlike the recruit/coach officer relationship that that occurs when the officer is hired. Milgram (1999) in her survey of police officers in the United States found an overwhelming number of officers of both genders would like to have a mentor and almost all of them were not concerned about the gender of the mentor. Linehan and Walsh (1999) said, "The mentor's gender does not influence the effectiveness of the mentoring relationship" (p. 349). Smith (2000) suggests, to avoid problems that may occur with cross-gender mentoring, and also the limited number of mentors, some organizations create mentoring teams instead of one-on-one relationships. The IACP (1998) report found 13% of the agencies surveyed report they have mentoring programs. The report identifies the lack of mentoring programs in law enforcement agencies as a concern. They believe mentoring programs strengthen the capacity of women to succeed in their careers. Linehan and Walsh (1999) noted, given the success in women achieving senior positions who have mentors, organizations should consider formalizing mentoring relationships in order to help more female managers break through the glass ceiling.

Summary.

The literature has shown the path to career development and promotion is through hard work, commitment, support and networking, to name a few competencies. The

challenge women have of balancing their time and seeking senior positions is a reality. There are several reasons why it is important to create an environment that encourages qualified women to seek promotional opportunities. By instituting flexible work policies, career development plans, providing resources, and offering challenging assignments, organizations will be able to retain women in key positions in the organization.

CHAPTER THREE – RESEARCH METHODOLOGY

Research Methods

The purpose of this project was to learn lessons about promotional success from female executives in police organizations. I examined this topic using concepts from a hermeneutic phenomenological perspective in that I focused on each participant's personal insights and life experiences. I placed these experiences into a textual format to gain insight and meaningfulness from their stories. Van Manen (1990) says the task of phenomenological study is to "construct a possible interpretation of the nature of a certain human experience" (p. 41). In order to conduct this human-centred study, I used key ideas from a participatory action research methodology.

According to Glanz (1998), action research differs from traditional or scientific research in many ways. It is a type of applied research that addresses a specific problem in an organization using less rigorous designs and methodologies. Action research is human-centred; collaborative; problem-oriented; participatory; usually supported by qualitative inquiry; with steps that are cyclical and reflective (Dick, 1993; Glanz, 1998; Morton-Cooper, 2000; Palys, 1997). Morton-Cooper (2000) describes it as a "philosophical approach to the study of human problems which helps groups to share and refine their understanding of their situations in a mutually supportive environment" (p. 14).

Supportive workplaces are all-inclusive, democratic, and have relationships built on mutual respect and participation. Action research is useful for my project as it proposes this supportive, participative, reflective look at a real-life problem in organizations. It is a collaborative approach to inquiry that attempts to solve a specific

problem (Morton-Cooper, 2000; Stringer, 1999). It pursues, as its name indicates, action and research outcomes (Dick, 1993). Seymour-Rolls and Hughes (1998) define action research as, "a collective, self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social...practices" (p. 1). The participants in the inquiry are involved as partners and take an active role in the research process (Dick).

In her article on the use and abuse of participatory action research, Hagey (1997) lists five characteristics of action research. One characteristic is the goal of the research is to improve the lives of those involved. She also indicates the problem originates within the community or workplace. In addition, the research is collaborative and participatory with everyone being the researcher. A further characteristic is that the focus is on issues including inaccessibility, colonization, marginalization, exploitation, racism, sexism, or cultural disaffection, for example. Hagey (1997) believes action research strengthens people's awareness of their own capabilities and is focused on a real-life problem with a mind toward a solution.

In addition to being solution-based, participatory and reflective, action research is described by Glanz (1998) and Dick (1993) as cyclical in nature. Steps in the cycle tend to recur in a similar sequence. The steps in the research process are plan: act; observe; and reflect (Dick, 1993). Dick (1993) suggests the research cycle occurs multiple times with planning before action and analysis after it. In collecting information during these cycles, the researcher is able to prove or disprove interpretations arising from earlier cycles. The multiple cycles of planning, data collection, observation, and analysis indicative of action research can lead to a complex process (Stringer, 1999).

I am currently a superintendent in the Waterloo Regional Police Service, promoted to the rank in 1998. Having worked in the organization for almost 25 years, this project has given me a chance to address what I believe is a real opportunity for the organization and the people in it. Morton-Cooper (2000) suggests action research, "describes a real-world intervention in a real-life scenario" (p.10). Seymour-Rolls and Hughes (1998) state it is a method where, "positive social change is the predominant driving force" (p. 1). Glanz (1998) agreed there are, "enormous benefits for professional development of those involved in the research and for the organization as a whole" (p. 8). This focus on making positive change and improving organizational well-being was important to me. Stringer (1999) suggests the collaborative approach to inquiry, "seeks to build positive working relationships and productive, interactional, and communicative styles" (p. 21). O'Toole (1996) asserts that everyone has the right and the duty to influence decision-making and understand the results. This is an important part of a democratic or participative workplace. Action research is a method of research that minimizes power relationships and traditional authoritarian approaches (Stringer, 1999).

Data Gathering Tools

This action research project was based on a qualitative approach to inquiry which Palys (1997) suggests is more human-centred than research based on science. An advantage of qualitative research is that it develops as the participants move through the process and the researcher must be open to new directions that emerge (Palys, 1997). Keeping this in mind, I used two primary sources of information gathering. These were face-to-face unstructured interviews and focus group interviews. Palys (1997) remarks that the biggest advantage of interviews is, "their versatility and the opportunity they

provide to hear from a respondent directly" (p. 145). The interviews allowed me to develop a rapport with the respondents and aim for the most complete response. This concurs with Van Manen's (1990) specific purposes for hermeneutic phenomenological human science interviews. These interviews are, "as a means for exploring and gathering experiential narrative material that may serve as a phenomenon, and...as a vehicle to develop a conversational relation with a partner (interviewee) about the meaning of the experience" (p. 66).

The selection of the participants for the face-to-face and focus group interviews were based on the following criteria; Ontario municipal police officer, permanent rank of inspector, superintendent, staff superintendent or deputy chief, long serving police officers who have attained their rank through a promotional process, and written consent to participate. The participants were selected, in no particular order, from membership lists for the Ontario Senior Officer's Association, the Ontario Association of Chiefs of Police, or both. The exception was a test interview conducted with a colleague, to ensure the questions, the flow, and the timeline of the interview would permit a sufficient collection of data.

Potential participants were contacted by telephone and apprised of the study purpose and asked for their participation. The information documents provided to the participants during the telephone contact are found in Appendix A. This formalized process ensured I provided consistent information to all participants and allowed the participant to make the decision to participate in an informed way. Once the participants volunteered to participate in the study, I compiled a list of participants for the face-to-

face interviews and the focus group interview. From this list, I determined the participants based on their availability.

After I finalized the list, I contacted the face-to-face interview participants. I conducted in-depth, unstructured interviews with three participants. The interview format was conversational or narrative in style. The participants were allowed to lead the interview based on their experiences and personal stories in police leadership.

After the face-to-face interviews I conducted a focus group interview with a selection of female police leaders that had not been interviewed in the one-on-one interviews. Focus group interviews are a kind of interview recently used by the broader social scientific community (Palys, 1997). The purpose of the focus group was to conduct a specific inquiry into the text uncovered in the one-on-one interviews. I scheduled five women for the interview, but on the day of the interview only four women were able to participate. I participated as the moderator of the group interview.

The focus group discussion was used as a verification technique. The combination of interview and focus group was worthwhile because the one-on-one interviews provided an opportunity to solicit personal or privately held opinions, while the focus group stories were a more broad representation or a more public discussion of the research topic described by Palys (1997).

During the interviews, demographic information was obtained about each participant. In order to protect the confidentiality of the participants, considering the small number of female senior officers in Ontario, their exact ranks, age, or years in law enforcement, will not be detailed. Demographic and other quantitative descriptions will be presented in a summative form. Narrative data will be presented in a way that ensures

confidentiality. The individual and focus group participant's ages range from early 40s to middle 50s. The majority of the women are married or in a significant relationship. A large percentage of the participants have biological children, step children, or both. Many of the women have post secondary school education, in addition to police courses such as those offered at Ontario Police College, Canadian Police College and the Federal Bureau of Investigation National Academy. A number have completed a community college diploma or university degree. A majority of the participants continued their education, at the college or university level, after becoming police officers. Some of the participants are still attending university or college part-time. The officers have between 20 and 30 years of experience in policing.

After I collected the data from the interviews I analyzed the data in a manner described by Clandinin and Connelly (2000). "A narrative inquirer spends many hours reading and rereading field texts in order to construct a chronicled or summarized account of what is contained with different sets of field texts" (p. 131). The interviews were compared and common themes were identified. These common themes were then analyzed, interpreted, and presented in a manner that ensured the identity of the interviewee would not be known. The participants reviewed the statements to validate what was said. Riessman (1993) suggests that the challenge in analyzing the data is, "to identify similarities across the moments into an aggregate, a summation" (p. 13).

A third source of information was gathered in survey form. This survey was formulated after the completion of the interviews. The purpose of this survey was to validate information I obtained during the interviews about promotion-seeking behaviour. The participants were a group of new police recruits. The recruits gave written consent to

participate in the study. The consent form for the recruits is found in Appendix A. The survey asked very basic questions about the recruit's career development and promotion plans with the Waterloo Regional Police Service. The recruits were assured their individual statements would not be used, but the information presented in a combined format, to ensure confidentiality.

Study Conduct

Data collection and analysis occurred between September 2003 and January 2004. Initially there were two data sources planned, face-to-face interviews and a focus group interview. These interviews were conducted as planned. After the interviews I consulted with my advisor and decided to carry out a very brief survey of a group of new police officers. This survey was to understand promotion-seeking intentions of recruits.

Interviews

The interviews were conducted at a location chosen by the participants. The interviews were approximately 90 minutes as had been planned. I was very careful to adhere to the timelines I had given to the participants. It is important in the initial stage of the interview to remind the participants about the purpose of the study, deal with any ethical issues and answer the any questions the participant may have. The interviewees reviewed and signed a consent form as found in Appendix A. After signing the consent forms the interviews commenced. I found that it was easy to build rapport with the participants. Building rapport and making the interviewee comfortable was an important part of the process. Yow (1994) remarked that the rapport building begins as soon as the interviewer and interviewee meet and begin exploring the issues. It is the interviewee

who decides whether to trust the interviewer, thus is it is crucial that the interview be honest and straightforward.

After establishing rapport I asked a very broad open-ended question. The first question asked is found in Appendix B. This one question was quite often enough to guide the rest of the interview. The participants were very forthcoming in telling their stories and sharing their insights into promotion. I believe this was in part because of my interviewing experience, but also because of the similarities I share with the participants, including age, rank, and experiences. My own experience informed me in my preparation and analysis of what questions to ask and the format for the interviews. Kirby and McKenna (1989) suggest choosing a question that comes from your experience is important to the research process, as "biography is central to how you have come to ask the question and to why you want answers to it" (p. 49).

After the participants completed their initial story telling, I asked clarifying questions to gather the fullest, most descriptive story. The questions that guided my clarifying questions are also found in Appendix B. Once the participant told her story and I asked clarifying questions, the participant was asked if she had any additional information to add. At the end of the interview I thanked the interviewee and explained the next steps in the process.

Focus Group Interview

The focus group interview was conducted after the individual interviews were reviewed with the purpose of the focus group being validation. The number of participants I planned to use for the interview was five. Unfortunately, on the day of the interview one of the participants was ill and couldn't attend. I decided to proceed with

four participants, five including myself. The focus group interview was based on the same premise as the individual interviews except for one factor. When the interview started, the participants were asked to each speak in turn about their leadership style. The purpose of this round table exercise was to get the women comfortable talking in the focus group forum, and to familiarize the transcriber with the participant's voices.

As with the individual interviews, the focus group interview was conducted with a clear timeline in mind. The interview was approximately double the time of the individual interviews, about three hours. I found that in allowing for conversation, and speaking of the commonalities and differences they experiences, the participants were able to create a deeper dialogue than what had occurred during the face-to-face interviews. According to Palys (1997) focus groups differ from one-on-one interviews as they allow "participants to embellish on positions, discuss related dynamics, and articulate the rationale(s) underlying their perspective" (p. 157).

In conducting the focus group interview, it was important for me to ensure that each participant had a voice. Managing the data collection in a focus group interview is very important and was more difficult than with the individual interviews. Palys (1997) reports that some people may be unwilling to publicly express their opinions and the researcher must make sure that each participant participate to their fullest. It was evident to me early in the interview who was the dominant speaker and who was less apt to speak up. To deal with this issue, I allowed the dominant speaker to express her thoughts and ideas, and then asked the other participants to respond. This method of allowing everyone to provide input was very helpful in identifying not only differing points of view but also validation of the information.

Data Analysis

The individual and focus group interviews were tape-recorded. I have extensive experience conducting interviews and as such used this experience when conducting the narrative inquiries. I used two tape recorders for the interviews and took notes as well. This process ensured the data was collected in case one or both of the recorders failed. After the interviews were conducted the data was transcribed. The transcribed interviews were reviewed, edited, and a final draft compiled. The review of the interviews was worthwhile in developing a preliminary theme analysis. This preliminary reflection on the themes was a helpful foundation for the data analysis of the narratives.

According to Van Manen (1990), theme analysis refers to "the process of recovering the theme or themes that are embodied and dramatized in the evolving meanings and imagery of the work" (p. 78). Themes can be isolated using three approaches which can be summarized as: capturing the significance of the text as a whole (sententious approach); selective or highlighting approach; or a detailed line-by-line approach (Van Manen, 1990). I used the cut and paste functions to create separate documents based on the themes identified through a detailed line-by-line analysis of the data.

When the themes were identified, I then selected the statements that would best describe the participant's experiences in a meaningful way. Van Manen (1990) describes this theme metaphorically "like knots in the webs of our experiences, around which certain lived experiences are spun and thus lived through as meaningful wholes" (p. 90). These statements were also edited to ensure that the participants remained confidential.

The focus group interviewees reviewed the data for validation and to ensure their identities would not be revealed in the publication of the data.

Narrative data will be presented in the participant's spoken words with as much integrity as possible. Three ellipsis points with spaces (. . .) will be used to indicate material has been omitted from the original transcript. Four ellipsis points with spaces (. . . .) will indicate omissions between two sentences. Brackets [ ] indicate data that has been omitted from the original transcript to maintain confidentiality or to indicate comments by the researcher during the interview. In addition, the data will not be coded, or attributed to a particular participant; rather, pseudonyms will be used.

Survey

Approximately 20 recruits were surveyed to validate information that had been received during the interviews. The questions asked of the recruits are found in Appendix C. The information provided by the recruits will not be recorded in this report in specifics, but in aggregate form to ensure confidentiality of the recruits.

CHAPTER FOUR – RESEARCH STUDY RESULTS

The purpose of this study was to explore promotional experiences of female senior police officers in municipal policing in Ontario in order to inform the next generation of female leaders. This chapter will provide descriptive information about the participants, analysis, and conclusions drawn from the themes that emerged through the narrative data, their perceptions of what it takes to reach senior management, and their insights into the male-dominated world of police leadership. It will also include recommendations for organizational change based on the literature reviewed and data collected.

Study Findings

Through analytical processes of the phenomenological research design, four major themes were identified with respect to the meaning participants made of their career experiences. They were: qualities, leadership, relationships and support, and promotion.

The Participants' Qualities

A predominant theme that emerged was that being professional, caring, with a strong work ethic was very important to career development and promotional success. This theme will be examined in four parts: work ethic, credibility, empathy and sensitivity, and professionalism.

Work ethic.

The participants described how committed they were to their organizations by relating how hard they have worked throughout their careers. The participants believed that one reason they work as hard as they do is because they entered a male-dominated

profession so their actions as women were subject to more scrutiny. In the 70s and 80s the observable differences between men and women were not just gender related, but also equipment related. For example, women wore a hat similar to one worn by meter maids or parking attendants and the male officers wore forage caps. One participant said,

> a) We were a novelty in [city]. I was working in [city] at the time and you were brand new, never worked with any police officers. Male police officers there had never had a female working in the divisions so I think it was somewhat of an intriguing experience…I think back now, I think really we started back in the 70s where we went out on the road and we were given different equipment and different things, and I think we all decided at that time in the, in the few that were there, that it was very important for us to establish ourselves to our peers…to be able to be relied upon and to be able to get in there and do exactly what they're doing and not being asked for any special treatment.

The participants said they were noticed not only for good work but also when they made mistakes. For example, participants said,

> a) I had guys coming up to me…saying, "Hello." and I didn't know who they were, but they knew me because I was the only female in CIB, they knew me just by sight…Everything we did and still do stands out because you're a female doing it. Not because you're a sergeant doing it, a constable doing it, a staff sergeant, an inspector, a superintendent, whatever, it's because, if it's good, it may get, hopefully it gets the proper notice. But if it was something that wasn't so good, it certainly gets noticed.

b) They anticipated that we would be hiding and having physical difficulty, but you got right involved, doing everything, and eventually it didn't matter any more.

The participants had to prove they were capable of each job or promotion they were given. Statements made by the participants include,

a) You have to do twice as much to be seen as half as good.

b) Work hard. Don't think it's a given just because you're a woman, you need to work hard, harder than your male counterparts. Don't give up.

The participants clearly connected their success at transfer and promotion with their hard work. Sample statements include,

a) A higher-ranking officer knew my work and so I was selected because of my work way back, during my first uniform days.

b) There were lots of opportunities because I put my heart and soul into everything, worked hard, and proved myself...People knew your ability to do the job, your work habits, your work ethics, you know your integrity, your morals.

c) I'm conscientious...Work, work, work, work, work, work, work...is the way.

d) You're probably putting in ten or twelve; if it's a twelve-hour (shift) you're putting in fifteen. The phone's ringing at home, depending on what level you're at, what's going on, you are waiting for your pager to go off. I mean this is something we've learned to live with. We're working weekends or whatever.

The participants believed their reputation, as a hard worker, was something that will be considered throughout their career. They said for example,

a) After twenty, twenty-one years in an organization, if they don't know you and if they don't know your work ethic and, and everything that goes with you, then something's wrong.

b) I mean for those that worked with me and knew me, they knew I can run circles around any of my peers that I could be competitive with.

c) A word of advice I would have is always, don't shy away from the busy divisions or, some of the real difficult tasks because I'll tell you that's where you're going to learn and gain the most.

Credibility.

The women spoke about the need to establish credibility in each job and rank achieved. They said,

a) Because of the things we did and got involved in, we were generally accepted by our male counterparts…I had a great respect from the rank and file…so many years of service…I had worked closely with all of these people.

b) Get the respect of your peers; get the respect of the people that work for you first, don't think just in terms of yourself, because this place is bigger than that.

Participants suggested that individuals who seek promotion should ensure they understand what is expected in addition to making sure they have earned the promotion. For example, participants said,

a) I would suggest that they make sure that they want it and that they feel in themselves that they have earned it, that they have the credibility. The higher you go up, the more scrutinized you are in your credibility, because now you're, you're supervising more and more levels.

b) You've got to make yourself marketable. On top of your work ethic and doing a good job...Know what they're expecting at the next rank and then make sure you have it. We have a lot of people who put in for promotions at every level and, we all know they want community involvement, we all know they want further education, we all know they want a variety within your career, so you get someone who has got eight years and hasn't taken any school and doesn't do anything in the community and expects to be promoted, male or female. You know what, get a life.

The participants were sometimes offered positions they were not ready to accept because they felt that to do so would jeopardize their credibility. Two participants spoke about positions they turned down.

a) It was too early...I would have done a terrible job, and I would have lost respect...I'm glad they recognized I wasn't ready and they didn't push me just because I'm a woman...if you don't have the proper training and experience in behind, you just can't do the job.

b) I was offered a position, and I said, "No, I'm not ready for that." The guys were telling me to take it, take whatever you can. In my experience, women and men have different philosophies towards this thing. I think the majority of women would say, "I'll take it when I'm ready, when I know I can do it because I want to do the very best I can. I want to shine...I don't want to fall on my face." I know the responsibility that position demands. A guy would say, "I'll get there and I'll worry about it when I get there."

The participants were of the opinion that organizations should not consider formalized special or different treatment of women. In their experience, special treatment affects the officer's credibility in a negative way that can have long-term affects on the individual and the working environment.

a) Don't just give it to a female to say, "'Yes, we've got X Number or whatever." You're not doing the individuals any favours. If they can do the job and they legitimately earned it, yeah, give it to them. If they haven't, don't, because it comes back and bites you, and for everyone that they put forward that really cannot do it, we all pay the price for it.

b) We don't want to be treated special. We don't want to have it, you know, somebody just gives it to us for the sake of giving it to us.

c) I think all of us at one point or another maybe have voiced an opinion that, "Don't do this to me" or "Don't do this to women in general" or "You're not giving us any favours, you made my life hell."

Empathy and sensitivity.

As the women developed their leadership style and learned from others, they recognized differences in their leadership from the men they observed. The participants saw female leaders as empathetic to the feelings of others and when disciplining. They are cautious of the effect of their discipline. During conversations on this topic, the participants' are watchful about categorizing or making general comments about women being more sensitive to feelings, but it is their perception that women are more likely to exhibit this characteristic. Sample statements are,

a) I say time and time again, the guys on the job can be so cruel to each other, whether they say it's in jest or not, I mean, some small weakness or what's perceived as a weakness is just bet upon whereas I find as a woman, like I won't...although it's supposedly said as a joke it just carries on and I get to the point of saying, "You know what you guys are just so, you can be so cruel to each other, but that's the way you choose to have your relationships, that's fine."

b) I think we may be more sensitive to the feelings of others than...our male counterparts. And maybe that's the maternal instinct coming out in us.

c) I would say perhaps more women...I think we are more sensitive and I think that we...are amazed at sometimes what guys say to each other and then laugh it off. Whereas, if somebody said that to me, I mean I would just be...carrying baggage...and, so I think that we're more careful.

d) I think we have the inherent quality of holding things in. Somebody says something to you, you don't like it but you don't give it back to them however, but you don't forget it...you just keep it there.

A participant described an interaction with a male co-worker in order to explain how she reacted differently than her male counterparts.

a) We go into a huge blow-up over it. But, you have to sometimes do that so you can discuss the whole thing and get it all out and then it's over with...whereas a lot of times if you have a woman, two women and they have a big blow-up like that, whew, they can't talk to each other. They can't, you know, let alone work together. And you can't do that, and especially in this job because you're going to have all kinds of things where you had your say but you were over-ruled or you,

we went the other way, whatever it was, and you have to get over it and you can't let, you can't take things personally I guess is what I'm saying as where we have a tendency to do that and, you have to give it back within reason. You have to state your point of view and then move on.

The participant's experience of being more sensitive and feeling extended to their role as leaders. They said for example,

a) I took this young officer to task and it wasn't anything very drastic. I can't even remember what he did now, and he didn't take it well. I had two other Sergeants on the platoon with me who were constantly, they abrade these guys and they'd cut them down to size, up one side and down the other side, and say things that I wouldn't ever dream of saying. But a lot of times when a woman criticizes them, it's more personal. They didn't take it well...That's nothing compared to what the other two would have said to him...it was like his mother had, you know, balled him out, and I mean it was in private and everything else, but, I have found that, a lot of times that I'm, I'm actually conscious of it and careful because I do find I don't need to be near as rough on them to get the message across.

b) One time I had to speak to the platoon about something, and it was like mom had come in and laid down the law, and it was a totally different thing.

c) I vary my contact a lot of times. I'll often just go up and quietly say, (softly spoken), 'Oh hi, could you do me a favour?' And I don't care whether you call it sexist or whatever, but it works and, they'll do that. Instead of come out (firmly spoken), 'Hey, you know, go to the car and pick this up' or, there is still some of

that gentleman equality in some of them, you know, a lot of them, you can use that and there were other times I'd come down like a ton of bricks on somebody…you have to be flexible.

d) I think when that happens, and they, they stand up and take notice because here you have within, and you'll hear every no and then and I do, 'Here comes Mom.'

e) A male sergeant would have shown up and he would have been deemed to be assertive and taking the bull by the horns. I could show up and do the exact same thing only, in my voice and my body and be a bitch.

One participant was told she wasn't going to be promoted because she was too assertive. She said,

a) Assertiveness maybe would have been an attribute if you were a guy, but certainly a detriment as a woman. Being assertive is how men are described. If you're assertive as a woman, you're an aggressive bitch.

Another participant said that being assertive, or being considered a bitch, may be necessary at times.

a) I think what you also have to do is put it in perspective. Do you think bitch is a negative word? Sometimes yes, you know what, you can call me what you want I'm still going to do my job.

Professionalism.

Maintaining a high level of professionalism was important to all of the participants. They explained that while it was imperative to participate in social events to show support and camaraderie with the people you work with, it was also vital to

remember you are a leader and should be setting an example for others. Sample statements include,

a) Being professional…to be viewed as being professional, competent leaders…you can't be the one that goes to the party and has the last drink…if I'm invited I'll go, say my hellos and I'm gone probably.

b) When I look at my career, I've always had great professional relationships with the guys I work with…Probably where it's been the most challenging is in my current position with my peers who view me as, more importantly their spouses view me as, competition.

An additional area the participants believe is essential to maintain professionalism and high ethical standards is in dealing with the public. For example,

a) I have very high standards for myself. Ethical standards, high morals that...I expect people in areas where I work to have the same ones...there are great expectations on us to be professional, to value our positions of authority and also to present a very professional image as far as customer service is concerned.

b) I think that how you conduct yourself, whether it's one the job or off the job, is so vital…people hold us to a higher standard.

c) I still believe that police officers should be held to a higher standard, I find that I demand that from officers.

The Participants' Leadership

The second theme identified in this study is the way female police officers lead. This theme will be explored in two parts, leadership style and vision.

Leadership style.

The participants said they developed their leadership style with men as role models. The participants did not have an opportunity to work with female supervisors. Sample statements include,

a) We've learned (supervision) from all men.

b) There were people who I respected whose opinions I sought because of that respect. To be perfectly honest, not many of them female. Albeit to be honest with you, I've never worked for a female boss.

The participants described their leadership using a variety of words, but a common theme throughout the interviews was the importance of listening to and staying connected with the people who work with you. They said,

a) I was very careful to make sure I listened to what the others had to say.

b) Having those discussions with and dropping in on briefings and talking to the officers...it's a steady stream of people wanting to come in and talk to you.

c) I'm not a big "I" person...good communications, taking care of people, listening, and spending a whole lot of time caring about people.

d) I've always found that I've got interest in what people are doing and find out what their job is...people power...I'm very much a people person so I like to interact with them.

e) You are the better supervisor; the better you understand what it is some of your people need. Learn to understand that.

f) I always wanted to be in there. They'd call, I'd be gone, I was with them, I was doing things like that, so, I think I just garnered that respect over the years

> and I was close with all of the people in the front line and the troops and even with being an Incident Commander you've got to get the respect of the Emergency Task Unit or SWAT team or whatever. I mean, not a whole lot of those guys with those big egos are going to take kindly to a female being in charge of them.

In addition, the interviewees spoke about the value of including employees in decision-making. At the same time, the participants feel confident in their ability to make a decision quickly if required. They said,

> a) I consider myself...flexible...democratic. I certainly listen to as many sides as there are before making a decision, if I have the luxury of time to do so. There are other situations and other individuals that you don't have that luxury of time and, pardon me; you need an immediate action, or an autocratic decision if it's called for.
>
> b) I like to think that I'm a democratic-type leader, if you want to use the buzzword, but I like to get information from my subordinates, colleagues before I make a decision, if that's possible. Again if it's a decision that has to be made quickly, then you make the decision and I'm not afraid to make a decision. But I'd like to consider the information from, my subordinates.
>
> c) I was very careful to make sure I listened to what others had to say. I made it very clear on the platoon that everybody, no matter what your rank...(if) you had a good idea, it was your responsibility to bring it forward, let's all work at this.
>
> d) It has always been my style because I have a huge aversion to confrontation to be consultative and consensus building....To be consultative is important because

we can't do it on our own. I'm not scared to make a decision...whether it's the right one all of the time is questionable, but I think that's important. You have to make decisions. It's very frustrating to your personnel if you don't.

e) I know the people that I've dealt with have come to rely. They know when they come to me with something it will be, they'll get an answer, I'll help them find the answer or it'll be dealt with and we come to rely on that...I think that that comes with the conscientiousness and, um the high standards we all set for ourselves, and you've developed a reputation and hopefully a respect.

The participants spoke about making sure you lead based on individual's specific needs. Statements made for example were,

a) I guess maybe the best word is flexible...I think we've learned over time that you have to gear your leadership style to the individual that you're trying to lead.

b) To be flexible is absolutely necessary to be successful.

c) Depending on other areas you might be working, whether it's in investigations or something. Sometimes you have to take a more prominent role and give more direction and depending on the nature of the investigation, particularly or the individual, some require more based on their experience or just their ability to do things on their own.

During the interviews, the participants spoke about the value of leading by example.

a) To lead by example is incredibly important because we've all had supervisors that haven't and you see where those people go.

b) I really enjoyed each stage in my career and I think we can help our young people along by leading by example…I don't expect them to do what I wouldn't do.

c) I lead by example first of all. By setting an example that I have got strong work ethic. I would not expect people to do anything that I wouldn't do or not, or have the ability to do. I think I display integrity in what I do. I look at and continue to speak to how things affect the organization as a whole to get people away from thinking purely about themselves, depending on their level within the organization. I try to conduct myself in a proper manner.

Vision.

The participants describe reasons why they strove to become senior managers in their organizations. They said for example,

a) I wanted to make a difference…make it better…get rid of problems and make change.

b) I do this because I love this organization…I do it to try to make things better for the next generation of people that are coming through, make it better for the officers.

c) As much as you want to have appropriate pay and different things…that's not what it's really about…you want to accomplish things…do it for society, the community…something you want to do for all of the people behind you. Men tend to have a huge ego at the executive level)…a lot of men want to be chief, be in charge…I believe we want to do if for all the different reasons that we want to do it, but different from theirs.

d) I do this for the organization, the community, I mean that's who we work for is the community.

e) When I leave this organization I want to leave it so that you've made kind of your mark on the organization and that is kind of the value I want her. I want to do something. We want to do something that's good. We want to make things progress....I want to be able to walk out whenever I walk out and have made a difference. And I think that's one of those motherhood statements, "I want to have made a difference," but I want to have made a difference within this organization because we struggled and I lived through the struggle in this organization for so many years.

Relationships and Support

The third theme identified in the study is the way the participant's develop relationships and support during their careers. This theme will be explored in two parts, internal relationships/support and external relationships/support.

Internal Relationships/Support.

The participants described what it was like for a woman to work in a male-dominated workplace. Most of the participants have not developed relationships with other women in the profession. They indicated it has been difficult because during their careers there have been very few women and at their current ranks there are still very few women. They said for example,

a) We're in a male dominated environment and in my foreseeable future it's always going to be that way.

b) You don't have that interpersonal, informal network...you feel excluded...the men have close relationships.

c) You are isolated by the nature of the position, not your gender.

d) As you go up (the ranks), there are less people in that position then you become more and more, and I don't want to use the term isolated, because I don't think you're isolated.

e) As you move up the ranks, you're much more isolated.

f) It gets very difficult as you move up the ranks, the higher you go the fewer people you can call.

g) There's so few of us that the opportunity to build that kind of trusting relationship with another female, as we said, we may know of each other, but we don't know each other because you don't have that closeness.

h) For women it's a little more difficult, maybe we haven't had the opportunity to learn to network as much, it's limited...there are so few women...I haven't had a social or a working relationship with very many women on the job.

i) I've always been very comfortable with working with men and maybe that's whom we've been surrounded with.

Some of the participants indicated they enjoy working with men and some found them easier to work with. They said,

a) I find them (men) more enjoyable to work with.

b) Certainly I found the relationships with men easier.

c) I find them much easier.

d) They're not as complex.

e) I think throughout my career I've had closer relationships with the men in the organization.

Participants suggested movement throughout the organization affected their ability to develop long-term friendships with other female officers.

a) As soon as you move or they move, your social group changes too, and when I say social I mean as going for a drink after work or something along those lines.

b) From a female perspective, could I say I have a best friend or a couple of best friends on the department? No.

c) When you talk about relationships or, is there another woman you would call?...Although there are more women (in policing), that doesn't mean I really know them...I mean, I know who they are, but, I can't think that we've ever even worked in the same division and, so you, yes you know that person, but you don't know them.

As a result, many of the participants counted on the friendships they have formed outside of their work. They relied on their relationships with families, neighbours, and other external friendships for support. At work, they described themselves as very private people. They said,

a) My best friends are still the girls that I grew up with and some friends I've had (for a long time).

b) Actually, I don't carry on a social relationship with too many people from within our organization.

c) I did find in the early years I was so careful of what I did because there were so few females that, no matter what you did it was all over the department within an hour, no matter what.

d) I mean, and maybe it's, we all seem the same in that I'm a very private person.

e) I really like to keep my private life very, very much a part away from the job.

f) Our social group for quite a while revolves around our family.

The participants have not had an opportunity to take part in a formal mentoring program. Some of the participants did say that they were thankful for the informal mentoring, support, or role models they had during their careers. Sample statements include,

a) I guess by definition (I haven't had a mentor), but there are certainly people that I respect.

b) I had a couple [of supervisors] looking after me...putting me right out into the field because there was only a couple of field spots...great mentors for me and someone you can call, get the goods on what you should or shouldn't do.

c) I wouldn't say [officer] was a mentor, but he was trying to move me along. He was looking for ways to expose me to different things....I didn't actually go too much to them to get advice or to be mentored....But you get your select people that you know are going to be your supporters and that's in fact what happened.

One participant was tackling what was perceived as a very difficult command position and felt comfortable with the assignment because she consistently had the support of some senior members. She said,

a) Okay, I'm not going to have to do this all on my own, at least there's a few other people I can go to for it. So, they were very supportive.

External relationships and support.

All of the participants spoke about the importance of support external to their work environment. For example,

a) My parents are always supportive.

b) You certainly need a very supportive partner, which I have been fortunate to have. He has given me an awful lot of good advice. That's probably one of my best mentors, my husband, and the good sounding board.

c) I've always had a solid foundation in my home life, in my family since I was a child. My parents always encouraging me to do things. That was always there, that was never a, 'You can't do this because of factor A, B or C.' It was always,

d) "If you want to do something and you work at it, you will get there."...So I always had that encouragement. I also had that encouragement from my friends and my social group.

e) My husband is incredible and he is forever the guy I will, he'll be my sounding block and I mean...he's a really common sense good person that, you know, 'Am I being an idiot here' or 'Am I being, is this unreasonable? Tell me.' And, you know there's been a time, an occasion where he, he has suggested another means of delivery and I'll consider that.

In most municipal police services in Ontario, police officers (except deputy chiefs and chiefs) are members of Associations during their careers. These Associations represent members' interests in bargaining and other labour relations issues. During their careers,

most of the participants have not sought the support of formal Associations when dealing with workplace issues. Some of the participants describe experiences where they were concerned about the way they were treated; during pregnancy; during a promotional process; or when pushed into situations in which they were uncomfortable. The details will not be described in order that the participant's identities remain confidential. In these situations, the participants did not seek advice from representatives of their Associations.

Promotion

The participants described what it took to develop their careers and progress to their current positions. The four themes identified include: the journey to senior management, learning opportunities, diversity of experience, and balancing life and work.

The journey to senior management.

When the participants joined their police services in the 1970s and early 1980s there were very few female officers in their organizations. Women were first permitted to become patrol officers in the early 70s. Following are examples of the participants' comments,

a) It was opening up for women at the time...so we had very few on the police department....We were a novelty...they had never had a female working in the divisions.

b) Women really came into policing...74, 75, 76...prior to that...women were strictly matrons...they weren't out on the road.

c) Women were going to be placed in non-traditional divisions...they had never been out there except in youth bureau.

d) When I first applied to policing...it was kind of the beginning of...females out on patrol...I applied to several departments...I got letters back, "No we aren't hiring females," or, "We have our one female."

None of the participants said they joined their respective police services with promotion in mind. They said,

a) You join to be a police officer, you don't think about management.

b) I think I initially joined to have a good job. One that I could count on.

c) I don't think that I came in with the thought that I'd like to go through the ranks of promotion. My first thought was general interest; it was opening up for women.

The participants started to apply for their first promotion to sergeant or what is referred to as a front line supervision position, at different times and for different reasons. Some of the participants said they became involved in the promotional process because of support from other officers.

a) Early on I began to get very motivated in terms of promotion. I had some good feedback from supervisors that assisted me.

b) I just got settled in...and [name] came to me at promotional time. I'd been on seven years...I had worked extremely hard...so, I studied hard, and I did really well on the promotional exams.

c) I had some great feedback from some supervisors and detectives and senior officers and I think that just motivated me even more to achieve the next rank.

A couple of participants applied, thinking they would not be successful. They said,

a) I thought I wouldn't get the position, but I threw my hat in the ring.

b) I quite honestly was not actually expecting to get promoted.

Another participant wanted to enter the promotional process to practice her studying and interviewing skills. She said,

a) As soon as I was able to write...promotional exams...I did...it gave me the experience.

A majority of the participants said their promotion to sergeant was the most difficult to achieve. There was more competition at the first levels of promotion because there are more positions at those levels and more applicants. Sample statements include,

a) I think the most frustrating part...was some difficulty in terms of competition.

b) The first time I was not successful...I felt the people I competed with were up to it.

Some of the participants commented on the limited tenure they had in policing compared to many of the male applicants who often had more years of service, and therefore experience in policing. These factors are often considered in promotional processes. For example, one participant said,

a) The males in the competition had longer experience in years...and for that reason, they were successful. Good for them, no hard feelings. I guess if I were you, chief, I may have made that similar decision.

Participants indicate that having less tenure than the male applicants was a disadvantage. For example, they said,

a) I had been turned down a number of times...I had to have the tenure, had to have the experience.

b) The sergeant promotion was the most difficult to obtain and the most difficult role. In the past, getting a promotion to Sergeant required many years of experience…I knew that I wasn't going to have what I needed when I went for my first round…at the interview the chief said, "I have all of these men to take care of"

One participant summed up the contentment that was often felt when making that first supervisory rank.

a) I got promoted to sergeant and thought…I made the first round, let's move on and make the best of it, I never thought of the (the next promotion). Other people walk out the door after getting promoted and wonder how long it is until they can apply for the next one…but I was happy, satisfied.

Once the decision had been made to try for promotion, the participants said they prepared themselves for the promotional process. This attribute coincided with their general belief about working hard and having a high work ethic. The participants described how they studied hard and prepared themselves for the promotional competition. For example they said,

a) I went through the preparation process, I was obsessive and incredibly prepared, so I honestly believe that was incredibly helpful to me.

b) I worked extremely hard…we all did, you know, because you had to, if you didn't do well, everybody in the world heard about it.

c) You know what is needed and then know what you're willing to do. Sacrifices, we've all had to make sacrifices…so know what you're willing to sacrifice to get to that position.

The participants indicate it is important to have the necessary experience and knowledge to support your application for promotion. Sample statements include,

a) Before you apply, make sure you have the experience, knowledge, etc, because (there are) too many people to interview…about eighty percent of them don't even have the seniority where they would be considered.

b) It's terrible with the number of people now who are on that promotional list.

c) We've got to do a lot of self-evaluation…I got promoted and the next year I had people asking me, "How come you're not putting in for the (next rank)?" You know what: I'm not comfortable that I've built credibility. I haven't. I haven't got any credibility (at my current rank), why…would I want to do that to myself and take the chance of getting it just because I'm a female, as opposed to getting it because I deserve it and I've worked hard for it. So I didn't.

d) I didn't get an interview and I was relieved I didn't get the interview. The next year I didn't even apply for it. I didn't want to take the responsibility…I don't know if it's just me or if it's a female thing or if it's a lot of people but I knew the commitment that they wanted for evenings and weekends and other things that were going on in my life, I knew I couldn't give it and I wasn't going to take the job if I couldn't do it and do it properly. I didn't apply that year. I think it was [number] years later. We had the process again and I did apply and was successful. I think there's a thing too with people somewhat like ourselves.

e) Normally I don't apply for something unless I think I've got a good chance at it.

The participants' journey from sergeant to their current senior management role was unique to the individual and their organization. They did hold two things in common. The participants believed they worked hard and had gained the experience necessary to take on the important role of senior manager. One participant said,

a) It is very important for us to establish ourselves. To be able to be relied on...not to ask for special treatment...acceptance is very important.

In addition, they believed the promotion allowed them to make a difference in their organizations and communities. They said,

a) I do this because I love this organization. I do it to try to make things better for the next generation of people that are coming through, make it better for officers.

b) I do these things for the community, the organization. I don't do this for self-satisfaction.

Learning opportunities.

The participants spoke positively about their unsuccessful attempts at promotion even though they may have been disappointed. They said for example,

a) I went through the Inspector process a [number of times]. But that's part of the process. Some people view it as kind of preparing yourself for the process...getting a chance to go through the interview and see what it's like so that when you go the second time you're more prepared, more aware of what to expect and answering the questions and how to prepare yourself for it and psych yourself up for it.

b) I took the opportunity to improve myself. I learned more about management and leadership…I told myself I am going to be a little bit smart on my feet.

c) I didn't get promoted…and it was the best thing because I learned more.

The participants said at times it was advantageous to be female in a male-dominated workplace when opportunities arose. Sample statements are,

a) It was like an experience…women in new areas…testing new ground. We had to do well as we represented all women…and we were lucky, we had many successes.

b) In one sense…I was pushed further ahead and given more opportunities than my male counterparts that is I was used extensively for plain clothes and undercover work.

c) Timing, I say, is everything. I jumped at the opportunity.

d) Many times through my career when you reflect back, I was given more opportunity than my male counterparts. But, I remember being kind of slighted by that. Hey, I'll stand on my own merits. That's how I should be selected. But you know what, as I've moved on it's very much sometimes you need those mentors.

e) If they hadn't been there or some of the male counterparts that I've had to give that push it might not have happened back then.

f) You don't turn down an opportunity.

g) And you'd get plunked over there, and you'd be there for about two years. You would just get nice and settled and they'd go, 'You know what, we've never had a female in X area, here she goes.'…You know and off you go.

One participant said that once you take the opportunity two things could happen. She suggested,

a) You make yourself into an attractive candidate for promotion, a valuable employee or you make a complete fool of yourself.

One participant felt reluctant to be the first female Sergeant in [division]. She was told,

a) Well we...need to have a female.

She decided she was up to the challenge and said,

a) All right, if that's what you want me to do that's what I'll do.

The participants indicated it was a common experience to be told they were being transferred, without first having requested it. They said for example,

a) You don't know where you're going to go in your career unfortunately, you don't really have a career path other than what you have in your own mind.

b) You didn't apply for anything...you went where you were told...it is different now (in some organizations).

c) In the old days it was much more militaristic (it is changing).

d) I got the [position] which I had shied away from. To this day I don't know why I got it.

One participant said she often was given opportunities for new positions. She believes she was chosen for because she had the skills for the job, not because she was a woman. She said,

a) It was because of the type of person they needed for that position.

Another participant asserted she applied for a position, because she had learned nobody else applied for the job and felt she would do a good job there. Unfortunately, grabbing at the opportunity had negative repercussions. She said,

a) A posting came available and nobody wanted it, so I pursued that position and I got that position. What I heard after I got that position is I got it because I was female.

Diversity of experience.

All of the participants worked in a number of branches and divisions in their organizations. They indicated that diversity of experience prepared you for promotion to senior management. They said,

a) If you have a tremendous amount of experience, the more credibility you have.

b) Make yourself move around, as difficult as that is, get the most variety of experience you can.

c) I seem to have a three or four year cycle. When I reach that stage I start to look for change...it's fortunate we do have that ability in policing circles.

d) This job is one of the very few where every three or four years you can have a new position which is totally difference than what you were doing yesterday or six months ago. The nature of the work, the people that you're working with, the demands of it, you learn so much.

e) It's progression, it's evolution, it's growing...those skills and those abilities, that knowledge just keep getting bigger, you're learning.

Balancing life and work.

The participants discuss how balancing their work life and their family life is difficult. They believe it is more difficult for women to manage everything. They said for example,

a) Sometimes you felt guilty that the service and the community were getting more of your time than your family, but they seemed to have survived. They don't talk of it as being a negative.

b) More as females we have the external connections, not just to the children and families we've given birth to you've got, extended families with remarriages.

c) You've got the sandwich generation. We all tend to be close to our parents. So you've got the other pressures from above and looking after an elderly family.

d) And then you've got the working sixty hours, jumping through the hoops to get promoted, to get the recognition of all the work that you've done and you know you can do it.

e) We tend to be the ones who feel responsible to provide the care. To get people to their doctors' appointments, to manage other family commitments, to want to keep people happy.

f) I need a wife to manage all the stuff...those guys (male officers) have got it made.

g) How many women are on job share? They can be excellent officers who have credibility, reputation, everything they need and yet their priority is their family. They say, 'you know what, my career is on hold'...When I had a family that was my viewpoint.

One participant felt there were some barriers for women who make family a priority. She said,

> a) It's just that organizationally as much as we are all moving forward in our own rights; there are still a certain number of barriers there.

Another participant said,

> a) I even look at the next level, and say, 'I'm not willing to give, to devote the time.' I know how much time they spend.

The participants indicate there may be a limited number of people, male or female, who want to take on the role of a chief. As they looked at the role of chief, they recognize the extraordinary commitment someone has to make to the work; the hours, the community involvement, and the lack of a private life. The said for example,

> a) I look at a couple of chiefs and I think, 'Why would you do this?' People have said to me, 'you know, you could go for that.' Not in a million years thank you very much. Life is demanding enough where I am. I personally am not the type of person you would want to give it that 200%. I give it 110 to 125% and that has been pretty tough…It's the time factor; you've got to be honest, if you have a family, a house and a husband, survey after survey tells you that still women do more of the things at home…I think that we take on a big chunk and it takes an extraordinary person to be a chief. I think it takes a super, super woman to take on the challenge.
>
> b) The commitment is a huge thing. I don't think, for most women in policing, that policing is the only thing in our lives. We all have something else in our life that, when policing ends we won't be devastated.

c) It takes a fairly big ego (to be chief). It does and I know myself I have absolutely no desire.

d) There are guys in our jobs that want so badly to be a chief, they're applying anywhere and everywhere...because they have that need to be a chief.

e) I think the chief's position has really changed...maybe it always has been an incredibly political position but, it certainly is about as far removed from policing as you can get.

f) Being a police officer is a passion. Being a chief is not being a police officer. The public demands more of the chief's time, the politicizing of the chief's job...I mean chiefs really are now employees of Police Services Boards.

g) To be chief you must move through the ranks in most municipal police services and as a result most chiefs are either retirement age, or thinking about retirement. So you're grappling with...I'm going to have 30 years on...and my viewpoint is 30 years in one career is enough...it's enough for me.

h) I wonder how many chiefs positions are filled by people that have picked up and moved from their current environment into another environment and whether or not that is going to be a trend down the road. I can't imagine picking up my roots and wandering over to (another police service).

Some participants in the study also noted that other forces made it difficult for them to have the opportunity to be chief. The participants said for example,

a) People not in the policing world...are still not comfortable with a female being in the chief's position.

b) Drives me crazy, you know…there's that mentality…there's that glass ceiling that you are not…going to break through.

Conclusions

The women who participated in this research have been successful in attaining leadership positions within police services in Ontario. The purpose of this study was to learn how they achieved promotional success in order to inform the next generation of police leaders. As female police officers learn from the women in executive police positions they can build their leadership capacity and prepare for future advancement opportunities. It was projected there will be a number of executive positions available within police services across Canada during the next few years (CACP, 2001). The significance of the research was there have been a number of studies of leadership and police officers, but there was a recognized gap of research regarding female police leaders. The study was also an opportunity to look at similarities and contrasts between female police leaders and their counterparts and across professions. This conclusion summarizes the themes identified, the participants' qualities, leadership, relationships and support, and promotion. It also encapsulates the literature review and the exploratory research regarding promotion in relation to the research question.

The Participants' Qualities

The participants attributed their success in reaching an executive position in part to their hard work and professionalism. They entered policing in an era where women were just breaking ground and as such they believed they had to work harder than their male counterparts. They also believed they needed to make sure they didn't make

mistakes because they were representing women as a whole and therefore their success represented female officer's success in their organizations.

A strategy the participants used to ensure their success was to prove they were capable of each job they were given. They felt this hard work, and proven ability, helped prepare them for promotions and future success in senior management. The participants thought their hard work gave them respect and credibility within their organizations. Taking on difficult tasks, challenging assignments, and dedicating years of service, enabled them to build a solid reputation with their peers and supervisors. The participants suggested that individuals who seek promotion must first gain the respect of the officers. They said as you move up the ranks you are increasingly scrutinized for your knowledge and abilities. Part of the credibility the participants spoke about is in understanding your limitations. The participants indicated they had been offered positions they had to turn down because they felt they were not ready to take on the assignments. This self-awareness of their skills and abilities was important to building their credibility and earning respect. Additionally, according to the women interviewed, they gained credibility and respect by being professional and maintaining a higher ethical standard. The participants also described how they lead by example. This was evident in the way they described their work ethic and professionalism.

The participants believed that employment equity programs or specialized treatment because they were women, would detract from their credibility as police leaders. They said that organizations should not use formalized equity programs as they can have a negative affect on the individual involved as well as in the working environment. The participants described incidents where they had been negatively

affected by differential treatment. These stories have not been detailed in this chapter to ensure confidentiality. The participants cautioned organizations and government policy makers against legislated equity practices that may result in preferential treatment.

The participant's belief that their credibility and work performance made them successful concurred with what was reported in the literature review. Ragins, Townsend and Mattis (as cited in Smith, 2000) said women feel they need to consistently exceed performance expectations to be successful. Ruderman, Ohlott, and Kramm (1995) also suggested women needed to prove themselves extensively before being promoted. Limerick and Andersen (1995) used the term "going for broke" when they described the way female leaders in education worked hard to prove themselves for leadership roles. In addition, credibility was also found to be a successful leadership attribute according to Kouzes and Posner (1995). Wells (2001), in her interviews of chiefs and deputy chiefs in the United States, reports they were successful by building their credibility, consistently proving themselves in a variety of assignments from the moment they became police officers. Mattis (2001) reports that before women are promoted they must demonstrate through their performance they are capable of the additional responsibility versus relying on their potential for the next position. The literature reviewed and the participant's experiences reveal that success in promotion and leadership is clearly connected to qualities that are based on demonstrated performance. To ensure promotional success, officers must rely on hard work, proven skills, and abilities. In addition, the participant's described the confidence they had in their performance that lead them to pursue new roles and responsibilities. The need for leaders to exude confidence is mirrored in Wells' (2001) study of deputy chiefs and chiefs.

Considering the data and literature review showed that promotional success is contingent on proven performance, hard work, and credibility it is crucial that officers be given opportunities to show they have the skills and abilities to be promoted to leadership positions. These opportunities should be provided in a fair and equitable manner. While the participants fairly portrayed the fact that they were given opportunities because they were women, it was during a time when women represented a very small percentage of the organization. These opportunities were given as a testing ground, a way that women could prove themselves capable of being police officers. As women increase in numbers in policing the need to be tested because of the novelty of their entrance to a formally male-dominated environment will not occur as frequently. The system for transfer, promotion, and special project assignment will therefore need to be transparent and open to all members.

Another factor the participant's attributed to their career success was the commitment they had to their jobs. They did not have an opportunity or take the chance of leaving their positions to deal with family commitments, but continued on the career path that has been described as traditionally male. The participants in the study followed this linear promotional path through each rank available in their police service. The participants indicated they wanted to move through the ranks the same as their male counterparts. They did not want any special treatment or consideration. This was important to them. The participants also wanted to be considered for and take on the same assignments as their male counterparts, those deemed important to be promoted. As such, they relied on both their own and the organization's role in their career development. The participants acknowledged they were given opportunities to learn new and important

skills in a variety of assignments in order to develop the attributes they considered made them successful in promotional competitions.

In describing their path to career success, the participants' career development and promotion was based on the traditional, linear, and continuous model of career as reported in Pringle and Dixon (2003), Jackson (2001), Mann (1995), Mavin (2001), and Wells (2001). Officers followed a particular career path as described in the CACP (2001) report on human resources. The participants believed they were equally committed to their career as their male counterparts, giving as much if not more personal commitment and dedicated service as was reported by Appelbaum et al. (2003) and Limerick and Andersen (1999). The participants said that both the organization and the individual are responsible for managing their promotional success. This coincides with Orpen's (1994) study that suggests the organization and the individual play a part in successful career management. Career centrality or the hierarchical view of promotion opportunities may limit individuals, both male and female, from attaining these ranks (as described by Large and Saunders, 1995). For example, if an officer is unable to work full-time due to family or other commitments, or chooses to leave work for an extended period and then return, the officer may be disadvantaged because a successful promotional career according to our participants has been based on a linear career path.

The participants described their commitment to the organization as similar to their male counterparts. A feature they believed made them different than male officers was their ability to be empathetic and more sensitive to others feelings. While they did not want to stereotype, they believed women were more likely to exhibit these traits. The participants described how they learned to adapt their style, evidenced by the fact that

they were, at times, referred to as 'mom'. They suggested sometimes their message was considered more personal. They learned to get their message across using a more quiet and considered manner.

The participants said their male counterparts could be insensitive and cruel to each other. They were amazed the individuals involved would be able to shrug it off, forget about it, and carry on as if the incident hadn't happened. The participants described how they were more sensitive to disagreements and the after effects. They believed women were more likely to internalize the comments and described how this affects their behaviour as a leader. This was what they thought made them more sensitive and aware of others feelings.

The participants described how they are more empathetic and sensitive to people's feelings. This was a significant way in which they described themselves differently than their male counterparts. This ability to be more attuned to feelings and show empathy was described by Goleman (1998) as emotional intelligence. Rosener's (1995) study of communication in the workplace concurs with the participants' beliefs that they were more concerned about feelings. She suggests men are more declarative and talk about what they do and women talk about how they feel. The ability to be more empathetic has been attributed to a maternal instinct or an ability to nurture others, and resonates with what Frenier (1997) argued about male and female differences.

Another way the participants described the differences between male and female leaders is in their assertiveness. The participants described how assertiveness in women was viewed negatively. They would be considered a 'bitch', while this trait is seen as positive in men. The participants adapted their style in recognition that assertiveness in

male and female leaders is not viewed in the same way. Jackson (2001), Large and Saunders (1995), and Wells (2001), also found that men and women who were aggressive were considered differently. Women who were aggressive were seen as bossy and pushy.

The participants believed the way they interacted with other people, their ability to be empathetic, and the way they were viewed when assertive, made them different than their male counterparts. The participants valued the unique perspective they brought to policing leadership and felt that their attributes contributed to a more effective work environment. The diversity women's leadership brought to policing should be recognized and opportunities to share the uniqueness of each person's experiences encouraged.

The Participants' Leadership

In addition to relating the attributes they used to be successful, the participants described their leadership styles. The participants said it was important for them to be connected to their employees. They described how listening to and caring about people was something they valued. The participants explained they had a keen interest in gaining an understanding of their employees and believed this made them better supervisors. Communication with employees included getting them involved in decision-making. The words the participants used to describe their leadership style included, flexible, democratic, consultative, and consensus building. The participants indicated that while being flexible and democratic was the dominant leadership style they used, they could be relied on to make a decision. The participants described how they used a situational leadership style depending on the individual and the group involved.

At the centre of the participant's leadership was their vision. The participants indicated the reason they became senior managers was because they had a vision of a

better organization or community or because they wanted to make a difference. They connected their vision with the recognition they weren't working for more immediate, tangible rewards, like pay, but rather the good of society. They wanted to leave their mark on their world. They believed the struggles they encountered were worth the effort because of the positive difference they made.

An important way the participant's described their leadership style is in being connected to their employees, sharing their leadership, and listening to them. Schein (1992), Izzo and Withers (1998), and Secretan (1996) all suggested that listening was an important leadership skill. O'Toole (1996) and Wheatley (1999) found that understanding and developing others in a supportive environment is valuable in the ever changing work environment. Listening and sharing leadership are also feminine leadership traits described by Gallagher (2001), Hegelsen (1995), and Manning (2002). Walker (1993) suggests compassion, understanding and connection to the community are skills female police leaders have. They were also identified by the CACP (2001) as important leadership skills for police leaders. The participants also described how vision was important to their leadership success. Having a clear and compelling vision was a key leadership trait articulated by Kouzes and Posner (1995), O'Toole (1996), Wheatley (1999), and Yukl (2001).

The participants displayed leadership styles conducive to successful police leadership. They learned from the men they worked with, building an understanding of effective leadership, but adopting their own style. These women are now role models for other police officers who seek leadership positions. As such, they could encourage and support other women who seek leadership positions, through mentoring and educational

opportunities. The opportunity to share their experiences with others would create an environment where the diverse nature of effective leadership could be better understood.

Relationships and Support

The participants provided details of the support mechanisms they used to attain leadership positions in what was once a male-only profession. They explained how they learned to work with men because there were so few women in the profession when they became officers. They enjoyed these professional relationships, as it was what they came to know and expect. They did not form close relationships the way men did, which excluded them from some informal networks. The participants depicted how they felt isolated at times, not just because of their gender but also because of their rank. They said the further you moved up the ranks the more you isolated yourself because of the need to maintain professional relationships. This was also credited to the number of changes or moves, lateral and upward mobility, made throughout their careers.

The participants did not form close trusting relationships with other women in the profession. This was due to the limited number of women in the profession and lack of opportunities to network. In addition to being excluded from informal networks, the women did not have the opportunity to participate in formal mentoring programs. They attributed their success in part to informal support from supervisors and other officers who helped them in the development of their careers.

The participants indicated they counted on relationships outside of work for support. At work they described themselves as very private people. The participants stressed the importance of the external support they received from their families and friends. The participants did not seek the support of formal associations when

experiencing difficulties that related to their work lives. As the women described their isolation from networks and the limited ability to socialize or work with other women there was an almost perceptible realization about the topic. As they reflected on their isolation at work, they recognized they had not had opportunities to share their experiences.

The sense of isolation or exclusion from informal and formal networks described by the participants, whether self-imposed or due to external factors, was found throughout the literature on women's experiences in leadership roles in organizations (Mann, 1995; Rutherford, 2001; and White et al., 1992). The uniqueness of the participants' experiences is that in addition to attributing the isolation to gender, they also believed it was a result of their position. The participants suggested they counted on informal relationships and support to assist them in their attempts at promotion. In order to provide an opportunity for everyone to have the support necessary for career development, it was suggested that mentoring programs would benefit women. Formal mentoring would be helpful in ensuring everyone who is interested in promotion has access to what is important for successful careers today (Carr, 2002; Catalyst, 1997; Linehan & Walsh, 1999; Smith, 2000). Milgram (1997) suggests in the study of police organizations in the United States, that a majority of men and women in policing would like to have the opportunity to be mentored in a formal system.

Promotion

The participants were a novelty when they started, breaking new ground in a male-dominated world. The participants believed they made significant strides in policing considering women's limited tenure in the profession. The participants were glad to be

given a chance to become police officers when they joined in the 70s and 80s. The participants did not join their organizations with promotion in mind. They were entering a field where women had just been allowed and as such did not have a concept of the possibilities for them in their career. Some started to consider promotion to sergeant because of the support they received from other officers including supervisors. Some did not expect to get promoted initially, but applied because of the support they had received. A majority of the participants recalled how difficult it was to attain their first promotion. This was because of either informal or formal rules regarding tenure and seniority.

Most participants believed it was an advantage in the early years to be a female in the organization. There were many opportunities to be the first female in many areas of the police service. This was unique to the participant's experience, and not described in the literature. The participant's also attributed the opportunities they were given to other things, including their hard work, credibility, being the right person for the job, and being in the right place at the right time. This differs from Wood and Lindorff's (2001) study that suggested that women attribute bias and discrimination to advancement. The participant's in this study concurred with what the men in Wood and Lindorff's (2001) study attributed to advancement, diversity of job experience, leadership style, and being in the right place at the time.

Promotion to senior management was unique to the individual and the organization. The participants all believed they worked hard and gained the necessary respect and experience to take on this role. Additionally, the participants attributed the opportunities they were given or learning experiences to the foundation for their development of the knowledge, skills, and abilities that made them successful in their

careers. The participants indicated that in addition to the many opportunities to work in a variety of areas and develop the diverse skills needed for effective leadership, they learned from their unsuccessful attempts at promotion. The women were all flexible, adaptable, and willing to learn. The proved this with their willingness to take on many different assignments, often with little or no experience in the job at hand.

The ability to deal with change and chaos, are key to leadership in policing according to Anderson (2000), CACP (2001), Kouzes and Posner (1995), and Yukl (2001). Yukl (2001) and Senge (1990) suggested that the skills needed for leadership are often learned during operational assignments. The participants believed that the diversity of their experience helped them achieve promotional success. Contrary to Gaston and Alexander's (1997) study that suggests women were being given supportive roles and not advancing as fast as men, these participants described a number of essential assignments and opportunities they were given that were vital to their success. In addition to believing that their diversity of experience helped them to be successful, the participants believed that their unsuccessful attempts at promotion where beneficial learning experiences. Wells' (2001) study of female chiefs and deputy chiefs also found that the positive approach to promotion disappointment is an important learning experience.

Part of their learning journey to promotional success included difficulties experienced trying to juggle work and family life. This struggle was something the participants said they would consider before they decided on their next promotion. This included contemplation of the rank of chief. The chief's job was seen as an extraordinary commitment and one that most of the participants did not see themselves pursuing. It was also seen as a very political position and by some exclusively a man's world. The

participants said there are limits they have experienced or foresee in attaining the top position. The brass ceiling by definition may be both organizationally and individually set. It may be organizationally defined by the culture, its current norms, values, and beliefs.

The participants' difficulty juggling work and family was also noted by Carr (2002), who said that women often feel they have to make a choice between family and work. Many of the authors reviewed suggested this was a problem for many people working today, male and female alike (Biro et al., 2001; Catalyst, 1997; Jackson, 2001; Mavin, 2001; Wells, 2001). The participants suggested they might not consider becoming police chiefs. This was in part because of the extraordinary commitment required. Jackson (2001), in his study of police officers, also found that the chief's job was something many would not consider. The inaccessibility of the top job may be because of personal choice or organizational obstacles. Evans (2000) suggests that the brass ceiling is considered a reality, whether it is a self-imposed or artificially constructed.

In order to reduce the struggles that women encounter balancing their work and family commitments, organizations can create a flexible environment where there are opportunities for employees to effectively balance their obligations. The challenge will be to create helpful support systems, with flexible or part-time hours, in a culture that is based on structured labour agreements that currently restrict part-time policing and flexibility.

Exploratory Research Regarding Promotion

To further explore promotion, a survey of 20 new police officers, both female and male, was conducted to determine their interest in promotion. The specific demographics and detailed answers to the questions will not be discussed in order to protect the confidentiality promised the officers.

These recruits were asked questions that are found in Appendix C. The first question was to state their career goals. An overwhelming majority wanted to work in specialized areas. These include traditional *real* policing, such as homicide and traffic. Many were also interested in support roles such as training and community services. A significant number stressed the importance for them of working in a variety of positions throughout their careers. A very small percentage of the recruits were interested in a career on the front-line or in patrol. A number of the recruits also expressed an interest in policing as a long-term commitment, and had very specific goals in mind.

The officers were also asked what rank they were interested in obtaining during their career. The recruits of both genders overwhelming wanted to be promoted, mostly to the non-commissioned ranks of sergeant and staff sergeant. A very small percentage was interested in being promoted to senior officer ranks.

Study Recommendations

The recruits clearly indicated that they were interested in a diverse career that included opportunities for promotion. Reflecting on this interest, and the research question that explored the experiences of women in executive positions in policing in order to inform the next generation of police leaders, I make the following recommendations. The recommendations are built from the experiences of the participants and the literature reviewed. The women interviewed were police officers from across the province and their stories are reflective, of women's experiences as senior leaders in municipal policing in Ontario. The first recommendation is to construct an environment of inclusion where opportunities are available to all members for development and promotion. The next recommendation is to provide systems for officers to maintain a work and life balance that is built of flexible and diverse practices. In addition, enhancing awareness of female leadership and creating a system where they can find their passion at work are recommended.

Construct an Environment of Inclusion

1. Build a system that provides opportunity for enhancing leadership skills for all members in a fair and equitable manner. This should include regular performance assessments or evaluations and a system of recognition for officers. Officers who need development should be provided with specific recommendations for change. The evaluations should be based on specific job related criteria that is a fair assessment of the employee no matter their job assignment.

2. Provide career development counselling and an opportunity for everyone to learn about the opportunities for advancement and specialization. Make decisions about promotion and transfer based on a system of fairness and inclusion. Evaluate transfer and promotion processes regularly to ensure the established practices are creating a balanced and fair end result.
3. Create opportunities for networking that represent the diversity of the individuals in the organization. Discourage those networks that are not inclusive to women.
4. Implement programs and occasions for formal and informal mentoring in which everyone can participate. This includes mentorship opportunities outside of the organization where women can discuss their experiences and find solutions to issues that concern them.

Provide Systems for Maintaining Work and Life Balance

1. Create opportunities for members to have conversations around work and life balance issues faced by many employees today. This includes learning opportunities provided by members who have been successful in attaining leadership positions and balancing their family obligations where they can share their experiences.
2. Look for best practices inside and outside of the policing profession. Many organizations have arranged for support systems that help their employees manage their busy lives. This includes helpful arrangements such as, day care centers, emergency care for sick children, part-time hours, or flexible working arrangements.

3. Work toward changing the current culture of reward for long hours and excessive work commitments.
4. Establish a committee that represents a diverse group of employees from all levels with a mandate to create positive change in the organization to better support work and life balance.

Provide Awareness of Female Leadership

1. Women provide a leadership style that is conducive to successful organizations today. All leaders should be encouraged to develop their own style, based on training, learning and their inherent nature. "As recently as the 1980s, the best advice to women wishing to succeed in organizational life was 'fit in' and beat men at their own game. Now, advice given women is to change the rules of the game" (Morgan, 1998, p. 172). Gallagher (2001) recommends that women not play what she calls the man's game if that is not their style. She said, "you will come across as inauthentic, and that can undermine others' trust in you. Your colleagues and bosses won't give you credit for being genuine in business if they can't give you credit for being genuine in person" (p. 143).
2. Provide opportunities to talk about the differences and similarities between female and male leadership styles. Conversations about leadership in a gender context will enable people to learn more about what each person brings to their leadership role and create an opportunity to challenge their own perspective of what leadership style is best, and consider a combination of qualities from various leadership styles.

3. Encourage members to enhance their understanding of the diverse character of leadership. This includes formal training courses in leadership and management.
4. Provide opportunities for women to observe and discuss leadership with current senior officers. This includes serving members of the organization and members of the community interested in the role of the police or in joining the organization.

Create a System Where They Can Find Their Passion at Work

1. Not everyone will have an opportunity to be promoted. This could occur because of self-imposed reasons or the limited number of promotional opportunities. Build a system that provides support and self-awareness for officers to reach their potential and find passion in their work.
2. Provide training, opportunities, and recognition for those who wish to develop themselves in the area of leadership.
3. Encourage women to consider promotion from the start of their careers. This includes providing role models and conversations about the opportunities within policing.
4. Provide opportunities for individuals to develop skills and abilities in other areas if they do not aspire to promotion.

CHAPTER FIVE – RESEARCH IMPLICATIONS

Organizational Implementation

"We have cast our outline against the day, and we have come to know not only the length and breadth of our achievements but also the limitations of what we can affect" (Whyte, 2001, p. 209). This thesis informs possibilities for change that would improve the potential for women within policing organizations.

Chapter four explored the research study results based on the major themes identified by the research participants based on the question of what lessons about promotional success can be learned from current women police executives in policing in Ontario. There were several recommendations suggested to attend to the research findings. These included the need to construct an environment of inclusion, to provide systems for maintaining work and life balance, to provide awareness of female leadership, and to create a system where women can find their passion at work. Organizational implications of the recommendations made in this report have been separated into three parts. They are: leaders as change agents, organizations as change agents, and individuals as change agents. They have been organized in this manner to emphasize the point that everyone is responsible for enabling change in an organization. Each person within the system is accountable to ensure fair and equal opportunity for all officers who strive for promotion and leadership success. The suggestions made outline practical and positive steps to support the future promotional success of female officers in the Waterloo Regional Police Service.

Leaders as Change Agents

The Chief, Deputy Chiefs, and other leaders of the organization play a significant role in leading the changes recommended in this project. Implementing change is a key leadership responsibility. According to Izzo and Withers (1998), in the chaos of organizations today, "Leaders, defined as people who are willing to stick their necks out and grant others the rope to do the same, are 'in'" (p. 140). Morgan (1998) suggests that,

> The leader's position of power may lend him or her a special advantage in developing corporate value systems and codes of behaviour because formal leaders often have important sources of power through which they can encourage, reward, or punish those who follow their lead. (p. 130).

Schein (1992) said that leaders have powerful influence in an organization by what they pay attention to, reward, measure and control, and communicate. "Leaders are obligated to help the whole organization look at itself, to be reflective and learningful about its activities and decisions" (Wheatley, 1999, p. 131). I recommend the Chief and other leaders implement the recommendations by,

1. Ensuring the addition of a career development officer in the human resources branch. Establishing this position is a priority, and is fundamental in managing the recommendations that follow. The person selected for the position should be a champion of sorts, leading the development of an inclusive environment for women. The person should have significant experience in career development and human resource management.

2. Participating in conversations, committees, and other initiatives that bring attention to the issues women face in policing and leadership.
3. Making financial and human resources available to implement the recommendations suggested. For example, ensure that the human resources and training branches have the resources to organize, implement and manage the committees and processes recommended.
4. Encouraging women to seek formal networking opportunities that provide support to them, in their role as female police officers and leaders. Leaders should consider showing leadership support by paying membership or enrollment fees for members who join or participate in these groups or networks. This would include programs such as Leadership Waterloo Region and associations such as the Ontario Women in Law Enforcement.
5. Being aware of the issues that face women in organizations. Ensuring that promotional panel reviews and interviews of candidates are fair and equitable for all members. Suggest and implement changes to any process that may be biased.
6. Encouraging informal networking opportunities that support activities that are non-gender specific.
7. Exhibiting zero tolerance for overt discrimination, inappropriate behaviour, or treating women differently.

Organizations as Change Agents

By "organization," I mean the branches or units who manage the processes within the service, and those external groups associated to the service that affects promotional

processes. Wheatley (1999) suggests that, "change happens in...entire organizations, only when we take time to discover this sense of what's worthy of our shared attention" (p. 149). The primary responsibility for implementing the change is separated into three functional areas; the human resources branch, training branch, and the Waterloo Regional Police Service Association and Senior Officers' Association.

The Human Resources Branch.

The Human Resources Branch will play a role in the implementation of some of the recommendations. One such role will be to manage a review of the current promotional process. The current promotional policy covers all ranks to superintendent. The process is based on objective and subjective measures. The policy was last reviewed and amended over ten years ago. It is based on the concept of the workplace in traditional terms and on long-established promotion practices. I suggest that the process be reviewed to uncover barriers and biases that may exist for women who do not define their career in terms currently accepted, that is by career centrality.

Specific sections of the policy to pay attention to are,

1. Seniority clauses—for example, the current policy requires a person to be a five year member and at first class to be considered for promotion to sergeant. This tenure requirement may be considered arbitrary and not based on skills, abilities or knowledge. It also restricts the availability of applicants who may have transferable skills to policing, such as military experience or other life experiences. The number of retirements that are going to occur in the next five to ten years as noted in the CACP (2001) report, would indicate that this tenure requirement may inhibit the

availability of officers, reducing the list of potential applicants to be considered for promotion. It does not account for tenure of officers who want to transfer from other organizations. "Nearly all workers today regard the notion of hitching their wagon to one company for life as an unrealistic if not unwise career choice" (Izzo & Withers, 1998, p. 22). I am not suggesting that experience is not a significant factor in leadership success, rather that the policy be reviewed to ensure that the seniority clause be more inclusive.

2. Review the practice of only hiring people at the rank of constable. Women, who chose to leave policing to be full-time mothers after attaining a rank higher than constable, cannot be rehired at the rank they left, according to current policy. Consideration should be given to allow for the re-entry at a rank higher than constable in some circumstances. This may include a probation period with retraining and specific assessments.
3. Measurement factors—the current promotional policies identify a number of factors on which an applicant is scored by the superintendent's panel. These categories include for example, breadth of experience. It also scores the candidate in managing emergencies and crisis management. A candidate who has been assigned to an area that is not operational, such as those areas where women are typically assigned, domestic violence or community resources for example, may not have the same opportunity to

score well in these categories. Therefore the scoring factors should be reviewed.

There is no set policy or process for the chief and deputy chief ranks. This leaves the process open to challenge and subjectivity. It is the responsibility of the Police Services Board to promote or hire for these positions. I recommend the following considerations for the promotional process for the positions of deputy chief and chief:

1. Development of objective measures. Currently the measures may be considered solely subjective.
2. Consider using an executive search or external selection boards or mechanisms for these positions.

In addition to a review of the promotional policies and practices, I recommend the implementation of a policy on transfer and specialist selection. Membership in branches, divisions, committees and special projects should be representative of our diverse organization. Many police services in Ontario have developed comprehensive transfer and selection policies for specialized positions in their organization. The Waterloo Regional Police Service has yet to develop a standardized transfer and selection policy. The organization has used a formalized selection process for the Identification branch and the Emergency response unit with some success. I suggest the organization create formalized selection processes for specialized positions throughout the organization. This includes:

1. Review the current Association contract requirement that specifies an officer must have four years seniority with the Waterloo Regional Police Service before being considered for a plainclothes assignment.

2. Develop a policy that provides equal opportunity for all officers to be transferred to specialized positions. This policy could contain information on how officers are notified of the positions available, the participants in the selection of the candidate, the requirements for the position, testing and mechanisms for selection, and a process to answer questions by unsuccessful candidates.
3. It is recommended there be a review of the current level and location of decision making on transfers and specialist selection. Currently all transfers to specialized branches are determined by the chief in consultation with other managers. This kind of decision-making is an onerous task considering the number of transfers made each year. Most organizations in Ontario do not use this centralized system, but have delegated the selection process to human resource managers or leaders in the area where the position is vacant. The delegation of the decision, in addition to set selection criteria, and a competition, will provide a more transparent and timely selection process.

Once these changes have been made to the transfer and promotional process, I would recommend a regular audit or statistical review of the process and its results. This would be to ensure gender (and visible minority) balance in transfers, special projects, learning opportunities (courses), and promotion. According to Milgram (1999) these kinds of reviews have been successful in police organizations in the United States in identifying potential biases and areas for improvement in transfer and promotion processes.

If the review of the promotion and transfer policies is not undertaken, the organization may be subject to an environment that is not seen as inclusive and may be subject to grievance and complaint. Reviewing processes and policies make the organization more transparent, and built on a system of fairness.

The human resources branch should also lead the implementation of a formalized mentoring program available to all members who wish to participate. According to Linehan and Walsh (1999), "mentors provide information, training, advice, and career direction" and are important for introduction to formal networks" (p. 349). The participants in the study suggest they benefited from the informal support and guidance they received during their careers. They were supported based on being noticed, often for their hard work in each of their assignments and ranks. A formal mentoring program should be developed to assist all individuals who request to participate in the program. Milgram (1999) found in her survey of members of police organizations that a majority of both male and female officers would participate in formal mentoring programs if they were available. The mentoring program will ensure that all employees have an equal opportunity to learn from other leaders. Without a mentoring program, individuals may not develop to their potential and may not recognize their leadership ability. This is particularly true of women who may not believe they have leadership ability (Wood & Lindorff, 2001).

It is also recommended the human resources branch establish a work and life committee that would meet regularly to resolve issues and develop suggestions for change. The mandate of the committee would be to foster an environment that is supportive of all employees, regardless of their personal or family status. It would work

to eliminate current practices and cultural norms that reward imbalance between work and life and therefore may be biased against members, women especially. According to Jackson (2001), "Work/life and family-friendly practices and policies benefit all employees, and are an important step in an organization's commitment to hiring, retaining, and promoting both men and women" (p. 34). The committee should have access to external sources for education, and understanding, and review the organization's policies and practices. The implication of not implementing a committee to create a more balanced workplace is that women will continue to leave policing at higher rates than men. This was a concern expressed in the CACP (2001) report on human resources in Canadian policing.

The Training Branch.

The training branch members will have a role to play in providing training opportunities for members in relation to gender issues. Consideration should be given to networking with the Canadian Police College to develop a course for women leaders. This would be an opportunity for women to learn how other women have been successful in leading in the police profession and at the same time manage life commitments. It would also be an opportunity for the women to build a network of women leaders across Canada. This is something the participants interviewed in this project have not benefited from. This network would help female police leaders feel included.

The training branch would also have a role in ensuring officers have an opportunity to understand gender-related issues and work and life balance. One way they could accomplish this is through the development of a training module for new recruits. This module would be an opportunity to expose new recruits to female leaders of the

organization who can not only share their experiences as leaders in the organization, but also provide their unique experience as women. The training branch should seek information from organizations external to policing to prepare this module.

The branch could also facilitate a "women supporting women" seminar for currently serving members. This seminar's focus would be the opportunity for female senior officers to share their experiences. Members should be encouraged to participate in these discussions. Organizations should support opportunities, financially and fundamentally, for networking, sharing, and learning from each other.

Police Associations.

Police associations play a significant role in the success of any recommendations implemented. The associations represent officers' interests in the workplace and have a mandate to improve working conditions. The Waterloo Regional Police Association is currently partnering with management in the development of a job share policy for officers. This is a significant step by the association in supporting members, particularly women. In the past the association has not placed female members' interests in the forefront. The Waterloo Regional Police Service is one of the last organizations in Ontario to develop a job share policy.

Associations can ensure they represent the interests of all employees, especially the female members, by encouraging female officers participate in association matters. The Waterloo Regional Police Association has never had a female officer on its executive. As a result, women's issues have never been at the forefront. To change this, the association could create an elected position on the executive for a female officer. It

could also be accomplished by creating a sub-committee of the executive that represents female officers.

The association will be an important stakeholder on the work and life committee established by the human resources branch. In partnership with the organization, they can lead the organization in changing the practices and policies to create systems to enhance work and life and gender balance.

Individuals as Change Agents

Self-awareness is important in making the decision to move up the ranks. In her book on strategies for promotion, Gallagher (2001) suggests, "you must be strong in body, mind, and spirit in order to move up. If you can't manage or feel overly burdened by all of the pressures you must shoulder, you run the risk of burnout. Pace yourself and take care of yourself" (p. 208). She also suggests that you listen to your internal voice. There are a number of ways in which individuals can foster the qualities required to achieve promotion.

Firstly, it is important for individuals to create and participate in conversations about gender issues. By paying attention to the issues you allow people to talk about and resolve issues. People think that you care, support and understand them and their struggles. Wheatley (1999) said,

> When we dwell in the meaning we each ascribe to our work, we might discover common issues and problems that we both deem significant. Then change becomes possible. We move past the labels and notice another human being who wants to make some small contribution to something we care about. We discard the divisive categories and want to work together. (p. 151)

Secondly, it is essential individuals participate in opportunities to learn from others about gender and leadership. For example, be a mentor, get involved with others, and develop networks. Gallagher (2001) suggests,

> To get ahead, you need to have a "faction" that will stand behind you when you're up for promotion or when the going gets tough. Develop a broad base of relationships with different kinds of people inside and outside of your company. (p. 175)

Quinn (1996) summed up the significance of everyone being a change agent within an organization. He said,

> Responsive organizations need responsive people. In an age of continuous change, organizations must match their environments by being more responsive, and people must match their organizations by being more responsive. If organizations must make deep change more frequently, so must the people who work in organizations. (p. 6)

Lastly, some additional ways individuals can increase a feeling of inclusion and fairness is by making an ongoing commitment to gender awareness and issues. Attendance at diversity workshops or events that discuss gender-related issues is one way to get involved. Gallagher (2001) suggests that women need to explore possibilities, stretch themselves, and take risks to get ahead. "So many women try to keep their heads down and avoid taking risks. In reality, success depends on your ability to take significant risks that go beyond your comfort zone" (p. 114).

Future Research

There are several topics for future research that I have identified. The first area is identifying which jobs within the organization could be accomplished in a virtual environment. Creating opportunities for working away from police facilities would increase flexibility for officers and civilians alike.

Another area of potential research involves the review of the experiences of visible minorities in the workplace. Have their journeys in recruiting, transfers, and promotion been similar to white women in policing? Do they have the same feelings of exclusion?

If organizations are going to be proactive in their efforts promote and retain females, it would be beneficial to explore the reasons why women are leaving policing at a faster rate than men.

> Women's advancement is linked in two ways to the organizations' ability to retain female talent. First, the departure of female role models often sends a discouraging signal to other women in the organization. Second, the exit of mid- or senior-level women from an organization leaves behind a smaller pool of promotable women. Thus, it is important for organizations committed to fostering gender diversity to understand the reasons for female turnover (Catalyst, 1997, p. 11).

Finally, it would be beneficial to study career mobility. How can we ensure that officers have opportunities to work in police services across the country without penalty or negative repercussions?

CHAPTER SIX – LESSONS LEARNED

Research Project Lessons Learned

> If we take seriously the role of explorer and inventor, we will realize that we can't do this alone. It's scary work, trying to find a new world, hoping we won't die in the process. We live in a time of chaos, as rich in potential for disaster as for new possibilities. How will we navigate these times? The answer is, together. (Wheatley, 1999, p. 174).

This project has enabled me to understand the role of women in police leadership beyond my own experience. In the past I had limited opportunity to connect with women in the field. There are so few of us and these connections have not been encouraged. In conducting this research I had the unique chance to listen to the stories of women who have played a significant role in the changing landscape of policing. I have been inspired by their courage. Their ability to adapt, be flexible, and learn from their experiences is an example for leaders in the future. "Change has become the watchword of the 21st century. We are living in a world that is radically reshaping the human experience" (Izzo & Withers, 1998, p. 30). I am encouraged by my experience and would like to continue to look for opportunities to network, learn more, and contribute in the study of women in leadership.

I made significant strides in understanding action research through the course of this process. Each aspect of the research, the data collection, data analysis, literature review, and my self-reflection, has been a significant learning experience for me.

Literature Review

I have acquired a better understanding of gender and leadership, promotion, and career development. While there are limited studies on police leadership, the vast amount of literature on leadership was helpful in conducting this study. Of particular note was the information on leadership styles and feminine characteristics. This has reaffirmed my belief that women can be successful executive leaders in today's organizations.

The opportunities women have been given in policing have been significant in the past 30 years. I feel like I need to repeat the old adage, 'we've come a long way baby', because we have. It couldn't have been easy for the chiefs and other leaders to take the giant leap and promote women in their organizations. For all the struggles and hardships women encountered, there were also many positive experiences and opportunities, both for the women and for the policing organization that benefited from their leadership.

The literature review was enlightening but also a difficult part of the research process for me. Action research is such that you can't head into the data collection part of the process having formed a preconceived idea of what the research will uncover or find. I conducted the literature review before completing the interviews because this was an expected part of the process. At least one area of the literature review needed to be complete before leaving campus in July. By the time I left campus I had completed most of three areas of a literature review. After I completed the interviews a percentage of my literature review had to be changed. I had not anticipated the amount of time this would take and had not scheduled this into my proposal timeline. I would recommend that when carrying out action research you schedule literature review time after the data is collected.

Data Collection

The data collection portion of the project was my favourite part of the research. It could be because of my learning style, I am a gatherer of information. It could also be I have a tremendous amount of experience in interviewing from my years in policing. I am therefore very comfortable in this role. I learned there are several similarities between the interviewing approach police use when interviewing witnesses and unstructured interviewing used in research.

An additional reason why I may have enjoyed this part of the research is because it was the first time I had been able to speak to women with similar experiences to my own. I learned so much from the participants, the differences and similarities of our experiences, the challenges and successes, and their hopes for the future.

I conducted individual interviews and focus group interviews. Starting the data collection with individual interviews was worthwhile because these interviews gave me data to validate with the focus group. I was very particular in the timing of the interviews. I stuck to the set times, assuring the interviewees that I was cognizant of their commitments beyond my project. This was also worthwhile because I had a number of pages of data to review and collate, and sticking to the time limits kept the data to a manageable amount.

The focus group was more difficult to manage than the individual interviews. You have to pay attention to who is controlling the interview, make sure everyone has an opportunity to contribute, and allow differing points of view. I was limited in the number of people available for the focus interview, but would recommend that more people be involved in the interview if at all possible.

The potential participants I contacted and the women who eventually did participate were very supportive of the project. While everyone had a very busy schedule, they tried to accommodate my timelines and schedule. I appreciated this as we are all trying to juggle very busy calendars.

The method of data collection was very successful. I believe this was because of the experience I have in interviewing. Some of the things I did that were helpful in being prepared for the interviews were,

1. Take two tape recorders to the interview. This will increase your odds of ensuring the information is collected. It is also worthwhile to use external microphones that are placed in strategic positions, close to the participant. This helps ensure the transcriber can hear the information provided by the participants.
2. Use ninety-minute tapes. Shorter tapes would require you to interrupt the flow of the interview. Ninety minutes was also the time limit I was trying to stick to for the individual interviews.
3. Make sure you have extra tapes. This is helpful if a tape fails, or you run over the time limit for some reason.
4. Have extra batteries on hand in case your recorder battery dies.
5. Test the recorder and tape sound before starting the interview.

Data Analysis

I did not have any experience in data analysis before this project. I read some literature on action research that was helpful to me. I decided that I would not use a software package to analyze the data. I did use the word processing program to analyze

the data and develop them into themes. The find, cut and paste buttons on my tool bar are almost worn out. Since I have not conducted research in the traditional paper form, I cannot compare my method with the traditional. I found the method I used painless in organizing the data in a comprehensive and understandable way. If I were to conduct research of this nature again I would consider using a software package developed for that purpose.

Self-analysis

While I was completing this project I was working full-time. I did listen during the session on campus the previous summer when they said that you have to limit your activities and look for ways to create more time for the research. I limited my volunteer activities, social activities, and often said no to people when asked to participate in activities.

At the beginning of the project I was transferred to a new position within the organization. It was a struggle to focus on my new responsibilities and the project at the same time. It is difficult to just think about work while at work, and the project only when away from work. I attribute my success at separating the two to the Inspector and other managers in my division. Not only did they teach me everything I know about my current responsibilities, but I could also count on them to get things finished when I was away from my job working on the project.

In addition to the support I had at work, family members equally supported me. I am sure that everyone is tired of me spouting on about my project. They were my sounding board throughout the process. I know they worried about the stress I showed trying to complete the project on time. I am a last minute, work under pressure learner.

No matter how hard I worked at scheduling the timelines, I work best at the last minute. I apologize to my faculty advisor for creating havoc in her life.

Summary

In the end, I was true to my learning style, a last minute finisher. I talked to one of my classmates while I was still working on chapter four. This other learner's project was completed and being edited. I remember laughing and joking with her, I knew it was time to put my nose to the grindstone. Thanks for bringing me back to reality.

The reality is also to understand the commitment it takes to complete a major project. When choosing a question to research it is important to remember what Kirby and McKenna (1989) say about selecting a research question. It must be important to you. Choose a question that you are able to gather information about, that has the ability to be answered, comes from your experiences, and will sustain your interest. For me, this project has done just that, it has produced more information, sustained my interest, and was motivated by my own experiences.

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APPENDIX A

Interview Forms

Telephone Contact Form

Person Contacted: _____

Telephone: _____

Date: _____

This is Anne McConnell. I am a Superintendent with the Waterloo Regional Police Service. (Note: some of the participants may already be familiar with me and the introduction will be amended to reflect this). I am also a student at Royal Roads University conducting a research project as part of the requirement for a Master of Arts in Leadership and Training. The reason for this call is to invite you to participate in my research project.

The objective of the research is to explore promotion and leadership experiences of female police executives in municipal police services in Ontario in order to inform the next generation of female police officers.

The research will consist of two parts; one-on-one interviews and a focus group interview. There will be three one-one-one interviews. Interviews will consist of a conversational or narrative theme with a number of open-ended discussion topics and is expected to last between one and one and a half hours. The foreseen questions will refer to your leadership journey including; a narrative description of your experiences in attaining promotions in your organization. This may include discussion on interpersonal, intrapersonal, and organizational factors that affected your promotional and leadership journey.

The focus group interview with be conducted in a setting with five female police executives in municipal policing in Ontario. This interview will be between two and three hours in length. The focus group interview will be an opportunity to develop the themes that were identified in the one-on-one interviews. In order to participate in the interviews you may need to travel to a location that is not within your jurisdiction. I will, whenever possible, will hold the interviews at a time and location most convenient to you.

Information will be tape recorded and transcribed. The transcriber will have access to the raw data and as such, will sign a confidentiality agreement. The interviews will also be recorded in hand-written format as a back-up to the tapes. The tapes, transcripts and hand-written materials will be kept confidential and will be secured by Ms. McConnell and will be destroyed once the research has been completed and the final report completed and signed off by RRU.

The data collected will, where appropriate, be summarized in anonymous format, in the body of the final report. Your name, rank, or organization name will not appear in the final report or other public documentation. The data may also be summarized in presentations to be conducted by Ms. McConnell for her organization and also in other written material, such as journal articles. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand.

Those persons participating in the focus group will not have anonymity in that group. I will ask that the focus group participants keep the information obtained in that interview confidential outside of the group interview.

A copy of the final report will be housed at Royal Roads University and be publicly accessible.

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. If a participant withdraws from the research after a one-on-one interview, the participant's tapes, transcripts and hand-written notes will be destroyed. If a participant in a focus group withdraws after the completion of the interview, their information will be edited from the transcript and hand-written notes.

Do you have any questions?

Answer:

Would you consider participating in this research project? (and if so, what part)

Where information to be sent?

Further contact information?

If you wish to confirm my credentials I will give you some contact information (Credentials with Royal Roads University can be established by telephoning either Dr. Gerry Nixon, Dean of, Royal Roads University at or Ms. Angella Wilson, Coordinator, MALT, . The faculty project supervisor is Dr. Debra Langan, York University, who can be contact at

Thank you.

Interview Research Consent Form

This research project is part of the requirement for a Master of Arts in Leadership and Training.

The student concerned is Anne McConnell. Ms. McConnell's credentials with Royal Roads University can be established by telephoning either Dr. Gerry Nixon, Dean of, Royal Roads University at (r Ms. Angella Wilson, Coordinator, MALT, . The faculty project supervisor is Dr. Debra Langan, York University, who can be contact at

This document constitutes an agreement to take part in a research program, the objective of which is to explore promotion and leadership experiences of female police executives in municipal police services in Ontario in order to inform the next generation of female police officers.

The research will consist of two parts; one-on-one interviews and a focus group interview. There will be three one-on-one interviews. Interviews will consist of a conversational or narrative theme with a number of open-ended discussion topics and is expected to last between one to one and a half hours. The foreseen questions will refer to your leadership journey including; a narrative description of your experiences in attaining promotions in your organization. This may include discussion on interpersonal, intrapersonal, and organizational factors that affected your promotional and leadership journey.

The focus group interview will be conducted in a setting with five female police executives in municipal policing in Ontario. This interview will be two to three hours in length. The focus group interview will be an opportunity to develop the themes that were identified in the one-on-one interviews. In order to participate in the interviews you may need to travel to a location that is not within your jurisdiction. Ms. McConnell, whenever possible, will hold the interviews at a time and location most convenient to you.

Information will be tape recorded and transcribed. The transcriber will have access to the raw data and as such, will sign a confidentiality agreement. The interviews will also be recorded in hand-written format as a back-up to the tapes. The tapes, transcripts and hand-written materials will be kept confidential and will be secured by Ms. McConnell and will be destroyed once the research has been completed and the final

report completed and signed off by RRU.

The data collected will, where appropriate, be summarized in anonymous format, in the body of the final report. Your name, rank, or organization name will not appear in the final report or other public documentation. The data may also be summarized in presentations to be conducted by Ms. McConnell for her organization and also in other written material, such as journal articles. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand.

Those persons participating in the focus group will not have anonymity or confidentiality in that group. I will ask that the focus group participants keep the information obtained in that interview confidential outside of the group interview.

A copy of the final report will be housed at Royal Roads University and be publicly accessible.

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. If a participant withdraws from the research after a one-on-one interview, the participant's tapes, transcripts and hand-written notes will be destroyed. If a participant in a focus group withdraws after the completion of the interview, their information will be edited from the transcript and hand-written notes. In signing this agreement the participant provides permission for disposal of the tapes, transcripts and hand-written notes upon sign-off of the project by RRU.

By signing this letter, the individual gives free and informed consent to participating in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

Recruit Survey Research Consent Form

This research project is part of the requirement for a Master of Arts in Leadership and Training.

The student concerned is Anne McConnell. Ms. McConnell's credentials with Royal Roads University (RRU) can be established by telephoning either Dr. Gerry Nixon, Dean of, Royal Roads University at or Ms. Angella Wilson, Coordinator, MALT, The faculty project supervisor is Dr. Debra Langan, York University, who can be contact at

This document constitutes an agreement to take part in a research program, the objective of which is to explore promotion and leadership experiences of police executives in municipal police services in Ontario in order to inform the next generation of police officers.

The data collected will, where appropriate, be compiled in an aggregate format, in the body of the final research report. The questionnaire that you are being asked to complete is anonymous – that is, your name, rank, or organization name will not appear on the survey. Ms. McConnell may use the information compiled through the surveys in presentations, or in journal articles. At no time will any specific comments be attributed to any individual. A copy of the final research report will be housed at Royal Roads University and be publicly accessible.

You are not compelled to take part in this research project. If you choose to take part, you are also free to withdraw at any time, with no prejudice.

By signing this letter, you are giving free and informed consent to participating in this project.

Name: _____

Signed: _____

Date: _____

APPENDIX B

Face-to-face and focus group interview potential questions

There have been a number of studies that identify issues and barriers to women in achieving executive positions (See for example, Walker, 1993, Wells, 2001, Wood, 2001, Treasury Board of Canada, 1996, Rutherford, 2001, and, Rosener, 1995). There are fewer studies, particularly in the policing field, on success and achievement by women executives. I will, therefore, not be focusing on the issues or barriers in my interview questions. I will be framing the interview questions in an appreciative way. That is, on the premise that positive questions will identify best practices and success factors. Women and organizations using this information will then be able to bring about positive change in their organizations and for themselves. I will be open to exploring issues, challenges and barriers if the participants identify them as important factors in their promotion to senior levels. I will try to keep these discussions on an appreciative level, guided by the participant, but focused on how the experience created opportunity or change for them. Interview questions are based on the following:

1. Describe your career history, chronologically, as it pertains to attaining promotion to your executive level.
2. How did your promotional career follow/or not follow the usual promotional patterns within your organization?
3. Describe your leadership style. Has it changed during your career, and if so how?
4. What interpersonal, intrapersonal, organizational factors influenced your attainment of a senior management position?

APPENDIX C

Survey of Recruits

January 2004

1. Please specify your gender:

   Male ☐

   Female ☐

2. Please indicate what your career goal(s) is in policing. (Please indicate your best estimate or hope, at this time).

3. Do you have any goals to be promoted (i.e. rank) beyond Constable?

   Yes ☐

   No ☐

If yes, please indicate the highest rank you wish to reach in policing (Check one box).

Sergeant ☐
Staff Sergeant ☐
Inspector ☐
Superintendent ☐
Deputy Chief ☐
Chief ☐

Thank you very much for your participation.