

**PREFERRED POLICE LEADERSHIP STYLES IN
NORTHERN BRITISH COLUMBIA**

By

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the requirements for the degree of

MASTER OF ARTS

In

LEADERSHIP AND TRAINING

We accept this thesis as conforming
to the required standard

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CHAPTER ONE - STUDY BACKGROUND

The Problem/Opportunity

Over the last ten years the Royal Canadian Mounted Police (RCMP) have researched different methods to effectively select their future leaders. The promotional process has undergone significant and even some radical changes to adapt to the growing changes in the policing environment. The RCMP, an organization with over twenty thousand employees, employs a promotional process that is standardized throughout Canada. There has been a transition from the traditional promotion model, based on seniority, to a model, which assesses eight core competencies. The direction in which the RCMP is heading changes the current eight core competencies to a Competency Model which has two different types of competencies: Organizational and Functional. The RCMP Competency Dictionary describes the Organizational Competencies in this manner:

The Organizational Competencies reflecting personal characteristics are arranged into four groups: *Commitment to Learning and Development, Thinking Skills, Client Centered Service and People Skills*. These groups reflect the essential core groups of competencies that every member of the RCMP must have to deliver on the mission, vision and values, and support the Strategic Framework. These competencies underlie successful on-the-job performance across the RCMP. Typically these are less “trainable”, and reflect an individual’s personal qualities or attributes. (p.6, 2003)

Each of these Organizational Competencies has a cluster of skills varying from four to seven skills depending on the competency. Each skill has four or five levels of proficiency,

which can be attained. These levels of proficiencies are utilized as a progression scale within the Competency Model. It is my belief that the Competency Model is going to be utilized as the framework to develop specific job competency profiles, which will assist human resources personnel to determine the best person for the job in accordance with the specific level of proficiency required for each skill cluster of each competency. The intent behind the introduction of the Competency Model is to provide a continuum of knowledge and expertise required for all jobs within the Royal Canadian Mounted Police. This is a great improvement towards professionalism in the policing field. However, I have to disagree with one of the comments made in the above-noted quote on page 3. I believe most skills identified in each organizational competency are “trainable” and can be improved upon with the right attitude and personal learning development plan.

The Competency Dictionary also includes nineteen Functional Competencies, which are delineated from a level of proficiency of 1-which equates to Awareness; to a level of proficiency of 5-which equates Mastery. “These are typically the “knowledge, skills, and abilities” areas that are required by employees within a particular function” (p.6, 2003). The intent is to determine specific Functional Competencies as well as the level of proficiency in each competency, which is required for specific jobs and to add them to the competency profile required for the job. Since the Functional Competencies are going to vary from duty to duty, it would be extremely difficult to determine the preferred Functional Competencies required for police leaders by local government officials. Therefore, I will concentrate on determining the preferred Organizational Competencies required of police leaders by local government officials.

There are two problems associated with the Competency Model. The first is the need to determine in a timely fashion the required competency profiles of all the different duties performed in the RCMP. This includes determining the proficiency level of each skill set as well as which functional competencies are also required and at what proficiency level. The RCMP has already started the process of developing those competency profiles. However, it appears that the development of the profiles is achieved through internal consultation and not necessarily through consultation with the different stakeholders in our communities. The time delay factor in creating the profiles as well as the lack of external consultation is a definite concern in this process. The second problem is the difficulty of validating what level of proficiency in each skill cluster of the Organizational Competencies of all RCMP employees is required for minimum acceptable performance. These two problems ultimately led to my research question.

Based on previous research, and this study, what are the known key success factors that local government officials might prefer to consider and use when deciding criteria for selecting senior officers; and are they comparable with the promotional panels promoting officers to higher ranks?

- **Is the Royal Canadian Mounted Police choosing the appropriate leaders for different policing environments?**
- **Is there a different style of police leadership required in different policing environments?**
- **Do local government officials prefer to hire a particular style of police leadership?**
- **Do the promotional board panels have a leadership style preference when they choose the police leaders of northern communities?**
- **Would promotional board panels value 360 degree peer or supervisor verified competence on validated police leadership core competencies when promoting an officer to a higher rank?**

- **Would local government officials value 360 degree peer or supervisor verified competence on valid police leadership core competencies when selecting a senior leader?**
- **Do promotional board panels consider that personal character is a factor that can and should be verified before promoting an officer to a higher rank?**
- **Do local government officials consider that personal character is a factor that can and should be verified before promoting an officer to a higher rank?**
- **How have previous promotional approaches been effective? To what degree and how?**

I believe that these are questions that have to be examined in order to improve the process of selecting future police leaders in northern communities.

In speaking with senior ranking officers, police constables, promotional board members and local government officials, throughout the north, a clear message emerged. There is a lack of confidence that the current promotional process will provide the best police leaders for their environments. (personal conversations)

The effective selection of the appropriate police leaders for varying policing environments is crucial to the organizations and communities we serve. The fact that the selection process for promotion in the Royal Canadian Mounted Police has changed several times over the last ten years may be indicative of a level of uncertainty in providing the appropriate leaders. Or, it can also reflect the RCMP's commitment to continuous improvement and development. Nevertheless, it is a fact that the future promotional process will be based on a new Competency Model. Therefore, I believe it is extremely important to consult with stakeholders (in this case local government officials), to determine what competencies are expected and preferred of police leaders in their communities. Then it will be possible to

compare their expectations with the new competencies to determine the degree of alignment. If the system is to change and improve in the future, the RCMP needs to provide the appropriate tools to each employee to determine their level of proficiency in each skill cluster of the Organizational Competencies and Functional Competencies. It also would be beneficial to develop personal learning plans based on clear competency profiles so that leaders can improve their competence in key areas that are determined to be necessary for effective performance. This can only enhance the credibility of the RCMP and its employees, and studies reveal that credibility is part of the foundation of leadership: “Credibility is about how leaders earn trust and confidence of their constituents” (Kouzes & Posner, 2003a, p.xiii).

It is important to find out if the RCMP promotional process is appropriately designed and includes all required leadership components. This will provide current leaders within the RCMP the opportunity to review and challenge the status quo in order to improve police morale, enhance leadership development, and most importantly increase our credibility and client satisfaction. My intention was to review and ascertain if leadership styles of the candidates should be assessed as well as their competency and character.

The preliminary review of the literature from different authors or leaders seems to indicate that an appropriate balance of competency, experience and style are more effective and indicative of leadership than any one of these criteria by itself. (Guliani, 2002)

In their book, *The Leadership Challenge*, Kouzes and Posner indicate that although it is important for every unit or section within a larger corporate or public environment to be aligned, it is imperative to provide an environment where these units are able to creatively align themselves. (Kouzes & Posner, 1995, p.100)

The five practices and ten commitments of exemplary leadership developed by Kouzes and Posner are, in my opinion, the template an organization like the Royal Canadian Mounted Police should consider when developing leadership capabilities in its members. These ten commitments are behaviours that can serve as a basis for learning to lead. Here is a synopsis of the five practices and ten commitments as defined by Kouzes and Posner:

- Model the way.

- **Find your voice** by clarifying your personal values.
- **Set the example** by aligning actions with shared values.

- Inspire a shared vision.

- **Envision the future** by imagining exciting and ennobling possibilities.
- **Enlist others** in a common vision by appealing to shared aspirations.

- Challenge the process.

- **Search for opportunities** by seeking innovative ways to change, grow, and improve.
- **Experiment and take risks** by constantly generating small wins and learning from mistakes.

- Enables others to act.

- **Foster collaboration** by promoting cooperative goals and building trust.
- **Strengthen others** by sharing power and discretion.

- Encourage the heart.

- **Recognize contributions** by showing appreciation for individual excellence.
- **Celebrate the values** and victories by creating a spirit of community.

(p.15, 2003b)

In determining the preferred leadership styles of local government officials for police officers in northern British Columbia, the RCMP will be able to ascertain which of the ten commitments needs to be developed further to enhance our credibility, align our values and priorities as well as strengthen our partnerships with the communities we serve.

This is why it was crucial to ascertain if there was a need to broaden the promotional process to provide the validity, flexibility and creativity required to select the best police leaders. The alignment concept mentioned above could also impact our recruitment process.

If the RCMP does not take the opportunity to explore this issue at this time, the credibility and confidence in the ability of the organization to choose the best leaders could be compromised, and it may not realize the potential that it might otherwise achieve. It could also encourage municipalities and regional districts to look at other options than the RCMP for the delivery of public safety in their communities.

The Organization

The RCMP currently promotes officers according to their level of performance in eight core competencies. These competencies are assessed at two different stages during the promotional process. An officer can enter the promotional process once they have reached seven years of police experience with the Royal Canadian Mounted Police. The first stage is a job simulation instrument in the form of a multiple-choice exam. Each competency is assessed through a series of six questions. This stage produces a list of promotable officers ranked according to the scores they achieve on the multiple-choice exam. Once the officer chooses to apply for a position, he or she submits an application. The top five officers identified, according to their exam score ranking, are advised to submit a performance report for promotion, which is assessed by a three-member panel to determine the best candidate.

In completing the performance report for promotion, the officers provide two examples, which demonstrate how well they perform in the eight core competencies. Each competency has a certain number of behavioral anchors, which have to be met in order to meet the competency. The three-member panel assesses the examples in accordance with the behavioral anchors, which are behavioral definitions of the competencies. The problem with this evaluative process is that the examples that are dealt with are on paper, not en vivo and there is no verification that the way a candidate performs on paper will be consistent with the way he or she will perform in reality. This provides even more impetus to determine if the new Competency Model, which will be used for promotions has taken into account en vivo scenarios where the Organizational Competencies have been demonstrated and performed at a high level of proficiency.

At no time in the process is leadership style or character assessed or considered, but it is assumed based on the officer's previous job performance. If the RCMP does not consider the style of leadership of each candidate, are we missing an important dimension of assessment that could lead us to choose the most appropriate and effective leader?

In *The Merriam-Webster Dictionary* (Mish, 1997), style is defined as: "n. one characteristic of an individual, period, school, or nation ... a distinctive or characteristic manner" (p.719). Based on the above noted definition, when I use the word style, it is based on the particular or distinctive manner in which a leader behaves. All leaders have a specific style in which they believe or revert to in difficult times. That is why it is important to determine the preferred leadership styles that local government officials want for their police leaders.

CHAPTER TWO – INFORMATION REVIEW

Review of Organizational Documents

The Royal Canadian Mounted Police has identified the need to develop leadership capacities, competencies, and capabilities. The Royal Canadian Mounted Police developed a Shared Leadership Vision, which includes a Mission, Vision and Values as well as some commitments to their employees. In the Mission the RCMP commits to providing quality service in partnership with the community they serve. This commitment is reinforced in the Vision by declaring that the RCMP will be a progressive, proactive and innovative organization as well as demonstrating leadership in the pursuit of excellence. The foundation for these commitments stems from the eight core values that the RCMP is guided by: Integrity, Honesty, Professionalism, Compassion, Respect and Accountability. (RCMP Shared Leadership Vision, 2003)

In his 2004/05 Directional Statement, the Commissioner of the RCMP, Guliano Zaccardelli, encourages employees of the RCMP to imagine an act according to the Shared Leadership Vision. He is also clear on what is required to accomplish the vision. “But it takes leadership, and it takes a sense of urgency” (Zaccardelli, 2003, p.3).

The senior management team of the “E” Division (British Columbia) of the Royal Canadian Mounted Police has committed to renewed and sustainable leadership. Their commitment is articulated in one of their objectives and specific initiatives adopted for their balance scorecard of 2003/2004. They have committed to “Focus training to improve specialization, supervision and leadership skills to meet operational needs” (RCMP “E” Division,

2003, p.2).

In alignment with the Commissioner's Directional Statement and "E" Division Balance Scorecard, the North District management team has stated that one of their priorities is "to enhance and build leadership capacity throughout the District" (North District Balance Scorecard, 2003, p.3).

It is obvious that the Royal Canadian Mounted Police is clear in their intent to develop leadership capacities of their employees, based on the fact that each level of the organization, national, provincial and regional has included leadership as a strategic priority. The question remains, "Has the RCMP consulted with their external partners as to what leadership competencies or skills are preferred in senior police officers?"

Review of Supporting Literature

Leadership definitions and interpretations

The first key concept of this literature review is leadership definitions and interpretations. There are several interpretations of what leadership is, found in the literature. Warren Bennis (1982) stated that there were over 350 definitions of leadership. Bennis is clear in his interpretation that leadership should be looked at as an art form. (Bennis, 1982, p.44)

Steve Staveley (2002), twenty years later, reiterated similar thinking to that of Bennis (1982) by stating that he was once told that there were over 500 definitions of leadership. The

only difference between Staveley and Bennis is the fact that Staveley believes there is great confusion on the subject of leadership. This implies that one man's art form is another man's confusion.

If one is to believe that there are 500 definitions of leadership in the literature, I could be doing a research project based solely on a meta-analysis of those definitions. However in the interest of this research project I will provide a purposive sample, not a representative sample, of some of the different definitions and interpretations of leadership.

Staveley provides his leadership definition by presenting Dwight David Eisenhower's definition. "Ike described leadership as the ability to get other people to do what you want them to do—because they want to do it" (Staveley, 2002, p.18).

Max DePree interprets it in a more personal manner by indicating that a leader's work is "... the need always to connect one's voice and one's touch" (DePree, 1993, p.3).

Larry C. Spears provides a similar interpretation to leadership as first stated by Robert K. Greenleaf in 1970. "True Leadership emerges from those whose primary motivation is a desire to help others" (Spears, 1995, p.3). The personal interpretation of leadership is emphasized throughout all of Daniel Goleman's work on leadership. His emphasis clearly states that leadership is primarily related to emotions and relationships. (Goleman, 2002, p.3)

As much as there is literature stating that leadership is more of a personal paradigm, there is a substantive number of examples stating that leadership is a set of processes encompassing competencies, qualities, characteristics and behaviors. As mentioned previously, Kouzes & Posner (1995, p.9, 2002, p.13) explain that leadership is actually a process of five fundamental practices:

Challenge the process

Inspire a shared vision

Enable others to act

Model the way

Encourage the heart (1995, p.9, 2002, p.13)

Each of these practices requires certain qualities, characteristics and behaviors from the leader.

Rudolph Guliani reiterates this same principle and indicates that since they are practices, leadership can be taught, learned and developed. (Guliani, 2002, p.xii)

If you are to take these definitions of leadership and summarize them in a term of reference for the purpose of this research project, leadership could be defined as an integrated set of skills, competencies, behaviors, characteristics, practices and values, which are inherent to a person. In my opinion the aforementioned definition exemplifies and complements the definition of “style” previously defined.

It would be inappropriate for me to conclude this key concept of the literature review without mentioning the research findings of Jim Collins. Collins provides empirical information that to have an organization perform to its maximum potential and sustain that performance there are six key concepts needed which are categorized in three stages. These three stages are: “Disciplined People, Disciplined Thought and Disciplined Action” (Collins, 2001, p.12). In each of these stages there are two concepts.

Disciplined People

- Level 5 Leadership
- First who...Then What

Disciplined Thought

- Confront The Brutal Facts
- Hedgehog Concept

Disciplined Action

- Culture of Discipline
- Technology Accelerators (Collins, 2001, p.12)

This is part of an overall framework, which is needed to keep a company great throughout difficult times. Although the research is based within the private sector, the key findings can be applied to any public sector or non-profit organization.

Collins also uncovered skills through his research and developed comprehensive definitions of five levels of leadership.

Level 5 Executive

- Builds enduring greatness through a paradoxical blend of personal humility & professional will.

Level 4 Effective Leader

- Catalyzes commitment to & vigorous pursuit of a clear & compelling vision, stimulating higher performance standards.

Level 3 Competent Manager

- Organizes people & resources toward the effective & efficient pursuit of pre-determined objectives.

Level 2 Contributing Team Member

- Contributes individual capabilities to the achievement of group objectives & works effectively with others in a group setting.

Level 1 Highly Capable Individual

- Makes productive contributions through talent, knowledge, skills & good working habits.

(Collins, 2001)

This leads to the second key concept to be reviewed in this literature review, styles of leadership. There are many different terminologies employed throughout history to explain leadership style. They vary from leadership philosophies, leadership theories, leadership behaviors to leadership styles.

Leadership styles

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There are different leadership theories that have been proposed from as early as the 1900's. Dr. Terry Anderson provides the most comprehensive overview of these theories and philosophies. (Anderson, 2000, p.301-316) His overview provides the different paradigms of the leadership theories X, Y, Z, and R as found in McGregor's, Ouchi's, and Alderson's work. Anderson identifies them as philosophies and not theories in his work because they are really a set of beliefs speaking to the nature of work and workers. In the interest of clarity I provide Anderson's definition of philosophy as taken from *Webster's New World Dictionary* (1984) "a study of the principles underlying conduct and thought" (Anderson, 2000, p.302-303).

The paradigm of Theory X is that most employees are predominantly lazy, unmotivated and lack ambition. These employees are motivated primarily by physiological needs. (McGregor, 1960)

The paradigm of Theory Y is that most employees have a natural instinct to work and play if the conditions are appropriate. The employees are motivated by ego, autonomy and self-actualization. (McGregor, 1960)

The paradigm of Theory Z is that most employees prefer long-term employment, need a sense of community and thrive on consultation. The employees demand trust and integrity in all interactions, which appeals to their sense of individuality amongst the community. (Ouchi, 1981)

The paradigm of Theory R is that if you build relationships with your employees and they have a positive sense of self-worth, productivity, morale and work quality won't be a concern. (Alderson, 1985)

Anderson summarizes the evolution best in the following quote:

Thus, we see a dramatic shift in the evolution of the guiding assumptions of leadership theories, from autocratic [sweat] shops of Theory X to the humanistic Theory (Y), to the group emphasis of Theory Z- to the value of people of Theory R. (Anderson, 2000, p.306)

The next leadership theories reviewed are Situational leadership, Transactional and Transformational leadership. The situational leadership approach is based on the simple aspect of the leader adapting his approach depending on the situation. This is a very simplistic way of defining situational leadership. De Paris in one of his articles states "To be effective, supervisors must depart from their dominant leadership style and modify their behavior *situationally*,

depending upon three elements: the leader, the follower and the situation” (De Paris, 1996, p.1). The important aspect of this approach is the fact that the leader is now assessing and adapting his approach according to the different stimuli involved in the situation. Blanchard and Hersey, the founders of situational leadership, in a review of their theory on situational leadership clearly state: “...that there could be best attitudes for managers but that there was no best leadership style” (1996, p.43).

Anderson indicates that there seemed to be three theories of situational leadership interpreted in the literature since 1967. (Anderson, 2000, p.311) These sub-theories in regards to situational leadership are mostly based on decision-making models advanced through the literature. For the purpose of this research project the important aspect to know is that situational leadership could be classified as a style of leadership.

The defining characteristics of transactional leadership are interpreted as a bargaining process between the leader and subordinates where there are mutual benefits. Some are even defining it as the simple transaction of work for pay. There is little humanistic consideration involved in the process of transactional leadership. (Deluga & Souza, 1991, p.50)

Transformational leadership encompasses the transactional leadership characteristics and furthers it by incorporating the humanistic approach to the relationship of employee-employer. There is a sense that the transformational leader is able to motivate his employee in a charismatic way through a mixture of intellectual and individual stimulation. (Deluga & Souza, 1991, p.50)

Anderson provides one of the most comprehensive definitions of transformational leadership.

Transforming Leadership is vision, planning, communication, and creative action that have a positive unifying effect on a group of people around a set of values and beliefs, to accomplish a clear set of measurable goals. This transforming approach simultaneously impacts the personal development and corporate productivity of all involved. (2000, p.307)

The concept of transformational leadership as a whole is an active agent for positive change and can impact the tone of the communities we live in according to Anderson. (2000)

Goleman most recently defined six basic leadership styles, which seem to be currently accepted universally. These styles are Coercive, Authoritative, Affiliative, Democratic, Pacesetting, and Coaching. (Goleman, 2000, p.81) Each style has different strengths and weaknesses, which are related to the different theories of leadership previously mentioned. Goleman (2000) describes each style by applying a catch phrase to the style.

Coercive- "Do what I say"

Authoritative- "Come with me"

Affiliative- "People come first"

Democratic- "What do you think?"

Pacesetting- "Do as I do, now"

Coaching- "Try this..." (Goleman, 2000, p.81)

This model was revised to establish the relationship between the leadership style and the impact on the organization. The use of each style was qualified in the context of positive and negative impact. This is also defined as resonance and dissonance leadership. The goal when utilizing the different styles is to build resonance within the organization. The use of all styles at the appropriate time can build resonance, however overuse of two specific styles, pacesetting and commanding, leads to dissonance within the organization.

Visionary- Most strongly positive

Coaching- Highly positive

Affiliative- Positive

Democratic- Positive

Pacesetting- Often highly negative

Commanding- Highly negative (Goleman, 2002, pp.53-55)

Through an organization named The Consortium for Research on Emotional Intelligence in Organizations, Goleman and his associates have generated a wide-ranging and extensive body of research surrounding the role of emotional competencies in leadership. To emphasize the relevance of emotional competency in leadership, I offer this definition.

Integrating the work of Goleman (1995 and 1998) and Boyatzis (1982), we offer the following descriptive definition: *emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social*

awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. (Boyatzis, Goleman and Rhee, 1999, p.3)

This definition clearly states that if one is to be a leader, one must be aware of themselves and their environments. In the last ten years, there has been extensive research done surrounding emotional intelligence. The basic premise of most research projects involved the value of emotional intelligence, as a fairly new defined concept, within an organizational setting and as a leadership development tool. The research evolved and culminated in an emotional model with twenty-five competencies defined in five clusters. (Goleman, 1998) The impact of emotional intelligence on leadership has been phenomenal. It has created a whole new world of coaching, mentoring and executive development gurus. It also has provided individuals and organizations with assessment tools in those specific leadership skills. The fortunate aspect is that the world of policing has been utilizing emotional intelligence development for specific functions in policing for years. Tasks like hostage negotiations and conflict resolutions are but a few. Unfortunately, the policing world is just starting to utilize emotional intelligence in the development of their leaders.

However, the subject of emotional intelligence is not considered scientific by some authors. Actually, there is some literature, which states that emotional intelligence is more of a myth than science. (Matthews, Zeidner & Roberts, 2003) The criticism of emotional intelligence stems from the fact that there is no scientific research attached to it. Overall, there seems to be a belief that there is a concept such as emotional intelligence, however at this time there are more

claims made about it and little real research supporting its existence. (Hein, 2003)

Leadership within the policing environment

The last key concept for review is leadership within the policing environment.

Leadership styles in police officers are not a new research topic. As early as 1982 (Potts), 1987 (Rawlings & Daumer) police leadership or police managers were the subject of research. In 1991, Deluga & Souza researched the relationship between transformational, and transactional leadership styles and the influencing subordinate behaviors. Their research actually included a few components similar to my research project, the gender aspect and leadership styles. The gender aspect of police supervisors was tested to establish if it had an impact on the research. Their findings were that a police supervisor's gender made no difference on which method subordinate officers practiced to influence their supervisors. The second similarity was the different leadership styles utilized by police supervisors.

Krimmel and Lindenmuth (2001) in their research project on *Police Chief Performance and Leadership Styles* conducted through a survey of two hundred five municipal managers clearly identified two findings. The main finding: "Education was the only significant predictor of police chiefs being rated as bad or poor. The remaining poor performance variable to consider is being hired from the outside" (Krimmel and Lindenmuth, 2001, p.481). This is interesting since education is barely considered in the RCMP current promotional process. The other poor performance variable might not be as significant within the RCMP environment since there appears to be an implied belief that someone who has gone through the RCMP ranks will have

the same organizational values as all other RCMP members. This was confirmed through many personal conversations with high-ranking senior officers.

Engel (2001) provided some insight on supervisory styles of patrol sergeants and lieutenants by observing a significant number of police sergeants and lieutenants while on duty and by conducting structured interviews. The findings identified four distinct supervisory styles namely traditional, innovative, supportive and active associated with the participants. The findings indicated that the supervisory styles identified “are evenly distributed among the sample of 81 supervisors” (Engel, 2001, p.351). One of the most interesting finding to me from Engel’s research is:

Differences also emerge when the supervisor’s sex is considered. Fifty percent of female supervisors are traditional supervisors, compared to only 22 percent of male supervisors. Furthermore, only 8.3 percent of female supervisors are innovative, compared to over 30 percent of males. (Engel, 2001, p.351)

An explanation provided by Engel (2001) regarding these findings is that female supervisors might be attempting to gain legitimacy by using compliance to rules and regulations as a means to control their subordinates. Another possibility could be the fact that most female supervisors are from a generation where traditional leadership styles were modeled and employed, specifically in paramilitary organizations.

A recurring theme in most of the literature reviewed is the need to move from an autocratic, authoritarian, traditional style of leadership to a more innovative and transformational style. This was supported by the recent literature of Goleman (2002) and Kouzes & Posner (1995). However Greenleaf had advocated such a move in his early writings.

As a result of intensive research in business and police environments Anderson (2000, p.4) clearly state that there is five skill sets required in Transforming Leadership.

Self-management

Interpersonal Communication

Problem Management

Consultative skills (team and organization development)

Style, role, and skill shifting

Anderson (2000, p.4) also states that lacking in any of the five skill sets causes effectiveness to be diminished substantially.

He also provides what I consider to be the basis on which I chose this specific research project in this following quote. “Effective, fully functioning leaders successfully initiate community and neighborhood policing initiatives, engage in problem-oriented policing that uproots causes of crime, and build a policing organization that is successful in being responsive to community needs and problems” (Anderson, 2000, p.5).

CHAPTER THREE – RESEARCH METHODOLOGY

Research Methods

This research project was conducted in the North District of British Columbia. The police service is delivered by the Royal Canadian Mounted Police. The terminology included in the description of the research methodology reflects the terminology used within the Royal Canadian Mounted Police and its interaction with their stakeholders in that region. It is important to understand that since this research project was conducted within political and policing environments, there was a need to be sensitive to the interaction between researcher and participants. The assumption that the research project could be biased is always present. This is one of the reasons why the research methods used were a combination of quantitative and qualitative research in this major project. The qualitative method selected was action research.

The first step in my research methodology was to create profiles representing six different styles of leadership, and delineate leadership skills that are considered by the RCMP to be of particular importance. The assessment profiles were summarized on a one-page description of the six leadership styles that describe the key characteristics, strengths and difficult areas that are apparent from research. These brief profiles were assessed as to their perceived relevance for evaluating those who are applying to become a detachment commander. I was assisted in the creation of these profiles by one of the leading experts in police leadership Terry D. Anderson, Ph.D. Dr. Anderson is an adjunct professor for the Graduate Executive Coaching Certificate faculty at Royal Roads University and is a full time professor in the Department of Criminology

and Criminal Justice at the University College of the Fraser Valley.

Data Gathering Tools

The second step of my research methodology was to survey, employing a questionnaire, the population of the following two groups of participants:

244 Local Government Officials representing over 38 communities and regional districts

22 Promotional board members choosing detachment commanders

Each of the participants in these two groups received a survey, which had six components. The first component included six leadership styles and participants were asked to rank order the profiles according to the following scale:

1 = Most preferred leadership style

6 = Least preferred leadership style

These following table represents the characteristics of each leadership styles, which the participants could chose. The name of the leadership style was not included in the survey as to not influence the participants.

<p style="text-align: center;">Leadership Style #1 (<i>Coercive</i>)</p> <p>Primary Emphasis Demands immediate compliance</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Self-control ▪ Initiative ▪ Driven to Achieve <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ Can Act Rapidly to Get Results ▪ Necessary in Emergencies ▪ Inspires Compliance <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can be Too Forceful ▪ Can Think Own Way is Best ▪ Can be Insensitive to Others 	<p style="text-align: center;">Leadership Style # 2 (<i>Authoritative</i>)</p> <p>Primary Emphasis Mobilizes people toward a vision</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Self-confidence ▪ Empathy ▪ Change Catalyst <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ Inspirational ▪ Resilient in Times of Stress ▪ Often Willing to Help Others <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can Lose Track of Time ▪ Can be Too Wordy ▪ Can be Self-assured
<p style="text-align: center;">Leadership Style # 3 (<i>Affiliative</i>)</p> <p>Primary Emphasis Creates harmony & builds emotional bonds</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Empathy ▪ Building Relationship ▪ Communication <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ Promotes Positive Culture ▪ Reliable and Consistent ▪ Is Easy Going <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can be Too Accepting ▪ Can be Easily Influenced ▪ Can Idealize Others 	<p style="text-align: center;">Leadership Style # 4 (<i>Democratic</i>)</p> <p>Primary Emphasis Forges consensus through participation</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Collaboration ▪ Team Leadership ▪ Communication <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ People Come First ▪ Intuitive and Creative ▪ Builds Partnerships <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can Avoid Tough Decisions ▪ Can Lack Independent Judgment ▪ Can Be Swayed Too Easily
<p style="text-align: center;">Leadership Style # 5 (<i>Pacesetting</i>)</p> <p>Primary Emphasis Sets high standards for performance</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Conscientious ▪ Drive to Achieve ▪ Strong Initiative <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ Shows Endurance ▪ Tactical, Strategic ▪ Can Take Authority Boldly <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can Be Insensitive to Others ▪ Can Over-burn and Push Others ▪ Can Suffer Fatigue 	<p style="text-align: center;">Leadership style # 6 (<i>Coaching</i>)</p> <p>Primary Emphasis Develops people for the future</p> <p>Key Characteristics</p> <ul style="list-style-type: none"> ▪ Develops Others' Skills ▪ Communicates Empathy ▪ Has Keen Self-Awareness <p>Typical Strengths</p> <ul style="list-style-type: none"> ▪ Is Reliable and Supportive ▪ Promotes Learning ▪ Delegates Realistically <p>Common Difficulties</p> <ul style="list-style-type: none"> ▪ Can Lack Strategic Focus ▪ Can Balk at Tough Decisions ▪ Can Wrongly Assume All Is Well

The second component of the survey asked the participants to rate the importance of ten core values on the following six-point scale:

Extremely Important

Very Important

Important

Slightly Important

Not Important at all

Not applicable or Don't know

The third component of the survey asked the participants to rate the importance of 72 leadership skills divided in six categories with the same six-point scale previously mentioned.

The six categories were:

Personal mastery (10 skills)

Communication skills (9 skills)

Relationship skills (11 skills)

Planning & Organization development skills (15 skills)

Problem solving & conflict resolution skills (7 skills)

Human resources development skills (20 skills)

The fourth component of the survey asked participants to rate their current detachment commanders on the same 72 leadership skills. The assessment was based on the following scale:

1 = Not competent: Is unable to perform the skill

2 = Slightly competent: Is able to perform the skill but not consistently

3 = Competent: Is able to perform the skill consistently

4 = Very competent: Is able to consistently perform the skill at a superior level

5 = Extremely competent: Is able to perform the skill exceptionally well and teach others

X = Not applicable / unable to assess

The fifth component provided free space to add any other leadership skills the participants felt might be missing from the survey.

The sixth component requested participants to provide background information to establish the characteristics of the participants.

Study Conduct

Due to the large geographical area where the participants lived it was decided that the survey, quantitative methodology would provide a better representation for the initial data gathering. This survey was included in an envelope, with a return envelope, and covering letter (Appendix A), which was mailed out to them at the beginning of March 2004. They were asked to return their surveys by March 19th, 2004.

During the month of March and April the responses were analyzed with a view to determining which profile(s) is most preferred, and which competencies are considered most desirable.

Overall, this methodology can be described as a “within groups, and between groups comparison” quasi-experimental design. This methodology “...is used to make causal inferences when you are unable to or don’t wish to manipulate the independent variable...” (Palys,1997, p.279). This is a form of quantitative research, which permits a larger amount of population to be surveyed, which enhanced the reliability of the research project.

The qualitative research component of the project was to create a focus group of promotional board members who select the detachment commanders and review the analysis of the data with them. The purpose of this review was to engage the board members in examining the impact of leadership style and measured leadership skills on the selection process. The logistics of the focus group became a problem since most promotional board members do not meet on a regular basis. The researcher then conducted an informal focus group with two specific members of the promotional board members included in the sample group of participants. The researcher provided the results of the survey to the participants and asked them to comment on the results of the preferred leadership styles chosen as well as the least important leadership skills chosen by the participants. The results of this informal focus group are included in the next chapter.

The second qualitative research component of the project was to present the analysis of the research project (Appendix B) to the North Central Municipal Association representatives at their annual conference held May 12th to 14th, 2004 in Fort Nelson, BC. This provided the opportunity for participants to review the analysis and provide feedback to the researcher regarding the project. Although there were minimal feedback received due to the busy conference schedule of the participants, the comments of the few participants who provided feedback is included in the next chapter.

CHAPTER FOUR - RESEARCH STUDY RESULTS

Study Findings

The response rate for the survey was 30%. A total of 89 surveys were returned from the 266 sent out to participants. The results of this survey are listed below in separate sections. The first results provided (Table 1) are the characteristics of the respondents, which is actually the sixth component of the survey.

The first component of the survey was to establish the preferred leadership styles of local government officials for police officers. (Table 2) The preferred leadership styles according to the local government officials were authoritative and pacesetting. It is interesting to note that according to Goleman (2002), these two leadership styles are perceived as negative. It is important to note that some authors (Kouzes & Posner, 2002) (Guliani, 2002) to name a few, do not specifically state that these two leadership styles are negative, however the authors distinguish the fact that authoritative and pacesetting styles are effective in limited and specific situations. The authors also indicate that these specific leadership styles were more traditional styles of leadership employed by previous generations of leaders. Taking into consideration the average age of respondents, one could assume that the preferred leadership styles of the local government officials would be more traditional in style versus contemporary.

Characteristics of Respondents'
Table 1

Average Age	55
% under 50	38%
% in their 50's	31%
% over 50	32%
Gender	
% Female	37%
Current Position	
% Councilor	55%
% Regional District Rep	29%
% Mayor	16%
Length of Time in Current Position	
% Less than 2 years	37%
% 2 – 5 years	23%
% 5-10 years	18%
% Over 10 years	23%
Education Level	
% with High School Diploma or with some Post-Secondary	47%
% with Certificate or with 2 Year Diploma	21%
% with Undergraduate Degree or with Graduate Degree	32%

*all figures rounded

Preferred Leadership Styles*
Table 2

<u>Style</u>	<u>% Listing as Most Preferred</u>	<u>% Listing as Least Preferred</u>
Leadership Style #1 Coercive	7%	54%
Leadership Style #4 Democratic	9%	11%
Leadership Style #3 Affiliative	10%	13%
Leadership Style #6 Coaching	14%	10%
Leadership Style #5 Pacesetting	26%	9%
Leadership Style #2 Authoritative	34%	3%

* all figures rounded

The third component of the survey provided the respondents' assigned importance of ten core values. (Table 3) Local government officials believe that all core values are extremely important, very important or important. The important aspect of this component is which values were rated lowest in the ten. Local government officials believe that respect and compassion are the least important of the core values.

Respondents' Assigned Importance of Core Values*
Table 3

Core Values	% Assigning Extremely or Very Important	% Assigning Important
Honesty: Trustworthiness	99%	1%
Honesty: Dependability	93%	7%
Professionalism: High standards in action	92%	8%
Accountability: Held responsible for one's actions	92%	8%
Accountability: Answerable for one's actions	92%	8%
Integrity: Consistency of actions over time	91%	8%
Integrity: Adherence to a code of values	90%	10%
Professionalism: All treated with respect	88%	12%
Respect: Courteous conduct	78%	20%
Compassion: Desire to alleviate others' distress	67%	30%

*all figures rounded

The fourth component of the survey provides the respondents' assigned importance of 72 leadership skills divided in six categories. The majority of local government officials considered most of the leadership skills included in the survey extremely important, very important or important. It is important to note that the skills indicative of respect or compassion were rated lower in importance, which is consistent with the previous findings. The results of the rating for the 72 leadership skills are provided in table 4 to table 9.

Respondents' Assigned Importance of Leadership Skills Table 4*

Personal Mastery Skills	% Assigning Extremely or Very Important	% Assigning Important
Respect of Others	89%	9%
Positive Mental Attitude	82%	17%
Centering	75%	25%
Stress Management	72%	25%
Grounding	71%	28%
Health Management	69%	25%
Time Management	67%	29%
Education Goal Setting	53%	41%
Career Goal Setting	50%	41%
Life Planning	49%	41%

*all figures rounded

Respondents' Assigned Importance of Leadership Skills
Table 5*

Communication Skills	% Assigning Extremely or Very Important	% Assigning Important
Listens actively and sincerely	92%	8%
Asks questions that draw out important information	88%	12%
Provides clear instructions & directions	87%	13%
Communicates important issues & information accurately and in a timely manner	85%	14%
Checks to ensure accurate mutual understanding	80%	19%
Communicates effectively in writing	71%	25%
Attentive to non-verbal cues	68%	30%
Chooses language appropriate to the person & circumstances	67%	30%
Chooses appropriate method, location & time to communicate	59%	41%

*all figures rounded

**Respondents' Assigned Importance of Leadership Skills
Table 6***

Relationship Skills	% Assigning Extremely or Very Important	% Assigning Important
Answers questions honestly, maintains integrity even if it is awkward to do so	97%	3%
Treats people fairly without bias or favoritism	93%	9%
Consistently delivers what has been promised	89%	11%
Creates and ensures an environment that is free of discrimination & harassment	87%	13%
Remains objective and unbiased when resolving conflicting positions	86%	14%
Seeks to understand, and respects the values and beliefs of others	82%	15%
Gives team members constructive and supportive feedback about their performance	77%	21%
Consistently promotes a positive work environment	73%	26%
Demonstrates care and concern about the welfare of others	72%	27%
Is respectful to those not present	72%	28%
Interacts sensitively and respectfully with diverse individuals & groups	77%	22%

*all figures rounded

Respondents' Assigned Importance of Leadership Skills
Table 7

Planning And Organization Development Skills	% Assigning Extremely or Very Important	% Assigning Important
Promotes best practices	76%	22%
Identifies future challenges and prepares to meet them	76%	22%
Facilitates creative problem solving and innovation	76%	22%
Sets goals and action plans	76%	23%
Organizes time and tasks efficiently	75%	24%
Manages current resources effectively	71%	27%
Works in a way that respects and considers other stakeholders in the justice system	69%	30%
Conducts, implements, and evaluates strategic planning	67%	32%
Assesses organizational needs, problems & potentials	67%	32%
Responds to change in a planned and deliberate way	63%	32%
Understands and participates in the implementation of the business plan	63%	33%
Understands, encourages and uses technology effectively	59%	36%
Understands, applies, and evaluates the degree to which the delivery of services is met	58%	39%
Considers the impact of technology on future policing needs of community	54%	40%
Supports org. change	54%	41%

**Respondents' Assigned Importance of Leadership Skills
Table 8***

Problem Solving and Conflict Resolution Skills	% Assigning Extremely or Very Important	% Assigning Important
Addresses the sources, not just the symptoms, of problems	93%	7%
Understands and applies established ethical standards	86%	13%
Makes reasoned decisions in a timely manner	84%	16%
Is willing to work on difficult problems	83%	16%
Resolves problems using consultation and consensus, when appropriate	77%	21%
Addresses and manages problems effectively	74%	25%
Addresses and prevents workplace conflicts	73%	26%

*all figures rounded

**Respondents' Assigned Importance of Leadership Skills
Table 9***

Human Resource Development Skills	% Assigning Extremely or Very Important	% Assigning Important
Takes ownership of own decisions regardless of outcome	90%	10%
Controls own feelings and behaviours in stressful situations	86%	13%
Empowers others to assume leadership roles and responsibilities	86%	13%
Builds team morale and facilitates team motivation and achievement	82%	18%
Recognizes and acknowledges positive performance	79%	21%
Develops a team and maximizes its performance	78%	20%
Addresses below standard performance and attempts to influence improvement	78%	21%
Counsels, mentors or coaches others toward higher performance levels	78%	22%
Encourages contribution and participation by all members of the team	78%	22%
Models consistent values and aligns them in his/her personal and professional life	77%	22%
Encourages confidence in others by modeling a confident and positive attitude	76%	24%

Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands	75%	22%
Ensures that a meaningful performance evaluation process takes place	73%	24%
Coaches, guides and offers advice without assuming control	70%	27%
Approaches mistakes as learning opportunities	69%	32%
Identifies training needs of employees	69%	26%
Stimulates and supports creativity and innovation in others	69%	30%
Demonstrates flexibility by adjusting readily to change in the work environment	66%	33%
Encourages mentoring opportunities of employees	63%	32%
Adopts a continuous learning approach and works towards self-improvement	60%	37%

*all figures rounded

The fifth component of the survey provides the respondents' ratings of their detachment commanders' level of competence in the 72 leadership skills. It is important to note that on average approximately 40 % of the respondent were able to assess the level of competence of their detachment commanders. One variable, which probably affected the level of respondents, was the transfer of eight new detachment commanders in some of the communities surveyed.

However even with this variable included in the analysis it is a significant indication that there is a minimal level of interaction between certain detachment commanders and their local government officials. The respondents' ratings are described in detail in table 10 to table 15.

Respondent's Ratings of Detachment Commanders' Leadership Skills Table 10*

% Replied	Personal Mastery Skills	% Rating Very or Extremely Competent	% Rating Competent	% Rating Slightly or Not Competent
66%	Education Goal Setting	81%	19%	0%
70%	Respect of Others	80%	13%	8%
54%	Positive Mental Attitude	78%	20%	2%
64%	Life Planning	76%	24%	0%
61%	Grounding	75%	25%	0%
58%	Centering	74%	23%	4%
39%	Career Goal Setting	72%	25%	3%
37%	Stress Management	68%	24%	9%
40%	Health Management	65%	22%	14%
46%	Time Management	69%	24%	7%

*all figures rounded

Respondent's Ratings of Detachment Commanders' Leadership Skills

Table 11*

% Replied	Communication Skills	% Assigning Very or Extremely Competent	% Assigning Competent	% Assigning Slightly or Not Competent
39%	Provides clear instructions & directions	86%	11%	3%
59%	Chooses language appropriate to the person & circumstances	80%	17%	4%
46%	Chooses appropriate medium & time	79%	19%	2%
73%	Listens actively and sincerely	77%	17%	6%
64%	Communicates important issues & information accurately and in a timely manner	75%	14%	12%
54%	Communicates effectively in writing	70%	24%	6%
59%	Asks questions that elicits important information	72%	24%	3%
46%	Attentive to non-verbal cues	69%	21%	9%
70%	Checks to ensure accurate mutual understanding	66%	25%	9%

**Respondent's Ratings of Detachment Commanders'
Leadership Skills
Table 12***

% Replied	Relationship Skills	% Assigning Very or Extremely Competent	% Assigning Competent	% Assigning Slightly or Not Competent
46%	Consistently promotes a positive work environment	85%	10%	5%
44%	Remains objective and unbiased when resolving conflicting positions	83%	13%	5%
53%	Consistently delivers what has been promised	80%	10%	10%
62%	Treats people fairly without bias or favoritism	79%	12%	9%
44%	Creates and ensures an environment that is free of discrimination & harassment	78%	15%	8%
55%	Is respectful to those not present	78%	12%	10%
33%	Gives team members' constructive and supportive feedback about their performance	77%	13%	10%
59%	Answers questions honestly, maintains integrity even if it is awkward to do so	76%	17%	7%
60%	Interacts sensitively and respectfully with diverse individuals & groups	75%	13%	13%
58%	Demonstrates care and concern about the welfare of others	74%	17%	9%
55%	Seeks to understand, and respects the values and beliefs of others	73%	20%	8%

**Respondent's Ratings of Detachment Commanders'
Leadership Skills
Table 13***

% Replied	Planning And Organization Development Skills	% Assigning Very or Extremely Competent	% Assigning Competent	% Assigning Slightly or Not Competent
41%	Conducts, implements, and evaluates strategic planning	92%	8%	0%
38%	Understands and participates in the implementation of the business plan	89%	11%	0%
48%	Promotes best practices	86%	14%	0%
49%	Assesses organizational needs, problems & potentials	85%	16%	0%
48%	Understands, applies, and evaluates the degree to which the delivery of services is met	84%	9%	7%
44%	Facilitates creative problem solving and innovation	83%	13%	5%
52%	Sets goals and action plans	83%	17%	0%
45%	Responds to change in a planned and	81%	17%	2%

	deliberate way			
55%	Identifies future challenges and prepares to meet them	79%	20%	2%
44%	Works in a manner that respects and considers other stakeholders in the justice system	78%	15%	8%
47%	Supports organizational change	77%	23%	0%
38%	Organizes time and tasks efficiently	77%	20%	3%
50%	Manages current resources effectively	72%	24%	4%
41%	Understands, encourages and uses technology effectively	66%	32%	3%

*all figures rounded

Respondent's Ratings of Detachment Commanders' Leadership Skills

Table 14*

% Replied	Problem Solving and Conflict Resolution Skills	% Assigning Very or Extremely Competent	% Assigning Competent	% Assigning Slightly or Not Competent
40%	Anticipates and manages problems effectively	84%	11%	5%
48%	Understands and applies established ethical standards	84%	11%	5%
60%	Is willing to work on difficult problems	82%	9%	9%
29%	Addresses and prevents workplace conflicts	82%	11%	7%
53%	Addresses the sources, not just the symptoms, of problems	80%	14%	6%
49%	Resolves problems using consultation and consensus, when appropriate	78%	20%	2%
52%	Makes reasoned decisions in a timely manner	75%	21%	4%

*all figures rounded

**Respondent's Ratings of Detachment Commanders'
Leadership Skills
Table 15***

% Replied	Human Resource Development Skills	% Assigning Very or Extremely Competent	% Assigning Competent	% Assigning Slightly or Not Competent
36%	Adopts a continuous learning approach and works towards self-improvement	85%	15%	0%
28%	Addresses below standard performance and attempts to influence improvement	85%	8%	8%
39%	Stimulates and supports creativity and innovation in others	81%	14%	6%
45%	Coaches, guides and offers advice without assuming control	81%	10%	10%
33%	Approaches mistakes as learning opportunities	80%	17%	3%
38%	Counsels, mentors or coaches others toward higher performance levels	80%	11%	9%
44%	Builds team morale and facilitates team motivation and achievement	80%	13%	8%

44%	Models consistent values and aligns them in his/her personal and professional life	80%	13%	8%
54%	Encourages confidence in others by modeling a confident and positive attitude	80%	14%	6%
52%	Takes ownership of own decisions regardless of outcome	79%	17%	4%
35%	Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands	79%	25%	6%
49%	Controls own feelings and behaviours in stressful situations	78%	18%	4%
39%	Recognizes and acknowledges positive performance	78%	17%	6%
44%	Encourages contribution and participation by all members of the team	78%	15%	8%
58%	Empowers others to assume leadership roles and responsibilities	77%	15%	8%

33%	Ensures that a meaningful performance evaluation process takes place	77%	17%	7%
38%	Encourages mentoring opportunities of employees	77%	20%	3%
41%	Demonstrates flexibility by adjusting readily to change in the work environment	76%	13%	11%
42%	Develops a team and maximizes its performance	74%	15%	10%
36%	Identifies training needs of employees	70%	18%	12%

*all figures rounded

The participants also provided several comments as part of their surveys. Here is a sample of them.

- *All 6 leadership types are so close that any differences would be overcome with experience and training. Evaluating current commander is difficult- very little contact.*
- *None of the leadership styles are all correct re: common difficulties made it hard to pick any. Commander section hard also as don't know that well, some is hearsay.*
- *Even though my council has looked for a collaborative relationship, the relationship b/w our community and the local RCMP has developed into a major cause for concern.*
- *Leadership roles of our detachment commander have been assessed based on his monthly reports and on programs that are evident in the community. The commander keeps a low profile and seems a quiet person and so it is difficult to ascertain his leadership style.*
- *I was unable to answer your qualitative questions about the detachment commander b/c we have very little contact with him/her. Maybe once a year.*

Some participants also provided what they felt were additional leadership skills, which would be beneficial to their detachment commanders. I am including a few of them as a sample.

- *Walk the talk- Show behaviour examples.*
- *Able to act decisively & independently; self starter; works well independently & in a group environment.*
- *Aware of community (public) around them; takes part in community affairs & activities; makes contact w/other leaders in community; is visible in community; not bound to the desk.*
- *RCMP member should join community in organizing events/coaching sports and whatever/whenever be visible.*
- *Fitting into the community; encouraging others to belong to the community.*
- *Knowledge of local issues; interest & empathy for town dynamics; adaptable to town's needs; able to live & work in small town.*
- *Strong feeling toward community; staff partake in community groups.*

- *Involvement in community; promoting community involvement (community involvement by the police force builds many of the leadership attributes that are preferred).*
- *Ability to co-operate w/council; ability to provide leadership into low morale situation; public perception of individual & detachment.*

The results of the informal focus group with the RCMP promotional board participants were consistent with the actual data gathered in the survey. When the participants were asked to comment on the survey results, the comments were:

- *It does not surprise me that the most preferred leadership styles are autocratic in style the age of the people answering the survey is of an older generation. The age is very similar to the members involved in promotional panels.*
- *The RCMP is still not ready to change to a new style of leaders.*
- *The paramilitary system is too engrained to change significantly. There is a need for structure that autocratic leaders bring to the organization.*
- *All the skills are very important, however I am surprised that compassion and respect did not get rated as high.*

There was less interest in the actual skills surveyed than the actual leadership styles surveyed. It is unknown to the researcher if the lack of participation or commitment to the focus group might indicate a certain level of apathy towards the promotional system in itself. It is obvious that an increase in participation in the focus group might have provided more insight as to the views of promotional board members.

There were a few comments obtained by local government officials at the presentation of the survey results in Fort Nelson. Due to a busy conference schedule, the amount of time available to the participants to interact with the researcher was limited. However, the comments provided were very informative and divergent in opinions. Here are the comments provided:

- *Very interesting research.*
- *Detachment commanders need to interact with city council more.*
- *We're served very well but we need to have more consultation.*
- *I disagree that traditional styles of leaders is what we need. We need for police leaders to be accountable to the community.*
- *The RCMP has always provided good service.*
- *The RCMP has to be more sensitive to the community needs.*

Study Conclusion

This research project demonstrated clearly that local government officials mostly prefer authoritarian leaders and pacesetting leaders.

The primary emphasis of an authoritarian leader is to mobilize people toward a vision. The key characteristics of such a leader are self-confidence, empathy and change catalyst. The strengths of an authoritarian leader are its resiliency in times of stress, its willingness to help others and its inspirational demeanor. The common difficulties associated by an authoritarian leader are its self-assurance, its tendency to lose track of time and its tendency to be too wordy. (Anderson, 2000)

The primary emphasis of a pacesetting leader is to set high standards of performance. The key characteristics of such a leader are conscientious, strong initiatives and a drive to achieve. The strengths of a pacesetting leader are its tactical and strategic mindset, its endurance and its ability to boldly take authority. The common difficulties associated with pacesetting leaders are its insensitiveness toward others, its ability to push or over-burn others and its tendency to suffer fatigue. (Anderson, 2000)

From the responses provided in the detachment commander ratings, local government officials are generally happy with the police leaders chosen for them. However, in the general comments provided by the respondents there appears to be a slight discrepancy due to the fact that local government officials do not seem to know their detachment commanders very well.

The comments made by the participants indicated a definite concern with the fact that detachment commanders, police leaders or police officers in general should be more involved and be part of the community they serve and live in. This might speak to the level of allegiance the officers feel to the community versus their own organization. This has been alluded to when Seagrave state “this point has been made by Hann et al. (1985) who show how [RCMP] detachment commanders see their accountability to be owed to superiors within the force rather than to local government municipalities” (1997, p.86).

Although the participants indicated clearly that all core values evaluated were extremely or very important it was interesting to find out that the least important of those values are Respect and compassion. This was reiterated by the results provided by the participants in which of the seventy-two leadership skills was important. Most of the leadership skills were found to be extremely or very important except in a few categories. Here are the categories and specific leadership skills:

Relationship skills

- Demonstrate care and concern about the welfare of others.
- Is respectful to those not present.
- Interacts sensitively and respectfully with diverse individuals & groups.

Problem Solving and Conflict Resolution skills

- Resolves problems using consultation and consensus, when appropriate.
- Addresses and manages problems effectively.
- Addresses and prevents workplace conflicts.

These skills are directly related to the values of respect and compassion. This leads me to believe that local government officials are less worried how police leaders interact with clients or employees as long as the business of law enforcement is accomplished. It also leads me to believe that local government officials expect or prefer police leaders to be managers versus leaders.

Study Recommendations

Based on the fact that the Royal Canadian Mounted Police in the last decade has embraced different types of leadership training program as well as communicating internally the need to enhance their leadership capacities. It is interesting to note that their own detachment commanders have not apprised their most important stakeholders, local government officials, of the efforts to enhance leadership skills.

Recommendation One

That Royal Canadian Mounted Police Detachment Commanders increase their interaction with local government officials as well as other key stakeholders in their community.

Recommendation Two

That the research project be conducted in the other regions of British Columbia to determine if the results are comparable.

Recommendation Three

That the research project be conducted with a representative sample from the general public to determine if the results are comparable.

CHAPTER FIVE – RESEARCH IMPLICATIONS

Organizational Implementation

The Royal Canadian Mounted Police has been continually evolving in regards to leadership. Due to the sheer mass of employees and different geographical challenges, there have been several different leadership programs embraced throughout Canada. In itself, the North District of British Columbia has been a pioneer in regards to the enhancement of leadership skills in its supervisors. The unfortunate aspect surrounding the attempts at increasing leadership skills is the lack of a standardized approach and long-term commitment to enhancing leadership skills. This has resulted in managerial skills and leadership skills being confused or intermixed and described as leadership development.

Now, that it appears clear that the seventy-two leadership skills identified are either extremely or very important, the RCMP should consider implementing a more sustained, comprehensive leadership philosophy. The seventy-two leadership skills identified are integral to transformational leadership and have been proven to sustain organizational change as well as organizational leadership. In these years of massive transition in the Royal Canadian Mounted Police, it would be organizationally irresponsible to maintain a status quo regarding leadership development. The need for a sustainable leadership development initiative is fundamental for the Royal Canadian Mounted Police to be considered a progressive police agency.

Future Research

There is a need to replicate the research project in all regions of British Columbia to determine if the results are comparable or if geographical differences influence local government

officials in their relationship with their police leaders or detachment commanders. The simple fact that the Royal Canadian Mounted Police has a vast array of communities they serve it is quite possible that there could be different results.

There is also a need to replicate the research project with a representative sample of the general public to determine if the results would be comparable. Establishing if the people who have elected local government officials have the same or similar leadership style preferences of their police leaders as well as how important they view the seventy-two leadership skills would be of great value to police agencies and leadership research.

CHAPTER SIX – LESSONS LEARNED

Research Project Lessons Learned

Upon reflecting on the process involved in my research project, a few specific issues became apparent as to how it impacted the research project. The length of the survey itself was an issue for the participants. In a world of constant research, the need to be concise and specific in your questionnaire is critical to the success of your research.

The combination of quantitative and qualitative research methods, although very important needed to be better planned on the part of this researcher. There is a need to balance the two methods to obtain an increase in valuable data. In this research project the quantitative method seemed to overrun the qualitative method, which appeared to this researcher as a deficiency.

The need to pay attention to detail is specifically important. In the case of this research the timing of the survey could have been better. It was unfortunate that several detachment commanders had just been transferred into their new community at the time the surveys were received by the participants. This impeded some of the participants to fully answer certain parts of the survey.

The most important lesson learned on the part of this researcher is to ensure that your biases are well documented and communicated to your participants. I was very fortunate to have been mentored well on this matter and the fact that I communicated my biases to the participants created an atmosphere of trust during the research project. In my opinion, this is required to have a successful research project.

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Appendix A

February, 2004

Dear Participant,

I am writing to invite you to be part of a research project entitled "PREFERRED LEADERSHIP STYLES OF POLICE LEADERS IN NORTHERN BRITISH COLUMBIA", which I am conducting. This project is part of the requirement for a Master's of Arts in Leadership and Training at Royal Roads University. My name is **Michel Legault** and my credentials with Royal Roads University can be established by calling Mr. Tony Williams, MALT faculty at Royal Roads University, at XXX-XXX-XXXX ext. XXXX.

The objective of my research project is to determine the leadership styles preferred by local government officials and RCMP promotional board members of the senior police officers serving northern communities. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Masters Degree, I will also be sharing my research findings with the Royal Canadian Mounted Police and North Central Municipal Association members. The final report will also be published in the national library as well as at Royal Roads University.

My research project will consist of a leadership style and competency survey distributed to approximately 260 local government officials and RCMP promotional board members throughout northern British Columbia. Your name was chosen as a possible participant because of your position as a local government official for a northern community or as an RCMP promotional board member.

Information will be collected through the survey, analyzed and recorded in an anonymous format, and reported in the body of the final document. All documentation will be kept strictly confidential.

A formal debriefing session has been scheduled during the North Central Municipal Association AGM scheduled for May 2004. Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes

You are not obligated to take part in this research project. If you do elect to take part, you are free to withdraw at any time. Thank you for your participation.

Sincerely,

Michel Legault, Corporal
 XXXXX XXXXXXXX XXXX
 XXXX Xth XXX
 XXXXXX XXXXXX, XX XXX XXX
 XXX-XXX-XXXX or XXX-XXX-XXXX (Home)

Appendix B

Preferred Leadership Styles Of Police Officers In Northern British Columbia

- ## Agenda
- Methodology
 - Characteristics of respondents
 - Results
 - Conclusions
 - Recommendations

- ## Research Methodology
- Survey
 - 266 participants
 - 244 NCMA members
 - 22 RCMP human resources officers

Characteristics of Respondents*
Table 1*

Average Age	55
% under 50	38%
% in their 50's	31%
% over 50	31%
Gender	
% Female	37%
Current Position	
% Councilor	55%
% Regional District Rep	29%
% Mayor	16%
Length of Time in Current Position	
% Less than 2 years	37%
% 2 - 5 years	23%
% 5-10 years	18%
% Over 10 years	23%

Respondents' Assigned Importance of Core Values*
Table 3*

Core Values	% Assigning Extremely or Very Important	% Assigning Important
Honesty: Trustworthiness	99%	1%
Honesty: Dependability	93%	7%
Professionalism: High standards in action	92%	7%
Accountability: Held responsible for one's actions	92%	8%
Accountability: Answerable for one's actions	92%	8%
Integrity: Consistency of actions over time	91%	8%
Integrity: Adherence to a code of values	90%	10%
Professionalism: All treated with respect	88%	12%
Respect: Courteous conduct	78%	20%
Compassion: Desire to alleviate others' distress	67%	30%

Leadership Style # 1
Coercive

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Demands immediate compliance <p>Key characteristics</p> <ul style="list-style-type: none"> ● Self-control ● Initiative ● Driven to achieve 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● Can act rapidly to get results ● Necessary in emergency ● Inspires compliance <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can be too forceful ● Can think own way is best ● Can be insensitive to others
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Leadership Style # 2 Authoritative

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Mobilizes people toward a vision <p>Key characteristics</p> <ul style="list-style-type: none"> ● Self-confidence ● Empathy ● Change catalyst 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● Inspirational ● Resilient in times of stress ● Often willing to help others <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can lose track of time ● Can be too wordy ● Can be self-assured
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Leadership Style # 3 Affiliative

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Creates harmony & builds emotional bonds <p>Key characteristics</p> <ul style="list-style-type: none"> ● Empathy ● Building relationships ● Communication 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● Promotes positive culture ● Reliable & Consistent ● Easy going <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can be too accepting ● Can be easily influenced ● Can idealize others
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Leadership Style # 4 Democratic

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Forges consensus through participation <p>Key characteristics</p> <ul style="list-style-type: none"> ● Collaboration ● Team leadership ● Communication 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● People come first ● Intuitive & Creative ● Builds partnerships <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can avoid tough decisions ● Can lack independent judgment ● Can be swayed too easily
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Leadership Style # 5 Pacesetter

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Sets high standards for performance <p>Key characteristics</p> <ul style="list-style-type: none"> ● Conscientious ● Drive to achieve ● Strong initiative 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● Shows endurance ● Tactical & Strategic ● Can take authority <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can be insensitive to others ● Can over-burn and push others ● Can suffer fatigue
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Leadership Style # 6 Coaching

<p>Primary emphasis</p> <ul style="list-style-type: none"> ● Develops people for the future <p>Key characteristics</p> <ul style="list-style-type: none"> ● Develops others' skills ● Communicates empathy ● Has keen self-awareness 	<p>Typical Strengths</p> <ul style="list-style-type: none"> ● Reliable & Supportive ● Promotes learning ● Delegates realistically <p>Common Difficulties</p> <ul style="list-style-type: none"> ● Can lack strategic focus ● Can balk at tough decisions ● Can wrongly assume all is well
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Preferred Leadership Styles
Table 2'

Rating of Detachment Commanders

- Depending on the question the respondents prepared to rate their detachment commanders' skills varied between 28% to 73 %.
- On average approximately 40 % of respondents rated their detachment commanders' skills.
- Respondents believe their detachment commanders are very or extremely competent in most leadership skills.

Conclusions

- Local Government Officials mostly prefer Authoritarian leaders and Pacesetting leaders.
- LGO are less worried how police leaders interact with clients or employees as long as the business of law enforcement is accomplished.
- LGO expect detachment commanders to be managers versus leaders.

Recommendations

- To conduct the research project in the other regions of BC to determine if the results are comparable.
- To conduct the research project with a representative sample from the general public to determine if the results are comparable.

Recommendations

- To increase the amount of interaction between detachment commanders and local government officials.
