

**“OPERATION PRAETORIAN”**

**A NEW LOOK AT TWENTY FIRST CENTURY POLICE LEADERSHIP  
DEVELOPMENT**

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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### Abstract

This study examined and identified what were perceived by members at the Saanich Police Department to be the best practices of successful police leaders within the non-commissioned officer (NCO) ranks. The goal of the research was to better understand what competencies were believed to be integral for effective police leadership at Saanich Police. A qualitative research approach was used to examine different perspectives about what constitutes valuable leadership competencies and practices, specifically as perceived by senior Constables, Sergeants and Staff Sergeants. The research identified successful police leadership models already in place, as well as brought to light the leadership development needs for the newer generation of police officers. The complex issues surrounding training, personal and professional development, demonstrated competencies, and the subjective viewpoints of several police officers were collated and examined in detail. A thorough examination of the literature surrounding these issues was also conducted.

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I wish to acknowledge the efforts and time commitments from both Inspector R. Downie and Doctor Terry Anderson, as my sponsor and project supervisor respectively, for their guidance and friendship throughout this major project work. I was the truly benefactor of their counsel.

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## CHAPTER ONE: FOCUS AND FRAMING

*“The best executive is the one who has the sense enough to pick good men to do what he wants done, and self restraint enough to keep from meddling with them while they do it.”*

**Theodore Roosevelt (1919).**

## Introduction

This major project report will identify the best practices of successful police leaders within the non-commissioned officer (NCO) ranks of the Saanich Police Department (Saanich PD). This paper will explore the issues that constitute effective supervisory attributes at the NCO level and what type of professional development could be key to future leadership success. In modern policing, there is no singular leadership style that is always effective in every circumstance because there are several variables that come into play, including changing human dynamics that are often unpredictable. It was therefore important to identify the fundamental constants that make up solid leadership competencies within the Saanich Police Department.

This action research project took place within my organization, where I currently hold the rank of Staff Sergeant. I was previously assigned to a patrol shift as the “Watch Commander” supervising a platoon of Sergeants and Constables, when I began this research project. Currently I am the Staff Sergeant in charge of the “Community Liaison Section” within the Uniform Division of the Saanich PD. In my twenty-six years of service, I have been assigned to every division within the Saanich PD, and was seconded to the Justice Institute of British Columbia, where I was a faculty instructor at the B.C. Police Academy. My perspective is that of a veteran police leader and supervisor with a sincere interest in learning new perspectives from my colleagues in the senior Constable, Sergeant and Staff

Sergeant ranks. I wanted to understand what constitutes effective leadership skills from my colleagues' viewpoints and define the key competencies that are inherent in quality police leadership. Based in part on the results of this study, I intend to design a modern training system for leadership development within the Saanich PD.

This project focused on identifying the leadership training and development streams necessary to develop senior Constables and prepare them for promotion to Sergeant. In addition, there was an examination of the necessary competencies in order to prepare Sergeants for promotion to Staff Sergeant. The majority of operational police officers are assigned the rank of Constable. The first level of supervision and positional leadership occurs when a Constable is promoted to the rank of Sergeant. Then as Sergeants become more experienced and qualified to lead platoons, sections and specialty teams, they take on more administrative and mid-management roles within the police department. Generally, this is when Sergeants are promoted to Staff Sergeants in this type of paramilitary hierarchical rank structured environment.

I used action research to answer the major research question: What are the key competencies for modern police leadership at the senior Constable level for promotion to Sergeant and Sergeant to Staff Sergeant, in the Saanich PD?

The sub-questions are: (a) What are the best practices of successful leaders in the Sergeant and Staff Sergeant ranks? (b) What demonstrated competencies do the Saanich PD value in all non-commissioned officers? (c) How can training methods improve and be delivered to police officers aspiring to promotion within the existing training budget restraints? and (d) what professional developmental opportunities can the Saanich PD provide in order to prepare senior Constables for promotion to Sergeant and Sergeants to Staff Sergeants?

### The Opportunity

The opportunity this project presented was the examination of the issues surrounding police leadership training and leadership development within the Saanich PD. The intent behind conducting this study was that the results could guide the design of a supplement to the traditional supervisory training courses already delivered by the British Columbia Police Academy. This study was conducted with the hope that it could be possible for a custom designed, implemented and administered program by Saanich police officers for Saanich police officers to be realized in the near future. I intended to conduct research to gain the perspectives of my colleagues from the senior Constable, Sergeant and Staff Sergeant ranks, but I also wanted to understand the issues surrounding leadership development from senior management's perspective. It was my mission to learn from veteran police leaders, newly appointed supervisors, and aspiring NCOs what they believe constitutes solid leadership attributes and what the competencies for their leadership ranks need to be. It is important to understand that the modern professional police officers that make up the Saanich PD are well educated, well trained, and have some inherent leadership qualities they acquired before they joined the police force. Consequently the leadership and management styles vary greatly within the rank and file membership. Regardless of our members' pre-existing leadership qualities, there must be a baseline or standard for all police leaders to abide by and to aspire to. Determining if there could be agreement about a minimum benchmark for leadership competence was important, in my view, because all officers need to know their leaders are worthy of being followed. When there is no agreement about what leadership competencies are, then leadership development targets cannot be set. Covey (1989) suggests for example,

that without integrity in leadership, there can be no leadership. In order to gain some background perspective on leadership, I conducted a literature review in order to examine the broader leadership theories and concepts.

This project was a leadership stretch for me because I am engrained in the colloquial training and supervisory models of a veteran police leader and supervisor. I recognize there is comfort in maintaining the status quo; however, I realize that transformation is necessary in how we develop our police leaders for today and the future. Anderson (2000) suggests that the idea of transformation is important because leaders can and do have a profound effect on their subordinates, their personal growth and professional development. It is therefore imperative that modern police leaders be aware of the impact they can and will have on their organization and the morale of the people that work for them. Another stretch for me will be that I will be challenging the organizational culture of the Saanich PD to ascertain the extent to which transformational leadership, a more developmental, continuous learning approach, will be accepted.

#### Significance of the Opportunity

Within the confines of a modern police agency, there is intrinsic value in examining the processes and reasons why we behave and respond in certain ways in given situations. It is convenient and effective to establish rigid policies and procedures that regulate and guide police officers in the performance of their duties, especially when some of the decisions we make have to be based in law or policy. What is subtle yet potentially damaging to the diverse work force we now have, is that young Constables have different expectations of their careers, their supervisors and their leaders, than the veterans of my seniority had.

Approximately fifty percent of patrol Constables employed in the Saanich PD are on average twenty-five years old with undergraduate degrees. Therefore the hierarchical management and supervisory styles from the past are largely perceived to be obsolete from the points of view of this modern generation of police officers. Therefore, the idea that a single, perfect leadership philosophy or approach that might be appropriate in all circumstances needs to be reviewed. O'Toole (1996) suggests that we may never find the perfect leader, however it is important to strive for at least a clear definition of what leadership excellence might be in policing, and that, in part, is what this study attempts to delineate.

In this project I endeavored to provide opportunities for senior Constables, Sergeants and Staff Sergeants to provide their insights and perspectives of what are important leadership attributes. I believed there would have been numerous subjectively held assumptions in terms of what constitutes good leadership, which would be supported by anecdotal examples and personal opinions. This subjective perspective is rarely captured in documentary form; nonetheless, it was my assumption that subjective information would be integral in developing future leaders. In other words, it is appropriate to learn from the senior members' collective experience rather than learn from trial and error, or presume that a "canned" or "off the shelf" leadership development approach would work effectively. It was therefore important to examine perspectives on leadership from junior members and civilian staff, to ascertain what leadership qualities they admire as well. Kouzes & Posner (2002) have found that the current generations of workers want to be assured their leaders are people worthy of their trust, in that they are truthful, ethical and principled. I wanted to determine what was perceived to be important from the points of view of the people that work at the Saanich Police Department.

The results of this project may change the way internal training is designed and implemented within the existing budgetary restraints of the Saanich PD. It may be that the multiple perspectives put forth in this investigation may have produced a forum conducive to learning and expanded opportunities for professional development. In service training programs are just a starting point, in that introspection and self-evaluation may be the stimulus for further learning and education in the area of police leadership at all levels. By conducting this study in a collaborative research context, it is my submission that members of the Saanich PD have found they can influence their professional development in a positive way. Anderson (2006) suggests that a collaborative approach leads to team building, resulting in strong self-esteem, mutual respect and unconditional concern for each other as human beings. This epitomizes what transformational leadership can and should be within the Saanich PD. Anderson also points out that, "...leadership is an activity, it is relational and it is visionary, when followers are motivated to work together to achieve a common goal" (p.274).

In my view, had this research not been carried out, the current leaders of the Saanich PD would not have availed themselves an opportunity to ascertain what their modern police officers look for in their leaders. The younger officers' values, vision and mission are essentially the same as senior officers; however, their attitudes, competencies and leadership training opportunities may indeed be significantly different than current practices would reflect.

To ignore the lessons of the past is to assure the same mistakes will be made in the future. I submit this action research project was timely, relevant and may yield some positive results in relatively short order.

### Systems Analysis of the Opportunity

When examining leadership competencies and best practices, it is important to understand my view of leadership is an activity, not a position or rank within the Saanich PD. Every officer is considered a leader and is expected and required to be a leader within the community in which we all serve. It stands to reason that in order to be effective community leaders; it is incumbent on our officers to continuously learn sound leadership skills within the confines of our organization at the Saanich PD.

A systematic approach starts with one of the fundamental premises upon which modern policing is built upon, namely, "The police are the public and the public are the police." (Sir Robert Peel, 1829). This cornerstone of modern policing has its roots in the nineteenth century, however the contemporary system of community policing is essentially the same as Peel's principles in London, England so long ago. The colloquial system of community policing is a philosophy that states community members make up the police force and the police force is a part of the community.

Anderson (2006) suggests that globally there are several fundamental qualities all people want from their leaders, such as understanding, caring, respecting, genuineness and specificity. The officers within the Saanich PD expect the same attributes from our leaders, and this belief is reflected formally in our "Strategic Plan 2003-2007." The examination and findings of the Strategic Plan notes the personal beliefs of our members and our community's expectations are consistent with each other (p.11). Leadership competencies start with individual skill sets first. The leadership continuum described by Anderson (2006) starts with the process of personal leadership development. This leads to team leadership, and

team leadership develops into organizational development. The next step takes the organization's leadership attributes to stimulate community development along the same lines. This leveraging of positive leadership attributes formalizes community involvement in crime prevention and safer communities. O'Toole (1996) clearly points out that the more centers of leadership there are in a company, the stronger it will become. Our current community "Blockwatch Program" is a living testament to the success of creating safer communities by providing the leadership necessary for homeowners to take on responsibility for preventing crime in their areas.

Senge (1990) explains that within organizations, the team approach encourages leadership growth beyond the individual person. Leadership attributes of today are geared toward developing relationships with others in order to move in the same direction for success. This makes sense because the essence of leadership requires more than one person moving forward to make positive change, and the leader integrates the talents of many people to co-ordinate that change.

Solid leadership competencies are demonstrated and transferred from effective leaders to learners on the job, not simply taught in the classroom. Covey (1989) outlines that when leaders are people-centered, trusting in the belief in the creative power and potential of people, positive things can happen. It is logical then to build upon the premise of leadership competencies within the Saanich PD as being people-centered, supporting the team approach to leadership. The corollary then is without adequate leadership training and education, officers within the Saanich PD may have a tendency to copy some unnecessary, ineffective and inappropriate command-and-control oriented management behaviors they have witnessed in the past. Bushe (2001) suggests how we experience our present is more or less

conditioned by our past, so the messages for clear leadership competencies and traits may be confusing to some officers. Being overly reactive or commanding in non-emergency situations does not provide much leadership; yet, that is the behavior of some junior and mid-service level officers in the police force. The negative, morale breaking impact some of these leaders have on their subordinates can and will have a profound impact on how younger officers will respond to issues facing them in the future. Consequently, the need to establish and to agree upon what are the best practices and core competencies for officers aspiring to supervisory and mid-management positions within the Saanich PD is inherently necessary.

### Organizational Context

The Saanich Police Department was formed in 1906 to police the rural area known as the Saanich Peninsula, Vancouver Island, British Columbia. The modern day boundaries of the Municipality of Saanich have changed over the years, and now encompass one hundred twelve square kilometers, with a resident population of approximately one hundred ten thousand people. Saanich is the largest municipality on Vancouver Island and makes up approximately one third of the Greater Victoria Region. The Saanich PD employs one hundred seventy one sworn officers along with thirty-five civilian staff, supported by an annual budget of approximately twenty million dollars.

The Saanich PD is governed by a civilian Police Board, consisting of the Mayor, two Provincial and two Municipal appointees. The Saanich Police Board is governed by the B.C. Police Act and is accountable to the Police Services Branch of the Ministry of Solicitor General. The Saanich Police Department has one Chief Constable, one Deputy Chief Constable and five Inspectors as the senior officers, or management team. There are eight

Staff Sergeants and twenty-four Sergeants deployed among the five divisions, namely: Uniform, Detective, Administration, Staff Development and Professional Standards, Audits and Plans. These divisions account for the platoons and sections for the remaining one hundred thirty-two Constables and thirty-five civilian employees.

According to the Saanich Police “Strategic Plan 2003-2007,” the Mission Statement is, “To provide quality police service by working with our partners to ensure the safety and security of our community”(p.12). Our Vision Statement reflects how the Saanich PD wishes to be seen by stating:

We are known as a police department committed to excellence. We are responsive to the changing needs of our community. We provide effective leadership that ensures the sustainability of our organization and the services we provide. We encourage open communication that creates effective partnerships. We treat all individuals in a manner that is consistent with our values. (p.12)

It is instructive to know that our mission and vision statements were formed after all employees of the Saanich PD participated in surveys and workshops during 2002. Our values ensure all people are treated with respect; we believe in trust and integrity and we are accountable for our decisions. Furthermore, we are compassionate and fair, and through our teamwork we are committed to building community partnerships. Fortunately, the philosophical foundation at the Saanich Police Department has been developed consensually and forms a solid basis on which to move toward a preferred future.

Within the leadership ranks, it is anticipated there will be a vacuum created by the significant number of retirements that will occur in the next two years. Approximately thirty percent of the senior officers and senior Non-Commissioned Officers (NCOs) will be retiring, thus creating numerous promotions within the rank and file. This is due to the large influx of new recruits hired back in the mid 1970’s. According to the “Saanich Police

Association Collective Agreement 2003-2006,” all supervisory rank promotions must come from within the Association. Senior and Executive Officers fall outside of this collective agreement and may be replaced by senior officers from outside agencies. There is value in retaining senior positions and promoting from within, however the members of the association must possess the necessary qualifications, credibility and competencies in order to be promoted to management positions. This makes clarifying and agreeing upon leadership best practices and core competencies, and providing training and education more important than ever.

Leadership competencies and best practices are more than a plan for succession in the paramilitary rank environment. Rather, it is about the orderly transition of personnel from specific duties to include more global responsibilities, such as moving from primary response duties, to supervisory duties, to administrative duties and so on. The common thread in this project was to identify core competencies and best practices that are consistent with the Saanich PD leadership philosophy, and vision I have to nurture that philosophy in all of our members at all ranks.

The “Saanich Police Department Strategic Plan” encourages enhanced succession planning, improving employee development and increasing training effectiveness (p.23-32). The Saanich Police Association entered into a contractual agreement, in 2003, with senior management that has seen an increase of twenty hours of voluntary off-duty training time per member per year, in order to achieve some of the goals of the Strategic Plan. These twenty hours are in addition to fifty hours of mandatory training provided by the Saanich PD at no cost to each member. This training is primarily for firearms training, use of force exercises, tactical training and case law or legal updates. This is exclusive of other training programs

necessary for other specific job functions, such as evidentiary breath testing, major crime investigations and so on. Interestingly, there has not been any time specifically allocated for leadership development. There is time for encapsulated leadership training, or short courses, but not for actual succession planning in terms of police leadership development.

Within the confines of the collective agreement, a window of opportunity exists to design and implement leadership training modules, or other leadership development opportunities to occupy the twenty hours per year devoted to increment training. A recent survey commissioned by the Saanich Police Association addressed this topic of voluntary increment training. The return was over ninety percent and the findings reported by Dr. I. Cameron (2005) were most interesting because there were significant comments and concerns by members about the lack of career or leadership development early on in their careers. It should be noted that Dr. Cameron's specialty, at the University of Victoria, is in the area of Organizational Dynamics and he has an impressive curriculum vitae. The report is restricted and not for publication.

An interesting finding with respect to leadership that Dr. Cameron reported was that according to the survey, most members of the Saanich PD expect and demand their leaders show consistency and courage when making important decisions. Rank and file officers also want to be clear on what their supervisors' and leaders' expectations are, and want them to display a positive attitude at work. It is therefore necessary to ensure that aspiring Saanich Police leaders maintain high levels of integrity and demonstrate ethical and principled behavior. Kouzes & Posner (2002) maintain the following, which is critical to my leadership philosophy, namely:

It's clear that if people are to willingly follow someone-whether it be into battle or into the boardroom, the front office or the front lines-they want to assure themselves

that the person is worthy of their trust. They want to know that the person is truthful, ethical and principled. (p.27)

It is my view that studying leadership competencies and examining leadership best practices from all levels within the Saanich PD may have intrinsic value. The issue of multiple retirements and loss of corporate knowledge can be mitigated by availing ourselves of this opportunity to determine positive leadership attributes for our next generation of police leaders.

#### Project Sponsor

Inspector R. Downie, MA was selected to be my project sponsor within the Saanich Police Department. Inspector Downie is the Commanding Officer of the Uniform Division who oversees the four Patrol Platoons, or “Watches” as we call them, as well as the Traffic Safety Unit and the Community Liaison Section. I report directly to him on all operational and administrative matters involving my section. He completed a Master of Arts in Leadership and Training degree at Royal Roads University and is currently tasked with managing the largest division of the Saanich Police Department. As a consequence, he has a strong focus on leadership development and succession planning. Inspector Downie had the ability to encourage members of the division to participate with my research and had the authority to allow me to change shifts to facilitate interviews and other data collection activities, during the course of this project. His support of this project increased the level of participation in my study and will likely help in the implementation of any of the recommendations that the Saanich Police management team might choose to implement.

## CHAPTER TWO: LITERATURE REVIEW

### Introduction

The literature review for this major project focused on four main topic areas namely; leadership, organizational culture, teaching and learning, and team building. In reviewing the literature with respect to modern police leadership attributes, competencies and skills focusing on the non-commissioned officers ranks, these four topic areas represent an amalgam of the core issues as I see them. These issues were viewed in the context of my research question, where I was endeavoring to identify the key competencies for modern leadership at the senior Constable level for promotion to Sergeant and from Sergeant to Staff Sergeant within the Saanich Police Department. In doing this literature review, I wanted to ascertain what are the best practices of successful police Sergeants and Staff Sergeants, and what does the Saanich PD as an organization value in those leadership ranks. As a direct consequence of this investigation, it became apparent to me that leadership, organizational culture, teaching and learning as well as team building all figure prominently when examining training and leadership development opportunities within the Saanich Police Department.

### *Topic One: Leadership*

The fundamental principles of modern police leadership needs to be clearly defined, in terms of what constitutes the best practices of successful leaders in our ever changing world. A thorough understanding of transformational leadership, its key concepts and philosophy, was essential to my research. Consequently, it stands to reason that

transformational leadership was the theoretical foundation upon which my investigation was built upon during this literature review.

I was specifically searching for material that defined the key issues in transformational leadership in contemporary times. I was also interested in knowing if there was any value in using inspiration, motivation and positive role modeling as a means of demonstrating leadership competencies. It was also important for me to ascertain if it was possible to blend police supervision with leadership roles to mentor the next generation of non-commissioned officers (NCOs) of the Saanich Police Department.

In 1998, William Bratten awakened the transformational leadership idea in North America by telling modern police leaders they had to “stick their necks out” in order to change the status quo of contemporary leadership (p.306-311). In his book “*Turnaround*” (1998), Bratten challenged leaders to change their response-driven approach to policing to one that made better sense, namely to prevent crime in the first place. His view identified key issues for modern leaders to pay attention to the smaller issues, and get the entire community involved as crime prevention practitioners. Anderson’s (2000) approach to transforming leadership is predicated on the philosophy that every officer is a leader, regardless of rank or position, and that the community builds upon the relationship of the police as being members of the community who are there to serve and protect. Anderson suggests that leadership is about growing and not just being; in other words, focusing on continuous development (p.325). The systems approach to leadership espoused by Bratten and Anderson is that modern leadership, or transformational police leadership, requires knowledge of how to manage change in complex systems, character, vision, wisdom and skills.

Bushe (2001) cautions that how we currently see the world is greatly conditioned by our past experiences (p.67). There is wisdom in that idea; however, it is imperative that modern police leaders need to learn from their past and not repeat it. It is true then, as suggested by Bushe, that transformational leaders must be willing to learn, see the impact they have on others around them, and then become positive role models for the future leaders whom they coach and mentor. As an example of why transformational leadership is a necessary approach to use, I am reminded of an old police sergeant I had who was autocratic and controlling, had a reputation for not caring and depleting morale. That experience taught me what not to do to the people I lead. However I recognize how easily a contemporary leader could fall victim to repeating that same negative and arbitrary behaviors of archaic leadership. Being an autocrat is easy, however being a transformational leader requires constant effort and work, as validated again by Bratten (1998) and Anderson (2000).

Modern society requires leaders to be honest above all else. Indeed, Kouzes & Posner (2002) had studied a plethora of organizations over a twenty or more year span and found honesty as a key leadership quality. It stands to reason that contemporary leadership still values the corollary to honesty in leadership, by embracing people who are forward looking, inspirational, competent and have clarity of purpose (p.27). Like Bratten (1998), the issues surrounding risk taking, or “sticking your neck out” are highlighted by Kouzes & Posner (2002) as well. Transformational leadership requires the ability to challenge the processes, or to view things differently or from different perspectives, in order to facilitate changes for the better.

The issue of open and honest communication is paramount in all the literature I studied in this investigation. O’Toole (1995) builds upon the whole idea of leadership and

trust as the fundamental cornerstone in transformational leadership. Trust is a derivative of respect, and respect can only be earned if leaders take an interest in their colleagues, and who believe it is the leader's role to look after the welfare of the team. The principles of transformational leadership are key in O'Toole's view to successful leadership in contemporary society. The counter to transformational leadership is autocracy, in that leaders, who expect to be immediately understood and obeyed without question, will simply not be trusted, nor will they be supported by the group (p.92). This leads us to believe that effective police leaders can earn the trust of those they lead, however they must first demonstrate authentic communication skills. Bratten (1998) confirms that all leaders need to embrace open and honest two-way communications between all stakeholders in order to have a true picture of the situation and potential solutions.

Another central key to transformational leadership seems to be knowledge, skills and desire in order to gain leadership acceptance and credibility. Covey (1989) suggests that effective leadership stems from three stages of evolution in leadership growth. As Covey points out, all effective leaders start as dependent upon others, evolve to becoming independent and competent, and then move forward to becoming interdependent and mature in leadership skills (p.47-49). Covey's examples can be illustrated simplistically in how recruit officers come to the profession and are dependant upon more senior officers to learn their jobs. As the junior officer progresses, grows and becomes independent, the officers begin to teach and coach their junior officers, and as a consequence the process begins developing leadership skills sets, sometimes even at the unconscious level. As officers mature, they realize the benefits of interdependence; consequently the officers surround themselves with like-minded and intelligent people, all the while growing forward and

creating “win-win” situations. As Covey points out, in “win-win” situations, everyone gains, no one loses, and the team becomes more effective and learns better from the collective wisdom of the group (p.50). In my view this is the essence of teamwork.

Kouzes & Posner (2002) believe that leaders need to tell people within their organization, what it should look like, feel like and be like in great detail (p. 28). The literature seems to resound with the importance of vision, mission, goals and objectives. This sense of purpose is how Bushe (2001) explains the need for modern leaders to stay connected to others within their organization, and to stay involved long enough to see the results or consequences of their action. This too demonstrates the importance of positive role modeling, in that a leader’s communications need to be honest and clear, with the view that colleagues will tell the truth about changes and the results, either positive or negative (p.229-230).

Abrashoff (2004) suggests that leaders of organizations have to guard against selecting a few “overachievers” to do the bulk of the work, and allow the majority of personnel to be content with performing at a minimal level. He states, “...if you espouse this worldview and behave accordingly towards the people under your command, you will create a self-fulfilling prophecy – and you and your company will be the worse for it” (p. 9). It is important to model exactly what a leader wants in order to achieve that ideal. Abrashoff also points out how a leader needs to be authentic in all dealings with people. He states, “...a final crucial lesson I learned in the U.S. Navy: never sail under false colors. When you are one hundred percent true to yourself, people will believe in you and follow you anywhere. We all want skippers we can trust...” (p.66).

Bratten (1998) addresses this issue by stressing the importance of being optimistic as a leader, and celebrating successes as a team. He also inspires his organization by demonstrating how he will back up his officers when they acted properly and would not allow them to be pilloried in the media. Bratten also motivates by accepting honest mistakes, while at the same time showing he would not tolerate dishonesty or deliberate abuses. In the policing context, authentic leaders explain exactly what they stand for and set the stage for acceptable behavior.

The consequences of poor motivation and when leaders fail, is clearly set out by O'Toole (1995). He suggests that poor attitudes between leaders and their followers result in a destruction of trust, respect and honesty (p.37). This is usually when the autocratic leader pulls rank and simply issues orders and no longer listens. O'Toole's thought was further amplified by a statement made by General Colin Powell (U.S.Army Ret'd) at a leadership conference he was speaking at in 2004 when he stated, "...the day soldiers stop bringing you their problems is the day you stop leading them. They have either lost confidence that you can help them or concluded that you do not care. Either case is a failure of leadership."

When looking at the complexities of transformational leadership, the issues surrounding change and achievement that arise can be viewed synonymously. Covey (1989) believes that true leaders need to have a paradigm shift and believe that change is good, change is for the better, and that change need not be feared but embraced. Covey suggests too that resistance to change can be brought on by the fact that any perceived changes to the status quo will require significant energy. A profound analogy is described by Covey, whereby he articulates the "incredible" and "fantastic" achievement of Apollo 11, the first manned lunar landing. Covey draws similarities to how during the liftoff of the Saturn Five

rocket, more power and energy was expended in the first few moments of that space flight, during takeoff, than for the remainder of the landing and return mission. The flight to the moon in July 1969 was relatively effortless in terms of energy, but the flight path required numerous minor course corrections along the way. Indeed, when the actual landing was in progress, Astronaut Neil Armstrong took manual control of the lunar module and landed the craft himself because the computer program had not taken into account the rough terrain found at the landing site. Covey's analogy is eloquent yet so applicable to the idea of positive role modeling, expending of great energy to achieve an amazing goal, all the while understanding that minor corrections will need to be taken along the way (p.46). The whole idea of the commander taking a "hands-on" approach at a critical time blended beautifully into my view of how police leadership needs to evolve in contemporary times.

It is becoming apparent that modern police leadership and police supervisory duties have tried to separate from each other over the past two decades. According to Anderson (2006) it is more than likely that leadership, supervision and management need to meld together and not separate. Transformational leadership does not differentiate between supervision and leadership. The whole system, the person, the team and the organization need to work together and strive for a higher level of understanding (p. 325). The higher level of understanding refers to leaders and supervisors rewarding the successes of their officers, paying attention to them and being open to trying new ideas. The whole concept of a supervisor viewing setbacks as learning opportunities, instead of non-compliance with policies, is a fresh new way of establishing leadership credibility, loyalty and respect. All of this presumably will result in the enhanced development of teams, an optimization of strategic implementation, and a direct benefit to the community.

Bratten (1998) is known throughout policing circles in North America for introducing the “CompStat” computer system to the New York Police Department (NYPD). This system captured real time data of reported crimes, and graphically detailed increases and decreases in crime trends and patterns. His notion of area commanders using the data to begin blending their supervisory skills with their leadership roles made everyone within their units more accountable to their bosses, which in turn has generated more enthusiasm for solving crime problems in that vast city. Supervisors and command level leaders were “allowed to stick their necks out” to try new ways of reducing crime, preventing crime in the first place, and motivated the officers to take pride in their work at the local level. Supervisors turned into leaders and leaders turned into the leadership models so desperately needed within their communities and districts of New York. The net result was a substantial reduction of reported crime in that city within two years. The credibility of this concept is solid and most believable. In this way, leadership and supervision in policing must also stay true to the roots of the profession, as described by Bratten (p. 307).

Bushe (2001) describes how some leaders are deemed to be good supervisors, but some supervisors are not good leaders. The essence of what Bushe is suggesting here is that supervisors or managers that are solely focused on task accomplishment without regard for the people who work for them are destined to be ineffective when it comes to leadership skill development. On the other hand, Kouzes & Posner (2002) suggest in their research that leadership can be taught, as long as leaders are willing to teach, coach or mentor others, which in turn is a form of supervision and leadership development. The key to Kouzes & Posner’s work is that true leaders bring out the best in everybody, yet take the time to build

good relationships with their people, in order to develop relationships beyond the supervisor role (p.30).

I found the most profound analogy of blending leadership with supervision was in Covey (1989). In his example of a machine running at peak efficiency, with cost being reduced and profits on the increase, all being monitored by the supervisor who was interested in productivity only and not production capability of the machine. Eventually, the machine broke down because it was not serviced regularly, and was not repaired when minor repairs were necessary. Rather, the machine ground to a halt and required a complete re-build in order to get back into service. The machine then cost more to run, had lower profits and never really performed again at an optimal level. The symbolism Covey used here was brilliant. If a supervisor is only interested in how his or her people perform, without paying attention to servicing their needs and making minor adjustments along the way, the team inevitably breaks down and becomes ineffective. This analogy struck a chord with me, because in my experience, I have seen high performance teams lose their effectiveness because leaders were transferred to other divisions, and supervisors took over without spending the time to become team leaders. Bratten (1998) suggests that paying attention to the small things makes the difference between leading others, and just being with others. Bratten notes from his own experiences as the Commissioner for the New York Police Department, that in order to become a leader of an organization, a person must be devoted to the organization, and the people who make up the organization. Bratten stated:

I seek out a love of city, I seek out a love of department, and I seek out those who love cops. Because if you don't, you cannot lead them, you cannot inspire them; you cannot, when necessary, discipline them. Each and every person [on my team] works together as a team because we share so many things, and the number one thing that we share is a love of cops. (p.307)

In the context of transformational police leadership, this statement rings true to me.

*Topic Two: Organizational Culture*

It is necessary to understand the organizational culture within my police force, in order to find a balance between the time-honored traditional police service to the community, and the needs of our modern police personnel. In general terms, police forces in modern democratic society operate under the rule of law. Police forces must also be seen to be a constant institution with stability during times of change in society. The idea that police forces reflect the needs of modern society is anchored by the fact that police forces evolve with the law as it too evolves with society. This topic will assess the current practices, values and strategic planning of our organization against the evolution of our society's values, laws and contemporary culture. It was necessary for me to ensure that the Saanich Police Department's organizational values were in sync with society. This means that it is a critical element of leadership to be aware of the impact of changing society and the congruency of cultures. Police forces should be willing to change, to grow and adapt to the changing values and mores of society, rather than remain entrenched in the way things have always been done in the past. It is no longer enough to accept police organizational culture without challenging the reasons why we do things the way we do. The literature review in this topic area focused on managing change, preserving knowledge and building upon the collective wisdom of those police officers that came before us.

One of the first areas I decided to examine were the fundamental principles of why police forces have evolved the way they have, and why their cultures have evolved in the way they have. I began to study historical records and ascertained that the Emperor

Augustus in 31 B.C.E., in ancient Rome, formed the world's first organized paramilitary police force. Organizational culture, or the rationale behind how our police forces are expected and required to act is steeped in tradition, and had its beginnings in ancient Rome. The Emperor Augustus created a team of elite soldiers drawn from all of the legions of Rome and granted them special authority to protect the government. This was the birthplace of the Praetorian Guard, which was in essence, the first paramilitary police force of Rome. Emperor Augustus wanted to have specially trained troops patrolling the city without wearing their armour or shields, however they were to be simply armed with short swords for self-defense. The soldiers patrolled the city in small groups to provide a visible presence of security, but were not to be seen as a garrison within the city walls. The Praetorian Guard was called upon to enforce the law, maintain order and respond to emergencies without an overt military presence. Initially, the officers of the Praetorian Guard were carefully selected, were well educated and received much higher pay than regular army troops. They were exempt from menial labor duties; however, they were expected to use their time training and patrolling the streets of Rome. They were sworn to be loyal to the Emperor and eventually became the constant arm of government during the later times of tumultuous change.

Throughout time, the founding principle of all law-enforcement agencies and police forces has been to enforce the law and keep the peace. In 1829, Sir Robert Peel created the first 'modern' police force in London England. Peel ensured that the police were governed by a civilian oversight body and were ultimately accountable to the community as well as the government. When Peel introduced the 'Metropolitan Police Act' to the British House of Commons in 1829, there were five fundamental principles for the police force to abide by.

They were: protect life and property, preserve the peace, prevent crime, apprehend offenders and enforce the law.

Modern police agencies in the Western world still to this day reference the principles of Sir Robert Peel as part of their organizational mission statements. Indeed, the common law in Canada recognizes these principles as the fundamental mission of the police in our country. In Canadian jurisprudence, the Supreme Court of Canada has stated that any police activities that are congruent with Peel's principles will probably be found to be reasonable according to law.

Using these two examples I wish to set the context of how engrained police organizational culture can be, and how changes to the status quo may not be trusted by police officers within their organizations. According to Grosman (1975), police forces derive a level of comfort with their standing operating procedures when the surrounding community has a favorable view of that organization. Conversely, when changes are made in the police forces' standard operating procedures, the changes to those familiar procedures constitute great disruptions of officers' routines and duties (p.50). The point here is that organizations are resistant to change because changes can be viewed as threatening to the essence of the police forces' organizational culture.

In my view it is important to understand why there is resistance to change in policing and how that ties into the organization's culture, before suggestions for improvement can reasonably move forward. Yukl (2002) suggests that, "...efforts to implement change in an organization are more likely to be successful if the leader understands the reasons, the sequential phases in the change process and the different strategies of change" (p. 151).

In the past, organizations were created to take chaotic human elements and put them together in an orderly, productive fashion to achieve that organization's goals. This ranged from small businesses to entire civilizations. According to Robbins and Finlay (2004) "...the most common means of achieving order in a society or an organization was to use brutality and superiority of force as the organizing principle" (p. 70). Robbins and Finlay further suggest that, "...in modern times, people resist change for many reasons, because they all have free will, their own ideas of how things should be. They resist having to obey a manager's every whim" (p.71).

On the other hand, it is well known that modern society is changing at an astonishing rate. According to Boyer (2003) there is evidence of rapid change caused by, "...new technologies, information transfers and the traditional power structures have suddenly and forever changed, just as the growth of global knowledge changes" (p.20). Boyer further suggests that, "Internet information exchange is proving to be increasingly disruptive of traditional power relationships and society, from children's relationships with their parents, employees to employers, students to teachers, patients to health care, citizens to government" (p. 20).

The dichotomy here as described by Boyer (2003) is that notwithstanding the rapid changes in modern society, primarily due to advances in technology, traditional organizations continue to exist. Boyer further states that, "...the armed forces, police forces, court structures, government departments, traditional power pyramids are more or less functioning as they always have, because their role requires it and their inertia fosters it" (p. 24).

This contrast tends to explain why some police forces resist organizational change even though the rest of society is moving forward. Boyer (2003) underscores how during

times of rapid change, some managers will busy themselves doing the things an organization needs to have done, while ignoring the people that make the organization work. Boyer suggests that during unfamiliar times of change, leaders need to lead their people and let their managers look after the processes in order to allow change to occur. Boyer states that, "...a mixture of old and new ideas of leadership is emerging to fit our current era. The era of globalization and harmony with different cultures will dictate the need for collaboration and harmony, rather than competition" (p. 32).

It is therefore necessary for all police leaders to keep their priorities straight during times of uncertainty and rapid change. Everyone within the organization must look after the police mission, the men and women that form the organization, and the things that need to keep the organization viable.

It is instructive to examine how the culture of modern society has an effect on the organizational culture of a police force. It is suggested by Adlam & Villiers (2003) that professional police officers, "...should manage themselves, as members of professions exercise a degree of discretion about how they go about their work, using their experience and good judgment, which is in the best interest of the client" (p.24).

This idea clearly challenges the traditional organization 'command-and-control' culture of police forces. Adlam & Villiers (2003) go on to explain how this conflict in cultural attitudes can be confusing for the police officers and the public, which they serve. Police officers by virtue of their positions in a free and democratic society are there to be the force necessary to enforce the laws of society. By the very nature of the profession, police officers are required to do negative and unpleasant work by controlling and coercing citizens. Then, back at police headquarters, the police force's ranking officers also exercise the same

command-and-control methods in terms of managing their officers, which in turn causes the junior officers to resent their senior officers and management teams (p.24-30).

This dichotomy is further exacerbated when modern police leadership thinking tells every officer that they are to be considered a leader, that they need to exercise discretion when dealing with the public, but that they must also paradoxically strictly obey the orders of their superior officers. This breeds what Adlam & Villiers (2003) described as the “blame culture.” They state that:

Police live in a blame culture, or in a faultfinding culture, rather than one based on respect for professionalism and the proper use of trust. Senior officers allow subordinates vast discretion, until something goes wrong. Then, it is investigated like detectives investigating a crime, only to be looking for someone to blame.  
(p. 28)

This can breed a cynical organizational culture as well, and as a result police officers become cynical with their organizations, their leadership, and indeed the public.

It was not surprising for me while studying the many aspects of police organizational culture, that there were many contrasting points of view all trying to justify why the police are staunch traditionalists and resistant to change. According to O'Connor (2005), the organizational culture of most police forces actually projects and perpetuates the ‘us versus them’ worldview. For example O'Connor suggests, “this creates a cultural belief system that reflects an unwritten (and largely unspoken) value system...police culture is said to have the following elements in its ethos: bravery, autonomy and secrecy” (p.2). It is no wonder that experienced police officers turn inward within their organizations and put up ‘defensive shields’ against the public to defend themselves and their worldviews in modern society. In short, the public want the police to provide the necessary security against crime and disorder for everyday life, but they are equally cautious around the police for fear of being caught

doing something contrary to law. For example, in modern society people want strict traffic laws and tight enforcement to keep society members safe. Yet, when those same people are caught committing a traffic violation themselves and get sanctioned by receiving a traffic ticket, they have a tendency to resent the very officers they want protecting them, and become critical of the officers for doing their duty. The hypocrisy here breeds resentment and the police become increasingly cynical of even the average people in society.

According to O'Toole (1995) it is necessary in modern police culture to break down barriers between police officers and their leaders, in addition to police officers breaking down barriers between themselves and their community. It seems that building and maintaining trust in any organizational culture, especially the police culture, is of great importance. O'Toole suggests that:

Culture is the unique whole – the shared ideas, customs, assumptions, expectations, philosophy, traditions, mores and values that determines how a group of people will behave. When we talk of a corporation's culture, we mean the complex, interrelated whole of standardized, institutionalized, and habitual behavior that characterizes that firm, and only that firm. (p.72)

Therefore in my view, the issue of building trust in a culture that manifests a blame-culture is the quintessential paradox. This appears to be why there are major sources of frustration and confusion in modern police organizational culture theory.

Stringer (1999) suggests that when organizational cultures are opened up to scrutiny, people can become quite defensive. Indeed, senior managers may actually, "...feel threatened by scrutiny, because it can be seen as judgmental or even confrontational when people question or challenge the status quo" (p. 20).

In an interesting turnaround, Bratten (1998) offers his views that changing and organizational culture may not be the operative phrase. Rather, he suggests that improving

on what already exists may lead to changes by virtue of small successful outcomes. Bratten explains that if police leaders focus on positive reinforcement of their personnel when they achieve successes, it actually generates more positive action, which will also foster more positive reinforcement. This logic, according to Bratten, may indeed assist in police organizational cultural change without actually calling it that.

### *Topic Three: Teaching & Learning*

In this topic area, I wanted to ascertain if there was a better way to share knowledge and pass on information within the Saanich Police Department.

In the early 1960's, the newly elected President of the United States John F. Kennedy said, "...leadership and learning are indispensable." It is critical for modern police leaders to embrace their new role as teachers, mentors and coaches if they are to earn the right to lead others. The corollary then is leaders in the policing community must be open to learning from others within the organization as well, including junior members. This poses a paradigm shift in thinking from the hierarchical rank structure idea that the most senior in rank and service is therefore the most knowledgeable.

I was curious to see if there were other ways to create opportunities to lead, teach and learn as a substitute to traditional classroom-based work. At the same time, I wanted to know if opening lines of communication would allow coaching and mentoring to occur within the Saanich PD. I also wanted to ascertain if creating a positive environment would support continuous leadership development, education and growth.

One of the interesting phenomena about teaching and learning in a hierarchical rank structured organization is the underlying assumption that whoever is higher in rank is smarter

or wiser than the rest. It is apparent that phenomenon is inaccurate; according to Mackeracher (2004) who opined that only a small percentage of people have that worldview. For example, Mackeracher suggests, "... that 'received knowers' [a category of person] tend to assimilate knowledge from external sources and perceive those people to be powerful and infallible, who are the only acceptable sources of knowledge in their world" (p.159). In other words, for some people, it is apparent they would rather give up their decision-making ability by deferring to a higher authority, such as in a paramilitary organization.

In the paramilitary rank structure of policing, assumptions can be made that as subordinates follow orders of superior officers, they must be correct or smarter than they are. The type of people who were drawn to police work in the past may very well have believed this phenomenon and acquiesced to it, thereby confirming the myth that only smart people move up in rank.

On the other hand, people who are currently joining police agencies are the types of people that question rank and authority, and simply do not accept that rank and superior knowledge are one in the same. According to Boyer (2003), the philosophy of "servant leadership" is beginning to take hold, because it is now accepted that all people are leaders in various forms. Modern, intelligent and educated people are no longer satisfied with doing what they are told by persons in authority, and there is growing resistance to that type of 'command-and-control' organization (p.23).

Therefore, it is not surprising that teaching and learning in a policing environment is met with resistance. Consequently, Boyer (2003) suggests that in order to teach and learn within an organization, leaders will need to think less of themselves as smarter than their subordinates. Rather, "... organizations need leaders with a vision, integrity, creativity, self-

awareness and commitment. Leaders need to be excellent communicators, have keen analytical and decision-making skills, and can empower and motivate others to achieve goals previously considered unachievable” (p.32).

According to Lynch (1998) there may be some value in having senior officers teach or coach junior officers within the police paramilitary hierarchical rank environment. Lynch states that supervisors need to take on mentorship roles with their subordinates who report to them, and thereby demonstrate ethical and proper behavior for them to follow. It seems only logical that within the police organizations, people have to rely on their seniors for guidance and learning. This may be paradoxical in that Lynch points out, “... the sergeant is the most important front line supervisor in modern policing, yet we do not provide any pre-promotion training or education. We expect them to just figure it out” (p.51). It is believed that this is the normal situation for most Canadian, American and British police organizations; therefore, it makes sense to draw upon the knowledge and experience base of successful Sergeants and NCOs currently serving. Interestingly, the Canadian and American military forces have established “pre-promotion training programs” for their aspiring NCOs, so that they will not have to “just figure it out” too. The value of pre-promotion training is apparent when relatively junior police officers are placed into a position of leadership without adequate preparation. They ‘learn-as-they-go’ or they just ‘figure it out’ and that creates a whole new set of issues that will be discussed later in this report.

The ideas behind teaching and learning in the police context appear to be diametrically opposed. It can be said that as the world and policing culture evolves, so must the methods and means of developing police leaders evolve, rather than just training officers to respond reactively to situations. According to Adlam & Villiers (2003) in over forty years

of police leaders graduating from Bramshill (Britain's National Police College) no one has made a defensible argument to teach autocratic leadership styles. Indeed, the British police thinking with respect to teaching and learning is the ability for police leaders to transform their followers' way of looking at things, and learning. Adlam & Villiers suggests that, "... leaders must motivate their followers to achieve more than they thought possible, strengthen their commitment to the organization and induce feelings of trust, loyalty, admiration and mutual respect" (p.29).

It appears that in order for police officers to teach, learn, improve and grow, there needs to be a catalyst to open minds to new ideas. Classroom lectures and rote learning do not appear to be as effective as practical or 'on-the-job' learning. According to Kim & Mauborgne (2003) through their analysis of Commissioner Bratten's turnarounds, several conclusions were reached that reinforce the idea that police officers learned best by doing and accomplishing their mission. They cite the overall crime rate drop in New York City and public confidence in the police increasing as a measure of new leadership effectiveness, or as a demonstrable outcome of new learning and breaking with the status quo thinking.

What is interesting to note is that the all-time high successes in New York City are still effective almost ten years after Commissioner Bratten retired. This appears to have made a fundamental shift in the New York Police Department's organizational culture and strategy that still endures to this day. This was also not taken in isolation, as Kim & Mauborgne (2003) cite Bratten's five successful turnarounds, namely the Boston Police Department's District Four, the Massachusetts Bay Transit Authority, the Boston Metropolitan Police, the New York Transit Police and the New York Police Department. From their study, these turnarounds were all attributed to Bratten creating an atmosphere of

creativity; and facilitating a change from the status quo way of thinking by drawing upon the collective wisdom of his staff. In my view, these are prime examples of how a police organization can and does have the ability to teach itself and how people learn from one another within an organization. In analyzing Bratten's success, Kim & Mauborgne (2003) suggest:

[Bratten] put key managers face to face with operational problems so that managers cannot evade reality. Poor performance becomes something they witness, rather than hear about... it sticks with people, which is the essential if they are to be convinced. Not only that a turnaround is necessary, but that it is something that they can achieve. (p.64)

Based on the successes Bratten has had in five turnarounds, and now on his sixth with the Los Angeles Police Department, it appears that learning new ways of dealing with chronic problems by looking within their organizations may be an important key for modern police leaders to unlock a greater degree of success.

Teaching and learning within the policing context brings up issues surrounding acquiring technical skills and core competencies, but it must also address intellectual stimulation of police officers when they are in an operational environment. According to Murphy & Drodge (2003), intellectual stimulation of police officers, "...has direct implications for leadership in community policing, for example, because such organizational changes require a new way of understanding police work and a new approach to performing some fundamental duties" (p.12). The idea that teaching and learning through the necessity of challenging old ways of doing things, suggests that intellectual stimulation is a major factor when discussing transformational leadership. In their study, Murphy & Drodge (2003) cite a comment made by an officer who discussed his approach to teaching and learning. The example given is of a certain type of crime needing to be investigated. Rather than assigning

three experienced officers to the case, this particular police leader assigned two experienced and one inexperienced officer to the file. This leader was practicing good coaching skills by allowing the experienced officers an opportunity to teach 'on-the-job', while the inexperienced officer had an opportunity to learn 'on-the-job'. In the end, the organization benefited by yet another officer gaining confidence and competence in that type of criminal investigation, while the other officers developed additional leadership and teaching skills.

The study of transformational leadership also relates back to how police leaders share information and develop their staff to become leaders themselves. It is suggested by Densten (2003) that in terms of police teaching and learning, transformational leaders "delegate projects to stimulate learning experiences, provide coaching and teaching, and treat each follower as an individual...and achieve intellectual stimulation to arouse followers to think in new ways and emphasize problem-solving" (p.402).

It is further reported by Kouzes & Posner (2002) that teaching and learning within an organization, any organization, can and does generate trust among the people that are part of it. Trust building is critical if an organization is to be successful. According to Kouzes & Posner "... trust was the number one differentiator between the top 20% of companies surveyed and the bottom 20%. The top performers trust and empower individuals to turn strategic aims into reality. The more trusted we are, the better we innovate" (p.245).

#### *Topic Four: Team Building*

In order for any organization to grow and be progressive it is essential that the people within that organization work together toward a common goal. Senge (1990) suggests that within organizations that practice teamwork, leadership has a means to grow. Modern

policing philosophy encourages the formation of partnerships and teambuilding as a means of leveraging resources to prevent crime and disorder. It seems critical for modern police leaders to embrace team building as a core competency for transformational leadership in this twenty-first century. I was curious to find out how important the building of trust, loyalty and mutual respect was in order to have a healthy police organization. Furthermore, I wanted to confirm that appreciating the contributions of team members, by instilling a philosophy of gratitude, would help maintain positive and high morale within the police force.

Team building needs to go beyond just training exercises or group retreats to discuss issues of interest. It is a philosophy, and indeed becomes a way of doing business in any organization, where teamwork is the essence of why that organization exists. According to Clapham (2007) team building is an essential part of leadership development. In his "Ten Core Leadership Principles," Clapham connects the philosophy of developing leadership skills, by developing teamwork with the importance of recognition, wellness, coaching and mentoring as fundamental attributes for every member of his RCMP Detachment.

According to Covey (1989) "...independent people who do not have the maturity to think and act interdependently may be good individual producers, but they won't be good leaders or team players" (p. 51). This suggests that in order to be successful within any organization, people need to work collaboratively or synergistically, if there is any hope for success. This idea is further confirmed by Rothaus (2006) when he suggests that:

The military has understood it for quite awhile, and the private sector knows it to: organizational success is dependent upon teams. No management fact is more obvious and no concept more critical. In organizations, we don't act alone, because we simply can't. We depend on each other for support, ideas, leadership and encouragement. In law enforcement, we often depend on each other for our very lives. (p.1)

This statement made by Chief of Police Rothaus in California resonates throughout the policing culture in the Western world. The importance of developing teams, networking, and working towards common goals are indeed necessary for police organizations to function.

It can be surmised that team building and relationship building in the policing environment are one in the same. It is suggested by Short (1998) that:

Relationships are the very heart and soul of an organization's ability to get any job done. Whether good or bad, effective or ineffective, relationships and their interactions are the organization's DNA – they create and define organizations. Without them, there is no organization. The essence of an organization is relationships. (p.16)

In simplistic terms, the act of developing relationships constitutes the act of building teams.

The literature surrounding team building in police work also refers to coaching and mentoring as part of the team building process. Anderson (2006) suggests that in policing, the time necessary to devote to team building and leadership development can be displaced by operational necessities of the day. However, there are opportunities to create team building and leadership development activities, while tackling operational realities all at the same time. Anderson points out that police organizations that set up and implement 'Continuous Improvement Teams' (CITs) can and do reap substantial rewards in these areas of leadership and team development. In other words, teams are created, relationships are built, coaching and leadership opportunities are capitalized while work gets done, and the group is addressing operational problems or issues in the process (p.305).

The Richmond RCMP Detachment, under the command of Superintendent Ward Clapham, practices this CIT concept as part of standard operations. I have determined, by observing a CIT meeting in person that the concept works well in reality. I interviewed Superintendent Clapham after this CIT meeting and ascertained that in his experience, the

growth of individuals, teams and committees has all manifested itself into nearly everyone at his Detachment truly believing they are stakeholders in the operation. Furthermore, Superintendent Clapham actually demonstrated his firmly held belief that an effective organization is only made up of individuals who are dedicated, motivated to be creative problem solvers, and by how they interact with one another in a respectful and collaborative manner. Superintendent Clapham has a system of praise for effective work for individuals, teams and work units of his Detachment that actually perpetuates positive reinforcement in order to achieve more of the same goals.

Other policing organization's have launched Continuous Improvement Teams with Dr. Anderson's organizational coaching: Vancouver Police, New Westminster Police, Abbotsford Police, Folsom Police, Surrey Detachment of the RCMP, and most recently the Comox-Courtenay Detachment of the RCMP. Dr. Anderson talks about these teams as being analogous to installing a turbo-charger on an engine in terms of getting more work done in less time. A significant factor about these Continuous Improvement Teams is that they appear to be successful until a new Chief Constable arrives who does not have the same kind of collaborative approach. The more 'command-and-control' leadership style new Chief Constables have, shows a pattern of dismantling the Continuous Improvement Teams and return to the old school approach, and then 'keeping their cards close to their vest.' This tendency of new Chief Constables to dismantle successful collaborative teams and pull the organization backwards is not new.

It seems there is considerable evidence that there has been a dismantling of the collaborative team concept once police officers are promoted to upper management positions. This is in direct contrast with modern police transformational leadership philosophy, and

what Superintendent Clapham and other Chief Constables are practicing. Several police agencies across Canada are apparently starting to question the validity of separating teams in terms of labor and management. Due to the number of conflicts that are on the rise between police leaders and police unions, the Canadian Association of Chiefs of Police conducted a study, "Police Executives Under Pressure" in 2000, authored by Biro et al, to ascertain why there was an increase in labor-management conflict. Biro et al (2000) suggest that due to team separation, "...senior managers are more and more reliant on lawyers and legal opinions in everyday dealings with members [of their organizations]" (p. 45). Biro et al goes on to deduce that, "...some difficulties Chiefs encounter are attributable to losing touch with their police officers..." (p. 45).

This type of thinking appears to be in conflict with modern literature that suggests mutual understanding, collaboration and team building should be the norm in police organizations. The modern approach suggests that collaboration should range from the newest recruit to the Chief Constable. Robbins & Finlay (2004) point out that leaders need to, "...de-cluster, begin goal setting, coaching, paying attention to their people's progress and intervene only when necessary" (p.75). In other words, leadership development and team building need to become synonymous with each other. The Chief Constable should be seen as part of the team in all of the sections within the department. It is suggested by Robbins & Finlay that, "...Chiefs, supervisors and leaders of all stripes should walk around, show up a lot, and let people see you...demonstrate that you care about them" (p.84).

I turned my attention to the perceived variances in generational attitudes about work, professional affiliations and the concept of teamwork in what our colloquial language refers to young people as 'Generation Y'. According to Eisner (2004), the 'Generation Y'

employee, "...tends to accept authority, follow the rules, cooperate as a team player and have a global orientation" (p. 2). When added to other literature on the various generational differences in our modern workforce, it did not surprise me that modern police officers thrive when they are part of the team. Conversely, when they are detached or isolated, they have a tendency to leave the force for another one that they believe they can connect to, or leave for a different profession altogether. Retention can be a serious problem for some policing organizations that depersonalize their employees.

I once again looked back in time, using military history as my terms of reference, to see if generational attitudes made a difference to team building in the past. According to Eden (2004) in his study of General McClellan during the United States Civil War, he states that the General knew the value of the continuous team concept, because he used it to actually form an army. For example, Eden stated:

In camp, he freely encouraged the approach of enlisted men and officers, courteously hearing their complaints and exercising the power of his public persona. As one of his aides recalled, he knew how to inspire others with an absolute devotion. (p.7)

Reflecting back on the military team-building concept of over one hundred fifty years ago and the needs of modern policing today, it is apparent to me that team building and caring for one another in an organization is an absolute necessity.

This literature review examined my research question from many different perspectives. It became apparent to me that modern literature on police leadership best practices, from around the world, suggests that transformational leadership concepts are what is being embraced as the path in the twenty-first century. The traditional 'command-and-control' police leadership practices have become obsolete and ineffective.

## CHAPTER THREE: CONDUCT OF RESEARCH

### Introduction

In this chapter I shall outline the process I used to investigate my research question: What are the key competencies for modern police leadership at the senior Constable level for promotion to Sergeant and Sergeant to Staff Sergeant, in the Saanich PD? I used the triangulation approach to conducting this research, which is analogous to the standard method of conducting police investigations, in a fact-finding context. In other words, the evidence I was looking for had to be valid, and corroborated before I committed to its veracity. In this chapter I shall outline how I used a Focus Group to gather information specific to hierarchical leadership positions, which I then used to inform the questions I put together in an electronic anonymous survey instrument. Following the results from the survey, I used those findings to inform the questions I used in my face-to-face interviews with both sworn officers and civilian members of the Saanich PD.

### Research Approach

The members of the Saanich PD are generally well educated, well motivated and well disciplined individuals. The research framework I used was action research. It stands to reason that when conducting action research with this group of people, I had to consider instruments of data collection that would primarily reflect qualitative research methods. There were small quantitative components to this research; however the primary focus was on the qualitative aspects. Stringer (1999) suggests that action research can be utilized

effectively because the principal stakeholders will become engaged as active participants in all phases of the project. Stringer outlines how this type of research is best done by and for the people of the organization (p.167). In a paramilitary organization, members are rarely given the opportunity to openly and candidly discuss leadership issues with their superior officers. Consequently, this action research approach is believed to be the most secure process to obtain information from members of the 'rank and file' and report the findings to the senior officers of the organization, while maintaining their confidentiality and trust.

Leadership competencies have been viewed as subjective qualities by members of the Saanich PD due to variations between each officer's learning styles, preferences and leadership philosophies. In other words, there is no consistent or singular leadership method that will be effective in all cases. Therefore, the perception of competency is highly subjective. Palys (1997) states that qualitative research can take into account the perceptions of others as their 'realities' in terms of how they view their world. It was important for me to understand why some officer's perceptions of leadership competencies may be different than others even though we all work in the same environment. Studying these issues in a complex human environment was challenging, however it is my belief that personal interaction with my study participants did yield copious amounts of information relating to the identification of best practices we currently enjoy, as well as suggestions for improvements in the future. I therefore used a Focus Group exercise to discuss the issues of police NCO values and competencies as a starting point in my research. From the results of that Focus Group, I designed individual questionnaires or surveys to obtain a confidential database of information from a cross section of both sworn and civilian police personnel, in terms of what is valued by members in relation to leadership competencies and best practices. The

next logical progression was the personal interview process, where I obtained more in-depth information from my colleagues in a safe and confidential environment. The interview questions were drawn from the survey data and informed the questions for the interviews. Upon completing each phase of the investigation, I analyzed the aggregate of the information I received and then reflected again on the findings. This cycle was time consuming. However, I believe that sharing the findings with the civilian staff, Constables, NCOs and senior officers, suggesting recommendations for implementing steps for growth and improvement, would be of value. It was my thought that this first iteration of the action research cycle may lead to specific competencies, training, more research, or other systems changes within the Saanich PD.

Berg (2004) suggests that action research in the environment I studied may very well be the spiraling research approach, due to the cyclical nature of dealing with complex human interactions with their leaders. Ideas that constitute effective leadership attributes in one group of Constables may be different than another group of Constables within the same division of the force. The theory phase of my investigation needed to step back to the basic ideas and then move forward again to an improved theory, then to the design of the questions, and then another step back to the theory when other human variables entered the study. It is my respectful view that during this research, there were few constants and many variables with respect to the identification of leadership best practices within the Saanich PD. According to Hamilton (2006), the spiral research method empowers participants, creates collaboration through participation and allows for the acquisition of knowledge by the researcher. The end goal was in line with what I am endeavoring to accomplish, and that is to ascertain the perceptions and realities of our current officers' views on effective leadership

competencies; or in reality, what they are looking for in their leaders, and possibly what they are expecting from themselves. Then, as a last step, I will take the findings forward to the senior officers of the police department.

The point of this investigation was to identify the leadership best practices currently in use within the Saanich PD. My purpose was to evaluate the information received in the study and identify the issues we collectively need to improve upon, and determine how we make opportunities for growth for senior Constables to Staff Sergeants as they aspire for higher leadership positions within the organization. Canadian Forces Major-General Lewis MacKenzie (Ret'd) said, "...good young officers who become good old generals are made by good sergeants...outstanding support and guidance from a series of unforgettable sergeants allowed me to create an impression of competence" (1993). In framing this with my position within the Saanich PD, it is clear that tomorrow's Chief Constable is today's Junior Constable, who will undoubtedly be influenced greatly by the series of Sergeants and Staff Sergeants he or she will be working for during their careers. The importance of competent and confident Sergeants and Staff Sergeants within this police force cannot be understated in my view.

### Project Participants

I will briefly outline the positions and duties of the police personnel whom I enlisted as volunteer participants in my research project. It was my goal to discover the stories, perceptions and opinions of what constitutes leadership best practices from varying levels within the Saanich PD.

I was actively involved throughout this investigation as the 'primary investigator' due to my position as a senior Non-Commissioned Officer (NCO) within the Saanich Police Department. I too had my own opinions and views that were considered during this action research project. The critical learning on my part was to remain unbiased and open minded during the various stages of investigation and data analysis.

I included my project sponsor, Inspector R. Downie who is also a MALT graduate from Royal Roads University (R.R.U.). I had several conversations with him during my project, and I believe his views from the senior officers' perspective were of significance during my investigation. Inspector Downie had confirmed his facilitation of my research from both the R.R.U. perspective and from the Saanich PD. The intrinsic value of this project to the Saanich PD made this worthwhile exercise for all the stakeholders involved.

The majority of the study volunteer participants were personnel assigned to the 'Uniform Division' of the police department. I received co-operation from a cross section of participants in terms of age, seniority, sex and organizational responsibilities. Using similar criteria, I contacted an assortment of Sergeants and Staff Sergeants to add another layer of perspective in this research, along with several civilian staff personnel.

According to Palys (2003) it is necessary and appropriate to include a wide variety of personnel within an organization when conducting action research. Therefore the noted cross section of police officers and civilian staff were found to be sufficient, in my view, within the scope of this project.

I enlisted the services of a police transcriber from the Saanich PD. It was necessary that person be from within my organization to ensure confidentiality and operational security.

### Research Methods and Tools

The action research process for this investigation required different research tools in order to obtain authentic and valuable information from my study participants. In general terms, police officers traditionally relate to quantitative data collection techniques, however this investigation is based on the premise of qualitative research methods. Berg (2004) suggests that, "...qualitative research outcomes are difficult to measure and therefore may not be given the credibility it deserves" (p.3). In modern policing, the measurement of leadership competencies and best practices may be difficult to prove in a quantitative context, however most police officers agree that leadership best practices can indeed be articulated. Therefore the qualitative aspects of action research proved to be valid in my study.

The key to my study was credibility and validation. The intangibles or anecdotal comments, stories and opinions of police officers will need to withstand peer scrutiny. I shall be using a standard police investigation principle, "The Rule of Three" as a means to verify my research findings. The "Rule of Three" in policing is similar in theory to the principle of triangulation in action research as described by Berg (2004) namely:

Each method, thus, reveals slightly different facets of the same symbolic reality. Every method is a different line of sight directed toward the same point, observing social and symbolic reality. By combining several lines of sight, researchers obtain a better, more substantive picture of reality; a richer, more complete array of symbols and theoretical concepts; and a means of verifying many of these elements. (p.5)

The issue of credibility in my study and research findings will most certainly be contingent upon this triangulation theory. The following tools were used in my research project to accomplish my goals as set out in this paper.

### *The Focus Group Tool*

I intended on using a single Focus Group as my third method of data collection during my investigation. It turned out that my sponsor, Inspector Downie, had arranged for a leadership competencies Focus Group exercise for the NCOs of the Uniform Division, when I was beginning my research project. The goals for Inspector Downie's Focus Group and mine were essentially the same; consequently, the Focus Group served two purposes, one for his research and secondly for mine. The results of that Focus Group discussion then informed the content of my survey questionnaires, which is described in detail later in this report. By asking questions surrounding leadership best practices within the Saanich Police Department, some very rich and meaningful dialogue emerged. It was confirmed by Stringer (1999) that perhaps the most effective means of generating rich discussion about police leadership competencies could occur in this type of venue (p.75). The Focus Group was comprised of police officers from various levels of seniority and positions within the organization's Uniform Division, including Constables, Sergeants and Staff Sergeants that represented the many stakeholders in my study. The results of the Focus Group were another means to triangulate and validate my research data and subsequent findings later in this report. The Focus Group questions and findings appear in chapter four of this report, as well as how the Focus Group was integrated into my study.

### *The Survey Tool*

The survey tool I used was an anonymous electronic survey system external to the Saanich PD. The electronic survey tool was accessible by participants once they had agreed

to respond and signed the 'Research and Informed Consent Form' which I describe in greater detail in chapter four of this report. The questions were organized into a series of divisions, based on the information gleaned from the Focus Group. Upon receipt of the electronic surveys, I had them transcribed onto another electronic database for later analysis and to assure confidentiality of the participants. It was my goal to generate interest amongst the members of the Saanich PD by asking a series of questions surrounding the research question, leadership competencies and best practices from each respondent's point of view. A short introduction to the survey document prefaced the questions, along with some demographic questions for the quantitative data to be included in my initial findings. I believe this method was important for later triangulation of data when I examined the findings. A copy of the Survey Questions appears in this document as Appendix C. The initial survey questions captured some demographic information, and then worked systematically from the Research Question through the sub-questions and themes of this project.

### *The Interview Tool*

The "Semi-standardized Interview" was at the heart of my research project. According to Berg (2004) the semi-standardized interview is a system between the "Standardized Interview" and "Un-standardized Interview" processes (p.95). Using the semi-standardized interview process, it was necessary to ask essential questions that focused on the core of my study. Berg suggests that essential questions are, "...geared toward eliciting specific information" (p.100). Another consideration was the need to probe deeper into the responses I received. The method for extracting narrative data was to probe further

into the responses from the interview questions. It was therefore necessary to have some flexibility in terms of where the answers to my questions may have led. For example, “could you tell me more about that...?” was a means to elicit further information from respondents and encouraged them to tell their ‘stories’ (p.101).

The cyclical or spiral nature of action research uncovered issues not readily apparent when I wrote this major project proposal. The primary issues pertained to leadership best practices within the Saanich PD. However, I prepared some “extra questions” that were similar to the primary questions as a means to verify or confirm earlier responses. In my view, this was a key element in the triangulation process, as pointed out by Berg (2004). This check was necessary to validate the responses and give credibility to the data, as some of my colleagues may not view the research as scientific without a means to verify the information. Stringer (1999) suggests that, “...action research is gaining increased support in the professional community, it has yet to be accepted by many academic researchers as a legitimate form of inquiry” (p.190). It is interesting to note that in the policing profession, we often concur that most policing activities undertaken are difficult to measure due to the human variables that come into play when dealing with people in a variety of settings. Yet, we still resist the qualitative nature of action research because it is intangible and cannot be physically counted the way quantitative data can be. This paradox posed a challenge that hopefully will be mitigated by my triangulating the Focus Group data with survey data and with interview data.

With respect to studying police leadership competencies and best practices, it was of some comfort to realize the results I received did vary greatly amongst the respondents. Stringer (1999) points out that science methods that study human behavior, “...has largely

failed to provide a social equivalent of the comparatively stable body of knowledge about the physical universe...human beings, it seems, are hard to predict and difficult to control” (p.191).

The action research spiral can be viewed as similar to the colloquial ‘problem-solving interview’. Anderson (2000) suggests that skills used in conflict resolution, such as encouraging the open exchange of information and discovering the best solution for everyone concerned, may be a means to enhance my research (p.125). Indeed, the format I used to formulate my interview questions followed the same premise of creating “win-win” situations, for the benefit of all the stakeholders of the Saanich PD. Covey (1989) points out that “win-win” situations are indicative of servant leadership and can therefore create a level of acceptance among the participants, which resonates with my core beliefs about leadership. A copy of the interview questions appears as Appendix E of this document.

### The Study Conduct

The spiral nature of action research is predicated on several phases, such as planning, acting, observing and reflecting. In the planning phase, I intended to design survey questions based on information and insight I had gained from my literature review. It turned out, as previously mentioned in this report, the first phase of my data collection was the Focus Group exercise arranged by Inspector Downie. Following the Focus Group, I conducted an electronic anonymous survey and finally a series of personal interviews to collect the data I needed for this project.

### *The Focus Group*

The first phase of my investigation was the use of a single Focus Group meeting, with a theme and prepared questions to stimulate dialogue among participants, and was conducted away from the Saanich Police headquarters building for a specific time period. The point of the focus group is two-fold. First, the Focus Group was tasked with discussing the best practices of police leadership at the various NCO rank levels and secondly, they were asked to speculate about what their expectations were of the ranks above and below their positions within the organization's Uniform Division of the Saanich PD.

The group consisted of senior Constables, Sergeants and Staff Sergeants and was subsequently organized into these three groups for discussion purposes, when not in a plenary session. The Focus Group moderator, Inspector Downie, gave each group the same questions to answer within their respective groups. Then each group reported back to the larger group in plenary sessions. Even though I was actively participating in the project, I also captured the data by recording the flip charts into my notes of the event. These notes were later transcribed and copies were presented to each member of the Focus Group for perusal, and returned to me after each participant signed off on the summary as an accurate reflection of the findings.

The venue for this Focus Group meeting was a comfortable, private and familiar location to all participants. Given that Focus Groups can be engaged for several hours, it was important that a finite time period of four hours was set-aside for the participants to work within. Inspector Downie had released the participants from their regular duties that day.

The Focus Group process required my involvement as researcher and participant, as the primary goal of the Focus Group was on discussing leadership competencies from within the ranks of the Uniform Division. I am a senior Staff Sergeant of that division; consequently my attendance in the Focus Group was mandatory. Having said that, it was an enriching experience being a part of the discussions, and then recording and analyzing the findings for my research project. I considered this event a “win-win” situation. Ideally, a tape recording would have been the best for capturing stories and data, however it simply was not practical in this setting. The tape recorder may have inhibited some participants in terms of them not being able to relax, and be open and honest in their dialogue. Palys (2003) indicated that understanding participant responses in context of dialogue will assist the researcher in “getting inside the heads” of the participants (p.40). By being present and taking notes, the essence of the Focus Group was captured, along with their comments documented on flip charts.

I compiled the Focus Group data and created an “Executive Summary” for each participant to review and endorse with their signature, validating accuracy of the content as mentioned previously. I was most conscious of my own perceptions and biases when I drafted the Executive Summary, and I was prepared to make amendments if the participants’ views were different from my own. I had drawn upon my objective investigative experience to be as neutral as possible when I drafted that Executive Summary. It should be noted that each Focus Group participant signed the Research and Informed Consent form and submitted that to me as well.

### *The Survey Instrument*

The survey questions were designed following the Focus Group to ascertain what issues about leadership are important to a larger cross section of Saanich Police personnel. The survey also introduced my research project to all potential participants and identified me as a neutral researcher during my investigation. As Stringer (1999) points out, as researchers commence work, the participants must be comfortable with the people they will be working with. As a senior NCO with twenty-six years of service, I had the luxury of knowing the participants on a professional working relationship level. The survey instrument set the tone of my neutrality as a researcher and confirmed the issues surrounding confidentiality (p. 55). The respondent's collaboration through participation was an important psychological advantage because it is indeed rare when senior NCOs ask for information and feedback from civilian personnel and members of the 'rank and file' of the Saanich PD.

I "pilot-tested" the survey instrument with my Royal Roads University faculty supervisor and a small, select number of representative stakeholders, prior to its dissemination throughout the Saanich PD. It asked open-minded officers and civilian staff to participate in the pilot survey, and they gave me honest feedback on the questions, format and composition of the document.

I then drafted a series of survey questions, and as previously noted, enlisted the use of a professional electronic anonymous survey tool. I sent out one hundred emails to members of the Saanich PD with an invitation to participate. The people that responded were supplied with a 'Research and Informed Consent Form', and once returned to me, I sent them the electronic link to the survey tool. I left the survey tool open for a period of fourteen days and I received a forty-two percent return, as detailed later in chapter four of this report.

Once the surveys were returned, I examined the data and identified the emerging themes and assessed their relative importance to the participants. From that information, I established research boundaries and then formulated interview questions based on the survey results.

### *The Interviews*

The interview questions appeared relatively simple to answer at first glance, and that was by design. I intended to probe deeply into the responses to those initial questions to get to a rich level of opinions and viewpoints from the participants. Palys (2003) suggests there are many variables in any analysis, with different “cause and effect loops” (p.6). Palys also points to the simplicity principle of ‘Occam’s razor’, which essentially means that if two theories account for a phenomenon equally well, the one that does so more simply is the one that should prevail. Therefore, the simpler the question initially, the more likely it will reveal simple narrative examples of leadership best practices based on each participant’s own experiences. In my view, every police officer and civilian member that was interviewed had some examples of what they thought constituted good leadership qualities.

The semi-standardized interview questions were pilot-tested as well with a group of police and civilian participants, with the view to analyze the clarity of the questions and the time requirements for completion. I was conscious to be respectful in accurately reflecting the time commitments for participants because the majority of the participants were working rotating twelve-hour shifts, and had significant demands on their time. Completing interviews before or after these long shifts was not practical; therefore the logical time to complete them was during regular duty hours. In that perspective, I realized I could not monopolize their time when operational needs were the priority for each participant. While it

was desirable to have the same control group assess the interview questions as well as the survey questions, this was not be practical due to the rotating shift schedules. The interviews were tape recorded while I also took notes

*in situ* during the interviews.

It has been suggested earlier by Stringer (1999) that validation is necessary in action research; consequently at the conclusion of the interviews, I had the tape recordings transcribed into text for each participant's personal review (p.176). This was standard operating procedure for my research process when recording would not inhibit participation.

#### *Informed Consent Form*

In all three phases of this action research project, I ensured the participants read and signed off on the "Research and Informed Consent Form." This document was in keeping with the ethical research guidelines of Royal Roads University and the policies of the Saanich PD. These documents were supplied to each participant and verbally read aloud by me with the participant following along. Each participant was asked if they had any questions of me before they signed off on the form. Copies of the informed consent forms appear as "Appendix A" of this report. The consent forms also noted that a civilian police employee was to be used as a transcriber for these processes.

#### *Transcribing data*

I transcribed the Focus Group findings and surveys onto a computer database upon receipt of the paper and electronic copies, as a means to ensure confidentiality of each

participant. I used the data captured on the database to assist in my analysis later on in my investigation.

I had audio taped the interviews in this study, and I had those tapes transcribed into text form as well. The computer database captured the interview data without compromising the identity of the participants, and allowed for better retrieval during the analysis phase of this project. Hard copies of my notes were also used as reference materials.

The Focus Group meeting data was captured on flip charts as a means to synthesize the copious amounts of information that was disclosed during the active dialogue phase. Those flip charts were transcribed by me into text format on the database, and contained any notations I needed to clarify any points raised that may have more than one possible context.

I also maintained a research logbook throughout the course of this investigation. The logbook or journal was used to document successes and issues that arose during the research and learning process. As a memory aid, the journal was an important source of follow-up information and a chronology of my study as it unfolded. This journal is kept in a secure location as an additional security measure to keep the identities of the participants and their comments strictly confidential.

### Data Analysis

The data analysis began as the data started being received during my research project. I organized the information so that I was able to identify patterns, themes and leadership issues, and I began to try to make sense of the information. It was necessary, in my view, to become completely immersed in the raw data in order to read it and begin to comprehend it. It is suggested by Berg (2004) that upon reviewing and coding the data, a simple filing

system will need to be initiated (p. 134). In my estimation, the volume of Focus Group data, survey data, and interview transcripts was significant. I employed the text evaluation with computer software to assist me in collating the data into themes. Due to my strong visual preferences and my previous training and experience in criminal investigative techniques, I used wall charts in my office as a secondary visual aid in my data analysis. I like to view large-scale information on wall charts as a means for accurate comprehension during complex investigations. Berg (2004) suggests the most interesting and important research results can be identified at this stage of analysis (p.136). The paper wall charts were the most effective tools for me when preparing my findings for chapter four of this report.

In brief, the Focus Group data captured on the flip charts and in my notes were coded into word and phrase groups. These resulted in thematic analysis occurring, based on the essence of the conversations I had listened to. The survey data and interview data was also coded and thematic patterns were identified and analyzed separately, then later compared against each other. More detailed information with respect to how these issues were examined is outlined in chapter four.

The action research spiral by definition requires time for reflection; according to Stringer (1999) as the end evaluation needs to be clearly focused to achieve its desired purpose (p.158). Stringer also points out that qualitative research data needs to be bracketed, or reduced, to its most significant or key elements (p.175). In performing the data analysis for this project, it was my intention to make this meaningful by reducing the vast amounts of data into a meaningful document that other police officers will be able to read and comprehend. The research information related back to the research question I originally

posed and hopefully will provide new, substantiated data that will be valid and withstand peer scrutiny.

### Ethical Issues

The very nature of conducting action research within a police agency required the utmost respect for confidentiality between this study's participants and me. In order to guide my research, I referred to the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans, pursuant to Section B of Royal Roads University (RRU) "Research Ethics Policy 2004." The general guiding principles of this policy are: (a) respect for human dignity, (b) respect for free and informed consent, (c) respect for vulnerable persons, (d) respect for privacy and confidentiality, (e) respect for justice and inclusiveness, (f) balancing harm and benefits, (g) minimizing harm, and (h) maximizing benefits.

The officers and civilian staff I worked with in this research project were all well trained and well educated people who had a clear understanding of their role in my study. They were made aware their participation was strictly voluntary and that they could have withdrawn their informed consent at any time. The participating officers and civilian staff were all assured of confidentiality, and they would not be subject to any adverse or negative impacts on their careers. It was important to capture relevant information in my research through various mediums, such as a Focus Group, questionnaires and structured interviews. It should be noted that my sponsor, Inspector R.A. Downie, had arranged for my transfer to another section within the division, in order to work a day shift rotation that allowed maximum time efficiency with respect to conducting my research. Consequently, the participants I had interviewed would no longer be reporting directly to me in their regular

duties, therefore potential conflict of interest issues with subordinates was greatly diminished.

The issue of confidentiality is key to action research within an organization shrouded in various levels of operational secrecy and security. Imbedded in the culture of police work is that confidentiality is the standard operating procedure. Consequently, the acquisition of information from my colleagues was largely based on their trust in me. That trust has been built over time and can be relatively fragile, particularly when information that was disclosed may be seen as critical of some of the current practices within the Saanich Police Department. According to Glesne (1999) "...when your others trust you, you invariably receive the privilege and burden of learning things that are problematic at best and dangerous at worst" (p.119).

In a study of leadership best practices and identifying qualities and attributes that modern police officers are looking for, it was apparent that some existing leadership practices are obsolete. The issue of reporting findings while maintaining the study participants' confidentiality was challenging, as some officers had been quite vocal within the organization by expressing their opinions publicly. Every effort was made to couch information coming from perspectives that could have been recognizable and identifiable.

In my view, the positional variance between the study participants and me did not pose a challenge to the free flow of information. My role as a researcher and as a high-ranking supervisor was not difficult for people to reconcile. In my experience, the study participants were not on guard while being interviewed, nor suspicious of the promise of confidentiality on the written documents. Once again, the issues of trust and agency were factored into every step of this investigation. It will be my intention to outline how the

results of this research project may ultimately benefit all members of the Saanich Police Department, by demonstrating that all participants' viewpoints were important and will be considered carefully. This speaks to reciprocity as suggested by Glesne (1999) whereby acknowledging each participant's candor and putting value to their experience and insight, will not only benefit the research project, but also move towards transformational leadership development. In other words, the idea that transformational leadership is an ongoing process may be of genuine value to the study participants for now, and into the future.

The issue of research biases and perceptions was addressed here as well. The quasi-secretive nature of police work makes research difficult at best, even when the researchers are from within the ranks. In order to be objective and unbiased, it might have been logical to conclude that an impartial outside researcher might have been better able to capture the most accurate data during this study. However, our experience has been that outside researchers coming into a police environment are not likely to receive any real level of cooperation due to previous negative experiences with outside investigators. Indeed, Stringer (1999) points out that most organizations have had similar negative experiences, and it is common for most organizations to refuse access to outside researchers (p.177). Consequently, it was even more important as an insider conducting action research to be aware of the issues surrounding ethical research principles within the confines of my own organization. It was of utmost importance to stress to all participants in my study that their information was collected only for the purposes stated, that the data collected will be checked with them for accuracy, and that their perspectives, given in trust, may result in a more effective police department.

## CHAPTER FOUR: ACTION RESEARCH PROJECT RESULTS AND CONCLUSIONS

### Study Findings

In this action research project I used three data gathering processes to ascertain how Saanich PD sworn and civilian members view police leadership in contemporary times. The methodology I used is described in detail in chapter three of this report. The major research question I posed was:

“What are the key competencies for modern police leadership at the Senior Constable level for promotion to Sergeant and from Sergeant to Staff Sergeant within the Saanich PD?”

The Sub-questions were:

1. What are perceived by police members to be the best leadership behaviors of successful leaders in the Sergeant and Staff Sergeant ranks?
2. What leadership competencies do Saanich PD employees value in all leaders, regardless of rank?
3. How might training methods improve or be modified and delivered to police officers aspiring for promotion within the existing training budget restraints?
4. What professional development opportunities could the Saanich PD decision-makers provide in order to prepare Senior Constables for promotion to Sergeant and Sergeants to Staff Sergeants?

This data analysis phase of my project follows the research from discussions amongst Constables, Sergeants and Staff Sergeants in a Focus Group meeting, facilitated by an

Inspector. The results of that Focus Group, informed the content of the electronic survey instrument that was sent out to one hundred Saanich PD personnel, including all Constables, all NCO ranks, and civilian support staff.

The survey data was coded, analyzed, and interpreted using key words and phrases. The survey results then informed the content of the face-to-face interviews, which I had conducted. The interviews were semi-standardized interviews, and all the participants were from the junior to senior Constable ranks, Acting Sergeant's ranks and civilian support staff. The findings in each of this study's components include discussion of the findings within the context of each for clarity purposes.

### *The Focus Group*

The Focus Group meeting was held at a neutral location, away from the Saanich PD. The participants in this group were made up of senior Constables, Sergeants and Staff Sergeants from the uniform division only. There were nineteen participants, broken into three distinct groups namely: senior Constables and Acting Sergeants as one group, Sergeants as another group and Staff Sergeants as the final group. The years of service varied, but all had more than fifteen years of police experience within the Saanich PD. All of the participants had served in at least three other divisions within the police department during their careers.

The findings of each group were written up on flip charts within their respective groups during the three exercises described below. Each group reported out to the larger group as a whole, and openly discussed their rationale and conclusions. I transcribed each

flip chart verbatim onto my notepad. In this report, it should be noted that I took the liberty of editing the responses that were duplicated, or that could be easily attributed to a particular member or members involved. I did that in keeping with the ethical principles of this research project.

Each group was given the same questions to answer, with the view that members would be most at ease and therefore authentic within their specific peer group. The first question posed was, "How I see myself as a police leader?" (See figure FG-1)

The results from the senior Constables, Acting Sergeant's group was summarized as, "mentoring, guiding, directing, supervising."

The results from the Sergeants group was, "mentoring, leading, guiding, encouraging, being supportive, open communications."

The results from the Staff Sergeant's group was:

Mentoring senior Constables, Acting Sergeants, Sergeants, ensuring common goals with buy-in from all ranks, to ascertain what Sergeants want to achieve in their careers, being a role model, guiding and directing, confronting performance issues, celebrating successes, delegating responsibility when appropriate, being fair and consistent.

The discussion within the three groups was then shared amongst the entire group when brought back together in a plenary session. The discussions then crossed over from one group listening to and understanding the viewpoints of the other groups. This allowed for some meaningful discussions to occur. Specifically, the insight each group had of the other groups' viewpoints were made clear when the charts were placed up on the plenary room walls for all to see. Indeed, the matrix that was created, as seen here in table FG-1 shows the commonalities and discrepancies of the groups.

Table FG-1:

“How I see myself as a Police Leader?”

SENIOR CONSTABLES & ACTING SERGEANTS	SERGEANTS	STAFF SERGEANTS
Mentoring	Mentoring	Mentoring Senior Constables and Sergeants
Guiding	Leading	Ensuring common goals with buy-in from all ranks
Directing	Guiding	To ascertain what Sergeants want to achieve in their careers.
Supervising	Encouraging	Role Modeling
	Being Supportive	Guiding and directing
	Open Communication	Confronting performance issues
		Celebrating successes
		Delegating responsibility
		Being fair and consistent

The second question posed was, “What are your expectations of the ranks above?” The senior Constables, Acting Sergeant’s group answered:

They want consistency, ranks open to two-way communication, mentoring, coaching and teaching, and expectation of trust and respect, be provided with clear expectations from superior officers, trust the Staff Sergeants will support the road Sergeants’ or Acting Sergeants’ decisions.

The Sergeants group answered, “consistency, more open two-way communications, want answers to the why questions, want Staff Sergeants to explain things to Sergeants in order to understand.”

The Staff Sergeant's group answered:

To have our senior officers have a clear understanding of how our time is actually spent while working rotating shifts, to understand our challenges with respect to working shift work, that we are in a constant state of change and crisis management, to allow us the flexibility to deal with matters in our own way within policy, and to not micromanage us.

Once again, the individual groups had the opportunity to come back together in a plenary session to speak of their views and to articulate their thoughts for the other groups to hear and to understand.

The conversations and rich discussions that ensued from these information exchanges resulted in dialogue about important issues, and things that truly mattered to the group. The facilitator did not influence the direction of the conversations, rather the groups directed them into describing their opinions individually and found that the values, ideas and perspectives were similar for the most part. The findings are compiled from the matrix into Table FG-2 below.

Table FG-2:

“What are your expectations of the ranks above?”

SENIOR CONSTABLES/ ACTING SERGEANTS	SERGEANTS	STAFF SERGEANTS
Want consistency	Consistency	To have senior officers better understand our rotating shift stresses
Open two-way communications	Open two-way communications	Senior officers to understand we are in a constant state of change and crisis management.
Mentoring/ teaching	Answers the “why” questions	Allow us the flexibility to deal with matters in our own way
Expectation of trust	Staff Sergeants to explain better in order to understand better	Do not micromanage us
Respect		
Be provided with clear expectations		
Be trusted		

The third question posed was, “What are your expectations of the rank below?” The senior Constables, Acting Sergeants group responses were, “consistency, to appreciate them as being reliable and dependable, to encourage things will run smoothly, to be respectful, fair, and have integrity and a strong work ethic.”

The Sergeant's group responses were, "to have consistency, to have a positive attitude, to be willing to learn and take constructive feedback as learning and not personal criticisms, be accountable and respectful."

The Staff Sergeant's group responses were, "to ensure all assigned duties are completed, monitor the activity of members on the road, take action when necessary, keep us informed, deal with corrective measures when they happen, do not pass the buck up."

The following matrix is outlined in Table FG-3.

**Table FG-3:**

**"What are your expectations of the ranks below?"**

SENIOR CONSTABLES/ ACTING SERGEANTS	SERGEANTS	STAFF SERGEANTS
Consistency	Consistency	Ensure all assigned duties are completed
Appreciated them as being reliable and dependable	To have a positive attitude	Monitor activities of members on the road
Encouraged that things will run smoothly	To be willing to learn and take constructive feedback as learning, not personal criticisms	Take action when necessary
To be respectful and fair	Be accountable and respectful	Keep us informed
To have integrity and strong work ethic		Deal with corrective measures when they happen
		Don't pass the buck up

The thematic analysis of this data from the Focus Group showed that each subgroup's perspective shared numerous common practices when asking global leadership questions of the groups. It is important to remember that the Saanich PD is a paramilitary hierarchical rank structured organization; therefore, the questions and subgroups were arranged within this context.

In the first question, "How I see myself as a police leader?," the most common results were: mentoring, guiding, encouraging, and being communicative.

In the second question, "What are your expectations of the ranks above?," the most common results were: consistency, open two-way communications, clear expectations, trust, and respect.

In the third question, "What are your expectations of the ranks below?," the most common results were: consistency, respectful, integrity and reliability.

The qualities and attributes that our senior Constables, Sergeants and Staff Sergeants all place value in were made clear. These questions and results then formed the basis of section two and four of my electronic survey instrument. That questionnaire was subsequently disseminated to one hundred members of the Saanich PD, including civilian staff in all five divisions of the Saanich Police Department.

### *The Survey*

The electronic survey instrument I used for this phase of my research was a professional and confidential data collection system. I did not have the identities of the survey participants, but through the demographic data questions, I was able to determine whether they were sworn officers or civilian personnel. I coded the participants with an

alphanumeric code in order to attribute quotes and stories to certain participants. The survey was open for fourteen days, with a total of twenty-one questions broken into five main sections.

The first section was demographic data. The second section was focused on NCO leadership competencies. The third section addressed organizational culture within the Saanich PD. The fourth section examined teaching, learning, coaching and mentoring issues. The survey then finished with section five. The questions posed in section five surrounded the areas of team building, 'esprit de corps' or morale within the department.

### *The Survey Findings*

I realized a forty-two percent return on the electronic surveys. Thirty-seven respondents were male and five were female. Of these participants, thirty-seven were sworn police officers and five were civilian support staff. This group represented thirty-three Constables, Acting Sergeants or civilian personnel, eight Sergeants or Staff Sergeants, and one Inspector.

The ages ranged from twenty-five to fifty-two years of age, with a median of thirty-nine years.

The experience in years of total police service ranged from two to twenty-nine years of service, including civilian members' time in service. The median length of aggregate police service was thirteen years.

The numerical breakdown for the survey was as follows: (see Table S-1)

Table S-1:

SURVEY DEMOGRAPHICS

Participants	Percent
Total Return:	42%
Sworn Members Return:	88%
Civilian Members Return:	12%
NCO's:	21%
Constables, Acting Sergeants, and Civilians:	78%
Senior Officer:	1%
Males:	88%
Females:	12%
Age Ranges: 25 to 52 years of age	
Median Age: 39 years of age	
Experience in policing or civilian policing ranged: from 2 to 29 years of service	
Median length of service: 13 years	

The survey explored the issues of NCO leadership competencies from the context of skill specific or demonstrable behaviors that all participants had observed in their careers. The full listing of survey questions are in Appendix C of this report. The following Table S-2 is an amalgam of leadership competencies and their order of importance according to my survey.

**Table S-2:**

<b><u>Non-Commissioned Officer Leadership Attributes &amp; Competencies</u></b>	
1. Coaching, mentoring, leading by example	86%
2. Being personable, respectful, and a positive attitude	71%
3. Strong work ethic, professional, operationally, administratively competent.	55%
4. Confident, fair and consistent	48%
5. Open two-way communication skills, understand and be understood	36%
6. Honesty and integrity *	29%

*Summary of the Findings*

During the course of this research project, I determined there were a number of themes and patterns that emerged from the data I collected. I will address the results as they were identified to me in detail in this chapter. The following is a synopsis of the results I captured from the surveys and interviews that followed the Focus Group. The themes that I identified as important leadership attributes were: (a) leadership style, (b) effects of organizational culture, (c) leadership preparation and development, (d) formal training,

mentorship and learning opportunities, (e) teambuilding and 'esprit de corps', and (f) mutual respect.

### *NCO Leadership Attributes and Competencies*

It should be noted that honesty and integrity were referred to as 'a given' by the majority of participants in their responses. I took the above "Attributes and Competencies List" and organized them into the reference material headings in the literature. According to both Anderson (2000) and Kouzes and Posner (2002) the attributes described above as NCO leadership competencies had to be placed by item under the common headings used in the literature to describe competencies, or in other words, to have a common frame of reference.

Item one in the above Table refers to the leadership competencies 'Sharing power and creating opportunity' as well as 'Inspiration and motivation' according to Anderson (2000). Item two refers to the competencies found under 'Relationship building'. Item three refers to the competencies found under 'Service orientation'. Item four refers to the competencies found under 'Relationship building and service orientation'. Item five refers to the competencies found under 'Communication skills'. Item six refers to 'honesty and integrity,' which are deemed to be 'values' rather than core competencies.

### *Effects of Leadership Styles*

The next data stream examined the effect of police leadership style, from the context of subordinate officers subjected to their senior officers attributes. The data findings were that eighty-six percent were most definitely affected by their superior officers' attitudes; while fourteen percent did not believe they were directly affected.

The following comments taken from the survey demonstrate that a leader's style, mannerisms and attitude can have and does have a profound effect on more than eighty-five percent of the participants in this survey. The coding in this section references “ss1” means “survey sworn officer 1” and “sc1” means “survey civilian 1”. For example see Table S-3 below:

**Table S-3:**

<b><u>Positive Effects:</u></b>
“Being enthusiastic can be infectious.” (ss 1)
“A positive attitude makes it better to work in such a negative job.” (ss 34)
“I like to see my leaders energized and have a good sense of humor.” (sc 2)
“I like bosses who don't sweat the small stuff, because it allows me to relax and focus on doing my job.” (ss 12)

<b><u>Negative Effects:</u></b>
“Micro managers that have to be a part of every decision can be overbearing and destroy morale.” (ss 42)
“One senior officer always looks upset and angry and stressed. That person makes me cringe and literally go the other way.” (sc1)
“One of my Sergeants is always crabby at the beginning and at the ending of shifts...that really annoys me because [that Sergeant] isn't the only one with personal problems at home...it's a real downer.” (ss 22)

“I remember a time when we would take bets in the coffee room before the start of shift on what kind of mood S/Sgt [name] would be in...the loser would have to buy coffee after Muster. What a miserable way to live. I’m so glad [that S/Sgt] is retired now.” (ss 10)

The effect of the leaders style and attitude on their colleagues can be profound and as demonstrated here, can be either positive or negative. The references to leadership style primarily referred to the attitudes and mannerisms of the participant's leaders. The positive and negative issues surrounding leadership style were relatively balanced in weight.

#### *Effects of Organizational Culture*

The next data stream examined the effect of Saanich PD organizational culture on members of the Police Department. The question was used to ascertain what core values do the participants believe in, when discussing the policing philosophy in Saanich. The majority of participants were clear that the department philosophy of ‘no call too small’ was something to be proud of. The participants were invited to explain what they were most proud of in terms of providing policing services to our community. The full-service approach was something the participants made clear in their views that had great value in the Saanich PD culture. A number of examples were received highlighting that the Saanich PD is a police force of high integrity and had credibility with our community members. It became obvious that the participants also believed that our community trusts our police force, by using words like: honesty, fair, respectful, unbiased, and competent. These similar words resonated throughout all the responses to this question. A few respondents qualified their

remarks by also referring to a low crime rate, low number of civilian complaints against the police, and relatively few internal investigations. This also demonstrated a belief that community policing as a philosophy in the Saanich PD was conducive to modern police practices in the twenty-first century.

### *Leadership Preparation*

The next question asked if police officers at the senior Constable level were adequately prepared for leadership roles and positions. The majority of survey participants indicated that they did not believe that senior Constables were adequately prepared for supervisory or leadership roles. The respondents in the majority of cases were openly critical by the lack of training and mentoring or coaching available to Saanich PD members. One respondent suggested, "...aspiring leaders need to educate themselves on what leadership means to them before they can actually lead others. This department is in the dark when it comes to preparing our members for leadership roles" (ss 40). Another participant stated, "...this department needs to take responsibility and provide task specific training for acting NCOs and confirmed NCOs, then leave them to learn what type of leadership style they actually gravitate towards" (ss 14).

Finally, a participant summed up quite eloquently what the majority of survey participants alluded to by stating, "...we need to formalize the skills necessary for police leadership, then educate members in terms of what a leader truly is and how that person can positively or negatively affect the work group" (ss 15).

With respect to question number ten in my survey, participants were invited to offer their opinions and suggestions, if warranted, on how the members and leaders of the Saanich

PD could adequately prepare our membership for supervisory and leadership positions at the NCO levels. The following themes emerged, namely: proper leadership training, leadership education and being able to challenge the status quo.

The following comments from the survey participants demonstrate examples of the need for proper leadership training and development, “We need to expose people to more leadership development opportunities, such as job shadowing and an in-house training and evaluation or learning process” (sc 5). Another participant stated, “The development of an NCO course specific to our organization would work toward improving the level of preparedness for the roles” (ss 41). Another senior member stated:

Put together modules for leadership training, such as tactical scenarios in class, then exercises in the field. Administrative jobs can be demonstrated and performed. We need to use an adult learning modern program, not just classes that issue a certificate. (ss 30)

The following comments demonstrate the need for leadership education, as one participant suggested, “We need to take the time to expose everyone to leadership theory and practice. We then need to take the time to teach, train, coach and mentor our people, to prepare them for supervisory and leadership roles” (sc 3). Another more senior participant stated, “There needs to be an atmosphere of life long learning, especially around leadership development skills. It is not just a course or training, it is an idea and a philosophy, both within and outside of this organization” (ss 39).

The following comments demonstrate examples of the need to challenge the status quo:

Too many people are ‘thrown to the wolves’ or into the Acting Sergeant roles without any preparation. They tend to revert to what they experienced years ago. If they had a good experience then great. If they had a bad experience, then they copy it and the cycle continues. These people have a tendency to lose patience, and then just pull rank and issue orders. Very old school thinking. (ss 27)

A mid-career survey participant stated, “Leadership versus operations should be two separate career streams. Not everyone wants to be leader. Let people choose their own career path, then focus the energy for learning, training, coaching and mentoring” (ss 33).

The next data stream combined the issues surrounding teaching, mentoring and coaching both job-related technical skills, as well as leadership competencies. In my thematic analysis of the responses, the overriding data supports the need for seniors teaching juniors and maintaining continuity of our collective experiences.

The responses to this set of questions was essentially very critical of outside assistance in terms of teaching and learning. Several respondents made it clear that the responsibility for teaching and learning rests within the confines of the Saanich PD. Indeed, there was open contempt for the use of outside consultants coming into the Saanich PD to instruct on topics that our organization had the people and talent within to use as instructors. The following two comments illustrate this point, the first from a relatively junior civilian participant and the second from a seasoned police veteran: “We have the requisite knowledge base in house as opposed to some of the corporate [consultants] who have been paraded through our training days in the past” (ss 12). The seasoned veteran suggested:

We have so many talented and gifted people within the Saanich PD, yet we do not harness that talent for ourselves. When we hire incompetent consultants from outside, it makes me angry that we are wasting our time and money. Our people are some of the best, and they are the ones that should be teaching us. (ss 25)

In an interesting dichotomy, several respondents stated that as individuals, they would go and seek out knowledge on their own, in their specific areas of interest. One participant stated, “We need to look outside this organization to break the cycle of being stuck in the past.

There is so much out there, but we don't want to look at it. Let alone dare to try something new" (sc 4).

The majority of the participants did want to see a more active role played by the Saanich PD senior members in terms of teaching and mentoring. Several members commented on the lack of pairing of junior and senior officers together, such as in the same car for patrol duties. Several participants reported that they really enjoyed the opportunities to work with more senior members and to hear the stories of their experiences and the lessons they learned from their peers. Indeed, some participants were openly critical of not being afforded the opportunity to work with senior colleagues on a more regular basis. For example, "We need to pair new people with senior people for longer periods of time, or at least on an intermittent basis, so that we can learn from each other" (ss 39). Another junior civilian member stated, "Experiences need to be shared during a coaching or mentoring process. What a great opportunity for everyone" (sc 5). A mid-career police officer suggested that learning could be easily achieved through senior members telling stories of their experiences. For example, "I want my bosses to tell me the stories of the past and what they learned. I want them to tell me about the murder investigations, what worked, what backfired, that sort of thing" (ss 18).

### *Formal Training and Learning*

The final theme, which emerged in this data stream, was that of formal training and learning. Most participants indicated they wanted to have senior or experienced colleagues teach or instruct them in some form. Some wanted classroom based courses, while others indicated a preference for experiential learning based on discussions led by senior members.

The use of simulation-based exercises is believed to be the most profound way of learning in an adult professional environment. The idea that teaching and mentoring as a leadership responsibility resonated with me in the following comments made by a survey participant with more than twenty-five years service, “A huge part of leadership is the ability to teach others. This is done by example, or by coaching and instructing. A leader who does not share knowledge is selfish and has no credibility” (ss 42).

Another issue that became obvious in my analysis of the data was the use of a Field Training model for each officer who was promoted up to a higher NCO rank. The majority of participants wrote that they saw value in having a Senior Sergeant teach a newly appointed Acting Sergeant the roles and responsibilities for their new job. They expressed the same for Staff Sergeants coaching Sergeants, as well as Inspectors coaching Staff Sergeants for the next step in learning new leadership competencies for the next higher rank at the senior officer level.

Several respondents outlined in their responses that any supervisor or mentor who did not adequately share his or her knowledge was selfish or insecure. Using this thinking, the participants’ conclusions were that a selfish supervisor does not demonstrate good leadership skills. The following example is instructive, as set out by a mid-career police officer, “We need to Field Train our Acting Sergeants, Sergeants and Staff Sergeants for the necessary skills to do the job. A formal course or program is critical for a sustained leadership organization” (ss 38).

With respect to learning technical skills, it did not seem to make any difference who that instructor would be. Approximately fifty percent of the participants opined it would be the reputation, expertise and recognized competence in a special field of police work that

would give the necessary credibility to the instructor. Rank and seniority appeared to be a neutral point.

### *Team Building and Espris de Corps*

The next data stream revolved around the interpersonal relationships between police officers and how that translated back to NCO leadership competencies. The question related to team building or in other words ‘espris de corps.’ For the purposes of this study, the colloquialism ‘espris de corps’ denotes the cohesion of the work unit, squad, platoon or division within the Saanich PD. This is true in most military and paramilitary organizations. The importance of maintaining ‘espris de corps’ was found to be very important among the participants’ responses. The idea of belonging to an organization that placed value in terms such as honor, pride, integrity and courage all speak to the importance of team building within the Saanich PD. The corollary then is due to the nature of police work and the constant negative criticisms by some members of the public, the Courts, and by modern society, police officers need to be reminded of who they are and why they have embarked on such a career path. By having a strong sense of who we are as an organization, ‘espris de corps’ reminds us that we are doing the right things for the right reasons. The following comment is a summary of the responses to the ‘espris de corps’ question, made by a seasoned police veteran, “Espris de corps is vital. There is huge value in it, and that is to be a part of something bigger than just a job” (ss 40).

*Personal Recognition*

The next finding that became readily apparent was the issue of personal recognition. The majority of participants stated that recognition for good police work was necessary to maintain strong 'esprit de corps' and good morale within the Saanich PD. Several comments indicated a need for more consistent or formal recognition of members of the police department for their work. Some participants stated formal ceremonies were important, while others did not require the pomp and circumstance of formal ceremonies. The common thread amongst all of the responses was that recognition, in whatever form, was critical to healthy morale and 'esprit de corps'. It became obvious to me that NCO leadership competencies need to stress the importance of recognizing subordinates' outstanding performance and successes when they happen.

There were several participants that mentioned in their survey responses that they wanted to see a balance in terms of formal recognition. The current system of commendations was used as a focal point. Some participants wanted to see Divisional Commander's Commendations more often. Other participants wanted to have the Chief Constable's Commendations presented formally in his office. My survey findings also pointed to the need for more regular compliments and recognition by peers and immediate supervisors, specifically the NCOs. Several participants indicated that leaders need to acknowledge good work by making positive comments throughout the working shifts. Public thanks and praise during shift briefings, or having occasional celebrations during shifts, are all part of how our members want to be recognized. These findings demonstrate a wide array of methods to acknowledge good police work and the importance of leaders to say thank you on more than the rare occasion.

The opposite to the positive effects of praise is criticism. A small sampling of participants indicated that negative comments or criticisms that are personal or non-constructive, leads to disillusionment as the following comment from a junior police officer illustrates:

The easiest way to destroy morale is to micromanage and not acknowledge good work. If my supervisor only talks to me when something needs correcting, then I don't want to see him. That negative energy is just as contagious as positive energy. (ss17)

It is apparent that police officers are also sensitive human beings, yet some NCOs seem to forget the basic needs of the people that work for them, such as kindness and caring.

One of the other themes that emerged from this section of my survey was the importance of building interpersonal relationships within the work unit. This also extended to relationships with supervisors and with the senior officers or in other words, the Saanich Police Department management team members. While there were many examples of positive relationships and their positive effects, it is instructive to observe some of the negative outcomes of poor interpersonal relationships. For example, one more senior police officer stated:

Our bosses need to show us they care. I haven't seen the Chief in two years. He should come around and just talk with us once in awhile. He and the Deputy Chief, and even the Inspectors for that matter, should actually show us they care about us. By not doing this, they are perpetuating the 'us versus them' mentality. (ss 40)

It is important to note that the Saanich PD is a mid-sized police department and everyone knows everyone else within the organization. Police and civilian colleagues encounter each other on a regular basis, and usually refer to each other by their first names.

*Respect*

The final and most obvious theme I observed from the data emerging from this section of my survey was the issue of respect. One participant responded that, “A leader who is respectful of all team members and allows everyone equal time, is truly a valuable leader” (sc 2). Another participant stated, “The issue of ‘esprit de corps’, morale and leadership is only about all of us treating each other with respect” (ss 16).

The data collected made several references to the interpersonal dynamics of what NCO leaders should do and examples were given. One senior participant reflected back to a time when the Chief Constable used to regularly walk through the building and chat with on duty personnel. He also made his way to areas of the building occupied primarily by civilian support staff. The story outlined the positive effect that Chief had on everyone working within the police building. That particular Chief knew everyone by his or her first name and always had a smile on his face, which projected a positive confidence about him. He made everyone feel that they were important. To me, this translated from the story, as that particular Chief Constable was a man worthy of following. That Chief Constable had a bona fide attitude of caring as well as pride in all of the people of the Saanich PD that worked for him. That attitude of caring manifested itself into positive morale within the department that filtered down through the NCO and Constable ranks. The essence of this story was that morale was a direct consequence of being respectful and therefore that Chief Constable was respected by the rank-and-file of the Saanich PD (ss 39).

*The Interviews*

The interviews I conducted over the course of this project were from a diverse group of police and civilian personnel, who all volunteered for this interview process. The group consisted of seventy percent male, thirty percent female and all had a minimum of five years service with the Saanich PD. Seven of the interview participants were sworn officers while three were civilian personnel. These people were coded as “si 1” which means “sworn interviewee 1” and “ci 1” which means “civilian interviewee 1.” The purpose of the interview questions were to capture the experiences of the participants by listening to their stories which formed their views and opinions about police leadership at the NCO level, within the Saanich Police Department.

In my thematic analysis of the interview findings, many associated issues came to light. When that happened, I invited each participant to be as specific as possible, as I wished to further my insight into why they formed their beliefs from as many different perspectives as possible.

One of the necessary steps to analyzing the data from the interviews was to code the skills and behavior words and phrases into themes of leadership competencies. The standard leadership competencies were compared against the vast amount of literature on the topic. I wanted to keep the NCO leadership competencies focused narrowly for the purposes of this study. Furthermore, I wanted to understand the reasons why participants thought the way they did, and that was also of significant concern to me in this interview process. The complete list of interview questions are located in Appendix E of this report.

*NCO Leadership Attributes*

The first interview question asked each participant what qualities did above average NCOs have that they most admired. The results were relatively consistent among the participants, with each citing their unique stories and experiences. For example, one junior police officer participant related the following story:

We were dispatched to a location where a suspect armed himself with a weapon. When I arrived, I saw the road supervisor maintain his composure as he systematically gathered information from all of us at the scene. The supervisor made it very clear to all of us at the location that the suspect was not going to be permitted to leave the house. That supervisor made sure none of us put ourselves in any danger, while [Emergency Response Team] was mobilized. I remember thinking how secure and confident I felt when that supervisor stayed calm. He was organized and was very clear about who was in charge, we had clear rules of engagement and I also remember how I felt listened to by him. That supervisor checked on us regularly while the incident played out. (si 5)

By using this example, several leadership traits were brought out, such as: clarity in communications, confidence and trust in each officer's abilities, being decisive under pressure and role modeling acceptable behavior, such as being in control of self and others during a crisis. These are but a few NCO leadership competencies that came out of the story. What also became evident were the things that NCO leaders should not do. Some of the participants expressed genuine frustration with some of their leaders who have tendencies to micromanage them. Specifically, the data suggests that leaders who are not clear about their expectations, or what they want done, and then become openly critical about the work completed are viewed as ineffective leaders. For example, one participant stated, "I find it very frustrating that some NCOs want every single decision brought to them for approval first. Its like I should park my brains at the door and wait to have my NCOs think for me" (si 2).

In another example, the subordinates that did the work to the best of their ability without proper guidance, later felt insulted, criticized unfairly and were not willing to put in the extra effort in the future. On the other hand, the police leaders that explained situations to their subordinates, gave their personnel the authority and permission to deal with the situations as they saw fit, then took a step back to observe the results, were the NCOs that showed confidence and competence as effective leaders. The following story relates to how leadership attributes can indeed empower others to be leaders in their own unique situations:

I remember when I worked for a particular Staff Sergeant many years ago. In muster, he was always happy, always asked us for our thoughts or opinions about things as a group. He always made us feel we were important, and that we were all respected. He always made sure he told us he was confident in our abilities. When anything serious took place, he was there to support us and made good decisions during critical incidents. There was never any question he was in charge, but we all knew we could talk to him afterwards, even if we disagreed with his call. In fact, he would go out of his way to find out what we thought, and he would give us what he learned from the incident as well. It was open, honest communication at its best. Now that I'm in a leadership role, I often ask myself, 'how would Staff Sergeant [name] behave in this case?' I use his influence as my role model to guide me still to this day. (si 6)

A most interesting theme that emerged from this question was that of open, honest and clear communications. My findings are that police leaders need to be able to spend time with their team, pay attention to them and listen to their colleagues by giving them their complete attention. For example, a junior police officer related the following story:

I came into the office with a problem. I went into the Watch Commander's office and told my Staff Sergeant that I needed some direction on a file. He closed the doors, turned down the phone and faced me. I felt I had his complete attention, he was listening, and he checked in with me by feeding back what I had said. I was so impressed. I liked it that other people on that platoon knew that if that Staff Sergeant's doors were closed, he was not to be interrupted unless it was an actual emergency. (si 4)

Another participant very succinctly said, "In order to lead, you have to be understood. In order to be understood, you need to pay attention to us, listen carefully to actually understand

what it is we want and need” (si 1). The essence of this theme was that if leaders do not pay attention to their colleagues, then their credibility is severely diminished. The importance of an NCO showing that they care needs to be constant. The following illustrates this point from a senior police officer:

I remember when the Chief used to come to musters, a few times a year. He would walk through the halls and allow us to speak with him on anything that concerned us. One time a tragedy struck my family and I was devastated. The Chief called me at home and asked if he could stop by to see me. He brought flowers, a card for my family and me, and even came to the funeral. I thought to myself, ‘Wow, this man cares.’ I had the world of respect for him, and I’ll tell you, there’s something very powerful about a Chief who really and truly cares. It’s interesting that my Staff Sergeant and road Sergeant never even called me to see how I was doing. That pissed me off and still does to this day. (si 4)

It is apparent to me that people’s feelings can still be raw even after the events that hurt them passed by so many years ago. This effect can harbor negative stress and negative energy in people for a long time, and that is simply unhealthy.

Some of the participants admired qualities in certain NCOs’ abilities to demonstrate competence in the field on occasion. One analogy was used of a hockey coach showing the team a new skill during practice. This elevated the coach’s credibility in the eyes of the team. It was interesting to note that several participants in this study mentioned that they want to see their supervisors out on the road with them from time to time, not just to demonstrate their skills, but as an opportunity for the junior members to show off their skills to their NCOs. This is another example of the desire to be recognized by peers and supervisors. Furthermore, in order for NCOs to write meaningful appraisals or evaluations of their subordinates, they have to get out into the field and observe their performance. It is only in this way that the appraisals can be credible in the opinions of some participants in my study.

*Coaching and Mentoring*

A separate theme emerged with respect to coaching and mentoring within the Saanich PD. One of the interview participants stated:

Leaders need to be great coaches. They need to know when and how to correct people's behavior without making them feel like idiots. We all need to be treated with respect. An NCO that yells or insults us does not deserve to be a leader. Leaders need to be encouraging, have a sense of humor, and don't get so hung up on the small stuff. (si 3)

The matter surrounding basic human decency and respect for one another as people was an underpinning issue for all the interview participants I spoke with. Interestingly, the issues surrounding respect were volunteered during the interviews and not in response to direct questions. I verily believe these issues are of significant importance because so many people brought the issue to the forefront.

Most of the participants related stories about incidents when they had opportunities to celebrate their successes by telling their stories to their superiors. In almost all of the stories I heard, the interview participants were quick to praise their NCOs who joined in their success stories by listening to them carefully. Almost all of the participants believed that more time could be spent on celebrating successes when they happen.

Several of the participants also commented on how good coaches should always be cognizant of their position as a role model. In general terms, the attributes most respected were listening and speaking clearly, showing compassion, and being aware of how their actions and comments may affect colleagues. The obvious frustrations many participants had, were that some NCOs would not use their imagination or embark upon looking at new ways of problem solving. Many comments suggested that police leaders, who do not embrace new ways of thinking, are doomed to mediocrity in this fast changing profession. It

became readily apparent during some of these stories that good coaches, role models, and police leaders need to be embracing change rather than resisting it. Many of the participants commented that their ability to use their imagination was either endorsed by their leaders, or they were forced to strictly abide by policy within the Saanich PD. From their perspectives, there was no middle ground to try new things or do things a little differently.

### *NCO Leadership Development*

The next section of the interview was the questions surrounding leadership development within the Saanich PD. Questions four, five and six were analyzed from the context of leadership training, education and experiential learning. Almost all of the respondents wanted to be in the position to have a mentor or coach within the Saanich PD. Indeed, during a recruit officer's Field Training after the Academy, this is precisely what occurs. The recruit officer is given a coach officer to work with in a one-on-one environment. It was not surprising for me to see these results. What did surprise me was how many serving members with substantial years of service still gravitate towards this mentorship idea of leadership development at the NCO level. The following story was relayed to me:

When I was new on the job, my Field Trainer was the best. She was kind, knew her stuff, and always had time for my questions. She cared about me as a recruit and as a person. I learned so much from her, and by watching how she did her work and so on. When I finished my field training, I still used her as a coach, because she had time to listen to me and offer advice based on her experiences. To me she is a wonderful leader. (si 7)

Almost all of the respondents acknowledged the pool of experienced role models readily available within the Saanich PD that could function as NCO coaches or mentors. Through the responses I received during these interviews, it was apparent that individuals must freely

choose their own role models or mentors, as currently is the case. It was also made clear that if the senior officers of the Saanich PD management team put any one type of role model forward, as the only leadership model, then the NCO coaching program would fail. This information tells me that NCO leadership coaching models are therefore highly individual and from what the data suggests, must be a purely voluntary process. In other words, individuals seeking leadership learning must choose their own NCO role models.

An interesting reference was made by several participants with respect to some form of structured training or education program about police leadership. The data showed that a voluntary, mixed training or educational program regarding leadership and NCO development might be acceptable to the members of the Saanich PD. One junior participant stated:

I think that a mix of reading materials, classroom training and group discussions would be a great idea. We learn so much by accident from each other in the coffee shops, so how cool would it be to have leadership training support groups, to be able to meet and discuss things that are important to all of us. We could meet every month and each person would be responsible for learning about a topic and share it with the group. (si 4)

The responses suggest an interest in forming voluntary groups in a safe environment for self-directed learning about NCO competencies and police leadership. It was also apparent from the data that typical classroom training would not be embraced as an adequate learning forum. The amount of responses with respect to what leadership development should look like was summed up nicely by one of the most senior participants as follows:

We should ask for volunteers to come forward, that are interested in developing their personal leadership skills, and ask them what they want. We should guide them in developing NCO leadership skills; give them some pre-reading materials on what it means to lead and what it means to be led. I see this as an ongoing process that will create a learning environment [within the Saanich PD]. In my opinion, this will demonstrate the values we want to perpetuate in modern policing. We can't just talk about being a learning organization, we actually have to do it. (si 5)

When I examined the interview responses with respect to physically creating a leadership development program, the data suggests that Saanich PD members were interested in a semi-structured program. From the ideas put forward, that program would entail classroom work in modules, appropriate leadership reading materials, personal experience discussions in a safe group, and choosing a personal NCO mentor or coach.

### *Team Building and Espris de Corps*

The final thematic analysis, emerging from the interviews I conducted, was the issues surrounding team building or 'esprit de corps.' Once again, the colloquial term 'esprit de corps' according to the Canadian Oxford Dictionary (2004) means "loyalty and devotion to, as well as regard for the honor and interests of a group to which one belongs."

The participants in these interviews all stated that being a part of the Saanich PD, either as a sworn member or civilian member, had importance to them psychologically. Although each participant had slight variances in what the term 'esprit de corps' meant to them, the foundations for each person's sense of belonging was essentially the same. The data suggests that teamwork or 'esprit de corps' within the Saanich PD is grounded in mutual respect for each other, regardless of rank or position. One mid-career service participant stated:

Teamwork and 'esprit de corps' is the foundation of this organization. When I came to work here from [another organization] I was struck by the camaraderie and the teamwork. Not just the on the hot calls, but the team effort putting in the paperwork, exhibits, you know, the boring stuff. I remember thinking how great it was to have my platoon pull together and get the job done. I was pleased by how we as a group basically gelled together. We did some stuff off-duty and we formed strong bonds that really helped out. You know, when the going gets tough out there, it sure is nice to know that your team is there for you. (si 5)

Another interview participant reflected on how 'esprit de corps' and morale are closely linked. The following story exemplifies this:

Good morale is key to being effective, both personally and as a team. It seems that strong morale counters all the negative aspects of our job. What I would like to see is more personal recognition at the Saanich PD. We need to congratulate our people more for the difficult work they do. It would be nice if our Chief and other brass would come around more and talk to us. I remember one night when my platoon had to deal with a horrific crash scene, where four young people were killed. [Staff Sergeant] came out, checked on me and the rest of the platoon to see how we were doing. Later on, he had us all in for debriefing and to listen to all of us tell our stories, including the Telecoms staff. We needed that so much. Then at the end, he told us we had to feel our feelings and then he reminded us that we were professionals and that he was very proud of all of us for working so well individually and as a team. You know, that meant the world to me. I never really appreciated it at the time, but I sure did a few weeks and months after the fact. To be told that you did a good job under very difficult circumstances made us feel proud to be Saanich Cops. (sc 2)

Once again, it appears to me that the basic human kindness and caring is what Saanich Police personnel want to see in their leaders.

During my thematic analysis I was interested by what emerged from some of the more junior participants in this interview process. That was the importance of team building and mutual respect for each other as people, and not as ranks or positions. One participant put it succinctly, "Our new generation of cops don't simply respect ranks by nature. They need to know and respect the person. Good morale means building relationships that matter and are based on mutual respect" (sc 6).

The majority of interview participants articulated that from their personal viewpoints, 'esprit de corps' means valuing everyone, being tolerant of individual differences and accepting that not everyone is good at all things in our profession. Several of the participants expressed that good morale and teamwork are predicated on a positive vision for the future. Almost all of the participants described how necessary it is to plan for future changes to

boost morale during the present time. One issue that emerged was the importance to plan or take time to re-evaluate current police practices for effectiveness. Some others commented on revitalizing our goals and objectives. There were a few suggestions in comments such as renewing our Saanich PD logo, repainting our marked cars, updating our equipment and so on. All this seems to have value in terms of generating visual signs of refreshment.

I was intrigued by one final thought regarding the importance of good morale within the Saanich PD. The following comment sums up the value some Saanich police officers place in 'esprit de corps' as an important NCO leadership competency:

Because we don't see our senior officers very often, the Sergeants and Staff Sergeants are the keys to good morale. When there is good morale it makes for a good feeling in the building, it makes it a good place to work. (sc 3)

## Discussion of the Findings

### *The Focus Group*

When the Focus Group activities were conducted, the participants all engaged in meaningful conversations that mattered to them when answering the questions posed by the Focus Group facilitator. It seemed important at the time to obtain the contemporary views of the participants, and then compare them with the Saanich PD's current values and vision statements, as documented in the Saanich Police 'Strategic Plan 2003-2007.' Furthermore, I felt it prudent to compare those findings with the core values and core competencies that are so well captured in the contemporary literature on the topic.

It should be noted that one of my assumptions, and indeed one of my biases, is my belief that all of the police officers I studied are leaders in their own right. I tried to

neutralize the rank structure when defining the attributes that were valued by the participants in terms of leadership qualities they admired. In my view, due to the rank structure inherent in the Saanich PD, the participants made references back to the rank structure as a gauge of leadership competencies. I refer to the ranks as simple terms of reference for ease of communication during the Focus Group discussions.

I then examined the data tables from the Focus Group and compared them to numerous lists of core values and core competencies in several leadership literature resources. The most applicable source was found in Anderson (2000) in his appendix D, citing the Royal Canadian Mounted Police (RCMP) and Federal Law Enforcement Training Center (FLETC) competencies lists.

When examining the Focus Group findings, it became apparent to me that core competencies and core values as described by Anderson (2000) are separate yet intertwined in practice. The participants in this study discussed their views, gave examples of why they had certain opinions, and gave their thoughts freely and openly to their peers. I am of the opinion that the data obtained from this Focus Group was authentic, based on what I saw and heard. Indeed, it is a rare occurrence when so many leaders of one division of the Saanich PD are in one room at the same time, having such meaningful discussions.

I have clustered the findings into the core competencies best describing each category. I appreciate there are overlaps from one category with another, and that some core values are words used to describe competencies. For ease of analysis, Anderson (2000) describes core competencies as, "...clusters of behavior that is observable and measurable" (p.415). Furthermore, he states that personal values, "...begin deep within a person's belief

and value structures and a solid sense of purpose or mission in life, is necessary for leadership effectiveness to be sustained” (p. 57).

When I analyzed the data from this Focus Group, the core values I observed were in sync with the core values of the Saanich PD as described in the “Strategic Plan 2003- 2007,” as well as the “Policing in British Columbia Commission of Inquiry’s Final Report” (1994) under ‘The Recommendations’ section (p.9-16). I also found congruency with the RCMP through the Canadian Police College (CPC) Leadership Competencies Model, as cited in Anderson (2000). The following Table FG-4 is instructive in comparing summaries of my findings to the literature as described in this report.

**Table FG-4**

<i>Summary of Findings and Literature Comparison</i>	
<b><u>Focus Group Values</u></b>	<b><u>Core Values &amp; Core Competencies</u></b>
<i>Competencies List</i>	<i>Literature</i>
<b><u>Values:</u></b>	<b><u>Values:</u></b>
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Professionalism</li> <li>• Honesty &amp; Integrity</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Professionalism</li> <li>Honesty &amp; Integrity</li> </ul>
<b><u>Competencies:</u></b>	<b><u>Competencies:</u></b>
<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Counsels, mentors or coaches others towards performance improvement</li> <li>• Inspiration &amp; Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Communications Skills</li> <li>Counsels, mentors or coaches others towards performance improvement</li> <li>Inspiration &amp; Motivation</li> </ul>

In terms of what the Focus Group participants articulated in their definitions of best practices, values and competencies of NCO police leaders, it is instructive to compare those results to similar leadership best practices outside of policing as well. According to Kouzes and Posner (2002), who focused their research on many different organizations, they suggest, "...that we firmly believe that leadership is not about position or title. It is about relationships, credibility and what you do" (p. 383). What came out of this Focus Group was that leadership traits are indeed inside of all members of the Saanich PD, not just those with certain ranks or positions. These findings demonstrate consistency with contemporary leadership thinking, in my view, which is further exemplified by Kouzes and Posner, where they state, "...beyond the practices, beyond the action steps, there is some fundamental truth about leadership: leadership is everyone's business" (p. 383).

It is further suggested by Whetten and Cameron (2002) that, "...effective leaders have the respect and commitment of team members... articulating goals, or trying to motivate team members are all wasted efforts if you have not established credibility and respect" (p.460).

It is therefore my submission that the Focus Group findings and discussions surrounding NCO leadership values and competencies are indeed aligned with modern leadership best practices. These competencies and values are also consistent with the contemporary literature on this topic.

### *The Surveys and Interviews*

The survey findings and interview data that I studied revealed the top five NCO leadership competencies as described previously in Table S-2. By taking those five competencies and comparing them to the RCMP, FLETC and CPC competency models, I easily fit them into the established categories.

The first cluster of NCO leadership competencies, namely 'coaching, mentoring and leading by example,' all fits into the competency categories of "sharing power and creating opportunity," as described by Anderson (2000). This is also validated by Kouzes and Posner (2002) by suggesting, "...collaboration is the critical competency for achieving and sustaining high-performance" (p.242). Indeed, when opined by Yukl (2002) it can be seen that, "...effective leadership includes showing trust and confidence, acting friendly and considerate, trying to understand subordinate problems, helping to develop subordinates and further their careers" (p.25). These are all consistent with what the Saanich PD participants place value in. This corroboration in the literature validates my findings that coaching, mentoring and leading by example, are the NCOs leadership competencies of primary importance to Saanich Police officers.

Using this above noted rationale, I concluded that the survey results as organized in my top five categories all fit into demonstrable NCO leadership competencies as described below:

**Table C-1:**

<u><i>NCO Leadership Attributes</i></u>	<u><i>NCO Leadership Competencies</i></u>
1. Coaching, mentoring, leading by example	1. Sharing Power & Opportunity
2. Being personable & respectful	2. Relationship building
3. Strong work ethic, professional,	3. Service orientation
4. Open two-way communication	4. Communication skills
5. Operationally competent	5. Inspiration & Motivation

My opinions and conclusions in this study closely resembled the findings in a similar size municipal police department study on leadership competencies, in New Westminster, British Columbia. The conclusions and findings as reported by the author, an Inspector with that police force, made similar observations by surveying members of the New Westminster Police Department (N.W.P.D.). It is interesting to note that leadership competencies, when reduced to lists or categories, are for ease of reference only. Many NCOs, senior officers and junior Constables all share many of the same competencies but on a sliding scale of importance. When I looked at the data and placed them into specific categories, it became apparent to me that many demonstrable behaviors fit into many competency categories. By the act of distilling the data into lists, I was concerned that the individual parts would not reflect the whole idea of what actually makes an above average leader at the NCO level in the Saanich PD.

I then turned back to Kouzes and Posner (2002), who asked a similar question, “...what values, personal traits or characteristics do you look for and admire in your leader?”

(p. 24). Kouzes and Posner's research is credible and valid in my estimation, because they have conducted over twenty-five thousand questionnaires over a twenty-year or more time span. They have acquired over two hundred different values, traits and characteristics about leadership in their studies. I expected and found that at least four of Kouzes and Posner's conclusions were similar to what I found during my study's surveys and interviews. Specifically, the leadership characteristics that Saanich Police officers were looking for in their NCOs were; honesty, forward-looking, competence and inspiring. Even though the actual words used by Kouzes and Posner were not identical to the words I found in my research data, I drew the substantive elements out of the words and concluded that they work with each other (p.24).

### *Organizational Culture*

The next area of interest was how the study findings with respect to organizational culture, closely resembled leadership competencies and values that I reported previously in this thesis. Many of the survey participants believe that as an organization, the Saanich Police Department is an organization trusted by members of the community. My study participants validated their opinions by using words such as honesty, fair, respectful, unbiased and competent, all coming from feedback received from the citizens of Saanich and other areas of the Capital Regional District. The people that made these remarks in the surveys, as well as in the interviews, pointed towards more global facts as evidence of the professional organizational culture of the Saanich PD. Specifically, participants pointed towards a low crime rate, which validated the effectiveness of the police department, which

in their views was a direct consequence of the professional culture and community policing philosophy that exists within each member of the Saanich PD.

I reviewed the most recent 'Municipal Crime Rate Report 2006' as released by Police Services Division, Ministry of Public Safety and Solicitor General of B.C. In comparing the Saanich Police Department's overall crime rate for the year 2005 at fifty-seven against similar agencies such as the Delta PD, with similar demographics and population, their crime rate there was reported was seventy-four. The Victoria PD with a slightly lower population had a crime rate of one hundred eighty-six. In my view, crime rates are instructive to show a police department's effectiveness, but they are by no means conclusive evidence in terms of how well they operate. What I find interesting is that the Saanich PD organizational culture and policing philosophy of "no call too small" seems to generate a linkage to our community over all. This linkage to the community can only occur, if there is a linkage within the Saanich PD, and that can only occur if leadership competencies are present in each person within the organization.

According to O'Toole (1996) there is a suggestion that the more leadership you have in the business, the stronger that business will be. Furthermore, Anderson (2000) suggests that in a leadership continuum, personal leadership manifests into team leadership, team leadership grows into organizational leadership, which then grows to stimulate community development. In this context, the culture of caring about individuals, up to and including community responsibility for crime-prevention may indeed be showing the effectiveness of the Saanich PD culture and community policing philosophy. This is also described by Covey (1989) whereby he describes some habits of highly effective people usually create 'win-win' situations. When the community works together with the leadership of the police

department, everyone is taking responsibility for crime in their community. When everyone is taking responsibility or a leadership role within their community, that indeed creates 'win-win' situations in terms of crime prevention and thus a reduction in the crime rate. Taking ownership in the community is leadership, and that leadership has to start with the newest recruit Constable of the Saanich PD.

### *Leadership Development*

The next area of interest in my study was the apparent need for leadership development within the Saanich PD. It was obvious to me that a simple training program was not what the participants were looking for. The data suggested a program of continuous development will need to be created by and for the membership of the Saanich PD. It would appear that many levels or modules of training, peer discussions, coaching or mentoring is what some Saanich Police Department members would be willing to accept. This data stream in my survey is consistent with a survey completed by one hundred fifty-eight Saanich PD members in the year 2005. That survey report submitted by Dr. Cameron PhD, at the behest of the Saanich Police Association, showed the majority or approximately sixty percent of the respondents were not content with some forms of in-service training, generally referred to as increment training. Training needs to be task specific, while education or philosophical thinking about police leadership needs to have sufficient time and resources allocated to the learning process. It was apparent that many officers want quality programs and learning opportunities that make good use of their time.

It was logical for me to conclude that any leadership development training or training that is not task specific, may not be embraced by the rank-and-file membership of the

Saanich Police Department. An example of how a leadership training program that was deemed to be mandatory increment training by a Chief Constable, can have rather disappointing results were illustrated in a lower mainland police department a few years ago. In that police department, the "Level One Hundred Leadership Development Program" introduced to that organization in the year 2000 resulted in mixed reviews. In that case, a committee of police officers and civilian staff created a program of six modules with the assistance of a professional management consultant. The leadership development program they created apparently had limited success amongst the members of that police department. Evidently, this was because it was not a traditional police-training course that was task specific, with clearly defined parameters, goals and objectives.

The paradox in that example was the realization that leadership training and leadership development are apparently two separate issues. The former would be a simple course, teaching officers the mechanical and managerial duties necessary for that organization at the supervisory level. The latter is a program of continuous and ongoing learning experience and feedback, which apparently takes more time than just a short weeklong course. In other words, it appears to me that true leadership development takes more time than what most officers are willing to commit to their learning.

In a similar context, a graduate research project written by Constable Jane Naydiuk of the Saanich PD reported some interesting findings that came out of her study of pre-training and post-training police academy graduates. Naydiuk (2005) posited that due to the nature of training and actual police work, officers are more likely to be consumed with job performance issues rather than personal development issues. For example, Naydiuk suggests that in pre-training surveys of police recruits, they appear to be interested in personal growth

and self-development. This makes perfectly good sense to me as all recruits come to the policing profession with a sense of duty, service and responsibility. What is instructive and insightful is that post-training recruit officers have experienced a paradigm shift of what issues are now important. For example, “catching bad guys” was the dominant means of thinking, as suggested in Naydiuk’s findings, namely, “...the data and analysis revealed that by the end of training police recruits believed it was more critical to master quick decision making, than it was to use reflective analysis” (p. 89).

Upon reflection of these examples, and of course, drawing on my personal experience as an operational police officer, trainer and instructor, it occurred to me that police officers simply become too impatient to embark upon leadership development education during their early formative years on the job. The obvious pressure is on skill mastery for modern police work, such as sound investigative competence, proper interviewing and interrogation techniques development, and other task specific skill sets that are necessary for modern policing. Leadership development becomes almost a philosophical ideal, to which there seems to be little time to devote to learning and practicing. In my view, this accounts for the leadership training and leadership development paradox. To further exacerbate this dichotomy, when police officers finally do show an interest in leadership development, they are well into their careers and are considering promotions to the supervisory rank of Sergeant. It may be safe to conclude that by that time, most police officers will have experienced both positive and negative supervisory role models within their careers, not only at the Saanich PD, but also in other organizations that have been a part of their lives.

The unfortunate by-product may be that perceived ‘command-and-control’ leadership attributes may have contaminated some officers’ thinking in terms of what is the appropriate

model to follow. In other words, trying to undo previous learning may be difficult. Indeed, Bushe (2001) suggests that how we experience the present is more or less conditioned by our past and so we all have some problems confusing the present with the past. Bushe further explains, "...generally, this means learning about the baggage they are bringing with them from the past...not let it unconsciously affect how they experience the present or motivate their behavior" (p.67).

It would be relatively safe to conclude that a paradigm shift may be necessary in order to truly develop a leadership philosophy within the Saanich Police Department, rather than simply try to develop a leadership-training program. It is important to acknowledge that leadership development is really about personal growth, while people gain work experience traveling along their career paths. Deroche (1998) suggests that continuous personal growth is an ongoing process of knowing who you are, knowing what you want, knowing how to get there and focusing one's efforts to achieve one's goals. Continuous personal growth is achieved within the context of balancing personal and professional interest.

When I analyzed the survey data for my study, I was surprised that the members of the Saanich Police Department would not favor the proverbial 'one-size-fits-all' leadership training program idea. I examined the Canadian Police College Training Continuum Model and realized that developing a single program would probably fail. This was clearly outlined in the survey data and further validated during the interviews with both police and civilian personnel. The Canadian Police College Training Continuum Model as developed by Desrochers, Duquette and Gregoire in 1998 describes leadership development as having five levels across three dimensions. The levels are numbered one through five and are labeled: (a) entry-level, (b) supervisory level, (c) managing one group level, (d) managing multiple

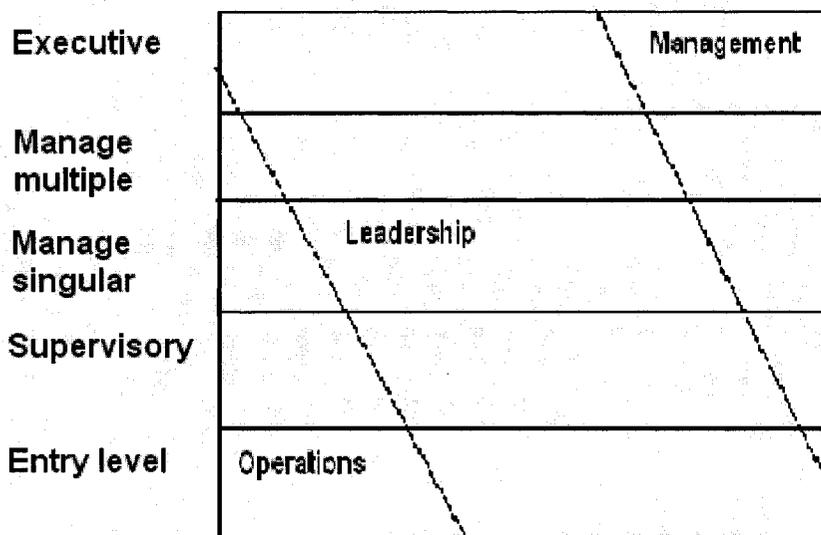
groups level, and (e) executive level. The three dimensions or competencies are: (a) operational competencies, (b) leadership competencies, and (c) managerial competencies. (See Figure CPC-1)

Using this model, the entry-level police officers are primarily capable of learning operational competencies, developing leadership competencies and merely getting a taste of managerial competencies. Conversely, executive level personnel are minimally interested in operational competencies, while their time is equally divided between leadership and management competency development.

**Figure CPC-1:**

***Canadian Police College Training Continuum Model***

(This diagram reprinted with permission of the Canadian Police College 2007)



*Mentoring and Teaching*

The issue of mentoring and teaching seems to be one that would be embraced as a simple, effective and meaningful way of transferring knowledge and experience from one officer to another. Although many participants were clear in their responses, they expressed a desire for more learning experiences and instruction from their peers and colleagues. What is of concern is that most officers at the Saanich Police Department appear to be willing to share their expertise, but generally not until other officers first ask them. They tend to keep their expertise and knowledge confined amongst their immediate work groups, rather than let it become common knowledge throughout the department. While it is my view that no one deliberately hides his or her professional knowledge, they do have a tendency to be rather humble about their qualifications and expertise, with the department at large. The problems seem to be exacerbated when people from outside of the Saanich Police Department are contracted as resources or subject matter experts. Significant frustration occurs when they fail to provide the services that they were hired to perform. Many Saanich Police Department members appeared to be more qualified to teach various programs to their peers, yet the people within the organization whose responsibility it is for arranging internal training programs did not approach them. This resentment, on occasion, created a negative cloud towards in-service training or the increment training previously mentioned in this report by several of the survey and interview participants.

On the other hand, Saanich Police Inspector R. Downie completed a comprehensive research study in 2003 with respect to how knowledge is transferred within the police department. In his major project report, Downie suggests that the Saanich Police Department

senior officers should model the way for sharing information to other members of the organization. Downie's findings state that:

...when officers see others sharing and asking questions, rather than hoarding and being exclusive in their decision-making processes, they are more likely to emulate that same behavior. This means that they too will ask others for information and share what they know. (p.341)

The sharing of knowledge and information should be more free flowing throughout the Saanich Police Department than it currently appears. I would suggest there are some minor roadblocks to fully implementing this philosophy as I discovered in my findings.

I have concluded that due to the often times competitive culture of policing, rather than the collaborative culture of private enterprise, it seems that sharing of knowledge will continue to be difficult at certain times within this organization. This is most noticeable during times of 'transfer competitions' and 'promotional competitions'. In other words, there appears to be cycles of collaboration and then cycles of competition, depending upon what organizational adjustments are in play. This competitive culture does not seem to exist at the entry-level of the Saanich Police Department. When new recruits join the ranks, many officers and NCOs willingly share information and their experiences about police work. However, once a recruit officer becomes an experienced veteran officer and has for example ten years aggregate service, that officer now has to compete for promotion or transfer to a specialty unit within the Saanich PD. Consequently, it appears that officers begin hoarding knowledge or deliberately will not share knowledge with their competitors. It is my submission that leadership development, mentoring and teaching should become more of an organizational priority than it currently is. Indeed, Kouzes and Posner (2002) cite, "...how the United States Navy studied their best ships and found that the commanding officers that had the

most success were the ones that gave top priority to the development of their sailors” (p.292).

Furthermore, Kouzes and Posner suggest that:

...for leaders developing the competence and confidence of their constituents (so that they might be more competent, more capable, more effective and leaders in their own right) is a personal and hands on affair. Leaders are genuinely interested and those they coach. (p.292)

I have therefore concluded that leadership development is congruent with mentoring, teaching and above all learning. As Anderson (2000) suggests, “Leadership organizations really need leaders who can focus on development, and not just the status quo. Development of people is the secret to transforming the culture of an organization” (p.325).

### *Espris de Corps*

The final area of discussion with respect to the data I obtained and analyzed from the surveys and interviews, were the issues surrounding the interpersonal relationships or the ‘esprit de corps’ within the Saanich PD. By examining the participants’ responses to the sets of questions posed in both the surveys and the interviews, it was evident to me that mutual respect and recognition were instrumental in defining good morale, good working conditions and good teamwork.

It was apparent from my findings that recognition for good work needs to be acknowledged by one's peers, supervisors, and colleagues of all ranks. Recognition therefore has intrinsic value, not only to individuals, but also to the organization as a whole. Most of the participants in the study expressed their need and basic desire to be acknowledged and recognized for who they are, and for what they have done. Within the context of this study, several participants’ stories related back to how they have had positive and negative exposure to various forms of recognition within the Saanich Police Department. In simple terms, I

have concluded that positive recognition for positive work performance generates a satisfaction and strong interpersonal bonds between colleagues, as noted in the findings portion of this chapter. There is overwhelming evidence to support this conclusion.

According to Anderson (2000) he suggests that:

Human needs in the workplace can cause us to be more cognizant of the people side of enterprise, the importance and dignity of human life and the importance of personal meaning and purpose in work. It has also revolutionized thinking about productivity and performance; basically, it has clarified that people who like what they do feel respected and valued and are involved will perform better. (p.310)

It has been posited by Kouzes and Posner (2002) that exemplary leaders make other people feel strong by acknowledging them and giving them credit for their contributions. This premise appeared to be common sense, but like in all aspects of human interaction, there are negatives to go along with positives. In my findings, several participants made mention of how easy it was to destroy morale or diminish 'esprit de corps' by ineffective leaders not recognizing other people's contributions and efforts within the Saanich PD. Taking a step further, Kouzes and Posner suggest that, "...constituents who feel weak, incompetent, and insignificant consistently under perform; they want to flee the organization, and they're ripe for disenchantment, even revolution" (p. 281).

It is important to understand the context of how police officers within the Saanich PD view their work. From the vast majority of the participants surveyed, it is apparent that policing is a passion and a profession, not merely a job to them. Due to the dynamic nature of modern police work, and the emotional and stressful highs and lows of front-line activity, it is now even more important for NCOs practicing effective leadership, that they recognize the need for maintaining strong 'esprit de corps'. Gilmartin (2002) suggests that the new generations of police officers are more sensitive to their needs and wants than in previous

years. Gilmartin points out how recruits are told that 'the job' takes its toll, but they are hardly ever told or shown how to minimize the negative effects of the journey through their police career. Helping officers keep their personal lives intact is not seemingly a priority for many law enforcement agencies. Typically, agencies give no strategies or preventative measures to their recruits. What Gilmartin also points out is that due to the negative emotional aspects of police work, and the seeming inability for front-line police leaders to recognize the changes in their team members, the effect may go beyond the officer and have an impact on his or her family support groups as well. Where this manifests itself is when police officers become emotionally upset and blame their NCOs and senior officers for their lack of leadership. According to Gilmartin:

...minor dissatisfaction with the organization or agency can become all consuming anger, hostility, and open hatred toward the management hierarchy of the police agency. The cost unfortunately, can also be tabulated personally in failed marriages, children in trouble and life views dominated by negativity, social isolation, and alienation from fellow human beings. (p.5)

It is important to understand that job-related stress, such as rotating shift work, can also amplify the already negative aspects of operational police work. It is consequently all the more important for NCOs and police officers of all ranks to make it a priority to create as positive a work environment as possible within the confines of the Saanich PD.

When I referred again to Dr. Cameron's findings in his 2005 survey, it became apparent that many officers believed their workloads had already reached maximum levels. The respondents to Dr. Cameron's survey indicated that as tasks were piled on top of their daily workloads, it was difficult for them to perform their primary duties properly. As a consequence, many of the ancillary tasks were not getting done due to lack of time. This apparently added stress to an already stressful work environment, and the problem was

amplified when officers were putting in many hours of unpaid overtime just to have peace of mind and a sense of completion. Some of the interview participants in my study described how demoralizing it was when those officers or their colleagues were criticized for not completing tasks during regular working hours. This apparently contributed to a feeling of helplessness and disinterest amongst some members of the Saanich Police Department. In speaking to the importance of good morale and 'esprit de corps' Dr. Cameron's (2005) findings suggest that:

... while no one said it out right, the impression this writer received is that in the opinion of some members, management does not recognize the most important single element of the paramilitary organization, 'esprit de corps'. In an organization where rewards are limited... fostering a feeling of belonging to an elite group and of being a vital member of that group is especially important. (p.9)

In my experience as a police officer, as a police supervisor, a leader, a trainer and coach, one thing I have learned and verily believe is that leaders need to inspire the best in their people. If a person is to embrace servant leadership as a means to an end, it makes sense to work on maintaining healthy working relationships with all team members. Bushe (2002) suggests that, "...exceptional leaders in empowered organizations focus more on what's working and what they want more of and less on problems and what they want less of" (p.155).

Based on the findings of the Focus Group, the surveys and interviews, I have concluded that members of the Saanich PD put high value in 'esprit de corps', good morale and strong interpersonal relationships. These findings, the literature and my personal experience are all congruent with what Saanich Police Department members want from their NCOs and are the same qualities, values and competencies that they admire and aspire to.

## Study Conclusions

I have had the opportunity to reflect upon the data I collected and analyzed during this study, and I have drawn the following conclusions and believe them to be true based in the collective opinions of the sworn officers and civilian employees involved in this project.

### *Sharing Knowledge and Continuity*

The first conclusion is that Saanich PD members and civilians are proud to be members of this organization, and they see value in the organization's culture of community policing. The participants in my study gave copious evidence of the necessity to maintain continuity within the Saanich PD in terms of using ongoing coaching, mentoring and leading by example. This is apparently vital for the sustainability of the organization. Saanich Police Department members, both sworn and civilian, are professional people and are dedicated to community service. This philosophy should be maintained by all the stewards of the Saanich PD and can be done so by sharing the knowledge, wisdom and experience with all members of the organization.

### *Modern Leadership Development*

The second conclusion I reached following this study was members of the Saanich Police Department want a modern leadership development environment within the organization. There appears to be a need for a paradigm shift from thinking that leadership training and leadership development are one and the same. From the results of my study, leadership development needs to occur in the form of some kind of semi-structured program conducive to learning the philosophy behind modern leadership at an earlier point in police

officers' careers. This would require an ongoing leadership development program, and not a short leadership-training course. The second paradigm shift within this category is the need to create an organization of leadership learning that is conducive to an environment of coaching and mentoring that is collaborative and not competitive within the organization.

### *Mutual Respect*

The third conclusion I reached was the need for members of the Saanich Police Department to build and maintain strong interpersonal relationships with one another across all ranks and positions within the organization. The members of the Saanich PD want to create and maintain a positive, safe and mutually supportive working environment where good morale and strong 'esprit de corps' is the norm. Sworn officers and civilian staff alike want all officers and civilian personnel to feel confident, powerful and competent within their jobs inside the organization. Consequently, they need to be respectful and need to be respected, as well as recognized for their positive contributions to the Saanich Police Department.

It is apparent to me that my study conclusions are similar to the literature on modern leadership philosophy. This is important because the obvious discrepancies between some of the more seasoned and experienced officers' opinions about leadership appears to be in conflict with the opinions of the newer generation of recruit officers. For example, the more senior experienced officers and civilian staff have been exposed primarily to the 'command-and-control' leadership style for a significant number of years during their careers. Consequently, they may draw on those experiences to guide them presently and in the future. This conflicts with modern recruit officers, as well as newer civilian staff, because they are

looking for transformational leadership that will fulfill their own personal and professional needs. The consequence of not aligning these two examples of 'command-and-control' versus transformational leadership philosophies, is that junior officers will simply resign from their positions and move on to other police departments, other organizations or another career altogether. It seems they would rather move on than stay with an organization that does not challenge and reward them.

### Scope and Limitations of the Research

The factors that limit the scope of my findings are multi-layered, in terms of what should be done, what could be done and of course, how much time there is to get it done. Another issue from my perspective is that relatively few officers and civilian personnel participated in my study compared to the aggregate total of employees that work for the Saanich Police Department. From what I have learned from the relatively few officers and civilian personnel that did participate in my study, is that they apparently did so because they wanted to be heard, to have their opinions and beliefs brought forward in a safe environment, and they wanted to make a difference for the future. I am cognizant of the fact that my study only involved about twenty-five percent of the membership of the Saanich Police Department. I am further aware that other members of the organization may not share the opinions, viewpoints and ideas that I obtained. I am however intrigued by the majority of study participants that were younger members that demographically represents approximately sixty percent of the Saanich Police Department as a whole. This suggests to me that the bulk of Saanich PD members may be open-minded and motivated enough to

allow some type of transformational leadership philosophy to flourish within the organization.

### *Time Management*

The issue of time is one that I am sensitive to and understand the concerns set out by the participants in my study. Modern policing is such that the time necessary to complete investigations, tasks and associated paperwork is all consuming. The problem is further exacerbated by the fact that complicated investigations and reports need to be completed within the scheduled shift. Indeed, the bulk of the shifts within the Saanich PD are twelve-hour shifts rotating through days and nights. There are several rotating ten-hour shifts, and very few eight or nine hour shifts that are straight days. Consequently, finding the time for training, education or developmental exercises that have been discussed previously in my paper, is probably going to be difficult to reconcile.

Fortunately, there is apparent interest in working 'on' the organization, as well as working 'in' the Saanich Police Department. These issues that I have uncovered during my data collection phase of this study give me hope for the future. In my estimation, time will need to be freed up to address the issues that are important to the members of the Saanich Police Department.

In order for the "action research cycle" to be complete in this project, I will be preparing a short "Executive Summary" of my findings and recommendations to take forward to all the people that participated in my research as participants. I will afford the personnel that wish to actually read my final thesis in its entirety the opportunity, as I will make additional copies for the purposes of lending it out to interested people. Unfortunately,

due to the tight time constraints with the participants' shift work schedules, the inevitable transfers that took place between sections, platoons and divisions, the reality of reconvening the Focus Group are time and cost prohibitive. I will be offering my time to any participant that wishes to discuss the issues further, upon their reading of my thesis.

It is also my intention to prepare a short presentation for the senior management team of the Saanich Police Department where I shall present the "Executive Summary" of my findings and recommendations. Copies of my final thesis will be issued to them as well, and I shall be prepared to answer any questions they may have.

This chapter outlined the findings I made during my study and investigation of my research question. The data I collected from the Focus Group, the surveys and the interviews gave me a clear understanding of what leadership competencies and best practices were of importance to members of the Saanich PD and civilian staff of this organization. It was apparent from the findings outlined in this chapter that the issues of importance varied between participants, but the fundamental issues of respect, esprit de corps and caring for each other were common themes that had significant impact on the people of the Saanich Police Department.

## CHAPTER FIVE: RESEARCH IMPLICATIONS

### Introduction

In this chapter, I have examined the findings from my research, compared them to my original research question, and have found that my question has been answered. I have made three recommendations here, and have tied those recommendations back to the original question: What are the key competencies for modern police leadership at the senior Constable level for promotion to Sergeant and Sergeant to Staff Sergeant, in the Saanich PD? The recommendations outline: (a) team building and transformational leadership, (b) teaching, coaching and information sharing, and (c) leadership development through on the job problem solving meetings. This chapter will also address organizational implications of the recommendations and implications for future research.

### Study Recommendations

Throughout this research project, I was always cognizant of the successes and achievements of all the people, past and present of the Saanich Police Department. The organization is one that people are drawn to work in and for, both in sworn and civilian capacities. This even extends to the community, as the Saanich Police Department employs a volunteer Reserve police officer cadre and a significant civilian volunteer network, focused on community crime prevention initiatives.

The Saanich PD has seen unprecedented growth over the past five years in terms of population increase within the organization, as well as the replacements of large numbers of

senior officers that have moved on to retirement. It is within this framework that I make the following recommendations to build upon the successes of the past as well as the present, and move forward into the twenty-first century.

#### *Recommendation One*

The first recommendation is for the Saanich PD to create a philosophy of collaboration, team building and transformational leadership.

NCOs and civilian supervisors taking a more active role in recognizing good work within their teams may accomplish this first recommendation. It is apparent that everyone involved in my study, acknowledged the importance of recognition as a means to building positive relationships, trust and confidence within their respective teams. It is recommended that NCOs and civilian supervisors embrace positive reinforcement and some system of rewards for their team members and that should be given a greater priority. This can be done whenever an opportunity presents itself. It is further suggested that each team leader, based on the needs of the individual team members, develop a weekly recognition process. For example, in the Richmond RCMP Detachment, Superintendent Ward Clapham and his senior officers, hold a recognition meeting on Wednesday mornings. The management team thereby recognizes any detachment personnel that have demonstrated good work or performed their duties above what was required, during that informal meeting. This recognition comes in many forms, such as cards of thanks, small gifts or tokens of appreciation, up to and including formal letters or commendations by the commanding officer.

*Recommendation Two*

The second recommendation is for the Saanich Police Department to maintain and expand the culture of the organization by developing a more open information sharing philosophy throughout the Police Department. This information sharing philosophy should transcend all divisions and include sworn members and civilians of all ranks and positions.

This second recommendation will see the establishment of both formal and informal learning and teaching by instilling the philosophy of coaching and mentoring within the Saanich PD. Indeed, this recommendation should foster a sense of collaboration and 'esprit de corps', because in my view, using a team approach, together everyone achieves more.

It was suggested by Downie (2003) that sharing of knowledge within the Saanich PD is of great importance to all members of the organization. In this recommendation, it is suggested that a new format of information sharing between all members of the Saanich PD be created. This would be in addition to, and not a replacement of the regularly scheduled mandatory training days already established. In this context, developing leadership skills and sharing of information become a singular event.

This new format would see the implementation of monthly thirty minute training sessions put on during regular shift hours. These training sessions would be open to all personnel within the Saanich PD and include civilian and sworn personnel. The information in these training sessions would be encapsulated or abbreviated, and taught by subject matter experts from within the Saanich PD. For example, after a patrol platoon's second day shift muster, half the platoon would deploy on the streets while the other half would stay behind for the training session. Officers and civilians from the various divisions such as Traffic, Detectives, Community Liaison and so forth, would join the patrol platoon for the thirty

minutes in the morning for their training session. Once that training session was concluded, the remaining platoon officers out on the street and members from other sections of the Police Department would convene for the next or duplicate training session. The Deputy Chief Constable would approve the topics for discussion in advance and a schedule would be posted for all personnel to see. The topics chosen would be taken from a master list, created by the Continuous Improvement Team, that has interest for both police and civilian personnel as well as the senior management of the organization.

These training vignettes would be short, to the point sessions that should be of interest to all personnel even if it is not necessary for their daily work. For example, the records supervisor could spend a few moments demonstrating some new tips for navigating through the new 'Police Records Information Management Environment' (PRIME) computer system. Another example could be a drug squad officer discussing the latest dangers associated with clandestine drug laboratories, or new street drugs officers will be encountering. A subsequent example would see canine officers discussing and reminding all personnel of the necessity for setting containment and how to avoid contaminating a suspect's canine track. The topics and possibilities are vast, however, the point is that all personnel within the Police Department would be coming together for short training sessions that would help share information, help build stronger relationships and would help all personnel with special knowledge to share their expertise. It is my submission; this would raise awareness throughout the department, build confidence in the presenters, as well as see the emergence of new leadership competencies within many people. The additional benefit, as I see it, is that the morale, sense of belonging to a diverse and professional organization should help in building strong 'esprit de corps.' This format would also see a better sharing of

information among Saanich PD personnel and would help officers in identifying various resident subject matter experts within the organization.

This second recommendation in this section would require that the Saanich Police Department management team allow the use of thirty-minute training sessions as part of the new standard operating procedures, and should include all divisions within the department. This transformational change would take time to implement and would also take time to accept as a new way of doing business. In the long run, this idea could create an environment where continuous improvement and ongoing learning is the norm. This is an integral part of an organization moving forward to truly becoming a learning organization. As outlined by Downie (2003) his idea that sharing knowledge should be the norm could be one step closer to accomplishing that ideal.

### *Recommendation Three*

The third recommendation as a result of my research project would see the creation of a leadership development program that addresses the many needs of Saanich Police Department staff from all ranks and positions. At the same time, this recommendation would address the issues and concerns that need to be examined organization wide.

This recommendation suggests the creation and implementation of the 'Continuous Improvement Team' (CIT) concept. The CIT would be designed as a means to help develop leaders from all divisions within the Saanich PD, sworn officers and civilian personnel alike. The Continuous Improvement Team can be used as a vehicle to address problems and issues within the organization with the view of allowing CIT members to engage in meaningful

dialogue to assist in problem resolution. The learning and leadership development occurs during the dialogue phase that is generated within the CIT meetings.

The idea of the CIT is to be as inclusive as possible, with as many sworn and civilian members, from as many different sections of the Saanich Police Department as manageable. Their mission is to bring forward issues, concerns or problems from their respective teams and using the CIT forum, draw upon the collective experience and creativity of the assembled group. The CIT meetings should be held monthly and would be tasked with presenting an identified concern, conduct a brainstorming session, and hopefully develop the solution to the issue at hand. In using the CIT model, it would be necessary for all participants to leave their ranks at the door, and everyone in the room should be treated as an equal partner, and as a valued and respected member of the team. The Continuous Improvement Team atmosphere needs to be relaxed, semi-formal and above all must be a safe environment where people can speak freely.

The Continuous Improvement Team ideal is analogous to a medical physician conducting triage on an injured patient. For example, the physician would first identify the problem, identify what caused the problem, and suggest how to treat the problem in order to make the patient stronger. In the actual policing context, the CIT process can be used the same way as the triage example above. For example, the CIT would come together to address the issue of patrol over-time. Patrol supervisors, who suggest that due to insufficient resources, would bring the problem forward to discuss how the patrol division was having difficulty calling out 'off-duty' officers to work on overtime, in order to comply with the agency's minimum staffing policy. The CIT members would hear many reasons for the reluctance of officers to come into work on overtime during their days off from many

different perspectives. In this example, the discussion would flow from patrol officers explaining their need for time off, and that without it, a physical and psychological burnout would start to take place. Furthermore, by accepting additional work for overtime wages on days off, patrol officers' workload and case burden would actually increase, making the problem worse.

The CIT would brainstorm and put several ideas forward such as, dismantling a few specialty units and re-assigning those officers to patrol, hiring more officers and many other alternatives. By the end of the discussion, it was determined that the true problem was that patrol officers needed some extra uninterrupted time in order to complete their files and finish their paperwork from previous shifts. The solution would be agreed upon, on a trial basis and would see that patrol officers who needed the extra time to conclude their files were able to get preauthorized overtime from their supervisor to work on their overdue files. This innovative idea would see officers coming into work on one of their days off, in plain clothes and would strictly work on their overdue files. Using this example, officers would obtain a small amount of overtime to finish their files on a day off, and yet not succumb to workload burnout, by virtue of always trying to catch up on their files during their regular tours of duty. This in turn would alleviate their case burden stress, which could then make them available to take on the occasional patrol callout shift on overtime in order to satisfy the minimum staffing policy of the agency.

It would be necessary for a senior officer of the management team to be present during the CIT process in order to listen to the logic and decision-making of the group. The senior officer involved would be readily available to discuss the matter with the rest of the management team and would be able to provide reliable, first-hand information. Using this

approach, decisions could be made a lot more effectively and with clarity, by virtue of the senior officer being a member of the CIT team.

It should be noted that this recommendation of implementing a CIT is in no way meant to diminish the authority of the Chief Constable. Rather, it is to facilitate problem solving using the collective wisdom of the group in order to provide suggestions to the Chief Constable that may help facilitate decision-making.

It is my submission that the principle behind the CIT is to include members of the Saanich Police Department that have demonstrated an interest in problem solving and wish to develop their own personal leadership skills. By participating in the CIT, members would see and hear from colleagues of all ranks and positions within the department, and could therefore learn more about their colleagues' experiences, roles within the organization and above all learn how to work collaboratively. It is my further submission that if the CIT were implemented within the Saanich PD, it would be necessary to maintain a philosophy of mutual support in a positive environment for everyone involved. This could generate a sense of ownership throughout the entire organization. When people feel they have ownership in the organization, they are energized, feel supported and are treated with respect. Leadership development occurs at the same time, while actually solving problems and dealing with real issues that are important to everyone within the Saanich Police Department.

In order to achieve continuity and succession planning, CIT members would be required to identify an understudy person from each identified workgroup and have them work alongside the CIT for a period of time. In order to maximize leadership growth and development, it is suggested that individual terms for membership on the CIT would be for a one-year period only. This would allow for cycling of new personnel into the CIT every year

and would also allow for maximum exposure of as many Saanich Police Department personnel as possible to the CIT process. This type of transformational leadership experience could also be a morale builder, a venue for learning and the means to help develop every officer and civilian member of the Saanich Police Department into a leader. The CIT concept may assist in furthering stronger interpersonal and professional relationships, assist in problem solving and harness the vast amount of talent and experience within the Saanich PD.

After much academic research with respect to the CIT concept, I physically attended the Richmond RCMP detachment and observed a CIT meeting in progress. Superintendent Ward Clapham graciously offered me this opportunity, and also agreed to an impromptu interview following the CIT meeting. His Detachment personnel had been conducting CIT meetings for many years, and it became evident to me that their system worked well. I observed the assembled personnel to be engaged, relaxed and participative in meaningful dialogue that addressed many issues. Indeed, this was the verification I needed to conclusively recommend that the Saanich PD implement the Continuous Improvement Team concept as part of the leadership development program.

#### Implications of the Recommendations

In the first recommendation in this chapter, I suggested that NCOs and civilian supervisors become more cognizant of the daily good work done by their teams, and recognizing that work could be done with relative ease. This would require an attitude shift from good work being the expectation, to good work as something to be recognized by the supervisor and then to create an attitude of appreciation for the individual and for the team.

Abrashoff (2004) suggests clearly that building support and positively reinforcing team members is a necessity for supervisors of all descriptions in today's workforce.

Abrashoff states:

In my experience, nothing so binds your team members to you, nothing so strengthens their commitment to your cause, as your willingness to go to bat for them-even when you know, you probably can't win. The time and energy you spend helping your people is an investment that never stops yielding dividends. (p.33)

The time required for NCOs and supervisors to pay attention to their people and congratulate them or celebrate in their successes is minuscule. The rewards for celebrating success can certainly be huge. The tokens of appreciation do not have to be expensive or elaborate, what they do need to be is variable in content. These tokens could be a prepaid coffee card, a gift certificate to a local restaurant, or a formal letter of recognition from a commanding officer. The point here is that recognizing the performance need not be expensive, but it needs to be done.

There may be some resistance by members of the Saanich Police Department to embrace this concept. During my research, particularly within the Focus Group, there was some discussion that did not approve of constant recognition for officers essentially doing what they were supposed to be doing. There were a few people that suggested continuous recognition for daily work was not appropriate. It was apparent to me that each NCO, supervisor and police leader should probably seek to understand what each member of their team needs in terms of personal recognition for a job well done. As the data in this report suggests, almost everyone wants to be recognized in some form for the work they do. It is incumbent upon leaders to recognize this concept, in my respectful view.

In the second recommendation of this chapter, I suggest the creation of monthly ongoing training vignettes as a means to share information and learn from one another across all divisions of the Saanich PD. The implications are that one half hour per month, per unit, would have to be devoted to this training experience. On the other hand, the benefit in terms of knowledge transfer, relationship building and personal leadership development by far outweighs the time commitments necessary to be successful. The chosen instructors, if not working on their scheduled training shifts, would need to be compensated for their time, according to the Saanich Police Association contract, and it would need to be mutually agreeable to the Association and Department management.

The implications of the third recommendation, with respect to forming a Continuous Improvement Team can be many. The selection process of the initial CIT personnel may create tension within the applicants to the team. Therefore, it would be prudent to enlist the services of an outside resource person to assist in the initial formation and training of the first CIT. There would be financial implications and costs incurred for this service; however, it is surmised that the cost would be a one-time expenditure during the formative stages of creating the Continuous Improvement Team. Another implication would be the ability to convince CIT members to donate two or three hours per month in order to voluntarily attend the team meetings. There may be some resistance on the Saanich Police Association's part to compensate off-duty members, according to the contract. This need not be a large cost item and indeed the overtime can be budgeted for in future years, much the same as the current uniform NCOs monthly meetings are structured for compensated time off.

There may be initial resistance to the mandate and authority of the CIT, simply because it is a new concept. I believe it would take several meetings for the initial CIT group

to become relaxed and develop trust with the process, and with each other. It would be imperative in my view, for the CIT to have some initial short-term successes, which would be endorsed by the Saanich PD management team. This would demonstrate the effectiveness of the CIT, and that issues can be dealt with in a timely and efficient manner, and subsequently relayed to the remaining members of the Saanich Police Department.

The final implication is with respect to clarity of responsibility and roles of the CIT. The CIT would be responsible for making recommendations to the Chief Constable and the senior officers of the management team. The CIT will in no way attempt to put pressure on the management team to make decisions. Rather, the CIT must remain clear that the ultimate decision making authority rests with the Chief Constable and the management team. It is therefore important, that senior officers validate the CIT's proposals, and if decisions are made contrary to the CIT's recommendations, then a brief explanation to the CIT may be appropriate. It is believed that two-way communication and explanation may avoid misunderstandings on both sides.

#### *Implication of No Action*

In any policing endeavor, there seems to be comfort in maintaining the status quo. In other words, people in police organizations have a tendency to resist change in whatever form it takes.

The Saanich Police Department has evolved and has provided continuous service to the community for over one hundred years. If no action is taken and if no changes are made based on the recommendations of this research project, I am confident the Saanich PD will continue on. The reality from my perspective is that the Saanich PD is constantly in a state

of change, renewal and improvement by virtue of the work ethic and quality of the men and women that have joined the organization. The one thing I am certain of, based on my twenty-six years experience as a Saanich Police officer, is that change will occur within the organization, regardless of what initiatives are undertaken.

In this twenty-first century, the newer stewards of the Saanich Police Department apparently embrace change as simply a part of the evolutionary process. It would further appear that the general membership of the Saanich PD expects the organization to be progressive and in a state of constant self-improvement. It is therefore vital that modern processes, vision, mission and values keep pace with ever changing modern society. In my view, if the Saanich Police Department management team, NCOs and indeed all sworn and civilian personnel do not embrace new ideas, I believe that the organization will continue to exist and fulfill its basic mandate.

On the other hand, if all members of the Saanich Police Department embrace the recommendations in this chapter with an open mind, there is no telling how far forward the organization may progress. In an environment where every person is valued and made to feel that they are an integral part of the Saanich PD team, their creative talents and problem-solving abilities could have a profound and positive effect on the organization as a whole, as well as the community in general.

### *Organizational Implementation*

The first recommendation in this chapter could be implemented almost immediately. The creative energy of some supervisors and NCOs can and does already have a positive impact on members of the Saanich PD. The idea of giving all members of the organization

an attitude of gratitude and permission to share that idea with their peers can occur almost without cost. The effects of positive reinforcement can be instantaneous and should have a profound effect on building positive morale and 'esprit de corps' in relatively short order.

The second and third recommendations in this chapter may take longer to organize and bring to fruition. Both of these recommendations in this chapter are interconnected and do perhaps have some elements of risk attached to them. The idea of short training vignettes can be organized and brought forward within a few months time. The necessary proposal, terms of reference and membership surveys would require a substantial time commitment in terms of design and organization. However, once the logistics have been arranged, it is apparent to me that the implementation could take place shortly after that, subject to the cooperation of all stakeholders in the project. The risk comes with ensuring the topics decided upon for training are interesting for all the members participating in the training vignettes. It is also important to ensure the presenters are comfortable enough to bring forward meaningful information in very short time periods.

The creation of the Continuous Improvement Team would necessitate the use of an external subject matter expert to assist, guide and coach the team in the terms of reference, mandate and scope of the work. I suggest there could be considerable time required at the front end of creating the CIT, which would have to be budgeted for in the next fiscal year. The preliminary work can occur almost immediately at relatively minor expense, in terms of arranging proposals, aim and scope of the overall CIT process. The risks associated with creating a CIT are many, however if done properly from the outset, members should accept the concept or have 'buy-in' to the philosophy of the CIT as a means to involve the membership of the Saanich PD, in assisting with making decisions that effect the majority of

the members that work within the organization. This should build credibility for the CIT and ultimately assist the management team with addressing issues that matter to the rank and file members.

#### Implications for Future Research

It may be necessary to conduct further research into a few of the areas uncovered during my research project. It may be that for the Saanich PD to truly evolve into a learning and leadership organization, all sworn and civilian members should participate in a learning style inventory evaluation process. Future research would have to evaluate the results of the learning style inventory evaluations, and leadership needs assessments would have to be completed, in order to understand the general makeup and composition of the modern membership of the organization. It is my belief that leadership starts with the core values of each individual of the organization; consequently, it therefore makes sense to me to have a baseline starting with a leadership needs assessment research project. In my view, when future research projects have a baseline or starting point in determining the preferences of the personnel at the Saanich PD, it may indeed make for better understanding of the individual needs of each person effected by potential changes.

Should the recommendations of this research project be implemented, future research may see the need to conduct Focus Groups within the Saanich Police Department, to assess the effectiveness of the monthly training vignettes, as proposed in my report. It would be appropriate to conduct a meta-analysis of the proposed Continuous Improvement Team as well, in order to gauge the effectiveness of that process also. It would be necessary to compare and contrast the progress of the Saanich PD before and after these three

recommendations are implemented. The future research evaluations could be used as a guide for future generations of Saanich PD personnel in order to identify areas for further improvement. The point here is that if new ideas are brought forward and embraced by the general membership of the Saanich Police Department as a means to improve operations, the morale and work ethic of each individual officer will be maintained at a high level, simply because they are involved in the organization as participants, not merely employees that have no say in their futures. When programs, ideas and processes become old, tired and ineffective, it is important to re-evaluate them, and perhaps substitute those processes with something new. In other words, future research should be predicated on the effectiveness of current policing processes whenever it is deemed necessary.

The recommendations I have submitted in this chapter address the main issues I studied when answering my research question. By examining the core competencies and best practices of NCOs within the Saanich PD, it was apparent to me that sharing praise at all levels and units within the organization had significant value. The concept of sharing information informally and formally, in either seminars or in coaching and mentoring settings also had intrinsic value to the people that work for that Saanich PD. Finally, the concept of developing leadership skills at all levels within the organization could be achieved through the use of problem solving exercises while addressing real issues of concern, could possibly have a profound impact on how modern police leaders are developed now and into the future. This concept of transformational leadership, and creating 'win-win' situations may indeed be the key to maintaining and sustaining effective leaders at all levels within the Saanich PD.

## CHAPTER SIX: RESEARCH PROJECT LESSONS LEARNED

This project was an amazing challenge for me, both personally and professionally. I took the time that I needed to explore my research questions from as many angles, from as many sources and from as many perspectives as possible. This whole action research project was invigorating for me, because it made me very much aware of the much bigger thinking necessary in the twenty-first century. In the end, I'm extremely proud of the work I accomplished, proud of the men and women of the Saanich Police Department who shared their time and energy with me, and I am hopeful for the possible changes which may occur as a result of this project in the future.

*Volume of Information*

One of the greatest hurdles I had to overcome in my research project was the volume of information that came in during the data collection phase of my investigation. I was the sixth Saanich police officer and graduate student that had conducted a research project within the organization in the past five years. Consequently, there seemed to be no shortage of personnel volunteering to assist me with their thoughts and opinions about my area of study. In actual fact, the acceptance by members of the Saanich PD to my research project was quite refreshing.

Notwithstanding the formal data collection processes, there were many people that shared their thoughts and opinions with me, during informal discussions I had with them over

coffee. In the end, I had so much raw data, so much literature, and so much anecdotal evidence to sift through, it was at times overwhelming.

### *The Time*

One of the critical issues for me during this research project was being able to find the time necessary to actually run the project. I was working full-time, nine hours per day, juggling my work time and off-duty time commitments in order to stay on top of my research project. This made for many late nights and busy weekends.

I was fortunate that my project sponsor permitted me the use of the Saanich PD internal email system to communicate efficiently with the project participants. I believe this saved large amounts of time by not having to wait until I got home to contact people. I was also afforded some time while at work to conduct the face-to-face interviews in my office during the day shifts. This also saved valuable time for me by not having to rely on coming into headquarters during the evenings and weekends.

There were several disruptions to my project timelines due to professional commitments to my work. I had taken two weeks to go on course in Ottawa at the Canadian Police College. I had traveled many times to Vancouver to teach at the BC Police Academy and so forth. Keeping a tight schedule was not easy. I learned to be extremely flexible and made use of any time I had reading books, writing notes and thinking about my project.

### *The Technology*

The technology I used during my project proved to be extremely valuable. In particular, the survey instrument I used from “[www.Surveymonkey.com](http://www.Surveymonkey.com)” had all the filters

and tools I needed to assist in my data collection, filtering, coding and theming of information. The MS Word features I used to assemble a database and collate data was quite useful, because I literally had hundreds of pages of interview transcripts to go through.

I was extremely pleased with the voice recognition software I used for preparing my final report. I used "Dragon Naturally Speaking 8" as a dictation system, which allowed me to dictate my handwritten notes directly into my report, which I believe saved me dozens of hours typing. In this sense, I went back to what I was familiar with, in terms of writing notes during an investigation and then dictating a final report. This is the police investigative process I have used for my entire career, and it served me well in this case too.

#### *The Project Size*

The volume or size of my project became a concern to me. It seemed to keep getting bigger and bigger, as more questions were answered, more questions surfaced. Initially, my draft report was over two hundred twenty pages of material. I thought it was too much for the scope of this project and from my perspective, it looked to be a bit overwhelming if I genuinely wanted anyone to read the whole thing. I decided I needed to edit the report down to the 'need-to-know' components, and I left out the 'nice-to-know' components without compromising the message of my thesis.

#### *Action Research Issues*

One of the realities of conducting action research in a police department is that in order for the action research cycle to be complete, the participants would have to be gathered together again, such as the Focus Group, to have a discussion of the findings and

recommendations. The ability to reconvene that group was certainly there, however the time necessary to do that will not occur until sometime later this year in the late autumn. I therefore invited all the participants in my study to read an “Executive Summary” of my final report and made myself available to anyone who wished to have a face-to-face debriefing with me in private. This seems to be the most pragmatic approach in light of the many rotating shifts we all work in the Saanich PD.

#### *Project Sponsor and Project Supervisor*

I was fortunate to have chosen a project sponsor within the Saanich Police Department who had previously completed his graduate studies at Royal Roads University. This saved time for both of us because I did not have to educate him about the whole action research process. Indeed, Inspector Downie was accommodating and supportive throughout my graduate studies and this project overall. We were able to meet formally or for short impromptu meetings, during the course of our days, whenever the need arose. I really appreciated that.

I was also very thankful for having a faculty supervisor who was well versed in police operations in Canada and the United States, and is a subject matter expert in the area I was studying. Dr. Terry Anderson was always available to me either in person, electronically or by telephone whenever I needed guidance or clarification on the issues as they came up for me. Once again, not having to spend an inordinate amount of time explaining the “police culture” to my faculty supervisor saved me vast amounts of time.

### *Concluding Remarks*

It was important for me to be passionate about my project right from the start. I maintained that passion and focus throughout the entire major project process and indeed I became even more focused on the issues that I ended up studying. In my role as a police supervisor and leader, instructor and trainer, I must admit I did this work not only for myself, but also for the members of the Saanich Police Department that I work with and respect as colleagues. In my twenty-six years of service with my organization, I can see the future potential for leadership in policing as everyone's responsibility, not just the few people who have certain ranks and positions.

In my respectful view, this research project absolutely required my vision, time and tenacity to work through the many phases of the project. That clarity of purpose is something I strongly recommend to anyone interested in embarking on such a journey as I did in this project.

I offer this: be prepared to take on challenges that you may not anticipate, make the time to work on the project, and embrace the learning as the beginning of a life-long learning process that will ultimately contribute to your future and to the future of the people in the organization you are working with.

Remember that the project is a constant work-in-progress and it is therefore constantly changing and adapting to new information, new ideas and new ways of thinking during the journey. I leave this final quote to consider:

***“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly; who errs and comes up short again and again; because there is not effort without error and shortcomings; but who does actually strive to do the deed; who knows the great enthusiasm, the great devotion, who spends himself in a worthy cause, who at the best knows in the end the triumph of high achievement and who at the worst, if he fails, at least he fails while daring greatly. So that his place shall never be with those cold and timid souls who know neither victory nor defeat.”***

**Theodore Roosevelt (1910).**

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Appendix A

RESEARCH INFORMED CONSENT FORM  
 School of Leadership Studies  
 Royal Roads University

Royal Roads University  
 MALT 2005-2

This is a research project being conducted by learner Staff Sergeant Edward Illi of the Saanich Police Department, as part of the requirements for a thesis being written on police leadership development. This project is a partial requirement for a Master of Arts in Leadership and Training graduate degree program at Royal Roads University.

Staff Sergeant Illi's credentials can be established by calling the Director of the School or Program Academic Lead, School of Leadership Studies, Royal Roads University at (xxx) xxx-xxxx. This project is sponsored by the Saanich Police Department, specifically Inspector R. A. Downie who can be contacted at (xxx) xxx-xxxx. The project Academic Supervisor is Dr. Terry Anderson PhD. who can be contacted at (xxx) xxx-xxxx.

This document constitutes an agreement to take part in a research project, the objective of which is to provide an opportunity to understand how the Saanich Police Department can improve upon police leadership competencies, best practices and training in contemporary times.

The research may consist of a number of different processes, such as surveys, interviews and focus groups. The research will consist of open-ended and close-ended questions in these processes, and will be recorded on tape recorders, hand written or directly onto a secure and confidential database. The information gathered will be held strictly confidential for the purposes of this study, and may be summarized into an anonymous format in the body of the final report. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand.

No videotaping or photographs will be taken without a secondary release from the participant.

All documentation will be held strictly confidential and will be used within the scope of this research project. Any participant that does not wish to be audio recorded may decline by simply advising the researcher at any time during the data collection process. All participants will be coded to ensure anonymity, and the participants list will be kept separate from the data collected. Summarized data may refer back to the codes, however no reference will be made back to specific individuals.

Raw data, such as audio tapes, notes and other related documentation will be in the sole possession of the researcher and will be retained for a period of five years, in a safe and secure location.

Prospective research participants are not obliged to take part in this research project. Any participant may withdraw his or her consent at any time, and if requested, all related data to that person will be expunged and destroyed without prejudice. Any participant who wishes to withdraw is invited to share reasons for withdrawal with S/Sgt. Illi, or may decline any further disclosure or comment. There will not be any inferences held if any participant chooses to withdraw from this project, by anyone within the Saanich Police Department.

A copy of this final report will be housed at Royal Roads University and a copy will be made available to any of the project participants upon request.

By signing this form, the person is giving free and informed consent and is agreeing to participate in this research project.

Name: (please print) \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

Introduction Letter for the  
SURVEY

I am currently embarking upon a research project as a graduate student in the Master of Arts in Leadership and Training program at Royal Roads University. The research is a requirement for my thesis, entitled "Operation Praetorian: A new look at twenty first century police leadership development". The research question I am studying is:

"What are the key competencies for modern police leadership at the senior Constable level for promotion to Sergeant and from Sergeant to Staff Sergeant in the Saanich Police Department?"

I respectfully request your assistance in this endeavor, and wish to thank you in advance if you can take the time to help me explore the issues which I believe are important to all of us in our organization.

The electronic survey document is divided into five main themes that surround the main research question. Upon signing the "Research and Informed Consent Form" in your mail drawer, I shall send you the electronic survey web link via our departmental email system. I will have the electronic document transcribed into a secure database, and then the paper copies will be destroyed.

This survey is anonymous and confidential.

I appreciate you taking a few minutes to complete this survey and assist me with this research project.

Respectfully;

Staff Sergeant E. Illi # 1087

## Appendix C

## Operation Praetorian

SURVEY QUESTIONSInstructions:

This survey is anonymous and is intended to capture your thoughts, opinions and perceptions about what constitutes police leadership competencies from the Constable, Sergeant and Staff Sergeant levels within our police department.

Please read the questions carefully and respond as indicated for each section. When completed, I shall be able to view your information and responses, however I will not be afforded any information as to the source person. The information will be transcribed into a secure database and the paper surveys will be destroyed.

## SECTION 1: DEMOGRAPHIC INFORMATION

1. How old are you? \_\_\_\_\_
2. What is your gender? M F
3. How many years have you served as a police officer or civilian member of a police agency? \_\_\_\_\_ years.

## SECTION 2: LEADERSHIP COMPETENCIES

4. What leadership competencies are valued by you with respect to Sergeants and Staff Sergeants? (Competencies can include attributes, demonstrated behaviors and qualities)
5. Does your Sergeant's or Staff Sergeant's leadership style effect you? If so, how?
6. If you were a Sergeant or a Staff Sergeant (or aspiring to be one in the future) what would you see as the most important leadership attribute to maintain? Why?
7. If you are a civilian member or a junior Constable, what leadership skills do you most admire in your Sergeants and Staff Sergeants? Why?

## SECTION 3: ORGANIZATIONAL CULTURE

8. Within the Saanich PD, what do you place value in with respect to how we "do business"? Or, in other words, what are the philosophies about policing in Saanich that you are most proud of?
9. Do you believe that our senior Constables are adequately prepared for taking on leadership roles as "Acting Sergeants"; or for Sergeants preparing for "Acting Staff Sergeant" responsibilities?
10. Is there anything the Department could do in order to adequately prepare senior Constables for their roles as "Acting Sergeants"; and for Sergeants preparing for "Acting Staff Sergeant" responsibilities?

## SECTION 4: TEACHING &amp; LEARNING

11. Should police leaders be responsible for teaching and coaching others within this organization? Why?
12. Do you have any special knowledge, skills sets or expertise that you would be willing to share with other members of the Saanich PD? If so, what are they?
13. In your opinion, would it be appropriate to learn special skills from other members of the Saanich PD, regardless of their specialty, seniority or rank? Why?
14. In your opinion, should police leadership competencies include teaching and coaching skills? If so, why?

## SECTION 5: TEAM BUILDING

15. In your opinion, how well does your unit, squad, platoon or other work unit operate as a team? (Please give examples without mentioning names).
16. Do all members of your team share equally in the workload?
17. Do you think there is any value in spending time together as a team while away from work? Explain.
18. What, if anything, do your current leaders do to promote teamwork? Is there value in 'esprit de corps'?
19. How important is it for you to have your leaders acknowledge good police work? If so, how would you like to be recognized for your work?
20. Do you and your team spend time celebrating successes on the job? If so, how and why?

## SECTION 6: FOLLOW UP

21. If there is anything you wish to add or make comment on, please feel free to do so in this space.

My email is: xxxxxxxxxxxxxxxxxxxx if you wish to contact me separately to participate in an interview, as part of the next phase of my research project.

Thank you for taking the time to complete this survey. I appreciate your candor in this research project, and I shall look forward to reviewing your information here.

Respectfully;

S/Sgt. E. Illi # 1087

## Appendix D

## Introduction Letter for

INTERVIEW

I am currently embarking upon a research project as a graduate student in the Master of Arts in Leadership and Training program at Royal Roads University. The research is a requirement for my thesis, entitled "Operation Praetorian: A new look at twenty first century police leadership development". The research question I am studying is:

"What are the key competencies for modern police leadership at the senior Constable level for promotion to Sergeant and from Sergeant to Staff Sergeant in the Saanich Police Department?"

I respectfully request your assistance in this endeavor, and wish to thank you in advance if you can take the time to help me explore the issues which I believe are important to all of us in our organization.

I am inviting members of the Saanich PD to meet with me for a short research interview. The interviews will be conducted during on-duty time and as such has been approved in advance by Inspector R.A.Downie. The interviews are scheduled for one hour.

The interviews will be confidential and strictly private. The data collected will be coded and transcribed onto a secure database to ensure anonymity of all interview participants.

If you wish to participate, I ask that you review and sign the attached "Research and Informed Consent Form" and then contact me to schedule an appointment for your interview.

Thank you in advance for your time and sharing your thoughts, opinions and views with me.

Respectfully;

Staff Sergeant E. Illi # 1087

## Appendix E

**Operation Praetorian  
Interview Questions****Instructions:**

This interview will be treated as confidential and is intended to gather information from you, with respect to how you see police leadership competencies at the Senior Constable, Sergeant and Staff Sergeant levels.

This will be a semi-standardized interview. There are a series of open-ended questions and there are no incorrect answers. I am looking for your opinions, thoughts and experiences as they relate to the questions below. I shall be tape-recording this interview for transcription purposes. I may enlist the help of a confidential police department transcriptionist to type up this interview, and I assure you of confidentiality. If at any time you do not wish to have your interview tape-recorded, I shall shut off the machine. I shall be making notes as we progress through this interview. Your responses will be coded and not linked to your name.

Do you have any questions of me before we begin?

**QUESTIONS:**

1. As you progress in your career, it can be presumed you have worked for several different supervisors over the time you have served here. What attributes did above average NCOs have that you most admired?
2. Why are the above noted qualities important to you?
3. What skills should all leaders have regardless of rank?
4. What could be done, in your opinion, to better prepare senior Constables for "Acting Sergeant" responsibilities in your work unit?
5. Do you think there is any value in preparing a leadership development program with the Saanich PD, starting when members are relatively junior in service?
6. If so, what would that look like?
7. What skills and competencies should Sergeants have before being promoted to Staff Sergeant? Why?
8. Is there any value to having Sergeants mentored or coached before they progress to that next level of leadership and supervision? Why?

9. Based on your experiences and thoughts, is there any value in team building or is it important to have 'esprit de corps' in the Saanich PD? If so, how could that be accomplished?

10. Is there anything you wish to add to this discussion?

Upon completion of this interview, the recording will be transcribed onto a secure database for analysis purposes. The transcripts will be forwarded to you in a sealed envelope, and I will ask that you then spend a few moments reading over the text and confirm its accuracy. Please initial the transcript and return to my drawer in a sealed envelope. I shall be keeping the text data in a secure location and it shall only be used for the purposes of this study.

Thank you once again for your support in this research project.

Respectfully;

Staff Sergeant E. Illi # 1087

## Appendix F

Information Memo to all participants in the Dunsmuir Lodge  
Focus Group

TO: All members present at the Uniform Division NCO meeting at Dunsmuir Lodge on November 2, 2006.

FROM: S/Sgt. Ed Illi # 87

DATE: November 12, 2006

## RE: ACCESS TO INFORMATION

Some of you may be aware that I am completing my graduate degree at Royal Roads University. By co-incidence, the morning session we all participated in at Dunsmuir Lodge on November 2, 2006, hosted by Inspector Downie, could be of great help to me in my research project.

I respectfully request your permission to use some of the data that emerged from the morning focus group session.

I have taken the liberty of summarizing the data that I wish to use in my research project, as it pertained to the discussions we had surrounding leadership competencies from the perspectives of "Acting Sergeants", "Sergeants", and "Staff Sergeants". I have printed a copy of the summary for your perusal. Once you have read that, would you kindly sign the attached "*Research Informed Consent Form*" and return it to me as soon as possible. The consent form allows me to use the information that was brought forward, however it must be clear that the information is anonymous and cannot be linked back to any individual in the group. For the purposes of my Master's degree thesis, no one will be identified at all. It is the information that I wish to use only.

The second phase of my research project is to survey all members of the Saanich P.D. who wish to participate, using an electronic survey tool. I have printed a **draft copy** of the survey questions I propose to use when I open the survey site. Please read these questions and offer me any feedback on the question structure. Do not answer the questions, simply see if the questions address the key areas we are concerned about with respect to Police Leadership Competencies.

If you have any questions, please feel free to contact me.

Respectfully;

S/Sgt. Ed Illi # 87

Appendix G

Questions from Dunsmuir Lodge Focus Group Exercise  
November 2, 2006.  
Compiled by S/Sgt. Ed Illi

Question 1:

*How I see my role as a police leader?*

Question 2:

*What are my expectations of the ranks above?*

Question 3:

*What are my expectations of the ranks below?*

This is a very brief synopsis of the questions asked of the working groups.

If there are any alterations, additions or deletions please note them on here and return to me as soon as possible.

Thank you in advance.

Respectfully;

S/Sgt. Ed Illi # 87

Appendix H

*Email communication from Superintendent M. Proulx  
Executive Director, Academic Service  
Canadian Police College  
Ottawa, Ontario.*

RE: Permission to use diagram from CPC materials in thesis

February 28, 2007  
10:50 AM

Good afternoon,

Your request has been sent to me for authorization. I am not sure the 1998 diagram is still valid or that it actually represents what is being done at this moment.

I have no objections you place it in your thesis as long as it is clear indicated.

Marc Proulx, Supt.  
Executive Director - Academic Services  
Canadian Police College

Surint. Marc Proulx  
Directeur Exécutif - Services Académiques  
Collège Canadien de Police