# POLICE LEADERSHIP:

# SHOULD WE DEVELOP LEADERSHIP COMPETENCIES IN RECRUITS?

By

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We accept this thesis as conforming

to the required standard

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ABSTRACT

This study examined if leadership competencies should be developed in new recruits, at the first available opportunity, while studying at the Ontario Police College. Qualitative action research was employed using interviews and a focus group, while quantitative analysis was utilized with a survey. The opportunity for this study is significant as it will assist the Ontario Ministry of Community Safety and Correctional Services, the Ontario Police College, and all police services in the Province of Ontario gain a better understanding as to why leadership training could be important at the entry level. An exploration of the college's background as well as their reporting policies will provide context for this research along with a literature review of organizational culture, mentoring, and leadership and how it relates to the development of mentoring relationships.

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## Introduction

"Every officer is a leader," is a statement many people believe in, including myself. With the reintroduction of community-based policing, there is a greater need for police officers to be leaders of change and crime preventers in their communities. Community-based policing is a philosophy most police services in Canada have adopted. It promotes community, government, and police partnerships. Community-based policing involves proactive problem solving, and community engagement to address the causes of crime, fear of crime, and other community quality of life issues. Today, there is an expectation that police officers will be problem solvers, mediators, and conflict resolution specialists. There is also an expectation that police officers will have leadership influence, regardless of rank, and that they will be able to lead a group of volunteers, lead crime reduction, and develop prevention initiatives. Chief Fantino (2001), the Chief of Police, Toronto Police Service, presented a speech on the role of police in society to the Empire Club of Canada. In his address, Chief Fantino stated,

> The obvious benefits of a shared responsibility are the forming of partnerships the police and the community working closely together to solve problems and provide an enhanced feeling of comfort and quality of life available to the citizens and greater satisfaction for police officers. The philosophy of Community Policing requires contemporary strategies that support programmes that are pro-active rather than reactive, crime prevention rather than crime management, with a concentrated focus on community well-being. (¶ 25)

The days of completing high school and joining a police service have gone. The Ontario Association of Chiefs of Police (OACP) is the organization that sets out the provincial standards for policing. Although the OACP states that a candidate must have at least four years of secondary school education, the unofficial standard is much higher.

The policing profession is moving away from the old perception that it is a blue collar job, to that of a competitive career for highly skilled and trained personnel. During my tenure as the only recruiting officer for the Hamilton Police Service, it was apparent just how fierce the competition was. The average candidate had a minimum of a college diploma, a university degree, or both, and a few candidates had obtained post-graduate degrees.

At the present time, all members hired start at the constable level, and their first promotion is to the rank of sergeant, followed by staff sergeant. Once a member is promoted above the rank of staff sergeant, they enter senior management: inspector, superintendent, deputy chief, and then the ultimate leadership position, chief. Some larger services may have additional levels of senior management.

During the beginning of a new officer's career they undergo intensive training at the Ontario Police College (OPC). Officers will also receive municipal-specific training from their service before they are permitted to perform general patrol duties. Officers are placed on probation for the first year of duty, with an expectation that they will pass all courses as required as well as additional physical fitness tests.

Leadership training does not come into play until well into a junior officer's career. The first supervisor course that is available at OPC, the front-line supervisor's course, is for members who have been recently promoted or who may be promoted in the near future. If an officer chooses not to enter the promotional process, they may never receive any type of formal leadership course in their thirty-year career. This brings me to my research question: Should we be developing leadership competencies in new recruits? Two sub-questions that helped address this question were: What are the required

leadership skills for policing in the 21st century, and what key fundamental leadership competencies are required at the basic constable level?

## The Opportunity and Its Significance

As a front-line supervisor, leadership training is extremely important to me. I attended the front-line supervisor's course in 2003, six years into my police career and three years before I was promoted to the rank of sergeant. I was promoted on a Friday, given Saturday off, and reported to my new duties on a Sunday night shift. Although I felt confident and up for the task, having spent 18 years in the army and the last 10 as a senior officer, it was not until I started the Master of Arts in Leadership program at Royal Roads University that I realized I had much to learn. I believe strongly in Senge's (1990) statement, "Being a model and committing yourself to your own personal mastery is a core leadership strategy that may open people's minds and encourage others in their own quest for personal mastery" (p. 12).

Since I was hired in 1997, I have taken over 80 courses, workshops, and seminars on my own time to demonstrate my commitment to lifelong learning and to make an attempt to keep myself current on relevant topics. Conger and Benjamin (1999) stated, "Many organizations teach and develop leadership skills that may be outdated by the time younger generations reach senior ranks. It seems wasteful to train tomorrow's leaders with yesterday's skills" (p. xiii).

In the Hamilton Police Service, all senior leaders are referred to as managers. The chief calls them his senior management team. I have come to the realization that a number of managers simply have not been prepared with the skills necessary to provide the team and organizational leadership that is required. My observation is that many

managers have been promoted into their positions and the organization's obligation to provide them with relevant leadership skills has often been an afterthought.

Part of my role as a supervisor is to identify and develop future leaders. I mentor informal leaders so that, one day, they might be promoted to managers. I now see the irony of this situation and the need for change. Leadership training, through courses, and development, through mentoring and coaching, would be beneficial if it were incorporated earlier into a police officer's career.

> Many organizations go about leadership development the wrong way around. Often, leadership roles are treated as the next logical step for people who have demonstrated strong performance in individual contributor roles. The problem is that the competencies associated with success, as an individual contributor, are often very different from those associated with leadership effectiveness. (G. Curzon, personal communication, September 2007)

The OPC has developed an excellent Leadership Unit that offers a series of leadership development training programs designed to educate and support police leaders as they progress through the management structure of the organization. There are 12 courses offered in the leadership program at OPC. I believe that developing leadership training into the basic recruit curriculum at the OPC is a logical progression into what the future police officers will require to meet the needs of their profession.

Dr. Tafoya (as cited in Anderson, 2006), a law enforcement futurist, predicted that police leaders will require more education, more specialization, more training, as well as a more global focus. The Hamilton Police Service currently follows a servant leadership model. Other than senior managers, no front-line members who I polled knew the term or the significance of why they should know the term. Ensuring officers receive leadership training at the recruit level would have possibly had a different outcome to my question.

Leadership training will prepare young leaders for the challenges that await them, ensure the importance of a vision is understood, and give officers insight to various leadership styles so they will be in a better position to demonstrate what is expected of them.

Maxwell (1995) stated, "Once you have identified potential leaders, you need to begin the work of building them into leaders they can become" (p. 61). I believe introducing leadership training at the earliest level in an officer's career would do this. Most established leaders know what competencies a potential leader requires. Ensuring potential leaders are taught the proper skills and given the right tools will not only benefit the members, but also the organization as a whole. This is the case in the Canadian Armed Forces. From day one of officer candidate school, we are told we are leaders and are given proper training and the tools to be successful. The Toronto Police Service recognizes the importance of leadership training and incorporates components of it into their own post OPC mandatory recruit training.

Rewards within a typical Canadian police service continue to be granted on an individual basis. Promotions are normally based on highly competitive processes that pit one officer against another for a limited number of positions within that rank level. I know from personal experience that when I entered the promotional process for the position of sergeant in 2006, there were 100 constables whose names were put forward. From that number, only 30 of us were selected for the final interview process. When the list came out and I learned that I had placed number one, I thought people would be happy for me. Unfortunately, once it was announced that only the top two would be getting promoted, I felt I needed to hide rather than celebrate my own success. The current mentality, in police services, of working as an individual needs to change to that

of a team attitude. Leadership training would address team-building and team-learning attitudes. "In overall organizational terms, teams have become extremely important when we are looking for better ways of working" (Bennis & Biederman, as cited in McKenna, 2000, p. 190). Clutterbuck (2007) recognized six components of teamwork. One of which was cohesion: "sticking together, sometimes called team spirit" (p. 71).

The OPC would benefit by better preparing the senior leaders of tomorrow. Planting the seed at the beginning of an officer's career would foster systems-thinking, global understanding, team-building, and buy-in as to why everyone needs to take a leadership role and be competent to do so before they actually assume their job responsibilities. Police services would have a head start in succession planning by seeing informal leaders earlier in their careers, as they will have more knowledge and tools to assist them in developing their leadership abilities.

## Systems Analysis of the Opportunity

OPC operates with the authority of the Police Services Act (1990). Section 3(2)(l) says that the Solicitor General (Minister of Community Safety and Correctional Services [Ministry]) shall operate the Ontario Police College. By virtue of his position, the director of the OPC is delegated responsibility to operate the OPC on behalf of the Ministry. This delegation of authority is further supported by Ontario Regulation 36/02 made under the authority of the Police Services Act concerning Courses of Training for Members of Police Forces. This regulation prescribes initial training for every municipal police officer within six months of his or her appointment and the officer must complete the Basic Constable Training Program at OPC. The regulation goes on to direct the Director of the

OPC to issue a certificate of completion to every person who successfully completes the Basic Constable Training program.

The Basic Constable Training program is developed and delivered under the authority of the Police Services Act (1990) and Ontario Regulation 36/02, Course of Training for Members of Police Forces. Recommendations for change to the curriculum are completed under the authority of the Act and Regulation, endorsed by the Director, and controlled by the OPC.

Due to globalization and technological advances, police services have had to create partnerships with agencies and more work in inter-agency teams, whereas historically, they would not have to do so. "Teams were rarely composed of cross-functional members (both uniform and civilian) brought together to address organizational-wide problems and challenges" (McKenna, 2000, p. 190). In the last few years, organizations like Microsoft have been instrumental in assisting law enforcement agencies in combating Internet luring and child pornography. The Royal Canadian Mounted Police's (RCMP) website displayed an article in 2005, headlined: "RCMP, Toronto Police Service and Law Enforcement from across Canada Unite to Fight the Online Sexual Exploitation of Children—Microsoft Canada President David Hemler and National Police Services Join Launch of Canadian-Developed Child Exploitation Tracking System (CETS)." Multi-agency task forces are now the norm, and the practice of individual officers solving problems has moved towards groups and communities solving problems, once again demonstrating the need to develop leadership skills earlier in an officer's career.

It is not good enough just to increase training opportunities. Budget constraints and staffing levels dictate if a service will take advantage of training opportunities available at OPC. Incorporating leadership training at the recruit level will alleviate the need to remove officers from the road to attend training sessions, because recruits are not counted as personnel strength until they are fully trained.

## Organizational Context

The OPC owes its very existence to the OACP. The idea of creating a central police academy in Ontario was conceived by the visionary members of the OACP in the early 1950s. In 1957, the forerunner group of the OACP, the Chief Constables' Association, agreed on a strategy to advance the formation of a compulsory police training institution for the province. In January 1959, the Attorney General appointed an advisory committee on police training, and on July 12, 1962, he announced the formal establishment of the OPC, which offered its first classes on January 7, 1963, in the temporary wartime training quarters of an abandoned Royal Canadian Air Force base near Aylmer, Ontario. In 1976, the OPC expanded to its present facilities at this same site (Ontario Police College [OPC], 2007).

The OPC's mandate is rooted in the Police Services Act (1990), which requires the OPC to provide training to members of police services in Ontario. The primary clients are police and civilian members of all police services in the Province of Ontario, including municipal, regional, and First Nation services, and the Ontario Provincial Police. Additional clients include government personnel from other provincial and municipal enforcement agencies. In the year 2003, the OPC trained approximately 9,600 students, of which 1,113 were police recruits (OPC, 2007).

The Basic Constable Training Program (OPC, 2008) is designed to provide candidates with a sound knowledge of the laws and procedures that front-line officers are required to apply in the performance of their duties. Particular emphasis is placed on the core functions of the police services as found in Section 4(2) of the 1990 Police Services Act: Crime Prevention, Law Enforcement, Assistance to Victims of Crime, and Public order Maintenance.

The OPC's (2008) mandate, mission statement, and supporting values are as follows:

> MANDATE: The Ontario Police College's mandate is rooted in the Police Services Act, which requires the Ontario Police College to provide training to members of police services in Ontario.
>
> MISSION STATEMENT: As a leader on the international stage of police training, the Ontario Police College commits to the continuous pursuit of business excellence while creating unique and innovative learning opportunities designed to support and ensure the delivery of police services which meet the needs of Ontario's diverse communities.
>
> SUPPORTING VALUES:
> Professionalism: We are committed to upholding high standards of professional integrity.
> Accountability: We are committed to responsibly managing the public resources entrusted to us and acknowledge full accountability for our stewardship.
> Service: We are committed to meeting the highest standards of program delivery.
> Innovation: We encourage innovation, learning, research, and risk-management.
> Empowerment: We value staff as our most important resource. We encourage the contributions of all in a climate of openness, trust, mutual respect, and shared decision-making.
> Partnership: We achieve our mission through strategic interaction with all our client groups. (p. 3)[1]

[1] From *Course Calendar* (p. 3), by Ontario Police College, 2008, Aylmer West, ON, Canada: Author. Copyright 2008 by Ontario Police College. Reprinted with permission.

# CHAPTER TWO: LITERATURE REVIEW

In this literature review, I examined three core topics in order to provide context and foundation for my research. I have examined organizational culture, mentoring, and leadership to determine what has been studied so far, what still needs to be considered, and how these findings applied to this project.

## Organizational Culture

Understanding organizational culture is a central thread for understanding this research project. In order for any change to even be considered, it is paramount to understand how policing embraces its culture and organizational change. A critical element of leadership is the awareness of the impact of our changing society. Organizations must be willing to change, grow, and adapt to society's changing values, rather than be entrenched in the way things have always been done in the past. Society can no longer accept police organizational culture without challenging the reasons why they do the things they do. Therefore, I believe any discussion of organizational culture would be incomplete without a review of the meaning of culture, how to change a culture, as well as exploring the definition of a learning organization. According to Blanchard (2007), Bolman and Deal (2003), and Wheatley (2006), embracing a learning organization philosophy can assist in bringing about organizational change.

### *Definition of Culture*

According to the *Merriam-Webster Online Dictionary*, culture is defined as "the set of shared attitudes, values, goals, and practices that characterizes an institution or organization" ("Culture," 2007, ¶ 2). Without a history or a common bond, it would be difficult to define culture. According to Blanchard (2007), culture is a powerful definer of

organizational excellence. Yukl (2006) suggested, "Organizational culture involves assumptions, beliefs, and values that are shared by members of a group or organization" (p. 186). Yukl's statement is very similar to Bolman and Deal (2003), who stated, "Culture is the glue that holds an organization together and unites people around shared values and beliefs" (p. 243). Senge (2006) acknowledged organizational culture as "the way things are" (p. 285). I agree with Schein's (1990) definition that culture is

> (a) a pattern of basic assumptions, (b) invented, discovered, or developed by a given group, (c) as it learns to cope with its problems of external adaption and internal integration, (d) that has worked well enough to be considered valid, and, therefore (e) it is to be taught to new members as the (f) correct way to perceive, think, and feel in relation to those problems. (p. 111)

Schein (1992) suggested that organizational culture is even more important than it was in the past. Increased competition, globalization, mergers, acquisitions, alliances, and various workforce developments have created a greater need for internal and external changes. Schein further argued that leadership is essentially the creation, the management, and at times the destruction and reconstruction of culture. "The only thing of importance that leaders do is create and manage culture.... The unique talent of leaders is their ability to understand and work within culture" (p. 5).

Police culture has a long history and a strong bond. According to Schein (1990), "Organizations can be presumed to have 'strong' cultures because of a shared history or because they have shared important intense experiences" (p. 111). Bolman and Deal (2003) suggested that organizations develop distinctive beliefs, values, and patterns and often take them for granted because they are imbedded in the organization's unconscious. Although police services have many elements that are unique to its culture, there are some commonalities with generic social cultures such as language, costumes, symbols,

and values. Kotter and Heskett (as cited in Bolman & Deal, 2003) and Collins and Porras (as cited in Bolman & Deal, 2003) maintained symbols in organizations are becoming more widely appreciated and often affect a company's bottom line.

Quinn (2000) stated, "Whenever we find people gathering together as a group we also find a system of sanctions, that is a network of formal and informal rewards and punishments that are assigned to different behaviors" (p. 89). Quinn further explained, "Most of us, even though we might deny it, are driven by fears of what will happen if we fail to conform to the will of the system" (p. 89). O'Toole (1996) described this group dynamic as a behaviour problem.

Police services traditions and culture have evolved through storytelling, imitation, and enforcement of rules of conduct by those with the ability to influence others. The results of this type of culture are strong and long established paradigms, which dictate how things happen. Senge (2006) asserted, "Culture is not static" (p. 285). Although Senge believed elements of an organizational culture can and do change, he contended it is a slow process. Wheatley (2006) viewed organizational culture as "eerily similar behaviors exhibited by people in an organization (p. 128). The fact that culture is created, inherited, shared, and transmitted indicates that it is learned and, therefore, could have an impact upon the way individuals learn within an organization. "Frequent and chaotic vacillations in the external environment create the risk that the existing organizational culture will inhibit rather that contribute to future corporate success" (Cameron & Quinn, 2005, p. 7).

The development of police service culture has been constructed through social interaction that supports the myths, symbols, and rituals that are so important to the

traditionalists within the police service. Schein (1990) contended that, if organizations could find new members at the recruitment phase who met the organizational cultural needs, less formal socialization would be required. Senge (2006) suggested there are five elements required to build a healthy culture: "beliefs and assumptions, established practices, skills and capabilities, networks of relationships, and awareness and sensibilities" (p. 285). It is very important to understand organizational culture and how difficult it is to incorporate change. Without this understanding, it would be very difficult to offer how or why current recruit training should be changed at OPC.

### *Change and Culture*

It is not easy for an organization like policing to readily accept new concepts or proposals. When an organizational culture is rich in history, storytelling, and engrained beliefs, it is difficult to change the thought processes of the people in it. Yukl (2006) argued that one of the most difficult tasks of a leader is their ability to facilitate change in an organization. Yukl found that people tend to resist change for a variety of reasons, such as distrust, doubts about the need for change, or the fear of personal failure. At the management level, it is easier to accept the way things have always been done, rather than try to change it. New members of a police organization may try to influence the thought process of any given police service, but in the end their ideas are usually rejected and they assimilate to the groups way of thinking. Schein (1990) reported, "Groups do not easily give up some of their basic underlying assumptions merely because external events or new members disconfirm them" (p. 116). Yukl contended that, in order for there to be any change in an organization, there must be change to the organizational culture.

In order for police services to evolve and grow, they need to understand that the development of their members will result in higher personal, team, and organizational performance. Bolman and Deal (2003) asserted that organizations need to empower their employees and invest in their development. It is advisable that members in senior positions realize that every officer is a leader and that they need to train, mentor, and produce protégés, in order to effect change. In doing this, management can alter the direction of the organization and establish new role models while shifting the paradigms from managing the status quo to leading policing into the 21st century. Anderson (2006) claimed that, by preparing, training, coaching, and mentoring, key leaders will "develop self-leadership capabilities in the members of the organization" (p. 8). Anderson further suggested that, in order for organizational transformation to occur, services must "engage intentionally in continuous developmental learning that results in ongoing personal, team, organization, family, and community development" (p. 8), as such engagement will assist in changing the organization to a preferred future. Police culture supports the need for middle managers and senior officers to receive leadership training. The results of this study could point the way toward a strategy to help facilitate this kind of transition.

### *Learning Organization*

Many researchers support the idea that leadership is about change (Blanchard, 2007; Bolman & Deal, 2003; Kouzes & Posner, 2007; Godfrey, as cited in Senge, 1994; Senge, 2006; Wheatley, 2006; Yukl, 2006). In order to affect change into the OPC curriculum, understanding the concept of a learning organization would be helpful.

Senge (2006) defined a learning organization as a place "where people continually expand their capacity to create the results they truly desire, where new and

expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together" (p. 3). Blanchard (2007) promoted that individual learning is different from organizational learning and that successful organizations engage in both. "Arguably, no organization needs to adapt to changing times as much as large national governments, but governments are difficult soil for learning organizations to grow in" (Godfrey, as cited in Senge, 1994, p. 493). Yukl (2006) promoted that change will be more acceptable and less disruptive if people develop self-importance and trust in their ability to adapt and learn.

A learning organization values challenges, promotes flexibility, innovation, and creativity. Senge (2006) outlined five main disciplines that contribute to the foundation of a learning organization: systems thinking, personal mastery, mental models, building shared vision, and team learning. Personal mastery is what Senge described as one of the core disciplines needed to build a learning organization. Personal mastery applies to individual learning, and Senge stated that organizations cannot learn until their members begin to learn. Bolman and Deal (2003) asserted organizations need to learn better and faster just to survive due to the ever-changing environment.

Kouzes and Posner (2007) discussed the importance for leaders to invest in people skills to achieve greater individual and organizational capacity. Kouzes and Posner suggested that leaders strengthen others by involving them in solving key organizational problems. Wheatley (2006) suggested, in order for an organization to embrace a learning organization, senior managers must accept that information and thinking skills need to move further down in the organization and not be trapped at just higher levels of

management. Wheatley further suggested that, in order for this to happen, an environment must be created when new knowledge is generated and freely shared.

Creating an effective learning environment plays an important role in supporting organizational learning, developing knowledge and competencies, and changing the systems of organizations. The foundation and basis of organizational learning requires that we accept the premise that human beings are designed for learning, for lifelong learning. The literature has confirmed that a learning organization is essential in providing a safe environment for officers to realize their potential for leadership development, and that emerging leaders need to be sustained in their learning as active partners within their organizations.

## Mentoring

Intrinsic motivation, helping people find their niche through coaching, mentoring, and allowing them to be the best they can be will foster a better work environment, enhance current learning and develop better leaders. The face of policing is changing. Authoritarian military style of management and management practices used during and after the Industrial Revolution to control unskilled factory labourers should be past practice. New officers are looking for leaders to have patience, understanding, use fairness, and good judgment. Retention of employees is about trust, respect, and collaboration and not about command and control. Introducing the concepts of mentoring at recruit training will plant the seed for future success.

### *Definition of Mentoring*

The term mentor originates from a character from Greek mythology. When the King of Ithaca, Odysseus, went to fight the Trojan War, he entrusted his household to his

old friend Mentor. Odysseus asked Mentor to serve as teacher and overseer to his son Telemachus (Stone, 2004). As we advance through history, mentoring has become known as an exchange of knowledge and experience between senior and junior level individuals to foster career and professional growth (Hunt & Michael, 1983; Kram, 1985; Shea, 2001). Today the term has evolved into a general term for a wise and trusted individual.

The literature revealed that there are many definitions of mentoring, ranging from traditional to a more modern day approach. According to Yukl (2006), mentoring is "a relationship in which a more experienced manager helps a less experienced protégé; the mentor is usually at a higher managerial level and is not the protégé's immediate boss" (p. 209). Bell (2000) suggested mentoring is simply an exchange of learning between two individuals "to learn something that he or she would have learned less well, more slowly, or not at all if left alone" (p. 54). Baldoni (2005) reported that mentoring is "to provide guidance over the long term in order to help the mentee acquire knowledge and skills and network throughout the organization" (p. 133). Shea (2003) maintained mentoring is

> an exceptional developmental, caring and sharing relationship where one person invests their time, know-how, and effort in enhancing another person's growth-in insight, perspective, and wisdom as well as knowledge and skill- and responds to other critical needs in the life of that person to prepare them for greater productivity, understanding, or achievement in the future. (p. 13)

Zachary (2005) contended that mentoring is a mutually defined and shared learning paradigm and further stated that mentoring is the quintessential expression of self-directed learning where it is an individual responsibility to set personal learning objectives. Introducing the concept of mentoring at the earliest possible time in a recruits training will assist in "getting their needs met to understand the kind of performance and attitudes that constitute a job well done" (Anderson, 2006, p. 227). The London Police

Service understands the importance of young recruits receiving mentorship and implemented a policy were every new recruit is paired up with a senior officer. Chief Faulkner stated that he currently has three recruits who he is personally mentoring (Chief Faulkner, personal communication, October 23, 2008).

### *Benefits of Mentoring*

Mentoring benefits the protégé, the mentor, and the organization. Klasen and Clutterbuck (2002) stated, "The benefits to the protégé go beyond specific skill development and range in psycho-social support, employability, better understanding of organizational change, and improved network opportunities" (pp. 32–33). Alleman (as cited in Caldwell & Carter, 1993) supported that the "benefits to the protégé include increased technical skills, refinement of leadership qualities, and performance improvement" (p. 17).

There are two common types of mentoring, formal and informal. There is also a third type, self-mentoring. Introducing new recruits to the concepts of mentoring would assist them in the ability to self-mentor once they return to their services. This would be done through self-tutoring tasks, reading, courses, and through extensive networking.

According to the literature reviewed, informal mentoring, unlike formal mentoring, has no pre-determined end point and would appear to benefit mostly the protégé. Formal mentoring, on the other hand, seems to promote a more equal benefit between organizational and individual benefits. Klasen and Clutterbuck (2002) have maintained that formal progress can provide a wider range of benefits for the mentor than informal programs. Murray (2001) has provided a more detailed description of the potential benefits to the mentor that include enhanced self-esteem, revitalized interest in

work, and the idea of leaving a legacy. In the interests of using mentoring as a tool to promote on-going learning within an organization, it is also worthwhile to view mentoring as a set of actions that can take place throughout one's life.

> Mentoring is tailored to a wide range of learning needs that might arise from a learner's personal and work life. This broad scope means that protégés may be developed as a *whole* person and that change may be promoted in all areas of their lives. (Klasen & Clutterbuck, 2002, p. 127)

Zachary (2005) outlined the need for introducing mentoring into an organization's culture. "The relationship skills learned through mentoring strengthen relationships throughout the organization; as these relationships deepen, people feel more connected to the organization" (p. 4). Zachary further stated, "Ultimately, a mentoring culture enriches the vibrancy and productivity of an organization and the people within it" (p. 5). Murray (2001) outlined the benefits to the organization as increased productivity, cost effectiveness, improved recruitment efforts, increased organizational communication, and understanding, enhancement of services offered by the organization, and improvement in strategic and succession planning. Anderson (2006) suggested, "Mentoring has long been a credible role for leaders to play. Only in the last 20 years has it gained credibility as a viable way to develop leaders and build corporate culture" (p. 114).

Benefits to being mentored cited in the relevant literature include: (a) increase job satisfaction (Zachary, 2005); (b) increase organizational communication (Anderson, 2006); (c) increased confidence and competence (Kram, 1985); and (d) increased knowledge about the organizational culture (Murray, 2001). Cook (1999) suggested effective mentoring can provide four important benefits for an organization:

> Employees who view their job with a sense of its possibilities become more motivated and productive; employees are loyal to the organization as long as they

> work for the company; employees advancement creates a vibrant working atmosphere, with everyone in the organization working to move up the ladder; and employee movement creates job openings in the organization that draws new blood and trains new workers. (p. 107)

Stone (1999) believed mentoring assists in shorting the learning curve for new employees, which will allow them to be more productive sooner. Stone further stated that seven key factors contribute to the benefits of a mentoring program: "a faster learning curve; improved communication of corporate values; reduced turnover at times when recruits may be hard to find; increased loyalty; improved one-on-one communication and sense of team; and increase productivity and creation of an innovative environment" (p. 37).

The United States Navy conducted a survey of their junior officers. These officers ranked their access to mentoring as one of the strongest factors influencing professional development and retention. Those who were mentored had a higher job satisfaction and reported greater intent to remain on active duty. This same survey asked the importance of a mentoring program for officers in the Navy and this question was ranked very high and of extreme importance with a mean rating of 4.55 out of 5.00 (Johnson et al., 1999). Johnson et al. further stated that mentoring cannot be ordered, forced, or taught. One officer who participated in the survey stated, "Install the term 'mentor' within leadership classes and see that it gets proper emphasis" (¶ 25).

Leadership is an ability that can be learned; the most profound way to learn skills, culture, and values in policing is directly from other officers who already possess these qualities and can guide others in obtaining them. Sinetar (1998) found mentoring can also assist in developing leadership in the mentors themselves. When executives are in

mentoring relationships, they are learning and using skills that will assist them in gathering the tools necessary for the next stage of their own development. Sinetar believed, "There is a clear link between mentoring and the unleashing of leadership power" (p. 2). Bell (1996) contended, "All effective managers and supervisors should be mentors; mentoring must become part of every leaders role who has growth as its primary outcome" (p. 52). Many researchers agreed that introducing mentoring at the earliest opportunity in a recruits training will have a positive outcome for the member and the organization (Anderson, 2006; Bell, 1996; Klasen & Clutterbuck, 2002; Murry, 2001; Zachary, 2005).

## Leadership

This section addresses leadership from a position perspective. During the focus group and one-on-one interviews, it was apparent that some persons saw leadership as something reserved only for a chief of police. After hearing several similar comments, I understood that in order for this project to have any meaning, it is important to review the definition of leadership, leadership competencies, and learning to lead with emotional intelligence.

With so many experts devoting their lives to the study, the analysis, and the debate of leadership, you would expect there to be a common definition available. Through my research, I was not able to find a definition that was widely accepted. Bennis (2003) stated, "Leadership is like beauty: it's hard to define, but you know when you see it" (p. xxxvi). Stogdill (1974) agreed that "there are almost as many definitions as there are persons who have attempted to define the concept" (p. 259). Leadership, in its simplest form, continues to be an ability to motivate others to reach goals. "Leadership is

influence" (Maxwell, 2001, p. 1). Wheatley (2006) defined leadership as a science, while De Pree (2004) saw it as an art. Kouzes and Posner (2007) saw leadership as a relationship, while Senge (2006) described leadership as "people following people who believe in something and have the ability to achieve results in the service of those beliefs" (p. 360). According to Kotter (1999), leadership is "the development of vision and strategies, the alignment of the relevant people behind those strategies, and all the empowerment of individuals to make visions happen, despite obstacles" (p. 10).

### *Definition of Leadership*

For the purpose of this project, I chose to use a definition that incorporated most of the essence of the definitions reviewed as well as provide a definition that could easily guide police officers. "Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives" (Yukl, 2006, p. 7).

### *Leadership Competencies*

When the research phase of this project began, it was apparent that I would have to choose a definition of leadership in order to go forward with the project. The same is true with leadership competencies. I found, when I was conducting the focus group, I had not clearly defined what a competency was, which, in turn, made it confusing for some participants. I realized I needed to add a section to my literature review and include a second survey further defining which leadership competencies should be introduced at a recruit level.

Garavan and McGuire (2001) described competencies and the competency approach as being started in the early 1900s by Fredrick Taylor. Taylor was one of the earliest researchers who studied the science of management. In the early 1970s, psychologist McClelland reconstructed Taylor's earlier perspective on the study of competencies and made himself one of the most referenced authors on the subject (Athey & Orth, 1999; Brown & McCarthy, 2003; Garman & Johnson, 2006; New, 1996). McClelland (as cited in Brown & McCarthy, 2003) focused on the positive correlation found in research between "job success and intelligence test scores" (p. 7). McClelland wanted a more practical process for measuring aptitude and job performance other that what was currently available. During his research, McClelland developed "knowledge, skill, abilities, and traits and/or motives" (Garman & Johnson, 2006, p. 13). De Pree (2004) stated, "An organization requires several things from the people chosen to be candidates for the future. These people must bring to their responsibilities certain characteristics, traits that should be present in all leaders" (p. 131).

Similar to the definition of leadership, there seems to be little agreement as to a universal definition of competencies accepted by scholars. Boyatzis (as cited in Yeung, 1996) defined competencies as "an underlying characteristic of a person that leads to or causes superior or effective performances" (p. 119). Woodruff (as cited in Hayes, Rose-Quirie, & Allinson, 2000) defined competencies "in terms of the sets of behaviours that a person must display in order to be competent" (p. 96).

For the purpose of this research I have chosen to use the definition that was "synthesized from the suggestions of several hundred specialists in human resource development" (Parry, 1996, p. 50). Parry defined competencies as

> A cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards that can be improved via training and development. (p. 50)

From an organizational perspective, Drucker (2001) stated that core competencies are "different for every organization; they are, so to speak, part of an organization's personality" (p. 106). Hernez-Broome and Hughes (2004) provided a similar view as Drucker. Hernez-Broome and Hughes defined leadership competencies as ones that "uniquely fit the organization, its particular strategy, and its business model" (p. 28).

The literature reviewed does not provide a universally accepted list or set of competencies for leaders or managers across organizations, with professional or industries, or even, at times, with an organization itself (Garavan & McGuire, 2001; Hayes et al., 2000; May, 1999). Leadership competencies are contextually specific and, at times, unique to business organizations with leadership cultures. Hayes et al. supported this view with their observation that "different competencies were seem to be important by senior managers working at different work environments" (p. 98).

Anderson (2006), on the other hand, understanding the need to identify leadership competencies, developed three independent studies on the topic (Anderson & King, 1997; Anderson & Plecas, 1999; Anderson & Plecas, 2000; see also Appendix A). Over 4,000 police officers, police leaders, and civilian employees were internationally surveyed. "There was nearly 100 percent consensus in the three studies referenced below that these competencies are important and desired in leaders" (Anderson, 2006, p. 379). These and other leadership competencies can be used to design current and relevant learning at OPC

and develop programs that enhance existing competencies found at the recruit-coach level and throughout police organizations.

### *Emotional Intelligence*

Emotional intelligence (EI) is based on the ability of individuals to understand their own emotions and those of the people they work with. There are four domains of EI: self-awareness, self-management, social awareness, and relationship management. "Self-awareness facilitates both empathy and self-management, and these two, in combination, allow effective relationship management" (Goleman, Boyatzis, & McKee, 2004, p. 30).

EI is a topic that is garnering a great deal of attention in policing. OPC's leadership department now offers a one day course on EI. "Emotional Intelligence, the ability to manage and motivate oneself and the ability to manage the emotions of others has been shown to be the single most important success factor for police leaders at all levels" (OPC, 2008, p. 64). EI is considered to be an important asset for people to learn if they want to embrace leadership.

There are several schools of thought that have been developed to describe EI. Mayner et al. (as cited in Lam & Kirby, 2002) described EI as a "composite of distinct emotional reasoning abilities; perceiving, understanding, and regulating emotions" (p. 135). Goleman (1998) described EI as a comprisal of "self control zeal and persistence, and the ability to motivate oneself" (p .xii). Goleman et al. (2004) looked at EI in the context of leaders and described it as "how leaders handle themselves and their relationships" (p. 6). Cooper and Sawaf (1996) defined EI as "the ability to sense, understand and effectively apply the power and awareness of emotions as a source of human energy, information and connection and influence" (p. xiii).

EI includes people's understanding of themselves and others, their ability to relate to other people, and the way of adapting to and coping with their environment. EI reflects how people apply knowledge, personal and interpersonal, to the situation. It relates to common sense and the ability to get along in the world. Goleman's (1995) definition of EI includes five core areas: knowing one's own emotions, managing one's own emotions, motivating ones self, recognizing emotion in others, and handling relationships. Unlike Intelligence Quotient, which remains consistent throughout adulthood and fades in old age, EI measures a person's emotional ability and is not fixed. EI can be learned.

Cherniss (2000) stated, "The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success" (p. 6). Cherniss further stated, "Empathy is a particularly important aspect of emotional intelligence and researchers have known for years that it contributes to occupational success" (p. 7). The old days of officers masking their feelings and resorting to alcohol and other dependences are now a thing of the past. Police organizations understand the importance for officers to manage their feelings and handle stress. Most organizations now employ Employee Assistance Programs, Critical Incident Response Team members, and debrief critical incidents.

Goleman (1995) developed an EI model that consists of five basic competencies: (a) self-awareness—knowing how we feel in the moment, and using that to guide our decision making; being self-confident and realistic about our abilities; (b) self-regulation—handling our motions to facilitate the task at hand, being conscientious about delaying gratification to pursue goals, and recovery from emotional distress; (c) motivation—using our preferences to move us toward our goals, to help us take

initiative and improve, and to persevere in the face of adversity; (d) empathy—sensing what others are feeling, taking their perspective, and cultivating rapport with a range of people; and (e) social skills—handling emotions in relationships well, reading social situations accurately, interacting smoothly, using skills to persuade and lead, and negotiate and settle disputes for cooperation and teamwork (p. 318).

Bar-On's (2000) model also uses five main competencies. One of the differences is that Bar-On has broken down the competencies into 15 sub-categories: (a) intrapersonal—self-regard, emotional self-awareness, assertiveness, interdependence, and self-actualization; (b) interpersonal—empathy, social responsibility, interpersonal, and relationships; (c) adaptability—reality testing, flexibility, and problem solving; (d) stress management—stress tolerance and impulse control; and (e) general mood—optimism and happiness (pp. 15–17). Although Goleman (1995, 1998) and Bar-On may seem similar, as a police officer, I believe Bar-On's version is more adaptable to policing. Dividing intrapersonal and interpersonal is more realistic. Including problem solving, stress management, and general mood are excellent tools required as a police officer.

The development of emotional and leadership skills proceed along a continuum, starting with the individual. Leaders need to be self-aware of their own emotions before they can help others cope. Once that is learned, it is easier to follow the line from self, work, families, organization, and ending with one's community. According to Oshry's (1996) model of tops, middles, and bottoms, referring to people in organizational relationships, any personal development individuals achieve in the area of EI would likely have a positive ripple effect throughout policing. Leaders require the ability to

perceive and understand the emotional impact of change on themselves and those around them before they can be truly effective in their profession.

## Summary

It was very apparent during the literature review that there is very little information available on recruit leadership development. Most of the literature has been written for supervisors or senior management. However, the literature on organizational culture, mentoring, and leadership was very relevant.

This review provides readers with a better understanding why change in an organization that is entrenched with history and its own culture is slow to modify its current practices. Through mentoring, defining leadership, and introducing EI at the earliest available opportunity will greatly enhance a junior officer's career.

This concludes the literature review section of my research study. The topics discussed in this chapter included: (a) organizational culture, (b) definition of culture, (c) change and culture, (d) learning organization, (e) mentoring, (f) definition of mentoring, (g) benefits of mentoring, (h) leadership, (i) definition of leadership, (j) leadership competencies, and (k) EI.

In Chapter Three, I will address the conduct of my action research study, including the research approach, study participants, research methods and tools, data analysis, and ethical considerations.

# CHAPTER THREE: RESEARCH APPROACH AND METHODOLOGY

## Research Approach

Action research is known by many other names, including participatory research, collaborative inquiry, community-based action research, and action learning, but all are variations on a theme. Action research is learning by doing: a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. "Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives" (Stringer, 2007, p. 1).

Action research happens in real time, causing real life situations and responses to become data for reflection, and causing change that is both tested and practical. Action research offers the opportunity to collectively test hypotheses in a variety of settings and openly reflect on the intended and actual outcomes. Quinn (1996) suggested, "When we have a vision, it does not necessarily mean that we have a plan. We may know where we want to be, but we will seldom know the actual steps we must take to get there" (p. 83). Action research is one way a vision can become a reality.

This study utilized a mix of qualitative and quantitative methods. I used participatory action research methods, including a focus group and one-on-one interviews. I further conducted a survey to provide a quantitative component to my research to pursue the research question: Should we develop leadership competencies in recruits? More specifically, what key fundamental leadership competencies are required for policing in the 21st century, and what key fundamental leadership competencies are required at the basic constable level? It was only after the focus group that I realized that

a second survey would be required in order to further explore which specific leadership competencies would be required at the basic recruit level.

## Project Participants

The participants for this research project are selective members of the OACP, who demonstrate excellence in policing, the Ontario Association of Police Educators, and various police members from at least three municipal police services.

Although the OACP does not have a direct authority to change the curriculum at OPC, it will be extremely important to have their buy-in as they are a large stakeholder in the project. "When people feel acknowledged, accepted, and treated with respect, their feelings of worth are enhanced, and the possibility that they will contribute actively to the work of the group is maximized" (Stringer, 2007, p. 31). The OACP currently has 58 Chiefs of Police and more than 600 members, who are divided into five categories: active, honorary, life, associate, and affiliate. The OACP's members maintain a global perspective by going beyond provincial issues to address national and international concerns.

The OACP's philosophy has changed little since the organization's inception: to promote competent administration of policing services, to co-ordinate police training and education, to provide a timely and efficient flow of information to its members, and to address membership concerns and priorities through a unified voice to government.

The OPC owes its very existence to OACP. The idea of creating a central police academy in Ontario was conceived by the visionary members of the OACP in the early 1950s (Government of Ontario, Ministry of Community Safety and Correctional Services, 2004). Although OACP empowers OPC to train their recruits, OACP members

can only benefit by providing their thoughts on what key fundamental leadership competencies are required for policing in the 21st century.

Ontario Association of Police Educators (OAPE) members are training officers from various police services around the province. According to the OAPE website, their mandate is to "foster a high degree of knowledge, skills, and abilities in the area of policing" (OAPE, 2008). As trainers, they are aware of officers' current training skills and needs. The majority of information as to what key fundamental leadership competencies are required was expected to come from this group during the focus group.

The third group is a cross-section of police members who were invited to complete an online survey. An invitation was sent out by e-mail, which included a link to the survey. Glesne (2006) suggested a lay summary can be either written or a verbal presentation given to the research participants to "help explain who you [the researcher] are, what you are doing, and what role you would like them [participants] to play in your research" (p. 40). My lay summary along with consent formed the introduction to the survey.

## Research Methods and Tools

My research project had three stages of information gathering. Glesne (2006) expressed the need for triangulation. He stated that this can be done by using various methods of data gathering and by using a variety of participants. "The use of multiple data-collection methods contributes to the trustworthiness of the data" (Glesne, 2006, p. 36). Keeping triangulation in mind, I conducted two surveys, seven interviews, and a focus group. These methods allowed me to gather a wide cross-section of data from police services across the province.

## Study Conduct

### *Phase One: Survey #1*

The first phase had the broadest focus and involved qualitative and quantitative research. There was a planning cycle, including survey purpose and type, question design, pilot survey, data collection, and a defined population to ensure accurate representation. Early in the planning phase, I had contacted Ron Bain, the executive director of the OACP. I requested his assistance in making the survey manually available to all members attending the annual OACP conference in June 2008. In preparation for this date, I contacted Al Rosa, a superintendent with the British Columbia Sherriff's Department, and requested authorization to utilize a portion of a past survey he had developed with the assistance of Dr. Terry Anderson. The survey was piloted, and corrections were made. As the date grew closer, it was apparent that the time frame during the conference would not allow any adjustment to the timetable, therefore negating my ability to distribute the survey. Director Bain and I discussed an alternate plan, where he agreed to assist with electronically distributing the survey to current chiefs of police in the Province of Ontario.

It was not until early August that I had learned that Director Bain had not received the response he had expected. Feeling somewhat behind the eight ball, I contacted my sponsor, Stephen Adaran, and requested his assistance in distributing the survey to members who worked at OPC. I then contacted Peel Police and requested the assistance of Deputy Chief Jen Evans. She agreed to disseminate the survey to their senior management team—approximately 60 members. I then contacted Chief Crowell, the Chief of Halton Regional Police, who also agreed to disseminate the survey to his sworn

members—approximately 530 members. I contacted my own chief at Hamilton, Chief Mullan, and requested authorization to distribute the survey to our sworn members: approximately 740. Due to members on vacation, sick leave, maternity or parental leave, suspension, long-term disability, or other reasons, it is not clear exactly how many people the survey reached either in Halton or Hamilton. I have deducted a conservative 350 participants for planning purposes, although the number may have been much lower. It should be noted that I had attempted to contact several other police agencies with negative response. The final number of participants in this study was 980. An invitation to participate (see Appendix B) was distributed, which included a link to the lay summary and consent form (see Appendix C) and the electronic survey (see Appendix D). A total of 302 participants from four municipal police services, ranging in rank from constable to chief, responded out of a possible population of 981, which indicates a response rate of 30.8%.

### *Phase Two: Focus Group*

While waiting for the survey to close, I conducted a focus group with members from the Ontario Association of Police Educators at OPC during their annual training conference in August 2008. Initially, an email was sent to the Vice President, Staff Sergeant Deborah Wilkie, requesting the opportunity to speak to approximately six to eight members (see Appendix E). On arrival, I was asked if I would first brief the entire group of approximately 50 people as to the research and what the findings were to date. Once the group was briefed and invitations (see Appendix F) were distributed, I advised members they were free to leave; only a handful of people actually left. I was left in a room with over 40 people. Although unsure how to proceed with such a large group,

knowing my time was limited, I asked participants to complete the letter of consent (see Appendix G), which informed them of the purpose of the research, how the data would be treated, and informed them that they had the opportunity to withdraw with no repercussions . Members were also advised that the session would be recorded so I could later transcribe the comments. I then preceded on with the focus group questions (see Appendix H), as the session went on, people left at various times. At the end of the session, a dozen people had remained to the end.

Unsure if I had collected enough data, I remained behind to speak to several people, on an individual basis, who seemed interested in the topic. All persons with whom I spoke had earlier signed a letter of consent. Once I transcribed the information, I contacted my supervisor and advised him how I felt the session had gone. At this time, it was suggested a second survey be developed, based on a past reliable survey, requesting the Chiefs who were identified for individual interviews also complete this second survey.

*Phase Three: Interviews and Survey #2*

I sent out 10 invitations to participate in a one-on-one interview (see Appendix I) along with a letter of consent (see Appendix J) as well as a second survey (see Appendix K) with a self-addressed stamped envelope. In the invitation letter, I requested the invitees to participate in topical interviews with myself. I let the potential interviewees know they had been nominated by the Executive Director of the OACP, who believed the interviewee nominee had demonstrated excellence in leadership. All persons who had been identified by the director had held a seat or currently hold a seat on the OACP executive committee. In order to hold a seat, you must be voted in by your peers for your

demonstration to excellence in leadership. I also chose three persons who did not hold a seat on the executive, but whom I felt had demonstrated excellence in leadership. Palys and Atchison (2008) stated that purposive sampling is an acceptable practice. "People or locations are intentionally sought because they meet some criteria for inclusion in the study" (p. 128). The interviews were approximately 90 minutes in length, which allowed me to gain depth as to what competencies are required at the recruit level. From the 10 invitations, nine participants returned their surveys and agreed to participate in a one-on-one interview. Due to time constraints, only seven interviews were conducted. Using the same set of questions for each interview (see Appendix L), four interviews were conducted in the respective chief's office, two interviews were conducted on the phone, and one was conducted at a mutually accepted location.

## Data Analysis

Once the first survey (see Appendix D) closed, I transcribed the data. I then began to theme the data from the open-ended questions. I highlighted common phrases using coloured highlighters. Upon completing this process, I counted and recorded the number of survey respondents who identified these themes. Only comments that were made three or more times were considered as a theme. The results were tallied theme by theme and reported in a table format as research findings.

A similar process took place for the focus group. The event was transcribed and, using coloured highlighters, themes were developed. The second survey was completed manually, and I entered the data information into *SurveyMonkey* (Finley, 2008). There were no open-ended questions on that survey, so is the findings are reported on a strictly

quantitative basis, but speak to supporting the first survey which had both qualitative and quantitative data.

## Ethical Review

Good research is not only about the quality or quantity of data collected, but also about how the researcher conducts themselves gathering that data. "Good research includes making observations, recording them fully, reporting on them in an understandable way and distributing the information to others" (Kirby & McKenna, 1989, p. 43).

In the excitement of initiating this research project, reflection on the ethical issues brought a moment of sobriety to the matter. It is difficult to believe that research that appears, on the surface, to lead to only positive conclusions can, in fact, cause grief for its participants. Taking a sober second look at the project idea through the dark glasses of what harm may be done is not only valuable, it was a necessary step in this project. It was during this moment of sobriety that I had realized the first survey I had developed was intended to be a manual survey. During the switch to electronic data entry, I did not realize I had failed to mention that using *SurveyMonkey* (Finley, 2008) for the survey—although password protected and that the internet protocol address tracking feature was not turned on—would result in the data being stored in the United States and, therefore, the research data for this study is accessible to the United States government through the Patriot Act (2001). I contacted Royal Roads University's Ethics Department, and it was suggested that I send an update to the persons who had distributed the survey on my behalf and advise them of this omission. Due to the nature of the open-ended questions,

at no time would anyone be able to be identified or their location, but in order to be transparent and ethical, the e-mails were sent.

The Royal Roads University (2007) *Research Ethics Policy* has incorporated the guiding principles as set out by the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada [Tri-Council], 1998). These requirements were documented in my ethical review application, and no research was conducted prior to the approval of this application by Royal Roads University.

The Tri-Council (1998) is responsible for guiding all research in Canada. These principles are: respect for human dignity, respect for free and informed consent, respect for vulnerable persons, respect for privacy and confidentiality, respect for justice and inclusiveness, balancing harm and benefits, minimizing harm, and maximizing benefit (Royal Roads University, 2007, Section D, ¶ 2).

As a police officer, I also found myself bound by my own code of conduct: respect, professionalism, honesty, and integrity. Although OPC does not have an ethics committee that reviewed the content of this project, I conducted it in such a way as not to embarrass myself or OPC and ensured that the contents were based on facts that will stand the test of ardent, scrutiny and review,

According to Palys and Atchison (2008), "Since much of our research involves human participants, we also have a *humanistic obligation* to treat people with dignity and to safeguard their intents" (p. 70). This statement remained with me and acted as my guide as I began the journey of data collection. During the focus group, members wore

civilian attire and did not identify themselves by rank. Accordingly, I wore civilian attire, although I was introduced as a sergeant to the group. Glesne (2006), Palys and Atchison (2008), and Stringer (2007) all spoke of the importance of understanding power and how knowledge of a subject may influence how participants respond. During the interviews, all participants were senior leaders and outranked me. Ironically, power was disproportionately located on the side of the research participants and not the researcher.

This research was not sensitive in nature. In order to ensure I conducted ethical research, I ensured free and informed consent information was presented to each participant. I also respected the ethical policy of Royal Roads University (2007) to protect the anonymity of the participants as well as obtain their informed consent.

> Through informed consent, potential study participants are made aware (1) that participation is voluntary, (2) of any aspects of their research that might affect their well being, and (3) that they may freely choose to stop participation at any point in the study. (Diener & Crandall, as cited in Glesne, 2006, p. 132)

With one exception, once a focus group had begun, it was impossible to pull out the contributions of any one individual participant. This point was covered in the consent forms (see Appendices C and G).

One of the biggest challenges I encountered was to understand the perspectives of the key stakeholders and ensure my biases did not interfere with their perceptions on the topic. I conducted all of the one-on-one interviews and used a recorder during these sessions. The use of a recorder was covered in the interview consent form (see Appendix J) as well as verbally before the commencement of the interview. Respect for privacy and confidentiality is another fundamental element in this research project. "Participants have a right to expect that when they give you permission to observe and interview, you will

protect their confidences and preserve their anonymity" (Glesne, 2006, p. 138). Participants were reminded that their privacy and confidentiality would be respected at all times and that all documentation obtained will be destroyed once the research has been approved.

# CHAPTER FOUR: ACTION RESEARCH RESULTS AND CONCLUSIONS

## Introduction

This chapter discusses the results of the data collection performed as part of this research project. The study findings were drawn from participants and major stakeholders through two surveys, one focus group, and seven interviews. The methodology I used is described in detail in chapter three of this project. According to Stringer (2007), action research involves engaging participants in the research process to create meaning and develop solutions. Glesne (2006) suggested action research is collaborative and inclusive of "all major stakeholders with the researcher acting as a facilitator who keeps the research cycle moving" (p. 17).

As stated in chapter one, this project sought to answer the following question: Should we develop leadership competencies in recruits? In the process of answering this question, the following sub questions were also explored:

1. What are the required leadership skills for policing in the 21st century?
2. What key fundamental leadership competencies are required at the basic constable level?

The results section is organized in four sections. The first section reports the findings from the first survey and further breaks down those findings into three sub sections. I have presented the key themes that I identified for the research as study findings, each supported by quotations from the data. I have identified comments from the first survey as *P*, followed by a letter to ensure the anonymity of the participants. The second section reports the major findings from the focus group. *FG* indicates comments from the focus group; no individual identifiers have been used. The third section will

report on the seven one-on-one interviews. I have identified comments from the interview participants as *I,* followed by a letter. The fourth section reports on the findings for the second survey. Because this survey was quantitative, there were no comments collected. Conclusions are based around addressing the four primary sources of data. The chapter concludes with a discussion of some of the research limitations that impacted the research conclusions and implications.

As stated previously, the first survey had three sections. Section one collected demographics of the participants. Section two asked closed questions and gave space for participants to comment in order to capture additional information that would form a portion of the quantitative data. Section three focused on core competencies with various sub competencies and asked participants to rate them on a scale as to how important these skills were for officers to effectively perform their duties. The six categories of response are outlined in Table 1.

Table 1. *Response Categories Used to Rate the Importance of Values and Leadership Competencies*

| Response Categories |
|---|
| Not applicable or don't know |
| Not important at all |
| Slightly important |
| Important |
| Very important |
| Extremely important |

Although the research captured all the ratings set out in the rating scale, only the ratings of "important," "very important," and "extremely important" are presented in the

tables. The tables display summarized values and competencies from highest to lowest. This approach allowed me to outline what skills and competencies participants felt are required and are deemed important for policing in the 21st century. Similarly, although all ranks were captured in the survey, for theming purposes, I have broken down the groups as: group one Constables; group two Sergeants, Staff Sergeants, and Staff Detectives; group three Inspectors, Superintendents, Chief Superintendents, and Civilian/Staff/Administration, and group four Deputy Chief and Chief. The reason for the way I grouped the participants is to capture, junior, supervisor, senior management, and command ranks.

## Survey One Findings

### *Section One: Demographics*

The first survey received a 30.8% participation rating. Demographic data from the survey included, among other items, 92.4% of participants were white. The findings also indicated that 78.9% of participants were male, and 21.5% were female. The largest group with 50.7% were between 37–49 years of age. The range of police experienced varied from 10.6% with 0–5 years, 15.8% with 6–10 years of experience, 26.0% with 11–20 years, and 38.9% had between 21–30 years of service experience. It was surprising that 15.1% had greater than 31 years of experience. Police officers are eligible for retirement after completing 30 years of service. Over 15% of the participants are now eligible for retirement and can leave at any time, which is a significant aspect of this data. Constables were the highest participants of the survey with 48.3%. Just over 86% of those who answered the survey had completed either college or university.

When asked if participants saw a need to introduce leadership competencies during basic recruit training, 60.4% found it important to extremely important. Two hundred and thirty-five participants answered the question, while 28% of participants chose to skip this answer. Some of the comments varied significantly: "Yes! They are not exposed to this topic until 5–7 years into their career!" (Pa). "Let's teach recruits how to be police officer's first. Too often people are jumping toward promotion before they've even sat in a cruiser" (Pb). Kouzes and Posner (2007) stated, "Leadership is an observable set of skills and abilities that are useful whether one is an executive or on the front line" (p. 339). Of the 235 participants who answered the question, 32.3% chose to add additional comments. Of the 76 comments, 22.3% were not in favour of introducing leadership competencies at the recruit level. Of this 22.3%, 76.4% of those participants indicated they had not taken any leadership courses. Without the proper understanding of the significant of leadership competencies, it is understandable why participants would answer in this way.

When asked if OPC were to introduce leadership competencies at the basic recruit level, which competencies do they believe should be considered, 238 participants responded, 26.4% chose to skip this section. The competencies that were evaluated can be found at Table 2.

Table 2. *Competencies that Should be Considered at the Recruit Level*

| Level of Agreement | Competency Score $N = 238$ |
|---|---|
| Communication Skills | 87.0% |
| Conflict Resolution | 76.9% |
| Problem Solving | 61.8% |
| Team Building | 60.1% |
| Ethics | 58.0% |
| Leadership | 51.7% |
| Relationship Building | 37.8% |
| Character | 31.9% |
| Organizations and Organizational Change | 22.3% |
| Innovation | 21.4% |

*Section Two: Leadership Competencies*

As stated in chapter one, with the reintroduction of community-based policing, there is a greater need for police officers to be leaders of change and crime preventers in their communities. Based on how participants scored the competencies in Table 2, it is easy to see why there is a resistance for officers to accept community-based policing. Change, relationship building, and innovation were all seen as less important, yet they are part of the foundation for being an effective community-based police officer.

When the participants were asked if they believed introducing leadership competencies at the recruit level would better prepare future leaders, 238 participants responded, and 26.4% of participants chose to skip this question. Sixty-three percent

believed it important to extremely important, while 23.5% felt it to be slightly important, and 11.3% felt it had no importance at all. "Leadership competencies begin developing at a young age, and continue to improve over time through experience and training. I do believe that these should be developed at the recruit level" (Pc). Another comment was "Excellent. Will assist the member and the service" (Pd). Two strong themes that emerged were: (a) it will plant the seed, and (b) training would have to continue throughout an officer's career. In order to build a career, the foundation must be solid. The findings of this section would support that planting the seed at the recruit level is a step in the right direction.

*Section Three: Core Values and their Importance*

The third section of the survey asked participants to rate core values and competencies and how important these competencies are for officers to effectively perform their duty. Anderson (2006) and Kouzes and Posner (2007) believed that credible leadership starts with clarifying your values. For this section only, I combined "very important" with "extremely important" only to truly differentiate between which values were considered the upmost importance. Of the eight core values listed (see Appendix D), it is not surprising that all values scored between 70.5% and 95.8% as being important for doing an effective job. Honesty scored the highest with 95.8%. During a 25-year period, Kouzes and Posner have surveyed over 75,000 people from around the world on what values are admired in a leader.

> In almost every survey we've conducted, honesty has been selected more often than any other leadership characteristic; overall, it emerges as the single most important factor in the leader-constituent relationship. (p. 32)

Interestingly enough, the core value that received the lowest score was compassion, with 70.5%. In the last 13 years, OPC has added anti-racism training and dealing with victims of domestic violence as part of the mandatory curriculum as legislated by the Ministry. Seeing how the majority of participants (54%) had over 21 years of experience, it would be interesting to conduct a similar survey in 10 years to see if this value increases in importance.

The last portion of the survey dealt with leadership competencies and their sub categories. As mentioned earlier, although all categories were recorded, only the last three ratings will be given.

The competencies in Table 3 received the highest average of all the competencies reported in tables in this section with 97.7%. This rating is consistent in how the participants earlier rated which competencies should be considered if OPC was to introduce leadership competencies at the basic recruit level. It is interesting that the number one score was for listening actively and effectively. Listening has been labelled as one of the key factors for an effective leader by many scholars. Anderson (2006) suggested that one of the keys to the success for police officers is listening, "whether on the witness stand in court, talking to a crime victim in the street, or obtaining a confession from a suspect. The over all success of a police officer will rest, in part, on his or her attending ability" (p. 88). A prime example of effective communication and active listening was during the Apollo 13 mission. If it were not for effective communication of the ground technicians and the three astronauts in space, the outcome may have been very different. "Communication is the bloodline of leadership" (Yaverbaum & Sherman, 2008, p. 62).

Table 3. *Participants' Rating of Communication Competencies*

| Type of Communication | Important | Very Important | Extremely Important | Total Responses |
|---|---|---|---|---|
| Listens actively and sincerely | 14.3% | 46.2% | 39.5% | 100.0% |
| Provides clear instructions and directions when giving assignments. | 12.7% | 45.3% | 40.7% | 98.8% |
| Asks questions that elicit important information. | 16.9% | 44.7% | 37.1% | 98.7% |
| Communicates important issues and information accurately and in a timely manner. | 21.0% | 47.1% | 30.7% | 98.7% |
| Attention to non-verbal cues. | 22.7% | 45.8% | 29.8% | 98.3% |
| Checks to ensure accurate mutual understanding during conversations. | 22.3% | 46.6% | 29.4% | 98.3% |
| Communicates effectively in writing. | 26.2% | 41.8% | 29.5% | 97.5% |
| Chooses language appropriate to the person and circumstances that is consistent with the professional values of the organization. | 21.4% | 49.2% | 24.4% | 95.0% |
| Choose appropriate medium and time. | 35.7% | 41.2% | 17.6% | 94.5% |
| Average Composite Score | 21.4% | 45.3% | 31.9% | 97.7% |

*Note:* $N = 238$

Table 4. *Participants' Rating of Relationship Building Competencies*

| Type of Communication | Important | Very Important | Extremely Important | Total Responses |
|---|---|---|---|---|
| Treats people fairly, without bias or favouritism. | 14.3% | 46.2% | 39.5% | 100.0% |
| Consistently delivers what has been promised. | 22.9% | 51.3% | 25.0% | 99.2% |
| Remain objective and unbiased when resolving conflicting positions. | 22.6% | 45.5% | 30.6% | 96.6% |
| Answers questions honestly, maintains integrity even if it is awkward to do so. | 13.9% | 40.9% | 43.0% | 97.9% |
| Creates and ensures an environment that is free of discrimination and harassment. | 17.7% | 34.2% | 45.1% | 97.0% |
| Consistently promotes a positive work environment. | 17.8% | 50.8% | 28% | 96.6% |
| Demonstrates care and concern about the welfare of others. | 21.7% | 46.2% | 26.6% | 96.2% |
| Gives team members constructive and supportive feedback about their performance. | 25.3% | 43.9% | 26.6% | 95.6% |
| Seeks to understand and respects the values and beliefs of others. | 26.2% | 41.8% | 26.6% | 94.5% |
| Is respectful of those not present. | 32.9% | 39.2% | 20.3% | 92.5% |
| Average Composite Score | 22.2% | 42.9% | 31.5% | 96.7% |

*Note:* $N = 238$

Table 4 shows that Relationship Building was rated the second highest competency with an average composite score of 96.7% but only received 37.8% when it

was rated as a core value. This would indicate that participants did not fully understand the definition of relationship building until participants had an opportunity to see the skill sets in section three of the survey. DePree (1992) asserted that one of the attributes of leadership is courage in relationships.

> Followers expect a leader to face up to tough decisions. When conflict must be resolved, when justice must be defined and carried out, when promises need to be kept, when the organization needs to hear who counts- these are the times when leaders act with ruthless honesty and live up to their covenant with the people they lead. (p. 222)

It was not until the Campbell (1996) inquiry into the Bernardo investigation that Justice Campbell made the following observation. "Because of the systemic weaknesses and the inability of the different law enforcement agencies to pool their information and co-operate effectively, Bernardo fell through the cracks" (¶ 8). Police have a more global focus after the terrorist attacks of September 11, 2001. Intelligence lead policing includes developing relationships and the sharing of information.

Table 5 shows that participants viewed these problem-solving and conflict resolution skills as being similar in importance. There is only 4.3% difference between the competencies listed. Interpretation of these scores would suggest there is consistency with the role of policing. Officers are constantly put in situations where they must resolve problems in a timely manner. Due to the nature of this type of work, there is often little time to make detailed analysis of a dangerous situation. Often officers are left with making fast decisions and accepting the consequences. Policing in the 21st century has changed in that today's officers are expected to work with community partners to solve community problems using problem oriented policing rather than just tell them how to solve problems. The prevention of crime and using innovative ways to engage

community in problems is paramount in all police services. The Police Services Act (1990) section 44(1) indicates that one of the primary duties of a police officer is prevention of crime.

Table 5. *Participants' Rating of Problem-Solving and Conflict Resolution Competencies*

| Type of Communication | Important | Very Important | Extremely Important | Total Responses |
|---|---|---|---|---|
| Is willing to work on different problems. | 28.6% | 45.9% | 23.4% | 97.9% |
| Addresses the source, not just symptom, or problems. | 24.5% | 45.9% | 26.6% | 97.0% |
| Understands and applies established ethical standards. | 19.7% | 45.4% | 31.9% | 97.0% |
| Anticipates and manages problems effectively. | 29.3% | 46.3% | 19.2% | 94.8% |
| Addresses and prevents workplace conflicts. | 32.6% | 40.4% | 21.7% | 94.7% |
| Resolves problems using consultation and consensus, when appropriate. | 33.8% | 44.2% | 15.6% | 93.6% |
| Average Composite Score | 28.0% | 44.6% | 23.0% | 95.8% |

*Note:* $N = 238$

It is significant that, when asked to rate human resource development competencies, participants rated the top three skills that are in the participant's control (see Table 6). The participants are not mentoring or coaching or building teams or empowering others. They are taking responsibility for their own actions. Goleman et al. (2004) stated that one of the leadership competencies for self-management is self-control.

> Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear –headed under high stress or during a crisis. (p. 254)

People with high self-awareness tend to be reflective, intuitive, thoughtful, self-confident, and strive for constant self-understanding (Goleman et al., 2004, Weisinger, 1998). These qualities are all important when hiring police officers.

Table 6. *Participants' Rating of Human Resource Development Competencies*

| Type of Communication | Important | Very Important | Extremely Important | Total Responses |
|---|---|---|---|---|
| Controls own feelings and behaviour in stressful situations. | 19.8% | 45.3% | 36.3% | 99.6% |
| Takes ownership of own decisions regardless of outcome. | 13.1% | 37.3% | 48.7% | 99.1% |
| Approaches mistakes as learning opportunities | 22.8% | 50.6% | 22.8% | 96.2% |
| Demonstrates flexibility by adjusting readily to change in the work environment. | 27.1% | 43.2% | 25.8% | 96.1% |
| Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands. | 22.4% | 39.2% | 34.2% | 95.8% |
| Encourages confidence in others by modeling a confident and positive attitude. | 29.2% | 38.7% | 20.8% | 95.3% |
| Recognizes and acknowledges positive performance. | 21.0% | 44.1% | 29.4% | 94.5% |

| Type of Communication | Important | Very Important | Extremely Important | Total Responses |
|---|---|---|---|---|
| Models consistent values and aligns them in his/her personal and professional life. | 29.8% | 38.7% | 25.2% | 93.7% |
| Adopts a continuous learning approach and works towards self-improvement. | 33.8% | 39.7% | 19.0% | 92.5% |
| Encourages contribution and participation by all of the team. | 25.7% | 45.6% | 20.3% | 91.6% |
| Addresses below standard performance and attempts to influence improvement. | 21.0% | 46.2% | 23.9% | 91.1% |
| Builds team morale and facilitates team motivation and achievement. | 33.2% | 33.2% | 24.4% | 90.8% |
| Counsels, mentors or coaches others towards higher performance levels. | 24.5% | 46.8% | 19.4% | 90.7% |
| Encourages mentoring opportunities. | 35.3% | 37.0% | 16.4% | 88.7% |
| Coaches, guides and offers advice without assuming control. | 27.1% | 44.9% | 22.0% | 88.6% |
| Develops a team and maximizes its performance. | 32.1% | 37.1% | 19.0% | 88.2% |
| Stimulates and supports creativity and innovations in others. | 31.5% | 38.2% | 17.6% | 87.3% |
| Empowers others to assume leadership roles and responsibilities. | 23.7% | 39.8% | 22.9% | 86.4% |
| Average Composite Score | 26.2% | 41.6% | 24.8% | 92.5% |

*Note:* $N = 238$

The last question of the survey asked participants to add any thoughts or comments on the topic of introducing leadership competencies at the basic recruit level. Forty-five percent chose to answer this question. Of the 45% who answered the question, 53% answered in favour of introducing leadership competencies at the recruit level, while 20% were adamantly against, and 25% added thoughts that did not suggest their opinion either way. Of the 20% who were against the proposal, three recurring themes were: "recruits have too much on their plates" (Pe), "too much too soon" (Pf), and "too overwhelming" (Pg). Similar to an earlier observation, of the 20% of participants who were against introducing leadership competencies at the recruit level, 71% indicated either they could not remember their last leadership course or wrote the response "none."

### *Summary of Findings Survey One*

#### *Survey Finding #1: Harness Talent and Mentor Junior Members*

From the demographics data collected in section one, the only surprising data were the number of participants (15%) who are eligible for retirement. Once these participants do retire, so does their intellectual capital. The need to harness their talent and mentor junior members is paramount. This conclusion is further reinforced through the literature reviewed as part of this research. Stone (1999) believed mentoring assists in shorting the learning curve for new employees, which will allow them to be more productive sooner.

#### *Survey Finding #2: Introduce Leadership Competencies*

There was 60.6% support for leadership competencies to be introduced during basic recruit training. The majority of participants who chose to add comments indicated they were in full support. "The concept that every officer being a leader should be a focus

at the outset of their career" (Ph). Another comment reinforces the importance of EI as discussed in the literature review.

> Policing is in a flux, progressing from command and control to vision and values. A constable who is a good critical thinker with good leadership skills will do well. Threshold competencies require the addition of IQ and emotional intelligence to succeed in this (and any other) business. Leadership skills are paramount when dealing with members of the public, colleagues and supervisors, not to mention the benefits to self and family. (Pi)

As already discussed in this chapter, some participants believed recruits are over burdened and adding anything more on their plate would be detrimental to their learning curve.

> OPC is barely teaching the fundamentals now. Leadership competencies are exactly the opposite of what we need at a time when we need far more officers than we can recruit. It should be moving back down the educational level at the constable level. (Pj)

As someone who spent twenty years in the military, I can attest to the fact that the human body can endure a lot. Having had both experiences as a police officer going through basic training and an army officer going through basic training, there is significant room in the constable's eight-hour training day. Bennis (2003) promoted, "Whether one chooses a daily retreat or a formal sabbatical, one has access to one's soul, to one's imagination, and one can truly reflect on one's experience, and learn from it, and emerge renewed and refreshed" (pp. 82–83).

*Survey Finding #3: Develop Communication Skills*

Communications skills were rated as the number one competency that should be considered if OPC was to introduce leadership competencies at the basic recruit level. Verbal communication skills are the number one tool an officer has in their tool box. Emphasis is placed on tactical communication at OPC, and additional soft skills, such as

listening actively and sincerely, would assist an officer when dealing with conflict resolution and problem-solving issues.

*Survey Finding #4: Leadership Competencies will Prepare Future Leaders*

Sixty-three percent of participants believed that leadership competencies at the recruit level would better prepare future leaders, and 18% of participants chose to add additional comments. "It will assist with planting the seed" (Pk). Another comment reinforced the concept, "Training would have to continue and be on-going through career" (Pl). There is a thick mentality that still exists in policing that leadership skills are only reserved for persons in confirmed leadership roles, and recruits are seen but not heard.

> You will notice that I did not check off leadership training at the recruit level. Perhaps due to my advanced seniority, I have the ability to relate to leaders in our profession who came into policing at the end of World War II. Although sometimes painted as "dinosaurs" incapable of flexibility and modern innovation, the qualities sorely lacking in today's leaders, that their predecessors enjoyed in spades, was integrity and loyalty. Therefore, let's teach our new people to "lead by example" and develop team building skills and personal development criteria as opposed to teach them how to "tell people what to do!" (Pm)

Another emergent theme suggested several participants believe leadership can not be taught. "You either have it or you don't. You can't teach leadership!" (Pn). This comment reinforces the need to introduce leadership competencies. Some participants need to understand that self-management skills (i.e., stress, time, energy, health, emotional intelligence), interpersonal communication skills, and problem-solving skills are critical to the success of both recruit and leader and that leadership skills can be taught.

*Survey Finding #5: Top Three Competencies*

The three top competencies were: communication, relationship building, and problem-solving and conflict resolution. Leadership does not exist without relationships, and the key to any interaction is communication. Communication was also the number one core value required for officers to effectively do their job.

## Focus Group Study Findings

The focus group was held at the OPC during the OAPE annual conference. The participants in the group were also members of the OAPE. Due to the fact that everyone was wearing civilian attire, I am unsure of what ranks participated.

I was introduced by the Vice President of OAPE and asked if I would share my research project with the group of approximately 50 persons. I was given approximately 45 minutes to present. After giving the group a brief background history of myself and the nature of my research, I asked those who were interested in participating to stay and that the remainder were free to leave at any time. Consent forms (see Appendix H) were passed around, and members were asked to sign them. Due to the large number of persons in the room who showed an interest, I adapted the format from the intended focus group to a group discussion. I advised everyone that the session would be recorded and reinforced that participants were free to leave at any time during the session. Although the session began with approximately 50 participants, participants left at various times, and there were 12 participants who remained through out the session.

There were three questions asked:

1. Do you see a need to introduce leadership competencies during basic recruit training at the Ontario Police College (OPC)? If yes, what would be the

advantages or disadvantages of introducing leadership competencies during basic recruit training at the Ontario Police College (OPC)?

2. If OPC were to introduce leadership competencies at the basic recruit level, which competencies do you believe should be considered? (e.g., Communication Skills, Team Building, Innovation, Ethics, Problem Solving, Conflict Resolution, Character, Relationship Building, Leadership, Organizations and Organizational Change, etc.)?
3. Are you aware of any service delivery that is incorporating leadership at the basic level?

During collection of the data from the focus group, questions one and two merged into a single discussion.

Because I thought I knew my audience, I was not prepared for the initial responses. I rehearsed in my car on the 90-minute drive to the college how I would not impose my thoughts onto others and how I would remain neutral and act as the role of researcher. Coghlan and Brannick (2007) suggested that, as the action researcher, your body experiences cycles of feelings and emotions. "These three domains—cognitive, feelings, and body awareness—are where experiencing occurs and you can learn by attending to these" (p. 34). As Coghlan and Brannick had suggested, I felt excited energy, tightness in my stomach, and sadness.

The first three comments all echoed the same response that we saw earlier in the chapter. "OPC is barely teaching the fundamentals now" (FG). "Recruits and junior constables are not leaders" (FG). "They all can't be chief" (FG). As the facilitator, I did not want to influence the direction of the conversation, but felt I must clarify what a

competency was. I clarified that competency is defined as knowledge, skills, attitudes and behaviours for a specific purpose.

I believed that this clarification might change the tone of the discussion; it did not. The next comment was, "There is too much on their [recruits] plate. They can barely digest what is being taught. Our job is not to develop the next chief" (FG).

One participant stated, "What will this look like? What will you suggest be taken out to accommodate for leadership to be added?" (FG). I stated that my research will not be addressing what should be removed, but rather if anything [leadership] should be added. I further stated that I was looking towards this group for possible recommendations, which lead us into the third question. Are you aware of any service delivery that is incorporating leadership at the basic level?

Three suggestions were given. One participant suggested I look to Durham Regional Police Service, who have taken the lead and have introduced problem-based learning. "PBL [problem-based learning] is the state of the art educational approach originally emerging in medical schools. It is student based and uses real-life problems to help students learn to solve problems and think in creative ways" (FG).

The second suggestion was looking at the RCMP and how they conduct training at Depot, their Recruit Training centre in Regina, Saskatchewan. The RCMP introduced a learning plan that included, among other things, journaling. "Journal keeping is a significant mechanism for developing reflective skills. You note your observations and experiences in a journal and over time learn to differentiate between experiences and the ways of dealing with them" (Coghlan & Brannick, 2007, p.37). Bennis (2003) also

believed that "writing is the most profound way of codifying your thoughts, the best way of learning from yourself who you are and what you believe" (p. 43).

The last suggestion was to look at how recruit training is currently being conducted at the Justice Institute in British Columbia. "In BC we have a have a program where the Institute provides pre-selection assessments that is based on core competencies. I know what you are talking about and I think you may find what you are looking for there" (FG).

## Focus Group Summary

The reaction I received from the focus group members was not what I had anticipated. "We cross borders, but we don't erase them: we take our borders with us" (Behar, as cited in Glesne, 2006, p. 119). I was wearing subjective lenses and not reflecting on what they were telling me. As stated in the literature review, the policing culture does not accept change readily. From the focus group, I learned that introducing leadership competencies at the recruit level was a foreign concept, as police educators have not traditionally thought to train leaders at the recruit level.

Once the focus group was completed, I was invited to stay and join the group at their closing BBQ. I thought this would be an excellent opportunity to speak to some of the members on an individual bases and further our earlier discussions, specifically the topic of problem-based learning and the RCMP Learning Plan Model (RCMP, 2000). Before leaving OPC, I further made arrangements to meet with one of the members at a later time and date to discuss their knowledge of the RCMP learning plan model in more detail. I will discuss this process more in chapter five. So far the Learning Plan is not

really off the ground effectively. Every member is supposed to design one and discuss it with her/his supervisor annually, but the review process is not happening consistently.

It was after the focus group and once I had an opportunity to reflect, that I understood that I had to further break down the leadership competencies into junior and senior categories. Some of the competencies I was introducing may have been at too high a level for the recruit stage. As stated in the literature review, Anderson (2006), understood the need to identify leadership competencies, and he developed three independent studies on the topic (Anderson & King, 1997; Anderson & Plecas, 1999; Anderson & Plecas, 2000; see also Appendix A). It was based on Anderson's results that I developed the second survey. The second survey (see Appendix K) was distributed with the letter of invitation to participate in a one-on-one interview (see Appendix I); both were sent to ten recognized police leaders in the Province of Ontario. The findings from the second survey will be discussed in section four of this report.

## Interview Study Findings

As discussed in chapter three, I selected 10 chiefs of police to participate in a one-on-one topical interview to be conducted by myself. Of the 10 invitations, nine responded that they would like to participate. Due to the time constraints, only seven interviews were conducted. Three interview questions were asked of each interviewee (see Appendix L).

From the data collected from the participants, and with their perception of leadership, I identified two common themes: (a) identifying the desired leadership qualities prior to hire, and (b) developing competence in future leaders. Six out of seven chief's agreed that leadership competencies should be considered at the recruit level.

Four of the seven chief's identified that they currently screen for leadership at the hire stage. This practice is not consistent with all police services in the Province of Ontario. Participant comments included:

> In our service, we go beyond the Constable Selection System and every candidate goes through a panel interview where we screen for leadership and other qualities that we believe would be a good fit for our service." (Ia)
>
> Leadership is arguably the most important attribute in the tool box of a police office. Giving the basics [leadership] and building on that as they go through their career is excellent. (Ib)
>
> A basic knowledge of leadership for recruits will help build a foundation for the development of their careers. For many this is the first time that they have been put into a position of authority and they need to understand the impact their decisions can make on others and how that can have both a positive and negative impact on their organization. (Ic)

One comment, although supportive of the idea, stated it should be approached cautiously. "I believe that core foundation blocks are important but I would caution against teaching a course that would be called leadership. I wouldn't want people to think that because they took a course called leadership that they are now a leader" (Id). Goleman et al. (2004) suggested, "The challenge of mastering leadership is a skill like any other, such as improving your golf game or learning to play the slide guitar. Anyone who has the will and motivation can get better at leading" (p. 101). One participant who was not in support of introducing leadership competencies at the recruit level had concerns similar to the last participant—that because the word leadership was used persons would believe that "because I now have leaderships skills, now I can get promoted as our organization only reserves leadership training for supervisors. Once you become a supervisor you become a leader" (Ie).

The second question asked was: If OPC were to introduce leadership competencies at the basic recruit level, which competencies do you believe should be considered? Participants identified communication as the top competency. Kouzes and Posner (2007) stated leaders inspire a shared vision "to enlist people in a vision, leaders must know their constituents and speak their language. People must believe that leaders understand their needs and have their interests at heart. Leadership is a dialogue, not a monologue" (p. 7). Communication also ranked the highest required competency in the first survey. "Being provided with instruction of varied communication skills to handle diverse situations to achieve desired results would be an asset" (If). Covey (2004) suggested that "leadership is communicating to people their worth and potential so clearly that they come to see it in themselves" (p. 98). This question was supplemented with the second survey, which participants were asked to complete during the interview if they had not already completed it. The findings from the second survey will be discussed later in the chapter.

The final question asked was, do you believe introducing leadership competencies at the recruit level will better prepare future leaders? Six of the seven chief's interviewed believed that introducing the competencies as outlined in the second survey would assist future leaders. The common theme that emerged as a response to this question was the need to introduce mentoring. "Mentoring is the easiest thing for an organization to do" (Ig). All were in agreement that learning continues throughout an officer's career, and with the decrease in human capital, the need to mentor is even more paramount. "When I was young on the job and had a question, I just had to go to the senior guy on the squad;

now chances are the person asking the question has just as much time on as the rest of the squad" (Ig).

As mentioned in the literature review, introducing the concept of mentoring at the earliest possible time in a recruit's training will assist them in "getting their needs met to understand the kind of performance and attitudes that constitute a job well done" (Anderson, 2006, p. 227). One participant discussed a mentoring policy that was introduced originally for staff sergeants wishing to become inspectors. Their program has now been extended to include all new members in the service. "I even have three constables that I personally mentor" (Ig). Another supporting comment was: "My role is to guide people. I am always looking for my replacement. Groom people, guide and direct them. That's my responsibility" (Ia).

## Survey Two Findings

As mentioned earlier in the chapter, it was apparent after the focus group that I needed to clarify the leadership competencies in a more specific way. The reasoning behind the second survey was to allow participants to have a better understanding of the concepts and skills to which I was referring. Nine out of ten returned the survey. This in itself was very encouraging.

As stated in the literature review, there is very little information on leadership competencies. Dr. Anderson (2006) had completed three studies where over 4,000 persons, police officers, police leaders, and civilian employees were surveyed. From all three studies, there was nearly a one hundred percent consensus as to what competencies were desired in a leader regardless of role, rank, or position. With permission, I reproduced Anderson's list in the second survey and asked participants to indicate which

of the 40 competencies they believed should be introduced at the basic level and which should be introduced at the advanced level. Although all 40 competencies were recorded, Table 7 identifies only the basic competencies that received a response by seven or more participants.

Table 7. *Top Rated Basic Leadership Competencies*

| Type of Communication | Basic | Advanced |
|---|---|---|
| Actively seeks feedback on own performance. | 9 | 0 |
| Encourages and maintains a positive working environment. | 8 | 1 |
| Engages in effective two-way communication. | 8 | 1 |
| Recognizes and utilizes the ideas and resources of other agencies and community groups. | 8 | 1 |
| Demonstrates an understanding and appreciation of the values and beliefs of others. | 8 | 1 |
| Shows sensitivity and compassion for people. | 8 | 1 |
| Describes new ways of looking at things and suggests innovative and/or technological solutions. | 8 | 1 |
| Communicates so others understand and co-operate. | 7 | 2 |
| Establishes trust with people at all levels. | 7 | 2 |
| Maintains mutually beneficial relationships with community office officials and volunteer groups. | 7 | 2 |
| Sets goals and action plans. | 7 | 2 |
| Addresses and prevents workplace conflicts. | 7 | 2 |
| Communicates effectively in writing. | 7 | 2 |
| Demonstrates creativity and innovation in identifying and solving problems. | 7 | 2 |
| Resolves problems using consultation and consensus. | 7 | 2 |

| Type of Communication | Basic | Advanced |
|---|---|---|
| Influences people to follow vision, values mission and goal statements. | 7 | 2 |
| Speaks effectively when making presentations before groups. | 7 | 2 |
| Provides a positive role model of effective leadership behaviour. | 7 | 2 |

The number one competency, which everyone agreed, was "actively seeks feedback on own performance." The importance of mentoring was discussed earlier, as police services are loosing their intellectual capital as more and more members are at the retirement stage of their career. One type of mentoring is self-mentoring. Self-mentoring calls for high levels of motivation and self-discipline as well as the ability to develop one's career through self-tutoring tasks, courses, and through extensive networking. The ability to actively seek feedback on one's own performance would fall into the category of self-mentoring, as well as self-development. "No one can teach you how to become yourself, to take charge, to express yourself, except you" (Bennis, 2003, p. 49). Bennis further suggested there are four lessons of self-knowledge: "You are your own best teacher; accept responsibility. Blame no one; you can learn anything you want to learn; true understanding comes from reflecting on your experience" (p. 50).

There were six competencies that were tied for the second highest rating with eight respondents, and 11 competencies tied for third highest rate with seven respondents. The ability to recognize and utilize the ideas and resources of other agencies and community groups is paramount if officers are to be effective in their community-based policing role. Policing in the 21st century requires officers to be innovators and problem

solvers. Knowing that eight out of nine participants responded that an officer's ability to describe new ways of looking at things and the ability to suggest innovative or technological solutions is consistent with the findings of the literature review and the first survey. One interesting finding from the survey was that all participants believed that recognizing and rewarding positive performance was an important leadership competency, but only at the advanced (managerial leadership) level.

## Study Conclusions

The data presented supports that participants are in favour of introducing leadership competencies at the recruit level. They also support that introducing leadership competencies at the recruit level would better prepare future leaders. Without presenting how that would look, some participants found it difficult to support the concept as they believed the time recruits spent at OPC was too jam-packed and there is no room to add any additional items to what is believed to be an over-extended curriculum.

Overwhelmingly, honesty was the number one core value, which was also supported in Kouzes and Posner's (2007) research. Current leaders see a need to introduce leadership competencies and believe it can be accomplished by introducing the first building block at OPC, followed by mentoring and coaching once a member returns to their home service. Focus group members did offer current practices that may be considered at OPC, and they will be further explored in Chapter Five.

## Scope and Limitations of the Findings

Participants who contributed to the data and insight of this research project were from several police services in the Province of Ontario. Although there was a cross-

section of rank from constable to chief, there is no assurance that all subgroups were equally captured or reflected.

# CHAPTER FIVE: RESEARCH IMPLICATIONS

## Study Recommendations

In this chapter, recommendations and organizational impacts as well as implications for future research will be presented. As discussed in chapter one, community-based policing is a philosophy most police services in Canada have adopted. It promotes community, government, and police partnerships. Community-based policing involves proactive problem-solving and community engagement to address the causes of crime, fear of crime, and other community quality-of-life issues. Today, there is an expectation that police officers will be problem-solvers, mediators, and conflict-resolution specialists. There is also an expectation that police officers will have leadership influence, regardless of rank, and that they will be able to lead a group of volunteers, lead crime reduction, and develop prevention initiatives. The principle research question was designed to help address these needs: Should we develop leadership competencies in recruits? Two sub questions were also explored: What are the required leadership skills for policing in the 21st century, and what key fundamental leadership competencies are required at the basic constable level? Each of these questions was reviewed extensively throughout the research report and forms the basis on which the following recommendations are based. The recommendations outline: (a) the need for collaboration and information sharing, specifically on problem-based learning, learning plan, and journaling, (b) how leadership training can be developed prior, during, and post OPC, (c) tools that can be utilized to facilitate introducing leadership competencies at the recruit level, and (d) the importance of mentoring.

Community-based policing requires training and the use of innovative solutions to problems that may have existed for some time. During the focus group, problem-based learning was discussed and how it was being implemented in Durham Regional Police Service, the Justice Institute of British Columbia, and at the RCMP Depot. In order for there to be a shift in paradigm as to what recruits are being taught and how leadership competencies can be introduced, consideration should be given to other methods of learning, such as problem-based learning.

*Recommendation One: Develop and Foster Relationships*

It is recommended that OPC develop and foster relationships with organizations that were recommended during the focus group. Organizations such as the Durham Regional Police Service, the RCMP, the Justice Institute of British Columbia, and the Toronto Police Service, and other police agencies that are involved in education and other agencies who have demonstrated success with introducing leadership competencies, problem-based learning, learning plans, and journaling should be invited to form a community of practice. By collaborating and sharing information with other agencies, OPC would be continuing to fulfill its mission statement: As a leader on the international stage of police training, the Ontario Police College commits to the continuous pursuit of business excellence, while creating unique and innovative learning opportunities designed to support and ensure the delivery of police services that meet the needs of Ontario's diverse communities (OPC, 2008).

The Toronto Police Service has their own training facility called Charles O. Bick College, affectionately known to most as CO Bick. Because of the size of the Toronto Police Service, they have the opportunity to augment the training that takes place at OPC.

One program CO Bick provides is Leadership/Outreach/Information Systems Training. Their Leadership Development training provides training to both uniform and civilian members of the Toronto Police Service focused on the areas of leadership, management principles, professional development, and instructional techniques. Their Outreach Training uses three methods to provide training to frontline officers. Two methods that would be useful in promoting leadership competencies after a recruit has completed OPC are: (a) front line training videos, and (b) Roll Call—which provides training on current issues at the unit level (Toronto Police Service, 2008). S.Sgt. Brian Foote, RCMP Chilliwack, has also developed training that can be done during roll call. By partnering with the Toronto Police Service, OPC could modify already existing videos, and lesson plans.

Durham Regional Police Service (2008) developed a program called problem-based learning. This program focuses on the root causes of criminal activity and other community problems that drive police responses. One participant from the focus group stated, "[The] Durham Regional Police Service teach their officers to take a broader approach when looking at solutions to the problem. Problem-based learning has allowed officers to streamline their increasing workload and improved community safety." Two participants from the interviews commented on how they would like to see more time spent on crime prevention. Problem-based learning looks at real problems in real time. This program would work towards incorporating crime prevention as well as problem solving.

Courses covered under this training program according to the Durham Regional Police Service web site are: "emotional intelligence, social intelligence, leadership,

instructional techniques, rubrics, Bloom's revised taxonomy, coaching, problem oriented policing, teamwork, organizational change, ethics, diversity, community policing, lifestyle stressors, self awareness, self regulation, conflict resolution and communication skills" ( Durham Regional Police Service, 2008). Although Durham Regional Police Service developed this program for senior constables so they may pass the knowledge on to new recruits. New recruits would benefit from some of this training at the beginning of their career. The RCMP also uses problem-based learning. One comment from the first survey stated, "I would like the OPC to adopt a more Problem Based Learning methods rather than sit in a classroom looking at power point presentation (like what is being done at RCMP Depot)" (Pn). By partnering with Durham Regional Police Service and the RCMP, OPC could modify their existing program and implement programs they believe are appropriate and are at the right level.

According to one participant during the focus group, the RCMP has also developed an individual development learning plan. "It is a tool to help you develop or improve your competencies." Although the intent was not for recruits, the concept could be modified so that a recruit begins to fill it out while at OPC and shares the document with their coach officer once they return to their respective services. This would help the recruit and the coach have a better understanding as to what skills need to be further developed.

*Recommendation Two: Develop Leadership Training*

The second recommendation is to develop leadership training prior, during, and post OPC. One of the largest concerns for participants, regardless if they participated in the survey, focus group, or interview, was how leadership competencies could be

introduced. There was some reluctance to answer what was required until they were told how it would be conducted. Classroom learning could to be augmented by web-based learning and other, non traditional means of education. Action learning, work-based learning, coaching, and mentoring are all developmental strategies that could be more effectively explored so each candidate is able to develop the required competencies in their preferred style. According to MacKeracher (2004),

> The person(s) in charge of the learning process can be the learner or others such as facilitators, program planners, textbook authors, resources creators, or computer programmers. Different persons can be in charge during different phases of the learning process: planning, managing the implementation of the plan, developing the learning resources, and evaluating the results. (p. 19)

> During the focus group, one participant commented on the fact that recruits journal while they attend the RCMP Depot. I was not able to obtain the format or how it is introduced, but by partnering with the RCMP, OPC could easily adapt their existing lesson plan. According to Quinn (2004), "Perhaps the most common way to integrate action and reflection is through the habit of journal writing" (p. 103).

By introducing a learning journal program, recruits could identify the activity and then reflect on the material learned. This practice would not interfere with current training, nor would it add any additional cost. Reflection creates a heightened self-awareness, and introducing the practice of journaling to recruits could assist in their individual learning process. This journaling could lead recruits to create a leadership development and learning plan by the time they finish their initial training. It could be a summative assignment that could be required prior to graduation. Bennis (2003) stated, "Writing is the most profound way of codifying your thoughts, the best way of learning from yourself who you are and what you believe" (p. 43). All recruits at OPC are currently encouraged to take notes in class to help them study for examinations. By introducing journaling, the benefits will help recruits note specific points or ideas to

follow up at a later date, help with something that they do not understand or need further help on, or even just to make comments or observations on material covered.

Reviewing the current basic constable training curriculum, specifically community-based policing, tactical communications, and domestic violence, may afford an opportunity to incorporate some of the leadership competencies reviewed in the data findings. All three of these courses require a level of communication, problem-solving, and sensitivity. From the data collected in the second survey, sensitivity and compassion for people was rated the second highest competency required at the basic level. This competency is known to be critical to leadership success (Kouzes & Posner, 2007).

A theme that developed from the focus group was personal awareness. Having an awareness of self will assist in demonstrating sensitivity. "By being attuned to how others feel in the moment, a leader can say and do what's appropriate, whether that means calming fears, assuaging anger, or joining in good spirits" (Goleman et al., 2004, p. 30). Leadership training can be developed prior to, during, or on return from OPC. One method could be by introducing an individual competency assessment learning plan, similar to the one the RCMP currently use, at the beginning of the recruit program with an expectation that it will become a working document throughout the training period and transfer with the recruit to their coach officer. Candidates could be assessed with tools for assessing leadership style, which would increase their self-awareness.

Two such tests are Myers-Briggs (Knowyourtype, n.d.) and the Strength Development Inventory (Personal Strengths Publishing, 2007). Myers-Briggs is an instrument tool that was developed based on the work of psychologist Jung. It could assist with self-understanding and development, management and leadership training,

problem solving, and team building skills (Knowyourtype, n.d). The Strength Development Inventory (SDI) is a paper-based training tool that gives an assessment on motivators and how people respond in conflict. These tests could be administered prior to the recruit attending the college and further explored as to their meaning once they have arrived at the college. "SDI is a learning model for effectively and accurately understanding the motive behind behaviour. When people recognize the unique motivation of themselves and others, they greatly enhance their ability to communicate more effectively AND handle conflict more productively" (Personal Strengths, 2007, ¶ 1). One comment made from the first survey was:

> If recruits understand their personality or way they conduct themselves in normal interactions or under stress (Myers-Briggs, DISC, or what ever tool you use) they would be better equipped to become leaders and try on some of the behaviours you mention above. They would also be more tolerant of others if they understand the implication of personality on the way people conduct themselves. This is also true of learning styles (Parker survey etc.). In building a more tolerant workplace we need to find ways for members to understand and accept everyone's differences, and this goes beyond race and gender, etc. (Po)

Another Canadian researched and developed tool, currently in use at the Justice Institute of British Columbia for police and correctional officer training, is the Personal Style Indicator (Consulting Resource Group International, n.d.), a tool to help officers recognize their own and others' personal behavioural style preferences. This tool claims to enhance the development of emotional intelligence. It has the advantage of being designed as a learning and communication tool, as opposed to being a psychometric test, and is self-administered, self-scored, and available online. Each respondent can create his or her own learning locker on the web site and go back to the locker to complete other self-awareness stimulating assessments, such as the Values Preference Inventory, the

Stress Indicator and Health Planner, and others (Consulting Resource Group International, n.d.).

The building blocks could be introduced at OPC, with an understanding that there is an opportunity to do further self-development, using the tools provided, once a candidate has successfully completed basic training. In order for police services to evolve and grow, they need to understand that the development of their members will result in higher personal, team, and organizational performance. Bolman and Deal (2003) suggested that "undertrained workers hurt organizations in many ways: shoddy quality, poor service, higher costs, and costly mistakes ... progressive organizations empower employees as well as invest in their development" (pp. 142–143). Most candidates are computer literate and could benefit by participating in a pre-course discussion session on-line or even receiving a pre-course study package. In the Canadian Armed Forces, most leadership training courses that I have attended involved a pre-course preparation session on-line.

*Recommendation Three: Develop a Tools Kit*

The third recommendation is to incorporate tools that can be utilized to facilitate the introductory of leadership competencies at the recruit level. During the interviews, several participants indicated they conducted additional interviews or panels above and beyond the current standard in order to screen a candidate's leadership. It is recommended that all services review which competencies are currently being assessed and include leadership competencies if required. "If one is hired to become a police officer, they should already have some leadership skills. They will become stronger as they learn the job" (Pp). There are tools available, such as Anderson's (2006) Leadership

Skills Inventory which is an on-line self assessment of 60 leadership skills. Further information can be obtained from the Consulting Resource Group International (n.d.). A tool similar to the Skills Inventory would allow recruits the ability to receive a "snapshot of strengths and areas where there is a self-perceived need for training or coaching" (Anderson, 2006, p. xiii). This tool could be made available to all candidates, with the expectation that they would complete it prior to attending OPC and review their progress on completion of the basic recruit course.

Another recommendation would be to increase the amount of just-in-time learning opportunities by including self-directed learning modules, video conference, links to government development wed-sites, and discussion groups and journaling. These tools could be developed to augment the recruits training on completion of OPC. The development of the tools mentioned thus far would assist in facilitating the introduction of leadership competencies.

*Recommendation Four: Develop Mentoring Program*

It is recommended that mentoring be developed for all new recruits once they complete their training with their coach officer. The research has indicated leadership skills develop over time, and the seed should be planted during recruit training. Nurturing growth should take place once a recruit has returned to their service. In the literature review, mentoring was identified as a pivotal building block. Stone (1999) believed mentoring assists in shortening the learning curve for new employees, which will allow them to be more productive earlier in their careers. During the interviews, several participants identified the need to introduce mentoring earlier in an officer's career. One participant indicated they introduced formal mentoring for all new hires.

From the findings of the first survey, the demographics indicated 54% of participants had over 21 years of service. Most police officers choose to leave policing after serving thirty years. Therefore, in less than nine years, more than half the participants will be eligible to retire. Mentoring can provide an opportunity to pass on knowledge, as well as valuable experiences. Implementing a formal mentoring program will ensure that the handover of knowledge takes place. Zachary (2005) stated,

> Today's mentor is a facilitative partner in an evolving learning relationship focused on meeting mentee learning goals and objectives. In order to maximize that relationship, mentors too must grow and develop. Facilitating a learning relationship starts with self-learning. Without a mentor's commitment to personal learning, the potential effectiveness of the learning relationship is greatly reduced. (p. xxi)

An online solution to finding and matching mentors and protégés, either inside an organization or outside of it, could be utilized for this purpose by using a Canadian developed and tested program called, Colaboro (n.d.). It provides an online environment to allow protégés to find the mentors they need to complement their development at the time they need the information or support. More information can be accessed about Colaboro at their website (http://www.mentoring-solutions.com/).

## Organizational Implications

The implementation of change within an organization such as OPC often has systemic implications. Depending on the extent of that change, implementation would require the involvement and endorsement of different levels of the organization's leadership, including different levels of government and the very police services that have their recruits trained at the college. If any of the recommendations of this research

are accepted and implemented, the changes would require the endorsement from the provincial government as well as OPC.

*Recommendation One: Develop a Community of Practice*

OPC could advantageously develop a community of practice with all subject matter experts from all organizations mentioned in the research, such as the Justice Institute of British Columbia , Toronto Police Service, Durham Regional Police Service, and RCMP, plus any other police organization that have demonstrated excellence in teaching leadership competencies. The intent of the conference would be to share current practices and discuss how OPC could incorporate any of the mentioned practices. This working group could meet face-to-face or on-line in a virtual community, in order to share best practices, report outcomes of existing programs, and learn about new initiatives that are being considered for future program development. This group could provide collegial support and stimulation to one another.

OPC would have to determine the feasibility and possibly modify training modules that currently exist. Consideration could be given to develop training modules that services could administer prior to a recruit attending the college and others that could be implemented at OPC. Such a working group would be instrumental in providing the OPC and future police leaders with a foundation of best practices as well as the academic literature necessary to assist them in the implementation.

*Recommendation Two: Develop In-House Leadership Training Modules*

The OPC, along with the suggested working group, could also develop leadership training modules for recruits prior, during, and post OPC. It was suggested during the interviews that most, if not all, police services conduct in-house training. The concept

that every officer is a leader could be explored during these in-house training sessions. During pre-training, before a recruit attends OPC, the recruit's home service could provide a brief introduction to leadership, along with several self-assessment tools, so they can be prepared prior to their arrival. This opportunity would allow recruit candidates an opportunity to develop their own competency profile. Prior to attending recruit training, candidates could complete such tools as the Myers-Briggs (Knowyourtype, n.d) or Personal Style Indicator (Consulting Resource Group International, n.d.) and SDI (Personal Strengths, 2007) and discuss their meaning and application while at OPC.

A pilot group could begin journaling on arrival on a given intake at OPC, and the recruits could provide the results to the college at a debrief session. Potential candidates could be given the links to several self-awareness web sites during recruiting sessions, police foundations programs, or even explored during the candidate's in-house training prior to being deployed to OPC.

There needs to be a paradigm shift in how police officers view leadership. Although it has been suggested that policing has moved away from the hierarchal parallels of its military brother, the culture of policing is still ingrained with the expectations that leadership is reserved for rank. This was seen during the first survey and the focus group, as well as during the interviews. An education campaign is required to educate not only existing police personal that it is every officer's responsibility to take a leadership responsibility and exert leadership influence, but also to introduce this concept in police foundation programs and during recruitment sessions as well as on

arrival at OPC. This concept will likely take some time to develop and implement because it would represent a cultural shift in how officers think about leadership.

*Recommendation Three: Leadership Skills Inventory*

It is recommended that the OPC review Anderson's (2006) leadership skills inventory, which is an on-line self assessment of 60 leadership skills. This tool would allow recruits the ability to receive a "snapshot of strengths and areas where there is a self-perceived need for training or coaching" (p. xiii). This tool could be made available to all candidates with the expectation that they would complete it prior to attending OPC and review their progress on completion of the basic recruit course. The feasibility of undertaking such a task will be left with the OPC. The book, *Every Officer Is A Leader* (Anderson, 2006), describes in great detail how each of the 56 competencies (and the revised 2nd edition to be released in 2009 will have 60 competencies) in the leadership skills inventory can be applied in real policing environments. It is the only text of its kind that is competency-based, written by experienced police leaders and academics, has been field tested internationally, and as a result, is in its second edition. It offers a broad and overarching introduction to leadership that could benefit officers at all ranks. The RCMP has given a copy of this book to graduates of Depot, and several large detachments have given copies to all staff. This book should be reviewed in more detail and be considered at least as recommended reading, if not required reading. The first five chapters of the book are, after all, required reading to prepare for sergeant level promotional exams in our own jurisdiction.

### *Recommendation Four: Develop Formal Mentoring Model*

It is recommended that OPC develop a formal mentoring model so that all services could take advantage of it. Some services are mentoring their members and have had some success. Other services, like the Hamilton Police Service, rely on the members to participate in informal mentoring. There are many who would benefit from a formal program. The OPC could also consult with the international expert on designing and implementing formalized mentoring programs, Dr. William Gray (2006) of Mentoring Solutions—a Canadian living in British Columbia.

## Implications for Future Research

I understand that the OPC currently strives to provide the best possible training available, and some of the recommendations may take its toll on the small leadership team currently in place. It was not my intent to provide strategic direction on how these recommendations would be implemented but rather to address new initiatives to achieve the same goal of preparing police leaders at the recruit level. Further research into the strategic process and the long-term implementation will be required if leadership competencies are to be introduced at the OPC during basic recruit training.

It was my intent to answer the question if we should develop leadership competencies in recruits. That question has been answered, and the answer is yes. In order for the OPC to move forward, additional research will be required into the current leadership practices of the organizations mentioned above.

The scope of this project has expanded from my initial vision. There are many areas that could and should be explored. Bennis (2003) suggested that the basic ingredient of leadership is "a guiding vision" (p. 31). In order to stay true to the vision, I

did not explore why the concept of every officer as a leader is so foreign to most police officers. Further research on this would assist in implementing the recommendations mentioned in this chapter. Including more members in the initial survey would ensure a balance voice from all ranks.

# CHAPTER SIX: LESSONS LEARNED

In this chapter, I will review the lessons I have learned from this research project. Specifically, I will address what worked well and what I could have done better. This chapter's main objective is to assist future MA in Leadership learners, as well as other researchers avoid some of the pitfalls I encountered.

## What Worked Well?

What worked well for me was having a passion and love of the topic I chose. This passion clearly made the process more enjoyable. Choosing a supervisor who has an understanding and appreciation of the topic also worked very well. What seemed to work the best for me was keeping a select handful of co-learners close throughout the process. They acted as a sounding board and provided direction when needed.

## What Could Have Worked Better?

### *Having a Research Team*

Initially, I thought I could handle the surveys, focus group, and interviews alone. I embarked on this journey with only the assistance from my supervisor and friends. Having established a research team would have assisted with defining the data and confirming the validity of the findings. Future researchers are encouraged to develop a research team who will be assisting with the data collection and reviewing the themes presented by the findings.

### *Having More Time or Managing What Time I Did Have Better*

I found working full time, especially shift work, family, running a household, and staying involved with my community commitments often pushed back project timelines. Balance is the key. Family, friends, and co workers should be told ahead of time how you

will be scaling back on previous commitments. Friendly reminders throughout the process would also be beneficial. Future researchers are encouraged to start writing as soon as possible. If you do find yourself requiring a break, ensure it is not for too long and that there is someone prodding you along.

### *Having Someone Transcribe the Data*

Initially, I had budgeted to have someone transcribe the data from the focus group and the interviews, but by the time came around; I thought I could save money by transcribing myself. My stubbornness cost me several weeks, which could have been better utilized writing. Future researchers are encouraged to outsource their transcriptions.

### *Stay Positive and Surround Yourself with Positive People*

The key to completion is to stay positive throughout the process and surround yourself with positive people. There were several times when I felt I was not heading in the right direction or that my research would not equate to being the change I wished to see implemented. My supervisor was an excellent sounding board and someone who was able to ground me and guide me through the process. Future researchers are encouraged to having a strong network of co-learners and choose their supervisor wisely. Writing this research proposal often left me feeling isolated and alone. Once one of these feelings began to creep in, I would send off an e-mail to my support network, and I was able to continue on the journey.

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# APPENDIX A: LIST OF LEADERSHIP COMPETANCIES

This list of Leadership Competencies has been derived from research studies conducted by Anderson and King (1997), Anderson and Plecas (1999), and Anderson and Plecas (2000).

1. Enhance team morale and motivation
2. Encourage and maintains a positive working environment
3. Engages in effective two-way communication
4. Recognizes and rewards positive performance
5. Makes decisions in a timely fashion
6. Matches individual skills and abilities to assigned tasks
7. Addresses below - standard performance
8. Communicates so others understand and cooperate
9. Addresses sources, not just symptoms of problems
10. Establishes and report measures of operational effectiveness for a team
11. Develops team leaders and makes them accountable for their performance
12. Is fair and objective in the promotional process
13. Identifies and prepares to meet future challenges
14. Establishes trust with people at all levels
15. Ensures that skill-specific coaching occurs
16. Establishes and maintains mutually beneficial partnerships with other organizations
17. Maintains mutually beneficial relationships with community officials and volunteer groups
18. Recognizes and utilizes the ideas and resources of other agencies and community groups
19. Appropriately and effectively delegates responsibilities
20. Actively seeks feedback on own performance
21. Demonstrates an Understanding and Appreciation of the values and beliefs of others
22. Encourages and enables others to work on difficult problems

**23.** Identifies individual training needs and ensures that learning takes place

**24.** Conducts, implements, and evaluates a strategic planning process

**25.** Sets goals and action plans

**26.** Addresses and prevents workplace conflicts

**27.** Negotiates Win-Win resolution to conflicts

**28.** Communicates effectively in writing

**29.** Shows sensitivity and compassion for people

**30.** Describes new ways of looking at things and suggests innovative and/or technological solutions

**31.** Demonstrates creativity and innovation in identifying and solving problems

**32.** Copes with unexpected and/or ambiguous situations and responds in a flexible manner

**33.** Supports organizational changes required to achieve strategic priorities

**34.** Responds to change in a planned and deliberate way

**35.** Resolves problems using consultation and consensus

**36.** Influences people to follow vision, values, mission, and goal statement

**37.** "Walks the talk"; demonstrates high ethical standards

**38.** Speaks effectively when making presentations before groups

**39.** Solicits employee and/or community input into decision-making

**40.** Provides a positive role model of effective leadership behavior

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# APPENDIX B: INVITATION TO PARTICIPATE IN SURVEY

March 22, 2008

Dear Participant,

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master's Degree in Leadership, at Royal Roads University. My name is Jo-Ann Savoie and my credentials with Royal Roads University can be established by calling the School Director P. Gerry Nixon PhD at xxxxxxxxx.

The objective of my research project is to examine how the Ontario Police College can incorporate leadership training into their existing recruit training program. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with The Ontario Police College. The research may be used in journals, books, or training videos.

My research project will consist of a survey using open and closed questions and is foreseen to take approximately ten minutes. The foreseen questions will include your thoughts on the importance of leadership training at the recruit level, as well as your thoughts on what is the key fundamental leadership competencies required for new recruits.

This survey is one of several tools I will be using in this study. From the answers I receive from you and your colleagues will assist me in formulating questions for topical interviews, and a future focus group.

In support of this effort, you will be asked to complete a survey developed to examine and measure two dimensions:

**Part I:** Demographics of participants; and

**Part II:** will measure key fundamental leadership competencies.
Information will be summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted.

Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. There will not be a debriefing session.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence. If you choose to participate please follow the link below.

https://www.surveymonkey.com/s.aspx?sm=tj0Z8bfddCNO4_2fYbZDl3Lw_3d_3d

Thank you in advance for your participation,

Sincerely,

Jo-Ann Savoie
Candidate, Master of Arts in Leadership
Telephone: xxxxxxxxxxxxx
E-mail: xxxxxxxxxxxxx

## APPENDIX C: CONSENT AND LAY SUMMARY FOR SURVEY

Police Leadership: Should we develop leadership competencies in recruits?

### 1. Introduction and Background to this Survey

I am a graduate student in the Faculty of Social and Applied Sciences, in the Master of Arts in Leadership program at Royal Roads University working under the supervision of Dr. Terry Anderson. I am also a police Sergeant with the Hamilton Police Service. I am completing this degree for my personal self development. My sponsor for this major project is the Ontario Police College (OPC).

I am requesting your cooperation as a voluntary participant in conducting a research study called "Police Leadership: Should we develop leadership competencies in recruits"?

The purpose of this study is to identify in what ways can the Ontario Police College integrate key fundamental leadership concepts and competencies into their training curriculum for new recruits, in order to meet today's leadership needs. This study will also assist in providing some answers to:

- What are the required leadership skills for policing in the 21st century?
- What are the key fundamental leadership competencies required at the basic recruit level?

In support of this effort, you will be asked to complete a survey developed to examine and measure two dimensions:
Part I: Demographics of participants; and
Part II: Leadership competencies.

It is the intention that each participant has the choice of declining to participate in filling out the survey if they so choose.

This study will be conducted under the supervision of Dr. Terry Anderson who can be reached during business hours at telephone number: xxx- xxx -xxxx, or he can be reached by e-mail at: xxxxxxx@xxxxxxxxxxx You are most welcome to ask any questions about the research and your involvement with it and may request a summary of the findings of the study.

The survey was developed with the assistance from Superintendent AI Rosa from the British Columbia Sheriff's Department as well as Dr. Terry Anderson, a Professor of Criminology at the University of the Fraser Valley.

The deadline for completion of this survey is midnight, Friday, 24 October 2008.

Confidentiality and Security of Information: All information will be stored in an on-line server "Survey Monkey" under a securely password protected file by Jo-Ann Savoie. At no time will anyone be identified by individual responses or by service.

Instructions: For each of the statements below, please indicate the best answer by checking the rating that best describes your perception. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All raw data will be kept strictly confidential within the possession of Jo-Ann Savoie, primary researcher. By completing this survey is your complied consent.

Thank you for contributing to gathering this valuable information.

# APPENDIX D: SURVEY QUESTIONS

2. Demographic Data

**PART I: DEMOGRAPHICS**

Directions: For the following questions, please provide the necessary information, either checking off the most appropriate answer or by writing in your answer in the blank provided.

1. Gender
   - O Male
   - O Female
   - O Transgender

2. Age
   - O 19-25
   - O 26-36
   - O 37-49
   - O 50-60
   - O 61 +

3. Ethnic Group
   - O White/Caucasian
   - O Black/Afro-Canadian
   - O Asian
   - O South Asian
   - O First Nations/Aboriginal
   - O Latin American
   - O Other_____

4. Current Level of Policing Experience in Years

- O 0-5
- O 6-10
- O 11-20
- O 21-30
- O Greater than 31 years

5. Please Identify your Rank/Position

- O Constable
- O Sergeant
- O Detective
- O Staff Sergeant
- O Detective Sergeant
- O Inspector
- O Staff Inspector
- O Superintendent
- O Chief Superintendent
- O Civilian/Staff/Administration
- O Deputy Chief of Police
- O Deputy Commissioner of Police
- O Chief of Police
- O Commissioner of Police
- O Other_____

6. The Highest Level of Education I Completed Prior to Policing is:

- O Less than high school
- O High school Diploma
- O Certificate from College
- O Some College courses
- O College diploma
- O Some University
- O University degree
- O Some Graduate work
- O Master's Degree
- O PhD/Doctoral Degree
- O Other_____(explain)

7. Do You Plan to Complete a University Degree?

- O I already have one
- O Yes, I plan to complete a University degree in the future
- O No, I do not plan to complete a University degree
- O In progress to complete

8. Do You Plan to Complete a College Diploma?

- O I already have one
- O Yes, I plan to complete a College diploma in the future
- O No, I do not plan to complete a College diploma
- O In progress to complete

9. Have you attended The FBI National Academy?

- O Yes
- O No

10. Please list the last three leadership courses you have attended and when.

1

2

3

3. Leadership Competencies

**PART II: KEY FUNDAMENTAL LEADERSHIP COMPETENCIES.**
All questions below relate to Basic Recruit Training at the Ontario Police College (OPC).
Directions: Please check off the most appropriate answer or write in your answer in the blank provided.

1. Do you see a need to introduce leadership competencies during basic recruit training?

| ○ | ○ | ○ | ○ | ○ | ○ |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

Comments:

2. If OPC were to introduce leadership competencies at the basic recruit level, which competencies do you believe should be considered? Please check off all that apply.

- ☐ Communication Skills
- ☐ Team Building
- ☐ Innovation
- ☐ Ethics
- ☐ Problem Solving
- ☐ Conflict Resolution
- ☐ Character
- ☐ Relationship Building
- ☐ Leadership
- ☐ Organizations and Organizational Change
- ☐ Other_____

3. Do you believe introducing leadership competencies at the recruit level will better prepare future leaders?

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

Comments:

4. Core values underpin core competencies. Rate how important you think the core values below are to doing an effective job as an officer.

a. Integrity: Adherence to a code of values

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

b. Honesty: Trustworthiness

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

c. Professionalism: All treated with respect

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

d. Compassion: Desire to alleviate others' distress

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

e. Respect: Courteous conduct

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

f. Fairness: Freedom from self-interest, prejudice and favourtism

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

g. Courage: Control under adversity

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

h. Accountability: Answerable for one's actions

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

5. Please rate how important this competency skill is for officers to effectively perform their duties.

**COMMUNICATION**

(Basic behavioural skills of effective interpersonal communications).

a. Listens actively and sincerely.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

b. Checks to ensure accurate mutual understanding during conversations.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

c. Provides clear instructions and directions when giving assignments.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

d. Choose appropriate medium and time.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

e. Chooses language appropriate to the person and circumstances that is consistent with the professional values of the organization.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

f. Communicates effectively in writing.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

g. Communicates important issues and information accurately and in a timely manner.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

h. Attentive to non-verbal cues.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

i. Asks questions that elicit important information.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

6. Please rate how important this competency skill is for officers to effectively perform their duties.

**RELATIONSHIP BUILDING**

a. Consistently delivers what has been promised.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

b. Answers questions honestly, maintains integrity even if it is awkward to do so.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

c. Treats people fairly, without bias or favourtism.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

d. Consistently promotes a positive work environment.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

e. Seeks to understand, and respects the values and beliefs of others.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

f. Gives team members constructive and supportive feedback about their performance.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

g. Demonstrates care and concern about the welfare of others.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

h. Is respectful to those not present.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

i. Remain objective and unbiased when resolving conflicting positions.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

j. Interacts sensitively and respectfully with diverse individuals and groups.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

k. Creates and ensures an environment that is free of discrimination and harassment.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

7. Please rate how important this competency skill is for officers to effectively perform their duties.

## PLANNING AND ORGANIZATIONAL DEVELOPMENT

a. Supports organizational change.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

b. Identifies future challenges and prepares to meet them.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

c. Sets goals and action plans.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

d. Conducts, implements, and evaluates strategic planning.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

e. Responds to change in a planned and deliberate way.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

f. Understands and participates in the implementation of the business plan.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

g. Promotes best practices.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

h. Works well in a way that respects and considers other stakeholders in the justice system.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

i. Organizes time and tasks efficiently.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

j. Understands, encourages and uses technology effectively.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

k. Manages current resources efficiently.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

l. Understands, applies, and evaluates the degree to which the delivery of services is met.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

m. Assesses organizational needs, problems and potentials.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

n. Facilitates creative problem solving and innovation.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

8. Please rate how important this competency skill is for officers to effectively perform their duties.

**PROBLEM SOLVING AND CONFLICT RESOLUTION**

a. Is willing to work on difficult problems.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

b. Addresses the source, not just the symptom, of problems.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

c. Resolves problems using consultation and consensus, when appropriate.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

d. Addresses and prevents workplace conflicts.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

e. Anticipates and manages problems effectively.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

f. Understands and applies established ethical standards.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

9. Please rate how important this competency skill is for officers to effectively perform their duties.

**HUMAN RESOURCE DEVELOPMENT**

a. Builds team morale and facilitates team motivation and achievement.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

b. Models consistent values and aligns them in his/her personal and professional life.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

c. Encourages confidence in others by modeling a confident and positive attitude.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

d. Takes ownership of own decisions regardless of outcome.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

e. Demonstrates flexibility by adjusting readily to change in the work environment.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

f. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands.

| O | O | O | O | O | O |
|---|---|---|---|---|---|
| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |

g. Controls own feelings and behaviour in stressful situations.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

h. Adopts a continuous learning approach and works towards self-improvement.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

i. Encourages mentoring opportunities.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

j. Develops a team and maximizes its performance.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

k. Recognizes and acknowledges positive performance.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

l. Addresses below standard performance and attempts to influence improvement.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

m. Approaches mistakes as learning opportunities.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

o. Coaches, guides and offers advice without assuming control.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

p. Counsels, mentors or coaches others towards higher performance levels.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

q. Stimulates and supports creativity and innovations in others.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

r. Encourages contribution and participation by all of the team.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

s. Empower others to assume leadership roles and responsibilities.

| Not Applicable or Don't Know | Not Important at All | Slightly Important | Important | Very Important | Extremely Important |
|---|---|---|---|---|---|
| O | O | O | O | O | O |

10. Please provide your thoughts or comments on the topic of introducing leadership competencies at the basic recruit level at the Ontario Police College.

Comments:

## APPENDIX E: EMAIL—FOCUS GROUP

Staff Sergeant Wilkie. As you are aware I am writing my thesis on leadership and OPC is my sponsor. My topic specifically is should we develop leadership competencies in recruits? Stephen mentioned you are hosting the OAPE conference at OPC the week of August 25th. Would it be possible to set up a focus group with 6 to 8 persons from your committee or even trainers? I can adjust my schedule so please advise which day would work for the group? I would need approximately 1 hour of their time.

Jo-Ann

I just spoke with other exec and we think Tuesday Aug 26 is best time. If you can arrive at OPC for 3:00 pm we will intro you after last speaker. Call my cell with any questions.

D

xxx-xxx-xxxx

Debbie Wilkie
A/Staff Sergeant
Training Branch
Hamilton Police Service
Tel: xxx xxx-xxxx or xxx xxx-xxxx
e-mail: xxxxxxx@xxxxxxxxxxxxx.xx.xx

# APPENDIX F: INVITATION TO FOCUS GROUP PARTICIPANTS

March 22, 2008

Dear member of the Ontario Association of Police Educators (OAPE),

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master's Degree in Leadership, at Royal Roads University. My name is Jo-Ann Savoie and my credentials with Royal Roads University can be established by calling the School Director P. Gerry Nixon PhD at xxxxxxxxx.

The objective of my research project is to examine how the Ontario Police College can incorporate leadership training into their existing recruit training program. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with The Ontario Police College. The research may be used in journals, books, or training videos.

My research project will consist of a 2 hour focus group with several members from your committee. I anticipate a group of 6 to 8 trainers with a maximum of 12 participants. Four to five questions will be asked based on the information I received from members from the Ontario Association of Chiefs of Police (OACP). Information will be collected in writing, on flipcharts, as well as on a digital recorder for reference and, where appropriate summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential and destroyed at the completion of my studies (June 2009).

The foreseen questions will include your thoughts on the importance of leadership training at the recruit level, as well as your thoughts on what is the key fundamental leadership competencies required for new recruits.

Information will be recorded in hand written and electronic (digital recorder) format. A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted.

Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. There will not be a debriefing session.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice up until the questions are asked. I will not be able to identify who is stating what once the focus group has commenced. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

If you would like to participate in my research project, please contact me at:
Name: Jo-Ann Savoie

Email: xxxxxxxxxxxxxx

Telephone: xxxxxxxxxxx

Sincerely,
Jo-Ann Savoie

## APPENDIX G: LETTER OF CONSENT FOR FOCUS GROUP PARTICIPANTS

March 22, 2008

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master's Degree in Leadership, at Royal Roads University. My name is Jo-Ann Savoie and my credentials with Royal Roads University can be established by calling the School Director P. Gerry Nixon PhD at xxxxxxxxx.

The objective of my research project is to examine how the Ontario Police College can incorporate leadership training into their existing recruit training program. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with The Ontario Police College. The research may be used in journals, books, or training videos.

My research project will consist of a 2 hour focus group with several members from your committee. I anticipate a group of 6 to 8 trainers with a maximum of 12 participants. Four to five questions will be asked based on the information I received from members from the Ontario Association of Chiefs of Police (OACP). Information will be collected in writing, on flipcharts, as well as on a digital recorder for reference and, where appropriate summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential and destroyed at the completion of my studies (June 2009).

The foreseen questions will include your thoughts on the importance of leadership training at the recruit level, as well as your thoughts on what is the key fundamental leadership competencies required for new recruits.

<u>You are not compelled to take part in this research project.</u> If you do elect to take part, you are free to withdraw at any time with no prejudice leading up to the start of the focus group. Similarly, if you choose not to take part, this information will also be maintained in confidence.

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

Name: (Please Print): _____
Signed: _____
Date: _____
Thank you in advance for your participation
Sincerely,
Jo-Ann Savoie
Candidate, Master of Arts in Leadership
Telephone: xxxxxxxxx, E-mail: xxxxxxxxxxxxx

# APPENDIX H: FOCUS GROUP QUESTIONS

1. Do you see a need to introduce leadership competencies during basic recruit training at the Ontario Police College (OPC)? If yes, what would be the advantages or disadvantages of introducing leadership competencies during basic recruit training at the Ontario Police College (OPC)?

2. If OPC were to introduce leadership competencies at the basic recruit level, which competencies do you believe should be considered? (e.g. Communication Skills, Team Building, Innovation, Ethics, Problem Solving, Conflict Resolution, Character, Relationship Building, Leadership, Organizations and Organizational Change, etc.)

3. Are you aware of any service delivery which is incorporating leadership at the basic level?

# APPENDIX I: INVITATION TO PARTICIPATE IN INTERVIEW

Jo-Ann Savoie
xxxxxxxxxxxxx
xxxxxxxxxxxxxxx
xxxxxxxxxxxxx
xxxxxxxx

September 15, 2008

xxxxxxxxx
xxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxx

xxxxxxxxxxxxxxxx

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master's Degree in Leadership, at Royal Roads University. My name is Jo-Ann Savoie and my credentials with Royal Roads University can be established by calling the School Director P. Gerry Nixon PhD at xxx-xxx-xxxx. I am not only a graduate student, I am also a police sergeant with the Hamilton Police Service and have a full understanding of what it takes to be a police officer in the 21st century.

The objective of my research project is to examine how the Ontario Police College can incorporate leadership training into their existing recruit training program. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with The Ontario Police College. The research may be used in journals, books, or training videos.

My research project will consist of several topical interviews using open- ended questions and is foreseen to take approximately 1 hour. The foreseen questions will include your thoughts on the importance of leadership training at the recruit level, as well as your thoughts on what are the key fundamental leadership competencies required for new recruits. My request of you is two fold. I would like you to participate in a one - on - one interview as well as complete a very short survey. The survey is enclosed with this invitation to participate letter. It is respectfully requested that, if you choose to participate, the one page survey be returned in the self addressed stamped envelope provided.

Your name was chosen as a prospective participant by the Executive Director of OACP, Ron Bain, because of your past performance as an excellent leader.

If you choose to participate in the interview, the information will be recorded in hand - written and electronic (digital recorder) format and, where appropriate, summarized in anonymous format, in the body of the final report. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted.

Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. There will not be a debriefing session.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

If you would like to participate in my research project, please contact me to advise what date you are available. I would like to have all interviews completed by October 22, 2008.

Sincerely,

Jo-Ann Savoie
Candidate, Master of Arts in Leadership
Telephone: xxxxxxxx
Email: xxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxx

# APPENDIX J: LETTER OF CONSENT FOR INTERVIEW

March 22, 2008

I would like to invite you to be part of a research project that I am conducting. This project is part of the requirement for a Master's Degree in Leadership, at Royal Roads University. My name is Jo-Ann Savoie and my credentials with Royal Roads University can be established by calling the School Director P. Gerry Nixon PhD at xxxxxxxxx.

The objective of my research project is to examine how the Ontario Police College can incorporate leadership training into their existing recruit training program. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Master of Arts in Leadership, I will also be sharing my research findings with The Ontario Police College. The research may be used in journals, books, or training videos.

My research project will consist of a 1 hour topical interview using closed questions. Prior to the commencement of the interview, I will make available a one page short demographic data collection sheet. The foreseen questions will include your thoughts on the importance of leadership training at the recruit level, as well as your thoughts on what is the key fundamental leadership competencies required for new recruits.

Information will be collected in writing and using a digital recorder. The final thesis will contain summarized, anonymous contents. At no time will any specific comments be attributed to any individual unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential and destroyed at the completion of my studies (June 2009).

<u>You are not compelled to take part in this research project.</u> If you do elect to take part, you are free to withdraw at any time with no prejudice. Similarly, if you choose not to take part, this information will also be maintained in confidence.

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

Name: (Please Print): _____
Signed: _____
Date: _____
Thank you in advance for your participation
Sincerely,
Jo-Ann Savoie
Candidate, Master of Arts in Leadership
Telephone: xxxxxxxxxx
E-mail: xxxxxxxxxxx

APPENDIX K: SURVEY TWO QUESTIONS

**Frontline Officer Competencies**

## 1. Introduction

I am a graduate student in the Faculty of Social and Applied Sciences, in the Master of Arts in Leadership program at Royal Roads University working under the supervision of Dr. Terry Anderson. I am also a police Sergeant with the Hamilton Police Service. I am completing this degree for my personal self development. My sponsor for this major project is the Ontario Police College (OPC).

I am requesting your cooperation as a voluntary participant in conducting a research study called "Police Leadership: Developing our Leaders for Tomorrow". The purpose of this study is to identify skills required for front line officers. In support of this effort, you will be asked to complete a survey.

It is the intention that each participant has the choice of declining to participate in filling out the survey if they so choose.

This study will be conducted under the supervision of Dr. Terry Anderson who can be reached during business hours at telephone number: xxx-xxx-xxxx, or he can be reached by e-mail at: xxxx.xxxxxxxx@xxx.xx You are most welcome to ask any questions about the research and your involvement with it and may request a summary of the findings of the study.

The survey was developed with the assistance from Dr. Terry Anderson, a Professor of Criminology at the University of the Fraser Valley. The deadline for completion of this survey is midnight, Friday, 31 October 2008.

Confidentiality and Security of Information: All information will be stored in an on-line server "Survey Monkey" under a securely password protected file by Jo-Ann Savoie. At no time will anyone be identified by individual responses or by service.

Instructions: For each of the statements below, please indicate the best answer by checking box which is most appropriate. At no time will any specific comments be attributed to any individual unless specific agreement has been obtained beforehand. All raw data will be kept strictly confidential within the possession of Jo-Ann Savoie, primary researcher. By returning this survey is your implied consent.

Thank you for contributing to the gathering of this valuable information.

**Frontline officer competencies**

## 2. Leadership Skills

The 40 competencies on this list are a compilation of all the results of the competency studies that have been done by the authors referenced below. They represent the leadership competencies that police officers, police leaders, and civilian employees believe are important regardless of role, rank, or position. (There were 4,000 people surveyed).

There was nearly 100 percent consensus in the three studies that these competencies are important and desired in a leader.

Please check off at what level: Basic (Front Line Officer) or Advanced (Managerial Leadership), you see these competencies being introduced.

## References

Anderson, T., & Plecas, D., An Employee Survey of Perceived Leadership Competencies. A research report prepared for the Vancouver Police Department, January 2000.

Anderson, T., & Plecas, D., An Employee Survey of Perceived Leadership Competencies. A research report prepared for the San Diego Police Department, June 1999.

Anderson, T., & King, D., Supervisory Leadership Training Needs Assessment. A research report prepared for the Justice Institute of British Columbia, 1997.

## 1. Official Leadership Competency List

| | Basic | Advanced |
|---|---|---|
| 1. Enhances team morale and motivation. | O | O |
| 2. Encourages and maintains a positive working environment. | O | O |
| 3. Engages in effective two-way communication. | O | O |
| 4. Recognizes and rewards positive performance. | O | O |
| 5. Makes decisions in a timely fashion. | O | O |
| 6. Matches individual skills and abilities to assigned tasks. | O | O |
| 7. Addresses below standard performance. | O | O |
| 8. Communicates so others understand and co-operate. | O | O |
| 9. Addresses sources, not just symptoms of problems. | O | O |
| 10. Establishes and reports measures of operational effectiveness for a team. | O | O |
| 11. Develops team leaders and makes them accountable for their performance. | O | O |
| 12. Is fair and objective in the promotion process. | O | O |
| 13. Identifies and prepares to meet future challenges. | O | O |
| 14. Establishes trust with people at all levels. | O | O |
| 15. Ensures that skill-specific coaching occurs. | O | O |
| 16. Establishes and maintains mutually beneficial partnerships with other organizations. | O | O |
| 17. Maintains mutually beneficial relationships with community office officials and volunteer groups. | O | O |
| 18. Recognizes and utilizes the ideas and resources of other agencies and community groups. | O | O |
| 19. Appropriately and effectively delegates responsibilities. | O | O |
| 20. Actively seeks feedback on own performance. | O | O |
| 21. Demonstrates an understanding and appreciation of the values and beliefs of others. | O | O |
| 22. Encourages and enables others to work on difficult problems. | O | O |
| 23. Identifies individual training needs and ensures that learning takes place. | O | O |
| 24. Conducts, implements, and evaluates a strategic planning process. | O | O |
| 25. Sets goals and action plans. | O | O |
| 26. Addresses and prevents workplace conflicts. | O | O |
| 27. Negotiates win-win resolution to conflicts. | O | O |

| | Basic | Advanced |
|---|---|---|
| 28. Communicates effectively in Writing. | O | O |
| 29. Shows sensitivity and compassion for people. | O | O |
| 30. Describes new ways of looking at things and suggests innovative and/or technological solutions. | O | O |
| 31. Demonstrates creativity and Innovation in identifying and solving problems. | O | O |
| 32. Copes with unexpected and/or ambiguous situations and responds in a flexible manner. | O | O |
| 33. Supports organizational changes required to achieve strategic priorities. | O | O |
| 34. Responds to change in a planned and deliberate way. | O | O |
| 35. Resolves problems using consultation and consensus. | O | O |
| 36. Influences people to follow vision, values, mission and goal statements. | O | O |
| 37. 'Walks the talk' -- demonstrate high ethical standards. | O | O |
| 38. Speaks effectively when making presentations before groups. | O | O |
| 39. Solicits employee and/or community input into decision-making. | O | O |
| 40. Provides a positive role model of effective leadership behaviour. | O | O |

# APPENDIX L: INTERVIEW QUESTIONS

1. What are your thoughts on OPC introducing leadership competencies at the basic recruit level?

2. If OPC were to introduce leadership competencies at the basic recruit level, what competencies do you believe should be considered at that level? Review of 40 Leadership competencies as per survey.

3. Do you believe introducing leadership competencies at the recruit level will better prepare future leaders?