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RECRUITING WITH VISION: CULTIVATING A POLICE SERVICE THAT REFLECTS
THE COMMUNITY

By

THOMAS CARRIQUE

A thesis submitted in partial fulfilment of
the requirements for the degree of

MASTER OF ARTS
In
LEADERSHIP AND TRAINING

We accept this thesis as conforming
to the required standard

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Abstract

In the early 1800s, employing a police service that reflected the diversity of the community was a fundamental principle of Sir Robert Peel, the First Commissioner of the Metropolitan Police in London, England. Nearly 200 years later, Caucasian males still make up the majority of Canadian police officers. Therefore, creating a police service that reflects the diversity of the community remains a priority for politicians, community groups, and police leaders. In addition, rapidly expanding diverse populations and an aging workforce increases the demand and competition to hire new police recruits who reflect the community. This action research project examines recruiting police officers that reflect a diverse community, the success of which relies upon leadership that is committed to diversity by building trusting and collaborative relationships with the community, and creating a professional image of a community-oriented organization that provides professional development opportunities.

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CHAPTER ONE: FOCUS AND FRAMING

Introduction

"The police are the public and the public are the police; the police being only members of the public who are paid to give full time attention to duties which are incumbent on every citizen in the interests of community welfare and existence"(Sir Robert Peel, circa 1829, as cited by New Westminster Police Service, n.d., ¶ 1).

The challenge of employing a police service that is representative of its community is a global phenomenon in every community rich in diversity. In the United States, Tangel (2004) notes that police services experience difficulty recruiting and selecting applicants in general and, specifically, visible minorities. In London, England, the Metropolitan Police Service employs 30,000 police officers, of which only 4.9% are visible minorities. It has set an aggressive goal of increasing its population of visible minority officers to 25% by 2009 ("Met in big push," 2002).

Over the last two decades, Canada has become an increasingly "multi-ethnic and multi-cultural" country, with British Columbia and Ontario having the most diverse populations. In fact, Canada's annual intake of immigrants has been proportionately higher than the United States and Australia, both of which are known to be major immigrant-receiving countries (Statistics Canada, 2004).

According to the Regional Municipality of York Planning and Economic Development Committee's March 5, 2003 report, 2001 Census data indicates that 39% of the Region's population is foreign-born and 30% of the population is comprised of visible minorities. In 2001, the York Regional Police Chief at that time, Chief Robert Middaugh, reported that approximately 6% of the Service's officers were visible minorities. According to Middaugh (2001), the percentage of visible minorities hired each year since 1999 has increased from 7% to approximately 30%. Despite this increase, it remains a challenge to maintain an appropriate balance of recruits who are both reflective of the community and the vision and values of the

organization. In his November 13, 2001 report to the Police Services Board, Chief Robert Middaugh stated, “recruitment is a fundamental activity in any enterprise; it shapes the future and creates the life force which carries the organization forward. The need to respond to diversity within our community raises the importance of this issue to an even more prominent level” (Middaugh, 2001, p. 2).

With the intent of creating the foundation for a strategic police-recruiting model, this report focuses on strategically recruiting candidates who reflect the community. It discusses the importance of diversity as well as the opportunity for and the relevance of leadership in creating a learning organization that is focused on building relationships based on trust and respect.

My interest in this topic evolved from a meeting with York Regional Police Chief Armand P. La Barge. The objective of the meeting was to identify a suitable research topic that would benefit York Regional Police and meet the essential criteria of the Royal Roads University Master of Arts in Leadership and Training Major Project. “Recruiting with Vision” is a topic Chief La Barge considers to be essential to the future of the organization. In fact, my research will be a continuation of a recruiting program that Chief La Barge championed in 1999 as the Deputy Chief of Administration.

Working Research Question

What recruiting strategies can York Regional Police employ to attract police officers who reflect its diverse community?

Sub-questions

1. What internal and external leadership opportunities exist in relation to recruiting?
2. What are the benefits and risks associated to affirmative action?

3. What organizational change is required to implement and sustain a successful recruiting program?
4. What inspires and/or motivates an individual to become a police officer?
5. What attracts a recruit to one police service over another?
6. What are the challenges faced when pursuing a career as a police officer?
7. What recruiting strategies are currently being used by police services and how effective are they?
8. What strategies can be deployed to enhance recruiting?
9. What age groups should recruiting efforts target?

The Opportunity

When examining a police recruiting program that reflects a diverse community, it is important to consider section 15 (1) of the *Canadian Charter of Rights and Freedoms*, which promises that regardless of one's race, origin, colour, religion, gender, age or disability, every person has equal rights (Canada. Department of Justice, n.d.). In addition, the *Ontario Police Services Act* (1990), which governs police services in Ontario, states that police services must ensure they "are representative of the communities they serve" (R.S.O. 1990, c. P.15, s. 1.). Further, the *York Regional Police 2002–2004 Business Plan* states that "a growing and increasingly diverse Region like ours requires a responsive and representative police service" (York Regional Police 2002, p. 14).

In March 2004, the Regional Municipality of York Police Services Board approved the hiring of 378 officers over the next five years. This is the largest single approval for staffing in the 34-year history of the organization. As a result, the *York Regional Police 2004–2008 Staffing and Restructuring Plan* recommends that an officer be assigned to the task of conducting

outreach programs to attract and encourage members of diverse communities to consider policing as a career (Recommendation 9.4.3). The research that I have conducted will form the foundation on which Recommendation 9.4.3 will be implemented. In addition, it will potentially impact the following goals and objectives identified in the *York Regional Police 2002–2004 Business Plan* and the *York Regional Police 2005–2007 Business Plan*:

York Regional Police 2002-2004 Business Plan

- “Increase the diversity of our police service to be more representative of the communities we serve.”
- “Recruiting personnel to be more representative of diverse communities.”
- “Focus recruiting strategies on those communities which are underrepresented in our police service.”
- “Enhance cultural diversity awareness of York Regional Police members” (York Regional Police, 2002, p. 15).

York Regional Police 2005-2007 Business Plan

- “To recruit and retain qualified employees who reflect the diversity of the communities we serve” (York Regional Police, 2005a, p. 22).

Researching recruiting was a personal challenge for me. As a member of the York Regional Police, my work assignments have remained outside the area of the Police Service that is responsible for or affiliated to recruiting. Consequently, at the outset of this action research, my experience in dealing with the issues of recruiting had been limited to that of being an applicant/recruit. However, creating a diverse police service is a strategic priority of the organization, and with the support of the Police Services Board and the Executive Command

Team, combined with sound, ethical research and credible and innovative recommendations, this study has the potential to shape the future of York Regional Police.

Significance of the Opportunity

York Region today is the fastest growing area in the Greater Toronto Area with a current multicultural population of over 870,000 residents (Regional Municipality of York, 2004b; Regional Municipality of York, 2004c). The Regional Municipality of York Planning and Economic Development Committee's March 5, 2003 report cites the following important 2001 Census data regarding the Region:

- 30% of the population is visible minorities.
- Visible minorities makeup 2% (Georgina) to 56% (Markham) of the population in specific municipalities.
- Italian, Chinese and Canadian are the largest ethnic origin groups.
- 38% of the population reports a language other than English or French as their mother tongue.

In order to create an effective police service that is capable of satisfying the needs of a diverse community, its officers must be representative of the community it serves. Inspector Mark Weaver, head of the Positive Action Team representing London, England's Metropolitan Police Service, very aptly captures this in his discussion of the significance of recruiting officers from ethnic minority backgrounds; "Only by making the police service more representative of the various cultures in London are we going to reduce the fears and uncertainties in relation to the [police]" ("Hindu Temple," 2002, p. 8). According to the Government of Manitoba Aboriginal Justice Implementation Commission (1999), the advantages of establishing a police service that reflects the community includes:

- Enhanced communication, increased operation capacity, and superior community and victim services.
- Increased cultural and behavioural understanding, which will lead to a reduction in racism.
- Enhanced problem solving and proactive policing opportunities.
- Visible *minority* role models for youth of the same culture.
- Increased confidence in the police from within the various cultures represented.
- A positive impact on the image of the cultures/races represented.

Traditionally, the applicants (and subsequent employees) of York Regional Police have typically been locally raised white males. Thus, from its inception in 1971 until approximately 1999, the hiring practice of York Regional Police was more “applicant processing rather than recruitment” (Middaugh, 2001, p. 1).

The original 2001 “Recruiting with Vision” strategy of York Regional Police has successfully increased recruitment of visible minorities. However, according to the current Chief of Police, Chief Armand P. La Barge, this strategy was developed as the initial starting point. It provides a vision on which future recruiting initiatives can evolve to keep pace with our ever diversifying and changing community. “It was never meant to remain static, I planted the seed and provided the strategic vision. It is now up to someone to take up the challenge to conduct further research and evolve the program” (Chief La Barge, personal communication, April 8, 2004).

Systems Analysis of the Opportunity

Concluding with the recommendation to hire more African Canadian police officers, the July 2002 African Canadian Legal Clinic report is representative of the need to reduce fear and

uncertainties surrounding the police. The report cites “a continuum of systemic racism in criminal justice, including police abuse of power, sometimes resulting in unexplained killings of African Canadians” and expresses concern about the fact that their research indicates 75% of Blacks have the perception of being treated differently than whites by police (§ 1).

According to Cordner and Sheehan (1999), no group should feel excluded from pursuing a career in policing. A police service should have the perception that it is responsive to the needs of the community. Although it is not practical or possible to have a police service that encompasses every race or ethnic group, attention must be given to recruiting across the community (p. 437). Consequently, police services are under pressure from the community and elected officials to reflect the diversity of the communities they serve by hiring, promoting, and retaining visible minority police officers (Whitelaw, Parent, & Griffiths, 2004, p. 234, 235).

The recruitment, hiring and promotion of visible minorities affects many systems including: i) the community and its various visible minority, religious and ethnic groups; ii) police and public relations; iii) various units within the police service; and iv) individual officers or groups of officers who may perceive others as receiving advantage, or feel disadvantaged through hiring practices, special assignments and promotion processes (Whitelaw, Parent, & Griffiths, 2004, p. 50, 234, 235).

The experience of St. Louis’ first black Chief of Police, Clarence Harmon (as cited in Glastris, 1995) is an opportunity to examine the underlying issues and risks involved in targeted recruiting and its effects on various systems. Over time, Harmon has witnessed the adverse effects the affirmative action and “race norming” (§ 7) have had on the quality of black officers recruited as well as on race relations within the organization and the community. In order to resolve the conflict, Harmon committed himself to the cause of recruiting higher quality minority

officers. He anticipated that the hiring of higher quality minority recruits would translate into meeting the future needs of the various stakeholders.

The benefits of reflecting the community through the recruitment of high quality candidates and the potential damage of reducing hiring standards to achieve a target is further supported by the research of Cashmore (2002), who examined the candid views of Black and Asian police officers in Britain regarding “the benefits of recruiting more ethnic minority police officers and enhancing cultural diversity training for police” (p. 327). Cashmore (2002) cites the following comments from Black and Asian officers which highlights the importance of systems thinking in recruiting:

- “If I was white, I’d be insulted to think so much money was being spent on trying to recruit [minority officers]” (p.330);
- “I can’t see the point in getting in more ethnic minorities if all they’re going to be is like the station cat. That’s what some of them are like; you wonder what they are doing in the police. We [ethnic minority officers] have all had this ‘you only got this job because you’re black’ at some time in our lives. But, looking at some of the recruits nowadays, you begin to wonder about it” (p. 331);
- “The only types of people who should be in the police are those who are genuinely motivated to be a police officer” (p. 331);
- “I think there should be more ethnic minorities in the police, but we shouldn’t be bending over backwards, which is what’s happening now” (p. 332).

Preferred over affirmative action, Whitelaw, Parent and Griffiths (2004, p. 234, 235) described employment equity as “giving preference to a visible minority or member of a target

group where two equally qualified candidates, one a visible minority and the other a male Caucasian...are ideally suited to a career in policing”.

Identifying the problems associated to well meaning, affirmative action programs and the benefits of employment equity and a police service that reflects the diversity of the community requires systems thinking. Seeing and balancing the positive and negative effects of recruiting strategies that target and attempt to induce diverse candidates requires leadership that practices systems thinking. In fact, systems thinking is a cornerstone in the establishment of a successful recruiting strategy that truly benefits from all that a diverse community and organization has to offer.

Organizational Context

The Region

With an estimated population of 1.28 million by 2026, the 1,756-square kilometre Regional Municipality of York is a mix of nine highly urbanized and rural municipalities containing a multitude of cultural diversity (Regional Municipality of York 2004a; Regional Municipality of York, 2004c). Available in six languages, the Region’s most recent annual report titled, *Towards the Vision: First Annual Report on Foundations of Progress for the Year 2002*, lists a number of goals and objectives that embrace a diverse population. The report identifies the need to recognize the multicultural population and respond to diversity with innovative service delivery options (Regional Municipality of York, 2003a).

Regional Council

Regional Council approves budgets (including the 2005 \$9.1 million capital police budget and \$150.7 million operating police budget), sets policies, and provides direction for the Region. The 21-member Council is comprised of the Mayors, who govern each of the nine

municipalities, plus elected Councilors chosen by the voters. The members of Regional Council elect the Regional Councilor who serves as the Chairman and Chief Executive Officer of the Region. (Regional Municipality of York, 2004b; York Regional Police, 2005a).

Province of Ontario Legislation

The *Ontario Police Services Act*, which is the provincial legislation governing police services in Ontario, declares that, “police services shall be provided throughout Ontario in accordance with the following principles:

1. The need to ensure the safety and security of all persons and property in Ontario.
2. The importance of safeguarding the fundamental rights guaranteed by the *Canadian Charter of Rights and Freedoms* and the *Human Rights Code*.
3. The need for co-operation between the providers of police services and the communities they serve.
4. The importance of respect for victims of crime and an understanding of their needs.
5. The need for sensitivity to the pluralistic, multiracial and multicultural character of Ontario society.
6. The need to ensure that police forces are representative of the communities they serve” (R.S.O. 1990, c. p.15, s.1).

Regional Municipality of York Police Services Board

The *Ontario Police Services Act* (1990) also outlines the duties and responsibilities of the Police Services Board, which is an independent body of civilians that oversees the police service. It is the duty of the Board, in conjunction with the Chief of Police, to establish priorities and objectives to ensure an effective and efficient police service.

The Police Services Board consists of seven civilian members. Regional Council appoints four Board members and the Province of Ontario appoints the remaining three. The complexion of the Board is designed to ensure there is representation from various stakeholders within the community.

York Regional Police

Funded by the nine municipalities that make up the Region, York Regional Police employs approximately 1,162 police officers and 387 civilian employees (York Regional Police, 2005a). The organization includes five police districts and a broad range of specialized units.

York Regional Police is structured as a paramilitary hierarchical organization that includes the following internal stakeholders: Executive Command Team (the Chief and two Deputy Chiefs), which is responsible for managing an effective and efficient police service; commissioned officers and civilian managers, who, under the direction of the Executive Command Team, manage the various areas of the organization; non-commissioned officers, who report to commissioned officers and are responsible for the day-to-day operation of the police service; police constables who perform the technical duties of policing; and administrative civilian support staff, who keep the organization functioning administratively. In addition, there are two associations that represent the rights and interests of the organization's employees; one larger association, with its own full-time executive, representing non-commissioned officers, police constables, and civilian support staff, and a second, smaller, less formal association representing the commissioned officers and civilian managers.

Under the command of the Chief of Police, York Regional Police is divided into two branches: Operations and Administration. Each branch is under the command of a Deputy Chief. The Professional Development Bureau, which includes the Recruiting Unit, is part of Staff

Services and is under the command of a Superintendent (commissioned officer) who reports to the Deputy Chief of Administration. An Inspector (commissioned officer) manages the Professional Development Bureau. A Sergeant (non-commissioned officer) supervises the Recruiting Unit, which is reflective of the community. From time to time, officers from throughout the organization are seconded to assist with applicant screening and candidate interviewing.

Managerial Control and Performance Indicators

The management control policies and practices of the organization are guided by provincial legislation. The legislation is communicated and enforced internally through Regulations, Procedures, and Command Directives that specifically describe how an officer is to conduct him/herself on and off duty. Controls over these policies are enforced through a hierarchical structure that imposes informal and formal penalties against employees for non-compliance.

Traditionally, the Executive Command Team, the Police Services Board, and Regional Council have relied upon the following performance indicators: cost per capita (\$163.00); police to population ratio (1 to 881), member (police officers and civilian staff) to population ratio (1 to 666), crime statistics, charges laid, calls for service, and response times to emergency calls (Regional Municipality of York, 2003b; York Regional Police, 2005a). In addition to the above, in 2004, York Regional Police established true performance indicators such as improved response times, improved criminal occurrence clearance rates, number of commercial motor vehicles inspected, number of complaint areas visited, number of recruiting outreach initiatives, number of crime prevention presentations, and number of specialized patrol hours (York Regional Police, 2005a).

Further, the *Ontario Police Services Act, Provincial Adequacy Standard Regulations* directs Police Services Boards to prepare a business plan every three years. “It sets forth guidelines for the process and content of the plan, including the provisions of its core services, actions and measures on how [the organization] will provide adequate and effective police service” (York Regional Police, 2002, p. 5).

Developed in consultation with various stakeholders, the York Regional Police business plan provides the framework to meet many complex challenges, including being one of the most culturally diverse communities in North America (York Regional Police, 2005a). The 2005-2007 Business Plan focuses on the following priorities: Community Focus, Operational Excellence, Preferred Place of Employment and Superior Quality of Service. A member of the Executive Command Team is responsible to the Police Services Board for each one of the priorities and its associated goals and objectives.

Mission Statement, Vision, Values and Motto

The mission of the York Regional Police is to “ensure our citizens feel safe and secure through excellence in policing”. Its vision is to “mak[e] a difference in our communities” and its values are as follows:

1. INTEGRITY - “We are honest in everything we say and do”;
2. COMMUNITY - “We and the community are one”;
3. RESPECT - “We respect our citizens, our employees and each other”;
4. ACCOUNTABILITY - “We accept responsibility for our actions”;
5. COMPETENCE - “We foster a learning environment”;
6. LEADERSHIP - “We all take the initiative to lead”;

7. TEAMWORK - "We achieve better results when we work together" (York Regional Police, 2005a, p. 2).

The motto of the York Regional Police is "DEEDS SPEAK" meaning, "actions speak louder than words" (Sokil, 1991, book jacket).

Clearly, a successful recruiting strategy that results in the hiring of police officers who reflect the community and the mission, vision and values of York Regional Police is needed for the organization and regional government to achieve its vision of success, be representative of its values, and achieve its goals and objectives with respect to diversity. The key to a successful recruiting strategy will be realized by creating a "Preferred Place of Employment" (York Regional Police, 2002).

CHAPTER TWO: LITERATURE REVIEW

Overview

Identifying and understanding what attracts or inspires an individual to seek employment as a police officer and/or with a specific police service is essential in the development of a successful recruiting program. Therefore, determining what factors, in general, attract individuals to a career as a police officer is a critical first step before examining specific recruiting strategies that attract visible minorities. To that end, this Literature Review discusses the essential principles and organizational characteristics necessary for a police service to attract individuals to a career in policing, specifically, what is important to the new or prospective police officer, systems thinking, shared vision and values, organizational change, and leading trusting and collaborative relationships with diverse communities.

What is Important to the Prospective or New Police Officer?

Police organizations are under “pressure to hire, retain, and advance visible minorities” in a ratio that reflects its community (Whitelaw, Parent, & Griffiths, 2004, p. 235). The challenge of employing a police service that is representative of its community is a global phenomenon in every community rich with diversity. In Canada, “non-Anglo males and females constitute less than 10% of police personnel” (Whitelaw, Parent, & Griffiths, 2004, p. 236). The Metropolitan Police Service in London, England employs 30,000 police officers, of which only 4.9% are visible minorities. It has set an aggressive goal of increasing its population of visible minority officers to 25% by 2009 (“Met in big push,” 2002). In the United States, Tangel (2004) notes that police services experience difficulty recruiting and selecting applicants in general and, specifically, visible minorities.

At the Federal Bureau of Investigation National Academy's 205th symposium session, 264 command staff from the United States and 24 other countries examined the challenge of enhancing law enforcement recruitment. The participants at the session agreed that current employees are a powerful means of attracting candidates, and thus, the use of incentives for employees who recruit candidates should be encouraged. The appearance, attitude and demeanor of employees create an image and a sign of esprit de corps. In addition, the appearance of police vehicles and facilities invoke an image of an ideal place of employment. The symposium participants ranked salary, benefits (including medical plans, time off and retirement), job security, career advancement (specifically special assignments and promotion), and job satisfaction (which includes pride and excitement) (Vest, 2001) as the top five factors most important to new employees.

Consistent with the recommendations from the FBI symposium, Williams, Cope, Foster Thompson and Wuensch (2001) conducted an in-depth study that examined the influences that attracted newly hired police officers and students interested in law enforcement to a career in policing. The study concluded that salary was the greatest influence, followed by an opportunity to work locally (avoiding relocation), opportunities for advancement, image, and retirement benefits.

The opportunity to work locally is supported by Vest (2001) who states that a number of agencies have encountered retention problems with candidates who have relocated for the purpose of obtaining employment as a police officer. The participants at the FBI symposium also support the legitimacy of opportunities for advancement by not supporting lateral entry into front-line and middle management positions and taking the stance that internal candidates have a right to evolve into these positions.

Moon (2004) supports the FBI symposium participants and Williams, Cope, Foster Thompson and Wuensch's (2001) findings with his study involving 410 Korean police cadets. While salary and job security were the greatest influences leading cadets to a career in policing, gender and social economic status negatively impacted the motivation of cadets to join the police service.

In addition to the traditional influences identified by the FBI symposium participants, Vest (2001) suggests that technology and continuing education opportunities are valuable recruiting incentives and that the Internet can be a powerful recruiting medium for those candidates who have an interest in technology. Vest (2001) reports a number of recruiting strategies supported by the symposium participants, namely: hiring bonuses, early school programs, job fairs, displays at social and athletic events, as well as targeting the military, auxiliary police, and religious organizations as potential resources for recruiting, and employing post secondary students in part-time positions as a way of influencing them to pursue a career in policing.

Douglas Yearwood (2004), Director of the North Carolina Criminal Justice Analysis Center, published a study that examined police officer recruitment and retention in North Carolina. The study included a stratified sample of 205 state and local police agencies. The study revealed that the most effective recruiting techniques were word of mouth, recruiting through community colleges, and the Internet. Yearwood (2004) credits annual pay increases, continuing education, performance-related pay increases, and promotion as the factors, which were perceived by the participants as having the greatest influence on retention. Salary, education and advancement opportunities have the greatest influence on recruitment and retention (Moon, 2004; Williams, Cope, Foster Thompson, & Wuensch, 2001; and Vest, 2001; Yearwood, 2004).

In addition, Moon (2004) and Tate (2000) stress the importance of reducing the length of the hiring process, without compromising the quality of the candidate, and the need to ensure there is a personal connection and a mentor relationship established with the candidate throughout the recruitment process.

Being cognizant of the fact that salary, benefits (including a retirement plan), employment location, image, and opportunities for advancement attract candidates to policing (Moon, 2004; Williams, Cope, Foster Thompson, & Wuensch, 2001; Vest, 2001), what skills should police services be soliciting from prospective employees?

Vest (2001) asserts that over and above education, officers require intelligence and the ability to solve problems. In addition, candidates with diverse educational backgrounds may be of greater value rather than limiting the selection process to candidates who have studied law enforcement-related courses only. According to the FBI symposium participants, the alignment of personal and corporate values is of utmost importance. They also felt that candidates for policing would benefit from sales and marketing abilities as well as an analytical aptitude. They should be adaptable to an ever-changing environment, self-motivated, courageous, compassionate, decisive, disciplined, responsible, mature, principled, goal oriented, and ethical, with strong communication skills, as well as possess the desire to pursue learning. Specific to this study, FBI symposium participants stressed that police officers should be culturally sensitive and accept racial and cultural diversity (Vest, 2001).

Vest (2001) stresses the importance of employing officers who are educated about cultural issues, such as traditions, customs and ethnic holidays, and creating police services that develop trust among the diverse groups, which make up the communities the police are sworn to serve and protect.

Integrity, ethics, and initiative are crucial attributes in potential police officers. The image we portray, the example we set, the leadership we espouse, and the delivery of a superior product and service will draw members of the community to policing, enabling and enhancing the ability of a police service to recruit through word of mouth and mentoring (Vest, 2001). The community and the police are extensions of each other, each one being a stakeholder in the organization and the quality of life in the community (Sir Robert Peel, circa 1829, as cited in New Westminster Police Service).

Systems Thinking

The concept of systems thinking is a cornerstone in establishing a successful recruiting strategy that is inclusive, fair, and capable of hiring high calibre police officers. It involves the ability to identify, examine and understand individual events, patterns/trends, relationships, preconceived assumptions, generalizations or images. Being cognizant of the relationships between individuals, groups and organizations and the effects and effectiveness of various recruiting strategies implemented in a variety of local and global ecosystems is an essential fundamental in the creation of a quality police service that is representative of its community (Royal Roads University, n.d.; Senge, 1990; Oshry, 1995). Establishing trusting and collaborative relationships to promote policing as a career requires knowledge of core beliefs such as religious or cultural celebrations, customs, day-to-day behaviour and the ability to identify gaps and align organizational values with those of the community (Deal & Kennedy, 1999).

As previously identified, the challenge of employing a police service that is representative of its community is a global phenomenon in every community rich in diversity (Tangel, 2004; "Met in big push," 2002). The recruitment, hiring and subsequent promotion of

visible minorities affects many systems, including: the community and its various visible minority, religious and ethnic groups; police and public relations; various units within the police service and individual officers or groups of officers who may perceive others as receiving advantage, or feel disadvantaged by hiring practices, special assignments and promotional processes (Glastris, 1995; Cashmore, 2002; Government of Manitoba Aboriginal Justice Implementation Commission, 1999; Whitelaw, Parent, & Griffiths, 2004). A leader's ability to identify the various systems involved in and affected by recruiting forms the foundation for establishing trusting and collaborative relationships and enables the leader to create a vision that will garner support for implementing change.

Shared Vision and Values

Vision includes the ability to see all of the internal and external systems potentially affected by change. A shared vision is a motivating image of a prosperous future that gives life to an organization (Kouzes & Posner, 2002; Senge, 1990). Vision is one of the most important practices of leadership; however, a leader must recognize that a self-motivating vision cannot be imposed upon others. The vision of an organization must have meaning to the constituents as well as to the leader (Kouzes & Posner, 2002); therefore, a leader "...must envision the future and then create the conditions for others to build a common vision together..." (Kouzes & Posner, 2002, p.131).

The foundation for establishing prolific and authentic working relationships is shared values. Values rely on aligning actions with words. They are common beliefs that guide our actions and instill loyalty, ethical behaviour, pride, and a caring attitude within an organization and, in the case of policing, within the community (Kouzes & Posner, 2002, York Regional Police, 2002).

Establishing a workforce that is committed to community relations relies upon employees who feel truly connected to a vision and values that are shared by the community and the organization. “Organizations that nurture employee commitment also nurture customer commitment” (Conference Board of Canada, 2002, p. 26). Synonymous with a shared vision and values, the Conference Board of Canada (2002) discusses developing a prosperous organization through relationships that draw customers, or in the case of policing, the community, closer by establishing communities of practice that embrace shared imagining, thinking and acting. Various groups and people, who interact on an ongoing basis and share common goals, passions, and an expertise in an area of common interest, cultivate communities of practice. A community of practice is not established; rather it is cultivated by creating an environment that embraces learning, encourages participation, removes barriers, and provides the time and resources required to establish relationships. The health of a community of practice relies on internal leadership and the voluntary engagement of its members (Wenger, Etienne, McDermott & Synder, 2002).

Before a leader can expect others to be willing to embrace and participate in a journey, the leader must know the direction in which he is headed. Direction requires vision, which is the “ability to set or select a desirable destination towards which the company...or community should head” (Kouzes & Posner, 2002, p. 29). Structured on “an ideal and unique image of the future for the common good”, successful visions are shared and have meaning to the constituents (Kouzes & Posner, 2002 p. 125). A shared vision that is embraced by the community and organization is responsible for giving life to human energy and is critical to the success of any recruiting strategy.

A successful recruiting strategy will rely on a sense of values that are shared between the organization, its constituents and the community. According to Kouzes and Posner (2002), an unadulterated working relationship is built upon “shared values”. “Shared values” reduce stress and tension. They provide an opportunity for dialogue through a common language, while instilling “commitment, enthusiasm, and drive”. “[Leaders] must build and affirm a community of shared values” (p. 78-79).

The importance of developing a shared vision and values and establishing trusting and collaborative relationships with a diverse community is summarized best by Covey, as cited in Krell (2001), who states, “differences are strengths when you have a common purpose and a shared vision”(¶ 50).

Organizational Change

People need to have a vision of a better future before they will accept change. “The police are the public and the public are the police; the police being only members of the public who are paid to give full time attention to duties which are incumbent on every citizen in the interests of community welfare and existence” (Sir Robert Peel, circa 1829, as cited in New Westminster Police Service, ¶ 1); therefore, I suggest, the organizational culture of a police organization includes the community it serves. One of the most important and difficult responsibilities of leadership is leading change (Yukl, 2002). Cynical staff, inferior communication, dated performance measurements, a lack of belief in the need for change and fear of change are all potential cultural obstacles that have been encountered when attempting to implement change in policing organizations (McKenna, 2000). Leaders can influence the culture of an organization in a variety of ways. Yukl (2002), credits Schein (1992), with identifying five primary and five secondary mechanisms for embedding and reinforcing aspects of culture. The

five primary ways a leader influences culture are: the criteria used for recruiting, selecting, promoting and dismissing people; focusing on what is important to the leader; the leader's reaction to crises; leading by example or role modeling; and, the leader's allocation of rewards. The five secondary ways a leader influences culture are: the design of management systems and procedures; the design of organizational structure; the design of facilities; the use of stories, legends, and myths; and, the context of formal statements.

The leader facilitating and participating in the learning process is a key component in creating a desired organizational culture. The beliefs and values of a leader and the experiences of the constituents are contributing sources to the formation of culture. Schein (1992) credits the selection of new members as a powerful, yet subtle way to embed cultural assumptions. To that end, Ulrich (1997) stresses the importance that human resources (hiring, training and promotion) plays in establishing a desired culture that is embraced by the community as well as the employees. In fact, he considers human resource strategies as the foundation of organizational change. Evolving a police service into one that reflects its community requires more than attracting applicants; it requires inducement and targeted recruitment (Cordner & Sheehan, 1999). Moving an organization, which has historically attracted and processed predominantly Caucasian male applicants, to a place where it is a learning organization that strategically targets quality recruits to reflect a community rich in diversity, requires vision and organizational change.

A learning organization is an organization that is constantly and consistently increasing its ability to design and build its future. It is an organization that is energized and focused on learning at all levels through commitment to a shared vision (Kouzes & Posner, 2002; Senge,

1990). I believe the same can be said for building a learning community that is supportive and has confidence in its police service.

“Mental models” (Senge, 1990) or the preconceived assumptions, generalizations or images that hinder recruiting initiatives can only be changed by building learning organizations, learning communities, and practicing what Vaill (1996) refers to as “cultural unlearning”. According to Vaill (1996) “cultural unlearning” involves understanding cross-cultural relationships and the differences that exist with respect to values, worldviews and faith. It requires awareness, recognition and an understanding of “mental models” (Senge, 1990). The process of cultural unlearning allows learners to let go of previously learned opinions and open themselves up to new ideas. Such learning requires leadership that creates “...new meaning, new grounds and reasons for the organization to be doing what it is doing” (Vaill, 1996, p. 174-178). Consistent with creating a shared vision and values, organizational change relies upon effective leaders who focus on building relationships (Baker, 2003).

Leading Trusting and Collaborative Relationships

Leadership cannot be claimed or taken. It is a gift that is earned and awarded. It is not a privilege or a right, but rather a responsibility to do the right thing for the right reason – every time.

Negative perceptions of and/or experience with the police challenge relationships and create a necessity for establishing trusting and collaborative associations between the police and members of the visible, ethnic and religious communities they serve (African Canadian Legal Clinic, 2002; Government of Manitoba Aboriginal Justice Implementation Commission, 1999; “Hindu Temple,” 2002). Individual commitment to multiculturalism requires the appropriate correction in attitude (Cryderman & O’Toole, 1986). Whether local or learned from their country of origin, Zauberman and Levy (2003) cite poor relations between police and minority groups as

a challenge to recruiting minorities. In fact, Zauberman and Levy (2003) warn that certain cultures may view joining a police service as betrayal. Further, Cashmore (2002) states that, “many ethnic minorities grow up in a culture in which ambitions and values incline young people away from the police, making it extremely difficult for them even to contemplate joining” (p. 333). According to Maloney, as cited in Cryderman and O’Toole (1986) a lack of respect within the community for the police is inclined to be detrimental to the recruitment and retention of quality police personnel. Cryderman and O’Toole (1986) credit Coffey (1982) with recognizing that police officers can represent a threat and be feared by certain people, even law-abiding citizens. A lack of involvement with the community can promote a climate of distrust and poor communication (Vincent, 1979, as cited in Cryderman & O’Toole, 1986). Trust is an emotional skill that is learned through experience (Solomon & Flores, 2001). According to the Conference Board of Canada (2002), mutual understanding, history and values are essential components needed to build, nourish and sustain trust. Discriminatory actions, errors or omission during investigations, and a lack of cultural awareness and sensitivity are damaging to police-community relationships and contribute to conflict. In addition to on-going dialogue, establishing and maintaining positive police-community relationships requires an appreciation and understanding of minority groups, ethnic groups, cultural traditions, beliefs and practices, and historical experiences. The object of transforming police-community relations with visible minorities is to improve the image of police, the benefits of which are not limited to recruiting, but also include the ability to sustain positive relationships during potentially damaging situations (Cryderman & O’Toole, 1986).

Pulling together diverse groups from within the community to build a police service that represents the various ethnic, religious and visible minority groups in the community requires

“collaborative leadership” skills, which rely upon persuasion, political astuteness and relationship skills, including generating trust. (Linden, 2003, p. 42). Establishing trust is the foundation for true leadership. It is an emotional skill that is learned through experience. It involves overcoming obstacles, suspicion and even the damage of betrayal by cultivating a commitment to caring relationships (Solomon & Flores, 2001).

While the racial composition of the communities within York Region has changed, the fact that policing requires buy-in from all of its stakeholders remains consistent. A successful recruiting model requires a strong working relationship between community leaders and police executives. Leadership and change management skills are essential components for any organization interested in diversifying its work force (Middaugh, 2001; Tangel, 2004).

According to Kouzes and Posner (2002), leadership is not limited to the executive. It is a skill and ability that can be useful and present at all levels of an organization and within every aspect of a community (p. 388). In cases where members of the community are suspect of the police or policing as a career option, a strong presence of ethical leadership, at all levels of the organization and within the community, is key to building relationships and an interest in policing. Trust is learned and reinforced through experience (Atkinson & Butcher, 2003; Solomon & Flores, 2001). Thus, contact with front-line police officers will form the foundation on which a trusting relationship can be established with members of the community, as the opportunity for managers to establish trusting relationships is limited to a handful of people (Lewicki & Bunker, 1996, as cited in Atkinson & Butcher, 2003, p. 287).

Kouzes and Posner (2002) further elaborate on the importance Solomon and Flores (2001) place on the value of trust in leadership. They assert that in order for individuals to follow a leader willingly, the majority of constituents must believe the leader is honest, forward-

looking, competent and inspiring. According to Kouzes and Posner (2002), these four values form the foundation of leadership, which translates into credibility. Kouzes and Posner (2002) and Ulrich (1997) define credible behaviour as doing what we say we will do. Taking an interest in and learning about the community, living the values of the organization and simply doing what we say we will do are behaviours that earn credibility.

The retired Chief of Police of Winnipeg's police service, David Cassels, as cited in McKenna (2000), discusses leadership with respect to community policing and problem solving. He notes the importance of empowering front-line officers to recruit individuals, who will assist in shaping the local environment and which will encourage officers to form a different vision with respect to their role within policing. According to Cassels, creating champions within an organization requires new leadership behaviours that can only be developed with a vision, trust and communication. "Visionary police leaders have no difficulty abandoning many elements of the traditional police culture" (as cited in McKenna, 2000, p. 23). Applying this concept to police recruiting results in a shift in the organization that moves it from an organization that simply processes applications to one that deploys a strategic recruiting program (Middaugh, 2001).

The International Association of Chiefs of Police stresses the importance of developing every officer as a leader (Moody, 1999). By taking the police officer's oath, an individual is assuming the role and responsibility of a leader in society. As stated in the Values of the York Regional Police, "leadership is the responsibility of us all" (York Regional Police, 2002).

Several leadership opportunities exist at the ground level of an organization. Day-to-day contact with members of the community provides significant recruiting opportunities. Officers can lead members of the community to a career in policing by taking the time to mentor young people as potential candidates, treating all constituents fairly and equitably, and displaying

credible behaviour (Middaugh, 2001; O'Toole, 1995). In addition to the day-to-day contact with the community, community committees that include participation from the police and minority/ethnic groups enhance mutual understanding and promote on-going, constructive communication (Cryderman & O'Toole, 1986). Furthermore, if police officers are going to lead others to a career in policing, every officer and employee from the front-line to the Chief must practice credible behaviour in the eyes of the community. Taking an interest in and learning about the community, living the values of the organization and simply doing what we say we will do are behaviours that earn credibility (Kouzes & Pousner, 2002; Reichheld, 2001; Ulrich, 1997).

Summary of the Literature Review

The Literature Review identifies that salary, benefits, employment location, image, and opportunities for advancement are important to prospective employees and that word of mouth, the Internet, and community colleges are effective medians for recruiting (Moon, 2004; Williams, Cope, Foster Thompson, & Weuensch, 2001; Yearwood, 2004; Vest, 2001). However, creating an organization and community that values and embraces a shared vision of a police service that is reflective of its community requires the establishment of trusting and collaborative relationships that are founded on leadership, supported by systems thinking and created through organizational change.

CHAPTER THREE: RESEARCH APPROACH AND METHODOLOGY

This study utilized a mix of qualitative and quantitative participatory action research methods, which included surveys, a focus group meeting, and interviews to pursue the research question: What recruiting strategies can York Regional Police employ to attract new police officers who reflect its diverse community?

Research Approach

Mixed Method

A mix of qualitative and quantitative research methods provides a critical approach to the research methodology (Jackson, 2003). The mixed method approach involves collecting both qualitative and quantitative data and integrating the data at different stages of the research. The integration of the two methods provides a broad analysis of the research challenge and measures the theories identified. Equal priority was given to collecting both types of data, which was collected simultaneously. The data collected throughout this study was then integrated into themes or codes for analysis and interpretation (Creswell, 2003).

Qualitative Research

Qualitative research is characterized as a human-centered inductive approach that relies on close contact with research participants to aid the researcher in understanding human behaviour (Palys, 2003). The participatory nature of the study will rely on phenomenology as the culture of inquiry. “Phenomenology is the study of ‘phenomena’: appearances of things, or things as they appear in our experience, or the ways we experience things, thus the meanings things have in our experience. Phenomenology studies conscious experience as experienced from the subjective or first person point of view” (Smith, 2003, ¶¶ 1).

In order to understand and empathize with the concerns of the research participants, the qualitative research methods utilized in this study included surveys, a focus group and interviews as qualitative research methods (Palys, 2003). The objective of conducting the qualitative research was to recognize best practices for recruiting police officers that reflect the community.

I worked with the research participants to identify the following data:

1. What internal and external leadership opportunities exist in relation to recruiting?
2. What organizational change is required to implement and sustain a successful recruiting program?
3. What inspires and/or motivates an individual to become a police officer?
4. What attracts a recruit to one police service over another?
5. What are the challenges faced when pursuing a career in policing?
6. What recruiting strategies are currently being used by police services and how effective are they?
7. What strategies can be deployed to enhance recruiting?
8. What age groups should recruiting efforts target?

Quantitative Research

Quantitative research begins with a theory and observes variables that are external to the individual. It is a deductive analytical approach to research that achieves objectivity by detaching the researcher from the participants (Palys, 2003). Quantitative research enables the measurement of observations related to human behaviour. The objective of the quantitative research conducted in this study, which was gathered by way of surveys, was to triangulate and provide rigor to the data observed during the collection of qualitative data mentioned above, specifically:

- What age group(s) should recruiting strategies target?
- What inspires and/or motivates an individual to become a police officer?
- What attracts a recruit to one police service over another?
- What are the challenges faced when pursuing a career in policing?

Participatory Action Research

Participatory action research can be defined as "collective, self-reflective enquiry undertaken by participants in social situations in order [to] improve the rationality and justice of their own social...practices" (Kemmis & McTaggart, 1988, as cited in Seymour-Rolls & Hughes, 2000). It encompasses four phases including: reflection (identifying the shared problem through disclosure); plan (developing a plan to deal with the problem by the participants examining the problem collectively); action (putting the plan into action); and, observation (the participants observe, evaluate and respond to the effects of the plan) (Seymour-Rolls & Hughes, 2000).

Participatory action research focuses on improving the quality of organizational life and, thus, the performance of the organization. It is a collaborative process that enables individuals to devise a plan to deal with a shared problem and benefit from the emotions, experiences and culture of its participants. As a white Caucasian male researching recruiting and diversity, I used participatory action research to gain insight into the experience of the research participants and to create an image and understanding of the strategies required to build an effective recruiting model that will ultimately attract candidates who reflect a diverse community (North Central Regional Educational Laboratory, n.d.; Stringer, 1999).

Research Methods and Tools

Overview of Research Methods

My research commenced with a literature review of the various authors and topics identified in Chapter Two, which was followed by the dissemination of surveys, the facilitation of a focus group, and conducting interviews of recruiting personnel of targeted police services.

Surveys

The intent of using surveys as a research tool was to complement the data collected from the literature review, the focus group, and the interviews and to place value on the variables being studied (Newsted, Huff, Munroe, & Schwarz, 1998). The objective of the surveys was to triangulate the data collected from the focus group and the interviews and to identify an overall theoretical perspective (Creswell, 2003).

I developed the surveys using information related to recruiting strategies and influences that are reported to attract individuals to a career as a police officer, as cited in Moon (2004); Williams, Cope, Foster Thompson & Weuenssch (2001); Yearwood (2004); and Vest (2001) in the Literary Review of this report. I also relied upon my personal experience; and input received from Sergeant Chris Bullen, the President of the Association of Black Law Enforcers and Unit Commander of the York Regional Police Recruiting Unit, and Sergeant Ricky Veerappan, the Officer-in-Charge of the York Regional Police Diversity and Cultural Resources Bureau. Six police officers of various ethnic origins, representing both genders, and with various lengths of service, pilot tested the survey. As a result, two surveys were developed; one survey specifically targeting York Regional Police officers (Appendix A) and a second survey specifically targeting high school students and college students enrolled in a Police Foundations course (Appendix B).

The surveys were designed to gather the following information:

1. What age groups should recruiting efforts target?
2. What influences an individual's interest to pursue a career as a police officer verses another occupation?
3. What influences an individual to pursue employment with one police service over another?
4. What presented a challenge or is anticipated to present a challenge in obtaining employment as a police officer?
5. What strategies should be used to attract new police officers that reflect a diverse community?

Participants were asked to provide information and/or rate specific factors related to the above information from 0 (having no influence) to 4 (having a strong influence).

Focus Group

A focus group is a group of homogeneous people who are brought together for the purpose of collecting qualitative data and providing the researcher with an understanding of how they think or feel about an issue (Krueger & Casey, 2000). A focus group that includes cultural, ethnic, and religious community leaders will encourage cooperative relationships and potentially avoid and/or resolve conflict with the police, while promoting harmony and feelings of equality within the community (Stringer, 1999).

Sergeant Ricky Veerappan of the York Regional Police Diversity and Cultural Resources Bureau assisted in identifying suitable individuals to participate in the focus group that was conducted during this study. In addition, he reviewed and provided feedback on the questions examined by the focus group.

The objective of the focus group was to gather information relating to the questions listed below from a number of individuals who represent a variety of ethnic origins and to gain insight into the data collected from the surveys. The questions asked of the focus group participants were:

1. What attracts an individual to a career as a police officer?
2. What influences a potential candidate to pursue employment with one police service over another?
3. What social factors and/or cultural influences might discourage an individual from pursuing a career as a police officer?
4. What strategies could be deployed to enhance the recruiting of individuals from various ethnic and racial groups?

Interviews

The objective of conducting interviews in this study was to identify best practices and effective strategies for recruiting new police officers through the collection of qualitative data. A free flowing variety of mixed method and open-ended qualitative and quantitative questions were asked of the interview participants (Appendix C) in an attempt to benefit from the collective experiences of various police services functioning in populations rich in diversity and to gain insight into the demographics of their operating environment.

After pilot testing the interview questions with a member of the York Regional Police Recruiting Unit and throughout the entire interview process, it became evident that the quantitative data, specifically statistics on demographics, would assist in gaining insight into the participants' operating environment, but could not be relied upon as quantitative data for this study due to the fragile level of its reliability.

Trustworthiness of the Research

Trustworthiness is the ability to persuade oneself and others that the findings of a study are reliable, transparent to biases, credible and dependable, thereby, allowing for external judgment of the procedures, findings and decisions of the researcher. The trustworthiness of data relies on credibility, transferability, dependability, and confirmability. “Just as a quantitative study cannot be valid unless it is reliable, a qualitative study cannot be transferable unless it is credible, and it cannot be credible unless it is dependable” (Siegle, n.d, ¶ 3). Credibility includes prolonged engagement in the study, persistent observations of the participants and data, triangulation of the data through multiple resources, referential adequacy, peer debriefing and member checks with research participants (Creswell, 2003; Siegle, n.d.). Triangulation is the use of various sources of data, allowing for the reproduction of the study. It helps to “overcome the bias that comes from single informants, single-methods, single observer or single theory studies” (United Nations Development Programme, 2004, ¶ 77).

The credibility of the data collected throughout this study was ensured by clarifying any biases that may have existed; utilizing participatory research methods; triangulating the collection of data through literary reviews, interviews, focus groups, surveys, observations and document analysis; subjecting the research to the examination of the organizational sponsor and faculty supervisor; and validating the qualitative data collected through interviews and focus groups with participants (Creswell, 2003).

Simply stated, transferability is the “extent to which the findings can be applied in other contexts or with other respondents” (Siegle, n.d.). Therefore, in order to ensure the transferability of the findings of this study, the findings and the process of the study have been conveyed in descriptive text (Creswell, 2003).

Dependability relies upon representing the evidence obtained in the study in a rich, thick and descriptive manner that would enable another researcher to replicate the same or a similar study and repeat the same or similar findings. Dependability is a reflection of credibility and credibility is a reflection of dependability; therefore, the evidence in this study has been conveyed in a rich, thick, and descriptive narrative in order to establish credibility and to communicate the dependability of the study (Siegle, n.d.).

Confirmability “is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher”. Confirmability is the ability to present the source of any interpretations, recommendations, and conclusions for the purposes of an audit (Siegle, n.d.). In order to ensure confirmability, I have retained all of the raw data collected throughout the study, including but not limited to: field notes, personal notes, documents, survey results; evolving thoughts; findings, themes and subsequent conclusions (Lincoln & Guba, 1985 as cited in Siegle, n.d.).

Research Participants

The Regional Municipality of York Planning and Economic Development Committee’s March 5, 2003 report cites the following important 2001 Census data regarding visible minority and ethnic origin groups within the Region: (i) 30% of the population is visible minorities; (ii) Chinese (47%), South Asian (22%) and Black (7%) residents make up the largest visible minority groups; and (iii) Italian (14%), Chinese (13%), Canadian (8%), Jewish (5%), and East Indian (4%) are the largest ethnic origin groups. Based upon the above statistics, quota sampling was utilized throughout the study. A goal was set to have visible minority groups represent 30% of the research participants and to include representation from the Chinese, South Asian, Black, Italian, Chinese, Canadian, Jewish, and East Indian communities (Writing Centre at Colorado

State University, 2004). Gender was not identified as a specific requirement. However, recognizing that diversity does include gender, both female and male participants were solicited.

The age of the research participants was also a relevant factor to consider in identifying the age group that should be targeted to recruit potential employees. According to the *Ontario Police Services Act* (1990), Section 41(1)(b), a police officer must be at least 18 years of age. Therefore, upon identifying the need to influence potential candidates prior to the age of eligibility, participants as young as 14 years of age were included in this study. In addition, research participants were purposely selected to include individuals who respect and understand the importance of diversity and who have an interest in community and police relations or an interest in a policing career.

One hundred and fifty-three subjects participated in the research project, ten of which were representatives of different police services located across Canada and the United States of America. One hundred and forty-three of the research subjects were survey and focus group participants. The survey and focus group participants represented 23 different races and 42 ethnic origins and ranged in age from 14 to 51, with the average age being 23 (Figure 1). Thirty-two participants, or 22%, were female (Figure 2). According to the information provided by the participants, the following charts depict the races (Figure 3) and ethnic origins (Figure 4) represented.

Figure 1. Age of the research participants.

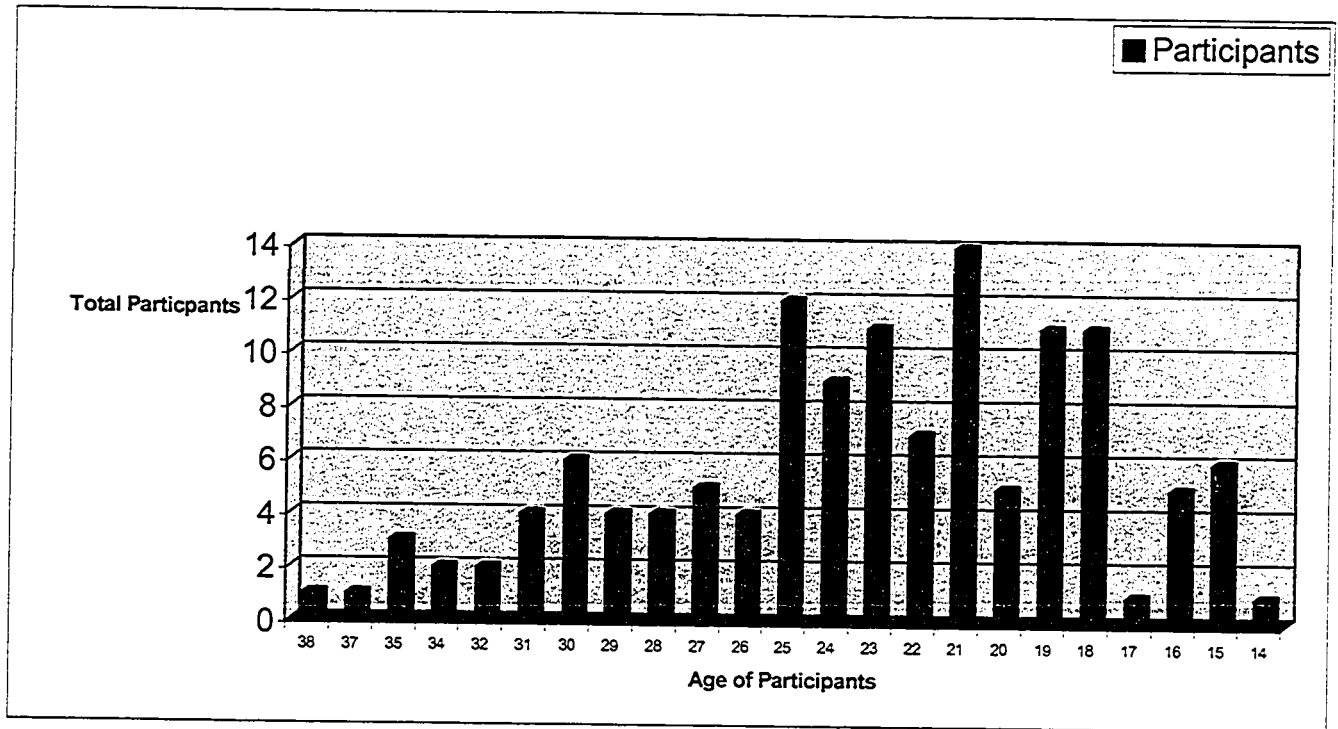


Figure 2. Gender of the research participants.

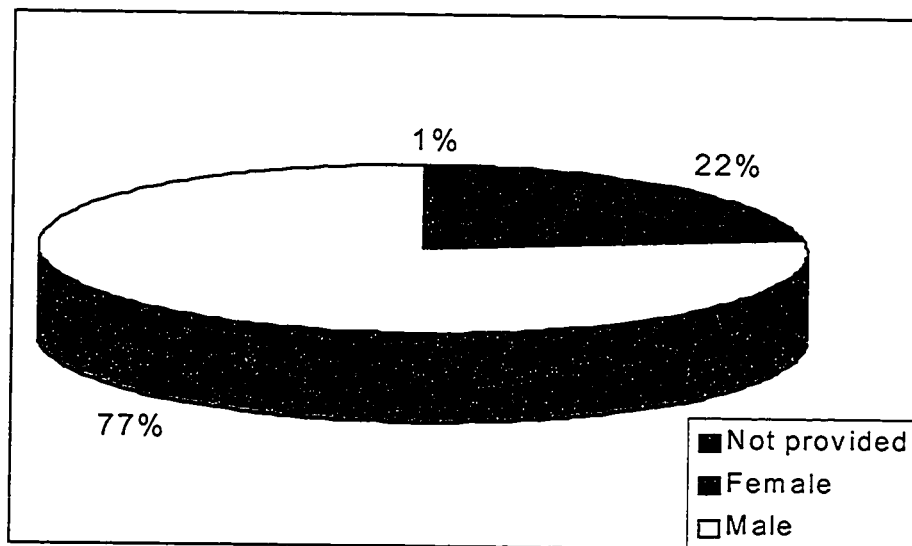


Figure 3. Race of research participants.

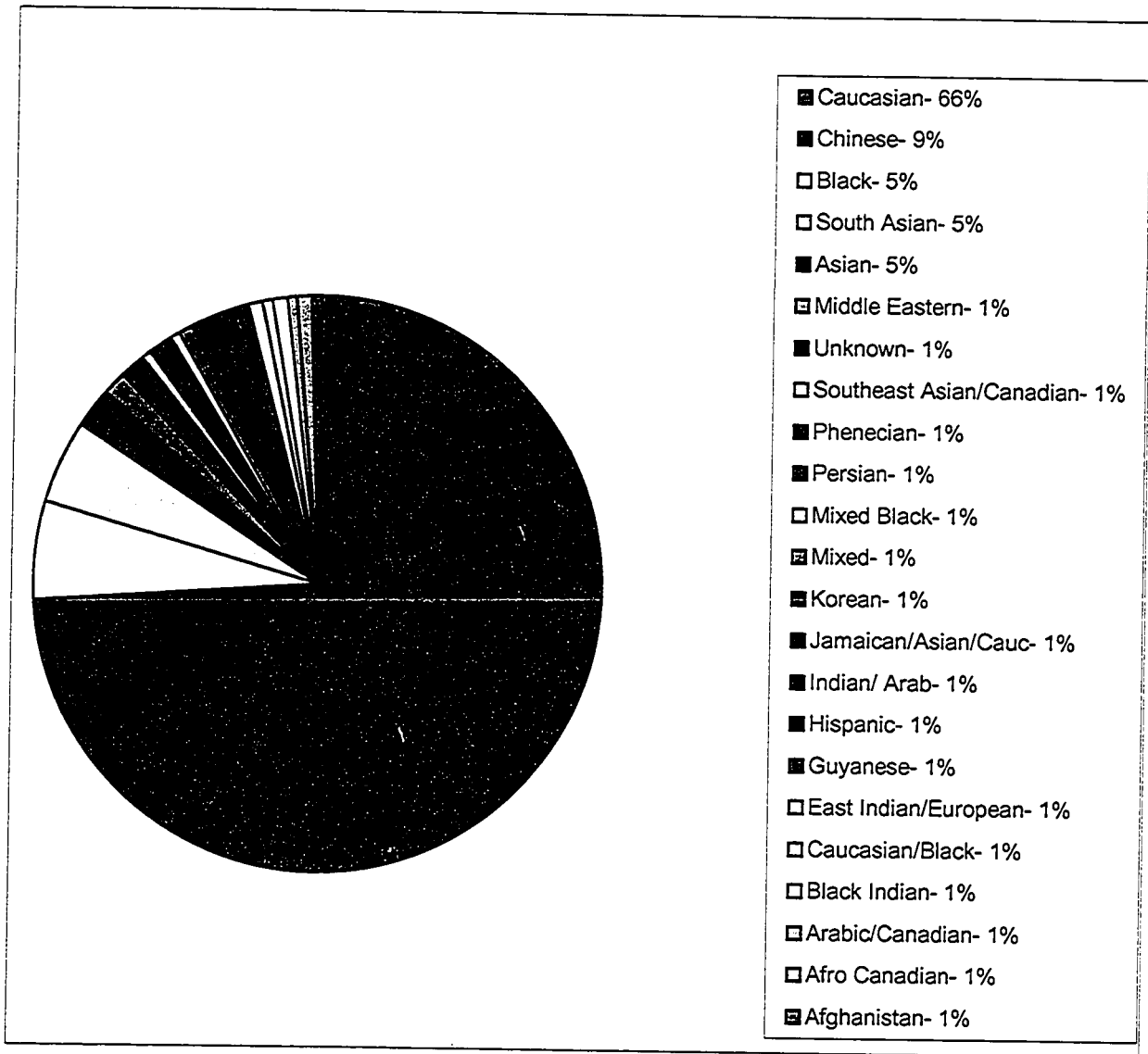
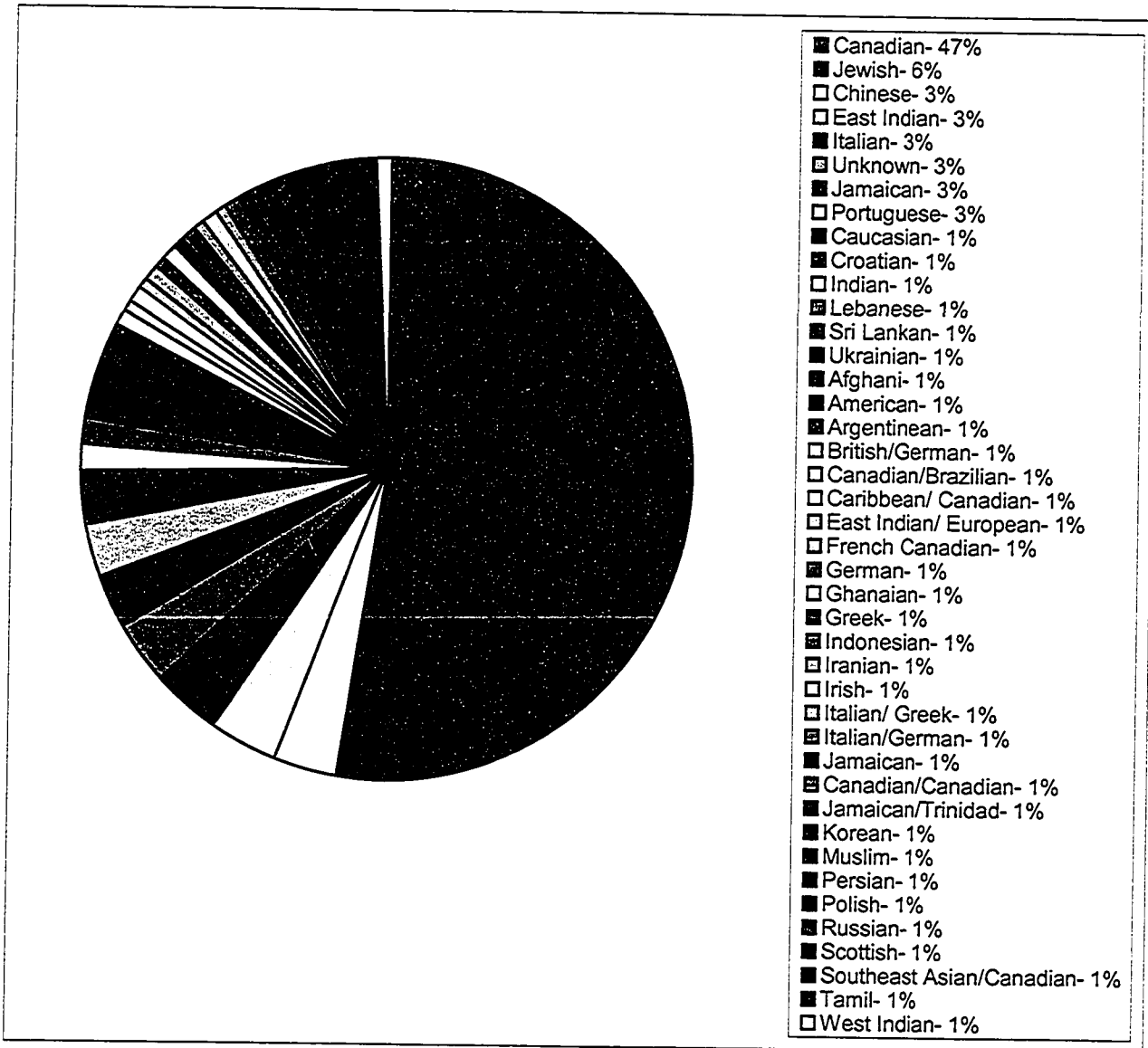


Figure 4. Ethnic origins of research participants.



Survey Participants

The survey participants represented a rich diversity of age, gender, race, and ethnic origin. Specific races and ethnic origins referred to are based upon the information provided by the survey participants.

The age of survey participants ranged from 14 to 38, with the average age being 23 (Figure 5). Twenty-one percent of the survey participants were female (Figure 6), and 29% were visible minority, with representation from 34 different ethnic groups. The largest racial groups represented were Caucasian (71%), Black (5%), Chinese (5%), and South Asian (5%), with the largest ethnic groups being Canadian (51%), Jewish (5%), East Indian (4%), and Italian (4%) (Figures 7 & 8).

Figure 5. Age of survey participants.

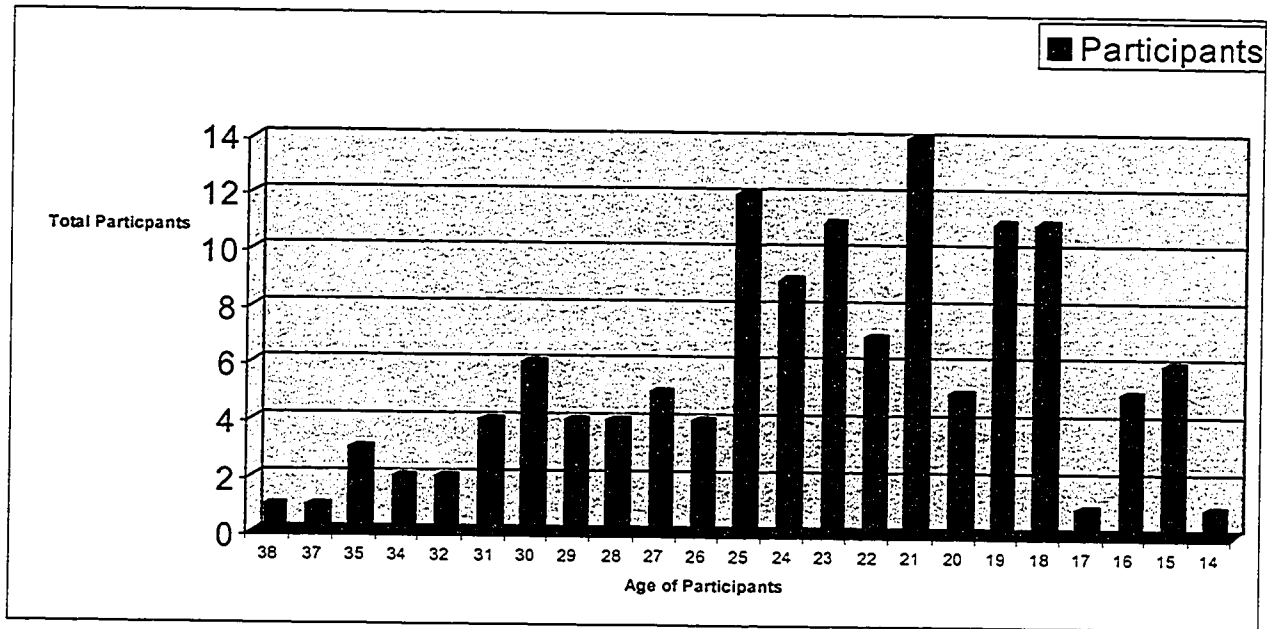


Figure 6. Gender of survey participants.

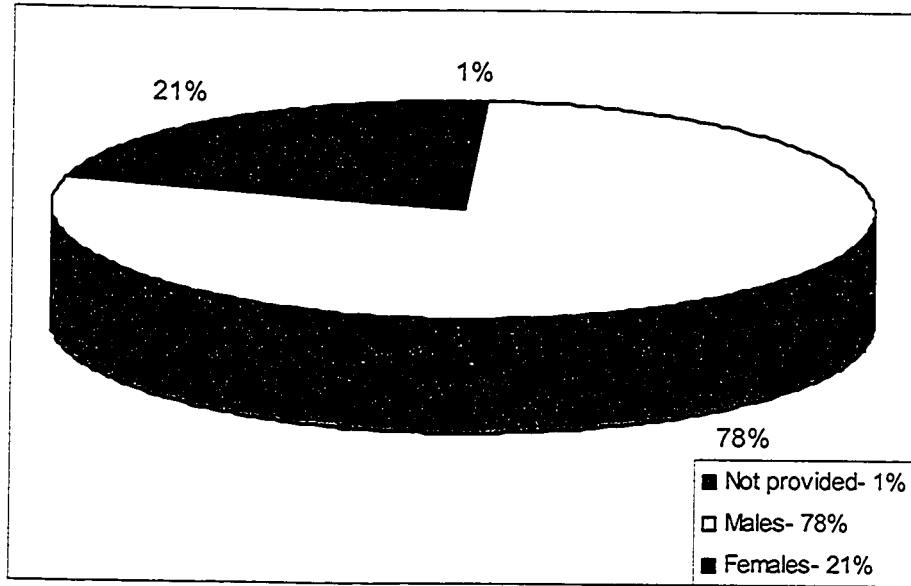


Figure 7. Race of survey participants.

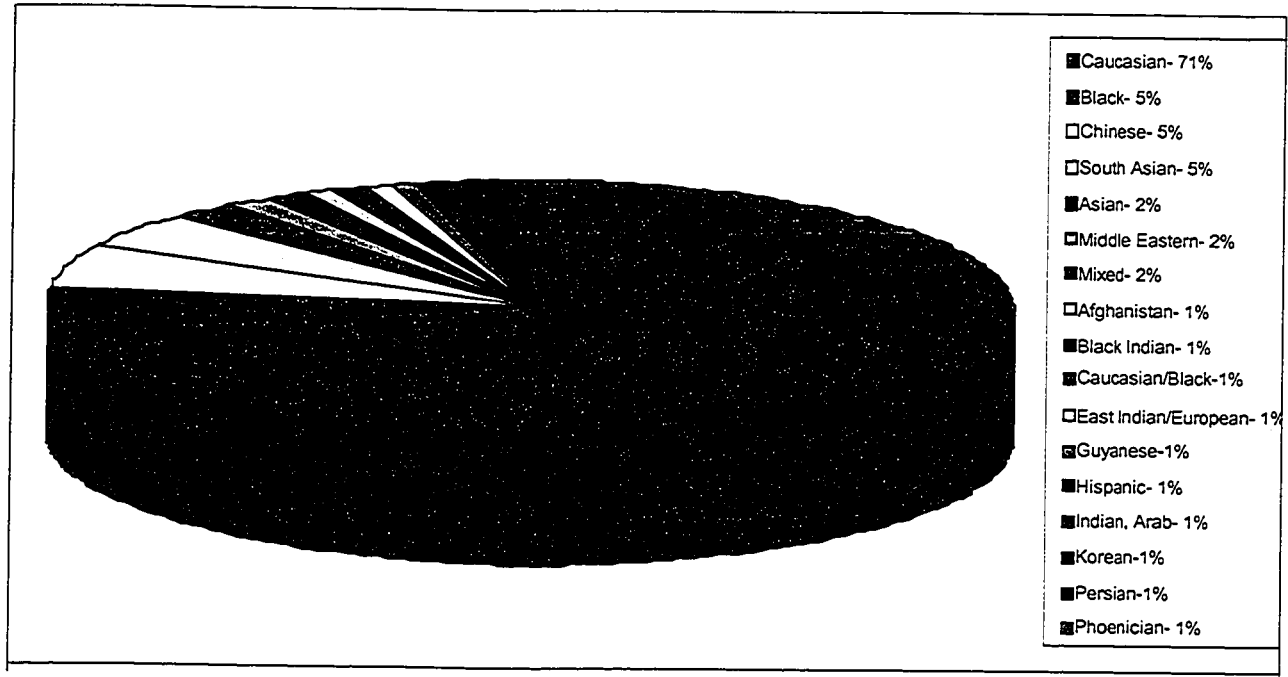
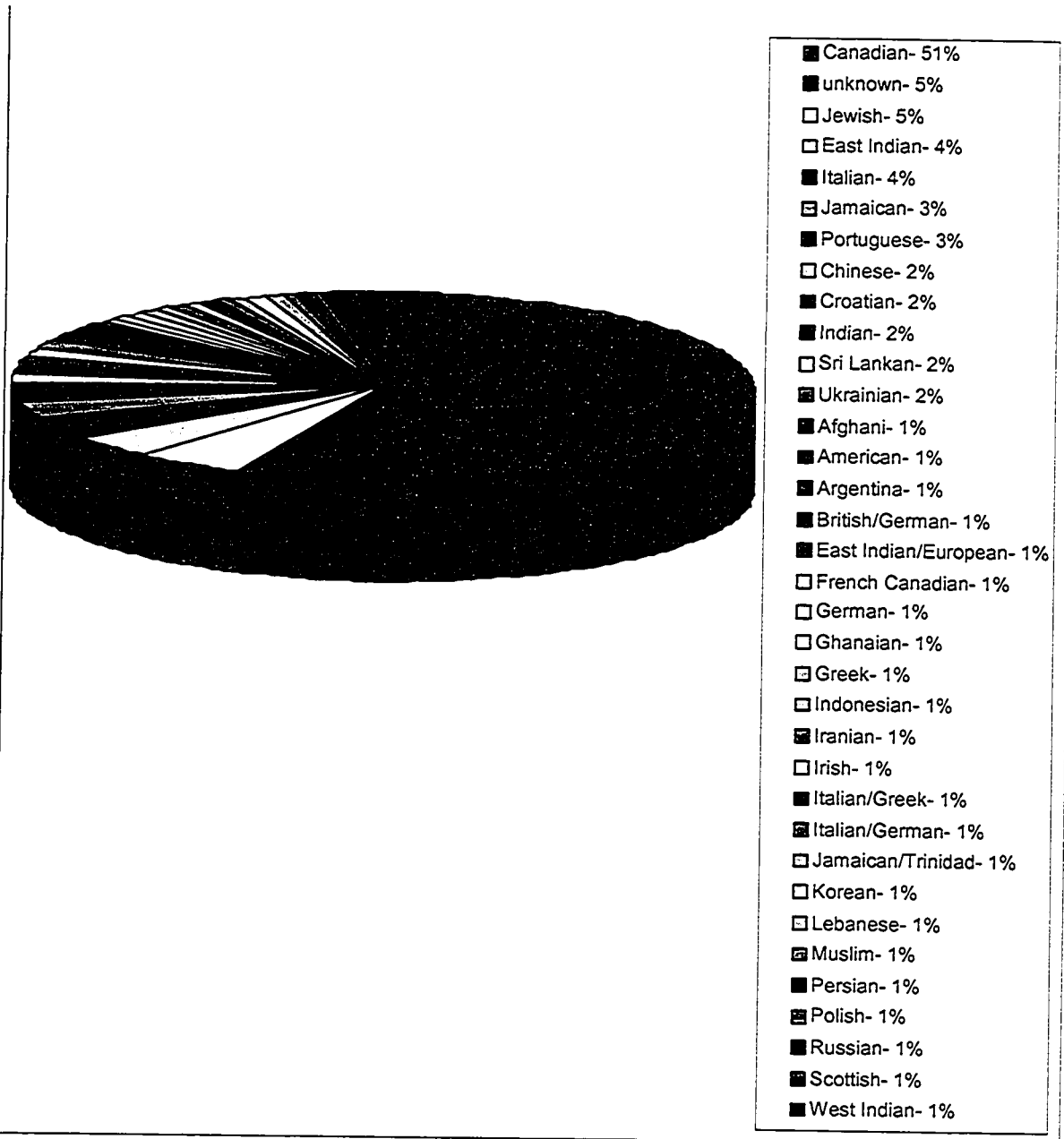


Figure 8. Ethnic origin of survey participants.



Focus Group Participants

The twelve focus group participants were a mix of experienced police officers (with 4.5 to 17 years experience), members of the community, including York Regional Police-Community Advisory Council members, and a member of the community who is interested in a career in policing (Table 1). The participants represented a wide variety of various ethnic origins (Figure 9) and included representation from the gay community. Seventy-five percent of the participants were visible minorities (Figure 10) and 33% were female (Figure 11). Participants ranged in age from 22 to 51, with the average age being 38 (Figure 12).

Table 1. Focus group participants.

Participant	Race	Ethnic Origin	Age	Gender	Police Officer	Yrs. Exp.
1	Caucasian	Jewish	50	M	No	-
2	Chinese	Chinese	39	F	Yes	10.5
3	Chinese	Chinese	28	M	Yes	4.5
4	South Asian	Tamil	43	M	Yes	17
5	Caucasian	Jewish	51	M	No	-
6	Chinese	Chinese	45	M	Yes	12
7	Jamaican/Asian/Caucasian	Jamaican	35	M	Yes	11
8	Southeast Asian	Southeast Asian/Canadian	31	F	Yes	6
9	Black	Jamaican/Canadian	22	M	No	-
10	Caucasian	Canadian/Brazilian	44	F	Yes	14
11	Arabic	Lebanese/Canadian	27	M	No	-
12	Afro Canadian	Caribbean/Canadian	40	F	No	-

Figure 9. Ethnic origin of focus group participants.

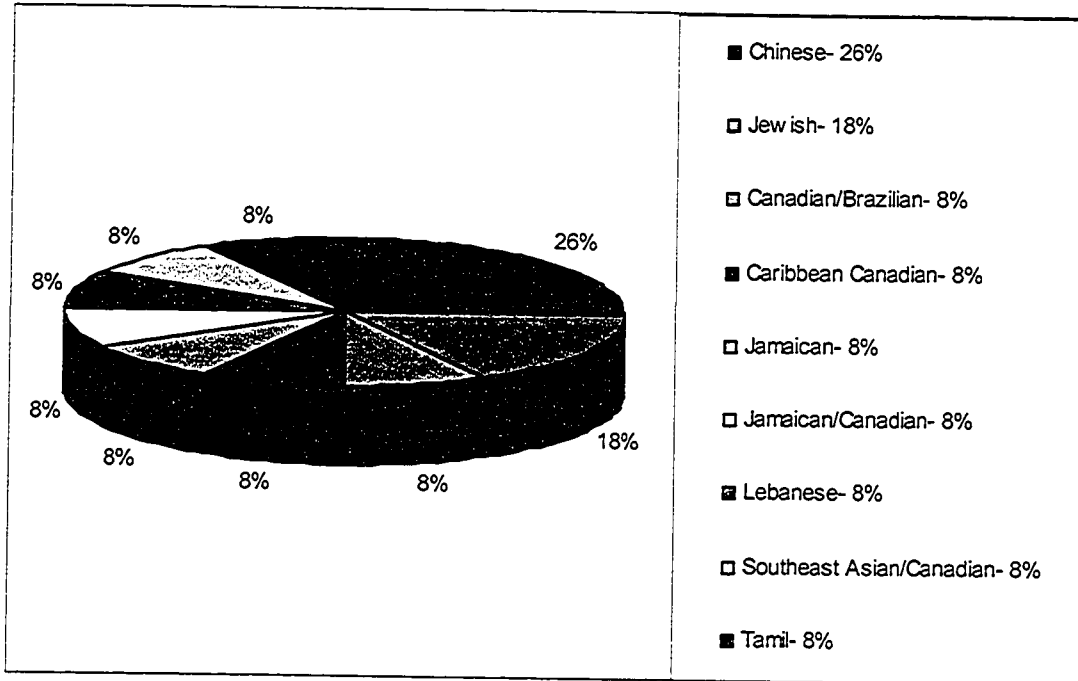


Figure 10. Race of focus group participants.

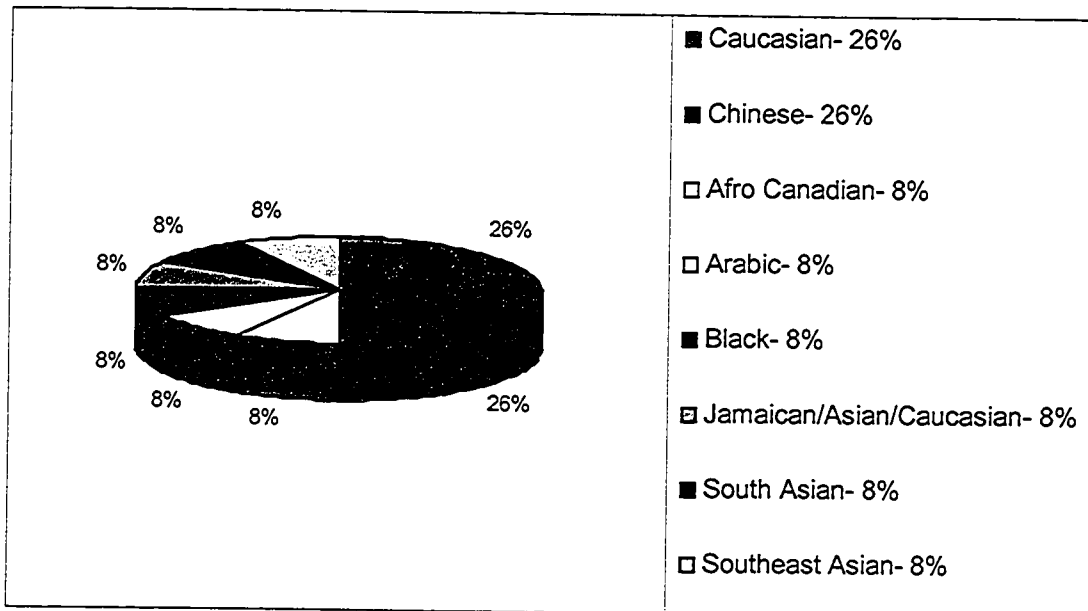


Figure 11. Gender of focus group participants.

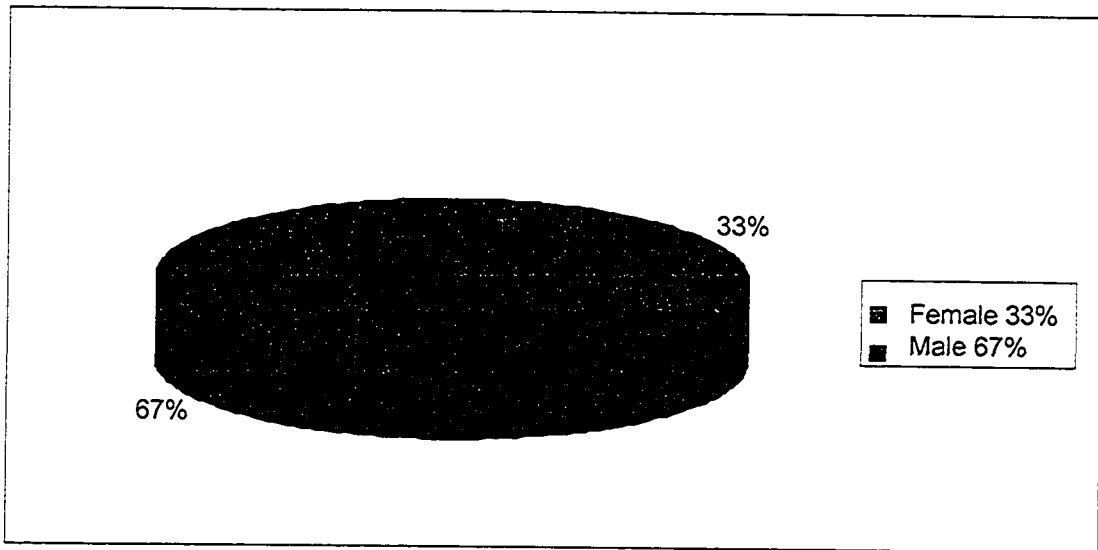
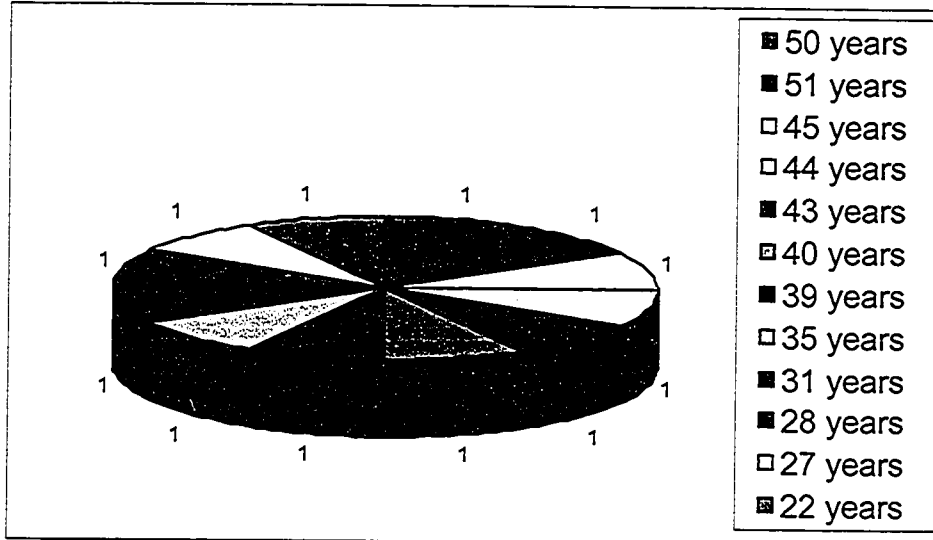


Figure 12. Age of focus group participants.

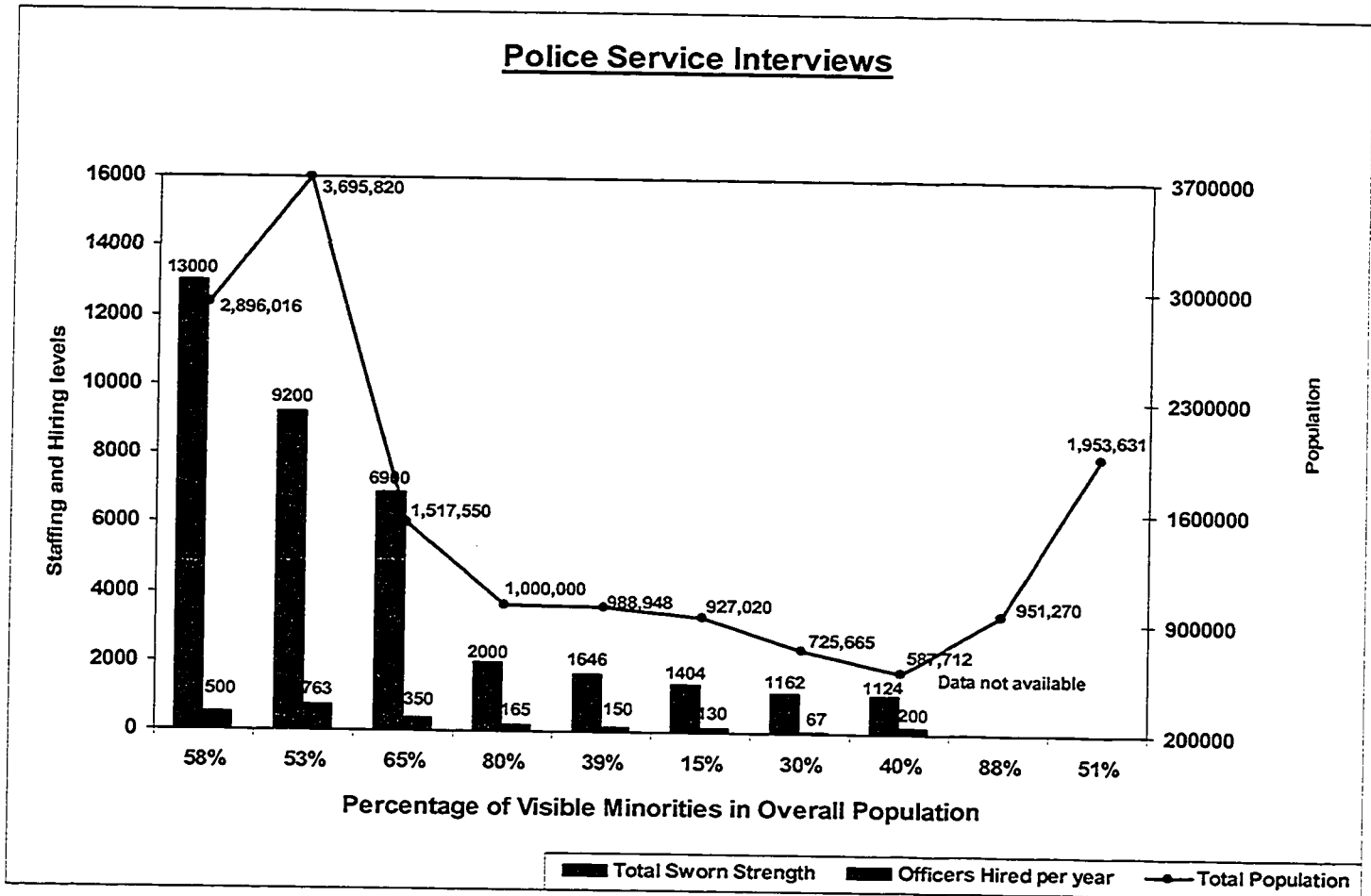


Interview Participants

Recruiters and/or the officers-in-charge of recruiting units from ten different police services across Canada and the United States of America, including five of the most populated cities in North America, were interviewed over the telephone or in person. The following information with respect to the demographics of the participating police services are a combination of information received from the participants and, where cited, from United States of America and Canadian Census reports (Figure 13):

- Population range of communities served – approximately 600,000 to over 16 million residents (US Census, 2001; Statistics Canada, 2002);
- Visible minority population of communities served – 15% to 88% (US Census, 2001; Statistics Canada, 2002);
- Sworn strength of police services – 1,100 to 13,000 police officers;
- Number of police officers hired per year – 67 to over 700.

Figure 13. Demographics of the police services that participated in the interviews.



Data Collection & Data Analysis

Survey Procedure

One hundred and thirty-one surveys were disseminated to the following three groups of individuals: high school students who are interested in a career in policing; college students enrolled in a Police Foundations course; and newly hired York Regional Police officers.

High School Student Survey

The high school student surveys (Appendix B) were distributed with an attached letter of invitation to participate in the study (Appendix D) and a consent form (Appendix E). The surveys were disseminated through teachers at three different high schools, namely, a public high school in the Town of Markham, Ontario, where 15 to 16 surveys were disseminated and none returned; a Catholic high school in the Town of Markham, Ontario, where three surveys were disseminated and all three were completed and returned; and a private boy's Catholic high school in Toronto, Ontario, where 45 surveys were disseminated and 15 were returned. The high school teachers were informed of the importance of ensuring voluntary participation of only those students who were interested in a career as a police officer and the requirement to insist that a consent form be signed by the participant, or in the case of a participant under the age of 18, by their parent or guardian.

The overall return rate of the high school student surveys was 29%. Surveys had been scheduled to be disseminated at a fourth public high school; however, this was not possible when the principal determined that the approval of the School Board was required before the students could be asked to complete the surveys. Unfortunately, there was not enough time remaining in the school year to facilitate the approval process and the delivery of the surveys.

College Student Survey

The Police Foundations course coordinators at three colleges in the Greater Toronto Area were contacted regarding participating in the dissemination of surveys. In each case, the program coordinators were interested; however, only one college had active students at the time. The students at the other two colleges were on summer break and would not be returning to school or commencing their studies until September 2005. As a result, a single Police Foundations program was the source for disseminating surveys to college students.

I disseminated the college student survey (Appendix B) in person, with an attached letter of invitation to participate (Appendix D) and a consent form (Appendix E), in a classroom setting of two first-year Police Foundations classes. Fifty-one surveys were distributed and 46 (90%) were returned. I remained in the classroom while the students completed the survey and made myself available to answer any questions. I briefed the students on my research question and reviewed the letter of invitation, the consent form, and the survey questions before they completed the survey. During the briefing, I provided an overview of the demographics of the Region, the need to have a police service that reflects its community, and the intent to complete a study that results in identifying best practices for recruiting police officers who reflect the diversity of our community and that are inclusive and fair regardless of race and/or ethnic origin. Prior to commencing the survey exercise, I afforded the participants an opportunity to ask any questions regarding the research topic or the project itself.

York Regional Police Survey

I disseminated the York Regional Police survey (Appendix A) in person, with an attached letter of invitation to participate (Appendix D) and a consent form (Appendix F), in a classroom setting to two groups of newly hired York Regional Police officers. The first group of 33 officers

had been employed for approximately 18 weeks. They had completed their Basic Constable Training at the Ontario Police College and had returned to the York Regional Training and Education Bureau where they were being prepared for assignment to a field training (coach) officer before experiencing active duty. The second group of 35 officers had been employed for less than three weeks. They were currently assigned to training at the York Regional Police Training and Education Bureau prior to commencing their Basic Constable Training at the Ontario Police College. Sixty-nine surveys were disseminated and 67 (97%) were returned. I remained in the classroom while the officers completed the survey and made myself available to answer any questions. I briefed the students on my research question and reviewed the letter of invitation, the consent form, and the survey questions before they completed the survey. During the briefing, I provided an overview of the demographics of the Region, the need to have a police service that reflects its community, and the intent to complete a study that results in identifying best practices for recruiting police officers who reflect the diversity of our community and that are inclusive and fair regardless of race and/or ethnic origin. Prior to commencing the survey exercise, I afforded the participants an opportunity to ask any questions regarding the research topic or the project itself.

Survey Information Analysis

Phase One

In order to prepare the surveys for analysis, consent forms that had not already been separated by the participants, were separated from the surveys. The consent forms were filed and the surveys were coded according to participant as follows:

- High School Surveys: HS-01 to HS-18
- College Student Surveys: CS-01 to CS-46
- Police Officer Surveys: PO-01 to PO-67

The anonymity of the participants has been guarded by assigning the participants with a code; however, the participants are referred to by race, gender, age and ethnicity throughout the study.

Phase Two

The quantitative data was coded (according to student or police officer, race, gender, age, and ethnicity); the numerical value of each question was totaled, and the data was entered into Microsoft Access database and then compiled into charts on a Microsoft Excel spreadsheet by Mr. Rick Andrews, York Regional Police Crime Analyst Coordinator.

I extracted the qualitative data, read and reflected on the data, themed the data, and represented the data in a narrative text, identifying the lessons learned.

Phase Three

The quantitative and qualitative data was analyzed and reflected in the Study Findings and Study Conclusions contained in Chapter Four of this study. The validity of the data will rely on triangulation with the data collected in the focus group meeting, the interviews, and triangulation between survey groups.

Focus Group Procedure

I invited individuals to participate in the focus group through a variety of mediums, including in person, by telephone, and by email. In addition, the participants I solicited, including the participants representing the York Regional Police Diversity and Cultural

Resources Bureau and the Police-Community Advisory Council, solicited other individuals who they thought would be interested in participating.

The focus group met on Wednesday, June 15, 2005, from 7:00 p.m. to 9:20 p.m. at York Regional Police, 2 District Headquarters Community Room, 171 Major Mackenzie Drive West, Richmond Hill, Ontario, Canada. I facilitated the group, while an experienced minute taker and legal assistant recorded the data on a flip chart and the York Regional Police Crime Analyst Coordinator recorded the data electronically on a laptop computer.

The participants received a letter of invitation to participate in the focus group (Appendix G), a consent form (Appendix H), and a copy of a PowerPoint presentation containing the demographics of the Region and the research question and sub-questions to be discussed (Appendix I). Prior to engaging the group in discussion on the research topic, I briefed the group on the research question and reviewed the letter of invitation to participate in the focus group (Appendix G) and the consent form (Appendix H). The participants were informed that their participation would remain anonymous and that their identity would be limited to race, ethnicity, age, gender, and if relevant, their years of experience as a police officer. The participants recorded the above information on a sign-in sheet. During the briefing, I provided an overview of the demographics of the Region, the need to have a police service that reflects its community, and the intent to complete a study that results in identifying best practices for recruiting police officers who reflect the diversity of our community and that are inclusive and fair regardless of race and/or ethnic origin. I also afforded the participants an opportunity to ask any questions regarding the research topic or the project itself. During the introduction and throughout the discussions, I shared with the group my initial feelings of discomfort when I embarked upon my research project due to the fact that I am a Caucasian male researching recruiting in a diverse

community, as well as my experience at the age of 18 of being discouraged from applying to a police service because I was a white male who did not meet the needs of the service to hire visible minorities and females.

The research question and sub-questions were displayed for the group on PowerPoint slides throughout the discussion (Appendix I). I presented each question to the group and facilitated the discussion surrounding the questions. The comments of the participants were recorded in point form without identifying which of the participants made the comment(s). The focus group discussion concluded with an opportunity for participants to provide additional comments on any of the topics discussed, make suggestions, or express any remaining concerns. None being received, the participants were invited to follow-up with me by submitting any written comments on the copy of the PowerPoint presentation that had been given to them at the beginning of the focus group (Appendix I).

Focus Group Information Analysis

The data collected from the focus group participants regarding their race, ethnicity, age, gender, and if relevant, years of experience as a police officer, was charted using Microsoft Excel by Mr. Rick Andrews, York Regional Police Crime Analyst Coordinator.

I organized the data, which was recorded electronically and in written format on the flip chart during the course of the focus group discussion, and prepared it for analysis. I read and reflected on the data, themed it, interpreted it and represented it in a narrative text (Appendix J). In order to ensure the accuracy of my interpretation of the thoughts and feelings of the participants and to enable the research participants to confirm the accuracy of the data collected, the narrative text was emailed (or in one case faxed) to the participants for a member check (Appendix J) (Siegle, n.d.).

All twelve of the focus group participants responded. Any requested additions and/or deletions to the narrative text were made based upon the feedback received from the participants. Completion of the subsequent modifications was reported back to the individuals who had requested them. The following are a number of comments received via email from various focus group participants throughout the process of validating the information collected from the focus group:

- Focus Group Participant 3: “I have read your Focus Group Results. I think you have summarized all the details that we talked about in the group discussion...I thank you for including me in [yo]ur focus group”.
- Focus Group Participant 5: “After reviewing the document, I am satisfied that our ideas and thoughts were captured accurately”.
- Focus Group Participant 7: “This group discussion gave every one who attend[ed] a great sense of comfort to express the current concerns of every Community. I believe this is a big step in the right direction to continue bridging the gap between York Regional Police and our diverse Community”.
- Focus Group Participant 8: “I think you’ve done a great job of summarizing the input from the group”.
- Focus Group Participant 12: “Kudos to the minute takers. An accurate account of the opinions and comments discussed. Officer Carrique I am optimistic that this research project will be a valuable asset for recruiting that makes a difference first in York Regional Police and to the community of York Region as a whole”.

The accuracy of the data collected was validated when the focus group participants confirmed the accuracy of the information recorded in the narrative text. The validity of the data

relies on the accuracy of the research participants and on triangulation with other data presented in this report (Creswell, 2003).

Interview Procedure

Phase One

Websites of various police services were investigated and potential participants were identified based upon the quality of their web page, size of their organization, and/or operating environment.

Phase Two

Participants were contacted by telephone and invited to participate in the study, and all interviews, except one, which was conducted in person, were conducted over the telephone with the free and informed consent of the interviewee (Appendix K) (Stringer, 1999). Representatives from 13 police services were contacted in total, of which 10 chose to participate in the study.

Information was recorded in a handwritten format and then summarized in an anonymous typewritten format. Each participant was assigned a code (PS-01 to PS-10) to ensure that neither the participant nor his or her organization was identified in the study.

Interview Information Analysis

The data received from the interview participants was coded, analyzed and interpreted. Participants were identified by a code (PS-01 to PS-10). Handwritten notes were transcribed into a Word document and emailed to the research participants in order to provide them with an opportunity to confirm the accuracy of the data collected (Appendix L). In certain cases, it was necessary to confirm with a follow-up telephone call that the participants had received a copy of the email and had an opportunity to confirm the accuracy of the notes provided (Siegle, n.d.). All

of the interview participants responded, and all necessary additions and/or deletions to the data collected were made based upon the feedback received from the interview participants.

The qualitative data was then extracted for analysis and the quantitative data was reviewed to gain insight into the demographics associated to the qualitative data. I read and reflected on the qualitative data, particularly noting the strategies used by the interviewee's organization to attract candidates; the effectiveness of the recruiting strategies; and the recruiting strategies recommended by the interviewee. The qualitative data was then themed and interpreted, and is represented within the Study Findings and Study Conclusions in Chapter Four of this study.

The accuracy of the data collected was validated when the interviewee confirmed the accuracy of the data recorded at the time of the interview. The validity of the data relies on the accuracy of the interviewee and the triangulation with other data presented in this study (Creswell, 2003).

Ethical Issues

In 1977, the United States of America Commission on Civil Rights defined affirmative action as "any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future" (as cited in The Civil Rights Coalition for the 21st Century, 2002).

The most significant ethical issue I faced throughout the course of my research was the controversy surrounding the use of, or the perceived use of, affirmative action to recruit visible minority police officers and the opinion held by participants and inquisitive onlookers that my research topic would lead to using affirmative action to adjust historical imbalances. Although as a Caucasian male, I cannot begin to understand the disadvantage and pain caused to members of

racial and ethnic groups by discrimination, at the age of 18, I personally became aware of the need for inclusion when a police recruiter told me not to apply to his police service because I was not a visible minority or a female.

Being a Caucasian male police officer, I felt uncomfortable discussing, with members of ethnic communities and Caucasian police officers alike, the challenges of attracting quality visible minority candidates to a career in policing as well as the negative opinions of police and policing as a career that are held by certain members of some ethnic cultures (African Canadian Legal Clinic, 2002; Government of Manitoba Aboriginal Justice Implementation Commission, 1999; "Hindu Temple," 2002; Cryderman & O'Toole, 1986; Zauberman & Levy, 2003; Cashmore, 2002). Prior to commencing my research, I forwarded a copy of my Major Project Proposal to two visible minority police officers who are active leaders in various ethnic communities. I then met with each of the officers and while reviewing the Proposal, we engaged in rich dialogue regarding the risks associated to affirmative action versus the benefits of inclusion and employment equity, which Whitelaw, Parent, and Griffiths (2004) describe as hiring a visible minority as a police officer over a male Caucasian when the two candidates are equally qualified for the job. We discussed our personal views on diversity, my role as a researcher, and my apprehension regarding how ethnic and Caucasian research participants and peers would receive me as a male Caucasian police officer researching recruiting diverse police officers. As a result, I developed a great understanding and appreciation for the need for employment equity. Our discussions also prepared me to embark on my research with greater confidence in my right and ability to conduct the research from a fair and equitable point of view.

When dealing with the challenges of my research, I acted in accordance with the values identified in the York Regional Police 2002-2004 Business Plan, which states, “we are truthful, ethical, respectful, fair and professional in everything we do and say”. I also used the beliefs of the Association of Black Law Enforcers (2003) to guide my actions. They believe, “that in order to build and maintain a meaningful relationship between law enforcement and the community, the following elements must be nurtured and sustained: trust, mutual appreciation, meaningful consultation, and understanding” (p. 1).

Glesne (1999) states that, “the degree to which your research is ethical depends on your continual communication and interaction with research participants throughout the study” (p. 129). I strived to maintain good ethical practice throughout the research. At all times, I negotiated permission to conduct the research, respected confidentiality, and ensured the participants’ right to withdraw at any time from the research (McNiff, Lomax, & Whitehead, 2003, p. 53). To assist in establishing a nonthreatening approach and to create a comfortable environment for the research participants, I presented myself as a resource person and gave careful consideration to the means by which the surveys were disseminated, the location of the focus group meeting, my dress and appearance, accessibility to research participants, and formal and informal group associations. Being mindful of the above was helpful in establishing credibility and a sense of comfort with the various visible minority, ethnic, and community groups with which I worked (Stringer, 1999). My degree of interaction and communication with the research participants is evident throughout the study and is articulated in the Study Conduct and Data Analysis section of this report.

Finally, I am aware that by providing recommendations on a controversial and emotional issue such as employment opportunities and diversity, my credibility and integrity will be closely

scrutinized by my colleagues and the community. I anticipate I will be judged on my ability to make recommendations that result in inclusion rather than exclusion and the implementation of open and fair recruiting initiatives that attract the highest caliber of police recruits, regardless of race or ethnic origin. I believe that the experiences that the research participants have related to me throughout the course of this research project are a valuable source of information and will assist in creating credible recommendations that provide equal opportunities for groups who historically have been victims of discrimination, but which do not exclude any race, ethnic group, or gender.

CHAPTER FOUR: ACTION RESEARCH PROJECT RESULTS AND CONCLUSIONS

Study Findings

Surveys

As previously mentioned in Chapter Three, the objective of the surveys were to gather information relating to the following questions (Appendix A and B):

What age group should recruiting efforts target?

Sixty-seven percent of student participants identified that they became interested in a career as a police officer under the age of 18, with the majority (37%) becoming interested between the ages of 16 and 18, and 34% becoming interested under the age of 16 (Figure 14). Further, 15% of the police officers surveyed became interested in a career in policing prior to commencing high school, while 24% became interested during high school and 40% became interested while attending college (Figure 15).

Figure 14. Results of the response received from students when asked, "When did you become interested in a career as a police officer?"

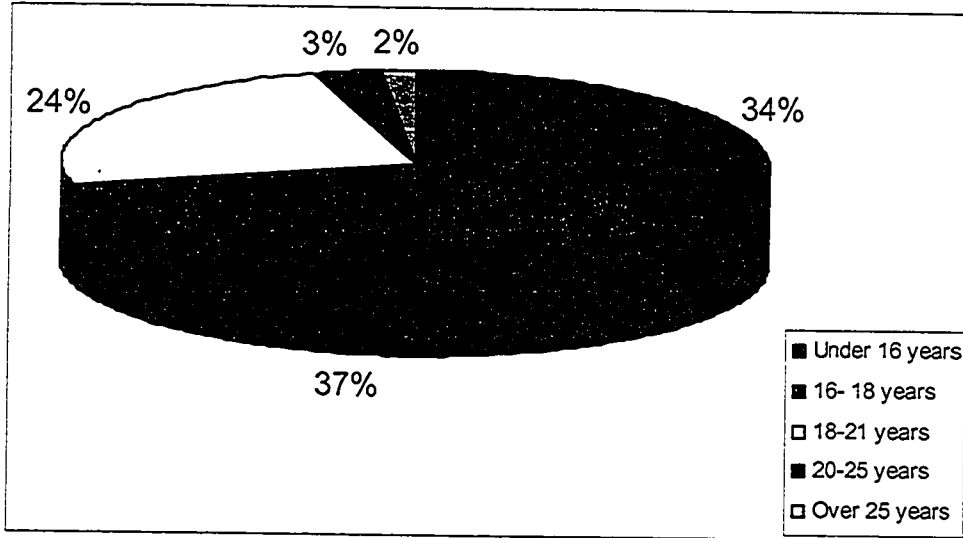
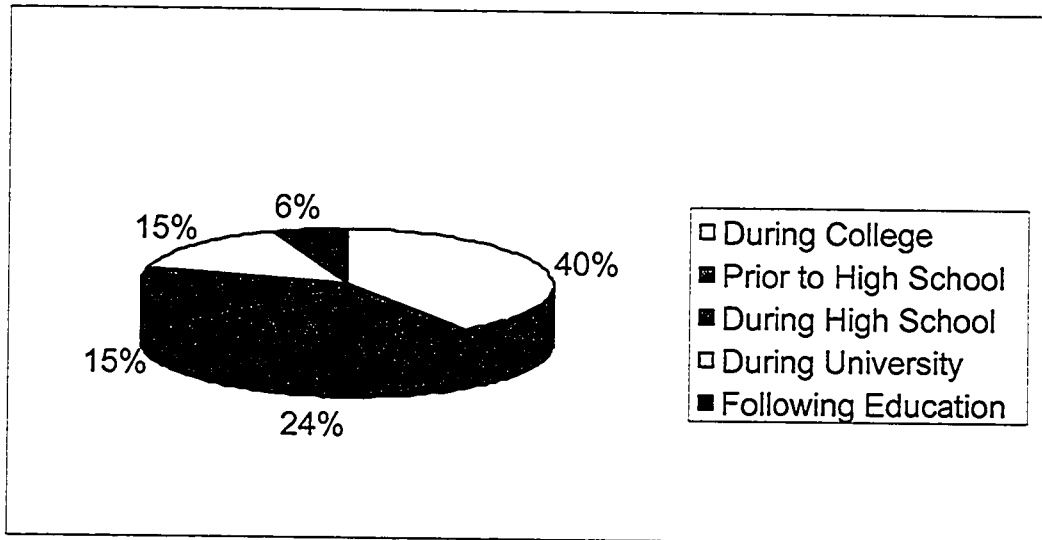


Figure 15. Results of the response received from police officers when asked, "When did you become interested in a career as a police officer?"



What influences an individual's interest to pursue a career as a police officer versus another occupation?

The opportunity to preserve peace and prevent crime was the most significant factor inspiring individuals to pursue a career in policing, which was very closely followed by the excitement of police work and the opportunity to assist victims of crime. The opportunity to apprehend criminals and other offenders, the image of and pride in being a police officer and job security also had a significant influence, while salary, benefits, and shifts (time-off and annual leave) were identified as having the least amount of influence (Appendix M, Table M1). The influences that attract or attracted the visible minority participants were consistent with the overall results (Appendix M, Table M2).

Survey participants were also given an opportunity to provide additional comments regarding other factors that influenced them to pursue a career in policing. Eighteen of the participants (14%) provided comments. Twenty-eight per cent of the individuals who provided comments were visible minorities. The common themes that emerged included: making a difference in the quality of life of individuals and the community (28% of participants); the promise of an exciting, active work environment rich in day-to-day variety (28% of participants); and continuing education opportunities (17% of participants). The qualitative comments provided support and give meaning to the previously reported quantitative data, which identifies the opportunity to preserve peace and prevent crime and the excitement of police work as the most significant influences attracting an individual to pursue employment as a police officer.

What presented a challenge, or is anticipated to present a challenge, in obtaining employment as a police officer?

Survey participants identified that the interview process posed, and was anticipated to pose, the greatest challenge for an overwhelming majority of the survey participants, while negative opinions of family and friends and a lack of trust were not, nor were they perceived, as

significant challenges in comparison to academic and physical testing (Appendix M, Table M3). However, visible minority participants rated a lack of trust for the police within their racial/ethnic community as a greater challenge than negative opinions held by family and/or friends of the police or negative perceptions of policing as a career (Appendix M, Table M4).

Survey participants were given an opportunity to provide additional comments regarding other factors that posed, or were anticipated to pose, significant challenges. Fifteen of the participants (11.5%) provided comments. Forty per cent of the individuals who provided comments were visible minorities. The common themes that emerged included psychological suitability (27% of participants), physical ability and/or limitations (20% of participants), a lack of life experience (20% of participants), and competition with other applicants for limited positions (20% of participants).

What influences an individual to pursue employment with one police service over another?

High school and college students rated the strength of 25 factors that will potentially influence their decision to pursue employment with one police service versus another, while police officers rated the influence of 27 factors that impacted their decision to pursue employment with York Regional Police. The common themes that emerged enabled me to categorize the influences into the following categories: opportunities and image, quality of life, and advertising mediums (Appendix M, Tables M5 & M6).

Opportunities and Image

Opportunities to work in a specialty unit and promotional opportunities were the most significant influences guiding the survey participants' decision to pursue employment with a specific police service. Other influences rated as significant included: education and training

opportunities; the image portrayed by a police service through the presentation of its vehicles, facilities, and uniforms; and an employment location that is close to home and family.

Specific to visible minority participants, although the presence of visible minority and/or ethnic groups in a position of authority (e.g. Sergeant) was not rated among the top ten influences by visible minorities, the presence of visible minorities within a police service was rated high (fifth) and just as important to visible minority participants as the location of the police service (Appendix M, Table M6). In addition, York Regional Police participants were asked to further rate the influence of the presence of visible minorities in specialty units. Eighty-seven and one-half percent of the visible minority participants rated it from no influence to a slight influence, while 12.5% rated it as a strong influence (Figure 16). Furthermore, 81% of York Regional Police visible minority participants rated officers of their race/ethnic origin in specialty units as having no influence to a slight influence, while 19% rated it as having a strong influence (Figure 17). The presence of visible minorities and/or ethnic officers in positions of authority and/or in specialty units was not rated high overall by visible minority survey participants; however, three visible minority participants (PO-28¹, PO-34 and PO-37) felt strongly enough about its value to provide the following comments as suggestions for attracting recruits who reflect a diverse community:

- “As a[n] ethnic officer you look at the organization and look for other similar ethnic officers to see where they are in the rank structure and if they exist in specialist units” (PO-28).
- “Have visible ethnic minorities in visible positions in the police service” (PO-34);

¹ As previously described in Chapter 3, PO refers to police officer survey participant. The number (i.e. 28) identifies the specific police officer participant.

- Members of ethnic groups will be motivated to join a police service by “ethnic senior staff or officers” of the same ethnic background (PO-37).

Finally, an officer in the performance of their duty was rated less influential than quality of life issues, such as employment location, benefits, and salary.

Figure 16. Results of the response received from York Regional Police officers when asked to rate the influence of the presence of visible minorities in specialty units.

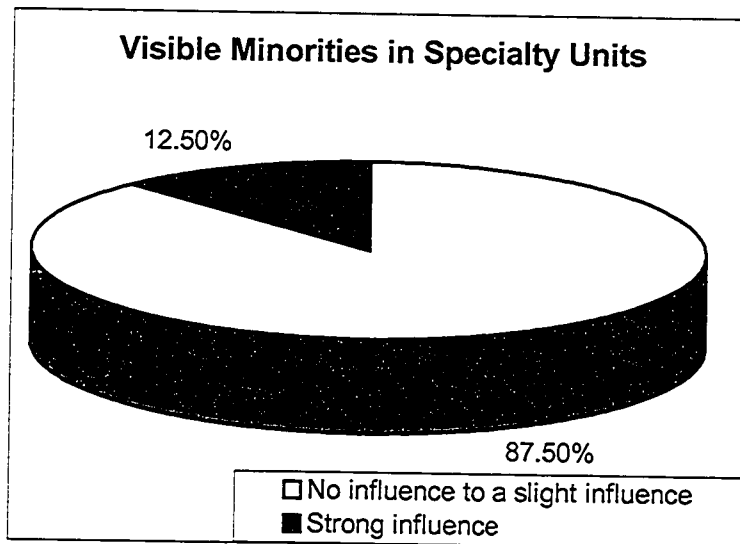
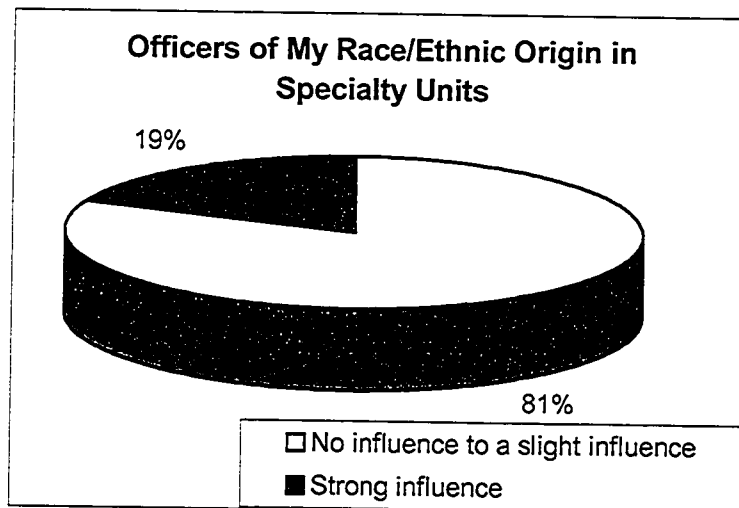


Figure 17. Results of the response received from visible minority York Regional Police officers when asked to rate the influence of the presence of their particular race or ethnic origin in specialty units.



Quality of Life

The location of the police service, which was described as being close to home and family, was very important to the survey participants and benefits, such as a medical plan and pension, were a significant influence overall and, in fact, were a greater influence than salary and 12-hour shifts.

Advertising

Survey participants rated the Internet as having the greatest potential to influence prospective candidates in comparison to recruiting displays at schools and community events, officers who volunteer in the community, family or friends who are police officers or members of a police service, or newspaper advertisements (Appendix M, Tables M5 & M6).

Survey participants were also given an opportunity to provide additional comments regarding other influential advertising mediums. The common themes that emerged included: the importance of the image and reputation of a police service in the media and within the community, and the positive impact on the image of a police service that is impressed upon the applicant or potential applicant by friendly, helpful recruiting staff.

It is important to note that survey participants were asked to forecast what they feel will have or what did have an influence on their decision to pursue employment with a specific police service, or in the case of police officers, with York Regional Police. Enhanced efforts in either of the identified areas could potentially influence their significance at another time, and in fact, some factors may have been rated lower at the time the surveys were conducted due to a lack of exposure to specific factors rather than as a result of a lack of effectiveness.

What strategies should be used to attract new police officers that reflect a diverse community?

The qualitative data collected in question six (“What recruiting strategies can York Regional Police employ to attract new police recruits who reflect its diverse community?”) provided meaning to and triangulate the quantitative data collected in this question. Twenty-eight out of 46 (50%) college students and 55 out of 67 of the York Regional Police survey participants (73%) completed question six. Twenty-eight percent of the survey participants who responded were visible minorities and 22% were women. Data regarding this question was not collected from the high school participants. Several common themes were identified, namely, awareness, education and mentoring; image and relationships; and more effective use of advertising, including an interactive website.

Awareness, Education and Mentoring

The most important recruiting strategy identified by the survey participants was the need to communicate information and educate potential applicants regarding a career in policing. Sixteen percent of the participants expressed a desire for detailed information on the day-to-day activities of a police officer and the opportunities a career in policing has to offer. PO-01, for example, described the need to “let people have a look at ‘a day in the life’ of a police officer” and further stressed the value of highlighting “continuing education and professional development” opportunities. “A great deal of the hesitation in pursuing this career path revolves around [a] lack of knowledge as to what the career itself entails” (PO-33). Being exposed to the day-to-day activities of a police officer and even having an opportunity to experience aspects of the job through ride-alongs, volunteer opportunities, and training was recommended by 8% of the participants. PO-07 described participating in a ride-along as an opportunity to “get a feel of the job” which would assist in deciding whether or not to pursue a career in policing. In addition

to experiencing the job, 11% of the survey participants expressed the value of communicating the essential and desirable qualifications required to obtain employment and of providing potential candidates with a road map for success. Although a mentoring program was the preferred means of assisting potential applicants (13% of participants), survey participants also recommended information sessions and the use of the Internet, particularly, an informative and interactive website as efficient and effective tools for communicating with and assisting potential candidates in preparing for a career in policing (10% of participants).

The majority of the survey participants expressed that the most effective methods of increasing awareness and educating the public regarding a career as a police officer were involvement in the community, specifically at cultural and religious events and institutions, and/or presentations or displays at high schools, colleges, and universities (50% of participants). PO-02 and PO-06 specifically mentioned “plant[ing] the seed” and the value in establishing relationships with youth at an early age, which is supported by the comments provided by CS-46², PO-15, and PO-33 who stressed the importance of establishing trusting relationships and educating students. PO-02 discussed “planting the seed” and “watch[ing] it grow” by developing a strategic plan which engages young students through the lure of “equipment such as lights, sirens, uniforms”, and which eventually evolves into career planning throughout the students’ educational pursuits. In addition, PO-6 stressed that leading youth to a career as a police officer involves more than a presentation. It relies upon the visibility of and conduct of officers “on the road”. Conversely, CS-26 expressed that police recruiters should focus their efforts on college students, but warned that static booths were not enough; lectures and presentations were required. Furthermore, PO-29 and PO-31 highlighted the value of having alumni police officers

² As previously described in Chapter 3, CS refers to college student survey participant. The number (i.e. 46) identifies the specific college student participant.

attend their Police Foundations program in uniform and discuss with the students their successes, their organization, and policing in general. In addition, PO-03 recommended that police recruiters should work with faculty members to identify and recruit the most suitable candidates. Additional suggestions provided as recommendations to engage students included a recruiting video, a cadet program, and a mentoring program specific for students.

Over and above educating and assisting potential applicants, three participants stressed the need to communicate the benefits of policing and educate the members of ethnic communities and the families of potential applicants. “It is necessary to convince people of ethnic backgrounds that this career is a positive and great career...it is important to instill in parents of the candidates that it is a proud and rewarding career” (PO-43). PO-46 commented that in order, “to recruit more Chinese police officers, there must be more education towards the older generation”.

Thirteen percent, or 11 out of the 83 participants who offered a response to question six (What recruiting strategies can York Regional Police employ to attract new police recruits who reflect its diverse community?), specifically recommended expanding recruiting presentations and displays to communities outside of York Region. PO-05 stated that he had “moved from a whole different place and I am very excited to start my new career and new life here”. Following in the same vein, PO-24 recorded a similar story about relocating to become a member of York Regional Police and shared, “I know there are many other individuals out there who would, and are willing to make the move to become part of Y[ork] R[egional] P[olice] for a long and successful career”. PO-17 wrote,

When I first began applying, Toronto was the only police force I was thinking about because they were at schools, colleges and universities they had recruiting

adds[sic] everywhere. Alot [sic] of people applying or planning to apply are not aware of York. Alot [sic] of my friends do not know about York and even the South East Asian (East Indian Community in Toronto) are not aware that York is hiring. I myself have spoken to a dozen people who have just applied to Toronto and Peel.

In addition, upon completing the police officer surveys, I was approached by three of the survey participants who felt strongly about the benefits of recruiting outside of York Region, specifically in colleges and universities in Toronto and across Canada (although I cannot say for certain, I suspect they are the same participants [PO-05, PO-24, PO-17] I have quoted above.)

Image and Relationships

In addition to the strong opinions expressed by survey participants with respect to increasing awareness and education about a career as a police officer, 34% of the participants commented on the value of establishing a positive image and/or relationship with the community. The purpose for establishing a positive image and relationship with the community is to develop trust, respect and a professional image through community involvement, professional conduct of recruiters and front-line police officers and the presence of visible minority and ethnic officers in visible positions within the police service and in positions of authority and specialty units. The value of a professional image and its power as a leverage point for recruiting in the community is summarized by PO-14, who wrote, “I think the main factor that influenced me to become part of Y[ork] R[egional] P[olice] was the way officers handled themselves in the public and their attitudes towards their jobs”. The terms *professional, friendly, helpful, open, welcoming, and well dressed* were used to describe creating an attractive image that will appeal to potential candidates. Website design, equipment, and having a reputation of

being one of the best and most challenging police services with which to obtain employment, are all motivating factors to individuals who are interested in obtaining employment as a police officer. Five of the survey participants also suggested that the presence of young officers would also attract potential candidates to a specific police service.

Specific to attracting visible minorities, 10% of the survey participants indicated that the presence of visible minorities, women, and ethnic officers within a police service who are assigned to visible positions such as recruiting, community services, and other specialty units, and/or who are in senior positions and within the ranks of the police service will potentially attract other visible minority, women, and ethnic applicants. However, attracting diverse candidates takes more than reflecting the face of the community; it requires employees and an organization that lives the values of the organization (CS-17), builds relationships with ethnic communities (CS-028, CS-46, PO-06, PO-34), is committed to diversity (CS-35) and has “strong leaders with language skills and an awareness of the community’s cultural persuasions” (PO-18).

Advertising

Truly an extension of education, awareness and mentoring, and image and relationships, advertising by way of word of mouth was recommended by 7% of the participants as an effective strategy for recruiting new police officers. The following statements aptly capture the value of advertising via word of mouth: “the biggest influence I had to apply was a Y[ork] R[egional] P[olice] officer...[who] I had the pleasure of working with...[and who] encouraged me to apply” (PO-09), and “I never considered policing as a career until I got to know some friends...who are cops and...[learned]...what the job was really like and what it was all about” (PO-12).

A number of other advertising mediums to attract candidates were also recommended by the survey participants, namely, television, radio, flyers, calendars, videos, billboards,

newspapers, and the Internet. An interactive website was the most common response (10% of participants). Suggestions with respect to the type of information to post on the website included testimonials by experienced officers, videos, a roadmap for obtaining employment as a police officer detailing the essential and desirable qualifications, and practice academic and interview questions. In addition, focusing on a targeted multi-cultural advertising campaign that includes testimonials of members who represent various backgrounds, videos, newspaper advertisements, billboards, and advertisements in specialty/ethnic publications will potentially enhance the image of the police service within ethnic communities and stimulate the interest of potential candidates.

Finally, as previously identified above, participants recommended expanding advertising and recruiting efforts throughout the Greater Toronto Area and across Canada.

Survey Summary

The quantitative and qualitative data collected, from high school students interested in a career in policing, college students enrolled in a Police Foundations course, and newly hired York Regional Police officers, suggests that:

- The optimal age to target potential candidates is between 16 and 18;
- Potential candidates are attracted to a career in policing by an image that portrays an exciting job that is focused on improving the quality of life in the community by preserving the peace, preventing crime, and assisting victims of crime and a career that offers a variety of employment and education opportunities;
- Attracting diverse candidates to one police service over another is influenced by a professional image, trusting and collaborative community relationships, the presence of visible minorities within and throughout the organization, the location

of the police service, and opportunities for assignment to specialty units, promotion, and education and/or training.

- Potential candidates are challenged or hesitate to pursue a career in policing or attempt to obtain employment due to a lack of awareness and understanding regarding the day-to-day activities of a police officer, the essential and desirable qualifications required for employment, and their ability to successfully complete the interview component of the hiring process in addition to the challenges of the academic and physical testing.
- Survey participants recommended recruiting new police officers throughout the Greater Toronto Area and across Canada through the use of recruiting presentations and displays in high schools, colleges, universities, and at community and cultural events. They also suggested various advertising mediums, which they perceived to be effective including: a recruiting video on the Internet and advertisements on television, billboards, and in newspapers, especially, cultural publications.

Focus Group

As previously mentioned in Chapter Three, the objective of the focus group was to gather information relating to the following questions (Appendix I). The data collected in the focus group gave meaning to a number of the themes examined in the survey data:

What attracts an individual to a career as a police officer and what influences a potential candidate to pursue employment with one police service over another?

During the collection of the data from the focus group, questions 1 and 2 above merged into a single discussion. Consistent with the vision of York Regional Police (2005a) (“To Make a Difference in Our Community”), the discussion surrounding what attracts an individual to a

career as a police officer and what attracts a potential candidate to one police service over another specifically identified making a difference in the community, image, and opportunities as the three most significant influences.

Making a Difference in the Community

The focus group defined making a difference in the community as the opportunity to preserve peace, prevent crime, assist victims of crime, and apprehend criminals and other offenders who pose a risk to society. Those who have experienced or observed social disorder, corrupt legal systems, and disadvantaged communities feel passionately about preserving peace and improving the quality of life in their own community. The opportunity to live close to family and friends in a safe community, reduce commuting time, reduce the cost of living, and contribute to one's own community were all identified as points of leverage when weighing one police service against another.

Image

Globally, the image of policing has been greatly influenced by television, film, and the media. Locally, the image of a police service is shaped by leadership that embraces its diverse communities and establishes on-going dialogue and a relationship of mutual respect and trust between the police and the various visible minority and ethnic leaders within the community. The image of policing as a team-oriented, respectable, physically demanding profession, combined with a desire to be a positive role model for a race or ethnic group is a motivating vision that appeals to potential candidates. Although the physical aspects of the job contributes to the pride of being a police officer, it can also intimidate those who may be challenged by cultural barriers such as physical size and eyesight.

The image of a police service is further influenced by the day-to-day contact officers have with the community. Police officers, who reflect the community, embrace the vision and live the values of the organization and its community, instill an image of a career and organization that is credible, satisfying, rewarding and beneficial to all stakeholders. The image of a police service can be further influenced by the dress of its members and the condition and sophistication of its equipment.

Opportunities

The opportunity to work in a secure job that offers variety, assignments to specialty units, and opportunities for continuing education and promotion are all appealing aspects of policing and of a specific organization. Although these factors may have little influence over financially secure immigrants who have migrated to Canada, they offer the opportunity for a better future for many individuals. The presence of visible minorities, women, and members of various ethnic groups as front-line police officers, in specialty units, and in positions of authority allow potential candidates to visualize the opportunities policing has to offer and strengthens the image of a police service within the communities represented. While such representation can influence potential candidates, there is a responsibility on the organization to protect its integrity and the integrity of the races, genders, and ethnic origins represented by ensuring positions are awarded and earned based upon competency. In addition to career opportunities, such as assignment to specialty units, training, and promotion, salary, benefits, and shifts were specifically identified as influencing a potential candidate's selection of one police service over another.

What social factors and/or cultural influences might discourage an individual from pursuing a career as a police officer?

The common themes identified during the discussion which focused on the social factors and/or cultural influences that potentially discourage an individual from pursuing a career as a

police officer include negative opinions held by family and friends of police or policing as a career, the fear of discrimination, and a lack of understanding regarding the essential and desirable qualifications required to perform the duties of a police officer.

It is not uncommon for family members and friends of potential candidates to have had negative experiences with the police in other countries, or in certain cases, in their own local communities. Negative experiences may lead people to view the police as unfriendly, militant, racist, and/or corrupt. In addition, not to limit the reality of the risks involved in policing, the experience and/or perception of family members regarding the dangers of policing can be a deterrent. Notwithstanding the fact that many immigrants who have migrated to York Region in the past have been financially secure and not in need of employment, members of certain cultures view police officers as civil servants rather than professionals. As a result, potential candidates can also be influenced by the lack of social/financial status of a police officer within their family and/or community.

The fear of exclusion or discrimination against race, ethnic origin, gender, and sexual preference, and thus, acceptance into the culture of policing, can be an obstacle for potential candidates. Although the risk of exclusion or discrimination cannot be avoided, a police service that is representative of all aspects of its community limits the risk of exclusion and discrimination and helps to alleviate the fears of potential candidates. In addition, potential candidates can be of the opinion that due to their race, gender, or ethnic origin, they do not meet the essential qualifications for employment, such as height, weight, and eyesight.

What strategies could be deployed to enhance the recruiting of individuals from various ethnic and racial groups?

During the final stage of the focus group, the discussion was focused on brainstorming ideas and strategies that would assist in recruiting individuals from various ethnic and racial groups. The following common themes emerged from the discussion:

- Increase the starting salary for new police officers and decrease the gap between constable classifications.
- Establish a positive relationship with the community that is focused on trust, respect and a professional image through community involvement, professional conduct of officers in leadership positions, recruiting positions, and on the front-line, and the presence of visible minority and ethnic officers in visible positions within the police service. Officers who represent a particular race and/or ethnic origin should attend community events hosted by their own communities. Community events should not be restricted to those initiated by the community, but should include events sponsored by the police, such as sporting events like basketball games with youth and opportunities to expose the specialized skills of officers and high profile equipment such as a synchronized police motorcycle event.
- Participate in job fairs and set-up displays at malls, colleges, and universities.
- Develop a dynamic recruiting display that includes more than static pictures and pamphlets. Artifacts, equipment, and videos should be used at community events and other venues that afford recruitment opportunities.
- Develop a recruiting video that provides a detailed look at the training of a new police officer, the day-to-day activities of a front-line officer, and includes testimonials of experienced officers and community leaders who appeal to youth.

The testimonials of police officers should include an overview of their career, including time-on, experience in specialty units, education opportunities, and what they find rewarding about their career.

- Profile the career achievements of officers by working with the media to profile officers who receive awards, successfully complete courses, are assigned to specialty units, and who are promoted.
- Reestablish the Police Cadet Program, providing full and/or part-time employment for youth 18-21 years of age.
- Expand the Venture Program to all communities across the Region.
- Develop a mentoring program that includes the following components:
 - Assistance and guidance for students in grade 10 through to university;
 - Assistance and guidance for applicants who are interested in a career in policing;
 - Assistance and guidance for applicants who show potential, but are unsuccessful in a certain phase of the hiring process;
 - Assist potential candidates by educating their family and friends regarding a career in policing;
 - Encourage ride-alongs for interested applicants and their family members;
 - Continue to assist and provide guidance to new employees throughout their careers.
- Encourage experienced police officers to recruit family, friends, and members of the community by developing a recruitment recognition program. Officers who

actively recruit candidates would be formally recognized by the organization and awarded with a monetary reward for recruiting and mentoring new police officers.

- Brand an appealing youthful image of York Regional Police and develop a strategic marketing campaign that includes posters, brochures, and the use of ethnic media. Advertise the toll-free telephone number and website on dynamic posters displayed on transit buses, in malls and in schools. Ensure recruiting brochures are available from guidance councilors in schools, in police stations, and from front-line police officers in the performance of their duties. Ethnic television stations/programs have a very strong following within their communities. Frequent advertising and appearances on such programming should be a priority.
- Erect programmable electronic message boards outside of our existing police facilities. Messages on recruiting such as “we are hiring new and experienced police officers”, details on salary and benefits, and various tag lines could be communicated to thousands of people daily, including members of the community who are commuting daily to unsatisfying and frustrating jobs.

Focus Group Summary

The information obtained through the focus group supports the importance of displaying credible leadership at all levels of the organization, establishing on-going dialogue and a relationship of mutual respect and trust between the police and the various visible minority and ethnic communities, instilling an image of a policing career that is community oriented, satisfying, rewarding and beneficial to all stakeholders, and developing key police and community leaders as ambassadors for policing.

Interviews

In an attempt to benefit from the collective experiences of various police services functioning in richly diverse populations, and to give the researcher insight into the demographics of their operating environment, a series of open-ended qualitative and quantitative questions were asked of the interview participants (Appendix C). The objective of the interviews was to identify best practices and effective strategies for recruiting police officers.

The most effective recruiting strategy reported by interview participants was word of mouth, followed by use of the Internet. Although newspaper advertisements in general were identified as ineffective by a number of police services, strategic use of newspaper advertisements to connect with ethnic groups to advertise information sessions, recruiting events, and positions for employment were found to be effective in certain areas. In addition, the success of job fairs varied between the various police services.

Word of Mouth

According to PS-06³, “*Police Officers on the street are the biggest influence on an applicant’s decision to pursue employment*”. In fact, six of the ten interviewees (60%) reported that police officers were the most effective recruiting tool available, with an additional two of the interview participants (20%) rating word of mouth as a powerful recruiting tool. PS-04 explained, “Applicants who are recruited by other police officers have traditionally been prescreened by their sponsors and are generally of a higher calibre than applicants who are attracted by other means.”

Police officers have a significant interest in ensuring acceptable staffing levels of high calibre officers are maintained. Unlike many other professions, police officers work directly

³ As previously described in Chapter 3, PS refers to police service interview participant. The number (i.e. 06) identifies the specific police service participant.

with, and in some cases, rely on their colleagues for their own safety. The investment that a serving police officer has in recruiting new members is summarized by PS-05 who stated that “officers are motivated to recruit people they want on the job – their lives depend upon it!” The following are a number of initiatives that have successfully been used to establish a culture that embraces peer recruitment:

- Regularly attending parades/roll calls and educating members about recruiting and mentoring;
- Providing members with handout material for dissemination to the public, their family, and friends;
- Emailing members recruiting information and advising them when positions are available;
- Identifying and training recruiting/mentoring champions who reflect the community and work on the front-line in various positions, such as patrol, community services, and crime prevention;
- Rewarding and/or recognizing members who recruit applicants and/or mentor candidates.

Internet

Three out of the ten police services interviewed (30%) identified the Internet as their most successful recruiting strategy. In the case of PS-09, “approximately ½ to ¾ of recruiting is done on the Internet and via email”. PS-03 elaborated on the comments of PS-09 by stating that the, “Internet is by far the most successful recruiting initiative”. The following are a number of initiatives that have contributed to the success of using the Internet as a recruiting tool:

- Creating a design that captures an image that appeals to potential applicants;

- Providing information on essential and desirable qualifications for employment;
- Providing information on the hiring process, recruit training, salary, and benefits (medical, pension, holidays);
- Providing a cost of living analysis for the area;
- Providing information on opportunities for assignment to specialty units, promotion, and continuing education;
- Offering the capability to download and electronically submit applications;
- Including interactive components such as video clips that accurately profiles the day-to-day activities of police work, practice academic examination and interview questions;
- Providing links to various community, cultural, and employment websites;
- Providing links to search engines for key words such as “police”;
- Developing a marketing campaign that directs potential applicants to the Internet for additional information.

Newspaper Advertisements

Although deemed ineffective and cost prohibitive by two of the participants (20%), four of the participants (40%) identified strategic use of newspapers to advertise information sessions, recruiting events, and positions for employment, as an effective means to reach a target audience. Advertising through the newspaper appears to be most effective when combined with another strategy such as a multi-media campaign or to advertise a specific recruiting event or initiative to a target group.

Job Fairs

Although the majority of the participants rely upon job fairs as a recruiting strategy, only one police service reported it as one of their most effective strategies. In fact, PS-09, which measures the effectiveness of its strategies through applicant and newly hired employee surveys, rated job fairs as an inefficient use of resources. According to the participants, successful recruiting via job fairs appears to rely on specific venues such as high school and post secondary schools, the military and cultural events. One of the interviewees (PS-05) mentioned the need to actively engage job fair participants in a friendly, professional, and encouraging manner. A job fair is a competitive environment, the success of which relies on the right venue and recruiters who are willing and able to sell their organizations, and not simply form part of a static display.

Strategies Specific to Visible Minorities and Ethnic Groups

Although word of mouth and the Internet were identified as the most effective recruiting strategies overall, connecting with various groups through ethnic media; establishing collaborative relationships with community leaders; participating in community, religious, and cultural events; and, mentoring programs have proven to be successful when recruiting visible minorities. Two of the participants (20%) identified information sessions as an effective recruiting strategy. Information sessions that provide an overview of the hiring process, the recruit training process, the day-to-day activities of a front-line police officer, and policing as a career is not only beneficial to attracting racial and ethnic groups, but also assists to attract potential applicants in general. PS-03 and PS-10 reported that 80 to 300 participants attend information sessions that are held on an on-going basis.

Collaborative Relationships and the Community

Participating in community, cultural, and religious events is a strategy that is being used by 60% of the participants to recruit visible minorities. The success of this strategy relies upon establishing collaborative relationships with community leaders who will in turn become recruiting champions within their own communities, ethnic groups, and/or religions. A variety of initiatives are used to establish and maintain collaborative relationships in the community, including: committees, assigning visible minorities and ethnic representatives to positions in recruiting, participating in community and cultural events, attending places of worship in uniform and educating the congregation about a career in policing and the benefits to the community of being represented on the police department, and taking advantage of crime prevention programs to establish a network of potential recruiters within a community.

Mentoring

Although working with an unemployment agency was problematic for one police service, establishing mentoring partnerships with government and/or community employment services has been a beneficial strategy for three of the interview participants (30%).

Mentoring programs that provide potential candidates with support, guidance, experience and training in interviewing and academic and physical fitness testing have proven successful in maintaining a high standard of essential qualifications for employment, while assisting candidates in preparing for a career in policing. Although extensive mentoring programs can be costly and time consuming, they can be a worthwhile recruiting investment. In addition, establishing mentoring relationships with potential candidates can cultivate candidates who are committed to obtaining employment with that particular organization, hence developing a

competitive advantage over other potential police services. It also plants the seed to shape an employee who embraces continuous learning and is committed to the organization.

Lessons Learned

In addition to the mixed review on the effectiveness of newspaper advertisements, unemployment agencies, and job fairs, there were also a number of recruiting strategies that were identified as being ineffective. For example, advertising campaigns that focused on salary were consistently identified as ineffective strategies and the return on television and radio advertisements has typically not warranted the expense. Other strategies that have been tried and discontinued due to the unsuccessfulness of the initiative include: videos at cash checkouts in retail outlets; pre-movie advertisements in movie theaters; and billboards that are not connected to a strategic advertising campaign.

Finally, it is interesting to note that a lack of funding for advertising and staff shortages was a consistent challenge faced by many police services interviewed. However, establishing partnerships within the community and with the private sector, such as with post secondary institutions and ethnic business associations, combined with and the use of technology such as email and the Internet, can help reduce costs and enhance recruiting efforts.

Interview Summary

The most effective recruiting strategy reported by participants was word of mouth, followed by Internet use. Although newspaper advertisements were identified as ineffective by a number of police services, strategic use of newspaper advertising to connect with ethnic groups to advertise information sessions, recruiting events, and positions for employment were found to be effective in certain areas. In addition, the success of job fairs varied between the various police services. Finally, collaborative relationships with community leaders, participating in

community, religious, and cultural events, and mentoring programs have proven successful when recruiting visible minorities.

Study Conclusions

The conclusions in this study are based on the data gathered from the survey participants, the focus group participants, and the recruiters or unit commanders of police recruiting units from various police services, as it relates to the study research question and sub-questions outlined below.

Research Question

Examining what recruiting strategies York Regional Police can employ to attract new police recruits who reflect its diverse community has led to the following themes and subsequent conclusions: leading trusting and collaborative relationships, creating an appealing image, what is important to new and prospective employees, what works, and target age.

Leading Trusting and Collaborative Relationships

The importance of establishing a professional image that embraces diversity by cultivating trusting and collaborative relationships with ethnic communities has been a recurring theme throughout the Literary Review and the Study Findings. The collective conclusions contained in this project suggest that creating, implementing, and sustaining a successful recruiting program that is capable of establishing an organization that reflects a diverse community requires effective leadership at all levels of the organization and within the community (Deal & Kennedy, 1999; Linden, 2003; Middaugh, 2001; Tangel, 2004; Kouzes & Posner, 2002; Reichard, 2001; Ulrich, 1997; Lewicki & Bunker, 1996, as cited in Atkinson and Butcher, 2003; Cassels, as cited in McKenna, 2000; Moody, 1999). Clawson (2003) refers to

effective leaders as designers of organizations who understand the environmental factors that influence the success of the organization.

Creating an organization and community that embraces a police service that is reflective of its community requires establishing internal and external trusting and collaborative relationships that are founded on leadership, supported by systems thinking and established through organizational change. However, the ability to build trusting and collaborative relationships relies heavily upon the organization's commitment to identify competent members of ethnic communities and assign them to visible positions at various levels throughout the organization based upon an individual's education, past job performance, and level of influence within the organization and the community.

Creating an Appealing Image

"The big strong silent type who drives a race car and shoots straight is not the profile of tomorrow's police professional" – The Honourable Mr. Justice W.T. O'Pal, as cited in Whitelaw, Parent and Griffiths (2004, p. 237)

The participants involved in the study were attracted to the ideal of being a police officer by the image of an exciting career that provides a variety of professional development and educational opportunities, which is centrally focused on making a difference in the community. Creating such an image commences with appealing uniforms, service-oriented officers, attractive vehicles, specialty equipment and up-to-date facilities, and relies upon communicating the real life examples of police officers using their skills and equipment in exciting incidents where they are making a difference in the community. The Hollywood image of policing as a crime fighting, confrontational occupation that provides a constant supply of adrenaline is not consistent with the legislative and social responsibilities associated to the job, or the aptitude required to fulfill the day-to-day functions of a police officer (Ellis, Marshall, Skinner, & Smith, 2005).

What is Important to New and Prospective Employees?

Expanding upon the importance of the image of policing, opportunities for assignment to specialty units and promotion are, without question, the most appealing factors to new and prospective police officers. Although policing offers a variety of rewarding and challenging professional development opportunities that can be used to attract candidates influenced by assignment to specialty units and promotion, caution should be exercised to ensure candidates understand that the majority of police officers are assigned to front-line patrol and that the role of a front-line police officer is the foundation and primary function of the police service. Other important factors that were identified as important include: working close to home and family in a professional and inviting organization, benefits (medical plan and pension), salary in comparison to other police services, and the presence of visible minority officers within the organization. Policing is a culture that can appear intimidating to an outsider seeking admission. The presence and visibility of ethnic officers can reduce the fear of exclusion/discrimination and encourage a prosperous image of acceptance and possibility for potential applicants.

In addition to the presence of visible minority officers and the other factors mentioned above which can be described as factors that contribute to self-actualization and quality of life, new and prospective employees want access to guidance and assistance in obtaining employment through helpful and friendly staff, the Internet, information sessions, ride-alongs, volunteer opportunities, and mentoring programs. They specifically requested: details on the essential and desirable qualifications required of a police officer; a step-by-step plan to assist them in obtaining employment; information on and assistance with all aspects of the hiring process,

particularly the interview component; and, a look at and an opportunity to experience the day-to-day responsibilities of a police officer.

What Works?

As previously identified in this Chapter, an effective recruiting program relies upon the following key elements:

- Leadership that is committed to diversity by building trusting and collaborative relationships and an organization that reflects its community;
- An image of a professional police service and an exciting career that provides a variety of professional development and educational opportunities which are centrally focused on making a difference in the community;
- The presence and visibility of ethnic officers and the opportunity to fulfill self-actualization and quality of life needs, and;
- Access to information, guidance, and assistance with respect to obtaining employment.

Being cognizant of the essential components expressed above, what strategies actually work to recruit new police officers that reflect a diverse community?

Consistent with the findings of Yearwood (2004), who concluded after the completion of a four-year study conducted from 1998 to 2002 that word of mouth was the most effective strategy for recruiting police officers, the study findings in this project also indicate that word of mouth is the single most effective recruiting strategy for recruiting police officers.

This study also concludes that a dynamic interactive website is the second most effective recruiting strategy. Yearwood (2004) supports the effectiveness of the Internet by reporting it as one of the top three influences, following newspaper advertisements and recruiting through local

community colleges. The popularity of the Internet has increased in the three years since Yearwood's study (2004); Currently, Ellis, Marshall, Skinner, and Smith (2005) describe a police department's website as "a very versatile tool not only for image making...but also for attracting eligible persons to police employment" (p. 22). They attribute cost effectiveness and its influence over a vast number of potential applicants as the benefits associated to advertising for new recruits via the Internet.

Other successful recruiting strategies identified throughout this study include: information sessions that provide potential applicants with information regarding the hiring process, recruit training, and employment details; however, the success of these strategies relies upon advertising the information sessions in local and ethnic newspapers, on the website, and spreading the word through employees and community and police leaders.

Promoting a career in policing within visible minority populations requires a consistent presence in ethnic communities and the support of community leaders. Community leaders are more likely to encourage members of their community to pursue a career in policing if members of their ethnic community who are already police officers are visible and involved in the community (Cryderman & O'Toole, 1986). Places of worship and establishing relationships with leaders within ethnic communities are valuable sources of recruiting applicants.

In addition, establishing a police service that reflects a diverse community can benefit from mentoring programs that assist potential candidates in preparing for the hiring process through education and work experience (Cryderman & O'Toole, 1986; Jones, 2004). Whitelaw, Parent and Griffiths (2004) acknowledged that,

there is widespread agreement that minority hiring targets must not be achieved by lowering entrance standards. Both visible-minority group representatives

and police leaders agree that only the best applicants should be hired. Anything else would be a disservice to the community and to the visible ethnic group represented by that individual (p. 235).

Working with applicants to achieve a desired standard that is equal for all candidates produces a higher calibre employee and protects the integrity of the employee and the organization, while instilling confidence in the individual's ability with their peers and the community. The potential benefits of a mentoring program are not limited to visible minority and ethnic applicants.

Target Age

The 1997 to 2003 research of Morris (2004), as cited in Whitelaw, Parent and Griffiths (2004, p. 231, 233), concluded that 47.3% of Ontario's police recruits are between 25 to 29 years of age and that 69.2% of the recruits had completed their post secondary education, including a college law and security program (18.3%), other college programs (18.2%), and university B.A./B.Sc. (32.7%).

Being mindful of the affects poor relations between police and minority ethnic groups has on recruiting (Zauberman & Levy, 2003; Cashmore, 2002; Cryderman & O'Toole, 1986), and that trust is an emotional skill that is learned and reinforced through experience (Atkinson & Butcher, 2003; Solomon & Flores, 2001), particular attention should be paid to the data collected from the survey participants with respect to the age that students and newly hired police officers became interested in a career in policing. Involvement in the community can promote a climate of trust and communication (Vincent, 1979, as cited in Cryderman & O'Toole, 1986). Therefore, establishing a positive relationship with youth under the age of 16, and "planting the seed" (PO-02 and PO-06) through community involvement, will provide the foundation to encourage and lead youth to a career in policing. Maintaining a positive relationship and educating youth about

a career in policing between the ages of 16 and 18 through presentations at schools and other sources of information, such as the Internet and recruiting videos and then targeting potential applicants throughout college, university, and post education, will form a strategic approach to targeting police recruits.

How Are We Doing?

Chief Armand La Barge and his Executive Command Team embrace diversity and have established trusting and collaborative relationships with community, ethnic, and religious leaders. Their ability to practice systems thinking and create a shared vision and values with the community has stimulated organizational change which has resulted in an overall increase in the number of visible minority officers represented in the organization from 6% in 1999 to 12.3% in 2004 (Middaugh, 2001; York Regional Police, 2005b). The 2001 Recruiting with Vision Strategy practiced by York Regional Police and other community-oriented and employee-centred programs contain many initiatives, which are supported by the research findings and study conclusions contained within this report, specifically:

- **Business Planning:** York Regional Police employees and members of the community work collaboratively with police executives to establish a shared vision and values and organizational goals and objectives, which focus on the needs of the community and the employees.
- **Diversity and Cultural Resources Bureau:** Police officers work collaboratively with diverse communities to establish a mutual understanding and appreciation for one another.

- **Diversity Speaker Series:** A series of lectures, highlighting various diverse groups currently living in York Region, are hosted by York Regional Police and available to employees as well as members of the community.
- **Community Consultation:** The Police-Community Advisory Council and Community Liaison committees work with police leaders to identify and address community issues.
- **Community Leaders:** Clergy members from various religious denominations are appointed as honorary members of York Regional Police and provided with a senior officer's dress uniform. They represent the police service within their religious community and provide support to York Regional Police and its members. In addition, distinguished and accomplished visible minority leaders have been appointed honorary Chiefs and issued with uniforms for participating in community events.
- **Reflecting the Community:** Members of the Recruiting Unit represent and reflect the diversity of the community. In addition, members of visible minority and ethnic communities are assigned to high profile positions throughout the organization and are fairly represented in the promotional process.
- **Community Focus:** Community involvement is a component of the annual employee performance appraisal. In addition, the annual Herb Carnegie Award is presented to a member of the organization for outstanding voluntary community service.

- **Targeted Public Outreach:** Recruiters attend post secondary education institutions throughout the province as well as local cultural, community, and religious events.
- **Recruit Community Insight Program:** As part of basic training, police recruits spend an entire day with members who are part of the Region's diverse community. They are required to submit a report detailing their experience.
- **Community Safety Village (CSV):** The CSV is a miniature village complex for elementary school aged children that provides interactive education on personal safety.
- **Chief for a Day:** Elementary students compete in an essay-writing contest for the position of Chief for a Day. The winner is fitted with a Chief's dress uniform and receives a tour of the organization, which includes a helicopter ride and viewing specialty unit demonstrations.
- **Values, Influences and Peers Program:** Officers assigned to Community Services develop a positive rapport with students in grades 5 to 8 by attending schools and teaching children about policing, safety, values, the law, rights, and responsibilities.
- **Venture Program:** The organization supports a Scouts Canada program that provides youth with an opportunity to participate in scouting activities related to a career in policing.
- **Planting the Seed Program:** Recruiters, Community Services officers, and front-line officers, who possess linguistic skills and represent various diverse

communities, attend local high schools and provide grade 12 students with information on policing as a career and how to prepare for a career in policing.

- **Co-op Students:** High school students participate in a co-operative education program where part of their academic curriculum includes performing various administrative functions within the organization.
- **Student Employment Opportunity:** Post secondary students who have an interest in a career in policing are provided with part-time employment opportunities within the organization.
- **Auxiliary Police:** Auxiliary Police are uniformed civilian volunteers who receive police training and assist members of the regular police service during the course of their duties.
- **Targeted Media Campaign:** Cultural and ethnic publications are used to advertise employment opportunities.
- **Community Oriented Recruiting Brochures, Posters and a Video:** Advertising material portrays the image of a young, diverse community-oriented organization and provides information on qualifications, “the application process, wages, benefits, recruit training, [the Region]...specialty units and career development opportunities”. The 2001 plan cites the intention to produce a video that profiles the hiring process and the various stages of recruit training (Middaugh, 2001).
- **Becoming a Recruiting Organization:** Members of the Recruiting Unit educate officers regarding diversity and recruiting needs, encouraging officers to “lead by example” and portray a motivating image of policing as a career (Middaugh,

2001). In addition, members of the organization are invited to present family and friends with their badges at the graduation ceremony.

- **Web-Based Recruiting:** The recruiting web page is available in multi-languages and includes information on the community, essential qualifications, the hiring process, recruit training, salary, benefits, and photographs of the most recent recruit class and members of specialty units and/or their equipment.
- **Career Development Opportunities:** Equal opportunities for assignment to specialty units are given to all members of the organization by providing guidance on the qualifications necessary to obtain a position, and by rotating members in and out of staff development positions on a regular basis.

Scope and Limitations of the Research

Identifying the scope and limitations of the research encountered throughout the study is important when implementing recommendations and suggesting further research topics that will precipitate greater insight into the phenomena being studied. Therefore the limitations, which I have identified, that pertain to this study, are outlined below.

The research question focuses on recruiting in a diverse community; however, the study is not specific to recruiting visible minorities and/or members of ethnic groups. Therefore, the results are not exclusive to visible minorities and members of ethnic groups, but rather to a diverse and inclusive community of various races and ethnic origins, including Canadian born Caucasians.

The use of surveys that restricted participation to those who are already interested in or who are police officers, limited the ability of the study to identify means by which members of diverse communities could be attracted to a career in policing versus another profession. The

effects of this is minimized by the collective efforts of the focus group and interview participants and the subsequent study conclusions that suggest individuals are motivated to pursue a career in policing by a desire to make a difference in the community and to fulfill their self actualization and quality of life needs.

This project did not specifically review the recruiting practices of York Regional Police in comparison to the study findings and conclusions. It studies a variety of recruiting practices and strategies through the emotions and experience of its participants (North Central Regional Educational Laboratory, n.d.; Stringer, 1999). As a result, the recommendations contained in this project may suggest action and or initiatives that have already been commenced or established by York Regional Police. In such instances, the recommendation(s) can serve to validate the recruiting strategies currently being practiced.

CHAPTER FIVE: RESEARCH IMPLICATIONS

Based upon the study findings and study conclusions, Chapter Five contains the project recommendations specific to recruiting new police officers who reflect a diverse community and the organizational and/or leadership implications associated to those recommendations. In addition, the Chapter concludes with recommendations for future research.

Recommendations

Recommendation One: Audit Current Recruiting Programs

This study verifies the validity and value of the 2001 Recruiting With Vision Plan and other programs currently being practiced by York Regional Police. Therefore, I recommend that the Officer-in-Charge of Professional Development conduct an audit of the current level of participation in the initiatives identified in the Recruiting With Vision Plan, and where any deficiency exists, develop a strategy to ensure the continued success of the programs identified in the original plan.

Recommendation Two: Branding the Image

I recommend branding and marketing the image, *Making a Difference in our Community*. Since 1971, the motto of York Regional Police has been *Deeds Speak*, which means actions speak louder than words (Sokil, 1991). *Deeds Speak* appears on York Regional Police vehicles, official documents, letterhead, business cards, etc. Although the motto serves as a sense of historical pride for many members, I suspect it falls short of communicating a motivating image of a career in policing in a community that is rich in a variety of ethnic cultures.

In consultation with its employees and the community, York Regional Police recently completed a business planning process, which included developing a new vision for the organization, namely, “to make a difference in the community” (York Regional Police, 2005a,

p.2). This vision is frequently and more accurately communicated as *making a difference in our community*, and is consistent with what was identified throughout this study as an image that motivates individuals to pursue a career in policing. The statement *making a difference in our community* appears boldly on the website, on specific documents, and along with *Deeds Speak*, on email transactions; however, *Deeds Speaks* remains to be the primary tagline for the organization.

In order to instill commitment from employees and the community into the vision of the organization and to create an image that will attract applicants to the organization, *making a difference in our community* must be strategically communicated on every marked vehicle (including the helicopter, boats, etc), business card, letterhead, internal and external documents, and signage erected at police stations.

Recommendation Three: Website Enhancements

Yearwood (2004), Ellis, Marshall, Skinner, and Smith (2005), along with the research participants in this study, identify the Internet as a powerful tool for recruiting police officers. The multi-language York Regional Police recruiting web page currently includes a great deal of the information participants are interested in learning about; however, I recommend expanding the recruiting web page to include the following:

1. Testimonials of young male and female police officers who reflect the community and who are assigned to uniform patrol, specialty units, and/or who have achieved positions of rank. The testimonials should include details on the individual's education, prior work experience, current assignment, what they enjoy and/or find rewarding about their job, holidays and salary.

2. Video reenactments that appeal to the image of *making a difference in the community* by profiling real life situations of police officers using their skills and specialty equipment to make a difference in the community. Two excellent examples of real-life situations that have already been reenacted are the two incidents that were profiled at the 2005 Police Appreciation Dinner, namely, the incident involving the eight-year-old girl who had been abducted and assaulted and was rescued by front-line officers with the assistance of the Air Support Unit (helicopter) and the incident involving the elderly gentleman who was rescued by the Marine Unit from extreme weather and water conditions.
3. A series of short, narrated videos that enact a young diverse applicant progressing through the various stages of the hiring process, a newly hired recruit participating in recruit training, and a front-line police officer carrying out their day-to-day duties and responsibilities, as a means of communicating the first-hand experiences of a police officer.
4. Profile specialty units by replacing still pictures with video clips of young diverse members performing the duties, or participating in training, specific to the units. A detailed description of each specialty unit, together with the mandate of the unit, required skills to qualify as a member, and details about the staff development tenure should also be included.
5. Develop an interactive mentoring program that provides sample interview and aptitude questions along with written communication exercises that will assist a potential candidate in preparing for the hiring process. The sample aptitude questions and written communication exercises can be adapted from the June 14,

2004 Ontario Association of Chiefs of Police Constable Selection Orientation and Pretest Guide.

6. Create a separate page labeled *Salary* that outlines all of the information related to salaries, including the current salaries associated to each rank; not just the rank of constable. Currently, the information on salary appears under *Career Development*.
7. Display career development and continuing education opportunities under the heading *Career Development*, such as, opportunities available in specialty units through the Staff Development Plan and advanced training/education opportunities available through the York Regional Police Training and Education Bureau, the Ontario Police College, the Canadian Police College, and through tuition reimbursement from the Police Services Board.
8. Develop a children's page for children ages 6 to 12 that provides interactive activities on lifestyle choices and safety tips.
9. Provide information on the Scouts' Canada Venture Program. Minimal information about the program currently exists on the Community Services web page; however, there is no contact information or information providing details on how to become member.
10. Include a student page that provides information on the Student Co-op Program and Student Employment Program.
11. Establish links with cultural, religious, ethnic, community, area high school, college, and university web pages as well as links to search engines for any search that contains the word "police".

12. Offer applicants the ability to electronically submit their application for employment.

Recommendation Four: Diversity and Cultural Resources Bureau

In addition to the above enhancements to the recruiting web page, I recommend expanding the web page of the Diversity and Cultural Resources Bureau to include information on the history, traditions, beliefs and values of the various ethnic groups that call York Region home. This would provide a self-directed source of education and information for members of York Regional Police as well as members of the community. I suggest utilizing the York Regional Police Chaplains and/or other community leaders to champion the initiative and solicit the participation of community members who represent the various ethnic groups to work collaboratively with members of York Regional Police. In addition to dedicating a page to each of the participating ethnic groups, the site should include a home page that communicates the organization's commitment to diversity and provide information on the function, role, and responsibilities of the police. Finally, I recommend that the link to the Diversity and Cultural Resources Bureau be located predominately on the header of the home page, next to the recruiting link.

Recommendation Five: Business Card CD

I recommend that the contents of the Recruiting and Diversity and Cultural Resources Bureau web pages be available on a business card-size CD and available for dissemination to potential applicants by front-line officers during their tour of duty and at community and recruiting events.

Recommendation Six: Auxiliary Unit

A common theme that developed from the information received from the survey participants was the need for more information on a career in policing and an opportunity to experience the day-to-day activities of the job before committing to a career as a police officer. In addition, Moon (2004), Tate (2000), Cryderman and O'Toole (1986), Jones (2004), and Whitelaw, Parent and Griffiths (2004) cite the benefits of establishing a mentoring relationship with potential recruits. Therefore, I recommend aggressively advertising the benefits of being a member of the Auxiliary Unit and actively pursuing members between the ages of 18 to 21. The Auxiliary Unit provides potential applicants with an opportunity to experience policing at a very influential age and the organization with an opportunity to identify and mentor potential employees. The Auxiliary Unit is a powerful medium for attracting and developing candidates who are committed to a career in policing and identifying high calibre police officers. Auxiliary Police opportunities should be marketed and advertised along with all opportunities for full-time, paid employment.

Recommendation Seven: Information Sessions

In order to address the need to educate potential applicants and their families regarding a career in policing and the organization as an employer, I recommend conducting monthly information sessions for potential applicants and their families and friends which provide an overview of the hiring process, the recruit training process, the day-to-day activities of a front-line police officer, professional development opportunities, and detailed information regarding benefits and salary. The information sessions should be advertised in a multi-media campaign that includes: advertisements in ethnic publications and local and Greater Toronto Area newspapers; posters situated in local high schools and Greater Toronto Area colleges and

universities, public places frequented by diverse communities, and places of worship; and, the Internet via the website and sending email messages to every member of the proposed Recruiting Community of Practice.

Recommendation Eight: Mentoring Program

I recommend developing a mentoring program for potential applicants and candidates. A number of the police services in the Greater Toronto Area offer mentoring programs, which are being attended by potential applicants and candidates who have already applied to York Regional Police and who are actively involved in our hiring process. As a result, we are missing an opportunity to build a relationship with the applicants and are potentially losing dedicated and qualified candidates to other police services.

I propose that the mentoring program be structured to build upon the guidance that would be provided at the information sessions and offered to potential applicants and candidates in four phases that coincide with the hiring process. The first phase would provide participants with an opportunity to prepare for and practice the physical test. The second stage would provide candidates with assistance and guidance in preparing for the academic tests. The third phase would assist applicants in preparing for the interview stage of the hiring process, and the fourth, and final, stage would include a one-on-one debriefing to provide recommended future steps for applicants who were unsuccessful in the hiring process.

Recommendation Nine: Planting the Seed Program

Based upon the study conclusions regarding target age, I recommend expanding the “Planting the Seed Program”, which currently provides information on a career in policing to grade 12 students, to include grades 10 and 11 students as well.

Recommendation Ten: Police Recruit Camp

Based upon the study conclusions regarding target age, I recommend establishing a police recruit camp for youths between the ages of 16 and 18 that is designed to educate the participants on policing as a career, and specifically, a career with York Regional Police, and that assists them in planning for a career in policing. The course would allow students an opportunity to experience the physical testing, academic testing, and interviews associated to the hiring process. Students would receive basic instruction on academic subjects that focus on ethics, values, diversity, safety, security, rights, responsibilities, and law. In addition, students would participate in daily physical fitness programs and receive a sample of basic use of force training. The students would be introduced to the Executive Command Team and members of various specialty units would provide presentations, demonstrations, and equipment displays that communicate the professional development opportunities York Regional Police has to offer. Participants that excel and display an aptitude for a career in policing would be encouraged to participate in the Venture Program, the Student Employment Program, and/or the Auxiliary Police, depending upon their age at the time. The recruit camp could be expanded to include adult participants who are considering a career change or who simply want to learn more about a career in policing.

Recommendation Eleven: Strategically Relocate the York Regional Police Training and Education Bureau

I recommend investigating the possibility of relocating the York Regional Police Training and Education Bureau to the King Campus at Seneca College. Seneca College's King Campus Police Foundations Program typically enrolls over 500 students each year. Relocating the York Regional Police Training and Education Bureau to Seneca's King Campus would raise the profile and increase the exposure of York Regional Police in a target-rich environment by

continually exposing Police Foundations' students to the image and presence of York Regional Police.

Recommendation Twelve: Strategically Locate a Recruiting Sub-office at Vaughan Mills Mall

Considering the fact that the Mills Corporation, which boasts some 60 mega-shopping and entertainment centres across Canada and the United States, has strategically located the Vaughan Mills Mall in Canada's fastest growing city, which is centrally located within a 97-kilometre radius of almost 8 million people and designed to attract an average of 20 million visitors every year (Vaughan Mills, 2004; Hoovers, 2005), I recommend locating a recruiting office within the Vaughan Mills Mall. Being aware of the costs associated to prime retail space, consideration should be given to co-locating a recruiting sub-office with the police office currently located at the Mall. The recruiting sub-office would provide information on recruiting and accept applications. It should be staffed during malls hours and house a large video display that is visible to the patrons of the Mall to profile the career opportunities offered by York Regional Police. In addition to helpful and courteous uniformed staff, information brochures, and the proposed business card CD, the recruiting office should be equipped with self-help computer terminals that access the York Regional Police recruiting web page.

Recommendation Thirteen: Programmable Electronic Signs

I recommend erecting permanent programmable electronic signs in front of each of York Regional Police's five districts, the Community Resource Centre, and the Recruiting Unit. According to the York Region Transportation and Works Department, in excess of 193,000 vehicles travel past these locations on a daily basis (C. Mollett, personal communication, July 19, 2005). Messages such as *Make a Difference in the Community – Now Hiring New and*

Experienced Police Officers would be displayed, which would potentially attract new and experienced candidates from the local community as well as visitors passing by.

Recommendation Fourteen: Establish a Recruiting Community of Practice

I recommend establishing a Recruiting Community of Practice that includes representation from the various community and Recruiting With Vision programs, namely, the Recruiting Unit, the Diversity and Cultural Resources Bureau, the Community Services Bureau, the Auxiliary Police, the Training and Education Bureau, Human Resources staff which manage the Student Employment Program, the Police-Community Advisory Council, Community Liaison Committees, police chaplains, honorary chiefs, community leaders who participate in the Recruit Placement Program, the coordinator of the Community Safety Village, Venture leaders, high school guidance counselors, co-op teachers, and the program coordinator for Seneca College's King Campus Police Foundations Program. "Communities of Practice are groups of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott & Snyder, 2004, p. 4). Individuals in these communities have the opportunity to exchange experiences, knowledge and insights through formal or informal dialogue. Communities of practice are established, in essence, to share knowledge. Through membership in the community, they introduce new knowledge and exchange information, resulting in the clarification and enhancement of their individual and collective understanding of the issues (Confessore as cited in Jung, 2003). The objective of the Recruiting Community of Practice would be to work together as recruiting champions to recruit potential applicants.

Recommendation Fifteen: Diversity Training

In the past, officers have received diversity training through videos and presentations during their annual re-qualification training. I recommend expanding on past training initiatives and developing a diversity course that teaches our members about the history, traditions, beliefs and values of the various ethnic groups that call York Region home. Engaging members of our ethnic communities in the development and delivery of the course would enhance police community relationships and provide greater insight into our community. The diversity course should be identified in the Staff Development Program as a course that enhances an officer's competency, making them more competitive for assignment to a specialty unit.

Recommendation Sixteen: Word-of-Mouth Program

Consistent with Yearwood's (2004) findings, word of mouth was the single most successful recruiting strategy used by the police services participating in the research project. Therefore, I recommend establishing a word-of-mouth program that creates recruiting champions within the organization and the community and which contains the following components:

1. Every time the organization is hiring new officers, attend parades (roll call) and educate members about the recruiting process and encourage them to actively recruit;
2. Provide members with handout material (recruiting CD) for dissemination to the public, families, and friends;
3. Identify and train recruiting champions, who reflect the community and work on the front-line in various positions, such as patrol, community oriented response, and community services, to promote recruiting with their peers and the

community. These officers can assist with various recruiting initiatives, including attending parades (roll call) and community events in their district;

4. The community members of the Recruiting Community of Practice should also be trained as recruiting champions, informed when the organization is actively hiring, and provided with copies of the recruiting CD;
5. Reward and/or recognize members of the organization and the Recruiting Community of Practice who recruit applicants. For example, every time a recruiting champion refers an applicant, a thank you letter and a York Regional Police lapel pin, key chain, or pen should be sent to the champion from the Chief. Recruiting champions who refer candidates that are hired, would be rewarded with York Regional Police paraphernalia and invited to the Annual Police Appreciation Dinner as an honoured guest.

Recommendation Seventeen: Email Distribution List

I recommend that an email distribution list is built to advise key stakeholders when positions for employment are available and/or information sessions are being held. The list should include every member of the organization, Recruiting Community of Practice members, Police-Community Advisory Council members, Community Liaison Committee members, Auxiliary officers, information session participants, and mentoring program participants.

Recommendation Eighteen: Celebrating Success

The study findings of the research project identified that opportunity for promotion is one of the most important factors to candidates when selecting one police service over another. In addition, the study findings of the focus group identified that opportunity for promotion is equally as important to members of ethnic communities in gaining their confidence in the

organization as a preferred employer. Therefore, I recommend placing a picture of the latest recruit class in local and ethnic newspapers along with a small biography on each new member. Likewise, a photograph and biography should be posted in local and ethnic newspapers profiling members who are promoted and/or complete advanced training programs not commonly offered by other police services, such as the University of Toronto Rotman School of Management Police Leadership Program and the Federal Bureau of Investigation Academy.

Organizational Implications

The researcher is a facilitator who enables people to develop their own analysis of the situation from the study findings and who stimulates people to “keep what they want, and change what they do not like” (Stringer, 1999, p. 25).

The Executive Command Team (the Chief and two Deputy Chiefs) will spearhead the process involved in implementing the recommendations associated to this study. They will review the recommendations and determine which, if any, will be supported based upon the goals and objectives identified in the 2005-2007 Business Plan. An overview of the study may be presented to the Police Services Board, at the discretion of the Chief of Police, highlighting the academic validation of strategies currently in place and the recommendations being supported by the Executive Command Team. The study and the supported recommendations will form the basis for the development of a strategic business plan for the Recruiting Unit. A business plan will identify implementation strategies for the recommendations and the human and financial resources associated to the goals and objectives of the plan. Based upon the business plan that is developed, the Executive Command Team and the Police Services Board will determine what human and financial resources will be dedicated to the implementation of the recommendations.

The implementation of the recommendations associated to this study and subsequent business plan, will build upon the organization’s capability to embrace and reflect its diverse

community. However, attaining this goal is only possible through organizational leadership that adopts Kouzes and Posner's (2002) five practices and ten commitments of leadership, as articulated in the chart below (Table 2).

Table 2. The five practices and ten commitments of leadership. (Adapted from Kouzes and Posner, 2002, p. 22)

PRACTICE	COMMITMENT
Model the Way	<ol style="list-style-type: none"> 1. Find your voice by clarifying your personal values. 2. Set the example by aligning actions with shared values.
Inspire a Shared Vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	<ol style="list-style-type: none"> 5. Search for opportunities by seeking innovative ways to change, grow, and improve. 6. Experiment and take risks by constantly generating small wins and learning from mistakes.
Enable Others to Act	<ol style="list-style-type: none"> 7. Foster collaboration by promoting cooperative goals and building trust. 8. Strengthen others by sharing power and discretion.
Encourage the Heart	<ol style="list-style-type: none"> 9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

Future Research

The findings in this study suggest the need for future research on the topic of recruiting and diversity that involves obtaining a different perspective of what will attract candidates to a career in policing from participants who are not interested in a career as a police officer, examining the data collected by the Ontario Association of Chiefs of Police, researching the

selection process, and exploring related topics, such as lateral entry into certain specialty units, retention, and morale.

A Different Perspective

Conducting research on recruiting and diversity that is based upon information received from individuals who possess different interests from the individuals who participated in this study may provide further insight into the subject. In order to effectively examine the issues surrounding the main focus of this study, which was to identify recruiting strategies that attract new police recruits who reflect a diverse community, it was essential to consider recruiting strategies in general, in addition to those strategies that specifically target visible minorities. To that end, survey participants were limited to individuals who were interested or already involved in policing. Building upon the research already conducted, the phenomenon of recruiting visible minorities would benefit from future research that purposely selects research participants who belong to visible minority groups and who are not necessarily interested in becoming a police officer. The research should focus on identifying how individuals from visible minority communities, who are not typically drawn to a career in policing, can be influenced to pursue a career in policing.

The Ontario Association of Chiefs of Police

During the final stage of completing this study, I learned of the Constable Selection Application Survey, which was developed by the Ontario Association of Chiefs of Police (OACP). This survey collects data from police officer applicants across Ontario with respect to their level of education and the post secondary institution attended; race; how they became aware of the position for which they applied; and the factors that encouraged the individuals to apply

for the position. Examining the data collected from the OACP surveys would potentially enhance the findings, conclusions, and recommendations presented in this study.

The Selection Process

A logical next step in conducting future research would involve a study that examines the essential qualifications required for a police officer and the effectiveness and appropriateness of the tests and process used to assess the knowledge, skills, ability, and aptitude of prospective police officers.

Lateral Entry

In an ever-changing and competitive environment where police services are challenged by financial restraints and the threat of competition from other police services, municipal by-law departments, and the private sector, it would be prudent to conduct research to identify positions within the police service that are currently being occupied by highly skilled and trained police professionals that could otherwise be staffed by civilians or police officers who require a lesser degree of skill and training, and therefore, a lesser degree of training and compensation. The end result of the study would be to examine lateral entry into a tiered system that attaches a graduated pay scale based upon the education and skill required to perform specific duties.

Retention and Morale

The study findings of this research project clearly identified that opportunities for assignment to specialty units and promotion are paramount to potential applicants and new police officers. However, front-line uniformed patrol is the primary function of a police service, thus, specialty unit positions and promotional opportunities are limited in number and competency specific. As a result, not everyone will be assigned to a specialty unit or promoted. Consequently, researching the effects on retention and morale for those officers who do not

obtain specialty unit positions and/or who are not promoted, or who are not promoted as quickly as they feel they should be, would be prudent and potentially beneficial to the health of the organization.

CHAPTER SIX: LESSONS LEARNED

This study was conducted in an appropriate and ethical manner with attention given to the sensitivity of the topic and its impact on the participants and those potentially affected by its recommendations. However, the intense effort invested in this study would be lost without reflecting on the lessons learned and sharing those lessons with future researchers. The lessons I learned through the process of conducting my research project will focus on selecting a topic and building on it, the process, research tools, order of data collected, and communication and scheduling.

Selecting a Topic and Building on It

Reflecting on my journey, I feel it would have been beneficial to identify my research topic at the beginning of my MALT journey. I recommend future researchers take the opportunity to build upon their project throughout the MALT Program by focusing their assignments and activities on their proposed research topic as early in the Program as possible.

The Process

I embarked upon my research project expecting to follow a linear process that would lead to clear and concise conclusions. I have learned that is not the case. Stringer (1999) has captured my experience best in his statement:

action research is not a neat, orderly activity that allows participants to proceed step-by-step to the end of the process. People will find themselves working backwards through the routines, repeating processes, revising procedures, rethinking interpretations, leapfrogging steps or stages, and sometimes making radical changes in direction (p. 19).

Research Tools

The surveys included a question that asked participants to rate a number of factors that did or would potentially influence their decision to pursue employment with one police service over another. Although the factors were independently rated, and not rated against each other, it would have been beneficial to divide the question into sub-questions that bundled the factors into themes, such as self-actualization issues, quality of life issues, diversity, advertising mediums, and image. Separating the various factors into sub-questions that bundled related topics would have saved valuable time developing themes and in the analysis process.

Order of Data Collected

The order in which the data is collected can provide a deeper understanding of the issues being examined. For example, by conducting the focus group after the surveys, I gained a deeper understanding of the quantitative data represented in the surveys. Engaging the focus group provided me with an opportunity to develop an appreciation for the feelings and experiences of participants that led to the quantitative and qualitative data reported in the surveys.

Communication and Scheduling

I recommend that future researchers contact their potential research participants and confirm their participation prior to commencing their study. While completing my study, I contacted potential research participants as I progressed through the various stages of the research. As a result, I encountered the challenge of not having access to certain research groups, such as college students who were on summer break. If I had contacted research participants prior to commencing my study, I would have been able to distribute up to an additional 800 to 900 college student surveys as well as additional high school student surveys. Increasing the number of participants would have given greater depth to the study.

In addition, completing the study was very time consuming, and unplanned scheduling obstacles that prevailed throughout the study presented a challenge. I recommend that future MALT learners schedule a specific amount of time each week to work on their Major Project. If I had set aside two – three full days per week to complete my project, I believe the entire process would have progressed at a manageable pace.

Conclusion

To conclude, this study has contributed to the understanding and implementation of strategies for an inclusive police service. As the world moves closer with globalization of trades and migration of large groups of people, it is imperative for a multi-cultural society to create a community that celebrates diversity in every segment of its life. It is hoped that this research will further this goal.

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APPENDIX A - YORK REGIONAL POLICE OFFICER SURVEY

Age:		Female:		Male:	
Race (E.g. Chinese, South Asian, Black, Caucasian, etc.):					
Ethnic Origin (E.g. Italian, Jewish, Canadian, East Indian, etc.):					

1. When did you become interested in a career as a police officer?	Answer
<ul style="list-style-type: none"> a. Prior to High School b. In High School c. While in College d. While in University e. Post Education 	

2. I applied to York Regional Police when I was?	Answer
<ul style="list-style-type: none"> a. In College b. In University c. Finished my education and I was working for another employer d. Unemployed 	

3. Please rate the influence the following factors had on your decision to pursue a career as a police officer versus another occupation. Please rate any factors that did not influence you as "0".	NO	Slight Influence		Strong Influence	
	0	1	2	3	4
Image/Pride in being a Police Officer					
Job Excitement					
Opportunity to preserve peace and prevent crime					
Opportunity to assist victims of crime					
Opportunity to apprehend criminals and other offenders					
Salary					
Benefits (medical plan, pension)					
Shifts (time-off, annual leave)					
Job Security					
Other (please specify):					

4. Please rate the factors that were a challenge in obtaining employment as a police officer. Please rate any factors that did not challenge you as "0".	NO	Slight Challenge		Strong Challenge	
	0	1	2	3	4
Negative opinions of police or policing as a career held by family					
Negative opinions of police or policing as a career held by friends					
Lack of trust for police within my racial/ethnic community					
Academic testing					
Physical testing					
Interview(s)					
Other (please specify and rate):					

5. Please rate the influence the following factors had on your decision to pursue employment with York Regional Police (YRP) . Please rate any factors that did not influence you as "0".	N O	Slight Influence		Strong Influence	
		0	1	2	3
Police officer who is a friend or family member					
Police officer who volunteered in my community					
Police officer in the performance of her/his duty					
Police program/presentation at my school					
Civilian member who is a friend or family member					
Newspaper Advertisement					
Equipment/Unit Display at a Community Event					
Recruiting Display at a Community Event					
Recruiting Display at my High School					
Recruiting Display at my College					
Recruiting Display at my University					
Internet/Website					
Image (vehicles, facilities, uniforms)					
Salary compared to other police services					
YRP was the first police service to offer me a position					
12 Hour Shifts					
Benefits (medical plans, pension) compared to other police services					
Employment Location (E.g. close to home and family)					
Education/Training Opportunities					
Opportunity for assignment to a specialty unit (E.g. Homicide, Emergency Response Unit)					
Opportunities for Promotion (E.g. Sergeant)					
Visible minority officers employed by YRP					
Officer(s) of my race/ethnic origin employed by YRP					
Visible minority officers in specialty units (E.g. Homicide, Emergency Response Unit)					
Officers of my race/ethnic origin in specialty units (E.g. Homicide, Emergency Response Unit)					
Visible minorities in positions of authority within YRP (E.g. Sergeant, Senior Officer)					
Officers of my race/ethnic origin in positions of authority within YRP (E.g. Sergeant, Senior Officer)					
Other (please specify and rate):					

6. What recruiting strategies can York Regional Police employ to attract new police recruits who reflect its diverse community?

APPENDIX B - STUDENT SURVEY

Age:		Female:		Male:	
Race (E.g. Chinese, South Asian, Black, Caucasian, etc.):					
Ethnic Origin (E.g. Italian, Jewish, Canadian, East Indian, etc.):					
I am a High School Student			I am a College Student		

1. When did you become interested in a career as a police officer? a. under 16 years of age b. 16 – 18 years of age c. 18 – 21 years of age d. 21 – 25 years of age e. over 25 years of age	Answer

2. Please rate the influence of the following factors on your interest to pursue a career as a police officer verses another occupation. Please rate any factors that did not influence you as "0".	NO	Slight Influence		Strong Influence	
	0	1	2	3	4
Image/Pride in being a Police Officer					
Job Excitement					
Opportunity to preserve peace and prevent crime					
Opportunity to assist victims of crime					
Opportunity to apprehend criminals and other offenders					
Salary					
Benefits (medical plan, pension)					
Shifts (time-off, annual leave)					
Job Security					
Other (please specify):					

3. Please rate the factors that you feel may present a challenge in obtaining employment as a police officer. Please rate any factors that you feel will not be a challenge as "0".	NO		Slight Challenge		Strong Challenge	
	0	1	2	3	4	
Negative opinions of police or policing as a career held by family						
Negative opinions of police or policing as a career held by friends						
Lack of trust for police within my racial/ethnic community						
Academic testing						
Physical testing						
Interview(s)						
Other (please specify and rate):						

4. Please rate the influence the following factors will or have had on your decision to pursue employment with one police service over another. Please rate any factors that you feel will not influence you as "0".	N O	Slight Influence		Strong Influence	
		0	1	2	3
Police officer who is a friend or family member					
Police officer who volunteered in my community					
Police officer in the performance of her/his duty					
Police program/presentation at my school					
Civilian member who is a friend or family member					
Newspaper Advertisement					
Equipment/Unit Display at a Community Event					
Recruiting Display at a Community Event					
Recruiting Display at my High School					
Recruiting Display at my College					
Internet/Website					
Image (vehicles, facilities, uniforms)					
Salary compared to other police services					
Shifts (time-off, vacation) compared to other police services					
Benefits (medical plans, pension) compared to other police services					
Employment Location (E.g. close to home and family)					
Education/Training Opportunities					
Opportunity for assignment to a specialty unit (E.g. Detective)					
Opportunities for Promotion (E.g. Sergeant)					
Visible minority police officers employed by the organization					
Police officers of my race/ethnic origin within the organization					
Visible minorities in positions of authority within the organization (E.g. Sergeants, Senior Officers)					
Police Officers of my race/ethnic origin in a position(s) of authority within the organization (E.g. Sergeants, Senior Officers)					
Other (please specify and rate):					

6. What recruiting strategies can York Regional Police employ to attract new police recruits who reflect its diverse community?

APPENDIX C - TELEPHONE INTERVIEW

Organization: _____

Website: _____

Participant's Name: _____

Participant's Telephone Number: _____

Participants email address: _____

Date/Time: _____

1. What strategy does your organization use to attract police officers/employees?

2. What are the most effective recruiting strategies and why are they effective?

3. What are the least effective recruiting strategies and why are they ineffective?

4. Other than the strategies already discussed, are there any other recruiting strategies you would recommend?

5. What percentage of your applicants are visible minorities?

6. What percentage of the community you serve is visible minorities?

7. What are the various ethnic groups your organization is currently attracting?

8. What percentage of applicants is female? _____

9. What is the average age of the candidates? _____

10. What is the age range of the candidates? _____

11. How many recruits/employees does the organization hire per year? _____

12. What percentage of your workforce is visible minorities? _____

13. How many officers/employees are assigned to recruiting? _____

14. Does your organization use a marketing firm for recruiting? If so, what firm and would you recommend using an outside firm?

15. Does your organization have a recruiting plan? If so, would you be willing to share a copy with me?

16. Other comments and/or conversation:

APPENDIX D - SURVEY PARTICIPANT LETTER OF INVITATION

Date

LETTER OF INVITATION

Dear XXXXXX

I would like to invite you to be part of a research project, which I am conducting. This project is part of the requirement for a Master's Degree in Leadership and Training at Royal Roads University. My name is Thomas Carrique and my credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, Royal Roads University at (telephone number) or contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

The objective of my research project is to identify best practices and strategies for recruiting police officers that reflect a diverse community. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Masters Degree in Leadership and Training, I will also be sharing my research findings with York Regional Police who will be using the outcomes of my report to inform their strategic planning process. I am also planning to write an article for publication in trade journals using the information I will gather in my research

My research project will consist of a survey questionnaire and is foreseen to last between 45 and 60 minutes. The foreseen questions will refer to choosing a career in policing and the York Regional Police specifically.

Your name was chosen as a possible participant because of your employment status at York Regional Police and your ability to provide insight into effective recruiting strategies for a population rich in diversity.

Information will be recorded in hand-written 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. Participants will be identified

Although no formal debriefing session has been scheduled, please do feel free to contact me at any time should you have additional questions regarding the project and its outcomes.

You are not compelled to take part in this research project. 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 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:

Email:

Telephone:

Sincerely,
Thomas Carrique

APPENDIX E - STUDENT SURVEY PARTICIPANT CONSENT FORM

This research project is part of the requirement for a Master's Degree in Leadership and Training at Royal Roads University.

The student concerned is Thomas Carrique. Mr. Carrique's credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, at (telephone number) or contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

This document constitutes an agreement to take part in a research project, the objective of which is to identify best practices and strategies for recruiting police officers that reflect a diverse community.

The research will consist of a survey questionnaire, which is anticipated to take 20 to 30 minutes to complete. The research questions will pertain to choosing a career as a police officer with York Regional Police.

Information will be recorded in hand-written 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 specific agreement has been obtained beforehand.

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

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. Similarly if employees or other individuals elect not to take part in this research project, any information obtained will also be maintained in confidence.

- By signing this letter, I the undersigned give free and informed consent to participating in this project.
- By signing this letter, I the parent/guardian gives free and informed consent for _____ to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX F - POLICE SURVEY PARTICIPANT CONSENT FORM

Dear York Regional Police Officer

This research project is part of the requirement for a Master's Degree in Leadership and Training at Royal Roads University.

The student concerned is Thomas Carrique. Mr. Carrique's credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, (telephone number) or contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

This document constitutes an agreement to take part in a research project, the objective of which is to identify best practices and strategies for recruiting police officers that reflect a diverse community.

The research will consist of a survey questionnaire, which is anticipated to last between 45 and 60 minutes. The research questions will pertain to choosing a career as a police officer with York Regional Police.

Information will be recorded in hand-written 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 specific agreement has been obtained beforehand.

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

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. Similarly if employees or other individuals elect not to take part in this research project, any information obtained will also be maintained in confidence.

By signing this letter, I the undersigned give free and informed consent to participating in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX G - FOCUS GROUP LETTER OF INVITATION

DATE

LETTER OF INVITATION

Dear xxxxx

I would like to invite you to be part of a research project, which I am conducting. This project is part of the requirement for a Master's Degree in Leadership and Training at Royal Roads University. My name is Thomas Carrique and my credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, Royal Roads University at (telephone number) or contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

The objective of my research project is to identify best practices and strategies for recruiting police officers that reflect a diverse community. In addition to submitting my final report to Royal Roads University in partial fulfillment for a Masters Degree in Leader Ship and Training, I will also be sharing my research findings with York Regional Police who will be using the outcomes of my report to inform their strategic planning process. I am also planning to write an article for publication in trade journals using the information I will gather in my research

My research project will consist of a number of open-ended discussion topics and is foreseen to require a commitment of two eight hour days, totaling sixteen hours. The foreseen questions will refer to choosing a career in policing and the York Regional Police specifically.

Your name was chosen as a possible participant because you are a resident of York Region and your ability to provide insight into effective recruiting strategies for a population rich in diversity.

Information will be recorded in hand-written 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. Participants will be identified

Although no formal debriefing session has been scheduled, please do feel free to contact me at any time should you have additional questions regarding the project and its outcomes.

You are not compelled to take part in this research project. 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 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:

Email:

Telephone:

Sincerely,
Thomas Carrique

APPENDIX H – FOCUS GROUP CONSENT FORM

Dear Research Participant,

This research project is part of the requirement for a Master's Degree in Leadership and Training at Royal Roads University.

The student concerned is Thomas Carrique. Mr. Carrique's credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, (telephone number) or contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

This document constitutes an agreement to participate in a research project, of which the objective is to identify best practices and strategies for recruiting police officers that reflect a diverse community.

The research will involve a focus group and a number of open-ended discussion topics, which is anticipated to last between 8 and 16 hours over two days. The research questions will pertain to choosing a career as a police officer with York Regional Police.

Information will be recorded in hand-written 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 specific agreement has been obtained beforehand.

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

Prospective research subjects are not compelled to take part in this research project. If an individual does elect to take part, she or he is free to withdraw at any time with no prejudice. Similarly, if employees or other individuals elect not to take part in this research project, any information obtained will be maintained in confidence.

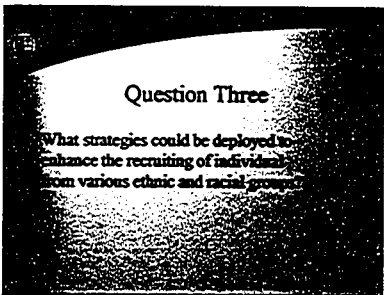
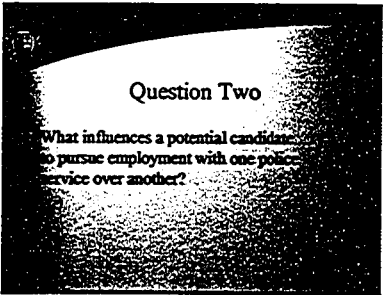
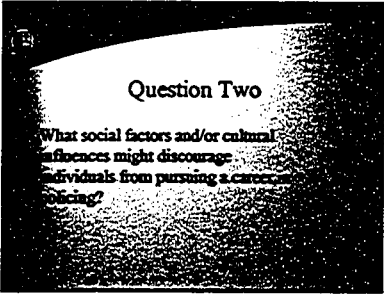
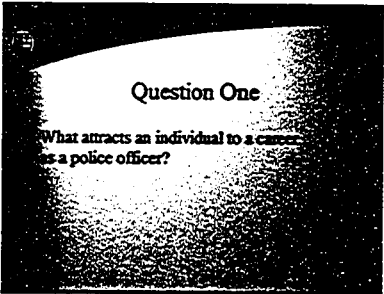
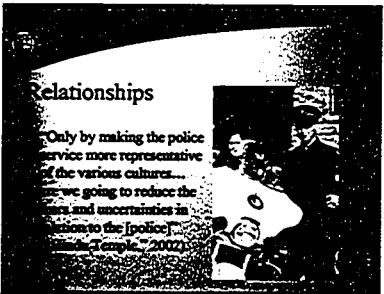
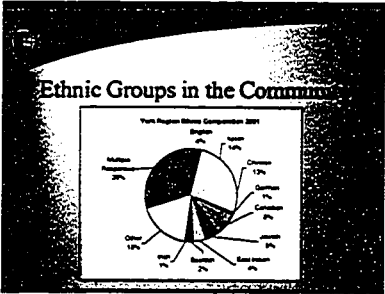
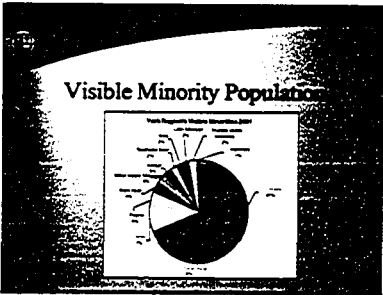
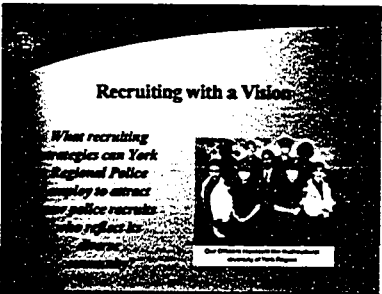
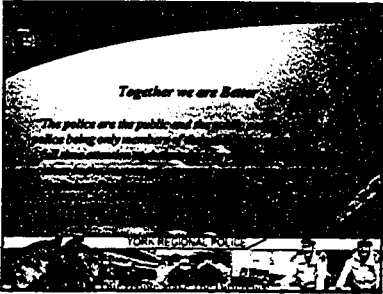
- By signing this letter, I the undersigned give free and informed consent to participating in this project.
- By signing this letter, I the parent/guardian give free and informed consent for _____ to participate in this project.

Name: (Please Print): _____

Signed: _____

Date: _____

APPENDIX I – FOCUS GROUP POWERPOINT



APPENDIX J - RECRUITING WITH VISION FOCUS GROUP

Email – Member Check & Focus Group Summary

Sent: Monday, June 20, 2005 23:13:08 Hours

Subject: Member Check

Ladies & Gentlemen,

Thanks again for giving your time, energy, and expertise to assist me with my research project by participating in the *Recruiting with a Vision* Focus Group on June 15, 2005. The information gathered will be instrumental in implementing recruiting strategies that will *"make a difference in our community"*.

As you are aware, a focus group is a group interview process that enables the researcher to acquire new insights from those who have had direct experience with the phenomenon being researched. Ideally, focus groups enable the researcher to understand how the participants think and feel about an issue. I have themed, analyzed, and interpreted the information and ideas discussed during our meeting. Please review the attached documents as a means of ensuring I have captured the collective ideas discussed and the feelings of the group.

I would appreciate your assistance by providing me with your comments **prior to 4:00 p.m. on June 24, 2005.**

Thanks again for your assistance.

Tom Carrique

(Telephone number)

Focus Group Summary

The Focus Group met on Wednesday, June 15, 2005, from 7:00 p.m. to 9:20 p.m. at York Regional Police, 2 District Headquarters Community Room, 171 Major Mackenzie Drive West, Richmond Hill, Ontario, Canada. The researcher facilitated the group, while the data was recorded by two minute takers (one recording on a flip chart and the other electronically recording the data on a laptop computer). The research question (What recruiting strategies can York Regional Police employ to attract new police recruits who reflect its diverse community?) and sub-questions were displayed for the group on PowerPoint slides throughout the discussions.

Participants were invited to participate through a variety of mediums, including in person, by telephone, and by email. In addition, participants were solicited by other participants, through contact with the York Regional Police Diversity & Cultural Resources Bureau, and the Police-Community Advisory Council. At the beginning of the meeting, each of the participants received a letter of invitation to participate in the research and signed a consent form. The

facilitator/researcher briefed the group on the research question and reviewed the invitation letter and consent form prior to engaging the group in discussion on the research topic.

The twelve Focus Group participants were a mix of experienced police officers (with 4.5 to 17 years experience), members of the community, including York Regional Police-Community Advisory Council members, and a member of the community who is interested in a career in policing. The participants represented a wide variety of various ethnic origins and included representation from the gay community. Seventy-five percent of the participants were visible minorities and thirty-three percent were female. Participants ranged in age from 22 to 51 years, with the average age being 38 years (Chart 1 and Graphs 1, 2, 3, and 4).

The objective of the focus group was to gather information relating to the following questions:

1. What attracts an individual to a career as a police officer?
2. What influences a potential candidate to pursue employment with one police service over another?
3. What social factors and/or cultural influences might discourage an individual from pursuing a career as a police officer?
4. What strategies could be deployed to enhance the recruiting of individuals from various ethnic and racial groups?

Question One & Two

The discussion regarding what attracts an individual to a career as a police officer and what attracts a potential candidate to one police service over another identified making a difference in the community, image, and opportunities as the most significant influences.

Community

Making a difference in the community can be defined as the opportunity to preserve peace, prevent crime, assist victims of crime, and apprehend criminals and other offenders who pose a risk to society. Those who have experienced or observed social disorder, corrupt legal systems, and disadvantaged communities feel passionately about preserving peace and improving the quality of life in their own community. The opportunity to live close to family and friends in a safe community, limit the time spent commuting, the cost of living, and contribute to one's own community were all identified as points of leverage in being attracted to one police service over another.

Image

Globally, the image of policing has been greatly influenced by television, film, and the media. Locally, the image of a police service is shaped by leadership that embraces its diverse communities and establishes on-going dialogue and a relationship of mutual respect and trust between the police and the various visible minority and ethnic leaders within the community. The image of policing as a team-oriented, respectable, physically demanding profession, combined with a desire to be a positive role model for a race or ethnic group is a motivating vision that appeals to potential candidates. Although the physical aspects of the job contribute to

the pride of being a police officer, it can also intimidate those who may be challenged by cultural barriers such as physical size and eyesight.

The image of a police service is further influenced by the day-to-day contact officers have with the community. Police officers, who reflect the community, embrace the vision and live the values of the organization and its community instills an image of a career and organization that is credible, satisfying, rewarding and beneficial to all stakeholders. The image of a police service can be further influenced by the dress of its members and the condition of and sophistication of its equipment.

Opportunities

The opportunity to work in a secure job that offers variety, assignments to specialty units, the opportunity for continuing education and the possibility of promotion are all appealing aspects of policing and a specific organization. Although these factors may have little influence over financially secure immigrants who have migrated to Canada, they offer the opportunity for a better future for many individuals. The presence of visible minorities, women, and members of various ethnic groups as front-line police officers, in specialty units, and in positions of authority allow potential candidates to visualize the opportunities policing has to offer and strengthens the image of a police service within the communities represented. While such representation can influence potential candidates, there is a responsibility on the organization to protect its integrity and the integrity of the races, genders, and ethnic origins represented by ensuring positions are awarded and earned based on competency. In addition to career opportunities, such as assignment to specialty units, training, and promotion; salary, benefits, and shifts were specifically identified as influencing a potential candidate's selection of one police service over another.

Question Three

The next topic of discussion focused on the social factors and/or cultural influences that potentially discourage an individual from pursuing a career as a police officer. The themes identified were negative opinions of police or policing as a career held by family and friends, the fear of discrimination, and a lack of understanding regarding the essential and desirable qualifications of a police officer.

It is not uncommon for family members and friends of potential candidates to have had negative experiences with the police in other countries, or, in certain cases, in their own local communities. Negative experiences may lead people to view the police as unfriendly, militant, racist, and/or corrupt. In addition, not to limit the reality of the risks involved in policing, the experience and/or perception of family members regarding the dangers of policing can be a deterrent. Notwithstanding the fact that many immigrants who have migrated to York Region in the past have been financially secure and not in need of employment, members of certain cultures view police officers as civil servants rather than professionals. As a result, potential candidates can also be influenced by the lack of social/financial status of a police officer within their family and/or community.

The fear of exclusion or discrimination against race, ethnic origin, gender, and sexual preference, and acceptance into the culture of policing can be an obstacle for potential candidates. Although the risk of exclusion or discrimination cannot be avoided, a police service

that is representative of all aspects of its community limits the risk of exclusion and discrimination and helps to alleviate the fears of potential candidates.

As previously discussed in the image of the physical demands of policing, potential candidates can be of the opinion that due to their race, gender, or ethnic origin, they do not meet the essential qualifications, such as height, weight, and eyesight, for employment.

Question Four

During the final stage of the Focus Group, the Group discussed the strategies for recruiting individuals from various ethnic and racial groups. The following themes emerged from the discussion:

- Increase the starting salary for new police officers and decrease the gap between constable classifications.
- Establish a positive relationship with the community that is focused on trust, respect and a professional image through community involvement, professional conduct of officers in leadership positions, recruiting positions, and on the front-line, and the presence of visible minority and ethnic officers in visible positions within the police service. Officers who represent a particular race and/or ethnic origin should attend community events hosted by their own communities. Community events should not be restricted to those initiated by the community, but should include events sponsored by the police such as sporting events like basketball games with youth and opportunities to expose the specialized skills of officers and high profile equipment such as a synchronized police motorcycle event.
- Participate in job fairs and set-up displays at malls, colleges, and universities.
- Develop a dynamic recruiting display that includes more than static pictures and pamphlets. Artifacts, equipment, and videos should be used at community events and other venues that afford recruitment opportunities.
- Develop a recruiting video that provides a detailed look at the training of a new police officer, the day-to-day activities of a front-line officer, and includes testimonials of experienced officers and community leaders that appeal to youth. The testimonials of police officers should include an overview of their career, including time-on, experience in specialty units, education opportunities, and what they find rewarding about their career.
- Profile the career achievements of officers by working with the media to profile officers who receive awards, successfully complete courses, are assigned to specialty units, and are promoted.
- Reestablish the Police Cadet Program, providing full and/or part-time employment for youth 18-21 years of age.
- Expand the Venture Program to all communities across the Region.

- Develop a mentoring program that includes the following components:
 - Assistance and guidance for students starting in grade 10 through to university;
 - Assistance and guidance for applicants who are interested in a career in policing;
 - Assistance and guidance for applicants who show potential, but are unsuccessful in a certain phase of the hiring process;
 - Assist potential candidates by educating their family and friends regarding a career in policing;
 - Encourage ride-alongs for interested applicants and their family members;
 - Continue to assist and provide guidance to new employees throughout their careers.

- Encourage experienced police officers to recruit family, friends, and members of the community by developing a recruitment recognition program. Officers who actively recruit candidates would be formally recognized by the Organization and awarded with a monetary reward for recruiting and mentoring new police officers.

- Brand an appealing youthful image of York Regional Police and develop a strategic marketing campaign that includes posters, brochures, and the use of ethnic media. Advertise the toll-free telephone number and website on dynamic posters displayed on transit buses, in malls and in schools. Ensure recruiting brochures are available from guidance councilors in schools, in police stations, and from front-line police officers in the performance of their duties. Ethnic television stations/programs have a very strong following within their communities. Frequent advertising and appearances on such programming should be a priority.

- Erect programmable electronic message boards outside of our existing police facilities. Messages on recruiting such as “we are hiring new and experienced police officers”, details on salary and benefits, and various tag lines would be communicated to thousands of people daily, including members of the community who are commuting daily to jobs with which they are frustrated or unsatisfied.

Summary

The Focus Group concluded with an opportunity for participants to provide additional comments on any of the topics discussed, make suggestions, or express any remaining concerns. None being received, the participants were invited to follow-up with the facilitator by submitting any written comments on the copies of the PowerPoint slides provided to the participants. To ensure the accuracy of the researcher’s interpretation of the thoughts and feelings of the participants, the analysis of the data was emailed to the participants for a member check.

The information obtained through the Focus Group supports the importance of credible leadership at all levels of the organization, establishing on-going dialogue and a relationship of mutual respect and trust between the police and the various visible minority and ethnic

communities, instilling an image of a policing career that is community oriented, satisfying, rewarding and beneficial to all stakeholders, and developing key police and community leaders as ambassadors for policing.

Table J1. Focus group participants.

Race	Ethnic Origin	Age	Gender	Police Officer	Yrs exp
Caucasian	Jewish	50	M	No	-
Chinese	Chinese	39	F	Yes	10.5
Chinese	Chinese	28	M	Yes	4.5
South Asian	Tamil	43	M	Yes	17
Caucasian	Jewish	51	M	No	-
Chinese	Chinese	45	M	Yes	12
Jamaican/Asian/Caucasian	Jamaican	35	M	Yes	11
Southeast Asian	Southeast Asian/Canadian	31	F	Yes	6
Black	Jamaican/Canadian	22	M	No	-
Caucasian	Canadian/Brazilian	44	F	Yes	14
Arabic	Lebanese/Canadian	27	M	No	-
Afro Canadian	Caribbean/Canadian	40	F	No	-

Figure J1. Age of focus group participants.

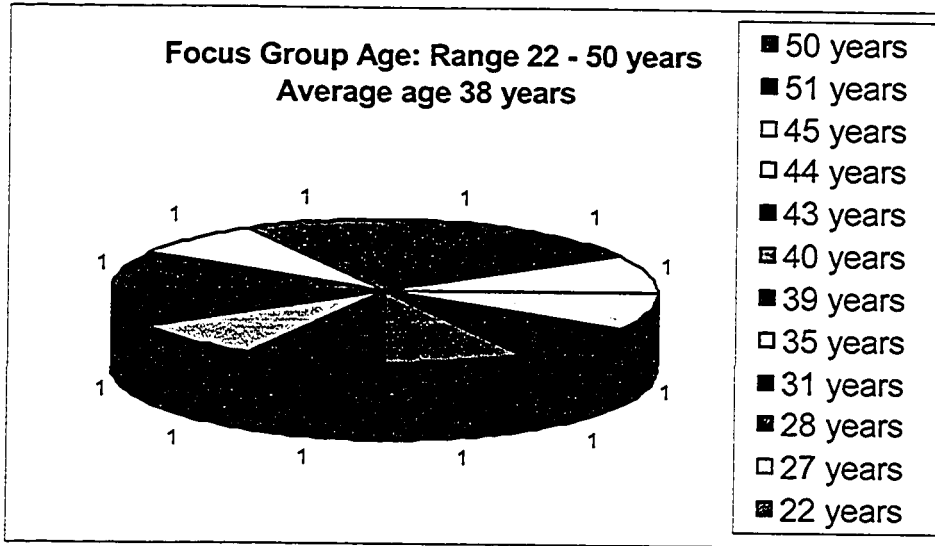


Figure J2. Racial makeup of focus group.

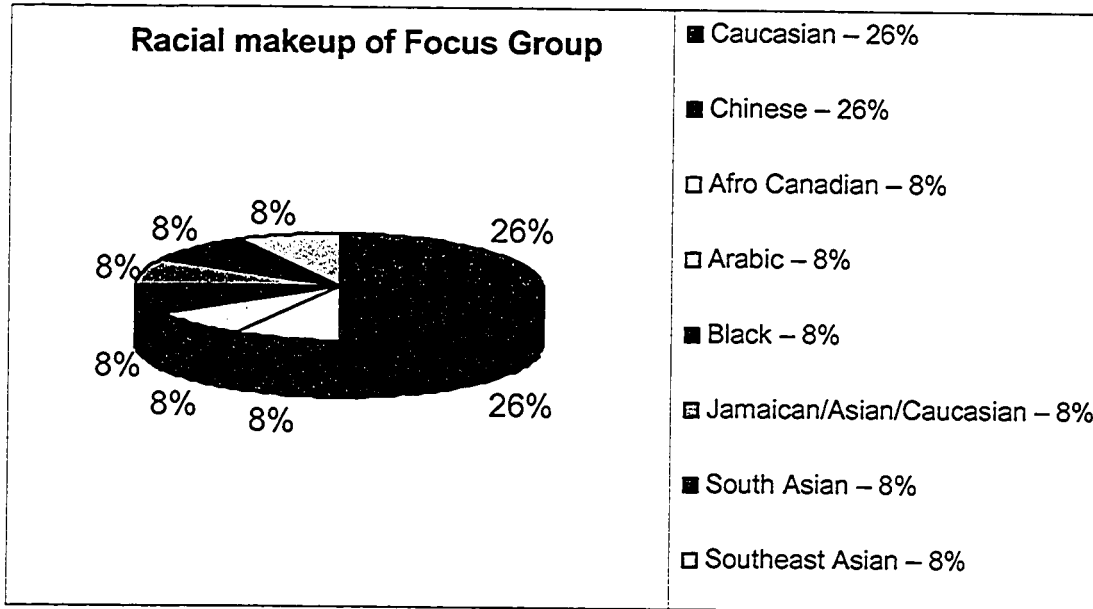


Figure J3. Ethnic origin of focus group.

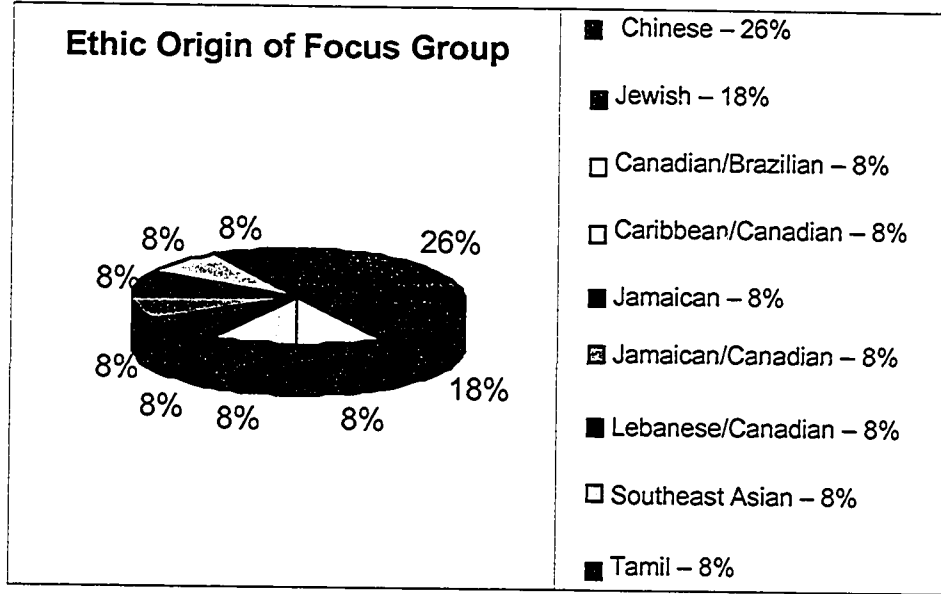
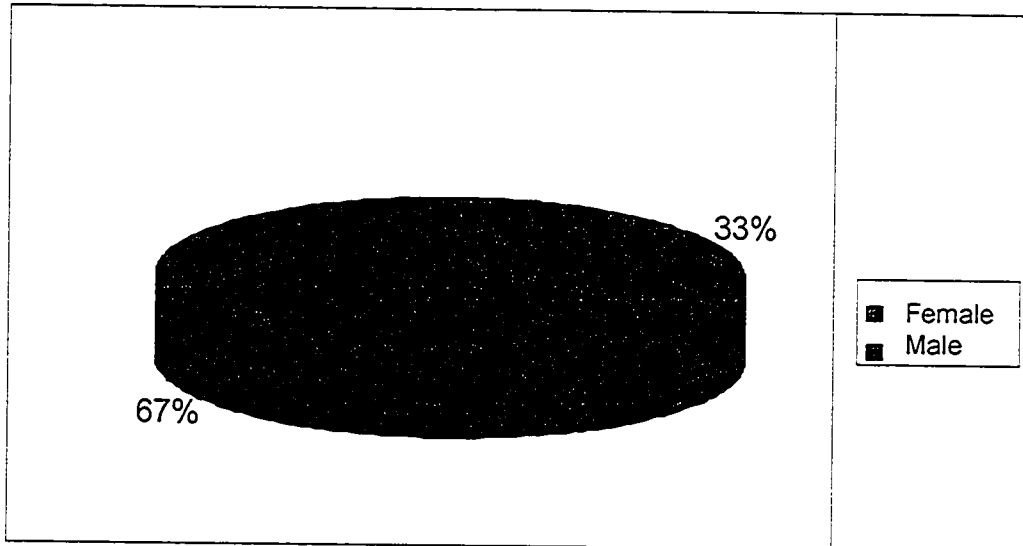


Figure J4. Gender distribution of focus group.



APPENDIX K - TELEPHONE INTERVIEW CONSENT

Hello, my name is Thomas Carrique. I am a Staff Sergeant with York Regional Police and I am conducting a research project, which is part of the requirement for a Master of Arts in Leadership and Training Degree at Royal Roads University. My credentials with Royal Roads University can be established by telephoning (name), Coordinator, MALT, (telephone number).

I would like to invite you to participate in my research project, the objective of which is to identify best practices and strategies for recruiting police officers that reflect a diverse community.

The research will consist of a telephone interview, which is anticipated to last between 20 and 30 minutes. The research questions will pertain to recruiting strategies and diversity.

Information will be recorded in hand-written 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 specific agreement has been obtained beforehand. A copy of the final report will be housed at Royal Roads University and will be publicly accessible. You are not compelled to take part in this research project. If you choose not to take part, you are free to withdraw at any time without prejudice. Would you be interested in participating in this project?

- Yes
- No

Participant's Organization: _____

Participant's Name: _____

Participant's Telephone Number: _____

Date/Time: _____

APPENDIX L – TELEPHONE INTERVIEW MEMBER CHECK

Thank you for taking the time to participate in my research project. The objective is to identify best practices and strategies for recruiting police officers that reflect a diverse community.

The research I am conducting fulfills part of the requirement for a Master of Arts in Leadership and Training Degree at Royal Roads University. My credentials with Royal Roads University can be established by contacting (name), Faculty Project Supervisor at (telephone number) or (email address).

Information has been recorded in hand-written and/or type-written format and, where appropriate, will be summarized in **anonymous format** in the body of the final report, ensuring that the participant and the organization are **not** identified.

All participants will remain anonymous and at no time will any specific comments be attributed to any individual unless a specific agreement has been obtained from the participant.

A copy of the final report will be disseminated to York Regional Police and will be housed at Royal Roads University where it will be accessible to the public. You are not compelled to take part in this research project. If you choose not to take part, you are free to withdraw at any time without prejudice.

Please take a few minutes to verify the accuracy of the attached summary of our telephone conversation and approve its content by replying to this email or contacting me at 905-955-0745.

Sincerely,
Tom Carrique

APPENDIX M – SURVEY ANALYSIS

Table M1. Factors influencing an individual's decision to pursue a career as a police officer.

Please rate the influence of the following factors on your interest/decision to pursue a career as a police officer verses another occupation.	Grand TOTAL
Opportunity to preserve peace and prevent crime	456
Job Excitement	450
Opportunity to assist victims of crime	447
Opportunity to apprehend criminals and other offenders	421
Image/Pride in being a Police Officer	414
Job Security	400
Benefits (medical plan, pension)	368
Salary	328
Shifts (time-off, annual leave)	292

Table M2. Factors influencing an individual's decision to pursue a career as a police officer – visible minority.

Please rate the influence of the following factors on your interest/decision to pursue a career as a police officer verses another occupation.	Visible Minority TOTAL
Job Excitement	141
Opportunity to preserve peace and prevent crime	141
Opportunity to assist victims of crime	141
Opportunity to apprehend criminals and other offenders	136
Image/Pride in being a Police Officer	129
Job Security	128
Benefits (medical plan, pension)	109
Salary	101
Shifts (time-off, annual leave)	86

Table M3. Challenges in obtaining employment as a police officer.

Please rate the factors that you feel may present/were a challenge in obtaining employment as a police officer.	Grand TOTAL
Interview(s)	301
Academic testing	196
Physical testing	194
Negative opinions of police or policing as a career held by family	98
Negative opinions of police or policing as a career held by friends	98
Lack of trust for police within my racial/ethnic community	80

Table M4. Challenges in obtaining employment as a police officer. – visible minority.

Please rate the factors that you feel may present/were a challenge in obtaining employment as a police officer.	Visible Minority TOTAL
Interview(s)	104
Academic testing	78
Physical testing	75
Lack of trust for police within my racial/ethnic community	53
Negative opinions of police or policing as a career held by friends	47
Negative opinions of police or policing as a career held by family	46

Table M5. Factors influencing an individual's decision to pursue employment with one police service versus another.

Please rate the influence the following factors will or have had on your decision to pursue employment with one police service/York Regional Police over another.	Grand TOTAL
Opportunity for assignment to a specialty unit (E.g. Homicide, Emergency Response Unit)	409
Opportunities for Promotion (E.g. Sergeant)	386
Education/Training Opportunities	376
Image (vehicles, facilities, uniforms)	347
Employment Location (E.g. close to home and family)	331
Benefits (medical plans, pension) compared to other police services	296
Internet/Website	269
Salary compared to other police services	258
Police officer in the performance of her/his duty	246
12 Hour Shifts	236
Visible minority officers employed by YRP	217
Police officer who is a friend or family member	205
Police program/presentation at my school	187
Officer(s) of my race/ethnic origin employed by YRP	168
Equipment/Unit Display at a Community Event	162
Visible minorities in positions of authority within YRP (E.g. Sergeant, Senior Officer)	151
Officers of my race/ethnic origin in positions of authority within YRP (E.g. Sergeant, Senior Officer)	149
Recruiting Display at my College	145
Recruiting Display at a Community Event	131
YRP was the first police service to offer me a position	129
Police officer who volunteered in my community	116
Recruiting Display at my High School	105
Civilian member who is a friend or family member	96
Newspaper Advertisement	85
Recruiting Display at my University	21

Table M6. Factors influencing an individual's decision to pursue employment with one police service versus another – visible minority.

Please rate the influence the following factors will or have had on your decision to pursue employment with one police service/York Regional Police over another.	Visible Minority TOTAL
Opportunities for Promotion (E.g. Sergeant)	127
Opportunity for assignment to a specialty unit (E.g. Homicide, Emergency Response Unit)	123
Education/Training Opportunities	119
Image (vehicles, facilities, uniforms)	118
Employment Location (E.g. close to home and family)	108
Visible minority officers employed by YRP	108
Benefits (medical plans, pension) compared to other police services	98
Internet/Website	91
Officer(s) of my race/ethnic origin employed by YRP	91
Police officer in the performance of her/his duty	90
Salary compared to other police services	87
12 Hour Shifts	72
Officers of my race/ethnic origin in positions of authority within YRP (E.g. Sergeant, Senior Officer)	71
Visible minorities in positions of authority within YRP (E.g. Sergeant, Senior Officer)	70
Police program/presentation at my school	59
Recruiting Display at my College	58
Equipment/Unit Display at a Community Event	57
Recruiting Display at a Community Event	55
Police officer who is a friend or family member	54
Recruiting Display at my High School	48
Civilian member who is a friend or family member	39
Newspaper Advertisement	37
YRP was the first police service to offer me a position	35
Police officer who volunteered in my community	30
Recruiting Display at my University	0

APPENDIX N - INTERVIEW DATA ANALYSIS

1. What strategies does your organization use to attract police officers/employees?

- *PS-01 Mentoring:*
 - *Members of recruiting are assigned to work with candidates who appear qualified but were unsuccessful in the Essential Competency Interview (ECI) portion of the process.*
 - *The mentor will assist the candidate with obtaining training via an ECI Course at a College and/or direct them to <http://www.policeprep.com/> for additional training.*
 - *Unknown success rate – just started collecting statistics in 2005.*
- *PS-01 Debriefing:*
 - *Candidates who appear qualified but were unsuccessful in a specific component of the hiring process are met with and provided with feedback regarding were they unsuccessful in the hiring process.*
 - *Unknown success rate – just started collecting statistics in 2005.*
- *PS-01 Technical: Information on the website*
- *PS-01 Media: Newspaper, Multi-lingual publications*
- *PS-01 Career Days: Recruiting officer attend Career Days at High Schools, Colleges and Universities throughout the GTA, and West to London, On.*
- *PS-01 Word of Mouth: Community involvement in schools, places of worship and the Association of Black Law Enforcers (ABLE) – applies to all officers and levels of the organization. If there is a community event – I want to be there. School programs should commence in J.K. and be maintained thought-out a child's education.*
- *PS-02 Image Branding – Hired a professional advertising company to brand the image of the police service and develop a consistent look for the Internet, TV, and print media. As part of the campaign, three 30-second video clips/commercials were produced and aired on major TV stations and on the Internet*
- *PS-02 The police service employs 18 recruiters who attend different events. Each recruiter has a different focus/target group such as the military, females, colleges, and minority groups.*
- *PS-02 Information seminars, which provide potential candidates with information regarding interviews and academic and physical testing.*
- *PS-02 Applicant testing is offered five nights per week.*
- *PS-02 Recruiters attend Military Bases and conduct tests for potential applicants.*

- *PS-02 Word of Mouth (own officers) – Officers receive \$500 for every candidate they refer that is hired.*
- *PS-02 A four- to six-month hiring process makes the police service more competitive with neighboring police agencies that are competing for the same candidates.*
- *PS-03 Internet is by far the most successful recruiting initiative. The design of the site appeals to potential candidates. Sample examination questions are going to be added to the site to assist candidates in preparing for the hiring process.*
- *PS-03 Word of mouth – “we have toyed with the idea of monetary or gift enticements for members who recommend applicants, who are successful....it was never implemented though because the member doing it was promoted and the idea fell by the way side....also, with the amount of applicants we have I believe this would not be accepted by senior management”*
- *PS-03 Information sessions that provide an overview of the hiring process, recruit training, day-to-day activities of a front-line police officer, and career opportunities, and day-to-day are attended by potential candidates. They are advertised at universities, on the Internet, and in local papers. Attendance has been as high as 300 participants per session with up to two sessions per day. Currently 80 - 100 participants attend each session. (A copy of the Information PowerPoint was emailed to the researcher.)*
- *PS-03 Using opportunities to obtain positive media coverage rather than paying for costly advertisements.*
- *PS-04 Peer Recruitment / Word of Mouth. An experienced officer recruiting friends and family is the most successful recruiting strategy. Recruitment pamphlets are provided to officers in precincts, and officers who are assigned to community-orientated positions are contacted and encouraged to recruit potential candidates. Patrol officers work as ambassadors for the police department. As an expansion to the Peer Recruitment Program, Police Officers / Commanders to Churches is a new program currently being established where officers will be trained to deliver recruiting presentations to church congregations in their various places of worship. Participation in the program will be voluntary and officers will wear their uniforms when facilitating recruiting presentations.*
- *PS-04 Hire in the Spirit of Service is a TV, radio and print marketing campaign that resulted in the receipt of over 600 applicants.*

- *PS-04 The Junior Police Cadet Program is a program for students 14 to 18 years of age. The participants are employed by the police department in various administrative functions and depending upon their performance and suitability, may progress to become fully sworn police officers. Although the program is limited to the number of participants involved, it has been successful, and in one case, a participant was promoted to the rank of Lieutenant within 10 years of making the transition from Junior Police Cadet to a sworn police officer.*
- *PS-04 Mayor Time is a program for high school students who are interested in a career in policing or the fire service. It forms part of the school curriculum and provides training specific to the participants' interest as a police officer or fire fighter. This new program will commence in July 2005.*
- *PS-04 Internet – A recruiting website was established in 2003. Although the website precipitates a substantial amount of interest, there is not a high rate of return on applicants who enquire through the Internet.*
- *PS-05 In order to expand exposure and access to applicants outside of the immediate area, a dedicated and identifiable telephone number and a career link on the official website have been implemented. Applications are accepted over the telephone and/or via the internet/email.*
- *PS-05 Establishing ongoing relationships and maintaining a strong presence at colleges and universities, which includes:*
 - *Attending career days*
 - *Communicating with and establishing a working relationship with the Deans of various departments such as Criminology and Sociology to assist in identifying potential candidates*
 - *Consistently attending classes and speaking with students regarding a career in policing*
 - *In addition to displays at career fairs, setting up recruiting tables around campus including at public transit stops outside of the institution*
- *PS-05 Career Fairs – The success of recruiting efforts at a career fair can be greatly enhanced by being strategically located just inside the entrance and staffing the booth with officers who are positive, pleasant, and engage the participants as they enter the fair. Recruiters must sell their police department and policing as a career. Traditional police mannerisms, such as stoically standing there watching the crowd while waiting for someone to approach the display, is not an appealing image that will precipitate an optimal response from people attending a career fair.*

- *PS-05 Major Referral Program – Recruiters attend roll call and ask officers to recruit family and friends who they think would make a good partner. No incentive is offered, or needed. Officers are motivated to recruit people they want on the job – their lives depend upon it!*
- *PS-05 Recruiting active military personnel who are approaching their discharge date by attending transition planning career fairs. Military Reservists are also targeted through recruiting presentations and displays.*
- *PS-05 Strategically locating the Recruitment Office at the Police Academy – The location of the recruitment office serves as a powerful recruiting tool as it enables candidates to gain an inside look at the training and remove some of the guess work that is associated with starting a new career.*
- *PS-05 Publishing Public Service announcements and advertisements in local neighborhood, community, and ethnic newspapers.*
- *PS-06 Internet is currently the most successful source of recruiting new members. It has extended the reach of recruiting and increased the number of candidates. The community seems to prefer the Internet to television and radio.*
- *PS-06 Advertising bi-monthly applicant testing via newspaper advertisements.*
- *PS-06 Monthly information sessions that provide information on a career in policing and provide potential candidates with an opportunity to ask questions.*
- *PS-06 Radio and television advertisements – not as successful as the Internet.*
- *PS-06 Posters in fitness centers, throughout the police department, in colleges, and on military bases.*
- *PS-06 Word of Mouth (own officers) – Police Officers on the street are the biggest influence on an applicant's decision to pursue employment. In the past, officers have been encouraged to promote recruitment by handing out promotional material. Although the dissemination of the promotional material was a challenge, the officers are a powerful means of recruiting. Various rewards, including a trip, is being considered (under ethical review) for its appropriateness as a reward for officers who recruit candidates.*
- *PS-06 Extending recruiting efforts outside of the territorial jurisdiction of the police service to include the surrounding area.*
- *PS-06 Focusing on recruiting military personnel and high school students who are or would have traditionally considered a career in the military.*

- *PS-06 Attending women's fitness centers, groups, and athletic associations.*
- *PS-07 The City is a melting pot of many diverse racial and ethnic groups. The primary strategy for recruiting is building relationships with the various communities by attending as many community/cultural events, job fairs, and organizations as possible. As an example, officers participate in the gay pride parade, handing out recruiting pamphlets. Where possible, officers of specific ethnic culture, race, or religion attend events to represent the police service in their own community.*
- *PS-07 The Internet is a good recruiting tool that stimulates telephone enquiries and provides potential candidates with information on attractive aspects of the job such as salary and benefits.*
- *PS-07 Advertising the applicant exam in ethnic newspapers.*
- *PS-08 Aggressive Advertising – Advertising focuses on two groups referred to as “Active job seekers” and “Inactive job seekers”. Active job seekers are defined as those candidates who have planned for and are seeking a career in policing. Inactive job seekers are defined as people who are in other careers and may be less than satisfied and become interested in policing due to its benefits, opportunities for continuing education, and variety. Active job seekers are targeted through networking with and attending colleges and universities locally and in other provinces. Both active and inactive job seekers are targeted through radio, TV, billboards, and electronic billboards advertisements.*
- *PS-08 Information Sessions – Information sessions are held to provide potential applicants with information on a career in policing in a non-threatening environment. Newspaper ads appear to be the most effective way of advertising the information sessions, followed by the Internet and word of mouth.*
- *PS-08 Media – Opportunities to profile the applicant and/or recruit training process such as media personnel participating in the fitness test is another tool used for recruiting.*
- *PS-08 Equipment – A Hummer was obtained and labeled with recruiting messages through various community partnerships. It serves as a recruiting billboard on wheels and helps to brand the image of the police service. Recently, three potential applicants attended information sessions after seeing the Hummer at events in the community.*
- *PS-08 Advertising Agency – An advertising agency was hired to update the image of the police service and identify where effort and energy should be invested to attract potential applicants.*
- *PS-08 Word of Mouth – Members of the police service are the strongest recruiting tool available. Members are encouraged to recommend candidates and are rewarded with various promotional items for their referrals. If a member refers a candidate who is hired, the member selects a promotional item from a book of stock items, and members*

who refer candidates or applicants who are unsuccessful, are recognized twice per year with a gift. Recruiters attend parades and educate front-line staff on the importance of recruiting and open the lines of communication between the recruiting unit and the front-line. A short-notice team of members throughout various areas of the organization have been identified, trained for, and volunteer to attend community events with members of the recruiting officers. Volunteer participants not only include Constables, but Staff Sergeants and Inspectors as well. School response officers have been trained and provided with recruiting presentations on CD for delivery in schools or at other opportunities.

- *PS-09 Marketing & Advertising Unit – A marketing and advertising unit, which operates in a similar fashion to a private sector corporation, is responsible for advertising for applicants and establishing corporate and community relationships to enhance recruiting efforts. A scientific approach, including a cost analysis, is used to measure the effectiveness of recruiting efforts and focus strategies. Applicants who participate in the Civil Service test and newly hired cadets (police officers) are surveyed to establish which recruiting strategy was responsible for their interest in the organization.*

- *PS-09 Internet – Consistent with the U.S. Army, which focuses on the Internet to assist in recruiting as many as 100,000 applicants per year, approximately ½ to ¾ of recruiting is done on the Internet and via email. Advertising campaigns direct potential applicants to the Internet for additional information. Knowledge is power; therefore, providing potential candidates with detailed information on the cost of living (buying power) in the area, salary, benefits, and opportunities within the organization enable individuals to make informed decisions. It also gives the police department a competitive advantage over other potential employers. The recruiting web page is connected to various search engines for searches that include keywords used by potential candidates who may be searching the Internet for information on a career in policing; and, Internet-based employment publications are used to solicit potential applicants. In addition, an email distribution list is used to inform community partners/leaders, private sector organizations, college placement centers, universities, and command staff, of employment opportunities and to disseminate recruiting ads.*

- *PS-09 Networking/Partnerships – A no-cost partnership has been established with a private sector corporation to facilitate the distribution of 200 - 300 billboard ads around the world. These ads cast a wide net that is intended to capture US citizens, including military personnel stationed in the US and around the world. Worldwide inquiries regarding employment have been received from European police officers and a nine year-old girl in England. In addition, a partnership has been established with a non-profit employment service organization with a mission to employ people by developing them and assisting with job placement.*
- *PS-09 Community Groups – Community groups and committees are used as a venue to communicate with community leaders and encourage them to recruit potential candidates.*
- *PS-09 High Schools – Presentations are delivered to high school students and a partnership has been established with a specific high school designed and designated to educate students who are interested in pursuing a career in policing/law enforcement.*
- *PS-09 Intern Program – An intern program provides potential candidates with work experience and affords the organization an opportunity to evaluate their suitability for employment as a police officer.*
- *PS-09 Targeted Recruiting Events – Recruiting events are organized at police facilities rather than at job fairs. Advertising for and conducting recruiting events at police stations eliminates the on-site competition of other employers and ensures that participants are interested in employment with that particular police department.*
- *PS-09 Word of Mouth – Recruiters attend every roll call when Civil Service tests are being conducted to encourage patrol officers to get the word out regarding employment opportunities. In addition, as previously mentioned, every Commander receives an email notifying them of the test and encouraging them to spread the word.*
- *PS-09 Newspaper and Multi-Media – Free community papers and monthly employment publications are used as a means of advertising; however, the most effective newspaper advertising program is a package that advertises the Civil Service exam in the Sunday and Wednesday papers, on the Internet in Spanish, Chinese, and English, and on TV.*

Specific to diverse candidates:

- *PS-02 Participation in community/cultural events*
- *PS-02 Building relationships with community leaders*
 - *Members of the Chief's Forum, which is comprised of various community committees that meet four times per year to discuss citywide issues, are encouraged to promote policing as a career in their community.*
- *PS-03 Participation in community/cultural events*
- *PS-03 Marked recruiting van*
- *PS-03 Links to cultural websites*
- *PS-03 A formal government sponsored partnership with the Aboriginal community*
- *PS-03 Mentoring diverse candidates by providing support and guidance*
- *PS-05 Participation in community/cultural events and civic association*
- *PS-05 Establishing relationships with community leaders in each and every neighborhood*
- *PS-05 Attending CHURCHES and speaking with the congregation about recruiting, the positive impact on police-community relations and the subsequent level of service that can be offered to the community by working collaboratively with the police to identify potential candidates. Attending churches has been very successful with the visible minority community, specifically the Afro-American community. The benefits have not been restricted to recruiting and include enhanced community relations.*
- *PS-08 A recruiting officer (a civilian staff member) who is a trusted and well-known member of the aboriginal community liaisons with his own community.*
- *PS-08 Employ a diverse recruiting team who reflect the diversity of the community and are active in their own communities.*
- *PS-08 Establish relationships with diverse communities by participating in community events/cultural events such as the gay pride parade and multi-cultural events.*
- *PS-08 Take advantage of public relation opportunities in the community to stimulate an interest in policing as a career.*

- *PS-08 Mentoring Program – Although the mentoring program is not exclusive to visible minorities, it has proven to be very beneficial in the successful recruitment of members of various visible minority groups. The mentoring program includes a number of components, including a four-week academic program that prepares the candidate for the written test and behavioural event interviews; a physical fitness program that prepares the candidate for the fitness test; and one-on-one mentoring for candidates who show potential but are unsuccessful in a certain component in the process. These candidates are assigned to a specific recruiter who maintains monthly contact with the candidate, providing guidance and support, until they are eligible/qualified to reapply. In addition, a thirty-week HRDC Program that provides training, work experience, and mentoring for potential visible minority candidates was very successful until being cancelled due to a lack of funding. The mentoring program does not conclude once an officer is hired. In fact, recruits are assigned experienced officers as a mentor. The experienced officer assists the recruit throughout their initial training.*
- *PS-08 Radio ads in multiple languages on ethnic radio stations.*
- *PS-09 Networking and the partnership with the non-profit employment service – as above*
- *PS-09 Establishing collaborative relationships with the community and the private sector. As an example, a robbery prevention presentation and information was recently delivered to private companies. In return, the participants were asked to promote employment opportunities within their communities. This initiative was partially responsible for the hiring of nine Asian officers.*
- *PS-10 Recruiting efforts are focused on recruiting more visible minority and female candidates by reaching out to the community and participating in community events.*
- *PS-10 Schools –Once a year, a recruiting presentation is delivered to **local high schools**. Members of Race Relations Bureau work with the various **ethnic communities to identify 5-10 participants** from their community. To supplement the yearly presentations, school liaison officers are being trained to deliver “quasi-recruiting” presentations. In addition to attending high schools, recruiters attend **colleges and universities**.*
- *PS-10 Although an official **mentoring** program has not been established, **officers** are encouraged to **recommend** high quality **candidates**. Potential candidates who are recommended by members of the organization are met with prior to submitting their applications and provided guidance on the application/hiring process. In addition, **practice physical fitness sessions** are offered to potential candidates twice each month (one session is during the week and the second session is on a weekend). During the practice sessions, participants are given instruction on testing techniques and are provided with feedback on their execution of the exercise. Running is not included in the sessions.*

- *PS-10 Monthly **information sessions** are conducted to provide an overview of the hiring process and of recruit training. A recent Ontario Police College graduate is also in attendance to provide an overview of his/her experience. During the 1-hour to 1½ -hour session, participants are also afforded an opportunity to ask questions. Participants are solicited by advertising in local and **ethnic newspapers**. Seating is limited to 200 participants. On average, 140 potential applicants attend each session. Civilian employment opportunities are also addressed during the information session. Although a large number of potential candidates attend the information sessions, the hiring process (academic testing, physical testing, psychological testing, fitness testing, and interviews) screens out a large portion of the applicants.*

2. What are the most effective recruiting strategies and why are they effective?

Word of Mouth

1. *PS-01 Word of mouth/community involvement is the most effective recruiting strategy. I.e. ABLÉ*
2. *PS-02 Word of Mouth (own officers) – Officers receive \$500 for every candidate they refer that is hired.*
3. *PS-03 Word of mouth – “we have toyed with the idea of monetary or gift enticements for members who recommend applicants, who are successful....it was never implemented though because the member doing it was promoted and the idea fell by the way side....also, with the amount of applicants we have I believe this would not be accepted by senior management”*
4. *PS-04 Peer recruiting is the most successful recruiting strategy. Applicants who are recruited by other police officers have traditionally been prescreened by their sponsors and are generally of a higher caliber than applicants who are attracted by other means.*
5. *PS-05 Major Referral Program – Recruiters attend roll call and ask officers to recruit family and friends who they think would make a good partner. No incentive is offered, or needed. Officers are motivated to recruit people they want on the job – their lives depend upon it! – **Overall***
6. *PS-06 Word of Mouth (own officers) – Police Officers on the street are the biggest influence on an applicant’s decision to pursue employment. In the past, officers have been encouraged to promote recruitment by handing out promotional material. Although the dissemination of the promotional material was a challenge, the officers are a powerful means of recruiting. Various rewards, including a trip, is being considered (under ethical review) for its appropriateness as a reward for officers who recruit candidates.*
7. *PS-08 Word of Mouth – Members of the police service are the strongest recruiting tool available. Members are encouraged to recommend candidates and are rewarded with*

various promotional items for their referrals. If a member refers a candidate who is hired, the member selects a promotional item from a book of stock items, and members who refer candidates or applicants who are unsuccessful, are recognized twice per year with a gift. Recruiters attend parades and educate front-line staff on the importance of recruiting and open the lines of communication between the recruiting unit and the front-line. A short-notice team of members throughout various areas of the organization have been identified, trained for, and volunteer to attend community events with members of the recruiting officers. Volunteer participants not only include Constables, but Staff Sergeants and Inspectors as well. School response officers have been trained and provided with recruiting presentations on CD for delivery in schools or at other opportunities.

8. *PS-09 Word of Mouth – Recruiters attend every roll call when Civil Service tests are being conducted to encourage patrol officers to get the word out regarding employment opportunities. In addition, as previously mentioned, every Commander receives an email notifying them of the test and encouraging them to spread the word.*

Internet

1. *PS-03 Internet is by far the most successful recruiting initiative. The design of the site appeals to potential candidates. Sample examination questions are going to be added to the site to assist candidates in preparing for the hiring process.*
2. *PS-06 Internet is currently the most successful source of recruiting new members. It has extended the reach of recruiting and increased the number of candidates. The community seems to prefer the Internet to television and radio.*
3. *PS-09 Internet – Consistent with the U.S. Army, which focuses on the Internet to assist in recruiting as many as 100,000 applicants per year, approximately ½ to ¾ of recruiting is done on the Internet and via email. Advertising campaigns direct potential applicants to the Internet for additional information. Knowledge is power; therefore, providing potential candidates with detailed information on the cost of living (buying power) in the area, salary, benefits, and opportunities within the organization enable individuals to make informed decisions. It also gives the police department a competitive advantage over other potential employers. The recruiting web page is connected to various search engines for searches that include keywords used by potential candidates who may be searching the Internet for information on a career in policing; and, Internet-based employment publications are used to solicit potential applicants. In addition, an email distribution list is used to inform community partners/leaders, private sector organizations, college placement centers, universities, and command staff, of employment opportunities and to disseminate recruiting ads.*

Information Sessions & Mentoring

1. *PS-08 Aggressively advertising **information sessions** and recruiting events.*
2. *PS-08 **Mentoring Program** – In a competitive market such as police recruiting, customer service is paramount. Working with potential candidates to ensure they meet the essential qualifications does not diminish recruiting standards and develops a sense of commitment from the applicant to the organization. Being the first to offer employment and/or working with a candidate to ensure their success substantially enhances recruiting efforts.*
3. *PS-10 Monthly **information sessions** are conducted to provide an overview of the hiring process and of recruit training. A recent Ontario Police College graduate is also in attendance to provide an overview of his/her experience. During the 1-hour to 1½ -hour session, participants are also afforded an opportunity to ask questions. Participants are solicited by advertising in local and **ethnic newspapers**. Seating is limited to 200 participants. On average, 140 potential applicants attend each session. Civilian employment opportunities are also addressed during the information session. Although a large number of potential candidates attend the information sessions, the hiring process (academic testing, physical testing, psychological testing, fitness testing, and interviews) screens out a large portion of the applicants.*

Community Involvement

1. *PS-05 Attending **CHURCHES** and speaking with the congregation about recruiting, the positive impact on police-community relations and the subsequent level of service that can be offered to the community by working collaboratively with the police to identify potential candidates. Attending churches has been very successful with the visible minority community, specifically the Afro-American community. The benefits have not been restricted to recruiting and include enhanced community relation (**Visible Minorities**).*
2. *PS-07 Attending community events, job fairs and establishing strong community relationships – The City is a melting pot of many diverse racial and ethnic groups. The primary strategy for recruiting is building relationships with the various communities by attending as many community/cultural events, job fairs, and organizations as possible. As an example, officers participate in the gay pride parade, handing out recruiting pamphlets. Where possible, officers of specific ethnic culture, race, or religion attend events to represent the police service in their own community.*

Newspaper Advertising of Recruiting Events

1. *PS-06 Advertising bi-monthly applicant testing via newspaper advertisements.*
 2. *PS-09 Daily print media and web-based employment publications – Newspaper and Multi-Media – Free community papers and monthly employment publications are used as a means of advertising; however, the most effective newspaper advertising program is a package that advertises the Civil Service exam in the Sunday and Wednesday papers, on the Internet in Spanish, Chinese, and English, and on TV.*
3. What are the least effective recruiting strategies and why are they ineffective?

Salary

- *PS-02 Advertising campaigns that focus on salary.*
- *PS-04 Advertising campaigns that focus on salary.*
-

TV/Radio

- *PS-03 TV and radio advertisements are very expensive and traditionally, the rate of return has not warranted the cost.*
- *PS-06 Television and Radio – It does not appear that the target audience watches a lot of television or listens to a lot of radio. Internet appears to be a preferred source of information.*
- *PS-09 Radio advertisements - Through cost analysis and measuring the success of various recruiting strategies, radio advertisements and pre-show movie theater advertisements have been deemed ineffective.*

Newspaper

- *PS-03 Newspaper advertisements – They are expensive and the target audience does not generally read the newspaper.*
- *PS-08 Relying on free or low budget newspaper advertisements as a means for advertising information sessions or major recruiting events.*

Job Fairs

- *PS-09 Job fairs/expos - Job fairs/expos are not an efficient use of resources. It has been established that they are not specific to, nor do they necessarily attract, participants that are interested in policing.*
- *PS-10 Career fairs that are not targeted at a specific group, such as Policing Foundation Students at a college. The same participants are consistently seen at open job fairs, and job fairs which charge an entrance fee to job seekers traditionally do not target potential candidates for policing.*

Miscellaneous

- *PS-01 All of the strategies being used by YRP are effective; however, the extent to which they are effective is limited by **staffing levels and budget**.*
 - *PS-02 **Billboards** without a purpose.*
 - *PS-04 The least effective recruiting strategy has been the use of **unemployment agencies** to attract candidates. Candidates frequently fail to meet the minimum standards and/or background investigations reveal that they are unsuitable candidates.*
 - *PS-05 Costly advertisements on **video screens at cash check outs** in retailer stores.*
 - *PS-06 Laws prohibit the use of billboards; however, they have been successful in surrounding areas.*
 - *PS-09 Pre-Show **movie theater advertisements***
 - *PS-10 **Community Events** – Although community events are a powerful public relations tool, like job fairs, they are time consuming and they do not result in a high rate of return for recruiting.*
4. Other than the strategies already discussed, are there any other recruiting strategies you would recommend?
- *PS-01 Outbound Program – a training and orientation program geared a **educating members of diverse groups about a career in policing** has been very successful for other police services. – a boot/training camp experience*
 - *PS-01 Improved **community** involvement*
 - *PS-01 Work collaboratively with First Nations **community** and aggressively targeting the First Nations **Community***
 - *PS-01 Increase **staffing** levels to facilitate the interviewing of potential candidates and the attendance a community events during the evening and on weekends.*
 - *PS-01 Increased **budget** (\$2,500) for advertising.*
 - *PS-04 Sell the intrinsic qualities that attract a candidate to a police service. Potential candidates are attracted to a career as a police officer for recognition, respect and dignity, **not salary**. Advertising campaigns should **create an image** that portrays policing as a job of honour, dignity and integrity. In addition, younger candidates are attracted to the flexible shifts and time off that a career in policing offers. Brand and communicate an **image** that is centered on honour, respect and achievement.*
 - *PS-05 Producing a **recruiting video***
 - *PS-05 Have a **recruiting phone number on police cars***

- *PS-10 The **community** should share more of the **responsibility** of encouraging and bringing forward ethnic applicants.*
- *PS-10 A **mentoring program** such as the cadet program, which was discontinued due to funding restrictions.*

Other comments and/or conversation:

- *PS-01 The intent of Affirmative Action and Employment Equity – is to create a level and equal playing fields were the best candidate is awarded the position.*
- *PS-01 Recruiting, Retention and Promotion are essential in establishing trust with the members of a diverse community and subsequently an organization that reflects the community. To attract candidates from diverse communities we must show equal opportunity by not only **reflecting our community** on the **front-line**, but in **specialty units and in positions of authority** (NCO's and Command Staff). Reflecting our community throughout the organization in all areas and at all levels instills an image of trustworthiness, fairness and opportunity for prospective employees.*
- *PS-01 The vision of **the leader** (Chief) provides the will and inspiration for recruiting.*