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Building Leaders in Policing: Using Leadership Characteristics and Attributes to Develop First-Line Supervisors and Line Officers

Brad Stewart

mstewart7@gardner-webb.edu

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Consultancy Project Executive Summary

Organization:	Gardner-Webb University, College of Education
Project Title:	BUILDING LEADERS IN POLICING: USING LEADERSHIP CHARACTERISTICS AND ATTRIBUTES TO DEVELOP FIRST-LINE SUPERVISORS AND LINE OFFICERS
Candidate:	M. Brad Stewart
Consultancy Coach:	Dr. Dale Lamb
Defense Date:	June 27, 2022
Authorized by:	Jay Hanson, Major, Asheboro Police Department

Approval

This consultancy project was submitted by M. Brad Stewart under the direction of the persons listed below. It was submitted to Gardner-Webb University College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

Dr. Dale Lamb, Faculty Advisor
Gardner-Webb University

Date

Jay Hanson, Site Advisor
Major, Asheboro Police Department

Date

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Abstract

BUILDING LEADERS IN POLICING: USING LEADERSHIP CHARACTERISTICS AND ATTRIBUTES TO DEVELOP FIRST-LINE SUPERVISORS AND LINE OFFICERS. M. Brad Stewart, 2022: Consultancy Project, Gardner-Webb University.

Organizational effectiveness and legitimacy in policing are largely based on public perception witnessed predominantly through interactions with line officers and first-line supervisors. The demand for highly effective first-line supervisors falls short as agencies are ill-equipped to provide leader development. This mixed methods study examined the characteristics and attributes of first-line supervisors as perceived by line officers in the Asheboro, North Carolina Police Department. Specifically, it sought to answer the following questions: (a) Which dominant characteristics and attributes are perceived by police officers to be associated with leader efficacy; (b) Which of the perceived characteristics and attributes contribute to the development of leadership skills; and (c) What barriers exist to prevent the development of leadership skills within policing? Two research techniques were used: (a) a survey designed to identify and categorize perceived characteristics and attributes, and (b) in-depth interviews of first-line supervisors and line officers. The results identified the four highest perceived leadership characteristics and attributes as courageousness, honesty, straight-forwardness, and self-control; and the four lowest as broadmindedness, caring, inspiration, and imagination. This led to the development of three, 2-hour training sessions, focused respectively on first-line supervisors, line officers in leadership positions, and line officers.

Keywords: leadership characteristics, attributes, first-line supervision, police leadership, police training, leader development

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1. Introduction

1.1 Project Purpose

The Asheboro Police Department (APD) is in central North Carolina and is responsible for the public safety of over 27,000 residents. The agency employs a total of 80 sworn law enforcement officers consisting of five command staff positions, 16 first-line supervisors, and 59 line officers. The officers are organized into several divisions within the department including patrol, K-9, investigations, VICE/Narcotics, traffic, community resources, and school resource officers.

Table 1

Officer Demographics

Demographic	Asheboro PD	National LE	City of Asheboro
White:	89.7%	64.9%	71.4%
African American:	7.3%	12.1%	12.2%
American Indian:	1.4%	0.9%	.5%
Hispanic/Latino	1.4%	16.9%	25.4%
Male:	85.2%	89.9%	48.2%
Female:	14.7%	10.1%	51.8%
Master's degree:	1.4%	6%	18.2%
Bachelor's degree:	27.9%	49%	
Associates degree:	16.1%	26%	-
Officers per 1,000 residents:	2.9	1.7	Pop. 27,156

This project addresses police leadership through an analysis of several research questions. These questions are related to the leadership characteristics and attributes found in first-line supervisors as perceived by line officers; furthermore, how these characteristics and attributes impact leader effectiveness, leader development, and overall organizational effectiveness in policing.

The first research question is to identify which dominant characteristics and attributes are perceived by officers to be associated with effective and ineffective leadership. The second question analyzes the perceived characteristics and attributes that contribute to the development of leadership skills for line officers. The third research question seeks to identify barriers that prevent the development of leadership skills in policing.

The purpose of this project is to provide resources and support for first-line supervisors and line officers of APD to increase leader efficacy. The areas focused on are characteristics and attributes associated with effective leadership. By measuring the line

officer perceived characteristics and attributes within first-line supervisors, I created a training course for three distinct populations of sworn officers: (a) first-line supervisors, (b) senior line officers and field training officers, and (c) line officers. The training session will build on the officer and first-line supervisor's development to leadership characteristics and attributes.

1.2 Project Qualification

This project required a partnership with a law enforcement organization which is a difficult task in today's America. Law enforcement organizations are hesitant to work with people within academia as it has caused organizational issues in the past. With these issues in mind, I used my experience as a law enforcement officer to seek out and convince an agency to partner with me and trust I would have their best interest in mind. After many organizations declined my offer, I was able to find a partner in APD, working with Major Jay Hanson. APD was a perfect organization as it was small enough to study, yet large enough to provide an adequate sample.

Through Major Hanson, I was able to learn about the department and analyze its needs within leadership areas. I decided to focus on first-line supervisors and their efficacy within the organization and as perceived by line officers. I had to make a few changes to my survey and interviews, but Major Hanson was always accommodating and ensured I was provided with all available resources and personnel. Through the delivery of the survey and while conducting interviews, some small changes and updates were made to help gather as much data as possible while respecting the time of the officers and ensuring they were not neglecting their duties to the public.

1.3 Project Complexity and Impact Assessment

1.3.1 Project Complexity

Table 2

Project Complexity Matrix

Criteria	Score 1	Score 2	Score 3	Score 4
Delivery time (months) – 10%	1-6	6-12	12-18	> 18
Stakeholders 20%	Internal & within single org area	Internal across >1 area	Mainly external	Internal & external
Operational change - 15%	Very minimal	Some new processes/re-training	Significant restructure	Major change/restructure
Contract complexity - 20%	No new contracts required	Single contract	Multiple contracts	New contracts/suppliers
In-house expertise - 20%	Have done this before many times	Have done this before once or twice	Have done similar, but not the same	Not done this before
Dependencies 15%	Very minimal links with other projects	Links with other projects but little impact	Links with other projects	Other projects depend upon this project

Using the Project Complexity Matrix, this project registered a score of 12 of 24 points. This shows the project is in the middle of complexity as it is not something that can be considered revolutionary but is significant to the organization.

1.3.2 Project Impact

Table 3

Project Impact Matrix

Criteria	Score 1	Score 2	Score 3	Score 4	Score 5
Strategic Contribution	Contributes indirectly to the org. mission	Contributes indirectly to >1 strategic themes	Contributes directly to 1 strategic theme	Contributes directly to >1 strategic theme	Very significant strategic impact
ROI	4-5 years	3-4 years	2-3 years	1-2 years	<1 year
Operational Effectiveness	Improves work of small group < 6	Improves work of large team >5	Improves work of whole dept.	Some improvement across organization	Significant improvement across organization

Using the Project Impact Matrix, this project registered a score of 9 of 10 points. This shows the project will have a significant impact on the organization as it directly includes a majority of the stakeholders within the agency.

1.4 Project Charter Information

A project charter is a document that formally authorizes the project and provides the project manager with the authority to apply organizational resources to project activities (Kloppenborg et al., 2019). I created this project's charter on July 1, 2021. It was signed on July 8, 2021, thus signifying the beginning of the project. The charter reviewed all stakeholders, roles, purpose, resources, deliverables, objectives, and risks. The Project Charter is found in Appendix A.

2 Project Objectives

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

Objective 1

The first objective of the organization was to increase morale within first-line supervisors and line officers. The agency said that although it did not perceive a large-scale issue with morale, it always works towards improving to retain officers and increase officer satisfaction. The APD Command Staff recognize that officer morale plays a large role in organizational effectiveness.

Objective 2

The second objective was to increase leadership effectiveness within first-line supervisors through training. APD recognizes leader development is paramount to organizational effectiveness; therefore, it welcomes all leadership development opportunities for its first-line supervisors.

Objective 3

The third objective was to implement leadership development for line officers. APD recognizes the importance of developing leadership from the beginning of an officer's career; therefore, it welcomes any leadership development opportunities for its line officers to grow and increase organizational commitment.

2.1.2 Success Criteria

Success for the organizational objectives in this project will be measured in various ways. First, officer morale and satisfaction can be determined by surveying or simply asking them. Questions to the officers can explore their perceptions on changes within supervision or their overall satisfaction with APD. Officer statistics can be analyzed and compared to the 2020 APD Annual Report.

2.1.3 Risks

There were no identifiable risks to the agency due to the implementation of this project. The research and training sessions were well received by officers and first-line supervisors.

2.2 Student's Personal Leadership Objectives

2.2.1 Objectives

Objective 1

The first objective of this project was to assess the leadership development needs of APD. This assessment was done through a mixed methods study of first-line supervisors and line officers.

Objective 2

The second objective was to provide APD with leader development sessions for first-line supervisors and line officers.

Objective 3

The third objective was to create a leader development reading list for all ranks within the department. The reading list will contribute to the leader development sessions.

2.2.2 Success Criteria

The success of this project is measured by the knowledge acquisition surrounding leadership characteristics and attributes. A follow-up survey may also be given to measure the change in the level of perceived leadership characteristics in first-line supervisors.

2.2.3 Risks

There are no perceived risks associated with this project.

3 Project Scope

3.1 Definitive Scope of Work

This project was responsible for designing a training session for first-line supervisors and line officers. The training sessions would have an overall focus on leader development, while the primary objective would be to address the development of leadership characteristics and attributes. These sessions are intended to help increase officer morale and organizational effectiveness.

3.2 Project Benefits

The benefits of this project are related to the leader development of first-line supervisors and line officers. The scholarly research has shown time and again the more leadership skills and positive leadership characteristics a law enforcement officer has, the more effective they will be. The organization's effectiveness hinges on the individual effectiveness of line officers and first-line supervisors.

3.3 SMART Goals

The goals set for the project were centered around the research, the deliverables, and the final product for the satisfaction of the degree requirements. The SMART goals are shown in Table 4.

Table 4

SMART Goals

Goal	Deadline
Survey completed by 75% of line officers	July 10, 2021
Interviews with 75% of line officers and first-line supervisors	July 30, 2021
Data analyzed and survey and interview reports submitted	November 1, 2021
Literature review completed	December 31, 2021
Leader development session created	January 1, 2022
Consultancy report completed	March 1, 2022

4 Disciplined Inquiry

4.1 Introduction and Theoretical Framework

Theoretical Framework

To achieve the goals and answer the research questions within this project, the action research framework is used. Action research was developed simultaneously but separately by Kurt Lewin and John Collier and has been challenged, tested, and proven as an effective approach to organizational change (Burnes, 2020; Cooke, 2006). Lewin (1946) described this process as a series of spiral steps that are comprised of a circle of planning, action, and fact-finding about the results of the action. Lewin (1946) conceived action research as a process for organizations to address change by first emphasizing that change requires action and is directed toward this. Next, the successful action is based on correctly analyzing the issue, identifying all possible solutions, and choosing the most appropriate one. Lastly, the individuals involved must have buy-in in which they have the realization that change is necessary (Burnes, 2004).

The success of the change implemented using action research is centered around democratic participation where all members of the organizational group must be involved on an equal basis (Burnes, 2004). This method creates shared ownership of the change leading to increased buy-in from all stakeholders and is paramount to the success of the organization. Ensuring democratic participation and consideration for all stakeholders is upheld will also build a foundation for the leader when moving the organization to a transformational, or shared, leadership style (Decker, 2018).

Lewin's (1947) change theory involves three steps: unfreezing, moving, refreezing. The theory's steps have been regarded as the fundamental approach to managing change within an organization (Cummings et al., 2016). Additionally, Schein (2017) has elaborated Lewin's (1947) theory to modernize it for ease of application.

Schein's (2017) first stage is creating the motivation to change, or unfreezing. Four actions within this stage consist of disconfirmation, creating survival anxiety or guilt, understanding learning anxiety produces resistance to change, and creating psychological safety to overcome learning anxiety. Creating this disequilibrium will work to create a motivation to change and launch into the change process (Schein, 2017).

Schein's (2017) second stage is learning new concepts, new meaning for old concepts, and new standards for judgment, or moving. This stage has two actions that consist of imitating and identifying with role models and scanning for solutions and trial-and-error learning. Understanding these learning mechanisms allows for greater efficacy when learning a new behavior, belief, or value (Schein, 2017).

Schein's (2017) third stage is internalizing the new concepts, meanings, and standards, or refreezing. This stage's two actions are incorporation into self-concept and identity and incorporation into ongoing relationships. This stage works to increase the efficacy

of the change by stabilizing the new learning with the organization by measuring the results and ensuring the behaviors, beliefs, or values were changed (Schein, 2017).

4.2 Hypothesis

Organizational effectiveness and legitimacy in policing are largely based on public perception witnessed predominantly through interactions with line officers and first-line supervisors. The demand for highly effective first-line supervisors falls short as agencies are ill-equipped to provide leader development. Increased leader development in both first-line supervisors and line officers will increase morale, officer retention, and overall organizational effectiveness.

4.3 Research Questions

As this project focuses on assessing and teaching leadership characteristics and attributes to first-line supervisors and line officers, several areas are included. This review will focus on the following areas: (a) rank and first-line supervision in policing, (bb) leadership characteristics and attributes, (c) leadership characteristics and attributes in policing, (d) leader efficacy in policing, and (e) leader development in policing. The relevant scholarly work analyzed will be valuable to the design of the leadership courses developed in this project.

4.4 Literature Review

Purpose

The importance of leadership is evident if one looks at the history of law enforcement and the breaching of duty that occurred as the result of inadequate leadership (Schafer, 2009). Leadership is the most important and demanding aspect of a professional law enforcement organization (Pallas, 2016). Over the years, police leadership has confused leader behavior with rank, as police historically assume leadership roles by virtue of their rank instead of an analysis of their attributes, characteristics, and habits (Martin et al., 2017). To improve leader efficacy in law enforcement, leaders must use a range of behaviors to influence followers (Densten, 2003).

First-line supervisors ensure the vision and goals of the department are met at the street level by managing the line officers (Police Executive Research Forum [PERF], 2018). Line officers are the face of the department, building the key relationships needed for community policing; therefore, greater consideration should be given to the effectiveness of first-line supervisors and line officers. Organizational effectiveness in policing is largely based on public perception and confidence in the police (President's Task Force on 21st Century Policing, 2015; Stanko & Bradford, 2009).

Consensus in the field is police learn leadership through on-the-job experiences combined with academic training and mentorship (Doyle et al., 2020). Scholarly literature has sought to describe and improve leadership by analyzing traits of effective leaders, assessing leader efficacy, developing leadership skills, and examining quality leadership practices (Schafer, 2010). Many police organizations do not have a program to develop leaders and rely on local community colleges to fill the training gap

(Anderson et al., 2006; PERF, 2018). Ensuring there is a steady source of leaders within the organization is paramount to success (Haberfeld, 2006). Once promoted to a first-line supervisor, agencies are ill-equipped to provide training for leader development (PERF, 2018). When addressing leadership in line officers, Haberfeld (2006) said, “the true leaders on the streets, using their leadership skills in daily encounters with the community, and police executives and policy makers need to realize it” (p. 3).

As this project focuses on assessing and teaching leadership characteristics and attributes to first-line supervisors and line officers, several areas are included. This review will focus on the following areas: (a) rank and first-line supervision in policing, (b) leadership characteristics and attributes, (c) leadership characteristics and attributes in policing, (d) leader efficacy in policing, and (e) leader development in policing. The relevant scholarly work analyzed will be valuable to the design of the leadership courses developed in this project.

Rank and First-Line Supervision in Policing

Rank and status within the culture play a large part in the organizational structure of a paramilitary police organization, demanding new officers unquestionably accept the organizational system with loyalty and dedication (Chappell & Lanza-Kaduce, 2010; Jermier & Berkes, 1979; Paoline, 2003). Officers are socialized to conformance of authority in the academy, learning rank in law enforcement is absolute and demanding strict adherence to the chain of command (Chappell & Lanza-Kaduce, 2010; Van Maanen, 1975). This leads to differing perspectives throughout the ranks of community and organizational issues (Cordner, 2017; Paoline, 2003). This hierarchal leadership model has created divisiveness between first-line supervisors and line officers (Schafer, 2009).

Leadership perspective impacts job satisfaction, reducing performance by lowering productivity and displaying deviant behavior (Decker, 2018; Paoline, 2003). Terrill and Paoline (2015) found officers who had negative and distrustful views of management were discourteous, used more force, and generated more complaints. Communities perceive organizations as legitimate and effective based on leadership; therefore, negative community interactions cause a reduction in some neighborhoods (Hildenbrand et al., 2018; Kiehl, 2013; Pearson-Goff & Herrington, 2013).

First-line supervisors in law enforcement work closely with line officers, monitoring and guiding daily decision-making (Engel & Worden, 2003). These leaders directly supervise 85% of agency personnel across the country (PERF, 2018). First-line supervisors provide leadership by setting examples of action, supervising directly, evaluating performance, and providing training (Baker, 2006). A National Institute of Justice study by Mastrofski et al. (2011) found police chiefs believe first-line supervisors are a key component of a successful department and culture. Furthermore, police leadership characteristics must be defined to navigate challenges faced in police operations, such as homeland security, cybercrime, and increasing violent crimes (Mills, 2003).

Leadership Characteristics and Attributes

There has been a great deal of research on the identification of specific characteristics and attributes enabling leaders to be effective. Researchers found a consistent list of characteristics and attributes distinguishing leaders from non-leaders (Diviney, 2021; House & Aditya, 1997; Schafer, 2010). Attributes are a person's internal coding and guiding performance, and during challenging situations, will emerge to the forefront (Diviney, 2021). Accordingly, scholars developed a list of leader characteristics and attributes published in articles, books, and other scholarly writings (Diviney, 2021; Gardner, 1990; Judge et al., 2002; Kirkpatrick & Locke, 1991; Kouzes & Posner, 2017; Northouse, 2004; Popper et al., 2004; Youngjohn, 1999; Zaccaro et al., 2004).

According to Northouse (2004), major leader attributes were intelligence, self-confidence, determination, integrity, and sociability. Gardner (1990) identified 14 characteristics of leadership: physical vitality, intelligence and judgment-in-action, willingness (eagerness) to accept responsibilities, task competence, understanding of followers/constituents and their needs, skill in dealing with people, need to achieve, capacity to motivate, courage, capacity to win and hold trust, capacity to manage, confidence, ascendancy, and adaptability. Youngjohn (1999) used meta-analysis to examine 101 studies linking individual characteristics and leader effectiveness. The study reported charisma, management skills, decision-making, dominance, energy, and self-monitoring exhibited the strongest relationship to leader effectiveness, followed by technical knowledge, adjustment, creativity, and extraversion. The result of Youngjohn's study demonstrated a significant relationship between individual differences and leader effectiveness.

Kirkpatrick and Locke (1991) stated traits alone are not adequate for effective leadership but are a prerequisite. The six important traits found that differentiated leaders from non-leaders were "drive, leadership motivation, honesty/integrity, self-confidence, cognitive ability, and knowledge of the business" (p. 49). Table 5 provides results of previous reviews of the trait approach to leadership for the years between 1990 and 1999.

Table 5*Major Leader Traits and Characteristics, 1990-1999*

Gardner (1990)		
Adaptability, flexibility of approach	Intelligence and judgement-in-action	
Ascendancy, dominance, assertiveness	Capacity to manage, decide, set priorities	
Need to achieve	Capacity to motivate	
Willingness to accept responsibilities	Courage, resolution, steadiness	
Capacity to win and hold trust	Understanding of followers	
Task competence	Skill in dealing with people	
Physical and stamina	Confidence	
Kirkpatrick & Locke (1991)		
Drive	Leadership motivation	Honesty and integrity
Self-confidence	Cognitive ability	Knowledge of the business
Youngjohn (1999)		
Charisma	Creativity	Energy
Management skills	Self-monitoring	Extraversion
Decision making	Technical knowledge	Adjustment
		Dominance

Several studies suggested vision, discipline, passion, and conscience are four important leadership characteristics (Covey, 1989; Mumford & Strange, 2013). The five-factor model of personality and transformational leadership revealed certain personality traits were positively related to transformational leadership behavior in the North American context. Diviney (2021) completed extensive work understanding the impact a person's attributes have on their performance. He listed 25 core attributes he considered drivers of performance, separating them into subcategories that work toward a specific goal (Diviney, 2021).

Table 6*Diviney's 25 Hidden Drivers of Optimal Performance*

The Grit Attributes	The Mental Acuity Attributes	The Drive Attributes
Courage	Situational Awareness	Self-efficacy
Perseverance	Compartmentalization	Discipline
Adaptability	Task switching	Open-mindedness
Resilience	Learnability	Cunning
		Narcissism
The Leadership Attributes	The Teamability Attributes	The Others
Empathy	Integrity	Patience
Selflessness	Conscientiousness	Fear of rejection
Authenticity	Humility	Competitiveness
Decisiveness	Humor	
	Accountability	

Kouzes and Posner (2017) stressed the importance of leaders knowing the expectations of followers. They surveyed over 75,000 people around the world, asking “What values (personal traits or characteristics) do you look for and admire in your leader?” (p. 24). They found 225 different characteristics, publishing the top 20 as the Characteristics of Admired Leaders (CAL). The top four characteristics—honesty, forward-looking, competency, and inspiration—have not changed in the last 20 years of revisions to the study. Recently, several studies were conducted using the CAL.

Table 7

CAL

Characteristics			
Honest	Competent	Inspiring	Forward-looking
Intelligent	Broadminded	Dependable	Supportive
Fair-minded	Straightforward	Cooperative	Ambitious
Caring	Determined	Courageous	Loyal
Courageous	Mature	Self-Controlled	Independent
Top 4 Characteristics			
Honest	Forward-looking	Competent	Inspiring

Leadership Characteristics and Attributes in Policing

Early research into law enforcement leadership examined what traits and behaviors led to good leadership principles (Bruns & Shuman, 1988). Leaders must be excellent at balancing between public safety and enforcing the law while becoming adept at responding to change and helping the organization evolve (Batts et al., 2012). Police leaders have become better informed, better trained, and better educated, and recognize a need to change managerial philosophies to a more community-oriented strategy (Krimmel & Lindenmuth, 2001). These social changes increased the demand for accountability in policing, with leadership at the forefront (Pearson-Goff & Herrington, 2013).

Some studies found officers preferred an authoritative, impersonal commander with a strong obedience ethos because they are more effective in completing tasks and goals. Others found less authoritative leadership in policing leads to higher job satisfaction (Jermier & Berkes, 1979; Sarver & Miller, 2014; Steinheider & Wuestewald, 2008). Police officer perceptions of leaders show ineffective leadership due to a lack of honesty, integrity, care, and communication skills (Schafer, 2010). Authoritative leadership traits are effective during times of crisis and emergency but are ill-suited for use in policing, especially when implementing community-oriented policing and problem-oriented policing (Chappell & Lanza-Kaduce, 2010; Morreale, 2003; Vagle, 2016).

Leader Efficacy in Policing

The success of a law enforcement agency depends on leaders, who have an important effect on any kind of change (Densten, 2003). In policing, effective leaders initiate

community and neighborhood policing initiatives, engage in problem-oriented policing, and build an organization that is responsive to community needs and problems (Anderson et al., 2006). Ineffective leadership is linked to issues such as high crime rates, civil disorder, and all-around community dysfunction (Kiehl, 2013). Supervisors influence officer conduct, but the degree varies due to inconsistent leadership skills (Schafer & Martinelli, 2008).

Assessing leader efficacy is challenging for several reasons. First, attributes and characteristics can be negative or positive when used in leadership situations (Diviney, 2021); therefore, assessing leader efficacy is challenging, as the perspective of the leader's behaviors is subjective (Schafer, 2010). Secondly, a lack of clearly accepted objectives contributes to the complexity of assessing police leadership efficacy. This opaqueness prohibits the linking of leadership efficacy to organizational outcomes (Engel & Worden, 2003). First-line supervisors are assessed on their technical ability, not leadership.

To be considered an effective leader in law enforcement, one should be able to motivate the officers to operate in a manner that is efficient, legal, professional, and reflective of the organization (Miller et al., 2009). Police leaders are expected to operate in a complex blend of social, political, and organizational environments (Pearson-Goff & Herrington, 2013). These factors have pushed policing from a preventive approach to crime control; therefore, police leaders must change along with society's path while making consistent decisions to satisfy all stakeholders (Batts et al., 2012; Isenberg, 2010; Murphy, 2006; Sarver & Miller, 2014).

Leader Development in Policing

A prevailing problem with leadership development is the tendency to focus on competencies and not competence (McCall & Hollenbeck, 2007). Today's organizations are realizing they need to develop leadership skills within their line employees and middle management if they want to survive in this ambiguous environment (Kirkpatrick & Locke, 1991; Narayandas & Moldoveanu, 2019). Providing officers leadership training from the beginning of their career is paramount to their understanding of the strategic goals of the organization (Anderson et al., 2006).

With changing roles and responsibilities of first-line supervisors, the methods used to test, select, train, and evaluate them have remained the same (PERF, 2018). While some scholars advocate for higher education to develop leadership skills, it is only the enabler to organizational learning (Roberts et al., 2016). Furthermore, internal procedural justice is built by conducting organizational training engaged by community members (President's Task Force on 21st Century Policing, 2015). These movements have pushed police organizations to look beyond traditional teacher-centered training methods, as they look to innovative learner-centered approaches (Shipton, 2011).

Implementing internal procedural justice will also help with a main cause of many issues seen in law enforcement, the lack of collaborative leadership. It could be beneficial for policing organizations to consider further development of shared and

collaborative leadership and decision-making in operational practice (Davis, 2018). These principles will lead to line officers building stronger relationships with their supervisors, which will result in higher morale within the agency (President's Task Force on 21st Century Policing, 2015).

Theoretical Framework

To achieve the goals and answer the research questions within this project, the action research framework is used. Action research was developed simultaneously but separately by Kurt Lewin and John Collier and has been challenged, tested, and proven as an effective approach to organizational change (Burnes, 2020; Cooke, 2006). Lewin (1946) described this process as a series of spiral steps which are comprised of a circle of planning, action, and fact-finding about the results of the action. Lewin (1946) conceived action research as a process for organizations to address change by first emphasizing that change requires action and is directed toward this. Next, the successful action is based on correctly analyzing the issue, identifying all possible solutions, and choosing the most appropriate one. Lastly, the individuals involved must have buy-in in which they have the realization that change is necessary (Burnes, 2004).

The success of the change implemented using action research is centered around democratic participation where all members of the organizational group must be involved on an equal basis (Burnes, 2004). This method creates shared ownership of the change leading to increased buy-in from all stakeholders and is paramount to the success of the organization. Ensuring democratic participation and consideration for all stakeholders is upheld will also build a foundation for the leader when moving the organization to a transformational, or shared, leadership style (Decker, 2018).

Lewin's (1947) change theory involves three steps: unfreezing, moving, refreezing. The theory's steps have been regarded as the fundamental approach to managing change within an organization (Cummings et al., 2016). Additionally, Schein (2017) has elaborated Lewin's (1947) theory to modernize it for ease of application.

Schein's (2017) first stage is creating the motivation to change, or unfreezing. There are four actions within this stage that consist of disconfirmation, creating survival anxiety or guilt, understanding learning anxiety produces resistance to change, and creating psychological safety to overcome learning anxiety. Creating this disequilibrium will work to create a motivation to change and launch into the change process (Schein, 2017).

Schein's (2017) second stage is learning new concepts, new meaning for old concepts, and new standards for judgment, or moving. This stage has two actions that consist of imitating and identifying with role models and scanning for solutions and trial-and-error learning. Understanding these learning mechanisms allows for greater efficacy when learning a new behavior, belief, or value (Schein, 2017).

Schein's (2017) third stage is internalizing the new concepts, meanings, and standards, or refreezing. This stage's two actions are incorporation into self-concept and identity

and incorporation into ongoing relationships. This stage works to increase the efficacy of the change by stabilizing the new learning with the organization by measuring the results and ensuring the behaviors, beliefs, or values were changed (Schein, 2017).

4.5 Methodology

Quantitative Data Collection

To address the research questions, the project began by collecting quantitative data from the line officers of APD. The quantitative tool used in this project was a survey, designed by me, to measure the perceived characteristics of first-line supervisors by line officers. The survey was administered to 53 line officers in the organization, with 52 responses. Upon completion of the survey, a chi-square test was performed to ensure the sample population from the agency was not an outlier.

The Quantitative Instrument

The survey was designed to measure the level of specific leadership characteristics as perceived by line officers. The evidence-based characteristics are from the extensive work of Kouzes and Posner (2017) and their list of CAL.

The survey was administered to all 53 current line officers within the agency through an email link to the Qualtrics survey. The survey began by collecting demographic information including the name of the officer's employing agency, current assignment, race, gender, ethnicity, age, and education level. The department, assignment, and education level demographics were used to categorize the answers of the officers. This categorization is important to the main tenants of the study when analyzing the leadership perceptions at different assignments and education levels.

The survey then asked the officer to measure, on a 4-point Likert scale (1=very low to 4=very high), their perceived level of each of the CALs within their first-line supervisor. After asking about all 20 CALs, the officer was asked to rank the following questions on a 4-point Likert scale (1=strongly disagree to 4=strongly agree):

- The agency provides me adequate leadership training.
- I want to learn more about leadership.
- Overall, first-line supervisors are effective in this agency.

Once the survey was completed, the data were analyzed, and a report was generated to find the four highest-rated characteristics and the four lowest within first-line supervisors. This report helped guide the design of the leader development sessions.

Qualitative Data Collection

The qualitative method used in this project is a series of interviews with first-line supervisors and line officers. The aim of the interviews was to follow up on and clarify collected perceptions from the administered survey. They were conducted in 45- to 60-minute sessions and structured around the group responses. The interviewees were sent to me in a random method of who was available at the time. Interviewees were asked a series of questions based on their positions within the agency.

I was able to interview 15 of 16 first-line supervisors consisting of lieutenants and sergeants. First-line supervisors were asked the following questions:

- Division worked
- Length of service
- Career goals
- What is your relationship like with your line officers?
- Of the 20 leadership characteristics given, which are the top four for first-line supervisors?
- Why/how do the top four contribute to your leadership efficacy?
- Which of these are your strongest? Why? Examples?
- Which are your weakest? Why? Examples?
- How is your job different from the lieutenant or sergeant?
- What steps are you taking to obtain/improve upon these characteristics?
- How does the agency contribute to your success as a leader?
- How does the agency provide mentorship/coaching to line officers?
- Describe the leadership training you have/will receive as a first-line supervisor.
- How does the agency contribute to leader development for first-line supervisors?

Line officers were asked the following questions:

- Division worked
- Length of service
- Career goals
- What is your relationship like with your first-line supervisor?
- Of the 20 leadership characteristics given, which are the top four for first-line supervisors to have?
- Does your supervisor possess these?
- Which of these traits do you possess?
- What makes an effective first-line supervisor?
- What is the difference(s) between the lieutenant and sergeant?
- How does the agency provide mentorship/coaching to line officers?
- Describe the leadership training you have/will receive.
- How does the agency contribute to leadership development for line officers?
- What areas of leadership training would you like to have?

5 Continuous Improvement Systems

5.1 Continuous Improvement Planning

This project consisted of five phases. They are as follows:

Phase 1: Initial Project Proposal and Approval

During this phase, I was able to meet with Major Hanson and discuss my project. After that discussion, I began gathering data on APD to analyze its needs. I found there to be a lack of leader development within the line officers and first-line supervisors. I then began to develop a research plan, which included the design of a survey instrument and interviewing strategy. Once the research plan and survey were approved by my advisor, Dr. Lamb, I moved to the next phase, data collection.

Phase 2: Research

During the research phase, I conducted extensive research into leadership characteristics and attributes. Through this research, I was able to focus on specific survey and leadership development tests. All the research into the areas of police leadership; leadership development; and leadership characteristics, behaviors, and attributes was compiled into a literature review.

Phase 3: Data Collection, Survey, and Interviews

To gather data, I designed the survey using Qualtrics. The survey was distributed through an email link to line officers. Once completed, I analyzed the information gathered within the survey. I created the survey report and began to build interview questions. I created an interview document for line officers and first-line supervisors to help guide the interviews and ensure clarity with line officer survey answers. I then conducted the interviews at the agency. Major Hanson had the officers report to me in a random order of who was available at the time.

Phase 4: Data Analysis

After the collection of the data, I analyzed all the interview responses and survey responses. I created reports for each of the interview sessions and the survey. Through the analysis, I was able to concentrate on the key characteristics and attributes to begin to build a leader development session.

Phase 5: Leader Development Course Development and Review

This phase is where I began to build the leader development session. The session is based around the recognition of what characteristics were perceived and not perceived by line officers. It is also built from the research of Kouzes and Posner's (2017) CAL, and how they can be applied to leader development within law enforcement.

5.2 Continuous Improvement Actions

Based on my recommendations and the leader development session I created, the organization will have me teach the session to first-line supervisors and line officers. It will also consider adopting the reading list for its officers.

5.3 Continuous Improvement Feedback

After the leader development session is delivered, I will distribute evaluation forms to the officers. Based on the responses, I can modify or alter the session or the delivery.

5.4 Continuous Improvement Implementation

I would consider any recommendations from the stakeholders after the implementation of the session and reading list. All the stakeholders have different perspectives and experiences within the organization and law enforcement field; therefore, I value their feedback and will work to ensure it is used to increase the efficacy of the implemented recommendations.

6 Deliverables

6.1 To Partnering Organization from Candidate

Table 8

Project Deliverables

Deliverable	Due date
Initial survey results	July 2021
Final survey report	December 2021
Line officer interview report	January 2021
First-line supervisor interview report	January 2021
Asheboro Police Department reading list	January 2021
Developing frontline leaders training	January 2021

6.2 Deferred Deliverables

There were no deliverables created that were not presented to the organization.

7 Communications Plan

7.1 Communication Plan Development

To ensure effective communication, a communication plan was developed. This plan gave a detailed map for the agency and me to have visibility and accountability on what all stakeholders were responsible for.

7.2 Stakeholder Engagement Plan

Table 9

Stakeholder Engagement

Stakeholder	Item delivered	Why it is needed	When	Manner of delivery
Asheboro Police Department	Detailed project proposal	Approve project charter	January 2021	Via email
	Line officer survey	Approve survey	May 2021	Via email
	Line officer survey report	Provides results of survey	July 2021	Via email
	Interview reports	To provide results of the interviews	August 2021	Via email
	Leader development plan	Provide lesson plan for the sessions	January 2022	Via email
	Leader reading list	To contribute to leader development	January 2022	Via email
Consultant	APD org chart	To contribute to the research	June 2021	Via email
	APD roster	To contribute to the research	June 2021	Via email
	APD 2020 annual report	To contribute to the research	June 2021	Via email
First-line supervisors	Leader development	To contribute to leader development	March 2022	Classroom instruction
Line officers	Leader development	To contribute to leader development	March 2022	Classroom instruction

8 Risks

8.1 Mitigation and Contingency

Due to the nature of my project, there are no major risks to the organization related to providing training and resources for first-line supervisors and line officers to enhance leader development.

8.2 Constraints

The current social environment and perspectives on policing have caused police officers to be skeptical of any “study” conducted within the agency. This suspicion also applies to police executives who are not willing to allow their officers to participate in such studies.

9 Budget

Due to the nature of this project, there is no anticipated budget. Any money spent for paper, transportation, or other expenses was insignificant and covered by me.

10 Analysis and Recommendations

10.1. Findings

Table 10

Survey Results

Agency – 52 respondents				
Highest perceived characteristics	1	Courageous	3	Straightforward
	2	Honest	4	Self-control
Lowest perceived characteristics	1	Broadminded	3	Inspiring
	2	Caring	4	Imaginative
Additional questions	The agency provides me adequate leadership training.			76%
	I want to learn more about leadership.			83%
	Overall, first-line supervisors are effective in this agency.			81.7%
Patrol - 35 respondents				
Highest perceived Characteristics	1	Straightforward	3	Competent
	2	Courageous	4	Honest
Lowest perceived characteristics	1	Inspiring	3	Caring
	2	Broadminded	4	Imaginative
Additional questions	The agency provides me adequate leadership training.			77.7%
	I want to learn more about leadership.			85.5%
	Overall, first-line supervisors are effective in this agency.			85.2%
Criminal investigations - Eight respondents				
Highest perceived characteristics	1	Self-control	3	Mature
	2	Honest	4	Loyal
Lowest perceived characteristics	1	Imaginative	3	Broadminded
	2	Supportive	4	Inspiring
Additional questions	The agency provides me adequate leadership training.			68.7%
	I want to learn more about leadership.			78.2%
	Overall, first-line supervisors are effective in this agency.			78.2%

Special operations/VICE - Seven respondents				
Highest perceived characteristics	1	Ambitious	3	Courageous
	2	Self-control	4	Forward-looking
Lowest perceived characteristics	1	Imaginative	3	Fair-minded
	2	Straightforward	4	Inspiring
Additional questions	The agency provides me adequate leadership training.			70.7%
	I want to learn more about leadership.			78.5%
	Overall, first-line supervisors are effective in this agency.			71.5%
Administrative - 2 respondents				
Highest perceived characteristics	1	Honest	3	Straightforward
	2	Independent	4	Competent
Lowest perceived characteristics	1	Dependable	3	Imaginative
	2	Forward-looking	4	Mature
Additional questions	The agency provides me adequate leadership training.			87.5%
	I want to learn more about leadership.			75%
	Overall, first-line supervisors are effective in this agency.			75%

Table 11*Interview Results*

First-line supervisors					
Average years of service	15.2				
Rated Top 4 CALs	1	Honest	3	Competent	
	2	Dependable	4	Intelligent	
Self-reported strongest characteristics	1	Honest/caring/forward-looking			
Self-reported weakest characteristic	1	Self-control			
	2	Caring/imaginative			
	3	Ambitious			
Line officers					
Average years of service	5.7				
Rated Top 4 CALs	1	Honest	3	Competent	
	2	Fair-minded	4	Supportive/dependable	
Leadership training received	1	None	3	GI School	
	2	FTO			
Officers who want leadership development		82.3%	Yes	17.6%	No

10.2 Discussion

When analyzing the survey results and interview results, several points presented themselves. First, although line officers reported they receive adequate leadership training, they want more.

Table 12*Survey and Interview Questions Comparison*

Line officers		
Survey		Interviews
Agency provides adequate leadership training.	I want to learn more about leadership.	I want more leadership training.
76%	83%	82.3%

Table 13*Survey and Interview Characteristics Comparison*

Top 4 Characteristics			
CALs	Survey	Line officer interviews	First-line supervisor interviews
Honest	Courageous	Honest	Honest
Forward-looking	Honest	Fair-minded	Dependable
Competent	Straightforward	Competent	Competent
Inspiring	Self-control	Supportive/ Dependable	Intelligent

After analyzing the responses from the survey and the information gathered during the interviews, several characteristics began to repeat. Honesty is a characteristic both line officers and first-line supervisors hold at a high level for effectiveness. Competence is also a characteristic held high. Due to the nature of the field of law enforcement and the dangerous nature of the role, it is no surprise law enforcement officers rate these two at the top.

When looking at which of the CALs to develop within the course, I chose to focus on the characteristics found by Kouzes and Posner (2017) to be the top four: (a) honest, (b) forward-looking, (c) competent, and (d) inspiring. I also included the four attributes found to be indicative of effective leadership by Diviney (2021): (a) empathy, (b) selflessness, (c) authenticity, and (d) decisiveness. I included these attributes as I believe they will round out the lessons well and help build the top four CALs.

11 Reflection

11.1 Professional Learning

Throughout this project, I was continually challenged to grow professionally within the field of law enforcement. I frequently found myself outside my comfort zone and working to overcome an obstacle or barrier within the project. Even during the initial search for a partnering agency, I found it difficult to convince an agency to partner with me.

After meeting with APD and beginning to work on the project, I learned much about survey design and implementation during the quantitative research phase. I not only improved my data collection skills but data processing as well. Working with the survey was a great professional experience, and I am excited to work with more.

During the qualitative research phase, I was able to improve my interviewing skills. While much of my interview skills are based around criminal investigations, interviewing law enforcement officers for academic research proved to be a different challenge. I enjoyed the interview process and analyzing the data afterward.

Creating the course for this project was a great experience. I was challenged to incorporate a great deal of information and compress it while ensuring relevance to first-line supervisors and line officers. The course along with the reading list will be greatly beneficial to APD in developing its future leaders.

The skills gained during this project and the 3 years of coursework have allowed me to grow professionally in ways I would not have been able to without it. The various aspects of leadership and exposure to case studies, leadership theories, and organizational issues have been instrumental in my professional growth. Seeing the project begin in my brain and end as it has is most satisfying.

11.2 Personal Development

This project and program have also caused a great deal of personal growth within me. I have found I am more confident, studious, and inquisitive on deeper issues. Through this work, I have also opened my mind to alternative theories and practices, allowing for an expansion of thought, consideration, and emotional intelligence.

The coursework and multiple projects throughout have exposed me to the intricacies of people on psychological and sociological levels. This has helped me with personal relationships, problem-solving, and decision-making. The overall personal growth I have gained from this program will continue to impact me for the rest of my life.

Appendix A

CONSULTANCY PROJECT CHARTER **7**

1. General Project Information				
Project Title:	Building Leaders in Policing: Using Leadership Characteristics and Attributes to Develop First-Line Supervisors and Line Officers			
Project Host(s):	Asheboro Police Department (NC)			
Project Sponsor (GWU):	Dr. Dale Lamb			
Project Manager:	M. Brad Stewart	Date:	7/1/2021	
Project Description	<p>This project is a mixed methodology study of the leadership characteristics of first-line supervisors as perceived by line officers. The project will begin with the administration of a survey to line officers which measures the first-line supervisor's level of Kouzes and Posner's (2017) Characteristics of Admired Leaders. Follow up interviews will then be conducted with both first-line supervisors and line officers. After the data from this study is analyzed, the findings will be used to create a training program for the agency. The training program will expose first-line supervisors and line officers to perceived traits and how to improve them. The program is intended to help increase leader development within the agency.</p>			
2. Project Participants and Roles				
	Name	Role	Telephone	E-mail
Project Manager:	Brad Stewart	Manager	336-314-5755	Mstewart7@gardner-webb.edu
Team Members:	Jay Hanson	Major/Agency Contact	336-736-0353	jhanson@ci.asheboro.nc.us
3. Stakeholders				
Police officers				
First-line police supervisors				
Police administrators				
4. Project Purpose Statement				
Project Purpose				
<p>There is a need for increased leadership effectiveness in policing. Although leadership development and training exists throughout policing agencies, study after study shows them to be inadequate or ineffective. Evidence has shown proactive training is more effective than reactive training. The efforts to develop police leadership skills continue to ignore the line officers, who are the most in need of this training. The identification of positive leadership attributes in first-line supervisors and line officers can benefit policing organizations so they are able to take advantage of the officer's talents.</p>				
Resources				
The availability of their officers and first-line supervisors for a survey and follow-up interviews.				
Project Deliverables				
<ol style="list-style-type: none"> 1. A 2-hr leadership training for first-line supervisors to teach them ways to improve positive leadership characteristics. 2. A 2-hr training for line officers to help recognize & navigate positive & negative leadership characteristics. 3. A 2-hr training for senior line officers/Field Training Officers (FTOs) to help them develop positive leadership characteristics when leading inexperienced officers. 				

4. A leadership & personal development reading list categorized by officer rank (Chief – Police Officer 1)
5. Report on demographics and perceptions of officers.

Project Milestones

1. Study completed with data to support hypothesis. - July 10, 2021
2. Study results reviewed with APD. Collaborate on teaching objectives for program. July-Aug, 2021
3. Training program completed and presented to Asheboro PD for approval. – Nov-Dec 2021
4. Final Training program with data presented to Asheboro PD. – Jan-Feb 2022

Project SMART Objectives

1. Survey completed by 75% of line officers
2. Interview conducted with 75% of line officers and first-line supervisors
3. Training program for first-line supervisors and line officers completed.

Major Known Risks (including significant assumptions)

Risk	Risk Rating (Hi, Med, Lo)
None	N/A

Constraints

The current social environment and perspectives on policing has caused police officers to be skeptical of any “study” conducted within the agency. This suspicion also applies to police executives who are not willing to allow their officers to participate in such studies.

External Dependencies

The project depends on the cooperation of the Asheboro Police Department. They have agreed to their involvement.

5. Communication Strategy *(specify how the project manager will communicate to the Host, Sponsor, Project Team members and Stakeholders, e.g., frequency of status reports, frequency of Project Team meetings, etc.)*

I communicate with Major Hanson via email, text, and phone. Status reports are given as needed, typically 1 time a week.

I also communicate with Dr. Lamb regularly, providing reports and updates.

6. Sign-off

	Name	Signature	Date
Project Host	Jay Hanson, Major Asheboro Police Department		
Project Sponsor	Dr. Dale Lamb Gardner-Webb University		
Project Manager	Brad Stewart		

7. Notes

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Appendix B

Survey administered from 6/21/2021 - 7/2/2021									
LAW ENFORCEMENT RANK & FILE LEADERSHIP BEHAVIORS SURVEY - REPORT									
AGENCY									
Total Respondents - 52 Line Officers									
#	Characteristic	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	Couragousness	1	4	3.57	89.25%	0.69	0.48	51	
2	Honesty	1	4	3.56	89.00%	0.79	0.63	52	
3	Straight-forwardness	1	4	3.54	88.50%	0.8	0.63	52	
4	Self-control	1	4	3.52	88.00%	0.75	0.56	52	
5	Competence	1	4	3.51	87.75%	0.75	0.56	51	
6	Loyalty	1	4	3.51	87.75%	0.67	0.45	51	
7	Intelligence	1	4	3.48	87.00%	0.75	0.56	52	
8	Independence	1	4	3.47	86.75%	0.78	0.6	51	
9	Maturity	1	4	3.46	86.50%	0.69	0.48	52	
10	Determination	1	4	3.4	85.00%	0.84	0.7	52	
11	Supportive	1	4	3.4	85.00%	0.9	0.82	52	
12	Cooperation	1	4	3.39	84.75%	0.82	0.67	51	
13	Forward-looking	2	4	3.39	84.75%	0.66	0.43	51	
14	Ambition	1	4	3.38	84.50%	0.71	0.51	52	
15	Dependability	1	4	3.38	84.50%	0.9	0.81	52	
16	Fair-mindedness	1	4	3.37	84.25%	0.82	0.67	51	
17	Broadmindedness	1	4	3.22	80.50%	0.75	0.56	51	
18	Caring	1	4	3.19	79.75%	0.79	0.62	52	
19	Inspiration	1	4	3.18	79.50%	0.88	0.77	51	
20	Imagination	1	4	3.12	78.00%	0.78	0.6	52	
				AVG 3.402	85.95%				
#	Question	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	I want to learn more about leadership.	1	4	3.32	83.00%	0.79	0.62	50	
2	Overall, first-line supervisors are effective in this agency.	1	4	3.27	81.75%	0.84	0.71	51	
3	The agency provides me adequate leadership training.	1	4	3.04	76.00%	0.84	0.7	51	
DIVISIONS									
Patrol/Traffic/Ops									
#	Characteristic	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	Straight-forwardness	1	4	3.6	90.00%	0.64	0.41	35	
2	Couragousness	2	4	3.59	89.75%	0.65	0.42	34	
3	Competence	2	4	3.56	89.00%	0.55	0.31	34	
4	Honesty	1	4	3.51	87.75%	0.77	0.59	35	
5	Intelligence	1	4	3.49	87.25%	0.73	0.54	35	
6	Loyalty	1	4	3.47	86.75%	0.7	0.48	34	
7	Fair-mindedness	2	4	3.44	86.00%	0.65	0.42	34	
8	Independence	1	4	3.44	86.00%	0.74	0.54	34	
9	Dependability	1	4	3.43	85.75%	0.84	0.7	35	
10	Determination	1	4	3.43	85.75%	0.73	0.53	35	
11	Supportive	1	4	3.43	85.75%	0.84	0.7	35	
12	Cooperation	1	4	3.41	85.25%	0.77	0.6	34	
13	Maturity	1	4	3.4	85.00%	0.68	0.47	35	
14	Self-control	1	4	3.4	85.00%	0.76	0.58	35	
15	Forward-looking	2	4	3.35	83.75%	0.64	0.4	34	
16	Ambition	1	4	3.31	82.75%	0.75	0.56	35	
17	Inspiration	1	4	3.24	81.00%	0.73	0.53	34	
18	Broadmindedness	2	4	3.18	79.50%	0.57	0.32	34	
19	Caring	1	4	3.17	79.25%	0.74	0.54	35	
20	Imagination	1	4	3.09	77.25%	0.73	0.54	35	
				AVG 3.397	84.93%				
#	Question	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	I want to learn more about leadership.	2	4	3.42	85.50%	0.7	0.49	33	
2	Overall, first-line supervisors are effective in this agency.	1	4	3.41	85.25%	0.73	0.54	34	
3	The agency provides me adequate leadership training.	1	4	3.11	77.75%	0.82	0.67	35	
Criminal Investigations									
#	Characteristic	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	Self-control	4	4	4	100.00%	0	0	8	
2	Honesty	3	4	3.88	97.00%	0.33	0.11	8	
3	Maturity	3	4	3.88	97.00%	0.33	0.11	8	
4	Loyalty	3	4	3.75	93.75%	0.43	0.19	8	
5	Dependability	3	4	3.63	90.75%	0.48	0.23	8	
6	Forward-looking	3	4	3.63	90.75%	0.48	0.23	8	
7	Ambition	3	4	3.5	87.50%	0.5	0.25	8	
8	Competence	1	4	3.5	87.50%	1	1	8	
9	Cooperation	2	4	3.5	87.50%	0.71	0.5	8	
10	Couragousness	3	4	3.5	87.50%	0.5	0.25	8	
11	Determination	2	4	3.5	87.50%	0.71	0.5	8	
12	Fair-mindedness	1	4	3.5	87.50%	1	1	8	
13	Independence	1	4	3.5	87.50%	1	1	8	
14	Intelligence	2	4	3.5	87.50%	0.71	0.5	8	
15	Straight-forwardness	1	4	3.5	87.50%	1	1	8	
16	Caring	2	4	3.38	84.50%	0.7	0.48	8	
17	Imagination	2	4	3.38	84.50%	0.7	0.48	8	
18	Supportive	1	4	3.38	84.50%	1.11	1.23	8	
19	Broadmindedness	1	4	3.25	81.25%	0.97	0.94	8	
20	Inspiration	1	4	3.25	81.25%	0.97	0.94	8	
				AVG 3.546	88.84%				
#	Question	Min	Max	Mean	Avg%	Std Dev	Variance	Resp	
1	I want to learn more about leadership.	1	4	3.13	78.25%	0.93	0.86	8	
2	Overall, first-line supervisors are effective in this agency.	1	4	3.13	78.25%	1.05	1.11	8	
3	The agency provides me adequate leadership training.	1	4	2.75	68.75%	0.97	0.94	8	
Demographics									
Command Staff Demographics									
Demographics									
ASSIGNMENT									
					Avg%	Resp			
RACE	Patrol/Traffic/Ops				67.31%	35			
	Crim Inv				15.38%	8			
	Spec Ops/Vice				13.46%	7			
	Comm/Admin				3.85%	2			
	Total				52				
RACE	White				90.38%	47			
	Black/Af. Am.				5.77%	3			
	Am. Indian/Native				1.92%	1			
	Other				1.92%	1			
	Pacific Islander				0.00%	0			
GENDER	Male				100.00%	5			
	Female				0.00%	0			
	Total				5				
AGE	40-49				80.00%	4			
	50+				20.00%	1			
	21-29				0.00%	0			
	30-39				0.00%	0			
	Total				5				
EDUCATION	Bachelor's				80.00%	4			
	Master's				20.00%	1			
	High Sch/GED				0.00%	0			
	Some College				0.00%	0			
	Associate's				0.00%	0			
EDUCATION	Doctorate				0.00%	0			
	Total				5				
EDUCATION	21-29				55.77%	29			
	30-39				21.15%	11			
	40-49				11.54%	6			
	50+				11.54%	6			
	Total				52				
EDUCATION	Some College				28.85%	15			
	High Sch/GED				25.00%	13			
	Bachelor's				25.00%	13			
	Associate's				21.15%	11			
	Master's				0.00%	0			
	Doctorate				0.00%	0			
	Total				52				

Special Operations/Vice									Demographics				
#	Characteristic	Min	Max	Mean	Avg%	Std Dev	Variance	Resp		Avg%	Resp		
1	Ambition	2	4	3.71	92.75%	0.7	0.49	7	RACE	White	100.00%	7	
2	Self-control	2	4	3.71	92.75%	0.7	0.49	7		Black/Af. Am.	0.00%	0	
3	Couragousness	1	4	3.57	89.25%	1.05	1.1	7		Am. Indian/Native	0.00%	0	
4	Forward-looking	2	4	3.57	89.25%	0.73	0.53	7		Asian	0.00%	0	
5	Maturity	2	4	3.57	89.25%	0.73	0.53	7		Pacific Islander	0.00%	0	
6	Broadmindedness	1	4	3.43	85.75%	1.05	1.1	7		Other	0.00%	0	
7	Independence	2	4	3.43	85.75%	0.73	0.53	7	GENDER			7	
8	Intelligence	2	4	3.43	85.75%	0.9	0.82	7			Avg%	Resp	
9	Loyalty	2	4	3.43	85.75%	0.73	0.53	7		Male	85.71%	6	
10	Competence	1	4	3.29	82.25%	1.16	1.35	7		Female	14.29%	1	
11	Honesty	1	4	3.29	82.25%	1.16	1.35	7				7	
12	Supportive	1	4	3.29	82.25%	1.03	1.06	7					
13	Caring	1	4	3.14	78.50%	1.12	1.27	7	AGE		Avg%	Resp	
14	Cooperation	1	4	3.14	78.50%	1.12	1.27	7		21-29	57.14%	4	
15	Dependability	1	4	3.14	78.50%	1.36	1.84	7		30-39	28.57%	2	
16	Determination	1	4	3.14	78.50%	1.36	1.84	7		50+	14.29%	1	
17	Imagination	2	4	3.14	78.50%	0.99	0.98	7		40-49	0.00%	0	
18	Straight-forwardness	1	4	3.14	78.50%	1.12	1.27	7				7	
19	Fair-mindedness	1	4	2.86	71.50%	1.12	1.27	7	EDUCATION		Avg%	Resp	
20	Inspiration	1	4	2.86	71.50%	1.25	1.55	7		Some College	57.14%	4	
				AVG	3.314	82.85%							
#	Question	Min	Max	Mean	Avg%	Std Dev	Variance	Resp			Avg%	Resp	
1	I want to learn more about leadership.	1	4	3.14	78.50%	0.99	0.98	7		EDUCATION	High Sch/GED	14.29%	1
2	Overall, first-line supervisors are effective in this agency.	2	4	2.86	71.50%	0.83	0.69	7			Associate's	14.29%	1
3	The agency provides me adequate leadership training.	2	4	2.83	70.75%	0.69	0.47	6	Bachelor's		14.29%	1	
									Master's		0.00%	0	
									Doctorate		0.00%	0	
												7	
Community/Administrative									Demographics				
#	Characteristic	Min	Max	Mean	Avg%	Std Dev	Variance	Resp		Avg%	Resp		
1	Honesty	4	4	4	100.00%	0	0	2	RACE	White	50.00%	1	
2	Independence	4	4	4	100.00%	0	0	2		Black/Af. Am.	50.00%	1	
3	Straight-forwardness	4	4	4	100.00%	0	0	2		Am. Indian/Native	0.00%	0	
4	Competence	3	4	3.5	87.50%	0.5	0.25	2		Asian	0.00%	0	
5	Cooperation	3	4	3.5	87.50%	0.5	0.25	2		Pacific Islander	0.00%	0	
6	Couragousness	3	4	3.5	87.50%	0.5	0.25	2		Other	0.00%	0	
7	Determination	3	4	3.5	87.50%	0.5	0.25	2	GENDER			2	
8	Fair-mindedness	3	4	3.5	87.50%	0.5	0.25	2			Avg%	Resp	
9	Intelligence	3	4	3.5	87.50%	0.5	0.25	2		Male	50.00%	1	
10	Loyalty	3	4	3.5	87.50%	0.5	0.25	2		Female	50.00%	1	
11	Supportive	3	4	3.5	87.50%	0.5	0.25	2				2	
12	Ambition	3	3	3	75.00%	0	0	2					
13	Broadmindedness	2	4	3	75.00%	1	1	2	AGE		Avg%	Resp	
14	Caring	3	3	3	75.00%	0	0	2		21-29	50.00%	1	
15	Inspiration	2	4	3	75.00%	1	1	2		40-49	50.00%	1	
16	Self-control	2	4	3	75.00%	1	1	2		30-39	0.00%	0	
17	Dependability	2	3	2.5	62.50%	0.5	0.25	2		50+	0.00%	0	
18	Forward-looking	2	3	2.5	62.50%	0.5	0.25	2				2	
19	Imagination	2	3	2.5	62.50%	0.5	0.25	2	EDUCATION		Avg%	Resp	
20	Maturity	2	3	2.5	62.50%	0.5	0.25	2		Bachelor's	100.00%	2	
				AVG	3.25	81.25%							
#	Question	Min	Max	Mean	Avg%	Std Dev	Variance	Resp			Avg%	Resp	
1	The agency provides me adequate leadership training.	3	4	3.5	87.50%	0.5	0.25	2		EDUCATION	High Sch/GED	0.00%	0
2	I want to learn more about leadership.	3	3	3	75.00%	0	0	2			Some College	0.00%	0
3	Overall, first-line supervisors are effective in this agency.	2	4	3	75.00%	1	1	2	Associate's		0.00%	0	
									Master's		0.00%	0	
									Doctorate	0.00%	0		
											2		

Appendix C

Line Officer Interview Responses																	
Length of Service																	
Avg. 5.71 yrs	1	1.4	4.5	5.5	14	7.4	2.8	2.5	8	9	1.5	1	2	5	18	11	2.6
What is your relationship like with your first-line supervisors?																	
Great																	
Good																	
Not Good																	
Horrible																	
Characteristic	Top 4 CALs for FLSs																
Courageousness	3																
Honesty	3				4	4	2	4			3	1	1	2		4	4
Straight-forwardness					3	1	4						4				1
Self-control	1	2									1						
Competence					2	2	1	2	4	1					4		4
Loyalty				1		3						4			1		
Intelligence		1						3	1								
Independence																	
Maturity													3				
Determination																	
Supportive		3							2		4	3		1	2	3	1
Cooperation				3													3
Forward-looking																	
Ambition				4												1	
Dependability	4								3	4		2		3			3
Fair-mindedness	2	4	2	1		3							2		3	2	2
Broadmindedness																	
Caring								1		2	2			4			2
Inspiration																	
Imagination																	
Leadership Training Received																	
None - 76.4%	None	None	None	FTO, GI	GI school	None	None	None	None	SRO	None	None	None	None	None	FTO	None
Desired Leadership Training																	
Prior to promotion/ anything - 82.3%	Leadership development prior to promotion.	Leader in the community skills.	Interested. Trained before supervisor.	Anything they will teach.	None	None	Anything	How to be a leader to less experienced officers.	Leadership development prior to promotion.	None	Yes. Senior officer training for leaders.	Anything	Anything	Leadership development prior to promotion.	Leadership development prior to promotion.	Yes, for situational leadership issues.	Anything

Great - 29.4%
Good - 52.9%
Not Good - 5.8%
Horrible - 5.8%

Top 4
1. Honesty
2. Fair-mindedness
3. Competence
4. Supportive
4. Dependability

Appendix D

First-Line Supervisor Interview Responses														
Length of Service (YRS)														
Avg. 15.27 yrs	24	15	13	14	9.6	16	14	14	13	16.7	19.7	18.5	10.4	19.7
What is your relationship like with your line officers?														
Great														
Good														
Not Good														
Horrible														
Characteristic	Top 4 CALs for FLSs													
Courageousness													4	
Honesty	2		4	3	4		1		1	1	1		4	2
Straight-forwardness								2			4	3		3
Self-control				4										2
Competence		2		1		2	2	4		3				
Loyalty			2											3
Intelligence	3		1			3		3	4					
Independence														1
Maturity														
Determination														
Supportive	4	1				1			2			2		1
Cooperation														
Forward-looking					1		3					4		
Ambition								1			3			
Dependability	1	3	3	2	2		4		3	4		1		
Fair-mindedness					3	4				2			2	
Broadmindedness													3	
Caring		4											1	
Inspiration											2			
Imagination														
Characteristic	Self-Reported Strongest Weakest													
Courageousness														
Honesty														
Straight-forwardness														
Self-control														
Competence														
Loyalty														
Intelligence														
Independence														
Maturity														
Determination														
Supportive														
Cooperations														
Forward-looking														
Ambition														
Dependability														
Fair-mindedness														
Broadmindedness														
Caring														
Inspiration														
Imagination														
Leadership training received														
Avg. Leadership Classess - 1.6	3 courses, AMOP	3 classes	2 classes	2 classes	2 classes	None	3 classes	1 class	None	None, 1 scheduled	AMOP, 2 classes	2 classes	1 class	AMOP

Great - 13.3%
Good - 86.6%

Top 4
1. Honesty
2. Dependability
3. Competence
4. Intelligence

Top Strongest
1. Honesty
1. Caring
1. Forward-looking

Top Weakest
1. Self-control
2. Caring
2. Imagination
3. Ambition

Appendix E

Asheboro Police Department Leadership Reading List	
Rank	Books
Line Officers	<p>“The U.S. Constitution”</p> <p>“President’s Task Force on 21st Century Policing”</p> <p>“Emotional Intelligence 2.0” by Bradberry & Greaves</p> <p>“The 7 Habits of Highly Effective People” by S. Covey</p> <p>“On Leadership” by J. Gardner</p> <p>“Thinking, Fast and Slow” by D. Kahneman</p> <p>“Principle-Centered Leadership” by S. Covey</p> <p>“The Attributes” by R. Diviney</p> <p>“Grit” by A. Duckworth</p> <p>“The 21 Irrefutable Laws of Leadership” by J. Maxwell</p>
First-line Supervisors	<p>“The Leadership Challenge” by Kouzes & Posner</p> <p>“Good to Great” by J. Collins</p> <p>“Blink” by M. Gladwell</p> <p>“Rumsfeld’s Rules” by D. Rumsfeld</p> <p>“Authentic Gravitas” by R. Newton</p> <p>“Outliers” by M. Gladwell</p> <p>“Meditations: The New Translation by Gregory Hays” by Marcus Aurelius</p> <p>“Police Leadership” by M. Haberfeld</p> <p>“Man’s Search for Meaning” by V. Frankl</p> <p>“Becoming a Strategic Leader” by Hughes, Beatty, & Dinwoodie</p>
Command Staff	<p>“Leading Change” by J. Kotter</p> <p>“The Profession” by W. Bratton</p> <p>“Leadership on the Line” by Heifetz & Linsky</p> <p>“Lincoln on Leadership” by D. Phillips</p> <p>“The Truth About Leadership” by Kouzes & Posner</p> <p>“It Worked for Me” by C. Powell</p> <p>“The Center for Creative Handbook of Leadership Development, 3rd ed.” by Van Velsor, McCauley, & Ruderman</p> <p>“Organizational Culture & Leadership, 5th ed.” by E. Schein</p>

Appendix F

DEVELOPING LEADERSHIP CHARACTERISTICS & ATTRIBUTES



ASHEBORO POLICE DEPARTMENT

Author/Instructor: M. Brad Stewart

mstewart7@gardner-webb.edu

INTRODUCTION & PURPOSE

Leader Efficacy

Effective law enforcement leaders initiate community and neighborhood policing initiatives, engage in problem-oriented policing, and build an organization which is responsive to community needs and problems.¹ Ineffective leadership is linked to issues such as high crime rates, civil disorder, and all-around community dysfunction.² To improve leader efficacy in law enforcement, leaders must use a range of behaviors to influence followers.³ The behaviors can be used leading up and down the ladder of the organization.

First-line Supervisors & Line Officers

First-line supervision is arguably the most important leadership position within law enforcement. A first-line supervisor (FLS) is the omnipresent leader in policing who works to ensure the vision of the command staff is translated into action within the line officers. Line officers are the face of the department, building the key relationships needed for community policing. Therefore, greater consideration should be given to first-line supervisors' and line officers' effectiveness. Over the years, police leadership has confused leader behavior with rank, as police historically assume leadership roles by virtue of their rank instead of an analysis of their attributes, characteristics, and habits.⁴ Titles are granted, but it is your behaviors which earn you respect.⁵ Increasing your ability to recognize these characteristics and attributes will strengthen your relationship with your supervisor, your officers, and the rest of the organization.

OBJECTIVES

1. Define characteristics and attributes and understand their importance to leadership efficacy.
2. Identify and define the list of Characteristics of Admired Leaders (CAL).⁶
3. Identify and define The Leadership Attributes.⁷
4. Understand the difference between characteristics, attributes, and skills.
5. Understand practices for developing leadership characteristics and attributes.

SESSION CONTENT

What are Characteristics & Attributes?

For decades, academics, researchers, and interested people have worked to identify “What makes a leader a leader?”. This search has led to the identification of certain characteristics and attributes one possesses and uses to their advantage. While most people, even law enforcement officers, have the ability to have these characteristics and attributes, their development of use is what makes it a skill. Like all skills, one must practice, adapt, and continually apply the lessons learned so it can be honed and refined into a

¹ Anderson, Gisborne, & Holiday, 2006

² Kiehl, 2013

³ Densten, 2003

⁴ Martin, Rogers, Samuel, & Rowling, 2017

⁵ Kouzes & Posner, 2017, pg. 13

⁶ Kouzes & Posner, 2017, pg. 30

⁷ Diviney, 2021, pg. 158

behavior. Within these skills grows behaviors, which create great leaders, leading highly optimized organizations.

Characteristics

A characteristic, sometimes called a trait, is a special quality which makes the person different from others. Characteristics build a person's personality and behaviors and are therefore visible to all you interact with. These displays are often what people will use to describe you to others.

Attributes

Attributes are simply the innate traits that determine how an individual will absorb, process, and respond to the world around them.⁸ While attributes are neutral, neither positive nor negative, they act as the computer code which runs in the background of your personality. Whereas characteristics are outward expression of your personality, attributes are what helps make up those characteristics and behaviors. Attributes can come to the forefront when they are needed, helping guide behavior. Attributes inform, rather than direct behavior and are difficult to assess or measure, as they present in certain incidents or environments.⁹

How characteristics and attributes differ from skills

Because characteristics and attributes are intrinsic to our nature, they are not skills. Skills are learned, like how to throw a curveball. Skills direct our behavior and tell us what to do in specific situations. Skills we learned throwing the curveball will not necessarily transfer to writing a traffic citation. Skills are also easy to assess and measure, as in if your curveball broke or hung. Although some skills are transferable, and skills are needed to be an effective leader in law enforcement, they are not the behavior development we are addressing in this session.

Identifying Leadership Characteristics & Attributes

Characteristics of Admired Leaders (CAL)

These traits were developed over the course of six studies conducted over 30 years. They have been proven to be the top 20 perceived characteristics shown by effective leaders. As you look to develop yourselves as leaders within law enforcement, these are a great starting point. The development of these characteristics during this session will focus on the top four characteristics, so you must conduct a self-assessment, as well as look at the data collected on your department /division, and work to improve these characteristics.

Characteristics				Top 4 Characteristics
Honest	Competent	Inspiring	Forward-looking	Honest
Intelligent	Broadminded	Dependable	Supportive	Forward-looking
Fair-minded	Straightforward	Cooperative	Ambitious	Competent
Caring	Determined	Courageous	Loyal	Inspiring
Courageous	Mature	Self-Controlled	Independent	

Diviney's Leadership Attributes

The leadership attributes presented here are from the extensive research of Rich Diviney, the former Commander of Seal Team 6 (DEVGRU). Diviney's research focused on the attributes which were needed

⁸ Diviney, 2021, pg. 23

⁹ Diviney, 2021, pg. 24

for a person to be successful in one of the most demanding and dynamic roles in the world. His book identifies a total of 25 attributes, but for this session we will focus on the four assigned to leadership.

The Leadership Attributes

Empathy Selflessness Authenticity Decisiveness

Developing Characteristics

Honesty

Honesty is directly tied to values and ethics. People follow those who are confident in their beliefs and stand for their principles. Therefore, working to build a climate of trust within your team and organization greatly improves your personal honesty. Building a climate of trust creates the environment where people will collaborate freely, innovate, and share ideas in honest discussions. This motivates and inspires them to achieve optimal performance. Trust comes first, following is second.¹⁰

Building a Climate of Trust

- To earn someone's trust, thus becoming honest, you must first give them your own. If you are unable to trust your coworkers, including their quality of work, then you will be(come) a micromanager, leading to all the negative issues surrounding that pejorative.
- Open up to your coworkers, show vulnerability, humility, and let go of some control. Once you break the ice, the team will follow. This isn't weak, it is a display of strength and self-confidence.
- Let others know what you stand for, what you value, what your goals are, and what you're willing to do and not do to achieve them. Understand, if someone disagrees with your stance or has an alternative perspective, keep an open mind and be self-aware of their perceptions.
- Show concern for others. Care for their well-being and put their interests in front of your own.
- Practice active listening, building mutual empathy and understanding. Empathy is the critical 21st Century skill.¹¹
- Share your knowledge. This can be through mentoring, coaching, or job shadowing days. Sharing knowledge shows your competence, a vital component to trust.

Competence

When leaders lack the knowledge, skills, information, resources, and overall ability to perform a job expertly, they feel overwhelmed and disabled. Developing competence is essential to maintaining credibility as a leader. This is especially true during times of emergency and change.

Showing and Developing Competence

- Before you begin to lead, ensure you are technically competent within your law enforcement role. If you are not strong in an area, grow it. Your coworkers will know if you are not knowledgeable, thus negating much of your leadership ability.

¹⁰ Kouzes & Posner, 2017, pg. 200

¹¹ Colvin, 2016, pg. 73

- Educate and share information. Take advantage of training sessions/courses. Foster growth through obtaining higher education. If officers aren't growing, they will leave for an organization which will allow them to. ***40% of employees who receive poor training leave within the first year.***¹²
- Role-model competence. This is not done by “taking charge” or micromanaging. This is done by allowing people to work, gain experience, and possibly fail. When they do, your feedback and mentorship is crucial. Providing effective feedback, in a non-judgmental and mentoring manner, after a subpar performance, shows your dedication to their success, your level of caring, and your competence in the technical ability of the job.
- Strengthen others by fostering self-confidence. First, role-modeling self-confidence is key to fostering it. People will observe the level of self-confidence you have and work to emulate you. An officer may sometimes lack self-confidence due to lack of experience, fear, or anxiety. Regardless, you must build their self-confidence through training, feedback, and challenging them to grow in and out of the profession.

Forward-looking

For anyone leading law enforcement officers today, it is easy to understand they have different needs and expectations than before. Officers today want their leaders to have a sense of direction and to be able to explain what it will look like. They want to know the vision and the path before they embark. This may upset many officers, but you will not change this, and it will only become a stronger affirmation.

Communicating a Vision

- Tell them your vision. You must tell them where you are going if you want them to follow you. Do you have a goal of completing more FIs? Don't just tell them the goal, give them options on the path.
- As you rise through the organization, your perspective will change and your level of forward-looking will get further and further out. This requires a greater degree of communicating your vision. Practice now, it will pay dividends when you are the chief.

Inspiration

Being inspiring is largely extroverted. An inspiring person is often enthusiastic, motivated, passionate, and energetic when looking towards the future. When pushing forward a new initiative or agenda, your enthusiasm will directly impact the effectiveness of the team. Your coworkers can detect your level of enthusiasm and you will need their buy-in.

Inspiring and Motivating

- Do not use fear to inspire. Using fear or the “Because I/Captain/Chief say so”, is not conducive to successful implementation and may bring compliance but not commitment.
- Instead, recognize obstacles, and work with the team to provide solutions.
- Inform how their actions will benefit the organization, the team, and themselves. This will inspire them through many avenues of motivation.
- Inspiration also needs to be followed up by recognition. When the team is inspired and completes the mission, recognize them on an organizational level, thereby continuing the inspiration so their motivation level is higher for the next mission.

¹² Kouzes & Posner, 2017, pg. 237

Developing Attributes

Rich Diviney says, “Leadership is not a position. It’s a behavior. And you don’t get to decide if you’re doing it well”.¹³ Your rank doesn’t make you a leader, only a boss. Your behavior makes you a leader. Therefore, working to improve your level of the designated leadership attributes will change your behavior to reflect your goals.

Empathy

The ability, whether deliberate or not, to join the emotional state of another person; to feel what some else feels.¹⁴

The main rule with understanding empathy and developing it; You can’t fake it. Faking empathy is horribly obvious and can have devastating consequences on your relationship with the person. A leader must find an empathy balance, visualizing it as a dimmer switch of when to apply the amount as needed.

Creating empathetic bonds

- First, listen. Active listening will allow you to understand the person’s perspective therefore begin emphasizing. This is also known as listening empathetically.
- Explore differences by putting yourself in environments where there are people from different backgrounds. These can be places in the community, or situations at the organization.
- Practice mindfulness. Be fully present and aware of what is going on around you.

Selflessness

Placing the needs and well-being of others above one’s own despite a real or perceived risk.¹⁵

Being selfish, deliberately prioritizing one’s own interests over others, is antithetical to leadership. Being selfless is more than “being nice” to someone, as there is no risk to being polite. Selflessness involves the leader assuming some level of risk, hence the prioritization of the other’s needs.¹⁶ All law enforcement officers have an elevated level of selflessness within them, for the sheer nature of the job. You risk your own well-being for the greater good of society.

Creating greater selflessness within your leadership

- Ensure a coworker receives credit for an idea or their work
- Give your time. Time is the currency of leadership. Give you time to mentoring, advising, or just listening to people.¹⁷
- Stand up for your coworkers, even if it is unpopular with the command. This is situational, as you must ensure the officer was in the right or was acting with good intent.

Authenticity

The degree to which a person’s actions are consistent with his beliefs, values, and desires, despite external pressures.¹⁸

¹³ Diviney, 2021, pg. 158

¹⁴ Diviney, 2021, pg. 161

¹⁵ Diviney, 2021, pg. 170

¹⁶ Diviney, 2021, pg. 172

¹⁷ Diviney, 2021, pg. 174

¹⁸ Diviney, 2021, pg. 175

Authenticity, like empathy, cannot be faked. If you are inauthentic, you will be perceived as disingenuous. Authenticity comes from consistency. Consistency builds trust, but lacking it instill doubt. Authenticity doesn't mean you must be pleasant or enjoyable to be around. If you are consistent and not rude you will build trust. As a leader you will be observed and watched from multiple angles, and it worsens as you rise in rank/position. Therefore, being authentic will encourage those around you to be authentic too.¹⁹

Developing Authenticity

- Role-model positive behaviors. You are being watched more than heard, so you must be self-aware of your position as a role model. Model the behaviors you wish to see in your coworkers.
- Build transparency. As a leader, a key to building authenticity is to be transparent, even if it means being vulnerable.

Decisiveness

The ability to make decisions quickly and effectively.²⁰

The ability to make decisions is an integral part of leadership. Many hours of research and scholarly effort has been given to the decision-making process of leaders. The ability for leaders to identify and obtain critical information, weigh the outcomes, and then decide and act is crucial to their effectiveness.²¹ Being decisive means moving through the decision-making process quickly and efficiently. This is done often alone, which is where many leaders find fear.

Increasing your ability to be decisive

- Build relationships which will allow you to be fully informed. Maintaining an environment of open communication with your coworkers will allow information to be obtained quickly.
- When you make decisions, ensure it is clear and firm. This doesn't mean you cannot adapt if the action is not effective.
- Decision-making, itself, is a skill which can be learned or built. Learning to better evaluate data, understand competing interests, and visualizing potential outcomes will allow you to make better decisions, thus making you more decisive.
- "In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing." -Theodore Roosevelt

Accountability

Taking responsibility for, and ownership of, your decisions, actions, and the consequences thereof.²²

As leaders, you must take ownership of any decisions, actions, or roles you undertake. This increases your commitment to the actions, especially if they were given to you. First-line supervisors are in the middle of the command staff and the line officers. Command staff will provide an agenda or mission and first-line supervisors must ensure it is carried out. To do this, owning and communicating the vision to the coworkers as your own, will increase their commitment to success. Purpose provides clarity and owning the vision will allow you to look objectively and critically at the results, therefore assessing the vision

¹⁹ Diviney, 2021, pg. 180

²⁰ Diviney, 2021, pg. 182

²¹ Diviney, 2021, pg. 184

²² Diviney, 2021, pg. 189

effectively. Holding yourself accountable and owning the successes and failures of you and your team is the key to improving and growing as a group. The path to effective policies and procedures is through the evaluation of failures.²³

Holding yourself accountable and owning it

- Own the command's vision. When communicating the vision or mission to officers, refrain from using phrases like, "The bosses want us to", "This comes from the top", "This isn't my idea, but we have to do it". Conversely, when relaying issues to command, refrain from framing them as "the guys are saying", or "my team wants". Own the good and the bad.
- When listening to command's vision or coworkers' issues, analyze the input, weigh competing factors, and then express your own considered perspective.
- Accountability is contagious. Holding yourself accountable is obvious. People will see you owning your role and decisions, and this can lead to accountability moving up and down the ladder.

CONCLUSION

When looking to improve your leadership skills understand that it does not matter if you are a formal leader (Captain, Lieutenant, Sergeant, etc.) but consider the extent to which you, as a professional, lead yourself and your ability to influence and facilitate others to reach collective goals.²⁴ Leaders inspire others, take responsibility, are caring, and place others' interests before themselves. Frontline leaders in policing are technically competent and build relationships with coworkers on the foundation of trust. Working to improve your leadership characteristics and attributes will allow you to grow as a person, a law enforcement officer, and a leader, whereby you can positively affect people. Understanding these characteristics and attributes will allow you to recognize them in others, therefore allowing for more genuine and effective interactions. You can't manipulate the attributes in others, but you can learn to recognize them.

²³ Willink & Babin, 2015, pg. 29

²⁴ Newton, 2019, pg. 108

Appendix G

Executive Summary Digital Receipt Brad Stewart

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Michael Stewart Executive Summary

BUILDING LEADERS IN POLICING: USING LEADERSHIP CHARA... Stewart_FINAL_Project.docx 1.15M 56
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