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Training in Law Enforcement Leadership

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Training in Law Enforcement Leadership

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIRMENTS

FOR THE DEGREE OF MASTER'S IN LEADERSHIP STUDIES

UNIVERSITY OF SOUTHERN MAINE

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BY

Glen McGary

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Abstract

This research focuses on the need standardized leadership training for law enforcement. There is currently a gap in research for the need for standardized training in general and practical leadership training for law enforcement. Police academies have standardized training for driving, firearms, defensive tactics, report writing, and other tasks. These tasks have standard operating procedures that guide officers in completing these tasks in a uniform method. However, when an officer is promoted to a leadership role in a police department, there is no standardized training for those leadership positions. Many police departments find leadership training for their supervisors, but this is not a requirement for the positions and some may go without training. This research explores the varied leadership training in law enforcement on the East Coast of the United States. A qualitative approach compares information gathered from interviews of individual leaders from various departments about the need for standardized leadership training. The data from these interviews were analyzed to provide insights into the current leadership training in law enforcement. This research finds that there is a problem with not only the lack of standards for law enforcement leadership, but the leadership styles that are being used for training in law enforcement officers.

Keywords: law enforcement, leadership, training, standardized training,

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Chapter One

Introduction

After several highly publicized cases of police misconduct in the use of force, such as Rodney King in Los Angeles and the death of Michael Brown in Ferguson, many community groups demanded reform in police procedures and leadership. In 2015 President Obama put together a committee for law enforcement procedure reform called 21st Century Policing. The report was a best practices document written by the commission for police departments, but it did not outline any mandated standardization for training or procedures.

There is evidence in research that training in leadership increases confidence in the trainees, and in turn, these trainees will effectively lead others (Hackworth, Steel, DePalma, & Kahn, 2018). Having a standardized program for police leadership would be beneficial to those who lead as well as those who follow. This research explores the leadership training of New England police departments. This study collected and analyzed data from interviews of police department personnel.

Researcher's Perspective

As a member of Law Enforcement, I understand the importance of solid leadership and accountability. Being a leader in a police department is a task that requires more training and understanding of individuals than the basic training offered from the basic training at police academies. The federal government acknowledges that change is needed, such as the 21st Century Policing report from the Obama administration (Delaney & Elkins, 2015). In the report, Janice Delaney, and Faye Elkin's (2015) discuss the findings of the commission and the need for leadership training, "To ensure the high quality and effectiveness of training and education, law enforcement agencies should engage community members, particularly those with special

expertise, in the training process and provide leadership training to all personnel throughout their careers” (p.17). It is important to note that the report discusses the importance of on-going leadership training for all officers. However, like in the 21st Century Policing Report described above, the report committee has made suggestions rather than mandates.

Leadership is defined as “the process of influencing an organized group toward achieving its goals” (Hughes, Ginnett & Curphy, 2015, p.35). To achieve these goals, a leader must know how to inspire the team to make decisions that align with the mission. Leaders need to be accountable for their subordinates' actions and the decisions they make during their duties. When an officer has an act of misconduct, there should be a larger question about the leadership and how they allowed this to occur. A team that is highly disciplined and held accountable will follow the directives of the leadership. If leadership is deficient or absent, the team will take it upon themselves to make a decision that could lead to misconduct.

Traditionally there has been resistance to change in the law enforcement profession. Many departments are concerned about technology such as body-worn cameras and resist adding it to their equipment. This equipment helps to make the actions of officers more transparent to the citizens and the leadership of the agency. After reviewing the footage of the officers, training can be developed so corrections can be made faster. Any misconduct can also be found without the ambiguity of interview statements about the incident. Thus, these technological advancements prove effective for both the public trust and the officers.

Purpose and Significance of the Study

There are many venues for leadership training in law enforcement. These training types can vary from one day to two weeks and from a private business, educational facility

(college/university), or the federal government (FBI Academy). However, there is currently no review process for the legitimacy of the lesson plans for these trainings.

For many of the specialized training in law enforcement, there are benchmarks for certifications. To hold certification for teaching a class at the academy level, an officer must attend a two-week Methods of Instruction class and pass the various exams. The same is required for certifications CPR, Firearms Instruction, Drug Recognition Expert, and SWAT officer. There is currently no certification for any leadership role.

Research Question and Hypotheses

This study used a qualitative approach to compare information gathered in a qualitative mode. The qualitative interview questions were designed to determine what type of training the leadership is receiving, if such training was practical, and the duration and frequency of the training. These questions asked about the impact of the training on the participant's leadership knowledge (whether the training was helpful).

There are many types of leadership training available to law enforcement supervisors. Some are private businesses, some are government-run (FBI LEEDA), and others are from a college or university. The questions for this research are designed to gather information to determine the most effective instruction that is being given to law enforcement leaders in the New England States.

1. What leadership training is available for police?
2. What is the leadership styles best suited for law enforcement.
3. Is there training that would follow the recommendations set by the 21st Century Policing report?
4. What leadership styles should be emphasized for this profession?

Chapter Two

Literature Review

Leadership is an essential part of police work and will guide the officers following that leader. Leaders should have the most up-to-date training with knowledge of current affairs and tools to fix problems. Previous research has shown that training in leadership for supervisors builds confidence in those leaders and inspires the followers (Hackworth, Cooksey, DePalma, & Kahn, 2018). It should be a logical conclusion that better-trained people are better at their jobs. But the studies show that the training has a more significant impact than just making the leader better; there is a positive impact on the followers (Ray, 2019).

The literature for this study was found in books, journals, government documents, and other research papers. The review covered the following topics: 1. Effects of leadership training on leaders and followers, 2. Effective leadership styles for law enforcement, 3. Need for leadership training in law enforcement, and 4. Standardized Training. Many different databases were searched, including Google Scholar, Urus, One Search, and Gale Academic OneFile. Keywords used to search in each database included *training, police, leadership training, police leadership training, police supervision training, leadership theory and training, standardized training, standardized training in leadership, and public service*.

Leadership Training

Leadership training is conducted by many different companies for various vocations every year. When a business or organization considers what training to give their employees, they must determine the effectiveness of that training or program. Many companies who provide these training offer testimonials on their websites and promotional material from students to show the effectiveness of their program, but there are no tests to determine whether a training

program is truly effective. Fred E. Fiedler (1996) notes, "the scarcity of sound research on training has been among the most glaring shortcomings in the leadership area. Most of the training programs are untested and, at best, of uncertain value" (p.2). He notes that there is no tool to evaluate the training programs outside of asking the students if they found the training effective. A more significant issue found in the writing of Fiedler (1996) is how to determine if there is an absolute correlation between leadership training and organizational growth from that effort:

A number of problems related to leadership training merit further investigation in the years to come. If the criticisms leveled by Porter and McKibbin and others are justified, we must certainly continue to ask whether we are teaching what business students and managers really need to know, and we need to examine carefully how much current training and development programs contribute to organizational performance. These efforts, worthy as they are, would address only one part of the total problem (p.3)

There needs to be further research into the effectiveness of leadership training in regards to the stakeholders involved. Those are the leaders taking the training, the followers who are relying on their supervisors, and the organization as a whole whose goals are for the growth of the organization.

Effects of leadership in training

In understanding the importance of leadership training, Darja Kragt and Hannes Guenter (2018) conducted a study to consider the students' results after being trained. They hypothesized that "Participation in leadership training may strengthen one's leader identity because the training helps to clarify role expectations and prompts individuals to reflect on their identity" (p.408). In conducting their study, they found that the subjects had a positive reaction to the training and

helped with self-identity and confidence. They found a relationship between the act of taking part in leadership training and the increased ability to lead after the training. Kragt and Guenter (2018) conclude, “Consistent with our model, we find that leader identity serves as a motivational mechanism that carries forward the effect from reactions to training to leader effectiveness” (p.413). When a leader is well trained and feels confident and competent in their abilities to lead, it positively shows in their actions.

Teresa Ray conducted a research study in 2019 where she interviewed government employees who were given training in leadership to assess whether training gave them a better connection to their positions. She used Maslow’s Hierarchy of Needs to describe the need for employees to feel a belonging to a group, or in this case, a collected profession. In this area of study, Ray (2009) pointed to leadership training as a way for the organization to show the employee that they are essential and an important part of the organization. Her research went on to show that leadership training gave the students confidence and renewed competence in their decision-making and directing their teams. At the conclusion of her study, she found that the participants were more self-aware, had better team-building skills, were more engaged with their jobs, and had better communication.

Hackworth et al. (2018) conducted a study to find the results of leadership training in the medical field. They started by considering the students' needs and then developed training that covered the requirements to include; teamwork, inclusiveness, mentoring, coaching, and a culture of service. They followed up the training with an evaluation of the course. They found that the training yielded positive results, "Along with improved self-confidence and self-awareness, participation in the program led to improvements in strategic, operational, and relational skills" (Hackworth et al., 2018, p.199). When the students had the knowledge to

understand how to lead better and supervise, they had confidence in decision making and leading their teams.

An interesting study by Heather Getha-Taylor, Jacob Fowles, Chris Silvia, and Cullen Merritt (2015) found that although training in leadership is essential and it is a skill that can diminish over time, what they refer to as "skill decay." They followed how students were trained in leadership and the effects of that training after it was complete. They warn, "as the recency of training diminishes, the impact of the training program on conceptual leadership skills also diminishes to the point that after eight months post-training, the effects of the training have disappeared" (Getha-Taylor et al., 2015, p.310). They noted that training is an investment to the individual and the organization and that leadership training requires refresher training like any other technical skill.

Effective leadership styles for law enforcement

Historically, police leadership consisted of an approach that was paramilitary style. They follow the same chain of command, uniform codes, and standard operating procedures as the military. In 2015, President Barack Obama commissioned a task force to consider changes in policing for the United States. In this report, the task force focused on six pillars to build actionable items for police agencies. Namely: these are: 1. Building Trust and Legitimacy, 2. Policy and Oversight, 3 Technology and Social Media, 4. Community Policing and Crime Reduction, 5. Officer Training and Education, and 6. Officer Safety and Wellness (Delaney & Elkins, 2015). The task force found a culture in police across the country that focused on the enforcement of the order and less on the betterment of its citizens' quality of life. The recommendation in the literature states that officers should adopt a mindset of a guardian of the people over the current warrior mindset that is part of the current training model, adding "to

build trust and legitimacy both within agencies and with the public" (Delaney & Elkins, 2015, p.1). This would require a change in officers' and leaders' training from a mindset of enforcing the laws to being part of creating a better community. In many of the writings on law enforcement leadership in the 21st Century Policing, several point to the need for transformational leadership. As described by Hughes, Ginnett, and Curphy (2015), "Transformational leaders articulate the problems in the current system and have a compelling vision of what a new society or organization could be" (p.579). This follows the need stated in the report from the task force, noting that community trust in police is low, and it is up to the police to make a change to help build that trust.

Kraig Kiehl (2013) considered the need for change in police leadership and what type of leadership style would best benefit law enforcement. He reviewed the various leadership styles and determined that transformative leadership would be the best to use for this study. In his research, Kiehl (2013) used officers' questionnaires to determine the most effective police work leadership style. He notes his findings, "The study revealed a positive relationship exists between overall organizational effectiveness and transformational leadership, and a negative relationship exists between overall organizational effectiveness and transactional and passive avoidant leadership" (Kiehl, 2013, p.101). Kiehl (2013) points out an important consideration of the needs of the followers for a leadership style. Under transformative leadership, the leader considers the needs of the followers as well as the needs of the organization. This helps with the stronger commitment of the follower.

In a study by Osviel Alfonso (2018), he asked the participants what type of leadership they thought was used by officers. Half of the responses noted that most officers considered an authoritarian leadership style a norm in law enforcement. The others stated that there was a mix

of servant and transformational. Alfonso (2018) points out the need to consider the various leadership styles when discussing leadership training in law enforcement.

Thomas J. Cowper (2000), a former marine and Captain with the New York State Police, wrote an article in *Police Quarterly* entitled "The Myth of the "Military Model" of Leadership in Law Enforcement." His experience with both the military and police leadership styles gives him an interesting perspective on the subject. Cowper writes, "Instead of accepting or rejecting supposed military methods and leadership models based on insufficient or inaccurate knowledge and a distorted notion of reality, we need to thoroughly examine the profession we claim to emulate" (p. 231). He has intimate knowledge of military leadership history and has seen changes in leadership styles in the military from the past. Cowper has found that the U.S. military has moved away from authoritarian, micromanaged, and inflexible leadership. He has found that many police leadership styles in departments across the U.S. are using a paramilitary-style leadership that is a false imitation of the stereotypical military leadership. Cowper finds that many police leaders consider the authoritarian power they see in military movies, such as *Platoon*, and believe that this is the best way to lead a team. He writes, "Chains of command are derided as too restrictive and rank structures as too authoritarian; uniform appearance and strict discipline are criticized for creating a rigid and inflexible mindsets" (Cowper, 2000, p.230). In this view of military leadership, there is no room for creativity and confident decision-making. Cowper (2000) views this leadership style as "authoritarian", "centralized control", with "blind obedience". He points out the need for leadership to build an organization that fosters decision-making with a team, creative ideas, and free-thinking. Cowper (2000) writes, "To allow widely divergent subordinates this decentralized freedom of decision and action and still attain a common organizational goal in the most effective manner possible, there must be a means of

focusing and coordinating the various independent subordinate efforts" (p.244). With this concept of free-thinking staff, the leaders must be specific to the mission but not give directions that would constitute micromanagement of each activity. Cowper notes that the U.S. military has adopted many of these ideals to empower lower management to make decisions independently.

In another aspect, Cowper agrees that there are similarities between police and military, "Both engage in operations such as peacekeeping, humanitarian relief, and lifesaving, as well as the direct and forcible intervention on the affairs of others (p.231)." In his article, he notes that the military's Incident Command System (ICS) has been a critical part of significant unrest. This system is set up to organize resources with a command made up of the stakeholders in operation. During a critical incident, such as an active shooter, Police, Fire, and EMS are needed to organize and deploy resources as needed. The ICS is an organized template for any emergency and was developed by the U.S. military and used nationwide for emergency services.

Need for leadership training in law enforcement

Few studies focus on a relationship between training and leadership, specifically in law enforcement. The 21st Century Policing task force noted in section 5.3 recommend:

Law enforcement agencies should provide leadership training to all personnel throughout their careers: Standards and programs need to be established for every level of leadership from the first line to middle management to executive leadership. If there is good leadership and procedural justice within the agency, the officers are more likely to behave according to those standards in the community (Delaney & Elkins, 2015, p.68).

Although this would be a logical approach to better leadership, the 21st Century Policing committee did not provide any studies or evidence to prove that better leadership correlates with

better-disciplined officers. Currently, there is very little written about law enforcement leadership and the benefits to the organization, community, and officers.

Osviel Alfonso (2018) conducted a study to research the need for leadership training for law enforcement. His theory was that there was an absence of standards for leadership training for police officers. In his findings, he found that there is a lack of leadership training for law enforcement personnel who are under middle management. He noted that the training would benefit the officer, organization, and the community as outlined in the 21st Century Policing document. Using a survey, Alfonso questioned officers in various ranks in a section of law enforcement in Florida. His findings yielded several themes, including; The need for leadership training for all officers, budgetary reserves for training and, a better understanding of diverse leadership styles outside the standard authoritarian (Alfonso, 2018). He notes that there is a gap in the study of training for law enforcement leadership.

Concerning leadership training in law enforcement, David Wedlick (2012) conducted a qualitative study on middle management. His research was considering the need for leadership training as it relates to attributes and skills. Wedlick's interviews were focused on eight police middle management (Lieutenant) in New York State. This study had varied size departments and each participant had various leadership education. In this study, Wedlick found no organization had a formalized training for leaders, and that the last formalized/standardized training that the participants had received was when they were certified as a police officer from the police academy. The study showed that these leaders had varied amounts of leadership training and mainly relied on their skills and attributes that they had before being promoted. Many noted that a formalized leadership training would have been helpful before starting in their roles as middle management. Wedlick (2012) writes, "Leadership courses would assist the middle managers in

the development of their attributes and skills and help them in the areas of critical decision making, problem-solving and leadership style essential to their positions as lieutenants" (p.86). When these leaders were promoted, they exhibited the skills and attributes that make an effective leader. But as Wedlick points out, training for their positions would help to support and enhance those skills. Another theme that is important to point out from this study is the need for follow-up to leadership training. To this point, Wedlick (2012) states, "training should be an ongoing process that is used to sharpen and update skills of police managers at all levels to enhance management development" (p.87). The culture and technology in law enforcement are ever-changing and so should the training and understanding of leadership.

There is a systemic problem of promotion in many organizations, not just in law enforcement. Turdy Jean Evans (2005) discusses this in an article entitled "Entering your new leadership position." In this article, she points out promoting leadership positions without giving proper training and guidance. Evans (2005) points out that the transition from line employee to a leadership position is not easy, "the new supervisor needs direction on how to transition from buddy to boss. They need the support of their manager when faced with the jealousy, backstabbing, and insubordination that can occur with this situation" (p.12). This new supervisor is responsible for their actions and will need to consider the needs of the group as a whole to succeed. Evans points out the pitfalls in understanding the praise of a team over an individual in this role. She points out the need for guidance in coaching these new leaders. Evans (2005) shares, "when you offer your new supervisor guidance, day-to-day support and continued encouragement, they thrive. They begin to build a team of excellence. They become the leader

others want to follow" (p.12). New leaders may come from excellent individuals, but they might need guidance and training on using those attributes for a team.

Standardized Training

There is very little written about standardized training. Kathy M Sheehan wrote an article for The FBI Law Enforcement Bulletin (1995), where she reviewed the need for standardized emergency dispatch training. The standard training for dispatchers in her article was based on an "on the job training" where new dispatchers would shadow existing dispatchers to learn the job's protocols. As technology and advancements have taken place, Sheehan (1995) notes that there needed to be a change in this training procedure, "Recently, three factors began to force a change in dispatcher training: The influx of civilian dispatchers, the specter of civil liability lawsuits, and the advent of complex computerized dispatching systems" (p.1). The need for certifications in the field gave birth to the need for standardized training in dispatch. She points out that standardized training allows consistency in the knowledge base for each dispatcher. This course curriculum covered 15 individual sections for the student to master for the certification. This was a statewide mandate in Connecticut that Sheehan (1995) noted was essential to have as it gave each municipality consistent training for all dispatchers. When someone needs an emergency response, the need for professional, competent, and well-trained personnel is necessary. Sheehan (1995) writes, "Effective dispatching is crucial to the safety and efficiency of field personnel and the citizens they serve. It is unthinkable - and ultimately dangerous - to treat the people responsible for critical communications as anything less than professionals" (p.3). This helps to support the notion that standardized training for individuals is important for positions where confident decision-making is essential.

Conclusion

The gap in the research is specific to police leadership and standardized training for leadership. Few books, articles, or dissertations are connected to leadership training to police. The articles that were found noted the gap in the research on leadership training in police work. The advancement from a base officer position to a supervisor position in police work is different from state to state and department to department. Most promotions have an interview panel and a test based on a civil service board that reviews the process's procedures. However, once someone is selected for the supervisor's position, the training they are given can vary. There are no studies or research to show how much training a new supervisor in a police position should have. A department is not mandated to send their new supervisor to any special training or any at all. If they have legal counsel, they should be guided into providing training of some kind to avoid possible litigation for failure to supervise and failure to train.

It is unknown what the various training programs offer in comparison to each other. There are private businesses that have retired police supervisors on staff to train on leadership skills. Some universities have programs for police leadership, and the federal Bureau of Investigations (FBI) has a division for training police leadership (LEADA). There is a gap in research studies on leadership training in general, and this poses a problem when trying to decide what law enforcement training venue would be best for the growth of an organization.

Chapter Three

Research Method

This qualitative study explores the need for standardized training of leadership in law enforcement. The study looks at the amount of training that leadership in law enforcement currently receives and determines if that training was effective. Standardized leadership training would ensure that all supervisors would receive the same knowledge base for their position. Having a standard would also require a testing component to show that the trainee has understood the material and retained the information for future use. The research question that this study focuses on “How effective is the training for law enforcement supervisors, and do they have enough training to complete their organizational objectives?” For this research, participants were recruited for interviews, the interviews were conducted, and the information from the interviews was analyzed.

In considering the type of research method for this study, qualitative, quantitative, and mixed were considered for gathering the information to analyze. A qualitative approach was selected to gather information through open-ended questions that may shed light on the issue over a quantitative study that would have short answers for statistical analysis. Creswell and Creswell (2018) describe qualitative research, "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.4). This study is considering the need for standardization of leadership training in supervisory positions in law enforcement. Open-ended questions were used to give more content to evaluate, and the participants provided information that will help determine if there is a need for standardized training.

Participants and Data Collection

The study used information through one-on-one interviews to gather data. The sample consists of 10 law enforcement supervisors from different agencies in New England. This study was approved by the Institutional Review Board and each participant was provided with a consent form. These forms were signed before the interview was conducted. Ten current supervisors in leadership volunteered to take part in this study. I have not used any supervisors from my department to not have a vested interest in the interview results' outcome (Creswell & Creswell 2018, p.92).

Participants: Supervisors from New England Law Enforcement Organizations

Method: Qualitative interviews

Problem: There are no standards for training for law enforcement leadership.

Sub problem: There are no mandates for leadership training in law enforcement.

Sub problem: There is no data collection for the effectiveness of any law enforcement leadership training program.

The names of the participants were removed from the study, and pseudonyms have been used. When discussing their answers, only pertinent information about leadership training is discussed. At no time is the likeness of the participant is discussed in the study. There is no discussion about which department they came from to protect their identity.

This study uses a single-stage sampling procedure as I have access to people's names in the sample population and have contacted them directly (Creswell & Creswell 2018, p.150).

Interviews were conducted by telephone and recorded on a digital recorder. The recordings have remained in my possession and were not shared with anyone. In-person

interviews were not completed as the COVID pandemic was a concern. For this study, observations were not necessary for the data collected.

Qualitative study open-ended interview questions were used to gather information about the participant and their view on leadership training in law enforcement. These questions were intended to collect information from those in leadership roles in law enforcement and help determine how the participant viewed their level of leadership training in their position.

The respondents that volunteered were made up of 10 male supervisors. I was not able to find a female supervisor to participate in this study. Many of the members had college education from Associates’ degree to Master's Degrees. The time on in police work varied from 16 years to 36 years. Their time as a supervisor ranged from 8 months to 14 years. Table 1 shows the demographic of the participants of this study and are identified by their pseudonames.

Table 1. Participant’s demographics.

Name	Age	Rank	Education	Time on in L.E.	Time on as a Supervisor	Size of Dept	Urban or Rural
Adam	40	Sergeant	Bachelors	16	6	100+	R
Berry	56	Captain	Associates	36	7	30-40	R
Charles	49	Sergeant	Associates	27	14	20-30	R
Don	32	Sergeant	Masters	6	2	10-20	R
Edward	53	Sergeant	Bachelors	26	10	10-20	R
Frank	38	Sergeant	Bachelors	18	Eight months	10-20	R
Gene	51	Lieutenant	High School Diploma	30	20	30-40	R
Henry	46	Sergeant	Masters	22	8	30-40	R
Ian	51	Sergeant	Bachelors	22	12	50-60	U
Jerry	44	Det. Sergeant	High School Diploma	20	10	80-90	R

Data Analysis

Information from the interviews was collected and analyzed for themes for each of the interview questions per participant. The interviews were transcribed, reviewed by the participants, and approved by the participant before being used in the study. Themes from the participants were charted and compared to other participants to look for common themes between the participants. Creswell and Creswell (2018) discuss the use of winnowing the information gathering in a qualitative study, "a process of focusing in on some of the data and disregarding other parts of it" (p.192). I will use the information directly tied to the topic and collect that information in a chart to review for themes.

For the process of organizing the data, I used the method from Creswell and Creswell (2018, p.193);

Step 1. Organizing and preparing the data for analysis

Step 2. Read or look at all the data

Step 3. Start coding all of the data

Step 4 Generate a description and themes

Step 5. Representing the description and themes

Following this step-by-step process ensured that data for the study is collected and appropriately analyzed.

Interviews were transcribed into a WORD document, and then the interview remarks were removed. Each name of the respondents was changed using alphabetical names from A-J. These documents were loaded into MAXQDA 2020. Once there, the fourteen questions were labeled, and each had a sub-category to analyze. In total, there were 48 sub-categories with highlighted phrases from the respondents.

Chapter Four

Findings

The purpose of this qualitative research was to consider the value of standardized leadership training in law enforcement. This study asked the respondents what trainings they attended and what they got out of each session. Unfortunately, no definitive data was collected to determine if there is one venue of training that is better than another (FBI, private groups, state academy). The respondents noted that they enjoyed taking the various trainings in leadership, FBI, private groups, and state-run training. The only information that was gathered in regards to leadership training was the concern that some of the trainings focused on academic information on leadership and not real-life instances where leadership was effective or failed.

The data collected from the interviews was analyzed to evaluate what types of themes emerged in relationship to leadership training in law enforcement. The focus of the study was broken down into three sections: leadership training, leadership styles and, community trust.

Leadership Training

Most police academies in the northeast do not require police departments to send their supervisors to leadership training. Police academies are training facilities that focus their efforts on best practices and certifications for specific types of curriculum (firearms, emergency vehicle operation, etc.). However, there is not a police academy in the northeast that has standardization or certification for leadership positions. Some individual departments have internal policies that outline a leadership training mandate for those recently promoted. Seven of the respondents reported that their department has a mandate to attend training once promoted, while three do not have set mandates. Many of the respondents reported attending at least one leadership training since their promotion. Only two had not been given training for leadership since their promotion.

In one case, Frank noted that he was scheduled to attend a class that was canceled due to COVID-19. He stated that he was encouraged to find and attend leadership training, but this is not mandatory in his department. Frank states, "it's not mandated." So, there's a sergeant there who's been a sergeant for about ten years who does not have it."

In Adam's department, they have a more progressive stance on leadership training. Adam states that his administration is looking to have all sworn personnel trained "they were trying to get everybody through [training] like not even supervisors, but even people who are not in a supervisory role. We're trying to get everybody through leadership training." Joe later notes that this helps with getting officers interested in being supervisors and also identifies candidates to the administration.

Henry's administration believes in sending officers to leadership training before they are promoted, "you don't have to wait until you're a sergeant to go to leadership training or to go to supervisory training if you're interested. He [Chief] doesn't feel it makes much sense to not give people the training before they apply for the job." Being responsible for a team of officers is a huge responsibility. It makes sense to have the training before being handed the authority to supervise a group of officers.

Jerry notes that there is not a mandate in place in his organization, but he is encouraged to apply for training in leadership by his administration. Many of the respondents believed that leadership training is valuable, and Charles points out that he finds it necessary to attend training even after being a supervisor for a while, "I mean we could all use a little touch-up paint every now and then." This is an important point made by Heather Getha-Taylor et al (2015) on their theory of "skill decay." This theory states that leadership training needs follow-up in the skills and understanding of being a leader as some of the information learned fades over time.

Standardizing training

The questions of standardization in leadership training were separated into two parts. One focused on the individual department making a standard that they would have for newly promoted supervisors. The second was focused on a training standard set by the state's police academy. The respondents were mostly in favor of departments building training standards for their supervision but had reservations about state-mandated training.

Local Department standards

Many of the respondents stated that local standardized training for their departments would be beneficial for their organization. There is a theme among many of the respondents of consistency in leadership training for their supervisors. Jerry thought that this set training would be helpful for consistency in his department's supervision, "I think it would be kind of neat to get some kind of consistent basic training for first-line supervisors when they get promoted. So, they're all kind of thinking somewhat the same." If leadership training could be built so all of the participants could have the same knowledge base in their positions, this could result in better-motivated followers. Berry had a similar thought on the matter, "I think there's I think there need to be some standards that everybody needs to meet in order to be promoted because it's a lot of responsibility. Just because he's been there for 30 years doesn't make him a good leader." Don is in agreement with standardization with his department, "I think standardization works for many reasons because the consistency and training works." Many of the respondents felt that consistency in training for supervision is an important part for both the individual, the followers, and the organization as a whole.

Ian believes a localized program could help foster future leaders as well, " I think it definitely could be helpful to a department because you start getting people who have an interest

in being in leadership positions involved more early... they may have an interest in leadership positions, but they're really not equipped to be a leader." Frank agrees that leadership training for subordinates would be beneficial, "it also gauges the amount of true interest, so if you're willing to do these steps to better yourself, and you can kind of shine while you do it. They kind of set you up and shows the administration what you're about." Mentorship is an important part of an organization to find and recruit future leadership. An investment at the lower level may help to build stronger leaders in the future.

Henry notes that Covid has made training complex, but he is interested in building a program locally, "that goes back to my desire to sort of standardized and emphasized education. I think we do need to be a little bit more consistent, especially our leadership programs." Frank is in favor of a program as he believes it would help identify those who are interested in a leadership position as well as instill confidence in those who take the course.

From a different perspective, Edward disagrees with a standardization approach as he is concerned that it could be too academic and not "common sense and streetwise" knowledge on leadership. He reflects on the leadership training in the past that he attended and found that there was too much emphasis on leadership theory over the real-life experiences with leading a team as a supervisor. He believes more real-life scenarios should be integrated into training that reflects the problems a supervisor faces daily, " I think it should be a holistic approach." Gene has a similar concern as Edward "sometimes people put too much emphasis on, on book learning, and not necessarily life learning. Life learning is just as important."

State Standardization

All of the respondents did not favor the idea that the state academies would build a training standard and offer a leadership training program for certification in the rank of

supervision. Five of the ten believed that the state could give departments a standard that they could complete with their personalized training. The other five did not want their state academies to have any set course of action for promoted supervision. A theme that emerged from this data was local departments have a better understanding of the goals, values, and needs of their community and organizations.

Some guidance from the police academy

Gene believes that each department will have different needs based on their community make-up, rural and urban. " I think everybody likes to look to the state for some sort of guidance or some sort of template. I think the community and the departments have a better understanding of what their department and their community needs than the Academy."

Frank had a concern that many departments that have small budgets might not train their newly promoted supervisors. He states that some guidance from the police academy may help with this problem, "So if the academy or the state had some sort of program that you had to do. Smaller departments couldn't say they didn't have the budget for or whatnot. It would force their hand into getting I think better officers in the end. So, I think kind of a mix of both, which I know is probably not a perfect answer." Frank believes that individual departments could build their own training based on the community's specific demographic. The guidelines from the academy could give departments goals to attain while still making sure training occurs.

Henry also agrees that some departments have a budget concern that keeps them from providing training to their officers, "I think the state does need to take on some requirement." He continues by noting that smaller departments have fewer resources and a standard may help them with obtaining needed training. Henry notes that these small departments that he is describing also have small budgets, but a set standard may be necessary for the bigger picture, "it becomes a

hardship to meet that goal but at least some sort of minimum standards I think are essential to get over this hump of distrust the issues that we're facing right now." Henry points out a connection between better-trained officers and building better community trust and relations.

Ian has a similar take on Henry's issue, "There should be a standard from the state. Not all departments are created equal. Not every department may be responsible enough to push their people out there to get leadership training." Ian followed up with a concern that the state academies may not have training that would be relevant to all departments, "there needs to be some flexibility where a department can make it their own." This is a reoccurring theme of departments having the flexibility to train on their organizational goals.

Don was hesitant with the question of state-run standardization, "I think standardization is good because you can generalize that a little bit but I don't think the state should standardize it for all agencies across the board, because there are too many things to consider individually." Don went on to note that a standardized list of training goals for leadership may be helpful for departments, "many agencies in the state that don't have those resources and perhaps a standardization of that training would provide them with the tools to build that up more effectively." There is a concern that standardized training from the academies may not have the specific training that focuses on the needs of the individual departments. Don states, "But I think it would be more applicable within an agency because there are certain environmental and certain circumstances that dictate what that training should look like that may be different from another agency."

There was a theme of tailored leadership training for each individual department, but there was not specific information found that shows what those needs are. More research and

questions are needed to determine what makes the needs of a leader from one department to another.

Not in favor of academy involvement

The following are responses from participants of the study who did not believe that standardization from the police academies was a reasonable option for leadership training standards. The theme of these answers was taking control of the training away from the local departments and having the state academies forcing the standards.

Adam is in favor of generalized training standards, but he believes the curriculum should be built by the local department, "Every community is different. We work for the people. The people of town X are gonna have different expectations and demands for their police department and then maybe the people from Town Y." Adam goes on to note that localized training can focus on a specific curriculum that would be important to that local agency, "each department is probably going to have their own mission statement, their own vision, and their own goals. And they need to have leaders that are going to be able to influence their subordinates to work towards organizational goals."

Jerry thinks that police academies should not have control over a training curriculum and has another solution "I think more of an outside entity like a college course." Jerry recalled a leadership training that he attended at college several years ago and thought it was valuable for the work in his current leadership position. Still, he reflects on the discussions between leaders taking this course, "It was kind of neat to see all the different perspectives and different leadership styles, but it was clear that we weren't consistent across the board on certain things." Jerry believes that standardization for leadership training would need time to develop and buy-in for other departments, "there are some hurdles to overcome."

Charles' view on the state academies is clear that he does not agree with another standardized curriculum, "Academy is not always right either with their curriculum sets and they pose some things that really don't make a lot of sense. But you're the Academy, you must know everything." Charles is concerned about a state academy having oversight on a smaller department and imposing theories and skills that would not apply to smaller departments.

Leadership Styles

The interviews asked the respondents what leadership styles they used, what style they admired in another leader, and what leadership styles were not effective for law enforcement. These answers showed interesting themes that were not expected.

Personal Leadership Style

The question of personal leadership style emerged as a theme of a varied approach to leadership styles that were fluid depending on the situation. Six of the ten respondents noted that they use a particular style for their supervision in non-emergency situations, but need to incorporate a different style when an emergency arises. Adam believes that there is a need to transition from one leadership style to another stating,

There is a time where a leader needs to speak up and say, you are going to do this. And there is no discussion about it. Some of those reasons may be officer safety. And maybe something that's in progress, and the leader knows that is something that the subordinate doesn't. And there's no time for discussion. And what he says needs to be done. But there's a way that these leaders can just jump from one leadership style to the next, which I think makes them successful.

Adam believes that a leader should build trust with their subordinates and use a style of leadership that is effective for routine work. The officers under this command should also realize

that there would be times where action must be taken and trust in those leaders' orders should be followed.

Edward has a similar point where he sees leadership as a fluid position, "I would say it's actually kind of a blend because I see it as kind of a situational thing." He notes that when he is overseeing other instructors that are competent and confident in their roles, he takes a laissez-faire approach as it helps keep the flow of instruction. Edward points out a valuable part of being a fluid leader, "but obviously recognizing, you know, their times, emergency situations you can't be that kind of coach and supporting people, you've got to give out orders." Edwards notes that this is not something that happens often and is not part of his daily leadership style, "So, I've got to switch to a different style. You know if it's an active shooter, I've got to bark orders. That's not my personality and not my style, but the situation calls for that sometimes." Charles agrees there are a time and a place for an autocratic leadership style, such as giving out orders at a structure fire, barricaded subject, and fatal car accident. He believes that outside a critical incident, giving his subordinates the ability to take care of their assignments their own way helps to build a connection to the position, "I like to give them a little bit of ownership." Jerry sees that various leadership styles are important to reach the multiple generations of officers he works with, "it depends on the situation and the person you're dealing with. The generational gaps and things of that nature. So, to me, to be a successful leader at the highest level, you can't just have one, you've got to be good at a bunch of them and know when to deploy them."

Many of the respondents reported their primary leadership trait as one of a Coach. Hughes, Ginnett, and Curphy (2015) define coaching as the "process of equipping people with the tools, knowledge, and opportunities they need to develop and become more successful" (p.69). Several of the respondents noted that their subordinates work on their own and make

many decisions without a supervisor present. A coaching leadership style can help guide the subordinate to a better understanding of the organizational goals; “coaching programs can involve clarification of managers’ values, identification of discrepancies between their espoused values and their actual behavior, and devising strategies to better align their behaviors and values” (Hughes, Ginnett, & Curphy, 2015, p.71). Henry notes that he oversees his subordinates in a supportive coaching role where he is ready to give them the support they need to accomplish the mission, " and they don't need me standing over their shoulder." He notes that each member of his team has different needs due to their time on and abilities. Henry goes on to say, " I don't think you can say one is more effective than another. I think it really strongly depends on the situation. So, I think it's good to have supervisors who have different styles, especially if they're responsible for different areas." Ian is similar in his approach as a coach, "I take a coaching approach to it. We spend a lot of time and money to get people trained up as police officers, and I think it's important that we allow them to use that training and do the work that we've trained them to do." Adam notes that the coaching style is better for him as it opens lines of communication with his officers. He states that this style helps him keep an open mind to other possibilities on decisions on situations, " I may try coaching somebody into doing something a certain way, but they may also come up with ideas that I otherwise wouldn't have thought of." Frank humbly believes that his position in leadership is one of a coach, "my job was to always kind of build them and help them to be better than I was." Frank wants the future of law enforcement to continue to be better than the last generation.

Non-Effective Leadership styles

When asked what leadership style is not effective in law enforcement, the developing trend was a leader who was an autocratic leader, a micromanager, or someone who relied on only

one leadership style. An autocratic leader is described as someone who supervises a team and relies on giving direct orders over consenting with other team members for their input or discussion on the situation, decisions are made by this leader (Van Vugt, Jepson, & De Cremer, 2004). These decisions are made in a vacuum and are final. Historically, law enforcement has been seen as a paramilitary group that depends on an autocratic discipline to enforce integrity in their officers. Thomas Cowper (2000) believes that this paramilitary leadership style in law enforcement is outdated as there have been many changes in leadership style in the military from the past. He believes that many styles are a terrible copy of old, obsolete leadership, "Chains of command are derided as too restrictive and rank structures as too authoritarian; uniform appearance and strict discipline are criticized for creating a rigid and inflexible mindsets" (Cowper, 2000, p.230). Much of the training of new police officers is completed at state-run academies that are primarily autocratic leadership styles. The respondents found this style to be non-effective.

Adam notes that the autocratic style of leadership is not effective with confident and competent officers as he describes it as "motivation through consequences", holding officers to the letter of policy and procedure over allowing for an open discussion. He believes that this is not effective, stating, "it really doesn't give people a choice, you're basically telling them what to do, doesn't give them any buying in on strategies to work towards organizational goals." He goes on to state, "I think a lot of people, you know, are in this job because they want some autonomy. They want to be able to think for themselves. They want to be able to be creative and make decisions." Adam goes on to warn against micromanaging, "But when you have somebody looking over your shoulder all the time, and telling you to do things a certain way. I don't think you're going to get a very positive result."

Henry reflects on the complexities of the job of a police officer, “our jobs will require a lot of independent thought and decision making and problem-solving.” Officers need to make split-second decisions using their training and experience. Henry warns against the use of an autocratic or micromanager leadership style,

And I think if you are constantly going around, assuming that the employees that you're responsible for are going to be making mistakes, then it automatically sets people up for failure and it makes them distrustful of their supervisors, and it makes them not want to go the extra mile not want to think more critically about a problem and try to come up with a better solution, whether it's on a scene, or an internal policy or a project or an idea, it just it stifles that ability to advance the organization

Henry makes an interesting point that an organization needs members who have the ability to make decisions on their own and consider all of the choices in a situation, rather than wait for an answer from the autocratic leader.

Edward points out that the autocratic leadership style is one that many police academies are using as they are considered "quasi-military." He goes on to note, "I think the academy should be more of a collegiate type thing where everyone's getting together and learning as adults, not treated like we're in boot camp." He agrees that there is room for discipline around uniforms and professionalism, but believes there needs to be more embrace on academics.

Gene believes that the autocratic leadership style is not effective in Law Enforcement. He thinks that there is a need to "evolve," "now you need to explain why, you need to explain how, and you need to give them a voice or input into the buy-in. Buy into why we're doing it, versus "just because."

Ian states, "micromanaging or being in their hip pocket all the time to tell them how to do their job, is really counterproductive to what we're trying to accomplish." Ian reflected on a time when his department was mandated to contact a supervisor before making an arrest. This is not a common policy as many officers make decisions on the spot and rely on their training and experience to make proper decisions. Ian states, "Why are you sending people to the academy if you're not gonna let them make decisions... you need to empower your people to be able to make those decisions on their own." Ian states that this policy changed after a short period of time, but it made a lasting effect on the trust of the officer to make proper a decision in their routine work.

Jerry reflects that using just one leadership style can be ineffective as one style may only reach one group/generation of the followers "there are people that just don't respond to certain leadership styles like they might other ones." Jerry believes that an effective leader should have the ability to change their leadership style for the variable audience.

Admired Leadership

When asked about a leader that the respondent admired, the theme was one who cared about their co-workers. The next most frequently mentioned style was a leader who led by example. These traits in leadership help build strong relationships with subordinates. As the respondents identified these traits, they sounded endeared to the person they were describing.

Frank reflects on a leader that he admired, "He wasn't a sergeant that let the patrolmen run while he sat in the office, he would be right in the middle of it...He would be there right alongside you." Frank remembers being motivated by this sergeant's self-initiated activity, such as traffic stops. He found that it motivated the team to complete the same or more work than the leader, "you really can't get shown up by the sergeant, it's kind of embarrassing." Frank also

admired his ability to communicate well with the public, "He's also where I got that idea to just sit there and talk and level with people because he used to do that, extremely well." Frank talks about a story where youth in the community had behavioral issues, and the police were routinely called to his home. This Sergeant had a calm demeanor and good communication and was able to deescalate the situation. Others watched and emulated this calm way of handling a volatile situation.

Edward notes that leading by example comes from being a good follower, "did all levels of police work so nothing was too small so even though they were in a leadership position, they were willing to take a call, and go on an alarm call or a barking dog complaint."

Adam recalls his supervisors as one who would be willing to help out, even in dirty situations, "And they're crawling out of dumpsters and going through the most disgusting things in the world when they could have just asked me to do it because I was the younger guy." This motivation to complete tasks of officers as their supervisors is an example of leading by example. Adams goes on to state, "But these are guys that really cared about their work and. And they were leaders in that field. They wouldn't ask me to do anything, they wouldn't do on themselves." In Don's interview, he used the same phrasing "he wouldn't ask you to do anything he would not do himself."

Henry describes a humble leader as someone who he admires, "understanding and expressing that there are a lot of different ways to meet mission goals in law enforcement. And that just because they're in a position of authority, doesn't necessarily automatically make that person, right, or, you know, the loudest voice on the road." He notes that it is impossible to know everything in law enforcement, and there are times that someone else may know more than you, and they might be of a lower rank.

Gene believes that having balance is essential. Gene states, "you can't just be completely for the community, and you can't be completely from the guys, you have to find that happy balance. And, and really take care of both sides of the equation."

In the realm of discipline, Charles recalls a leader he admired who held people accountable but did not hold a grudge over mistakes. Charles states, "If he chewed you out, you take it to heart because you didn't want to disappoint the guy. You want it to look good in his eyes. Let's go get a coffee. And it ended at the doorway, of course, unless you did it again."

Community Trust

The respondents were asked about how to gain community trust. After a year of Black Lives Matter protests across the nation, many communities are considering changes to their police departments and how they conduct daily activities. Each was asked if they had read or been exposed to the 21st Century Policing document from 2008 that outlined police reform guidelines. Eight of the respondents knew of the report, but had never read it. One recalled the information discussed during an FBI LEEDA training. And another respondent had read parts of the pillars but did not read the entire document. Police reform is a topic that is being talked about in many venues at this time. Many municipalities are considering changes to overseeing the training, daily activities, discipline of the officers who work in their communities. The media is reporting on the need for police reform and how community trust needs to be restored. The question on community trust was added to find how the current leaders in the law enforcement field consider how they can lead their subordinates to make the changes to help rebuild community trust. These leaders can guide the future of law enforcement and help with reform. The themes that emerged from the interviews for building better community trust were communication, better interactions, education with the community, and transparency.

Gene recalls inviting a community member who was concerned about police brutality to an interview panel. She remarked about one particular candidate that she didn't believe would have the community interests in mind if selected for the position. Gene agreed and stated that the candidate was not being chosen due to his responses to the questions. Gene reflected, "she saw that our process isn't just handing out badges." Gene believes this interaction helped to lift the concern of this community member and help build trust with them.

Frank believes that officers should not focus on their oath to enforce the law but take a moment to connect with the community. "I think just stopping and talking to people, really, in a, in a non-enforcement, non-confrontational way just having a conversation and trying to strike a common ground is my best way." He points out the importance of humanizing the profession of law enforcement and making connections with the community through genuine interactions.

Henry is the respondent who had read some of the 21st Century Policing document. He reflects on an essential part of the findings, "get rid of that warrior mindset and go back to community caretaking and require some education, and another component of that obviously is if you're going to require some education, then the compensation is going to have to continue to attract and retain qualified people." This statement goes back to the importance of changing the perception that all law enforcement officers are military soldiers who are in charge of enforcing the law over taking care of the community.

Don believes that police officers should invite the community into the police culture for a better understanding, "So for me that transparency that partnership with the community and education that comes with it is probably, in my opinion, the best way to overcome some of the trust issues between the two." He is concerned that the community may not understand why officers conduct themselves in certain ways on calls and education may help fill in the unknown.

Jerry also believes that transparency is important, “we have to build bonds with the community leaders and stakeholders. We have to be transparent, we have to continue to be transparent. I think we're doing a much better job of that.” Jerry believes that transparency is important and adds the need for strong connections with the community in education on police procedure. He believes that the community should have a good understanding of what police do and why they do it. Having questions about procedure and tactics can create questions that cause doubt about the appropriateness of procedures.

Charles reflected on an officer who has a great connection in his community, noting, "He's like Norm on Cheers. Everybody knows him." Charles describes this officer as friendly and welcoming to everyone he meets. Charles believes that building trust means making connections like the officer he describes. Charles had an interesting way of describing his point, "I think it's how you eat an elephant, one bite at a time. How do you win back trust, one person at a time.”

Adam had a different view of the issue and believed that there is an outside source working against law enforcement. Adams states the media has significant control over the information and perception of law enforcement. He believes there has been a focus on the profession from a few police officers who are criminals, which has made many think that all police are criminals. Adam states, "I'm a firm believer that nobody hates a bad cop, more than a good cop." He believes that education through having a voice in the media would help to dispel this belief.

Conclusion

Leadership training in law enforcement is not as simple as one size fits all. Many of the leaders who responded to these interviews have a different view from what they have for training, how they view structured leadership training, and how they believe community trust can be restored. As they talked about the types of training that they have taken, there was no training

that either stood out as the best practices or one that should be eliminated from the list.

Considering a set standard, no one was in favor of an academy standard or certification for leadership training. All believed that training needs to be localized to the individual department for specific training for their standard operating procedures and needs of the community they serve. This research has gauged the response from 10 leaders from the New England law enforcement communities. Still, more research is needed to consider what leadership training could benefit all departments/agencies, the best-set leadership style for law enforcement supervision, and a way to rebuild community trust nationwide.

Chapter Five

Discussion

Three main topics were the focus of this research study, training, leadership styles, and community trust. The interviews revealed information for training and leadership styles that was not expected. The topic of community trust had a trend of connecting with the community and making the world of police work more transparent. The answers to these questions created additional questions to ask and need for further research.

Training

All of the participants of this study agree that leadership training is important for those who are in leadership positions and the overall health of the organization. On the other hand, the study asked participants about a state academy standard of training, and the overwhelming answer was "no." The reasoning was focused on each department's individual needs that could not be in one encompassed training. Many of the respondents stated that there were too many things that would be missed on one standard training. In regards to training, the 21st Century Policing Report (Delaney & Elkins, 2015) recommends training standards for leadership roles:

The Federal Government should support partnerships with training facilities across the country to promote consistent standards for high-quality training and establish training innovation hubs involving universities and police academies. A national postgraduate institute of policing for senior executives should be created with a standardized curriculum preparing participants to lead agencies in the 21st Century (p.4).

In consideration of the answers given in this study, the respondents would not favor Federal training for leadership or supervision. The report later notes that this standard would need to change from different areas of the country, "The designation of certain training academies as

federally supported regional “training innovation hubs” could act as leverage points for changing training culture while taking into consideration regional variations” (Delaney & Elkins, 2015, p. 53). The training would need to change based on the needs of the different communities, but buy-in from the attendees would be necessary to change police culture. There would be a need for regional input before starting a standardized program, as the report outlines.

Police culture is historically resistant to change. This has been seen in the introduction of new technology from computer reports, tasers, and cruiser/body cameras. Once these changes were adopted, many officers found them to be beneficial to their daily duties. Reports are easier to read and have the ability to be transferred electronically. Camera systems have documented situations that confirmed the actions taken by officers to their statements. These have broken the barriers of the resistance and are embraced and appreciated by their users. This same resistance can be seen in the reluctance of the participants in a standard of training for those in leadership. Although there is a difference in the organizational needs of individual departments, there should be a set of basic leadership understanding that could be incorporated into training that would cover all law enforcement leadership. If there were standards that were accepted by police culture, it could lead to better leadership and a consistent message for those who follow. This change cannot move forward without the support of those in leadership positions. The results of this study show that there is not support for standards set by state-run academies and only partial support at a local level.

Leadership Styles

When the question was asked about what leadership style that each leader used, it was not known at the beginning of this study that there would be more to consider for that answer. Many noted that their leadership style was fluid and would move from person and situation. Each of

these leaders' goals were to give direction and information to their subordinates in the best way possible. For many, they considered themselves a resource and support for their teams and would only be direct in an authoritarian way if there was a critical incident. These incidents are not an everyday occurrence but require direct orders to complete the mission and keep the public and officers safe. Many believed that this style was not one that they would use daily, and they did not consider it effective for officer development. Many consider themselves as coaches and someone open to different interpretations of completing tasks. There was a consensus that the coach leadership style was preferred, but more research is needed to find the best solution to an effective leadership style group for police supervision. Set leadership styles would help a newly promoted supervisor who may need guidance in using leadership style for their new team.

The respondents were concerned about oversight from their state academy. Edward notes that he believes that state-run academies should move to a more collegiate way of training over the authoritarian boot camp currently being used by many academies across the nation. Many of the respondents did not think that an authoritarian style of leadership was effective in leading officers. When considering why this is not effective, Gene stated that there needed to be an open flow of ideas and not just one answer from one standard answer, "just because."

Community Trust

In considering how to gain community trust, many respondents believe that educating the community on what police officers do and being transparent in police functions with help. There might be a key to education in the officers understanding that they are vital to building that community trust and not being a paramilitary enforcer of laws. Henry points out that officers need to change from the warrior mindset instilled in academy training, to one of a community care-taker. The focus is mainly on the existing police agencies in many of the political

discussions on police reform. But perhaps the first step to reform the culture needs to start at the training grounds for our future leaders. If new officers are shown that leadership in their first training is paramilitary, warrior mindset, and autocratic, how are they to know that their mission is to care for the community? In the 21st Century Policing final report (Delaney & Elkins, 2015), Susan Rahr makes a point about the need to change the police paramilitary culture:

Why are we training police officers like soldiers? Although police officers wear uniforms and carry weapons, the similarity ends there. The missions and rules of engagement are completely different. The soldier's mission is that of a warrior: to conquer. The rules of engagement are decided before the battle. The police officer's mission is that of a guardian: to protect. The rules of engagement evolve as the incident unfolds. Soldiers must follow orders. Police officers must make independent decisions. Soldiers come into communities as an outside, occupying force. Guardians are members of the community, protecting from within (p.11).

The police paramilitary culture must be changed at the first level of training and move up to leadership training to build trust with the public. Officer safety is essential for many high-risk situations, but those instances are a small percentage of the time officers spend on duty. A higher emphasis should be devoted to connecting with our community members positively during police training over high-risk situations. This is reflected in the 21st Century Policing Report that finds that officers should look for moments where they can have a positive interaction with the community that is not enforcement-related. Another point to this report was the need to track community trust, "Law enforcement agencies should also track and analyze the level of trust communities have in police just as they measure changes in crime. Data collection can be accomplished through consistent annual community surveys" (Delaney & Elkins, 2015, p.2).

Crime statistics are important to see trends and analyze for actions to help curve or stop criminal activity. Still, this same initiative should track the community's trust in the police who protect them.

Connection

There is a connection between training, leaderships styles, and community trust. It is the need for law enforcement leadership to limit the use of authoritarian leadership styles. The boot camp style training at police academies was mentioned and noted by respondents that it creates an environment that is not conducive to learning. The cadets who are trained under this authoritarian style may consider this the style they need to adopt for the work in law enforcement. This brings the topic to community trust and how communities do not want their police departments to act like a military force. This study was looking to determine the need for standardized leadership training for law enforcement. Analyzing the answers and considering the work done by the 21st Century Policing committee, there is a need to consider changes in police culture starting at the beginning of training for new police officers.

Implications

The implications of this study are related to the future of leadership training in regards to identifying styles that are effective and others that should be reserved for critical situations. As generations of police officers change, so will the culture of leadership that is needed. As many of the respondents noted, there is a fluid style change in leadership and this is determined by the person and the situation. Understanding that one size does not fit all will help for future leadership training.

Limitations

The study was conducted with a small group of ten law enforcement supervisors in the New England area. Police cultures can be vastly different from various regions. The reluctance to a leadership-training standard may be different in another region.

Recommendations

Further research is needed to determine the need for training in law enforcement in the areas of standardization and leadership styles. This study focused on current leadership in law enforcement roles. The 21st Century Policing report recommended instructors from outside of the culture of law enforcement. Another study could consider experts in leadership with the focus on what types of leadership training would be best for law enforcement.

When the 21st Century Policing Report was released in 2015, it was on the heels of police brutality and racism allegations. This commission gave a report that outlined many ideas on building better community relations and trust. This study showed that most of the ten current leadership roles in police work had read it. Police reform is a topic of discussion for community members, their local government, and police departments. Many believe there is a need for change in how police interact with the communities they serve. More work is needed to dissect the culture's inner workings and determine where the lack of trust begins. Many members in this study believe police departments need to be more transparent and build better relationships with their community. This change needs to start at the beginning of police training for a change in the future.

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Appendix A

FINAL APPROVAL FORM

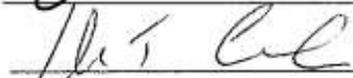
University of Southern Maine

Master in Leadership Studies

April 16, 2021

We hereby recommend that the thesis of Glen McGary entitled Leadership Training in Law Enforcement be accepted in partial fulfillment of the requirements for the Master in Leadership Studies Program.

 _____ Thesis Advisor (signature)

 _____ Second Reader (signature)

Joseph T. Ezyek MA

Accepted:



Leadership and Organizational Studies Department Chair (signature)

University of Southern Maine
CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Standardization of leadership training in law enforcement

Principal Investigator(s):

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Introduction:

General requirement language:

- Please read this form, you may also request that the form is read to you. The purpose of this form is to provide you with information about this research study, and if you choose to participate, document your decision.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you

need to decide whether or not you want to participate. Your participation is voluntary.

Why is this study being done?

This study id to look at the current training of law enforcement leadership. There are several ways law enforcement leadership is being trained, private business, college and universities, and federal agencies (such as the FBI). I am looking to find out what trainings were beneficial and which were not. There are many specialty positions in law enforcement that require standardized training and testing, but not any leadership roles.

I am also interested in finding out what the most effective leadership style is for subordinates and citizens. What type of leadership style works to help fulfill the needs of the organization and community.

I do not have any financial benefit from this study

Who will be in this study?

In order to participate in this study, you must hold a current law enforcement certificate and represent a position of supervision in your agency.

There will be 10 participants.

What will I be asked to do?

You will be interviewed verbally with 14 questions related to the study. These interviews will take approximately one hour and will be recorded digitally (audio only). This participation is voluntary and will not involve any compensation.

What are the possible risks of taking part in this study?

There are no foreseeable risks associated with participation in this study.

What are the possible benefits of taking part in this study?

There are no direct benefits to you for participating in this study. There may be a benefit to others. The benefits of this study could help the collective law enforcement culture in regards to training. This study looks to focus on the need of leadership training for confidence and competence of those in positions of supervision.

What will it cost me?

This study will not cost you anything.

How will my privacy be protected?

Your information will be removed from all records, recordings and this consent form will be locked in a safe with access only available by the primary investigator

How will my data be kept confidential?

By removing your names from the records, no one can link the data you provide or your identify as a participant. All records, recordings and this consent form will be locked in a safe with access only available by the primary investigator When your answers are used in the study, your specific information will not be used. The data collected will be coded so that your information will be protected.

A copy of your signed consent form will be maintained by the principal investigator for at least 3 years after the project is complete before it is destroyed. The consent forms will be stored in a secure location that only members of the research team will have access to and will not be affiliated with any data obtained during the project.

The records and audio recordings will be held for 3 years in a locked safe and destroyed after that time. None of this data will be used for future studies. Findings of these studies will be made available to the participant upon request.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the law enforcement community
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate, there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive. You are free to withdraw from this research study at any time, for any reason. If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?*General requirement language:*

- The researchers conducting this study are Glen McGary. For questions or more information concerning this research you may contact her/him/them at 207-317-6718. Glen.mcgary@maine.edu
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Doctor Elizabeth Goryunova 207-999-6015. Elizabeth.goryunova@maine.edu
- If you have any questions or concerns about your rights as a research subject, you may call the USM Office of Research Integrity and Outreach at 207-780-4517 and/or email usmorio@maine.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent form.
-

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Glen McGary

Standardization of Leadership training in law enforcement

Interview Questions

Interviewer: Glen McGary

Interviewee: _____

Date: _____

1. During your time as a law enforcement officer, have you attending leadership training? If yes, please list the trainings that you have attended and note whether they were based from a private business, college/university, or government (FBI, State Academy, etc.).
YES: Please explain.
NO: Would you be interested in attending a leadership training, why or why not.
2. YES: Did you find the find the training worthwhile? Did it give you tools that you could use in the field of leadership?
NO: What type of training in leadership have you been offered by your department?
3. YES: Did your department mandate this training for your position, was it encouraged, or did you select to take this training?
NO: Do other supervisors in your department have training in leadership? Do you know what training(s) they attended?
4. As a supervisor, what type of leadership style do you use? Is there a leadership style that you think is most effective, and why?
5. Do you think there is a leadership style that is not effective, and why?
6. Do you encourage your subordinates to obtain leadership training?
7. Does your department have a mentorship program for promotion?
8. What are the steps to promotion for your department? Do they have requirements for promotion?
9. Have you read the Government document 21st century policing from the Obama administration? What are your thoughts the recommendations?

10. There is a problem with community trust with law enforcement agencies, do you think there is a way to help build that trust?
11. Think about a leader in law enforcement that you admire for their leadership style, what are the leadership traits they exhibited?
12. Would you be in support of standardization of a leadership program in your agency with a set curriculum and testing? Why or why not?
13. Do you think that the local department should be responsible for leadership training or standards of that training?
14. Is there an aspect of training in leadership that you would like to discuss that was not part of the interview questions?