

**BUILDING THE NEW WESTMINSTER POLICE SERVICE
AS A LEARNING AND LEADERSHIP ORGANIZATION:
*An Employee Assessment of Leadership Skills
and Competencies***

by

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CHAPTER ONE

Study Background

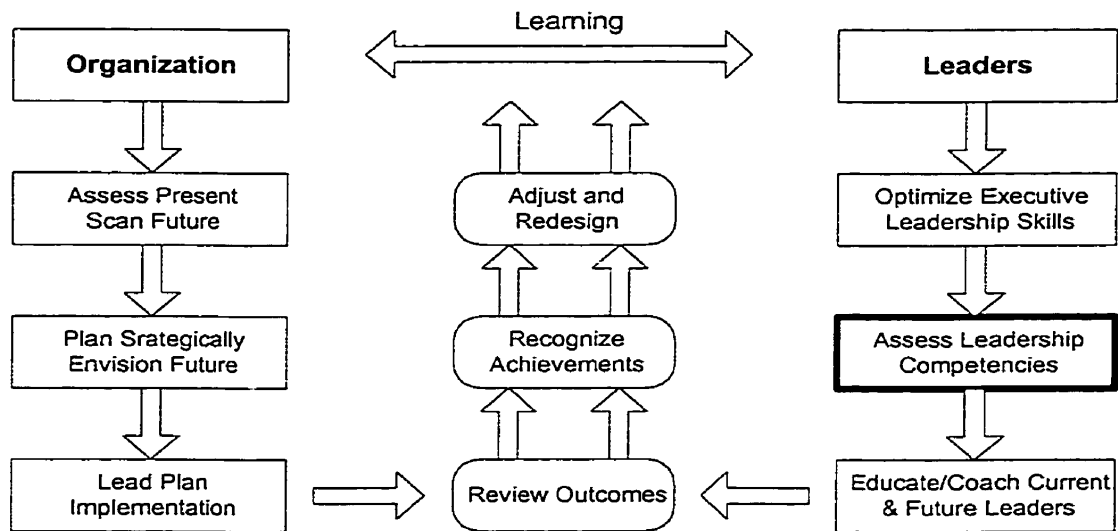
The Opportunity

What leadership competencies do employees of the New Westminster Police Service value, and how do they perceive their own leadership skills and those of their supervisors?

“The leadership organization creates and sustains a leadership-centered culture where leaders are equipped to develop other leaders at all levels of the organization - from the top down and from the inside out” (Anderson, 2000 (a), p. 5). The New Westminster Police Service (NWPS) has demonstrated a commitment to being a leadership and learning organization, particularly in recent years. In September 1997, the NWPS formed a Leadership Team. This team of civilian and sworn employees is a cross-sectional representation of the organization. The team’s initial objective was to guide the NWPS in the creation of a realistic and practical strategic plan. This plan was to include Mission and Vision Statements representing the values of the organization. The process facilitated opportunities for input from all employees of the Service. The team provides direction and support to the organization and updates its strategic priorities annually.

As the process model “Building a Police Leadership and Learning Organization” in Figure 1.1 suggests (Anderson, 2000 (b)), the activity of mapping an organization’s future involves a series of stages. This includes assessing the present, scanning the future, strategic planning, and leadership plan implementation. The NWPS has completed a primary cycle through these phases and has introduced the requisite adjustment to its strategic priorities.

Figure 1.1 - Building a Police Leadership and Learning Organization



Adapted from Process Model Based on: Every Officer is a Leader,
Police Executive Seminar Series: "Building a Leadership Organization",
Terry Anderson, February 18, 2000.

The second side of the process model addresses a significant challenge, the development of an organization's leaders. The process begins with the Executive Team and proceeds to the education and coaching of all current and future leaders, but only after an assessment of the organization's leadership competencies. Essentially, this particular stage in the model is the primary focus of this research inquiry; the assessment of leadership skills within the NWPS. As each stage is considered vital and interdependent to others, it is critical to realize each as an organization evolves in learning and leadership.

While the model speaks of developing identified leaders, in fact, included in the process is the philosophy "every officer is a leader" (Anderson, 2000 (b)). This perspective suggests

that all employees, regardless of position, are encouraged and expected to demonstrate leadership. Such a philosophy is in contrast to the traditional command-and-control model which many feel policing is still entrenched in. While this style of leadership may continue, its dominance is diminishing through shifts in philosophy and modifications to organizational structure and ideals (Anderson, 2000 (a); Biro, Campbell, McKenna and Murray, 2000; Tully, 1997; Gurrola, 1996; Lynch, 1995; Sparrow, 1993). This is discussed further in Chapter Two.

This research inquiry will facilitate an internal assessment of leadership competencies in the New Westminster Police Service. If the organization is to remain committed to a characterization of learning and leadership, this assessment is an important step towards the further development of its employees and the creation of a meaningful and sustainable leadership development program. This leadership assessment is the first such inquiry for the organization.

A leadership assessment sends a strong signal to all employees that the organization is serious about leadership development. Moreover, it conveys the importance of employees at all levels taking a leadership approach and attitude in doing their daily jobs. Assessments are a valuable leadership development tool in that they serve as an engagement device: Not only do they motivate people by promising that their input will be used to change how things operate, but they also engender employees' enthusiasm for the endeavor (Yearout, Miles, and Koonce, 2000, p. 40).

Significance of Opportunity

This research inquiry presents an important opportunity in the continuing development of the NWPS. Over the past five years, many steps have been taken to revitalize employees and restore credibility to the organization. The emergence of leadership philosophies and a commitment to their development has energized this regeneration. As an example, the NWPS has sponsored numerous employees pursuing educational opportunities, including several in graduate and undergraduate degree programs specifically in leadership training.

As the NWPS continues to grow in this capacity, it is important to assess its leadership profile and analyze perceived leadership competencies to determine specific needs in the creation of a leadership development program. Without this, implementation and design would be based largely on conjecture and speculation. Results of this research inquiry will more accurately reflect the needs of the organization and contribute to a framework for the development of future leaders.

Previous systems for selecting police executives have not always produced impressive results. Generally, these leaders have been selected on the basis of performance, popularity, seniority, and written examinations concerned with technical skills (Bizzack, 1991). V.A. Leonard concluded that “leadership requires not only successful experience as a police officer, but also a special talent and a number of special skills that are not acquired in the course of ordinary police training and experience” (as cited in Bizzack, 1991, p. 60). While emerging philosophies and training are attempting to address the lack of these skills,

budgetary realities and internal resistance to change, amongst others, are proving to be worthy impediments. These obstacles are acknowledged, however, the need for police leadership development is critical if these organizations are to grow and succeed.

As mentioned, the NWPS is at a very important phase in its development. A commitment to the training of employees has been initiated, while a directional focus has been provided with the collaborative creation of a strategic plan. It is vital then, to extract information to determine the current state, the need, and the desire for employee development in leadership. This research inquiry intends to gather such information to serve as a reference document to enhance training, performance management, and introduce a foundation for leadership development.

Information Review

City of New Westminster

New Westminster is approximately 30 kilometers east of Vancouver, British Columbia on the north shore of the Fraser River sixteen miles upstream from the Pacific Ocean. Founded in 1859 by the Royal Engineers, New Westminster was the first incorporated municipality in Western Canada. It was also the first capital of the united colony of British Columbia until 1869 when Victoria became the provincial capital. Early settlement was largely concentrated in the downtown along Columbia Street and the waterfront. Following World War II and into the 1950s, New Westminster moved towards economic growth with increased housing, schools, and construction. The focus moved away from the downtown as other parts of the

city began to develop. The uptown area, which began to establish itself in the 1950s, boomed with the opening of a major department store. This was followed by the relocation of City Hall and the library. Distinct neighbourhoods began to take shape in the city.

New Westminster continued to grow through the 1960s and 1970s. Housing starts increased dramatically while new parks and recreational facilities were built. Roads were upgraded and the city thrived, but Columbia Street, once considered one of the greatest shopping streets, began to suffer the effects of newer, decentralized shopping malls.

Major changes continued in the latter part of history. The federal penitentiary was finally closed and replaced with a housing development, the Justice Institute of British Columbia relocated from Vancouver to New Westminster, and perhaps the most significant change, the introduction of a rapid transit line (SkyTrain). This served as the catalyst for development along the waterfront bringing high rises, restaurants, tourist attractions, and a public market (Usher, 2000).

New Westminster is identified as the geographic and historic center of the Greater Vancouver Regional District (Police Services Document, 1994). It occupies approximately 7.1 square miles (1,839 hectares) and has a diverse population of approximately 54,000 people. It is positioned in the hub of the Greater Vancouver network and hosts many major transportation links including CN and CP rail lines, SkyTrain rapid transit to surrounding cities, expressway links to the United States at its southern perimeter, and a comprehensive metropolitan bus service.

New Westminster also provides a broad range of support services and institutions including the Provincial Law Courts, Employment and Immigration Canada Centre, Douglas College, Royal Columbian Hospital and St. Mary's Hospital, and the Fraser River Harbour Commission which exercises control over 132 miles of industrial and commercial shoreline.

Additional important information about New Westminster includes: non-residents commit over 60% of total crimes and 90% of all drug crimes in the community; police funding is for a population base of 50,000 yet the virtual community of vehicles travelling into the city is approximately 350,000 per day; approximately 60% of housing in the city are rental properties; the city is home to a destination casino (Gisborne, 1999).

Many of these facts are descriptive of "core" cities. Unincorporated areas or other municipalities that have significant residential populations usually surround core cities. Core cities are also the business and entertainment centres for many people who reside outside, as well as inside, the municipality. Core cities may also have a large "part-time" population relative to the resident population (British Columbia Ministry of Attorney General, 2000).

New Westminster has come a long way from a small cluster of homes and buildings near the edge of the Fraser River in the 1860s. The city is rich in history, a history that has been preserved in museums, historical programs, and the library (Usher, 2000).

New Westminster Police

The New Westminster Police Department was formed in 1873, just months prior to the establishment of the Royal Canadian Mounted Police, making it one of Canada's oldest police agencies. The first police officer hired by City Council was Jonathon Morey whose starting salary was thirty dollars per month. This increased to fifty dollars in 1875. His duties included patrolling Columbia Street, collecting taxes, and eliminating nuisance behaviour. He resigned from the police force in 1875. By the turn of the century, the Chief Constable was paid ninety dollars per month while constables continued to earn fifty dollars per month.

By the 1930s, traffic was becoming a serious issue as the automobile was appearing in greater numbers. In 1930, statistics revealed 240 motor vehicle accidents and six fatalities. Sixty-six cars were stolen and there were fifty-six break and enter offences. During this same period, the New Westminster Police Department moved into a more modern era with the installation of a radio receiver in one of the patrol cars allowing police officers to communicate with the station from the field. Call boxes were also installed in various parts of the city to allow police officers to check in on assignments.

The early 1940s were a difficult time for the Police Department as it contended with allegations of corrupt behaviour. This led to a lengthy public inquiry which eventually exonerated police practices. By the end of the 1940s, the Department continued its growth in technology with receiver/transmitters being installed in the vehicles enabling car to car communication. A standard 40-hour workweek was also introduced for employees.

By 1950, the Police Department had expanded to 36 members and consideration was given to moving the headquarters. In 1953, the Police Department and City Hall moved to a new location at Royal Avenue and 6th Street.

Over the next 40 years, the Department continued to grow to meet the demands of the expanding city. Innovation and technology continued to influence the nature of police work through this era. Photographic equipment, radios, revisions to uniform, and the creation of specialty units all contributed to the evolution. Perhaps the greatest change was the increase in community interaction and the large-scale introduction of crime prevention programs through the late 1970s and 1980s. This era produced greater operational accountability and program partnerships (Usher, 2000).

In 1992, the city of New Westminster and the Police received a new Coat of Arms from the Governor General of Canada. The police badge, a distinctive version of the national municipal police badge, incorporates local symbols with elements shared across Canada (Usher, 2000). In 1993, the New Westminster Police Department changed its name to the New Westminster Police Service (NWPS) in an effort to reflect the organization's commitment to public service.

Community Policing

Policing in the 1990s saw a significant shift in focus to community-based police initiatives. This movement focuses primarily on how the police partner with citizens and groups to address specific crime and disorder issues in the communities they protect and serve. To be successful, an organizational philosophical commitment is required. This will often result in an improvement to the overall quality of life in the community (Correia, 2000; Carter and Radelet, 1999; Brito and Allan, 1999; Troganowicz as cited in New Westminster Police Service, Internal Document, 1994).

The New Westminster Police were quick to embrace this philosophy as it sought to enhance its already harmonious relationship with the community it served. This commitment remains in the organization today. A four-member committee completed a review of the organization's community-based programs entitled, "Policing the Community Committee Report." This report concluded that through these initiatives the organization maintained its professionalism and impact in the community in spite of a troublesome internal environment existing at the time (Robson, Smith, Kelly, and Gibeau, 1996).

Strategic Planning

Progressive organizations engage in strategic planning. It has been defined as the process of formalizing the concept of an organization, its mission, and the set of objectives it is to pursue given its environment. It guides members of an organization to envision its future

while unleashing organizational energy. A strategic plan is a framework for carrying out strategic thinking, direction, and action leading to planned results. It is premised on the idea that no organization exists in isolation as well as the notion that organizations must anticipate and adapt to a changing world. Strategic planning is therefore a dynamic and fluid process (Bryson, 1995; Goodstein, Nolan, and Pfeiffer, 1993; Normandeau and Leighton, 1990; Below, Morrisey, and Acomb, 1987; Souryal, 1985).

NWPS Strategic Planning – 1994

In 1994, the New Westminster Police Service Action Plan Committee with representatives from various sections of the Service, delivered a proposed “action plan” to the year 2000. This plan centered on five key strategies with a number of guiding principles and a statement of values. Also included were Mission and Vision Statements (New Westminster Police Service Action Plan Committee, 1994). While significant hours were dedicated to the development and delivery of this plan, little impact was realized as low morale and instability undermined its evolution.

In June 1996, a new Chief Constable was hired. An extensive search brought a former Superintendent from the Peel Regional Police in Ontario. His immediate leadership challenge was to regenerate the New Westminster Police Service. One of the Chief Constable’s first meaningful changes was to introduce a reorganization of the Service in early 1997. This restructuring was significant in that it reduced the number of supervisory ranks and created eight additional operational positions without altering the authorized strength of the Service.

NWPS Strategic Planning – 1998

In September 1997, a NWPS Leadership Team was established from sworn and civilian employees representing all Divisions of the Service. The team's objective was to guide the organization in the creation of a realistic strategic plan to be implemented over several years. All employees were provided with an opportunity to contribute to this process through a number of planning sessions. Ultimately, the plan contained a *Mission Statement*, *Vision Statement*, *Principles and Practices*, and nine *Strategic Priorities* as follows:

Mission Statement

Police and Community: Partners for Safety and Pride

- reduce crime, violence, and fear
- build morale and teamwork
- foster positive employee work environments

Vision Statement

We, the men and women of the New Westminster Police Service are committed to:

Enhancing public safety and improving the quality of life in New Westminster

by:

- reducing the fear and incidence of crime through education, proactivity and enforcement
- increasing traffic safety

- creating an innovative agency in implementing and funding best practices in policing through consultations with successful leaders to assist in the realization of the vision
- enhancing our response to emergency situations and training, including the sharing of resources with other agencies

Moving increasingly towards Comprehensive Policing, which includes:

- maximizing enforcement strategies
- problem oriented policing and neighbourhood policing practices
- promoting community involvement
- training and encouraging all members as leaders to realize the vision of “everyone a leader”

Strengthening resources to build a police service that becomes an increasingly attractive place to work by:

- providing a new facility
- increasing staffing levels to deal with crime rate and the people who live and travel through the city
- taking full advantage of technology that will enhance the effectiveness of our services
- providing appropriate levels of training and education

Increasing community awareness and satisfaction with police services by:

- publishing accomplishments
- recognizing exceptional performances
- maintaining open dialogue with the community

Principles and Practices

We, the men and women of the New Westminster Police Service are committed to:

- a strong work ethic
- respecting the rights and freedoms of individuals in a harassment-free work environment
- acting and speaking honestly while respecting individuality and diversity
- exercising authority in a professional, legal and responsible manner
- two-way, open communication at all levels
- creativity and innovation in problem identification and solving
- recognizing those who demonstrate skill, dedication and commitment
- providing opportunities for training and continuous improvement of performance

Strategic Priorities

Priority #1: Conduct a study of actual work loads, traffic and crime rates now and in the future, based on projections to 2001.

Priority #2: Execute proactive and comprehensive policing to prevent the emergence of negative trends and capitalize on the positive trends or opportunities revealed in the demographic study.

Priority #3: To build / renovate a new facility that will realize Vision 2001 and beyond.

Priority #4: Build an implementation plan and train teams that will deploy resources, review progress, resolve obstacles and ensure the success of reaching the vision.

Priority #5: Develop an internal and external communications plan.

Priority #6: Study specific causes of crime and implement “best practices” problem oriented policing methods to uproot them.

Priority #7: Knock down incidence of crime in key crime areas and remove causes of crime.

Priority #8: Proactively identify needs for updated technology and equipment that will optimize the successful implementation of this plan.

Priority #9: Maximize the recruiting, orientation, training, recognition and participation of volunteers and reserves.

As priority #1 indicates, the Leadership Team recommended a study be conducted to examine the Service’s operational abilities to meet the expectations of the city and its

citizens. An external consultant was contracted to undertake this study. Once completed, it offered the following general recommendations to the New Westminster Police Board (Gisborne, 1999):

1. Increasing overall police resources to deal with environmental influences on crime, calls for service, and public perception.
2. Increasing police visibility in New Westminster especially in identified crime hot spot areas.
3. Increasing traffic enforcement capabilities in New Westminster.
4. Ensuring the Service is more involved in Community Planning.
5. Enhancing community awareness programs to address fear of crime and public understanding of the role of the Service.
6. Formalizing Intelligence and Crime Analyst capabilities of the Service with dedicated personnel and equipment.
7. Establishing new police facilities in New Westminster.
8. Considering taking these issues to the public in referendum.

In early 2000, the Leadership Team reconvened to review and assess the initial strategic priorities. A list of seven priorities emerged from this review and serve as the core organizational goals for the years 2000 and 2001. They are as follows:

- Priority #1:*** Execute proactive and comprehensive policing to prevent the emergence of negative trends and capitalize on the positive trends or opportunities.

- Priority #2:*** Continue the implementation of the strategic plan and train teams that will deploy resources, review and report the progress, resolve obstacles and ensure the success of reaching the Vision.

- Priority #3:*** Enhance internal and external communications.

- Priority #4:*** Knock down incidence of crime in key areas and remove the cause of crime.

- Priority #5:*** Proactively identify needs for updated technology and training that will optimize the successful implementation of this plan.

- Priority #6:*** Maximize the recruiting, orientation, training, recognition and participation of volunteers and reserves.

Priority #7: Optimize the health of all employees to enhance wellness, performance and morale.

Innovation and growth has continued at the NWPS. In recent years, the Service has made significant upgrades in equipment, particularly in computer technology. Internally, a Local Area Network has linked all employees, including those in City Hall. Externally, the NWPS became the first municipal police agency in Canada to install the Computerized Integrated Information Dispatch System (CIIDS). This system, developed by the RCMP, connects police officers through laptop computers in police vehicles. This facilitates computer dispatching and messaging, extensive information searches, and report writing.

In 1998, the NWPS celebrated its 125th Anniversary. A number of special events were held throughout the year to commemorate the occasion and rich history, while memorabilia was distributed to ensure a lasting impression. Personnel demographics in the year 2000 reveal 110 sworn members, 12 Reserve Constables and 42 full-time civilian employees.

For many years, much discussion centered on the inadequacies of the police facility. The NWPS and City Hall have shared a building since 1953. Finally, in the summer of 2000, a decision was confirmed to relocate police headquarters. Interestingly, the NWPS will move to the former Post Office Federal Building located on Columbia Street. This will mark a return to their original location in the downtown. The move is scheduled for the fall of 2001.

As is evident in the foregoing, the New Westminster Police Service is a progressive agency committed to learning and leadership. As it grows in this regard, the next phase in the process

model (Figure 1.1) must be realized - that is, an assessment of the organization's leadership profile. Towards this objective, this research inquiry asks "what leadership competencies do employees of the New Westminster Police Service value and how do they perceive their own leadership skills and those of their supervisors?"

For reference, an organizational chart of the New Westminster Police Service is presented in Appendix A.

CHAPTER TWO

Literature Review

Literature Review

This literature review will introduce the reader to relevant topics of association to this research project. This information will provide historic and current accounts of related concepts, theories, and perspectives in order to create a meaningful framework for discussion. The literature review will focus on the following three areas:

1. Leadership – definitions, models, and emerging perspectives;
2. Leadership Competencies – definitions, applications, models, and selection; and
3. Police Leadership – general, police vs. military, and future challenges.

Leadership

Leadership has been studied as a scientific discipline for the past half-century. In spite of countless studies, analyses, and propositions, much confusion and ambiguity remains.

Leadership is a subject that continues to intrigue. To many, it conjures images of powerful and charismatic individuals winning battles in war or steering successful corporations. People have long been fascinated by leaders of the past and seek an understanding to what elevated these individuals to greatness.

This section will discuss definitions of leadership and provide a brief synoptic overview of some of the well-documented leadership concepts followed by a discussion on contemporary, emerging perspectives.

Definitions of Leadership

Leadership has been defined in many ways. “Leadership is much like obscenity – it is difficult to define, but we all know it when we see it” (Ayres, 1994, p. 2). Researchers will usually settle on a definition which incorporates their particular perspective. This has created a plethora of definitions with consideration to traits, behaviour, position, and relationships (Drath and Palus; Jacobs and Jaques; Hosking; Richards and Engle; Rauch and Behling; Katz and Kahn; Hemphill and Coons; as cited in Yukl, 1998, p. 2-3).

Always, it seems, the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. So we have invented an endless proliferation of terms to deal with it...and still the concept is not sufficiently defined (Bennis as cited in Yukl, 1998, p.2).

The following definitions are a representation of the many that have been proposed:

- Leadership can move followers to higher degrees of consciousness, such as liberty, freedom, justice, and self-actualization (Bennis and Nanus, 1985, p. 218).
- Leadership...is the ability to step outside the culture...to start evolutionary change processes that are more adaptive (Schein, 1992).

- Leadership (is) the art of mobilizing others to want to struggle for shared aspirations...leadership is also a performing art – a collection of practices and behaviors – not a position (Kouzes and Posner, 1995).
- Leadership...is the act of influencing others to follow. Leaders work by influence (Lynch, 1993, p. 26).
- To lead...means to exert a transforming and developmental impact on people, groups and organizations for the purpose of enhancing the quality of life and the effectiveness of your own and others' performances, whether at home, at work or in other environments (Anderson, 1992, p. 6).

Tully argues that much of what has been written on leadership has made a simple subject complex. He suggests:

A leader provides direction, makes decisions, is at times inspiring or insightful, and most importantly, sets a good example for others to follow. To do all of this well an individual needs a commanding knowledge of the job, a strong commitment to the values of honesty, courage, compassion, truth and self-discipline. The leader also needs to be respected (Tully, 1997, p. 4).

These definitions suggest that leadership involves a process incorporating influence and guidance. Beyond this, there is little agreement as they also reveal significant differences in

leadership perspectives, perspectives that have led researchers in diverse paths of study and produced equally diverse interpretations of results. The definition of leadership remains subjective. While some may be more useful than others, there is no singular “best” definition. Perhaps it is best to accept a definition that is suited to the perspective under study.

Trait Model

The Trait approach was one of the earliest in the study of leadership. During the 1930s this theory had many proponents. Its focus was on the individual attributes of leaders and suggests that leaders are endowed with certain personality traits contributing to their leadership abilities. Central to this position is the notion that leaders are born, not created. Hundreds of studies have been conducted to identify attributes of leadership. These have led to the conclusion that no single characteristic can distinguish leaders from non-leaders (Leadership Characteristics, 2001; Colvin, 1999; Yukl, 1998). These findings motivated researchers to alternate approaches in this area of study.

Behaviourist Approach

In the 1940s, the study of leadership moved towards the understanding of behaviours that contribute to effective leadership. These behaviours were categorized along two common dimensions: “initiating structure” which is concerned with organizational tasks, including planning, organizing, and defining tasks for people, and “consideration” which is a concern for individuals and interpersonal relations including social and emotional needs. Studies

concluded that effective leadership behaviour tends most often to be associated with high performance on both dimensions (Halpin as cited in Leadership Characteristics, 2001, p.2). In essence, effective leaders are able to address the tasks and the human aspects of their respective organizations.

Contingency Models

Contingency or situational leadership theory came into prominence in the 1960s and remains popular today. Its basic premise is that what works is contingent or depends on the situation in which it occurs. Its theoretical shortcomings are that there can be no predefined range of possible situations to test the effectiveness of particular leadership behaviours. Stated simply, this perspective resorts to the suggestion that leaders must act differently in different situations. “Contingency models furthered the understanding of leadership but did not completely clarify what combination of personality characteristics, leaders’ behaviours, and situational variables are most effective” (Leadership Characteristics, 2001, p.2).

Leaders vs. Managers

Many early studies considered leadership and management as one in the same. More recent literature has articulated clear distinctions between the two and considers them exclusive, introducing a “manager-to-leader revolution”. Whereas leadership produces useful and innovative change, management creates orderly results which keep something working efficiently and on time (Kotter, 1990). Most researchers agree though, that both are required

for organizational success. Management speaks to efficiency while leadership speaks to effectiveness. “Managers are people who do things right and leaders are people who do the right thing...management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing” (Bennis and Nanus, 1985, p. 21). Researchers generally agree that successful supervisors should be both good managers and good leaders (Picard, 1999; Lynch, 1993; Conger, 1992; Schein, 1992; Kotter, 1990).

Emerging Leadership Perspectives

Values-Based Leadership

Proponents of values-based leadership stress the importance of inclusion and serving the needs of followers. The essential components of this approach are service, character, and ethical or moral value. Robert Greenleaf refers to this as "servant leadership". As the title would suggest, there is a focus on the role of the leader as a servant and service as the basis for leadership. He writes:

It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest priority needs are being served. The best test is this: Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (Greenleaf as cited in Spears, 1994, p. 2).

This servant leadership is grounded in ten critical characteristics that include empathy, stewardship, healing and building community. The servant leader is committed to the growth of people from a personal, professional, and spiritual perspective.

Max De Pree

Max De Pree also speaks servant language by recommending participative management and building "covenantal relationships". He suggests that the key is building relationships, not structure. These relationships respect the inherent rights of individuals such as need, involvement, and accountability. These are achieved through communication and shared commitments. De Pree asks, "would you rather work as part of an outstanding group or be part of a group of outstanding individuals?" (1989, p. 29).

De Pree stresses the importance of communication. In fact, he sees this as an obligation on the part of the leader; an obligation which is fulfilled best through behaviour. Information may be power, but if hoarded, it is pointless. "There may be no single thing more important in our efforts to achieve meaningful work and fulfilling relationships than to learn and practice the art of communication" (De Pree, 1989, p. 108).

Stephen Covey

Stephen Covey posits a values-based approach predicated on "principles". He refers to these principles as "lighthouse" fixtures of human experience such as humility, fidelity, temperance

and courage. Covey adds that we must unlock the goodness and potential in people but we must first educate and obey our own conscience. This principle-centered leadership believes in the creative power and potential of people. Covey's work contains a spiritual framework that is evident in the following passage addressing three resolutions by which leaders can attain core values, ethics, and principles:

First, to overcome the restraining forces of appetites and passions, I resolve to exercise self-discipline and denial...Second, to overcome the restraining forces of pride and pretension, I resolve to work on character and competence...Third, to overcome the restraining forces of unbridled aspiration and ambition, I resolve to dedicate my talents and resources to noble purposes and to provide service to others (Covey, 1992, p. 50-53).

Covey suggests an "inside-out" notion, that leaders must educate and obey their conscience to achieve leadership potential. This is similar to Peter Senge's concept of "personal mastery", the discipline of personal growth and learning (Senge, 1990). Senge adds, we must move beyond our preoccupation with having a single leader; that we must consider leadership through teams and holistic systems thinking. He refers to this as floating leadership or "each according to their gifts". Leadership is seen as functional, not positional.

Lance Secretan

Lance Secretan speaks of rediscovering our souls in the workplace; that work should be part of our spiritual practice. He believes the workplace has excluded many of the intimate things in our lives: honesty, integrity, virtue, faith, and trust. All things that the “macho” leader would argue do not belong in the workplace. This emphasis on spirituality is virtually non-existent and even considered taboo in organizational life.

Today, people are afraid in the workplace and there is a profound yearning to feel secure again. We are all looking for a Sanctuary – a haven from which fear has been banished. Enlightened leaders who want to create a Sanctuary begin by removing fear from the workplace. A fearful organization that is under siege from downsizing, competition, loss of market share, low morale, and intimidation cannot lift its collective soul (Secretan, 1996, p. 40).

Western “Realists”

As this research inquiry seeks to reveal leadership competencies that are valued within the NWPS, it will be interesting to discover whether servant language will embody some of the selected competencies. On the surface, the traditional, mechanistic structure of policing, and the resulting culture, would not lend itself to these beliefs. Is this a result, as Secretan might suggest, of “macho” leaders stifling and suppressing such thoughts? Perhaps our exhibited behaviours suggest an abandonment of the intimate things important in our lives, but a

research inquiry may reveal their internal significance and the value employees do place on them.

Western "realists" dismiss servant language as "soft" (O'Toole, 1995). A leader must take charge and lead the way. They are expected to lead, not hold hands, certainly a statement conforming to the historical underpinnings of militaristic and hierarchical organizations.

O'Toole suggests values-based leadership has been disregarded for several reasons. Two of the main ones are as follows:

- "It's incompatible with human nature" - it is contrary to factors such as hierarchical dominance, the role of testosterone and the male ego.
- "It's countercultural" - there have always been strongly directive leaders in Western society (1995, p.80).

If one assumes such beliefs are representative of the police culture, not surprisingly, leadership competencies with so much as a hint of servant underpinnings would be dismissed. While values-based leadership and servant language are considered emerging perspectives, what is interesting even to O'Toole, is that we still long for the "strong leader". Yet, we tend to rebel against anyone who dares to tell us what to do.

Transformational Leadership

Most traditional models of leadership are classified as “transactional”. They are characterized by compensation or contract whereby followers provide for the leader in exchange for something they want. It is argued that such leadership does not inspire improvement and simply perpetuates performance mediocrity (Anderson, 2000 (a)). Transformational leadership, on the other hand, incorporates inspiration, vision, and empowerment at its core. Transforming leaders attempt to broaden and heighten interests in their employees through purpose and mission (Colvin, 1999). “Transforming leaders are those who have inwardly decided to grow into being more conscious, developed, skilled, sensitive and creative participants. They strive to make positive differences in organizations and the lives of others wherever they go” (Anderson, 1992, p. 1).

Transformational leaders recognize a vision and are able to communicate it, but more importantly, they are able to guide others to develop this vision for the collective benefit of all participants. Ultimately, this distinguishes a process where employees are enlisted and genuinely committed to the direction of the organization.

James Kouzes and Barry Posner (1995) describe the art of transformational leadership through five fundamental practices of exemplary leadership:

1. ***Leaders challenge the process*** – they search for opportunities to change the status quo; they seek innovation, experiment and take risks.

2. ***Leaders inspire a shared vision*** – they are passionate about the envisioned future; they enlist others in the dream.

3. ***Leaders enable others to act*** – they foster collaboration and build spirited teams; they give their own power away and understand mutual respect.

4. ***Leaders model the way*** – they create standards of excellence and set an example; they achieve small wins and create opportunities for victory.

5. ***Leaders encourage the heart*** – they recognize contributions of others and celebrate accomplishments.

A review of servant, values-based, and transformational leadership literature suggests an incongruous relationship between what is thought and what is practiced in most organizations. A research inquiry to assess what employees truly value versus what has been perceived as essential to effective leadership will likely reveal elements from each of these leadership styles. Such elements, while being in apparent conflict with the culture in traditional hierarchies, are critical revelations towards growth and the construction of a sustainable leadership development program in the New Westminster Police Service.

Leadership Competencies

Definitions

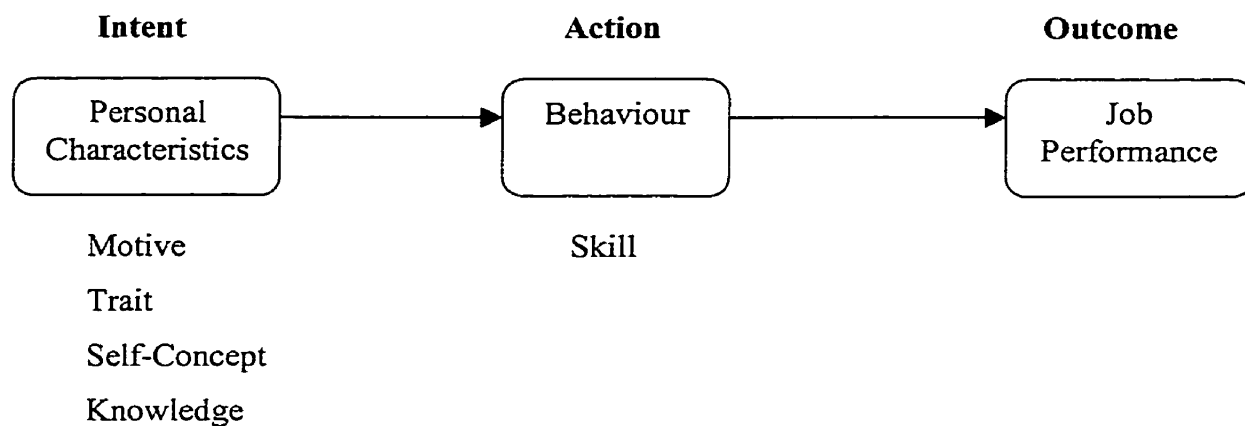
Testing for competence rather than intelligence was first proposed in the early 1970s by David McClelland, a former Harvard psychologist. He was asked by the U.S. Foreign Service to find new research methods that could predict human performance and reduce the bias of traditional intelligence and aptitude testing (Mirabile, 1997). The research and discussions on competence that ensued created much disagreement and debate beginning with definition.

A competency is defined as being a cluster of skills, ability, knowledge and attitudes that facilitate and determine whether an individual is performing according to identified professional standards or in such a way that others (managers, peers, subordinates, clients and stakeholders) would agree is exemplary (Desrochers et al. 1998, p. 7).

“Competency is a knowledge, skill, ability, or characteristic associated with high performance on a job, such as problem solving, analytical thinking, or leadership. Some definitions of a competency include motives, beliefs, and values” (Mirabile, 1997, p. 75). Another definition of a competency describes it as “...an underlying characteristic of a person which results in effective/or superior performance in a job” (Klemp as cited in Boyatzis, 1982, p. 21). This definition maintains a competency will manifest itself in personality, such as traits, knowledge, and skill. Spencer and Spencer offer an evolved

definition from historical research, “a competency is an underlying characteristic of an individual that is causally related to criterion reference effective and/or superior performance in a job or situation” (1993, p. 9). Figure 2.1 (adapted from Spencer and Spencer, 1993, p. 13) illustrates this definition.

Figure 2.1 – Competency Causal Flow Model



Spencer and Spencer (1993, p. 9-11), also describe five types of competency characteristics as follows:

1. **Motives** – things a person consistently thinks about or wants that cause action. Motives drive behaviour towards certain actions.
2. **Traits** – physical characteristics and consistent responses to situations or information.
3. **Self-Concept** – a person’s attitudes, values, or self-image.
4. **Knowledge** – information a person has in specific content areas.
5. **Skill** – the ability to perform a certain physical or mental task.

Competencies can be further divided into two categories, “threshold” and “differentiating”. Threshold competencies are essential characteristics or basic skills that people require to be minimally effective but will not distinguish superior performers from average ones.

Differentiating competencies, on the other hand, do make this distinction and drive people to above average or superior performance (Spencer and Spencer, 1993).

As a concept, competencies have been around for centuries. We can trace them to the medieval guilds, in which apprentices learned skills by working with a master. More recently, educators have created realms of knowledge and skills to guide curriculum development. For years, people have been building and revising taxonomies of objectives for the cognitive, behavioural, and affective domain – knowledge, skills and attitudes [KSA’s] Training and Development (May as cited in Desrochers et al. 1998, p. 6).

Competency Models

Research of competencies in the past thirty years has inspired a generation of competency models. These models essentially represent the placement of competencies into “clusters” or “attitude bundles”. Mirabile (1997) describes a “cluster” as a group of competencies, skills or behaviours, organized for the purpose of simplification. An example might be a technical cluster under which various behaviours described the cluster for a job or group of jobs. Another term for cluster is *theme*. Cluster can also refer to a group of jobs connected by a common knowledge base or by organizational structure.

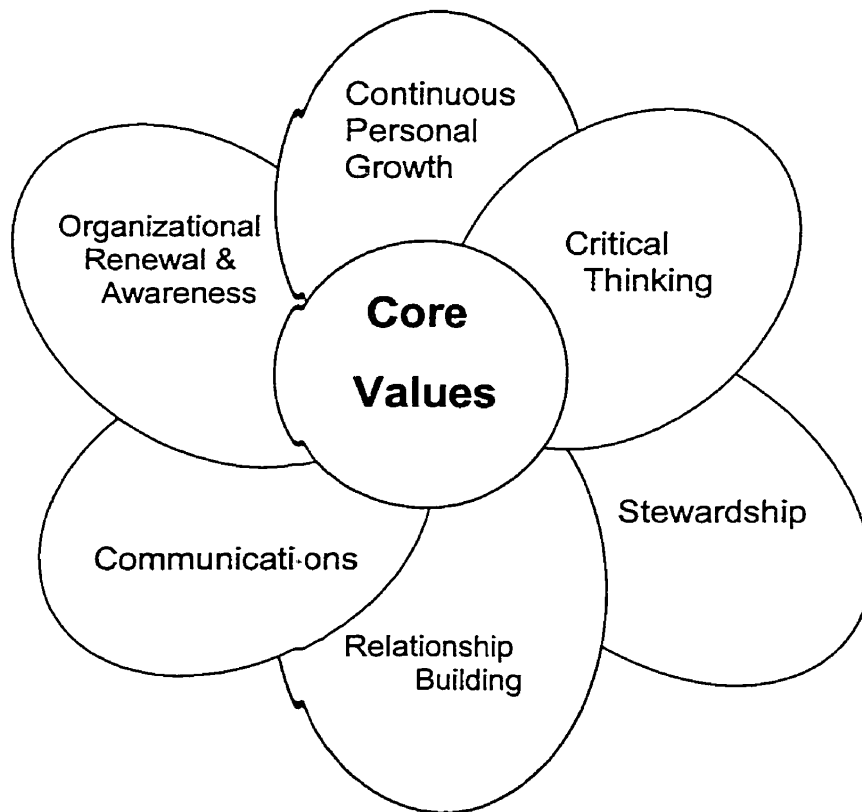
Organizations use competency models in a variety of ways. In particular, they are used extensively in recruiting and selection, succession planning, and training. Comparing a person's skills to those identified as essential to job performance during recruiting, greatly increases the likelihood of suitable candidate selection and ultimately, productive employees. The Police Recruit Assessment Centre at the Justice Institute of British Columbia subscribes to this rationale as it processes aspiring police recruits for the municipal police agencies in the province. Behavioural dimensions are rated as candidates participate in a series of police related simulations revealing their congruency, or lack of it, to a police function. A validity study of the recruit assessment centre endorsed its methodologies and revealed a positive relationship between an assessment centre score and subsequent performance in recruit training, among other findings (Tinsley, Plecas, & McDonald, 1997).

Canadian Police College Leadership Competency Model

In 1998, the Canadian Police College (CPC) Advisory Committee recommended that CPC Training Programs be redesigned around specific key competencies. Upon validation, these competencies would be reduced to specific characteristics which would then be converted into learning objectives and form the basis of core programs at the CPC. The first step was to examine several leadership studies and research on competencies. Models from the RCMP, Federal Public Service, Banff Centre for Management, Justice Institute of B.C., Ontario Police College, Ontario Provincial Police and the Federal Law Enforcement Training Centre were reviewed. This led to the development of a model consisting of nine core competencies.

Following this, a series of focus group sessions were held across Canada convening members of the police community to review the nine competencies and identify key characteristics for each. An analysis of the findings of these focus groups and a review of the literature resulted in the competency model being revised to six core competencies. These are competencies required of a leader, regardless of rank or position. In order of priority they are continuous personal growth, communications skills, relationship building, stewardship, critical thinking, and organizational awareness and renewal (Figure 2.2).

Figure 2.2 – CP-C Leadership Competency Model



Desrochers et al. (1998, p. 16) defined the six core competencies (themes) as follows:

Continuous Personal Growth: an ongoing process of knowing who you are, knowing what you want, knowing how to get there, and focussing one's efforts to achieve his/her goals; Continuous Personal Growth is achieved within the context of balancing personal and professional interests.

Communication Skills: the leader has an ability to interact with others in order to promote and foster understanding, affect behaviours, and achieve desired results.

Relationship Building: through trust, honesty, integrity, the leader gains the respect of others, fosters mutual understanding, and creates productive relationships; by acknowledging the contribution and building on the diversity of others, he/she advances the work of the organization and enhances quality service delivery.

Stewardship: is the management of others; Stewardship is demonstrated by the person who looks after the needs of others, is responsible for the careful management of resources, is at the service of others, creates an environment that guides others towards the attainment of their personal, team or organizational objectives, rewards success, shares responsibilities, encourages others, and interacts with others in such a way that they are motivated, inspired and committed to their work.

Critical Thinking: the leader evaluates, questions, analyses, challenges the environment both internal and external to improve the organization. He/she solves problems (tactical or strategic) using rational or intuitive processes that result in the formulation of viable solutions.

Organizational Awareness and Renewal: the leader creates or works within the vision, mission and values of the organization; aligns the organizational structure, systems, and operational processes to contribute to the achievement of the mission and vision in order to meet the needs of the clients and other stakeholders; he/she demonstrates commitment to quality and recognizes and promotes the concept of the learning organization.

These competencies each include a set of “clustered” sub-competencies and associated behavioural characteristics to total approximately 300 leadership skills. This inventory (Appendix J), although comprehensive, was a valuable reference in this research inquiry as it was examined by the focus group together with lists from the Vancouver and San Diego Police studies discussed below.

Leadership Assessment Studies:

San Diego Police Department & Vancouver Police Department

In March and October 1999, respectively, the San Diego and Vancouver Police Departments administered leadership assessment surveys in their organizations (Anderson and Plecas,

1999, 2000). Their purpose was to determine the existing leadership culture through an assessment of skills and to glean information towards program design in leadership development. The two surveys essentially followed similar methodologies. Through a review of identified leadership skills in relevant literature and consultations with each department's Leadership and Planned Change Teams, the researchers developed a list of competencies for inclusion in the questionnaire. The skills inventories for each are very similar and are clustered in the following four themes:

1. Communication and Relationship Development
2. Planning and Organizational Development
3. Problem Solving and Conflict Resolution
4. Human Resource Leadership and Development

The complete list of leadership skills for the Vancouver Police study are found in Appendix K, while those of the San Diego Police study are presented in Appendix L. As stated, the consolidation of leadership competencies from these lists, together with the extensive list in the Canadian Police College study made for a very comprehensive inventory of skills for consideration by the focus group in this research inquiry. This is discussed further in Chapter Three.

Police Leadership

General

Many definitions of leadership have been offered, but there is no generally accepted one. Bizzack (1991), with an element of humour defines a leader as "...one whom others will follow willingly and voluntarily. That rules out tyrants, bullies, autocrats, and all those who use coercive power to impose their wills on others" (p. 16).

Much as been written about leadership. Ironically, this extensive body of literature has contributed to disagreement, confusion, and ambiguity, particularly in definition as noted above. Yet, there is agreement in one respect. In virtually every aspect of life, leaders are sought. Leaders are required today as never before given challenges to the economy, government, health, and safety. Of concern, is the apparent shortage in potential leaders since many individuals are resigned, and comfortable, in being followers.

Leadership in policing is no different. Significant social and cultural changes, community expectations, political demands and restraints, civil disobedience, and persistent crime rates have all created a more complex public service in need of leadership. Police leaders are challenged to blend the traditional skills of management such as planning and delegating, with contemporary leadership issues such as motivating employees, imparting values-based philosophies, challenging the status quo, and inspiring creativity. "Unfortunately, the law enforcement profession, like society at large, suffers from a lack of effective leadership – indeed it has too many followers" (Ayes, 1994, p. 1). Ayes adds that the hierarchical

structure existing in most police agencies today perpetuates a surplus of followers and a corresponding scarcity of leaders. As discussed in Chapter One though, while recognizing that this traditional style of leadership continues, its dominance is diminishing through shifts in philosophy, modifications to organizational structures and ideals, and the realities of the information age (Anderson, 2000 (a); Biro et al. 2000; Tully, 1997; Gurrola, 1996; Lynch, 1995; Sparrow, 1993). It is generally recognized that turning to a singular leader at the top for all of the answers is not only dysfunctional, but incompatible in the administration of modern day law enforcement.

Police agencies are generally led in the same way with the social character of communities contributing to the differences in styles of service delivery. As one compares leadership in policing to leadership in business and industry, the major fundamental difference is the dispensability of leadership in policing. Leadership need not exist in a police agency to function. Providing routine duties are maintained, many policing objectives can be met. Granted, this would be characterized as marginal and unacceptable by today's standards. This condition does not apply to business and industry. Their effectiveness is measured in profit margins and revenues. A lack of leadership and direction is fatal to business sustainability. Police executives have been fortunate to function in a considerably less demanding business environment, but even this is changing with increased accountability in all facets of the profession. Interestingly though, aside from this business perspective, police leaders are more scrutinized than the average executive is. Their actions have public impact and are overseen by numerous layers of external oversight agencies, unlike other professions (Biro et al. 2000).

The Military Model

Law enforcement agencies have long been associated with and spoken of in militaristic terms. Their organizational and rank structures have, and continue to parallel traditional hierarchical lines established in the military. This has encouraged personnel, including executives, to be responsive to commands rather than exercising critical thinking about their roles and functions (Normandeau and Leighton, 1990). While there has been general acceptance of this “military model”, at least one author attempts to dispel the position that police agencies are patterned after the real military. Cowper (2000) claims, “the modern military is not the top-down, centrally controlled monolith that many traditional police managers cherish and forward-thinking police progressives decry” (p. 231). He argues the modern military has learned from historic and contemporary research in leadership and has developed an operational doctrine based on decentralization of decision making and action.

Time and again, the military model is held up as portraying the absolute antithesis of an enlightened, progressive, people-oriented approach to organizational management and structure...And yet, despite the critics, many within the policing community still desire the look and feel of strict militarism...(Cowper, 2000, p. 230).

Irrespective of position on whether law enforcement has too closely emulated the military model or if this association has been incorrectly interpreted, as Cowper would suggest, there appears to be general consensus that autonomy and decision making continues to be pushed down to the lowest levels in the organization (Anderson, 2000 (a); Tully, 1997; Ayres, 1994).

This fostering of leadership at all levels or “every officer is a leader” perspective stipulates that all positions in policing, at one time or another, require leadership skills. Some positions may inherently carry additional responsibility, nonetheless, it would be difficult to suggest that an authority figure, even at recruit level, would not or should not, have sufficient autonomy and skills to decide a course of action. The demanding and complex nature of law enforcement quite simply requires responsible leadership in all ranks and positions.

Leadership Challenges

The pace of change in police departments is accelerating as societal values, the nature of the work itself and the composition of the work force changes. Further, the labour market is very competitive as the demand for highly skilled employees rises. To meet these and other challenges, police organizations require leaders and managers who can attract and motivate employees, reshape organizational directions, create environments within which others can develop, and ensure the effective achievement of high quality results. These individuals are in demand now. Identifying and developing leaders and managers begins long before one reaches the executive ranks (Biro et al. 2000; Desrochers et al. 1998).

In the 1970s, an increase in educational requirements appeared to advance policing’s willingness to break away from isolated beliefs that police management was unique and could not learn from outside research. Much of what has been learned in police administration in the past twenty-five years, in fact, has come from advancements outside of the police world. New generations of police officers are now a part of the service. They

clearly represent a new era. They maintain different values, drives, personalities, and motivation. Contemporary leaders must acknowledge this evolution if they are to lead successfully.

The challenge for police leaders will be to find ways of managing their people that will motivate them and best exploit their abilities. Just as in the private sector, there needs to be a realization that people constitute the main resource of an organization and an excessive focus on administration is both a waste of time and an encumbrance to the expression of the talent and energy within the organization (Normandeau and Leighton, 1990, p. 62).

“Although many of the basic ingredients of leadership remain the same, handling people now and in the future will be different. Those in leadership positions who practice only what they observed or learned in the past will stifle their organization and the advancement of police service” (Bizzack, 1991, p. 8).

Policing has seen enormous growth and creativity in programs, technology, and equipment particularly in the modern era. It has also been introduced to progressive training in supervision, management, and administration. While this growth has contributed to significant advances, unfortunately, leaders have not been developed at the same rate. In a recent study, over 60% of the participating police executives viewed the current level of police executive development in Canada as less than satisfactory. Additionally, they felt such training should be received at the university or college level (Biro et al. 2000).

Selection of Police Leaders

Systems to assess and select prospective police leaders have remained largely unchanged over the years. Generally, an officer is selected on the basis of demonstrated performance in lesser jobs, seniority, popularity, and the ability to complete examinations, usually of a technical nature. “Success as an individual contributor is used as an indicator to determine potential leaders, but the advancement to more senior positions involves acquiring new behaviours and a broader expression of skills” (Slivinski et al, 1990, p. 173). While innovative measures have been introduced to enhance the selection process, the essential criteria remain consistent. As referenced in Chapter One, “leadership requires not only successful experience as a police officer, but also a special talent and a number of special skills that are not acquired in the course of ordinary police training and experience” (Leonard as cited in Bizzack, 1991, p. 60). While these comments are primarily directed at the highest positions, they are applicable to all ranks.

Not unlike other professions, policing also finds itself with reluctant supervisors or designated leaders. These are employees who may be comfortable with their positions, but find themselves compelled to seek advancement because of the organizational structure and compensation system. “When [such] an employee is successful the agency may lose a first-rate officer or detective and gain a second-rate supervisor – one whom no amount of training will turn into a leader” (Bizzack, 1991, p. 95).

These new supervisors, lacking in managerial and leadership skills, will resort to “safe practices” for survival. They invariably turn to ineffective, neutral methods, usually well modeled by their predecessors. The organization may not flounder, but nor will it realize growth. These leaders may exude surface credibility but lack the requisite depth in leadership and behavioural skills to advance their organizations. This results in a stale environment perpetuating entrenched mediocrity. In essence, this becomes the norm and in so doing, endorses reluctance to change.

Leadership Development

Leadership development of every officer should be a critical priority in preparing for the future. Having effective leaders at all levels of an organization is very crucial to becoming more efficient in a time of constant change in a society characterized by fewer resources, turbulent working conditions and an increase in social demands. Effective leadership development is not just for the upper management, it is important to have leaders at all levels within the organization (Anderson, 2000 (a)).

The corporate community has invested heavily in leadership training. Leadership programs are clearly in vogue today as companies aspire to be recognized and to retain employees in an increasingly more competitive market. Police agencies have also taken notice and have ventured outside of the mainstay for employee training. Conger (1992) conducted a study of such programs and acknowledged their level of importance, but maintained that little was known about their effectiveness. His study concluded that while “personal growth” programs

have become very popular, effective leadership training does not present itself in a quick fix, weeklong workshop. Rather, the ideal would be to blend the philosophies of conceptual understanding, skill building, feedback, and personal growth over an extended period.

Conger points to the Leaderlab Program of the Center for Creative Leadership and corporate programs at General Electric and Levi-Strauss as exemplary models.

Disagreement persists in the study of developmental programs as it does in the general study and definition of leadership. While some researchers insist the only method of ensuring success in a training program is to identify, then address individual competency weaknesses, others claim that a company's culture, business results, and organizational context must be the focus, then work back to abilities (Zenger, Ulrich, and Smallwood, 2000). This position suggests a shift away from self-awareness in favour of organizational awareness. James Bolt (as cited in Hesselbein, 1996, p. 164) lists the following as major shortcomings in leadership development programs:

- ***training is not comprehensive:*** leadership is only one skill of many in need of development; ad hoc approaches to skill development are ineffective;
- ***training is offered in a "quick fix":*** isolated day-long or week-long seminars are unrealistic; to be effective it must be ongoing and long term;
- ***training is generic and outdated:*** programs are not current and until recently, have largely ignored real world problems; and
- ***training ignores leadership:*** many training programs are actually management training programs, tending to be functionally and technically oriented; participants discover they were taught to manage but not lead.

Many companies have committed to leadership development out of pressure to do something for their leaders. While this has led to a boom in training, unfortunately, most clients have been more concerned with employee approval and recognition rather than results. A major criticism of these programs has been the attention to analysis or diagnosis and not to implementation. “Without scorecards, a leadership development activity might be an enjoyable exercise, but neither the company nor the executives can expect much in the way of outcome. We suspect that leads people to perform short of their true capacity” (Zenger et al. 2000, p. 25).

There may be consensus that leadership development training is a priority and necessity, however, there are considerable differences in how it is to be delivered. This dialogue only contributes to the general confusion, disagreement, and ambiguity surrounding the topic of leadership as discussed in this report.

CHAPTER THREE

Conduct of Research Study

Research Methodology

General

The methodology for this survey involved the use of a focus group (NWPS Leadership Team) and a questionnaire (Appendix C) along with a letter of introduction from the researcher (Appendix B). Members of the Leadership Team distributed the questionnaires with assistance from section supervisors. They were returned to the office of the Public Information Officer.

Focus Group

A focus group is an organized group dialogue focused on a single theme. It encourages an open and permissive environment with the emphasis on depth, not breadth. Results from focus groups are generally regarded as high in credibility and provide a fast turnaround of results (Hamilton, 2000). The NWPS Leadership Team acted as a focus group to determine the content of the questionnaire used in this project. This group examined a collective list of approximately 400 police leadership skills identified through recent studies at the Canadian Police College (Desrochers et al. 1998), the San Diego Police Department (Anderson and Plecas, 1999) and the Vancouver Police Department (Anderson and Plecas, 2000). From this comprehensive inventory, the focus group ultimately identified sixty leadership skills, clustering them into five competency domains. The involvement of the Leadership Team was significant in that it immersed a cross section of employees into the process thereby

addressing methodological integrity and credibility, and producing an organizationally specific assessment instrument.

Questionnaire

“Questionnaires involve written responses to a document prepared ahead of time. In essence, they are a systematic collection of data” (Kirby and McKenna, 1989, p.74). “Of their many advantages, they are able to amass plenty of data quickly, they offer anonymity, and they are relatively inexpensive to administer” (Palys, 1997, p.148). In this inquiry, the questionnaire was designed to assess the comprehensive listing of leadership competencies identified by the NWPS Leadership Team. The questionnaire was also designed to determine how employees perceived their own skill levels and those of their supervisors. Specifically, respondents were asked to rate themselves and their supervisors using the following “Likert” five-point rating scale:

1 = Not Competent – is unable to perform the skill.

2 = Slightly Competent – is able to perform the skill but not consistently.

3 = Competent – is able to perform the skill consistently.

4 = Very Competent – is able to consistently perform the skill at a superior level.

5 = Extremely Competent – is able to perform the skill exceptionally well, and
teach others.

X = Unable to Assess / Don't Know

Response Rate

The questionnaires were distributed to full-time civilian and sworn employees of the NWPS. One hundred and thirty (130) questionnaires were received by accessible personnel (approximately 20 employees were inaccessible during distribution). Eighty-one (81) questionnaires were returned, resulting in an overall response rate of 62%. A better than “good” rating (Maxfield and Babbie, 1998) from a methodological perspective and a very good representation of employee opinions. Refer to Table 3.1.

Table 3.1

Survey Response Rate

| <i>Employee Group</i> | <i># Responding</i> | <i>% Responding*</i> |
|-------------------------|---------------------|----------------------|
| Male Sworn | 40 | 43% |
| Female Sworn | 10 | 59% |
| Civilian | 21 | 57% |
| Other (not indicated) | 10 | --- |
| Overall Response | 81 | 62% |

** Note: These figures reflect the overall percentage representations for each of the three population groups listed. For example, 40 male-sworn respondents to the survey represents 43% (40/93) of the male-sworn employees in the NWPS.*

Level of Education

Ninety percent of the respondents have completed some form of post-secondary education with 42% attaining undergraduate degrees. At the time of the survey, 25% of the respondents were enrolled in education programs.

Data Analysis

The Statistical Package for the Social Sciences, Version 10.1, was used to code and analyze the data from the questionnaires. It was found to be very useful and appropriate to the nature of this inquiry. Data gathered in this form has the potential for use in other foci, making it versatile beyond the scope of the inquiry, a benefit to the sponsoring agency and other interested researchers.

Thirteen tables of data are included in this report. Eight are found in Chapter Four, Research Study Results, while five are presented in the appendices. The tables reveal the relative importance assigned to the selected leadership skills by participants, including lists of “most important” and “least important”. Additionally, leadership “strengths” and “weaknesses” of employees and supervisors are revealed. These findings are discussed in Chapter Four.

Ethical Considerations

Prior to commencing their focus group sessions, Leadership Team members signed consent waiver forms (Appendix D). These forms addressed the voluntariness of their participation and explained their task and subsequent use of the findings.

The questionnaire was confidential in nature and anonymity was ensured by way of a sealed return envelope to the office of the NWPS Public Information Officer. The questionnaires were distributed by the Leadership Team with assistance from section supervisors.

Employees were accommodated to complete the questionnaire in the workplace if they chose. This was pre-arranged with the Project Sponsor, the Chief Constable of the NWPS.

An additional ethical consideration respecting attention was the positional rank of the project researcher. As an Executive Officer in the NWPS, it was important to establish a judicious “distance” from the questionnaire. This was possible with the Leadership Team acting as the focus group and messengers. In essence, this representative group served as survey designers and distributors.

CHAPTER FOUR

Research Study Results

Study Findings

Level of Importance Employees Assign to Leadership Skills by Domain

The questionnaire was comprised of sixty leadership skills clustered into five domains. The lowest average score received by any one skill was 3.0 (i.e. “important”), while only four skills in total were rated, on average, below 3.5. This appears to validate the “sifting” of the comprehensive inventory of skills by the focus group. This benefits the study and ultimately the NWPS by producing a more refined assessment of leadership skills and analysis of needs.

It is important to note, tables throughout this report are characterized by columns with thresholds of “very” or “extremely” important/competent. While not intending to minimize a “competent” rating, the results are more meaningful as they are separated from “average” scores. This is in keeping with a refined reporting of the results and addresses a standard of leadership excellence over one of adequacy. Figures in all tables have been rounded.

Skills were rated in the following leadership domains:

1. Communication
2. Relationship Building
3. Planning and Organizational Development
4. Human Resource Development
5. Problem Solving and Conflict Resolution

Table 4.1 summarizes these ratings and reveals an employee preference to skills in “Relationship Building” and “Problem Solving and Conflict Resolution”. The lowest scores by theme were received by “Planning and Organizational Development”. Only 22% of the respondents declared these skills as “very” important or better. An interesting finding in consideration of the emphasis on strategic planning, technology, and organizational change in today’s police environment. A detailed breakdown of scores for each of the domains is presented in Appendix E through I.

All of the skills in “Problem Solving and Conflict Resolution” received a rating of 4.0 or better and a corresponding high percentage value. The majority of the skills listed in “Relationship Building” received equally high scores with the skill, “treats people fairly” receiving the highest overall survey score at 4.7. This was accompanied by a 99% response rating as being “very” or “extremely” important.

Table 4.1**Skills Identified as Important by Domain**

| | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|---|---|-----------------------------|
| 1. Relationship Building (#11 – #22) | 67 | 4.2 |
| 2. Problem Solving and Conflict Resolution (#55 – #60) | 68 | 4.1 |
| 3. Human Resource Development (#36 – #54) | 54 | 4.0 |
| 4. Communication (#1 – #10) | 49 | 3.9 |
| 5. Planning and Organizational Development (#23 – #35) | 22 | 3.6 |

Leadership Skills Identified as “Most Important”

Table 4.2 identifies the top fifteen “most important” skills as rated by the respondents. As noted, “treating people fairly” emerges as the most important leadership skill with an average response rating of 4.7 and 99% of respondents scoring it as “very” important or higher. A further analysis of this list reveals the following:

- Six of the fifteen skills (40%), including the top three, are from the “Relationship Building” domain;
- Skills found in “Human Resource Development” (4/15) and “Communication” (3/15) combine for an additional 47% of the list;
- None of the thirteen skills from “Planning and Organizational Development” are found on this “most important” list.

Leadership Skills Identified as “Least Important”

Table 4.3 identifies the fifteen “least important” skills as rated by the respondents. It should be noted that while this list represents competencies of lesser importance as declared by the participants, the ratings are not significantly low. Again, this would be attributable, in part, to the screening these skills received prior to inclusion in the questionnaire. Of interest though, is that of the eight skills receiving 50% or less on a rating of importance, seven (88%) are

from the “Planning and Organizational Development” category. In fact, of the thirteen skills found in this domain overall, eight (62%) have made it onto the “least important” list. Only one skill from the “Relationship Building” domain is included on this list while none emerge from “Problem Solving and Conflict Resolution”. Again, a significant indication of the importance placed on these particular skills.

Table 4.2

Skills Identified as “Most Important”

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|---|---|-------------------------|
| 1. Treats people fairly (#13 Relationship Building) | 99 | 4.7 |
| 2. Answers questions honestly, maintains credibility even if it is awkward to do so (#12 Relationship Building) | 94 | 4.5 |
| 3. Consistently delivers what has been promised (#11 Relationship Building) | 94 | 4.4 |
| 4. Makes difficult decisions in a timely manner (#55 Problem Solving and Conflict Resolution) | 91 | 4.3 |
| 5. Addresses the source, not just the symptom, of problems (#57 Problem Solving and Conflict Resolution) | 91 | 4.3 |
| 6. Engages in effective two-way communication (#4 Communication) | 90 | 4.3 |
| 7. Takes ownership of mistakes (#39 Human Resource Development) | 89 | 4.5 |
| 8. Listens actively and sincerely when being questioned (#2 Communication) | 87 | 4.3 |
| 9. Enhances team morale and motivation (#36 Human Resource Development) | 86 | 4.3 |
| 10. Recognizes and rewards positive performance (#47 Human Resource Development) | 86 | 4.3 |
| 11. Communicates so others understand and feel understood (#3 Communication) | 86 | 4.2 |
| 12. Encourages and maintains a positive work environment (#14 Relationship Building) | 85 | 4.3 |
| 13. Gives team members feedback about their performance (#16 Relationship Building) | 85 | 4.2 |
| 14. Is objective when mediating conflicting positions (#20 Relationship Building) | 82 | 4.2 |
| 15. Addresses below standard performance so that improvement occurs (#49 Human Resource Development) | 82 | 4.2 |

Table 4.3

Skills Identified as “Least Important”

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|--|---|-------------------------|
| 1. Works in a way that respects and considers political realities (#31 Planning and Organizational Development) | 29 | 3.0 |
| 2. Plans and implements community based initiatives (#26 Planning and Organizational Development) | 30 | 3.2 |
| 3. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices (#30 Planning and Organizational Development) | 37 | 3.1 |
| 4. Responds to change in a planned and deliberate way (#29 Planning and Organizational Development) | 42 | 3.5 |
| 5. Conducts, implements and evaluates strategic planning (#28 Planning and Organizational Development) | 44 | 3.4 |
| 6. Pays attention to non-verbal cues (#9 Communication) | 48 | 3.5 |
| 7. Supports organizational change (#23 Planning and Organizational Development) | 49 | 3.5 |
| 8. Sets goals and action plans (#27 Planning and Organizational Development) | 50 | 3.5 |
| 9. Chooses appropriate medium and time (#6 Communication) | 54 | 3.7 |
| 10. Encourages mentoring opportunities (#44 Human Resource Development) | 56 | 3.7 |
| 11. Actively expresses care and concern about the welfare of others (#17 Relationship Building) | 58 | 3.7 |
| 12. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands (#41 Human Resource Development) | 58 | 3.8 |
| 13. Asks appropriate questions (#10 Communication) | 60 | 3.7 |
| 14. Identifies personal values and aligns them in his/her personal and professional life (#37 Human Resource Development) | 63 | 3.8 |
| 15. Understands, encourages and uses technology effectively (#33 Planning and Organizational Development) | 65 | 3.7 |

Employee Ratings of Themselves and their Supervisors in the “Most Important” Skills

The previous tables reported the *values* respondents placed on the sixty skills and competencies in the questionnaire. Tables 4.4 through 4.8 reveal how respondents *rated* themselves and their supervisors in these skills.

Table 4.4 repeats the top fifteen “most important” list of skills and reports how the respondents scored themselves and their supervisors in relation to each. Again, an abilities threshold of “very” competent (4) or better is used. When the threshold is reduced to “competent” (3) or better, the ratings are very favourable, producing an average score of 98% for respondents and 89% for supervisors. This clearly indicates an employee level of confidence with these skills. Of particular significance is the equally complimentary rating given to supervisors by the respondents.

Obviously, figures for both groups drop, in some cases significantly, as the standard is elevated to “very” competent or better. These are the reported ratings as found in Table 4.4. This suggests that while there is confidence in acceptable or adequate standards, there is also “room for improvement” in certain skills, particularly with supervisors. The results reveal the following:

- Respondents’ scores reflect some concern in their abilities and those of their supervisors in making difficult decisions in a timely manner (60% and 61% respectively) and addressing the source, not just the symptom, of problems (58% and 57% respectively);

- Respondents' scores do not overly endorse their own skills in giving feedback about performance (57%) or in addressing below standard performances (56%); similarly, the lowest ratings for supervisors are found in these two competencies (51% and 41% respectively);
- Scores in the "most important" skill, "treating people fairly", are complimentary to employees (82%) and supervisors (73%) alike;
- Respondents feel they contribute to a positive work environment (81%) and enhance team morale and motivation (70%) more so than their supervisors (68% and 62% respectively);
- The largest discrepancies in the ratings are in delivering on what has been promised (76% and 58% respectively) and in taking ownership of mistakes (86% and 64% respectively); respondents suggest they are more reliable than their supervisors in these skills.

Again, the "room for improvement" only emerges as the rating threshold is raised to "very" or "extremely" competent. While this may be considered a very high, perhaps ideal standard, this flushes out the varying levels of confidence in employee and supervisor abilities in the preferred leadership skills. As noted, this encourages a more refined assessment of these skills and subsequent analysis of developmental needs.

Table 4.4
Employee Ratings of Themselves and Their Supervisors
in the “Most Important” Skills

| <i>Skill Considered</i> | <i>% rating self as “very” or “extremely” competent</i> | <i>% rating supervisor as “very” or “extremely” competent</i> |
|---|--|--|
| 1. Treats people fairly (#13 Relationship Building) | 82 | 73 |
| 2. Answers questions honestly, maintains credibility even if it is awkward to do so (#12 Relationship Building) | 75 | 63 |
| 3. Consistently delivers what has been promised (#11 Relationship Building) | 76 | 58 |
| 4. Makes difficult decisions in a timely manner (#55 Problem Solving and Conflict Resolution) | 60 | 61 |
| 5. Addresses the source, not just the symptom, of problems (#57 Problem Solving and Conflict Resolution) | 58 | 57 |
| 6. Engages in effective two-way communication (#4 Communication) | 70 | 68 |
| 7. Takes ownership of mistakes (#39 Human Resource Development) | 86 | 64 |
| 8. Listens actively and sincerely when being questioned (#2 Communication) | 65 | 64 |
| 9. Enhances team morale and motivation (#36 Human Resource Development) | 70 | 62 |
| 10. Recognizes and rewards positive performance (#47 Human Resource Development) | 68 | 60 |
| 11. Communicates so others understand and feel understood (#3 Communication) | 66 | 70 |
| 12. Encourages and maintains a positive work environment (#14 Relationship Building) | 81 | 68 |
| 13. Gives team members feedback about their performance (#16 Relationship Building) | 57 | 51 |
| 14. Is objective when mediating conflicting positions (#20 Relationship Building) | 69 | 68 |
| 15. Addresses below standard performance so that improvement occurs (#49 Human Resource Development) | 56 | 41 |

Leadership “Strengths” of Employees

Table 4.5 reports leadership “strengths” of the respondents. These are the skills in which they have rated themselves the highest. The results reveal the following:

- Skills in “Relationship Building” and “Human Resource Development” represent 80% of this list;
- No skills represent the domains, “Problem Solving and Conflict Resolution” or “Communication”;
- Of the top six skills found on this list of “strengths”, five of them are included in the top fifteen “most important” skills list;
- Only one skill identified as a strength is found on the “least important” list.

Respondents then, have rated themselves very capable in leadership skills which they have also determined to be of importance to them, presenting a positive relation between their perceived “strengths” and what they consider to be the “most important” leadership competencies.

Table 4.5
Employee Ratings of Themselves
“Leadership Strengths”

| <i>Skill Considered</i> | <i>% rating self as “very” or “extremely” competent</i> | <i>average response</i> |
|--|---|-----------------------------|
| 1. Takes ownership of mistakes (#39 Human Resource Development) | 86 | 4.2 |
| 2. Treats people fairly (#13 Relationship Building) | 82 | 4.2 |
| 3. Encourages and maintains a positive work environment (#14 Relationship Building) | 81 | 4.1 |
| 4. Understands and respects the values and beliefs of others (#15 Relationship Building) | 78 | 4.0 |
| 5. Consistently delivers what has been promised (#11 Relationship Building) | 76 | 3.9 |
| 6. Answers questions honestly, maintains credibility even if it is awkward to do so (#12 Relationship Building) | 75 | 4.0 |
| 7. Identifies personal values and aligns them in his/her personal and professional life (#37 Human Resource Development) | 75 | 3.9 |
| 8. Demonstrates flexibility by adjusting readily to change in the work environment (#40 Human Resource Development) | 74 | 3.9 |
| 9. Understands and applies agreed upon ethical standards (#25 Planning and Organizational Development) | 73 | 3.9 |
| 10. Handles current resources effectively (#34 Planning and Organizational Development) | 72 | 3.9 |

Leadership “Strengths” of Supervisors

Table 4.6 reports the leadership “strengths” of supervisors as determined by the respondents.

Some of the findings are as follows:

- Perceived strengths for supervisors are largely in the area of “Human Resource Development” (70% of the skills emerge from this domain);
- Skills in “Relationship Building” and “Human Resource Development” represent 90% of this list; a similar finding to that of employee “strengths”;
- While there are similarities in domain strengths among the employees and supervisors, there are differences in individual skills selected for each.

Interestingly, of the ten skills listed as “strengths” for supervisors, only one appears on the “most valued” list. This is in contrast to the “strengths” of employees and indicates a negative relationship in what employees consider important and the perceived “strengths” of their supervisors.

Table 4.6

Employee Ratings of Their Supervisors**“Leadership Strengths”**

| <i>Skill Considered</i> | <i>% rating supervisor as “very” or “extremely” competent</i> | <i>average response</i> |
|---|---|-------------------------|
| 1. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands (#41 Human Resource Development) | 79 | 3.9 |
| 2. Understands and applies upon agreed ethical standards (#25 Planning and Organizational Development) | 78 | 4.0 |
| 3. Interacts sensitively and respectfully with diverse individuals and groups (#21 Relationship Building) | 78 | 3.9 |
| 4. Identifies personal values and aligns them in his/her personal and professional life (#37 Human Resource Development) | 76 | 3.9 |
| 5. Builds self confidence by presenting a confident, positive attitude (#38 Human Resource Development) | 76 | 3.9 |
| 6. Control own feelings and behaviour in stressful situations (#42 Human Resource Development) | 75 | 4.0 |
| 7. Encourages contribution and participation by all members of the team (#54 Human Resource Development) | 74 | 4.0 |
| 8. Treats people fairly (#13 Relationship Building) | 73 | 4.0 |
| 9. Demonstrates flexibility by adjusting readily to change in the work environment (#40 Human Resource Development) | 72 | 3.9 |
| 10. Learns continuously by seeking knowledge, skills and experience for developmental reasons such as future goals and career aspirations (#43 Human Resource Development) | 71 | 3.9 |

Leadership “Deficiencies” of Employees and Supervisors

Tables 4.7 and 4.8 report employee and supervisor “deficiencies” respectively. It is to be noted that no individual skill in either table received a lower rating than 3.1 (competent), suggesting there are no obvious weaknesses per se. Again though, a threshold of “very” or “extremely” competent has been used to determine ratings for the skills. As such, the term “deficiency” in use here may be viewed as harsh. Nonetheless, it serves to expose the leadership skills respondents feel could be improved upon. The results reveal the following:

- Respondents consider themselves weakest in the area of “Planning and Organizational Development”; 50% of their “deficient” skills, including the top four, are from this domain;
- None of their identified “deficiencies” are found on the “most important” list;
- Sixty percent of their identified “deficiencies” appear on the “least important” list.

The respondents suggest they would require improvement in “Planning and Organizational Development”, but there is no apparent connection between their weakest skills and those they deem “most important”. Sixty percent of their “deficiencies” are found on the “least important” list of leadership skills. As reported in Table 4.5, employees maintain a confidence in skills that matter most to them.

According to Table 4.8, supervisors are not declared deficient in any one particular leadership theme. Each of the five domains is represented in the list of skills. There is also no direct positive or negative connection to the “most important “ or “least important” skills. However, the three individual skills rated as “weakest” for supervisors refer to competencies in performance management and evaluation.

Upon examination of the skills receiving a less than 50% rating as “very” competent or better, interestingly, seven are associated to employees while only two are found in the supervisor scores. In essence then, while respondents generally feel they are capable in leadership skills, particularly in those of importance to them, the *breadth* of their “deficiencies” is greater than those of their supervisors overall. This may indicate a lack of employee confidence in particular areas, but also reveals respondent confidence in their supervisors’ leadership capabilities by comparison.

Table 4.7**Employee Ratings of Themselves****“Leadership Deficiencies”**

| <i>Skill Considered</i> | <i>% rating self as “very” or “extremely” competent</i> | <i>average response</i> |
|--|---|-----------------------------|
| 1. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practice(#30 Planning and Organizational Development) | 26 | 3.1 |
| 2. Plans and implements community based initiatives (#26 Planning and Organizational Development) | 37 | 3.3 |
| 3. Conducts, implements and evaluates strategic planning (#28 Planning and Organizational Development) | 39 | 3.3 |
| 4. Works in a way that respects and considers political Realities (#31 Planning and Organizational Development) | 42 | 3.4 |
| 5. Ensures a meaningful performance evaluation takes place (#48 Human Resource Development) | 44 | 3.5 |
| 6. Is respectful to those not present (#18 Relationship Building) | 47 | 3.5 |
| 7. Conveys the organization’s messages, information and expectations accurately and appropriately (#8 Communication) | 49 | 3.4 |
| 8. Sets goals and action plans (#27 Planning and Organizational Development) | 52 | 3.5 |
| 9. Addresses and prevents workplace conflicts (#59 Problem Solving and Conflict Resolution) | 52 | 3.6 |
| 10. Chooses appropriate medium and time (#6 Communication) | 53 | 3.6 |

Table 4.8
Employee Ratings of Their Supervisors
“Leadership Deficiencies”

| <i>Skill Considered</i> | <i>% rating supervisor as “very” or “extremely” competent</i> | <i>average response</i> |
|--|---|-------------------------|
| 1. Addresses below standard performance so that improvement occurs (#49 Human Resource Development) | 41 | 3.4 |
| 2. Ensures a meaningful performance evaluation takes place (#48 Human Resource Development) | 44 | 3.3 |
| 3. Gives team members feedback about their performance (#16 Relationship Building) | 51 | 3.6 |
| 4. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices (#30 Planning and Organizational Development) | 52 | 3.4 |
| 5. Pays attention to non-verbal cues (#9 Communication) | 57 | 3.4 |
| 6. Conducts, implements and evaluates strategic planning (#28 Planning and Organizational Development) | 57 | 3.6 |
| 7. Addresses the source, not just the symptom, of problems (#57 Problem Solving and Conflict Resolution) | 57 | 3.6 |
| 8. Conveys the organization’s messages, information and expectations accurately and appropriately (#8 Communication) | 58 | 3.6 |
| 9. Consistently delivers what has been promised (#11 Relationship Building) | 58 | 3.6 |
| 10. Approaches mistakes as learning opportunities (#50 Human Resource Development) | 59 | 3.7 |
| 11. Addresses and prevents workplace conflicts (#59 Problem Solving and Conflict Resolution) | 59 | 3.7 |

Comments From Respondents

Participants were provided an opportunity to recommend other leadership skills for consideration in the questionnaire. Few suggestions were received, but those that were addressed credibility, experience, responsibility, and trust. Upon examination, most of the suggested skills are included in the questionnaire's inventory, albeit in varying terminology.

Overall, fifteen percent of the respondents either suggested additional leadership skills or offered comments. Most of the comments referenced the subject of teamwork. Some respondents feel the NWPS can improve in this regard through a commitment to organizational needs and a de-emphasis on independent needs of sections and units. The comments stressed the importance of collaboration and an inclusive environment. Others touched on issues of fairness and recognition for quality of work citing a need to accurately record employee performance towards increment and promotions.

Finally, several respondents complimented the research inquiry and hoped it would inspire the NWPS to greater levels in leadership training and development.

Conclusions and Discussion

The respondents have essentially validated the sixty leadership skills included in the questionnaire. Overall, a cumulative rating of 3.9 was received by the skills, with a majority of respondents declaring them to be “very” or “extremely” important. In addition, very few written recommendations were received to complement the list of skills. These factors are important in declaring the instrument appropriate for this inquiry, and endorse a confidence in its applicability within the NWPS.

Survey respondents favoured skills in the “Relationship Building” domain. These skills received the highest average score (4.2) and made up 40% of the “most important” skills list. These skills are characterized by fairness, honesty, credibility, and trust. This particular bias is of interest given that the survey was conducted within a law enforcement agency. As discussed throughout this report, many still consider such organizations mechanistic hierarchies grounded in “transactional” command-and-control philosophies. As such, skills in “Communication” and “Planning and Organizational Development” might have been expected to emerge as important. As reported though, respondents have declared many of these skills as the “least important”. Interestingly, surveys at the San Diego and Vancouver Police Departments report similar findings (Anderson and Plecas, 1999, 2000). Is this an indication of changing perspectives in policing or has this bias simply been suppressed through expectations placed on law enforcement employees over the years? To proponents of emerging leadership philosophies, this acknowledgement of values-based and relational

principles serves to underscore the internal significance employees place on relationships in the workplace, regardless of occupation.

The ratings respondents gave themselves and their supervisors in skills of importance endorse the overall leadership abilities of NWPS employees. When a threshold of “competent” or better is applied to the “most important” list of skills, respondents scored a 98% approval rating with supervisors receiving 89%. This represents a sound and commendable leadership culture, and is very promising as the organization continues its growth in learning and leadership.

When the ratings threshold is raised to “very” competent or better, some specifics do emerge:

- Scores given to supervisors suggest some deficiency in their abilities to give feedback about performance (51%) and in addressing sub-standard performance (41%);
- Employees rated themselves higher than their supervisors in enhancing team morale (70% and 62% respectively), taking ownership of mistakes (86% and 64% respectively), and delivering on promises (76% and 58% respectively);
- Employees rated themselves competent (65%) in the “most important” skills;
- Supervisor strengths are in areas other than the “most important” skills;

- Employees' perceived deficiencies are largely concentrated in skills they value the least, namely "Planning and Organizational Development";
- Supervisors' perceived deficiencies are spread amongst the leadership domains and are unrelated to the "most" or "least" important skills.

The skills listed as "least important" are of interest in that the top five emerge from the "Planning and Organizational Development" domain. This questionnaire was administered to *all* employees of the NWPS. Planning and organizational skills may have been considered more important had the survey targeted supervisors only. It is suggested that such skills become increasingly important as one attains supervisory responsibilities (Egan, 2000).

Of significance to the NWPS is the appearance of two particular skills on this list. The first, "plans and implements community-based initiatives," emerged as the second least important skill. As discussed in Chapter One, the NWPS is committed to and proud of many of its initiatives in community policing. The NWPS Summer Soccer School program is a "Webber Seavey Award" finalist. This award is sponsored by the International Association of Chiefs of Police recognizing a standard of excellence in community law enforcement initiatives. Other programs such as Crime Free Multi-Housing and the Domestic Violence Response Team are recognized by the British Columbia Crime Prevention Association and have been presented internationally as "best practices" in policing. This level of commitment has fostered a positive relationship between the NWPS and the community it serves. Yet this skill received a lower rating. Perhaps such skills are taken for granted by NWPS employees

as a component of an entrenched philosophy in the organization and not worthy of selected recognition in a survey. Or perhaps respondents are simply declaring criticisms of this mode of policing. This discovery warrants further inquiry.

The third least important skill on the list is, “influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices”. As discussed, the NWPS recently undertook a process to create a practical strategic plan involving the establishment of Mission and Vision Statements. This process was lengthy in that it sought the input of all civilian and sworn employees. Ultimately, statements were crafted representing the direction and credo of the Service. Again, the NWPS has drawn recognition for this process, yet respondents have suggested the skill associated to this accomplishment is not overly important. Perhaps another example of a competency being considered “normal” practice among NWPS employees, or perhaps yet another expression of internal displeasure. This also warrants further inquiry.

From the list of supervisors’ “leadership deficiencies”, the following emerged as the top three:

1. Addresses below standard performance so that improvement occurs;
2. Ensures a meaningful performance evaluation takes place; and
3. Gives team members feedback about their performance.

Clearly then, skills associated to performance management are considered the weakest amongst supervisors. These findings suggest a bona fide need for training and development in this area. This is discussed in Chapter Five.

Respondent ratings to this inventory of leadership skills have assisted in identifying areas for improvement in the NWPS. Respondents have also declared the skills inventory valid by virtue of the overall values assigned to them. With consideration to additional refinement, it is recommended that this list of skills be incorporated into training initiatives, performance management, and promotional assessments. These recommendations are featured in Chapter Five.

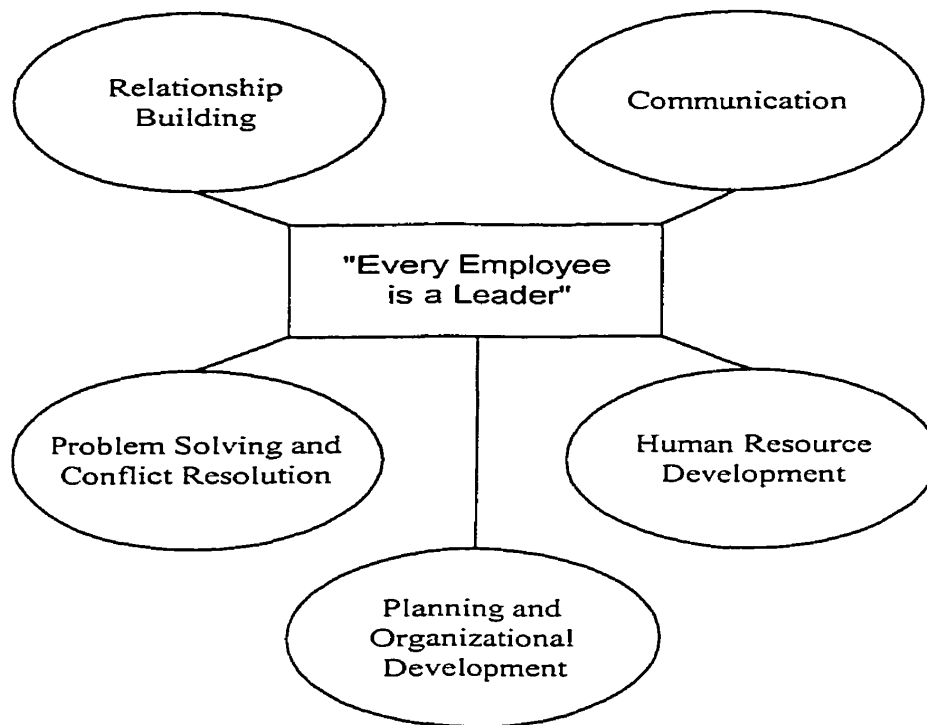
Finally, the relative importance and non-importance assigned to particular leadership competencies are revealing and must not be dismissed. While respondents have declared the questionnaire content applicable to leadership assessment at the NWPS, they have also identified theme areas that clearly must be integrated into future leadership development initiatives.

NWPS Leadership Competency Model

Competencies and leadership competency models were discussed in Chapter Two. This section referred to definitions, designs, and uses and introduced the CPC Leadership Competency Model featuring six “theme” competencies around core values. If the clustered skills found in this inquiry were illustrated according to “domain” groups and incorporated

the central philosophy of “every employee is a leader”, a NWPS Leadership Competency Model would be represented as follows:

Figure 4.1 - NWPS Leadership Competency Model



CHAPTER FIVE

Research Implications

Organizational Implementation

Recommendation One:

Introduce a Multi-Source Feedback Instrument into Performance

Management and Promotional Processes

Multi-source or 360 degree feedback instruments differ substantially from traditional single-source assessments. The latter are usually completed by supervisors once a year predominantly to provide an assessment of work towards consideration to pay and promotions. They are time consuming and generally disliked by providers and recipients. The single-source assessment relies on one person's perspective. These are usually supervisors who seldom have opportunities to observe an employee's wide range of behaviours. As a result, information tends to be non-specific and neutral. What is learned from such appraisals is generally of limited value given the time to complete them.

Multi-source feedbacks on the other hand, create a more balanced and comprehensive view by involving input from other sources, such as co-workers, direct reports, supervisors, and managers. These providers are able to convey firsthand experiences with the employee from regular interactions in the workplace. Multi-source feedback instruments can also be formatted to ensure anonymity, encouraging honest and meaningful input.

The NWPS incorporated a multi-source feedback appraisal during a promotional process in 1998. Candidates were assessed anonymously from a selection of peers and supervisors through a stand-alone software program administered by an external resource agent. By most accounts, candidates receiving the feedback were impressed with the depth and quality of the information, even if it was not entirely complimentary. This researcher has been the subject of two such multi-source feedback assessments. By comparison, insight from these assessments was significantly more meaningful and useful than any former appraisal.

With the validation of the questionnaire's leadership skills by the participants, it is recommended the NWPS incorporate these skills into a diagnostic instrument to facilitate multi-source feedback initiatives. This would include promotional processes as well as performance assessments. As was discussed in the research conclusions, this would ensure employees are rated in skills *they* have deemed important and legitimized. This list could be further refined if required, while still providing ample measurable criteria. This skills inventory was subject of considerable scrutiny by the focus group prior to completion. It was created following an examination of almost 400 leadership skills from three previous police studies. Incorporating these skills into a competency model for use in performance management and promotions would foster a consistent and transparent presentation of expectations for employees. It would substantially reduce confusion and uncertainty during two inherently stressful periods: assessments and promotions.

Recommendation Two:**Provide Specific Training Identified Through Results of the Multi-Source Feedback Instrument**

Feedback data from a multi-source instrument would reveal specific areas for development in employees. This increases the accuracy and scope of their strengths and weaknesses.

Consequently, any training or developmental initiatives should focus on these findings directly, rather than obscurely in comprehensive macro programs. Current and past practices have usually involved training opportunities commensurate to tenure and interest. That is, particular courses are received based on assignment or through a demonstrated interest in a specific field. While this presents simplicity from an administrative perspective and does address general needs, deficiencies are overlooked time and again until they are exposed, often after an employee has attained a supervisory position. As was discussed in Chapter Two, leadership development must begin well before an employee is placed into a designated leadership role. Addressing identified, potential weaknesses early in a career contributes immensely to competence and credibility and provides the necessary adjustments for future positions.

Recommendation Three:**Provide Enhanced Training in Performance Management**

This research inquiry revealed concerns in performance management issues. In fact, they were rated the lowest skills for supervisors. It is recommended that specific performance

management training be undertaken to address this deficiency. The Justice Institute of B.C. Assessor Training Program should be considered. Candidates in this course are generally experienced members and supervisors who are trained to serve as assessors in recruit level assessment centres. This training exposes candidates to the recognition and appropriate recording of behavioural dimensions. These skills are readily transferable to the supervisor's workplace for the completion of employee assessments. Candidates who have completed this level of training are often identifiable by the superior quality of performance appraisals they submit. While it may be impractical to have all supervisors complete the weeklong program, an agency-specific workshop facilitated by an assessor would provide the micro training addressing this specific deficiency.

The search for instruction in this area should also include other sources, outside of the usual police training institutions. While not intending to minimize the quality of training available at these sites, there is risk in staying within these confines. Training opportunities are plentiful, but initiative is required to seek them out. Law enforcement agencies, including the NWPS, have begun to recognize the value and benefits of external source training. This must continue if the commitment to growth is genuine.

Performance management training together with the introduction of multi-source assessments would presumably lessen the anxieties supervisors have experienced in performance management. Not undertaking these measures would simply encourage continued mediocrity in performance feedback and management, and the corresponding negativity.

Recommendation Four:**Continue to Promote and Sponsor Employee Enrolment in Leadership Programs**

The NWPS has demonstrated a progressive posture in training and development. Two full-time employees in Human Resources and Training Sections administer training opportunities largely from the Justice Institute of B.C, the RCMP Training Academy, and the Canadian Police College. In addition, other less traditional programs are sought to provide unique training in specific areas. This includes training out of country. In recent years, the NWPS has extended its commitment to training by sponsoring selected employees in university undergraduate and graduate leadership programs. In December 2000, three members successfully attained undergraduate degrees in the Leadership Development Program co-sponsored by Simon Fraser University and the Justice Institute of B.C. Four additional members are currently enrolled in this program. Two members, including this researcher are students of Royal Roads University completing graduate degrees in Leadership and Training. In August 2001, Royal Roads University and the Justice Institute of B.C. are partnering to launch a Master's Program in Justice and Public Safety Leadership. Employees of the NWPS are expected to express an interest in this program as well. Given the relative size of the organization and the costs associated to these programs, the NWPS has placed considerable value in leadership training and clearly recognizes the long-term benefits to the organization. If a holistic commitment to learning and leadership is to continue, the NWPS must sustain this dedication to comprehensive programs and continue its evolution as illustrated in the leadership process model.

Limitations

Implicit in any recommendations for improvement is consideration to affected persons and established protocols. The aforementioned suggestions are no different. In order to implement successful change or innovation, organizational communication and consultation is critical. The Executive Management Team, New Westminster Police Board, New Westminster Police Officer's Association, and representatives from Human Resources Development/Training in particular, are key players towards implementation of these recommendations. In regards to the multi-source feedback instrument, consideration must also be given to the associated costs of implementation and management of the program. With respect to the recommended training in performance management, this is essentially a staff development initiative requiring attention from the Training Section and senior management.

Justifiably, most attention will be directed to the continued sponsorship of employees in university level leadership programs. As a start, to address issues such as equitable candidate selection and program costs, the NWPS established a Leadership Development Program Advisory Committee in the fall of 2000. This group reviews candidate applications and considers them in relation to years of service, rank, likelihood of successful completion, and organizational compatibility. These limitations are reasonable given the scope and expense of these programs, but as discussed in Recommendation Four, they must not restrain the organization in its pursuits for learning and leadership excellence.

Future Research

This research inquiry has identified leadership competencies of importance to employees of the NWPS and has suggested the organization is healthy in leadership culture.

Recommendations for future research and improvements specific to the NWPS are discussed in the previous section, Organizational Implementation.

As suggested in the Conclusions and Discussions section in Chapter Four, two skill ratings in particular warrant further inquiry. The skills, “plans and implements community-based initiatives,” and “influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices,” were rated second and third least important respectively. Given the considerable investment the NWPS has made in such initiatives and the desirable reputation it has earned in each, this revelation is somewhat incongruent. Informally, it has been suggested to the researcher that these scores may not necessarily be reflective of displeasure or unimportance to these skills. That in fact, it may be attributable to overexposure of these initiatives in recent past or perhaps even a simple matter of terminology in the questionnaire. Regardless of interpretation, the ratings must not be disregarded. An important opportunity for further inquiry has been presented.

This research has contributed to a growing list of studies in police leadership. More specifically, it has focused on competencies in leadership, an area commanding considerable attention, yet rife with disagreement and uncertainty. By examining other recent research, in particular the CPC Leadership Model which received extensive input from police personnel

across Canada, this inquiry followed a deliberate methodology with multiple source contributions. This resulted in an agency-specific inventory of leadership skills but one that clearly has transferable qualities. The validation of this inventory underscores and justifies methodological breadth. Other police agencies are presented with an assessment tool for consideration if similar leadership inquiries are desired. Perhaps more importantly, an expansive inventory of skills and the process for crafting an agency-specific instrument are available towards this objective. If the intent of research is to springboard past and current knowledge in a spirit of inquiry to advance the understanding of an area of study, it is felt this systematically descriptive project has made a valid contribution.

CHAPTER SIX

Lessons Learned

Research Project Lessons Learned

This research project was very well received and supported within the NWPS. This contributed to a relatively unhindered process from questionnaire design to completion. However, a few concerns deserving attention did emerge as the inquiry progressed.

As the Leadership Team convened for their first session as a focus group, this researcher was concerned with the depth of their task. As discussed, they were presented with a very comprehensive list of leadership competencies compiled from three independent studies by the Canadian Police College, the San Diego Police Department, and the Vancouver Police Department. In fact, simply preparing this list for presentation was onerous, but it was felt that including an unedited inventory of skills from these studies would provide group members an expansive leadership skills pool and contribute to methodological integrity.

While the focus group was encouraged to take the time they needed, it was unknown whether they would be as committed to the assignment as the researcher had hoped. In fact, the focus group demonstrated a better than expected commitment by holding two full working sessions and an additional abbreviated workshop to finalize their identified list of skills. This was followed by a meeting with the researcher to preview a draft questionnaire. Having the NWPS Leadership Team available to serve as a focus group was fortuitous as they provided the requisite balance of vested interest and objectivity contributing to research integrity.

The NWPS employs approximately 150 staff, civilian and sworn. The limited size of this study group also created some concern, in that a significant questionnaire return rate was

desired to ensure meaningful results. The questionnaires were distributed by the Leadership Team and supervisors providing opportunities to answer questions from the participants. The survey realized a return rate of 62%, achieving a “good” rating from a methodological standpoint according to Maxfield and Babbie (1998). Notably, this return rate compares very favourably to similar studies in leadership (Anderson and Plecas, 1999, 2000).

With the survey completed, the researcher assumed participants would be interested in the results sooner rather than after thesis submission many months later. As such, a survey results report was completed and distributed throughout the organization in January 2001. The report incorporated much of what is found in Chapter Four, Research Study Results.

Program Lessons Learned

This inquiry has presented an extraordinary learning opportunity for the researcher. While there has been considerable personal growth from this study of leadership, there is also considerable fulfilment in the knowledge that the results will contribute to the continuing professional development of the NWPS. In addition, much discussion has been generated within and outside of the organization in leadership development. The researcher has received numerous inquiries from other agencies and interested parties regarding the methodology and scope of this inquiry.

MALT Competencies

Conducting a research inquiry of this magnitude exposes the researcher to a myriad of competency challenges and opportunities for personal development. One should expect to continue this quest for growth even upon completion of program requirements. While competency “mastery” may arguably be a matter of definition, this candidate believes the pre-selected mandatory and elected major project competencies have been achieved as per the following:

MALT Major Project Competencies

| Competency | Demonstrated by: |
|--|--|
| <p>Mandatory:</p> <p>1c – provide leadership</p> <ul style="list-style-type: none"> ▪ employ different leadership styles and display associated behaviours which are appropriate to the situation in a variety of contexts ▪ exhibit leadership through commitment to project completion | <ul style="list-style-type: none"> ▪ adjusted leadership styles to deal with diverse groups (participants, focus group, executives, Police Board, externals, etc.) throughout project ▪ project administered, managed, and completed while executive officer of NWPS; one of two members earning M.A. providing leadership example to others |

- demonstrate personal commitment to learning and coaching of others

2b – apply systems thinking to the solution of leadership and learning problems

- identifying and articulating various system archetypes as revealed in research inquiry
- demonstrating resource management in new role within organization
- verbal and written reports provided to project supervisor and NWPS Management Team regarding problem solving during inquiry execution

5a – identify, locate and evaluate research findings

- access research in the fields of leadership, systems, organizations, and learning

- remained committed and focused to project completion; guided others in the administration of project and provided coaching to interested subjects and aspiring candidates for continued education

- applicable works to inquiry focus were found and referenced throughout thesis

- resource management integral responsibility as Manager, Patrol Division; largest resource pool in NWPS

- verbal and written updates provided to sponsor and supervisor throughout project; survey results report completed and distributed to all employees in January 2001, in advance of thesis completion

- relevant research cited particularly in areas of applicability to research inquiry (leadership, competencies, police leadership)

- critically evaluate the credibility of that research for its applicability in the resolution of leadership problems using ethical standards
- complete literature review in respective domains
- demonstrate appropriate selection and application of research methodologies

5b – use research methods to solve problems

- plan research and evaluation activities
- demonstrate a spirit of inquiry and reflection in preparation for the design and conduct of research and evaluation activities

- research was evaluated as it applied to focus of inquiry; methodologies were presented with discussion pertaining to validity, integrity, and ethical considerations
- comprehensive literature review conducted in areas of applicability to research inquiry
- defensible rationale provided for selection of methodologies and research instruments; use of focus group for survey design; exemplary questionnaire preparation and production; appropriate statistical software to record and format data into comprehensive, meaningful tables

- extensive planning and utilization of focus group for input to maximize representation and subsequent evaluation of results
- spirit of inquiry maintained throughout and discussed in final report; reflections and references to similar inquiries to support and build on previous research

- develop sound strategies for the collection, analysis, and interpretation of research data/information
- demonstrate an understanding of the limitations of the strategies developed

7b – communicate with others through writing

- complete protocol requirements for ethical review, sponsorship, learning agreement and other related documents
- complete consent forms, covering letters and other documents related to research
- ensure communication to all employees at all levels regarding significance and implications of research inquiry (e.g. newsletter)
- complete and submit drafts and final copies of project proposal and thesis

- viable questionnaire constructed and distributed through sound process enabling the collection and analysis of data for meaningful interpretation towards implementation in organization
- rationale and discussion of selected strategies provided for understanding of strengths and weaknesses
- ethical review documents and letter of agreement completed at second residency; major project proposal completed to meet and surpass course standards
- focus group consent waiver forms, survey covering letter, copyright letters and obligations completed and appropriately catalogued according to timelines
- extensive ongoing communication to all employees through e-mail, verbal briefings, internal newsletter, and survey results report prior to thesis completion
- drafts and final copies of proposal and thesis submitted according to course timelines

Elected:**1b – demonstrate leadership characteristics**

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ demonstrate the personal qualities of leadership | <ul style="list-style-type: none"> ▪ exemplified leadership in project completion and meeting all requirements in the process |
| <ul style="list-style-type: none"> ▪ lead or meaningfully participate in the creation of a shared vision in a group setting | <ul style="list-style-type: none"> ▪ assumed an integral role in the establishment of Leadership Team and the strategic plan which ensued; provided stewardship towards the creation of a Mission, Vision, and Principles for organization and will guide implementation of thesis recommendations |
| <ul style="list-style-type: none"> ▪ communicate and adhere to that shared vision | <ul style="list-style-type: none"> ▪ have maintained commitment to the shared vision of the NWPS and provided consultation to numerous external groups with similar interests |
| <ul style="list-style-type: none"> ▪ contribute to a positive group ethos | <ul style="list-style-type: none"> ▪ contributing Executive member in Management Team; to Division and NWPS as a whole; extensive involvement in Service activities throughout research project |
| <ul style="list-style-type: none"> ▪ value, promote, and celebrate diversity | <ul style="list-style-type: none"> ▪ research inquiry involved all employees, civilian and sworn; inspired leadership dialogue within organization at all levels and positions |

3a – manage people within organizations

- personnel management challenges in new role
- resource management an integral component as Manager of Patrol Division; consideration to transfers, re-assignments, and postings in the interests of maintaining vitality and morale
- guide managers and other employees through research inquiry in positive environment
- all employees, including members of Executive, were updated throughout inquiry as it unfolded; remained accessible for inquiries and completed internal report
- coach police board members to an understanding of organizational values and priorities
- presentation on research inquiry given to Board in September, 2000; given copies of internal report in January, 2001; year end initiatives report from Patrol Division submitted in February, 2001; forecast report provide in March, 2001

3d – evaluate and plan one's own role and future within an organization

- assess current and future role in terms of the conditions which prevail, and the opportunities and limitations these conditions represent
- responsible to role as Executive in NWPS and the requisite expectations, including serving as change agent for implementation of research inquiry recommendations

- evaluate and identify potential roles in the context of possible and likely future developments
- identify alternative courses of action to prepare for possible future roles
- use self-knowledge to enhance personal agency for positive change

4c – create learning opportunities in the work place

- enable others to act on available opportunity and provide guidance to those seeking same
- mentor employees in educational pursuits

- future role will involve other Divisions; increased responsibilities in agency and inter-agency committees/working groups; to lead change in performance management and promotional process as per thesis recommendations
- continued pursuit of educational opportunities as student/instructor to enhance skill levels required of diverse roles
- serve as catalyst for introduction of innovative change and growth of staff development initiatives applying transformational leadership perspectives

- continue rotational assignment opportunities in the interests of professional development; continue personal forecasting sessions with employees to assess performances and compatibility to future positions
- have provided positive example with Masters completion; consults to numerous employees seeking direction to furthering education

- provide unbiased, impartial career opportunities to all employees

- successfully complete research inquiry process and publish results

7d – contribute to team success

- make significant contributions to direction of Management Team

- maintain liaison and partnership with Leadership Team

- guide employees through research inquiry to ensure a meaningful and purposeful process

- vacancies published in the spirit of equitability /development of employees; forthright feedback to assess demonstrated performance and future aspirations

- research inquiry completed; internal results report distributed in January, 2001; thesis completed according to RRU timelines

- integral member of lean Management Team, responsible for largest Division and supervision of Emergency Response Team; through contribution and collaboration with team, determine directional focus of organization

- continue to liaise with members of Leadership Team; involved in addressing issues requiring attention; have provided ongoing updates and consults throughout research inquiry

- all employees provided with updates and accessibility to internal results report as well as completed thesis to reveal the meaningfulness of the inquiry and subsequent recommendations for innovation and development

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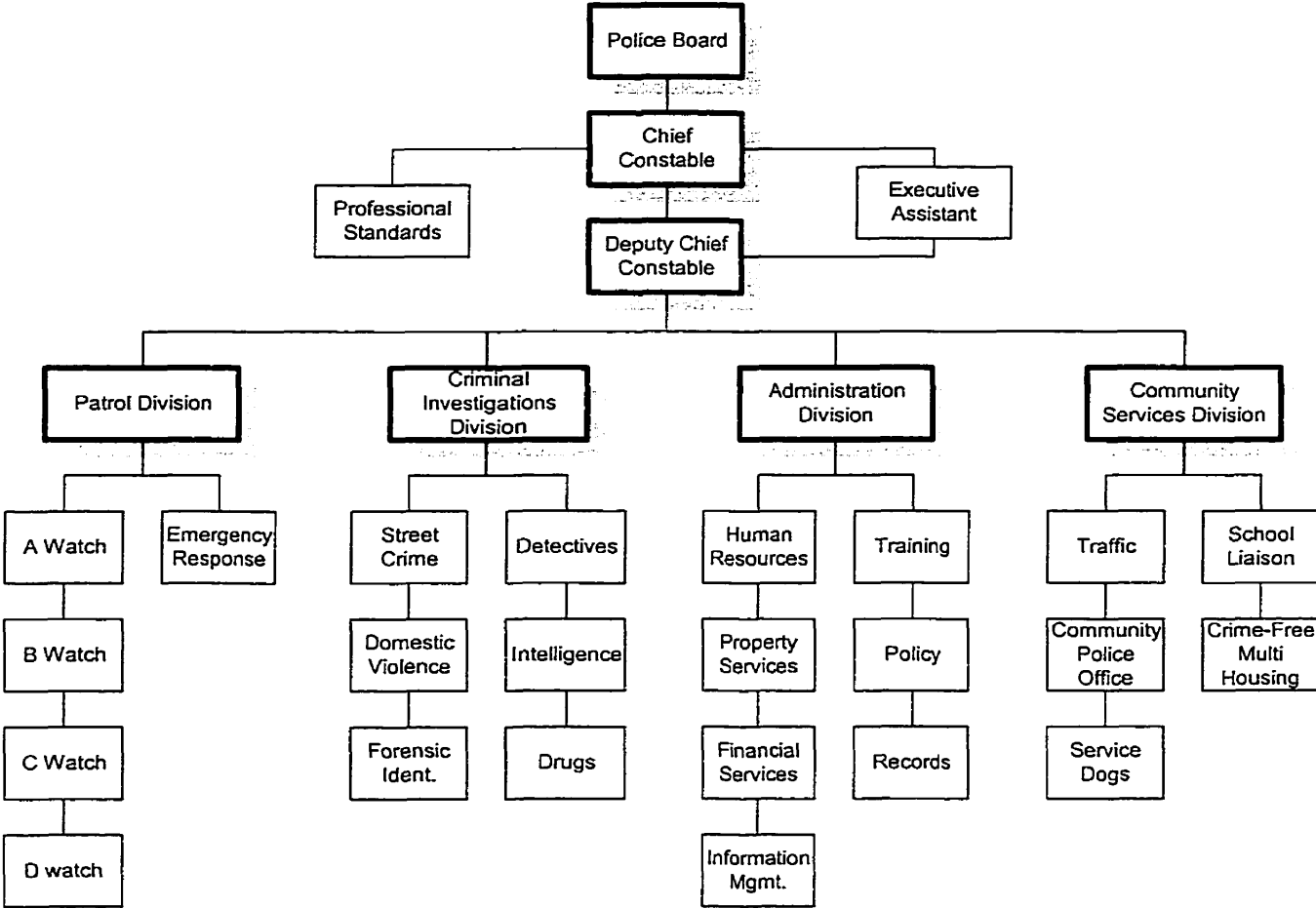
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APPENDICES

New Westminster Police Service Organizational Chart





Employees of the New Westminster Police Service,

As you may be aware, I am currently enrolled at Royal Roads University pursuing a Masters Degree in "Leadership and Training". In partial fulfillment for the requirements of this degree, I have chosen to administer a thesis project within our organization. In keeping with the Service's direction in recent years, this project's focus is in leadership development and will utilize a survey questionnaire as a research instrument.

Our Leadership Team recently held two focus group sessions and designed the attached questionnaire. In doing so, consideration was given to over three hundred leadership skills identified in other police leadership models. This NWPS survey includes sixty competencies placed into five categories. You are asked to evaluate this list of leadership skills and to provide an honest account of your own leadership competencies along with those of your immediate supervisor.

*Completion of the survey is voluntary and serves as informed consent to your understanding, participation, and subsequent use of the results. **Your submissions will remain anonymous and confidentiality is assured.** Collectively, these results will reveal a leadership culture and potential within our Service. An essential step towards establishing criteria for a Leadership Development Program.*

Results of this questionnaire will be shared with all employees. Thank you in advance for taking 20 minutes of your time to participate. Should you have any questions regarding this inquiry, please consult any member of the NWPS Leadership Team.

Please seal your completed survey in the attached envelope and forward it to Sergeant Ivan Chu's mail docket by November 17, 2000. You are welcome to photocopy your completed survey for future reference.

Thank you.

*Frank Ciaccia
Project Researcher*



BUILDING A LEARNING AND LEADERSHIP ORGANIZATION AT THE NEW WESTMINSTER POLICE SERVICE

An Employee Survey of Leadership Skills and Competencies

New Westminster Police Service Leadership Team

Burmachuk, Tina, *Constable, Patrol Division*
Cara, Jo-Anne, *Detective Constable, Criminal Investigations Division*
Chu, Ivan, *Sergeant, Public Information Officer*
Fern, Lori, *Supervisor, Administrative Records Section*
Jackson, Lori, *Constable, Patrol Division*
Jansen, Dave, *Detective Constable, Criminal Investigations Division*
Lancaster, Tim, *Sergeant, Patrol Division*
Locke, Dave, *Sergeant, Community Services Division*
Raitt, George, *Communications Dispatcher*
Ranquist, Gwen, *Constable, Patrol Division*
Richmond, Glen, *Constable, Crime Free Multi-Housing Coordinator*
Robson, Frank, *Staff Sergeant, Administration Division*
Stenerson, Laurin, *Staff Sergeant, Criminal Investigations Division*
Stewart, Terry, *Crime Analyst*
Williams, Ken, *New Westminster Police Board*

Project Researcher

Ciaccia, Frank, *Inspector, Patrol Division*

Project Sponsor

Lorne Zapotichny, *Chief Constable*

Project Advisor

Darryl Plecas, *Ed.D.*

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IMPORTANCE / VALUE OF LEADERSHIP SKILLS

PART ONE: This section asks you to place a value on the following leadership competencies. In other words, how important is each of these skills to you? Please use a checkmark [✓] to make your selections.

| | Not Important At All | Slightly Important | Important | Very Important | Extremely Important |
|---|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>I. COMMUNICATION</u> | | | | | |
| 1. Understands the basic behavioural skills of effective interpersonal communications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Listens actively and sincerely when being questioned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Communicates so others understand and feel understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Engages in effective two-way communication. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Provides instructions and directions when giving assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Chooses appropriate medium and time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Uses appropriate wording when speaking and communicates effectively in writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Conveys the organization's messages, information, and expectations accurately and appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Pays attention to non-verbal cues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Asks appropriate questions(i.e. employs the 5W's and H) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>II. RELATIONSHIP BUILDING</u> | | | | | |
| 11. Consistently delivers what has been promised. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Answers questions honestly, maintains credibility even if it is awkward to do so. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Treats people fairly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Encourages and maintains a positive work environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Understands and respects the values and beliefs of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Gives team members feedback about their performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Actively expresses care and concern about the welfare of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Is respectful to those not present. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Establishes trusting relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Is objective (3 rd party neutral) when mediating conflicting positions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Not Important At All | Slightly Important | Important | Very Important | Extremely Important |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. Interacts sensitively and respectfully with diverse individuals and groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Creates and ensures an environment that is free of discrimination and harassment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>III. PLANNING AND ORGANIZATIONAL DEVELOPMENT</u> | | | | | |
| 23. Supports organizational change. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Identifies and prepares to meet future challenges. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Understands and applies agreed upon ethical standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Plans and implements community based initiatives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Sets goals and action plans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Conducts, implements, and evaluates strategic planning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Responds to change in a planned and deliberate way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Works in a way that respects and considers political realities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Organizes time and tasks efficiently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Understands, encourages and uses technology effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Handles current resources effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Considers the impact of technology on the future of policing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>IV. HUMAN RESOURCE DEVELOPMENT</u> | | | | | |
| 36. Enhances team morale and motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Identifies personal values and aligns them in his /her personal and professional life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Builds self confidence by presenting a confident, positive attitude. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Takes ownership of mistakes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Demonstrates flexibility by adjusting readily to change in the work environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Not Important At All | Slightly Important | Important | Very Important | Extremely Important |
|--|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Controls own feelings and behaviour in stressful situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Learns continuously by seeking knowledge, skills and experience for developmental reasons such as future goals and career aspirations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Encourages mentoring opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Identifies employee training needs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Develops a team and maximizes its performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Recognizes and rewards positive performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Ensures a meaningful performance evaluation process takes place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Addresses below standard performance so that improvement occurs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. Approaches mistakes as learning opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. Coaches, guides and offers advice without assuming control. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Counsels, mentors or coaches others towards performance improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Stimulates and supports creativity and innovations in others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Encourages contribution and participation by all members of the team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>V. PROBLEM SOLVING AND CONFLICT RESOLUTION</u> | | | | | |
| 55. Makes difficult decisions in a timely manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Encourages a willingness to work on difficult problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Addresses the source, not just the symptom, of problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Resolves problems using consultation and consensus, when appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Addresses and prevents workplace conflicts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Anticipates and manages problems effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ASSESSING LEADERSHIP SKILLS

PART TWO: This section offers you an opportunity to assess your own leadership competencies and those of your immediate supervisor. Please use the 5 point rating scale shown below. An "X" may be used to indicate inability to assess the skill.

1 = Not Competent – is unable to perform the skill.

2 = Slightly Competent – is able to perform the skill but not consistently.

3 = Competent – is able to perform the skill consistently.

4 = Very Competent – is able to consistently perform the skill at a superior level.

5 = Extremely Competent – is able to perform the skill exceptionally well, and teach others.

X = Unable to Assess / Don't Know

| I. COMMUNICATION | My Skill Level | My Supervisor's Skill Level |
|---|-----------------------|------------------------------------|
| 1. Understands the basic behavioural skills of effective interpersonal communications. | | |
| 2. Listens actively and sincerely when being questioned. | | |
| 3. Communicates so others understand and feel understood. | | |
| 4. Engages in effective two-way communication. | | |
| 5. Provides instructions and directions when giving assignments. | | |
| 6. Chooses appropriate medium and time. | | |
| 7. Uses appropriate wording when speaking and communicates effectively in writing. | | |
| 8. Conveys the organization's messages, information, and expectations accurately and appropriately. | | |
| 9. Pays attention to non-verbal cues. | | |
| 10. Asks appropriate questions (i.e. employs the 5W's and H). | | |
| II. RELATIONSHIP BUILDING | | |
| 11. Consistently delivers what has been promised. | | |
| 12. Answers questions honestly, maintains credibility even if it is awkward to do so. | | |
| 13. Treats people fairly. | | |
| 14. Encourages and maintains a positive work environment. | | |
| 15. Understands and respects the values and beliefs of others. | | |

| | <i>My Skill Level</i> | <i>My Supervisor's Skill Level</i> |
|--|-----------------------|------------------------------------|
| 16. Gives team members feedback about their performance. | | |
| 17. Actively expresses care and concern about the welfare of others. | | |
| 18. Is respectful to those not present. | | |
| 19. Establishes trusting relationships. | | |
| 20. Is objective (3 rd party neutral) when mediating conflicting positions. | | |
| 21. Interacts sensitively and respectfully with diverse individuals and groups. | | |
| 22. Creates and ensures an environment that is free of discrimination and harassment. | | |
| III. PLANNING AND ORGANIZATIONAL DEVELOPMENT | | |
| 23. Supports organizational change. | | |
| 24. Identifies and prepares to meet future challenges. | | |
| 25. Understands and applies agreed upon ethical standards. | | |
| 26. Plans and implements community based initiatives. | | |
| 27. Sets goals and action plans. | | |
| 28. Conducts, implements, and evaluates strategic planning. | | |
| 29. Responds to change in a planned and deliberate way. | | |
| 30. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices. | | |
| 31. Works in a way that respects and considers political realities. | | |
| 32. Organizes time and tasks efficiently. | | |
| 33. Understands, encourages and uses technology effectively. | | |
| 34. Handles current resources effectively. | | |
| 35. Considers the impact of technology on the future of policing. | | |
| IV. HUMAN RESOURCE DEVELOPMENT | | |
| 36. Enhances team morale and motivation. | | |
| 37. Identifies personal values and aligns them in his /her personal and professional life. | | |
| 38. Builds self confidence by presenting a confident, positive attitude. | | |
| 39. Takes ownership of mistakes. | | |
| 40. Demonstrates flexibility by adjusting readily to change in the work environment. | | |

| | <i>My Skill Level</i> | <i>My Supervisor's Skill Level</i> |
|--|-----------------------|------------------------------------|
| 41. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands. | | |
| 42. Controls own feelings and behaviour in stressful situations. | | |
| 43. Learns continuously by seeking knowledge, skills and experience for developmental reasons such as future goals and career aspirations. | | |
| 44. Encourages mentoring opportunities. | | |
| 45. Identifies employee training needs. | | |
| 46. Develops a team and maximizes its performance. | | |
| 47. Recognizes and rewards positive performance. | | |
| 48. Ensures a meaningful performance evaluation process takes place. | | |
| 49. Addresses below standard performance so that improvement occurs. | | |
| 50. Approaches mistakes as learning opportunities. | | |
| 51. Coaches, guides and offers advice without assuming control. | | |
| 52. Counsels, mentors or coaches others towards performance improvement. | | |
| 53. Stimulates and supports creativity and innovations in others. | | |
| 54. Encourages contribution and participation by all members of the team. | | |
| V. PROBLEM SOLVING AND CONFLICT RESOLUTION | | |
| 55. Makes difficult decisions in a timely manner. | | |
| 56. Encourages a willingness to work on difficult problems. | | |
| 57. Addresses the source, not just the symptom, of problems. | | |
| 58. Resolves problems using consultation and consensus, when appropriate. | | |
| 59. Addresses and prevents workplace conflicts. | | |
| 60. Anticipates and manages problems effectively. | | |

Below, please list and rate any other leadership skills you think should be considered:

| SKILL CONSIDERED | <i>My Skill Level</i> | <i>My Supervisor's Skill Level</i> |
|-------------------------|-----------------------|------------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

PART THREE: This section asks you to provide some general information about yourself and your education.

1. MALE FEMALE

2. CIVILIAN EMPLOYEE SWORN MEMBER

3. ARE YOU A SUPERVISOR? YES NO

4. WHAT LEVEL OF EDUCATION HAVE YOU COMPLETED?

- High School Diploma
- Some Post-Secondary
- Certificate
- 2 Year Diploma
- Undergraduate Degree
- Graduate Degree

5. ARE YOU CURRENTLY ENROLLED IN AN EDUCATION PROGRAM?

- No
- Yes, College Certificate
- Yes, 2 Year Diploma
- Yes, Undergraduate Degree
- Yes, Graduate Degree
- Other (specify) _____

Please use the space below for any additional comments:

THANK YOU

Royal Roads University / New Westminster Police Service

Focus Group Consent Waiver

I understand the purpose and objectives of this focus group as it has been explained by the researcher, Frank Ciaccia.

I have been given an explanation of the direction of this research inquiry and understand the significance of my participation in the focus group. The input and data resulting from our session(s) is to be used exclusively for the creation of a leadership competencies questionnaire to be administered within the New Westminster Police Service.

My participation in this group is voluntary and without prejudice.

Participant

Researcher

Date

Date

Skills Ratings by Domain

Communication

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|---|---|-----------------------------|
| Engages in effective two-way communication. (#4) | 90 | 4.3 |
| Listens actively and sincerely when being questioned. (#2) | 87 | 4.3 |
| Communicates so others understand and feel understood. (#3) | 86 | 4.2 |
| Understands the basic behavioural skills of effective interpersonal communications. (#1) | 75 | 4.1 |
| Provides instructions and directions when giving assignments. (#5) | 70 | 4.0 |
| Conveys the organization’s messages, information, and expectations accurately and appropriately. (#8) | 69 | 3.9 |
| Uses appropriate wording when speaking and communicates effectively in writing. (#7) | 65 | 3.9 |
| Asks appropriate questions (i.e. employs the 5W’s and H). (#10) | 60 | 3.7 |
| Chooses appropriate medium and time. (#6) | 54 | 3.7 |
| Pays attention to non-verbal cues. (#9) | 48 | 3.5 |

Skills Ratings by Domain

Relationship Building

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|--|--|------------------------------------|
| Treats people fairly. (#13) | 99 | 4.7 |
| Answers questions honestly, maintains credibility even if it is awkward to do so. (#12) | 94 | 4.5 |
| Consistently delivers what has been promised. (#11) | 94 | 4.4 |
| Encourages and maintains a positive work environment. (#14) | 85 | 4.3 |
| Gives team members feedback about their performance. (#16) | 85 | 4.2 |
| Is objective (3 rd party neutral) when mediating conflicting positions. (#20) | 82 | 4.2 |
| Establishes trusting relationships. (#19) | 79 | 4.1 |
| Understands and respects the values and beliefs of others. (#15) | 77 | 4.1 |
| Creates and ensures an environment that is free of discrimination and harassment. (#22) | 72 | 4.0 |
| Is respectful to those not present. (#18) | 70 | 3.9 |
| Interacts sensitively and respectfully with diverse individuals and groups. (#21) | 65 | 3.8 |
| Actively expresses care and concern about the welfare of others. (#17) | 58 | 3.7 |

Skills ratings by Domain

Planning and Organizational Development

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|--|--|------------------------------------|
| Understands and applies agreed upon ethical standards. (#25) | 80 | 4.0 |
| Organizes time and tasks efficiently. (#32) | 73 | 3.9 |
| Handles current resources effectively. (#34) | 68 | 3.8 |
| Identifies and prepares to meet future challenges. (#24) | 67 | 3.7 |
| Understands, encourages and uses technology effectively. (#33) | 65 | 3.7 |
| Considers the impact of technology on the future of policing. (#35) | 65 | 3.8 |
| Sets goals and action plans. (#27) | 50 | 3.5 |
| Supports organizational change. (#23) | 49 | 3.5 |
| Conducts, implements, and evaluates strategic planning. (#28) | 44 | 3.4 |
| Responds to change in a planned and deliberate way. (#29) | 42 | 3.5 |
| Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices. (#30) | 37 | 3.1 |
| Plans and implements community based initiatives. (#26) | 30 | 3.2 |
| Works in a way that respects and considers political realities. (#31) | 29 | 3.0 |

Skills Ratings by Domain

Human Resource Development

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|--|---|-----------------------------|
| Takes ownership of mistakes. (#39) | 89 | 4.5 |
| Enhances team morale and motivation. (#36) | 86 | 4.3 |
| Recognizes and rewards positive performance. (#47) | 86 | 4.3 |
| Addresses below standard performance so that improvement occurs. (#49) | 82 | 4.2 |
| Controls own feelings and behaviour in stressful situations. (#42) | 81 | 4.1 |
| Encourages contribution and participation by all members of the team. (#54) | 77 | 4.0 |
| Identifies employee training needs. (#45) | 76 | 4.0 |
| Develops a team and maximizes its performance. (#46) | 76 | 4.0 |
| Ensures a meaningful performance evaluation process takes place. (#48) | 75 | 4.0 |
| Coaches, guides and offers advice without assuming control. (#51) | 75 | 4.0 |
| Builds self confidence by presenting a confident, positive attitude. (#38) | 72 | 3.9 |
| Demonstrates flexibility by adjusting readily to change in the work environment. (#40) | 72 | 3.9 |
| Approaches mistakes as learning opportunities. (#50) | 71 | 3.9 |
| Stimulates and supports creativity and innovations in others. (#53) | 70 | 3.9 |
| Counsels, mentors or coaches others towards performance improvement. (#52) | 68 | 3.9 |
| Learns continuously by seeking knowledge, skills and experience for developmental reasons such as future goals and career aspirations. (#43) | 66 | 3.8 |
| Identifies personal values and aligns them in his /her personal and professional life. (#37) | 63 | 3.8 |
| Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands. (#41) | 58 | 3.8 |
| Encourages mentoring opportunities. (#44) | 56 | 3.7 |

Skills Ratings by Domain

Problem Solving and Conflict Resolution

| <i>Skill Considered</i> | <i>% of respondents selecting “very” or “extremely” important</i> | <i>average response</i> |
|---|---|-----------------------------|
| Makes difficult decisions in a timely manner. (#55) | 91 | 4.3 |
| Addresses the source, not just the symptom, of problems. (#57) | 91 | 4.3 |
| Anticipates and manages problems effectively. (#60) | 80 | 4.1 |
| Resolves problems using consultation and consensus, when appropriate. (#58) | 78 | 4.0 |
| Encourages a willingness to work on difficult problems. (#56) | 77 | 4.0 |
| Addresses and prevents workplace conflicts. (#59) | 76 | 4.0 |

Canadian Police College Leadership Competencies (1998)

1. Continuous Personal Growth

Continuous Personal Growth is an ongoing process of knowing who you are, knowing what you want, knowing how to get there, and focussing one's efforts to achieve his/her goals. Continuous Personal Growth is achieved within the context of balancing personal and professional interests. Continuous Personal Growth includes the sub-competencies Develops Self-Awareness/Self-Discipline, Projects Self Confidence, Demonstrates Flexibility, Establishes the Right Balance, Practices Stress Management, and Learns Continuously.

Develops Self-Awareness/Self-Discipline

Description: The leader has insight to his or her own strengths and weaknesses, recognizes deficiencies, and understands his or her commitment. He/she monitors the results of his or her actions and modifies them in order to achieve the desired results.

Behavioural Characteristics:

- takes control of one's personal life and what they want to learn
- recognizes one's personal belief system (i.e. rational / irrational thinking and / or behaviour)
- recognizes ones' preferred style of interacting
- engages in self-assessment / reflection
- seeks and accepts feedback openly
- discards ineffective and inappropriate behaviours and replaces them with new / more effective behaviours
- handles failure / criticism in a constructive manner
- conducts a variety of assessments and exercises to identify strengths and areas for improvement
- identifies personal values and aligns them in his/her personal and professional lives
- is self-directed and self-motivated

Projects Self Confidence

Description: The leader has identified areas of personal excellence. He draws upon them to motivate and direct his or her personal behaviour. He/she is able to state and defend his or her ideas and convictions. The leader listens to what others say and is willing to change his or her views, ideas or convictions when required. He or she will stand alone when convinced of the rightness of his or her decision. He or she trusts his or her own talents.

Behavioural Characteristics:

- presents a confident, positive attitude
- takes a firm stand in the face of opposition, yet willing to listen to other points of view
- confronts problems quickly and directly
- admits to / takes ownership of mistakes

Demonstrates Flexibility

Description: The leader seeks to increase and improve the number and types of responses/options that are available.

Behavioural Characteristics:

- adjusts readily to changes in the work environment
- adjusts own managerial style, depending on the people and situation
- delegates tasks and activities to others
- uses or shares resources to best accomplish organizational goals
- is flexible and willing to accept change (promotions and transfers)
- through personal initiative and flexibility, provides positive incentives to the inevitability of change
- capable of changing, in order to respond to challenges with a high level of tenacity and sense of humour

Establishes the Right Balance

Description: The leader acknowledges that his or her personal and professional lives and relationships are important and essential to their well being. He or she has learnt to balance these competing demands.

Behavioural Characteristics:

- understands the concept of generations (Covey & MacKenzie) of time management
- maintains a well-rounded perspective on competing interests of self, family, social and professional demands
- establishes a course of action including mission and personal goals
- does first things first
- identifies his or her personal time wasters
- lists solutions to his or her time management problems
- conducts self-audit

- applies a framework to identify areas of change [i.e. four levels – personal (trustworthiness); interpersonal (trust); managerial (empowerment); organizational (alignment)]
- clarifies the objectives in his or her professional and personal lives
- identifies his/her strengths and areas of improvement and will optimize his or her resources to increase his or her personal effectiveness
- selects / chooses actions that are in line with his or her objectives (congruence)
- does right things in the right way at the right time for the right reasons
- bases decisions on whether they are moral, ethical, efficient, effective, affordable and legal (MEEEEAL)

Practices Stress Management

Description: The leader recognizes and manages the stressors in his or her environment.

Behavioural Characteristics:

- maintains personal energy through attention to physical and emotional health requirements
- manages demands on time ; does first things first
- recognizes the impact of stress on others
- tolerates ambiguity
- recognizes stressors and warning signs
- seeks assistance from appropriate sources at appropriate time
- controls own feelings and behaviour in stressful situations
- works effectively under pressure
- filters and manages information to avoid overload

Learns Continuously

Description: The leader continuously participates in learning events. He/she actively pursues new knowledge and/or abilities and applies what has been learnt personally and professionally.

Behavioural Characteristics:

- improves self and engages in ongoing development for self and environment by:
 - continuously seeking new ideas and concepts and keeping abreast of research by reading
 - using multi-media
 - seeking appropriate experiences
 - communicating with peers, supervisors, etc.
 - training; community involvement; and / or

- any other formal or informal means
- seeks knowledge, skills, and experience for developmental reasons (i.e. future goals and career aspirations)
- volunteers to attend learning events
- reads relevant books and professional magazines
- talks with lots of people about what they are doing and how they are learning
- watches for and anticipates trends
- experiments with new ideas
- follows up on his or her mistakes

2. Communication

The leader has the ability to interact with others in order to: promote and foster understanding; affect behaviours; and, achieve desired results. Communication includes the sub-competencies of Listens in Order to Understand, and Communicates to be Understood.

Listens in Order to Understand

Definition: The leader listens to others to determine how they say what they have said, as well as what they are saying. He/she seeks to understand before being understood.

Behavioural Characteristics:

- understands the basic behavioural skills of effective interpersonal communications
- recognizes the difference between factual and emotional communications and reacts accordingly
- can paraphrase what the speaker says
- checks his or her perception of what is being said (emotional content) with the speaker
- uses "I" statements
- uses behaviour descriptions
- demonstrates assertive communication skills in his/her voice, body language and words
- uses the basics of effective listening skills
- understands the impact of good listening skills on productivity
- recognizes good listening behaviours and incorporates them into daily activities
- gives feedback and requests feedback to ensure communications are understood the way they were intended
- corrects problems caused by poor listening habits and systematically changes them into permanent good habits
- understands linguistics (generalizations, deletions, distortions and omissions, etc)
- identify when they are congruent / incongruent
- asks appropriate questions (5-W's and H)
- describes the basic components of the communication process
- outlines the barriers that can cause breakdowns in communication

Communicates to be Understood

Description: The leader determines the communication's objective prior to the exchange and has planned for the impact the statements will have on the audience. The leader is assertive and concise and is understood by his or her audience.

Behavioural Characteristics:

- chooses appropriate medium and time (i.e. timing)
- uses appropriate non-verbal communication
- selects words carefully
- aligns the format, vocabulary and official language to the audience
- captures interest and gains support
- conveys the organization's messages and information accurately and appropriately
- determines what communication style and what needs to be communicated to meet his or her objectives
- plans ahead for meetings (i.e. prepares an agenda)
- organizes and meets regularly with a management team composed of representatives from all areas affected by ongoing work assignments / project / community intervention
- holds regular, frequent meetings with others to discuss status, resolve issues, and share information
- adapts style or approach to achieve a particular impact (i.e. use of media, adaptation of presentation style to the audience, selection of a meeting site to make management's commitment visible to the team)
- ensures that presentations are well organized
- listens actively and empathetically when being questioned
- demonstrates an active communication process
- pays attention to non-verbal clues
- identifies and uses effective methods for dealing with feelings in active communication

3. Relationship Building

Through trust, honesty, integrity, the leader gains the respect of others, fosters mutual understanding, and creates productive relationships. By acknowledging the contribution of others and building on their diversity, the leader advances the work of the organization and enhances quality service delivery. Relationship Building includes the sub-competencies of Demonstrates Integrity, Develops Credibility, Develops Interpersonal Awareness, and Builds on Diversity.

Demonstrates Integrity

Description: The leader takes actions that are congruent with what he/she says. The leader can be relied on to deliver on promises and to honour his or her commitments.

Behavioural Characteristics:

- validates - affirms his or her worth as unique individuals
- accepts - accepts others for who they are and not what they do
- listens - listens to people since they are worthy of attention
- understands - seeks “first to understand then be understood” (Covey)
- empowers - strives to provide and maintain a positive and safe environment for interpersonal growth

Develops Credibility

Description: The leader demonstrates consistency in upholding the values and norms of the organization in his or her actions and decisions. He/she walks the talk.

Behavioural Characteristics:

- consistently delivers what had been promised
- stays on top of the details of his or her work effort to be able to answer questions authoritatively and maintain credibility
- is transparent, answers questions honestly, to maintain credibility even if it is awkward to do so
- informs management and client management promptly about any difficulties
- treats people fairly by maintaining consistent values and performance standards

Develops Interpersonal Awareness

Description: The leader assesses each individual’s preferences, strengths and tendencies and then interacts with them respectfully.

Behavioural Characteristics:

- tries to get to know team members to understand what motivates them
- notices and interprets nonverbal behaviour (applies communication principles)
- is objective (third party neutral) when mediating conflicting positions
- cooperatively identifies and solves problems through consultation, negotiation, and consensus building
- realizes that they must create personal power bases to increase his or her effectiveness within the organization

Builds on Diversity

Description: The leader recognizes the benefits of diversity. He/she commits to the effective utilization of a diverse work force.

Behavioural Characteristics:

- has a vision of the workplace that ultimately results in a significant broadening of the corporate culture and workplace environment
- conveys the organization's messages and information accurately and appropriately to diverse groups
- interacts sensitively and respectfully with diverse individuals and groups to advance the work of the organization
- ensures diverse human resources are searched out, utilized and applied to maximum benefit
- creates and ensures an environment that is discrimination and harassment-free

4. Stewardship

Stewardship is the management of others. Stewardship is demonstrated by the person who: looks after the needs of others; is responsible for the careful management of resources; is at the service of others; creates an environment that guides others towards the attainment of their personal, team or organizational objectives; rewards success; shares responsibilities; encourages others; and, interacts with others in such a way that they are motivated, inspired and committed to their work. Stewardship includes the sub-competencies of Directs Others, Develops Others, Builds Commitment, Creates an Environment for Empowerment, and Resolves Conflicts.

Directs Others

Description: The leader ensures that the team members understand what is expected and outlines how they are to perform. He/she directs the energies and abilities of team members towards the accomplishment of goals and objectives.

Behavioural Characteristics:

- provide instructions and directions when giving assignments
- sets goals and deadlines that are realistic
- defines job responsibilities and performance standards
- accepts the overall responsibility for the performance of the group
- corrects poor performance
- appraises subordinates
- directs the efforts of subordinates toward a common goal
- supervises the work they perform
- makes unilateral decisions that affects their work (when necessary)
- identifies peoples strengths and areas of improvement
- assesses which individuals are most appropriate for the job/ assignment

- requests feedback
- evaluates the results (360 feedback)
- challenges others' behaviours using tact to maintain relationships
- assess (practice the art of care fronting)
- empathetically establishes open communications with others in high stress situation
- uses progressive discipline
- administers discipline when needed
- creates the infrastructure for the team – a level playing field where each member knows that they have the same opportunities to achieve the rewards as everyone else on their team
- informs team members about job standards
- instructs new team members in proper job methods
- maintains a detailed master plan that shows at all times what people are working on and what must be done by when

Develops Others

Description: The leader coaches, mentors and guides others, in order to achieve the organizational goals, while at the same time helping others achieve their full personal and professional potential.

Behavioural Characteristics:

- takes an active role in developing their skills
- known as a supporter of people and their ideas
- coaches, guides, and offer advice without resuming control
- clearly expresses a vision for his or her department or group
- work towards ensuring that there is a sense of purpose expressed and promoted within the organization
- works towards having the organization consider new ideas and new ways of doing things
- exemplifies the corporate values in his or her leadership role
- builds the level of pride in what the group has accomplished
- identifies what resources suit the situation
- coaches subordinates in ways to improve job performance
- monitors and controls
- develops others' skills and abilities
- approaches mistakes as learning opportunities
- takes time to listen to others
- acknowledges performance improvements
- regularly obtains status information from others regarding their assigned tasks
- monitors the work status to ensure effective use of resources
- keeps others focused on goals and deliverables
- ensures that others understand the organization's goals and purpose

- provides opportunities for rewards that are tailored to each individual's interests
- provides rewards and recognition to people as intermediate milestones are reached on or ahead of schedule
- counsels, mentors and / or coaches others towards performance improvement
- provides more supervision for inexperienced people
- keeps others informed about job related matters
- gives recognition to team members who do a good job
- motivates the average employee
- initiates informal events to promote teamwork
- takes appropriate action to assist and counsel marginal performers
- counsels subordinates about their problems or complaints

Builds Commitment

Description: The leader involves team members in: the planning and establishing of objectives; as well as, setting standards for their work.

Behavioural Characteristics:

- demonstrates consistency by upholding the ethical and social values of the organization in both word and action
- arranges for a senior manager to attend the important team meetings, and explain the unit team's mission and objectives
- elicits improved performance
- influences others in attitude and demeanour
- motivates others to work towards a shared purpose in the best interest of the organization, the employees and the clients / stakeholders / partners
- recognizes contribution and celebrates successes
- plans small wins
- helps them explore their career potential
- collaborates with them in joint problem-solving and decision-making
- accepts responsibility for resolving team issues, focusing on solutions and action, buffering criticism
- empowers team members to create challenges for themselves and stretch their abilities
- encourages ideas and suggestions from team members
- maintains effective communication with team
- involves team members in decision making
- leads by doing
- inspires others to perform to the highest standards
- builds their confidence for assignments about which they may be unclear or unsure
- takes appropriate risks when delegating work
- makes decisions for or permits decisions from, others, as deemed appropriate
- takes risks to ensure his or her team moves in the right direction for the future; and, takes time to help others gain insights into how the organization works

Creates an Environment for Empowerment

Description: The leader transfers decision making power to the lowest level. He/she creates the conditions at the workplace in which others receive the training, coaching and feedback necessary to perform responsibly. The leader draws out the knowledge, initiative, skills, understanding and good judgement of the people around them. He/she encourages creative ideas and leads others to develop new insights.

Behavioural Characteristics:

- removes obstacles and barriers
- creates freedom to learn from mistakes
- stimulates and supports creativity and innovation in others
- challenges rules and regulations that are considered to be barriers
- empowers others to accomplish goals and objectives
- encourages candid feedback from others
- encourages others to think outside the box
- manages expectations by ensuring that what is promised can be delivered
- approaches senior managers and seeks their support for projects or initiatives
- enlists the support of his or her own management to influence other senior managers
- enlists support of others by appealing to their management level
- enlists cooperation by appealing to people's unique expertise
- involves team members in the detail planning of the work so that they will have ownership of the plan
- contributes towards the organization's commitment to the directions it sets
- keeps abreast of future trends and developments that could affect the police community
- let's them run their own show
- incorporates any useful ideas they present into the unit / group work plans
- attempts to build enthusiasm and interest
- encourages the team members to take calculated risks and grow into their own jobs
- shares the information they need to manage his or her areas of responsibility
- gives followers the leeway to try out their ideas
- delegates responsibility but accepts accountability for the team's decisions and actions

Resolves Conflicts

Description: The leader uses appropriate conflict resolution techniques to defuse potential conflict or conflict situations, and move everyone towards a mutually agreeable resolution.

Behavioural Characteristics:

- negotiates – a process in which objectives are clarified for all parties, elements of possible agreement are determined, elements to which no agreement is possible are clarified and a compromise is reached between the parties

- readily identifies opportunities for negotiation
- understands the importance of determining what is needed as compared to what is wanted
- recognizes why thorough preparation prior to beginning a negotiation is essential
- remembers the sequential nature of negotiation and why each step is important
- is able to employ a variety of strategies and tactics which will meet others' needs
- confidently enters into a negotiation with a win / win outcome
- knows what the major causes of hostility are
- uses effective techniques for defusing a hostile individual
- understands what role the environment plays in causing and reducing hostility, and uses the knowledge to create positive environments
- knows how to defuse self (before defusing others)
- works to differentiate fact from fiction
- separates the people from the problem
- identifies small "chunks" that can be resolved and build on success
- understands the emotions, attitudes and beliefs that can affect employee behaviour
- deals with difficult personalities
- have four to six different ways of dealing with difficult people
- uses tools or models to diagnose conflicts in order to gauge their response
- can use mediation or third party neutral techniques when managing conflict

5. Critical Thinking

The leader evaluates, questions, analyses, and challenges the environment both internal and external to improve the organization. He/she solves problems (tactical or strategic) using rational or intuitive processes that result in the formulation of viable solutions. Critical Thinking includes the sub-competencies of Ability to Deal with Complexity, Recognizes Patterns in Multi-Dependency Systems, and Challenges Assumptions/Analyses Present Paradigm,

Ability to Deal with Complexity

Description: The leader breaks down problems into constituent parts and differentiates key elements from the whole. The leader organizes the elements of a situation so that others can see it as clearly as he/she does. The leader identifies cause-effect relationships which predict consequences and future course of events.

Behavioural Characteristics:

- breaks down a large or complex situation into meaningful chunks or sub-projects
- develops an overall plan to determine resource needs, budget, and time
- translates the vision and mission (goals) of the organization into work unit's goals, and the work goals into detailed work-breakdown structure

- uses technology (computer software tools) to develop detailed plans and to track status
- uses understanding of business and technical objectives to prioritize effectively (i.e. tasks, test cases, community issues to be resolved)
- sorts or organizes data to facilitate dealing with it systematically
- generates and presents logical, clearly reasoned alternatives to stimulate decision making and action
- assimilates diverse information and assesses the impact on each piece of the work plan as well as on the people as a whole
- evaluates choices and opportunities
- explores options before deciding
- foresees barriers / obstacles and determines possible solutions
- assesses internal and external environment (strengths and weaknesses) and plans accordingly

Recognizes Patterns in Multi-Dependency Systems

Description: The leader identifies the links, the points, or issues that are relevant to the topic or situation. He/she identifies inter-connections between two or more situations. The leader draws sound inferences from available data, and then creates a hypothesis or model which may account for several aspects of a situation or event. The leader then recommends solutions that maintain the delicate balance of the organization.

Behavioural Characteristics:

- identifies all groups that may be affected by the situation, and involves them, actively soliciting their input
- works with financial management to understand the financial implications / costs of the various elements of police work (i.e. cost-benefit analysis, capitalization vs. expending)
- seeks information or data from various sources to clarify a problem
- identifies and consults individuals and groups that can expedite activities or provide assistance
- obtains sufficient factual information to develop and support the design and implementation of decisions
- looks ahead and anticipates future conditions
- anticipates and plans for the impact of the work on others and systems (finance, public works, etc.)
- identifies the parameters of the organization's personnel policies, practices and procedures
- identifies the scope of work
- identifies the real problem or issue and root causes
- develops hypothesis
- identifies the economic and work schedule consequences of requested and / or mandated scope changes and communicates these to management

- evaluates patterns in multi-dependency systems, showing understanding and balanced decision-making
- evaluates patterns, trends and / or causes and their effects
- translates analyses of problems / issues into sound recommendations
- bases decisions on relevance / priorities
- makes decisions objectively and through the lens of Mission, Vision and Values

Challenges Assumptions/Analyses Present Paradigm

Description: The leader, working from an established infrastructure, critically evaluates, questions and challenges the status quo in order to stimulate creativity, and continuous improvement.

Behavioural Characteristics:

- ensures that the work / assignments are linked to the organization's business plan and satisfies a business objective by solving a business problem
- stays current and evaluates the impact of industry and technology developments
- balances ideal technical approaches and scope of work and responsibilities, against business deadlines and priorities to find the best compromise (doesn't seek perfection)
- considers the role of the police officer within the context of a broader view of how the police work and technology will be changing over the next several years
- develops a clear vision or conceptual model of the work that has to be done and how it will be done
- reviews, researches and determines what may be required by the organization or its members and plans to acquire the skills, knowledge or abilities in question
- recognizes the need to constantly adapt and change to new environments and situations

6. Organizational Awareness

The leader creates or works within the vision, mission and values of the organization; aligns the organizational structure, systems, and operational processes to contribute to the achievement of the mission and vision in order to meet the needs of the clients and other stakeholders. He/she demonstrates commitment to quality; recognizes and promotes the concept of the learning organization. Organizational Awareness includes the sub-competencies of Develops and Enunciates Vision, Invites, Accepts and Promotes Change, Is Client-Centred, Demonstrates his or her Commitment to Quality, and Recognizes and Promotes the Concept of the Learning Organization.

Develops and Enunciates Vision

Description: The leader focuses people attention and provides direction by painting an uplifting and ennobling picture of the future. He/ she identifies what they want to accomplish and enlists the agreement and support of others.

Behavioural Characteristics:

- identifies local and global trends
- aligns the organization to the future
- promotes corporate Mission, Vision and Values
- articulates and directs intent clearly
- gains and sustains the interest and support of others for a shared vision

Invites, Accepts and Promotes Change

Description: The leader champions change and views change as an opportunity to launch new initiatives rather than as a problem. He/she creates an environment that anticipates change and promotes and supports innovation. The leader balances the need for change with the need for continuity – avoids creating a chaotic situation. He/she fosters a healthy work environment.

Behavioural Characteristics:

- manages change
- puts current level of competence on the line to try and do something at which they are not currently competent
- encourages creative ideas and leads others to develop new insights
- acts and thinks strategically in establishing links within the organization and community
- creates a sense of belonging and community for the team
- reduces stress factors and indirectly increases job satisfaction
- encourages constructive questioning of policies and practices
- tolerates ambiguity
- predicts, assesses and takes action to maximize the human dynamics of the organization during the change process
- adapts approach and style to different leadership demands of downsizing, turnarounds and re-structuring

Is Client – Centered

Description: The leader: interacts with clients, stakeholders, employees and other groups in a manner which furthers the organization's ability to provide effective service; allows clients to participate in and contribute to decisions; sets personal agendas aside when participating in

cross-functional or inter-organizational projects; and, clarifies the common ground between potentially rival groups to gain their cooperation in mutually beneficial endeavours.

Behavioural Characteristics:

- meets frequently with community members throughout the year to ensure full understanding of their needs and concerns
- builds community ownership by seeking extensive community area interactive participation – especially during any crisis interventions / process
- co-locates closer to community if possible
- conducts community-oriented walk-throughs
- structures the activities of the team so that administrative and operational staff members work closely with a community partner
- follows up with community during and after any initiatives / interventions to make sure their needs have been met
- uses formal and informal mechanisms to stay in touch with clients / partners
- recognizes and evaluates opportunities for partnering to ensure quality service to clients
- is sensitive to client needs
- demonstrates an understanding of who the clients are, their needs and expectations, the service standards and the importance of meeting the standards
- balances the competing interests of clients and stakeholders
- manages expectations by ensuring that what is promised can be delivered
- markets the services of the organization
- collaborates with partners in meeting work objectives
- ensures comprehensive understanding, buy-in and commitment by the partners through open communication
- focuses on client / partner interests, needs and expectations
- establishes reporting criteria
- establishes procedures for changes to plan

Demonstrates a Commitment to Quality

Description: The leader: knows what the organizational goals and quality standards are; sets high quality standards (for self and organization); views service delivery from a larger perspective, with best practices as the benchmark for quality.

Behavioural Characteristics:

- pushes for more efficient ways to do things
- sets and enforces high standards of quality for self and others
- measures current business systems, client needs and market opportunities for continuous improvement
- staffs the team with people who possess the skills and attitudes necessary for the project to be successful

- develops a quality plan based on objectives and coordinated with the work plan
- monitors performance against quality plan and objectives

Recognizes and Promotes the Concept of the Learning Organization

Description: The leader creates a learning environment, one which all employees learn and share their knowledge and skills.

Behavioural Characteristics:

- provides opportunities for individuals to assess themselves
- determines which skills will be required within the organization and plans to develop the team accordingly
- improves the organization by:
 - learning on an ongoing basis how to develop the organization
 - continuously seeking opportunities to improve upon organizational initiatives, efficiency and service delivery
 - challenging rules and regulations when they prove to be barriers to aligning systems to the goals of the organization
 - using relevant current knowledge to initiate action in a positive manner
- pioneers and integrates technology
- creates a culture where all employees are leaders

Vancouver Police Department Assessment Survey Leadership Competencies (2000)

Communication & Relationship Development

- encouraging and maintaining a positive work environment
- engaging in effective two-way communication
- communicating so others understand and feel understood
- giving team members feedback about their performance
- establishing trusting relationships
- establishing partnerships with other organizations
- appropriately and effectively delegating
- understanding and accepting own strengths and limitations
- understanding and respecting others' values and beliefs
- communicating effectively in writing
- actively expressing care or concern about the welfare of others
- working effectively with community groups
- actively seeks and acknowledges feedback on own performance
- soliciting employee and/or community input in decision making
- making effective presentations before groups

Planning and Organizational Development

- building positive culture
- identifying and preparing to meet future challenges
- organizing time and tasks efficiently
- goal setting and action planning
- establishing measures of operational effectiveness with a team
- understanding, encouraging and using technology effectively
- supporting organizational changes
- handling current resources effectively
- responding to unexpected or ambiguous situations in a flexible manner
- conducting, implementing and evaluating planned change
- responding to change in a planned and deliberate way
- working in a way that respects and considers political realities without succumbing to political pressure
- planning and adhering to a budget
- planning and implementing community-based initiatives

Problem Solving and Conflict Resolution

- making difficult decisions in a timely fashion
- addressing sources, not just symptoms, of problems
- encouraging a team to work on difficult challenges
- anticipating and managing problems effectively
- addressing and preventing workplace conflicts
- resolving problems using consultation and consensus when appropriate
- mediating community and workplace conflicts effectively
- deciding and acting without having the total picture when necessary

Human Resource Leadership and Development

- enhancing team morale and motivation
- recognizing and rewarding positive performance
- addressing below standard performance so that improvement occurs
- ensuring that the disciplinary process is handled fairly and objectively
- developing a team and maximizing its performance
- ensuring that the promotional process is handled fairly and objectively
- recognizing and appreciating individual skills and abilities
- identifying employee training needs and assisting to develop a training plan
- matching individual skills and abilities to tasks
- ensuring that skill specific coaching occurs
- encouraging long term mentoring relationships
- evaluating the outcome of a team's performance using agreed upon criteria

**San Diego Police Department
Assessment Survey Leadership Competencies (1999)**

Communication & Relationship Development

- encouraging and maintaining a positive work environment
- communicating so others understand and cooperate
- engaging in effective two-way communication with others
- establishing trusting relationships
- understanding and applying agreed upon ethical standards
- understanding and respecting the values and beliefs of others
- appropriately and effectively delegating responsibilities
- establishing partnerships with other organizations
- actively seeking feedback on own performance
- influencing people to follow the Vision, Values and Mission Statement
- planning and implementing community-based initiatives
- soliciting employee and/or community input in decision making
- working effectively with independent advisory groups
- speaking and making presentations before groups

Planning and Organizational Development

- coping with unexpected or ambiguous situations and responding in a flexible manner
- identifying and preparing to meet future challenges
- establishing measures of operational effectiveness for a team
- goal setting and action planning
- supporting organizational changes
- acting to implement the Vision, Values and Mission Statement
- responding to change in a planned and deliberate way
- conducting, implementing and evaluating strategic planning
- managing current financial resources effectively
- building and/or changing our organization's culture
- working in a way that respects and considers political realities
- budget planning

Problem Solving & Conflict Resolution

- making difficult decisions in a timely fashion
- addressing sources, not just symptoms, of problems
- addressing and preventing workplace conflicts
- encouraging a willingness to work on difficult problems
- anticipating problems
- resolving problems using consultation and consensus

Human Resource Leadership & Development

- enhancing team morale and motivation
- ensuring a fair and objective promotional process
- ensuring a fair and objective disciplinary process
- recognizing and rewarding positive performance
- addressing below standard performance
- developing a team and its performance
- recognizing individual skills and abilities
- ensuring a meaningful performance evaluation process
- matching individual skills and abilities to tasks
- evaluating the outcome of a team's performance
- identifying employee training needs
- implementing a quality training/employee development system
- encouraging mentoring opportunities
- ensuring that coaching occurs