Leadership Development Training: Its Impact on Middle Managers in Law Enforcement

David P. Wedlick
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Leadership Development Training: Its Impact on Middle Managers in Law Enforcement

Abstract
The purpose of this study was to explore leadership development training as it relates to the attributes and skills of middle managers in law enforcement agencies. The Skills Approach theory will be discussed relating to how middle managers in a county in New York State, with no middle management leadership development training, assume their positions. A qualitative method was used to capture data about the need for leadership development training versus the attributes and skills law enforcement middle managers already possess. The result of this study revealed that leadership development for this county is cultivated, not through formal training, but from attributes, skills, and informal development. Middle managers in this county seek ways in which to develop their attributes and skills to reach their full potential. Many depend on their life experiences, guidance from their superiors and some have turned to a graduate level of study. Recommendations for this study include leadership training courses geared to middle manager concerns; the use of Mumford’s Skills Inventory to evaluate promoted lieutenants; future research in other geographic areas in New York State; research conducted to capture a larger sample size and also to obtain the views of female middle managers who were not included in this study. This study concludes that law enforcement middle managers in a county in New York State are performing their duties based on attributes, skills, and informal training.

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Dedication

I dedicate my dissertation work to my family and friends. My family, Michael, Melanie, Marina and Mariella for their support even when I had to miss a family celebration or activity. May you also be motivated and encouraged to reach your dreams.

My friend, Susan Carey, who never left my side throughout the entire dissertation journey. Thank you for your motivation, support, loyalty and belief in me.

My fellow graduate student, Demosthenes Long for his friendship, encouragement, and inspiration.

Drs. Richard Maurer and Mary Alice Donius for their helpful insights, comments, suggestions, and support.
Biographical Sketch

David P. Wedlick is currently the Curriculum Chairperson of Criminal Justice at SUNY Westchester Community College in Valhalla, New York. Mr. Wedlick attended Westchester Community College from 1965 to 1970 and graduated with an Associate’s Degree in Police Science in 1970. He attended Mercy College from 1970 to 1973 and graduated with a Bachelor of Arts degree in Criminal Justice in 1973. He attended Long Island University and graduated with a Master of Arts degree in Criminal Justice in 1991 and earned another Master of Arts Degree in Public Administration from Pace University in 2008 and earned the Public Administration Award. He came to St. John Fisher College in the summer of 2010 and began doctoral studies in the Ed.D. Program in Executive Leadership. Mr. Wedlick pursued his research in Law Enforcement Middle Management Training under the direction of Dr. Richard Maurer and Dr. Mary Alice Donis and received the Ed.D. degree in 2012.

Mr. Wedlick’s awards include the SUNY Chancellor’s Excellence Award for Teaching; the SUNY Chancellor’s Excellence Award for Service to the Faculty; the Sophie Abeles Endowed Chair in Criminal Justice and the WCC Foundation Award for Academic Achievement. He has authored two textbooks titled, *In-Basket Exercises for the Police Manager* and *Case Studies in Police Supervision* in 2000.
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The purpose of this study was to explore leadership development training as it relates to the attributes and skills of middle managers in law enforcement agencies. The Skills Approach theory will be discussed relating to how middle managers in a county in New York State, with no middle management leadership development training, assume their positions. A qualitative method was used to capture data about the need for leadership development training versus the attributes and skills law enforcement middle managers already possess.

The result of this study revealed that leadership development for this county is cultivated, not through formal training, but from attributes, skills, and informal development. Middle managers in this county seek ways in which to develop their attributes and skills to reach their full potential. Many depend on their life experiences, guidance from their superiors and some have turned to a graduate level of study.

Recommendations for this study include leadership training courses geared to middle manager concerns; the use of Mumford’s Skills Inventory to evaluate promoted lieutenants; future research in other geographic areas in New York State; research conducted to capture a larger sample size and also to obtain the views of female middle managers who were not included in this study.

This study concludes that law enforcement middle managers in a county in New York State are performing their duties based on attributes, skills, and informal training.
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Chapter 1: Introduction

Introduction

Standards for police training have been a controversial issue since the early 1800’s when Sir Robert Peel set forth his principles of reform that revolutionized policing worldwide (Swanson, Territo, & Taylor, 2008). At that time, the concept of formalized policing spread to the United States and new initiatives in the form of police training developed in order to address public safety.

The first organized attempt in the United States to link the policing profession to academic achievement was led by August Vollmer, the Chief of Police of the Berkley California Police Department in 1903. He established the Berkley Police School making it one of the first examples of formal training available to police officers (Carte & Carte, 1975). This initiative formalized and established police management educational criteria for professionalism (Swanson et al., 2008). The National Commission on Law Observance and Enforcement in 1931, better known as the Wickersham Commission, called for education for police personnel (Bell, 1979). In 1967, President Lyndon B. Johnson convened the National Advisory Commission on Criminal Justice Standards and Goals (Bell, 1979). The Commission advocated all new police officers should have a four-year undergraduate degree by 1970.

Vollmer’s vision to offer training to police officers over the years has taken hold in the law enforcement community, in that, some states have training for their police
officers and management personnel. This training has assisted not only entry-level law enforcement officers, but especially middle managers to confront the challenges facing them in the 21st century. Middle managers are able to succeed in making decisions, exhibiting effective leadership skills, and motivating personnel to perform to their fullest (Carte & Carte, 1975). Vollmer believed that many challenges must be overcome to prepare these future law enforcement leaders to tackle the many obstacles they will face in the future.

Today, tremendous responsibilities are placed on the middle manager and too little attention is given to developing leadership skills. Law enforcement managers are usually put into the position with little or no leadership development training. The only requirement is to pass a written civil service examination, answer questions posed to them by law enforcement leaders, have their name submitted formally to a municipal board, voted on and appointed. Yet, industry and the military often spend large amounts of money and time on leadership programs to develop their managers by sending them to colleges and universities for appropriate degrees and professional development programs in the field (Gardner, 1990). Management development focuses on improving communication and listening skills, training to involve, develop and empower employees about diversity and its management, and influencing individual and organizational change processes (Jamieson & O’Mara, 1991).

Effective leadership doesn’t just happen; it must be developed (Vaughn & Nordeman, 1983). The development of effective leadership is a challenge that faces law enforcement agencies to prepare middle managers as effective leaders.
Past leadership styles, thought processes, and policing practices for middle managers needs to be re-evaluated to meet the needs of the changing face of a diverse workforce, an ever increasing public demand for service, and innovative criminal behavior. The key to an organization’s success is effective leadership.

**Problem Statement**

The findings of the research studies conducted by Wedlick (2008), McCain (1968), and Armstrong and Longenecker (1992) suggested that the lack of leadership development training in law enforcement agencies could influence critical decision making, problem solving, and leadership development. Therefore, a timely exploration is needed to assess/determine if leadership training for lieutenants has had an impact on critical decision making, problem solving abilities and leadership development. If it has, what specifically in the training has helped improve these leadership skills? If they have not had training, in a lieutenant’s view, what attributes or skills do they possess that enables them to perform as a middle manager?

**Theoretical Rationale**

Are some people born to lead or can leadership skills be developed through years of career training and experience? An exploration of this statement was examined through a theoretical framework.

A theoretical framework helps us understand the concepts, constructs, and nature of leadership. This section will identify both grand and mid-range theories that have been developed and support an exploration of whether training to develop skills is a valuable component of middle management police leadership preparation or if attributes, skills and acquired experience is enough to make a great leader. Possible broad theories
to guide research on this question are: the Great Man theory, Behavioral theory, Situational theory, and the Skills Approach to Leadership theory.

In the late 19th and early 20th centuries, theorists such as Thomas Carlyle and John B. Watson focused leadership theory in the direction of qualities in an individual, such as certain traits, talents, or physical characteristics that allows an individual to rise to power. In the mid-20th and early 21st century, a shift in the beliefs that make a great leader began to unfold. Katz (1955) and Mumford, Zaccaro, and Harding (2000) believed that leadership skills are developed by individuals as they perform tasks within their respective organizations.

There have been many ideas as to what makes a great leader. The Great Man theory (Carlyle, 1888) emerged in the 19th century, and assumed that the capacity of leadership is inherited. Behavioral theory (Watson, 1930) stated that rewards and punishments influence behavior and, therefore, leadership involved appropriately distributing rewards to those who behaved well and punishment to those who did not.

Situational Leadership theory (Hershey & Blanchard, 1977) was first introduced as the Life Cycle theory of leadership. The fundamental concept of the Situational Leadership theory is that there is no single best style of leadership. The theory rests on two fundamental concepts: leadership style and the individual or group’s maturity level.

The Skills Approach (Northouse, 2010) to leadership takes a leader centered perspective. This approach focuses on personality characteristics which are usually viewed as innate and with an emphasis on skills and abilities that can be learned and
developed through training. The Skills Approach suggests that knowledge and abilities are needed for effective leadership.

There are some significant research studies that address the issue of leadership and its relationship to middle management training with various results. To name a few, McCain (1968) with a cooperative arrangement between the University of Maryland and the Department of Justice examined management development training for middle managers within New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia and West Virginia. Rush (1975) examined the effects of police middle management training as authorized by the California Commission on Peace Officers Standards and Training. Armstrong and Longenecker (1992) conducted a study on police philosophy and programs for middle management personnel. Schafer (2008) conducted a study to describe characteristics of effective leadership. Moriarty (2008) examined the effectiveness of leadership development pertaining to the future of the law enforcement profession. These studies and more will be discussed further in Chapter 2.

Statement of Purpose

The purpose of this study was to explore leadership development training as it relates to the attributes and skills of middle managers in law enforcement agencies.

Research Questions

The following research questions will help examine the impact of leadership development training and its effect on middle managers in law enforcement:

1. What leadership attributes/skills do you believe are essential for lieutenants to become effective leaders?

2. How did you develop leadership skills?
3. Since your appointment to the rank of lieutenant, what leadership development training have you had?

4. Describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development?

**Significance of the Study**

The significance of the study is to examine the impact of middle management leadership development training to determine if the Skills Approach theory to leadership continues to be adequate to explain leadership practice given the ever changing field of law enforcement. Many police departments around the country experiment with a variety of leadership training modules, some developed and customized by the West Point Military Academy, others by the FBI National Academy, and still others endorsed or developed by the International Association of Chiefs of Police. Some departments opt to expose their middle managers to leadership training developed and offered by private consultants or academic institutions, such as colleges and universities with leadership institutes. Others attempt to customize the available programs and ideas to the needs of the specific environment (Haberfeld, 2013). Despite dedication to the development of leadership skills, all such efforts continue to ignore the most needy target population – middle managers. In their approach to leadership development training, many organizations continue to utilize the traditional Skills Approach, based on a reactive instead of proactive training paradigm (Haberfeld, 2013).
Definition of Terms

Police middle manager probably has as many definitions of the term as there are books on the subject of management. Many of the definitions are relatively concise and others are very simplistic. For the purpose of this research study, the following definitions will be used to clarify an understanding of the term police middle manager.

Attributes. A quality or characteristic of a person or thing.

Civil Service Examination. Certifies police officers to be eligible for the rank of lieutenant. These exams are intended as a method to achieve an effective, rational public administrator. In some cases, a merit system is included in this selection process.

Informal Training. Development of skills, not through formal training, but life experiences and on the job training.

Lieutenant. Under the direction of a Police Chief or Captain and manages a division of the Police Department or serves as station commander; supervises subordinate supervisors; performs staff assignments; and, in the absence of the Police Chief and Captain, assumes command of the Police Department.

Leader. A person who has strong ethics, competencies, courage and dedication.

Leadership. The components are: modeling exemplary behavior, and being passionate about one’s vision and credibility. Leadership focuses on group processes (Bass, 1990). A process is an individual’s influence on a group of followers to achieve a common goal (Northouse, 2010).

Police middle manager. Responsible for planning, decision making and organizing, problem solving, leading, directing and supervising personnel with the aim of
achieving organizational goals in an effective and efficient manner. The individuals with these responsibilities are designated with the rank of lieutenant.

**Skills.** The ability, coming from one's knowledge, practice, aptitude, etc., to do something well, competent, excellence in performance, expertness.

**Chapter Summary**

Since the 1800s, standards for police training have been a controversial issue (Swanson, Territo, & Taylor, 2008). The first organized attempt in the United States to link the profession of policing to academic achievement was led by August Vollmer in 1903 (Carte & Carte, 1975). His initiatives established educational criteria for formalized training for police officers. Vollmer’s vision to offer training has taken hold in the law enforcement communities in that some states mandate training and others do not.

Today, tremendous responsibilities are placed on middle managers in law enforcement and too little attention is given to developing leadership skills (Gardner, 1990). The significance of the study is to examine the impact of middle management leadership development training to determine if the Skills Approach theory to leadership continues to be adequate to explain leadership practice given the ever changing field of law enforcement.

Therefore, this study examined leadership development and its impact on middle managers in law enforcement by presenting a theoretical approach and examining significant research studies that address the issue of leadership and its relationship to middle management training. An analysis of the relevant research across the subject area and discipline is presented in the following chapter.
Chapter 2: Review of the Literature

Introduction and Purpose

This chapter explores the impact of leadership development training for middle managers, identifies the theoretical orientation that will inform and ground the inquiry and discusses significant empirical findings from a selected review of the literature. This study will examine the impact of middle management leadership development training to determine if the Skills Approach theory to leadership continues to be adequate to explain leadership practice given the ever changing field of law enforcement.

The role of the police middle-manager is viewed as the source of strength and positive innovation if utilized correctly (Sherman, 1975). This concept is especially important for the police middle manager to be astute to the complexities facing such issues as race, class ethnicity, gender and sexual orientation, not only in the context of the public served, but within their police organizations (Goldstein, 1990). A major factor that law enforcement middle managers confront is the changing workforce and the expectations of newly appointed officers within the organization. The differences between police officers today and those of a generation ago are that they represent multiple cultures, usually do not have any military training and experience, and are likely to face more difficult situations such as sophisticated criminality, advanced technology, unprecedented demographic changes and domestic and global terrorism. In addition, younger police officers might not have the same level of commitment as those in the past,
requiring training and leadership to understand their commitment to the police profession and the communities they serve (Goldstein, 1990).

Today’s middle managers are called upon to lead a new generation of police officers to accomplish tasks necessary for organizational efficiency and effectiveness. Leadership development training for middle-managers is becoming critical to the success of law enforcement agencies.

According to Moriarty (2009), all organizations require effective and competent leadership to be successful. An organization cannot function effectively without proper guidance and direction. Public service agencies are no exception. This is perhaps most critical among law enforcement agencies whose duties focus on serving and protecting the public. The complexities of managing personnel and managing crime create unique needs for police leadership.

Technological advances in crime solving continually emerge and are coupled with innovative methods of committing crime as criminals become more advanced. Socioeconomic, demographic, and political factors have also affected the law enforcement profession. These changes are perhaps most evident since the terrorist attacks on September 11, 2001. Since then, the increased level of criminal complexity affects the law enforcement profession requiring police agencies to evaluate their visions and missions and examine the larger role of the profession in society (Moriarty, 2008). Since the 1960s, law enforcement and education have been a central concern for police agencies (Stojkovic, 1997). However, training is often oriented towards specific skills involved in reducing and solving crime with little training devoted to developing effective leadership skills. The extent of leadership development for most middle
managers relies on their own life experiences, including what was taught or modeled by family members or senior officers in the profession. The absence of formal leadership development has made it extremely difficult for law enforcement middle managers to learn how to lead and develop officers within their departments (Polisar, 2004).

The first management position in law enforcement agencies is lieutenant. Lieutenants are required to direct, coordinate, supervise, and administer the work activities of a law enforcement agency. The lieutenant acts as a commander of one or several units of law enforcement operations. Supervision is exercised over sergeants and police officers. A brief of a lieutenant’s duties include the following: confers with upper management, assists federal, state and local law enforcement agencies, maintains effective working relationships, ensures the recording of all police business, assists in preparing the annual budget, ensures the enforcement of federal, state and local laws, receives and analyses complaints and information from individuals, testifies in court as a witness, and supervises personnel by preparing duty charts, daily assignments and the scheduling of employees (Appendix A).

A successful police agency depends on effective leadership development for supervisors and middle managers. Once promoted, new managers must instantly become leaders as they become responsible for seeing that the mission and goals of the department are met. A great deal of responsibility is vested with the new manager and expectations are high. However, many newly promoted police managers receive little or no leadership development training (Evans, 2005). Pernick (2002), a psychologist, argued that transitioning to a managerial position without leadership development is unreliable as successful organizations typically provide leadership development programs
to enhance the skills of their managers. Failure to provide support, guidance, and leadership development for newly promoted managers may cause many to fail. When support, encouragement, and leadership development are provided, managers may have the opportunity to excel (Pernick, 2002).

**Review of the Literature**

For decades, leadership theories have been a source for numerous studies. In reality, as well as in practice, many have tried to define what skills leaders possess that stands them apart from other individuals. Often theories are commonly characterized by which aspect is believed to define the leader the most. However, the most germane to law enforcement middle managers is the Skills Approach theory.

The Skills Approach theory to leadership was first proposed by Katz (1955) and a second version was offered by Mumford, Zaccaro, and Harding (2000). Both models are complimentary, but they do offer different views of leadership skills.

Katz’s (1955) three-skills approach was presented in a paper published in the *Harvard Business Review*. This theory recognized three different abilities a leader should possess, technical, human and conceptual skills. Technical skills are defined as having the knowledge, competence, and proficiency in a specific work or activity. Examples of technical skills of a law enforcement middle manager would be the use of Performance Based Management (O’Connell & Straub, 2007), an organizational management tool to effectively utilize police resources or when the middle manager organizes subordinates in a public disturbance situation such as the Occupy Wall Street protesters who demonstrated in Zuccotti Park in the fall of 2011. Human skills enable police managers to work with other supervisors, subordinates and the public. An
example of this skill would be the ability to communicate effectively with subordinates and supervisors about departmental issues; to convey the goals and mission for an efficient operation; and to ensure that the tenets of community policing are upheld. Conceptual skills enable an individual to understand and better decide the actions and measures that have to be taken in policing. An example would be a middle manager making a decision about an Internal Affairs complaint lodged against a subordinate.

The higher the positions in law enforcement organizations, the less technical skills are required to meet the criteria of the position. More conceptual skills are required by higher level police managers (Katz, 1955). By contrast, human skills are always required no matter what the level or position in the police organization.


The broad category of Individual Attributes has four subcomponents to be taken into account when studying leadership: general cognitive ability which refers to a person’s intelligence; crystallized cognitive ability which includes a wide range of abilities like learning new skills, comprehending complex information and being able to communicate in spoken and written form; motivation is comprised of three aspects. First, it has to be internal; a person must want to lead for leadership to occur. Second, leaders have to express their leadership-dominance to influence individuals and, third, the leader has to move towards a social good, to improve the human good and value of the organization; personality influences make an impact on the development of leadership
skills. Any personality characteristic that the individual possesses helps to cope with complex organizational situations such as making a decision.

Competencies are centered on three key areas which are problem solving skills that refers to a leader’s creative ability to solve new and unusual ill-defined organizational problems; social judgment skills referring to the ability of a leader to understand people and social systems by working with people to solve problems, foster collaboration and marshal support to implement change within the organization; knowledge is the accumulation of information and the mental structures used to organize that information (Northouse, 2010).

Leadership outcomes are centered on two competencies. Problem solving is the keystone in the Skills Approach theory. Problem solving skills, as competencies, lead to effective problem solving as a leadership outcome. The criteria for good problem solving are determined by the originality and the quality of expressed solutions to problems (Northouse, 2010). Good problem solving involves creating solutions that are logical, effective and unique, and that go beyond given information (Zaccaro, Gilbert, Thor, and Mumford, 1991). Performance outcomes reflect how well the leader has done his/her job. To measure performance, standard external criteria are used. If the leader has done well and been successful, the leader’s evaluation will be positive. Leaders who are effective receive good annual performance reviews, get merit raises, and are recognized by superiors and subordinates as competent leaders. In the end, performance is the degree to which a leader has successfully performed the assigned duties (Northouse, 2010).
Career experience is acquired in the course of a leader’s career that influences their knowledge and skills to solve complex problems (Mumford et al., 2000). Environmental influences represent factors that lie outside the leader’s competencies, characteristics and experience (Mumford et al., 2000). The Skills Approach theory emphasizes that skills and abilities can be learned and developed and is a useful theory when examining police leadership. The theory purports skills and abilities can be taught and measured through quantitative and qualitative research. This theory is particularly suited to examining law enforcement development training of middle managers because it provides a structure for considering the skills a leader should learn through training and experience (Northouse, 2010).

The Skills Approach provides a way to delineate the skills of a leader. It is applicable to leaders of all levels within the organization. A skills inventory, Mumford (2000), can provide insight into an individual’s leadership style. The test scores from this inventory helps leaders identify areas in which they may wish to seek future insights and training. This was an approach used by Mumford when he surveyed military personnel (Northouse, 2010).

One of the criticisms of the skills approach appears to extend beyond the boundaries of leadership, making it more general/less precise; weak in predictive value, does not explain how skills lead to effective leadership performance; and, the skills model includes individual attributes that are trait-like (Northouse, 2010).

In summary, the Skills Approach aligns with police middle management. Middle managers in police agencies must rely on their on–the-job experiences to make sound decisions that impact the lives of subordinates, civilians and their organizations. Every
individual may be a leader at some point in life, but police officers must by definition be capable of leading. Most officers spend their entire careers performing basic functions, but, even in this capacity, they serve as both leaders and followers, enforcing laws, maintaining order, and serving the public.

Leadership plays a key role in ensuring the achievement of desired outcomes in police agencies. Insufficient leadership training in policing may result in significant negative consequences for agencies and their personnel. Despite the importance of effective leadership within police organizations little is known about the process of developing effective leaders and leadership behaviors (Schafer, 2008).

Since there is limited research on the topic of leadership development training for middle managers in law enforcement agencies, and its significance for effective critical thinking, problem solving and leadership development the following studies will address skills that middle managers must possess to lead in the 21st century. The burden is on the organization to develop leaders in the areas of recruitment and selection, development, career-move decisions and other leadership activities (Northouse, 2010).

McCain’s (1968) research was conducted by a cooperative arrangement between the University of Maryland and the State Police organizations of New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, and West Virginia. The purpose of this study was to assess the managerial effectiveness of police administrators. The sample included 121 command level State Police officers from the participating states. The subjects participated in four weekly interdisciplinary residential seminars. The resource persons (college professors outside of the police department) provided information, ideas, cases and motivation. The curriculum was divided between three weeks of management
development and one week of staff study workshops. Training techniques included lecture, discussion, role playing and other student involvement activities. Unique aspects of the training included case materials resulting from initial organizational analysis and a pre- and post-assessment of attitudes and role perceptions.

A quantitative research design, pre-post test method, consisting of an open-ended questionnaire was used to measure the participant’s attitudes towards managerial training. Data from a quantitative research design determined that the participants’ leadership job performance was greatly enhanced through the presentation of this training.

McCain stated that one of the strongest points of the program was that the participants had a chance to exchange ideas for the solution of common problems, good networking with other organizations, a chance to discover their agencies’ strengths and weaknesses and the sharing of good technical information among participants and instructors. Problem solving and communication skills were noted as being of great value to the participants.

He stated that the only true evaluation of such a program does not involve the completion of objectives, but the congruence of achieved objectives with stated goals. The stated goals of police instruction have many facets and the seminar on training could only confront a small number of them. In conclusion, he stated that the real test of better police instruction comes with better trained police who are capable of handling the increased complexity of a heterogeneous society. It was the belief of McCain that this seminar did, in fact, help to create better trained police managers.

The purpose of Rush’s research was to study the effect of police middle management training as authorized by the California Commission on Peace Officer
Standards and Training (1975). A historical review of police leadership and their makeup of police organizations were defined along with the variant management and organizational styles of segments of the criminal justice system. Police middle management styles, selection, promotion, and the trend towards middle management training and education were also discussed.

The study’s hypothesis stated that the 100-hour course on management instruction would cause minimal, if any organizational change, that the semi-military nature of the police organization would be resistant to change, and that the larger the police organization, the less possibility for organizational change. The sample consisted of 830 middle managers representing 140 police agencies in the State of California.

The quantitative study was limited to 41 courses that were presented as part of the 100 hour middle management training course in three California universities from 1969 to 1974. The middle managers completed a questionnaire which was designed to elicit personal perceptions of the program’s value and the respondents’ attitudes towards their respective law enforcement organizations. The questionnaire used demographic questions to identify the sample population.

The findings indicated that the police middle management courses have little or no effect on the middle managers and their organizations. Middle managers who possessed higher levels of formal education were satisfied with their organizations and the training course. Middle managers from large law enforcement agencies felt that the training was less valuable than those middle managers from smaller agencies. Middle managers from large agencies indicated that they felt less able to exercise influence in their agencies.
Rush (1975) recommended that the training course be restructured to meet the immediate needs of the middle managers, renamed and that it should be a standard requirement that all levels of police management take the course.

Armstrong and Longenecker (1992) studied police agencies’ recruit training, in-service training, first-line supervisory training, and middle management training. The sample consisted of 123 middle managers representing 144 police agencies across the United States.

A quantitative method was used by utilizing a questionnaire designed to capture problems encountered in the absence of management training and provided demographic information on city population and staffing levels. Of the 144 agencies surveyed, 123 middle managers responded.

Armstrong and Longenecker (1992) found that first line supervisory training in major police departments is perceived to be very important. About 97% of the departments provide in-house supervisory training and 78% of these agencies make the training mandatory. In contrast, only the most progressive departments are designing, developing, and presenting tailor made middle management and executive training programs for their managers. These findings suggested that middle management training covers professional skills such as budgeting, management by objectives, and labor relations. Also, in response to the survey concerning the problems associated with not properly training management personnel, respondents held strong opinions with a surprising level of consensus.

The reported effects of no training included the following: 64% admitted that the department’s overall effectiveness would be reduced; 60% cited that disciplinary
problems would increase; 48% stated there would be a loss of leadership in the department; 43% stated that supervisory development would be stifled; 43% believed there would be an increase in lawsuits and EEOC complaints against the police department; 42% stated there would be a decrease in morale of department employees; 41% believed misuse of manpower and financial resources would occur; 40% believed supervisory effectiveness would decrease; 34% said there would be an increase in labor problems and grievances; and 27% indicated that lower productivity would result. Overall, the respondents indicated that a progressive training philosophy and program for management personnel is essential for effective daily operations as well as for long term strategic planning.

Armstrong and Longenecker (1992) concluded from the questionnaire that most police agencies in the United States are convinced that effective leadership training produces better police officers. It also appeared that there is strong support for the belief that management training produces a higher caliber of police administrator. Any agency would be well served to take a long and hard look at how it trains its management personnel. While training alone is not a panacea, it is a highly viable method to enhance both the success of individual police managers and the agencies for which they work. They stated: “To ignore the issue of police management training is only an invitation to a host of problems at a time when most agencies already have more than enough to handle” (p. 26).

Armstrong and Longenecker (1992) noted also that there was an underlying theme in survey responses that strongly suggested that police management training should not be a single event. Rather, training should be an ongoing process that is used...
to sharpen and update skills of police managers at all levels to enhance management development. Thus, training should be considered not as a cost, but rather as an investment in an agency’s long-term viability and success in serving the needs of its constituents.

A study by Schafer (2008) was conducted at the FBI National Academy in Quantico, Virginia. The purpose of the study was to assess supervisors’ perceptions of how leadership abilities might best be developed and to identify the barriers inhibiting such efforts. The participants were national academy attendees who identified a number of attributes of an effective law enforcement leader.

An open-ended survey in a quantitative research design was administered to students attending the FBI Academy, a career development program for mid-career police supervisors. Respondents reported their experiences with and perceptions of leadership development. The purposive sample of 750 respondents provided insights from supervisors representing police agencies of various sizes and types from around the world.

Schafer found that effective leaders need a clear vision of their work to achieve organizational goals and effective objectives. Second, police agencies recruit and retain employees who have the qualities needed to perform the tasks required to achieve the organization’s mission. Third, effective leaders cultivate a cooperative relationship with the community as an essential partner in building public safety. In responding to the survey questions regarding whether leaders are born or made, the participants recognized both the importance of innate leadership traits and skills as well as the pursuit of education, training, experiences, opportunities, and guidance from experienced leaders.
The questionnaire also asked respondents to comment on their views of important traits and habits of leaders. They reported that honesty, integrity, trustworthiness, communication and listening skills, concerned for the emotional well-being of co-workers, fairness, and courage in making needed changes in the face of resistance. Other characteristics of leadership mentioned by participants are the acceptance of responsibility for mistakes, basing decisions on research and study and allowing subordinates to handle duties commensurate with their skills and level of authority. Participants also noted qualities that undermine effective leadership which included being motivated by self-interest, focusing on power, prestige, and money associated with their office, a lack of interpersonal skills and concern for others, and the failure to lead by example.

The findings of Schafer’s study indicated that leadership skills are best developed through a combination of education, experience, and mentorship. Developing more effective leadership is dependent on the ability to overcome barriers, both within the profession and within individual officers. Finite resources, macro and local aspects of police culture and failures of leadership by current executives are all viewed as working against the growth of effective leadership practices.

The study conducted by Moriarty (2009) examined the realization that the Delaware State Police was promoting troopers to leadership roles, by examination, when there was a significant chance that they did not have any leadership training beyond their own career experiences. This observation was not meant to belittle the leadership capabilities or the work experiences of newly appointed managers, but rather to bring attention to the fact that leadership development was needed in the academy’s
curriculum. The research consisted of monitoring a Leadership in Police Organizations Training School (LPO) developed by the International Association of Chiefs of Police (IACP) that was conducted at the Delaware State Police Academy. This program has its roots with the United States Military Academy at West Point, NY. Since the 1940s the U. S. military has supported the idea that leadership can be developed. The sample for this program was twenty-three middle managers, holding the ranks from corporal to lieutenant, representing the state police from Delaware, Vermont, Pennsylvania and Maryland, as well as managers from New Castle County, Delaware. The study used a quantitative questionnaire to survey the participants at the conclusion of the three week training.

As a result of his research, three recommendations were proposed to enable police agencies to provide continued professional development training: an on-going participation in leadership development programs, developing and maintaining training partnerships with other agencies to increase the number of available instructors and, using training partnerships to provide leadership instruction to officers of other agencies. This Leadership in Police Organizations Training School has been a component of the Delaware State Police middle management training since 2007.

The study conducted by Hogan, Bennell, and Taylor (2010) states that the role of the middle manager is complex, challenging, and of the utmost importance to policing. Even more so than in the past, it is becoming essential to have the right people in middle management positions and to have adequate development training in place to ensure that these individuals reach their full potential. The role of the middle manager in Canadian policing has rarely been studied, and the authors know little about the effectiveness of
management selection and training strategies. This study represents an initial step towards examining current management issues within Canadian police agencies including the characteristics of effective managers, the promotional process into management positions and the type of training that is available for managers. The sample consisted of 328 Canadian police officers (254 males, 71 females and 3 non-stated) from 22 different agencies. The age range was 23 years to 64 years and the amount of police experience ranged from 2 years to 41 years. The educational level of the sampled officers varied considerably but a large portion had a university degree or diploma from a community college. A survey was used consisting of both closed and open-ended questions (30 of the 40 questions were closed ended). The closed-ended questions were formatted in a variety of ways (i.e., Likert scales, yes-no, forced-choice). Semi-structured interviews were also conducted using a different sample of police professionals (none of whom overlapped with the individuals who took part in the survey). This mixed method was both quantitative and qualitative.

The results of this study highlighted three significant issues: the importance of management in achieving organizational goals; key characteristics of effective managers and common mistakes managers make; and, concerns surrounding the promotional process and the lack of managerial training.

Recommendations suggest that management training, at both the pre- and post-promotion stage, has the potential to be successful if development training is provided to fine tune the skills necessary to effectively fulfill the requirements of one’s future role of a law enforcement middle manager (Smith & Flannigan, 2000).
In a report by Hughes (2010) he states that law enforcement agencies and their designs differ from any other type of organization. Although compared with the military, police departments have been referred to as having “hyper-bureaucratic military organizational attributes – those of formal rank, formal hierarchy and a chain of unquestioned and unquestioning command” (Toch, 2008, pp. 60-71). Only until a few years ago, the term police management, designated only for those holding a title, described what those in the profession believed to constitute leadership. However, more recent years have shown that managers are not necessarily leaders. Rather, those placed into managerial roles should possess leadership skills, behaviors and knowledge (Hughes, 2010).

The purpose of this research was to explore the current assessment process used to promote first line supervisors and discuss leadership education and its availability and applicability to all officers. This study was done through research methods, not a sample audience. The research has indicated that inside a militaristic designed organization, the levels of rank in management and their importance often are oversimplified and many times seen as a mere conduit of communication having no real influence on subordinates. Researchers have argued that “obedience socialization and military command supervision across the hierarchal levels appear to distort the nature of police work” (Jermier & Berkes, 1979, pp. 1-23).

As seen by a variety of research, many studies have identified styles sought by officers of their supervisors; namely, openness, role model and strictness. It appears that through employing these styles, officers may have stronger organizational commitment. By engaging in these styles, supervisors may strengthen the integrity and ethical behavior
of the organization. Apparently, strengthening leadership among supervisors, especially first-line ones, would benefit many law enforcement agencies and their followers (Hughes, 2010).

One of the most difficult tasks (Hughes, 2010) in the promotional process is creating standardized testing, a system employed in such areas as collegiate admissions, government civil service, psychological measurement, and high school academic proficiency. As a means of bringing fairness and equality to all who take them, the exams seek to measure, through written words, a person’s skill or personality. While such testing has served its purpose, recent research has shown some flaws (Lowry, 1997). For example, researchers administered the California Psychological Inventory to promotional candidates in Texas attending leadership training. They gave both a pre- and post-test, advising that the results indicate that this test can be utilized to assess change through training and that, in this case, the training seemed effective at helping the law enforcement executives develop their leadership skills, awareness and abilities. In the current processes, many candidates never attend, nor are given the opportunity to do so. Some contributing factors may be cost, shift coverage, availability of training, or simply not viewing it as needed (Hughes, 2010).

Many do not invest time or money into sending officers to leadership training according to Hughes (2010). This training could be at a federal, state, or local level. The results of this research states that by law enforcement changing the admission and availability of currently offered leadership development training simultaneously with the current promotional processes, police organizations can begin to assure that they choose the right leaders (Hughes, 2010). The research also shows that the current design of
police organizations does not support change easily. However, research has demonstrated that officers want improvements in how their future leaders are chosen and the style these superiors should exhibit. Making leadership training available to those aspiring to become leaders could help bring about these desired advances.

The last study is based on Mumford’s (2000), Skills Approach theory. To develop organizational leaders, one needs to understand how requisite skills are acquired over the course of an individual’s career (Mumford, 2000). Mumford, in his research, assessed the differences in leadership skills across six grade levels of officers in the United States Army.

Law enforcement is generally understood to be a paramilitary pursuit based on a specific military style of leadership and organization. Because of this, police decision makers may ignore a vast body of knowledge, experience, organizational structures, training and development of philosophies, methods of operation and practical leadership (Cowper, 2000).

The purpose of Mumford’s study was to show that leadership knowledge and skills increase as a function of experience. Increases in skill levels across organizational levels were observed. He hoped to show that certain assignment characteristics, training courses and career development orientations are correlated with skill levels at certain points in leaders’ careers in accordance with their current phase of skill development (Mumford, 2000).

The sample population is unique in the sense that it contains leaders at different points in their military careers ranging from second lieutenants to colonels. Officers age range was from 21-58 years. Moreover, members of this cross sectional
sample spent their careers in one organization, the Army, making it possible to assess developmental influences in a common organizational framework. The sample was divided into three groups. The first group consisted of 1,160 second lieutenants, first lieutenants, and junior captains. The second group contained 410 senior captains and majors. The third group was composed of 220 lieutenant colonels and colonels.

The method was a qualitative cross sectional design to assess the differences in leadership skills. The officers included in the sample were asked to complete a number of measures ranging from standardized tests intended to assess basic abilities and dispositional characteristics. These measures to identify skills and leadership were given to the officers and were asked to complete two inventories examining different kinds of developmental influences. The first inventory was intended to assess career development experiences that might influence skill acquisition. The second career development measure was intended to capture the aspects of job assignments which might influence the acquisition of leadership skills (Mumford, 2000).

The recommendations of this study hold important implications for studies of leadership development. The model of leadership simulating proposed action and the findings obtained in the study suggests that similar structured exercises illustrating key principles will prove most beneficial. The researcher challenges future studies to extend this model, showing how particular types of interventions interact with available skills. This study will not only enhance understanding of leader development, but will ultimately result in far more powerful systems for developing those skills leaders need to solve organizational problems in an ever changing world (Mumford et al., 2000).
The following section offers how national, state and local agencies train their middle managers. Organizations require effective and competent leadership to be successful. The following will show how the national, state and local levels train their managers.

National level. The national level appears to have many agencies that sponsor and mandate training for their middle managers. One example of a federally sponsored middle management training program is the Federal Bureau of Investigation’s National Academy located in Quantico, Virginia, (2007). According to the FBI, the National Academy has been training police managers for ten classroom-hour weeks in undergraduate and graduate college courses. National, state and local law enforcement middle managers have experienced this type of training and, to some law enforcement agencies, this becomes all the management training they receive to fulfill an educational obligation as a middle manager.

Another example of a federally sponsored middle management training program is the Federal Law Enforcement Training Center, (1970), located in Glynco, Georgia, established in 1970, to fulfill a need to federal law enforcement training along with establishing a management component to train federal law enforcement executives. Again, this fulfills middle management training for only federal officers and has encompassed homeland security training.

Another example of a federally sponsored middle management training program is the Federal Emergency Management Administration, (2003), which is now a part of the Department of Homeland Security. This program trains middle managers in a comprehensive national approach to incident management that is applicable at all
jurisdictional levels of law enforcement across functional disciplines. The program titled National Incident Management Systems allows governmental organizations on the federal, state and local levels to work together to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of the incident’s cause, size, location, or complexity.

A further example of middle management training on the federal level is offered by the United States Department of State. The agency known as the International Law Enforcement Academies, (2009), offers three courses that pertain to management such as Executive Development, Advanced Management Course and the Law Enforcement Management Development Program. All three are centered on the idea of developing managers in law enforcement to assist them in performing high level decision making and meeting the challenges they face in the national and international arena. The programs can be accessed by middle managers on the national and international levels of law enforcement.

A final example of middle management training on the federal level is a program sponsored by the International Association of Chiefs of Police (IACP). In February 2009, IACP created a division which focused on leadership training, research, and information dissemination. As a result, the Center for Police Leadership and Training (CPLT) was created. The five-day course uses a foundation of behavioral science theories and focuses on the principles of dispersed leadership and is called Leadership in Police Organizations (LPO). This program is centered on the notion that every officer is a leader. The origin of the LPO lies in a leadership course developed by the United
States Military Academy (USMA) at West Point, New York. Local, state and federal agencies have participated in the program (Rosser, 2010).

**State level.** However, there is no standardization for formal leadership training among the states. Conversely, in the state of New York, there is no formalized middle management leadership training (Miller, personal communication, 2007).

Many states, excluding New York State, sponsor middle management executive training. Three of these state programs of a significant nature are the ones offered in the states of Florida, Maryland, and Washington. The State of Florida created, in 1990, the Florida Criminal Justice Executive Institute. The Institute has a formal affiliation with the state university system which fulfills the educational mandate in the state and offers college level management courses to its law enforcement managers (Brand, 1990). Law enforcement executives and middle managers attend this educational program at its campus located in Tallahassee, Florida. Successful completion of the courses fulfills the state mandate for executive law enforcement training.

The State of Maryland created the Executive Development Institute (2010), located in Sykesville, Maryland to serve as part of a career development process for police executives. The Institute has developed a course on Mid-Management Training that assists law enforcement and correctional mid-level managers to meet the respective challenges of their positions.

The State of Washington through its Criminal Justice Training Commission (2010), established a middle management training course to be completed by all middle managers within the first six months of entry into a leadership position. This leadership development training is part of a career level certification that the state requires of all
middle managers and is relegated by state law (RCW43.101.350). The course encompasses a 40-hour block of instruction covering courses that are applicable to middle managers.

**Local level.** This training for middle managers is sponsored by local Chiefs of Police Associations. Two such locally sponsored middle management training initiatives are the Minnesota and New Jersey’s Chiefs of Police Association. These associations sponsor local training programs that are approved by their governing boards of police executives. This middle management training is actually mandated by these governing boards. These programs emphasize leadership as a prime component of the course.

The Minnesota Chiefs of Police Association (2009) sponsors a four day course for police executives and mid-level managers at the Chief Law Enforcement Officer and Command Academy that is approved and also mandated by the Minnesota Board of Peace Officer Standards Training. The course provides the necessary training that high ranking managers in law enforcement utilize on a daily basis. The staff includes seasoned instructors with experience in police leadership and other skills that have been identified as key components of a middle management training model.

Another local initiative offered to small municipalities is the Police Executive Institute sponsored by the New Jersey State Association of Chiefs of Police (2010). This Association sponsors the program in conjunction with Fairleigh Dickenson University which offers a five-day program for Chiefs of Police and command personnel from local agencies. The program prepares middle managers to accept the challenges that face them in their new positions. The key mission of the executive institute is to develop law enforcement leaders to meet the challenges of their profession.
Chapter Summary

The impact of leadership development training for middle management was discussed by identifying the major factors that confront modern day challenges in law enforcement agencies. Since September 11, 2001, law enforcement has faced more difficult situations than ever before. The criminal has become more sophisticated as they use advanced technology. It is important that the police middle manager be astute to the complexities facing such issues as race, class, ethnicity, gender and sexual orientation, not only in the context of the public served, but within their own police organizations. Effective and competent leadership is required for law enforcement agencies to be successful.

The Skills Approach theory to leadership proposed by Katz in 1955 identified a three-skill approach to leadership. The theory recognized three different abilities that a leader should possess: technical skills, human skills and conceptual skills. Mumford (2000) proposed a new Skills Approach theory of leadership. Mumford’s model consisted of five components: individual attributes, competencies, leadership outcomes, career experiences, and environmental influences. The Skills Approach theory emphasizes skills and abilities that can be learned and developed. This is a more useful theory for thinking about police leadership. The Skills Approach provides a way to delineate the skills and abilities of a leader, and it is applicable to all levels within an organization.

A review of the literature reveals that research projects have been conducted to study the topic of police management training and leadership. These projects have
addressed skills and traits that middle managers possess by using quantitative and qualitative research methods to capture the material needed.

Middle management police training opportunities can be divided into three distinct levels: national, state and local. Nationally, middle management leadership training is for federal law enforcement personnel. The state level, except New York State, provides some middle management leadership training. Some state agencies, as part of a career level certification, are regulated by state law. Local level training is usually sponsored by local Chiefs of Police Associations. These middle management training programs emphasize leadership as a prime component of their courses. The key mission of these initiatives is to develop law enforcement leaders to meet the challenges of their profession. Therefore, this study addresses the impact of middle management leadership development training to determine if the Skills Approach theory to leadership continues to be adequate to explain leadership practice given the ever changing field of law enforcement.

The next chapter will discuss the qualitative methodology that was used to examine the Skills Approach theory to leadership and leadership development training.
Chapter 3: Research Design Methodology

General Perspective

Training and leadership development of middle managers in law enforcement are vital to maintaining a professional police department. As stated by Austen-Kern (2001), departments should not underestimate the long term value of providing comprehensive and continuing management development training programs for their managers. The proper training of managers is critical to building and maintaining a strong professional police department (p. 28).

There is some research to support the idea that training for middle managers in law enforcement is necessary as it influences critical decision making, problem solving and leadership (Moriarty, 2009).

A successful police agency depends greatly on effective leadership development (Evans, 2005). Once a middle manager is promoted, he/she must instantly become a leader because they become directly responsible for subordinate actions which include critical decision making, problem solving, and leadership development. However, many newly promoted managers in law enforcement receive little or no leadership training (Evans, 2005). Pernick (2002), a psychiatrist, argued that transitioning to a management position without leadership development is unreliable. A failure to provide support, guidance, and leadership development for newly promoted managers causes many to fail (Evans, 2003).
The following research questions were developed by the researcher and were evaluated by two high ranking police administrators in a large police agency. These police administrators were not involved in this study. All four questions were reviewed and discussed before final application.

1. What leadership attributes/skills do you believe are essential for lieutenants to become effective leaders?
2. How did you develop leadership skills?
3. Since your appointment to the rank of lieutenant, what leadership development training have you had?
4. Describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development?

**Research Context**

This research study took place in a county in New York State where there are approximately 200 police managers comprising the rank of lieutenants and captains (Wedlick, 2008). The county has 45 law enforcement agencies who frequently work with one another and share information about law enforcement matters which includes their own middle manager performances to deliver public safety to their respective communities.

For this study, only the lieutenants were included in the research. The location chosen for the interviews was a private meeting room at the lieutenants’ facility to ensure that the interviews be private and be undisturbed.
Research Participants

The research participants in this applied research are all sworn law enforcement officers with the rank of lieutenant. This sample group was comprised of lieutenants who have received leadership development training and those who did not receive any training.

At the September 2011 County Police Chiefs Association meeting, an open letter (Appendix B) was read to each chief of police who attended. This letter asked for participants (lieutenants) from their law enforcement agencies to contact the researcher if they wished to participate in this research. Those chiefs who were not present were contacted by e-mail and were furnished with a copy of the solicitation letter.

The number of participants who responded was eight. All eight were included in the research study. These participants were given an introduction letter (Appendix C) and a consent form (Appendix D). There was no reimbursement for participants, it was strictly voluntary. Other demographic information on the law enforcement middle managers’ background such as size of department, age, length of service, and education was captured in the interview process.

Instruments used in Data Collection

The reliability and validity for the research questions came from the two law enforcement administrators who reviewed the research questions. The researcher used in-depth, one-on-one interviews with the middle managers. Each research question was read to the participants for their responses. The responses were electronically recorded and transcribed.
Data Analysis

The research method and procedures chosen for this study was the qualitative method in applied social science. This method addressed the problem statement and research questions because this type of research answers questions with some practical implication to a real world problem or experience (Hoyle, Harris & Judd, 2002). Applied social science research is interested in gathering information that could have an impact on affecting, implementing or changing some social policy. Therefore, smaller but focused samples are more often needed than large samples (Gay, 1996).

The strategies of inquiry for this research started with interactions with police middle managers by using in-depth interviews. In-depth interviews were used to ascertain their experiences and viewpoints on the topic of middle management leadership training. This up-close information was gathered by actually talking directly to people and seeing them behave and act within their context which was a major characteristic in the research (Creswell, 2009). Open-ended questions were used to allow the police managers to contribute as much detailed information as they desired and it also allowed the researcher to ask probing questions as a means of follow-up (Turner, 2010).

The final process in the interview design was that of interpreting the data that was gathered during the interview process. During this phase, the researcher interpreted and compiled the data into sections or groups of information, also known as themes or codes (Creswell, 2009). Whenever a meaningful segment of text in a transcript was found a code or label to signify that particular segment was assigned. This continued until all of the data was segmented. A master was developed to list all codes found and used in the research study. Codes were reapplied to new segments of data each time an appropriate segment was encountered. Codes and labels were consistent phrases, expressions, or ideas that were
common among the research participants (Kvale, 2007). Next, the relationship between
the codes or labels was grouped into themes or subthemes. The researcher formulated
categories and themes at the conclusion of the interviews and reported the data analysis in
Chapter 4 of this study.

Summary of the Methodology

The purpose of this study was to explore leadership development training as it
relates to the attributes and skills of middle managers in law enforcement agencies. A
qualitative research method and procedure was utilized to examine these questions. The
context of this study is in the natural setting. The qualitative research method used was
in-depth interviews and narratives as the strategies of inquiry.

The location of this study took place in a county in New York State and eight
(8) participants were selected based on willingness to participate. The researcher used in-
depth, one-on-one interviews. The responses were electronically recorded and
transcribed. Open ended questions, reviewed by two senior executive police managers
from large police organizations (not included in the study) were asked of the participants.

Collected data was put into categories and coded into themes and subthemes for
data analysis to be interpreted and reported.
Chapter 4: Results

Research Questions

The results of this research study and data collected is presented in this chapter. The qualitative research method used was in-depth interviews with middle managers in law enforcement (lieutenants) and narratives as the strategies of inquiry. The research questions examined for data are as follows:

1. What leadership attributes/skills do you believe are essential for lieutenants to become effective leaders?
2. How did you develop leadership skills?
3. Since your appointment to the rank of lieutenant, what leadership development training have you had?
4. Describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development?

Profile of Participants

The actual names of the eight participants were protected in accordance with the design of the study and standard qualitative research guidelines (Creswell, 2009). The researcher selected eight pseudonyms, ranging from the letter A to the letter H: Adam, Bill, Chris, Derek, Ethan, Frank, Gabe, and Henry.

The research participants in this applied research study were all sworn law enforcement officers in a county in New York State. These eight law enforcement
middle managers ranged in age from 40 to 56 years and were all males; their years in a
police agency ranged from seventeen to thirty-five; their years as lieutenant ranged from
two to sixteen years; the sizes of the agencies were two small, 25-50 sworn officers; two
medium, 51-100 officers; and four large, 101-200; their educational level ranged from a
high school diploma to a Juris Doctor degree; six of the eight participants had some form
of leadership training sponsored by Federal training agencies, training provided by the
Department of Criminal Justice Services, local police academies and private corporate
training.

Table 4.1 shows the key demographic characteristics of the participants containing age, years in police agency, years as lieutenant, size of agency, level of
education, training and type of training. This research study took place in a county in
New York State where there are 254 police managers comprising the rank of lieutenants
and captains (Wedlick, 2008). The county has 45 law enforcement agencies who
frequently work with one another and share information about law enforcement matters
which includes their own middle manager performances to deliver public safety to their
respective communities.

For this study, only the lieutenants were included in the research. The location
chosen for the interviews was a private meeting room at the lieutenants’ facility to ensure
that the interviews be private and be undisturbed.

Data Analysis and Findings

Data analysis. The purpose of the study was to identify factors relevant to
Research Questions 1-4 as reflected in the data from eight interviews. Each interview was
viewed as a single incident. That is, each interview was considered individually in the
analysis. Then, common themes were identified across the data with regard to addressing the research questions.

The process of data analysis (Creswell, 2009) involves “making sense out of text and data…and preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data” (p. 183). Patterns and themes were searched for in the data through analysis of the interviews, coding of the data, and arranging in themes as patterns emerged.

Upon receiving the transcripts, each interview was analyzed by making an interpretation of the meaning of the data while putting into themes and subthemes. The resulting themes and subthemes are described in the summary of the research findings. The classifications for the themes and subthemes are based on the number of times the concept was mentioned by participants for a single question.

**Coding.** The coding process identified a total of 16 primary themes. The themes were delineated into four areas, with each area focusing on one of four research questions. Several of the primary themes were further classified into subthemes. Findings for each research question are summarized and brief exemplar quotes from the interviews are used to illustrate themes and subthemes. The thematic map of primary themes related to the four research questions is presented in Figure 4.1, Thematic Network for Four Research Questions.

**Findings for Research Question 1 (RQ1)**

Research Question 1 was what leadership attributes/skills do you believe are essential for lieutenants to become effective leaders? Primary themes related to this research question are summarized in this section. Summary tables displaying the
frequency of occurrence of subthemes, as well as the number of interviewees that mentioned a specific theme and subtheme are presented. As reflected in Figure 4.1, the primary themes were character, competency, and people skills. The frequency with which themes appeared across interviews and across data is presented in Table 4.2, Frequency of Themes and Subthemes for Research Question 1. The thematic map detailing themes and subthemes related to Research Question 1 appears in Figure 4.2.

**Theme 1: Character.** The primary theme for Research Question 1 was character with the importance of high morals and integrity as the primary subtheme. Character and integrity is the ability to execute moral convictions. One that walks in integrity upholds the truth. The person is not persuaded by the immorality surrounding them. Character and integrity is seen in a person's action. When searching for a problem solver, one generally looks to a person of integrity. This person is honest; one who is fair; one who abides by rules and regulations. The exemplar quotes for this theme were further classified into eleven subthemes. These subthemes were high morals/integrity, lead by example, confidence, fairness, open-minded, work ethic, honesty, having trust of others, loyalty, self-motivated, and respect.

**Subtheme 1: High morals/integrity.** This primary subtheme refers to the mention that an effective leader has a sense of morality and integrity. This subtheme was mentioned nine times in four interviews. Frank expressed, "[It’s] a very important part [of] leadership - doing the right thing." Bill stated, “It’s very important [that] a leader in the police department is someone who has high morals and is very ethical in nature." Derek explained, “Without integrity anything you have after that is going to be meaningless. I would say it’s first and foremost."
Table 4.1

**Key Demographic Characteristics of Participants.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Years in Police Agency</th>
<th>Years as Lieutenant</th>
<th>Size of Agency</th>
<th>Highest Educational Attainment</th>
<th>Middle Management Training?</th>
<th>Type of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>41</td>
<td>17</td>
<td>2</td>
<td>large</td>
<td>Master’s Degree</td>
<td>Yes</td>
<td>Police management and investigative training class. National Center for Missing and Exploited Children.</td>
</tr>
<tr>
<td>Bill</td>
<td>41</td>
<td>18.5</td>
<td>3.5</td>
<td>large</td>
<td>Master’s Degree</td>
<td>Yes</td>
<td>FBI Law Enforcement Executive Development Seminar.</td>
</tr>
<tr>
<td>Chris</td>
<td>50</td>
<td>29</td>
<td>4.5</td>
<td>small</td>
<td>JD</td>
<td>Yes</td>
<td>Three day leadership seminar.</td>
</tr>
<tr>
<td>Derek</td>
<td>41</td>
<td>18</td>
<td>5.5</td>
<td>large</td>
<td>Master’s Degree</td>
<td>Yes</td>
<td>FBI National Academy/general executive training</td>
</tr>
<tr>
<td>Ethan</td>
<td>56</td>
<td>35</td>
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**Subtheme 2: Lead by example.** The next subtheme refers to the mentions that an effective leader models behavior for his subordinates.

Frank explained,

I think you have to be able to “walk the walk and talk the talk” be able to show how things need to be done effectively, how to deal with issues and problems with things that come up divisionally and all of that together makes them effective. Your troops want to follow you.

Bill shared a similar attitude saying,

In a police setting the best way to show leadership skills is to lead by example. You never want to give the impression that you’re asking someone to do something you would never do, you never want to give off the impression to do as I say, not as I do, you have to practice what you preach to actually have that ability.

**Subtheme 3: Confidence.** This subtheme refers to the mentions of being confident in the leadership position. It was mentioned four times in four interviews.

Frank recalled past situations in which he led successfully, that “a lot of it came down to my confidence as a leader and my experience at handling investigations…that I was able to win the day in both of those cases.” Bill expressed that a leader “[has] to be fearless [and] you can never be afraid that a decision you have to make is going to be unpopular.”

**Subtheme 4: Fairness.** This subtheme refers to the mentions of acting fairly as an important attribute of an effect leader. It was mentioned four times in three interviews. Adam stated, "For a lieutenant I believe the first attribute, for any supervisor, is fairness." Frank explained, "People want to know that when they did something good
you’re going to treat them fairly, but more importantly, when they did something wrong, that they are also going to be treated fairly.”

**Subtheme 5: Open-minded.** This subtheme refers to keeping an open mind and listening to others. It was mentioned four times in three interviews.

Bill opined,

I think leaders need to be followers as well and effective leaders need to recognize that their not always correct or their way is not always the right way and there may be others around them that have a better idea or better means to an end.

Henry explained,

[Leaders] need to be … open-minded to a lot of things as a second line supervisor, sergeant, they [sic] dealing primarily with one small group of guys but as a lieutenant you’re dealing with a much broader number of people and number of issues so you need to be open-minded to everything you may encounter and not pass quick judgment.

**Subtheme 6: Work ethic.** This subtheme refers to mentions of hard work. It was mentioned four times in three interviews.

Chris stated,

I believe you have to out work every person in your organization and whether I was a sixteen year old kid working three jobs, or through college, etcetera hard work and a focus on achieving a goal was my purpose.

Gabe expressed that his parents raised him to “work hard for what you want,” but he does not see this quality in today’s generation. He worries, "I look at young people here today and they have been here for five years and they have zero sick time."
They’re not thinking about their future and again they’re thinking, what can this town give to me."

**Subtheme 7: Honesty.** This subtheme refers to the necessity for a leader to be honest. This subtheme was mentioned three times in three interviews. Bill said "as a lieutenant or as a middle manager in a police organization it is imperative that you have honesty." Henry stated, "Honesty is another attribute that is very important in that position." Chris opined, "I believe a leader has to be and have the attributes of sincerity and honesty."

**Subtheme 8: Having trust of others.** This subtheme refers to a leader’s ability to gain the trust of his subordinates. It was mentioned two times in two interviews. Frank stated that an effective leader requires “trust, guys being able to trust what you're saying.” Henry explained that, "people need to trust you and if people don’t trust you, you can’t effectively do your job.”

**Subtheme 9: Loyalty.** This subtheme highlights the importance of loyalty both in a leader’s character, as well as something to be expected by a good leader. It was mentioned two times in two interviews. Derek listed loyalty to staff as one of several essential attributes of an effective leader. Ethan on the other hand, opined,

> I would say that, I’m big into loyalty. I think loyalty towards the agency and if a boss is fair and does his job properly he should have the loyalty, almost demand the loyalty of his men. I think loyalty is a big thing in this profession.

**Subtheme 10: Self-motivated.** This subtheme refers to the importance respondents placed on a leader’s self-motivation to learn. It was mentioned two times in two interviews.
RQ1: What leadership attributes/skills do you believe are essential for Lieutenants to become effective leaders?

RQ2: How did you develop these leadership skills?

RQ3: Since your appointment to the rank of Lieutenant, what leadership development training have you had?

RQ4: Describe the impact your leadership attributes/skills/training have had in the areas of critical decision making, problem solving & leadership development?

Figure 4.1. Thematic network for four research questions.
Gabe expressed that an effective leader must be “willing to learn on your own, you have to be able to go home, do research on your own, be willing to learn on your own, read, whatever it takes to become familiar with this job.” Henry added that effective leaders must be able to self-reflect and "see what they need themselves to learn to continue to be effective at their job."

**Theme 2: Competency.** The next theme for Research Question 1 was competency. Competency is sometimes thought of as being shown in action in a situation. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt. The exemplar quotes for this theme were further classified into seven subthemes. These subthemes were intelligence, common sense, big picture, and needs to be competent in administration.

**Subtheme 1: Intelligence.** The primary subtheme refers to the necessity of intelligence for lieutenants to become effective leaders. It was mentioned five times in four interviews.

Henry opined,

I believe in order to become an effective leader people in the rank of lieutenant need to be, first and foremost, intelligent. There are so many different hats that middle managers in police department wear I think they need to be intelligent
Table 4.2

*Frequency of Themes and Subthemes for Research Question 1.*

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<th>Bill</th>
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RQ1: What leadership attributes/skills do you believe are essential for Lieutenants to become effective leaders?

**Character**
- Loyalty
- Fairness
- Confidence
- Lead by example
- Honesty
- Open Minded
- Work Ethic
- Self-Motivated
- High morals/Integrity

**Communication**
- Ability to read others

**Decision Making**
- Decisive
- Right decision
- Wrong decision better than none
- Participative decision making

**Competency**
- Lead by example
- Common sense
- Intelligence
- Big Picture
- Competent in Administration

**Teacher**

**Education**

*Figure 4.2. Thematic network for Research Question 1.*
enough to know which hats they have to wear and how to use those skills and knowledge for a wide range of subjects and skills.

Adam similarly expressed that in higher management responsibilities, intelligence is critical for decision making and analysis of the everyday situations.

**Subtheme 2: Common sense.** The next subtheme refers to common sense as one of the competency skills necessary for lieutenants to be effective leaders. It was mentioned three times in three interviews. Ethan stated, “Common sense is essential. You can have all the book smarts and know while in this situation I do that or that but if you have no common sense or discretion, to me, you’re not going to be a very effective leader.”

Chris emphasized the inherent quality of common sense stating, "I think what comes into play is whether or not you can utilize good judgment. I’ve been around for almost 30 years now and things such as critical incidents is [sic] instinctual as to what needs to be done and I think as a police officer if you have those instincts you carry them with you through the ranks."

Gabe explained the impact of common sense saying,

I think I have good common sense. That helps me draw conclusions or make a decision a little bit quicker than our chief who seems be stuck in this pattern. He will over think things and takes too much time and people get annoyed and those decisions aren’t always right.

**Subtheme 3: Big picture.** The next subtheme refers to the need to see the ‘big picture’ and not become caught up with small details. It was mentioned four times in two interviews. Adam expressed that as a lieutenant, unlike a sergeant, one "must have that
‘bird’s eye’ view where you have to be planning and anticipating.” Chris explained his own leadership abilities, saying,

I’m also a person who is not overcome by minute details; I don’t sweat the small stuff. I’m more of a big picture person, I have the ability to see the broader picture, where we need to be, where we need to go.

**Subtheme 4: Need to be competent in administration.** The fourth subtheme refers to the necessity of a person in middle management to be competent in the administrative skills that go along with the position. It was mentioned two times in one interview. Chris stated that an “individual … has to be competent in what it is he’s tasked to perform.” He also mentioned that “there is a large component of people who have been in law enforcement and put into management positions, with all the good intentions, but no formal training or experience in performing certain tasks.”

**Theme 3: Communication.** The next theme for Research Question 1 was communication. Communication is the ability to get your thoughts across to subordinates and clearly explain what is needed from them to get the job done. The exemplar quotes for this theme was classified by one subtheme. This subtheme was the ability to read others. Communication refers to the ability to communicate clearly and effectively as a leader. It was mentioned five times in three interviews. Adam expressed that it was important to give clear direction, while also “looking [at] the big picture.” Bill specified that an effective leader is “articulate both in written form and verbally.” Frank explained, “The number one issue is to be able to communicate, be able to express what you need done, how you want it done in a way that achieves results.”
**Subtheme 1: Ability to read others.** This next subtheme refers to the mention that a good leader is able to understand and handle different individuals. This theme was mentioned five times in five interviews. Henry explained an effective leader “read[s] people to see what makes them ‘tick,’ see what drives them.” Gabe opined, “You have to have an excellent concept of human nature. You really need to understand people, how people react under different conditions.” Bill said a leader needs “to be able to select those people” with whom he can trust to get through situations with. Ethan expanded that a leader needs to be able to “deal with subordinates and actually all personnel.”

**Theme 4: Decision making.** The next theme for Research Question 1 was decision making. Decision making can be regarded as a process resulting in the selection of a course of action among several alternative scenarios. The exemplar quotes for this theme were further classified into four subthemes. These subthemes were decisive, right decision, participative decision-making, and wrong decision is better than no decision.

**Subtheme 1: Decisive.** This primary subtheme refers to the ability to make a decision in a timely manner. It was mentioned eight times in six interviews. Bill said, "You can never be afraid that a decision you have to make is going to be unpopular." Derek added, “People want to see someone that can make a decision,” and though a leader can empower others to made decisions, the leader must “say this is what we’re doing.”

**Subtheme 2: Right decision.** The next subtheme refers to making decisions based on morality. It was mentioned three times in three interviews. Bill explained, "You have to be an individual who makes decisions based on ethics and morality versus popularity." Chris opined that by following the “goals and objectives of the organization, you will
always make the right choice.” Frank mentions he strives to “do the right thing, or at least try to do the right thing.”

**Subtheme 3: Participative decision-making.** The final subtheme refers to including others in the decision making process.

Ethan explains,

I think it stimulates the officers under you that if you run into a situation and you might have an ideas so to what you want to do but you say to them “hey, what do you guys think?” I think the guys like that, the ones who show initiative or [have] they’re [sic] heads up and have pride in themselves…to have their opinions listened to.

Similarly, Derek said that he is “a very big [proponent] of participative decision making…bringing them into the mix, giving them a sense of ownership over the problem.”

**Subtheme 4: Wrong decision is better than none.** The next subtheme refers to the mention that there are times when a wrong decision is preferable to a delayed decision-making process. Gabe explained, "You’re not going to make the right decision 100% of the time, but sometimes a bad decision is sometimes [sic] better than no decision.” Ethan expressed the sentiment that “it’s sometimes better to be decisive and make a wrong decision or stumble around than not choose to make a decision at all.”

**Theme 5: Teacher.** The next theme for Research Question 1 was teacher, which refers to the ability to teach followers thinking skills and factors that respondents have found successful. It was mentioned three times in three interviews. Frank opined,
"Probably a teacher is the most important attributes [sic] I think a middle manager leader would need in this department."

Derek explained his own practice saying,

I sit back and let them come up with a decision and some people will say, here’s what I think we should do. That’s a good thing and those subordinates don’t need a lot of development and there are others that are completely lost and couldn’t make a decision if their life depended on it. In that role, it’s my responsibility as lieutenant to drag it out of them and to train them to be in a thought process.

Henry added to this,

What I want to do is pass along to subordinates the stuff I think makes me successful. To try to do that on a daily basis is having an open door, very important for me to have that contact with the people I work with to show them how I’d like them to develop and learn.

**Theme 6: Education.** The next theme refers to the importance of higher education for lieutenants to be effective leaders. It was mentioned three times in two interviews. Frank expressed, "It’s important and, to really go out on a limb here, I think that supervisors, or at least, middle level supervisors should have somewhat of a college education." Gabe similarly related that “to be in this position you need to have a college degree. I know people who don’t have a college degree and I think they struggle more. Education is the biggest skill and should be required."

**Findings for Research Question 2 (RQ2)**

Research Question 2 was how did you develop leadership skills? This section includes the frequency of occurrence for the themes and subthemes, as well as the
number of interviewees that mentioned a specific theme and subtheme. As reflected in Table 4.3, the primary themes were informal leadership development, formal leadership development, genesis of leadership, and self-motivation. The frequency with which themes appeared across interviews and across the data is presented in Table 4.2. The thematic map detailing themes and subthemes related to Research Question 2 appears in Figure 4.3.

**Theme 1: Informal Leadership Development.** The primary theme for Research Question 2 was informal leadership development. Informal leadership development is the way in which the participants develop their attributes and skills. The exemplar quotes for this theme were further classified into five subthemes. These subthemes were learning from others, other leadership experience, and upbringing.

**Subtheme 1: Learning from others.** The primary subtheme refers to mentions that leadership skills were learned from others, often predecessors. It was mentioned seven times in four interviews.

Chris shared,

> Leadership skills that I have obtained I believe I’ve learned through my years in law enforcement and taking those traits or skills that my predecessors had and taken the best component from each of them and tried to make myself more well-rounded based upon my experience I’ve had with those supervisors and managers that I have worked for in the past.

Frank had a similar experience, saying,

> Most of where I learned this from was watching other people’s successes and failures, watching mentors or people that I looked up to as a young cop, how they handled things, how they lead or how they ran a division and I kind of picked an
choose what I wanted and whether they were traits I thought were important or less favorable…

Gabe said he also learned from previous lieutenants, and especially looked up to the first chief he worked for, saying, “I watched him carefully and I actually try to emulate him [though] he’s been gone for twenty years.” Further, on the job learning was mentioned five times in three interviews. Adam said, "There’s not an ounce of training that’s given really to prepare you for that, even when you do the self-study. A lot of these

Table 4.3

Frequency of Themes and Subthemes for Research Question 2.

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<tr>
<th>Themes and Subthemes</th>
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<th>Bill</th>
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<th>Derek</th>
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<td></td>
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</table>
management principles are discussed, but I’ve learned on the job actually doing." Henry added, "Making decisions on high risk warrants or with tactical situations that are very dangerous, help[ed] develop a lot of my decisiveness or courage."

**Subtheme 2: Other leadership experience.** This subtheme refers to mentions of non-law enforcement leadership experience as sources of leadership development. Derek recalled,

My leadership skills probably developed very early on when I was in high school. I attribute that to my work with the Recreation Department in one of the local towns where I was employed as a lifeguard and do something as simple as a part time job where you’re placed into a position of authority and having to get people to do what you say and obey you and make them want to do it.

Ethan cited his Union leadership experience, saying, “I ran for PBA president, I got in, with a couple of other younger guys; we ran the union for thirteen years. I believe that did help me become a boss when I made sergeant.”

**Subtheme 3: Upbringing.** The next subtheme refers to mentions of family or upbringing in the development of leadership skills. It was mentioned five times in three interviews.

Bill considered the role religious upbringing had on his leadership skills, saying,

My mother was one who always made me go to church, even if I didn’t want to, I do think that a religious upbringing in my life helped to develop my sense of morality. I made a lot of mistakes along the way and I think it’s important to recognize when you have made mistakes and how and situation could have been handled differently or better.
Henry credited his family, stating, “I’m the oldest of three siblings that helped me with my leadership skills.” He also credits his father, who was a New York City Police Department detective, saying he “definitely look[ed] to my father for some of the traits that I’ve come to learn and work on,” adding, “He certainly did play a big part in my life growing up and helping me become the person I am.” Derek also mentions his role as the oldest child of four growing up, saying, “I see that in my own children now with the roles they play, particularly my first born, [who is] very responsible and very concerned about the things that the younger siblings are doing.”

Subtheme 4: Self-motivation. Self-motivation was mentioned five times in three interviews. Derek felt the lack of training that prompted him to self-manage his development, saying, “Personally for me to fill that void, it’s been critique, it’s been conversations, it’s been reading, the opportunity to catch things as they come across my desk.” Henry also felt similarly, that “through self-motivation, reading periodicals, going to classes, reading books, you have to self-motivate in order to learn and develop your skills.”

Theme 2: Formal Leadership Development. This next theme refers to mentions of the role of formal leadership development tools on leadership skills. Formal leadership development is obtained from formal or mandated training, seminars, workshops and college courses. The exemplar quotes for this theme were further classified into two subthemes. These subthemes were college degree and law enforcement training.

Subtheme 1: College degree. The primary subtheme refers to the importance of
a college degree for the participants’ leadership development. It was mentioned eight times in three interviews.

Frank emphasized,

As a lieutenant, most of the leadership or training I’ve had has come from outside the job – my Master’s program. Going back to school and trying to finish my education I think that where most of the education for leadership training comes from.

Referring to the New York State Division of Criminal Justice in Police Supervision, training for new sergeants, Derek said,

There was some good information in there, but a lot of the things, as far as being a leader being a manager, were things I already worked on from.... some of the courses I took in college and toward my Master’s degree.

Subtheme 2: Law enforcement training. The next subtheme refers to mentions of law enforcement training as a source for developing leadership skills. It was mentioned four times in three interviews.

Adam mentioned sergeant training,

I did attend quite a bit of training as a sergeant that was centered on first line supervisory management which did provide or was in the context of leadership management skills - many of those skills, the management concepts and leadership attributes that one seeks to develop.

Frank shared his experience,

So, I did have some training for senior management police. It’s through the National Police Research Forum. That was a very intense four week class that
covered a myriad of topics. Other than that, very little advanced level stuff through the department.

Derek said, “In addition to the supervisor’s course I also have the opportunity to attend the FBI Academy and that was a tremendous experience, again, because it was just the continuation, a refresher, of my management training.”

Theme 3: Genesis of Leadership. This next theme refers to how respondents felt leadership skills developed. The genesis of leadership refers to the many theories that ask the question, “are leaders born or are leaders made.”

The quotes for this theme were further classified into two subthemes. These subthemes were leaders are born and leaders are made.

Subtheme 1: Leaders are born. The primary subtheme refers to the view that individuals are born with leadership qualities, and leadership is not a skill that anyone can learn. It was mentioned seven times in two interviews. Ethan said, "You can go to a class and read up on it and develop a style, but I think a true leader is something within you." Henry felt similarly, saying, "Not everyone can be a leader in my opinion. I think you need to have something there beforehand that can be grown and honed rather than learn from the ground up."

Subtheme 2: Leaders are made. This next subtheme refers to the view that individuals are developed into leaders. It was mentioned three times in two interviews. Bill opined,

People say leaders are born, I tend to disagree. I do think that it is something that is developed through your experiences from life, right from the beginning.
RQ2: How did you develop these leadership skills?

Formal Development

College Degree

Law Enforcement Training

Informal Development

Upbringing

Learning from Others

Other Leadership Experience

Self-motivation

Genesis of Leadership

Leaders are Born

Leaders are Made
You’re not necessarily born with it, but the situations you find yourself in growing up whether it be in a classroom setting or an athletic team you tend to develop the skills you need very early on.

Derek looked back to his own leadership development and shared,

My leadership skills probably developed very early on when I was in high school. I attribute that to my work with the Recreation Department in one of the local towns where I was employed as a lifeguard...where you’re placed into a position of authority and having to get people to do what you say...I really think that’s where I started to develop.

**Findings for Research Question 3 (RQ3)**

Research Question 3 was since your appointment to the rank of lieutenant, what leadership development training have you had? This section includes the frequency of occurrence for the theme and subthemes, as well as the number of interviewees that mentioned specific subthemes. As reflected in Table 4.4, the primary theme was insufficient training. The frequency with which themes appeared across interviews and across the data is presented in Table 4.2. The thematic map detailing themes and subthemes related to Research Question 3 appears in Figure 4.4.

**Theme 1: Insufficient training.** The primary theme for Research Question 3 was insufficient training. Insufficient training is the lack of leadership development through formal instruction for the middle managers in law enforcement. The exemplar quotes for this theme were further classified into three subthemes. These subthemes were training specific to lieutenants not available, ineffective training, and limited access to training.
Table 4.4

*Frequency of Themes and Subthemes for Research Question 3.*

<table>
<thead>
<tr>
<th>Themes and Subthemes</th>
<th>Adam</th>
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<th>Chris</th>
<th>Derek</th>
<th>Ethan</th>
<th>Frank</th>
<th>Gabe</th>
<th>Henry</th>
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<td></td>
<td></td>
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<tr>
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<td>12</td>
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<tr>
<td>Ineffective training</td>
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<td>5</td>
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<tr>
<td>Limited access to training</td>
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</table>

**Subtheme 1: Training specific to lieutenants not available.** The primary subtheme refers to the lack of specific training for lieutenants. It was mentioned twelve times in four interviews. Adam explained his transition into his role as lieutenant -- how has your role changed, what’s expected to you and it’s not laid out anywhere and I’m unaware of any policy document we have in our general orders that distinguishes you the lieutenant will do A,B,C and it will be specifically the sergeant that will do X, Y, Z...it certainly took me time to feel confident in my role.

Ethan had trouble recalling, "Formalized training, minimal. Off the top of my head I can’t even remember any such type of training." Frank summarized the lack of training; I think more emphasis should be placed on middle level and upper level training courses for police supervisors… There’s no follow up so you get promoted and say after six or seven years as a patrolman and you stay for forty years, you will have no more training.
Derek observed, “I guess it’s been apparent for a while, and continues to be apparent to me, that there is nothing beyond the course in police supervision that’s a mandate for any supervisor to take.”

Commenting on the current state of training Derek also added,

Speaking generally about the rank of lieutenant, could most lieutenants function with just that basic course in police supervision? I think they could. However, as quick as I am to say that, I’m much quicker to say that what you’re going to have if that’s the case, you’re going to have mediocrity at best.

**Subtheme 2: Ineffective training.** The next subtheme refers to the mentions that current training is ineffective. It was mentioned five times in three interviews.

Derek mentioned a pilot program that he took part in,
The third management class I took which was right after I had been promoted to lieutenant was a management for specifically geared towards lieutenants. It was more of a pilot program that my agency was trying to do and that course, while trying to make an effort to do something for lieutenants, the intention was good, I certainly think the need is there but there really wasn’t a lot of new information there.

Bill shared his views on the FBI Executive Development Seminar, saying, "Was it worth it, it’s always good to go to training, but is it the kind of training that really shows you what a leader is or shows you how to be a leader, NO. I don’t think so."

Bill then described his ideal leadership development training,

Dropped off in the woods, somewhere with three guys in the middle of nowhere, and have a Hersey bar to split between you and we’ll see you in a week and you have to figure out how to get out and how to survive. That’s how you develop a leader. I don’t think there’s enough of that.

Bill also spoke of the missed opportunities of bonding and leadership development,

Police officers are usually thrust into ... negative environment whether it be a domestic situation, where they’re going to take a father away from a family in handcuffs...Often times, you’re doing that alone and you don’t get the opportunities...to do it with other people in a manner which you can bond or become a more effective leader.

**Subtheme 3: Limited access to training.** This final subtheme refers to the limitations on accessing training. It was mentioned two times in two interviews.

Gabe shared,
Every year, there’s an executive training course which is given and its three days and we participate in that...But, with manpower being the way it is and the number of executive staff, sometimes it’s difficult and we have to pass up going, but that’s how we get our training. It’s what available and can we make it. Many times we can’t.

Henry mentioned the financial limitations on access to training, "A lot of the leadership classes we see from the private companies cost money. A lot of departments don’t have the money to send us to the training."

**Findings for Research Question 4 (RQ4)**

Research Question 4 was can you describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development? This section includes the frequency of occurrence for the themes and subthemes, as well as the number of interviewees that mentioned a specific theme and subtheme. As reflected in Table 4.5, the primary themes were critical decision making, problem solving and leadership development. The frequency with which themes appeared across interviews and across the data is presented in Table 4.2. The thematic map detailing themes and subthemes related to Research Question 4 appears in Figure 4.5.

**Theme 1: Decision-making.** The fourth theme for Research Question 4 was decision making. The exemplar quotes for this theme were further classified into seven subthemes. These subthemes were positive/negative impacts of decision making, respect for decision makers, responsibility, not developed through training, general attributes, common sense and not teachable.
**Subtheme 1: Positive/negative impacts of decision making.** The primary subtheme refers to mentions of positive and negative impacts of decision making. It was mentioned three times in one interview. Bill stated, "If you’re not an effective leader your followers or subordinates are not going to be effective at what they do. If you’re not an effective leader than their not effective, the organization would fail and the community would suffer. If your [sic] successful, then your community benefits from that."

**Subtheme 2: Respect for decision makers.** The next subtheme refers to mentions of respect for decision makers. It was mentioned two times in one interview. Ethan said, “[subordinates] may not like the decision, but they may not like the particular supervisor, but they have to respect that.”

**Subtheme 3: Responsibility.** The next subtheme refers to the mentioning of the responsibility of decision making. It was mentioned one time in one interview. Bill explained,

In terms of critical decision making, I think it’s natural that when you’re in a position such as mine, second in command of the department, although we do have a captain, my position is one that operationally is running the show. People look to you for a decision, whether they think you’re a leader or not, they are going to look toward you because of your rank. So it’s critical that you accept that responsibility and not delegate it or abandon it.

**Subtheme 4: Not developed through training.** The last subtheme refers to mentions that leadership skills are not developed through training. It was mentioned one time in one interview. Bill shared, “It’s more along the lines of life experience than it is
through training although life skills are a very informal form of training. I see that it’s important that you have that kind of training and decision making.”

**Subtheme 5: General attributes.** The next subtheme of general attributes highlights some of the characteristics respondents felt they had which impacted on their leadership development and skills. These included integrity and honesty. Chris shared that an effective leader is "someone who can embody integrity." Gabe shared about himself, “I’m open and honest and forthright and forthcoming with information.”

Ethan touched on discretion, saying that “if you have no common sense or discretion, to me, you’re not going to be a very effective leader at all.” Chris also added that selflessness is an attribute that has had an impact for him, stating, “It’s someone I believe you have to embody, someone with good judgment, someone who is not all about themselves, but more for the organization.”

**Subtheme 6: Common sense.** The secondary subtheme was mentioned three times in two interviews. Gabe summarized the impact of having common sense, “I think I have good common sense. That helps me draw conclusions or make a decision a little bit quicker than our chief who seems be stuck in this pattern.” Ethan described that, to be an effective leader, “Common sense is essential.”

**Subtheme 7: Not teachable.** The next subtheme refers to certain skills as not teachable. It was mentioned three times in two interviews. Henry stated, "Making critical decisions, again, I think is not something you can learn. I think you either have the ability to do it or you don’t do it very well." Ethan felt similarly about common sense, saying, “I know you can’t teach common sense that either you have it or don’t.”
Theme 2: Problem Solving. The next theme for Research Question 4 was positive impact. Middle managers in law enforcement are always finding solutions to specific problems. The exemplar quotes for this theme were further classified into four subthemes. These subthemes were leadership, problem solving, communication and experience.

Subtheme 1: Leadership. The next subtheme was leadership. It was mentioned two times in two interviews. Adam cites his experience as an attorney as impacting his leadership, sharing,

I am also a practicing attorney in a law firm so I have had in that role paralegals who work for me so I’ve had a leadership role, people that I have managed sometimes I like to say they’re the hardest ones to manager in a case are your clients and so I’ve had that experience as well which I think has helped me to be a leader.

Ethan also mentioned other experience on his leadership, "I like to think that I showed steady leadership, the skills I believe that I might have developed definitely through my Union activity."

Subtheme 2: Problem solving. The next subtheme was the positive impact on problem solving. It was mentioned once in one interview. Derek shared his practices, “I think one of the day to day things as far as problem solving goes, one of my favorite things to do…is not to be so quick to solve their problems.”

Subtheme 3: Communication. The next subtheme was the positive impacts on communication. It was mentioned once in one interview. Adam cited his experience as a
teacher, “I also have the good fortune of being a teacher…I think those skills help me as far as communication skills, being able to speaking in public.”

Subtheme 4: Experience. This primary subtheme refers to life experiences having an impact on leadership skills. It was mentioned eight times in four interviews. Frank shared, "I look for training or things that may help assist me, but I think most of it is what I’ve grown up with and what I’ve become throughout my life.” Bill elaborated, I think how you as a leader and how you attack or address those kinds of situations can define who you are or what you…And those skills are more often, in my experience, not developed through training. They are more so developed through life experience and how one has gone through life. I think back about my own past and I seem to remember that in most situations people did look at me as someone who was going to make a decision.

Adam described the his appreciation for varied experiences of fellow lieutenants, Every one of them, hold higher degrees, have either work experience or life experience outside the police department which they bring to the table. Many of their skills or different perspective which I think is somewhat necessary because we deal with very diverse things that can happen which are not routine.

Ethan recalled a time that required skills he developed as a union leader, We had a visiting U. S. President and I handled that detail which I dealt with for a few years and it was like a Chinese fire drill but we got through it and I’m kind of proud of that. My guys did a great job… I like to think that I showed steady leadership, the skills I believe that I might have developed definitely through my Union activity, dealing with the guys tactfully but firmly and me showing loyalty
toward my people in making sure that my people were the ones being used and
not from an outside agency.

**Subtheme 5: Past work experience.** This subtheme refers to the impact of past
work experience. Past work experience was mention three times in two interviews.
Frank said, “It was the success of both of these cases that come down to the fact that I
had experience with these types of investigations in the past.” Ethan mentioned, “My
predecessor helped me, he helped me on the technical aspects of the job assignment.”

**Theme 3: Leadership Development Training.** The final theme for Research
Question 4 was leadership development training. Leadership development training is a
way in which middle managers can develop attributes and skills that enhances the quality
of their leadership. The exemplar quotes for this theme were further classified into five
subthemes. The subthemes were non-law enforcement training, little/no impact of
training, lack of training, and no formal training.

**Subtheme 1: Non-law enforcement training.** The primary subtheme refers to
mentions of training outside of law enforcement. It was mentioned two times in one
interview. Adam said, “Through the other training I’ve had to develop my leadership
skills, I think they’ve had an impact on my critical decision making, problem and
leadership development.”

Subtheme 2: Little/no impact of training. The next subtheme refers to mentions
of the limited impact of training. It was mentioned two times. Henry articulated, “This
“This position has helped me use my traits and attributes I’ve always had and
Table 4.5

*Frequency of Themes and Subthemes for Research Question 4.*

<table>
<thead>
<tr>
<th>Themes and Subthemes</th>
<th>Adam</th>
<th>Bill</th>
<th>Chris</th>
<th>Derek</th>
<th>Ethan</th>
<th>Frank</th>
<th>Gabe</th>
<th>Henry</th>
<th>Total Mentions</th>
<th>N Mentioning</th>
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</table>
RQ4: Describe the impact your leadership attributes/skills/training have had in the areas of critical decision making, problem solving & leadership development?

Figure 4.5. Thematic network for Research Question 4.
to use them better. I don’t think the training I’ve gotten has enhanced my skills and traits as much as I would have liked.”

**Subtheme 3: Lack of training.** The next subtheme refers to a lack of training. It was mentioned one time in one interview. Bill opined,

I do feel there is not enough leadership training in our profession, I think it’s something we are all sorely lacking, I can’t say that it’s across the board, but I do think that in the county I work and the state I work that this is problematic.

**Subtheme 4: No formal training.** The last subtheme refers to mentions that there was no formal training. It was mentioned one time in one interview. Adam mentioned, “In many of my leadership attributes skills, I haven’t had any formal lieutenant training, through the other training I’ve had to develop my leadership skills.”

**Subtheme 5: Academic background.** This subtheme refers to the impact of academic background. It was mentions three times in two interviews. Gabe contributed, “One of the few things that were pounded into me in college was to make a decision.” Derek shared his approach to problem-solving while developing subordinates,

I think one of the day to day things as far as problem solving goes, one of my favorite things to do, is when one of my subordinates comes to me with a problem, and again, this is a product of experience, my supervisory training and academic background is to not be so quick to solve their problems.

**Summary of Results**

The collected data reflects the following summary of the four research questions (Table 4.6).
Research Question 1 (RQ1) – What leadership attributes/skills do you believe are essential for lieutenants to become effective leaders? The primary themes were character, competency, and people skills as reflected in Table 4.2.

Research Question 2 (RQ2) – How did you develop leadership skills? The primary themes were informal leadership development, formal leadership development, and self-motivation as reflected in Table 4.3.

Research Question 3 (RQ3) – Since your appointment to the rank of lieutenant, what leadership development training have you had? The primary themes were insufficient training with the following subthemes: training specific to lieutenant’s not available, insufficient training and limited access to training as reflected in Table 4.4.

Research Question 4 (RQ4) – Describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development?

The primary themes were experience, personal attributes, problem solving, decision making and leadership development training as reflected in Table 4.5.

In Chapter 5, a discussion and interpretation of the results are discussed with a final conclusion that will summarize the study based on the researcher’s analysis.
Table 4.6

*Results of Research Questions.*

<table>
<thead>
<tr>
<th>Question 1: What leadership attributes/skills do you believe are essential for lieutenants to become effective leaders?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character (Attributes)</strong></td>
</tr>
<tr>
<td><strong>Competency (Skills)</strong></td>
</tr>
<tr>
<td><strong>Communication (Skills)</strong></td>
</tr>
<tr>
<td><strong>Decision-making (Skills)</strong></td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td><strong>Education</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2: How did you develop leadership skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Leadership Development</strong></td>
</tr>
<tr>
<td><strong>Formal Leadership Development</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3: Since your appointment to the rank of lieutenant, what leadership development training have you had?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insufficient Training</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4: Describe the impact that your leadership attributes/skills/training have had in the areas of critical decision making, problem solving and leadership development?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision Making</strong></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
</tr>
<tr>
<td><strong>Leadership Dev. Training</strong></td>
</tr>
</tbody>
</table>
Chapter 5: Discussion

Introduction

The study examined leadership development training to determine if the Skill Approach theory to leadership continues to be adequate to explain leadership practice given the ever changing field of law enforcement. Specifically, in a lieutenant’s view, what attributes or skills do they possess that enables them to perform as a middle manager or is leadership development training essential to a lieutenant’s effectiveness as a middle manager in law enforcement. This chapter contains an exploration of the implications of the findings reported in Chapter 4, identification of the limitations that affected the results of the study, recommendations for future research, and an overall summary of the study based on analysis and results.

A qualitative research design was used to examine leadership development and its influence on middle managers. A letter soliciting volunteers for this research (Appendix B) was read to middle managers by the Chiefs of Police in a county in New York State. As a result, eight lieutenants responded. Four interview questions were reviewed by two law enforcement executives, not part of the research. These questions were asked of the participants during in-depth interviews. The responses were electronically recorded and transcribed. The data was coded into themes and subthemes for analysis.
Implications of Findings

The data from this research study suggests leadership development is cultivated, not through formal training, but from informal development of relevant attributes and skills. This county has not mandated formal leadership training as a requirement to be a lieutenant. The implications of the findings focus on three major categories; namely, attributes, skills, and informal leadership development training.

Attributes. A characteristic that distinguishes an individual from others. Attributes are as important as the oath police officers take upon entering law enforcement. Middle managers in police agencies must rely on their attributes, as well as skills, to make sound decisions and solve problems that impact the lives of subordinates, civilians and their organizations.

When asked of the participants what are the most essential attributes to become an effective leader, character was identified thirty-nine times in the transcripts. The data shows that high morals and integrity is of most importance (Table 4.2). It identifies the key component in the hiring of a police officer and is the benchmark in the selection process because of the nature of the occupation in serving the police community and the public. Character may be described as having high standards and integrity when fulfilling one’s commitments. It encompasses many traits, which include having confidence in oneself to doing the right thing, being fair, honest and open-minded even when it is hard to do so, and having a strong work ethic and commitment to the police organization.

To understand the police community and to reinforce the strength of their
attributes, the following Law Enforcement Code of Ethics summarizes why character is the most essential attribute to the law enforcement profession.

As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence and disorder; and to respect the Constitutional rights of all men to liberty, equality, and justice. I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others; honest in thought and deed in both my personal and official life. I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided in me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty. I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decision. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courageously and appropriately without fear or favor, malice, or ill will, never employing unnecessary force or violence, and never accepting gratuities. I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve those objectives and ideals, dedicating myself before God to my profession -- law enforcement (International Association of Chiefs of Police, 2005, para.1).

**Skills.** The ability coming from one’s knowledge, practice, aptitude to do something well. Developing leadership skills takes time and commitment. Having a
vision, building a strong team and bringing out the best in those you lead are essential to being successful as a leader.

The findings of the study shows that competency and its components were mentioned fifteen times and identified as being the most essential skills for critical thinking and problem solving (Table 4.2). It is noteworthy that without the development of competencies, individual attributes may have little effect on leadership outcomes (Mumford, 2000).

Mumford’s (2000) Skills Approach theory suggests that attributes and skills can be learned and developed. Mumford and his colleagues developed the Skills Model to explain variation in the ability of leaders to solve problems and found that leaders with higher levels of competencies will be more effective problem solvers (Mumford, 2000). Individual attributes lead to leader competencies, which lead to leadership successful outcomes (Northouse, 2010).

The data shows the importance of guidance from experienced leaders in developing middle managers to problem solve and make good decisions (Table 4.3). Conversely, middle managers must also be dependent on their own experiences, intelligence, and common sense while leading their subordinates through a successful operation (Figure 4.2). Just as current police middle managers developed their attributes and skills from their predecessors and mentors, their subordinates will also follow this type of on the job training development. Therefore, middle manager skills are only as good as their attributes and skills, experience, what they learned from their own informal training, their formal education and informal teachings of their superiors and peers.
**Leadership Development Training.** Any training that enhances the quality of leadership within an individual or organization. As stated by Austen-Kern (2001), departments should not underestimate the long term value of providing comprehensive and continuing education programs for their managers. The proper training of managers is critical to building and maintaining a strong, professional police department.

**Informal training.** The implication of informal training shows that the middle manager, in the absence of formal training, is searching for help to develop attributes and skills to be the best they can be. When the participants were asked how they developed their leadership skills, twenty-nine participants mentioned informal leadership development training (Table 4.3). Their definition of informal training is the development of their skills, not through formal training, but through their life experiences. The participants felt their leadership abilities started at a young age with family upbringing, religious beliefs, being an older sibling or captain of a sports team in high school or college.

The findings also show that learning from others serves as informal development for police middle managers (Table 4.3). Participants related that they observed other people’s successes and tried to emulate them. Participants further related that on the job training was most important to their success. Experienced supervisors lead by example and utilize participative problem solving and decision making skills to enhance the development of their subordinates. This is how they learned, and this is how they teach and educate their subordinates.

The result of informal leadership development centers on the middle managers quest for continuing education. Participants believe they must read books, periodicals,
and articles on police management, self-critique and find college courses that can help in their pursuit for management knowledge.

**Formal training.** Upon becoming a police officer, formal training begins at the police academy. The next level of training is first-line supervisor training, if promoted to sergeant. The eight participants spoke highly of the first line supervisor school stating it provided leadership skills that one seeks to develop. Others pointed out it was the last formal training they received. Even though this training occurred several years in the past, they still refer back to the knowledge they learned as a first line supervisor.

Another way in which law enforcement middle managers develop their leadership attributes and skills is having an academic background. Three participants mentioned that taking management courses in college was very helpful in acquiring leadership development. With the lack of middle management training in a county in New York State, college provides middle managers with opportunities to strengthen their skills and attributes essential for police work.

The college experience provides officers with opportunities to develop skills and personal attributes necessary for today’s police work. College level course work enhances officers’ research and analytic skills, preparing them for solving complex problems. Officers must be able to understand and apply the law; to dissect complex social problems; and integrate the knowledge of human needs and development with the psychology of persons whose attitudes toward the law may be different from their own. Through formal education, individuals may become better communicators who are then able to use those skills to explore new ideas.
Today’s officers are expected to be computer literate and technologically savvy, conduct community meetings with PowerPoint presentations, and to read, interpret, prepare, and analyze statistical data. The results are very well-reasoned, high-quality, and data-driven decisions, attributable to a well-educated middle manager. As the nature and function of police work changes, adaptability, fostered by a culture of continuous learning, will become an essential need in the police profession. Education must be ongoing; and better policing a constant pursuit (Bowman, 2012, para.1).

Leadership plays a key role in ensuring the achievement of desired outcomes in police agencies. The literature review suggested there is training at the national, state and local levels of police management, but not all agencies take advantage of what is being offered. Since September 11, 2001, law enforcement has faced more difficult situations than ever before with criminals becoming more sophisticated. Insufficient leadership training in policing may result in significant negative consequence for agencies and their personnel. Hogan, Bennell and Taylor (2010) stated it the best, “Even more so than in the past, it is becoming essential to have the right people in middle management positions and to have adequate development training in place to ensure that these individuals reach their full potential” (pp. 100-111).

Limitations of the Study

A limitation of the study is the size of each law enforcement agency and the duties assigned to the middle managers of that agency. In large agencies, the middle manager usually has very specific duties assigned to them such as a detective lieutenant who leads a squad of detectives in their respective assignments. He/she does not have the latitude to become involved in department matters beyond their areas of responsibility
that require decision making such as the purchasing of department vehicles, making decisions with key personnel at a large demonstration, or taking the command position at a multiple fatal automobile accident.

Conversely, in a small law enforcement agency the middle manager could very well make all of the decisions on the above mentioned matters because the middle manager in small agencies are often the second in command of the entire agency and functions more like a deputy chief than a lieutenant. The limitations of the responses by the law enforcement middle managers; therefore, are predicated by the middle managers agency size, their individual assignments and experience in the position of lieutenant. The final limitations of the study are the small sample size and the fact that the study did not include responses from female middle managers.

**Recommendations**

As mentioned, a police officer starts out with formal training at the police academy and once promoted to sergeant the officer receives first-line supervisory training. This is the last of the formalized training. Since there is no further training in a county in New York State for lieutenants, the challenge for the future would be to institute middle management leadership training courses geared toward the concern and needs of middle managers identified by this research. Formal training would provide the lieutenants with a solid background in leadership to manage police agencies. Leadership courses would assist the middle managers in development of their attributes and skills and help them in the areas of critical decision making, problem solving and leadership style essential to their positions as lieutenants. Middle managers in law enforcement must be able to “hit the ground running” once promoted to a leadership position and this
training may enhance their effectiveness. Police management training should not be a single event. Rather, training should be an on-going process that is used to sharpen and update skills of police managers at all levels to enhance management development (Armstrong & Longenecker, 1992).

If training middle managers in New York State is not in the future because of cost effectiveness, time management or lack of staffing, then perhaps it is necessary to explore the possibilities of mandating higher education where the pedagogy already exists and the middle manager could learn the basic management principles for a smoother transition into their respective positions.

Perhaps law enforcement agencies could develop a Skills Inventory approach as Mumford (2000) used to evaluate military personnel so that promotional candidates’ attributes and skills could be identified before being promoted to the position of lieutenant. Another recommendation would be for future research in other geographic areas in New York State. Because this study only focused on one county, it would be timely for future researchers to examine leadership development training for middle managers in other counties in New York State. Also, research could be conducted on a larger sample size and capture the views of female middle managers who were not included in this research study.

**Conclusion**

The study examined the influence of leadership development training to determine if the Skill Approach theory to leadership development continues to be adequate to explain leadership practice given the ever changing field of law enforcement. Instead of leadership grounded in uniformed formalized training, it was discovered these
middle managers are leading their agencies primarily through the use of their attributes, skills and informal development.

The study found there was no uniformed, formalized leadership training for law enforcement middle managers in a county in New York State. This study was not conducted to criticize law enforcement agencies in a county in New York State. It was conducted to discover how lieutenants perform their duties. Identifying that there is no leadership development training, the focus then turned to addressed the essential components lieutenants must possess to perform his/her duties in law enforcement.

The participants in this study in this county in New York State rely, first and foremost, on the attributes they acquired through life experiences and the skills from competencies they obtained from guidance received from experienced leaders and on the job training. Informal development was mentioned as the third most valuable component making all three characteristics of equal importance to middle manager development.

Middle managers in this county seek ways in which to develop their attributes and skills to reach their full potential. Many depend on their life experiences, guidance from their superiors and peers and some have turned to a graduate level study.

The current research supports Mumford’s Skills Approach theory to leadership as his theory suggested that attributes and skills can be learned and developed. Individual attributes lead to leader competencies, which lead to leadership successful outcomes (Northouse, 2010).

The research also supports Schafer’s (2008) study in both recognizing the importance of leadership attributes and skills as well as the pursuit of education,
training, experiences, opportunities and guidance from experienced leaders. The importance of attributes, skills and informal development cannot be understated.

*Figure 5.1* Three component model of police leadership.

Leadership development in law enforcement resides in three components: attributes, skills and informal training (Figure 5.1). These three components of leadership development must reside in each other’s domain. No domain has exclusive rights to any one or more of the three leadership development components. Each of the components also has an important responsibility to ensure balance among all three leadership development domains.

This study concludes that law enforcement middle managers in a county in New York State are performing their duties based on attributes, skills and informal training.
References


Bell, D. J. (1979). The police role in higher education. *Journal of Police Science and Administration, 7*, 467-75.


Appendix A

LIEUTENANT - PUBLIC SAFETY SERVICES

DISTINGUISHING FEATURES OF THE CLASS: Under general supervision, an incumbent in this class coordinates, directs, supervises and administers the work activities of law enforcement officers of the Westchester County Department of Public Safety. This class acts as tour commander of one of several units of law enforcement operations, i.e., crime detection, police patrol, special investigations, training/police academy; support services; special operations and investigative services to ensure the well-being and safety of the general public. An incumbent must be able to and must maintain the ability to carry a firearm. Supervision is exercised over sergeants and police officers. Does related work as required.

EXAMPLES OF WORK: (Illustrative Only)
Directs and coordinates the activities of an assigned unit during a tour of duty to allocate services efficiently;

Confers with the upper management and the Commissioner-Sheriff to determine appropriate courses of action;

Assists federal, state and local enforcement agencies with investigations by developing strategies and courses of action;

Maintains effective working relationships with other law enforcement agencies and the general public;

Ensures the recording of all police business in the official desk blotter and completes necessary reports;

Assists in preparing annual budget of the assigned unit;

Ensures the enforcement of federal, state and local laws in a timely and professional manner;

Receives and analyzes complaints and information from individuals, the general public and other agencies regarding alleged fraud, misconduct and violations of penal law by department employees and other County employees;

Testifies in court as a witness and gives testimony as an expert in certain types of crimes; May perform other incidental tasks, as required;

Uses computer applications or other automated systems such as spreadsheets, word processing, calendar, email and database software in performing work assignments; supervises personnel by preparing duty charts, daily assignments, and scheduling employees.
As you may remember, I conducted research in 2008 to develop a middle management training model for the County Police Academy under the auspices of the president and Commissioner of the County Police Department. I would like to call upon your assistance again as I continue to research middle management training for my doctoral dissertation.

To accomplish this study, I would respectfully ask that you furnish me with a list of Lieutenants’ in your departments who have received any level middle management leadership training or not i.e. FBI National Academy, College, Military or took Leadership Courses sponsored by outside presenters.

In preparing this requested list, please indicate those Lieutenants’ that would be willing to be interviewed by me relative to this type of training or no training. Please include their names and e-mail addresses so that I might contact them directly. Please e-mail these lists to me at david.wedlick@sunywcc.edu or furnish them with my telephone number; 914-606-6792. The identity of the interviewees and their departments will be strictly CONFIDENTIAL.

If I could receive this list again by e-mail, by October 31, 2011 I would be grateful. Thank you for your consideration and co-operation.

David P. Wedlick
Appendix C

LEADERSHIP DEVELOPMENT TRAINING: IT’S IMPACT ON MIDDLE MANAGERS IN LAW ENFORCEMENT

Dear Participant:

You are being asked to take part in a research study on the Influence of Middle Management Law Enforcement Leadership Training. Please read the form carefully and ask any questions you may have before agreeing to take part in this study.

The purpose of this study is to explore the influence of middle management leadership training in all law enforcement agencies in New York State.

If you agree to be in this study, we will conduct an interview with you. The interview will include questions about middle management leadership training. The interview will take approximately one hour to complete. With your permission, I would like to tape-record the interview.

I do not anticipate any risks to you participating in this study other than those encountered in day-to-day life. This is a voluntary study with no compensation to you. You may skip and questions that you do not want to answer. If you decide not to take part or to skip some of the questions, it will not affect your current or future relationship with the researcher or your employer. If you decide to take part, you are free to withdraw at any time.

Your name and records of this study will be kept private. In any sort of report I make public, I will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researcher will have access to the records. Tape-recorder records will be destroyed after it has been transcribed, which I anticipate will be within two months of its taping.

If you have any questions, the researcher, David Wedlick, can be contacted at (914) 263-2223 or David.Wedlick@sunywcc.edu. You will be given a copy of this form to keep for your records.

Sincerely,

David P. Wedlick

This consent form will be kept by the researcher for at least three years beyond the end of the study.
Appendix D

St. John Fisher College
Institutional Review Board

Informed Consent Form

Title of study: The Influence of Middle Management Law Enforcement Leadership Training

Name(s) of researcher(s):
____________________________________________________________

Faculty Supervisor: _______________ Phone for further information:
_____________________

Purpose of study: This study is to explore the influence of middle management leadership training.

Approval of study: This study has been reviewed and approved by the St. John Fisher College Institutional Review Board (IRB).

Place of study: ______________________________________

Length of participation: ________________

Risks and benefits: The expected risks and benefits of participation in this study are minimal. You may withdraw from participation at any time without penalty.

Method for protecting confidentiality/privacy: research records will be kept in a locked file, tape recorder records will be destroyed after it has been transcribed.

Your rights:

As a research participant, you have the right to:

1. Have the purpose of the study, and the expected risks and benefits fully explained to you before you choose to participate.

2. Withdraw from participation at any time without penalty.

3. Refuse to answer a particular question without penalty.
4. Be informed of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to you.

5. Be informed of the results of the study.

I have read the above, received a copy of this form, and I agree to participate in the above-named study.

________________________________________________________________________  ______________________________________________________________________________________
Print name (Participant)  Signature    Date

________________________________________________________________________  ______________________________________________________________________________________
Print name (Investigator)  Signature    Date

If you have any further questions regarding this study, please contact the researcher listed above.

If you experience emotional or physical discomfort due to participation in this study, contact the Office of Academic Affairs at (585) 385-8034 or the Wellness Center at (585) 385-8280 for appropriate referrals.