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Leading Integrity-Based Police Organizational Transformations in Perilous Times

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The Highest Act of Leadership is Continuous Improvement

Introduction

I guess we have to get better at dealing with the unexpected. Today I received an email from Philip J. Harkins, CEO of Linkage, Inc. Linkage is, if you don't know, perhaps the largest, most successful learning forum and conference initiator for leadership, human resource and organization development on the planet. I have received so many emails that contained theories and suggested strategies about how the United States (and allied nations) should respond to the

recent terrorist attacks on the World Trade Center. I have had hundreds of conversations just to learn new perspective and information so that I might come up with a response. And I, like many, have been grieved in my spirit about such horrific acts. But this email from Philip was different...this one was a call to what I believe is intelligent and careful planning on behalf of those of us who will not be taking any kind of direct military action, but who nevertheless feel compelled to make some kind of significant difference in the "homeland".

The quote I received (below) reflects the tone and spirit in which this chapter is written, not one of panic, desperation or bitter outrage, but one that calls us into a closer more thoughtful community of minds to plan for leadership that transforms organizations and communities into safer, more secure, economically more stable, and healthier places to live...ones that in tangible ways can be led to prevent the kinds of incidences that we saw at the World Trade Center, the Pentagon and elsewhere. Here is Philip Harkin's email call to action:

Dear Terry,

The horrific events of September 11, 2001 have left me, like most people, searching for the best way to make a difference. This search has resulted in hundreds of conversations - many with extraordinary leaders who have suffered personal losses. These conversations, coupled with my own experience of living in the Middle East for seven years and dealing with terrorism on a daily basis, have led me to three conclusions:

1. *This threat will not stop.* It is serious and it is real. The Middle Eastern press has reported that millions of followers of Usama bin Laden and the Al-Quida as well as other extremist terrorist groups have promised a "1,000 year war against America."
2. *The United States workforce is not prepared and is at risk.* America has never before had to live or work with this new kind of fear or threat. This is an unpleasant awakening for everyone. Shock and sadness have paralyzed many, and yet we are all aware of the need to move forward.
3. *There are things we can do that will improve our odds and turn fear into action.* Organizations must prepare their workforce for the real threat of future terrorist attacks by taking immediate measures.

Here is what Linkage is doing:

The Vision

We are gathering together the smartest, most knowledgeable and experienced experts on safeguarding people at work and managing organizations' through crisis. At the same time, we are collecting the best examples from organizations that are noted for the safety and security of their workforce. We are identifying the best training programs on safeguarding people. We are organizing and building a channel to get this critical information, new skills and knowledge to every American company - that's our goal.

Specific Plan

On December 10 and 11, 2001, we will host *A Call to Action -What Organizations Must Do in a World Changed by Terrorism*. HR/OD leaders, as well as line managers from across America will gather in regional meeting places to share knowledge and best practices and to develop action plans for implementation. In order to make *A Call to Action* accessible to all companies, we will be broadcasting via webcast, videoconference and satellite. All content will also be captured in print.

(For those who wish to obtain information about this endeavor, and how you might want to participate, you may want to request such from Philip Harkins [Safeguard@EMKTG.Linkage-Inc.com]).

With this general backdrop in mind, I offer this chapter as my best contribution to many of the ideas in this book that have worked, and may work elsewhere, to continuously improve the quality, safety, economic viability and feeling of security about living in the communities we all serve. In introducing a practical and tried model for transformational (sometimes called “deep structure”, or systems-based change), I will contrast (below) two diametrically opposed approaches to leading change and transformation...one that is integrity-based, and one that is not.

What Does an Integrity-based Transformation Look Like?

In 1996, the New Westminster Police Service invited its new police Chief to join them. This new Chief of Police, Peter Young, was educated with an MBA, was familiar with organizational

transformation efforts in his previous posts, and had a deep concern for the morale of the officers and community members who had experienced some demoralization under persistently high crime rates (for 100 years!) and under the management of his predecessor. Here is a partial summary of integrity-based initiatives that he implemented during his 5 year term before retiring:

1. **Talked with every officer and staff person personally** in the first few months to find out what were their concerns about the past, and hopes for the future of the department.
2. **Initiated an organizational and community needs and problems assessment** to determine the exact nature and scope of the problems, as perceived by the people who have to live with them.
3. **Appointed an experienced facilitator/consultant** (the author) to assist him in the re-design of the organization; its structure, its vision, mission, values, goals, roles, objectives and policies. This resulted in the initiation and implementation of the initiatives that are outlined in the points below.
4. **Developed the Management Team:** This involved re-writing Inspector, Staff Sgt. and Deputy Chief job descriptions to include a focus on team-based leadership that gets focused results in preventing and solving community crime problems. This re-write of the role expectations for managers resulted in a new management team being formed during the first year. The new managers had competed for the new job roles based on a demonstrated competence in the skills required for the new jobs. From this point forward, all major decisions were made by the management team, in

consultation with others who have specific expertise areas, and not by the Chief alone.

5. **Conducted a Study of the Extent and Nature of Crime in the City.** The chief appointed a research professional to do a thorough study of the history, extent, and nature of crime patterns in the city. The results of this study guided future planning efforts and acted as a fact-driven benchmark against which he could measure success, and legitimately (with facts on the table) negotiate and justify additional funds for a downtown “crackdown” and other initiatives which have significantly lowered the incidence of crime. In addition to an internal and external threat and risks assessment, there was also a futures focus that alerted the entire police community and civic leaders to what crime trends should be prepared for in the future.
6. Formed a **Continuous Improvement Team** that met monthly for a few hours so that every officer and employee had the opportunity to confidentially present their concerns to a cross-functional problem-solving team that was selected by management based upon previous successful leadership contributions to the department. Community concerns were also presented at this table. A senior manager sat on the team as a member and made as many immediate and final decisions as possible. Cross-functional decisions were made, and problems that were hidden and did not get solved before this team existed, are now being managed or solved.
7. Designed and proposed a **leadership competency list** (proposed by the Continuous Improvement Team) that was circulated and approved by every employee in the

department. This list became a clear and accepted expectation for all leadership behavior in the organization. This list also formed the basis of a competency assessment that was used for all future promotional competitions in the department. It also formed, in a slightly modified version, the basis for the planning of all leadership training for future leaders.

8. Conducted an **annual strategic planning session** that included members of the Police Board, the Continuous Improvement Team and the Management Team. The strategic plan was approved, with minor revisions, by the City Council. Monthly strategic plan implementation review sessions were held to evaluate the progress of the plan, and obstructions to its successful implementation were problem-solved by the Continuous Improvement Team. At the end of each year a public report was released to announce the extent of the success of the plan (which was over 90% implementation rate). Many organizations have less than a 30% implementation rate of their strategic plans (if they have a *real* one based on accurate needs and problems assessments). Individual police and civilian members of the police department were recognized and rewarded in various ways (that they chose to be rewarded) for a wide range of achievements, and successes in preventing and managing crime in the community were reported in the local newspaper on a weekly basis.
9. Made **leadership development training available** to all current and future leaders as the budget allowed. This leadership training was individually based on each leader's individual learning needs, based on feedback they received on a 360 degree feedback about how well they are performing the leadership skills on the approved

competency list. Many officers were sent to highly specific B.A. and M.A. programs in police leadership to ready them for their next level of responsibilities.

10. **Developed a recognition and reward system** that immediately recognized and rewarded performance of any employee. This was individualized as well so that people received the type of reward or recognition that was more meaningful to them.

What Does A Non-Integrity Based Transformation Look Like?

In a different city, another new chief (not to be named) came into office. He was appointed by city officials because they saw an urgent need to “trim the budget” and take the “fat” out of all departments in the city, especially the police. This new chief had a previous reputation of being effective at making change happen that the city fathers wanted to happen. These particular city it is rumored that some officials liked the fact that they had hired a man who had been reputed to have been, and potentially could be, “a hatchet man” when they felt it was needed. They believed that their re-election depended in part on a reduction in taxes, or at least the avoidance of any increases in taxes for citizens of the city.

Outlined below is a list of the non-integrity based decisions that this new chief implemented during his reign for a few years until his dismissal that was based on a non-confidence initiative from police personnel:

1. **Prematurely retired or moved aside** some of the Department’s strongest, most experienced and most dedicated leaders (who did resist, and would have continued to resist many of his arbitrary initiatives).

2. **Reorganized the Department to fit his preconceived notions** of how a department should be organized, without regard to any needs or problems assessment; without consideration of the financial or human requirements of the many initiatives that he put forth; and this was all done without consultation with fellow managers or employees.
3. **Ignored the feedback of key credible leaders in the organization** when his initiatives did not work. In fact, some of those who opposed his decisions found themselves re-assigned to a work area where they had little or no influence.
4. **Demanded that the strategic plan he claimed that he (in large part) wrote be implemented without careful consideration** of the qualifications of those he appointed to lead various initiatives and without adequate provision of resources to insure the success of various initiatives.
5. **Did not gain consensus or build a team** to insure the successful implementation of his strategic plan.
6. **Did not listen to warnings of both junior and senior officers** who attempted to alert him of the decreasing morale of staff and declining performance of a number of police services to the community which had been effective before his arrival.
7. **Did not recognize current and future crime trends** in the city and as a result the city has fallen behind more than two years in its ability to respond to current problems, and prepare for these future trends.
8. **Did not even save his own skin**, but was driven out of his office by intense staff and community resistance to his continuing leadership. Even the civic leaders came to

realize that they had hired an incompetent, uncaring individual, who in previous positions was not given enough power to exercise the full extent of his poor judgment and incompetence so that he seemed to be effective in various ways.

Integrity-based Transformations are not Easy, but the Pathway to Achieve them is Clearer Now Than It Has Been

The Difficulties of Transforming A Law Enforcement Agency Into A Role Model for

Integrity and Accountability: This chapter is based on the assumption that it is highly ethical for police (and community) leaders at all levels to facilitate positive organizational transformations that will make police departments more effective in their communities; and, that it is not ethical for leaders to block, prevent, ignore or otherwise fail to implement organizational optimization initiatives that are within their grasp. In this chapter, without being judgmental of any one leader's intentions or track record, the author will attempt to challenge what may be the current "envelope" of assumptions in the minds of some police leaders, or students, about what is possible when attempting positive change in policing organizations. The assumption in this chapter is that it is possible and realistic to change anything in an organization that needs to change, and to omit to do so, is to lack the integrity we could otherwise demonstrate.

The Need is Great, but the "Change Masters" are Few: Too few police leaders have received the education, training or developed the skills required to assess, plan and develop their organizations and the cultures within them. Rare is the police organization that has any one leader who is responsible for the development of the organization...and most police leaders are

so operationally busy working *in* their organizations that they have little time to work *on* them. Many people, including most chiefs, presume that such things are the chief's job, and some even have such duties on the police chief's job description: but few actually conduct a competency and success-history-based search process for a Chief who can really accomplish the building of a police organization. Even executive search firms often fail to validate that the police chiefs they recommend can actually do the job because the definition of the job often omits such important aspects as organization development, community problem-solving and future trend initiatives. The most emergent trend is that leaders be equipped with knowledge and skills for managing change and developing their organizations and communities, but also be equipped with the best practices that are available in security, surveillance, safety and emergency procedures that fit their specific communities and geographic regions.

In addition, there are few educational programs that prepare police leaders to become future-oriented, organization and community problem-solving specialists...and yet, this series of complex skills are exactly what is needed at a time when change is a constant, and funding often decreases in relationship to the demands being placed on policing agencies. Just do a search for yourself on any search engine for "police organization development" and you will see for yourself the paucity of theory and research that results from that search. In large part, the police community has had to borrow from the business and military sectors to learn the importance and process of developing leaders, organizations and the people in them. Police management and leadership development programs have become more available and in focus during the past decade, but most have failed to prepare police leaders to competently move theory into practice. They have tended to be theoretically and academically focused. Few are delivered with adult learning models that result in applied learning that makes a difference on the job.

Therefore, some police leaders have tended to, and have even hoped to maintain the “status quo” -- and many fall into this “pathology of the average” partly because of overwhelming operational workloads and inadequate funding realities – and are failing to respond to current problems that are internal to the organization. More urgently, they are failing to anticipate and prepare for external future trends that could seriously impact community security and safety, and the effectiveness of policing in their communities. The Command College (http://www.commandcollege.com/cc_futures_files.htm) at California Peace Officer Standards and Training in Sacramento, California, has for five years been generating and posting futures based reports that have warned police leaders (at all levels) to get ready to be vigilant about, and be ready to prevent and deal with such tragic events that are even similar to what happened in New York and Washington, D.C. on September 11th, 2001. These reports also urge all police (and their community leaders) to get ready for what is likely coming: More change, more complexity, terrorism of all sorts, and especially cyber-crime that can pervasively affect the infrastructures of hydroelectric power, communications, transportation, finance, etc. Local, state and federal governments have not awakened early enough to prepare policing agencies to get ready to deal with the ominous prospects that are on the horizon, but have definitely received a clear wake up call by what occurred on September 11th.

Good News About Best Practices: Later in this chapter you will read about some current best practices in police organizational transformation and future developments that point the way toward a vision of continuous improvement that can be implemented in many policing organizations. The author humbly offers a **challenge to action, and a revisable road map**, for leaders who want to lead ethically based transformations and thereby build police organizations

that are more like role models for integrity, and accountability to achieve agreed upon and previously identified strategic objectives.

Building Both Leaders and Organizations is Required, and Possible. In achieving the above objectives, this chapter will also introduce you to an integrated **Transforming Leadership Model** (based on the *Every Officer Is A Leader* book¹. This book, and the model in it, reveal a proven *systems-based approach* to building what we are calling a *leadership and learning organization*. This approach can help move your organization toward comprehensive and responsive policing – which is the policing organization whose community equips them to deal with current problems, and prevent some of the future problems that are coming our way.

The authors of the book, *Every Officer Is A Leader* are seasoned police managers, educators and researchers. Because this chapter is based on collaborative thought in the above book, many people have ask about the authors' backgrounds, and they are briefly summarized as follows:

- Terry Anderson, Ph.D., Professor of Criminology, University College of the Fraser Valley, British Columbia, and Organizational Transformation Consultant.
- John LeDoux, Ed.D., Leadership and Management Sciences Unit, FBI Academy (Retired, 2000)
- Kenneth Gisborne, CPP, retired RCMP (1994), Technical Security Services; and President, KDG Security Inc., Surrey, British Columbia

¹ Anderson, T., et. al. *Every Officer Is A Leader: Transforming Leadership in Police, Justice and Public Safety*. CRC Press, Boca Raton, 2000.

- Pat Holliday, Programs Manager, Human Resources, Vancouver Police Department (Retired, 2000), British Columbia; and President Prime HR Consulting.
- Marilyn Hamilton, Ph.D., President, Consulting Resource Group International, Inc., (Retired, 2001) Abbotsford, British Columbia
- Gene Stephens, Police Futurist, University of South Carolina
- John Welter, Assistant Chief of Police, Office of Policy and Planning, San Diego, California

As you read below you will see a summary of many of the findings of the authors. You will see how building a leadership organization is a prerequisite to building a learning organization, and how building a learning organization is a prerequisite to building responsiveness, positive culture, innovation **and continuous improvement into the police culture and mindset for the future**. Very few policing organizations have an organization development specialist...someone who has it on his or her job description to assess organizational problems, facilitate consensus about strategic priorities, recommend and implement solutions, lead continuous improvement teams, and report successes in and obstacles to change initiatives. But this is exactly what is needed. And it is imperative that such a professional is present in every policing organization. You will see a proposal at the end of this chapter for developing such change agents within each organization so that policing agencies don't have to risk bringing in outside consultants who often don't understand police issues and culture, and who often don't want to help police leaders learn their consulting process skills that can make such a positive difference.

You will also see that leading integrity-based organization development and police community development requires the involvement and informed support of civic and other community leaders, or it will likely fail or falter. You will gain a clearer vision of possibilities for success, and will have an opportunity to customize the **Transforming Leadership Model** to suit your own environment and (assuming you see some value in it) put flesh to it so that you can implement it in your community for renewed vision and hope.

Some police leaders feel so overwhelmed by working *in* their organizations, and feel so honestly responsible for operational success in the execution of traditional policing that they have not had much time to work *on* their organizations as a strategic priority...and they have, as a result, ongoing unsolved personnel and organizational problems, lower morale, turnover increases, increases in long and short-term stress leave, and they don't have the systems set up to measure and respond proactively to new crime patterns or emerging crime trends...let alone the gross terrorism of Sept. 11th, or the cyber-terrorism that is likely to be one of the next waves we will have to deal with in our "white-water world". Yet, they are often expected by civic leaders and community members to "fix it" (whatever is wrong) with less than adequate financial resources. Same old story.

Therefore, it is long past the time to take leadership, management and organization development seriously and place it in the highest position of strategic importance, and to convince civic leaders to understand the importance of this paradigm shift. Police leaders need to be competent enough to oversee operational complexities, sophisticated enough to lead complex change in their organizations and communities; and visionary enough to lead the cultural, political and economic transformations necessary to strengthen police forces enough to deal with future trends. If a chief, or deputy chief, does not have the expertise and

sophistication to achieve higher levels of leadership and organization development, then they need the financial resources to hire a full time specialist who can serve these best interests of their police organizations and the communities in which they serve. Many police departments have done this very thing. And the goal of enjoying relative security will only be achieved in local communities on a global scale...military action will not be adequate by itself to deal with the problems we now face.

For example, The San Diego Police Department has invested long term in major transformative shifts from “old school” policing to leading perhaps some of the most successful problem oriented policing initiatives in America, and helping other police departments learn to do the same (see <http://caag.state.ca.us/copps/strategies.htm> for a listing of other departments who have won recognition at POP conferences for their outstanding transformational achievements). They have brought in numerous experienced and successful consultants to help with strategic planning, problem-oriented policing (POP), neighborhood policing, and terrorism. They have transformed their downtown core, significantly reduced crime and have made a serious commitment to organization and leadership development. San Diego Police² have also implemented the same **Leadership Competency Identification Process** that has been implemented at the Vancouver Police Department³, The New Westminister Police Service⁴, and

² Anderson, T. and Plecas, D. *An Employee Survey Of Perceived Leadership Competencies*, A research report prepared for the San Diego Police Department, June, 1999.

³ Anderson, T. and Plecas, D. *An Employee Survey of Perceived Leadership Competencies*. A research report prepared for the Vancouver Police Department, January, 2000

⁴ Ciaccia, F., et. al. *Building the New Westminister Police Service as a Learning and Leadership Organization*, 1999.

the Justice Institute of British Columbia(⁵ and ⁶). The results of these studies have given us reason to believe that a process model can realistically applied to policing agencies because the model has been designed and implemented successfully in business environments, and by some police leaders themselves. Let's take a look at the Transforming Leadership model now.

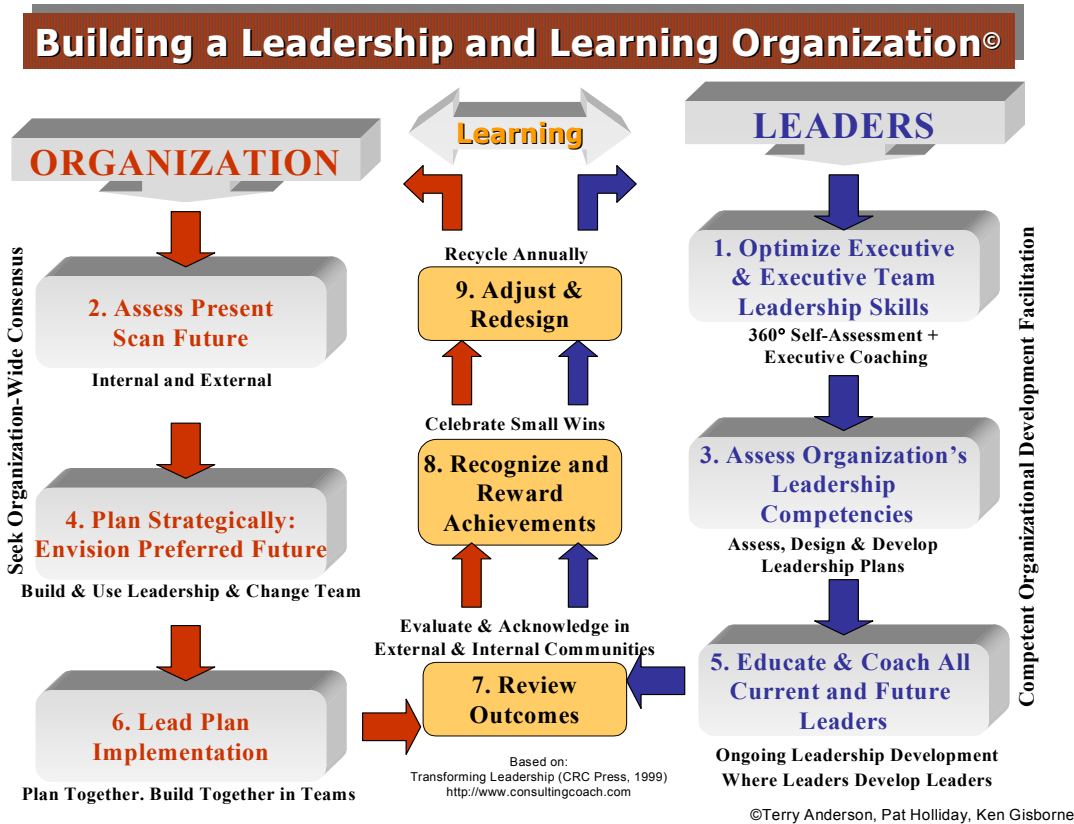
⁵ Anderson, T. And King, D. *Supervisory Leadership Training Needs Assessment*. The Justice Institute of British Columbia, 1997.

⁶ Anderson, T. And King, D. *Leadership Training Needs Assessment for Justice and Public Safety*. The Justice Institute of British Columbia, 1997.

The Transforming Leadership Model

The Necessity of Competence: The *Transforming Leadership Model for Developing the Leadership and Learning Organization* focuses on improving two distinct aspects of organizational functioning and change. Through these two “channels”, organizational optimization and transformation is achieved in a balanced way. Most interventions have attempted to develop managers into leaders, but have failed to support the new leaders in learning to plan and implement strategy, and develop continuous improvement and accountability systems. Some other policing organizations have installed strategic planning systems, but have failed to train leaders to lead teams effectively enough to successfully implement the plan. The first “channel” is the development of the “Organization” and the second channel is for the continuous development of leadership. In order to succeed, both leadership development and organization development must occur simultaneously.

Police (and other) organizations that have implemented the **Transforming Leadership Model** have used various parts of the model, and have begun the **Continuous Improvement Process** at different stages of readiness. But the organizations that have committed to implementing the steps in the process in their entirety have had the greatest success. See the model below for a graphic representation of the steps involved in the TL model. Notice the order of the steps from 1-9.



Most importantly, this process model develops leaders who are internal to the organization so that they become capable of implementing the model with the collaboration of their own **Continuous Improvement Team (CIT)** members. In those organizations where senior leaders are not ready to implement such an organization development team (CIT) on their own, external facilitators are required to kick start and oversee the implementation of the OD process until internal resource people learn the process and become competent at leading it themselves. These key leaders in each organization become the new “change masters” in the organization, and they are educated, supported and mentored by external organization development professionals. We have found that going to grad school doesn’t cut it...most MBA’s and MA’s in OD or leadership don’t really know how to implement what they read about in their graduate programs. The larger consulting

firms have experienced consultants who have successfully proven their capabilities to get results in business environments but most police organizations cannot afford their fees.

The 9 steps outlined above are required for leaders to organize, facilitate and implement a **Continuous Improvement Team** that can make cross-functional and collaborative decisions that simultaneously catalyze and facilitate leadership development, strategic planning and implementation, work place problem-solving and positive work climate development. Furthermore, this team can act as a consultative body for management to plan to deal with emerging crime trends.

But having all the skills competencies that are required to facilitate the 9 step process in the above model isn't enough. Leaders must know how to use the skills to implement a successful transformational process. Let's look more in-depth now at some of the bases that we have learned must be covered in order for this common-sense 9-step approach to work effectively.

The Nine Steps in the Organizational Transformation Process

Step One: Optimize the Executive and Executive Team through Coaching and Facilitation Services

This is the cornerstone of all effective consulting interventions because the internal or external consulting professional gains the trust and involvement of senior administrators of each agency.

Through assessment tools and Executive Coaching, executive and executive team leader skills are developed, and their practical execution in the work environment is enhanced. But leadership is optimized not only at the top of the organization. After assessing leadership competencies, the model develops leaders at all levels in the organization, both present and future, including a coaching process that ensures “leadership sustainability.” When viewing the model it is important to note that it is based on the principle that “leadership is a process – not a position.”

When this step is omitted or skipped it is our experience that the average executive team remains average, and one having difficulties will continue to have difficulties. We have had **great success** helping those team leaders who are willing to make the commitment to developing their own leadership competence, and their organizations’ effectiveness, especially when the senior executive is leading and negotiating a clear path toward improvement and change that is supported by most of the key leaders in the organization. The more resistance and denial there is, the more things stay the same, and the less ready the policing organization is to deal with the extraordinary policing demands and circumstances that appear to be on the horizon.

The primary reason that strategic plans don’t get implemented effectively is that leaders can be deficient in one or more of the leadership skill sets. Most people are reluctant to face their deficiencies at first – however, we **focus on recognizing and optimizing leader strengths first**, then leaders work on one specific skill deficit at a time

until only the skills that are needed are developed. For example, good business managers (who are good at the *task* side of management) but who don't have well-developed team leader skills, don't execute optimally in the strategic arena. Once they are clear about areas in which they excel (as perceived by self and others), they can build upon their strengths. Once they know their areas of deficiency, they can stop doing what doesn't work and do more of what does work. This is why coaching is objective, fast, and cuts through a lot of the time that is often wasted while taking training that is not targeted on needed competencies. The leaders who face their skills deficits and capitalize on their strengths are demonstrating their willingness and ability to make integrity-based transformations in their leadership and in their lives...and they act as powerful culture building models for the often less experienced leaders in subordinate ranks.

Therefore, what we have found to work best to help our clients gain competence and confidence as leaders is skill coaching and action learning (that applies in your life or work place), combined with focused and accurate feedback. This is the most powerful combination of factors that we have found to accelerate leadership development. **All the executives I have coached, even those with MBA's and 20 years of relatively successful management experience, have told me that they learn much faster and in a more applicable way from coaching around issues in their work and personal lives than they did from their university educations.** I have coached more than 3000 people to develop leadership skills in a wide range of settings. You can get many of your questions answered quickly about executive coaching by going to [Frequently Asked Questions about Executive Coaching](http://www.ConsultingCoach.com) at the web site, www.ConsultingCoach.com.”

Each executive coaching program is individually tailored so that executives and other leaders don't waste time and dollars taking courses or focusing in areas that are not needed. However, in doing executive coaching with senior level executives we have found that there are some specific things that “kick-start” the process and make “lights go on”. These first steps are:

1. Assess Personal Style with the *Personal Style Indicator* (PSI) – you can try a free sample of the PSI now at the Consulting Resource Group International, Inc. web site at www.CRGLeader.com.
2. Assess Leadership Skills with the *Leadership Skills Inventory* (LSI) – we ask 5 colleagues and/or subordinates to complete a LSI on how they see a leader and together we review the confidential, 360-degree, collated results. These inventories are available in paper-based form, or can be accessed on-line for an extra cost. We have also helped policing agencies develop their own competency list and they use that for their own internal 360 feedback.
3. Set goals for leadership development in consultation with a coach who is selected by the manager to mentor or coach the learning process.
4. Read the portions of the book, *Every Officer Is A Leader*, that apply specifically to leaders' learning goals to gain a deeper theoretical and practical insight into what are their skill strengths and deficiencies, and learn how to better develop the skills they need now. And stop wasting all of time and money attending partially relevant courses that you don't find applicable when you return back to the job.

The most powerful thing about coaching is that leaders regularly (often weekly) get to discuss and plan their own performance improvement around critical incidents that occur in their work places. And coaches are often available in your own work environment...and willing to do specific skill coaching...you just have to know precisely what skills you need to work on, and approach someone whom you respect to assist you to learn it. Or, you can seek a more formal and longer term relationship with a mentor who has the kind reputation and success that you want to have and ask them to mentor you for a year or two, etc. One policing agency is discussing bringing back retired cops to act as coaches for upcoming leaders who are wanting to compete for the rank of sergeant.

Additional “En Vivo” Learning Experiences: In addition to a weekly coaching meeting (in person or on the phone), sometimes leaders choose to call upon their coaches’ services as problems emerge, to discuss them immediately. We have received calls from executives who have wanted consultations while they are in the midst of facing crises in their workplaces. We have also been called in as external facilitators to resolve personnel issues before they blow up, to resolve executive team conflicts or dysfunction before morale gets too low, or to intervene in helping an executive team to correct course in a difficult political situation that is of great import. This kind of “en vivo” learning in the workplace is reported by executives to be the most powerful kind.

Developing the Executive Team through Facilitation Services: As individual executives on the executive team optimize their personal effectiveness as leaders through coaching, and

get the support they need to more professionally process problems they encounter, we move into developing the functioning of the executive team itself. We provide TEAMLEAD interventions and activities that are each selected from 22 modules for team learning, or we custom-design team development activities and exercises that fit the team's work objectives so that learning occurs in the context of the work process and environment. Other such team development process are available and need to be used in conjunction with a skilled facilitator that you utilize either from inside your organization or from outside.

For example, executive teams can learn how to make decisions and solve problems better together by having a meeting that requires them to do these things in agreed upon ways. In this meeting a trained facilitator assists the executive team members to come to consensus and become practiced at how they want to go about solving problems and making decisions together. As a consequence of this developmental facilitation, their executive team meetings have become more effective, efficient, less frustrating, and more productive in achieving organizational objectives.

Step Two: Assess Internal and External Environments to Identify and Prioritize Organizational and Executive Team Concerns

The ***Police Organizational Performance Review*** (POPR) is used to conduct a study of each organization's needs and concerns. Also, interviews and focus groups can be conducted, and the **Continuous Improvement Team** we establish in each organization is involved in reviewing data from all sources before decisions are made about setting strategy regarding

problems, concerns, opportunities and threats that are revealed from the organizational reviews.

The *Police Organizational Performance Review* (POPR) can also be used by those who are external to the organization to elicit feedback about how the organization is being perceived by those who do not work in it. These data are included in the final analysis and recommendations. Both qualitative and quantitative approaches to this assessment process are used by various consultants. Also, an attempt is made to balance both qualitative information (through an Improvement Team review), with quantitative information through a careful analysis of the relationship between the numeric data and subjective views of that data. There are a number of different organizational assessments that can be used but we have found that the ones that police design and/or modify themselves works best. That is how we created the POPR. See an example final results page from the POPR report below:

Summary of Police Organizational Performance Review Scores

Scores and Rankings

Strategic Best Practices Dimension:		Total Percentage Score	Rank
1	Planning and Implementation	{61.7} 51.42%	10
2	Change and Quality Management	{68.7} 57.25%	7
External Assessment:			
3	Community Crime Analysis and Future Trend Forecasting	{67.6} 56.34%	8
4	Communications and Public Relations	{73.4} 66.17%	3
Internal Assessment:			
5	Technology	{69.7} 58.08%	6
6	Security	{81.8} 68.17%	1
Personal Best Practices Dimension:			
7	Lifestyle and Retention Factors Assessment	{79.7} 66.42%	2
8	Health, Wellness, and Morale	{73.1} 60.92%	4
Professional Best Practice Dimension:			
9	Hiring and Career Development	{72.1} 60.08%	5
10	Leadership Development and Team Functioning	{66.7} 55.58%	9
Assessment Total Score:			60.04%

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Based on rankings of the issues in this report, the Executive Team and Improvement Team move ahead into the strategic planning step of the process. The POPR includes a wide range of areas including planning, change, security, communications, hiring, lifestyle, stress, performance management, and teamwork. However, the POPR can be custom-designed to fit the exact needs of the organization, and it can be made available on-line for organization-wide, or, target group input of data. For a free sample of the POPR go to

www.PoliceLeader.com .

We have also conducted an important environmental scan and produce a report using various tools so that an accurate assessment of crime trends, the extent of crime and future trends can be delineated. We strongly recommend that such information be reviewed and proactively acted upon on an ongoing basis at monthly **Continuous Improvement Team** meetings.

Step Three: Assessing and Agreeing on the Organization's Leadership Competencies

Omitting this step can arrest the development of organizational culture and competence. Many problems are caused by vagueness and misunderstanding about what leadership is. If there is one thing that kills cohesive culture that we have seen it is conflicting definitions and expectations of leadership behaviors, practices and skills. Once an entire organization agrees on an operationally-defined, competency-based, definition of leadership that describes the behaviors and practices that are expected from leaders, then leadership development, managerial and supervisory performance management, and culture building can and do occur simultaneously.

We have had excellent success in doing studies that articulate and elucidate exactly what all members in an organization deem to be appropriate leadership behaviors for effective communication, problem solving, decision making, team development, strategic and action planning, and project management. However, most police supervisors and managers we have surveyed (over 1200 of them) claim that they are too busy to do leadership coaching and/or mentoring. This is why several command staffs have opted to spend their leadership

training dollars on coaching and mentoring programs that are facilitated by external professionals who work on an individual basis with leaders and build their competence based on annual 360 degree feedback on how they are being perceived by their peers and subordinates. I personally believe that hiring external professionals to do this task of mentoring and coaching is a short-term stop-gap solution that is not preferable to having internal professionals designated to provide such services. This is especially true in a unique environment such as policing. However, many police leaders say that they would prefer to have external professionals coach their leadership development because of the confidential and competitive environment of the police culture.

Once agreement is achieved by an organization about what leadership is, this provides all leaders and prospective leaders with avenues for achieving competence through such coaching, mentoring and individualized leadership development plans that can include anything from individual skill coaching sessions, courses, workshops, readings, degree and certificate programs, etc. San Diego Police has worked out a way that supervisors and managers can receive academic credit toward degrees when they engage in a wide range of programs to develop agreed upon leadership competencies.

Clarity about competencies also results in leaders experiencing a great sense of relief and enthusiasm about knowing what is expected from them if they are to demonstrate successful leadership performance. We have done this process with a number of organizations with the same positive results and in the last section of this chapter you can see an example of the competencies that the team at the New Westminster Police Service developed after

considerable consultation and research. All members of this policing agency, both sworn and non-sworn personnel, agreed that these competencies were what should be expected of leaders at all levels...and they also agreed that “everyone is a leader” of his or her own area.

Step Four: Plan Strategically for an Improved Future

The Strategic Planning and Team Model We Use: After studying and doing strategic planning for nearly 2 decades, and helping CEO’s of businesses and government organizations plan their strategies, we have found it important to use a “systems approach” to strategic planning. Part of our practical training in strategic planning was with Stephen Haines, Ph.D., President of the *Centre for Strategic Management* in San Diego, California, who wrote, [*The Systems Thinking Approach to Strategic Planning and Management*](#).

A full planning session with a management team can be accomplished in two to three days, and then we often conduct a Continuous Improvement Team review of the plan in meetings that take place ½ day per month, ***with measurable outcomes that far outweigh the time and cost of doing the process.***

Leadership Development -- all the above occurs while managers learn team leadership, strategic planning and plan implementation skills. And, they are accountable to one another at the monthly implementation meetings, which a Consultant often facilitates until one or more managers gain high-level strategic and facilitation skills (on average, this has taken

about 1 year before the external consultant can be replaced by a newly trained internal facilitator).

Estimate of Average Time, Costs and Outcomes: The cost for this kind of service is often under \$10,000-20,000US per year, depending on the size of the organization, with measurable accomplishments or savings that offset the costs even in small to mid-sized organizations.

Some Organizations Where We Have Successfully Put Some or All Parts of This Model

Into Practice: GTE, The New Westminster Police Service, B.C., The San Diego Police Department, The Abbotsford Police Department, The Royal Canadian Mounted Police (Surrey and Richmond Detachments, B.C.), Security Resource Group, Surrey, B.C., Strategic Profits, Inc., Stuart C. Irby Company, Mississippi, The TORO Company, Riverside, CA., The Universal Group of Companies, Ltd.

Step Five: Educate and Coach all Present and Future Leaders

The foundation of culture is set into place by leaders and the organizations culture is built, arrested or torn down based upon agreement with this foundation. This step of leadership development is often overlooked or sidestepped because of operational demands or budgetary limitations. Or, some executives presume that leadership development has no relationship to leader, team or organizational performance. Recent research in the past 15 years has demonstrated the folly of these presumptions.

The **Continuous Improvement Team (CIT)** members engage in doing the work of building the organization while they develop other leaders' skills through the team experience.

Members of this CIT address various concerns, such as:

Conflict Resolution, Mediation and Negotiation – These are recognized as basic leadership competencies. At the third stage, the assessment of the leadership competencies identifies three components. These are the level of competency required in the organization, the level of competency currently in the organization and an individual leader's level of competency as perceived by others. Developmental design occurs to match the organizational resources to the organizational need.

Facilitation (Planning, Problem Solving and Decision-Making) – These are recognized as more complex leadership competencies. As well as a traditional training approach, the model envisions development of these skills through Leadership and Planned Change Teams, high performance work teams and others under the coaching and mentoring of organizational leaders. This is particularly important in the development of strategic initiatives and the implementation of tactical action plans. This mitigates the requirement for outside interventions except in unique circumstances.

Building and Sustaining Effective Teams – This flows from the “Leaders” side to the “Organization” side as effective leadership is developed. These leaders then champion the processes of scanning, planning, implementing and evaluating the organizational initiatives

through a team-based approach. There is emphasis on a consensus approach to planning and implementation.

Assessing Organizational Performance Problems and Recommending Appropriate Solutions – is focused on the “Leaders” side of the model where, through development and coaching, managers and supervisors become competent “performance managers.” Where assessment under Step Two of the Model identifies an organizational need for response to performance issues (performance management), collateral processes of planning interventions and internal development of staff occur.

Work Process Analysis, Improvement, and Redesign – is a combination of the “Leaders” and “Organization” side of the model. In the process of building leadership competencies, there is an opportunity for the practical application of new skills by managers and supervisors, each under the guidance of a coach and/mentor. These skills are applied to the assessment of current processes, designing and implementing appropriate changes and evaluating outcomes.

We want to emphasize that although most people generally agree about the importance of the issue of leadership development, very few leaders in very few police organizations have designed a leadership development program that fits their needs. Even fewer have developed a leadership development program that is linked to leader selection, placement, performance management and career path planning.

Step Six: Lead Strategic Plan Implementation to Build Accountability and Create Positive Work Environments

The Continuous Improvement Team, in collaboration with the Executive Team, is the foundation of all strategic change, leadership development, plan implementation and future trend management. Regular, monthly strategic plan review meetings are scheduled and attended by all team members, selected executive(s) and occasional outside guests, as needed. I have found this team to be the most effective vehicle and learning environment for the development of leaders (en vivo). This is especially powerful when combined with professional coaching.

Again, this model has been fine-tuned and implemented by police members themselves. You can examine below the guidelines that one of our policing clients (the Royal Canadian Mounted Police) developed with my assistance, for building a Continuous Improvement Team.

Continuous Improvement Team Guidelines:

1. The Continuous Improvement Team will act as a cross-functional **advisory body** to management, and in some instances be given **authority to resolve some immediate concerns** that would come to its attention through anonymous surveys, suggestion boxes, or email submissions. Such authority will be considered and granted, as it is appropriate and expedient for Management to do so.

2. Management will select the team members based on agreed criteria and process.
Anyone can apply or be recommended if he/she meets the criteria. Each member will represent the views and perspectives of their functional area of the organization. Future selection of new team members will be through election by existing team members, with approval of management.
3. The Continuous Improvement Team will be formed to represent the concerns and ideas of all staff of the institution.
4. The Continuous Improvement Team will have Management representation on it, but the Team will not be Chaired by Management. The Chair shall be appointed by election of all team members with approval of Management.
5. The Continuous Improvement Team meet on a regular monthly basis in order to maintain consistency, drive and accountability.
6. The Continuous Improvement Team will report its initiatives, proposals, and successes on a regular basis through newsletters, Intranet, and web out communications.
7. The Continuous Improvement Team will consist of no more than **12-18 team members** and their back-ups, and backups will attend all meetings in the event of regular team member absences. Back up team members will, if they wish, and if they are qualified, become regular team members in the upcoming year of service.
8. The Continuous Improvement Team members mentor capable and positive backup leaders to replace themselves in **one-year term**.

9. It is understood from the outset of the Team that the time members invest in the teams activities is voluntary, but nevertheless, a part of their job responsibilities under the Mission Statement: Core Value 3, 4, & 5.
10. The Team has nothing to do with “playing Favorites”, promoting, or fast-tracking certain people, but is for the purpose of building a better place to work and improving our service the community. This also fulfills this Organization’s Mission.

Step Seven: Review Outcomes – Internally and Externally

Planning and managing change is a never-ending, recycling process, as indicated in the remainder of the model, and as reflected by the necessity of having monthly review meetings. These recycling steps in the Model are built on the concept of Continuous Improvement Teams. It acknowledges that there is nothing more constant than change. The “loop system” design requires constant evaluation, adjustment and redesign based on the development of both leaders and high performance work teams within an organization. Teams that fail to review progress monthly have consistently poor implementation rates and the team synergy falls to a low ebb. The monthly meetings are found to be absolutely necessary!

To this point in the model, people in the organization have learned both the theoretical knowledge and practical skills to create and lead teams, assess and define critical issues, and plan and implement strategies for goal achievement. At the Review Outcomes stage of the Continuous Improvement Process, the organization uses evaluative processes, including

post-testing with previously administered instruments, to determine the level of goal achievement. This is the time for “course corrections.”

Step Eight: Recognize and Reward Achievements

Continuous Improvement requires the acknowledgment of achievement. This feedback loop in the model responds to both the Organization and Leaders side of the model. It acknowledges both the “we” and “I” of team performance. It recognizes the effective team building that has occurred and the resultant accomplishments of the team. But it also recognizes the individual accomplishments. It is the acknowledgement of personal growth. It is where the leadership development that has occurred throughout the organization begins to “pay off.” Celebrating “wins”, no matter how small, demonstrates both progress in goal achievement and appreciation to those who contribute to organizational and personal goals. Police and civilian members of the Continuous Improvement Teams have consistently requested that reward and recognition programs be individually tailored to maximize the chances that recognition and appreciation will be perceived as such by the recipient...they wanted to avoid the “give every one a plaque” syndrome. A good solution to this has been to have the members themselves generate a menu of optional ways to be rewarded and recognized for performance.

Step Nine: Adjust and Redesign

The last stage of the model recognizes the need to acknowledge the “white water” philosophy of organizational change. That is, change is constant. To remain operationally efficient, change must occur and fine-tunings must take place. But more importantly is the learning that occurs with the application of the developmental process occurring during phases one through six. **The process is intended to develop a self-sustaining growth that requires minimal intervention from outside of the organization as learning leads to more learning.**

Transforming Leadership Performance Optimization Process (TLPOP)

One of the police chiefs I wanted to help told me that he wanted to see the process summarized on one page or he wouldn't be interested in implementing it. I took up the challenge of helping him to make it short and clear for his people. This one page summary of best practice process is outlined below in a brief organizational self-assessment. The average police agency managers (over 250) who have completed this assessment score 2.42 of a possible 5.0 on the assessment. You can complete this to see where you think your organization stands. This will act as a good summary of what we have covered so far in this chapter.

Transforming Leadership Performance Optimization Process (TLPOP)

Building a Leadership Organization to Develop a Learning Organization

Instructions: In the spaces provided below insert a number from 0-5 to indicate how well your organization has implemented each step in the optimization process:

0=Not at All, 1=Not Very Well, 2=Slightly, 3=Moderately, 4=Quite Well, 5=Excellent

1. _____ Assess internal organizational needs, wants, problems, obstacles, strengths, opportunities and threats. Use qualitative interview methods to give meaning to quantitative survey data.
2. _____ Assess external community needs, wants, problems, obstacles, strengths, opportunities and threats. Use qualitative interview methods to give meaning to quantitative survey data.
3. _____ Scan future trends and prioritize best-bet opportunities, solutions, threats and vulnerabilities.
4. _____ Conduct executive team development to maximize potential of each contributor, clarify roles, eliminate role blur and overlap, work through conflict and past baggage, and optimize team performance. Provide executive coaching for any executives in need of specific leadership or management skill development.
5. _____ Conduct strategic planning session with key executives and stakeholders from the internal organization (sworn and civilian) and external community (this is what is called the **Leadership Development Team**).
6. _____ Seek revisions or additions and consensus to draft plan from all those who will be implementing it – at this time deal with resistance to change and obstacles to plan acceptance. Achieve at least 70% acceptance and consensus support of strategic plan.
7. _____ Arrive at consensus about what leadership competencies are necessary to build a strong policing organization, and assess leadership competencies of all leaders in the organization (both paid and volunteer).
8. _____ Train, coach, and/or mentor team leaders to design an operational strategic implementation plan with their teams so that the strategic priorities and plan are implemented effectively at the front line level. Help team leaders to get comfortable with leading their teams (and developing their members as leaders) toward the implementation of strategic priorities and the development of leadership skills. Accomplish this by helping leaders to learn to build their own implementation plans *with* their team members (people implement what they help create!).
9. _____ Conduct ongoing leadership development by providing coaching/mentoring learning support for leaders. Use retired personnel to accomplish some of this task and provide training for mentors and coaches.
10. _____ All team leaders conduct monthly implementation plan review meetings with their team members and report to managers and the **Continuous Improvement Team** brief minutes that reflect progress on strategic priorities.
11. _____ Publish and celebrate small and large wins in ways that the “winners” experience personally meaningful recognition and reward.
12. _____ Conduct annual strategic plan review with the **Continuous Improvement Team**. Evaluate and report the results of the year’s progress to the internal organizational members and the external community.
13. _____ Re-design the strategic plan for the year(s) (we recommend at least two years and no more than 3).
14. _____ Recycle this process annually.

The Future: A Vision of Preparing Leaders to
Lead Integrity-based Transformations (that Deal
with Everything from Daily Operations to
Preventing Successful Terrorist Acts)

**How Can Police Departments Successfully Implement the Above
Process?**

A Vision to Train and Mentor Change Agents in Each Policing Organization

Most police chiefs and deputy chiefs do not have the training or experience to implement the *Transforming Leadership Performance Optimization Process (TLPOP)*, and this is not their fault. Even if they are amongst the few who have MBA's or other advanced degrees, it is not likely that they would have received the education, training and experience to become proficient change agents who can implement, and help others in police organizations implement effective organizational assessment and development processes that are described above.

I have given this issue a great deal of thought and have researched how successful organizations manage change. Police departments need professional change management and OD consultations but often can't find competent, trusted consultants to help them move ahead...so they just do the best they can with what they have. But that isn't good enough any more. We can close this **consultative leadership gap** by equipping the best

and most reputable leaders in each organization to provide **research and consultative support** to the Executive Teams and Continuous Improvement Teams. If this is done, then there is real hope to make significant positive change occur.

As I have become busier with the work of helping various police departments to develop leadership and transformational change initiatives, the need has clearly emerged to prepare others to learn transformational skills. This “transfer of skills” has already occurred to some extent in each of the departments where I have worked. Some chiefs are willing and able to assume the role of OD Specialist and Change Agent in their departments, and others are not. It is not necessary for success that the Chief in each department assume the facilitative role of making the *TLPOP* process occur. On the contrary, I have seen the greatest success in the department where a few exceptionally competent inspectors and sergeants took the lead role in the implementation process. After we got the process rolling, they have moved into my facilitative and consultative role, and I am now supporting them from the periphery, but they make it happen.

If *TLPOP* Works on a Smaller Scale, How Could it Work on a Larger Scale?

I believe that what will be required for the long term and larger scale success of such an endeavor as *TLPOP* is the development of **Police Organizational Assessment and Development Centers**. **These centers will equip already mature leaders with OD tools and knowledge and coach them to maturity as internal consultants to their organizations.** **These new “change masters” would have formal operational responsibility for Continuous Improvement of the Organization to Enhance**

Community Safety and Security. This endeavor could be led regionally (by Province and State) by current police academies that could, under the consultative advisement and support from state, provincial, national or multi-national central agencies (such as PERF, RCMP, CPC, IACP, FLETC, POST, and/or the FBI, for example) gain the benefit of larger scale research and development projects. This would serve the needs of various Police Departments in their regions to access the tools and expertise to equip, train and mentor their key leaders to be able to perform all the above tasks well at the various Centers.

I also envision that these regional centers as best practice research, development and training centers where breakthroughs in police organizational assessment and development would be discovered, evaluated and communicated to the police community world-wide through one central web site. At least two officers from each department (one as leader, and one as a back up protégé) would be trained to provide organizational assessment and development services to their departments with the support and consultative assistance of staff or qualified consultants on contract at each Center. I can also envision that such a successful endeavor could be seen as a winning problem-oriented policing intervention and may receive an award at the Annual POP Conference in San Diego...as one police chief stated: “We do POP outside in the community, now we need to do POP inside our organizations.”

These Centers do not have to become isolated bureaucracies but can become linked Virtual Centers where most of what happens is on line and available to all police leaders through password access. Training events can be annual or bi-annual events, with monthly support forums, and coaching and mentoring of the can be accomplished via

tele-coaching and cyber-coaching. Retired police officers who want to be on-line mentors and coaches to be placed under contract to pass on the torch of their wisdom to younger leaders. Reports of progress and breakthroughs from various police departments could be posted for the learning of all. I envision a center in each Province and State in North America, and Europe. There are already centers (police academies) where this could occur, if the leaders of these centers could acknowledge the urgent need for them and believe that the vision of preparing “change-master” transformational leaders is critical to long term police success and laser beam focusing of policing resources on newly emerging trends that affect community safety and security (not to mention the economy).

Such a comprehensive leadership development institute is already in existence in England at Bramshill. The British have invested lavishly in the most comprehensive management and leadership development program for Police that I have seen. The Federal Law Enforcement Training Center, in conjunction with the Royal Canadian Mounted Police, has also formed a plan to develop an, “Every Officer A Leader” model and program, but to my knowledge has not yet implemented it and made it available for access.

What are The Next Steps in The Development of Leadership Centers?

Agency leaders must get together at conferences to discuss the possibility of collaboration and the viability of the model for equipping change agents who can facilitate police leaders through something like the *TLPOP* process. If the concept is worthy, then piloting it on a larger scale than I have must be the next step. I believe that

the internet has and will continue to facilitate dialog, discovery and collaboration...in fact I think what will occur is that at best we can just accelerate the inevitable enrichment and dissemination of intelligence and learning that is a spin-off from the faster, more synergistic, networked communication that can now take place.

Conclusion

Why is the transformational approach in this book integrity-based? It is democratic, it is run by and for the people in policing organizations, for the sake of the communities they serve, it facilitates consensus and team spirit, prevents conflict and misunderstanding, provides a continuous improvement approach to planning and problem-solving, and optimizes leader and organizational development for positive community impact. To have an integrated but open-ended model that is based in sound theory and research, and to implement it, is to have integrity if it truly makes a positive difference to do so. To fail to implement such a model, if there is one, is to miss the great honor and opportunity to make as positive of a difference as we could.

It is my hope that this chapter may cause each of us to have an integrity-based transformation on the inside of our thinking about the strategic importance of focusing all of every police organization's attention on the highest strategic priorities that will leverage our freedom and peace to a new level in the face of real danger. Developing leaders who can bring laser beam focus, facilitation, and high impact interventions to deal with current and future crime trends is, I believe, our highest challenge...and an integrity-based call to action!

An Example of an Integrity-based Transformation Tool

An example of an integrity-based transformation tool is the work on leadership competencies that led to consensus regarding leadership behavior that is expected of all leaders at one police force. The Police Leadership Competencies that were agreed upon at the New Westminster Police Service are attached below. If you would like to request a copy of the report that resulted from this competence survey you can do so from Inspector F. Ciaccia at fciaccia@nwpolice.org.



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

An Employee Survey of Leadership Skills and Competencies

New Westminster Police Service Leadership Team

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

Project Researcher
Ciaccia, Frank, *Inspector, Patrol Division*

Project Sponsor
Lorne Zapotichny, *Chief Constable*

Project Advisor
Darryl Plecas, Ed.D.

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IMPORTANCE / VALUE OF LEADERSHIP SKILLS

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

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

- 21. Interacts sensitively and respectfully with diverse individuals and groups.
- 22. Creates and ensures an environment that is free of discrimination and harassment.

III. PLANNING AND ORGANIZATIONAL DEVELOPMENT

- 23. Supports organizational change.
- 24. Identifies and prepares to meet future challenges.
- 25. Understands and applies agreed upon ethical standards.
- 26. Plans and implements community based initiatives.
- 27. Sets goals and action plans.
- 28. Conducts, implements, and evaluates strategic planning.
- 29. Responds to change in a planned and deliberate way.
- 30. Influences people to follow the Mission Statement, the Vision Statement, the Principles and Practices.
- 31. Works in a way that respects and considers political realities.
- 32. Organizes time and tasks efficiently.
- 33. Understands, encourages and uses technology effectively.
- 34. Handles current resources effectively.
- 35. Considers the impact of technology on the future of policing.

IV. HUMAN RESOURCE DEVELOPMENT

- 36. Enhances team morale and motivation.
- 37. Identifies personal values and aligns them in his /her personal and professional life.
- 38. Builds self confidence by presenting a confident, positive attitude.
- 39. Takes ownership of mistakes.
- 40. Demonstrates flexibility by adjusting readily to change in the work environment.

	Not Important At All	Slightly Important	Important	Very Important	Extremely Important
41. Establishes the right balance by maintaining a well-rounded perspective on competing interests of self, family, social and professional demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Controls own feelings and behavior in stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Learns continuously by seeking knowledge, skills and experience for developmental reasons such as future goals and career aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Encourages mentoring opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Identifies employee training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Develops a team and maximizes its performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Recognizes and rewards positive performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Ensures a meaningful performance evaluation process takes place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Addresses below standard performance so that improvement occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Approaches mistakes as learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Coaches, guides and offers advice without assuming control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Counsels, mentors or coaches others towards performance improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Stimulates and supports creativity and innovations in others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Encourages contribution and participation by all members of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. PROBLEM SOLVING AND CONFLICT RESOLUTION

55. Makes difficult decisions in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Encourages a willingness to work on difficult problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Addresses the source, not just the symptom, of problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Resolves problems using consultation and consensus, when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Addresses and prevents workplace conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Anticipates and manages problems effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSING LEADERSHIP SKILLS

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

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

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

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

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

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

X = Unable to Assess / Don’t Know

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

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

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

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

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

