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What Are the Key Competencies, Qualities, and Attributes of the African American Municipal Police Chief?

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WHAT ARE THE KEY COMPETENCIES, QUALITIES, AND ATTRIBUTES OF THE

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WHAT ARE THE KEY COMPETENCIES, QUALITIES, AND ATTRIBUTES OF THE
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prepared by

Patrick Oliver

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Dedication

This dissertation is dedicated to the following individuals who represent my human support system in this life— my loving, patient, and supportive wife, Kim; my daughter, Brittney; my sons, Jason and Justin; my father, James Senior, whom I followed into law enforcement; my mother, Mary; my two brothers, James and Michael. It is also dedicated to my in-laws, John and Emmy Lou Miller.

Abstract

The purpose of this dissertation was to identify and understand the dimensions of leadership of those African Americans, who are effective as the chief executive officer (CEO) of a municipal law enforcement agency, and thereby to educate and inform both those aspiring to be police chiefs and those presently serving as police chiefs, particularly African Americans. Four content areas were examined to gain a better understanding of the research question: (1) Police executive leadership literature; (2) African American leadership; (3) The trait theory of leadership; (4) emotional intelligence. Study participants were all African American police chiefs with the expertise and requisite knowledge of municipal police chief leadership. The Delphi method was used, resulting in the emergence of judgments based on anonymous responses during multiple iterations. Consensus for the purpose of this study was defined as exceeding an 80% overall composite score of agreement among the panel of experts**.** The study results produced 34 consensus dimensions based on each receiving a composite score of 85% or higher. This resulted in the panel of experts identifying 12 competencies, 12 qualities, and 11 attributes of management and leadership for an effective African American municipal police chief. While the study does not claim to identify a set of qualities that will ensure that an African American municipal police chief will be effective in the job, the identified dimensions should enhance the professional development of an aspiring African American municipal police chief. Additionally, the findings of the study support the assumption that African American municipal police chiefs are likely to encounter specific race-based challenges on their leadership journey and, therefore, should plan and prepare to overcome them. The electronic version of this dissertation is at OhioLink ETD Center, www.ohiolink.edu/etd

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Chapter I: Introduction

The Research Question

My dissertation poses the following research question: "What are the key competencies, qualities, and attributes of the African American municipal police chief?" The word *key* is significant because it emphasizes those critical success factors that contribute to the effectiveness of an African American municipal police chief. The purpose of this dissertation question was to identify and understand the critical success factors of effective African American police chiefs of municipal law enforcement agencies. What can be learned about leadership development by studying those African American leaders who serve in the highest position in law enforcement? How might the results of this study then be used to educate and inform African American police chiefs, those African American police managers who aspire to this job and/or the law enforcement profession?

A prerequisite to studying African American municipal police chiefs is to understand the key effective leadership competencies, qualities, and attributes of any individuals serving in chief executive officer positions (CEOs) for law enforcement agencies in the United States. This will result in the ability to compare and contrast the scholarly and theoretical law enforcement leadership literature with the competencies, qualities, and attributes of the African American municipal police chief. Therefore, an understanding of the distinctive qualities of African American municipal police chief leadership can be enhanced by first understanding the key competencies, qualities, and attributes of police chiefs and other law enforcement CEOs in leadership positions in the United States. These individuals are either the top administrators of a law enforcement agency, most commonly police chiefs, or individuals in a top administrative

position providing leadership for their law enforcement agency, such as sheriff, ranger chief, or director.

This is a study of African American men and women who are police chiefs (law enforcement CEOs) serving within a municipal government agency. The rationale for this empirical study is to develop evidence of a set of core competencies, qualities, and attributes that can contribute to the professional effectiveness of an African American municipal police chief. Therefore, an ancillary benefit of this study is developing an understanding of some of these critical success factors that may enhance an African American's attainment of a police chief position within a municipal organization. Although the proposed study is both descriptive and prescriptive, it cannot identify a specific set of qualities that will ensure that an African American is effective in a police chief position. Its findings should, however, contribute to an African American municipal police chief being more effective in the job as well as enhance the professional development of an aspiring African American municipal police chief.

Why Study African American Municipal Police Chiefs?

The quality of a law enforcement agency is directly related to the quality of its people. The most critical person in a law enforcement agency is the chief executive officer (the police chief). This is certainly not because the chief is more important but because the chief is the key driver in the effectiveness and efficiency of the operation and administration of the agency. Law enforcement organizations are likely to be more effective with good leadership because no other group is as important to improving the quality of police service (Dantzker, 1996). Therefore, the issue of improving police chief leadership is one that should rightfully have a high priority in the study of police service.

At the beginning of the current century, the National Organization of Black Law Enforcement Executives (NOBLE) leadership began to notice a reduction in African Americans becoming police chiefs, particularly in midsize and major cities within the United States. This was not based on any research study or survey; it was based on the observation of the appointment of police chiefs nationally and the knowledge of the current active municipal police chief membership of the NOBLE organization. More interesting, however, was that NOBLE noticed a pattern among midsize and major municipal police departments: these agencies lacked African Americans in top management positions regardless of the ethnicity of the police chief. To find African Americans in a management position within these agencies, one would typically find a small group within the middle management ranks, specifically that of the lieutenant and captain positions. Therefore, the highest ranking African American law enforcement managers of these agencies were typically two or three ranks below the police chief position.

Two conclusions resulted from these observations. First, there were fewer African American municipal police chiefs and fewer with the potential to become police chief in the near future. Second, it would be several years before more African Americans could attain the position of police chief and serve within midsize and major law enforcement agencies. These observations and resulting conclusions were the genesis of NOBLE's early discussions on creating a program to mentor aspiring police chiefs. NOBLE saw the need to develop a "farm system" to educate, train, and mentor potential future African American police chiefs in the United States. Ultimately this resulted in the creation of NOBLE's Potential Chief Executive Officer's Mentoring Program in July of 2006.

Some researchers in police science have noticed that there is practically no data on African American law enforcement executives (Bolton & Feagin, 2004). Additionally, they have

indicated that the literature on the ethnic composition of police agencies has consistently

indicated that very few African American police executives existed in the United States until the

1970s.

The study of African American municipal police chiefs revealed key developmental

activities, experiences, competencies, and attributes that are beneficial to African American law

enforcement managers aspiring to this position. Additionally, because the study results suggest

that an African American will potentially face institutional bias and marginalization as he or she

climbs the management ranks (addressed generally in this chapter), prior proper planning and

preparation is an effective strategy to overcome these challenges within the organizational social

system.

Additional justification of this research study is based, in part, on the low level of African

American police chiefs currently in the United States (statistical information provided in this

chapter). This certainly makes a case for additional research within the field of police

administration to understand the degree of difficulty for African Americans to attain this law

enforcement leadership position as well as how aspirants might overcome the identified

professional challenges and, ultimately, be effective in the job.

The Police Chief Job

A chief of police, by virtue of the oath of office, the special trust and confidence

associated with the position, and legal mandates, is expected to effectively and efficiently

manage a broad range of managerial, technical, criminal, and social issues regarding the

operations and administration of a law enforcement agency. Additionally, the chief of police may

be required to perform his or her job duties with diminishing resources within an environment

that is experiencing an increasing workload imposed by multiple segments of the community.

The police chief job is a government position appointed by either an elected political CEO or an administrative executive, such as city manager, or by a governing body, such as a police commission. Typically, selection also includes approval by a legislative body. The police chief is the CEO of a law enforcement agency. As the formal leader of the police organization, the chief should develop a vision for the agency while accomplishing the organization's mission. The job of the police chief is to maintain social order and keep peace in the community. A key police agency function is to prevent, reduce, and solve crime in the community. The police mission is ultimately community order maintenance with three strategic objectives: safety/service, conflict management, and law enforcement. The chief accomplishes this primarily through the effective oversight of the operations and administration of police personnel. Public safety and crime prevention are also the responsibility of the community. The police are hired to give their full-time attention to public safety which is a responsibility also incumbent upon every citizen. Therefore, the police chief must engage the community in a partnership to prevent, reduce, and solve crime. Police are most effective when they work in partnership with the community versus working apart from the community. An effective police chief is one who provides police leadership in the community and administers and manages the law enforcement agency by organizing policies, procedures, and programs to enhance a community's quality of life. As a result of these police activities, the people of the community are safer and have a perception of community safety. Policing should be an interactive, results-oriented process between the police and the community.

The police chief has several important roles and responsibilities which include, but are not limited , managing personnel, managing a budget, establishing the organizational philosophy, enforcing the laws, managing the records system, managing the facility and police

equipment, developing and maintaining media relations, training personnel, managing critical incidents, and performing public relations activities.

These varied and diverse managerial tasks require management and leadership ability from the police chief. The police chief job is statutorily defined by the respective state law. A police chief is a public servant. As an American Peace Officer (the official title for most state and local law enforcement officers within the United States) the police chief, along with all other officers in law enforcement, must take an oath of office as required by law. This oath is a personal commitment to faithfully perform the duties of the office. This dimension and the mission of policing make it a just cause and a noble calling as evidenced by its strategic objectives, statutory definitions of its practitioners, oath of office, personal commitment to support and defend the US Constitution, the constitution of the respective state, and all laws and ordinances of the local community.

Police work is especially interesting to the general public because it is a moral crucible in which risks to the individual officer and opportunities for legal intervention are magnified in contrast to the more mundane lives of most people. Despite its moments of routine and boredom, policing throws its practitioners on a regular basis into extremely difficult and often complicated situations in which the officer has enormous potential to do harm or good. As society's peacekeepers and law enforcers, police have a considerable range of discretion to carry out their work. They are, of course, not unrestricted free agents. There are laws and rules that govern police conduct and set limits to police authority and power (Delattre, 2006).

Police chiefs are distinct from other professional leaders in that they must manage the tremendous power of officers so the discretion is used in a legal, safe, and professional manner. In a training manual to develop police leaders, the International Association of Chiefs of Police

(IACP) defines leadership in a police organization as follows: "the process of influencing human behavior to achieve organizational goals that serve the public, while developing individuals, teams and the organization for future service" (IACP, 2006, p. xi). It further indicates that the foundation of this leadership is built with a public trust and ethic that begins with a personal and organizational commitment to serving others.

Real leadership is tested and proved in crisis. A real leader is one who can handle the stress, solve the problems, bear the burdens, and find the solutions. Police chiefs must respond to a multitude of crisis situations, such as crime waves, murders, gang violence, jail management, civil disturbances, hostage situations, emergencies and disasters, and sex crimes, all while managing these issues in a political environment. This is a study of African American municipal police chiefs operating within local government in a dynamic social system. The characteristics of leadership and leadership development are examined in order to determine what factors are critical to function effectively in this system.

Census Data of Local Law Enforcement Officers in the United States for 2008

According to the Bureau of Justice Statistics report of 2008, all state and local law enforcement agencies employed about 1,133,000 persons on a full-time basis in 2008, including 765,000 sworn personnel (Reaves, 2011). Local police departments were the largest employer of sworn personnel, accounting for 60% of the total. Sheriffs' offices were next, accounting for 24%.

In 2008 the Census of State and Local Law Enforcement Agencies (CSLLEA) included 17,985 state and local law enforcement agencies employing at least one full-time officer or the equivalent in part-time officers. The total included 12,501 local police departments. Therefore, there are 12,501 local police chiefs in the United States. Local police departments are the largest

employers of full-time state and local law enforcement personnel, with about 593,000 (or 52%) of the more than 1.1 million employees nationwide (Reaves, 2011, pp. 1-2).

Although most local police departments are small, most local police officers work for larger agencies. More than half of local police departments employed fewer than 10 full-time officers, and the overall median size was eight full-time officers. Although departments with fewer than 10 full-time officers comprised 53% of all agencies, they employed just 6% of all officers. A total of 638 (5%) of local police departments employed 100 or more full-time sworn personnel. These agencies employed 61% of all local police officers (Reaves, 2011). A listing of the ten largest municipal police agencies is provided below.

Ten largest municipal police agencies in the United States.

1. New York City (NY) Police: 36,023

2. Chicago (IL) Police: 13,354

3. Los Angeles (CA) Police: 9,727

4. Philadelphia (PA) Police Department: 6,624

5. Houston (TX) Police: 6,053

6. Washington (DC) Metropolitan Police: 3,742

7. Dallas (TX) Police: 3,389

8. Phoenix (AZ) Police: 3,388

9. Miami-Dade (FL) Police: 3,093 Note: Includes Dade county

10. Baltimore (MD) Police: 2,990

(Reaves, 2011)

Local police departments. According to the 2008 BJS Census of State and Local Law Enforcement Agencies, nearly all (85%) local police departments were operated at the sub-county level by individual municipal governments (Reaves, 2010, p. 8).

Operating costs. Local police departments cost $116,500 per officer to operate during 2007. When both sworn and non-sworn personnel are included, the average annual operating budget was about $88,000 per employee. Operating costs ranged from near $100,000 per employee in jurisdictions with 50,000 to 999,999 residents to $49,400 per employee in jurisdictions with fewer than 2,500 residents (Reaves, 2010, p. 10).

Personnel. In 2007 about 1 in 4 full-time local police officers were members of a racial or ethnic minority. The estimated 117,113 minority officers employed in 2007 represented an increase of about 10,500 (10%) over 2003. From 2003-2007, minority representation among local police officers increased from 23.6% - 25.3%. In 1987, minorities comprised 14.6% of officers. An estimated 55,267 black or African American officers were employed by local police departments in 2007; this was about 2,400 (5%) more than in 2003. In 2007 the percentage of officers who were black (11.9%) was about the same as in 2003 (11.7%). In 1987 blacks comprised 9.3% of officers (Reaves, 2010, p. 14).

NOBLE members identified as law enforcement executives. The National Organization of Black Law Enforcement Executives (NOBLE) has approximately 345 active members identified as chief executive officers of various types of law enforcement agencies on their roster. These individuals are the chief executive officer of a municipal law enforcement agency, a sheriff, or a senior law enforcement executive who commands a decentralized agency field office in a federal law enforcement agency. NOBLE has 108 African American local police chiefs on its roster for the financial year ending December 31, 2012.

These are only the African American police chiefs who are active members of the organization; other local African American police chiefs in the United States are not included. If one estimates that this number is double that of NOBLE's membership (which is not likely) and divides by the 12,501 local police chiefs in the United States, then approximately 1.7% of the local police chiefs in the United States are African American. This low number of local or municipal police chiefs in the United States indicates that understanding the preparation required to attain this position would be beneficial for aspiring police chiefs.

Potential Workplace Marginalization for African American Professionals

What are the potential challenges facing an African American leader who is in a formal executive leadership position within government, a corporation, or a non-profit organization? The emphasis here is on African Americans having a high level of administrative or managerial authority in an organization.

Are the challenges for an African American leader more difficult than for persons of the majority culture? If so, how does this manifest itself within organizations in the American work environment? A survey of Black and White managers in a Fortune 500 financial services firm indicated that black managers reported a slower rate of promotion and less psychosocial support than white managers (James, 2000).   In another study on supervisor- subordinate relationships, the participants indicated that in their experience it was difficult for African American leaders to be successful unless they had more qualifications than their white counterparts (Jeanquart-Barone, 1996).

In what has become a well-known study titled, "Leading in Black and White," authors Livers and Carver (2003) coined the term *miasma* to describe the extra burdens and extra energy that must be expended by Black leaders that are not directly related to the work itself in

corporate America. The authors espouse that although most workplaces do not tolerate blatant discrimination, they uphold an assumption that all people experience an equitable workplace. The result is a workplace assumption of similarity, which creates an atmosphere of misperception and distortion in which Black managers must work, which Livers and Carter term miasma. The authors espouse that increased miasma can lead to degraded communication, interpersonal interactions, and work performance as individuals become increasingly guarded, uncomfortable, and less participatory in their organizations. When there is not a level playing field, this assumption of similarity, where there is a reality of difference, serves to marginalize Blacks and other minority leaders.

Studies have indicated that limited upward mobility (i.e., promotion to leadership positions) is also a possible challenge facing African Americans managers (Elliot & Smith, 2004; Greenhaus, Parasuraman, & Wormely, 1990). Sharon Epps (2008) wrote, "Most of the effort has gone into recruiting minorities into the profession rather than identifying and developing minorities as leaders" (p. 257). Affirmative Action programs were created to help minorities and women gain access to predominantly white companies and positions, but the programs' reach typically stops there. Once inside a career field, a new battle begins for the career advancement of African Americans.

African Americans may also face opposition with regard to opportunities and job assignments. Greenhaus et al. (1990) state that some African Americans experience opposition at work through "the assignment of routine or non-challenging tasks, and the lack of supervisory interest in a subordinate's career aspiration" (p. 68). This results in an uncomfortable, unsatisfying work environment which can lead to poor job performance evaluations.

Many aspiring leaders, both minorities and non-minorities, have used networking as a means to be noticed and considered for promotion. However, for minorities in a predominately white workplace, a lack of networking opportunities may constitute a new form of discrimination (Madsen & Mabokela, 2002). Networking relies on relationships with top employees and other influential people in the hopes that these connections will open doors for opportunities in the future. Since the professional executive environment in the United States still consists of a much larger percentage of non-minorities than minorities, equal access to these relationships is limited, potentially resulting in a negative impact upon career success.

In a study on the glass ceiling effect on minorities and women, the authors concluded that after obtaining leadership positions, African Americans may face opposition while in leadership positions and struggle to retain their positions (Corsun & Costen, 2001). Many equal opportunities exist, but promotional success may require that minorities have more knowledge, skills, and abilities than their majority competitors in order to close the gap that marginalization creates (Epps, 2008).

Another potential challenge for African American leaders is articulated in the theory of homo-social reproduction. Homo-social reproduction theorizes that those in dominant positions will promote and mentor people similar to themselves (Outley & Dean, 2007). Therefore, along with the probability of indirect discrimination through networking, African Americans also potentially face discrimination through homo-social reproduction. This theory posits that many traits, such as similar values, looks, or goals, can influence homo-social reproduction. Managers may discriminate without any conscious racism towards a minority group, resulting in African Americans and other minorities losing opportunities.

Particularly, "in predominantly White organizations, power dynamics may cause disempowering experiences for African Americans that can occur in the form of challenging, resisting, resenting, undermining, or even ignoring a person's authority" (p. 552). Homo-social reproduction means that one can expect to see different results from the same characteristics in Black and White workers (Baldi & McBrier, 1997).

The Research Literature on Police Executive Leadership

The current body of empirical research is minimal regarding the competencies, qualities, and attributes for effective police executive leadership. Understandably, there is not currently a specific set of leadership competencies, qualities, behaviors, and traits that all police executives must have to be effective. There is, however, some evidence of competencies, qualities, attributes, and traits indicative of job effectiveness that derive from empirical research and practitioner-based knowledge and experience. A review of the research literature resulted in identifying dimensions of effective police executive leadership based on themes that emerged from literature published primarily during the last 20 years, regarding effective police executives. The current body of empirical research is limited regarding the competencies, qualities, and attributes for any police chief or an African American police chief. However, a review of the research literature revealed multiple dimensions of police executive leadership (top law enforcement administrators) which provide a baseline for understanding critical success factors for aspiring police executives. These 13 dimensions of police executive leadership identified provide a portrait of the effective police executive in the United States. My study of scholarly research and theoretical literature of police executive leadership lead me to three conclusions: First, there appears to be a lack of consensus about the professional skills, knowledge, and attributes needed to either prepare for or function effectively as a police chief. Second, there are

several professional skills, qualities, and specific knowledge identified for law enforcement management positions, but there is no differentiation made based on the various levels of management within a police organization. Third, there is an apparent gap in the empirical research literature on identifying a set of core or key competencies, qualities, and attributes which may contribute to a police chief's effectiveness.

The demands of the police chief job have never been greater, nor has the job been more challenging than it is today. A leadership competency model has not yet been constructed for an African American police chief, or *any* municipal police chief in the United States. Without such a model, law enforcement executives must work harder to identify the competencies, qualities, and attributes that contribute to effective police chief leadership. The purpose of this study was to understand and build upon the current literature on the topic to begin to fill the gap in the research literature and identify some critical success factors for African American police chief leadership.

Those Potentially Interested in This Research Study

In terms of defining an audience for this study, I believe there are six groups of individuals potentially interested in this research study: first, those African American law enforcement managers who are aspiring to become police chiefs and desire professional guidance; second, any law enforcement managers desiring professional guidance on how to become a police chief; third, those individuals who manage police chiefs and, therefore, need to know what critical success factors to select for or to develop; fourth, any law enforcement managers interested in professional development in the field of policing; fifth, those who teach, train, and write about police leadership or police administration; and sixth, those African

Americans interested in career development/ advancement in general, or wanting to understand challenges specific to African American professionals.

My Dissertation Methodology—The Delphi Method

The Delphi method has been defined as an effective research method for collecting and synthesizing informed opinions on a highly focused task, from a diverse group of experts who have specialized knowledge in an area of interest (Biondo et al., 2007). The objective of most Delphi method applications is the reliable and creative exploration of ideas or the production of suitable information for decision-making (Adler & Ziglio, 1996). The Delphi method is a method used for structuring a group communication process so that it is effective in allowing a group of individuals to deal with a complex problem, such as gaining consensus about professional skills, a focus that is similar in scope to my proposed dissertation research question. The Delphi method uses a panel of experts to obtain data through the use of questionnaires and interviews, resulting in the emergence of judgments or opinions based on anonymous responses during multiple iterations of interview rounds. This collection of data is summarized by the researcher (Linstone & Turoff, 1975). Results of the previous rounds are communicated to and evaluated by the participants. At least three rounds are necessary for consensus to be achieved. In studies where the goal is to identify skills and knowledge, the use of the Delphi method improves the validity of the research because of its relevance to those whom the skills effectiveness will potentially impact. By using the Delphi method, my dissertation study will include participants who are African American police chiefs and have the expertise and requisite knowledge of municipal police chief leadership.

Three key questions were answered before confirming this decision on the use of the Delphi technique for this research study:

1. What kind of group communication process is desirable in order to explore a problem or issue, particularly a study question that has not been previously researched?

2. What individuals have expertise regarding the problem and where are they located?

3. What alternative techniques are available and what results can reasonably be expected from their application?

Once the above questions were effectively answered, the Delphi method was selected as an appropriate methodology to apply to this research question. The failure to address these questions may lead to the inappropriate application of the Delphi method and discredit the whole created effort (Adler & Ziglio, 1996).

There are several advantages in using the Delphi method for this research study:

1. providing a framework by which a group of individuals with a lack of propinquity can work together;

2. eliminating the psychological factor of face-to-face meetings to gather data;

3. providing documentation using simple statistical analysis;

4. eliminating the opportunity for some participants to persuade others by using their position, influence, or status; and

5. minimal cost involved in conducting the study.

The main advantage of the method has been described as "the achievement of concurrence in a given area where none previously existed" (McKenna, 1994, p. 1222). This situation is applicable to this research question since no concurrence exists on the leadership dimensions of the African American municipal police chief.

I previously conducted (one year ago) a pilot Delphi method study with five African American municipal police chiefs to determine the competencies, qualities, and attributes of an

individual effective in the position. This pilot study will be used to guide and inform this Delphi method dissertation study. The input and feedback provided by the five municipal police chiefs selected provided the identification and definitions of some of the core competencies, qualities, and attributes to be examined in the larger dissertation study.

Positioning

I am the founder and director of the National Organization of Black Law Enforcement Executives (NOBLE) program called Mentoring Potential Chief Executive Officers. This program, a unique partnership between NOBLE and Cedarville University (my employer), provides prospective law enforcement CEOs with mentorship and professional development opportunities that will lead them on a path to become a police chief. The NOBLE program is a two-year program that provides education and training to enhance professional development.

As director of this program, I am interested in understanding the lessons learned from the experiences of successful African American municipal police chiefs, particularly as they relate to cultural issues that African Americans may confront on their leadership journey. It is my desire that these lessons learned be integrated into the NOBLE mentoring program to benefit the program participants. The knowledge generated from this study will also enhance my role as a law enforcement consultant and trainer.

In my personal leadership journey, I served for almost 28 years in 6 law enforcement agencies in Ohio. These assignments included chief of police for the city of Fairborn, interim chief of police for the Village of Lincoln Heights, chief of police for the city of Grandview Heights, chief of police for the city of Cleveland, and ranger chief for the Cleveland Metropolitan Park District. I also spent 11 years as a state trooper for the Ohio State Highway Patrol. As an African American who has served as police chief in multiple jurisdictions (three of

them municipal corporations), I have subject matter expertise that can be used to understand the professional development criteria, job performance standards, and potential challenges faced by African Americans who serve in the police chief job for a municipal law enforcement agency. I am personally and professionally interested in understanding the lessons learned from African American law enforcement leaders and comparing and contrasting them with my knowledge and experience of American police leadership.

Objectives of the Study

The objective of this research study is to develop a success profile of the African American municipal police chief to understand what competencies, qualities, and attributes contribute to effectiveness in this position. This Delphi method study identified and examined the competencies, qualities, and attributes of 14 African American police chiefs within the United States. This panel of experts provided input to obtain data through questionnaires and /or surveys. The emergence of judgments or opinions from these anonymous participant responses during multiple iterations of interview rounds forms the basis of output data, or results summarized. This includes the documentation, verification, analysis, and generalization of the research results. These 14 municipal police chiefs are from municipal police agencies of various sizes from ten different states within the United States.

This research study collected some basic demographic and biographic information on the African American municipal police chief study participants to provide a general overview of the composition of the study group.

The results of the research study may be used to inform and guide future research on key competencies, qualities, and attributes for municipal police chief effectiveness, particularly for African Americans. Additionally, these results of the study identified significant developmental

activities, experiences, competencies, qualities, and attributes that are beneficial to all police managers.

Scope and Delimitations of the Study

A research study of African American municipal police chiefs has not been conducted previously, and this study is, therefore, exploratory. This study, using the Delphi method, does not include non-African American police chiefs, nor does it include African American chief executive officers serving in a jurisdiction that is not a municipal corporation. Therefore, the 14 individuals were identified as study participants that met all three of the following key criteria: (1) they were African Americans with a career in law enforcement, (2) they have attained the position of police chief and served in that role ideally for at least three years (three of the 14 were exceptions to this), and (3) they have served as police chief for a municipal corporation.

The Delphi method is not a research methodology designed to challenge statistical or model-based procedures, against which human judgment is generally shown to be inferior. It is intended for use in judgment and forecasting situations in which model-based statistical methods are not practical or possible because of the lack of appropriate historical, economic, or technical data. Therefore, this technique is useful when some form of human judgmental input and feedback is necessary, particularly for the discovery of new information or an effective decision-making tool is required for use by a panel of experts (Wright, Lawrence, & Collopy, 1996).

This study, utilizing the Delphi methodology, is beneficial when scientific evidence is either absent or contradictory and judgmental information is necessary. Because of the inquiry nature of this research, a qualitative methodology will be utilized in which a small participant group will provide evidence of some critical success factors for African American municipal police effectiveness. The results of these findings may be used by future researchers as the basis

for determining what additional types of information need to be collected and how to collect it. A quantitative study may be developed using these study results to establish greater generalizability of the study results.

Limitations of the Study

This study, using 14 African American Police municipal police chiefs as participants, is limited by the subject matter expertise and perceptions of these individuals. The small number of participants of this study leaves the results and conclusions open to question by other researchers and limits its generalizability to the larger study emphasis population. Additional research might generate other findings and conclusions.

The 14 individuals selected are not a random sample. They are selected by this researcher because they meet the criteria previously identified and they are willing to complete all of the survey instruments and questionnaires required. Therefore, to some degree, they are a sample of convenience based on availability and interest. Some researchers suggest that the opinions of panelists who are less confident, unwilling to participate or for whatever reasons were left out, may result in skewed data (Franklin & Hart, 2007).

This Delphi method study, because it is intended to correct for the lack of conclusive data by drawing on and sharing the knowledge and experience of experts (Fink, Kosecoff, Chassin, & Brook, 1991), is not subject to the same validation as a large quantitative study.

The Delphi method, by virtue of its design, does not force consensus, and, therefore, the panel of experts is not permitted to discuss the issues raised. There is also no opportunity for the experts to elaborate on their views in response to a discussion among panel members (Goodman, 1987).

Literature Review to Conduct the Study

The literature review for this research study will focus on four streams of literature. To effectively examine the African American municipal police chief, the reviews of four areas of literature are beneficial. First, there is an examination of the research literature to identify and articulate the dimensions of police executive leadership, particularly as it applies to the police chief. Second, the trait theory of leadership will examine the relationship between leadership ability and personality. Trait theory attempts to identify and describe the differences between leaders and non-leaders with a focus on identifying potential leaders. Third, emotional intelligence literature will be examined. Emotional intelligence is the intelligent management of emotions to facilitate more effective human interaction. Fourth, a review of the extant literature on institutional workplace factors and societal factors that affect African Americans who have aspired to and hold formal management and leadership positions within organizations will be presented. The literature review will highlight those issues that pose obstacles to African American leaders or marginalize them in the job, along with identifying the dimensions that lead to professional success.

These four separate and distinct areas of research literature content: police executive leadership, the trait theory of leadership, emotional intelligence, and African American leadership challenges, are all identified as prerequisites for studying the African American municipal police chief. These content areas provide the information required for the process of developing, condensing, and refining surveying instruments and questionnaires to examine the research question.

Chapter II: Review of the Literature

Overview

The purpose of this literature review is to examine and understand the scholarly discourse on three topics related to the dissertation research question as stated in Chapter I. This chapter reviews the relevant research literature and provides summaries of the relevant themes within the following four subcategories:

1. Police executive leadership literature;

2. The trait theory of leadership;

3. Emotional Intelligence; and

4. African American leadership

These four content areas were examined to gain a better understanding of the research question. Knowledge in these three areas was viewed as a prerequisite for the research study of African American municipal police chiefs, specifically to identify potential critical success factors of job effectiveness.

The first content area is police executive leadership. A review of the literature was conducted to identify the dimensions of effective police executive leadership based on the themes that emerge from the literature published during the last 20 years, regarding effective police executives. The literature does not contain a specific set of leadership competencies, qualities, attributes, and traits that all police executives must possess to be effective. There is however, some evidence of competencies, qualities, attributes, and traits that are indicative of job effectiveness and are supported by empirical research and practitioner-based knowledge and experience. The focus of this literature review is to identify some attributes that are necessary for police executive leadership or enhance police executive performance. The literature review will

also identify evidence of some timeless or enduring principles of effective police executive leadership.

The second content area examines trait theory leadership. The trait theory of leadership examines the relationship between leadership ability and personality. Trait theory attempts to identify and describe the differences between leaders and non-leaders with a focus on identifying potential leaders. How does personality influence one's leadership ability? This is an important question in the field of personality psychology. Are there criteria that we can use to determine which personality dimensions are innate and which dimensions of personality meet these criteria? If there are basic personality criteria, how might they enhance the performance of an African American municipal police chief? Are there personality traits that tend to be more indicative of leadership than other traits? These questions will be examined in light of scholarly literature on the trait theory of leadership.

The third content area is emotional intelligence (EI). Emotional intelligence is the intelligent management of one's emotions. The significant difference between the trait theory of leadership and emotional intelligence is that traits are innate (given at birth and not learned or acquired) and emotional intelligence can be learned and developed. Some experts of emotional intelligence believe that EI can contribute for approximately 80% of one's effectiveness on the job (Goleman, 1995). The effective use of EI can help one manage emotions and respond positively and effectively to the emotions of others during human interaction. The understanding of this literature is ultimately for the purpose of understanding to what degree emotional intelligence contributes to the effectiveness of an African American municipal police chief?

The fourth area is African American leadership. This study of African American leadership includes empirical research and the theoretical writings of subject matter experts to

provide insight into some of the competencies, qualities, and characteristics of effective African American leaders. Specifically, this study provides some insight on the challenges they face, which are not encountered by the majority culture, on their way to leadership positions. What are the criteria and strategies of those leaders who were able to overcome those obstacles to achieve success in a variety of industries and professions? How are the lessons learned applicable to aspiring African American leaders pursuing formal leadership positions within organizations? The research literature on African American leadership provides some insight into these complex and important questions. The primary purpose of reviewing the literature in this area is to gain an understanding of some of the critical success factors that may enhance an African American's effectiveness in a formal leadership position within an organization.

Figure 2.1 below depicts how the literature review in the four content areas provides an empirical, theoretical, and comprehensive understanding of the competencies, qualities, and attributes of an African American municipal police chief (dimensions of management and leadership effectiveness).
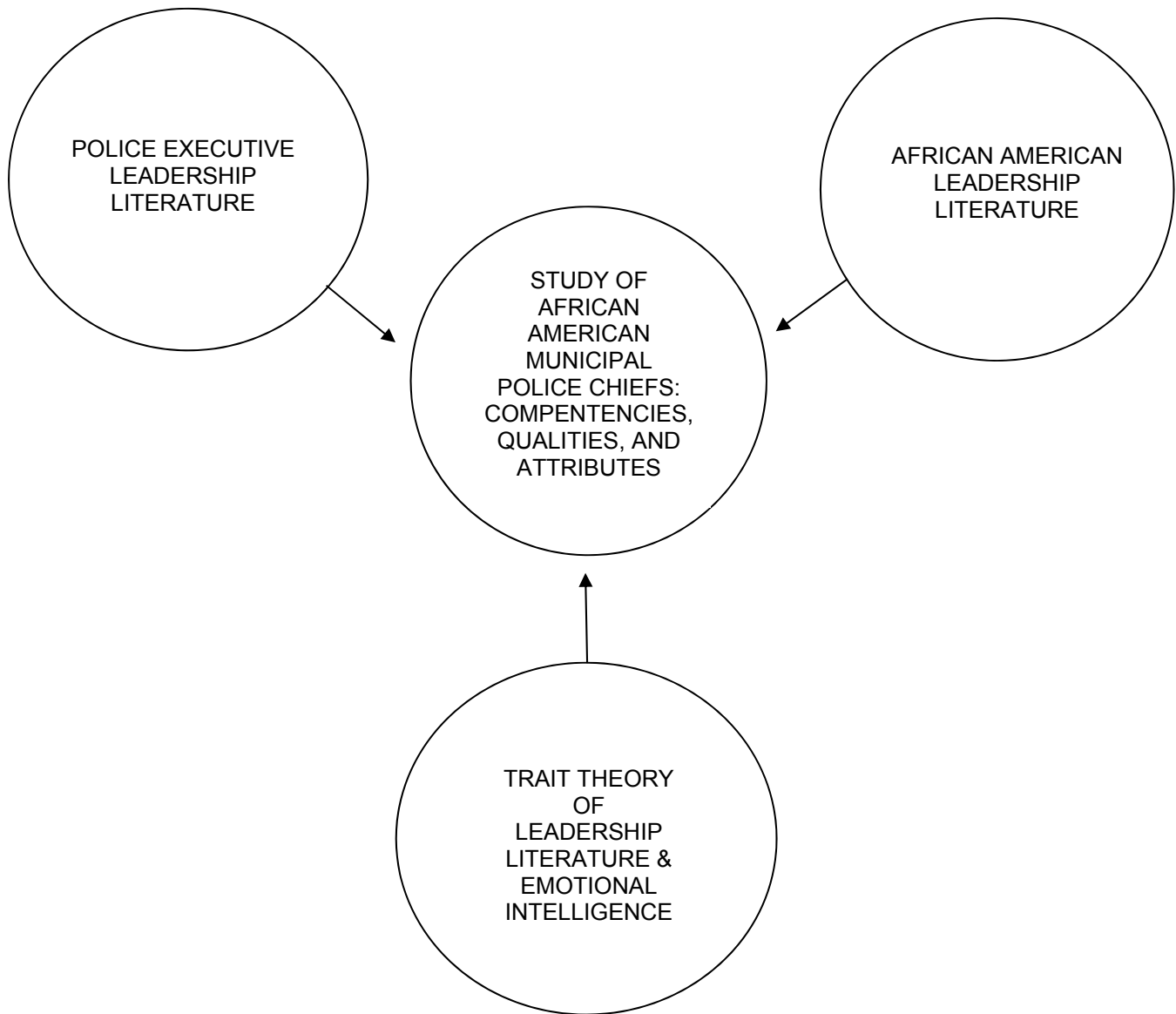
Figure 2.1 Figure depicting the African American municipal police chief literature review concept map.

Defining Leadership

Why do most leaders elicit sufficient, acceptable performance from their followers while few inspire extraordinary achievement? In organizations there are some very effective leaders who get the job done but do not affect their followers in a profound way. In contrast, other leaders touch the psyche of their followers and inspire behavior that results in personal and professional achievement while accomplishing organizational goals within a group setting. Focal question are as follows: How did the leader impact the process? What are some of the key traits of leadership? These questions and many others concerning leadership have been studied and debated by theorists, academicians, and practitioners for over 100 years. Based on the multiple leadership theories, no consensus exists on what differentiates effective leaders from ineffective leaders, nor is there an agreed upon definition of leadership. According to Antonakis, Cianciolo, and Sternberg (2004), leadership is one of social science's most examined phenomena.

What is leadership? Theories of leadership abound; many are attached to a particular style of leadership. These leadership theories are researched, studied, and then published in academic journals or popular management books. Many researchers theorize that the quality of leadership has consequences for people in families, government, and any organization. Leadership is an intangible quality; we know it when we have experienced it. However, for the purpose of this dissertation study on African American municipal police chiefs, it is necessary to provide a working definition of leadership.

Conceptually, for the purpose of this research, leadership is examined primarily with a focus on effective leadership characteristics and traits. There will be four distinct ways of understanding the individual as a leader: First, who leaders are determines their ability to lead.

Second, what leaders achieve will determine if they are considered leaders by their followers. Third, the influence leaders have determines their following. Fourth, their process for getting things done creates the environment to demonstrate leadership. Having stated these benchmarks as a premise, the following five components provide a basis for understanding leadership for the purpose of this research study.

Leaders have integrity/high moral character. Authors Kouzes and Posner (1993) in their book *Credibility: How Leaders Gain and Lose It, Why People Demand It* indicate that, of all of the attributes that a leader may have, credibility is one that is unquestionably of greatest importance. The behavior of honesty/integrity accounts for more of the variance in believability than all other factors combined. These authors further state that being seen as someone who can be trusted, someone who has high integrity and demonstrates truthfulness, is essential. Leaders must accept the concept of principles based on natural laws that individuals cannot violate with impunity, which is foundational to principled leadership (Covey, 1992).

Leadership is visionary. In general it is argued that the visionary leader motivates followers by focusing on reaching desirable end-states (Stam, van Knippenberg, & Wisse, 2010). The ability to create a vision and enlist others in a shared vision is a demonstrated trait of leaders. Visionary leadership refers to the ability to create and articulate a realistic, credible, and attractive vision of the future for an organization or organizational unit (Nanus, 1992). Visionary leadership has gradually emerged as a crucially important, but relatively underemphasized, aspect of leadership research (Baum, Locke, & Kirkpatrick, 1998).

Leaders positively influence their followers. Leadership involves influence and is based on how it affects followers; leadership occurs in groups and involves influencing a group of people to have a common goal (Northouse, 2007). The effect of leadership is that followers

increase their level of achievement based on lessons learned from the leader. A transformational leader attempts and succeeds in raising colleagues, followers, and clients to a greater awareness about the issues of consequence (Beugre, Acar, & Braun, 2006). Leadership as a practice has a transformational impact upon the followers. Therefore, leaders produce other leaders.

Leadership is highly relational. To lead one must get things done with and through people. Leadership can be understood as a reciprocal relationship between those who choose to lead and those who decide to follow (Kouzes & Posner, 1993). In the book *Command Performance* Kirchhoff, Lansinger, and Burack (1999) described recommended characteristics of effective police chiefs. Kirchhoff et al. indicated, "The ability to be professional, friendly and compassionate can go a long way toward ensuring solid relationships with department personnel, the administration, and the community" (p. 5). Another article which examined the reasons for the high turnover of police chiefs provided this context regarding involvement with human relations. A police chief spends an inordinate amount of time on human resource issues. These duties will include being involved in such things as grievances, hearings, court appearances, lawsuits, reviews of personnel investigations, and corrective action. Many chiefs have left their agencies because they grow weary of personnel problems (Rainguet, 2001).

The accomplishment of worthy goals. Leadership is demonstrated by the development and accomplishment of worthy goals (goals morally achieved consistent with organization's mission) through people. Therefore, leadership produces effective results. Leadership involves attention to goals; therefore, leaders direct their energies toward individuals working to achieve something together (Northouse, 2007). Similar definitions were posited by Bennett and Hess (2004) and Blanchard and Hersey (1996) which indicate that leadership is working with and through others, individuals or groups, to accomplish organizational goals.

Some key leadership styles. Leadership is a multifaceted construct that is one of the most studied in the social sciences. The studies of leadership theories have undergone continuous modifications as researchers examine this critical topic instrumental to human performance. One of the focus areas centered on leadership styles as a predictor of effectiveness. Several major theories have been developed, and in this section five are briefly described because I believe they are most applicable to leading a police organization.

Adaptive leadership theory. An adaptive leadership style is a strategy to deal with adaptive problems where there is no set of procedures or available experts and no adequate responses have been developed to solve the problem. This requires the leader use an adaptive leadership style to orient people to their places and roles and to orchestrate people working together to find solutions that will succeed. The point is to distinguish what is essential from what is expendable and innovate in ways compatible within those parameters. In an article on four lessons in adaptive leadership, Michael Useem (2010) recommends how executives might cope with increasing unpredictability. First they should meet and create a personal link with staff. Second, they should learn and practice to make good and timely decisions. Third, they should focus on the mission by establishing a common purpose with the group. Fourth, they need to make the objectives clear without micromanaging those executing them.

Relational leadership theory. The term relational has been defined as "an individual that likes people and thrives on relationships" (Lipman-Blumen, 1996, p. 165). Any study of leadership must examine the dynamics of this relationship. Some leaders focus on developing high quality relationships where those involved trust one another. Relational leadership measures the relationship quality of the leader and the followers to address the question: What are the relational dynamics by which leadership is developed? (Uhl-Bien, 2006). Contrary to some other

studies of leadership that focus primarily on the study of leadership effectiveness, relational

leadership theory focuses on the rational processes by which leadership is produced and enabled.

Shared leadership theory. Shared leadership can be described as team leadership which

means leadership is shared by more than just the appointed team leader. Shared leadership is

therefore a dynamic interactive influence process among individuals on a team with the objective

to lead one another to the achievement of team goals. The fundamental difference between

shared leadership and a traditional hierarchical model of leadership is that influence is not merely

from leaders to subordinates but is also broadly distributed among the members of the team. A

study of shared leadership across a wide variety of industries reported by Ensley and Pearce in

2000 indicated that it leads to increased revenues and improved venture growth rate. Thus, they

espoused that shared leadership appears to be an important predictor of a team's overall

effectiveness.

Servant leadership theory. Servant leadership theory is a leadership style that believes

that influence and power are voluntarily transferred to the leader in response to the servant

stature of the leader. The core philosophy of this leadership theory is beneficial to all police

leaders with respect to understanding that they serve those whom they lead. The servant leader is

a servant first which facilitates the the leader's ability to lead. Servant leaders are primarily

motivated to serve (Greenleaf, 2002). The potential (but not natural) conflict in this leadership

style is the tendency to overly focus on the follower to the detriment of the community service

goals. A significant investment of time is required in order to meet people's highest needs. The

police chief (like other leaders) must balance this personal investment in people with the

achievement of organizational goals. There may be a tendency by a police chief to meet the

needs of the staff at the expense of the community. This is more likely to occur in a collective

bargaining environment when there is pressure to meet the needs and demands of a bargaining group.

Transformational leadership theory. How does a leader go beyond accomplishing the mission and goals of an organization to effecting organizational change in a personal and compelling way to motivate people? In pursuit of the answer to this question, leadership researchers directed their attention to those remarkable leaders who inspire superlative performance. The phenomenon they found is called Transformational Leadership Theory. Authors Judge and Bono (2000) describe this concept of leadership as one which envisions a transformation of followers' values and attitudes, thus motivating followers to perform. Such a leader goes beyond basic emotions, such as fear, jealousy or greed. The leader appeals to ideals and moral values, such as justice, patriotism, or self-improvement. Transformational leaders motivate their followers to forsake self-interest for the advancement of group or organizational goals. They ask followers to transcend personal needs but still satisfy them through the achievement of team, unit, or organizational goals. Follower performance stems from the internalization of values rather than the appeal of rewards, threats of punishment, or gratification of other personal needs. A transformational leader actively seeks the achievement of new attitudes, motivation, and behaviors from their followers.

Defining Police Leadership

As previously stated, the IACP defines police leadership as "the process of influencing human behavior to achieve organizational goals that serve the public, while developing individuals, teams, and the organization for future service" (IACP, 2006, p.xi). This is the definition I will use to describe police leadership in this portion of the literature review. The specific focus of this review of the research literature is not on police leadership but police (or

law enforcement) executive leadership. Therefore, it is necessary to understand the scholarly discourse on the topic of police executive leadership. The focus of this question is to describe effective police executive leadership. It would be difficult, if not impossible, to identify a specific set of leadership competencies, qualities, behaviors, and traits that all police executives must have to be effective. There is, however, some evidence of competencies, qualities, attributes, and traits that are indicative of job effectiveness that is supported by empirical research and practitioner based knowledge and experience. The literature review provides evidence of some key theoretical leadership traits that have been demonstrated to increase job effectiveness for the police executive, especially the police chief. Each of the theoretical effective leadership dimensions identified for a police executive or police chief will be defined, described, and supported by scholarly empirical research literature and augmented by non-empirical practitioner-based peer reviewed literature. These qualities of leadership need to be given meaning so that they can be understood by police executives and aspiring police chief executive officers.

It is important to note, regarding this review of research literature, that while there is a clear distinction drawn between executive leadership and executive management, the two functions must overlap in certain respects. For example, budgeting might be seen as the responsibility of the deputy chief, but the police chief would likely establish parameters, such as regular briefings, to provide input and approve the budget process. Therefore, information summarized from the review of the research literature in the content areas will contain both police executive leadership and management dimensions.

Outcomes and Benefits of the Literature Review

There are five benefits of conducting this review of the research literature in the four content areas identified. This review of the theoretical and empirical research literature is a prerequisite to conducting this dissertation study. This review of the literature in the three related content areas will

1. identify the work that has already been done that is relevant to this study;

2. prevent the duplication of work that has already been done;

3. avoid some of the pitfalls and errors of previous research;

4. ensure that the chosen methodology for the dissertation study identifies the key issues and data collection information that is most relevant; and

5. identify the gaps in the existing research, thereby ensuring the research study adds to the body of knowledge in the policing profession.

This literature review will be of interest and beneficial to five specific audiences:

1. any law enforcement officer aspiring to a management position,

2. any law enforcement manager interested in professional development,

3. any law enforcement manager aspiring to become a police chief,

4. any government administrator or elected official interested in the professional development or the selection of law enforcement executives, and

5. African American managers in law enforcement interested in professional development.

The current challenges for law enforcement today are significant; therefore, improving the quality of leadership is a crucial issue for the police service. For law enforcement executives, learning about leadership is not enough. What really matters is for each police executive to

understand and improve their own unique practice as leaders with the goal of improving their agency, resulting in a higher level of service to the community (Mead, 2002).

The quality of a law enforcement agency is directly related to the quality of its people. It can be argued that the most critical group of people in law enforcement are the law enforcement chief executive officers (most commonly, but not exclusively, titled the police chief). This is certainly not because they are more important but because they are the key drivers in the effectiveness and efficiency of the operations and administration. Law enforcement organizations are likely to be more effective with superior police chief leadership because no other group is as important to improving the quality of police service (Dantzker, 1996). Therefore, the issue of improving police leadership is one that should rightfully have a high priority in the study of police service.

Themes Identified in the Police Executive Research Literature

A key objective of this literature review is to better understand the relationship between key police executive leadership dimensions and the effectiveness of a police executive, particularly in a police chief job. This topic is important to study because of its potential impact in the area of police executive leadership performance, particularly at the chief executive officer level. In law enforcement leadership programs are concerned with developing leaders within the ranks and preparing executives for police chief jobs. With no agreed upon set of key competencies, qualities, and attributes recommended for police leadership, it is important to identify evidence of critical success factors. Qualitative and quantitative research studies and theoretical literature written by subject matter experts provide evidence of some leadership dimensions contributing to the effectiveness in a police executive position or a police chief job.

The review of the literature of police executives consist of four specific themes of competencies, qualities, attributes, and traits which ultimately help address the research question of the leadership dimensions of an effective African American municipal police chief as identified at the beginning of this chapter. The first area of relevant research literature is the examination of effective police executive leadership competencies.

Police executive leadership competencies. For the purpose of this study, competencies will be defined as *the identified knowledge, skills, and abilities that directly and positively impact the success of employees or the organization in a field of study or profession*. This section will summarize the literature in this area that identifies key competencies for an effective law enforcement police executive.

It is important to note that this first section summarizing the literature on leadership ability as a dimension of police executive leadership should be understood as the ability to lead versus being a leader. Leadership as an overall practice, for the purpose of this study, should be understood as previously described in this chapter. The dominant theme indicated here is having demonstrated the ability to lead.

Leadership ability. An essential guide for aspiring police chiefs is Command Performance, published by the Police Executive Research Forum (PERF) (Kirchhoff et al., 1999). This book was written primarily for aspiring police chief candidates and metaphorically describes how to give a command performance during the police chief selection process. This book was written to primarily answer the question, "How do I prepare to be a police chief?" In 1997, PERF conducted a survey of appointed police chiefs of the 500 largest city and county police agencies the United States. The questions asked of these chiefs during the survey focused on the two primary themes of this book, which were (1) preparing to become a police chief and

(2) effectively competing in the chief selection process. Overall, demonstrated leadership ability was identified as a core competency. These chiefs indicated that, right or wrong, successful police agencies are headed up by leader-managers and not manager/administrators.

In an article on the ineffective police leader, the ineffective police leader was described as being dishonest, lacking candor and empathy, and acting selfishly. Their subordinates indicated they do not inspire their people, lead by example, or work hard to solve long term problems (Schafer, 2010).

A comprehensive analysis of the job of police chief in the state of Illinois was performed by the Illinois Association of Chiefs of police to better understand the police chief job (Kitzman, 1999). Of all the knowledge areas rated and ranked in the job analysis interview by nine Illinois police chiefs, leadership was ranked as being the number one knowledge area. Additionally, the job task analysis conducted as part of this study identified leadership ability as an essential job function associated with the job of police chief in departments of all sizes.

In a book about becoming and succeeding as a police chief, McDevitt and Field (2010) indicate that leadership is the intangible necessary quality required to be effective. A *Police Chief* magazine article on preparing police leaders recommended using some federal personnel management law enforcement executive core qualifications for local police chief selection processes. Two of these federal executive core qualifications are leading people and leading change (Morreale & Ortmejer, 2004). In federal law enforcement agencies, both of these core competencies are required of those seeking management positions.

In a study of police chief performance and leadership styles, 205 managers in Pennsylvania responded to a survey designed to capture how municipal managers assess the performance and leadership attributes of the police chief working under their direct supervision.

The study concluded that police chiefs receiving the higher performance and leadership ratings tended to be educated and groomed for leadership; these conditions were identified as two significant developmental activities. The authors theorized that the educational process, in addition to comprehensive police management training, helps develop leadership ability (Krimmel, 2001).

Effective communication abilities. The PERF study identified effective communication skills as an important competency, particularly for communicating with one's direct reports, the staff, and the community (Kirchhoff et al., 1999).

Ineffective police leaders were characterized as lacking clear communications in another study. This was described as a combination of weak written and verbal expression skills, along with a number of fundamental communication omissions. Each police leader was described as demonstrating an unwillingness to participate in a two-way dialogue (Schafer, 2010). The Illinois Association of Chiefs of Police conducted a job task analysis as part of its comprehensive analysis of the job of police chief. The 120 police chiefs participating in this job task analysis indicated that communication seemed to be an important part of the police job for police departments of all sizes (Kitzman, 1999).

In an article on preparing leaders for law enforcement, Morreale and Ortmejer (2004) recommend that the five executive core qualifications used by the United States Office of Personnel Management for federal law enforcement executives be adopted by local law enforcement to select police leaders. The ability to build coalitions and communicate is one of the five executive core qualifications and is defined as the ability to explain, advocate, and express facts and ideas in a convincing manner and to negotiate with individuals and groups both internally and externally.

In a study on the examination of selection criteria and requisite skills for the position of municipal police chief, communication was rated by the police chief survey respondents as the second most important skill (Dantzker, 1996).

Administrative skills. In the book *Command Performance* PERF indicates that administrative and management skills are required for a chief to measure how well their strategies and programs are being incorporated into the department operations to produce an effective outcome (Kirchhoff et al., 1999). These findings are consistent with the results of the job analysis interviews conducted by the Illinois Association of Chiefs of police in their study of the police chief job. Management skills were ranked number two in the task activity category on the job analysis questionnaire (Kitzman, 1999). Additionally, Morreale & Ortmejer (2004) recommend that local governments use the federal government core qualification of business acumen when selecting police chiefs. This competency involves the ability to acquire and administer human, financial, and material resources and information in a manner that instills public trust while accomplishing an organization's mission.

Knowledge management. In contemporary policing, the use of intelligence-lead policing is becoming more widespread. In an article on knowledge management, Cresswell (2010) articulates that creating and sharing knowledge management has always been core to the policing profession (incident reports, crime statistics, investigative reports, etc.). He argues that effective knowledge management offers police service a method by which knowledge can be collected, analyzed, created, and shared. He concludes by indicating that sharing knowledge with other law enforcement agencies is a core responsibility for all police chiefs and police managers.

The federal executive law enforcement core quality of business acumen is in part described as the effective and efficient utilization of management information systems and

technological resources to meet the organization's needs (Morreale & Ortmejer, 2004). This effective collection and analysis of data provides police leadership with the ability to make more effective decisions based in part on accurate and relevant information.

Police Executive Leadership Qualities

For the purpose of this study, qualities will be defined as personal characteristics that contribute to one's personality. They help a person manage or adjust to the environment. They are characteristics, developed over time by the individual, that make a positive contribution during the process of human interaction. It is important to note that these qualities are different from traits (discussed in a later section of this chapter) specifically because they are personal characteristics developed over time by the individual.

Persistence. Persistence of police executive leadership is the most challenging dimension to validate based on the review of research literature because none of the authors selected in this study specifically researched persistence as a dimension of police leadership (the exception being one dissertation study). However, a comprehensive review of the research literature, combined with theoretical writings of subject matter experts, suggests that the many management and organizational challenges, problems, and difficulties encountered on the path to police executive leadership take great persistence.

Two separate, but related studies, were conducted on the topic of police chief cynicism (defined as being contemptuously distrustful of human nature and motives) and are helpful for studying the value of persistence in overcoming job related challenges. The first study was conducted because of the widespread attention some researchers placed on police cynicism. Most of the previous research focused on police cynicism of the line level personnel in police agencies. In this project cynicism was examined for police chiefs to determine the

interrelationships among three attitudes: police cynicism, job satisfaction, and work relations (Regoli, Crank, & Culbertson, 1989). The authors derived the data from survey questionnaire responses of 574 Illinois police chiefs; they studied police chiefs by focusing on the topic of cynicism because of their tremendous influence on other police personnel and on the nature of policing within a community. Several key findings from this research are significant. First, police cynicism was highest among chiefs who managed large police agencies. Second, the issues related to job satisfaction were most frequently selected as their most important job concerns, regardless of the department size. Third, large and small departments rated job conditions and job security as their most important concerns.

These findings were consistent with the repeatedly cited problems chiefs stated they encountered when dealing with personnel, the public, and job retention. Similarly, the researchers found job satisfaction and work relations linked to police cynicism. The researchers contend that differences in attitudes among chiefs stem from differences in organizational size. The researchers theorize that the necessity to delegate authority, combined with task uncertainty inherent in police roles, are accentuated in large departments. In small departments, relations between the chief and departmental personnel are direct, and communication with the public is immediate. Therefore, the factors that both highlight cynicism and link cynicism to job satisfaction in large police agencies are absent in small police agencies (Regolie et al., 1989).

A follow-up national study was conducted to evaluate cynicism among police chiefs. a A national survey questionnaire was completed by 1,120 police chiefs (Crank, Regoli, Hewitt, & Culbertson, 1995). Their study reevaluated the conclusion of an earlier study that cynicism is highest for police chiefs during the early years of their tenure and decreases gradually with experience. This study found no support for this earlier finding. Instead, researchers found non-

meaningful relationships and career stage as the predictor measures. Interestingly, the authors indicated that previous police literature reflects considerable interest in the relationship between cynicism and higher education. The researchers theorize that among chiefs, educational skills play a more important role in performance outcomes. A chief's ability to conceptualize and articulate solutions enhances negotiation skills with staff and community. They conclude that higher levels of education appeared to increase key success in managing departments and reducing cynicism. The first two studies cited here reported a positive relationship between increased education and lower rates of cynicism among police chiefs (Regoli et al., 1989). Both of these studies provide evidence that education reduces cynicism, thereby allowing aspiring chiefs to be more persistent in overcoming organizational challenges. In a Ph.D. dissertation study on leadership and effectiveness, Sarver (2008) identified persistence as a characteristic of chiefs demonstrating an effective leadership style.

Administrative/management experience. Police executives must have the skill of management, which can be enhanced by having experience as a manager. Having sufficient management and administrative experience, in addition to having the requisite education, training, and skills indicated for an executive position is vital. There is a difference between management and leadership; however, the dividing line between them is often obscured by the multitude of tasks that fall within the parameters of policing. Management has been defined, or at least understood, as a process of organizing methods whereby resources and personnel achieve organizational objectives (Kingshott, 2006).

In an article examining the role of management and administrative ability within the context of police service delivery, Kingshott (2006) indicated that effective police management must allow for local problem-solving by tailoring the police response to the circumstances of the

problems that have been identified. It was concluded that experienced police managers tend to gain a greater appreciation of the role of community involvement in combating crime. Police managers experienced in utilizing a decentralized, community-centered police management model allow police service to progress in an effective, efficient, and accountable manner. This is compatible with the international police chief's definition of police leadership which is demonstrated by influencing behavior to achieve organizational goals.

In an effort to improve police leadership, Dantzker (1996) conducted a study on the position of municipal police chief with a focus on the identifying the selection criteria and requisite skills for the job. The 68 police chiefs participating in this study ranked police management experience as the most important criterion for a potential police chiefs. The importance of the police chief as a manager and leader was identified as being crucial to job effectiveness.

Another study of African-American law enforcement executives indicated that on-the-job training for African-American managers having achieved management positions, was highly predictive of achieving a command position (Jollevet, 2008). The implication is that the experience gained in management assignments provides the learning required for preparation for a police executive position.

The police executive career guidebook *Command Performance* indicates that cities are looking for a police chief who has substantial experience in managing a police organization or directing a significant portion of an organization (Kirchhoff et al., 1999). Therefore, current police chiefs, deputy chiefs, and division commanders are typically the most competitive candidates for any police chief position. The Police Executive Research Forum, which has an executive search division that facilitates the selection of many police chiefs, found that the

successful candidate should have significant command (not simply supervisory) experience.
Command experience is usually defined as operational responsibility for a specific area, such as
patrol, investigations, or administration. It may also be defined as having overall responsibility
for a geographic area, such as a precinct or district command (Kirchhoff et al., 1999).

In their book on preparing to become a police chief, Chiefs McDevitt and Field (2010)
found that most job announcements for the key position require some type of administrative
command experience. Many announcements mandate the minimum number of years of
experience at the command level. The authors suggest that managers aspiring to become police
chiefs take advantage of opportunities in areas, such as budgeting, scheduling, or other
administrative assignments. Gaining knowledge of these administrative assignments and duties
will help prepare individuals for a police chief position.

Angell and Endell (1981), in their study of government officials who have been
responsible for appointing Alaskan police chiefs, indicated that, in most cases, the candidate
selected for the police executive position was chosen because the person possessed the work
experience and background required for optimal performance in that position. Angell and Endell
indicated that the appointing authority's rationale was based on the understanding that the police
operation was potentially the most damaging operation under their direction. They want a police
chief they perceived as the most trustworthy and competent person to handle the job.

Integrity. The word ethics comes from the Greek word *ethos* which means the
distinguishing fundamental beliefs, moral nature, or character of an individual. Character and
core values or principles determine personal ethics. Being highly ethical requires discernment
and commitment. Discernment is perception of what is right or wrong, good or evil, true or
untrue, reasonable or unreasonable, and fair or unfair. Integrity is a character issue that can be

defined simply as high moral character in all one does. The most common aspect of organizational integrity is the relationship between what is said and what is done, the consistency between word and deed (Brown, 2006).

Police officers have tremendous authority under the law; therefore, policing is an integrity-based occupation for managers and officers alike. Integrity requires authenticity to core virtues and non-negotiable principles applied consistently over time to multiple circumstances. Good character consists of principles, such as basic truths, standards of right conduct, a conscience that internalizes these principles, and moral courage to decide and act on these principles without apology.

The authors of the book *Command Performance* described integrity for a police chief as "An executive position requiring uncompromised character and honesty in dealing with department personnel, city administration, and the community" (Kirchhoff et al., 1999, p. 6). Police chiefs McDevitt and Field (2010) indicated that they discovered that when employees talk about their police chief, they discuss what they can and cannot get away with in the department. They talk about what the chief stands for and what the chief believes in. They identify the standards by which the chief chooses to live his or her life and lead the department. Essentially, the employees of the police agency talk about their chief's character. They indicated that today's police executives need to take every opportunity to express their personal core values and beliefs and to model their organizational values (McDevitt & Field, 2010).

In an article on ethical decision making and the challenge for police leadership, Mills (2003) argued that visible ethical leadership, or leading by example, would enhance the ethical conduct of most employees in a decision-making situation. In addition, Mills indicated that

although ethical codes have an important role to play, they must become integrated into the fabric of the organization's decision-making process to be beneficial.

Schafer (2010) identified a lack of integrity as one of five acts of omission of ineffective police leaders. The study indicated that problems associated with an absence of integrity were mentioned by one-fifth of the respondents in characterizing ineffective police leaders. Police officers work in a community environment where cheating, stealing, and lying are daily occurrences. They are trained to spot deception and be suspicious of people's statements and their motives. Police chiefs risk much if they are dishonest with their officers. Absolute honesty in dealing with everyone is a good rule for police chiefs (Stamper, 1992).

Police Executive Leadership Attributes

What are the key attributes exhibited by effective law enforcement executives? In this study, attributes will be defined as the peculiar abilities that set an individual apart from others in the same discipline, field of study, or profession—an ability that is closely associated with professional effectiveness. It is important to note again that this definition implies that these are peculiar abilities that set an individual apart from others as a law enforcement manager and contribute to job effectiveness as a police executive.

A participative leadership style. A participative leadership style is demonstrated by involving team members in decision making. This style of decision-making is especially helpful in a field such as law enforcement where individuals need to think creatively and at times collectively to solve complex social problems. Police employees should have the opportunity to seek leaders in a law enforcement agency to support their development as a person, not just as an employee who makes a job contribution.

In the monograph *Good to Great Policing* Collins (2001) clarifies that level 5 leaders set their successors up for even greater success, while level 4 leaders do not. He further explains that in policing brief tenure is often given as the reason for not being able to identify and develop the next generation of leaders, but this reasoning assumes that such work has to be the personal undertaking of the chief. These level 5 leaders are committed to the implementation of processes that help ensure the identification and preparation of the next police leaders. The implication is that effective police executives are developing new leaders. Another less formal but participative manner of developing leaders occurs when organization heads encourage their command staff to think on their own, to ask questions, and to challenge the chief in a constructive way.

A dissertation study (Sarver, 2008) examined the leadership styles of Texas police chiefs, and the correlates of the most effective leaders; it indicated that slightly more Texas police chiefs were classified as transactional leaders than transformational leaders. Her study indicated that transformational leaders were described as being more effective in motivating their subordinates to exert extra effort on the job and satisfying their subordinates by the way they lead. Therefore, the author espouses, transformational leadership by police executives is more likely to transform followers into leaders. This requires that leaders serve their followers and understand their wants, needs, and professional aspirations.

According to a study on ideal leadership behavior, police managers prefer transformational leadership characteristics (Andreescu & Vito, 2010). They want a work-centered leader, who "expresses consideration for followers' feelings, opinions, and ideas, and tries to maintain an amiable working environment" (p. 571). The study shows that "women, African American officers, and those who have certain assignments (detective or special operations) are more likely to prefer a transformational leader" (p. 577). Women indicated they

favor transformational leaders and work-centered leaders more than men. The study posits that women are also more likely to exhibit transformational leadership characteristics.

A case study examined the effects of a shared leadership initiative in a suburban police department in Oklahoma. This 24 month study following the implementation of employee steering committee leadership team provided both quantitative and qualitative data indicating significant improvements in community oriented policing efforts as well as increases in discretionary police productivity (Steinheider & Wuestewald, 2008). A follow-up survey was conducted of Oklahoma police chiefs to assess their opinions of shared leadership as a police management tool (Wuestewald, 2010). This representative group of Oklahoma chiefs overwhelmingly approved shared leadership and viewed it as a viable approach to administering police agencies. About half of the chiefs claimed to practice some aspect of shared leadership already.

Another study was conducted to determine the values and behaviors of America's Big City police chief executives. The study participants included 52 police chiefs and 92 of their immediate assistants who responded to a 100-item questionnaire pertaining to leadership and management practices or beliefs. In response to the question, "What do America's big city police chiefs profess to value in relation to their community and organizational responsibilities?" the chiefs placed a very high value on the importance of creating an atmosphere of teamwork and open communication. They also professed a commitment to encouraging questioning and criticism of the agency's policies, which included a willingness to invite citizen input on policy matters (Stamper, 1992). Another study on ineffective police leaders reported that 15 % of the respondents indicated that micromanagement was common among ineffective police leaders (Schafer, 2010).

During an International Association of Chiefs of Police symposium on achieving and sustaining executive success, the participants observed that the transition to participatory management in policing seemed irreversible. In the empowerment environment of contemporary police organizations, chiefs are less able to function entirely through hierarchical structures to effect significant change (Moody et al., 1998). This symposium indicates that the efficacy of a police executive is partially predicated on their ability to delegate responsibilities and trust that subordinates would exercise appropriate discretion and due diligence in fulfilling their assigned tasks.

Visionary. The chief executive officer of police agency has the primary responsibility to establish a vision statement for the organization. A vision statement should answer the question "What do we want this organization to be like three to five years from now?" The mission of the agency and other organizational statements flow out of the vision statement. Therefore, a vision statement is foundational to leading organizational change.

In an exploratory study on ideal leadership behavior conducted with police managers, Andreescu and Vito (2010) posit that leaders should be able to set the vision for the police organization.

In the study of effective police leadership dimensions with 52 American big-city police chiefs, Stamper (1992) found that participants placed an extremely high value on the chief executive officer's ability to share a vision of the future. Stamper suggests that the police leader's principle function is to structure organizational expectations and direction. The development and reinforcement of a vision statement can serve as a powerful tool to that end. The author further postulated that big-city policing is in desperate need of something good to believe in (Stamper, 1992). One of the United States Department of Personnel management core

qualifications, recommended for use by police agencies, is leading change. This core qualification is demonstrated by the law enforcement executive's ability to develop and implement an organizational vision that integrates key program elements, such as goals, priorities, and values (Morreale & Ortmejer, 2004).

An educated person. Individuals in police management may seek higher education primarily to become a more educated person. The topic of the value of college education in relation to job performance has been discussed, debated, and researched for over 100 years in the profession of law enforcement. In an article published by the Journal of Criminal Justice Education, Polk and Armstrong (2001) indicated that higher education reduces the time required for promotion and assignment to specialized positions for law enforcement officers. The implication of this study is that higher education will enhance an officer's probability of rising in rank regardless of whether or not the agency requires a college degree as a pre-condition of employment.

In Alaska, Angell and Endell (1981) conducted a study to understand the career path of people pursuing top executive positions in police agencies. The authors reported that several factors, in addition to experience, seemed to be influential in the upward progression of executives. Higher education was the most obvious factor; individuals achieving a college degree attained the top executive position in the local law enforcement agency in less than half of the time that individuals without a degree attained the position.

In the 1997 PERF study to understand how to best prepare to become a police chief based on the survey of 500 of the largest city and county police agencies in United States, results indicated that 87.2% police chiefs had at least a baccalaureate degree. Additionally, PERF made the assertion, "It is rare for chief candidates to successfully compete in the open search process

without holding a bachelor's degree" (Kirchhoff et al., 1999, p. 4). PERF theorized that this trend is driven by several factors, such as the increasing professionalization of law enforcement, the increasing education of communities across America, and increased educational achievements of other police and local employees. PERF found that many communities prefer more advanced degrees; it appears that a postgraduate degree is now becoming the standard since PERF's survey indicated that about half of all major agency police chiefs held an advanced degree.

A study of 224 African American police executive careers, conducted to determine the influences of human capital on career advancement, revealed that a majority of the study participants held a bachelor's degree or higher (Jollevet, 2008). The author indicated that these findings demonstrate that there is a significant payoff for African American executive officers in their investment in higher education. A higher education degree was found to significantly increase the probability (by 45%) of achieving a command level position (captain rank or above).

In a study on women police chiefs, conducted to discover whether there was any discernible patterns in their career paths to lead to top leadership positions, Schulz (2003) reported that of the 85 who reported their educational level, 75% had either a bachelor's or master's degree; the figures were fairly evenly split with 38.5% holding a bachelor's and 36.5% holding a master's.

Hall, Ventura, & Lambert (2007) conducted a study of 480 Northwestern Ohio criminal justice employees (including law enforcement officers) to determine the factors influencing higher education decisions of criminal justice professionals; results indicated that 58% of criminal justice employees stated that they were pursuing higher education for promotion.

Being politically astute. Every law enforcement chief executive officer (with the exception of sheriffs) is ultimately accountable to a political chief executive officer. An elected

official typically runs for office and is elected based on a political agenda. Because there is something specific that elected officials want to accomplish during their tenure, police chiefs must work within a specific political construct. Police Executive Research Forum's book titled *Command Performance* indicated that regardless of whether working for a city manager or mayor, the experience will be radically different from working for police chiefs (as a police manager) for two reasons: first, they have a political view of the world; second, they are accountable to the entire community for policing and all other community services (Kirchhoff et al., 1999). The authors make two significant points regarding the chief's relationship with the appointing authority. First, a chief's relationship with the direct report (a city manager or mayor) is the single most important professional relationship influencing success as a chief in that community. Second, knowledge about that person's management style, attitudes towards police management issues, agenda for the community and department, along with expectations of the police chief, should be carefully considered before taking the job.

Authors McDevitt and Field (2010) articulate that aspiring police chiefs should understand that one of the primary goals of elected officials is to get reelected; therefore, it might mean placing a political preference over professional outcome in their decision making. They suggest that police chiefs must recognize that politics is a component of policing in a society with a democratic process whereby elected officials are responsive to community pressures and issues. They conclude a police chief must be politically astute, discerning what is important and what is not, remaining cognizant of developing issues that can reach a political crescendo. These issues can, if undetected and unaddressed, lead to complex and major problems for the police chief and the staff.

The same political influences that affect the selection process of the chief and the chief's daily activities can also dictate separation from job. If someone stays in the job too long, politics can make it difficult for that person to find another job. Kirchhoff et al., (1999) suggest that a chief not wait too long for the political winds of change to blow because, ultimately, they will.

In a book written to determine the values and behaviors of America's big-city police chiefs, Stamper (1992) articulates that to be effective, police chiefs must understand the theory and methods applicable to running a complex political bureaucracy.

Police Executive Leadership Traits

This section, summarizing the dimensions of police executive leadership, will be different from the other three because, unlike, the other dimensions identified, traits cannot be developed by the individual. It will examine those natural personal traits of the individual that have been identified in the leadership literature as contributing to police executive leadership. For the purpose of this study, traits will be defined as those distinguishing qualities that are characteristic of an individual, or inherited characteristics demonstrated as part of one's personality and nature.

Trait leadership theory is defined as a group of individual characteristics of many leaders, successful and unsuccessful, that may be used to predict leadership effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004). The study of personality traits as components of leadership effectiveness have been used to predict leadership potential. The five factors or Big Five personality traits are openness (inventive/curious vs. consistent/cautious), conscientiousness (efficient/organized vs. easy-going/careless), extraversion (outgoing/energetic vs. solitary/reserved), agreeableness (friendly/compassionate vs. cold/unkind), and neuroticism (sensitive/nervous vs. secure/confident).

These five factors are theorized as the basic trait dimensions of personality and have been recognized as genetically based, relatively stable, and cross-culturally generalizable (Costa & McCrae, 1992a). One of the Big Five personality traits is conscientiousness. Based on a review of the research literature of police executive leadership, there were two inherited traits identified as Big Five factors that positively impact police executive leadership influence.

Conscientiousness. The trait of conscientiousness consists of two main facets: first, dependability, which reflects being thorough, dutiful, responsible, and organized and second, achievement, which represents the capacity of the individual to work hard and meet challenges. Highly conscientious individuals tend to think carefully before acting and adhere closely to their moral obligations and perceived responsibilities (Costa & McCrae, 1992b). Highly conscientious individuals tend to be achievement oriented (House, 1996).

The research literature identifies the implicit trait of conscientiousness as one demonstrated by effective law enforcement executives. This is described in multiple ways in the research literature. Conscientiousness is articulated consistently as police executive leaders being committed to producing outstanding results. Individuals who rise to top management positions in the law enforcement profession tend to be results oriented, and, therefore, they achieve organizational goals consistent with the mission.

In a monograph book entitled *Good to Great Policing*, Collins (2001) summarized interviews with police chiefs to articulate how some of the principles of his bestselling book apply to the policing profession. He confirmed that level 5 leaders can be found in policing the same way you they can be spotted in the business world. He stated, "Look for situations where extraordinary results exist but where no individual steps forth to claim excess credit" (Collins,

2001, p. 37). Collins elaborated by indicating that these individuals produce outstanding results, not because of pay, but because of their innate capabilities and character traits.

During the hiring process for a police chief, successful candidates must be able to identify prior substantive and measurable successes (Kirchhoff et al., 1999). Another study concluded that women who attained the rank of police chief are not typical of the women who entered policing at the same time as they did. Schulz (2003) noted that these women were atypical because they worked to overcome obstacles to reach the top of their profession (indicative of conscientiousness- committed to producing outstanding results).

In a study of law enforcement managers attending the Federal Bureau of Investigation National Academy, the authors sought to assess managers' perceptions of how leadership abilities might be best developed and to identify the barriers inhibiting such efforts. The study concluded that the development of more effective police leaders is dependent on the ability to overcome barriers, by the police organization and by the individual officers (Schafer, 2009). In this study, police managers acknowledged that many barriers exist to promotion and leadership development. The results of this study, which included more than 700 police managers, suggested that those who succeed as police leaders must be able to overcome four key challenges to leadership development indicative of conscientiousness (but not specifically mention): (1) education and training; (2) development activities, such as mentoring, experience, and obtaining meaningful feedback; (3) working with effective leaders; and (4) the internal organizational barriers (Schafer, 2009).

Emotional stability. Emotional stability, one of the Big Five personality traits, is the opposite of neuroticism (being anxious, unstable, stressed, and impulsive). In general, neurotic people are less likely to be perceived as leaders (Hogan, Curphy, & Hogan, 1994). Leaders found

neurotic are more likely to be anxious, depressed, stressed, and moody. Police chiefs with an emotionally stable personality tend to be efficient in decision making and less impulsive and excitable. Emotionally stable police chiefs (or other leaders) will be more likely to create a stable and controlled work environment (Costa & McCrae, 1992b).

In a study of 1,120 police chiefs, the authors researched the issue of anomia and leadership to determine potential dangers of this condition among police chiefs. Anomia is a social psychological condition defined as an individual state of mind related to the breaking down of an individual's sense of attachment to society and others (Hays, Regoli, & Hewitt, 2007). Anomia involves social mal-integration and interpersonal alienation. Individuals with high levels of anomia would be likely to have serious difficulty in working with, especially leading, others in social structural settings (p.4). The author's research showed that police chiefs have much lower levels of anomia than line officers. In general, the chiefs in the sample scored low on anomia. Their research indicated lower levels of anomia for police chiefs when compared to the study of other occupations, specifically prison managers and small business owners and managers (Hays et al., 2007).

A study on police chief cynicism revealed that a demonstrated commitment to the policing profession reduced the level of cynicism based on a recommitment to the ideals of the police profession (Regoli, Culbertson, Crank, & Powell, 1990). As stated earlier, this study also reported a positive relationship between increased education and lower rates of cynicism (p. 608). The effects of education on role stress are theorized to stem from the skills and knowledge that better equip an executive to cope with complexities of leadership and administration (Crank et al., 1995). This relation between education and cynicism (applicable to neuroticism) is significant because higher education is a job requirement listed for most police

chief jobs with executive search firms as indicated by PERF. This PERF study of 500 of the

largest city and county agencies described one of the attributes of effective police chiefs as good

interpersonal skills. The book articulated interpersonal skills as the ability to be professional,

friendly, and compassionate which helps ensure developing solid relationships with department

personnel, administration, and community (Kirchhoff et al., 1999).

Ohio Law Enforcement Dimensions of Leadership

How do many law enforcement agencies nationally identify the dimensions of

management and leadership for managers of all ranks? One method is to utilize a promotional

assessment center. A promotional assessment center measures a candidate's ability to perform a

higher level management job. An assessment center measures management potential. The

assessment center method has been used nationally since the 1970's to evaluate the promotional

potential of law enforcement candidates of all ranks. An assessment center uses a standardized

testing process that evaluates specific job related knowledge, skills, abilities, and behaviors. The

assessment center uses scenarios that simulate the functions of the target job. Assessment center

results provide information that predicts successful job performance. And the results identify

individual and group training needs. Assessment center results may also be used to support

career planning and professional development.

The Ohio Association of Chiefs of Police has been conducting promotional assessment

centers since 1985. This service is provided to cities, villages, townships, universities, and other

government organizations for promotion from the first line level of law enforcement

management to the chief executive officer or the police chief.

The assessment center uses exercises that simulate the functions of the target job. The

assessment center method utilizes five different exercises that are used to evaluate each

individual's abilities to command, to manage work efficiently and effectively, and to work with community leaders. This process recognizes that individuals who score high on a written exam only and may not possess the entire management capabilities to lead effectively. Assessment center results are designed to provide information that predicts successful job performance. The results may be used to identify individual and group training needs.

The Ohio Association of Chiefs of Police has conducted over 700 promotional assessment centers for law enforcement managers since 1985. Eight dimensions of law enforcement leadership are used within the five exercises or management simulations to evaluate the candidates' leadership ability. These dimensions are identified and included with this review of the literature on police executive leadership as additional measurements of this leadership ability. These dimensions prior to use in an assessment center are validated by conducting a job analysis with key organizational stakeholders. It is important to note that these dimensions of leadership, as defined and described below in Figure 2.2, have also been used for over 25 years by the International Association of Chiefs of Police when conducting police promotional assessment centers. These dimensions of police leadership listed in Figure 2.2 below are used to evaluate job potential for all levels of police management, not just for police chief candidates. These dimensions are identified and described because they are criteria used to identify effective law enforcement managers within the state of Ohio and nationally and have a degree of validity and reliability (criterion-related validity).

Ohio Association of Chiefs of Police Leadership Dimensions

Oral Communication
Effectiveness of spoken expression in individual and group situations (including gestures and non-verbal communication).

Written Communication
Effectiveness of expression in writing.

Interpersonal Insight
Perceiving and reacting to the needs of others and understanding the impact of self on others.

Problem Analysis
Skill in identifying problems, securing relevant information and identifying possible causes of problems.

Judgment
Ability to develop alternative solutions to problems, to evaluate courses of action, and to reach logical decisions.

Decisiveness
Readiness to make decisions, render judgment, take action, and commit oneself.

Planning and Organization
Ability to efficiently establish an appropriate course of action for self or others to accomplish a specific goal, to make proper assignments of personnel, and to use resources appropriately.

Delegation and Control
Effectiveness in the direction, monitoring, assessment and development of subordinates.

Figure 2.2 Figure describes the dimensions of law enforcement leadership for Ohio promotional assessment centers.

Summarizing the Police Executive Leadership Literature

The police executive literature identified four competency dimensions: leadership ability, effective communication abilities, administrative skills, and knowledge management. In the area of leadership qualities, the three dimensions of persistence, administrative/management experience, and integrity were identified and explained. The attributes of police executive leadership were summarized as having a participative leadership style, being visionary, being an

educated person, and being politically astute. The two inherited personality traits identified from the research literature are conscientiousness and emotional stability. These 13 dimensions of police executive leadership provide a portrait of the effective police executive in the United States.

The Trait Theory of Leadership

An examination of the dimensions of African American municipal police chief leadership requires understanding whether there are specific innate traits that clearly differentiate leaders from followers (Bass, 1990). Are there specific qualities and characteristics possessed by effective African American municipal police chiefs? The trait theory of leadership examines the relationship between leadership ability and personality. Trait theory attempts to identify and describe the differences between leaders and non-leaders with a focus on identifying potential leaders. How does personality influence one's leadership ability? This is an important question in the field of personality psychology. Are there criteria that we can use to determine that personality dimensions are basic and which dimensions of personality meet these criteria? If there are basic personality criteria, how might they be measured? Are there personality traits that tend to be more indicative of leadership than other traits? These questions will be examined in light of scholarly literature on the trait theory of leadership.

Organizations involve collective action which requires that some individuals initiate action while others follow. The study and practice of leadership has evolved as a means of solving the problems inherent in leading and managing organizations. Organizational leadership can be enhanced not only by training and coaching individuals with leadership potential but also by effectively identifying individuals to place in leadership positions (Collins, 2001). Traits can be defined as general characteristics of the individual that include one's capabilities, motives, or

patterns of behavior (Kirkpatrick & Locke, 1991). Trait leadership as a theory attempts to identify and define integrated patterns of personal characteristics of an individual that are indicative of leadership effectiveness across a variety of group and organizational situations. From a leadership perspective, leaders are thought not to be like other people; therefore, there may be some genetic factors that distinguish future leaders (Kirkpatrick & Locke, 1991). The theory of trait leadership developed out of the early leadership research which focused on identifying a group of heritable personality attributes that differentiated leaders from non-leaders.

This aspect of the literature review examines the relationship among personality traits and leadership ability as well as how the emergence of leadership ability can be facilitated for the purpose of studying effective African American municipal police chiefs. In this examination of the trait theory of leadership, leader traits refer to the range of qualities that can consistently and accurately differentiate leaders from non-leaders and serve as the basis for leader assessment, selection, training, and development.

The Trait Approach to Leadership

The trait approach to leadership is very different from other study methodologies on leadership because it focuses primarily on the leader and not the follower or the situation. From a theoretical perspective this makes the trait approach more straightforward than other methods of understanding leadership because it is mostly concerned with what traits leaders exhibit and who has these traits.

Personality refers to the set of characteristics that define a person and are demonstrated by how the individual interacts with others (Allport, 1961). Personality traits can be defined as general characteristics of the individual that include one's capabilities, motives, or patterns of behavior (Kirkpatrick & Locke, 1991). Traits are one approach to understanding personality that

refer to the long term, stable dispositions that are associated with a tendency to behave in a certain manner and as well as to guide a person's behavior in response to a given situation (Giberson, 2009). The trait approach does not identify any theory of leadership or set of principles concerning what kind of leader is needed in a certain situation or a particular set of circumstances. Rather, this approach to understanding leadership emphasizes having a leader with a certain set of traits that are highly correlated with demonstrating effective leadership. It is the leader and their specific personality traits that are central to the leadership process (Northouse, 2007).

The trait approach to leadership suggests that organizations will function more effectively if the people selected for managerial positions have designated leadership profiles (Northouse, 2007). Organizations can use the trait approach to improve the quality of their management team. To identify these personality traits, some organizations use personality assessment instruments which specify the characteristics or traits that are important to them for particular positions and the job environment.

Since the 1970's personality testing has been used for high risk occupations, such as law enforcement, public safety, and fire and emergency services personnel (Inwald, 2008). Two of the personality exams which have been used are the Inwald Personality Inventory and the Hilson Research Inventories. These exams measured antisocial behavior patterns and characteristics which were indicative of poor job performance. These exams also demonstrated the need for measures that would predict above-average/ excellent performance in the workplace.

The trait approach is also used for professional development and personal awareness. For example, a manager or potential manager may use the trait theory of leadership to evaluate their own strengths and weaknesses. It can help them assess how they are being perceived by others in

the organization or those of their profession, regarding their professional development (Northouse, 2007). The trait theory of leadership can provide a set of benchmarks for personal and professional development so that goal achievement may be enhanced.

Trait leadership theory is defined as the study of how individual characteristics of many leaders, successful and unsuccessful, may be used to predict leadership effectiveness across a variety of cultures, groups and organizational situations (Zaccaro et al., 2004). This definition of trait theory has three key components: (1) According to Zaccaro (2007), the traits of the leader are not to be considered in isolation but rather are integrated personal attributes that influence leadership performance. (2) This definition of leader traits concerns the inclusiveness of a variety of personal qualities that promote stability in the effectiveness of the leader. (3) This definition of leader traits specifies leader attributes as relatively enduring, resulting in cross-situational stability or coherence in the leader's performance.

The study of personality traits in psychology as components of leadership effectiveness has been used to predict leadership potential. However, it is important to understand from a leadership trait perspective that the qualities that differentiate leaders from non-leaders are far ranging and include not only personality attributes but also motives, values, cognitive abilities, and social and problem solving skills, along with professional expertise (Zaccaro, 2007). This thinking on traits of the leader is consistent with the theory adopted by Yukl (2006) who defined leadership traits in terms of effectiveness and includes personality, motives, needs, and values. However, as previously stated, these leader traits are defined in reference to leader effectiveness, which is different from the functional approach to leadership that defines leadership in terms of organizational problem-solving activities (Fleishman et al., 1991). All personality traits are theorized as heritable according to Turkheimer (2000) who found evidence that each broad

personality trait contains a specific genetic origin. Personality predicts leadership, and, therefore, who we are determines how we lead (Giberson, 2009).

The Five-Factor Model of Personality

The term Big Five, used to describe the five core personality domains, is somewhat misleading because it suggests that the model posits only five important traits. The alternative label the Five-factor Model is a more accurate description because this model contains a matrix of the range of traits characteristic of a comprehensive personality instrument. The personality factors that emerge from an analysis of these traits are considered by many to be the basic dimensions of personality (Costa & McCrae, 1992a).

The Five-factor personality model began to receive wide attention during the 1990s as a comprehensive model of basic personality traits. According to Costa and McCrae (1992b) psychologists claim that these five factors represent the basic dimensions of personality according to four lines of reasoning and evidence. First, longitudinal and cross observation provided evidence that all five factors are enduring dispositions that are manifested in patterns of behavior. Second, the traits related to each of the five factors are found in a variety of personality systems and in the natural language of trait description. Third, these personality factors are found in different age, sex, ethnicity, and language groups, although they may be expressed differently in different cultures. Fourth, the evidence of human heritability suggests that all personality traits have some biological basis.

The five factor traits have been defined by psychologists as enduring dispositions which can be inferred from patterns of human behavior. For this reason Costa and McCrae (1992) suggest that these traits should be stable across long periods of time and be similarly assessed by different observers. All five of these factors within the model have been consensually validated

across observers. This conclusion was supported through earlier research by Norman and Goldberg (1966) and later replicated by Funder and Colvin (1988) and others.

The Five-factor model has not only provided a meaningful framework for understanding the fundamental dimensions on which people differ, but also for allowing for a common language for describing research findings across a wide array of domains. Specifically, the Five-factor model aligns the panoply of personality traits into a useful taxonomy for researching personality.

The usefulness of the Five-factor model of personality traits is based on the claim to be basic and representative of various people groups and cultures. The NEO Personality Inventory-Revised (NEO-PI-R) was created by Costa and McCrae (1992a) and assesses 30 separate traits organized into the five-factor domains. The factors that emerge from analyzing these traits are considered the basic dimensions of personality, and this model provides the framework for a comprehensive assessment of personality.

In contrast, another significant attempt at developing a common taxonomy is Cattell's 16 personality factor model based upon personality adjectives taken from the natural language. To develop this taxonomy of traits, Cattell relied heavily on the previous work of scientists in the field. Raymond Cattell is considered by many to be the "father of the big five" because of his identification of five so called global factors of personality in the 1960s. However, Cattell's five global factors were distilled from his earlier findings that had identified 16 primary personality scales (Conn & Rieke, 1994). Despite some disagreement on the exact definitions of the five basic factors of personality, there is general consensus. When comparing Cattell's 16 factor model of personality to Costa and McCrae's Five-factor model, some have observed that what is gained in convenience with fewer factors is at the expense of precision in accordance with the

bandwidth fidelity dilemma. Nonetheless, Cattell's 16 Personality Factor Model continues to be very popular in its own right as an alternative to the more commonly used Five-factor model of personality.

Criticism and Limitations of Trait Theory

A persistent critique is that the Five-factor model provides an insufficient number of factors to adequately describe the complexities of human personality. Saucier and Goldberg (2001) reported multiple difficulties with the proposed big five personality dimensions, and Saucier concluded that this should not be viewed as the optimal model. Additionally, in analyses of adjectival data, Paunonen and Jackson (2000) provided substantial evidence that many personality traits lie beyond the big five dimensions.

According to the research of McCrae and Costa (1989), personality traits develop throughout childhood and from around 30 years of age onward, remaining relatively stable in otherwise healthy individuals. Opponents of this theory, Soldz and Vaillant (1999) reported significant test - retest correlations for some of the big five dimensions (neuroticism, extroversion, and openness) but failed to find significant correlations for other traits (agreeableness and conscientiousness) across a 45 year test - retest period. Therefore, these researchers concluded that the significant test - retest correlations account for only a small portion of the overall variance, suggesting that the big five personality traits are subject to considerable change across the adult years.

While there is some evidence which supports the cross-cultural replication of the big five (e.g., Egger, DeMey, Derksen, & van der Staak, 2003) it is believed that each broad dimension has multiple environmental and genetic determinants, and this has raised concerns about its construct validity (Jang, Livesley, Angleitner, Riemann, & Vernon, 2002). Additionally,

Toomela (2003) conducted a study of the five factor model, and results are in agreement with other findings on the relationship between personality and cognitive ability. The study suggested that one's intellectual ability is indeed related to adaptive traits, and this raises concerns as to the genetic influence on the Big Five personality dimensions.

Ozer and Reise (1994) point out that the Five-factor model does not include the dimension relating to self-control despite its importance to one's effectiveness in the work environment. In addition, Hough (1992) suggested that locus of control and masculinity should be added to the list of constructs needed to predict occupational performance.

Another critique is that it appears the Five-factor model personality instruments have failed to detect significant sex differences in the personality structure (Poropat, 2002). Attribution style is one of a number of such cognitive-affective systems that has been shown elsewhere to be related to a number of well-established factors of personality but in apparently different patterns in men and women. It was suggested that further research exploring the cognitive-affective basis for the Five-factor model is justified based on these results.

Northouse, in his book *Leadership and Practice* (2007), lists four weaknesses of the traits approach as follows: First, the approach has not fixed a definitive list of leadership traits, and the list that has emerged seems endless. Second, the approach has failed to take situations into account. Third, there has been much subjective interpretation of the meaning of the data, and data is not always based on reliable research. Fourth, the trait approach is weak in describing how leaders' traits affect the outcomes of groups and teams in organizations. Fifth, traits are largely fixed psychological structures, and this limits the value of teaching and training.

Emotional Intelligence

Unlike the trait theory of intelligence, EI can be learned and developed. In his 1995 book *Emotional Intelligence*, Daniel Goleman theorized that emotional intelligence is not fixed at birth. It can be nurtured and strengthened throughout adulthood with benefits for relationships and work. The study of emotional intelligence based on a specific ability model, developed by Salovey and Mayer (1990), lead them to conclude that emotional intelligence develops over time. The ability to perceive emotions represents the most basic aspect of EI and involves an individual's ability to detect and decipher emotions in self and others. Managing of emotions effectively involves harnessing emotions to facilitate thinking and problem solving so as to regulate emotions in self and others in a given situation (Salovey & Mayer, 1990).

The American Psychological Association (1995) reported that an individual's cognitive or intellectual performance will vary on different occasions and in different domains, as judged by different criteria. The various concepts of intelligence are attempts to clarify and systematize this complex set of phenomena. Although various theories have provided considerable clarity in some areas of intelligence research, no particular conceptualization has yet answered all of the important questions, and none commands universal assent. For example, Spearman's (1904) concept of general and specific intelligence has been useful in explaining individual differences in intellectual performance. He argued that any test score could be rationally divided into two parts: intelligence function, or general intelligence, and specific. However, these general and specific factors do not explain the more subtle mysteries associated with intelligence (Spearman, 1904).

Howard Gardner introduced multiple intelligences (MI) theory in the book *Frames of Mind*, published in 1983. Gardner's theory of multiple intelligences suggests that there are eight

different types of intelligences, each oriented to a specific type of information: logical-mathematical, musical, naturalistic, linguistic, spatial, bodily-kinesthetic, interpersonal, and intrapersonal (Gardner & Moran, 2006). The implication of this theory is that the concept of *general* intelligence is not a very useful one, in part because people can be intelligent in different ways. This theory also questions the process of making global comparisons between people or groups, especially describing individuals in terms of their intelligence quotient. This new view of intelligence assessment shifted the question from "what is intelligence" to "what environments define intelligent behavior." Gardner's major claim, in part, is that a description of individuals in terms of a small number of relatively independent computational capacities is more useful to cognitive scientists, psychologists, and educators than a single or all-purpose intelligence (Gardner & Moran, 2006).). In Gardner's view of multiple intelligences, assessment using psychometric tests, include only linguistic, logical, and some aspects of spatial intelligence; other forms of intelligence have not been addressed (American Psychological Association, 1995).

The theory of multiple intelligences was the precursor to what has become known as EI, and it provides another way of assessing the impact of personality traits on leadership (Northouse, 2007). Salovey and Mayer (1990) were among the early researchers of the topic to suggest the term Emotional Intelligence to refer to the ability of a person to deal with his or her emotions. They defined it as a type of social intelligence that involved the ability to monitor one's own and others' emotions to guide one's thinking and actions.

As the combination of these two words suggest, emotional intelligence involves the use of our emotions (affective domain) and thinking ability (cognitive domain) and the interplay between the two. The assessment of human intelligence is concerned with our ability to learn

information and apply it to life tasks, and emotional intelligence is the capacity of the individual to understand emotions and apply this understanding to life's tasks.

General intelligence (usually expressed in terms of an intelligence quotient or IQ) and emotional intelligence are not necessarily mutually exclusive but are actually separate entities that collectively affect personal performance. Every individual has a combination of intellectual and emotional acuity. There are people with a high intelligence quotient and low emotional intelligence or individuals with low intelligence and high emotional intelligence (although the latter is relatively rare). There is evidence of a slight correlation between intelligence quotient and some aspects of emotional intelligence (Goleman, 1995).

It is understood that neither grades, IQ, nor SAT scores, despite their popularity, are necessarily effective predictors of who will succeed in life. It is believed that there is a relationship between IQ and life circumstances for large groups as a whole, such as people with low IQ's working at menial jobs and those with high IQ's in well-paid jobs; but this by no means always holds true (Goleman, 1995). There are widespread exceptions to the belief that IQ predicts success in life. Some researchers contend that IQ contributes about 20% of the factors that determine life success, which leaves 80% percent to all other factors determining one's success (Goleman, 1995).

In his seminal book on the topic of emotional intelligence, Goleman (1995) describes being told about a study of 95 Harvard University students from classes during the 1940s. This was a time when students with a wider spread of IQ were attending Ivy League schools than is presently the case. These students were followed from graduation into middle age, and the men with the highest test scores and a college degree were not particularly successful when compared to their lower scoring peers, in terms of salary, productivity, or status in their field. They also

reported not having the greatest life satisfaction nor experiencing the most happiness with friendships, family, or romantic relationships (Goleman, 1995). Any valedictorian will have demonstrated academic achievement; however, grades can tell little about how one will react to the vicissitudes of life. This is a problem with evaluating individuals based on this very narrow criterion (IQ) as the basis of success. According to the authors Bradberry and Greaves (2005), one cannot predict emotional intelligence based on how smart someone is; they espouse this is good news because cognitive intelligence, or IQ, is not flexible. Intelligence is your ability to learn, and it's the same at age ten as it is at age 60. They conclude that emotional intelligence conversely is a flexible skill that is learnable. Despite the vast amount of research on emotional intelligence, one significant area that has received very little attention is the relationship between EI and certain aspects of ethics, such as honesty and integrity (Angelidis & Ibrahim, 2011).

Summarizing the Trait Theory of Leadership

Trait leadership theory is defined as a group of individual characteristics of leaders—both successful and unsuccessful—that may be used to predict leadership effectiveness across a variety of cultures, groups and organizational situations. The lingering question is how personality influences the leadership ability, particularly for the purpose of this study, of African American municipal police chiefs. This is an important question in the field of personality psychology and for organizations everywhere. The trait approach to leadership is very different from other investigations of leadership because it focuses primarily on the leader and is less concerned with the follower or the situation. From a theoretical perspective this makes the trait approach more straightforward but less nuanced than other methods of understanding leadership. The trait approach is more concerned with what traits leaders exhibit and who has these traits. An important foreshadowed question regarding this study of the African American municipal

police chief is to what degree, if any, do these innate abilities contribute to police chief effectiveness? These traits, if present in leaders (African American or other cultures), are likely to account for a portion, but not all, of leadership effectiveness.

The Five-factor model taxonomy of personality and emotional intelligence are two research models used to evaluate personality as a predictor of leadership. Both theoretical models (particularly the five-factor model) have provided copious evidence of how trait theory can be beneficial to the fields of social, behavioral, and management science, as well as in the workplace. Although there are many positive aspects to the Five-factor model and emotional intelligence, they both have limitations and receive substantive criticisms from experts. Therefore, there is still much work that remains for researchers in assessing the constructs, limitations, and benefits associated with trait leadership theory.

The components of the Five-factor model and emotional intelligence will be incorporated into the survey instrument used to study African American municipal police chiefs.

Overview of African American Leadership

This literature review of African American leadership includes both empirical research and the theoretical writings of subject matter experts to provide insight into some of the competencies, qualities, and characteristics of effective African American leaders. Additionally, the literature review identifies some of the challenges African Americans faced on their way to leadership positions. The review of the research and literature reveals that African American leaders have confronted race-related issues while on their leadership journey and while in a position of executive leadership. What are the strategies of the African American leaders who were able to overcome race-based obstacles to achieve success in a variety of industries and professions? How are the lessons learned applicable to aspiring African American leaders

pursuing formal leadership positions within organizations or currently in executive leadership

positions? How might these lessons learned inform and educate current and aspiring African

American leaders. This examination of African American leaders attempts to provide some

insight into these complex and important questions. The purpose of this review of the research

literature is to understand some of the critical success factors that may enhance an African

American's ability to achieve a formal leadership position within an organization. Additionally,

this review serves to understand how these challenges and achievements might be applicable to

development and effectiveness of an African American municipal police chief.

For the purpose of this review of the literature, an African American leader is defined as

a man or woman who is in a formal executive leadership position within a government,

corporation, or non-profit organization. The emphasis is on African Americans having a high

level of administrative or managerial authority in an organization. By defining African American

leadership in this manner, many effective and influential African American leadership roles are

not included, such as those American leaders involved in civil rights, politics, sports, and other

community oriented roles. Some notable individuals in these fields have made significant

contributions to improve the American way of life; however, the focus will be on African

American individuals who have been successful in attaining an executive leadership position in

an organization and the criterion of their professional success.

African American leaders function in a professional environment in the United States that

is dominated by the majority culture. The American workforce traditionally did not have to

adjust to working with leaders who are racially dissimilar. However, the culture has changed and

is still changing, resulting in the workforce in the United States becoming more diverse. The

main engine of the US population growth is immigration; immigration will further diversify the

population and the labor force in the coming years. The black labor force is projected to increase

by an annual growth rate of 1.0 % and reach 20.7 million in 2020 and 26.8 million by 2050,

comprising approximately 14 % of the U.S labor force (Toossi, 2006).

Statistically, according to some of the research literature, African Americans are

underrepresented in leadership positions, especially when examining the demographics of

professional organizations within the United States. Specifically, the Executive Leadership

Council's 2005 study of African Americans occupying Fortune 500 corporate board seats

discloses that out of approximately 5,572 total board seats for Fortune 500 companies, only 449

board seats, or 8.1 % were held by African Americans (Wise-Wright & Zajicek, 2006). The

leadership gap is also wide in the US court system. African Americans have held US Supreme

Court positions, but on a state and local level the percentages of African Americans to non-

minorities does not reflect the respective state and local populations (Carp, Stiham, & Manning,

2007).

In a study of African Americans in CEO positions, Rose and Bielby (2011) found that the

proportion of racial minorities, African Americans in particular, on large company boards has

just marginally increased since 2000. Additionally, these authors found that a sample of 93

Standard & Poor's 500 firms in 2003 revealed African Americans make up just 3.3% of the

senior executive ranks.

Potential Challenges for African American Leaders

In what has become a well-known study *Leading in Black and White*, authors Livers and

Carver (2003) coined the term miasma to describe the extra burdens and extra energy that is not

directly related to the work itself, but that black leaders in corporate America must expend. The

authors espouse that, although most workplaces do not tolerate blatant discrimination, they

assume that all people experience an equitable workplace. The result is a workplace assumption of similarity, which creates an atmosphere of misperception and distortion in which black managers must work. The authors argue that increased miasma can lead to degraded communication, interpersonal interactions, and work performance as individuals become increasingly guarded, uncomfortable, and less participatory in their organizations. When there is not a level playing field, this assumption of similarity where there is a reality of difference serves to marginalize blacks and other non-traditional leaders (Livers & Carver, 2003).

Possible career advancement challenges. What challenges might African Americans in leadership face on the way to leadership positions that are different from their non-minority counterparts? African Americans face potential problems inside the work place in relation to job task complexity and pay. They typically earn less money than non-minorities in the same or similar positions and hold jobs with less task complexity and authority (Baldi & McBrier, 1997). Another study that analyzes the sheepskin (diploma) effect on racial earnings indicates that despite the progress in reducing the black-white earnings differential, a significant gap of approximately 31% still exists (Bitzan, 2009).

Upward mobility (i.e., promotion to leadership positions) is also a possible challenge facing African Americans (Elliot & Smith, 2004; Greenhaus et al., 1990). Sharon Epps (2008) wrote, "Most of the effort has gone into recruiting minorities into the profession rather than identifying and developing minorities as leaders" (p. 257). Affirmative Action programs were created to help minorities and women gain access to predominantly white companies and positions, but typically the program's objectives stop there. Once inside a career field, a new battle begins for the career advancement of African Americans.

African Americans may also face opposition on the job, with opportunities and tasks that develop managerial potential. Greenhaus, et al. (1990) state that some African Americans experience opposition at work through "the assignment of routine, non-challenging tasks, the lack of supervisory interest in a subordinate's career aspiration" (p. 68). This results in an uncomfortable, unsatisfying work environment, which can lead to poor job performance evaluations.

Promotions are based, in part, on extra training and special assignments on the job. Jollevet (2008) states there is "a strong need for inclusion of African American and other minority officers in specialized OJT [on-the-job training] programs and stretch assignments exists" (p. 28). These opportunities provide the experience and qualifications that African Americans need in order to achieve leadership positions. By continuing to take on-the-job training opportunities, when they are available, and by pressing for these opportunities, African Americans can be more prepared for promotion.

Many aspiring leaders, minorities and non-minorities, have used networking as a means to be noticed and considered for promotion. However, minorities in a predominately white workplace may lack networking opportunities, experiencing a new form of discrimination (Madsen & Mabokela, 2002). Networking relies on relationships with top employees and other influential people in the hopes that these connections will open doors for employment or promotion opportunities in the future. Since the professional world still consists of a much larger percentage of non-minorities than minorities, equal access to these relationships is important for career success.

If a leadership position opens up, a chief executive officer can choose a candidate with a recommendation from a trusted person through networking. Traditionally, professional positions

are filled by non-minorities who grow up immersed in the professional world; their parents held professional positions, and, sometimes, their grandparents held similar positions (Strmic-Pawl & Laffler, 2011). African Americans come from traditionally lower to middle class society or blue collar families. This minimizes the chances of networking at an early age. It also hinders relationships that white counter-parts might already have, just from being born into an influential family or society. African American leaders are more likely to be first generation college graduates (Strmic-Pawl & Laffler, 2011). A lack of networking limits opportunities for African Americans who have not been surrounded by individuals in the professional world, like some of their non-minority peers with whom they are competing professionally.

In a study on the glass ceiling effect on minorities and women, the authors conclude that after obtaining leadership positions, African Americans may face opposition while in leadership positions and struggle to retain their positions (Corsun & Costen, 2001). Many equal opportunities exist, but in order to be a successful leader, one must have more knowledge, skills, and abilities in order to close the gap that marginalization creates (Epps, 2008).

Potential cultural bias challenges in the workplace. Another challenge for African American leaders is articulated in the theory of homo-social reproduction. Homo-social reproduction theorizes that those in dominant positions will promote and mentor people similar to them (Outley & Dean, 2007, p. 78). Therefore, along with indirect discrimination through networking, African Americans potentially face discrimination through homo-social reproduction. This theory posits that many traits, such as similar values, looks, or goals, can influence homo-social reproduction. Managers may discriminate without any conscious racism towards a minority group, and African Americans and other minorities may potentially lose opportunities as a result. Particularly, "in predominantly White organizations, power dynamics

may cause disempowering experiences for African Americans that can occur in the form of challenging, resisting, resenting, undermining, or even ignoring a person's authority" (p. 552). Homo-social reproduction means that one can expect to see different results from the same characteristics in black and white workers (Baldi & McBrier, 1997).

In addition to homo-social reproduction, another study on the effects of race on job performance evaluations and career outcomes found evidence of African Americans suffering from biased job performance ratings. Greenhaus et al. (1990) suggests that lower job performance among African Americans stems from non-challenging tasks and the supervisor's lack of interest in the subordinate's career aspirations. In one study, African Americans received lower job performance ratings from white raters than from African American supervisors (Jeanquart-Barone, 1996).

Authors Baldi and McBrier (1997) researched the question, Do the determinants of promotion differ for blacks and whites? They found that the central assumption in much of the previous research indicates that, if members of both races were in similar jobs in similar firms and were operating in similar environments, the black-white differences in attainment would disappear. The authors disagree with this assumption; instead, the authors believe that the persistent findings of unequal black-white outcomes in the workplace may be better explained by race-specific models of workplace achievement in which the determinants of advancement differ for blacks and whites (Baldi & McBrier, 1997).

Baldi and McBrier based their hypothesis on Kanter's (1993) theory of homo-social reproduction. Kanter's theory, as previously indicated, was based on the argument that sponsorship is a crucial mechanism in an organization's opportunity structure for career advancement and documentation of that sponsorship tends to be homo-social (Kanter, 1993).

Baldi & McBrier (1997) argue that their findings support this argument by documenting two systems of promotion determinants: one for whites and another for blacks. The authors postulated that these determinants of advancement differ as a result of the impact of homo-social reproduction. They conclude that organizations and individuals who do not work to break the ties that society has created through discrimination may find that they achieve limited progress in creating more organizational diversity.

A United States Army War College student, a colonel, conducted a study titled *Why Black Officers Fail in the United States Army*. The author theorized that the philosophy of the United States military is to function as a meritocracy regarding its entry level selection and promotions of individuals. The study offered evidence that black officers were falling behind their white counterparts in promotions at and above the rank of lieutenant colonel and selection for battalion and brigade command at a significant rate (Butler, 1995).

Butler (1995) presented the following four root causes of the problem: education, mentorship, culture, and the "good old boy" network and recommended that the Army's strategic leadership could enhance the promotions of black officers by taking four specific actions: first, ensure the equal military education of all incoming officers (based on the perceived disparity between the ROTC at historically black colleges and majority white institutions); second, more effectively educate officers and senior leaders in cultural awareness; third, provide quality mentoring for young black officers; and fourth, minimize the influence of the good old boy network. He reasoned that black officers had few mentors and little social interaction with senior black or white officers and were less likely to be selected for advancement opportunities.

A follow-up study conducted by another army officer 15 years later titled *Why Black Officers Still Fail* concluded that while there had been progress since the original study, black

officers were still failing. Smith (2010) argued that not only were black officers still failing, it did not appear that significant progress had been made in the four root causes that Butler (1995) described: education, mentorship, culture, and the good old boy network. He suggested that the Army move beyond the strategy of trying to manage diversity to actually developing a diversity execution strategy.

In a study about supervisor–subordinate relationships, Jeanquart-Barone (2008) explained that African Americans "experience a less supportive climate" than non-minorities (p. 936). The supporting atmosphere they create while in a position of leadership starkly contrasts to the treatment they received while in subordinate positions.

The impact of social identities. Do the social identities of African American leaders influence the perception of their leadership? To be effective in the workplace, leaders must have knowledge of their social identity. Their membership in certain social groups and the implications of belonging to these groups can determine their effectiveness. Social groups are defined by categories, such as gender, age, ethnicity, race, religion, nationality, and socioeconomic status (Ruderman & Ernst, 2010). These authors espouse that social identity affects how leaders are perceived by their workers and how, in turn, workers respond. Social identity literature provides fresh theoretical perspectives for understanding the determinants of behavior that enable minorities to navigate organizational barriers to advancement. Social identity can also be described as an individual's knowledge that he or she belongs to a certain social group that provides emotional and value significance based on group membership (Slay, 2003). Do the social identities of African American business leaders influence perceptions of their leadership ability by other individuals? Based on a review of the literature, Holly Slay (2003) theorizes that African Americans in leadership positions will likely choose social

identities that are different from African Americans not in leadership positions. Therefore, she believes that the choice of identity may have consequences for social attraction and attributions of leadership.

A study on the implications of racial diversity in the supervisor-subordinate relationship suggested that to overcome marginalization based on socialization, African American leaders must learn to be themselves, while anticipating and understanding how their actions will appear to their non-minority subordinates and co-workers (Jeanquant-Brone, 1996; Ruderman & Ernst, 2010).

African Americans leaders have overcome the challenges of social identity by being intentional in developing their professional and social network. The recommended strategy involves developing two types of relationships among social actors of importance: mentorship and membership in formal or informal emergent social networks applicable to one's profession. African Americans who obtain leadership positions typically have mentors throughout their careers; usually, these mentors are people from the same profession or company. In his study on African American police leadership, Jollevet (2008) argued that these mentors usually develop through informal relationships, and only about half of the mentors and mentees share the same race. Having a mentor also provides a network connection for aspiring African American leaders. These mentors have their own networks, which are beneficial to the mentee when applying for leadership positions.

Over time, different groups have experienced marginalization in American society; African Americans are no exception to this, having faced limited freedoms and segregation since the Revolutionary War. Marginalization can manifest itself as direct racism and discrimination or

as indirect discrimination based on inherent social norms brought on by a professional world dominated by non-minorities.

Unearned privilege. The most prevalent type of race privilege in an organizational setting in the United States is likely to be White privilege. According to McIntosh (1988), "White privilege is an invisible package of unearned assets which [one] can count on cashing in each day, but about which [one] was 'meant' to remain oblivious" (p. 268). A privilege is an unearned advantage or benefit that is bestowed or conferred on a person because of membership in a particular group or social category.

According to the statistics from the U.S. Department of Labor and current research, the prevalence of race-based discrimination lawsuits suggests that privileges may be associated with being White in organizational settings. The Department of Labor Statistics (BLS) reports that more than 88% of the executives and managers in the U.S. workforce in 2000 were White; according to the U.S. Census Bureau, only 69% of the U.S. population was White.

In choosing to settle race-based discrimination cases out of court instead of engaging in a risky court trial, Coca-Cola Corporation and Texaco acknowledged that in their organizations a White person was more likely to be promoted than an African American (Harrington, 2000; Winters, 2001). According to a study by Bertrand and Mullainathan (2003), applicants with White sounding names were 50% more likely to be called for interviews than were those with Black sounding names.

Certain theories claim that within the United States in work organizations, the most advantaged group is White men. Split labor market theory suggests that White men make up the primary labor market and minorities and women comprise the secondary labor market (Dressel, 1987, 1988). Miller (1986), utilizing split labor markets theory, proposed that White men, White

women, minority men, and minority women form four different labor markets for work organizations, White men being the most advantaged labor market.

Rosette and Thompson (2005) argued that the organizational actor may perceive the unearned privileges to be based on achieved characteristics of merits. There are three reasons why the study of privileges of people with high status and their tendency to attribute them to achieved characteristics, as opposed to ascribed characteristics, should be considered in organizational behavior research generally and status research specifically: (1) a failure to do so stifles the accurate assessment of organizational hierarchies, (2) research and organizational actors may reach erroneous conclusions about the performance capabilities of those with low status, and (3) a failure to do so perpetuates the conditions of inequality in organizational settings. By ignoring the relationship between unearned privileges and status in organizations, one is only getting a partial assessment of the status hierarchies in organizational settings. By examining privilege and status together, one is more likely to get a complete picture and better understanding of organizational experience and organizational actors.

Jackson (2006) conducted a study that examined the status of African American males in academic leadership positions at American colleges and universities in comparison with other majority and non-majority males based on national level. The study data demonstrated that white males continue to hold the overwhelming majority of academic leadership positions, while African American males have made modest advancements in upper level administrative positions at specific types of higher and postsecondary education institutions, particularly two-year and private institutions. Specifically, the results suggest that a disparate impact exists between the hiring of African American males and White males in academic leadership positions.

Prototypical leaders. A study of leadership evaluations investigated whether psychological biases contribute to the under representation of African Americans in upper-level management (Rosette, Phillips, & Leonardelli, 2006). The research evidence supports the idea that White leaders are evaluated more favorably because they are considered prototypical leaders.

One important determinant for whether employees advance to leadership positions is how their leadership skills and task competencies are evaluated (Hollander, 1960; Levinson, 1980; Lord, DeVader, & Alliger, 1986). Two important elements are crucial for leadership evaluations: (1) the organization's performance and (2) evaluators' attributions for the performance. Leader effectiveness will be greatest when organizational successes are attributed to the leader and organizational failures are deflected from the leader (Calder, 1977; Lord & Maher, 1993; Meindl & Ehrlich, 1987; Meindl, Ehrlich, & Dukerich, 1985). We argue that the evaluators' perceptions of these performance attributions are affected by race, producing more favorable evaluations of White leaders' effectiveness. In addition, we argue that the principal reason for this biased evaluation is because African-Americans are not viewed as prototypical leaders in organizational settings, whereas Whites are viewed as leadership prototypes.

Based upon attribution theory by Calder (1977), which examines how people commonly make social causations to the personal capacities of individuals, diversity research was conducted on work and leadership categorization (Rosette et al., 2006). The researchers predicted that White leaders would be evaluated more favorably than African American leaders, given the characteristics and equivalent performance in analogous business environments. The evidence supported our predictions and demonstrated that when a neutral third party (an industry

analyst) credited the company's success to the efforts of the leader, participants appraised White leaders more favorably than African American leaders.

The findings of another study suggest that when African American police executives reach the pinnacle of their careers and are in the most public of positions, they experience dramatically increased resistance from whites about their command (Jollevet, 2008).   He further elaborated that all command level leaders he interviewed experienced discrimination during their careers.

Mentoring as an advancement strategy. African Americans becoming leaders have benefited from the guidance of mentors, both in achieving and succeeding in executive positions. In a study conducted of African American women leaders, Epps (2008) found that 71% of participants identified mentoring as a skill needed to be a successful leader. Mentoring is beneficial to the mentor and the mentee. Having a mentor provides an opportunity for networking, relationship building, and experience, while being a mentor provides a chance to teach others, learn about a subordinate's thinking, and build relationships. Jollevet (2008) explains that, "of the social capital variables, the only variable significantly related to achievement of a police command position, is the strength of mentoring" (p. 27). Mentorship provides the opportunity for anyone to excel, but African Americans in a predominately white professional world especially benefit. Interestingly, the results of a survey of black and white managers in a Fortune 500 financial service indicate that black mangers reported a slower rate of promotion and less psychosocial support than white managers (James, 2000). These relationships are important because "social capital" can be used to facilitate career advancement along with psychosocial support.

Author David Thomas (2001), in his study of successful minority senior executives, discovered that people of color who advanced the furthest all share one common theme—a strong network of mentors and sponsors who nurture their professional development. He also espouses that these findings have key implications for mentors. To be effective, mentors must fully appreciate all of the developmental roles they play, such as coach, advocate, and counselor, understanding their role at each of the different stages of their protégé's career.

Education and earnings. In a study conducted to examine the role of sheepskin effects (education) to explain white-black earnings differences, Bitzan (2009) found significant differences in sheepskin effects between white men and black men, with white men receiving higher rewards for lower level signals (degrees of a college education or less) and black men receiving higher rewards for higher level signals (graduate degrees). In performing an Oaxaca decomposition of earnings differences, it is apparent that signaling plays an important role in explaining white-black earnings differences and that a portion of the gap may be explained by statistical discrimination.

Studies conducted of black-white earnings differentials show a narrowing gap, particularly during the 1990s. Couch and Daly (2004) find that the black-white weekly earnings differential for males decreased from an average of 44% in the 1968-1972 period to 27% in the 1998-2001 period—a 38% decline. They attribute the reduction in this gap to increases in human capital among black males, relative to white males; increased occupational diversity among black males relative to white males; and a possible reduction in discrimination. However, despite the progress in reducing the black-white earnings differential, a significant gap still exists (average of 31% by the estimates of Couch and Daly).

According to the signaling hypothesis, education makes workers more productive, but it also serves as a signal to employers that workers are more productive. Although it is not possible to directly observe whether signaling takes place in the labor market, the finding of sheepskin (or diploma) effects on worker earnings provides general support for the theory that signaling takes place.

In focusing on the portion of the differential explained by differences in returns to degrees, it is apparent that positive portions of the wage gap are explained by higher rewards to white men for lower level signals, and negative portions of the gap are explained by higher rewards to black men for higher level signals. However, because few white or black men obtain higher level signals (master's, professional school, or doctorate), the differences in rewards to lower level signals explain much larger portions of the gap.

The results of the sheepskin model suggest several conclusions. First, there are significant sheepskin effects for white and black men. Second, there are significant differences in these effects between white men and black men. The study pool of more than 179,000 participants indicated that white men receiving higher rewards for lower level signals and black men receiving higher rewards for higher level signals.

African American women leaders. There is a small but growing number of African American women municipal police chiefs in the United States. Therefore, a review of literature on African American women in leadership is pertinent to this dissertation study. In my review the literature on African American leadership was either gender neutral or only addressed African American women. Gender bias can be defined as the bias of a group or person because of gender or sex (Bhoje, 2013). Racism can be defined as the belief that all members of a purported race possess characteristics, abilities, or qualities specific to that race, especially so as

to distinguish it as inferior or superior to another race or races (Hoyt, 2012). The two of these biases together can have a significant negative impact, resulting in unfair professional practices towards African American women. An African American woman who is an aspiring leader might face both of these biases on her path to professional success. Authors Bell and Nkomo (2003) in their study of black and white women in corporate America indicate that black women having entered careers traditionally dominated by white males (like policing) have to contend with sexism and racism which resulted in their theoretical concept of racialized sexism.

Even though women's workforce participation has grown considerably over the last several decades, women still make up a small proportion of top positions in business (Wise-Wright & Zajicek, 2006). These authors report that women only account for eight of the CEOs heading the Fortune 1000 companies and comprise just over 5% of Fortune's top corporate wage earners. The percentage of elite women leaders occupying senior executive ranks remain low, and the representation of African-American women among corporate leaders is even lower. It appears that African American women have a more difficult path to corporate executive leadership than their male counterparts.

Much of the research on African American women leaders is in education, and limited research exists on African American women as leaders in business or in corporate America (Stanley, 2009). In a study of African American female college presidents, a majority of the participants reported that they felt the need to take more time talking with people and thinking about presenting their personal ideas because of their race and gender. For some, their race was salient because they were in majority white institutions. For others, race was salient because it related to the work they did, such as working for a historically Black college or university. Most

indicated that they had encountered sexism in their professional career path, such as making less money or receiving lower evaluations than their male counterparts (Waring, 2003).

One study found that African American women leaders were required to have more education than their white peers to succeed (Epps, 2008). African American women face the same potentially discriminatory issues as African American men, along with challenges of social class and gender biases (Epps, 2008). This study found that even after the civil rights movement and affirmative action, most educated African American women still tend to work in public-sector government jobs and in traditional female occupations (Epps, 2008).

Authors Bell and Nkomo (2003) conducted an eight-year research study on the life and career struggles of successful black and white women in corporate America. Their survey data provides a quantitative picture of the differences they found. The white women managers in their national survey made greater progress in reaching upper level management with 32% for white women compared to 14% for African American women. Similarly, African American women made more lateral moves than white women organizationally. This difference in managerial levels was reflected in salary differences with 27% of white women earning $100,000 or more, compared with 10% of African American women (Bell & Nkomo, 2003, p.138). The African American women managers reported as more inclined to feel they had to outperform their white colleagues, male and female, to succeed. African American women were also less positive concerning their perceptions of their relationships with their managers and colleagues (pp. 138-139).

In a study of leaders of color in higher education, African American women have indicated they perceive that they have to display some male-based characteristics in order to hold some traditionally male executive positions. Afterwards they discover that being forced to reject

one's culture and feminism for acceptance does not result in complete acceptance, only temporary inclusion and tolerance (Valverde, 2003).

Lessons for African American Leaders

African Americans who aspire to leadership positions may learn from the lessons of those who have gone before them. There are several key lessons identified from the themes of the literature on those African Americans who have achieved formal leadership positions within organizations. These writings provide some guidelines on the competencies, qualities, and attributes desirable for those aspiring to a formal executive leadership position within a government, a corporation, or a non-profit organization. African American leaders who succeed, despite the barriers, appear to be more likely to demonstrate exceptional ability rather than be representative of the African American professional workforce.

Thomas and Gabarro (1999) argue that the dearth of studies on the experiences of minority executives represents a serious deficiency in the existing body of knowledge on race and management because lessons drawn from success frequently suggest how to identify sources of leverage that can help surmount the obstacles to advancement (p. 5). They compare the minority executives they studied to the handful of frontier pioneers who forged a trail over rough and uncharted territory to settle a new land, clearing a path for the many that followed, but they recognize that institutional barriers to minorities' advancement still persist in corporate America. The authors believe that a careful, comparative examination of individuals who break through the glass ceiling and of their contexts and careers will help to illuminate some of the issues (and potential sources of leverage) that are salient to eliminating or overcoming barriers. Their intention is to complement existing research that focuses on identifying the specific barriers themselves.

The authors identify (by referencing other scholars) three major categories of barriers to minority executive development and advancement: (1) prevalence of prejudice, (2) issues of comfort and risk (the natural need to be comfortable and avoid risk), and (3) the difficulty of identifying high-potential minorities. These three issues together provide the context in which minority manager encounter challenges to upward career mobility.

To overcome these barriers to minority executive development and advancement, the authors recommend seven strategies for aspiring minority executives. The first three recommendations enhance executive development, and the last four apply throughout one's career. It is recommended that minorities (1) choose to work in an organization that matches their personality profile; (2) choose a high quality experience over fast advancement (3); build a network of developmental relationships; (4); remember that the organization where they work does matter; (5) take charge of their own careers; (6) race does matter, but it alone does not determine their fate; and (7) make sure the sacrifices are worth the price.

In the study conducted by Epps (2008), interviewees identified attributes they believed African American leaders should have in order to be successful; these include facilitating and embracing change, being energetic, and educating. They also mentioned, "Being a role model, being knowledgeable, willing to involve others, self-confident, and flexible" (p. 261). These traits suggest that African American leaders are role models for the people around them. The following seven success factors that follow are those emphasized by the research literature on African American leadership (the first two are grouped together).

Education and training. Education and determination are essential for any aspiring African American leader. Higher education, including undergraduate education and on-the-job training, help African American leaders stand out enough to be noticed by managers and to be

successful in leadership positions (Epps, 2008). Education provides opportunities for hire, promotion, and experience necessary to achieve leadership goals. In a study of African American families and the value of education, Strmic and Leffler (2011) found that "education was a means to overcome racism and the attempts by society to limit what they desired to accomplish" (p.158). Completing additional education above the requirements shows diligence and provides the qualifications needed to overcome discrimination in the world place.

Aspiring African American leaders need to understand the value of on-the-job-training. Jollevet (2008) posits that on-the-job training and special assignments may give African Americans an advantage in promotional opportunities. Also, on-the-job training provides the extra ability to hold executive positions in a world where African Americans historically struggle to retain a leadership position (Corson & Costen, 2001, p. 17). The leader with more qualifications and experience should respond well to competition for the position when it arises. This suggests that African Americans should use strategies, such as additional training, education, and professional mobility to achieve career success.

Along with basic education, students who participate in campus organizations in high school and college are more likely to excel in leadership positions later in life (Sutton & Terrell, 1997, p. 61). Additionally, African Americans may be more likely to be involved in leadership opportunities if they start developing leadership skills in high school. Also, taking advantages of international opportunities will allow potential leaders to gain skills that will prepare them for leadership positions in the professional world.

Perseverance and work ethic. African Americans must also learn to take risks and opportunities in order to get ahead in the professional world. Jollevet (2008) explains that African Americans attaining leadership positions tend to be risk takers and that their

subordinates value that quality in them. Without taking risks, some of today's greatest African American heroes, such as Martin Luther King, Jr. or Rosa Parks, would never have inspired a nation to achieve progress in overcoming discrimination and segregation.

Mentors. Mentors help the majority culture in the professional world to accept minority workers. Researcher David Thomas (2001) explained that "promising white professionals tend to enter a fast track early in their careers, whereas high potential minorities take off much later, typically after they have reached middle management" (p. 99). Thus, mentors help both minorities and non-minorities but not at the same level. Even though African Americans can get stuck in middle management positions, Thomas (2001) showed in his study that "initial middle-management jobs were critical to their eventual success" (p. 102).

Aspiring African American leaders should understand the value of mentors. In an article on mentoring, Gettys (2010) explained that "mentors provide guidance …helpful to fulfill new roles and responsibilities" in leadership positions (p. 91). Whether a mentorship is set up informally or formally, mentors provide another opportunity for African American to set themselves apart from other aspiring leaders, increasing their chances of success (Jollevet, 2008, p. 27). He explained that African American leaders in police work were 84% more likely to have a mentor.

However, Jollevet (2008) suggests that choosing a mentor informally provides for a more successful professional relationship than being assigned a mentor (p. 27). Whether one chooses a mentor or one is chosen for oneself, these relationships will help build a network of support and professional connections throughout an African American's career. Jollevet (2008) explained that "once African Americans are promoted to the command level, they are going to need support from within the ranks" because of the biased environment we still live in today (p. 28). A

mentorship program can help African Americans rise above the racial work force and become respected leaders in whatever profession they choose.

Cultural intelligence. Aspiring African American leaders benefit from developing cultural intelligence in order to be understood by their peers and accepted by ethnic groups different from themselves. African American leaders typically will interact with a variety of people in many professional situations. A study on social identity recommended an individual must take into account how one is viewed by another person. A loud, commanding voice may seem threatening to a certain group of people, yet, to a different group of people, that voice will facilitate results and be viewed as being compatible with leadership. In the professional world, actions may not always speak louder than words because actions based on social identity do affect how the words are understood (Ruderman & Ernst, 2010). The understanding of the dynamics of one's own social identity helps leaders better appreciate the views of others. This appreciation is believed to be essential if leaders are to effectively bridge the differences (Ruderman & Ernst, 2010).

Networking and relational skills. African Americans can set themselves apart through being highly relational in their style of leadership. A study of African American female college presidents revealed a self-concept of being oriented towards relationships (Ayman & Korabik, 2010; Waring, 2003). They had a view of relationship as being critical to the practice of leadership. Some researchers classify leadership styles in one of two categories: considerate, people oriented or initiating structure-task oriented people (Ayman & Korabik, 2010). A relational style of leadership focuses on an individual's needs. In today's professional world, networking is a key strategy to obtaining a high-level position. It is important to be competent and gain the support of an influential leader. Building relationships with other professionals

allows one to connect with individuals in positions to recommend promotion when the time comes. Those relationships can take many forms, including informal friendship or formal mentors. In a professional world dominated by non-minorities, networking through relationships provides another tool to overcome the obstacles on the journey to executive leadership (Baldi & McBrier, 1997; Byrd, 2009).

Strong family, religious, and community support. Family encouragement and community support lessen the burden of the journey to leadership. With encouragement, one keeps up the determination needed to succeed in the professional world. With support one has a safety net to turn to in times of trouble. Family and community make the struggle to leadership not only worth the fight, but also tolerable and, at times, enjoyable (Strmic-Pawl & Leffler, 2011). Many early African American higher education leaders credit the empowerment of the inner personalities to their family upbringing, role models, and religious institutions (Valverde, 2003). Many of these leaders' parents would take them regularly to church which included Sunday school. The Christian teaching in the church instills the strong sense of hope about the future. Some of these leaders were raised in black communities that had a small town flavor of America; teachers and other professionals lived and worked together as neighbors to influence the children of the community (Valverde, 2003).

Summarizing African American Leadership

African Americans may benefit by acquiring the competencies, qualities, and attributes identified by the research literature on African American leaders. The literature has identified some leadership dimensions associated with the success of African American professional leaders. It appears the American society plays a role in creating a more equitable environment by administering justice and inclusion in the workplace. Aspiring African American leaders must

not be discouraged by discrimination or other challenges along the way to greatness. In recent years the increased number of African American leaders in Fortune 500 companies indicates the potential ability to overcome opposition to leadership success. African Americans aspiring to be leaders and achieve goals may be required to overcome bias and racism to achieve professional leadership positions. The research literature provides some understanding and insight for other African Americans choosing the path to formal leadership success. Historically, some African Americans have succeeded in the face of bodily harm, like during the Jim Crow Laws, or in spite of working in an unfriendly and hostile non-minority job environment.

There is certainly empirical research evidence that African Americans do face opposition within the work place from racist individuals and indirect acts of discrimination. The research implication is that African Americans aspiring to formal leadership positions may rise above the organizational challenges by demonstrating persistence and intentionally preparing and pursuing professional development opportunities. Understanding the potential benefits of specific competencies, qualities, and attributes may enhance an African American's opportunity to achieve an organizational leadership position.

Literature Review Conclusion

The purpose of this literature review of research has been three-fold: first, to identify and articulate the dimensions of police executive leadership for understanding to conduct this research study of African American municipal police chief leadership; second, to examine executive police leadership competencies, qualities, and attributes to equip police chief executives with information and understanding on how they might more effectively demonstrate leadership within their current job or achieve a police executive officer position; third, to

contribute to the academic conversation concerning the effective dimensions of police executive leadership.

Limitations of the Literature and Future Research

The current body of empirical research is minimal regarding the competencies, qualities, and attributes on a municipal police chief and nonexistent on an African American municipal police chief. The primary issue is that there appears to be a lack of consensus about the dimensions of police leadership (professional skills, knowledge, and abilities) needed to either prepare for or function effectively as a municipal police chief. While there is some evidence, based on the research literature reviewed, of several professional competencies, qualities, attributes, and traits identified for law enforcement executive positions, there is generally no differentiation made based on the management level within a law enforcement organization. The primary gap in the empirical research literature is on identifying a set of core or key competencies, qualities, attributes, and traits which contribute to a police chief's effectiveness. This dissertation study will focus on leadership dimensions of the effective African American police chief and will also identify dimensions of leadership for any police chief. These future research studies should also identify professional development activities and criteria for current law enforcement chief executive officers desiring to improve their ability to lead change.

Additional research should be conducted regarding specific professional developmental activities that might be undertaken by aspiring police executives or aspiring police chiefs to enhance their career advancement. In the spirit of the conversation that leadership is a practice that may be developed to some degree, it is important to know what significant developmental activities appear to enhance one's police executive leadership practice.

There is also a growing need for research literature that identifies the differences between men and women law enforcement executives, particularly those in the police chief job. This is a natural question that flows from the study of police executive leadership; researchers should give attention to the challenges and critical success factors for women aspiring to police executive positions, especially those desiring to become a police chief. Due to the absence of literature regarding the competencies, qualities, and attributes of an effective African American municipal police chief, this dissertation study is being conducted.

This literature review of police executive leadership, trait theory, emotional intelligence, and African American leadership summarizes significant but limited available empirical research and practitioner knowledge on the dimensions of leadership related to effectiveness of an African American police chief. These four streams of research literature are interrelated to the perspective of understanding and studying the African American municipal police chief. The themes identified in the research literature are foundational to development of the survey instruments to conduct the Delphi method research study. The identified and articulated themes that emerged are from the literature published primarily during the last 20 years. Figure 2.3 below depicts the African American Municipal Police Chief Literature Review Concept Ma which identifies all of the management and leadership dimensions from the four streams of literature reviewed to conduct this study.
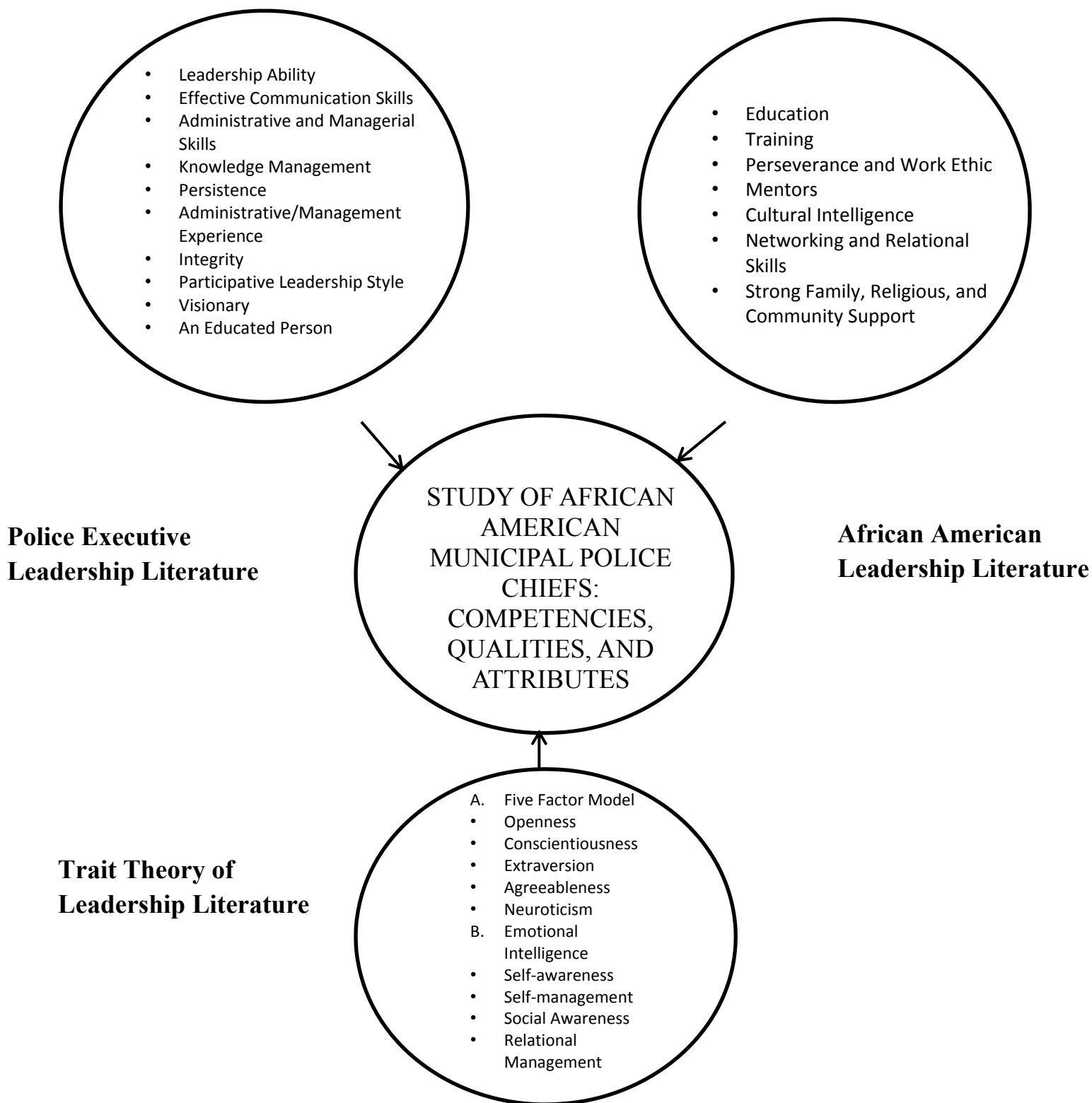
Figure 2.3 Figure depicts the African American municipal police chief literature review concept map with leadership dimensions.

Chapter III: Methodology

Since it was developed at the Rand Corporation over 50 years ago, the Delphi method, or technique, as it is also described, has become a widely used tool for measuring, aiding, forecasting, and decision-making in a wide variety of disciplines. Researchers typically use the Delphi method to evaluate complex topics that have little historical context and require expert opinion to fully understand underlying issues. This research technique is beneficial because it consults experts who have more relevant information than extant literature. Additionally, those experts place researchers in a specific moment and increase the possibility of capturing change over time (Franklin & Hart, 2007).

Researchers have defined the Delphi method as an effective means for collecting and synthesizing opinions from a diverse group of experts who have specialized knowledge in an area of interest and focus on a specific task (Biondo et al., 2007). The objective of most Delphi method applications is to reliably and creatively explore ideas or to produce information suitable for decision-making (Adler & Ziglio, 1996). The Delphi method is a technique that restructures the group communication process to bring together expert opinions to formulate a prediction or to develop a set of priorities. On the practical level, the Delphi method provides an alternative to formal meetings, interviews, or other face-to-face interactions to obtain input and feedback. Unlike meetings, where often not everyone can be present, the Delphi method allows all participants to have equal opportunity to be involved with the decision-making process (Geist, 2010).

The Delphi method is a social research technique which seeks to obtain a reliable group opinion from subject matter experts. This is a method of structuring communication process among individual experts who can provide valuable aid for solving a complex problem. It has

been used since the 1960s in academia and business and is employed principally as a technique

for planning and reaching consensus in uncertain situations for which it is not possible to use

other techniques that are based on objective information (Landeta, 2006). Because it is flexible

and simple, The Delphi method can be applied effectively in different geographical and thematic

contexts.

Its main characteristics are that (1) it is an iterative process, (2) identity of study

participants are anonymous and known only by the researcher(s), (3) there is controlled

feedback, and (4) the collected and analyzed statistical group response from the participants are

the basis of the outcome of the study (Linstone & Turoff, 1975).

The Delphi method has had its greatest application and acceptance as a means of

prediction of a list of future technical events or developments or the creative exploration of ideas

or the production of suitable information for decision-making.

History of the Delphi method

The Delphi method was first introduced in the 1950s by Norman Dalkey and Olaf Helmer

during their association with the Rand Corporation in Santa Monica, California. While there,

Dalkey and Helmer conducted operations research and were involved with a project sponsored

by the U.S. Air Force (Woudenberg, 1991). The aim of the project was to use expert opinion to

select the optimal United States industrial target system (based on the point of view of a Soviet

strategic planner) and to estimate the number of atomic bombs required to reduce munitions

output by a prescribed amount. The technique was used to obtain the most reliable consensus of

opinion of the group of experts by using a series of intense questionnaires, each interspersed with

controlled opinion feedback (Dalkey & Helmer, 1963, p. 458). Specifically, the structure of the

technique was intended to allow access to the positive attributes of interacting groups (college

from a variety of sources, created synthesis, etc.), while preventing the potential negative aspects (attributable to social, personal, and political conflicts, etc.). It is a methodology that is uniquely suited to studying topics that have little historical evidence (due to rapidly changing events) and are greatly complex. By collecting expert judgments on a particular topic and then documenting and assessing those judgments, the researcher is able to establish consensus (Franklin & Hart, 2007).

The joint Air Force and Rand Corporation study that examined the use of expert opinion in research was named Project Delphi (Dalkey & Helmer, 1963). The Delphi method, as previously indicated, was developed as a way to overcome negative effects of person-to-person interactive groups, particularly the tendency of low status members to go along with the opinions of high status members in spite of contrary feelings (Torrance, 1957; Van de Ven, 1974). Therefore, the objective of the Delphi method was to "reduce the negative effect of group interactions" (Gupta & Clarke, 1996, p. 185) and to obtain the most reliable consensus of opinion of a group of experts (Gupta & Clarke, 1996). The Delphi method is named after the ancient Greek oracle at Delphi, who offered visions of the future to those who sought advice. In its original form, the Delphi method was a long-range qualitative research methodology forecasting technique to elicit, refine, and draw upon the collective opinion and expertise of a selected panel of experts (Gupta & Clarke, 1996).

The Delphi method has since evolved through five distinct eras: Secrecy, Novelty, Popularity, Scrutiny, and Continuity and Refinement (Rieger, 1986). The Secrecy era occurred from the late 1950s to the early 1960s and is represented by activities in the area of military intelligence (Needham & de Loe, 1990). Under the auspices of Project Delphi, Dalkey and Helmer (1963) developed a technique to obtain reliable consensus judgment regarding post-

World War II weapons requirements. The Novelty area of the 1960s was characterized by use of the Delphi method to forecast activities, such as social trends and technological projections (Linstone & Turoff, 1975). The Popularity era, which began in the late 1960s and continued through the 1970s, was characterized by many applications of the Delphi method, not only for forecasting, but also for evaluating complex social problems related to issues, such as the environment, transportation, and health. During this time, Linstone and Turoff (1975) reported a three-fold increase over the previous era in Delphi technique activity. The Scrutiny era, from 1970 to 1980, began with a publication of Sackman's (1975) criticism of the Delphi technique. An academic discourse immediately followed; and, according to Bardecki (1984), Martino (1993), and Needham and de Loe (1990) the majority of Sackman's criticisms were effectively refuted by Goldschmidt (1975). The current era of Continuity and Refinement from 1980 to the present is characterized by the acceptance of the Delphi Method as a legitimate and valuable research contributor to the progress on complex social problems or issues (Rieger, 1986; Landeta, 2006).

Since the 1950s use of the Delphi Method has spread from its origins in the defense community in the United States to a wide variety of areas and numerous countries. Its applications have extended from the prediction of long-range trends in science and technology to applications in policy development and decision-making. An examination of recent literature reveals how widespread the use of the Delphi technique is, with applications in areas as diverse as the healthcare industry (Hudak, Brooke, Finstuen, & Riley, 1993), marketing (Lunsford & Fussell, 1993), education (Olshfski & Joseph, 1991), and transportation and engineering (Saito & Sinha, 1991). Linstone and Turoff (1975) described the growth path and interest in the Delphi method from non-profit making organizations to government, industry, and, finally, academia.

The Delphi Method

Since its original application over 50 years ago, the Delphi Method has become an established and legitimate methodological approach worthy of continued investigation and application (Kaynak & Macauley, 1984; Linstone & Turoff, 1975; Needham & de Loe, 1990). The Delphi technique has been used in diverse research domains and widely applied (Brown, 2006).

The structure of the Delphi Method is intended to allow access to the positive attributes of interacting groups (knowledge from a variety of sources, created synthesis, etc.) while preempting their potentially negative aspects which are attributable to social, personal, and political conflicts, or other issues. This method allows researchers to consider input from a large number of participants that could feasibly be included in a group or committee meeting and from participants who are geographically dispersed.

The Delphi Method is not designed to challenge statistical or model-based procedures, against which human judgment is generally shown to be inferior. It is intended for use in judgment and forecasting situations in which model-based statistical methods are not practical or possible because of the lack of appropriate historical, economic, or technical data. Therefore, this technique is useful when some form of human judgment or input is necessary (Wright et al., 1996).

There are four key features that are necessary for identifying a procedure as a "Delphi": anonymity, iteration, control feedback, and the statistical aggregation group response. Anonymity is achieved through questionnaires by the researcher. By allowing the individual group members the opportunity to express their opinions and judgments privately, they are removed from the social pressures of group dynamics, such as a dominant or dogmatic individual

or pressure to agree with the majority. The theory of the strategy is that it should allow the individual participant to consider each idea on the basis of merit alone, without the influence of peer pressure. Additionally, by generating the questionnaire over a number of rounds, participants are given the opportunity to change their opinions and judgments without the fear of the response of other group members (Keeney, Hasson, & McKenna, 2006).

In the Delphi method feedback, through which the group members are informed of the opinions of their anonymous colleagues, is provided between rounds of questionnaire iterations. The feedback is often presented as a simple statistical summary of the group response, usually comprising a mean or median value: for example, the average group estimate of the day when an event is forecast to occur. On some occasions additional information may also be provided, such as arguments from individuals whose judgments fall outside certain free specified limits. This results in feedback (after several rounds of questionnaire iterations) that comprises the opinions and judgment of all group participants, not just the most vocal. The group judgment is determined as the statistical average (mean/ median) of the participants' scores on the final round. The final judgment is determined as the consensus of the group of experts (Rowe & Wright, 1999).

Typically, the Delphi method is used to address complexity and uncertainty in an area of study where there are not correct answers or specific data and the achievement of consensus through expert opinion is considered an acceptable second choice (Kaynak & Macauley, 1984). It is in this context that these authors describe the Delphi technique as a unique method of soliciting and refining group judgment based on the rationale that a group of experts is better than one expert when exact knowledge is not available. Other authors define Delphi as a method for structuring a group communication process so that it is effective in allowing a group of

individuals, working collectively, to deal with a complex problem (Linstone & Turoff, 1975). Authors Day and Bobeva (2005) agree that the Delphi method is founded upon the use of techniques that aim to develop from a group of informants an agreed view or shared interpretation on an emerging topic area or subject for which there is contradiction or controversy.

The Delphi method has been applied in a wide variety of contexts on a multiple of complex issues because it is structured to be an inclusive, flexible, and reflexive process that facilitates, but does not force, consensus (Linstone & Turoff, 1975). The methodology offers an alternative to traditional face-to-face or consensus-seeking or other research approaches like focus groups, group interviews, and think-tank committees (Needham & de Loe, 1990). It is distinctive because it reduces the influence of psychological factors, such as the power of persuasion, the unwillingness to abandon established norms, the "group think" effect of majority opinion, and the risk of voice submersion by a dominant voice (Linstone & Turoff, 1975).

When viewed as a research communication process, there are few areas of human endeavor which are not candidates for the application of Delphi. While many people label Delphi as a forecasting procedure because of its significant use in that area, there is a variety of inquiry application areas (Linstone & Turoff, 1975). The following are some of the known uses of this technique to examine issues from a research perspective:

- gathering current and historical data not accurately known or available,

- examining the significance of historical events,

- evaluating possible budget allocations,

- exploring urban and regional planning options,

- planning university campus and curriculum development,

- putting together the structure of a model,

- delineating the pros and cons associate with potential policy options,

- developing causal relationships in complex economic or social phenomena,

- distinguishing and clarifying real and perceived human motivations, and

- exposing priorities of personal values and social goals.

However, it important to understand that it is not the explicit nature of the application that determines the appropriateness of utilizing the Delphi technique; rather, the effectiveness of the study depends on the particular circumstances surrounding the application and the group communication process (Linstone & Turoff, 1975, p. 4).

The Delphi method as a tool for knowledge building. International and local government authorities are growing increasingly committed to improving the quality of services, which requires multiple entities to work together to exchange experiences and information. This has resulted in an increase in functions and services provided, which causes the creation of committees and other decision-making bodies involving civil servants, experts, politicians, administrators, and the lay community. Therefore, it is challenging and necessary to use tools like the Delphi Method to improve the exchange among various decision-making bodies (Adler & Ziglio, 1996). The Delphi technique improves the generation of critical ideas and the structured collection and processing of expert information. Once a Delphi exercise is complete, a committee may utilize the results to establish differing opinions and the pros and cons of each opinion; this is advantageous because it eliminates a major bottleneck, evident in most group dynamics, by providing opportunities for a clear delineation of differing views in a non-threatening environment.

Turoff (1970) maintains that applying the Delphi method to the exploration and evaluation of policy issues is particularly useful in situations with no clear cut resolution on the policy or the knowledge required. Experts become advocates for the effectiveness and efficiency of a particular resolution and must compete with advocates of other interest groups.

The Delphi method is an organized approach to collecting views and information for a specific policy area. Expert opinions are reported anonymously and thus remove fears or potential repercussions; no individual must commit him or herself to an opinion until all alternatives are presented. In summary, the Delphi method serves any one or combination of the following purposes:

- ensures that all major possible options on an issue are considered,

- estimates the impact (in terms of technical and economic feasibility) and consequence of each option, and

- examines the acceptability (in terms of political or ethical desirability) of each option.

The Delphi method is not an attempt to remove the policy formulation or decision-making responsibility from those who must exercise; instead, Delphi designers work with civil servants and those individuals who will eventually apply the results of the Delphi method. The Delphi method is an important tool for decision makers facing uncertainty because it explores the nature of a particular social policy or public health problem, assesses its magnitude, and evaluates different ways of addressing it. Results can assist policy makers to improve creativity in decision-making when accurate information is unavailable (Adler & Ziglio, 1996).

The use of Delphi for reality construction. Reality can be described as the name given to collections of tacit assumptions. As an individual, one maintains several of these realities to understand the various environments in which one operates. Reality can be described as

presumed agreements which give meaning to one's thoughts and help guide one's actions in a particular setting (Linstone & Turoff, 1975). A group reality may be actively renegotiated or constructed for current or new situations. The Delphi method may be used to intentionally create a reality that will prompt appropriate kinds of active interventions. A Delphi inquiry can produce a common reality for a current situation or question, as a result of the participation of a panel of experts.

Throughout the Delphi process each interaction produces a shared reality which is initially formulated by the panelists, from their expectations and the information presented in the initial survey instruments used. This particular reality is elaborated and modified by the succeeding interactions until consensus or stability is achieved. The patterns or styles of interaction can be manipulated in order to produce results which will have greater insight, or usefulness, and higher impact for those interested in the study results. The size and shape of the reality within which things come to be understood in a Delphi study are more important than the specific substantive descriptions produced by the panel of experts. The credibility and significance to the user of the results of the Delphi inquiry depend, in part, on the user's perception of the clarity, intelligence, and fit of the reality implied, along with the perceived quality of the information (Linstone & Turoff, 1975).

Delphi used to examine leadership. It is appropriate to use the Delphi method to examine leadership research questions. Researchers and clinical experts strive to increase their knowledge and generate a solid knowledge base by conducting research. However, not all relevant questions in medicine or the social sciences can be answered by conventional research methods. This is particularly true when accurate information is not available and when judgmental information is required. Expert knowledge, gleaned from years of experience in the field, is an available and

underrated source of knowledge that can be made available to less experienced practitioners (Steurer, 2011). There are several methods for garnering the knowledge of experts; one of the options is to use the Delphi method. The Delphi method has been used to research leadership issues (Dalkey, 1967; Judd, 1972); for example, Murry and Hammons (1995) used the Delphi Method to determine the effectiveness of the criteria used for administrative personnel assessment (Nworie, 2011).

Professions, including nursing and medicine, have been studied to determine the current and future needs of executives in their respective professions (Meadows, 2005). The results have indicated that executives, regardless of their profession or practice setting, require competence and a wide array of leadership and management skills. The Delphi technique is just one such methodology to identify challenges that the current and future executives are facing or will face in the future and to define what competencies, qualities, and attributes may enhance one's ability to successfully negotiate these challenges. The use of this or other methodological studies helps evaluate how management and leadership skills are being incorporated into the professional education, training, and mentoring of individuals within professional disciplines.

Characteristics of the Delphi Method

There are three uses of the Delphi method discussed in extant literature: classical, decision-making, and policy Delphi. The classical Delphi method functions as a process for establishing facts about a situation or topic. The decision-making Delphi is used to inform collaborative decision-making. Finally, policy Delphi seeks to generate ideas about a specific topic (Franklin & Hart, 2007). The conventional Delphi is used as a decision-making tool. The main assumption underlying the methodology is that an expert opinion on a topic investigated has a better chance of proving accurate than the opinions of non-experts or individual experts (de

Loe, 1995). Delphi researchers (Needham & de Loe, 1990) have divided examples of conventional Delphi use into four groups, according to the ways in which they were used:

1. predicting or forecasting the occurrence of events or trends,

2. ranking alternative goals or objectives,

3. creating strategies for management, and

4. allocating scarce resources between competing options.

When to use the Delphi method. The Delphi method is useful as a methodology when three considerations are applicable: a) The problem does not lend itself to precise analytical techniques that can benefit from subjective judgments on a collective basis. b) The problem at hand has no monetary history or adequate information on the present and future development. c) addressing the problem requires exploring and assessing numerous issues connected with various options where the need for pooled judgment can be facilitated by judgmental techniques (Adler & Ziglio, 1996). Three additional questions should be asked before making the decision of selecting or rejecting the Delphi technique:

1. What kind of group communication process is desired in order to explore the problem or issue?

2. Who are the individuals with the expertise regarding the problem and where are they located?

3. What are the alternative techniques available and what results can reasonably be expected from their application?

Only when the above questions are effectively answered can one decide whether the Delphi method is appropriate to the context in which it will be applied. Failing to address these questions may lead to the inappropriate application of the Delphi method and discredit the whole

effort (Adler & Ziglio, 1996). The Delphi method obtains data from a panel of experts through a series of questionnaires and/or interviews. To determine judgments or opinions, the researcher collects each participant's anonymous response after each round of questioning and creates a summary. Participants then evaluate the results of the previous rounds. Depending on the complexity of the study, at least two or three rounds may be necessary to achieve consensus. In studies where the goal is to identify skills and knowledge, the use of the Delphi method improves the validity of the research because of its relevance to those whom the skills effectiveness will potentially impact.

Key considerations for using the Delphi method. The Delphi method represents a method for structuring a communication process amongst experts by allowing them to systematically deal with a complex problem. According to Linstone and Turoff (1975) the Delphi method allows for feedback of individual contributions, assessment of group judgment, opportunities for experts to revise views and reassess previous contributions, and, if necessary, anonymity for individual responses. The following points can be made:

- The Delphi method attempts to draw on a wide reservoir of knowledge, experiences, and expertise in a systematic manner instead of relying on ad hoc communications with selected individuals.

- The Delphi method should be used when the primary source of information sought is informed judgment, meaning there is uncertainty on both the nature of the problem and the policy measures for addressing it effectively and efficiently and existing information on the magnitude of the problem is not available or is too costly to provide.

- There are many instances where decisions would require information that is not readily available; in these situations, decision-makers must rely on the opinion of experts. One challenge is how to secure such expert opinion and how to reconcile different opinions about the subject matter. The Delphi method is one way of meeting this challenge.

- A Delphi exercise can be a highly motivating task for respondent experts. If designers are imaginative in their analysis, feedback, and construction of the sequential questionnaires, the method can provide a novel and interesting way of exchanging and distilling information from experts.

- Anonymity in carrying out the Delphi method can improve group response and allow a sharing of responsibility to release respondents of inhibitions.

- In almost every application of the Delphi method, concerns arise regarding its value and usefulness as a tool for inquiry, particularly concerning the credibility of results arrived at through the Delphi process. These concerns apply not only to the Delphi method but also to any form of exchange of information, such as interactive meetings, interviews, conferences, and ad hoc working groups. The Delphi method, if properly conducted, usually generates a better outcome in generating new ideas, exploring future scenarios, and improving informed judgment on problems of uncertainty as opposed to traditional face-to-face interactive communication (Adler & Ziglio, 1996, pp. 20-22).

There are several other key considerations for using the Delphi method in a research study:

- providing a framework by which a group of individuals with a lack of propinquity can work together, eliminating the psychological factor of face-to -face meetings to gather data;

- providing documentation by using simple statistical analysis;

- eliminating the opportunity for some participants to persuade others, owing their position or status; and

- minimal cost in the use of it.

Reliability of the experts and group size. When using the Delphi method, the criterion for deciding the sample size of a Delphi panel is not statistical. The size of the expert panel will vary depending on the problem under consideration and related issues. The scholarly literature on the subject suggests that with a homogenous group of experts, effective results can be obtained even with a small group of 10 to 15 individuals (Delbecq, Van de Ven, & Gustafson, 1975). The impact of group size on the outcome of the Delphi study is, of course, a crucial question in the application of this methodology. Some experiments on the Delphi method carried out in the 1950s and 1960s indicated that an increase in group size could reduce error (Adler & Ziglio, 1996). It is important to note that, above a certain threshold, including more individuals provides only marginal benefit to the distillation process resulting from use of the Delphi method (Dalkey & Helmer, 1963).

Selecting the panel of experts must be based on explicit criteria rather than personal preference of the researchers. The criteria for each Delphi study depends on the purpose and goals for which the Delphi technique is being used. Expertise in a particular area is usually the key criteria for selecting members for the Delphi group panel (Adler & Ziglio, 1996). The first component of expertise is knowledge of and practical engagement with the issues under

investigation. Second, is that selected experts must have the capacity and willingness to contribute their knowledge to the problem. Third is that the subject matter experts must both be available and have allocated sufficient time to dedicate to the Delphi study. The participants must have written communications and decision-making skills demonstrated through written and voting procedures; these skills can also be represented in the criteria for selection. Fourth is that the definition of expert will vary according to the context in the field of expertise in which the Delphi Method is going to be applied. In this research study, expert is defined as one who has acquired knowledge, special skill, and experience in the subject area being studied.

Merits of the Delphi method. The Delphi method has specific merits in eliciting and processing judgmental information:

- It focuses attention directly on the issue under investigation.

- It provides a framework within which individuals with diverse backgrounds or in remote locations can work together on the same problem.

- It minimizes the tendency to follow-the-leader and other psychological and professional barriers to communication

- It provides an equal opportunity for all experts involved in the process.

- It produces precise documented records of the distillation process through which informed judgment has been achieved (Adler & Ziglio, 1996, p. 22).

The Delphi method is sensitive to environmental changes and is uniquely designed to capture change over time as well as the experts' reflections as that change occurs. Because of this, the Delphi method provides researchers with the opportunity to witness perceptions of an event in real time and not months or years after the event occurred; it gives the data a level of authenticity not realized by other methods (Franklin & Hart, 2007).

Critique of the Delphi method. Much of the criticism of early Delphi studies centered on their sloppy execution (e.g., Stewart, 1987). Specific criticisms included claims that Delphi questionnaires were poorly worded and ambiguous (e.g., Hill & Fowles, 1975) and that the analysis of responses was often superficial (Linstone & Turoff, 1975). Reasons given for the poor conduct of early studies ranged from the technique's apparent simplicity, encouraging people without the requisite skills to use it (Linstone & Turoff, 1975), to suggestions that the early Delphi researchers had poor backgrounds in the social sciences and lacked knowledge of appropriate research methodologies (e.g., Sackman, 1975; Rowe & Wright, 1999).

Negative evaluations have been appearing since the 1960s. In the Rand Corporation study that aroused worldwide interest for Delphi, Gordon and Helmer used forecasting as an alternate term for prediction to indicate the tentative nature of their and related investigations (Woudenberg, 1991). The effectiveness of the study seems to be based more on the quality of the participants (Isaac Asimov, Arthur C. Clarke, Carl G. Hempel, and Stephen Toulmin, among others) than on the quality of the study itself or its results. Dalkey, next to Gordon and Helmer the main developer of Delphi, summed up most of the negative aspects of Delphi, including the strong group pressure to conform induced by statistical feedback of the group response (Woudenberg, 1991).

Several researchers using the Delphi method note that developing the first questionnaire is difficult because key issues may be overlooked if they are new, not yet in literature, or their significance is not yet fully recognized (Franklin & Hart, 2007). This certainly highlights the importance of the expertise of the researcher(s) in a critique of the process. The possibility of this situation also underscores the importance of encouraging qualitative comments on each questionnaire, allowing panelists the opportunity to share their extant knowledge about the topic

with researchers. This also emphasizes the need to recruit panelists who are truly experts on the topic. When conducting the study, if researchers miss key issues in the first questionnaire, typically, they are not easily recovered in the third questionnaire.

The entire data analysis process is time consuming and labor intensive. However, the most challenging component in the process is analyzing the qualitative comments to glean key issues for new statements on the second and third questionnaire.

The data analysis process for the policy Delphi method is subjective. Even with the use of a survey based on literature, the process of condensing, refining, and developing the next round of questionnaires is subjected to the knowledge, experiences, and perceptions of the researchers (Moore, 1987; Stewart & Shamdanasi, 1990), who must adequately incorporate the essence of the panelists' responses and comments in subsequent questionnaires. They must interpret qualitative comments made by panelists to ensure that all key issues are addressed in subsequent questionnaires. In this process there exists the potential for researcher bias.

When using a Delphi method of any kind, researchers must anticipate a large and ever-expanding database; coupling panelists with strong feelings about a phenomenon with a broad and complex topic results in layers of quantitative and qualitative data. It is important for researchers considering a Delphi study to plan in advance for data management and storage.

The sensitivity of the Delphi method to environmental changes is a benefit and a limitation of the method. This sensitivity makes the Delphi method uniquely vulnerable to insignificant change anomalies that do not stand the test of time. Researchers are advised not to use the Delphi method as a stand-alone method in making policy decisions. Instead, Delphi is best used to lay the groundwork for future studies using other methods (Franklin & Hart, 2007).

Those trained in the traditional approach to research design—for example, positivism, with its emphasis on large and preferably random samples—would have a critical view of the relatively small, nonrandom samples typically used in Delphi studies. Reliability and validity are critical properties of measures in all types of research. Some writers (e.g., Sackman, 1975; Woudenberg, 1991) have challenged the Delphi method, claiming that the reliability judgments are questionable because responses from different panels to the same question can differ substantially, the consensus achieved in later rounds might be due more to some pressure to conform rather than to a genuine converging of opinions, and the use of open-ended questions can make it difficult to assess measurement reliability and validity (Loo, 2002).

Table 3.1 below describes the advantages and disadvantages of using the Delphi method as a research methodology as articulated in extant research literature.

Table 3.1

Advantages and disadvantages of the Delphi method.

ADVANTAGES	DISADVANTAGES
1. Well-suited for forecasting uncertain factors.	1. Highly sensitive to these design characteristics: a. Panel expertise b. Panel composition c. Question clarity d. Outlier management and reporting e. Questionnaire administration
2. Anonymous.	2. Assumes experts will allow their judgments to be re-formed by the opinions of others.
3. Dependent on expert judgment.	3. Vulnerable to high attrition rates due to the long temporary commitment required, distractions between rounds, or disillusionment with the process.
4. Not limited by narrow expert definitions.	4. The use of monetary payment or moral persuasion to retain participants may introduce bias into the study results.
5. Effective and efficient.	5. Risk of 'specious consensus' where participants conform to the median judgment (lack of engagement or knowledge of topic, temporal constraints, etc.).
6. Reliable and outcomes can be generalized.	6. Difficulty determining what constitutes sufficient consensus (or lack thereof), when iterations stop, and when a final report should be prepared.
7. Non-linear by design.	7. The results are less generalizable.
8. Insightful.	8. A statistical-based model is generally more reliable.

The Delphi method process. The Delphi method process involves presenting a questionnaire or survey form to a panel of subject matter experts in a specific field of study or discipline in order to seek their opinions or judgments on a particular issue. After they respond to the original survey, the data is summarized and a new questionnaire is designed according to the results from the first round responses. The second questionnaire is returned to the participant, and they are asked, in light of the first round results, to reconsider their mutual opinions and to

once again return their responses to the researcher. Repeated rounds of this process are continued (usually one or two more rounds) until consensus of opinion, or point of diminishing returns, has been reached.

The Delphi method is a multi-stage approach, with each stage building on the previous one. It can resemble a highly organized meeting of experts, controlled by a chair person who is adept at summing up the responses of the meeting by reflecting the participants' own views back to them in such a way that they can continue to dialog. In this type of meeting, the significant difference is that the individual responses of the members, along with their identity, are basically unknown to one another (McKenna, 1994). The main advantage of the method has been described as "the achievement of concurrence in a given area where none previously existed" (McKenna, 1994, p. 1222).

Though there is substantial evidence in literature that a wide divergence of participant opinion is typical in the first round of any Delphi investigation, after multiple iterations participants tend to reach consensus (McKenna, 1994). It is important for researchers to understand the meaning of consensus. Some suggest that consensus should be equated with more than 51% agreement among the participants, while others argue for as high as 100% (Powell, 2003).

The classical Delphi. The original Delphi method, organized by Norman Dalkey of the Rand Corporation for the 1950s U. S. military project, characterized the classical Delphi method as having four key features (Dalkey & Helmer, 1963):

- the anonymity of Delphi participants which allowed them to freely express their opinions without undue social pressures from others in the group to conform

(decisions are evaluated on their merit rather than the status of who proposed the idea);

- the use of multiple iterations, which allows participants to refine their views in light of the group's progress from round to round;

- the control of feedback which informs participants of other perspectives, and provides the opportunity for participants to clarify or change their views; and

- the statistical aggregation of the group response to allow for a quantitative analysis and interpretation.

Some researchers suggest that only classical studies that include these four characteristics should be classified as Delphi studies (Rowe & Wright, 1999), while others show that the technique can be effectively modified to meet the needs of a particular study (Adler & Ziglio, 1996; Linstone & Turloff, 1975). The distinction is sometimes made by using the term Classical Delphi to describe the use of this technique that adheres to the characteristics of the original Delphi as summarized by Rowe and Wright (1999).

Stability and agreement. In most Delphi studies, consensus is assumed to have been achieved when a certain percentage of the responses fall within a prescribed range for the value being estimated. There are no guidelines concerning the strategy to be followed when stable responses are obtained, nor are there guidelines to be followed when no consensus or low levels of consensus are obtained. Delphi studies that have used a consensus measure as a stopping criterion have usually dropped questions from successive rounds that did not reach consensus whenever it appeared that there was little or no change in the responses from one round to the other (Dajani, Sincoff, & Talley, 1979).

Stability refers to the consistency of responses among successive rounds of a study. It occurs when the responses obtained in two successive rounds are shown statistically not to be significantly different from each other, irrespective of whether a convergence of opinion occurs. On the other hand, different levels of agreement (or convergence of opinion) among respondents may occur in any given round, irrespective of whether that round is stable when compared to the preceding round (Dajani et al., 1979, p. 84). While stability does not necessarily imply a given level of agreement, it is recommended researchers should only attempt to analyze the level of agreement when participants reach a stable answer (Chaffin & Talley, 1980).

Levels of agreement. Assuming that respondents have reached a stable answer in two consecutive rounds, this stability can be manifest in any one of the following ways:

- *Consensus:* occurs when unanimity is achieved concerning any given issue. When consensus occurs, the study may be terminated.

- *Majority:* occurs when more that 50% of the respondents exhibit consistency. When a majority occurs and is coupled with an apparent agreement among the minority respondents, the study may be terminated.

- *Bipolarity:* occurs when respondents are equally divided over an issue. When bipolarity occurs, the researcher should determine the nature of the stability among the two bipolar groups (e.g., agreement among subgroups based on different levels/types of expertise) and decide whether to terminate or rewrite the particular question. If the latter choice is made, a new round is administered using a rephrase question. This question, in turn, must pass the stability test before it is dropped from the study.

- *Plurality:* occurs when a larger portion of the respondents (but less than 50%) reach agreement. When plurality occurs, the researcher should check for consensus within the pluralistic group and for any stability among other individual respondents or clusters of respondents. If stability is not established, a new round of questions is administered. If, on the other hand, stability is established, there is a choice of terminating the particular question or of rephrasing it and including it in the following rounds.

- *Disagreement*: occurs when each respondent maintain views independent of each other respondent, such that the responses cannot be brought into consonance. Whenever stable disagreement is achieved for a given question, the researcher must decide whether to terminate or rephrase the question statement. If the latter choice is made, the rephrased question will be included in the following rounds and will be dropped when it passes the test of stability and when no further benefits can be expected from rephrasing it.

   Thus stability/instability is determined for any given round. If instability is found, a new round is generated. If stability is found, a decision rule is applied to identify consensus, majority, bipolarity, plurality, or disagreement (Dajani et al., 1979).

The Four Features of a Delphi Study

As previously indicated, the Delphi method was developed as a way to overcome negative effects of person-to-person interactive groups, such as the tendency of low-status members to go along with the opinions of high-status members in spite of contrary feelings or getting side-tracked and losing sight of the goal of the discussion. Four features that eliminate

such problems in the Delphi technique are anonymity, iteration, controlled feedback, and statistical group response (Rowe, Wright, & Bolger, 1991).

Anonymity. After a study question is identified, the researchers will develop questionnaires or surveys which may be completed by the participants in their own homes or offices. This allows participants to provide input without influence from other group members, while reflecting solely on an issue's merits. The anonymity of a Delphi technique removes the pressures or conflicts encountered in a face-to-face interaction. All ratings and comments are submitted anonymously so that participants can modify their opinions without feeling judged by other members of the group (Rowe et al., 1991).

Iteration. The iteration feature begins with the generative round in which group members are presented with a prompt describing the issue, problem, or topic of the study. Participants then generate ideas or comments about the problem by individually brain-storming. The researcher summarizes the responses and presents them to participants in the form a survey or questionnaire for a second round of input. This process is repeated one or more times, depending on the complexity of the issue, until consensus is reached (Rowe et al., 1991).

Controlled feedback. The researcher controls feedback between iterations by using qualitative data (comments, reasons for ratings, etc.) as a form of feedback to all of the participants. Controlled feedback is presented in an organized format which allows participants to read, comment on, and critique all facets of the issue virtually simultaneously between iterations (Rowe et al., 1991).

Statistical group response. A statistical group response consists of quantitative feedback, such as medians, interquartile ranges, means, and standard deviations based on

numerical ratings given by all participants of each item. After the final iteration the ideas and opinions are presented, along with the descriptive statistics of the ratings (Rowe et al., 1991).

The above four characteristics are necessary defining attributes for using the Delphi method although there are multiple ways in which these attributes may be applied. The first round of the classical Delphi procedure is designed to be unstructured, allowing for individual experts to freely identify and elaborate on those issues they think are relative to the study (Martino, 1993). The researcher then consolidates these individual views, opinions, and judgments into a single set and produces a structured questionnaire for the following round. The views, opinions, and judgments of the participants may then be constructed in a quantitative manner for input and feedback on subsequence rounds. This process continues until certain stability in the participants' responses is achieved. It is important to note here that variations from the above described Delphi ideal do exist (Linstone & Turoff, 1975; Martino, 1993). [1]

Checklist for using the Delphi study. See Appendix A for a checklist for using the Delphi method. These benchmarks are not definitive but guide researchers who are considering the Delphi method, by providing structure, thereby avoiding arbitrary practice of this technique. If used appropriately, the methodology has much to offer in terms of gaining opinions from a wide range of individuals on a specific topic. This guide will assist in achieving the primary objective of a Delphi study: to obtain a consensus about judgmental information from a group of expert respondents. In the most common form of Delphi studies, a selected group of expert respondents is presented with a sequence of questionnaires, the results of which are used to produce the next round.

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[1] Appendix A at the end of this study paper on the Delphi method provides a checklist for those using the technique to conduct a study.

Dissertation Research Study Design

      Restatement of the research study question. The focus of this research question is "What are the key competencies, qualities, and attributes of the African American Municipal Police Chief?" The word *key* is significant in the research question because it may be defined as something that gives an explanation, identification, or solution to gain understanding. The purpose of this research question was to gather evidence of key dimensions which are likely to enhance an African American municipal police chief's job performance, not just allow them to attain the position. An outcome of this dissertation research question is to determine the commonalities among those African Americans who perform effectively as the chief executive officer (police chief) of a municipal law enforcement agency. The researcher considered the following question: How can what we learn about police executive leadership development through studying blacks who achieve the highest position in law enforcement be used to educate and inform aspiring police chiefs, particularly other African Americans? A pilot study of this same research question and a literature review of police executive leadership was used, in part, to explore or expose underlying assumptions.

      The Delphi method may be used in a number of ways; the purpose here is theory building (Adler & Ziglio, 1996). This research methodology is flexible and commonly used in the social sciences. It is applicable to questions, such as the focus of this research, where there is insufficient information available and a consensus of the opinions of experts can enhance knowledge in the discipline. This study's results produced a theoretical construct on the core competencies, qualities, and attributes of the African American municipal police chief. The participants were asked to draw on a wide reservoir of knowledge, experiences, and expertise in a systematic manner consistent with the principles of the Delphi technique. The experts, who

possess informed judgment of the research question, were the primary source of information for the results of the study.

The components of the study question. Information on this study question was obtained by asking a panel of experts, all of whom are African American municipal police chiefs, to describe police chief executive leadership based on the criteria of critical success factors as defined below:

Competencies. Competencies are the identified knowledge, skills, and abilities that directly and positively impact the success of employees or the organization in a field of study or profession.

Qualities. Qualities are the specific personal characteristics that contribute to one's personality. They help a person manage or adjust to their environment. They are characteristics developed over time by the individual that make a positive contribution during the process of human interaction.

Attributes. Attributes are the peculiar, uncommon, or distinctive abilities that set an individual apart from others in the same discipline, field of study, or profession and are closely associated with professional effectiveness.

Articulating the differences. The differences in the dimension categories are articulated as follows**:** Competencies are knowledge, skills, and abilities used to be more effective within the profession. Qualities are personal characteristics developed over time that enhance professional and human interaction. Attributes are peculiar (uncommon/ distinctive) abilities that distinguish exceptional performance within a profession.

Delphi methodology compatibility. The purpose of this research study is consistent with the four research objectives that Linstone and Turoff (1975) determined were necessary for the Delphi technique:

- To explore the underlying assumptions or information leading to differing judgments concerning the critical success factors of the African American municipal police chief;

- To seek from African American municipal police chiefs information that may generate a consensus;

- To correlate informed judgments on the research topic spanning a wide range of competencies, qualities, and attributes for the African American police chief;

- To educate the respondent group as to the diverse and interrelated aspects of the effectiveness of African American municipal police chiefs.

Figure 3.1 below provides an overview diagram of the Delphi method study process that was used to examine this research question. The dissertation study technique was used for three iterations, after which I, as researcher, collected and summarized the data from each round. Finally, the results were analyzed and generalized for interpretation for application to the policing profession.
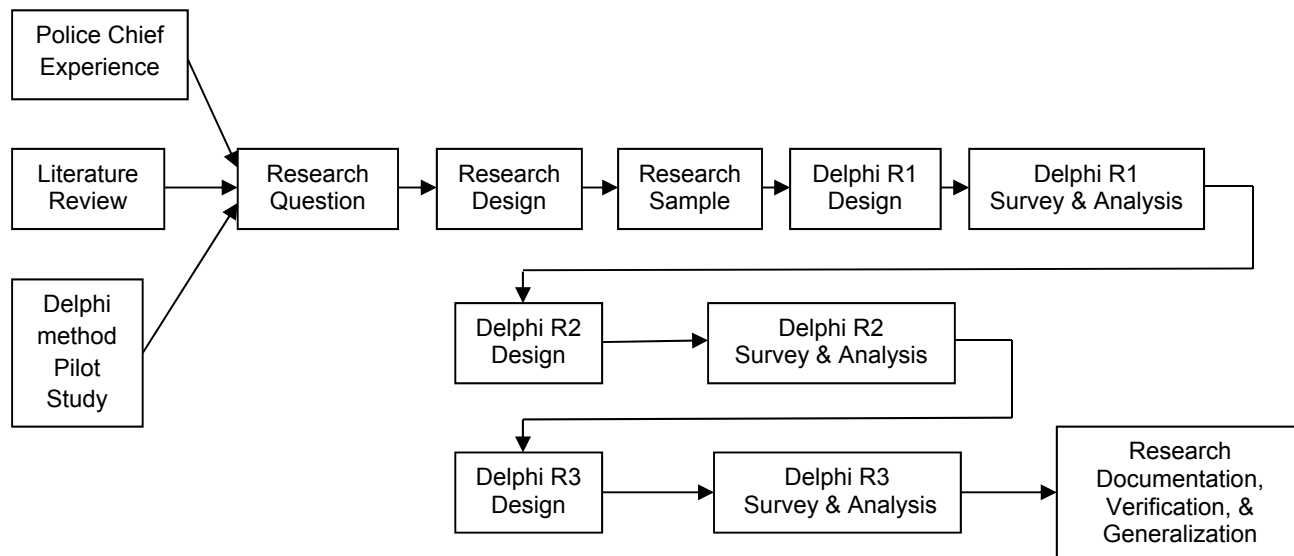
Figure 3.1 An overview of the African American municipal police chief Delphi study process.

Research study participants. The participants of the Delphi method research study were 14 African American municipal police chiefs from urban, rural, and suburban cities within the United States, each from police agencies of various sizes. Because of their experience serving as municipal police chiefs, they are qualified subject matter experts for the topic. The participants were approached in advance to ensure their successful recruitment, since it is not recommended to target the sample pool without prior notice. I, as researcher, informed the participants that the Delphi method requires a commitment over three iterations, each of which includes offering their perspective by being questioned about the same topic over and over again, using a modified questionnaire each time. Therefore, the Delphi method process was heavily dependent upon the panel committing time to the process. The participants selected agreed to participate and maintain involvement until the process was completed.

The research participants were primarily selected through the National Organization of Black Law Enforcement Executives (NOBLE). The selection criteria of participants of this research study were as follows with some minor adjustments:

- Each participant was a member of the national organization of Black Law enforcement executives, facilitating the identification of the expert panel;

- Each participant was African-American;

- Each participant currently serves or had served as a municipal police chief;

- Each participate would ideally have a least three years of service as a police chief, however, two newer chiefs were considered.

- Each participant would be willing to participate (IRB requirement) and interested in this study topic for self-motivation to complete all three rounds.

The NOBLE national office was contacted to assist in providing potential participants for this study, which would be used to educate and inform its mentoring program for aspiring police chiefs.

Informing the participants regarding the research study. In his study McKenna (1994) discovered it was more advantageous to conduct face to face interviews in the first round because this would help increase the response rates in the initial and subsequent rounds. Interviews were conducted in preparation for the first round, but not specifically as part of the first round of the Delphi study. Research participants were selected carefully because they are a critical component of the Delphi method; the results of the study are based on their expert opinion. The Delphi technique is a group decision mechanism requiring qualified experts who have a deep understanding of the topic or issues (Ashton, 1986); therefore, as researcher I explained to the participants the study's purpose and objectives. The panel of experts provided input that allowed me as the researcher to obtain data through the use of questionnaires and /or interviews. All summarized output data resulting from the three iterations of interview rounds was based on the participants' anonymous judgments and opinions.

Preparing the sample is an important step; if this is not managed appropriately, it could adversely affect response rates in the ongoing rounds. After panel members agreed to participate, they were informed of exactly what they would be asked to do, how much time they would be expected to commit to the process, and for what purpose the information they provided would be used. Prior to conducting the Delphi method study, I found that, in addition to providing verbal instructions, written information accompanying the first round of the questionnaire was effective. Written information informed the participants of the study's purpose and process, which helped to build a research relationship that is necessary for the ongoing responses in the second and third rounds. During this Delphi method study, phone calls and emails were sent before the beginning of each round to enhance the response rate.

Ethical considerations. In this Delphi method study, participants did not meet with each other face-to-face and, therefore, presented and reacted to ideas and information without knowing the identities of other panel members, thus removing pressure to reach agreement. Anonymity is one of the features that characterize the Delphi method from other consensus models, such as the nominal group technique. In order to maintain the rigor of this technique, a composite score of 80% was required for consensus to be achieved on each dimension of management or leadership. As the researcher, I knew the identity of respondents, and the non-respondents were pursued. Therefore, true anonymity did not exist in this Delphi study. The study was conducted in an atmosphere of quasi-anonymity since the respondents were known to me as the researcher but not to one another. Their individual judgments, opinions, and identity remained strictly anonymous to other respondents.

Researcher bias is an important consideration whenever research is being conducted. There were four strategies used in this research project to minimize the potential for researcher

bias that could negatively impact the study (understanding in qualitative research, the researcher is an important part of the process). First was to identify a methodology that allowed the study participants to function as subject matter experts and identify and describe the applicable management and leadership dimensions as opposed to being primarily identified by me as researcher. Second was being transparent in completing the ethics review form for the Institutional Review Board, by describing and appending the proposed survey instruments. Third was using survey/questionnaires forms which allowed participants to change their opinions from the first to the second round. Fourth was identifying and using a diverse group of participants (within the study parameters) applicable to the study question based on their biographical and demographical profile to facilitate a greater variance of input and feedback.

Reliability and validity. In any research study, consideration must be given to issues of reliability and validity. Reliability is the extent to which a procedure produces similar results under constant conditions on all occasions. There is significant potential to question the reliability of the results of the Delphi method; in other words, if the same surveys were given to two or more panels, would the same results be obtained? To overcome this dilemma, Lincoln and Guba's (1985) criteria for this qualitative study will be applied to help ensure that the study produces credible interpretations of the findings. The criteria are based on four major issues: credibility (truthfulness), fittingness (applicability), auditability (consistency), and confirmability of the results. The design of this Delphi method study was consistent with each of these qualitative research standards.

The Delphi method is based upon the premise of safety in numbers (i.e., several people are less likely to arrive at a wrong decision than a single individual). The research results of this study are designed to be strengthened by reasoned argument in which assumptions are

challenged, thus helping to enhance validity. Threats to validity arise principally from pressures

for convergence of predictions (Hill & Fowles, 1975). Therefore, the use of African American

police chiefs who have knowledge and an interest in the topic helped to increase the content

validity of the Delphi method (Goodman, 1987), and the use of three rounds of the

questionnaires/surveys increased the concurrent validity. Additionally, the validity of results was

ultimately affected by the stability of responses of the participants.

Data analysis. As researcher I tabulated and analyzed participant responses. Subsequent

rounds of the Delphi method study participant data were also analyzed to identify convergence

and change of the African American municipal police chief's judgments regarding competencies,

qualities, and attributes. Descriptive statistics were used to articulate the collective opinions of

the African American municipal police chief study participants. For instance, round two required

the data from the ratings of the items to be analyzed by producing statistical summaries for each

item. The low number of participants (14) limited the utility of common measures of central

tendencies (means, medians, and mode) and levels of dispersion (standard deviation and the

inter-quartile range), which is characteristic of a qualitative research study.

Survey Design of Round 1 and Questionnaire

Collecting biographical data. An Interview Data Sheet was designed to first collect

biographical and demographical information from each panel member and their law enforcement

agency. The information requested consisted of three categories: a law enforcement agency

profile, basic personal biographical data, and personal history information and background.

Appendix C contains the round 1 biographic and demographic survey information.

Providing participants with a common background. The research study began the

process with a common understanding of the problem, which served as a foundation for the

participants to work independently and collectively on the research question. The participants were contacted by telephone during the solicitation process; this provided an opportunity to discuss to research process, make appointments, discuss the group tasks, and give each participant background about the task.

During the first conversation, I, as researcher, thoroughly explained to each participant the research task. This included why the research question was being studied, whom the study question might benefit, why much more needs to be known about the issue, the importance of gaining additional information about the study question, why this group was being formed to study the problem and how they could help achieve the study results, and what research information was expected.

Each participant was given an opportunity to discuss questions he or she might have about the task, including doubts about the Delphi method and basic curiosity about other participants (anonymity will be preserved). I explained to all participants that the Delphi technique is a legitimate methodology that provides key information towards the resolution of the problem (Adler & Ziglio, 1996). The Internal Review Board consent form was discussed with all of the participants, and they were advised that they could withdraw from the process at any time.

Round 1 survey document. The questionnaire was designed to be open-ended or unstructured for the initial round, thereby allowing the 14 participants to provide any input they believed to beessential to the study question. The participants were asked to identify in writing a core set of competencies, qualities, and attributes important for an effective African American municipal police chief. In each of these categories, they were requested to identify at least ten critical success factors in each area. They were also asked to sufficiently describe each critical

success factor. After they identified and described them, they were asked to rank order them with one (1) being the most important and ten (10) being the least important (10). The participants were also allowed to provide their viewpoints concerning the critical success factors. It is important to note that the participants themselves judged the items in terms of their appropriateness, not the researcher. The iterative building process, central to the Delphi technique, requires no inappropriate intervention by the researcher.

The literature review revealed 13 dimensions of police executive leadership which provide a portrait of the effective police executive in the United States. These 13 dimensions identified were for top law enforcement administrators (police executives, not just the chief executive officers), regardless of the law enforcement agency type or ethnicity of the executive. These 13 dimensions of police leadership are provided in Appendix H. The study of African American leadership, which focused on those African Americans with formal organization leadership positions, identified 8 dimensions of leadership. These 21 additional dimensions were reviewed to determine their consistency with the 41 dimensions identified independently by the panel of experts in round one (the generative round in this Delphi study). Additionally, the dimensions of emotional intelligence were reviewed for consistency based the literature review on this topic. This thematic analysis resulted in 60 dimensions identified to be rated during round two of the study. Appendix C contains the survey instrument which was used for round one.

Level of participant agreement. In the second round 60 dimensions of African American municipal police leadership were identified and defined on a survey instrument for evaluation by the study participants. The participants were asked to rate each of the identified described dimensions (competencies, qualities, and attributes) on a five-point Likert scale, with (1) meaning not important and (5) meaning critically important, according to how the dimension

contributes to an African American municipal police chief's effectiveness in the job. It is important to understand that for the purpose of this study, the researcher decided that an 80% overall composite rating score would be the minimum required to achieve consensus on a leadership dimensions by the panel of experts. Consensus for the purpose of this dissertation study is defined as the level of agreement among the panel of experts that a leadership/ management dimension exceeds an 80% overall composite score. Additionally, the stability of the response through the three rounds will be considered a more reliable indicator of consensus.

Round 2 Survey Process and Analysis

The initial round one survey results were summarized to describe the common themes of competencies, qualities, and attributes identified by the participants. These themes or leadership dimensions were evaluated to obtain information regarding any other leadership dimensions the participants deem to be critical to the effectiveness of an African American municipal police chief. The survey results of the initial questionnaire (round one) were tabulated based on the responses of the participants which identified 41 police executive leadership dimensions. Another 19 dimensions were added for round 2 based on the results of the literature reviews of police executive leadership, trait theory, emotional intelligence, and African American leadership. Therefore, 60 dimensions were rated as a result of the generative round and literature review information. The information obtained in the first round results illustrated clearly an array of themes that could be identified as competencies, qualities, and attributes of African American municipal police chief leadership. Data collected in the first round was analyzed by grouping similar items together. Where several different terms are used for what appears to be the same dimension, I grouped together similar dimensions described in an attempt to provide one universal description for further evaluation by the panel of experts.

During the second round, the participants were requested to further articulate, rate, and rank all of the leadership dimensions identified to help ensure that credible interpretations of the findings are produced. Also, during the second round participants had the opportunity to change their opinions given in the first round. The stability of responses was assessed at the conclusion of this research round.

Round 3 Survey Process and Analysis

The primary purpose of the third round was to finalize the ranking of all of the important leadership dimensions identified and rated by the participants in round two. In the third and final survey round of the Delphi method study, the African American Municipal Police Chiefs were asked to perform two separate tasks. First, they were asked to prioritize each of the highest rated dimensions based on overall perceived impact on the performance of an African American police chief in a municipality. This prioritization was requested based on the outcome of the ratings of police chief leadership dimensions during the second round; only those dimensions receiving an identical score were included. Therefore, the participants were also asked to rank equally rated dimensions within a tier grouping to establish a rank order for the leadership dimensions identified and described.

Second, the participants were asked to response to whether they had to overcome a set of specific challenges related to their race as an African American in a municipal law enforcement agency. This process was used to determine if the participants believed their race increased the degree of difficulty to achieve or succeed in a municipal police chief job. At the conclusion of the third round, dimensions were identified by participants based on achieving a consensus (according to the established minimum of 80% level of agreement by the respondents). The

study results indicated that consensus was supplemented by the stability of response through the three rounds.

Informed consent. In accordance with the guidelines of Antioch University, regarding the protection of human participants, an ethics review was submitted to the Antioch University Institutional Review Board (IRB) for approval to survey approximately 10 participants for this study. After receiving IRB approval, the participant selection process and data collection began (Appendix B). Fourteen of 15 individuals who signed the IRB agreement completed the entire study.

Round 3 results. The final round of the Delphi study identified 34 dimensions of effectiveness for an African American municipal police chief. Of these 34 dimensions, 12 are competencies, 11 are qualities, and 11 are attributes that obtained a composite score of greater than 85% (5% higher than the required 80% for consensus).

Conclusion

The Delphi method is an effective means for collecting and synthesizing opinions from a diverse group of experts who have specialized knowledge in an area of interest and are focused on a specific task. The purpose of this study was to gather evidence of some key competencies, qualities, and attributes of the African American Municipal Police Chief. The objective of most Delphi method applications is the reliable and creative exploration of ideas or the production of suitable information for decision-making. The results of this study should serve to significantly broaden the knowledge within the policing profession regarding the effectiveness for all police managers, especially aspiring and current African American municipal police chiefs.

Chapter IV: Research Results

The participants of this research question were all African American municipal police chiefs and members of the National Organization of Black Organization Executives. The Delphi method utilized for this research question was developed as a means for collecting and synthesizing opinions from a dispersed group of subject matter experts who have specialized knowledge in the study question; it allows all participants to have equal opportunity to be involved with the decision-making process. These individuals were requested to provide input and feedback on the competencies, qualities, and attributes of an effective African American municipal police chief over three separate iterations of research data collection.

To restate the research question is helpful at this point: What are the key competencies, qualities, and attributes of the African American municipal police chief? It is also worth restating that the word key is significant because it emphasizes those critical success factors that contribute to the effectiveness of an African American municipal police chief while serving in this position. The overall goal of this study was to develop a portrait of the management and leadership dimensions of an effective African American municipal police chief. The term *dimensions* describes the knowledge, skills, abilities, behaviors, and traits that contribute to job success.

Several exploratory questions guiding this inquiry are important to understanding the research results; they are as follows:

- What makes an African American municipal police chief effective?
- How should an African American prepare for a municipal police chief job?
- What challenges might be anticipated on this leadership journey?
- What organizational challenges are specific to African Americans?

- Are there innate traits that predispose African Americans to municipal police chief leadership?

The three rounds of research survey instruments/questionnaires were designed to address the research question and related exploratory questions in alignment with the principles of the Delphi method.

Research Method Strategies

The following strategies were used to strengthen the reliability of the survey instruments used over the three rounds of input and feedback from the panel of experts:

- utilizing prior testing and modifications of the questions and survey forms used in the pilot study on the same research question, one year earlier;

- providing simple instructions;

- using unambiguous questions;

- using neutral statements/questions that do not suggest right or wrong answers;

- guaranteeing the anonymity of participants;

- identifying and selecting a research design (Delphi method) based on it having the greatest chance of producing new information; and

- designing the data collection to capture the meaning of the phenomenon being measured while responding to participant input.

The survey instruments were distributed to the study participants electronically by e-mail; participants completed them in private and returned them electronically by e-mail to me as the researcher (round one only) or submitted them through the Internet. The second and third round survey instrument results were completed electronically on Google application software.

Research Participants

The participants of the research were all African American municipal police chiefs and members of the National Organization of Black Organization Executives (NOBLE). The research question, study methodology process, and the approximate time commitment were explained to the 15 original participants identified. Additionally, they were told that the results of the study would be shared with them in an executive summary report if they completed all three rounds. I described to all of them how the results of this study could be used to improve the NOBLE Potential Chief Executive Officers Mentoring Program. All of the participants were contacted before each round began by email, during each round with a reminder about the deadline by email and phone call, and an acknowledgment by email after the information had been received. Fourteen of 15 participants completed all three rounds of this Delphi method study. The following is a profile summary of the 14 participants.

- The 14 participants are Police Chiefs, representing ten different states.

- There are 12 males and two females.

- The average age is 52 years.

- The average agency size is 262 full-time personnel.

- They average 27 years of law enforcement experience.

- The average is six years as Chief of Police.

- Six chiefs manage city agencies, four manage suburban agencies, and four manage rural agencies.

- Ten had management mentors and four did not have mentors.

- Nine out of 14 have advanced degrees, two have bachelor's, one has an associate's, and two some college experience.

- Eleven out of 14 attended a major police management course (ten weeks long); three attended a basic management course.

- Seven were appointed internally as Chief; seven received external appointments.

Table 4.1 below provides a summary of the biographic and demographic information on the 14 African American municipal police chief participants. The table indicates the range of diversity for candidates who met the study criteria.

Table 4.1

African American Municipal Police Chief Study
Delphi Method
Dissertation Participants Biographic Information
May 2013

CHIEF ID #	AGE	SEX	AGENCY SIZE FTE	YEARS OF L.E.	YEARS AS CHIEF	HAD MGMT. MENTOR	HIGHEST DEGREE	POLICE MGMT TRAINING	INTERNAL EX. APPT	# TIMES CHIEF
1	49	F	35	26	5	No	MA	FBI	Ext.	1
2	49	M	226	25	5	Yes	MBA	Basic Course	Ext.	2
3	50	M	79	26	6	Yes	MA	FBI N.A.	Ext.	1
4	67	M	550	31	12	Yes	Bachelors	SPI FBI	Int.	1
5	60	M	200	41	11.5	Yes	JD	SPI	Ext.	1
6	45	M	142	22	1	Yes	MA	SPI	Int.	1
7	47	F	20	20	6	No	Some College	None	Int.	1
8	51	M	30	26	2	No	Assoc.	SPI FBI	Ext.	1
9	42	M	110	18	5	Yes	MA	Basic Course	Int.	1

10	63	M	700	40	14	Yes	BS	FBI	Ext.	2
11	50	M	22	22	1.5	Yes	Masters	FBI	Ext.	1
12	50	M	33	20	6	Yes	Some College	SPI	Int.	1
13	53	M	822	30	13.5	Yes	PhD	FBI	Int.	1
14	57	M	708	36	2	No	Masters	FBI	Int.	1

Round One Survey Information and Results

In the first round of this study, the 14 African American municipal police chief participants were asked to describe any competencies, qualities, attributes, or any other critical success factors they believed make an effective African American municipal police chief (the round one survey instrument is provided in Appendix C). Essentially these participants began with a blank sheet of paper and were asked to identify and describe any element of job effectiveness. Therefore, the questionnaire was designed for the initial round of the Delphi method study on African American municipal police chiefs to be open-ended or unstructured, thereby allowing for the 14 participants to provide any management and leadership dimensions they believed to be essential to the study question. Another section of this survey instrument requested some brief biographical and demographical information on panel members and their law enforcement agencies. Most importantly, the research study question was explained and asked, followed by three more specific questions. The follow up questions asked the study participants to identify and describe 10 separate competencies, qualities, and attributes of an effective African American municipal police chief. The closing question asked the participants to identify any other critical success factors they could think of that are important (not identified

previously) for an African American municipal police chief to be effective (the round one survey instrument is in Appendix C).

The management and leadership dimensions of competencies, qualities, and attributes were defined for the study participants as follows:

- Competencies—are knowledge, skills, and abilities that directly and positively impact the success of employees or the organization in a field of study or profession.

- Qualities—are personal characteristics that contribute to one's personality. They help a person manage or adjust to their environment. They are characteristics developed over time by the individual that make a positive contribution during the process of human interaction.

- Attributes—are the peculiar abilities, closely associated with professional effectiveness, which set an individual apart from others in the same discipline, field of study, or profession.

 Differences among these dimension categories were noted on the survey instrument. Competencies are knowledge, skills, and abilities that help an individual be more effective within the profession. Qualities are personal characteristics developed over time that enhance professional and human interaction. Attributes are peculiar (uncommon/ distinctive) abilities that distinguish exceptional performance within a profession.

The first round of the Delphi method survey results produced 52 dimensions of management/leadership for the African American municipal police chief. These dimensions are described below in table 4.2 and categorized as a competency, quality, or attribute.

Table 4.2
African American Municipal Police Chief Study
Delphi Method Round 1 Survey Results

DELPHI METHOD STUDY ROUND 1 SURVEY RESULTS

MANAGEMENT AND LEADERSHIP DIMENSIONS IDENTIFIED

COMPETENCIES

Effective African American municipal police chiefs…

1. … are aware of community issues

2. … communicate effectively with staff and community

3. … are fair or impartial in decision-making

4. … demonstrate effective human relations skills

5. … demonstrate ability to lead people and lead change

6. … are goal-oriented

7. … are visionary

8. … have effective written communication skills

9. … are skilled administrators

10. … demonstrate competency of the policing profession

11. … have a college degree

12. … have financial management skills

13. … are culturally competent and can manage diversity

14. … are intelligent and smart

15. … empower their subordinates

16. … have command level police management training

QUALITIES

In my experience, effective African American municipal police chiefs…

17. … demonstrate honesty in all matters, private and public

18. … have credibility with their staff

19. … are highly ethical in their dealings

20. … establish strong community partnerships

21. … are dependable individuals

22. … model their personal values

23. … demonstrate servant leadership

24. … are highly dedicated individuals

25. … view the job as a calling

26. … are confident in professional abilities

27. … demonstrate humility

28. … demonstrate persistence in professional challenges

29. … have had top police administrative or management experience

30. … demonstrate passion for the organization and community

31. … are adaptable to different audiences and events

32. … demonstrate transparency in organizational matters

33. … demonstrate command presence in appearance

34. … demonstrate a good sense of humor

35. … are courteous in dealing with other people

ATTRIBUTES

In my experience, effective African American municipal police chiefs…

36. … are effective decision makers

37. … are accountable for results

38. … seek continuous professional development

39.   … have a good work ethic

40.   … are a positive role model

41.   … are disciplined people

42.   … exercise self-control during times of conflict

43.   … are supportive of their personnel

44.   … promote diversity within the organization

45.   … demonstrate a participative leadership style

46.   … are accessible to their staff and the community

47.   … demonstrate patience with people and things

48.   … are politically astute

49.   … demonstrate networking and relational skills

50.   … have strong family support

51.   … are religious, and apply these values to their job

52.   … are open to intellectual curiosity and a variety of experience

It is important to know that the information received during the first round of the Delphi study was combined with information extracted from the literature review and data from the pilot study on African American municipal police chiefs to develop the second round survey instrument. Therefore, the second round survey instrument contained the information provided by the current study participants, previous pilot study, and the management and leadership dimensions identified in the review of the literature in preparation for the study. This resulted in eight additional dimensions being added for a total of 60 to be evaluated in the second round of the study. All of the dimensions identified in the pilot study conducted one year earlier were

mentioned by the larger group of participants in the current research, thus indicating a high

degree of stability.

Round Two Survey Information and Results

The second round survey instrument identified and described 60 management and

leadership dimensions to be rated by the study participants. These 60 dimensions were identified

and described in the first round by the study participants (52 dimensions total) and included any

additional dimensions not covered but contained in the literature review (8 additional

dimensions). As previously indicated, each of these 60 dimensions was rated on a five-point

Likert scale, with (1) meaning not important, (2) meaning minor importance, (3) meaning

moderate importance, (4) meaning very important, and (5) meaning critically important,

according to how each dimension contributes to an African American municipal police chief's

effectiveness in the job (the round two survey instrument is provided in Appendix D). Table 4.3

below provides a listing of the six additional dimensions identified by the literature review (the

52 other dimensions are provided in table 4.2).

Table 4.3
African American Municipal Police Chief Study
Delphi Method Round 1 Dimensions Identified in the Literature Review

ADDITIONAL MANAGEMENT AND LEADERSHIP DIMENSIONS

IDENTIFIED BY THE LITERATURE REVIEW

53.　　… conscientiousness: a tendency to show self-discipline, act dutifully, and aim for achievement

54.　　… extraversion: sociability, positive emotions, and the tendency to seek human stimulation

55.　　… agreeableness: a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others

56.　　…neuroticism: the tendency to experience unpleasant emotions easily such as anger, anxiety, depression, or vulnerability

57.　　… perceiving emotions: the ability to detect and decipher emotions in other people

58.　　… using emotions: the ability to harness emotions to facilitate thinking and problem solving

59.　　… understanding emotions: the ability to comprehend emotion language and to appreciate complicated relationships

60.　　… managing emotions: the ability to regulate emotions in one's self and others

In the second round of the survey, consensus was achieved when items received an 80% composite score among the study participants (however, each of the key dimensions identified received a minimum composite score of 85%) of African American municipal police chiefs, identifying that certain management and leadership dimensions were very important or critical to success in the job. The composite score of each dimension was computed by the following process: first, adding the total number of points in each dimension; second, multiplying the total number of points by 20; third, dividing by the number of study participants. The composite scoring system is in Appendix E.

Identification of competencies, qualities, and attributes. The following management and leadership dimensions of the African American municipal police chief were identified as a competency, quality, or attribute by the panel of experts, and received a composite rating score of 85% or higher. The following 34 highest rated dimensions from round two are grouped by category. There were 12 identified competencies, 12 qualities, and 11 attributes. They were identified as follows:

Competencies.

- Aware of community issues

- Communicate effectively with staff and community

- Are fair and impartial in decision-making

- Demonstrate effective human relations skills

- Demonstrate ability to lead people and lead change

- Are goal oriented

- Are visionary

- Have effective written communication skills

- Demonstrate competency in the policing profession

- Are culturally competent and can manage diversity

- Are intelligent and smart

- Have command level police management training

Qualities.

- Demonstrate honesty in all matters, private and public

- Have credibility with their staff

- Are highly ethical in all their dealings

- Establish strong community partnerships

- Are dependable

- Are dedicated

- View the job as a calling

- Are confident in professional abilities

- Demonstrate persistence in professional challenges

- Demonstrate passion for the organization and the community

- Are adaptable to different audiences and events

- Demonstrate command presence in appearance

Attributes.

- Are effective decision-maker

- Are accountable for results

- Have a good work ethic

- Are a positive role model

- Are disciplined

- Are supportive of personnel

- Promote diversity within the organization

- Are accessible to their staff and community

- Are politically astute

- Are conscientiousness: shows self-discipline, act dutifully, and aims for achievement

- Manage emotions: the ability to regulate emotions in one's self and others

Table 4.4 summarizes the scoring by the 14 police chiefs participants on the 17 highest rated dimensions of management and leadership based on the 5-point Likert scale used. Each of the dimensions below received a minimum composite score of 90% from the study participants. The results of the study have implications for effectiveness as an African American municipal police chief.

Table 4.4

Highest Rated Dimensions of Management and Leadership (Research Participants 14 Responses)

…are highly ethical in all their dealings	1 - Not Important	0	
(Note: In the final ranking this dimension is combined with the dimension, "demonstrate honesty in all matters" below)	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	3	14%
	5 – Critically Important	11	86%
Composite Score	Raw Score 68	Percentage 97.14	
…demonstrate honesty in all matters	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	3	14%
	5 – Critically Important	11	86%
Composite Score	Raw Score 68	Percentage 97.14	
…are aware of community issues	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	3	21%
	5 – Critically Important	11	79%

Composite Score		Raw Score 67	Percentage 95.71

…are fair or impartial in decision-making

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	3	21%
	5 – Critically Important	11	79%

Composite Score		Raw Score 67	Percentage 95.71

…demonstrate ability to lead people and lead Change

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	4	29%
	5 – Critically Important	11	71%

Composite Score		Raw Score 65	Percentage 92.85

…are accessible to their staff and community

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	4	29%
	5 – Critically Important	11	71%

Composite Score		Raw Score 65	Percentage 92.85

…establish strong community partnerships

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	1	7%
	4 – Very Important	4	29%

	5 – Critically Important 11	71%
Composite Score	Raw Score 64	Percentage 92.85

…have credibility with their staff

	1 - Not Important	0
	2 – Minor Importance	0
	3 – Moderate Importance	1	7%
	4 – Very Important	4	29%
	5 – Critically Important	9	64%
Composite Score	Raw Score 64	Percentage 91.42

…adaptable to different audiences and events

	1 - Not Important	0
	2 – Minor Importance	0
	3 – Moderate Importance	0
	4 – Very Important	6	43%
	5 – Critically Important	8	57%
Composite Score	Raw Score 64	Percentage 91.42

…are effective decision-makers

	1 - Not Important	0
	2 – Minor Importance	0
	3 – Moderate Importance	0
	4 – Very Important	6	43%
	5 – Critically Important	8	57%
Composite Score	Raw Score 64	Percentage 91.42

…have a good work ethic

	1 - Not Important	0
	2 – Minor Importance	0
	3 – Moderate Importance	0
	4 – Very Important	6	43%

	5 – Critically Important	8	57%
Composite Score	Raw Score 64		Percentage 91.42

…are a positive role model

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	2	14%
	4 – Very Important	2	14%
	5 – Critically Important	10	71%
Composite Score	Raw Score 64		Percentage 91.42

…are disciplined people

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	1	7%
	4 – Very Important	4	29%
	5 – Critically Important	9	64%
Composite Score	Raw Score 64		Percentage 91.42

…communicate effectively with staff and community

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	1	7%
	4 – Very Important	2	14%
	5 – Critically Important	11	79%
Composite Score	Raw Score 63		Percentage 90

…demonstrate competency of the policing Profession

	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	2	14%
	4 – Very Important	3	21%

	5 – Critically Important	9	64%
Composite Score	Raw Score 63		Percentage 90

…are confident in professional abilities	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	7	50%
	5 – Critically Important	7	50%
Composite Score	Raw Score 63		Percentage 90

…manages emotions: the ability to harness emotions to facilitate thinking and problems Solving	1 - Not Important	0	
	2 – Minor Importance	0	
	3 – Moderate Importance	0	
	4 – Very Important	7	50%
	5 – Critically Important	7	50%
Composite Score	Raw Score 63		Percentage 90

Some Key Management and Leadership Dimensions

In round one of the Delphi method study, 52 dimensions of management and leadership were identified and described by the study participants (listed previously in Table 4.2). In round two of the study, these 52 dimensions plus 8 additional ones identified in the literature review were rated by the participants (listed previously in Tables 4.2 and 4.3). Table 4.5 below provides the rank order of the 34 highest rated management and leadership dimensions after all two iterations were completed.

Table 4.5

African American Municipal Police Chief Study
Delphi Method Survey Results After 2 Rounds

Delphi method study Top 34 Rated Dimensions of Management Leadership
RAW SCORE, COMPOSITE SCORE, AND RANK ORDER [2]AFTER 2 ROUNDS

Note: Those Dimensions that have an identical total and percentage score were ranked by the study participants according to their perceived priority of importance in round 3.

MANAGEMENT/LEADERSHIP DIMENSIONS	Score	%	RANK
Demonstrates honesty in all matters, private and public	67	95.71	1
Aware of community issues	67	95.71	1
Is fair or impartial in decision-making	67	95.71	1
Demonstrates ability to lead people and change	66	94.28	2
Is accessible to their staff and community	66	94.28	2
Is effective decision makers	64	91.42	3
Has a good work ethic	64	91.42	3
Is a disciplined person	64	91.42	3
Is a positive role model	64	91.42	3
Establishes strong community partnerships	64	91.42	3
Has credibility with their staff	64	91.42	3
Is adaptable to different audiences and events	64	91.42	3
Demonstrates competency in the policing profession	63	90	4
Is confident in professional abilities	63	90	4
Manages emotions: the ability to regulate emotions in one's self and others	63	90	4
Communicates effectively with staff and community	63	90	4
Demonstrates effective human relations skills	62	88.57	5
Is Visionary	62	88.57	5
Is highly dedicated	62	88.57	5
Is culturally competent and can manage diversity	62	88.57	5
Demonstrates persistence in professional challenges	62	88.57	5
Is politically astute	62	88.57	5
Promote diversity within the organization	62	88.57	5
Has command level police management training	62	88.57	5
Is conscientiousness: shows self-discipline, acts dutifully, and aims for achievement	62	88.57	5
Is accountable for results	61	87.14	5

[2] Ties are denoted by duplicate ranks.

Is dependable	61	87.14	5
Demonstrates command presence in appearance	61	87.14	5
Demonstrates passion for the organization and community	60	85.71	6
Is intelligent and smart	60	85.71	6
Views the job as a calling	60	85.71	6
Is supportive of personnel	60	85.71	6
Is goal-oriented	60	85.71	6
Has effective written communication skills	60	85.71	6

Round Three Survey Information and Results

Race-based challenges for African American police managers. In the second part of round three the participants were asked to rate on a 5 point Likert scale each of 12 potential race-based challenges on its degree of importance to manage/overcome and frequency of occurrence. The participants were also asked to provide comments on these possible race-based challenges that may be confronted by an African American municipal police chief in the United States. These descriptive statements were all indicated as potential or possible challenges participants may have faced on their journey to becoming and/or while serving as a police chief. It was made clear that they may not have faced or had to confront any of these challenges as a law enforcement administrator or police chief. For each of the 12 race-based challenges identified, they were asked to indicate whether they had to confront these challenges as a law enforcement executive, chief, in both positions or in neither position. Even though the focus of the study is the effectiveness as an African American municipal police chief, these challenges, if they exist, might be necessary to overcome to achieve the chief's job. Therefore, candidates were asked if they confronted these issues either as a police executive or a police chief.

In Table 4.6 below, the 14 participants indicated whether they had any experience with these challenges and, if so, whether they occurred when they were police executives or police

chiefs. Of these 12 racially-based challenges the highest percentage of chiefs that never experienced a particular challenge is 43%. Stated another way, a minimum of 57% of the African American municipal police chief participants have experienced one or more of these race-based challenges. These study findings support the assumption that African American executives and aspiring police chiefs are likely to confront race-based challenges and marginalization on their leadership journey to and while in the office of the police chief.

Table 4.6

Possible Racially-based Job Challenges (14 Responses)

1. Being challenged when giving commands to your subordinates based on your race.

In which position did this occur?	Executive	1	7%
	Chief	5	36%
	Both	6	43%
	Neither	2	15%

2. Being denied equal opportunities for management training based on your race.

In which position did this occur?	Executive	3	21%
	Chief	2	14%
	Both	3	21%
	Neither	6	43%

3. Mentoring relationships with superiors are affected based on your race.

In which position did this occur?	Executive	4	29%
	Chief	3	21%
	Both	2	14%
	Neither	5	36%

4. Not being sponsored for advancement by your superiors equally with White peer leaders based on your race.

In which position did this occur?	Executive	5	38%
	Chief	2	15%
	Both	2	15%
	Neither	4	31%

5. Not being viewed as the prototypical leader in a municipal police agency based on race.

In which position did this occur?	Executive	3	21%
	Chief	3	21%

Both	7	50%
Neither	1	7%

6. More privileges are associated with being White in a municipal police agency (not determined by merit, skill, or competence).

In which position did this occur?	Executive	4	29%
	Chief	3	21%
	Both	5	36%
	Neither	2	14%

7. Your conduct and character must be superior to your White peers to meet expectations because of your race.

In which position did this occur?	Executive	3	21%
	Chief	5	36%
	Both	7	50%
	Neither	0	0%

8. Your performance must be superior to your majority culture peers because of your race.

In which position did this occur?	Executive	4	29%
	Chief	5	36%
	Both	6	43%
	Neither	0	0%

9. Your qualifications and credentials are questioned because of your race.

In which position did this occur?	Executive	3	21%
	Chief	3	21%
	Both	6	43%
	Neither	2	14%

10. Not being invited to participate in the social culture of the organization because of your race.

In which position did this occur?	Executive	3	21%
	Chief	4	29%
	Both	4	29%
	Neither	4	29%

11. Supervisors' perceptions of your job performance are affected by your race.

In which position did this occur?	Executive	5	36%
	Chief	3	21%
	Both	3	21%
	Neither	3	21%

12. Decisions on personnel assignments by superiors are affected by your race.

In which position did this occur?	Executive	4	29%

Chief	2	14%
Both	4	29%
Neither	4	29%

The study participants rated six of these racially-based job challenges as the most important to overcome to achieve a municipal police chief position and succeed in the job. The focus of the questions listed in Table 4.7 below is how important it is for an aspiring African American police chief to achieve and be effective as an African American municipal police chief. Responses by the participants to two of the racially-based challenges are particularly informative. In response to statement number 7, "your conduct and character must be superior to peers to meet expectations because of your race," 100% of the participants indicated that they have experienced this, with 50% of them indicating they have experienced this as both a police executive and police chief (see previous Table 4.6). In response to statement number 8, "your performance must be superior to your majority culture peers because of your race," 100% of the participants indicated that they have experienced this, with 43% of them indicating they have experienced this as both a police executive and police chief. Table 4.7 below also indicates the percentage of study participants that believe it important (moderate to critical) to have demonstrated the ability to overcome these six race-based job challenges.

Table 4.7

The Highest Rated Racial Bias Job Challenges (14 Responses)

1. Being challenged when giving commands to your subordinates based on your race.	1 – Not important	2	14%
	2 – Minor Important	1	7%
	3 – Moderate Important	0	0%
	4 – Very Important	1	7%
	5 – Critically Important	10	71%

78% of participants believe it is very or critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

2. Not being viewed as the prototypical leader in a municipal police agency based on race.	1 – Not important	2	14%

	2 – Minor Important	0	0%
	3 – Moderate Important	3	21%
	4 – Very Important	4	29%
	5 – Critically Important	5	36%

86% of participants believe it is moderate to critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

3. More privileges are associated with being White in a municipal police agency (not determined by merit, skill, or competence).	1 – Not important	2	14%
	2 – Minor Important	0	0%
	3 – Moderate Important	1	7%
	4 – Very Important	4	29%
	5 – Critically Important	7	50%

86% of participants believe it is moderate to critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

4. Your conduct and character must be superior to your White peers to meet expectations because of your race.	1 – Not important	0	0%
	2 – Minor Important	1	7%
	3 – Moderate Important	2	14%
	4 – Very Important	5	36%
	5 – Critically Important	6	43%

86% of participants believe it is moderate to critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

5. Your performance must be superior to your majority culture peers because of your race.	1 – Not important	0	0%
	2 – Minor Important	2	14%
	3 – Moderate Important	3	21%
	4 – Very Important	2	14%
	5 – Critically Important	7	50%

86% of participants believe it is moderate to critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

6. Your qualifications and credentials are questioned because of your race.	1 – Not important	1	7%
	2 – Minor Important	2	14%
	3 – Moderate Important	0	0%
	4 – Very Important	3	21%
	5 – Critically Important	8	57%

78% of participants believe it is moderate to critically important to manage this challenge to achieve and be effective as an African American Municipal Police Chief.

Summary

In round two of this study there were 28 dimensions receiving an identical raw and composite score by the study participants. These dimensions were ranked by the study participants in round three, so that all of the dimensions with a composite score of 85% or higher could be placed in their final rank order. Table 4.8 below provides the final rank order of the top 34 management and leadership dimensions that the study participants believe are significant to the effectiveness of an African American municipal police chief. There was consensus on all of these dimensions, based on each receiving an 85% or higher composite score.

Table 4.8

Delphi Method Study Top 34 Rated Dimensions of Management/ Leadership After 3 Rounds

1. Demonstrates honesty in all matters, private and public
2. Is aware of community issues
3. Is fair or impartial in decision-making
4. Demonstrates ability to lead people and change
5. Is accessible to their staff and community
6. Is effective decision maker
7. Has a good work ethic
8. Is a disciplined person
9. Is a positive role model
10. Establishes strong community partnerships
11. Has credibility with their staff
12. Is adaptable to different audiences and events
13. Demonstrates competency in the policing profession
14. Is confident in professional abilities
15. Manages emotions: the ability to regulate emotions in one's self and others
16. Communicates effectively with staff and community
17. Demonstrates effective human relations skills
18. Is Visionary
19. Is highly dedicated
20. Is culturally competent and can manage diversity
21. Demonstrates persistence in professional challenges
22. Is politically astute
23. Promotes diversity within the organization
24. Has command level police management training
25. Is conscientiousness: shows self-discipline, acts dutifully, and aims for achievement

26. Is accountable for results
27. Is dependable
28. Demonstrates command presence in appearance
29. Demonstrates passion for the organization and community
30. Is intelligent and smart
31. Views the job as a calling
32. Is supportive of personnel
33. Is goal-oriented
34. Has effective written communication skills

Chapter V: Research Conclusions, Interpretations, and Recommendations

The Purpose of the Study

The purpose of this study was to gain a consensus about the competencies, qualities, and attributes of an African American municipal police chief. The initial motivation for the study topic is based on my role as the founder and director of the National Organization of Black Law Enforcement Executives (NOBLE) Potential Chief Executive Officers Mentoring Program. The NOBLE program was initiated in 2006 to develop more African American police chiefs in the United States. The program selects, screens, educates, and trains aspiring police chiefs in an effort to develop a "farm system." It was my desire to obtain empirical evidence on the critical success factors of an effective African American municipal police chief in order to educate and inform candidates in the NOBLE mentoring program.

I believe there are several groups interested in this research question because they may benefit from the study outcomes. Those include

1. African American law enforcement managers who are aspiring to become police chiefs and desire professional guidance;

2. law enforcement managers (regardless of ethnicity) desiring professional guidance on how to become a police chief;

3. individuals who manage police chiefs and, therefore, need to know which critical success factors to select for or develop;

4. law enforcement managers interested in professional development in the field of policing;

5. those who teach, train, and write about police leadership or police administration;

6. and African Americans interested in career development or wanting to understand challenges specific to African American professionals.

As stated previously the research question was, "What are the key competencies, qualities, and attributes of the African American municipal police chief?" This was a study of African American men and women who are police chiefs serving within a municipal government agency. The rationale for this empirical study was to develop evidence of a set of core competencies, qualities, and attributes that can contribute to the effectiveness of an African American police chief. Therefore, a secondary benefit (but not the focus) of this study is developing some understanding of some of the critical success factors that may help an African American police executive attain a chief of police job within a municipal organization.

The research design used in the collection of data was a three-round Delphi method study administered electronically through Google application software, a web-based survey tool for rounds two and three. Round one was completed on a Microsoft word document that was emailed after being completed. The Delphi method was an effective research method for collecting and synthesizing informed opinions on this highly focused task, from a dispersed group of experts who have specialized knowledge on the research question.

The participants for this study were a group of 14 (twelve men and two women) African American municipal police chief experts from 10 states within the United States, with an average of approximately 6 years of experience as a municipal police chief. The study required that participants identify and describe the competencies, qualities, and attributes of an effective African American municipal police chief. The second round required rating all of the dimensions identified and described. In the third round, participants had to rank these dimensions of management and leadership. They were also asked about 12 race-related challenges and whether

they had confronted them as a police executive, police chief, both, or neither. In the first and third rounds of the study, participants were allowed to make comments.

The study results produced 34 consensus dimensions based on each receiving a composite score of 85% or higher. As previously indicated, a composite was computed by adding the number of points for each dimension, multiplying by 20, and dividing by the number of study participants (14). Consensus for the purpose of this study was defined as the level of agreement among the panel of experts that leadership/ management dimensions exceed an 80% overall composite score**.** This resulted in the panel of experts identifying 12 competencies, 12 qualities, and 11 attributes of management and leadership (honesty and integrity are combined as one dimensions in the final rank order, to total 34) for an effective African American municipal police chief (Appendix I).

Nine questions are important to understanding and interpreting the research results of this study:

1. What makes an African American municipal police chief effective?

2. What characteristics and dimensions are different for an African American municipal police chief compared to a majority culture chief?

3. How should an African American prepare for a municipal police chief job?

4. What professional challenges might be anticipated on this leadership journey?

5. What organizational challenges are specific to African Americans?

6. Are there innate traits that predispose African Americans to municipal police chief leadership?

7. Is emotional intelligence a significant dimension for an effective African American municipal police chief?

8. What is yet to be learned following this study?

9. What results were surprising and why?

The conclusions of the study will be interpreted to address each of these questions. The response to each of these study questions will be based on the results of the study and related to the research literature.

What Makes an African American Police Chief Effective?

The purpose of the study was to identify the key competencies, qualities, and attributes of an African American municipal police chief. Multiple dimensions in each of these areas will be described to help interpret the study findings. These dimensions will be articulated based on their composite score (consensus achieved by study participants), multiple comments on the dimension by the participants, and alignment with the research literature. Another factor is the stability of these highly rated dimensions based on their previous identification and description in the Delphi method pilot on the same research question study one year ago. These interpretations of the study findings provide a summary of these key characteristics as emphasized by the study participants. These dimensions also serve as guidelines for what professional development challenges might be anticipated on this leadership journey.

Competencies. The study participants identified by consensus 12 competencies they believed contributed to the effectiveness of an African American municipal police chief. These competencies are defined as knowledge, skills, and abilities that directly and positively impact the success of employees or the organization in a field of study or profession. Seven of these 12 competencies will be highlighted here, and all will be listed.

Leading people and leading change. A police chief has positional authority; however, the chief's job requires the ability to lead people and lead change. The survey results support the assumption that an African American municipal police chief's effectiveness is related to his or her ability to lead people and lead change. This dimension received a 94.28% composite score. One of the study participants commented, "The true measure of leadership is the extent to which a leader develops individuals to fulfill their growth potential. By providing effective leadership and appropriate professional development, that chief should be able to identify several people under his or her command who are qualified to succeed them." Another stated, "The job title of chief, does not make you a leader, it makes you the head of the organization and at best a manager. Good leadership in my opinion can be fluid depending on the situation. Getting others to follow your direction and guidance willingly, because they respect, support, and trust you is the goal."

Leadership ability and the ability to lead is a consistent theme within police executive leadership literature. A guide written for aspiring police chiefs titled *Command Performance* (Kirchhoff et al., 1999) includes a survey of appointed police chiefs of the 500 largest city and county police agencies the United States; it identified overall demonstrated leadership ability as a core competency. An Illinois police chief's study of nine Illinois police chiefs identified leadership as the number one knowledge area (Kitzman, 1999).

Demonstrate effective human relations skills. An African American municipal police chief must lead by getting things done with and through people. As the chief executive officer of a law enforcement agency, he or she must count on subordinate managers and line personnel to achieve the organizational mission. This dimension received an 88.57% composite score. Several of the study participants expressed the importance and value of the chief's ability to demonstrate

effective human relations skills. One of the participants stated simply and concisely, "A chief should be a quick study of people, being able to quickly identify and categorize personalities." Another participant articulated this response, "African American leaders must know how to let go, and delegate responsibilities to their staff. They should not just dump things on them they do not want to do. They trust and empower their team, allowing them to grow and succeed." A third chief stated, "In the law enforcement profession we encounter many different people. It is more important to be able to relate to others in a respectful and open manner than to achieve goals. People need to view you as a leader. That is hard to do if they cannot get to know you and what you bring to the table."

The review of the literature documents the importance of good human relation skills. A career guide for police executives states that the ability to be professional, friendly, and compassion can go a long way towards ensuring solid relationships with the department personnel, the administration, and the community (Kirchhoff et al., 1999). An article on the application of "good to great" principles to policing indicates that selecting the right people and eliminating the wrong people are critical success factors in both public and private organizations (Collins, 2007). The author further addressed this issue by indicating, "by whatever means are available, personnel problems have to be confronted in an organization that aspires to greatness. Most police chief have to deal with at least one person who is a major organizational roadblock."

Communicate effectively with staff and the community. The study findings clearly indicate that the participants believe an African American municipal police chief needs effective oral communication skills. The key areas of communication include staff and members of the service community. This dimension received a 90.00% composite score. The importance of this was emphasized by one chief who stated, "Oftentimes people think that they are great

communicators, when in reality they are not. It has been my experience that many internal and external problems are caused by miscommunication or no communication. There need to be several different avenues of communicating your message to your subordinates, peers, bosses, and the community. A lack of communication is one of the main reasons an organization experiences morale problems, and chiefs lose their jobs. People want to believe they are important enough to be in the know." These comments were enhanced by the response of another participant who stated, "The chief must be an effective communicator, and therefore, he or she must be an above average public speaker. You must be comfortable with public speaking; you should welcome the opportunity and not retreat from it." Another chief stated emphatically, "As chief, you must be very careful in what you say, because you are the head of the operation. Think long and hard before you commit to a statement."

These findings are in alignment with the research literature regarding the value of police executive communication. A study by PERF identified effective communication skills as an important competency, particularly for communicating with one's direct reports, the staff, and the community (Kirchhoff et al., 1999). Ineffective police leaders were characterized as lacking clear communications in another study (Schafer, 2010). The Illinois Association of Chiefs of Police conducted a comprehensive analysis of the job of police chief. The 120 police chiefs participating indicated that communication was an important part of the police job for police departments of all sizes (Kitzman, 1999).

Demonstrates competency in the policing profession. The chief executive officer of a police agency is ultimately responsible for all of the operational and administrative decisions that are made in the organization. A chief 's job is not to make all of the decisions, but to ensure that the right decisions are made. A police chief's effective decision-making ability is enhanced by

having comprehensive knowledge of the policing profession. A multitude of decisions must be made in a variety of areas, such as enforcement, training, discipline, policies, and other areas of responsibility. This dimension received a 90.00% composite score. The study participants indicated that an effective African American municipal police chief demonstrates competency in the policing profession. The concept of professional competency was well framed by one participant who commented, "Police officers need to know, that you know what you are doing. It is important to keep your skill level up. You cannot have a double standard (on-ongoing training for officers to be current, but you are not current)." Another participant stated, "African-American chiefs should be experts in the profession. They should read professional publications, and keep up on related research. They need to understand job related legislation, regulations, trends, and other information relevant to their profession. They should be able to field professionally related questions with ease, confidence, and expertise." A third panel member indicated, "The chief must demonstrate a broad knowledge base in the fundamentals of policing such as patrol, investigations, traffic and crowd control, and community engagement. He or she must be skilled in shaping and implementing effective crime prevention and crime fighting strategies."

These comments complement the research literature on professional competency for law enforcement executives. A study of African American law enforcement executives indicated that on-the-job training for African-American managers after achieving management positions was highly predictive of achieving a command position (Jollevet, 2008). In their book on preparing to become a police chief, Chiefs McDevitt and Field (2010) suggested that managers aspiring to become police chiefs take advantage of opportunities in areas, such as budgeting, scheduling, or

other administrative assignments. Gaining knowledge of these administrative assignments and duties will help prepare individuals for a police chief position.

Is visionary. The findings suggest that an African American municipal police chief should be visionary. Vision is primarily a view of the organization's future. This dimension received an 88.57% composite score. The role of the chief in facilitating the organizational future was explained by one participant who commented, "The chief is responsible for guiding the police department and the community in terms of public safety and order maintenance. He or she must be able to cast the vision, and inspire key stakeholders (internal and external) to work in partnership toward fulfillment of the mission while moving towards the vision." Another chief postulated, "The chief is a visionary thinker, your view should be clear and unobstructed. The skill is to get others to accept and move toward your vision when their view may not be as clear." A third chief indicated, "Your vision is preparing both the organization and community for constant change even if all appears fine at the present moment."

These study implications are supported by the research literature for this study which emphasizes the importance of vision for executive leaders. A longitudinal study of the value of vision communication indicated that visionary leadership has gradually emerged as a crucially important, but relatively underemphasized, aspect of leadership research (Baum et al., 1998). In another study of effective police leadership dimensions of 52 American big-city police chiefs, Stamper (1992) also found that participants placed an extremely high value on the chief's ability to share a vision of the future.

Awareness of community issues. An African American municipal police chief should have an awareness of community issues. This dimension received a 95.71% composite score. Ultimately, the police agency exists to serve the community. The study participants indicated

that being aware of and responding to these issues is a prerequisite for providing quality service.

The research literature implies that quality of policing services is dependent upon community

involvement (Bucqueroux & Trojanowisz, 1994). The philosophy of community policing rests

on the belief that people desire input into the police process in exchange for their participation

and support. This belief is also based on the understanding that solutions to contemporary police

problems demand freeing both people and police to explore creative new ways to address

community crime and concerns (Bucqueroux & Trojanowicz, 1994). Community support is

highly desirable to survive and thrive as a police chief.

Have command level police management training. A prerequisite identified by the study

participants is that chiefs have command level police management training. This dimension

received an 88.57% composite score. This means that ideally chiefs are graduates of one of the

three major ten-week police management training schools: the FBI National Academy, the

Northwestern School of Police Staff and Command, or the Southern Police Institute. These are

considered the premier programs for aspiring police chiefs. Other programs around the United

States are very helpful; the key issue is to get command level training in preparation for a chief's

job. The research literature confirms this study finding. The police executive career guidebook

titled *Command Performance* (Kirchhoff et al., 1999) indicates in their study of police chiefs that

86% of the respondents had attended some sort of executive development program. In a study of

municipal police chiefs, the second most cited requirement observed in over 300 advertisements

for the position of municipal police chief was extensive education and training (Dantzker, 1996).

The study participants stated clearly that an African American municipal police chief

should have administrative knowledge of the policing profession. This dimension received a

90.00% composite score. All of the various roles, responsibilities, and duties of the municipal

police chief required a high degree of professional competence in the field of law enforcement.

This is particularly important because 100% of the panel of experts believed that an African

American police chief's performance must be superior to their majority culture peers.

Competency in the profession requires that one is a student of the profession, understanding such

issues as crime control and contemporary police practices. There is significant support of this

conclusion in the research literature. The Police Executive Research Forum concludes that

building a career as a chief requires a commitment to understand the business of policing that

includes such topics as constitutional law, crime prevention, and community-based policing. This

continuous learning is facilitated by a commitment to remain current by reading professional

journals and periodicals (Kirchhoff et al., 1999).

List of competencies.

- Is aware of community issues

- Communicates effectively with staff and community

- Is fair and impartial in decision-making

- Demonstrates effective human relations skills

- Demonstrates ability to lead people and lead change

- Is goal oriented

- Is visionary

- Has effective written communication skills

- Demonstrates competency in the policing profession

- Is culturally competent and can manage diversity

- Is intelligent and smart

- Has command level police management training

Qualities. By consensus the study participants identified 12 qualities they believed contribute to the effectiveness of an African American municipal police chief. These qualities are defined as personal characteristics that contribute to one's personality. They help a person manage or adjust to the environment. They are characteristics developed over time by the individual that make a positive contribution during the process of human interaction. Three of the qualities will described in relation to job effectiveness, and the remaining ones identified by the participants will be listed.

Persistence in professional challenges. The study respondents described an African American municipal police chief as a person who demonstrates persistence in professional challenges. This dimension received an 88.57% composite score. The study participants repeatedly indicated that the ability to overcome is required to achieve and succeed. They indicated that the dual challenge of meeting professional requirements, along with potential race-related problems, requires persistence. A municipal police chief's job is a demanding and stressful public position. It represents one of the most visible and volatile positions in the public sector. There are many competing constituencies who exert pressure on a chief while he or she is working to accomplish the mission. In support of this conclusion, the research literature identifies that the alarming high rates of police chief turnover have created concern in the public and private sectors (Rainguet, 2001). Persistence is highly recommended to combat these issues. In a doctoral dissertation study on leadership and effectiveness, Sarver (2008) identified persistence as a characteristic of chiefs demonstrating an effective leadership style.

Confidence in their professional abilities. The study findings suggest that African American municipal police chiefs should demonstrate confidence in their professional abilities. This dimension received a 90.00% composite score. This is a belief in one's professional

abilities, past achievements, and the future ability to succeed. The study participants stressed the

value of this dimension, and it is supported by the research literature. Thomas and Gabarro

(1999), in their book *Breaking through the Making of Minority Executives in Corporate*

America, provide perspective on the importance of this confidence. Social psychological studies

indicate that minorities may be vulnerable to racial stereotypes of inferiority, which undermine

their confidence as they consciously attempt to rebuke them. They suggest that confidence can

be developed by being over-prepared for challenges and succeeding in a series of challenging

assignments that be assessed against objective criteria (Thomas & Gabarro, 1999, p. 32).

Additionally, they conclude that minorities need an extremely high level of confidence to rise the

to the executive level. The African American municipal police chiefs study participants

reinforced this theory by their responses.

   Credibility with his or her staff. Based on the results of the study, it can be stated an

African American municipal police chief needs credibility with his or her staff. This dimension

received a 91.42% composite score. According to the participants credibility can be developed

by demonstrating integrity, professional competency, and appropriate loyalty to one's staff. The

importance and value of integrity was mentioned in Chapter IV and remains the most important

dimension for a chief, so it will not be restated here. Study participants revealed that those

reporting to a chief in the chain of command will know relatively soon how competent he or she

is regarding the policing profession. Credibility with staff was described as being built over time

by the chief consistently demonstrating integrity, competency and loyalty. This conclusion has

overwhelming support from the research literature. Authors Kouzes and Posner (1993), in their

book *Credibility: How Leaders Gain and Lose It, Why People Demand It,* indicate that, of all

attributes that a leader may have, credibility is one that is unquestionably of greatest importance.

The behavior of honesty/integrity impacts credibility more than all other factors combined. These authors further state that being seen as someone who can be trusted, someone who has high integrity and demonstrates truthfulness, is essential. They espouse credibility, like reputation, is something that a leader earns over time (p.25). Authors Thomas and Gabarro (1999) offer the following conclusions regarding credibility, based on their study of minority managers. Credibility is dependent on a manager's reputation for successful performance, integrity, and impact on the core business. In those situations perceived to have high organizational risk (like some law enforcement assignments), critical assignments are more likely to go to high credibility people.

> ### *List of qualities.*
>
> - Demonstrates honesty in all matters, private and public
>
> - Has credibility with their staff
>
> - Is highly ethical in all their dealings
>
> - Establishes strong community partnerships
>
> - Is dependable
>
> - Is dedicated
>
> - Views the job as a calling
>
> - Is confident in professional abilities
>
> - Demonstrates persistence in professional challenges
>
> - Demonstrates passion for the organization and the community
>
> - Is adaptable to different audiences and events
>
> - Demonstrates command presence in appearance

Attributes. By consensus study participants identified 11 attributes they believed contribute to the effectiveness of an African American municipal police chief. They are described as peculiar abilities that set an individual apart from others in the same discipline, field of study, or profession. An ability is closely associated with professional effectiveness. Seven of these 11 dimensions are articulated to provide additional insight on their relationship to African American municipal police chief effectiveness.

Politically astute. A municipal police chief has to operate within a political environment. Generally, a police chief reports to a political chief executive officer (usually a mayor) in a community that is governed by a legislative body of elected officials. The ability to get things done is generally affected in some way by the political environment. This dimension received an 88.57% composite score. The respondents in the study clearly indicated that an African American municipal police chief's effectiveness is enhanced or diminished by political acumen. One of the participants suggested, "Police chiefs need to know how to form a good, respectful relationship with elected officials. This can sometimes be difficult. It is vitally important that chiefs take the time to meet with and address the needs of those they serve. Getting resources, grants, and other things that make your department run better, are dependent on knowing the right people who can advocate for you on the political level." Another participant stated, "As difficult as it may be an African American police chief must embrace the governing body and the community. He or she must find the positive in a situation and remember first and foremost that nothing is personal." Another respondent provided these thoughts regarding the political environment: "The chief must be willing to become the political face of the agency. The chief must be able to effectively understand the political realities of the community in which he or she serves. They must manage the political influences and processes, and readily accept this role."

The research literature supports the concept of a politically astute police chief. The book *Command performance: A Career Guide for Police Executives* (Kirchhoff et al., 1999), known as a seminal guide for aspiring police chiefs, provides a comprehensive overview of the political influences which confront a police chief, beginning with the search process and concluding with the chief's separation from the job. A chapter titled, "Political Influences" summarizes the various political forces that impact the police chief. It identifies various groups that impact the police chief, such as search committees, city Council, labor unions, and special interest groups. The authors provide this warning to aspiring police chiefs: "Before applying for any police chief position, it is absolutely imperative that you get a handle on the political situation. If the department is under the influence of external partisan politics, or has any history of providing political advantage to the local power brokers . . . then you may want to avoid the job" (p. 30). The authors conclude this chapter by stating, "The same political influences that affect the selection process and the chief's daily activities can also dictate the time to call it quits. If you wait too long, politics and make it difficult for you to find another job" (p. 33).

Are effective decision-makers. A police chief job requires a tremendous amount of discretion in the area of civil liberties that are legislated by state law and local ordinances. The findings of the study documented the importance of an African American municipal police chief being an effective decision-maker. This dimension received a 91.42% composite score. One of the police chief participants responded, "The chief should have the ability to analyze empirical data and apply it to police operations. This data can include everything from crime statistics to response times to calls for service. This is a critical skill in the management of small or large agencies. Like it or not, as a chief you're often judged by the numbers." Another participant commented, "Chiefs must be competent decision-makers. Objectivity is required when

examining an issue by gathering all the pertinent facts, carefully weighing the pros and cons, and making decisions that best meets the needs of their community and organization. They should take responsibility for and stand by the decisions, knowing that not everyone will agree with them." Another participant stated, "chiefs must have a clear compass (a decision-making matrix), and decisions should be made consistent with that compass. The priority for these decisions is, first, what is in the best interest of the city/community? Second, what is in the best interests of the police agency? Third, what is in the best interest of the group or individual?" Another chief commented, "One must have good problem-solving ability. The ability to analyze a problem, diagnose the viability of possible solutions, while understanding the causes, so the problem may be solved to ensure that no lingering issues exist."

The review of the literature amplified the importance and value of effective decision-making for the successful police chief. It was apparent from the review of the research literature that effective decision-making is an important ability for police executives. Cresswell (2010) articulated that in contemporary policing the use of intelligence-led policing is becoming more widespread. He argued that effective knowledge management, a method through which knowledge can be collected, analyzed, created, and shared, is, therefore, important for police executives. An Illinois on-the-job study of the police chief indicated that, in general, departments of all sizes place great emphasis on the chief providing guidance to members of the department (Kitzman, 1999). The results of the research also suggested that it is more important for chiefs in small departments to serve as a knowledge resource for their officers than chiefs in larger departments.

They are religious and apply these values to their job. In the first round of this study, the 14 African American municipal police chief participants were asked to describe any

competencies, qualities, attributes, or any other critical success factors they believed make an effective African American municipal police chief. Essentially these participants began with a blank sheet of paper and could identify and describe any element of effectiveness. The majority of these participants (11 of 14 or 79%) wrote that religious faith played a significant role in job effectiveness. This dimension was described and rated as "they are religious, and apply these values to their job." The composite score for this dimension was 76%, just 4% below the benchmark identified for consensus on any management or leadership dimension. When reviewing the survey responses, I noticed that several of the participant responses explicitly described how their faith is significant to being effective on the job. One chief shared these comments: "My relationship with God has made me the type of leader that I am today. It might sound corny, but I believe the Bible when it says, blessed are the peacemakers." Another chief stated, "A spiritual foundation will establish parameters in the chief's life, which will positively impact decision-making. Ultimately, you are representing Christ in your conduct; this will positively impact all areas of your management style." One participant described religious faith this way: "It is especially important for African-American chiefs to stay grounded in their faith and not to take credit for the success that God has bestowed upon them. Always remember that God has put you in the position, and He shall see you through it." The results suggest that these African American municipal police chiefs believe religious faith contributes to effectiveness in the job while helping to manage job-related issues and challenges.

Many early African American leaders credit the empowerment of the inner personalities to their family upbringing, role models, and religious institutions (Valverde, 2003). A study of *The Barna Group* underscores that the passage of time has not diminished the importance of faith in the lives of African Americans. The study examined 12 belief indicators among the four

largest ethnic groups in the nation (whites, blacks, Hispanics, and Asians) based on 9,232

interviews conducted. Blacks had the highest score on 10 of 12 belief indicators (The Barna

Group, 2009).

Managing emotions. Emotional intelligence is described as knowing one's emotions,

thereby having self-awareness. The handling of one's feelings (managing emotions) so they are

appropriate is an ability that builds on self-awareness (Goleman, 1995). Having a high emotional

intelligence quotient is valuable to effectively interact with other people. This dimension, as

described, is the essence of emotional intelligence. This dimension received a 90.00% composite

score. The study results suggest that the participants believe that the ability to manage one's

emotions, particularly in the pressure of law enforcement management, contributes to an African

American municipal police chief's job success. This was stated concisely by one participant who

indicated, "A chief must have the skill to handle internal and external positive and negative

forces. You must be able to generate some positive energy, and be able to excite others inside

and outside the agency to support the mission and vision of the organization." Another

participant gave an explanation of the value of managing emotions by stating, "You must be

patient with people, things do not always happen the way we want. Sometimes we have to

overlook slights or wait longer to gain acceptance." Still another participant added, "An African

American leader should be confident, positive, friendly, engaging, and fun. People enjoy being

with a leader who displays these characteristics."

These comments comport with the research literature regarding emotional intelligence.

There is much evidence that people who are emotionally intelligent read and deal more

effectively with other people's feelings. This use of emotional intelligence is perceived to be an

advantage in any domain of life (Goleman, 1995). Additionally, research has suggested that the

managing of emotions effectively involves harnessing emotions to facilitate thinking and problem solving to regulate emotions in self and others in a given situation (Salovey & Mayer, 1990).

Demonstrates honesty in all matters, private and public. The dimension of honesty summarized here certainly was the most important, based on participant responses. The dominant theme of the study results is that police chiefs should demonstrate high moral character in their personal and professional lives. This dimension received a 97.14% composite score. One chief clearly and simply stated, "Integrity is having and displaying a high moral compass." Another chief responded, "A chief must never veer from one's inner values, even when the right decision is not popular with others." A third chief commented, "Being true to your word lets others know that you are a person of integrity, which enables others to trust in you. You must walk the talk; let your actions be consistent with your words." These findings are compatible with the research literature. In a study of ineffective police leaders, Schafer (2010) identified a lack of integrity as one of five acts of omission of ineffective police leaders. Police chiefs McDevitt and Field (2010), in their book on how to attain and succeed as a police chief, discovered that when employees talk about their police chief, they talk about their chief's character.

Is accountable for results. The study findings suggest that an effective African American municipal police chief is accountable for results. This dimension received an 87.14% composite score. The participants indicated that the chief is the individual who must direct and oversee the achievement of organizational results, understanding that he or she will be ultimately held accountable for the results. The research literature is clear on this issue. A study of the municipal police chief job in the state of Illinois revealed that all of the chiefs surveyed found it essential to manage the department's resources to meet desired goals and objectives and monitor

departmental operations to ensure goals are being met and policies are carried out. Additionally, these chiefs found it essential to carry out plans and meet goals within the financial means of the community (Kitzman, 1999).

Has a good work ethic. The findings of the study support the assumption that an effective African American municipal police chief has a good work ethic. This dimension received a 91.42% composite score. The comments of the panel of experts indicated that amount of time and effort required to perform effectively in the job requires a willingness to sustain a heavy workload. There is evidence of this conclusion in the research literature. Authors Thomas and Gabarro (1999) found a common theme of the overwhelming majority of minority executives and managers, regardless of social background: the emphasis their parents placed on education, achievement, and the importance of hard work. They also discovered that these minority executives consistently reported that their vocational interest and aptitudes matched their functional area of work (key in policing). These individuals were more enthusiastic about the work itself and, less so, with how quickly or slowly they were promoted (p. 102).

Is a positive role model. The study findings strongly suggest that an effective African American municipal police chief is a positive role model. This dimension received a 91.42% composite score. The study participants suggested that chiefs have a responsibility to be role models of professionalism for other minority officers and the African American community. One's character, image, and competency all should project positively to the community. This provides a platform for leading, serving, and mentoring others. There is support for this conclusion in the research literature. In the study of municipal police chiefs in the state of Illinois, chiefs place great emphasis on certain key leadership activities, such as providing guidance to members of the department and serving as a role model by leading by example

(Kitzman, 1999). They also found that chiefs in larger departments are more likely than chiefs of smaller departments to explicitly endorse mentoring as important duty for developing staff. Authors Thomas and Gabarro (1999) discovered in their study that many minor executives had made personal efforts to create opportunities for other people of color to demonstrate the benefits of diversity.

List of attributes.

- Is effective decision-maker

- Is accountable for results

- Has a good work ethic

- Is a positive role model

- Is disciplined

- Is supportive of personnel

- Promotes diversity within the organization

- Is accessible to their staff and community

- Is politically astute

- Is conscientiousness: shows self-discipline, acts dutifully, and aims for achievement

- Manages emotions: the ability to regulate emotions in one's self and others

The Top Five Dimensions in Each Category

Competencies.

- Is aware of community issues

- Is fair and impartial in decision-making

- Demonstrates ability to lead people and lead change

- Demonstrates competency in the policing profession

- Communicates effectively with staff and community

Qualities.

- Demonstrates honesty in all matters, private, and public

- Establishes strong community partnerships

- Has credibility with their staff

- Is adaptable to different audiences and events

- Is confident in professional abilities

Attributes.

- Is accessible to their staff and community

- Is effective decision-maker

- Has a good work ethic

- Is disciplined

- Is a positive role model

A key point of understanding of the results in this area is that the data suggest that African American police agencies are headed by leader-managers and not by manager/administrators. The study participants emphasized leadership ability as more important to job effectiveness than management and administrative abilities.

How Should an African American Police Manager Prepare for a Municipal Police Chief Job?

This study of African American municipal police chiefs did not focus on the competencies, qualities, and attributes required to attain a municipal police chief job. The purpose of the study was on effectiveness *in* the job. However, the study results imply that these critical success factors may be developed to enhance one's ability to obtain the job. The conclusions and interpretations provided here are triangulated. This means that interpretations of

the conclusions are grounded collectively in three sources of evidence: the Delphi method study findings, evidence in the research literature, and the results achieved and lessons learned from the National Organization of Black Law Enforcement Executives (NOBLE) Mentoring Program. Three classes of aspiring chiefs have graduated; of those 18 graduates 8 have become chief executive officers of law enforcement agencies (44%). The research literature will not be cited for the strategies given; however, the three key source documents in the literature review for these guidelines (but not all) that support all of these recommendations are McDevitt and Field (2010), Kitzman (1999), and Kirchhoff et al. (1999).

A written career plan should indicate how an individual is going to achieve the goal of a municipal police chief. It is has been appropriately stated that the difference between a dream and a goal is a written plan. This plan must be in writing to ensure that the objectives (the steps required to achieve the goal) are well thought out and clear to follow. Key dimensions of management and leadership should be developed, at a minimum, in order to achieve the goal of becoming a municipal police chief. The references identified above indicate that the following dimensions represent an essential part of an aspiring chief's professional development. The findings of this study, based on the expert opinion of the panel members, have also identified each of the followin as a content area for professional development.

- Effective human relations skills

- Effective oral and written communications skills

- Competency in the policing profession with a special focus on these areas:

   a) Crime control

   b) Community-based Policing

   c) Budgeting and financial management

      d) Criminal investigations

      e) Development and implementation of police general orders (policies, procedures, and practices)

      f) Collective bargaining

      g) Use of law enforcement technology

- The fundamentals of management

- Learning and practicing leadership

- Identify and learn from a police management mentor

Five other areas of professional development are strongly supported by the research literature and the Delphi method study findings to guide a candidate in pursuit of a police chief job. First, the aspiring African American manager should have the minimum education of a bachelor's degree. Currently, it is difficult to achieve a chief's job without this level of higher education. An advanced degree is preferred. This advanced degree should ideally help prepare an individual for management, leadership, or administrative responsibilities. A review of the literature emphasized higher education with an advanced degree as ideal for police chief candidates. The literature indicates that the preference for college education is becoming more widespread. This dimension of a college degree received a 71% composite score by the study participants, with 9 out of 14 participants having advanced degrees and 11 of 14 with bachelor degrees. Second, a long police management course is beneficial to develop one's overall understanding of managing a police organization. A comprehensive review of the literature found police management training commonly requested on police chief job advertisements. The dimension of command level police management training received an 89% composite score by the study participants. The study findings seem to suggest this training is highly beneficial for the

aspiring African American police chief. Third, having the police management experience is needed in preparation to oversee a municipal police agency. This experience ideally should be in operations and administration and include a specialized assignment within a law enforcement agency (especially in a medium or large size agency). Management experience is needed in field operations. This is most important because this agency component directly serves the community and determines its level of performance. An administrative assignment is helpful because a police chief is an administrator, and an administrative assignment prepares an individual for that role. Additionally, an assignment in a specialized area, such as investigations, helps develop a specialized skill in the profession. Chiefs are, at times, hired, in part, because of the special expertise they bring to the job. Having experience in all three of these areas enhances one's opportunity to become a police chief. The literature confirms that this varied experience is valuable for future oversight of a municipal police agency. The study participants commented on the various areas of job experience helpful to police chief effectiveness, which cover all three of these major divisions of a police agency. Fourth, a successful candidate should have command level experience, not just supervisory experience. Command level experience is interpreted as having overall operational responsibility for a specific area, such as patrol, investigations, or administration. The research literature is clear that command level experience will be required most of the time to compete effectively for a chief's job, and study participants supported the literature. Fifth, seeking a mentor has been indicated as being highly effective. A mentor can accelerate the learning process and prepare an individual for future opportunities. If the mentor is a higher level manager in the organization, this person may also serve as an advocate. The role and value of mentoring is articulated in the research literature. The study participants supported this concept as a key contributor to professional development. Ten of the 14 study participants

had management mentors, and several attributed their professional success, in part, to being

mentored.

These overall guidelines do not guarantee the success of African Americans who aspire

to become a municipal police chief; following them should, however, enhance their effectiveness

in the profession while in pursuit of this goal.

Which Characteristics are Distinctive for an African American Municipal Police Chief?

The study findings suggest several competencies, qualities, and attributes which may

contribute to the effectiveness of an African American municipal police chief. The natural

follow-up question is what dimensions (knowledge, skills, abilities, behaviors, and traits) of

management and leadership differentiate an African American municipal police chief from a

White municipal police chief? The findings of this study, supported by scholarly research,

suggest five distinctive characteristics of an African American municipal police chief. These

distinctive characteristics must be understood in light of the 12 race-based challenges that the

findings indicate impact African Americans in police management. To be properly understood, I

believe it is important to state the obvious: the core of what makes African American municipal

police chiefs different is influenced by their functioning within a majority white organizational

culture. The following five characteristics are all representative of this difference. For some of

these dimensions, the difference is in the degree of the demonstrated dimension that makes it

beneficial.

Are religious and apply these values to the job. African American municipal police

chiefs in the study cite religious faith as important. The study findings seem to suggest they are

likely to be religious and apply these values to the job (this dimension was given a 79%

composite score by the study participants). This dimension was addressed, in part, previously in

this chapter; therefore, I will not revisit the specific details of the summary of the findings, participant comments, and the applicable research literature. There is much evidence from the study findings and the research literature that African American municipal police chiefs are more likely to be religiously motivated and apply their religious faith to the job. Also, the dimension of view the job as a calling received an 85.71% composite score rating from the study participants, which is complementary to being religiously motivated. The study findings suggest that these African American police chiefs view the job as a calling from God. Several participants actually indicated this in their comments. Several chiefs revealed that their faith helps them overcome challenges, impacts their management style, and directs them as they confront personnel issues. Historically, African Americans rely on religious faith to overcome prejudice and marginalization.

Persistence. This dimension was addressed earlier in this chapter. The study findings and participant comments provide strong support for African American municipal police chiefs demonstrating persistence in professional challenges. Persistence may certainly be a dimension important for all effective municipal police chiefs, regardless of race. However, when the responses by the study participants are considered regarding the race-based challenges, there is compelling evidence that a higher level of persistence is required for an African American municipal police chief. Two study findings support the higher level of persistence required. First, for each of the 12 possible race-based challenges, a minimum of 57% of the study participants believed they had experienced each act of prejudice based on their race. Second, 100% of the respondents reported, as a police executive and/ or as a chief, that their performance had to be superior to that of their majority culture peers because of their race; their qualifications and credentials were questioned because of their race. Therefore, these findings support the

assumption that African American municipal police chiefs require a higher level of persistence than White municipal police chiefs.

Culturally competent and can manage diversity. African American municipal police chiefs generally have to function in a majority culture environment in the United States. It is likely that to achieve professional success, they must work in an environment that is not nurturing or supportive. African American police managers, in the predominately white profession of policing, require a significant amount of cultural and social adaptation. The study findings provide a basis for suggesting that African American municipal police chiefs are culturally competent and can manage diversity. This dimension received an 88.57% composite score. Comments by study participants provided a clear message that this is a significant challenge to confront on the leadership journey. One study participant articulated in response to the statement your qualifications and credentials are questioned because of your race, "This occurs, and is largely attributed to pre-conceived biases and institutional racism." He added, "Chiefs must pursue formal education and advanced degrees from accredited institutions, and be confident that their education and training have prepared and qualified them to be highly effective leaders in the profession." Another chief stated, "During my career at the police agency, I have been investigated many times without any allegations being sustained." He indicated that his majority culture peers acknowledge that he is the most investigated person in the history of the agency. This chief had to work through these issues and ultimately became the first black chief of the agency. Authors Thomas and Gabarro (1999) find a common theme among virtually everyone writing on the career experiences of minority managers. They identify race-based prejudice as a major, or perhaps *the* major barrier, to advancement. The authors also provide some interesting insight, based on their research, on the development of this cultural

competence. Their findings revealed that minority managers and executives with exposure to predominantly white settings prior to the start of their careers were at an advantage. They further explained that this exposure was typically occurred at their schools, colleges, or neighborhoods (p. 90). They concluded the difference between minority executives and white executives revolves mostly around the significance of race and the emphasis placed on their pre-professional experience as a positive factor in their development.

Have a good work ethic. This finding suggests that an African American municipal police chief must have a good work ethic. I suspect this, too, is a dimension that holds value for all aspiring police chiefs, regardless of ethnicity. Because African American police managers will confront potential questions concerning their qualifications and credentials, along with an organizational bias (institutional racism) that requires superior performance to achieve equal results, they must demonstrate a stellar work ethic. Authors Thomas and Gabarro (1999) describe this commitment to excellence that they discovered among minority executives. They discovered that internalizing excellence is a key aspect of sustaining performance and drive, particularly in the critical early career period. As one executive stated in this study, "I could only assume that performance would eventually count." (These sentiments were echoed by the Delphi method study participants.)

Establish strong community partnerships. The effective African American municipal police chief will work to establish strong community partnerships. Community engagement occurs when a police chief is intentionally obtains community input and feedback regarding the quality and scope of police services. There is typically a higher level of awareness by an African American police officer, manager, or police chief that police departments sometimes suffer from strained relationships with minority and poor segments of the community. Historically, many

African Americans did not want to become police officers because of the abuse they suffered from police officers in their neighborhoods. Therefore, African American municipal police chiefs have a heightened sensitivity to the importance and value of effective community relations, particularly within the minority communities. This dimension received a 91.42% composite score from the study participants. Additionally, the study participants rated the dimension —are aware of community issues— with a 95.71% composite score. Both of these study results are highly indicative of the importance and value the African American municipal police chief places on establishing strong community partnerships. As a point of interest, the National Organization of Black Law Enforcement Executives (NOBLE) has an unofficial policy that whenever the organization is hired to conduct a management audit of a police agency, a community survey is conducted. It is well established training philosophy within NOBLE that the community must be engaged to provide quality service. This is based on an organizational belief that in public service, key organizational decisions should not be made apart from the community the police agency serves. This was well stated by one study participant who advised, "The members of community must be engaged to enlist their support in the fulfillment of the department's vision, mission, and goals."

What Are the Challenges That May Be Anticipated for an African American Municipal Police Chief?

In the third and final round of the Delphi method study of effective African American municipal police chiefs, the participants were given a list of 12 possible race-related questions and asked to rate them and comment on them, only if they felt comfortable. They were asked to comment on these challenges only to the extent that they had experienced each one as a police executive or a police chief. They were given the following information: "This is a list of job challenges which you may or may not have faced as an executive including your time as a police

chief within a municipal police agency. These are all potential or possible challenges you may have faced on your journey to becoming and/or while serving as a police chief." The participants were advised that it is certainly possible that they may not have faced or had to confront any of these challenges as a law enforcement administrator (this document is part 2 of Appendix F). As has been previously stated, a minimum of 57% of all of the study participants experienced all 12 of these race-related challenges (table 4.3). The study finding identified six of these challenges as most common and important to overcome for an aspiring and effective police chief. These are anticipated challenges for an African American municipal police manager. To avoid repetition, each of these challenges will briefly be discussed in the context of difficulties that should be anticipated. These statements, describing potential race-based challenges, were constructed from the literature on African American leadership. The findings of the study support the assumption that African American municipal police chiefs are likely to encounter specific race-based challenges on their leadership journey and, therefore should plan and prepare to overcome them.

The results indicate that an aspiring African American municipal police chief can anticipate being challenged when giving commands to subordinates, based on race. Fully 85% of the participants experienced this as a police chief or executive. Also, 36% of the participants indicated they were confronting this challenge as a police chief. Subsequently, the study findings reveal that even as the head of the police agency, this challenge may still occur.

The results indicate that an aspiring African American municipal police chief can anticipate not being viewed as the prototypical leader in a municipal police agency, based on his or her race. Of the 14 study participants, 93% indicated that they experienced this problem as a police chief or executive. Also, 21 % of the participants indicated they were confronting this

challenge as a police chief. The implication of this study finding suggests that cultural competency should be pursued to potentially lessen the impact of this perception.

The results indicate that an aspiring African American municipal police chief can anticipate more privileges will be associated with being White in a municipal police agency (not determined by merit, skill, or competence). Again, 86% of the participants indicated that they experienced this as a police chief or executive. Also 21 % of the participants indicated they were confronting this challenge as a police chief. The implication of this finding suggests that even as the chief of the agency, one may be less privileged than the other city department heads (such as fire chief). This is an issue of which a city manager or mayor should be aware.

The results indicate that aspiring African American municipal police chiefs can anticipate the challenge of their conduct and character, based on their race; it must be superior to their White peers in order to meet expectations. All of the participants indicated that they experienced this as a police chief or executive. Also, 36 % of the participants indicated they were confronting this challenge as a police chief. The comments of the participants supported the assumption that an African American police chief must be more careful regarding character.

The results indicate that aspiring African American municipal police chiefs can anticipate their performance must be superior to their majority culture peers because of their race. Again, 100% of the participants indicated that they experienced this as a police chief or executive. Also, 36 % of the participants indicated they were confronting this challenge as a police chief. The responses from the panel of experts were clear: they espouse that an African American police chief must outperform their majority peers in that same job.

The results indicate that aspiring African American municipal police chiefs can anticipate their qualifications and credentials will be questioned because of their race. Twelve of 14

participants (86%) indicated that they experienced this as a police chief or executive. Also, 21 % of the participants indicated they were confronting this challenge as a police chief. The participants commented in two areas in response to this question: their credentials being checked by staff and members of the community and the perception they were hired based on their race. The implication of this finding suggests that an African American municipal police chief candidate must have superior credentials.

The findings of the study regarding race-based challenges suggest the need for the ability to effectively manage one's emotions (a dimension receiving a 90% composite score by the participants) to respond positively to this negative stimuli. In their book *The Emotional Intelligence Quick Book* authors Bradberry and Greaves (2005) indicate that the concept of emotional intelligence can explain why two people of the same IQ can attain vastly different levels of success in life. Based on the results of the study, the implication is that the ability to effectively manage one's emotions is particularly helpful to the African American municipal police chief.

What Traits Predispose an Individual to Become an African American Municipal Police Chief?

The results of the study produced only one characteristic as identified as one of the Five-factor model of personality traits. The Five-factor Model contains a matrix of the range of trait characteristics that a comprehensive personality instrument should measure. The personality factors that emerge from an analysis of these traits are considered by many to be the basic dimensions of personality (Costa & McCrae, 1992). The study findings support the assumption that conscientiousness is a trait that predisposes an individual to become an African American municipal police chief. It is not assumed that this trait alone will lead to becoming a municipal police chief, but it is a common trait found in effective African American municipal police

chiefs. This trait was described as having a tendency to show self-discipline, act dutifully, and aim for achievement. This dimension received an 88.57% composite score from the study participants. This dimension is highly compatible with two other dimensions identified as being distinctive to African American municipal police chiefs: a good work ethic and persistence in professional challenges. Authors Thomas and Gabarro (1999), in their study of minority executives, found the common theme of successful minority executives in the section of their book under the heading of "Psychological Characteristics" that is indicative of conscientiousness. They indicated that the most successful minority executives possessed two traits that helped them overcome challenges: a passionate commitment to excellence and an inherent and unshakable love of the work itself (p.101).

The study results suggest that African American municipal police chief leadership ability does not reside in people with special innate or inborn characteristics. The findings have implications for the process viewpoint that suggests that police executive leadership is a phenomenon that primarily resides in the context from which leadership occurs and, thus, can be learned.

Is Emotional Intelligence a Significant Dimension for Effective African American Municipal Police Chiefs?

The study findings support the assumption that emotional intelligence does make a significant contribution to the effectiveness of African American municipal police chiefs. The participant's feedback to this dimension (provided earlier in this chapter) and the 90% composite score for this dimension suggest that the demonstrated ability to intelligently manage one's emotions within the police environment is a key attribute. The participants generally articulated that the ability to be aware of one's emotions, to stay flexible and direct one's behavior positively in a high stress and politically volatile job is useful to overcome on-going internal and

external negative forces. Additionally, emotional intelligence contributes to relationship building. Authors Thomas and Gabarro (1999) espoused that an obvious factor of minority executives in their study was their acquisition of key mentors and sponsors. Their understanding was that these relationships developed organically and naturally. Relationship management is an outcome of emotional intelligence; it is a bond that builds over time by people who manage relationships well and understand the benefit of connecting with many different people (Bradberry & Greaves, 2005). The findings of this study suggest an important interpretation of the research: to the job effectiveness of the African American municipal police chief, emotional intelligence is more important than intelligence quotient. The identified competencies of effectiveness in the study are more representative of one's intelligence quotient; the qualities and attributes are more representative of one's emotional intelligence.

What Study Results Were Surprising?

In light of the review of the research literature, the previous pilot study on the topic one year earlier, and my involvement developing aspiring African American police chiefs, there is only one study finding that is surprising because of how highly it was rated. It is the quality— demonstrates command presence in appearance that is exemplified in having a professional demeanor. *Command presence* has been defined for law enforcement managers as a demonstrated personal demeanor, including a positive impression, proactive control, initial impact, a good physical appearance, competence, and a favorable presence. It also includes personal confidence that demonstrates the manager's self-worth, certainty, and poise and bearing, especially in managing stressful situations and bringing a situation to a positive conclusion. The research literature does not specifically identify and describe this dimension but does articulate the elements of it as described here. The study participants did not comment on

this dimension specifically, but they identified two components of it (competence and managing stressful situations effectively) and reached a consensus on it. This dimension received an 87.14% composite score from the study participants. All but 1 of the 14 participants rated this dimension as either very important or critically important. Several of the study participants indicated that chiefs make a positive personal impression on the staff, the community, and the elected officials by how they present themselves. Conventional wisdom within police chiefs circles states, "if you want to become a chief, you must look the part." The study panel of experts certainly concurs that this is an element of effectiveness for an African American municipal police chief.

What Is Yet To Be Learned?

The study of African American municipal police chiefs provided evidence of some key competencies, qualities, and attributes of effectiveness. However, there are several limitations of this study and, therefore, some issues related to this topic were not learned. There are four significant questions that are not answered by this study. Each of these could be a separate study unto itself by building off these study results. At a minimum, each of these questions is an area of potential future research.

The study has suggested that certain characteristics are distinctive of an African American municipal police chief. However, the study does not provide an empirical response to the question of the differences in the competencies, qualities, and attributes of a White municipal police chief and an African American municipal police chief.

The study indicated the potential racial challenges of an African American manager or municipal police chief within an organization. The study did not research the question of empirical evidence of racial bias towards an African American municipal police chief,

demonstrated, for example, by differences in compensation between African American and White municipal police chiefs.

A significant question raised by the results and conclusions of this study is what is the difference between those African Americans who become municipal police chiefs and those who do not? The study findings provide some information and direction to help launch this study question.

Finally, this study had a 14 member panel of experts, containing 2 female and 12 male African American municipal police chiefs. This study did not identify evidence of the difference in the competencies, qualities, and attributes of African American female municipal police chiefs and African American males. This is a natural question which flows out of the research question itself.

Recommendations for Action

The findings of this study lead to some recommendations for action. The first group of action items is intended for the National Organization of Black Law Enforcement Executives mentoring program for potential chiefs. This research question was borne out of my involvement in this program and desire to develop future chiefs of police. The second group of potential action items is for government officials and administrators working in law enforcement agencies. Each group of action items will be identified and described for the intended audience. All of these action items are based on the research findings and intended to improve the quality of law enforcement service to the community.

NOBLE mentoring program.

- Teach the findings of this study to each NOBLE Mentoring Potential Chief Executive Officers Program class. The primary focus should be on the key characteristics of an

African American Municipal police chief and potential race-based challenges. An

emphasis should be placed on how to overcome these challenges.

- Establish an executive reading list for protégés of the NOBLE mentoring potential

  chief executive officers program based on the literature review for this research study.

  The primary focus is on police executive leadership and African American leadership

  books and journal articles.

- Teach the critical success factors of effective executive performance to aspiring

  police executives at the NOBLE regional and national conferences early in their

  career.

- Teach current and future mentors in this program the key lessons learned in this study

  and how to apply them in their mentor role.

Law enforcement agencies.

- Establish a mentoring program for the all aspiring managers and executives.

- Apply the best practices of organizations effective in utilizing diversity to improve

  organizational performance.

- Survey and interview employees to determine how they experience the organization.

- Given consideration to the key dimensions of African American municipal police

  management and leadership as elements of a job analysis to be rated and ranked when

  developing the criteria for the selection of a municipal police chief.

Recommendations for Future Research

Future research studies could add significant knowledge to the policing profession and

scholarly literature within the academic discipline by building on or supplementing the results of

this study. Four such potential studies are recommended here.

It is my desire to conduct a Delphi method study with approximately 15 municipal police chiefs to compare and contrast its findings with this study. The design of this study would be consistent with this one. The purpose of this study would be to determine the key competencies, qualities, and attributes of the municipal police chief, without regard to race.

A quantitative research study could be conducted based on the findings of this study to examine the generalizability of the results to the larger population of African American municipal police chiefs. This would be a more extensive quantitative study of the response of African American municipal police chiefs to the management and leadership dimensions produced by these study findings. These qualitative study findings have identified key competencies, qualities, and attributes for broader application and analysis. The quantitative follow-up study would be used to verify and cross-validate the results of this study. Verification studies can provide rich research opportunities for new researchers.

To supplement the findings of this study, a parallel research study could be conducted of African American male and female municipal police chiefs to determine which common dimensions of management and leadership they share as well as identifying those they do not share.

A future study on how to prepare for a municipal police chief job would be beneficial to police practitioners. Several research studies, articles, and books relate directly or indirectly to this topic but are not comprehensive. A comprehensive mixed methods study could refine key preparation strategies and goals.

These future research recommendations and the Delphi method study conducted on African American municipal police chiefs are all based on the concept of reverse engineering. Reverse engineering is something companies do to create a new product. They find a company

that manufactures a product like one they want to produce. The other company's product is purchased, taken apart, examined, and understood. This methodology saves considerable research cost and time. This process of reverse engineering can be used to identify effective police chiefs and analyze what makes them that way. Research that defines police chief leadership success can provide a guide on how to replicate that success which would benefit the policing profession.

Appendix

APPENDIX A

Check List for Using the Delphi method

- Clarify the research problem and remember that the Delphi technique is a group facilitation technique; as such, it only lends itself to group involvement.

- Identify the resources available and skills of the researcher in analysis, administration, and relationship building.

- Understand the technique's process and decide upon which medium to use (electronic or written communication).

- Decide on the structure of the initial round (either qualitative or quantitative) and the number of rounds to employ.

- Determine the criteria and the definition of 'expert' and the meaning of 'consensus' in relation to the objectives of the study.

- Give careful thought to the criteria employed, the justification of participant as an 'expert,' the use of non-probability sampling techniques, and either purpose or criterion methods.

- Give attention to issues which guide data collection: the discovery of opinions, the process of determining the most important to include in the initial round, and the management of opinions, and analysis and handling of both qualitative and quantitative data.

- Consider how to present the final results in either graphical and/or statistical representations with an explanation of how the reader should interpret the results, and how to digest the finding in relation to the emphasis being placed upon them.

- Finally, address issues of ethical responsibility, anonymity, reliability, and validity issues in an ongoing manner throughout the data collection process.

APPENDIX B

Antioch University
PhD in Leadership & Change
INSTITUTIONAL REVIEW BOARD
Human Participant Research Review

Informed Consent Statement

Survey Participant Consent to a Study the Key Competencies, Qualities, and Attributes of the African American Municipal Police Chief

You have been asked to participate in a research study conducted by Patrick Oliver a doctoral candidate in the Leadership and Organizational Change program at Antioch University, Yellow Springs, Ohio.

Study Purpose and Benefits

This research study involves understanding, "What are the key competencies, qualities, and attributes of the African American Municipal Police Chief"? The purpose of this study is to learn what are the commonalities among those African Americans who are effective as the chief executive officer of a municipal law enforcement agency? What can be learned about police chief leadership development and job effectiveness by studying those blacks who achieve and succeed in the highest position in law enforcement to educate and inform aspiring and current municipal police chiefs, particularly African Americans?

Study Methodology and Participant Involvement

The Delphi method which will be used for this study has been defined as a method for structuring a group communication process so that the process is effective in allowing a group of individuals (particularly those physically separated) to deal with a complex problem such as gaining consensus about professional skills (like my study question). The Delphi method uses a panel of experts to obtain data, the use of questionnaires and /or interviews, the emergence of judgments or opinions, anonymity of participant's responses and the use of iterations of responses by rounds in the collection of data which are summarized. The results of the previous rounds are communicated to and evaluated by the participants. At least three rounds of data collection are necessary for consensus to be achieved. In studies where the goal is to identify skills and knowledge (such as this one), the use of the Delphi method improves the validity of the research because of its relevance to those whom the skills effectiveness will potentially

impact. Therefore this study using the Delphi method will include ten African American police chiefs who have the expertise and requisite knowledge of municipal police chief leadership.

The results of the written responses will be summarized in a thematic analysis. Once the themes are finalized, they will be analyzed and coded by myself as the sole researcher. **The total time of your involvement in responding to all the questionnaires/ surveys and any follow-up interviews should be no more than 2 hours to 3 hours. Therefore, each of the three rounds of surveys will take about an hour or less each.** If there are any follow-up questions, a follow-up telephone will be made to you for the sole purpose of clarifying your input or feedback. You have a right to discontinue your participation at any time.

Participant Confidentiality

Your name will be kept confidential with the written summary of your responses containing a number instead of your name. There will be no individuals identified as mentors, mentees, or trainers in this report. Direct quotes may be used, but they will be without attribution. In addition, the records and all related research materials including the Informed Consent Forms will be kept in a secure file cabinet and stored indefinitely. The results from these interviews will be incorporated into my doctoral dissertation research using the Delphi method to study the African American Municipal Police Chief, or for use in other future scholarly publications. I reserve the right to retain the data indefinitely for future scholarly work.

Voluntary Participation Which May Withdrawn at Any Time

Your experience as an African American municipal police chief qualifies you as a participant in this research study. Your participation in this research project is voluntary and may be withdrawn at any time without any penalty. If you chose to do so, the information you provided for this research project will be destroyed and not used, and your confidentiality will be maintained. There are minimum risks to you as a participant, since you are just providing your input and expertise concerning the critical success factors for an African American municipal police chief. Once again the focus of the study is on the key competencies, qualities, and attributes of the African American municipal police chief. You do not have to answer any questions you do not want to, or provide any information you are uncomfortable with. There is no financial remuneration for participating in this study.

Questions Regarding the Study and Contact Information

If you have any questions about any aspect of this study or your involvement, please contact myself or:

Carolyn Kenny, Ph.D.

Chair, Institutional Review Board

Ph.D. in Leadership & Change

150 E. South College Road

Yellow Springs, OH 45387

937-319-6144

ckenny@.antioch.edu

Patrick Oliver

Principal and Sole Researcher

Email Address: poliver@cedarville.edu

Office Phone: (937) 766-3851

Two copies of this informed consent form have been provided. Please sign both, this indicates that you have read, understood, and agreed to participate in this research project. Please return one to me and keep the other for yourself.

_____
Name of researcher (please print)

_____
Signature of researcher

_____
Date

_____
Name of participant (please print)

_____

_____

Signature of participant

_____

Date

Patrick Oliver

Director of the Criminal Justice Program

Assistant Professor of Criminal Justice

Cedarville University

Antioch University Ph. D. doctoral candidate in the Leadership and Change Program

African American Municipal Police Chief
Delphi method Dissertation Research Study
Round 1

"What are the key competencies, qualities,
and attributes of the African American municipal police chief?"

Participant Designation Code: _____

Date: _____

The study question is, *"What are the key competencies, qualities, and attributes,
of the African American Municipal Police Chief?* The focus of this question is to
describe the "effective" municipal police chief leadership based on these three
criteria as defined below.

Leadership Dimension Definitions

Competencies- Identified knowledge, skills, and abilities that directly and positively impact the success of employees or the organization in a field of study or profession.

Qualities- Personal characteristics that are what contribute to one's personality. They help a person manage or adjust to their environment. They are characteristics developed over time by the individual that make a positive contribution during the process of human interaction.

Attributes- The peculiar abilities that set an individual apart from others in the same discipline, field of study, or profession. An ability that is closely associated with professional effectiveness.

The International Association of Chiefs of Police (IACP) defines "police leadership" as follows, "the process of influencing human behavior to achieve organizational goals that serve the public, while developing individuals, teams and the organization for future service" (IACP, 2006). This is the definition should help guide your thinking to describe police leadership.

INTERVIEW QUESTIONS

1. Identify all the **competencies** important for an **effective** African-American Municipal Police Chief. Try to attempt to identify at least ten competencies. Please sufficiently describe each competency. After you have listed them number them in their order of priority with one (1) being the most important and the highest number being the least important.

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2. Identify all the **qualities** important for an **effective** African-American Municipal Police Chief. Please sufficiently describe each quality. Try to attempt to identify at least ten qualities. After you have listed them number them then number them in their order of priority with one (1) being the most important and the highest number being the least important.

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3. Identify all the **attributes** important for an **effective** African-American Municipal Police Chief. Please sufficiently describe each attribute. Try to attempt to identify at least ten attributes. After you have listed them number them then number them in their order of priority with one (1) being the most important and the highest number being the least important.

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4. Identify any other the critical success factors you can think of that are important for an **effective** African-American Municipal Police Chief.

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Note: This is the first round of the interview. The following two rounds of interview questions will be based on the responses given during this round by all ten interview participants.

Please submit the demographic information below to complete the process

African American Municipal Police Chiefs
Demographic Information
"Determining what are the key competencies, qualities, and attributes of the African American Municipal Police Chief?"

Name: _____   Date: _____

Title or Rank: _____   NOBLE Member? ___Yes ___No

Agency: _____

Office Address: _____
City: _____ State: _____ Zip: _____

Office Phone: (   ) _____ Fax: (   ) _____ Mobile: (   ) _____

Size of Your Agency (full-time): _____ Sworn: _____ Civilian: _____

Age: _____ Date of Birth (MM/DD/YYYY): _____   Male or Female: _____

Years of Service in Law Enforcement: _____ Had management mentor Yes____ No ____

What is your highest level of education? _____
    (GED, High School, Some College, Associate Degree, Bachelor, Masters,   PhD/EdD)
Other: _____

What type of leadership training have you had?
_____ Post Supervisors 120 hr. Course
_____ POST Management 120 hr. Course
_____ FBI National Academy
_____ Southern Police Institute
_____ Northwestern School of Police Staff and Command

How many years have you served in the position as Chief?   _____ Years

How many years have you been a Law Enforcement Officer?   _____ Years.

What is the size of your police agency?
_____ Number of Officers _____ Number of Civilian Staff

Your municipal government is located in what   _____ County   _____ State

Were you appointed as Chief from the _____ ranks OR _____ hired from outside the agency?

Have you ever been the Chief of Police of another agency or agencies? ___Yes ___No

The total number of years serving as a Chief, prior to assuming your current position? ____ Yrs.

APPENDIX D

Delphi method
African American Municipal Police Chief Dissertation Study
Round 2

(The Level of Importance Scale):

In your *independent professional opinion*, how important is each of the listed leadership dimensions to the overall <u>performance</u> of an African American Police Chief in a municipality? Please use the scale below to indicate the importance of each dimension as described for an African American Municipal Police Chief demonstrating effectiveness in the job.

Please circle the corresponding number to indicate your rating of each dimension, according to how it contributes to an African American Police Chief's effectiveness, using the following scale:

1- Not Important
2- Minor Importance
3- Moderate Importance
4- Very Important
5- Critically Important

LEADERSHIP DIMENSIONS	LEVEL OF IMPORTANCE
COMPETENCIES Effective African American municipal police chiefs…	
1. … are aware of community issues	1 2 3 4 5
2. … communicate effectively with staff and community	1 2 3 4 5
3. … are fair or impartial in decision-making	1 2 3 4 5
4. … demonstrate effective human relations skills	1 2 3 4 5
5. … demonstrate ability to lead people and lead change	1 2 3 4 5
6. … are goal-oriented	1 2 3 4 5
7. … is visionary	1 2 3 4 5
8. … have effective written communication skills	1 2 3 4 5
9. … are skilled administrators	1 2 3 4 5

10.	… demonstrates competency of the policing profession	1 2 3 4 5
11.	… have a college degree	1 2 3 4 5
12.	… has financial management skills	1 2 3 4 5
13.	… are culturally competent and can manage diversity	1 2 3 4 5
14.	… are intelligent and smart	1 2 3 4 5
15.	… empower their subordinates	1 2 3 4 5
16.	… have command level police management training	1 2 3 4 5
QUALITIES In my experience, effective African American municipal police chiefs…		
17.	… demonstrate honesty in all matters, private and public	1 2 3 4 5
18.	… have credibility with their staff	1 2 3 4 5
19.	… are highly ethical in their dealings	1 2 3 4 5
20.	… establish strong community partnerships	1 2 3 4 5
21.	… are dependable individuals	1 2 3 4 5
22.	… model their personal values	1 2 3 4 5
23.	… demonstrate servant leadership	1 2 3 4 5
24.	… are highly dedicated individuals	1 2 3 4 5
25.	… view the job as a calling	1 2 3 4 5
26.	… are confident in professional abilities	1 2 3 4 5
27.	… demonstrate humility	1 2 3 4 5
28.	… demonstrate persistence in professional challenges	1 2 3 4 5
29.	… had top police administrative or management experience	1 2 3 4 5
30.	… demonstrates passion for the organization and community	1 2 3 4 5

31.	… adaptable to different audiences and events	1	2	3	4	5
32.	… demonstrate transparency in organizational matters	1	2	3	4	5
33.	… demonstrates command presence in appearance	1	2	3	4	5
34.	… demonstrates a good sense of humor	1	2	3	4	5
35.	… courteous in dealing with other people	1	2	3	4	5
ATTRIBUTES In my experience, effective African American municipal police chiefs…						
36.	… are effective decision makers	1	2	3	4	5
37.	… are accountable for results	1	2	3	4	5
38.	… seek continuous professional development	1	2	3	4	5
39.	… have a good work ethic	1	2	3	4	5
40.	… are a positive role model	1	2	3	4	5
41.	… are disciplined people	1	2	3	4	5
42.	… exercise self-control during times of conflict	1	2	3	4	5
43.	… are supportive of their personnel	1	2	3	4	5
44.	… promote diversity within the organization	1	2	3	4	5
45.	… demonstrate a participative leadership style	1	2	3	4	5
46.	… are accessible to their staff and the community	1	2	3	4	5
47.	… demonstrates patience with people and things	1	2	3	4	5
48.	… are politically astute	1	2	3	4	5
49.	… demonstrate networking and relational skills	1	2	3	4	5
50.	… have strong family support	1	2	3	4	5
51.	… are religious, and apply these values to their job	1	2	3	4	5

52.	… openness to intellectual curiosity and a variety of experience	1 2 3 4 5
53.	… conscientiousness: a tendency to show self-discipline, act dutifully, and aim for achievement	1 2 3 4 5
54.	… extraversion: sociability, positive emotions, and the tendency to seek human stimulation	1 2 3 4 5
55.	… agreeableness: a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others	1 2 3 4 5
56.	…neuroticism: the tendency to experience unpleasant emotions easily such as anger, anxiety, depression, or vulnerability	1 2 3 4 5
57.	… perceiving emotions: the ability to detect and decipher emotions in other people	1 2 3 4 5
58.	… using emotions: the ability to harness emotions to facilitate thinking and problem solving	1 2 3 4 5
59.	… understanding emotions: the ability to comprehend emotion language and to appreciate complicated relationships	1 2 3 4 5
60.	… managing emotions: the ability to regulate emotions in one's self and others	1 2 3 4 5

Scoring System

For

Delphi method

African American Municipal Police Chief Study

On

The Dimensions of Management and Leadership

SCORING: (BASED ON 100% SCORING COMPUTATION)

1. Add up total number of Points for each dimension
2. Multiply Total by "20"
3. Divide by number of study participants
4. The percentage Scores is computed

SCORE_____

TOTAL_____

RESEARCHER_____

Delphi method

African American Municipal Police Chief Study

Round 3

Dimension Ranking Grid

In your *independent professional opinion*, how would you prioritize each of the previously highly rated dimensions by all of the subject matter experts to the overall <u>performance</u> of an African American Police Chief in a municipality? Please use the scale below to indicate the **priority** of each dimension for a Chief demonstrating effectiveness in the job.

Please rank the management and leadership dimensions in each category with '1' have the most importance to last dimension numbered in that category having the highest number which indicates it has the least importance of those within the category. For example category 3 below has three dimensions so they will be numbered '1' through '3' based on your perceived level of importance as a subject matter expert. Therefore, the item numbered '1' will have the most importance of the three in that category and the item numbered '3' will have the least importance.

Dimension	Ranking
Category 1	
Demonstrated ability to lead people and lead change	
are accessible to their staff and the community	
Category 2	
establish strong community partnerships	
adaptable to different audiences and events	

are effective decision makers	
have a good work ethic	
are disciplined people	
are a positive role model	
have credibility with their staff	
Category 3	
demonstrates competency in the policing profession	
are confident in professional abilities	
managing emotions: the ability to regulate emotions in one's self and others	
Category 4	
demonstrate effective human relations skills	
is visionary	
are culturally competent and can manage diversity	
are highly dedicated individuals	
demonstrate persistence in professional challenges	
promote diversity within the organization	
are politically astute	
Category 5	

are dependable individuals	
demonstrates command presence in appearance	
are accountable for results	
Category 6	
are goal-oriented	
have effective written communication skills	
are intelligent and smart	
view the job as a calling	
demonstrates passion for the organization and community	
are supportive of their personnel	

African American Municipal Police Chief Dissertation Study Round 3

Job Challenges

Rating Instructions

The information obtained from this survey will be used, in part, to understand the unique challenges of an African American municipal police chief in the United States. Once again the answers that you give are strictly confidential. On the following page(s) is a list of job challenges which you may or may not have faced as an executive including your time as a police chief **within a municipal police agency**. These are all potential or possible challenges you may have faced on your journey to becoming and/or while serving as a police chief. It is certainly possible that you may not have faced or had to confront any of these challenges as a law enforcement administrator.

Step 1:   First, read through the entire list of job challenges contained in

the attached form to generally familiarize yourself with the difficulties listed. <u>DO NOT</u> make any marks on the form at this time.

Step 2:   Start at the beginning of the "Job Importance Rating Form" and rate each challenge on its <u>Degree of Importance and Frequency</u> by entering 0-5 in the importance column, and 0-5 in the frequency column using the scale below.

Step 3:   Rate whether you have faced these challenges as a municipal police executive, police chief, **or in both positions.** Use the scales below:

(The IMPORTANCE scale):

In your *independent professional opinion*, how important is it for an African American to have the ability to overcome each of the listed challenges to **achieve and be <u>effective</u> in the municipal police chief job?** Please use the scale below to indicate the importance of managing each identified challenge well.

0   =   Does not occur

1   =   Not important

2   =   Minor importance

3   =   Important

4   =   Very important

5   =   Critically important

(The FREQUENCY scale):

In your *independent opinion,* how frequently have you had to manage/ overcome each of the listed difficulties as a police administrator including your time as a municipal police chief? Please use the scale below to indicate how frequently you had to manage/ overcome each of the identified organizational issues.

0   =   **Does not occur** (I have never experience this problem)

1   =   **Once a year/less** (I have experience this problem once a year

            or less)

2   =   **Several times a year** (I have experience this problem several times a year)

3   =   **Monthly** (I have experience this problem about once a month)

4   =   **Weekly** (I have experience this problem about once a week)

5   =   **Daily** (I have experience this problem daily)

(The Executive or Police Chief experience):

Indicate if this challenge occurred to you as a municipal **police executive** and/or as a **police chief? You may check both executive and chief if the challenge has occurred in both positions.**

1   =   **occurred as a municipal police executive**

2   =   **occurred as a municipal police chief**

Exe.   = municipal police executive

Chief.   = municipal police chief

Possible Job Challenges for an African American police executive or police chief

Rating Form

0=does not occur	0=never done
1=not important	1=once a year or less
2=minor importance	2=several times a year
3=important	3=Monthly
4=very important	4=Weeky
5=critically important	5=Daily

JOB TASKS		IMPORTANCE	FREQUENCY	POSITION	
	African American Municipal Police Executive or Police Chief possible Job Challenges List	0 1 2 3 4 5	0 1 2 3 4 5	Exe. 1	Chief 2
1.	Being challenged when giving commands to your subordinates based on your race.	O O O O O O	O O O O O O	O	O
2.	Being denied equal opportunities for management training based on your race.	O O O O O O	O O O O O O	O	O
3.	Mentoring relationships with superiors are affected based on your race.	O O O O O O	O O O O O O	O	O
4.	Not being sponsored for advancement by your superiors equally with White peer leaders based on your race.	O O O O O O	O O O O O O	O	O

5.	Not being viewed as the prototypical leader in a municipal police agency based on race.	O O O O O O	O O O O O O	O	O
6.	More privileges are associated with being White in a municipal police agency (not determined by merit, skill, or competence).	O O O O O O	O O O O O O	O	O
7.	Your conduct and character must be superior to your White peers to meet expectations because of your race.	O O O O O O	O O O O O O	O	O
8.	Your performance must be superior to your majority culture peers because of your race.	O O O O O O	O O O O O O	O	O
9.	Your qualifications and credentials are questioned because of your race.	O O O O O O	O O O O O O	O	O
10.	Not being invited to participate in the social culture of the organization because of your race.	O O O O O O	O O O O O O	O	O
11.	Superiors' perceptions of your job performance are affected by your race.	O O O O O O	O O O O O O	O	O
12.	Decisions on personnel assignments by superiors are affected by your race.	O O O O O O	O O O O O O	O	O

African American Municipal Police Chief
Delphi method Dissertation Research Study
Round 3 Part 2

"What are the key competencies, qualities,
and attributes of the African American municipal police chief?"

Participant Initials: _____

Date: _____

SURVEY COMMENTS

Please indicate if you have any comments regarding the race related challenges identified for you to rate. There is no need to make comments unless you desire to do so**. However, It is certainly helpful for you to articulate how these issues affect the professional development and effectiveness of an African American municipal police chief.** You may just type on this form and return the researcher by email. **Please send as an attachment to: poliver@cedarville.edu**

1. Being challenged when giving commands to your subordinates based on your race.

2. Being denied equal opportunities for management training based on your race.

3. Mentoring relationships with superiors are affected based on your race.

4. Not being sponsored for advancement by your superiors equally with White peer leaders based on your race.

5. Not being viewed as the prototypical leader in a municipal police agency based on race.

6. More privileges are associated with being White in a municipal police agency (not determined by merit, skill, or competence).

7. Your conduct and character must be superior to your White peers to meet expectations because of your race.

8. Your performance must be superior to your majority culture peers because of your race.

9. Your qualifications and credentials are questioned because of your race.

10. Not being invited to participate in the social culture of the organization because of your race.

11. Superiors' perceptions of your job performance are affected by your race.

12. Decisions on personnel assignments by superiors are affected by your race.

APPENDIX G

Delphi method study Top 34 Rated Dimensions of Management Leadership
RAW SCORE, COMPOSITE SCORE, AND RANK ORDER
Note: Those Dimensions that have an identical raw and percentage score were ranked by the study participants according to their perceived priority of importance.

MANAGEMENT/LEADERSHIP DIMENSIONS	Score	%	RANK
Demonstrates honesty in all matters, private and public	67	95.71	1
Aware of community issues	67	95.71	2
Is fair or impartial in decision-making	67	95.71	3
Demonstrates ability to lead people and change	66	94.28	4
Is accessible to their staff and community	66	94.28	5
Is effective decision maker	64	91.42	6
Has a good work ethic	64	91.42	7
Is disciplined	64	91.42	8
Is a positive role model	64	91.42	9
Establishes strong community partnerships	64	91.42	10
Has credibility with their staff	64	91.42	11
Is adaptable to different audiences and events	64	91.42	12
Demonstrates competency in the policing profession	63	90	13
Is confident in professional abilities	63	90	14
Manages emotions: the ability to regulate emotions in one's self and others	63	90	15
Communicates effectively with staff and community	63	90	16
Demonstrates effective human relations skills	62	88.57	17
Is Visionary	62	88.57	18
Is highly dedicated	62	88.57	19
Is culturally competent and can manage diversity	62	88.57	20
Demonstrates persistence in professional challenges	62	88.57	21
Is politically astute	62	88.57	22
Promote diversity within the organization	62	88.57	23
Has command level police management training	62	88.57	24
Is conscientiousness: shows self-discipline, act dutifully, and aims for achievement	62	88.57	25
Is accountable for results	61	87.14	26

Is dependable individuals	61	87.14	27
Demonstrates command presence in appearance	61	87.14	28
Demonstrates passion for the organization and community	60	85.71	29
Is intelligent and smart	60	85.71	30
Views the job as a calling	60	85.71	31
Is supportive of their personnel	60	85.71	32
Is goal-oriented	60	85.71	33
Has effective written communication skills	60	85.71	34

The Literature Review

13 Dimensions of Management and Leadership

<u>Competencies, Qualities, Attributes and Traits</u>

Competencies

Leadership ability

Effective communication abilities

Administrative skills

Knowledge management

Qualities

Persistence

Administrative/management experience

Integrity

Attributes

Participative leadership style

Being visionary

Being an educated person

Being politically astute

Traits

Conscientiousness

Emotional stability

APPENDIX I

Delphi method
African American Municipal Police Chief Dissertation Study

The following are the 34 highest rated dimensions by category. There were 12 identified

competencies, 12 qualities, and 11 attributes. They were identified as follows:

Competencies

- Aware of community issues

- Communicates effectively with staff and community

- Is fair and impartial in decision-making

- Demonstrate effective human relations skills

- Demonstrates ability to lead people and lead change

- Is goal oriented

- Is visionary

- Has effective written communication skills

- Demonstrates competency in the policing profession

- Is culturally competent and can manage diversity

- Is intelligent and smart

- Has command level police management training

Qualities

- Demonstrates honesty in all matters, private and public

- Has credibility with their staff

- Is highly ethical in all their dealings

- Establishes strong community partnerships

- Is dependable

- Is dedicated

- Views the job as a calling

- Is confident in professional abilities

- Demonstrates persistence in professional challenges

- Demonstrates passion for the organization and the community

- Is adaptable to different audiences and events

- Demonstrates command presence in appearance

Attributes

- Is effective decision-maker

- Is accountable for results

- Has a good work ethic

- Is a positive role model

- Is disciplined

- Is supportive of personnel

- Promotes diversity within the organization

- Is accessible to their staff and community

- Is politically astute

- Is conscientiousness: shows self-discipline, act dutifully, and aims for achievement

- Manages emotions: the ability to regulate emotions in one's self and others

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