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Law Enforcement Leadership and Organizational Culture in a Post-2020 Society

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LAW ENFORCEMENT LEADERSHIP AND ORGANIZATIONAL CULTURE IN A

POST-2020 SOCIETY

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Approval of Dissertation

We, the faculty supervising the work of **Carlos A. Perkins**, affirm that the dissertation, *Law Enforcement Leadership and Organizational Culture in a Post 2020 Society*, meets the high academic standards for original scholarship and creative work established by the EdD Program in Leadership Studies and the College of Education and Professional Development. The work also conforms to the requirements and formatting guidelines of Marshall University. With our signatures, we approve the manuscript for publication.

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Abstract

The purpose of this qualitative pilot study was to investigate the perceptions of selected law enforcement leaders regarding the impending transition in law enforcement agencies in a post-2020 society. Specific elements of this transition investigated included recruitment, training, socialization, leadership roles/qualifications, change strategies/process, stakeholder involvement, and measures of success. Purposeful, convenience, and snowball sampling were used to select study participants. Study participants (N=21) were active sworn law enforcement leaders in a law enforcement agency in North Carolina. Participants possessed a broad range of law enforcement years of experience and/or leadership/supervisory experience at a minimum rank of lieutenant. Semi-structured interviews were conducted with 21 law enforcement leaders to gather their perspective regarding the transition of law enforcement agencies. Thematic analysis was used to organize and interpret the information collected to a post-2020 environment. Findings suggest law enforcement leaders support the transition occurring in this post-2020 society and law enforcement agencies must adapt to ensure a positive culture and to effectively serve the community. Further research suggestions include studying agencies from multiple states, studying the perspective of female law enforcement leaders only and studying the perspective of police chiefs only.

Chapter 1: Introduction

Every organization has its own culture and law enforcement is known for having a unique and defined culture of its own; however, police culture has been under heavy public scrutiny in recent years. This scrutiny of police culture affects everyone (Valcore, 2018). A police organization's culture is developed from within (Black, 2018), and research indicates value-based agencies have strong organizational cultures and are resilient in times of struggle (Reynolds, 2020). That attitude and behavior must start at the top and be consistently modeled throughout the entire organization. Behaviors, attitudes, and actions are all directly or indirectly influenced by the attitudes of organizational leaders. Executive leaders establish the foundation for acceptable behavior, modeling and encouraging that behavior in direct and subtle messages based on their attitudes and beliefs.

Leadership requires a strong commitment that starts from within and a solid vision that lays the foundation for goal achievement within an organization (Niaz, n.d.). Vision helps establish direction and sense of purpose. The vision statement is the standard of excellence for an organization's goals and creates a new ideal for acceptable value-based behavior (Reynolds, 2020). An organization's values are often reflected in the organization's mission statement and the mission statement is often founded on the values of the leaders. Therefore, the values of the leader are the foundation of agency culture, and the culture of an agency is extremely important to the image, respect, and trust of that agency (Gleeson, 2018). Leadership has an immense influence on the values and culture of an organization and is responsible for establishing a well-defined culture that aligns with agency values (Gleeson, 2018).

Culture drives behavior and the best police organizations have a healthy culture (Reynolds, 2020). Reynolds suggests the culture of an organization is determined by both the

accepted behaviors of the organization, and those behaviors that are frowned upon by the organization. Members then, Reynolds (2020) suggests, simply follow their leaders and, eventually, the behaviors of the members mold into the cultural norms. Subsequently, the individual may be responsible for their actions, but leadership is responsible for the cultural environment in which the behavior occurs (Reynolds, 2020).

Most law enforcement departments are based on a paramilitary rank structure with a well-defined authoritarian command hierarchy (Cain, 2017). However, many leadership experts view such hierarchies as antiquated, stagnant, and ineffective (Batts et al., 2012; Fernandopulle, 2021; Office of Community Oriented Policing Services, 2019; Simmons-Beauchamp & Sharpe, 2022; Yatch, 2022). In addition to the rigid hierarchal command style, there is also a very tight, closed culture which can foster an "us vs. them" attitude and contribute to strained community-police relationships and mistrust of law enforcement (Office of Community Oriented Policing Services, 2019).

Much of the criticisms and scrutiny directed at law enforcement centers around the public perception of a toxic culture within law enforcement and leadership's acceptance of inappropriate behavior and police interactions involving use of force against people of color. Many people feel police behaviors, attitudes, and actions are a direct result of leadership and officer behaviors that are ingrained during training as new recruits. Changes in organizational structure and management styles are occurring nationwide in police departments (Richards, 2022; Schneider, n.d.). The previous generation of leaders is retiring, and the next generation is assuming duties and responsibilities during a very dynamic and complex period.

The COVID-19 pandemic, social unrest, political issues, and public and media scrutiny have forced law enforcement agencies to re-examine the way they operate, interact with the

community, and prepare future law enforcement leaders. Agency transformation is always a daunting task that requires exceptional leaders to navigate the challenges (Cain, 2017). However, transitioning an agency to an effective workplace is an important task leaders must undertake (Gardner & Reece, 2012). The ability to quickly assess and adapt to a situation, the ability to inspire followers, teach them to become leaders themselves, and to foster a positive change in their agencies and communities, is critical to the success of any law enforcement agency in an anti-police society.

The animosity, mistrust, and criticism of law enforcement is present on the news, social media, and in our streets. Today's law enforcement leader must be able to encourage collaboration, heal old wounds, and earn the trust and support of communities and stakeholders. As law enforcement agencies prepare for these transitions, the time for changes in leadership styles, roles, responsibilities, and expectations is now. Given this contrast, this study will examine law enforcement leaders and their perceptions of an impending transition in law enforcement agencies and the impact of this transition on organizational culture, values, and practices.

Law Enforcement Culture: The Historical Context

Historically, the police, as a civil force charged with deterring crime, was associated with "keeping the king's peace" (Lepore, 2020). The king's peace was maintained by an officer of the court called a constable and his watchmen that walked a ward at night to discourage crime and find lawbreakers. In 1829, Sir Robert Peel spearheaded the creation of the London Metropolitan Police to manage the social conflict resulting from rapid urbanization and industrialization in London (Lepore, 2020; Lyman, 1964). As a result, many historians and scholars identify the

London Metropolitan Police as the first modern police department, and Sir Robert Peel as the father of modern policing (Lepore, 2020; Lyman, 1964).

Peel also created a set of policing principles for the London Metropolitan Police that focused on crime prevention and earning the public's trust (Jones, 2004; Lyman, 1964, Williams, 2003). In addition, the police should wear uniforms, display badge numbers, not carry firearms, and receive appropriate training (Archbold et al., 2022; Lyman, 1964). Many of these ideologies remain in place in some contemporary police agencies across the United States. It is important to note there has been debate about whether Peel's principles are the result of misinterpretations of English policing (Archbold et al., 2022).

Policing in America has a long history dating back to slavery and the founding of this country (Bhattar, 2021). In the South, where slavery was central to the economy, slave patrols were created to capture runaway slaves and maintain the economic status quo. These slave patrols eventually evolved into policing units responsible for disrupting insurgencies that began to rise after the Civil War. As such, many regard these slave patrols as the first unofficial police in America (Archbold et al., 2022). Slave Patrols continued until the abolition of slavery; however, the tactics of the slave patrols were utilized by the Ku Klux Klan to control and deny access to equal rights to freed slaves. In addition, local municipalities established police departments to enforce local laws including Jim Crow laws (Archbold et al., 2022).

While Sir Robert Peel is widely regarded as the father of modern policing, many regard August Vollmer as the father of American policing (Newitz, 2021; Oliver, 2017; Schwartz, 2020). In 1909, August Vollmer became the chief of the Berkley Police Department in Berkeley, California (Newitz, 2021). Vollmer modernized the police force and adapted military tactics to American policing that would be imitated by police departments nationwide (Newitz, 2021;

Schwartz, 2020). Vollmer established a bicycle patrol, a motorized patrol, a centralized police records system, trained his deputies in marksmanship, and required his officers to attain college degrees. Vollmer believed there were "racial types", and "heredity" and "racial degeneration" contributed to crime (Go, 2020). Vollmer also encouraged the employment and training of African American and female police officers (Dinkelspiel, 2010).

As police departments developed and modernized over the years, there was a shift from Peel's vision of police as guardians and protectors of citizens, to police as warriors, at war with the people they serve (Rahr & Rice, 2015). The warrior mindset is at the very core of officer safety training in contemporary police training (Van Brocklin, 2015). Supporters of a warrior mindset believe it is critical to officer and public safety because officers must have the mental fortitude to fight and prevail against all odds when officers find themselves in a dangerous situation. Although true, such incidents are statistically rare; however, since any police-citizen contact can become a deadly encounter, the warrior mindset must be ever present and vigilant (Van Brocklin, 2015). However, even warrior mindset proponents acknowledge that most police work is guardian work, and treating every encounter with a warrior mindset and every citizen as a potential enemy does not build cooperation and trust in the community (Van Brocklin, 2015). Guardian mindset proponents believe that officers can maintain officer safety without treating every citizen as an enemy threat and some departments are instilling a guardian mindset in their officers rather than a warrior mentality (Van Brocklin, 2015).

Over the past decades, police departments across the country have been affected by instances of misconduct and brutality. Civil unrest in the 1960s, the beating of Rodney King, the deaths of Eric Garner, Sean Bell, Michael Brown, Philando Castile, Tameer Rice, Bryanna Taylor, Ahmed Aubrey, Jamarion Robinson, Ronald Greene, and many others at the hands of the

police have fueled many protests and calls for police reform (Adegbile, 2017). A major catalyst in the push to address a change and/or reform in police culture occurred in 2020, when George Floyd was killed by Minneapolis Police Department Officer, Derek Chauvin. The incident sparked ongoing protests and riots across the United States and expanded the Black Lives Movement into a worldwide phenomenon. These protests led to arson, looting, and violence. Some police officers responded with use of force, while others stood in solidarity with the protesters. As tensions rose across the country, people demanded changes with policing in the United States. As such, some in law enforcement are calling for a change from a warrior to a guardian mindset (Olito, 2021; Van Brocklin, 2015). In response, a White House Task Force created in December 2014, chaired by a police commissioner and composed of other law enforcement members, was charged to examine and make recommendations for 21st century policing. The group urged law enforcement to embrace a guardian – rather than a warrior – mindset (Van Brocklin, 2015).

The potency of police socialization makes implementing cultural change within the organization extremely challenging (Stark, 2021). New police recruits are socialized by war stories that glamorize the dangerous aspects of police work and place an exaggerated focus on the mission of police to deal with danger as the supposed gatekeepers of society. For some individuals, real police work means arresting criminals instead of focusing on working with communities to solve problems. The emphasis on physicality and fighting crime has helped craft the image of the "warrior cop" who is ready to do battle and is isolated from the public (Stark, 2021). Despite decades of pushing effective community policing, American law enforcement has veered from building close community ties toward creating distance from community members. In some communities, the community guardian is being replaced with the urban warrior.

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According to Rahr and Rice (2015), officers with a guardian mindset operate as part of the community, demonstrating empathy and employing procedural justice principles during interactions and most law enforcement leaders recognize that creating stronger human connections and community engagement will lead to improved public safety and more effective crime fighting. The warrior cop, on the other hand, leads to the perception of an occupying force, detached, and separated from the community, and fosters an "us vs. them" mentality. The current culture in some American law enforcement agencies tends toward the warrior mentality which is cultivated when recruits are trained in an academy environment that is modeled after military boot camp designed to produce a warrior ready for battle (Rahr & Rice, 2015).

Problem Statement and Research Purpose

Nationally, law enforcement agencies are being criticized for a wide range of behaviors deemed to be inappropriate. This criticism is coming from the media, policy makers, politicians, legislators at all levels, and the public at-large. A consistent theme in this criticism is the existence of a closed and fraternity-like organizational culture which lacks accountability and transparency. Emerging technologies, social changes, the impact of COVID-19, and the renewed focus on racial equities have also played substantial roles in the need to examine existing law enforcement culture. Organizational culture greatly influences member attitudes, decisions, and interactions with internal and external stakeholders. Organizational culture is developed within and is a product of the interaction of many factors, including the nature of organizational leadership. Leadership significantly influences organizational culture and values. This current environment of criticism notwithstanding, there is some preliminary evidence to suggest the beginning of a transition to a more positive and transparent post-2020 law enforcement culture. Law enforcement leaders are key players in this transition process; however, there is little

evidence indicating how these leaders feel about this transition; therefore, the purpose of this study is to investigate the perceptions of selected law enforcement leaders regarding the impending transition in law enforcement agencies. Specific elements of this transition to be investigated include recruitment, training, socialization, leadership roles/qualifications, change strategies/process, stakeholder involvement and measures of success.

Research Questions

In order to investigate the perceptions of law enforcement leaders regarding the impending transition in law enforcement agencies, the following questions will be asked to guide this study.

1. What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement recruiting policies and practices?

2. What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement training?

3. What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement socialization practices?

4. What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement leadership roles and qualifications?

5. What are the essential strategies necessary to facilitate the transition of the law enforcement community to a post-2020 environment?

6. What are the perceptions of law enforcement officers regarding the impact of the post 2020 transition on interaction with stakeholders.

7. How will the effectiveness of a transition to a post-2020 law enforcement agency culture be assessed?

Delimitations

Participants in this study varied in age, sex, race, socioeconomic status, and geographic location in North Carolina. This study was limited to higher level (lieutenant and higher) leadership members from law enforcement agencies in North Carolina.

Significance

Findings from this study have significance for law enforcement leaders and hiring managers, as well as for others with an interest in law enforcement or the role of leadership in establishing organizational culture. Many law enforcement experts identify a toxic organizational culture established by leadership as the biggest challenge facing policing (Reynolds, 2020), and leadership clearly has an immense influence on the values and culture of an organization (Gleeson, 2018). While the existing research has addressed various leadership styles and characteristics prevalent in law enforcement leadership, there has been little research that focuses specifically on the perceptions of selected law enforcement leaders regarding the impending transition in law enforcement agency culture, values, and practices. In addition, the findings from this study may provide guidance for preparing current and future law enforcement leaders to navigate the changes in law enforcement that undoubtedly will influence recruitment efforts, training, and leadership roles.

Chapter 2: Literature Review

Leadership has been studied by many experts, theorists, and researchers over the last century. The purpose of this study is to specifically examine police leadership and its influence on the culture of police organizations. While there is not an abundance of leadership literature specifically related to law enforcement leadership and its influence on law enforcement culture, there are leadership studies from other professions, such as education and business, that may be applicable to law enforcement as well. This chapter will begin with a general overview of leadership, followed by a review of various leadership styles/theories and law enforcement leadership, and conclude with an explanation of law enforcement leadership and organizational culture.

Leadership

Researchers have debated and studied leadership for many years (VanKoughnett, 2014), but a definitive and true meaning of leadership has yet to be established (Keijzer, 2017). Leadership is a fluid, complex, multi-faceted and multi-layered concept with an ever-evolving purpose and goal. In general, leadership is the relationship between leader and follower (Burns, 1978). On the surface, leadership is simply leading people to accomplish a goal (The Editorial Team, 2020). A leader is simply one who leads; however, much is required to simply lead people to accomplish a goal. The simplicity of that statement, however, should not undermine the true magnitude of such a role. The leader assumes the responsibilities of leadership. Leadership is far more complex. Leadership requires a strong commitment that starts from within. It requires a service mind-set and the respect and willingness to serve others. Motivating and influencing people are major components of leadership (Burns, 1978). The ability to inspire and motivate

others to high performance is the single most significant leadership trait in achieving extraordinary results (Colan, 2017).

Burns (1978) contends there is a critical need for leadership; however, a general theory of universal application is lacking in existing leadership and experts are unable to grasp the essence of relevant leadership. In addition, Burns (1978) identifies leadership as a form of power; therefore, the quality and effectiveness of the leadership is critical to the agency's success. Leadership is part art and part science. The science is the identified skills (i.e., communication, integrity, etc.). The art is combining all parts in the right sequence, amounts and degree for effective leadership. Effective leadership creates engaged employees; bad leadership fosters poor organizational performance, alienated employees, and a toxic work culture (Keating, 2011). There is no clear and definitive leadership style for leadership success; however, this literature review will present leadership styles from the major theoretical perspectives of trait, behavioral, situational, and transformational.

Trait Theory

In the early 20th century, numerous studies were conducted in an effort to identify the ideal characteristics of great leaders (Bass, 1985; Burns, 1978; Day & Antonakis, 2012). These theories were called "great man" theories because they focused on identifying the innate qualities and characteristics possessed by great social, political, and military leaders (Day & Antonakis, 2012). The consensus belief was that great men were born with leadership traits, and they would rise as leaders when the opportunity presented itself (Kahn et al., 2016). Researchers attempted to identify definitive traits of leaders and to determine which traits separated leaders from followers (Kahn et al., 2016).

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Trait theory argued that leadership qualities can be learned; however, a good leader already possesses certain characteristics that allowed learning the skills to be much easier (Northouse, 2016). The multitude of studies conducted through the years revealed that many traits contribute to leadership. Trait theory attempts to identify universal traits that account for all leadership situations; however, no universal set of traits has been determined to fit all leadership situations and studies began to challenge the idea that a unique set of traits defined leadership (Burns, 1978). In the mid-20th century, Stogdill (1948) suggested there was no consistent set of traits distinguishing leaders from non-leaders across a variety of situations. As research progressed, researchers began to focus on the relationship and social interactions between leaders and followers instead of solely focusing on leader traits (Day & Antonakis, 2012).

Although the research on traits spanned the entire 20th century, a good overview of this approach is found in two surveys completed by Stogdill (Northouse, 2016). Stogdill (1948) reviewed 124 and 163 trait studies attempting to identify important leadership traits. Stogdill's results from the first study concluded the average individual within a leadership role in a group varied from the other members regarding such traits as intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability.

The findings from Stogdill's first survey also indicated an individual does not become a leader solely because that individual possesses certain traits. Rather, the traits that leaders possess must be relevant to situations in which the leader is functioning (Northouse, 2016). Stogdill's 1972 study analyzed the new studies and compared them to his original 1948 study. The second survey contended both personality and situational factors were determinants of leadership. These findings were in contrast to the original study, which implied leadership is primarily determined by situational factors (Northouse, 2016).

Although trait theory has been met with skepticism and controversy, there is merit in the idea that all effective leaders possess certain traits that make them great leaders (Northouse, 2016). Trait theory contends some people are natural leaders, born with certain traits not possessed by other people (Yukl, 2013). Specific personality traits and characteristics are just part of the formula of great leaders and influence one's propensity for leadership. All great leaders, politicians, artists, athletes, singers, musicians, and other great figures throughout history possess specific traits, innate characteristics and skills that set them apart from the general masses (Northouse, 2016). These specific traits are the foundation upon which they build toward greatness in their respective areas.

Mozart composed his first piece of music at the age of five, although he likely was not taught how to compose music at age five. In addition, athletes tend to excel in sports because they were born with certain traits and characteristics that allow them to excel in their respective sports. World-class sprinter, for example, are born with a genetic foundation for speed that exceeds that of the general population. They do not train to be fast; they are already naturally fast; they train to be faster. Obviously, every fast person will not be a world-class sprinter; however, they possess a starting foundation on which to build.

As is the case in athletics, great leaders also possess specific innate characteristics on which they can build their foundation of leadership. Characteristics such as confidence, vision, competence, emotional intelligence, communication skills and numerous other characteristics are mentioned as traits of great leaders (Hiregoudar & Vani, 2018; Kupar, 2020; Northouse, 2016). These traits form the foundation on which to build great leaders. Martin Luther King, Jr. was an incredible orator. He probably would not have been as influential and effective a civil rights leader if he was not. King was already a gifted speaker as a child and built on his innate oratory

skills, improving with each speech. Obviously, simply possessing these leadership traits does not guarantee one will be an effective leader, or a leader at all (Cherry, 2020). Although possessing these characteristics does not ensure one will be a great leader, one probably will not become a great leader without them. Criticisms of this approach include ambiguous studies and the extensive list of leadership traits that seem to develop (Northouse, 2016).

Behavioral Theory

The behavioral theories approach began in the early 1950s as researchers focused on what managers actually do on the job (Yukl, 2013). Initial research into behavior theories described three basic leadership styles: authoritarian (autocratic), democratic, and laissez-faire. Autocratic leadership occurs when decisions are made without participant input or with minimal participant input. This style of management emerged in response to the demands of the Industrial Revolution when masses of illiterate workers using expensive machinery needed to follow explicit orders (Hess et al., 2015). Democratic leadership encourages employees to be innovative and to participate in certain decisions within the organization (Sharma & Singh, 2013). Laissez-faire leadership involves little to no direction or guidance to employees. These leaders delay and appear indifferent to what is happening around them (Bass & Riggio, 2006).

An Ohio State University study revealed two primary characteristics related to leadership effectiveness: initiating structure and consideration (Lussier & Achua, 2016). Initiating structure is when a leader attempts to define and assign tasks to subordinates (transactional). Consideration behavior seeks to establish relationships between work groups and leaders and is based upon factors such as friendship, mutual trust, and empathy (transformational). A University of Michigan study (Lussier & Achua, 2016) utilized similar variables and yielded results which were either employee-centered or production-centered. The results of the Michigan

research led to Likert's System 4 approach which described and encouraged four styles or systems of management: Exploitative Authoritative, Benevolent Authoritative, Consultative and Participative (Lussier & Achua, 2016).

The Likert's System 4 approach was the basis for Blake and Mouton's Managerial Grid leadership model. The Managerial Grid leadership model, later renamed the Leadership Grid, was designed to explain how leaders help organizations to reach their goals through two factors: concern for production, along the horizontal axis (X), and concern for people, along the vertical (Y) axis (Northouse, 2016). Douglas McGregor (1960) expanded on this model by describing two distinct views of subordinates called Theory X and Theory Y. The Theory X approach views employees as lazy and motivated by pay. Management makes all of their decisions and directs them to carry out orders through coercion, threats, and possible punishment. Theory Y holds the opposite approach. Employees are viewed as committed and motivated by growth and development and share in the decision-making process. In aligning both theories with transformational-transactional leadership styles, theory X can be compared to transactional leadership, where managers rule by fear and consequences, with negative behavior being punished and employees motivated through incentives (Odumeru & Ifeanyi, 2013). Theory Y can then be compared to transformational leadership in that managers work to encourage their workers, assume the best of their employees, and believe them to be trusting, respectful, and self-motivated while supplying them with the tools they need to accomplish their jobs/tasks (Odumeru & Ifeanyi, 2013).

Situational Leadership Theory

Situational leadership theory was proposed by Hersey and Blanchard (1969) and emphasizes the importance of situations in determining the effectiveness of a leader

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(Peretomode, 2012). Fred Fiedler (1967) studied both leader traits and situational variables and developed contingency leadership theory that states a leader's effectiveness is contingent upon how his or her leadership style matches the situation. According to Fiedler, a leader's traits must match the situation for leadership success. The contingency theory implies that leaders will not be effective in all situations, but only the situations that suit them best. Often used interchangeably, contingency and situational leadership share subtle similarities; yet are distinctly different. Both theories state there is no perfect leader, but all types of leaders are right for certain situations. Also, both theories identify most leaders as either task-oriented or relationship-oriented. In addition, both theories stress the importance of situations; however, the key difference between the two is each places different expectations on leaders. Situational theory proposes a leader should adapt their leadership style to the given situation (Wolf, 2021). Contingency theory argues the right leader should be matched to the right situation (Wolf, 2021).

Situational theory emphasizes there is no ideal leadership style, and leadership depends on the situation one faces and the type of leadership strategy chosen for the situation (Piyu, 2019). The Situational Leadership Theory was developed using the concept that there is no universal or "best" leadership style. Situational leadership is a way of adjusting one's management style to adapt to each situation or task, and the needs of the team or team member (Wolf, 2021).

The situational leadership model contains two fundamental concepts: leadership style and maturity level (Hersey & Blanchard, 1969). Leadership style refers to the amount of task behavior and relationship behavior that the leader provides to their followers, such as telling, selling, participating, or delegating. Effective leaders need to be flexible and must adapt themselves according to the situation. Maturity levels are task specific and refer to the individual

or group's performance readiness level which ranges from high (very capable), medium (capable but unwilling and unable but confident) to low (unable and insecure). The behavior of a leader needed to be correlated to the task-related maturity of the members of the organization (Hersey & Blanchard, 1969).

Some leadership theorists argue the situation affects the type of leadership and determines who will emerge as a leader (Vroom & Jago, 2007). The emergence of a powerful leader is the result of time, place, and circumstance. Martin Luther King Jr. was thrust into the spotlight of the Civil Rights Movement. He probably had no idea his boycott march for the sanitation workers would lead to being the de facto leader and face of the Civil Rights Movement. He was not the first, or only person, to challenge the laws of segregation or other civil injustices at the time, or previously; however, timing, location, and circumstance all aligned for his emergence as a leader. Situational leadership emphasizes leader flexibility (Yukl, 2013) where leaders need to determine subordinates' needs and then adapt their leadership style accordingly (Northouse, 2016). Additionally, situational leadership requires leaders to treat each subordinate differently based on the task and to seek opportunities to help subordinates learn new skills and become more confident in their work (Northouse, 2016).

Transformational Leadership

James McGregor Burns (1978) is credited with introducing the concepts of transactional and transformational leadership. Burns initially developed his transforming-transactional leadership theory to describe the leader-follower relationship. Leadership is inducing followers to act for certain goals that represent the values and motivations of both leaders and followers. Burns described transactional leadership as a relationship between leader and follower involving the exchange of things of value (i.e., payment for services). Transforming leadership involves the

interaction between leader and followers that increases both the leader's and follower's

motivation and morality (Burns, 1978). Bernard Bass (1985) extended Burns' transforming-

transactional leadership theory by including subdimensions which he labeled as transformational,

instead of transforming. The transforming-transactional theories of Burns became the foundation

of the Full Range Leadership Model developed by Bass and Riggio (2006), which led to the

development of the Multifactor Leadership Questionnaire (MLQ) to measure transformational

leadership.

According to Burns (1978), transformational leadership causes change in individuals and

social systems, and changes perceptions, values, expectations, and employee aspirations. It

creates positive change in the followers and develops followers into leaders. Northouse (2016)

also believed transformational leadership changes and transforms people. He argued

transformational leadership involves charisma, vision, and an exceptional form of influence

(Northouse, 2016). Charismatic leadership and transformational leadership both rely on the

ability of the leader to influence and inspire followers. However, the main difference is

charismatic leaders focus on working within the existing organizational structure, while

transformational leaders focus on transforming organizations into their vision and possibly

creating an entirely new path.

Transformational leaders recognize existing needs of potential followers, look for

potential motives in followers and seek to satisfy their needs, resulting in a relationship that

transforms followers into leaders (Burns, 2012). Maintaining transparency, communicating

expectations, maintaining a core set of values, acting with integrity, and leading ethically leads to

an effective relationship with followers. The relationship formed between leader and follower is

the foundation of a leader's influence. Effective leadership requires transparency and

communication with their team (Sime, 2019). According to Burns (1978), transformational

leaders serve as role models for followers. Leaders must appeal to follower motives to maintain

influence. The followers emulate their leaders because they trust and respect them. Burns also

believes transformational leaders articulate a clear vision to their followers and encourage them

to be creative and challenge the status quo.

Transactional leaders reward followers for expected performance and address followers

only when they fail to perform as expected. Transformational leadership is often viewed as a

more effective leadership style (Bass & Avolio 2001). Studies also reveal women tend to have a

more transformational leadership style and men a more transactional approach (Goethals &

Hoyt, 2017). Transformational leadership inspires more engagement from followers and women

score higher than men on all dimensions of transformational leadership and use forms of

leadership that are more effective (Goethals & Hoyt, 2017). Women are more likely to display

cooperation and concern for others and are less likely to support unethical decisions (Eagly et al.,

2014). Recent research shows that women lead in a more participative manner, and possibly

more effectively (Goethals & Hoyt, 2017).

The biggest differences in leadership, however, exist between individuals, as opposed to

between men and women. Bass, Avolio and Atwater (1996) conducted three studies comparing

leadership styles of men and women and how the styles of male and female leaders are

perceived. The same hypotheses were tested within the three studies by collecting data from

three diverse samples to help generalize findings concerning perceptions of male versus female

leadership styles. The third study examined whether the effects reported in the first two studies

would be maintained. A total of 131 male and 154 female leaders were selected from business,

manufacturing, health care, social services, law enforcement, volunteer, and religious

organizations in the Binghamton, NY metropolitan area. The results were consistent with the previous two studies which revealed no statistically significant differences between the leadership styles of men and women leaders.

In another study, Kouzes and Posner (2017) conducted a survey through which they identified four leadership characteristics or traits found in more than 50% of the participants: honesty (84%), competency (66%), forward looking (62%), and inspiring to others (66%). As a result of this study, the authors suggested effective leaders engage in certain transformational leadership behaviors such as looking for opportunities to change and improve, taking risks, experimenting and learning from mistakes, promoting an uplifting vision that motivates others, and numerous other behaviors. Additionally, Burns (1978) contends transformational leaders recognize existing needs of potential followers, look for potential motives in followers and seek to satisfy their needs, which results in a relationship that transforms followers into leaders.

Leadership in Law Enforcement

Historically, literature related to leadership in law enforcement stressed strong police executives that emphasized management control, close supervision over subordinates, and the need for strong leadership from police chiefs (More et al., 2006). In the early 1900s, researchers believed many police departments in the United States had inept leadership and advocated for a single central figure, rather than a board, to lead police organizations (More et al., 2006).

Police leaders of the past conjured images of the steely-eyed leader dictating strategies, delegating duties and barking commands, and maintaining a hand in every aspect of the organization. Police commanders were perceived as tough, decisive, decision-makers that ruled with an iron fist. Asking questions was a sign of incompetence and weakness because the organizational culture required the leader of the organization to have all the answers. The leader

was there to answer questions, not ask them. The job of a leader was to give instructions and solve problems (Tiede, 2018).

Vollmer (1932) argued many of the issues facing police organizations are due to inadequate leadership. Vollmer believed police executives needed to serve in all aspects of the police department and years of service within an agency also played a critical role in the police leader's success and the overall success of the organization. Vollmer was a police chief and college professor and had a tremendous impact on policing during the first half of the 20th century (More et al., 2006, Oliver, 2017). His views on leadership concepts within the law enforcement profession align with transformational leadership principles. Although much has changed, the need for effective and efficient law enforcement leadership is even more important today and the success of any law enforcement organization relies on adapting and growing.

Traditionally, law enforcement agencies were primarily autocratic organizations held to strict standards and rules that rewarded loyalty and obedience. Law enforcement is often steeped in tradition and heavily entrenched in transactional leadership which focuses on supervision, organization, and group performance (Bass, 1985). The majority of law enforcement agencies world-wide follow a paramilitary hierarchical rank and leadership structure. This structure relies heavily on chain of command, reward, and punishment, and obeying the commands of the leader (Sultana et al., 2015). In such leader-centric, top-down, hierarchical structures, employees are expected to support the leader's vision, follow directions, and obey commands without question or delay (Filippo, 2020).

The idea of a leader being an authoritarian ruler over all functions of the organization and directing orders is fading (Drucker, 1974); however, there are still times when an authoritarian approach is necessary. Time-sensitive, emergency, and life and death situations still require swift

action without discussion. As policing has evolved throughout the last several decades, many police chiefs have moved away from this approach. This type of police management stifles the development of leadership ability in subordinates because they are rarely allowed to make meaningful independent decisions (More et al., 2004). While these leader-centric styles definitely have an important role within organizations, there is no single leadership style universally effective for all occasions (Burns, 1978). As a result, many police leaders have tried to develop more of a democratic participatory-based leadership approach that may also be accompanied by one or more other styles to find a balance in leadership style.

As policing has evolved, various leadership styles and theories have influenced police leadership with no single style showing a distinct advantage over any other. Many of the leadership theories and principles in law enforcement were based upon business-related models or studies (Hess et al., 2015). Business-based models developed by American economist Peter Drucker and management specialist W. Edwards Deming both influenced police management (Hess et al., 2015). According to Drucker (1974), the command-and-control model of businesses is ineffective, and a manager's job is to prepare people to perform and to give them freedom to do so. Drucker recognized the need for leaders to transition from simply giving orders to communicating with their people (Sime, 2019).

The second management pioneer to have an influence on police management was Deming, a management expert who assisted Japanese businesses following the end of World War II. Deming developed the Total Quality Management (TQM) approach which focused on high quality service to the customer by identifying errors and practices throughout the organization (Hess et al., 2015). Hess et al. (2015) contend Deming's Total Quality Management

is also applicable to law enforcement and business management principles continue to be adapted and applied to leadership in law enforcement.

Sarver and Miller (2014) conducted a study illustrating the various leadership styles that can be present in police organizations. They examined the leadership styles of 161 police chiefs in Texas and how these styles related to demographic, personality, and effectiveness. The study found the police chiefs were fairly evenly classified across leadership styles with the transformational leaders rated as most effective. The researchers found leadership styles vary in departments among leaders and either no dominant style may be exhibited, or a mixed style can exist. In addition, one particular style can be exhibited most often in a police organization, but it does not mean one style is predominant in law enforcement as a whole (Sarver & Miller, 2014).

Police leadership styles can be situational, changing and evolving as the environment and conditions change (Brown & Yi, 2023; Girodo, 1998; Herrington & Colvon, 2016; Sarver & Miller, 2014). Leadership success is influenced by the situation leaders confront and the leader's ability to influence and remain flexible (Pizzolitto et al., 2023). Effective leaders in law enforcement are keenly aware their roles and responsibilities will change according to the situation, and they must adapt their leadership style accordingly. It is not surprising that the most successful leaders in law enforcement will be very adept at situational leadership. Law enforcement is filled with dynamic and ever-changing events. Situations change daily and law enforcement leaders are expected to respond to all situations effectively, efficiently, and appropriately.

Law enforcement leaders are often placed in situations which they have never encountered previously and must immediately adapt to the situation. Different situations, tasks, and levels of expertise require different management styles (Wolf, 2021). The majority of law

enforcement agencies follow a paramilitary hierarchical structure. As such, it would seem fitting they would also adhere to a more autocratic and transactional approach to leadership; however, research indicates a move toward more transformational or situational leadership (Sarver & Miller, 2014).

In a study based on Bass' (1985) transformational leadership theory, Alvarez et al. (2013) attempted to identify the differences in leadership styles according to various ranks at a local police department in Valencia, Spain. The sample consisted of 975 police officers (828 men and 147 women). The results indicated varying degrees of transformational and transactional leadership practices at various levels within the ranks. Another study by Vito, Suresh & Richards (2011), surveyed 126 police managers from 23 US states regarding their ideal leadership style. Findings revealed a strong preference for the servant leadership style and rejected both the autocratic and laissez-faire leadership styles.

In summary, various leadership styles and theories have influenced police leadership with no one style showing a distinct advantage over any other. Each leadership theory has served a role and purpose in law enforcement leadership; however, fairly recent research (Sarver & Miller, 2014) indicates a move toward a more transformational approach.

Organizational Culture

The term organizational culture emerged from the term culture within the field of anthropology and refers to culture in any type of organization such as schools, government agencies, or businesses (Tharpe, 2009). Jaques Ellliott first introduced the concept of organizational culture within the business industry by describing culture in the manufacturing industry in his book, *The Changing Culture of a Factory* (1951). Initial research in the area of organizational culture was primarily studied within the field of business to better understand the

nature of work, employee attitudes and behaviors, and organizational performance (Deal & Kennedy, 1982).

Organizational culture is abstract, subtle and difficult to define and conceptualize; however, it is a powerful force within all organizations. The studies of organizational culture across fields have collectively generated a multitude of meanings and conceptualizations (Denison, 1990). Organizational culture refers to the norms, values, traditions, assumptions, artifacts, and attitudes shared by members of an organization, that guide and shape acceptable and unacceptable standards, decisions, and behaviors (Alvesson & Sveningsson, 2015; Cockcroft, 2012; King, 2012; Schien, 1999, 2010; Schneider et al., 2013, 2017; Simoneaux & Stroud, 2014). These shared assumptions are presented formally as policies and informally as unwritten common practices and expectations that guide workplace behaviors and actions (Schein, 2010).

An organization's culture develops from the beliefs and values of the organization's founders and leaders (Martínez-Cañas & Ruiz-Palomino, 2014; Schein, 2010), as well as the new experiences, beliefs and assumptions of new members and managers (Uddin, Luva, and Hossian, 2013). Founders of the organization are the primary source in establishing a new culture for the new organization (Flamholtz & Randle, 2012) and have a significant impact on how the organization operates (Andish et al., 2013). Peters and Waterman (1982) examined the organizational culture of 46 companies in the United States and identified eight characteristics of excellent organizational cultures, including quick decision-making and problem-solving, autonomy and entrepreneurship in leadership, and productivity through people.

Kotter and Heskett (1992) studied more than 200 companies in the United States and found a strong relationship between organizational culture and business performance. In a study

by Pennington, Townsend and Cummins (2003), data were collected from 85 undergraduate students enrolled in three sections of a senior capstone course at a major research university. The students were divided into 15 collegiate teams with four to six members and each team assigned a formal leader. The relationships between five specific leadership practices and four cultural profiles were examined. Findings indicated different leadership practices resulted in different cultures. Leaders committed to change and innovation have a concern for people and flexibility. Leaders who have a need for stability and control have a more hierarchal approach (Pennington et al., 2003).

Effective organizational culture is a combination of a strong and positive culture and reflects excellence in the organization (Brown, 2013). Effective organizational culture is a collection of healthy customer service, employee-oriented management, strong interpersonal relationships, exemplary leadership, and ethical decision-making (Childress, 2013). In an effective organizational culture, managers develop and maintain a strong cultural foundation and employees share the values and goals of the organization (Flamholtz & Randle, 2011, 2012; Kotter & Heskett, 1992; Schein, 2010; Simoneaux & Stroud, 2014). Managers establish the organization culture and develop rules and trends of doing business in the organization (Flamholtz & Randle, 2011).

Transparent communication and teamwork are critical factors in organizations with a strong culture (Cao, Huo, Li, & Zhao, 2015). Business managers with a strong and positive organizational culture use a transparent leadership style to develop and maintain trust in the organization, open communication, and improve performance (Kohtamaki et al., 2016; Senaji et al., 2014; Simoneaux & Stroud, 2014). Transparent communication includes a high level of

participation by all members of the organization, which can lead to a sense of organizational ownership and responsibility (Engelen et al., 2014).

Inabinett and Ballaro (2014) found a positive organizational culture improves performance and productivity in an organization. Business managers use employee-focused and transformational leadership to improve performance and productivity in the organization. Veiseh et al. (2014) found a positive relationship between transformational leadership and organizational culture. Business leaders are responsible for aligning organizational culture with their business mission (Denison, 1990) to improve performance and determine future directions of the organization (Raza et al., 2014). Research results indicate a positive relationship between organizational culture and business performance (Childress, 2013; Flamholtz & Randle, 2011; Fusch & Gilespie, 2012; Han, 2012; Hartnell et al., 2011; Jofreh & Masoumi, 2013; Nwibere, 2013; O'Reilly et al., 2014; Pinho, Rodrigues, & Dibb, 2014; Simoneaux & Stroud, 2014; Uddin et al.2013).

In applying these findings from the field of business to leadership and culture of law enforcement organizations, one can align citizens, or the general public to "customers" and business "managers" to law enforcement leaders. The relationship between law enforcement leadership and organizational culture then becomes visible and the importance of establishing a positive culture that builds bridges, encourages transparent communication, and fosters trust becomes clear.

Law Enforcement Leadership and Organizational Culture

Law enforcement is known for its fraternity-like culture and is often criticized for its lack of accountability, history of systemic racism, corrupt officers, and heavy-handed approach due to the accepted culture and permissibility of such behaviors. Unfortunately, this perception is

pervasive throughout many communities in the United States and has eroded the image and trust of the police. The media, citizens, and politicians have openly criticized policing in the U.S. and many law enforcement experts believe the biggest challenges facing policing stem from the toxic culture fostered by police recruitment, training, and leadership (Miller & Ray, 2019).

Leadership has an immense influence on the values and culture of an organization (Niaz, n.d.). Police culture significantly influences the officer's attitude, decisions, and their interaction with the citizens they encounter (Valcore, 2018). A police organization's culture is developed from within, and that culture plays a pivotal role in creating effective police departments with strong community connections (Black, 2018). Changing the culture of an agency is probably the most difficult leadership challenge a police executive will encounter (Reynolds, 2020). Research has shown values-based agencies have strong organizational cultures, are resilient in times of struggle, and have a significant impact on employee's attitudes and work performance (Reynolds, 2020).

A strong values-based culture protects an agency from negative external influences (Black, 2018). A work environment where police officers have the freedom and encouragement to be creative and try different approaches to problem-solving is evidence of a strong and positive culture (Black, 2018). Executive leaders lay the foundation for acceptable behavior by modeling and encouraging behaviors in direct and subtle messages based on their attitudes and beliefs.

Organizational culture begins at the initial introduction between a potential applicant and a recruiting member of the agency. From the moment an applicant enters an agency's hiring process (i.e., recruiter, physical assessments, written tests, interviews, etc.) that applicant has begun to process the agency's "culture." Applicants quickly develop a feel for what is and what

is not acceptable by that agency. As a result, the character, demeanor and professionalism of agency recruiters, interview panelists, polygraph examiners and background investigators are critical to establishing the proper tone and culture desired by the agency. In policing organizations, cultural behaviors are often passed along from experienced officers to new recruits and new recruits slowly adjust to meet these cultural and organizational expectations (Wickersham, 2016).

The socialization process for new officers creates shared memories and experiences that endure through their entire career. Their socialization emphasizes adherence to organizational culture by learning specific police cultural and social traits of the group (McCartney & Parent, 2015; Van Maanen, 1975). Some aspects of that transformation are very subtle; others are very pointed and direct. Some researchers believe police socialization involves several stages of recruit transition (Van Maanen, 1975). For example, Van Maanen (1975) examined the changes in the attitudes of police recruits based on experiences in their early careers. Questionnaire data from new police recruits in a big-city department indicated recruits entered the department highly motivated and committed to their newly adopted organization. However, their motivation quickly declines, and the less motivated patrol officers are perceived by their supervisors as better policemen than their more motivated peers.

In another study, Conti (2009) documented how a police academy staff creates an order of obedience to authority during recruit training. Specifically, the study examined the formal pattern of face-to-face interaction recruits are expected to embrace before they can be part of the larger occupational culture. The staff utilized shaming by degrading recruits for maintaining what are defined as civilian characteristics and elevated when those characteristics are removed. A recruit's acceptance or rejection of stated characteristics is viewed as a reflection of personal

character and determines whether they can evolve to an idealized status of police officer. The findings of both studies illustrate the speed and power of the police socialization process and its influence on organizational culture.

During these stages, the officer trainee transitions from a mere applicant, in a very selective hiring process, through the academy and field training, to finally, an officer, fully socialized to embrace the expected attitudes and behaviors of the police organization (Van Maanen, 1975). For example, during the entry stage, the recruit applicants begin to identify with police and envision themselves as officers (Conti, 2009). As they progress from applicant to recruit, they undergo academy training in which they learn police hierarchy and conform to acceptable standards (Conti, 2009).

One of the key purposes of the police academy is establishing the acceptable tone and culture of the agency. The academy is where the indoctrination into police culture begins. Recruits learn the mission, values, and operations of the profession and their specific departments. Once the trainee has the agency cultural foundation, this foundation can then cultivate during field training. As the recruits progress to field training, they model their older peers and learn acceptable behaviors, norms, and values of the department (Westley, 1970). Finally, as recruits transition to new officers, they are fully integrated into police culture (Chan, 2001). Strong expectations and pressure to conform to the organizational norms only strengthens the police culture. This process ensures consistency and establishes the accepted tone and culture of the agency. This view describes police culture as a universally linear and step-by-step process.

Other researchers contend that police socialization is more dynamic, fluid, and variable without clear-cut stages (Chan, 2001). Yuksel (2015) proposed that police socialization is more varied and police officers develop their own style of policing based on their environment and

experiences. In a study (Yuksel, 2015) involving a small police organization, nine interviews were conducted with police officers. The results showed the work environment (i.e., crime rates, crime diversity, neighborhood, and target population) and policing approaches such as community policing influence the socialization process of the police. In addition, Yuksel (2015) contended community policing, neighborhood, and the nature of the job all influence attitude and behavioral changes in officers, and, after years in the field and learning the realities of the job, officers' views of the job and individual policing style changed dramatically. In addition, Chan (2001) argued police socialization does not end after initial training but continues throughout an officer's career.

According to Reynolds (2020), the best police organizations have two things in common: organizational policies and, most importantly, a healthy culture. The culture of an organization is determined by the long-standing accepted behaviors of the organization, and those that are not (Reynolds, 2020). Members simply follow their leaders and eventually, the behaviors of the members mold into the cultural norms. Individuals may be responsible for their own actions, but leadership is responsible for the cultural environment in which misconduct occurs (Reynolds, 2020). As such, the values and leadership styles of leaders are integral to the culture of the agency. The alignment of agency values with organizational culture is imperative in preventing and/or changing a toxic culture.

Law enforcement personnel experience unique stressors most citizens will never experience. As such, it is logical officers would be able to understand and relate to the challenges each other face. It is not uncommon for those experiencing the same challenges and dangers to form a bond. That bond is associated with teamwork, which is emphasized from day one of the academy. The bond and the strong commitment to loyalty only grows tighter as the new officer

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is assimilated into the culture. For example, the "blue wall of silence" or the "thin blue line" are often perceived as paramount rules among officers (Westley, 1970). The value of silence signifies group loyalty and solidarity (Westley, 1970) and officers who violate this rule face numerous consequences, such as isolation from the group (Britz, 1997). Unfortunately, this behavior further divides police from the communities they patrol and the citizens they serve and fosters an "us vs. them" mentality. Officers who adhered to traditional ideals of police culture, such as aggressive tactics, tended to use higher levels of verbal and physical force during interactions with citizens (Paoline III &Terrill, 2013; Paoline, 2003).

Policing is extremely challenging. Law enforcement officers are granted a tremendous amount of discretion and authority (McCartney & Parent, 2015). Serving the community and protecting its citizens is an honorable endeavor; however, stress and expectations are high. Immediately upon graduation, officers are granted discretionary authority to arrest individuals and use deadly force. They experience extremely dangerous and stressful situations and are expected to make the right split-second decision, even in situations they have never experienced. Combine these expectations with the negative perception of the police held by the public and that police culture becomes a fortress and a haven for police.

Traditional leadership styles are quickly fading and being replaced with more fluid and collaborative methods (Green, 2008). Organizations need transformational leaders who can influence organizational culture and encourage productive change. As a result, city managers should seek leaders that can influence change in organizational culture, reshape perceptions and values, and change behaviors (Tucker & Lam, 2014).

Craig Fischer (2009) interviewed 25 American police chiefs about their perceived roles, duties, and responsibilities. A general consensus was police leaders must be honest, transparent,

and agents for change who move the agency forward and follow a democratic style of leadership. Isenberg's (2010) findings from interviews with 26 American police chiefs mirrored Fischer's findings but also stressed the need for leaders to be optimistic role models who breed confidence in their agencies and the communities they serve. The results of these studies align with the idea of transformational leadership principles and the subsequent positive impact on the organization, its employees, and their communities.

The New Direction in Law Enforcement Leadership

Recently, many factors, such as social, political, economic influences and the COVID-19 pandemic, have forced businesses to reassess and evaluate current trends, expectations, common practices, and standard operating procedures. These influences have forced a shift in standard business practices and daily operating procedures which have caused a major shift in organizational culture. Law enforcement has not been immune to these influences and is probably more affected by these changes and transitions than other businesses and industries due to the constant public, media, and political scrutiny. As such, law enforcement leaders must focus on the future direction of law enforcement by assessing such areas as recruitment, training, accountability, transparency, and leadership.

Change is inevitable. Yet, changing the culture of an agency is probably the most difficult leadership challenge a police executive will encounter (Reynolds, 2020). Changes are often made during times of leadership transitions and must be made on all levels of an organization. Changes must occur from the highest level of the organization (i.e., the Chief or Colonel) down to the applicant interested in becoming a police officer. The desired behavior must be modeled everyday by the command staff. Changes in areas such as recruitment, training, the socialization process, leadership roles, leader qualifications, leadership practices, leadership styles, leadership selection, impact of leadership on subordinates (followers), change strategies, stakeholder involvement (hiring managers, city managers), and measures of success, promotional and

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advancement opportunities, leadership training, and community relationships must occur to help

facilitate effective change and to foster a positive organizational culture. This is not a

comprehensive list of all areas to focus on when directing efforts toward effective leadership,

inclusiveness, positive organizational culture and to encourage changes in an organization;

however, these are key areas on which to focus.

The COVID-19 pandemic exposed the weaknesses of many industries, and law

enforcement was not immune to the effects. The pandemic shed light on the limitations and

ineffectiveness of some of the more traditional policing methods. This is not to say one method

is better than the other, but times are changing and policing methods effective in the 1990s, may

not be effective in this post-2020 world. Even agencies operating effectively must continue to

adapt and grow (Adams et al., 2021). Law enforcement agencies have faced tremendous

challenges since 2020 and continue to struggle with the existing challenges facing law

enforcement today. Issues that have historically plagued law enforcement agencies such as use

of force, community relations, recruitment, training, and racial inequities continue today in this

post-2020 era and each of these issues is influenced by the culture of the organization.

To meet future challenges, law enforcement must consider new policing strategies and

a shift in police culture to succeed (Adams et al., 2021). Change within any organization is

always a momentous task; however, with many law enforcement agencies under public scrutiny

and seeking solutions for more effective leadership, better community relations, and better public

reception, now is the time to focus on change and new models of policing that encourage

transparency, inclusiveness, and a positive organizational culture. While creating this culture can

seem a monumental task, by focusing on a few key areas such as recruitment, training, and

leadership, law enforcement can reshape itself to be more equitable and effective (Adams et al., 2021).

While many significant events involving law enforcement have occurred in recent times, social forces and other issues continue to drive changes and there is no single, universal model of policing that will be effective for creating a positive organizational culture in every agency (Adams et al., 2021). Law enforcement agencies vary considerably; however, there are shared concerns among all departments and key areas that should be the focus of every law enforcement agency, regardless of department size, location, or organizational culture (Adams et al., 2021; Miller & Ray, 2019). These specific areas of concern include recruitment, training, and leadership in transition, and each is directly influenced by the culture of the organization.

Recruitment

One of the biggest challenges facing law enforcement is recruitment and retention within police departments (President's Commission on Law Enforcement and the Administration of Justice, 2020); however, lowering standards to fill vacancies can have a detrimental effect on an organization. Organizational change must start at the very beginning of an officer's career. This change must begin the moment they are being recruited and introduced to the organization. If leaders start with qualified applicants that possess the mindset and attitude reflecting the desired positive culture leaders want for the agency, then the socialization, transition, and adherence to the cultural norms of the agency will be more effective.

Many agencies have implemented new guidelines to improve recruitment, hiring, and promotion practices (Cunningham, 2021). These new guidelines include increased educational standards, background investigations, targeted recruitment efforts, review of hiring standards and practices, diversity, in-service training, and recruit training programs (Cunningham, 2021).

Many law enforcement agencies have restructured their recruitment efforts to attract a more diverse applicant pool that better reflects a workforce that respects and encourages inclusiveness. For example, some agencies specifically recruit at HBCUs (Historically Black Colleges and Universities) and all-female colleges. In addition, many agencies now allow facial hair and visible tattoos, which are more prevalent and accepted among the younger generations. As younger generations enter the profession, they will want to alter the traditional structure of rank, and the ways power and authority are delegated through the chain of command (Richards, 2022). This is important to remember because the recruits hired today are tomorrow's leaders (Richards, 2022). The younger generations want to be a part of the real change they expect to see in the world and want to create change from within (Richards, 2022).

Training

Training for new recruits and continuous training for veteran law enforcement officers is the norm for most law enforcement agencies. The key is selecting and implementing the right training for a positive organizational culture. For example, states continue to establish statewide standards and training requirements regarding law enforcement use of force (Cunningham, 2021; National Conference of State Legislatures, 2022) and are implementing training that addresses less-lethal force options, de-escalation methods, and dealing with individuals in mental crisis. In addition, advancements in law enforcement technology have created a need for training in advanced technological areas such as body-worn cameras, police drones, gunshot detectors, biometric readers, and other areas. While some of these tools are only utilized by members of specialized units, some are part of the everyday tools utilized by all members of an organization.

Some agencies are considering national standards for leadership and continuing education for current and potential leaders. The transition from supervising and managing a small squad or

unit to leading an entire organization can be challenging for even the best leaders. As such, the need to provide that type of training was the driving force for the creation of the FBI National Academy in 1935 (Stockton, 2005). As communities differ in the needs and expectations of law enforcement, so should application of a national standard. National standards should provide clear expectations and tools for law enforcement, but through customizable approaches based on the community expectations and needs.

Leadership in Transition

Law enforcement leadership is moving away from the more autocratic and hierarchical style leadership to a more dynamic and flexible style. The unexpected challenges and variety of issues that a law enforcement officer can face while responding to a single call, multiple times a day, call for very different tactics and mindsets, challenging the traditional pyramid management structure of many departments (Adams et al., 2021). It can be difficult for leaders to gather information about what is happening on the street, and respond fast enough with decisions, commands, and resources (Adams et al., 2021).

A solution for law enforcement agencies is to become networks (Mariani, 2016) and allow the patrol officer to be at the center of a network with connections to other patrol officers and resources for support (Adams et al., 2021). Individual officers are empowered to make decisions and call upon resources based on the fast-changing situations they see in front of them. The job of leadership shifts as well, away from command and control and toward ensuring that each officer is making the right decisions even in the absence of direct guidance. This style of leadership is already incorporated during fast-moving crises such as active shootings (Adams et al., 2021).

Adopting new policing models is often challenged by existing mindsets and a culture resistant to change (Burke, 2020). If departments want to deter negative behaviors, then they should pay attention to organizational culture. Research from Chicago and other cities has shown culture as a key factor in transmitting undesirable behaviors, such as excessive use of force, to others within departments (Ouellet et al., 2019). Change starts with the academy environment during initial training and both positive behaviors and negative tactics can influence the tone for future behavior. As such, encouraging a positive environment during initial training can reinforce the desired behaviors a department wants in their recruits. Many successful instances of culture change often follow a crisis that forces everyone to challenge the norm. For example, the events of 2020 such as COVID-19, protests, and struggles with racial equity have shown the status quo in law enforcement cannot continue.

Police accountability and transparency have been significant concerns in recent years and new laws have been passed in numerous states across the country. These new laws address topics such as body cameras, use of force, no-knock warrants, disciplinary systems, civilian oversight and more (Rodriguez, 2020). Numerous law enforcement agencies strive to develop cultures of accountability within their agencies by aligning agency values with community values, leading by example, and training supervisors to hold their colleagues accountable. Collaborating with respected community members helps create transparency, build community trust, and foster positive community police relations, all contributing to an effective law enforcement organization (Widener, 2020).

Chapter Summary

The aim of this chapter was to provide background on law enforcement leadership and its influence on the culture of law enforcement organizations. This review of the literature highlighted past research on leadership in general, various leadership styles/theories, and law enforcement leadership and organizational culture. According to the research, there is no universal definition of leadership; however, there is a critical need for effective leadership. In addition, the literature revealed leadership styles vary considerably within organizations with no definitive leadership style for all situations. Leadership requires a strong commitment, a service mind-set and the ability to inspire and motivate others to high performance.

The literature review indicated leadership has an immense influence on the culture of an organization with law enforcement having a unique and defined culture. Unfortunately, public perception contends a toxic culture exists within law enforcement as a direct result of leadership. Traditionally, law enforcement departments were based on a rigid, paramilitary command hierarchy; however, many law enforcement leaders are transitioning to a more democratic and flexible leadership approach.

Changing the culture of an agency is the most difficult challenge facing a police executive; however, the best police organizations have a healthy culture that begins at the top. Organizations need transformational leaders who can influence organizational culture and encourage productive change. Recent social, political and economic influences, as well as the COVID-19 pandemic, have forced law enforcement agencies to make changes in standard operating procedures and adapt to current trends. As such, law enforcement leaders must consider new policing strategies and a shift in police culture.

Chapter 3: Methods

The purpose of this study was to investigate the perceptions of selected law enforcement leaders regarding the impending transition in law enforcement agencies. This chapter describes the research methods utilized to complete the study. The chapter is organized into sections on research design, population and sample, instrument development and validation, data collection, and data analysis.

Research Design

A qualitative, phenomenological design was selected to describe, clarify, and interpret the lived experiences of participants (McMillian, 2016). Qualitative research emphasizes participants' views and perceptions which helps the researcher gain a richer understanding of the experiences of participants (McMillan, 2016). The goal in a phenomenological study is to fully understand the essence of some phenomenon which is usually accomplished with interviews of individuals that have "lived" the experience (McMillan, 2016). Since this study seeks to gather direct insight and perspective from law enforcement leaders regarding their perception on the impact of the impending transition within law enforcement agencies, the qualitative method offers a means to obtain a deeper look into the law enforcement leaders' perspective on leadership and organizational culture.

Population and Sample

Study participants (N=21) were active sworn law enforcement /leaders in a law enforcement agency in North Carolina. Purposeful, convenience and snowball sampling were used to select participants for this study. Participants included male and female law enforcement officers with a broad range of law enforcement years of experience and/or leadership/supervisory experience at a minimum rank of lieutenant.

Instrument Development and Validation

The interview protocol used in this study, the *Law Enforcement Leadership and Transition Interview Protocol (LELTIP)*, was developed by the co-investigator from the literature review findings on law enforcement culture and the potential areas of impact during the post 2020 transition. The semi-structured *Law Enforcement Leadership and Transition Interview Protocol (LELTIP)* consists of interview questions relating to participants' perceptions of recruitment, training, socialization, leadership roles and qualifications, organizational change strategies, stakeholder involvement and measures of success. In addition, selected demographic attributes (e.g., sex, race, ethnicity, education level, and years of experience/tenure) were collected. Also, participants were asked to provide their agency jurisdiction types (e.g., local, state, federal, other), agency sizes and their rank/position within the agency.

Utilizing a key informant approach, a small pilot study with two former law enforcement leaders reflective of the study population was conducted to validate the protocol (McMillan, 2016). After the interviews were completed and data were organized, a follow-up email was sent to all 21 participants as a means to validate the study results. Participants were provided with a list of emerging themes and asked to review and determine if the identified themes consistently represented law enforcement leaders' perspective on the impact of the post-2020 transition in law enforcement.

Data Collection

Semi-structured interviews were conducted with participants to gain the law enforcement leaders' perspective on the impact of the post-2020 transition in law enforcement. These interviews were conducted with an established set of questions (see Appendix C). Clarifying probes were used to elicit further explanation and elaboration probes were used to elicit more

detail (McMillan, 2016). Each interview was conducted at a time convenient for participants. The majority of the interviews lasted 30-45 minutes and were conducted via telephone or using a video conferencing system. Interviews were recorded using a digital audio recorder, transcribed by Microsoft Dictate software producing transcripts for analysis.

Data Analysis

All data were organized, coded, and interpreted to search for themes, patterns, and relationships (McMillan, 2016). Data were analyzed inductively using open coding from categories which emerged from interview analysis (McMillan, 2016). A thorough analysis requires organization of the data, coding to summarize the data, and then interpreting the coded data. As this study sought to gain the perspective of law enforcement leaders, coding helped to create an understanding of the commonalities in participants' description of their experiences (McMillan, 2016). Interpretations of interviewee responses were emailed to all participants to ensure interpretations were accurate representations of interviewee responses. Twelve interviewees responded and all stated interpretations were accurate and correct.

Limitations

Study findings were limited to the perceptions of the law enforcement members who were interviewed and may not be generalizable to the larger population of law enforcement agencies (McMillan, 2016). In addition, the Co-Investigator's professional experience as a veteran law enforcement agent and supervisor may have influenced interviewee responses and be viewed as a potential bias (McMillan, 2016). Finally, the sensitive nature of the study topic and during a time when the law enforcement community may feel their behavior is under constant scrutiny, the data may have been influenced by the participants' desire to provide socially acceptable answers about law enforcement leadership and organizational culture.

Chapter 4: Study Findings

This chapter presents the findings generated from this study. The presentation of findings is organized around sections related to data collection, characteristics of the respondents, and each of the seven research questions. The final section provides a chapter summary.

Data Collection

A qualitative phenomenological approach was used to investigate elements of the process and experiences encountered by law enforcement leaders' perspective on this transition in a post-2020 society. The study sought to compile and better understand the participants' perspectives as they make this transition. A phenomenological approach was used to describe, clarify, and interpret experiences perceived by those law enforcement leaders who experienced this transition (McMillan, 2016).

Study participants had to be current sworn law enforcement leaders, at the rank of lieutenant or higher, in a North Carolina law enforcement agency for inclusion in the study. Once participants were identified, interviews were conducted using Zoom meeting software, recorded, and stored on a safe and secure password-protected hard drive. Interviews were transcribed and recorded verbatim. Purposeful sampling was used to establish the initial interview sample. A master list of potential participants was compiled from a list of law enforcement leaders' emails from selected conferences, classes, training and other law enforcement related events within North Carolina. Snowball sampling was also used during the interview process to identify additional participants. Twenty-one participants were selected from various local and state law enforcement agencies in North Carolina.

Each participant was initially contacted by email which included the letter of intent/consent form, and a copy of the interview protocol (See Appendices B and C). Snowball

sampling methods were also incorporated into the end of each interview. One participant

forwarded the information to colleagues, leading to the identification of additional study

participants. The interviews were conducted February 2-28, 2023. Interviews ranged from 30-90

minutes in length and were conducted through the videoconferencing option in Microsoft

TEAMS or telephone. Permission to record the interviews was granted by all participants.

Extensive written field notes were taken during all interviews and the recorded interviews were

also transcribed through Microsoft TEAMS. A follow-up email (see appendix E) containing a

compilation of themes identified in interviewee responses was sent to all participants to validate

the accuracy of the emergent trends. Responses from twelve participants confirmed these themes

to be representative of the law enforcement leaders' perspectives. Participant responses were

well-aligned with established themes.

Characteristics of Respondents

Sixteen (76%) of the 21 subjects identified as male and 5 (24%) as female. The age

ranges included: 4 (20%) participants between the ages of 30 and 39, 14 (66%) between 40 and

49, and 3 (14%) between 50 and 59. The participant job ranks were as follows: 10 lieutenants

(48%), 6 Captains (29%), 1 Assistant Chief (.55) and 4 Chiefs (20%). Twelve (57%) of the

interviewees were in law enforcement leadership roles within state law enforcement agencies in

North Carolina and the remaining 9 (43%) interviewees were employed with local police

departments in North Carolina.

Interviewees varied in total years of law enforcement experience and total years of law

enforcement experience at the rank of lieutenant or higher. The minimum years of total law

enforcement experience was eleven years. Five (24%) reported having 11-15 years of total law

enforcement experience, three (14%) reported 16-20 years of law enforcement experience, six

(29%) reported 21-25 years of law enforcement experience, and another six (29%) reported 26-30 years of law enforcement experience. One (.5%) participant reported 36 years of law enforcement experience.

Ten (48%) respondents had served less than five years as a law enforcement leader at the minimum rank of lieutenant. Seven (33%) reported serving 5-10 years as a law enforcement leader, four (20%) reported serving more than 11 years as a law enforcement leader, with one (.5%) of the four reporting serving 24 years as a law enforcement leader. The mean years of law enforcement experience was 20.85 years and the mean years of law enforcement leadership experience at the rank of lieutenant or higher was 7.19 years. Inclusion criteria for this study only required subjects to be at a rank of lieutenant or higher and there was no minimum time requirement for a participant to have been at any rank.

Major Findings

Major findings resulting from interviews are presented in the following sections. This section provides a detailed summary of participant interview responses. The section is organized around the seven research questions and the corresponding overall themes that were identified from respondent interview responses. Participant quotes were used to support the emerging themes.

Recruitment

Research Question One sought to identify the impact of the transitioning process on recruitment policies and practices. The interviewees were asked to describe, from their perspective as law enforcement leaders, the impact of a post-2020 society on law enforcement recruiting. Specifically, interviewees were asked how the changing landscape within law enforcement has affected their recruitment efforts. Overall responses were centered around three

key themes: competing against a negative image, working with a smaller applicant pool and targeting diverse groups and individuals with the right mind-set.

Competing Against a Negative Image

All interviewees voiced concerns over the changes occurring in law enforcement and the challenges of recruiting in a changing profession under constant public and media scrutiny. According to one participant, **"**It is hard to get people to come to a job where they are being recorded and everything they say and do is scrutinized." Law enforcement was once seen as a desirable career with more applicants than available positions. All acknowledged recruitment efforts have been severely hampered by the growing "negative image of law enforcement" and the "negative attitudes" toward law enforcement in the media.

Several respondents noted the spotlight from the media showing mostly negative stories involving law enforcement is hurting police recruitment, with one lieutenant indicating, "They show a lot of bad stories, and it hurts us, some are warranted, but when people look down upon us and the job, people don't want that job and so it hurts my recruiting." Another respondent noted, "I couldn't think of a time when law enforcement was shined in a positive light. It's always negative, unfortunately." This sentiment was echoed throughout participant responses.

Participants cited the change in attitude toward the police and public perceptions as major contributors to the dwindling numbers in law enforcement recruiting. As one captain with a state law enforcement agency stated, "Recruiting is difficult because people don't really want to be associated with law enforcement anymore." Law enforcement is facing critical recruiting challenges because of the negative images seen in the media. Several respondents mentioned "people do not want a career in law enforcement due to the actions of other officers."

With the many protests against police use of force incidents globally spotlighted in the media, the movements for police reform, and to defund the police, "nobody wants to get into a profession that already has a black eye." As a captain and a lieutenant from two different local police departments specifically stated, "people don't respect the police like they used to," and as a result, "many people are simply choosing other options."

Working with a Smaller Applicant Pool

It is not just the challenge of recruiting qualified applicants, but also that the number of people even interested in a career in law enforcement has drastically reduced within the last decade. Law enforcement agencies nationwide are facing staffing shortages. As one participant stated, "Everybody is suffering from shortages …. we're just not seeing the people applying that want to be in law enforcement like we did 5-10 years ago." Law enforcement was once viewed as an honorable profession and was a very competitive field to enter. Hundreds of applicants would compete for limited positions. According to one interviewee:

> When I started in '06, our department was pretty much at capacity, you'd have 300 people vying for 30 spots each year and you would have to try 2, 3 or 4 times to get into an Academy. Now with the baby boomers all going into retirement and other fields…….to get into law enforcement there are more openings all over the place and people that wouldn't ordinarily go into law enforcement are; it's a job seekers market right now. Everybody's fishing in the same pond right now.

Law enforcement vacancies are not unique, or specific to any particular region. Today, there are numerous law enforcement vacancies at the local, state and federal level nationwide. As a result, many law enforcement agencies have been forced to modify, adapt, and adjust their hiring standards and recruitment efforts. As one police lieutenant described, "The ideal candidate

is harder to find, so we are making exceptions and lowering standards" Common participant responses recognized that many agencies are upping the ante to provide a more lucrative and attractive option for potential applicants. For example, one local police lieutenant responsible for recruiting indicated that "agencies are going all out. They are offering signing bonuses, moving bonuses, pretty much anything they can to get these new, or seasoned individuals in their departments." In addition, many agencies are adjusting standards and requirements , such as allowing facial hair and tattoos, to attract a non-traditional applicant.

Targeting Diverse Groups and Individuals with the Right Mind-Set

Recruiting qualified applicants is just part of the equation for law enforcement agencies. Attracting and recruiting qualified applicants from diverse populations adds another challenging dimension. Historically, African Americans and other non-white groups did not pursue careers in law enforcement. As one interviewee stated, "The face of law enforcement is changing. We want females, different races, and ethnic backgrounds." To accomplish this goal, and attract more females, minority populations and non-traditional police applicants, some agencies have implemented various programs and incentives to attract diverse members. For example, a lieutenant from a large local police department shared the following:

> We are part of the 30 by 30 program, which is a project out of NYU that is looking to get
> 30% of law enforcement to be female or women by 2030, it just encourages
> implementing the mechanisms and removing any barriers that may have been in the way
> of having women in the field; We also give language incentives for people that are
> bilingual to get other minorities into the department. We give educational incentives to
> seek higher education, so we do 2.5% for an associate and 5% for a bachelor's degree.
> We put those mechanisms in place to try to attract more diverse applicants. We also have

minority events where we go into the communities and seek applicants from various

communities, we schedule a certain number of events during the year to attract different

applicants and in different areas.

A growing perspective echoed by interviewees is the desire to hire officers that represent

the community they serve. One police chief noted:

I believe law enforcement should mirror the communities that it serves. People should

have vested interest in the communities that they serve. Law enforcement officer…...we

want him to look like the community…… black male, white male, Hispanic male, Asian

man that's what we want them to look like. You have to have a department that is

reflective of your community.

Obviously, simply fitting into a category which ticks the boxes for diversity is not

enough. Possessing the right aptitude and attitude were identified by interviewees as still being

important characteristics of a police officer. Many alluded to having the right qualifications

along with the right mindset and attitude for the job. For example, a captain at a state law

enforcement agency stated:

An ideal candidate is someone who can go into any community and effect change no

matter what color their skin or gender, someone who is compassionate, someone who

obviously is a servant, has a servant heart, someone who understands accountability and

empathy.

Along those same lines, another interviewee responded, "I think the biggest thing that we

need as officers is probably emotional intelligence and the ability to be service oriented because

99% of our job is talking to people, so if you have good customer service, and are good at de-

escalating complaints, I think you'd be a great police officer." Targeting potential minority

applicants has been a challenge as it is inherently a small pool of applicants to begin with. Traditionally and historically, the "ideal" or "typical" police applicant was a young white male with a military background; however, that picture is changing. As one captain at a local police department stated:

> From a traditional perspective, the ideal candidate has always been a white male with a military background, now applicants definitely have college degrees as opposed to the military experience, so we don't have to go and look for that white male military officer, they are going to come, but when you recruit, what you need to look for are those folks that may not necessarily gravitate towards law enforcement and so that's where your recruiting efforts should go …. so, target minorities …. females.

Sometimes the fitness standards are the biggest obstacle for otherwise highly qualified female applicants. As such, modifications to the police officers' physical abilities test have helped some female applicants pass the fitness assessment. In addition, a lieutenant mentioned their department's "pre-hire program" which exposes the applicant to the police department "before the academy" and it gives the applicant "a glimpse behind the curtain" to help them understand the field, and eliminate anxiety, which adds to longevity. Several interviewees also cited "emotional intelligence" and "maturity" as critical characteristics for potential applicants to possess, especially in this post-2020 society. One state law enforcement lieutenant explained:

> I think a law enforcement officer should be much more mature, 26-27 years old; they've worked jobs, they've been in professional settings, they have a background of dealing with different types of people and you just can't get that at 21. I think you need to be a bit older to take up this and put this badge on.

Numerous participants also mentioned the significance of a college education when selecting qualified applicants; however, several believed that a college degree should not be a "deciding factor" for law enforcement. While the importance of a college degree was reiterated, a "well-balanced" and "experienced" individual was equally important. A chief described a well-balanced applicant:

> A person who has some book smarts and some street smarts; so a person who is educated enough to understand and to communicate and to write good reports and to be able to use the technology that we have and be able to think at higher levels at times on complex situations, complex problem solving, but at the same time be able to understand that in the street sense that you need to know when this person is acting in a way that is dangerous and have those streets smarts to survive the situations.

The importance of a college degree for law enforcement leaders is further emphasized by one chief who explained that "eighty percent of the department has a 2-year degree or higher" and "all command staff have a bachelors or masters" degree. Although television and movies often portray law enforcement as a fast-paced, action-packed profession full of physical confrontations, a chief explains it best by stating, "The vast majority of situations that a law enforcement officer finds himself in actually involves the intellect, or the book knowledge; it's about the law and how to apply the law. It is what they have to deal with the vast majority of the time."

All interviewees agreed that targeting diverse populations was critical to the success of an agency and to foster a more diverse and culturally inclusive organization and community. However, one interviewee cautioned:

If you're promoting diversity … [and] have a female or a black female or a minority

officer on your flier for your department, … is that realistic of what your department

looks like, or is it the only female that you have in your agency or the only minority that's

attached to your agency, so those coming in assume that there are more people with

experiences similar to their own than there really are once they're hired on so, yes we

want to recruit diversity, but at the same time we need to be honest about where we are so

those diverse applicants feel supported when they get here and they don't feel like they

have been misled.

In searching for that ideal applicant, the overwhelming consensus was the ideal applicant

has changed in this post-2020 society. The ideal law enforcement applicant must possess

excellent verbal and written communication skills, be able to interact with people from various

backgrounds, be intelligent, mature, and able to make sound judgements. Ultimately, well-

rounded, well-educated individuals able to communicate effectively with people from all

backgrounds is desired. "The "ideal" applicant is someone who doesn't see color, or socio-

economic status, like lower-class, middle-class, and higher-class. more open to diversity

differences and being a little more inclusive." "We want someone with experience, prior LE,

military and just life experiences. Someone with worldly experiences that they can draw on to

make decisions." Ultimately, as several leaders explained, "You still want to always hire that

dedicated integrity driven officer no matter what the status of the agency. We want people with

values, ethics and integrity; we can train you to do the job."

Training

Research Question Two sought to identify the impact of a post-2020 transition on law

enforcement training. The interviewees were asked their perspective on how the changing

landscape within law enforcement affected the training of new recruits and veteran officers. Specifically, interviewees were asked how training for law enforcement officers has changed in this post-2020 society and what they believed future law enforcement training would look like. Overall responses were centered around three key themes: emphasis on de-escalation training, new training and technology, and duty to intervene.

Emphasis on De-Escalation Training

All respondents felt the ability to de-escalate a situation without the use of force is critical for law enforcement and the importance of de-escalation training cannot be overemphasized in this post-2020 society. As one lieutenant described, "A hot topic, is of course we all know, de-escalation training; making sure that we're not escalating any event, we're controlling that event or putting forth efforts to calm this event down." Another respondent added, "They all need to concentrate right now on where we are as a profession and teach them ways to de-escalate and communicate with people in the community, so it doesn't get to where we are right now."

Many interviewees stated that de-escalation training has been incorporated into their annual training in some form. Law enforcement agencies nationwide are training their department members in de-escalation techniques and incorporating de-escalation techniques in existing use of force training scenarios such as firearms training and defensive tactics training. With the huge emphasis on verbal de-escalation training, communication skills for law enforcement professionals are extremely critical. As one captain explained, "the biggest tool you have is your mouth and your ability to communicate effectively in a calm and rational manner to people that aren't rational" is a critical skill that can determine the outcome of an encounter between an officer and a member of the community.

New Training and Technology

All participants agreed that new training was needed to address the transition occurring in law enforcement, to learn new methods of dealing with old problems, and training on new technologies that allow officers to handle current issues effectively and efficiently. As one lieutenant described, "the profession leading up to 2020 was like a bomb getting ready to explode in that the training really hadn't changed all that much, but society's expectations had changed drastically as far as how law enforcement responds to certain citizen requests."

Technology has been utilized by law enforcement for decades; however, technology is being incorporated with the goal of keeping the officer safe, helping the officer effectively and efficiently perform their duties, and to effectively serve the public. Law enforcement is not a profession to generally shy away from technology; however, officers want technology that will help them effectively and efficiently execute their job duties. Public perception is a huge consideration for law enforcement. Body cameras and less-lethal force options such as tasers and OC spray were all motivated by public perception. Several respondents mentioned that "being aware of public perception when out on a call, such as on a traffic stop" is something officers must learn in this post-2020 society. In addition, a local police department captain mentioned that everyone has a cell phone and officers "must assume that someone is recording" them during their interactions with the public.

Many officers lamented the introduction of body-cameras and felt they were intrusive and another way for "big brother" to monitor their every move; however, one interviewee stated "body cameras don't hurt us, they help us" because it provides an audio-video proof to support the officers' actions. Many interviewees mentioned training involving "implicit biases," "crisis intervention" and "dealing with people in mental crisis" has increased and there is more training

dealing with "different cultures and ethnicities." Being abreast of growing trends in the community and recognizing the needs of a diverse population helps to drive the training needs of departments. One interviewee explained it as follows:

> We have a more diverse City Council, which is probably unique to most cities in America, so a lot of the training that is now becoming mandatory for people after events like Michael Brown and George Floyd; we've been getting that the entire time I've been with the Police Department; implicit bias training, we've already been doing that for years….we were already working that into our training …. de-escalation, verbal judo, CIT, and working with various populations; we even have the LBGTQ plus liaison for the department. We go through training to understand and that's something that's given throughout the whole department, so we are usually up on trends before they start trending.

One critical and interesting training shift mentioned by a lieutenant at a large local police department was the transition of law enforcement from "a guardian mindset as opposed to just a warrior mindset." The transition was described as follows:

> Over the years at the Academy, I've seen more of a college learning environment and not so much the paramilitary style environment. We still want to put folks into high stress situations because we want them to be able to respond appropriately when they are stressed and the only way to do that is put them in an environment where that occurs, so although we're going to a more educational learning environment, we still have some elements of paramilitary style in there, but it's not strictly focused on that.

Duty to Intervene

The incidents involving the death of George Floyd, the five Memphis Police Officers ,
and other police use of force incidents have resulted in the unjustifiable death of citizens while
officers that were present did nothing to stop the act. The officers' lack of intervention has
resulted in the push for law enforcement departments to include and mandate a duty for officers
to intervene when they are witnessing unacceptable and/or illegal use of force perpetrated by an
officer on a citizen. A lieutenant at a local department indicated the duty to intervene is an
"accountability measures that should be integrated into training." As several interviewees
mentioned, officers are held to a "higher standard" than most and "should be doing the right
thing" and also ensuring that their fellow officer is "doing the right thing also." Many agencies
already have policies in place explicitly outlining an officer's duty to intervene. While some
officers may see this as an attack on the "brotherhood" of law enforcement, interviewees
overwhelmingly supported the duty of an officer to intervene and mentioned that intervening
could "be saving that person's career" and preventing that officer from doing something from
which they could never rebound.

Socialization

Research Question Three sought to identify the impact of the transitioning process on
socialization of new officers in a post-2020 society. Interviewees were asked their perspective on
how the changing landscape within law enforcement affected the socialization of new law
enforcement officers. Overall responses were centered around two key themes: Respecting the
New Recruit and Inclusiveness, and Field Training Officer (FTO) Selection.

Respecting the New Recruit and Inclusiveness

Study participants reported a minimum of 11 years of law enforcement experience and would be considered seasoned veterans. Each reflected on their experiences as a new recruit and stated they had to "earn their way into the group" and had to demonstrate that they were "loyal, team-players" to "earn the respect" of the other officers and their field training officer (FTO). All interviewees mentioned the differences between their field training experiences and the field training experiences of new officers today. One interviewee stated, "young officers are more accepting and welcome new officers into the group more easily." Interviewees explained the old field training way of "sit down and shut up" is no longer a viable or acceptable training method.

Several respondents noted, "this is a new generation" entering law enforcement and they are "not like the older generation" of law enforcement officers. They "communicate differently" and "require you to explain things" in more detail. Many interviewees mentioned that field training officers must "get to know recruits" and "ask for and respect their input." One respondent mentioned the "gap between the old veteran officer and the rookie" and the need to "integrate new officers into the work culture in a more communal type of environment." Another interviewee mentioned the importance of being respected as a new recruit. One participant shared his field training experience at a new agency after transferring from another agency as a seasoned officer, "During my field training at my new agency, I was an experienced officer, and my FTO respected that. He said you know how to be an officer; I'm going to show you how we do it here." Taking the time to mentor young officers and include them in the decision-making process and to explain their actions is crucial for this new generation of officers. As one interviewee explained, a new recruit has to "feel part of the team, or they will not stay" and

building that connection early is imperative. One chief explained the approach in the following

manner:

> We try to think about what team they're going to when they're coming out of field
>
> training …. to help them feel successful and connect to their new team that they're going
>
> to. We also started our peer support program, and these peer support officers recognize
>
> that it is important for them to have somebody to talk to about any challenges that they're
>
> facing so we have our peer support members reach out to these new folks and can help
>
> them connect and work through challenges that they're having.

Field Training Officer (FTO) Selection

All respondents agreed that Field Training Officer (FTO) selection "is critical" to the

socialization of new recruits and a "disgruntled FTO" can ultimately affect the culture of an

agency. As a captain suggested, Field Training Officers (FTO) must have "a passionate and

servant heart" and a desire to train new officers. Interviewees cited the importance of selecting a

Field Training Officer with the right "attitude" and "compatibility" with the trainee. It is

important for the FTO and the new recruit to "connect" on some level to ensure a positive and

fruitful field training experience for the new recruit because the "wrong mixture will be a

headache for supervisors" and could negatively influence the "agency culture."

FTOs have a tremendous influence on a new recruit so the selection of an experienced

officer that is still passionate about teaching, training, and mentoring new recruits is critical. As

one captain mentioned, "A new officer is going to mirror what they see and hear from that FTO,"

so it is imperative that the FTO is very aware of their behavior and actions towards the new

recruit and the department. One lieutenant explained that the FTO "must hold that line of

accountability and teach the new recruit according to policies and procedures." The role of the

Field Training Officer (FTO) in the socialization of new officers cannot be overstated. As best summarized by a lieutenant, "...the ability of Field Training Officers to mentor young, new officers and help them navigate through the profession and to understand the policing world is so critical" to their socialization.

Leadership Roles/Qualifications

Research Question four sought to identify the impact of the transitioning process on organizational leadership roles and qualifications in a post-2020 society. The interviewees were asked their perspective on how the changing landscape within law enforcement affected the roles and qualifications of law enforcement leaders. Specifically, interviewees were asked to describe their duties, roles, and responsibilities as a law enforcement leader in this post-2020 society. Overall responses were centered around three key themes: leading by example, knowledge and emotional intelligence, and leading with empathy.

Leading by Example

Leading by example emerged as a consistent theme among all interviewees. All interviewees acknowledged the responsibility and the importance of being seen as "an example" for the people they lead. Interviewees explained that as a leader, one must model the desired behavior. A lieutenant explained they will "do something the way I want it done" so their officers will see and model that same behavior. In this post-2020 society of public and media scrutiny, modeling acceptable and desired behavior is crucial to the organization. A bad leader can be detrimental to the culture and effectiveness of an agency. As one lieutenant stated, "A good leader has people who love to follow them. Nobody wants to follow a bad leader; a bad leader is just going to show bad behavior and a bad attitude." Several interviewees also

mentioned the willingness to "work with" their people ``in the trenches'' and be a "positive example." As one captain stated:

I lead in a way in which officers and civilians see me in a positive light, see me doing good, representing the agency; lead by example and they replicate that. I think it is important for you to lead by example. "My role is to encourage people to be forward thinkers, encourage people to think outside the box …"

Developing a sense of " responsibility" and "accountability" also emerged under the umbrella of leading by example. All interviewees alluded to the vast responsibilities of a leader and their sense of obligation to their members. As one lieutenant explained, it is a leader's responsibility "to get them back home to their family at the end of [the] shift." A chief explained the responsibility of leading by example and accountability as follows:

Lead by example and continue to push forward to make this agency and this profession as honorable as it can be. My job is to support them in their efforts in the community, but also my job is to make sure that when they're not doing what we're supposed to do then we get back on track and to coach and progress their careers. You know, they say a chain is only as strong as the weakest link and I totally believe that for any organization. We all need to be on the same page, and we all need to have a certain level of comprehension and responsibility that we can hold each other to because that's when you become a good team, so my job is to guide and coach the team and direct in the right direction.

Interviewees suggested this level of responsibility does not stop with their members; it also extends to the community as well. The perceived lack of accountability has been a major concern between the public and law enforcement. Several interviewees recognized this growing area of contention and acknowledged "there's no room for not holding people with this much

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authority accountable." One captain added, "I have a duty to the citizens, to make sure that we are professional, that the officers have a standard of professionalism, that they adhere to the rules and regulations and a code of conduct." The importance of accountability is best summed up in the emphatic statement from one local police chief: "I'm responsible for 30 people and the buck stops with me."

Knowledge and Emotional Intelligence

Leadership requires knowledge and intelligence to effectively lead (Issah, 2018). A leader must first understand themselves before they can effectively lead and understand others. As such, the traits of "intelligence" and "emotional intelligence" emerged from several of the interviews. The expectation of knowing specific information to guide and direct one's team is embraced by the leaders and the team members as an expected characteristic of a leader. As one state law enforcement lieutenant explained, "Here you answer a lot of questions and we got a lot of new officers," so being "knowledgeable enough" to explain something to the new officers, and "lead them in the right way" is critical to their "understanding and success." This is very fitting for a leader in law enforcement. Law enforcement leaders are looked upon by their peers, followers, and the public to provide answers to difficult problems and in difficult situations. Leaders, as well as their followers, rely on their experience to guide them to the solution.

Although knowledge was a valued trait, interviewees specifically mentioned "intelligence" and "emotional intelligence" as key characteristics needed for law enforcement leaders to effectively fulfill their duties, roles, and responsibilities in this post-2020 society. As one chief noted, "intelligence and specifically emotional intelligence" is often associated with "experience and maturity," which allows the leader to "see the bigger picture" when making decisions. Emotional intelligence is needed to be able to make "sound decisions" and good

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"judgment calls." Emotional intelligence is needed for leaders to understand themselves as well as their team. Emotional intelligence is also required to be the liaison between the command staff and officers on the street to effectively communicate ideas between the two. An interesting analogy was provided by a lieutenant at a large local agency:

> Where I'm currently situated, I like to consider it the cheese that tries to keep the bun and meat together. The patrol guys, the line officer that makes up the bulk of the department, the bulk of the work that gets done, those are the boots on the ground. I have to take messages. I have to take the sentiment and messages up from them and keep the temperatures in check. The upper command, the executive command, that bun is on the top with the seeds to make sure that they know the temperature down there and as they send stuff down to make sure that message is taken to the line guys and be able to sell them on the idea on the policies that are coming from upstairs because I'm the one that's supervised them and their direct supervisors have the most influence … they have to believe in the direction in which the agency is going.

Leading with Empathy

When asked about their roles and responsibilities as a leader, phrases such as "looking out for my people" or "hear people out" and "we take care of our people" were mentioned, which illustrated the idea of caring within leadership. Interviewees mentioned the need to "lead with empathy" and to have a "caring mindset" and a desire to "get to know your people" and "to understand them." As one lieutenant mentioned, it is a "different generation" entering law enforcement and that equates to a different type of leadership and a different style of communication. Respondents overwhelmingly acknowledged "the authoritarian approach has

been replaced by the eclectic approach, meaning getting to know your people" and showing genuine concern and care for your people is important. As one chief explained:

> You have to love these officers and recognize that every day they go out here and service the community; part of the chief's job is to connect and make sure that we're operating and we're treating each other internally how we want our troops to treat our community externally, you have to make sure that commanders aren't mistreating folks you have to make sure that your staff has needed equipment that they have training that's necessary for them to do their jobs you have to hear their concerns.

Leading with empathy requires the leader to genuinely care about their members and the community they serve. As stated by several respondents, leaders must "communicate a clear vision and expectations" to all members of the department. In addition, that expectation and understanding must extend beyond the agency and include the community as well. As one chief explained:

> The main thing that I'm really big on and one of the first things is getting to know my community and getting to know what they expect of their police chief and to establish those partnerships and those lines of communication.

As several interviewees noted, leaders must know how to "value your people" and "be able to make that human connection." Additionally, "being a voice" for them and "understanding their needs" were mentioned as key methods to show caring and leading with empathy. Ultimately, interviewees indicated they wanted to "always be available" for their people, especially during these challenging times.

Change/Transition Strategies

Research Question five sought to identify the impact of a transitioning culture on the change process in a post-2020 society. The interviewees were asked what essential strategies are necessary to facilitate the transition of the law enforcement community to a post-2020 environment. Specifically, interviewees were asked how they are preparing their agency to transition to a potentially new type of leadership and police culture. Overall responses were centered around three key themes: training and education, preparing future leaders, and community involvement.

Training and Education

Training and education were consistently mentioned by interviewees as a strategy to facilitate change and transition to a new type of leadership and law enforcement culture. Interviewees stated, "training is important for leaders" as long as it is "relevant and up to date." As one interviewee mentioned, "old training" should not necessarily be discarded, but training should "change with the times." Training and education are not singular or linear acts. Training for law enforcement leaders is continuous and constantly evolving to remain relevant and adaptable to the challenging times of a post 2020 society. One respondent explained the importance of training being adaptable to change in the following manner:

> In life, things change, and we [police] have to be able to change; police as a profession must be able to change how we do things, we have to change with the times; we can't do things the same as we did 10 years ago; we can't even do things the same as we did in 2020.

In addition, law enforcement leaders should be exposed to a variety of training based on different theories and philosophies. As one chief explained, "We send all managers to different

management schools, so they all are not going to the same school with the same perspective." Interviewees viewed "de-escalation training" and other communication based training as hot topics in law enforcement and major factors in transitioning to a new type of law enforcement culture and leadership. Respondents specifically stated training should deal with "respectful" communication, "de-escalation," "being sensitive to the community", and " not responding with force", as the most important for ensuring a positive culture.

Preparing Future Leaders

Preparing future leaders requires "mentoring, motivating and preparing" potential leaders. A leader is responsible for preparing future leaders to take the helm one day and "should always be aware of who the future leaders are." Respondents noted supervisors "can observe who has leadership skills" and how they conduct themselves; however, one must still "prepare them to lead." As a lieutenant from a local Police Department stated, "You are always training and preparing future leaders;" therefore, it is imperative to provide them with the tools and resources needed to "maximize their potential" to become successful leaders.

Current leaders must prepare future leaders to lead by providing "training in different areas of the department" and providing them with "every resource" to give them a well-rounded approach and overall view of the "big picture." Several respondents stated they prepared by modeling themselves after mentors whom they identified as "transformational leaders," or ones that embraced change and sought to "maximize" the ability of their people. The responsibility of preparing future leaders also includes preparing the officers to make the right decision, because as one chief stated, "…. you don't get to make every decision. Sometimes decisions that impact your future are made by other people."

In this post 2020 society where police culture and police leadership are under constant pressure and scrutiny to make changes to policies and behaviors, several interviewees recognized the drive for change. When asked how one will prepare the agency and achieve these changes, a state law enforcement lieutenant explained the need for leaders to be aware of reform and police culture as follows:

I see myself as a transformational leader, so I embrace change ……. I want to instill that in the department; always open to newness and knowing that I may not be the one that has that knowledge and I'm willing to reach out and see who does…. as you think about change beyond 2020 in law enforcement and thinking of 21st century policing …. I have to know, as a leader, that I don't have all the answers and there might be some folks who are newer who are able to think innovatively about where we can take this department.

Community Involvement

Strengthening police and community relationships is a priority with many law enforcement agencies and the communities they serve. The COVID pandemic further strained the relationship between the community and police by severely restricting police/community interactions. As the pandemic dwindles in this post-2020 society, law enforcement and communities are rediscovering each other and this is a prime time for law enforcement to increase community involvement. Overwhelmingly, respondents cited the need to "get involved with the community" in this post-2020 society as critical to establishing a positive, productive, and collaborative relationship between law enforcement and communities. As one respondent mentioned, "agencies need to be more in tune with the community. The community is not going to allow us to go back to an us versus them mentality." Interviewees acknowledged law enforcement officers should "be part of the community," be "adaptable" and listen to what the

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"community is asking for." Law enforcement is a "service oriented field" and officers must understand they must "serve the people." Flexibility and adaptability are critical to understanding community wants and needs. One interviewee recognized community needs change and "things that people were OK with two years ago" may no longer be acceptable.

The need for police transparency is a constant request by communities for law enforcement leaders. Transparency is the gateway to trust between the community and police. According to one captain, "Many people feel there is a lot of secrecy to the profession. We have to be more transparent." In addition, one leader stated police departments that are "held accountable" and "partner with the communities and the citizens that they serve and are transparent with their intentions will fare the best."

Stakeholder Involvement

Research Question six sought to identify the impact of a transitioning culture on community stakeholders in a post-2020 society. The interviewees were asked their perspective on interactions with stakeholders in a post-2020 environment. Specifically, interviewees were asked who the stakeholders are and what is their involvement with law enforcement in this post-2020 society. Overall responses were centered around one key theme: communication and transparency with the community**.**

The drive for transparency is a huge focus in law enforcement communities today. Rules, policies and laws have been implemented to govern police transparency. The release of body cam footage, media updates involving significant events and investigations occurring within the community such as mass shootings are practically required and expected of law enforcement leaders. Interviewees mentioned the importance of "being more transparent" and changing how police interact with communities. Community involvement is encouraged for law enforcement

and the community. According to one interviewee, the police and the community must "build an alliance" to improve communication and encourage transparency. Community leaders and law enforcement should work together to "bridge the gap" toward a more transparent relationship between the community and law enforcement. Town Hall Meetings, citizen review boards, and community events, were consistently mentioned by interviewees as ways to encourage communication and transparency between the police and communities.

Many interviewees stated their department is working on ways to "improve communication" and "transparency," and to encourage community involvement; however, some acknowledged that their "lack of transparency" may not be obvious. As one chief explained:

> Some departments think they are being transparent, but after getting out and talking with the community, they are learning that they have not been transparent at all …. one of the lessons learned from 2020 …. we were not even close. The relationships that we thought we had with some of our community members were not as strong as we thought. We thought that we were a transparent agency because we had all of this robust reporting going on and we always published it …. so, we felt like we were very transparent, but the reality is that's not how it's perceived …. publishing information and reporting is perceived as: OK here's another report that is out to the community but the delivery style was just not right …. no human contact, so some of the things that have changed with that is having conversations with your local stakeholders.

The above example illustrates the importance of personal interaction between the police and the community. Interviewees cited being involved with the community as a way for law enforcement to interact with community members. As one lieutenant stated:

There are a lot of things we have gotten away from in law enforcement and the public.

When I was growing up, all of our police officers were from the community. I went to

school with some of them and some of them were friends of my parents.

Respondents believe that "generally, the public wants to get involved and assist law

enforcement" and law enforcement should provide a way for them to do so. Allowing the public

to provide "input" and "work with the police" to provide solutions to challenges in the

community encourages communication and transparency. Finally, one lieutenant emphasized the

importance of accountability and responsibility in fostering meaningful communication and

transparency between the community and law enforcement:

After 2020 I think one of the things that we recognized is those protests, those riots and

everything were completely reflective of law enforcement. Typically, the police officers

respond to protests when the issue was with something else, so I believe we have a duty

to respond when the issue is about us and we have to respond first by listening and being

able to engage and then to do something because it doesn't help just to go in and listen

and act like you accept but not be open to actually considering different alternatives, so I

think that's what leaders have to be thinking about for the future.

Measures of Success - Assessing Agency Culture Change

Research Question seven sought to identify how the effectiveness of a transition to a

post-2020 law enforcement agency culture will be assessed. The interviewees were asked their

perspective on agency culture and/or law enforcement. Specifically, interviewees were asked

how they determine, or measure whether leadership has been successful in bringing about a

transition to a new culture. Overall responses were centered around one key theme: internal and

external relationships. More specifically, this theme was centered on the research question was

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the internal and external relationships that exist between the members within law enforcement agencies and the relationships that exist between law enforcement members and community members.

This theme was mentioned as a way to gauge or measure "the temperature," or culture of the department and community. When asked to describe their agency culture, responses varied from "service-oriented," to "evolving" and "creative" to "we have some work to do;" however, all respondents agreed that the "agency head sets the tone for the agency's culture" and is the "driving force" for an organization's culture. Interviewees also noted the importance of a positive, inclusive, and supportive culture for a productive agency. As one lieutenant explained,

> My most important role is creating a culture of collaboration, teamwork, and transformation. Where people don't live in fear of saying what they need to say, a culture that doesn't embrace fear of change if it's necessary. Most important duty, I think, is creating or supporting a culture of teamwork, calculated risk, and transformation in a way where we work together as a group to move forward together and not leave anyone out of that unless they choose to be.

One chief noted it is "hard to change a culture" and it's "100% how you treat them." The chief further noted "most chiefs miss the boat" and people must "feel connected." All respondents cited a definitive change occurring in law enforcement culture in this post-2020 society.

Most respondents expressed optimism about having a positive police culture in this post-2020 society. Several respondents noted "management is more attuned to the issues affecting their people" and many people "feel a bit more connected to the agency." Interviewees cited law enforcement culture as "evolving" and "becoming less militaristic" and moving more "from the warrior to the guardian." When asked how they measure that culture, responses centered around

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"community interaction," interaction between members, and "retention." One chief explained it best by stating that leaders must maintain "open communication" with members of the department and the community and observe the "verbal" and "non-verbal feedback and language" of the people. Their "willingness to talk to you" will quickly tell if a "a true relationship" exists with the community. The makeup and diversity of an agency will influence the agency culture because each group brings a different and unique perspective based on their experiences. As one interviewee explained:

> Since 2020 we've seen a lot more women, we've seen a lot more minorities …. being promoted and I think that's the direction we're heading in …. people want to see people that look like them protecting them, and I think that's a huge key and that's a positive move for law enforcement I think going forward.

Although most interviewees held a relatively optimistic view on future law enforcement culture, one respondent stated, "we still have some work to do in terms of diversity and inclusiveness." Some respondents cited equal opportunities for females in law enforcement, retention of veteran officers and recruitment of new officers as areas of continuing concern. One respondent stated that "it's still hard to be female in law enforcement" and "law enforcement has not grown" in regard to equity, opportunities, and the number of women in law enforcement. One interviewee's response illustrated how societal attitudes are reflected in a changing law enforcement culture:

> I see law enforcement unfortunately kinda going in a direction where there's not as much camaraderie as there used to be. But I think it's a societal thing and people as a whole are more withdrawn, spending more time with their families.

Another lieutenant echoed a similar response:

I wanted to embrace change and I just think a lot of my counterparts may not feel so

strongly about that, so our culture is divided, and this reflects society as a whole…We're

highly divided and I'm not just speaking about law enforcement, this is a nationwide

thing, but it bleeds down into our agency and our culture.

Still another respondent defined their agency culture as more 'negative' based on the

number of "people leaving versus number of people coming in." Assessing and measuring the

culture of an organization is difficult to quantify. Respondents mentioned factors such as

"relationships" and "interactions' as metrics of their agency's culture. As one chief explained,

"….to really assess the agency, you have to narrow it down to a good supervisor and a good

squad…… and have those one-on-one conversations with people."

Chapter Summary

The overarching results of this study concluded there is a transition occurring in law

enforcement. Participants were asked questions about their perspectives as law enforcement

leaders on topics related to recruitment, training, socialization, stakeholders and strategies of

success and responses overwhelmingly pointed to a transition occurring in law enforcement that

significantly affects recruitment, training, community relationships and the overall culture of law

enforcement. Interview responses indicated the need for change in this post-2020 society and the

importance of creating a positive culture.

Interview findings suggest the perception of a negative image, the smaller applicant pool,

and the difficulty of targeting and attracting diverse groups are major obstacles to law

enforcement recruiting. Some respondents described changes in recruitment and hiring standards

to attract non-traditional applicants.

Interviewees indicated a huge shift in training focus. Experiences shared by participants suggested most law enforcement departments are focusing on de-escalation training that emphasizes communication skills to listen and reach a resolution without the use of force. Respondents emphasized the importance of the Field Training Officer (FTO) and their influence over the socialization and acclimation of new recruits and the importance of inclusiveness with new recruits. Interview responses overwhelmingly indicated leaders must lead by example, be transparent, stay connected to the community and ensure accountability. This theme resonated throughout interviewee responses.

Respondents recognized a transition is occurring in law enforcement and law enforcement agencies should be preparing their departments now and encouraging the transition. Interviewees cited education and training as major strategies to facilitate the transition of the law enforcement community to a post-2020 environment. In addition, interviewees indicated the willingness to adapt and change as major transition strategies for law enforcement in this post-2020 society. Interviewees consistently identified the community as stakeholders and the importance of officers being involved with the community and being part of the community.

Finally, study findings identified internal and external relationships as measures of organizational culture. For example, the interactions between agency members, the interactions between law enforcement members and the community, and how involved the community is with their local police department were all mentioned as ways to gauge or measure the culture of an agency. Interview findings suggest measuring culture is more intuitive, relying upon observations of interactions and relationships as opposed to a definitive measuring tool.

Chapter 5: Conclusion and Recommendations

The purpose of this chapter is to provide a study summary, conclusions, implications, and recommendations for additional research. The chapter is organized in the following sections: (a) problem statement and research questions, (b) research design, (c) data collection, (d) summary of findings, (e) conclusions, (f) discussion and implications, and (g) recommendations for additional research.

Problem Statement and Research Questions

Nationally, law enforcement agencies are being criticized for a wide range of behaviors deemed to be inappropriate. This criticism is coming from the media, policy makers, politicians, legislators at all levels, and the public at-large. A consistent theme in this criticism is the existence of a closed and fraternity-like organizational culture which lacks accountability and transparency. Emerging technologies, social changes, the impact of COVID-19, and the renewed focus on racial equities have also played substantial roles in the need to examine existing law enforcement culture. Organizational culture greatly influences member attitudes, decisions, and interactions with internal and external stakeholders. Organizational culture is developed within and is a product of the interaction of many factors, including the nature of organizational leadership. Leadership significantly influences organizational culture and values. This current environment of criticism notwithstanding, there is some preliminary evidence to suggest the beginning of a transition to a more positive and transparent post-2020 law enforcement culture. Law enforcement leaders are key players in this transition process; however, there is little evidence indicating how these leaders feel about this transition; therefore, the purpose of this study is to investigate the perceptions of selected law enforcement leaders regarding the impending transition in law enforcement agencies. Specific elements of this transition to be

investigated include recruitment, training, socialization, leadership roles/qualifications, change

strategies/process, stakeholder involvement and measures of success.

Specific research questions which guided this study included:

1. What are the perceptions of law enforcement leaders regarding the impact of a

post-2020 transition on law enforcement recruiting, policies and practices?

2. What are the perceptions of law enforcement leaders regarding the impact of a

post-2020 transition on law enforcement training?

3. What are the perceptions of law enforcement leaders regarding the impact of a

post-2020 transition on law enforcement socialization practices?

4. What are the perceptions of law enforcement leaders regarding the impact of a

post-2020 transition on law enforcement leadership roles and qualifications?

5. What are the essential strategies necessary to facilitate the transition of the law

enforcement community to a post-2020 environment?

6. What are the perceptions of law enforcement officers regarding the impact of

the post 2020 transition on interaction with stakeholders?

7. How will the effectiveness of a transition to a post-2020 law enforcement

agency culture be assessed?

Research Design

This study used a qualitative, phenomenological design to investigate the perceptions of

selected law enforcement leaders regarding the transition to a post-2020 environment in law

enforcement agencies. Phenomenological methodologies describe, clarify, and interpret the

lived experiences of participants (McMillian, 2016). Qualitative research emphasizes

participants' views and perceptions which helps the researcher gain a richer understanding of the

experiences of participants (McMillan, 2016). The focus of the study was to gather direct insight and perspective from law enforcement leaders regarding their perceptions on the impact of the impending transition within law enforcement agencies in this post-2020 society.

Data Collection

In-depth interviews, using a semi structured, open-ended interview protocol (see Appendix C), were used to collect data from current law enforcement leaders at the rank of lieutenant or higher in North Carolina. Interviews allowed participants to share their personal experiences and perspectives about transitioning to a new type of leadership and organizational culture in this post-2020 society. Interviews (N=21) lasted approximately 45 minutes and were conducted via telephone or video conferencing system. Interviews were recorded using a digital audio recorder, transcribed using artificial intelligence software, and transcripts coded for analysis.

Summary of Findings

Study findings were organized around law enforcement leaders' perceptions regarding the impact of a post-2020 transition on law enforcement recruiting, training, socialization practices, leadership roles and qualifications, transition strategies, stakeholder interaction and agency culture. An analysis of interview data found the perceptions regarding the impact of a post 2020 transition on law enforcement recruiting to be centered around the challenges of competing against a negative image, working with a small applicant pool, and attracting qualified applicants from diverse populations. Leaders' perspectives on training revealed an emphasis on de-escalation and communication-based training as opposed to use of force training. Interviewees identified Field Training Officers (FTO) as having significant influence on new recruits and recruits' perception of agency culture. Findings indicate the FTO is critical to

the inclusiveness and socialization of new recruits into the organization, and ultimately can determine whether a recruit continues with the agency or decides to leave.

Overwhelmingly, interview findings indicated leaders are responsible for the culture of an agency and that leaders must lead by example, be transparent, stay connected to the community and ensure accountability. Knowledge, emotional intelligence, and leading with empathy were also cited by respondents as critical roles of leaders.

Respondents recognized a transition is occurring in law enforcement and law enforcement agencies should be preparing their departments now and encouraging the transition as opposed to waiting for it to just happen. Interviewees cited education and training as a major strategy to facilitate the transition of the law enforcement community to a post-2020 environment. In addition, interviewees indicated the willingness to adapt and change as major transition strategies for law enforcement in this post-2020 society. Respondents consistently identified the community as the major stakeholders for law enforcement. Participants encouraged officers to stay involved with the community and be a part of community events. Interview findings indicated internal and external relationships as measures of organizational culture. Observing the interactions and relationships among agency members and the interactions between law enforcement members and the community were mentioned as ways to assess the culture of an agency.

Conclusions

Findings from this study were sufficient to support the following conclusions.

What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement recruiting, policies and practices?

The overall challenges facing law enforcement recruitment are competing against a negative image perpetuated by the media, working with a significantly smaller applicant pool, and attracting qualified applicants from diverse populations. All interviewees agreed it is difficult to attract qualified applicants in the spotlight of a negative image. Public attention and media scrutiny are now inherent to a career in law enforcement. Applicants interested in a law enforcement career must be adept at navigating public and media scrutiny.

A direct result of the negative image is the significantly smaller pool of qualified and interested applicants. Individuals are not choosing law enforcement careers. They have other options that pay more, are free of the inherent dangers associated with law enforcement and are not plagued by a negative image.

Effectively targeting and recruiting diverse groups and individuals is also part of the recruitment challenge. Attracting qualified female applicants and individuals from diverse populations adds another challenging dimension. Law enforcement agencies want to recruit mature, intelligent, community-oriented individuals that represent the communities they serve. As a result, agencies are actively pursuing more females, minority populations and non-traditional police applicants to satisfy that need.

What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement training?

There is a huge shift in training focus. Most law enforcement agencies are focusing on de-escalation training, utilizing communication skills to listen and reach a resolution without the use of force, new training, and technology, and instilling the mindset that officers have a duty to intervene when witnessing other officers committing unlawful and/or unacceptable acts against citizens. The importance of de-escalation training is paramount to effective policing in today's society. The ability to de-escalate a situation without the use of force is critical for law enforcement. De-escalation training is so critically regarded that it is being integrated in existing use of force training scenarios such as firearms training and defensive tactics training.

New training has always been an important aspect of law enforcement training to stay abreast of current trends, public perceptions and changing laws. All participants agreed new training was needed to learn new methods of dealing with old problems, and training on new technologies that allow officers to handle current issues effectively and efficiently.

The failure of officers to intervene when other officers are clearly using excessive force against a citizen has prompted many law enforcement departments to implement policy mandates for officers to intervene when they are witnessing unacceptable and/or illegal use of force perpetrated by an officer on a citizen.

What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement socialization practices?

The Field Training Officer (FTO) is a critical and influential factor affecting the socialization of new recruits. The FTO has a tremendous influence over the socialization, inclusiveness, and acclimation of new recruits into an agency. Study findings revealed a

transition in the methods of field training. During the old field training, the new recruit was expected to "sit down and shut up" and not speak unless spoken to. They had to "earn their way into the group" and earn the respect of their training officer and the group. That method is no longer an acceptable training method. The new generation of recruits are more accepting and welcoming. They require more communication and explanation. Showing a genuine interest and respect for the trainee is important. As a result, the selection of the right Field Training Officer (FTO) "is critical" to the socialization of new recruits. The FTO significantly influences the recruit which can ultimately affect the culture of the agency. The FTO must have "the right attitude" and the desire to train new officers.

What are the perceptions of law enforcement leaders regarding the impact of a post-2020 transition on law enforcement leadership roles and qualifications?

Study findings revealed that leaders must lead by example, be knowledgeable about the job, possess emotional intelligence and lead with empathy. In addition, leaders are expected to be transparent, stay in touch with the community and hold themselves and their agency members accountable. The leader must model the desired exemplary behavior and be an example worthy of following by agency members and the community as well. Accountability and responsibility were examples of exemplary behavior expected of leaders. Law enforcement leaders were expected to hold themselves and their members accountable for their actions. Law enforcement leaders have a sense of obligation to their members' safety and well-being. This responsibility also extends to the community as well. Leaders have a duty to the citizens, to ensure all members are professional and adhere to a code of conduct.

Leaders are looked upon for their guidance and experience. They must be knowledgeable and possess emotional intelligence to effectively lead. A leader must first understand themselves

before they can effectively lead and understand others. Leaders are expected to have an exceptional understanding of agency subject matter, procedures, and protocol.

Leading with empathy requires the leader to genuinely care about their members and the community they serve. Leading with empathy or maintaining a genuine concern for their members was mentioned as an important trait for a leader. This is a different generation entering law enforcement and they require a different type of leadership and communication style from what is typically seen in law enforcement. Leaders are expected to "communicate a clear vision and expectations" to all members of the department as well as the community. Leaders must value their team and be able to connect with members.

What are the essential strategies necessary to facilitate the transition of the law enforcement community to a post-2020 environment?

Training and education, preparing future leaders and community involvement were identified as the major strategies to facilitate change and transition to a new type of leadership and law enforcement culture. Law enforcement training is always evolving and adapting to changing trends in society. Leaders should be exposed to a variety of training to develop a more comprehensive perspective.

The new recruits today are leaders of tomorrow. Preparing future leaders requires planning, time, and effort. An important responsibility of leaders is to prepare future leaders to take the helm one day. Fulfilling this responsibility requires current leaders to remain observant of potential leaders and provide them with training and various resources.

Strengthening police and community relationships is a priority with many law enforcement agencies and the communities they serve. Law enforcement leaders cited the need for police transparency as a gateway to trust between the community and police. The COVID-19

pandemic further strained the relationship between the community and police; however, this is a prime time for law enforcement to increase community involvement.

What are the perceptions of law enforcement officers regarding the impact of the post-2020 transition on interaction with stakeholders.

Study findings overwhelmingly centered around communication and transparency with the community**.** Not surprisingly, the community was identified as the primary stakeholder for law enforcement and leaders readily acknowledged the importance of communication and transparency between law enforcement and the communities. Law enforcement leaders in this study encouraged their officers to get involved with the community. Leaders cited the importance of law enforcement building an alliance with the community to improve communication and encourage transparency. Community leaders and law enforcement should work together to "bridge the gap" toward a more transparent relationship between the community and law enforcement. Town Hall Meetings, citizen review boards, and community events, were consistently mentioned by interviewees as ways to encourage communication and transparency between the police and communities.

How will the effectiveness of a transition to a post-2020 law enforcement agency culture be assessed?

Study findings revealed internal and external relationships as measures of organizational culture as the way to assess or determine whether leadership has been successful in bringing about a transition to a new culture. Leaders identified the interactions between agency members, the interactions between law enforcement members and the community, and how involved the community is with their local police department as ways to gauge or measure the culture of an

agency. Leaders observed these relationships and used them as a way to gauge or measure "the temperature," or culture of the department and community.

Regardless of the agency culture, the agency leader is recognized as the one to establish the culture and tone of an agency. The agency head is responsible for creating a positive, inclusive, and supportive culture for a productive agency. Overall, leaders in this study characterized law enforcement culture as evolving and despite the challenges, criticisms and scrutiny facing law enforcement, many leaders expressed optimism about having a positive police culture in this post 2020 society.

Discussion and Implications

The literature review for this study highlighted challenges and complexities facing law enforcement leaders transitioning to a new type of leadership and organizational culture. Limiting the study to currently sworn law enforcement leaders, at the rank of lieutenant or higher, in North Carolina law enforcement agencies limited the pool of participants. Despite this limitation, the study provided insights and experiences of those law enforcement leaders who are transitioning or have transitioned to a new form of leadership. The following section provides a discussion of the study findings and implications when compared to available literature. The seven research questions were used to organize the discussion into specific sections.

Recruiting Policies and Practices

Study findings related to law enforcement recruitment aligned with previous research citing recruitment and retention as the biggest challenges facing law enforcement (Office of Community Oriented Policing Services, 2019; Police Executive Research Forum, 2022; President's Commission on Law Enforcement and the Administration of Justice, 2020). Consistent with the research, interviewees also mentioned the limited pool of qualified applicants

as a major recruitment barrier (Office of Community Oriented Policing Services, 2019). As a

result, many agencies have implemented new guidelines to improve recruitment, hiring, and

promotion practices (Office of Community Oriented Policing Services, 2019). These guidelines

include increased educational standards, background investigations, targeted recruitment efforts,

review of hiring standards and practices, diversity, in-service training, and recruit training

programs (Cunningham, 2021). As mentioned by interviewees, many law enforcement agencies

have restructured their recruitment efforts to attract a more diverse applicant pool to better reflect

a workforce that respects and encourages inclusiveness. Targeting recruitment efforts at

Historically Black Colleges and Universities (HBCU) and all-female colleges is a consistent

trend among numerous law enforcement agencies and interviewees from this study echoed the

same sentiment. In addition, many agencies now allow facial hair and visible tattoos, which are

more prevalent and accepted among the younger generations. In addition, competitive law

enforcement agencies are offering attractive salaries, excellent benefits, signing bonuses, flexible

schedules, and advancement opportunities.

Although the negative image associated with law enforcement has contributed to a

significantly reduced applicant pool, most law enforcement applicants did not need convincing to

enter the profession; they just needed an opportunity. Study findings identified the traditional law

enforcement applicant as a White male, with prior military, majored in criminal justice, have

family and friends in law enforcement and always wanted a career in law enforcement.

Recruitment efforts do not need to target this population because they are already pursuing a

career in law enforcement. This group has already embraced the law enforcement lifestyle and

started to identify with police and envision themselves as officers as they progress further during

the selective hiring process (Conti, 2009). They are well aware of the negative image associated with law enforcement but are not concerned.

The bigger challenge is recruiting the non-traditional applicant from a diverse population to ensure officers reflect the community's diversity (Batts et al., 2012; Police Executive Research Forum, 2022). Law enforcement leaders identified diversity in hiring as a priority and routinely mentioned the need for officers to "represent the community" they serve. In addition to meeting the diversity challenges, respondents from this study highlighted the differences and challenges of recruiting a younger generation of applicants. As a law enforcement leader mentioned, the younger generation "communicates differently" and has "different expectations" of work and lifestyle balance. As younger generations enter the profession, the traditional hierarchal structure and how power and authority are delegated through the chain of command are being challenged (Batts et al., 2012; Richards, 2022). Leadership roles, responsibilities and expectations will change to reflect the newer generation's vision. This is important to remember because the recruits hired today are tomorrow's leaders (Richards, 2022). As such, recruitment efforts must also target applicants with the right mindset, maturity, and potential to lead in this post 2020 society.

Law Enforcement Training

Study findings indicate a huge shift in training focus in this post-2020 society. There has been a significant increase in training focusing on de-escalation training, utilizing communication skills to listen and reach a resolution without the use of force (Office of Community Oriented Policing Services, 2019). All interviewees identified de-escalation training as a major trend in law enforcement training. In addition, new training and technology relevant to the needs of the officer and the duty to intervene are critical training areas. Research indicates

training has always been a part of law enforcement; however, the focus and type of training tends to evolve based on the needs and trends at that time (Batts et al., 2012; Office of Community Oriented Policing Services, 2019).

De-escalation training is receiving significant attention and focus (Ross, 2023; U.S. Department of Justice, 2019). In today's contemporary society, the ability to de-escalate a situation without the use of force is critical for law enforcement and the importance of de-escalation training cannot be overemphasized in this post-2020 environment. Study findings indicated most law enforcement agencies have fully integrated de-escalation training into their training curriculum. Law enforcement officers are expected to control a situation and resolve the conflict without the use of force. Experienced law enforcement professionals often state one's mouth is "the most effective weapon" they have. The ability to effectively communicate and talk to people is an invaluable asset. Communication skills for law enforcement officers are extremely critical and can mean the difference between a peaceful resolution and lethal use of force (Ross, 2023). As one law enforcement leader stated, law enforcement officers must try to "communicate rationally to a person acting irrationally" and not willing to communicate.

Respondents agreed that new training was needed to address the transition occurring in law enforcement, to learn new methods of dealing with old problems, and training on new technologies that allow officers to handle current issues effectively and efficiently. Societal expectations, citizen complaints and public perception all influence law enforcement training (Brzozowski, 2023). Training has always been common practice for most law enforcement agencies (Office of Community Oriented Policing Services, 2019); however, training evolves, and changes based on new laws, law enforcement needs, societal trends and public perception are necessary. Study respondents reported routinely updating their training to comply with new

laws, and to stay abreast of current trends. Agencies are considering national standards for leadership and continuing education for current and potential leaders. Consistent with the research, interviewees stated their agencies have established standards and training requirements regarding law enforcement use of force (National Conference of State Legislatures, 2022) and implement training that addresses less-lethal force options, de-escalation methods, and dealing with individuals in mental crisis (Office of Community Oriented Policing Services, 2019).

Advancements in law enforcement technology have created a need for training in technological areas such as body-worn cameras, police drones, gunshot detectors, biometric readers, and other areas (Johnson et al., 2023).Technology has been used by law enforcement for decades and is only going to expand as agencies are always seeking ways to use technology to improve job performance, maintain officer safety, and to serve the public effectively and safely. Respondents cited the importance of "equipping officers with the tools they need" to effectively perform their duties.

Officers want technology that will help them effectively and efficiently execute their job duties. As media and public scrutiny constantly shine a spotlight on law enforcement tactics, public perception is a huge consideration for law enforcement training tactics and technology. For example, body-worn cameras received overall public support (Williams, 2021) and one interviewee noted body-worn cameras "are a good thing" and help "protect the officer." The concern for public perception can be traced back to Peel's policing principles of professionalism and public image (Barfield, 2017; Lyman, 1964) and interviewees noted officers must be keenly "aware of public perception" during public interactions.

Finally, the duty to intervene mandates officers to intervene when they are witnessing unacceptable and/or illegal use of force by an officer against a citizen (Ferrell, 1988). Consistent

with interview responses, agencies should have policies in place explicitly outlining an officer's duty to intervene (O'Donnell, 2021). As one respondent stated, integrating such measures ensures "accountability" and helps build community trust.

Socialization Practices

Findings from this study align with previous research regarding the socialization of new officers into the law enforcement profession. Research findings illustrated the significance of the police socialization process and its influence on organizational culture (Conti, 2009; Van Maanen, 1975). The socialization process starts at the very beginning as the recruit transitions from applicant, through the academy and field training, to an officer, fully socialized to embrace the expected attitudes and behaviors of the police organization (Van Maanen, 1975). One of the key purposes of the police academy is establishing the acceptable tone and culture of the agency. Once that culture is established, they model the behaviors of veteran officers and their field training officer (FTO). Interestingly, one respondent mentioned the transition occurring at their academy; emphasizing a more "guardian mindset" as opposed to a "warrior mindset" to help cultivate a more compassionate officer.

Traditionally, socialization and acceptance by veteran officers into the group had to be earned. New recruits had to prove their loyalty to the group. Most interviewees reflected on their field training experiences and described them as "old school" and "different" from the field training today. Law enforcement agencies must adapt to the new generation of men and women entering law enforcement. The younger generation of officers is more accepting and inclusive of new recruits. As one study respondent stated, to ensure a positive transition into the law enforcement profession, new recruits must "feel connected" and "a sense of belonging" from their initial induction into the agency. The socialization process for new officers creates shared

memories and experiences that endure through their entire career (Van Maanen, 1975; McCartney & Parent, 2015). This concept aligns with study respondents citing the importance of recruits having a "positive training experience" and how that experience can affect the overall culture of the agency. Not surprisingly, most interviewees emphasized the importance of the field training officer (FTO) and their influence over the socialization and acclimation of new recruits. Several respondents identified the FTO as "critical" to the success and "overall culture" of an agency.

Research from Chicago and other cities has shown culture as a key factor in transmitting undesirable behaviors, such as excessive use of force, to others within departments (Ouellet et al., 2019). As such, encouraging a positive environment during initial training can reinforce the desired behaviors a department wants in their recruits. Many successful instances of culture change often follow a crisis that forces everyone to challenge the norm. For example, the events of 2020 such as COVID-19, protests, and struggles with racial equity have shown that the status quo in law enforcement cannot continue.

Leadership Roles and Qualifications

Study findings were consistent with an emerging trend of law enforcement moving away from the more traditional, hierarchical, autocratic leadership, to a more transformational and flexible type leadership (Denton, 2020). Respondents overwhelmingly acknowledged "the authoritarian approach" has been replaced by a more democratic and inclusive style.

Traditionally, law enforcement leadership was more rigid and structured focusing on supervision, organization, and group performance (Bass, 1985; Denton, 2020). This structure relies heavily on chain of command, reward and punishment, and obeying the commands of the leader (Sultana et al., 2015). Employees are expected to support the leader's vision, follow

directions, and obey commands without question or delay (Filippo, 2020). Law enforcement agencies are clearly moving away from that type of leadership structure as interviewee responses regarding leadership roles centered around leading by example, knowledge and emotional intelligence, and leading with empathy. Study respondents repeatedly mentioned their sense of "responsibility" and "leading by example" as key leadership roles. Modeling acceptable and desired behavior is crucial to the organization and that behavior starts with leadership (Gleeson, 2018). Interviewees expressed a sense of obligation to their members and the community as well. The perceived lack of accountability among law enforcement is a major concern and as one police chief explained, "the buck stops" with the chief.

Interviewees specifically identified "emotional intelligence" as a key characteristic needed to effectively lead a law enforcement agency in this post 2020 society. Leaders should possess knowledge and intelligence and must first understand themselves and others before they can effectively lead (Issah, 2018). As one chief noted, emotional intelligence is needed to make "sound decisions" and to understand themselves as well as their team.

The leader's relationships were consistently reflected throughout this study. When asked about their roles and responsibilities as a leader, responses such as "looking out for my people" and "we take care of our people" illustrated caring within leadership. Additionally, interviewees mentioned the need to "lead with empathy" and to have a "caring mindset." Interviewees from this study overwhelmingly acknowledged it is a "different generation" entering law enforcement and they have different expectations of their leaders. Leaders are expected to "get to know" their members and show a genuine concern for them. Leaders must know how to "value" their members and "be able to make that human connection."

Consistent with previous research, no universal set of traits or single leadership style for leadership success was identified in this study (Burns, 1978; Stogdill, 1948). Although no specific leadership style was mentioned in this study, transformational leadership would be the most applicable based on leaders' responses in this study. When leaders from this study were asked about their roles and responsibilities as a leader, responses focused on the well-being of their members, changes to improve the culture, instilling accountability and improving community relationships, which align with a more transformational leadership style (Gleeson, 2018; Reynolds, 2020). According to Burns (1978), transformational leadership involves the interaction between leader and followers that increases both the leader's and follower's motivation and morality. It creates positive change in the followers and develops followers into leaders.

Transformational leaders serve as role models for followers (Burns, 1978) and transformational leadership is often viewed as a more effective leadership style (Bass & Avolio 2001). In a study conducted by Sarver and Miller (2014), transformational leaders were rated as most effective and police departments are moving toward a more transformational approach.

Transition Strategies

Education and training were most frequently mentioned as the main pathways for transitioning to a new type of leadership and culture. Adopting new policing models is often challenged by existing mindsets and a culture resistant to change (Burke, 2020). When faced with changing trends, organizations rely on training and education to provide effective strategies for a seamless transition (Conceicao & Altman, 2011; Sartori et al., 2018). Interviewees cited training and education as a strategy to facilitate change and transition to a new type of leadership and law enforcement culture. Respondents acknowledged the importance of "relevant and up to

date" training that is "adaptable" to changes. Study respondents mentioned the importance of training being able to "change with the times." Training for law enforcement leaders is continuous and constantly evolving to remain relevant and adaptable to the challenging times of a post-2020 society. Police leadership is under constant pressure and scrutiny to make changes to policies and behaviors. Several interviewees described themselves as "a transformational leader" that "embrace change" and encourages others in their department to do so as well.

Successful leadership requires "mentoring, motivating and preparing" future leaders. A leader is responsible for preparing future leaders to take the helm one day and "should always be aware of who the future leaders are." Leadership preparation is a key factor in successful organization transition (Michelson, 2006). Interviewees stated leaders should "always" be "training and preparing future leaders." Modeling and mentoring are common methods of learning leadership skills, consequently, several respondents stated that they prepared for their leadership roles by modeling themselves after mentors whom they identified as "transformational leaders" and embraced change.

Strengthening police and community relationships is a priority with many law enforcement agencies and the communities they serve. The COVID pandemic further strained the relationship between the community and police by severely restricting police/community interactions. As the pandemic dwindles in this post-2020 society, law enforcement and communities are rediscovering each other and this is a prime time for law enforcement to increase community involvement. Overwhelmingly, respondents cited the need to "get involved with the community" as critical to establishing a positive, productive, and collaborative relationship between law enforcement and communities. As one respondent mentioned, "agencies need to be more in tune with the community. The community is not going to allow us

to go back to a us versus them mentality." Interviewees acknowledged law enforcement officers should "be part of the community," be "adaptable" and listen to what the "community is asking for." Law enforcement is a "service oriented field" and officers must understand that they must "serve the people." Flexibility and adaptability are critical to understanding community wants and needs. One interviewee recognized that community needs change and "things that people were OK with two years ago" may no longer be acceptable.

The perceived lack of transparency and accountability has eroded the image and trust of the police. Police transparency is a constant request by communities and is seen as a gateway to trust between the community and police. Interviewees acknowledged the perceived secrecy in law enforcement and law enforcement must be "more transparent." In addition, respondents stated police departments that "partner with the communities and are transparent" will have far better success with community relations. Not surprisingly, interviewees expressed the importance of getting "involved with the community" and interacting with community members on a daily basis. Many law enforcement agencies have various programs to enhance police-community relations and encourage officer involvement with the community. Citizen Police Academy, Shop with a Cop. Cops and Kids, Toys for Tots, Community Night Out and numerous other programs are events conducted by law enforcement agencies nationwide to encourage police and community interaction.

Interaction with Stakeholders

Study findings overwhelmingly focused on the importance of communication and transparency with the community**.** Not surprisingly, the community was identified as the primary stakeholder for law enforcement and leaders readily acknowledged the importance of communication and transparency between law enforcement and the communities. Law

enforcement leaders in this study reported encouraging their officers to get involved with the community and cited the importance of law enforcement and communities building an alliance to improve communication and encourage transparency. Interviewees suggested officers should "get involved with the community" and community leaders and law enforcement should work together to "bridge the gap" toward a more transparent relationship. One interviewee noted officers have "gotten away" from interacting with the community and officers need to "get back" to that type of "police-community" interaction. Town Hall Meetings, citizen review boards, and community events were mentioned by interviewees in this study as ways to encourage police and community interaction. Collaboration between community members and police help create transparency, build community trust, and foster positive community-police relations (Widener, 2020).

Police accountability and transparency have been significant concerns in recent years and new laws have been passed in numerous states across the country. These new laws address topics such as body cameras, use of force, no-knock warrants, disciplinary systems, civilian oversight and more (Rodriguez, 2020). Interviewees mentioned the importance of "being more transparent" and changing how police interact with communities. Many interviewees stated their department is working on ways to "improve communication" and "transparency," and to encourage community involvement; however, some acknowledged their "lack of transparency" may not be obvious. As one respondent explained, after speaking with community members, they have not been transparent at all. Community involvement is encouraged for law enforcement and the community (Widener, 2020). According to one interviewee, the police and the community must "build an alliance" to improve communication and encourage transparency.

Assessment of Transition Effectiveness

Interview findings indicated **i**nternal and external relationships as measures of the organizational culture existing between the members within law enforcement agencies and the relationships that existed between law enforcement members and community members. For example, the interactions between agency members, the interactions between law enforcement members and the community, and how involved the community is with their local police department were all mentioned as ways to gauge or measure the culture of an agency. The term organizational culture emerged from the term culture within the field of anthropology and refers to culture in any type of organization such as schools, government agencies, or businesses (Tharpe, 2009). Initial research in the area of organizational culture was primarily studied within the field of business to better understand the nature of work, employee attitudes and behaviors, and organizational performance (Deal & Kennedy, 1982).

When interviewees were asked how they measure culture, responses centered around community interaction and member interactions. Interviewees mentioned observing the relationships among officers and the interactions between officers and community members as a way to gauge or measure "the temperature," or culture of the department and community. One chief explained it best by stating that leaders must maintain "open communication" with members of the department and the community and observe the "verbal" and "non-verbal" feedback and language" of the people. Their "willingness to talk to you" will quickly tell if there is "a true relationship" with the community.

Respondents used various terms to describe the culture of their agency such as "service-oriented," "evolving" and "creative." In addition, interviewee responses acknowledged agencies are still in need of improvements. All respondents agreed the agency leader "sets the tone" for

the agency's culture. An organization's culture develops from the beliefs and values of the organization's founders and leaders (Flamholtz & Randle, 2012; Martínez-Cañas & Ruiz-Palomino, 2014; Schein, 2010) and have a significant impact on how the organization operates (Andish et al., 2013).

Interviewees stated the importance of a positive, inclusive, and supportive culture. One respondent described their "most important role" as "creating a culture of collaboration, teamwork and transformation." Changing a police culture requires positive and trusting relationships between the leaders and the officers (Black, 2018; Valcore, 2018). One respondent noted how leaders treat their members makes all the difference. All respondents cited a definitive change occurring in law enforcement culture in this post 2020 society and most expressed optimism about having a positive police culture in this transitioning environment. Although most held a relatively optimistic view on the future of law enforcement culture, one respondent stated there is "work to do" regarding diversity and inclusiveness. In addition, equal opportunities for females in law enforcement, retention of veteran officers and recruitment of new officers were mentioned as areas of concern. Finally, two interviewees viewed law enforcement culture as "divided" and losing its "camaraderie" but attributed these cultural changes to a "societal" and "nationwide" change.

Recommendations for Additional Research

Recommendations for additional research include:

- Repeating this study within multiple states would be a viable study. Each region has their own unique culture that may influence law enforcement leaders' perspectives.
- This study had a very limited number of female participants. Further research analyzing the perspectives of female law enforcement leaders is warranted.

- Further research should consider the locus of the agency (e.g., rural, suburban and urban) as well as the size of the agency (number of sworn officers) when cultivating populations for the study.

- Further research on the perspectives of police chiefs and agency heads only. The chiefs interviewed from this study offered unique perspectives gleaned from years of leadership at various levels. Police chiefs and other agency heads must maintain the bigger picture compared to mid-level and front-line leaders. The unique perspectives of police chiefs developed by years of experience as a law enforcement leader serving at each level of leadership would offer a more comprehensive perspective on law enforcement leadership.

Concluding Statement

In conclusion, the study findings clearly documented there is a transition occurring in law enforcement that significantly affects recruitment, training, and the overall law enforcement culture. Law enforcement agencies must transition from the traditional, authoritarian, and hierarchical models of leadership toward more inclusive leadership models (Batts et al., 2012; Denton, 2020). As a result, law enforcement agencies should seek leaders that embrace a more transformational approach to leadership.

Recruitment challenges are not unique to law enforcement. Hiring managers from many industries are facing the same meager applicant pools, underwhelming résumés, and competition for viable applicants; however, law enforcement is also under heavy public and media scrutiny for some type of police reform. As a result, the pressure to create a diverse, community oriented police department that is representative of the community to which it serves is magnified by the pressures of being in the media hot seat. As findings indicated, leadership requires a strong commitment, a service mind-set, and the respect and willingness to serve others.

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Law enforcement professionals want to be part of a caring, dynamic, and supportive team. They want to work together toward a common goal and be a part of something bigger than themselves. They want to be a part of the communities they serve and need leaders that are innovative, flexible, and knowledgeable. Therefore, it is essential for agencies to have leaders that reflect these characteristics.

Recently, many factors, such as social, political, economic influences, and the COVID-19 pandemic, have forced businesses to reassess and evaluate current trends, expectations, common practices, and standard operating procedures. These influences have forced a shift in standard business practices and daily operating procedures which have caused a major shift in organizational culture. Law enforcement has not been immune to these influences and is probably more affected by these changes and transitions than other businesses and industries due to the constant public, media, and political scrutiny. As such, law enforcement leaders must focus on the future direction of law enforcement by assessing such areas as recruitment, training, accountability, transparency, and leadership.

To meet future challenges, law enforcement must consider new policing strategies and a shift in police culture to succeed (Adams et al., 2021). Change within any organization is always a momentous task; however, with many law enforcement agencies under public scrutiny and seeking solutions for more effective leadership, better community relations, and better public reception, now is the time to focus on change and new models of policing that encourage transparency, inclusiveness, and a positive organizational culture. While creating this culture can seem a monumental task, by focusing on a few key areas such as recruitment, training, and leadership, law enforcement can reshape itself to be more equitable and effective (Adams et al., 2021).

Changes in areas such as recruitment, training, the socialization process, leadership roles, leader qualifications, leadership practices, leadership styles, leadership selection, impact of leadership on subordinates (followers), change strategies, stakeholder involvement (hiring managers, city managers), and measures of success, promotional and advancement opportunities, leadership training, and community relationships must occur to help facilitate effective change and to foster a positive organizational culture. This is not a comprehensive list of all areas to focus on when directing efforts toward effective leadership, inclusiveness, a positive organizational culture and to encourage changes in an organization; however, these are key areas to consider.

According to Plato, the greatest amount of power is bestowed upon those called the Guardians and only the select few shall bear the responsibility of protecting the democracy (Rahr & Rice, 2015). Although police officers and soldiers wear uniforms and carry weapons, the similarity ends there. The soldier's primary mission is that of a warrior: to conquer. The police officer's mission is that of a guardian: to protect (Rahr & Rice, 2015). Perhaps it is time to reassess the predominant mindset of the law enforcement profession, to change the culture to that of a guardian and one that protects and serves as opposed to one that must conquer. Transition will be difficult because the warrior identity and strict paramilitary organizational structure which are at the core/essence of police culture is being challenged. Tradition is the biggest barrier to change. Effective transition requires a culture in which law enforcement officers see themselves as part of the community which they protect. In other words, these officers must see themselves as the guardians and protectors of their own communities.

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Appendix A: Approval Letter from the Office of Research Integrity

MARSHALL UNIVERSITY®
www.marshall.edu

Office of Research Integrity   FWA 00002704
Institutional Review Board
One John Marshall Drive   IRB1 #00002205
Huntington, WV 25755   IRB2 #00003206

January 26, 2023

Ronald Childress, Ed.D.
Leadership Studies, COEPD

RE: IRBNet ID# 2004212-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Childress:

Protocol Title: [2004212-1] Law Enforcement Leadership and Organizational Culture

Site Location: MU
Submission Type: New Project   APPROVED
Review Type: Exempt Review

In accordance with 45CFR46.104(d)(2), the above study was granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee. No further submission (or closure) is required for an Exempt study **unless** there is an amendment to the study. All amendments must be submitted and approved by the IRB Chair/Designee.

This study is for student Carlos A. Perkins.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Lindsey Taylor at (304) 696-6322 or l.taylor@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Sincerely,

Bruce F. Day, ThD, CIP
Director, Office of Research Integrity

Appendix B: Informed Consent for Participation

LAW ENFORCEMENT LEADERSHIP AND ORGANIZATIONAL CULTURE IN A POST 2020 SOCIETY

Dear (participant),

My name is Carlos A. Perkins, and I am a state law enforcement agent (Lieutenant) with the NCDMV License and Theft Bureau and a doctoral candidate in the EdD Leadership Studies Program at Marshall University in Huntington, WV. I am requesting your participation in my dissertation research study investigating the perceptions of law enforcement leaders on leadership and organizational culture within the law enforcement community. A study abstract is attached.

Specifically, I am requesting your participation in a semi-structured interview. This interview will focus on leadership, culture and organizational change within the context of your own experiences as a law enforcement leader. The interviews will be conducted via videoconferencing and should require 45-60 minutes of your time. Interviews will be recorded, and recordings will be destroyed following completion of interview transcription. Transcripts will be assigned a number and the code list of names will be retained on a password-protected computer file by Co-PI. The success of this study depends on the willingness of professionals, such as yourself, to share their experiences, perceptions, and insights.

There are no known risks involved with participating in this study. Your willingness to be interviewed will imply both your consent and that you are at least 25 years of age. Participation is completely voluntary and there are no penalties or loss of benefits if you choose not to participate. You may also choose not to answer any question included in the interview protocol. The information you supply is confidential, and no individual will be identified by name or identifying information.

If you have questions about this study, you may contact Dr. Ron Childress, Principal Investigator, at 304-545-0245 or rchildress@marshall.edu. If you have any questions concerning your rights as a research participant, you may contact the Marshall University Office of Research Integrity at 304-696-4303. Please reply to this email and let me know if you are willing and available to participate. If so, I will respond with suggested time parameters for scheduling the interview.

Thank you in advance for your willingness to consider participating in this study. My expectation is that one of the project deliverables will be a framework for how law enforcement leaders can effectively guide the transition of their agencies to a post 2020 environment. A summary of study findings will be shared with all participants.

Carlos A. Perkins
Co-Investigator
Perkins145@marshall.edu

Appendix C: Interview Protocol

Law Enforcement Leadership and Transition Interview Protocol (LELTIP)

Perceptions of Law Enforcement Leadership Transition

Name: _____ Title: _____ Date: _____

Thank you for agreeing to participate in this interview. As a reminder, this research is being conducted through the Marshal University College of Education and Professional Development (MUCOEPD) to explore law enforcement leaders' perceptions about transitions in leadership and organizational culture in a post 2020 society. This interview will be recorded for the sole use of the co-investigator's analysis. The information you provide will be integrated with that of other interviewees and confidentiality will always be maintained. Participation is completely voluntary, and you can elect to stop participation at any time.

Did you read the consent form and study abstract? Do you have any questions about the purpose of the study? Are you willing to continue with the interview?

Your experiences and perceptions will add a great deal to the growing body of data being collected for this study. I anticipate this interview will take 45-60 minutes.

Demographic Information

1. Sex:
2. Age:
3. Race/Ethnic Background:
4. Highest Education Level:
5. Years of Law Enforcement:
6. Rank:
7. How long in current position:
8. How long in leadership/supervisory/management role (Lieutenant or higher):
9. Type of agency (local, state, federal, other):
10. Agency Size - Number of sworn members:

Recruitment - Impact of the transitioning process on recruitment - What are the perceptions of law enforcement leaders regarding the impact of a post 2020 transition on law enforcement recruiting policies and practices?

11. How has the changing landscape within law enforcement affected your recruitment efforts? What does the "ideal" applicant look like? Are they college graduates? Various racial, ethnic and cultural backgrounds? Are your recruitment efforts targeting these groups? What policies do you have that specifically address these recruitment efforts?

Training - Impact of the transitioning process on training - What are the perceptions of law enforcement leaders regarding the impact of a post 2020 transition on law enforcement training?

12. How has the changing landscape within law enforcement affected training of new recruits and veteran officers? How has training for law enforcement officers changed? What direction do you see law enforcement training going? Does initial training of new recruits consist of more hours? Have you modified and/or extended your basic academy courses and hours? Have you modified and/or extended your Field Training? Is field training different? Are in-service hours being increased? What type of training is offered for officers at various stages of their career? What changes have, or should occur in the training curriculum?

Socialization - Impact of the transitioning process on socialization - What are the perceptions of law enforcement leaders regarding the impact of a post 2020 transition on the socialization of new law enforcement officers?

13. How has the changing landscape within law enforcement influenced the socialization of new officers? What factors are considered when assigning new recruits with veteran field training officers (FTO) for training?

Leadership Roles/Qualifications - Impact of transitioning process on organizational leadership roles/qualifications - What are the perceptions of law enforcement leaders regarding the impact of a post 2020 transition on law enforcement leadership roles and qualifications?

14. How would you describe your duties, roles, and responsibilities as a leader?
15. Do you think your duties, roles and responsibilities as a leader have changed?

Change/Transition Strategies – Impact of a transitioning culture on the change process since 2020 - What are the essential strategies necessary to facilitate the transition of the law enforcement community to a post 2020 environment?

16. How do you see yourself preparing the agency to transition to a potentially new type of leadership and police culture in the future? How do you expect agencies to change in the future?
17. What essential strategies do you have in place and what strategies will you implement to facilitate this transition?

Stakeholder Involvement - Impact of the transition process on community stakeholders - What are the perceptions of law enforcement officers regarding the impact of the post 2020 transition on interaction with stakeholders?

18. Who do you identify as your stakeholders in law enforcement? How do you see involvement with stakeholders changing in a post 2020 environment?
19. What role do you foresee stakeholders having involving law enforcement agencies?

20. How do you ensure these stakeholders are informed and included in the decision-making process?

Measures of Success - Assessing Agency Culture - How will effectiveness of a transition to a post 2020 law enforcement agency culture be assessed?

21. How would you describe the culture of your agency and/or law enforcement? How do you assess and/or measure the culture of your agency?
22. As a leader, what do you see as your duty and responsibility to establish that culture?

Conclusion

23. Is there anything additional you would like to add?
24. Is there anyone else you can recommend that I interview for this study?

CARLOS A. PERKINS

Marshall University
Leadership Studies
Perkins145@marshall.edu

EDUCATION

TEMPLE UNIVERSITY – School of Health, Physical Education, Recreation and Dance, Philadelphia, PA
   Master of Education – *Exercise Physiology*
   Degree Awarded: January 1995

TOWSON UNIVERSITY – School of Health Science
   Bachelor of Science - *Health Science*
   Degree Awarded: January 1992

PROFESSIONAL EXPERIENCE

NCDMV LICENSE AND THEFT BUREAU, Raleigh, NC (2006 – present)

Position: **Captain** (2023-present)
- *District Office* (2023-present)
  Supervise 20-25 law enforcement agents (lieutenants and agents) and civilian staff, develop work schedules, coordinate and conduct applicant screenings and background investigations, assign and supervise criminal investigations, complete and approve reports.

Position: **Lieutenant** (2015-present)
- *District Office* (2021-2023; 2015-2016)
  Supervised 5-7 Inspectors, assisted with scheduling, conducted applicant screenings and background investigations, assigned and supervised criminal investigations, completed and approved reports, testified in court.

- *Training and Development Unit* (2016-2021)
  Supervise between 3-20 civilian and sworn personnel. Supervise the coordination of in-service Training for all personnel. Supervise and manage the Field Training Officer Program, Recruitment Program and Basic Training for all new agents. Teach specific topics and develop lesson plans.

Position: **Inspector** (2006-2015)
- *Training and Development Unit* (2008-2010)
  Assisted with instructor certification applications and renewals, duty officer and Instructor at the Basic Academy, developed lesson plans. Coordinated in-service training for sworn personnel, assisted with fitness assessments and written exams for new applicants, Assisted with accreditation policies.

- *Identification (ID) Fraud Lab* (2012-2015)
  Reviewed Inspector Reports for antique and custom vehicles and Indemnity Bond requests, conducted civilian background checks, assisted law enforcement agencies with Facial Recognition searches.

- *Office of Professional Standards* (2011-2012)
  Conducted Internal Affairs and background investigations on law enforcement and civilian members and applicants.

- *District Office* (2006-2008; 2010-2011)
  Investigated crimes involving fraudulent driver's licenses, and motor vehicle thefts. Conducted background investigations on civilian and sworn applicants, regulated motor vehicle dealerships, Field Training Officer, completed reports and testified in court.

DURHAM POLICE DEPARTMENT, Durham, NC (2004-2006)

Position: Police Officer
- Enforced criminal and traffic laws and county codes for the state of North and Durham City. Completed reports, investigated crimes, and testified in court.

HOWARD COUNTY POLICE DEPARTMENT, Ellicott City, MD (2001-2004)

Position: Police Officer
- Enforced criminal and traffic laws and county codes for the state of Maryland and Howard County. Completed incident reports, investigated crimes, and testified in court.

EMPLOYMENT HISTORY

Martial Arts Instructor, Cary, NC and Columbia & Laurel, MD (1997-2014)
Instructor, University of Phoenix, Phoenix, AZ (2006-2012)
Instructor, Frostburg State University, Frostburg, MD (2004)
Assistant Professor, Baltimore City Community College Baltimore, MD (2000-2001)
Instructor, Catonsville Community College, Catonsville, MD (1999)
Teacher/Health Educator, High Point High School, Beltsville, MD (1994-2000)

TRAININGS & CERTIFICATIONS
- West Point Leadership Program – Methodist University (2020)
- Fitness Specialist for Law Enforcement – Cooper's Institute (2016)
- Leadership Development for Law Enforcement Managers (2013)
- Defensive Tactics Instructor - NC Department of Justice Training and Standards (2012)
- Field Training Officer Supervisor (2012)
- Physical Fitness Instructor - NC Department of Justice Training and Standards (2008)
- Strength & Conditioning Specialist – National Sports Performance Association (1989)

PROFESSIONAL AFFILIATIONS
- Law Enforcement Training Officers Association

Appendix E: Respondent Validation Email

Dear participant,

Again, thank you for your participation in this study examining law enforcement leaders and their perceptions of an impending transition in law enforcement agencies and the impact of this transition on organizational culture. Below is a brief compilation of the research question topics and the overall themes identified from interviewee responses. Your review is requested to help validate the accuracy of these themes as representative of law enforcement leaders' perspectives. Please read the summary below and respond to this email regarding their overall accuracy.

- o **Recruitment -** The overall theme surrounding recruitment is that we are competing against a negative image perpetuated by the media and working with a significantly smaller applicant pool because people just aren't flocking to LE positions like they were in the past.

- o **Training -** There is a huge shift in training focus. Most of you are focusing on de-escalation training, utilizing communication skills to listen and reach a resolution without the use of force.

- o **Socialization -** Most of you emphasized the importance of the FTO and their influence over the socialization and acclimation of new recruits and the importance of inclusiveness with new recruits.

- o **Leadership Roles/Qualifications -** The consensus was that you must lead by example, be transparent, stay in touch with the community and hold yourself and your people accountable.

- o **Change/Transition Strategies -** Education and training were cited as the main pathway to transitioning to a new type of leadership and culture. Also, being willing to adapt and change.

- o **Stakeholder Involvement -** The community was readily identified as your stakeholder, more specifically, businesses, community leaders, family and fellow co-workers were mentioned. Many also mentioned the importance of officers being involved with the community and feeling a part of the community.

- o **Measures of Success -** This was difficult to quantify; however, internal, and external relationships were mentioned as measures of organizational culture. For example, the interactions between agency members, the interactions between law enforcement members and the community, and how involved the community is with their local police department were all mentioned as ways to gauge or measure the culture of an agency.

Thank you.
Carlos A. Perkins