NATIONAL COMMUNITY POLICING ROUNDTABLES

LEADERSHIP FOR PUBLIC SAFETY

Professional Dimensions of Leadership in Law Enforcement

Compiled by Debbie Demmon-Berger

Edited by Marilyn Simpson

COPS
COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE

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About the COPS Office

The Office of Community Oriented Policing Services (the COPS Office) is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, and tribal law enforcement agencies through information and grant resources. The community policing philosophy promotes organizational strategies that support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime. In its simplest form, community policing is about building relationships and solving problems.

The COPS Office awards grants to state, local, and tribal law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime-fighting technologies, and develop and test innovative policing strategies. The COPS Office funding also provides training and technical assistance to community members and local government leaders and all levels of law enforcement.

Since 1994, the COPS Office has invested more than $16 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing. More than 500,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.

The COPS Office has produced more than 1,000 information products—and distributed more than 2 million publications—including Problem Oriented Policing Guides, Grant Owner's Manuals, fact sheets, best practices, and curricula. And in 2010, the COPS Office participated in 45 law enforcement and public-safety conferences in 25 states in order to maximize the exposure and distribution of these knowledge products. More than 500 of those products, along with other products covering a wide area of community policing topics—from school and campus safety to gang violence—are currently available, at no cost, through its online Resource Information Center at www.cops.usdoj.gov. More than 2 million copies have been downloaded in FY2010 alone. The easy to navigate and up to date website is also the grant application portal, providing access to online application forms.

Letter from the Director

U.S. Department of Justice
Office of Community Oriented Policing
145 N Street, N.E.
Washington, DC 20530

Dear Colleagues,

In an effort to examine the many issues of concern and current trends in community policing leadership, John Jay College of Criminal Justice, through its Leadership Academy, conducted two national leadership roundtables for the Office of Community Oriented Policing Services (the COPS Office) during 2009 and 2010. Leadership for Public Safety I was held in 2009, while Leadership for Public Safety II was conducted in 2010. These leadership roundtables discussed the importance of enhancing public safety training and learning from the private sector business model to incorporate new strategies and approaches into policing.

The COPS Office understands the importance of conducting national roundtables on leadership sustainability. As the economy changes, law enforcement needs to build leadership skills by learning from the business sector model—a crucial adjustment to the business of policing. Propagating cultural change internally and externally among agencies, initiating collaborative engagements with the community, and enhancing overall public safety are all sustainability goals, ensuring that the business of policing continues to be effective during economic change.

By developing effective strategies in leadership and communicating these strategies to all officers and the public, law enforcement will gain the advantage of strong relationships with internal, external, and political audiences. The discussions and observations at these two roundtables (and presented here in this report) are important steps toward institutionalizing effective change within policing. I am proud to be able to share this resource with you now, and hope you all reap its benefits.

Sincerely,

Bernard K. Melekian, Director
Office of Community Oriented Policing Services

Acknowledgments

Introduction

John Jay College of Criminal Justice, through its Leadership Academy, conducted two national leadership roundtables for the Office of Community Oriented Policing Services (the COPS Office) during 2009 and 2010. Leadership for Public Safety I was held in 2009, while Leadership for Public Safety II was conducted in 2010.

These two roundtables concluded a series of themed meetings that began earlier. The earlier meetings addressed the following topics:

1. *Policing in a Democratic Society* — Held in Philadelphia, this meeting focused on constitutional understandings of rights and liberties relative to community policing.

2. *Building Partnerships to Advance Effective Community Policing* — This session convened in Washington, D.C., to assess the state, effectiveness, and advantages of partnerships.

3. A*dvancing Innovation: Experience of Progressive Police Agencies* — Milwaukee hosted this session, which highlighted community policing progress, challenges, and new directions.

4. *Preparing Tomorrow's Officers: Opportunities, Challenges, Change* — Meeting in Seattle, participants focused on retention issues regarding the new generation of community police.

5. *Examining Relations Between Counterinsurgency and Community Policing: The Impact on Homeland Security* — This meeting was held in Washington, D.C., to address the potentential for community policing in a global arena.

Ellen Scrivner, Ph.D., Deputy Director, National Institute of Justice, who spoke at both of the Leadership roundtables, emphasized that the themes of the earlier meetings underscored the principles of community policing in a democracy. In order to sustain the passion for this type of policing it is important to:

◆ Acknowledge mutual coexistence with other police strategies,

◆ Internalize *community* within the definition,

◆ Ensure accountability,

◆ Interface with intelligence-led policing,

◆ Build capacity for institutionalization of practitioners, and

◆ Expand outreach to cities and states.

From these roundtables, Scrivner explained, "We have learned that community policing is the umbrella philosophy for public safety training and the development of new business models." Importantly, and of specific interest to the convening of the leadership roundtables hosted by John Jay College, Scrivner pointed to a growing deficit in leadership and staffing, which further substantiates the need for more training.

In 2008, the COPS Office convened four national roundtables addressing the topic of community policing in a democracy. The in-depth discussions and findings which resulted from these meetings were compiled in *National Community Policing Roundtables: Practitioner Perspectives—Community Policing in a Democracy*, available for download from the COPS Office website at http://cops.usdoj.gov/RIC/ResourceDetail.aspx?RID=586.

In 2009–10, the COPS Office and John Jay College of Criminal Justice conducted two additional roundtables—reported here in *Leadership for Public Safety*—taking the theme of leadership discussed in brief during the previous roundtables to a more in-depth level.

Leadership for Public Safety I: A National Conversation 2009

The days' activities evolved into four main segments:

◆ Participants described their training programs and identified the "signature activity";

◆ Public safety leaders—especially emerging leaders—engaged in a discussion of the challenges facing public safety and public safety leadership, especially with respect to emerging issues, trends, and perceived gaps;

◆ A panel of representatives from the private sector shared their perspectives on the development of leadership and how their experiences might apply to the public sector;

◆ Keynote speaker Bob Wasserman (Executive Director, Strategic Policy Partnership, and a long-time student of public safety leadership), discussed how his work with many police chiefs, some of whom were truly exceptional leaders, has influenced his thoughts about leadership and leadership development.

Program Models

External Degree Programs and/or Graduate Credit Programs

Johns Hopkins University, Division of Public Safety Leadership
The Johns Hopkins Program was created as a liberal arts–based program with no criminal justice courses. Its flagship program, which serves as the model for all division programs, is the Police Executive Leadership Program (PELP); it provides an intensive course of study for law enforcement, public health, fire services, and EMS student practitioners, all of whom must be appointed by their respective CEOs.

PELP offers the following: master of science in management, a series of regional field commanders forums, and a criminal justice forum. Leadership development is central to all offerings; all instructors come from the field and focus on core mastery of leadership lessons learned from other fields.

Naval Postgraduate School
The Naval Postgraduate School provides a master's degree in homeland security. Designed to build future state and local leadership for homeland security, the program offers 18 months of blended education with two weeks per quarter spent on campus. The rest of the program is delivered online; completion of a thesis is a graduation requirement.

While only one course focuses on leadership per se, an Executive Leaders Program and the Mobile Education Team (MET) for governors and mayors are highly specific to leadership issues and the goal of creating a collaborative leadership model. Both focus on the importance of collaboration, partnerships, and building lasting teamwork among federal, state, and local participants. The model is scenario driven, in contrast to tabletop exercises, and seeks to explore and develop patterns that respond to collective problem solving and building sustainable relationships.

Southern Police Institute (SPI)
The Southern Police Institute is a division of the Department of Justice Administration of the University of Louisville. It is an advanced educational and training institute devoted to enhancing the professional development of law enforcement practitioners. The primary leadership component is the 12-week Administrative Officers Course (AOC) that seeks to provide a comprehensive and challenging education experience to enhance the professional and personal lives of students. This is a residential program that is offered twice a year and grants 12 graduate credit hours that can be applied to an online master's program. The curriculum is based on a Servant Leadership philosophy, and a unique feature involves the use of movies to illustrate leadership lessons and challenges, in contrast to the use of case studies. There is little to no criminal justice focus to the curriculum.

Internal Leadership Programs

International Association of Chiefs of Police (IACP) Leadership Program
In 2005, the IACP created the Center for Police Leadership following a five-year investment in developing and pilot testing a curriculum based on the West Point Military Academy Model of Dispersed Leadership: Every officer a leader.

Through this curriculum, the Center seeks to help public safety officials provide in-house training and develop internal leadership capacity by seeding leadership development throughout a department. The development focus is based on behavioral science and is delivered via the Socratic teaching method. The ultimate program goal is to create centers where public safety and police employees can seek training near their homes without having to travel and be away from their jobs.

The Center also provides services to help police departments develop their own core curriculum through a three-week contract between IACP and the police departments that seek their service.

Caruth Police Institute (CPI), Dallas Police Department, Dallas, TX
The Dallas Police Department partnered with the University of North Texas to create an academic campus within the police department. As such, it brings academics into the department, in contrast to sending officers to academic institutions or away from the workplace for extended periods of time, and creates openness to conducting and using research.

The CPI subscribes to the theory that leadership cannot be developed via short-term seminars. Focused on leadership for large urban policing, CPI offers supervisory, mid-level, and executive training and brings in CEOs from large companies based in Dallas to help with leadership development. Currently, CPI is working on offering academic credit for their programs so that police officers can complete a college degree through classes geared toward their career development.

Senior Management/Executive Level Education

Criminal Justice Policy and Management Program, JFK School of Government, Harvard University
While there is no formal criminal justice degree program at Harvard, its leadership offerings include criminal justice practitioners. JFK provides executive education programs for leaders of state/local government that include degree courses and a 10-month mid-career program. Executive sessions designed to examine current status of issues in government management are a flagship offering. These sessions meet twice a year over three years. The first Executive Session on Policing was initiated in 1985 and a current session on Policing and Public Safety was initiated in 2008.

Leadership Development Institute (LDI), FBI
The LDI focuses on two strategies: (1) Internal leadership development of new FBI agents, supervisors, mid-level management, and executive level management, and (2) External leadership programs for local law enforcement professionals. The latter include:

◆ National Academy (NA), where local law enforcement practitioners collaborate and learn from each other.

◆ LEEDS, which provides leadership training to groups with 50–500 sworn strength.

◆ National Executive Institute (NEI), which serves as the flagship program and provides leadership development to law enforcement executives from departments with 500 and above sworn strength.

The FBI perspective promoted throughout all FBI training is based on the theory that the best leaders learn from their mistakes. Hence, there is a focus on both professional and personal leadership, which also builds in emotional intelligence as a component of leadership.

Police Executive Research Forum (PERF) Senior Management Institute of Police (SMIP)
SMIP addresses leadership needs of mid-level managers, both sworn and civilian. It is a three-week program that uses the case study model along with extensive reading assignments focused on performance management with police leaders serving as faculty. "What people learn, they have to be able to share," is an ongoing theme.

John Jay Leadership Academy, John Jay College of Criminal Justice, New York City
Following an extensive process to determine needs of the field, the Public Safety Executive Institute was inaugurated in 2008. To avoid replicating existing programs, John Jay College convened a series of focus groups with practitioners and academics, and the Leadership Academy subsequently invited high profile, experienced law enforcement executives for a two-day roundtable where they discussed what was missing from their executive development experiences and what was needed to better prepare them when assuming new roles.

All input from the field identified what came to be known as the *Public Safety Executive Mind Set*, which focuses on developing a comprehensive understanding of the intersect of strategy, culture, and politics when leading agencies and responding to the complex issues faced by public safety executives. This three-day Institute examines real life/real time incidents through the strategy, culture, and politics intersect, and develops the range of actions that need to occur in all three sectors in order to effectively lead in the complex environment of the public safety executive. The practitioner faculty also plays a facilitative role, encouraging a model where participants learn from each other, culminating in the formation of a community of practice specifically focused on leadership.

Police Officer Standards and Training (POST) Leadership Offerings

POST offerings throughout the country are varied and address multiple topics, generally mandated by legislation. The two programs presented below illustrate how state POSTs can implement leadership training even when facing other demands.

Executive Development Institute of the Maryland POST
The Institute caters to small and mid-size police departments in Maryland and describes its programs as "national programs for people who can't afford national programs." The Institute provides 400 hours of executive training, and its Premiere Leadership Challenge Program involves an overnight retreat where participants are placed with someone outside their emphasis. Courses are approved to fulfill upper level undergraduate degree requirements.

California POST
The California POST provides leadership training from the top down and deals solely with law enforcement agencies. Since its inception in 1984, the POST has delivered training to more than 75,000 sworn and non-sworn personnel. Currently, leadership and ethics are infused into all mandatory training provided by the POST.

The Command College Leadership Program, 18 months in duration, is based on strategic management and how to influence scenario-based event outcomes through transition management. Students focus on contributing to a body of thought and are required to produce an article worthy of being published. The program focus is to provide lieutenants and above with a perspective that they don't have when they are promoted to middle management. Participants must commit to remaining in law enforcement for five years after graduating from the Command College.

Other POST leadership programs include an eight-month First Line Supervisor program, open to sergeants and above, that integrates leadership, ethics, and community policing. A similar focus has been introduced into basic academy training over the past four years and into the Supervisory Leadership Institute, an eight-month program with 24 days of facilitated discussion and an intensive workload. More than 5,000 graduates have completed the program. The aggregate of these experiences have led the POST to integrate leadership into every program and to build principles of ethical decision making into basic academy instruction.

Private Sector Leadership Programs

Center for Creative Leadership (CCL)
CCL is a not–for–profit organization, founded in 1960, that conducts research on leadership and also develops leadership programs worldwide. The Center's underlying philosophy is the promotion of self-awareness as the single most important factor in the practice of leadership; programmatic goals enable people to move beyond barriers to reach goals they believed they could not attain.

Research and practice are linked in CCL programs, which are offered to both industry and government. Despite differences in government and commercial leadership, CCL embraces the importance of learning from each other and focusing on the development of cross-fertilizing ideas, critical insights, and practical advice.

Accenture, Management Consulting
Accenture is involved in leadership development activities, both nationally and internationally, and is about to embark on new work with the FBI. Using a human capital strategy, Accenture seeks to create cultures of innovation and collaboration with its clients.

The company's organizing philosophy is that leadership resides in the person and not in the position or the title. In contrast to focusing on specific competencies, the company looks to the leader as a value creator, a people developer, and a business operator, with success measured not by processes but by outcomes. Emphasis is placed not just on leadership training but also succession planning.

Mike Ferrence, Retired FBI Chief of Leadership Development
While at the FBI, Chief Ferrence directed the Leadership in Counterterrorism Program and now consults on how leadership encounters terrorism with a focus on how to think at a strategic level. He encourages clients to step back and view problems as though from 30,000 feet. In his consulting practice he advocates for reflective learning and journaling.

Challenges: Issues, Trends, and Perceived Gaps

During a facilitated discussion, participants discussed many issues of concern, current trends in community policing leadership, and even perceived gaps.

Internal or External Programs—What Works Best?

It was the general consensus of Roundtable participants that there is no single best way to develop leaders, and that successful models can take both internal and external forms.

In addition to traditional off-site training programs, other external models that are relatively easy to implement include sending potential leaders to work for a period of time at different agencies, where they can develop other perspectives and learn something other than what they were exposed to in their respective academies. Within that context, a few departments are experimenting with Leadership Officer Exchange Programs.

Signature Activities: "The Heart of Who We Are"

While not all of the programs introduced at the Roundtable have a specific signature activity, they do each have a core of activities that serves as the flagship of their work.

For example:

Johns Hopkins — Enlightened leadership and diverse liberal arts and business-based curriculum

Southern Police Institute (SPI) — Servant leadership

Federal Bureau of Investigation (FBI) — Reflective leadership: best practices, personal reflection time, and networking

JFK School of Government, Harvard University — Executive sessions: leadership with courage and data driving action

International Association of Chiefs of Police (IACP) — Dispersed leadership: every officer a leader; leaders at every level

Senior Management Institute of Police (SMIP) — Critical thinking, problem solving, and awareness of current events

CA POST Command College — Commitment to strategic thinking, life-long leadership learning, and community of shared experience

MD POST — Collaboration: legacy and mentoring

Accenture — Authentic leadership and action learning

Center for Creative Leadership (CCL) — Service Delivery based on research and practice

Caruth Police Institute (CPI) — A university within a police department to promote police leadership as a life long endeavor

John Jay Leadership Academy — Developing the public safety executive mindset

When external placement is not feasible, however, providing exposure to a variety of internal jobs, which develop new skill sets and broaden perspective, is a reasonable alternative. These activities would not necessarily replace, so much as supplement, current programs. This idea precipitated a discussion of the value of journeymen, apprenticeship, mentoring experiences, and supervisory coaching roles as a way to capture an element that has been lost in law enforcement and that has a critical impact on law enforcement leadership. Considerable discussion ensued regarding training resources, especially during a recession when funds are tight.

Why Do Participants Go to Leadership Training in the First Place?

This is an important question, participants agreed, if training programs are to be successful. Are the participants really focused on developing as leaders, or are they just passing time and getting their ticket punched? Have they been sent to be "fixed," or do they really expect to get something out of the experience?

A collateral issue relates to the level of CEO support for the training. It was suggested that those in charge of sending students to programs may be more interested in accreditation. Moreover, *they* may need training more than the participants, particularly if they do not allow participants opportunities to exercise new experiences and skills when they return to the job setting, a practice that only enhances frustration levels.

Consequently, it was generally agreed, consideration needs to be given to starting leadership development from the top, with the chief, and then moving down through the ranks; in other words, moving beyond the more prevalent strategy of "command and control."

Rather than adopting an either/or approach, the private sector representatives highlighted the importance of including a role for the CEO in their subordinates' training and viewing it as a value added activity. Within this context, CEOs do not simply attend their own training prior to the lower ranks. Rather, they have a place in the training for all levels of the organization, such as providing feedback or signing off on research projects completed by participants.

Is Law Enforcement Losing Something Critical—the Passion for Service?

Several participants questioned if the passion for law enforcement policing is being reinforced consistently throughout careers. A leavening out process, which actually may start to take shape in Academy training, leads to a more central question: Is leadership encouraged in law enforcement? The leadership void is further compounded by the lack of journeymen or apprenticeship-type training, where younger officers learn from more experienced officers, rather than just reading a manual. A similar model exists in education where school teachers take on assistant teachers, or interns, and not only provide training but also socialize them into the profession. There is concern that this approach has been lost in the law enforcement profession. Yet, the loss could be critical to developing a strong commitment to and interest in future leadership. One suggested remedy involves supplementing a field training model with mentoring programs where mentoring is considered a part of being successful and the process is rewarded.

Strengths Versus Weaknesses—What Should Be the Focus of Leadership Training?

The private sector has learned that younger workers demonstrate greater professional growth when leaders promote their strengths and provide ongoing feedback in contrast to focusing on their weaknesses. Thus, rather than highlighting mistakes, a practice that is consistent with the law enforcement culture, a better approach might be one that puts strengths to deliberate practice and moves participants from OK to good, or strong to supreme, thereby leveraging strengths to help keep a career on track. However, this approach can present some challenges in that any strength, when overused, can become a liability if reflection and introspection are not tied to the process.

Should Leadership Development Be Tied to Promotion?

Many questions surfaced during the roundtables regarding linking leadership development to criteria for promotion. Difficulties could occur with this process because of union contracts and inequitable opportunities for training. Consequently, while it may be a reasonable idea, in practice it may not work. That said, it is possible to consider linking desired behaviors to reward systems; ideally, the leadership development will produce those desired behaviors.

What Are We Doing About Diversity?

The critical nature of diversity in regards to leadership development has many dimensions, and dealing effectively with diversity in the workplace is only one element. Accepting diversity for its potential to enhance and broaden perspectives about the role of law enforcement is an important element. Within this context, the private sector has found that diversity can be embraced so that it can become a source of new ideas. Further, from the law enforcement perspective it becomes critical to develop leaders who are representative of the community and who broaden the framework for improving community understanding.

What Does Research Tell Us About Leadership?

There is substantial leadership research emanating from the private sector, particularly from CCL, but research on law enforcement leadership remains relatively sparse. Although policing research was prevalent in the '70s and '80s; in subsequent years it seems to have been less of a priority. Further, there no longer seems to be a strong relationship with the research community.

Participants concurred that there needs to be support for developing a matrix of current leadership offerings, but questioned the lack of white papers that provide guidance to the field, as well as opportunities for leaders to "tell their stories." They also agreed that law enforcement, generally, needs to become more research friendly, and that leadership development programs need to highlight the value of longitudinal studies and how they inform best practices. Currently, many of the programs encourage participants to engage in research projects that are specific to work in their respective departments. However, if they have no opportunity to convert their research to practice when they return to the work setting, the participants may experience a level of frustration that diminishes further interest.

How Do We Sustain Leadership Development?

Sustaining innovation in law enforcement agencies has been identified as a major challenge, so it should come as no surprise that participants felt leadership development may be difficult to sustain, especially if a committed CEO leaves his/her post. Building internal capacity was one option for seeding leadership development, as well as eliminating the traditional stereotypes associated with the role of law enforcement that favor specialization.

Consensus

After discussion of the above and other issues, participants agreed in general to the following observations and "next steps."

- There is no such thing as a single best leadership development program.

- Creating a culture of leadership within departments may be the aggregate outcome of all programs.

- Lifelong learning should be promoted as a value for leaders.

- Collaboration is critical to enhance cross fertilization of ideas.

- Collective problem solving is the trend of the future.

- Leaders teaching leaders is a positive educational method.

- Ongoing feedback, in contrast to a yearly evaluation, is a necessity for leaders and their subordinates and is reaching requirement status for the new generation of employees entering the workplace.

- Skills and competencies may be important for training managers, but leadership development requires other approaches.

- A growing use of reflection in all programs, including use of reflective journaling, is the result of the recognition that learning doesn't occur without reflection.

- The importance of programs creating alumni associations cannot be over-emphasized. Alumni sssociations become vehicles to create networks of community experts who help each other and enable all to engage in continual learning.

- There is a need for research—not only longitudinal studies of law enforcement leadership but also data-based white papers.

Emerging Leadership from an Outsider's Perspective

To ensure that those involved in leadership development in public safety understand what the generation of emerging leaders see as their developmental needs, a panel of high level managers from the private sector provided their perspective on leadership development and what, in their view, needs to be accomplished.

This panel clearly identified with key points in the discussion regarding the need to ensure that education and development are maintained at a practical level and also distributed down through the ranks. Other feedback included:

◆ Begin to build leadership tracks as soon as officers exit the academy. One example might be a week of shadowing experiences with senior officers.

◆ Incorporate leadership training so that everyone in the department has access to leadership opportunities and that leadership opportunities literally permeate the environment.

◆ Demonstrate a willingness to collaborate and seek mentoring and coaching to create better leadership in the police department. Networking—within the department as well as outside the department—is imperative.

◆ Seek opportunities outside of the classroom for real life learning.

◆ Boost morale by branding the department's mission. Example: "Do you have what it takes to wear the star?" Branding changes how people see themselves and how they perform in their jobs.

◆ POST involvement is critical.

◆ Capture the thoughts of the brilliant people in leadership: This should include not just law enforcement but the private sector as well.

◆ Recognize the need for committed officers. Encourage and support their passion.

◆ Understand that community engagement and police leadership are interconnected.

◆ Utilize cheap, accessible, and web-based media, particularly for engaging younger officers as well as the community.

◆ Develop common standards and expectations for formal leadership.

◆ Cut duplication, spread money, and share ideas.

◆ Value the need for leaders to stay current with opportunities and new technologies, like social networking.

◆ Get outside the comfort zone and push toward excellence.

◆ Tie desired behavior to rewards system in the COPS Office model.

◆ Bring community and police together to learn. Outside opinions are critical. Perhaps assign police to the private sector for learning purposes.

What Makes a Leader?

Bob Wasserman—Executive Director, Strategic Policy Partnership—a long-time student of public safety leadership, discussed how his work with many chiefs, some of whom were truly exceptional leaders, has influenced his thoughts about leadership and leadership development.

There is no universal leader model to point at, because some chiefs may be very successful in some settings but not in all. Thus, a goal of leadership development needs to promote an understanding of the characteristics of a chief's complex environment and an understanding of what gets them to the state that leads to their success. Further, there needs to be an understanding of why some who are successful in one environment may not be successful in others.

A leader influences others to accomplish an objective and makes complex decisions. In addition to having an objective character—plus knowledge and skills—all great leaders have had role models and learned from what they saw. Consequently, as wonderful as training programs can be, it's the culmination of those experiences over time that create successful leaders.

The best leaders:

- Learn from experience, take risks, and make mistakes

- Tend to be introspective; they think about what is going on around them and the implications for their job

- Have a "vision" of what should be and can communicate the vision and bring people toward common objectives

- Are in it to make a difference for others and not for themselves. They tend to have a more sophisticated sense of what the police role should be

- Keep in touch with how officers feel about things and seek out information to understand how they view the world. How do work force issues affect their lives, the community, their view of policing, and of the department?

- Recognize that culture changes and so does the work force. They comprehend the need to understand how people, as well as the police, see their worlds and learn to communicate in a way that makes sense to them.

- Recognize that not everyone can be a leader. Some models test this out; such as in Scotland Yard where to move up you have to compete in a stringent process to be accepted for training to be chief constable.

- Understand that other experiences are important to the development of leaders, and mentoring is particularly important

◆ Recognize the strong impact that race has on society and in the community. Within that context, leaders must understand the dynamics of issues such as firearms and use of force; crime control; urban policy; investigation of complaints; impact of technology.

◆ Are able to address issues related to homeland security

Key issues that will impact the success of a leader include:

1. Political environment

2. The initial approach taken when coming into a new position. It will make a big difference in the level of success they achieve.

3. The kinds of mentors who are in place to help think through issues, particularly diversity

4. Their level of sophistication on issues of complexity

In summary, leadership development is a slow process that occurs over time. Role models, knowledge of field, understanding complexity of situations, and separating ego from leadership are all critical. Development cannot be limited to one course, and there is a need for standards, not just courses. Lots of leadership training is useful but it would be equally useful to develop a matrix outlining levels of learning required for preparation to be a leader.

Leadership for Public Safety II: A National Conversation 2010

Participants at the second Roundtable on Leadership for Public Safety were welcomed by Dr. Judith Kornberg, Dean of the Office of Continuing and Professional Studies at John Jay College, who, in turn, introduced COPS Office Supervisor of Partnership Development Katherine McQuay. Presentations on political issues in police leadership and strategic/performance management issues were delivered by Frank Straub, Ph.D., Director of Public Safety, City of Indianapolis, Indiana, and Jon Shane, Ph.D., Assistant Professor, Department of Law, Police Science and Criminal Justice Administration at John Jay College, respectively.

Facilitated discussions were followed by the luncheon speaker: Anthony Conelli, Ph.D., CEO, The Empowerment Schools Organization, NYC Department of Education (DOE), who focused his presentation on the connection between The Empowerment Schools systemic support methodology for superintendents, principals, and teachers, and the importance of providing leadership training for effective policing. The key to both, he said, is empowering individuals through collaborative education and communication.

Presentations by Timothy Turner, Ed.D., Inspirational Leadership, LLC, Commander Brandon del Pozo, NYPD 50th Precinct and Maria (Maki) Haberfield, Ph.D. Professor, Department of Law, Police Science and Criminal Justice Administration at John Jay College, addressed additional issues and emerging trends in police leadership; i.e., ethics, emotional intelligence, and the effect of a recession on leadership.

Helping Public Safety Leaders Deal with Political Issues

Frank Straub, Ph.D., Director of Public Safety, city of Indianapolis, likes to compare police leaders to contestants on the television series *Dancing with the Stars*. They have to compete in a political environment that is always shifting due to changes in management, legislative bodies, finances, community support, and media bias.

Dr. Straub said that, initially, the interview and hiring process is like a courtship, with government leaders wooing a candidate to take the job. Once he or she is in the position, it is necessary to learn how to dance with the stars. Moreover, the media thrives on tension among the leading players, which might include the fire department and unions as well as elected city officials. Straub emphasized that we do not train our leaders enough about this political dance, and often they are blindsided by it.

Dr. Straub shared his personal leadership experience with the Department of Public Safety in White Plains, New York where he had been the commissioner for more than seven years. Toward the end of his tenure, at the outgoing mayor's request, he successfully negotiated a contract for the fire and police unions with the City of White Plains. When the new mayor took office, he asked Dr. Straub to absolve the contract despite the fact that it was saving the city in overtime payments and was supported by the service unions.

After much deliberation and consultation, Dr. Straub decided he could not ethically do as he was instructed by both the mayor and the city council, and he decided to resign. Straub then wrote a detailed letter stating his case to the council, but was served with a termination notice the same day. Local media covered the controversy in detail. Straub reiterated to the Roundtable participants that no one is prepared for this type of politics.

He then asked the rhetorical question: "What do you do as a leader in this situation when it impacts your family and colleagues?"

His response? "In the end, we get paid to do what is right regardless of how it impacts your personal life."

Facilitated Discussion

◇ How does leadership training prepare us for the politics inherent in the job?

◇ Does success require a certain personality to deal with the politics?

A robust discussion ensued with many participants corroborating Dr. Straub's story with similar ones of their own. Other trends in the political dance were cited:

◆ Politics is affecting police on the street because of easy access to information via technology like cell phone cameras and YouTube.

◆ In leadership development, officers are taught how not to take on the role of heir apparent.

◆ Sheriffs might be helpful in mentoring police chiefs on how to balance the job with politics since they are elected officials, not appointed.

◆ At the Executive Development Institute, Sykesville, Maryland, panel discussions are conducted with police chiefs who have changed from one jurisdiction to another for their perspective on dealing with politics.

◆ The position of police chief is a limited-time job.

Moving Forward

1. Police chiefs need to be given annual contracts that specify responsibilities and time limits to better prepare them for termination.

2. Chiefs need to be trained how to work with transitional political leaders, activists, and the media while preserving their integrity and building a strong support staff.

Management Issues: Moving Beyond Command and Control

The command and control methodology is still the standard, and other ways to remedy situations are often not considered. Such obedience to order can potentially foster insubordination and passivity and usually does not promote creativity. Full implementation of community policing can be hampered by using only the command and control management style.

The paramilitary approach that is emphasized in the command and control paradigm can neglect the fact that police and soldier development are completely different. Law enforcement departments need to emphasize strategic management and accountability. It is critical to create a business plan to map out how police agencies can achieve their goals and periodically evaluate their progress. It is also important to write annual reports detailing achievements and obstacles and share them with constituents.

Police forces can be closed operational systems. Because there is no national pension system, mobility for law enforcement officers is limited.

Facilitated Discussion

Roundtable participants shared the following trends and potential solutions to the these problems:

◇ The matrix used in California reflects public image and police legitimacy over performance outputs.

◇ Police departments have trained the public to view *quantity over quality* with respect to policing; and the media often propagates this message. Fortunately, some departments are crafting their own messages to the public to educate them about their activities in a manner that goes beyond daily arrest statistics.

◇ Some departments and training facilities have moved beyond command and control. The Caruth Police Institute in Dallas, Texas, for example, promotes creativity with first star chiefs. The Center for Creative Leadership in Greensboro, North Carolina, uses the theme "a boundary is a barrier or frontier for innovation," in their teaching approach.

Moving Forward

1. Police chiefs need more education about performance standards, accountability, and qualitative evaluation.

2. There has not been sufficient discussion of evidence-based research.

3. Media/public need to be educated via performance-focused qualitative information.

4. Command and control and strategic/performance management methodologies need to be integrated into a multilateral approach to developing new leaders and inspiring them to create more productive and rewarding work cultures.

5. New leaders need to be educated about developing, managing, and rewarding subordinates to increase their performance standards and measurable outcomes.

Empowerment Training for Police Officers

Anthony Conelli, Ph.D., chief executive officer, The Empowerment Schools Organization, NYC Department of Education (DOE), focused his presentation on the connection between The Empowerment Schools systemic support methodology for superintendents, principals, and teachers, and the importance of providing leadership training for effective policing. The key to both, he said, is to empower individuals through collaborative education and communication.

The roots of the Empowerment Schools Organization began in 2004 when the chancellor of the NYC Department of Education reorganized the city schools into new districts and was not satisfied with the results. The chancellor created the Autonomy Zone as a way of enabling schools to become independent, but, in return, they would have to become more accountable for student progress, measured through annual progress reports. Low performing schools started to improve as reports clarified areas that needed attention.

Additionally, parent-student-teacher surveys were developed to assess the overall quality of the schools and teacher performance. These evaluation mechanisms led to the creation of network teams and network leaders who helped monitor and facilitate effective leadership from the principals. They collectively developed strategies for managing issues. Network leaders had tremendous influence, but no actual power as that is the role of the principal. Rather, their role was to help build a culture of collaboration and break the culture of isolation that principals often experienced. The network leaders learned how to engage people in a system of accountability that would ultimately lead to higher performing schools.

In 2006, the Empowerment Schools Organization created inquiry teams to help support teachers and inspire them to work together. Simultaneously, the Organization began exploring ways to sustain these support entities while continuing to grow this culture of collaboration. They realized they needed to train more facilitators to conduct professional development activities onsite to encourage ongoing learning, reflecting, and refining of the systemic change that was taking place within each of the school districts. Through this train-the-trainer program, more groups of support people have become involved in the collaborative culture and see their roles as leaders of a concerted effort striving for better quality schools and student performance.

Being strategic about staff retention and leadership training is critical. The DOE developed programs for aspiring network leaders, superintendents, and network team members; successful participants are now in the pipeline to move into these respective roles. The entire NYC Department of Education has realigned itself to this system. As a result of this systemic change, the high school graduation rate in NYC has gone from 50 percent to 63 percent.

Facilitated Discussion

Good leaders are only as good as the support teams they manage. Among the comments:

◇ It can be more difficult to measure productivity in law enforcement because of COMPSTAT; however, greater clarity of expectations and creation of assessment checkpoints help define areas of strengths and weaknesses so that improvements can be made.

◇ As far as retention of new teachers is concerned, according to research, salary is not the number one issue that keeps young teachers in the field; rather, it is ownership of their work and personal recognition. The current trend is for young graduates to teach for a limited amount of time and use that experience as leverage for the next career step.

◇ The Empowerment Schools Organization shares best practices by conducting cluster rounds—where support networks and teachers share and observe each others' practices. While it is important to share best practices, it has to be reviewed within the greater context of the systematic process and working environment under which it is occurring.

◇ The Department of Education has a matrix designed for operational success but not for leadership performance. Networks and teams are accountable for their roles as support facilitators within the collaborative culture.

◇ Regarding staff sustainability within a changing environment of leaders, this system is working because it is now institutionalized city-wide.

> **Compstat** is a process by which crime is reduced through systematic data collection, crime analysis and heightened accountability. (Compstat In Practice: An In-depth Analysis of Three Cities, J. Willis, S. Mastrofski, D. Weisburd, *The Police Foundation*, 1998)

Addressing Ethical Issues in Police Leadership

Ethics involves individual behavior that helps police officers delineate the amount of force needed to gain control over a given situation. There are two types of decision-making strategies:

1. Command decisions, where an individual makes a decision on the spot.

2. Delegate decisions, where an individual's staff determines the action to take.

Ethical conduct helps preserve the integrity of the agency and its legitimacy. The public needs to know that their local law enforcement agency is ethical and legitimate in their standard of practice. Then, the public will be more likely to work with officials as needed. It is important to cultivate good virtues, which can help make good leaders.

Police departments teach police officers honesty, transparency, consistency of policy, and forthrightness. Departments should reward honest behavior and encourage leaders to accept responsibility for errors when they occur. Ethical training should start at the level of mid-level leaders, starting with sergeants, to enable leadership development and, in turn, empower sergeants to teach it to their law enforcement officers.

Facilitated Discussion

A lively discussion of national trends and gaps ensued. Noted trends included:

◇ Probationary periods must be taken seriously.

◇ Ethical standards can differ in urban, suburban, and rural areas of the country, as well as in the northeast corridor.

◇ The accepted virtues of an agency will impact the individual code of conduct.

◇ When consistency/transparency is promoted in an agency, officers will act ethically.

Moving Forward

1. There is a need to integrate virtual ethics into every level of command.

2. Value-based problem solving should be taught in police academies nationwide.

3. Probationary periods need to be adhered to and reviewed seriously before permanently hiring or promoting officers. Behaviors need to be observed to see how individuals respond under stressful situations before their positions are solidified.

4. Hiring standards cannot be lowered and supervisors cannot be afraid to fire people during or after probation.

5. Agencies cannot be afraid to investigate unethical police officers.

6. Agencies and supervisors need to take charge of the definition of ethical police officers and promote it.

Examining Emotional Leadership

Leadership is about change, and an individual creates change because of how he/she hopes it will make him/her feel. Intuitive leadership is emotional. Individuals cannot make decisions without being influenced by their emotions. The ability to monitor emotions and read the emotions of others impacts the choices made. Thus, social awareness of others' feelings and interpreting their nonverbal communication are critical to the decision-making process. Also important is the ability to manage personal strengths and weaknesses, especially stress management and impulse control, while managing others. For law enforcement leaders, self-management becomes part of their ethics.

Reflection, education, and training that is integrated with the study of emotional intelligence (EI) is needed to break bad emotional habits and improve leadership characteristics. Attendees were asked to consider the following:

◆ Who were your best and worst bosses? Which adjectives would you use to describe them?

◆ How did they make you feel?

There are many biological and environmental conditions that affect feelings. Adrenalin, for example, is a natural chemical that increases and decreases depending upon one's emotional capacity to manage stress. According to The Badge Of Life Organization, the police officer suicide rate in 2010 (17/100,000) falls between the general public suicide rate (11/100,000) and that of the military (20/100,000). Officers need to be taught methods to cope with difficult situations—such as deep breathing and visualizations—especially since the law enforcement work force has a high rate of suicide and an increasing rate of post-traumatic syndrome among the Gen X population.

The FBI National Academy measured 21 Emotional Intelligence categories in new recruits and compared their responses to the general public. Law enforcers were found to rate highest in stress tolerance, reality screening, independence, and assertiveness. It is important to be able to moderate independence and assertiveness and adjust them in response to the situation at hand. In general, law enforcement officers have high levels of understanding and low levels of empathy as compared to the general public, however, some officers did rate higher in empathy and interpersonal relationships.

Other responses revealed that lifetime learners tend to have higher EI scores, especially those who like to read. Bigger agencies and higher-level promotions showed decreases in EI because of the isolation factor. Furthermore, longevity decreases EI, because those who remain in a position for too long can lose their edge. These findings reinforce the need to constantly monitor and improve EI through learning. In conclusion, all leaders should be good listeners and focus more on their circle of concern, rather than their circle of influence.

Facilitated Discussion

Participants were asked what they might learn from this information about EI and leadership. Among the comments:

◇ The overriding commonality among all the presentations is the importance of communication.

◇ There is no one-size-fits-all approach to leadership training. Ultimately, individuals have to choose which techniques work best for them.

◇ The value of this discussion is to ask bigger questions and be more reflective.

Exploring Police Meta-Leadership

Meta-leadership is a new brand of leadership that challenges individuals to think and act cooperatively across organizations and sectors. Meta-leaders operate outside the scope of their traditional professional boundaries, providing inspiration, guidance, and momentum for a course of action that spans organizational lines. Furthermore, meta-leadership serves the following functions:

1. As a critical component for effective emergency preparedness and response;

2. As a comprehensive organizing reference for integrating many facets of leadership;

3. As a strategy to engage collaborative activity;

4. As a cause and purpose to improve community functioning and performance.

Meta–leadership emphasizes collaboration among leaders. The critical police training activities to implement even during a recession are:

◆ Subscribe to periodicals like *Law and Order*, *Police*, and *Police Chief* that provide training tips well suited for roll–call training facilitated by first–line supervisors

◆ Join professional law enforcement training associations

◆ Join academic associations such as the American Society of Criminology and Academy of Criminal Justice Sciences

◆ Adopt a college, preferably one with a criminal justice major

◆ Adopt a professor, preferably an untenured one

◆ Provide the right environment so that every officer is a training officer

Meta-Leadership

Meta-Leadership reframes the process and practice of leaders. It has three functions:

1) A comprehensive organizing reference to understand and integrate the many facets of leadership

2) A strategy to engage collaborative activity

3) A cause and purpose to improve community functioning and performance. There are five dimensions to the learning and practice of meta-leadership:

The Person of the Meta-Leader: Emotional intelligence: self awareness and self-regulation. The capacity to confront fear, which takes you to your emotional "basement." Meta-leaders lead themselves and others out of the "basement" to higher levels of thinking and functioning.

Situational Awareness: With often incomplete information, the meta-leader creates a broad "frame of reference"—used to determine what is happening, and the presenting choice points—and then charts and meta-leads a course of action, effectively recruiting wide engagement and support.

Leading Your Silo: The meta-leader triggers and models confidence, inspiring others to excellence. The meta-leader drives the learning curve to elevate quality and performance, encouraging strong, effective subordinates who themselves further galvanize cross-silo connectivity.

Leading Up: Validating the power–command equation, the meta-leader effectively "manages the boss." Effective communication, and being a great subordinate are critical, especially when subject matter experts report to and guide political, business, and community leaders.

Leading Cross-Agency Connectivity: Meta-leaders strategically and intentionally devise cross-silo linkages that leverage expertise, resources, and information across the spectrum of public agencies and private constituencies, integrating and thereby optimizing capacity and response.

Leading Up & Leading Down together are Vertical Connectivity.
Leading Across Silos is Horizontal Connectivity.

www.metaleadershipsummit.org/leadership/practice/dimensions.aspx

Next Step: Filling the Gaps

The examination of leadership development for law enforcement through a series of roundtables hosted by the COPS Office and John Jay College revealed that while there are a host of leadership training venues and resources, the availability of that training, and an understanding of what works, is far from universal. In many instances, old models, such as command and control, still prevail. In others, there is training available, but not always the opportunity to employ what was learned.

Presentations from a host of experts on emerging issues and the resultant discussions also revealed a host of gaps that currently exist—from a more universal understanding and acceptance of police ethics to the development of a leadership matrix that depicts different levels of learning and describes the focus of available leadership programs.

It is important to take advantage of the name recognition of the COPS Office and build on the convener/facilitator role that the COPS Office has taken on over the years. Use approaches identified with *Community Policing* to foster a better understanding of the dynamics of change. Partnerships are key to advancing the field and improving the day-to-day problem-solving paradigm. Strategic partnerships provide positive change results in the following manner:

◆ Inform and promote change from the top down

◆ Propagate cultural change internally/externally among partnering agencies

◆ Change how police do business

◆ Initiate more collaborative engagements with the community

◆ Decrease and prevent crime

◆ Enhance overall public safety

However, achieving these changes is not easy, because sustaining partnerships requires its own commitment and skill sets. For example, sustaining partnerships relies on selectivity of partners and issues that best serve them. Other suggestions include:

◆ Make sure partnership choices are made to bring varying perspectives to the collaboration to increase the value of the partnership.

◆ Provide continuity and ongoing follow-up rather than create a one-time event.

◆ Clearly define roles and responsibilities to attain partnership goals and optimum results.

◆ Have a willingness to explore other methodologies—outside the comfort zone—to increase the likelihood of successfully sustaining partnerships.

Other critical components include putting aside differences for the greater good of the collaboration, promoting interactive engagement versus functioning in silos, and instituting mutual accountability.

The important questions to be asked regarding the role of new leaders:

◆ Who are they?

◆ How do we prepare them?

◆ What are their biggest challenges for the future?

Reflection/introspection versus command and control discussions were a reoccurring interest, along with: developing alumni associations and networking vehicles; building a shared database for publications and research; conducting a longitudinal law enforcement leadership study; and creating a Public Safety Leadership Matrix.

The *Roundtable on Leadership for Public Safety* brought the top trainers in the country together, including representatives from Harvard and Johns Hopkins Universities, who all agreed that this topic warranted more discussion.

Emerging leadership issues needing further attention are:

◆ Integrating *Leadership Development Tracks* into Academy curriculum and start training new public safety leaders earlier in their education pipeline

◆ Insuring *equal access opportunities* for leadership training among all people regardless of their gender, race, ethnicity, and economic background

◆ Implementing more collaboration, mentoring, coaching, and shadowing experiences

◆ Incorporating *experiential/real life learning* into leadership training

◆ Continuing to involve POST in this national effort

◆ Increasing the interconnectedness of police leadership and community engagement

◆ Growing the COPS Office mission via increased *branding* and *public-private partnerships*

◆ Developing a matrix that is inclusive of leadership philosophy, training methodologies, and programs, resources, and costs

◆ Creating a step-by-step Leadership Development Guidebook that is updated annually

◆ Establishing a Global Resource Bank to house critical leadership publications and data

◆ Developing a National Leadership Advocacy Group to advance information sharing and problem-solving

◆ Recognizing up-and-coming leaders and providing mentoring opportunities for them

◆ Ensuring diversity by reaching out to multi-cultural groups and women

◆ Building partnerships to engage the community in the leadership development process

◆ Creating standards for training and requiring them to be met in order to earn promotions

◆ Developing Multi-city Leadership Exchange Programs to learn lessons from others

◆ Developing an evaluation system to monitor, track, and assess leadership effectiveness

Appendixes

Appendix A

Leadership Programs

Australian Institute of Police Management

Program
Graduate Diploma of Executive Leadership (Policing and Emergency Services)
Courses include:

- ◆ Contemporary Leadership
- ◆ Power, Politics and Policy Development
- ◆ Executive Leadership Development
- ◆ Strategic Policy Review

http://www.aipm.gov.au/#nogo

California POST

Program
Command College Leadership Program
18 months in duration, this program is based on strategic management and how you can influence scenario-based event outcomes through transition management. Students focus on contributing to a body of thought and are required to produce an article worthy of being published. The program focus is to provide lieutenants and above with a perspective that they don't have when they are promoted to middle management.

Other POST leadership programs include an 8 month First Line Supervisor program that is open to sergeants and above. It is discussion-based and integrates leadership, ethics, and community policing. That focus also has been introduced into basic academy training over the past 4 years, and into the Supervisory Leadership Institute, an 8 month program with 24 days of facilitated discussion and an intensive workload based on a leadership, ethics, and community policing curricula.

http://post.ca.gov/command-college.aspx

Caruth Police Institute (CPI), Dallas Police Department

The Dallas Police Department partnered with the University of North Texas to create an academic campus within the police department. As such, it brings academics into the department, in contrast to sending officers out to academic institutions or away from the workplace for extended periods of time, and creates openness to conducting and using research. The CPI is based on the belief that leadership cannot be developed via short term seminars. Rather, leadership development needs to start the minute a person is hired. Focused on leadership for large urban policing, CPI offers supervisory, mid-level and executive training, and brings in CEOs from large companies based in Dallas to help with leadership development. Currently, CPI is working on getting academic credit for their offerings so that police officers can complete their college degree through classes geared toward their career development.

http://cpidallas.org/

Center for Creative Leadership

Core (Open-Enrollment) Programs
Leadership at the Peak

Leadership Development Program

Maximizing your Leadership Potential

Leadership Fundamentals

http://www.ccl.org/leadership/programs/index.aspx

Center for Creative Leadership

Specialized Skill Development Programs
Developing the Strategic Leader

Leading Teams for Impact

Innovation Leadership

http://www.ccl.org/leadership/index.aspx

Charkes Sturt University (Australia)

Programs
Master of Leadership and Management (Policing)

Graduate Diploma of Leadership and Management (Policing)

Graduate Certificate in Leadership and Management (Policing)

Courses
Policing Practice: Dynamics and Development

Effective Operational Command

Effective People Management

Police, Public and the Media

Corporate Governance and Accountability

Planning and the Management of Change

Executive Leadership

http://www.csu.edu.au/courses/postgraduate/management_policing/course-overview

Dalhousie University College of Continuing Education

Program
Police Leadership Certificate /Advance Police Leadership Certificate Program
Successful completion of any two courses within a concentration area, plus Police Leadership and Management
Development, will qualify the student for a Police Leadership Certificate specializing in a concentration.

http://collegeofcontinuinged.dal.ca/Continuing%20Management%20Education/Police%20Leadership/Certificate_Program.php

FBI Leadership Development Institute (LDI)

Programs
External Leadership Programs
External Leadership Programs are provided for local law enforcement professionals. The FBI perspective promoted throughout all FBI training is based on the belief that the best leaders learn from their mistakes. Hence, there is a focus on both professional and personal leadership which also builds in emotional intelligence as a component of leadership. Leadership is action, making a difference, and leaving a legacy.

National Academy (NA)
Local law enforcement practitioners collaborate and learn from each other. LEEDS provides leadership training to groups with 50-500 sworn strength. National Executive Institute (NEI) is the flagship program and provides leadership development to law enforcement executives from departments with 500 and above sworn strength.

http://www2.fbi.gov/hq/td/academy/ldi.htm

Federal Law Enforcement Training Center (FLETC)

Programs
Law Enforcement Leadership Institute

Law Enforcement Manager Training Program (LEMTP)
http://www.fletc.gov/training/programs/law-enforcement-leadership-institute

Leadership Through Understanding Human Behavior Training Program (LTUHB)
To provide law enforcement leaders with a training vehicle that can help them develop more effective workgroups and teams. Workgroup and team members develop a better understanding of themselves, interpersonal dynamics and how their strengths, weaknesses and roles within workgroups and teams affect mission outcomes. Participants learn how to adapt and capitalize on each other's strengths in order to have more effective mission outcomes. The program is designed to be customized based on specific needs of the customer.

Leadership Through Understanding Human Behavior Training Program (LTUHB)
Curriculum includes: Understanding Behavioral Diversity (DISC): Attitudes / Values and L/E Ethics (4 hrs.); Communication Skills (4 hrs.); The One Minute Manager/SL®II (8 hrs.)(Blanchard); Leadership Application Exercises (4 hrs.)

www.fletc.gov/training/programs/law-enforcement-leadership-institute/leadership-through-understanding-human-behavior-training-program-ltuhbtp/

Situational Leadership® II for Law Enforcement Training Program (SLTP)
This program teaches the leadership model developed and perfected by Dr. Ken Blanchard, and his colleagues at The Ken Blanchard Companies. The FLETC Law Enforcement Leadership Institute (LELI) and The Ken Blanchard Companies have collaborated to customize the program for law enforcement leaders and managers. It provides a unique opportunity for law enforcement professionals to not only refine their supervisory and leadership skills, but more importantly, to use SL® II to develop their people.

www.fletc.gov/training/programs/law-enforcement-leadership-institute/situational-leadership-aeii-for-law-enforcement-training-program-sliitp/

Florida Criminal Justice Executive Institute

Programs
Chief Executive Seminar

Executive Leadership Seminar

Senior Leadership Program

Executive Future Studies Program

Florida Leadership Academy

Continued Executive Development
- To deliver educational programs for Florida criminal justice executives
- To deliver seminars, workshops and other advanced programs for criminal justice professionals
- To conduct research in areas of interest to criminal justice issues
- To facilitate communication, networking and mentoring throughout the criminal justice system
- To increase the effectiveness of education for the Florida criminal justice system through the application of technology

www.fdle.state.fl.us/Content/getdoc/508f8695-2877-4b83-bf11-01222c0248ee/FCJEI-Home.aspx

George Washington University College of Professional Studies

Program
Master of Professional Studies degree in Security and Safety Leadership (SSL).
Graduate Certificate in Safety Leadership (18 credits): Strategic Planning and Budgeting; Inter-Agency Cooperation; Emergency Management and Crisis Communication; Managing the Politics of Leadership; Strategic Change Leadership; Methods of Analysis in Security.

http://nearyou.gwu.edu/ssl/index1.html

Harvard University, John F. Kennedy School of Government

Programs
Executive Sessions
Designed to discuss current status of issues in government management, these sessions are a flagship offering. The sessions meet twice a year over 3 years.

www.hks.harvard.edu/programs/criminaljustice/research-publications/executive-sessions

Mid-Career Master in Public Administration
www.hks.harvard.edu/degrees/masters/mc-mpa

International Association of Chiefs of Police (IACP)

Programs
Leadership in Police Organizations ™ (LPO) and Leadership in Public Safety Organizations TM (LPSO) programs
The 3-week model course, 1 week a month over 3 months, focuses on the systematic development of leaders at all levels of an organization. The 3-week course emphasizes applied learning; is very interactive and utilizes small group case studies, videos, role playing and class exercises to reinforce learning.

www.theiacp.org/Training/LeadershipinPoliceOrganizationCourses/tabid/146/Default.aspx

Train the Trainer
Train the trainer program of 10 days for those departments wishing to develop their own instructors for continuation of the program at the local level.

www.theiacp.org/Training/LeadershipinPoliceOrganizationCourses/tabid/146/Default.aspx

Customized Leadership in Police Organizations ™ (LPO) programs
One week customized LPO programs for field training officers, command staff, and the specific needs of the department.

www.theiacp.org/Training/LeadershipinPoliceOrganizationCourses/tabid/146/Default.aspx

John Jay College of Criminal Justice

(The NYC Council and with the mayor's support authorized John Jay College of Criminal Justice, CUNY to partner with the NYPD to offer this program)

New York City Police Studies Certificate Program
Provides eligible NYC uniformed police personnel with four credit bearing college courses designed to give NYPD participants an understanding of the multicultural population they serve as well as an enhanced capability for service-orientated leadership in the supervisory ranks. The program is free for sworn NYPD uniformed members of the service.

www.jjay.cuny.edu/academics/730.php

Johns Hopkins University, Division of Public Safety Leadership

Programs
Police Executive leadership Program (PELP)
PELP provides an intense course of study for law enforcement, public health, fire services and EMS student practitioners.

Master of Science in Management

Regional Field Commanders Forums

Criminal Justice Forum

http://psl.jhu.edu/programs/

Josephson Institute

Program
Center for Policing Ethics
Training courses to help police officers, managers, and administrators perceive, prevent, and resolve ethical problems. Some of the issues addressed:

- ◆ Real and perceived racism; Screening and hiring for character
- ◆ Proper and improper uses of deception
- ◆ Recognizing and dealing with loyalty conflicts
- ◆ Dealing with abusive citizens and offensive conduct
- ◆ Limitations on the use of force
- ◆ Sexual misconduct
- ◆ Building and upholding credibility and public trust

http://josephsoninstitute.org/policing/

Law Enforcement Foundation Police Executive Leadership College

Program
Police Executive Leadership College
The Police Executive Leadership College (PELC, pronounced "pelk") is a 3-week course presenting key executives leadership topics.

www.lef-oh.org/projects/pelc.html

Law Enforcement Management Institute of Texas

Program
The Texas Police Chief Leadership Series
(40 hour legislatively mandated management course for police chiefs in Texas)

The program is specifically designed to assist police administrators in developing their leadership skills and to help them recognize those factors that impact the effectiveness of law enforcement agencies. Instructors consist of nationally recognized experts in each area of the curriculum to provide the highest caliber of instruction available.

www.lemitonline.org/tpcls/index.php

Marquette University

Online Graduate Certificate Program
Law Enforcement Leadership and Management
12 credit hours: Policies in Policing; Legal Issues in Law Enforcement; Economics and Budgeting of Policing; Police Leadership and Ethics

www.marquette.edu/cps/graduate_certificates_law_enforcement.shtml#CJAD6510

Maryland Police and Correctional Training Commissions Executive Development Institute

Programs
Executive Development
- ◆ The Leadership Challenge Program
- ◆ Leadership Challenge Mentors

CEO Programs
- ◆ Senior Management Seminars
- ◆ Career Track Certificate Program
- ◆ Corrections for the 21st Century
- ◆ Executive Seminars

www.dpscs.state.md.us/aboutdpscs/pct/edi.shtml

Foundations of Leadership
Utilizing a Collaborative Learning Model, participants work together in small cohorts throughout the program, discussing critical leadership issues, conducting research, engaging in classroom exercises and self-assessment activities, preparing case studies unique to public safety leadership, identifying practical solutions to real-world challenges through simulations and on-the-job assignments, and creating a capstone presentation for their peers.

www.mdle.net/FOL.htm

Naval Post Graduate School

Program
Masters Degree in Homeland Security
18 months of blended education with 2 weeks per quarter spent on campus. The rest of the program is delivered on line and a completion of a thesis is a graduation requirement. Only one course in the Masters Program focuses on leadership per se.

http://www.nps.edu/Academics/Schools/SIGS/DegreeProg/Academics.html

Executive Leaders Program
The Executive Leaders Program meets 4 weeks of the year, and the Mobile Education Team (MET) for governors and mayors are highly specific to leadership issues and the goal of creating a collaborative leadership model.

www.chds.us/

Northwestern University

Programs
Center for Public Safety, Management Training Division
- ◆ Senior Management Leadership Program
- ◆ Executive Decision Making Program
- ◆ Executive Management Program
- ◆ School of Police Staff and Command
- ◆ Supervision of Police Personnel

http://nucps.northwestern.edu/division/managementtraining.asp

Ohio Association of Chiefs of Police and the Law Enforcement Foundation

Program
Certified Law Enforcement Executive Program
Modules in Ethics and Change Management form the core of the curriculum, with others addressing:

- Vision
- Mission and Organizational Values
- Facilitating Productive Work Teams
- Strategic Planning, Interpersonal Skills
- Resource Allocation and Utilization
- Managing the External Environment

http://www.lef-oh.org/cleehm.html

Roger Williams University

Program
Command Training Series: Executive Development Course
Topics include: Reflective Leadership; Research and Policy Development; Strategic Thinking and Planning; Understanding the Role of External Information and Individuals in Police Executive Decision Making; Budgeting; Legal Issues; Labor and Management Relations; Organizational Culture & Change Management; Ethical Decision-Making; Managing the Political Environment, a Chief's Perspective; and Communication for the Executive.

www.rwu.edu/sites/sjs/jstri/execdevnov2010.aspx

Seton Hall University College of Education and Human Services

Police Graduate Studies Program: Master of Arts in Human Resources Traning and Development
www.shu.edu/academics/setonworldwide/mahrtd

Southern Police Institute (SPI)/University of Louisville, Dept. of Justice Administration/National Sheriff's Assocation

Program
12 week Administrative Officers Course (AOC)
Providing a comprehensive and challenging education experience to enhance the professional and personal lives of students, this is a residential program that is offered twice a year and grants 12 graduate credit hours that can be applied to an online Masters program.

http://louisville.edu/spi

Thayer Leader Development Group (TLDG)

Program
West Point Leadership Program
Coaching in the following areas:

- Strategic tools for effective leadership
- Leading in times of crisis
- Successfully managing people
- Managing individual and organizational change
- Building high performance teams
- Leadership development
- Moral-ethical leadership

www.thethayerhotel.com/meetings/leadership-team-building-program/leadership-courses

The Public Safety Leadership Development Consortium

Program
Kentucky Leadership Institute
- Academy of Police Supervision
- Criminal Justice Executive Development
- School of Strategic Leadership

www.publicsafetyleadership.net/KLI.html

University of Central Florida Department of Criminal Justice

Program
Graduate Certificate in Police Leadership
Provides a theoretical and practical knowledge base for the law enforcement executive in criminal justice, public administration, or social work. Two required courses (Foundations of Law Enforcement and Policy Analysis in Criminal Justice) and two electives (12 credits).

www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1124&program=Police%20Leadership%20Certificate

University of Leicester (UK)

Program
Police Leadership and Management MSc (Online)
Core Courses:

- ◆ Theories of Crime and Deviance
- ◆ Police Leadership in the 21st Century
- ◆ Research Methods
- ◆ Dissertation

Electives

- ◆ Crime and Penal Policy
- ◆ Leadership and Management
- ◆ Issues in Community Safety
- ◆ Issues in Criminal Justice
- ◆ Policing and Crime Prevention
- ◆ Policing Diversity

www2.le.ac.uk/study/postgrad/distance/safetysecurity/policeleader?searchterm=police%20leadership

University of San Francisco School of Business and Professional Studies

Program
International Institute of Criminal Justice Leadership
Criminal Justice Leadership Symposium

www.usfca.edu/managment/cjl/

University of Toronto Rotman School of Management (Canada)

Program
Police Leadership Program (PLP)
The program covers fundamental management and leadership concepts to help participants develop competency-based executive-level skills. The PLP curriculum also incorporates a co-consulting project, whereby participants apply program learnings to a project relevant to their organization and report their findings to their Chief at the programs' conclusion. Courses combine in-class instruction, peer-based learning, simulations and role-playing, team projects and individual assignments. The program also includes a series of prominent guest speakers from the sectors of enforcement, civilian governance of police, visible minorities and business.

http://ep.rotman.utoronto.ca/open/police_leadership/program.asp

Virginia Police Chiefs Association

Program
Professional Executive Leadership School
This is a 3-week, liberal arts-based educational experience that focuses on the study of leadership. Curriculum topics include foundations of leadership, relationship-centered leadership, setting goals for your team, leadership and politics, arts and leadership, literature and leadership, religion and leadership, psychology and leadership, negotiations, strategic leadership, media relations, leadership in crisis, motivational leadership, leadership and the law, and making a difference, among other topics.

www.vapolicefoundation.org/VPCFPELS.html

Virginia Police Chiefs Association

Program
Senior Executive Leadership Forum (SELF)
The SELF program is an experiential learning initiative that challenges executive-level participants to examine competitive environments, select and implement a strategy, manage risk, and communicate the value proposition to effectively operate an organization in today's complex globally-challenging environment.

www.vapolicefoundation.org/VPCFSELF.html

Appendix B

COPS National Leadership Roundtable Leadership for Public Safety I
July 9–10, 2009, New York, NY

Agenda

THURSDAY, JULY 9, 2009

9:00–9:30 AM	**Continental Breakfast**
9:30–9:45 AM	**Welcoming And Plenary Remarks** Sandra Webb, Ph.D., *Deputy Director* U. S. Department Of Justice Office Of Community Oriented Policing Services
9:45–10:00 AM	**Introductions—Framing The Day** Ellen Scrivner, Ph.D., *Director* Leadership Academy, John Jay College of Criminal Justice (Roundtable Facilitator)
10:00–10:45 AM	**Introducing Roundtable Participant Programs** Participants Describe Their Programs (5 Minutes Each)
10:45–11:00 AM	**BREAK**
11:00–Noon	**Program Strategies and Signature Activities**
12:00–1:00 PM	**Working Luncheon** Thoughts On Public Safety Leadership Robert Wasserman, *Chairman* Strategic Policy Partnership
1:00–2:30 PM	**Facilitated Discussion** Where Leadership Development Has Been—Where Does It Need To Go? Emerging Trends
2:30–3:00 PM	**Unfinished Business** Filling Gaps
3:00–3:15 PM	**AFTERNOON BREAK**
3:15–4:45 PM	**Creating Value and Charting Progress** COPS Office Support for Leadership Development How Can COPS Further the Process?
4:45–5:00 PM	**Consensus Building On Recommendations And Priorities**
5:00–7:00 PM	**Reception—President Jeremy Travis' Office** *Host:* John Jay Leadership Academy John Jay College of Criminal Justice

FRIDAY, JULY 10, 2009

9:00–9:30 AM	**Continental Breakfast**
9:30–11:00 AM	**Emerging Leaders Respond to Day 1**
11:00–11:15 AM	**BREAK**
11:15–11:45 AM	**Participant Discussion—Emerging Leader Themes**
11:45–Noon	**Closing Comments**

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Appendix C:

COPS National Leadership Roundtable Leadership for Public Safety II
April 29–30, 2010, New York, NY

Agenda

THURSDAY, APRIL 29, 2010

8:30–9:00 AM	**Continental Breakfast**
9:00–9:30 AM	**Welcome and Plenary Remarks** Katherine McQuay, *Supervisor, Partnership Development* U.S. Department of Justice Office of Community Oriented Policing Services
9:30–10:30 AM	**Political Issues in Police Leadership** Frank Straub, Ph.D., *Director Of Public Safety* City of Indianapolis, IN
10:30–10:45 AM	**BREAK**
10:45–11:45 AM	**Strategic/Performance Management Issues in Police Leadership** Jon Shane, Ph.D., *Assistant Professor* Department of Law, Police Science and Criminal Justice Administration John Jay College Of Criminal Justice
12:00–1:45 PM	**Luncheon Speaker** Anthony Conelli, Ph.D., *CEO* The Empowerment Schools Organization New York City Department of Education
1:45–2:00 PM	**BREAK**
2:00–3:00 PM	**Ethical Issues in Police Leadership** Commander Brandon Del Pozo, Ph.D. Candidate, Philosophy, City University of New York Graduate Center NYPD, 50th Precinct
3:00–3:15 PM	**BREAK**
3:15–4:15 PM	**Emotional Intelligence in Police Leadership** Timothy W. Turner, Ed.D. *FBI (Retired)* Inspirational Leadership, LLC
5:00–6:00 PM	**Reception Honoring Jim Fyfe Scholars**
6:00–8:00 PM	**Patrick V. Murphy Lecture** Colonel Joseph R. Fuentes, Superintendent New Jersey State Police

FRIDAY, APRIL 30, 2010

9:00–9:30 AM   **Continental Breakfast**

9:30–10:15 AM   **Summary of First Leadership Roundtable**
Ellen Scrivner, Ph.D., *Deputy Director*
National Institute of Justice

10:15–10:30 AM   **BREAK**

10:30–11:15 AM   **Police Leadership During a Recession**
Maria (Maki) Haberfeld, Ph.D., *Professor*
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John Jay College of Criminal Justice

11:15–11:30 AM   **Leadership Programs: Next Steps**
Judith Kornberg, Ph.D., *Dean*
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11:30–12:00 PM   **Summary, Conclusion, and Recommendations**
Katherine McQuay

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Leadership for Public Safety: Professional Dimensions of Leadership in Law Enforcement is a synopsis of meetings sponsored by the COPS Office in 2009 and 2010 which examined various dimensions of public safety leadership. Discussions on leadership training venues and resources, availability of training, determining what works, and resistance to change revealed a host of dilemmas faced by agencies when deciding what training is appropriate for their department. Viewpoints of experts on emerging issues brought to light existing gaps in training such as; political issues faced by law enforcement leaders, management issues, ethics of leadership, emotional leadership, and empowerment. The report concludes with recommendations on possible ways the COPS Office can address gaps revealed during these meetings and how experiences from the private sector might provide guidance for future public safety leadership programs.