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Police Leadership in the Wake of Ferguson

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ABSTRACT

Police Leadership in the Wake of Ferguson

by Jason Chao, DPA

This exploratory study examined leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined. The study sought to identify the leadership approaches identified by leaders to be most utilized when considering the Ferguson Effect. The conceptual framework for this study was attribution theory. This was a qualitative and exploratory study; the researcher utilized a phenomenological research design. In the researcher's study, 11 participants were asked, during a semistructured interview, 16 questions related to the participant's leadership training and the phenomenon known as the Ferguson Effect. The population was select law enforcement executives and managers within the San Gabriel Valley.

Keywords: attribution theory, Ferguson Effect, police leadership

ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION TO THE STUDY

Wolfe (2016) contended that law enforcement officers in most of the largest cities in the United States are backing away from discretionary or proactive law enforcement. The Ferguson Effect hypothesis suggests that officers are conscious of the negative publicity surrounding their profession, understand that their actions could be recorded by the public at any given time, and become less willing to do their job as a way to avoid being accused of racial profiling or excessive force. In turn, this de-policing leads to increases in crime (Wolfe, 2016). The retreat of law enforcement officers as a result of the Ferguson Effect may have led to an increase in crime in their respective jurisdictions. The problem is nationwide, current, and impacting law enforcement organizations, thus requiring immediate attention. This study focused on municipal law enforcement organizations within the San Gabriel Valley, located in eastern Los Angeles County, California.

De-policing and increases in crime as a result of the Ferguson Effect pose a leadership challenge to law enforcement managers and executives. The challenge rests on police managers and executives to be able to, with appropriate leadership, motivate their personnel to be proactive law enforcement officers in light of the Ferguson Effect. This in turn may result in stopping a rise in crime or causing a reduction in crime. From a managerial standpoint, the challenge is to lead men and women in law enforcement in a manner that best suits the current environment of criminal justice and the public. Trivers (2009) suggested that the need for a continued evolution of leadership thought is necessary. In their study of police leadership, Vito and Higgins (2010) discovered that their sample of police leaders values the leadership practices of empowerment and

respect for the individual. It may be that the authoritarian style evidenced by police leaders in the past is not as effective in the current climate.

The law enforcement community historically has had its detractors. However, it appears that the events beginning with the death of Eric Garner (New York) in July 2014 and continuing up to the death of Michael Brown (Ferguson, Missouri) in August 2014 and the death of Freddie Gray (Baltimore, Maryland) in April 2015 at the hands of police, have resulted in a national uproar of antipolice propaganda. This includes protests, riots, looting, most notably in Ferguson and Baltimore, leading to the phenomenon known as the Ferguson Effect.

Background of the Problem

The Ferguson Effect may impact the desire to be a proactive law enforcement officer, seek promotion through the ranks within his or her respective organization, or remain in policing. Though law enforcement officers can be viewed by the community as a profession defined by bravery, integrity, and service to the community, more recently, law enforcement appears to be under constant criticism with negative public outcry in the form of verbal and physical abuse. It also appears certain public perceptions of law enforcement as potentially using racially motivated policing has become a topic of such debate (Giordano, 2016). In order to maintain the expectations of the law enforcement profession, leaders must be able to implement salient leadership characteristics to counter the impact of the Ferguson Effect.

There is also evidence of collateral events as a result of the Ferguson Effect. They are assassinations and murders of law enforcement officers as retaliation for the deaths of Black suspects at the hands of the police. This has been displayed in the killing

of two police officers in Brooklyn, New York (December 2014), five police officers in Dallas, Texas (July 2016), and the shooting of six police officers in Baton Rouge, Louisiana (July 2016); three of the officers died. These events add to the stressors already present in the law enforcement profession.

Ferguson Effect

Since the early 1990s, the United States has enjoyed the longest sustained decline in crime since the Federal Bureau of Investigation began compiling crime statistics in the early 1930s (Blumstein & Wallman, 2006; Fagan, Zimring, & Kim, 1998). However, since the shooting of Michael Brown, an unarmed Black man in Ferguson, Missouri, on August 9, 2014, the subsequent civil unrest, and social media attention to his shooting, there has been speculation that a "Ferguson Effect" has ended the great decline (Bialik, 2015; Davey & Smith, 2015; Mac Donald, 2016b; Rosenfeld, 2015). Not wanting to be scrutinized for even doing the right thing, law enforcement officers are engaging in reactive enforcement (Morin, Parker, Stepleer, & Mercer, 2017).

Blake and Lafond (2017) discussed that *Forensic Magazine,* described as an authoritative voice in the wide-ranging field of forensic disciplines, defined the Ferguson Effect as the title of a hypothesis describing how law enforcement officers across the country have reacted to negative police publicity by being less inclined to work with their communities to fight crime. Other academics have defined the Ferguson Effect as existing or being of importance if a rise in crime rates correlates to a decrease in police activity (Rosenfeld, 2015). Furthermore, a study conducted by the Pew Research Center (Morin et al., 2017) indicated the majority of police officers say that recent high-profile

fatal encounters have made their jobs riskier, aggravated tensions between police and citizens, and left many officers reluctant to fully carry out some of their duties.

Milwaukie Sheriff David Clark testified before the House Judiciary Committee stating law enforcement officers' psyches are being affected by the negativity directed toward them. Clark said, "The one common theme I heard from all of them is . . . 'You know, Sheriff, I don't know if I want to continue to take that extra step anymore because I don't want to be the next Darren Wilson'" (May, 2015, para. 3). Given these challenges, it is important to examine what leadership strategies have been perceived to be most effective in the wake of Ferguson.

Purpose of the Study

Police leadership has long been an area of interest for academic research (Bryman, Stephens, & Campo, 1996; Hoggett, Redford, Toher, & White, 2018; Kerr & Jermier, 1978). Moreover, police leadership research appears to be dominated by a focus on individual idiosyncratic traits, characteristics, and behaviors (Schafer, 2010), which can be traced to traditional leadership theories and are not reflective of the substantial developments on leadership research and theory that have occurred in the last decade (Dinh et al., 2014).

The Ferguson Effect thus far has been associated in research related to crime rates and motivation. Additionally, there have been studies conducted to examine job satisfaction of law enforcement officers, post-Ferguson riots (Morin et al., 2017). However, there is no empirical study on leadership approaches taught in police management training courses that have been employed in the aftermath of Ferguson. No studies have been conducted to examine how the Ferguson Effect impacts leadership

approaches among police managers and executives within the San Gabriel Valley, located in Southern California (Eastern Los Angeles County). Leadership approaches are being examined in the wake Ferguson to address its impact. The results of this study will add to the body of knowledge, current and ongoing discourse, on the Ferguson Effect and police leadership.

The purpose of the study was to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify which approaches have been utilized by police leaders to be the most effective in the wake of Ferguson. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined. These programs are approved and overseen by the California Commission on Peace Officer Standards and Training (CA POST). The study sought to explore the leadership approaches taught within the aforementioned programs. The study sought to explore the leadership approaches identified by leaders to be most utilized when considering the Ferguson Effect. The study sought to identify those approaches that are perceived by leadership to be implemented and most effective in the aftermath of Ferguson.

Though far removed from the events in Ferguson, Dallas, Brooklyn, and St. Louis geographically, the Internet and the 24-hour news cycle may contribute to a ripple effect of modified policing patterns and attitudes as a result of the Ferguson Effect. Shjarback, Pyrooz, Wolfe, and Decker (2017) discussed how the era of social media diffuses the effects of high-profile police shootings such as the one in Ferguson, across the nation

(and internationally). Twitter, Facebook, and other social media platforms, coupled with the ubiquity of smartphones, create a challenging time for American police. Furthermore, the public, the police, and elected officials are increasingly subject to the contagion effects of social media. The killing of Michael Brown appears to have sparked one such social process, reinforced by repetitive mentions of the Ferguson Effect in social media and other mediums by political and law enforcement leaders (Pyrooz, Decker, Wolfe, & Shjarback, 2016). Police leaders should remember that events in other jurisdictions, no matter how distant, have far-reaching effects on local policing.

The researcher focused on leadership approaches police leaders in the San Gabriel Valley garnered from their managerial and executive training. Also, the researcher explored, through semistructured interviews with police leaders, which approaches have been implemented and perceived to be the most effective to address the impact of the Ferguson Effect.

Research Questions

The following research questions guided this study:

1. What leadership training program approaches from the Los Angeles Police Department's Leadership Program are most utilized by leadership in response to the Ferguson Effect?

2. What leadership training program approaches from the Sherman Block Supervisory Leadership Institute are most utilized by leadership in response to the Ferguson Effect?

3. What leadership training program approaches from Command College are most utilized by leadership in response to the Ferguson Effect?

Significance of the Problem

Police officers withdrawing from enforcement and interactions in community partnerships may lead to distrust from the public and an increase in crime. Distrust and dissatisfaction with the local police force may result in the deterioration of its legitimacy. Factors that present a negative influence on police officers, causing them to withdraw from enforcement and public participation, may negatively impact the equity of those being served, particularly those residing in lower socioeconomic neighborhoods. This may all lead to the deterioration of the police force's effectiveness in serving a particular population. This poses a problem to which law enforcement leaders must implement effective leadership, so that the organization does not become only a reactionary force. The challenge is to lead law enforcement officers in a way that motivates them to engage in enforcement and maintain or increase interactions in community partnerships, thus building trust and increasing legitimacy.

Adding to the discussion on policing and social equity, Goff, Obermark, La Vigne, Yahner, and Geller (2017) discussed that research shows that positive police-community relationships are crucial for safer communities. Furthermore, the science of policing equity demonstrates clearly that collaboration between communities and police is necessary to rebuild trust. Without effective leadership, America's police organizations may not be as effective and responsive to the needs of their citizens, thus realizing a decline in social equity. As stated earlier, law enforcement leadership may benefit by adjusting or changing their approaches in order to account for the negative external influences generated by the Ferguson Effect.

Definitions of Terms

For the purpose of this study, the following definitions pertain to selected terms used throughout the dissertation.

Captain. Within a law enforcement organization, the police captain is typically the second highest ranking officer. The captain is a law enforcement officer and an executive in the organization. The *Merriam Webster Dictionary* defines the captain as an officer in a police department in charge of a unit (such as a precinct or company) and usually ranking above a lieutenant and below a chief ("Captain," n.d.).

Command College. The primary goal of the Command College is to provide an enhanced leadership course with a futures perspective to prepare law enforcement leaders to lead into the future. The program has an emphasis on adult learning theories, placing accountability on the student. The program focuses on the following:

- Leadership principles needed to influence the future direction of the organization.
- Strategies to identify emerging issues and provide a proactive response.
- Skills and knowledge necessary to anticipate and prepare for the future.
- Methods and benefits of sharing information.
- Use of stakeholders in problem solving.

Command College is a seven-session course and is conducted over a 14-month period. Each session is 40 hours in length and 8 weeks apart (Command College, n.d.).

Ferguson Effect. The intrinsic withdraw of law enforcement officers because of negative media coverage and public scrutiny (Mac Donald, 2016b; Wolfe, 2016). The death of Michael Brown in Ferguson, Missouri, in August 2014 is anecdotally believed by many to be the originating point of the Ferguson Effect. The idea that officers have

slowed or stopped policing in fear of social, political, and professional consequences (Blake & LaFond, 2017). Furthermore, Mac Donald (2016b) posited that most of America's 50 largest cities have seen an increase in homicides and shootings; many of them have seen huge increases as a result of the Ferguson Effect.

LAPD's Leadership Program. The LAPDLP was established in 1996. It is one of very few programs in the country that is directed at improving leadership among current command staff within police organizations. The leadership values emphasized within the program are integrity, respect, fairness, focus, and empowerment. The current curriculum at the LAPDLP, formerly known as the West Point Leadership Program, was modeled after the U.S. Military Academy (USMA) at West Point, which was developed shortly after the Vietnam War. Army leaders realized their leaders had fallen short of expectations. To address this issue, they developed the Department of Behavioral Sciences and Leadership by combining techniques from educational institutions around the world (Jenks, Carter, Jenks, & Correia, n.d.). The LAPD program is 160 hours in length, divided into four 1-week classes spread over a 4-month period. The program incorporates leadership discussions on leader-member exchange theory, expectancy theory, transformational leadership, and a decision-making model called the intellectual procedure.

Lieutenant. Within a law enforcement organization, the police lieutenant is typically the third highest ranking officer. The lieutenant is a law enforcement officer and a manager in the organization. The *Merriam Webster Dictionary* defines the lieutenant as a police department officer ranking below a captain ("Lieutenant," n.d.).

Police chief. Within a law enforcement organization, the police chief or chief of police, is the highest ranking official. The police chief is a law enforcement officer and an executive in the organization. The *Merriam Webster Dictionary* defines the chief as the accorded highest rank or office. The head of an organization ("Chief," n.d.).

Sherman Block Supervisory Leadership Institute. The SBSLI is a program designed to stimulate personal growth, leadership, and ethical decision-making in California law enforcement front-line supervisors. Designed and implemented in 1998 through the efforts of California law enforcement professionals and top educators and trainers, SBSLI is an intense program based on experimental learning techniques. Students are challenged to learn new ways to resolve issues through group and individual work. The curriculum takes students through an analysis of management (planning, organizing, directing, etc.) and leadership (inspiring, challenging, developing, etc.) and how each discipline compliments each other. The course progresses from self-evaluation, to interpersonal evaluation, to organizational relationships (SBSLI, n.d.). The course is 24 hours of instruction each month spanning an 8-month period.

Leadership Defined

Philosophers, statesmen, and common people view leadership from different perspectives, but there are some common themes. These common themes indicate that leadership is the process of influencing the activities of an individual or group toward setting and achieving goals (White & Greenwood, 2002). Northouse (2012) added that through the years, leadership has been defined and conceptualized in many ways. The component common to nearly all classifications is that leadership is an influence process that assists groups of individuals toward goal attainment. Kouzes and Posner (2012)

added that it is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward an image of a better future. Further, a leader's role is to elicit effective performance from others. This involves leading and influencing the development of shared values, vision and expectations to enhance their organization's planned goals, and overall effectiveness (Feather, 2009; Patterson, 2013).

Organization of the Study

Chapter 1 of the study presented the introduction, the statement of the problem, the purpose of the study, the questions to be answered, the significance of the study, and the definition of terms.

Chapter 2 is a review of relevant literature. It addresses the following topics:

1. Ferguson Effect.

2. LAPD's West Point Leadership Program

3. Sherman Block Supervisory Leadership Institute

4. POST Command College

5. Leadership theories

6. Law enforcement leadership

7. Attribution theory

Chapter 3 presents the methodology used in the study, including the research design; population and sampling procedure; and the instrument and its selection and development together with information on validity and reliability. Chapter 4 presents the findings, synopsis of participant interviews, data analysis, themes, and their results. Chapter 5 presents the discussion, recommendations, limitations, future research, and summary.

CHAPTER 2: LITERATURE REVIEW

Research should be seen as an extension of what has previously been learned about a particular topic. A review of literature shows what is already known and not known (Maxfield & Babbie, 2015). The literature review accomplishes several purposes. It shares with the reader the results of other studies that are closely related to the one being undertaken. It relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies. It provides a framework for establishing the importance of the study (Creswell, 2014).

Roberts (2010) added that the review of literature is a summation of pertinent literature directly related to a study. It provides background for the important variables or concepts in a study and describes the similarity and difference between a study and that of other authors and researchers in the field. Therefore, the purpose of this chapter is to present the research studies related to the researcher's own work as well as the databases and search sources utilized during the search.

Significance

Police officers withdrawing from enforcement, leading to withdrawing from interactions in community partnerships, may lead to distrust from the public and an increase in crime. Distrust and dissatisfaction with the local police force may result in the deterioration of its legitimacy. A negative influence on police officers, causing them to withdraw from enforcement and public participation, may negatively impact the equity of those being served, particularly those residing in lower socioeconomic neighborhoods. This may all lead to the deterioration of the police force's effectiveness in serving a particular population. The challenge is to lead law enforcement officers in a way that

motivates them to engage in enforcement and maintain or increase interactions in community partnerships, thus building trust and increasing legitimacy.

This study identified a gap in literature highlighting leadership approaches taught in police management and executive training. The literature addressing specific police executive leadership styles of police chiefs and managers has determined that executive behavior varies across individuals and organizations (Girodo, 1998). This implies individual characteristics influence individual leadership styles, thus impacting their organizations in different ways. Recognizing that leadership is individualistic, the researcher sought to identify the leadership approaches taught in the aforementioned police leadership programs and which approaches have been employed in the wake of Ferguson regardless of individual leadership styles. The results of the researcher's study have the potential to inform police managerial and executive decisions regarding leadership approaches best suited to address the impact of the Ferguson Effect.

Topics

Ferguson Effect

The Ferguson Effect began with Michael Brown's death and the forensically disproven false narrative of "Hands up/Don't shoot" is anecdotally believed by many to be the originating point of the Ferguson Effect—an idea that officers have slowed or stopped policing in fear of the social, political, and professional consequences (Blake & Lafond, 2017, p. 31). Also, the Ferguson Effect is the decreased activity level of law enforcement officers. Not wanting to be scrutinized for even doing the right thing, law enforcement officers are engaging in reactive enforcement (Morin et al., 2017). Currently, there is no literature that elevates the Ferguson Effect phenomenon above its

anecdotal existence. However, de-policing, a theory of selective disengagement and tactical detachment, existed prior to the civil unrest in Ferguson, Missouri. It is a slowdown in proactive beat work in the face of public recriminations of cops or dwindling department morale. Heather Mac Donald (as cited in Altman, 2015), a scholar at the Manhattan Institute said, "The de-policing phenomenon is real" (p. 7).

Several high-profile incidents involving police use of deadly force have resulted in increased scrutiny of officer behavior and police-community relations by the media, policy-makers, civil rights groups, and academics (Smykla, Crow, Crichlow, & Snyder, 2016). Current issues such as the Ferguson Effect may impact the desire to be a proactive law enforcement officer, seek promotion through the ranks within his or her respective organization, or remain in policing altogether. Though law enforcement can be viewed by many as a profession defined by bravery, integrity, and service to the community, more recently, law enforcement appears to be under constant criticism with negative public outcry in the form of verbal and physical abuse. It also appears certain public perceptions of law enforcement as potentially using racially motivated policing has become a topic of such debate (Giordano, 2016).

Mac Donald (2016a) posited that most of America's 50 largest cities have seen an increase in homicides and shootings, and many of them have seen a huge increase. It should also be noted that officers have been backing away from discretionary policing. The available data show a decline in police proactivity. A study conducted by Blake in 2016 indicated that 49.1% of police officers surveyed said they decreased proactive traffic stops between five and ten a month. Also, 46.9% said they decreased proactive pedestrian stops between five and ten a month (Blake, 2016). Though the study by Blake

(2016) offered statistical data on the percentage of officers studied to have decreased proactive policing, it did not offer numerical data on the number of traffic stops and pedestrian stops conducted before and after the decrease in activity. Officers are feeling "trepidation" about ending up on the evening news even if they "do everything right" (Mac Donald, 2016b, p. 70).

Blake and Lafond (2017) discussed that proof of a national epidemic of de-policing is found in statements from the highest levels of law enforcement includes a cornucopia of de-policing statistics. For instance, former Federal Bureau of Investigation (FBI) Director James Comey publicly stated, "A chill wind has blown through law enforcement over the last year, and that wind is surely changing behavior" (Eilperin & Lowery, 2015, p. 3). Additionally, according to Director Comey, the cause of a crime spike may be the increased reluctance of police officers to police the streets proactively. In the era of YouTube, viral videos, and cell phone cameras, Director Comey worried that many police officers feel "under siege" and thus "don't feel much like getting out of [their] cars" (Rushin & Edwards, 2017, p. 731).

Evidence of the aforementioned assassinations and murders of law enforcement officers as retaliation for the deaths of Black suspects at the hands of the police, was displayed in the killing of two police officers in Brooklyn, New York (December 2014), five police officers in Dallas, Texas (July 2016), and the shooting of six police officers in Baton Rouge, Louisiana (July 2016), three of whom died. The public holds law enforcement officers to a higher standard of accountability than the average citizen because they are given great power—including legal use of deadly force. Yet, we cannot forget that the police are people, too (Hennessey, 2016). However, with that said,

detractors of the police do not consider the human aspects of law enforcement partially leading to distrust and criticism.

Violent crime in America began a long steady descent in 1991, when it peaked at 716 violent crimes per 100,000 people. In the FBI's Uniform Crime Reporting (UCR) program, violent crime is composed of four offenses: murder and nonnegligent manslaughter, rape, robbery, and aggravated assault. Violent crimes are defined in the UCR Program as those offenses that involve force or threat of force.

According to the FBI UCR estimates, that rate had fallen to 365 in 2014, almost half of where it had been a quarter century before. At its 1991 peak, the U.S. murder rate was 9.8 per 100,000 people. By 2014, that rate was 4.5, cut in half over a quarter century. Reversing the decades-long downward trend, 2015 brought rising violent crime and murder rates. According to the FBI, the violent crime rate rose an estimated 3.1% while the murder rate jumped an estimated 10.8%. The FBI's 2016 estimates on the violent crime rate showed another 4.1% jump while murders climbed another 8.6% (Hosko, 2018).

Additionally, the FBI publishes their crime statistics annually through their UCR program. The data show an increase in violent crime for 2 consecutive years after the death of Michael Brown. On September 28, 2015, the FBI (2014) published the 2014 statistics showing the estimated rate of violent crime was 365.5 offenses per 100,000 inhabitants, and the property crime rate was 2,596.1 offenses per 100,000 inhabitants. The violent crime rate declined by 1.0% compared to the 2103 rate, and the property crime rate declined 5.0%, marking the 12th straight year the collective estimates for these offenses declined.

On September 26, 2016, the FBI (2015) published their 2015 crime statistics. The 2015 statistics show the estimated rate of violent crime was 372.6 offenses per 100,000 inhabitants, and the property crime rate was 2,487.0 offenses per 100,000 inhabitants. The violent crime rate rose 3.1% compared to the 2014 rate, and the property crime rate declined 3.4%. In recap, Michael Brown (Ferguson, Missouri) was shot and killed on August 9, 2014.

Published on September 25, 2017, the FBI (2016) released their 2016 crime statistics. The estimated number of violent crimes in the nation increased for the 2nd straight year. The 2016 statistics show the estimated rate of violent crime was 386.3 offenses per 100,000 inhabitants. The violent crime rate rose 3.4% compared with the 2015 rate, and the property crime rate declined 2.0%.

In fall of 2018, the FBI published their 2017 crime statistics. There were an estimated 382.9 violent crimes per 100,000 inhabitants in 2017, a rate that fell 0.9% when compared with the 2016 estimated violent crime rate. When considering 5- and 10-year trends, the 2017 estimated violent crime total was 6.8% above the 2013 level. Figure 1 illustrates a decline in the violent crime rate for year 2017. The FBI had not released the violent crime rate for year 2018 at the time this study was completed.

Within the San Gabriel Valley, the four largest cities with municipal police agencies, with a population of more than 100,000 residents experienced increases in violent crimes for 4 consecutive years (2014 through 2017). The increases are reflected in Figure 2. The continual decreases in violent crime (prior to 2014) for nearly a quarter century may have been a reflection of harsher punishment statutes and officer attitudes of that time. Stronger sentencing laws, locally and nationally, may have been a contributor.

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Violent Crime Offense Figure
Five-Year Trend, 2013-2017
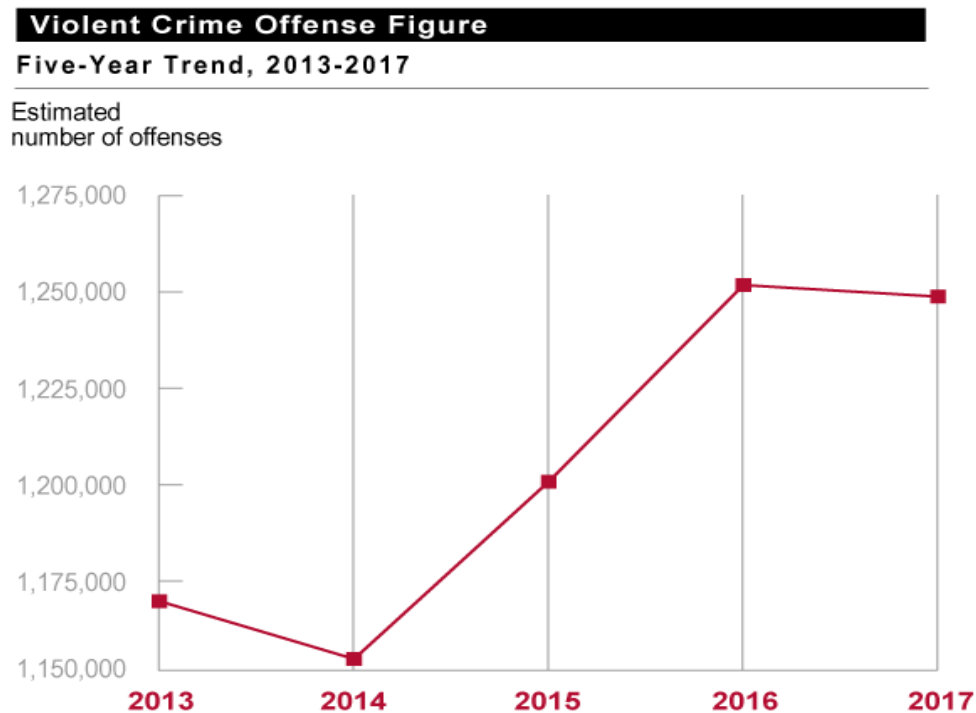
Figure 1. FBI violent crime figure. From Uniform Crime Reporting, by Federal Bureau of Investigation, 2018 (https://www.fbi.gov/services/cjis/ucr).

However, the focus of this study did not attempt to determine those effects. The attitudes of officers and their behavior was different as well. This was an era in which smartphones, social media platforms, and the 24-hour news did not exist. Officers worked in an environment in which a distorted narrative of an incident was rarely advanced and to the great numbers we see today.

Examining the perceived influence the Ferguson Effect has on law enforcement officer work engagement, Markopoulos (2017) concluded that law enforcement officers are aware of the negative publicity surrounding their activities. The awareness has a negative impact on their approach to proactive policing efforts.

Violent Crimes

Year	Violent Crimes
2013	1814
2014	1729
2015	1883
2016	1957
2017	2153
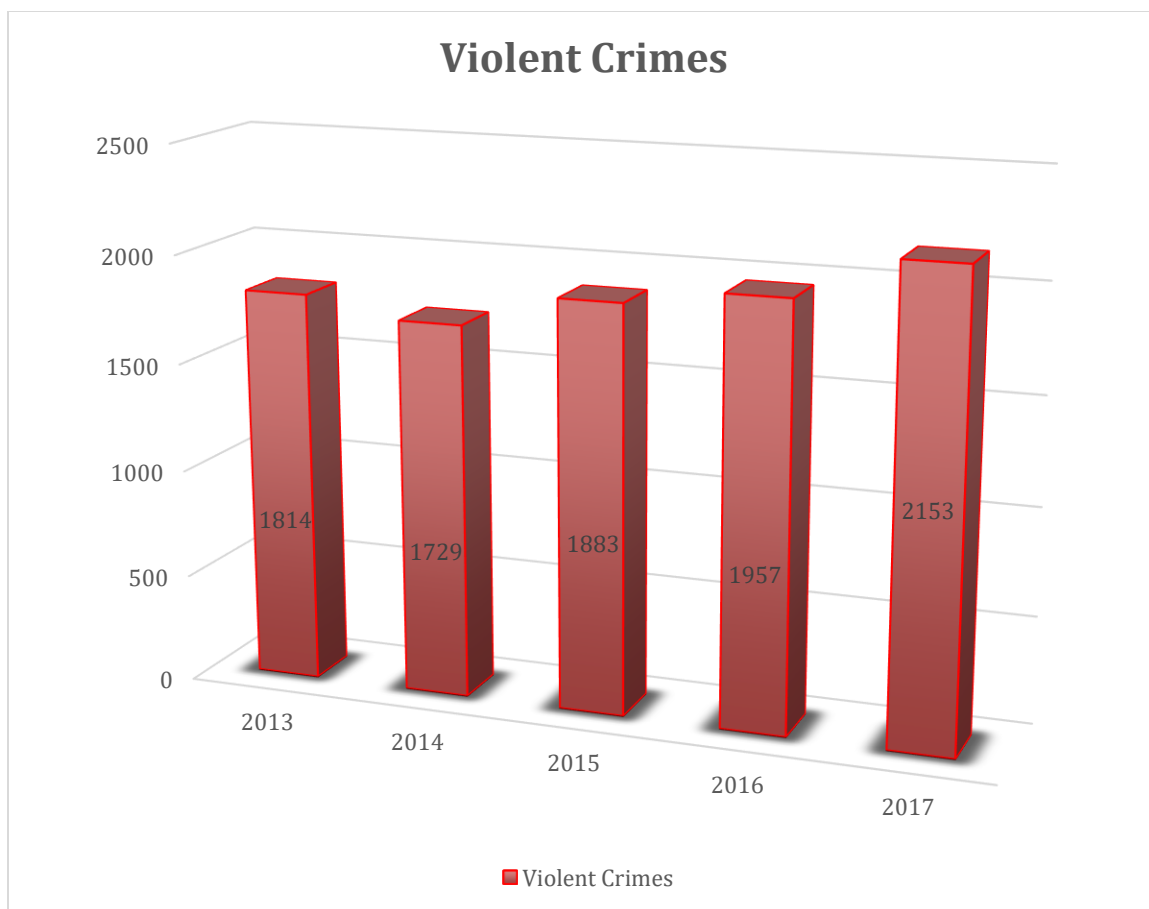
Figure 2. San Gabriel Valley crime rates.

Milwaukie Sheriff David Clark testified before the House Judiciary Committee stating, "Law enforcement officers' psyches are being affected by the negativity directed toward them." Clark said, "The one common theme I heard from all of them is . . . 'You know, Sheriff, I don't know if I want to continue to take that extra step anymore because I don't want to be the next Darren Wilson'" (May, 2015, para. 3). Firman (2018) stated,

> We are amid a landmark moment right now. My thoughts go immediately to
> Ferguson and the steady stream of related events that followed. Those events put
> law enforcement in a spotlight that focused initially on policies and procedures
> but quickly moved to issues of racism, implicit bias, and police culture. To their

credit, police leaders are using this uncomfortable moment as an opportunity to critically assess—and change, if necessary—their values, principles, and practices. (p. 4)

The Ferguson Effect has been attributed to law enforcement officers withdrawing from proactive law enforcement (de-policing), increases in crime, a withdrawal from involvement in the community, decreases in morale and motivation. The challenge for police leaders is to effectively lead law enforcement officers in the era of the Ferguson Effect. Traditional leadership styles may not be enough or effective in the current climate. Law enforcement managers and executives may garner effective leadership approaches from police leadership training programs to mitigate the impact of the Ferguson Effect within their respective organizations. This study sought to identify those approaches.

Leadership Defined

Covey (as cited in Shrestha, 2015) defined leadership as an ability to solve the group problem and influence others. Campbell (as cited in Bruns & Shuman, 1988) suggested that leadership should be, though often is not, focused on helping subordinates. He emphasized that cooperation between leaders and subordinates is desirable and has important potential implications. He stated that leaders need to demonstrate that they want subordinates to reach their goals as well as reach their own, exchange information and resources, encourage learning and development, and share rewards of their joint efforts (Bruns & Shuman, 1988). Philosophers, statesmen, and common people view leadership from different perspectives, but there are some common themes. These

common themes indicate that leadership is the process of influencing the activities of an individual or group toward setting and achieving goals (White & Greenwood, 2002).

Northouse (2012) added that through the years, leadership has been defined and conceptualized in many ways. The component common to nearly all classifications is that leadership is an influence process that assists groups of individuals toward goal attainment. Kouzes and Posner (2012) added that it is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward an image of a better future. Further, a leader's role is to elicit effective performance from others. This involves leading and influencing the development of shared values, vision, and expectations to enhance their organization's planned goals and overall effectiveness (Feather, 2009; Patterson, 2013).

A review of literature finds that leadership was initially characterized as a trait-specific activity. This was the origin of the so called "great man theory" that offered the importance of innate qualities and characteristics of leaders (Hughes, Gonnett, & Curfy, 2015). Furthermore, Garner (2017) indicated this focus waned in the 1940s but reemerged in the mid-1980s and remains viable today. However, the reconceptualization seems to have less emphasis on innate traits, and more attention is given to how certain knowledge, skills, and abilities might be developed to enhance one's character and performance in order to become a more effective leader.

Though there may be some argument that there is less emphasis on individual traits and abilities when defining what an effective leader is, there is still value in recognizing one's strengths and weaknesses. Effective leaders need to understand their personality traits, political skills, and competencies and implement these abilities

based on the environment to achieve the end state of the organization (Gentry et al., 2013; O'Neill, 2015). Yet, what makes leaders effective in their roles is highly contested with a considerable debate focusing on the use and understanding of different terms such as skills, abilities, traits, aptitudes, and capabilities (Williams, 2013). Leadership is a continuing and expanding concept; by keeping abreast of changes and trends in the leadership field, organizations can evolve into more progressive and effective organizations (Schneider, 2016).

Police Leadership

An authoritarian style of police leadership may have been more common in past decades due in large part to the unique challenges faced in law enforcement. In critical and evolving situations, such as a crisis, orders to complete a task are given and there is very little to no time for discussion. The autocratic style did not expect or encourage input from subordinates, and in these times of increased tensions between police officers and their communities, the need for effective police leadership is more important than ever (Can, Hendy, & Can, 2017). The context of policing is changing and so too, it appears, is the nature of leadership (Reiner & O'Connor, 2015). However, because of the nature of the profession, autocratic leadership still has a role in police leadership. The authoritarian (autocratic) leadership style is appropriate, providing the speed and accuracy of order fulfillment in critical or decisive situations (Raus, Haita, & Lazăr, 2012).

Woodard (2017) added that autocratic leaders have positive and negative effects throughout the law enforcement community, especially on individual officers. Law enforcement organizations restrict officers in their jobs with an influential combination of

bureaucratic and military style methods of control (Violanti, 2011). Violanti (2011) also found that oftentimes, unhappy officers conduct themselves unfavorably and subject themselves to added stress. Ineffective leadership in conjunction with job-related stressors could lead to personal problems such as depression, alcoholism, and suicide (Voon & Ayob, 2011). Autocratic leadership is rigid, it is not fluid, and may not be appropriate for the ever-changing climate of law enforcement. Law enforcement leadership may benefit from adjusting or changing its leadership philosophy in order to account for the negative external influences generated by the Ferguson Effect.

O. W. Wilson and McLaren (1972) pointed out that the organizational culture of municipal police departments stem from a strong historical foundation based on a military structure. These historical military traditions work to create barriers to modern leadership styles. Bruns and Shuman (1988) added that a universal characteristic that distinguishes police organizations from almost all other public institutions is the paramilitary structure and climate of the police environment. This structure encourages an authoritarian approach to leadership and would be counterproductive to any movement toward a more participative model. Autocratic and paternalistic leadership styles of the past may no longer be appropriate for today's law enforcement organizations.

Elements of police leadership are a vital concern to practitioners in the field. Police executives have been exhorted to recognize that leadership can be exercised at any level of the department (Andreescu & Vito, 2010). Haberfeld (2006) defined police leadership as "the ability to make a split-second decision and take control of a potentially high-voltage situation that evolves on the street" (p. 3). According to Andreescu and Vito (2010), Haberfeld also asserted that line officers are "the true leaders on the streets,

using their leadership skills in daily encounters with the community, and police executives and policy makers need to realize that" (p. 568). Baker (2011) contended that effective leadership is exercised by police managers in different ways, depending upon their rank in the department. Senior leadership should spend its time developing and sharing the vision for the organization, charting the journey by establishing strategic objectives, and practicing collaboration and delegation of tasks. Leadership is about converting department values into acceptable actions and success (Martin, 2017).

J. Wilson (1978) also suggested police leaders are principally responsible to ensure that their members are stimulated to capacity and harmoniously and effectively directed toward primary police objectives. J. Wilson stated, "The quality of leadership is reflected in the appearance, spirit, bearing, demeanor, words, actions, and work of subordinates" (p. 9). Police organizations that possess effective leadership found that police officers experienced pleasure and accomplishment from their work. In contrast, subordinates under poor leadership are often dissatisfied with their positions, and avoid accepting new responsibilities (J. Wilson, 1978). Police organizations with good leadership will experience the synergetic efforts of all members toward mission accomplishment (Webb, 2008).

As for the FBI National Academy attendees, which comprised police leaders from throughout the United States, effective leadership is the process of setting a proper example for other officers by showing them how to police in a manner that is fair, service oriented, professional, and within standards and expectations of the community. Effective leadership involves a set of actions and initiatives to better the agency and the

community it serves while also protecting the welfare, well-being, and interests of employees and the citizens they protect (Schafer, 2008).

Understanding what leadership approaches may be most effective in the wake of Ferguson is important because implementation of such approaches may help to mitigate its impact. Effective police leaders become adept at responding to challenge. Like other organizations, police agencies must balance constancy and predictability with adaptation and change. Even as they strive to standardize operations, most police leaders recognize the fluid context in which their agencies operate. They also understand that there are forces to which police organizations must adapt and evolve in order to remain effective in a changing world (Batts, Smoot, & Scriver, 2012).

Whisenand and Rush (1998) suggested that ongoing educational programs are essential to leadership education and decision-making. Police departments must work to provide the tools necessary for their members to understand organizational leadership and the important aspects of leadership styles. The understanding of leadership differences allows the organization to reach its potential as the leader understands the methods to unite followers toward the organization's mission and purpose. Policing in the United States is constantly evolving. Whether it is a political influence, the changing needs of the community, a pivotal incident, or budgetary constraints, police leadership must be in a state of flux. Peak and Glensor (1999) suggested that police leaders would continue to rethink the basic role of policing and develop new strategies.

Police leadership involves the inducement of organizational members to meet and exceed the expectations of the community. This inducement requires that the leader is educated on the principles of management. Education will lead to the development of a

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high order of social intelligence in the leader (J. Wilson, 1978). Increasingly, law enforcement organizations are recognizing the importance of leadership development and evaluation. A variety of new and innovative development programs have emerged in recent years though clear evidence of their efficacy remains elusive. The key is to continue to strive for leadership development, both individually and organizationally.

Effective leaders may be those individuals who continually strive toward self-improvement (Schafer, 2008). Law enforcement will always have a need for dynamic leaders who have a broad understanding of the law enforcement arena and who can lead and inspire police officers. Leadership training strategies should shape a diverse and inclusive leadership team with the skills and capabilities needed now and in the future. Additionally, leadership training strategies should nurture a culture of innovation and agility that advocates the sharing of ideas and resources adaptable to the changing environment, and promotes best practices across law enforcement (O'Neill, 2015).

Furthermore, more attention is being paid now to the management research on police services given the policy and practice implications of the challenges and changing context of policing. Several factors have contributed toward the need for a better understanding of the role and contribution of the police services in the wider criminological settings (Wankhade & Weir, 2015). Mitchell and Casey (2007) identified leadership development and accredited training as a way forward along with police ethics, integrity, and effective accountability. Schneider (2016) added that increased leadership training has a positive effect on law enforcement personnel, improving public perception, trust, and increased overall law enforcement performance and accountability.

Continued leadership training such as the Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College, may afford police leadership the opportunity to discover and implement the most effective leadership approaches. Police leadership is mainly autocratic and authoritarian, but the leadership styles and approaches taught in police leadership programs may offer more appropriate responses. Responses in situations may require the most salient characteristics other leadership styles and theories as described below along with definitions of traditional leadership approaches.

Autocratic Approach

Jamaludin, Naim, Khamis, and Zakaria (2015) described an autocratic leader as one who will not involve members of a group in the decision-making process. Autocratic leaders believe that followers need to be directed and kept under control at all times. This kind of leader assigns tasks and defines how to do them but stays away from promoting communication between group members. Autocratic leadership has both positive and negative aspects. This leadership type especially helps new recruits learn the rules and standards for their job and effectively motivates followers to finish a given task. However, this type of leadership may force followers to comply with rules, resulting in them becoming dependent on their leader while not feeling free in the organization (Kars & Inandi, 2018).

Democratic Leadership

Democratic leaders collaborate with followers in order to find solutions to the problems they face. They support followers and propose suggestions instead of giving orders. Their personal traits and struggles to elevate group goals make the followers like,

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respect, and trust them (Aksit, 2010; Kars & Inandi, 2018). They also encourage the

followers to take part in activities such as planning and making decisions. Through this

method, conflicts in the organization are solved and both motivation and productivity

increase. The negative side of this leadership type is that it may slow down the decision-

making process during a crisis (Sabuncuoglu & Tuz, 1998).

Laissez-Faire Leadership Style

Laissez-faire leaders need the least amount of authority to lead. They leave the

followers on their own and let them make their own plans and programs. What is

positive about this leadership style is that it enables the followers to determine their own

plans and policies; making them feel free to make decisions accordingly, it also triggers

their creativity. However, laissez-faire leadership is a form of passive leadership

behavior. Laissez-faire leaders do not take responsibility and avoid interaction with their

followers (Bass & Avolio, 1990), which is why laissez-faire leadership is sometimes

referred to as the nonleadership. Laissez-faire may be ineffective because it may prevent

followers from receiving information and feedback from their leader (Neuman & Baron,

2005). Also, it may cause destructive results when division of labor or the sense of

responsibility is poor between group members (Eren, 1998; Kars & Anandi, 2018).

Trait Approach

Trait theories have given rise to modern leadership research with scholars trying

to predict leadership success through leaders' demographic and physical traits, abilities,

and personality characteristics (Walter & Scheibe, 2013). The trait approach is the

explanation of how personal traits influence leadership. Lord, de Vader, and Alliger

(1986) found that personality traits were strongly associated with an individual's

perception of leadership. Similarly, Kirkpatrick and Locke (1991) claimed that effective

leaders are actually distinct types of people in several key respects (Northouse, 2012).

A summary of traits includes the following (Northouse, 2013):

- Intelligence

- Masculinity

- Dominance

- Drive

- Motivation

- Integrity

- Confidence

- Cognitive ability task knowledge

Skills Approach

Northouse (2012) discussed the idea that the skills approach takes a leader-

centered perspective on leadership. The skills approach shifts thinking to an emphasis on

skills and abilities that can be learned and developed. Although personality certainly

plays an integral role in leadership, the skills approach suggests that knowledge and

abilities are needed for effective leadership. The skills and knowledge of leaders are

shaped by their career experiences as they address increasingly complex problems in the

organization. Additionally, it is the first approach to conceptualize and create a structure

of the process of leadership around *skills*.

Style Approach

The style approach focuses exclusively on what leaders do and how they act. The

central purpose of the style approach is to explain how leaders combine *task behaviors*

and *relationship behaviors* to influence subordinates in their efforts to reach a goal (Northouse, 2012). Furthermore, on a conceptual level, researchers from the style approach ascertained that a leader's style consists primarily of two major types of behaviors: task and relationship. Whenever leadership occurs, the leader is acting out both task and relationship.

Situational Approach

White and Greenwood (2002) discussed that when examining situational leadership, it is important to understand the relationship between the amount of *direction* and control a leader gives and the amount of support and encouragement a leader provides. Northouse (2012) added that situational leadership stresses that leadership is composed of both a directive and a supportive dimension and that each has to be applied appropriately in a given situation. To determine what is needed in a particular situation, a leader must evaluate her or his employees and assess how competent and committed they are to perform a given task. Based on the assumption that employees' skills and motivation vary over time, situational leadership suggests that leaders should change the degree to which they are directive or supportive to meet the changing needs of subordinates.

Contingency Theory

The assumption in Fielder's contingency model of leadership is that groups can be classified into those with interacting, co-acting, and counteracting tasks. Leadership in interacting groups is defined to be an influence process where the ease of difficulty of exerting influence is a function of three variables: Leader-member relations, task structure, and position power (Hill, 1969). Northouse (2012) expanded on Hill's

discussion of Fielder's contingency model by adding it is a *leader-match* theory. It tries

to match leaders to appropriate situations. It is called *contingency* because it suggests

that a leader's effectiveness depends on how well the leader's style fits the context. To

understand the performance of leaders, it is essential to understand the situations in which

they lead. Effective leadership is *contingent* on matching a leader's style to the right

setting.

Path-Goal Approach

The path-goal theory is about how leaders motivate subordinates to accomplish

designated goals. Drawing on what motivates employees, path-goal theory first appeared

in leadership literature in the early 1970s in the works of Evans (1970), House (1971),

House and Dessler (1974), and House and Mitchell (1974). The stated goal of this

leadership theory is to enhance employee performance and employee satisfaction by

focusing on employee motivation (Northouse, 2012). The path-goal theory of leadership

is a fairly sophisticated theory. Most research on it has tested the hypotheses that the

lower the task structure (routinization, standardization, etc.) of subordinates, (a) the

higher the relationship between instrumental leader behavior and subordinate job

satisfaction and role clarity, and (b) the lower relationship between supportive leader

behavior and the same dependent variables (Schriesheim & Von Glinow, 1977).

Leader-Member Exchange Theory

Leader-member exchange theory (LMX) in its core suggests, as Graen and Uhl-

Bien (1995) stated, "Effective leadership processes occur when leaders and followers are

able to develop mature leadership relations (partnerships) and thus gain access to the

many benefits these relationships bring" (p. 225). Such quality leader-member

interaction has been linked to more positive organizational outcomes such as increased performance, job satisfaction, or commitment (Gerstner & Day, 1997; Lloyd, Boer, & Voelpel, 2015). Further, LMX theory conceptualizes leadership as a process that is centered on the *interactions* between leaders and followers (Northouse, 2012).

However, a fundamental assertion of LMX theory is that effective leaders cannot establish high-quality exchanges with all of their subordinates (Dansereau, Cashman, & Graen, 1973; Liden & Graen, 1980). Therefore, leaders develop differentiated relationships with subordinates, ranging from low-quality transactional relationships with most employees to high-quality socioemotional relationships with a few "trusted assistants" (Dienesch & Liden, 1986; Liden & Maslyn, 1998). As such, variability in LMX quality is a natural byproduct of establishing high-quality relationships with some but not all members of a workgroup (Yu, Matta, & Cornfield, 2018).

Transformational Leadership

Northouse (2012) discussed that transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential, and it was first proposed as an organizational theory by Bass (1985) and (Parris, 2011). People who exhibit transformational leadership often have a strong set of internal values and ideals, and they are effective at motivating followers to act in ways that support the greater good (Kuhnert, 1994). Dobbs (2010) suggested a transformational leader recognizes the organization's current culture and works to make it a better, stronger culture that fits the people in the organization, the business of the organization, and the people the organization serves.

Servant Leadership

Servant leadership, a form of transformational leadership, first proposed in the works of Greenleaf (in 1970, 1972, 1977), has been of interest to leadership scholars for more than 40 years (Northouse, 2012). Servant leadership transcends typical supervisory and management methods such as those labeled to be autocratic, laissez-faire, democratic and bureaucratic. Though any of the aforementioned supervisory methods may be appropriate for a particular individual, group, or situation, they are too cursory in approach to have any long-term affect.

Servant leadership is about serving those who work for one, those one works with, and those one works for. It is unselfish, and its practitioners seek to develop individuals as well as their organization. What is servant leadership? In an attempt to clarify servant leadership for practitioners, Spears (1995) identified 10 characteristics in Greenleaf's writings that are central to the development of servant leadership. Northouse's (2012) text listed the 10 servant leadership characteristics as follows:

1. *Listening*. Servant leaders communicate by listening first.

2. *Empathy*. Attempting to see the world from that person's point of view.

3. *Healing*. Servant leaders care about the personal well-being of their followers.

4. *Awareness*. Being acutely attuned and receptive to their physical, social, and political environments.

5. *Persuasion*. It is clear and persistent communication that convinces others to change.

6. *Conceptualization*. This characteristic goes beyond day-to-day operational thinking to focus on the "big picture."

7. *Foresight*. It is an ability to predict what is coming based on what is occurring in the present and what has happened in the past.

8. *Stewardship*. It is about taking responsibility for the leadership role entrusted to the leader.

9. *Commitment to the growth of people*. Servant leaders are committed to helping each person in the organization grow personally and professionally.

10. *Building community*. Servant leadership fosters the development of community. (Northouse, 2012, pp. 221-223)

Authentic Leadership

Authentic leadership represents one of the newest areas of leadership research. It focuses on whether leadership is genuine and "real." As the title of this approach implies, authentic leadership is about the *authenticity* of leaders and their leadership. Similar to transformational leadership and servant leadership, authentic leadership has an explicit moral dimension. Underlying both the practical and theoretical approaches is the idea that authenticity requires leaders to what is "right" and "good" for their followers and society (Northouse, 2012, p. 268). Orem (2016) added to Northouse's description of authentic leadership to include the following:

1. *Being self-aware and genuine*. Authentic leaders know their strengths and limitations, and they show their real selves to their followers.

2. *Being mission driven, with a focus on results*. Authentic leaders put organizational goals ahead of personal interest.

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3. *Leading with both the heart and mind.* Authentic leaders are not afraid to show their emotions and vulnerabilities. They also seek to understand others and lead with empathy.

4. *Focusing on the long-*term. Authentic leaders realize that to nurture people and organizations requires hard work and patience

Theoretical Framework—Attribution Theory

Attribution theory is how individuals interpret events and relate them to their own behavior and thinking. It is an attempt to determine whether an individual's behavior is internally or externally caused. McElroy (1991) proposed that an attribution is an inference made by an individual that something has caused something else. Unlike a perception or forecast that doing one thing might cause something else, an attribution occurs after the fact. External attribution is the process of assigning the cause of behavior to some situation or event outside a person's control rather than to some external characteristic. Attributional reasoning proceeds and largely determines leadership perceptions (Cronshaw & Lord, 1987).

In social psychology, the term *attribution* has two primary meanings. The first refers to explanations of behavior (e.g., inferring traits from behavior, ascribing blame to a person). What the two meanings have in common is a process of *assigning:* in attribution as explanation, a behavior is assigned to its cause; in attribution as inference, a quality or attribute is assigned to the agent on the basis of an observed behavior (Malle, 2011). Attribution theory remains primarily concerned with the cognitive processes that impose causal order. Causal inferences arise from principles or rules that are invoked after exposure to environmental stimuli (Haider-Markel & Joslyn, 2017).

Heider (1958) believed that people are naïve psychologists trying to make sense of the social world. People tend to see cause and effect relationships. As discussed in "Attribution Theory" (2010),

> While Heider established that successes and failures are interpreted by an individual within this causal framework, Weiner (1971) added an additional dimension to causal interpretation when he proposed that the stability of the cause is also in an individual's explanations of outcomes. (para. 1)

Though Heider (1958) first proposed this theory, Weiner (1985) developed a theoretical framework that outlined the underlying dimensions of causes (locus, stability, control), which is called the three-dimensional model. Locus (or location) dimension refers to the perception of the cause of any event as internal or external. Locus typically is the most salient property of causes. Stability, either lasting or temporary, is another property of causes. The stability dimension refers to whether the cause of the event is stable (lasting) or unstable (not lasting) across time and situations. Controllability— controllable or not controllable—is the third causal property. Controllability refers to whether or not the cause of any event is under the control of the individual. The foundation of an attribution approach concerns beliefs about causality (Weiner, 2018).

Kelley (1973) discussed the idea that the goal of attribution is man's attempt to obtain knowledge about his environment. Once a person understands the causation of an event, it then can be controlled or directed. Once a cause and effect relationship can be identified, a solution can be instituted. Furthering the concept of causation, Wortman (1976) added that identifying the factors that give rise to a specific behavior, individuals are able to anticipate subsequent behaviors and respond accordingly.

The attribution process as the process by which individuals assign causes to events has been extensively researched. Performance-related attributions, that is, the perceived causes of success and failure, have the most relevance for the study of leadership in general (McElroy, 1991). Batts (1998) discussed the concept that attribution theory extends into leadership. The job of a law enforcement leader is to identify positive or negative behaviors of subordinates and events. Once this information has been captured, a causal attribution is formed. Batts (1998) also suggested this process can be depicted in a two-step method: Behavior (input) > Leader Attributions > Leader Behavior (output). This method can be adapted for this study of the following: Event (Phenomenon - Ferguson Effect) > Officer behavior (input) > Leader Behavior (output). Refer to Figure 3.

Ferguson Effect
(Phenomenon)
External and
Internal (Locus)

Officer Behavior
Reduced Police
Proactivity
(Control)

Leader Behavior
(Output)

Figure 3. Feedback process.

Srivastava and Sett (1998) posited that the significant main effects of leadership style demonstrate the presence of individual differences in leader attribution and response. Weiner (as cited in Martinko, Harvey, & Douglas, 2007) noted that the extension of attribution theory into areas such as leadership has stretched attribution theory and has resulted in extensions of the theory that contribute to new research contexts and also enhance and enrich the more general domain of attribution theory.

Furthermore, Aleksic (2016) added the dynamics of the leadership process have been specifically perceived through attribution theory (Bowditch, Buono, & Stewart, 2008; Northouse, 2012; Yukl, 1998).

Los Angeles Police Department's Leadership Program

The LAPDLP was established in 1996. It is one of very few programs in the country that is directed at improving leadership among current command staff within police organizations. The leadership values emphasized within the program are integrity, respect, fairness, focus, and empowerment. The current curriculum at the LAPDLP, formerly known as the West Point Leadership Program, was modeled after the U.S. Military Academy (USMA) at West Point, which the Army developed shortly after the Vietnam War. The Army realized that its leaders had fallen short of expectations. To address this issue, the Army developed the Department of Behavioral Sciences and Leadership by combining technique from educational institutions around the world (Jenks et al., n.d.). LAPD's Leadership Program is 160 hours in length, divided into four 1-week classes spread over a 4-month period. The program incorporates leadership discussions on LMX theory, expectancy theory, transformational leadership, and a decision-making model called the intellectual procedure.

Sherman Block Supervisory Leadership Institute

The SBSLI is a program designed to stimulate personal growth, leadership, and ethical decision-making in California law enforcement front-line supervisors. Designed and implemented in 1998 through the efforts of California law enforcement professionals and top educators and trainers, the SBSLI is an intense program based on experimental learning techniques. Students are challenged to learn new ways to resolve issues through

group and individual work. The curriculum takes students through an analysis of

management (planning, organizing, directing, etc.) and leadership (inspiring, challenging,

developing, etc.) and how each discipline compliments each other. The course

progresses from self-evaluation, to interpersonal evaluation, to organizational

relationships (SBSLI, n.d.). The course is 24 hours of instruction each month spanning

an 8-month period.

Command College

The primary goal of the Command College is to provide an enhanced leadership

course with a futures perspective to prepare law enforcement leaders to lead into the

future. The program has an emphasis on adult learning theories, placing accountability

on the student. The program focuses on the following:

- Leadership principles needed to influence the future direction of the organization.

- Strategies to identify emerging issues and provide a proactive response.

- Skills and knowledge necessary to anticipate and prepare for the future.

- Methods and benefits of sharing information.

- Use of stakeholders in problem solving.

Command College is a seven-session course and is conducted over a 14-month period.

Each session is 40 hours in length and 8 weeks apart (Command College, n.d.).

CHAPTER 3: RESEARCH METHODOLOGY

This chapter recaps the important issues in the study and a restatement of its purpose. This chapter also includes the research questions and a description of the research methodology and its rationale. Finally, the latter portion of this chapter includes the population sample, sampling procedure, instrumentation, reliability and validity, and data collection.

Purpose of the Study

The Ferguson Effect thus far has been associated in research related to crime rates and motivation. Additionally, there have been studies conducted to examine job satisfaction of law enforcement officers, post-Ferguson riots (Morin et al., 2017). However, there is no empirical study on leadership approaches taught in police management training courses that have been employed in the aftermath of Ferguson. In particular, no studies have been conducted to examine how the Ferguson Effect impacts leadership approaches among police managers and executives within the San Gabriel Valley, located in Southern California (Eastern Los Angeles County). It is quite possible the Ferguson Effect has impacted the need for leadership approaches to be examined and how to best mitigate the Ferguson Effect. The results of this study will add to the body of knowledge, current and ongoing discourse, on the Ferguson Effect and police leadership.

The purpose of the study was to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify which approaches have been utilized by police leaders to be the most effective in the wake of Ferguson. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block

Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined. These programs are approved and overseen by the California Commission on Peace Officer Standards and Training (CA POST). Furthermore, the study sought to explore the leadership approaches taught within the aforementioned programs. Also, the study sought to explore the leadership characteristics most utilized by leaders when considering the impact of the Ferguson Effect. Finally, the study sought to identify those leadership components that were implemented and perceived to be the most impactful in the aftermath of Ferguson.

Research Questions

The following research questions guided this study:

1. What leadership training program approaches from the Los Angeles Police Department's Leadership Program are most utilized by leadership in response to the Ferguson Effect?

2. What leadership training program approaches from the Sherman Block Supervisory Leadership Institute are most utilized by leadership in response to the Ferguson Effect?

3. What leadership training program approaches from Command College are most utilized by leadership in response to the Ferguson Effect?

Research Design and Rationale

Strauss and Corbin (1990) offered five reasons for doing a qualitative research:

1. The conviction of the researcher based on research experience.

2. The nature of the research problem.

3. To uncover and understand what lies behind any phenomenon.

4. To gain novel and fresh slants on things about which quite a bit is already known.

5. To give intricate details of phenomena that are difficult to convey with quantitative

   methods.

Furthermore, the most salient qualities of a qualitative approach are listed in Figure 4

(Roberts, 2010).

Qualitative Research
➢ Naturalistic designs ➢ Descriptive ➢ Inductive analysis (generate hypothesis) ➢ Observations/interviews ➢ The researcher is the instrument ➢ Trustworthiness depends on the researcher's skill and competence ➢ Depth (collection of intensive data) ➢ Small samples (purposive sampling) ➢ Discovering/exploring concepts ➢ Extrapolations

Figure 4. Qualitative research. From *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*, by C. M. Roberts, p. 144, 2010, Thousand Oaks, CA: Corwin Press.

For this qualitative and exploratory study, the researcher utilized a phenomenological research design. Roberts (2010) discussed the philosophical orientation, *phenomenology*, focuses on people's experience from their own perspective. Furthermore, rather than numbers, the data are words that describe people's knowledge, opinions, perceptions, and feelings as well as detailed descriptions of people's actions, behaviors, activities, and interpersonal interactions. Szyjka (2012) stated that qualitative research permits researchers to gain a broader perspective of a phenomenon or experience through personal discussions that assist with facilitation of the research study in addition

to educating readers regarding a societal paradigm through framework and description. Creswell (2014) added that phenomenological research is a design of inquiry in which the researcher describes the lived experiences of individuals about a phenomenon as described by the participants. This design typically involves conducting interviews.

The decision to select a qualitative method is primarily based on being able to catch nuances in the answers provided, thus the data may be multidimensional and richer. Unlike a survey, a qualitative interview is an interaction between an interviewer and a respondent where the interviewer has a general plan of inquiry, including the topics to be covered. Qualitative interviews involve hearing the richness of human experiences, sifting through layered meaning and context, and recognizing shared cultural meaning (Maxfield & Babbie, 2015). Qualitative data may provide a picture or story of the effects of the issue studied, open-ended data.

A quantitative design was not selected. The quantitative approach provides a comprehensive understanding of a theme established by a vast overview throughout a large population to explain the phenomena (Long & Godfrey, 2007; Szyjka, 2012). Though a quantitative approach provides a level of efficiency, particularly through a survey, and it affords the ability to involve a greater number of participants, the data may only show a numeric representation of responses to a survey, closed-ended data, and it may only reflect one dimension of the studied issue. Finally, Maxfield and Babbie (2015) contended that surveys are the best-known way of asking questions in criminal justice research. However, surveys and standardized questionnaires sometimes fall short on validity. The sequence of steps for the researcher's study is shown in Figure 5.

```
Qualitative
Phenomenological
Research

        Data Collection
        (Interviews)

                Data Analysis
                Coding/Themes

                        Interpretation

                                Findings
```
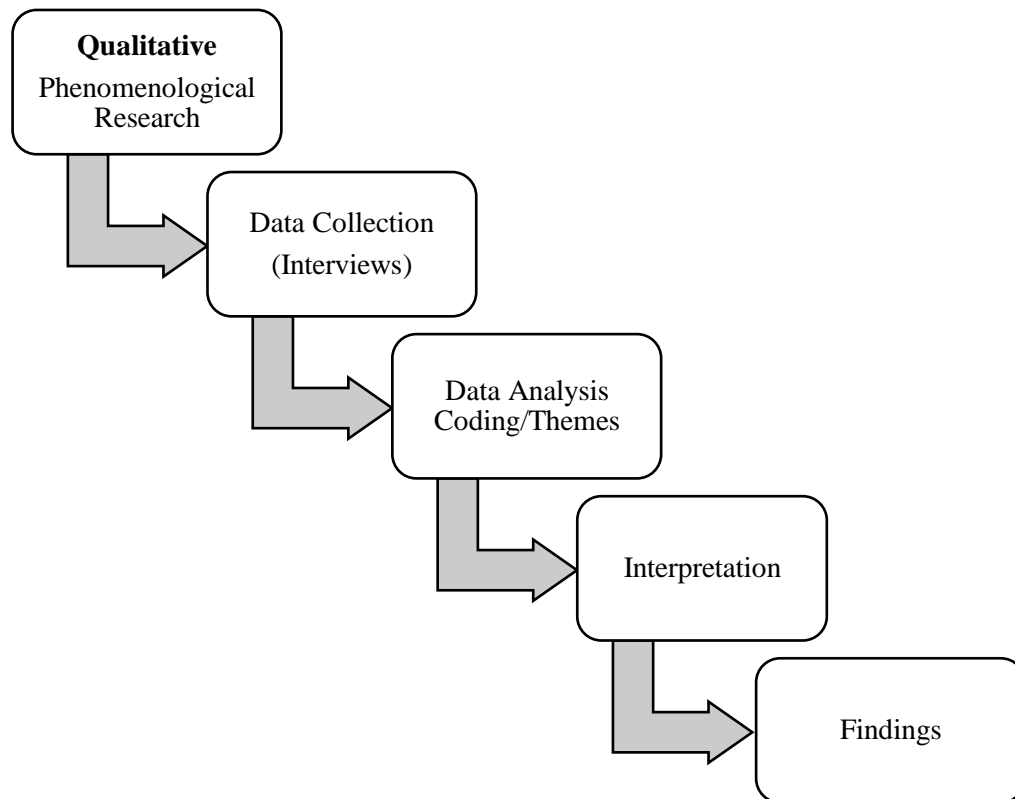
Figure 5. Steps within study.

Seidman (2006) presented the idea that an appropriate sampling population is necessary for assessing the study participants' experience in relation to the study phenomenon. These shared stories educate and provide meaning by connecting the researcher with the experiences of those interviewed. The research sample is the who or what is observed within the defined population (Singleton & Straits, 2010). The population was select police chiefs, captains, and lieutenants from municipal law enforcement organizations within the San Gabriel Valley. There are 19 municipal police departments within the San Gabriel Valley, which are listed as follows:

- Arcadia Police Department

- Baldwin Park Police Department

- Claremont Police Department

- Covina Police Department

- El Monte Police Department

- Glendora Police Department

- Irwindale Police Department

- La Verne Police Department

- Monrovia Police Department

- Monterey Park Police Department

- Pasadena Police Department

- Pomona Police Department

- San Gabriel Police Department

- San Marino Police Department

- Sierra Madre Police Department

- South Pasadena Police Department

- West Covina Police Department

The study is a purposive (selective) nonprobability sampling based on the characteristics of the population. Seidman (2006) discussed the use of purposive sampling, that this methodology provides a broad and focused approach to seek participants who fit the sampling criteria. The most commonly used nonprobability sampling is purposive sampling, which requires researchers to select the sample they feel they can understand and gain insight from (Merriam, 2009). Nonprobability sampling refers to the method of case selection that is not randomized (Singleton & Straits, 2010).

The method used to gather data was grounded in interviews. The average length of the interviews was approximately 20 minutes per individual.

Sampling Procedure

For the study, the researcher contacted the Los Angeles County Police Chief's Association (n.d.) to obtain the current list of police chiefs within the San Gabriel Valley (San Gabriel Valley Police Chiefs' Association). For accuracy, the researcher also contacted the California Police Chiefs Association (n.d.) to obtain their current list of police chiefs within the San Gabriel Valley. The two lists were cross-referenced so the researcher was able to construct a list of current police chiefs. At the researcher's request, the President of the San Gabriel Valley Police Chiefs' Association contacted all chiefs of police within the San Gabriel Valley and informed them of the study and the request for participation.

Chiefs of police were contacted via e-mail that included the Letter of Introduction (Appendix A), Informed Consent Form (Appendix B), and the Research Agreement (Appendix C). The chiefs of police were requested to print, sign, and then return (via e-mail) the Research Agreement to the researcher. Of the 19 municipal law enforcement organizations within the San Gabriel Valley, the researcher received eight signed Research Agreements. This gave the researcher access to recruit from eight organizations to include eight chiefs of police, 19 captains, and 45 lieutenants, with a total potential population of 72 individuals. Once the researcher received approval from the California Baptist University (CBU) Institutional Review Board (IRB), the researcher solicited and requested voluntary participation in this study. The researcher contacted all potential participants via e-mail with an invitation to participate in this study. Eleven of

the potential 72 participants agreed to participate in an interview for this study. The researcher continued to invite additional participants throughout the study until the completion.

Instrumentation

The researcher's role in the study was to gain access to participants and to interview them. The researcher's training and experience in law enforcement helped to clarify vernacular and operating procedures particular to law enforcement and the field of study. Thus, the human instrument was used in this study for data collection purposes and therefore, the information from the qualitative interviews was influenced by the rapport established in that context (Lincoln & Guba, 1985; Parris, 2011). In the researcher's study, participants were asked, during a semistructured interview, questions related to the participant's leadership training and the phenomenon known as the Ferguson Effect. The qualitative design helped the researcher gain a clearer picture of how the phenomenon impacts leadership styles of the individual participants. The interview questions were adaptations of those utilized within the research conducted by Schneider (2016) for his study of a law enforcement leadership training program. During the interviews, no assumptions were made, and answers were paraphrased back to the participant for accuracy. Maxwell (2005) suggested using respondent validation to increase the validity of the data. Expanding on Maxwell's suggestion, Cortrite (2007) explained that interviewees should be periodically asked for feedback on the data that are collected to ensure the researcher's interpretation is accurate.

Reliability/Validity

Schneider (2016) created the interview questions for his dissertation, *Graduates'*
Perceptions of a 21st Century Law Enforcement Leadership Training Program, for the
degree of Doctor of Philosophy in Leadership Studies at Marian University, Fond du Lac,
Wisconsin (see Appendix D). Schneider's phenomenological case-study research
explored the relationship between a Midwestern leadership training program geared
specifically toward law enforcement personnel and graduates' perceptions of the training
as to how it addressed the concerns of public trust and leadership development as related
to the President's Task Force for 21st Century Policing.

Data Collection

To ensure confidentiality, all participants received a numeric representation. The
word *participant* was used to represent each participant in this study regardless of the
rank he or she holds. The researcher assigned the participant numbers based on the
numerical order of their interview such as Participant 1, Participant 2, Participant 3, and
so on. Participants were invited to join the researcher in a WebEx video conferencing
meeting room in which the researcher would host the interview. Participants were then
interviewed through video conferencing. The interview was recorded utilizing the record
feature in the WebEx program. Prior to the virtual interview, the researcher e-mailed the
participant the link to the prescheduled meeting. In addition to the link, the e-mail to the
participant included the title of the subject to be discussed (Police Leadership in the
Wake of Ferguson) and the date and time of the meeting.

The researcher did not encounter significant obstacles in obtaining participation
with this study; however, the researcher did experience resistance from participants

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regarding the use of video conferencing (WebEx). The researcher found that law enforcement officers are not only averse to being video recorded in the field but for interviews as well. A significant number of participants requested to meet in person (face-to-face). The researcher found that most of those who had their own office, chiefs and captains in particular, requested to meet in person. Those who did not have their office, interestingly, agreed to a video conference interview utilizing WebEx. Refer to Figure 6 for the breakdown of interview methods. The researcher can only speculate that an interview within their own office provided some level of familiarity and comfort. Creswell (2014) discussed that interviews with participants might be conducted easier in a comfortable atmosphere. This may have been the case for those wanting to meet in their office. The researcher accommodated the participants who requested to meet in person. Throughout the process of gathering data, the researcher advocated for the utilization of WebEx.

The researcher found the phenomenon of law enforcement officers not wanting to be video recorded to be very interesting. The researcher does not believe the aversion to being video recorded commenced with the Ferguson Effect, but it has been within the law enforcement culture for some time. Typically, an officer is video recorded as a subject in a criminal or administrative matter (interview). In the researcher's professional experience, and more so having worked in Internal Affairs, officers may relate the use of a video recording device to be more interrogatory versus a tool utilized for an academic study. Though anecdotal, it appeared to be the case.

The interviews conducted in person were recorded with a digital audio recorder. Gathering knowledge by using an audio recorder generates accurate, reliable data and

transcripts recounting experiences of participants (Denzin & Lincoln (2009). Prior to each interview, in person and through video conferencing, the researcher reviewed the Informed Consent Form with each participant and a reiteration of the confidential nature of the study. Each participant signed the Informed Consent Form and was reminded the interview would be recorded.
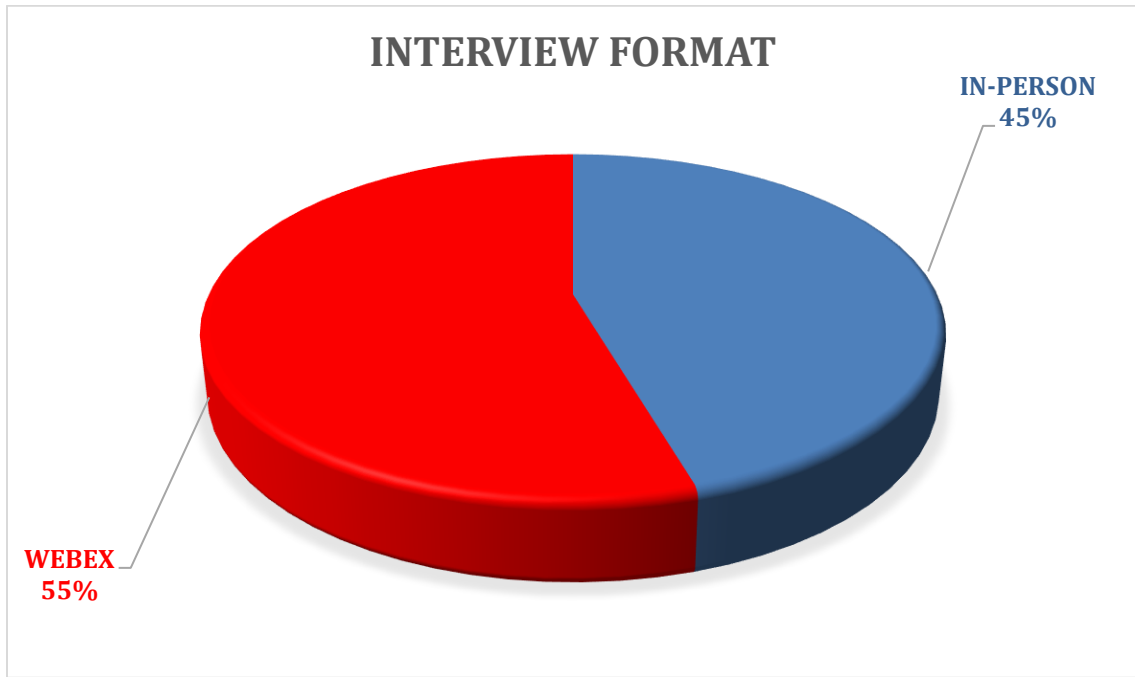
Figure 6. Interview format graphic.

The recorded interviews, those obtained in person or through video conferencing, were stored within the researcher's laptop computer. The laptop computer is accessible only to the researcher via a personal identification number (pin). Additionally, the laptop computer was stored within a locked cabinet, which is only accessible to the researcher with a key. Finally, the audio and video recordings were kept within a password protected file on the researcher's laptop computer. The interviews were professionally

transcribed for accuracy, and summaries of the interviews were completed by the

researcher. The transcription service did not have access to any information that would

identify the participants. The data were analyzed and coded manually in addition to

utilizing NVivo 12 research software.

CHAPTER 4: FINDINGS

The purpose of the study was to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify which approaches have been utilized by police leaders to be the most effective in the wake of Ferguson. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined. These programs are approved and overseen by the California Commission on Peace Officer Standards and Training (CA POST). Furthermore, the study sought to explore the leadership approaches taught within the aforementioned programs. The study also sought to explore the leadership characteristics most utilized by leaders when considering the impact of the Ferguson Effect. Finally, the study sought to identify those leadership components that were implemented and perceived to be the most impactful in the aftermath of Ferguson. The following research questions guided this study:

1. What leadership training program approaches from the Los Angeles Police Department's Leadership Program are most utilized by leadership in response to the Ferguson Effect?

2. What leadership training program approaches from the Sherman Block Supervisory Leadership Institute are most utilized by leadership in response to the Ferguson Effect?

3. What leadership training program approaches from Command College are most utilized by leadership in response to the Ferguson Effect?

Table 1 lists the participants by rank and leadership program attended. The participants within this study have all attended other leadership and management programs, but those were not the focus of this study.

Table 1

Participant Demographics

Rank	Leadership Training Program(s) Attended
Participant 1—Lieutenant	Command College/LAPDLP
Participant 2—Lieutenant	SBSLI
Participant 3—Captain	SBSLI
Participant 4—Lieutenant	SBSLI
Participant 5—Lieutenant	SBSLI
Participant 6—Lieutenant	LAPDLP
Participant 7—Chief	Command College/LAPDLP
Participant 8—Lieutenant	LAPDLP
Participant 9—Chief	SBSLI
Participant 10—Captain	LAPDLP
Participant 11—Chief	SBSLI

Statistical Data

Of the participants, 27% were police chiefs, 18% were captains, and 55% were lieutenants. Refer to Figure 7.
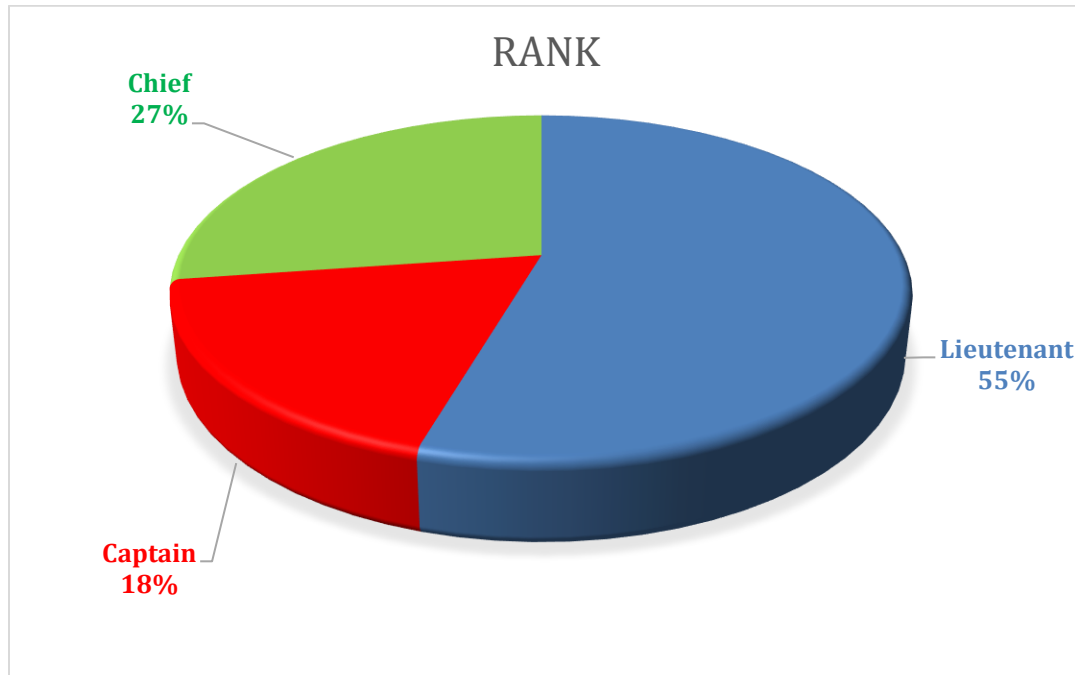
Figure 7. Rank of participants graphic.

Of the training programs of focus within this study, 31% attended the LAPDLP, 54% attended the SBSLI, and 15% attended Command College. It should be noted that the captains and chiefs within this study have attended other management training programs not focused herein. Refer to Figure 8.

Of the participants in this study, 18% attended two of the three leadership programs of focus within this study, and 82% had attended only one. Refer to Figure 9.

Figure 8. Training program graphic.
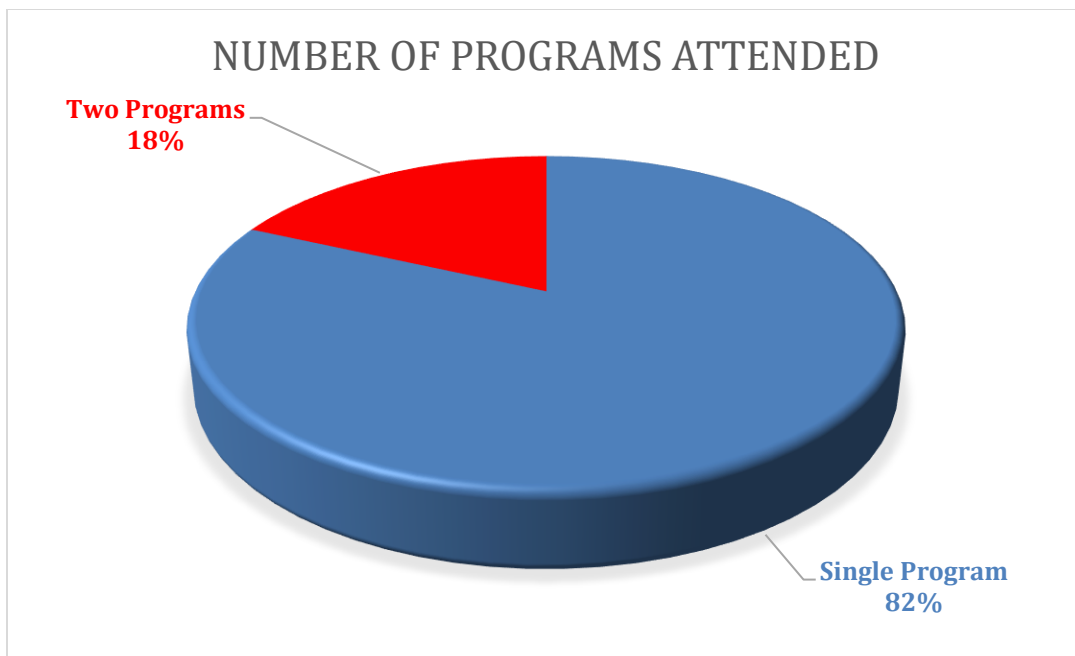
Figure 9. Program attendance graphic.

Synopsis of Interviews

Participant 1

Participant 1 (P1) is a law enforcement manager at a municipal police organization within the San Gabriel Valley and holds the rank of lieutenant. PI has attended LAPD's Leadership Program (LAPDLP) and Command College. P1 is familiar with the Ferguson Effect, and in his perception, it has negatively affected his personnel. P1 believes the Ferguson Effect has caused communities to have less trust in their police department and the police officers who are a part of the police department. P1 believes the Ferguson Effect has impacted just about every police organization in the United States, and police leaders have not been effective in addressing it, particularly in Southern California. Police leaders are not truly developing policies or training programs to deal with what happened in Ferguson.

P1 said LAPDLP focused on two specific leadership theories, Situational Leadership and Transformational Leadership. At the time P1 attended LADPLP, the events in and around Ferguson, Missouri, had not occurred yet, so the Ferguson Effect was not discussed in particular. However, issues with legitimacy and trust were discussed as they are part of the discussion on Ferguson now. Part of those discussions focused on the role of the leader and how it can affect the community. P1 felt the LAPDLP did an adequate job giving the students of the program many tools in leadership. The program focused not only on situational leadership and transformational leadership but also on different ways to analyze and solve problems. Although the Ferguson Effect was not discussed within LAPDLP, what can be applied is the discussion

of transparency. The community wants their police department to be more transparent and that, in turn, may increase the public's trust in their police department.

Within Command College, the Ferguson Effect was discussed. Command College teaches police managers and executives to be futurists. In his perception, P1 believes the events in and around Ferguson, Missouri, should have been predicted. At the time, enforcement policies of the Ferguson Police Department and the City itself, the racial makeup, and attitude of the community contributed to the event. Policies and procedures conducive to building partnerships should have been in place to prevent such events. P1 added that Command College does not truly discuss leadership theories; instead, it builds upon the current style of leadership of the student. Additionally, Command College teaches students to better forecast potential problems and prevent them. Command College teaches students to write the future instead of allowing the future to dictate a response. P1 believes the events in and around Ferguson, Missouri, could have been prevented.

P1 went on the say that he does not believe his organization has done a sufficient job in discussing appropriate leadership styles in light of the Ferguson Effect. P1 added that the organization believes de-escalation is going to be a problem-solver. Instead, the organization should focus on leadership styles that could prevent any type of situation that would come close to what happened in Ferguson. P1 perceives transformational leadership is ideal across all spectrums of law enforcement and the best suited to mitigate the impact of the Ferguson Effect. Transformational leadership challenges people to become better versions of themselves, essentially, asking people to be better than they are

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currently. This puts officers in a position to solve problems in more effective ways, which ultimately increases the legitimacy of the organization.

P1 would like to see some changes to their leadership training programs. Instead of discussing a multitude of leadership styles and theories, choose one evidence-based theory and apply it to law enforcement. P1 believes the one leadership theory should be transformational leadership. Transformational leaders challenge themselves and their personnel to be better. On situational leadership, P1 would like to see it utilized in conjunction with transformational leadership. In Ferguson, events were very fluid and continually evolving. A better application of situational leadership can prevent police leaders from having to fall behind volatile situations, thus not being in a reactionary position.

Participant 2

Participant 2 (P2) is a law enforcement manager at a municipal police organization within the San Gabriel Valley and holds the rank of lieutenant. P2 is familiar with the Ferguson Effect. His understanding of the Ferguson Effect is that after the officer-involved shooting in Ferguson, Missouri, in 2014, law enforcement officials became somewhat skeptical based on increased scrutiny of the police by members of the community, which did essentially, in theory, lead to an increased crime rate. This is based on the suggestion that proactive policing was reduced because of that increased scrutiny. P2 has not seen significant change in proactivity in his personnel. The organization is very progressive and proactive particularly, with the community-based policing philosophy. The organization does not compel but empowers officers and allows them the opportunity to be proactive. It does not seem as if any interactions with

community members or any feedback received have caused the organization to reduce levels of service based on the Ferguson Effect, as has been suggested and felt by other organizations.

P2 has attended the SBSLI and discussed the leadership styles taught with the researcher. SBSLI discussed the authoritative police leadership model, which essentially is rule based. It is based on the military model. It is, "do what I tell you to do." Transactional leadership was also discussed, where there is a reward-based system to motivate subordinates. Finally, the leadership style he believes most subscribed to in modern day law enforcement is transformational leadership. This style is people centered, and the approach aims to motivate and inspire personnel. The approach is more collaborative in theory. Involved personnel all give input and take ownership in the overall decision based on their teamwork foundation. At the time P2 attended SBSLI, the instruction did not speak directly to the Ferguson Effect by name. However, discussions about issues with legitimacy, transparency, and trust were discussed, the symptoms being similar to those attributed to the Ferguson Effect.

P2 said SBSLI is an effective leadership program because students are not ordered, mandated, or compelled to attend. Participation in the program is voluntary, so students are motivated to learn and become better leaders in large part because of their motivation. Within SBSLI, transformational leadership resonated the most with P2. This means that as the expectations of the community changes, the organization must change to meet those expectations to be responsive. P2 believes transformational leadership is most appropriate to mitigate the impact of the Ferguson Effect. The Ferguson Effect altered the expectations of communities, so organizations must identify what those

expectation are and adapt to them. That is where transformational leadership has the greatest impact. Though P2 does not believe the Ferguson Effect has impacted his organization, continually transforming and learning will help to better serve the community.

Expanding on transformational leadership, P2 discussed the idea that it should be utilized in conjunction with situational leadership. There are times in which each of the leadership approaches is absolutely necessary. However, transformational leadership is ideal because it is people centric. Also, P2 discussed his opinion that SBLI was very comprehensive in the dialogue on police leadership and does not feel more leadership approaches needed to be added. P2 went to on say that leadership needs to be a shared passion for improvement and development of police leadership. Remaining stagnant prevents the law enforcement community from growing with the community. Police leaders need to continually evolve.

Participant 3

Participant 3 (P3) is a law enforcement executive at a municipal police organization within the San Gabriel Valley and holds the rank of captain. P3 attended the SBSLI. P3 is familiar with the Ferguson Effect and believes it has negatively impacted his organization. One aspect of the negative impact created by the Ferguson Effect is public perception. The perception of confrontation and in some cases, a belief in a false narrative that was designed around creating greater conflict in the public environment— public engagement. Also, law enforcement personnel respond to that, not always thinking they are being drawn into something that might further exacerbate somebody's own narrative in which they want the conflict to continue. And the best way to do that is

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to antagonize or create an engagement with an officer. It justifies one's own belief system that what was portrayed in Ferguson, Missouri, is taking place in one's own encounter in that the encounter that occurred in Ferguson, Missouri, happens in all encounters between officers and subjects. Building on what was said earlier, officers do not want to be the next trending video even if they are doing the right thing; officers are afraid of being portrayed negatively.

Within SBSLI, many leadership approaches were discussed to include the servant leadership approach. This leadership approach resonated most with P3. Servant leadership is designed to get people out of their own ego and to do what is needed for the benefit of all involved, not just for the leader. The servant leadership approach discusses the responsibilities the leader has to the people in his charge. In addition to servant leadership, situational leadership was discussed quite frequently. Because of the nature of police work, it is incumbent upon leadership to make decisions quickly and accurately, at times with little information, to resolve a critical incident.

An autocratic supervisory approach plays a large role as well. In critical incidents, decisions are made and directions are given hastily, not allowing for time to gather opinions or even more information. The common theme within the law enforcement community is that servant leadership, situational leadership, and autocratic supervision are all utilized, if not in conjunction with one another. P3 added how leadership is about taking care of people, the people one leads and supervises. So, the servant leadership approach is fundamental and ideal across all spectrums of law enforcement.

Participant 4

Participant 4 (P4) is a law enforcement manager at a municipal police organization within the San Gabriel Valley and holds the rank of lieutenant. P4 is familiar with the Ferguson Effect and does not believe the Ferguson Effect has impacted his organization. P4 attended the SBSLI. Within SBSLI, supervisory styles such as autocratic, democratic, laissez-faire, and others were discussed. Leadership approaches such as transformational leadership, situational leadership, and servant leadership were discussed as well.

P4 believes autocratic supervision is best suited to mitigate the impact of the Ferguson Effect. As a leader, one develops the policies, procedures, and environment that personnel need to follow. As a leader, one reminds personnel that they deal with the public on a day-to-day basis. Personnel need to be reminded that they need to treat people as they would want to be treated. P4 believes that treating people well supersedes any supervisory style or leadership approach in mitigating the impact of the Ferguson Effect. Treating people fairly, without presumption, opens the door to productive dialogue. P4 went on to say that personnel need to remember that they are in a position to impact the lives of the people they come into contact with and to treat them fairly. P4 believes that autocratic supervision is ideal in most situations because orders are given and are to be carried out. There is no misinterpretation on what is expected. However, with that being said, autocratic supervision should be utilized in conjunction with the servant leadership approach as one approach is not suited for every situation and the development of personnel is essential.

Participant 5

Participant 5 (P5) is a law enforcement manager at a municipal police organization within the San Gabriel Valley. P5 holds the rank of lieutenant. P5 is familiar with the Ferguson Effect and believes the negative impact on his personnel and organization was minimal. As the ripple effect from Ferguson moved toward California, P5 believes his organization was prepared for it. The organization purchased and equipped its officers with body-worn cameras shortly after the events in and around Ferguson, Missouri, unfolded. P5 added that their officers are doing the right things in the field and the body-worn cameras validate their activities. Furthermore, body-worn cameras are highlighting all the positive things the officers are doing. Body-worn cameras and strong support from the police administration helped to mitigate the impact from the Ferguson Effect. Finally, P5 believes law enforcement within the San Gabriel Valley is more open-minded. This idea is primarily attributed to the large immigrant population the organization serves, and many of the officers within the organization are immigrants themselves or are descendants of immigrants.

P5 has attended SBSLI. SBSLI focused on the idea of adaptive leadership but also covered other approaches such as servant leadership, situational leadership, and postheroic leadership. The training was very comprehensive, and the Ferguson Effect was discussed from a leadership perspective. From SBSLI, P5 perceives servant leadership to be the most effective leadership style to address the Ferguson Effect. Servant leadership is based on the premise that one puts people before oneself; it is selfless. Servant leadership is about taking care of personnel regardless of what is occurring in the community or what is happening within the state legislature or federal

arenas. If managers take care of officers and supervisors, they will take care of the community. The feeling of being supported by the organization builds confidence in officers, and in turn, they will not be afraid to make decisions in the field.

Taking care of personnel was the common theme throughout the program at SBSLI. P5 believes that if an organization implemented servant leadership in every aspect of the leadership ranks, the public would surely benefit from superior service. Implemented correctly, servant leadership will lead the organization to making better decisions and doing what is best for the community. Servant leadership requires some introspective work on the part of the leader. A servant leader evolves just as his or her personnel evolve into more efficient and effective police officers under the servant leader's purview.

Participant 6

Participant 6 (P6) is a law enforcement manager at a municipal police organization within the San Gabriel Valley. P5 holds the rank of lieutenant. P5 is familiar with the Ferguson Effect and is not certain whether it has negatively impacted his organization. The Ferguson Effect has, however, made the organization's personnel more astutely aware about being perceived and being video recorded and about the racial tensions that it has brought toward law enforcement. P6 believes the organization's personnel are doing the right thing and trying to be as effective as possible, but the Ferguson Effect may cause some officers to second guess their own decision-making or be afraid to make a decision altogether. P6 added that the Ferguson Police Department did what was procedurally and statutorily correct, but they failed in the court of public opinion and they failed the officer (Darren Wilson).

P6 attended the LAPDLP where situational leadership and servant leadership were the main approaches discussed. However, P6 believes collaborative leadership is effective as well. Though collaborative leadership may not be appropriate for fluid and evolving incidents, this approach is inclusive of personnel, and everyone involved has an investment. The collaborative leadership approach may also be utilized to include members of the community in some instances, allowing public stakeholders to be involved in the decision-making process. In the wake of Ferguson, P6 believes democratic leadership may be most appropriate to mitigate the negative impact of the Ferguson Effect.

Democratic leadership in conjunction with collaborative leadership is ideal. Though there needs to be a component of oversight, including members of the community having some insight as to what the procedural process is can only add to the organization's legitimacy and philosophy of transparency. Situational leadership is an appropriate approach as well in some instances, particularly when addressing issues with individuals of differing emotional capacities and rapidly evolving incidents. Every individual or incident requires a different approach depending on the situation. Ultimately, there is no one single leadership style or approach that is ideal to deal with any and all situations. Effective leaders must be able to adjust their leadership approach to match the situation.

Participant 7

Participant 7 (P7) is a law enforcement executive at a municipal police organization within the San Gabriel Valley and holds the rank of chief. P7 is familiar with the Ferguson Effect and believes it has negatively impacted his organization. He

added that the Ferguson Effect is a phenomenon where officers are refraining from proactive law enforcement in fear of being accused of doing the wrong things even if they are doing the right things, and backing away from proactive enforcement because they do not want to be the next sensational video on the Internet. P7 observed that his officers started to lose confidence in their ability to approach things along with the expectations of the organization. They started to lose confidence in the antipolice climate all the while being expected to provide effective services to the community.

P7 has attended both Command College and the LAPDLP. Command College was not primarily focused on leadership development as much as it was to develop leaders into futurists, predicting problems of the future in a way to find solutions to problems that have not presented themselves yet. Command College focused on preparing personnel for the problems of the future. The program taught its students to direct the narrative of the future versus having the future direct the narrative. P7 went on to say that the events in an around Ferguson, Missouri, could have been predicted and prevented. The conflict between the community and its law enforcement, the enforcement policies in place at the time, and the culture within the police department led to a perfect storm that ultimately resulted in several critical incidents directly and indirectly related to Ferguson, leading to the Ferguson Effect.

The undertone in LAPDLP was collaborative leadership. One does not lead by just directing personnel; one leads through a collaborative effort. This means working on a team, collaboratively, to solve problems. Though there are times in which giving a direct order is necessary, outside of those instances, brainstorming solutions with personnel is effective. The training program asked this question: "How do we get

everybody that is in the organization to express their leadership skills, and apply them in the betterment of the organization?" It is about taking individual achievement and directing it toward the organizational goal. It is about empowering personnel.

P7 attended Command College and the LAPDLP prior to the incidents in and around Ferguson, Missouri. However, the programs did discuss incidents that had a similar impact such as the Rodney King incident in 1991. The law enforcement community had to address problems arising from the Rodney King incident. P7 referred to this time as pre-Ferguson. Problems that also face the law enforcement community today after Ferguson such as trust, accountability, transparency, legitimacy, and race relations affected the law enforcement community in a similar fashion in 1991. P7 does not believe a single leadership approach is appropriate to address the many concerns arising from Ferguson. P7 believes a more philosophical approach in conjunction with collaborative leadership is needed.

In regard to the leadership training P7 has attended, he believes LAPDLP was comprehensive and does not require any changes. However, Command College needs a leadership development component added to their program. Command College is very focused on becoming a futurist and does not discuss addressing leadership challenges and concerns. There needs to be something in the program about building a strong leadership foundation. It can be very difficult to predict and address future concerns without being familiar with proven leadership approaches.

Participant 8

Participant 8 (P8) is a law enforcement manager at a municipal police organization within the San Gabriel Valley and holds the rank of lieutenant. P8 is

familiar with the Ferguson Effect and believes it has negatively impacted most, if not all, law enforcement organizations throughout the country (United States). However, P8 does not believe the Ferguson Effect can be completely attributed to the events in and around Ferguson, Missouri. To some degree, the climate has been trending in that direction for several years now. Beginning with the Rodney King incident in 1991 and the last federal administration, the president at the time (Barrack Obama) fueled racial tensions between the police and the Black community. Also, the country as a whole was beginning to question, more and more, the activities of its police. The death of Michael Brown in Ferguson, Missouri, and others, was definitely the tipping point for law enforcement. Michael Brown is the Rodney King of this era in law enforcement. Adding to the negative impact is recent legislation, particularly in California (AB109, felony rule, Proposition 47 and Proposition 57), contributes to the demoralization of rank and file police officers in the United States.

P8 attended the LAPDLP in which situational leadership was discussed quite often. However, it was more situational in regard to a leader-to-subordinate perspective. It was not so much about running an organization or taking on a larger perspective. Situational leadership would be appropriate in dealing with individual officers struggling with the Ferguson Effect, not so much organizationally. Situational leadership can be used in conjunction with the servant leadership approach. This is the idea of developing and having concern for the personnel in one's charge. P8 went on to say that a multifaceted approach is best in most situations to include addressing the Ferguson Effect.

P8 believes the LAPDLP was comprehensive. Different leadership approaches were discussed and applied in scenario-based training. However, P8 believes the program can benefit by focusing more on the externals. Law enforcement in general does a fair job in addressing concerns of individual officers, and addressing external factors in a leadership training program may enhance overall outcome.

Participant 9

Participant 9 (P9) is a law enforcement executive at a municipal police organization within the San Gabriel Valley and holds the rank of chief. P9 is familiar with the Ferguson Effect, and in his perception, it had a negative impact on his personnel. P9 added that over the last year, it has had less and less of an impact. P9 believes the strong support for the police department from the community helped to lessen the impact of the Ferguson Effect. The officers have become more and more proactive. The department has had a strong community relations outreach program. Initially, after the events in Ferguson, Missouri, occurred, the officers became somewhat apprehensive about being viewed as being too proactive or aggressive. But, knowing that the community appreciates and supports the police department, the Ferguson Effect has had less and less of an impact the farther away in time away from the incident.

Of the three leadership training programs of focus in this study, P9 attended the SBSLI. Within SBSLI, servant leadership and transformational leadership were discussed frequently. P9 attended SBSLI prior to the events in and around Ferguson, Missouri, but the lessons learned from the program are applicable and effective post-Ferguson. From the training, P9 perceives servant leadership and transformational leadership are most effective not only in dealing with the Ferguson Effect but also with

many issues facing the organization. Servant leadership is important because it is about the welfare of personnel, developing, and mentoring those within one's span of influence. Transformational leadership is important because it is about transforming personnel and organization into something for the greater good. P9 added that SBSLI was comprehensive and other leadership approaches were discussed, but servant leadership and transformational leadership are the most appropriate organizationally.

Participant 10

Participant 10 (P10) is a law enforcement manager at a municipal police organization within the San Gabriel Valley and holds the rank of captain. P10 is familiar with the Ferguson Effect and believes it has negatively impacted his personnel. A decrease in proactive enforcement occurred shortly after Ferguson, but the activity level of his personnel has steadily increased since that time. P10 added that the fallout from Ferguson changed the way in which, as an organization, they police the community. They have retrained their personnel in the use of force and how they respond to radio calls. The events in and surrounding Ferguson, Missouri, were a reminder of how law enforcement should be treating the public, how officers respond to certain calls for service, and how they need to review their use of force policies.

P10 attended the LAPDLP. He attended the LAPDLP prior to the events in and around Ferguson, Missouri, but topics on leadership were applied to scenarios symptomatic of such. Within the program, P10 gravitated toward and focused on setting the example as a leader. In essence, set the tone and behavior for personnel and make sure they have the tools needed for their tasks. Also, provide guidance and mentorship to

personnel, be selfless as a leader, and develop those within span of influence. P10 added

that in this instance, the servant leadership approach is appropriate.

On the topic of the Ferguson Effect, P10 perceives the leadership approaches

taught within the leadership program he attended are adequate, not comprehensive, in

mitigating the impact of the phenomenon. P10 perceives the servant leadership approach

is most applicable in this scenario because some of the characteristics of it focuses on the

welfare of the employee. When personnel believe they are taken care of, it boosts their

confidence, making them feel that they are supported by the administration. This may

have a profound effect because personnel will not be afraid to do their job. As a leader,

when one takes care of personnel, they will take care of the community and organization

regardless of the climate.

P10 said he does not believe there is one single leadership approach that may be

successfully applied to all scenarios, but the servant leadership approach should be a

strong foundation on which to build with other approaches. It is difficult to lead

personnel if they do not believe they are being supported. However, the situation may

dictate the approach, thus a situational approach may be utilized in conjunction with

servant leadership. Furthermore, there are many generations employed in law

enforcement, so a multifaceted leadership is necessary for a leader to have a positive

impact on the greatest number of people.

Participant 11

Participant 11 (P11) is a law enforcement executive at a municipal police

organization within the San Gabriel Valley and holds the rank of chief. P11 is familiar

with the Ferguson Effect and believes it had minimal impact on his personnel. P11

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believes it depends on the actual officers—their own level of confidence in their skills as police officers. Though the negative impact from the Ferguson Effect may have had some negative influence on his personnel, P11 believes his organization's strong relationship with the community helped to minimize any long-lasting effect. The events in and around Ferguson, Missouri, however, did bring awareness to the law enforcement community on how police departments must evolve with their community.

P11 attended the SBSLI; however, his attendance was prior to the death of Michael Brown. However, P11 perceives the leadership approaches taught within SBSLI are appropriate to address the Ferguson Effect. The core of leadership is to build strong relationships and to influence people in a positive manner. So, when a critical incident occurs, and in its aftermath, personnel will continue to work and do what is right for the people within the community. Strong and effective leadership will help to mitigate any negative impact to include the Ferguson Effect. With that being said, P11 perceives the servant leadership approach is most effective in mitigating the impact of the Ferguson Effect.

P11 believes SBSLI to be a very comprehensive police leadership program but would like to see some changes or additions to what is taught, perhaps a more global or broader perspective on leadership, not just for an organization, but for an entire community. He added that it is not the time to be a transactional leader. Maybe transformational leadership is applicable in this scenario as well because they have to transform their organizations to better respond to their communities.

Data Analysis

The researcher structured the data analysis based on the study conducted by Woodard (2017). The researcher began the analysis by reading the transcribed interviews obtained from the 11 participants of this study. The researcher then summarized each of the 11 interviews to be included within this chapter. The researcher read the transcripts and was able to garner the information needed to get a general idea of some preliminary themes. The researcher was able to develop emergent themes as a result of the reading. After the development of preliminary themes based upon manual content analysis, the researcher began the software coding process. The researcher imported all of the transcribed interviews into the NVivo 12 database for coding. The researcher organized and coded the data within the NVivo 12 software. The software allowed the researcher to gain a broader comprehension of the data and emergent themes. The NVivo 12 software was used as a qualitative tool to assist the researcher with organization, coding, and creation of categories for all of the data garnered from the 11 participants through their interviews.

Continuing with the data analysis structured after the study conducted by Woodard (2017), a word frequency query (see Appendix E) using the NVivo 12 software to pinpoint key words discussed by the participants, it was found that the word *leadership* was the most frequently utilized word. A word frequency analysis is a common qualitative tool for understanding qualitative data.

Leadership is important to the participants, but people and the community are of great importance as well. Another frequently used word was *just*. Just in this context refers to doing or behaving in a manner that is morally right and fair.

Themes

Through semistructured interviews, the researcher was able to identify leadership

approaches the participants perceived to be most utilized in the wake of Ferguson. The

participants have all attended at least one of the three leadership programs of focus in this

study, LAPDLP, SBSLI and Command College. From those leadership training

programs, the participants garnered the leadership approaches they have implemented or

intend to implement to mitigate the impact of the Ferguson Effect. The perceived degree

to which the Ferguson Effect has impacted an organization varied from one participant to

the next, but nearly all agreed they have witnessed or experienced the impact in some

form. Table 2 lists the approaches most preferred by the participants in this study. The

leadership approaches the participants perceived to be most utilized in the wake of

Ferguson are illustrated in Table 3.

Table 2

Leadership Approach Preference

Participant	Servant leadership	Transformational leadership	Situational leadership	Collaborative leadership	Autocratic supervision
Participant 1		X	X		
Participant 2		X			
Participant 3	X				
Participant 4					X
Participant 5	X				
Participant 6				X	
Participant 7				X	
Participant 8			X		
Participant 9		X	X		
Participant 10		X			
Participant 11	X	X			

The participants all discussed leadership approaches taught within their respective leadership training programs. The participants identified the leadership approaches they most gravitated toward. The participants also communicated the leadership approaches they perceived to be the most utilized in response to the Ferguson Effect. The responses within Table 2 are similar to those of Table 3 with minimum deviations from preference of leadership approaches.

Table 3

Most Utilized Leadership Approaches Post Ferguson

Participant	Servant leadership	Transformational leadership	Situational leadership	Collaborative leadership	Autocratic supervision
Participant 1		X			
Participant 2		X			
Participant 3	X				
Participant 4					X
Participant 5	X				
Participant 6				X	
Participant 7			X	X	
Participant 8			X		
Participant 9			X		
Participant 10		X	X		
Participant 11	X				

Theme 1

A synopsis of Theme 1 is as follows: For the participants who had attended the (LAPDLP), the situational leadership approach is most utilized in response to the Ferguson Effect. The work of law enforcement dramatically varies from one incident to the next and from one shift to the next. The participants perceive the situational

leadership approach is most appropriate because it deals with a particular incident on its own unique characteristics. Being able to adapt to the fluidity of a developing incident and adapt to another form of response is critical. Every incident may require a different approach each time, and situational leadership allows for that adaptation.

The participants selecting the situational leadership approach either applied it to individual contacts with personnel, organizationally, or situationally. P6 stated, "Depending on who you are dealing with—whoever is sitting on the other side of your desk—their level of intelligence, experience, attitude, and aptitude, I would tailor my leadership approach for that particular individual." P6 added, "Different situations dictate a different style of leadership." P8 stated, "Depending on the individual, who may have been negatively impacted by the Ferguson Effect, address that situation. I would address on an individual basis, versus from a more global perspective." P9 added, "Situational leadership is ideal because of the occupation of law enforcement. Events can rapidly evolve—things change all the time even with a particular incident, it evolves and changes—it changes into something else so I need to adapt to it." Finally, P10 stated, "We as leaders need to be adaptable, I think being a situational leader is probably the best approach because we (police officers) work in uncontrolled environments. We never know what a situation is going to hand us, especially an event like that in Ferguson."

Theme 1 Results

Theme 1 answered the first research question. The data show the majority consensus of the participants who had attended the LAPDLP utilize the situational leadership approach most often and in response to the Ferguson Effect (see Figure 10).

What leadership training program approaches from the Los Angeles Police Department's Leadership Program are most utilized by leadership in response to the Ferguson Effect?

Leadership Approach:

Situational Leadership (Transformational Leadership and Collaborative Leadership were also discussed as appropriate approaches).

Figure 10. LAPDLP—Research Question 1.

Theme 2

A synopsis of Theme 2 is as follows: For the participants who had attended the SBSLI, the data show that the servant leadership approach is most utilized in response to the Ferguson Effect. Servant leadership was discussed by the participants in the context of caring for the welfare and development of the personnel within one's charge. Transformational leadership was discussed as well but not to the extent the servant leadership approach was.

P3 stated,

Being a good servant leader—you are trying to help the organization thrive and the personnel thrive within it. It means to take care of your personnel. When you take care of your personnel, they take care of the community, no matter what the political environment is.

P5 added, "The idea of servant leadership is based on the premise that you put people before you. You put your officers first. Taking care of them (police officers) regardless of what is going on in the community, locally or nationally." Adding to what P3 had said, "It is about taking care of your people, and in turn, they will take care of the

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community at large." P11 said, "The core of servant leadership is building and positively influencing relationships. Building relationships with your officers and the people within the community—to influence people toward a positive cause. It is the essence of leadership."

Theme 2 Results

Theme 2 answered the second research question. The data show the majority consensus of the participants who had attended the SBSLI utilize the servant leadership approach most often and in response to the Ferguson Effect (see Figure 11).

What leadership training program approaches from the Sherman Block Supervisory Leadership Institute are most utilized by leadership in response to the Ferguson Effect?

Leadership Approaches:

Servant Leadership (Transformational Leadership was discussed as well).

Figure 11. SBSLI—Research Question 2.

Research Question 3

For the participants who had attended Command College, the interviews did not garner leadership approaches most utilized in response to the Ferguson Effect. Command College did not focus on leadership theories or approaches, but rather on being more of a managerial futurist. The participants, however, did discuss that the events in and around Ferguson, Missouri, could have been predicted. That the policies, procedures, community culture, and the culture within the respective law enforcement organizations created the problems that eventually led to the Ferguson Effect.

P1 stated,

Command College teaches you to be a futurist and with that, their perception is

that Ferguson should have been predicted. There should have been policies in

place not allowing the event to have taken place. Command College is about

working to prevent situations like Ferguson from ever taking place.

P7 stated,

The whole of Command College was less about leadership and more about

thinking as a futurist. We had to develop a futures project that dealt with a

problem, maybe 20 years in the future, and apply a solution to it. So, Command

College was less about the leadership component and more about the futurist

thinking application within that environment.

Research Question 3 Results

Command College program did not focus on leadership theories or approaches. It

focused on a managerial futurist approach, to predict and resolve the problems law

enforcement will face in the near and distant future. The information garnered in the

interviews revealed Command College does not offer leadership perspectives that are

useful in the post-Ferguson environment but does encourage futurist thinking to identify

emerging issues and address them before they become problematic. Refer to Figure 12.

Theme 3

Police body-worn cameras (BWCs) emerged as a theme related to mitigating the

impact of the Ferguson Effect. Theme 3 did not address any of the research questions,

but participants discussed the fact that the implementation of BWCs helped to mitigate

> What leadership training program approaches from Command College are most utilized by leadership in response to the Ferguson Effect?
>
> *Leadership Approaches:*
>
> A Futurist perspective. Predicting the problems and solutions of the future.

Figure 12. Command College—Research Question 3.

the impact of the Ferguson Effect. Officers were confident with encounters knowing their actions would be video recorded and the recordings would be available for review. This assisted in defending officers against false allegations of abuse or misconduct. P5 stated, "I believe the Ferguson Effect did cause a ripple effect in law enforcement, but the negative impact was minimal in our organization. We deployed body-worn cameras shortly after the Ferguson incident occurred." P5 went on to say, "Our officers are doing the right thing out there, and the body-worn cameras are only validating for everyone that they are doing the right thing." Furthermore, P7 stated,

> We know that a video recording from someone in the public is typically one-sided. However, with our own body-worn cameras, our officers feel more confident, even in the current political and societal climate, to include the Ferguson Effect, to do their job without fear of a distorted narrative.

Theme 3 Results

The third theme did not answer any of the research questions on leadership approaches most utilized in response to the Ferguson Effect; however, it did illuminate how the implementation of equipment may mitigate the negative impact from the Ferguson Effect. Refer to Figure 13.

This theme emerged as a tool to possibly mitigate the impact of the Ferguson Effect.

Figure 13. Police body-worn cameras (BWCs).

Summary

This chapter presented findings garnered from semistructured interviews with police managers and executives from municipal police agencies within the San Gabriel Valley. This exploratory study was to identify leadership approaches police managers and executives within the San Gabriel Valley perceived to be the most utilized in response to the Ferguson Effect. Also, it served to identify the leadership approaches most utilized in response to the Ferguson Effect relative to the police leadership programs attended, namely, the LAPDLP, SBSLI, and Command College.

The analysis of the data for this study revealed three themes. The first theme identified situational leadership as the most utilized leadership approach in response to the Ferguson Effect from those who had attended the LAPDLP. The second theme identified servant leadership as the most utilized leadership approach in response to the Ferguson Effect from those who had attended the SBSLI. The third research question was not answered as Command College did not focus on leadership approaches, but rather on predicting future problems and resolutions. The third theme identified BWCs to be an effective response to the Ferguson Effect. Though not directly related to leadership approaches, Theme 3 suggests equipment may be an effective way to mitigate the impact of the Ferguson Effect.

CHAPTER 5: DISCUSSION

The purpose of the study was to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify which approaches have been utilized by police leaders to be the most effective in the wake of Ferguson. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined. These programs are approved and overseen by the California Commission on Peace Officer Standards and Training (CA POST). Furthermore, the study sought to explore the leadership approaches taught within the aforementioned programs. Also, the study also sought to explore the leadership characteristics most utilized by leaders when considering the impact of the Ferguson Effect. Finally, the study sought to identify those leadership components that were implemented and perceived to be the most impactful in the aftermath of Ferguson.

The following research questions guided this study:

1. What leadership training program approaches from the Los Angeles Police Department's Leadership Program are most utilized by leadership in response to the Ferguson Effect?

2. What leadership training program approaches from the Sherman Block Supervisory Leadership Institute are most utilized by leadership in response to the Ferguson Effect?

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3. What leadership training program approaches from Command College are most

   utilized by leadership in response to the Ferguson Effect?

Chapter 5 contains the summary of the results based on the research questions for this study. Semistructured interviews were conducted with 11 participants who included police lieutenants, captains, and police chiefs from municipal police agencies within the San Gabriel Valley. The qualitative nature of this study assisted the researcher in garnering a greater understanding of the leadership approaches utilized in response to the Ferguson Effect. The analysis of the data revealed three themes. The first theme identified situational leadership as the most utilized leadership approach in response to the Ferguson Effect for those who had attended the LAPDLP. Therefore, the first research question was answered. The second theme identified servant leadership as the most utilized leadership approach in response to the Ferguson Effect for those who had attended the SBSLI. Therefore, the second research question was answered. The third research question was not answered as Command College did not focus on leadership approaches, but rather on predicting future problems and resolutions. The third theme identified body-worn cameras (BWCs) to be an effective response to the Ferguson Effect. Though not directly related to leadership approaches, Theme 3 suggests equipment may be an effective way to mitigate the impact of the Ferguson Effect.

Recommendations

This study revealed three themes, two of which identified the leadership approaches most utilized (situational leadership and servant leadership) in response to the Ferguson Effect. The researcher recommends that police leadership training programs

continue to teach and build upon their discussions on effective leadership approaches and how those approaches may be applied in response to the Ferguson Effect.

For the Practitioner

The leadership role is complex. Understanding and selecting the leadership approaches most appropriate for one's organization will help to address immediate concerns and potential problems in the near and distant future. The leader must take the time and make the sincere effort to understand the personnel under his or her charge, to learn the nuances unique to every individual. Only then, can a leader select the most appropriate leadership approach. And only then, can a leader effectively supervise, manage, teach, develop, and mentor. This study identified two specific leadership approaches most utilized in the wake of Ferguson, situational leadership and servant leadership. Pursuant to those findings, the researcher recommends the implementation of situational leadership to address the varied ways in which the Ferguson Effect has impacted organizations. Also, the implementation of servant leadership will help officers understand that the organization supports them when they are doing the right thing. Leadership approaches alone may not be enough to lead officers in the wake of Ferguson. Studies have shown, increasingly, that officers value BWCs as a tool for their protection (against false or exaggerated accusations of wrongdoing), for evidence collection (which may be bolstered by prosecutors' support for BWCs), and for accurate reporting (Lum, Stoltz, Koper, & Scherer, 2019). Furthermore, Headley, Guerette, and Shariati (2017) discussed that amid the backdrop of considerable citizen unrest in the United States stemming from perceived injustices within police-citizen interactions in recent years, many government leaders have relied on the use of BWCs as a means of improving

citizen relations. The promise of BWCs is that they might improve officer and citizen behavior given the possibility of retrospective and independent determinations of the appropriateness of behaviors that occur within police-citizen encounters.

A leader must also analyze current operational standards for effectiveness and how current approaches may not be appropriate in the future. Though current standards may be effective for a particular organization, the environment is ever evolving, and so too, the leader and organization must evolve, not responding from a reactive position but from a forward, futurist posture. Thoroughly understanding the current climate will assist the leader and organization to understand what problems may arise in the future and to get ahead of those problems.

It is important to understand that even small to midsize police organizations within the San Gabriel Valley are affected by major law enforcement events around the country, and executives must proactively address these issues before they become a deficient to the organization and morale. In the event that a significant incident involving law enforcement arises, there will be second guessing of the tactics utilized and policies in place at the time of occurrence, so practitioners should consider bringing in policy makers and stakeholders (elected officials, city manager, community groups, etc.) for an exercise. Perhaps providing the aforementioned groups an opportunity to accompany an officer on his or her patrol shift (ride-a-longs) may provide first-hand insight to those not familiar with law enforcement. Also, the groups could participate in a force options simulator exercise so they understand the dynamic situations in which incidents take place, followed by a discussion of relevant legal standards.

Also, participants of this study discussed their organization's relationship with their respective communities. It is of critical importance for law enforcement organizations to build strong relationships with the communities they serve. Programs such as police Citizen's Academies give members of the community invaluable insight into the operations of the various bureaus that make up their local police department. This helps community members to better understand the role and functions of a law enforcement organization. Appreciation, learning, and understanding are all positive take-aways from such programs. Other programs such as Coffee with a Cop, Snow Cone with a Cop, and Bicycle Safety Education for children all help to build positive and lasting relationships with the community. It is an investment into the community by the local police department that may pay dividends should a critical incident occur and support from the community is greatly needed. Having made those investments, the support may be there.

Situational Leadership Approach

Police officers often have a significant degree of discretion in deciding what outcomes ought to be achieved in a given situation. Legal rules, cultural norms, subject behavior, experience, personality, and organizational expectations all influence an officer's choices. Situational leadership that emphasizes the importance of diagnosing the situation in order to make effective choices about alternative behaviors may be useful. The concept of situational leadership provides both explanatory and evaluative criteria for officer action (Vinzant & Crothers, 1994).

The adaptability of leaders is critical to effectively handle the variety of situations that may arise, and studies have shown that superiors, peers, and subordinates can

identify adaptable leaders and view that as a positive leadership trait (Silverthorne, 2000; Wright, 2017). Chapman (2018) added that the theory of situational leadership defined by Blanchard and Hersey (1996) suggested there is no single best style of leadership. It depends on the situation, and the most successful leaders are those who adapt their leadership style to the ability and willingness of the individual or group they are attempting to lead or influence.

White and Greenwood (2002) discussed that when examining situational leadership, it is important to understand the relationship between the amount of direction and control a leader gives and the amount of support and encouragement a leader provides. Northouse (2012) added that situational leadership stresses that leadership is composed of both a directive and a supportive dimension and that each has to be applied appropriately in a given situation. To determine what is needed in a particular situation, a leader must evaluate her or his employees and assess how competent and committed they are to perform a given task. Based on the assumption that employees' skills and motivation vary over time, situational leadership suggests that leaders should change the degree to which they are directive or supportive to meet the changing needs of subordinates.

Northouse (2012) added that situational leadership approaches embrace an ethos of flexibility, recognizing that situations change and new needs emerge. It therefore utilizes a range of approaches and styles that are relevant to different situations as they arise over the course of the day or incident. The nature of law enforcement is that of unpredictability and incidents that are constantly changing and evolving. The situational

leadership allows for the practitioner the ability to adjust, tailor a specific response to a particular need, and to make changes when the need changes.

Servant Leadership Approach

Servant leadership was also identified as an effective approach to mitigate the impact of the Ferguson Effect. There are many supervisory, management, and leadership styles. Any situation may require an individual to exercise a particular style or a combination of recognized methods. Many situations, particularly those involving crisis, require a leader to be fluid and may require the individual to constantly move from one style of supervision and management to another. Situations may vary and can change instantly, but as an individual navigates from one supervisory and management style to another or a combination thereof, the core leadership style of the individual does not change. Police executives supervise and manage complex incidents, but they also lead people and organizations.

A leadership style is determined by the character of the individual. It is shaped by personal influences and ethical and moral values. This illuminates the conversation of the servant leadership style of leadership. The style encompasses empathy, introspection, mentorship, vision, and sacrifice. Within law enforcement, servant leadership can model the way and persuade positive change, if necessary, as it lends to develop those in the charge of police executives and managers. The tenets of servant leadership do not lend its practitioner to corruption or selfish endeavors. Servant leadership is selfless in nature and provides legitimacy to those who utilize the style.

Servant leadership, a form of transformational leadership, first proposed in the works of Greenleaf (in 1970, 1972, 1977), has been of interest to leadership scholars for

more than 40 years (Northouse, 2012). Servant leadership transcends typical supervisory and management methods such as those labeled to be autocratic, laissez-faire, democratic and bureaucratic. Though any of the aforementioned supervisory methods may be appropriate for a particular individual, group, or situation, they are too cursory in approach to have any long-term affect.

Servant leadership is about serving those who work for one, those one works with, and those one works for. It is unselfish, and its practitioners seek to develop individuals as well as their organization. What is servant leadership? In an attempt to clarify servant leadership for practitioners, Spears (1995) identified 10 characteristics in Greenleaf's writings that are central to the development of servant leadership (Northouse, 2012). Northouse's text listed the 10 servant leadership characteristics as follows:

1. *Listening*. Servant leaders communicate by listening first.

2. *Empathy*. Attempting to see the world from that person's point of view.

3. *Healing*. Servant leaders care about the personal well-being of their followers.

4. *Awareness*. Being acutely attuned and receptive to their physical, social, and political environments.

5. *Persuasion*. It is clear and persistent communication that convinces others to change.

6. *Conceptualization*. This characteristic goes beyond day-to-day operational thinking to focus on the "big picture."

7. *Foresight*. It is an ability to predict what is coming based on what is occurring in the present and what has happened in the past.

8. *Stewardship*. It is about taking responsibility for the leadership role entrusted to the leader.

9. *Commitment to the growth of people*. Servant leaders are committed to helping each person in the organization grow personally and professionally.

10. *Building community*. Servant leadership fosters the development of community. (Northouse, 2012, pp. 221-223)

Cortrite (2007), a former law enforcement officer, discussed why servant leadership is best suited for law enforcement organizations. Servant leadership as first proposed by Robert Greenleaf is a model that could serve law enforcement well. The motto used by many police departments, "To protect and serve," could be more meaningful if the philosophy of servant leadership was adopted by the police department. Also, the concept of servant leadership emphasizes the importance of leaders as support-providers rather than as enforcers or controllers of the people they serve (Cortrite, 2007). The philosophy of servant leadership is to serve and develop. Within a law enforcement organization, it is to develop the individuals to be able to better serve the public. Can this be cited from other sources? Is there literature to support that this is a common leadership style used on law enforcement?

Servant leadership also extends to the practice of introspection. As an individual, personally and professionally, leaders should be inclined to pursue a better understanding of themselves through introspection. When making decisions, whether critical in nature or not, one should ask oneself, am I doing this for the greater good or for my own glory? Servant leadership is unselfish, and some of its tenets are the development of others and being better attuned to one' s own spiritual growth to better serve others.

Expanding on the definition of servant leadership, Greenleaf (1977), discussed moral authority. Greenleaf (2002) defined moral authority as *Our Moral Nature + Principles + Sacrifice.* Many people know they ought to behave in a certain way, but sacrifice enables them to behave in ways that are in alignment with universal principles. Therefore, sacrifice is the essence of moral authority, and humility is the foundational attribute of sacrifice (Greenleaf, 2002). Law enforcement organizations are public entities mired in bureaucracy and averse to change. Even if the change is positive, taking steps in a different direction can involve a major undertaking. Sound leadership practices might stay the course and prescribe solutions that are based on doing things for the greater good. Kgatle (2018) discussed the idea that in servant leadership, there is public accountability. Servant leaders as stewards are able to account to their followers.

Leadership is about coping with change (Kotter, 1990). Change is inevitable, and the way in which one implements and manages change may dictate how successful one is in the future as an individual and for the organization. Although, one cannot decide the when, what, where, why, and how of an incident, one can manage the complexity of it and bring it to a resolution through sound leadership. Servant leadership positions leaders to soundly guide those within their influence and set the example for others in a position of power to emulate. As discussed in the text by Kouzes and Posner (2012), titles are granted, but it is one's behavior that earns respect.

Organizations differ culturally from one to another, and the preferred leadership approach within those organizations will be different as well. Though several leadership approaches may be utilized in any one organization, the culture of that organization may influence a dominant approach. For example, an organization that puts more value on

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solving problems versus professional development may be more inclined to utilize the situational leadership approach.

Participant 6 stated,

Depending on who you are dealing with, whoever is sitting on the other side of the table, their level of intelligence, experience, attitude and aptitude, I would tailor my leadership approach for that particular individual. Different situations require different approaches.

Participant 9 added, "Situational leadership is ideal because of the occupation of law enforcement. Events rapidly evolve, things change all the time."

On the other hand, an organization that values the professional and personal growth of their officers more so may be inclined to utilize the servant leadership approach. The idea of developing subordinates is one of the characteristics of servant leadership. Participant 3 stated,

Being a good servant leader, you are trying to help the organization thrive and their personnel within it. It means to take care of your personnel. When you take care of your personnel, they take care of the community, no matter what the political environment is.

Participant 5 added, "The idea of servant leadership is based on the premise that you put the people before you. Taking care of them (police officers) regardless of what is going on in the community, locally or nationally." Servant leadership may seem minimally paternalistic depending on its application. Being paternalistic may suggest that leaders assume the role of a parent to their subordinates. As a parent, one develops,

teaches, guides and mentors one's children. As a servant leader within an organization,
one develops, teaches, guides, and mentors those in one's charge.

Body-Worn Cameras

The third theme did not answer any of the research questions on leadership
approaches most utilized in response to the Ferguson Effect; however, it did illuminate
how the implementation of equipment may mitigate the negative impact from the
Ferguson Effect. So, it is recommended for police organizations to equip their officers
with BWCs. However, there are substantial costs associated with implementing a BWC
program. This may prove to be cost prohibitive for some police organizations. In
general, officers seem to be supportive of BWCs, particularly as they gain experience
with them. Increasingly, officers value BWCs as a tool for their protection (against false
or exaggerated accusations of wrongdoing), for evidence collection (which may be
bolstered by prosecutors' support for BWCs, and for accurate reporting (Lum et al.,
2019).

Headley et al. (2017) discussed that amid the backdrop of considerable citizen
unrest in the United States stemming from perceived injustices within police-citizen
interactions in recent years, many government leaders have relied on the use of BWCs as
a means of improving citizen relations. The promise of BWCs is that they might improve
officer and citizen behavior given the possibility of retrospective and independent
determinations of the appropriateness of behaviors that occur within police-citizen
encounters.

Furthermore, the data from a study on BWCs conducted by Headley et al. (2017)
suggested their findings were consistent with the growing body of research on BWCs

across the United States, which has found BWCs to be useful in improving the interactions that occur between officers and citizens. Gonzales and Cochran (2017) posited that a police body camera video provides a court with a view that legally matters. Moreover, in the court of public opinion, the public's opinion, the public's ability to see what the officer saw is critical to understanding the police officer's actions. It is the view most capable of putting the public in the officer's position and giving them the context needed to determine whether or not the actions taken were reasonable.

Additionally, the presence of a BWC that the officer controls can ensure that the public does not see only the provocative piece of the encounter. The cameras can reduce both unfounded complaints and police aggression and actually improve the behavior of officers and citizens. Therefore, it appears that police-worn body cameras have the potential to counteract, and may already be counteracting, any de-policing occurring because of the Ferguson Effect.

The results of the study conducted by Braga, Sousa, Coldren, and Rodriguez (2018) suggested that the placement of police BWCs reduced complaints and use of force reports for treatment officers relative to officers not equipped with BWCs. The results of their study support the position that BWCs may deescalate aggression or have a civilizing effect on the nature of police-citizen encounters. Wallace, White, Gaub, and Todak (2018) added with their study on BWCs, that there is contentious debate taking place regarding the extent to which public scrutiny of the police post-Ferguson has led to de-policing or to a decrease in proactive police work. Advocates for the Ferguson Effect claim the decline in proactive policing increased violent crime and assaults on the police. However, BWCs are seen by many officers as a mechanism for capturing the entire event

in a way that refutes the last-second, out-of-context video that is often captured by a bystander. BWCs also allow police to show their human side, as well as their bravery and the valuable work they do every day.

However, the study conducted by Yokum, Ravishanker, and Coppock (2017), involving Washington D.C. Police with over 2,000 participants, did not support these assertions. Yokum et al. (2017) were unable to detect any statistically significant effects. As such, their experiment suggests that we recalibrate our expectations of BWCs. Law enforcement agencies that are considering adopting BWCs should not expect dramatic reductions in use of force complaints or other large-scale shifts in police behavior solely from the deployment of this technology.

The theme of BWCs in this study emerged as a positive tool to mitigate the impact of the Ferguson Effect. For the participants of this study who had discussed BWCs being utilized within their organizations, it was their own observations that it has impacted the attitudes of the officers. Attitude of not wanting to work proactively in fear of being falsely accused of discrimination, unprofessionalism, or excessive force, were changed because of the deployment of BWCs.

Participant 5 stated,

I believe the Ferguson Effect did cause a ripple in law enforcement, but the negative impact was minimal in our organization. We deployed body-worn cameras shortly after the Ferguson incident occurred. Our officers are doing the right thing out there and the body-worn cameras are only validating for everyone they are doing the right thing.

Participant 7 stated,

> We know that a video recording from someone in the public is typically one-
>
> sided. However, with our own body-worn cameras, our officers feel more
>
> confident, even in the current political and societal climate, to include the
>
> Ferguson Effect, to do their job without fear of a distorted narrative.

The participants believe BWCs are a useful tool, not only for the gathering and review of evidence but also to protect the officers of false allegations of misconduct. Department policy dictates when an officer will turn on his or her BWC. However, generally, policies do afford an officer some discretion in its operation. One participant believes the officers would like the BWCs to be on for the entirety of a work shift, but the cost and logistics of storing the data are too costly.

Limitations

Law enforcement officers being averse to being interviewed may have contributed to the small sample size in this study. As discussed by Woodard (2017), the qualitative nature of this study is associated with generalization. The results of this study may not be generalizable because of the small sample size. Though nonnumerical and smaller in population sample, qualitative observations seem to convey a greater richness of meaning than do quantified data (Maxfield & Babbie, 2015). Furthermore, the data obtained from the interviews did provide a description of the leadership approaches most utilized in response to the Ferguson Effect. It should be noted for this study, there was no pre-postmeasurement in regard to the Ferguson Effect. The researcher cannot determine that the attitudes of withdrawing from proactive law enforcement were there prior to the Ferguson Effect, they but may have been exacerbated by it.

Suggestions for Future Research

The researcher suggests a quantitative or mixed-methods study be conducted to identify the leadership approaches most utilized in response to the Ferguson Effect. A quantitative study, utilizing a survey, may include a larger geographic area and larger sample. A mixed methods study will benefit from the strengths of both quantitative and qualitative approaches. This qualitative study was limited by its small sample of participants and its concentration on the San Gabriel Valley. A regional or national study incorporating a larger population may illuminate other methods in mitigating the impact of the Ferguson Effect, whether it is grounded in leadership theory or equipment. The researcher also suggests a study on the law enforcement officers and the aversion to being interviewed to include police and academic settings.

Summary

The purpose of the study was to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify which approaches have been utilized by police leaders to be the most effective in the wake of Ferguson. Specifically, Los Angeles Police Department's Leadership Program (LAPDLP), Sherman Block Supervisory Leadership Institute (SBSLI), and Command College (management counseling and leadership development) curriculum were examined.

The study included 11 semistructured interviews with police managers and executives of municipal law enforcement organizations within the San Gabriel Valley. This study identified three themes. The first theme identified situational leadership as the most utilized leadership approach in response to the Ferguson Effect for those who had

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attended the LAPDLP. The second theme identified servant leadership as the most

utilized leadership approach in response to the Ferguson Effect for those who had

attended the SBSLI. The third theme identified BWCs to be an effective response to the

Ferguson Effect. Though not directly related to leadership approaches, Theme 3 suggests

equipment may be an effective strategy to mitigate the impact of the Ferguson Effect.

The data did not answer the third research question.

The value of this study may serve as a guide to law enforcement managers, law

enforcement executives, and police leadership program managers on which leadership

approaches are most utilized in response to the Ferguson Effect.

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APPENDICES

APPENDIX A

Letter of Introduction

Dear Chief,   November 18, 2018

  My name is Jason Chao and I am a doctoral candidate at California Baptist University in Riverside, California. Please allow me to state the reason for my correspondence. I am currently working on my dissertation which includes the study of police leadership within the San Gabriel Valley in the wake of Ferguson. The nature of this study is phenomenological and qualitative in design. The qualitative nature of this study involves interviewing police executives and managers within municipal police organizations in the San Gabriel Valley. The interviews will be conducted via video-conferencing (WebEx).

  The purpose of the study will be to examine leadership approaches taught in leadership and management training programs attended by police executives and managers within the San Gabriel Valley and to identify approaches that are perceived by police leaders to be the most effective in the wake of the Ferguson Effect. Specifically, the Los Angeles Police Department's (LAPD) West Point Leadership Program, Sherman Block Supervisory Leadership Institute (SBSLI) and Command College (management counseling and leadership development) curriculum will be examined. The study seeks to explore the leadership approaches taught within the aforementioned programs. The study seeks to explore the leadership approaches perceived by police leaders to be most effective when considering the Ferguson Effect. The study seeks to identify those approaches that have been implemented and most effective in the aftermath of Ferguson.

  As a member of the law enforcement community myself for over 25 years, I have witnessed and experienced the evolution of professional policing and police leadership practices. I have also witnessed several pivotal police incidents which has forced law enforcement agencies to modify policy and procedures and which also influenced state legislation. It is for those reasons I have chosen to focus my study on police leadership in the wake of Ferguson. The purpose of this letter is to invite you to participate in my study which will require approximately 30 minutes of your time. In addition, I would like to invite all captains and lieutenants under your command to participate as well. Your participation is strictly voluntary and you may elect to not participate at any time. This study will be completely anonymous and your privacy is of the utmost importance. If you elect to participate, please complete the accompanying Research Agreement which allows me access to you and your organization. Finally, I will then contact you and your managers, individually, to set up a date and time for an interview.

Thank you for your consideration in participating in my research project.

Sincerely,

Jason Chao
California Baptist University—Doctoral Candidate
JasonChao@calbaptist.edu

Informed Consent

> **Study Title: Police Leadership in the Wake of Ferguson**
>
> **Researcher: Jason Chao**

What is the purpose of this research?

The purpose of the study will be to examine leadership approaches taught in leadership and management training programs attended by police managers and executives within the San Gabriel Valley and to identify approaches that are perceived by police leaders to be the most effective in the wake of the Ferguson Effect. Specifically, the Los Angeles Police Department's (LAPD) Leadership Program, Sherman Block Supervisory Leadership Institute (SBSLI) and Command College (management counseling and leadership development) curriculum will be examined.

The study seeks to explore the leadership approaches taught within the aforementioned programs. The study seeks to explore the leadership approaches perceived by police leaders to be most effective when considering the Ferguson Effect. The Ferguson Effect—an idea that officers have slowed or stopped policing in fear of the social, political, and professional consequences. Also, the Ferguson Effect is the decreased activity level of law enforcement officers. Not wanting to be scrutinized for even doing the right thing, law enforcement officers are engaging in reactive enforcement. The study seeks to identify those approaches that have been implemented and most effective in the wake of Ferguson.

Participation is voluntary

It is your choice to participate in this research or not. If you choose to participate, you may change your mind and leave the study at any time. You may skip any questions you do not want to answer.

How long will I take part in this research?

The interview will take approximately 30 minutes to complete.

What can I expect if I take part in this research?

If you agree to participate in this study, you will be asked 16 questions during an interview, questions related to the police leadership training you had attended. Particularly, which leadership approaches were taught and which leadership approaches you perceive to be the most effective in the wake of Ferguson. This interview will take approximately 30 minutes. Your interview will be digitally (audio) recorded for accuracy and validity.

What are the risks and possible discomforts?

The risks associated in this study are minimal, and are no greater than risks ordinarily encountered in daily life. You will simply be asked questions pertaining to the leadership training you received and within a very narrow context. Your answers will be kept confidential and will not be released.

If you have any concerns, you may contact me (the researcher), or my faculty advisor, Dr. Elaine Ahumada—eahumada@calbaptist.edu— (909) 576-0915.

Are there any benefits from being in this research study?

As a participant you will not directly benefit from the study. However, your responses will help the researcher to identify leadership approaches perceived to be the most effective in the wake of Ferguson.

Will I be compensated for participating in this research?

There is no payment for participating in this survey.
If I take part in this research, how will my privacy be protected?
What happens to the information you collect?

This consent form will be kept separate from your interview responses, which will not have any identifying information. Your name will never be written down or said on the audio recording. Participants will only be listed numerically as interviewee #1, #2, and so on. Fictitious names will be created in any reports. The audio recordings will be transferred to a USB drive and stored in a locked cabinet in researcher's office.
If I have any questions, concerns or complaints about this research
study, who can I talk to?

The researcher for this study is **Jason Chao** who can be reached at 951-415-4560 or the faculty advisor, Dr. Elaine Ahumada—eahumada@calbaptist.edu— (909) 576-0915.

Please feel free to contact me if you have questions, concerns, or complaints,

- If you would like to talk to the research team,
- If you think the research has harmed you, or
- If you wish to withdraw from the study.

This research has been reviewed and approved by the Institutional Review Board at California Baptist University (IRB #070-1819-EXP). They can be reached by emailing irb@calbaptist.edu:

- If your questions, concerns, or complaints are not being answered by the research team,
- If you cannot reach the research team,
- If you want to talk to someone besides the research team, or
- If you have questions about your rights as a research participant.

Statement of Consent

I have read the information in this consent form. All my questions about the research have been answered to my satisfaction. Please select one option below and fill in the date.

☐ Yes, I consent to participate. I understand I can change my mind.
☐ Yes, I consent to participate, but I do not want my other executives/managers to be invited to do so or I will not participate.
☐ No, I do not wish to participate in the study.

Signature_____ Date_____/___/2019

Once you have read this form and consented, please return this form to the researcher via email (jason.chao@calbaptist.edu).

APPENDIX C

Interview Questions

1. What is your rank?

2. Are you familiar with the Ferguson Effect?

3. In your perception, has the Ferguson Effect negatively impacted your personnel or organization? If yes, how?

4. Which of the following leadership training program(s) did you or, have you attended?

    a. Los Angeles Police Department's Leadership Program.
    b. Sherman Block Supervisory Leadership Institute.
    c. Command College.

5. Within the leadership training program you attended, which leadership theories or approaches were taught or discussed?

6. What are your perceptions of (Los Angeles Police Department's Leadership Program, Sherman Block Supervisory Leadership Institute, Command College) on the topic of addressing the Ferguson Effect?

7. What are your perceptions of (Los Angeles Police Department's West Point Leadership Program, Sherman Block Supervisory Leadership Institute, Command College) on the topic of police leadership?

8. What are your perceptions of (Los Angeles Police Department's West Point Leadership Program, Sherman Block Supervisory Leadership Institute, Command College) on the topic of leadership theories or approaches to be the most effective in addressing the impact of the Ferguson Effect?

9. Which leadership theories or approaches do you perceive have been utilized to address the Ferguson Effect in your organization?

10. Do you perceive one single leadership theory to best address the Ferguson Effect?

11. To what extent has implementing that leadership theory or approach been successful?

12. Have you implemented any other leadership styles not taught in your training to address the Ferguson Effect? If yes, which style?

13. What is your perception on the approaches which have been effective in addressing the Ferguson Effect?

14. What leadership approaches would you like to see added to the leadership training program you attended?

15. Do you know of any other leadership styles that you think might address the Ferguson Effect? If yes, which one(s) and why do you think it may be effective?

16. Please share an example of how a particular leadership style has been effective.

APPENDIX D

Schneider's Interview Questions

MARIAN UNIVERSITY

45 South National Avenue, Fond du Lac, WI Wisconsin, 54935-1699 1-800-2 MARIAN

The interviews questions are as follows- Please feel free to make notes, but please don't 'script' your answer

1. What are your perceptions of Fox Valley's Criminal Justice Executive Development Institute (EDI) training on the topic of *Organizational Procedural Justice* as it relates to assisting you in being an effective law enforcement Leader? (Follow-up) How do you feel the *Organizational Procedural Justice* training you received at EDI will/won't fulfill the intent of the Presidents Report?

2. What are your perceptions of Fox Valley's Criminal Justice Executive Development Institute (EDI) training on the topic of *Community Policing* as it relates to assisting you in being an effective law enforcement Leader? (Follow-up) How do you feel the *Community Policing* training you received at EDI will/won't fulfill the intent of the Presidents Report?

3. What are your perceptions of Fox Valley's Criminal Justice Executive Development Institute (EDI) training on the topic of *Policing Accountability* as it relates to assisting you in being an effective law enforcement Leader? (Follow-up) How do you feel the *Police Accountability* training you received at EDI will/won't fulfill the intent of the Presidents Report?

4. What are your perceptions of Fox Valley's Criminal Justice Executive Development Institute (EDI) training on the topic of *Teaching, Mentoring, and Coaching* as it relates to assisting you in being an effective law enforcement Leader? (Follow-up) How do you feel the *Teaching, Mentoring, and Coaching* training you received at EDI will/won't fulfill the intent of the Presidents Report?

5. What are your perceptions of Fox Valley's Criminal Justice Executive Development Institute (EDI) training on the topic of *Communication with the Media and Public* as it relates to assisting you in being an effective law enforcement Leader? (Follow-up) How do you feel the *Communication with the Media and Public* training you received at EDI will/won't fulfill the intent of the Presidents Report?

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6. How do you see the EDI training as re-building trust between law enforcement and the public as the President's Reports states is will?

1. What are your perceptions of the MWLEL training on the topic of *Organizational Procedural Justice* as it relates to assisting you in being an effective law enforcement leader? (Follow up) How do you feel the *Organizational Procedural Justice* training you received at MWLEL will/won't fulfill the intent of the *President's Report*?

2. What are your perceptions of the MWLEL training on the topic of *Community Policing* as it relates to assisting you in being an effective law enforcement leader? (Follow up) How do you feel the *Community Policing* training you received at MWLEL will/won't fulfill the intent of the *President's Report*?

3. What are your perceptions of the MWLEL training on the topic of *Police Accountability* as it relates to assisting you in being an effective law enforcement leader? (Follow up) How do you feel the *Police Accountability* training you received at MWLEL will/won't fulfill the intent of the *President's Report*?

4. What are your perceptions of the MWLEL training on the topic of *Teaching, Mentoring, and Coaching* as it relates to assisting you in being an effective law enforcement leader? (Follow Up) How do you feel the *Teaching, Mentoring, and Coaching* training you received at MWLEL will/won't fulfill the intent of the *President's Report*?

5. What are your perceptions of the MWLEL training on the topic of *Communicating with the Media and Public relations* as it relates to assisting you in being an effective law enforcement leader? (Follow Up) How do you feel the *Communicating with the Media and Public relations* training you received at MWLEL will/won't fulfill the intent of the *President's Report*?

6. How do you see the MWLEL training as re-building trust between law

   enforcement and the public as the *President's Report* states?

APPENDIX E

Word Frequency Query

Word	Length
leadership	10
Ferguson	8
effect	6
just	4
know	4
people	6
one	3
yeah	4
community	9
going	5
things	6
really	6
organization	12
police	6
program	7
training	8
get	3
right	5
officers	8
approaches	10
now	3
attended	8
even	4
best	4
way	3
well	4
kind	4
see	3
different	9
situational	11
yes	3
command	7
lapd	4
time	4
programs	8
within	6
leader	6
point	5
topic	5
address	7
law	3

perceptions	11
sli	3
back	4
college	7
good	4
take	4
want	4
discussed	9
leaders	7
look	4
lot	3
question	8
theories	8
addressing	10
much	4
transformational	16
thing	5
chao	4
effective	9
end	3
got	3
maybe	5
personnel	9
little	6
styles	6
enforcement	11
everybody	9
job	3
style	5
sure	4
work	4
last	4
make	4
need	4
perceive	8
also	4
approach	8
believe	7
department	10
perspective	11
talk	4
taught	6
type	4
years	5
certain	7
every	5

anything	8
based	5
impact	6
let	3
might	5
part	4
put	3
whole	5
course	6
media	5
officer	7
perception	10
person	6
team	4
west	4
actually	8
everything	10
exactly	7
give	4
pretty	6
theory	6
understand	10
use	3
always	6
example	7
mean	4
probably	8
questions	9
servant	7
supervisory	11
trying	6
bit	3
done	4
far	3
making	6
many	4
public	6
sbli	4
something	9
sometimes	9
autocratic	10
come	4
day	3
deal	4
else	4
expectations	12

familiar	8
guys	4
looking	7
may	3
school	6
talked	6
though	6
understanding	13
went	4
able	4
democratic	10
following	9
impacted	8
management	10
negative	8
negatively	10
problems	8
stuff	5
term	4
try	3
utilized	8
around	6
better	6
came	4
executive	9
experience	10
happen	6
help	4
incident	8
level	5
model	5
new	3
particular	10
place	5
policing	8
seen	4
situation	9
thinking	8
times	5
added	5
agency	6
asking	6
block	5
change	6
first	5
gonna	5

happened	8
individual	10
institute	9
line	4
minutes	7
next	4
ones	4
opinion	7
outside	7
problem	7
role	4
saying	6
sir	3
somebody	8
tell	4
two	3
audio	5
chief	5
development	11
duration	8
employees	9
getting	7
hello	5
hey	3
implemented	11
issue	5
needs	5
others	6
process	7
sherman	7
social	6
specific	8
step	4
whether	7
wrong	5
ability	7
basically	9
collaborative	13
comes	5
coming	6
dealing	7
decisions	9
environment	11
guy	3
interview	9
issues	6

master	6
members	7
narrative	9
position	8
reason	6
set	3
someone	7
still	5
taking	6
versus	6
whatever	8
ahead	5
almost	6
answer	6
bad	3
call	4
care	4
certainly	9
correct	7
decision	8
especially	10
essentially	11
fact	4
feel	4
general	7
important	9
lead	4
learn	5
monte	5
open	4
organizational	14
personal	8
proactive	9
realize	7
sense	5
similar	7
started	7
transactional	13
absolutely	10
communities	11
current	7
direct	6
discussion	10
ego	3
extent	6
faire	5

force	5
four	4
group	5
guess	5
idea	4
laissez	7
learned	7
least	5
long	4
name	4
none	4
nothing	7
obviously	9
perfect	7
policies	8
policy	6
solve	5
start	5
supervisor	10
supervisors	11
tank	4
three	5
traits	6
year	4
yet	3
another	7
cameras	7
city	4
class	5
comprehensive	13
effects	7
front	5
futures	7
gotta	5
graduate	8
happening	9
hear	4
heard	5
individuals	11
life	4
makes	5
necessarily	11
number	6
occurred	8
positive	8
profession	10

remember	8
share	5
side	4
single	6
story	5
strategies	10
tanks	5
used	4
ways	4