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## Law Enforcement Public Administrators' Emotional Intelligence and Transformational Leadership Behaviors

Larry Allen Jacobs  
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# Walden University

College of Health Sciences and Public Policy

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Larry A. Jacobs

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2024

Abstract

Law Enforcement Public Administrators' Emotional Intelligence and Transformational

Leadership Behaviors

by

Larry A. Jacobs

MPhil, Walden University, 2022

MS, Saint Leo University, 2015

BA, Saint Leo University, 2013

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

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## Abstract

Policing needs public administrators willing to implement the strategies and objectives of transformational leadership (TL) and emotional intelligence (EI) to integrate and effectively incorporate elements of the presidential Executive Order 14074 to address the public policy issues of policing in communities. This qualitative study aimed to explore the EI and TL behaviors of law enforcement public administrators through the lens of six subordinate personnel. The foundational constructs for this dissertation were TL theory, trait EI theory, and process theory. The research questions sought the experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors. The study also sought whether the experiences of subordinate personnel aligned with the professed self-evaluated EI and TL behaviors of law enforcement public administrators. A qualitative multiple-case study explored the core research questions of the study. Data analysis was triangulated across the datasets and analyzed after identifying codes, categories, themes, and patterns using computer-assisted qualitative data analysis software and pattern coding. Findings reflected the practice of TL and EI by the police public administrators of the agencies involved, except as identified in the findings of the negative case. Additionally, there was alignment with self-assessments with TL and high trait EI. Recommendations include expanding this research to civilian subordinates, other geographic areas, and other agencies regardless of certification. Positive social change could be brought through leadership training in these domains and can extend beyond management by improving human relationships throughout our communities.

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## Dedication

I commit this dissertation to my family, friends, and coworkers who have supported me and provided encouragement and prayers in this educational journey. To my sons, Drake and Caleb, you can always succeed at anything you dedicate yourself to; I love you. To my parents, thank you for making me the man I am today. In loving memory of my mother, Alice, thank you for every sacrifice you made supporting your family and bringing the lord into our lives; I love you always! To my father, Lawrence, thank you for your guidance and love and for instilling in me that I can accomplish anything I put my mind to; I love you!

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## Chapter 1: Introduction to the Study

Every public administrative entity has a director or executive who oversees the operation and is responsible for resource allocation and the successes and failures of the organization. These successes and failures of public administrators in part come down to leadership inclination, practices, respect, and the willingness of employees to excel under these leaders. The pinnacle of law enforcement leadership and the determining factor of how resources are effectuated are law enforcement public administrators appointed by city and town managers. These public administrators are typically referred to as police chiefs. Sheriffs, on the other hand, are elected officials. Although a distinction exists between a police chief and sheriff, it is not relevant to this discussion, and these entities collectively will be referred to as the law enforcement public administrators.

It is the law enforcement public administrator who determines the bearing of police agencies, and it is this leader who dictates the policing that is exercised within neighborhoods. While localities are demanding transparency and accountability, it is this administrator who is the catalyst for instilling professional policing, regulation, and management, which enhances the characteristics required by citizens (Adebile, 2017). These calls for transparency and accountability as identified by Adebile (2017) have now been codified into President Biden's executive order (EO). This order is aptly named *Executive Order on Advancing Effective, Accountable Policing and Criminal Justice Practices to Enhance Public Trust and Public Safety* (White House, EO 14074, 2022). Many factors determine leadership behavior, styles, and directives, and, in an effort of discovery, numerous studies have focused on the leaders' traits, qualities, inspirations.



However, what makes an appropriate leader is based not only upon skills, abilities, and knowledge, but also on the acquisition of knowledge and ability to implement the appropriate leadership behaviors coupled with emotional intelligence.

Interests in the type of leadership and management practices of law enforcement administrators are equally crucial to the organization's success. A leader can only accomplish what is intended by an inspired and supportive workforce; authoritarian leadership is the antithesis of this position (Pyle & Cangemi, 2019). Ultimately, the law enforcement administrator's management styles, behaviors, and practices contribute to or detract from organizations reaching their transformational capabilities (Andreescu & Vito, 2010).

Numerous leadership studies have been completed to capture the essence of practical police leadership skills and traits. Of particular interest to this study was the research of Campbell (2012) and Ferguson (2014) focusing on transformational leadership (TL) as well as emotional intelligence (EI) capabilities of the law enforcement public administrators. These two research studies were accomplished by relying on leaders honestly completing self-reports. In turn, these were analyzed and lent themselves to improving the understanding of TL and EI in police leadership.

This research study aimed to expound upon the previous research into police management behaviors in which police leaders within the United States have completed self-reports into their leadership styles and behaviors, specifically the self-reports reflected the leaders' perceived practices and behaviors related to TL and EI. This study addressed the gap concerning EI and TL behaviors of law enforcement public

administrators from the perspective of the leader's personnel. In a 180-degree approach, I interviewed subordinate law enforcement personnel to capture their experiences and perspectives of their leader's TL and EI inclinations to address potential bias in self-reporting. The goal was to understand leadership practices within policing to enhance policing institutions. This was accomplished in part by improving accountability and transparency while expounding upon and furthering research into TL and EI by law enforcement public administrators.

In the summative explanation of this chapter, the background section provides the contributing resources that provided clarity of TL and EI. This information led to the discovery of the gap in the literature and research regarding TL and EI behaviors of law enforcement public administrators from the perspective of the leader's personnel. Existing studies have relied upon self-reports of law enforcement administrators' leadership to comprise their attainment and practices of TL and EI. The problem and purpose sections reflect the need to examine police administrators further. The nature of this study provides clarity of the qualitative approach used in this research and how the case study design was suitable for this endeavor.

### **Background of the Study**

Policing in the United States of America is a vital public resource and conducts legitimate services for society. However, these services must be professional, regulated, and managed appropriately, as identified by the father of modern policing, Sir Robert Peel, during the 1800s (Adegbile, 2017). Peel's tenants still hold and are just as important, if not more so, due to minority communities across this country calling for

change as the trustworthiness of policing has been called into question (Adegbile, 2017). One means of accomplishing these goals is to appoint the appropriate administrator to positions to ensure a proper and well-managed police force.

Butorac et al.'s (2016) research into police management of a Croatian state police agency found that front-line officers' trust in the judgment and leadership of their police managers was dependent on police management's technical, social, and strategic skills. The same holds in the United States, and Butorac et al.'s work reflects issues important to police leadership throughout democratic societies. The law enforcement administrator significantly impacts the needs of the policing agency and the community. According to the research of de Guzman and Kim (2017), local communities also mold executive leadership and their behaviors. These leadership styles and behaviors ultimately affect the operational methodologies practiced by officers, which directly impact the community. These police practices occur as a result of custom, law, management direction, and condoned behaviors (Foust, 2018).

Police behaviors professed, acquiesced, incorporated, tolerated, and condoned by management will be supported or opposed by the officers fulfilling management's mandates due to numerous factors. One means of obtaining a supportive workforce within policing is incorporating particular management styles that encourage workers to aspire to the idea of improving the organization and the profession. According to Andreescu and Vito's (2010) exploratory study into exemplary law enforcement leadership, identified that effective leadership motivates employees to perform beyond necessity while providing motivation, purpose, and encouragement. Task-oriented

leadership is a means of obtaining this type of supportive workforce, and TL is a form of task-oriented leadership (Andreescu & Vito 2010).

The president of the United States (POTUS), Joseph Biden Jr.'s EO 14074 identified and echoed the sentiments of communities across the nation to hold policing accountable while enhancing public trust and public safety as a matter of public policy (White House, EO 14074, 2022). The White House's EO 14074 (2022) titled *Executive Order on Advancing Effective, Accountable Policing and Criminal Justice Practices to Enhance Public Trust and Public Safety* is comprised of 21 sections. The POTUS' EO compels federal law enforcement and federal offices to facilitate, implement, and assist with the development of this order. Throughout the rest of the democratic-republic, implementation rests upon the shoulders of law enforcement public administrators and their cooperation are needed to facilitate the objectives of this EO to benefit society.

## **TL**

TL has become quite a popular form of leadership in policing and is desired by front-line officers and community leaders (AlShamsi, 2016; Vito et al., 2017). AlShamsi (2016) identified that leadership behavior seems to cross cultural divides and countries, and the most appropriate form of police leadership for the Abu Dhabi police department is TL. Andersen et al. (2018) found that TL creates shared values and professional outcomes compared to other leadership methodologies. The study found that the qualities of shared understanding and professional quality aligned not only with TL but showed a positive correlation with these concepts and span of control (Andersen et al., 2018).

Leadership styles are used across the management spectrum in all industries, but they are not equal in application or outcomes (Andersen et al., 2018).

Bass and Avolio (1995, 2004) expanded upon the research of leadership behaviors and contingent management systems such as transactional leadership. Their studies led to TL theory, which furthered leadership understanding. In doing so, they comprised a leadership questionnaire that has evolved and been used for over two decades to determine leadership alignment. This questionnaire is known as the multifactor leadership questionnaire (MLQ). Campbell's (2012) study on EI and leadership styles in law enforcement utilized the MLQ to determine leadership styles by police leaders who voluntarily completed the self-reporting. The study also used the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) to identify the EI levels of police leaders. The researchers found that EI corresponded with TL practices (Campbell, 2012).

Ferguson (2014) expanded upon Campbell's (2012) work expounding upon the research into EI and police leadership, noting that limitations existed as related to self-reporting via the use of TEIQue and MLQ. Ferguson sought to determine whether differences existed between leadership, EI, and ethnicity and found that significant relationships existed concerning EI and transformational and laissez-faire leadership; however, no correlation was found related to transactional leadership. TL qualities align with positive leadership characteristics (Campbell, 2012; Ferguson, 2014). According to Hay's (2020) research on leadership characteristics, TL management qualities were sought by lower-level supervision applied equally to executive leadership.

Pyle and Cangemi (2019) conducted an exploratory literature review of police leadership while examining the hurdles necessary to depart from the command-and-control model used throughout policing organizations in the U.S., England, and Wales. The article's focus relied on community policing implementation utilizing TL as the theoretical foundation in which to operate. The findings reflected mixed results. On the one hand, police leaders and subordinate personnel valued TL over other styles, but upper management failed to implement such and even impeded transformational efforts. The reasoning was that transactional leadership behaviors provided a means to maintain command and control (Pyle & Cangemi, 2019). Pyle and Cangemi's research also indicated that EI and TL tend to go hand-in-hand with one another.

## **EI**

To better understand Campbell's (2012) and Ferguson's (2014) works related to EI as it applies to police leadership, it is crucial to share Petrides and Furnham's (2006) explanation of EI. Petrides and Furnham identified EI as the ability of the individual's traits and determines how they interpret and react to stimulus. Campbell's and Ferguson's studies utilized the TEIQue-SF to measure a person's EI, which was developed by Petrides and Furnham. Bradberry and Greaves's (2009) expounded research into EI and identified that EI is beneficial to management practices and can improve self-awareness, self-management, social awareness, and relationship management.

Dasborough et al. (2021) reflected that EI is an essential aspect of leadership, and the interplay between success and consequence of improper analysis and application of human emotional experience is essential. This study differentiates between understanding

cognitive intelligence and EI. This study approached this matter via scientific debate regarding EI related to leadership studies seeking to determine its validity as a construct. Dasborough et al. found that substantial gains have been made regarding EI's validity and scientific rigor, and there was a consensus between emotional interplay and leadership. However, strenuous debate continues regarding whether EI has established itself as a major trait construct.

### **Problem Statement**

The law enforcement model within the United States has gone through periods of paradigm shifts throughout history. The problem is that the society is at the precipice of another shift due to the policing institution facing a crisis of legitimacy brought about by a lack of transparency, a lack of trust, and a belief that policing is administered in an unfair application toward minorities and poor communities. Law enforcement is in need of public administrators who can and are willing to implement the strategies and objectives of TL and EI in order to integrate and effectively incorporate elements of Biden's EO 14074 to address the public policy issues of policing in communities. Poor policies, programs, behaviors, and enforcement mantras are all influenced by the management practices of policing leaders. Addressing leadership can bring about positive influences that can alter the country's social problems and is necessary to ensure that policing remains a professional organization that administers justice equally and fairly. The introduction of TL styles and managing via EI creates an opportunity to address these issues positively. Many leaders profess to be transformational leaders exercising EI, and many have completed self-surveys to learn and better their management practices.

This study addressed a 180-degree analysis of police management leadership behaviors and EI via subordinate personnel's experiences.

The research identified in the background of this study laid the foundation that EI and TL are important qualities of law enforcement administrators' leadership. A gap had been discovered among the resources related to expounding on the study of EI and leadership behaviors. The resources of Campbell (2012) and Ferguson (2014) identified a limitation of the study as to the potential bias that exists in self-report surveys as identified in empirical research such as Petrides et al. (2006, 2007). To address this gap, I expounded on the quantitative analyses of Campbell's and Ferguson's works via a qualitative case-study approach. In doing so, I addressed the potential omission by assuring an understanding of EI while conducting in-depth interviews with the leader's subordinate personnel creating a 180-degree perspective. Addressing this gap further elucidated and expounded on this knowledge and provided a better grasp of police management's practiced leadership qualities and management styles.

This study contributes to transparency, clarity, and furtherance of leadership understanding. Prior quantitative research has laid the foundation that EI and TL are essential qualities of executive police leadership. Analysis of prior research has assisted in identifying a gap in the qualitative literature regarding EI and TL behaviors of law enforcement administrators from the perspective of the leader's personnel. In doing so, the study has contributed to transparency, clarity, and furtherance of leadership understanding by expounding upon the research regarding TL and EI in actual practice by law enforcement public administrators as professed to our communities.



### **Purpose of the Study**

The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel.

The logical connections between the framework presented and the nature of my study included Bass and Avolio's (1995, 2004) and Petrides and Furnham's (2006) theoretical works establishing TL and EI theories respectfully. These theories related to TL and EI are found within leadership practices and used across the spectrum of industries, businesses, and governments. Professional and appropriate law enforcement public administrators' leadership is vital to address concerns in law enforcement to include the need of accountability, transparency to enhance public trust and to further enhance public safety (White House, EO 14074, 2022). This underlying work assisted in the subsequent research into leadership and the perspectives of professed TL qualities of executive police leaders via the perspective and experiences of subordinate personnel. Specifically, these theories applied to the research problem via how they can potentially improve leadership within policing and furthering research into TL and EI.

EI and TL apply to this study's purpose by providing lenses that were used to evaluate the exploration into the meaning of the experiences and perspectives of subordinate law enforcement personnel as it related to their law enforcement public administrators. The nature of this study, particularly being a case study, provided the means to systematically guide this research and interpret an analysis of subordinate police personnel related to their executive's professed EI and TL.

## **Research Questions**

The driving questions of my research project were sought via a qualitative case study.

Research question (RQ)1: What are the perspectives and experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors?

RQ2: Do the experiences of subordinate personnel align/ match the professed self-evaluated EI and TL behaviors of law enforcement public administrators?

## **Theoretical Foundation**

The theories and concepts that grounded this study included TL theory and EI trait theory. Chapter 2 provides a concise and exhaustive background on these two theories. Below is an explanation overview of TL and EI theories. These theories are directly connected to the supporting quantitative dissertations of Campbell (2012) and Ferguson (2014), which reflected that law enforcement public administrators profess alignment with these traits and characteristics.

### **TL Theory**

The underpinning of this study rested on two pillars; the first had to do with TL. The authority related to TL theory is based on the research of Bass and Avolio (1995, 2004). According to their study, TL theory rose from the leadership studies of the 1970s and transactional leadership. TL can exist within all levels of humanity. Those who possess these traits can motivate others to excel not only for themselves, but for the betterment of the organization, in furtherance of an idea, or simply seeking to further the

ability of others. According to their theory, the distinguishing characteristics of this leadership style are idealized influences, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1995, 2004). Unlike other leadership styles, this theory's supporting research reflects that a transformational leader inspires others. As such, public administrators governing institutions, through the implementation of TL, enhance employee job satisfaction and organizational justice (Singhry, 2018). In turn, TL's approach of modeling the way causes a cascading effect of improvement and motivation.

TL theory provided a means to identify and evaluate leadership behavior while recognizing that TL has been identified as the ideal police leadership methodology to guide police agencies in the United States. Successfully implementing this leadership style depends on the skill set of each particular chief and the considerations of their leadership traits and characteristics. How the leader measures up against the ideal standard is the lens through which to evaluate effective police leadership.

Andersen et al.'s (2018) contribution reflected on different leadership styles and investigated the application of TL behaviors across industries. According to Andersen et al. TL incorporates shared values and seeks professional outcomes. Andreescu and Vito (2010) identified TL as task-oriented leadership creating employee inspiration. Hay (2020) as well as Kouzes and Posner (2007) identified Burns as the original author of this concept while recognizing researcher Bass's contribution and development of TL as an applicable theory.

## **EI Theory**

The second support of this study is the theory of EI. Petrides and Furnham's (2006) work provided insights into EI by providing historical accounts and clarifying the construct via traits. The utilization and explanation of tools such as the TEIQue-SF were important to this study. It provides a meaningful description of the tools used to analyze self-report surveys of law enforcement leaders identified in the study. This understanding was necessary to conduct an analysis via a qualitative case study related to understanding the EI of police leaders from the perspective of their subordinate personnel. Although EI theory has been challenged, several empirical studies have proven that these tools are relevant concerning emotional self-efficacy (Campbell, 2012; Ferguson, 2014; Petrides, 2010; Petrides & Furnham, 2006).

According to the research of Petrides and Furnham (2006) as well as the later development by Petrides (2010a) identifies that EI theory discovered that EI is part of our personality development and governs our emotional responses and perceptions. The ability to recognize and respond rationally largely depends on the developmental level of the individual's EI (Petrides & Furnham, 2006). This cognitive trait contributes to social bonds and interconnectedness to others and is professed by executive police leaders who completed the self-surveys utilizing the TEIQue-SF in Campbell's (2012) and Ferguson's (2014) studies. Another significant contributor to the field of EI is Bar-On. Bar-on (2012) indicated that EI is not a new concept, although historically, it was not identified as such and had roots dating to 1872 via Darwin's studies. Bar-on's analysis of EI constructs identified that those which possess higher levels of EI are also better able to manage the

following EI competencies and skills: self-regard, emotional self-awareness, assertiveness, independence, self-actualization, empathy, social responsibility, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility, problem-solving, optimism, and happiness as summarized in his work's appendices. Levitatz et al. (2019) further supported this position, indicating that public administrators that have high EI are able to build trust in others while those with low EI lack this ability.

### **Nature of the Study**

A qualitative case study was utilized to address the RQs. In this case study, I conducted in-depth interviews of subordinate law enforcement personnel from different agencies around the Commonwealth of Virginia within the United States of America. This approach allowed subordinate personnel to provide feedback on their police leader's practiced EI and TL. I used a comparative analysis to discover the practiced behaviors of executive law enforcement leaders as it related to TL and EI from the perspective of subordinate law enforcement personnel. A comparative analysis of these law enforcement public administrators' self-reports was sought from the completed dissertations of Campbell (2012) and Ferguson (2014). The subordinate police experiences were compared by leveraging against the completed findings of these executives completed self-reports regarding their TL and EI found within the completed dissertations of Campbell and Ferguson. As a result, these in-depth interviews provided clarity of leadership practices from the perspective of subordinate personnel.

The case study approach chosen for this project is a qualitative means of conducting research. The type of case study for this research endeavor was a multiple

case study (Yin, 2018). The rationale for this research met the criteria of the common case approach as identified by Yin (2018). According to Yin, this type of approach can provide a means to acquire clarity into current conditions. This made this type of case analysis relevant to this study. A multiple case study is more robust and provided a much clearer picture of the phenomena under study than a single case study (Yin, 2018).

### **Definitions**

*Alexithymia*: “[The] inability, to recognize, understand and describe emotion [EI]” (Bar-On, 2012, p. 30).

*Autocratic leadership*: A form of task-oriented management in which the leader retains the majority of authority, is confident, and is not concerned with members’ input or agreeance with decision making and assumes compliance (DuBrin, 2013).

*Emotional intelligence (EI)*: EI is the ability of an individual’s combined traits that determines how a person interprets and reacts to stimulus (Petrides & Furnham, 2006). The tool utilized to measure a person’s EI is known as the TEIQue-SF and was developed by Petrides and Furnham (2006).

*In-depth interviews*: A structured means of learning and obtaining information regarding a phenomenon by way of focusing understanding of the respondent’s experiences, perspectives, and motivations (Rubin & Rubin, 2012).

*Intelligence*: A means to “grasp, manipulate, re-order, adjust, intellect examines, ponders, wonders, theorizes, criticizes, imagines,” as defined by Richard Hofstadter (as cited in Burns, 1978, p. 141).

*Laissez-faire leadership*: An oxymoron, in which no actual leadership is taking place. It is a hands-off approach in which the leader is not engaged or is only passively engaged (Bass & Avolio, 2004).

*Leadership*: A person who provides direction and influence over others to accomplish goals for the group and the organization (Northouse, 2007).

*Machiavellian model*: “Manipulation of subordinates to achieve management ends” (Andreescu & Vito, 2010, p. 569).

*Transactional leadership*: A means to obtain work services, support, and contributions in exchange for something the leader may give in return (Bass & Avolio, 2004). According to Bass and Avolio (2004), this is the most common leadership theme found across the spectrum of leadership.

*Transformational leadership (TL)*: TL is a means in which a person is genuinely invested to motivate others (e.g., idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) to perform beyond their self-interest for the betterment of others or the organization (Bass & Avolio, 2004 p. 18 - 31). These “shifts of orientation, outlook, and perspective caused by a leader’s vision” (Bass & Avolio, 2004, p. 19).

### **Assumptions**

In this study, I incorporated the completed law enforcement public administrators’ surveys related to TL and EI via the completed dissertations of Campbell (2012) and Ferguson (2014). The professed leader’s account of their TL behaviors and practicing EI through the incorporation of feedback from subordinate personnel and sought their

experiences with their executive leaders' actual practices, so a clearer picture could be sought as to whether TL and EI are actually practiced as professed by the leaders. As such, I assumed the underlying studies of Campbell and Ferguson were reliable and accurate in describing the self-reporting results of law enforcement public administrators to compare with what subordinate personnel experienced in actual practice. I also assumed that the participants in this study would be forthright and truthful regarding their experiences.

### **Scope and Delimitations**

The scope of this qualitative case study was to conduct in-depth interviews of subordinate police personnel to determine their experiences related to their executive manager's incorporation of TL and EI. The scope of this research further relied upon the previous findings of the quantitative research studies of Campbell (2012) and Ferguson (2014). These two studies established the underlying premise that executive police managers incorporated TL and EI via their self-reporting utilizing the MLQ 5X-Short established by Bass and Avolio (2004) and the TEIQue-SF established by Petrides and Furnham (2006) for the feedback of the executives.

The participants were selected for inclusion into this case study were limited to different agencies around the Commonwealth of Virginia within the United States of America. The first delimitation for this study was interviewing only current sworn police personnel who had knowledge related to their executives' leadership practices. While recognizing that executive law enforcement positions turn over quite frequently, it was also necessary to establish another delimitation by only considering current executive



management behaviors and not relying upon memories of previous administrators' leadership practices.

### **Limitations**

Limitations exist in all elements of life, and the first that needs to be identified is the type of study being conducted. The potential results and findings were dependent on the approach and design administered. The qualitative approach via a case study created the first limitation in this study. The second was limiting this leadership study to the policing profession around the Commonwealth of Virginia within the United States of America. This limitation created a necessity to limit the breadth of the study to assure that such an analysis can be completed in a lifetime.

Additional boundaries included the participants selected from law enforcement personnel who can inform the study related to the executive's TL and EI behaviors and practices. Limitations also included perceptions of trust within the police culture providing access to this information. Admission depended upon accessible and willing participants, that directly related to an officer's ability to trust me to maintain professional confidences while protecting the officer's identity and assuring their anonymity.

Transferability in qualitative research is referred to as external validity (Yin, 2018). While case studies can inform and provide additional insights into the phenomenon of interest, they are not typically generalizable to the greater population. The transferability of this case study was limited to the context related to the RQs and the type of population participating in this case study. Dependability in qualitative works

aligns with trustworthiness, and, therefore, I needed to establish transparency with data collection and results.

Bias in all research must also be addressed. According to Yin (2018), the first significant step is to assure that a research case study can be distinguished from other forms of nonresearch case studies by following procedure and providing clear documentation. Additional measures included addressing threats to internal validity by developing fair and unbiased RQs, secondary sources, and documents that should be collaborated before inclusion (Yin, 2018). Furthermore, Yin affirmed that maintaining construct validity can be obtained by adhering to a chain of evidence, utilization of triangulation through the inclusion of multiple sources, utilization of colleagues to evaluate preliminary findings of data collection, maintaining research ethics, proper citation to evidence findings, and cross-checking new concepts and topics to avoid interpretive bias. In sum, it was incumbent upon me to provide transparency and adhere to research ethics' founding principles.

### **Significance of the Study**

This study was significant because it filled a gap in the literature by furthering understanding of police leadership by reflecting upon a 180-degree analysis of practiced leadership behaviors compared to what has been professed as it relates to TL and EI. A positive social change could emerge from better-informing public administration leaders of their practices while adding to the literature understanding of management styles, TL, and EI. Providing a new perspective lens via a 180-degree approach of leadership

practices could better inform public administration leaders to broaden their abilities, skills, and knowledge to bring about better leadership practices.

In consideration of the discipline of public administration, I sought to better inform government leaders as to whether the professed executive law enforcement management behaviors align with actual practice. In this research endeavor, the goal aspired to improve transparency within the government. Improving transparency within all levels of government could further positive social change through alignment, modification, or furthering leadership practices.

### **Significance to Practice**

Regarding the field of policing, this study could better inform police executive leadership as to their actual practiced skills, as they relate to TL and their EI from the perspective of their subordinate personnel based on the leader's actual behaviors. This case study utilized a 180-degree analysis to measure how the leader's practiced behaviors aligned with their self-reporting. As with all leadership analyses, the goal is ultimately to improve ourselves and the leaders of tomorrow.

This research further provides a means of leadership evaluation that allowed for more significant leadership growth and alignment better to serve the needs of the agency and the community. Furthermore, leadership requires constant work and learning from best practices to ensure that the appropriate skills and abilities are applied to obtain the most professional work practices. Aligning best practices or correcting patterns to match proper EI and TL alignment may challenge others in transformational ways that will benefit communities and citizenry alike.

**Significance to Theory**

Leadership studies have been ongoing for centuries. It is hoped that this research may further elucidate TL and EI practices within police management at the administrator level. This qualitative approach fills a gap in the literature and establishes the furtherance of the research of my predecessors' quantitative studies into TL and EI among police leaders.

Having the opportunity to provide feedback on the actual practices of TL and EI by subordinate personnel further enlightened the discussion in this area, which has been limited to only self-reports by the leaders. Taking into account TL and EI in actual practice additionally provided a new lens that could inspire other researchers to conduct additional 180-degree analyses. The illumination of achieved versus intended attainments to meet the standards of an upper-level practice of EI and TL.

**Significance to Social Change**

Policing seeks to improve society through crime reduction while making communities safer through the work efforts of policing resources. Additionally, policing services fills public policy objectives of seeking to enhance trust, accountability, and fairness, as reflected in Biden's EO 14074 (White House, EO 14074, 2022). Many have accused front-line officers of unprofessional conduct. Social change can be obtained by instilling the appropriate leaders and elevating their understanding and implementation of EI and TL. This change can be furthered by investing in these qualities that public administrators have indicated they have implemented throughout the organization,

assuring that everyone is treated with respect and professionalism through the exercise of TL and EI.

This research has potential implications for social change in consideration of the discipline of public administration by better informing our government leaders as to whether the professed law enforcement public administrators behaviors align with actual practice. Social change should further improve transparency within our police agencies and local governments by providing a much clearer picture of actual leadership practices interpreted and observed by front-line officers.

Improving transparency within all levels of government can further positive social change through alignment, modification, or furthering leadership practices. The alignment of proper leadership behaviors, skills, talents, and wisdom increases the likelihood of transparency and accountability. Hijal-Moghrabi and Sabharwal's (2018) research into government administrative practices from the 19th century to the current era identified that the ethical lens of accountability has been refocused and redefined due to transparency and inclusion to improve humanity.

### **Summary and Transition**

Leadership is constantly evolving, and professionals serving in executive leadership positions have an opportunity as a result of this study to determine whether they are accomplishing what their self-reports indicate regarding how they put into practice TL and EI. The study expounded upon the gap in the leadership studies involving law enforcement public administrators by qualitatively analyzing the experiences of their subordinate personnel. Providing a 180-degree analysis of TL

practices as developed by Bass and Avolio (1995, 2004) and the interchange of the leader's EI as defined by Petrides and Furnham's (2006) research provided the feedback necessary to learn and adjust.

This first chapter laid the groundwork of this study and its intended focus. Chapter 2 provides the historical development of law enforcement leadership, the development, and explanation of EI, and clarity and purpose of TL synthesized and correlated to chapter 1. Chapter 3 covers the research method of a case study selected for this endeavor by explaining the methodology and issues of trustworthiness (credibility, transferability, dependability, and confirmability). Chapter 4 discussed the results of the study to include setting, demographics, data analysis, and evidence of trustworthiness. Chapter 5 ends this case study with discussion, conclusions, and recommendations.

## Chapter 2: Literature Review

The law enforcement model within the United States has gone through periods of paradigm shifts throughout our history. The problem is as a society, the United States is at the precipice of another change due to the policing institution facing a crisis of legitimacy brought about by a lack of transparency, a lack of trust, and a belief that policing is administered in an unfair application toward minorities and poor communities. The legitimacy of the profession rests in part on the leadership of organizations. Public administration leaders of these organizations from across the United States have professed TL qualities and have alleged they possess high levels of EI. The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of their subordinate personnel.

This qualitative study explored the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. A gap has been discovered among the resources related to EI and TL behaviors. Particularly, the resources of Campbell (2012) and Ferguson (2014) identified a limitation of their studies as to the potential bias that exists in self-report surveys as further specified in the empirical research, such as Petrides et al. (2006, 2007). To address this gap, I expounded on the quantitative analyses of Campbell's and Ferguson's works via a qualitative case-study approach.

In this chapter, I clarify the literature search strategy and provide an in-depth discussion of TL theory as the theoretical foundation of this study. The EI theory provides the conceptual framework associated with this work. The literature review

provides an exhaustive review of the literature related to TL and EI. Additionally, in a summation of police leadership in the United States by political era, I reflect how police leadership has evolved.

### **Literature Search Strategy**

The literature review consisted of books, dissertations, government publications and websites, peer reviewed journals, and professional websites. Articles were acquired through Google Scholar, Library of Congress, ResearchGate.net, Taylor & Francis Online, and Walden University's library databases to include ABI/Inform, Business Source Complete, Sage Journals, Political Science Complete, ProQuest Central, PsycInfo, PsycArticles, SocIndex, and Thoreau databases. Databases were searched using the following keywords and combinations: *ability EI community policing, defunding the police, emotional intelligence, emotional intelligence in PPA, homeland security, laissez-faire leadership, law enforcement executives, leadership, leadership behaviors, leadership styles, leadership theory, mixed methods EI, police chiefs, police leadership, police management, political era, professional policing, reform era, situational leadership, trait EI, transactional leadership, transformational leadership, and transformational leadership in public organizations*. These terms and combinations were searched and expounded upon until theoretical saturation was obtained.

### **Theoretical Foundation**

The foundational construct for this dissertation was the TL theory of Bass and Riggio (2006). While these researchers established the approach that guides the conceptualization of this work, it was born from the work of the Nobel prize winner,



Burns. Burns's (1978) work on leadership focused on the historical development and the rise of leadership throughout the world, noting the importance of charismatic leadership and the two primary forms of management as transactional and transforming.

Burns (1978) noted that transactional leadership is the most practiced form of management and can act as a dependent form of supervision where an exchange between management and workers occurs to ensure needs and production are met for the entity (as cited in Bass & Riggio, 2006). Transactional leadership is an exchange between leaders and followers in which rewards and punishments are given for meeting or not meeting objectives (Ardichvili & Manderscheid, 2008; Bass, 1990). TL includes transactional methodology and incorporates follower development, forming a beneficial relationship, and social exchange between the leader and subordinates (Bass & Riggio, 2006; Burns, 1978; Northouse, 2019). Ardichvili and Manderscheid (2008) recapitulated TL as a means to improve the motivation, commitment, and morality of the team.

While Burns (1978) has been credited with the origin of transforming leadership, it has been the work of Bass and Riggio (2006) that further defined and expounded upon TL coupled with their extensive research and the ultimate development of the TL theory. According to the research development of TL theory, certain qualities and practices empower employees to excel beyond transactional management practices. These practices and behaviors needed to exercise and practice TL have been identified as charisma/ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985, 1990; Bass & Avolio, 1995, 2004; Bass & Riggio, 2006; Northouse, 2019).

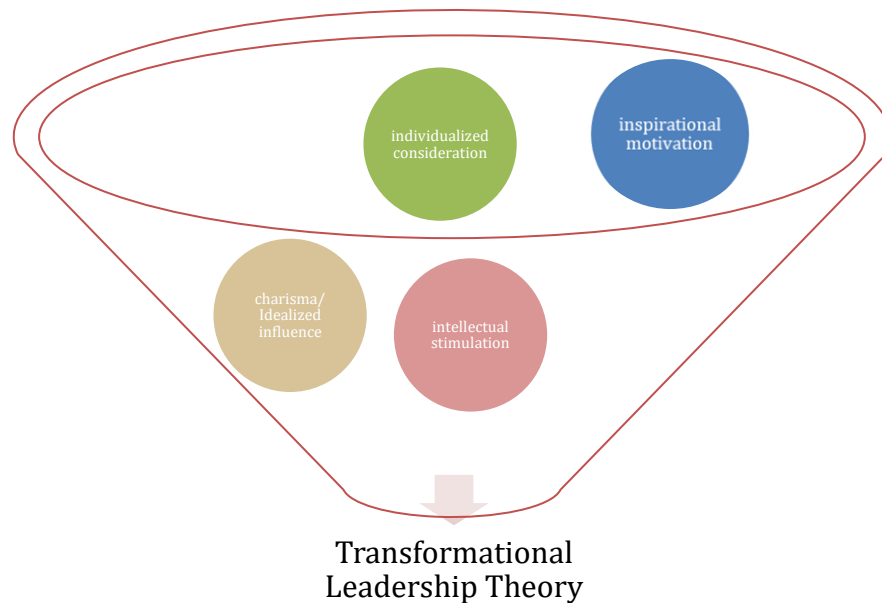
The works of Bass and Riggio (2006) and the later contributions from Bass and Avolio (1995, 2004) reflect that the makeup of TL theory has been researched for decades and included improvements in their work from numerous scholars. TL seeks to meet organizational objectives by building relationships with followers and utilizes the TL model to meet these challenges (Avolio et al., 1999).

## TL

Figure 1 is an illustration of TL theory.

### Figure 1

#### *Transformational Leadership Theory*



The current TL theory's qualities of charisma/ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have the following definitions.

- *Idealized influence* is the ability to influence subordinate perceptions that the leader is competent with the capabilities to accomplish goals and missions while viewed as an ethical and moral leader establishing trust throughout the team (Bass, 1985; Bass & Riggio, 2006; Burns, 1978; Hargis et al., 2011).
- *Inspirational motivation* is the ability of the leader to inspire followers to realize that the intended direction is attainable while creating a sense of unity while simultaneously encouraging and supporting involvement and ingenuity from employees (Bass, 1990; Bass & Riggio, 2006; Hargis et al., 2011).
- *Intellectual stimulation* encourages collaboration, cooperation, and creativity to take ownership of problem-solving efforts (Bass & Riggio, 2006; Hargis et al., 2011).
- *Individualized consideration* is an empowering approach that seeks to uplift subordinate personnel via encouragement, coaching, and recognizing the entirety of the employee (Bass & Riggio, 2006; Hargis et al., 2011; Northouse, 2019).

Embracing these TL objectives has shown that followers under such leadership seek to improve commitment and bring about more positive organizational benefits while enhancing their fulfillment by applying their abilities toward the collective good (Oprea et al., 2022). Kouzes and Posner's (1995, 2007) leader model consists of five practices extrapolated from leader behaviors that consist of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Kouzes

and Posner's leadership model is TL (as cited in Northouse, 2016). While TL may be the pinnacle of leadership behavior, Bass and Riggio's (2006) work on leadership identified several types of leadership behavior. After years of development of TL theory incorporating peer review and feedback from numerous researchers led to defining leadership qualities and propensities and a means to measure and identify leadership behaviors referred to as the full range of leadership (FRL) model (Bass & Riggio, 2006).

The FRL "include several components of transactional leadership behavior, along with laissez-faire (or nonleadership) behavior" (Bass & Riggio, 2006, p. 7). Laissez-faire leadership is a lack of leadership in which followers are left to their own devices and is passive-management-by-exception, which is just leader avoidance (Ardichvili & Manderscheid, 2008; Oprea et al., 2022). The FRL is comprised of seven factors: the four I's of TL; transactional leadership behaviors - of contingent reward, constructive transactions, management-by-exemption (active & passive), and corrective transactions; and laissez-faire leadership – nontransactional (Lee et al., 2019; Northouse, 2016). According to Northouse (2016), management-by-exception (MBE) is leaders taking corrective action by negative reinforcement actions against subordinate personnel. This occurs either through actively seeking opportunities to utilize this management tool MBE-active or MBE-passive, only taking action when the employee has failed to accomplish goals and or issues have arisen due to the subordinate's actions (Northouse, 2016).

The FRL theory, including TL, transactional, and laissez-faire, has proven effective in TL's application to organizational outcomes (Peus et al., 2013). The FRL

model has further influenced other leadership forms, including situational leadership (Peus et al., 2013). Antonakis et al. (2013) contended that the FRL theory, while not inclusive of all dimensions of leadership, lays a strong foundation for further leadership research through this lens. To evaluate leadership behavior, Bass and Avolio (1995, 2004) developed and vetted the MLQ to include establishing its validity (Bass & Avolio 1995, 2004).

### **TL Strengths**

Unlike early leadership models that focused on the qualities and traits of great leaders who were believed to possess some mystical leadership qualities, the TL theory model is capable of being learned and practiced across industries, nations, and cultures (Andersen et al., 2018; Burns, 1978; Northouse, 2019). Northouse (2019) identified that TL theory had been well-researched and vetted over several decades. Andreescu and Vito (2010) sought to determine the ideal leadership behaviors of police managers, and the research proved that employees at all levels of police organizations across the United States sought TL.

Additionally, TL has been researched extensively across industries, focuses leadership behaviors on the well-being of subordinates in addition to organizational goals, and emphasizes moral and ethical alignment (Northouse, 2019). Early models of the MLQ and the underlying FRL theory were deemed unstable, and challenges were made regarding the validity of scales; however, Antonakis et al.'s (2003) analysis deemed the MLQ (Form 5X) as valid, stable and reliable to measure the nine components of FRL.

## **TL Weakness**

Bass (1990) identified that TL is not needed in every situation and acknowledged that the charismatic qualities of TL can be manipulated for use by immoral leaders catering to the will of outside entities of the organization (Bass, 1985). This immoral approach has been identified as pseudo-TL, whereas the practice of TL with moral alignment is considered an authentic form of TL (Bass & Riggio, 2006).

Northouse (2019) identified pseudo-TL as the antithesis to TL, in which the leader is only concerned with their welfare while manipulating others to that end. Northouse identified that criticisms of TL include clarity of understanding, alignment to leader traits, may be practiced democratically or authoritatively, and continued shortcomings of heroic leadership bias. Antonakis et al. (2013) reflected criticism regarding discriminant validity between transformation and transactional contingent reward leadership, concluding that higher and lower-order transactions could affect contingent reward leadership.

## **MLQ**

The MLQ developed by Bass (1985) and later expounded upon by Bass and Avolio (1995, 2004) has undergone several revisions. It has been validated as an appropriate instrument to determine leadership styles, including transformational, transactional, and laissez-faire leadership behaviors (Bass & Avolio, 2004). Both underlying dissertations that examined law enforcement leaders by Campbell (2012) and Ferguson (2014) utilized the 45-item MLQ-5x short-form that has been used for several decades. This questionnaire measures the 5I's (idealized influence attributed, idealized

influence behavior, inspirational motivation, intellectual stimulation, individual consideration) of TL characteristics. The MLQ further analyzes transactional behaviors, such as contingent reward, management-by-exception [active] (MBEA), management-by-exception [passive] (MBEP), and laissez-faire leadership (Bass & Avolio, 1995, 2004; Bass & Riggio, 2006).

Hargis et al.'s (2011) research into the use of the multifactor leadership theory refers to the evolution of the MLQ and the full leadership spectrum identified above via Bass and Avolio (1995, 2004) and Bass and Riggio (2006). These findings reflected that while TL significantly impacts overall performance improvements and supports, the results of the TL model also identify that transactional management behaviors bolster the general need for the full spectrum leadership model inclusion needed for effective management across industries. This supports Bass's (1985) position that there is a time and place for varying managerial approaches.

Avolio et al. (1999) addressed some of the earlier concerns regarding the validity of the MLQ as well as the need to separate charisma as a particular aspect within the TL theory. These research concerns led to modifications and revisions to both the TL theory and the MLQ. The MLQ 5X-short has continued to be used as a validated instrument for decades across industries (Avolio et al., 1999). Ardichvili and Manderscheid (2008) further identified that the validity concerns have been resolved, and the TL theory has strengthened leadership teachings across industries.

Antonakis et al. (2003) identified that early models of the MLQ were challenged regarding the validity of scales and indication that the MLQ model was not stable. The

focus regarding validity was fixated on transformational and transactional contingent reward leadership. However, Antonakis et al.'s analysis of the MLQ (Form 5X) reflected reliability and validity, further noting that the full-range leadership theory is adequately tested in its nine components. The MLQ (Form 5X) has been determined to be a viable tool in measuring the nine aspects of full-range leadership theory (FRLT). Antonakis et al. identified that Bass and Avolio's leadership model is incapable of measuring all aspects of leadership, including the absence of strategic leadership and instrumental leadership regarding work-facilitation, to name a few in this model of FRLT.

Andersen et al.'s (2018) case study further supported the position that TL aligns with professional quality when those involved operate within the same occupation. However, Andersen et al. identified that further research would be needed to determine cross-organizational comparison with TL and professional quality alignment. Additional researchers have found a similar alignment to Andersen et al.'s position regarding homogenous groupings and that the validity and reliability of the MLQ have been established through scientific testing (see Antonakis et al., 2003; Avolio & Bass, 2004).

### **Summary and Relation**

Law enforcement public administrative leaders have expressed TL behaviors in their self-reports/ assessments of their leadership practices and are included in the dissertations of Campbell (2012) and Ferguson (2014). Therefore, TL theory is of paramount importance to this case study and acts as the study's theoretical foundation. Campbell's and Ferguson's studies utilized Bass and Avolio's (1995, 2004) MLQ to identify law enforcement public administrator leadership practices. In this case study, a



comparative analysis was sought by subordinate personnel to determine if their experiences and perspectives of the law enforcement public administrator's behaviors align with TL behaviors professed as found in the studies of Campbell and Ferguson.

### **EI Theories**

EI forms the conceptual framework for this study, with emphasis attached to Petrides's trait EI. However, it is crucial to understand the variations of this substrate. Humans have investigated the human intellect for thousands of years to offer explanations and understanding to explain not only our differences but to establish our expertise, drives, and accomplishments (Dasborough et al., 2021; Petrides et al., 2016; Spencer, 1902;). Human beings have evolved from looking to the gods to acquiring an understanding and clarity of human intelligences. Over the last several decades, they have achieved a better understanding of the interplay of EI, although it can still be argued that they are still in the infancy of evolving (Cherniss, 2010b; Northouse, 2016).

EI was popularized by Goleman's 1995 publication of his book, which increased society's interest in the concept (as cited in Petrides & Furnham, 2001). However, as research moved forward in the field of EI, three forms of measurement and approaches have evolved, though researchers and scholars are still debating the approaches as the field matures (Bar-On, 2012; Cooper & Petrides, 2010; Mayer et al., 2004; Petrides & Furnham, 2006; Salovey & Mayer, 1990). These approaches to EI are identified as ability EI, mixed models EI, and trait EI, and they are not interchangeable with all findings (Dasborough et al. 2021; Petrides et al. 2016; Salovey et al. 2000). Each approach to EI focuses on different criteria and arrives at different findings. Therefore, it is crucial to

understand and apply the correct approach to what is sought. To arrive at this outcome, a discussion of the evolution of EI is a prudent beginning.

### **Evolution of EI**

The evolution of understanding of what can be referred to as EI can be identified throughout history. Cherniss's (2010b) research identified that the notable works of Charles Darwin from the late 1800s identified emotions as a form of intelligence. Fast forward through time to Spencer's (1902) work, which further elucidated the topic of recognizing human emotion as the pinnacle motivation of our developing intellect. Thorndike's (1920) research identified that, as a species, humanity has varying strengths among various intellectual domains, including the social realm of managing human relations. In the current era, credit has been given to the works of Gardner's 1983 theory of multiple intelligences (MI), specifically as it relates to interpersonal and intrapersonal intelligences. The coinage of the term emotional intelligence has been credited to the "unpublished dissertation (Payne, 1986) " (as cited in Petrides & Furnham, 2001, pp. 425-6).

Gardner's (1983) original research, along with the later analysis of Gardner and Moran (2006), identified the eight domains of human intelligence, which comprise the theory of MI. The domains of human intelligence defined within this theory include linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal (Gardner & Moran, 2006). These studies agreed with the original premise of Thorndike (1920), that people have varying strengths and weaknesses concerning these profiles. Gardner's contribution to MI theory has been determined to be

directly related to the concepts and development of EI (Bar-On, 2006, 2012; Petrides & Furnham, 2001).

Bar-on's (1997, 2012) extensive research into the subject matter lends itself to Gardner's MI theory via the understanding of emotional and social intelligence as a combined skillset enlisting abilities and skills across the human capacity, which identifies this approach as a mixed model of EI. Bar-On's EI model is comprised of Gardner's (1983) and Gardner and Moran's (2006) contributions of intrapersonal and interpersonal skills, adaptability, stress management, and general mood. EI in this field of study utilizes self-reports in this model known as the Emotional Quotient Inventory (EQ-i; Bar-On, 2012, Cherniss, 2010b; Petrides & Furnham, 2000b, 2006).

While there are several approaches categorized as a mixed methods approach to EI, Goleman's (1995a, 1995b) approach is worthy of mention as a result of the publication by this author that attracted so much attention to this subject. Goleman's (1995a) system focused on relationship management coupled with motivation. Goleman's account that high levels of EI is directly related to successful leadership qualities has been largely debated. Goleman's instrument of measurement is the Emotional Competence Inventory (ECI), also referred to as the emotional social competence inventory (ESCI), and uses self and others to rate these competencies (Cherniss, 2010b; Goleman, 1995a, 1995b).

Salovey and Mayer's (1990) research significantly impacted the field of EI by combing literature and research from the social intelligence field to human cognitive abilities leading to the creation and formation of the EI ability model. The ability EI

model is comprised of the four-branch model that focuses on the human cognitive processes: “perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions” (Mayer, 2004, p. 4). The instrument used for the scientific measurement of this model is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Salovey & Mayer, 1990; Salovey et al., 2004). The MSCEIT and its supporting empirical research identified the cognitive processes that make up the four-branch model (Cherniss, 2010b; Dasborough et al., 2021; Mayer, 2004; Mayer et al., 2004).

Trait EI formed the conceptual framework of this study as it is directly associated with earlier studies directly related to the analysis of self-reports of law enforcement public administrators. Trait EI, also known as emotional self-efficacy, was developed by Petrides and Furnham. (Cherniss, 2010b; Petrides, 1999, 2000; Petrides & Furnham, 2000b, 2001, 2003). Trait EI’s (emotional self-efficacy) initial focus was on four components: (a) well-being, (b) sociability, (c) self-control, and (d) emotionality; however, emotional self-efficacy has evolved since its inception and focused on and tied it to personality constructs (Petrides & Furnham, 2001; Petrides et al., 2007). The instrument used to assess Trait EI via self-report is the Trait Emotional Intelligence Questionnaire (TEIQue) instrument (Petrides et al., 2004). Trait EI (emotional self-efficacy) evolved empirically, theoretically, and scientifically to include meta-analysis support, compared to the earlier model, and challenged as it leans on the personality dimensions (Cherniss, 2010a; Van der Linden et al., 2017). The trait EI model’s sampling domain includes adaptability, assertiveness, emotion expression, emotion management

(others), emotion perception (self and others), emotion regulation, Impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, trait optimism (Petrides et al., 2007; Petrides & Mavroveli, 2018).

### **Ability EI**

One of the approaches to EI is the ability EI model developed and focused on the individual's cognitive abilities. Unlike other models, it rules out any focus or inclusion of the individual's personality traits (Mayer, 2004; Salovey & Mayer, 1990). Petrides and Furnham (2001) identified ability EI as a form of psychometric intelligence, the only method that evaluates EI as information-processing and relation to traditional intelligence, the first empirical study on the matter. Cherniss (2010b) identified that the ability EI focus lends itself to utilizing human cognitive processes to identify and react to environmental stimuli. This model also recognizes that a person's ability EI changes with age and may increase ability EI development as the individual matures (Mayer & Salovey, 1997). The operational definition of EI from the perspective of the ability model is as follows:

[T]he capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote intellectual and emotional growth. (Mayer et al., 2004, p. 197)

The ability EI model has a deductive approach and lends itself to and builds upon association with the psychometric development of intelligence, often referred to as the general ability, known as *g*, but also as the *g* factor (Mayer et al., 2004; Muiya, 2009). Mayer et al. (2004) summarized *g* as the human capacity to learn, think abstractly, and adapt. Ability EI is also interrelated to Gardner's (1983) contribution of MI. As ability EI evolved, the research focused on areas of cognitive operation and ultimately divided the human skills into four branches: perception, facilitation, understanding, and management of emotions (Mayer, 2004; Mayer et al., 2004). Additionally, ability EI also shows a relationship to emotional labor theory. Joseph and Newman (2010) conducted a meta-analysis of ability EI relating to job performance and found a connection to support emotional labor theory. This connection to emotional labor theory is indicative of persons with "high emotional labor jobs showing a stronger emotion regulation-performance relationship [compared] ... to low emotional labor jobs" (Joseph & Newman, 2010, p. 70).

The MSCEIT was the first to establish a scientific means to measure EI using the ability model with a focus on the four branches of cognitive process perception, facilitation, understanding, and management (Mayer, 2004; Mayer et al., 2004). The MSCEIT utilizes performance tests to obtain cognitive EI measurement (Mayer, 2004; Mayer et al., 2004, Muiya, 2009). The MSCEIT has been vetted for decades and has empirical support. Nonetheless, controversy surrounds this construct and contends there are right and wrong answers and requires grading by experts (Muiya, 2009). A criticism of ability EI, according to the research of Petrides and Mavroveli (2018), is the

“unorthodox scoring procedures” of the MSECIT, which utilizes scoring procedures that are not typically applied to cognitive testing:

These procedures yield scores that are not only foreign to cognitive ability, but also psychologically ambiguous, since it is unclear whether they reflect or are unduly influenced by vocabulary size (...), or conformity to social norms (...), or theoretical knowledge about emotions (...), or stereotypical judgments (...), or some unknown combination of these factors. (Petrides & Mavroveli, 2018, pp. 25-6)

Brackett and Mayer (2003) found distinct evidence that ability EI was a distinct construct, and empirical evidence has been obtained that reflects the testing tool of MSCEIT of ability EI has incremental validity.

### **Mixed Models EI**

The mixed method approaches of Bar-On (1997) and Goleman (1995a; 1995b) are inductive and, as the name suggests, incorporates elements of cognition related to emotion and personality traits (as cited in Muiya, 2009). Bar-On’s methodology also pulls from the historical evolution while focusing on five analysis considerations: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Bar-On, 1997, 2012; Muiya, 2009). Bar-On (2012) identified the term alexithymia, which was researched during the 1940s. While alexithymia focused on pathology, it had roots in EI and was defined as the “inability, to recognise, understand and describe emotion [EI]” (p. 30). Bar-On (2012) identified that it was researched extensively before Daniel Goleman’s famous 1995 book Emotional Intelligence.

The Bar-On (2012) mixed model approach utilizing these five categories is tested via self-reports, and more current versions incorporate multi-rater assessments and structured interviews. The EQ-i via short form (S) or full variation identified with or without the S (Bar-On, 1997, 2012; Muiya, 2009; Stough et al., 2009). The Bar-On mixed method approach to measure emotional-social intelligence (ESI) has evolved, and the newest model typically reflects a 2.0 designation (Bar-On, 2012; Muiya, 2009):

EQ-i comprises 133 items in the form of short sentences and employs a 5-point response scale. (...) The individual's responses render a Total EQ score and scores on the following 15 scales (...) Self Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization, Empathy, Social Responsibility, Interpersonal Relationship, Stress Tolerance, Impulse Control, Reality Testing, Flexibility, Problem Solving, Optimism, and Happiness. (Bar-On, 2012, p. 32)

Goleman's model incorporates competencies and skills that improve performance (as cited in Bar-On, 2012, p. 31). Goleman's (1995a) popular book *Emotional Intelligence* was a huge hit and brought attention to the topic and the field of EI (Pérez-Gonzalez et al., 2005; Petrides & Furnham, 2001). However, the focus on organizational leadership and the skills and abilities needed to be successful drove worldwide recognition (Muiya, 2009; Pérez-Gonzalez et al., 2005). The Goleman model focuses on four dimensions according to the research of Muiya (2009):

- self-awareness—the ability to recognize one's own feelings, abilities, and limitations;



- relationship management—the ability to influence others, manage conflict, and inspire others;
- social awareness—the ability to read the emotions of others (this also involves empathy); and
- self-management—the ability to control one’s own negative emotions and to be trustworthy.

Goleman’s (1995b) mixed model assessment, named an ECI, utilizes a multirater assessment and seeks a 360 analysis utilizing peers, tester, and manager ratings. The ECI measures 20 competencies and behaviors based on the abovementioned dimensions (Goleman, 1995b). Validity issues and lack of evidence provided via peer reviews create the associated weakness with this model (Muyia, 2009; Perez et al., 2005).

### **Petrides Trait EI**

Petrides and Furnham’s (2001) trait EI (emotional self-efficacy) was the focal point of this research within the conceptual framework of EI. The focus is that trait EI lends itself to the leadership characteristics of law enforcement public administrators via their self-proclamations and self-reports (Campbell, 2012; Ferguson, 2014). Petrides and Furnham’s trait EI, also referred to as emotional self-efficacy or trait EI (emotional self-efficacy), the focus is unlike ability EI and mixed methods EI. Ability and trait EI are independent constructs via numerous empirical studies showing a low correlation between ability EI and trait EI (Petrides et al., 2008). Petrides and Furnham (2000b, 2001) contended that the difference between the models is a pivotal point, and the use of any model is mainly dependent on what is being sought.

Trait EI theory depends on the emotional assessment and reactions based mainly on the individual and their self-perceived abilities (Petrides & Furnham, 2000b, 2001, 2006). Petrides and Furnham's (2006) trait EI theory was the first to define trait EI's sampling domain scientifically. Trait EI is defined as a constellation of an individual's inclination and emotional perceptions located at the lower levels of personality hierarchies through self-report questionnaires of trait EI (Petrides, 2010; Petrides & Furnham, 2006; 2010; Petrides & Mavroveli, 2018). According to Cooper and Petrides (2010), the self-report questionnaire supported by trait EI theory is the Trait Emotional Intelligence Questionnaire (TEIQue). The questionnaire is underpinned by trait EI theory and was initially developed by Petrides during his doctoral dissertation and has since evolved through empirical research (Petrides, 2001; Petrides & Mavroveli, 2018).

The TEIQue covers the 15 facets of the trait EI theory's sampling domain, and the TEIQue-SF is a 30-item construct covering the same facets (Petrides & Mavroveli, 2018). Petrides and Mavroveli (2018) identified that the TEIQue-SF has a lower internal consistency than the full form but maintains .69. Cooper and Petrides (2010) conducted a psychometric investigation into the TEIQue-SF via item response theory and determined that it is a good tool for quick assessment of a global trait EI score. The personality sampling domain of trait EI utilized in the TEIQue and TEIQue-SF are drawn from trait EI theory are as follows: adaptability, assertiveness, emotional appraisal (self & others), emotion expression, emotion management (others), emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, and trait optimism (Petrides & Furnham,

2001, 2006, 2017; Petrides et al., 2008; Petrides & Mavroveli, 2018; Siegling et al., 2015).

Petrides (2017) shared that empirical research into EI continues to evolve, and significant focus has included the relationship between EI and the five-factor model of personality. The second has been on ability and self-efficacy EI fitting into a personality factor space. A meta-analysis by Van der Linden (2017) identified a general factor of personality (GFP) from the big five personality hierarchy and compared its relationship with various EI constructs. The findings of this study indicated that trait EI has a high alignment with GFP ( $r \geq 0.85$ ), while ability EI only correlated ( $r \geq 0.28$ ). Therefore, GFP is a factor of generalized socioemotional effectiveness that better aligns with trait EI (Petrides, 2017).

Petrides' earlier premise regarding the strengths of trait EI over other constructs reflects relevance. Petrides (2010a) identified that the strengths of trait EI theory over other models could be considered from four considerations. First, trait EI recognizes individuals' experiences and the interplay of their personalities. Second, it ties together differential psychology theories into the trait EI approach. Third, trait EI theory can be analyzed from various types of questionnaires related to this construct. Fourth, trait EI theory can merge with the entire field of EI and develop into 'social intelligence.'

Empirical evidence has suggested that trait EI has intermingled with behaviors and judgment (Petrides & Furnham, 2001). It should be noted that early criticism of trait EI is that it was comingled with the Giant Three and the Big Five elements of personality (Petrides & Furnham, 2001; Petrides et al., 2004). This was not disputed by Petrides'

early research of trait EI theory and was argued that it was integrated with lower levels of the personality hierarchies and, as such, reflects correlation with the giant three and big five personality domains (Petrides & Furnham, 2001, 2006). Studies and development of trait EI theory reflect incremental validity and criterion variance (Pérez-Gonzalez et al., 2005) to and above the giant three and big five personality domains while identifying trait EI as a lower psychological construct (Petrides & Furnham, 2001, 2006; Petrides et al., 2007). Dasborough et al. (2021) provided evidence that early models of EI lacked validity, but since 2009, EI has had empirical research that has bolstered the validity of EI.

The higher hierarchy of personality traits includes the giant three, which refers to what is known as the super factors of personality and are identified as psychoticism (P), extraversion (E), and neuroticism (N); while the big five includes extraversion (E), neuroticism (N), conscientiousness, agreeableness, openness-to-experience (Petrides, 2001; Petrides & Furnham, 2001; Van der Linden et al., 2012). Siegling et al. (2016) conducted a systematic meta-analysis of the incremental validity of trait EI using the TEIQue and found statistical significance beyond the big five and giant three personality constructs and alexithymia and social desirability. Publication bias, defined as scholars' inclination not to publish findings with a null result, could have impacted this study (Siegling., 2016).

Another exciting development into trait EI by Vernon et al. (2008) consistently found a genetic connection to personality traits. The heritability of traits, despite some fluctuation, according to Vernon et al. (2008), has consistently found this connection

despite environmental factors. Utilizing “the TEIQue facets ranged from .24 for emotion perception to .53 for social awareness, and heritability estimates for the factors ranged between .35 for [e]motionality to .50 for [s]ociability” (Vernon et al., 2008, p. 639). Behavioral genetic research has estimated that up to 40% of the variance with trait EI contributes to heritable personality traits (Petrides, 2017, p. 6). The context of genetic connection to personality reflected in the TEIQue reflects a GFP that has empirically shown to reflect high mental toughness, extraversion, conscientiousness, and low neuroticism, all personality traits that show natural selection and evolutionary connection to a genetic congruence (Veselka et al., 2009, pp. 258-9).

A criticism pointed out during this dissertation's premise was the issue of trait EI reflected bias in self-reports. According to Petrides et al. (2007), self-reports via the TEIQue and TEIQue-SF can be manipulated, and bias can be introduced into the findings. However, trait EI is not the only EI approach with this problem. While ability EI may be resistant to manipulation, several empirical studies have found that high scoring ability EI scores may reflect maladaptive implications (Sevdalis et al., 2007). Petrides et al. (2016) also determined that low trait EI scores may also indicate maladaptive inferences. Along these lines of consideration, the individual's self-efficacy imparts ethical decision-making, and its inverse has shown that low self-efficacy could account for inhibiting self-regulation and negatively influencing ethical decision-making (Stenmark & Mumford, 2011).

## **EI and Leadership**

Based on the empirical evidence put forth in the background and historical accounts regarding EI, it seems evident that some aspect of trait EI is involved in leadership (Goleman, 1995a; Görgens-Ekermans & Roux, 2021; Petrides & Furnham, 2006; Petrides et al., 2016;). Görgens-Ekermans and Roux (2021) noted that empirical evidence indicates that EI positively influences performance, positive workplace behaviors, and more significant effectiveness of the leader when they have scored high in EI. Additionally, elements of EI are complementary to and within TL (Görgens-Ekermans & Roux, 2021). Antonakis (2004) and Antonakis et al. (2009) in support of rigorous empirical research and were critical of early findings regarding EI as it related to a positive relation to leadership and in opposition to the belief that EI is a quality or need of leadership based on the empirical evidence that had been previously submitted. Although critical of previous findings, Antonakis recognized that EI was relevant to relationships, claiming cognition was paramount in leadership. Antonakis identifies that previous studies failed to empirically analyze the leader's effectiveness via EI. The study aims to contribute to the field by addressing the gap relating to law enforcement administrator's leadership professed high EI scores. Law enforcement public administrative leaders have alleged they possessed high EI in the previous studies of Campbell (2012) and Ferguson (2014). In turn, some light is expected to be shed on whether these perceptions have any bearing on leadership behaviors or success in the leadership field via a 180-degree analysis of subordinate personnel's perspectives.

Dasborough et al.'s (2021) research established that EI is an essential aspect of leadership and the interplay between success and consequence of improper analysis to the application of human emotional experience is an important aspect of all supervision. While EI has been shown via this study to be important, it is also necessary to focus on EI from an individual's strengths and weaknesses, as previously discussed. In consideration, Van der Linden et al. (2012) identified the concept of GFPs, which reflects that they correlate with trait EI even when considering social desirability bias. This research poses quite an interesting position. While social desirability bias tends to modify behavior to what the person deems socially appropriate is indicative that the subject has enough EI to modify behavior, realizing what is socially acceptable (Van der Linden et al., 2012, p. 176).

Petrides's (2010) empirical research reflects that leaders have no one type of EI that can be replicated to assure success and advancement. Emotional thinking lends itself to intuitiveness and, as such, may be successful in some scenarios and not in others, that is, where a more analytical approach is needed. Personality dimensions, just like EI, vary from person to person. Therefore, their strengths and weaknesses vary and should be considered and aligned to the individuals' strengths with work assignments and career development (Petrides, 2010). Emotionally applied responses can be advantageous in some considerations and detrimental in others (Petrides, 2010). Finding the right person while aligning their strengths for any job is paramount to ensure success in work life, leadership, and supervision. Similar research findings by Petrides et al. (2016) identified those personality traits that align with trait EI reflect career decision-making and career

alignment. Rationality in decision-making processes, including career-decision making, is directly impacted by emotional measures found within the trait EI theory (Farnia et al., 2018).

Petrides (2010b) shared a notable analysis involving belief-importance (belimp) theory that has many ramifications regarding success and its inverse across life domains. Namely, belimp theory recognizes an individual's propensity to seek goals that align with their self-identity and belief system of what they accomplish versus avoidance of what they believe they cannot. Belimp's theory analysis rests on four domains hubris, motivation, depression, and apathy which align with trait EI, conscientiousness, neuroticism, and introversion (Petrides, 2010b, p. 697). Reflecting on trait EI through the prism of the belimp theory, Petrides surmised that this may explain why some are more serious than others. Petrides identified that an individual's personality traits define and prompt their propensity to emphasize what is of high or low importance across life domains.

Siegling et al.'s (2014) research into trait EI and leadership pointed out that management and leadership are different. Nonetheless, this study's empirical evidence indicates that those with personality traits and emotional alignment in which they care for others are likely to serve in supervisory roles (Siegling, 2014). Petrides et al. (2016) composed meta-analyses of trait EI in the workplace, which have positive impacts on performance and satisfaction and are consistently reflected in leadership behaviors. Additionally, the evidence further enlightens the desire of employees' preference for high EI leaders (Petrides et al., 2016).



## **Historical Context of Leadership**

### **Leadership, Practices, and Theories**

Leadership is a conceptualization and a needed function across the spectrum of human existence, including government, private organizations, and non-profit organizations. Leadership is also an entrusted obligation of our society's institutions to assure organizational goals and fulfillment of professional service to the citizenry. Northouse (2007, 2016, 2019) has identified leadership as a process where an individual inspires others to work together to accomplish the entity's or organization's goals. Andreescu and Vito (2010) described a leader as capable of motivating and directing employees to achieve the organization's goals voluntarily through guidance and inspiration.

Leadership has been a concern and documented for thousands of years, with key points demanded of those in such positions, including a need for trustworthiness, integrity, desire, and vision (Ardichvili & Manderscheid, 2008). The New International Version (NIV) Bible (n.d.) advises that leaders should be capable, God fearing, trustworthy, honest and should be appointed at all levels of large numbers of people and even small numbers (Exodus 18:21). Historically, Bass (2008) identified leadership is needed to advance civilization and further to teach principles through parable, stories, and dictates. Notable contributions passed throughout history include guidance from Confucius, Socrates, and Plato, as well as Greek and Roman cultures to include stories and ideals of their deities and leaders, such as Caesar, to only name a few (Bass, 2008).

## **Development of Leadership**

A search of Google Scholar of leadership books reflects 4,380,000 results, with leadership theories reflecting 3,090,000 results and U.S. police leadership particularly reflects 2,100,000 results. A search for leadership publications in Walden University's online library returns a finding of 2514 books, 145 streaming videos, 112 journals, 25 reports, 15 proceedings, and one book series. As such, this identification of evolutionary leadership focuses on a sample of material that has informed modern practice, and while not comprehensive, it does identify many milestones. The evolution of leadership included important theoretical innovations throughout history. One such innovation was Carlyle's great man theory of the late 19th century, which sought to identify traits inherently unique and believed to be possessed and passed down from God through family lineage, to include those characteristics as found in heroines and heroes alike (Bass, 2008; Spector, 2016). Burns (1978) correctly pointed out that the flaw with this concept is that no account has ever demonstrated appropriate to the evolution of leadership from any such person.

While research of this study was particularized towards EI and TL, it should be noted that there are numerous theories regarding leadership in which Ardichvili and Manderscheid (2008) have identified many in the following list, but this is not exhaustive “leader–member exchange (LMX) or vertical dyad linkage (VDL) theory, situational leadership, TL, servant leadership, authentic leadership, and complexity theory” to include transactional and laissez-faire leadership (p. 621). Some examples that have

informed leadership practices across the spectrum, including police leadership, are briefly mentioned as follows.

During the 1930s Luther Gulick et al., concerned with organizational theory, developed a public administration model referring to a POSDCORB still having utility in the modern age (as cited in Chalekian, 2013). POSDCORB refers to the administrative principles as acknowledged by Chalekian (2013) as planning, organizing, staffing, directing, coordinating, reporting, and budgeting. These administrative functions are embedded activities of leaders across the spectrum of organizations; while the complexity of these functions has evolved, the need for management and leadership has been subdivided through organizational management.

Charismatic leadership emerged during the 1970s through House (as cited in Allio, 2013). It was greatly influenced by sociologist Weber of the late 19th century through the turn of the century when the concept of a leader's power through charisma emerged (as cited in Allio, 2013). Allio (2013) summarized Weber's contention that a leader's ability to influence subordinates is based on their position, competence, or charisma, while House's theory focuses on individual traits and behaviors that influence followers.

Situational leadership was developed by Hersey and Blanchard in 1985 that identified different directions and support as needed over ever-changing circumstances and the level of need of the follower (as cited in Northouse, 2016). The SLII model is comprised of four leadership styles: directing, coaching, support approach, and delegating approach (Northouse, 2016). Northouse (2016) identified criticisms of this

model and theory which included a lack of supportive research and ambiguous terminology.

Total quality management (TQM) is a conglomeration of strategies, approaches, and focus that took hold of the industry of the 20th century to address global markets, assuring low prices and higher quality goods and services (Sureshchandar et al., 2001). Sureshchandar et al. (2001) identified the foundation of TQM dating back to statistical process control (SPC) by Walter Shewart 1920s and has since been influenced by “Crosby (1979), the four absolutes, Deming (1986), fourteen points, Feigenbaum (1993), total quality control, Ishikawa (1985), quality control circles, Juran et al. (1988), quality trilogy and Taguchi (1986), loss function” (p. 344). Since its inception, the idea of TQM has influenced business and local government, while the latter focuses on service delivery.

Northouse (2016) shared that the creation of Blake and Mouton’s managerial grid (BMMG), which first surfaced during the 1960s and was revised through the early 1990s, is a means to measure the effectiveness of managers by ranking concern for people from 1 to 9 and concern for results from 1 to 9. This 9x9 grid forms quadrants in which a person’s management style or corporate entity is aligned (Roy, 2019). Alignment of these quadrants informs on types of management and are defined as impoverished management (1,1), country club management (1,9), middle of the road management (5,5), Authority-compliance management (9,1), and team management (9,9) (Northouse, 2016, p. 76). Roy (2019) indicated that the managerial grid could be used to identify a person’s inclination and applied to organizations and countries.

In the early 21st century, authentic leadership started to acquire interest due to Luthans and Avolio's 2003 work and further coupled with and lent itself to further exploration as a result of Bass' work regarding authentic TL (Northouse, 2016).

Authentic leadership is comprised of four components: self-awareness, internalized moral perspective, balanced processing, and rational transparency (Gardner et al., 2021; Northouse, 2016). Gardner et al. (2021) contended that authentic leadership adds to the leader's credibility; scholars and researchers criticize the model as lacking any true leadership clarity and have identified that, as a theory, it requires more substantial empirical development. Nonetheless, authentic leadership comprises points inherently important to charismatic and TL elements and further lend itself to ethical alignment (Gardner et al., 2021).

The need for leadership and the ability to identify appropriate from noneffective leadership is of consequential importance, as identified by Babalola et al. (2019). As identified earlier, ethical behavior also significantly impacts leadership and follower support. Perceived leader ethical behavior can further encourage or detract from ethical behavior, while the weakness of a leader's character may promote inappropriate conduct within the organization (Babalola et al., 2019). Lee et al.'s (2019) empirical analysis of ethical leadership is generalizable beyond the west. While it has generally been seen as a component of TL and authentic leadership, it has value beyond the full-range leadership (FRL) model (Lee et al., 2019). Ethical leadership has been shown to significantly impact follower commitment, performance, and reduction in workforce turnover (Lee et al., 2019).

U.S. law enforcement public administrators have attempted to take elements of all these leadership styles and many others or combinations to apply the best elements to lead and assure appropriate services in ever-evolving communities. In addition to leadership models and theory influencing police leadership in the United States, other factors have substantially formed and molded police service and its leadership identified through notable U.S. political eras. Congressional movements, case law, and citizen movements have influenced the following political eras.

### **Political Eras Impacting Police Leadership**

Paradigm shifts have affected police leadership throughout history. On occasion, law enforcement makes changes through evolution, but in most cases, changes are forced upon these organizations as a result of significant criminal activities, citizen-shifting priorities, political shifts, government mandates, adjudication of criminal cases decided by the Supreme Court of the United States (SCOTUS) such as *Miranda v. Arizona*, *Terry v. Ohio*, *Tennessee v. Garner*, *Escobedo v. Illinois*, and *Mapp v. Ohio* to name a few.

Sir Robert Peel was an Oxford graduate and later earned the title of father of community policing due to his actualization of modern policing principles (Fyfe et al., 1997). Peel sought to bring reform to the English police system, a wanted change among the citizenry, and ultimately created the Metropolitan Police Act (1829), resulting in Britain's Metropolitan Police Force (Fyfe et al., 1997; Lewis, 2011). The Britain Metropolitan Police Force was such a success that it directly influenced policing behavior in the United States. Peel's police reforms included the application of his 9 principles for a successful police organization, which included the following:

- crime prevention,
- mutual respect,
- a cooperative populace,
- recognition that force and coercion reduce public support proportionately,
- impartial and fair service,
- the recognition that the application of force while needed should be the least amount of force to meet a police need,
- police and community are partners,
- police are not vigilantes and must leave punishment and justice to the judiciary, and
- police efficiency can be ascertained by the absence of disorder and crime.

(Lewis, 2011; Fyfe et al., 1997)

Despite Peel's direction and guidance on law enforcement, challenges remain as police leadership must contend with factors outside the organization, such as organized crime, terrorism, and civil unrest, to name only a few of the challenging endeavors impacting policing throughout the modern world (Lewis, 2011).

### **Early Policing in the US Political Era (1840 – 1930)**

The Pendleton Act was a significant piece of legislation enacted by the United States Congress in 1883 to eliminate the political spoils system and create a merit system based on capability and skill through open competitiveness established by an ethical

bearing (Rusaw & Fisher, 2017; Swanson et al., 2008). This legislation started the elimination of the former spoils systems based on political corruption and graft, where appointments were made quid pro quo. This progressivism expanded throughout the United States, resulting in civil service and improved administrative training for all state and local governments, and continued through the 1940s (Rusaw & Fisher, 2017).

A key factor contributing to the need for change includes crime waves forcing the adaption and evolution of leadership within the criminal justice system. The National Crime Commission, established by President Coolidge in 1925, was established by competent representation but notably lacked inclusion by representatives of several aspects of the criminal justice system (Wigmore, 1925; Wright, 2013). Nonetheless, the commission completed 14 reports covering and making recommendations to all aspects of the criminal justice system and recognizing the responsibility of the federal government and state governments to this cause (Cass, 1928; Wright, 2013). The National Crime Commission, also known as the Wickersham Commission, was authored by August Vollmer, a US police chief and scientific policing advocate (Fyfe, 1997). Report 11 – Lawlessness in law enforcement & Report 14 - The Police from the Wickersham Commission found improper police tactics and misconduct needed remedy along with a need for professional leadership with appropriate backgrounds, central administration, and incorporation of higher morals and ideals for police staffing (Fyfe et al., 1997; Wright, 2013). The contributions of the Wickersham Commission ultimately led to the reform era in continuation of these noble goals being implemented to some extent across the US.



This political era focused police leadership on a crime control model due to increased crime and other subsidiary contributions to this age, such as the great depression and the prohibition period. The prohibition period was established by ratifying the 18th amendment, followed by the National Prohibition Act, known as the Volstead Act, in 1919 (Swanson et al., 2008). Swanson et al. (2008) identified that the depression era led to unscrupulous criminals resulting in kidnappings, bank robberies, and the rise of gangs and murder of rivals to provide for their power and wealth.

### **Reform Era (1930 – 1980)**

Numerous figures throughout history contributed to the evolution of society. Vollmer and Wilson were such people during this age that greatly influenced the evolution of policing and its leadership. Peelian principles were further advanced under the guidance and professional bearing of August Vollmer, a world-renowned police chief responsible for advancing policing by mandating training and seeking a better-educated force to combat crime scientifically during the reform era (as cited in Swanson et al., 2008). O. W. Wilson followed in Vollmer's footsteps and is another chief of significant stature who influenced policing nationwide within the United States. Wilson's contributions included improved operational efficiency through a central command structure and a rigid span of control, governing an era of police response via radio management, and he is further known for improving police records and planning (Frye et al., 1997).

Frye et al. (1997) identified significant landmark judicial decisions by SCOTUS that modified police behavior and leadership characteristics of police organizations.

During this period, SCOTUS' decisions, such as *Mapp v. Ohio*, 1961, applied the exclusionary rule to state cases. The exclusionary rule eliminates evidence obtained through unreasonable search and seizure from being used against the accused and is commonly referred to as tainted evidence (Frye et al., 1997). *Escobedo v. Illinois*, 1964, established that any accused has a right to be represented by a lawyer during interrogation. *Miranda v. Arizona*, 1966, established that rights should be read to the accused before any custodial questioning. This case is also tied to the exclusionary rule and protects the suspect's statements given outside of Miranda warnings while in custody (Frye et al., 1997).

President L.B. Johnson commissioned the National Advisory on Civil Disorders, known as the Kerner Commission (1967), as a result of frequent and mass public disorders and riots of the 1960s in the United States (Bowman, 2018). Bowman (2018) pointed out that the Kerner commission sought the underlying and contributing causes of civil unrest and found that discrimination, racial segregation, and lack of economic prosperity, coupled with police brutality, were the catalyst. The Kerner commission made notable findings, including the deduction that the police failed to provide information and were not transparent with the public, creating a void where false narratives, inaccuracies, and misinformation were perpetuated by the mass media (Bowman, 2018). While the Kerner Commission lists several causes, including institutional practices and structured racism, the coupling and approval of police brutality and means to punish minorities triggered violent responses because of perceived evidence of institutionalized racism.

A significant piece of legislation passed in 1968 under the auspicious name of the Omnibus Crime Control and Safe Streets Act (SSA) provided federal funding for law enforcement to improve effectiveness, fairness, and coordination, ultimately lending itself to the Community Policing Era. As part of this massive crime control legislation, congress later amended the SSA in 1973 through the Crime Control Act, prohibiting funding to those organizations or programs that exercised discriminatory practices and adding a non-discrimination clause (Tiwari, 2019).

As a result of the reform era, policing across the United States started implementing needed change, and leaders sought sound models to align what was seen as an evolution of policing. Taylor's studies of management and the publication of his 1911 *Principles of Scientific Management* were also ultimately applied to policing across the United States (Fyfe et al., 1997). Taylor's economic self-interest motivation outlook led to a look at the failure of management generally, and he called for a structured hierarchy of supervision coupled with appropriate responsibility (Swanson et al., 2008). Swanson et al. (2008) noted that while Taylor did not see the fruit of his labor, it ultimately took hold internationally, influencing supervision principles in France and Lenin's Marxist societies. Later during the reform era, police leadership sought its implementation to policing across the United States, adding hierarchal chains of command, a span of control implementation for their supervision, and an overall centralized command structure (Swanson et al., 2008).

### **Community Policing Era (1980 – 2001)**

The progression of commitment to change police leadership, organizational commitment, and function continued into the era known as community policing. The community policing era evolved from the continued call from the community for change, along with reform era activities, research still directing leadership activities, and congressional, judicial, and executive branch influences. Political era influence does not stop at any particular time, and as a result, contributions from earlier periods have also continued into this age.

The legislative initiatives encompassing the Omnibus Crime Bills have had impacts across the criminal justice spectrum, from reforms to sentencing guidelines, additional criminal code enforcement along with more stringent penalties (Violent Crime Control Act, 1991); Violent Crime Control and Law Enforcement Act, 1994; Omnibus Crime Control Act, 1997). However, the Violent Crime Control and Law Enforcement Act (1994) led to the establishment of the Office of Community-Oriented Policing Services, which managed grants, funding, initiatives, and resources for agencies around the United States to embark on this particular policing initiative. Community-oriented policing (COP), also known as community policing, is intended to be a collaboration between police organizations, the community, and local governments working together where policing is decentralized and takes a crime prevention approach (Dario & Crichlow, 2022). Many community policing initiatives utilize the strategic approach of Goldstein's problem-oriented policing (POP) to direct resources (Dario & Crichlow,

2022). The weakness and strength of community-oriented policing are that it is more of a philosophy than an outright approach (Dario & Crichlow, 2022).

Problem-oriented policing (POP) was a crime analysis methodology created by Herman Goldstein in 1979 to scientifically analyze the phenomena and further developed into the SARA model by John E. Eck and William Spelman, which is a way of implementing of Goldstein's model in the late 1990s (Bullock et al., 2022). The SARA stands for Scanning, Analysis, Response, and Assessment (Swanson et al., 2008). The SARA model was used to look for contributing causation factors or at least an addendum to the resulting criminality. Bullock et al. (2022) identified POP as a police innovation that has been widely applied as part of the community policing approach, but its weakness includes a lack of clarity. Evidence-Based Policing's (EBP) rise in 1998 and addendum to the community policing endeavor reflects that both EBP and POP models seek to improve efficiency and fairness to criminal investigative and response services (Bullock et al., 2022).

This lack of clarity identified by Bullocks et al. (2022) impacts POP, EBP, and Community Policing as a whole and is of significant concern as the implementation of community policing principles varies from location and community, according to the research of de Guzman & Kim (2017). Furthermore, the empirical analysis reflects that the determination for community policing success rests with social, structural, and perceptions of the community (de Guzman & Kim, 2017). Some communities demand traditional policing methodologies and formal social controls, while others seek informal controls and a collective community policing approach. According to de Guzman and

Kim, the difference between the two is the level of community disorganization or, more aptly, the community's hierarchy of needs. The more disorganized, the greater the demand for traditional policing, while the inverse reflects a demand for informal controls and a community policing approach (de Guzman & Kim, 2017). Dario and Crichlow's (2022) evaluation of COP also reflected the ambiguity identified by their peers regarding COP despite its popularity and being named a pillar to US President Obama's Task Force on 21st Century Policing (2015). However, the lack of clarity is not the only weakness of community policing; it also suffers from an inability to measure success or failure (Bullock et al., 2022; Dario & Crichlow, 2022).

### **Homeland Security Era (9/11/2001 – 2020)**

The precipitance of the terrorist attack on September 11, 2001, was another factor outside police innovation that forced change concerning how the police in the United States operated. An urgency took hold that sought to couple gains made between community partnerships and the police to collectively work together to identify the potentiality of international criminal threats and domestic terrorism within society. Just as in other eras, the federal government-initiated funding, and laws through congress as a mechanism to combat this terroristic threat.

On September 11, 2001, Al Qaeda terrorists attacked the United States using commercial aircraft by crashing them into buildings causing damage and destroying approximately 3000 lives (Oliver, 2006). As a result, Congress enacted the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA Patriot Act) on October 21, 2001. The USA Patriot Act

(2001) comprises 10 titles covering numerous areas to enhance protection and infrastructure within the US, improving intelligence coordination, enhancing criminal penalties, and creating funding sources and processes to assist in the war on terror. The USA Patriot ACT (2001) also created the US Department of Homeland Security (DHS) in 2002, which combines federal agencies, improves coordination, and creates a unified command (DHS, 2022).

As a policing concept, the homeland security era had to utilize the decentralized abilities of the police at the lower levels, as demonstrated during the community policing era but also had to rely on centralized planning and coordination, as found in traditional policing demonstrated during the reform era (Oliver, 2006). Oliver (2006) pointed out that this flexibility, along with centralized decision-making, improved coordination between offices and entities by establishing regional intelligence offices and built upon crime and terrorist prevention through crime prevention strategies. This era also found a need to improve collaboration and coordination between entities. It determined a need for police to add additional training in mass casualty response and knowledge of nuclear, biological, and chemical response considerations (Anderson et al., 2004; Swanson et al., 2008).

The National Incident Management Systems (NIMS) is coordinated through Federal Emergency Management Agency (FEMA) which requires law enforcement entities to implement NIMS through Incident Command System (ICS) training to obtain funding and grants related to policing (Anderson et al., 2004; FEMA, 2022). Anderson et al. (2004) identified that fire agencies implemented ICS under different terminology

during the 1970s and by presidential directive was incorporated into national training requirements under FEMA to ensure coordinated command management.

### **Defund the Police Era (2020 – )**

The fifth era of policing in the United States of America started recently, and the ultimate transforming impacts and effects on communities have not yet been entirely determined. However, there are similarities between the reform era identifying distrust of the police and a lack of transparency resulting in mass media and social media filling the void to include both truthful and false narratives in the modern era (Bowman 2018). More recently President Biden's EO has compelled federal agencies and requested other policing institutions throughout the United States to address the public policy issues of accountable policing, improving public trust, and public safety to name part of the EO's main objectives (Whitehouse, EO, 14074, 2022). The defund-the-police era primarily took hold because of continued complaints of excessive force and deaths caused by police actions involving minorities sparking racial resentment and calls that the justice system is systemically racist. The catalyst for this era coincided with the recorded death of George Floyd, an unarmed black man (Baranauskas, 2022). Meaningful oversight and control of the police have always been a necessary tool of government, and now citizens are demanding the reigns.

While George Floyd's death was determined to be a wrongful death at the hands of a U.S. policing institution, he has not been the only person. The unjust lethal force by police is much easier to uncover and identify in the modern age due to technological advancements, recordings, cameras, and dissemination worldwide almost instantaneously



through internet platforms. The view of police injustice and excessive force calls into question whether police force generally should be authorized. Inappropriate and excessive force accounts, such as George Floyd's demise, highlight that police force against minorities lends itself to distrust, outrage, and demands for continuous change (Fryer, 2019).

The police in the United States have been involved in approximately 400 justifiable homicides yearly since 2007, with the outlier reflecting 168 justifiable homicides in 2021 (number of justifiable homicides by law enforcement officers and private citizens in the United States from 2007 to 2021, 10/22). To add some perspective, the United States had just over 24,000 homicides in 2021 (CDC, 2022). Law enforcement responding to deadly force is not based on felonious attacks alone, as the data reflects restraint. In 2020, 15,684 officers were assaulted with firearms, knives, and other dangerous weapons, which resulted in the death of 46 of these men and women (Homeland Security Digital Library, 2021). Fryer's (2019) research reflected that lethal force by police officers does not readily identify apparent racial differences; specifically, "Blacks are 27.4 percent less likely to be shot at by police relative to nonblack, non-Hispanics" (p. 1214). However, this same research compiled from the New York City Police Department's stop and frisk data shows that "Blacks and Hispanics are more than 50 percent more likely to have an interaction with police that involves any use of force" (Fryer, 2019, p, 1213). Furthermore, "Blacks are 21 percent more likely than whites to be involved in an interaction with police in which at least a weapon is drawn, and the difference is statistically significant" (Fryer, 2019, pp. 1213-4). While the New York City

Police Department's behaviors may not translate across the United States, Fryer (2019) identifies that the findings mentioned above are qualitatively similar when compared to the Police-Public Contact Survey (PPCS) (p. 1214).

Su et al. (2022) identified that the overall movement objectives are to “(1) reduce the budgets of local police agencies, (2) shift those resources to such other social needs as health care, housing and education, and (3) thereby improve the public’s capacity for prosocial behavior” (p. 1205). Additionally, there is a belief that shifting responsibilities back to social organizations can reduce crime and the mental health of the locality, as the police are not trained and are even resistant to social efforts transferred to them by the local government (Su et al., 2022). Sinclair (2021) identified several tools and approaches localities can utilize to accomplish the goals of the defunding movement.

Reform is a means of correcting organizational behaviors by increasing or decreasing organizational responsibilities (Sinclair et al., 2021). Many types of reform have been implemented across the United States, including body-worn cameras, bias training, and greater accountability controls. However, Sinclair et al. (2021) noted that the success of reform is dependent mainly on oversight. Division is the methodology of diverting resources and some functionality from the policing agencies while keeping traditional policing functions within police control. Sinclair et al. identified that unless significant reallocation is dispersed to social services, it is traditional reform at best. Mergers are a combination of social services and police functioning combined into a larger institution such as the Department of Homeland Security; however, such a broadening endeavor reduces accountability and may obfuscate performance at the

individual level (Sinclair et al., 2021, p. 494). Abolition seeks to eliminate what Sinclair et al. described as “state-sanctioned violence from an agency carrying out policing functions, or at least substantially limit the discretion with which violence could be used” (p. 494). However, eliminating the organization does not eradicate the issues that have been identified. Furthermore, other considerations or approaches may be necessary as states can reinstate policing authority, citizens will rely on the Second Amendment and state-authorized laws like stand your ground will likely continue to reduce accountability.

While the defunding movement seeks to significantly modify, and control police behavior Baranauskas’ (2022) reflected that only about a third of the United States support such a drastic change. Noting that crime reduction has historically been accomplished through increases in police resources and police interventions reducing societal harms forms the basis of opposition and the belief that reduction would result in increases in crime and victimization. To date, no city has abolished its police as a result of the defunding movement despite the public support of some major U.S. cities (Baranauskas, 2022; Sinclair et al., 2021; Su et al., 2022). Defunding the police may be more difficult not only because it does not have a majority of support but as a result of interference from both the federal government as well as state governments (Baranauskas, 2022; Sinclair et al., 2021; Su et al., 2022).

Public policy reforms of the policing institution are quite arduous and more of a challenge than activists have envisioned. In opposition to the defunding movements, state governments from across the United States passed legislation prohibiting defunding of police institutions at the local level. Furthermore, Su et al. (2022) indicated that the

institution is protected by courts, elected officials, and state and federal governments, including legislative hurdles. State oversight of police reflects a distrust of urban politics and protections against local corruption (Su et al., 2022). Communities seeking to control their police department through budget restrictions may gain leverage and more significant support than defunding (Su et al., 2022). However, protections should be included as fines, fees, and forfeitures authorized by state law used by police departments have been applied nefariously by small localities utilizing local police resources as a means of revenue generation which has also been shown to have a disparate impact on minority communities (Su et al., 2022).

In deduction from Su et al.'s (2022) research, other considerations need to be weighed as the federal government disperses funding to police organizations for multiple reasons, from hiring to crime suppression/ prevention, traffic enforcement, and drug enforcement as well as disorder crimes. President Biden has authorized an increase of the Community Oriented Policing Services to increase disbursement for hiring assistance to \$651 million (Su et al., 2022, p. 1235). Additionally, the POTUS Joseph Biden Jr.'s EO 14074, identifies and echoes the sentiments of communities across the nation to hold policing accountable while enhancing public trust and public safety as a matter of public policy (White House, EO 14074, 2022). The White House's EO 14074 (2022) is comprised of 21 sections. The POTUS's EO compels federal law enforcement and federal offices to facilitate, implement and assist with the development of this order. Throughout the rest of the democratic republic, implementation rests upon the shoulders

of law enforcement public administrators, and their cooperation is needed to facilitate many objectives of this EO to benefit our society.

Considerations such as incorporating federal requirements for such grants to correspond with making police more accountable is a viable approach. Tiwari (2019) contended that a contribution from the Reform Era, particularly the SSA legislation and the 1973 amendment of the same legislation, can further hold policing organizations accountable through disparate-impact liability, but identified that further support and action are required that can enhance racial equality. The Omnibus Crime Control and Safe Streets Act of 1968 is currently being considered for amendment under H.R.5211, and as of 11/01/22, it has been forwarded to Subcommittee on Crime, Terrorism, and Homeland Security (Congress.com, 2022; Rusaw & Fisher, 2017;).

### **Public Policy and Administration – Process Theory**

I chose process theory as the public policy and administration (PPA) theory to align with this study as it most closely aligns with my views compared to the other available theories. Van De Ven and Poole (1995) identified that process theory looks to the building blocks of organizational change as a complex phenomenon. These building blocks are associated with theories of the life cycle, teleology, dialectics, and evolution and are integrated into organizational life. As such, these building blocks may influence the organization at different times or simultaneously impact various levels of the organization as change is constantly occurring from the individual to the larger organization. It can be deduced that organizational leadership affecting change within the

organization depends upon the interplay between the integrated life cycle theories, teleology, dialectics, and evolution at play when leadership is applied.

### **Life Cycle Theory**

A frequently used and understood theory, at least in the natural biological sense, is in use in the context of organizational life. The life cycle theory includes other theories associated with development as it applies in this context; they are developmentalism, biogenesis, ontogenesis, and several stage theories of child development, human development, moral development, organizational development, group decision-making stages, and new venture development (Van De Ven & Poole, 1995).

### **Teleology Theory**

According to Van De Ven and Poole (1995), teleology theory is purposeful cooperation to obtain a goal within or on behalf of the organization. It aligns with creativity and allows staffing the freedom to pursue goals and implement them for the betterment of the organization within the confines of resources and considerations of the environment. Teleology theory incorporates and builds upon other foundational theories to include "organizational theories of change including functionalism (...), decision making (...), epigenesis (...), voluntarism (...), social construction (...), adaptive learning (...), and most models of strategic planning and goal setting" (p. 516).

### **Dialectics Theory**

Dialectics theory is built upon the Hegelian assumption in which the organization competes in opposition and conflict with internal and external forces (Van De Ven & Poole, 1995). Van De Ven and Poole (1995) explained this as the means the organization

attempts to maintain the status quo. The primary reasons to maintain this state is to assure alignment of its purpose and power. Change occurs when outside forces alter this state forming a different status quo or stability within the organization and its environment.

### **Evolution Theory**

Evolution theory, according to Van De Ven and Poole (1995), takes a restrictive positioning regarding evolution as to the application of change. It involves cumulative changes as applied to the larger context of society, communities, and industry. When change occurs, it does so through variation, selection, and retention to perpetuate the desired state within the organization to facilitate change. Although some researchers look to Darwinism as a means to view evolution, it is limited to the point of change through natural selection. However, supporters of Gould's punctuated equilibrium model add a hierarchical dimension of consideration related to change.

### **Summary and Conclusions**

Leading professional organizations always have challenges, but leading police organizations in the United States is fraught with difficulties. Men and women come from all backgrounds in the United States to join the ranks of these policing organizations to bring good, stability, and nobility to a profession dedicated to protecting its communities. These men and women need professional bearing by steadfast leadership dedicated to the Peelian principles. These principles are captured in the essence of TL and EI and are qualities expected by subordinates and professed by police executives. Police executives must balance the needs of the community and their personnel while adhering to an ever-changing environment within the borders of congressional and judicial oversight.

The literature review incorporated empirical research that has been synthesized that included supporting and contradictory findings. The categories of this research focused on TL, a summative view of all EI with a particularized concentration on trait EI, leadership, and leadership influences that have influenced the U.S. policing institution. The following provides a summative overview of the empirical research of each section and its identified weakness.

TL has evolved over numerous decades with contributory support across the spectrum, reflecting that the leadership model has proven effective (Avolio et al., 1999; Bass & Avolio, 1995, 2004; Bass & Riggio, 2006). While leadership assessments of police organizations are complex and limited, the studies of Campbell (2012) and Ferguson (2014) reflected that police executives have professed to possess and utilize TL and EI. It has been determined to be the ideal form of management for these organizations and preferred by subordinates (Andreescu & Vito, 2010). The tool utilized to measure TL is the MLQ (Form 5X) and was utilized in the studies of Campbell and Ferguson. This tool is capable of measuring the nine aspects of FRLT. However, Antonakis et al. (2003) identified that Bass and Avolio's leadership model is incapable of measuring all aspects of leadership. Antonakis et al. (2013) claimed that discriminant validity is low between TL and transactional contingent reward leadership. Another notable weakness is that TL could be manipulated by those leaders with immoral intentions to further their ambitions, and this is referred to as pseudo-TL (Northouse, 2019).



EI, particularly trait EI, is yet another aspect of leadership professed by police executives across the United States (Campbell, 2012; Ferguson, 2014). Trait EI is an individual's proclivity and emotional discernment regarding any phenomena applied to human relations (Petrides, 2010; Petrides & Furnham, 2006, 2010; Petrides & Mavroveli, 2018). TEIQue has been proven to be a dependable means of identifying aspects of trait EI with an appropriate score via the TEIQue-SF (Petrides & Mavroveli, 2018). Campbell (2012) and Ferguson (2014) utilized the TEIQue-SF to measure trait EI of police leadership via self-reports. According to Petrides et al. (2007), a weakness of trait EI is that TEIQue and TEIQue-SF can be manipulated, and bias can be introduced into the findings when applied via self-reports. Another weakness Petrides et al. (2016) identified was that low trait EI scores may indicate maladaptive inferences.

The evolution of leadership shows how far humanity has progressed and significant changes have arisen; however, challenges and external forces continue to shape and redefine what is expected. Police leadership faces a Gordian knot of societal issues. However, a commitment to provide excellence and responsibility through accountability while remaining true to the professional tenants of serving their community and making it a safer place to live while providing dignity and respect to all is what is needed. The policing behaviors identified by the Kerner Commission identified the basic failures of the policing institution's leadership (Bowman, 2018). Leadership failed to adhere to the basic Peelian policing principles, and it seems that the current era finds similar issues that remain to this day. Police leadership is influenced by an ever-changing landscape where congressional decision-making, judicial findings, ever-

changing law, and societal concerns and priorities. Leadership principles are mentioned in the bible as identified in the New International Version Bible as follows.

<sup>1</sup> Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. <sup>2</sup> Now the overseer must be above reproach, the husband of but one wife, temperate, self-controlled, respectable, hospitable, able to teach, <sup>3</sup> not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. <sup>4</sup> He must manage his own family well and see that his children obey him with proper respect. <sup>5</sup> (If anyone does not know how to manage his own family, how can he take care of God's church?) <sup>6</sup> He must not be a recent convert, or he may become conceited and fall under the same judgment as the devil. <sup>7</sup> He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap. (NIV Bible, n.d, 1 Timothy 3:1-7)

In this study, I sought to contribute to the literature by furthering understanding of police leadership by reflecting upon a 180-degree analysis of practiced leadership behaviors compared to what has been professed as it relates to TL and EI by these executives as determined in the previous research of Campbell (2012) and Ferguson (2014). To address this gap, I expounded upon the work of Campbell and Ferguson via a qualitative case study where subordinate personnel will assess their executive's TL and EI. Chapter 3 thoroughly depicts the methodology chosen to gather the necessary data to address this study.

### Chapter 3: Research Method

Policing in the United States is a complex organization that serves communities. The executive leadership sets the tone for their subordinate personnel and determines the type of policing deployed (Adegbile, 2017; Swanson et al., 2008). Adegbile (2017) identified that strategies have been employed to change policing to be more professional, inclusive, trusting, and transparent, as well as the need to shift from a crime-fighting mindset to a guardian mindset. It is the law enforcement public administrator that is ultimately responsible for the enormous task of managing such a complex organization, aligning priorities, and shifting agency behaviors. To accomplish such an arduous task, implementing TL and EI have been deemed appropriate leadership approaches and best practices (AlShamsi, 2016; Dasborough et al., 2021; Görgens-Ekermans & Roux, 2021; Vito et al., 2017). Campbell's (2012) and Ferguson's (2014) empirical research identified that law enforcement public administrators have professed to possess and utilize these management behaviors.

This qualitative study explored the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. The purpose addressed the gap in the literature regarding the bias related to police executives self-reporting their TL and trait EI capacities. In this study, a qualitative perspective of law enforcement public administrative leaders' subordinate personnel's lived experiences of their executives' real-life performances related to EI and TL reflected on the true nature of police leadership. Considering the underlying quantitative correlational research studies

of Campbell (2012) and Ferguson (2014), an analytical generalization of the current study provided whether these professed EI and TL attributes are practiced.

In Chapter 3, the researcher's role related to this study is discussed, followed by the methodological section, which thoroughly describes how the participants were chosen and selected. Furthermore, it identified the instrumentation utilized for inclusion for analysis, along with a detailed data analysis plan. Lastly, the trustworthiness issues as they related to this study are as follows: identifying matters of credibility (internal validity), transferability (external validity), dependability (reliability), confirmability (objectivity), and ethical procedures.

### **Research Design and Rationale**

RQ1: What are the perspectives and experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors?

RQ2: Do the experiences of subordinate personnel align/ match the professed self-evaluated EI and TL behaviors of law enforcement public administrators?

The core RQs sought to explore the TL qualities and trait EI behaviors professed by law enforcement public administrators as identified through self-reports in the underlying quantitative studies of Campbell (2012) and Ferguson (2014). Self-reports have been identified as potentially biased. By exploring the lived experiences of subordinate personnel, the real-life performances related to EI and TL should reflect on the true nature of police leadership and provide whether this aligns with the executives' self-reports. In order to obtain this information a multiple case study was implemented.

The research tradition of case studies as a qualitative medium is an iterative process applied to contemporary matters that do not need to control behavioral measures (Yin, 2018). Yin (2018) identified case studies as rigorous, methodical research means of investigating a phenomenon that requires an in-depth descriptive analysis. As such, a case study provides a narrative to correlation and is an appropriate measure to investigate leadership behaviors within the policing institution. The case study approach chosen for this project is a qualitative research method.

The type of case study for this research endeavor, in particular, is a multiple case study (Yin, 2018). The rationale for this research meets the criteria of the common case approach as identified by Yin (2018). According to Yin, this approach can provide a means to clarify current conditions. Case study research is an in-depth study of a topic examined through one or more cases relating to a broad range of categories from individuals, particular phenomena, events, and other settings. A multiple case study design is significantly more robust than any single case study design; however, it requires significant time and resources in comparison.

I considered and rejected other qualitative approaches such as phenomenology as well as the hermeneutical phenomenological approach as these methodologies seek an in-depth look into a participant's lived experiences. Phenomenology is looking for meaning as it relates to the participants' views on their reality through their personal experiences (Laverty, 2003). While these explorations of approach view the participants' lived experiences and are useful in some studies, it was determined that the overall goal of this study was best suited for a multiple case-study. One reason for this assessment is the

researcher has the ability confirm, disprove, and extend knowledge through a multiple-case analysis through an informative look into organizational and leadership behaviors that the previously mentioned do not provide (Halkias & Neubert, 2020).

### **Role of the Researcher**

As a researcher, I had responsibilities and duties to ensure accurate reporting, follow institutional review board (IRB) standards, treating participants with respect, and properly citing and including foundational resources that have led to further this study. These responsibilities included identifying the participants' relationships and identifying biases that could affect the study's outcome while including strategies to safeguard against these biases. Active listening was required during the intended semistructured in-depth interview process creating a dual role as observer/participant (Ravitch & Carl, 2016). As the researcher, I was considered a vital participant and instrument of this study because I fulfilled the duty of analyzing the data obtained.

Management of conflict of interests and power relationships is vital to the integrity of any study, that is why it is crucial to verify my background and intended means to address these concerns. I have worked in the criminal justice system over 30 years as a police officer, police instructor, police supervisor, state magistrate, and a 4th Amendment analyst for a Virginia policing institution. As such, I have forged many professional relationships, contacts, and friendships throughout my career. Contact with those I have met during my professional work history was intended to identify appropriate participants. Additionally, the snowballing technique was included to allow participants to identify others within this work culture willing to participate in this study.

To reduce the likelihood of relationship bias and as a safeguard to assure an ethical approach, I did not interview any employ of the agency which I am currently employed at during this study. To further safeguard against bias in this study, incorporating bracketing, rigorous data collection procedures, utilizing several sources, triangulation, and member checking improved transparency, enhance credibility, and assure accuracy. Incentives were not offered as a condition of participation.

Another element that I considered as the researcher is the confidentiality of those involved in the study. As such, the use of direct quotations could have idiosyncratic characteristics that could inadvertently identify such a person. Therefore, it becomes my responsibility to safeguard against such phenomena (Halkias & Neubert, 2020). To meet this obligation, such direct quotations that would provide characteristics that could lend themselves to identify a participant or the organization in which they are employed were carefully reviewed and eliminated appropriately.

### **Methodology**

Law enforcement serves a vital role in our communities, and the public administrative executive leadership of these organizations determines agency response, and transparency, which ultimately impacts the trustworthiness within our communities as it relates to the policing entity. As such, this qualitative study sought to explore and expand upon the existing research by addressing the core RQs of the study. In pursuit of this goal, the qualitative approach assisted me in determining the complex relationships and patterns among subordinate personnel to answer the underlying RQs. The methodological approach forms the foundation of the research plan and ensured that the

study can be replicated through tools and approaches that met the standards of trustworthiness (see Ravitch & Carl, 2016; Yin, 2018).

Case study designs are best for RQs that seek how, what, and why (Halkias & Neubert, 2020; Yin, 2018). This multiple case-study design was guided and used Yin's (2018) research and design methodology. A case is a single element, such as an event, organization, document, phenomenon, or individual. A multiple case-study design forms a more robust and compelling research method than single case-study designs but requires more time and resources. Yin suggested viewing a case the same as one would view an experiment. Following the case design strategy, replication is sought with as few as two or three case studies. Additionally, cases can be added to address contradictory findings or when seeking various patterns.

The design and inclusion of Yin's (2018) logic pattern was applied to the municipal policing agencies within the Commonwealth of Virginia. There are numerous policing institutions within Virginia (Gardner & Scott, 2022). As such, participants for this study were sought only from agencies that were determined to follow the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) certification, explained in greater detail in the participant selection logic. This study sought participants from three CALEA-certified agencies. Each agency formed an independent pillar supporting this research, and subordinate personnel from those intuitions were sought for inclusion via semistructured interviews. Incorporating triangulation between cases provided reliability and added validity to the study (see Yin,



2018). Furthermore, incorporating data triangulation assured data saturation while providing a means to explore various views of the same phenomena.

Ravitch and Carl (2016) identified semistructured interviews as a means for the researcher to guide the interviews through specific and follow-up questions to answer the study's core RQs. These questions sought to be answered during the interview followed a conversational approach. The order of the questions and follow-up through probing varied as needed for each case. Guiding and probing questions improve originality, and interviews should seek to be thorough by providing rich and thick data (Fusch & Ness, 2015; Rubin & Rubin, 2012; Yin, 2018). Fusch and Ness (2015) identified richness to acquiring quality interviews, while thickness refers to quantity. Question designs were intended to meet two criteria, the first to answer the research being sought, while the second seeks to develop questions that provide delivery in an unbiased manner (Yin, 2018).

Purposive sampling was the chosen method, whereas the selected participants are preferred because they possessed unique, insightful, and meaningful knowledge related to the phenomenon under study (see Patton, 2015). Halkias and Neubert (2020) identified that through purposeful sampling, themes, and practical applications, saturation could be obtained with five to 15 participants, while significant increases can hinder the study. My sample size included a total of six participants from three different CALEA certified municipal police agencies. I reached data saturation and obtained rich and thick interviews from my participants as required elements as identified by Fusch and Ness (2015).

The multiple case study design effectively explores the gap discovered in the literature to address how, what, and why questions while developing in-depth knowledge using multiple sources of data (Halkias & Neubert, 2020; Yin, 2018). Another aspect of using a multiple-case design is the capacity to incorporate replication logic. Unlike other research methodologies, replication logic does not seek to combine the data. However, it seeks to analyze each case as a separate experiment to answer the underlying central RQs and then seeks replication across each case (Halkias & Neubert, 2020). This analysis across cases allowed the detection of patterns that provided insights into constructs and relation to the underlying theories. Halkias and Neubert (2020) identified that the use of replication logic supports generalizations and illustrates that its use extends the reliability and robustness of the study.

Halkias and Neubert (2020) identified that a multiple-case study approach could be applied to a cross-case analysis in which leadership and management phenomena may be studied and compared to earlier literature. As such, the existing quantitative studies of Campbell's (2012) and Ferguson's (2014) findings regarding TL and the professed EI among police leadership was expounded upon qualitatively. According to Yin (2018), that can be accomplished using replication logic and could strengthen the underlying findings accordingly. Furthermore, for clarity, Yin identified cross-case analysis as a means of comparing and synthesizing patterns across cases. Halkias and Neubert (2020) recommended cross-case analysis using a multiple-case study. It should be applied to "data analysis to strengthen external validity, the trustworthiness of data, and provide a more vigorous multiple-case study research" (p. 65).

The ultimate goal of this research was to consider and compare this multiple-case study's findings with Campbell's (2012) and Ferguson's (2014) discoveries. Doing so provided sufficient information to draw analytical generalizations and relationships with one another through replication logic. Replication logic inclusion added external validation to the study's findings (see Halkias & Neubert, 2020).

The methodological section was further comprised of (a) participant selection; (b) instrumentation; (c) procedures for recruitment, participation, and data collection; and (d) the data analysis plan. Yin (2018) stated that it is essential to incorporate a case study protocol. The case study protocol summarized the study, procedures, and protocol questions (a means to address data collection needs), and it provided a framework to act as a guide.

### **Participant Selection Logic**

The appropriate population that warranted focus on providing feedback regarding police chiefs' self-assessments of their professed TL implementation along with high EI claims are subordinate police personnel. Policing subordinates have direct knowledge from lived experience as to the leader's natural leadership inclination as opposed to what is professed externally. Full-time employed (FTE) officers have had the most significant opportunities to view the executive's daily behaviors, including emergencies, and crises. Furthermore, these employees are best positioned to provide a window into actual practices. The public administration executive police leader leads FTE officers and is typically called the police chief. The police chief provides direct and indirect supervision, leadership, management, and control of subordinate police personnel.

Yin (2018) identified any number of cases greater than one as a multiple-case study, and even two cases form a more robust study than its single counterpart. A case is a single unit of analysis, whether a document, survey, or interview, to name only a few examples. The study may incorporate any number needed to meet the objective (Ravitch & Carl, 2016; Yin, 2018). Fusch and Ness' s (2015) research indicated that depending on the population size, as little as six interviews could yield saturation. I utilized six candidates from three separate study sites to reach both data saturation and obtain rich and thick interviews as identified by the research. These purposeful interviews developed themes and ideas that were analyzed. According to Halkias and Neubert (2020), it is the researcher's judgment and responsibility to seek maximum variation, which in essence, meant to seek diversity and variability among the cases incorporated in the study.

Regarding the clarity of saturation in a multiple-case study design, no set number of cases determines when one has reached data saturation. Fusch and Ness (2015) identified three elements of consideration needed to determine when the researcher has sufficient data and whether they have reached saturation. The elements to reach saturation are sufficient information that replication of the study is possible, when no further information is being acquired, and further coding is not appropriate. According to Patton (2015), the sample size in qualitative studies must be judged on the content and context of the study. The sample size cannot be compared to quantitative studies and vice-versa, as purposeful sampling should obtain in-depth, thick, and rich data. When considering sample size in a qualitative multiple-case study, it is best to consider

thickness as a quantity representative, while richness represents the quality of the data obtained (Fusch & Ness, 2015).

Gardner and Scott (2022) identified that each state has several types of policing organizations as part of their 2018 census. The focus of this study was to only interview subordinates of municipal police departments. Virginia has 166 local police departments responsible for communities employing 11,398 sworn FTE police officers. Of these municipal law enforcement agencies, to date, 22 have sought accreditation through outside organizations to apply the highest standards and are certified according to the CALEA, which sets the highest bar for law enforcement accreditation (CALEA, 2023). While another 38 local police departments are certified through and according to a member check within the Virginia Law Enforcement Professional Standards Commission (VLEPSC). The remaining 106 law enforcement agencies have not sought or met accreditation from outside entities (Virginia Department of Criminal Justice Services, 2023). I selected three agencies from the CALEA-certified agencies to act as separate site locations. I recruited participants to form my cases for this multiple-case study from these agencies.

Regarding procedures for how participants were identified, contacted, and recruited, I sought candidates who were currently members of a CALEA-certified agency. I sought permission from the organization's gatekeepers to send out, or post my flyer identified in Appendix A. The flyer explained the purpose and scope of the research and provided a means for them to participate while maintaining their confidentiality.

Furthermore, I incorporated snowballing to allow participants to recommend other suitable candidates that would be of interest to this study.

### **Instrumentation**

The instrumentation section was designed to identify the data collection instrument and sources while establishing sufficiency to answer the core RQs. A case study may collect data from numerous sources and types for inclusion; however, the collection of these sources must be valid and reliable to address the RQs related to the study (Yin, 2018). Using the appropriate instrumentation was essential to aligning the purpose of the study while addressing the RQ in alignment with the study's framework (see Ravitch & Carl, 2016). Analyzing the data led to identifying themes, as identified by Saldana (2016, 2021), with the end goal of identifying the perspectives and experiences of subordinate personnel regarding their police executives' EI and TL behaviors. This determined whether the subordinate views aligned with the executives' professed EI and TL.

Three sources of data used throughout this study included (a) semistructured interview protocols (see Appendix B), (b) archival data from the research studies of Campbell (2012) and Ferguson (2014), and reflective field notes (see Ravitch & Carl, 2016), which I maintained throughout the study. Data collection followed the methodology identified in this study to answer the following RQs:

RQ1: What are the perspectives and experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors?

RQ2: Do the experiences of subordinate personnel align/ match the professed self-evaluated EI and TL behaviors of law enforcement public administrators?

A multiple case study approach allowed for the inclusion of numerous data sources. Triangulation of this data from these appropriate sources assured data saturation. According to Halkias and Neubert (2020), including data and any contradictory findings through triangulation would provide greater rigor, dependability, and trustworthiness.

### ***Semistructured Interview Protocol***

Ravitch and Carl (2016) identified that semistructured interviews follow the protocol developed to guide the inquiry. The approved protocol identified appropriate questions that were sought to answer the RQs while also identifying follow-up and probing questions that were instituted as necessary. Semistructured interviews do not follow a rigid Q&A but establish in-depth interviews through open-ended, conversationally guided questions (Yin, 2018). Semistructured interviews are qualitative means of interviewing that provide meaningful understanding of the phenomena from the participants' perspectives.

The primary tool of this research relied upon the semistructured interview questions developed through the reviewed literature and conceptual framework of Chapter 2. Participants recruited, received a letter of invitation indicating the purpose and scope of the research (see Appendix C Recruitment Letter). The semistructured interviews were conducted using audio recordings conducted by phone, or in person, as identified by the IRB and were scheduled for approximately an hour. An additional contact was made to conduct a member check and follow-up with participants through

the same medium as needed and took less than 30 minutes to complete. Content validity of the interview questions was established by expert Walden University staff to ensure that the semistructured interview questions would establish the results intended. These expert auditors further established the credibility and dependability of this tool.

Transferability in a qualitative case study is tied to external validity. Transferability should not be construed as a means of statistical generalization, but as an analytic generalization, as identified by Yin (2018). Ultimately, the external validity/transferability depended on the reader's capacity to reconcile whether the findings related to phenomena, situations, and contexts outside of the study (Ravitch & Carl, 2016; Saldana, 2016; Yin, 2018).

### ***Archival Data***

The collected interview data within this study triangulated against cases and archival data, namely the previous studies of Campbell (2012) and Ferguson (2014). Utilizing these two existing research studies related to TL and trait EI connected to executive police leadership provided a means of analytical comparison. It supported the credibility and trustworthiness of this study. Campbell's and Ferguson's findings were relevant as these studies contributed to the underlying literature and this field on TL and EI of law enforcement public administrative leaders in the United States by providing meaning and alignment to the relevant interview questions.

### ***Reflective Field Notes***

Including reflective field notes is a qualitative means for the researcher to include firsthand observations, nuances, behavioral exchanges, and other forms of human activity



while forming a means of data triangulation (Patton, 2015; Ravitch & Carl, 2016). Field notes can be recorded by numerous means and should be maintained and kept for future access and review through my case study database (Yin, 2018).

### **Procedures for Recruitment, Participation, and Data Collection**

A purposeful sampling approach to this qualitative multiple-case study design obtained saturation and provided appropriate themes to answer the core RQ of this study with six interviews as identified by Halkias and Neubert (2020) as well as Yin (2018). The actual number of participants interviewed is contingent upon reaching data saturation (Fusch & Ness, 2015). The total number of subordinate personnel interviewed continued until no additional themes were identified from these rich and knowledgeable participants (see Ravitch & Carl, 2016; Rubin & Rubin, 2012).

The participant selection logic was followed by reaching out to municipal police organizations across the south-eastern United States after Walden University's IRB provided approval. The purpose of reaching out to the municipal agencies was to explain the nature of the study, provide parameters of confidentiality, and request permission to recruit participants for the study by allowing the posting of an announcement at the agency. Additionally, I posted an announcement via LinkedIn to request participation in the study along with the parameters of consideration. The announcement provided the nature of the study and direct contact information via phone, email, and LinkedIn (see Appendix A and C).

Once I received a response from an interested participant, I sent them an IRB-approved recruitment letter (Appendix C) and the interview protocol (Appendix B). The

latter was used to ensure the participant met the selection criteria for the study and reflected upon the diversity of the interview pool of participants, as identified by Yin (2018). Once satisfied, I sent a Walden University-approved consent form. Once a participant consented to the study, confirmation was sought through an audio recording. The participants received the interview protocol and an informative guide reflecting on the tenets of TL and elements of trait EI (Appendices B, D, and E, respectfully). The recruitment letter provided vital information to the potential participants along with the following information:

- the nature and explanation of the study,
- the right to withdraw from the study at any time without consequence,
- explanation of risk and/ or discomfort,
- voluntariness,
- estimated time of interview and explanation of follow-up,
- rights to confidentiality, and
- the potential benefits of the study.

The interviews focused on obtaining rich, knowledgeable feedback regarding experiences and knowledge subordinate police personnel possessed and acquired regarding their police executive administrator's trait EI inclination and practiced TL behaviors. The volunteer interviews were recorded by audio, and backup recordings via cellphone, and email only for clarity and follow-up scheduling as necessary. The initial interview was expected to be approximately an hour, with a follow-up interview

scheduled for clarity and feedback by phone. This follow up took the participant approximately 15 minutes to review the interpretations, allowing them to provide feedback, which is known as member-checking, and was applied to the study, assuring validation. As mentioned earlier, participants could exit the study at any time, additional participants were sought via snowballing, postings of announcements at municipal police organizations, and through LinkedIn until saturation had been obtained. The interviews were audio recorded following the interview protocol, and my cell phone acted as a backup recording of the interaction. In conclusion, the participants were thanked for contributing to this study.

### **Data Analysis Plan**

My data analysis plan depended on knowledge of the material and responsive interview question management to ensure rich, descriptive feedback that informed the case study (see Rubin & Rubin, 2012; Yin, 2018). It was further incumbent upon me as the researcher to constantly evaluate the data obtained from the participants to seek additional evidence based on the analytical findings (see Yin, 2018). The interview questions sought descriptive and rich responses that informed the purpose of this case study. This was accomplished by interviewing municipal sworn police officers via semistructured interviews. These police personnel provided an informative first-hand experience of their police executive's inclinations toward trait EI and TL or the absence of these behaviors. With this information, I triangulated across the data sets and analyzed and coded the data after identifying categories, themes, and patterns using computer-assisted qualitative data analysis (CAQDA) software. Specifically, Atlas Ti (<https://my>.

atlas.com) was the data analysis software utilized in this study, maintaining scientific rigor by allowing me as the researcher complete control over coding and analysis.

Yin (2018) identified that the researcher is responsible for creating a case study database where the information obtained is organized and collected for easy recall. The database should be divided into two parts, the first containing evidence and the data collected, while the second is the researcher's report. The most significant to the database contributions comprise the researcher's notes, thoughts, and reflections. Furthermore, notes should also be "organized, categorized, complete, and available for later access" (p. 132). Treating the data flow from research query to data collection, evidence, and findings created a trail that should be maintained like a chain of evidence and enhances construct validity.

Content analysis was the appropriate medium to analyze interviews and their organization within the database (see Yin, 2018). The latter was arranged via question numbering listed in the interview protocol. Thematic analysis identified themes, while narrative analysis sought to identify content related to the individual interviews (see Ravitch & Carl, 2016).

Ravitch and Carl (2016) further identified that coding data is not the same as analysis. It is how the researcher identifies the data assigning meaning while further breaking these codes into patterns, categories, and themes. Assigning meaning, in this multiple-case study, utilized in-vivo coding which comes directly from the participant's language and has been identified as an appropriate qualitative means of approach (see Saldana, 2021).

Yin's (2018) analysis recommendation follows a two-tiered approach and was followed in this study. This two-tiered approach is captured as follows. The individual-level interviews, that is, cases, were analyzed for data, content, categories, and themes. The second stage is an analytical means of cross-case synthesis where individual cases are compared and contrasted across the cases. Cross-case synthesis can expand the narrative information sought to answer the RQs instead of following a reductionist methodology. As such, the case-based analysis may identify congruent and divergent findings, as well as discrepant cases that should be identified, analyzed, and made available for future research considerations. This comparison and contrast of these cases were the appropriate means of analyzing the multiple-case study, according to Yin (2018). When aligned with in vivo coding as identified by Saldana (2021), it provides an appropriate means of seeking answers to the RQs. Furthermore, just as a multiple-case study is more robust than its counterpart, the similarity is comparable when using cross-case synthesis. The discoveries of the cross-case synthesis analysis will be grounded within the conceptual frameworks, the scholarly literature, and the corresponding findings of Campbell's (2012) and Ferguson's (2014) related research.

### **Issues of Trustworthiness**

#### **Credibility**

Credibility is the qualitative paradigm that addressed the internal validity and trustworthiness of the study (Ravitch & Carl, 2016). In this regard, it was my responsibility to account for patterns and provide explanations and accurate accounts of the data. Tactics may be employed to establish credibility, which varies for each study.

However, in this study, the inclusion of tactics used triangulation, member checking, reflexive journaling, negative case analysis, and thick description (see Ravitch & Carl, 2016). Yin (2018) suggested case study tactics of pattern matching, explanation building, addressing rival explanations, and using logic models to address the internal validity of the data analysis of a case study. Exploratory case studies seek to satisfy internal validity through appropriate inferences related to the tactics mentioned.

Credibility is an essential element of trustworthiness in which the researcher must be able to convey data as an accurate representation of what the participants wish to convey (Patton, 2015; Ravitch & Carl, 2016). Triangulation within a study may utilize different methodologies, such as data triangulation, theory triangulation, and methodology triangulation (Patton, 2015). In this work, data triangulation was incorporated between cases, across case synthesis, and with the involved literature (see Patton, 2015; Yin, 2018). Reflexivity is the means of introspection and analytical considerations of the researcher, which supports, contradicts, or provides new insights (Patton, 2015). Reflexivity was accomplished through reflective journaling (see Ravitch & Carl, 2016).

Efforts to strengthen this study included robust knowledge established and grounded in the literature aligned with the cases involved in this work. Incorporating and using an interview protocol further ensured thick and rich data collection. Study participants satisfied the element of member checking by reviewing, checking, and verifying their data and any associated interpretations, which in-turn enhances credibility (Patton, 2015). As Yin (2018) discussed, saturation regarding multiple-case studies was

sought by utilizing the six participants. Additionally, subject matter experts reviewed the validity of the interview questions as relevant to this study, as identified earlier, which further assured alignment with this study. Furthermore, to establish trustworthiness, participants must be knowledgeable and connected to the phenomenon of interest (Rubin & Rubin, 2012). Therefore, including experienced participants directly related to the researched issue was crucial.

### **Transferability**

Transferability is the qualitative means of addressing the external validity of the study and was the means the researcher conveys meaning and applicability despite not generalizing (Lincoln & Guba, 1985; Ravitch & Carl, 2016). Transferability can be established through the detail, oriented richness and depth of meaning established via interviewing credible participants (Patton, 2015). The study's findings allow readers the ability to apply context and draw conclusions based on the presented data (Ravitch & Carl, 2016; Shenton, 2004). Member checking, while beneficial to credibility, also provides additional validity to the reader, such as the ability to deduce that bias associated with the data has been mitigated and vetted by the experts from the purposeful sampling. The variation of suitable expert participants further enhanced transferability by enhancing the study's rigor (see Yin, 2018).

While triangulation is also a tool to enhance credibility, it can highlight and strengthen transferability by incorporating data triangulation (Lincoln & Guba, 1985; Patton, 2015). According to Burkholder et al. (2016), a constant concern of any research identified that the methodology of data collection and its proper collection should utilize

triangulation to reduce inconsistency and enhance the strength of the delivered material for the reader to obtain transferability.

### **Dependability**

According to the research of Shenton (2004), dependability is seen as analogous to reliability. Reliability is established when sufficient information in the study can be replicated. This requires adequate detail of the design and data collection procedures to complete replication. Lincoln and Guba (1985) identified that this ability is extended to others for reproduction by recognizing the need to maintain an audit trail, analysis, and reflections maintained by the researcher. Just as identified by Yin (2018), these efforts identified by Lincoln and Guba further established the chain of evidence.

While triangulation has been an essential aspect of credibility and transferability, it is an important aspect of dependability. As identified previously, data triangulation increases the data's breadth and depth, enhancing reliability (Patton, 2015; Ravitch & Carl, 2016). According to Golafshani (2003), an inquiry audit, also known as an external audit, further enhances dependability. Dissertation committee members accomplished an external audit through their due diligence in examining the process and the resulting findings (Patton, 2015).

### **Confirmability**

Confirmability is the qualitative equivalent of objectivity. The process and practices ensure that the researcher's biases and positioning on the subject matter have not manipulated the data. In other words, the data gathered are the factual information provided by the respondents and not the researcher's predispositions regarding the study



(Ravitch & Carl, 2016; Patton, 2015). Confirmability is another measure of trustworthiness in which a study reviewer can conclude that the participants have corroborated the findings and data.

As explained in the confirmability section, giving other individuals such confidence requires incorporating reflexivity. Reflexivity is both role identification and alignment of the researcher with the content (Ravitch & Carl, 2016). The use of reflexivity provides reviewers with transparency improving trustworthiness by clearly stating the views and positions of my biases.

Incorporating an audit trail by sharing my thought processes as the researcher of how coding was conducted, and the concluded themes is a critical aspect of improving trustworthiness. This is accomplished by maintaining notes, documents, records, recordings, interviews and provides the means to show how data was collected, documented, and evaluated (Anney, 2014).

### **Ethical Procedures**

An ethical approach not only forms the backbone of any professional study but also has mandatory obligations that must be met that have been established by Walden University. Specifically, the Office of Research and Doctoral Services includes the IRB) which assured that all research complied with ethical standards and met federal regulations. To ensure appropriate implementation, I completed the Collaboration Institutional Training Initiative (CITI) program recommended by Walden University's Office of Research and Doctoral Services training for researchers. As part of the CITI training program as it relates to federal regulations, including the requirements of the

Belmont report that research reflects and incorporates respect for persons, beneficence, and justice.

IRB was responsible for approval before any research was initiated, data collection activities were administered once IRB approved the study. IRB assigned the approval number 09-08-23-0660687 and indicated that this expires September 07, 2024. Additionally, a recruitment letter (Appendix C) was utilized to elicit participation. Participants were adults 18 years of age or older. Appropriate participants were obtained via purposive sampling and a demographic questionnaire was included in the interview protocol (Appendix B). The attached consent form followed the template provided by IRB. The study's interview protocol, TL tenets, and trait EI (Appendices B, D, E) respectfully provided an overview of the intended interview questions and strategy. The interview questions were vetted via expert auditors to establish content validity. An announcement posting (Appendix A) was also utilized to solicit participation. None of these described appendices were used without the approval of the IRB. They were employed to ensure appropriate alignment with the study while also providing vital information to its voluntary participants.

Data collected were maintained confidentially. Only I have direct access to interviews, and I conducted data analysis and coding using the software as outlined previously. Data and its backup will be maintained and secured by me as the sole researcher for 5 years and then destroyed. Ethical considerations abound in the human experience; therefore, as the researcher, I must refrain from developing RQs from themes, utilizing nonsupportive data, failing to align the research, and creating themes

that do not align with the research (see Ravitch & Carl, 2016). According to Ravitch and Carl (2016), failing to heed these pitfalls impacts the trustworthiness and credibility of the study. Therefore, failure to comply with established guidelines of trustworthiness and credibility could also cause irreparable harm to my reputation as a researcher.

### **Summary**

This qualitative multiple-case study sought expert views from police subordinate personnel to provide a 180-degree perspective into the executive of municipal police agencies regarding their leaders' practices related to TL and trait EI. Data were sought through semistructured interviews designed to be open-ended to elicit rich and thorough feedback. Archival data related to TL and trait EI were sought and included with the findings to add validity. Results from relevant studies pertaining to TL and EI as they relate to police leadership, such as the studies completed by Campbell (2012) and Ferguson (2014), were also referenced with findings. This research was conducted ethically and in accordance with IRB approval.

Chapter 4 is meant to reflect the study results and how the data aligned with the RQs. Furthermore, the chapter explains the procedures utilized, the research settings, the demographics, and how the data inductively led to the coding assigned by me. Discrepant cases, if any, are thoroughly analyzed and described how their impact related to the study.

## Chapter 4: Results

The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. The following RQs were designed to address the purpose of this study.

RQ1: What are the perspectives and experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors?

RQ2: Do the experiences of subordinate personnel align/ match the professed self-evaluated EI and TL behaviors of law enforcement public administrators?

The chapter is broken down to reflect the research setting to determine the possibility of influence on the findings in relation to this study. The demographics section reflected and document participant characteristics in the study. While the data collection process section identified how the data was collected, I further identified the instrument and how data was recorded. Then the data analysis section identified the report process and how the data were coded to include codes, categories, and themes as well as the importance related to the study. The section on evidence of trustworthiness laid out what steps and strategies were implemented to meet the requirements of credibility, transferability, dependability, and confirmability. This study's results section addressed and organized the data to include expressing how the emerging patterns and themes aligned or didn't with the RQs. Finally, the summary section identified how the study answered the core RQs.

### **Research Setting**

There are many possibilities to consider and posit regarding what conditions could have influenced participants' experiences at the time of this study. Without resulting in conjecture, I focused only on what was shared or known that was present that I could accurately depict. I sought to create a comfortable banter between the participants at the time of the interviews and with follow-ups. Setting a friendly environment created a situation in which the participants were relaxed and more likely to share their genuine insights and experiences without the need to feel guarded or, in some cases, withdrawn. The participants chose the interview dates and times, which were conducted and recorded by phone. The location selected by the participants was of their own choice and is unknown by the researcher. However, I know the interviews were scheduled outside the participants' working hours.

Walden University's IRB approved the study. The interview questions were vetted by experts among Walden University staff, involving instructors from the public policy, criminal justice, and qualitative studies domains. The study was limited to the southeastern United States among the 22 CALEA-certified law enforcement municipal agencies to reduce the scope. Flyers were mailed to agencies, and I spoke with police chiefs or sent emails to half of the CALEA-certified agencies to garner support for posting the flyers for 2 weeks within their respective agencies. The flyers identified the scope of the research, the approval parameters of IRB, and contact information (see Appendix A). Participants initiated contact with this researcher via email, and upon coordination, an interview protocol, consent form, and elements of Trait EI and TL (see

Appendices B, D, and E) were emailed. The interview protocol included the purpose and scope of the study and the interview and demographic questions to allow those involved to adequately prepare and establish comfortability. Participants' life and work requirements interfered with selected times, and many interviews were canceled or rescheduled.

All interviews were conducted as approved by Walden University's IRB. The interviews were only audio recorded with appropriate backup recordings to guard against errors or electronic failure. Additionally, this step also took precautions to enhance the protection of the participants' identities by not having any stored video footage. All participants agreed to be recorded and willingly participated in the study. They were further advised that they could choose not to answer any question to include demographic inquiries accordingly. All interviews, data, and the case study database, including the researcher's reflections and associated notes, are password-protected, and will be maintained for 5 years as outlined by Walden University. A common concern among participants not necessarily shared by all was the consideration of confidentiality of their interviews as their identities and impact of statements could result in retribution within their employing agencies after discussion, and the requirements to cite mask the agency, locale, and participants satisfied these concerns. Some information within the transcribed participant interviews was redacted to mask the agencies, locations, and participants involved.

## Demographics

Participants agreed and verbally acknowledged their consent and willingness to voluntarily participate and be recorded during the interview phase of the study. The interview protocol included questions to vet those participating as appropriate experts within the field of study. Further demographic questions were asked of each participant at the beginning of the interview, and again, the participants were reminded that they could refuse to answer any question they chose.

All participants answered in the affirmative regarding questions that determined that they were experts in the field of study and limited to the criteria chosen. By answering these vetting questions in the affirmative, the participants enhanced the study's credibility, dependability, and transferability (Lincoln & Guba, 1985; Patton, 2015; Ravitch & Carl, 2016). To enhance and assure the confidentiality of those involved in the study, some demographic information recorded in the case study database was omitted, and other identifying data were altered to protect the identity of participants and to site mask the location of the agency as identified by Halkias and Neubert (2020) as well as required by instructions received from Walden University's IRB. All participants acknowledged a general understanding of trait EI and TL. All participants, except for Participant 3, were familiar with President Biden's Executive Order 14074. Table 1 shows a demographic summary of the participants and how each described their individual race as included.

**Table 1***Demographic Summary*

Participants	Race	Nationality	Gender	Age	Education
Participant 1	White	United States	Female	25-30	Bachelors
Participant 2	White	United States	Male	45-50	Masters
Participant 3	White	United States	Male	55-60	Bachelors
Participant 4	White	United States	Male	55-60	HS graduate
Participant 5	White	United States	Male	40-45	Masters
Participant 6	African American	United States	Male	30-35	Some college



Table 2 is a representative summary of the continuing demographics answered by participants.

**Table 2**

*Demographic Questions*

Participants	Sworn police officer	CALEA	Rank below chief	SE USA
Participant 1	Yes	Yes	Yes	Yes
Participant 2	Yes	Yes	Yes	Yes
Participant 3	Yes	Yes	Yes	Yes
Participant 4	Yes	Yes	Yes	Yes
Participant 5	Yes	Yes	Yes	Yes
Participant 6	Yes	Yes	Yes	Yes

**Data Collection**

Data collection begun using purposeful sampling, as identified by Ravitch and Carl (2016), of participants who met the requirements of the study. All data collected during this study were compiled and saved in a case study database on a password-protected drive as required by the university. A slight change from Chapter 3 regarding data collection pertained to interviews that were recorded by audio only as approved by Walden's IRB. The interview protocol (Appendix B) was utilized for each of the six interviews with occasional probing and follow up questions to obtain clarity. The participant interviews were approximately an hour, and the participants chose their own setting while engaged in the phone interview. Backup recordings ran simultaneously to

avoid mishaps or electronic failures. All audio recordings were transcribed for understanding, clarity, and exactness and uploaded into Atlas Ti (<https://my.atlas.com>), computer-assisted qualitative data analysis (CAQDA) software. This tool allowed me to maintain control over coding and analysis. Atlas Ti (<https://my.atlas.com>) was used for initial first-round coding as identified in Chapter 3 and is an appropriate measure utilizing in vivo coding, which is an acceptable qualitative means of coding (see Saldana, 2021). The second coding round was conducted by hand utilizing pattern coding, as identified by Saldana (2021).

Six participants from three different CALEA-certified agencies met the elements of a multiple case study to establish a more robust research initiative. Three CALEA certified municipal agencies were represented although one of those agencies had only one volunteer despite efforts to recruit additional participants from this agency. While this did not meet my goal from each agency involved it does not hinder the case study as there are sufficient data sources involved in this study, as identified by Yin (2018). Emails or personal requests were sent to half of all the state's CALEA-certified municipal law enforcement agencies, requesting the public administrative law enforcement executive to post flyers detailing the doctoral study. One public administrative law enforcement executive agreed to participate by allowing the flyer to be posted and emailed to the employees within the agency. To reduce the likelihood of undue influence from the chief, I requested that the chief not encourage or deter any personnel from participating, and the chief agreed. As a result of such low response, I also posted a flyer

on LinkedIn. I requested my 545 contacts to share the posted flyer to garner additional participants who met the requirements for the study with negative results.

Some public administrative law enforcement executive police chiefs from CALEA-certified agencies have yet to respond to emails requesting them to post a flyer to seek subordinate personnel within their agencies for an interview regarding the study. The phone calls and in-person meeting requests of several agencies' police chiefs were not successful. As such, snowballing was utilized to obtain willing and suitable candidates from CALEA-certified agencies, and ultimately, volunteers from three different organizations participated.

The organizations and participants in this study were chosen from outside my primary employer. To obtain the adequate participants to answer the RQ of this study I sought to meet the guidelines through the incorporation of five to 15 interviews as recommended for multiple case studies (see Halkias & Neubert, 2020; Yin, 2018). The minimum criteria were met by obtaining six volunteers from three different CALEA certified municipal police agencies. Participant 1 and 2 represented Agency 1, Participant 3 represented a second agency, while the remaining participants represented the third agency. Saturation was obtained even though the size of the participant pool was lower than I initially anticipated.

### **Data Analysis**

Six subject matter experts met the criteria of this study and voluntarily participated in interviews that, on average, lasted about an hour. These interviews were transcribed by hand and took approximately 6 weeks to complete. They were then

uploaded into the case-study database maintained for this study. During this time, close attention was given to each interview, which was reviewed multiple times and compared with one another and between agencies. Notes, thoughts, and considerations regarding these interviews were added to the case study database and used for clarity and understanding.

Thematic data analysis occurred inductively in this study, moving from codes to categories and ultimately to themes. The interviews were coded independently and analyzed concerning individual findings, group findings related to the agency, and cross-case analysis, identified by Patton (2015) and Yin (2018). The transcribed interviews were uploaded into Atlas Ti (<https://my.atlas.com>) for first-round coding. Atlas Ti is a CAQDA software that provides complete control to the researcher. The first-round coding process was completed by Atlas Ti (<https://my.atlas.com>), which identified and labeled 270 independent codes, several of which were repeated throughout the analysis of the six interviews, with a total of 539 codes. These codes were manually checked for accuracy and understanding and analyzed a second time via Atlas Ti to determine if any differences existed, and none were found. Codes were analyzed against interview questions and applied to the response context. Codes unrelated to the public administrative law enforcement executive were omitted from the analysis to maintain focus.

The second coding round was conducted by hand utilizing pattern coding, as identified by Saldana (2021). Pattern coding resulted in categories and themes being identified from the data. Themes were analyzed, identified, and used to determine

answers to the core RQs supported by direct participant quotations. However, a discrepant case resulted in vastly different findings and was utilized as a negative case for analysis, as identified by Ravitch and Carl (2016). The negative case analysis resulted in some similarities and differences, which are discussed in greater detail in the results section. The negative case was an anomaly in this case study and added consideration to the perspective that subordinate personnel have unique experiences despite the norm across the baseline within any agency.

Codes, categories, and themes were extracted and deduced from participant interviews related to the question protocol. Numerous codes were found that were repeated throughout interviews among the participants. Leadership was identified 48 unique times, with communication, collaboration, and empathy among the top four most common repeated codes.

## **TL**

### ***Themes Idealized Influence, Leadership***

Themes of idealized influence and leadership were deduced from the interview of participants not identified as the negative case. These themes are related to the underlying considerations of the public administrative law enforcement executive's ethical and moral behaviors, the leader's ability to influence followers, and the ability of the chief to persuade others to accomplish the mission and goals of the agency. Examples of the codes in this category came from Participant 1, which include ethics, utilitarianism, ontology, public perception, power dynamics, influence, community policing, positive impact, community engagement, trust, leadership, and information sharing. Categories

that formed from the interviews regarding these themes included ethical leadership, admiration, utilitarianism, trust, motivation, charisma, moral character, persuasive, relationship building, leadership, power dynamics, adaptability, and culture.

***TL Themes – Inspirational Motivation, Communication, Empowerment***

In support of inspirational motivation and empowerment themes, as they applied to TL, the following participants identified executive leadership behaviors, inspiring subordinates that the agency is on the right path, and the ability to accept feedback from the department personnel. Codes garnered in this category included the following from Participant 2, which included active listening, mentoring, understanding, non-verbal cues, open-mindedness, effective communication, empathy, communication, persuasion, communication skills, leadership, empowerment, committees, decision-making, tradition, law enforcement, law enforcement: paramilitary, policy, uniform, operational, aesthetic, morale, preference, efficiency, and respect for diversity. These resulted in categories from all participants, including being diligent, leading by example, driven, engaging, empowering, politically inclined, modernization, teamwork, collaboration, inclusion, and consideration.

***TL Themes – Intellectual Stimulation, Collaboration***

The themes of intellectual stimulation and collaboration were represented by participants sharing the chief's ability to inspire collaboration, cooperation, and creativity. The second consideration was from all the responses related to the executive's ability to allow employees ownership of problem-solving efforts. Codes were generated from all the interviews. For example, Participant 3's codes were as follows: community

engagement, relationship building, youth outreach, school involvement, motivation, persuasion, fairness, work-life balance, boundary-pushing, opportunity, compliance, change agent, communication, and recognition. Categories related to this theme were autonomy, collaboration, support, openness, problem-solving, guidance, delegation, and recognition.

### ***TL Themes – Individual Consideration, TL***

The themes of individual consideration and TL described by the participants were the result of answers related to the executives' practiced behaviors regarding how they encouraged, empowered, coached, and recognized the commitment of their employees. Additional consideration was given to the participant's acknowledgment of practiced leadership behaviors and styles exercised in the workplace. Participant 5's codes, as an example, included leadership, trust, responsibility, support, encouragement, confidence, TL, and transactional leadership. The resulting categories from the participants were praise, encouragement, appreciation, supportive, transactional, transformational, observant, socially engaged internally and externally, and confident.

### **Trait EI**

#### ***EI Themes – Emotionality, Support***

The themes of emotionality and support as they relate to the trait of EI are represented by the chiefs seeking to perceive the feelings of subordinates. It is further determined by the chiefs' sharing of their feelings and the ability to employ empathy as appropriate to various considerations among subordinates. Codes were garnered from the study participants, and Participant 6 provided examples of understanding, race relations,

empathy, and support. Categories from the participants included emotional engagement, empathy, feedback, support, understanding, guarded, pride, happiness, and emotional restraint.

***EI Themes – Self Control, Work-Life Balance***

The themes of self-control and work-life balance related to trait EI are represented by how the LE public executive deals with stress management and the reflections of the chiefs' impulsiveness. Participant 2 identified the codes of thoughtfulness, work-life balance, physical health, family, personal development, relationship, complexity, self-awareness, supportive leadership, and empowerment. Categories generated from the combined participants related to these themes are thoughtful, calculated, cautious, deliberate, emotional regulation, work-life balance, and stress management.

***EI Themes – Sociability, Assertive***

The themes of sociability and assertiveness related to trait EI can be found in participants' experiences with the chief's emotional management, assertiveness, and social awareness. Codes were generated from all interviews in this category of TL. Participant 6, as an example, shared the following codes: professionalism, social interaction, emotional control, support, seriousness, assertiveness, confidence, support, admiration, and social awareness. The categories identified included active listening, social awareness, networking, confidence, assertiveness, professionalism, and emotional control.



### ***EI Themes – Wellbeing, Optimistic***

Participants represented the themes of well-being and optimism regarding the LE executive's well-being, happiness and self-esteem, outlook, adaptability, and self-motivation. Codes of optimism, positive attitude, leadership, employee development, feedback, and continuous improvement were identified by Participant 1 as examples of these trait EI themes. Participants' categories included consistency, sense of purpose, teamwork, optimism, and work-life balance.

### **Evidence of Trustworthiness**

#### **Credibility**

Credibility is the qualitative paradigm that addresses the internal validity and trustworthiness of the study (Ravitch & Carl, 2016). In this regard, it was my responsibility to account for patterns and provide explanations and accurate accounts of the data. Tactics may be employed to establish credibility, which varies for each study. However, in this study, the tactics used included triangulation, member checking, reflexive journaling, negative case analysis, and thick description (see Ravitch & Carl, 2016). Yin's (2018) tactics of pattern matching, and explanation building were utilized to address the internal validity of the data analysis of this case study. Exploratory case studies seek to satisfy internal validity through appropriate inferences related to the tactics mentioned.

Credibility is an essential element of trustworthiness in which the researcher must be able to convey data as an accurate representation of what the participants wished to share (Patton, 2015; Ravitch & Carl, 2016). Triangulation within a study may utilize

different methodologies, such as data, theory, and methodology (Patton, 2015). This work incorporated data triangulation between cases, across case synthesis, and with the involved literature (see Patton, 2015; Yin, 2018). This includes the findings of Campbell (2012) and Ferguson (2014). Reflexivity is the means of introspection and analytical considerations of the researcher, which supports, contradicts, or provides new insights (Patton, 2015). Reflexivity was accomplished through reflective journaling (see Ravitch & Carl, 2016).

Efforts to strengthen this study included robust knowledge established and grounded in the literature aligned with the cases involved in this work. Incorporating and using an interview protocol further ensured thick and rich data collection. Study participants satisfied the element of member checking by reviewing, checking, and verifying their data and any associated interpretations, which in turn enhanced credibility (Patton, 2015). As Yin (2018) discussed, saturation regarding multiple-case studies were sought by utilizing the appropriate number of five to 15 participants. Additionally, subject matter experts reviewed the validity of the interview questions as relevant to this study, as identified earlier, which further assured alignment with this study. Furthermore, to establish trustworthiness, participants must be knowledgeable and connected to the phenomenon of interest (Rubin & Rubin, 2012). Therefore, only experienced participants directly related to the researched issue were included in this study.

### **Transferability**

Transferability is the qualitative means of addressing the external validity of the study and is the means the researcher conveys meaning and applicability despite not

generalizing (Lincoln & Guba, 1985; Ravitch & Carl, 2016). Transferability can be established through the detail, oriented richness and depth of meaning established via interviewing credible participants (Patton, 2015). The study's findings allow readers the ability to apply context and draw conclusions based on the presented data (see Ravitch & Carl, 2016; Shenton, 2004). Member checking, while beneficial to credibility, also provides additional validity to the reader, such as the ability to deduce that bias associated with the data has been mitigated and vetted by the experts from the purposeful sampling. The variation of suitable expert participants further enhanced transferability by enhancing the study's rigor (see Yin, 2018).

While triangulation is also a tool to enhance credibility, it can highlight and strengthen transferability by incorporating data triangulation (Lincoln & Guba, 1985; Patton, 2015). According to Burkholder et al. (2016), a constant concern of any research identified that the methodology of data collection and its proper collection should utilize triangulation to reduce inconsistency and enhance the strength of the delivered material for the reader to obtain transferability. Transferability is the qualitative means of addressing the external validity of the study and was the means by which the researcher conveys meaning and applicability despite not generalizing (Lincoln & Guba, 1985; Ravitch & Carl, 2016). Transferability can be established through the detail-oriented richness and depth of meaning by interviewing credible participants (Patton, 2015). The study's findings allow readers the ability to apply context and draw conclusions based on the presented data (see Ravitch & Carl, 2016; Shenton, 2004). Member checking, while beneficial to credibility, also provides additional validity to the reader, such as the ability

to deduce that bias associated with the data has been mitigated and vetted by the experts from the purposeful sampling. The variation of suitable expert participants further enhanced transferability by enhancing the study's rigor (see Yin, 2018).

### **Dependability**

According to Shenton's (2004) research, dependability is analogous to reliability. Reliability is established when sufficient information in the study can be replicated. This requires adequate detail of the design and data collection procedures to complete replication. Lincoln and Guba (1985) identified that this ability is extended to others for reproduction by recognizing the need to maintain an audit trail, analysis, and reflections maintained by the researcher. Just as identified by Yin (2018), these efforts identified by Lincoln and Guba further established the chain of evidence.

While triangulation has been an essential aspect of credibility and transferability, it is an important aspect of dependability. As identified previously, data triangulation increases the data's breadth and depth, enhancing reliability (Patton, 2015; Ravitch & Carl, 2016). According to Golafshani (2003), an inquiry audit, also known as an external audit, further enhances dependability. If willing, the dissertation committee members can accomplish an external audit through their due diligence by examining the process and the resulting findings (Patton, 2015).

### **Confirmability**

Confirmability is the qualitative equivalent of objectivity. The process and practices ensure that as the researcher my biases and positioning on the subject matter have not manipulated the data. In other words, the data gathered is the information

provided by the respondents and not the researcher's predispositions regarding the study (Patton, 2015; Ravitch & Carl, 2016). Confirmability is another measure of trustworthiness in which a study reviewer can conclude that the participants have corroborated the findings and data. As the credibility section explains, giving other individuals such confidence requires incorporating reflexivity. Reflexivity is both role identification and alignment of the researcher with the content (Ravitch & Carl, 2016). Reflexivity gives reviewers transparency, improving trustworthiness by clearly stating the views and positions of my biases as the researcher.

Incorporating an audit trail by sharing my thought processes of how coding was conducted, and the concluded themes is a critical aspect of improving trustworthiness. This is accomplished by maintaining notes, documents, records, recordings, and interviews and provides the means to show how data was collected, documented, and evaluated (Anney, 2014). Additionally, the recommendations by Anney (2014) can be accomplished by maintaining a case study database, as Yin (2018) identified.

### **Study Results**

The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. This chapter is organized by RQ, and the analytic findings were presented using themes and supported by participant quotes. The section is expressed via the findings related to TL and then trait EI related to RQ1. While RQ2 provides practiced TL and EI behaviors witnessed in comparison to the professed findings associated with Campbell's (2012) and Ferguson's (2014) findings.

## **RQ1 – TL**

The subject matter experts in this case study shared their experiences regarding the practiced behaviors of the law enforcement public administrative executives and whether it aligned with TL and the level of expressed trait EI. This section will specifically focus on the feedback related to TL.

RQ1: What are the perspectives and experiences of subordinate personnel regarding law enforcement public administrators' EI and TL behaviors?

The participants' case analyses results are identified below regarding 4 categories of TL. Themes of idealized influence, leadership, and ethics are displayed in Table 3. Table 4 expresses thematic findings of inspirational motivation, communication, and empowerment. Table 5 reflects the illustrative themes of intellectual stimulation and collaboration. Themes of Table 6 exhibit the findings of individual consideration and TL, while Table 7 provides an illustrative representation of the negative case findings aligned to the four elements of TL.

### **Themes – Idealized Influence, Leadership, Ethics**

Table 3 illustrates the themes of idealized influence, leadership, and ethics. Regarding the TL aspect of ethics and morals, all participants indicated that their public administrative law enforcement executive was ethical and of moral character. Participant 2 specifically indicated,

So, I, I mean at the risk of sounding a bit clique. He is beyond reproach a phrase I would use especially being able to work with him closely. On a regular basis and see how he operates. Read what he writes. You know, hear what he says. And

then you know. Receive feedback from the people he interacts and engages with along those same lines. With his ethical and moral inclinations.

Furthermore, indications concerning the leader's ability to influence others were primarily recognized by all participants other than Participant 4, which is viewed as a negative case. Participant 5 specifically stated,

Well, I mean really, he. He does that on. Just about a daily basis. I mean, he's not directly necessarily interacting with all of the rank and file all of the time. But he's, he's involved. He actually goes out and. And works actual calls for service about once a month. He interacts with the, the rank-and-file officers quite a bit. He's very open to feedback. You know we recently had training days for, or all of our sworn officers and he went every single day and most of the other command staff went as well, just to, to hear feedback from the officers and, ah. Yeah, he, he gets a lot of buy in from the officers by, by going out there and building those relationships with them, so that's probably the biggest way that he influences others, but he does other things but, think that, that probably makes the biggest difference for the rank-and-file officers.

Regarding the ability and practice of persuading others to accomplish the mission and goals of the agency, Participant 6 stated,

I think he tries to take a personal touch when he can you know, obviously Chief of you know, of any size department, I think it's tough to try to meet everybody where they are, but I think he, has done a, a better job compared to some other chiefs about, you know, being accessible being visible. In ah, you know, once, or

a couple of times a year, he relays his message about, you know, what we're trying to do in the in the direction that we're going. So, I think by him relaying to his troops about where we are and where we're headed is ah, is how, how he tries to get others on board with it.



**Table 3***Participant Case Analysis—Idealized Influence, Leadership, Ethics*

Participant – Codes	Categories	Themes
P1: ethics, utilitarianism, ontology, public perception, power dynamics; influence, community policing; positive impact, community engagement; trust, leadership, information sharing	ethical leadership, admiration, utilitarian, trust, motivation, charismatic, moral character,	idealized influence, leadership, ethics
P2: admiration, professional relationship; ethics, morality, community involvement, crime prevention; community policing, police reform: police-citizen interaction, partnership; support, positive attitude, appreciation, influence, relationship, leadership, collaboration; inspiration, empowerment; Accountability; independence, responsibility; inclusivity, goal-oriented; persuasion, effective communication, adaptability, leadership, positive outlook	persuasive, relationship building, leadership, power dynamics, adaptability, culture	
P3: positive evaluation, admiration, trust, ethics, responsibility, work life balance, leadership, well-being, work-life balance, middle management, expectations, decision-making, Inquisitiveness, open-mindedness; appreciation, influence, community engagement		
P5: experience, longevity, ethical leadership, training, morality, leadership, openness, feedback, relationship-building, motivation		
P6: time management, confirmation, understanding, ethics, moral character, ethics, morality, character, leadership, accessibility, visibility, communication, trust in authority, positive perception, perceived effectiveness, technological advancement, communication style, adaptability, digital communication, face-to-face communication, effective leadership		

### **Themes – Inspirational Motivation, Communication, Empowerment**

Table 4 provides a visual representation of inspirational motivation, communication, and empowerment themes, which are additional elements of the TL domain. Specifically related to the underlying contributions of the executive's practiced leadership behavior. Participant 2 shared,

So, it's really, inside. Aghhh, Let's see. So. The base behavior. Are, are kind of the same inside and outside from what I've seen. Let me see if I can make that to make sense. He..., and it has taken me time for me to understand it, you know, to learn and kind of read him and understand what it is I'm seeing. Umm, and then. You know. You know, and then the follow up afterwards, where he kinda in a mentoring fashion, takes me in and we have a conversation about what happened, why it happened, how it happened, and why it's important to do things in a certain way. So, someone who doesn't, get it or recognize it. In any given situation. You can see. How he's not listening to respond. He's listening to understand. The message that is trying to be given to him. And, he truly seeks that understanding. And you know you can read it in his body language. You can read it in his facial expressions. And then of course. Umm, thoughtful follow up questions to make sure he gets the point.

Another contributing aspect of these themes related to the executive's ability to inspire others that the agency's current direction is on the correct path. Participant 6 related the executive's ability to accomplish this as follows:

I just think the reputation and like the long standard history that the [redacted location site masking] police department has of, you know, really doing good, good sound training, best practices, procedures, I, I always say for our region, the [redacted location site masking] region, I think we're on the cutting edge of all, It's about all technology and best practices and then, ah. Then you know what's up to date during the, the difficult world of law enforcement. So, by that I want, you know, based on other leaders, I think we know when we're getting information that you know it's, it's certainly been something that's spelled out and not just anything that you know, and one end of the chief his dream, dreamed up himself. You know, he didn't dream it up in his sleep, you know? So, something that was thoroughly thought through.

The next contributing element of these themes relating to TL pertained to the chief's ability to inspire unity. Participants 1, 2, 3, 5, and 6 agreed that their executives established unity within their perspective organizations. Participant 2 stated,

Yeah, I. would say that, look we, we meet, we meet often. You know, and we, we, we meet often. I shouldn't say often, but you know often enough we have roll calls. He shows up to calls for service and he, he works with us. So, I think that does a really good job of, of bringing people together and you know, being concise in one.

All participants except the negative case indicated that their chief encouraged support from employees. Participant 1 stated,

Uh, how he is, always, is making sure that we're good. Um, he does support us. Where I mean, Officers or anybody that does anything good he is always praising them. Will talk you up in public. He will send you emails personally thanking you, congratulating you, saying good job, um. Walks around, says hello, how are you doing, um. I know we've had. We talked a few years ago about having like a, a picnic type thing where we all just got together, and all just hung out at the range and I think that was implemented. Um, I didn't get to go, I don't remember why, but that was implemented. He always has that, you know, if we want change, we can make change. We can bring him ideas. He does listen to feedback he entertains ideas. He lets people spearhead programs. Um, and, and you know have that opportunity to grow as a department.

Participants 1, 2, 3, 5, and 6 expressed the TL aspect of obtaining subordinates' feedback. Participant 3 shared,

Yes. There are. We have meetings with officers and anyone who is welcome to attend, or any, any employees would welcome to attend. There are. There is a line level, a first line level advisory which is made-up of sergeants and corporals. And they have the opportunity. Once a month to go in and discuss things with the Chief. Ah, and through, through that particular mechanism. He is able to, to get. Ah. Access to some of the information. Uh, of things that are going on. Outside of the chain of command. So, that because we all know that the chain of command is going to filter the information. Not everything goes up. Not everything comes down. So, knowing that. Yes, yes. Now the downside of that is. I'm sorry. There,

there is another mechanism. That he uses, that he gets information. And that's going out into the community. This chief is probably in the community more than any other chief that I have worked for. Ah, and, and, I think as an organization, it does us well. Because we are. And the way he explained it, is we are putting funds, money. Not actual currency, but we are obtaining buy in from the community. So that when, or if something goes bad. That we have the relationships with the community. That we can depend on to decelerate any type of, of ah, violent ah uprisings or gatherings, marches, and stuff like that. So, um, he is able to and does actively gets out into the community, talks to the community. Ah, and the officers as well.

**Table 4***Participant Case Analysis—Inspirational Motivation, Communication, Empowerment*

Participant – Codes	Categories	Themes
P1: Personal experience, beliefs: political attitude; long-term perspective, responsiveness, diligence, planning, politics, recognition, appreciation, communication, empowerment, leadership, opportunity for growth	Diligent, led by example, driven, engagement, empowerment, politically inclined, modernization,	Inspirational motivation, communication, empowerment
P2: Active listening, mentoring, understanding, nonverbal cues, open-mindedness, effective communication, empathy, communication, persuasion, communication skills, leadership, empowerment, committees, decision-making, tradition, law enforcement, law enforcement: paramilitary, policy, uniform, operational, aesthetic, morale, preference, efficiency, respect for diversity	teamwork, collaboration, inclusion, consideration	
P3: leadership style, delegation, adaptability, influence, opinion, experience, leadership, creativity, operational efficiency, law enforcement, education, community safety, operational challenges, work-life balance: meeting participation, open communication, community engagement, building relationships, community trust, work-life balance, expectations		
P5: hardworking, high standards, led by example, community involvement, driven, motivation, challenges, staffing issues, retention, competitiveness, leadership, presence, support, engagement, advocacy, presence, support, openness to feedback, inclusion, behavior assessment: consideration of others' opinions		
P6: leadership, visibility, confidence, inspiration, trust in authority, positive perception, perceived effectiveness, trust in authority, communication, teamwork, wellness, law enforcement, openness, feedback, collaboration		

### **Themes – Intellectual Stimulation, Collaboration**

Table 5 presents the themes of intellectual stimulation and collaboration related to TL behaviors. All participants reflected on their chief's ability to encourage collaboration, cooperation, and creativity as the contributing factors to these themes.

Participant 1 shared the following:

Yeah, so, um, just like I said, he's very open to new ideas. He formed committees. Uh, for example just in the past few years. One, we're getting a new building. So, I thought it was really cool that this wasn't just, you know, top leadership getting together around a table saying this is what we're doing. This is what we want. Um, but he came to each individual department in saying this is what it's looking like. We want ideas. What do you what it to be. Uh, let's talk about it. He brought it to the whole department where the whole department can come and you know give ideas on, not patrol, but, on investigations, the investigations area or records on records the whole, the whole building. Um, he constantly was open to that feedback and held sessions where we could come and talk to him and pitch ideas. Uh, same thing, you know, uniform wise. If we want something different for our uniforms. He allows us to let it, get it, try it out. If it works. Ya'll like it we order it and now it's, you know something that we have. Um, we're getting new firearms. Same thing, but this wasn't just firearms that they send the firearms that people were people were gonna get it for us. They brought in the uh, the different people, and people come to the range, and they play with them. See which one's you like. Give your feedback. What, you know, which one's as a department do

we want. Um, not just (unintelligible) or thing or what we're buying. And he's always been that way. Yeah. That's great. Oh yeah, he definitely welcomes that and allows it which is cool.

The chief encouraging ownership of problem-solving efforts by subordinate personnel was an element of TL as it applied to these themes was expressed by all participants other than Participant 4. Participant 2 stated,

Yeah! And, it's like there's this, you know. Unwritten. You know Again, you know. This stuff is like more cerebral than. Then I'm like able to put into words. Of putting the words but like. He'll, he'll literally say take ownership. But then, he kind of steps back and very much coaching and mentoring and it's not like. Here's the fix to the problem. You know there was a time, or. Have you read? Uh, hey you know, most police departments do this, but I read this article, and it's kind of like throwing this stuff out there, to, to encourage us to build and broaden our problem-solving capabilities. And like collaboration, is like huge. Um, In, in, in some areas. He's a lot more adamant about the way collaboration needs to happen. Um. And kind of like the frequency of it and it just kind of depends upon what it is, right?



**Table 5***Participant Case Analysis—Intellectual Stimulation*

Participant – Codes	Categories	Themes
P1: open to feedback, collaborative decision-making, innovation, decision-making, influence; organizational decision-making, hierarchy, problem-solving; crisis management, delegation	autonomy, collaboration, supportive, openness, problem solving, guidance, delegation,	intellectual stimulation, collaboration
P2: workplace dynamics, collaboration, leadership, emotional intelligence, guidance	recognition	
P3: community engagement, relationship building, youth outreach, school involvement, motivation, persuasion, fairness, work-life balance, boundary pushing, opportunity, compliance, change agent, communication, recognition		
P5: communication, collaboration, partnerships, delegation, learning, growth, motivation		
P6: collaboration, leadership, occupational behavior: work responsibility, problem-solving		

**Themes – Individual Consideration, TL**

Table 6 expresses the themes of individual consideration and TL as connected to the leadership behaviors of how the public administrative law enforcement leader empowered, encouraged, coached, and recognized subordinate personnel's commitment and dedication to their career field. Participants 1, 2, 3, 5, and 6 reflected on recognition by their police chief. Participant 3 shared,

So, I have sort of a different, background than many of the officers. I, ah. I

I came to this agency, after I retired from another agency, as a supervisor. And ah, when he first, when he first hired me, or when he first interviewed me. He asked

me how I, I would react to working for someone. You know, I felt I would react to working with someone half my age and, and, ah, them being a direct supervisor. And we, we had that discussion and, and he asked me this and he said, well, this is. What I'd like you to do because, I value your experience, this is what I want. You know what? Because I am going to have to ask you to just sit back and observe and informally guide other officers. Ah, until you've been here a little while. That way we're not having any, any of these conflicts. But I do expect if people are doing wrong to handle that. Ah, he. Well, that is kind of the discussion we had.

While Participant 1 indicated,

Um, so like I said he, he does talk a few times before where he praised me um, in public to people or will tell a story um, kind of like a proud Dad moment. That's uh, occurred a few times. Um, like I said, sometimes there'll be encouragement to face and then something shady will happen in the background um. But, overall he is a very positive guy, very appreciative of what we do and make sure the citizens know what we're doing..

The chief's overall practiced and professed leadership style and behavior expressed by Participant 2 was as follows:

So, I think. The transformational tenants. If you're going to try to identify. If you're going to say, autocratic or, laissez faire, or transformational. If you want to pick. From some of those kind of classic leadership styles that we've all heard of, transformational. Is who he is, more than anything else. Yes, I am and I and and, I

guess and not being a leadership expert, situational leadership and transformational leadership sounds quite similar I think, and if you look into it like. It's like, um, situational. The way I see it. And you certainly tell me if I'm wrong because, I'm not studying leadership. But like, situational is literally situational, right? F123 and four or whatever, If I've got low motivation, and low ability, I have to manage that individual different than my high motivation, high ability. You know, high motivation, high ability. I don't really gotta manage. I just got to say. Hey, here's what has to happen and they get to it. I do. Yeah, I mean. The phrase situational leadership is really. That's just how you manage if, if you if you care. If you're a manager, if you're a leader, that that cares about the organization and the team and the mission. Then I think situational leadership happens without you having to read a book and somebody tell you about it. Right, you may not have the words. To just throw it out there. But if you care, then that's exactly how you have to operate. Transformational leadership, cant happen, I don't think unless you understand situational leadership. But obviously it's not that simple in my opinion, you know. He just doesn't talk the talk, he walks the walk. Unless it is absolutely mandated, say in an. Interview for the chief position. You won't hear him. Me, me and I, I and really selling himself. You know, and, and even then. Not that I was in on It, but probably even less than. Because you get it, when you're around them, he doesn't have to say the words, and profess that he does things, it is clear, that he does.

**Table 6***Participant Case Analysis—Individual Consideration, TL*

Participant – Codes	Categories	Themes
P1: praise, encouragement, positive, appreciation, observant, trust, relaxed, passive leadership, delegation, intervention only in serious situations, Instructions	praise, encouragement, appreciation, supportive, transactional, transformational,	individual consideration, transformational leadership
P2: validation, recognition, mentoring, self-reflection, self-awareness, recognition, awareness	observant, socially engaged internally & externally,	
P3: perception of authority, leadership, self-perception, raining, ethics, power dynamics, conflict resolution, professionalism, leadership, problem-solving, job satisfaction, seeking validation, approval seeking, community outreach, gratitude, community support	confident	
P5: leadership, trust, responsibility, support, encouragement, confidence, transformational leadership, transactional leadership		
P6: supportive, responsive, leadership, confidence, professionalism, trust, laissez-faire		

**Negative Case – TL Themes**

This case study involved a negative case in which Participant 4 of Agency 3 had differing views and experiences from the other participants. Below is a summation of those experiences. Table 6 exhibits similarity regarding ethics and morals regarding the police chief with identified themes of ethics and charisma as shared by Participant 4:

Yeah. I mean. Um, my upper-level administration has been definitely very moral and, and ethical. Um, uh, it, it, yeah. At least, most of our decisions are based (inaudible) and trying (inaudible) and now a days it's much more focused on trying to be uh, moral and ethical in everything that we do. Keeping everything in

the open for the public to see that we're not uh, you know, doing anything covertly or against uh, one particular people or, or type of people. So, yeah. I think they really uh, go out of their way to make sure that whatever they do is moral or ethical.

However, the leader's ability to influence others differed from the findings of participants within the same organization and with other participants in the other represented organizations. The theme of disappointment was expressed in Participant 4 sharing,

So, my chief is very uh, um. Let me see how I can explain it. He is very capable of influencing people. He really is like very charismatic and able to um, you know, he presents well when he talks to people he's able to like um, really make you feel like he's listening to what you say and, and um, you know, and. Uh, bring you into whatever the conversation is or whatever it is that, that your discussing or trying to work through. Um, he has a way of trying to make you feel like, you know, you're important to what is going on and, and really focusing on, on you at that particular moment. Um. Of course, for a lot of like chief's and administrations, a lot of it is, unfortunately, fall short on the actual follow through. So, it's uh, it is usually more verbal than it is um, actual like following through and, and reporting people after. If that makes any sense.

As far as the chief's ability to persuade others to accomplish the mission and goals of the agency, the theme of lack of follow-through emerged, and Participant 4 indicated,

Not very good. Um, he. And it falls onto what I just talked about before. It's the, the follow through. It's, you can only, you know, pat people on the back and tell them their important and really, like, like be charismatic when you talk to them and not follow through with those things that you say that, you know, it makes people feel like they're not really important to you. So, that effects um, at least in my situation, it effects the chief's ability to really get people to come on board with the different things that he tries to implement because there's not a whole lot of buy-in. There's a lot of, a lot of a, you know, animosity that, you know. It's a, us versus them, the upper administration versus the um, rank and file police department. So, there really isn't, they, they really struggle with that trying to get buy-in and or get um. People who cooperate with things that they have instituted but it's mainly because there isn't a lot of solitude. A lot of um, lip service on like, oh yeah, we take a lot of you guy work your butt off and, and we appreciate you but there's not a lot of follow through with actually showing that they appreciate you.

Regarding leadership behavior, as it would apply to inspirational motivation, it is not met. Participant 4's quote below contributed to the emerging themes of outdated policing practices and being dismissive. Participant 4 said,

A lot like with children. Um, it's not very good. Like, our uh, it, um, uh, let me see, so, our upper administration has put into policy a very, very strict chain of command like you. There're no open-door policies for any um, to, for instance um, I work several projects directly for the chief. He requests for my unit, for me,

for my unit to do for him. Um, if I have a question about the project that I'm doing specifically for the chief as to like, what he wants, I can't contact the chief directly and say, hey what do you want me to do about this? I have to go through a real regimented chain of command to the point to where it's taken me sometimes 2 months to get an actual answer to a question that would normally take the chief 10 seconds to make a decision on. Um, they're inefficient. You know, doesn't help with moral and is very contradictory and when you try and mention how, how it effects, you know the morale and the issues within the police department it's not a, it's not received well and it's just a, you know, we're just disgruntled, you know. You're, you're being, you know, crybabies, you know. Suck it up. You guys are police officers, you know. They act like little children.

While other participants identified intellectual stimulation from the chief's ability to encourage collaboration, cooperation, creativity, and problem-solving, Participant 4's responses created the additional theme of bureaucracy:

Well, my thing is, in particular, he does give us a lot of leeway to, to expand in the things that like we wouldn't normally be able to. He gives us a lot of freedom to like uh, create things and he is open to, you know, different ideas from, a, like uh, um. We've done a couple of, of things like stratified policing and intelligent led policing where my unit was very big in that implementation. Actually, where to the point where we, you know, wrote and designed the whole programs and the, the Chief and the upper administration were very free to give us the leeway to do that. To come up with the, you know, how lets process systems were gonna

work, you know, what kind of thing were gonna go out on a regular basis. Um, what were important stuff was gonna be like and then reviewed it and went over it with us and approved the different things but they are, they are very. But when somebody shows initiative to do something that is one thing they're very on. To give you the freedom to try and, you know, to exercise and show your uh, your willingness to do something or your willingness to, to create something outside or step outside of what your normal position is. Um, there've been several instances where the, the Chief has done that or, or Officers have expressed an interest in trying something else and they've given them the ability to do that.

I actually don't know. No. And I've worked as uh, uh, I've actually worked for several agencies throughout my career and um, and (redacted agency) is very, very stringent on uh, on, like uh, who has their influence or her has control or ownership over what goes on . Um, and almost to the point where they're very nit-picky on everything. Like, it's very difficult for an Officer to make any decisions um, without it having to go all the way through the chain of command and everyday it gets worse so. We uh, um, we have, my agency has a lot of collages within our city and you know, usually at least one of those collages has its own Police, Certified Police Department. And we usually work pretty closely hand in hand with them and, you know, it's not uncommon to share information with them um, like and just received an order that no um, Officers have the ability to share information and have to go all the way up through the chain of command. The chain of command, even so much as an offence report, to share with that



agency has to be approved by the Chief of Police, you know. It's just, you know. Officers do not have the ability to make any decisions as far as that goes. Um. Officer safety bulletins and things like that. And, you know, sometimes the bulletins are timely. They have to go out right away because the situation is the person's wanted or the person um, is a fugitive or is a murder suspect um, and is expected to leave an area or, you know, there is crime trend that we need to let other agencies know about because we think these people may be going to hit them next. Um, we can't release those to any other agency until it goes through our entire chain of command, from the Chief, they make his, like every single step has to make corrections and little additions that they want to see on it and then go all the way back down. By that time sometimes it takes two or three days um. And, and it's useless. Huh, huh, yeah, it's, it's uh...Makes it pure hell sometimes. And it, and it's just lack of trust. Our administration really does not trust Officers to do anything. Makes no sense.

The concepts of the leader empowering, encouraging, coaching, and recognizing the commitment and dedication to the subordinate's career field and the chief's practiced leadership behaviors led to the theme of individual consideration by others. Participant 4's relation led to the themes of laissez-faire and uncertainty:

Um, it is very little. Um, so, it, and it depends. So, some are better than, than others like um, like the Chief um, like again is really good at, you know, talking about like, your experience and everything but not very good at really good at actually showing that you have any experience or know anything about what

you're doing. So, you get levels of service but none of the actual um, the trust that goes along with that. Yeah. It's, it's a, I, I don't even know how to explain it. It's, it's a different agency.

I think initially when he first became Chief he did a great job and helped coming in as the Assistant Chief, like, he came up through the ranks in the police department so he was already well liked. You know, everybody wanted him to be Chief. Um, had high hopes when he became Chief and it has really taken a nose dive in the past couple of years. Uh, more so in the, the, you know, absent in his, you know, pushing for extreme stringent like, where nobody can you know, there's no freedom within the department. There's about five layers of leaders you know, reviewing it that you know. It's become just uh.

No, I, I, well, um, it, I take that back. Like, it, I, I believe a lot of it happened around the time of the uh, COVID and the um, riots and stuff but uh, that occurred after CO, around that COVID time um, and the Black Lives Matter Movement and all of that. Um, during that time the Chief really became very political and uh, and his focus became less on the police department and solving crime and more on uh. Our agency is more concerned with the, the appearance of things that they are of the actual things themselves.

**Table 7***Negative Case Analysis –TL*

Participant – Codes	Categories	Themes
P4: transparency, ethics, accountability, charismatic leadership, effective communication, active listening, influence, inconsistency, lack of accountability, lack of follow-through, lack of appreciation, organizational culture: lack of buy-in, conflict, us versus them mentality, frustration, political influence, change, disappointment	inconsistency, lack of accountability, disappointment, lack of follow-through	ethical, charismatic, disappointment, lack of follow-through
P4: frustration, hierarchy, inefficiency, lack of communication, resistance to feedback, Communication: disconnect between administration and officers, lack of trust, lack of support, organizational culture: negative organizational culture, employee retention; lack of appreciation, job dissatisfaction, leadership issues, disappointment, frustration, lack of leadership, lack of cohesion, organizational culture: us vs them mentality, loss of trust, communication issues, lack of action, distrust, inefficiency: false promises, bureaucracy, concerns: difficulty of access, miscommunication, dismissive	disconnected, outdated policing practice, apathy, lack of cohesion, breakdown of communication, distrust, dismissive	outdated policing practice, dismissive
P4: hierarchy, bureaucracy, lack of autonomy, communication barriers, Hierarchy, bureaucracy, timeliness issues, inefficiency: communication delay	bureaucracy, inefficiency	bureaucracy
P5: inconsistency, lack of trust, disappointment, lack of freedom, micromanagement, COVID-19, riots, political focus, appearance, concerns, conflict, uncertainty, tension, dissatisfaction, risk, frustration, anger, leadership, conflict, job insecurity, frustration: strife, lack of accountability, concerns: protection of self-interests, focus: agency prioritization, job dissatisfaction, inefficiency: poor administration	laissez-faire, uncertainty, resistance to change,	laissez-faire, uncertainty

**RQ1 – Trait EI**

The subject matter experts in this case study shared their experiences regarding the practiced behaviors of their respective law enforcement public administrative executives as they related to practiced traits of EI. The emerging themes are reflected below: emotionality, support, self-control, work-life balance, sociability, assertiveness, well-being, and optimism.

**Themes – Emotionality, Support**

The themes of emotionality and support were formed from the summative experiences of the participants regarding their chiefs' ability to perceive the feelings of their subordinate personnel, share their feelings, and display empathy. Participant 1 shared,

Um, pretty good. Um, like I said, you know. He's checking on us if someone, you know, there's a problem, he'll stop in and make sure something, that you're okay. Uh, he'll fill you in just chat. Make sure you're good or talk with the supervisor make sure that you're good.

Participant 5 stated,

You know I would say he's pretty guarded with that he and again I've only been. You're not necessarily considered in the command staff until your captain rank or above. And I've only been in that rank for about six months. But he's, he's pretty, pretty guarded with expressing his own feelings? He's not completely unwilling to do it, but you know he's. He's all about professionalism and appearance and, and he's uh. He's kind of kind of guarded in that respect and I understand you have to

be in today's climate. But you know he's. He's not completely unwilling to do it, but it's not something that I think is natural to him. Ohh yeah, I mean he's, he's certainly happy. Like when we, we have successful operations, or we close a big case or you know we have a big drug bust or something like that. I mean, he's. He's certainly, certainly happy and willing to express it then.

Participant 3 reflecting on empathy said,

So, I had the unfortunate experience of being the first officer on the scene to an officer who was killed in the line of duty. Ah, and I was that first officer on scene. There were two officers that were involved in the incident. One died with me in the ambulance on the way to the hospital. Um. Now there were myself. There were. Three or four other officers who arrived and we worked with this other officer routinely for six months after she graduated from the academy. So ah, we were pretty close. A pretty tight nit group. In addition to that, she was actually engaged to another officer in a different precinct. Yeah. So all of those. We're challenges, right, so. This chief. We have a, a department psychiatrist like, obviously not a departmental employee, but he is one. We refer officers out to in times of stress. So, this Chief took it upon himself, obviously, that he talked with us individually, and wanted us to go and see the doctor. And I thought it was an excellent idea. So, did the other officers. So, in addition to that he also arranged for those of us who were closest with her to travel four or five states away, for her funeral because she was buried at home up in Connecticut.

**Table 8***Participant Case Analysis—Emotionality, Support*

Codes	Categories	Themes
P1: positive feedback, supportive instructor, checking in, communication, positive reinforcement, compliment, charismatic, empathy, influence, communication	emotional engagement, empathy, feedback, support, understanding, guarded, pride, happiness, emotional restraint	emotionality support
P2: qualification, dependent on situation, specificity, emotional intelligence, respectful interaction: reading somebody, observation, insight, reflection, comparison		
P3: support, teamwork, supportive supervisor, advocacy, emotional support, emotional engagement		
P5: leadership, communication, feedback, engagement, communication, collaboration, hierarchy, behavior assessment: structured feedback, guardedness, professionalism, self-expression, emotional restraint, happiness, expression, support, empathy, caring, personal connection, assistance		
P6: understanding, race relations, empathy, support		

**Themes – Self-Control, Work-Life Balance**

The themes of self-control and work-life balance were formed from the analyses of all the participants other than the negative case participant. These themes were formed from the contributing concepts regarding the public administrator's ability to manage stress and impulsive behaviors. Participant 2 indicated,

Um, so I know he goes to the gym frequently with his son and, or daughter. Um. He I mean, he's ah, he's healthy, I mean he is a straight healthy guy. Right? So there's that. He reads, He makes sure that. Um. He takes time away. Not like a

vacation every week, right? But. He gets out of the office when he can. Um like he is at a conference right now. Which, you know, we know conferences are fun, but there's a little bit of work. Right. Like people expect you to bring something back from a conference. Um, he, ah you know. We'll have date night with his wife. And they've been together, longer I don't know, it been more than 20 years and still going well. Right, So I mean he doesn't drink. Well, I mean he drinks, but he doesn't drink to any excess. Um, I don't know that you have any real hobbies. Not that I know of. I know he doesn't play golf. Um, but, And, and this is something I think that he. Taking a step to make sure that his. You know, executive team has command staff is trained, is educated and is prepared to do things in his absence. And. You know. That has to be stress-relieving, so that when you can go to a conference on the other side of the country. And know, that you don't really have to worry about things too much.

The other participants shared similar supporting positions, indicating that their chief reflected empathy. Regarding impulsiveness, Participant 6 stated, "Yeah, I don't think he's impulsive at all. I think everything he, he does is very well thought out and calculated." Participants 1, 2, 3, and 5 had similar responses.

**Table 9***Participant Case Analysis—Self Control, Work-Life Balance*

Codes	Categories	Themes
P1: stress, emotional regulation, impulsive as to internal matters	thoughtful, calculated, cautious, deliberate, emotional regulation, work-life balance, stress management	self-control, work-life balance
P2: thoughtfulness, work-life balance, physical health, family, personal development, relationship, complexity, self-awareness, supportive leadership, empowerment	stress management	
P3: police intervention, work-life balance: community tension, leadership, communication, stress management, assertiveness		
P5: stress management, wellness, work-life balance, thoughtful, strategic, cautious, calculated		
P6: stress management		

**Themes – Sociability, Assertiveness**

Themes of sociability and assertiveness were discovered by associating the chief's ability to regulate emotional management, assertiveness, and social awareness. As it related to emotional management, Participant 6 said,

Yeah, I mean I've, I've never seen him or even heard of, ah, you know him being out of control with his emotions. As, as far as you know, the sociability he. He interacts with, you know, different officers, other, um, ah. Other entities in the city always allow professional manner that don't cause any issues or anything of that nurture.

In consideration of assertiveness, Participant 1 indicated,



His assertiveness? His, he, um. I have been very lucky to be in a criminal interview with him and I saw another side of him that I never saw before. Um, he, he's very assertive when he needs to be, um. When something needs to get done or someone's not telling him the truth he, he can be assertive, huh. He got mean. He's a cock. He's a, he's a cock huh, you know. He's extremely assertive and, you know, wants to make sure that people are doing what their supposed to do and when he needs to step up and, and delegate he can do that.

When it comes to sociability, Participant 2 indicated,

Alright, so. Well for one, Um. He goes to multiple community meetings. To get a feel for what is going on. Not. Not, necessarily to go there to speak or see if you're going to get invited to speak and stuff. Right. Um, but he goes to things that we have open invitations, and he will just sit, observe and listen. Um, you know, he takes our local newspaper and online news. He watches multiple news channels. Um, and he will, call those key community pillars and just check in and see how they're doing. And, all of that. He has made it so that the community also comes to him. Proactively to let them know what's going on and how they feel.

**Table 10***Participant Case Analysis—Sociability, Assertiveness*

Codes	Categories	Themes
P1: social awareness, empathy, assertiveness, aggressiveness; leadership, observation of behavior, happiness	active listening, social awareness, networking, confidence, assertive, professionalism, emotional control	sociability, assertive
P2: leadership, control, nonverbal cues, emotional regulation, personal relationship, assertion, emotional control, negotiation, clear communication, respectful interaction: noncondescending, observation, information gathering, active listening, engagement, proactive communication, transparency, information gathering, community engagement, admiration, recognition, leadership, contentment, emotional intelligence: consideration for others		
P3: empathy, assertive		
P5: leadership, emotional regulation, motivation, high standards, drive, assertiveness, relationship building, networking, social skills, success		
P6: professionalism, social interaction, emotional control, support, seriousness, assertiveness, confidence, support, admiration, social awareness		

### **Themes – Wellbeing, Optimistic**

The themes of well-being and optimism were determined by examining the chief's propensity for optimism, reflecting happiness and self-esteem, outlook, adaptability, and self-motivation as underlying contributors to high EI. All participants other than Participant 4 reflected the optimistic behaviors of the chief. Participant 3 stated,

Oh, I think so. Yeah. An example of that would be when, when the subject is broached about shortages, staffing shortages. His responses are we have 12 in the academy this is what I expect is gonna happen with those 12. We got 18 just out of the academy then just started two weeks later and we have 9 set to start in two months. because this is where all these folks are coming. So, it is a positive outlook, but unfortunately, we usually end up losing several people, so the reallocation of the manpower aren't always as he likes, or he is able to tell us.

The element of future outlook was represented by Participant 5, stating,

I would say he's optimistic. Ah, I mean, you kind of, if you lose, if you lose a sense of optimism as a leader, I think it's, it's not a good thing and he's definitely maintained a positive attitude. I would say that you know, he, he tries to see the big picture. He tries to look at it in terms of cause. Law enforcement as a whole has been kind of down for the last few years after the George Floyd stuff and we had certainly riots around here and you know, back in 2020. And you know the pendulum was not swinging in the favor of law enforcement for a while, but I think he's one of those people like others that have been around for a while to

keep it in perspective and realize that I was hopefully just kind of an anomaly of our careers and, and I'm not gonna stay that way forever and, and just kind of kept that positive outlook as, as much as you could through those through those years.

Participant 2 shared an example of the happiness and self-esteem of the chief as follows:

Absolutely. Um. Well. So, I mean when. And it's really easy. It's in the times when it is easy. Right. Like, we just had National Night Out last week and you know he's, the, he's the chief of the police. And it's a police function but it's really, you know, it's a team of citizens and police officers who bring it and make it happen. But he's, he's going to be the face. Right. And I, I mean, I just gotta tell you he was. And this is something like we didn't know this either, right. So, you know, I was. Talking about optimism, pessimism. He was worried that our team hadn't really put in the work required to make this thing successful. Um. You know, we had some changes and took a slightly different angle and he was just really concerned. That it wasn't gonna... He didn't think it would fail but he was concerned that it wouldn't quite be the success, that it truly ended up being. And I got to tell ya that the next day at work, I mean, he was literally like ear to ear and all he could talk about was talk about how successful that event was. And, you know all the citizens were telling him that this was the best one ever and we've been doing it for, I forget how many years, but just. You talk about happiness. I mean, we're getting a brand-new police building and we're basically giving everything we asked for. We have received tremendous raises over the last 2 years

and the city has increased benefits last year. Officers are getting take-home cars, and we have never, have had that. All of these wonderful things are happening. But nothing. Put a smile on his face. Bigger. Then that National Night Out event, and when I tell you happiness, I mean. You know it's a, It's a kid at Christmas here. Right, it wasn't a fake smile. You can tell a fake smile, This thing was just there all day, and, and he was as pleased as punch. Man, just truly happy.

Regarding adaptability and self-motivation within the organization, Participant 6 shared: "I would say he's self-motivated. He's, like I said, he's been here, you know, pretty much all his entire adult life, so he's definitely bought and invested in this department and this agency."

**Table 11***Participant Case Analysis—Wellbeing, Optimistic*

Codes	Categories	Themes
P1: optimism, positive attitude, leadership, employee development, feedback, continuous improvement	consistent, sense of purpose, teamwork, optimistic, work-Life Balance	wellbeing, optimistic
P2: optimism, motivation, perspective, teamwork, leadership, concern, happiness, success, positivity, gratitude, sense of purpose, self-awareness, determination		
P3: work-life balance, pride, leadership, workplace dynamics, community involvement, adaptability, foreseeing outcomes, role transition, conversation, workaholic, lack of personal life, concern, observation of someone being overly dedicated to their job, wishing someone doesn't burn out		
P5: leadership, optimism, perspective, positive outlook, consistency, predictability		
P6: optimism		

**Negative Case – EI Themes**

The negative case findings regarding Participant 4's experiences with the public administrator's trait EI behaviors varied from the other participants in this study regarding the chief's ability to perceive the feelings of subordinates, express feelings, and the ability to express empathy, which led to themes of denial, and inconsistency.

So, it's very hard to answer. So, he is very good like when he's talking to you directly um. You know, really being compassionate. He talks to you making you feel like he really cares and that he's really invested in what you've got going on.

He tries to laugh and joke with you and make you comfortable when you're talking to him so you don't feel like you're talking to someone that he's talking down to you. He doesn't do that. Um, where he is not very good at like, seeing what's going on around him. Um, he kinda turns blinders on for like, what is going on in the agency um. Like, and to the point to where he intentionally doesn't want to hear like, um. I know was uh, several meets that he had trying to convince him that they needed to do something for retention because we were losing officers and his opinion was that, you know, we're losing officers, not because they don't wanna work here. But, or our agency isn't a great place to work. It's because of, you know, they're just getting out of law enforcement. Nobody wants to be a police officer anymore. It doesn't have anything to do with our agency and it's the total opposite. Most of the people that have left are still in law enforcement, they just left to go to agencies with a better working environment. And, when we start to tell him look, this is the issue they stopped having exit interviews. (laughing) So, it's like you don't want to hear it. Basically. So, he is very good face to face, he is not good as far as reading what is actually going on and intentionally turns a blind eye to it. Um, trying no to see what is going on.

Participant 4's experiences regarding the chief's managing stress and impulsiveness also reflected some differences. Participant 4 acknowledged that the chief was not impulsive but thoughtful and deliberate, similar to the other participants in this

study. Resulting in themes of self-control and inconsistency. However, concerning the ability to manage stress, Participant 4 shared,

I don't (inaudible) That's the thing, I'm concerned about our chief because I don't think he does very well. He, like, in fact we had our monthly meeting yesterday, and I wasn't in the meeting because I was involved in a class, but the last, um couple of times we were in a meeting he was like, literally, asleep during the meeting when we were meeting with him. And, its not him being bored, as he is very involved in what we are doing, the chief is freaking. Like I think it is all the political stuff, with city council and he is literally exhausted. Like, and its showing he looks run down, he looks wore out, yeah I don't think e is sleeping like he should. I mean, I get emails from him on some of the projects were doing for him and we get email from him at midnight stating hey can you fix this or change that or can you get these stats to me like 1, 2 o'clock in the morning. Yeah, and he is still working. Yeah, he has a lot of stress, and I don't think he deals with it very well.

In summary of the LE public administrator's ability to regulate emotional management, assertiveness, and expression of social awareness, Participant 4 reflected themes of sociability and political fear, which also shared some similarities with the other contributors to this study. Participant 4 shared the following about the chief's assertiveness:

Yeah, so with lieutenant and above yes and Captain and. Er, ah, lieutenant and below yeah, but captain and above no. Um, he is kind of, that is one of the things



we would wish he would take more direct action be more vocal about what he wants from them. A lot of times he will express, hey I would like to see this happen, and then it doesn't happen and then the next meeting he says I would really like to see this happen and it still doesn't happen. And he is like, I really, really would like to see you guys start doing this (laughing).

Regarding the contributions related to well-being, Participant 4 agreed with others that the chief's self-motivation is fine. Optimism, happiness, self-esteem, future behaviors, adaptability, and self-motivation resulted in themes of resistance to change and fear of political crises. As an example of this, Participant 4 stated,

He, he doesn't do well in crisis situations. He, er, er I take that back. In law enforcement crisis situations, he does pretty good. I, for instance if it's a hostage situation or a barricaded subject, swat call out, or if, we have had several officer-involved shootings he handles those pretty well. Like, he doesn't panic or go overboard. Um, social emergencies he loses it. I and I think that is part of the stress, that he has, he has that huge stress to political issues that he is afraid that he is going to lose his job over, is what I, we perceive. Um, and things like riots or anything that deal with public protests, or, or anything of that nature it is just like, it is panic mode for our chief. Um, cause I know because we, my unit deals with all those with the chief's office. Um. Because we have to do all the research and the background and try and determine what is going to happen and it is a panic when any of that occurs. If an officer is involved in a shooting he is as calm as a cucumber. But, um, let, um let, let, some, let, let, let some political persons be

coming to (geographical location identified and redacted) to speak and he is going to have a fit.

**Table 12**

*Negative Case Analysis–EI*

Codes	Categories	Themes
P4: compassion, lack of awareness, resistance to change, avoidance, denial, conflict, support, betrayal, conflict, disapproval	betrayal, lack of awareness, avoidance, talks a great game, great one on one, inconsistent	denial and inconsistency
P4: indecisiveness, thoughtfulness, deliberation, exhaustion, sleep deprivation, involvement	politically exhausted, deliberate, self-control	self-control, indecisive
P4: emotional control, temperament, Anger management, neutral, nonjudgmental; frustration, uncertainty, ineffective communication, fear, political pressure; law enforcement, community focus, balance, social issues, concerns: concern for job security	political fear, job security, outgoing sociable,	sociability, political fear
P4: uncertainty, perception, incongruence, doubt, leadership: perceived optimism, speculation, change, disappointment, uncertainty, future aspirations, political ambitions	resistant to change, self-preservation, political aspirations, incongruence, optimistic	resistant to change, fear of political crises

**RQ2 – TL and EI Alignment**

RQ2: Do the experiences of subordinate personnel align/ match the professed self-evaluated EI and TL behaviors of law enforcement public administrators?

Most interviews of subordinate personnel agreed with Campbell's (2012) and Ferguson's (2014) findings that public law enforcement administrators practiced TL and possessed high trait EI as professed by the professionals in these underlying self-surveys.

Participants 1, 2, 3, and 5 had vital clarity that the behaviors are the same inside and out.

Participant 3 stated,

I think it very much aligns with what we've got and what he professes. It is, It is difficult. It is challenging for a, an officer, or a person who has been in the law enforcement. Ah, In this profession. for 20 and 30 years, it is extremely difficult for many of us to accept the changes that occur. And, and here's and here's, the, here's exactly what I'm talking about. For the example. It, it used to be, that we were the necessary evil. Where we were the, the necessity to combat evil. And people, society and the community understood that we were there, and we had a job to do, and we were to do that. They didn't like it. Well, sorry, but you know, you had your method and your method to challenge that with simply going to court if you were charged. Or you could make an internal affairs complaint. Ah, the change from that to now where we are almost as a profession almost having to, almost begging people to like us. In hopes that we will be able to make them understand why we need to do, what we need to do, when we take law enforcement action. So, I think that's a huge challenge for those within or those that have been on awhile. And with any chief, who in this instance is a good leader who has to weigh and manage situations and keep the scales tipped in our favor. He has to do, he or she, has to do a lot of community outreach.

A cross-case analysis between the 3 agencies showed consistent behaviors with high trait EI and TL, as described above, aligning with the findings of Chapter 2.

Although the negative case analysis reflected different findings, Participants 5 and 6 were

from the same organization as Participant 4. The reasoning for the difference is not identifiable but discussed in Chapter 5.

### **Summary**

The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. This study utilized a multiple-case study design (see Yin, 2018). Data collection began using purposeful sampling, as identified by Ravitch and Carl (2016), of participants who met the requirements of the study. As Saldana (2021) outlined, pattern coding was used to identify themes to answer RQs.

The themes discussed in the results section identified the underlying abilities, skills, and knowledge expressed in the management operations of the police chief. These findings reflected the practice of TL and expressions of high-trait EI by the law enforcement public administrator of these agencies, except as identified in the findings of the negative case. Regarding the second RQ, consistency was found and aligned with the studies of Campbell (2012) and Ferguson (2014), in which police chiefs completed self-assessments aligning with TL and high trait EI.

The final chapter provides an opportunity for me to share findings. Furthermore, Chapter 5 addresses this study, draws conclusions, and makes recommendations. This chapter includes an interpretation, limitations, implications, and the conclusion.

## Chapter 5: Discussion, Conclusions, and Recommendations

### Overview

The purpose of this qualitative study was to explore the EI and TL behaviors of law enforcement public administrators through the lens of subordinate personnel. While the nature of this study was addressed via a qualitative case study to answer the RQs. In this case study, I conducted in-depth interviews of subordinate law enforcement personnel from different agencies within the Commonwealth of Virginia located in the United States of America. This approach allowed subordinate personnel to provide feedback on their police leader's practiced EI and TL.

The reason for this study was to address the gap in the literature as it applied to self-reporting as identified in the underlying studies of Campbell (2012) and Ferguson (2014) and previously documented by Petrides (2007), which identified the inherent weakness of self-reporting. Addressing this gap added to the existing literature and addressed the practiced behaviors of police chiefs' TL and trait EI in actual practice. The existing literature and the self-professed positions of the chiefs in the United States indicate that they exercised TL and possessed high-trait EI, as captured by Campbell and Ferguson.

Analysis of each case, across cases and between agencies, provided for a comparative exploration, which was used to discover the practiced behaviors of executive law enforcement leaders as they relate to TL and EI from the perspective of subordinate law enforcement personnel. The findings outside of the captured negative case in this study indicated TL behaviors coupled with high-trait EI utilized among the chiefs

considered in this study. These positions are discussed in the interpretation of findings, limitations of this study, recommendations, implications, and conclusions related to this study.

### **Interpretation of Findings**

The participants in this study were full-time sworn police officers of CALEA-certified organizations within the Commonwealth of Virginia. The participants shared firsthand experiences related to their current public administrative law enforcement executives related to TL behaviors and trait EI activities. In this case study, the six officers represented three CALEA-certified agencies and had a minimum experience ranging from 5 to 35 years with education ranging from HS graduate to master's degrees. Of the six participants in this study, five were males, and one of those males identified as African American, while the female identified as White. The age range for these participants ranged from 25 to 60 years of age. All but one of the participants were familiar with the White House's EO 14074 (2022). Regarding EO 14074, and with clarity, all the participants indicated that the tenants related to law enforcement were already in practice within their respective agencies.

The participants answered a series of vetted questions identified in the interview protocol (Appendix B) to address the RQs. The interviews were transcribed and analyzed utilizing Atlas TI, followed by pattern coding, as identified by Saldana (2021). These in-depth interviews were inductively informed codes, categories, and themes about the leadership characteristics and EI practices of police chiefs of these subordinate personnel. The first RQ has been divided into discussion points related to TL and EI.

**RQ1 – TL**

The thematic themes discovered, as portrayed by the participants in this study, largely indicated that the foundational leadership behaviors of transactional and transforming behaviors, as identified by Burns (1978), were currently in practice. TL is the exercise of transactional leadership behaviors and follower development (Bass & Riggio, 2006; Burns, 1978; Northouse, 2019). Charisma/ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are elements to effectuate TL (Bass, 1985, 1990; Bass & Avolio, 1995, 2004; Bass & Riggio, 2006; Northouse, 2019).

These elements of TL were overwhelmingly identified and supported by analysis by all the participants other than the negative case. The negative case identified some alignment with other participants as it related to ethics and charisma but deviated from experiences related to the other aspects. The reasoning for the negative case differences is not readily identifiable; however, deduction reflects that not all subordinate personnel see and align with the public administrative law enforcement executive. What is most interesting about this case was that the participant reflected that this chief was outstanding until appointed as the police chief. The participant believed political fear and self-preservation were the reasons for this change, but other possibilities are likely. The negative case also highlights the likelihood that this leader may, in fact, be exercising pseudo-TL by catering to the will of outside entities (Bass, 1985, 1990; Bass & Riggio, 2006; Northouse, 2019).

Bass (1990) identified that TL is only needed in some situations, which was apparent during the leadership analysis. While the situational leadership model has been largely criticized, according to Northouse (2016), for a lack of supportive research and ambiguous terminology, it is widely known. Some participants identified situational leadership when referring to the FRL characteristics. Bass and Riggio's (2006) work identified FRL as a quality and propensity for authentic TL behaviors that varied as needed.

### **RQ1 – Trait EI**

The aspect of high trait EI was also found by most participants in this case study. Based on responses from participants, it seems evident that TL and trait EI are intertwined. Dasborough et al. (2021) concluded that EI is an essential aspect of leadership, and based on this case study, it becomes more readily apparent that the engagement of human enterprise can only be fully recognized with this integration. The most important aspect of leadership is trustworthiness. Levitats et al. (2019) research identified that the success of public administrators in building trust relies on high EI, while those with low EI lack this ability to build trust. The SMEs in this study indicated that their chiefs were trustworthy, except in the negative case.

Based on the analysis of these cases, emotional self-efficacy is an aspect of leadership appreciated by these law enforcement subordinates. However, no one type of person or approach applies to every situation, as identified in Petrides's (2010) empirical research. Petrides further identified that emotional thinking lends itself to intuitiveness but will vary from person to person. Trait EI theory depends on the emotional assessment



and reactions based mainly on the individual and their self-perceived abilities (Petrides & Furnham, 2000b, 2001, 2006).

The negative case captured the essence of the chief exercising social desirability bias, as identified by Van der Linden et al., 2012. In sum, this bias is a self-behavior modifying effort to align with what is interpreted as socially appropriate. While this could be interpreted as manipulative or disingenuous behavior, it is nonetheless an exercise of EI, even if applied in a maladaptive manner. However, modifying behavior should not be viewed in and of itself as a form of negative alignment. When applying rational decision-making to ensure work-life success, it has previously been identified as an aspect of the trait EI domain (Farnia et al., 2018; Petrides et al., 2016).

## **RQ2**

At the heart of this endeavor was finding out whether the public administrative law enforcement executives were actually practicing what they alleged in their self-assessments about TL and trait EI. The underlying research of Campbell (2012) indicated a significant correlation between contingent reward as an element of transactional management practices and the practices of TL with those leaders that possessed high trait EI. This aligns with the majority of the participants in this study, who also found that their leaders walked the walk and managed through leadership, establishing employee consideration through feedback acceptance and clear expectations.

The negative case's leadership view regarding the chief as passive and avoidant creates a quandary compared with Ferguson's (2014) findings. In that finding, leaders who lack emotional ability also scored low on the MLQ. As such, the inverse would

indicate that high TL and high trait EI go hand-in-hand. However, in the negative case, the participant indicated that the chief was not at all a transformational leader but expressed that the chief possesses high EI. This is quite intriguing and could be indicative of maladaptive high EI.

The interpretation of findings surprisingly confirmed what chiefs professed in self-reporting, alleging TL behaviors and possession and exercise of high trait EI as indicated in the previous studies of Campbell (2012) and Ferguson (2014). This confirmation of these findings is limited to the representative groups examined in this study. These interpretations are based on findings related to the RQs.

### **Limitations of the Study**

Limitations to trustworthiness are considered in the context of credibility, transferability, dependability, and confirmability. Transferability in qualitative research is referred to as external validity (Yin, 2018). While case studies can inform and provide additional insights into the phenomenon of interest, they are not typically generalizable to the greater population. The transferability of this case study is limited to the context related to the RQs and the type of population participating in this case study. I conveyed meaning and applicability despite not generalizing (Ravitch & Carl, 2016; Lincoln & Guba, 1985). Dependability in qualitative works aligns with trustworthiness, and therefore, I established transparency with data collection and provided results that helped the reader obtain clarity.

Bias in all research must be addressed. According to Yin (2018), the first significant step is to ensure that a research case study can be distinguished from other

nonresearch case studies by following procedure and providing clear documentation. Additional measures of credibility, also known as addressing threats to internal validity, were accomplished by developing fair and unbiased RQs and collaborating with participants prior to inclusion (Yin, 2018). Furthermore, I maintained construct validity by adhering to a chain of evidence, utilizing triangulation by including multiple sources, maintaining research ethics, proper citation to evidence findings, and cross-checking new concepts and topics to avoid interpretive bias, as identified by Yin (2018).

The type of study conducted, a qualitative case study, was one limitation of the scope of information obtained by the research design. The second limitation was the research selection logic, where only CALEA-certified agencies were selected in this study. However, consideration and comparison to VLEPSC, municipal, and non-municipal, as well as agencies that do not belong to either VLEPSC or CALEA, as well as sheriff offices, should be considered.

### **Recommendations**

This study adds to the existing literature on TL and trait EI behaviors of public administrative law enforcement executives from the perspective of subordinate personnel constrained by the study's limitations. Furthermore, this research adds to the existing literature by addressing a gap in the previous studies of Campbell (2012) and Ferguson (2014) related to the bias of self-reporting. However, additional recommendations are mentioned below to further expound on these leadership and EI considerations.

My first recommendation would be to consider and include civilian subordinate personnel, as they would likely have valuable insights. In my initial participant selection

criteria, I did not fully consider the inclusion of non-police personnel until after I had analyzed these cases. Additionally, it might be easier for researchers to garner valuable information from sources without the complications of culture and training particularized to police officers to be concise and to answer questions without expounding and going into much detail, which is beneficial to future qualitative considerations.

Second, expanding research to other geographic areas could also have varying considerations, but of equal importance is the realization that most policing institutions were not CALEA-certified, as mentioned in the participant selection logic. There could be numerous reasons agencies do not seek accreditation from organizations like VLEPSC and CALEA, including cost and the likelihood that the communities need to be made aware of the benefits of inclusion in their agency.

A third consideration would be to gauge the effectiveness of the LE public administrative executives outside the agency, as these executives are ultimately responsible for the community's well-being. This requires the endeavor initiated by the city manager, council, or mayor that the executive reports. These efficiency reports and whether the executives are meeting the communities' needs can be acquired from varying representatives throughout the community.

Lastly, the White House's EO 14074 (2022) was an excellent means of highlighting and bringing attention to leadership behaviors expected and warranted within the policing profession to bring greater trust and community inclusion. The EO was a step in the right direction. However, the executive branch is limited to mandating compliance by only federal agencies of the executive branch. In order to do more than

make symbolic placations, additional mandates within congressional legislation specifically related to the Office of Community Oriented Policing or through Omnibus Crime Bills could provide grants or monetary incentives for communities to mandate studies for the inclusion of better management models that incorporate TL and EI and to further leadership training in these domains. Economic incentives might be the best way to ensure the training and inclusion of these principles. As de Guzman and Kim (2017) identified, a common hurdle is that communities demand traditional policing methodologies and formal social controls, while others seek informal controls and a collective community policing approach.

### **Implications**

Positive social change is the aspiration of constant improvement. Our national spirit of exceptionalism comes from independent effort that grows into fruition. It is the same that I hold for the implications of my work to bring about social change while adding to the theoretical implications.

### **Social Change**

The potential impact of positive social change could apply to organizational behavior and societal changes from congressional policy changes. For example, recently, President Biden released EO 14074 (White House, 2022). In doing so, the POTUS addressed leadership problems within policing, effectuating that policing is a public policy matter related to transparency, dignity, respect, fairness, and accountability, which are applied equally to our communities. This paper and the underlying contributions within the field of leadership indicate that TL coupled with EI are the preferred

leadership models. Implementing TL and EI training across the United States would require congressional initiatives to mandate training and financial incentives through the Office of Community Policing or Omnibus Crime Bills.

### **Theoretical implication**

This study added to the epistemology by addressing the research gap by expounding upon the dissertations of Campbell (2012) and Ferguson (2014) to conduct a 180-degree analysis of subordinate personnel's experiences related to their public administrative executive police leader's TL and trait EI behaviors. The former studies of Petrides et al. (2007), Campbell (2012), and Ferguson (2014) all indicated that self-reporting was inherently biased. Therefore, analyzing the cases involved in this study revealed findings from participants of the actual behaviors practiced by police chiefs related to TL and EI as opposed to what was professed.

### **Conclusions**

I have worked with some of the finest men and women in this profession and some of the worst. It is the latter that concerns me the most. There are many types of leaders, but the pseudo-transformational, the maladaptive, and the charlatans take away the good produced within a profession dedicated to protecting our families, our loved ones, and our communities. The executives behind the curtain are beginning to be exposed as the lens of humanity has turned toward this profession, demanding transparency, excellence, and exalting a better policing model. This is accomplished through authentic TL and veritable EI.

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## Appendix A: Sample Announcement/ Posting

Chief \_\_\_\_\_,

My name is Larry Jacobs, and I'm a doctoral student at Walden University. This letter is a request to solicit members of your organization to participate in a research study that may be helpful to police leadership, furthering literature on transformational leadership and trait emotional intelligence, and completing my dissertation. The study may also provide a clearer understanding of effective leadership characteristics.

The existing literature on police leadership in the United States has reflected self-surveys completed by executive police leadership, reflecting transformational leadership and high-trait emotional intelligence behaviors. This study will further provide evidence from non-leadership personnel as to the propensity of leadership regarding these behaviors. As a retired police officer and an executive staff commander from a southern US municipal police department, I understand that your time is valuable, and you must look out for the organization's and local government's well-being. As such, the agency, the identities of leadership, and those participating in the study will not be identified. Any related identifying characteristics will be removed and held in the strictest confidentiality.

If I have your permission to solicit participation from a member of your organization, I would like to post the attached information for 30 days. If you have any additional questions, please email or call me directly, as identified below. **If I have your**

**cooperation, please email a signed copy of the cooperation to IRB@xxxxxx.edu and XXX@waldenu.edu within 14 days of receipt of this correspondence.** (If needed, I am happy to resend a copy of the original letter via email should you want a copy in this format). Upon completion, If you would like, I would happily provide you a link to the completed study (email me advising you would like to receive it).

Rank/ Name:

Email address:

Mailing address:

Work phone number:

If you have any questions, please email me at XXX@waldenu.edu or call/text (757) XXX-XXXX anytime. If your agency cannot participate, thank you for taking the time to review this letter. Respectfully, Larry A. Jacobs, a doctoral student at Walden University.

### **Posting Language:**

There is a new study about public administrative executive police leadership's inclination towards transformational leadership and trait emotional intelligence that could help our communities and police leadership better understand the police chief's actual practiced leadership qualities and behaviors. For this study, you are invited to describe your experiences regarding the chief's professed and practiced leadership behaviors.

### **About the study:**

- One 60-minute phone or zoom interview that will be audiorecorded (no videorecording)
- To protect your privacy, the published study will not share any names or details that identify you

**Volunteers must meet these requirements:**

- Full-time employed police officer
- Employed with a Virginia municipal police department that is currently a CALEA (Commission on Accreditation for Law Enforcement Agencies) certified organization.

This interview is part of the doctoral study for Larry A. Jacobs, a doctoral student at Walden University. Interviews will take place beginning in October.

Please reach out via phone at XXX or by email at XXX@waldenu.edu to let the researcher know of your interest. You are welcome to forward it to others who might be interested.

## Appendix B Interview Protocols

Participant number: \_\_\_\_\_

**General & Demographic Information**

1. Are you currently serving as a sworn police officer of a municipal police agency within the southeastern United States?
2. Is your title/ rank below the hierarchy of the police administrative executive/ Police Chief?
3. Is the agency that you are employed with certified with the Commission on Accreditation for Law Enforcement Agencies - (CALEA) certified?
4. Are you familiar with transformational leadership?
5. Are you familiar with trait emotional intelligence?
6. Are you familiar with the [US President's Executive Order 14074](#)?

Thank you, the following diversity questions are voluntary disclosures used to reflect the diversity of the participants of this study.

7. Years served as sworn police officer. \_\_\_\_\_
8. Highest attained educational level \_\_\_\_\_
9. Age \_\_\_\_\_
10. Race/ Nationality \_\_\_\_\_
11. Gender \_\_\_\_\_

***Preliminary information:***

## 1. Purpose of the study:

The purpose of this study is to explore the emotional intelligence and transformational leadership behaviors of law enforcement public administrators through the lens of subordinate personnel.

## 2. Participant rights:

Thank you for responding to my invitation and participating in this study. If you agree to be interviewed as described above, please say “yes” for the audio-recording when I ask, “Do you agree to be interviewed for this study?”

Your privacy will be held in complete confidence, and its related information will only be shared with my dissertation board. You have the right to review your interview and to assure its accuracy and the interpretations related to the researcher’s view. Any discrepancies will be corrected if found. Participation is voluntary, and you may choose not to answer any questions. Furthermore, you may withdraw from the study at any time. Additionally, you may stop the interview at any time.

3. Transformational leadership - interview questions: Having reviewed the tenants of transformational leadership in Appendix D we will take a few minutes and review it for understanding and to answer any questions you may have prior to answering questions.
  - a. What are your reflections of your executive’s ethical and moral inclination?
  - b. Please share examples of your leader’s ability to influence others.
  - c. Please elaborate on your leader’s ability to persuade others to accomplish the agency’s mission and goals.
  - d. Based on your experiences can you describe your executive’s leadership behaviors?
  - e. What are your reflections regarding your executive’s ability to inspire others that the current direction of your agency is the correct path?

- f. How does your chief establish unity? Can you elaborate on how the chief encourages support from employees? Does the chief accept feedback, and if so can you provide such an instance that you have experienced?
  - g. Please share with me examples based on your experience on how your agency's leader encourages collaboration, cooperation, and creativity?
  - h. Based on your experience please provide how the leader allows employees to assume ownership of problem-solving efforts? What would be an example of such an endeavor?
  - i. How has your executive leader empowered you, encouraged you, coached and recognized your commitment and dedication to your career field?
  - j. Can you elaborate on this by sharing an instance?
  - k. Based on your experiences how would you describe your chief's overall practiced leadership style and behavior? Is this practiced behavior the same as the professed role, how so?
4. Trait Emotional Intelligence – Interview questions: Having reviewed the elements of trait emotional intelligence in Appendix E we will take a few minutes and review it for understanding and to answer any questions you may have prior to answering these questions.
- a. How would you describe your Chief's ability to perceive the feelings of the organization's personnel? Can you provide an example of such an incident?
  - b. How does your leader express their own feelings? Please expound by example.

- c. Can you share an instance in which you witnessed the Chief's ability to perceive others' emotions and reflected an appropriate level of empathy?
  - d. Can you expound upon from your experiences how your chief manages stress?
  - e. Please share your experience regarding the leader's impulsiveness.
  - f. Please share your reflections regarding the chief's ability to regulate emotional management.
  - g. How would you describe the executive's assertiveness?
  - h. Can you share how your leader expresses social awareness?
  - i. How would you describe your chief's optimism?
  - j. Is there an example you would like to share regarding the chief's expressed happiness and self-esteem? What would you expect of the leader's future behaviors in this regard?
  - k. How would you define the leader's adaptability and self-motivation within the organization?
5. Presidential Executive Order – Interview questions: Having reviewed the White House's 2022 Executive Order 14074.
- a) What would be your perspective of EO 14074 being implemented by your law enforcement public administrator within your agency?

6. Debrief

Thank you for taking the time to be part of this research study into police leadership. Opportunities for clarifying statements will be available after I analyze the interviews (via a process called member checking). This additional follow-up will be made later regarding the researcher's interpretations of your experiences, please review this to ensure that the essence is correct. Should any inconsistencies be found, they will be corrected accordingly. If at any time you have any questions feel free to reach out to me. If you want to talk privately about your rights as a participant, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's ethics approval number for this study is 09-08-23-0660687.



## Appendix C: Recruitment Letter

## Invitation Template for Email, Social Media, and Flyers

There is a new study about public administrative executive police leadership's inclination towards transformational leadership and trait emotional intelligence that could help our communities and police leadership better understand the police chief's actual practiced leadership qualities and behaviors. For this study, you are invited to describe your experiences regarding the chief's professed and practiced leadership behaviors.

**About the study:**

- One 60-minute phone or zoom interview that will be audio recorded (no videorecording)
- To protect your privacy, the published study will not share any names or details that identify you

**Volunteers must meet these requirements:**

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This interview is part of the doctoral study for Larry A. Jacobs, a doctoral student at Walden University. Interviews will take place beginning in October.

Please reach out via phone at XXX or by email at XXX@waldenu.edu to let the researcher know of your interest. You are welcome to forward it to others who might be interested.

Appendix D: Tenets of Transformational Leadership – Handout

**Tenets of Transformational Leadership**

- (a) *Idealized influence* – the ability to influence the perceptions of others to accomplish goals and missions while viewed as an ethical and moral leader by the team (Hargis et al., 2011; Bass, 1985; Bass & Riggio, 2006; Burns, 1978).
- (b) *Inspirational motivation* is the ability of the leader to inspire followers to realize that the intended direction is attainable while creating a sense of unity while simultaneously encouraging and supporting involvement and ingenuity from employees (Hargis et al., 2011; Bass, 1990; Bass & Riggio, 2006).
- (c) *Intellectual stimulation* encourages collaboration, cooperation, and creativity to take ownership of problem-solving efforts (Hargis et al., 2011; Bass & Riggio, 2006).
- (d) *Individualized consideration* is an empowering approach that seeks to uplift subordinate personnel via encouragement, coaching, and recognizing the entirety of the employee (Bass & Riggio, 2006; Hargis et al., 2011; Northouse, 2019).

### Appendix E: Elements of Trait Emotional Intelligence – Handout

Trait emotional intelligence model consists of four components with 15 facets of the personality domain in which a person may score from low to high (Petrides, 2001; 2009). The elements considered for trait emotional intelligence are comprised of the following components:

- *Emotionality*: individuals in touch with their feelings and those of others. The facets include empathy, emotional perception, emotional expression, and relationships.
- *Self-control*: individuals in control over their desires and impulses. The facets consist of emotional regulation, impulsiveness, and stress management.
- *Sociability*: individuals are engaging in social relationships and influence. The facets involve emotional management, assertiveness, and social awareness.
- *Well-being*: individuals who feel positive, happy, and fulfilled based upon past actions and future expectations. The facets include optimism, happiness, and self-esteem (Petrides, 2009, p. 61).
- Additionally, the facets of adaptability and self-motivation do not directly correspond with any of the factors but are elements of the global trait EI score (alignment) (Petrides, 2009).