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Skills women bring to the position of chief of police

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This is to certify that the doctoral study by

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2015

Abstract

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MA, Royal Roads University, 2009

BA, The University of Western Ontario, 1992

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Organizational leaders are unaware of the gender-specific leadership skillsets women possess to increase organizational effectiveness and how to address potential barriers for assuring these skillsets are recognized as effective. Of the estimated 69,000 police officers serving in Canada, approximately 14,000 are women. Of those 14,000, only 10% hold a senior rank, and less than 3% hold the position of Chief of Police. Technology speed, globalized crime, and shrinking budgets have created a need for a new style of leader in policing, and increasing the representation of women may address this need. This multiple case study used the concept of *doing gender* and transformational leadership for its conceptual framework, and was designed to identify the skillsets that women bring to the chief of police position to increase the effectiveness of recruiting and promotional boards' decision process. Data were gathered from government resources, newspaper articles, and information provided by 13 female participants who had held the position of Chief of Police in Canada. Coding and analyzing the responses showed 3 underlying themes that the participants considered mandatory for the position of chief of police: higher education, political and business acumen, and effective interpersonal skills. Higher education improves critical and creative thinking, while enhancing analytical skills and improved understanding of self. Political and business acumen is important for women, as their voices are often marginalized in community dialogue, and effective interpersonal skills. The implications for positive social change include promoting awareness of the skillsets women can develop while maximizing existing resource talent.

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Dedication

This doctoral study is dedicated to my best friend and husband, Paul Robichaud. Your love and support throughout the process was unconditional. When I was locked in my office till all hours of the morning, or doing my first oral defense in Maui the week of our wedding, you understood what was required. When I thought I had enough and couldn't go any further, you encouraged me. Thank you for enforcing "If it were easy, everyone would have a doctorate." You made me feel smart, and for that, I will always love you.

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Other "thank you"s: To my *sisters-in law* Michelle, Myra, and Wendy who always took interest and encouraged me throughout this journey. To my dearest friends, Mags, Melanie, and Maureen, whose friendship took a back seat while I dedicated myself to completing this paper, and a special "thank you" to my Walden classmate and dear friend Krista Laursen. Krista, you set the path for me to follow. I am thankful our friendship continues even after graduation.

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Section 1: Foundation of the Study

In the modern police environment, police organizations derive significant benefits from hiring women and people from diverse communities (McMurray, Karim, & Fisher, 2010). Selecting police officers from the whole population, rather than a subset such as White men, helps to ensure the best possible candidates (McMurray et al., 2010). The days of autocratic leadership and quasi-military organizational structure no longer suffice: Organizations now require servant leadership and problem-solving approaches that use strategic business models and transformational leadership (Silvestri, 2013; Vito, Suresh, & Richards, 2011). Multiple studies have shown that women are naturally skilled at leading in a transformational way and are able to bring about effective organizational change, two skills that are both necessary and desired in police services (Ayman, Korabik, & Morris, 2009; Vinkenburg, Van Engen, Eagly, & Johannesen-Schmidt, 2011).

Women remain underrepresented in senior police command positions in Canada (Gau, Terrill, & Paoline, 2013; Kingshott, 2013; Silvestri, 2013). This underrepresentation persists despite studies indicating that women have special competencies to be effective police leaders (Ayman, Korabik, & Morris, 2009; Vinkenburg et al., 2011). Canada has a population of over 35 million, of which 50.4% are women ("Statistics Canada," 2013, 2014). However, in 2013, 89.6% of senior police officers across Canada were male (Hutchins, 2014), showing that women were significantly underrepresented. Kingshott (2013) and Murphy and McKenna (2007) called for Canadian police administrators are to change and move away from an

autocratic, military style of policing and be more reflective of the community they police. Placing more women in senior police decision-making roles is a logical step in fulfilling these goals (Silvestri, Tong, & Brown, 2013).

The problem of women's underrepresentation in police leadership is not unique to Canada. Statistics from the United States, Australia, and England provide show similar underrepresentation (Cordner & Cordner, 2011; Gau et al., 2013; O'Connor Shelley, Schaefer Morabito, & Tobin-Gurley, 2011). Although significant perceived and real challenges and barriers have deterred women from entering Canadian policing or achieving the Canadian police's top leadership position of chief, 13 women successfully achieved this role by the time of this study (M. Shortall, personal communication, June 30, 2013). The intent of this proposed case study is to identify the skillsets women can bring to the chief of police position to enable increasing the effectiveness of the recruiting and promotion boards' decision processes.

Background of the Problem

More women than any other time in history are entering the policing field; however, women in senior police command positions continue to be underrepresented (Chan, Doran, & Marel, 2010; Gau et al., 2013; Hughes, 2011; Montejo, 2010). Canada has one federal police service, the Royal Canadian Mounted Police (RCMP), 204 provincial or municipal police services, and 57 First Nations Police Services (P. Cuthbert, personal communication, April 17, 2012). During the 1980s, the Canadian public pressured the government and public sector agencies to modify hiring practices to be reflective of the communities served, including policing (Police Service Act, 1990,

c. P.15, sec. 1). The rate of female representation among police officers has grown steadily from the 1980s onward (Hutchins, 2015). In 1980, the Canadian police services included 1,092 female police officers (2.2% of the combined ranks), growing to 14,004 female police officers (20.2% of the combined ranks) in 2013 (Hutchins, 2015, p. 29). Statistics did not begin separating the percentage of female officers in each rank category (senior, non-commissioned, and constable) until 1986 (Hutchins, 2015). However, as of March 2015, Canada had only seven female police chiefs, who made up only 2.65% of the country's police chiefs (C, Bennett, personal communications, March 14, 2013).

This underrepresentation in police leadership has persisted internationally despite improvements in other traditionally male-dominated police roles. Police services in Canada have achieved some success in increasing the gender balance within entry levels of policing, including placing women in specialty units and roles in tactical offices, homicide, and intelligence ("Toronto Police Service," 2010). This ongoing problem of women's underrepresentation in top leadership positions is not unique to policing in Canada (Crawford, & Mills, 2011; Huffman, Cohen, & Pearlman, 2010; Kemp, Madsen, & El-Saidi, 2013). The United States, United Kingdom, and Australia have also identified a lack of senior female representation in law enforcement (Cordner & Cordner, 2011; O'Connor Shelley et al., 2011). Challenges still exist for both police leaders and female officers regarding achieving senior management (Cordner & Cordner, 2011; O'Connor Shelley et al., 2011; Ramsey, 2011).

In 1990, only 0.3% of Canada's senior police was female; by 2014, the figure increased to 10.4% (Hutchins, 2015). The continuing absence of women in most decision-making positions suggests that a male perspective determines the criteria for the promotional process (Shea, 2008; Silvestri, 2013). Silvestri (2013) suggested that police maintain a culture of long working hours and aggressive and competitive behaviour to strengthen the existing male-dominated culture, rather than change to accommodate additional women in senior command.

There are also significant consequences for maintaining the current paramilitary structure of policing in Canada. A police culture rooted in a paramilitary structure inherently favors male candidates in its organizational culture (Chapell & Lanza-Kaduce, 2010; Shea, 2008). Shea (2008) argued the influence of executive-level officers, and a possible link to military backgrounds (or at least influenced by the area) in the 1975–1980 period, created a similar paradigm in which men are the principal gender and limited women's role within the professions. Shea therefore argued that it was government legislation that allowed women to join police services in Canada, rather than an attitudinal or perceived need for organizational change among senior police management (Shea, 2008).

During the early 1980s, police recruiters made little effort to encourage female applicants. Although the Canadian Government now regulates police services through legislation, the Ontario Police Services Act (1990) does not address police promotional processes. According to this law, the decision makers within the Ontario Association of Chiefs of Police leave the process to individual police services (Police Services Act,

1990, sec. 1). This is problematic for women's professional management, because in 2013, Canadian senior police management consisted of 89.6% male officers (Hutchins, 2014), introducing a significant potential for bias. There is limited scholarly literature on what skillsets women can bring to the chief of police position to inform recruiters and promotion boards in increasing the effectiveness of their decision processes and hiring more women for senior police roles.

Problem Statement

Few women hold top leadership positions within the field of law enforcement (Hughes, 2011). From 1990 to 2014, the number of women in Canadian police services increased by 253% (3,964 women in 1990 and 14,004 women in 2014) (Hutchins, 2015), but only 13 women have held the position of chief of police in Canada (E. Kolb, personal communication, September 25, 2012; M. Shortall, personal communication, June 30, 2013, M. Bennett, personal communication, March 14, 2015). The general business problem is organizations' leaders are unaware of the gender-specific leadership skillsets women possess to increase organizational effectiveness, and how to address potential barriers for assuring these skillsets are recognized effectiveness (Vanderbroeck, 2010). The specific problem is little documented criteria exists on what skillsets women can bring to police chief positions (Silvestri et al., 2013). Understanding gender-specific skillsets can assist recruiters, and promotion boards, enhance their knowledge base for hiring, and for making promotion decisions, although increasing policing effectiveness.

Purpose Statement

The purpose of this qualitative multiple case study was to identify the skillsets that women bring to the police chief position for improving police services' effectiveness. As part of the study data collection, I interviewed all of 13 women who had served in the role of chief of police in Canada as of June 2014. Although the number of participants was low, it represented 100% of the potential participants who met the study criteria, and aligned with Yin's (2014) statement that the number of cases in a case study is irrelevant and that a researcher should use discretion and not formulas when choosing the number of cases. Yin suggested the more participants studied increases the degree of certainty significantly. This study was designed to promote social change by adding to the body of information needed by law enforcement administrators to make informed choices in filling chief-of-police positions. Identifying, understanding, and sharing knowledge of the skillsets women bring to the chief of police position increase operational efficacy. The findings could further assist with the decision process of recruiting and promotion boards, by providing a means for increasing Canadian policing effectiveness, and assist policewomen to advance to higher, satisfying positions.

Nature of the Study

I used a qualitative, multiple case study design to interview current and past female police chiefs in Canada, and to collect and analyze government documents, newspaper articles, and key legislation on a significant contemporary phenomenon. This multiple case study was designed to discovering how, or why, research problems exist,

in accordance with Yin (2014). These interviews enabled me to collect the participants' unique perspectives and assisted me in understanding what motivated the participants, as well as in identifying what personal developments transpired to achieve success in the promotional process. In order to avoid interjecting my own experience into the process, I employed epoché to identify my preconceived ideas about the research topic, as suggested by Moustakas (1994). In deriving meaning from the participants' experiences, I used textual descriptions to reveal what happened and how the participating women experienced the phenomenon.

My data collection included a variety of data sources, in alignment with Yin's (2014) suggestion that case studies offer a unique opportunity to investigate a variety of evidence, such as documents, interviews, and observations. I used historic and current statistics on women in policing from Statistics Canada's website, and assessed archival government documents dealing with specific historic police policies such as the 1974 Task Force on Policing in Canada. I also examined other related documentation such as reports, letters, memos, e-mails, agendas, minutes of meetings, service reports, or personal records provided by the participants relevant to the study.

I considered and ruled out several alternative methodologies and approaches. I rejected conducting a quantitative study on this topic, as this form of research did not provide focus on the contemporary phenomenon with a real-life context. I rejected an ethnographic approach because this would have required immersion into the culture over a long period (Merriam, 2009) and time limits were a significant factor in this research

study. I also rejected a grounded theory approach because it did not permit exploring and creating rich descriptions from the participants (Marshall & Rossman, 2011).

Research Question

Women are underrepresented in top leadership appointments in law enforcement agencies throughout Canada (Cordner & Cordner, 2011; Hughes, 2011; Montejo, 2010; O'Connor Shelley et al., 2011). The research question guiding the research was: *What skillsets do women bring to police chief positions in Canada that can increase police services' effectiveness?*

Interview

I used a series of interview questions designed to align with the primary research question. These semistructured, open-ended, interview questions were intended to encourage participants to share and explore their experiences as the women achieved top positions. To safeguard the confidentiality of study participants, the interview questions did not require participants to provide information that would reveal their identity, such as the service or city in which they worked. Protecting participant privacy was a key element of the study, both in terms of data collection and recording. Questions for the interview are as follows:

The interview questions were divided into two portions: demographic and perspective questions. The demographic questions solicited:

1. Age at time of promotion to chief,
2. Marital status,
3. Highest level of education attained,

4. Race/ethnicity,
5. Number of years in law enforcement,
6. How many police services the participant had worked for, and
7. Whether or not they had attended the FBI National Academy.

The perspective questions asked:

8. What specific skills set you apart from other police officers making you suitable for the position of chief of police?
9. What is your perspective on the best approach to promoting skillsets women bring to the position of police chief?
10. What life experiences enhanced your decision to pursue the position of police chief?
11. What work experiences, prior to policing, enhanced your decision to pursue the position of chief of police?
12. What law enforcement experiences led you to decide to pursue the position of chief of police?
13. What strategies did you apply to aid you in attaining the position of chief of police?
14. How would you describe your support system in deciding to pursue the position of chief of police?
15. Who were your role models in pursuing the position of chief of police, and what skillsets did you observe that they possessed?

16. What, if any, mentoring did you receive in your pursuit of the position of chief of police?
17. What skillsets would you urge young women to develop if they wish to pursue the position of chief of police?
18. What other advice, if any, would you give to female officers interested in pursuing the position of chief of police?
19. What additional information can you provide to help identify and communicate skillsets women bring to the position of police chief?

Conceptual Framework

This study used a conceptual framework incorporating the dual conceptual lenses of transformational leadership theory and *doing gender* theory. Burns (1978) described the concept of transforming leadership to capture the move away from power leadership to empowerment leadership. Bass and Bass (2008) expanded on Burns (1978), suggesting that transformational leaders motivate followers to perform beyond expectations. Vincent-Höper, Muser, and Janneck (2012, and Herrbach and Mignonac (2012) stated women continue to be underrepresented in leadership positions and believe leadership styles may influence occupational success. Vincent-Höper et al.'s (2012) quantitative study suggested women show a significantly higher correlation between transformational leadership and career satisfaction, which could explain occupational success.

West and Zimmerman (2009) developed the *doing gender* theory, which states that gender is not only what a person is, but also what a person does. People *do* gender

risking judgment and accountability for their gender performance. Society treats women differently who behave outside the boundaries of traditional gender roles (Bullough, Kroeck, Newburry, Kundu, & Lowe, 2012; Chan et al., 2010). Doing gender theory may explain why there have not been more women in top police leadership positions: as society perceives policing historically as a masculine profession (Bullough et al., 2012; Chan et al., 2010; Morash & Haarr, 2012; Rabe-Hemp, 2009; Sabat & Mishra, 2010; Schuck, 2014).

Martin (1978) suggested women choose to manage the conflict between gender roles and occupational roles by adapting either the "POLICEwomen identity, which stresses overachievement and conformity to the police subculture, or the policeWOMAN identity, which emphasizes conformity to stereotypical feminine roles" (p. 114). Morash and Haarr (2012) argued although empirical evidence supports the belief police work is an inappropriate job for women, evidence of change exists. As police services move away from autocratic leadership to transformational leadership, acceptance of softer police skills allows for a shift in societal norms, resulting in more women achieving senior command positions (Kingshott, 2013).

Definition of Terms

Terms have a multitude of definitions and often acquire meanings extending beyond the nature of their purpose. The following definitions will guide the reader through the study.

Alpha female: A driven female leader who displays confidence, feels a sense of superiority over other females, and believes males and females are equal (Ward, Popson,

& DiPaolo, 2010).

Bullying: Behavior in which a person is repeatedly and over a period of time is exposed to negative acts such as social exclusion (ostracized), hazed, teased, or had offensive remarks made toward them (Birkeland Nielsen, Berge Matthiesen, & Einarsen, 2010).

Doing gender theory: A theory stating that gender is not simply what a person is, but rather what a person does. According to this theory, gender is culturally based and consists of activities considered normal for one's sex category determined by society (West & Zimmerman, 2009).

Emotional Intelligence: The ability to monitor one's own ability by controlling emotions to promote personal growth (Cherniss, 2010).

Glass ceiling: A popular metaphor from the 1980s that describes a perceived obstacle preventing qualified women from advancing to upper management positions (Bendl & Schmidt, 2010).

Hazing: A form of bullying in which a new hire is pranked in the workplace by members who perceive the bullying as a rite of passage. Hazing is often accepted as a cultural norm (Wright & Khatri, 2014).

Leadership: The ability to influence employees in the pursuit of organizational goals, be a visionary, be capable of transforming others through natural charisma, and be motivational while inspiring the team (Evans, 2010).

Mentoring: A process involving a senior person who provides guidance and assistance to a less experienced person referred to as a protégé (Haggard, Dougherty,

Turban, & Wilbanks, 2011).

Opportunities: More than favourable or advantageous circumstances or a combination of circumstances; employees require an ability to recognize when an opening has presented itself and to know when to take advantage of the situation (Grégoire, Barr, & Shepherd, 2010).

Ostracized: Social exclusion (Birkeland Nielsen, Berge Matthiesen, & Einarsen, 2010).

Queen bees: Senior women in male-dominated organizations who have achieved success by emphasizing their differences from other women (Derks, Ellemers, Van Laar, & de Groot, 2011).

Radical overhaul: A complete change from how business is currently being conducted (Brown, Black, Drouin, Inkster, & Murray, 2007).

Success: The ability to integrate work and family life although climbing one rung of the corporate ladder at a time (Cheung & Halpern, 2010).

Token: A term coined by Kanter (1977) to identify a subgroup within an organization representing less than 15% of the total organizational demographics, which members of the subgroup experience hardship, isolation, and limited opportunity for advancement within the organization (Stroshine & Brandl, 2011).

Transformational Leadership: The ability to stimulate and inspire followers to achieve extraordinary outcomes through empowerment and the development of followers to become leaders themselves (Bass, 2008).

Assumptions, Limitations, and Delimitations

Assumptions

A multiple case study was essential to understand the complex social phenomena about what skillsets women bring to the position of police chief in Canada. Several assumptions were instrumental to this research study. The fundamental assumption was the conceptual frameworks of transformational leadership and doing gender are an accurate reflection of the phenomena. Another assumption was participants were honest in describing their police experiences as women progressed through the ranks and did not exclude obstacles or challenges, perceived or otherwise. To remedy the risk of dishonesty, participants provided a consent form explaining the right to answer or not answer any questions prior to the interviews. During the interviews, the women were also reminded they may choose not to answer any question or end the interview at any time. As this research is the first of its kind, all participants were eager to participate in this historic study. The final assumption was the population group is indicative of senior policewomen in Canada with similar years of experience.

Limitations

I interviewed retired and active Canadian female chiefs of police as of June 2014. Although more women may take on the role after this date, the women will not be included in the research because of time constraints and resource limitations. As of June 2014, eight of the 13 identified women were active in service and that may have precluded them from sharing challenges or obstacles in fear of identification.

The intent was to preserve anonymity and confidentiality throughout the process. I provided each participant with an invitational letter requesting her participation; this letter outlined the nature of the research (see Appendix B). Participants were also provided with a letter of consent (see Appendix C). The letter of consent stated information collected would be in written format as well as collected using a digital recorder.

The final doctoral study contains summarized, factual content. At no time did I attribute comments to any individual. Information collected will be kept confidential in a secure location for a period of 5 years. I will not share the collected information with anyone as the information collected was for the sole purpose of this study. My most critical responsibility was to protect characteristics or names which may inadvertently identify participants. Participants were provided with an opportunity to withdraw their consent at any time during the study without repercussions or prejudice.

Delimitations

I documented the evidence of retired and current serving female chiefs of police in Canada as of June 2014. The study excludes female chiefs of police, outside the geographic boundaries of Canada, as career paths, and educational requirements, differ considerably from country to country. Similarly, the intent was not to select male police chiefs, as their experiences would not add to the main research question.

Significance of the Study

The evolution of female chiefs of police in Canada is significant in understanding what skills women bring to the position of police chief in Canada.

Women struggle to gain an equal place in the ranks of law enforcement and this study may provide a formula for future success (Silvestri et al., 2013). As law enforcement administrators may not be fully informed regarding what skillsets women bring to the position of Chief; interviewing women who have attained successful career growth in law enforcement, may inform hiring and promotion policy practices, improve policing effectiveness, and encourage female officers to set and achieve career development goals in Canada, and beyond.

Contribution to Business Practice

Research has suggested more women than any other time in history are entering the policing field; however, women remain underrepresented in senior police command positions (Hughes, 2011; Montejo, 2010; O'Connor, 2012). The question is, not only how can law enforcement administrators gain knowledge of the skillsets women bring to the position of Chief of Police; but also, how policy can be modified with this new knowledge so law enforcement administrators can promote the best person for the position, and thereby increase Canadian police services' effectiveness. Researchers have identified obstacles and barriers for policewomen but fall short on providing insight into how to be successful in achieving rank (Hughes, 2011; Morash & Haarr, 2012). This study might contribute significantly to the literature, as little is known regarding what skillsets women bring to the position of Police Chief in Canada, the United States and throughout the world. The absence of women in decision-making positions suggests a male perspective determined and wrote the promotional process (Shea, 2008; Silvestri, 2013). The findings and recommendations stemming from this

research may assist with informing policy and improving the knowledge affecting decision-making practices of Canadian police hiring and promotion boards.

Implications for Social Change

The intent of this research was to identify with women at multiple levels in law enforcement and may assist women by providing guidelines and insight regarding how to structure their careers for success. The research findings may help new recruits and women who are contemplating a career in law enforcement by describing some of the perceptions, obstacles, and opportunities existing within law enforcement. The study may inspire women not only to develop new strategies in career development but may also encourage women to consider a career in law enforcement (Tatli, Vassilopoulou, & Ozbilgin, 2013). The Canadian Broadcasting Corporation (CBC) News reported both the Calgary Police and Windsor Police are struggling to attract women officers as less than one-third of the services entire personnel are female ("Calgary Police," 2013, "Windsor Police," 2013). This case study did not only recognize and appreciate the contributions of women leaders but may provide insight to law enforcement administrators about what skills women bring to the top leadership position, and how these skills may improve the effectiveness of Canadian police services.

A Review of the Professional and Academic Literature

The purpose of this literature review was to synthesize existing data and generate a fresh perspective on the primary research question, "What skillsets do women bring to the position of Police Chief in Canada that can increase police services' effectiveness?"

Law enforcement has employed women as police officers as far back as the early 1900s; however, significant empirical data supports the notion society still views policing as men's work (Chan et al., 2010; Kurtz, Linnemann, & Williams, 2012; Morash & Haarr, 2012; Werkmen, 2010). Despite legislative advances in Canada and affirmative action policies in the United States and Australia, women have not achieved parity within the profession.

In Canada, women are entering policing at a faster rate than men (Hutchins, 2014), but remain underrepresented in senior ranks. Resistance to women entering policing traces back to gender embedded characteristics of what society perceives to be requirements to do the job of a police officer (Kingshott, 2013). Although women have advanced to senior positions over the last 22 years, at the current rate of advancement women will not achieve parity within the profession for another 70 years ("National Center for Women & Policing," 2001). Statistics Canada defines senior leadership as: (a) chief, (b) deputy chief, (c) staff superintendent, (d) superintendent, (e) staff inspector, (f) inspector, (g) lieutenant, and (h) other equivalent ranks (Hutchins, 2014). According to this organization, women occupy 10.4% of senior leadership roles in Canada (Hutchins, 2014).

I selected two conceptual frameworks for this study: *doing gender* and *transformational leadership*. The intent was to gain a deeper understanding of gender perceptions surrounding police work. To achieve this, I conducted an in-depth investigation of *doing gender* and the influence on women's rise within policing. A detailed analysis of gender and the barriers associated with women participating in

perceived masculine work may help address the underrepresentation of women senior management.

Transformational leaders stimulate and inspire followers to achieve extraordinary outcomes although helping followers grow and develop through empowerment (Bass, 2008). Transformational leadership encompasses stereotypically feminine characteristics and may help explain how some women have been able to manoeuvre past gender to reach senior management (O'Connor Shelly et al., 2011). Researchers have indicated gender more than any other construct has prevented women from advancement (O'Connor Shelley et al., 2011; Powell, Bagihole, & Dainty, 2009); nevertheless, the move toward a transformation leadership style has significantly contributed to the rise of women in senior ranks (Alimo-Metcalfe, 2010; Budworth & Mann, 2010).

Literature compiled for this study included peer-reviewed articles, published theses, books, government documents, and government web sites. The initial article searches through Walden University Library proved difficult. Thoreau's multiple databases, along with the following keywords: women, police, and chief. Secondary keyword searches included law enforcement, female, and management, which resulted in minimal material. Using Google Scholar helped locate articles subsequently sourced from Walden University Library database the amount of literature grew significantly. The following databases: Emerald Management Journal, ProQuest, PsycINFO, SAGE full text collections, Business Source Complete, Criminal Justice Periodicals, and Political Science Complete, provided the sources for the literature review.

Randolph (2009) suggested individuals find only 10% of articles by searching electronic databases, and the additional 90% through the retrieved articles' reference lists. Randolph (2009) asserted once research has met exhaustion, a request to experts in the field could result in identifying missing articles or authors who are relevant to the field of study. I followed this advice and sent electronic communications to several authors who routinely appeared in articles on women in police leadership: Montejo (2011), Silvestri (2013), and Ward et al. (2010). Their responses resulted in my adding some additional authors to strengthen this literature review. The literature reviewed, although not exhaustive, did supply identifying themes contributing to my understanding of women's skills within policing. I examined literature providing historic data on women in policing, gender, leadership, barriers, organizational change, and police culture, and which identified pathways to success through networking and mentoring have contributed to this review. Of the 135 peer reviewed articles, 125 (91%) are peer-reviewed and published within the past 5 years.

The review of the literature begins with a brief historic perspective of women in policing, followed by a detailed analysis of the barriers preventing women from achieving parity with men. I examined the effects of (a) tokenism, (b) alpha females, (c) doing gender, and (d) perspectives on devaluing femaleness to gain positions in a male dominated profession I transition into police culture, organizational change, and how the move toward community policing has legitimized the acceptance of feminine attributes as acceptable within policing. Finally, I provided a description of the general business problem, as organizations' leaders are unaware of the gender-specific leadership

skillsets women possess to increase organizational effectiveness, and how to address potential barriers for assuring these skillsets are recognized effectiveness (Vanderbroeck, 2010).

Historic Perspective of Women in Policing

Women have been involved in law enforcement dating back to the early 1800s, when law enforcement hired women as matrons. The role expectations of these early women were that they assist male officers in performing tasks, who they were in no way qualified to replace (Cohen, 2011; Novak, Brown, & Frank, 2011). Scholars differ regarding identifying the first female policewoman with arrest powers, variously identifying Chicago's Lola Baldwin in 1905 and Los Angeles' Alice Stebbins-Wells in 1910; what is clear is that U.S. law enforcement agencies have recruited female officers for well over 100 years (Archbold & Schulz, 2012; Kingshott, 2013; Kurtz et al., 2012; Maguire & Nolan, 2011; Prenzler & Sinclair, 2013). Women employed in policing in the early 1900s were college-educated, middle-to-upper class, and had no thoughts of upward mobility (Kurtz et al., 2012). Equality was not an issue as most women claimed policemen were beneath them in social class, demeanour, and education (Adshade, 2012; Archbold & Schulz, 2012; Rabe-Hemp, 2009).

In the 1960s, women began to perform similar duties as their male colleagues. Women began to experience full integration and equality issues, because of government intervention like the Equal Pay Act (1963) and Civil Rights Act (1964). Following this milestone, upward mobility became an issue (Archbold & Schulz, 2012; Hoobler, Lemmon, & Wayne, 2011; Kingshott, 2013; Prenzler & Sinclair, 2013). In 1961, two

New York policewomen sued the New York Police Department for the right to take the promotional exam because of the systemic barriers imposed against them (Archbold & Schulz, 2012). In Canada, women also made inroads in law enforcement during this period, and in 1965, 190 (0.6%) of the country's 30,146 police officers were female (Burczycka, 2013).

The passage of civil rights legislation in the 1970s in the United States saw an influx of women joining the police ranks, including the United States Secret Service and United States Postal Inspection Service (Archbold & Schulz, 2012). Unlike the female matrons from the early 1900s with higher education and social status, the women joining police ranks after World War II tended to have military experience, similar high school educations, and came from middle-class families (Rabe-Hemp, 2009). This growth primarily took place at lower levels: In 1986, when Statistics Canada began tracking the rank of police officers, 99.8% of senior police officers in Canada were males (Hutchins, 2014). In 1987, the U.S. Department of Justice found that women represented only 7.6% of state police, local police, and sheriff's officers; this representation increased to 12% by 2007 (Langton, 2010).

Several changes took place in the 1980s. Women police officers generally took on general patrol duties and began to seek promotion more regularly (Archbold & Schulz, 2012). Because law enforcement had previously entrenched women in matron-like duties (clerical duties, handling juvenile delinquents, female criminals, and victims of crime), it was difficult to change the police culture and the perception of women (Archbold & Schulz, 2012; Dodge, Valcore, & Gomez, 2011; Dodge, Volcore, &

Klinger, 2010; Kingshott, 2013; Kurtz et al., 2012; Rabe-Hemp, 2009). Archbold and Schulz (2012) suggested although police services continue to shift away from past practices of a masculine profession with its reactive policing style to a more friendly community policing style, physical fitness tests used in the United States have not caught up with the times. The physical fitness tests are not consistent and vary from state to state, and do not accurately reflect the skillset needed. Archbold and Schulz (2012) argued physical requirements overshadow communication and problem solving competencies required in modern policing.

Law enforcement agencies are now seeking out skillsets that were once frowned upon and thought of as feminine, such as foot patrol, public relations, and problem solving (Archbold & Schulz, 2012; Hassell, Archbold & Stichman, 2011; Rabe-Hemp, 2009; Schuck, 2014). Even with the shift away from a paramilitary style of leadership to a transformational style in which community-policing principals prevail, limited research is available as to why so few women move into senior positions within law enforcement. One explanation, repeated in the literature is a metaphor known as the glass ceiling (Hideg, & Ferris, 2014; Kornberger, Carter, & Ross-Smith, 2010; Martell, Emrich, & Robison-Cox, 2012; Sabharwal, 2013; Thomson, 2011).

The term glass ceiling became popular in 1986 when the Wall Street Journal published an article "Breaking the glass ceiling: Can women reach the top of America's largest corporations?" A significant amount of studies conducted on the metaphor and a Federal Glass Ceiling Commission (1995) looked into the barriers facing women. Johnson and Lee (2012) conducted a longitudinal study in Australia and suggested a

glass ceiling is the cause for women to be promoted less than men. Kaufman and Grace (2011) conducted a case study on women in farming; a traditionally male dominated profession, and through their research concluded the glass ceiling is preventing the advancement of women in predominantly male environments. However, Bendl and Schmidt (2010), Longman and Lafreniere (2011), along with Hoyt, Johnson, Murphy, and Hogue, (2010) argued a new metaphor is required, because the issues are larger than the metaphor alludes to.

In 2013, 89.6% of senior police officers in Canada were men (Hutchins, 2014). Some researchers assert law enforcement services underrepresent women within senior management positions because women fail to conform to prescribed gender norms (Morash & Haarr, 2012). Kurtz et al. (2012) suggested one explanation for the lack of advancement of women within policing is because the law enforcement establishment views women as tokens. Specifically, Kanter (1977) identified a subgroup within an organization representing less than 15% of the total organizational demographics as tokens.

Kanter (1977) suggested problems experienced by women in male-dominated occupations were because of the skewed proportions of men. Men, who are minorities in typically female-dominated occupations such as nursing, report fewer negative effects related to tokenism. Researchers surmised tokens have experienced hardship, isolation, added performance pressures, and received limited opportunity for advancement within their respective organizations (Archbold, Hassell, Stichman, 2010; Duguid, 2011; Hassell et al., 2011; Hoyt et al., 2010; Österlind & Haake, 2010; Rabe-Hemp, 2009;

Stichman, Hassell, & Archbold, 2010; Stroshine & Brandl, 2011; Torchia, Calabro, & Huse, 2011). Longman and Lafreniere (2011) agreed with Kanter's (1977) assessment that male-normed organizational cultures contributed to the lack of women in senior management roles. Longman and Lafreniere (2011) further suggested organizational culture could change by placing women in executive positions.

Prior to the 1970s, policing was a predominantly male profession (Archbold & Schulz, 2012; Morash & Haarr, 2012; Stroshine & Brandl, 2011). Although women have made significant inroads over the last 40 years, women have not achieved critical mass, and women remain underrepresented in senior police management (Hughes, 2011; Montejo, 2010; Sabat & Mishra, 2010). Stichman et al. (2010) concluded, police organizations in which women represent more than 15% of front-line duty might have dissuaded some of the negative effects of tokenism. Canadian senior policewomen represent 10.4% (Hutchins, 2014) and fall within Kanter's (1977) definition of tokens. Tokens are more visible than dominant groups as their differences are exaggerated, and tokens face high visibility, isolation, and problems assimilating into the group (Duguid, 2011; Hassell et al., 2011; Österlind & Haake, 2010; Rabe-Hemp, 2009; Stichman et al., 2010; Stroshine & Brandl, 2011; Torchia et al., 2011). Amelink and Meszaros (2011) suggested female students are cautious of entering engineering because of their perception of receiving special treatment, contributing to the feeling of tokenism. Some women have blurred the lines of being female within policing and have adapted male traits to gain acceptance from the group.

Doing Gender

Biology determines sex, whereas society and cultural norms determine what attributes constitute gender. West and Zimmerman (2009) suggested, biology does not predetermine *doing gender*, but rather a psychologically ingrained social construct intended to generate gendered behavior. Billing (2011) agreed, avoiding doing gender is impossible, and sometimes a need to do and undo gender by breaking away from societal norms. Modern women have had some legitimacy in the corporate world; however, problems begin to arise once women deviate too far left of what society traditionally considered feminine (Billings, 2011; Heikkinen, Lämsä, and Hiillos, 2014). Women who work in male-dominated occupations face unique challenges affecting their retention, and many choose to change careers in favour of female-dominated or gender-balanced careers Martin and Barnard (2013).

Demaiter and Adams (2009) suggested men designed male-dominated professions for men. Gender expectations of police officers are no different. The media represented police as masculine, competitive, assertive, and possessing unwavering emotions. Powell et al. (2009) noticed similar social constructs with women engineers, as did Fitzsimmons, Callan, and Paulse (2014) in women CEOs. Powell et al. and Demaiter and Adams (2009) suggested women engineers performed their gender role in a way of gaining male acceptance. Powell et al. further suggested by doing engineering, women undo gender. The drawback may result in what Butler (2004) referred to as undoing gender. By performing duties in such a way to gain male acceptance, women attribute their success and effectiveness by devaluing femaleness (Butler, 2004;

Demaiter & Adams, 2009; Morash & Haarr, 2012). Kelan (2010) provided empirical data from his study supporting some women do not participate in undoing gender but rather present themselves as professional and remain gender neutral. Society may perceive remaining gender neutral as undoing gender. Hoobler et al. (2011) stated men unfairly judged successful women, acquiring traditional male gender, as violating gender roles.

Society dictates, accepted, and successful, women redefined themselves within fields such as engineering, military, policing, and business (Layne, 2010, Powell, Dainty & Bagihole, 2012). Others argued, assimilation is not gender bias, but rather a means for acceptance into the professional culture (Powell et al., 2012). Society views women who choose to exhibit traits of *doing gender* in the workplace, as both good and bad. Some women who do gender to gain acceptance and move upward in a male-dominated profession break barriers and forge new trails for women behind them, whereas others see these women's actions as disqualifying their gender to gain acceptance. Demaiter and Adams (2009) suggested improving policy and creating organizational change; researchers must focus on women trailblazers who have been successful in traditionally male-dominated professions.

A longitudinal study in an Australian police force conducted by Chan et al. (2010), examined how barriers and resistance still existed for women in policing even after implementing equal employment opportunities and affirmative action. The study focused on the framework of doing gender to examine gender issues within policing. Chan et al. (2010) suggested women threaten the male-dominated police culture. To

compensate, women take on the role of doing gender to fit in; however, over time, women shift back once they have proven themselves, suggesting gender is not a predetermined quality. The researchers concluded, a gender inequality is difficult to change. After fully integrating women into policing over 40 years in Australia, the men, interviewed in the study, suggested policing is a man's job (Chan et al., 2010). The longitudinal study further concluded, women tend to do rather than undo gender as women gain experience and rank.

New recruits focus on doing policing rather than doing gender (Chan et al., 2010). Later on in their career, women see the need to do and undo gender depending on the gender constraints of their current position. Mavin and Grandy (2012) suggested doing gender well, rather than re-doing, or undoing gender cultivates a supportive organizational culture. Mavin and Grandy (2012) disagreed with Ely and Meyerson's (2010) simplistic organizational approach to undoing gender. Ely and Meyerson (2010) conducted research on two offshore oil platforms and suggested when implementing to enhance safety, new policies unintentionally created a culture in which men behaved in counter-stereotypical ways resulting in undoing gender. Mavin and Grandy (2012) suggested men do not undo gender when incorporating feminine-like traits, such as asking for help, but rather suggested such is an example of doing gender well because of the need to incorporate both genders to complete the task.

Similarly, Gilbert, Burrett, Phau, and Haar (2010) conducted research on personal attributes of males and females in English-speaking business professions sharing similar values. Gilbert et al. (2010) concluded biological sex is irrelevant, as

men, and women, are more alike than different when engaged in comparable work. As more women fill senior command roles, an inherent need to mitigate differences caused by gender and focus on competitive human capital grows (Herrbach & Mignonac, 2012). Adapting this philosophy will move policing closer to considering men and women as equals in the workforce. However, researchers have suggested women who have achieved success in male-dominated organizations can also play a negative role in the advancement of other women through displaying masculine qualities (Chao, 2011; Derks, Van Laar, Ellemers, & de Groot, 2011).

Alpha Females and Queen Bees

An *alpha male*, otherwise titled dominant male animal, is the leader of the pack (Ward et al., 2010). The business sector refers to those in leadership positions, as alpha males or alpha females because alphas display dominance and confidence. As more women advanced into key leadership roles, the term *alpha male* expanded to include *alpha female*, using the same criteria without consideration for gender differences. Ward et al., (2010) suggested an alpha female can be defined as a leader, a woman who feels a sense of superiority or dominance over other females, an extravert in social settings, one who believes males and females are equals, and has an abundance of drive. Ward et al., (2010) developed a 14-item measure of an alpha female based on Kindlon's (as cited in Ward et al., 2010) definition of an alpha girl—a young woman whose destiny is to be a leader based on her self-confidence, talent, and highly motivated behavior. Ward et al. (2010) concluded, the personalities of an alpha female are consistent with other similar constructs found in emotional intelligence, leadership, and

sex role. A transformational leader inspires passion and encourages followers to rise above barriers whereas an alpha personality leads through dominance (Kark, Waismel-Manor, & Shamir, 2012). Alpha females have similar traits to *queen bees* (Ward et al., 2010) a term used for dominant women in business holding senior positions.

Derks, Ellemers, et al. (2011) defined queen bees as senior women who have fulfilled their career aspirations by separating themselves from their gender and perpetuating gender stereotypes. Researchers suggested queen bees achieved positions of power, within their respective organizations, as a way to defend against gender bias, or when society devalues their gender (Chao, 2011; Derks, Ellemers, et al., 2011; Johnson & Mathur-Helm, 2011; Shaubroeck, & Shao, 2012). Queen bees, opposing female subordinate advancements, gain respect from their male counterparts. Belittling or bullying female subordinates allows queen bees the opportunity to show more masculine qualities and set themselves apart from other women.

Derks, van Laar, et al. (2011) suggested women are their own worst enemy and not men, but rather women, stand in the way of other women's advancements. Johnson and Mathur-Helm (2011) agreed with Derks, Ellemers, et al. (2011) and posited women in senior positions are fearful they will be out performed by women coming up through the ranks and use that as an excuse not to mentor or support their advancement within the organization. Sheppard and Aquino (2013) challenged this contention and suggested just as many male-to-male conflicts exist in the workplace and that media and popular culture are to blame for additional attention drawn toward women. Darwin (as cited in Sheppard & Aquino, 2013) suggested some hostility between individuals of the same

sex is natural and expected in many species. Language used such as catfight and queen bee syndrome dehumanizes women and Sheppard and Aquino encouraged researchers and academics to think more critically before using either term to describe the conflict between women in the workplace.

Traits associated with masculinity and femininity emanates within North American culture and is not biological (Billing, 2011; Bowles, 2012; Mavin & Grandy, 2012). Mavin and Grandy suggested a link between power and masculinity force women to contradict their gender identity when assuming positions of power. When women take on male traits to conform to management gender expectations, society labels women as alpha females or queen bees. When men demonstrate aggressive behavior and demonstrate a lack of supports for anyone other than themselves, society often expects, accepts, or ignores the behavior (Mavin & Grady, 2012). To eliminate queen bee syndrome, organizations need to value diversity and discourage gender discrimination.

Bosak and Sczesny (2011) explored the dynamics of incongruent beliefs about women and men and concluded women's roles are changing. The social structural perspective on the ever-changing demands of leaders permit traits seen as feminine (Muller-Kahle, & Schiehll, 2013). These traits include mentoring, and empowering employees, rather than directing and controlling, to narrow the gap of what organizations expect of leaders. Bosak and Sczesny (2011) also emphasized, time will tell if the gender gap in leadership will erode people's beliefs about accepting women in leadership roles. Garcia-Retamero and López-Zafra (2009) suggested female gender

stereotypes have changed; however, society perceives men as more managerial than women. Garcia-Retamero and López-Zafra suggested a less traditional view of women might reduce the perception of incongruence between the role of a leader and what society expects from women. Derks et al. (2011) suggested that placing women in senior positions without removing organizational gender bias is inadequate. Women require support from high profile women through role models, mentors, and networking (Mavin & Grady, 2012). Leaders who encourage the successes of women and promote women who do not forgo their gender identity into senior positions are more likely to become role models and mentors (Derks et al., 2011).

The Need for Mentors and Networking Within Policing

Mentoring involves a senior person who provides guidance and assistance to a less experienced person referred to as a protégé (Baranik, Roling, & Eby, 1010; Haggard et al., 2011). Haggard et al. (2011) distinguished mentoring from other forms of work-related relationships by proposing three distinctive attributes: reciprocity, developmental benefits, and regular, consistent interaction. Reciprocity involves a social exchange that is mutually beneficial to both mentor and protégé. Having a mentor is beneficial to both males and females, although possibly more so for the success of women (Dougherty, Dreher, Arunachalam, & Wilbanks, 2013; O'Connor Shelley et al., 2011; Ramaswami, Dreher, Bretz, & Wiethoff, 2010). Baumgartner and Schneider's (2010) conducted a literature review and recommended mentoring programs for women's advancement and corporate development; however, the researchers noted mentoring does not guarantee women success. Baumgartner and Schneider argued, mentoring could be problematic in

a formal mentoring program as conflicts between *mentee* and mentor could develop. Murphy (2011) suggested, individuals with mentors reported more positive career outcomes than those without and that mentoring provided benefits through advancements and promotions. Høigaard and Mathisen (2009) and Dougherty et al. (2013) also noted similar benefits and further suggested mentored persons reported higher salaries, more awareness of their organizations, as well as work-life satisfaction than those who were not. Briggs, Jaramillo, and Weeks (2011) suggested persons who lack mentoring could be at a significant disadvantage concerning promotion. Blickle, Witzki, and Schneider (2009) argued traditional mentoring intended to help advance an individual's personal and professional growth; however, self-initiated mentoring determined the amount of mentoring support a person received.

Significant gaps exist in research, pertaining to mentoring within law enforcement (Hassell et al., 2011). Hassell et al. examined how police services limit formal mentoring to the initial recruitment phase through coaches and field training officers. Officers who required additional mentoring were responsible for seeking out informal mentors. Hassell et al. suggested officers who perceived a need for mentoring programs experienced higher levels of workplace stress and low job satisfaction.

Policing is not unique to the lack of women in executive roles as other occupations and women in business face similar challenges (Bevelander & Page, 2011; Gorman, Durmowicz, Roskes, & Slattery, 2010). Paquin and Fassinger (2012) and Gorman et al. (2010) suggested significant barriers to the advancement of women in management in science, technology, engineering, and mathematics fields. Paquin and

Fassinger argued one barrier faced by women in these industrial settings is the lack of mentoring opportunities. Similarly, Ramaswami et al. (2010) argued women who work in male gender industries are in need of senior male mentors. Ramaswami et al. suggested implementing balanced gender in organizations could help take full advantage of an untapped talent pool. Høigaard and Mathisen (2009) examined the lack of female executives and deduced this phenomenon on the lack of informal networks, support, role models, and mentors. Although some researchers have found benefits in same gender mentor, protégé relationships, Høigaard and Mathisen did not detect such relationship outcomes in their study, suggesting any form of mentoring is beneficial. Bevelander and Page (2011) stated the way women network puts them at a disadvantage. Specifically, Bevelander and Page suggested women and men develop trust differently and that may explain why women choose not to mentor with men is risky professional environments. O'Brien, Biga, Kessler, and Allen (2010) conducted a meta-analysis on gender differences in mentoring and concluded mentoring would assist women advance within their organizations; however, many women may not realize the importance of or may lack the skills to obtain a mentor.

Benefits from mentoring. Researchers suggested mentoring reduces workplace stress and increases job satisfaction. Kurtulus and Tomaskovic-Devey (2012) maintained women in the highest levels of management were able to reduce the barriers to women's advancement in the workplace and women achieved these by sheer presence of these upper management females without physically engaging in mentoring. A positive correlation to women in top management positions to women entering middle

management (Kurtulus & Tomaskovic-Devey, 2012). O'Brien et al. (2010) suggested women who have advanced within their respective organizations credit a mentor as one reason for their success, as well as additional benefits, such as increased compensation and more frequent promotions.

Networking. Networking can be helpful to those who do not have access to mentors. Maxfield, Shapiro, Gupta, and Hass (2010) noted men engage in professional networks more than women, and, if women want career success, women need to engage in mentoring and networking. Orser and Leck (2010) also agreed systemic barriers to female advancement include lack of development and promotional opportunities, absence of mentors, and limited access to professional networks. Ng and Chow (2009) analyzed the need for female managers to network effectively to break through barriers and suggested, two types of networks are social and instrumental. When women network for work purposes, also known as instrumental networks, women gain more resources by networking with men. Ng and Chow acknowledged this might not be by choice but rather availability, as a lack of senior females within organizations is a reality. When gender discrimination persists, women are unlikely to network with other women (Ng & Chow, 2009). Ng and Chow concluded additional women in senior management positions balance the control of critical information within organizations, and give lower-ranked women options for networking. Another explanation for the lack of women in senior management positions pertains to the culture of the organization.

Police Culture

Culture is a set of shared attitudes, values, goals, and practices infused with, dress, and language. Without a bond or history, defining and organizational culture becomes difficult (Bohren & Staubo, 2013; Toh & Leonardelli, 2012). Police culture has both a strong history and a common bond worldwide. Sir Robert Peel implemented the London Metropolitan Police in London England in 1829, a culture ingrained in paramilitary constructs and hyper-masculine perceptions (Chan et al., 2010; Kurtz et al., 2012; Morash & Haarr, 2012). Murphy and McKenna (2007) credited Peel with designing the military-bureaucratic organizational characteristics, such as rank-based authority, centralized administration, command-and-control management, use of rules, discipline, hierarchical decision-making, formalized, specialized, and most notably insular and closed.

Metz and Kulik (2008) posited police services are male hegemonic and entry-level positions within the organization fits masculine attributes such as strength, authority, and power, making the change to existing police culture difficult. The researchers highlighted a strong organizational cultures create consensus and cohesiveness in which dysfunctional cultures exclude and hinder the advancement of people who are different in appearance, attitudes, and behaviors (Conceição, & Altman, 2011; Kingshott, 2013). Dysfunctional cultures have a stake in maintaining the status quo, maintaining the organization's exclusiveness, and are unlikely to support internal change to make their organization inclusive.

Society views police culture as misogynistic, and as more women enter senior leadership roles, policing requires change within the current culture (Kingshott, 2013). However, that may prove difficult as no one police culture exists, but rather a myriad of cultural differences between urban and non-urban police officers, street cops, and management officers (Gottschalk and Gudmundsen, 2009). Gottschalk and Gudmundsen (2009) posited police culture could be better explained as occupational culture, as similar tasks through repetition and routine shape attitudes and beliefs.

Occupational culture of police is more complex than just gender and the historic and legally defined roles of police officers are intrinsically masculine (McCarthy, 2013). Miller and Rayner (2012) supported Gottschalk and Gudmundsen's argument that police culture can be better explained as occupational culture. Solidarity is a common thread taught during initial training reinforced through the officer's career (Miller & Rayner, 2012). The nature of police work requires officers to move within teams and workgroups throughout their career, requiring officers to socialize and maintain their solidarity to the new team and to develop occupational cultures within those teams. If the team or individuals within the team believe a new member threatens them, the new member can be ostracized, *hazed*, and bullied. The occupational culture of policing and group dynamics allow the practice of bullying to continue, despite the fact these factors go against the values of the service; high--pressure teams within policing could exist using bonding behavior not harming individuals who do not conform (Miller & Rayner, 2012).

Some of the deeply engrained characteristics of police culture include a common mission, macho behavior, cynicism, racism, and sexism (Heslop, 2011). Loftus (2010) echoed Heslop's characteristics and suggested core characteristics of police culture include the inherent need to crave work, which is crime oriented and promises excitement. Law enforcement instils these characteristics during a recruit's basic training; further, the integration of recruits into a university program would remove some of the dysfunctional cultural characteristics by disrupting the police culture socialization process (Heslop, 2011).

The move toward community policing has resulted in a shift, albeit small, from a reactive, in control, crime seekers to a culture in which physical qualities and effective communication are essential (Loftus, 2010). An increase in ethnic minorities and women recruits challenge the masculine and thrill-seeking aspects of the career. Although there have been changes to the landscape of policing, Loftus (2010) argued, the occupational culture of policing will not change as the fundamental role of a police officer remains the same. Contrary to Loftus's work, O'Neil and McCarthy (2012), stated police agencies removed the cultural barriers, previously imposed, toward working in partnerships with external agencies. Police are slow to respond to change, and only a crisis will lead to reform (Loftus, 2010).

In 2007, the Honorable Stockwell Day, the Canadian Minister of Public Safety, commissioned a task force to look into the governance and culture changes needed in the RCMP (Brown, Black, Drouin, Inkster, & Murray, 2007) stemming from the mismanagement and irregularities in the RCMP pension and insurance plans. The report

was intensely critical and stated the RCMP were stuck in another policing era; and change was needed to move the force into the modern world of policing. The task force also concluded, the current managerial staff lacked the sophistication and competence required and that law enforcement required a *radical overhaul* (Brown et al., 2007) of both governance and accountability.

Although Brown et al. (2007) did not outline specifically how to make this change; the task force did acknowledge significant internal discipline and grievance matters requiring investigation. In November 2011, CBC News published the first of hundreds of reports, on some of those internal discipline and grievances the task force referred to. These include *B.C. Mountie alleges years of sexual harassment* (2011), in November 2012, the CBC News headlines read *RCMP culture needs change to fight harassment, MPs told* (Payton, 2012), and in June 2013 the CBC News headlines read *282 join RCMP sexual harassment class-action lawsuit.* Wright (2010) agreed with Brown et al. (2007) and acknowledged police services have issues with misconduct and corruption and that because of misguided loyalty and solidarity, issues go unreported. The issues of misconduct and corruption do not just exist in England and Wales, but rather a global issue tied to police culture (Wright, 2010).

The culture of the RCMP is that of fear and intimidation and those in command have abused their rank and power (Brown et al., 2007). The task force further recommended the RCMP provide recruits with education and training throughout their career and train leaders in management and ethics. Historically, law enforcement recruited officers out of high school; the only secondary-level education comes from the

RCMP in-house training academy called the Depot. The RCMP promotes officers from the ranks, and Brown et al. demonstrated this practice is not sustainable, nor does the practice meet the needs of the knowledge-based environment in which officer's police. Career succession planning is not strategic and no evidence the organization identified, mentored, or groomed potential leaders along the way (Brown et al., 2007). The structure of the RCMP is not a change-ready organization, and Brown et al. (2007) concluded the report with an extensive list of recommendations required to change the current culture of the RCMP, as well as institute legislative changes.

Murphy and McKenna (2007) prepared research for the Brown et al. (2007) task force and published their findings in the literature review. The authors reviewed the history of the RCMP from 1973 to 2007 and acknowledged a significant difference in how Canada's first Prime Minister, Sir John A. MacDonald distinguished the RCMP style of policing from that of Sir Robert Peel's. Murphy and McKenna referred to the RCMP as the *brown* model described as an armed, military colonel police model, significantly different from Peel's *blue* model focusing on public consent, cooperation, and accountability. The authors suggested the RCMP, similar to most police cultures, have a deep-rooted mistrust of outsiders and often resist external influence, governance, or reform.

Unlike municipal, police services, society idolizes the *Mounties* as a national symbol. Murphy and McKenna (2007) highlighted the RCMP culture as internal pride, loyalty, and perhaps even arrogance as members hold attitudes of Mounties are *better than other police* (p. 10) services. Murphy and McKenna reviewed extensive literature

involving the history of the RCMP and their symbolic meaning and importance, but little empirical, scholarly literature, suggesting a reflection of the RCMP insularity and suspicion of outside scrutiny and most importantly, their lack of interest in their own internal analysis and reflection.

Organizational Change

Organizational change is alterations of current work routines and strategies affecting the whole organization (Cousins, Goh, Elliott, Aubry, & Gilbert, 2014; Heilman, 2012; Shin, Taylor, & Seo, 2012). Researchers have suggested a high percentage of changes implemented within organizations fail because of the unwillingness of individuals within the organization to accept the change (Armenakis & Harris, 2009; Choi & Ruona, 2011; Shin et al., 2012). Armenakis and Harris stated approximately one-third of organizational change failed because organizations did not involve recipients in the diagnosis, interpretation, and remediation. To be effective, active participation of members within the organization, is not only required, but also, essential (Armenakis & Harris, 2009).

Metz and Kulik (2008) conducted a case study on the changes made within Australia's Victoria Police Force (VPF) and the strategies implemented to be inclusive. The authors acknowledged the history of the VPF, established in 1853, and how change within the culture required more than just legislation and public pressure (Metz & Kulik, 2008). The VPF's multimillion dollar recruitment campaign did not effect change as the force had hoped because the leadership from the top was not present (Metz & Kulik, 2008). Under the leadership of VPF's Chief Nixon, a commitment to recruiting a more

diverse workforce including a culture that was more inclusive required a shift in paradigms. Chief Nixon shifted the VPF male hegemonic culture by changing organizational behavior through role modelling, combining top-down and bottom-up strategies (Metz & Kulik, 2008).

In 2011, an exclusive CBC News show released a high profile sexual assault allegation against senior members of the RCMP, aired on November 7, 2011 ("B.C. Mountie," 2011). The RCMP member made allegations of bullying, harassment, including sexual harassment, and lack of leadership ("B.C. Mountie," 2011). Since then, nearly 300 women of the RCMP have come forward with similar complaints and have filed a class-action lawsuit ("283 join RCMP," 2013; MacKinnon, 2013). Because of public pressure to address the allegations, the Minister of Public Safety, Vic Toews, appointed Bob Paulson as the 23rd Commissioner of the RCMP in December 2011 with a mandate to investigate allegations of harassment and bullying in the RCMP (Fitzpatrick, 2011). Commissioner Paulson endorsed his mandate by ensuring Canadians the employees of RCMP could work in a harassment-free environment (Paulson, as cited in Fitzpatrick, 2011). In 2012, Paulson released the first internal RCMP report on *Gender-Based Assessment*. The objective of the report was to validate whether recruitment and promotion were gender neutral. The 2012 report concluded, the RCMP does not have a gender-based analysis framework to work from, and the RCMP required the assistance of the Status of Women Canada to develop one. The RCMP (2012) report posited females represent 20% of the organization; however, the report did not address the lack of women in senior command (at a rate of 10.3%). The

RCMP (2012) report maintained, some issues are gender specific and the majority of issues affect both genders equally.

The RCMP released a second internal document *Gender and respect: The RCMP action plan* in April 2013 outlining 37 action items. The RCMP (2013) planned objectives were to address the past, modernize current management practices, and build for the future. The plan looked at required changes to the culture and to the composition of the force. The report identified 11 themes and 37 actionable items ("Royal Canadian Mounted Police [RCMP]," 2013). The top three themes included the centralized oversight and administration of harassment cases, raising the recruitment benchmark from 30% to 35% for females, and developing the foundational work for Bill C-42, the Enhancing Royal Canadian Mounted Police Accountability Act (2013). On 19 June 2013, Bill C-42 became law and received royal assent, allowing RCMP more power to deal with discipline, the handling of grievances, and the human resources management framework to expedite the processing of serious misconduct cases involving RCMP members and to improve the performance of the organization.

The RCMP is not the only police force to experience the need for sweeping reform to address gender balance. Silvestri (2013) and Silvestri et al. (2013) stated, although the police services in England and Wales implemented a number of initiatives aimed at improving representation of women, the number of women in leadership roles remains low. In 2011, British Prime Minister David Cameron told the House of Commons a broader look at the whole culture of policing was required (Travis, 2011) and suggested senior ranks of the police service be open to acquire new leadership. The

lack of women and minorities in police leadership were apparent during the search to appoint the new Metropolitan Police Commissioner in 2011 (Silvestri et al., 2013). Silvestri et al. (2013) also found no females, blacks, or ethnic minorities applied for the position.

The world has changed, and the old antiquated view of law enforcement as a physical, aggressive profession that only men can endure is no longer valid (Hughes, 2011). Society replaced autocratic with transformational leadership, significantly contributing to the rise of women in senior ranks (Alimo-Metcalfe, 2010; Budworth & Mann, 2010; Hughes, 2011; Wang, Chiang, Tsai, Lin. & Cheng, 2013). Researchers indicated, women are naturally skilled at leading in a transformational way and are able to bring about effective organizational change required and wanted in police services (Alimo-Metcalfe, 2010; Hughes, 2011). Elsesser and Lever (2011) and Schuck (2014) agreed with Hughes (2011) and suggested management scholars have been advocating a move away from traditional masculine leadership styles for ones including a more feminine leadership style.

Police Leadership in the 21st Century

Despite a number of initiatives aimed at improving the representation and progress of senior women in law enforcement in Canada, the United States, Britain, Wales, and Scotland, the number of women in top leadership positions remains low (Cordner & Cordner, 2011; Scott, 2010; Silvestri et al., 2013). Jordan, Fridell, Faggiani, and Kubu (2009) stated police leadership in the United States entered a crisis in the 1990s in attracting qualified women and minority candidates. One explanation Jordan et

al. (2009) offered is an aversion of Generation X to work in a paramilitary bureaucracy. The RCMP enrolment has declined from 1,783 in 2008–2009, to 395 in 2012–2013 (Quan, 2013). At the same time, concern over the quality of police leadership has been at the forefront of much public debate. In 2010, 10 senior members of the RCMP, including two deputy commissioners, complained to the Public Safety Minister and directly to the Prime Minister about the conduct of RCMP Commissioner Elliott ("Ottawa Looks Into," 2010). The officers claimed the Commissioner was close-minded, verbally abusive, arrogant, insulting, and a bully. Although the legacy appointed a new Commissioner in December 2010, in 2013 the CBC News headlines still read: *RCMP has a Bullying Problem Watchdog Says* (2013). Reports on policing in Britain have identified similar findings and suggested a review on required police leadership in the 21st century (Silvestri et al., 2013). Scott (2010) reviewed Scotland's senior police command and concluded deficiencies in police leadership and a need for reform.

A need exists for police leaders to do more, with less, and to be active and interventionist (Silvestri et al., 2013). Muchiri, Cooksey, and Walumbwa (2012) agreed with Silvestri et al. (2013) increasing pressure on the public sector throughout Australia, Canada, New Zealand, Sweden, the United Kingdom, and United States to do more with less and acknowledged a need for improved leadership within the public sector.

The physical and mental competencies of law enforcement have changed, and hire educated, self-managed, and ethical individuals (Ortmeier & Meese, 2010). The authors stated the competencies required of police leadership in the 21st century are: (a)

communication, (b) problem solving, (c) analytical thinking, and (d) ethical decision-making (Ortmeier & Meese, 2010). Incorporating the competencies outlined in Ortmeier and Meese's work would create a more gender-balanced organization and culture (Hughes, 2011). Communication, problem solving, analytical thinking, and ethical decision-making are also competencies of a transformational leader.

Transformational Leadership

Transformational leadership is the most effective style of leadership in contemporary organizations, lending itself to role modelling, gaining the trust, and building confidence of subordinates (Lopez-Zafra, Garcia-Retamero, & Martos, 2012). Ayman et al. (2009) indicated researchers have documented positive effects of transformation leadership in relation to individuals and group effectiveness. One way for senior police command to be more engaged and move forward is to adopt a transformational style of leadership.

Burns (1978) first introduced the concept of transforming leadership as a process enabling the leader to transform and inspire followers to perform beyond expectations although transcending self-interest for the good of the organization. Bass and Bass (2008) extended Burns' (1978) work and further developed the concept transformational leadership to suggest leaders motivate their subordinates by communicating their vision through symbols and emotional appeals. Harms and Credé (2010) conducted a meta-analysis and concluded a positive correlation between emotional intelligence (EI) and transformational leadership. Specifically, Harms and Credé suggested EI and transformational leadership require a high level of empathy, self-confidence, and self-

awareness. Transformational leaders show respect and concern for their followers and their personal growth and development. Transformational leaders develop a coaching and mentoring style facilitating the success, growth, and development of their subordinates. Followers consider people orientation as the most important competency of a leader (Bellou, 2011). Feminine leadership qualities are critical for organizations to gain a competitive advantage and organizations should integrate more women in leadership positions (Bellou, 2011; Schuck, 2014; Singhapakdi et al., 2013).

Transformational theory initially revolved around characteristics of how leaders supervised (Rowley, Hossain, & Barry, 2010). Sarver and Miller (2013) suggested the theory revolves around the perspective on change and the need to develop a sense of direction and commitment from subordinates. Women have described their leadership style in a way correlating with the definition of transformational leadership (Rowley et al., 2010). Lopez-Zafra et al. (2012) agreed with Rowley et al. (2010) stating women are more transformational than male leaders.

The status of transformational leadership is a sought after approach to leadership is good news for potential female leaders. Researchers has demonstrated congruence between the characteristics required in this theory and those in the traditional female gender stereotype (Ayman et al., 2009; Day, Fleenor, Atwater, Sturm, & McKee, 2014). However, despite this positive relationship, women are not even close to approaching parity with men with regard to numbers in leadership positions (Evans, 2010; Fain, 2011; Lopez-Zafra et al., 2012; Orser & Leck, 2010).

Transition and Summary

Section 1 was an introduction to scholars and government officials exploring the problem of underrepresentation of women in law enforcement have responded with the enactment of laws and regulations intended to encourage women and remove barriers (Brown et al., 2007; Metz & Kulik, 2008; "RCMP," 2012, 2013; Silvestri et al., 2013). Even with the removal of some barriers, women continue to experience discrimination, bullying, and tokenism (Carlan & McMullan, 2009; Miller & Rayner, 2012; Silvestri et al., 2013; Stichman et al., 2010). Review of the literature regarding the underrepresentation of women in top leadership positions within law enforcement is not unique to Canada. The United States, Australia, and the United Kingdom share similar obstacles in striving to attract and promote women to command roles (Fitzsimmons et al., 2014; Grant & Taylor, 2014; Prenzler, Fleming, & King, 2010; Prenzler & Sinclair, 2013; Silvestri et al., 2013). Empirical data suggested society still views policing as *men's work* despite legislative advances in Canada and affirmative action policies in the United States and Australia. Women have participated in law enforcement for over 100 years, yet women only represent 2.6% of top command in Canada (Burczycka, 2013). The intent of the research articulates problem and purpose statements for the multiple case study supporting exploration of skills women bring to top leadership positions in Canadian policing. The objective of Section 2 is to provide a description of the plans for structuring and conducting the qualitative case study.

Section 2: The Project

In this section, I describe the approach used to explore what skillsets women bring to police chief positions in Canada that can increase police services' effectiveness. This qualitative multiple case study utilized data from government documents, news articles, and semistructured interviews. The primary research guiding this research was: What skillsets do women bring to police chief positions in Canada that can increase police services' effectiveness?

This section includes the purpose statement, role of the researcher, and provided an in-depth review of the participants, including selection, measures to ensure protection, as well as research and design. An investigation of the population sampling considered location, the justification of the sample, the criteria used to select participants, and the interview protocol and venue. A discussion on ethics, data collection, including instruments and techniques, along with the analysis and validity concluded this section.

Purpose Statement

The purpose of this qualitative multiple case study was to identify the skillsets women can bring to the police chief position. For this study, I conducted 13 interviews with women who were or had previously been chiefs of police in Canada at the onset of the study in June 2014. I selected these women in alignment with Marshall and Rossman's (2011) suggestions of the benefits of conducting a study with participants who are close to the people and to phenomenon under study. Palys and Atchison (2013) further suggested four factors that assist with gaining the trust of a group: (a) familiarity

with the population, (b) a working knowledge of the organization of the group, (c) the culture, and (d) language. The nation of Canada was a good choice for the study context because of my working knowledge and active role in Canadian policing, access to participants, familiarity with the culture, and fluency in the primary language. It was also good choice because of the significant gap in the literature regarding the skillsets of Canadian female chiefs of police.

At the time of this study, women occupied only 5% of top leadership roles in Canada ("Statistics Canada," 2014). Yin (2014) stated the selection of participants is sometimes straightforward when a researcher knows the participants' identity from the onset. I first identified the number of current and past women police chiefs in Canada (13; M. Shortall, personal communication, June 30, 2013), and recruited the entire study population as participants. This high participation rate suggests that the findings are likely to significantly inform law enforcement decision makers in making the best choice when selecting the next chiefs of police, and in improving job satisfaction of current Canadian women police officers.

Role of the Researcher

Case study research is among the most difficult of methods of research because of the lack of routine procedures (Yin, 2014). Yin stated that a good case study investigator demonstrates flexibility, asks good questions, is an active listener, and has an exceptional grasp of the topic studied. A case study is also more taxing on the researcher's intellect, ego, and emotions than any other research method (Yin, 2014). I was well-prepared to conduct case study research due to my professional background as

a female police officer, which developed and practiced the skills necessary for effective case study research.

The role of the researcher in case study research is similar to that of policing. It requires observation, note taking, and an ability to understand the issues of the case are essential to ensure one does not miss *clues*. Data collection is not just the recording of data, but also forming an interpretation of the data and research artifacts (Yin, 2014). The parallel with police work has been recognized in the literature; Yin (2014) compared the role of a researcher to that of a detective. I spent several years in the detective branch, and can attest to the veracity of this comparison and the need to make inferences to the information presented through witness statements, physical evidence, and to remain objective.

Participants

As of November 2015, 13 women have held the most senior police rank, chief of police or commissioner, in Canadian history. I employed purposeful sampling and invited all 13 women to participate in interviews for this multiple case study. This use of purposeful sampling aligned with Palys and Atchison's (2013) statement that there is nothing wrong with gathering data from people sought because they meet criteria for inclusion in the study. Of the 13 women, eight held the position of chief of police at the time of their interviews, and may not have felt comfortable disclosing their stories.

To help alleviate any possible concerns, I provided participants with a formal invitation letter through e-mail that included (see Appendix A). The letter outlined the nature of the study as well as provided enough information for participants to provide

informed consent. Participants were given a consent form (see Appendix B) describing (a) the background, (b) procedure, (c) questions, (d) voluntary nature of the study, (e) risks and benefits to participation in the study, as well as (f) privacy and limits to confidentiality. The women selected for the proposed study are at the top of the organizational echelon and require no further authority to participate in the study. I took measures to protect the privacy of participants and concealed personal identifiers. However, these women are few and in the public spotlight, making their identities difficult to conceal. Coding the information gathered from the interviews protected participant privacy and secured their confidentiality. I will retain data records for 5 years, in a locked cabinet, at my home, after which time, I will shred and permanently delete confidential materials.

Research Method and Design

The three methods of research are: qualitative, quantitative, and mixed methods. Vogt, Gardner, and Haeffele (2012) stated, when choosing a research method, researchers must ask what approach, under what circumstance, addresses a research question. After evaluating the options for a method for this proposed study, I identified participants to explore personal experiences related to the study's research question. Merriam (2009) suggested the research design match the researcher's worldviews, personality, and skills.

Method

Qualitative research methods are similar to quantitative methods, as both involve collecting pertinent information. The two methods differ in approach and focus

(Marshall & Rossman, 2011; Vogt et al., 2012). Qualitative methods require the researcher collect responses from open-ended questions, analyze the data, and interpret that data by forms of communication, not just text. Qualitative research is a beneficial method of inquiry in the field of management (Marshall & Rossman, 2011). The primary research question is what skillsets women bring to police chief positions in Canada that can increase police services' effectiveness. The intent was to answer this question using an exploratory style of research. Because I was interested to understand how these women interpreted their experiences and the meaning the women attribute to their experiences, qualitative research was the most appropriate method.

Quantitative research is a classic scientific paradigm used when researchers gather absolute data. A quantitative approach is more analytical and numbers focused because of no interpretation, rather, an absolute in which measured variables can be (a) analyzed, (b) explained, (c) predicted, and (d) controlled (Simon, 2010). Consequently, I did not select a quantitative research approach for this study. Researchers use mixed methods when a need exists to combine quantitative and qualitative methods to examine relationships and explore the meanings of the relationships. Vogt et al. (2012) stated a researcher would use mixed method with coded surveys, and coded, verbal responses. A researcher would be best-served using one method and triangulating the findings rather than using a mixed method of research (Simon, 2010). I focused on what skillsets women bring to police chief positions in Canada can increase police services' effectiveness. Accordingly, a mixed-methods approach is unsuitable for this proposed study.

Research Design

Researchers have varied between six to 45 different approaches when describing research strategies resulting in a lack of consensus (Merriam, 2009). The purpose of qualitative research is to interpret the experiences of the population of interest, how the population constructs its worldviews, and the meaning participants ascribed to their experiences. The difference among the designs lies in how the researcher explores each design, and dimension (Merriam, 2009). Merriam identified six qualitative designs: (a) critical qualitative research, (b) phenomenology, (c) grounded theory, (d) ethnography, (e) narrative analysis, and (f) case study.

An ethnographer explores a group connected through culture or tradition. I had no connection to the participants of the study by tradition or culture; I choose not to conduct ethnography. Grounded theory researchers seek to establish new theory and because developing a new theory is not the intent of the proposed study, I did not choose grounded theory. Phenomenological researchers draw from a large sample, and in the proposed study, few would meet the criteria thus rendering the phenomenological approach inappropriate (Moustakas, 1994). A case study researcher seeks to examine a smaller sample using multiple approaches to gain a deeper understanding through a closer examination (Yin, 2014).

I selected a multiple case study design for this research study. A multiple case study added to the limited knowledge of specific skills women bring to the position of police chief. A multiple case study design assisted in understanding the complex social phenomena surrounding the lives of the population studied. A single case study was not

appropriate as the circumstance in each case differs in terms of (a) current involvement, (b) experiences, (c) location, and (d) career path. Yin (2014) suggested researchers prefer a case study when examining a contemporary event in which researchers carry out direct observation and interviews. Stake (2006) maintained researchers prefer a multiple case design, to a single case design, as evidence from multiple cases is compelling.

Population and Sampling

The sample population for the study consisted of women who have achieved the top position within Canadian policing—chief of police or commissioner. The objective of the study was to collect data from documents, and from female participants, with firsthand knowledge of requisite requirements of a chief of police. I employed purposeful sampling and invited women serving or who have served as chief of police in Canada. Purposeful sampling selects participants according to criteria determined by the research purpose (O'Reilly & Marx, 2011; Suri, 2011). Choosing participants based on their extensive knowledge on the topic permitted an in-depth understanding rather than empirical generalizations (Patton, 2014).

The public may be familiar with the candidates through news reports or personal interactions; elevating the requirement to screen potential candidates (Yin, 2014). No agreement among scholars exists on how many cases constitute a multiple case study (Stewart, 2012). A multiple case study is an investigation of a particular phenomenon, at different sites (Stewart). Two to three cases do not show enough interactivity, whereas 15 or 30 cases can provide uniqueness (Stake, 2006). Yin (2014) suggested six to 10 cases could offer compelling support in a multiple case study. Casey and

Houghton (2010) agreed with Stake and suggested the number of cases is critical to the study. Less than four cases may not validate the research findings, and 15 cases may overwhelm and become unmanageable for the researcher (Casey & Houghton, 2010).

Law enforcement administration appointed the first female chief of police, in Canada, in 1994. As of March 2015, Canadian law enforcement promoted 13 women to the top rank. The intent was to conduct a multiple case study, with 13 women. This research ensured a deep understanding of the phenomenon of what skills these participants considered key for attaining and remaining in the command position. The site selected was Canada with sub-sites in Alberta, New Brunswick, Ontario, and Quebec. I travelled to Manitoba and conducted three of the 13 interviews during an International Association Women Police Conference, and travelled throughout Ontario and conducted an additional six face-to-face interviews. When a face-to-face mutual time to visit was not suitable for participants, I conducted the four remaining interviews using the telephone.

Ethical Research

The Institutional Review Board (IRB) is responsible for ensuring Walden University research complies with the university's ethical standards as well as United States federal regulations. IRB approval precedes the collection of any data (including the pilot data). The IRB rules and regulations guided the code of conduct for this study. I have obtained the required certificate from the National Institutes of Health Office of Extramural Research (see Appendix B).

The validity, and reliability, of a study relies on the ethics, and credibility, of the investigator (Merriam, 2009). As a police officer, I have taken an oath of office to serve and protect as well as an oath of secrecy, and am duty bound by my own code of conduct: respect, professionalism, honesty, and integrity. As a research investigator, I protected participants from harm; uphold their right to privacy, and ensured informed consent (see Appendix B) prior to any data collection.

Research involving human participants, embodies humanistic obligation to treat people with dignity, and to protect the process (Palys & Atchison, 2013). Marshall and Rossman (2011) agreed with Merriam (2009) and stated the importance of a study does not solely rely on the design of the proposed study, but rather how ethically engaged a researcher is. As a police officer, I have a working relationship with several of the participants identified in this case study.

To mitigate any potential biases, I disclosed my relationship and made every effort to remain objective. A good case study researcher must understand the issues beforehand; however, this understanding, lends itself to establishing a preconceived position. A way to assess bias is by the degree to which a researcher is open to contradicting findings (Yin, 2014). To mitigate potential bias, I shared the preliminary findings with a colleague, and concealed personal identifiers. I also applied member checking (Marshall & Rossman, 2011).

Prior to conducting interviews, participants received a letter of consent outlining the research, the background of the study, their rights that participation is voluntary, and the format for participants to withdraw from the study at any time. Participants received

no compensation for their involvement in the study; however, participants will receive a final proof edition of the study. I did not use personal information, names, or organizational affiliations that could identify a participant. I stored electronic data on a password-protected computer, and a data storage device accessible only to me. Paper data collected will remain in a combination lock storage container for a period of 5 years to comply with Walden University guidelines.

Data Collection

Instruments

Qualitative research requires the ability to interpret, describe, decode, and translate rather than determine the frequency or amount (Merriam, 2009). Merriam posited the researcher is the primary instrument for data collection in qualitative research and human instruments may have biases that may influence a study if not identified, managed, and monitored. Observations, intuitive understandings, and investigative interviewing skills are key instruments in a qualitative research design (Marshall & Rossman, 2011; Merriam, 2009; Yin, 2014). A good case study investigator must (a) ask reputable questions (see interview questions Appendix A), (b) be an active listener, (c) demonstrate flexibility, (d) have a firm grasp of the subject matter, and (e) avoid bias (Yin, 2014).

As the primary instrument in the case study, I collected data from government documents; conduct semistructured interviews with female leaders who have held the position of chief of police in Canada, and made personal observations throughout the interview process. I used a digital recorder during the interviews to ensure the accuracy

of the participant's answers, and maintained a journal to track my thoughts and reflections throughout the data collection process. Journaling creates deep and critical reflection (O'Connell & Dyment, 2011). Sendall and Domocol (2013) conducted a phenomenological study on students in health care who used reflective journaling and agreed with O'Connell and Dyment's (2011) findings.

Another instrument in a multiple unit case study is protocol (Yin, 2014). Case study protocol includes procedures and general rules guiding research. Yin maintained a protocol is essential for a multiple case study as procedures and rules increase the study's reliability and keeps researchers biases in check. Stake (2006) agreed a plan is essential and should be flexible but not constraining. I developed a protocol template (see Appendix D) to ensure consistency throughout the process, and to assist in eliminating bias. The final data collection medium for this multiple case study was a case study database.

I created a password-protected database for the collection of data, and scanned and stored articles and documents given to me by participants, and other data, which I obtain independently, in a password protected database. A database storing field notes; documents, tabular materials, and narratives could technically allow other researchers to draw similar conclusions and increases the reliability of the study (Yin, 2014). Maintaining a *chain of evidence* can assist the reader follow similar steps from the beginning to the conclusion of the study eliminating removal of evidence through either carelessness or bias (Yin, 2014). I reviewed, scanned, and stored government documents, newspaper articles, and artifacts from the participants. Documentation such

as letters, email correspondence, personal documents such as diaries, calendars, and notes are acceptable (Yin, 2014).

Data Collection Technique

Triangulation in a multiple case study maximizes the information used for analysis and confirms commonalities found across cases (Stake, 2006). Starvos and Westberg (2009) agreed with the need for triangulation of data and noted multiple data sources can assist in the transferability of the study's findings. A key strength of a case study as a research design over other methods is the opportunity to use multiple sources of evidence (Yin, 2014).

Semistructured interviews, personal observations, and review of government documents related to women in the police command guided this multiple case study and ensured triangulation of data. The interview format had two sections: a structured demographic section, capturing data from the participants, and a semistructured section, consisting of a list of questions. Qualitative investigations have open-ended questions, and permit greater freedom in structure (Merriam, 2009). By implementing semistructured interview format, I was able to capture flexibility, and a deeper richness of answers. Humanizing the process through face-to-face interviews results in a more intimate connection between the researcher and participant, gaining their trust and achieving a substantial richness of answer (Palys & Atchison, 2013).

I conducted nine face-to-face interviews, however; because of the distance between the participants, four interviews were conducted by telephone (see Appendix A). I used a tape recorder during the interviews, as well as noted observations in a

journal kept during the research phase. I advised participants of the recording in advance, through the consent agreement and reminded them prior to the commencement of the interview. I was able to capture visual observations in writing in a field journal; then scanned into the case study database for future analysis.

I stored audio transcripts on the case study database. Raw data was too voluminous to include as an appendix; however, participants can request, and receive information. Participants were asked to share any proprietary information that may assist the research study in the way of documentation, agendas, minutes of meetings, and other written reports containing promotional eligibility or rejection. Although several participants provided documentation, it was not added, as it would have contributed to the identity of the participants.

Data Organization Techniques

I implemented several techniques to organize and track the data. First, I created a file for each participant in the study. Codes and colors would distinguish each participant. Merriam (2009) suggested coding makes data collection manageable.

A tabbed section will be included in a field journal, which I entered handwritten notes on the participants and observations I made during the interview and later scan into the case study database. Interview notes had the appropriate codes labeled on the top of each page, and each page numbered to ensure I did not inadvertently mix interview notes during analysis. A Panasonic hand held RR-US470 audio recorder along with a Sony digital voice recorder was used for the interviews. The audio was uploaded into a program and I was able to transcribe the data at the conclusion of the

interviews. All participants authorized the use of a recorded interview. My reflection journal will be in a locked file box along with (a) case files, (b) other raw data collected throughout the study, and (c) duplicate copies of the case study database, for 5 years.

Data Analysis Technique

Data analysis is the act of interpreting the raw data (Merriam, 2009). Consolidating, reducing, and interpreting data requires combining facts with abstract concepts and involves deductive and inductive reasoning (Merriam, 2009). I developed the interview questions to assist in answering the research question: *What skillsets do women bring to police chief positions in Canada that can increase police services effectiveness* (see Appendix A).

Analyzing case study evidence is difficult because the techniques have not been well defined (Yin, 2014). Although a computer aided programs assist with large amounts of data, the researcher must: (a) collection the data, (b) sort, (c) define the codes, and (d) interpret the patterns (Merriam, 2009). Computer assisted qualitative data analysis software (CAQDAS) codes and categorizes large amounts of data. CAQDAS does not do the final analysis. Yin (2014) stated CAQDAS only assists. Dozens of free CAQDAS and proprietary CAQDAS exist. After speaking to past graduate students, and colleagues currently in the process who used CAQDAS software, NVivo 10 was most recommended. NVivo 10 is a CAQDAS product assisting with coding data from participant interviews, and offered discounted pricing to students, as well as provided online tutorials and technical support when required.

I incorporated Merriam's (2009) suggestion of recording thoughts, speculations, and hunches although preparing the data for analysis before entering the data into NVivo 10. Merriam also advocated transcribing interviews to capture insights although taking notes during the interview. Additionally, I conducted reviews of government documents such as the Ministry of The Solicitor General's Task Force on Policing in Ontario, the RCMP Gender Based Assessment, and the RCMP Action Plan on gender and respect. Reviewing, and assessing, government documents assisted in determining how policies and government factors affect women in policing. I aligned the collection and analysis of the study's data sources with the conceptual frameworks selected for the study.

Doing gender theory proposed by West and Zimmerman (2009) acknowledged gender is not simply what a person is, but rather what a person does. People *do* gender anticipating judgment and accountability for their gender performance. Society treats women, who behave outside the boundaries of traditional gender, differently (Chan et al., 2010; Heikkinen et al., 2014). West and Zimmerman's doing gender theory may explain why there have not been more women in top police leadership positions, as society perceives policing historically, as a masculine role (Chan et al., 2010; Morash & Haarr, 2012; Rabe-Hemp, 2009). Transformational leaders motivate followers to perform beyond expectations Bass & Bass, 2008). Women remain underrepresented in leadership positions and believe leadership styles may influence occupational success (Vincent-Höper et al., 2012). I conducted document reviews and interviews for collecting data to address what skills women bring to the rank of chief of police, which

may affect policing effectiveness. The guiding conceptual frameworks, doing gender and transformational leadership, provided some of the answers.

Coding was the primary data analyzing technique I used in this multiple case study. Merriam (2009) indicated analytical coding requires an interpretation and reflection. An accurate list of all codes captured remained secured. As patterns emerge, I categorize the information for analysis. Categories turned into subcategories as I analyzed, reviewed, and reflected upon, the data (Merriam, 2009). I used two stages of analysis. First, I treated each personal account separately, analyzing before moving onto the next participant. Once I analyze each case, I proceeded to the second stage of cross-case analyses.

Reliability and Validity

Reliability

Researchers measure reliability of a qualitative study by the consistency and repeatability of the research procedures (Yin, 2014). My use of the case study protocol (see Appendix D) and the developing of a case study database ensured consistency and the ability to replicate the findings by making the raw data available for review if required (Beverland & Lindgreen, 2010). Identifying independent tasks in developing the case study increases reliability (Yin, 2014). I followed the case study protocol, record and accurately transcribe interview notes, and stored all data in a locked file box, and will store all electronic raw data in the case study database for 5 years. Tracy (2010) suggested one means for assuring a study's reliability is to provide rich, thick description including sufficient details. The intent was to check interviews as a single

case and then cross analyze the individual cases with subsequent cases to enhance to the reliability of the study. The value of additional documentation is in the corroboration of evidence (Yin, 2014). Finally, to ensure reliability, each case followed the case study protocol to guarantee the same procedures apply.

Validity

Triangulation of data sources brings a level of validity through feedback, and various sources of data (Yin, 2014). Tracy (2010) suggested triangulation in qualitative research requires at least two sources of data with similar conclusions to be credible and valid. I reviewed documents and conducted interviews for data triangulation. Marshall and Rossman (2011) recommended a further validity check to identify the conceptual framework guiding the study. The conceptual framework guiding this study is doing gender and transformational leadership theories. External validity is difficult to ascertain in case studies, as generalizability is not the intent. Case study researchers strive to assure their studies' external validity by describing the population, sources of evidence, demographics, boundaries of the study, participants, procedures, and assumptions to assure their qualitative studies' *transferability*, which can provide a rationale for the study's generalizability. Choosing a multiple case study over a single case can also increase transferability by guarding against observer bias (Barrett, Choi, & Li, 2011). Buttressing transferability resulted from inviting 13 participants from across Canada, who meets the criteria to be included in the study ensured, and verified data saturation (Choi & Li, 2011).

Assurances of internal validity strengthen through triangulation of data, and through pattern matching during the analytic phase (Yin, 2014). A second strategy to ensure internal validity is respondent validation or member checking (Marshall & Rossman, 2011). Membership checking allows the participants an opportunity to review a summary of the interview prior to the study completion to ensure the accuracy and to recommend any corrections. Soliciting feedback from the participants is one way to ensure proper interpretation (Merriam, 2009). To assist with external validity, Yin (2014) emphasized the need to design *how* and *why* questions.

Transition and Summary

Section 2 includes (a) a restatement of the purpose statement, (b) an outline of the research design, and an in depth discussion on the population, and (c) data collection analysis along with techniques reviewed in the study. I focused on what skillsets women bring to police chief positions in Canada that can increase police services effectiveness. I achieved this by reviewing documents (official records, newspapers, websites) and by conducting semistructured interviews identifying women who aspired to achieve senior police leadership. In Section 3, I provided study findings, interpretations, and recommendations for further research.

Section 3: Application to Professional Practice and Implications for Change

This section includes (a) a study overview, (b) the presentation of findings, (c) discussion of the applications of study conclusions to professional practice and implications of the study for social change, (d) recommendations for action and further study, (e) reflections on the research process, and (f) a summary of study conclusions.

Overview of Study

I conducted a qualitative multiple case study to identify the skillsets that women bring to the position of chief of police in Canada. The primary research question guiding the direction of the study was: What skillsets do women bring to police chief positions in Canada that can increase police services' effectiveness? The primary data collection consisted of interviews with the 13 women who had attained the rank of police chief in Canada at the time of the study. The Walden University Institutional Review Board approved all of the interview questions prior to data collection (approval #: 07-24-14-0250865.

The eligibility requirement for participation recruitment was that they be women who had served or were serving in a municipal, provincial, or federal police service in Canada at the rank of police chief prior to July 2014, the date when invitations to participate in the study were sent. All of the 13 identified female police chiefs and commissioners participated resulting in 100% participation. Nine of the 13 interviews were conducted face-to-face, three interviews were conducted on the telephone, and one was conducted through e-mail. One participant stated their English was not strong enough to participate in an interview. To ensure 100% participation, the participant

agreed to answer questions in French. Because of my limited French, the interview questions were transcribed in French and sent to the participant for review, who returned their responses in French for me to translate into English. All transcribed interview data were uploaded and analyzed through NVivo 10. I collected data from publicly available government documents (see Appendix E) documents provided by the participants, newspaper articles (see Appendix F), and information received during the 13 semistructured interviews with retired and serving female police chiefs in Canada (see Appendix G).

Data collection began once I received the Walden University Institutional Review Board's approval on July 24, 2014. The interviews took place between July and October 2014. Three interviews took place in Winnipeg, Manitoba. Six interviews took place in Ontario. One interview in each of the following cities: Toronto, Niagara, Mississauga, London, Barrie, and Oakville. Because of a technical issue with one of the recorded interviews, I conducted a second interview with one of the participants in February 2015. To maintain reliability and validity of the study, the data collection method remained consistent throughout the process.

To protect participant privacy, I identified all participants in the study records with a specific code letter corresponding to the order in which the interviews took place. Chief A was the first participant, followed by Chief B, etc. through to Chief M. I analyzed interview data, the literature review, and government documents for meaningful themes and descriptions using NVivo 10. During the analysis phase, eight themes quickly emerged once the coding exercise was complete:

1. Transformative Leader,
2. Doing Gender,
3. Interpersonal Skills,
4. Political Skills,
5. Leading Others,
6. Business Acumen,
7. Leading the Organization, and
8. Global Executive Ethics.

Presentation of the Findings

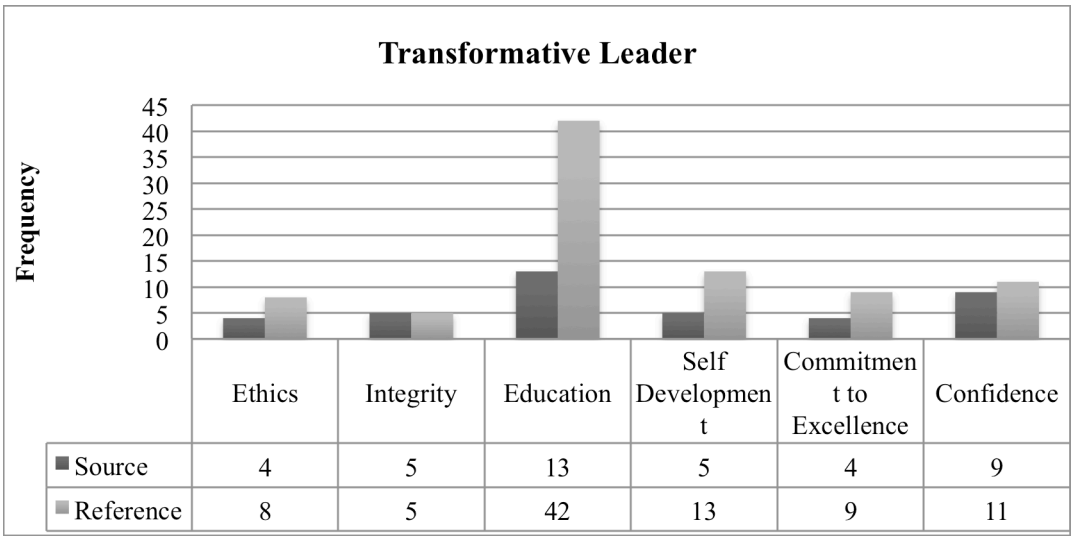
I developed codes and themes using the combined conceptual framework and guidance from the primary research question. I used CAQDAS NVivo 10 to code all case study information and to conduct code frequency and code subsection frequency analyses. These analyses showed 31 codes and 30 subcodes, which correlated to the concept of Doing Gender and transformational theory used in the conceptual framework. These were also consistent with findings from the literature review. Eight themes emerged from further analysis of all of the codes.

Theme 1: Transformative Leader. A transformative leader rises to the highest ethical standards and places importance on commitment to excellence, continual learning, and empowering others (Cladwell et al., 2012). The codes used to encapsulate the transformative leaders were:

- ethics,
- integrity,

- education,
- self-development,
- commitment to excellence, and
- confidence (see Figure 1).

Of these codes, all participants were in agreement and identified the need for higher education. Education was referenced 42 times making it one of the top skillsets required for the position of chief of police. Of the 13 participants, all indicated they had postsecondary education. Three participants have law degrees and six have completed their masters. One participant indicated starting their masters but had placed the degree on hold (Chief J). Chief M described her education, saying "I always said I went to Police College and learnt black and white, I went to law school and learnt grey."



	Ethics	Integrity	Education	Self Development	Commitment to Excellence	Confidence
Source	4	5	13	5	4	9
Reference	8	5	42	13	9	11

Figure 1. The frequency distribution of Transformative Leader qualities. The chart shows the number of sources compared to the number of references for each skill that makes up the theme.

The participants' endorsement of pursuing higher education aligns with recommendations from the literature. Patterson (2011) conducted an international literature review, concluding that police officers with higher education have more creativity and critical thinking skills. Officers with higher education have a greater appreciation of the importance of global issues and the importance on crime in their communities (Bruns & Magnan, 2014; Patterson, 2011). The increasing importance of higher education was noted by several participants; Chief F stated, "There's a greater emphasis on higher education than there was in the past. There are just so many more complex factors to deal with in today's society so I think having a broader education is important." Multiple participants (Chiefs C, F, G, J, and I) noted a need for self-development and the importance of reading and staying current on topical issues related to policing. Bruns and Magnan (2014) conducted a qualitative study of 61 police officers in the Midwest region of the United States and concluded higher education was required to understand the complex global environment and believed police services will evolve as the level of education rises in the services. Chief B stated, "To be a police leader you need to get a university education." Chief C did not see the value in postsecondary education until much later in her career and made the following observation:

> Education made me look at things so much, with such a critical eye that I didn't before. It was, you know I would make decisions based on antidotal perspective on things. Now it was like I needed to look at the evidence, I needed to look at what the data was showing me, what – don't just say that's what it is, show me

what it is. I wanted to see the evidence and I looked at research that I had never looked at before.

Chief G stated, "I think it helps if you've got education. I think that you know nowadays there are all kinds of people who start with a bachelor's degree but people that want to be serving as the Chief of Police should have a minimum graduate degree".

Chiefs G, I, J, and K empathized that leaders need dedication and commitment to the police service and the community they serve. "The skills that are needed to develop are the absolute unadulterated commitment to excellence at whatever you are doing in the moment" (Chief G). Transformational leadership is ethically demanding and may exceed the norm in regards to moral standards (Caldwell et al., 2012).

Caldwell et al. (2012) stated leadership is ultimately about ethics and excellence. When asked what skills set her apart from other leaders Chief F stated "I have unwavering ethics". Chief G expressed the opinion if you look at the demise of Chiefs of Police Canada in the newspapers prior to them resigning or retiring it is usually an ethical issue. "Very important in terms of the skills of a chief is to have an incredibly intuitive understanding of this entire issue of ethics. And understand not only what it is but even when you are being ethical how it's perceived and how to deal with it" (Chief G).

Confidence is another skillset of a transformative leader. A followers' willingness increases when a leader is perceived to exude confidence in their vision (Shipman & Mumford, 2011). When asked what skillsets would you urge young women to develop if they wish to pursue the position of police chief, Chief H stated

"…being confident in their capabilities". Self-confidence is a valuable skillset for a leader (Shipman & Mumford, 2011). Chief J observed the importance of leaders to stand behind their decisions. Although Chief E believed it was her confidence making her an attractive candidate for the position of chief of police:

> So I was always somebody who if I felt something was not right I was prepared to step up and deal with it. And I think part of my attitude toward myself, which many of my colleagues as front-line officers didn't have the luxury of. I was confident enough in my skills and what my skills were that if I didn't like this place at some point I'd go and get a job somewhere else. So I wasn't constrained by thinking that this was the only place I could work. (Chief E)

Theme 2: Doing Gender. Doing Gender was one of the conceptual frameworks guiding this research. West and Zimmerman (2009) suggested gender is not only what a person is, but rather what a person does. Society treats women, who behave outside the boundaries of traditional gender, differently (Bullough et al., 2012; Chan et al., 2010). That is why doing gender theory may explain why there have not been more women in top police leadership positions: as society perceives policing historically as a masculine profession (Bullough et al., 2012; Chan et al., 2010; Morash & Haarr, 2012; Rabe-Hemp, 2009; Sabat & Mishra, 2010; Schuck, 2014).

Three codes grouped the theme of Doing Gender: doing gender, queen bee syndrome, and token females (see Figure 2). Eleven sources located 65 references making Doing Gender one of the highest rated codes. Most of the women interviewed

did not want the fact they are female to over shadow the skillsets they bring to the position and would rather focus on the position than the gender in the position.

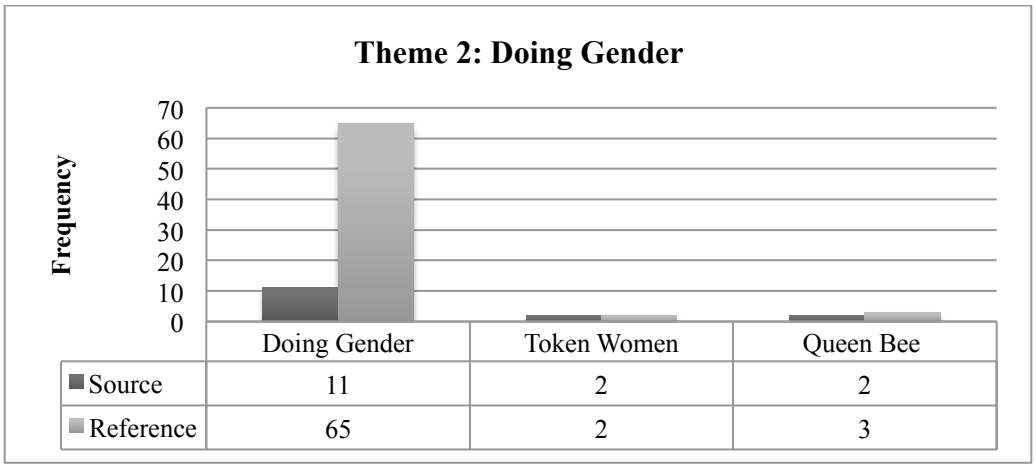


Figure 2. The frequency distribution of qualities that make up Doing Gender. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

Newspaper articles (see Appendix F) Documents 12 through 16 identified the promotion or retirement of female chiefs' gender in the headline. Chief C observed she was offended when she read the deadlines in the paper referring her to the first female chief for that service believing it over shadowed her accomplishment. During Chief C's swearing in ceremony, captured by CBC News, the Mayor addressed the Chief as Mr. XXX only to correct himself and make light of his blunder receiving some laughs from the audience.

> You want to be recognized as a police officer, you want to be recognized as an executive in policing but you always want to be recognized as a female leader in the policing organization, a leader in the community but you want to be recognized as the female leader. So it's trying to find that balance and I would

> say that as the chief I have really shifted more toward the female side of being recognized now (Chief C).

Chief A observed "It can never be about being female you just really hurt yourself and cut yourself off at the knees". Chief A was adamant gender should not play a factor when reviewing skillsets. "Just forget about it. If you focus too much on female development side, you are going to lose some of your best supporters" (Chief A). Chief L suggested women should not turn into men. "Establish leadership using their feminine qualities. Each one must play her part, without ruffling any feathers" (Chief L).

Marash and Haarr (2012) conducted a qualitative study on policewomen's identities and concluded women rather identify with occupational identities rather than stereotypical gender categories. Chief F observed she just tried to blend in for the first few years of her career. "I didn't want to draw attention to the fact that I was a woman, that I had a university education, that there was anything special about me". It was only once Chief F realized she was interested in promotion that her focus shifted. "I think being a women in policing you have to work and skate twice as hard and twice as fast in order to be recognized for your good work" (Chief F). Chief F shared her thoughts on networking organizations such as the International Association of Women Police (IAWP). "I didn't want any part of it. I had bought into the stereotype that men had about what these organizations were about". It was at one IAWP conferences Chief F realized:

> All of a sudden I started to look at my place in policing a little bit different. I realized, okay, these associations are not about me as an officer it's about

> women, profession; it is about our development, our education, our networking, and future opportunity... I know I have a split role because there is sometimes that I just kind of you know no nonsense side of me and it's all about police work…but then there is a side of me that I have embraced more as I've aged about my role and responsibility as a woman and a woman in policing. So yeah, I really think women do and undo gender. I think it happens all the time. (Chief F)

Chief G made several observations in regards to her gender.

> The thing is and I've always said this that had I not been a woman I wouldn't have faced the things that I faced and I wouldn't have got really good at what I was doing. If I had been a man I might not have faced all of those things and thus not developed a lot of competencies that I did. So for as much as being a woman can be a drawback in a male dominated profession if I hadn't been a woman I never would have had the experiences I did in order to overcome them and keep on going. (Chief G)

The Queen Bee construct blames individual women for not supporting other women (Marvin & Grady, 2012). Participants (Chief F, and I) supported this theory and suggested women do not do a good job of promoting other women:

> I hate to say this but I think sometimes women aren't really good at helping each other. I think sometimes we are in competition with each other …It's so wrong. I don't think we are all like that it's getting much better than it used to be but it used to be maybe it was jealousy or I mean I've had friends over the years who

> were okay with me when I was their equal rank and as soon as I stated going ahead of them they changed. (Chief I)

When asked what is your perceptive on the best approach to promoting skillsets women bring to the position of chief? Chief J stated, "I think that not treating them [woman] differently than any other member of the service." Chief D observed there has not been a significant increase in women in senior police positions and the gap after women retire is growing. "I think there is still token promotions" (Chief D).

Although there has seen a small paradigm shift in society toward accepting women in none traditional roles and supporting them in the top command position of chief of police, gender expectations of police officers have not changed enough. Demaiter and Adams (2009) suggested men designed male-dominated professions for men. The media represented police as masculine, competitive, assertive, and possessing unwavering emotions. Until recruitment practices change, and emphasis is equally placed on community policing models, the skillsets required for policing will continue to be masculine (Cordner & Cordner, 2011).

Theme 3: Interpersonal Skills. Figure 3 shows the eight codes that help identify theme 3: Interpersonal Skills: (a) listening, (b) communications, (c) coaching, (d) relationship building, (e) supports, (f) empathy, (g) compassion, and (h) networking. Of the codes presented, the top three discussed with: communication skills were referenced 27 times, relationship building referenced 35 times, and networking referenced 26 times. According to Lieven and Sackett (2012), interpersonal skills relate to (a) social sensitivity, (b) relationship building, (c) working with others, (d) listening,

and (e) communicating. Chief M expressed how crucial interpersonal skills are for the position of police chief. Effective communication skills are difficult to measure, however as law enforcement agencies evolve, a greater importance should be placed on communication skills (Hughes, 2011). Hughes further suggested by incorporating non-traditional competencies into policing will result in a more gender balanced organization and culture. Chief C observed communication skills are important. "I'm not talking about the ability to public speak. It's more than that, assessing and determining what has to be said and when it needs to be said and who it needs to be said to" (Chief C). Chief G suggested a critical need exists for strategic communication skills:

> You have to be ahead of the communication all the time, you have to be able to anticipate how everything is going to play and you have to be ahead of it and be able to manage it properly. So I think that that's really critical. I don't think that many chiefs of police do it well. I don't think many politicians do either for that matter. But I don't think many police officers do, they have for the most part come up through a unilateral kind of singular kind of route, they end up being chief of police, what they know is command and control and they don't often know about a lot of other things that they need to know to be chief. So that whole area of strategic communication is as important as the ethics. (Chief G)

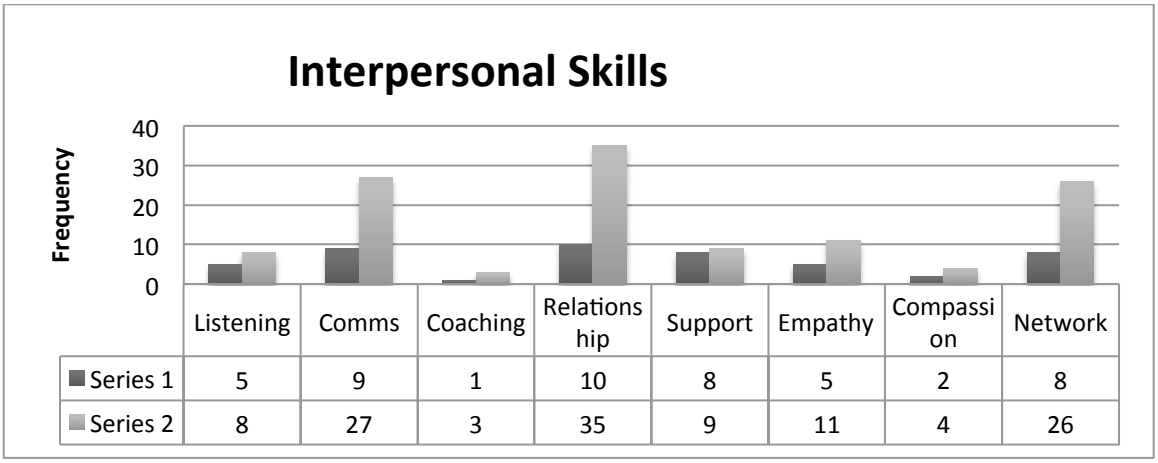


Figure 3. The frequency distribution of qualities that make up Interpersonal Skills. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

Chief I suggested women are too focused at doing their job.

> We need to get better at just communicating because women I think in my view come to work do their job and then go home and they don't spend enough time sitting around and just relaxing and just getting to know people and talking to people because it's amazing what you will learn when you just spend that extra five or ten minutes just to chat, and we don't do that. (Chief I)

Relationship building and communications go hand in hand (Anderson, 2012). Anderson suggested listening and showing empathy are skills required in building a solid relationship. Chief C expressed a portion of her success was credited to the relationships she built with people she trusted. "I was coached by males and females, but there certainly was a key network of individuals, of women who have supported me over the years" (Chief C). Chief C observed women should look outside of policing to build relationships and self-develop. "It is not always about your internal policing

contacts, it's who you developed professional and personal relationships with that also help you out" (Chief C). Chief D credited some of her success in achieving the position of chief in her ability to develop relationships with board members. "Developing relationships was a huge skill that I learned working directly for the board because I have a lot of ministry connections because they're all connected to the board" (Chief D). Chief F credited her ability to cultivate relationships in helping her prepare for her promotional panel. "I developed some really good contacts in my peer groups, both in policing and academic circles and I reached out to them…and I believe it was the level of provincial, national, and international perspective that served me well".

Maxfield et al. (2010) argued men engage in professional networks more than women, and, if women want career success, women need to engage in networking. Eight participants (Chief A, C, D, F, I, J, H, and M) saw the benefits to networking. Chief I stated "it's not networking for the sole purpose of networking, it's networking to people who are willing to provide you insight and to help you." Orser and Leck (2010) suggested systemic barriers to female advancement are the limited access to professional networks. Chief I observed that networking is the biggest skillset women need to work on. Chief M credits her predecessor for showing her the importance of networking. "I think networking for me was extremely helpful and I tip my hat to my predecessor because he engaged me as an inspector into like the Canadian Chief's Association and onto committees" (Chief M).

Theme 4: Political Skills. Figure 4 shows the six thematic codes that comprise theme 4: Political Skills: political acuity, police associations, police experience, police service

boards, organizational awareness, and intuition. Understanding the political power within an organization and external influences at the provincial, federal, and national level can greatly assist leaders. "It was a lot of political astuteness internally and then externally I was constantly dealing with all the mayors of the municipalities" (Chief D).

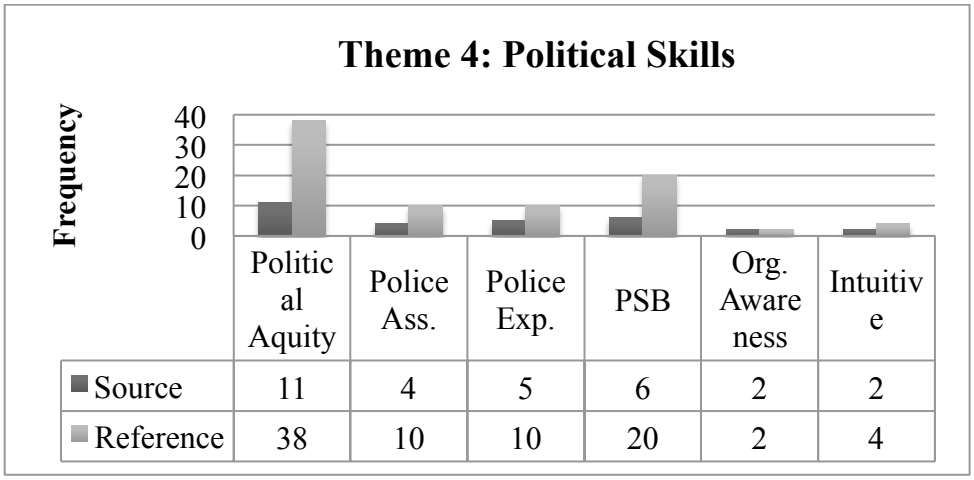


Figure 4. The frequency distribution of qualities that make up Political Skills. The chart shows the number of sources compared to the number of references for each that takes up the theme.

According to Fortune (2012), political acumen is a developmental skill that can be taught. Fortune stated politically adept individuals have a greater capacity to affect change in their organizations. Westbrook, Veale, and Karnes (2013) suggested being politically skilled is an essential skill for a leader's success. Chief B was asked: *what specific skill sets you apart from other officers making you suitable for the position of Chief of Police*? Chief B suggested strategic thinking, good communication, empathy and political acuity.

Chief C stated:

> It wasn't until I got into the senior officer rank of inspector that I started looking at more responsibilities and being accountable and looking at the visionary strategic direction of the service. So it wasn't until I became a senior officer that I even thought that way.

When Chief D was asked what skill sets would she urge young women to develop if they wished to pursue the position of chief she stated education and political acumen. "I would certainly get involved with the communities and have an understanding of political process. So, kind of the little p, political astuteness outside of your organization" (Chief D). Chief E also agreed you need to understand the small p politics of an organization. Chief G suggested:

> So whether it happens to be hobbies or groups that you're involved in or volunteer activities or courses that you're doing or whatever you need to be involved in and with people who are not police officers so that you can keep a tap on how people are thinking about the police. (Chief G)

Studies have shown females were less politically experienced than males in the 1970's and still less influential in the 1980's (Westbrook et al., 2013). Westbrook et al. suggested women have developed a level of political acumen in par with men, however they are less likely to use political skills in the workplace. Westbrook et al. used a Multirater test to determine if males and females differ in their political acumen. Of the 4,500 individuals who participated, findings suggested women rated their political acumen skillset lower than how all four groups perceived their skills.

In Canada, a Police Services Board, a Police Commission, or The Director General of the Sûreté du Quebec may govern a municipal police service. The provincial government and the size of the municipality determine the makeup of a board. For example: in the City of Vancouver, Under British Columbia's *Police Act*, the Board consists of the Mayor as Chair; one person appointed by the municipal council; and up to seven people appointed by the Lieutenant Governor in Council. ("Vancouver Police Board," 2015). In Ontario, one of the many duties of the board is to: recruit and appoint the chief of police and any deputy chief of police, and annually determine their remuneration and working conditions, taking their submissions into account ("Police Service Act," R.S.O., 1990). To assist boards in hiring the best candidate for the position of chief of police, participants were asked: *What additional information can you provide to help identify and communicate skillsets women bring to the position of police chief*? Chief B stated:

> The first place we can start is to increase the diversity on your board. So what I would suggest is we actually look to municipalities, we look to government to increase the diversity. Because I think one thing that is often missed is that those that don't come from a diverse background, regardless of what that is, don't understand the privilege that they have. So if we think about it you think about if your police services boards of made up of predominantly white men, white heterosexual men they don't get the backpack of privilege that they're carrying. They just often don't. Going back to what I said individuals do. But when you

> have diversity on your board, diversity of all aspects of background they do start to get it.

Chief C made reference to the fact she was asked by a board member if being female was going to affect her as chief. “So that shows me that the boards are not ready, skilled or prepared to accept women, as I would have thought they would have been”. Chief D had a different experience.

> I worked directly for the board chair. I watched how things went wrong with other chiefs, when relationships didn’t work. So that whole opportunity for being directly with the board because as you know boards hire chiefs and it was significant skillset that I had developed an understanding of the board. (Chief D)

Chief D also suggested more women should be appointed to the board to assist with diversity and to offer a different perspective. Chief E stated, “It’s not what the women can do who are trying to be police officers, it’s what the women politicians can do to make a requirement that boards be fifty percent women”. Chief G stated, “So when you’re appointed as chief of police it rests on the competencies of the Police Services Board or what the Police Commission is seeking”. The power a police chief holds is significant, but at the end of the day, it is the police services board decision that determines the hiring of the chief of police. The outgoing chief did not endorse Chief H, however “it was the endorsement of the municipal administration that got me hired” (Chief H).

According to Treadway et al. (2013), having political skill can assist in obtaining power in an organization. At the chief of police level, the job is 90 % political: 70 %

external and 20% internal (B. Bowes, personal communications, April 4, 2015). Having a thorough understanding of the organizational structure and who holds the power can assist in identifying if a person will be a barrier, sponsor or supporter. (B. Bowes, personal communications, April 4, 2015). Treadway et al. (2013) suggested having a strong political skill enhances a person's performance and increases their ability to cultivate relationships, leverage influence, and cultivate power. The Toronto Police Services Board is currently looking for the next chief of police. In an article published in the Globe and Mail (Saturday April 4, 2015) the board has shortlisted two of the cities' black deputy chiefs: Deputy Chief Peter Sloly, and Deputy Chief Mark Saunders.

> Deputy Chief Saunders is the safe establishment choice, favored by the senior command and the union [Police Association]. Deputy Chief Sloly has the backing of influential voices in the black community, as well as reform-friendly thinkers who feel the service needs a new direction. (Doolittle & Ross, 2015)

Both deputies have demonstrated they have political power: Deputy Chief Saunders internal and Deputy Chief Sloly external. Time will determine which is more influential. The two and a half page article concluded by stating, "one thing is certain: Toronto's next chief will not be a woman" (Doolittle & Ross, 2015).

Participants F, G, H, J, and L contributed a portion of their success to their extensive police experience. Chief F acknowledged she has a well-rounded police career and spent 20 years in various levels of police operations. Chief L stated "I rose through the ranks, one by one, by obtaining the most experience possible in the different tasks and special duties I was assigned to. The intellectual stimulation by continuous

training in police management has contributed to my success." Chief J also saw a benefit for persons aspiring to be a police chief to work in as many departments as possible. "Make sure that women have experiences in all different areas" (Chief J).

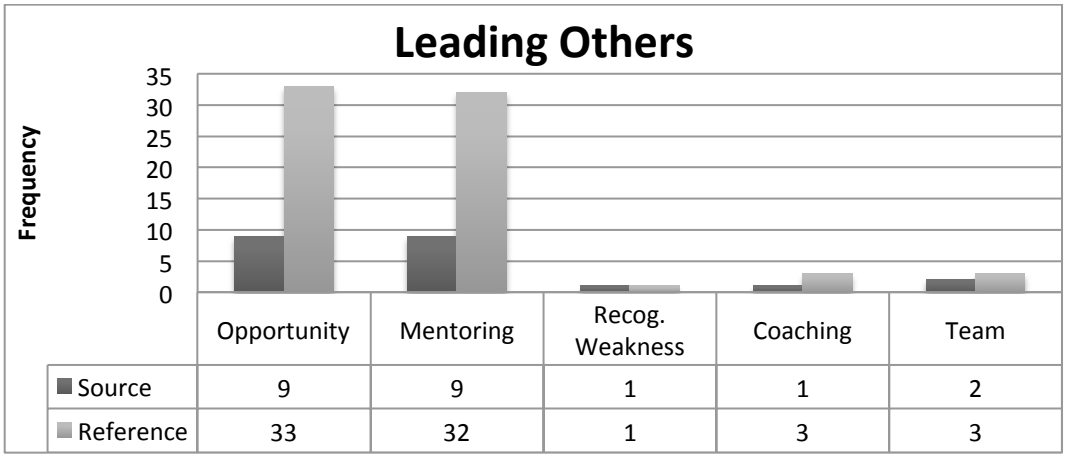
To gain and maintain a level of advantage over other leaders, Malewska and Sajdak (2014) suggested the ability to quickly problem solve or make a decision is paramount. Information is fast pace and becomes outdated before a person has the luxury of a detailed analysis requiring the need to rely on one's intuition (Malewska & Sajdak, 2014). " There are forces that you just need to know it is the right thing to do and that you've got to listen to that inner voice and step up" (Chief F).

> A person looking to be chief of police needs to hone their gut instincts. I've developed a pretty good gut feel, gut sense and I think that unless you have that skill by the time you get to be chief of police you will not know how to stay ahead of so many different things. (Chief G)

Sadler-Smith (2011) explored intuitive styles and concluded no evidence to support the stereotype female intuition. Malewska and Sajdak (2014) believed intuition is a developmental skill leaders should master to think strategically, and to be able to react quickly when presented with information overload.

Theme 5: Leading Others. Figure 5 shows the codes: opportunity, mentoring, recognizing weaknesses, coaching, and team comprised the theme of leading others. Of the five codes, opportunity and mentoring were seen as equally important in advancing in the participant's career with nine separate sources and referenced 32 and 33 times. Research has supported the notion leading oneself is associated with effectively leading

others and a transformational leaders must first find their own inspirational vision before leading others (Furtner, Baldegger, & Rauthmann, 2013; Short, 2012). Chun et al. (2012) suggested a correlation between those who mentored and transformational leadership development.



	Opportunity	Mentoring	Recog. Weakness	Coaching	Team
Source	9	9	1	1	2
Reference	33	32	1	3	3

Figure 5. The frequency distribution of qualities that make up Leading Others. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

Orser and Leck (2010) agreed systemic barriers to female advancement include lack of promotional opportunities, and the absence of mentors. Seibert, Wayne, Liden, and Bravo (2011) collected survey data from employees in a fortune 500 companies in the United States. The researchers concluded a correlation between perceived career opportunity within organizations to higher performance and lower turnover. Employees who developed relationships with influential managers were more likely to accept and participate in development activities (Kraimer et al., 2011). The researchers concluded if an employee perceives they are given opportunities by the organization they would continue to seek promotion and have a strong work ethic.

Women known as queen bees restrict career opportunities for other women. Policewomen display higher gender identification demonstrating an increased motivation to improve opportunities for other women (Derks et al., 2011). "We don't often do a very good job of promoting ourselves and I find sometimes we don't do a very good job of promoting other women" (Chief F). Chief C observed she was given many opportunities. "When I think of my previous organization there were multiple opportunities given to me that need to be continued, I need to pay that forward to other women in the organization" (Chief C). Chief D was given opportunities others were not. "I had those opportunities others didn't have you know in a very indirect way but they still became advantages for me at the end" (Chief D). Similarly, Chief E, F, G, H, and I suggested opportunities should be taken when presented. "I've always taken advantage of opportunities that's been the biggest key to my success is that I take advantage of opportunities and I've taken on jobs that nobody else wants" (Chief I).

Individuals who were mentored reported more positive career outcomes than those without (Murphy, 2011). Mentored persons also reported higher salaries, more awareness of their organizations, as well as work-life satisfaction than those who were not (Chun, Sosik, & Yun, 2012; Dougherty et al., 2013). Significant gaps exist in research, pertaining to mentoring within law enforcement (Hassell et al., 2011). Chief A stated, "As I got a little more senior, I tried to be a good mentor". Chief C believed key mentors were identified throughout her career. "So it's not always about your internal policing contacts it's who you developed professional and personal relationships with that help you out in your mentorship piece" (Chief C).

Cordner and Cordner (2011) conducted a survey with 68 male chiefs of police and 58 female police officers in the State of Pennsylvania in attempts to determine why there were a low number of female officers in that state. Of interest, when asked if a reason for the low percentage of women police could be the male-dominated and not women friendly police academy, the male chiefs only rated 13% although the women suggested that was a main reason at 51%. Also of interest was the male chiefs felt 36% needed to provide women with mentors although women rated the same question at 56% (Cordner & Cordner, 2011). Chief K stated she received mentoring from a past chief of police although Chief M credits her mentor for convincing her to applying for the police chief position. Several Chiefs saw the need to self-mentor through education and networking (Chief D, H, L, and M).

Theme 6: Business Acumen. Figure 6 shows the codes that make up the theme business acumen: HR, risk management, community, budgeting, broaden horizons, diversity outside of policing, customer service, and analytical skills. Of the eight codes, budgeting was referenced the most with 17 references. To have strong business acumen goes beyond just having an understanding of HR. A leader needs to holistically understand the external business environment, the organizational business plan, the community, and the financial situation of the organization (Longenecker & Fink, 2015). Chief E stated, "I think at the time and for the organization that hired me as chief was the fact that I had significant amount of business acumen in my past experiences." Silvestri et al. (2013) suggested the conservative government in Wales believed the

process on how the government appoints a chief of police needs to be expanded and open to recruit people with different competencies or experience other than policing.

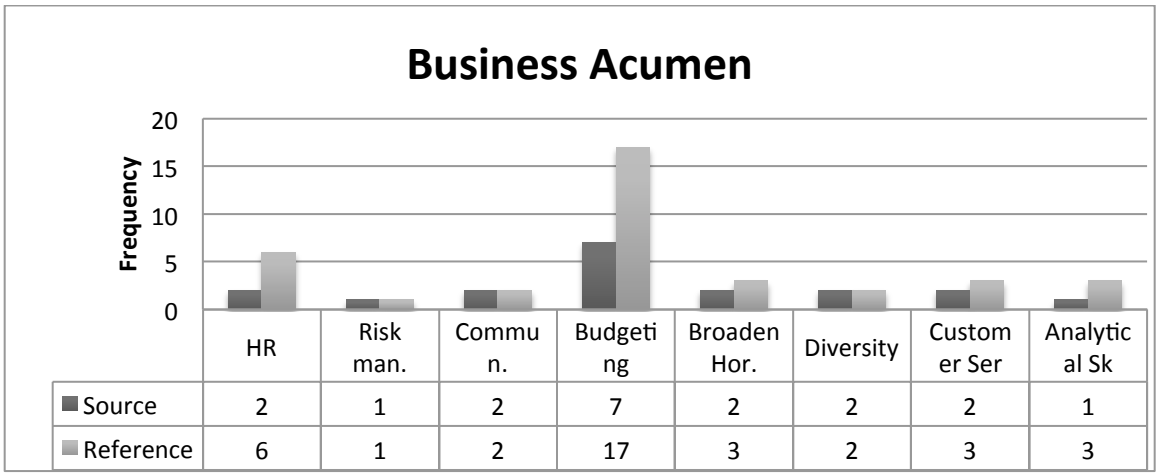


Figure 6. The frequency distribution of Business Acumen qualities. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

South Africa's first female chief of police, Mangwashi Phiyega was hired in 2012 as the savior for the then corrupted, scandal plagued police service (Silvestri et al., 2013). Phiyega has a business background and not only was she South Africa's first female chief she did not come through the ranks. Chief A stressed a new leader would benefit from learning how to manage a budget. "You have to be a fiscally responsible wizard sometimes because most of us now who are in this role are dealing with contracted settlements that leave our budget room for anything other than wages and benefits to be at a minimal percentage" (Chief A). Chief C concurred with Chief A and stated, "You have to have some financial management skills. You have to have to be aware of different types of legislation in the HR department." Chief I recognized finance as an area of weakness and built a network with people in finance. "I set up

monthly meetings with my business analyst when I was an inspector" (Chief I). Chief E suggested a Chief of Police is like a CEO. "So, what does a CEO need? They need to know finance". Chief J observed new chiefs do not receive formal courses on budgeting. Chief M enforced leaders need to know how to budget. "One of the problems is when you're in the leadership role and you don't understand the budget, you don't know how to hold people accountable for those aspects" (Chief M).

Theme 7: Leading the Organization. Figure 7 shows the codes: leadership, strategic thinking, organizational culture, decision- making, vision, and change agent make up the theme; leading the organization. Historically, police have drawn from military personnel perpetuating the stereotype officers have aggressive behavior, physical strength, and high levels of solidarity similar to military culture (Rabe-Hemp, 2011). The world has changed and so has police leadership. The old antiquated view of law enforcement as a physical, aggressive profession that only men can endure is no longer valid (Hughes, 2011). Society replaced autocratic with transformational leadership, significantly contributing to the rise of women in senior ranks (Alimo-Metcalfe, 2010; Budworth & Mann, 2010; Hughes, 2011; Wang, Chiang, Tsai, Lin. & Cheng, 2013). Women are naturally skilled at leading in a transformational way and are able to bring about effective organizational change required and wanted in police services (Alimo-Metcalfe, 2010; Hughes, 2011).

> I believed that the organizational culture and design was not consistent with the role that society was expecting the police to undertake and in fact we were creating a contradiction between the power and authority that an officer had

when they were out on the street to how they were treated within their organizations (Chief E).

Figure 7. The frequency distribution of Leading the Organization qualities. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

Chief B observed to be an effective leader you must lead by example. "You have to be able to lead and inspire the people that you are working with in order to get them to want to do what it is that you see they need to do" (Chief B).

Researchers suggested women are more transformational than men (Lopez-Zatra et al., 2012). Feminine leadership qualities are critical for organizations to gain a competitive advantage and organizations should integrate more women in leadership positions (Bellou, 2011; Schuck, 2014; Singhapakdi et al., 2013). When asked, Chief E suggested she pursued the position of chief of police because her interests at the time were to affect organizational and cultural change.

So for me the motivating factor was if I can affect any of the change and even if

> it was just merely putting the foundation in place because understanding how long organizational culture change truly can take, that would be a success to me (Chief E).

Case Study Documents 1 through 11 (Appendix E) and Case Study News Paper Articles Documents 1 through 9 (Appendix F) suggested Canada is looking for organizational change within municipal, provincial, and the federal police services.

Strategic thinking allows for a unique business insight. Chief M observed times when strategic decisions have to be made. "It's a reality and so it's also trying to, it's not just sort of understanding where it's being spent it's also strategic really thinking how do I get the absolute most out of the money I have. Chief C acknowledged it was not until she became a senior leader she thought strategically. "It wasn't until I got into the senior officer rank that I started looking at more responsibilities and being accountable and looking at the visionary strategic direction of the service" (Chief C).

There exists a shortage of leaders who can work in a global environment (Dragoni et al., 2014). Dragoni et al. conducted an analysis of 231 upper level leaders and suggested working at a global level correlates positively to strategic thinking skill. Global work experience refers to physical or psychologically transcending boundaries and cultures. Of the 13 participants, more than half (nine) had worked with another organization(s) before taking on the role as chief of police. Having a different perspective and experiences helped shape the participants into the leaders they are today. Dragoni et al. (2014) stated organizational leaders are developed through experience and

the time spent in a culture different from your own increases the level of strategic thinking.

Theme 8: Global Executive Skills. Figure 8 shows the codes: values, honesty, work life balance, work ethic, volunteering, trust, respect, innovative, and creativity make up the theme of global executive skills. Participants have compared the need for police leaders to have skillsets similar to a CEO (Chief B, D, E, and F). Emerging trends in business are no different from policing. CEOs are concerned with replacing aging baby boomers, external forces and their effect on technology and people skills (Montana, Petit, & McKenna, 2014). Police leaders are no different. Police budgets are tight with 80-90% of the budget going to wages (Chief B). Chief D, E, and G stressed the importance of the need to think of innovative ways of doing the same job.

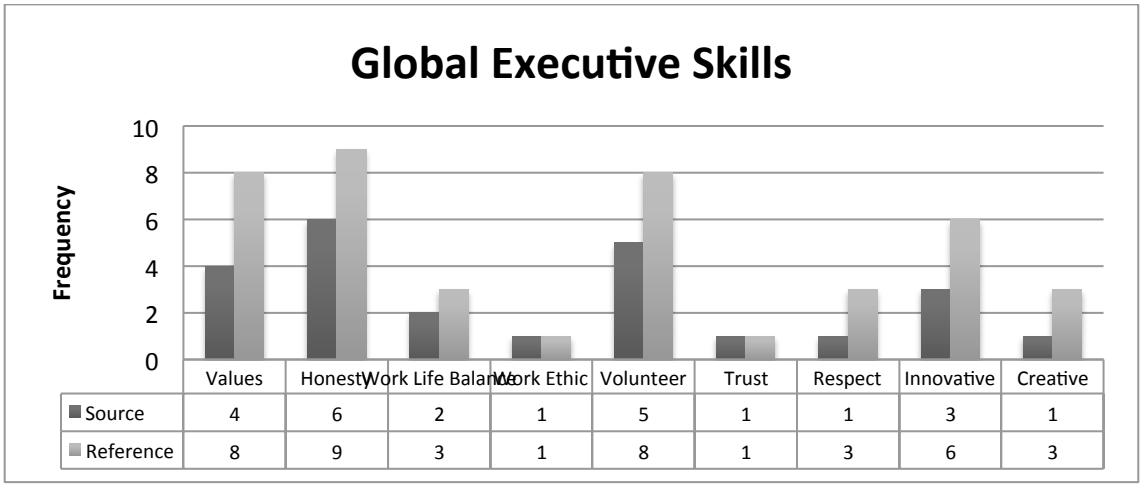


Figure 8. The frequency distribution of Global Executive Skills. The chart shows the number of sources compared to the number of references for each skill that takes up the theme.

Global trends significantly affect how police deliver services and the technology needed to stay ahead of crime. Montana et al. (2014) suggested emerging trends domestically and globally require leaders to acquire new skills and knowledge through (a) managing innovation and change, (b) education and development of leaders, (c) understanding technology, (d) applying new leadership concepts, (e) collaborating with government, (f) anticipating scientific and technological advances, (g) becoming more customer oriented, and (h) acquiring flexibility. The participants have identified all these skillsets as needed skillsets for the position of chief of police. Vito, Suresh, and Richards (2011) stated police chiefs must be honest, transparent, set a good example in regards to performance and integrity, and be a change agent to move the organization forward.

Transformational leaders ask members to go beyond their perceived limitations, are creative and innovative when solving problems, create vision, and empower members to implement the vision created (Vinkenburg et al., 2011). Chief A suggested you could be a leader without being *the* leader. Leader needs to create a learning environment (Chief E). "They need to know leadership in the sense of how to engage others and empower others and make sure that there's effective ways for people to participate in the organization and be involved in decision-making" (Chief E).

> The other thing I guess that maybe is worth saying is that there are, you know that what happens to a lot of chiefs of police and leaders generally is that they become arrogant. They become entitled, feeling entitled. And they forget the absolute fundamental, which is that you serve the people when you're chief of police. Believe in yourself, live, breath and work by your values (Chief G).

Giving back to the community through volunteer work or sitting on a board is another way people can develop their leadership skills (Chief D).

> You know sitting on community organization, sitting on boards, doing local volunteer work, even if it's based on what your children are participating in. It doesn't always have to be something within your policing community. It's nice if you get some rounded experiences there to and your education and training doesn't have to be specific to policing (Chief D).

Toronto Police Services Board chair Mukherjee's stated the board considered an international search once the decision to not renew Chief Blair's contract was made public (Doolittle & Ross, 2015). Silvestri et al. (2013) suggested the current practice of choosing a police chief from within is antiquated and in need of reform. Like other global industries, CEO's look for the best talent, not just the talent within.

Findings and the Conceptual Frameworks of the Research

The dual conceptual lenses that guided this study included *transformational theory* and *doing gender* theory. Bass and Bass (2008) continued the work of Burns (1978) and suggested transformational leaders motivate followers to perform beyond expectations. Theme 3 interpersonal skills emphasised the participants agreed that people skills are needed not only to move into senior management but to lead as the chief of police.

> It's about the human side and I really believe that because people are literally putting their life on the line every day for the community and basically for the people, their leader you need to show them that you get that and have that little –

> and however that looks, whatever it looks like it will be, I think it's the thing that really separates leaders. (Chief A)

Vincent-Höper, Muser, and Janneck (2012), and Herrbach and Mignonac (2012) stated women continue to be underrepresented in leadership positions and believe leadership styles may influence occupational success. Vincent-Höper et al. (2012) quantitative study suggested women show a significantly higher correlation between transformational leadership and career satisfaction, which could explain occupational success. Chun et al. (2012) suggested a correlation between those who mentored and transformational leadership development. Nine of the 13 participants stressed the need not only to be mentored but it was their duty to pay it forward.

> I think that mentoring starts right at the beginning. It starts at the beginning of your career. And it can change depending on where you're assigned, what work and responsibilities you have. But I think it's key to not just being mentored but mentoring people too. I think it's a two way street that piece, not just a one-way street where someone helps you. (Chief C)

Morash and Haarr (2012) noted although empirical evidence supports the belief police work is an inappropriate job for women, evidence of change exists. As police services move away from autocratic leadership to transformational leadership, acceptance of softer police skills allows for a shift in societal norms, resulting in more women achieving senior command positions (Kingshott, 2013).

West and Zimmerman (2009) developed the doing gender theory: gender is not only what a person is, but rather what a person does. Society treats women, who behave

outside the boundaries of traditional gender, differently (Bullough, Kroeck, Newburry, Kundu, & Lowe, 2012; Chan et al., 2010).

> So the first three years I kind of you know and maybe was, just tried to blend in. I didn't want to draw attention to the fact that I was a woman, that I had a university education, that there was anything special about me at all, just leave me alone let me do my job. And whenever I heard anybody talk about like the International Association of Woman Police I didn't want any part of it. I didn't want to stand out I wanted to blend in. (Chief F)

Theme 2 supported why doing gender theory may explain why there have not been more women in top police leadership positions: as society perceives policing historically as a masculine profession (Bullough et al., 2012; Chan et al., 2010; Morash & Haarr, 2012; Rabe-Hemp, 2009; Sabat & Mishra, 2010; Schuck, 2014).

> Womenness, femaleness has begun to be, well I think well appreciated in policing as it has I think in some other fields. But I think maybe more in policing than some. Policing gets a bad rap I think for the way that women get treated in policing but at the same time I have found that in cases where there's open mindedness and good leadership from above women's own skillsets of listening and being team players and doing the kinds of things that, the inclusiveness that women understand, the work balance thing are things that women bring to the table and years ago women used to hide those kinds of things, the whole family thing, the whole work balance, the humanity that police

> work now is sort of almost a benchmark for. I really accredit that to women coming into the force. (Chief A)

Chief B, E, and D agreed with Chief A.

Applications to Professional Practice

The findings of this study are applicable to members of law enforcement in leadership, hiring, succession planning positions, women in, or considering a career in, law enforcement, and anyone seeking to become leaders of change within the industry. Law enforcement organizational leaders benefit from the study by understanding the skills and experience women bring to the workplace as field leaders and subject matter experts aiding the organization in becoming more diverse in its growth potential, problem solving potential, and knowledge base. Women in law enforcement may find inspiration in shaping their career growth by exploring the experiences of female industry leaders, potentially fostering change in leadership demographics in law enforcement. The contributions of the research participants may encourage greater female presence in law enforcement leadership roles.

Implications for Social Change

Female law enforcement recruits and law enforcement leaders may benefit from the findings of the study. The contributions women make to the field of law enforcement, specifically in leadership roles, may provide a blueprint for prospective female law enforcement recruits to develop specific skills and follow the paths to success forged by female law enforcement leaders. As more women enter senior leadership roles, society may be more accepting of the once gender norm that saw

policing as a male only career choice (Tatli et al, 2013). Women advancing to leadership roles in law enforcement infuse new broadened perspectives in identifying and responding to social needs, otherwise potentially overlooked in the absence of a female perspective (Tatli et al, 2013). A female leadership perspective may lead to enhanced attention and directives toward positive family development. Young girls may benefit from observing women in leadership roles, particularly in otherwise male-dominated roles, as a model for their own career development. The potential for more balanced opportunities for both girls and boys elevates by witnessing the successes of both genders in strong leadership roles (Tatli et al, 2013).

Recommendations for Action

I propose several recommendations to address deficits in the female presence in law enforcement leadership roles. First, I recommend that women considering a leadership role in the field of law seek higher education first, because women possessing an MBA are more likely to find greater credibility and leverage in attaining suitable leadership roles. This recommendation aligns with Morash and Haarr's (2012) suggestion that women who aspire to command at the highest level continue with postsecondary education and/or consider working toward a degree. Having a postsecondary degree is advantageous because it sets a candidate apart as more qualified, disciplined, and prepared for a leadership role in law enforcement (Morash & Harr, 2012).

Second, I recommend that female law enforcement personnel use knowledge of doing and undoing gender roles. Embracing the knowledge that gender roles can be

done and undone may assist female officers struggling with trying to fit in and act in a manner not deemed appropriate based on society norms. Participants confirmed having acute interpersonal skills assists in upward mobility. Participants further suggested a need for women to engage in professional networks and to build relationships in and outside of policing.

Third, female law enforcement personnel must establish and nurture professional networks. Women seeking promotion could benefit from joining a professional network such as the Atlantic Women in Law Enforcement, Ontario Women in Law Enforcement, or the International Association Women Police. Leaders with strong political networks strengthen organizational awareness of societal needs, from a systems thinking approach, starting with the organization and working outward at the municipal, provincial, federal, and global level (Ng & Chow, 2009).

Fourth, I recommend female law enforcement officers engage in specific skill development targeting critical decision-making, political acumen, and transformational leadership. Having astute political skills can assist in connecting law enforcement actions with societal needs, and strengthening the agency-community relationship from within an organization (Treadway et al., 2013). Leading others requires a leader to first have a deep understanding of self (Furtner, Baldegger, & Rauthmann, 2013; Short, 2012). Transformational leadership is the most effective style of leadership in contemporary organizations, lending itself to role modelling, gaining trust, and building confidence of subordinates, fostering a collaborative approach to community service (Lopez-Zafra, Garcia-Retamero, & Martos, 2012).

Fifth, women in law enforcement leadership roles should engage in mentoring other women in the field. Once a leader has established a greater sense of self, the natural progression is to provide opportunities and mentoring to others. All participants agreed if provided with either opportunities or mentoring, women should strongly consider the benefits in their decision to mentor others.

Sixth, women in leadership roles in law enforcement should reinforce their mental and physical competencies (Ortmeier & Meese, 2010). Competencies required of police leadership in the 21st century are: (a) communication, (b) problem solving, (c) analytical thinking, and (d) ethical decision-making (Ortmeier & Meese, 2010). Incorporating the competencies into the promotional process as outlined in Ortmeier and Meese's work also referred to as transformational leader competencies; would create a more gender-balanced organization and culture (Hughes, 2011).

Seventh, females progressing to leadership roles require solid leadership competencies at a global level (Hughes, 2011). Global executive skills encapsulated all the qualities required of a transformational leader to lead an organization into change. Ethics, unwavering values, honesty, trust, creativity, and innovation are skillsets are required for any leader in any field. Transformational leadership skills hold particular value in the law enforcement field to bridge the leader-officer understanding of workplace challenges, responses, and reasoning.

Eighth, women in law enforcement leadership roles should receive psychological testing as part of the evaluation process for chief of police to ensure a member's values and ethics have not shifted since hire. Leadership roles in this dynamic work

environment are demanding and require sound authority and decision-making in all situations. Ensuring leaders are competent and capable of oversight at all times provides the foundation of law enforcement performance.

As a leader in law enforcement, my intent is to share findings from this study at all opportunities through meetings, conferences, research journals and practitioner publications. I will share the results with the Ontario Association of Chiefs of Police, Canadian Association of Chiefs of Police, and the International Association of Women Police. I will provide copies of my approved study to police training facilities such as the Ontario Police College and the Canadian Police College. I will also submit my findings to the House of Commons on the Status of Women. I will also share my findings with scholars Marisa Silvestri, Alice Eagly, and Carol Archbold experts on the topic of women in policing.

Recommendations for Further Study

The most important recommendation for future study is to capture the experiences and perspectives of women who will continue to fill key leadership roles in law enforcement. By continuing the knowledge gathering process, women will have solid examples to follow in advancing their leadership careers. Future researchers might target retired female law enforcement leaders only, to reduce any bias or restraints in sharing because of their inability to share information in their active roles. Future researchers should pay close attention to growth rates in female leadership within this compelling industry.

Reflections

Little, if any, scholarly research was located on skillsets women in the top police leadership positions in Canada and around the world bring to the position of leadership. It is my understanding this will be the first research of its kind, as I was not able to find any literature to support research had been conducted that included all current and retired female chiefs of police in Canada. With the knowledge investigations into success strategies of women in law enforcement leadership roles, until now, remained unchartered, comes fear. Fear I will not do justice to the significance of the topic, and fear I may not showcase these women as truly remarkable leaders I know them to be.

As a female police officer, it was difficult prior to commencing the research not to have an opinion as to why more women are not in senior command positions. As a researcher, I needed to compartmentalize my thoughts, opinions, and bias based on my experience within my own police service. A service with a 182-year history of which for the first 125 years did not employ women as police officers with full powers of arrest.

It was my intent to conduct a multiple case study that showcased the positive aspects of women in policing. Identify the skillsets women bring although dispelling some of the myths as to why women are not successful in policing such as the perceived glass ceiling, tokenism, and queen bee syndrome. There may have been a time when these issues were prevalent in large metropolitan police services, however for the most part, queen bee syndrome does not appear to be evident amongst the 13 women interviewed; and the glass ceiling has appeared to be shattered. With only 10% of senior

police command being women and only 2% at the top command position, tokenism may still play a factor albeit small.

It was evident early in my research I had not fully considered the affect the role police services boards played in the selection process. I now see a need for additional research in their role and recommended future research in that area. Also, I had thought of the importance business acumen played, however, I did not consider the importance of political acumen and the need to fully understand the roles internal such as police associations and police services boards not to mention the external political partners at the local and provincial level and federal level. Political acumen will be another recommendation for future research and how that knowledge may assist advancement within policing.

I was humbled to spent time if only for an hour or two with Canadians national treasures. It is no real surprise how assertive yet personable each woman was. The participants were not pretentious; just *this is who I am*. These women all started out the same way. None sought out leadership, leadership found them. These women exemplify the leadership philosophy of a servant leader: sharing their power, putting the needs of others first, and developing people to the fullest. I am a better leader for the knowledge gained.

Summary and Study Conclusions

This multiple case study explored the skillsets women bring to the position of chief of police in Canada. Analysing each participant's story garnered rich discussion confirming women are needed not only in policing but also in top leadership positions.

More women than any other time in history are entering the policing field; however, women in senior police command positions continue to be underrepresented (Chan, Doran, & Marel, 2010; Gau et al., 2013; Hughes, 2011; Montejo, 2010). Selecting officers from the whole population would ensure the best possible candidates (McMurray et al., 2010). The days of autocratic leadership and quasi-military organizational structure no longer suffices. Businesses require servant leadership and problem solving approaches that use strategic business models, and transformational leadership (Silvestri, 2013; Vito, Suresh, & Richards, 2011). Policing is no different. Researchers indicated women are naturally skilled at leading in a transformational way and are able to bring about effective organizational change is not only required but also wanted in police services (Vinkenburg et al., 2011).

The general business problem suggested organizations' leaders are unaware of the gender-specific leadership skillsets women possess to increase organizational effectiveness, and how to address potential barriers for assuring these skillsets are recognized effectiveness (Vanderbroeck, 2010). Through this research those skillsets have been identified. Understanding gender-specific skill sets can assist recruiters, and promotion boards, enhance their knowledge base for hiring. Understanding gender specific skillsets can also assist in making promotion decisions, although increasing policing effectiveness. Softer policing skills were once frowned upon are now the norm such as; conflict resolution, public relations, and problem solving (Archbold & Schulz, 2012; Hassell, Archbold & Stichman, 2011; Schuck, 2014).

A theme throughout this study was that organizational change in policing is both required and desperately needed in Canada and the world. Victoria, Australia spent over 1 million dollars on recruitment to increase their inclusion of women and diverse members only to learn money is not the answer and a shift in attitude along with the additive of walking the talk is required. The RCMP, the proud federal police service of Canada with a slogan Mounties always get their man, have also realized internal housekeeping is in order and past traditions may no longer be valid or warranted. Women have proven they have the skillsets required for the top leadership position. As more women move up the ranks, more women will see policing as a possible career choice. Although gender may no longer be a barrier to entering policing, identifying the skillsets women can bring to the chief of police position from which recruiters and promotion boards can draw will increase the effectiveness of their decision processes.

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Appendix A: Interview Questions

Questions for the interview are as follows:

Part 1 *Demographics*:

1. Age
2. Marital Status
3. Highest level of education attained
4. Race/ethnicity
5. Number of years in law enforcement
6. How many police services have you worked for?
7. Did you attend the FBI National Academy?

Part 2: *Perspectives*

8. What specific skills set you apart from other police officers making you suitable for the position of chief of police?
9. What is your perspective on the best approach to promoting skillsets women bring to the position of police chief?
10. What life experiences enhanced your decision to pursue the position of police chief?
11. What work experiences, prior to policing, enhanced your decision to pursue the position of chief of police?
12. What law enforcement experiences led you to decide to pursue the position of chief of police?
13. What strategies did you apply to aid you in attaining the position of chief of police?
14. How would you describe your support system in deciding to pursue the position of chief of police?
15. Who were your role models in pursuing the position of chief of police, and what skillsets did you observe that they possessed?
16. What, if any, mentoring did you receive in your pursuit of the position of chief of police?
17. What skillsets would you urge young women to develop if they wish to pursue the position of chief of police?
18. What other advice, if any, would you give to female officers interested in pursuing the position of chief of police?
19. What additional information can you provide to help identify and communicate skillsets women bring to the position of police chief?

Appendix B: Cover Letter

Date

Dear _____:

My name is Jo-Ann Savoie, and I am a Doctor of Business Administration (DBA) candidate at Walden University. I am conducting a doctoral study project to examine the gender-specific skillsets women possess and how those skills can increase organizational effectiveness, and how to address potential barriers for assuring those skillsets are recognized effectively. My study will explore the following question: What skillsets do women bring to police chief positions in Canada that can increase police services' effectiveness? The following sub-questions will also be addressed:

1. How have the lived experiences of Canada's female top police officers contributed to their advancement through the ranks?
2. How has mentoring played a part in their career?
3. How has networking played a part in their career?
4. How has opportunity played a part in their career?

Based on your experiences as a woman, as a chief of police in Canada, I would like to interview you in order to gather information about your perceptions and beliefs about what skillsets are required to hold the position as well as any obstacles, perceived or real, that are preventing more women from entering senior management. The interview will require 60–90 minutes of your time and will be scheduled at your convenience between 28 July and 11 August 2014. I will conduct this in-person interview at a location that is most convenient for you. I am also inviting you to share with me any e-mail messages, administrative documents, reports, and/or memoranda that you feel may provide additional information about your journey in reaching the top position. However, I note that the provision of any documents on your part is entirely voluntary. If you do not wish to provide documents, I am still asking that you participate in the study as an interviewee.

Your participation in my study will be instrumental in ensuring that I gather data from firsthand sources. If you decide to participate in my study, I will send you an informed consent form via e-mail for your review. This informed consent form provides background information on the study and outlines your rights during the interview process.

Please contact me if you have any questions or require additional information. My e-mail address is jo-ann.savoie@waldenu.edu and my telephone number is 905-869-3107.

I thank you in advance for your consideration and your support of my study of a topic of national significance.

Jo-Ann Savoie

Appendix C: Informed Consent Form

CONSENT FORM

You are invited to take part in a research study on what skillsets women bring to the position of chief of police in Canada that can increase police services' effectiveness? The researcher is inviting woman leaders who have held the position of chief of police or commissioner in Canada to participate in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

Jo-Ann Savoie, a Doctor of Business Administration (DBA) candidate at Walden University, is conducting this study. The researcher is conducting this study in her capacity as a doctoral candidate at Walden University. The study has no relationship to the researcher's professional activities and affiliations.

Background Information:

The purpose of this study is to examine what skillsets women bring to the position of chief of police in Canada. The research will analyze interview responses to identify underlying factors that shaped the careers of women in the management ranks of the Canadian police services.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a single interview requiring no more than 60–90 minutes of your time.
- Agree to have the interview audiotaped for later transcription and analysis by the researcher.
- Provide copies of documents (e-mail messages, administrative documents, reports, and/or memoranda) that provide additional information and perspectives on women in policing in senior management. Please be advised that any material shared must be stripped of any identifying informational about other people that are not otherwise publicly available prior to sharing with the researcher. (E-mails are not considered public and thus the identity of the person with whom you have corresponded with would need to be removed prior to sharing that document.)
- The researcher will provide you with a copy of the transcript from your interview and you will have the opportunity to review and concur with the transcript contents prior to the researcher proceeding with analysis of the transcript contents.

The provision of documents to the researcher is entirely voluntary and you are not obligated to do so. If you are not comfortable providing documents to the researcher you are still requested to participate in the single interview described above.

Questions for the interview are as follows:

Part 1 Demographics:

1. Age
2. Marital Status
3. Highest level of education attained
4. Race/ethnicity
5. Number of years in law enforcement
6. Number of services served with
7. Did you attend the FBI National Academy?

Part 2:

8. What specific skills set you apart from other police officers making you suitable for the position of chief of police?
9. What is your perspective on the best approach to promoting skillsets women bring to the position of police chief?
10. What life experiences enhanced your decision to pursue the position of police chief?
11. What work experiences, prior to policing, enhanced your decision to pursue the position of chief of police?
12. What law enforcement experiences led you to decide to pursue the position of chief of police?
13. What strategies did you apply to aid you in attaining the position of chief of police?
14. How would you describe your support system in deciding to pursue the position of chief of police?
15. Who were your role models in pursuing the position of chief of police, and what skillsets did you observe that they possessed?
16. What, if any, mentoring did you receive in your pursuit of the position of chief of police?
17. What skillsets would you urge young women to develop if they wish to pursue the position of chief of police?
18. What other advice, if any, would you give to female officers interested in pursuing the position of chief of police?
19. What additional information can you provide to help identify and communicate skillsets women bring to the position of police chief?

Voluntary Nature of the Study:

This study is voluntary. You will not be provided with any thank-you gifts, compensation, or reimbursement (for travel costs, etc.) in exchange for your

participation in this study. Your decision regarding whether or not to participate in the interview and provide documents will be respected, and you will not be treated differently by the researcher should you elect not to participate. If you do not wish to participate in this study please disregard this invitation and no further action is required. If you decide to participate in the study now, you can still change your mind during or after the study. You may end your participation in the study at any time.

At the completion of the study, the researcher will provide you with a brief document (no more than two pages in length) that summarizes findings, recommendations, and conclusions from the study.

Risks and Benefits of Being in the Study:
Taking part in this type of study involves some risk of minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset should sensitive topics arise for discussion. The risk of such discomforts occurring is, however, considered to be low. Additionally, the researcher will endeavor to ensure that the potential for personal discomfort is kept to a minimum during conduct of the interview. Being in this study will not pose a risk to your safety or wellbeing.

> Participation in the study will provide you with the opportunity to share your knowledge, thoughts, and experiences with policing in Canada. This study could contribute to greater understanding of how intrinsic and extrinsic values supporting achievement of key leadership positions and could add to the existing leadership literature and contribute to the body of knowledge needed to assist policewomen aspiring to enter senior police management in a predominantly male profession. Conduct of this study might support the development of leadership models that encourage mentoring and sponsoring women into senior management positions. There is also is a historic benefit as this will be the first multiple case study focusing on all female chiefs of police in Canada.

Privacy and Limits to Confidentiality:
Information you provide will be kept confidential. However, should you reveal evidence of criminal activity or abuse during conduct of the interview, the researcher is obligated to report such evidence to relevant law enforcement authorities. The researcher will not use your personal information for any purposes outside of this research project. The researcher will not include your name, organizational affiliation, or any other information that could identify you in study reports. Electronic data will be kept secure on a password-protected computer and on a data storage devise accessible only to the researcher. Any hard copies of data (e.g., printed interview transcripts used for notation and analysis) will be stored by the researcher in a combination lockable container. The researcher will keep data for a period of at least 5 years, as required by Walden University.

Contacts and Questions:
You may ask the researcher any questions you have at this time. Should you have questions following conduct of the interview, you may contact the researcher via phone (905-869-3107) or e-mail (jo-ann.savoie@waldenu.edu). If you want to talk privately about your rights as a participant, you can contact the Walden University Research Participant Advocate via phone at 001-612-312-1210. You may also contact the Walden University Research Participant Advocate via e-mail at irb@waldenu.edu. Walden University's approval number for this study is **07-24-14-0250865** and it expires on **July 24 2015.**

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words " I Consent" in the subject line will be considered my formal agreement to participate.

Appendix D: Case Study Protocol

A. Introduction to the Case Study question:

1. What skill sets do women bring to police chief positions in Canada that can increase police services' effectiveness?
2. Conceptual Framework:

   a) Transformational leadership (Bass, 2008); and

   b) Doing gender (West & Zimmerman, 2009).
3. Role of Protocol:

   a) The protocol will guide the researcher to ensure standardization, reliability, and credibility.

B. Data Collection

1. Sites to be visited:

   a) Alberta,

   b) New Brunswick,

   c) Ontario, and

   d) Quebec.

2. Data Collection Plan

   a) Data to be collected from the review of documents, personal observations, and the conduct of semi structured interviews. Participants will also be asked to provide personal artifacts or documents that may assist in the proposed study.

b) Participants who agree to the study will be provided with a waiver. Once returned, the interview questions will be sent in advance of the agreed upon date of the interview. Opportunities to clarify any question or details as to the interview will be entertained.

c) Interviews will take place in a hotel. A suit will be booked to ensure a comfortable location and void of distractions. Refreshments, note pad and pens will be stocked. Audio recorder, and extra batteries, will be tested prior to the start of the interview.

B. Outline of Case Study Report

1. Introduction
2. Presentation of findings
3. Applications to professional practice
4. Implications for social change
5. Recommendations for action
6. Recommendations for further study
7. Reflections
8. Summary and concluding statement

C. Case Study Questions

1. What specific skills set you apart from other police officers making you suitable for the position of chief of police?
2. What is your perspective on the best approach to promoting skill sets women bring to the position of police chief?

3. What life experiences enhanced your decision to pursue the position of police chief?
4. What work experiences, prior to policing, enhanced your decision to pursue the position of chief of police?
5. What law enforcement experiences led you to decide to pursue the position of chief of police?
6. What strategies did you apply to aid you in attaining the position of chief of police?
7. How would you describe your support system in deciding to pursue the position of chief of police?
8. Who were your role models in pursuing the position of chief of police, and what skill sets did you observe that they possessed?
9. What, if any, mentoring did you receive in your pursuit of the position of chief of police?
10. What skill sets would you urge young women to develop if they wish to pursue the position of chief of police?
11. What other advice, if any, would you give to female officers interested in pursuing the position of chief of police?
12. What additional information can you provide to help identify and communicate skill sets women bring to the position of police chief?

E. Evaluation

1. Coding

2. NVivo (expected to be available for Mac computers by May 15, 2014)

3. Pattern matching

4. Cross case synthesis

F. Reliability

1. Case study protocol

2. Case study data base

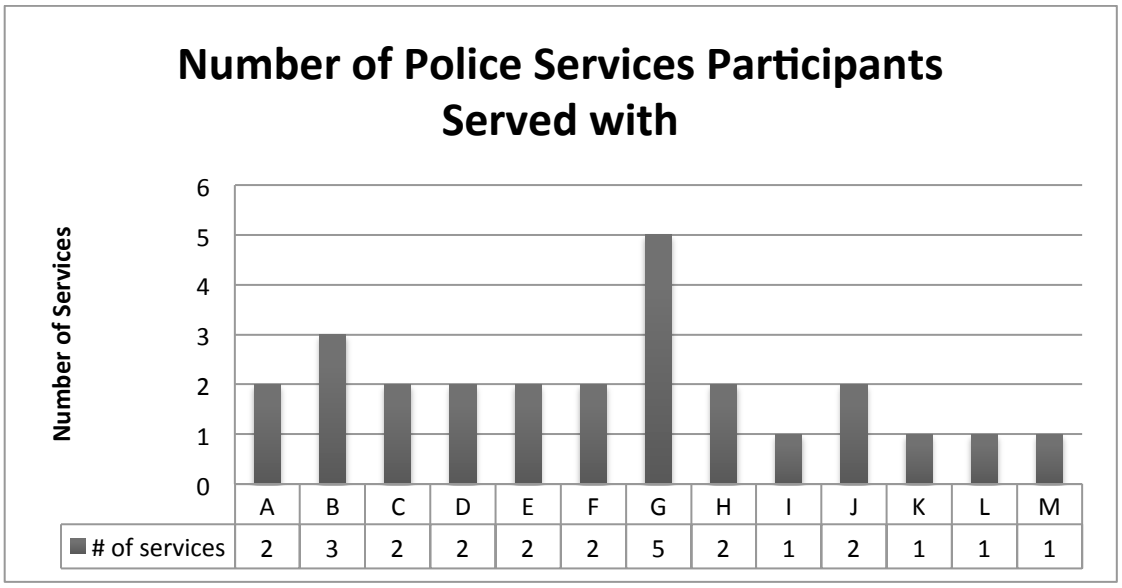
Appendix E: Case Study Documents

Document ID	Description
Document 1	Police resources in Canada 2012 (Catalogue No. 85-225-x).
Document 2	Enhancing Royal Canadian Mounted Police Accountability Act
Document 3	Equal Pay Act, 29 U.S.C.
Document 4	Federal Glass Ceiling Commission. Good for business: Making full use of the nation's human capital Police resources in Canada 2013 (Catalogue No. 85-002-x).
Document 5	Women in law enforcement, 1987-2008. Washington, DC: Bureau of Justice Statistics
Document 6	Rethinking police governance, culture & management: A summary literature review
Document 7	Recruiting & retaining women: A self-Assessment guide for law enforcement
Document 8	Gender-based assessment: National Program Evaluation Services, Royal Canadian Mounted Police
Document 9	Gender and respect: The RCMP action plan
Document 10	1974 Task Force on Policing in Canada
Document 11	Police Service Act, R.S.O., 1990. c P.15 [Ontario]

Appendix F: Case Study News Paper Articles

Document ID	Description
Document 1	282 Join RCMP Sexual Harassment Class-Action Lawsuit.
Document 2	B.C. Mountie alleges years of sexual harassment
Document 3	New top Mountie Paulson vows accountability
Document 4	RCMP chief hits back at 'outlandish' harassment claims
Document 5	Ottawa looks into RCMP beefs about boss
Document 6	RCMP culture needs to change to fight harassment, MPs told
Document 7	Fewer cadets at Depot
Document 8	RCMP has a bullying problem, watchdog says
Document 9	Foreign police chief could run UK force to tackle corruption
Document 10	Windsor police calling all women in effort to diversify
Document 11	Inside the search: Will an outsider don the cap?
Document 12	Chief Laurie Hayman is passionate about policing
Document 13	Toronto officer becomes Barrie's first female police chief
Document 14	Peel names first female police chief
Document 15	David longest serving female police chief in Canadian history
Document 16	Niagara's first female police chief to retire March 31

Appendix G: A Chart Showing the Number of Services Participants Served With



To maintain anonymity, each participant was assigned a letter. The number corresponds to the number of police services with which participant's served.