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Servant Leadership and Humility in Police Promotional Practices

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Walden University
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Abstract

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MBA, University of Phoenix, 2011

BS Business Administration/Business Management, University of Phoenix, 2009

Doctoral Study Submitted in Partial Fulfillment

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March 2017

Abstract

The improper promotion of police officers who lack effective police management skills results in poor supervisor/employee relationships and could have a further negative effect on the relationships between officers and citizens. Yet, few police departments utilize leadership testing in making promotional decisions. The purpose of this quantitative, descriptive study was to explore whether servant leadership, from the perspective of police officers, is viewed as an effective leadership strategy. In particular, the focus of this study was on the element of humility as part of servant leadership theory. Data were collected by distributing the Servant Leadership Survey (SLS) to 2,794 police officers of a large metropolitan area law enforcement agency, resulting in 386 useable surveys. Data were analyzed using descriptive statistics and factor loading analysis. Findings indicated that most, approximately 60 percent, of police officer participants perceive that their supervisors engage in servant leadership practices related to humility. Further, findings suggest the humility score from the SLS could be used to measure perceptions from subordinates as part of a police manager promotional process. Thus, the use of the SLS Questionnaire for measuring the humility construct within the context of servant leadership was determined to serve as a robust measure. The positive social change implications stemming from this study include providing recommendations to the law enforcement executives of this agency to engage in training and promotional processes that focus on servant leadership in order to promote strong working relationships between officers and supervisors, which in turn may improve relations with the public.

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Dedication

I dedicate this work to my family, especially my dear wife whose love and support serves as the greatest motivator. I also dedicate this effort to those whose hard work and dedication inspire all of us to be humble learners. The inspiration behind this work comes in part from a personal experience with LVMPD Lieutenant Theodore M. Glaude, a man who is hard working and humble and will forever serve as my mentor and friend. Also – to Mary, for giving me the courage to continue.

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The analogy of taking a village to raise a family rings true in the best written works – there are similarities from that mantra for this effort as well. I thank my committee members, Dr. Michael Knight, Dr. Patricia Ripoll, Dr. Wendy Andberg, and Dr. Tanya Settles for their dedication and professionalism towards making me better. This journey has been a treasure of experiences too numerous to name with inspiration stemming from a host of faculty, friends, and classmates along the way. My family also deserves recognition for enduring this journey together and for your everlasting belief and support. To all of you, thank you!

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Chapter 1: Introduction

Introduction

Police leadership is an evolving topic of study in social literature. Dynamic events across the United States portray with vivid imagery some of the challenges officers face stemming from dynamic incidents with citizens. Recent events include the Boston Marathon bombing (Dahler, 2013), the shooting of Michael Brown by police officers in Ferguson, Missouri (Reynolds, 2015), the recent riots in Baltimore, Maryland stemming from the death of Freddie Gray (Washington, 2015), along with protests in North Charleston, South Carolina from an issue with an officer shooting Walter Scott (Shoichet & Cuevas, 2015). Police literature lacks the identification of appropriate attributes and behaviors for police managers who lead officers. Little research was found that identified appropriate leadership traits and behaviors necessary to be an effective police manager.

Reviewing past research provides evidence, gaps, and weaknesses regarding the topic of police leadership. Murphy and Drodge (2004) defined police leadership as a social process involving four unique social functions, including individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation. Alternatively, Haberfeld (2006) reformulated police leadership as “the ability to make a split-second decision and take control of a potentially high-voltage situation that evolves on the street” (p. 3). Aside from military experiences, few workplaces demand such a high standard of leadership. After all, if business owners make mistakes, they may

simply cause the loss of jobs or the business. In contrast, if a police officer makes a mistake—it may cost a life.

Officers must balance the need for handling mundane and routine tasks in one moment, to the responding to the most dynamic situation imaginable the next. World renowned behavioral psychologist Kevin Gilmartin (2002) taught that in the course of their careers, officers face a “hypervigilance rollercoaster” as a direct result from repeatedly responding to dynamic incidents followed by mundane calls. The demands of policing require that police officers manage the extremes of emotional scales. Leaders within this realm must be able to motivate and inspire officers to a standard of service that is far superior to normal expectations.

Perhaps the future of police leadership does not lie within dynamic behaviors typically envisioned for police leadership. Andreescu and Vito (2010) identified that effective police leadership will motivate followers to do what is best for an organization. These researchers identified that appropriate police behavior has little to do with the nature of the relationship with citizen contact and is more directly related to the influences of an officer’s immediate supervisor (Andreescu & Vito, 2010). Accordingly, future police leadership depends on the relationship that police managers have and the examples they set for subordinates.

Service seems to be the root of an officer’s life of dedication as depicted in most police jurisdictions (several police jurisdictions embody the creed to “serve and protect”). Some of the police images within society depict police officers helping innocent children. The vision of an officer comforting an abused child depicts a scene that pulls at one’s

heartstrings. Wexler, Wycoff, and Fischer (2007) inferred that humility has value in police leadership. I found little research that provided insights into the value of humility as a leadership trait for police managers.

Greenleaf (1977) first introduced the notion of servant leadership. There have been several studies identifying leadership behaviors associated with servant leadership (Van Dierendonck, 2011; Patterson, 2003; Russell & Stone, 2002; Page & Wong, 2000; Laub, 1999; Spears, 1995). Recent studies denote a strong correlation between servant leadership and humility (Van Dierendonck & Nuijen, 2011). Police managers must do what is best for their respective agencies. They must adopt leadership theories which promote traits that are both beneficial and inspiring to subordinates.

Research seems to have a gap in the study of humility within police work. In this study, I propose to examine humility within the context of servant leadership for police managers. I intend to evaluate the extent to which police managers demonstrate humility and servant leadership. Through this study, I am seeking to identify substantive findings that would suggest police agencies and public policy makers across America to evaluate hiring practices and incorporate the nature of humility and servant leadership theory as part of their promotional processes.

The following sections include information on theoretical backgrounds and previous research on humility and servant leadership. I also specify the research questions, describing assumptions, limitations, and delimitations. The methods for performing the study and analyzing data are also described concluding the chapter with implications for social change.

Background

Greenleaf (2010) used Herman Hesse's (1932) *Journey to the East* to introduce the concept of the servant leader, which refers to leadership as being a "servant first" (p. 90). This context provides the visualization of a significant leader who demonstrates humility in leadership by serving his or her followers. Many researchers articulate the value of the humility trait for leadership (see Table 1).

Table 1

Summary of Humility Definitions

Humility Definition	Author, Year
1. Leaders with intellectual humility are open-minded.	(Spiegel, 2012)
2. Leaders are humble when they serve followers.	(Greenleaf, 2010)
3. People can have a significant influence on other's faith by their examples	(Atkins, 2010)
4. Humility requires knowledge of oneself to control the pride stoked by knowledge	(Button, 2005)
5. Leaders with humility have a mixture of self-awareness, openness, and transcendence.	(Morris, Brotheridge, & Urbanski, 2005)
6. The act of washing patients' feet by nurses was a participatory act of love beyond their normal duties.	(DeVries, 2004)
7. Ability to put one's own accomplishments in proper perspective.	(Patterson, 2003)
8. Successful business leaders demonstrate humility when they have a sincere desire to promote the ideals of their	(Collins, 2001)

company above their own accomplishments.

9. Mahatma Gandhi realized that humans need humility to help bridge misunderstandings that occur when interacting with others. (Giri, 2001)

These examples illustrate the importance of humility for leaders and the impact that humility can have on social interactions. Further, these notions of humility illustrate that leaders serve their followers more so than followers serve their leaders. This idea is the essence of servant leadership.

In contrast to humility in leadership as strength, some view the humility trait as a weakness. Button (2005) mentioned that humility can lower one's estimations of his or her personal worth. This lower base of humility has significant applications leading to failures in leadership. Researchers Pina e Cunha, Clegg, and Rego (2013) argued that Machiavelli held a more realistic application of humility advising leaders to treat people in accordance with their station. The researchers argue that Machiavelli gives advice to the prince to treat people as if they are vicious because of the difficulty in recognizing virtue from vice. This viewpoint infers that one who leads with humility may struggle to lead effectively and rises to the infamous analogy that it is better to be feared than loved (Pina e Cunha, Clegg, & Rego, 2013). These contrasting views leave doubt as to the value of humility in leadership.

Additionally, other characteristics of servant leadership may also have an impact on police leadership. In addition to humility, Van Dierendonck and Nuijen (2011) identified seven additional characteristics of servant leadership, which include

empowerment, accountability, standing back, authenticity, courage, interpersonal acceptance, and stewardship. The evaluation of these variables and their correlation to police leadership are necessary to identify whether the Servant Leadership Survey is a measurement instrument useful for police promotional processes. The following statement represents the logic for designing and conducting this study. If police managers demonstrate (a) servant leadership in their relationship with subordinates and (b) servant leadership is a relevant leadership style for police managers, then police agencies need to incorporate servant leadership theory as a basis for evaluating the humility trait for future leaders in an effort to promote leadership that intertwines humility as a fundamental leadership trait.

Problem Statement

Leadership development within police management seems to lack clearly identified leadership traits. Several studies demonstrate that police leadership mistrust subordinates (Mayo, 1985) and adopt a Machiavellian approach by taking advantage of subordinates for managerial purposes (Girodo, 1985). Other studies contrast these views indicating that police leaders must have trust to effectively manage subordinates and must adapt leadership approaches based on servant leadership based concepts (Kuykendall & Unsinger, 1982; Bruns & Shuman, 1988; Krimmel & Lindenmuth, 2001; Densten, 2003). The use of personality or leadership style assessments in police promotional exams has demonstrated significant benefits regarding cost utility and validity (Black, 2000; Love & DeArmond, 2007). Despite these benefits, few police agencies use these tools for promotional processes (Ashley, n.d.). Without the use of these assessments, appropriate

leadership skills may be misidentified or missed entirely; similarly, the lack of leadership skills may not be evident. The improper promotion of those lacking effective police management skills results in poor supervisor/employee relationships and could have a further negative effect on the relationships between officers and citizens.

Purpose

This study was a quantitative design with an intent to examine servant leadership traits in police managers. I evaluated police officers' perceptions of their immediate manager's demonstration of servant leadership. The responses helped me explore the tendencies of police managers to demonstrate humility within the context of servant leadership from the viewpoints of officers. Servant leadership within the context of this study includes the following attributes: (a) empowerment, (b) accountability, (c) standing back (giving credit where credit is due), (d) humility, (e) authenticity, (f) courage, (g) interpersonal acceptance, and (h) stewardship (Van Dierendonck & Nuijten, 2011). Demographic information ensured that each participant met the criteria of working for a police agency as a commissioned officer. The most important purpose of this study was to evaluate the impact of humility as a leadership trait for police managers.

Research Questions

1. To what extent did police managers demonstrate humility in the context of servant leadership according to the perceptions of police officers?
2. To what extent did the Servant Leadership Survey serve to measure humility in police managers for promotional potential?

Hypotheses

Null Hypothesis (H₀1): Police managers do not demonstrate humility within the context of servant leadership.

Alternative Hypothesis (H₁1): A positive correlation will be found for police managers demonstrating humility within the context of servant leadership.

Null Hypothesis (H₀2): There is not a positive correlation for the SLS serving as a measurement tool for police promotional processes.

Alternative Hypothesis (H₁2): There is a positive correlation for the SLS serving as a measurement tool for police promotional processes.

Theoretical Framework

The theoretical framework for this study is within the construct of servant leadership. Social researcher Robert K. Greenleaf (1977) initially developed Servant Leadership Theory promoting the idea of servant leadership as a focus on being a “servant first” (p. 7). Since Greenleaf, several researchers have identified various attributes or traits within servant leadership. Researchers have spent years attempting to identify and define specific attributes and traits of servant leadership. Some of the traits identified include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Spears, 1995). Although Spears’ spent years researching the concept of servant leadership, he never developed a model that differentiates intrapersonal, interpersonal, and outcomes of servant leadership (Van Dierendonck, 2011). Throughout the years, additional researchers combined efforts to identify more than 100 characteristics of

servant leadership (Laub, 1999; Russell & Stone, 2002; Patterson, 2003). The number of characteristics associated with years of research on servant leadership create problems for the proper identification of attributes that can be easily measured. Also, there has been a lack of servant leadership trait identification which balances management attributes with leadership traits. Effective supervisors must have a blend of both management and leadership traits to perform effectively.

Van Dierendonck and Nuijten (2011) narrowed the attributes of servant leadership in the development of the Servant Leadership Survey (SLS), a multi-dimensional measurement tool that can assess eight common and relevant servant leadership traits. The strength of this instrument lies within its validity for narrowing servant leadership attributes to eight common traits: (a) empowerment, (b) accountability, (c) standing back, (d) humility, (e) authenticity, (f) courage, (g) interpersonal acceptance, and (h) stewardship (Van Dierendonck & Nuijten, 2011). This effort allows researchers to use an instrument that is easier to manage and implement capturing the strengths of two perspectives, management ability and leadership ability. Their efforts included two qualitative and eight quantitative surveys with almost 1,600 participants identifying the core attributes of servant leadership. Further discussion on the development of the Servant Leadership Survey (SLS) comes later. Servant leadership continues to be a subject of interest for social researchers, which lends value to using servant leadership as a theoretical lens for evaluating police leadership.

Nature of the Study

This study was a quantitative evaluation among police officers within the Las Vegas Metropolitan Police Department. Approximately 2,700 commissioned police officers were asked to complete the SLS regarding their perceptions about their immediate supervisor's tendencies toward servant leadership traits and behaviors. The SLS measures perceptions regarding the servant leadership traits and behaviors of: empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship. The survey responses were made on a 6-point Likert Scale (1 = strongly disagree to 6 = strongly agree). The group scores were summed, along with mean value calculations. Descriptive statistics (Cronbach's alphas, means, standard deviations, ranges) were included in the analysis. Analysis of the scores helped identify the value of the SLS Instrument for use in police promotional exams and processes.

Definitions

Accountability: The method of holding people accountable for performance they can control (Conger, 1989); or a mechanism by which responsibility for outcomes is given to individuals and teams (Konczak, Stelly, & Trusty, 2000). Accountability ensures that people know what is expected of them (Froiland, Gordon, & Picard, 1993). Van Dierendonck and Nuijen (2011) were the first to include accountability as part of a measurement variable within a servant leadership instrument.

Authenticity: Authenticity is about expressing oneself honestly and consistent with inner thoughts and feelings (Harter, 2002); involves accurate representation

(Peterson & Seligman, 2004); includes the idea the professional roles take a back seat to whom the individual is as a person (Halpin & Croft, 1966).

Courage: Courage is about taking risks and trying new approaches (Greenleaf, 1991); challenging conventional models of working behaviors (Hernandez, 2008); and relying upon values and convictions to govern one's actions (Russell & Stone, 2002).

Empowerment: A motivational concept which focuses on enabling people (Conger, 2000); encouraging self-directed decision making, information sharing, and coaching (Konczak, Stelly, & Tusty, 2000); recognizing and acknowledging what each person can still learn (Greenleaf, 1998).

Humility: Humility in servant leadership occurs when leaders forego their own selfish interests for the betterment of followers or those they serve (McKenna & Brown, 2011; Greenleaf, 2010, Wexler, Wycoff, & Fischer, 2007; Collins, 2001). Humility within the context of servant leadership involves the ability to put one's own accomplishments in proper perspective (Patterson, 2003). Servant leaders acknowledge their limitations and seek contributions from others to help overcome their limitations (Van Dierendonck & Nuijen, 2011).

Interpersonal Acceptance: Interpersonal acceptance involves the ability to demonstrate empathy based upon understanding and experiencing the feelings of others (George, 2000); the ability to let go of perceived wrongdoings and not carry grudges (McCullough, Hoyt, & Rachal, 2000); the ability as servant leaders to create an atmosphere of trust where people feel accepted, are free to make mistakes and know that

they will not be rejected (Ferch, 2005). Simply stated, interpersonal acceptance is about empathy (Van Dierendonck & Nuijen, 2011).

Leadership: The ability to inspire and motivate others to achieve the goals of an organization or accomplish a task while allowing for personal growth (Bass, 1997; Bass & Riggio, 2010; Burns, 2010; Horn, 2014; Kirchner & Akdere, 2014).

Servant Leadership Theory: A leadership style promoting that the leader is a servant first (Greenleaf, 2010; Greenleaf, 1977).

Standing Back: The extent to which a leader gives priority to the interest of others and gives them necessary support and credits (Van Dierendonck & Nuijen, 2011).

Stewardship: Stewardship is about setting the right example (Van Dierendonck & Nuijen, 2011); taking responsibility for the larger institution over one's own self-interest (Block, 1993), acting as role models for others to follow (Hernandez, 2008).

Assumptions

The study assumed that answers from participants for the SLS Instrument were honest and without response bias. The study also assumed that there is enough variation in participant responses to detect differences or similarities in participant perceptions on servant leadership for police managers. The study assumed that the SLS Instrument is used appropriately.

Limitations and Delimitations

One of the limitations of this study was within response bias. Some participants may not believe in or understand the concept of servant leadership or humility and, upon discovering the topic, may have chosen not to participate in the study. External validity

was also a threat. An external validity threat lies within the nature of the sample population. Since this study focused on employees within a specific organization, the study is not a representative sample of all leaders. Additional limitations included those problems associated with self-report data which included problems with the number of responses completed and the amount of information persons were willing to disclose about themselves.

Significance of the Study

The significance of this study is that it may change the future of police leadership promotional practices. Social researchers Viviana Andreescu and Gennaro F. Vito (2010) recognized that police leadership can exist at any level of a police organization. These researchers noted that a blended leadership style which includes tenets from “transformational, transactional, and laissez-faire leadership styles” has strong relevance for police managers (p. 580). None of the traits mentioned in those leadership style evaluations included humility or servant leadership theory.

Servant Leadership Theory will add valuable insights into the future of police leadership. The SLS Instrument could serve as an effective measurement tool on evaluating the nature of servant leadership in police promotional practices. Baker (2006) claimed that police leadership changes based on the rank of the leader within a police agency. Elrod (2013) suggested that humility is an attribute that allows leaders to recognize subordinates, coach and mentor others, build trust, and shape the future leadership of an organization through example. Accordingly, humility and servant

leadership traits may offer insights that can help police managers keep egos properly balanced.

Humility and servant leadership tenets could hold the essence of the future of police management. Public policy administrators and police officials may find value in adapting police leadership hiring practices to include measurements for humility and servant leadership styles. Accordingly, the social change could have wide reaching effects ultimately leading to the development of stronger relationships with the communities because of the indirect influence of police departments hiring more appropriate leadership. When one assesses the dynamic and rapidly changing world of police conduct, servant leadership may be the future of police management in the United States.

Summary

This chapter provided a background and theoretical understanding of the topic of servant leadership with respect to humility. The chapter also provided an overview of the study's intent and contents highlighting research questions and limitations for the research effort. The chapter concludes denoting the significance of the study towards positive social change in adapting promotional practices for police leadership. Chapter two provides a detailed analysis of the literature offering in-depth support for humility as a leadership trait for police managers and a brief exploration of the other tenets of servant leadership and their relevance for police managers. Chapter three provides a detailed explanation of the research plan for this study.

Chapter 2: Literature Review

Introduction

The purpose of the current study was to evaluate perceptions of humility within the context of servant leadership in a policing organization in an effort to explore whether personality or leadership assessments (like the SLS) can help police agencies identify more relevant leaders in their promotional processes. Police leadership faces a variety of challenges stemming from exposure to a wide breadth of encounters. The encounter in Ferguson, Missouri where Michael Brown was unarmed holding his hands in the air when police officers shot resulted in peaceful protestors being met with tear gas and military grade weaponry and vehicles illustrates the challenge inherent in police leadership today (Picker & Nagle, 2015). The struggle for researchers regarding police leadership lies within identifying those key attributes necessary for effective police management.

Police leadership studies have identified that police managers (1) spend too much time overseeing subordinates due to a lack of trust in decision making (Mayo, 1985); (2) lose credibility because they are too engaged as managers (Stamper, 1992); and adopt a Machiavellian model that takes advantage of subordinates to meet managerial purposes (Girodo, 1998). Other studies have acknowledged a more positive view on police leadership indicating that police managers (1) are salespersons adapting their leadership style to sell an idea to a subordinate (Kuykendall & Unsinger, 1982); (2) must have trust to work effectively with subordinates (Bruns & Shuman, 1988); (3) are more likely to have followership support when the manager has an established reputation or credibility

(Krimmel & Lindenmuth, 2001); and (4) meet success if the manager has a good reputation, can correlate follower satisfaction with leader performance, and develop a good impression or image (Densten, 2003). While these studies have value, they lack identification of specific attributes for effective police leadership development.

Some studies have explored police leadership under different social leadership theories. Andreescu and Vito (2010) evaluated police leadership under three distinct leadership theories: laissez-faire theory, transactional theory, and transformational theory. The results of their efforts correlated that police leadership identifies with all three theories with stronger relevance towards transformational theory. Knies and Leisink (2013) explored police leadership in light of supervisory support theory which suggests that the more supportive a police manager is, the more successful the subordinate. None of these efforts explored police leadership through the lens of the servant leadership theory. Servant leadership theory differs primarily from transformational leadership in the sense that a servant leader believes in and demonstrates that he or she is primarily a servant to subordinates (Greenleaf, 2010). In contrast, transformational leaders can inspire and motivate others, but do not necessarily hold to the idea that they are servants (Bass & Riggio, 2010).

Leadership theories are necessary to help decision makers understand what they need to do to meet the challenges of today's multilevel, shared leadership organizations (Hickman, 2010). The exploration of police management in transactional leadership, transformational leadership, laissez-faire leadership, and supervisory support theory lack effective identification of concise behavioral traits that correspond with each theoretical

view in the realm of police management. Van Dierendonck (2011) in his synthesis on servant leadership noted that there are six fundamental characteristics of servant leadership which include (in order of relevance): (a) empowerment, (b) humility; (c) authenticity; (d) interpersonal acceptance; (e) providing direction; and (f) stewardship. Through the literature, the question remains unanswered whether servant leadership and specifically these traits have value for police management. As a matter of public policy, decision makers bear the burden of selecting and recruiting the future of police leadership. If humility, along with the other variables identified by Van Dierendonck, is relevant for police leadership, then servant leadership has value for police managers. Accordingly, police agencies can use a measurement instrument like the SLS as part of their promotional processes in an effort to more effectively identify persons with inherent police leadership traits. This chapter provides an overview of the literature search, evaluates social leadership theories which have measured humility or which have been relevant for police leadership, and explores the variables of servant leadership measured by the SLS and their relevance for police leadership.

Literature Search Strategy

The articles in this review stem from multiple sources. These sources include Google Scholar along with the EBSCOHost database. Publication dates for the search ranged from 1935-2015. Searches in the EBSCOHost database focused on PsycINFO; PsycARTICLES; PsycTESTS; LEXISNEXIS Academic; ProQuest Central; Academic Search Premier; Business Source Premier; A SAGE FULL-Text Collection; Political Science Complete; and Military and Government Collection. Google Scholar searches

focused on books and internet resource material from government websites. Every search included a request for peer-reviewed articles as an additional credibility measure for this section. The following search terms were used alone or collectively in different forms to locate articles relevant to humility and leadership: humble; humility; leadership; leadership behaviors; leadership traits; successful leadership; leadership theories; behavioral theories; reasoned behavior; psychological profiles; psychological theories; negative humility; positive humility; hiring exams public sector; employment tests; promotional exams; promotional profiles; promotions; police leadership; humility police leaders; humble police leaders; humble police chiefs; humble leadership; servant leadership; modest; modest behaviors; modest personalities; successful leadership traits; successful leadership promotion; public sector leadership; leadership strengths; leadership weaknesses; positive leadership; negative leadership; promotional leadership policing; police; police leaders; police strengths; police weaknesses; police and humility; modest servants; public servant leadership; positive servants; negative servants; measures of leadership; transformational leadership, charismatic leadership, servant leadership, transactional leadership, strategic leadership, leaders, public policy, leadership empowerment, police empowerment, police behavior, empowerment, standing back, authenticity, courage, interpersonal acceptance, stewardship, and finally great police leaders.

The scope of the literature review focuses on articles within the past five years, except for those areas where I have used more dated publications to identify a historical development of an issue. Areas that have limited current research available have been

identified by statements throughout the document. I have also discussed additional research ideas with colleagues who have provided additional guidance for researching topics from credible sources. Again, where research is limited, I identified this in my writings where appropriate.

Theoretical Foundation

The theoretical foundation of this study lies within the exploration and correlation of humility within existing social leadership theories. There are several established leadership theories which include elements of humility. An emerging trend within organizations is the rising necessity for employee empowerment due to a global marketplace (Conger, 1999). Accordingly, recent research on leadership theories brings to the surface the need for leaders that enable followers to have more power and authority thus creating a shared leadership mentality (Ljungholm, 2014; Turregano & Gaffney, 2012; Crosby, 2010). Humility is one of the core values that allows leaders to share leadership and to acknowledge weaknesses thus allowing for a more collaborative and inspirational approach to leadership. The following section reviews these leadership theories and discusses their relevance for use in evaluating humility within police leadership.

Situational Leadership

Situational leadership can have leaders (depending on the leader, followers, and situation) who apply humility components within this style. Hughes, Ginnett, and Curphy (2010) highlight the basic components of this theory as a leader who changes behavior to adapt to follower characteristics and situational needs. Accordingly, a leader

who recognizes a situation where demonstrating humility may be necessary, may also demonstrate humility tenets. Similarly, leaders who recognize the need to display humility, may also demonstrate humility tenets. While situational leadership may have humility applications, I was not able to find research that applied humility directly to this leadership style. However, since police leadership may adapt humility based on situational theory components, this social theory was worthy of mention within this evaluation.

Transformational Leadership

Transformational leadership was first discussed by Burns (1978) describing transformational leaders as those who inspire others while developing their own individual leadership capacity. The transformational leadership model has been continually developed and enhanced through years of research in various applications (Bass & Riggio, 2010). Transformational leadership components include *idealized influence* (leaders whose behaviors allow them to serve as role models); *inspirational motivation* (leaders who motivate and inspire by bringing meaning to followers' work); *intellectual stimulation* (leaders who stimulate effort through questioning assumptions and other cognitive techniques, enhancing followers' work and encouraging creativity); and *individualized consideration* (leaders who coach or mentor followers)(Bass & Riggio, 2010). These transformational leadership components promote the notion of humility.

Recent research has also tested the impact of humility as a buffer for transformational theory applications. Recent evaluations demonstrate the strength of

humility to encourage employees to participate in activities that promote the organization, but do little in the pursuit of individual recognition (Effelsberg, Solga, & Gurt, 2014). If the definition of humility is to forego selfish interests in the pursuit of follower excellence, then transformational leadership theory provides a solid foundation for evaluating humility in police leadership.

Charismatic Leadership

Charismatic leadership theory also promotes the inclusion of humility within this leadership style. Like transformational leadership, charismatic theory has been a topic of focus and debate for several years. German Socialist Max Weber (1947) was the first to link charisma with leadership exploring how followers apply extraordinary qualities to leaders thus categorizing the leader as having great charm or charisma. Conger (2010) denotes that charismatic leaders will pursue a leadership style that involves three primary components: (1) sensitivity to a workplace environment; (2) establishing a future vision for the workgroup; and (3) working to achieve the vision (p. 97-98). Charisma may also have value in critical situations because of the impact that charm can have to influence others to follow orders or directions (Shamir & Howell, 1999). Still, like transformational leadership traits, charismatic leaders will sacrifice self for the long-term good of the community or organization (Vlachos, Panagopoulos, & Rapp, 2013; Waldman, Siegel, & Javidan, 2006). Accordingly, there may be some connection with humility within charismatic theory that holds value for police management.

Researchers Nielson, Marrone, and Slay (2010) conceptualized humility within charismatic theory. In their humility application, they assert that humility serves in the

leader's creation of the vision along with communication of that vision. Next, followers apply attributions of the leader's humility within themselves allowing for followers to identify with the leader, develop trust in the leader, apply motivation, and instill a willingness to sacrifice.

Charisma differs from transformational leadership theory in the sense that charisma is basically attributed by followers' beliefs about their leader (Yukl, 1999). This presents an interesting viewpoint when studying leaders, like Hitler or Napoleon, who seemed to have a significant influence on followers. However, some researchers question whether that influence links to charisma or some other mysterious trait not yet identified (Turner, 2003). Charismatic theory may have gaps that may not adequately address humility within police leadership. After all, if charisma helps leaders manage dynamic incidents based on the follower's viewpoint of a leader, then what happens when the followers have negative views of the leader.

Servant Leadership

Robert K. Greenleaf (1977) was the first to coin the phrase "servant leadership" from a book entitled *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (Greenleaf Center, 2014). The core ideal of servant leadership is that a leader is a servant first (Greenleaf, 1977; Greenleaf, 2010). Despite the formulation of this ideal, Greenleaf never conducted empirical studies to validate his conception of servant leadership. Several researchers have since attempted to further define and identify common characteristics of servant leadership identifying more than 100 characteristics (Van Dierendonck, 2011; Dennis & Bocarnea, 2005; Patterson, 2003;

Russell & Stone, 2002; Page & Wong, 2000; Laub, 1999; Spears, 1995). Spears (1995) offers the most distinct description of attributes which include (1) listening; (2) empathy; (3) healing; (4) awareness; (5) persuasion; (6) conceptualization; (7) foresight; (8) stewardship; (9) commitment to the growth of people; and (10) building community. These ten characteristics are “generally quoted as the essential elements of servant leadership” (Van Dierendonck, 2011, p. 1231).

The bulk of servant leadership studies fail to adequately define the concept and identify characteristics for practical use. A more recent study reduces the characteristics from ten to eight. Van Dierendonck and Nuijten (2011) developed and validated a multidimensional measurement instrument which focuses on the following servant leadership characteristics: (1) empowerment; (2) accountability; (3) standing back; (4) humility; (5) authenticity; (6) courage; (7) interpersonal acceptance; and (8) stewardship. The definition of humility within this measure focuses on the ability to put one’s accomplishments in proper perspective and to acknowledge that one is not infallible and makes mistakes. Van Dierendonck (2011) in his summative essay on servant leadership explains that humility is so critical to servant leadership that it is the second most important characteristic falling just short of the attribute of “empowering and developing people” (p. 1232). Humility is an essential characteristic of servant leadership. Accordingly, servant leadership is an ideal leadership style for use in developing successful characteristics of police managers.

This section identified social leadership theories that contain an element or aspect of humility. Listed in order of relevance from least to greatest of influence, a table

highlights the impact of humility within each of the aforementioned social leadership theories (see Table 1).

Table 2

Summary of Social Leadership Theories and the Relevance of Humility within Each

Leadership Theory	Definition / Description	Humility Relevance
Situational	A theory of leadership wherein the leader adapts a leadership style to accommodate followers or based on the needs of a situation (Hughes, Ginnett, & Curphy, 2010).	No direct correlation to humility found. However, since a leader within this theory can adapt their leadership style – the assumption is that leaders can embed humility when necessary.
Transformational	A multi-focus leadership theory where leaders help develop subordinates while improving their own leadership style (Bass & Riggio, 2010).	Humility can encourage subordinates to engage in activities that benefit the organization without individual gain.
Charismatic	A subordinate driven leadership concept where subordinates' perceptions identify a leader based on having attributes that influence or charm followers (Nielson, Marrone, & Slay, 2010).	Humility can allow leaders to : <ul style="list-style-type: none"> • Reduce excessive self-focus • Understand themselves • Develop perspective in their relationship with followers
Servant	A leadership concept where the leader focuses on being a servant first (Greenleaf, 1977; Greenleaf, 2010).	Recent studies attribute humility as the second most important attribute for servant leadership. Humility allows leaders to put accomplishments in proper perspective and admit mistakes (Van Dierendonck, 2011).

The research indicates that servant leadership theory provides the best leadership theory for focusing on evaluating humility within police management. The next section discusses the SLS Instrument and provides a detailed analysis of the eight variables measured in the SLS and their correlation to police managers.

Researchers have linked humility to varying degrees within situational leadership, charismatic, transformational, and servant leadership theories. The focus on humility is predominant within the context of servant leadership theory. My research will focus on humility with the context of servant leadership theory using the SLS to measure police officer perceptions' of police managers as humble, servant leaders.

The Servant Leadership Survey (SLS)

Several studies and instruments have been used to measure humility. McElroy, Rice, Davis, Hook, Hill, Worthington, and Van Tongeren (2014) developed 60 items for measuring intellectual humility which, “pertains to one's knowledge or intellectual influence” (p. 20). This instrument combines elements of the various measures including the Dyadic Trust Scale (Larzelere & Huston, 1980); along with the Big Five Inventory (John, Donahue, & Kentle, 1991). Study measurement components took parts of different instruments along with author developed inquiries used to varying degrees over four different studies in an effort leading to the development of a 16-item Intellectual Humility Scale which researchers can use to measure intellectual humility (McElroy, et. al., 2014). This instrument development effort demonstrates how researchers can blend measuring scales to develop an instrument targeted to measure a specific context of humility within social research.

Researchers also developed an instrument for measuring expressed humility. Expressed humility is a “manifested willingness” to view oneself accurately, display appreciation for other’s strengths and contributions, and is teachable (Owens, Johnson, & Mitchell, p. 1518). Researchers in this study combined elements of humility from a variety of sources developing an observation based approach for measuring expressed humility. The depth of this evaluation encompassed three separate studies to compile the elements of expressed humility. Other researchers used parts of this instrument to measure CEO Humility (Ou, Tsui, Kinicki, Waldman, Xiao, & Song, 2014). Observations are another way for researchers to measure humility in social research.

Measurements for evaluating the definition of relational humility also exist. Relational humility is denoted in leadership by orientation than self-focus, not marked by superiority, and has an accurate view of self (Davis, et. al., 2011). Researchers developed the Relational Humility Scale (RHS) which includes parts from the HH subscale HEXACO–PI–100 (Lee & Ashton, 2004). Instrument development occurred over five interrelated studies in preparing the RHS. The process for measuring humility involves multiple constructs in an effort to develop the best measure for a research effort.

Researchers have also adapted a more creative approach for measuring humility. Julie Juola Exline and Anne L. Geyer (2004) evaluated perceptions of humility following a creative collection approach where the researchers classified several categories of humility. These categories included general concepts within humility such as strengths and limitations; social roles; and individual differences which included sub-categories of religiosity, gender, narcissism, self-esteem, and social desirability. Researchers

developed evaluation questions for a survey within each category of humility. Questions relating to the evaluation of strengths and weaknesses were presented in terms of participants evaluating types of people. For example, participants read and evaluated strength and weaknesses as follows:

If you knew that _____ (see list below) was a very humble person, would you see this as a weakness or a strength for this type of person?" The prompt was followed by a list of people in different social roles. An eleven-point scale was used to rate each item (- 5=weakness, 0=neutral, 5=strength). Maximum likelihood factor analysis with varimax rotation suggested creation of four subscales: leader/entertainer (business leader, military leader, President of the USA, entertainer, course instructor); close other (dating partner, friend, parent); subordinate (servant, employee); and religious seeker/leader (religious or spiritual seeker, religious leader) (Exline & Geyer, 2004, p. 101).

Participants were also asked open-ended questions regarding their viewpoints on defining humility and describing situations where humility applies. Answers were then categorized by the authors with each author comparing their categorical classifications against the other. This survey approach demonstrates that researchers can adapt measurement tools in more creative forms especially when evaluating a new viewpoint or concept within a respective field in the absence of a validated measurement tool.

Previous research attempts engaged multiple researchers working as a team to develop and evaluate humility. Also, humility is not the only behavioral trait necessary for a police manager. My goal for this research effort was to locate a measurement

instrument that allowed for an evaluation of humility within a specific leadership theory where that theory has a strong connection towards humility. I also wanted to find a measurement instrument that delved into other traits that could also be associated with police leadership. In 2011, Researchers Dirk Van Dierendonck and Inge Nuijten developed the Servant Leadership Survey (SLS). The SLS instrument comprises 30 questions evaluating eight factors for servant leadership.

Factors of Servant Leadership

Van Dierendonck and Nuijten's (2011) efforts took more than 90 factors associated in previous research to servant leadership and reduced those factors to eight specific attributes. These attributes not only focus on the "servant" aspect, but also the "leader" as well (Van Dierendonck & Nuijten, 2011, p. 264). Van Dierendonck (2011) in his summative essay on servant leadership theory, denoted that humility has a strong connection to servant leadership. The attributes in the SLS Instrument establish, define, and operationalize the core features of servant leadership. Accordingly, the foundation for evaluating humility and other servant leadership factors within police management lies within the following factors of the SLS:

Empowerment. Greenleaf (1998) noted that the belief in the intrinsic value within everyone is essential to empowerment. Conger (2000) defined empowerment as a motivational concept which focuses on enabling and encouraging personal development. Van Dierendonck and Nuijten (2011) expanded on empowerment within servant leadership explaining that empowerment "aims at fostering a pro-active, self-confident attitude among followers and gives them a sense of personal power" (p. 251).

Researchers have also discovered that effective police leaders will manifest leadership in different ways to include building teams, empowering them, and rewarding subordinates (Baker, 2006; Andreescu & Vito, 2010).

Accountability. Scholars have neglected the concept of accountability in measures of servant leadership. I did not find servant leadership instruments which included accountability as part of the measure. However, research literature boasts of the importance of accountability for leadership. Conger (1989) defined accountability as holding people responsible for performance they can control. Other researchers expanded on the notion of accountability as ensuring that people know what is expected of them and identifying what is beneficial for employees and the organization (Froiland, Gordon, & Picard, 1993). Police literature includes a host of articles the reference accountability within leadership. Walker (2012) in a law review on police accountability reform cites leadership accountability as a major factor for effective police reform. Kimora (2013) in an essay on community policing declared that accountability is essential to crime reduction and improving public trust.

Standing Back. Standing Back relates to the extent to which a leader “gives priority to the interest of others first and gives them necessary support and credits” (Van Van Dierendonck & Nuijten, 2011, p. 252). I did not find supportive research in policing that addresses or measures this standing back principle.

Humility. Humility encompasses the idea of keeping one’s accomplishments and talents in proper perspective (Patterson, 2003) along with daring to admit mistakes (Morris, Brotheridge, & Urbanski, 2005). Servant leaders acknowledge their limitations

and actively seek help from others in overcoming those weaknesses (Van Dierendonck & Nuijten, 2011). Basford, Offermann, and Behrend (2014) noted the powerful opportunity for building relationships that exists shortly after a leader sincerely apologizes. Business research denotes the impact of humility for successful leadership. Collins (2001) taught that successful business leaders are those who have a strong sense of humility in the sense that they focus on the needs of the organization more than their own successes and accomplishments. Wexler, Wycoff, and Fischer (2007) recognized the impact of humility for both business leadership and public sector leadership, but question the relevance of humility for police leadership where the need for ego to manage dynamic incidents is paramount. Caldwell, Hayes, and Long (2010) noted the importance of humility for building relationships of trust for successful business leaders. Other researchers identified that humble chief executive officers will admit their strengths and weaknesses while appreciating strengths in others (Ou, Tsui, Kinicki, Waldman, Xiao, & Song, 2014). I could not find research that supported the notion of humility for police leadership.

Authenticity. Authenticity in organization is where a leader behaves in a way that places professional roles in a secondary position comparative to whom the individual is as a person (Halpin & Croft, 1966; Van Dierendonck & Nuijten, 2011). One might think of authenticity as expressing one's true self in a manner that is consistent with inner thoughts and feelings (Harter, 2002). One might also demonstrate authenticity when he or she accurately represents internal positions, intentions, and commitments (Peterson & Seligman, 2004).

Courage. Courage requires leaders to take risks and try new approaches (Greenleaf, 1991). Hernandez (2008) identified that courage within the organizational sense requires leaders to challenge conventional models of working behaviors. Courage demands that leaders rely on values and convictions to govern one's actions (Russell & Stone, 2002). Courage involves pro-active behavior and is essential for innovation and creativity (Van Dierendonck & Nuijten, 2011).

Interpersonal Acceptance. Interpersonal acceptance is about empathy. George (2000) declared the interpersonal acceptance involves the ability to understand and experience the feelings of others. McCullough, Hoyt, and Rachal (2000) added that interpersonal acceptance involves letting go of perceived wrongdoings and not carrying grudges. Servant leaders will create an atmosphere of trust where people feel accepted, can make mistakes, and will not be rejected (Ferch, 2005). Servant leaders do not want to get even or take revengeful actions thus creating an environment that brings out the best in people (Van Dierendonck & Nuijten, 2011).

Stewardship. Stewardship is the willingness to take responsibility for the organization and act as an agent or caretaker of the entity choosing to serve instead of manifesting control or self-interest (Block, 1993). Hernandez (2008) stated that servant leaders should also act as role models. Peterson and Seligman (2004) claimed that stewardship is closely related to social responsibility, loyalty, and team work.

Summary and Conclusions

Researchers have yet to adequately identify the relevance of humility as a leadership trait for police managers. This chapter comprises a literature review of various

leadership theories which include humility as a behavioral trait. Servant leadership theory, which serves as the foundation of this research study, has a strong correlation with humility as one of its major leadership tenets. Accordingly, servant leadership serves as a good theoretical lens under which to evaluate humility within police management. The eight factors of servant leadership evaluated within this study provide insights on the likelihood of police leaders acting as servant leaders.

The SLS may provide public policy makers with an instrument that can finally capture appropriate police leadership tenets for use in promotional exams and police leadership hiring practices. The intent of this study is to use the SLS to measure police officer perceptions about their immediate supervisor's tendencies towards humility within the context of servant leadership. An analysis of the responses will help shed light on the relevance of servant leadership for police managers and the value of using the SLS to capture servant leadership tendencies during promotional processes.

The following chapter describes the research plan, including the research design and approach; along with details for recruiting participants, instrumentation and materials, data collection, data analysis, possible threats to validity, and concludes with ethical considerations.

Chapter 3: Research Method

Introduction

This study was a quantitative design with the intent to collect data from police officers on their perceptions of their managers demonstrating humility within the context of servant leadership using the SLS as a measuring tool. Police officers evaluated humility within the context of servant leadership in their immediate supervisors. The purpose is twofold: (1) to evaluate the degree in which police officers perceive their immediate supervisors act with humility in the context of servant leadership; and (2) to evaluate if the SLS is an effective measurement tool for use in police promotional exams. This chapter details the research plan for the proposed study, to include the research design and methodology, participants, instrumentation, research procedures, and data analysis procedures. This chapter also includes the ethical considerations specifically related to this study.

Research Design and Rationale

This quantitative survey design evaluated police managers within the Las Vegas Metropolitan Police Department (LVMPD) (see Appendix A). The LVMPD serves as the largest police agency in the State of Nevada serving more than two million residents and over 40 million tourists annually (LVMPD, 2014). The LVMPD has a reported 2,606 police officers or detectives (LVMPD, 2014). This survey design study investigated eight variables (empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, stewardship) and their relevance for police managers based on the SLS Instrument (see Appendix B). The LVMPD is

comprised of a rank structure where those holding the rank of sergeant serve as the immediate supervisors for police officers and detectives. Therefore, participant officers evaluated sergeants within the agency.

Police officers and detectives within the LVMPD were asked to complete the SLS (see Appendix C) focusing their responses about the sergeant who supervises them. The SLS asks officers to answer 30 questions regarding how the officers/detectives perceive sergeants demonstrating humility, amongst other attributes, in terms of servant leadership. The survey consisted of 37 questions (7 demographic; 30 SLS).

The survey was an online survey. Officers were invited to participate via an email providing them with some general information pertaining to the survey along with an Informed Consent Notice (see Appendix C). Those who wanted to participate were invited to click on a link to the online survey in the email. The first page of the online survey was a welcome introduction. The next section of the online survey asked officers to provide some generic demographic information (see Appendix E) following which the survey began (see Appendix C).

Online research is an effective method for conducting quantitative research. Researchers supported the idea that online surveys are increasing in popularity because they are easy to administer, logistically simpler, and they perform well in terms of response quality (Fazekas, Wall, & Krouwel, 2014; Duda & Nobile, 2010; Chang, & Krosnick, 2009). Online surveys were of particular value for this research effort for these very reasons. This study's online surveys through Survey Monkey were easy to

administer to participants and the online surveys offer an avenue of data collection that is logistically feasible for this study.

Methodology

The following section describes the population for the study along with sampling and sampling procedures, recruitment procedures, data collection, instrumentation, operationalization of constructs, and the data analysis plan.

Population

The population for this survey encompassed 2,606 police officers working for the LVMPD (LVMPD, 2014). Rather than survey an expansive set of police officers across the United States, this survey focused on the opinions of officers within one specific agency. The LVMPD is the largest police agency in the state of Nevada (LVMPD, 2014). According to data from the Federal Bureau of Investigations (2014), the LVMPD also serves as the 10th largest police force based on number of police officers employed.

Sampling and Sampling Procedures

The sampling strategy was a nonprobability convenience sampling design which allows researchers to select whatever sampling units are conveniently available (Frankfort-Nachmias & Nachmias, 2008). The LVMPD agreed to send an internal email to participants inviting qualified officers and detectives within the organization to participate in this study. The LVMPD also dedicated resources and personnel from their Quality Assurance Department to assist with the delivery and selection of qualified officers/detectives. Officers/detectives were allowed to use department resources and

company time to complete the SLS. The cooperation agreement parameters were set forth in a Letter of Cooperation (see Appendix A).

There were several considerations in identifying the sample size. Creative Research Systems (2012) developed an online calculator which I used to select the sample size. The confidence level I chose is 95% which represents the confidence that I have that 95% will choose the same response. The confidence interval I selected was five. Meaning, if 46% of officers select an answer representing that they strongly agree with a particular question, 95% of the officers will fall within a 41-51% range of that answer. The sample size estimated is 335. Therefore, I needed at least 335 qualified responses based on the 2,606 officers eligible.

Recruitment Procedures

The LVMPD provided the list of qualified participants to their quality assurance representatives. I then worked with quality assurance representatives from the LVMPD to craft an email invitation which included the Informed Consent Agreement (see Appendix C). The email also contained a link to the survey via Survey Monkey. The LVMPD sent a bulk email to qualified participants internally and posted announcements via interdepartmental communications inviting officers and detectives to participate.

Participants took the SLS online through the use of Survey Monkey. The data was collected via a highly secure website for data collection. When completed, I exported the data from the Survey Monkey website into the Statistical Package for Social Sciences (SPSS) version 21.0 computer software for Windows 7 Home Premium. Once the data was exported, I used SPSS to analyze the data.

I created Informed Consent documents (see Appendix C) which were identical and sent electronically via email as part of the invitation to participate in the survey. The consent forms include contact information for the researcher and Walden University, the purpose of the study, what was being asked of the participant, the voluntary nature of the study, related risks and benefits, and information on anonymity. There was no compensation for this study or other incentives for participants. Participants were allowed to complete the survey using LVMPD resources as outlined in the Letter of Cooperation (see Appendix A). Participants were able to opt out of the study at any point and for any reason by simply exiting their web browser. Participants did not incur any penalties or punishments for opting out of the survey and assurances of this point were included within the consent documents. Those who opted out of the survey did not have their answers included.

Instrumentation and Operationalization of Constructs

Servant Leadership Survey. Servant leadership includes a strong connection with humility (Van Dierendonck & Nuijten, 2011; Van Dierendonck, 2011). The basis of this survey is to evaluate the extent to which police managers demonstrate humility within the context of servant leadership based on the perceptions of officers. The SLS provides a good evaluation on humility. The following questions focus on the humility evaluation within the SLS:

Table 3

Questions Measuring Humility within the SLS

SLS Question

Number	Question
10.	My sergeant learns from criticism.
18.	My sergeant tries to learn from the criticism he/she gets from his/her superior.
25.	My sergeant admits his/her mistakes to his/her superior.
29.	My sergeant learns from the different views and opinions of others.
30.	If people express criticism, my sergeant tries to learn from it.

Copyright 2010 by Van Dierendonck and Nuijten. “The Servant Leadership Survey may freely be used for scientific purposes” (Van Dierendonck & Nuijten, 2011, p. 256). “*Sergeant*” replaced “*manager*” to adequately reflect LVMPD designator for the title of an officer/detective’s immediate supervisor.

Although the SLS measures a combined total of eight attributes for servant leadership, my analysis and results for this study will focus on the answers to the above questions regarding humility.

SLS is a relatively new instrument in terms of social research with limited applications, thus far. However, there was significant strength in its validation efforts to warrant and justify use in this research effort. The initial development of the survey instrument encompassed four independent studies. The first two studies helped narrow the factor analysis from 99 to eight items (Van Dierendonck & Nuijten, 2011). The eight-factor model, which included 30 questions (see Appendix F), was confirmed in a third study by comparing it against a six-factor model with empowerment, humility and standing back items loading on one-factor and two seven-factor models. Humility items were also loaded on “the empowerment dimension or on the standing back factor” (p. 255). Power analysis results included “a chi-square of 562.5, $df = 377$, $CFI = .94$, $TLI = .93$, $SRMR = .05$, $AIC = 17150.5$, $RMSEA = .05$ ” (p. 255). These results conformed

with the accepted values of good fit being close to .95 for the CFI and the TLI, and less than .08 for the SRMR and RMSEA (Fan & Sivo, 2007; Hu & Bentler, 1998). The fourth study provided additional developmental support with power analysis samples being comparative to the third study (Van Dierendonck & Nuijten, 2011). These efforts provide great depth for developmental support of this instrument.

Content validity for the SLS was evaluated by comparing the SLS against two other measures of servant leadership – a one-dimensional measure (Ehrhart, 2004) and a multi-dimensional measure (Liden, Wayne, Zhao, & Henderson, 2008). In this evaluation, there were strong overlaps for “empowerment, standing back, humility, and stewardship” with the lowest overlap for “accountability” (Van Dierendonck & Nuijten, 2011, p. 259). The overlap in the realm of humility adds to my confidence for choosing this instrument for measuring humility for police managers.

The third phase for development of the SLS instrument was to evaluate criterion-related validity within the instrument. Researchers hypothesized that servant leadership behavior had strong relevance for “follower engagement, job satisfaction, and performance” (p. 261). So, they compared the SLS against vitality measures created by Mowday, Steers, and Porter (1979); Ryan and Frederick (1997); and Schaufeli, Salanova, Gonzalez-Roma, and Baker (2002); along with two estimates of job satisfaction. Strong correlations in this evaluation included empowerment, accountability, and humility. The strong vitality comparison especially in terms of humility further adds to my confidence for selecting this instrument to collect data about humility for police managers.

The previous section provided details and analysis about the SLS instrument and the plan for open-ended questions about humility for police managers. The SLS instrument description includes an assessment about the development and validation process for this instrument demonstrating strong validity for its relevance in capturing information about humility within the context of servant leadership.

Data Analysis Plan

The first null hypothesis stated that police managers do not demonstrate humility within the context of servant leadership in their relationship with subordinates. The alternative hypothesis stated that police managers demonstrate humility within the context of servant leadership. The second null hypothesis stated there is not a positive relationship for the SLS measuring humility within the context of servant leadership in police managers. The alternate hypothesis stated that a positive correlation exists for the SLS measuring humility within the context of servant leadership in police managers.

Pearson product-moment correlations were computed for the independent variables associated with hypothesis 1 and 2. While early researchers identified that Pearson's r was insensitive to non-normality (Duncan & Layard, 1973; Zeller & Levine, 1974), recent studies demonstrated that Pearson's r can be sensitive to non-normal data, unequal interval measurements, along with a combination of non-normality and unequal interval measurements (Bishara & Hittner, 2012). Researchers Havlicek and Peterson (1977) found that Pearson's r was robust to most non-normal and mixed-normal measurements. However, these exceptions occurred when the sample size was small $n = 5$ (Bishara & Hittner, 2012). The use of Pearson with nonnormal data may also inflate

Type I and Type II errors (Bishara & Hittner, 2014; Bishara & Hittner, 2012).

Regardless of these issues, I was confident that a 95% confidence level or an alpha of .05 provided reliable analyses for the Pearson product-moment correlations associated with this research effort.

Research Questions and Hypotheses

Research Question One

1. To what extent do police managers demonstrate humility in the context of servant leadership according to the perceptions of police officers?

Hypothesis One

Null Hypothesis (H₀₁): Police managers do not demonstrate servant leadership traits based on officer perception.

Alternative Hypothesis (H₁₁): A positive correlation will be found for police managers demonstrating servant leadership traits based on officer perception

Research Question Two

2. To what extent will the SLS serve to measure humility in police managers for promotional potential?

Hypothesis Two

Null Hypothesis (H₀₂): There is not a positive correlation for the SLS Instrument serving as a measurement tool for police promotional processes.

Alternative Hypothesis (H₁₂): There is a positive correlation for the SLS serving as a measurement tool for police promotional processes.

Threats to Validity

The SLS is a standardized instrument for measuring servant leadership behaviors with assessments evaluating the instrument for reliability and validity. However, there may have been issues with sampling validity as the sampling plan may not adequately capture the population. My subjective interpretations might have also impacted this research effort causing problems with face validity. Frankfurt-Nachmias and Nachmias (2008) indicated that researchers must make efforts to manage and deal with validity issues throughout the research effort.

Ethical Procedures

There were several ethical concerns to address with this study. First, the protection of participants was one of the primary ethical concerns. The establishment of the surveys through Survey Monkey helped to assure the anonymity of the participant not only from the University, but also from the researcher where bias may have affected interpretation. Participants were blinded so no identifying information regarding personal data was collected. The only exception to this was if the officer voluntarily left an email at the end of the online survey asking for a copy of completed dissertation to be sent – the researcher may know the identity of the participant based on the email. However, an officer who left his or her email consented to allowing the researcher to know his or her identify with the condition that this knowledge was not used in any way by the researcher. Specific answers of the participant remain blinded (see Appendix F).

Informed and voluntary consent agreements were incorporated within the study and surveys to ensure that participants were well-informed about their rights. Samples of

these documents are found within the appendices. Participants were also invited to contact Walden University representatives or the researcher if they had additional questions or concerns not listed here. There was no direct contact between the researcher and the participants unless the participant contacted the researcher directly to ask questions.

The researcher will maintain data records for this study for a period of at minimum five years. Data is stored on an encrypted digital storage device kept within the care, custody, and control of the researcher. The researcher will destroy data and documents in accordance with Walden University protocols after the minimum time period elapses. There will be no dissemination of the data related to this study except by the researcher or through Walden University approval. While the researcher is a detective with the LVMPD, this study had no bearing on his current employment. The researcher designed the study so that there was no direct contact between the participant and the researcher during the course of the study unless the participant contacted the researcher. Participants who contacted the researcher in any way other than to address concerns about the surveys were directed to contact Walden University representatives.

Another fact of importance was to recognize that I am not a supervisor within the LVMPD. I did not have any supervisor responsibilities or authorities. Accordingly, my position within the LVMPD had no influence on supervisory positions, attitudes, leadership styles, or any other issues that may have conflicted ethically with participants' involvement in this study.

Summary

In this chapter, I highlighted the research design and rationale, the methodology, threats to validity, and ethical procedures. My efforts of this study was to examine the tendencies that police managers within the LVMPD have towards servant leadership. This study was a survey design asking police officers to complete the SLS Instrument as the questions related to their immediate supervisor. While the SLS had not been used in extensive studies prior to this one, the instrument had undergone rigid reliability and validity assessments. Pearson product correlation analysis was conducted on the survey responses using SPSS software for Windows.

Chapter 4: Results

Introduction

The purpose of this study was to evaluate whether police managers demonstrate humility within the context of servant leadership based on the perceptions of subordinates and to explore whether the SLS is a good tool for use in police promotional exams. Hypothesis 1 stated that a positive correlation would be found for police managers demonstrating humility within the context of servant leadership based on officer's perception. Hypothesis 2 stated that there would be a positive correlation for using the SLS Instrument to measure humility within police manager candidates during police promotional.

This chapter begins by providing a summary of how data were collected and providing information on how missing values were handled. Also, the chapter provides information regarding descriptive and inferential statistics. The chapter concludes with a summary of the data findings.

Data Collection

Police officers and detectives from the Las Vegas Metropolitan Police Department were asked to complete the SLS in an online format. Participants were contacted via email and a general announcement invitation through the LVMPD Intranet. Reminder emails and electronic notices were sent weekly inviting participants to complete the confidential and voluntary survey. Participants were invited to click onto a link to a SurveyMonkey site. SurveyMonkey recorded the responses. Once enough

responses were received the survey was closed, data was downloaded from the SurveyMonkey website, and loaded into SPSS for analysis.

Sample Characteristics

A total of 2,794 police officers and/or detectives were initially contacted and invited to participate in the study. Initially, an estimate of 2,606 officers were going to be invited, but after receiving authorization to complete the study the LVMPD published their 2015 Annual Report indicating that they had 2,794 officer/detectives eligible to participate (LVMPD, 2015). From the police officers/detectives responses, 517 responses were recorded. However, 107 were removed from the survey because they began the survey (which generated a participant record), but did not finish the survey. This left a total of 410 responses. 45 of the 410 responses were removed because participants skipped an SLS question. This left a total response of 365 completed surveys for analysis. The completed response rate was 13.0% (365/2794).

Some additional key characteristics of participants include categories of age, race, education, and years working for the LVMPD. Participant ages were generally between 31-50 years of age (78.1%). Majority of responses were from white (76.7%) males (89.6%). Officers/detectives reported having at least some college (37.0%) with the majority of participants having between 6-20 years (78.8%) on the LVMPD. Please refer to Table 4 for further descriptive statistics on LVMPD participants (Unknown category represents those who preferred not to answer that question and missing values).

Table 4

LVMPD Participant SLS Descriptive Statistics

Age	Gender	Race
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21-30 years (8.8%) 31-40 years (41.1%) 41-50 years (36.4%) 51-60 years (12.9%) Unknown (0.8%)	Male (89.6%) Female (9.6%) Unknown (99.2%)	Caucasian (76.7%) Hispanic (11.0%) African American (3.0%) Asian (3.3%) Pacific Islander (0.5%) American Indian (0.8%) Other (1.6%) Unknown (3.1%)
Education		Years with LVMPD
Some college (37.0%) Professional Training Certificates (8.8%) Associates Degree (14.0%) Bachelors Degree (31.2%) Masters Degree (5.8%) Doctoral Degree (0.3%) Unknown (2.9%)		1-5 years (7.1%) 6-10 years (31.2%) 11-15 years (26.0%) 16-20 years (21.6%) 21-25 years (10.1%) 26-30 years (3.0%) Unknown (1.0%)

Sampling required a minimum of 338 responses based on a 95% confidence level with a confidence interval of five. Since the completed response was 365, there were a sufficient number of completed responses to satisfy a proper sampling for this study.

Measures

The measurement instrument used for measuring humility within the context of servant leadership for this study was the SLS. The SLS was developed as a specific instrument for the use of collecting subordinates' perceptions about their immediate supervisor's tendencies towards servant leadership (Van Dierendonck & Nuijten, 2011). While the data from the entire survey holds value, the purpose of this research effort focused on reporting about the five questions within the SLS which measured tendencies towards humility within servant leadership. Participants completed the entire SLS, but

this report will focus on the humility responses (Refer to Table 3 for a listing of the specific SLS questions which measure humility). Reliability tests through the SLS validations effort relied upon three independent studies validating the questions which focus on humility within the SLS. Cronbach Alpha's during validation denoted a combined score of .91 (Van Dierendonck & Nuijten, 2011). The Cronbach's alpha of the five questions measuring humility from this study resulted in .94. DeVellis (2003) and Kline (2005) indicated that a Cronbach alpha score needed to be higher than .70 for reliability. Accordingly, the scale had a high level of internal consistency for measuring humility within the context of servant leadership. Please refer to Table 5 for the results of the Cronbach alpha test.

Table 5

LVMPD Participant SLS Cronbach Alpha Results for Humility

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.939	5

Mean analysis and standard deviation for responses to the five questions demonstrate that most participants "Somewhat Agree" that their immediate supervisor demonstrates humility within the context of servant leadership. Please refer to Table 6 for mean and standard deviation results.

Table 6

LVMPD Participant SLS Mean and Standard Deviation Results for Humility

	Mean	Standard Deviation	N
My sergeant learns from criticism	4.01	1.479	365
My sergeant tries to learn from the criticism he/she gets from his/her superior	4.22	1.184	365
My sergeant admits his/her mistakes to his/her superior	4.28	1.265	365
My sergeant learns from the different views and	4.25	1.295	365

opinions of others			
If people express criticism, my sergeant tries to learn from it	4.07	1.372	365

Overall, reliability efforts with this study remain high (above .70), with none falling below this threshold. Results involving the humility portion of this study can be interpreted with a high level of confidence.

Research Questions and Hypothesis Testing

Research Question 1

The first research question was: *To what extent do police managers demonstrate humility in the context of servant leadership according to the perceptions of police officers?* The associated hypothesis stated that a positive correlation would be found for police managers demonstrating humility within the context of servant leadership based on police officers' perceptions. The Pearson correlation value compares the value of one item against the sum of all of the other items. One would expect to see the Pearson correlation value as higher than a 0.3. The Pearson correlation value for each question is equal to or greater than 0.794 (refer to the Corrected Item-Total Correlation Column in Table 7). Since none of the Pearson values are lower than 0.3, the questions used to measure humility are reliable.

Table 7

LVMPD SLS Item Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation (Pearson)	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My sergeant learns from criticism	16.82	21.341	.843	.734	.923

My sergeant tries to learn from the criticism he/she gets from his/her superior	16.61	24.393	.792	.631	.932
My sergeant admits his/her mistakes to his/her superior	16.54	23.672	.795	.644	.931
My sergeant learns from the different views and opinions of others	16.58	22.750	.860	.755	.919
My sergeant learns from the different views and opinions of others	16.76	21.745	.893	.807	.912

The Squared Multiple Correlation value represents the R^2 value in a multiple regression with the dependent variable as the specific item and the other items as predictor variables. This number should be a high number. Since the Squared Multiple Correlation values for each of the humility questions are equal to 0.631 or higher, the values demonstrate reliability for each of the humility questions.

Humility as a fundamental trait within police managers (based on officer perceptions) stems from the mean score of participant responses. Numeric coding for this study associated a perceptive value of “4” correlating to a “Somewhat Agree” value based on participant responses. Refer to Table 8 for a breakdown of the coding value comparative to each rating category.

Table 8

LVMPD SLS Response and Coding Values

Rating Categories					
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6
(Corresponding Numeric Value for Each Rating Category)					
Response Values for SLS Humility Questions					
Question #10 – My sergeant learns from criticism					

	Frequency	Percent
Strongly Disagree	28	7.7%
Disagree	45	12.3%
Somewhat Disagree	44	12.1%
Somewhat Agree	78	21.4%
Agree	120	32.9%
Strongly Agree	50	13.7%
Total	365	100%
Question #18 – My sergeant tries to learn from the criticism he/she gets from his/her superior		
	Frequency	Percent
Strongly Disagree	10	2.7%
Disagree	27	7.4%
Somewhat Disagree	46	12.6%
Somewhat Agree	110	30.1%
Agree	135	37.0%
Strongly Agree	37	10.1%
Total	365	100%
Question #25 – My sergeant admits his/her mistakes to his/her superior		
	Frequency	Percent
Strongly Disagree	18	4.9%
Disagree	19	5.2%
Somewhat Disagree	44	12.1%
Somewhat Agree	89	24.4%
Agree	150	41.1%
Strongly Agree	45	12.3%
Total	365	100%
Question #29 – My sergeant learns from the different views and opinions of others		
	Frequency	Percent
Strongly Disagree	18	4.9%
Disagree	25	6.8%
Somewhat Disagree	40	11.0%
Somewhat Agree	95	26.0%
Agree	139	38.1%
Strongly Agree	48	13.2%
Total	365	100%
Question #30 – If people express criticism, my sergeant tries to learn from it		
	Frequency	Percent
Strongly Disagree	25	6.8%
Disagree	36	9.9%
Somewhat Disagree	37	10.1%
Somewhat Agree	94	25.8%
Agree	137	37.5%
Strongly Agree	36	9.9%

Total	386	100%
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A comparison of responses for each question demonstrates that the bulk of participant responses lies within the “Somewhat Agree” or “Agree” categories. See Table 9 for majority response tabulations.

Table 9

LVMPD SLS Humility Major Response Tabulations

SLS Question	“Somewhat Agree” Percentage	“Agree” Percentage	Total
My sergeant learns from criticism	21.4	32.9	54.3%
My sergeant tries to learn from the criticism he/she gets from his/her superior	30.1	37.0	67.1%
My sergeant admits his/her mistakes to his/her superior	24.4	41.1	65.5%
My sergeant learns from the different views and opinions of others	26.0	38.1	64.1%
If people express criticism, my sergeant tries to learn from it	25.8	37.5	63.3%

The bulk of participant responses occur within the “Somewhat Agree” to “Agree” range of response. This value is confirmed by comparing the mean average (see Table 6) which lies within the range of “4.01-4.28.” Basically, the results infer that police officers’ perception of their immediate supervisors supports the position of a positive correlation with police managers demonstrating humility within the context of servant leadership. Thus, H₁₁ is affirmed.

Research Question 2

The second research question was: *To what extent will the SLS serve to measure humility in police managers for promotional potential?* The associated hypothesis stated that there would be a positive correlation for the SLS Instrument serving as a measurement tool for police promotional process. Pearson's Correlation was originally planned for evaluating the statistical significance of the SLS in this study. However, due to responses relating to ordinal data, Factor Analysis was completed on the 30-question SLS questionnaire. Inspection of the correlation matrix showed that values correlated as expected with correlative results greater than 0.3. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy resulted in 0.964 qualifying as a "marvelous" rating according to Kaiser (1974). Bartlett's Test of Sphericity was significant ($p < .0005$) demonstrating that SLS items were factorizable.

Factor loading analysis for this study demonstrated acceptable results based on comparative analysis with original validation efforts of the SLS Questionnaire. Answers to the SLS in this study provided component scores which could be used to provide a quantifiable measure for servant leadership traits. Humility, was among the servant leadership variables with a high factor rating (see Table 10). Accordingly, the humility score from the SLS could be used to measure perceptions from subordinates as part of a police manager promotional process. Thus, the use of the SLS Questionnaire for measuring the humility construct within the context of servant leadership was determined to serve as a robust measure. However, before confidently assessing the SLS Instrument as a whole, further analysis is necessary regarding the additional variables measured by

the SLS which include: empowerment, accountability, standing back, authenticity, courage, interpersonal acceptance, and stewardship.

Table 10

LVMPD SLS Factor Loading Analysis

	1	2	3	4	5	6	7	8
Empowerment								
1. My sergeant gives me the information I need to do my work well	.80							
2. My sergeant encourages me to use my talents	.83							
3. My sergeant helps me to further develop myself	.85							
4. My sergeant encourages his/her staff to come up with new ideas	.85							
12. My sergeant gives me the authority to take decisions which make work easier for me	.78							
20. My sergeant enables me to solve problems myself instead of just telling me what to do	.72							
27. My sergeant offers me abundant opportunities to learn new skills	.74							
Standing Back								
5. My sergeant keeps himself/herself in the background and gives credit to others	.80							
13. My sergeant is not chasing recognition or rewards for the things he/she does for others	.77							
21. My sergeant appears to enjoy his/her colleagues' success more than his/her own	.81							
Accountability								
6. My sergeant holds me responsible for the work I carry out			.58					

14. I am held accountable for my performance by my sergeant	.46	
22. My sergeant holds me and my colleagues responsible for the way we handle a job	.51	
*Forgiveness		
7. My sergeant keeps criticizing people for the mistakes they have made in their work	.53	
15. My sergeant maintains a hard attitude towards people who have offended him/her at work	.44	
23. My sergeant finds it difficult to forget things that went wrong in the past	.62	
Courage		
8. My sergeant takes risks even when he/she is not certain of the support from his/her own manager	.57	
16. My sergeant takes risks and does what needs to be done in his/her view	.54	
Authenticity		
9. My sergeant is open about his/her limitations and weaknesses	.85	
17. My sergeant is often touched by the things he/she sees happening around him/her	.58	
24. My sergeant is prepared to express his/her feelings even if this might have undesirable consequences	.46	
28. My sergeant shows his/her true feelings to his/her staff	.53	
Humility		
10. My sergeant learns from criticism	.87	
18. My sergeant tries to learn from the criticism he/she gets from his/her superior	.80	

	56
25. My sergeant admits his/her mistakes to his/her superior	.82
29. My sergeant learns from the different views and opinions of others	.87
30. If people express criticism, my sergeant tries to learn from it	.89
Stewardship	
11. My sergeant emphasizes the importance of focusing on the good of the whole	.86
19. My sergeant has a long-term vision	.76
26. My manager emphasizes the societal responsibility of our work	.70

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Summary

The purpose of this study was to evaluate whether a positive correlation existed for police managers serving with humility within the context of servant leadership as perceived by officers/detectives. I confirmed this hypothesis by affirming the reliability of the SLS and evaluating responses showing a positive perception by officers and detectives within the LVMPD of their sergeants demonstrating humility. Another purpose of this study was to evaluate whether the SLS instrument would serve as a beneficial measurement tool for police manager promotional processes. While I can confidently state that this tool is good for measuring humility within police managers, further research is necessary to evaluate the SLS in its entirety as an effective measurement tool for police promotional processes. The next chapter includes further discussion and interpretation of the findings, limitations of this study, along with

recommendations for future studies, implications for social change, and
recommendations for action.

Chapter 5: Discussion

Effective police management requires a unique set of skills and attributes for leading police officers and detectives. Several research studies, articles, and police leadership books have made attempts at identifying effective police management skills (Kuykendall & Unsinger, 1982; Mayo, 1985; Bruns & Shuman, 1988; Stamper, 1992; Black, 2000; Krimmel & Lindenmuth, 2001; Drodge & Murphy, 2002; Gilmartin, 2002; Densten, 2003; Murphy & Drodge, 2004; Baker, 2006; Haberfeld, 2006; Love & DeArmond, 2007; Wexler, Wycoff, & Fischer, 2007; Andreescu & Vito, 2010; Knies & Leisink, 2013; Horn, 2014; Picker & Nagle, 2015; Reynolds, 2015; Shoichet, & Cuevas, 2015; Washington, 2015). However, the unique attributes associated with effective police management remains elusive. The purpose of this study was to evaluate police officers' perceptions in an attempt to identify if humility has relevance for police leadership. The proposed hypothesis was to determine if police managers demonstrated humility within the context of servant leadership based on the perceptions of officers and detectives. Results from this study clearly indicate that subordinate perceptions believe that police managers demonstrate humility within the context of servant leadership theory.

Servant leadership theory contains the strongest correlation to humility based on prior research (refer to Table 2). Another purpose of this study was to find a measurement tool that could capture police officer perception about their immediate supervisor's tendencies towards humility within the context of servant leadership. The SLS was developed specifically to measure the subordinate view for leadership's

demonstration of servant leadership traits. Van Dierendonck and Nuijten (2011) developed the SLS identifying eight traits of servant leadership with a focus of both management and leadership traits necessary to be a successful servant leader. A second hypothesis for this research effort was answered in the affirmative that the SLS serves as an effective measurement tool for evaluating humility within the context of servant leadership for police promotional exams. However, additional research is necessary to evaluate whether the SLS can effectively measure the other traits of servant leadership which include: empowerment, accountability, standing back, authenticity, courage, interpersonal acceptance, and stewardship.

Interpretation of Findings

This study showed that officers and detectives believe that their immediate supervisors act with humility within the context of servant leadership. This is important to note because while police managers may need an ego to manage a dynamic incident (Wexler, Wycoff, & Fischer, 2007), they also need to act with humility and be willing to admit mistakes and learn from criticism. The need for humility within servant leadership as an appropriate skill set for police managers seems clear based on the viewpoints of officers and detectives within the LVMPD.

Also, the use of the SLS shows promise in helping to measure or evaluate police managers as having a proper amount of servant leadership humility. The results of this study clearly indicate that the SLS Instrument is a good tool for capturing subordinate views on humility and the questions pertaining to humility could be implemented as part

of an internal review process for police manager promotions. Further research is necessary to evaluate the SLS in its entirety.

Limitations of the Study

There are several limitations of this study. First, the intent of the SLS is to collect information regarding subordinate views (Van Dierendonck & Nuijten, 2011).

Therefore, this study only captures one portion of the painting necessary to adequately evaluate humility as a leadership trait for police managers. Police managers' viewpoints and supervisory viewpoints have a role to play in creating a better picture.

Second, the study represents a small collective sample compared to policing as a whole. The limitations of resources prohibited a more robust sampling size for this study. Additional applications of the SLS in other police organizations would enhance the body of knowledge represented within this study. The projection of a nationwide research effort would hold value in capturing a subordinate view of humility as a police leadership trait.

Third, additional evaluations exploring the relevance of additional servant leadership traits captured within the SLS would enhance consideration for using the SLS in its entirety. Resources and time made further analysis and research of the additional SLS leadership traits and their correlation to policing impractical. Further research efforts must include the relevance of the following servant leadership traits for police managers: empowerment, accountability, standing back, authenticity, courage, interpersonal acceptance, and stewardship.

Recommendations

A direction for future research is to replicate this study using a larger sample size inclusive of multiple police agencies. Also, a nationwide effort would provide a better view comparative to a regional exploration. Another recommendation for future research is to adopt similar research models exploring the relevance of additional servant leadership traits to policing as captured by the SLS. Future research efforts should also explore additional viewpoints relative to humility in terms of capturing leadership views which evaluate themselves along with supervisory views which evaluate subordinate police leaders.

Implications

The nature of police leadership studies falls heavily within the realm of police managers rating themselves (Andreescu & Vito, 2010; Knies & Leisink, 2013) or city managers rating police chiefs (Krimmel & Lindenmuth, 2001). I was not able to locate studies which attempt to capture a subordinate viewpoint within police leadership. Subordinate viewpoints are important for consideration when attempting to paint a clear picture of leadership.

The idea brought forth from this study that the majority of police officers view their immediate supervisors demonstrating humility is noteworthy. Police managers may need to have a multitude of personality skills by being able to manage a critical incident in the moment, while turning around and being willing to admit weaknesses and accept criticism for improvement. This idea supports prior research which suggested that police officers and managers are exposed to a constant state of extreme emotional flux

(Gilmartin, 2002; Haberfeld, 2006). Accordingly, a higher level of humility may be of critical importance as an effective skillset within police management, especially when leading subordinates.

Police officers and detectives who participated in this study suggested that their immediate supervisors demonstrated a humility level which allows for learning from criticism and admitting mistakes to superiors. This supports the idea brought forth in recent research that effective leaders will admit mistakes denoting a certain level of interpersonal humility (Ou, Tsui, Kinicki, Waldman, Xiao, & Song, 2014). Also, prior research suggests that appropriate police behavior is directly related to the relationship one has with a supervisor (Andreescu & Vito, 2010). Police managers who demonstrate humility showing that it is okay for them to make mistakes amongst their subordinates might open a stronger form of leadership where by their example, officer and detectives might feel it is okay to admit mistakes in their interactions with the public.

Theoretical Implications

Servant Leadership Theory

Servant Leadership Theory attributes more than 100 attributes towards identification of servant leadership traits (Laub, 1999; Russell & Stone, 2002; Patterson, 2003). These efforts make clear identification of attributes and the creation of valid and reliable measurements almost unattainable. However, recent efforts in the creation of the SLS helps narrow the attributes to a more manageable level in terms of measurement and evaluation (Van Dierendonck & Nuijten, 2011). Accordingly, the work put forth in creating the SLS provides organizations with a measurement tool that can effectively

capture servant leadership tendencies. This study opens the door to further research and evaluation of the SLS which will ultimately allow for policing organizations to use this instrument as part of a promotional process. This study provides strong support for the SLS in capturing the subordinate view of humility within the context of servant leadership. The use of the SLS in this study furthers the advancement of servant leadership theory and the relevance of humility as a fundamental leadership trait.

Implications for Positive Social Change

The furtherance of police leadership is critical for addressing the concerns within policing today across the nation. Academics and those responsible for furthering the body of knowledge must provide realistic measurement tools for effectively identifying proper police leadership. This study opens the door to evaluating the SLS as a proper measurement tool for use in police promotional processes. The SLS could revolutionize police promotional processes allowing for an evaluation or measurement that properly captures relevant police management leadership traits. Imagine what police agencies could do with a tool like the SLS that captures a subordinate view on police leadership combined with tools that capture a police manager view, and a supervisory view. The creation of a proper police leadership measurement tool that effectively identifies if a potential police manager has the proper police leadership traits could save taxpayers time and money in finding the right leader, at the right time, in the right place.

Conclusion

This study sought to evaluate whether humility was a relevant police leadership trait based on the perceptions of police officer and detectives within the LVMPD. This

study is consistent with previous research that suggest that humility is relevant not only for leadership in other public sectors, but within police management also. Furthermore, this study also suggests that the SLS serves as a good measurement tool for capturing viewpoints on humility within police leadership. Therefore, it will benefit police organizations to use questions which measure humility from the SLS as part of a police manager promotional review process.

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Appendix A: Letter of Cooperation with the Las Vegas Metropolitan Police Department



**LAS VEGAS METROPOLITAN
POLICE DEPARTMENT**
JOSEPH LOMBARDO, Sheriff

Partners with the Community

Walden University
ATTN: Center for Research Quality
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401

April 1, 2016

RE: Walden University Study "*Public Policy Implications for Hiring Practices in Police Leadership*"

Dear Kevin C. Barker – Walden University Doctoral Candidate,

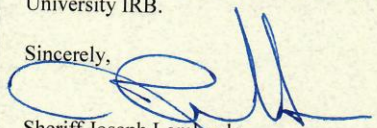
Based on my review of your research proposal, I give permission for you to conduct the study entitled *Public Policy Implications for Hiring Practices in Police Leadership* within the Las Vegas Metropolitan Police Department. As part of this study, I grant you access to LVMPD police officers and detectives for the purposes of this study. This access includes inviting police officers and detectives to participate in this study and to use department resources to complete the survey. Also, Quality Assurance representatives and our Office of Human Resources can assist by sending email invitations or general announcements to police officers inviting them to participate in this study. Individual participation or responses to the survey invitation will be voluntary and at their own discretion.

I understand that our organization's responsibilities include: emailing study participation invitations to officers and allowing officers the time and resources to complete the online survey. We reserve the right to withdraw from the study at any time if our circumstances change. Also, we expect the University to share the results of the survey and the full published dissertation with LVMPD representatives upon completion.

I confirm that I am authorized to approve research in this setting and that this plan complies with our organization's policies.


I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,



Sheriff Joseph Lombardo
Las Vegas Metropolitan Police Department

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff verify any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).



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Appendix B: Servant Leadership Survey (SLS) Instrument

The table listed below provides a breakdown of the questions and their intended factor measurement for the SLS Instrument. The numbers next to the questions correspond with the question's placement in the survey. The SLS uses a 6-point Likert scale (1-strongly disagree; 2-disagree; 3-somewhat disagree; 4-somewhat agree; 5-agree; 6 strongly agree).

Table A1

Servant Leadership Survey (SLS) Instrument

Factor with Corresponding Questions
<p>Empowerment</p> <ol style="list-style-type: none"> 1. My manager gives me the information I need to do my work well. 2. My manager encourages me to use my talents. 3. My manager helps me to further develop myself. 4. My manager encourages his/her staff to come up with new ideas 12. My manager gives me the authority to take decisions which make work easier for me. 20. My manager enables me to solve problems myself instead of just telling me what to do. 27. My manager offers me abundant opportunities to learn new skills.
<p>Standing Back</p> <ol style="list-style-type: none"> 5. My manager keeps himself/herself in the background and gives credits to others. 13. My manager is not chasing recognition or rewards for the things he/she does for others. 21. My manager appears to enjoy his/her colleagues' success more than his/her own.
<p>Accountability</p> <ol style="list-style-type: none"> 1. My manager holds me responsible for the work I carry out. 14. I am held accountable for my performance by my manger. 22. My manager holds me and my colleagues responsible for the way we handle a job.
<p>Interpersonal Acceptance / Forgiveness</p> <ol style="list-style-type: none"> 7. My manager keeps criticizing people for the mistakes they have made in their work.* 15. My manager maintains a hard attitude towards people who have offended him/her at work.* 23. My manager finds it difficult to forget things that went wrong in the past.*
<p>Courage</p> <ol style="list-style-type: none"> 8. My manager takes risks even when he/she is not certain of the support from

his/her own manager.

16. My manager takes risks and does what needs to be done in his/her view.

Authenticity

9. My manager is open about his/her limitations and weaknesses.

17. My manager is often touched by the things he/she sees happening around him/her.

24. My manager is prepared to express his/her feelings even if this might have undesirable consequences.

28. My manager shows his/her true feelings to his/her staff.

Humility

10. My manager learns from criticism.

18. My manager tries to learn from the criticism he/she gets from his/her superior.

25. My manager admits his/her mistakes to his/her superior.

29. My manager learns from the different views and opinions of others.

30. If people express criticism, my manager tries to learn from it.

Stewardship

11. My manager emphasizes the importance of focusing on the good of the whole.

19. My manager has a long-term vision.

26. My manager emphasizes the societal responsibility of our work.

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*Answers to these questions should be inverted.

Appendix C: Informed Consent

I invite you to participate in a voluntary research study. Your participation is not mandated and should not take priority over your regular duties.

Voluntary Consent:

I am conducting my dissertation research on factors in leadership of police management. As a police officer, I am keeping this study separate from my duties. I am emailing to request that you participate in the study by completing an online survey.

Your participation is completely voluntary and anonymous. Everyone will respect your decision to participate or not participate as you see fit. In fact, no one will know whether you did participate, given the confidential nature of the study, so it cannot affect your employment or relations with your organization.

If you decide to participate, you may discontinue at any time and for any reason with no adverse consequences. If you skip questions or do not complete the full survey, your results will not be included in the survey analysis. You must complete the entire survey for your responses to be included.

Background Information:

The purpose of this study is to examine factors of leadership for police management. 400 police officers within the Las Vegas Metropolitan Police Department will be selected at random to participate in this study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to participate.

Procedures:

If you agree to be in this voluntary study, you will be asked to complete one survey that consists of a total of 30 questions. It should take no more than 15 minutes. Based on an agreement between the researcher, Kevin C. Barker from Walden University, and the Las Vegas Metropolitan Police Department, participants are allowed to complete the survey during work hours and use resources from the Las Vegas Metropolitan Police Department to complete the survey.

Risks and Benefits of Being in the Study:

Every measure will be taken to keep potential risks to a minimum; furthermore, the final dissertation will not include any potentially identifying demographic details, and there are no short- or long-term individual benefits for participation. The main benefit for you is to contribute to the knowledge of whether humility and other factors of servant leadership

are beneficial traits for police managers; in an effort to identify traits that will enhance leader relationships with subordinates.

Payment:

There is no compensation for your participation in this study.

Privacy:

Any information you provide will be kept anonymous and confidential. The researcher will not use your information for any purposes outside of this research project and will not even know your name. Also, there will not be any potentially identifiable information in any reports of the study and all such information will be kept in the strictest confidence. Data will be kept for at least five years, as required by Walden University, after which it will be destroyed.

The survey tool is called SurveyMonkey. This program treats all surveys as private, and does not use the survey results for its own purposes. Survey data are stored on servers located within the United States. By clicking on the “agree” button below, you indicate that:

- You have already read the above information
- You voluntarily agree to participate
- You are at least 18 years of age

Contacts and Questions:

The researcher conducting this study is Kevin C. Barker. You may ask any questions you have now, or if you have questions later, you may contact me at (702) 300-6452 or at kevin.barker@waldenu.edu. If you want to speak privately about your rights as a participant, you may call Dr. Leilani Endicott, the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 3121210. You can also email Dr. Endicott with comments/questions at irb@waldenu.edu.

Walden University’s approval number for this study is 05-27-16-0373867 and it expires on May 26, 2017. Please print a copy of this form for your records.

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. I have asked questions and received answers, as appropriate. I consent to participate in this study by clicking the link below.

To protect my privacy, a consent signature is not requested. If I decide to participate in this study, my submission of a completed survey will indicate my consent.

Signature of Investigator:

Kevin C. Barker

Appendix D: Servant Leadership Survey for Police Managers

Servant Leadership Survey
(Van Dierendonck, & Nuijten, 2011)

Answer questions as the statement pertains to your *immediate supervisor*. Please evaluate each statement, identifying the extent to which you agree or disagree with that statement based on your opinion of your immediate supervisor (1 – strongly disagree; 6 – strongly agree) “*Sergeant*” replaced “*manager*” to adequately reflect LVMPD designator for the title of an officer/detective’s immediate supervisor.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. My sergeant gives me the information I need to do my work well.	1	2	3	4	5	6
2. My sergeant encourages me to use my talents.	1	2	3	4	5	6
3. My sergeant helps me to further develop myself.	1	2	3	4	5	6
4. My sergeant encourages his/her staff to come up with new ideas.	1	2	3	4	5	6
5. My sergeant keeps himself/herself in the background and gives credits to others.	1	2	3	4	5	6

- | | | | | | | |
|---|---|---|---|---|---|---|
| 6. My sergeant holds me responsible for the work I carry out. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. My sergeant keeps criticizing people for the mistakes they have made in their work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. My sergeant takes risks even when he/she is not certain of the support from his/her own manager. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. My sergeant is open about his/her limitations and weaknesses. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My sergeant learns from criticism. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. My sergeant emphasizes the importance of focusing on the good of the whole. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. My sergeant gives me the authority to take decisions which make work easier for me. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. My sergeant is not chasing recognition or rewards for the things he/she does for others. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. I am held accountable for my performance by my sergeant. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. My sergeant maintains a hard attitude towards people who have offended him/her at work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. My sergeant takes risks and does what needs to be done in his/her view. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. My sergeant is often touched by the things he/she sees happening around him/her. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. My sergeant tries to learn from the criticism he/she gets from his/her superior. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 19. My sergeant has a long-term vision. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. My sergeant enables me to solve problems myself instead of just telling me what to do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. My sergeant appears to enjoy his/her colleagues' success more than his/her own. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. My sergeant holds me and my colleagues responsible for the way we handle a job. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. My sergeant finds it difficult to forget things that went wrong in the past. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. My sergeant is prepared to express his/her feelings even if this might have undesirable consequences. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. My sergeant admits his/her mistakes to his/her superior. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 26. My sergeant emphasizes the societal responsibility of our work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. My sergeant offers me abundant opportunities to learn new skills. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. My sergeant shows his/her true feelings to his/her staff. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. My sergeant learns from the different views and opinions of others. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. If people express criticism, my sergeant tries to learn from it. | 1 | 2 | 3 | 4 | 5 | 6 |

Appendix E: Demographic Questions

Please check the response that most accurately describes you. Provide only one answer per question. You may also refuse to answer any of these questions by marking the appropriate response or leaving the answer blank. Blank responses will be interpreted as a refusal for that question.

1. Please select the position level that best represents the role you currently hold within your agency:
 - Non-supervisory role (e.g., officer, trainer, detective)
 - Supervisory role (e.g., sergeant, lieutenant, captain, deputy chief, assistant sheriff, undersheriff)
 - Prefer not to answer question

2. Are you commissioned or civilian?
 - Commissioned
 - Civilian
 - Prefer not to answer question

3. What is your age?
 - 21-30 years
 - 31-40 years
 - 41-50 years
 - 51-60 years
 - 61+ years
 - Prefer not to answer question

4. What is your gender?
 - Male
 - Female
 - Prefer not to answer question

5. What is your predominant race?
 - Caucasian
 - Hispanic
 - African American
 - Asian
 - Pacific Islander
 - American Indian
 - Other
 - Prefer not to answer question

6. What is the highest level of education you have completed?
 - Some college
 - Professional Training Certificates
 - Associates Degree
 - Bachelors Degree
 - Masters Degree
 - Doctoral Degree
 - Prefer not to answer question

7. How long have you been employed as a police officer and/or detective for the LVMPD?
 - 1-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21-25 years
 - 26-30 years
 - 31+ years
 - Prefer not to answer question

8. What is your current position?
 - Police Officer/Detective
 - Corrections Officer

Appendix F: Consent to Send Published Dissertation

Thank you for your participation in this survey. Your participation allows for gathering insights into LVMPD supervisors as servant leaders. If you want me to email a copy of the completed dissertation, please include an email address below. By entering an email, you are consenting and aware that the researchers may potentially discover your identity. If so discovered, the researcher will not know your specific answers to questions. If known, your identity will remain secure and the researcher will not release your information or participation to anyone.

Please enter an email address if you want me to send you a copy of the published dissertation. Again, if you enter an email you acknowledge and are consenting to the researcher potentially discovering your identity. If you do not want a copy, please leave the email box blank.

Appendix G: Written Permission to use Servant Leadership Survey

Walden University Mail - SERVANT LEADERSHIP QUESTIONNAIRE

Page 1 of 4



Kevin Barker <kevin.barker@waldenu.edu>

SERVANT LEADERSHIP QUESTIONNAIRE

5 messages

Kevin Barker <kevin.barker@waldenu.edu>
To: info@erim.eur.nl

Thu, Jun 4, 2015 at 7:12 AM

To the honorable Dr. Dirk van Dierendonck along with colleague Inge Nuijten,

I am a doctoral candidate at Walden University (America; Las Vegas, Nevada area) and would like to study the attitudes of humility and Servant Leadership within police managers. Your 8-Item Servant Leadership Questionnaire (2011-see attached) will allow me a proper instrument to measure police supervisor opinions on this issue. I have several questions for you:

- Will you grant me permission to use your 8-Item Servant Leadership Questionnaire please?
- What will you charge me for this permission?
- What further information would you like me to send you about my study?
- Will you please send a response to this email authorizing me to use your Servant Leadership Questionnaire along with additional considerations necessary to grant permission?

Thank you for your considerations regarding my request to use your Servant Leadership Measurement Instrument. I appreciate the work you have done and currently do in promoting servant leadership concepts around the world. Police management within the United States could benefit from adopting this leadership style as a core foundation for training and supervisory development. If you have any questions or would like to talk to me directly, please call me at your convenience at (702) 300-6452. I also have a personal email where you can reach me at kevincbarker@yahoo.com.

Thank you for your time and consideration.

Respectfully,

Kevin C. Barker
Walden University PhD Candidate
Public Policy and Administration - Management and Leadership

LR41 - THE LEADERSHIP SURVEY.pdf
249K

Kevin Barker <kevin.barker@waldenu.edu>
To: DvanDierendonck@rsm.nl

Thu, Jun 4, 2015 at 7:32 AM

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LR41 - THE LEADERSHIP SURVEY.pdf
249K

Kevin Barker <kevin.barker@waldenu.edu>
To: DvanDierendonck@rsm.nl

Fri, Mar 11, 2016 at 8:31 AM

Cc: Michael Knight <Michael.Knight@waldenu.edu>, Patricia Ripoll <Patricia.Ripoll@waldenu.edu>

<https://mail.google.com/mail/u/0/?ui=2&ik=3a9ac67493&view=pt&search=drafts&th=14d...> 3/13/2016

Dr. Dirk Van Dierendonck,

Last year I sent you the email below requesting formal permission to use the Servant Leadership Survey (SLS) you developed (see attached) to collect police officers' perceptions about their immediate supervisors regarding servant leadership traits. I intend to use the SLS in its entirety. While the emphasis of this first study is on humility within the context of servant leadership theory, later studies will include my publication of the results of the other servant leadership traits and their correlation to police leadership. I recognize that your article provides an open access notice allowing researchers to use the information in the article so long as you are cited and recognized. I also realize that you grant use of your survey questions within the SLS for academic purposes. However, Walden University's Institutional Review Board requires that I make at minimum three attempts to contact you and obtain a formal response from you. This is my second attempt at making contact with you.

I ask again for the following:

- Will you grant me permission to use your 30-item Servant Leadership Survey measuring eight traits of servant leadership please?
- What will you charge me for this permission?
- What further information would you like me to send you about my study?
- Will you please send a response to this email authorizing me to use your Servant Leadership Questionnaire along with additional considerations necessary to grant permission?

I am preparing my application for Walden University's Institutional Review Board and intend to make two additional attempts to contact you over the next three weeks if I do not receive a response to this email. Again, you can contact me at (702)300-6452 or respond to this email. I have also sent this notification to my Chairperson Dr. Michael Knight along with my Committee Member Dr. Patricia Ripoll should you wish to contact them as well. Thank you for your excellence in developing a measurement instrument that I can use for my Dissertation effort. Best wishes to you always.

Respectfully,

Kevin C. Barker
Walden University Doctoral Candidate
(702)300-6452
kevin.barker@waldenu.edu

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 **LR41 - THE LEADERSHIP SURVEY.pdf**
249K

Dirk van Dierendonck <dvandierendonck@rsm.nl>

Sun, Mar 13, 2016 at 12:37 AM

To: Kevin Barker <kevin.barker@waldenu.edu>

Cc: Michael Knight <Michael.Knight@waldenu.edu>, Patricia Ripoll <Patricia.Ripoll@waldenu.edu>

Dear Kevin,

Well, let's not disappoint the Review Board:

- Will you grant me permission to use your 30-item Servant Leadership Survey measuring eight traits of servant leadership please?

YES

- What will you charge me for this permission?

NO

- What further information would you like me to send you about my study?

Anything you would be willing to share. Up to you.

- Will you please send a response to this email authorizing me to use your Servant Leadership Questionnaire along with additional considerations necessary to grant permission?

And here it is. Good luck with your research.

kind regards,

Dirk van Dierendonck

Dirk van Dierendonck, PhD
Professor of Human Resource Management

Erasmus Centre for Human Resource Excellence

Rotterdam School of Management
Erasmus University
Burgemeester Oudlaan 50
3062 PA Rotterdam
The Netherlands
Tel: +31 10 408 9569

DvanDierendonck@rsm.nl
<http://www.rsm.nl>; www.i-hrm.eu; www.artfulleader.eu



Van: Kevin Barker [<mailto:kevin.barker@waldenu.edu>]
Verzonden: vrijdag 11 maart 2016 17:31

<https://mail.google.com/mail/u/0/?ui=2&ik=3a9ac67493&view=pt&search=drafts&th=14d...> 3/13/2016

Walden University Mail - SERVANT LEADERSHIP QUESTIONNAIRE

Page 4 of 4

Aan: Dirk van Dierendonck
CC: Michael Knight; Patricia Ripoll
Onderwerp: Fwd: SERVANT LEADERSHIP QUESTIONNAIRE

[Quoted text hidden]

Kevin Barker <kevin.barker@waldenu.edu>
To: Dirk van Dierendonck <dvandierendonck@rsm.nl>

Sun, Mar 13, 2016 at 12:26 PM

Thank you kind sir. If you ever get to Las Vegas, Nevada - please contact me as I would love to buy you dinner. Best wishes always.

Respectfully,

Kevin C. Barker
(702) 300-6452
[Quoted text hidden]