Leadership: Knowledge of Power

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Introduction

Today's law enforcement personnel strive hard to protect and serve those within its communities. Police officers not only enforce those laws enacted by state legislation, but are tasked with addressing a multitude of societal issues. In addition to the traditional role of police officer, they assume the job of referees, psychologists, parents, mentors, and the bearer of bad news. Law enforcement personnel in the State of Arkansas are provided excellent training in dealing with the diversity of their respective communities. Officers apply that training and knowledge in a professional and equitable manner throughout their communities. The State of Arkansas mandates the certification of all officers to enforce the laws of our State, but falls short in similar requirements and training for first-line supervisors. To be effective leaders, supervisors must understand the needs and expectations of their own subordinates. Additionally, they must comprehend the individual reasons behind those needs and expectations to effectively manage, retain, and empower the diverse workforce within their own departments.

This research paper analyzes the current training material provided to officers for dealing with communities regarding cultural diversity, generational, and social economic issues. It then relates those same issues into a useful training platform for first-line supervisors. Finally, recommendations are made to be submitted to Arkansas Commission on Law Enforcement Standards and Training regarding mandated training for first-line supervisors.

Tactical Communication

Jodi R. Pfarr discusses the mental models of generational poverty, middle class, and wealth. She explains how they are different, contain different businesses, and are populated by people with different views and patterns. Law enforcement is a hard job because one must find ways to work effectively with every community. Affordable housing and access to livable wage jobs are just two of

the many factors that directly affect communities and thus affect law enforcement jobs. The better law enforcement personnel are able to understand the hard things they must witness in all three communities, the better they can stay in control. This control allows an officer to choose their next move – a much safer option than reacting to a situation without understanding it. Law enforcement personnel have to hold each member of each community accountable. They cannot lower or raise the expectations because to do so would undermine the rule of law on which this country was built. The more law enforcement personnel understand about each of the three communities, the more effective they can be in serving all citizens. (Pfarr, 2009)

A police department is a community within a community. The officers that make up a police department have the same issues and concerns as those they serve. However, the police culture expects the officer to put their personal emotions, needs, beliefs, etc., aside and handle the issues of the larger community. However, law enforcement officers personally face many of the same issues they encounter in the course of their work day. Today's law enforcement personnel are good at setting aside their own problems, but supervisors have to understand they do exist and be sensitive to reasons why.

The communities that law enforcement personnel serve look and operate differently from one another. The hidden rules in each community are different, and we must remember that it is not a matter of which set of rules is "better" than others. No one can justify some of the things law enforcement officials see in wealth, middle class, and poverty. Again, the focus should not be on determining which system of hidden rules operates "better" than others; rather, care should be taken to learn to be effective with people in each economic class you serve. Being effective means not only understanding the community and the people in it, but also developing the ability to translate the law in a way that is meaningful to each citizen. When citizens are able to recognize the significance of a law and how it will affect them personally, they are much more likely to obey it. Officers who are able to

translate the law in meaningful ways are generally viewed as good leaders, which makes citizens more willing to cooperate with them and ultimately obey the law. When citizens obey the law, it not only proves law enforcement personnel effective, it also keeps them safe and makes the job easier. (Pfarr, 2009)

The Individual Approach

Supervision is a worker-by-worker, individualized process rather than a collective process. There are no panaceas in the supervision business. No one approach works best for everyone. A professional supervisor must get to know each worker as an individual and decide which approach to use with each worker based on that specific knowledge. Get to know each subordinate as an individual, learning about personal and cultural beliefs. (Donald J. Schroeder & Lombardo, 2006). Understanding one's workforce can establish rapport and ease confusion. By doing so, supervisors can increase productivity, meet the needs of the individual worker, and achieve the overall mission of the agency.

Sometimes, we see and hear just exactly what we expect to see and hear. We select, interpret, and organize events to fit into our predetermined expectations. (Brian J. Polansky, 2005). Fundamental policies and procedures cannot be altered simply to suit the cultural beliefs of workers. What is most important is that the needs of the agency always prevail over the needs of workers when these needs conflict. In these instances, however, it is how the issue is handled that is of utmost importance. Just as management must understand the point of view of workers, so must workers be made to understand the point of view of the agency. The burden to make this happen lies with the first-line supervisor. Simply telling a worker that he or she is wrong in a certain situation is counterproductive. As a general rule, the authoritarian leadership style of the past does not work well when supervising a diverse workforce. Sit down with workers. Indicate an understanding of their point of view. Empathize with them. Then explain the reasons why their actions or beliefs were incongruous with the agency's policies. In other words, try to get them on the team. (Donald J. Schroeder & Lombardo, 2006)

The Power of Four

This is the first time in American history that we have had four different generations working side-by-side in the workplace. Remember, if you are old enough, when older workers were the bosses and younger workers did what was asked of them, no questions asked. There were definite rules as to how the boss was treated and how younger workers treated older workers. No longer: Roles today are all over the place and the rules are being rewritten daily.

At work, generational differences can affect everything, including recruiting, building teams, dealing with change, motivating, managing, and maintaining and increasing productivity. Think of how generational differences, relative to how people communicate, might affect misunderstandings, high employee turnover, difficulty in attracting employees and gaining employee commitment. Research indicates that people communicate based on their generational backgrounds. Each generation has distinct attitudes, behaviors, expectations, habits and motivational buttons. Learning how to communicate with the different generations can eliminate many major confrontations and misunderstandings in the workplace and the world of business. (Hammill, 2005)

The first thing to consider is the individual and his or her underlying values, or personal and lifestyle characteristics, which seem to correspond with each generation, as shown in the following table.

PERSONAL AND LIFESTYLE CHARACTERISTICS BY GENERATION

	Veterans (1922-1945)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y (1981-2000)
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication Media	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
Dealing with Money	Put it away Pay cash	Buy now, pay later	Cautious Conservative Save, save, save	Earn to spend

(Hammill, 2005)

The characteristics listed in the table are but a very few of those that have been studied and reported by various authors. Not every person in a generation will share all of the various characteristics shown in this or the next table with others in the same generation. However, these examples are indicative of general patterns in the relationships between and among family members, friends and people in the workplace. Individuals born at one end of the date range or the other may see overlapping characteristics with the preceding or succeeding generation.

Understanding these characteristics about individuals makes it easier to look at workplace characteristics and how they manifest themselves in business (see Workplace Characteristics below).

WORKPLACE CHARACTERISTICS

	Veterans (1922-1945)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y (1981-2000)
Work Ethic and Values	Hard work Respect authority Sacrifice Duty before fun Adhere to rules	Workaholics Work efficiently Crusading causes Personal fulfillment Desire quality Question authority	Eliminate the task Self-reliance Want structure and direction Skeptical	What's next Multitasking Tenacity Entrepreneurial Tolerant Goal oriented
Work Is…	An obligation	An exciting adventure	A difficult challenge A contract	A means to an end Fulfillment
Leadership Style	Directive Command-and-control	Consensual Collegial	Everyone is the same Challenge others Ask why	*TBD
Interactive Style	Individual	Team player Loves to have meetings	Entrepreneur	Participative
Communications	Formal Memo	In person	Direct Immediate	E-mail Voice mail
Feedback and Rewards	No news is good news Satisfaction in a job well done	Don't appreciate it Money Title recognition	Sorry to interrupt, but how am I doing? Freedom is the best reward	Whenever I want it, at the push of a button Meaningful work
Messages That Motivate	Your experience is respected	You are valued You are needed	Do it your way Forget the rules	You will work with other bright, creative people
Work and Family Life	Ne'er the twain shall meet	No balance Work to live	Balance	Balance

*As this group has not spent much time in the workforce, this characteristic has yet to be determined. (Hammill, 2005)

There are more pronounced differences between the generations today than ever before. What can one expect with the dramatic changes in our world in the last 60 years? Being aware of these differences can help individuals tailor their message for maximum effect, regardless of the task, or the relationship – family, friends, workplace peers. Good business is based on understanding others. The majority of us think the correct way, and the only way, is our way. In business, as well as in personal life, that is just not true. To work effectively and efficiently, to increase productivity and quality, one needs

to understand generational characteristics and learn how to use them effectively in dealing with each individual.

The Perspectives of Younger Employees

The philosophies and beliefs of the Generation X and Y employees also influence law enforcement culture. Many young law enforcement personnel were raised in the "unattended to" American culture, with limited adult modeling or in a family and educational environment where authority and discipline were not emphasized. Though many of these young men and women are superb individuals, they often have drastically different perspectives than their older peers and managers. Though younger employees often possess higher levels of education and superior technical and computer skills compared with many older employees, these older employees and managers often resent the younger employees' attitudes and beliefs systems. Some of the most frequently mentioned attitudes and philosophies at odds with the older generation include:

- Self-centeredness - "me" perspective
- Lack of career mindedness - minimal or no loyalty to an agency and the profession
- Impatience regarding promotion and assignments – resistance to paying dues
- Lack of respect for rank or seniority

How do these attitudes influence a manager's ability to affect the culture? From a negative standpoint, these individualistic perspectives, if not recognized and responded to, can be an impediment to building team and agency cohesiveness. I have observed, however, that if young employees are sufficiently challenged, and the missions and goals are clearly defined, good leadership will bring them into the culture. The dedication and professionalism of our young men and women in the armed forces is an example of how this generation can be won over with proper leadership. Another positive characteristic of the younger generation is that they tend to be more candid and open about expressing their opinions and views than their older counterparts are. This openness, though sometimes uncomfortable to hear, can benefit the manager in analyzing the issues and problems within the agency. (Hammill, 2005)

The Perspectives of Older Employees

Though many of law enforcement's older personnel and managers bring their experience and work ethic to the organizational culture, winning over the veterans offers managers different challenges than those associated with the younger employees. The younger generation is often criticized for its individualism and self-centeredness; older employees are most often noted for their cynicism and resistance to change. Although law enforcement personnel tend to be more cynical than most people, this cynicism is more dramatic among the older members of an agency. Why do many older employees feel this animosity? Much of this cynicism is likely due to resentment. They feel that the agency has not repaid their years of service and personal sacrifice. As employees move through the second half of their careers, many cannot help noticing that their individual careers have been a disappointment; they did not achieve the promotions and assignments they had hoped for. Every supervisor and manager who is younger than they are is a constant reminder that their career goals were not realized. Combine this feeling of career failure with many years of bad managers and their unfulfilled promises and it is not hard to understand why many older employees feel an alienation from the institution to which they have dedicated much of their adult lives. (Hammill, 2005)

Another issue that may contribute to this resentment and cynicism is that their older employees' personal lives are often in trouble. Years of shift work, working holidays, and other negative aspects of being in law enforcement have often wreaked havoc on family and social relationships. As Kevin Gilmartin describes in Emotional Survival for Law Enforcement, many of these relational failures were due to the person's overinvestment in the law enforcement career and emotional detachment from family and friends. Unfortunately, many employees blame these interpersonal failures on the agency. (Hammill, 2005)

Whatever the causes, older employees may be a formidable impediment to a leader's attempts to implement change. These employees have heard the promises and programs of the past yet seen

few, if any, positive changes. As they prepare to retire in the coming years, they will often emotionally

give up on the agency, or their resentment may result in full-blown attacks against reforms and

suggestions. As with the younger employees, they can be won over, but it will not be an easy task.

(Hammill, 2005)

The 5 Most Popular Leadership Styles

Leadership styles are defined as the way in which one provides direction, implements plans, and

motivates people. From Mother Theresa and Mao Tsetung to President Obama and Bill Gates, it seems

that there as many leaders as there are ways to lead people. However, psychologists in conjunction with

business people have developed simple but useful criteria to discern the various leadership styles. By

developing deeper insights into these styles, potential leaders and those already in this capacity can

develop their own approach and in so doing become more effective leaders.

Since leadership does not ascribe to static ideals, leaders must always adapt their style to either

fit a specific group or situation. As a leader, therefore, it is important to fully comprehend the various

leadership styles in order to have more tools at your disposal to govern effectively. Below, we take a

look at 5 of the most popular leadership styles that you could employ as follows:

Bureaucratic leadership

Bureaucratic leaders are those that follow the laid out rules and procedures to the letter and

ensure that those under them also do the same. This is an appropriate style where the work to be done

involves large amounts of money or serious safety hazards. Mostly, bureaucratic leaders owe their rise

to power to their ability to abide the rules and not necessarily because of their experience or

qualifications. The downside to this leadership style is that it can be ineffective in organizations that rely

on creativity, innovation, and flexibility.

Transformational Leadership

This type of leadership is most effective in business circles and involves leaders of integrity who

not only set goals, but motivate their teams towards their realization. In addition, transformational

leaders always seek to transform their teams and organizations by engaging everyone to produce their

best.

Charismatic Leadership

Charismatic leaders resemble the foregoing category in that both leaders inspire enthusiasm

from their teams and energetically motivate them in moving forward. The excitement and commitment

that is generated from the teams thus becomes immensely beneficial to the organization. However, the

downside to charismatic leaders is that they tend to believe in themselves more than their teams with

some going as far as believing that a project or even an entire organization could collapse if they were

not involved.

Democratic Leadership

Also referred to as Participatory Leadership, democratic leaders always include team members

in the decision making process thereby encouraging creativity as members are often highly engaged in

projects. Under a democratic leader, you are likely to have high job satisfaction rates and productivity as team members are motivated to work hard by more than just the financial benefits available to them. However, the downside to this leadership style is that quick decision making in times of crisis can be hampered due to the need to involve everyone.

Laissez-Faire Leadership

This type of leadership derives its name from the French phrase which means 'to let it be'. It describes the caliber of leaders that let their teams work under their own supervision, even at times setting their own deadlines. They only provide support either through resources or advice but do not generally get involved. Such a leadership style is most effective if team members are highly skilled and experienced. While the benefit is that increased autonomy can lead to increased productivity, the downside is that it can be detrimental to an organization if team members lack the requisite knowledge, skills, and motivation to perform their duties effectively.

In conclusion, there may be MANY types and styles of leadership – some are better suited for specific situations or persons, while others are more 'run of the mill'. In all fairness, one must be given the chance to be a leader – before they can TRULY discover their style of leadership. (Lenney, 2013). The key to effective leadership is providing the new supervisor with the knowledge they will need to lead, prior to assigning them to a supervisory role.

Arkansas Commission on Law Enforcement Standards and Training

The Commission on Law Enforcement Standards and Training (CLEST) was created in 1975 for the purpose of establishing minimum selection and training standards for admission to employment as a law enforcement officer in Arkansas. All applicants for law enforcement positions must meet the requirements established by CLEST and complete CLEST approved training to obtain their certification. The commission is comprised of a director and ten members representing law enforcement, education, and the general public that meet quarterly to review training and certification matters. The Office of Law

Enforcement Standards oversees employment, training, and certification requirements established by the CLEST.

Below is the Supervisory training recommendation for the State of Arkansas. The current recommendation has been amended as a proposal to be submitted for consideration to the Arkansas Commission on Law Enforcement Standards and Training.

CURRENT	PROPOSED
Title: The Supervisory Course Recommended/But Not Required 1. Successful completion of 32 hours of instruction in the following minimum prescribed subject areas at a certified training school: (a) Introduction to Supervision (b) Organizational Principles (c) Police Planning (d) Police Personnel Management (e) Community and Human Relations (f) Handling Personnel Problems (g) Decision Making (h) Personnel Evaluation Systems (i) Administrative Devises and Control (j) Inspections (k) Examination	Title: The Supervisory Course Recommended/But Not Required 1. Successful completion of 32 hours of instruction in the following minimum prescribed subject areas at a certified training school: (a) Introduction to Supervision (b) Organizational Principles (c) Police Planning (d) Police Personnel Management (e) Community and Human Relations (f) Handling Personnel Problems (g) Decision Making (h) Personnel Evaluation Systems (i) Administrative Devises and Control (k) Cultural Diversity – 4 hour minimum (l) Leadership Styles – 2 hour minimum (m) Generational Differences – 8 hour minimum (n) Examination
Procedures: It is Recommended, But Not Required, that all newly promoted, appointed or assigned first level supervisors be enrolled in a certified supervisory course in sufficient time to permit completion of the course during the twelve (12) month period following promotion, appointment or assignment. (See Regulation 1008 for exceptions)	Procedures: It is Required, that all newly promoted, appointed or assigned first level supervisors complete a certified supervisory course in sufficient time to permit completion of the course prior to appointment or assignment. (See Regulation 1008 for exceptions)

Conclusion

The role of a law enforcement officer is ever changing. New technology, improvements in weaponry and society's expectation for professionalism require today's officers to be prepared both physically and mentally. According to the US Census Bureau, 24.2% of Arkansas' population (2,912,918) will be entering the workforce within the next (13) thirteen years. 80.1%, 15.6%, 6.6%, respectively, are classified as White persons, Black persons, and Person of Hispanic or Latino Origin. These numbers combined with the 19.6% of the population having a bachelor's degree or higher, further increases the importance for mandated training for first-line supervisors, prior to assignment. (Commerce, 2011)

The law Enforcement profession is given the ultimate power (that of life and death) by the citizens of our State. Conversely, the law enforcement profession often pays the ultimate sacrifice, by giving their own life in performance of their duties, so the innocent may be protected. Through proactive training and education, the State of Arkansas has the opportunity to increase safety, productivity, and professionalism while minimizing the negative consequences of law enforcement actions for the agencies and individual officers.

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