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**Preparing Police Leaders of the Future:
An Educational Needs Assessment**

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EXECUTIVE SUMMARY

It has become somewhat axiomatic to note that the nature of policing has been fundamentally altered as a result of an ever-increasing array of social, technological and other challenges increasingly faced by police organizations. These challenges, we suggest, have significant implications for police leaders. Senior officers must not only manage operations while being accountable to the public, they must work knowledgeably with a variety of internal and external experts to develop, implement, and evaluate new anti-crime strategies and policing technologies. Given that there is very little research available – in Canada or elsewhere – on police leadership education and training, and police are being challenged to work in increasingly complex decision and task environments, an empirical analysis in this area is both timely and of significance utility for shaping both public policy and police practice.

This study answers the following research questions:

RQ1. What forms of police leader education and training currently exist for Canadian police leaders?

RQ2. Are these courses and/or programs suitable for the needs of police leaders given the demands they face?

To answer these questions, we conducted a two-part study. The first part consisted of an environmental scan of training and educational programs for police leaders. This scan helped us by providing a basis for understanding what current program offerings exist for Canadian police leaders – both within Canada and across the globe. The goal of the second part of the study was to develop a needs assessment. Our assessment and recommendations are based on interviews with 29 senior officers (Inspector to Chief ranks) from police organizations across Canada. Using an interview guide, we asked for their views on police leadership training and education, what forms

of education should be available, and what types of education (i.e., content, modes of delivery) would be most useful for meeting the needs of their respective positions.

Based on the results of both the scan and the interviews with police leaders, we were able to draw a number of conclusions concerning the state of police leader training and education in Canada. These conclusions, presented later, formed the basis for a series of recommendations. These are:

1. That national and provincial police leader associations pursue the development of university-based professional degree programs for their members.
2. Both educational and policing institutions need to explore alternate modes of delivery.
3. Leadership training and educational programs within policing would benefit from including individuals within related or relevant sectors and/or to incorporate divergent and/or different views within their curriculum. Police agencies should, where practicable, encourage, and support officers seeking training and educational opportunities that place senior officers outside of strictly policing-only circles.
4. The development of core, foundational courses for police leaders that provide opportunities for greater engagement with the ideas, concepts, theories and research underlying major policing and crime models.
5. Course designers and instructors find ways to more appropriately tailor course demands to meet the needs of busy police leaders. Increased flexibility in assignment dates, shorter assignments, and more focused assignments were all cited as potential improvements by interviewees.
6. With respect to scheduling and attendance issues, one viable option is the development of hybrid models that combine both online and in-class learning modules. A second option, for

longer programs, is to stagger attendance across the calendar year, similar to the Cambridge model which is 3 sessions of 2-week courses per year.

7. Police organizations encourage and support employees in choosing their own educational and training opportunities, whether that be conventional police leadership training or other forms of education.
8. Training should also focus on developing interpersonal and intrapersonal competencies among leaders as these skills are deemed critical.
9. Leadership training programs should incorporate feedback not only from the instructors but also other trainees as this would encourage critical reflection and introspection.

RÉSUMÉ/ SOMMAIRE EXÉCUTIF

Il est devenu assez évident de noter que la nature des services de police a été fondamentalement modifiée à la suite d'un éventail progressif des défis sociaux, technologiques et autres auxquels les organisations policières sont de plus en plus confrontés. Nous proposons que ces défis ont des conséquences importantes pour les chefs de la police. Les officiers supérieurs doivent non seulement gérer les opérations tout en étant responsables envers le public, mais ils doivent travailler en connaissance de cause avec une variété d'experts internes et externes pour élaborer, mettre en œuvre et évaluer de nouvelles stratégies de lutte contre la criminalité et le maintien de technologies policières. Étant donné qu'il y a très peu de recherches - au Canada ou ailleurs - sur l'éducation et la formation en matière de direction ou encadrement de la police, et que la police est confrontée à un défi de travailler en prenant des décisions compliquées et en faisant des tâches de plus en plus complexes, une analyse empirique dans ce domaine est à la fois opportun et utile pour structurer la politique publique et les pratiques policières.

Cette étude répond aux questions de recherche suivantes:

QR1. Quelles formes d'éducation et de formation d'encadrement existent actuellement pour les chefs de la police canadienne?

QR2. Ces cours et / ou programmes, sont-ils adaptés aux besoins des chefs de la police compte tenu des exigences auxquelles ils sont confrontés?

Pour répondre à ces questions, nous avons réalisé une étude en deux parties. La première partie consistait d'une analyse environnementale des programmes de formation et d'éducation pour les chefs de la police. Cette analyse nous a aidé à fournir une base pour comprendre ce qui existe actuellement comme offres des programmes pour les chefs de la police canadienne - au Canada et à travers le monde. L'objectif de la deuxième partie de l'étude était de développer une évaluation des besoins. Notre évaluation et nos

recommandations sont basées sur des entrevues avec 29 officiers supérieurs (des inspecteurs aux chefs) des organismes de police partout au Canada. En utilisant un guide d'entrevue, nous avons demandé leur point de vue sur la formation et l'éducation de la direction de la police, quelles formes d'éducation devraient être disponibles et quels types d'éducation (c'est-à-dire le contenu, les modes de réalisation) seraient les plus utiles pour répondre aux besoins de leurs positions respectives.

Sur la base des résultats de l'analyse et des entrevues avec les chefs de la police, nous avons pu tirer un certain nombre de conclusions concernant l'état de la formation et de l'éducation des chefs de la police au Canada. Ces conclusions, présentées plus tard, ont servi de base à une série de recommandations.

Ceux-ci sont:

1. Que les associations de chefs de la police nationales et provinciales poursuivent le développement de programmes de diplôme professionnel universitaire pour leurs membres.
2. Les établissements d'enseignement et de police doivent explorer d'autres modes de réalisation.
3. La formation des chefs et les programmes éducatifs au sein de la police bénéficieront d'inclure des personnes dans des secteurs connexes ou pertinents et / ou d'incorporer des points de vue divergents et / ou différents dans leur programme d'études. Les agences de police devraient, lorsque cela est réalisable, encourager et soutenir les agents qui recherchent des formations et des possibilités d'éducation qui placent les officiers supérieurs en dehors des cercles strictement policiers.
4. Le développement de cours fondamentaux et fondateurs pour les chefs de la police qui offrent des occasions de s'engager davantage dans les idées, les concepts, les théories et la

recherche qui sont fondamentaux pour les principaux modèles de la criminalité et le service policier..

5. Les concepteurs de cours et les instructeurs trouvent des façons de mieux adapter les exigences des cours pour répondre aux besoins des chefs de police occupés. La flexibilité accrue dans les dates d'attribution, les affectations plus courtes, les missions plus ciblées ont toutes été citées comme des améliorations potentielles par les personnes interrogées.
6. En ce qui concerne les problèmes de planification et de participation, une option viable est le développement de modèles hybrides qui combinent des modules d'apprentissage en ligne et en classe en personne. Une deuxième option, pour des programmes plus longs, est de décaler la fréquentation au cours de l'année civile, semblable au modèle de Cambridge qui est de 3 sessions de cours de 2 semaines par an.
7. Les organismes de police encouragent et appuient les employés à choisir leurs propres possibilités d'éducation et de formation, que ce soit une formation de chef policier conventionnelle ou d'autres formes d'éducation.
8. La formation devrait également se concentrer sur le développement des compétences interpersonnelles et intra-personnelles parmi les chefs, car ces compétences sont considérées essentielles.
9. Les programmes de formation des chefs devraient incorporer les commentaires non seulement des instructeurs mais aussi d'autres stagiaires, ce qui encouragerait la réflexion critique et l'introspection.

INTRODUCTION

It has been observed that effective leadership is an important determinant of whether or not an organization is able to survive in dynamic and complex environments (Peterson et al. 2009). The idea that leadership is central to the survival of organizations is of early provenance. As far back as 1957, Selznick drew attention to the need to integrate transformative processes of leadership into workplace or organizational cultures in such a way that they did not clash the fundamental values of the organization. However, despite the pivotal importance of leadership to organizational survival, there continues to be a significant lack of literature on police leader training and education.

Within the pages that follow, we: 1. Present the relevant literature on leadership, police leadership, and training and education in this area; 2. Discuss the methods used to inform the present study; 3. Explore the result of our environmental scan of police leader programs; 4. Examine major themes that emerged through interviews with Canadian police leaders, and; 5. Provide overall conclusions, as well as a set of recommendations for enhancing the quality of training and education in this domain.

THE STATE OF KNOWLEDGE REGARDING POLICE LEADER EDUCATION & TRAINING

To understand the importance of leadership development to police organizations, it is necessary to consider how literature defines leadership. Earlier definitions such as the one offered by Katz (1955) emphasized the need for human skills, technical expertise as well as the capacity for conceptual thinking. According to this definition, technical knowhow approximated to competences and knowledge specific to one's profession, whereas human skills comprised capacity for collaboration and teamwork. The third component of leadership as defined by Katz

was to do with the ability of the leaders to develop a holistic overview of the organizational working or its system. It is this last skill, which is deemed to be of greater significance than technical expertise or human skills, as organizational effectiveness relies upon the capacity of the leaders for conceptual thinking. As the literature on leadership has evolved, definitions of leadership have become more nuanced. For instance, Mumford et al. (2000 in Northouse 2013) have categorized leadership according to the individual qualities of the leaders, their competencies as well as their leadership repertoire, which includes the ability to solve problems and make decisions in a creative way. Northouse (2013) extends the idea of leadership as advanced by researchers such as Mumford et al. (2000) to observe that leadership skills may be thought of as “the ability to use one’s knowledge and competencies to accomplish a set of goals or objectives” (p.40).

In short, competencies and skills are not discrete categories of leadership. Rather they act together organically to give rise to the ability to accomplish organizational goals. Research on leadership is also enriched by key leadership models, which explain how leadership development takes place. For instance, through the Leadership Pipeline model, Charan, Drotter, and Noel (2001 in Drotter and Charan 2001) propose that leadership development within organizations can be facilitated by deploying a “six-passage model for understanding the leadership requirements throughout an entire company” (p.83). These six passages span a continuum of development that begins with future leaders learning to manage themselves, manage others, manage managers, and then advancing to managing functions and successively the business, the group, and finally the enterprise itself. The key premise of this model is that leadership development occurs in stages, and that effective organizations can help to bring this about through a better understanding of the various stages and hierarchies across which this development occurs.

Importance of Leadership Development in Police Organizations

In a study on leadership development among police officers by Schafer (2009), participating officers observed that leadership potential could be developed not only through education and continuous training through the ranks but also through practical work experience and mentorship. It has been noted that although only a few officers are expected to emerge as effective leaders, it is beneficial to provide leadership training from the beginning of their careers so that an understanding of the long-term strategic goals of the department is developed (Anderson et al. 2006). This is especially pertinent in view of the fact that due to the absence of timely education and training opportunities, supervisors become set in their ways and resistant to change, thereby ignoring opportunities to foster good relationships within and outside the organization (Schafer 2009). Officers in Schafer's (2009) study felt that police leadership education needed to focus on general theories of leadership, whereas training could be used to help identify leadership styles. They believed that formal and informal leadership skills could be enhanced through on-the-job experiences, under the guidance of designated mentors. In this way, those capable of reaching supervisory roles would formally receive adequate training, while other officers would also be informally trained for leadership roles. It was also felt by the participants in Schafer's research that leadership training had to develop the capacity of the officers to accept failure. As promotion systems within police organizations have generally rewarded inaction, this has discouraged officers from accepting challenges and taking risks, abilities which are key indicators of true transformational leadership.

Although training is considered a panacea for any problem facing police organizations, there is evidence to suggest that such efforts do not always yield the desired results (Buerger 1998). Thus, multidimensional approaches to training based on field training may be useful but not cost

effective, and may not ensure consistency in terms of participant experience (Schafer 2010). Additionally, organizational politics and resistance to change comprise some of the major barriers to the development of effective leadership (Schafer 2010). It has been noted by Purcell and Hutchinson (2007) that supervisory support and leadership development may be closely related. According to Oldham and Cummings (1996), supervisory support is an important form of leadership development which includes career guidance, timely feedback on performance, and work assignments that challenge employees and help in their personal career growth.

In conclusion, developing the capability of police officers to lead is believed to be pivotal to effectiveness of performance and improvements in the service delivered by police agencies. Good leadership has also been linked to the job satisfaction of police employees. In their study of police units, Yang, Yen, and Chiang (2012) found that intelligent leaders with appropriate interpersonal and emotional skills were able to help employees feel more satisfied about their jobs in terms of their personal development and progression.

Research indicates that transformational leadership style is most favored by police leaders regardless of their age, gender, or the level of training that they have received (Berringer 2005). There is also evidence to suggest that personal attributes of leaders affect their leadership styles. Transformational leaders are generally more educated and tend to be mostly individuals who have been hired from within the department rather than from outside (Kapla 2005; Krimmel and Lindenmuth 2001). In view of the above, it is important to understand what transformational leadership in this context signifies. Transformational leaders are police officers who have the capacity to inspire, delineate a vision, and provide an intellectual stimulus as well as to appeal to the values held by those serving under them. Evidence suggests that such leaders positively

influence the commitment of their employees to the organization and inspire them to make extra efforts in the fulfillment of their duties.

Given that leadership is situational and how a leader responds to a particular challenge depends upon the situation or context in which it occurs (Pedler et al. 2010), continuous learning is important especially for public sector leaders wherein the focus has traditionally been on training instead of learning. It is notable that the rapidly changing external environment and the need for continuous improvement and quality service by public sector organizations have begun to lead to the development of more innovative learning programs aimed at addressing the issues identified in the discussion hitherto.

Models for Developing Police Leadership

Police leadership in the twenty-first century has adopted a multi-disciplinary perspective incorporating emotional and social intelligences (Gardner 2008) and highly refined communication skills (Charman et al. 1999). Hanson and McKenna (2011) have identified six models to address the career leadership development gaps within police organizations. These provide a basis to align career and leadership development with recognized police competencies:

1. Status Quo Model (SQM), which entails no change from the existing approaches within the organization;
2. Internal Capacity Building Model (ICBM), which relies on in-house leadership development programs and initiatives;
3. Delegated Capacity Building Model (DCBM), which is based on the completion of some agreement with an external educational institution for career and leadership development programs;

4. Education and Development Single Partnership Model (EDSPM), includes a partnership with a university or community college for leadership development;
5. Education and Development Nodal Partnership Model (EDNPM), involves partnerships with various educational institutions for the collaborative leadership development initiatives; and
6. Charter for Change Legacy Model (C4CLM), this model combines internal capacity-building with partnerships involving educational institutions and is based upon the ‘teaching hospital’ model that has been applied to police organizations (Neyroud 2011).

Each of these models was assessed against criteria based on its adaptability to include personnel across the organization, attainment of an educational credential, accessibility for all personnel, quality of training and leadership development of senior officers. Other criteria include integration across the various levels of the organization as well as the ability to provide opportunities for succession planning.

The Swedish Police Service (SPS) model adopts another approach to leadership. It shows that leadership roles have three facets. The first is to do with the leaders acting as a business manager who develops the business with a view to achieving set goals, thereby contributing to a more open and inclusive organization. In the second kind of role, the leader is positioned as an employer who must undertake policy implementation and engage with other leaders. In the third role within the SPS approach, the leader must take on a leadership role in which desired and tangible outcomes are achieved in collaboration with employees. These roles span leadership across various levels of management, including frontline, mid-level and strategic and enable leaders to have a clear picture of what is expected from them in terms of performance (Vanebo et al 2015). Under this approach, leaders develop long-term outlook that is visionary as well as the capacity to analyze and comprehend societal expectations of the police.

It has been found that programs, which develop leadership, can be effective, transform the behavior of the participants and contribute to the achievement of organizational outcomes. The programs are more effective when a range of learning methods making use of simulations and reflective learning are used. Leadership development has been found to be integrated within organizational cultures wherein support and career advice are provided from the outset of the careers of the employees. In a study carried out by Campbell and Kodz (2011), it was found that external training was complementary to the police Strategic Command Course (SCC), and that external programs aimed at developing leadership were considered effective due to their emphasis on academic rigor, theoretical stance, trainer quality, and experience. Such programs were also deemed important as they provide participants with the opportunity to learn alongside participants belonging to non-police institutions and organizations.

Systematic reviews of educational research show that continuous professional development (CPD) based upon collaboration helps to improve what students learn and how they behave, as well as what the teachers do and believe and the attitudes that they exhibit (Whellar and Morris 2010). While individual CPD was seen as having less impact, the embedding of external expertise, opportunities for observation, practice of reflection and experimentation, and use of peer support leads to professional conversations, and for giving momentum to CPD over a prolonged period of time. Simulation training in particular, has been found to be particularly valuable. A systematic review of simulation-based training within clinical contexts has identified that participants experienced gains in terms of the ability to think critically and in terms of satisfaction. Their level of confidence also increased when compared against learning that had taken place through more conventional training methodologies.

METHOD OF INQUIRY

Given the importance of quality police leadership to the effective and efficient functioning of a police organization, as well as to the overall well-being and morale of its members, it is imperative that we better understand the processes by which individuals become police leaders. While that subject is, unfortunately, outside the parameters of the present study, what we can contribute to are discussions of whether present forms of police training and education are meeting the current and future needs of Canada's police leaders. To explore this topic, the present study addresses the following research questions:

RQ1. What forms of police leader education and training currently exist for Canadian police leaders?

RQ2. Are these courses and/or programs suitable for the needs of police leaders given the demands they face?

To answer these questions, we developed a two-part, mixed methods approach, combining qualitative interviews with an environmental scan of current courses and programs marketed as being appropriate for those seeking to develop police leadership knowledge and skills.

Environmental Scan

To conduct the environmental scan, we ran a series of internet searches. First, we looked for Canadian-based police leadership courses, programs and degrees offered by colleges, universities, police colleges and/or other professional groups (such as those offered by the Canadian Association of Chiefs or the International Association of Chiefs of Police). As many Canadian police leaders undertake similar coursework in the United States, United Kingdom, or through Australian-based institutions, we then extended the search to include several well-known foreign programs open to Canadian senior officers (such as the leadership course at the FBI Academy and the University of Cambridge MSt in Police Leadership). We were guided in our

inclusion criteria by not only the results of online searches, but also respondent answers to questions concerning their own coursework.

The scan entailed collecting program and course-related information on all such programs. The data collected for this portion of the study consisted of all publicly accessible program materials for each identified course or program, including: admission requirements, information on program structure and certificate, diploma and degree requirements, course descriptions and syllabi/outlines.

Research Interviews

While an environmental scan is useful for addressing our first research question – by providing an overview of the types of courses and programs available – to answer our second research question requires an understanding of what police organizations need in relation to the educational development of their senior officers, as well as a richer means of assessing the extent to which those needs are being met. To do both, we opted to rely on data drawn from in-depth qualitative interviews conducted with police leaders¹ from across Canada.

For the purposes of this study, police leaders are defined as senior officers tasked with commanding significant resources within their organization. To make this definition operational we relied largely on standard municipal rank structures and included anyone from the following ranks: Inspector, Superintendent, Deputy Chief, and Chief. In relation to the RCMP, we interviewed individuals formerly or currently at the Deputy Commissioner and Assistant Commissioner ranks. To locate research participants, we contacted police leaders² from municipal and provincial police services across Canada. In some instances, we were able to contact senior

¹ In some cases, to preserve anonymity, the gender of the respondent has been changed. Additional descriptive details were only added when it was felt they would not compromise a respondent's anonymity.

² Throughout this report we use the terms 'senior officers', 'police leaders', 'commanding officers' and/or 'command staff' interchangeably.

officers directly through either publicly accessible contact information or pre-existing contacts, or they were referred to us through other study participants.

In total, twenty-nine (n=29) police leaders consented to participate in this study. They were drawn from sixteen (n=16) small to large municipal and regional agencies within seven different (n=7) provinces.

Table 1. Interviewees

<i>Rank</i>	<i>N</i>
Inspector	8
Superintendent	7
Assistant Commissioner	2
Deputy Commissioner	1
Deputy Chief	7
Chief	4
Total	29

Each interview was conducted using an interview guide consisting of questions drawn from among the following: 1. Views as to desirable skills, knowledge and traits for police leaders; 2. Beliefs as to what constitutes ideal forms of police leadership education/training; 3. Assessments of current Canadian and/or international program offerings; 4. Experiences with police leader and other forms of education or training.

All interview data was collected in accordance with the requirements established by the University of Western Ontario's Research Ethics Board and the Tri-Council guidelines on data collection and use.

Data Analysis

To conduct an initial analysis, both data sources were subjected to inductive thematic coding. Environmental scan results were then recompiled into chart form, identifying the following key components: program name, type (degree/non-degree/course/program), program length,

delivery mode, cost (where information accessible), content focus and applicant entry requirements. This chart helped to structure our answer for RQ1.

For our qualitative interview data, as our first step, we similarly focused on identifying major themes and sub-themes as a means of clustering our data into meaningful categories. We then undertook a further two-step, deductive set of analyses. We began with a constant comparative analysis, by ‘reading’ the results of our interviews against the findings from our environmental scan. We did so as a means of assessing the extent to which the perceived needs of police organizations – as articulated within statements by police leaders as to ideal police leaders and ideal police leadership programs – were currently being met. We then engaged in selective coding, comparing the ‘ideal leader’ and ‘ideal program’ types to officers’ expressed views and stated experiences of current programs.

ENVIRONMENTAL SCAN RESULTS

Though there were many educational opportunities advertised towards police officers, more generally, this scan only included those that stated admission for experienced officers in a senior policing role. Based on this criterion, we identified 14 educational programs/training opportunities for Canadian police leaders.

Canadian-Based Programs

Of the 14 programs, four are delivered in Canada and offered by, or in partnership with, policing institutions. The Canadian Police College (CPC) has the Executive Development in Policing (EDP) Program aimed at senior law enforcement officers³. It is a 12-month course with assorted delivery including online study, classroom study in Ottawa, and off-site study in Canada or Hong Kong. The EDP Program only admits 16-24 officers per session. Additionally, the

³ The CPC also offers a Senior Police Administration Course (SPAC) and an Indigenous SPAC, but they are aimed at middle-level managers interested in moving into more senior roles.

Canadian Association of Chiefs of Police (CACCP)⁴ offers the Executive Global Studies Program. This is a demanding six-month course that only admits 20 officers at, or above, the rank of Inspector. It consists of online, residential, and field study as well as workshops and seminars.

There are only two post-secondary programs that provide higher education opportunities explicitly for senior officers⁵: the Canadian Police Association (CPA) Executive Leadership Program and the Ontario Association of Chiefs of Police (OACP) Police Leadership Program (PLP). The former is a professional certificate program delivered by the Telfer School of Management at the University of Ottawa in partnership with the CPA. Over a period of 18 months, the program is fragmented into three modules that entail three days of in-class training each. It is marketed towards the “executive staff” of organizations associated with the CPA (CPA, 2016). Similarly, the PLP is delivered by the Rotman School of Management at the University of Toronto in collaboration with the OACP. It is a concentrated three-week, in-class course aimed at “strengthening and promoting effective leadership practice of senior police officers” (OACP, 2019).

Programs Abroad

There are ten⁶ programs available to Canadian senior officers outside of Canada. In Australia, Charles Sturt University offers a Master of Leadership and Management in Police and Security⁷ and a Master of Business Administration (MBA) in Law Enforcement and Security.

⁴ The CACCP also hosts an annual conference on Police Leadership; however, it is not restricted to senior-level officers.

⁵ The University of Regina offers a Master of Arts in Police Studies and Dalhousie University has an online certificate program in Police Leadership; however, both of these programs are not exclusively for senior-level officers.

⁶ This number is based on information available through Google searches and the publicly-obtainable details on course websites.

⁷ This is an articulated program and students must obtain a graduate diploma of Leadership and Management in Police and Security and a graduate certificate of Leadership and Management in Police and Security at Charles Sturt University for admission to the master’s program.

Both of these programs are delivered online and are the duration of 18 months if adopted full-time. Although enrollment within these programs is not exclusive to higher ranking officers, they are advertised to individuals of “senior level in contemporary law enforcement” (CSU, 2019a) and to “highly experienced professional[s] in the policing and security industry” (CSU, 2019b). Additionally, officers who have already completed the CPC’s EDP program are eligible for a 48-point credit – out of 96 points total – towards an Executive Masters in International Police Leadership at Charles Sturt University. This program is also presented online and is delivered part-time for the length of three years.

The United Kingdom has four eligible programs for senior police officers: two master’s programs, one professional doctorate program, and an intensive leadership program. The University of Sutherland offers a Master of Arts in Investigative Management and the University of Cambridge delivers a Master of Studies (MSt) in Applied Criminology and Police Management. Both programs are conducted in classroom learning environments for two years, part-time. Additionally, London Metropolitan University offers a four-year, part-time professional doctorate in Policing, Security, and Community Safety that is research-based on campus. Officers must have at least three years of experience in a senior role to qualify for this program. Further, the United Kingdom College of Policing conducts an eight-week International Leadership Program, in which only 12 students – who must be an Inspector, Chief Inspector, or Superintendent – are admitted.

Though there are many advanced educational opportunities available for police within the United States, we could only find two in which Canadian officers participate. The FBI National Academy in Quantico admits 27-30 international students into their 10-week intensive program. Those admitted must not only have a minimum rank of Lieutenant (or equivalent) but must also

be nominated by their service to participate. The other American opportunity is the Senior Management Institute for Police (SMIP) sessions that are offered by the Police Executive Research Forum (PERF). SMIP is a demanding three-week program that provides senior police officers with the management and leadership skills required for policing today. Officers who complete this course are granted a PERF membership.

Finally, the International Association of Chiefs of Police (IACP) offers the Leadership in Police Organizations (LPO) course. Canadian police services can host the LPO course and its instructors at their own facilities. LPO programs are three weeks long and are provided to 36 officers at the rank of Sergeant or higher.

INTERVIEW RESULTS

Overall Experience with Education and Leadership Courses, Programs and Degrees

As a means of providing context for understanding and evaluating respondent comments concerning their knowledge of and experiences with education and training for police leaders, we felt it was useful to ask some questions concerning their own educational background and past participation in various leadership courses, programs, and/or degrees.

As can be seen in Table 2 below, the majority of participants (n=24) are university educated, including twelve (n=12) with post-graduate degrees. At present, only one is pursuing a doctorate, but others spoke of their desire to pursue both master's and doctorate degrees.

Table 2. Level of General Education

	<i>N</i>
High school only	1
Some college or university only	9
Undergraduate degree only	12
Postgraduate degree (i.e. Law degree)	1
Master's degree (incl. MA, LLM, MBA)	10
Doctorate	1

Not surprisingly, given that our participants had all been promoted at least once, if not several times within leadership ranks, all of our participants had taken one or more courses, programs and/or degrees related to leadership. The majority of these were specific to policing (see Table 3 below).

Table 3. Participation in Leadership Courses/Programs/Degrees

	<i>N</i>
General leadership	
York Schulich Public Leadership program	1
Dalhousie Public Sector Management program	1
Specific to police leadership	
Canadian Policing College	10
Provincial police college leadership course/program	1
Rotman Police Leadership Program	1
FBI Leadership Program	1
CACP International Strategic Study Program	3
PERF Leadership Program	1
Dalhousie Police Leadership certificate program	5
Cambridge MSt Program in Police Leadership	2
Charles Sturt MA or PhD in Law Enforcement & Security	1
Total ⁸	

Theme 1: The Ideal Police Leader

To improve our understanding of what qualities, traits and skills are deemed by police agencies as critical for today’s police leaders to possess, interviewees were asked for their views on this subject. Not surprisingly, then, one of the central themes identified in the data was what we have termed here ‘the ideal police leader’ and, also not surprising, was the fact that ‘leadership – that is, the ability to lead others’ was not an uncommon response. As one Inspector explained,

We’ll have some critical serious situations we face, and you have to inspire your people and bring them home safely. So that’s an awful lot of responsibility in leadership. You can’t take that lightly and you have to earn your respect and credibility as a leader. You can’t just go out there. Your rank in seniority alone won’t do it.

⁸ As it is possible for an officer to take more than one course, program and degree – and most have done so – the total N is not equal to the total number of participants (n=30).

An officer from another service similarly cited leadership as a necessity, which he defined as the ability create a vision and to “inspire people towards that vision”.

Another frequent response was ‘communication skills’, defined by one officer as the ability to “get through to people.” “If you’re not a good communicator,” one Deputy Chief stated, “your vision and your leadership will be lost because you need the people to understand the direction ... it has to resonate.” A Superintendent in another province offered further insight in noting that, ideally, police leaders should be competent in numerous modes of communication and be able to be flexible and dynamic in how they communicate to different audiences:

We have to be able to communicate in a number of levels, not just verbal communications and the written communication, but also how you communicate with your other partners and the diverse relationship that you develop. So, the style of communication needs to change which is an important piece.

Teamwork, particularly in the context of working with diverse institutional and community partners, was also highlighted in several responses. As a Superintendent explained, demands on policing are increasingly moving policing services towards seeking cross-institutional solutions that require not only the integration of services with other groups, but the ability to work effectively with those groups in a fast-paced environment. In the past, one former RCMP member observed, police agencies frequently “wanted to be the lead partner,” however “in today’s environment, it’s a different type of partnering where it’s co-equals” and this presents both challenges and opportunities. The dominant view was that police leaders today need to be able to navigate both the challenges and opportunities presented to them to produce results.

Critical thinking skills – defined by our interviewees as an ability to deconstruct issues and take on multiple perspectives to effectively problem solve – was another skill cited by several respondents. A similar, but slightly different way of defining critical thinking was offered by a

Superintendent, who saw critical thinking as “the ability to reason, the ability to separate the emotions from the facts but consider the emotions.”

In terms of frequency, critical thinking skills were as highly rated as an ideal skillset as strategic thinking. One Deputy Chief responded to our question on ideal police leader skills by stating, “when you look at the demands, I think ... strategic thinking, strategic planning.” Many of the issues police face, one senior officer felt, could be identified at an earlier stage and potentially averted, or at least adequately planned for, if leaders actively engage in strategic thinking exercises:

A lot of times, we're confronted, a situation will come up and it will become a big issue for the public ... or for the police service and then we're forced to make a decision. We don't have time to engage academia or report to commissions and do research ... we have to do something because we have to demonstrate that we've taken some steps. In a lot of cases, those particular problems ... they could have been foreshadowed or it could have been known that those were issues. So, before we let [things] get to a place where we had to make a decision on a reactive basis, we had time to look at different options, but we didn't maybe do it ... that comes down to strategic thinking. To be able to say, 'Okay, this is something that needs to be on my radar. It's not on fire right now, but it's an area of interest that needs to be addressed'. Then to do something about that early on, so you actually have good data to look at when it comes time to making a decision, instead of just being forced to make one for political reasons.

To engage in strategic thinking on these issues requires, as a different officer stated, “a much more academically trained police leader than we have had in the past.” The view that police leaders of the future will need higher levels of education was not universally expressed among interviewees. However, most acknowledged that policing has historically been more reactive than proactive, with problem-solving occurring only as situations unfolded. At that point, strategic responses entailed, as one explained, reacting “based on gut feelings and half a dozen people sitting around a table sharing their experience and then figuring they knew what the best way to move forward.”

Along with critical and strategic thinking comes ‘openness’. By way of contrast to standard reactive modes of policing, it was viewed as imperative that leaders not only be “very open to new ways,” but “be proactive too” about identifying future issues and being open to exploring existing and new ways of creating and drawing on resources. Openness was defined as “being more flexible in thinking and more willing to engage with new ways of looking at issues.” One former commanding officer articulated support for this way of engaging issues as follows: “I think [leaders] need to be inquisitive ... I think that they need to be very open-minded, let the information you collect and its analysis lead you to conclusions that are informed and supported by evidence.”

When there is little time for proactive engagement with an issue, police leaders need to be comfortable with making a decision. As one Inspector advised, “you can’t sit there and think about it till tomorrow. You don’t have the luxury of time.” Decisiveness in this context not only entails a willingness to decide upon a course of action, but also to “not be afraid to make mistakes”, as one Deputy Chief put it.

Less frequent, but notable responses to our ‘ideal leader’ questions, included being innovative, creative, open to diversity, and possessing financial skills or knowledge of risk management. One trait that was cited as valuable by two of our respondents was self-awareness, and both felt that this trait could be encouraged through appropriate training and/or education. As one expressed it, self-awareness is a key component of transformational leadership: police leaders need to be aware of where both their strengths and weaknesses lie as leaders and develop strategies to compensate or overcome their own and other challenges.

Theme 2: The Ideal Police Leadership Program

A second central theme that arose from our questions centred around conceptions of what constitutes the ideal police leadership program. Responses received clustered around five

sub-themes: content, course requirements, mode of delivery, mentoring, and the types of skills that should be developed through these programs.

Respondents typically felt that the curriculum for police leader programs should be centred on building foundational knowledge linked to core competencies. In relation to Canadian programs, it was felt by some that the work of the Police Sector Council in identifying competencies for police leaders should serve as a starting point for developing curriculum. Others felt that a new set of competencies should be put in place based on “a road map of what an executive level in policing should look like in Canada” and then start “building the program and walks that are necessarily to achieve that.” Others disagreed, feeling that focusing on core competencies would lead to overlap and individuals being taught concepts and ideas with which they were already familiar. For example, one Superintendent observed that basic courses in leadership “are really almost redundant or, you know, your life, your career experience certainly gives you that kind of knowledge base.” Her opinion? “Cut down that part [of the curriculum].”

More generally, it was felt that curriculum should include a balance of theory and applied knowledge. An Inspector with one large municipal agency felt that leadership courses:

Should be structured where you have a whole bunch of the theory and evidence-based practices, whether it's just theory and then going into some of your experiential criminology that's been done to prove the theory, and then lay that over with actual examples that would test the police leader's understanding of their own employment or work and see how it can lend one to the other. I think one of the biggest gaps is people go do courses, they hear a bunch of theory, they get a certificate, and they never implement the theory because they don't know how to do that. And I think, if you're looking at a police leadership course...we have to make sure we have, we explain how we can activity implement some of the best evidence-based practices.

A Superintendent at another service felt that it was important for some content to focus on “how to get from here to there”, which he felt required a “a component of the course work [to be] about the evolution of some of the innovations in policing.” As he expressed it,

I'm not just talking about going back to Peel and Peel's Principles and things like that, although that's pretty important, but talking about what team policing is all about, what community policing was about ... What was the variation with community based policing, as we called it here, versus community oriented policing versus problem solving and problem oriented policing, and all those interactions that followed with policing? What is lever pulling policing? Braga in 2009 wrote a paper where he identified, I think, six or eight policing innovations right up to intelligence-led policing. He talked about evidence-based policing in there. But I think those are really important for us to get the grounding in ... it would be important to go through that and pull it apart.

Course requirements was a healthy topic of discussion. Police leaders expressed frustration with being caught in a set of conflicting demands: trying to stay on top of their courses, readings and assignments, while still responding to the needs of their organizations. For example, a Deputy Chief noted, "the course criteria has to be mindful of the demands on senior police leaders when they develop these courses ... some of the courses are so onerous, and some of the people that need the courses more are the ones that are the busiest that are just going 100 miles an hour." He concluded, "those courses just aren't conducive for members to take." Several commented that they found it "challenging" to "really, fully engage in doing a long-term exhaustive paper or research", and felt that shorter, more focused projects were preferable. Another cited a recent experience: "people are complaining about the amount of work that had to go into the program, but it isn't because they think that the work was bad, not valuable. The issue was we're actually trying to teach this to very busy executives, so it's hard." This individual's solution was to set flexible arrangements around assignments to accommodate students who are also grappling with a demanding set of responsibilities. Rather than making assignments 'easier', which would potentially reduce the quality of the program and its value to police agencies, his view was that some flexibility was needed to allow students to get their work done while continuing to endorse higher standards of work.

Mode of delivery was also deemed highly important. As with course requirements, it was repeatedly brought up that police leaders often find it difficult to be away on course for extended periods of time due to family and work commitments. As a Superintendent articulated the issue: “You have families, everything else. It’s tough, right? Nobody wants to spend eight years or ten years doing it, especially in this business, because you change around so much.” Thus, most cited the availability and ease associated with online courses as being more desirable. “Well, I do like the way that a lot of these courses now are being structured with more online type courses,” a Deputy Chief acknowledged, “you can do a lot of your work and your collaboration online.” However, there was not universal agreement on the preferability of online courses; several felt that hybrid models blending online with class-based learning was a more desirable approach. This view was neatly captured within comments offered by a Chief of Police,

I know that everybody is moving towards the online learning and this whole new approach, and I get it. I understand it. I participated in all the chat groups and I’ve done it all. But I think there’s tremendous value in having people in a room, so I like a hybrid approach. I think that there should be independent study, online group study, but then I think there’s value in bringing people into a classroom face-to-face with the professor, being challenged by the professor face-to-face, but also with their colleagues or with their fellow students working collaboratively.

Because course requirements, assignment and thesis demands can be daunting to a busy police executive seeking to pursue a graduate degree, some officers cited the flexibility of online degrees as a benefit of some programs, particularly those offered through Australian institutions. One officer spoke of the ability to transfer from the EDP offered by the CPC into one such master’s program. He felt that a “staggered approach where somebody can do the first year and then be able to take a year or two off [from learning]” would be desirable, particularly if that individual could then transfer into an online master’s program, or other related programs.

Many of the responses focused on the desired skills to be inculcated in an ideal version of a police leader program. Some highlighted core skills, such as leadership capabilities and solid writing and communication. And, perhaps not surprisingly given the recent emergence of the evidence-based policing paradigm in Canada, several officers cited the need for an increased understanding of research and its applicability to police decision-making. Exemplifying these views was the following comment from an Inspector: “I think a police leader needs to have an understanding of the evidence-based practices in order to make evidence-based decisions rather than hunch-based ones.” Less frequently, but still notable, was the view that a requisite trait to be developed through police leader courses is emotional intelligence. “I think there has to be [a] strong EQ [focus],” one officer stated, “compassion, I think, is huge, because you’re not only dealing with ... with your members, but you’re also impacting how they see their jobs.”

General Views on Whether Current Programs Meet Policing’s Needs

Respondents were asked whether they believed existing leadership programs available for senior officers are suitable given the nature of demands police leaders face. Answers to this question are divided into one of three categories: yes, no, and somewhat. Where appropriate, we also identify several related sub-themes.

Yes.

Within the ‘yes’ group, responses can be split among those citing specific Canadian police leadership courses as valuable to their learning and progress, and those who felt they derived the greatest benefits from graduate level educational programs. Among the former, was a Deputy Chief who noted the “two most significant” in terms of his development as a police leader were the one-year executive development course taken through the CPC and the Global Studies

Program⁹ offered through the CACP. The Global Studies was described as providing an opportunity to develop a team project and then “travel internationally to further that study,” which provided “not only a national perspective, but also an international perspective that I think has been invaluable.” Also citing the opportunity to work on international topics to create a research agenda, a Deputy Chief at another agency similarly viewed the Global Studies Program as “the most impactful.” Aside from the EDP, among courses at the CPC frequently cited by respondents is the SPAC, which drew mixed responses. A small number found it useful; however, as we discuss in further detail shortly, this was not an universally held view. Lastly, only one interviewee had attended the OACP leadership program at the Rotman School of Management. This individual described the program as “building” and “better enhancing” leadership skills.

A second group that emerged within the yes category were those officers who cited non-policing courses as being the most valuable for their development as police leaders. Indeed, what we observed was that individuals within this category were more likely to see value in the coursework and assignments for courses or programs they themselves had selected to enter as a means of enhancing their knowledge and skills. This perspective is neatly captured within the following quote:

The courses that helped me the most were the ones I took on my own. So, going back into a college environment and understanding about human resource management, accounting, finance, labour law, those types of things helped me and the policing environment itself didn't provide that for me. Same as the master's program with respect to the research methodologies, although I had some exposure with the Senior Police Administrators Course, which I found to be a very helpful course in its day, most of what I found helped me in my career as a senior officer has been courses I got on my own.

In terms of benefits cited, most comments received focused not only on the practical knowledge and skills derived from courses in law, finance or research methods, but also on how programs

⁹ Formerly known as the Institute for Strategic International Studies (ISIS) program.

outside of policing provided new opportunities for knowledge exchange across often disparate fields and the ability to learn different perspectives. This view was most frequently stated through the phrase ‘open-minded,’ as in “I look at it now that I’m more open-minded,” as one Superintendent said. This officer described the benefits of acquiring her MBA as being “more considerate or more aware of all the different factors that play into a decision than I was before,” and that she felt she had come “out the other side of that a far better manager and more sensitive, if you will, to some of the more human element in policing.”

No.

Several officers interviewed for this study felt that the current selection of police leadership courses and programs is inadequate to meeting the changing needs of police agencies. The primary focus of identified concerns was the perceived lack of academic rigor in course content and assignments. For example, one senior officer offered the following view: “We do the hard skills I think exceptionally well. I think where we need to improve is on emotional intelligence, evidence-based decision-making, research analytics. And I think we need to put in some significant academic rigor.” He felt that things had changed in policing and programs were failing to adapt accordingly. His conclusion? “Quite frankly, I don’t think our Ontario Police College or the Canadian Police College, from an academic perspective, are meeting the needs.” A Deputy Chief from another agency shared this assessment, noting that many of the current concepts, ideas and methods being routinely taught to police leaders in United Kingdom or Australian-based programs are not present within policing leadership programs in Canada. It was not only Canadian programs that drew criticism. A colleague had similar concerns regarding the quality of course content taught at the FBI’s leadership training course:

I look at the FBI and I just shake my head ... I see Chief after Chief after Chief sending people to the FBI academy and I talk to many of these people after they

come back, and if you ask them about the experience overall, it was great. They were at the FBI academy. They met a number of other international students. They did and saw some interesting things. But when you try and draw that back into the learning outcomes that support their learning needs, I'm not sure that's the best investment we can make ... I'm not so sure it met the specific needs of those particular police leaders.

Among those in the 'no' category, it was felt by several that some police leadership courses serve as little more than an opportunity to 'tick a box', because there is little "appetite", as one Inspector put it, to seriously address the issue of meeting the often changing, complex needs of police leaders and police agencies. This view was shared by a Chief, who cited approvingly those colleagues who "regularly reach beyond the confines of 'police leadership training' and ensure that they're exposed to a wide variety of disciplines." However, he noted these individuals were "not the norm", and that the idea of increasing not only the rigor, but the breadth of material that individuals are exposed to in police leadership training and education is not something that generates "very much" attention among police executives.

Somewhat.

The third category is 'somewhat' – as in, respondents felt that some of the crop of available programs were valuable or had valuable aspects to them, but failed to fully meet the current needs of police organizations. One of the best examples of this belief can be found in comments made by a Superintendent:

Somewhat, yes. I mean, the SPAC program was helpful and couple other programs were helpful. I don't think it goes far enough. If we're gonna say, "Hey, you know, we're gonna promote you to Inspector. We think you've got some talent and skills", sending them to a SPAC or executive development program, I don't think goes far enough. I'm looking for police leaders who are really and truly lifelong learners. I know it sounds a bit cliché, but our landscape has gotta change so quickly, we need to have the ability to change with it.

'Not far enough' was generally defined by this respondent and several others in terms of the ability of these programs to promote solid reasoning and critical thinking skills that include the

ability to adapt and grow through engagement with non-police perspectives and bodies of knowledge not specific to policing. As one Assistant Commissioner stated, the EDP at the CPC is a “very, very good program”, however it is also “a bunch of cops learning with other cops, whereas in [the current] environment, we need to learn, whether it’s in a classroom or whether it’s in other ways that executive development takes place, we need to be mixed with others.” Elaborating on this, he added, “The reality today is we have to work with people from business, people from the non-profit sector, and the broader public sector, whether at a municipal, provincial, or federal level. So, the more that we’re in a classroom ... I think is a very positive thing.” Another focused on how critical thinking can be encouraged through interactions with different perspectives that can challenge the learner and promote self-reflection, a piece that he felt was sometimes missing within police leadership programs:

I think sometimes there’s that whole gap around the 360 piece. I learned as I went because I had people that would stand up to me and say, ‘You know what, you can’t do that’ or ‘That’s not right’ or ‘You’re being too picky about this’. So, I learned to adapt my style, because I could look inwards. But if I hadn’t had people saying things...

Others defined ‘not far enough’ by focusing on what they saw as weaknesses in course content. In particular, the SPAC course offered by the CPC received a number of criticisms. Two Inspectors from different police organizations offered the same perspective: “it’s a course that is heavily focused on creating a business case” but “did nothing on leadership or managing people”. The second said, “They’ll talk about mentoring and pushing or encouraging to the higher levels within the policing services, but the real, meaningful time is spent developing a business case. And people will put different amounts of effort into that, but I came out of it going, ‘Really, it was a course in how to write a business case.’” As a result, one police organization no longer sends middle managers to the course: “We stopped. We haven’t sent anyone on that course for a long time because it really had negligible value for the expense.”

Also in the ‘somewhat’ category were individuals, such as one Chief, who felt that police leadership courses available to Canadians were “helpful,” but “just not particularly accessible.” As he explained, “every agency in the province, and across the country, try to access a very few number of seats that are delivered at a police college level. So, then people tend to access those where they can find them through IACP or in the United States.” This point was similarly raised by an Inspector, who said of the current crop of leadership courses, “they have to be more available. If you look at a lot of the training that’s available now, these courses for senior leaders are usually only offered once a year, maybe twice, in very small class sizes, so you have people potentially on a waiting list to attend a lot of these courses for a number of years.” Thus, she concluded, “the ability to deliver training to the large number of senior leaders that require it is very limited.” It is not only courses based at police colleges that have accessibility issues: non-professional university and college-based programs and degrees are generally not accessible for many busy police leaders, and even professional degree programs can be difficult to enter because of time demands on otherwise busy police executives. “I’d love to go back and do a master’s [degree],” a Deputy Chief stated, “I just cannot find the time at this point in my career to do that.” Part of the problem is the attendance or residency requirements of some programs, wherein ‘students’ are expected to be at every class.

Individuals within the ‘somewhat’ category also observed that, despite limitations of some of the current leadership programs, the diverse array of courses and programs available also provides significant benefits to police learners. One benefit is that there are different options for different types of learners. As one noted, “I would argue that if we we’re to take 24 police executives, we may need 18 different permutations of different types of learning to match the unique needs of each individual with their learning needs.” Expanding on this view, he added, “In

other words, I think it would be folly to think that every police leader needs to go into an MBA or that everyone needs to go do an MPA or whatever. Today we know enough to be able to recognize the unique learning requirements of each.”

CONCLUSIONS AND RECOMMENDATIONS

Conclusion: Relative to other countries, there are limited professional or academic degree-based opportunities in Canada for Canadian police leaders, outside of traditional university and college programs. As such programs are typically directed at individuals engaged in full-time study, they are often not appropriate for police leaders, who typically require a greater degree of flexibility in both their course schedules and assignment deadlines in order to continue to meet professional demands. Flexible models currently exist in the United Kingdom – notably the Cambridge MSt program – and these could easily be adopted and adapted in Canadian university and/or college settings. The cost of delivering such programs in Canada would typically be less for individuals than the cost of those same Canadian police leaders pursuing educational opportunities overseas.

Recommendation 1. That national and provincial police leader associations pursue the development of university-based professional degree programs for their members.

Conclusion: There is a clear need for a diverse array of learning opportunities. In some respects, the current crop of courses and programs fulfill that need; however, accessibility issues remain due to geography and/or enrollment caps, leaving some feeling underserved. Further, cost is a factor and program requirements can inhibit potential students from taking more demanding, but also more rigorous course work.

Recommendation 2. Both educational and policing institutions need to explore alternate modes of delivery.

Conclusion: Senior officers interviewed for this project presented a view of the ideal police leader as one who is open, reflexive, able to partner with other groups and able to engage in both critical and strategic thinking. Further, those with experience of leadership programs outside of policing valued the opportunity to network and learn from others in diverse fields, believing this encouraged new ways of thinking.

Recommendation 3. Leadership training and educational programs within policing would benefit from including individuals within related or relevant sectors and/or to incorporate divergent and/or different views within their curriculum. Police agencies should, where practicable, encourage and support officers seeking training and educational opportunities that place senior officers outside of strictly policing-only circles.

Conclusion: Police leaders wanted more emphasis on foundational knowledge of crime and policing models, knowledge that combines an enhanced understanding of both theory and research. They wanted to better understand the genesis of, similarities and differences in, for example, problem-oriented versus community-oriented policing, and the evidence base for each.

Recommendation 4. The development of core, foundational courses for police leaders that provide opportunities for greater engagement with the ideas, concepts, theories, and research underlying major policing and crime models.

Conclusion: Given the operational demands on police leaders, it was felt that there needed to be greater flexibility in course scheduling and work assignments, including flexible assignment dates, consideration as to attendance issues, and/or shorter, more focused assignments. However, several also expressed the concern that increased flexibility should not lead to any compromise in the rigor of course work, noting that it was that rigor that increased the prestige, and thus value, of certain courses.

Recommendation 5. Course designers and instructors find ways to more appropriately tailor course demands to meet the needs of busy police leaders. Increased flexibility in assignment dates, shorter assignments, more focused assignments were all cited as potential improvements by interviewees.

Recommendation 6. With respect to scheduling and attendance issues, one viable option is the development of hybrid models that combine both online and in-class learning modules. A second option, for longer programs, is to stagger attendance across the calendar year, similar to the Cambridge model which is 3 sessions of 2-week courses per year.

Conclusion: Several interviewees were of the view that they received the greatest educational benefits from courses and programs that they had selected on their own, based on their own interests and needs. Some stated they felt that sometimes assigned courses were simply a ‘tick in the box’.

Recommendation 7. Police organizations encourage and support employees in choosing their own educational and training opportunities, whether that be conventional police leadership training or other forms of education.

Conclusion: Some leadership development programs were found to be entirely focused on developing business skills rather than actual leadership skills for managing people.

Recommendation 8. Training should also focus on developing interpersonal and intrapersonal competencies among leaders as these skills are deemed critical.

Conclusion: It was felt that the element of 360-degree feedback was missing from executive training programs which is needed to develop critical thinking skills.

Recommendation 9. Leadership training programs should incorporate feedback not only from the instructors but also other trainees as this would encourage critical reflection and introspection.

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