

Leadership Development Program

Robin Anderson

Abstract

Leaders are essential for the success of law enforcement organizations. They should continually develop future leaders to ensure the organization continues operating properly. Law enforcement organizations should evaluate if the agency has a leadership development strategy. If a strategy is needed the leaders within the organization should develop it. A leadership development program should be developed from the strategy. Everyone in the organization should know the strategy and help fulfill the mission. This will result in employees being invested in the success of the law enforcement organization. The research included a survey of ninety-eight sworn law enforcement deputies with the Hillsborough County Sheriff's Office.

Introduction

This research will provide insight and analysis on the current process for leadership development strategy in regards to the Hillsborough County Sheriff's Office, the United States Army, corporate America and law enforcement organizations. The leadership strategy for the United States Army and large corporations in the United States of America will be evaluated to identify common deficiencies and advantages. Strategies which are identified as a benefit will be studied to see if law enforcement agencies could successfully adopt the practices. Leadership development is a process and strategy an organization uses to teach employees how to coordinate activities, build commitments, communicate with others and develop social networks. This research will describe the importance of an organization establishing a leadership development and succession development system. The United States Army, corporate America and other law enforcement agencies will be evaluated to see if they follow a quality, detailed leadership development strategy.

Harvard Business Review has published numerous articles regarding failed leadership development training in large corporation in the United States. This research will look into the possible reasons why leadership training is not having positive result in corporate America. If leadership development strategy is not successful in corporate America one can assume law enforcement organizations may have the same failure. This assumption can be made since law enforcement agencies typically follow corporate Americas in training leadership. One factor the research will explore is when is the best time to start leadership training for an employee? Another factor evaluated is who should be designing the organizations training?

The research will evaluate the leadership development strategy and training the United States Army utilizes. The United States Army has been training and developing leaders longer than any other organization. The research will evaluate when leadership

training is started within the development strategy. The different leadership training programs within the United States Army will be evaluated to see if they can be adopted by law enforcement organizations. The succession planning used by the United States Army will be studied to ascertain if the planning can also be utilized by law enforcement organizations.

The Hillsborough County Sheriff's Office currently does not have a succession plan that is known to all of the employees. Leadership training or development is currently not implemented by the agency. After a sworn member of the Hillsborough County Sheriff's Office is promoted to a supervisor position, they attend post promotional training. The training is focused on management and supervisory programs the supervisor will need to work in. Leadership training for deputies, detectives, corporals and sergeants are conducted outside the agency. A few examples of courses they can request to attend are the Southern Police Institute, Federal Bureau of Investigations Academy and the Senior Leadership Program.

Recently the Hillsborough County Sheriff's Office has discussed the option of creating an organizational leadership development program. The idea is for the Training Division to develop courses covering leadership for every rank level up to captain. This has been discussed after seeing several supervisors failing at becoming leaders. Those supervisors became adequate managers but never learned the skill set to become a leader. The research will also evaluate if an organization would benefit from leadership training done within the agency by current leaders within the organization.

The Hillsborough County Sheriff's Office developed a mentor program in years prior and felt the program would help develop leaders within the agency. While evaluating leadership development strategies, the research will evaluate if a mentor program should be included in a leadership development course. This research will evaluate when leadership development should begin. A succession plan will also be evaluated to determine if Hillsborough County Sheriff's Office could benefit from a transparent succession plan. The research will also examine if training is started earlier in an employee's career is the employee is more vested in the organization and a more effective leader.

Literature Review

Organizations in the United States spend billions of dollars to train employees. However, the companies are not seeing the benefit from the training. In most cases the employees are unable or unwilling to change the way they do things. Employees are inspired to change while attending the training and when they first return to their organizations. However, the employees experience barriers when attempting to implement what they learn. Usually, the barrier is the environment in the organization. The environment within the organization does not allow the employee to change. Frequently, the employee does not know how to implement what they learned in training into their daily work. Another barrier can be the other employees in the organizations want things to remain the same. A barrier can be the leader because they were not involved in the training and are unaware of the lessons learned. Even though the employees were motivated to change, the work environment has established systems.

The employee is unable to change the system surrounding them because of the barriers. (Beer, Finnstrom & Schrader, 2016)

Similar to what is stated above the United States spent \$166 billion dollars in leadership training in 2018. However, in the United States the Chief Executive Officers (CEO) are disappointed with the results from the training. One of the reasons the training is failing is because the training is not done soon enough. Most employees receive leadership training after they have been with an organization for twelve years, which in essence, leaves the employee with twelve years of no formalized training. In January 2020, Forbes' Kevin Kruse provided reasons why leadership development fails and he provided solutions. One solution was for organizations to start leadership development training prior to promotion. Another solution was the organization should provide leadership training in different platforms. Kruse suggested Leadership development should be done by gaining experience in different assignments and by a mentor program. He advised the top leaders within the organization need to be involved in the leadership development of their employees. Finally, leadership development should be a priority for everyone in the organization. (Kruse, 2020)

The top leaders within an organization make the mistake of viewing the organization as a group of individuals. Meaning leaders think the employees should attend training and the organization will benefit from more educated employees. Top leaders within the organization send subordinate leaders to training with the idea of improving the organization or the leader. However, as stated above the environment is not conducive to implement the changes. The employee returns to the environment that is unable to support the lessons learned. They are unable to utilize the skills because they lack the support from the current leaders. This is not because the leaders do not want to help the employee. Unfortunately, the leader did not attend the same training or was not involved in the training and is unable to assist the employee. Since the top leaders see leadership training as improving the individual the leaders do not feel the environment is the issue. The organizational structure establishes relationships, roles and policies. All of those elements drive the organizational behavior and performance. The organizational system will need to change first to support the leadership development. Leadership training is not failing the organization, the organizational leaders are failing to establish a system to learn. The leaders within an organization must establish a strategy and communicate the core values to the employees. (Beer, Finnstrom & Schrader, 2016)

Organizational leaders first need to change their way of thinking about training and leadership development. The leaders need to determine the goal and mission for leadership development in regards to the organization. After establishing the goals the leaders within the organization need to design the process. Leadership development has been successful in those organizations where the leaders have bought into the process. The leaders within the organization define the strategy and the desired culture they want from the employees. After the strategy has been completed the training structure should be designed. Organization leaders should require skills learned in training to be implemented in the employee's daily assignments. Successful organizations with leadership development strategies have a system to sustain the lessons learned. If the leaders within the organization do not change the system prior to training they will set people up to fail. (Beer, Finnstrom & Schrader, 2016)

Twenty-first century leaders cannot lead an organization with a command and control attitude because the climate today is disruptive and is always changing. As stated above the millennial generation employees crave support and connection. They are known to move on to different jobs if they do not receive the support they crave. For an organization to be successful the leaders are required to be more fluid. Organizational leaders need to create a learning organization. A learning organization is an organization where the leaders are coaches and mentors. The leaders within the organization approach mistakes as teachable moments. In a learning organization the leader asks questions not answer questions nor tells the employee how to do an assignment. As stated above for the leaders within an organization to create a learning organization the leaders must first effect the culture. The leaders within the organization need to become coaches and mentors. Sir John Whitmore stated coaching involves “unlocking people’s potential to maximize their own performance” (Ibarra and Scoular 2019). Instead of leaders giving orders to their employees they will be required to provide guidance and support. Leaders within today’s organization that are custom to commanding orders will have difficulty. It is essential in this time period for leaders to learn how to be a coach or mentor. (Ibarra & Scoular, 2019)

Training leaders to be coaches is an integral part of the learning culture of the organization. As stated above the organizational system for training will need to change, and an environment of learning is created through the change. Leaders as coaches help develop employees. Frequently organizational leaders think they are good coaches. The Author, Herminia Ibarra, teaches a course to leaders on coaching. Throughout the course the leaders want to help their employees be more successful. However, when they were required to role play a coaching session nine out of ten leaders did not perform well. The leaders during the role playing exercise told the employee what they did wrong and tried to sell them on the correct way. The coaching technique being taught was to teach the leader to ask questions and to listen. This illustrates the importance of a learning environment. Every employee within an organization requires training and or leadership training. At every level within an organization employees are learning skills for their current position and for their future position. Instead of having leaders command employees on what to do the leaders should show the employees the way. The leader does not provide the answer but helps the employee find the answer. By doing this the organizational leaders are training the future leaders. (Ibarra & Scoular, 2019)

It is important for organizations to cultivate their future leaders. Some organizations maintain a list of employees for future leadership positions. However, some of those identified as future leaders fail when they are put in those positions. One reason the employee fails is because they do not have extensive experience within an organization. The employee was a high performer in a specific assignment. However, the employee was not tested or trained in another skill set. An example is Coca-Cola’s Chief Executive Officer (CEO) M. Douglas Ivester. He was the second in command for years to Robert Goizueta. M. Douglas Ivester was highly successful in his position as the second in the company. Everyone assumed he would be as successful as Robert Goizueta if not even more successful. However, Robert Goizueta did not take the time to develop M. Douglas Ivester. He was not taught how to complete all of the tasks as the CEO. M. Douglas Ivester was required to resign after two years as the CEO from the company. Even though he was accomplished in one area of leadership he did not have

general proficiencies in others areas. This is an example of why it is important for an organization to develop a large group of leaders with a vast knowledge of the organization. Learning organizations should combine succession planning with leadership development. This will provide the organization with a larger group of people to promote from. The focus for the organization is to train the skills needed for an employee to become a leader in multiple areas in the organization. (Conger & Fulmer, 2003)

Mattel's CEO Jill Barad had grown the brand but her lack of experience in finance and her controlling behavior resulted in failure. However, if her lack of experience had been exposed earlier the organization could have provided her the required training and experience. Organizations should provide leadership development training that is on par with work assignments. When deficiencies are identified in an employee they should receive training and or a new work assignment to help them overcome the deficiency. Leadership development and succession planning helps an organization provide skills to those employees needing the skills. It allows the right people to be assigned to the correct assignment. The company, Lilly, has a program where employees' current and past supervisors sit and discuss an employee's strengths and weaknesses. Following the meeting the leaders have a succession management meeting. In the meeting the leaders discuss new assignments so the employee can grow. Dow Chemical is another company that is determined to have their executives receive extensive training. Dow Chemical's fourteen executives have all had cross-functional development to prepare them for the demands of top management. (Conger & Fulmer, 2003)

In a learning development organization with succession planning the organization should be transparent. An employee in the organization should know what skills are needed for specific assignments. Every employee should know the training required and skills that are needed. In the past organizations kept succession planning in the dark from the employees. Top leaders within the organization knew the process for promoting employees. However, the employees were not enlightened to the decisive factors. Typically employees feel the top leaders are not transparent in the promotion process. Keeping secrets from employees causes distrust. Employees respond favorable and are invested in companies that are transparent. The leadership development and succession planning should be easy to understand. Successful organizations with succession planning utilize candor from all the leaders within the organization. (Conger & Fulmer, 2003)

Similar to private organizations law enforcement organizational leaders tend to see leadership training as a tool to improve the individual. The idea is if the organization improves the individual, employees will improve the organization. Unfortunately the organizational leaders do not look at the environment or systems the employees work in. The organizational leaders need to have a complete understanding of the environment and what style of leadership will be successful. The environments in law enforcement organizations are complex. Members of the organization are diverse and have different skills. Law enforcement officers and leaders are required to respond to complex environments. This requires officers and leaders to be flexible and to be innovative in their thinking. Daily, law enforcement officers and leaders are learning new ways to handle new challenges. (Flynn & Herrington, 2015)

Most law enforcement organizations have not established any form of succession planning meaning organizations do not have employees in the pipeline for future positions. Law enforcement organizations could benefit by having leaders developed and trained for a position that will be vacant in the future. According to Chief Dwayne Orrick with Police Chief Magazine numerous law enforcement organizations are experiencing high turnover rates. Researcher Mary Young identified that public organizations need to develop a process to complete an assessment on current and potential leaders. She suggested the results from the assessments should be used to develop leaders. Mary Young continued to suggest that organizations should continue leadership assessments to develop leadership skills. This would allow the organizations to mentor, coach, support, educate and provide experience. By developing the leaders within the organization, the leaders are securing the organization's future success. Succession planning does not cost the organization a large amount of money. Actually, by developing leaders through succession planning an organization could save money. The only thing needed is a change of thinking by the top leaders. When a law enforcement organization develops a succession plan the leaders must consider the organization's culture, history, resources, budget, and community concerns. Leaders in the organization need to understand that the succession planning is a long-term commitment. By completing assessments with a succession plan the organization should know what leadership training is needed. (Michelson, 2006)

Currently in law enforcement organizations many employees never attend leadership training prior to promotional testing if at all. This also means most employees are not attending leadership training until after promotion. In a study, conducted seven out of nine leadership courses identified for law enforcement require the student hold the rank of lieutenant or higher. Typically, in most organizations law enforcement leadership development is not connected to succession planning. To improve law enforcement leadership enhanced training and career progression should occur at all levels in the organization. The leaders in law enforcement organizations should explore how to build leadership development into the organization's succession planning. The overall leadership within the organization would improve. The environment within the organization would involve learning at every assignment. The law enforcement organization would be a learning organization. (Hughes, 2020)

Leadership development in law enforcement organizations should be a process that is dispersed throughout the organization. The organizations should provide leadership training to all members. This would develop law enforcement organizations into learning organizations. For this to be successful the organization needs to have a culture that values learning and shared leadership. An important component to leadership development is providing employees the skills to handle unforeseen problems. Some organizations have implemented a 70:20:10 approach to developing leaders within the organization. The employee learns 70% from work and daily assignments. 20% of the employees learning is through mentoring and coaching from top leaders within the organization. The remaining ten percent the employee learns is from formal classroom training. For a law enforcement organization to adopt this approach the environment must become a learning organization. Since 70% relies on an employee being allowed to reflect, experiment and adapt to learn. This would require the support of the top leaders within the organization. A learning organization with a leadership development focus will

train employees on management and leadership skills. Management skills will include planning, organizing, budgeting, staffing and directing. The leadership skills will include personal skills for example the ability to communicate, motivate and inspire others. It is important for organizations larger than 100 employees to develop a leadership strategy. (Flynn & Herrington, 2015)

Law enforcement organizations usually consider themselves different than other organizations. However, they are usually seen as being similar to the United States military. Law enforcement organizations structure is similar to the military's top down command structure. They both are seen as organizations that requires members to follow strict orders given by someone of higher rank. Law enforcement organizations attempt to model themselves from the military. However, unlike the military leaders in law enforcement organizations leaders become micro-managers and highly resistant to input from their subordinates. The military does not operate in an authoritarian leadership style. The military leaders study different leadership styles and how to develop leaders. Each individual in the military is trained to use creative and intuitive skills. The military trains their members to devise practical solutions to solve issues. Every member of the military knows the mission tactics and knows the leader's intent. In the military the leaders do not tell the subordinates how to do something they tell them what they need done. They have developed a system that fosters participative decision making. Law enforcement organization should move away from the supervisor/management style to the military's leadership style. The military's strategy in developing leaders creates morale and professionalism that law enforcement organizations could benefit from emulating. (Cowper, 2000)

Leaders within the military are evaluated on how they develop others into leadership roles. The military's top leaders judge the subordinate supervisors based on how the members perform a mission not on the supervisor's daily task. Developing the future leaders is the priority for the military. First line supervisors in the military are required to attend training prior to obtaining the rank. Law enforcement first line supervisors do not have the opportunity to attend training prior to promotions. In law enforcement leadership training is not usually done until you reach the rank of lieutenant or higher. Most of the training in law enforcement prior to lieutenant is designed around management not in leadership. In the military noncommissioned officers attend a course called Advanced Leaders course. This course is approximately two months in length. After completing the course the military member is required to attend a ten month sergeant major course. The ten month course is designed to prepare the member for their new responsibilities. While attending these courses the military members are still required to complete their responsibilities. Law enforcement organizations could benefit from the military organizations training and preparedness for leadership positions. (Doss, 2018)

The majority of law enforcement organizations do not follow the military strategy for developing leaders. Those who hold the title of a leader usually conduct themselves more like a manager. They conduct themselves more like managers because they have not received leadership training. Leaders within the organizations are not mentoring them to be leaders. The culture in law enforcement organizations expect leaders to be managers. If law enforcement organizations replaced their manager roles with leaders they would be more connected in improving the future leaders. This would also assist the

organization in developing a succession plan by developing the future leaders. Leaders within a law enforcement organization usually operate in a top down command structure. They feel this is the best way to operate because of the seriousness of the issues they are faced with. However, environments that are changing at a fast pace would do better with a more flexible structure. One example introduced the idea of entrepreneurial policing. The example made a point that law enforcement leadership concepts do not differ from the business world. Entrepreneurship leadership requires active participation from everyone within the organization. According to the study strengthening leadership skills especially among the first line supervisors benefited the organization and the employees. (Hughes, 2010)

Leadership development is fundamental to the United States Army. Every soldier is put into a leadership role from their first day. The United States Army has three domains with three leadership development components. The three leadership development domains are self-development, institutional development and operational domain. The three components are training, education and experience. The program is called the Army Leadership Development Strategy (ALDS). The leadership development is founded in the United States Army's values and grows leaders into competent, committed professionals with character. The ALDS is a published document for everyone in the United States Army to view. Every soldier and every civilian in the United States Army knows the strategy required for promotion. In the United States Army leaders must operate through trust, empowerment and understanding. The United States Army's strategy of developing leaders helps maintain the leadership standard the United States Army has. The senior leaders are required to have a broad view of the United States Army. They should be recognizing opportunities for their subordinates to take advantage of for development. (Army Leader Development Strategy, 2013)

In the United States Army, it is the responsibility of every member to not only develop themselves but to develop others. Leadership development is a process that takes place throughout a member's career. The member never fully completes the leadership development program. The United States Army cannot hire a leader from another organization. They are required to develop the future leaders. Similar to businesses and law enforcement organizations the United States Army has at times veered away from the strategy. They have also made the mistake of focusing on leadership development in the realm of education. The United States Army recommends every organization should create a strategy, then a mission and then a plan for leadership development. The strategy becomes the why, how and what the organization intends to do. Business and law enforcement organizational leaders may complete some of the same processes, but they do not feel it needs to be documented. The United States Army's position is by highlighting the significance of the program in a written document demonstrates the importance of leadership development. The United States Army's leadership development strategy has three categories. The categories are a formal process, semi-formal process and informal process. (Parson, 2017)

After the leadership development strategy was designed the United States Army created a formal process which were mandated in Army Regulations. A few examples of the formal processes were Counseling, Evaluations, Feedback and Assessments, Professional Military Education, Structure Self-Development, Recognition and Promotion Boards, Qualifications and Certifications. The semi-formal process includes Field

Training Exercises, the Organizational Multi-Source Assessment and Feedback, Organizational Certifications, and Functional Training. Semi-formal process are processes that are not mandated but highly recommended. The informal process usually have the greatest impact on the leadership development. A few of the examples of the process are mentorship, team-building exercises and succession planning. These processes are completed within synthesis of training, education and experiences the member receives through the domains of operational, institutional and self-development. (Parson, 2017)

Leadership Development is fundamental to the United States Army. There are five tenets of Army Leader Development. The first is the top leaders in the Army are committed to leadership development. The second is there is a clear what, when and how to develop leadership. The third is supportive relationships. The fourth is the three domains discussed above which were, the institutional, operational and self-development that enable education, training and experience. The fifth and final tenet is providing, accepting and acting upon assessment and feedback. As stated above the United States Army develops subordinates by providing them opportunities in institutional, operational, and self-development domains. The leaders within the United States Army are held responsible for the development of their subordinates and for themselves. They are required to train and develop leaders to accomplish the Army's missions and develop future leaders. One important step in developing the members of the United States Army is assessing the individual member's strengths and weaknesses. When development is needed the member is given the opportunity to train in the area the member needs education in. This is done by a new assignment in an area the member does not have experience in. The United States Army is exceptional at training their members prior to a new assignment and before a promotion. Those who are promoted have already been trained and prepared for their new responsibility. (U.S. Army, 2015)

The United States Army unlike law enforcement organizations ensure the leaders can operate in their current position and are preparing for the future. Since the Army will always need leaders they have developed a strategic plan. The Army established the Army and Leader Development Forum (APLDF) to identify leader development issues and solutions. The Senior Responsible Officer (SRO) is responsible for overseeing the APLDF. The SRO makes recommendations to the chief of staff of the Army. The APLDF members include Army commands, Army service component commands, direct reporting units, the National Guard Bureau, the U.S. Army Reserve Command, staff principals for the Department of the Army Headquarters, the Human Resources Command and the SRO. They are required to evaluate the current leader development programs. The members of the APLDF make recommendations to the SRO. Besides leadership education courses the APLDF evaluates the assessments. Another key element in the Army's leadership development is talent management. In the business world this could be considered the same as succession planning. (Wenzel, 2017)

An important technique to develop leaders is to provide leaders and future leaders with job experience. In the United States Army they attempt to assign the right leader for the right position. Unlike in law enforcement organizations the Army believes in putting leaders in positions they do not have experience in. The Army will assign a leader to a position so the leader can develop within the position. The development obtained in the position could benefit the leader in the future. The Army also uses different assessment

programs to assist the leaders in identifying areas needed improvement. The Army is always looking into restructuring the promotional timelines to broaden the leader's experience. They are also looking into using a 360 degree assessment with assignments to assist the leaders in identifying weaknesses. Leadership development is essential to the United States Army. Those entering into the United States Army today will be the future leaders. Law enforcement organizations should train, educate and provide experience to current and future leaders. (Wenzel, 2017)

Methods

The purpose of this research paper is to determine if the Hillsborough County Sheriff's Office has a leadership development strategy. The paper is also evaluating when in a law enforcement officer's career should leadership training begin and should the agency be responsible for the training. In the past, the Hillsborough County Sheriff's Office has provided management training to all new supervisors. The Hillsborough County Sheriff's Office requires all those promoted to the rank of major attend a leadership training course. There is a list of approved leadership training courses to pick from. For an employee to attend one of the approved leadership training courses the employee must at least be a lieutenant. Recently the Hillsborough County Sheriff's Office Training Division command staff discussed starting the training earlier. The discussion has also included if the agency should be involved in designing the leadership training up to the rank of lieutenant.

In June 2020, an email was sent to five majors, five captains, seven lieutenants, ten sergeants, twelve corporals, fifteen detectives, twenty field training deputies and fifty one deputies with the Hillsborough County Sheriff's Office, asking them if they would participate in an anonymous survey. The majors, captains and lieutenants were selected because of their experience with leadership training. Those selected have been involved in training at the Hillsborough County Sheriff's Office. The deputies and detectives that were selected work in Patrol District I. Since, most deputies and detectives have not attended leadership training it was determined the outcome would be consistent. The group was chosen because they work in the same environment and could result in more participation. They were advised in the email that the survey would be asking questions about leadership training. All five of the majors and captains advised they would be interested in taking the survey. The seven lieutenants also agreed to participate in the survey. The remaining ranks that agreed to take the survey were eight sergeants, nine corporals, eleven detectives, ten field training deputies and forty-three deputies. The total number of Hillsborough County Sheriff's Office employees that agreed to take the survey was 98.

The majors and captains who were selected work in different areas throughout the Hillsborough County Sheriff's Office. Three of the majors selected oversee patrol districts in different areas within Hillsborough County. The major and captain assigned to Homeland Security Division were selected and agreed to take the anonymous survey. The major assigned to Child Protective Investigative Division agreed to take the survey. Three of the captains are assigned to patrol districts in different areas within Hillsborough County. The remaining captain selected is assigned to the Hillsborough County Sheriff's

Office Special Investigations Division. The seven lieutenants that agreed to take the survey work in two out of the five patrol districts within Hillsborough County.

Four of the majors selected to participate in the survey have attended an advance leadership course. The fifth major selected has not attended an advance leadership course at the time of the survey. All five majors selected have been involved in leadership training at HCSO which is why they were selected. Three of the captains selected have attended an advanced leadership training course. The remaining two have not attended a leadership training course. All five captains selected assist in leadership training at HCSO. One of the majors selected has attended the Federal Bureau of Investigation National Academy. The major assigned to the Child Protective Investigative Division has attended the Southern Police Institute in Kentucky. One of the patrol Captains has also attended the Southern Police Institute course. The remaining that have attended a leadership course have attended the Senior Leadership Program.

Four of the seven lieutenants selected to participate in the survey currently are assigned to District I patrol. One of the lieutenants selected has attended the Southern Police Institute leadership training course. The remaining three selected to participate are assigned to District III patrol. One of the lieutenants has attended the Senior Leadership Program. The remaining two were selected because they have been assigned to the Training Division at the Hillsborough County Sheriff's Office.

The sergeants, corporals, detectives and deputies who agreed to take the survey are assigned to Patrol District I within Hillsborough County. Even though they are all assigned to District I several have different assignments. Some of the individuals are assigned to patrol. The remaining employees are assigned to the Traffic Enforcement Unit, the Street Crimes Unit, the General Offense Investigations, the District Investigations Units and the Community Resource Unit.

The anonymous survey was created via Survey Planet. The first question served to identify the rank of the person taking the survey. The survey also includes questions asking if the person served in the military. If the person taking the survey has military experience did they receive leadership training while in the military? Those who do not have military experience were instructed to move to a specific question. The remaining questions focused on leadership training and if they have attended leadership training. Several questions were designed to get feedback about how relevant they found the leadership training they attended while employed with Hillsborough County Sheriff's Office. Additional questions were designed to get feedback on when the employee feels leadership training should begin and if they agency should facilitate the training. The remaining questions were regarding if Hillsborough County Sheriff's Office has a leadership development strategy.

Results

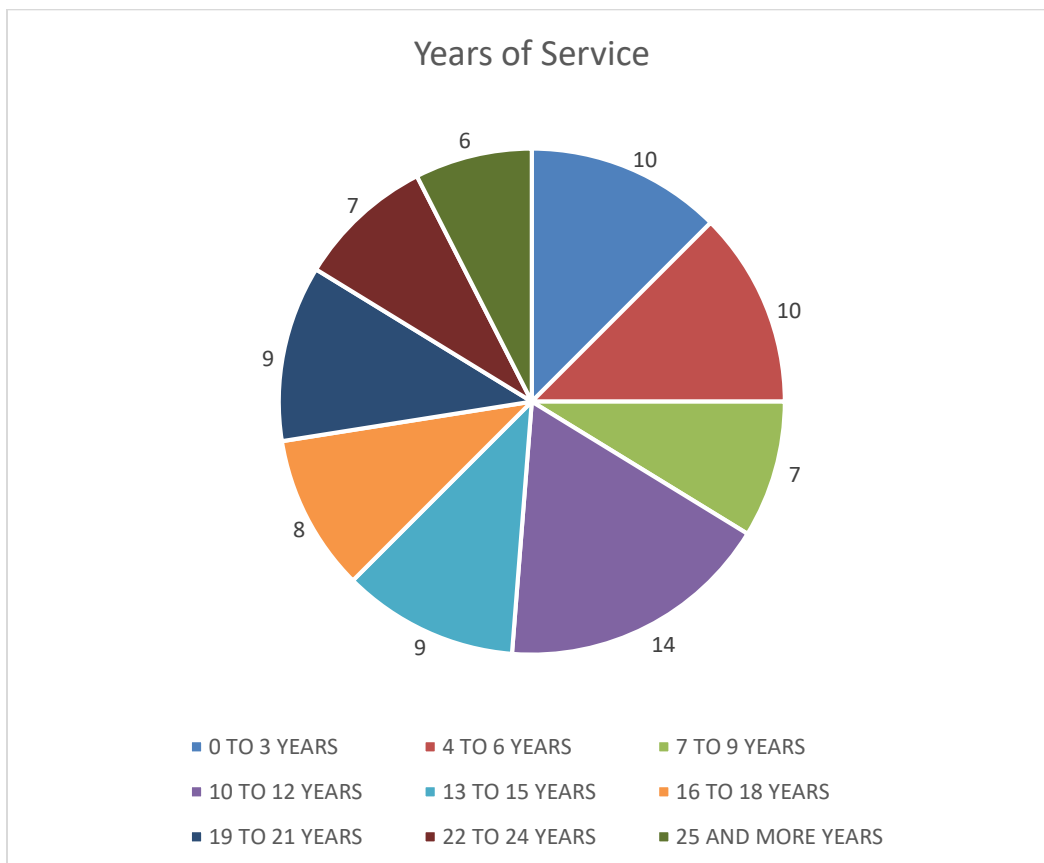
The survey was sent to 98 Hillsborough County Sheriff's Office deputies and supervisors. I received 80 responses, for a response rate of 82%. Of those 80 responses, some of those who participated did not answer all of the questions. Some participants chose to skip some of the questions. Five questions did not require a response from everyone who participated. Question three to question seven were to be answered by

those who had military experience. Only 23 individuals taking the survey had military experience.

The first two questions in the survey were designed to identify the rank and years of experience of those participating in the survey. The years of experience range from less than one year to more than 25 years. The ranks involved in the survey were deputy, detective, corporal, sergeant, lieutenant, captain and major.

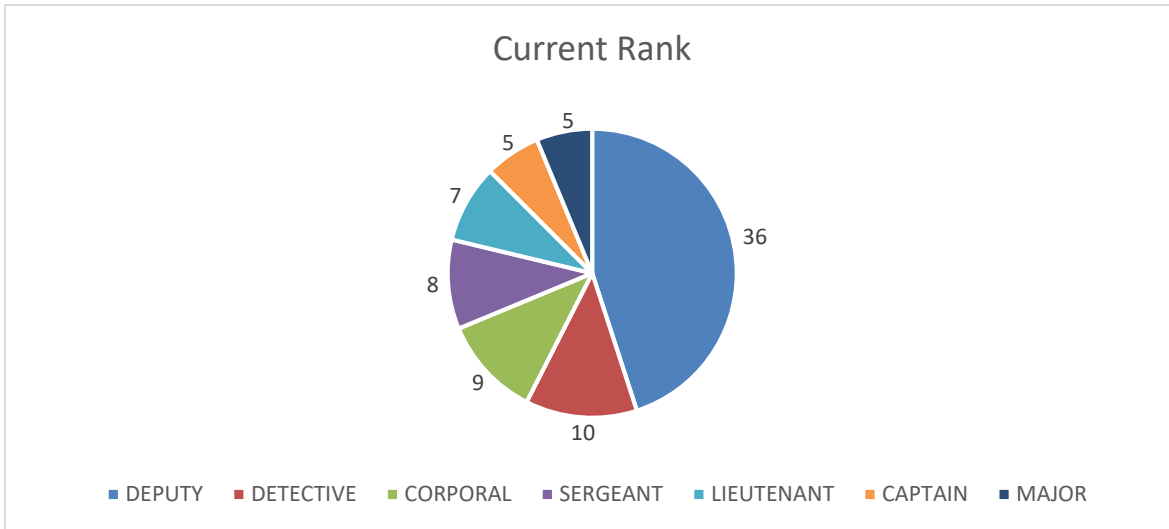
Ten respondents (12.5%) had zero to three years of experience with the Hillsborough County Sheriff's Office. Additionally, ten respondents (12.5%) had four to six years of experience. Seven respondents (8.8%) had seven to nine years of experience with the Hillsborough County Sheriff's Office. Most of the respondents had ten to twelve years of experience. Fourteen respondents (17.5%) had ten to twelve years of experience. Nine respondents (11.2%) had thirteen to fifteen years of experience with the Hillsborough County Sheriff's Office. Eight respondents (10%) had sixteen to eighteen years of experience. The next group of respondents were in the group of nineteen to twenty-one years of experience. This group had nine respondents (11.2%). Seven respondents (8.8%) had twenty-two to twenty-four years of experience with the Hillsborough County Sheriff's Office. The final group which had the most experience was the group with twenty-five and more years of experience. This group had the smallest percentage of respondents. Six respondents (7.5%) had twenty-five or more years of experience.

TABLE 1: Years of Service:



The second question asked the respondents to enter their current rank at the Hillsborough County Sheriff's Office. Thirty-six of the respondents (45%) were deputies which was the largest percentage of respondents. Ten detectives (12.5%) participated in the survey. Nine respondents (11.3%) were corporals. Sergeants that participated in the survey were eight (10%). Lieutenants that participated in the survey were seven (8.8%). Captains and majors had the same percentage of respondents. Both ranks had five respondents (6.2%).

Table 2: Current Rank at the Hillsborough County Sheriff's Office:



Question three asked the respondents if they had military experience. All eighty respondents answered the questions.

- Fifty-seven respondents (71.3%) did not have military experience.
- Twenty-three respondents (28.7%) did have experience.

TABLE 3: Military Experience:



The fourth question was only to be answered by those respondents with military experience. Question three identified twenty-three respondents had military experience. Question four asked those twenty-three respondents how many years of experience they had in the military.

- Seven respondents (30.3%) had four years.
- Two respondents (8.8%) had five years.
- Three respondents (13%) had six years.
- Two respondents (8.8%) had eight years.
- One respondent (4.3%) had ten years.
- Two respondents (8.8%) had twelve years.
- Two respondents (8.8%) had thirteen years.
- One respondent (4.3%) had fifteen years.
- One respondent (4.3%) had sixteen years.
- One respondent (4.3%) had twenty years.
- One respondent (4.3%) had twenty-one years.

TABLE 4: Years of Military Experience:



Question five asked the military respondents if they participated in a leadership development program while they were in the military.

- Twenty-one respondents (91.3%) participated in a leadership program.
- Two respondents (8.7%) did not participate in a leadership program.

Question six was designed for the twenty-one people that participated in a leadership development program while in the military. The question asked the respondents when in their military career did they participate in the leadership program. The respondents were required to answer in what year in their military career. As stated above two (8.7%) respondents did not participate in a leadership development program.

- Fifteen respondents (71.4%) participated when they had one to four years.
- Four respondents (19%) participated when they had five to nine years.
- One respondent (4.8%) participated when they had ten to fourteen years.
- One respondent (4.8%) participated when they had twenty or more years.

TABLE 5: Military Career Year Respondent Participated in Leadership Training:



Question seven was designed to obtain the respondents opinion of the leadership training they received while in the military. The respondents were asked if they found the leadership training program beneficial.

- Twenty-one respondents (100%) answered yes the training was beneficial.

Question eight requested an answer from all eighty respondents. The question was answered by all of the respondents. The question asked the respondents if they had attended a leadership training course at another law enforcement agency or college/university while employed at the Hillsborough County Sheriff's Office.

- Thirty-six respondents (45%) answered they had attended.
- Forty-four respondents (55%) responded no.

Question nine asked the respondents if they had attended a leadership training course administered by the Hillsborough County Sheriff's Office.

- Twenty-nine respondents (36.2%) answered yes.
- The remaining fifty-one respondents (63.8%) responded no.

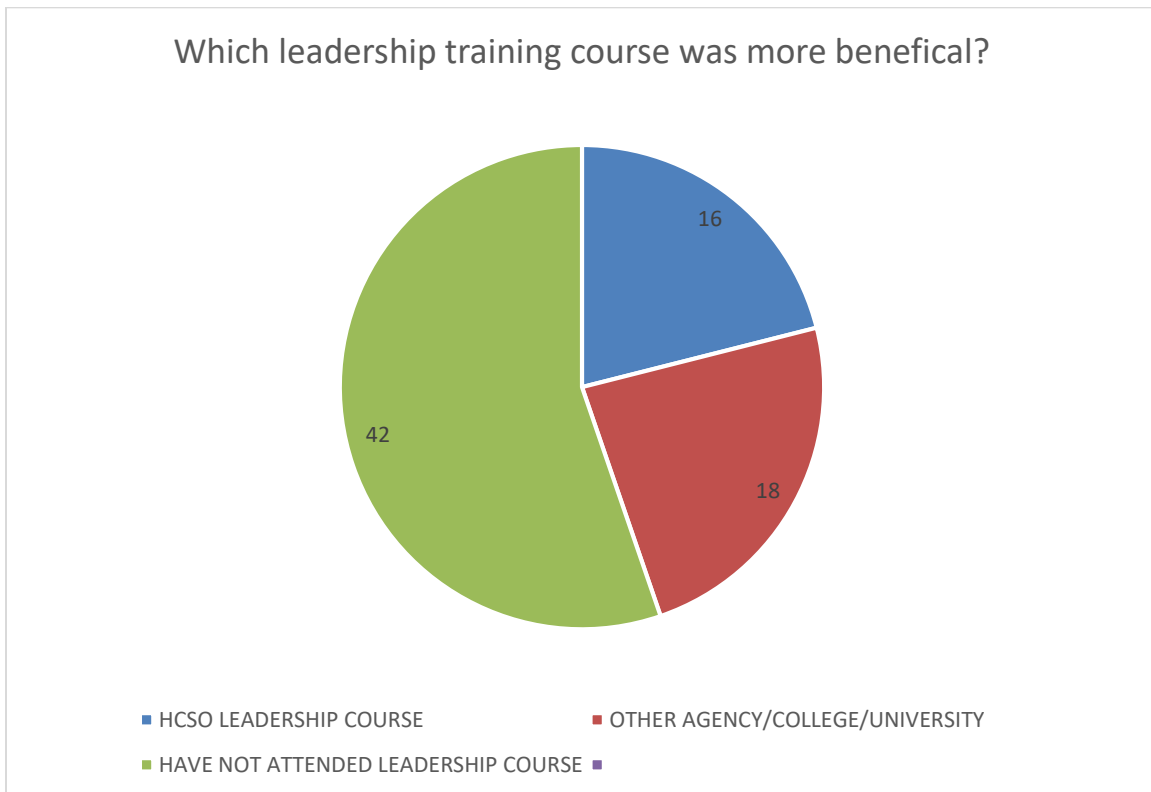
Question ten asked the respondents if they have attended a leadership training course administered by the Hillsborough County Sheriff's Office and a course administered by another agency or college/university which was more beneficial. Not all eighty respondents answered the question. Seventy-six respondents answered the question.

-Sixteen respondents (21%) answered the Hillsborough County Sheriff's Office course was more beneficial.

-Eighteen respondents (23.7%) answered the course taught by the other agency or college/university was more beneficial. The remaining

-Forty-two respondents (55.3%) have not attended a leadership training course.

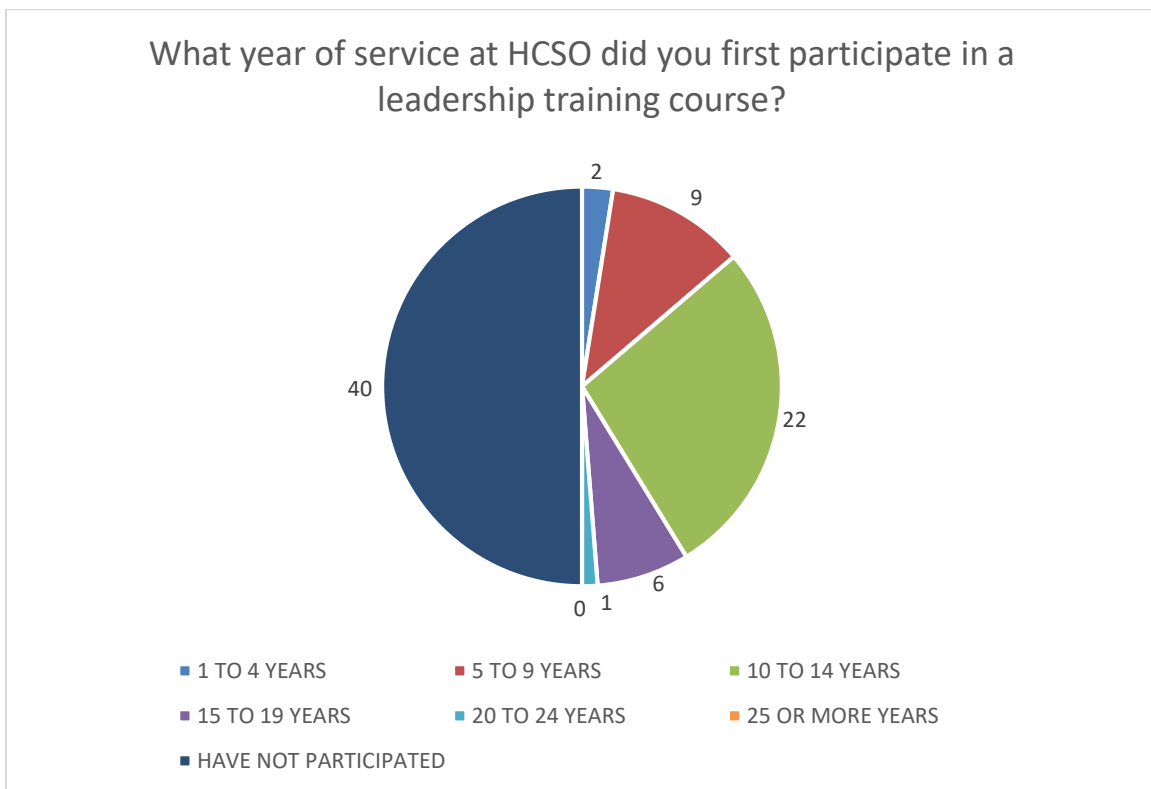
TABLE 6: More Beneficial Course:



Question eleven asked the respondents in what year in their career did they first attended a leadership training course while employed at the Hillsborough County Sheriff's Office.

- Two respondents (2.5%) first attended at one to four years of experience.
- Nine respondents (11.2%) first attended at five to nine years of experience.
- Twenty-two respondents (27.5%) first attended at ten to fourteen years.
- Six of the respondents (7.5%) first attended at fifteen to nineteen years.
- One respondent (1.3%) first attended at twenty to twenty-four years.
- Forty respondents (50%) have not attended a leadership training course.

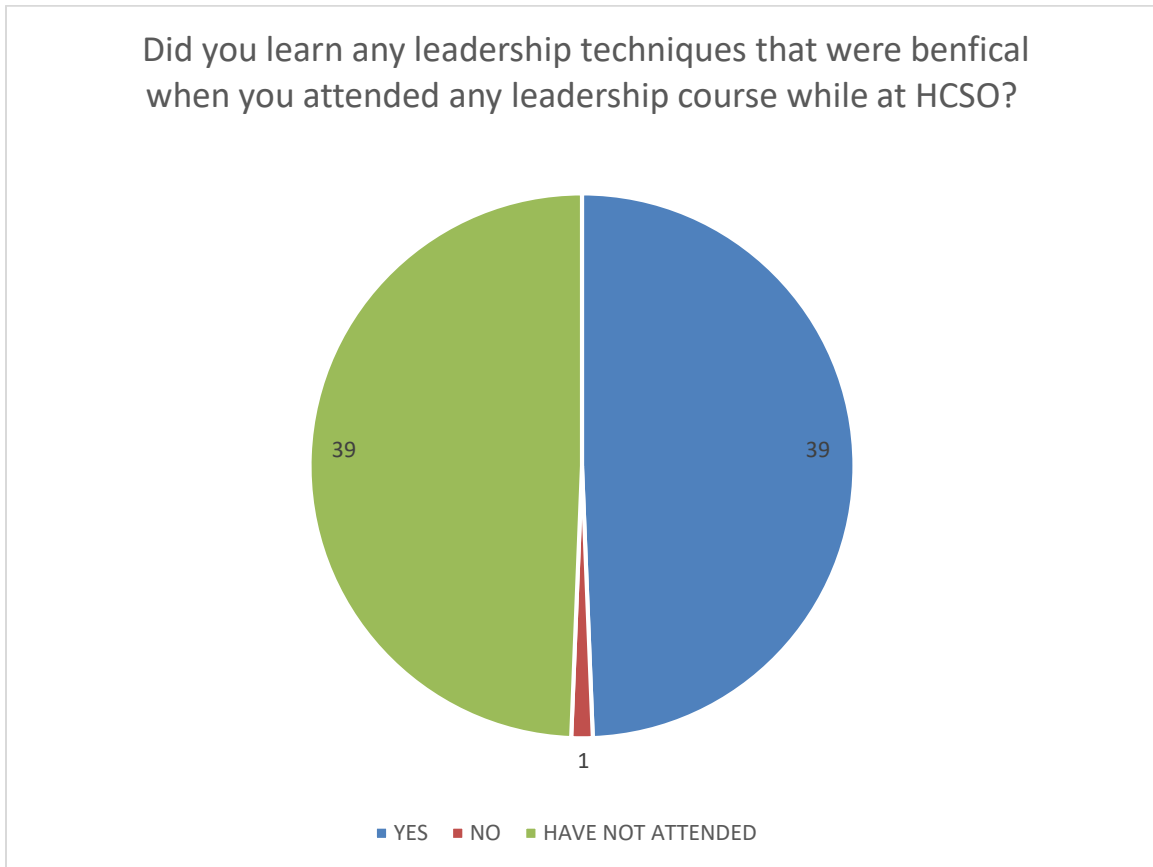
TABLE 7: Year of Experience When First Attended a Leadership Course:



Question twelve asked the respondents if they learned leadership techniques which were beneficial in any leadership course they attended while at the Hillsborough County Sheriff's Office. Not all respondents answered the question. One person did not answer the question leaving seventy-nine respondents.

- Thirty-nine respondents (49.4%) answered yes.
- One respondent (1.2%) answered no.
- Thirty-nine respondents (49.4%) have not attended leadership training.

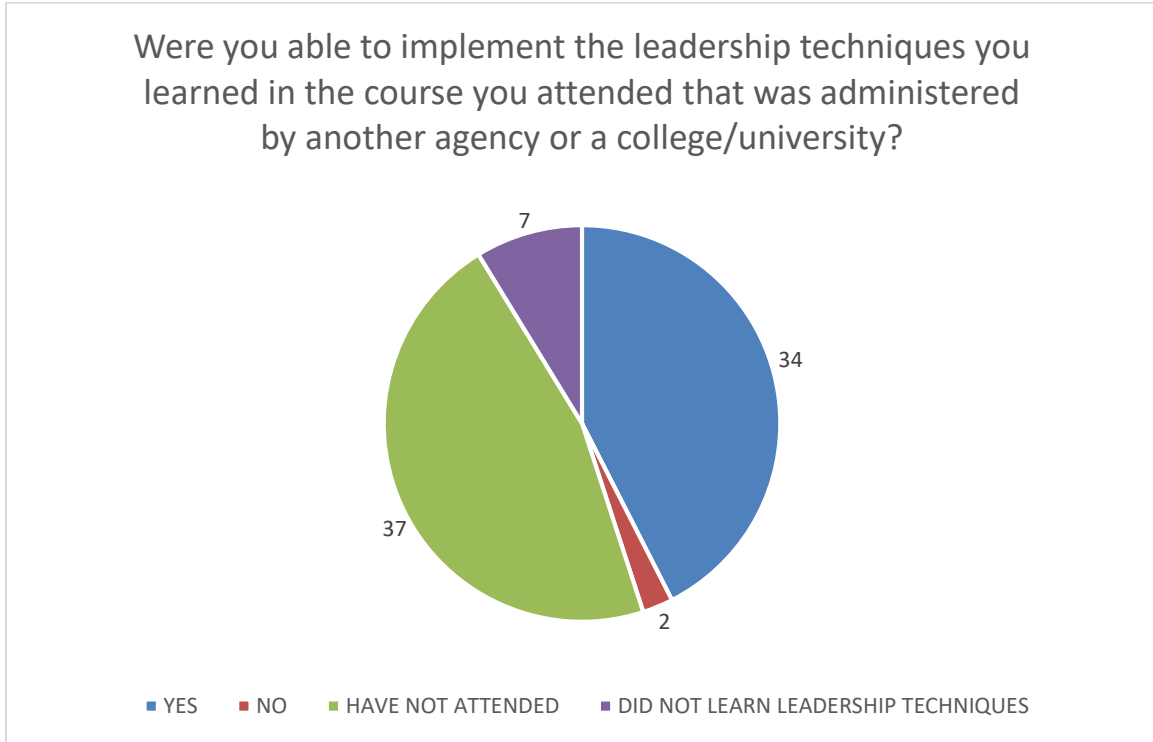
Table 8: Leadership Training Course Provided Beneficial Techniques:



Question thirteen was answered by all eighty respondents. The question asked respondents if they were able to implement leadership techniques, they learned in the course they attended that was administered by another agency or college/university.

- Thirty-four respondents (42.5%) answered yes.
- Two respondents (2.5%) answered that they were not able to.
- Thirty-seven respondents (46.2%) have not attended a leadership training.
- Seven of the respondents (8.8%) did not learn any techniques.

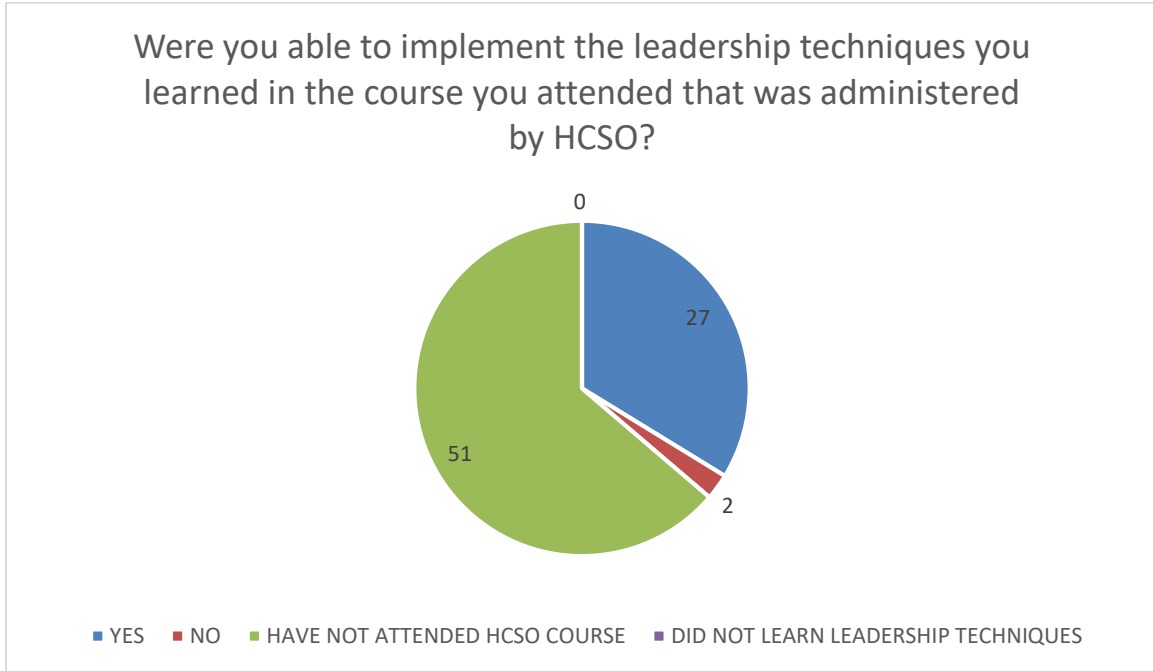
TABLE 9: Able to Implement Leadership Techniques Learned:



Question 14 asked the respondents if they were able to implement techniques they had learned in the course they attended which was administered by the Hillsborough County Sheriff's Office.

- Twenty-seven respondents (33.8%) advised yes.
- Two respondents (2.5%) advised they were not.
- Fifty-one of the respondents (63.7%) have not attended.
- None of the respondents responded that they did not learn any techniques.

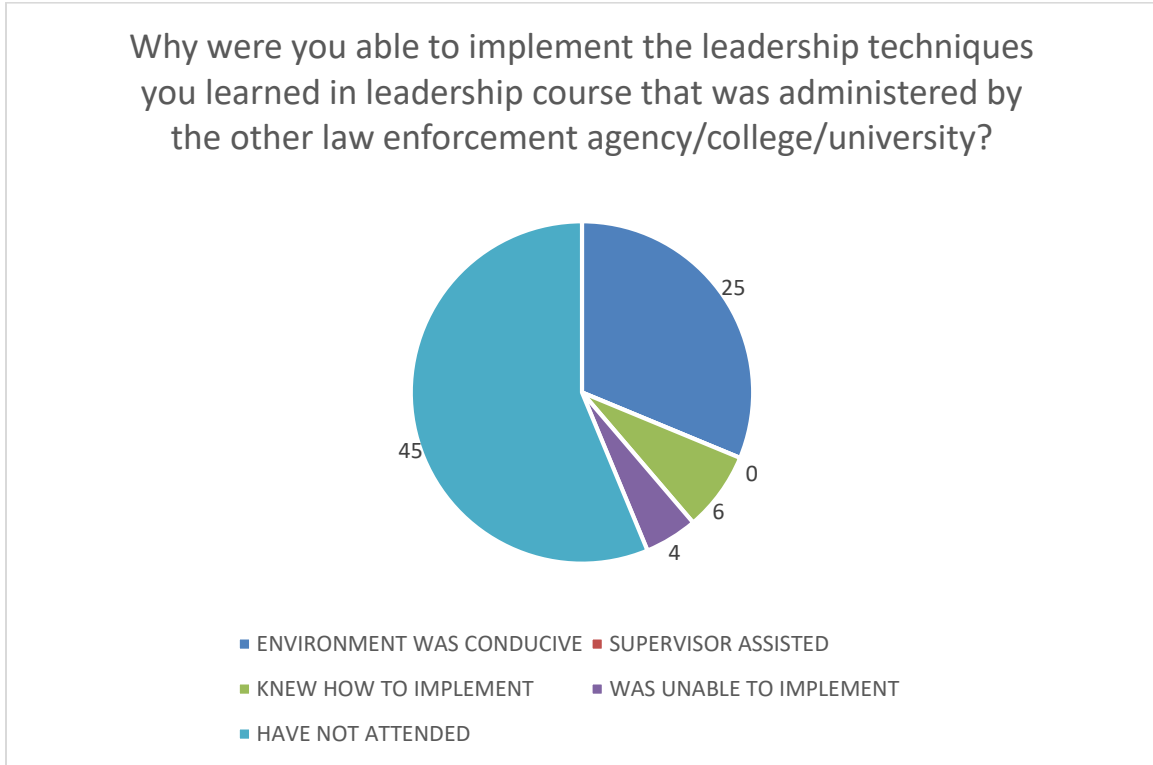
TABLE 10: Able to Implement Leadership Techniques Learned in HCSO Course:



Question fifteen asked the respondents if they were able to implement the leadership techniques in the course administered by another agency or college/university and why they were able to. The respondents were given multiple answers and could select more than one answer. However, all respondents only provided one response.

- Twenty-five respondents (31.2%) answered the environment was conducive.
- None of the respondents responded that their supervisor assisted/mentored.
- Six of the respondents (7.5%) answered they knew how to implement.
- Four respondents (5%) were unable to implement the leadership techniques.
- Forty-five respondents (56.3%) have not attended a training course.

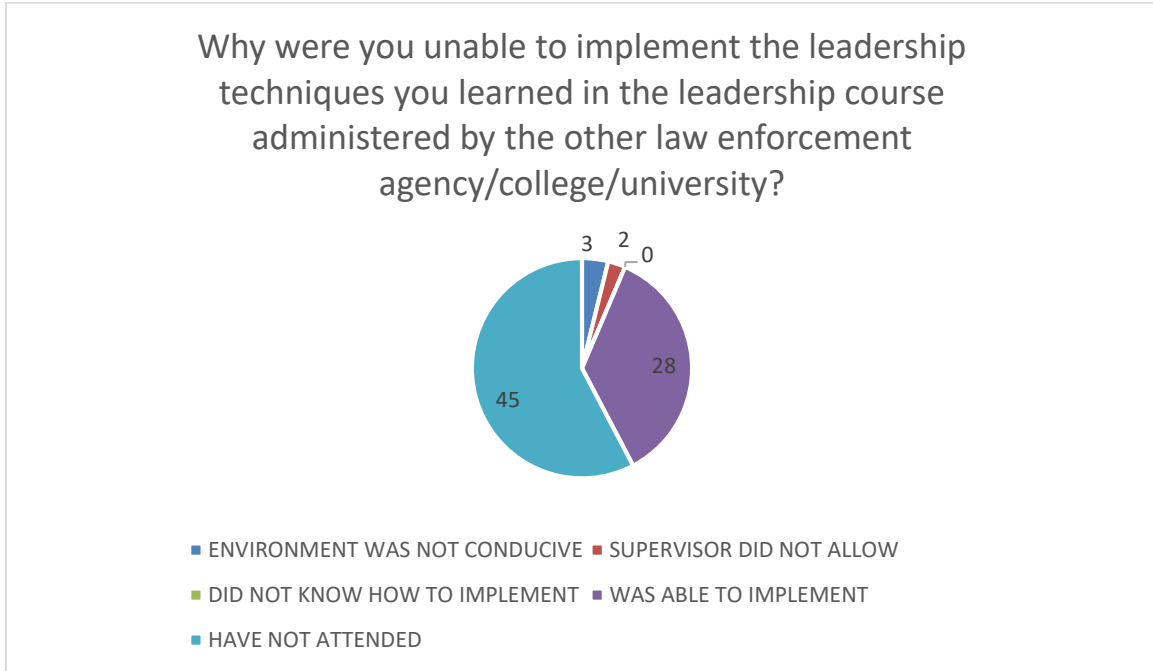
TABLE 11: Why Techniques Were Able to Be Implemented:



Question sixteen was not answered by all the individuals. Seventy-eight respondents answered the question. The question asked the respondents why they were unable to implement the leadership techniques they learned in the course administered by another agency or college/university.

- Three respondents (3.8%) answered the environment was not conducive.
- Two respondents (2.6%) advised the supervisor did not allow to implement.
- None of the respondents answered that they did not know how to implement.
- Twenty-eight respondents (35.9%) answered they were able to.
- Forty-five respondents (57.7%) answered they have not attended.

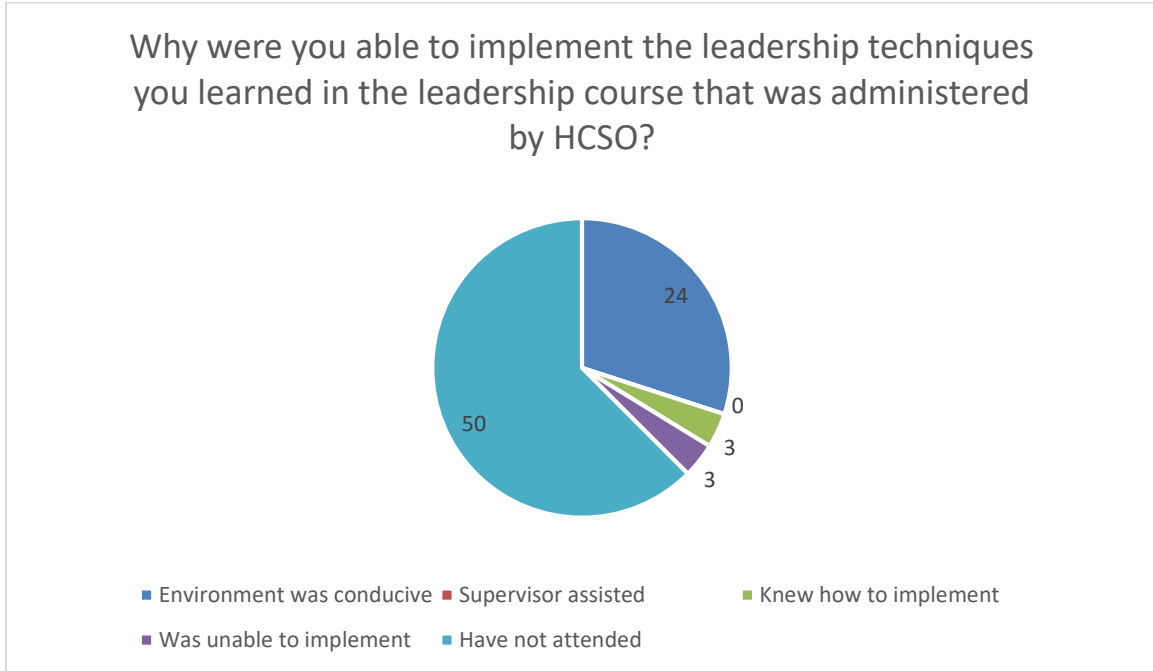
TABLE 12: Why Respondent Was Unable to Implement Leadership Techniques:



Question seventeen asked the respondents why they were able to implement leadership techniques they learned in the course administered by the Hillsborough County Sheriff's Office. The respondents could provide multiple responses if they wanted to. However, none of the respondents provided multiple answers. All eighty respondents answered the question.

- Twenty-four respondents (30%) answered the environment was conducive.
- None of the respondents selected supervisors assisted/mentored.
- Three respondents (3.5%) selected they knew how to implement the techniques.
- Three respondents (3.5%) selected they were not able to implement techniques.
- Fifty respondents (63%) selected they have not attended.

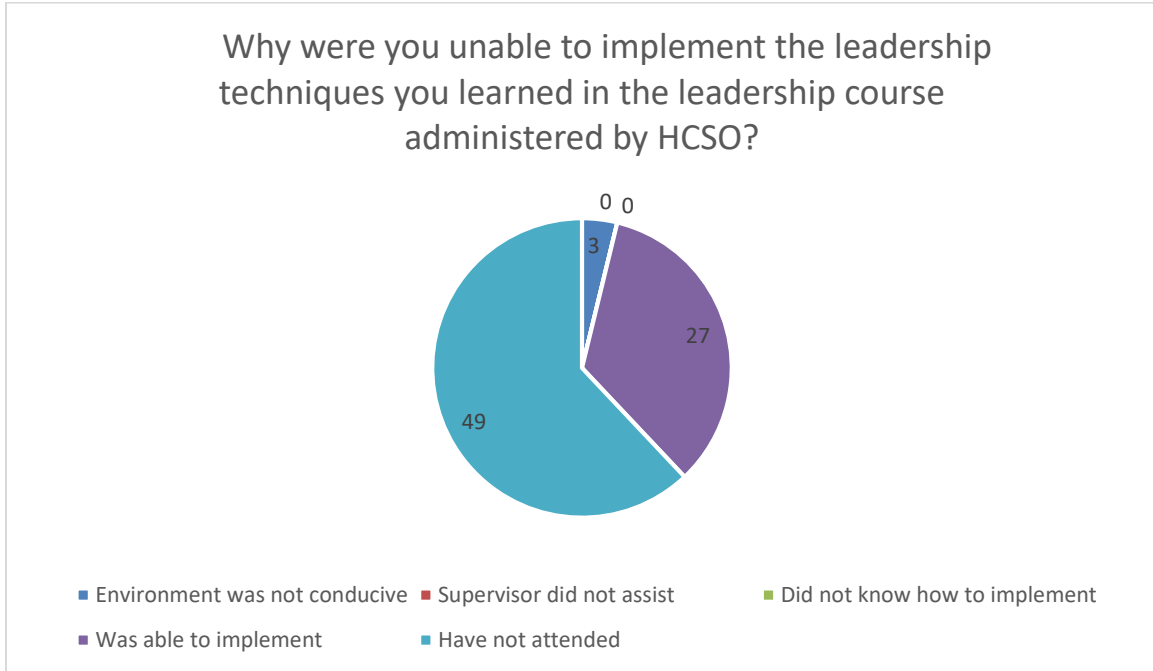
TABLE 13: Why Respondent Was Able to Implement Leadership Techniques Learned:



Question eighteen asked the respondents why they were not able to implement the leadership techniques they learned in the course administered by the Hillsborough County Sheriff's Office. The respondents could select multiple responses. However, the respondents only selected one response. Not all of the respondents answered the question. One of the respondents did not answer the question leaving seventy-nine respondents.

- Three respondents (3.8%) selected the environment was not conducive.
- None of the respondents selected that supervisors would not allow.
- Twenty-Seven of the respondents (34.2%) selected they were able to.
- None of the respondents selected the option that they did not know how to.
- Forty-nine of the respondents (62%) have not attended.

TABLE 14: Why Respondent Was Unable to Implement Leadership Techniques Learned:



Question nineteen asked the respondents if they thought Hillsborough County Sheriff's Office employees should participate in a leadership development program prior to promotion to corporal. All eighty respondents answered the question.

- Seventy-seven of the respondents (96.2%) answered yes.
- Three respondents (3.8%) answered no.

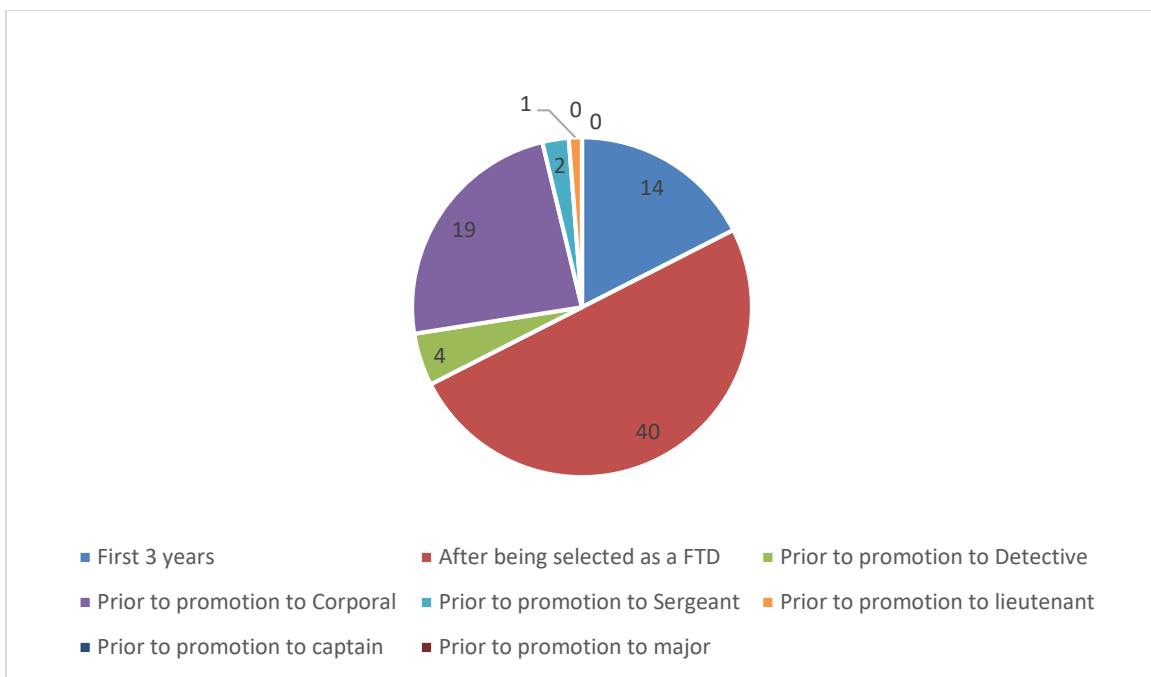
Question twenty asked the respondents if they thought Field Training Deputies at the Hillsborough County Sheriff's Office should attend a leadership development program prior to training new deputies.

- Seventy-four of the respondents (92.5%) answered yes.
- Six respondents (7.5%) responded no to the question.

Question twenty-one asked the respondents at what point in an employee’s career should they participate in a leadership development program. The respondents were provided eight possible responses. Only one response could be selected. All eight respondents answered the question.

- Fourteen respondents (17.5%) selected the first three years.
- Forty respondents (50%) selected prior to being a Field Training Deputy.
- Four respondents (5%) selected prior to being promoted to detective.
- Nineteen respondents (23.7%) selected prior to being promoted to corporal.
- Two respondents (2.5%) selected prior to being promoted to sergeant.
- One respondent (1.3%) selected prior to being promoted to lieutenant.
- None of the respondents selected prior to being promoted to captain or major.

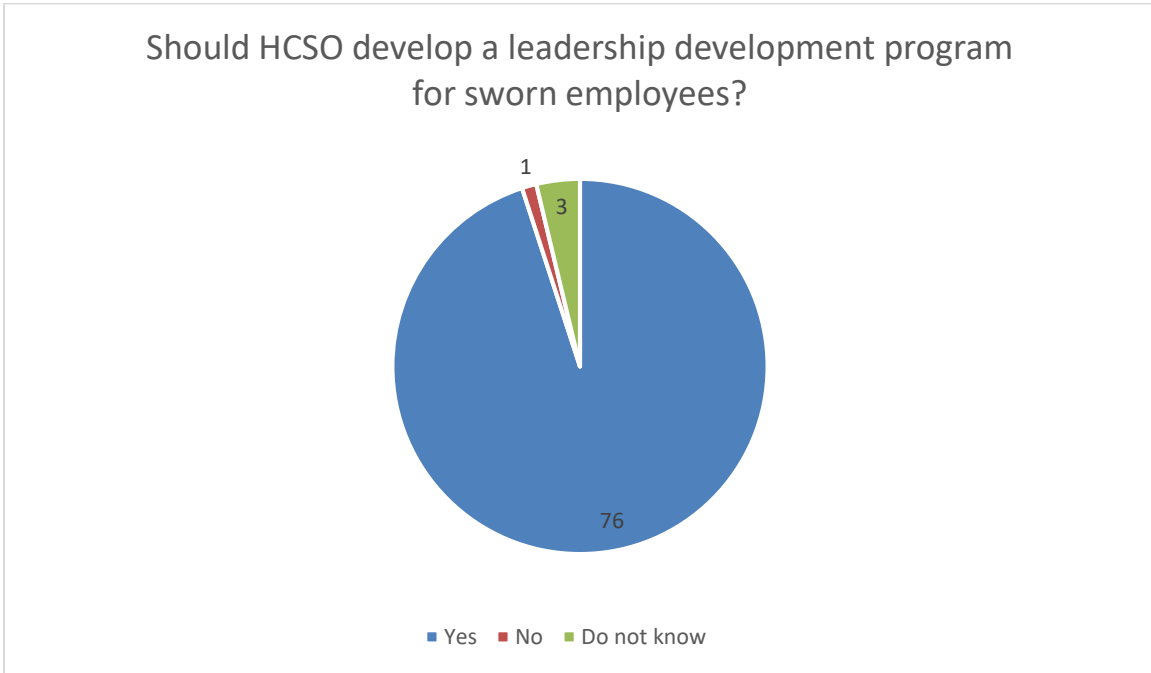
TABLE 15: When Should a HCSO Employee attend a Leadership Development Program:



Question twenty-two asked the respondents if the Hillsborough County Sheriff’s Office should develop a leadership development program for sworn employees.

- Seventy-six (95%) selected yes.
- One respondent (1.25%) answered no.
- Three respondents (3.75%) did not know.

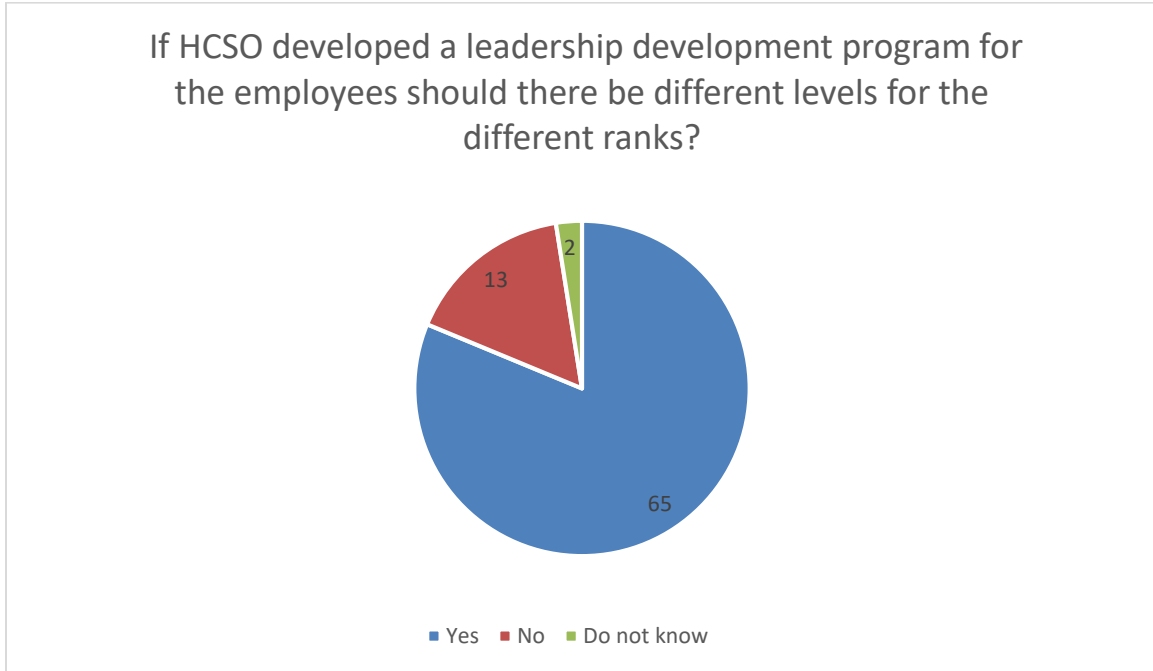
TABLE 16: Should HCSO Develop a Leadership Development Program for Sworn Employees:



Question twenty-three asked the respondents if Hillsborough County Sheriff's Office developed a leadership development program should there be different levels for the different rank.

- Sixty-five of the respondents (81.3%) answered yes.
- Thirteen respondents (16.2%) answered no.
- Two respondents (2.5%) did not know.

TABLE 17: Should HCSO Leadership Development Program Have Levels for Ranks:



Question twenty-four asked the respondents if the Hillsborough County Sheriff's Office developed a leadership development program what should be included in the course. The respondents were given eight choices and could select more than one item. Every respondent selected more than one item. However, only seventy-eight respondents answered the question.

- Seventy-five of the respondents (96.1%) selected classroom training.
- Seventy of the respondents (89.7%) selected mentoring and coaching.
- Fifty-five of the respondents (70.5%) selected assessment.
- Fifty-one of the respondents (65.3%) selected shadowing.
- Fifty respondents (64.1%) selected role playing.
- Thirty-two (41%) of the respondents selected online training.
- Thirty respondents (38.4%) chose a reading assignment.
- Twelve respondents (15%) selected a research project.

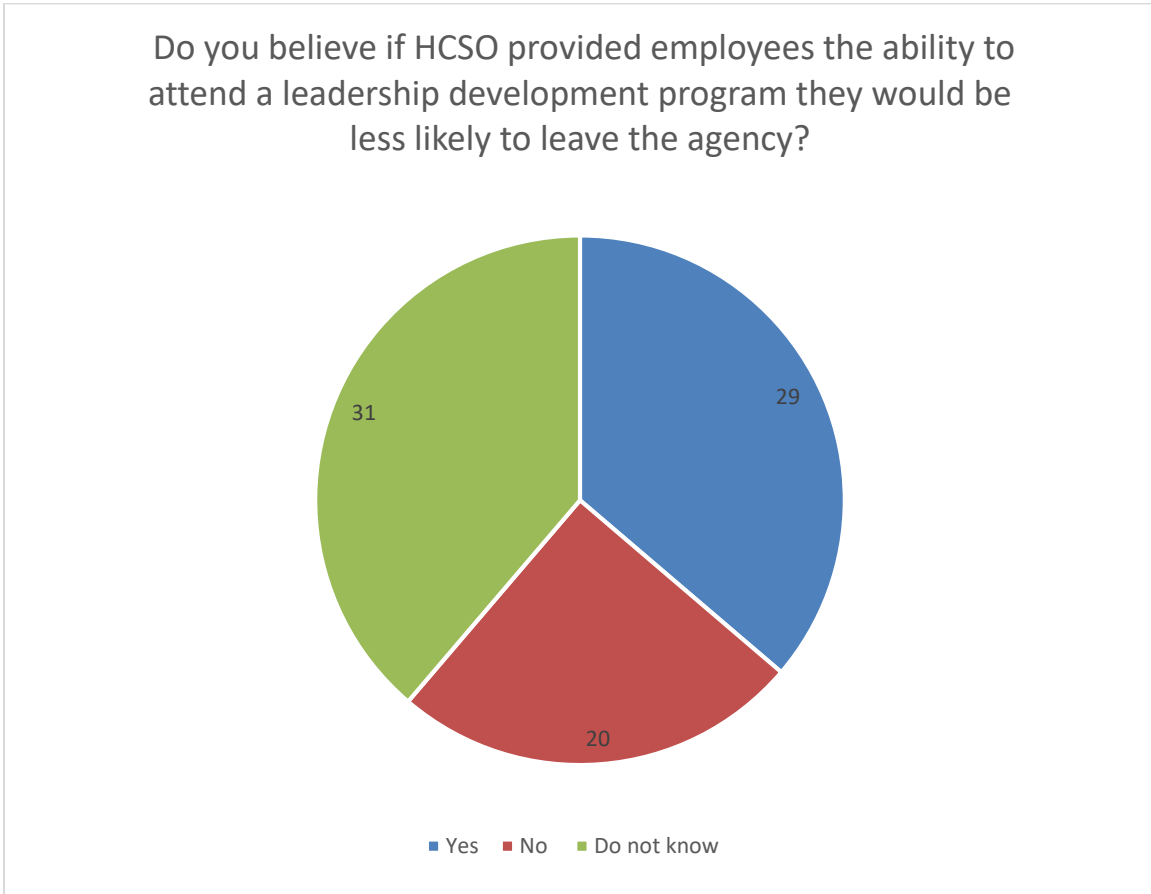
Table 18: Leadership Development Program Should Include:



Question twenty-five asked the respondents if they believed the Hillsborough County Sheriff's Office provided a leadership development program for employees, would they be less likely to leave the agency. All eighty respondents answered the question.

- Twenty-nine respondents (36.3%) selected yes.
- Twenty respondents (25%) answered no.
- Thirty-one respondents (38.7%) did not know.

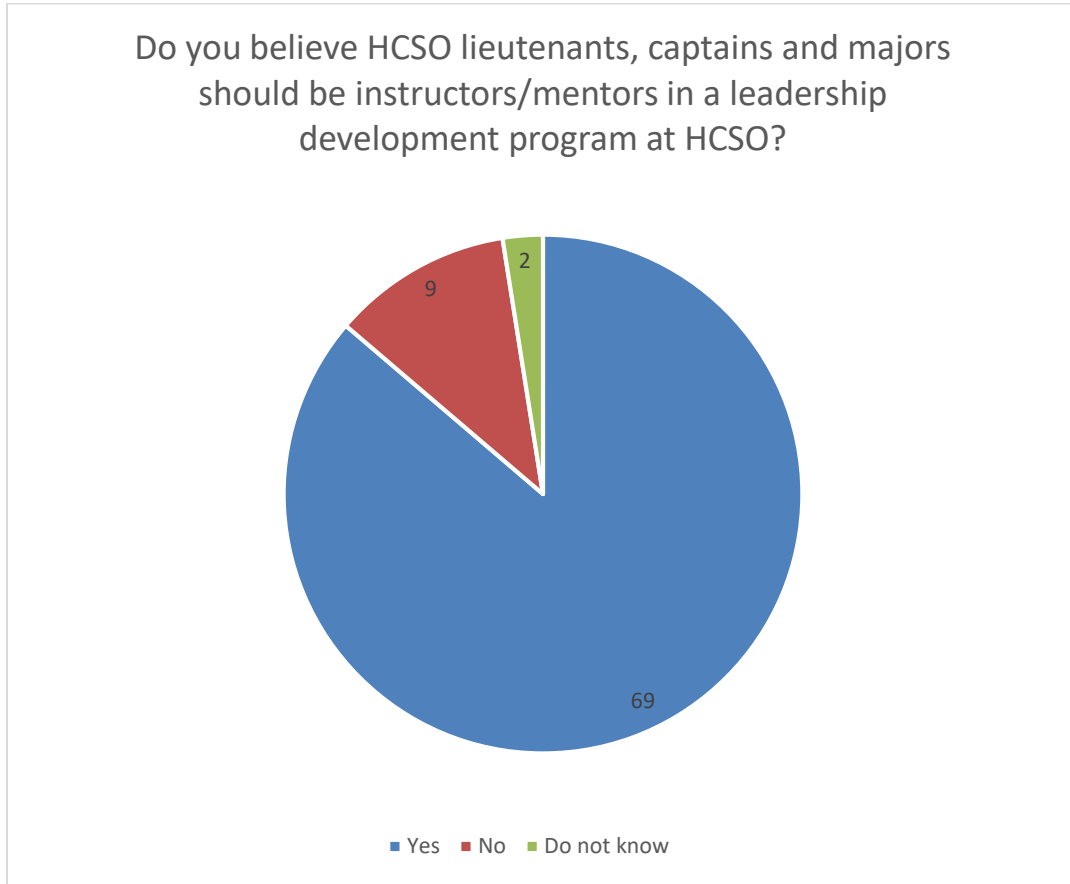
TABLE 19: Participating in a Leadership Development Program Less Likely to Leave Agency:



Question twenty-six asked the respondents if lieutenants, captain and majors should be instructors/mentors in a leadership development program at the Hillsborough County Sheriff's Office. All eighty respondents answered the question.

- Sixty-nine of the respondents (86.2%) answered yes.
- Nine respondents (11.3%) answered no.
- Two respondents (2.5%) did not know.

TABLE 20: Should Lieutenants, Captains and Majors be Instructors/Mentors for Leadership Development Program:



Question twenty-seven referred the respondents to question twenty-six. The respondents were asked to provide why they answered the question the way they did. Seventy-seven out of the 80 respondents answered the question. Several of the respondents answered the question in a similar manner and were grouped together.

TABLE 21: Reasons Lieutenants, Captains and Majors Should or Should Not be Instructors:

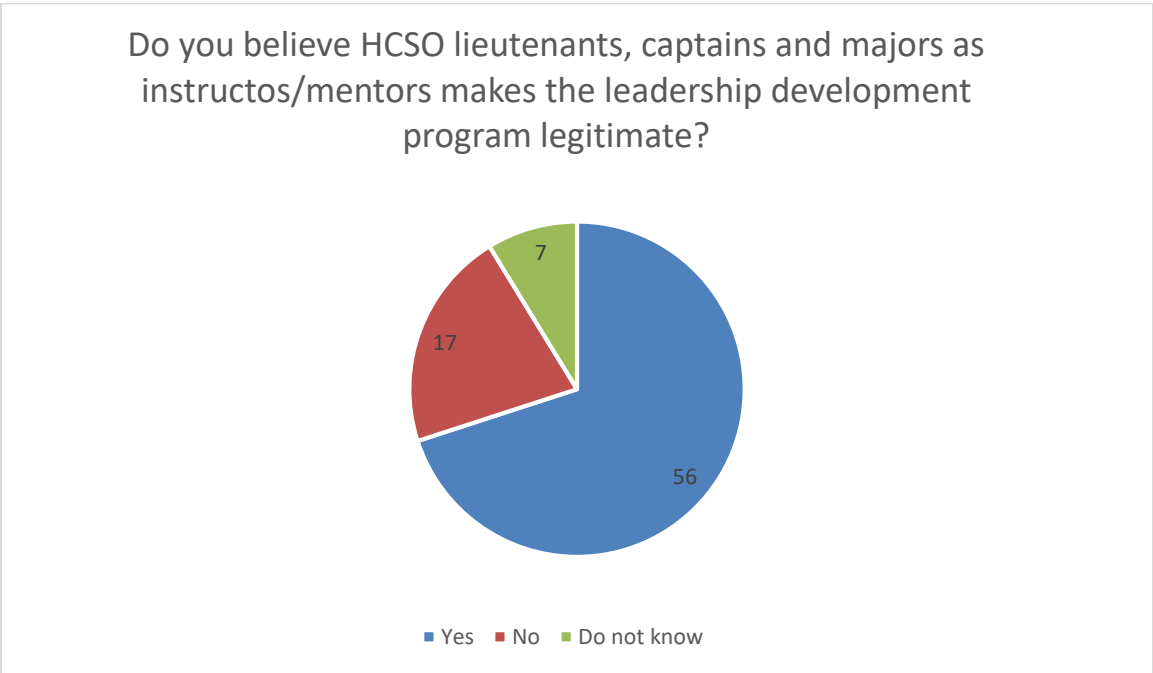
Rank	Comments
Deputy (4)	Those ranks have demonstrated the traits and qualities of a leader.
Deputy (2)	Those ranks have some leadership qualities and techniques to pass down.
Deputy (3)	Those ranks have experience which would be valuable.
Deputy	They would have insight and wisdom to offer.
Deputy	They have demonstrated that they can lead others.
Deputy	Leadership is the ability to influence others.
Deputy	I believe in leaning from a predecessor.
Deputy (2)	They already function in a leadership role.
Deputy (2)	They have demonstrated that they can lead others.
Deputy (12)	They have the experience.
Deputy	Do not know because I do not have the experience.
Deputy	They are role models. Others in the agency look up to them.
Deputy	Not all lieutenants and above are good leaders.
Deputy	Believes sergeants, lieutenants and captains should be instructors.
Deputy	They have been successful at multiple ranks within the office.
Deputy	Any rank level can teach and mentor.
Detective (3)	They have the skills/abilities to pass on to aspiring those that want to be leaders.
Detective	They have attended leadership training and the have lead others.
Detective (3)	They have the experience and knowledge.
Corporal (6)	They have the experience.
Corporal	They should be exposed to different ideas from different agencies.
Corporal (2)	Leadership is not determined by rank alone.
Sergeant (3)	They usually have years of experience and exposure to different situations.
Sergeant	Believe the course should be taught by lieutenants and sergeants.
Sergeant (2)	Any rank level can teach leadership.
Sergeant (2)	They have qualities the agency is wanting in a leader.
Lieutenant	It would help develop the younger supervisors.
Lieutenant (2)	They have attained leadership experience at the prior levels.
Lieutenant (2)	They have attended leadership training. They have been mentored.
Lieutenant	They have relatable and relevant experiences.
Lieutenant	They are doing/have done the job and know what the expectations are.
Captain (4)	They have the knowledge, skills and techniques for leadership.

Captain	They have been successful in this environment and culture, so there is credibility.
Major	It can be assumed that this group of people would have the most experience.
Major	They have more experience with leading others, and have been successful.
Major (2)	They have been successful in this environment and culture, so there is credibility.
Major	Should be taught by an outside source.

Question twenty-eight asked the respondents if having lieutenants, captains and majors from the Hillsborough County Sheriff's Office as instructors/mentors makes the leadership course more legitimate. All eighty participants answered the question.

- Fifty-six of the respondents (70%) responded yes.
- Seventeen respondents (21.2%) answered no.
- Seven respondents (8.8%) did not know.

TABLE 22: Lieutenants, Captains and Majors from HCSO as Instructors Legitimizes the Program:



Question Twenty-nine asked the participants why they answered question twenty-eight the way they did. The respondents were required to type in their response. Sixty-one respondents answered the question. The answers were categorized by respondents rank and similar answers were grouped together.

TABLE 23: Lieutenants, Captains and Majors from HCSO as Instructors Legitimizes the Program Why/Why Not:

Rank	Responses
Deputy (6)	Immediate agency connection. This would result in more receptive students.
Deputy (6)	Rank does not correlate to being a good leader.
Deputy (12)	The experience and knowledge.
Deputy	Mentors are not necessary to train leaders.
Deputy (2)	The students will relate better to the instructors because they are on the same ladder.
Deputy	Who else better to teach about leadership, than the ones who are leading you?
Deputy (2)	They have held different leadership roles at various points in their careers.
Deputy	Legitimacy does not come from rank but from the experience and person.
Deputy	A leadership course should be taught by one higher rank than the students.
Deputy (2)	The lessons being taught are believed by the leaders within the agency.
Detective (4)	They have a wealth of knowledge and experience.
Detective	Hearing their experiences will inspire others.
Detective	Outside instructors should also be used with HCSO lieutenants, captains and majors.
Detective	They have the authority to do so and it lends credibility.
Corporal (2)	Rank does not correlate to being a good leader.
Corporal	Only if they are respected leaders. Not everyone is an effective leader.
Corporal (3)	They have proven they have the capacity to lead people. They have been successful.
Corporal	They have done the job and can be relatable in their knowledge.
Sergeant (2)	They are respected through the agency.
Sergeant	More successful training programs utilize persons within their own agency.
Sergeant	The agency the instructor comes from will not matter as long as they are credible.
Sergeant	There are good leaders at every rank.
Lieutenant	Ensure the skill set is advanced.
Lieutenant	People tend to relate better to those they have similar life experiences.
Lieutenant	They can teach leadership with the culture of the agency.
Lieutenant	Lessons learned while working within the agency helps with buy in.

Captain	Leaders with a good reputation will be more credible.
Captain	Validates our leaders are practicing what we preach.
Captain	A good leader takes care of their people and teaching/mentoring is one way to do so.
Captain	Most have attended outside leadership training to help create a leadership environment.
Major	It demonstrates "buy in" from the agency and lends credibility to the program.
Major (2)	They have the experiences with leading others and have been successful at it.
Major	Outside instructors would get more buy in. Internal personnel would be judged.

Question Thirty was answered by seventy-nine of the participants. The question was a multiple-choice question. The first part of the question defined a leadership strategy. The last part of the question asked the respondents if they believed the Hillsborough County Sheriff's Office has a known leadership strategy.

- Thirty-eight respondents (48%) answered yes.
- Twenty-six respondents (33%) answered they did not know.
- Fifteen respondents (19%) answered no.

TABLE 24: Does HCSO Have a Known Leadership Strategy:



Question thirty-one asked the respondents that answered the above question yes to provide the leadership strategy. The question required the respondents to type in their response. The question was not a multiple-choice answer question. The answers were arranged in rank in the below table. Similar answers were calculated together. Even though thirty-eight respondents answered the above question yes twenty-eight respondents answered the question.

TABLE 25: What is the HCSO Leadership Strategy:

Rank	Responses
Deputy (2)	Leading by example and developing future leaders.
Deputy	HCSO identifies leaders within the agency. They utilize different training classes.
Deputy	FTD(Field Training Deputy)s are first line supervisors.
Deputy	Believes there is a strategy, but it is not known to all of the employees.
Deputy	Strength, commitment, honor and integrity.
Deputy	Structured mentoring and leadership training.
Deputy	The agency values employees that show promise and gets them experience.
Deputy	Lead from the front and never make the troops do something they would not.
Deputy	The leadership strategy may not be set but leadership skills are shown around HCSO.
Deputy	Making good decision and doing the right thing.
Detective	Policy decisions affecting all HCSO personnel are made at the command level.
Detective	Everyone is held to the same standards and polices.
Detective	Servant leadership.
Corporal	Help personnel develop and/or achieve their goals.
Sergeant	Carry the values of the agency while balancing the needs of the community.
Sergeant	Lead by example
Lieutenant	Encouragement, fostering fellowship and alleviating command and control styles.
Lieutenant	Promote personnel that have the traits, characteristics and qualities necessary.
Lieutenant	HCSO enables supervisors to define and pursue objectives crucial to the mission.
Lieutenant	Immediate supervisors mentoring deputies and detectives that show potential.
Captain	Organizational leadership mixed with strategic leadership.
Captain	Developing and promoting future leaders.
Captain	Take care of the troops. Which has resulted in a more productive workforce.
Captain	Advanced training, mentoring, and opportunities for transfer to new areas for experience.
Major	HCSO relies on a reputation approach of promotions. Decision making abilities and skills.

Major	Lead by example
Major	Servant leadership with innovative, decisive and forward thinkers.
Major	Provide those individual autonomy to grow. Be ready to assist you supervise.

Discussion

The results from the survey both support and contradict the information in the literature cited. The survey was consistent with the reviewed literature regarding the first time a law enforcement officer attends leadership training. The literature stated most employees in companies and law enforcement agencies attend leadership training when they have been with the organization for twelve years. In the survey 27.5% of the respondents had not received leadership training until they had between ten to fourteen years of experience. This group was the largest group following those who had not participated in leadership training. The largest rank group participating in the survey were deputies. The survey resulted in 50% of the respondents had not participated in leadership training. This supported the literature in regard to most employees do not receive leadership training until they were promoted.

Regarding the individuals that attended leadership training 49.3% felt they obtained beneficial leadership techniques. However, not consistent with the literature those who participated in leadership training felt they were able to implement the techniques they learned. In those who attended a leadership training with another agency or college/university 42.5% answered they were able to implement the techniques. In regard to those who attended a leadership training course with the Hillsborough County Sheriff's Office 33.7% answered they were able to implement the techniques. In the literature reviewed most individuals felt they could not implement the techniques because the environment was not conducive. However, in the survey 31.2% and 30% answered they were able to implement the techniques because the environment was conducive.

Most of the individuals who participated in the survey have not attended leadership training. Consistent with the organizations in the literature 45% of those taking the survey have participated in leadership training outside of the Hillsborough County Sheriff's Office. Only 36.2% of those who participated in the survey have taken a leadership training course at the Hillsborough County Sheriff's Office.

Even though most of the individuals have not attended a leadership training course, 95% felt Hillsborough County Sheriff's Office should have a leadership development program. A key indicator is that 50% indicated an employee should participate in a leadership development program after they have been selected to be a Field Training Deputy. 93.7% of the participants felt the leadership development program should include classroom training. The second most popular with 87.5% is mentoring and coaching should be included in the program. 68.7% felt leadership assessment should be completed during the program. 63.7% would like to have employees shadow other employees assigned to different divisions for experience. The next popular activity for the program with 62.5% was role playing. When asked if lieutenants, captains and majors from the Hillsborough County Sheriff's Office should be instructors 70%

responded yes. Those who disagreed felt multiple ranks should be used for the leadership development program. They also felt outside instructors in combination with instructors from the Hillsborough County Sheriff's Office should teach the courses.

In the literature employees were less likely to leave an organization with a leadership training environment. 38.8% of those taking the survey were not sure if an employee was less likely to leave an organization if they participated in a leadership program.

The literature supported organizations adopting leadership development strategy from the United States Military. Particularly starting leadership training earlier. Twenty-three individuals that participated in the survey had military experience. 65% of those individuals attended a leadership development program between one to four years in the military. Regarding those who participated in a leadership development program 91.3% felt the training was beneficial. The literature also highlighted how the military has a known leadership strategy. In regards to the survey 52% did not know if the Hillsborough County Sheriff's Office has a leadership strategy. 48.1% answered the Hillsborough County Sheriff's Office does have a leadership strategy. However, when the individuals were to describe the leadership strategy, they were unable to. The answers were not consistent and not provide actual strategies.

Leaders are essential for the success of an organization. Law enforcement organizations need to train leaders and future leaders to fulfill the mission. All leaders within an organization need to receive training and job experience to be successful. Leadership development is a strategic investment by the organization into the employees. When leadership development is done properly employees move into new positions with the ability to immediately make an impact.

The survey participants indicated the Hillsborough County Sheriff's Office should develop a leadership development program. They also indicated the leadership training should start sooner in an employee's career. Currently, employees at the Hillsborough County Sheriff's Office do not receive leadership training until they are promoted. They do not receive advanced leadership training until they have been promoted to the rank of lieutenant. The survey participants felt employees selected to be field training deputies should participate in the training. Since field training deputies are the informal leaders this would be a good practice. The literature supports the importance of having employees start leadership training prior to being promoted. In the literature earlier leadership training would develop a stronger workforce. Employees in organizations that develop their employees stay invested in the organization.

The first step for the Hillsborough County Sheriff's Office would be to establish a leadership strategy. Currently the Hillsborough County Sheriff's Office does have required qualification for all positions within the organization. However, leadership styles and competencies need to be established. The leadership development program needs to include the style, philosophy, competencies required to support the leadership culture. All the leaders within the organization need to know these things to support the leadership culture. The leaders within the organization should assist in developing the strategy, the development program and the culture. The organization's leadership establishes the goals and mission. Employees at every level within the organization are aware of the process. An organization focusing on training creates a positive environment.

Similar to the military the Hillsborough County Sheriff's Office should have required classes, exercises and assignments for every level or rank. As the individual moves up the ladder more classes, exercises and assignments are required. These should be required prior to promotion to the next rank. In the military soldiers start leadership training within their first year. The survey participants felt leadership training should begin after they have been selected as a field training deputy. The leadership development program should include classroom instruction along with a leader assessment, role playing, mentoring and shadowing. As employees participate in the leadership development program they assist with instructing and mentoring for the lower ranks. This would help produce the learning environment. It would also solidify the leadership environment.

Instructors for the classroom instructions should mostly be instructors within the agency. First this gives the students the confidence what they are being taught can be implemented in the organization. Second, the instruction given would be related to the organizational culture. Every leader within the organization would know how to mentor and coach an employee because the strategy is known. In a learning environment everyone would be a mentor, and everyone would have a mentor. In some responses from the participants in the survey several felt it was important to include outside instructors. This would allow the leaders within the organization to continue to have forward thinking. Brining outside ideas into the organization would help the leadership development program to advance.

The United States Military is skilled at succession planning. When an organization creates a succession plan with the leadership development focus everyone is involved. Leadership techniques and skills are used at every level. The United States Army has followed a leadership development strategy for years. Every leader is teaching someone below them in the rank scale how to do their assignment. Prior to being promoted and selected for an assignment a soldier has learned the responsibilities. Organizations can be caught flat footed when they promote an employee and there is not someone ready to fill their spot. An employee's progress could be slowed or stopped because of the lack of experience. The Hillsborough County Sheriff's Office should make sure every leader gets the experience necessary to be successful. Leaders within the agency should be looking several years ahead and have leaders in line to fill vacancies. Succession planning should also be used in identifying and coaching leaders that are struggling.

Recommendations

The Hillsborough County Sheriff's Office should follow the United States Army or Marine Corps leadership plan. To do this the organizations should:

- Establish the leadership strategy.
- Implement the leadership development program.
- Organize the training and mentoring around the succession plan.

It is imperative that every employee knows the leadership strategy and participates in the leadership development program. Even if an employee does not become a

supervisor, they need to be a leader when they are at a crime scene or a call for service. If implemented, the Hillsborough County Sheriff's Office would be an agency of leaders.

Establishing a leadership strategy should be completed by the command staff at the Hillsborough County Sheriff's Office. The strategy should be easy to understand. A detailed path should be outlined for each rank and level in the organization. The command staff will need to determine at which point the leadership development program should begin in a deputy's career.

I would recommend a leadership class in the training for a new deputy. The strategy would begin after the initial leadership training course. Deputies aspiring to be a field training deputy should be required to attend a leadership development program. Field training deputies are informal leaders in the organization. The Hillsborough County Sheriff's Office requires a deputy to have at least two years of service after completion of probation before being a field training deputy. The command staff, along with members of the Training Division should establish the required courses for the deputies to attend.

The next step in the strategy should be the leadership development program for detectives. These employees will have a minimum of four years of service after completion of probation. The command staff along with members of the Investigation Services Division should establish the strategy for those wanting to be a detective. The leadership development program should be completed prior to promotion to detective.

The next step in the leadership strategy will be the supervisor positions. I would recommend some different courses and some similar courses for each supervisor rank. The strategy would require each employee to complete the leadership development program for a specific rank prior to promotion. A deputy cannot attend the leadership development program for sergeant until they are a corporal. The leadership development program should be designed and specific towards the rank. Part of the strategy for supervisors should be succession planning. Command staff should look ahead for future retirements and prepare. Providing supervisor experience in different areas in the office will assist in filling future vacancies. After the leadership strategy has been developed it should be posted on the Training Division computer page.

After the strategy has been created the leadership development programs should be implemented. The leadership training courses, tests, assessments and projects will be included in the strategy. The Training Division staff, and subject matter experts should develop the program for each level. The leadership development programs will be sent to the command staff for approval. Those developing the leadership development programs should determine what exercises or projects are required for each level. They should also determine who will be instructors in the programs. I would recommend a combination of Hillsborough County Sheriff's Office supervisors and instructors from other agencies.

The leadership development programs for the field training deputies and detectives should focus on the informal leader. The courses should focus on coaching/mentoring, providing feedback, decision making and command of a crime scene. I would recommend the courses include role playing and assessments. Each deputy should receive feedback on their strengths and weakness so they can continue to improve. Participants in the program can receive a mentor. This mentor could assist in making sure the individual is working on their weakness and strengths. The mentor should meet

with the individual's supervisors for additional information. The mentor would also prepare the individual for the next step.

The leadership development program for the supervisor ranks should also include the subjects in the field training deputy and detective programs. The courses could be more detailed and additional courses should be added. Each leadership development program should build off the prior course. The beginning of each program would be a refresher of what they learned before. In the supervisor's development program role playing, leadership assessments, reading assignments and projects should be included. Those who participate should get a copy of the feedback from their assessments and assignments.

After the employee completes the leadership program, they should be required to take a written examination. When the individual is promoted, they should be assigned a mentor. The mentor will follow the same procedures outlined in the detective and field training deputy programs. Temporary assignments in other divisions should also be included. This will assist employees in obtaining knowledge throughout the office. By doing this the organization would be able to succession plan. The leadership development programs for above the rank of sergeant should permit the individual to attend an advanced training course. Prior to being promoted to the rank of major an advanced training course should be required.

The last step is combing the leadership strategy and the leadership development programs. As stated above the leadership strategy should be posted with the leadership development programs. Every member of the organization should know the leadership strategy. They should know exactly what is required to obtain a rank or position within the agency. The command staff should use the leadership strategy and the leadership development programs to plan for the future. They can include temporary assignments and courses in skill sets specific to a future vacancy.

The leadership strategy and leadership development programs should be living programs, requiring periodic review and analysis to measure programs effectiveness. As top leaders within the organization attend advanced training, they should review and compare the agency program for ideas to improve. Most leadership techniques are not complex, but leaders do require reminders.

Establishing an organization focused on leadership training and growth will improve the agency in terms of the available leadership depth within the ranks. An organization of leaders should perform more professionally. If organization invest in the employees, the employees will invest in the organization. A leadership strategy with a leadership development program should assist leaders in consistently improving their leadership capacities.

Captain Robin Anderson has been with the Hillsborough County Sheriff's Office since 1996. She began her career in Department of Patrol District III. During her career she has been assigned to Field Training, Street Crimes, Community Outreach, Civil Process, Child Protection Investigation Division, Special Victims and the Training Division. Captain Anderson was promoted to Corporal in 2008, Sergeant in 2013, Lieutenant in 2017 and Captain in 2018. She is currently the deputy division commander to Patrol District 1. Robin received a Bachelor's degree in Criminology from Saint Leo University while attending on a tennis scholarship.

References

- Beer, M, Finnstrom, M & Schrader, D. (2016, October). Why leadership training fails and what to do about it. *Harvard Business Review*, 94(10). Retrieved from <https://hbr.org/2016/10/why-leadership-training-fails-and-what-to-do-about-it>
- Conger, J.A. & Fulmar, R.M. (2003, December). Developing your leadership pipeline. *Harvard Business Review*, 81(12), 76-84. Retrieved from <https://hbr.org/2003/12/developing-your-leadership-pipeline>
- Cowper, T.J. (2000, September). The myth of the "military model" of leadership In law enforcement. *Police Quarterly*, 3(3), 228-246.
- Doss, W. (2018, November). How a military approach to training could improve police skills. *PoliceOne.com*. Retrieved from <https://www.policeone.com/military-methodologies/articles/how-a-military-approach-to-training-could-improve-police-skills-IIWt9UJET8X7NujR/>
- Flynn, E.A. & Herrington, V. (2015, June). *Toward a profession of police leadership*. New Perspectives in Policing Bulletin. Washington, D.C.: U.S. Department of Justice, National Institute of Justice. NCJ 248573. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/248573.pdf>
- Hughes, P.J. (2010, October 1). Increasing organizational leadership through the police promotional process. *FBI Law Enforcement Bulletin (LEB)*, 79(10). Retrieved from <https://leb.fbi.gov/articles/featured-articles/increasing-organizational-leadership-through-the-police-promotional-process/>

- Ibarra, H. & Scoular, A. (2019, November-December). The leader as coach. *Harvard Business Review*, 97(6). Retrieved from <https://hbr.org/2019/11/the-leader-as-coach>
- Kruse, K. (2020, January 7). Top 6 reasons your leadership development program is failing. *Forbes.com*. Retrieved from <https://www.forbes.com/sites/kevinkruse/2020/01/07/top-6-reasons-your-leadership-development-program-is-failing/#6da77d7b74fc>
- Michelson, R. (2006, June). Preparing future leaders for tomorrow: Succession planning for police leadership. *Police Chief Magazine*, 73(6). Retrieved From https://www.assessmentcenters.org/Assessmentcenters/media/2015-SanDiego/Using-ACM-for-Leadership-Development-and-Succession-Planning_handout.pdf
- Parson, J.B. (2017, October 3). *Leader development*. NCO Journal. Fort Leavenworth, KS: The Army University Press. Retrieved from <https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2017/October/Leader-Development/>
- U.S. Army. (2013). *Army leader development strategy (ALDS)*. Retrieved from <https://usacac.army.mil/sites/default/files/documents/cal/ALDS5June%202013Record.pdf>
- U.S. Army. (2015, June). FM 6-22 leader development. *Department of the Army*. Retrieved from https://www.milsci.ucsb.edu/sites/secure.lsit.ucsb.edu.mili.d7/files/sitefiles/fm6_22.pdf
- Wenzel, F. (2017, January 7). Improving readiness by developing leaders and using their talents. U.S. Army. Retrieved from https://www.army.mil/article/179903/improving_readiness_by_developing_leaders_and_using_their_talents

Appendix A

Survey Questions

1. How many years have you been employed with HCSO?
 - a. 0-3 years
 - b. 4-6 years
 - c. 7-9 years
 - d. 10-12 years
 - e. 13-15 years
 - f. 16-18 years
 - g. 19-21 Years
 - h. 22-24 years
 - i. 25 and more

2. What is your current rank? _____

3. Do you have military experience?
 - a. Yes
 - b. No (if no skip to question 8)

4. How many years were you in the military? _____

5. While in the military did you participate in a leadership development program?
 - a. Yes
 - b. No

6. What year in your military career did you participate in the leadership development program?
 - a. 1-4 years
 - b. 5-9 years
 - c. 10-14 years
 - d. 15-19 years
 - e. 20- retirement
 - f. I did not participate in a leadership development program.

7. If you attended a leadership development program while in the military did you feel the program was beneficial?
 - a. Yes
 - b. No
 - c. I did not participate in a leadership development program.

8. Have you attended a leadership training course at another law enforcement agency or college while employed at HCSO?
 - a. Yes
 - b. No

9. Have you attended leadership training course administered by HCSO?
 - a. Yes
 - b. No

10. If you have attended both a leadership course administered by HCSO or another agency while employed by HCSO which course was more beneficial?
 - a. HCSO
 - b. Other law enforcement agency or college/university
 - c. Have not attended a leadership development program.

11. What year in your career at HCSO did you first participate in a leadership training course?
 - a. 1-4 years
 - b. 5-9 years
 - c. 10-14 years
 - d. 15-19 years
 - e. 20-24 years
 - f. 25 or more years
 - g. I have not attended a leadership training course.

12. Did you learn leadership techniques you felt were beneficial while taking any leadership course while at HCSO?
 - a. Yes
 - b. No
 - c. I have not attended a leadership training course.

13. Were you able to implement the leadership techniques you learned in the course you attended that was administered by another agency or a college/university?
 - a. Yes
 - b. No
 - c. I did not attend a leadership training program administered by another agency or college/university.
 - d. I did not learn any leadership techniques in the training course.

14. Were you able to implement the leadership techniques you learned in the course you attended that was administered by HCSO?
- Yes
 - No
 - I have not attended a leadership training course administered by HCSO.
 - I did not learn any leadership techniques in the training course.
15. Why were you able to implement the leadership techniques you learned in leadership course that was administered by the other law enforcement agency/college/university?
- Environment was conducive
 - Supervisor assisted/mentored
 - I knew how to implement the technique.
 - I was unable to implement the leadership techniques.
 - I have not attended a leadership training course administered by another law enforcement agency/college/university.
16. Why were you unable to implement the leadership techniques you learned in the leadership course administered by the other law enforcement agency/college/university?
- Environment was not conducive
 - Supervisor did not allow the technique to be implemented
 - I did not know how to implement to the leadership technique.
 - I was able to implement the leadership techniques.
 - I have not attended a leadership training course administered by another law enforcement agency/college/university.
17. Why were you able to implement the leadership techniques you learned in the leadership course that was administered by HCSO?
- Environment was conducive
 - Supervisor assisted/mentored.
 - I knew how to implement the technique.
 - I was unable to implement the techniques.
 - I have not attended a leadership training course administered by HCSO.
18. Why were you unable to implement the leadership techniques you learned in the leadership course administered by HCSO?
- Environment was not conducive
 - Supervisor did not allow the technique to be implemented
 - I did not know how to implement to the leadership technique
 - I was able to implement the technique
 - I have not attended a leadership training course administered by HCSO.

19. Do you think HCSO employees should participate in a leadership development program prior to promotion to corporal?
- Yes
 - No
20. Do you think Field Training Deputies at HCSO should attend a leadership development program prior to training new deputies?
- Yes
 - No
21. When in an employee's career should they participate in a leadership development program while at HCSO?
- First 3 years
 - After being selected as a Field Training Deputy
 - Prior to being promoted to detective
 - Prior to being promoted to corporal
 - Prior to being promoted to sergeant
 - Prior to being promoted to lieutenant
 - Prior to being promoted to captain
 - Prior to being promoted to major.
22. Should HCSO develop a leadership development program for sworn employees?
- Yes
 - No
 - I do not know
23. If HCSO developed a leadership development program for the employees should there be different levels for the different ranks?
- Yes
 - No
 - I do not know.
24. If HCSO had a leadership development program what should the program include? (select all that apply)
- Classroom training
 - Leadership assessment
 - Role playing/ Field Practical Exercises
 - Online training
 - Reading assignment
 - Research project
 - Mentoring/coaching
 - Shadowing

25. Do you believe if HCSO provided employees the ability to attend a leadership development program they would be less likely to leave the agency?
- Yes
 - No
 - I do not know.
26. Do you believe HCSO lieutenants, captains and majors should be instructors/mentors in a leadership development program at HCSO?
- Yes
 - No
 - I do not know.
27. Referencing your answer from the previous questions, why do you believe this?
28. Do you believe having HCSO lieutenants, captains and majors as instructors/mentors makes the leadership development program at HCSO more legitimate?
- Yes
 - No
 - I do not know.
29. Reference your answer from the previous question, why do you believe this?
30. A leadership strategy is a systems approach to identifying the qualifications and quantity of leaders needed across the organization. The strategy also includes the leadership competencies needed to support the organization's culture, strategy and desired leadership style. Do you believe HCSO has a known leadership strategy?
- Yes
 - No
 - I do not know.
31. If you believe HCSO has a leadership strategy what is it?