

Leadership Command Profile Assessment Tool

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Submitted to

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Spring 2012

### Abstract

The Austin Police Department currently utilizes assessment tools that help individual employees identify their current strengths and weaknesses, but they do not have a tool that will assist leaders in identifying the strengths and weakness of a work group. Organizations cannot operate effectively without the whole group working together toward a common goal. The CPM student developed a Command Leadership Profile Assessment Tool that will be used by leaders to measure the effectiveness of a command. The results of the assessment will help leaders in identifying areas which are in need of improvement. Through literature review and interviewing executive and command staff members of the Austin Police Department, the student identified the core competencies needed for a command to operate effectively, developed an assessment tool, conducted a field study involving two APD commands, and created a report that identified both strengths and weaknesses for the commands being evaluated, and modified the assessment tool based feedback from both command in order to finalize the assessment tool. The assessment tool will be effective in helping to identify areas of concern for leaders in order to better align the needs of the individual and the needs of the department.

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## Literature Review

## Why Leadership?

Law Enforcement in the United States has been around since the early 1600's, and those who chose the profession are expected and society demands they be held to a higher standard. The first chapter in the Austin Police Department's Policy manual is the code of ethics followed by the canons of police ethics. The code of ethics and canons were adopted by the Austin Police Department from the International Association of Chiefs of Police (IACP). The first paragraph is as follows:

As a law enforcement officer, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation and the peaceful against violence or disorder; and to respect the constitutional rights of all to liberty, equality and justice.

(Austin, 2011)

These same guidelines are used throughout the United States and if society demands that agencies hold their employees to a higher standard, it is incumbent that police agencies provide their employees with the necessary tools to be the most efficient and effective for the community they serve. Agencies must have a desire to be successful, understand the current challenges preventing them from succeeding, utilize current methods and/or training tools, and implement new creativity solutions to address gaps within their agency.

The challenges continue to change over time for law enforcement agencies and the ability to measure their effectiveness has become complex. As with any organization, the key to the success and failure of the organization is leadership. According to Dan Willis (2011) who wrote the *Principles of Effective Law Enforcement Leadership*:

Developing into an effective law enforcement leader is a continuous, personal learning process. Leadership is a career-long journey of self-discovery and learning from others. It is a process of steadfastly working to fulfill the purpose of our organizations to develop effective law enforcement leaders capable of combating crime and protecting the innocent. Managers do not merely hold a position but possess a distinct responsibility requiring persistent efforts to proactively develop themselves and motivate, inspire, train, and develop others. Through personal self-analysis and self-discipline, managers can develop those principles that have proven effective and influential with others. (p. 16)

The key point mentioned above is the continuous learning process which requires agencies to provide necessary training to both leaders and officers within their agencies. Another point mentioned above is the ability of leaders to influence others. According to Silvela (2009), leadership is defined as “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. This definition implies leading by influencing others who share a common purpose and direction within an organization (p. 107). This is critical since nothing could be accomplished if those in the agency did not perform the duties necessary to accomplish their mission. Since the beginning of time “people working together for a common purpose have been a centerpiece of human social organization ever since our ancient ancestors first banded together to hunt game, raise families, and defend their communities” (Kozlowski & Ilgen, 2006, p. 77). If this is truly the most efficient way to conduct business, why do western cultures “have a strong individual-centric perspective” (Kozlowski & Ilgen, 2006, p. 115)? Everything in our society seems to be centered on the individual such as how we school our children, hire, train,

and reward individuals rather than focusing on the development of teams (Kozlowski & Ilgen, 2006, p. 115). Today our children are giving trophy's for just participating in a sport rather than for their team achievement. On a positive note, according to Kozlowski and Ilgen (2006), even though in the 19<sup>th</sup> and 20<sup>th</sup> century large organizations tended to view their work force as several individuals rather than one workforce, there has been a recent push to restructure their work around teams (p. 77). Everyone has heard the expression that two minds are better than one and it is important for leaders to recognize the need to maximize the performance of the work group. Over the past several years some organizations have created executive leadership training programs to address the training needs at the highest levels in the organization. One of the more successful programs is the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) which consists of three modules broken into three weeks each. This program was "created by the 70th Texas Legislature to develop the administrative, analytical, and executive skills of current and future law enforcement officials at no cost to either the participant or his/her agency" (Miller et al., 2009, p. 52). There are other programs such as the Senior Management Institute for Police (SMIP) program sponsored by the Police Executive Research Forum which is a three week course, the National Academy (NA) that is sponsored by the Federal Bureau of Investigations (FBI) which is a twelve week course were "ideas are born there through study and research, and those ideas, shared through instruction and consultation, become part of the larger law enforcement community" (Linkins, 1997, p.1), and the "Federal Bureau of Investigation offer the Law Enforcement Executive Development Seminar (LEEDS), a two-week executive training program" (Miller et al., 2009, p. 50). Although each of these programs has proven to be very successful, how much impact to they really have? According to Brian Reaves and

Andrew Goldberg (1998) from a 1996 National Directory Survey of Law Enforcement Agencies there were over 18,000 police agencies and 650,000 law enforcement officers in the United States. The number of law enforcement executives far exceed the ability for these programs to have a large impact on the over law enforcement executive group. This is not to say they are not having an impact, but it is a very minimal impact. The above courses offer excellence individual training, but leaders lack the ability, knowledge, and tools to assess how their individual units or commands are operating to benefit the mission of their department.

The recent downturn in the economy has placed additional challenges on law enforcement department's ability to train their executives as well as their officers. Just thinking of the economic downturn over the past few years and the hardships that have been placed on those in the United States can be overwhelming. According to Kevin with USA Today, there is "a comprehensive survey of possible links between crime and the economy, the Police Executive Research Forum found that 44% of agencies reported spikes in crime linked to the economy. Of those, 39% reported increases in robberies, 32% in burglaries and 40% in thefts. The report also found that 63% of the 233 agencies were bracing for funding cuts during the upcoming year". It is evident that the United States is faced with the largest deficit in our history and leaders are perplexed on how to balance our budget. According to James Heintz (2009), Associate Research Professor at the Political Economy Research Institute said:

The collateral damage of the global financial crisis is extensive—record job losses, falling incomes, and increasing uncertainty that paralyzes workers, consumers and investors alike. State and local governments have joined the list of casualties. They are facing the worst budget crisis in decades and the situation

will likely get worse before it gets better. If not enough is done, the fiscal crunch will have far-reaching implications for the severity of the crisis and the well-being of the American people. (p. 7)

This collateral damage will have enormous impacts on Federal, State, and Local government agencies. Due to the current state of the economy several law enforcement agencies have turned to cutting staff to address their budget shortfalls. This action has led to both direct and indirect consequences. One of the impacts of the downturn has been to reduce is police training. Police training is one of the most important on going activities that agencies must embrace. Agencies must keep their officers skills, knowledge, and abilities current in order to make sure they are properly trained. According to Kevin Johnson (2010) with USA Today, “Nearly 70 percent of police agencies cut back or eliminated training programs this year as part of local government budget reductions” (p. 3). Harvey Hedden, executive director of the International Law Enforcement Educators and Trainers Association, said the “cuts are alarming . . . training determines whether someone survives or not in our business” (Johnson, 2010, p. 3). Lack of training or neglect of training as played a major factor for many lawsuits in the police arena. Chief Michael Chitwood, Daytona Police Department, made city leaders “aware of the risk of lawsuits related to officer mistakes and misconduct but the city decided to ‘pay on the back end’” (Johnson, 2010, p. 3). On the other hand there are leaders like Charles (Chuck) Ramsey, Philadelphia Police Commissioner, who said, “He refuses to curtail training because there is too much at stake. . . when you cut training, officers are sued and fired . . . we’re doing everything we can to avoid that” (Johnson, 2010, p. 3). It is still too early to see what the impact will be across the nation for slashing training budget, but Chuck Wexler says it best, “When you pull away the support beams of a building, it doesn’t fall down immediately . . . but eventually, it’s



going to have an impact” (Johnson, 2010, p. 3). In order to offset these budget cuts agencies must look to process improvements. The agencies that have been able to survive are those who strive for quality improvement. If agencies work smarter they will be able to do more with less. The question that must be asked is why have Law Enforcement Agencies not embraced this idea? It’s all about change! Quality improvement usually involves some type of change and police officers do not embrace change very well. Coliandris and Rogers (2008) said the following about the change:

The police organization is undergoing substantial change to satisfy the diverse demands placed upon it. In order for it to be successful in implementing these changes, police leaders need to understand that this change will take place within a police culture and that this complex entity will inevitably have an impact on working relations with partner organizations. Exploring and understanding concepts such as the police organizational culture, the difference between multi- and inter-agency partnership working, and how leadership is affected by and also affects these concepts is an important area if change is to be successfully introduced.

In order to overcome this challenge it will take strong leadership, clear goals and objectives for their agency. Although the dynamics of change and the downturn in the economy are not something new, they just place additional challenges on leaders to come up with creative and innovative ways to train and improve the performance of their workforce within the constraints of their budgets.

Agencies must provide a roadmap for leaders to be the most effective in their agency. According to Dan Willis (2011) there are “eight principles of effective law enforcement

leadership—if consistently developed and improved upon—can enable any manager to become more influential” (p. 16). The eight principals Willis (2011) discusses in his article are as follows:

- 1) Service - The effective manager exemplifies service, self-giving, and selflessness. The core purpose of coming to work every day is to serve, to give our complete attention and effort toward developing and enhancing the abilities and interests of others. Our primary objective is to motivate others to work to their greatest potential toward preventing crime, ensuring professional and compassionate service to the public, and apprehending those who prey upon others. The essence of our profession is to serve and give of ourselves toward a greater good with the highest work ethic possible.
- 2) Honesty - Honesty is essential in both our personal and professional lives. Those who work for us depend upon our honesty with them in guiding their development and providing objective, constructive feedback on their work performance. Managers’ written and oral communications always must be honest and forthright, without ever hiding or minimizing anything from those we work for and never undercutting their authority. Most important, leaders must be honest with themselves, honestly evaluating areas for growth and personal development. Honesty also means having the courage to professionally tell your commanders your opinions when you believe they have done or are about to do something not in the best interest of their position or that of the department. Such honest communication is essential in a healthy organization.

3) Integrity - Developing and demonstrating integrity is essential for all law enforcement managers. Integrity depends on consistently doing what is right, meaning that which is in the best interest of the organization and of others. When others see that our motives are geared toward their own growth and development and in serving the purpose of the organization before any thought for ourselves, then they readily will trust and follow us.

4) Humility - Humility is a most vital principle in effective leadership. True humility is the quality of always looking for ways to learn from others and improve ourselves. Humility allows others to feel comfortable to come to us with ideas and initiative. Humble managers actively seek the thoughts and advice of others and look for ways to use ideas from others to make the organization more dynamic and responsive to the needs of the employees and the public. Humble managers must realize that the organization will be there long after they leave, and it is essential for them to develop the experience and expertise of those around them.

5) Purpose - Effective managers must find ways to tap into the understanding and core beliefs of their employees to get them to identify with the central purpose and nobility of our work. Through frequent and personal interaction with employees, managers can find ways to pass on our passion for the purpose of our work and enable our subordinates to define within themselves a basic understanding of the importance of what we do and how we have the potential to affect so many lives for the good. Getting employees to understand that there is

no more noble work than protecting and serving the public well is vital for effective management.

6) Mentoring - If they are not looking constantly for ways to mentor and develop their employee, managers are not truly leading. Managers have a duty and responsibility to pass on all that they possibly can to those they supervise.

Effective leaders know how much they are in debt to so many people for their own development, and each has the moral duty to teach and develop others in return. The more managers can teach and mentor others, the more effective the organization will become. The effective manager's most persistent endeavor is to find ways to guide, develop, teach, train, and provide experience for those they supervise.

7) Positive/Constructive Attitude - Managers who genuinely portray a positive and constructive attitude are like a magnet that draws others toward them. Always contagious, a positive, optimistic attitude enables employees to look for the good and to try to be constructive working to change things for the better. Effective managers consistently should portray the attitude of moving forward constructively, always looking for positive improvement and the willing cooperation of others.

8) Trust - Effective managers need to trust their employees. Initiative is crippled when they do not. And, without initiative, an organization becomes stagnant and unproductive. Through delegation, follow-through, and setting reasonable and clear performance expectations, managers can mentor and develop their employees while giving them the trust that everyone needs to feel. Managers must

recognize that it is possible for an employee to perform a job differently or not as well as they do. Such performance is an integral part of the learning and development process. The more an employee feels trusted, the more they will take the initiative and work harder for their manager. (p. 17-18)

If leaders within an organizations attempt to influence their employees to follow principles such as those listed above, it will move their agency toward excellence. J.A. Schafer (2008) polled graduates of the National Academy (NA) who defined “effective leadership [as] the process of setting a proper example for other officers by showing them how to police in a manner that is fair, service oriented, professional, and within the standards and expectations of the community” (p. 15). Schafer (2008) listed six traits of an effective leader:

- 1) Set a proper example and demonstrate trustworthiness
- 2) Consider input from others
- 3) Accept responsibility and admit mistakes
- 4) Make informed decisions based on appropriate research and study
- 5) Treat all employees fairly and with dignity
- 6) Allow subordinates to handle duties commensurate with their skills and level of authority. (p.18)

Most of the information provided so far addresses the need to have well trained and informed leaders (executives) in the organization, but the real work cannot be accomplished without the buy in of the first line workers and supervisors.

All the training in the world does not equate to actual performance. Once the employee and their leaders acquired the necessary skills, knowledge, and abilities, the department must have a tool to measure not only their effectiveness, but the effectiveness as a work group. There

are tools such as the California Psychological Inventory – 260 that “assess leadership strengths and areas for improvement” (Miller et al., 2009, p. 51), the 360 Assessment tool used by the Austin Police Department, the Myers –Briggs Type Indicator (MBTI) test, “as well as several other brief personality assessment tools, are used often, few provide information or interpretation of how identified personality traits/patterns translate into how an individual leads or manages” (Miller et al., 2009, p. 50). Rowe (2006) states that employees are looking for more in leaders;

“Much of the debate on improving police leadership has focused on the qualities and performance of those who aspire to senior ranks. This might be beneficial but the problems of delivering reform of the police will continue unless the wider cultural problems of police leadership are not properly understood. Improving the caliber of the individuals in senior positions will not, in and of itself, promote effective reform if those in subordinate positions do not recognize the legitimacy of those leaders and so do not subscribe to the programs they might seek to introduce. Contemporary understanding has moved beyond emphasizing the importance of charismatic or visionary leaders whose personal qualities are of prime importance. However, the cornerstone of current policy is the development of key skills, talents and abilities and these continue to be conceived in terms of individual police leaders. (p. 759)

According to J.A. Schafer (2008), “law enforcement organizations are recognizing the importance of leadership development and evaluation. Moving into these new domains requires that agencies develop definitions of what effective leadership means in their own communities and organizational context” (p. 19). Schafer bring up a valid point of evaluation! Each year most of those in the business sector receive quarterly, bi-annual, or annual evaluations on their performance. How many agencies conduct group or command evaluations? According to

Kozlowski and Ilgen (2006), “organizations worldwide [are] restructur[ing] work around teams, to enable more rapid, flexible, and adaptive responses to the unexpected” (p. 77). A great example of a team working under these conditions were the astronauts of Apollo 13. The NASA Goddard Space Flight Center (n.d.) describes the incident as follows:

“Houston, we’ve had a problem.” Apollo 13 was more than halfway on her journey to Earth’s moon on what was to have been a routine mission to collect samples when, suddenly, the mission and the lives of the crew were in grave jeopardy. One of the spacecraft’s two oxygen tanks exploded, blowing out the entire side of the service module and damaging the remaining oxygen tank.

Within 3 hours, all oxygen stores were depleted, and the craft lost water, electrical power, and propulsion. The situation was critical, time was short, and there was no margin for error. A team of NASA engineers was hastily assembled. Their mission: problem-solve, adapt, and invent a way for the crew to survive and to pilot their damaged spacecraft back to Earth. The team was successful, transforming a potentially disastrous mission into a legend of effective teamwork.

(Kozlowski & Ilgen, 2006, p. 77)

This is just one example, but “teams of people working together for a common cause touch all our lives. From everyday activities like air travel, firefighting, and running the United Way drive to amazing feats of human accomplishment like climbing Mt. Everest and reaching for the stars, teams are at the center of how work gets done in modern life” (Kozlowski & Ilgen, 2006, p. 78). According to Dictionary.com, Teamwork is defined as a “cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause”. All this points to “teams are central and vital to everything we do in modern life. Our purpose in

this monograph is to elucidate what more than 50 years of research on small groups and teams can tell us about the processes that contribute to team effectiveness and, based on that knowledge, to identify leverage points that can be used to make teams more effective” (Kozlowski & Ilgen, 2006, p. 78). In order for agencies to move their agencies to success, they must start looking at the agency as a whole and not just as a group of individuals.

As the literature points out, most leadership programs throughout the country focus on the individual rather than the group. According to Precey and Entrena (2011), “Leadership matters. Leadership that values people matters. The development of leaders who value people matters. In order to achieve this we need clarity over what type of leadership values people most” (p. 270). Although leadership training programs help to provide a foundation for the individual leader, the true success of an organization depends on the work of all their employees working toward a common goal. According to Steinheider and Wuestewald (2008) “the focus has shifted from leadership at the top to leadership at the bottom, where the discretionary activities of frontline officers can make a real difference in terms of community engagement, prevention, and interdiction” (p. 45). The true strength of an organization is when you bring everyone’s strengths together for a common goal. There are many tools that have been developed to identify strengths and weaknesses of an individual, but there are very few tools that help organizations identify the strengths and weaknesses of the work group. The Austin Police Department has an outstanding Training Division which oversees our Leadership Academy, but its focus is more on the individual. Although it is important for individuals to identify both their strengths and weaknesses, it is equally important for leaders to know how well their work groups are performing. As with the example of Apollo 13, all the astronauts were extremely talented individuals but their ability to pull their talents together was their true strength. The proposed



cooperative education internship activity is to develop a Command Leadership Profile tool that can be used by leaders to measure the effectiveness of a command. This proposed assessment tool will be effective in helping to identify areas of concern for leaders in order to better align the needs of the individual and the needs of the department.

### Method

In the Fall Semester 2011 the CPM student met with Chief Art Acevedo to discuss the possibility of conducting a project for the Austin Police Department. Chief Acevedo advised the CPM student the department needed a tool to assess the effectiveness of a command. The student went to the Texas State University Library at the Round Rock Higher Education Campus to research academic articles for competencies that will be used to measure the effectiveness of groups. The student identified several competencies which could be used for the assessment tool. In order to select the best competencies the student met with the Chief of Police and two of the senior Assistant Chiefs regarding their thoughts on the characteristics of an ideal command. The student also met with one of the senior commanders to get their thoughts of an ideal command. After gaining their input the student compared the information gathered from those interviewed along with the literature review on competencies and selected the six best core competencies to be used in the assessment tool. The student then defined the competencies and listed the characteristics of each area that will be evaluated.

The student organized the survey into six areas to be measured. The student identified several different types of survey tools and after meeting with the police departments planning section the intern decided to use survey monkey. The department has a corporate survey monkey account which will allow the department to modify or update the survey much easier in the future. The student developed questions for each of the six areas and each question was phrased

so the same raters scale could be used for each question. The scale ranged from 1-5 in the field study and began with strongly disagrees to strongly agrees. The rater should have had a clear understanding on how to rate each of the questions. The survey had written instructions and examples on how to use the assessment tool appropriately. After developing the instructions and questions the student created the initial survey using survey monkey.

The assessment tool was ready to be administered to the participants of the field study. The student met with the Chief of Police to provide him a progress report and to select which commands would be assessed. The Chief wanted to evaluate both a patrol (Region II Patrol) and support division (Organized Crimes). Shortly after meeting with the Chief, the student met with both commanders, explained the scope of the project, and the purpose of the survey. The survey was sent out electronically to all the sworn employees in each command. The employees were given approximately one week to complete the survey. The survey results were combined and analyzed per command. The student created a report for both commands based on the survey results.

The student prepared a document that participants can use to provide feedback. The document was sent electronically to all participants. The student met in person with the both commanders to allow them to provide additional feedback that may not have been captured on the feedback forms and to provide them the results of the surveys. After reviewing the feedback forms and notes collected from the meetings with the two command leaders, the student modified the survey as necessary and the assessment tool was finalized for the Austin Police Departmental.

## Results

The student finalized the Leadership Command Profile Assessment Tool which is divided

into six areas to be measured:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

Each of the above characteristics are defined as follows:

Leadership: Leadership is the ability to create and communicate a shared vision for a positive future, inspire trust and motivate others, and use proven and/or innovative strategies to enhance the mission of the organization. Some characteristics of leadership include vision, communication, trust, flexibility, and accountability. Leaders must convey their expectations, the proper means to meet them, and have built in accountability measures. There must be a sense of trust throughout the command which promotes creativity, innovation, flexibility, discretion, and open communication. Most of all leaders must be visible and accessible to their personnel.

Communication: Communication is the ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community, and policy actions. Organizations must understand the value of effective communication and how miscommunications can adversely impact their organization. Communication is a two way street; there must be active, ongoing, and frequent communication to identify, and solve problems and achieve objectives.

Teamwork: Teamwork is the joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group. This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. Successful teamwork results in better working relationships, job satisfaction, and more effective performance. Teamwork plays a valuable role in accomplishing goals and objectives. Team members can draw on each member's knowledge and perspectives, usually resulting in a quicker and better outcome. Commands must not only promote teamwork from within their command, but encourage personnel to include and work with personnel outside of their command. This may be internal or external personnel.

Personnel Development: Personnel Development is an important component of any command. Developing the skills and proficiency of personnel is an important component to the success of the command. Training and educational achievement are essential for career growth and ensure employees are suitable for future leadership and promotional opportunities. The goal is to determine whether a "culture of leadership" exist, in which leadership on the individual level is expected, developed, and distributed at all levels.

Organizational Knowledge: Personnel within the command are expected to understand and know the policies and procedures that govern the organization. There are key policies that are critical for not only the employee, but may have repercussions on the organization. This section may change based on the climate of the organization at the time of the evaluation, but it will include policies which may or may not occur frequently that involve high risk for the

employee or organization. A few examples are the response to resistance and secondary employment policies.

Work Place Environment: An employee's workplace environment is a key determinant of their level of productivity. How well the workplace engages an employee impacts their level of motivation to perform. This then influences that employee's success rate, level of innovation, collaboration with other employees, absenteeism, and, ultimately, how long they stay in the job. Work place environment also has an impact on employee's morale. Employee morale is defined by the employee's outlook, optimism, self-concept, and assured belief in themselves and their organization, its mission, goals, defined path, daily decisions, and employee appreciation. Since most people spend the majority of their waking hours at work, the quality of the work experience has a big impact on their lives as well as the success of the organization.

Before participants took the survey they were given clear instructions. They were provided the Command Characteristics document to help guide them in answering the questions in the survey. The participants were told the surveys would be anonymous and their responses along with other participants would be used collectively to produce a report for the department. They were given the purpose of the reports and the reports would be used to assist leaders in continuous improvement, not for punitive purposes. Also, they were asked to be open and honest when answering all of the questions in order to accurately describe the current command environment.

The information gained by the student from the surveys taken from both of the commands allowed the student to make meaningful changes to the survey. Organized Crime Division had the most participants (74) which was 71% of the command. Region II- Patrol only had 44 participants accounting for 33% of the command. The lower response by Region II-

Patrol can be attributed to an officer involved shooting that occurred during the week they were given the survey to fill out.

### Discussion

There are many tools available for assessing individuals, but there has been little to no studies associated with groups. Although it is vital in any organization to have a capable leader, it is equally important to have work groups that are working together toward a common goal. The development of the Leadership Command Profile Assessment Tool was developed to fill in this gap. The tool has been broken into many of the same areas that an individual may be assessed, but they have a group focus. An area that was added to the survey that is very unique to the Austin Police Department is the section on organizational knowledge. Personnel within the command are expected to understand and know the policies and procedures that govern the organization. There are key policies that are critical for not only the employee, but may have repercussions on the organization. This section was designed to address policies which may or may not occur frequently that involve high risk for the employee or organization. This section can be modified to address the needs of a specific command/unit or other policies which executive staff deems as critical at the time of the survey. The student developed only one survey for the field study, but after input from both commanders who participated in the study the student created another survey that would be exclusively for the commander or the person who is in charge of the unit or division. This survey will act as a baseline for the command and evaluated against the survey results of the command. Another change to the survey was to remove the neutral section, which will force participants to make a decision regarding the question. In the field study there were a few questions were participants said they were neutral. It is the belief of the student that by forcing the participants to answer the question, the survey

will more accurately reflect the command environment. The student also created a document to help the evaluator interpret the data from the survey. The Chief is planning to incorporate the Leadership Command Profile Assessment Tool into a yearly evaluation of all his commands. This truly will help the leader of the Austin Police Department identifying areas of concern in order to better align the needs of the individual and the needs of the department.

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## Appendix

**Gay, Troy**

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**Subject:** FW: Command Leadership Profile links

-----Original Message-----

From: Gay, Troy

Sent: Monday, April 02, 2012 5:15 PM

To: Baker, Stephen

Subject: FW: Command Leadership Profile links

Commander,

As I stated last week the department is in the process of finalizing a survey tool to be used to assist leaders in measuring the effectiveness of a command. Your command has been selected by Chief Acevedo to assist in the development of the survey tool and is mandatory for all sworn employees to take in your command. After I have received the results of the assessment I will set up a meeting to share the results. In the meeting you will be asked to provide feedback which will be instrumental in the developing the final survey that will be used throughout the department. The surveys are completely anonymous and the responses will be collectively used to produce a report for our department. The reports will not be used for punitive actions, but to assist in the continuous improvement our department desires and expects. It is very important that all of your employees are open and honest in answering all of the following questions in order to accurately describe the current command environment. You will also need to take the survey which will act as a base line for your command.

The Survey will be divided into 6 core competencies:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

Employees will need to print the attached document - Command Characteristics - to help guide them in answering each of the following sections. The survey should not take you more than 20 minutes. Section five, which covers organizational knowledge, is very unique and employees will provide responses to questions regarding your current knowledge and understanding of key policies within our organization. Please do not use any resource or assistance to complete this section.

At the beginning of the survey there will be a few questions regarding the employees current assignment, rank, and years of service. This will assist in compiling the information from the surveys in a logical and organized manner that will assist in properly assessing the results. Please have all employee complete the survey by APRIL 8, 2012. If you have any questions please call me at 512-974-xxxx.

Thanks Commander Gay

Patrol version.....

<http://www.surveymonkey.com/s/TXXJ2LK>

**Gay, Troy**

---

**Subject:** FW: Command Leadership Profile links  
**Attachments:** Command Characteristics.docx

-----Original Message-----

From: Gay, Troy  
Sent: Monday, April 02, 2012 5:14 PM  
To: Baker, Donald

Commander,

As I stated last week the department is in the process of finalizing a survey tool to be used to assist leaders in measuring the effectiveness of a command. Your command has been selected by Chief Acevedo to assist in the development of the survey tool and is mandatory for all sworn employees to take in your command. After I have received the results of the assessment I will set up a meeting to share the results. In the meeting you will be asked to provide feedback which will be instrumental in the developing the final survey that will be used throughout the department. The surveys are completely anonymous and the responses will be collectively used to produce a report for our department. The reports will not be used for punitive actions, but to assist in the continuous improvement our department desires and expects. It is very important that all of your employees are open and honest in answering all of the following questions in order to accurately describe the current command environment. You will also need to take the survey which will act as a base line for your command.

The Survey will be divided into 6 core competencies:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

Employees will need to print the attached document - Command Characteristics - to help guide them in answering each of the following sections. The survey should not take you more than 20 minutes. Section five, which covers organizational knowledge, is very unique and employees will provide responses to questions regarding your current knowledge and understanding of key policies within our organization. Please do not use any resource or assistance to complete this section.

At the beginning of the survey there will be a few questions regarding the employees current assignment, rank, and years of service. This will assist in compiling the information from the surveys in a logical and organized manner that will assist in properly assessing the results. Please have all employee complete the survey by APRIL 8, 2012. If you have any questions please call me at 512-974-xxxx.

Thanks Commander Gay

OCD version  
<http://www.surveymonkey.com/s/TN8HVPN>

# Leadership Command Profile

## Command Characteristics

The following key characteristics will be measured to evaluate the effectiveness of a unit/command. When evaluating the unit/command, the evaluator should use the following definitions to help guide in answering the questions throughout assessment tool. The assessment tool will be divided into six areas:

1. Leadership
  2. Communications
  3. Teamwork
  4. Personnel Development
  5. Organizational Knowledge
  6. Work Place Environment
- 

**Leadership:** Leadership is the ability to create and communicate a shared vision for a positive future, inspire trust and motivate others, and use proven and/or innovative strategies to enhance the mission of the organization. Some characteristics of leadership include vision, communication, trust, flexibility, and accountability. Leaders must convey their expectations, the proper means to meet them, and have built in accountability measures. There must be a sense of trust throughout the command which promotes creativity, innovation, flexibility, discretion, and open communication. Most of all leaders must be visible and accessible to their personnel.

**Communication:** Communication is the ability to assess and use communication strategies across diverse audiences to inform and influence individual, organization, community, and policy actions. Organizations must understand the value of effective communication and how miscommunications can adversely impact their organization. Communication is a two way street; there must be active, ongoing, and frequent communication to identify, and solve problems and achieve objectives.

**Teamwork:** Teamwork is the joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group. This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal. Successful teamwork results in better working relationships, job satisfaction, and more effective performance. Teamwork plays a valuable role in accomplishing goals and objectives. Team members can draw on each member's knowledge and perspectives, usually resulting in a quicker and better outcome. Commands must not only promote teamwork from within their command, but encourage personnel to include and work with personnel outside of their command. This may be internal or external personnel.

Personnel Development: Personnel Development is an important component of any command. Developing the skills and proficiency of personnel is an important component to the success of the command. Training and educational achievement are essential for career growth and ensure employees are suitable for future leadership and promotional opportunities. The goal is to determine whether a “culture of leadership” exist, in which leadership on the individual level is expected, developed, and distributed at all levels.

Organizational Knowledge: Personnel within the command are expected to understand and know the policies and procedures that govern the organization. There are key policies that are critical for not only the employee, but may have repercussions on the organization. This section may change based on the climate of the organization at the time of the evaluation, but it will include policies which may or may not occur frequently that involve high risk for the employee or organization. A few examples are the response to resistance and secondary employment policies.

Work Place Environment: An employee’s workplace environment is a key determinant of their level of productivity. How well the workplace engages an employee impacts their level of motivation to perform. This then influences that employee’s success rate, level of innovation, collaboration with other employees, absenteeism, and, ultimately, how long they stay in the job. Work place environment also has an impact on eemployee’s morale. Employee morale is defined by the employee's outlook, optimism, self-concept, and assured belief in themselves and their organization, its mission, goals, defined path, daily decisions, and employee appreciation. Since most people spend the majority of their waking hours at work, the quality of the work experience has a big impact on their lives as well as the success of the organization.

# Leadership Command Profile Assessment Tool

## Interpretation of Data

The following key characteristics were measured to evaluate the effectiveness of a command. When evaluating the unit/command, the evaluator used definitions from the *Command Characteristics* document. The assessment tool is divided into six areas:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

In order to gather the best results, the survey was mandatory for all sworn employees within the command. The person being evaluated (commander) completed a separate survey that will act as a baseline for the commander when reviewing the results of all the surveys. The results of the assessment will help leaders identify the strengths and weaknesses within their command. This tool was developed to formally evaluate a command environment, but can be used as a self-assessment tool or modified to evaluate a smaller work group (i.e. Platoon or unit).

When reviewing the results of the survey, the scores in bold indicate where the majority of the respondents answered. The ideal percentage for each question is to receive a minimum of 70% of the respondents scoring in category 3 and 4. This shows the command is performing at minimum standards in that category. If the majority of the respondent answers are in the category 1 and 2, the evaluator should view this question as being area for improvement. Also, if the percentage of both 1 and 2 are above 30%, the evaluator should view this question as an area for improvement.

The standard report produced will include an overall percentage that represents the entire command. The other reports will divide the command into specific areas of responsibility (i.e. Days, Evenings, and Nights). The results of the Command Leadership Profile can be broken down further if the command desires.

# MASTER Commander's Baseline Profile

## Survey Background

The Austin Police Department has created this survey tool to assist leaders in measuring the effectiveness of a command. The results of the assessment will help a leader identify the strengths and weaknesses of his/her command. The surveys are completely anonymous and your responses will be included with others and collectively used to produce a report for our department. The reports will be used to assist in the continuous improvement our department desires and expects, not for punitive purposes. It is very important that you are open and honest in answering all of the following questions in order to accurately describe the current command environment.

The Survey will be divided into 6 core competencies:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

Refer to the document Command Characteristics to help guide you in answering each of the following sections. The survey should not take you more than 20 minutes. This survey will be used as a baseline for your command. THANK YOU for your assistance with this important assessment.

**\* 1. I am currently assigned to...**

**2. I have been in my current assignment for \_\_\_\_\_ years.**

**3. I currently hold the rank of...**

**4. I have been in my current rank for \_\_\_\_\_ years.**

**5. I have been with the Austin Police Department for \_\_\_\_\_ years.**



# MASTER Commander's Baseline Profile

## Section One: Leadership

As you fill out this section, consider all the leaders in your command.

### 6. The leaders in my command exhibit the following....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has a leadership style that promotes trust, teamwork and continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps his/her employees have a better understanding of the department's vision and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and shares with his/her employees the "Big Picture" regarding the direction of the command/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embraces and shares the mission, values, and goals of our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has set clear expectations for his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides regular feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages his/her employees to identify problems and come up with creative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is appreciative, compassionate, and concerned for his/her employee's well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
keeps his/her employees informed on the progress toward the goals and objectives of your command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is supportive of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is available to his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to influence his/her employees for the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibits trust by giving his/her employees meaningful levels of responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognizes/rewards his/her employees appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes corrective action when necessary to improve his/her employee's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a clear understanding and knowledge of departmental policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is seen as credible and knowledgeable by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is capable of helping his/her employees analyze complex issues related to the command's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is willing to confront and resolve issues associated with inadequate performance by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
properly motivates his/her employees towards the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding leadership:

# MASTER Commander's Baseline Profile

## Section Two: Communications

In this section you will be asked to evaluate the overall communication within your command.

### 7. I believe....

	Strongly Disagree	Disagree	Agree	Strongly Agree
communication is free and open within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders provide timely and relevant information to their employees within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees have the opportunity to express their concerns or ideas up their chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees have input on decisions that will affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command are approachable and willing to listen to their employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command adequately share the mission and values of our department with their employees .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command provide timely follow-up to the questions their employees have asked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is good communication between our command and other commands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding communication in the command:

# MASTER Commander's Baseline Profile

## Section Three: Teamwork

In this section you will be asked to evaluate teamwork as it relates to your command.

### 8. I believe my Command....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has clearly defined goals that are understood by the entire unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is successful working towards the goals/mission of our command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is provided sufficient resources to accomplish our mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has co-workers that I trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has free and open communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who work well together and are able to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who share responsibility for tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively communicates with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trains enough as a unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
acts as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a high morale level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to be creative and innovative to address problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who actively share their knowledge and expertise with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works as a team with other units from WITHIN the command when addressing problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works as a team with other units OUTSIDE the command when addressing problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding teamwork:

# MASTER Commander's Baseline Profile

## Section Four: Workplace Environment

In this section you will be asked to evaluate the overall workplace environment in your command.

### 9. I believe....

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
there is a general atmosphere of trust, supportiveness, and respect within my command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy coming to work each day or most days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence and trust both up and down my chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my command encourages team members to come up with ideas to improve the way our command conducts business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that the command is a safe climate for command members to openly and supportively discuss any issue related to the commands success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the work environment is one that promotes productive problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees are treated fairly within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees are open to change within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
what I am doing each day is important and contributing to the success of our command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding the workplace environment in your command:

# MASTER Command Leadership Profile

## Survey Background

The Austin Police Department has created this survey tool to assist leaders in measuring the effectiveness of a command. The results of the assessment will help a leader identify the strengths and weaknesses of his/her command. The surveys are completely anonymous and your responses will be included with others and collectively used to produce a report for our department. The reports will be used to assist in the continuous improvement our department desires and expects, not for punitive purposes. It is very important that you are open and honest in answering all of the following questions in order to accurately describe the current command environment.

The Survey will be divided into 6 core competencies:

1. Leadership
2. Communications
3. Teamwork
4. Personnel Development
5. Organizational Knowledge
6. Work Place Environment

Refer to the document Command Characteristics to help guide you in answering each of the following sections. The survey should not take you more than 20 minutes. Section five, which covers organizational knowledge, is very unique and will test you regarding your current knowledge and understanding of key policies within our organization. Please do not use any resource or assistance to complete this section.

At the beginning of the survey you will be asked a few questions regarding your current assignment, your rank, and years of service. This will facilitate compiling the information from the surveys in a logical and organized manner when assessing the results.

THANK YOU for your assistance with this important assessment.

### 1. I am currently assigned to...

Days

Evenings

Nights

### 2. I am currently assigned to \_\_\_\_\_ within the Division.

Area One

Area Two

### 3. I have been in my current assignment for \_\_\_\_\_ years.

### 4. I currently hold the rank of...

### 5. I have been with the Austin Police Department for \_\_\_\_\_ years.

# MASTER Command Leadership Profile

## Section One: Leadership

This section is divided into three areas: your direct supervisor, your lieutenant, and your commander. This section will help leaders understand the overall performance from the first line supervisor through the commander.

Instruction for this section only: If you are an officer, detective or corporal, you will fill out all three areas; if you are a Sergeant, you will fill out the lieutenant and commander areas; if you are a lieutenant, you will only fill out the commander area; and if you are a commander, you will fill out the commander area which will act as a baseline for your command.

### 6. I believe my DIRECT SUPERVISOR (officers, detectives and corporals answer these questions)....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has a leadership style that promotes trust, teamwork and continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps his/her employees have a better understanding of the department's vision and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and shares with his/her employees the "Big Picture" regarding the direction of the command/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embraces and shares the mission, values, and goals of our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has set clear expectations for his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides regular feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages his/her employees to identify problems and come up with creative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is appreciative, compassionate, and concerned for his/her employee's well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
keeps his/her employees informed on the progress toward the goals and objectives of your command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is supportive of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is available to his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to influence his/her employees for the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibits trust by giving his/her employees meaningful levels of responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognizes/rewards his/her employees appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes corrective action when necessary to improve his/her employee's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a clear understanding and knowledge of departmental policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is seen as credible and knowledgeable by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is capable of helping his/her employees analyze complex issues related to the command's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is willing to confront and resolve issues associated with inadequate performance by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
properly motivates his/her employees towards the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# MASTER Command Leadership Profile

Additional comments regarding his/her leadership:

## 7. I believe my LIEUTENANT (rank of sergeant or below, answer these questions)....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has a leadership style that promotes trust, teamwork and continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps his/her employees have a better understanding of the department's vision and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and shares with his/her employees the "Big Picture" regarding the direction of the command/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embraces and shares the mission, values, and goals of our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has set clear expectations for his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides regular feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages his/her employees to identify problems and come up with creative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is appreciative, compassionate, and concerned for his/her employee's well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
keeps his/her employees informed on the progress toward the goals and objectives of your command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is supportive of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is available to his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to influence his/her employees for the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibits trust by giving his/her employees meaningful levels of responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognizes/rewards his/her employees appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes corrective action when necessary to improve his/her employee's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a clear understanding and knowledge of departmental policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is seen as credible and knowledgeable by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is capable of helping his/her employees analyze complex issues related to the command's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is willing to confront and resolve issues associated with inadequate performance by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
properly motivates his/her employees towards the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding his/her leadership:

# MASTER Command Leadership Profile

## 8. I believe my COMMANDER (all ranks answer these questions)....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has a leadership style that promotes trust, teamwork and continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps his/her employees have a better understanding of the department's vision and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and shares with his/her employees the "Big Picture" regarding the direction of the command/organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
embraces and shares the mission, values, and goals of our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has set clear expectations for his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provides regular feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages his/her employees to identify problems and come up with creative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is appreciative, compassionate, and concerned for his/her employee's well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
keeps his/her employees informed on the progress toward the goals and objectives of your command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is supportive of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is available to his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to influence his/her employees for the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibits trust by giving his/her employees meaningful levels of responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recognizes/rewards his/her employees appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes corrective action when necessary to improve his/her employee's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a clear understanding and knowledge of departmental policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is seen as credible and knowledgeable by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is capable of helping his/her employees analyze complex issues related to the command's objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is willing to confront and resolve issues associated with inadequate performance by his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
properly motivates his/her employees towards the good of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding his/her leadership:



# MASTER Command Leadership Profile

## Section Two: Communications

In this section you will be asked to evaluate the overall communication within your command.

### 9. I believe....

	Strongly Disagree	Disagree	Agree	Strongly Agree
communication is free and open within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders provide timely and relevant information to their employees within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees have the opportunity to express their concerns or ideas up their chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees have input on decisions that will affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command are approachable and willing to listen to their employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command adequately share the mission and values of our department with their employees .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaders in the command provide timely follow-up to the questions their employees have asked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there is good communication between our command and other commands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding communication in the command:

# MASTER Command Leadership Profile

## Section Three: Teamwork

In this section you will be asked to evaluate teamwork as it relates to your current unit (team), not the entire command.

### 10. I believe my Unit....

	Strongly Disagree	Disagree	Agree	Strongly Agree
has clearly defined goals that are understood by the entire unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is successful working towards the goals/mission of our command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is provided sufficient resources to accomplish our mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has co-workers that I trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has free and open communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who work well together and are able to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who share responsibility for tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively communicates with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trains enough as a unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
acts as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has a high morale level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has the ability to be creative and innovative to address problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has members who actively share their knowledge and expertise with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works as a team with other units from WITHIN the command when addressing problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works as a team with other units OUTSIDE the command when addressing problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding teamwork in your unit:

# MASTER Command Leadership Profile

## Section Four: Personal Development

In this section you will be asked to evaluate how your chain of command has directly impacted your personal development.

### 11. I believe....

	Strongly Disagree	Disagree	Agree	Strongly Agree
my supervisor is truly concerned and willing to help with my personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my supervisor has set high standards for my achievement regarding my personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive regular feedback from my supervisor in order to improve my work performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the support of my supervisor regarding my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afforded enough time to develop the necessary skills to perform my duties as assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the shift training I receive is effective in helping me accomplish my daily tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the support from my command to help me reach my goals within our department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there are enough training opportunities to allow me to professionally grow and improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been given the necessary skills to perform my job well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my command promotes an environment for continuous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding personal development in your command:

# MASTER Command Leadership Profile

## Section Five: Organizational Knowledge

In this section you will provide responses to questions regarding your current knowledge and understanding of four key policies within our organization: Response to Resistance, Vehicle Pursuits, Internal Affairs, and Secondary Employment. Please do not use any resources or assistance to complete this section, this is to evaluate you command's current knowledge in each of the areas.

### 12. Which of the following control devices are approved for use according to policy?

- A. Chemical Agents
- B. Orcutt Police Nunchaku
- C. Baton and/or Impact Weapons
- A and B
- A and C
- All of the Above

### 13. Officers may use any of the approved control devices when using force in an attempt to seize evidence from a suspect who placed evidence in their mouth.

- True
- False

### 14. Personnel may use the TASER Device under which of the following circumstances...

- A. A violent or physically resisting subject
- B. Apprehend a fleeing felon
- C. Officers may demonstrate if citizens are curious about the taser.
- A and B
- All of the Above

## MASTER Command Leadership Profile

**15. The officer will document their response to resistance in their offense report and add the title code 8400, their supervisors would classify which items below as a level 3 response to resistance.**

- A. OC Spray
- B. Weaponless techniques
- C. TASER
- D. Use of impact weapon above the waist
- A, B and C
- All of the Above

**16. Officers can engage in a vehicle pursuit under which of the following circumstances:**

- A. The subject evades after having committed a class C Offense, including traffic, or a nonhazardous traffic violation, regardless of the class of offense.
- B. The subject is committing, or has committed, only a misdemeanor, and the identity of the suspect is unknown.
- C. The officer has a prisoner, subject, or other non-police passenger who has not signed a liability release.
- D. The road surface is wet or otherwise slippery, unless the violator has committed a misdemeanor and then only when all considerations for safety have been taken into account and the pursuit is still deemed reasonable.
- None of the above

**17. Officers who are driving units equipped with a Tire Deflation Device (TDD) and are authorized to deploy the TDD may proceed Code 3 to a location likely to be in path of the pursuit.**

- True
- False

**18. Officers are authorized to engage in a pursuit if they are driving which vehicle(s)?**

- A. Police Motorcycle
- B. Marked Patrol Unit
- C. Unmarked Unit equipped with emergency lights and siren
- D. Police Unit not equipped with emergency lights and siren or generally prohibited but may become involved in emergency activities involving serious crimes or life-threatening situations.
- A and B
- A, B, and C
- All the Above

## MASTER Command Leadership Profile

**19. Officers are considered to be in a vehicle pursuit when the suspect is attempting to avoid arrest under which of the following circumstances.**

- A. Suspect is driving at high speeds
- B. Suspect is using evasive tactics.
- C. Driving in a legal manner but willfully failing to stop.
- All of the above.

**20. The Austin Police Department will investigate ALL anonymous complaints under ALL circumstances and will be treated as an internal complaint for documentation.**

- True
- False

**21. Allegation of criminal misconduct will normally be investigated by which of the following units:**

- A. Special Investigations Unit
- B. Internal Affairs
- C. Unit specific based on crime committed (i.e., BOVs investigated by decentralized detectives)
- A and B
- All of the Above

**22. The department can investigate beyond the 180 days from the date of the incident and an officer can be disciplined for misconduct.**

- True
- False

**23. Sworn employees of this department may be administratively ordered by the Chief or designee to submit to which of the following:**

- A. Blood, breath urine test for alcohol and drugs
- B. Psychological evaluation
- C. Produce personal financial records
- D. Participate in a line-up
- A, B, and D
- All of the Above

## MASTER Command Leadership Profile

### 24. Officers working a Law Enforcement Related Employment (LERE) assignment must:

- A. Carry the necessary forms and citations reasonably required for assignment.
- B. Notify communications for assignment location and hours of assignment.
- C. Notify your immediate supervisor by phone or page.
- A and B
- All of the Above

### 25. When working an LERE assignment where alcohol is being served there must be a minimum of two officers working.

- True
- False

### 26. There are limitations on the number of LERE hours officers can work, which statements are true.

- A. Officers may work a total of 16 hours in a 24 hour period without supervisor approval.
- B. Officers may only work a total of 36 LERE hours per week even if the officer has approved leave during the same week.
- C. Officers may work over 16 hours in a 24 hours period with their supervisory approval.
- A and B
- All of the Above

### 27. When an officers makes an arrest while working LERE assignments they must:

- A. Contact on-duty officer to transport prisoner and the transport officer will initiate an offense report.
- B. Complete on the necessary paperwork as if they were working on-duty.
- C. Contact their supervisor that they made an arrest.
- All of the Above

# MASTER Command Leadership Profile

## Section Six: Workplace Environment

In this section you will be asked to evaluate the overall workplace environment, not just the environment within your unit.

### 28. I believe....

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
there is a general atmosphere of trust, supportiveness, and respect within my command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy coming to work each day or most days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence and trust both up and down my chain of command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
my command encourages team members to come up with ideas to improve the way our command conducts business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that the command is a safe climate for command members to openly and supportively discuss any issue related to the commands success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the work environment is one that promotes productive problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees are treated fairly within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
employees are open to change within the command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
what I am doing each day is important and contributing to the success of our command.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments regarding the workplace environment in your command: