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Assessing the Travis County Sheriff's
Office Management Practices Using
Transformational Leadership Principles

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Using Transformational Leadership Principles**

by

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Abstract

Leadership is important to all organizations including law enforcement. The purpose of this applied research project is threefold. First, it describes the four elements of transformational leadership from the literature. Second, this research project uses the Travis County Sheriff's Office as a case study to facilitate exploration of the application of transformational leadership principles. Third, it provides recommendations used to enhance transformational leadership in the Travis County Sheriff's Office.

The four elements of transformational leadership identified in the literature are used to construct the conceptual framework. The framework is used to explore the management practices of the Travis County Sheriff's Office. A case study consisting of document analysis and structure interviews is utilized to perform this assessment.

Given the documents analyzed and structured interviews conducted, it seems as if the formal structure to support transformational leadership is in place in the Travis County Sheriff's Office. However, of the four elements, individual consideration is the least supported. This element should be addressed in order to develop transformational at the Travis County Sheriff's Office.

About the Author

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Chapter 1 Introduction

Leadership in Public Service

Scenario: The head of a law enforcement organization decides that his employees need to be more involved with the community so as to establish positive relationships. Lieutenant Alpha decides the best way to accomplish this directive is by ordering those below him to reassign individuals to particular community programs. The orders are given to the Sergeants and they in turn reassign individuals as they were expected to do. Those individual officers reluctantly comply with the orders given and treat the assignment as part of the job. Lieutenant Bravo, on the other hand, decides to accomplish this directive in a different manner. He asks the Sergeants below him to come up with ideas for community involvement. The Sergeants ask for volunteers and allow individuals to select their form of community involvement. Individual officers step forward with ideas to benefit the communities they patrol and some come up with community events to benefit a targeted group of citizens. Overall, officers participate in events that they feel strongly about and generate positive feedback from the community.

Today's supervisors must demonstrate effective leadership behaviors in all different aspects of their job. Gone is the day when supervisors could learn the technical aspects of their positions and get by. Success is dependent upon the choices made and the partnerships developed with subordinates through relational skills. Law enforcement organizations, on the other hand, tend to be organized with rank structures and uniforms and to incorporate many of the various accoutrements of the armed forces, designed in large measure to set cops apart from mere civilians and signal obvious membership in an organization that wields the immediate force of government (Cowper 2000). This rank structure denotes organizations that are centrally controlled and highly inflexible, characterized by top-down order transmissions and bottom-up

reporting as in the approach taken by Lieutenant Alpha. Individual officers are bound to tradition and regulations and unable to deal effectively with the dynamics of modern policing theories and the communities they serve (Cowper 2000). Critics of the model deride it as excessively rigid, centrally controlled by micromanaging bureaucrats; autocratic, secretive, intellectually and creatively constraining, and highly resistant to initiatives that would allow employee participation in the operational decision-making process of the organization (Cowper 2000). As Krimmel and Lindenmuth (2001, 472) argue, the bureaucratic model has allowed law enforcement departments to develop work climates that discourage productivity, initiative, and personal commitment while encouraging the pursuit of individual self-interests at the expense of the law enforcement organization. Leadership must recognize the constraints placed on individual officers and understand that the human spirit exists within each member of the organization. As Densten (1999) notes, the actions, values, beliefs, goals, and styles of law enforcement leaders significantly influence rank-and-file officers, and particularly any process of change within law enforcement organizations.

Leadership in law enforcement¹ organizations must consider that the demographics of the police culture are changing as rapidly as the communities they serve. The organizational makeup is filling up with people born in the 1970s and 80s. These workers expect much more than the remnants of paramilitary leadership left over from the baby boomer generation. The new generations prefer to work with more bottom-up communication channels and feel as if their input matters (Michelson 2008).

Now is the time for leaders to make changes within these organizations. As Michelson (2008) notes, a shortage of experienced supervisors due to attrition and retirements has created

¹ For other Applied Research Projects dealing with law enforcement see Castillo (1993), Kopycinski (2005), Owens (1996), and Seiferman (1995).

open positions to be filled from within. Leadership training can develop leaders with a commitment to the vision and mission of the organization. This type of change and commitment must start at the top in order to influence the entire organization. As Krimmel and Lindenmuth (2001) note from a Pennsylvania study of police chiefs, police chiefs received better performance and leadership ratings when they have been groomed for leadership and promoted from within.

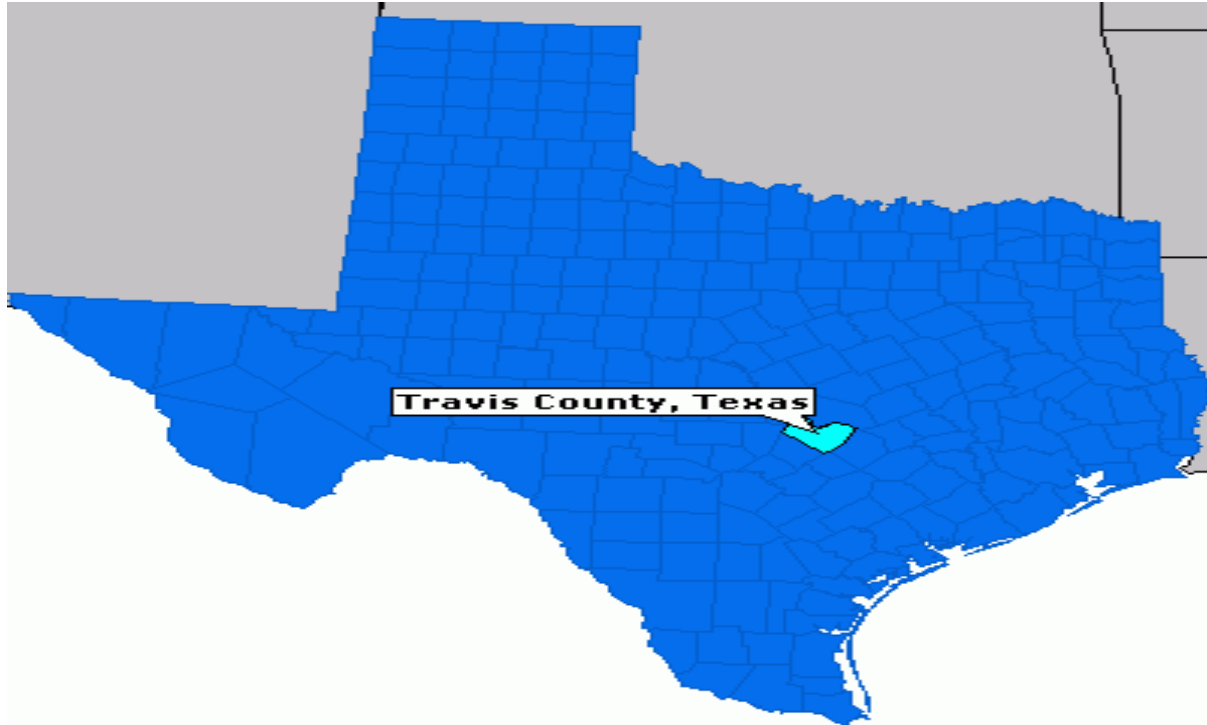
Travis County Overview

Travis County² is located in central Texas and was founded in 1840. It is part of the Austin-Round Rock metropolitan area. The county seat is Austin, the capital of Texas. Currently the county has an estimated population of 974,365 and total area of 1,022 square miles, 989 square miles of which are land. Austin, the county seat, is the fourth largest city in Texas and the sixteenth largest in the United States.³ Austin is located approximately 75 miles north of San Antonio, Texas and approximately 190 miles south of Dallas, Texas along Interstate 35. Figure 1.1 provides a geographical depiction of the location of Travis County within the state of Texas.

² For other Applied Research Projects dealing with Travis County see Lansberg (1997), Marquez (2008), and Worley (2003).

³ View US Census Bureau-State and County Quick facts for other statistics on Travis County and Austin, Texas (accessed March 2009).

Figure 1.1 Location of Travis County



Map source: <http://www.epodunk.com/cgi-bin/genInfo.php?locIndex=22802>

Travis County Sheriff's Office

The Travis County Sheriff's Office (TCSO) is headquartered in Austin, Texas and under the direction of an elected official serves as the law enforcement agency of the county. The agency comprises of approximately 1,500 employees (1,100 sworn corrections and law enforcement officers, 400 unsworn staff members). Operationally, the TCSO is divided into three bureaus

- The Corrections Bureau is responsible for maintaining the jail and is the largest of the agency's three bureaus, with more than 1,000 staff members assigned to three different correctional facilities.

- The Law Enforcement Bureau is responsible for patrolling Travis County as well as investigating crimes in areas within the county that do not have their own city law enforcement agencies.
- The Administration Support Bureau consists of sections such as Community Outreach and Services, Courthouse Security, Fiscal, Human Resources, Supply, Training Academy and Transportation.

The Sheriff's Office operates as a paramilitary organization with a set chain of command. The sheriff, an elected official, is at the top followed by one chief deputy, three majors, seven captains, and multiple lieutenants and sergeants throughout the bureaus. Under the sergeants are multiple subordinates who make up the majority of sworn and unsworn staff. Most law enforcement agencies operate according to this paramilitary, hierarchical structure of leadership.

Law enforcement organizations, including the TCSO, are set up with bureaucratic and task oriented leadership styles. The public's expectations of law enforcement, and the nature of the occupation itself, can sometimes validate these leadership styles. Larger agencies such as the TCSO follow Civil Service guidelines that impose strict and systematic discipline and grievance procedures that must be adhered to by all. A promotional process is in place that designates people as leaders simply by the position they hold. Law enforcement organizations must keep up with changes in the communities they serve—but before this can be accomplished, its members must first be willing to adapt to that change. Bureaucratic and task-oriented leadership styles might have worked in the past, but today's agencies must be willing to adopt other leadership styles. Not only are communities changing, but the members within the ranks of law enforcement have also changed.

All corrections and law enforcement officers employed by the Travis County Sheriff's Office are licensed in the state of Texas through the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). Each corrections and law enforcement officer is responsible for meeting state-mandated training requirements throughout their career in order to maintain licensure. The TCSO is tasked with meeting the minimum requirements for all training, including supervisor training. TCLEOSE provides the minimum guidelines for topics, but the TCSO is responsible for delivering and maintaining the required training. Training is usually conducted through the TCSO Training Academy, and this institution would be the ideal place to start introducing a new leadership style.

Research Purpose

There is no shortage of literature on leadership styles. Most methods groom leaders within the private sector to produce a profit. In the public sector, leaders are groomed to produce a benefit. Though law enforcement organizations provide public services, law enforcement organizations tend to be unique in nature. Times are changing and it is important that law enforcement organizations groom their leaders to better understand the next generation. Those who work on the street are largely responsible for an agency's reputation and the perceived quality of services rendered. It is incumbent upon the agency's leaders to train those street-level officers in a manner that coincides with the organization's vision and mission.

Transformational leadership principles produce greater commitment to the organization, officers capable of thinking creatively, and greater satisfaction. Members of the organization are groomed and developed with consideration to the organizational values. As Densten (1999) notes, law enforcement leaders who do not utilize transformational leadership will be less likely to significantly influence rank-and-file officers and effect any process of change within their

organization. This is important because policing theories are changing to keep up with the communities they serve.

The purpose of this paper is three-fold. The first was to describe the elements of transformational leadership. Second, the research study explored the management practices used within the Travis County Sheriff's Office using transformational leadership principles. These practices are explored to determine if the Travis County Sheriff's Office develops leadership using the four principles of transformational leadership. The study findings are used to develop recommendations for instituting transformational leadership practices in the Travis County Sheriff's Office.

Summary of Chapters

Leadership and its effects on an organization are discussed in chapter 2. The literature review in chapter 2 also focuses on key elements of transformational leadership and its benefits. Chapter 3 introduces the case study method used to explore leadership practices in the Travis County Sheriff's Office. Chapter 4 presents the results of the study, then analyzes and evaluates the findings. Chapter 5 provides conclusions and recommendations for introducing more transformational leadership practices in the Travis County Sheriff's Office.

Chapter 2 Literature Review

Chapter Purpose

This chapter reviews and examines the scholarly literature on transformational leadership. The chapter begins with an examination of the literature on leadership as a whole and some of the organizational effects of leadership. According to Shields and Tajalli (2006, 316), “a literature review enables the student to get to know their topic, connect the larger literature to their work experience and refine the research question or problem.” In addition to reviewing the scholarly literature on the elements of transformational leadership, this chapter seeks to examine some of the advantages that transformational leadership provides to any organization. These effects of transformational leadership are appealing to any organization.

Leadership

Over the years there has been much interest in leadership studies.⁴ If the number of printed pages devoted to the subject were used as a metric, leadership is one of the most important issues in applied psychology (Hogan, Curphy and Hogan 1994). As organizations expand, the nature of their leadership must change. As Peyton (1991, 9) noted, “employees do not want to be managed in the old ways.” Hence, organizational leaders must be able to adapt to their employees while still achieving their goals and mission.

Employees are affected by a variety of issues, and those issues can have various effects on an organization. Hence, administrators should take notice of the leadership within their organization. Bynum (2008) describes leadership as a social process stemming from the interaction of leaders and followers. According to Jago (1982, 315), “The leadership process is the use of non-coercive influence to direct and coordinate the activities of the members of an

⁴ See for example Bass and Riggio (2006), Burns (1978), Dvir, Eden, Avolio and Shamir (2005), Kuhnert and Lewis (1987), Shamir, House and Arthur (1993), and Sparks and Schenk (2001).

organized group toward the accomplishment of group activities.” As Lundstedt (1965,156) noted long before, “leadership is the ability to influence the behavior of others in a group or organization, set goals for a group, formulate paths to the goals, and create some social norms in the group.” The leadership process can affect employees within any organization.

Administrators have the responsibility to guide this process in line with the organization’s values and mission. According to Kuczmariski and Kuczmariski (1995, 12), “leadership is the missing link to tie norms and values together within an organization. It is the linchpin for developing a cohesive, motivated, and productive group of employees. It is the lever for maximizing the collective potential of individual employees.” Administrators should improve their leadership so that the organization’s goals are achieved by developing employees’ potential. Leadership is an evolving, dynamic process. At times leaders become followers and followers become leaders (Jago 1982, 316).

The term *leader* is generally an assessment made by others. Leaders rarely think of themselves in that way; they invariably focus on what needs to be done, the larger system in which they operate, and the people they are transforming (Senge 2006). Leadership comes from all levels of the organization, not just from the top (Senge 2006). Bynum (2008) agrees with Senge, and asserts that leadership can be displayed by everyone as part of the social process in the organization. Administrators must first understand that there are leaders within the ranks of an organization, and they must also help nurture those qualities and develop those behaviors ideal to the organization.

Studies have focused on the functions of leadership, that is, what leaders do in and for their organizations (Peyton 1991). The results are useful because they identify behaviors which can be learned and developed in others (Peyton 1991). As Peyton (1991) notes, the best

managers are leaders who inspire and motivate employees, know how to gain and give cooperation, communicate effectively, win the confidence of others, and work with people without conflict. Leadership is observed primarily in the actions of the leader, and therefore focus should be on observable behaviors rather than inherent traits. Leaders come from all walks of life and have very different traits. Some are tall, others are short, some white, some black, but these traits have not motivated individuals to follow them.

Supervision usually involves the influence of group members through formal rewards and punishments and with the exercise of contractual obligations. As Hogan et al. (1994) make clear, people who require others to do their bidding because of their power are not leaders. Leadership only occurs when others willingly adopt, for a period of time, the goals of a group as their own. Leadership concerns itself with building cohesive and goal-oriented teams (Hogan et al. 1994). Jago (1982) defines leadership as that which involves the influence of group members through interpersonal processes without resort to the authority or power derived from an employment contract. According to Hogan et al. (1994), leadership involves persuading other people to set aside, for a period of time, their individual concerns and pursue a common goal important for the responsibilities and welfare of a group. Hence, leadership is the process that influences others within a group or organization to set aside their individual interests to better the group or entire organization. The organization's mission should provide a vision to its leaders and help them persuade others to enlist in the task of accomplishing the mission while following organizational norms and values. If followers view themselves as a group and lose individual interests, the organization benefits. Weak leadership occurs when followers pursue individual interests at the expense of the organization's interests.

Effects of Leadership

The effectiveness of any organization is always a concern, not only to those administrators in charge, but also to those who consume the services. Leadership can affect the morale, motivation, stress levels, and overall organizational commitment. Problematic reactions to inept leadership include turnover, insubordination, industrial sabotage, and malingering, which result in billions of dollars of lost productivity each year (Hogan et al. 1994). Bennett and Hess (2007) link symptoms of unmotivated personnel—such as absenteeism, constant complaining, lack of care for equipment, lack of respect for others, lack of respect for rules and regulations, low morale, sleeping or loafing on duty, slovenly appearance, and tardiness—to bad leadership.

Leadership affects the *morale* of an organization, which can be defined as the emotional or mental condition of the employees. Revel (2006, 14), in a study of police organizations, argues that a negligent supervisor can lead to problems such as low morale and even “officer exodus” from the department. As morale within an organization falls, motivating individuals becomes more difficult. Lack of motivation can create problems for all types of organizations. In organizations where employees must exhibit high degrees of discretion and independence, motivation is the key to effectiveness. As in the scenario presented in chapter 1, Lieutenant Alpha has individuals reassigned to work community programs. The officers complete their assignments because it’s a part of their job, but their lack of motivation is obvious in how effectively they participate. Bennett and Hess (2007) list benefits of highly motivated personnel: less sick leave, better coverage, and better completion of duty-oriented tasks. He also notes that the price of inattention to motivation is often low morale and a generally negative environment. Motivation is the inner drive that gets followers to perform their duties professionally with minimal supervision. Although motivation is often viewed as an inner characteristic, supervisors

must ensure their staff is highly motivated. When followers are highly motivated, the morale of the organization tends to be high as well. Leaders who assist followers in understanding the connection between their contributions to the organization and the personal consequences of their acts strengthen followers' normative motivation to perform the specifics of their assigned tasks (Graham 1995).

Poor leadership can also create stress for employees. Revel (2006) noted that supervisors with weak management and leadership skills are a large source of organizational stress. According to Bass and Riggio (2006, 61), "leadership may contribute to stress and may cause rather than ameliorate stressful conditions that result in emotionally driven actions by the followers and poorer long term outcomes." Organizational climate studies from the mid 1950s to the present routinely show that 60% to 75% of the employees in any organization report that the worst or most stressful aspect of their job is their immediate supervisor (Hogan et al. 1994). Organizations with stressed-out employees usually function poorly; moreover, stressed-out employees create problems for any type of organization. If employees begin to stress out they lose control and tend to quit their jobs. As Krimmel and Lindenmuth (2001) note, loss of control over one's work environment results in lower levels of job satisfaction and in numerous performance problems, as well as having a domino effect of failing emotional and physical health.

The quality of leadership also influences the level of followers' satisfaction with their leader and their organization.⁵ Jago (1982) asserts that leadership behavior causes or determines group and organizational outcomes, and among these outcomes are follower satisfaction and performance. Poor follower satisfaction leads to other personnel issues, such as low morale and motivation, because followers who are not satisfied tend to have low morale. Satisfaction is

⁵ See Kuczarski and Kuczarski (1995, 53-58) for factors that decrease employee satisfaction.

important to the organization because it has a direct effect on performance. Better employee performance leads to organizational effectiveness.

Organizations should be concerned about leadership because it enhances organizational effectiveness. As Hogan et al. (1994) assert, effectiveness concerns judgments about a leader's impact on an organization's bottom line. Other scholars have pointed out that leadership effectiveness refers to a leader's performance in influencing and guiding the activities of his or her unit toward achievement of its goals (Judge and Bono 2002). Simply put, effectiveness refers to a leader's ability to influence his or her subordinates.

Leadership has always been an interesting topic. Organizations must understand leadership in order to develop it. Leadership can have positive and negative effects on morale, motivation, stress, satisfaction, and overall organizational effectiveness. The question is not if leadership is needed across occupational fields, but if the same type of leadership can prove effective within different occupational fields.

The Ideal Leadership

Leadership theories emphasize symbolic leader behavior, visionary and inspirational messages, nonverbal communication, ideological values, intellectual stimulation of followers by the leader, display of confidence in self and followers, leader's expectations for followers' self-sacrifice, and performance beyond the call of duty (Shamir et al. 1993). Transformational leadership involves raising the followers' consciousness by appealing to higher ideals and values (Densten 1999). Such leadership gives meaning to work by infusing work and organizations with moral purpose and commitment rather than manipulating the task environment of followers, or by offering material incentives and the threat of punishment (Shamir et al. 1993). Whatever the separate interests that people might hold, transforming leadership unites those interests in the

pursuit of higher goals (Burns 1978). According to Kuczarski and Kuczarski (1995), organizations with clear guidelines for interaction or a distinct system of norms and values have lower employee turnover rates. Employees are generally more satisfied than those who work in settings with undefined, uncommunicated norms and values.

Bass and Riggio (2006) describe transformational leadership as an expansion of transactional leadership. Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers.⁶ Dvir et al. (2002) believe that leaders exert influence by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments. This exchange is based on the leader's discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. Transformational leadership raises leadership to the next level and involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problemsolvers, and developing followers' leadership capacity via coaching, mentoring, challenging, and supporting.⁷ As shown in the scenario, Lieutenant Bravo allowed his staff to be creative and innovative with ideas for accomplishing what the head of the law enforcement agency directed. The result was positive feedback and improved relationships with the community due to the actions of a group of individuals who were motivated to complete a task that fell in line with the organizational vision and goals. Other key behaviors include articulating goals, building an image, demonstrating confidence, and arousing motivation (Kuhnert and Lewis 1987). Transformational leadership moves the focus of followers away from their self-interests as encouraged by transactional leadership (Densten 1999). Densten (1999) believes that leaders who utilize transformational principles will be more

⁶ Burns (1978), Judge and Bono (2000, 752), Kuhnert and Lewis (1987, 649), and Scadura and Schriesheim (1994, 1588) on transactional leadership.

⁷ See Sparks and Schenk (2001) on the effects of transformational leadership.

likely to significantly influence rank-and-file police officers. This is particularly evident when a department is undergoing change. This occurs because transformational leadership increases followers' capacity to cope with change, thus facilitating organizational change.

Transformational leaders stimulate and inspire followers to achieve extraordinary outcomes and, in the process, develop their own leadership capacity (Bass and Riggio 2006). Transformational leadership motivates people by inspiring them to focus on broader missions and higher level goals. Dvir et al. (2002, 735) assert, "transformational leaders exert additional influence by broadening and elevating followers' goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement." Transformational leaders exhibit charismatic behaviors, arouse inspirational motivation, provide intellectual stimulation, and treat followers with individualized consideration. These behaviors transform their followers by helping them reach their full potential and generate the highest levels of performance.

Transformational leaders evaluate the potential ability of all followers to fulfill current commitments, and envision the expansion of their future responsibilities (Dvir et al. 2002). Bass and Riggio (2006) maintain that transformational leaders help followers grow and develop into leaders by responding to their individual needs, empowering them, and by aligning the objectives and goals of all those involved with the larger organization. Bennett and Hess (2007) assert that transformational leaders treat employees as the organization's most valuable asset. They are employee centered, focused on empowerment, and motivate others to do more than they originally intended and often even more than they thought possible. Transformational leaders empower followers and pay attention to individual needs and personal development, helping

followers develop their own leadership potential, which explains why transformational leaders tend to have more committed and satisfied followers (Bass and Riggio 2006,4).

Transformational leadership enhances local and departmental commitment. As Bass and Riggio (2006) point out, intentions to quit, job satisfaction, and organizational citizenship behaviors likewise depend on commitment. Organizational commitment is a big part of transformational leadership because leaders transform the needs, values, preferences, and aspirations of followers from self-interest to collective interest (Shamir et al. 1993). According to Judge and Bono (2000), leaders who were rated by their subordinates as transformational were more likely to be associated with subordinates who expressed commitment to their organizations. Leaders who engage in charismatic behaviors also receive higher performance ratings, have more satisfied and motivated followers, and are viewed as more effective leaders by their superiors and followers than others in positions of leadership (Shamir et al. 1993).

As Dvir et al. (2002) note, there is evidence showing positive relationships between transformational leadership and performance. Jago (1982) agrees that leadership behavior causes or determines group and organizational outcomes, and among these outcomes are follower satisfaction and performance. One of the most important characteristics of transformational leadership is that it is purported to be a behavioral theory and assumes transformational behaviors can be taught (Judge and Bono 2000). Although leadership is a learned behavior, it is not expected to take place overnight. Leadership is a learning process within any organization. As Bynum (2008) notes, the learning organization concept is based on systems theory, in which leadership can emanate from any part of the organization; therefore, everyone in the organization can learn from each other and contribute to the success of the organization. The way leadership is developed within a law enforcement organization is being explored to determine if

transformational leadership can exist within the Travis County Sheriff's Office (TCSO) and how it is developed.

Key Elements of Transformational Leadership

The key elements of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These elements are designed so that leaders can connect or link each individual to the organization. All employees need to design and build a bridge from the organization's values to their own. Values imported through transformational leadership should enable an entire workforce to understand why they go to work and feel good about it (Kuczarski and Kuczarski 1995). These values will ensure that employees are pursuing the organization's mission as well as allowing each employee a sense of self-worth.

Idealized Influence

Idealized influence is the first element of transformational leadership. This principle implies that the actions and character of the leader influence those around them. The leader must model the values and ethics of the organization so as to exemplify the ideal member of the organization—in this case, the TCSO. Thus, one would expect to find:

WH1: TCSO develops their supervisors to be idealized influences.

Role Model

When leaders display an idealized influence, they behave in ways that allow them to serve as role models for their followers (Bass and Riggio 2006). Two aspects of idealized influence are the leader's behaviors and the elements attributed to the leader by followers. People will look to the leader's character and behavior, even more than his or her words, to decide how they should act. Much of a supervisor's ability to get followers to do what they have

to do depends on what the follower perceives when they look at and listen to their supervisor (Giuliani 2002). The leader sets the example for others, personifies the ideal for the group, and expresses the values of the organization (Peyton 1991). Judge and Bono (2000) assert that idealized influence includes the charismatic role model to followers, the most prototypic and often the single most important dimension. The word *charisma* typically suggests a strong and forceful, even magnetic, personality: someone who commands attention (Senge 2006). Maxwell (1999) explains charisma as the ability to draw people to you. Leaders within an organization will be looked upon as an example by followers, and most are not looking to someone who is an introvert. By taking risks, making personal sacrifices, and engaging in unconventional ideological behavior, charismatic leaders demonstrate their own courage and commitment to the mission and thus both earn credibility and serve as a role model of the mission's values and vision (Shamir et al. 1993). Hence, one would expect that the idealized influence would be evident in a supervisor's ability to be a role model. Thus, if TCSO had a system in place that supported transformational leadership, one would expect to find:

WH1a: TCSO develops their supervisors to be role models.

Ethical Conduct

Leaders who have a great deal of idealized influence can be counted on to do the right thing by demonstrating high standards of ethical and moral conduct (Bass and Riggio 2006). As Densten (1999) notes, leaders who do not influence their followers are allowing an environment to flourish which may not necessarily match the organizational objectives or public expectations. Ethics are a major concern to many organizations, and therefore those entities establish codes of ethics so that individuals know what is expected of them. According to Rost (1995), the ethics of leadership turn out to be the ethics of organizations and communities. Ethics are important to

leadership development because they go beyond the simple replacement of individuals, moving toward the strategic positioning of public organizations for the future, and helping align missions and quality (Geuras and Garofalo 2005). Hence, one would expect idealized influence to be demonstrated by ethical behavior. Therefore, one would expect to find:

WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.

Moral Conduct

The example that leaders set, the encouragement they provide, and the inspiration they offer arguably can influence followers' moral development in a variety of ways (Graham 1995). Moral conduct is another aspect of idealized influence, and is concerned with the principles or rules of conduct (right and wrong). Scott (2002, 35) asserts "values are things that are important to the organization's survival and flourishing." Leaders, like others, need a moral framework of principles or values for routine use on an everyday basis (Paine 1996). This aspect of idealized influence represents the interactional nature of idealized influence and is embodied in the leader's behavior (Bass and Riggio 2006). It is important to establish organizational values because the fit between organizational and individual values affect important outcomes (Scott 2002). Hence, one would expect idealized influence to be observable in moral standards. Therefore, one would expect to find:

WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.

Inspirational Motivation

Inspirational motivation is the second element of transformational leadership. When leaders display this attribute they behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work (Bass and Riggio 2006). Thus, if the

TCSO had a system in place that supported transformational leadership, one would expect to find:

WH2: TCSO develops their supervisors to be inspirational motivators.

Promote Vision

Motivation is that inner drive that followers develop to complete not only their tasks at hand, but tasks that are necessary to fulfill the organization's mission and vision. A vision statement defines what the organization wants to become and goes far beyond the day-to-day setting of objectives and solving of problems (Peyton 1991). Manasse (1985, 150) referred to vision as "the guide or roadmap to a better future, the force which molds meaning for the people of an organization." Judge and Bono (2000) believe that inspirational motivation involves articulation of a clear, appealing, and inspiring vision to followers. A vision should be communicated in such a way that it resonates with all members of the organization and helps them feel proud, excited, and part of something much bigger than themselves. The leader must believe passionately in the vision and show each person involved how he or she will benefit, both in satisfaction of the individual's wants and goals, and because the significance of the organizational achievement will add meaning to that person's work life (Peyton 1991). As Maxwell (1999, 150) states, "Vision is everything for a leader. Vision leads the leader. It paints the target. It sparks and fuels the fire within, and draws him forward." Supervisors should derive their vision from the organizational vision so that followers can see that their leadership is in line with the organization's mission. Hence, one would expect inspirational motivation to be exhibited through the organizational vision. Therefore, one would expect the:

WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.

Encourage Organizational Values

Leaders need to inspire others to achieve the organizational values. They need to convey excitement, warmth, and emotion in what they do, how they speak, how they act, and in all they communicate. Values are the beliefs and ideas that an organization fosters, and that are beneficial to the overall mission. Kuczarski and Kuczarski (1995, 85) stated, “Values collectively make up a large portion of an organization’s culture and directly translate to the strength or weakness of an organization and its employees.” Hogan et al. (1994) state that leadership involves persuading other people to set aside for a period of time their individual concerns and to pursue a common goal that is important for the responsibilities and welfare of a group. Leaders who can inspire individuals to pursue the organizational values will ultimately create an environment that is beneficial to the organization. Hence, one would expect inspirational motivation to be exhibited through the attainment of organizational values.

Therefore, one would expect the:

WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.

Encourage Organizational Goals

Leaders need to help employees get excited about their work, take pride in their jobs, and feel emotionally committed to their colleagues (Kuczarski and Kuczarski 1995). Bennett and Hess (2007) list benefits of highly motivated law enforcement personnel: less sick leave, better coverage, and better investigations. Motivation is often viewed as an inner characteristic, but supervisors must ensure that their staffs are highly motivated. They should communicate their high expectations of each individual so that everyone in the organization feels they have some part in achieving the organizational goals. Goals help motivate members by communicating what the organization is striving for, as well as providing a basis to recognize accomplishments

and successes. Leaders who are inspirational and show commitment to a cause or organization, who challenge their followers to think and provide input, and who show genuine concern for people should have more satisfied followers (Bass and Riggio 2006). Hence, one would expect inspirational motivation to be exhibited through the attainment of organizational goals.

Therefore, one would expect the:

WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.

Intellectual Stimulation

The third element of transformational leadership is intellectual stimulation. When leaders display this attribute they stimulate followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways (Bass and Riggio 2006). Judge and Bono (2000) agree with Bass that intellectual stimulation involves encouraging followers' creativity by questioning assumptions and challenging the status quo. Thus, if the TCSO had a system in place that supported transformational leadership, one would expect to find:

WH3: TCSO develops their supervisors to be intellectual stimulators.

Encourage Creativity and Innovation

Supervision that is supportive of employees is expected to enhance creative achievement, and individuals are expected to be most creative when they experience a high level of intrinsic motivation (Oldham and Cummings 1996). New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions.⁸ Leaders who do not intellectually stimulate their followers are more likely to develop followers incapable of coping with major change because of their underdeveloped

⁸ Heinzen (1990) discusses features of an environment that facilitate or inhibit creativity.

decisionmaking abilities (Densten 1999). Their inability to cope with change creates other problems for the organization such as occupational stress. As Densten (1999) asserts, the lack or limited use of creativity and inventiveness encouragement increases the likelihood of followers being entrenched in old practices. Hence, one would expect intellectual stimulation to be achieved through creativity and innovation. Therefore, one would expect:

WH3a: TCSO encourages creativity and innovation.

Empowers Supervisors

Individuals might be creative and innovative, but this serves no purpose if the leader does not foster their ideas. Leaders must be willing and able to provide an environment that fosters experimentation with ideas that align with organizational goals. Experimentation allows individuals to pursue their ideas but also gives them a sense of authority or empowerment because they have had a positive personal impact on the organization.⁹ Employee empowerment motivates individuals and gives them a sense of purpose so that they feel vested in the organization. As Spreitzer, De Janasz and Quinn (1999, 512) state, “empowered individuals do not see their work situation as given but rather something able to be shaped by their actions and do not wait passively for the work environment to provide direction.” Empowerment is the product of individualized consideration, but it involves intellectual stimulation as well (Bass and Riggio 2006). For those members who lack creativity and innovation, supervisors must delegate tasks according to their strengths. In hierarchical organizations, the most common approach for a leader to empower followers is by means of the delegation process (Bass and Riggio 2006). Spreitzer et al. (1999) found that supervisors who felt empowered were seen by their subordinates as more innovative, influential, and inspiring. Empowerment has many benefits, as Bennett and Hess (2007, 22) state: “if retention is to be maintained and loyalty and morale

⁹ Goldring and Shapira (1993, 398) discusses empowerment and decisionmaking.

preserved and heightened, individuals should be empowered.” Hence, one would expect intellectual stimulation to be achieved through empowerment. Therefore, one would expect:

WH3b: TCSO empowers their supervisors.

Individual Consideration

The fourth element of transformational leadership is individual consideration. When leaders display this attribute they pay special attention to individual follower’s needs for achievement and growth by acting as a coach or mentor (Bass and Riggio 2006). Judge and Bono (2000) describe individualized consideration as attending to and supporting the individual needs of followers. Both descriptions describe the leader focusing on the followers’ needs. To best accomplish this aspect of individualized consideration, supervisors must be prepared to coach and mentor followers. Thus, if the TCSO had a system in place that supported transformational leadership, one would expect to find:

WH4: TCSO develops their supervisors to provide individual consideration.

Coach and Mentor

The mentor is a trusted counselor who accepts a guiding role in the development of a less experienced member of the organization and uses their greater knowledge, experience, and status to help develop that member (Scandura and Schriesheim 1994).¹⁰ Supervisors must actively listen to their followers to satisfy their individual needs. No two people are alike and situations will differ among followers. Gradney (2008) states that leadership training should be very personal and individualized since no two leaders are exactly the same. Mentorship is an important training and development tool for upward professional progress in organizations (Hunt and Michael 1983). This is an advantage to the organization because individuals are better prepared and trained for positions before they assume a leadership role. Coaching and mentoring

¹⁰ See Sosik and Godshalk (2000, 366) for their definition of mentor.

on an individual basis helps leaders promote qualities of an individual and concentrate on traits that need improvement. Leaders stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, to develop their own leadership capacity. Transformational leaders evaluate the potential of all followers in terms of their ability to fulfill current commitments while also envisioning expansion of their future responsibilities. Hence, one would expect individualized consideration to be given through mentoring and coaching. Therefore, if the TCSO had a leadership program that supported transformational leadership, one would expect to find:

WH4a: TCSO teaches their supervisors to mentor and coach subordinates.

Career Plan

Another characteristic of individualized consideration is to develop careers. Through mentoring and coaching, individuals better themselves and prepare for a role in management or other positions within the organization. Organizational leaders must be willing to develop career paths for those individuals who are willing and eager to advance within the organization. Career paths provide employees with a map to guide them to the position they aspire to reach, should provide information on what skill sets and knowledge bases an employee will need for future positions, and offers suggestions on what training and development opportunities can provide those skills and knowledge (Whitmore 2006). For those who want to advance into a management position, organizations should offer some type of leadership development program. Organizations have begun to realize that one of the keys to their long-term success is a management development plan that provides a source of qualified leaders (Gradney 2008). As Gradney (2008, 9) states, “many newly appointed managers are unprepared for the new roles and requirements of their position of authority.”

Kuczmariski and Kucamarski (1995) list factors that decrease employee satisfaction: low self-esteem and minimal professional impact and growth. Employees seek to make an impact and are happier when they feel they do so. Employees want professional growth. Most employees derive a sense of satisfaction from making an impact on their organization. Employee empowerment motivates individuals and gives them a sense of purpose. A lack of growth opportunities reduces job satisfaction. Employee job satisfaction is low in many organizational settings because individual self-esteem and perceptions of self-worth are low. These perceptions of self-worth are low because leaders within these organizations allow employees to feel this way. Overall, the level of employee satisfaction is linked to the quality of leadership; this has led scholars such as Judge and Bono (2000) to conclude that transformational leadership is positively related to subordinate satisfaction with a leader. Hence, one would expect individualized consideration to be demonstrated through preparation of a career development plan. Therefore, if the TCSO had a system of transformational leadership, one would expect to find:

WH4b: TCSO provides a career development plan.

Summary of the Conceptual Framework¹¹

The working hypotheses constitute the framework used to explore transformational leadership. The purpose of this research was to explore how the elements of transformational leadership are developed in a law enforcement organization, specifically the TCSO. Results of the assessment are used to develop recommendations that stimulate transformational leadership in the TCSO. The working hypotheses are summarized in table 2.1.

¹¹ For more on conceptual frameworks see Shields (1998) and Shields and Tajalli (2006)/

TABLE 2.1-Conceptual Framework: Linking the Working Hypotheses and the Literature

Working Hypothesis	Literature
WH1: TCSO develops their supervisors to be idealized influences.	
WH1a: TCSO develops their supervisors to be role models.	Bass and Riggio (2006), Giuliani (2002), Judge and Bono (2000), Maxwell (1999), Peyton (1991), Senge (2006), Shamir et al. (1993)
WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.	Bass and Riggio (2006), Densten (1999), Geuras and Garofalo (2005), Rost (1995)
WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.	Bass and Riggio (2006), Graham (1995), Paine (1996), Scott (2002)
WH2: TCSO develops their supervisors to be inspirational motivators.	
WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.	Bass and Riggio (2006), Judge and Bono (2000), Manasse (1985), Maxwell (1999), Peyton (1991)
WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.	Hogan et al. (1994), Kuczmarski and Kuczmarski (1995)
WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.	Bass and Riggio (2006), Bennett and Hess (2007), Kuczmarski and Kuczmarski (1995)
WH3: TCSO develops their supervisors to be intellectual stimulators.	
WH3a: TCSO encourages creativity and innovation.	Bass and Riggio (2006), Densten (1999), Heinzen (1990), Judge and Bono (2000), Oldham and Cummings (1996)
WH3b: TCSO empowers their supervisors.	Bass and Riggio (2006), Bennett and Hess (2007), Goldring and Shapira (1993), Spreitzer et al. (1999)
WH4: TCSO develops their supervisors to provide individual consideration.	
WH4a: TCSO teaches supervisors to mentor and coach subordinates.	Bass and Riggio (2006), Gradney (2008), Hunt and Michael (1983), Judge and Bono (2000), Scandura and Schriesheim (1994), Sosik and Godshalk (2000)
WH4b: TCSO provides a career development plan.	Gradney (2008), Judge and Bono (2000), Kuczmarski and Kuczmarski (1995), Whitmore (2006)

Chapter Summary

There are many theories and scholars voicing their opinions of leadership. One thing is for certain: leadership has an impact on organizations around the world. There are many books and articles written on the subject because leadership has significant effects within an organization. Poor leadership will eventually impair the effectiveness of an organization.

This chapter examines the scholarly literature on leadership. It discusses the effects leadership has on an organization. The literature is helpful in understanding the elements of transformational leadership as well as some of its benefits. The benefits of transformational leadership are important because they help organizations become more effective while utilizing leaders within the organization. Transformational leadership is considered a learned behavior that is based on four elements. The literature discusses these four elements to explain what must be learned by those individuals in leadership positions.

Chapter 3 Methodology

Purpose

This research project uses the TCSO as a case study to facilitate exploration of the application of transformational leadership principles. Case studies are appropriate when a “how” or “why” question is being asked about a contemporary set of events over which the investigator has little or no control (Yin 2003). This chapter describes the methodology used to determine whether and in what capacity the TCSO is applying transformational leadership principles.

Exploratory studies are most typically done to satisfy the researcher’s curiosity and desire for better understanding, or to familiarize a researcher with a topic (Babbie 2007). As Shields and Tajalli (2006) state, given the preliminary nature of exploratory research, working hypotheses are invented using information from the literature and the student’s experience. Although working hypotheses are associated with research at its early stages, their flexibility allows for the most sophisticated and complex research questions and design (Shields and Tajalli 2006). The chief shortcoming of exploratory studies is that they seldom provide satisfactory answers to research questions (Babbie 2007, 89). This chapter discusses the case study methodology used to test the working hypotheses in the research, and includes an operationalization table of the conceptual framework.

Overview of Research Methodology

This research project utilized document analysis and structured interview questions. The use of multiple sources of evidence in case studies allows an investigator to address a broader range of historical, attitudinal, and behavioral issues (Yin 2003). The most important advantage of using multiple sources of evidence is it allows data to be triangulated, which increases the validity of findings (Yin 2003).

Tables 3.1, 3.2, 3.3, and 3.4 demonstrate the operationalization of WH1, WH2, WH3, and WH4. Each table connects the data sources (document analysis and structured interviews) to the working hypothesis. A narrative discussion of each research method follows the operationalization tables.

TABLE 3.1-Operalization of Working Hypothesis 1: TCSO develops their supervisors to be idealized influences.

Working Hypotheses	Method	Question
<p>WH1a: TCSO develops their supervisors to be role models.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: Travis County Sheriff’s Office first-line supervisors and administration staff</p>	<p>Do these documents address role models?</p> <p>How does the TCSO train and develop supervisors to be role models?</p>
<p>WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address ethical conduct?</p> <p>How does the TCSO take into account the ethical conduct of supervisors?</p>
<p>WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address moral conduct?</p> <p>How does the TCSO take into account the moral conduct of supervisors?</p>

TABLE 3.2-Operalization of Working Hypothesis 2: TCSO develops their supervisors to be inspirational motivators.

Working Hypotheses	Method	Question
<p>WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents promote the organizational vision?</p> <p>What emphasis does the TCSO place on the organizational vision for supervisors to promote?</p>
<p>WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address inspiring to achieving the organizational values?</p> <p>In what way does the TCSO encourage supervisors to inspire subordinates to achieve the organizational values?</p>
<p>WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address motivation toward the organizational goals?</p> <p>In what way does the TCSO encourage supervisors to motivate subordinates to work towards the organizational goals?</p>

TABLE 3.3-Operalization of Working Hypothesis 3: TCSO develops their supervisors to be intellectual stimulators.

Working Hypotheses	Method	Question
<p>WH3a: TCSO encourages creativity and innovation.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address creativity and innovation?</p> <p>How does the TCSO encourage creativity and innovation?</p>
<p>WH3b: TCSO empowers their supervisors.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address empowering employees?</p> <p>Does the TCSO encourage experimentation of these ideas? Does the TCSO empower its supervisors? How?</p>

TABLE 3.4-Operalization of Working Hypothesis 4: TCSO develops their supervisors to provide individual consideration.

Working Hypotheses	Method	Question
<p>WH4a: TCSO teaches supervisors to mentor and coach subordinates.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address mentoring and coaching?</p> <p>How does the TCSO teach supervisors to be mentors and coaches? Does the TCSO have a mentoring program?</p>
<p>WH4b: TCSO provides a career development plan.</p>	<p>Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff’s Office Performance Appraisal Guidebook</p> <p>Interviews: TCSO first-line supervisors and administration staff</p>	<p>Do these documents address career development?</p> <p>Does the TCSO provide a career development program? Does the TCSO have a leadership development program?</p>

Research Techniques

The Travis County Sheriff's Office, a large law enforcement organization, is the site of this study. Given the changing and diverse community it serves, the size of the agency, and the benefits of transformational leadership, TCSO serves as an appropriate agency to explore if transformational leadership is being developed. This study used structured interviews and document analysis to determine how transformational leadership is developed in the TCSO. This research is important because it will yield recommendations to enhance transformational leadership at the TCSO.

Structured Interviews

Structured interviews were the first technique used for this research project. The interviews were intended for all levels of management: upper, middle, and first-line supervisors. Yin (2003, 86) explains that interviews are insightful because they “provide perceived casual inferences.” As Babbie (2007) points out, interviews typically attain higher response rates. A disadvantage to interviews is that responses are subject to the interviewer's interpretation.

Structured interviews were conducted with TCSO supervisors and used as the primary source of information.¹² A copy of the interview questions is attached as *appendix A*. Open-ended interview questions were derived from the literature review and were designed to provide evidence that would test the working hypotheses. The relationships between the elements of transformational leadership and the interview questions are shown in tables 3.1, 3.2, 3.3, and 3.4. Interviews were conducted in person with six supervisors based on convenience. E-mails were sent in early March 2009 asking for participants; due to time constraints and scheduling conflicts, the focused interviews were limited to six participants. The interviews were conducted

¹² See appendix B for more information on the interview subjects.

in mid to late March 2009. The purpose of these interviews was to explore how transformational leadership is developed within the TCSO.

Document Analysis

The study also analyzed two documents: the New Supervisor Lesson Plan (TCLEOSE #3737), which is mandated by the TCLEOSE for newly appointed supervisors to complete within 24 months after their promotion and the TCSO *Performance Appraisal Guidebook*. Document analyses were used to supplement and help confirm the findings of the structured interviews. As Yin (2003) states, documents can provide other specific details to corroborate information from other sources.

The New Supervisor Lesson Plan was analyzed to determine what emphasis is placed in training on the principles of transformational leadership. The TCSO *Performance Appraisal Guidebook* was analyzed to determine the guidelines used to perform appraisals on supervisors and to determine what expectations are communicated. The relationships between the elements of transformational leadership and the documents analyzed are shown in tables 3.1, 3.2, 3.3, and 3.4.

Human Subjects Protection

This research required human subjects; as a result, potential ethical concerns must be addressed. Babbie (2007) states that the fundamental ethical rule of social research is that it must bring no harm to research subjects. Some of the areas of concern are voluntary participation, harm to the participants, and anonymity and confidentiality. A basic ethical rule of social research is that participation should be voluntary (Babbie 2007). To ensure voluntary participation, all individuals received a copy of the interview questions ahead of time as well as full description of the research purpose. Participation in the research study was completely

voluntary, and refusal to participate involved no penalty or loss of benefits to those contacted. Any individual participating could discontinue participation at any time.

The foreseeable risks or discomforts to the subjects are that the answers will be utilized in determining any recommendations to enhance transformational leadership within the TCSO. Their answers were also used to determine if the TCSO currently develops transformational leadership. This research study could not guarantee anonymity, but confidentiality was guaranteed. A research project guarantees confidentiality when the researcher can identify a given person's response, but essentially promises not to do so publicly (Babbie 2007). Identities should not be revealed. To address the issue of confidentiality, the researcher is the only person with access to individual responses; identities of participants are known only to the researcher, and remain confidential.

Texas State University, as required by the federal government, has an institutional review board (IRB). The IRB is a diverse group that may consist of faculty, staff, and students, plus at least one community representative. An IRB is charged with protecting the rights and welfare of human research subjects. The IRB reviews proposed research to ensure that the proposed project follows federal guidelines and accepted ethical principles.¹³ A prospectus for this project was submitted prior to research being conducted. This project was found by the IRB to be exempt from review by the Texas State Institutional Review Board. The IRB exemption application number for this project is EXP2008Y739.

¹³ Additional information on the IRB process can be found online at <http://www.txstate.edu/research/irb/>.

Chapter 4 Results

Purpose

This chapter presents the results of the research. A summary of the comments from the interviews conducted and the documents analyzed is used to evaluate the varying levels of support for the four working hypotheses. The results are organized using the working hypotheses.

Transformational Leadership

The first purpose of this research project was to explore the elements of transformational leadership. Second, this research project set out to explore the ways transformational leadership is developed in the TCSO. Finally, based on the assessment, recommendations are made to enhance the transformational leadership at the TCSO. Four working hypotheses (WH1, WH2, WH3, and WH4) and subhypotheses for each were developed from the conceptual framework in order to obtain data and present results.

WH1: TCSO develops their supervisors to be idealized influences.

WH2: TCSO develops their supervisors to be inspirational motivators.

WH3: TCSO develops their supervisors to be intellectual stimulators.

WH4: TCSO develops their supervisors to provide individual consideration.

Idealized Influence

Working Hypothesis 1a (WH1a): TCSO develops supervisors to be role models.

Supervisors are placed in positions of authority and looked upon as leaders, although the position does not necessarily qualify them as leaders. The position is looked upon as a leadership role, and with that role the individual's character and behavior will be closely monitored. It is important for supervisors to understand that a role model status comes with the position.

Interviews

Participants were consistent in their responses to the question related to WH1a. All participants agreed that the TCSO provides guidance to becoming a role model through the organizational policies, values, code of ethics, and rules of conduct set forth by the TCSO. Another consensus was that a role model status is assumed by those in law enforcement the day they are sworn in; it is part of the police culture. Certain behaviors are expected from police officers, not only by their peers but by the community as well. Therefore every member of a law enforcement organization becomes an idealized influence and the organization must ensure that only those with role model characteristics remain employed. Table 4.1 lists some of the responses to the question related to WH1a.

Document Analysis

The TCLEOSE establishes the minimum standards relating to competence and reliability, including education, training, physical, mental, and moral standards for law enforcement organizations. TCLEOSE requires all newly appointed supervisors to complete the new supervisor course within two years of their appointment to a supervisory position. The TCSO Training Academy conducts the Introduction to Supervision course using the lesson plan

provided by TCLEOSE. The lesson plan addresses role model status by discussing topics such as leading by example, personal conduct, and understanding that external expectations of officers come from the community, media, local government, individual citizens, and peers within the organization. Table 4.1 lists some of the findings of this document analysis as they pertain to WH1a.

Performance appraisals are used to determine progress and quality of an individual's performance within an organization. The TCSO conducts performance appraisals on a yearly basis and provides supervisors with a guidebook to help them understand the expectations for each rating. This guidebook, the *TCSO Performance Appraisal Guidebook*, is used for personnel throughout the TCSO. It was determined that the guidebook evaluates personnel using the TCSO organizational values for individual character. Role model behavior is assessed in areas such as appearance, demeanor, judgment, handling of stressful situations, knowledge of policies/procedures, and dependability. Table 4.1 lists some of the findings of this document analysis as they pertain to WH1a.

Level of Support Based on the interviews and document analysis, WH1a was strongly supported. It is important to note, that due to time constraints and schedule conflicts, only six TCSO representatives were interviewed. While the group's size could bias the results, each participant clearly felt the TCSO developed role models. Also, the documents analyzed were consistent with the interviewees' responses about role model development in the TCSO.

Table 4.1 Working Hypothesis 1a (WH1a) Results

WH1a: TCSO develops supervisors to be role models.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	How does the TCSO train and develop supervisors to be role models?	<p>Role models within law enforcement start at the hiring process through an extensive background search.</p> <p>Guidance given through policies, values, code of ethics, and rules of conduct</p> <p>Role model status assumed as part of the job</p>
<p>Document Analysis:</p> <p>1)New Supervisor Course Lesson Plan (TCLEOSE #3737)</p> <p>2)Travis County Sheriff's Office Performance Appraisal Guidebook</p>	Do these documents address role models?	<p>Addresses management expectations, image concerns, personal conduct</p> <p>Lead by example</p> <p>External expectations of community, media, local government, and individual citizens</p> <p>Evaluated using the TCSO values</p> <p>Evaluated on appearance, demeanor, judgment, stressful situations, knowledge of policies/procedures, and dependability</p>

WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.

Organizations have determined ethics to be an important topic. High standards of ethical conduct are established so as to communicate what is expected. Ethics help determine the difference between right and wrong. Being ethically sound can help bolster an individual's status to become an idealized influence.

Interviews

All participants agreed that ethics training is frequently conducted within the TCSO. It starts in training for initial licensure and continues throughout one's career. The TCSO has a code of ethics that is reiterated at promotional ceremonies and other events. Ethical conduct is taken into consideration during the promotional process, when members of a review board are allowed to view the employee development folder (EDF) of the prospective candidate. Any questionable incident is noted in the EDF; if an employee decides to participate in the

promotional process or submits a request for a lateral transfer to another section, board members are allowed to view these incidents and question the employee. Table 4.2 lists these and other responses to the question related to WH1b.

Document Analysis

Within the new supervisor course lesson plan an entire unit is devoted to values, ethics, and principles. Ethics are discussed in detail and supervisors are taught the higher standards that apply for leadership roles. Leaders are used as examples and their image is determined by their character. The community expects supervisors to be better than the norm and to have answers to all questions and situations, especially in the field of law enforcement. Table 4.2 lists the findings of this document analysis as they pertain to WH1b.

The guidebook provides details for evaluators to judge members using the TCSO values. Being truthful and forthright in thoughts, words, and deeds is classified under honesty, and is also noted in the TCSO Code of Ethics. Members and supervisors are evaluated in categories such as respect, service, integrity, and full accountability. Table 4.2 lists the findings of this document analysis as they pertain to WH1b.

Level of Support Based on the interviews and document analysis, WH1b was strongly supported. Each participant felt the TCSO taught its supervisors to demonstrate high standards of ethical conduct. Also, the documents analyzed were consistent with the interviewees' responses about teaching ethical conduct in the TCSO.

Table 4.2 Working Hypothesis 1b (WH1b) Results

WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	How does the TCSO take into account the ethical conduct of supervisors?	Includes ethics in all aspects of law enforcement training from initial academy training through annual training Code of Ethics established and repeated during promotions, swearing ins, and change of Sheriff. Starts at the beginning of hiring process with extensive background checks. Ethical conduct taken into consideration during promotional process by reviewing Employee Development Folder (EDF).
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address ethical conduct?	Entire Unit devoted to values, ethics, and principles Evaluated using the TCSO values

WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.

High standards of moral conduct are very important in leadership, and even more so in law enforcement personnel. An individual's morals are established through a variety of venues going as far back as childhood. Law enforcement personnel, by the nature of the occupation, are expected to abide by all laws. Demonstrating high standards of moral conduct is very important for leaders to establish that idealized influence.

Interviews

During the interviews, participants agreed that good morals are an expectation that comes from wearing the badge. Moral conduct is taken into consideration from the start of one's career with an extensive background check of each applicant. There are higher standards within the community for law enforcement officers, and TCSO employees are held accountable for their

off-duty conduct as well as their on-duty conduct. The TCSO has established a zero tolerance policy toward officer misconduct. Morals are also considered during promotion and lateral transfer proceedings by reviewing the EDF. Table 4.3 lists these and other responses to the question related to WH1c.

Document Analysis

Within the new supervisor course lesson plan the same was found with morals as was found with ethics: an entire unit is devoted to values, ethics, and principles. Personnel learn about the TCSO's concern for its image as perceived by the community and by peers. Leaders are used as examples and their image is determined by their character. Table 4.3 lists the findings of this document analysis as they pertain to WH1c.

The TCSO *Performance Appraisal Guidebook* provides details for evaluators to judge personnel using the TCSO values. Officers and supervisors are evaluated in categories such as respect, service, integrity, and full accountability. Table 4.3 lists the findings of this document analysis as it pertains to WH1c.

Level of Support Based on the interviews and document analysis, WH1c was strongly supported. Each participant felt the TCSO taught its supervisors to demonstrate high standards of moral conduct. Also, the documents analyzed were consistent with the interviewees' responses about teaching moral conduct in the TCSO.

Table 4.3 Working Hypothesis 1c (WH1c) Results

WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	How does the TCSO take into account the moral conduct of supervisors?	<p>TCSO has established organizational values: service, honesty, embrace diversity, respect, integrity, full accountability, firm commitment</p> <p>Higher standards within the community for law enforcement officers; employees held accountable by the TCSO for their off-duty conduct as well as on-duty.</p> <p>Cultural diversity training explains different beliefs, values, and institutions of an ethnic or social group.</p> <p>Starts during the hiring process with extensive background checks.</p> <p>Taken into consideration during promotional process by reviewing employee development folder (EDF)</p> <p>TCSO has established zero tolerance policy toward officer misconduct.</p>
<p>Document Analysis:</p> <p>1)New Supervisor Course Lesson Plan (TCLEOSE #3737)</p> <p>2)Travis County Sheriff's Office Performance Appraisal Guidebook</p>	Do these documents address moral conduct?	<p>Entire unit devoted to values, ethics, and principles</p> <p>Evaluated using the TCSO values</p>

Inspirational Motivation

WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.

The organizational vision is important because it projects an image of how the organization is to grow. It should allow all members of the organization to feel proud and part of something much bigger than themselves. The organizational vision should be an inspirational motivation in itself. The TCSO vision reads “exceeding community expectations through exemplary service.”

Interviews

Several things were discussed in the interviews, but it seems that the TCSO vision is being communicated very effectively within the organization. The sheriff himself seems to play a big role in promoting the organizational vision by participating in community events and expecting his administrators, mid-level management, and first-line supervisors to engage in community service. The TCSO has a Community Outreach Unit that is devoted to community events such as Habitat for Humanity, Meals on Wheels, and National Night Out, all of which are exemplary examples of how members of the TCSO volunteer and exceed community expectations. There is also a Community Service Award given to employees for service provided through volunteer hours or other means of community service. Table 4.4 lists these and other responses to the question related to WH2a.

Document Analysis

The new supervisor course lesson plan discusses the idea of supervisors establishing their own vision using the organization's vision as a guide. The big picture, as it is discussed in the lesson plan, teaches supervisors that it is important to promote the organization's vision. Table 4.4 lists the findings of this document analysis as they pertain to WH2a.

Unfortunately, the TCSO *Performance Appraisal Guidebook* does not hold members or supervisors accountable for promoting the organizational vision. This is noted as well in table 4.4.

Level of Support Based on the interviews and document analysis, WH2a was tentatively supported. Each participant felt the TCSO encouraged the organizational vision, but the documents analyzed were not fully consistent with the interviewees' responses about promoting the organizational visions.

Table 4.4 Working Hypothesis 2a (WH2a) Results

WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	What emphasis does the TCSO place on the organizational vision for supervisors to promote?	<p>TCSO has Community Outreach Unit devoted to community events such as Habitat for Humanity, Meals on Wheels, and National Night Out.</p> <p>Recognition given to employees for community service through a community service award.</p> <p>The sheriff himself is involved in community events and expects supervisors to lead by example.</p> <p>Supervisors held accountable during promotional and performance appraisal reviews to attain goals that work toward the vision of the TCSO.</p> <p>The sheriff asks for goal sheets from top administrators describing how they plan on achieving his vision.</p>
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents promote the organizational vision?	<p>Discusses developing one's own personal vision statement along lines with the organizational vision.</p> <p>Discusses communicating the "big picture"</p> <p>Teaches skillful use of influence of others</p> <p>Does not evaluate on ability to promote organizational vision.</p>

WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.

Organizational values set the tone and shape members of the organization. The values established by the TCSO are service, honesty, embrace diversity, respect, integrity, full accountability, and firm commitment. Each of these values can be tied to the big picture of the TCSO, and it is important for leaders to understand that they must inspire subordinates to achieve these. Values can guide and help leaders provide inspirational motivation.

Interviews

It was stated in an interview that in the past individuals were promoted from lower ranking positions to positions of authority based solely on the sheriff's judgment of that individual's values. Leadership techniques can always be learned, but values are not easily taught. This statement alone helps provide the inspiration for subordinates to understand that although experience is needed, it is not the only factor taken into consideration when promoting individuals—at least during the current sheriff's term. Table 4.5 lists these and other responses to the question related to WH2b.

Document Analysis

Within the new supervisor course lesson plan, values are presented like ethics and morals: an entire unit is devoted to values, ethics, and principles. Members are taught the importance of the image perceived by the community and their peers. Leaders are used as examples and their image is determined by their character. Table 4.5 lists the findings of this document analysis as it pertains to WH2b.

The *TCSO Performance Appraisal Guidebook* provides details for evaluators to judge members using the TCSO values. Members and supervisors are evaluated in categories such as respect, service, integrity, and full accountability. This section was closely related to that of evaluating members' and supervisors' morals. Table 4.5 lists the findings of this document analysis as they pertain to WH2b.

Level of Support Based on the interviews and document analysis, WH2b was tentatively supported. The interview responses did not fully support supervisors' inspiring subordinates to achieve the organizational values, but the documents analyzed were strongly supportive of the organizational values.

Table 4.5 Working Hypothesis 2b (WH2b) Results

WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	In what way does the TCSO encourage supervisors to inspire subordinates to achieve the organizational values?	Introduction to Supervision course teaches supervisors to get to know their people. The Sheriff has promoted individuals in the past from first line supervisor to upper administration.
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address inspiring to achieving the organizational values?	Discusses values. Organizational values used as a section to evaluate.

WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.

Organizational goals help define the organization and give direction. Goals help motivate by communicating what the organization is striving for. If a supervisor helps communicate the goals, in fact there is inspirational motivation being provided by that supervisor.

Interviews

The participants within the interviews seemed to agree that the motivation topic is touched upon throughout the TCSO. Those responsible for training newly hired officers receive training in motivation techniques. Employees in the past have been sent to motivational seminars outside of the law enforcement spectrum, and motivational speakers have been brought in to conduct presentations for TCSO staff. Table 4.6 lists these and other responses to the question related to WH2c.

Document Analysis

The new supervisor course lesson plan discusses the idea of supervisors establishing their own goals using the organization's goals as a guide. The big picture, as it is discussed in the lesson plan, teaches supervisors that it is important to promote the organization's goals because it ultimately achieves the TCSO's overall mission. Table 4.6 lists the findings of this document analysis as they pertain to WH2c.

The guidebook has a section where members and supervisors are evaluated on motivation and commitment. Motivating subordinates to attain the organizational goals is important because it establishes the overall commitment to the organization. Firm commitment (being a TCSO value as well) establishes the steadfast resolve and dedication to succeed that organizations need from all members. Table 4.6 lists the findings of this document analysis as they pertain to WH2c.

Level of Support Based on the interviews and document analysis, WH2c was strongly supported. Although only six participants were interviewed and the group's size could bias the results, each participant felt the TCSO encouraged their supervisors to motivate subordinates to attain the organizational goals. Also, the documents analyzed were consistent with the interviewees' responses about encouraging motivation to attain the organizational goals.

Table 4.6 Working Hypothesis 2c (WH2c) Results

WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	In what way does the TCSO encourage supervisors to motivate subordinates to work toward the organizational goals?	<p>Motivation taught in introduction to supervision course.</p> <p>Motivational speakers have been brought in from outside TCSO to present to administrators and supervisors.</p> <p>Field training officers receive training in motivation techniques.</p> <p>Employees have been sent to motivational seminars outside of the law enforcement spectrum.</p>
<p>Document Analysis:</p> <p>1)New Supervisor Course Lesson Plan (TCLEOSE #3737)</p> <p>2)Travis County Sheriff's Office Performance Appraisal Guidebook</p>	Do these documents address motivation towards the organizational goals?	<p>Discusses developing a mission statement along lines with the organizational mission</p> <p>Discusses communicating the “big picture.”</p> <p>Evaluated on motivation and commitment.</p>

Intellectual Stimulation

WH3a: TCSO encourages creativity and innovation.

Ideas are important to organizations because they can provide insight into better procedures. Sometimes the better ideas come from those getting their hands dirty or actually performing those procedures. Encouraging subordinates to be creative provides the intellectual stimulation leaders should strive for.

Interviews

It was brought up in a couple of interviews that the TCSO has established an on-line process for suggestions to be reviewed by the chain of command. If an idea is approved, the employee who originated it may help implement that idea. Some concerns with creativity within the TCSO are that budget constraints have a major impact on implementing creativity and

innovation. The TCSO is a public agency, and therefore it must adhere to an annual budget approved by the Travis County Commissioners Court. Any request for funding must go through a process before an innovation can take place. Table 4.7 lists these and other responses to the question related to WH3a.

Document Analysis

The new supervisor course lesson plan discusses being capable of improving new situations, systems, and procedures. It teaches the concept of encouraging new responsibilities and giving employees the opportunity to try new things. Supervisors must be capable of allowing creativity and implementation of ideas in order to intellectually stimulate subordinates. Table 4.7 lists the findings of this document analysis as they pertain to WH3a.

Unfortunately, the TCSO *Performance Appraisal Guidebook* does not hold members or supervisors accountable for encouraging creativity and innovation. This is noted as well in Table 4.7.

Level of Support Based on the interviews and document analysis, WH3a was tentatively supported. Each participant felt the TCSO encouraged creativity and innovation but the documents analyzed were not fully consistent with the interviewees' responses about encouraging creativity and innovation.

Table 4.7 Working Hypothesis 3a (WH3a) Results

WH3a: TCSO encourages creativity and innovation.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	How does the TCSO encourage creativity and innovation?	On-line process for suggestions to be submitted and reviewed by chain of command. Idea given back to originating person to help implement the idea Strategic planning and budget constraints play a part in the decision process for some ideas.
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address creativity and innovation?	Discusses improving new situations, systems, procedures Teaches concept of encouraging new responsibilities and giving employees opportunities to try new things Discusses making challenging assignments available to employees Does not evaluate the ability to encourage creativity and innovation.

WH3b: TCSO empowers their supervisors.

Empowerment is very important to the intellectual stimulation aspect of leadership. Employees must feel they have some form of investment within the organization to become more committed. Empowerment can challenge individuals and provide that sense of accomplishment individuals need to feel attached to an organization.

Interviews

The participants were in agreement that the TCSO empowers their supervisors. Some ideas mentioned were that supervisors are assigned to extra duties such as serving on committees that provide insight and recommendations to the sheriff himself in the committees' respective area. The TCSO has also implemented CompStat meetings, where top administrators come together monthly to discuss problems and ideas from every section within the TCSO. Those supervisors are allowed to make presentations to the command staff. Ideas are channeled from all levels within the organization and given consideration by top administrators. The CompStat

meetings allow supervisors to sharpen their presentation skills. Table 4.8 lists these and other responses to the question related to WH3b.

Document Analysis

The new supervisor course lesson plan teaches the concept of encouraging new responsibilities and giving employees the opportunity to try new things. Supervisors must be capable of allowing creativity and implementation of those ideas in order to intellectually stimulate subordinates. The lesson plan places emphasis on offering challenging assignments to employees so as to provide the opportunity for a sense of accomplishment and ownership. Table 4.8 lists the findings of this document analysis as it pertains to WH3b.

Unfortunately, the TCSO *Performance Appraisal Guidebook* does not hold members or supervisors accountable for empowerment. This is noted as well in Table 4.8.

Level of Support Based on the interviews and document analysis, WH3b was tentatively supported. Each participant felt the TCSO empowers their supervisors, but the documents analyzed were not fully consistent with the interviewees' responses about empowerment of supervisors.

Table 4.8 Working Hypothesis 3b (WH3b) Results

WH3b: TCSO empowers their supervisors.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	Does TCSO encourage experimentation of these ideas? Does the TCSO empower its supervisors? How?	Ancillary duties assigned to supervisors such as Security Advisory Committees, Awards Committees. Supervisors allowed to make presentations at monthly CompStat meetings with all the upper administration. Ideas channeled from all levels within the organization. Allows supervisors to better sharpen presentation skills in an occupation with the opportunity to present very little in various positions. Employees allowed to attend Incident Command System through Federal Emergency Management Agency (FEMA) to assume possible control of certain areas of planning. Supervisors allowed to fill in during speaking engagements or other public events on behalf of the sheriff.
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address empowering employees?	Teaches concept of encouraging new responsibilities and giving employees opportunities to try new things Discusses making challenging assignments available to employees Does not evaluate on ability to empower.

Individual Consideration

WH4a: TCSO teaches supervisors to mentor and coach subordinates.

Mentoring is important to developing individuals. Leaders should understand that providing individual consideration can be accomplished by mentoring and coaching. Employees need to understand the organization to better develop themselves. Leaders can take advantage of this opportunity to coach and mentor employees using the organizational values, goals, vision, and mission.

Interviews

The participants were all aware of the mentoring program developed by the TCSO approximately four years prior to this study. The mentoring program has guidelines, but as was stated by several participants, the program seems to be dormant. Supervisors informally mentor subordinates but are not required to do so. Mentoring is completely voluntary yet the annual supervisor training conducted at the TCSO Training Academy encourages and promotes mentoring and coaching. Coaching techniques are also taught to the officers responsible for training newly appointed officers. Table 4.9 lists these and other responses to the question related to WH4a.

Document Analysis

The new supervisor course lesson plan discusses approaches supervisors can use to develop strengths and improve techniques in their subordinates. Supervisors are also taught how to improve communication skills with subordinates. Communication skills must be developed in leaders before mentoring and coaching can take place. Table 4.9 lists the findings of this document analysis as they pertain to WH4a.

The guidebook includes a section for members and supervisors to be evaluated based on how mentoring is accomplished. Mentoring is taught to TCSO supervisors, and the TCSO *Performance Appraisal Guidebook* defines the expectations supervisors must meet. Table 4.9 lists the findings of this document analysis as it pertains to working hypothesis 4a (WH4a).

Level of Support Based on the interviews and document analysis, WH4a was tentatively supported. Each participant felt the TCSO has taken steps in the right direction, but the mentoring program seems to be dormant. The documents analyzed discuss mentoring and coaching, and include evaluating supervisors on their ability to mentor.

Table 4.9 Working Hypothesis 4a (WH4a) Results

WH4a: TCSO teaches supervisors to mentor and coach subordinates.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	How does the TCSO teach supervisors to be mentors and coaches? Does the TCSO have a mentoring program?	Annual supervisor training encourages and promotes mentoring and coaching. TCSO has an established mentoring program with guidelines although supervisors are not required to participate. Field training officers receive training in coaching techniques. Informal technique of meeting with supervisors to mentor, especially those on the promotion list. TCSO Mentoring Program established about 4 years ago yet not fully active within the TCSO, dormant for the most part.
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address mentoring and coaching?	Discusses approach to developing strengths and improving weaknesses. Discusses developing communication skills Section evaluates supervisors on their ability to mentor subordinates.

WH4b: TCSO provides a career development plan.

Career development plans are important because they provide individual consideration. Leaders are able to form plans for individuals who wish to advance or make lateral transfers to other sections within an organization. These career plans give individuals hope and a guideline for establishing the employee within the organization.

Interviews

The participants seemed to acknowledge the TCSO does not have a formal career development program or leadership development program. As for leadership development, TCLEOSE requires all newly promoted supervisors to attend the introduction to supervision

course within two years of their promotion. This course addresses several leadership issues, styles, and principles. One interview participant did seem to have knowledge that a formal leadership development program was being developed at the TCSO. For mid-level management and above, TCSO policy requires their attendance at a nationally accredited leadership school such as the FBI National Academy. Table 4.10 lists these and other responses to the question related to WH4b.

Document Analysis

Unfortunately the new supervisor course lesson plan does not address career counseling or leadership development. This is noted in Table 4.10.

Supervisors are evaluated on their ability to seek training for subordinates as per the appraisal guidebook. The guidebook also describes the responsibility of supervisors to address the career goals of employees, including any short-term goals the employees may have. Table 4.10 lists the findings of this document analysis as they pertain to WH4b.

Level of Support Based on the interviews and document analysis, support for WH4b was weak. Each participant acknowledged there is no formal leadership development program or career development plan. Documents analyzed only touched the subject lightly leaving plenty of room for improvement.

Table 4.10 Working Hypothesis 4b (WH4b) Results

WH4b: TCSO provides a career development plan.		
Method	Question	Responses/Findings
Interviews with upper level administration, mid-level management, first-line supervisors	Does the TCSO provide a career development program? Does the TCSO have a leadership development program?	There is no formal career development plan or leadership development program. A leadership development program was in the developmental stages here at TCSO. Introduction to supervision is a TCLEOSE requirement to be completed within 2 years of promotion, and teaches leadership principles. TCSO has its own training academy. Training also allowed and encouraged outside of the agency. TCSO policy to send lieutenants and above to national leadership training academy such as FBI Academy.
Document Analysis: 1)New Supervisor Course Lesson Plan (TCLEOSE #3737) 2)Travis County Sheriff's Office Performance Appraisal Guidebook	Do these documents address career development?	Does not address a career development program or leadership development program. Evaluated on ability to seek training for subordinates. Section addresses employee goals Section addresses career counseling done by the supervisor with the subordinate.

Summary

Chapter 4 has provided the results of the research performed for this applied research project. Given the documents analyzed, it seems that the formal structure to support transformational leadership is in place in the TCSO. Due to time constraints and scheduling conflicts, only six participants were interviewed; at best, the interview results are encouraging but biased at the same time. The research purposes were exploratory in nature, to determine if the TCSO develops leadership using transformational leadership principles. Working hypotheses and multiple subhypotheses were used regarding the four principles of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Chapter 5 gives concluding remarks, describes the research limitations, and offers recommendations to further the development of transformational leadership within the TCSO.

Chapter 5 Conclusions

The final chapter of this ARP summarizes the information and results presented. This project had a three-fold research purpose. The first was to describe the elements of transformational leadership. Second, the research study explored the ways transformational leadership is developed in the TCSO. Third, based on the assessment, this study provides recommendations to enhance transformational leadership at the TCSO. Interviews were conducted and document analyses were performed to address the research purpose.

Idealized Influence (WH1)

The elements of idealized influence, as identified and practiced in the TCSO, are summarized below.

Develops supervisors to be role models (WH1a).

It was determined that the TCSO does a great deal to emphasize the importance of its members' and supervisors' establishing themselves as role models, not only within the organization but within the community as well. Guidance is given through policies, values, the code of ethics, and rules of conduct, and also through supervisor training and performance appraisals.

Teaches their supervisors to demonstrate high standards of ethical conduct (WH1b).

TCSO continuously teaches the importance of ethics to members and supervisors through training and an established code of ethics. Members are held to these ethical standards throughout their careers, and ethics are scrutinized during events such as promotional boards or lateral transfer requests. Individual performance appraisals include, adherence to the TCSO's established list of values.

Teaches their supervisors to demonstrate high standards of moral conduct (WH1c).

TCSO teaches the importance of morals through an established list of values. Members of a law enforcement organization are expected to have high moral standards. During the hiring process, individuals are subjected to an extensive background check to determine whether their morals are consistent with TCSO standards. Those who are hired are held to the TCSO's moral standards throughout their careers, both on and off duty.

Inspirational Motivation (WH2)

The elements of inspirational motivation, as identified and practiced in the TCSO, are summarized below.

Encourages their supervisors to promote the organizational vision for others to follow (WH2a).

“Exceeding community expectations through exemplary service” is the TCSO vision, which the sheriff himself practices by participating in events throughout the year. His expectations for others to follow are demonstrated through his recognition and awards given to employees for their community service, and through the establishment of the TCSO Community Outreach Unit. The concept of a vision is taught to supervisors during training sessions. There is no evaluation of members or supervisors based on how they promote the vision, yet this can be accomplished in many different ways.

Encourages their supervisors to inspire subordinates to achieve the organizational values (WH2b).

Supervisors are trained to get to know their people and to inspire them to adopt the organizational values. These same values are used to evaluate members and supervisors during their annual performance appraisal. The higher standards expected of members of the law enforcement community come as part of the job.

Encourages their supervisors to motivate subordinates to attain organizational goals (WH2c).

Motivation techniques are taught to supervisors in training, and are also taught to field training officers, who are responsible for training all newly hired officers. In the past, motivational speakers have been brought in from outside of TCSO to give their presentations to supervisors. Employees from all levels have been sent to motivational seminars outside the law enforcement spectrum. Motivation is important because it enables supervisors to attain the goals of the organization and make strides towards the TCSO's overall mission. In their performance appraisals, members and supervisors are also evaluated on levels of motivation and their commitment to the organization.

Intellectual Stimulation (WH3)

The elements of intellectual stimulation, as identified and practiced in the TCSO, are summarized below.

Encourages creativity and innovation (WH3a).

The TCSO has established an on-line process for employees to submit recommendations. Upon approval, the originating employee is asked to take part in the implementation process. Implementation may be limited by budget constraints and the employee's authority. Supervisors are encouraged in training to improve situations, systems, and procedures by making challenging assignments available to employees. There is no evaluation conducted on the creativeness of an individual.

Empowers their supervisors (WH3b).

The TCSO empowers supervisors by assigning ancillary duties and allowing them to make presentations at monthly meetings with the upper level administration. Supervisors are taught in training to make challenging assignments available to employees, to encourage others

to take on new responsibilities, and to give employees the opportunity to try new things. Currently supervisors are not evaluated on their ability to empower others.

Individual Consideration (WH4)

The elements of individual consideration, as identified and practiced in the TCSO, are summarized below.

Teaches supervisors to mentor and coach subordinates (WH4a).

The TCSO has an established mentoring program, although it was apparent that the program is dormant. Supervisors are trained and encouraged to mentor and coach others. Developing strengths and improving weaknesses are discussed in supervisor training as well. Mentoring is on a voluntary basis and seems to take place as subordinates seek out the supervisor instead of the other way around. Mentoring is addressed in the annual performance appraisal.

Provides a career development plan and leadership development (WH4b).

There is no formal career development plan or leadership development program within the TCSO. TCSO is taking the right steps to develop a leadership development program, and in the meantime addresses leadership topics in training. A policy is in place for mid-level management to receive additional training at a national leadership academy, yet no similar policy is in place for first-line supervisors. Career counseling is done during the annual performance appraisal; a very small section of the appraisal covers immediate, short-term goals.

Tables 5.1 and 5.2 identify research evidence and recommendations based on the research findings.

Table 5.1 – Research Evidence and Recommendations for WH1 and WH2.

WH1: TCSO develops their supervisors to be idealized influences.				
	Interviews	Documents Analyzed	Overall Support	Recommendations
WH1a: TCSO develops their supervisors to be role models.	Strong Support	Strong Support	Strong	Continue to emphasize the role model status expected from members of the TCSO.
WH1b: TCSO teaches their supervisors to demonstrate high standards of ethical conduct.	Strong Support	Strong Support	Strong	Increase the number of hours devoted to ethics in annual training for everyone within the TCSO.
WH1c: TCSO teaches their supervisors to demonstrate high standards of moral conduct.	Strong Support	Strong Support	Strong	Communicate the organizational values in a formal manner through training.
WH1: Overall support	Strong	Strong		Increase the formal ways to deliver and communicate the code of ethics, values, and rules of conduct.
WH2: TCSO develops their supervisors to be inspirational motivators.				
	Interviews	Documents Analyzed	Overall Support	Recommendations
WH2a: TCSO encourages their supervisors to promote the organizational vision for others to follow.	Strong Support	Limited Support	Limited	Start evaluating employees of the TCSO using the organizational vision. Start a rotation for all employees to serve within the Community Outreach Unit.
WH2b: TCSO encourages their supervisors to inspire subordinates to achieve the organizational values.	Strong Support	Strong Support	Strong	Start providing training on the organizational values to all employees; do not limit that training to those who attend the supervisor course.
WH2c: TCSO encourages their supervisors to motivate subordinates to attain organizational goals.	Strong Support	Strong Support	Strong	Increase the number of employees who receive motivational training and disperse the training to all levels within the organization.
WH2: Overall support	Strong	Limited		Increase the number of employees who receive training in these areas. Do not limit to supervisors; start development early in a career.

Table 5.2 – Research Evidence and Recommendations for WH3 and WH4.

WH3: TCSO develops their supervisors to be intellectual stimulators.				
	Interviews	Documents Analyzed	Overall Support	Recommendations
WH3a: TCSO encourages creativity and innovation.	Strong Support	Limited Support	Limited	Start evaluating supervisors on their ability to encourage creativity and innovation of ideas.
WH3b: TCSO empowers their supervisors.	Strong Support	Limited Support	Limited	Start allowing and assigning additional duties to all employees. Perhaps create an evaluation tool for empowerment.
WH3: Overall support	Strong	Limited		Create ancillary duties for all employees in an area of their expertise and allow them to develop those assignments.
WH4: TCSO develops their supervisors to provide individual consideration.				
	Interviews	Documents Analyzed	Overall Support	Recommendations
WH4a: TCSO teaches supervisors to mentor and coach subordinates.	Limited Support	Strong Support	Limited	Require participation in the mentoring program the TCSO has established and hold supervisors accountable.
WH4b: TCSO provides a career development plan.	Weak Support	Weak Support	Weak	Establish a formal career development program and a formal leadership development program.
WH4: Overall support	Weak	Limited		Utilize the mentoring program and establish a leadership development program.

Overall, research evidence suggests the TCSO develops their supervisors using transformational leadership principles. Idealized influence and inspirational motivation are especially evident within the training conducted and required of supervisors. They are instructed and expected to provide inspirational motivation as well. The TCSO teaches supervisors to intellectually stimulate employees through a variety of policies and guidelines. The research findings did suggest that of all four principles, individualized consideration seems to be the area where the TCSO needs the most improvement. Perhaps bringing the leadership development program from the planning stage into actual application will allow the other elements of this principle to be brought forward. Although some leadership training is provided, it seems as if a majority of the leadership courses are reserved for those at the top of the chain of command.

Developing employees at the beginning of their careers could help ease some of the leadership concerns. Transformational leadership can prove to be very beneficial to a law enforcement organization, but the organization must first start to make the change from the type of leadership styles that have dominated such organizations.

This research project could be used in the future as a model to analyze leadership and leadership development practices in other law enforcement organizations to determine if the same results apply. Other research could concentrate on law enforcement organizations that do not have an elected official such as the sheriff. This same case study could also be done within the TCSO under a different elected sheriff to determine if the same results and recommendations would apply. Overall, the conceptualization of this research project could be used to analyze organizations with formal leadership structures.

Appendix A: Interview Questions

Idealized Influence

How does the Travis County Sheriff's Office train and develop supervisors to be role models?

How does the Travis County Sheriff's Office take into account the ethical conduct of its supervisors?

How does the Travis County Sheriff's Office take into account the moral conduct of its supervisors?

Inspirational Motivators

What emphasis does the Travis County Sheriff's Office place on the organizational visions for its supervisors to promote?

How does the Travis County Sheriff's Office encourage its supervisors to inspire subordinates to achieve the organizational values?

How does the Travis County Sheriff's Office encourage its supervisors to motivate subordinates to work towards the organizational goals?

Intellectual Stimulators

How does the Travis County Sheriff's Office encourage creativity and innovation?

Does Travis County Sheriff's Office encourage experimentation of these ideas?

Does the Travis County Sheriff's Office empower its supervisors? How?

Individual Consideration

How does the Travis County Sheriff's Office teach supervisors to be mentors and coaches?

Does the Travis County Sheriff's Office have a mentoring program?

Does the Travis County Sheriff's Office provide a career development plan?

Does the Travis County Sheriff's Office have a leadership development program?

Appendix B: Interview Subjects

Level within TCSO	Years of Supervisor's Experience	Leadership Experience
Upper level administrator	More than 20 years	Has been in a leadership role with the TCSO for more than 20 years, held other leadership roles with other law enforcement organizations, and has completed national leadership training for law enforcement.
Mid-level management	More than 15 years	Has had training responsibilities in leadership areas and has completed national leadership training for law enforcement.
Mid-level management	More than 15 years	Has served on promotional boards for supervisor positions and held training responsibilities in leadership areas.
Mid-level management	More than 15 years	Has completed national leadership training for law enforcement and served on promotional boards for supervisor positions.
First-line supervisor	More than 5 years	Has completed leadership training and served as field training officer prior to promotion to supervisor.
First-line supervisor	Less than 5 years	Has served as field training officer prior to promotion to supervisor.

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