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CHARACTERISTICS OF SUCCESSFUL MINORITY FEMALE POLICE
SUPERVISORS WITHIN A LARGE URBAN MIDWEST
POLICE DEPARTMENT

by

Yasmia G. Dunn

Dissertation

Submitted to the Faculty of

Olivet Nazarene University

School of Graduate and Continuing Studies

in Partial Fulfillment of the Requirements for

the Degree of

Doctorate of Education

in

Ethical Leadership

May 2014

CHARACTERISTICS OF SUCCESSFUL MINORITY FEMALE POLICE

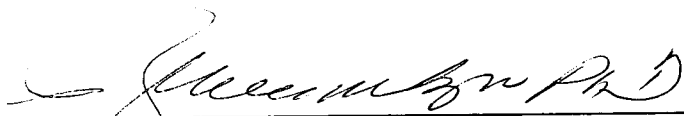
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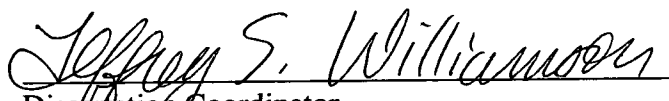
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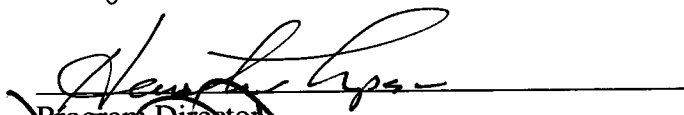
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ACKNOWLEDGMENTS

As with every achievement in life, I thank God for giving me a competent mind to complete such a task as writing a dissertation. I acknowledge all the minority females in law enforcement that have come before me and paved the way, in particular, the participants who eagerly agreed to contribute to this study. Furthermore, I would like to thank my supervisors Deputy Chief Eddie T. Johnson and Lieutenant Dwayne Betts who offered their encouragement and support throughout my journey, in particular, because they certainly did not have to but wanted to, and my partner, Officer Michelle T. Fields, who picked up the pieces without complaint. To my family and friends, without your unwavering support, I would not have been able to complete this dissertation. I love you with all my heart for your patience, prayers, and understanding during the difficult times.

I would like to express my sincere appreciation to the following people for the passion and enthusiasm they showed for my research study: Dr. Kim Lonsway, thank you for sharing your expertise on my subject matter, and Dr. Arthur Davis and Dr. Dianne Daniels for providing me with in-depth knowledge related to qualitative research and their overall guidance during this process. Finally, I would like to thank my advisor, Dr. Rebecca Taylor, and the faculty at Olivet Nazarene University's Doctoral Program in Ethical Leadership. I have never felt so spiritually supported in an academic environment and know that without such a strong emphasis on behalf of the faculty in this area, the completion of my study would not have been possible.

DEDICATION

This dissertation is dedicated to my beloved sisters, Enjoli Dunn and Diamond Edwards, nieces Gabrielle Cleaton and Jutuan Dunn, and best friend Tennille Jackson. I have learned and continue to learn the true meaning of unconditional love from you every single day. It was not until conducting this study that I realized your love for me knows no limits and for that I am forever grateful. I would also like to dedicate this dissertation to my great aunt and uncle, Beverly and Johnny Johnson; I hope that I have made both of you proud. Your love and spiritual guidance throughout my life has taught me that with God, all things are possible.

ABSTRACT

This study explored the leadership characteristics of minority female police supervisors, the actual and perceived barriers to their advancement through the ranks, and the strategies and factors that aided their success and career advancement within the police department participating in the study. Statistical data was gathered regarding the status of high-ranking minority women in the agency, administered participant questionnaires and surveys, and conducted individual semi-structured interviews with the participants. Information obtained from the department's online personnel data system aided in identifying study participants within the agency. The study participants met the criteria of being high-ranking minority female supervisors holding the position of lieutenant, captain, commander, or chief. Each participant defined the leadership qualities and characteristics they felt contributed to their attainment of high-ranking leadership roles. Data regarding demographics, career history, and personal aspirations was collected. In addition, information regarding the opinions and perceptions regarding their treatment as police officers and the effects of these perceptions on their performance and their efforts to attain high-ranking positions was gathered from the participants as well. The results of this study were analyzed and compared to the results of similar previous studies. The results allowed the researcher to determine which qualities and characteristics participants exhibited and valued most that led to their success as leaders.

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CHAPTER I

INTRODUCTION

This study investigated the career advancement barriers faced by minority personnel in law enforcement. Specifically, this study focused on racial and ethnic minority females. This study also identified the leadership characteristics of successful racial and ethnic minority female police supervisors. The need for this study was evident based on previous research that indicated female police officers face resistance from within their organizations that their male counterparts do not (Eagly, Karau, & Makhijani, 1995; Lainer, 1996; Martin & Jurik, 1998; Miller, 1998). Furthermore, research has shown that, with regard to promotions, there are inequalities in law enforcement when it comes to the promotion of women from different racial and ethnic backgrounds (Felkenes & Schroedel, 1993). Consequently, there is a disparity between the number of male and female sworn officers who hold high-ranking positions (Kawakami, White, & Langer, 2000; Martin & Jurik).

The purpose of this exploratory study was to foster a deeper understanding of the actual and perceived career advancement barriers for minority female law enforcement officers. A secondary purpose of this study was to create awareness of the unique challenges facing minority women in law enforcement. Finally, this exploratory study surfaced ideas and solutions for overcoming these barriers. Successful minority female supervisors were identified and interviewed regarding their experiences within their respective law enforcement agency. Their perceptions of the barriers to potential career

advancement opportunities significantly contributed to the existing body of knowledge. The results of this study have the potential to increase the number of non-White female officers in supervisory positions within police departments through identification of their unique contributions to the field of law enforcement. Greater awareness and heightened appreciation will be gained.

Statement of the Problem

Minority women were underrepresented in the highest-ranking positions within the police department reviewed for this study. These positions included, in ascending order, lieutenant, captain, commander, deputy chief, and chief. Additionally, no female officer of any race or ethnicity had ever held the positions of first deputy superintendent or superintendent, the two highest-ranking positions within the department. The department examined in this study actively promoted diversity through its recruitment and hiring practices; however, at the time of this study, no programs or initiatives were in place that fostered the equal promotion of minority female officers.

The ClearPath System, a computerized database maintained and created by the department that employed the participants in this study, noted on January 1, 2012, that there were 297 high-ranking sworn law enforcement officials. Of these 297 sworn officials, 202 held the position of lieutenant, 40 held the position of captain, 42 held the position of commander, 11 held the position of deputy chief, and nine held the position of chief. The department employed one first deputy superintendent and one superintendent in addition to the previously noted top leadership positions. Additional data obtained from the ClearPath System included the supervisory ranking order of the department, the

number of high-ranking positions, and the race and gender of the individuals who held these positions.

Of the 297 high-ranking officers, there were 18 minority female supervisors included in the group of 297 high-ranking officers. These 18 included one Asian, four Hispanic, and 13 Black officers as well as 44 White female supervisors. This data suggested a disparity in the number of minority females in high-ranking positions when compared to male supervisors and supervisors of other races. A disparity in the representation of the city's population with regard to minority females was also suggested. The 18 minority female supervisors comprised the potential sample group for this study.

Archbold and Hassell (2009) noted that, despite an increase in the employment of female officers over time, there was limited female representation in both command and supervisory positions in many American law enforcement agencies. Their study identified the leadership qualities that successful minority female supervisors considered essential for advancement up the ranks. In addition, this study reported the barriers to advancement faced by minority women within the department.

The results of this study may positively impact the status of women in law enforcement who are seeking advancement. Minority women who aspire to become high-ranking supervisors are offered a real-life perspective gathered from the experiences of other minority policewomen who can guide their efforts toward career advancement. Racial or ethnic minority women in law enforcement may identify aspects of their leadership in need of improvement through the identified strengths and weaknesses of minority female law enforcement officers who have been successful.

Background

The stated mission of law enforcement officers is to provide safety and protection for the citizens of the communities in which they serve. The diversification of local communities has increased the need for a more diversified law enforcement workforce. White males traditionally staffed the police department involved in this study as well as the majority of high-ranking positions in other law enforcement agencies (Felkenes & Schroedel, 1993).

The large urban city in which this study took place was racially diverse, according to the United States Census Bureau (USCB) (United States Census Bureau, 2010). At the time of this study, USBC statistics indicated that the population in this urban area was 31.7% White, 32.9% Black, 28.9 % Hispanic, 5.5% Asian, and the remaining 1% was comprised of other minorities. In 2012, according to the ClearPath data system, the police department employing the participants in this study was comprised of the following racial and ethnic groups identified by the USCB (2010): 48% were White, 28% were Black, 21% were Hispanic, and 3% were Asian and other ethnic minority groups.

The effect of race on experiences within police organizations has been the focus of an extensive amount of research. However, simultaneous investigation of race and female gendered differences within police departments is largely absent in the research literature. Examination of these combined dynamics added depth and understanding, regarding the status of minority females within law enforcement and their experiences as police officers.

According to Bell (1982), women entered the field of policing as matrons in the mid-19th century. These matrons attended to female inmates exclusively and performed

administrative duties (Schulz, 1999). The earliest record of women being assigned as officers, with limited police duties and authority, was in Chicago in 1893. Unlike their male counterparts who were titled *officers*, these women were titled *policewomen* and did not assume full patrol duties. They assisted male officers with situations involving women and children. Their assigned duties remained custodial and solely focused on attending to women and children well into the 1970s (Schulz).

Research on attitudes toward women in policing has shown a continuous pattern of resistance towards their full acceptance into the field. The available data suggested that the view of policewomen as physically unfit and incompetent has continued to persist over the past 150 years (Bell, 1982; Crank, 2003; Dantzker & Kubin, 1998; Haarr, 1997; Martin, 1999; Paoline & Terrill, 2004). Charles (1982) suggested this negative attitude has adversely affected the overall experience of women in policing. Despite consistent evidence that female officers are just as competent and efficient in performing their duties as their male counterparts, expanding the roles of women in policing has been a long-fought and difficult journey (Eagly et al., 1995).

Research Questions

The research questions that guided this study were the following.

1. What leadership characteristics do minority female supervisors possess?
2. What barriers exist to career advancement for minority female officers within the department?
3. What strategies have minority female police leaders used to achieve success within their department?

Description of Terms

The following definitions provide specificity to the terms used in this study, particularly as they relate to the police department examined in this study.

The department. A major administrative division of a government (Merriam-Webster, 2014). Specifically in this study, this term refers to the large urban Midwest police department participating in this study.

Minority. A category of persons who hold few positions of social power and are subordinate to the dominate majority (University of Dayton, n.d.). Specific to this study, these minority persons are females and the subset identified as racial and ethnic minority females who are subordinate to the White male majority.

Career path. The growth of the employee in an organization and the various positions an employee moves to as he [or she] grows in the organization (MBASkool, 2014). In this study, this term refers to an officer's line of progression during their career with the police department.

ClearPath System. A mainframe server that handles mission-critical workloads (Unisys, 2014). This is a computerized database created and maintained by the police department participating in this study that stores personal and work-related data and is accessible to all employees.

High-ranking. Having a high position in a government or other organization (Longman Dictionary of Contemporary English, n.d.). Specifically in this study, this term refers to supervisory positions in this study's police department that include the ranks of lieutenant, captain, commander, deputy chief, chief, first deputy superintendent, and superintendent.

Law enforcement. Individuals and agencies responsible for enforcing and maintaining public order and public safety as well as the apprehension and detention of individuals suspected of law violations (Bureau of Justice Statistics, 2013).

Operational Unit. A specialized operations unit of police officers with a specific skill set such as Special Weapons and Tactics, Bomb and Arson, Marine, Helicopter, Mounted Horse, Canine, Evidence Technicians, and Crime Lab Units. For the police department participating in this study, this internal computerized ClearPath database information is not accessible to the public but is available upon request.

Patrol duties. Assignment to an area to enforce laws and ordinances, regulate traffic, control crowds, prevent crime, and arrest violators (Occupational Information Network, 2006).

Police officer. A person whose job is to enforce laws, investigate crimes, and make arrests (Merriam-Webster, 2014). In this study this term refers to a policeman or policewoman.

Sworn officer. A law enforcement officer who usually carries a firearm and a badge and has full arrest powers (Bureau of Justice Statistics, 2013).

Tactical Unit. A mission-directed group of police officers who target a specific policing problem such as Saturation, Narcotics, Gang Enforcement, Gun, and Mission Teams. For the police department participating in this study, this internal computerized ClearPath database information is not accessible to the public but is available upon request.

Significance of the Study

The perspectives and opinions of policewomen of their status in policing were shaped by critical issues such as isolation, underrepresentation, exclusion, discrimination, stereotyping, and harassment. Minority females were underrepresented within the police department's higher-ranked positions. These negative perceptions and experiences lead to negative outcomes for policewomen and police departments, such as employee turnover, deterrence, absenteeism, lawsuits, poor productivity, and personal consequences for the officers (Anderson, Litzenberger, & Plecas, 2002; Crank, Regoli, Hewitt, & Culbertson, 1995; Dodge & Pogrebin, 2001; Haarr & Morash, 1999; Texeira, 2002).

Process to Accomplish

High-ranking minority female representation within a large urban police department located in the Midwest was the focus of this study. Consequently, a specific portion of the supervisory section of the department was studied. An exploratory study using purposive sampling, which analyzes participants with a particular purpose in mind, was chosen to conduct this study (Leedy & Ormrod, 2005).

The purpose of this research was to examine the viewpoints of the participants. Therefore, a mixed method research approach was chosen to answer the research questions that guided this study. The methodological approach to this study included a survey and personal interviews to gather pertinent qualitative and quantitative data.

According to Salkind (2009), qualitative research methods examine human behavior in the social, cultural, and political contexts in which they occur. This study focused on a specific supervisory group—high-ranking racial or ethnic minority female supervisors. The goal of this study was to determine how this group of women became

successful in attaining supervisory positions as well as effectively serving the citizens they were sworn to protect.

Written permission was obtained from the department's officials to include employees as part of the study. The sample group who met the criteria consisted of 18 high-ranking minority female law enforcement supervisors; of these 18 women, 10 were interviewed for this study. The department's ClearPath system was utilized to identify the participants who met the criteria for the sample. A search for high-ranking minority female supervisors at the rank of lieutenant and above was performed to identify participants. The statistical data obtained for the sample group included each potential participant's name, educational background, race/ethnicity, gender, years of service, and other background information.

Using Teunion-Smith's (2010) questionnaire, qualitative and quantitative data from the participants were gathered and later analyzed. Participants provided hand-written responses to the questionnaire and returned them via the department's inter-department mail system. The questionnaires included several yes/no questions along with short answer, open-ended questions that provided participants an opportunity to elaborate on their responses. In addition, participants completed Kouzes and Posner's (2013) online Leadership Practices Inventory self-assessment scale. Individual face-to-face interviews, using Teunion-Smith's interview guide, were then conducted with each participant.

Confidentiality was ensured before conducting the interviews and administering the survey the participants would complete. Participants were not required to provide their names on any documents nor state their names during the interview. Random numbers were assigned to identify each participant to conceal the identity of each

respondent. The data gathered were locked in a home file cabinet, along with the only copies of the returned questionnaires, surveys, and the recording of each of the taped interviews.

Along with background information and questions regarding their leadership skills, participants provided first-hand accounts of their experiences within law enforcement. There was an emphasis on leadership style and approach, as well as their experience with gender and race-related barriers. Participants were informed that the goal of this study was to gather information from a variety of female supervisors within the department, in order to provide future female leaders with tools to aid their career advancement.

The data collection process included the use of several pre-existing instruments that were appropriate for gathering the information required for this study. Permission was granted by Teunion-Smith (2010), the owner of the questionnaire and interview instruments, for use, with modifications, in this study. To add depth to the study, Teunion-Smith's questionnaire was utilized to allow more of the background information concerning each participant to be revealed. Along with other information, data collected from this questionnaire included race/ethnicity, years of service, and career path. Kouzes and Posner's (2013) online Leadership Practices Inventory scale attached numerical values to ideas of the leadership skills minority women considered necessary for success. The instruments were constructed using ordinal and interval scales of measurement (Salkind, 2009). Utilizing Teunion-Smith's interview guide, which was chosen for its direct construction towards researching the status of women in policing, a one-on-one

interview was conducted with each of the 10 participants for the purpose of gathering more in-depth qualitative data.

Finally, the data collected during each interview was transcribed, coded, and analyzed. Descriptive statistics were utilized to identify points of congruency and variability among the participants' characteristics, leadership styles, and approaches (Salkind, 2009). The results from this study were then compared to the results from other studies conducted by previous researchers for congruency and differences. Finally, the data were shared with the study participants as well as the participating department's officials. Lastly, a recommendation was made to the participating departmental officials to promote more racial and ethnic minority female officers into high-ranking positions.

Summary

This study contributed to the body of literature regarding the status of minority women in policing. The opinions and perceptions of racial and ethnic female supervisors served as vehicles for illuminating on the barriers and challenges they faced, while attempting to advance within their organization. Data gathered from a questionnaire, a survey, and one-on-one interviews were analyzed, thus adding valuable information to the existing knowledge on the status and treatment of minority females within law enforcement. The goal of this study was to educate not only aspiring minority female supervisors and better equip them with tools to aid their career advancement, but also to encourage the departmental officials to promote and embrace this new group of leaders.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Over the past 40 years, a large body of research has been generated regarding women in law enforcement. The history and entry of women into law enforcement, the public opinions of the civic community and male police officers, and questions surrounding the differences in the physical strength and ability of women officers to perform their job have been explored at length. A review of the literature, however, revealed a general gap in the historical and contemporary literature on women in policing. There is also a noticeable gap in the literature on minority women in policing. In other words, a very small body of extant literature was found that focused specifically on the unique leadership characteristics and the viewpoints of minority female supervisors in law enforcement.

The goals of this study were to explore the leadership characteristics of successful minority women in law enforcement, identify the barriers to their career advancement, as well as the factors that led to their success. This study sought to provide minority female officers with the tools and insights needed for career advancement opportunities. A secondary focus was to promote equal representation of minority females in supervisory positions within law enforcement.

This study focused on both gender and race as well as the unique career paths to high-ranking supervisory positions that the participants have taken. The theory of

intersectionality provided a framework for this research (Crenshaw, 1989). According to Crenshaw, intersectional theory refers to the oppressive experiences that result from the combination of race, gender, class, and sexuality. This theory has become the primary analytic tool used by scholars to theorize the relationship between identity and oppression (Nash, 2008).

Crenshaw (1989) conducted one-on-one interviews with participants of a qualitative study, allowing individuals to expand upon their unique experiences as minorities and females in traditionally male, White-dominated positions. These interviews aided and enriched the data-gathering process, because they gave voice to the lived experiences of real women. These women moved past barriers, gained access to positions not previously occupied by minority females, succeeded in leadership, and shaped the evolving history of women in law enforcement. This study marked a critical point in the literature relating to women in policing, because previous studies failed to obtain first-hand accounts of the perceptions of women being affected by the continued existence of law enforcement agencies being dominated by White males (Crenshaw).

A review of the extant literature included the historical setting and cultural norms in place during the period of entry for women into the field of policing. In addition, the evolution of the status of females in law enforcement, contributions made by women to the field, and gender and race related issues in policing, were reviewed. These sources provided a gateway for understanding the specific evolution of women in policing, as well as female minorities and their current status within law enforcement. The inclusion of such literature was critical to this study because it shed light on the mindset held about women in policing. Earlier studies, as well as more current studies, indicated that females

entering a traditionally male-dominated occupation faced opposition and discrimination (Anderson et al., 2002; Crank et al., 1995; Dodge & Pogrebin, 2001; Haarr & Morash, 1999; Texeira, 2002). This discrimination often took the form of racism, sexism, and denial of access to certain work opportunities, according to Haarr and Morash.

Research conducted by Franklin (2005) and Nash (2008) focused on the effects of gendered organizations and tokenism, as well as the implications of intersectional theory on the advancement of minority female supervisors up the hierarchical ranks. In addition to the internal factors previously noted, this study also investigated the impact of personal factors such as socialization and accepted gender roles on the status of minority female supervisors in the field. The literature revealed that, historically, the field of law enforcement has a proven record of resistance to female leadership. According to Martin and Jurik (1998), this resistance to women can be attributed to the assumed masculinity of the police profession. Other researchers have provided evidence that supported Martin and Jurik's claim that a sizable amount of intolerance and bias within the field still exists (Carlan & McMullan, 2009; Dodge & Pogrebin, 2001; Franklin, 2005; Martin, 1995; Texeira, 2002). Martin and Jurik added that few occupations have been so traditionally recognized as masculine, or have resisted women as vigorously as law enforcement. The continuing existence of these paradigms has made it more difficult for minority females to attain leadership roles, which are predominately held by White males.

Even though the need to assist women in overcoming the unique obstacles they face for advancement into leadership positions within law enforcement has been acknowledged in the literature, the focus of this particular study was to identify the strategies that minority women can use to achieve success in this field. The literature

indicated that this area of study has been marginally unexplored. Therefore, this research study was also undertaken to assess whether certain unique leadership capabilities support successful minority female supervisors within law enforcement in their efforts to attain leadership positions despite barriers.

History of Women in Policing

The Long Journey Towards Inclusion

The first women who entered law enforcement served as matrons who attended female inmates and assisted male officers when they dealt with family matters involving women and children (Schulz, 1999). Their duties were more custodial than police oriented (Bell, 1982) and this pattern persisted well into the 20th century. It was not until the 1930s that women were actually allowed to participate in criminal investigations, laboratory analysis, and other assignments (Martin, 1995).

Women began gaining ground in policing by the mid-20th century and a few served in supervisory positions. In 1915, the National Association of Policewomen was created as a means for advocating for and improving the standard roles of women in policing (Bell, 1982). While the organization proved to be critical in gaining momentum for the fight for fair and equal treatment of women in policing for the next two decades, it had little impact on the status of women in policing.

According to Bell (1982), it would not be until the civil rights and women's liberation movements of the 1960s that noticeable progress would be made in advancing the role of women in police work. Prior to that time, female officers had limited exposure to full patrol duties. In the late 1950s, there were less than 900 women assigned to patrol duties and within this population, there were none with the rank of police sergeant. This

lack of representation in leadership began to change in 1961 when a New York City policewoman sued for the right to take the city's police sergeant examination and in 1965, became the city's first female sergeant (Bell, 1982).

The 1970s proved to be a major period of change for women in policing. The passage of the Equal Employment Opportunity Act of 1972 led to an influx of women pursuing employment in this field. Researchers have suggested that, much like any other traditionally White male-dominated occupation, intragroup competition within policing was highly likely and expected when its doors began opening for women (Alozie & Ramirez, 1999). Intragroup competition explained some of the resistance that existed toward women entering the field. In their exploration of this phenomenon within law enforcement, Alozie and Ramirez held that a decrease in gender and race competition within police departments might result in diversification of police agencies and, possibly, be a key factor in mending difficult relationships between local community racial minorities and local police agencies.

Research conducted by Alozie and Ramirez (1999) supported the previous claims of Browning, Marshall, and Tabb (1986) that the absence of members in law enforcement who were similar to the people in the communities they served nurtured an *outsider* syndrome that perpetuated an *us versus them* mentality regarding civic affairs. Decker and Huckabee (2002) noted that police agencies benefit when the racial and gender composition of their workforces reflect that of the communities they serve and create supportive work environments for all officers.

Despite progress, by the 1980s, women still had not been fully accepted as equal members of police organizations. Bell (1982) asserted that women had been patronized

by gender expectations and granted limited police powers. Police work has historically been viewed as a career for men and, as a result, a culture had been created that denied women full inclusion in performing various police duties and holding the highest ranked positions within law enforcement. Dantzker and Kubin (1998) argued that the number of women entering the field should be higher, given that the number of women in law enforcement continues to be much smaller than the number of women in the general population. Many continue to question why such an inequality exists, given that the literature in the field does not support the usefulness or benefit of such an imbalance.

In an attempt to answer the question of inequality, Dantzker and Kubin (1998) analyzed police job satisfaction and the nature and extent to which this negatively impacted female representation within law enforcement. Their research was consistent with previous studies in that they found insignificant differences between the way males and females viewed their jobs as officers. The implications gleaned from the variances in job satisfaction among various ranks, ethnicities, ages, experiences, and education level suggested that there are factors other than gender that account for the low number of women entering the field of law enforcement.

Policewomen: We Also Have a Place

Similar to other occupations that had been traditionally male dominated, opportunities in law enforcement began opening for women in the early 1970s as a result of the 1972 Equal Employment Opportunity Act and the modern feminist movement (Alozie & Ramirez, 1999). The Equal Employment Opportunity Act extended the antidiscrimination provisions of the 1964 Civil Rights Act to state and local governments, which included policing (Haarr & Morash, 1999). According to the United States

Department of Commerce (as cited in Reaves & Goldberg, 1996), minority women tend to attain higher levels of education than minority males. Consequently, minority women became competition for White males, who traditionally dominated uniformed services such as policing, and for minority males seeking these same positions.

Two decades later, the number of women in law enforcement had risen by 11.3% for African Americans and 6.2% for Hispanics (Reaves & Goldberg, 1996). Felkenes and Schroedel (1993), Haarr (1997), and Martin (1995) attributed these low statistics to the preservation of the Anglo-American masculine values that create an uncomfortable, less desirable social context for women and members of racial minorities. This attribution might also apply to the low proportion of minority females in leadership positions within law enforcement as well.

Structural and cultural elements within police departments have also been suggested as creating problems and pressures for women and racial minorities (Haarr & Morash, 1999). In their research on gender, race, and occupational stress, Haarr and Morash found that, in addition to distinct workplace stressors that women and minorities face as a result of intersectionality, they also face the common problems experienced by men and women of all races. Previous studies similar to that of Haarr and Morash's showed evidence that the coping mechanisms used by women and racial minorities to handle workplace stressors were similar to the same coping mechanisms used by White male police officers. These studies, however, failed to account for the distinctive coping skills linked to gender or racial minorities. In addition to the researchers who have gauged the effects of race on coping strategies in general, others have observed that women police are likely to employ different coping strategies. However, studies that

examined a combination of the two dynamics of minority women and policing are essentially non-existent. Furthermore, previous researchers categorize coping strategies in broad terms; they are either *problem-focused* or *emotion focused* (Haarr & Morash, 1999). In their study, Haarr and Morash found that women of all races used similar methods for dealing with stress. However, they observed that the female officers in their study experienced higher levels of stress than their male counterparts. Nevertheless, women have been able to perform their duties as police officers just as efficiently as male police officers (Charles, 1982).

Similarities and Differences That Make a Difference

More Than Physicality

As noted by Decker and Huckabee (2002), despite their race or gender, individuals who choose policing as a career do so for similar reasons. Policing is an interesting career, it has some degree of job security, and it generates the positive feeling of helping others. Decker and Hackabee's findings further added to the question of why the rejection of female officers still persists particularly because the perceptions of occupational rewards are attractive to all those who choose policing as a career. According to Bell (1982), previous research of male and female officers suggested that female officers have been generally equal in ability to male officers; male officers, nevertheless, have been opposed to female officers assuming patrol duty.

Physical strength may not be the only factor considered when assessing the competency of a police officer. Martin and Jurik (1998) argued that police work also involves extensive emotional labor since it requires the officer to express or suppress feelings in order to present an outward appearance that produces the proper state of mind

in others. The findings of their study provided insight into the rules regarding the display of emotions while functioning as a law enforcement officer and described how these rules align with masculinity and the effect that this phenomenon has on organizational norms.

The study by Martin and Jurik (1998) explored the variety of ways emotional labor is expended while on the job and reviewed the mechanisms officers use to cope with regulating their emotions. Martin and Jurik concluded that police work places intense psychological demands on officers when they are in intense and critical situations. Martin and Jurik also maintained that, along with the physical requirements of the job, officers needed to possess good communication and social skills. The results of the study showed that police officers tended to underestimate and devalue communication and social skills in themselves. The researchers asserted that disregard for such skills was because these skills are strongly considered to be female traits. They also asserted that police culture is unique in that the judgment of peers is based on the congruency of their responses to crises in masculine ways.

There are numerous studies that have found female officers to be competent across the areas noted. The research that focused on attitudes toward women demonstrated that an anti-women attitude, however, continues to persist (Bell, 1982; Breci, 1997; Martin, 1995). Despite empirical evidence to the contrary, assumptions that women were incapable of policing at full capacity, physically when compared to their male counterparts, the perception continued. Researchers began shifting their focus toward investigating the reasoning behind the continued resistance to women in law enforcement.

Charles (1982) studied the ability of female police officers to perform physical patrol duties efficiently. The research findings demonstrated that neither pre-existing data nor the data obtained in the 1982 study proved that female officers were incapable of physically performing patrol duties. Armed with these findings, Charles hoped to gain support for implementing change within police departments. In particular, Charles aimed to change attitudes of skepticism toward female officers, garner support for the need for female police officers, and emphasize the need for improving the efficiency of police training.

Another Way of Policing

In concordance with many other researchers, Miller (1998) adopted the theoretical position that the masculine paramilitary style of traditional policing has continually rejected the introduction of female qualities into the profession. He also argued that the legal system, as a whole, operates with a unique level of masculinity not found in most other organizations. Miller's study suggested that the persistent pressure exerted on police officers to maintain a masculine image negated the value of more feminine traits. Miller also asserted that, historically, this has prohibited full acceptance of females into the field. In order for policing to be effective, Miller suggested that police organizations reconcile issues and embrace the required traits that female officers most often possess.

Franklin (2005) used an existing theoretical framework to further explain the ways in which police culture suppressed the advancement of women in the field of law enforcement, resulting in a less efficient police organization. The author attempted to fill the void in the relative research by exploring the link between a hyper-masculine organization and the negative experiences of policewomen. In particular, Franklin sought

to establish a connection between the ideology of the police culture and the way it influenced the beliefs of male-only peer relations. Franklin concluded that the police culture supported male-only, gender-powered relationships. The author further suggested that the police culture created resistance toward women entering into the field and that as a social structure, the police culture degraded and oppressed female police officers.

Gossett and Williams (1998) also addressed the issue of and responses to gender-based discrimination of female police officers. The authors interviewed 27 female officers employed by large metropolitan police agencies in the Midwest. The team found very common themes among the responses they received from the women studied. The study involved measuring participants' perceptions of their experiences and the perceptions of their male peers and male supervisors. In addition, Gossett and Williams examined the perceptions of citizens regarding the gender of police officers and found that most of the policewomen who were interviewed reported that they previously experienced some form of discrimination. According to the responses of the participants in Gossett and Williams' study, almost all of the women indicated that their discriminatory experiences were an improvement over the experiences of policewomen in the past. In addition, they perceived their conditions and status as police officers to be improved over previous generations of police women.

Attitude Makes All the Difference

Dejong's (2004) study included examination of officer attitudes toward, and occurrences of, providing comfort to citizens in various situations. This involved providing detailed accounts of occurrences as well as the attitudes of male and female officers regarding providing comfort to citizens. Dejong found that officer gender did not

affect officers' attitudes or behaviors. However, this research provided evidence that other variables were important in influencing officer behavior, including the use of learned skills to diffuse hostile situations and whether or not an officer believed that reassuring or providing comfort to citizens was important. Through review of the literature, Dejong also noted that the officers' age, education, and work experiences were consistently relevant and impacted attitude and behavioral characteristics.

Psycho-Emotional Development

In response to the trend toward training police recruits to be more community oriented and the need to understand how recruits psycho-emotionally developed, Gould and Funk (1995) investigated the psychological differences between male and female police recruits using an interdisciplinary approach. The design included testing both male and female recruits on their first day at the academy by measuring and comparing their psychological profiles. The researchers found that the personalities of female officers did not generally fit the stereotype of male officer personalities, and females were more likely to exhibit community-oriented responses to particular circumstances when compared to their male counterparts.

Building on previous studies, Lainer (1996) sought to more deeply understand and characterize the behaviors and experiences of women police officers through structured interviews and observations of 18 female officers over an 18-month period in five police departments, within the United States. Other researchers, including Fielding and Fielding (1992), Hale and Wyland (1993) and Martin (1999), sought to provide clarification on the typology of female police officers as well. Lanier presented categorical typologies of female officers, based on variance in the tensions they faced as women, as well as their

individual coping styles. During the 8-hour shift observations, Lanier discovered that the behaviors, perceptions, and mannerisms of female officers were quite complex, but equivalent to their male counterparts. Not only were the participants found to be accepted within the field during this period, but they were also found to be a vital component to the more contemporary style of policing. Additionally, it was suggested that no one type of female performed the job differently than other types, nor differently from male officers.

The Art of Coercion and Use of Force

In response to traditional claims that female officers lacked the ability or are reluctant to use coercion when dealing with citizens, Paoline and Terrill (2004) conducted research that examined the use of verbal and physical coercion by female police officers. The researchers gathered data by conducting observational studies and placed emphasis on the day-to-day coercion exhibited by female officers such as whether or not they were less aggressive, wrote fewer tickets, made fewer arrests, and used excessive force. Paoline and Terrill investigated factors that increased the use of coercion and found that there were no significant differences between male and female officers in their use of force as a result of situational factors.

Paoline and Terrill (2004) also discovered that there were no differences in the type of verbal and physical encounters experienced by either male or female officers that might impact their motivation to use force. Paoline and Terrill noted that, like most studies regarding the use of coercion or force, their study faced methodological problems due to the inability to observe the routine use of coercion, or having outdated data obtained from previous research regarding the same area of study.

The Art of Interaction

As a result of the shift in policing research from the ability of women officers to perform their jobs effectively to how women perform their duties differently, Dejong (2004) suggested that the *way* police officers serve and protect citizens had become more important. As opposed to focusing merely on the issue of physicality, researchers shifted their focus to issues such as how male and female officers differed in providing comfort to citizens and explored the emotional challenges experienced by police officers when they served and protected citizens who were not suspects or offenders.

This interactive shift was highlighted in the research of Dejong (2004). According to Dejong, historically, research on women in policing focused mainly on whether women could *hold their own*. In response to the supported hypothesis that resulted from studies relating to the ability of women to effectively police and the shift towards attempting to understand how women performed the job differently from men, Dejong examined how male and female officers responded when dealing with citizens, particularly in providing comfort. The results indicated that no officer's attitude or behavior was dictated by gender alone; instead, other situational factors were important in determining officer behavior. The *emotional labor*, the management of feelings that officers display when encountering individuals, may not conform to the traditional philosophy of how police officers behave and may be interpreted as weakness. However, Dejong asserted that this component and skill is a requirement for maintaining good communication and good relations with citizens. Generally, females are expected to perform better in this area, given the traditional gender expectations and norms for them.

Dejong found that among police officers, acceptance of the role of providing care might not differ by gender.

Gender and Race

Intersectionality

Crenshaw (1989) argued that there are problematic consequences when treating race and gender as mutually exclusive categories of experience and analyzing in this way. Intersectionality, the oppressive experiences that result from the combination of race, gender, class, and sexuality, emerged from research conducted in the late 1980s through the early 1990s by Crenshaw and Matsuda (1992). These researchers had a long standing interest in one particular intersection, the intersection of race and gender (Nash, 2008). Nash agreed with Crenshaw that intersectionality should be the gold standard approach for a full analysis of an individual or group experience. They both argued that only a construct as narrowed and focused as intersectional theory can provide a full grasp of a subject's position when consideration of both the subject's identity and past oppression is required, such as in the case of minority females within policing.

There have been ongoing debates in the literature concerning police personnel management and the underrepresentation of women and racial minorities. In response, Kim (1994) directly addressed the issue of police management as it relates to the lack of proportional representation of minorities and women in local police departments by investigating and reporting on the extent to which sworn police workforces across the nation reflected the proportion of minorities and women present in the local general population. Kim concluded that women and minorities were greatly underrepresented in most local law enforcement agencies, with the exception of a few larger metropolitan

areas. Kim posited that diversity within law enforcement promotes understanding between those in authority and those they exert authority over.

In addition, this understanding fosters the formulation of a strong defense against prejudice and racism within law enforcement and holds the possibility of eliminating, or greatly minimizing, instances of discrimination and abuse of power. It is important to note that not all citizens that police officers come in contact with are criminals. As often as they deal with miscreants, police officers just as often respond to persons who are suffering, have been subject to injustices, or have been victimized.

Another example of intersectionality was detailed in the gender-role congruity hypothesis. According to Bradley (1980), Eagly and Johannesen-Schmidt (2001), and Eagly et al. (1995), behavior congruent with gender is viewed more favorably than behavior that is incongruent with expected gender behavior. These authors argued that because of the negative consequences that out-of-gender behaviors of female officers elicit, they should maintain their feminine gendered qualities in their police work, instead of attempting to adopt masculine styles of policing. Further research on gender-role congruity indicated that men and women are equally effective as supervisors in many fields; if that leadership role, however, is gender presumptive, meaning that people expect the leader to act stereotypically male or female, they are not as effective as a leader (Bass, 1995). According to Eagly et al. (1995), in instances such as these, the leader who demonstrated the expected gender behavior proved to be more effective. Eagly et al. further added that this evidence suggested that in arenas such as policing, women are more susceptible to receiving prejudiced job performance evaluations with lower effectiveness ratings.

Resistance to Integration

Rabe-Hemp (2007) studied the phenomena of resistance and obstacles for women police officers. In order to explore the coping mechanisms used by the study participants to overcome the unique problems they encountered and to aid in the identification of common themes, the author studied a diverse sample of tenured female officers whose different experiences added depth to the details of resistance to integration. Rabe-Hemp also examined the influence of stereotypes within society. The study approach focused on an analysis of the participants' careers in order to identify the onset and cessation of resistance.

Rabe-Hemp (2007) found that, despite experiencing sexual harassment, discrimination, and repeated disrespect, female officers reported they had eventually achieved acceptance in their respective departments and that the culture of policing in general had improved since they first began their careers in law enforcement. The results of this study demonstrated that female officers can successfully overcome obstacles and were able to succeed in policing. Furthermore, at the time of the study, it was reported that female officers held approximately 10% of the supervisory positions within larger police departments. Rabe-Hemp and Carlan and McMullen (2009) provided evidence that the status of women in policing had improved over the last century.

Research has demonstrated that managerial sex typing, the perception that a supervisory position perceived as feminine or masculine should be filled by a woman or man respectively, was a major psychological barrier to the progress of women obtaining leadership positions in the United States (Schein, 2001). Schein approached this phenomenon from a global standpoint by studying the relationship between gender role

stereotypes and managerial requirements, in the global arena. The author formed a basis for a global examination into the *think manager-think male* phenomenon. The results of the Schein study found strong support that the *think manager-think male* theory was a persistent phenomenon. A strong presence of this mindset is apparent in law enforcement and this has contributed to the barriers that female officers face in advancing into supervisory positions.

Current Attitudes and the Status of Policing Today

Barriers to the Top and Representation

Even as women have successfully attained supervisory and middle management positions within various arenas, it is quite rare that they are elite leaders and top executives. Eagly and Johannesen-Schmidt (2001) noted that this phenomenon has been commonly referred to as the *glass ceiling*, which is defined as a barrier of prejudice and discrimination that excludes women from higher-level leadership positions. The authors also noted that this concept is rooted in the scarcity of women in top leadership positions, despite demonstrating their equality with men on many leadership indicators, such as being confident, influential, assertive, delegating tasks, and exercising problem solving skills.

Other factors, in addition to internal resistance, have contributed to the limitations placed on female officers pursuing supervisory positions within law enforcement. Archbold and Hassell (2009) conducted research aimed at identifying issues associated with the decision of female officers to seek promotions within their organization. The study involved interviews of policewomen employed by a Midwest police agency, in order to identify organizational and personal factors that influenced participant decision

making. The research of Archbold and Hassell highlighted marriage to fellow officers as a previously overlooked issue that influenced the decisions of female officers to seek promotions. This research revealed the conscious personal choice of female officers not to seek advancement, as opposed to other studies that focused sharply on external barriers faced by those seeking promotion that were beyond their control. Many of the participants described marriage as a deterrent because the women felt their priority was to their family, and that attaining a higher position of command would result in a greater demand on their time than they were willing to give.

Grant (2000) conducted mock trials with psychology students in an effort to determine whether male and female officers differed in their approach to certain situations or tasks and how the public evaluated their actions. The participants in the study were to estimate the probability that the officers who were on trial were (a) guilty of the charges alleged against them, (b) acted professionally, (c) complied with procedures, or, (d) whether they should pay damages to plaintiffs. Grant found that the differences in public perceptions of male and female police officers demonstrated stereotypical expectations and that the students evaluated the officers in the context of gender. The study findings illustrated that assumptions regarding gender-biased expectations shaped the public's perceptions of officer actions and that female officers quite possibly have a qualitatively different value and consequently, may be viewed more negatively in certain situations amongst the public than male officers conducting similar police work. Grant found that the public perception of police officers is influenced by gender expectations and stereotypes. This research shed light on the possibility that,

despite female officers making decisions equal to those of their male counterparts, the public might judge them more harshly.

Carlan and McMullan (2009) interviewed 1,114 female police officers using anonymous questionnaires to reveal and later measure current attitudes towards policewomen as well as their male colleagues. The factors measured included opinions on professionalism, job satisfaction, stress, and confidence levels. Through careful examination and analysis of the responses received from the participants, Carlan and McMullan concluded that professionalism, job satisfaction, stress, and confidence levels among women officers were equal to that of men, disproving claims that police women were incapable of modulating anxieties associated with police demands. Their study demonstrated that in comparison to their male counterparts, differences among these variables did not vary. Essentially, the women were just as mentally resilient.

With a goal of improving police agencies, Lonsway (2007) surveyed police officers employed by a large law enforcement agency in order to evaluate the status and progress of women officers within this particular organization. The study focused on attitudes relating to diversity, characteristics of policewomen, health and well-being, and an array of experiences and opinions regarding the policies and procedures of the agency. Lonsway sought to determine the level of progress of female officers as well as highlight the remaining challenges that impeded the progress of women in the field of law enforcement. The results of the study provided a snapshot of the status of women in policing and indicated that women in the particular agency studied made considerable progress in several areas, but other barriers remained. Based on a 1997 study conducted by Stanard and Associates (as cited in Henry & Rafilson, 1997), these barriers included:

negative attitudes on the part of their male counterparts and the community, gender discrimination, and sexual harassment. In this study, female police officers reported having a higher level of trust in their male colleagues than they had in them. This lack of trust in female officers may possibly contribute to the resistance to promotion sworn female officers into leadership positions.

Despite the positive results reviewed in some studies, a slight decrease in the number of sworn women officers in law enforcement occurred between 1999 and 2001. Seklecki and Paynich (2007) studied the experiences and opinions of policewomen so as to be able to interpret the causes for the decreasing number of females represented in law enforcement. Using mail surveys to gather data related to the perceptions of women working as law enforcement officers, their initial reasons for pursuing such careers, and their viewpoints on their treatment as police officers compared to the treatment received by their male counterparts. The research team found that female officers viewed themselves as equal to their male counterparts, or even more capable of performing the job of an officer. This finding supported the notion that female officers were making considerable headway in some areas towards equality and this finding could serve as encouragement to increase female representation. Lonsway (2007) agreed and suggested that police agencies use this information to better recruit and retain female officers.

The majority of the women surveyed in Seklecki and Paynich's (2007) study also reported that, upon completion of their initial training, they intended to remain police officers. The researchers also reported that, according to the respondents, there had been promising strides made toward decreasing male harassment. Quite possibly, these participants did not view the remaining challenges that they faced as impossible to

overcome. Although they acknowledged the existence of potentially offensive traditional male behavior, many of the female officers who were studied reported taking little or no offense to this behavior, did not take negative comments personally, and considered this behavior normal for their specific organizations.

Seklecki and Paynich (2007) noted that their study results indicated that working conditions for policewomen were more tolerable and had improved, according to the perceptions of participants in the study. As favorable as these results seem to be for women in law enforcement, they seem to be inconsistent with the findings of Martin (1995) and Felkenes and Schroedel (1993) and their studies on gender and race inequalities experienced by women in law enforcement and the existence of intolerance and discrimination.

Minority Women, Where are You?

As previously noted, very little research regarding minority women in policing is found in the extant literature. However, in the fifth annual study on the status and growth of women within policing for the National Center for Women and Policing, Lonsway (2007) examined the gains and gaps in the numbers of sworn females and the reality of women in law enforcement today. This review included a snapshot on minority female officers. The study involved the largest law enforcement agencies within the United States. Lonsway also reviewed the second annual survey of small, rural law enforcement agencies.

Lonsway's (2007) results were discouraging in that they indicated the pace of increase for minority females within law enforcement had stalled and even reversed in some agencies. Additionally, the study revealed that women faced discrimination,

harassment, and intimidation as they moved up the ranks, contributing to the under representation of women in sworn law enforcement. Lonsway reported that, during the time of the review, women officers comprised 12.7% of all sworn officers in the participating agencies, however, minority women of color held only 4.8% of these positions. Within smaller agencies, the percentages were even lower; women of color were virtually absent, holding less than 1.2% of policing jobs in these agencies.

According to Lonsway (2007), among mid-level command positions, i.e. lieutenants and captains, minority women held 1.6% of these positions in larger agencies and less than 1% in small, rural agencies. For larger participating agencies, 55.9% reported not having any minority females in mid-level command positions, and 87.9% reported no minority females in its highest ranks, i.e. commanders, deputy chiefs, chiefs, first deputy superintendent, or superintendent. For smaller agencies, 94.7% reported having no women in mid-level command positions, and only one of the 25 participating agencies had a minority female in its highest ranks.

Sexism and Racism Within Policing

Martin (1995) researched intolerance for Black females in the traditionally male White-dominated field of police work. This is a subset of intolerance for female police officers, in general. Martin explored the experiences, opinions, and obstacles faced by Black policewomen, in order to address the issue of intolerance as it relates to this subset of policewomen. These results were obtained through investigation of the emotional labor required for an officer to successfully perform her job, the unwritten rules regulating displays of emotion, and how gender shapes occupational and organization norms. The combination of race and gender resulted in unique points of view and compounded

difficulties for the Black female officers. Felkenes and Schroedel (1993) also studied this uniqueness, by utilizing Los Angeles Police Department (LAPD) records and the findings of the departmental Independent Commission to shed light on the degree and type of employment discrimination experienced by non-White women police officers. The findings highlighted race and gender inequalities, because the study had a focused perspective on the experience of minority female officers.

Felkenes and Schroedel (1993) reported that barriers to advancement for minority female officers might, in part, be due to the extensive evidence shown in the literature that men in positions of authority tend to hire and promote persons who share their demographic characteristics. Felkenes and Schroedel also found that the discrimination experienced by minority female officers had negative consequences on their performance as police officers. The forms of discrimination reported by minority female officers included (a) being negatively labeled as *butch* or *dyke*; (b) becoming the subject of racial slurs; (c) being excluded from receiving the guidance of seasoned officers that is given to most other rookies, including White female officers; and (d) being shuffled among training officers and partners. The negative consequences for female officers included having to work in an environment that was created in the wake of direct and indirect discouragement, as well as the condoning of a wide range of discriminatory practices.

The Uphill Battle

The struggle toward equality and fair opportunities within law enforcement has proven to be an uphill battle for women in general (Bell, 1982; Carlan & McMullan, 2009). Discrimination, restricted duties, and negative perceptions have resulted in female officers being at a disadvantage to achieve supervisory positions. Evidence gleaned from

the unique experiences of minority females indicated that additional racial barriers hindered their advancement up the leadership ranks (Bell). This long-standing resistance to the inclusion of women has resulted in a limited number of females within the high-ranking supervisory positions in law enforcement command staff. Like most other traditionally male-dominated occupations, policing often excludes women from obtaining higher career goals. However, a review of the literature in the field provided evidence that the previously unaltered resistance to female officers has begun to shift toward greater inclusion, increased appreciation of feminine qualities in policing, and openness to benefiting from the leadership abilities of women (Lonsway, 2007).

Sexism and Gendered Organizations

All police officers share the common experience of adapting to the unique subculture of policing. However, according to Gossett and Williams (1998), this adjustment is particularly difficult for female police officers because they also have to cope with expectations arising from traditional gender roles and consequently experience additional barriers to making the transition from civilian to officer. Martin and Jurik (1998) specifically studied the roles that women occupy as sworn officers, prisons guards, and the legal profession. Martin and Jurik also explored how these roles have changed over time, the obstacles women in these professions have encountered, and the effect that women have had on the criminal justice system, as a whole.

Martin and Jurik (1998) provided a comprehensive overview of the status of women in criminal justice professions. They also brought to light some possible explanations for the continuation of resistance to females within criminal justice occupations. Gossett and Williams (1998) suggested that male officers preferred to

perform patrol duties with a male partner, because male officers believed female partners could not physically provide adequate backup assistance in dangerous situations in the field. For some women, this resulted in changes in their behavior. As a means of combating the lack of acceptance and the sometimes-negative atmosphere that many female officers have faced, research has shown that many women have intentionally adopted masculine characteristics, both in physical appearance and demeanor, in order to be deemed fit and acceptable for police work (Eagly et al., 1995). This decision resulted in many of these women being looked upon unfavorably by their male peers (Eagly & Johannesen-Schmidt, 2001; Eagly et al., 1995). This appeared to be a paradox for those female officers who assumed more masculine characteristics. Essentially, if they retain a more feminine demeanor, they are thought to not be up to the task. If they adopt more masculine characteristics, they face another form of discrimination.

Gender roles and societal expectations have had an impact on the status of women in policing. Acker (1973) discussed women from the context of social stratification and implied that, with the exception of the family, our society only takes into consideration the male half of humanity. Acker also commented that the inclusion of the female half of humanity in society would lead to a more accurate picture and better understanding of our social structure and processes.

In later research conducted by Acker (1990), the discussion of gender and society continued by delving into the theory of gendered organizations, arguing that male domination in the most powerful organizational positions is not only problematic but, on the whole, is not analyzed, nor explained. The suggestion was made that a systematic theory of gender and organizations was needed to address segregation of work, income,

and status inequality between men and women. Acker (1990) defined a gendered organization as one in which advantage and disadvantage, exploitation and control, action and emotion, meaning and identity are patterned in terms of a distinction between male and female, masculine and feminine. Lonsway (2007) found that in the 30-plus years since Acker's (1973) study, the police climate was changing. The female officers who were studied perceived that some of the barriers previously encountered had disappeared.

Tokenism

Wertsch (1998) added another dimension to the barriers for women seeking advancement in the field of policing through his research on the perception of tokenism among female officers and their decision regarding whether to participate in the promotion process. Gestures of tokenism and the practice of following the letter of the law regarding minority representation have had a dispiriting impact on women in law enforcement. Participants in Wertsch's study reported feeling isolated in their profession simply because they were women, and they believed that they had to work harder than their male colleagues to prove themselves. In addition, they noted that they were assigned to gender specific roles within their agencies. A review of the literature provided additional evidence that the phenomenon of tokenism has resulted in female officers being denied access to experiences that would make them strong candidates for promotions (Archbold & Hassell, 2009; Bass, 1995; Belknap, 1993).

Characteristics of Police Leadership

Effective Leadership

While there is very little data on the promotion of female officers, research has shown that there continues to be limited female representation in command and

supervisory positions in American law enforcement agencies (Archbold & Hassell, 2009). Throughout the country, few women have advanced beyond the rank of patrol officer when compared to male officers. Furthermore, a review of the extant literature, using both quantitative and qualitative research approaches, provided minimal data regarding the characteristics of successful minority female leaders in law enforcement. This was not surprising, given the paucity of research attention paid to minority females within this profession. However, several studies identified the core characteristics that in general, are critical to effective police leadership and the leadership styles that impact police supervision and management (Rowe, 2006).

Eagly et al. (1995) conducted a meta-analysis in an effort to address the need for congruency among studies that measured the effectiveness of women and men in leadership positions. The researchers combined the results of several studies to demonstrate the nature and breadth of similarities and differences between male and female leaders. They explored whether males or females were generally more effective in leadership roles and examined on a larger scale, whether certain conditions contributed to differences in their effectiveness. Eagly et al. found that male and female leaders were equally effective in leadership positions. However, Eagly et al. concluded that men were more effective than women in the roles that were defined using more masculine terminology, and that women were more effective than men in roles that were defined using less masculine terminology. Eagly et al. also found that men were more effective than women in organizations in which leader and subordinate roles were numerically male-dominated.

Eagly and Johannesen-Schmidt (2001) offered a framework that incorporated literature on the differences and similarities of the leadership styles for women and men. In order to investigate probable factors that produced similarities and differences, the researchers presented data that described the extent to which male and female leaders exhibited transformational, transactional, and laissez-faire leadership styles. Rather than focusing on how males and females demonstrated differing leadership styles, Eagly and Johannesen-Schmidt explored the reasons why leadership differences in the two genders are sometimes present, appearing and disappearing within different social contexts. None of the leadership styles examined were specific to, nor preferred by males or females, and both genders exhibited each of these styles at various times depending on the situation they were supervising.

Morreale (2002) sought to investigate leadership and leadership characteristics. Morreale defined leadership in law enforcement organizations as the process of influencing the membership of an organization to appropriately and willingly use their energies in ways that are helpful to the achievement of the departmental goals. Morreale noted that other research has enumerated the following characteristics as necessary for effective law enforcement management: (a) initiative, (b) public speaking skills, (c) risk taking, (d) education, (e) experience, and (f) ability to positively influence others.

Although there is limited research regarding minority female leadership, it is possible that these characteristics of leadership may be applied to minority female leadership in law enforcement organizations.

Kouzes and Posner (1987) provided guidelines for getting extraordinary results in organizations and described effective leaders. Effective leaders challenge the process by

taking risks and challenging the system and the way things are done. They inspire a shared vision by breathing life into what are the hopes and dreams of others and enable them to see the exciting possibilities that the future holds. They model the way by leading by example. Effective leaders encourage the heart. The climb to the top is arduous and long. Consequently, people become exhausted, frustrated, and disenchanted, and they often give up. Leaders must encourage the heart of their followers to carry on (Kouzes & Posner, 1987). A similar assumption can be made that these identifiers of effective leadership would be helpful guidelines for minority female leadership candidates.

Northouse (2010) aimed to bridge the gap between simple and popular definitions of leadership and conceptual approaches to the subject matter. Reviewing and analyzing leadership theories and providing in-depth explanations on how leadership theories are used in organizations today accomplished this task. Northouse described leadership theories and practices in full detail in order to educate others as well as influence the practice of leadership.

Transformational Leadership

A review of the literature found that transformational leadership was a reoccurring theme. In the 1980s, law enforcement agencies recognized the benefit of including transformational leadership as a tool for achieving organizational goals (Bass, 1995). The main arguments in favor of transformational leadership, as opposed to the transactional leadership style typically evidenced in arenas such as law enforcement, was that transformational leadership relies heavily on rewards and punishments to influence employee performance. Transactional leaders focus on procedures and employee compliance to attain results whereas transformational leaders utilize the articulation of

the organizational vision, encouragement of individual development, lateral group thinking, and promotion of a trusting work environment to help them gain the support of their subordinates in obtaining organizational goals (Burns, 1978; Carless, 1998).

Evidence suggested that women who adopt a transformational style of leadership have the ability to become effective as leaders within law enforcement (Miller, 1998). However, many other dynamics have created barriers for women that have been difficult to break through in their attempts to attain supervisory positions, thus denying many women the opportunity to engage in transformational leadership for the benefit of the organization. Much of the existing research failed to identify the tools that women can utilize to overcome these obstacles, but some researchers viewed the slowly changing landscape of leadership style in law enforcement as a positive factor for women.

Glensor, Peak, and Gaines (1999) supported the trend toward adopting a transformational style of leadership and suggested that law enforcement supervisory leaders shift away from a militaristic style of management. The authors observed that contemporary supervision requires more than just unquestioned strength and toughness. Successful supervisors employ traditionally feminine attributes such as empathy, caring, and nurturing and traditionally masculine attributes such as decisiveness, boldness, and toughness. Furthermore, Glensor et al. noted that the highly masculine and overbearing style of police supervision of the past is no longer effective or appropriate for today's officers, who are less responsive to paramilitary management styles.

Some researchers have claimed that this gentler style of leadership embodies qualities that are inherently possessed by women and, therefore, refer to transformational leadership as an explicitly feminine leadership style (Carless, 1998; Comer & Jolson,

1997). In support of this claim, according to Bass (1995), experimental evidence points to a greater likelihood that women in supervisory positions are more transformational in their leadership styles than their male counterparts. This frame of thought stems from the idea that women exhibit more nurturing and relationship-oriented leadership characteristics, whereas the leadership style exhibited by males is more task-oriented (Murphy, Eckstat, & Parker, 1995). As a result, Bass (1995), Gardner (1990), and Smith and Smits (1994) have argued that the trend toward transformational leadership gives women an advantage in law enforcement as it relates to potential leadership positions.

Scott (2005) interviewed the most and least effective sworn police leaders within the Phoenix Police Department, as judged by their subordinates, in order to identify effective leadership styles and philosophies. Strategies that female police leaders can employ to overcome the gender-related barriers currently embedded within the culture of law enforcement were also explored. In discussing the characteristics of women officers, the requirements of leaders in law enforcement and the beliefs of subordinates about the convergence of the two, Scott found that the most successful female leaders among the people studied were those who possessed certain leadership characteristics. These characteristics included the ability to motivate subordinates, address issues of productivity, administer discipline, and meet the emotional needs of their followers.

Scott's (2005) study also reported the existence of barriers that female officers faced and described the tools used to overcome them to advance upward through the ranks. The female police leaders who were rated most effective by their subordinates reported that they exhibited the following behaviors to establish themselves as leaders: (a) genuineness, or being themselves, (b) using humor, (c) forming a team atmosphere,

(d) communicating well with subordinates and superiors, (e) gaining trust and respect, (f) holding others accountable for their actions, (g) being hands-on with their subordinates, and (h) being secure in their decision-making skills. This recent data gathered from Scott's study added insight into factors that contribute to the advancement of minority female officers as they attempt to advance up the ranks and cracks open the door to identifying and developing a framework that supports the same.

Conclusions

In an effort to ascertain the characteristics of successful minority female supervisors in law enforcement, the review of the literature focused on exploring themes related to police culture and the role of women and minority women within that culture. The review began with the literature focused on the history of women in policing so as to gain a larger sense of women's evolving contributions to the field. This was followed by an examination of key issues and common themes or threads judged to be significant to this research: the role of gender, race and stereotypes, sexism and racism, physicality and emotional labor, masculine paramilitary culture, and leadership styles, particularly the emerging transformational leadership style.

Historically, White males serving as officers have dominated police departments. The Equal Employment Opportunity Act of 1972 subjected law enforcement agencies to the same rules that the private sector adapted to as a result of Civil Rights Act of 1964 (Clark, 2006; Teunion-Smith, 2010). Consequently, more women were accepted and included in police departments. Since this time, women have faced many challenges and barriers towards being fully accepted in the field. Resistance to their full inclusion has

stemmed from external sources, such as the local community, and internal sources such as the culture of the organization and the views of male officers.

The key issues that surfaced in the review of the literature were the entry of women into law enforcement, opinions of male officers and the community regarding female police officers, and physical similarities and differences. Prevalent in the research were studies regarding the discriminatory and oppressive experiences shared by police women, changes in the culture and climate of police organizations, and the examination of the psycho-emotional differences between male and female officers. A review of the literature, generated over the last half century showed evidence that policewomen have made strides and progress towards receiving treatment equal to that of their male counterparts. However, many challenges to full and equal inclusion still exist.

The studies analyzed in the review of the literature confirmed that women in law enforcement have progressed from what was perceived to be extreme discrimination and oppressive experiences to minimal amounts of both. The research provided evidence that these women overcame the obstacles barring them from (a) exercising full police powers, (b) accessing varying job opportunities and positions, and (c) gaining acceptance as capable of performing all duties. The research also documented that women in law enforcement have made strides in attaining acceptance from male colleagues and the local community.

Access to supervisory positions was found to be limited for women in general and specifically for minority women. The research indicated that racial and gender diversity within law enforcement can deepen understanding and facilitate more effective interaction with the diverse populations served. In light of this, these benefits could be

further enhanced by the presence of women and minority women in supervisory positions. If society is to increase diversity within policing, women should be provided with the same opportunities as all other officers. In order to advance the further inclusion of women, specifically minority women in law enforcement, it can be suggested that an environment, which motivates others to be active in inciting cultural change, should be nurtured.

The limited progress of minority females has resulted in their dramatic underrepresentation within law enforcement, particularly in top command positions. The review of the literature revealed important questions to be addressed in order to discover factors contributing to the stalled or decreased representation of minority females in top command positions within law enforcement. Resistance to minority females obtaining command positions despite an ability to perform as effectively as their male counterparts at the line operation remains unexplained. Additionally, the available literature does not identify the strengths and weaknesses minority female police officers possess. Obtaining this information could impact their progress towards obtaining high-ranking positions.

Additional research would more meaningfully inform law enforcement agencies, change practices, and improve conditions as they relate to women in general and minority women in particular. Initiatives aimed at promoting minority women into high-ranking positions may lead to their inclusion in important policy-making positions, as well as result in gender balance that is representative of the communities served by law enforcement agencies. The analysis of research on women in policing encouraged this inquiry, because the exploration of the leadership characteristics of successful minority female supervisors in law enforcement could help strengthen the knowledge base

evidenced in this field of study. Advancing research in this field can only uplift the status of women in the profession and thus benefit society as a whole. Additionally, the ultimate goal of this research was to encourage and empower future generations of minority women in law enforcement to more successfully cultivate characteristics that can enhance their leadership gifts and open the doors of professional opportunity to them.

CHAPTER III

METHODOLOGY

Introduction

A review of the literature revealed that the experience of women in policing has been explored at length over the last three decades. Previous studies have covered the physical, psychological, and behavioral nature of female officers (Belknap, 1993; Bell, 1982; Dick & Jankowicz, 2001; Felkenes & Schroedel, 1993). Also included in the literature review were studies related to the history and influx of women into law enforcement, personality characteristics of female police officers, the long-standing resistance to their full inclusion in the field, and their ability to perform the job successfully (Acker, 1990; Charles, 1982; Gossett & Williams, 1998; Gould & Funk, 1995). The limited research literature focusing on minority female police leaders, however, gave rise to the purpose of this study. The goals of this study were to qualitatively assess the leadership characteristics that successful minority female police supervisors possess and examine barriers to increasing their advancement as leaders within the field. In addition a quantitative analysis of codes that emerged from the interviews was conducted. The conclusion of this study is meaningful in that it adds the missing component of minority female police leaders to the existing field of study.

The literature reviewed did not reveal any significant association with gender and policing style (Bell, 1982; Breci, 1997). However, several studies found that some female officers possess communication skills that their counterparts do not, possibly giving them

the advantage in diffusing critical situations, thus resulting in safer policing practices (Belknap, 1993). Numerous studies investigated the evolution of experiences for female police officers over time; however, the area of female police leaders and minority female police leaders in particular remains largely unexplored.

One inquiry into the progress of minority females in policing suggested that minority females in command positions are decreasing in number and are underrepresented in both small and larger police organizations (Lonsway, 2007). Furthermore, the study showed evidence that minority females were non-existent in most agencies among higher-ranking and command positions. Lonsway also found that women were decreasing in numbers among law enforcement agencies throughout the United States in command positions, as well as entry-level positions.

This chapter sets forth the procedures that met the need for further study into the experiences of minority female police supervisors. The theoretical basis of Intersectionality, as defined by Crenshaw (1989), justified the outlined sample selection method, along with a demographic description of the sample of research participants. The two research instruments utilized to collect data, Kouzes and Posner's (2013) Online Leadership Practices and Inventory and Teunion-Smiths (2010) interview guide, were described and explained to clarify each one's suitability for this research study.

Details about the data collection process described the steps taken and the setting within which the information was gathered. The descriptive statistics utilized to analyze the data were also defined and explained. The conclusion of this chapter recognized the limitations of the research design as well as how these limitations may have impacted the results and conclusions described in chapter IV.

Research Design

The topic of women in policing has been examined in several qualitative and quantitative works. The mixed-method approach of this study, which included interviews and a questionnaire, was deemed appropriate given the exploratory nature of the topic of minority female police leaders (Leedy & Ormrod, 2005). Although a very limited body of research regarding minority women in policing exists, a conclusion drawn in previous studies was that minority women are underrepresented in higher-ranking and command positions (Lonsway, 2007).

Lonsway (2007) specifically urged others to participate in research that provided a detailed picture of the progress in retaining and promoting minority females. The author argued that by putting this issue *under the microscope* and illuminating the lack of progress in changes to existing policies, practices, and attitudes of the police culture that contribute to the inhibited growth of minority female officers, change may be initiated. The design of this study was created to fill in the identified gaps on the literature. Leedy & Ormrod (2005) suggested that qualitative findings in exploratory research studies such as this might produce provisional results that may be further established, confirmed, or validated by quantitative research.

The three research questions that guided the data collection for this study were the following:

1. What leadership characteristics do minority female supervisors possess?
2. What barriers exist to career advancement for minority female officers within the department?

3. What strategies have minority female police leaders used to achieve success within their department?

The first research question sought to identify the leadership characteristics possessed by minority female police leaders. The second question sought to identify first hand perceptions of barriers to career advancement since research has shown evidence of limited representation of minority females in supervisory positions. The third research question sought to identify the leadership skills held by successful minority female police leaders that may have contributed to their success in obtaining positions with seemingly limited access. Although the lack of existing research prohibited a comparison of the results obtained in this study to other studies, this design allowed for a comprehensive analysis of the specific results obtained from participants in this study. More importantly, the exploratory design allowed the researcher to generate new data regarding first-hand accounts of the unique experiences of minority female police leaders.

The basic design of this exploratory work required a survey of the each participant's self-perceived leadership qualities, as well as an account of their opinions and perceptions regarding their experience as police supervisors. A mixed-methods approach, which included online surveys, as well as one-on-one interviews, and the guaranteed confidentiality of both, proved to be the most appropriate method for this data collection (Creswell, 2008). Leedy and Ormrod (2005) suggested that confidentiality encourages confidence and honesty in participants when discussing sensitive topics. Additionally, Charles (1982) suggested that police officers have shown a general reluctance to participate in research, which further reinforced the need to assure confidentiality.

Interviews

The qualitative interviews fostered an environment that allowed the participants the ability to be candid in their responses. The researcher utilized interviews as a method to collect data for all three questions. Each individual interview provided the opportunity to capture participant responses regarding her lived experiences, as stated in her own words (Creswell, 2008). A previously prepared interview guide that was a modification of Teunion-Smith's (2010) guide, was on hand and frequently referred to during each interview to aid the interviewer in remaining focused, while leaving space for the participants to elaborate on their responses. The interview questions were semi-structured, yet predominately open-ended (see Appendix B). The interviews with the 10 women participating in this study were audio recorded. In addition, copies of the transcripts of the interviews were presented to the participants for verification of their accuracy. The self-assessment tool was utilized to satisfy the additional collection of data that would add depth to the responses to question number one that were obtained through the interviews. Utilizing interview and self-assessment methodologies, as well as data collected from a sample population can help to provide an understanding of possible results for the larger population (Leedy & Ormrod, 2005).

Self-Assessment Surveys

The self-assessment tool provided additional data that added depth to the responses to question number one, which focused on leadership characteristics. Kouzes and Posner's (2013) five practices of exemplary leadership proved to be an appropriate tool given that it measured a learnable and teachable set of leadership behaviors. Their Online Leadership Practices Inventory (LPI) measured the frequency of specific

leadership behaviors and rates how frequently the participants indicated that they engaged in each of the behaviors. Utilizing both self-assessment and LPI methodologies while collecting data from a sample can help to provide an understanding of possible results for the larger population (Leedy & Ormrod, 2005).

Data Triangulation

This study aimed to use data collection and quantitative and qualitative analysis techniques that would be most beneficial toward successfully answering the research questions and add to the limited body of existing knowledge regarding minority female supervisors within law enforcement. To aid the attainment of these goals, the researcher conducted data triangulation. In addition to the interviews and surveys, the researcher utilized reflective notes as well as information obtained from the literature review relating to the field of law enforcement; these three sources were utilized for data triangulation. These three sources were compared for the validity and reliability of the data being obtained. Furthermore, the data triangulation process added rigor, depth, and breadth to the study (Denzin & Lincoln, 1998).

Although this research was not designed to draw causal conclusions, it was intended to provide descriptive knowledge by uncovering and identifying congruency among leadership characteristics, opinions, perceptions, and the themes presented. This data collection was to identify factors that have contributed to the advancement of the minority female police leaders who have been successful in career achievement. This research focused on providing descriptive rather than predictive data so as to gain insight into the experience of the participants as minority female police leaders.

Population

Law enforcement agencies exist throughout the world. Given the extensive reach of these agencies, it is important to distinguish the target population from the accessible population in order to determine if the results of this study may be generalizable. Gay, Airasian, and Mills (2006) defined the accessible population as the group that is procurable and realistic for research purposes. In a department that employed nearly 13,000 sworn officers at the time of the study, the accessible population for this research was minority policewomen in supervisory positions at the rank of lieutenant and above employed by the same large urban Midwest police department. Given the nature of the study and to ensure inclusion of the accessible group, this study used purposive sampling to identify study participants. Purposive sampling is defined in chapter I as an analysis of individuals with a particular purpose in mind (Leedy & Ormrod, 2005).

The study was carried out in two discrete segments. Segment one focused on identifying leadership qualities through the Kouzes and Posner (2013) online Leadership Practices Inventory. In segment two, the researcher conducted individual face-to-face interviews with each participant. The human resources administrator for this department granted permission to conduct the study and allowed the researcher to access the participants. As a result, the researcher coordinated with the human resources administrator to request participation.

Since names of these individuals were required from the requestor, prior to submitting an IRB application, the researcher utilized the departmental ClearPath system, as defined previously, to select participants. The following criteria were utilized to obtain the names of qualified individuals: (a) female, (b) non-White ethnicity, and (c) rank of

lieutenant and above. Results from the query revealed that the department employed 18 members who met these standards. Upon submitting the IRB request to gain approval to conduct this study, the human resources coordinator sent introductory e-mails to each of the possible participants via the interdepartmental e-mail system. They were informed that a subsequent e-mail would follow from the researcher and that participation was entirely voluntary, with no consequence for refusal to participate.

Following the subsequent e-mail from the researcher, 12 (66.66%) of the 18 potential participants responded, agreeing to participate in the study. Only 10 (55.55%) of the 18 actually completed the survey and interview, however. Upon receipt of their responses and to ensure confidentiality, the researcher requested that the participants provide an alternate, non-departmental e-mail address for future communications. The participants were then provided with information about the research and with informed consent letters, which they were asked to sign and return at their scheduled interview with the researcher. The participants were also provided with information regarding the interview process, including the format of the interview, a notice that the interviews would be taped, and an estimated length of time it would take to complete the interview. Additionally, participants received sample copies of the online Leadership Practices Inventory along with instructions, the average time needed to complete the survey, and the preferred deadline for completion.

Data Collection

Following approval and agreement to participate, participants were able to go online and complete the leadership surveys at their leisure. The researcher utilized the weekly e-mail reminder notification setting available on the Kouzes and Posner (2013)

website. All 10 participants successfully completed the survey, prior to the set due date. All information for this study was gathered directly from the responses of the participants that were drawn either from information relayed during their interviews or pulled from their responses to questions in the online survey.

Leadership qualities exhibited by the participants were assessed utilizing Kouzes and Posner's (2013) online self-assessment survey. This 30-item questionnaire (see Appendix D) measured five separate areas of leadership: (a) modeling the way, (b) inspiring a shared vision, (c) challenging the process, (d) enabling others to act, and (e) encouraging the heart. According to Kouzes and Posner, the embodiment and frequent use of such leadership defines periods of excellence in leadership performance. Therefore, the measurement of the use of such characteristics by participants in this study may identify factors that may have contributed to the success of the participants as leaders within law enforcement. The self-assessment survey allowed each participant to indicate how frequently she exhibited these specific leadership behaviors.

The response options for the 30 questions were presented in Likert-scale format. Salkind (2009) noted that Likert scales are the most popular and widely used type of attitudes assessment scale and that assigning weight to each point along the scale scores the response. Participants in this study were able to choose a response from the Likert scale of *Almost Never*, *Rarely*, *Seldom*, *Once in a While*, *Occasionally*, *Sometimes*, *Fairly Often*, *Usually*, *Very Frequently*, or *Almost Always*; these were numbered from one to 10, respectively.

Opinions and perceptions regarding their leadership qualities, as well as barriers to the career advancement of the participants, were assessed with a questionnaire

developed by Teunion-Smith (2005) (see Appendix B). Teunion-Smith conducted a comparison of Black and White policewomen. Specifically, she examined differences between how Black and White women describe their police experience and themselves. The Teunion-Smith interview guide included questions, aimed at uncovering the perceptions, opinions, and behaviors of policewomen. This data proved to be most useful as a guide for this study. With the permission of Teunion-Smith, modification of the instrument allowed for the collection of data that would answer the questions that guided this study. Items were slightly modified or eliminated to reduce redundancy and eliminate an assumptive tone.

Individual interviews were arranged with the participants via telephone calls, text messages, and e-mails. In order to ensure a comfortable environment for those participating in the study, participants were allowed to choose the location at which their interviews took place. These included their homes, a library, and several coffee shops. Interviews were recorded using a digital device and were later transcribed for data analysis.

Analytical Methods

Although mostly qualitative, this study employed the use of descriptive statistics to quantitatively describe and summarize data obtained from this research. Yockey (2011) recognized the usefulness of statistical computer software as a tool for analyzing data efficiently and accurately and highlighted the benefits of the Statistical Package for the Social Sciences (SPSS). Data collected in this study was entered into the SPSS program to assess measures of central tendency and frequency. Measures of central tendency include the mean, median, and mode, which define the typical or average

measure in a data set (Salkind, 2009). Additionally, frequency tables were created with the SPSS software. As defined by Salkind, frequency tables simply display the computation of the number of times that a particular value occurs or is selected.

Following Kvale and Brinkmann's (2008) instructions on the *Seven Stages of Research Interviewing*, this study employed the following steps: (a) thematizing, (b) designing, (c) interviewing, (d) transcribing, (e) analyzing, (e) verifying, and (g) reporting that data obtained. Kvale and Brinkmann covered linguistic modes for analyzing and displaying information gathered during the interview process. Moreover, this resource allowed the researcher to obtain and present the data gathered at a more meaningful and untainted level.

Finally, with the qualitative data analysis techniques described by Miles and Huberman (1994), richer viewpoints of the human experience were obtained. The authors aimed to provide instructions on how to obtain the insider's point of view without biases and create an environment that encourages a deeper understanding on the participants' experiences. Their suggestions on eliminating presumptions, listening intently, and notating specific words, phrases, and themes make up the data to be sorted, coded, and displayed. The researchers described the importance of thematically categorizing responses into meaning *units* and themes in order to provide a visual representation of patterns and relationships, or a lack thereof.

Limitations

The study consisted of 10 voluntary participants drawn from one major urban police department. The criteria used for selection of the participants in this research focused on minority police women who had 19+ years of experience and held the rank of

lieutenant and above, within the organization. While there were 18 women police leaders who met the criteria, only 10 completed the survey and interview. In addition, given the large size of the department and the diversity of the city in which it is located, generalizability to other minority women police leaders in other organizations may be limited. The findings of this research should be interpreted with caution due to the limited sample size.

During this research, the limitations that surfaced included the lack of existing data, the small sample yet the large department size, generalizability, and partial response rate. With the limited number of potential participants available for participation in the study, generalizing the results found in this study may not be applicable to all law enforcement agencies, possibly causing reliability issues. Salkind (2009) defined reliability as the consistency of a measurement tool. Additionally, considering the lack of existing data regarding minority female supervisors, there is no assurance that the data recorded is an accurate reflection all of leadership characteristics of the group within other departments, causing a decrease in the reliability and validity of the data. Salkind (2009) defined validity as the property of a measurement tool that indicates it measures what it says it does.

Department size may contribute to the limitations of this study because according to 2012 ClearPath data, the agency under study employed nearly 13,000 sworn members, making it one of the largest law enforcement agencies in the country. Another possible limitation to this study may be the use of a self-assessment instrument. Some researchers have doubts about the validity of self-assessment techniques and suggest the addition of a component that measures errors that may be included in these types of assessments (Ross,

2006). Charles (2005) suggested police officers have shown a general reluctance to participate in research. This possibility may have been enhanced by the participants' fear that because the sample size was very limited, they might be easily identifiable and hence, may have been reluctant to provide in-depth or detailed responses for fear of retaliation.

Summary

Chapter III detailed the framework for the research techniques that were utilized for this study. A 5-point Likert scale was used to determine the leadership characteristics that the participants exhibited least and most frequently. One-on-one face-to-face interviews were utilized to identify barriers and challenges to the leaders advancement as well as strategies and factors that aided their success. The results will be presented and discussed in chapter IV.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

The preceding chapter detailed the methodology used in this study. Included were descriptions of the research design, the sample group studied, and the data collection and interpretation processes. In this chapter, the findings, conclusions, recommendations, and limitations of the study are presented. To provide a more visual representation of the data collected from the research, the resulting information is presented in this chapter through the use of tables and graphs.

This study examined the status of ethnic minority females in high-ranking law enforcement leadership positions in a large, urban police department. In chapter II, a review of literature established that minority female police officers face unique challenges in obtaining high-ranking positions. In order to understand the progress and gaps in their attainment of leadership positions, this study was undertaken. The leadership skills that successful minority female supervisors have utilized in order to advance their career path was also examined. Through personal interviews and self-assessment surveys, minority female police leaders identified the leadership skills they value and embody. The first-hand accounts of their unique experiences in policing and the challenges and barriers they have faced were also examined.

Despite the entry of women into the field of law enforcement in the late 1890s and the influx of ethnic minority women in the field, the entrance of minority females

into leadership positions in law enforcement has increased at a slow rate. Studies have shown that decreases in police brutality and increasingly efficient responses to domestic violence incidents have resulted from the inclusion of women as law enforcement officers. Furthermore, a decrease in the use of force and the increased use of persuasive coercion are also some of the positive benefits that resulted from this inclusion. This evidence, as well as increasing cultural awareness, supports the continued need for inclusion and acceptance of female police officers, especially women of varied ethnic backgrounds.

The desire to learn from an examination of the journey of women in policing, the unique challenges they face, the advancements they have made, and their current status in policing today served as the motivational impetus for this study. Utilizing a pre-existing interview guide, the researcher first explored the perceptions of minority female police leaders regarding the leadership characteristics they embody that they believe have contributed to their success in accessing and attaining positions that have been consistently limited for women. These in-depth interviews with each participant allowed the researcher to become engrossed in the unique experiences that brought them to the position of a high-ranking minority female law enforcement officer. This process led to discovery of significant themes that contributed to the context utilized to frame data which in turn allowed the researcher to add to the body of literature on the subject and address the research questions guiding this study.

In addition to the interviews, the study participants also completed the Kouzes and Posner (2013) online Leadership Practices Inventory self-assessment survey. This instrument served as the vehicle to identify specific leadership characteristics embodied

by supervisors. A secondary purpose of this study was identifying the unique challenges and barriers that minority female police leaders face throughout their career path and identifying the specific skills that the participants used to overcome such barriers. To satisfy this need, one-on-one interviews comprised of questions aimed at revealing these barriers as well as the skills used to overcome them were conducted with each participant, recorded, and then later transcribed.

The research questions that guided this study are the following:

1. What leadership characteristics do minority female supervisors possess?
2. What barriers exist to career advancement for minority female officers within the department?
3. What strategies have minority female police leaders used to achieve success within their department?

This chapter includes several sections relating to the data obtained from the participants. First, data regarding the organization's hierarchical structure, rank distribution, and biographical accounts of each of the 10 participants are visually displayed. The results obtained from the online LPI and an outline of the general process of data collection, analysis, and interpretation that was undertaken are displayed. Finally, a detailed analysis of the prominent and significant themes that unfolded during the data analysis is discussed.

Figure 1 graphically depicts the hierarchical structure for high-ranking supervisors of the law enforcement agency in which the participants were employed. Participants were identified utilizing the ClearPath system. They were selected, because they were identified as policewomen who held the rank of lieutenant or above, in the

organization in which they were employed and belonged to an ethnic minority group.

Table 1 presents the rank distribution for the participant sample, and Table 2 details the biographical profiles of the 10 participants, including their ethnicity, rank, years of service, level of education/military involvement, and whether or not the participants have family members who work in the field of law enforcement.

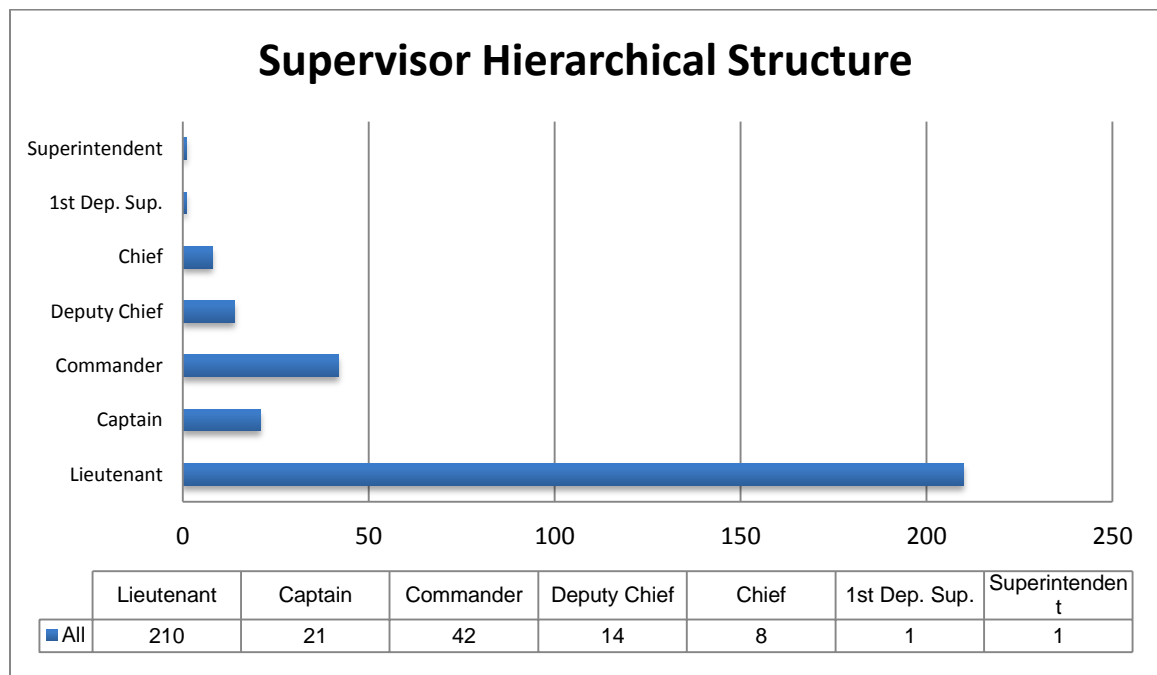


Figure 1. Participating law enforcement agency’s supervisory hierarchical structure.

At the time of the current study, and throughout the history of the police agency participating in this study, a female has never held the position of first deputy superintendent or superintendent, the two highest-ranking positions in the department; only a few women have held the position of chief.

Table 1

Rank Distribution for Participants

Number of Lieutenants	4
Number of Commanders	5
Number of Chiefs	1

Note. n = 10

Table 2

Participants' Biographical Profiles

	Ethnicity	Years of Service	Level of Education prior to joining	Current Level of Education	Rank	Military Service	Family members in Law Enforcement
Participant 1	Black	19	Bachelor	M.B.A.	Commander	No	No
Participant 2	Black	27	Some college	M.B.A. & Masters	Commander	No	Yes
Participant 3	Black	23	Some college	Bachelor	Commander	No	No
Participant 4	Black	31	Bachelor	J.D.	Chief	No	No
Participant 5	Hispanic	26	Bachelor	Masters	Commander	No	No
Participant 6	Asian	30	Some college	Masters	Commander	No	No
Participant 7	Black	23	Bachelor	Masters	Lieutenant	No	No
Participant 8	Black	22	Some college	Associates	Lieutenant	No	Yes
Participant 9	Black	27	Some college	Masters	Lieutenant	No	No
Participant 10	Hispanic	27	Some college	Ed.D	Lieutenant	No	No

Twelve of the 18 possible participants responded to the researcher's request to contribute to this study agreed to participate. Only 10 women actually completed the

interview and the self-assessment survey; however, this was a response rate of 55.55%. Of the 10 participants, seven of the women were Black, two were Hispanic, and one was Asian. Their years of experience ranged from 19 to 31 years. One woman had 19 years of experience, three women had between 21 and 25 years of experience, four had between 26 and 30 years of experience, and one had over 30 years of experience in law enforcement. Two of the 10 participants had a family member who chose law enforcement as a career and none of the participants had military experience. For the sample in this study, the number of years completed on the job before attaining the first high-ranking level of supervision (lieutenant) was 17.8 ($SD = 4.10$). Only one participant obtained a high-ranking position with less than 15 years of experience.

Each of the participants reported that they obtained additional education or advanced college degrees after joining the department. Education levels ranged from an associate's degree to a doctor of jurisprudence degree, with a mean level of education of 18 years ($SD = 1.94$). These findings suggest that furtherance of education was important to the participants in the study and may possibly indicate that higher levels of education increase the probability of obtaining higher-ranking positions.

Interviews with each participant were conducted individually and the results of each interview were then compared. Analysis of the data began with the transcription of each interview. Next, the researcher completed the tasks of identification and clustering and the combining of meaning units and emerging themes within each interview. Results from the interviews and the surveys allowed the researcher to answer each research question.

Kouzes and Posner (1987) created the five practices of exemplary leadership in the early 1980s as a measurable, learnable, and teachable set of behaviors. Following hundreds of interviews, the review of thousands of case studies, and analysis of more than two million surveys, the researchers identified specific behaviors exercised when leaders perform best. They categorized these five practices as (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart (Kouzes & Posner, 2013).

The Online LPI developed by Kouzes and Posner's (2013), measured the frequency of 30 specific leadership behaviors on a 10-point scale. Six behavioral statements for each of the Five Leadership Practices of model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart were rated on a scale from one to 10 by how frequently the participants indicated that they engaged in each of the behaviors.

Questions relating to modeling the way involved situations where participants clarified their values by finding their voice and affirming shared values. Participants were also asked how often they set the example by aligning their actions with the shared values of their organization.

The frequency of times where a participant exhibited the five leadership practices was revealed through the participant's responses to the 30-item assessment presented in the online LPI (see Appendix D). The frequency of times where the participants inspired the shared vision of the organization was revealed through questions that dealt with enlisting followers to follow the common vision and appealing to their own shared aspirations. To uncover how often participants challenged the process, they were asked

questions related to taking advantage of opportunities presented, and/or looking for innovative ways to improve processes, experimenting, and bringing attention to what was learned from the experience. To assess how often participants enabled others to act, they were asked questions related to their investment in relationships with their subordinates by increasing their self-determination and developing their competence. In regard to how often they encourage the heart, participants were asked questions surrounding the show of appreciation for individual excellence, and celebrating values and victories, by fostering a spirit of community (Kouzes & Posner, 2013).

Findings

The results obtained from the LPI instrument allowed the researcher to gain a deeper perspective into the leadership characteristics that each participant embodied. A chart representing the variance in which each of the 10 participants reported exhibiting the five leadership characteristics measured by the Online LPI is presented in Figure 2.

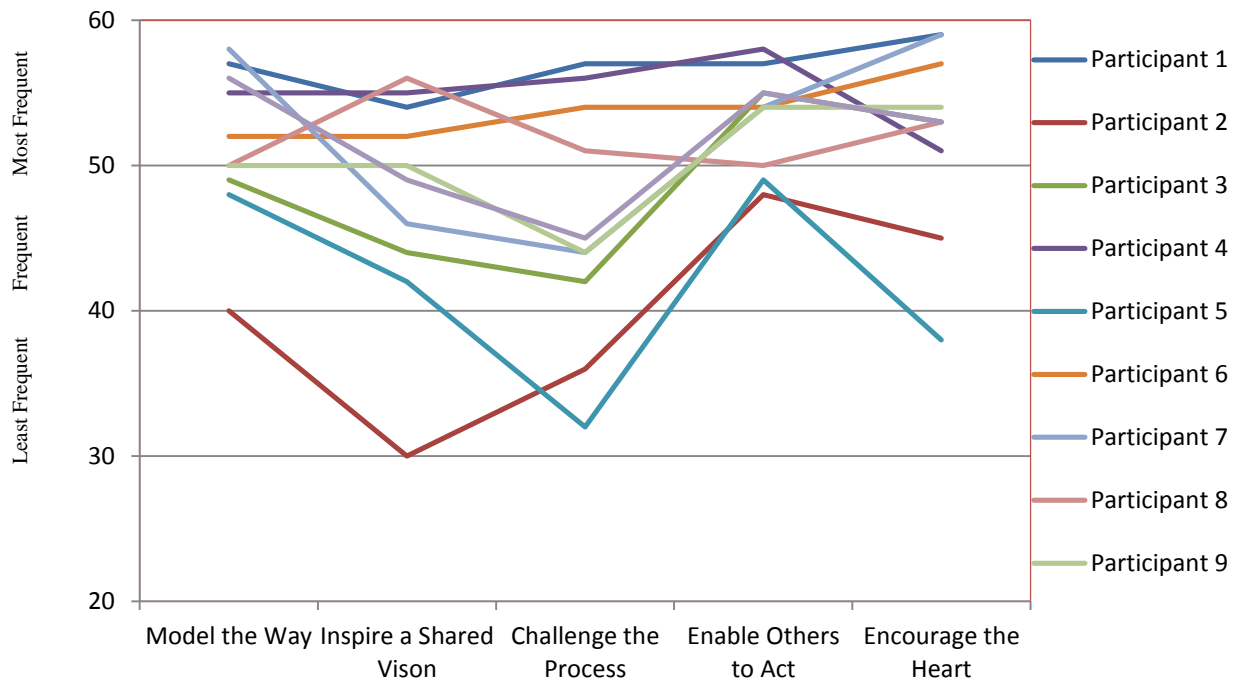


Figure 2. Five practices frequency graph.

Based on an analysis of collective participant scores, the most frequent behavior exhibited by the participants was enabling others to act, followed by encouraging the heart, and then modeling the way. Taken as a group, challenging the process was the characteristic exhibited less frequently than those mentioned above, followed by inspiring a shared vision, which was exercised the least. A representation of the ranking scores of each individual participant representing the frequency in which they exhibited the five leadership characteristics measured by the Online LPI is presented in Table 3.

Table 3

Leadership Behaviors Ranking: LPI Responses

	Model the way	Inspire a shared vision	Challenge the process	Enable others to act	Encourage the heart
Participant 1	57	54	57	57	59
Participant 2	40	35	36	48	45
Participant 3	49	44	42	55	53
Participant 4	55	55	56	58	51
Participant 5	48	42	32	49	38
Participant 6	52	52	54	54	57
Participant 7	58	56	44	54	59
Participant 8	50	56	51	50	53
Participant 9	50	30	44	54	54
Participant 10	56	49	45	55	53
TOTAL	515	463	461	534	522

The range and depth of the data collected from the individual interviews was extensive. In order to organize and make sense of the information collected, a thematic analysis was applied, including a search for patterns in participant responses. This allowed for the formation of general themes gathered from specific examples obtained in the data collection. Through these interviews, several reoccurring leadership behaviors were identified that the contributors noted as the leadership behaviors they embody.

The process included a review of the text of each interview transcript, as well as a review of the notes from each interview. These observational notes were shared with two

outside readers, in order to reduce the researcher's potential insider bias. Also included in the process, was the development of codes, so that patterns and themes could be categorized, followed by an iteration of coding (Kvale & Brinkmann, 2008). As a result of the iteration process, approximately 64 codes were identified in each of the 10 interview transcripts. Some examples of codes that emerged were fairness, hard work, perseverance, mentoring, relationships, acceptance, pride, promotional testing and procedures.

Several of the codes that were initially identified were discarded as inconsequential to this study. During the third iteration, the remaining codes were pronounced and deemed especially relevant to the research questions guiding this study. The aforementioned codes were placed into a matrix according to their relevancy to each question. The final listing of codes was not exhaustive, but significant words and phrases that were particularly pronounced and reemerging during the interview questioning of the participants. After completing these steps, the following relevant codes emerged from the participants' responses:

- Fairness
- Hard Work
- Perseverance and Resiliency
- Helping/Supporting Others
- Education Level
- Mentoring
- Motivation
- Gender Biases

- Sacrifice
- Promotional Testing Procedures
- Pride
- Respect
- Relationships/Collaboration/Teamwork
- Acceptance
- Work ethic
- Impact/Making a Difference
- Femininity
- Training/Experience
- Administrative Duties/Functions
- Preparedness
- Perceptions
- Hope
- Responsibility
- Family Obligations
- Making a difference

For the purpose of uniformity, direct quotations from the participants relating to the aforementioned codes were placed in the matrix to display the most common topics. These quotations were listed verbatim. Additionally, while they were not edited for grammar, they were edited for the purpose of providing clarity. The display of data in this format provided a comprehensive detailed account of the codes that emerged without compromising the authenticity of the statements made by the participants. Given the

frequency with which they emerged, these topics appeared critical toward answering the research questions presented in this study and, therefore, are considered the main themes that emerged from the interviews. These themes detailed the experiences and perspectives of the participants in a deeply meaningful way. Also reflected in these themes are the commonalities and differences in the experiences and perspectives of the participants. This stage of the final data analysis processes enabled the researcher to identify the following eight major themes:

- Fairness and Respect
- The Motivation to Lead: Stories of Perseverance and Resiliency: Pink, Colored and Blue
- Teaching, Encouraging, Guiding and Helping Others
- Perceptions of Deception in Testing and Promotion Procedures
- A Sense of Belonging: The need for Fairness, Equality and Acceptance
- Establishing Priorities: Balancing Work and Family Obligations
- Prepare Me: The Importance of Education, Job Skills, Opportunities and Training
- Stories of Perseverance and Resiliency: Pink, Colored and Blue
- Mentorship: Networking and Advocating for Full Inclusion

These major themes will be explored in greater detail as these relate to the research questions that guided this study.

Research Question # 1: What Leadership Characteristics Do Minority Female Supervisors Possess?

As discussed in chapter III and displayed in Table 3, Kouzes and Posner's (2013) Online LPI revealed the frequency of specific leadership characteristics that the participants exhibited the most in their daily practice. Of the five characteristics, *Enabling others to act* was the leadership characteristic exhibited the most by the participants, with a total of 534 responses, while *Encourage the heart* was the second most exhibited quality, with a total of 522 responses. The *Modeling the way* characteristic followed these two, with 515 responses, and then the characteristic of *Inspiring a shared vision* ranked fourth, with a total of 463 responses. The least exhibited leadership characteristic was *Challenging the process*, with a total of 461 responses. As can be seen, *Inspiring a shared vision* and *Challenging the process* were the characteristics that were exhibited the least. It is important to note that the ability to challenge processes may have been limited given the highly structured, paramilitary-style organization that employed the participants.

Theme of fairness and respect. When asked to state what characteristics they take pride in as a leader, nearly all participants responded that fairness in their treatment of the officers they supervise was most important. Furthermore, the fair treatment of the citizens they serve and protect was emphasized, as well. However, in their elaborations, their definitions of fairness were not always the same. One participant commented that not all officers valued her consistently fair style, while another participant stated:

Fairness is not always treating everybody the same. Fairness is sometimes being more lenient with the officer who works more. Why should this officer who works his butt off get the same as this officer who does nothing? And so to me,

that's misunderstood. Fairness is not necessarily treating everybody the same; it isn't.

An issue that was raised was the issue of fairness in the treatment of individuals who are being arrested. One participant remarked that her sense of fairness shifted from a general point of view to that of an officer. A fellow participant offered her point of view:

I'm not the judge. I'm not the jury. I'm the police. So I make the arrest and they do the rest. As far as whether somebody is guilty or innocent, that's not my call.

But when it's kind of in that gray area, I always try to be fair.

Another participant attributed her fair treatment of citizens to her own experiences with the police prior to joining the force and she shared those experiences.

Growing up as a child, I realized at some point that there was prejudice, prejudice in the world. Growing up in the 70s, there was a strong negative connotation towards the police, especially in the Hispanic community with riots. So the police wasn't liked. So I remembered seeing the riots in the park on television and felt that the police wasn't fair to the minority community whether Black or Hispanic or whatever. Whenever I dealt with minorities, I made sure that everything was done by the book and that they were treated with respect and dignity and not being mistreated because they were a minority. So that's something that everybody that works for me knows that I don't tolerate that.

Another participant attributed her fair treatment of the officers under her supervision to her Christian values and explained:

I was brought up a Christian so I always believed that you never go after somebody no matter how rotten they are. You know, I'll discipline you up to

where I'm supposed to, but that's it. I think my Christian values help. I think my compassion comes in probably because I'm a female and I care for, generally care for officers. Not just mine, but all in general.

One participant noted that integrity was at the root of her commitment to fairness:

I try to be fair to everyone. Everybody has prejudices but I try not to let that cloud my view of a person and I very much try to make everybody work on an even keel. So, I pride myself on being fair and I pride myself on integrity.

The theme of respect surfaced when participants were asked to describe their relationships with their subordinates (officers of a lower rank), peers (officers operating at the same rank), and then with their supervisors (those to whom they reported). Several remarked that respect was a leadership quality that high-ranking positions in paramilitary organizations such as theirs naturally demands, but added that they respect those who they supervise as well. Respect for differences between male and female officers was also mentioned. The paramilitary nature of the organization and the role of respect within it were underscored when a participant stated, "There's always respect because you always have a chain of command, no matter what." Another participant remarked:

My philosophy as a supervisor kind of transcends my philosophy as a police officer and that is you treat people as you want to be treated. And so irregardless of what they did and what they're doing is that you deal with the whole person and not just what they did and how they did it. This is about respect and about fairness and . . . goes back to the golden rule.

Respect for one's self was an issue that arose as well. When asked whether she altered herself to be more male-like to be accepted or get ahead, one participant asserted:

I've always maintained what was female about me . . . I still respect that I'm female and they're male. So I've never tried to become one of them to fit in. Having a sense of self is important, definitely.

Theme of the motivation to lead: Teaching, encouraging, guiding, and helping others. When asked what they take pride in as a supervisor, many of the participants responded that it was the opportunity to lead by example, teach, guide, and help other law enforcement officers and the communities that they serve. Some also remarked that being an example for women in particular brought them personal fulfillment as a supervisor. Comments relating to pride in having helped paved the way for other women and contributing to the advancements that women have made on the job were repeated throughout the interviews.

The relationships the participants built with their subordinates and superiors as well proved to be a crucial component to their success as supervisors. Many related the importance of cultivating these relationships and the significant impact that they have had on their ability to do their jobs effectively, in particular, the ability to teach others. One participant commented:

I believe I can reach out to them [superiors] if I have a question or have a situation that I am trying to solve. I think they would be open and receptive to talking to me. I kind of try to do the same with them. If I see something where someone may be struggling with, I try to offer my help because I say one day I might be in that position too and I may need to go to somebody. So I open myself up.

One other participant commented on the importance of teaching and elaborated on how she acts on that value:

I'm always teaching. I constantly teach. I go to every roll call . . . unless I'm in something that is so important that it needs my attention. During every roll call I take the opportunity to teach. I'll go through an order [a general order]. I'll pull it up on the screen and I review the order with the officers. I explain to them why it's important, why we do this, why it is important to the police department, why is it not only important not only to us but to everybody else in the world who watches the [name of agency omitted] police department, and how we can improve and do it better.

Trust and collaboration were the values that shaped another participant's relationship with her subordinates. She explained:

I'm still the boss, the leader, the whatever, as far as the work is concerned, I'm the final decision maker. But I definitely look to them [subordinates] for their ideas and their inputs and take their thoughts, their ideas into a big piece of what we do here. I trust them. I always looked at this job as almost like being a mother kind of I guess because I'm a woman, meaning that I trust you but at the same time you can't do whatever you want to do whenever you want to. I'd call it collaborative.

Many of the participants noted that importance of providing support for the officers under their command and the importance of providing them with resources to do their jobs successfully. One participant stated, "I really try to be supportive of working officers, those who do what I asked them to do; I'd bend over backwards for them." Another

participant agreed with the necessity to be a source of support for officers and highlighted the essential role teaching plays in providing that support.

Just supporting them and trying to guide and help them when I can. That's probably what I take the most pride in. I believe as a supervisor, I've been able to mentor, teach my subordinates as much as possible so that they are the most informed. I am basically a teacher at heart. The more that information that you know, the stronger and better you are as an officer. Knowledge is power.

Several participants also mentioned the importance of encouraging other officers, especially encouraging them to pursue advancement opportunities. Many noted that as a practice, they encourage officers to prepare for and take promotional exams. One participant noted that she frequently states, "You should take this test, you need to join me." Other participants mentioned providing the same encouragement as well to minority females in particular because they agreed that within their agency, they were underrepresented as a group.

One of the participants reflected on how her own experience as a new officer guided her treatment of members under her command. She stated:

I remember when I was a PPO [probationary police officer] and I remember being treated badly, namely by women. I would say all by women. I call it the mean girls' syndrome, which is funny. I didn't go through the [mean] girls' syndrome in high school. I got transferred and I saw that that wasn't how it was in the whole police department. And one thing I promised to myself is that I would never treat another person, let alone a woman, let alone a Black woman like that, as I felt I was treated. And so when people come to me, when I work with people, I want to,

especially if they're new or whatever, I want to help them as much as possible. I want to share as much information as I can to help them.

Other sources of pride were the ability to make a difference for the communities in which they serve. One African American participant commented in depth on the ability that her positions afforded her to help members of the Black community and stated:

It [identifying with and understanding] plays a role because the community I serve is like me and so to me it makes me go out there and try harder for them because I know that there are so many times when we don't get fairly treated. So we did have African Americans in the community saying that this is not right. This is fair. This is just. You know, I tell my officers all the time, we enforce the law because the law is what it is but, however, when something happens, when there's a crime spike or something, I try to go out there and work just that much harder because I know that this is the community that I look like, so it makes a difference to me. I have personal vested interest in my, our, my community. So I think that makes a difference, I work harder.

Some of the participants made remarks regarding the limitations that the paramilitaristic structure of their agency can have on their ability to help others. One participant sadly reflected on the fact that because she held such a high-ranking position, she was unable to provide test preparation classes for aspiring supervisors as she had done in the past, prior to her reaching a certain point up the hierarchical ladder. Another participant agreed that advancing into the highest ranks limits a supervisor's ability to reach back and help others along the way. She commented:

I can't [help with promotional exams] at this rank. But that's important because you owe it to people, to people to give back when you can. But again at this level, you can't because it's a conflict of interest because all the [rank deleted] sit on the Merit Board, so you can't.

Many of the participants pointed out that they have tried to educate themselves on the many job aspects relating to the positions that officers under their command hold. They added that this has been an extremely critical factor in strengthening their ability to lead others. Several remarked that they deemed it necessary to know exactly what they were asking their subordinates to do so that they could understand the factors that aid or impede their subordinates in performing their jobs efficiently.

The ability to lead by example was also emphasized by several participants. One participant articulated her expectations:

I lead by example. So I'm a hard worker because I expect everybody to work hard. And I expect when you get an assignment, you complete it to the best of your ability without complaining. This is a profession and that's what I stress. This is a profession and a career; this is not a job. So I don't treat it like a job. I expect everyone to do the same.

Another participant articulated similar sentiments concerning the position and responsibility of leading by example. She added that her acceptance as a leader was sometimes negatively impacted by the fact that she exhibited and demanded excellence and that there are those who don't personally care for this particular type of management style or high standard of excellence.

One participant expressed her opinion that the ability to nurture and guide others in a more compassionate manner came more naturally to female supervisors and viewed this as a unique strength that female officers bring to the job. Several other participants held a similar view and based this on situations they encountered while working in the field, where the skills of nurturing, guiding, and acting with compassion had positively benefitted all involved. One participant viewed the ability of women to be flexible as a real asset and commented:

As the nurturer and the teacher, it comes out in us [women] more. However, once someone has crossed that line, we are just as straight as a guy. And I think that that's the main difference [between male and female officers], but I think that it's needed because in some areas you need that. You don't need to be black and white; you need that flexibility to see the possibilities. A lot of times we're more flexible until the officer, the male officer, gets older. They become more flexible too. I've seen that.

Another participant agreed that a less aggressive approach is a strength that women bring to policing. She stated, "I think with women, it's not the testosterone male ego that goes into policing. Sometimes women are a lot more sensitive and will listen to both sides and make a better judgment as opposed to just brute force."

Helping others proved to be an important characteristic that most of the participants identified as essential and an important part of their responsibility in the roles they fill. Several participants particularly elaborated on the need to provide support for officers facing not only professional, but personal problems as well. They identified the

ability to listen well as one of the most important skills they can offer officers when they are dealing with personal issues.

Research Question # 2: What Barriers Exist to Career Advancement for Minority Female Officers Within the Department?

During the coding procedure and identification of themes, the participants collectively identified several barriers they felt inhibited their career advancement. The most prominent barriers identified included gender biases and the resistance of male officers to working with female officers, the lack of sources of mentoring aimed at aiding women along their career path, and perceived deception in testing and promotion procedures.

Theme of perceptions of deception in testing and promotion procedures. Several of the participants discussed their perceptions of unfair or unethical testing procedures. The issues raised concerning this were favoritism, test exam material being distributed in advance, and having personal connections; these factors fostered their perceptions of unethical testing/promoting procedures. In response to questions aimed at exploring this perception, the researcher obtained an array of answers that focused on access to career advancement opportunities. One participant reflected on being passed over for promotion and she believed this happened because the other candidates were male. She added that she felt as though promotion procedures were unfair to the females because there are not many in command positions.

In response to the same question regarding access to career advancement opportunities, another participant commented:

It's those connections. Because we are a large department, we are missing people that are really good who we [administration] would never come in contact with.

And so finding a way to see those people, I think is really important because for the most part, the easiest way to advance is this person knows this person and this person knows this person. That cuts out a lot of talented folks.

Another participant contemplated on some of her experiences with barriers to her career advancement and the reasons for this and added:

Men on this job have opportunities that women don't have. That's whether you're Black, White, it doesn't matter, Hispanic. Men have opportunities we don't have. I see fellow male [rank omitted] have opportunities that women don't have. We don't have many. I've also seen some of the [male] bosses insecure with someone, especially a woman who was their equal or was able to be their equal, so for this reason they withheld opportunities or information, withheld their help or their mentorship capabilities because they were insecure. I had it happen to me. I had to tell one colleague, "If you're not going to help me, just stay out of the way."

Another participant recounted her personal experience with unfair and deceptive promotion procedures and the impact this had on her career.

I took the detective test and was on the list, and at that time there were no female detectives. They promoted two female Hispanics who had failed the test. After that, I was very upset about it, and I swore that I would never take another test again because they were going to make [promote] who they wanted regardless. That's not the caliber of people you need on the department. I felt that everybody should be promoted on the test, not because of affirmative action. Another thing that I noticed with my [rank omitted] exam was that I got a letter stating what

number I was. One day I stopped off at personnel to ask where I was on the list. They had moved me back down six numbers. I'm like, "that's wrong." They go, "No, this is where you're on the list." I go, "No, I have an official letter that was sent saying this is my score." I doubted myself, came back home, and pulled out my letter, and in fact, I was right. I don't know how they put people in front of me. I didn't go back, but I don't know how they did that.

Similar resentment regarding deceptive promotional procedures was expressed by another participant. She recounted:

There were a lot of things that happened that you notice, or you see, or you come across that upsets you about the promotional process. There's playing around later on in personnel and that's wrong. That should not be allowed to happen. I never brought it up because I knew that I would just probably be putting a negative mark against my name. Oh, she's a troublemaker, or she's doing this; she's doing that. I left it at that.

Theme of a sense of belonging: The need for fairness, equality and acceptance.

Creating a sense of belonging was a challenge and a barrier to overcome for the participants. One of the participants referred to having to earn the respect of her male counterparts due to being a woman and commented:

In the beginning . . . some of the guys didn't want to work with a woman. They went to the watch commander and said, "I'm not working with a broad." It happened. It totally happened. But that was in the beginning. The guys were starting to warm up and they didn't mind. I didn't have that issue anymore with

them. They knew I would be their backup. It was just building up that confidence because you're smaller. You're lighter. You're a female.

Bringing a religious dimension to her view on the challenge of being a woman in a male-dominated organization empowered one participant who reflected:

As a group on this job, it's still new for women to be on the job whether we want to realize that or not. So I think the best thing we can do for ourselves is be accepting of who we are and respect our differences because God made us different for a reason and he made us women for a reason and I've used that. It's not saying that I am trying to get something because I am female but I respect that God allows me to see things differently because I am a woman.

The data revealed that access to high-ranking supervisory positions was limited for female police leaders because some job opportunities were only given to males. One participant summed up this blatant inequality as she stated:

There have been jobs that I would have wanted to be considered for and not actually applied for them because I said well they've always chosen a male for that position. Also, there's been certain positions that have always predominately been led by men and I don't think they put it out there for us [women]. Yeah, they didn't push women towards those jobs, towards those places. So we end up going a different route trying to accomplish the same thing [high rank].

Theme of establishing priorities: Balancing work and family obligations. Many of the participants discussed the effects of having to balance work and family obligations as they rose higher up in the ranks; many reported that this adds an additional barrier to being successful at performing their jobs efficiently and effectively. One participant

remarked that gender expectations played a significant role and this is a barrier to career success that women have to grapple with and overcome more often than men. She explained:

I think women in general in law enforcement have a heavy burden to bear. First of all, if you're female and you have families. The idea is that we put ourselves second to our families whereas we push the men to go forward in their careers even though we have proven that women are much, much more, very capable, more intelligent, more savvy in the administrative area. I think we [women] have way more to overcome owing to the fact that we are women and our priorities are totally different from men. Even if a man leaves [the relationship], we still have the family. And it just seems that we're always like second chair. You know? Second or third chair because the family comes first, the husband comes second, and we're last. You might want to ask how many failed marriages have we [high-ranking female supervisors] gone through. That's another sacrifice in our personal lives because some men can't take being second. They have to be first. Well excuse me, I get to be number one too because I'm an adult and I'm trying to move forward in my career. And if you don't have a partner who will support you in that, it's not going to work because you're going to hear the resentment; you're going to hear the criticism.

This participant further noted that she felt that the high-ranking females who were most successful and efficient were the ones who had no children and were able to dedicate more time to their careers. Another participant agreed with this observation and stated, "When we rotated every 28 days, we [women] had a lot of babysitting issues. And you

learned to work it out because there were no options.” Another participant shared her perspective:

You can’t sacrifice your kids. You don’t know what you’re getting into in this position. Like if I had known I was going to become a police officer and wanted to advance through the department, then maybe I wouldn’t have had kids because that would have made it easier. Because the district is your family. Sometimes it comes down to making a choice between the two or doing the best you can with what you have. Now that my son made 18, I can focus more. I don’t have to worry about home stuff as much. So now would be a perfect time. I just have to find time to be with my boyfriend, which that’s going to be another issue. There’s a whole issue with that one.

The challenge of effectively balancing work and family responsibilities can impact a woman’s decision about whether or not to pursue career advancement opportunities. One of the participants offered the following perspective on this:

That’s another one of the reasons why I don’t want a[nother] promotion. And I had said that to you earlier. I said it because I love my family and I love being with my family. And I tell that to everyone all the time. Taking a promotion would dedicate a lot more time to the police department, a lot more hours. Every free moment I can, I spend it with my family one way or another. And so, it’s just a job. It’s not me. And it’s not going to overcome me and it’s not going to define me.

Research Question # 3: What Strategies Have Minority Female Police Leaders Used to Achieve Success Within Their Department?

Through responses obtained during the participants' individual interviews conducted in this study, the researcher was able to identify key skills that were deemed as helpful in overcoming barriers to their success. Emerging themes included the importance of increasing their level of education and job skills. Another theme that emerged was the importance of having job opportunities and experiences in diverse police units as opposed to filling only administrative positions and roles.

Theme of prepare me: The importance of education, job skills, opportunities, and training. Several participants commented at length about the importance of education, job skills and knowledge, and opportunities to advance up the ranks. All, except for one participant, held college degrees. Furthermore, eight of the 10 participants held advanced academic degrees that included master's degrees, several master's degrees in business administration, a doctorate in education, and a degree of Doctor of Jurisprudence. All of the participants reported that they had advanced their level of education after they began their careers in law enforcement.

Several of the participants reported that males at every rank have traditionally staffed many of the various specialized units and operational areas within the department, such as the Special Weapons and Tactics (SWAT) Unit, the Marine Unit, and the Organized Crime Unit, and that female officers have had limited access to these positions. Furthermore, several participants mentioned that female supervisors are often trained to improve their administrative skills and are steered toward those types of duties and away from operational and tactical units. Several interviewees expressed that this narrow administrative career path has negative consequences when it comes to

promotion, given that a lack of diversified experience weighs heavily against those who did not serve in a variety of operational units. Furthermore, one participant stated that position openings in tactical units are not necessarily common knowledge and that females are often excluded from being notified of openings in certain units. One of the participants provided an honest assessment of this situation and stated:

They don't push women towards these jobs, towards those places. So we end up going a more difficult route trying to accomplish the same thing. And you know, I'm just saying what it is. We have to be better because of the fact that we face this issue of you don't think I can do it anyway because I'm a girl. So, we fight that battle. Yeah, there's some place I wish I could've gone but never took the thought of it because it's always been traditionally male positions.

She added to her assessment some advice for women seeking advancement.

We have to make sure we have enough experience in operational areas and in some of these specialized units. Those kinds of things we could do. If we can get people there and enthrone them and mentor them, then as they come up the ranks, nobody can say that you are not prepared for this or that or the other.

Another participant agreed with the advice regarding seeking operational experience and further elaborated:

I think they are making a mistake in pushing women to administrative [duties]. That is something they have to be careful of because the thinking is, ok, she's really good administratively so we should hang on to her. But you don't do them [women] any favors. Let them get some operational experiences as well. Give them the opportunity and don't always think male. You actually have to think in

terms of that. Think about that person. Think of more diversity along many lines, you know, age, experience, race and gender, when you're building these teams, when you're putting these teams together. That's not good because it's operational meetings; its operational meetings and I'm the only female. I'm like, "I don't think so." Like I said, making sure we have skill sets so that when opportunities arise, especially if they're pushing you administratively, be prepared. So the point being then that you need to make sure, like I said, that when these operational things open up, grab them because when it comes time, you don't want them to deny you positions because you don't have experience in the operational side. It's hard for them to do that when you've shown you've done this, this, and that. In certain positions, it's just hard.

Theme of stories of perseverance and resiliency: Pink, colored, and blue. The information obtained during the interviews provided evidence that being a woman of color in law enforcement led to an extremely unique experience for the participants in the study. The first-hand accounts of their experiences of being *pink, colored, and blue* shed light on the actual infiltration, progression, and current status of minority policewomen in the field.

Many of the participants shared stories of being the "first" woman and/or woman of color in many of the units in which they served. They further related how far they had come on the job and advanced in regards to treatment by their male counterparts and the dismissiveness they experienced as a result of being pink, colored, and blue. For example, one interviewee reflected on her experiences as a Black female law enforcement officer and stated, "When I came on in the 80s, we shared the men's locker

rooms.” She further related how she often found herself being not only the sole female, but the only Black officer in her unit as well. She recounted one story in which her White male partner, who served as her trainer at the time, consistently made racist comments to citizens of ethnic minority whom they were assigned to assist. She remarked how far the department had come in terms of adhering to violations against unfair treatment of women officers and minorities as well.

Even at higher ranks, the unfair treatment of minority female officers has been present within the department. One participant stated, “I feel that they would ask the opinion of a male commander before they would ask the opinion of a female commander. I believe that they favor male commanders more than they do females, and again, not all.” In an effort to uncover how they dealt with this kind of discrimination, participants were asked whether they altered their behavior to be more male-like. One participant candidly responded:

I think as a young officer running around in my blues, I felt that I had to be super aggressive. I had to be able to chase and all that good stuff to prove that I was a good worker; but after that, I just did the best that I could.

Over-paternalistic protection by other male officers and partners was a topic that was addressed by several of the participants. A few noted that this factor might have inhibited their initial growth and learning experiences as new officers. Viewed as a safety measure more than acts of discrimination against themselves as women officers, the participants reported that they perceived that some men felt it was their responsibility to keep women officers safe. They added that the presence of such over paternalistic protection is much less prevalent these days, and practically non-existent.

“Being an example” was identified as a role that several of the participants felt was an added responsibility because of being a minority female officer. They noted that in order to serve and relate to community members that looked like them and those that did not, they had to try harder. One participant remarked that she had a personal vested interest in her own community, which makes her work harder in order to earn trust and acceptance of her role as an authority figure.

Another participant in the study held a different opinion regarding her acceptance as police officer. She felt that being minority women on the job was still a relatively new concept, one not easily accepted by some. Another interviewee stated, “acceptance is not something we [minority women] got easily on this job.” She continued and spoke about the importance of self-confidence and acceptance within. She stated, “You have to accept you first before you expect for someone else in this department or agency to accept you. You have to be able to stand on what you know and what you believe in.”

Other participants commented on the effect that being minority women officers has had on their access to certain positions. These women felt that “the good ole’ boys club” had a undeniable stronghold on and restricted access to several positions in specific units. One participant commented:

It certainly exists to a degree. There have been jobs that I would have wanted to be considered for and realized that they have and probably always will have a White male in that position during my time here. In addition, they don’t necessarily put the positions out there for us to know about. There are some places I wish I could’ve gone but never took the thought of it because it’s always been traditionally male positions.

The adjustment to personalities of different male officers was also mentioned by many of the participants in the study. Many remarked that while they had not changed themselves to be more male-like to fit in, several commented on their perception that they had to have “tough skin” in order to survive in their workplace environment. One interviewee remarked:

I did change some things, especially when I first made detective and was the only female in my unit. I had to manage to fit in with men so I did become more crude, and they would tell dirty jokes or something. And you listen to them tell the dirty jokes, and haha or whatever, or you just learn to put up a façade, or turn a deaf ear to it because I needed them. I couldn't alienate them. I'm the only female, the only Black. So I think I did it for a while. It made me become more crude and begin to tell the same jokes, or whatever, because you want to fit in. And then I think later, years later, you do begin to find yourself again and just say, okay. I then think as more minorities were hired, as more women were hired, then I didn't find myself necessarily in that position any more.

Theme of mentorship: Networking and advocating for full inclusion. Most of the respondents related that mentorship was a critical component in being able to move up the advancement ladder; many of them described the impact that mentorship and networking had on their careers early on. In nearly all of the cases, the mentoring relationship was informal and many participants favored the more informal approach rather than formal, structured opportunities. Given that most of the participants in the study had at least 20 years in law enforcement, many were able to recall previously existing but now defunct formal associations and organizations that aimed at supporting

the advancement of women up the ranks within the department. However, whether formal or informal, the presence of an experienced mentor seems to have had a positive effect on the upward mobility of the participants in their careers.

One participant was candidly honest in placing the lack of mentoring squarely on the shoulders of women themselves, whatever their racial or ethnic status. This participant named the problem and lamented:

It's the lack of mentoring by each other, by ourselves. We don't as a group of minority women and women in general, we don't do a well enough job in terms of mentoring one another to prepare us to be able to, to put us in running for certain positions. So what we need to do better is prepare each other to go to the places, to be stronger operationally. Those kinds of things we could do.

Other participants concurred with the need for group mentoring among minority female officers and mentoring by their male counterparts as well. One participant commented:

One of the things we need to do better at even if we don't get the chance to do it on the department is some mentoring or some workshops that are built for ourselves so that we [minority women] will be better operationally.

She continued to explain that "If we could enthrone people and mentor them then as they come up the ranks, nobody can say that you are not prepared for this or that or the other."

Almost all of the participants commented that they had a mentor on the job and that this relationship was critical to their success. They related that the encouragement to seek out opportunities and apply to various units was in part due to support and inspiration from their mentors.

Conclusions

The data obtained from the self-assessment leadership surveys and the interviews conducted with 10 high-ranking minority female law enforcement supervisors participating in this study provided a view into their backgrounds and the unique experiences from which eight significant themes emerged pertaining directly to the research questions that guided this study. Relative to the first research question concerning the leadership characteristics of the participants, several themes emerged. From the self-assessment leadership surveys, enabling others to act and encouraging the heart proved to be the leadership characteristics that the respondents exhibited the most. From the interviews, two main themes were revealed: (a) Fairness and Respect and (b) the Motivation to Lead: Teaching, Encouraging, Guiding, and Helping Others. Similar results from both instruments show congruency among the specific leadership characteristics that the participants possess.

The second research question concerned the identification of the specific barriers the participants' had to face and overcome in their advancement up the ranks. The responses relevant to the second research question were embedded in the following three themes: (a) Perceptions of Deception in Testing and Promotion Procedures, (b) A Sense of Belonging: The Need for Fairness, Equality and Acceptance, and (c) Establishing Priorities: Balancing Work and Family Obligations.

The third and final research question focused on surfacing the strategies and factors that aided the participants in their efforts to advance up the ranks. Identification of these strategies and factors were embedded in the following three themes: (a) Prepare Me: The Importance of Education, Job Skills, Opportunities and Training, (b) Stories of

Perseverance and Resiliency: Pink, Colored and Blue, and (c) Mentorship: Networking and Advocating for Full Inclusion.

This research of minority females in policing covers a time span of three decades of their experiences. Even after being exposed to the extensive experiences of the participants and after adding to that the researcher's personal experience as well as the researched information obtained during this study, the researcher feels as though this exploration into what women in policing have become and are yet to be has only just begun. One of the goals of this study was to grasp a clearer picture of the lived everyday work experiences of minority female police supervisors within one police department in the hope of increasing the numbers of these women in the highest-ranking positions within the agency. The three purposes of this exploratory study were to discover what leadership characteristics these women possess that may have aided their success, uncover the barriers and challenges that exist along the path of their career advancement, and identify the strategies and factors that have allowed them successful advancement up the ranks.

As mentioned previously, the sample for this mixed methods study was 10 minority female supervisors holding the rank of lieutenant and above who are currently employed in law enforcement at a particular agency. These women were selected based on specific criteria so as to ensure that the collection of the information that the researcher was seeking was obtained. From the beginning of this research endeavor, the researcher was aware that the potential sample was going to be small given that, like most law enforcement agencies, the number of minority females in high-ranking positions is quite small. However, concern regarding this deficiency was somewhat reduced because

the study involved participants who were employed by a large, urban Midwest police department that employed a larger number of policewomen than most other law enforcement agencies. Nonetheless, the number of minority females in high-ranking positions in this department was still quite low.

Several important findings gathered during this study are summarized below. The findings were based on the participants' responses to the research questions that were a part of the interviews conducted by the researcher and responses given in the self-assessment leadership surveys that the participants took online. Through the first research question, the researcher sought to identify the leadership characteristics embodied by participants in this study. The second research question pertained to the barriers and challenges that may have impeded the progress of the participant's advancement up the ranks. The last research question concerned the strategies and factors that may have aided the participants on the road to success. Responses to these questions allowed for a broad view into the historical context of the participant's unique experiences within law enforcement.

The primary theory referenced throughout this study was the theory of intersectionality (Nash, 2008). According to Crenshaw (1989), intersectional theory refers to the oppressive experiences that result from the combination of race, gender, class, and sexuality and has become the primary analytic tool used by scholars to theorize the relationship between identity and oppression. The idea is that the combination of being of the female gender and a minority race creates unique barriers and challenges for women as they attempt to advance in law enforcement. This theoretical standpoint proved to be extremely useful in that it provided the researcher with a framework for

understanding the study participants' police experiences without referring to pre-existing data on law enforcement experiences, the researcher's personal experience as a police officer, or pre-existing statistical data.

Participants were asked about the existence of discrimination that they either experienced or witnessed throughout their careers. While some participants recounted stories of racism and sexism early on in their careers, some of the respondents reported that they neither experienced nor witnessed discrimination. These interviewees related that as they advanced in rank, incidents of experienced or witnessed racial discrimination became *pretty much non-existent* in the latter years of their career. It is important to note that the fading presence of racial discrimination may have decreased given that many of the participants began their careers in policing during the early stages of the entry of women into law enforcement when sexism and racism may have been more prevalent in the field.

In addition to descriptions of their paramilitary policing careers, the humanistic side of the participants was very apparent throughout their interviews. An array of emotions arose throughout these interviews with the participants. They expressed feelings of anger, sadness, disappointment, pride, contentment, satisfaction, regret, and acceptance of their differences as women.

Throughout the majority of the time the researcher spent with the participants, they all seemed eager to share information about the experiences that shaped their perceptions and beliefs regarding their current status and their growth as women in policing. It is important to note that most of the differences mentioned by the minority women were based on comparisons to their male counterparts, not to White female police

leaders. Their comparisons focused on having to fit in or being denied access to information that would increase their promotion opportunities. The participating policewomen seemed extremely accepting of their differences as women officers when compared to males and expressed a deep desire to have these differences recognized as strengths and not weaknesses merely because they are different.

Implications and Recommendations

The department that employed the participants in this study has put much effort into the recruitment of minority female police officers. However, the statistics relating to the number of high-ranking minority females it employs suggests that the promotion of these same officers into leadership positions has not received the same energy. Based on the data obtained in this research, evidence of this discrepancy in effort is manifest in (a) favoritism toward men when it comes to promotional opportunities, (b) a lack of mentoring resources that help prepare women for leadership positions within law enforcement, and (c) unethical testing and promotion procedures.

A review of existing literature indicated that the promotion of minority females is limited, even more so in agencies located in less urban and less populated municipalities throughout the United States. Limited access to promotional opportunities, resistance to the full inclusion of women, and minority women in particular, in top management positions, relational favoritism towards certain officers, and the manner in which promotional exams are offered all serve as obstacles to career advancement and draw attention to the fact that minority women are not deemed as desirable to hold such critical leadership positions. It is quite possible that increasing promotional opportunities complemented with the proper support from current civic and departmental leaders would

eliminate the disparity in the number of minority female police officers in leadership positions compared to White female officers and male officers of all ethnicities.

Recommendations for Future Research

This study explored the experiences of high-ranking minority female policewomen employed by a large, urban Midwestern police department. Of necessity, the scope of this study was limited to researching three questions related to this study's sample and the participating police department involved in this study. The study questions focused on participant leadership characteristics, barriers to advancement, and strategies that contributed to the career advancement of the sample group. Even though this study was of necessity limited in its scope, it did surface several questions that warrant future research, the results of which will enlarge the body of knowledge in this particular field of study.

The following are questions that were left unanswered in this study but merit further research.

1. What are the implications of the continued disparity in the number of minority female police officers in leadership positions?
2. What strategies and/or programs will increase the advancement of minority female police officers in leadership positions?
3. What role does law enforcement envision minority female police officers serving in the future?
4. What changes in law enforcement will increase the number of minority female police officers in leadership positions?

5. What changes need to occur to address the challenges that minority female police officers face as they attempt to advance up the ranks?

The proposed research questions listed above are critical to continuing research in this area in that the answers to these questions can further shed light on the current status of minority women in leadership positions within law enforcement. Furthermore, they can aid law enforcement agencies in identifying the benefit and need for providing minority women with tools and increase their promotion opportunities. Lastly, these agencies may begin implementing plans to achieve such goals.

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Appendix A
Questionnaire

Appendix A

Questionnaire

I. **Demographic:**

1. How would you define your race?
2. What year did you start in the police force? _____ (Year)
3. What promotions did you achieve and when? (Open-ended)
4. What was the highest level of schooling when you started the police force?
 - (a) High School Diploma/GED
 - (b) Bachelor degree
 - (c) Masters degree
 - (d) Technical School: (please describe) _____
 - (e) Other: _____
5. Did you receive any of your degrees after joining the force?
6. Have you been in the military? (1) Yes (2) No
7. Was your family in policing? (1) Yes (2) No
If yes, please elaborate.

II. **Personal Perceptions (Miscellaneous):**

1. Describe something I should know about you as a supervisor
2. Please include something you take pride in as a supervisor.

Adapted in partiality from:

Teunion-Smith, D.M. (2010). *Black and White women in blue: A case study of policewomen*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3433507)

Appendix B
Interview Guide

Appendix B

Interview Guide

1. How did you choose policing as a career?
 2. What made you think you would be a good police officer?
 3. Describe your relationships with co-workers, subordinates, and supervisors.
 4. Have you experienced paternalistic overprotection by male partners/supervisors? If yes, please explain.
 5. Describe your experiences with departmental administration and how it has affected you.
 6. How do your job advancement opportunities compare with other officers?
 7. What, if any, are the barriers stopping you from being your best?
 8. Do you believe that there is a difference between minority females and non-minority females' perceived sense of justice?
 9. Do you think women have a different characteristic or style of policing than their male colleagues?
 10. Do you think women have a different characteristics or styles of policing than non-minority female colleagues?
- (This question will be asked if participant answers yes to question number 9 and/or 10).** Have you been able use these characteristics in your job? Why/Why not?
11. Has your sense of justice been a strength or weakness to policing? Have you been able to use this female justice perspective within your job? If NO, why not?
 12. Do you feel accepted as a leader within your department?
If not, what strategies do you use, if any, to be accepted in policing as a supervisor?
 13. Do you feel like you had to alter yourself to become more like the male officers to get ahead? Why/Why not? If yes, what did you do?
 14. Have you faced any barriers to equal employment opportunities?
If yes, please explain.

15. What, if any, are barriers you consider that your police organization uses to create unequal opportunities for you?
16. What, if any, are attitudinal barriers experienced between (W/B) non-minority female officers in your department?
17. What, if any, are attitudinal barriers experienced between (W/B) male female officers in your department?
18. What, if anything, could women do to lessen these possible barriers?
19. Would you like to add any information you feel would benefit the research or women in policing?

Adapted in partiality from:

Teunion-Smith, D.M. (2010). *Black and White women in blue: A case study of policewomen*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3433507)

Appendix C

Online Leadership Practices Inventory Survey

Appendix C

Online Leadership Practices Inventory Survey

LPI ONLINE LPI 360 ▾ STUDENT LPI ▾ LPI INDIVIDUAL ▾ **Welcome ELPI HOBO** Logout Tokens (581) Account Info Help

LPI INDIVIDUAL

Manage Assignment Resources

Self Assessment

As part of the LPI Individual tool, you are about to begin completing the LPI Self assessment, which should take approximately 10-15 minutes. Answers to all 30 questions are required. And upon submission of the completed assessment, your individual responses will be compiled into a report that will be available from your Administrator.

Self Assessment

The LPI Self is a 30-item assessment instrument that allows an individual Leader to self-measure the frequency of specific leadership behaviors on a 10-point scale. Responses to all 30 statements are required, using the number from the following rating scale that best applies to each statement presented.

1 - Almost Never
2 - Rarely
3 - Seldom
4 - Once in a While
5 - Occasionally
6 - Sometimes
7 - Fairly Often
8 - Usually
9 - Very Frequently
10 - Almost Always

Why is there no "not applicable" option?

1. I set a personal example of what I expect of others	1-Almost Never ▾
2. I talk about future trends that will influence how our work gets done	2-Rarely ▾
3. I seek out challenging opportunities that test my own skills and abilities	5-Occasionally ▾
4. I develop cooperative relationships among the people I work with	4-Once in a While ▾
5. I praise people for a job well done	1-Almost Never ▾
6. I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on	8-Usually ▾
7. I describe a compelling image of what our future could be like	6-Sometimes ▾
8. I challenge people to try out new and innovative ways to do their work	9-Very Frequently ▾
9. I actively listen to diverse points of view	Choose an Answer ▾
10. I make it a point to let people know about my confidence in their abilities	Choose an Answer ▾

CANCEL SAVE NEXT

Assessment Tips:

Remember to provide responses to all 30 questions before submitting your assessment. Be sure to take a moment to participate in a brief demographic survey and contribute to the all-important research that serves as the foundation for the LPI. When you are ready to begin completing your assigned LPI Self assessment, click BEGIN MY SURVEY.

Appendix D

Online Leadership Practices Inventory 30-Item Questionnaire

Appendix D

Online Leadership Practices Inventory 30-Item Questionnaire

Model the way	1.	I set a personal example of what I expect of others
Inspire a shared vision	2.	I talk about future trends that will influence how our work gets done
Challenge the process	3.	I seek out challenging opportunities that test my own skills and abilities
Enable others to act	4.	I develop cooperative relationships among people I work with
Encourage the heart	5.	I praise people for a job well done
Model the way	6.	I spend time and energy making certain that the people I work with adhere to the principles and standards that we have agreed on
Inspire a shared vision	7.	I describe a compelling image of what our future could be like
Challenge the process	8.	I challenge people to try out new and innovative ways to do their work
Enable others to act	9.	I actively listen to diverse points of view
Encourage the heart	10.	I make it a point to let people know about my confidence in their abilities
Model the way	11.	I follow through on the promises and commitments that I make
Inspire a shared vision	12.	I appeal to others to share an exciting dream of the future
Challenge the process	13.	I search outside the formal boundaries of my organization for innovative ways to improve what we do
Enable others to act	14.	I treat others with dignity and respect
Encourage the heart	15.	I make sure that people are creatively rewarded for their contributions to the success of our projects
Model the way	16.	I ask for feedback on how my actions affect others people's performance
Inspire a shared vision	17.	I show others how their long-term interests can be realized by enlisting in a common vision
Challenge the process	18.	I ask "What can we learn?" when things do not go as expected
Enable others to act	19.	I support the decisions that people make on their own
Encourage the heart	20.	I publicly recognize people who exemplify commitment to shared values
Model the way	21.	I build consensus around a common set of values for running our organization
Inspire a shared vision	22.	I paint the "big picture" of what we aspire to accomplish
Challenge the process	23.	I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on
Enable others to act	24.	I give people a great deal of freedom and choice in deciding how to do their work
Encourage the heart	25.	I find ways to celebrate accomplishments
Model the way	26.	I am clear about my philosophy of leadership
Inspire a shared vision	27.	I speak with genuine conviction about the higher meaning and purpose of our work
Challenge the process	28.	I experiment and take risks, even when there is a chance of failure
Enable others to act	29.	I ensure that people grow in their jobs by learning new skills and developing themselves
Encourage the heart	30.	I give the members of the team lots of appreciation and support for their contributions

Appendix E

Information Letter to Participants

Appendix E

Information Letter to Participants

(Date)

(Address)

Dear Ms. (Potential Participant's Last Name):

I am a researcher and doctoral candidate out of Olivet Nazarene University's Doctoral Education Program, conducting a study to inquire about the experience of minority female supervisors within your police department. I am sending you a copy of the Consent Form which I will need for you to sign and return in the envelope provided. Please review the form and if you have any questions or concerns, you may call me or the other persons named in the form.

I will contact you soon upon receipt of your Consent Form, regarding the next steps of your participation in the study.

Thank you in advance for taking the time to help me in this important research.

Sincerely,

Yasmia G. Dunn
Researcher

Appendix F

Informed Consent Letter for Participants

Appendix F

Informed Consent Letter for Participants

Title of Study:

An exploratory study: The characteristic of successful female supervisors of ethnic minority within a large urban Police department located in the Midwest

Principal Investigator (PI): Yasmia G. Dunn

Department of Education

Introduction / Purpose: I understand that Yasmia G. Dunn is asking me to participate in a research study about my experiences within policing.

Study Procedures: I further understand that I will be completing brief surveys and questionnaires and participating in an interview in which these experiences will be the topic. The interview is likely to last one hour of my time. I understand that the interview will be recorded and that the tapes will be transcribed later, after which the tapes will be destroyed.

Risks: There are minimal risks associated with this particular study. The only risk is possibly recalling unpleasant memories. I understand that I may discontinue the interview at any time.

Benefits: I may experience a better understanding of my professional career choice and aspiring minority female supervisors will have a tool to aid in their career advancement.

Compensation: In the unlikely event of any injury resulting from the research study, no reimbursement, compensation, or free medical care is being offered by either Olivet Nazarene University. No funds are available to pay participants in this study.

Voluntary Participation/Withdrawal: Yasmia G. Dunn has explained to me the details of the study and the interview; I understand that I can discontinue the interview at any time.

Questions: If I have any questions concerning my participation in this study now or in the future, the researcher, Yasmia G. Dunn can be contacted at (773) 957-5452.

Confidentiality: I understand that all data collected will remain confidential and no names will be attached to the interview tapes. After transcribing the tapes, they will be destroyed by the researcher. No names will be associated to transcribed data. Whenever the data is presented in the research it will be coded by number as opposed to name, and presented in either in summary form or as anonymous quotes.

Consent to Participate in Research Study: I have read all the above information about this research study, including experimental procedures, possible risks, side effects, and the

likelihood of any benefits to me. I hereby consent and voluntarily offer to follow the study requirements and take part in this study. I will receive a signed copy of this consent form.

Participant's Signature

Date

Appendix G

Coding and Thematizing

Appendix G

Coding and Thematizing

Research Question	Major Themes	Codes
Leadership Characteristics	<p style="text-align: center;">Fairness and Respect</p> <p style="text-align: center;">The Motivation to Lead: Teaching, Guiding, and Helping Others</p>	Fairness
		Professionalism
		Lead by example
		Hard work/Perseverance/Resiliency
		Intelligence/Competence
		Desire to make a difference
		Building relationships
		Problem solving
		Desire to help/support officers
		Building trust
		Understanding/Compassion/Empathy/Nurture
		Respect
		Earned their way
		Administrative Skills
		Education
		Confidence
		Listening
		Communication
		Mentoring/Teaching/Guiding
		Integrity/Honesty/Ethics
Barriers to careers advancement	<p style="text-align: center;">Establishing Priorities: Balancing Work and Family Obligations</p> <p style="text-align: center;">Perceptions of Deception in Testing/Promotion Procedures</p> <p style="text-align: center;">A Sense of Belonging: The need for Fairness, Equality, and Acceptance</p>	Lack of motivation/contentment by other women
		Lack of self confidence
		Gender Biases/Resistance to working with women/Male favoritism
		Restricted access to male-dominated (specialized) units/Exclusion
		Women steered towards admin positions
		Lack of mentoring
		Lack of training/encouragement towards operational skills
		Having to continually prove themselves
		Resistance to being led by women
		Having to make a choice between career/family obligations
		Discouraged by department direction
		Feelings of disrespect/being antagonized
		Experiences of perceived racism
		Being the "only female"
		Having to "fit in"
		Under qualified/Incompetent
		Feeling undervalued/underutilized
		Unethical testing/promotion procedures
		Budget
		Infrequent Testing
		Lack of acceptance as a leader

Factors that aide career advancement	Prepare Me: The Importance of Education, Job Skills, Opportunities, and Training	Taking advantage of opportunities
		Preparedness/Being qualified
		Teamwork/Collaboration
		Respect for differences
		Strong sense of self
		Improve/seek operational skills/opportunities (as opposed to admin)
		Pursued a varied experience
		Having a mentor
		Being helpful
		Taking pride in career/doing their best
	Stories of Perseverance: Pink, Colored, and Blue	Study habits/testing skills
		Encouragement by peers/loved ones/mentor
		Frequency of exams in the past
		Acceptance of leadership/Responsibility
	Mentorship: Networking and Advocating for Full Inclusion	Option/opportunity to pursue position
		Forming Associations/Advocacy groups/Networking/Mentorship
		Job knowledge/Skills/Experience
		Training
		Efficiency/Performance
		Relationships
		Management style
		Acceptance as a leader by others
		Discipline