



Perceived Participation Outcomes of Law Enforcement Leadership Educational and Training Offered by the Institute for Credible Leadership Development

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Background

The Law Enforcement Institute for Credible Leadership Development (LE-ICLD), a collaborative Law Enforcement Leadership Education and Training program by the National Sheriffs' Association (NSA), and the International Academy of Public Safety (IAPS) has successfully delivered over 7,000,000 hours of training to over 38,000 students nationwide and counting. The LE-ICLD is:

- **Proven** – The curriculum has been scientifically developed and tested since 2009.
- **Accessible** – Officers can learn on-line 24/7, anywhere Internet access is available.
- **Continuous**– Professional, comprehensive LEO education and development are available from 'hire to retire.'
- **Affordable** – LEO leadership skills and principles are delivered reliably, confidently at a fraction of traditional training costs.
- **Sustainable** – An academy is customizable to meet the evolving needs of any local agency or state-wide organization. Operational requirements fit local budgets.
- **Effective** –LE-ICLD Credible Leadership academies help build mutual trust and respect with the community while citizen complaints are reduced.
- **Compatible** – The LE-ICLD fills the void of leadership education and development which now exists between basic police and senior staff leadership training.

Although, the program participants complete a detailed evaluation, IAPS commissioned a survey of the participants to examine their perceived program impact. This research brief provides an overview of the research methodology, sample, and research results.

Research Methodology

A telephonic focus group was conducted with a random sample of 32 LE-ICLD participants to discuss the need for the study and seek input for developing a short impact survey in early May 2016. The group discussed various survey items but decided to keep the survey to a short and direct set of seven questions.

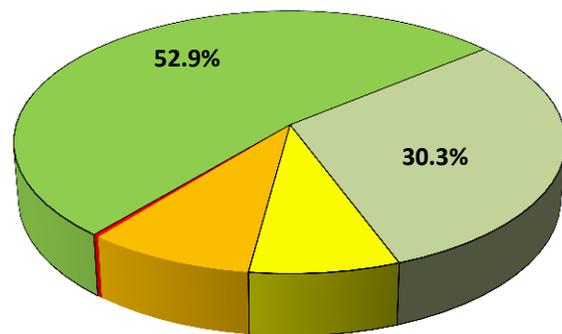
The focus group also discussed various research methodologies for consideration including on-line surveys, mail surveys, telephonic interviews, interviews at conference, etc., but decided to proceed with on-line surveys for ease and cost-effectiveness to secure higher participation and response rates.

Despite researchers' recommendations to survey a sample of randomly selected participants, the group voted to make the survey available to all to all LE-ICLD participants. Consequently, a total of 29,612 LE ICLD participants were contacted in May of 2016 and invited to participate in the study. A total of 15,578 responded to the survey. 11,904 were male (76.4%) and 3,674 (23.6%) were female.

Research Results

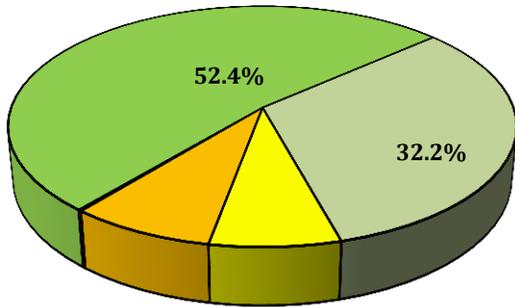
For each of the six questions students were asked about LE-ICLD content, learning, and application of material, the vast majority of responses were positive. Such responses included 'Extremely Satisfied', Extremely Positive, and Very Likely.

Chart 1
Student satisfaction with LE-ICLD content



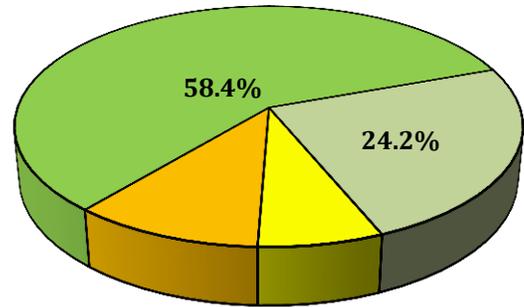
Overall, 91% (14,176) of respondents indicated some level of satisfaction with the LE-ECLD content. As Chart 1 illustrates, the majority, 52.9% (8,241), of all students indicated that they were extremely satisfied and another 30.3% (4,720) were moderately satisfied. 7.8% (1,215) respondents indicated being slightly satisfied, 8.7% (1,355) were neither satisfied nor dissatisfied, and a mere 0.3% (47) were slightly dissatisfied.

Chart 2
Overall feelings toward the LE-ICLD program



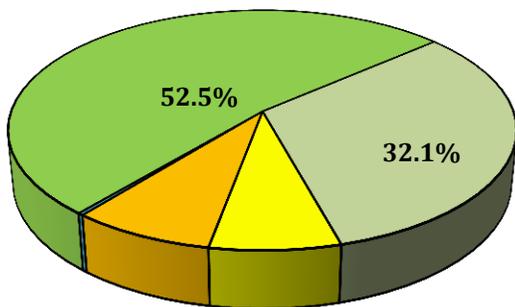
Results were similar when students were asked about their overall feelings toward the LE-ICLD program. Chart 2 indicates that almost 85% (14,301) responded as having some level of positive feelings. 52.4% (8,163) indicated having extremely positive feelings, 32.2% (5,016) reported moderately positive, and 7.2% (1,122) had slightly positive feelings toward the LE-ICLD program.

Chart 4
Likelihood of using LE-ICLD in daily police work



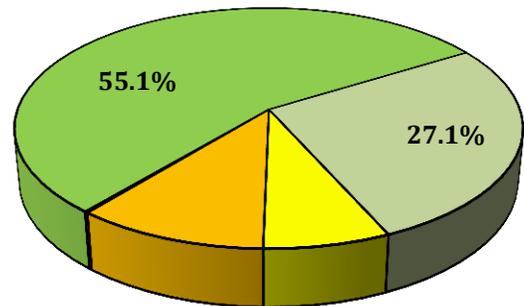
When asked how likely they would be to use the content of the LE-ICLD program in their daily police work, 58.4% (9,098) of respondents indicated they were very likely and 24.2% (3,770) were likely to do so (see Chart 4). Only 6.9% (1,075) were undecided (unsure) whether they would and 10.5% (1,636) thought they were unlikely to use it in daily work.

Chart 3
How much did you learn from the LE-ICLD program



Related to the program's content and student learning, students were asked how much they learned from the LE-ICLD program (see Chart 3). The large majority of students indicated they did learn from the program. In all, 84.6% (13,179) reported that they learned from the program with 52.5% (8,178) reporting that they "learned a lot." 7.2% (1,122) were neutral on learning, only 8.2% indicated they did not learn, and 0.3% (47) reported they did not learn 'anything' from the program.

Chart 5
Material learned in LE-ICLD would help improve a trusting relationship with your community



Respondents were asked whether they thought the material they learned in LE-ICLD would improve a trusting relationship within their community. As shown in Chart 5, over 82% (12,805) of all respondents thought it was very likely or likely the material learned would help. 7% (1,090) of respondents were undecided at this time and 10.5% reported thinking it was unlikely.

Chart 6
Content of LE-ICLD would assist the agency improve the leadership culture of the agency

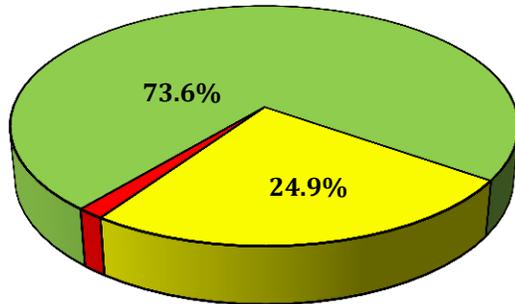


Chart 6 shows the results to the question of whether respondents perceive that the content of LE-ICLD will the agency improve its leadership culture. 73.6% (11,465) indicated yes, it would improve the leadership culture and 24.9% thought that maybe it would. A mere 1.5% (234) of all respondents had the perception that no, it would not improve the leadership culture.

Of the 15,578 respondents, 76.4% (11,902) were male and 23.6% (3,676) were female. On all questions asked, we found no statistically significant differences in responses based on gender.

Conclusions

Overall, students are quite satisfied with their LE-ICLD learning experience. The finding that 91% of all respondents indicated some level of satisfaction with the LE-ICLD content is an overwhelming statement of support.

In the realm of public safety where so much training is mandated and officers and staff reluctantly participate, the strong level of support by students is quite meaningful. This support is illustrated further by the finding that 91.8% have positive feelings about the LE-ICLD program learning experience.

While all the results of this survey are positive, it is definitely encouraging to find that respondents indicated that they learned from the program. In an entirely online environment, students can possibly feel unmotivated to finish and learning is diminished. Obviously, this is not true

in the case of the LE-ICLD program when 84.6% are reporting that they learned from the program.

Americans have witnessed an increase in the amount of media coverage of negative police encounters over that past few years. While some suggest complete reform of the criminal justice system, other, less macro enhancements may be appropriate and successful in the area of policing and community relations. One of those possible areas is officer training in leadership where that training is perceived as useful and likely to be used by officers on the street. It appears this is the case for the LE-ICLD training. Over 82% of the respondents indicated that they were likely or very likely to use the LE-ICLD material in their daily police work. The findings of this study are revealing that not only do officers like the program, they learn from it and, report being likely to use it daily.

Another result of increased media coverage of negative contacts between police and their community is that relationships between the two have been strained in many communities around the United States. It appears that respondents perceive that LE-ICLD can have a positive impact in community relations as well by positively improving police contacts with the public. When asked if material learned in LE-ICLD would improve trusting relationships with their community, over 82% of respondents thought this was likely or very likely.

Overall, the findings of this study on the perceived outcomes of LE-ICLD leadership training are both positive and encouraging. It appears that respondents not only like the program, they actually learn from it and learn enough to perceive that the material they learn can be incorporated into their daily work. In this time of strained police-community relations, it is an important finding that officers' perceptions reveal that LE-ICLD can be a catalyst for change in policing both externally and internally by building trusting community relations, and by improving the leadership culture in their organizations.

These findings may not only be an indication of the program content, they also may suggest the online learning modality as effective in delivering the content materials. Future research could examine respondents' perceptions on additional dimensions as well as the outcomes of the training for public safety organizations in which they serve. These findings serve as evidence that students are engaged in the LE-ICLD training and they learn material that can be incorporated to make a difference in their profession.