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A Qualitative Study to Discover and Describe Common Ground Strategies Used by Exemplar Law Enforcement Leaders to Proactively Transform and Resolve Conflict as They Attempt to Shape the Future

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A Qualitative Study to Discover and Describe Common Ground Strategies Used by Exemplar Law Enforcement Leaders to Proactively Transform and Resolve Conflict as They Attempt to Shape the Future.

A Dissertation by

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ABSTRACT

A Qualitative Study to Discover and Describe Common Ground Strategies Used by Exemplar Municipal Police Chiefs to Proactively Transform or Resolve Conflict as They Attempt to Shape the Future.

by Christopher M. Fuzie

The purpose of this thematic, qualitative, phenomenological study was to discover and describe the lived experiences of exemplar Municipal Police Chiefs in the use of six domains of conflict transformation; collaboration, communication, emotional intelligence, ethics, process, and problem solving, in order to find breakthrough results and transform conflict. This study was accomplished through the lived experiences, perceptions and interpretations of exemplar Municipal Police Chiefs, and through these experiences, put forward the commonalities, patterns of behavior, or repetitive themes that are used to find common ground and produce breakthrough results. The findings from this research illustrate how exemplar municipal police chiefs use the conflict transformation behaviors of collaboration, communication, emotional intelligence, ethics, problem-solving, and process to achieve common ground. By identifying and describing how exemplar municipal police chiefs use the conflict transformation behaviors of collaboration, communication, emotional intelligence, ethics, problem-solving, and process to achieve common ground, best practices of these behaviors may be able to be developed. The findings and literature support the use of these behaviors to transform conflict and develop common ground. Further research is advised for this area by replicating this study in other types of law enforcement organizations, industry, education, and possibly the military. Conduct a study to combine the results of this study

with the peer-researchers in this thematic phenomenological study for results and compare the results. Further research is needed in the area of common ground to determine if the conflict transformation behaviors cross-over to other organizations.

PREFACE

Following discussions and considerations regarding the opportunity to study common ground in multiple types of organizations, three staff researchers and ten doctoral students discovered a common interest in development of the common ground principles which resulted in the goal of our thematic study. The goal of the study is to discover and describe how successful exemplar leaders establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors: collaboration, communication, emotional intelligence, ethics, problem solving and process. The opportunity to work on this topic was intriguing as its goals are in alignment with the goals of my current organization and field of study, and also may positively impact the current perceived level of trust in law enforcement through gaining understanding of the specific domains of common ground and how those behaviors may be applied in the future.

Throughout the study, the term "peer researchers" is used to refer to the other researchers who conducted this thematic study. My fellow doctoral students and peer researchers studied exemplar leaders in the following fields: Ambra Dodds-Main, K-12 Superintendents in midsize California school districts; Alida Stanowicz, female business leaders in California; Karen J. Bolton, Washington State Community College Presidents; Darin Hand, Washington State Mayors; Tamarah Tilos, Directors of Mental Health Organizations in the U.S.; Monique Ouwinga, California College Presidents in non-profit independent colleges and universities; Jennifer Marzocca, Washington State nonprofit leaders; Denise

LaRue, HR executives in mid-size California school districts; and I studied the lived experiences of municipal police chiefs in Northern California..

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CHAPTER I: INTRODUCTION

In September 1991, two hikers discovered a human corpse partially covered by snow and ice, on the Tisenjoch Pass in the Italian part of the Ötztal Alps. The Tyrolean Iceman, a 5,300-year-old Copper Age individual, is now conserved at the Archaeological Museum in Bolzano, Italy, together with an array of accompanying artefacts. An arrowhead lodged within the soft tissue of the left shoulder, having caused substantial damage to the left subclavian artery, indicated a violent death (Keller et al., 2012). This is one of the oldest individual conflicts modern humans have been able to identify.

Human conflict has been around as long as humans have been in existence. In his book *Of Arms and Men: A History of War, Weapons, and Aggression*, author Robert O'Connell states, "The best evidence is that war, true war, began somewhere between seven and nine thousand years ago – although it could have been much earlier- not as an aberration of the human psyche, but as the culmination of a revolutionary change in man's economic and social life" (O'Connell, 1989b).

As people spread across the globe and new worlds were discovered, including North America, people continued to have international conflicts (wars), as well as national conflicts, civil wars, and localized conflicts. "Many conflicts in which we find ourselves hit us out of the blue. We're surprised to wind up arguing, misunderstanding, or talking past each other when we and other generally reasonable people try to negotiate decisions, work for the same goals, or barter one thing for another" (VanSant, 2006).

According to Nicotera, Rodriguez, Hall and Jackson (1995), as quoted by Pearce and Littlejohn in *Moral conflict: When social worlds collide*, there are three popular approaches to looking at conflict. The first is "Game theory, which looks at conflict

arising from rational decision making in competitive and cooperative systems" (W. B. Pearce, Littlejohn, Stephen W., 1997). The second, the "cognitive approach, focuses on individual differences such as conflict style. The third way of looking at conflict is institutional and concentrates on societal structures and processes in generation and expression of conflict" (W. B. Pearce, Littlejohn, Stephen W., 1997).

Understanding how conflict can be reduced or avoided is significant in a civilized society in order to maintain an acceptable level of accord and fairness for all people in that society. "Social science research offers two alternatives, the first of which recommends that task-related conflict be managed using problem-solving techniques while avoiding relationship conflict. The other approach advocates for the active management of relationship conflict as it almost always accompanies task related conflict" (Rogers et al., 2011).

"'Law enforcement' is the term that describes the individuals and agencies responsible for enforcing laws and maintaining public order and public safety. Law enforcement includes the prevention, detection, and investigation of crime and the apprehension and detention of individuals suspected of law violation" (Bureau of Justice Statistics, 2015).

The FBI released *Crime in the United States, 2013*, which shows there were an estimated 1,163,146 violent crimes reported to law enforcement in 2013, along with an estimated 8,632,512 property crimes nationwide. Although, the estimated number of violent crimes in 2013 decreased 4.4 percent when compared with 2012 figures, and the estimated number of property crimes decreased 4.1 percent (Crime In America.net,

2015), there are still perceptions that crime and conflict have increased and law enforcement is becoming more militarized.

These are some of the challenges that Municipal Police Chiefs of today face. How does a society reduce or handle conflict such as the recent incidents in Ferguson, Missouri and New York City, and the subsequent riots and public demonstrations that followed? However, this is not just a problem in other places, this is a problem for all law enforcement, including Municipal Police Chiefs in California.

"The crux of the law enforcement officer's problem is weighing the individual's liberty against the social and legal necessities of regulation" (Farrow, 2015). This is the heart of immerging perceived conflict now brewing in the United States between individual citizens and the law enforcement entities. Also emerging is the study of common ground as it relates to transforming conflict. For this study, common ground is defined as, "An interplay of intentions of people from different sociocultural backgrounds, differences, and cultures while finding a foundation of common interest or comprehension."

Background

Common Ground

In order to understand the need for common ground, one must do little more than take a look at what is happening in the world today. Pick up any newspaper and conflicts such as the war in Syria, ISIS on the attack in the Middle East (Bernard, 2015), refugees fleeing war and trying to find a new home in Europe (Hussian, 2015), and in the United States, immigration, racial, religious conflict (Balz, 2014). Even conflict over the issuing of marriage licenses to same-sex couples has become headlines (Keneally & Perex, 2015). Everywhere conflict can be found.

While considering the focus to discover and describe common ground strategies used by exemplar municipal police chiefs to proactively transform or resolve conflict as they attempt to shape the future, it is important to understand that common ground relies very highly on the perceptions of those people involved in a conflict. "Conflict is often rooted in our perception of another's actions and intentions. How we view and interpret the behavior of one another can determine our attitude toward the shaping and the resolution of a conflict" (Kouzakova, Ellemers, Harinck, & Scheepers, 2012).

"Constructing common ground occurs within the interplay of intention and attention, and in turn the interplay of the two concepts is enacted on the sociocultural background constructed by common ground"(Kecskes & Zhang, 2009). In describing common ground and conflict Jacobson states, "Common ground thinking does not offer solutions to divisive issues – but that is its strength. It does provide a way for people with differences to work together" (Jacobsen, 1999). According to author Robert O'Connell in his book *Of Arms and Men: A History of War, Weapons, and Aggression*

conflict is as old as humankind, (O'Connell, 1989a) describing what conflict is and how it relates to the use of common ground is necessary.

The definition of conflict must be considered, both for its ability to outline what the exterior parameters are for understanding and for the psychological context in which people perceive it. "Psychologists know that peace and conflict form the conditions within which psychological lives are actually lived, and that those lives make up social contexts of peace and conflict. Psychologists also share an understanding that peace and conflict are anything but simple. Since a majority of law enforcement involvement is conflict-based, officials are frequently involved in conflict situations in their community, either handling external conflict, or internally as an organization, it is very appropriate to consider these implications for law enforcement.

Law Enforcement

America's first known system of law enforcement was established in Boston as soon as colonists had settled there in 1630, local ordinances had allowed for constables to be appointed. This early policing system was modeled after the English structure, which incorporated the watch, constables, and sheriffs (derived from the British term, "shire-reeves") in a community-based police organization (D. R. Johnson, 1981).

Modern law enforcement origins. A new and improved law enforcement system implemented first by England in 1829: a stronger, more centralized, preventive police force, designed to deter crime from happening, rather than to react once it had occurred (D. R. Johnson, 1981). This new and improved law enforcement system was founded based on the principles and model presented by Sir Robert Peel in 1828 (Lentz & Chaires, 2007).

According to Dr. Gary W. Potter, in *The History of Policing in the United States*,

> From the beginning American policing has been intimately tied not to the problem of crime, but to exigencies and demands of the American political economy. From the anti-immigrant bashing of early police forces, to the strike breaking of the later 1800's, to the massive corruption of the early 20th century, through professionalism, Taylorization and now attempts at amelioration through community policing, the role of the police in the United States has been defined by economics and politics, not crime or crime control. As we look to the 21st century, it now appears likely that a new emphasis on science and technology, particularly related to citizen surveillance; a new wave of militarization reflected in the spread of SWAT teams and other paramilitary squads; and a new emphasis on community pacification through community policing, are all destined to replay the failures of history as the policies of the future. (Potter, 2014)

To attempt to avoid such failures as predicted by Potter, and in reflecting on Pillar One: Building Trust and Legitimacy, from *Final Report: The President's Task Force on 21st Century Policing*, "Building trust and nurturing legitimacy on both sides of the police/citizen divide is the foundational principle underlying the nature of relations between law enforcement agencies and the communities they serve" (Policing, 2015). To this end, the ability to find common ground with communities and the police agencies is the goal of this portion of the thematic study of the concepts of common ground, and may help bridge the current identified gap in law enforcement as well as other professions.

The common ground conflict transformation behavioral domains include: collaboration, communication, emotional intelligence, ethics, problem-solving and process were selected to be first identified and described. Each of these first must be defined and comprehended to adequately include them in the overall understanding.

Six Domains of Conflict Transformation Behaviors in Common Ground

Collaboration. "By definition, leaders don't operate in isolation. Nor do they command in the literal sense of the word, issuing a one-way stream of unilateral directives. Instead, leadership almost always involves cooperation and collaboration, activities that can occur only in a conducive content" (Rosenbach, Rosenbach, & Taylor, 2009). There is no set method or definitive way to collaborate, according to several authors on the subject. For this study, collaboration is defined by the peer-researchers as, "The ability to involve others, in a mutually beneficial and accountable manner, which allows for achievement or acceptance of agreed upon goals." Understanding how exemplar Municipal Police Chiefs use collaboration to transform conflict into a productive state in which we may find common ground may be useful to other law enforcement leaders.

Communication. The last of these six behavioral domains of conflict transformation in common ground is communication. For this study, communication is defined as, "The transferring of meaning from sender to receiver, while overcoming noise and filters, so that the intended meaning is received by the intended recipient." Steven Covey reminds us in *The 7 Habits of Highly Effective People,* to "Seek first to understand, then to be understood" (Covey, 2004). This is an essential part of communication as we are both sender and receiver, and the communication process

facilitates all other aspects of leadership. "We are drawn to leaders and organizations that are good at communication of what they believe. Their ability to make us feel like we belong, to make us feel special, safe and not alone is part of what gives them the ability to inspire us. Those whom we consider great leaders all have an ability to draw us close and to command our loyalty" (Sinek, 2009). When considering how communication is related to common ground and transforming conflict, the perception of common ground must be considered.

"...Common ground is perceived as an effort to converge the mental representation of shared knowledge present as memory that we can activate, shared knowledge that we can seek, and rapport, as well as knowledge that we can create in the communicative process" (Kecskes & Zhang, 2009). "The ability to build common ground requires that speakers update their mental representation of another's mind over time to build on shared knowledge to develop richer common ground for more rapid and economical communication (e.g., shorter labels across time) *(Krauss & Fussell, 1996)*"

Emotional Intelligence. William Wyatt defines emotional intelligence as, "The ability to identify and manage your emotions in a positive manner so that you can achieve your life goals, such as having better relationships and being more successful at work"(Wyatt, 2014b). And yet, in *Emotional Intelligence 2*.0 by Bradberry and Greaves, they define emotional intelligence as "your ability to recognize and understand emotions in yourself and other, and your ability to use this awareness to manage your behavior in relationships" (Bradberry & Greaves, 2009). For this study Emotional intelligence is defined by the peer-research team as, "The self-awareness of one's own emotions and

motivations, and the ability to understand the emotions of others in social settings, which allows for management of behavior and relationships."

Steven Covey says, "Developing stronger emotional intelligence is one of the greatest challenges faced by parents and leaders at all levels of organizations" (Covey, 2013). According to Timothy Turner, in his FBI Law Enforcement Bulletin article calling for Emotional Intelligence in Leadership, "Law enforcement leaders must develop healthy relationships and manage conflict while achieving productive goals. Research has found that emotional intelligence was more important for success than any other asset, including intelligence or technical expertise" (Turner, 2006). Therefore, understanding how exemplar Municipal Police Chiefs use emotional intelligence as it relates to finding common ground as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Ethics. Ethics is defined as, "Human beings making choices and conducting behavior in a morally responsible way, given the values and morals of the culture." "Human beings are moral agents. They are responsible for their choices, and they have a duty to make choices in a morally responsible way" (Strike, Haller, & Soltis, 2005). "Making decisions about ethical practices and moral codes is ever more difficult. Not only is there a more diverse group of employees and members than ever before, but there is also greater diversity in how they accept moral and ethical guidance" (Zinni & Koltz, 2009). The focus for ethics was on the leader of the organization, typically a county sheriff or chief of police. "Ethical leaders recognize that decision making that is authentically embedded in the organization may not always be agreed with but must be respected" (White, Harvey, & Kemper, 2007). Understanding how exemplar Municipal

Police Chiefs use ethics as it relates to finding common ground as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Problem solving. Problem solving for humans is natural according to former CIA Analyst Morgan D. Jones. In his book he says, "Human beings are problem solvers by nature. When our species arrived on the scene, every kind of human-eating predator could outrun us over a short distance – and short distance was all a predator needed. Yet we managed to survive, not because of our physical attributes, but because of our newborn intellect. Brain power had conveniently shifted the odds in *Homo sapiens'* favor" (Jones, 1995).

Jones also states that problem solving has two main components, which are "factors" and "issues." He says, "…nearly all situations, even the more complex and dynamic, are driven by only a few major factors. Factors are things, circumstances, or conditions that cause something to happen. Factors, in turn, beget issues, which are the points or questions to be disputed or decided" (Jones, 1995). As an example, the factors (things, circumstances, and conditions) in the Michael Brown shooting death in Fergusson, Missouri brought into question the issues of current policing practices throughout the entire United States. Understanding how exemplar law enforcement leaders use problem solving as it relates to finding common ground and as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Process. Process was defined by the peer-research team. The theoretical definition is: A method that includes a set of steps and activities that group members follow to perform tasks such as strategic planning, or conflict resolution. The three levels of process include process design, process methods, and process tools. While the

operational definition was developed to be: Any internal, external, or systemic pattern of behavior organized in a step-by-step order or action to achieve a goal, function, or end product.

The focus for process is towards how exemplar Municipal Police Chiefs use it to reduce or prevent conflict, however it is currently unclear if the processes were internally, externally, or systematic conditions. "Leadership is a socially constructed reality. According to Mitchell et al., "Attributions of leadership by observers and group members are biased by their individual social realities." Furthermore, individual, processual, structural, and environmental variables are mutually causal phenomena in leadership studies; that is, delineating cause and effect among these variables is difficult" (Covey, 2013). "When behavior that jeopardizes the common purpose remains unchanged, courageous followers recognize the need for transformation. The champion the need for change and stay with the leader and group while they mutually struggle with difficulty of real change. They examine their own need for transformation and become full participants in the change process as appropriate (Chaleff, 2009). Understanding how exemplar Municipal Police Chiefs use process and processes as it relates to finding common ground as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Summary

Common ground is anything but a simple concept, because as the literature shows there are many possible areas of focus to the actual construct of the concept of common ground that could be explored. However, six domains emerged in the review of the literature to show great promise for leaders who were striving to transform conflict and

reach common ground: collaboration, communication, emotional intelligence, ethics, problem solving and process to transform conflict.

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Statement of the Research Problem

There is a problem in law enforcement organizations which, despite the fact that they are well-trained, well-equipped, consist primarily of members of their own community, and may have embraced "Community Oriented Policing," there is still a perceived fissure in the connectedness of the law enforcement organizations and the communities in which they serve (Farrow, 2015). In the last half of 2014, nothing has highlighted this fissure between law enforcement and the community more so than the anti-law enforcement related demonstrations in Ferguson Missouri, New York, Los Angeles, and other cities (FoxNewsService, 2014).

These demonstrations, as well as the assassination of two New York police officers in December of 2014 (Eversley, 2014), prompted President Barack Obama to sign Executive Order #13684 establishing a Task Force on 21st Century Policing. The Task Force seeks to identify best practices and make recommendations to the President on how policing practices can promote effective crime reduction while building public trust and examine, among other issues, how to foster strong, collaborative relationships between local law enforcement and the communities they protect (Obama, 2014).

Conflict over the use of deadly force against minorities is a problem that police departments across the country are now confronting in the midst of an anguished national debate. Several high profile incidents have created a perceived conflict between minority groups and the police. In New York, where a grand jury declined to indict a white officer

in the July death of an unarmed black man, and in Cleveland, where the Justice Department will require an independent monitor of the Police Department in the wake of fatal police shootings, are just the most recent examples (Gillispie, M., 2014),(Goodman, 2014). Closing this gap of current perceptions of conflict over excessive force experts say, will require a broad shift in police training and culture, and in officers' behavior and attitudes — the sorts of almost philosophical changes that are complex, time-consuming and, at times, costly, financially, in lives lost, in deep-held perceptions, and ultimately in court cases and decisions which change our society.

This problem has negatively impacted many citizens in their perceptions of the police, as well as impacted the law enforcement community because there is a growing perception that the police (law enforcement in general) are viewed more as an occupying militia rather than a member of the community (Cira, 2014). At this point in time it is important to understand more about how exemplar law enforcement leaders can successfully establish common ground with the communities and reestablish trust in the services they provide.

Purpose Statement

The purpose of this phenomenological study is to discover and describe how exemplar Municipal Police Chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors.

Research Questions

Central Question

What are the lived experiences of exemplar Municipal Police Chiefs in establishing common ground and producing breakthrough results by engaging in elements of the Six Domains of Conflict Transformation Behaviors?

Sub Questions

1. Collaboration - How do exemplar Municipal Police Chiefs use collaboration to establish common ground and produce breakthrough results?
2. Communication - How do exemplar Municipal Police Chiefs use communication to establish common ground and produce breakthrough results?
3. Emotional Intelligence - What aspects of emotional intelligence do exemplar Municipal Police Chiefs use to establish common ground and produce breakthrough results?
4. Ethics- How do exemplar Municipal Police Chiefs use ethics to establish common ground and produce breakthrough results?
5. Problem Solving- How do exemplar Municipal Police Chiefs use problem solving strategies to establish common ground and produce breakthrough results?
6. Process- What processes do exemplar Municipal Police Chiefs use to establish common ground and produce breakthrough results?

Significance of the Problem

The tragic shooting death of Michael Brown in Ferguson, Missouri (NY Times, 2014), and chokehold death of Eric Gardner, in New York City, New York by police (Guynn, J. 2014), has brought into sharp focus the perception that many Americans simply do not trust law enforcement. Recent polls show a deep racial divide in confidence in law enforcement (Dann, 2014), which suggest that a widely held group of Americans do not feel that police are adequately held accountable for their actions, treat racial groups equally or use the appropriate amount of force. This perception of the lack of trust undermines the legitimacy of law enforcement and creates an unequal society in which some feel comforted by law enforcement while others feel suspicious and distrustful (Horowitz, 2007). Members of the community are more likely to feel safe and cooperate in investigations if they trust law enforcement; thus, it is in the best interest of all stakeholders to understand and build trust in law enforcement (Horowitz, 2007).

Whether benefitting an individual person, or a specific group of people, or even for the nation as a whole, this study is significant in that it helps discover and describe how exemplar Municipal Police Chiefs establish common ground and produce breakthrough results within their organizations and/or communities by utilizing the six domains of conflict transformation behaviors and increase the perceived levels of trust with the community.

The significance is not immediately measurable in quantifiable terms, but rather can be identified and organized by the ability to resolve conflict or potential conflict, the level of cooperation, and connectedness that is found between the community and the exemplar law enforcement authority of that community. Sir Robert Peel, considered the

founder of modern policing, wrote as part of the seventh of his Nine Principles of Law Enforcement, "…police are the public and the public are the police; the police being only members of the public who are paid to give full time attention to duties which are incumbent on every citizen in the interests of community welfare and existence" (Lentz & Chaires, 2007; Peel, 1829).

Sir Robert Peel also said, "*Agitation is the marshalling of the conscience of a nation to mold its laws"* (Peel, n.d.). If this statement is representative of the current trends in the United States, then it indicates there is a need to discover how to utilize the domains of conflict transformation in policing the United States. Once the domains of conflict transformation and how they are utilized is discovered and described, they may be able to be applied to leaders in different fields or occupations. Law enforcement may be able to apply these domains in the training of police leadership positions, from front-line supervisors to police executives. With the development of the common ground domains the application for law enforcement leadership can be far reaching and substantially influence how the community and the police agencies transform conflict. The current level of agitation in the United States may not be an indicator of the need to mold its laws, rather it may be an indicator to have all of those to whom the laws apply, and those who enforce the law, to come to some level of common ground about the application of the current laws.

Definitions

This section provides definitions of all terms that are relevant to the study. Often, there are theoretical definitions that give meaning in terms of the theories of a specific discipline in addition to operational definitions.

Theoretical Definitions

Common Ground. An interplay of intentions of people from different sociocultural backgrounds, differences, and cultures while finding a foundation of common interest or comprehension (Horowitz, 2007; Jacobsen, 1999; Kecskes & Zhang, 2009; L. Moore, 2013; Snowe, 2013; Tan & Manca, 2013).

Operational Definitions

Collaboration. The ability to involve others, in a mutually beneficial and accountable manner, which allows for achievement or acceptance of agreed upon goals (Hansen, 2009).

Common Ground. When all parties involved aspire to, and are willing to work towards, a new vision of the future together, one that meets everyone's deep-seated concerns and values (Search for Common Ground website, n.d.).

Communication. The transferring of meaning from sender to receiver, while overcoming noise and filters, so that the intended meaning is received by the intended recipient (Daft, 2012; Hellriegel & Slocum Jr., 2004; Maxwell, 2010; Schermerhorn, Osborn, & Hunt, 2008; Clark D. Stuart, 2012; Wyatt, 2014a).

Conflict. Any cognitive (perceptual), emotional (feeling), and behavioral (action) dimension that differs from another cognitive (perceptual), emotional (feeling), and/or

behavioral (action) dimension. This difference can be individual, or collective (Kouzakova et al., 2012; Mayer, 2012).

Conflict transformation. Conflict transformation is to envision and respond to the ebb and flow of social conflict as life-giving opportunities for creating constructive change processes that reduce violence, increases justice in direct interaction and social structures, and respond to real-life problems in human relationships (Lederach, 2003, p. 14; Ty, 2011).

Emotional Intelligence. The self-awareness of one's own emotions and motivations, and the ability to understand the emotions of others in social settings, which allows for management of behavior and relationships (Bradberry & Greaves, 2009; Hellriegel & Slocum Jr., 2004).

Ethics. Human beings making choices and conducting behavior in a morally responsible way, given the values and morals of the culture (Ciulla, 1995; Strike et al., 2005).

Exemplar. Someone set apart from peers in a superior manner, suitable for use as an example to model behavior, principles, or intentions (Goodwin, Piazza, & Rozin, 2014)

Problem-Solving. The act of choosing and implementing a solution to an identified problem or situation (Harvey, Bearley, & Corkrum, 1997).

Process. A method that includes a set of steps and activities that group members follow to perform tasks such as strategic planning, or conflict resolution. The three levels of process include process design, process methods, and process tools (Hamme, 2015; Schwarz, 2002).

Delimitations

For this study delimitations of the study to include 12 – 15 exemplar law enforcement executives within the State of California, and within a geographical area within 250 miles of Sacramento, California. This area includes municipal police agencies within the following counties: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, El Dorado, Fresno, Lake, Madera, Marin, Mariposa, Mendocino, Merced, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Sierra, Solano, Sonoma, Stanislaus, Sutter, Tulare, Tuolumne, Yolo, and Yuba. This geographical area was chosen as a convenience sample are for the researcher due to proximity and availability (McMillan & Schumacher, 2010, p. 137)

Organization of the Study

The study is organized into five chapters, a bibliography, and appendices. Chapter I provided an introduction to the topic of common ground, the background information of common ground, conflict, modern law enforcement, and the six focus areas of common ground constructs, and posed the research questions used to propel the study. Chapter I further provided definitions that are utilized in the context of the study. Chapter II presents an overview of current literature regarding common ground and the six focus constructs of common ground, modern law enforcement, and how conflict develops and may be mitigated. Chapter III describes the research design and methodology of the study. This chapter includes an explanation of the population, sample, and data gathering procedures as well as the procedures used to analyze the collected data. Chapter IV presents, analyzes, and provides a discussion of the findings

of the study. Chapter V contains the summary, findings, conclusions, recommendations for actions and further research.

CHAPTER II: REVIEW OF THE LITERATURE

In August of 2014, a police officer in Ferguson, Missouri shot and killed a young black man. The contradictory stories of how the shooting occurred sparked riots in Ferguson and in other areas of the country, as the media inundated news reports with witnesses stating Brown had his hands up as the police officer shot and killed him. A few months later, violence and rioting again erupted when the Grand Jury announced that it would not indict the police officer in the case, and that there was evidence that the officer had been attacked and fighting for his life at the time of the shooting. The riots and looting went on for several weeks with chants of "Kill the police" (Vinograd, 2014).

In December of 2014, New York erupted in protests and violence after a Grand Jury said it would not bring charges in the death of Eric Garner, a Staten Island man who died after he was arrested by New York police officers and placed in a "chokehold" (H. Stuart, 2014). Later in December, a man assassinated two New York police officers as they sat in their patrol car in an attempt to "avenge" the deaths of Eric Garner and Michael Brown. The shooter, Ismaaiyl Brinsley, from Baltimore, Maryland, wrote in an Instagram post, "I'm putting wings on pigs today. They take 1 of ours…let's take 2 of theirs" (T. Moore, Eisinger, Parascandola, Tracy, & Schapiro, 2014).

In May of 2015, the Unites States Justice Department was requested by the Mayor of Baltimore to investigate whether city police have engaged in a "pattern or practice" of excessive force. This action was taken as a result of the multiple days of rioting and violence against the city and specifically against the police in that city. Mayor Stephanie Rawlings-Blake stated to the Washington Post, "We all know that Baltimore continues to have a fractured relationship between the police and the

community. I needed to look for any and all resources I could bring to my city to get this right for my community"(Bui & Hedgepeth, 2015). The importance of finding common ground and transformation in the perceptions of the public of law enforcement and of government culture to achieve breakthrough results has never more ostensible than it is now. (Beary, 2014; Kecskes & Zhang, 2009; Snowe, 2013; Thomas & Beckel, 2007)

A recent nationwide call for all law enforcement to wear body cameras has been made to help improve the perceptions and increase transparency (Horowitz, 2007; Jefferis, Butcher, & Hanley, 2011; Jennings, Fridell, & Lynch, 2014). These fresh events have developed a perception by segments of the public that there is a difference in how some portions of the public are treated as opposed to other segments of the population. The division along racial lines shows a marked divide in how law enforcement is perceived (Chaney & Robertson, 2014; Dann, 2014)

However, law enforcement in the United States is not an infiltrating army as may be perceived by some (Cira, 2014), nor is it just a federal level or central government function and is more localized with the majority of law enforcement officers living within the communities, or close by the communities in which they serve (D. R. Johnson, 1981; Reaves, 2011) With law enforcement as part of the community, a need for finding common ground is necessary for both the public and the law enforcement community as the most visible representative of government.

Review of the Literature

A review of the literature was conducted to provide historical background and theoretical context for common ground and the six domains (collaboration, communication, emotional intelligence, ethics, problem-solving, and processes) utilized

by exemplar Municipal Police Chiefs and their stakeholders to achieve breakthrough results. The review was organized into four parts. Part I includes the background of common ground, what common ground is, and how it is used. Part II provides an overview of the origins of conflict, what conflict is and implications of conflict. Part III includes a brief history on law enforcement in the United States as well as an overview of modern law enforcement and more specifically the current perceptions of law enforcement in the United States. Part IV introduces the six domains of conflict transformation (collaboration, communication, emotional intelligence, ethics, problem-solving, and processes), and gives a succinct overview of each of the domains.

Common Ground

Common Ground has been defined for this research by the peer-researchers as: "When all parties involved aspire to, and are willing to work towards, a new vision of the future together, one that meets everyone's deep-seated concerns and values." Many believe that common ground is an interplay of intentions of people from different sociocultural backgrounds, differences, and cultures (Horowitz, 2007; Jacobsen, 1999; Kecskes & Zhang, 2009). It is important to know what common ground thinking is and what it does. Common Ground is defined in the dictionary as, "A foundation of common interest or comprehension, as in a social relationship or a discussion" (Dictionary.com, 2015). Several authors, writing about common ground describe the circumstances or fields of focus differently, but essentially the aspect of finding a foundation of common interest or comprehension applies to each of the different perspective of multiple authors (L. Moore, 2013; Snowe, 2013; Tan & Manca, 2013).

In 1999, Wayne Jacobsen wrote in *Why Common Ground Thinking Works,* "Common ground thinking works not because people agree, but because they learn how to live together, despite their deepest differences." Jacobsen writes about how people are able to work through their situation by determining the differences in their thinking and then deciding on a course of action that both parties are able to agree to.

In *Common Ground: How to stop the partisan war that is destroying America,* Cal Thomas and Bob Beckel list five common ground governing principles. The principles in essence state, (a) there must be agreement that a problem exists and what goal(s) need to be reached to alleviate the problem, (b) the problem must contain elements of historic custom to both parties, (c) consensus is more likely if fresh ideas are introduced to address the problem, (d) common ground works if the overarching authority acknowledges and protects the ideals of both parties, and (e) don't attempt to dispute the issues if the previous four principles do not or cannot apply. (Thomas & Beckel, 2007)

According to Wayne Jacobsen in "Why common ground thinking works,"(Jacobsen, 1999) many of the reason people don't work towards a common goal is mostly out of fear. Jacobsen points out in his article four different subjects of fear-based issues. A considerable amount of research has been done in the area of fear and its impact on change efforts. Fear and threats to personal or individual routine, of losing something of value, of losing power and influence, or even threats or fears of being exploited and even the feeling that the change is not necessary in organizations are all real fears that people have when it comes to making changes, even changes that

accompany those in a common ground effort. (Kiefer, 2002; Leventhal, Singer, & Jones, 1965; Markus & Robey, 1988; Reichers, Wanous, & Austin, 1997)

Common ground practices don't just apply in education as Jacobsen was concerned with, nor is it particular to politics as former Senator Snowe and columnists Beckel and Thomas considered. Common ground is a practice that is found in medicine, business, the military, and in law enforcement (Gehl, 2002; Kramer, 1990). Several of these professions are being investigated by peer researchers in this field of common ground to discover and describe how exemplar leaders establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. The peer-research team consists of Ambra Dodds-Main, K-12 Superintendents in midsize California school districts; Alida Stanowicz, Female Business Leaders in California; Karen J. Bolton, Washington State Community College Presidents; Darin Hand, Washington State Mayors; Tamarah Tilos, Directors of Mental Health Organizations in the U.S.; Monique Ouwinga, California College Presidents in non-profit independent colleges and universities; Jennifer Marzocca, Washington State Nonprofit Leaders; Denise LaRue, Human Resource Officers in mid-size California school districts; and I studied the lived experiences of Municipal Police Chiefs in Norther California.

Each peer-researcher acted as the research instrument in their field, this researcher focused specifically on exemplar Municipal Police Chiefs in Northern California. In order to further understand the literature, a look at the concept of conflict is necessary.

Conflict

There is an acceptance among scholars that conflict is rooted in our biology, personality, relationships, and even in our morals (Mayer, 2012; W. B. Pearce, Littlejohn,

Stephen W, 1997; Raine, 2013; VanSant, 2006). According to author Robert O'Connell in his book *Of Arms and Men: A History of War, Weapons, and Aggression* conflict is as old as humankind, (O'Connell, 1989a) describing what conflict is and how it relates to the use of common ground is necessary.

The definition of conflict must be considered, both for its ability to outline what the exterior parameters are for understanding and for the psychological context in which people perceive it (Hegarty, 2014). For the purposes of this background information, conflict is defined by the peer-research team as: Any cognitive (perceptual), emotional (feeling), and behavioral (action) dimension that differs from another cognitive (perceptual), emotional (feeling), and/or behavioral (action) dimension. This difference can be individual, or collective. Since law enforcement officials are continuously involved in conflict, either handling external conflict, or internally as an organization, it is very appropriate to consider these implications for law enforcement.

"Conflict is often rooted in our perception of another's actions and intentions. How we view and interpret the behavior of one another can determine our attitude toward the shaping and the resolution of a conflict" (Kouzakova et al., 2012). Bernard Mayer, professor at the Werner Institute, Creighton University, and says that we experience conflict on several ways. He says we experience conflict in cognitive (perception), emotional (feeling), and behavioral (action) dimensions (Mayer, 2012).

In conflict as a perception (cognitive) conflict occurs when we have the belief or understanding that our own needs, interests, values, wants, etc., are incompatible with someone else's. Conflict as a feeling (emotional) occurs when we have an emotional reaction to a situation or interaction. Although the situation may not result in behavioral

conflict (action) we may have significant feelings, such as anger, hurt, bitterness, hopelessness, happiness, excitement, etc., from the situation or interaction. Conflict is also experienced in the action people take to express their feelings, meet their needs, and assert their values, etc., especially when these are not shared or even oppose the needs, values, wants, feelings and actions of others. (Mayer, 2012)

In *Wired for conflict: The role of personality in resolving conflict*, by Sondra Van Sant, the role of personality as described by Carl Jung's principles of psychological type is used to describe how people's different personality types, as measured by the Myers-Briggs Type Indicator® is used to show how innate differences are a factor in how conflict occurs. Additionally, this book is based on the context that these personality types and even the brain constitution is a factor that creates, and can be used to avoid conflict. (VanSant, 2006)

The concept of being "hard-wired" for conflict is further explored by Adrian Raine in *The anatomy of violence: The biological roots of crime*. Raine is the Richard Perry University Professor of Criminology, Psychiatry, and Psychology at the University of Pennsylvania, and a leading authority on the biology of violence. Raine explores the very genetic and social causes of crime from contrasting environmental features of two societies that shape different personality traits, to the autonomic nervous system, to the early health influences, and even brain malfunctions as shown by PET scans. Raine eventually describes a possible biological/sociological means of reducing crime and conflict, but says that we as creatures are predisposed to conflict because of these many physical and psychological factors (Raine, 2013).

"The rise and fall of civilizations have witnessed great advancements in social order, knowledge, and enlightenment. However, these advancements have often been forged in the crucible of conflict. Since the beginning of time man has been engaged in a permanent struggle between ideologies, economies, and nation states. While the science of war has changed considerably throughout the ages the nature of the human condition and the fundamental dynamics of man engaged in conflict has not, the fears, hopes, aspirations, and motivations are almost unchanged" (Yardley, Neal, & Kakabadse, 2012, p. 11) While considering the focus to discover common ground constructs that influence leaders which shape a shared vision to resolve conflicts and transform organizations for the future, it is important to understand that common ground relies very highly on the perceptions of those people involved in a conflict (Godse & Thingujam, 2010; W. B. Pearce, Littlejohn, Stephen W, 1997; VanSant, 2006).

As discussed earlier there have been many studies conducted on conflict but only 1, 387 were located that involved conflict and finding common ground. One study, *The implications of value conflict: how disagreement on values affects self-involvement and perceived common ground* (Kouzakova et al., 2012), took two separate approaches. The first approach examined how people respond to a range of conflict issues that were framed either as referring to conflicting values or as referring to conflicting interests. The second study used a more immersive methodology, in which participants were led to consider either their values or interests in taking up a particular position, after which they were presented with a confederate who took up the opposite position.

The results of both studies converge to demonstrate that framing a particular conflict issue in terms of values causes people to experience more self-involvement and

to perceive less common ground. This result can be seen as a potential explanation of why value conflicts tend to escalate more easily than conflicts of interests and also offers scope for interventions directed at value conflict resolution.

The psychological community knows that peace and conflict form the conditions within which psychological lives are actually lived, and that those lives make up social contexts of peace and conflict. In the study published in Peace and Conflict: Journal of Peace Psychology, Peter Hegarty wrote *"The need for historical understanding in the psychology of peace and conflict."* Hegarty aims to encourage new research that incorporates a reflexive understanding of psychologists' work in naming, explaining, and intervening in peace and conflict (Hegarty, 2014).

The purpose of this current research project is to help create additional knowledge in specific, articulable areas of interest as they relate to common ground to develop and understanding of how breakthrough results can be obtained and conflict reduced or avoided through the application of the discovered conflict transformational behaviors, specifically in the law enforcement setting. In order to understand the application of these constructs of common ground, we must understand the context, modern-day law enforcement, in which it was considered. According to Kecskes and Zhang in *Activating, Seeking, and Creating Common Ground: A Socio-Cognitive Approach,* "One of the main advantages of the socio-cognitive approach is that it eliminates the conflicts between the pragmatic and cognitive approaches to common ground by integrating them into a holistic picture that offers an emergence-through-use view of common ground. Further research, especially empirical research, is needed in order to clarify the nature and consequences of the interplay of intention and attention as related to relevance and

salience"(Kecskes & Zhang, 2009). Conflict is not isolated to the field of government and law enforcement, however, how law enforcement uses the domains of conflict transformation in reaching common ground to find breakthrough results and avoid or reduce conflict is the focus of this research. To accomplish this, an understanding of law enforcement follows.

Law Enforcement

America's first known system of law enforcement was established in Boston as soon as colonists had settled there in 1630, local ordinances had allowed for constables to be appointed. This early policing system was modeled after the English structure, which incorporated the watch, constables, and sheriffs (derived from the British term, "shire-reeves") in a community-based police organization (D. R. Johnson, 1981). Augmenting the watch system was a system of constables, official law enforcement officers, usually paid by the fee system for warrants they served.

Constables had a variety of non-law enforcement functions to perform as well, including serving as land surveyors and verifying the accuracy of weights and measures. In many cities constables were given the responsibility of supervising the activities of the night watch. These informal modalities of policing continued well after the American Revolution. It was not until the 1830's that the idea of a centralized municipal police department first emerged in the United States (Potter, 2014).

In the United States there are generally three branches of government, the Legislative branch (Congress, Senate), the Executive branch (President, Governor), and the Judicial branch (courts). Each of these branches of government has influence on the

social norms, or laws, within the country. The basis of the social norms is the U.S. Constitution, and law enforcement, federal, state, or local is in place to ensure compliance with these social norms, laws. (Reid, 2010)

Modern law enforcement origins. A new and improved law enforcement system implemented first by England in 1829: a stronger, more centralized, preventive police force, designed to deter crime from happening, rather than to react once it had occurred (D. R. Johnson, 1981). This new and improved law enforcement system is founded based on the principles and model presented by Sir Robert Peel in 1828 (Lentz & Chaires, 2007). Peel's Principles are:

1. The basic mission for which police exist is to prevent crime and disorder as an alternative to the repression of crime and disorder by military force and severity of legal punishment.
2. The ability of the police to perform their duties is dependent upon public approval of police existence, actions, behavior and the ability of the police to secure and maintain public respect.
3. The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain public respect.
4. The degree of cooperation of the public that can be secured diminishes, proportionately, to the necessity for the use of physical force and compulsion in achieving police objectives.
5. The police seek and preserve public favor, not by catering to public opinion, but by constantly demonstrating absolutely impartial

service to the law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; by ready offering of individual service and friendship to all members of society without regard to their race or social standing, by ready exercise of courtesy and friendly good humor; and by ready offering of individual sacrifice in protecting and preserving life.

6. The police should use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient to achieve police objectives; and police should use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.

7. The police at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police are the only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the intent of the community welfare.

8. The police should always direct their actions toward their functions and never appear to usurp the powers of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.

9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them (Peel, 1829) (Lentz & Chaires, 2007).

According to Dr. Gary W. Potter, in *The History of Policing in the United States,*" the current law enforcement system is failing and unless there is a change in how police behave, law enforcement will continue to fail to behave how the public expects (Potter, 2014).

To avoid such failures law enforcement leaders must learn to apply the emerging concept of common ground, as well as the six behavioral domains as they relate to reducing or avoiding conflict. The conflict transformation behavioral domains include: collaboration, communication emotional intelligence, ethics, problem-solving and process, which first must be defined and comprehended to adequately include them in the overall understanding. The role of law enforcement, according to the Bureau of Justice Statistics is: "Law enforcement" is the term that describes the individuals and agencies responsible for enforcing laws and maintaining public order and public safety. Law enforcement includes the prevention, detection, and investigation of crime and the apprehension and detention of individuals suspected of law violation (Bureau of Justice Statistics, 2015).

With this definition of the current role of law enforcement, coupled with the recent incidents in Ferguson, Missouri, Statin Island, New York, and Baltimore, Maryland, attention on how law enforcement behaves is increasingly sharply focused on law enforcement leaders. This has given rise to several recent publications questioning

the legitimacy, transparency, goals, and even the ethics of modern-day law enforcement. (Chaney & Robertson, 2013; Chaney & Robertson, 2014; Dann, 2014)

An additional factor leading to the perceptions of segments of the public is the belief/perception of much of the public that the police are capable of accomplishing everything as depicted on popular movies and television shows such as CSI. This perception has begun to cause prosecutors, defense attorneys, judges, and law enforcement to come under even more scrutiny, when what is depicted on T.V. is not congruent with how real events unfold, either in actual occurrences or in how it is reported through the media. In a study titled *Beyond Frequency: Perceived Realism* by Evelyn Maeder and Richard Corbett at the Carleton University, the researchers studied the effects of TV viewing and conviction rates and found the following:

> Although police, lawyers, judges, and even some community members believe that CSI-type shows have seriously affected the criminal justice system (termed the CSI effect), empirical research has not demonstrated a link between crime television viewing and verdicts. However, the literature has established that higher frequencies of crime television viewing are associated with increased expectations of evidence, different attitudes toward evidence types, and varying self-reported levels of understanding of scientific evidence.

This study supports the comments above about how perceptions influence conflict when it involves our understanding, beliefs, values, etc. (Maeder & Corbett, 2015)

These incidents and the perceptions of segments of the public caused the President of the United States to issue an Executive Order (#13684, December 18, 2014)

for the Establishment of the President's Task Force on 21st Century Policing. The purpose of the task force is to… "identify the best means to provide an effective partnership between law enforcement and local communities that reduces crime and increases trust…" (Obama, 2014).

With a greater demand by portions of the public to increase oversight, transparency, and control over police practices, there is new emerging thinking, however, due to the dynamically changing environment and complexity of the causes of many of these incidents, change will create even more resistance and conflict. (Farrow, 2015) Additionally, very recent literature is focusing on creating the preferred future for law enforcement cooperation for tomorrow (Masterson, Weyand, & Hart, 2015)

Six Domains of Conflict Transformation Behavior in Common Ground

In 2012 Larick and White identified the six domains of conflict transformation in achieving common ground that were acknowledged as specific behaviors used by school district superintendents in transforming conflict to create breakthrough results. Because of this interest in these six domains of common ground, coupled with very little research regarding common ground and its impact on other leadership positions, a collaborative effort was made between the faculty researchers and student peer-researchers to attempt to discover and describe these behaviors.

Collaboration. Malcolm Gladwell used the term "connector" in his best-selling book *The Tipping Point*, to describe individuals who have many links to different social worlds. He says it is not the number of people they know that makes them significant, it is their ability to connect people, ideas, and resources that may never otherwise get

together. (Gladwell, 2000) "In business, connectors are critical facilitators of collaboration" (Ibarra & Hansen, 2013, p. 3) In 2013 Harvard Business Review compiled *HBR's 10 Must Reads on* Collaboration, in which some of the most notable current business authors, such as Daniel Goleman and Richard Boyatzis, Andrew P. McAfee, John Abele, and Morten Hansen, to name a few, wrote articles regarding collaboration in organizations (Harvard Business Review, 2013). Collaboration, as defined by peer-researchers for this study is, "the ability to involve others, in a mutually beneficial and accountable manner, which allows for achievement or acceptance of agreed upon goals."

In *Military Leadership: In Pursuit of Excellence,* "By definition, leaders don't operate in isolation. Nor do they command in the literal sense of the word, issuing a one-way stream of unilateral directives. Instead, leadership almost always involves cooperation and collaboration, activities that can occur only in a conducive content" (Rosenbach et al., 2009, p. 77). "There is no magic key for resolving conflict. It all depends on the political, economic, and cultural environment in which you are operating, who the players are (including the mediator), and how they are all feeling on any given day" (L. Moore, 2013, p. 180) Collaboration isn't just about awareness and emotional intelligence, there is a biological basis for how we collaborate and work in social settings.

Daniel Goleman and Richard Boyatzis reported in *Social Intelligence and the Biology of Leadership*, how Italian neuroscientists have been able to identify what they call "mirror neurons." These neurons, according to Goleman and Boyatzis are widely dispersed throughout areas of the brain. They held that, "This previously unknown class of brain cells operates as a neural Wi-Fi, allowing us to navigate our social world. When we consciously or unconsciously detect someone else's emotions through their actions

our mirror neurons reproduce those emotions. Collectively, these neurons create an instant sense of shared experience" (Goleman & Boyatzis, 2013, p. 17) These cells, along with "spindle cells," and "oscillator" cells that help followers reflect the emotions of the other person. This can be in a positive or negative manner. Spindle cells, which are about four times larger than other cells and can deliver thoughts and feelings quicker, distribute ultra-rapid emotions, beliefs, and judgements that create our social guidance system. Oscillator cells coordinate people physically by regulating how and when their bodies move together. (Goleman & Boyatzis, 2013).

These authors give several examples of how these cells cause people to react in a positive and negative manner and how most people subconsciously select the positive actions over the negative ones. Goleman and Boyatzis conclude this article by affirming, "…as new ways of scientifically measuring human development starts to bear out these theories and link them directly with performance, the so-called soft side of business begins to look not so soft at all" (Goleman & Boyatzis, 2013, p. 29)

In *Bringing Minds Together*, John Abele discusses how people are brought together and states that collaboration is the natural by-product of leaders who are passionately curious, and crave new insights, but also suspect that others have the same curiosities. He says collaborative leaders are modestly confident and are able to share ideas with other collaborators without it turning into a competition. Collaborative leaders, according to Abele, are also mildly obsessed and care more about the collective mission than about achieving success, or benefit for themselves" (Abele, 2013). Collaboration requires people working together, which is a recipe for conflict because of the differences all people have, even within a given group or culture.

How leaders get people to collaborate, when conflict is inevitable was the focus of Jeff Weiss and Jonathan Hughes in, *Want Collaboration? Accept-and Actively Manage – Conflict.* Organizations are constantly trying to improve collaboration, but Weiss and Hughes contend that collaboration is not possible until the issues of conflict are effectively managed. To do this, the authors suggest six strategies to manage conflict: (a) devise and implement a method for resolving conflict, (b) provide people with criteria for making trade-offs, (c) use the escalation of conflict as an opportunity for coaching, (d) establish and enforce a requirement of joint escalation, (e) ensure that managers resolve escalated conflicts directly with their counterparts, and (f) make the process for escalated conflict-resolution transparent (Weiss & Hughes, 2013). Conflict is not the only consideration of effective collaboration; leaders need to select what type of collaboration is best for them.

Determining which type of collaboration should be used, was the concentration of Gary P. Pisano and Roberto Verganti in an appropriately titled article, *Which Kind of Collaboration is Right for you?* In this article Pisano and Verganti recommend learning and understanding four basic collaboration modes. Open hierarchical mode, open flat mode, closed hierarchical mode and closed flat mode. In the open hierarchical mode, anyone can participate, but the organization chooses the solution. In the closed hierarchical mode, the organization selects who participates and which ideas get developed. In the open, flat mode, anyone can solicit and offer input, and no single authority adopts what is or isn't a valid innovation. In the closed, flat mode, a select group is invited to offer ideas, but participants share the information and make acute

decisions together (Pisano & Verganti, 2013). Depending on the kind of collaboration chosen, there are many sources are available on skills and steps to attain collaboration.

In the book *Radical Collaboration, Five Essential Skills to Overcome Defensiveness and Build Successful Relationships,* authors James W. Tamm and Ronald J. Luyet lay out the five essential skills which include; (a) collaborative intention, (b) truthfulness, (c) self-accountability, (d) self-awareness and awareness of others, and (e) problem-solving and negotiating (Tamm & Luyet, 2005). Evan Rosen in *The Bounty Effect; 7 Steps to the Culture of Collaboration*, offers the following seven steps: (a) plan, (b) people, (c) principles, (d) practices, (e) processes, (f) planet, and (g) payoff (Rosen, 2013). Whereas in *Getting to Yes; Negotiating Agreement Without Giving In,* Robert Fisher, William Ury, and Bruce Patton offer four separate steps in their method: (a) separate the people from the problem, (b) focus in interests, not positions, (c) invent options for mutual gain, and (d) insist on using objective criteria (Fisher, Ury, & Patton, 2011). Although these authors offer many different ways to reach the same collaborative goal, the goal should be to be collaborative.

The final chapter of *Collaboration; How Leaders Avoid the Traps, Create Unity, and Reap Big Results,* by Morten T. Hansen, is dedicated to the idea of how the leader can become a collaborative leader. Hansen argues, "Three behaviors define a collaborative leadership style: redefining success, involving others, and being accountable" (Hansen, 2009, p. 147) Hansen states that redefining success means moving from narrow agendas to bigger, more overarching goals, which involves putting personal goals and interests second to the larger interests of the organization and getting others to surpass their own agendas. Involving others requires changing from a more

autocratic style to a more inclusive decision making style. This involves being open to different people, being open to different alternatives and also being open to debate. In being accountable, Hansen says to go from blaming something (someone) else, to taking responsibility as well as holding others accountable (Hansen, 2009).

Hansen contends that leaders can develop a collaborative style by tearing down personal barriers. Hansen points to data collected on 162 top-performing managers and found that only 16% of these managers scored high in all three above behaviors and said that five personal barriers block a collaborative leadership style. Those barriers include: Power hunger, arrogance, defensiveness, fear, and ego, and how these impact the three behaviors are provided on a chart. The author provides a survey instrument to determine the levels of power hunger, arrogance, defensiveness, fear, and ego, which can be compared to the chart. The survey instrument was developed using a sample of 185 managers (Hansen, 2009)

"Collaboration, collaborative learning and collaborative problem-solving are contemporary tools that every law enforcement officer must embrace. Many times, making a difference in law enforcement starts at the line level -- those working with people in crisis and vulnerable populations such as women and children, the elderly, the mentally impaired and victims of violent crimes" (Cropp, 2012) This statement from an article titled "The Theory and Practice of Collaborations in Law Enforcement" from International Journal of Police Science & Management, the author Dave Cropp describes one relevant story; the Sacramento, Domestic Violence Prevention Collaboration (DVCP). The DVPC's origins are discussed, along with an endorsement from the Supervising Prosecutor for the Sacramento County District Attorney's Office. The

DVPC strengthens and supports the environment and significance of collaborations in law enforcement (Cropp, 2012). Collaborating and working cooperatively with multiple facets of the community is nothing new for law enforcement, and is commonly known in law enforcement fields as community policing. However, understanding how exemplar Municipal Police Chiefs use collaboration as it relates to finding common ground in an effort to achieve breakthrough results and reduce or avoid conflict may be useful to other law enforcement leaders.

To summarize the key concepts and skills of collaboration leaders must use: (a) collaborative intention, (b) truthfulness, (c) self-accountability, (d) self-awareness and awareness of others, and (e) problem-solving and negotiating. These skills along with the six strategies to manage conflict: (a) devise and implement a method for resolving conflict, (b) provide people with criteria for making trade-offs, (c) use the escalation of conflict as an opportunity for coaching, (d) establish and enforce a requirement of joint escalation, (e) ensure that managers resolve escalated conflicts directly with their counterparts, and (f) make the process for escalated conflict-resolution transparent, are important for the transformation of conflict.

Communication. The last of these six behavioral domains of conflict transformation in finding common ground is communication. "If I had to pick a first rule of communication - the practice above all others that opens the door to connection with others - it would be to look for common ground" (Maxwell, 2010, p. 123) John Maxwell makes this statement in *Everyone Communicates Few Connect; What the Most Effective People Do Differently*. Understanding the complexities and working models of the

communication process is critical to understanding how communication is the conduit of influence.

Communication is defined by the peer-researchers as "the transferring of meaning from sender to receiver, while overcoming noise and filters, so that the intended meaning is received by the intended recipient." Although communication is also the conduit of influence from the sender or receiver. Peter Drucker says, "Communication is not successful unless the intended meaning has been understood by the intended receiver" (Drucker, 1954).

The Communication Process. A plethora of sources are available for the understanding of the communication process, or the actual steps involved in communication. Generally, sources agree that there is a "source", which has an intended meaning and "encodes" the message to be sent to the "receiver." The message is transmitted via a "medium channel" to the "receiver" who must "decode" the message and the perceived meaning. To ensure the message is correct the perceived meaning must be fed back to the sender via "feedback." If the perceived meaning is correctly understood by the receiver then the communication process worked, if not, the sender can revise any portion of the process to ensure the intended meaning is received by the receiver. Additionally, almost all sources recognize the impact of noise and filters and how they influence and alter the communication process (Daft, 2012; Hellriegel & Slocum Jr., 2004; Schermerhorn et al., 2008; Clark D. Stuart, 2012; Wyatt, 2014a).

Noise. "Noise is anything that interferes with the effectiveness of communication" (Schermerhorn et al., 2008). Noise is external, something from the

outside of the involved parties, but it does not need to be auditory in nature. Noise can be visual distractions as well as sounds.

Filters. A communication filter is different than noise because it is an internal condition of the sender, receiver, or both in the communication process and influences how the message is interpreted. A communication filter can be anything that changes the intended message such as primary language, word comprehension, type of communication medium used, intelligence level, personalities, biases, preconceived views of the sender/receiver, etc. Both sender and receiver have filters during sending and receiving the intended message. "A filter can sometimes be so powerful that it blocks or prevents communication altogether. The filter then turns into a barrier"(Mishra, 2013; Wyatt, 2014a, p. np).

Communication medium channels. Communication medium channels, or just medium channels may be face-to-face (including video relay), telephonic, written, non-verbal symbols, but are "the pathways through which messages are communicated" (Schermerhorn et al., 2008, p. 336). The richness of the communication is determined by the amount of information that is actually transferred. This may also be known as effective communication, which is when "the intended meaning equals the perceived meaning" (Schermerhorn et al., 2008, p. 337) The medium channel used may determine how well the communication is completed.

Non-verbal communication. Non-verbal communication is also a very critical aspect of the communication process. Nonverbal communication was studied by Dr. Albert Mehrabian, author of *Silent Messages: Implicit Communication of Emotions and Attitudes,* in 1981, found that 7% of any message is conveyed through words, 38%

through voice inflection, pitch, speed, etc., and 55% through nonverbal factors such as body language, expressions, eye movements, etc., and may also involve proxemics, the positioning of the body (Daft, 2012; Mehrabian, 1981; Schermerhorn et al., 2008; Wyatt, 2014a).

Active listening. Active listening is important for leaders because it "…encourages people to say what they really mean" (Schermerhorn et al., 2008, p. 339). Generally, there is agreement among different sources about how to conduct active listening. The following is a list of active listening skills as described by several authors.

1. Listen for content – try to hear exactly what is being communicated.
2. Listen and watch for feelings – try to identify how the source feels about what is being communicated.
3. Respond to feelings – let the source know that his/her feelings are recognized.
4. Note all cues – be sensitive to both verbal and non-verbal expressions and communication.
5. Reflect back – (paraphrase) repeat back in your own words what you think the source is communicating.

Each of these steps is described, along with several nuances from different sources, but all contend that these are needed for active listening to be effective (Mehrabian, 1981; "Rapport, Active Listening, and Other Techniques," 2014; Schermerhorn et al., 2008, p. 339; Wyatt, 2014a)

"We are drawn to leaders and organizations that are good at communication of what they believe. Their ability to make us feel like we belong, to make us feel special,

safe and not alone is part of what gives them the ability to inspire us. Those whom we consider great leaders all have an ability to draw us close and to command our loyalty" (Sinek, 2009).

Steven Covey reminds us in *The 7 Habits of Highly Effective People,* to "Seek first to understand, then to be understood" (Covey, 2004). "...Common ground is perceived as an effort to converge the mental representation of shared knowledge present as memory that we can activate, shared knowledge that we can seek, and rapport, as well as knowledge that we can create in the communicative process" (Kecskes & Zhang, 2009). "The ability to build common ground requires that speakers update their mental representation of another's mind over time to build on shared knowledge to develop richer common ground for more rapid and economical communication (e.g., shorter labels across time) *(Krauss & Fussell, 1996)*" (Gupta, Duff, & Tranel, 2011).

Communication and common ground: In *Everyone Communicates Few Connect; What the Most Effective People do Differently,* John Maxwell effectively combines communication and common ground by describing behaviors that people exhibit that create barriers to finding common ground. In chapter six of this book, Maxwell provides four behaviors that become barriers to finding common ground. They are: (a) making assumptions - that one already know what others know, feel, and want, (b) arrogance - and the belief that one doesn't need to know what others know, feel, or want, (c) indifference – not caring to know what others know, feel or want, and (d) control – not wanting others to know what I know, feel, or want (Maxwell, 2010)

Maxwell also provides possible ways to cultivate common ground. In a section of this chapter titled "Cultivating a common ground mind-set," he lists the following factors as a way to connect and create a common ground mind-set.

1. Availability – Choosing to spend time with others.
2. Listening – I will listen my way to common ground.
3. Questions – I will be interested enough in others to ask questions.
4. Thoughtfulness – I will think of others and look for ways to thank them.
5. Openness – I will let people into my life.
6. Likability – I will care about people.
7. Humility – I will think of myself less so I can think of others more.
8. Adaptability – I will move from my world to theirs.

"It's difficult to find common ground with others when the only person you're focused on is yourself" (Maxwell, 2010, p. 123)

In the conclusion of *Activating, Seeking, and Creating Common Ground: A Socio-cognitive Approach*, the authors state, "This paper argues that current pragmatic theories fail to describe common ground in its complexity because they usually retain a communication-as-transfer-between-minds view of language, and disregard the act that disagreement and egocentrism of speaker-hearers are as fundamental parts of communication as agreement and cooperation" (Kecskes & Zhang, 2009).

It is therefore important to create an environment that allows for trust. "Trustworthiness precedes trust. We can't expect to have effective communication until we create the systems and relationships that will produce it" (Covey, Merrill, & Jones, 1998). Creating the communicative environment for successful law enforcement is

therefore one of the primary considerations for common ground to be successful. As discussed in *The Change Leader's Roadmap* by Dean Anderson and Linda Ackerman-Anderson," … set up a safe environment in which to explore people's resistance and then listen, listen, listen. People need to have their concerns heard and legitimized. True listening is the most powerful and direct way to defuse resistance. People's issues might even surface a different perspective for more effectively making the change" (L. A. Anderson & Anderson, 2010).

Emotional Intelligence. Emotional Intelligence is defined by the peer researchers as "the self-awareness of one's own emotions and motivations, and the ability to understand the emotions of others in social settings, which allows for management of behavior and relationships." Whereas, William Wyatt defines emotional intelligence as, "The ability to identify and manage your emotions in a positive manner so that you can achieve your life goals, such as having better relationships and being more successful at work"(Wyatt, 2014b, p. 13). Hellriegel and Slocum say in *Organizational Behavior,* emotional intelligence is, "The capacity for recognizing one's own and others' emotions; including self-awareness, elf-motivation, being empathetic, and having social skills" (Hellriegel & Slocum Jr., 2004, p. 5). And yet, in *Emotional Intelligence 2*.0 by Bradberry and Greaves, they define emotional intelligence as "your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior in relationships" (Bradberry & Greaves, 2009, p. 17).

Steven Covey says, "Developing stronger emotional intelligence is one of the greatest challenges faced by parents and leaders at all levels of organizations" (Covey, 2013). According to Timothy Turner, in his FBI Law Enforcement Bulletin article titled

"The Need for Emotional Intelligence in Leadership," says, "Law enforcement leaders must develop healthy relationships and manage conflict while achieving productive goals. Research has found that emotional intelligence was more important for success than any other asset, including intelligence or technical expertise" (Turner, 2006). To do this a general comprehension of what it means to be emotionally intelligent has to be explored.

In *Emotional Intelligence 2.0*, the physical pathway for emotional intelligence is described. The process starts with input from the five senses and enter and travel through the spinal cord and into the limbic system. The limbic system, specifically the Amygdala is the place in the brain that experiences emotions. The information then travels to the front of the brain which is where rational thought happens. "Emotional intelligence requires effective communication between the rational and emotional centers of the brain" (Bradberry & Greaves, 2009, p. 7)

Generally the literature agrees on four specific aspects of emotional intelligence; social awareness, self-awareness, relationship management, and self-management (Bradberry & Greaves, 2009; McKee, Boyatzis, & Johnston, 2008; Wyatt, 2014b). Each of these four areas include specific behaviors that need to be considered by leaders as they attempt to display competence as a leader. In *Primal Leadership: Learning to Lead with Emotional Intelligence*, authors Daniel Goleman, Richard Boyatzis and Annie McKee say, "Respect the group's values and the organization's integrity. Visions change, but as the vision evolves, the leader needs to be sure that the 'sacred center'- what everyone holds as paramount- remains intact. That's the first challenge: knowing what the 'sacred center' actually is - from the perspective of others, not just oneself"

(Goleman, Boyatzis, & McKee, 2004, pp. 218-219). For this reason, understanding what the four areas of emotional intelligence; social awareness, relationship management, self-awareness, and self-management are is necessary.

Social Awareness. Social Awareness involves the understanding and display of empathy and organizational awareness. People who display empathy have a strong ability to recognize other people's feelings, as well as the ability to connect and identify with the other person's feelings (Bradberry & Greaves, 2009; McKee et al., 2008; Wyatt, 2014b). According to Bradberry and Greaves, in *Emotional Intelligence 2.0*, social awareness is one of the first components of social competence. Social awareness and organizational awareness also requires that the person considers the perspective of others and stay focused and absorb the critical information as it occurs (Bradberry & Greaves, 2009).

Relationship Management. Literature about emotional intelligence describes relationship management as consisting of the following competencies: inspirational leadership, teamwork, coaching and mentoring, influence, and conflict management (Bradberry & Greaves, 2009; McKee et al., 2008). In *Becoming a resonant leader; develop your emotional intelligence, renew your relationships, sustain your effectiveness*, by Annie McKee, Richard Boyatzis, and Francis Johnston, they state that cognitive intelligence – I.Q. – is not enough, and that "Competencies related to emotional and social intelligence – not I.Q., college degrees, or technical experience – are the single most important factors in distinguishing great leadership from average leadership" (McKee et al., 2008, p. 25).

Self-Awareness. Self-awareness is the ability to accurately perceive your own emotions in the moment and understand how those emotions may affect behavior and the self-confidence to use (or overcome) those emotions in a proper way (Bradberry & Greaves, 2009; Covey, 2013; Wyatt, 2014b). In *True North*, by Bill George he states "…the style of an effective leader must come from an authentic place. That will only happen when you have a high level of self-awareness, are clear about your values, and understand your leadership purpose" (George & Simms, 2007, p. 186). "Self-awareness is not about discovering deep, dark secrets or unconscious motivations, but, rather, it comes from developing a straightforward understanding of what makes you tick" (Bradberry & Greaves, 2009, p. 25)

Self-Management. This aspect of emotional intelligence involves the ability to manage emotions and what happens when taking action, or not acting (Bradberry & Greaves, 2009; McKee et al., 2008; Wyatt, 2014b). In self-management, literature agrees that keeping a positive outlook, being achievement oriented, being adaptable, and exhibiting emotional self-control is all necessary to being emotionally intelligent. In *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, the authors say, "Adaptive challenges are typically grounded in the complexity of values, beliefs, and loyalties rather than technical complexity and stir up intense emotions rather than dispassionate analysis" (Heifetz, Linsky, & Grashow, 2009, p. 70).

Emotional intelligence and social intelligence enable leaders to deal with their own internal responses, moods, and perceptions, while also understanding the emotional responses possible from others involved in the circumstance, situation, or encounter.

"Emotional Intelligence (EQ) is one's self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully with others. It is a sense of timing and social appropriateness, and having the courage to acknowledge weaknesses and express and respect differences." Covey further states, "Developing stronger emotional intelligence is one of the greatest challenges faced by parents and leaders at all levels of organizations" (Covey, 2013, pp. 51,53).

"If emotional intelligence is the sine qua non of leadership, as some scholars say, then law enforcement agencies should begin promoting the development of emotional intelligence competencies through the efficient delivery of high-impact training and development" (Turner, 2006). Additionally, the literature shows that emotional intelligence can be developed or taught (Bradberry & Greaves, 2009; Covey, 2013; McKee et al., 2008; Wyatt, 2014b). However, for the purpose of this research the focus is not on development of emotional intelligence, rather, how it is employed by the exemplar law enforcement executive in achieving breakthrough results. Therefore, understanding how exemplar Municipal Police Chiefs use emotional intelligence as it relates to finding common ground as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Emotional Intelligence (EI) is in short, the self-awareness of one's own emotions and motivations, and the ability to understand the emotions of others in social settings, which allows for management of behavior and relationships. This is not only the definition of emotional intelligence for this study, it is the summary of how emotional intelligence is used by leaders in conflict situations.

Ethics. Ethics is defined for this study as, "Human beings making choices and behaving in a morally responsible way, given the values and morals of the culture." The study of ethics dates back to Plato, Aristotle, and Epicurus. Even in early Greece there was considerable discussion about good and bad, right and wrong, and morals. (Cahn & Markie, 2012) "The discipline of ethics begins with the Greeks. The great philosophers of ancient Greece - Socrates, Plato, and Aristotle were among the first people to bring human reason and experience to bear on the question: 'How should we live our lives?'"(Gini & Green, 2015)

To understand what ethics are, we have to also understand "metaethics," "normative ethics." According to Barbara MacKinnon in *Ethics, Theory and contemporary issues,* "metaethics seeks to understand the meaning of ethical terms and judgements"(MacKinnan, 2012, p. 2). Whereas, ethics is a moral philosophy which asks basic questions about the good of life, about what is better and worse, or about whether there is objective right or wrong, and how we know it if there is. These are generally called normative ethics which is distinct and different that asking about the ethical terms and judgements. (MacKinnan, 2012)

There are two kinds of normative ethics, which are evaluative judgements or statements and descriptive judgements or statements. An example offered by MacKinnon is as follows: "Descriptive (empirical) judgement: 'Capital punishment acts (or does not act) as a deterrent.' Normative (moral) judgement: 'Capital punishment is justifiable (or unjustifiable)'" (MacKinnan, 2012, p. 5) Normative judgments are found in the study and practice of ethics, law, aesthetics, religion and custom, conversely, descriptive judgements are found in sociology and psychology. Because both normative judgements

and descriptive judgements are both involved in the issues and practices of law enforcement, for the purpose of this study, ethics was used as a general term for either a normative judgement or a descriptive judgement.

"Human beings are moral agents. They are responsible for their choices, and they have a duty to make choices in a morally responsible way" (Strike et al., 2005). The focus for ethics in this study was on the leader of the organization, typically a chief of police and how they have applied ethical principles in the lived experiences. Understanding how exemplar Municipal Police Chiefs use ethics as it relates to finding common ground as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

"Ethical leaders recognize that decision making that is authentically embedded in the organization may not always be agreed with but must be respected" (White et al., 2007). Saying that ethics was at the heart of leadership in 1995 in *Leadership ethics, mapping the territory,* Joanne Ciulla asserted that a culture's ethical values are what define the concept of leadership (Ciulla, 1995). Several other authors on the subject stated that the leader's ethical actions are what creates the culture of the organization. (Ciulla, 2004; Gini, 1995; Maxwell, 2003)

"Culture sense (of society, community, nation, etc.) entails the generalized knowledge about cultural norms, beliefs and values of the human society, a community, a nation, etc." (Kecskes & Zhang, 2009, pp. 347-348). People form and observe certain norms in social life, such as customs and ethics; the knowledge of social science that is available and accessible to us in our daily life contributes to this sense. (Kecskes & Zhang, 2009, pp. 347-348) This makes decision making in today's world ever more

difficult. Leaders in today's society must work with a more diverse group of stakeholders. "Making decisions about ethical practices and moral codes is ever more difficult. Not only is there a more diverse group of employees and members than ever before, but there is also greater diversity in how they accept moral and ethical guidance" (Zinni & Koltz, 2009, pp. 87-88).

Jim Kouzes and Barry Posner have written several books and articles about leadership and ethics. In their latest book, *A Leader's Legacy,* these authors cite a study they conducted and when asked who contributes most to the ethical behavior, the overwhelming response was the person's immediate supervisor. When the same respondents were asked who contributes most too unethical behavior in the organization, the same response was made, the person's immediate supervisor. (Kouzes & Posner, 2008)

These authors then point out that the ethical or unethical behavior in the organization is a direct reflection of the leadership at the next level up. This supports the understanding by Cuilla, Gini and Maxwell that the leader's ethical actions are what creates the culture of the organization. Recently several articles and books have been emerging that show large organizational impact of ethical (and unethical) behaviors in business, government and specifically in law enforcement. *KPD Blue; A decade of Racism, Sexism, and Political Corruption in (and all around) the Kauai Police Department,* was written by Anthony Sommer in 2008 and describes how the department ethics, among other organizational dysfunctions caused many people to leave the organization and others to be treated very poorly.

True North, by Bill George discusses how a leader's values and principles, along with self-awareness, motivations, support for the team, and integrated life are the "compass for the journey" (George & Simms, 2007, p. xxxv) Values and principles often lead to normative and descriptive ethics. This is the basis of the book in that a leader's values and principles are the "true north" or the guiding compass giving direction for the leader.

This then gives us the paradox as leaders and as followers, as stated in *The Courageous Follower: Standing up to & for our Leaders,* by Ira Chalef, who says, "We are responsible. Whether we lead or follow, we are responsible for our own actions and we share responsibility for the actions of those whom we can influence" (Chaleff, 2009, p. 11) Since law enforcement leaders, especially Chiefs and elected Sheriffs, hold positional power and influence, the inclusion of ethics as a construct of common ground is appropriate.

Stephen Covey says principles such as fairness, equity, justice, integrity, honesty, and trust are not invented by us: they are the "laws of the universe" that pertain to human relationships and organizations. The ethical leader knows that by acting in accordance with these laws, living in harmony with these basic principles, human enterprise flourishes and is sustained. They are part of the human condition, consciousness, and conscience (Covey, 2004). The ethical leader understands that positive relationships are the gold standard for all organizational effort. Good quality relationships built on respect and trust—not necessarily agreement, because people need to spark off each other—are the single most important determinant of organizational success. The ethical leader

understands that these kinds of relationships germinate and grow in the deep rich soil of fundamental principles described by Covey.

Problem solving. Problem-solving is very similar to "process" in that it has many different definitions, all of which are highly dependent on the context and circumstances associated with it. The peer-research team has defined problem-solving as, "The act of choosing and implementing a solution to an identified problem or situation." The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue" (Cherry, 2015) In *The Practical Decision Maker: A Handbook for Decision Making and Problem Solving in Organizations,* the authors define decision making as, "…the act of choosing and implementing a solution to an identified problem or situation" (Harvey et al., 1997, p. 5)

The problem-solving process generally involves several basic steps. The first step involves some form of recognizing the information that there is a problem. The second, involves some type of organizing the information, or orienting the information to understand the problem to be solved or goal to be reached. The third step involves organizing the information and determining possible actions to take to reach the goal or solve the problem. Last, there is some type of action or plan implementation to achieve the goals, results, or remove or reduce the problem. (Cherry, 2015; Covey, 2004; Daft, 2012; Schermerhorn et al., 2008; Vaughn, 2007)

Problem solving for humans is natural according to former CIA Analyst Morgan D. Jones. In his book, *The Thinker's Toolkit: 14 Powerful Techniques for Problem Solving,* he says, "Human beings are problem solvers by nature. When our species arrived on the scene, every kind of human-eating predator could outrun us over a short

distance – and short distance was all a predator needed. Yet we managed to survive, not because of our physical attributes, but because of our newborn intellect. Brain power had conveniently shifted the odds in *Homo sapiens'* favor" (Jones, 1995). Jones also states that problem solving has two main components, which are "factors" and "issues." He says, "…nearly all situations, even the more complex and dynamic, are driven by only a few major factors. Factors are things, circumstances, or conditions that cause something to happen. Factors, in turn, beget issues, which are the points or questions to be disputed or decided" (Jones, 1995).

Chapter 9 of *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World,* is titled "Designing Effective Interventions." The entire chapter is focused on how to make decisions and solve problems by using the adaptive process. In order to achieve success, the authors suggest having some flexibility and also allowing for failure. This step of the adaptive leadership process also is where the leader is directed to "get up on the balcony to view the entire process and see the patterns within the patterns. (Heifetz et al., 2009) The decision making-making process that were considered in this study will recognized the following steps:

Identifying the problem: Identifying the problem is not always simple. "Problem identification involves obtaining information about the situation or circumstance(s) in the environment" (Daft, 2012). Making observations and data collection is a critical piece of the decision-making process because it provides the information that was used to define the problem. "Collecting all the data that is out there to see, find, and discover is a

critical first step," but the authors also say, "You can never have all the data needed to form a complete picture" (Heifetz et al., 2009, pp. 33, 34).

Defining the problem: After obtaining the information it must be defined or "framed" into an understandable format. This may include determining if the problem is in a positive or negative context (Daft, 2012). "Your brain is designed to make meaning out of what you see, and will look for patterns out of whatever information you take in through your senses." (Heifetz et al., 2009, p. 34) This is the area where perceptions and interpretations of information become increasingly important to consider. American politician, Lee Atwater said, "Perception is reality" (Atwater, Unkown). Because perceptions involve internal values, beliefs, morals, etc., the connotation can change from one person to the next. Problem solving styles are frequently measured by the *Myers-Briggs Type Indicator (MBTI),* which asks how they usually act or feel in specific situations (Schermerhorn et al., 2008). There are four separate types of decision-making styles, however this research is not focused on evaluation of the decision making types. By considering several perspectives, "…you might find yourself actively holding more than one interpretation about a particular observation…"(Heifetz et al., 2009, p. 35)

Forming a strategy: Once and interpretation about the problem-solving matter is made, a theory or hypothesis about what action or intervention to take should be considered. The action or intervention, should reflect your hypothesis about the problem, be considered a test and be in the direction of solving the problem (Heifetz et al., 2009). The question now becomes, how to think strategically? In *Thinking Strategically: The Basics,* from the Harvard Business Press, strategic thinking can be broken down into two phases, each of which consists of specific steps. The first phase is setting the stage,

which consists of step (a) seeing the big picture, and step (b), articulating strategic objectives. The second phase is applying your skills. This phase is broken into 5 separate steps: (a) identifying relationships, patterns, and trends, (b) getting creative, (c) analyzing information, (d) prioritizing your actions, and (e) making trade-offs (Harvard Business Review, 2010). After completing this portion of problem-solving the information has to be organized into practical portions, stages, groups, order, etc., that can be met.

Organizing information: "How we define a problem usually determines how we analyze it. It sends us in a particular direction. And how we analyze a problem – the direction we take – absolutely determines whether we find a solutions and what the quality of that solution is" (Jones, 1995, p. 59). Depending on the information available, the circumstances involved, what type of decision making model we chose (political model, economic model, game theory, bureaucratic model, etc.), there are a multitude of "structuring devices" available to use. In *The Practical Decision Maker: A Handbook for Decision Making and Problem Solving in Organizations* alone lists 53 different structuring devices and application to decision steps (Harvey et al., 1997). For all of this to happen there must be some resources available to use.

Allocating resources: Resources can be almost anything, including but not limited to money, time, people, equipment, training, property, raw materials, tools, etc. BusinessDictionary.com says resources is defined as, "An economic or productive factor required to accomplish an activity, or as means to undertake an enterprise and achieve desired outcome. Three most basic resources are land, labor, and capital; other resources include energy, entrepreneurship, information, expertise, management, and time"

("BusinessDictionary.com," 2015). In strategic planning, resource allocation is a plan for using available resources, for example human resources, especially in the near term, to achieve goals for the future. It is the process of allocating scarce resources among the various projects or business units.

There are a number of approaches to solving resource allocation problems e.g. resources can be allocated using a manual approach, an algorithmic approach, or a combination of both. Also, contingency mechanisms such as a priority ranking of items, which items to fund if more resources should become available, priority ranking of some items, and which items should be sacrificed if the project were to be reduced. (Daft, 2012; Hellriegel & Slocum Jr., 2004; Schermerhorn et al., 2008)

Monitoring progress: Patrick Lencioni's model of the *5 Dysfunctions of a team,* has "inattention to results" as the fifth and ultimate dysfunction of a team. (Lencioni, 2002) Lencioni suggests that leaders need to pay attention to the results during the process as well as at the conclusion of a process, he says, "By making results clear, and rewarding only those behaviors and actions that contribute to those results." Lencioni further states, "Perhaps more than any of the other dysfunctions, the leader must set the tone for a focus on results." The adaptive leadership process, as outlined in *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World,* involves the three steps of (a) observe, (b) interpret, and (c) intervene (Heifetz et al., 2009, p. 32). These can be used a means of making a course correction while the process or progress is taking place. As described in *The Change Leader's Roadmap: How to Navigate your Organization's Transformation*, with the "Course Correction Model," a leader can get feedback which provides a "wake-up call" and then learning and

a course correction by instituting a change process (Ackerman-Anderson & Anderson, 2001).

Evaluating the results: Evaluating the results brings the process full-circle, in that the leader should be able to determine if the problem or situation has reached the desired goal. If not, then the leader should return back to "Identifying the Problem" and begin the problem solving/decision-making process over again. In *A Leader's Legacy,* Kouzes and Posner state that failure is always an option. The believe that, "In real life, when we're trying to do something we've never done before, we virtually never get it right the first time" (Kouzes & Posner, 2008), and give several examples of successful people who admit that they have failed over and over until they got it right.

The same should be true for law enforcement and possibly even more so because law enforcement officers are frequently in dynamically changing, rapidly unfolding situations who have to make decisions and problem solve in split seconds. Understanding how exemplar Municipal Police Chiefs use problem solving as it relates to finding common ground to achieve breakthrough results as it relates to reducing or avoiding conflict may be useful to other law enforcement leaders.

Law enforcement leaders, specifically municipal chiefs of police, must understand that problem-solving is a major component of what they, and their employees, are required to do because they are the "problem-solvers" for most conflict situations that involve public safety. To have an identified problem-solving process in place, which is understood and utilized by their department personnel in a consistent manner, is a key element to transforming conflict into a workable, mutually beneficial solution.

Process. Has been defined by the peer-researchers as, "A method that includes a set of steps and activities that group members follow to perform tasks such as strategic planning, or conflict resolution. The three levels of process include process design, process methods, and process tools." Additionally, procedures are the act of implementing a process. Multiple authors in the study of organizational design and organizational leadership have different definitions of what a process is, but they all basically agree with the above definition by the peer-research team (Daft, 2012; Hellriegel & Slocum Jr., 2004; Schermerhorn et al., 2008). The focus for this study when considering process is towards how exemplar Municipal Police Chiefs use it to produce breakthrough results reduce or prevent conflict, however it is currently unclear if the processes used are internally, externally, or as systematic conditions, which were determined in how the research subjects report their use of processes and implementation of procedures.

The United States Navy arguably has the largest organizational use of process and processes in the world. Everything from recruiting processes to landing fighter jets on aircraft carriers, to guided missile destroyers and submarines. One leader in the U.S. Navy, Captain D. Michael Abrashoft, Commander of the *USS Benfold* learned many lessons about process and processes while commanding the *USS Benfold.* Abrashoft writes about "procedure" (another word for a processes) in his book *It's Your Ship, Management Techniques from the Best Damn Ship in the Navy.* (Abrashoff, 2002) Chapter 9 is titled, "Go Beyond Standard Procedure," and he gives reason after reason as to why he asked his people on a guided missile destroyer to go beyond just the processes they were taught, or what was already expected. By understanding the processes and the

people he was leading, Captain Abrashoft was able to reduce cost and increase efficiency. “Innovation and progress are achieved only by those who venture beyond standard operating procedure. You have to think imaginatively, but realistically, about what may lie ahead, and prepare to meet it.” (Abrashoff, 2002, p. 131)

“Leading change has often been compared to preparing for and leading an expedition, and with good reason. You need to be sure that everyone can work together and that they all have the same goal in sight” (Pottruck, 2015, p. 46). "Leadership is a socially constructed reality. According to Mitchell et al., ‘Attributions of leadership by observers and group members are biased by their individual social realities.’ Furthermore, individual, processual, structural, and environmental variables are mutually causal phenomena in leadership studies; that is, delineating cause and effect among these variables is difficult" (Covey, 2013). “When behavior that jeopardizes the common purpose remains unchanged, courageous followers recognize the need for transformation. They champion the need for change and stay with the leader and group while they mutually struggle with difficulty of real change. They examine their own need for transformation and become full participants in the change process as appropriate (Chaleff, 2009). This was exactly what happened on the *USS* Benfold with Captain Abrashoft and his crew. They did become the best ship in the Navy because they used the processes in place and pushed the innovation process.

Processes and procedure are not just used for the military; they are used for any organization that has specific goals to reach. “As taught in basic operations courses, the work efforts in any enterprise can be organized into processes – step-by-step ordered tasks that collectively perform a job. Ideally, value is created as processes are executed,

but this is not always the case"(Hamme, 2015, p. 49) David Hamme says this in his book, *Customer Focused Process Innovation*, in Chapter 3, titled "The Power of Process."

Peter Keen argues in his book, *The Process Edge, Creating Value where it Counts*, that the inputs and outputs of a process are not always obvious and that a process has four criteria – it is recurrent; it affects some aspect of organizational capabilities; it can be accomplished in different ways; and it involves coordination. (Keen, 1997) Process has a very wide range of considerations according to Hamme. "…process inputs can be anything – raw materials, capital, employee time, etc.," and he states, "…outputs can be anything – a finished good, a document, knowledge, a service, a decision, or even lack of decision or finished good" (Hamme, 2015, p. 51). In *Rapid Realignment: How to Quickly Integrate People, Processes, and Strategy for Unbeatable Performance,* yet another definition of what a process is, is described as, "A process is a set of repeatable activities or steps that transforms inputs, such as material and labor into outputs: goods and services." (Labovitz & Rosansky, 2012, pp. 89-90) Because processes are so varied, the roles processes play is critically important to understanding their use.

Roles of Process. Hamme states processes are used as, guidelines for the daily execution of work; a framework for continual improvement; a foundation on which to create and track metrics; tools for training; clarity for overall operational understanding; and mechanisms for adjusting and driving strategy. (Hamme, 2015, pp. 51-52; Heifetz et al., 2009) With the roles of process being diverse in action, consideration must be given to the types of processes that are present.

Types of Process. Types of processes are as varied and distinct as the varied and distinct organizations they are in. There are some common processes, such as sales, credit processing, order fulfillment, employee acquisition, customer acquisition, employee training, and many more. There are also functional groupings where similar functional processes are put into a functional environment, such as "finance" having responsibility over all income, outlay of money, or hiring, training and displacing employees into the "Human Resources" function. There is also the "end-to-end" processes, such as: *Order to cash, hire to retire*, and *concept to design.* (Hamme, 2015; Keen, 1997; Labovitz & Rosansky, 2012) Because these are still very different we must continue to isolate the specific types of processes.

Primary Processes. "Primary processes are those activities/processes that constitute the core functions or value chain" (Gebreeyesus & Sonobe, 2012; Hamme, 2015, p. 54). A primary process for the law enforcement community, specifically for a municipal police chief, would include protection of life and property within the community of her/his jurisdiction. This is the overarching primary process, or core function/value chain of the police department.

Secondary processes. "Secondary processes are all the processes supporting the value chain"(Hamme, 2015, p. 54). Within the secondary processes are the support processes which include any tasks used to keep the value process functioning, and governing process, which provide the directional rules manage the core value chain as well as the support processes.

Just as there are many types of processes, there are many different origins of processes, such as a "heritage process," as described by Hamme. A "heritage process' is

a process that has been handed down (hence the term heritage) from generation to generation, or previous employees to future employees, etc. Hamme states about these processes, "Short of an outright leadership demand, workers continue doing what they have always done – and that includes executing heritage processes" (Hamme, 2015, p. 57). The "Planned Design Process" is the end of the spectrum with processes designed for a specific task or function that has a process designed specifically for it. The type of process used will need to be either engineered, innovative or reengineered to fit the specific process function, task, or action to be taken (Schermerhorn et al., 2008).

The type of process used will also have to consider the type of process controls needed for the process. Process controls are "controls that attempt to specify the manner in which tasks are to be accomplished," and are generally grouped into three groups; policies, procedures, and rules; formalization and standardization (of the process); and quality management controls (Schermerhorn et al., 2008, p. 223). This aspect of process is critical to United States law enforcement leaders as all laws, policies, procedures are required to be formalized or standardized, which allows for management to ensure enforcement practices are in alignment with the U.S. Constitution (Reid, 2010).

When process is an important aspect to the leader, the leader also can conduct "process consultation." Process consultation is, "structured activities that are…designed to improve group function. This helps the group improve on such things as norms, cohesiveness, decision-making methods, communication, conflict, and task maintenance activities" (Schermerhorn et al., 2008, p. 280). Victor Vroom, a psychologist and Yale University professor, began a program of research in the 1960's, aimed at developing a model of decision making that would guide managers through the task of matching their

decision processes to the nature of the problem to be solved. Vroom ultimately identified five degrees of decision styles available to the leader, which range from autocratic to fully participative. These are used for modifying processes also (Vroom, 2000). Understanding how exemplar Municipal Police Chiefs use process and processes as it relates to finding common ground and obtaining breakthrough results in reducing or avoiding conflict may be useful to other law enforcement leaders. For this to happen, law enforcement leaders will also need to apply the processes in an emotionally intelligent manner.

Deficiencies in Past Literature

While there is a substantial amount of literature regarding common ground, the six domains of conflict transformation behavior in common ground (ethics, emotional intelligence, communication, collaboration, process and problem-solving), law enforcement, and conflict independently, there is a gap in the literature about how these different domains may be being used by exemplar leaders to find breakthrough results. Dr. Martin Luther King Jr. said,

> Men often hate each other because they fear each other, and they fear each other because they don't know each other. They don't know each other because they can't communicate with each other, and they can't communicate with each other because they are separated from each other (King Jr, 1958)

"The protests stemmed from the perception that the shooting of Michael Brown was racially motivated and the handling of his body — it was allowed to remain on the

street for four hours — a violation of human rights," according to the Arizona Daily Sun ("From Ferguson to Flagstaff: How do we find common ground?," 2014) In an article posted by USA Today, titled, "Justice, police unions finding common ground" the author describes how there is still a distance with bringing all parties of law enforcement and the communities together. "Rarely in the past six years…had [police] union officials—traditional adversaries in federal civil rights inquiries — been included in such a way"(K. Johnson, 2015) A very significant gap in the literature exists about how exemplar law enforcement leaders would use the six domains of conflict transformation to achieve breakthrough results and reduce or eliminate conflict.

Summary

"Barring a calamitous pandemic, a further increase in the world's population from 7 to between 8.8 and 10 billion by mid-century is unavoidable" (Cleland, 2013, p. 543). As the world continues to become more populated and globalized, with separate and divergent cultures continuing to come into more frequent contact with one another, the use of common ground to find breakthrough results will play a progressively significant role in many countries, communities, organizations, and even neighborhoods working and living in closer proximity than ever before.

In the United States, law enforcement is charged with the enforcement of every law, from the U.S. Constitution to State and municipal laws. Frequently law enforcement is required to reduce or remove conflict while enforcing those laws, including working within large and small cultures and sub-cultures of communities within the jurisdictional boundaries that may be in conflict with one another. In light of recent public clamors about the behavior of law enforcement, alleging inappropriate use of force, bias, and

other unscrupulous conduct, coupled with the perception of police militarization (Bui & Hedgepeth, 2015; Chaney & Robertson, 2013; Cira, 2014), the current situation of law enforcement and a perceived lack of trust within segments of the population and the communities in which they work has developed into a perception of mistrust between these segments and law enforcement.

The United States Department of Justice, Office of Justice Programs says in a report on police integrity, "Current research finds that the management and culture of a department are the most important factors influencing police behavior. How the department is managed will dramatically affect how officers behave toward citizens. And how officers behave toward citizens will affect whether citizens view law enforcement as an institution with integrity" (US Department of Justice, 2014). This problem has become extremely significant within the last half of 2015 and early months of 2015, ultimately causing the United States President to issue an Executive Order (#13684), for the "Establishment of the President's Task Force on 21st Century Policing" (Obama, 2014). Whether real, or just widely declared via prolific media, there is a perception of some of the public that there is a difference in how law enforcement treats different segments of the public (Dann, 2014).

For law enforcement to endeavor to overcome this perception and build stronger community relationships, the need to understand how exemplar Municipal Police Chiefs use the six domains of conflict transformation is critically important. Currently, there is a gap in the research that addresses the use of common ground concepts, especially in a low enforcement context. Determining how exemplar law enforcement officials use collaboration, communication, emotional intelligence, ethics, process, and problem-

solving, within the context of their communities and organizations, while attempting to connect and work collaboratively within the community, may help illuminate possible exemplar principles, practices, and behaviors that if replicated, possibly will aid in creating a better application of common ground constructs and a better future for all.

This study pursues that goal, while also working to understand the overarching use of the common ground conflict transformation domains, with the collaboration of peer researchers in their respective discipline fields. It is the hope of this research to yield new insights and understandings of how the six domains of conflict transformation, are utilized by exemplary leaders to obtain breakthrough results and avoid or reduce conflict. "America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves" (Lincoln, 1865). It is my sincere hope that this research will aid law enforcement executives in creating and encouraging stronger communities by learning to find common ground on which to live.

CHAPTER III: METHODOLOGY

Overview

The methodology chapter is defined by Carol M. Roberts in *The Dissertation Journey* as the "section that describes in detail how the study was conducted" (Roberts, 2010, p. 25). The current qualitative phenomenological study allowed the lives of the participants to be explored in order to determine what themes or patterns of how exemplar Municipal Police Chiefs were able to find common ground and use the six domains of collaboration, communication, ethics, emotional intelligence, process and problem-solving to achieve breakthrough results to reduce or avoid conflict. In this chapter the purpose and research questions for this investigation are stated. This chapter also examines the rationale for using the research design, population, sample, instrumentation, data collection, including interviews, artifacts, and systematic procedures employed. Additionally, this chapter will include the limitations of the study.

Purpose Statement

The purpose of this phenomenological study is to discover and describe how exemplar Municipal Police Chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors.

Research Questions

Central Question

What are the lived experiences of exemplar Municipal Police Chiefs in establishing common ground and producing breakthrough results by engaging in elements of the Six Domains of Conflict Transformation Behaviors?

Sub Questions

1. Ethics- How do exemplar Municipal Police Chiefs use ethics to establish common ground and produce breakthrough results?
2. Process- What processes do exemplar Municipal Police Chiefs use processes to establish common ground and produce breakthrough results?
3. Emotional Intelligence - What aspects of emotional intelligence do exemplar Municipal Police Chiefs use to establish common ground and produce breakthrough results?
4. Problem Solving- How do exemplar Municipal Police Chiefs use problem solving strategies to establish common ground and produce breakthrough results?
5. Collaboration - How do exemplar Municipal Police Chiefs use collaboration to establish common ground and produce breakthrough results?
6. Communication - How do exemplar Municipal Police Chiefs use communication to establish common ground and produce breakthrough results?

Research Design

Research is conducted either in a quantitative method, a qualitative method, or by using mixed methods of both quantitative and qualitative methods. As stated in *Understanding Research Methods*, by Mildred L. Patten, "The results of quantitative research are presented as quantities or numbers (i.e., statistics). In qualitative research, the results are presented as discussions of trends and/or themes based on words, not statistics" (Patten, 2012, p. 19).

Additionally, a quantitative approach also uses a "deductive approach," meaning that it works from the more generalized to the more specific. The basic pattern of the investigation is that there is a theory, then a hypothesis is formed, observations are made, and either the hypothesis is confirmed or not. However, in a qualitative approach, there is an "inductive approach," which means it works from the more specific to the more general. The basic pattern of the investigation is that there is an observation (or observations), then a pattern is found, which leads to a tentative hypothesis, and then a theory (Patton, 2002a). A qualitative approach emerged as most suited for this study as the peer-researchers are studying the lived experiences of the leaders in their fields, and considering the specific behaviors in the unique situations (thus the specific phenomenon) that can be identified and described and possibly applied to the larger population in general.

Method

Once a qualitative design was determined to be the most appropriate approach for this study, many qualitative methods were considered. The team of peer-researchers ultimately decided on a phenomenological method. The method selected for this thematic study was qualitative phenomenological, oral history of life experiences. According to Michael Patton in *Qualitative Research and Evaluation Methods,* the phenomenological perspective is rooted in philosophy and the central question is regarding "the meaning, structure, and essence of the lived experience of this phenomenon for this person or group of people" (Patton, 2002b, p. 104).

Rationale

"Phenomenology aims at gaining a deeper understanding of the nature or meaning of our everyday experiences…" (Patton, 2002b, p. 104). Following considerations regarding the opportunity to study common ground in multiple types of organizations, three staff researchers and ten doctoral students discovered a common interest in development of the common ground principles which resulted in the goal of our thematic study. The goal of the study is to discover and describe how successful exemplar leaders establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. The rationale for selecting this is two-fold. The first factor is that this study is a thematic study to discover and describe how exemplar leaders, in multiple types of organizations, establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. For this study, the direct examination was in the form of digitally recorded interviews directly with the selected sample population subjects.

There are nine separate researchers each addressing the same six domains; ethics, emotional intelligence, communication, collaboration, process, and problem solving, in very different populations of work settings. By having all nine peer researchers using the same methodology allows further research into any possible correlation of the obtained data and results from all of the peer researchers.

As a group there was discussion about the methodology to be selected for this research. After considering three qualitative methodologies; Grounded Theory, Ecological psychology, and Phenomenology, as possible methodologies for the study, a group discussion and decision-making process was initiated. The first method considered

was Grounded Theory. Grounded Theory has its roots based in social sciences and methodology. The central questions of grounded theory are what emerges from systematic comparative analysis and is grounded in fieldwork so as to explain what has been, and is being observed (Patton, 2002b). The group determined that this method may not be the most appropriate because the focal point of the thematic study was on leaders in different fields, which may have very different cultures and environments.

The second methodology considered was Ecological Psychology. Ecological psychology is based primarily with its roots in ecology and psychology and attempts to answer the central question of how individuals attempt to accomplish their goals through specific behaviors in specific environments (Patton, 2002b). This methodology came a little closer to what the study is attempting to accomplish, however, since the thematic study is also focused on discovering how the six domains of conflict transformation are utilized to resolve or reduce conflict with stakeholders, there was discussion about the "specificity" of the behaviors, so the group felt this did not reach the level of appropriateness for this study.

The third methodology considered was Phenomenology. Phenomenology emerged through the discussions and group decision-making process to meet the needs and appropriateness of this study. Phenomenology has its roots based in philosophy and asks a foundational question, "What is the meaning, structure, and essence of the lived experience of this phenomenon for this person or group of people" (Patton, 2002a, p. 104). Since the phenomenon that is being studied applies to different groups of people in different environments and cultures, yet, embraces the same constructs and six specific

domains of conflict transformation, the team of peer researchers believed this to be the most appropriate methodology to accomplish the goals of the research.

The second factor involved is that there is very little data available to support any overarching theory about the emerging field of common ground, the six domains, or the specific uses of them by exemplary leaders. Thus, by conducting a qualitative (inductive) approach of the lived experiences of exemplar leaders in the different fields of occupations, a pattern or patterns may be found, which may lead to a tentative hypothesis about these constructs. This information may ultimately then lead to a theory of how these common ground constructs may be applied successfully by future leaders.

Population

As described in *Research in Education: Evidence-based Inquiry,* James McMillan and Sally Schumacher describe the population as the "total group to which results can be generalized," and the sample as the "group of individuals from whom data are collected from within the population" (McMillan & Schumacher, 2010, p. 129).

Municipal chiefs of police in California are the appointed executive officers, charged with the duties of law enforcement for the community which they are appointed. Under policy and administrative direction, a municipal police chief plans, organizes and provides administrative direction and oversight for comprehensive police services, security and law enforcement programs; provides expert professional assistance to City management staff in areas of expertise; fosters cooperative working relationships with other City departments, intergovernmental, regulatory and other outside agencies, various public and private groups, and the public served. Some additional functional characteristics of the police chief are that she/he oversees and directs all activities of the

police department for the city and for surrounding areas in certain mutual aid circumstances. Responsibilities include strategic planning for use of resources, coordinating the activities of the department with those of other local departments and ensuring that services provided and development plans.

Target Population

The U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics reported in 2008 that there are 509 law enforcement agencies in California alone (Reaves, 2011, p. 15). Of the 509 law enforcement agencies in California, there are 23 Federal Agencies, 91 State agencies, 58 County agencies (Sheriff's Offices), and 336 police agencies. Of the police agencies, there are 261 municipal police departments, 42 college/university police departments, 24 special district police departments, and 21 school district police departments. Each of these departments is headed by a police chief. For this study the population are municipal police chiefs.

The target population or sampling frame is the actual list of sampling units from which the sample is selected (Creswell, 2007). The target population selected for this study is municipal police chiefs in police organizations with 25 - 1000 employees in Central/Northern CA, who are considered exemplar leaders, living within a radius of 250 miles of Sacramento. This area includes municipal police agencies within the following counties: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, El Dorado, Fresno, Lake, Madera, Marin, Mariposa, Mendocino, Merced, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Sierra, Solano, Sonoma, Stanislaus, Sutter, Tulare, Tuolumne, Yolo, and Yuba.

For this study to be considered an exemplar leader, the leader must display or demonstrate at least 5 of the following criteria:

1. Evidence of successful relationships with stakeholders.
2. Evidence of breaking through conflict to achieve organizational success.
3. Have five or more years of experience in that profession or field.
4. Written/published or presented at conferences or association meetings.
5. Recognized by their peers.
6. Membership in associations of groups focused on their field.

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. The sample was selected from this target population.

Sample

A sample is defined as the "group of individuals from whom data are collected from within the target population" (McMillan & Schumacher, 2010, p. 129). This is the group of participants in the study selected from the target population. Sampling can be conducted in a multitude of ways. Random sampling, systematic sampling, proportional sampling, cluster sampling, convenience sampling, purposeful sampling (also known as purposive sampling), and quota sampling, are all methods of sampling (McMillan & Schumacher, 2010, pp. 139-140). For this study convenience sampling and purposive sampling were both deliberated. Convenience sampling was considered because it is based on "being accessible or expedient," while purposive sampling is based on "selecting subjects with certain criteria"(McMillan & Schumacher, 2010, pp. 137-138). Purposeful sampling was selected based on the certain criteria of the sample participants,

and convenience sampling was also considered due to the proximity and accessibility to the researcher.

The respondents for this study were selected from the target population of 107 municipal police chiefs in the identified counties in the target population. The number of possible respondents was identified by using a list of California police departments by county from "USACOPS" website which lists all police agencies by county for California and other states (USACOPS, 2015). The number of municipal police agencies was determined and then each agency was checked by agency data to determine the size of the organization to be within the 25-1500 employee range. A spreadsheet of the agencies and size were created according to county, city, and number of employees in the police department.

From the 36 counties identified in the target population, 4 counties were found to have no municipal police departments within the county. Of the 32 remaining counties with municipal police departments, 183 municipal police departments were located. Of the 183 municipal police departments, 75 had fewer than 25 employees, and 1 department had more than 1000 employees, these departments were excluded from the list. The remaining 107 municipal police departments were then placed on a list of those eligible for inclusion in this study.

After these agencies were identified the chief of each agency was placed on a prospective participant list, by agency, and assigned a unique identifying number (e.g. Agency A, Agency B, Agency C, etc.) to be contacted in the sample selection process.

According to John W. Creswell, in *Qualitative inquiry and research design: Choosing among five traditions,* an appropriate size for qualitative phenomenological

study is five to 25 participants, and Morse (1994, p.225) says at least six. The size of the sample population was determined to be 12-15 municipal police chiefs. The sample size of 12-15 municipal police chiefs will provide more depth and breadth to the final study of all the various disciplines studied. As stated in *Qualitative Research and Evaluation Methods* by Michael Quinn Patton, "Qualitative methods permit inquiry into selected issues in great depth with careful attention to detail, context, and nuance; that data collection need not be constrained by predetermined analytical categories contributes to the potential breadth of qualitative inquiry. Quantitative instruments, on the other hand, ask standardized questions that limit responses to predetermined categories (less depth and breadth)" (Patton, 2002b, p. 227). For this reason, and that the results will eventually be combined with other researchers, the sample size of 12 - 15 exemplar leader agency heads fits the purpose, availability, time, and interests of the study at hand.

Sample Subject Selection Process

After completion of Institution Review Board (IRB) from Brandman University, the California Police Chief's Association and the California Commission on P.O.S.T. were contacted to identify a sufficient number of police chiefs, from the identified 107 prospective participants, who demonstrate that exemplar criteria and those chiefs were contacted.

1. Prospects are first contacted via telephone to their office. This initial phone call was directed to their support staff and explained the purpose of the study, the benefits of the study, the possible risks of the study, the anonymity associated with being involved in the study, and any questions were answered.

2. If a prospective participant chose to participate, an appointment time was tentatively scheduled for up to 60 minutes, due to their very limited schedule availability, and they were notified that they would be receiving the following via e-mail in advance of the meeting: (a) Invitation Letter, (b) Research Participant's Bill of Rights, (c) Informed Consent Form (to be signed at the time of the interview), (d) Script and Script Questions for review prior to the interview.
3. After the subject chooses to participate an e-mail is sent notifying them of what the study would entail, along with the following as attachments: (a) Invitation Letter, (b) Research Participant's Bill of Rights, (c) Informed Consent Form (to be signed at the time of the interview), (d) Script and Script Questions for review prior to the interview.

Instrumentation

Researcher as an Instrument of the Study

"In qualitative inquiry, the researcher is the instrument" (Patton, 2002a, p. 14) For this study the researcher was used as the instrument of the research in that the researcher was directly asking the scripted research questions (See Appendix A) of each of the participants. The questions and responses were recorded by this researcher and transcribed by a confidential transcriptionist (See Appendix B). "By using a qualitative approach the researcher gathers data by direct examination" (Creswell, 2007, p. 37).

The interviews of the sample participants comprised of two important parts. The first section provided a short overview of the purpose of the investigation for the

participants indicating the intention of the research, and asked for their consent and endorsement to complete the interviews (See Appendix C), along with providing each participant with the participant "Bill of Rights" (See Appendix D). An Application for IRB Approval of Research Protocol to the Brandman University's Institutional Review Board (IRB) was submitted. The application defined the purpose of the study, the participants, research methods, and data collection procedures. The application specified any possible risks to the participants and how these risks would be addressed. Upon approval by the IRB, the potential participants were contacted to request their involvement in the study.

The dissertation chair reviewed the instrument and provided feedback before being presented to the committee for review and approval, including the informed consent forms (Appendix F), and presented the instrument to the Brandman University, College of Education IRB. Once the subjects agreed to participate in the study, their signed agreement and informed consent forms were collected (See Appendix C).

Scripted research questions were developed through the thematic group to accommodate all of the peer researchers in the various fields of inquiry (See Appendix A). The peer-researchers all worked collaboratively on these questions with guidance from the faculty researchers to determine which questions were most appropriate for the thematic team. The questions were reviewed, edited, and then resubmitted and approved by the faculty researchers for this study.

Six Domains of Conflict Transformation

There is a relationship between the scripted research questions and the literature review, in that the goal of the research is to identify and describe how exemplar

Municipal Police Chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. The literature review revealed that independently there is a great deal of research on conflict, and the six domains of conflict transformation (collaboration, communication, emotional intelligence, ethics, process, and problems solving), however there is little empirical research on the use of the six areas and how they are used by exemplar leaders in a law enforcement setting as they apply to creating common ground and finding breakthrough results to avoid or reduce conflict.

Once approval was received to conduct the research, participants were contacted and an interview schedule was determined, based primarily on the availability of the participants. Each participant was given the interview questions ahead of time to be able to prepare responses and to allow for necessary preparation and assist in identification of artifacts. Interviews were conducted at the place and time arranged at the convenience of the participant, typically at their place of business or office.

Validity

Validity and reliability are key indicators of the quality of a measuring instrument, a description of the process used to establish both is included in this chapter. "Validity is to ensure that the instrument measures what it is supposed to measure. The instrument must then be administered in an appropriate, standardized manner according to prescribed procedures" (Patton, 2002a, p. 14). In qualitative research the researcher is the instrument. Because of this, "The credibility of qualitative methods, therefore, hinges

to a great extent on the skill, competence, and rigor of the person doing fieldwork" (Patton, 2002a, p. 14).

Criterion Validity

Criterion or predictive validity establishes a measure which can be predicted to produce similar results. The thematic research team established a clear definition of exemplar leaders. To be considered an exemplar leader, the leader must display or demonstrate at least 5 of the following criteria:

1. Evidence of successful relationships with stakeholders.
2. Evidence of breaking through conflict to achieve organizational success.
3. Have five or more years of experience in that profession or field.
4. Written/published or presented at conferences or association meetings.
5. Recognized by their peers.
6. Membership in associations of groups focused on their field.

Content Validity

The scripted interview questions were developed by the thematic group to accommodate all the peer researchers in the various fields of inquiry. The questions were derived based on the literature review and designed to address the research questions.

Pilot Interview

The goal of the research interview process is to maintain a neutral interview approach so that the interviewer, "…can enter into the other person's perspective" (Patton, 2002a, p. 340). To ensure this is the standard used in obtaining data from the sample population, field testing of the interview process was conducted. The field tests were conducted on test interviewees, with an expert who observed test interviews and

provided feedback, until the interviews were able to be conducted while maintaining a neutral interview approach.

The expert used was a prior instructor in the doctoral program who has obtained his Doctorate of Education partially through completion of a dissertation which used interviews to obtain his data. His research was reviewed and approved by his institutions IRB and subsequently approved for his degree. This expert ensured that the questioning conformed to the "neutral interview approach" as described in the previous paragraph. Additionally, the researcher is a retired 28-year veteran police officer with specific training in interview and interrogation techniques, with very extensive experience interviewing subjects involved in criminal investigation, vehicle collisions, and civil investigations.

Reliability

"Reliability is the degree to which you instrument consistently measures something from one time to another" (Roberts, 2010, p. 150) If the same measurement were taken at different times would the measurement yield the same results, is the test of reliability. In this study, the context and "a description and interpretation of a person's social environment, or organization's external context, is essential for overall understanding of what has been observed during fieldwork or said in an interview"(Patton, 2002a, p. 59)

"Cross-paradigmatic communication can result in difficulties because the same words may have different meanings. It cannot be assumed that reliability and validity have the same meaning in logical empiricism and phenomenology. Even among the three most frequently used phenomenological methods in nursing research, lack of consensus

exists regarding the issues of reliability and validity"(Beck, 1994). To support a holistic qualitative analysis data was gathered on multiple aspects of the setting under study, "to assemble a comprehensive and complete picture of the social dynamic of the particular situation or program" (Patton, 2002a, pp. 59-60)

Internal Reliability of Data

The goal of the triangulation is not to test for identical information, however it is to test for the consistency of the information and provide internal reliability of the data. "Triangulation strengthens a study by combining methods" (Patton, 2002a, p. 247). This study will use data triangulation to authenticate participant sample statements, or as evidence of accomplishment of information provided from the sample participants.

"A common misunderstanding about triangulation is that the point is demonstrate that different data sources or inquiry approaches yield essentially the same result. But the point is really to *test for* such consistency" (Patton, 2002a, p. 248) Participants were able to review their transcripts to ensure that the transcription of interviews was accurate. The strategy ensured that the interviewees felt comfortable with the accuracy of their statements and that there was no misrepresentation of any statements made by participants (Creswell, 2007) .

Inter-coder Reliability

"Inter-coder reliability is the widely used term for the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion" (Lombard, Snyder-Duch, & Bracken, 2004, p. 2). In qualitative studies, the researcher is the instrument of the data obtained (Patton, 2002a, p. 14), so all coded data is subject to

the biases of the researcher. To address the possibility of coding errors based on these biases determining inter-coder reliability is used.

For this purpose, in this thematic study another peer-researcher was selected to check the coding and interpretation to ensure accuracy of themes from the coding. This was completed by having the peer-researcher double-code 10% of the data obtained by the primary researcher with the peer researcher goals of 90% agreement in coded data to be considered the best, and 80% agreement on the coded data to be acceptable.

As Michael Patton states in Qualitative Research and Evaluation Methods, "The data set should be reproducible by another competent judge…The second observer should be able to verify that (a) the categories make sense in view of the data which are available, and (b) the data have been appropriately arranged in the category system…The category system auditor may be called upon to test that the category system 'fits' the data and that the data have been properly 'fitted into' it. (Patton, 2002a, p. 466)

Data Collection

The primary data collection was anecdotal data from scripted interview questions. Conversations with the participants were audio recorded with a recording device and notes were taken during the interviews. The audio recordings aided in the transcription of the interviews into a form compatible with data analysis software. The identities of the participants were kept confidential, and each participant was identified by a unique identifying number, as example: Municipality A, Municipality B, Municipality C, etc. Direct quotes from the interviews were included in the study but no identifying facts were included in those quotes. Demographic data concerning the participants' years of

employment, organization, and position were part of the interview questions and were included in the demographic information in Chapter 4 – Results of the Study.

Types of Data

"Qualitative data describe. They take us, as readers, into a time and place of the observation so that we know what it was like to have been there" (Patton, 2002a, p. 47). Qualitative data can be in the form of oral history, interviews, observations, archival data gathered, and many other forms of information which describes the lived experiences of the sample. For this study, scripted interviews, observations and examination of artifacts are the primary types of data that were sought to describe the lived experiences of municipal police chiefs.

Interviews. The data obtained was qualitative data consisting of transcribed anecdotal interview responses to scripted interview questions that are designed to illicit responses to the following six research sub-questions:

1. How do exemplar Municipal Police Chiefs use ethics to establish common ground and produce breakthrough results?

2. What processes do exemplar Municipal Police Chiefs use processes to establish common ground and produce breakthrough results?

3. What aspects of emotional intelligence do exemplar Municipal Police Chiefs use to establish common ground and produce breakthrough results?

4. How do exemplar Municipal Police Chiefs use problem solving strategies to establish common ground and produce breakthrough results?

5. How do exemplar Municipal Police Chiefs use collaboration to establish common ground and produce breakthrough results?

6. How do exemplar Municipal Police Chiefs use communication to establish common ground and produce breakthrough results?

To obtain information regarding the six sub-questions the participants were asked scripted questions developed by the entire thematic group to ensure consistency in questions asked (See Appendix A). A phenomenological interview involves the use of open-ended questions guided by the research problem (Whitley & Crawford, 2005). Semi-structured interviews maintain consistency across participants (Ponterotto, 2005). Quantitative data collection techniques may use surveys to measure the strength of participants' perceptions; however, the purpose of the study was to describe the perceptions of participants rather than to measure them.

Interviews were transcribed using the procedures of phenomenological analysis. The specific steps used were:

1. Interviews were transcribed.

2. Expressions relevant to the experience were coded.

3. Patterns and themes were identified.

4. The meaning or meanings of the statements were uncovered or specified in context.

5. From these meanings, common categories, patterns, and themes were identified and deciphered.

6. Comprehensive thematic descriptions of the experiences were developed from the common categories, patterns, and themes (Moustakas, 1994a).

"Adopting questions from prior research will probably not produce valid interview data; however, the examination of different alternatives is essential in interview

script construction. Interview questions can focus on experiences or behaviors, opinions and values, feelings, knowledge, sensory perceptions, and the individual's background or demographic information" (McMillan & Schumacher, 2010, pp. 356-357). For this study, the scripted questions first included questions about demographic information, including: (a) position, (b) years in position, (c) age, (d) sex, (e) total number of years in field. The next portion of the scripted questions were left as one primary open-ended and then several open-ended questions for each category of information, to obtain experiential data in the form of anecdotes. These questions were followed up with more specific structured questions to elicit further detail pertinent to the domain being investigated. These questions were developed by the thematic group are listed in Appendix A.

Observations. Additional data included observations, and artifacts obtained from the sample participants as evidence of the above scripted questions' answers, and artifacts obtained through other sources as evidence of the answers to the scripted questions. "To understand fully the complexity of many situations, direct participation and observation of the phenomenon of interest may be the best research method" (Patton, 2002, p. 23). Observations could be videotaped public meetings, news conferences, observed stakeholder group interactions, such as task force meetings, working committees, or other various interactions that might be more readily feasible.

Artifacts. "Artifacts are tangible manifestations that describe people's experience, knowledge, actions, and values" (McMillan & Schumacher, 2010, p. 361). Artifacts may include, meeting agendas, reports newsletters, public news releases, public documents, staff bulletins, community meeting reports, developed vision and mission statements, values, norms and purpose statements. Phenomenologist researchers,

"…consider it important to set aside pre-judgements regarding the phenomenon being investigated. This may be termed the 'Epoche process,' epoche being a Greek term meaning 'to refrain from judgement'"(Moustakas, 1994b).

Data Collection Procedures

Each type of data collected for this study followed a set data collection procedure for each type of data. The collection procedures for interviews, observations, and examination of artifacts was followed for each of the municipal police chief participants of the study.

Interview Data Collection. Interviews were conducted with participants. Each participant had information sent to them (See Appendix F) along with other potential participants, via e-mail. For this study there were no sponsors of the research. Those who responded to the e-mail were then sent an invitation letter (See Appendix G) and contacted via telephone to further explain the purpose of the research and answer any questions about their potential involvement in the research. Based on the replies from these communications, a list of potential respondents was developed and narrowed to those participants that most closely matched the selection criteria of the population sample.

A meeting was then scheduled for the interview. The interview location was determined based on the convenience and comfortability of each of the respondents. Ideally the meetings were held at their police department, where artifacts and observations could also be made, however, this was not the primary standard used. Upon meeting with the participants, the Informed Consent Form (See Appendix C) was read and signed, and the Research Participant's Bill of Rights (See Appendix D) was read,

discussed, and provided to each participant. Participants were also provided a copy of the Protecting Human Research Participants Certification from the National Institute of Health. (See Figure 1)

Participants were provided the Audio Recording Release Form (See Appendix H) which was read and signed. The Participant Demographics Questionnaire (See Appendix E) was then completed for the participant and a unique identifier assigned to the participant. After completion of these documents, the interview was conducted. The interview was scheduled for 30-60 minutes, depending on the availability of the participant. Due to the unpredictable and emergency nature of law enforcement, a major concern was for the flexibility of the participants. Additional time was scheduled or interviews rescheduled as needed with each participant to accommodate their duties.

Each participant was asked the same General Script Question and Script Questions for each of the six domains of collaboration, communication, emotional intelligence, ethics, problem-solving and process. Follow-up questions were asked as needed from the listed follow-up questions. All questions asked were from the Script Questions on Appendix A. All responses were audio-recorded using a digital portable recording device, and notes taken by researchers. These audio-recorded statements were then transcribed and coded for emergent themes.

Observation Data Collection. Participants were asked to be observed while conducting their work in situations where the specific behaviors could be observed. These observations could have been in the form of observing public meetings, field exercises, such as patrol operations, meetings with community groups, news conferences, observed stakeholder group interactions, such as task force meetings, working

committees, or other various interactions. The researcher attended the specific meeting or activity and remained as an observer only, not participating in any of the activities, discussions, practices, events, and noted significant actions or information produced from those activities. These observation notes and recorded observations were then entered as a document and coded for emergent themes.

Artifact Data Collection. Supporting artifacts were obtained either directly from the participant, his/her representative, or through a Public Records Act request of meeting agendas, reports newsletters, public news releases, public documents, staff bulletins, community meeting reports, developed vision and mission statements, values, norms and purpose statements. These artifacts were then entered as separate documents and coded for emergent themes.

All data obtained was identified with the unique identifier associated with the research participant and stored in a locked safe accessible to the researcher only. Data that has personal identifying information was redacted or changed to the unique identifier for that particular participant in order to protect their anonymity.

Data Analysis

Data analysis can take multiple approaches, such as; Storytelling Approach, Case Study Approach, and Analytical Framework Approach (Patton, 2002a, p. 439). In considering the most appropriate approach for organizing and reporting the qualitative data obtained, the "Case Study Approach" about people is the most appropriate as this phenomenological study focuses on the lived experiences of the people in leadership roles, and specifically, people in the role of municipal chiefs of police.

Data Coding Process

Data coding is the process of focusing a mass amount of free-form data with the goal of empirically revealing answers to research questions. Coding moves in a step-wise process, progressing from unsorted data (raw) to the development of more refined categories, themes, and concepts. The number of steps required to complete the coding process varies between research methods and the amount of raw data that is used. After transcribing text data, including field notes, recordings from interviews, public documents, and descriptions of physical objects, the data are formatted for coding by employing a data coding software the categories, themes, and concepts are more easily imported and exported depending on the interpretation of the information.(McMillan & Schumacher, 2010, pp. 370-376)

Analysis

The data was compiled in the form of audio-recorded interviews using an electronic recording device. The interviews were transcribed onto a word processing platform. The transcribed interviews were then coded using "Nvivo," a qualitative research data processing software. The coded data was analyzed to determine if there are any emergent themes, patterns, or similarities within the responses of the research subjects, for each of the six common ground constructs of ethics, emotional intelligence, communication, collaboration, process, and problem solving.

The data analysis considered any themes that emerge from the coded aspects of (a) common ground, (b) conflict, (c) breakthrough results, (d) collaboration, (e) communication, (f) emotional intelligence, (g) ethics, (h) process, and (i) problem-

solving. In addition to these codes, any addition, unexpected emergent themes were identified and coded.

Limitations

According to Carol M. Roberts in *The Dissertation Journey,* "Limitations are particular features of your study that you know may negatively affect the results of your ability to generalize." Additionally, Roberts says, "Limitations are usually areas over which you have no control" (Roberts, 2010, p. 162). The limitations of the study are stated for the reader to determine for themselves the degree to which the limitations affect the study. "Repetition of a study with other participants in different settings provides a more substantial basis for external validity of the original study findings" (Price & Murnan, 2004). This thematic study was replicated with the same methodology used by peer researchers and therefore the validity of the findings was supported.

This phenomenological study was limited to the Municipal Police Chiefs in California, specifically in Northern California, within a 250-mile radius of Sacramento, CA. Given the different state and local laws of the various states, including cultural differences in the various regions of the United States, responses may be interpreted differently from one state to another, or one region to another. For this reason, some of the participants' self-reported perceptions may have a different context, connotation, or interpretation in other areas of the country.

Many of the occurrences in law enforcement have aspects that for reasons of protection of civil rights, confidentiality, liability, and other legal reasons, may not have complete disclosure to the public. Because of this limitation, some of the anecdotal information obtained may not be able to be triangulated with information from within the

police agency, and may have to be triangulated with media reports which are not always accurate in facts. The California Public Records Act allows open access to a majority of the information that was able to be obtained, however the details requested may not be readily available.

Time

Time was a limiting factor. Before data collection could be completed, approval from IRB was needed. Data collection did not begin until the month of November. This resulted in data collection occurring over the holidays in November and December, which are typically a very busy time for municipal police chiefs, and also a time of vacations and other community-related commitments. Due to the schedules of the participants in the study, the duration of interviews was limited to 30-60 minutes. "No rule of thumb exists to tell a researcher precisely how to focus a study. The extent to which a research or evaluation study is broad or narrow depends on purpose, the resources available, the time available, and the interests of those involved" (Patton, 2002a, p. 228)

Researcher as Instrument of Study

In a phenomenological study such as this, the researcher is the instrument of the study, which causes the credibility of the researcher to become questioned. "The credibility of the qualitative methods, therefore, hinges to a great extent on the skill, competence, and rigor of the person doing the fieldwork" (Patton, 2002a, p. 14) As the researcher of this study is a retired police lieutenant, the concepts of police culture, vernacular specific to police operations, different levels of training in police operations as well as leadership consulting and practices of police leaders, Patton points out, "Interview

data limitations include possible distorted responses due to personal bias, anger, anxiety, politics and simple lack of awareness" (Patton, 2002a, p. 306) Another concern stemmed from the potential for the observer to have an effect on what was observed during observations sessions. In the case of public engagements, the researcher conducted covert observations collecting data on the municipal police chief's interaction and communication with the stakeholders. When afforded the opportunity to attend a public meeting, the observation was overt and all participants in the meeting were knowledgeable that the researcher was present to collect data on the meeting and the interaction.

Sample Size

A limited number of municipal police chiefs were examined in order to provide purposeful sampling while meeting the criteria established by the thematic dissertation team. Patton describes three limitations that are context and case specific; (1) Limitations in the situations that are sampled, (2) limitations from the time periods during which observations took place, and (3) limitations based on selectivity in the people who were sampled. The sample size of 12-15 participants for all nine peer-researchers was selected by the thematic team. Discussions regarding availability, accessibility due to their busy schedules, and the likelihood of obtaining enough phenomenological data were determining factors in the sample size selected by the group.

Replication

Because of the phenomenological nature of this study, in that the sample participants are limited in their experiences, history, time periods, perceptions, and other personal variables, this study may be replicable in structure, however the ultimate results

will probably not be replicable due to different perceptions, personal values, beliefs, biases, of the particular sample participants chosen for this study.

Geography

According to Answers.com, "California has 163,707 square miles, making it the 3rd largest state behind Alaska and Texas" ("Answers.com," 2015). The geography and associated transportation requirements limited the researcher to scheduling meetings and observations within the areas convenient to the researcher. An area of 250 miles of the state capitol of Sacramento, which was inclusive of 36 of the 58 counties in California was selected for this study.

Summary

Qualitative research explores, describes, or interprets a specific phenomenon (Creswell, 2007). The nature of qualitative research is holistic and takes a personal view (Leedy & Ormrod, 2005) . The research uses interviews with a generally small sample size and the researcher reports the findings in narrative form (Creswell, 2007). Creswell stated that some different types of qualitative studies include philosophical inquiries, case studies, historical, participatory, ethnographic, grounded theories, and phenomenological studies. The open-ended interview explores for essences in meaning that assist in discovering "the most invariant meaning or identity that can be assigned to a phenomenon for a given context" (Beck, 1994, p. 255)

No assumptions were made by narrowly defining the parameters of the interview, but instead, the flow of information relevant to meaning regarding the phenomenon as determined by the participant was encouraged (Beck, 1994). The methodology and design for this study is phenomenological study to identify and describe the lived

experiences of the population sample regarding common ground and the six domains of conflict transformation. The study was conducted by interviewing participants through scripted question. The interviews were audio recorded and transcribed. The purpose and research questions for this investigation were revealed and also examined the rationale for using the design, population, sample, instrumentation, data collection, including interviews, artifacts, and systematic procedures employed. The limitations of the study are also included in this chapter. Through the research methods discussed in the chapter, the goal is to make the meaning and perceptions of the lived experiences of exemplar law enforcement and discover and describe their experiences with the six domains of conflict transformation to find breakthrough results and reduce or avoid conflict.

United States President Ronald Reagan said, "Peace is not absence of conflict, it is the ability to handle conflict by peaceful means" (Reagan, 1988). The purpose of this phenomenological study was to discover and describe how the lived experiences of the exemplar Municipal Police Chiefs, through their own stories, in their own contexts and environments established common ground, and produced breakthrough results to reduce or avoid conflict by utilizing the six domains of conflict transformation behaviors. Through the combined efforts of the peer researchers in this thematic study, the outcomes may yield new and exciting information that can be duplicated by future researchers and ultimately generalized to the larger population. These outcomes are discussed in detail in the next chapter, Chapter 4.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This qualitative phenomenological study allowed the lives of the participants to be explored in order to determine what themes or patterns of how exemplar law enforcement leaders were able to find common ground and use the six domains of conflict transformation behaviors; collaboration, communication, ethics, emotional intelligence, process and problem-solving to achieve breakthrough results to reduce or avoid conflict. In this chapter the purpose and research questions for this investigation are stated, along with the research methods and data collection procedures. This chapter also describes the population, sample and target sample, and demographic data. A presentation and analysis of the data is presented in this chapter. A summary of the information is offered at the end of the chapter.

Purpose Statement

The purpose of this phenomenological study was to discover and describe how exemplar law enforcement leaders establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors.

Research Questions

Central Question

What are the lived experiences of exemplar law enforcement leaders in establishing common ground and producing breakthrough results by engaging in elements of the Six Domains of Conflict Transformation Behaviors?

Sub Questions

1. Ethics- How do exemplar law enforcement leaders use ethics to establish common ground and produce breakthrough results?
2. Process- What processes do exemplar law enforcement leaders use processes to establish common ground and produce breakthrough results?
3. Emotional Intelligence - What aspects of emotional intelligence do exemplar law enforcement leaders use to establish common ground and produce breakthrough results?
4. Problem Solving- How do exemplar law enforcement leaders use problem solving strategies to establish common ground and produce breakthrough results?
5. Collaboration - How do exemplar law enforcement leaders use collaboration to establish common ground and produce breakthrough results?
6. Communication - How do exemplar law enforcement leaders use communication to establish common ground and produce breakthrough results?

Methodology and Data Collection Procedures

The research method used in this study was a qualitative, phenomenological study which utilized personal interviews via scripted questions with municipal police chiefs in California. The primary data collection was anecdotal data from scripted interview questions. Fifteen separate interviews with active sitting police chiefs were conducted.

The interviews were recorded with a digital voice recording device and the recordings were transcribed and coded.

Interview Data Collection

Each participant was asked the same General Script Question and Script Questions for each of the six domains of collaboration, communication, emotional intelligence, ethics, problem-solving and process. Follow-up questions were asked as needed from the listed follow-up questions. All questions asked were from the Script Questions on Appendix A. All responses were audio-recorded using a digital portable recording device, and notes taken by researchers. These audio-recorded statements were then transcribed and coded for emergent themes.

Conversations with the participants were audio recorded with a recording device and notes were taken during the interviews. The audio recordings aided in the transcription of the interviews into a form compatible with data analysis software. The identities of the participants were kept confidential, and each participant was identified by a unique identifying number, as example: Municipality A, Municipality B, Municipality C, etc.

Observation Data Collection

Participants were asked to be observed while conducting their work in situations where the specific behaviors could be observed. These observations could have been in the form of observing public meetings, field exercises, such as patrol operations, meetings with community groups, news conferences, observed stakeholder group interactions, such as task force meetings, working committees, or other various

interactions. The researcher attended the specific meeting or activity and remained as an observer only, not participating in any of the activities, discussions, practices, events, and noted significant actions or information produced from those activities. These observation notes and recorded observations were then entered as a document and coded for emergent themes.

Artifact Data Collection

Supporting artifacts were obtained either directly from the participant, his/her representative, or through a Public Records Act request of meeting agendas, reports newsletters, public news releases, public documents, staff bulletins, community meeting reports, developed vision and mission statements, values, norms and purpose statements. These artifacts were then entered as separate documents and coded for emergent themes.

Population

Municipal chiefs of police in California are the appointed executive officers, charged with the duties of law enforcement for the community which they are appointed. Under policy and administrative direction, plans, organizes and provides administrative direction and oversight for comprehensive police services, security and law enforcement programs; provides expert professional assistance to City management staff in areas of expertise; fosters cooperative working relationships with other City departments, intergovernmental, regulatory and other outside agencies, various public and private groups, and the public served. Some additional functional characteristics of the police chief are that she/he oversees and directs all activities of the police department for the city and for surrounding areas in certain mutual aid circumstances. Responsibilities

include strategic planning for use of resources, coordinating the activities of the department with those of other local departments and ensuring that services provided and development plans.

The U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics reported in 2008 that there are 509 law enforcement agencies in California alone (Reaves, 2011, p. 15). Of the 509 law enforcement agencies in California, there are 23 Federal Agencies, 91 State agencies, 58 County agencies (Sheriff's Offices), and 336 police agencies. Of the police agencies, there are 261 municipal police departments, 42 college/university police departments, 24 special district police departments, and 21 school district police departments.

The target population or sampling frame is the actual list of sampling units from which the sample is selected (Creswell, 2007). The target population selected for this study is municipal police chiefs in police organizations with 25 - 1500 employees in Central/Northern CA, who are considered exemplar leaders, living within a radius of 250 miles of Sacramento. This area includes municipal police agencies within the following counties: Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, El Dorado, Fresno, Lake, Madera, Marin, Mariposa, Mendocino, Merced, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Sierra, Solano, Sonoma, Stanislaus, Sutter, Tulare, Tuolumne, Yolo, and Yuba.

Sample

The respondents for this study were selected from the target population of 107 municipal police chiefs in the identified counties in the target population. The number of

possible respondents was identified by using a list of California police departments by county from "USACOPS" website which lists all police agencies by county for California and other states (USACOPS, 2015). The number of municipal police agencies was determined and then each agency was checked by agency data to determine the size of the organization to be within the 25-1500 employee range. A spreadsheet of the agencies and size were created according to county, city, and number of employees in the police department.

From the 36 counties identified in the target population, 4 counties were found to have no municipal police departments within the county. Of the 32 remaining counties with municipal police departments, 183 municipal police departments were located. Of the 183 municipal police departments, 75 had fewer than 25 employees, and 1 department had more than 1000 employees, these departments were excluded from the list. The remaining 107 municipal police departments were then placed on a list of those eligible for inclusion in this study.

After these agencies were identified the chief of each agency was placed on a prospective participant list, by agency, and assigned a unique identifying number (e.g. Agency A, Agency B, Agency C, etc.) to be contacted in the sample selection process.

According to John W. Creswell, in *Qualitative inquiry and research design: Choosing among five traditions,* an appropriate size for qualitative phenomenological study is five to 25 participants, and Morse (1994, p. 225) says at least six. The size of the sample population was determined by the thematic group to be 15 municipal police chiefs. The sample size of 15 municipal police chiefs will provide more depth and breadth to the final study of all the various disciplines studied.

To be considered an exemplar leader, the leader must display or demonstrate at least five of the following six criteria:

1. Evidence of successful relationships with stakeholders.
2. Evidence of breaking through conflict to achieve organizational success.
3. Have five or more years of experience in that profession or field.
4. Written/published or presented at conferences or association meetings.
5. Recognized by their peers.
6. Membership in associations of groups focused on their field.

The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. The sample was selected from this target population. The first 15 respondents to e-mails, and letters, who met all of the qualification for the study, were enrolled into the study as participants. These 15 respondents were from 11 different counties. Those counties ranged in location from the eastern to the western (coastal) counties in the sample area as well as from the extreme north end, to the extreme south end of the sample selection area. The most city chiefs that responded in one county were 4, then 3, then 2, the rest all had one city each. All of the chiefs selected met all of the selection criteria for exemplar police chiefs.

Table 1

Exemplar Traits of Municipal Police Chiefs

Municipal Police Chief Unique Identifier	Evidence of successful relationships with stakeholders	Evidence of resolving conflict to achieve organizational success	A minimum of five years of experience in the profession	Articles, papers, or materials written, published, or presented at conferences or association meetings	Recognition by their peers	Membership in professional associations in their field
Chief A	X	X	X	X	X	X
Chief B	X	X	X	X	X	X
Chief C	X	X	X	X	X	X
Chief D	X	X	X	X	X	X
Chief E	X	X	X	X	X	X
Chief F	X	X	X	X	X	X
Chief G	X	X	X	X	X	X
Chief H	X	X	X	X	X	X
Chief J	X	X	X	X	X	X
Chief K	X	X	X	X	X	X
Chief L	X	X	X	X	X	X

Chief M	X	X	X	X	X	X
Chief O	X	X	X	X	X	X
Chief P	X	X	X	X	X	X
Chief Q	X	X	X	X	X	X

Notes: Each Chief selected for this study was determined to have met all criteria prior to being added to the study sample.

Demographic Data

The participants in this study had 5 or more years of experience as a law enforcement officer. All participants were currently serving in the role of Police Chief in a California city or town. In addition, all of the 15 participants had written/published or presented at conferences or association meetings, and are recognized by their peers. Each of the participants has membership in at least one association focused on their field of law enforcement, many of them belong to multiple professional police related organizations. The participants in this study averaged over 3.6 years of service as Police Chiefs. All participants, police agencies, and communities were given pseudonyms to ensure confidentiality. Table 1 represents the relevant demographic data of the study's participants.

Table 2 shows the demographics for the population sample that was selected for the study. The mean average for years of experience for the exemplar police chiefs was 3.6 years, while the average total number of years in law enforcement was 25.0 years, and they served in an average of 2.6 law enforcement organizations. Additionally, the age range for the exemplar chiefs of police was 41-65 years old (93.33%), while the education level was found to be a Master's Degree (86.67%) on average.

It should be noted that a tenure of a police chief is an average of five to seven years in most municipal police departments. Previous experience in major leadership roles within the police department or other police departments was a consideration in the inclusion of this study. An example is Chief K who had .9 years as the chief in Agency K which had 69 employees, however Chief K had come from another municipal police department where he was a Deputy Chief for over 4 years, within a Municipal Police Department which had approximately 2000 employees.

Table 2

Demographics for Police Chiefs

Chief #	Years as Chief	Years in CA L.E.	Age Range	Education Level	No. of L.E. Agencies
A	3	21	41-65	MA	2
B	2.5	25	41-65	MA	3
C	4	26	41-65	BA	1
D	6	24	41-65	MA	4
E	1.5*	23	41-65	MA	2
F	5	31.5	41-65	MA	2
G	5	33	41-65	MA	3
H	8	28	41-65	BA	3
J	5.5	27	41-65	MA	4
K	0.9*	27	41-65	MA	5
L	2.5	21	41-65	MA	1
M	3	23	41-65	MA	2

O	1*	12	26-40	MA	2
P	8	31	41-65	MA	3
Q	0.9*	23	41-65	MA	1
Mean Avg.	3.6	25.0	41-65	MA	2.6

Notes. (*) Had previous experience in major leadership roles within their organizations or other police organizations that would be .

Table 3 shows the demographics for the city/town of the police chief sample that was selected for the study. The city/town population, primary city/town ethnicity, and average household income was obtained through the U.S. Census Bureau (*U.S. Census - State and County Quick Facts*, 2015). The distance from Sacramento was determined through the use of Google Maps, by entering both city names for directions from Sacramento. The cities ranged from 12, 231 residents to 515, 986 residents, with a mean average for city/town population of 102,673 inhabitants. Additionally, the range in distance from Sacramento was 41.5 miles to 194 miles, with an average range of distance from Sacramento at 94.3 miles. The number of employees was found to range from 32 to 1250 with a mean average of 194.1 employees.

Table 3

Demographics for Police Chief City/Town

Chief #	City/Town Population	Total Number of employees
A	209,286	330
B	86,870	88

C	21,854	43
D	16,297	59
E	47,343	53
F	127,522	210
G	21,529	49
H	15,977	32
J	24,599	49
K	28,276	52
L	413,775	1250
M	68,140	72
O	12,231	57
P	72,221	130
Q	129,281	280
Mean		
Avg.	86,332	194.1

Notes.

Presentation and Analysis of Data

The findings presented in this chapter have been obtained using anecdotal accounts of the lived experiences in response to scripted questions posed during personal interviews, and triangulation of those accounts and data with artifacts and observations. The findings in this chapter are reported, based on the relationship to the central research question and research sub-questions.

Interview Process and Procedures

Data collection began with identifying and contacting 60 chiefs of police from the original target population of 107 municipal police chiefs. These 60 were sent letters and chosen based on their size and that they were in different counties within the target population area, to conduct interviews using the scripted interview questions (Appendix A). The first 15 chiefs that responded stating that they would participate in the study were placed on the list as participants and an interview was scheduled, usually through their executive assistant or personally on the telephone. Each of these participants was e-mailed the Informed Consent, Research Participant Bill of Rights, Audio Recording Release Form, Invitation Letter, and Script questions. At the meeting for the interview, the participants were first asked to read and sign the required documents (Informed Consent, Research Participant Bill of Rights, and Audio Recording Release Form) and then provided copies of the documents. The questions regarding demographics were asked and each provided with the confidentiality and waiver forms. Participants were then asked the script questions and all answers were audio recorded on a digital recorder and subsequently transcribed. Interview questions can focus on experiences or behaviors, opinions and values, feelings, knowledge, sensory perceptions, and the individual's background or demographic information" (McMillan & Schumacher, 2010, pp. 356-357).

Observation Process and Procedures

Each of the participants were asked to be observed as they worked with a stakeholder group in a public meeting. Of the total number of participants, 3 (20%) were actually observed involved in interactions in settings where the leaders could have been observed establishing common ground and producing breakthrough results by engaging

in elements of the Six Domains of Conflict Transformation Behaviors. These observations were recorded using field notes and then transcribed. "To understand fully the complexity of many situations, direct participation and observation of the phenomenon of interest may be the best research method" (Patton, 2002, p. 23).

Collection of Artifacts

Artifacts were collected from each of the participants, or their police agency. The artifacts consisted of Chief's Message, Vision/Mission/Values statements, online department webpages, newspaper, books, photographs and printed materials. The researcher collected these artifacts at the time of the interviews or online, through public domain access. "Artifacts are tangible manifestations that describe people's experience, knowledge, actions, and values" (McMillan & Schumacher, 2010, p. 361). Artifacts may include, meeting agendas, reports newsletters, public news releases, public documents, staff bulletins, community meeting reports, developed vision and mission statements, values, norms and purpose statements. Phenomenologist researchers, "…consider it important to set aside pre-judgements regarding the phenomenon being investigated. This may be termed the 'Epoche process,' epoche being a Greek term meaning 'to refrain from judgement'"(Moustakas, 1994b).

Inter-coder Reliability

In qualitative studies, the researcher is the instrument of the data obtained (Patton, 2002a, p. 14), so all coded data is subject to the biases of the researcher. "Inter-coder reliability is the widely used term for the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion" (Lombard et al.,

2004, p. 2). To address the possibility of coding errors based on these biases determining inter-coder reliability was used.

For this thematic study another peer-researcher was selected to check the coding and interpretation to ensure accuracy of themes from the coding. This was completed by having the peer-researcher double-code two of the 15 (13.33%) transcribed interview data obtained and coded by the primary researcher, with the peer researcher goals of 90% agreement in coded data to be considered the best, and 80% agreement on the coded data to be acceptable. The results of the coding by the peer-researcher was 82.26% agreement of the data which was coded the same as the primary researcher.

Results for Central Question

What are the lived experiences of exemplar law enforcement leaders in establishing common ground and producing breakthrough results by engaging in elements of the Six Domains of Conflict Transformation Behaviors? All of the participants were asked the general interview question, "As a Police Chief can you share a time when you were faced with a conflict in your organization and you developed common ground with stakeholders in order to break through the conflict? Please tell me about the conflict and what you went through to break through that conflict?" Each participant relayed a specific instance of conflict in which it was necessary for them to develop common ground with stakeholders and break through the conflict. After conducting the interviews with 15 police chiefs, all 15 (100%) reported having been involved in situations where they felt they established common ground and produced

breakthrough results by engaging in elements of the Six Domains of conflict transformation behaviors.

Conflict types and topics

Conflict was defined by the peer-research team to be any cognitive (perceptual), emotional (feeling), and behavioral (action) dimension that differs from another cognitive (perceptual), emotional (feeling), and/or behavioral (action) dimension. This difference can be individual, or collective (Kouzakova et al., 2012; Mayer, 2012).

Of the 15 interviews the types of conflict were either determined to be either: 1) Internal, 2) External, or 3) Both Internal and External. Internal conflicts were those that involved only stakeholders within the police chief's own organization/department. External conflicts were those that involved only stakeholders outside of the chief's own department, while both internal and external conflicts were those conflicts that involved stakeholders inside and outside of the chief's own organization. Table 3 shows the type of conflict, internal, external or both, as well as a brief summary of the conflict topic.

In Table 3 the conflict topics are concisely summarized, but in most cases are extremely complicated in nature, requiring multiple interactions and time to develop, as well as time to address the conflict by the current municipal police chief. In several of the cases, the conflict lasted many months, and even several years, and may still not be totally resolved and influencing behaviors within the police department or within the community. (See Table 4).

Table 4

Types and topics of conflicts primarily discussed by exemplar police chiefs

Chief Identifier	Topics of Conflict	Types of Conflicts Internal/ External/Both		
A	Shared cost portion for communication center too high.		X	
B	Recovery of paid hours owed back to City by employees	X		
C	Prior Chief embattled with Union and carryover effects			X
D	Undermining of new chief by Captain to subordinates	X		
E	Prior Chief attempting to manipulate selection of new chief through political action.			X
F	Distrust between the Police Officer's Association Board and certain management staff.	X		
G	Three year internal investigation of one officer for federal evidence tampering charges.			X
H	Firing three officers for ethical offenses who were well-liked and well-connected in the community.			X
J	Task force member chief not bringing forth a moral turpitude violation with Federal/State/Local task force leadership.			X

K	Public battle between union and the political leadership of the city.			X
L	Homeless creating disturbance at lake and political backlash from media and politicians.		X	
M	Perception of holding meetings with faith-based leadership to preclude any "Ferguson-Type" incidents.			X
O	Department members supporting former Reserve Officer who was arrested for child molestation.			X
P	Obstructionist behaviors by police captain.	X		
Q	Differences of how Joint Power Authority members felt police academy should be run.			X

Notes.

Once all of the interviews were transcribed and coded, several overarching themes emerged about how police chiefs use the conflict transformation behaviors in an effort to find common ground. These overarching themes were not found to be additional themes, but incorporated the six domains of conflict transformation behaviors, collaboration, communication, emotional intelligence, ethics, problem-solving and process, in ways that they could not be separated into their individual domains.

Major Overarching Themes

The theoretical definition of common ground as provided by the peer-research team is an interplay of intentions of people from different sociocultural backgrounds,

differences, and cultures while finding a foundation of common interest or comprehension (Horowitz, 2007; Jacobsen, 1999; Kecskes & Zhang, 2009; L. Moore, 2013; Snowe, 2013; Tan & Manca, 2013). The operational definition for common ground as defined by the peer-research team is when all parties involved aspire to, and are willing to work towards, a new vision of the future together, one that meets everyone's deep-seated concerns and values (Search for Common Ground website, n.d.).

After transcribing, coding and analyzing the responses, five major predominant themes were identified by participants as applying to all aspects of finding common ground with stakeholders. All 15 participants (100%) indicated that creating common ground required an understanding of the needs and interests of other participants and stakeholders. Several chiefs' made specific comments regarding this overarching concept, but one statement exemplified the overarching thought, Chief A said, "We have common ground in we both have one goal or one mission and that is protecting the public." Table 5 shows the overarching themes that were discussed by all or most of the participants. There were three themes that were consistently discussed by all 15 chiefs.

Creating and/or sharing vision, mission and values. "A compelling vision tells you who you are (your purpose), where you are going (your picture of the future), and what will guide your journey (your values)" (Blanchard & Barrett, 2011, p. 63) All participants stated that it was important to create and/or share personal or organizational vision, mission, and values on a continual basis.

All of the participants spoke about the vision, values and mission of the organization as being a core driver for their behavior. Chief L said, "The fact that something is legal doesn't necessarily mean that it is the right thing or, you know, that it

is morally the right thing to do." This sentiment was also shared by all of the chiefs, as well as obtaining buy-in from stakeholders. These statements are supported by White, Harvey and Kemper in *The Politically Intelligent Leader,* "Often you're choosing between desirable and less desirable alternatives. Sometimes, an alternative might be legal, but is it the right thing to do?"(White et al., 2007, p. 92).

Obtaining buy-in from stakeholders. Buy-in was another overarching theme that was shared by all of the chiefs. Chief B said, "It's absolutely critical externally in our business." These comments are supported by Alan R Gehl in *The Dynamics of Police Cooperation in Multi-Agency Investigations: Finding Common Ground*, (Gehl, 2002), and also a recommendation of the Final report on President's task force on 21st century policing, (Policing, 2015).

Being as transparent as possible. The third unanimously discussed concept among the 15 municipal police chiefs was the concept of being transparent. As described in *Ethical Leader Behavior and Big Five Factors of Personality* this concept is also known as a factor in "conscientiousness" as one of "the big five." "Such leaders communicate transparently and clarify roles" (Kalshoven, Den Hartog, & De Hoogh, 2011). As discussed by the chiefs, transparency equates directly to trust in individual employees, the chiefs themselves, the police departments, and law enforcement in general by stakeholders.

Transparency was also discussed in terms of, 1) internal transparency, 2) external transparency, and 3) vulnerability in being transparent. Chief D said, "Transparency is, very powerful. But you can't do it in everything." As cited in Ethical Leader Behavior and Big Five Factors of Personality by Kalshoven DenHartdog and De Hoogh in 2011, of

the work by De Hoogh and DenHartog (2008),"Suggest such leaders communicate transparently and respectfully, while clarifying responsibilities, expectations, and performance goals"(Kalshoven et al., 2011). Two additional overarching themes emerged from the general question asked, these were, 1) establishing or reinforcing the purpose of the organization, and 2) anticipating and managing change.

Establishing or reinforcing the purpose of the organization. Each of the chiefs talked about the need to remind their people internally and frequently remind external stakeholders about the purpose of the organization and that the publics' safety was the ultimate purpose that everything must be measured against. As referenced by Stephen Covey in Everyday Greatness: Inspiration for a Meaningful Life, Mahatma Gandhi said, "We may all be different, unique individuals but through unity of purpose we can team together synergistically to accomplish great tasks-tasks where the whole is greater than the sum of its parts" (Covey Stephen, 2009).

Anticipating and managing change. Anticipating and managing change was discussed by eight of the 15 chiefs (53.34%), and the topics of change involved everything from simple changes in structure to changing organizational culture, to changing the perception of the public. "Organizations have to become more responsive to change just to keep up the changing internal and external demands of them as well as to maintain and increase their effectiveness" (Bass, 1998, p. 101).

Establishing or reinforcing the purpose of the organization or individual was mentioned by 10 of the 15 chiefs (66.67%). Only 8 of the 15 chiefs (53.34%) discussed anticipating and managing change although each of the chiefs described circumstances in

which they in fact anticipate and managed change. (See Table 5 for overarching common ground themes).

Table 5

Overarching Common Ground Themes

Major Themes	# Sources of Theme	# References of Theme
Creating and/or continually sharing personal or organizational vision, mission and values	19	41
Obtaining buy-in from stakeholders	16	54
Creating a climate of being as transparent as possible given the circumstances of the conflict involved	16	37
Establishing or reinforcing the purpose of the organization or individual	10	22
Anticipating and managing change	8	20

Notes. Sources include transcribed interviews, observations, or artifacts.

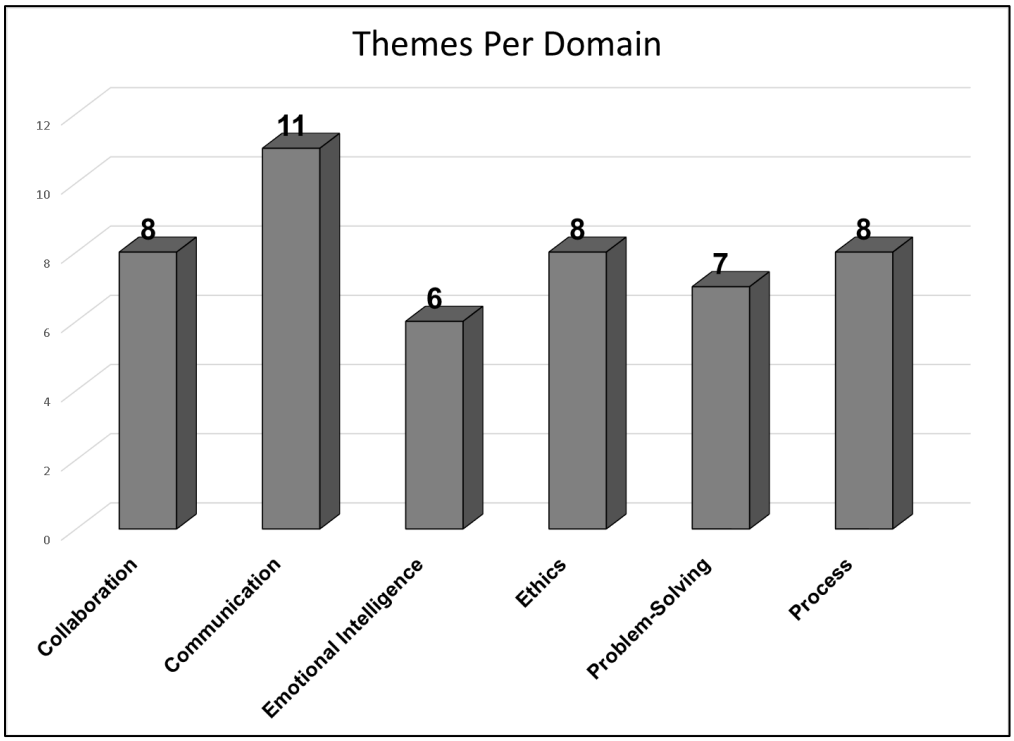
As the lived experiences were collected by the researcher and the general question was asked, almost every chief continued to talk about the same conflict, which also contained aspects of the six domains of conflict transformation behaviors. As the sub questions were subsequently asked, the chiefs spoke in greater detail of the original conflict. This produced a more in-depth understanding and more accurate contextual

setting for the sub question responses. The results for the sub questions also support the overarching themes that were uncovered.

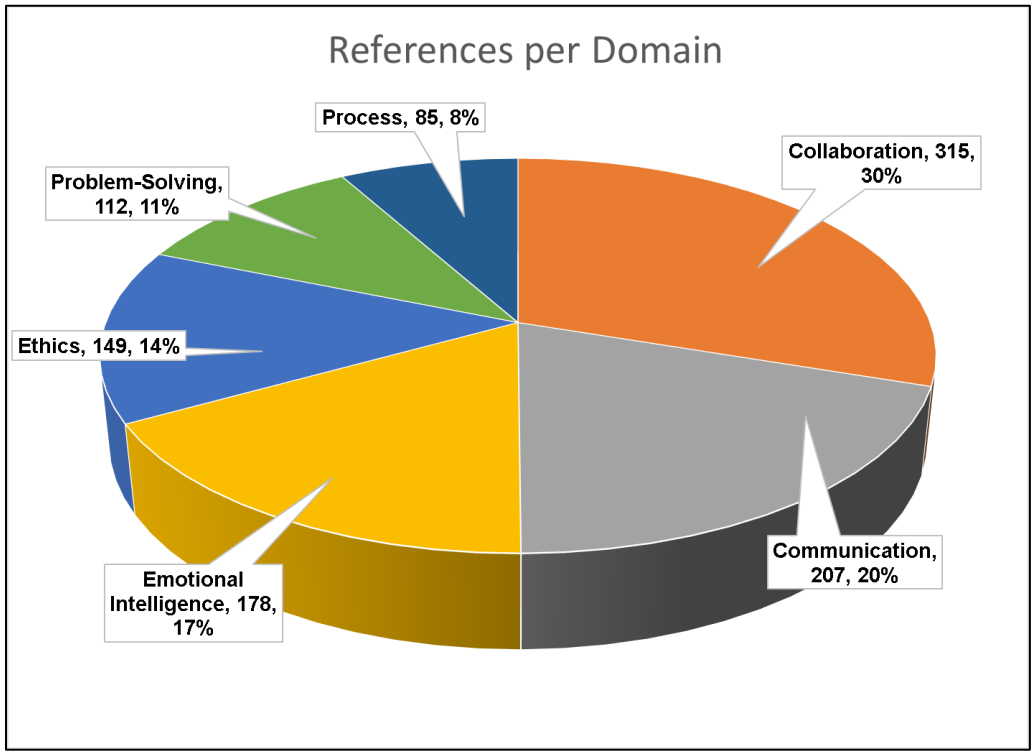
Results for Sub-Questions

The individual six domains of conflict transformation behaviors, collaboration, communication, emotional intelligence, ethics, problem-solving and process themes emerged in each domain as described by how police chiefs use the conflict transformation behaviors in an effort to find common ground. For the purpose of this research the data of the specific domain was used in writing the results of each of the specific six conflict transformation behaviors of collaboration, communication, emotional intelligence, ethics, problem-solving, and process.

Within the six domains of conflict transformation behaviors, 48 themes emerged.



Communication had the most identified themes with 11 themes, and emotional intelligence yielded the least amount of themes, with six themes. In addition to the number of themes per domain, the number of references per domain was determined through the coding process, although, the quantity of themes and the number of references may not be proportional. As an example, the theme of "Communication" yielded the highest number of themes identified in the above bar graph, but Collaboration yielded the highest number of references with 315 references, or 30% of the coded data regarding collaboration.



Of the six conflict transformation domains, Collaboration had the most references with 315 and Communication yielded 207 independently, Together, Collaboration and Communication yielded the most references with accounted for 50% of the coded data. Although Emotional Intelligence yielded the smallest number of themes (six), it yielded

the third largest amount of references with 178 references. Each of the six conflict transformation themes are individually discussed.

Collaboration – Major Themes

Collaboration was defined by the peer-research team as the ability to involve others, in a mutually beneficial and accountable manner, which allows for achievement or acceptance of agreed upon goals (Hansen, 2009). Collaboration was the most referenced and reported on by 88 total sources in 315 total references of the coded data which included interview responses, observations and review of artifacts. From those responses, observations and artifacts, eight specific themes emerged (See Table 5). Two of the collaboration themes were unanimous among the participants. Three other collaboration themes were significant in that they had more than half of the respondents make reference to them, and three additional themes were identified with less than half of the chiefs referencing them.

Chiefs should be involving stakeholders. All 15 participants (100%) reported through discussion of their lived experiences that the chief should be involving stakeholders in internal and external interactions in the functional operation of the police department. This was the most referenced factor when answering the questions regarding transforming conflict and creating breakthrough results in finding common ground. Every chief interviewed spoke about the need to involve the stakeholders. Some of the comments included that people want to be heard externally.

Chief A said about having a stake, "…actually builds collaboration…because now you need each other to get things done." Robert Kramer supports this in *Collaborating: Finding Common Ground for Multiparty Problems,* saying collaboration is

necessary…"precisely because stakeholders hold countervailing sources of power" (Kramer, 1990).

Chiefs should focus on developing stakeholder relationships. The second unanimous theme that emerged was that police chiefs should be focusing on developing and supporting relationships with stakeholders. All 15 chiefs (100 %) referenced this 80 times during the 578 minutes (9.63 hours) of total recorded interview time. The participants stressed to just develop the relationships. They said that currently for law enforcement, that's the number one priority. All expressed in some form or manner, trust can't start without a relationship. Chief D said, "He had that relationship, which is so much more powerful than what is in a binder on a shelf." "These statements are reinforced in The Nature of Leadership, "Trustworthiness precedes trust. We can't expect to have effective communication until we create the systems and relationships that will produce it" (Covey et al., 1998).

Additional Collaboration themes. There were six additional themes that emerged regarding collaboration. Three of them were very significant because they were reported on by more than half of the exemplar municipal police chiefs, while three others were reported on by less than half of the chiefs, however were significant in their own context of the conflict being described.

Understanding the different perceptions of the stakeholders involved. There is an old saying that "perception is reality," and in the conflict cases of the police chiefs' perception is a very important aspect. Chief O spoke about the perception and whether it is real or not, it is the perception and must be addressed. Each of the conflicts discussed by the chiefs was based on their perception of the situations they were involved in.

Chief Q talked about how perceptions can be changed while working through his problem in how the academy was being run. He said, “Getting people to see, yeah I’m right and they’re right, too.” Not only is the perception of others important, according to the participants, becoming involved with the stakeholder groups and activities was also. In the book, *The Courageous Follower*, trust and perceptions are discussed in terms of how they impact each other. Chaleff say’s "Trust is a quality of relationship that can quickly return to its fluid, uncertain state in response to events and perceptions. Often we sense the change in trust before anything specific has been said or done about it, much as we sense an oncoming storm" (Chaleff, 2009).

Become involved with stakeholder groups/activities. In *The Starbucks experience: 5 principles for turning ordinary into extraordinary*, Michelli supports the concept that, "The leaders call this the "Five Ways of Being": Be welcoming; Be genuine; Be considerate; Be knowledgeable; Be involved," (Michelli, 2006).

Being involved with the stakeholders in the community was important to all of the chiefs, especially building the relationships when there was not a current issue or conflict. Chief H said, “Going when you don’t have an agenda, I think, is one of the most important things. So when you do have an agenda you can do that too.” The majority of the chiefs said they should be either involved in the groups or visible in the organization and the community.

Being visible in the organization and the community. Being visible in the community isn’t just for the chief but involves the entire organization. This concept is supported by McHale and Irvine in *Cops in the Community; Creating Positive Press*,

which displayed how officer and employees are better received if they are more visible in the community" (McHale, 2014).

Whereas, being seen internally as the chief, by the employees is just as important. Clark Curtis supports both of these in *Proactive Policing: Standing on the Shoulders of Community-Based Policing* saying, "Community-based policing and problem solving in an effort to achieve greater levels of efficiency and effectiveness. These proposed operational strategies are closely aligned with the conceptual framework of proactive policing" (Clarke, 2006).

Attempting to come to consensus with stakeholders. Several of the Chiefs talked about coming to a consensus with stakeholders, but all who did acknowledge that you will not always be able to get a unanimous agreement. Chief D discussed how it was difficult just getting all sides, working through the conflict, "And you hope you can come to consensus, but you can't always."

Establishing and/or reinforcing expectations. "As a leader, you have to be pretty clear on what you expect out of people" was a statement by Chief A, but resounded by all of the chiefs in referencing their particular conflicts. In military and para-military organizations, such as police departments and other law enforcement organizations, the chain of command also is a form of collaboration with expectations built into the different levels.

Using the chain of command in paramilitary organizations reinforces the expectation that there is organizational accountability. This is supported in *Creating the Accountable Organization: A Practical Guide to Improve Performance Execution* which

says, “Performance execution represents the link between people necessary for achieving desired outcomes” (Samuel, 2006), which is at multiple levels in the organization.

Being approachable internally and externally. Three of the participant chiefs (20 %) talked about being approachable inside and outside of the organization saying that it was important because you want to appear human, but at the same time you want to appear as though not beyond approach, however all demonstrated through their stories of conflict how they remained approachable. This behavior is supported in *The Oz Principle: Getting Results Through Individual and Organizational Accountability*, the authors describe the skills used in solving problems, the first of which is “Stay Engaged”(Hickman, Smith, & Connors, 1998).

Collaboration was the most referenced domain of all six conflict transformation behaviors. Of the 159 pages of transcribed interviews, collaboration was found as a cross-over of all of the domains while discussing breakthrough of conflict and finding common ground. The exemplar chiefs all became the “connector,” as Malcolm Gladwell used the term “connector” in his best-selling book *The Tipping Point*, to describe individuals who have many links to different social worlds. Gladwell says it is not the number of people they know that makes them significant, it is their ability to connect people, ideas, and resources that may never otherwise get together. (Gladwell, 2000). In obtaining the conflict stories and discussing collaboration, each of the chiefs displayed, through their experiences, how they connected with people and created collaboration.

“In business, connectors are critical facilitators of collaboration” (Ibarra & Hansen, 2013, p. 3) Municipal police departments are part of a larger incorporated city government and therefore are run like a business with the chief of police as a director of

the organization, similar to a CEO. Each of the chiefs interviewed displayed the "connector," facilitative capacities and characters as they relayed how they used collaboration to find breakthrough results and common ground.

Table 6 shows the major themes developed in the conflict transformation domain of Collaboration. This was the domain most reported on by the exemplar municipal police chiefs, with 315 separate references to collaboration in the 8 different Collaboration themes.

Table 6

Collaboration Themes

Major Themes	# Sources of Theme	# References of Theme
Chief should be involving stakeholders	23	107
Focusing on developing and supporting stakeholder relationships	20	80
Understanding the different perceptions of the stakeholders involve	13	61
Become involved with stakeholder groups/activities	10	24
Being visible in the organization and the community	9	16
Attempting to come to consensus with stakeholders	6	11
Establishing and/or reinforcing expectations	4	11
Being approachable internally and externally	3	5

Notes. Sources include transcribed interviews, observations, or artifacts.

Communication – Major Themes

Communication was defined by the peer research team as the transferring of meaning from sender to receiver, while overcoming noise and filters, so that the intended meaning is received by the intended recipient (Daft, 2012; Hellriegel & Slocum Jr., 2004; Maxwell, 2010; Schermerhorn et al., 2008; Clark D. Stuart, 2012; Wyatt, 2014a).

Communication was reported on by 20 sources, including all 15 exemplar chiefs, in 207 total references of the coded data which included interview responses, observations, and a review of artifacts. From those responses, observations and artifacts, 11 themes emerged. The first two communication themes (18.2% of communication themes) were reported on unanimously by all 15 chiefs (100%), while three other communication themes (27.3% of communication themes) were reported on by more than half of the chiefs. The remaining six communication themes (54.5% of communication themes) were reported on by a less than half of the exemplar chiefs, however were still significant in how they were used to transform conflict in the situations described. (See Table 6).

Understanding the communication process. All 15 exemplar police chiefs discussed the need to understand the communication process, or gave an example of how they used the communication process in a positive manner, or a less-than positive manner. The following are several examples of the differences in how each chief discussed the use and understanding of the communication process in attempting to break through the particular conflict they were working through.

Chief A described the use of the communication process very succinctly saying,

> If you are not able to communicate what your 'bottom line' is or where you're coming from, or what your concerns or issues are, and then listen to what the other persons are and work towards that, it limits your ability to reach consensus or transform conflict to find some common ground.

Chief B also discussed how the communication process needs to be used and followed up on consistently to ensure the communication process was effective and the intended message received as it was intended.

These statements are supported in *The Influence of Communication Apprehension on Superiors' Propensity for and Practice of Participative Decision Making* noting, "Participative decision making (PDM) is a collaborative communication process, typically between superiors and subordinates, creating shared responsibilities for making workplace decisions" (Russ, 2013, p. 355).

All 15 exemplary chiefs discussed or relayed that as a chief, in order to break through the conflict, it was critical to have an understanding of how the communication process works, as well as the many different ways the communication process can be applied with different stakeholders.

Creating and engaging in dialogue with stakeholders. Another theme that all 15 exemplary chiefs spoke about was creating and engaging in dialogue with their internal and external stakeholders. This is supported in the literature which says "Leaders demonstrate trust by giving employees information; explaining organizational direction, values, principles, and rationales; including them in dialogues and discussions; and allowing them to make decisions" (D. L. Anderson, 2014, p. 44). Chief A summed up the idea of all of the chiefs saying, "The true definition of having a dialogue with

someone is being able to argue their point for them and know their point well enough that you could argue their point." Chief L said, it's just better when you can have a dialogue with people, "and then to see through the course of that dialogue is there some common ground we can come to?" These statements are supported by Samuel in Creating the Accountable Organization: A practical Guide to Improve Performance Execution. He says, "Performance execution includes the actions, interactions, behaviors, and communication necessary to achieve business outcomes. It implies linkage between people to achieve desired outcomes" (Samuel, 2006).

The specific examples of the different ways exemplar police chiefs create and use dialog with stakeholders in order to break through the conflict was acute in both their understanding of the need and the ability to apply the practice of reaching some common ground. These behaviors as well as the following less-reported themes are behaviors that were felt to be important by all 15 exemplar police chiefs.

Additional Communication Themes. Communication is such an integral part of the leadership process, especially in law enforcement where interpretation can change the meaning and understanding of the message This concept is supported by Gupta as he quotes Krauss and Fussell's 1996 research on communication and common ground, "The ability to build common ground requires that speakers update their mental representation of another's mind over time to build on shared knowledge to develop richer common ground for more rapid and economical communication (e.g., shorter labels across time) (Krauss & Fussell, 1996) (Gupta et al., 2011).

Using Active Listening with stakeholders. Active listening, or listening to stakeholders was discussed by 13 of the 15 (86.67%) exemplar police chiefs was also a

very specific proficiency that was discussed. This theme of being heard and listening to people was very highly referenced by the chiefs. Chief K said it comes down to asking yourself, "Are you listening to what people are saying?" And if you are, then asking yourself if you are building trust with them because you are listening to them,

Chief P said, "Communication is understanding… the best communicators are good listeners." Chief P summed up the idea of listening in an inimitable statement saying, "We are all humans, and if we're going to put forth work and effort, I think people want to understand that they are being listened to and that they are part of the solution." These impressions are supported in *True North, Discover Your Authentic Leadership,* "We are grateful when others listen to us. Active listening is one of the most important abilities of empowering leaders, because people sense such individuals are genuinely interested in them and not just trying to get something from them" (George & Simms, 2007, p. 175).

Several of the Exemplar chiefs also spoke about situations where communication was not as successful as it could have been or how communication filters came into play.

Understanding and recognizing the communication filters. Understanding and recognizing how communication filters impact the communication process was also discussed by the participants. A communication filter can be any internal condition that changes the intended message such as primary language, word comprehension, type of communication medium used, intelligence level, personalities, biases, preconceived views of the sender/receiver, etc. Both sender and receiver have filters during sending and receiving the intended message. "A filter can sometimes be so powerful that it

blocks or prevents communication altogether. The filter then turns into a barrier"(Mishra, 2013; Wyatt, 2014a, p. np).

Chief P said "We all have our own filtering that goes on and you have got to understand that, as well." Communication filters in police work is also a very real cultural aspect that needs to be addressed because police departments have to police all cultures. Not having any filters when communicating can also become a problem or create conflict in that it may create a harsh tone or a message of uncaring.

In an online article titled, "Filters and barriers in communication" Ipsita Mishra explains how communication filters may change the meaning of the communication saying:

> The sender sees the world through one set of filters and the receiver sees it through a different set. Each message has to pass, therefore, through two sets of filters. The filters aren't only mental or psychological, but they can also be cultural. For example, an American sees the world differently from an Indian, because of cultural filters (Mishra, 2013).

Understanding the filters (or lack of filters) used in the communication process is important, in addition to understanding communication filters, it might also be necessary to ask for input from stakeholders.

Asking for input from stakeholders. Asking for input from stakeholders was discussed by more than half of the exemplar chiefs. Chief B said, "It doesn't go well if you go in and tell them this is the way it's going to be…you're not going to get very far."

Each of the chiefs used the technique of asking for input in a different way which best fit the circumstances of the situation they were dealing with, however each asked for

input from the stakeholders to help come to some type of breakthrough and transform the conflict into more of a means of finding common ground.

The concept of asking for input is supported by the literature review and was a major theme of the *President's Task Force on 21st Century Policing*. The Final report said, "Law enforcement agencies should establish formal community/citizen advisory committees to assist in developing crime prevention strategies and agency policies as well as provide input on policing issues" (Policing, 2015).

Considering the weight of the information communicated. While asking or getting input some of the chiefs spoke about the "weight" of the information they were getting. By speaking about the "weight" of the information communicated, the chiefs were talking about how much impact, substance, and/or importance the information has. Several chief acknowledged that their words somehow gain more importance because of their title and positional power. Chief E said, "The things that a police chief says… it's like the most important thing in the world, so when you speak it will carry weight." Chief F said, "When you do speak, be of substance, don't ramble."

Another factor that was discussed by the Chiefs was the recognition of rumors, and how they sometimes can be perceived more important than the truth. Chief H said, "Because rumor has as much weight as fact." These ideas are supported by DiFonzo in *Ferreting facts or fashioning fallacies? Factors in rumor accuracy,* who says, "Rumor distortions and errors that occur in part because of cognitive limitations and perceptual biases are either compounded by relationship- or self-oriented aims and a circumscribed ability to test the rumor, or countervailed by accuracy motivation, message checking, and veracity checking; rumor activity hastens these processes (DiFonzo, 2010).

Chief H said that it is difficult to just ask people to trust him given the current climate today in the law enforcement profession, in light of such events as Fergusson and New York, etc. This concept is show in recent literature such as, *Racism and Police Brutality in America* in 2013 and *Can We All Get Along? Blacks' Historical and Contemporary (In) Justice with Law Enforcement* in 2014 by Chaney and Robertson. With very little attention given to some of the evidence of constraint by law enforcement, such as *Law Enforcement Restraint in the Use of Deadly Force Within the Context of 'The Deadly Mix*, by Pinizzotto, Davis, Boher, and Infanti, which counter some of the claims in the mass media.

The weight of the information, whether real or rumored, needs to be considered. Conceding that much of the weight of the information is from the words themselves, another factor that is important in communication is recognizing and interpreting non-verbal communication.

Recognizing and interpreting non-verbal communication. Nonverbal communication was studied by Dr. Albert Mehrabian, author of *Silent Messages: Implicit Communication of Emotions and Attitudes,* in 1981, found that 7% of any message is conveyed through words, 38% through voice inflection, pitch, speed, etc., and 55% through nonverbal factors such as body language, expressions, eye movements, etc., and may also involve proxemics, the positioning of the body (Daft, 2012; Mehrabian, 1981; Schermerhorn et al., 2008; Wyatt, 2014a).

Chief Q talked specifically about body language while describing his conflict situation. He said, "It was body language, it was tone of voice, it was volume…it got pretty heated, it shut everything down right away once that happened." In considering

the non-verbal information in comparison to the verbal messages, filters, and weight of the information communicated, it may be necessary to specifically evaluate the accuracy of the information communicated.

These comments are supported by Gupta in feedback about one's level of understanding is not only conveyed through verbal responses (e.g., okay, got it), rather, feedback, especially about lack of understanding, can be conveyed through silence (reviewed in Krauss, Fussell, & Chen, 1995), and nonverbal signals such as facial expressions (Bavelas & Chovil, 2006) (Gupta et al., 2011, pp. 143-144).

Evaluating the accuracy of the information communicated. Similar to the weight of the information, it is also necessary to determine if the information at hand is correct or accurate, both in getting and giving information. Chief F described a conflict with faulty probation information and said, "The non-negotiable is we need good information."

Literature supports the idea that accuracy if information is a variable that needs to be considered. In *Some determinants of communication accuracy*, Mehrabian and Reed say, "Considered as the dependent variable, accuracy in communication is conceptualized as being determined by 5 sets of independent variables: attributes of the communicator, of the addressee, of the channel, of the communication, or of the referent" (Mehrabian & Reed, 1968).

Having accurate information is imperative, and how that information is relayed through the communication process using the appropriate medium channel is going to possibly impact how the information is received or relayed from the sender to the receiver. Using the appropriate communication medium or medium channel is also a

significant factor that was discussed by several of the chiefs in the situations of conflict they told about.

Using the appropriate communication medium channels. Different communication medium channels, or just medium channels may be face-to-face (including video relay), telephonic, written, non-verbal symbols, but are "the pathways through which messages are communicated" (Schermerhorn et al., 2008, p. 336). The richness of the communication is determined by the amount of information that is actually transferred. This may also be known as effective communication, which is when "the intended meaning equals the perceived meaning" (Schermerhorn et al., 2008, p. 337).

Along with using the appropriate medium channel to relay information is necessary, the participants discussed in their stories how giving and receiving feedback when appropriate was helpful in the communication process and creating breakthrough results in transforming conflict. Feedback is important to ensuring the message is given and received correctly.

Giving and receiving feedback when appropriate. To ensure the message is correct the perceived meaning must be fed back to the sender via "feedback." If the perceived meaning is correctly understood by the receiver then the communication process worked, if not, the sender can revise any portion of the process to ensure the intended meaning is received by the receiver. (Daft, 2012; Hellriegel & Slocum Jr., 2004; Schermerhorn et al., 2008; Clark D. Stuart, 2012; Wyatt, 2014a).

Chief J talked about how she gets people to give feedback saying, “I ask questions to surface thought. I then give permission for everyone to have a voice and don’t go to judgment based on what anyone offers.”

The concept of giving and receiving feedback is supported by Keysar and Henley in *Speakers’ overestimation of their Effectiveness* saying, “If speakers believe that their addressees understand them, they might be less likely to verify that the addressees indeed arrive at the intended meaning” (Keysar & Henly, 2002).

Being a story teller to help relay messages. Although only one chief spoke specifically about being a story teller, all of the chiefs relayed the concepts of conflict transformation and the six domains through the telling of experiential stories in very detailed, eloquent and informationally rich ways. Chief F said, “Good storytellers captivate people. You get into it. It’s like reading a book.” The example of this behavior was clear with every chief using some form of storytelling for this study, which in itself was a form of collaboration through the use of communication.

This concept is supported by Stephen Denning in *The Leaders Guide to Story Telling: Mastering the Art and Discipline of Business Narrative*, saying, "If individuals can build trust in themselves by telling their stories, why not organizations”(Denning, 2011, p. 109). It is clear from the previous information that communication is a conduit of meaning for the exemplar police chiefs, however the communication may also be influenced by the emotional intelligence levels of the sender and/or receivers as described by the exemplar police chiefs. How the exemplar police chiefs used emotional intelligence was also a focus of the study. The following are the major emotional intelligence themes that emerged from their lived experiences.

Communication was described through the exemplar municipal police chiefs as being very necessary to be able to use the other five domains of conflict transformation as communication was the conduit of their influence. Table 7 shows the major themes developed in the conflict transformation domain of Communication. This domain was reported on by the exemplar municipal police chiefs with 207 separate references to collaboration in the 11 different Communication themes.

Table 7

Communication Themes

Major Themes	# Sources of Theme	# References of Theme
Understanding the communication process	20	48
Creating and engaging in dialogue with stakeholders	17	46
Using Active Listening with stakeholders	13	28
Understanding and recognizing the communication filters involved in the communication process	11	18
Asking for input from stakeholders	9	22
Considering the weight of the information communicated	5	14
Recognizing and interpreting non-verbal communication	6	9
Evaluating the accuracy of the information communicated	4	9
Using the appropriate communication medium channels	6	6
Giving and receiving feedback when appropriate	2	5
Being a story teller to help relay messages	2	2

Notes. Sources include transcribed interviews, observations, or artifacts.

Emotional Intelligence (E.I.) – Major Themes

Emotional intelligence was defined by the peer research team as the self-awareness of one's own emotions and motivations, and the ability to understand the emotions of others in social settings, which allows for management of behavior and relationships (Bradberry & Greaves, 2009; Hellriegel & Slocum Jr., 2004).

Emotional Intelligence was reported on by 20 separate sources including all 15 exemplar police chiefs (100%) in 178 references of the coded data which included interview responses, observations and review of artifacts. From those responses, observations and artifacts, six major emotional intelligence related themes emerged. (See Table 7).

Being aware of the social emotional impacts/reactions in times of conflict. Being aware of the social emotional impacts or reactions of others in times of conflict was the most reported on unanimously by the exemplar chiefs in the contexts in which they relayed their stories of conflict and attempting to find common ground. The context of this behavior was highly dependent on the specific conflicts the chief was discussing, but all had the same undertone, Chief A said it best with, "I think if you try to get to that point, that you can actually put yourself in their shoes and try to see where they are coming from...that helps a lot."

Chief J recognized as police chiefs, it is imperative to add a calming influence and get each person at the table to have a voice. Chief J also recognized that E.I. also allowed

her and the others to have a clear line of sight between what they were discussing, and the end state of where we need to be.

Each of these examples demonstrate how the same concept of being aware of the social emotional impacts/reactions in times of conflict is important and can be applied in many different types of settings. Awareness is only half of the social emotional intelligence aspect that was considered. The ability to manage emotional reactions/responses of others in social settings was also discussed by all of the chiefs, just slightly less that the awareness.

Managing emotional reactions/responses of others in social settings. In *Emotional Intelligence 2.0*, Bradbury and Greaves, describe relationship management as the ability to use the awareness of your emotions and the emotions of others to manage interactions successfully (Bradberry & Greaves, 2009). Each of the exemplar chiefs described this behavior through their stories of conflict and specifically when asked about emotional intelligence. Although each chief had a slightly different application, all appeared to appreciate and apply the concept in the different conflict settings they were involved in.

He said he tries to make decisions that please the most of them. Chief L then said, "And then you break the tie with what's the right thing to do. And try and do the right thing."

These examples give a taste of the different levels of the social management piece of emotional intelligence and how it is applied in different situations to transform conflict and create some common ground. From the individual employees, to groups and teams, to the organizational levels, the exemplar chiefs all said the social management was

extremely important to their ability to find some breakthrough results and transform conflict. Social awareness and management is just half of the emotional intelligence equation. The Chiefs talked about the other half of the equation, but not quite as much as the social aspects.

Additional Emotional Intelligence (EI) themes. The other half of emotional intelligence is the self-awareness and self-management aspects. Both of these were discussed by the exemplar chiefs during their interviews and describing the conflict. However, the chiefs did not talk about self-awareness and self-management as much as they did the social awareness and social management. Being self-aware during times of conflict was a theme that emerged in 11 of the 15 chiefs (73.33%) discussions of conflict.

Being self-aware during times of conflict. Self-awareness is described by Bradberry and Greaves as the ability to accurately be aware of your emotions and stay aware of them as they happen (Bradberry & Greaves, 2009). A majority of exemplar chiefs spoke about this ability. Most of the chiefs said that you have to stay aware of how you feel and not take anything personal. "The thing is with the emotional intelligence and with some of these things that happen that come up, is that you have to try and not take things personal."

Being self-aware is vital, and as described, can be used on an individual basis, or while dealing within the organization. Understanding that you are self-aware was important, but also using self-management, depending on the circumstances, is an emotional intelligence behavior that is used by exemplar police chiefs.

Using self-management during times of conflict. Self-Management as defined by Bradbury and Greaves means the ability to use your awareness of your emotions to

stay flexible and positively direct your behavior. It means managing your emotional reactions to all situations and people (Bradberry & Greaves, 2009).

Exemplar police chiefs showed this behavior by discussing their reactions and then how they controlled their reactions. Chief B said, "First of all, you have to not be defensive and think that this is directed at me, you know, the person." He then described several instances where he was the positional leader, but didn't have to be assertive or forceful, but ultimately was responsible to make the decision. Which ties into the next emergent theme, professional versus personal persona.

Professional persona and personal persona. Two of the 15 chiefs specifically talked about separating the personal and the professional persona, however more of the chiefs talked about it in general terms "I may be the chief, but I am just (first name), and so the chief isn't my personality. It is not my persona. It is not who I am."

"In my way of thinking, this stuff is just business."

This is an aspect of emotional intelligence that may surpass the original intent or understanding of self-management, which is why it was listed as a separate emerging theme. Along with this theme was the concept of looking for accountability rather than blame, which was discussed by only one chief, but was so poignant, that it stood out in the discussion of the conflict she was working through.

Looking for accountability rather than blame for conflict. Chief J was the only exemplar chief who spoke about the concept of looking for accountability rather than blame. The circumstances of the situation drive the concept of looking for accountability rather than blame. The circumstances as relayed by Chief J were:

We learned that a case of moral turpitude off-duty involving this detective occurred. It was involving a prostitute, inebriation, he had his badge and gun stolen, the gun was then used to shoot somebody, and we didn't learn of it by this chief coming to us and saying, hey, this happened, I'm going to take swift and immediate action. He didn't bring anything to us. We learned through open-source media.

"So, I think if I were to say what do those organizational behaviors look like, it would be genuinely caring about the whole before the individual and really looking for accountability instead of blame."

It is interesting to note that this was only brought up by one chief, however the literature supports this concept. In *The Oz principle : getting results through individual and organizational accountability*, Connors, Smith and Hickman write, "Above the line steps to accountability are See It, Own It, Solve It, Do it-the line-below the line "blame game" Wait and See, Confusion/Tell Me What To Do, It's Not My Job, Ignore/Deny, Finger Pointing, and Cover Your Tail"(Connors, Smith, & Hickman, 2004, p. 11). Additionally, the authors state, "An attitude of accountability lies at the core of any effort to improve quality, satisfy customers, empower people, build teams, create new products, maximize effectiveness, and get results" (Connors et al., 2004, p. 16). Another factor to be considered is that this application may also work for other types of conflict and mirror the separation of personal and professional persona while exercising emotional intelligence.

Table 8 shows the major themes developed in the conflict transformation domain of Emotional Intelligence. This domain was reported on by the exemplar municipal

police chiefs with 178 separate references to collaboration in the six different Emotional Intelligence themes.

Table 8

Emotional Intelligence Themes

Major Themes	# Sources of Theme	# References of Theme
Being aware of the social emotional impacts/reactions in times of conflict	20	68
Managing emotional reactions/responses of others in social settings	19	64
Being self-aware of emotional reactions during times of conflict	11	23
Using self-management to control emotional responses during times of conflict	8	17
Recognizing the difference between professional persona and personal persona	2	5
Looking for accountability rather than blame for conflict	1	1

Notes. Sources include transcribed interviews, observations, or artifacts.

Ethics – Major Themes

Ethics was defined by the peer research team as human beings making choices and conducting behavior in a morally responsible way, given the values and morals of the culture (Ciulla, 1995; Strike et al., 2005).

Ethics was reported on by all 15 of the participant sources (100%) in 149 references of the coded data which included interview responses, observations and review of artifacts. From those responses, observations and artifacts, eight ethics themes emerged. (See Table 8) The first theme that emerged was about the general ethical climate required in law enforcement organizations. When asked about ethics in dealing with conflict as a police chief the responses were general about law enforcement and specific about the conflicts that the exemplar chiefs described.

Create and maintain an ethical climate. When asked about ethics in handling conflict specifically during times of conflict, with regard to ethics, there is a need to be honorable and not just present ourselves like we are ethical, but to actually be ethical, it goes back to trust. Al Gini and Ronald Green support this in *10 Virtues of Outstanding Leaders*, "Our central thesis is that true leadership is based on character, ethics, and service to others" (Gini & Green, 2015).

All of the chiefs spoke about law enforcement in general and how the ethical climate would affect the community and the legitimacy of the department, all said something similar to what Chief B said, "If we aren't ethical, then that's going to be really seen as lacking legitimacy in what we try to do with our community."

Congruency was also a theme that all the chiefs demonstrated, however didn't specifically discuss. All showed the need to consider the ethical climate of the organization and creating a climate of doing the right thing.

Chief G talked about ethics in general in California law enforcement, since he came from another state and said that he through California, in general has pretty high standards in law enforcement for ethics compared to his former state or the other states in

general. Some other themes that were mentioned by the chiefs were that even when people aren't looking you've got to do the right thing, and in public safety, you need to be an ethical person and tell the truth because everything relies on that. These statements are supported by "People with integrity are those whose words match their deeds and whose behaviors mirror their values. Their honesty and ethics can be trusted unconditionally. They honor commitments. They are dependable. They are known for doing the right things, for the right reasons, at the right times" (Covey Stephen, 2009).

Chief P spoke specifically about the need for ethics and the public perception saying, "Ethics is really important to us in our profession. It is expected, it is demanded by the public." These comments are supported by Al Gini and Ronald Green in *10 Virtues of Outstanding Leaders*, who said, "All real leadership is ethical…Ethics is therefore essential not only to the practice of leadership, but to the very meaning of the term" (Gini & Green, 2015).

Trust in the organization, in its employees, in the chief and in the ethics and ethical processes, in creating and maintaining an ethical climate, both internal and external was a very prevalent theme that was present in each interview. The ethics discussion brought out another theme that was discussed by 12 of the 15 exemplar chiefs, which was maintaining a personal moral compass based on values.

Maintain a personal moral (ethical) compass based on values. Personal morals were described by many of the chiefs as being a very important factor in creating and maintaining an ethical department. They said that ethics it is really about the greater good and behaviors, in fact, show or demonstrate the values. Morals were also needed as a responsibility of the position to tell our bosses when there are issues. It is an ethical

imperative that issues be explained to the bosses. Robert Kelley describes a "Conformist Follower" as quoted in Barbara Kellerman's book *Followership: How Followers are Creating Change and Changing Leaders*, as being "Content to take orders, to defer to their leaders" (Kellerman, 2008).

Using morals and ethics to guide behavior all displayed how the chief that was involved had to maintain a personal moral compass. Maintaining a moral compass is only part of the way exemplar leaders use ethics to find breakthrough results and transform conflict. The additional themes that emerged tell the rest of the behaviors that the exemplar chiefs felt was important. The first is being congruent in words and actions.

Additional Ethics Themes. The following additional ethical themes were reported by the exemplar police chiefs and were reported based on specific criteria involved in the particular conflict. Ethical behavior is discussed in both specific criteria and in general terms by the chiefs and how they apply them.

Being congruent in words and actions. Being congruent, or making their words and actions match was a theme that was identified by the chiefs while discussing how to be ethical. Chief B said, "We can't be incongruent in that we say we do one thing, but we do something else. But we need to say what we do, and do what we say." Peter Drucker says in *The essential Drucker: selections from the management works of Peter F. Drucker,* "To trust a leader, it is not necessary to like him. Nor is it necessary to agree with him. Trust is the conviction that the leader means what he says. It is a belief in something very old-fashioned, called integrity. A leader's actions and a leader's professed beliefs must be congruent, or at least compatible" (Drucker, 2001, pp. 270-271).

One of the chiefs spoke about this on a national level and discussed how he was providing statistics from the department to the community to help show that the practices match what the department policies are. Some statistics that would be helpful in showing congruency are: statistics on use of force, demographics and ethnicity based on people in the use of force cases, and information on the training officer have received.

This idea of being congruent is supported by Yardley, Kakabadse, and Neal in *From Battlefield to Boardroom: Making the Difference Through Values Based Leadership*, saying, "Values-based leadership provides the framework within which a leader will make decisions even in times of uncertainty and ambiguity that are congruent with the expectations of the authority paradigm" (Yardley, Kakabadse, & Neal, 2012).

This type of openness was talked about along with the perception of "transparency" and also as being congruent in their statements and their actions. The exemplar chiefs didn't specifically separate the issues of being congruent or incongruent, but they did specifically talk about addressing unethical or incongruent behavior.

Addressing Unethical and incongruent behavior. Over half of the exemplar chiefs talked about how they address or the need to address unethical or incongruent behaviors. Chief A said, "If the department doesn't see those consequences, the ethical standards of the whole department goes down."

Several of the chiefs talked about how in addressing the ethical or incongruent behaviors, others may not know what punishment was actually dealt out, but it still sets the tone that the ethical or incongruent behavior was unacceptable, which also folds into modeling the desired behavior for stakeholders.

Modelling desired behavior for stakeholders. When considering the ethical behavior of the organization from the chiefs' perspective, several of the exemplar chiefs spoke about modelling the desired behaviors. Modelling can be done in a macro sense, like Chief E's department, or it can be a more personal sense, in that the behaviors that the chief want they have to do, not just talk about. "They see how their FTOs act, they see how their sergeants act, and that is being modeled to them."

Both the macro or organizational level of modelling and the personal level of modelling desired behaviors can be done in the same act, if that person is the primary leader of the organization. By his actions alone, Chief D used modelling to set an organizational tone and expectation for the entire town, including stakeholders. By modelling behavior in a climate of conflict in which most people recognized the inappropriateness, but didn't act, Chief D's behavior and modelling transformed that conflict through his ethical behavior. These comments are supported by Thomas Bateman in *Beyond Charisma: What Followers Really Need from Their Leaders,* who said, "You can spread the competence and embed it in the culture by modeling this type of competence yourself and clarifying the boundaries"(Bateman, 2011).

Be self-reflective regarding decisions and the ethical impacts. Two other chiefs specifically spoke about reflecting on the ethical impact of their decisions. Being reflective is important in the role as a chief as shown in *Advance and Destroy: Patton as Commander in the Bulge*, by Rickard and Cirillo, who state, "The higher the level of command, "the greater is the need for boldness to be supported by a reflective mind, so that boldness does not degenerate into purposeless bursts of blind passion" (Rickard & Cirillo, 2011, p. 323).

Admitting mistakes and apologizing for them. Not only being reflective about the decisions a good tactic, but also admitting mistakes and apologizing for them if appropriate. A couple of the exemplar chiefs spoke very openly about how they interact and sometimes don't do everything correctly. Admitting mistakes and apologizing for them was only discussed by two of the chiefs and only one chief spoke about rewarding ethical behavior, but the circumstances described by several of the chiefs followed this sentiment, although it was not a specific focus.

Rewarding ethically appropriate behaviors. Try to catch employees doing things right was something that the chiefs talked about along with using rewards to reinforce the positive behaviors in the department. Chief A said, "When you observe what you want to see, and you observe guys working together and working towards that goal, you have to reward them in some way." This concept is supported as described in *Ethical Leader Behavior and Big Five Factors of Personality,* says, "Social learning theory which highlights that leaders are role models of appropriate behaviors and emphasizes that people learn from reward and punishment (Bandura, 1986). In other words, ethical leaders use transactional efforts (i.e., communication, rewarding, and punishing) as well as role modeling of desired behavior to stimulate subordinates ethical behavior (Brown et al., 2005; Trevino et al., 2003) (Kalshoven et al., 2011).

Ethics was reported on by all 15 of the chiefs during their interview. From those responses, and broken into the specific behaviors it can be solidly stated that ethical behaviors, especially in a police organization, play a very significant role in creating a climate of trust with employees, groups, internally and externally, the community policed by that organization, and the larger community in general. The ethical behaviors

described were developed from the various examples provided by the 15 sample exemplar chiefs. The probability of these behaviors being more significant or more specific and varied ethical behaviors, given the limited scope of this study, is very real.

Table 9 shows the major themes developed in the conflict transformation domain of Ethics. The Ethics domain was reported on by the exemplar municipal police chiefs with 149 separate references in the 8 different Ethics themes, but with an emphasis on the importance of being ethical, and an amplified harshness of unethical behavior.

Table 9

Ethics Themes

Major Themes	# Sources of Theme	# References of Theme
Create and maintain an ethical climate	15	57
Maintain a personal moral (ethical) compass based on values	12	31
Being congruent in words and actions	11	29
Address Unethical and incongruent behavior	8	14
Modelling desired behavior for stakeholders	3	9
Be self-reflective regarding decisions and the ethical impacts	2	5
Admitting mistakes and apologizing for them	2	2
Rewarding ethically appropriate behaviors	1	2

Notes. Sources include transcribed interviews, observations, or artifacts.

Problem-Solving – Major Themes

Problem-solving was defined by the peer research team as the act of choosing and implementing a solution to an identified problem or situation (Harvey et al., 1997).

Problem-Solving was reported on by all 15 exemplar chiefs 120 references of the coded data which included interview responses, observations and review of artifacts. From those responses, observations and artifacts, 9 themes emerged. (See Table 9)

When asked about problem-solving in relation to a conflict most of the exemplar chiefs talked about first conducting damage control assessments internally and externally to determine what their organizational exposure is. This theme was discussed throughout the discussion about specific conflicts and in understanding the general operations of the organization. An initial action in problem-solving is identifying problems.

Conducting assessments internally and externally. 11 of the 15 exemplar chiefs (73.33%) talked about identifying problems by conducting a "Damage control assessment," as they took office. A damage control assessment is completed by most chiefs coming into the position. As described by the chiefs, they try to audit those things that will get them in trouble: "I.A.'s [Internal Affairs investigations], your personnel files, your property room and stuff like that."

In *Beyond 'Oversight': A Problem-Oriented Approach to Police Reform,* by Louise Porter, supports these statements by drawing on the approach of "Problem Oriented Policing" and the Scan, Analyze, Respond, Assess (SARA) problem-solving model, the article provides a framework to highlight a number of activities that identify and analyze problems in the police integrity domain (Porter, 2013).

The 11 chiefs that spoke about the damage control assessments mentioned how they made changes in the initial year or so of them taking the chief's position. Most chiefs said they waited a while to make any changes.

Additional Problem-Solving Themes

Asking for input from outsiders when necessary for different perspective. Making assessments and understanding the culture of the organization when a new chief comes in from another department is important. But, equally important is getting input from outsiders when/or if the Chief is immersed in the culture of the organization. While interviewing the exemplar chiefs, they gave several examples of conflicts in which they sought input from other chiefs, expert consultants, professional associations, and or local chiefs' associations.

All 15 (100%) of the exemplar chiefs belong to the California Police Chiefs Association (CPCA), with 13 of the 15 (86.67%) belonging to the International Association of Chiefs of Police (IACP). Both of these professional associations are focused on best practices and model policies, specifically for police chiefs. Other associations that the exemplar chiefs belong to include the FBI National Academy Associates (FBINAA), Central Sierra Chiefs Association (CSCA), Police Executive Research Forum (PERF), and Law Enforcement Executives Development Symposium (LEEDS), (See Table 9). The associations are an important networking component for the exemplar chiefs. Each of these organizations serves to inform and educate law enforcement executives, including municipal police chiefs.

Every chief spoke about the need to consult with stakeholders about issues at some point in their career as a chief. Several of the chiefs talked about bringing in people

from outside the organization specifically for a different perspective. Consultants were hired for such topics as cost evaluation of services, team building, leadership training, and personnel issues, and all were asked to provide a different perspective for the chief to make a better decision or seek a new solution to the problem. Schwartz supports this in *The Skilled Facilitator*, in his first of five points in the book "How facilitation helps groups"(Schwarz, 2002).

Another reason to get input from outsiders is in cases of organizational efficacy and or oversight. The types of oversight may include a chief's advisory council, joint power authorities, task forces, and citizen review boards. Most chief interviewed did not like the idea of being required to have an oversight board, but many welcomed members of the community to get involved in how the police interact with the community on a voluntary basis. Getting input from others for a different perspective is supported in the research in *The Letter Versus the Spirit of the Law: A Lay Perspective on Culpability*, which says, "We find that one can incur culpability even when the letter of the law is not technically broken" and "violating the spirit of the law accounts for culpability above and beyond breaking the mere letter" (Garcia, Chen, & Gordon, 2014).

Most of the chiefs who spoke about getting an outside opinion talked about working with the chiefs in a local area, or those in a local association such as the Central Sierra Chiefs Association. Several chiefs said they have monthly meetings with other local chiefs and sheriffs to collaborate and discuss issues before making decisions as much as possible. Table 10 shows the major professional organization memberships of the exemplar municipal police chiefs.

Table 10

Professional Association Membership for Exemplar Chiefs

Chief #	IACP	LEEDS	CPCA	FBINAA	PERF	CSCA
A	X		X	X	X	X
B	X		X	X		
C	X		X			
D	X		X			X
E	X		X			X
F	X		X			
G			X			X
H	X		X	X		
J	X		X		X	
K	X		X			
L	X		X		X	
M			X	X	X	
O	X		X			X
P	X	X	X			
Q	X		X		X	
Total	13	1	15	4	5	5
%	86.67%	6.67%	100%	26.67%	33.33%	33.33%

Notes.

Using goal-setting strategies for developing goals and objectives. Goal setting was another area that was discussed by 9 of 15 (60.0 %) of the exemplar chiefs. As a problem-solving strategy, using goal setting helped the chiefs transform conflict and find common ground because they were able to give some direction to their employees and to the community in what the expectations were. Some of the reasons the chiefs talked about goal-setting included: 1) with performance expectations and goals to be reached it is easier to determine what the end state should be, 2) goals also help the police chief set their priorities, 3) maintain accountability.

The position of police chief is a political position that holds a great deal of positional power in a community. The chief must understand the goals to better set priorities and know what has to be done in what order to accomplish those goals. Along with these priorities is holding people accountable to the performance and accomplishment of the goals, including holding people accountable for their personal performance.

Each of the 15 police departments that were involved in this study had their vision, mission, and values statements in plain sight at the entrance to the police department, and most had them posted on their websites and were using the goals to measure if the organization was changing and using the goals to determine if change was happening or needed.

This behavior is supported in *Co-active Coaching: Changing Business, Transforming Lives*, "Helping clients with the basics of goal setting can make a big difference in their success." The authors also state, "The best goals are specific. They are measurable, or there is some way to track or monitor results. They are action oriented,

even if the intention behind the action is qualitative" (Kimsey-House, Whitworth, Sandahl, & Kimsey-House, 2011). Although goal-setting can determine if there needs to be change or if change is happening, it is equally important to determine the root cause of the change in goals, or direction.

Determine Root Cause. The root cause was discussed by eight of the 15 chiefs (53.33%) and all felt it was important to find the root cause of a problem. Likewise, all eight exemplar chiefs said they recognize that it is a difficult process because much of the root cause is hidden from the symptoms that are being exhibited in the conflict.

The iceberg theory generally shows that there is a small portion of the problem above the surface and the majority of the problem, including the root cause, is below the surface. As noted in *The Creative Void: Hemingway's Iceberg Theory,* author Ernest Hemmingway used the term "Iceberg theory" in regards to writing a story and focusing on surface elements without explicitly discussing underlying themes (Giger, 1977).

By determining the root cause of the problem it is easier to understand what is driving the conflict. Until the root cause is addressed the symptoms may be solved for a short time, but the problem or conflict will most likely resurface. This is the core of community policing, taking the time and resources to correct the root cause of crime. The idea of determining and addressing the root cause is supported in the literature in *Human rights, conflict transformation, and peace building: The state, NGO's, social movements, and civil society - the struggle for power, social justice and social change, whose author says,* "Peace building strategies address the root causes of violent conflicts"(Ty, 2011).

Whether working on internal problems with staffing levels, or with collaborative stakeholder groups, the exemplar chiefs stated that it was important to determine the root cause because that will help direct the best solution and not just address the part of the problem that is "above the surface." But in getting to the root cause, it is also crucial to understand the leader/follower relationships, and the who's who within the organization.

Understanding the leader/follower relationships. Ira Chaleff writes in *The Courageous Follower,* in a chapter titled, The Dynamics of the Leader-Follower Relationship about the paradox of followership, "Whether we lead or follow, we are responsible for our own actions and we share responsibility for the actions of those whom we can influence" (Chaleff, 2009, p. 13). This paradox seemed to be understood by all of the exemplar chiefs that were interviewed. Each spoke about their role as a leader as well as their role as a follower. Several of the chiefs also acknowledged both of these roles in talking about problem-solving.

The positional leader of the department is the chief, but that doesn't always mean there aren't other leaders with as much if not more political power within the organization. Many of the chiefs also talked about their roles as followers and how they can't always tell the other members of the department all the information or the direction they have been given from their boss. This is supported by the literature as noted in *Followership: How followers are creating change and changing leaders*, by Barbara Kellerman who describes the "Partner" follower saying, "These followers fully support their leaders; but they are also ready and willing to challenge, if necessary"(Kellerman, 2008).

The paradox of the leader-follower relationship is a fine balance that must be considered when attempting to solve problems. The idea of the leader-follower relationship is not as clear as the application of discipline when discipline is needed to solve problems. In terms of this paper, when the chiefs spoke about discipline, they were referring to punishment, such as days off without pay, suspension, etc.

Applying discipline as needed. Discipline (or punishment) according to the chiefs was not something any of them wanted to do, however they all recognized that it had some strong effects within the department. All of the chiefs that talked about discipline also acknowledged that there is a level of necessity in taking action with discipline to create the perception that the department does hold people accountable not just for the department, but for the public.

The general feeling in today's social climate after the Fergusson incident and now the Chicago PD officer being charged with murder there is a need to show that the department is holding people accountable. This also creates a level of transparency, although there are protections and all of the information about discipline is not always able to be released to the public. The concept of discipline is supported by former Navy SEAL and author Clark D. Stuart in *Battlefield to Boardroom,* "All other aspects of mental motivation are nothing until they are manifested in discipline and self-control" (Clark D Stuart, 2005).

Occasionally a disciplinary action is contested (another conflict) that must be addressed with mediation or arbitration, etc. Whether for a disciplinary action, a lawsuit, a contract violation, or any number of conflicts that arise, using mediation is a possible method of transforming conflict and finding common ground.

Using mediation for conflicts or being the mediator for conflicts. The peer-researcher definition of problem-solving is, "The act of choosing and implementing a solution to an identified problem or situation" (Harvey et al., 1997). Three of the 15 chiefs (20.0%) talked about mediation or actually being the mediator to transform conflict and find common ground. Unlike some of the previous strategies discussed in problem-solving, mediation is a problem solving strategy that is used after the conflict has developed. Mediation is appropriate for both internal and external problems, although the need to have a neutral third party as the mediator should be considered for both internal and external conflicts.

Having a disinterested or neutral third party define the issues helps clarify the problem. Another benefit to having the neutral or disinterested third party involved is that they are not emotionally connected to the problem. In *Common Ground on Hostile Turf: Stories from an Environmental Mediator,* Mediation students are taught that a successful agreement provides satisfaction for participants in three equally important areas: substantive, process, and psychological. Substantive satisfaction means that you can live with the agreement and you believe that it will be effective and long lasting. It is your best option, even if it is not perfect. Process satisfaction means that you feel the process was fair, efficient, and well designed. The right people were at the table, and the mediator did a decent job. Finally the psychological satisfaction...is what is left over after the participant evaluates the substantive and process (L. Moore, 2013)

Each of the problem-solving themes above are effective, but only effective if the processes in implementing them is understood and used. How exemplar municipal police chiefs use process is not only important in problem-solving, but in running a police

department, working with other city employees and community stakeholders. The last conflict transformational domain to be considered is one that involves all of the other domains because finding common ground through conflict transformation is a process in itself.

Problem-Solving in police work is both proactive and reactive simultaneously. While law enforcement requires prevention as well as reaction to situations. Table 11 shows the major themes developed in the conflict transformation domain of Problem-Solving. This domain was reported on by the exemplar municipal police chiefs, with 112 separate references in the 7 different Problem-Solving themes.

Table 11

Problem Solving Themes

Major Themes	# Sources of Theme	# References of Theme
Continually conducting damage control assessments internally and externally	11	24
Asking for input from outsiders when necessary for different perspective	9	22
Using goal-setting strategies for developing goals and objectives	9	21
Determine Root Cause	8	15
Understanding the leader/follower relationships	4	12
Applying discipline as needed	4	8

Using mediation as needed for conflicts or being the mediator for conflicts	3	10

Notes. Sources include transcribed interviews, observations, or artifacts.

Process – Major Themes

Process was defined by the peer research team as a method that includes a set of steps and activities that group members follow to perform tasks such as strategic planning, or conflict resolution. The three levels of process include process design, process methods, and process tools (Hamme, 2015; Schwarz, 2002). Process was reported on by all 15 of the exemplar municipal police chiefs (100%) in 85 references of the coded data which included interview responses, observations and review of artifacts. From those responses, observations and artifacts, eight themes emerged. (See Table 11) Any problem-solving uses a process. However, before a process can be used, one must first recognize and then utilize the processes that are in place.

Recognizing and utilizing the primary processes in place. "Primary processes are those activities/processes that constitute the core functions or value chain" (Gebreeyesus & Sonobe, 2012; Hamme, 2015, p. 54). To use the three levels of process, design, methods, and tools, a leader first needs to recognize and utilize the primary processes that are in place.

Almost every government organization has some sort of process built into it, including police departments. While interviewing the exemplar chiefs, they all talked about processes separately when asked, but inclusively while discussing collaboration, communication, emotional intelligence, ethics, and problem-solving, because each of these has its own processes and is included in the processes of the organization and

human interaction. Depending on the conflict that was being discussed by the exemplar chiefs, they applied the concept of "process" in different ways. A primary process for the law enforcement community, specifically for a municipal police chief, would include protection of life and property within the community of her/his jurisdiction.(Hamme, 2015)

Being able to recognize and utilize the primary processes that are in place is not only imperative for a police chief, but appreciating that the decision-making that goes along with the role of the police chief is important to understand and utilize is equally, if not more specifically important. How a police chief uses the decision-making process is something that the exemplar chiefs discussed during their interviews.

Understanding and utilizing decision-making processes. Understanding and utilizing a decision-making process to make quick and effective decisions is something that every police officer is taught from the police academy. Chief K talked about the quick decision-making process as a value in police work, but also explained how the need for a quick decision as a police chief is usually not necessary and can actually cause more conflict if not thought out correctly.

Making decisions on an organizational level is the work of the entire organization staff and not just the chiefs. This concept is supported through the literature as shown in *Organization Development: The Process of Leading Organizational Change* by Donald L Anderson, who says, "Active participation. Giving organizational members the opportunity to influence the change as it takes shape, through participative decision-making practices or learning by practice and observation, can encourage adoption of the change and ownership of its implementation" (D. L. Anderson, 2014, p. 314)

Chief D also talked about the need to be congruent in the decision-making process and how that tends to give credibility to the decision, the people involved in the decision have more faith in the process, and the department appears to be more transparent. These statements are supported in *From Battlefield to Boardroom : Making the Difference Through Values Based Leadership*, which states, "Values-based leadership provides the framework within which a leader will make decisions even in times of uncertainty and ambiguity that are congruent with the expectations of the authority paradigm" (Yardley, Neal, et al., 2012)

Regardless of the people who are consulted in the decision-making process, the clear message from all of the exemplar chiefs was that once the decision was made, after all of the input, that was the decision and should be supported by the staff.

Making decisions that are strategic in nature also requires an understanding and utilization of the direction the organization and/or teams are going, so that the organizational goals are met, so understanding how making decisions in committees and team decision-making is done was discussed.

Using committees and team decision-making processes. The process of making decisions in committees took on different perspectives while the exemplar chiefs talked about how they made team decisions and used committees, along with some dangers when it comes to using committees. Chief D said, "Over processing can also be dangerous." Examples of over processing can include; taking too much time to make decisions, appointing a committee for every action, or too much "word-smithing" in policies that actually inhibits progress or processes in place. Another problem that the chiefs talked about was making sure that committees are given specific parameter, such

as they're not too big, they are the right people, they have specific directions as far as what to focus on, what to accomplish, and when to get it done by. Chief P said those parameters will, "Allow you to create that discussion, you create that dialog, you come with really the best solutions to deal with whatever the crisis is that you have going on." These statements are supported by Bert Spilker in *Using Teams and Committees Effectively,* who says, "Group meetings must be structured to ensure that decisions are reached and then implemented. Foresight and planning are essential prerequisites to have efficient teams and committees that work effectively and achieve their goals" (Spilker, 1998).

Having people on committees help develop relationships which helps develop the trust in the relationships with involved stakeholders. The different exemplar chiefs use and limit the use of committees and team decision making through the processes when trying to transform conflict and/or find common ground. Another aspect is understanding the specific types of processes involved in the conflict or conflict resolution that is being considered.

Having a working knowledge of the types of processes involved. When attempting to transform conflict or use conflict resolution, leaders, including exemplar municipal police chief, need to be aware of the specific types of processes involved in the conflict.

Several of the exemplar chiefs talked about some of the specific processes they have to understand in order to work through much of the conflict they are involved in. Some of those specific processes include: a) "'Skelly' process," which is a case law that requires an appeals process for disciplinary actions of public employees. b) Peace

Officer Procedural Bill of Rights or "P.O.B.A.R.," which is part of the California Government Code (§3300-3313) and protects specific rights of sworn peace officers in California. c) Internal Affairs investigations, "I.A.'s" which has specific codified law requirements for reporting and investigation in the Penal Code and Government Code in California. d) Contract negotiations and Memorandum of Understandings (MOU's) with unions. e) Arbitrations, either in personnel cases, civil lawsuit cases or tort law violations. f) Court processes for municipal, superior, civil and small claims courts. g) The "Grand Jury" both criminal and civil Grand Jury, selection, use and reporting of the results. Understanding and knowing about these types of primary processes transform conflict is important, but exemplary police leaders also need to recognize and use some of the secondary processes.

Recognizing and using the secondary processes in place. "Secondary processes are all the processes supporting the value chain (primary functions)"(Hamme, 2015, p. 54). Within the secondary processes are the support processes, which include any tasks used to keep the primary process functioning, the governing process, which provides the directional rules that manage the core processes, as well as the support processes. In law enforcement, primary functions are those functions such as patrol operations, crime prevention, investigations, etc. Support functions may include things such as educational programs, restorative policing programs, records management, etc.

Secondary processes are those process that help the department complete the primary and support functions. Secondary processes that a police chief must understand are such things as: recruiting process, hiring process, background process, and the required training processes for the different position classifications. The discipline

process, the political process, and depending on the type of city the chief is in, it may be a "General Law" city, or a "Charter City," the process involved in passing and enforcing city ordinances will be different.

"If we're saying we want to establish common ground or people to have input, if you can build a system that allows that to happen." This concept is supported in the literature and "systems-thinking" by Stephen Covey in *The Nature of Leadership*, who says, "Each part has a living attachment to every other part. Change in any part affects all parts. When we learn to see leadership problems in terms of living systems, it dramatically changes the way we deal with them" (Covey et al., 1998)

Occasionally, understanding the processes isn't enough and police chiefs may need to find subject matter experts to help them with clarifying issues and conflict peculiarities.

Using subject matter experts (SME) to clarify issues. Using a subject matter expert can be beneficial if it is for the purpose of clarifying contested issues, determining best practices, providing information for decisions, or finding hidden information.

Using subject matter experts for understanding processes, or problem solving, or any of the possible uses they have is good to consider, however the chief also need to consider that regardless of SME's and the information they bring, there is always a political climate involved. The exemplar chiefs talked about the political process and recognizing the political aspects of situations and conflict. This concept as relayed by the exemplar chiefs was found supported by The *Final report on President's task force on 21st century policing*, which said, "Law enforcement agencies should engage community

members, particularly those with special expertise, in the training process and provide leadership training to all personnel throughout their careers.(Policing, 2015)

Recognizing political aspects of situations/conflict/etc. In *The Politically Intelligent Leader,* White, Harvey and Kemper say, "All politics are local" (White et al., 2007, p. xii). What is meant by this statement is that decisions are made based on how it affects people in the local organizations. The exemplar municipal police chiefs in this study understand this concept very well, and spoke about the political aspects of the situations/conflicts and issues they have had to work with while discussing the processes involved in them. Each police chief acknowledged that they are an "at will" employee and many acknowledged the political climate within the organizations (city) they were working in as a department head. Whether it is the actual Democratic/Republican politics, or the playground politics in the first grade."

These sentiments are supported by White, Harvey and Kemper in *The Politically Intelligent Leader*, which says, "Political intelligence requires that we not only make ourselves aware of the different communities that make up our environment, but also that we be mindful of their interests and their real and potential impact on our leadership. We ignore them at our peril" (White et al., 2007, pp. 101-102)

Each of the exemplar chiefs interviewed for this study, recognized the political aspects of their role as the chief of police in a municipal police department, which is much different than the 23 Federal Agencies, 91 State agencies, 58 elected sheriffs (Sheriff's Offices), 42 college/university police departments, 24 special district police departments, and 21 school district police departments, which have their own distinct political aspects of situations/conflict/etc., and processes. Each of the chiefs interviewed

recognized how the political aspects of the conflict will influence the conflict transformation behaviors and the ability to find common ground with stakeholders.

Table 12 shows the major themes developed in the conflict transformation domain of Process. This domain was the least reported on by the exemplar municipal police chiefs, with 85 separate references in the 8 different process themes, however, each of the exemplary municipal police chiefs described the conflict transformation behaviors while working with the primary and secondary processes and recognizing many of the intricacies of operating in the processes of the organization and laws required.

Table 12

Process Themes

Major Themes	# Sources of Theme	# References of Theme
Recognizing and utilizing the primary processes in place	11	18
Understanding and utilizing decision-making processes	9	16
Using committees and team decision-making processes	9	13
Understanding the roles of the processes involved	9	11
Having a working knowledge of the types of processes involved in the conflict and conflict resolution	7	8
Recognizing and using the secondary processes in place	4	7
Using subject matter experts to help clarify issues and conflict peculiarities	5	6
Recognizing political aspects of situations/conflict/etc.	4	6

Notes. Sources include transcribed interviews, observations, or artifacts.

Summary

This chapter presented the data reflecting the purpose, research questions, and methodology proposed and approved for study by Brandman University's Institution Review Board. The data collection methods as described in Chapter III, which were subsequently utilized, produced qualitative data in the form of anecdotal accounts, from 15 exemplar municipal police chief participants. The data was coded and analyzed which yielded 53 emergent themes which were discovered and described throughout all six conflict transformation areas. The analysis explains the specific behaviors used to proactively transform or resolve conflict as the participants attempted to find common ground and shape the future through the use of collaboration, communication, emotional intelligence, ethics, problem-solving, and process.

Major findings of this qualitative inquiry found evidence of common trends and behaviors used by exemplar municipal police chiefs, including: 1) Five overarching themes regarding common ground and conflict transformation. 2) Eight emergent collaboration themes and how collaboration is used, 3) eleven emergent communication themes about how communication is used. 4) Six emergent emotional intelligence themes about how emotional intelligence is used. 5) Eight emergent ethics themes about how ethics is applied. 6) Seven emergent problem-solving themes about how problem-solving is used, and 7) Eight emergent process themes about how process is used by the exemplary chiefs who were included in the study.

Table 13

Summary of Themes Discovered

Major Themes	# Themes	# Data References
Overarching Common Ground Themes	5	174
Collaboration	8	315
Communication	11	207
Emotional Intelligence (EI)	6	178
Ethics	8	149
Problem-Solving	7	112
Process	8	85
Total Themes Discovered	53	1220

Notes. Sources include transcribed interviews, observations, or artifacts.

The purpose of this phenomenological study was to discover and describe how exemplar municipal police chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. Chapter V presents a final summary of the study, including major findings, unexpected findings, and conclusions. These are followed by implications for action, recommendations for further research and concluding remarks and reflections of the researcher.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to discover and describe how exemplar municipal police chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. The six domains studied were collaboration, communication, emotional intelligence, ethics, problem-solving, and process. The research questions asked in this study included the central question and six sub-questions, one for each of the six domains. The central question was, "What are the lived experiences of exemplar municipal police chiefs in establishing common ground and producing breakthrough results by engaging in elements of the six domains of conflict transformation behaviors?" The sub-questions were:

Collaboration - How do exemplar law enforcement leaders use collaboration to establish common ground and produce breakthrough results?

Communication - How do exemplar law enforcement leaders use communication to establish common ground and produce breakthrough results?

Emotional Intelligence - What aspects of emotional intelligence do exemplar law enforcement leaders use to establish common ground and produce breakthrough results?

Ethics- How do exemplar law enforcement leaders use ethics to establish common ground and produce breakthrough results?

Problem Solving- How do exemplar law enforcement leaders use problem solving strategies to establish common ground and produce breakthrough results?

Process- What processes do exemplar law enforcement leaders use processes to establish common ground and produce breakthrough results?

The research method used in this study was a qualitative, phenomenological study which utilized personal interviews via scripted questions with police chiefs in California. Artifacts were also collected, and observations made to triangulate the anecdotal information. The data was transcribed and then entered into Envivo and analyzed for emerging themes. The target population for this study was exemplar municipal chiefs of police, specifically in the state of California. The population was law enforcement executives, from which the target population was identified as, Municipal Police Chiefs in police organizations with 25 - 1500 employees in Central/Northern CA, who are considered "exemplar leaders," working within a radius of 250 miles of Sacramento, including the counties of Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, El Dorado, Fresno, Lake, Madera, Marin, Mariposa, Mendocino, Merced, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Sierra, Solano, Sonoma, Stanislaus, Sutter, Tulare, Tuolumne, Yolo, and Yuba.

The sample obtained was 15 municipal police chiefs in organizations with 25 - 1500 employees in Central/Northern CA, who are considered exemplar leaders, living within 250 miles of Sacramento. To be considered an exemplar leader, the leader must have displayed or demonstrated at least five of the following criteria:

1. Evidence of successful relationships with stakeholders.
2. Evidence of breaking through conflict to achieve organizational success.
3. Have five or more years of experience in that profession or field.
4. Written/published or presented at conferences or association meetings.
5. Recognized by their peers.

6. Membership in associations of groups focused on their field.

Major Findings

The central purpose of this study was to discover and describe how exemplar municipal police chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors. A summary of the key findings discovered and presented in Chapter IV is presented with respect to the central research question and sub-questions.

Central Question

In asking the central question, "What are the lived experiences of exemplar municipal police chiefs in establishing common ground and producing breakthrough results by engaging in elements of the six domains of conflict transformation behaviors?" The major findings revealed five overarching behaviors displayed by all of the exemplar municipal police chiefs. These five overarching behaviors include:

Exemplar municipal police chiefs create and/or continually share personal and organizational visions, missions, and values with both internal and external stakeholders.

Exemplar municipal police chiefs obtain buy-in from internal and external stakeholders.

Exemplar municipal police chiefs create a climate of being as transparent as possible internally and externally, given the circumstances of the conflict, and working within the governing laws, personnel rules, policies and procedures in place.

Exemplar municipal police chiefs establish or reinforce the purpose of the organization to the individual internal and external stakeholders which helps solve

conflict by focusing the individuals on completing the goals of the organization and fulfilling the purpose of the organization.

Exemplar municipal police chiefs anticipate and manage change with internal and external stakeholders.

Overarching Themes. All of the exemplar chiefs involved in this study had their goals and the goals of the department aligned. Through creating and or continually sharing their personal and organizations mission, vision and values, the exemplar chiefs continually used these concepts to direct the operations of the organization even in times of little or no other precedent behavior or similar context. By means of obtaining buy-in from internal and external stakeholders, each of the exemplar chiefs gained support to better accomplish the goals of the organization and the communities they serve. In serving the communities it was important to create a climate of transparency, although all of the exemplary municipal chiefs acknowledged that it was not possible to be completely transparent due to the prevailing laws, specific circumstances of the conflict involved, integrity of the investigations, employee or individual rights of privacy, and other significant factors. Creating or reinforcing the purpose of the organization (public safety) was used by the chiefs to continue to evaluate the performance and efficacy of the organization, and their personal performance. Anticipating and managing change with internal and external stakeholders is a common factor in every leadership role, however the exemplar chiefs used this concept to anticipate and manage change for their organization and the larger communities they serve, as well as the change and management of the police profession in general.

Sub-Questions

To help discover and describe how exemplar municipal police chiefs established common ground and producing breakthrough results by engaging in elements of the six domains of conflict transformation behaviors, a question was asked for each of the six domains of conflict transformation behaviors, Collaboration, communication, emotional intelligence, ethics, problem-solving, and process. The resulting behaviors as determined in Chapter IV are as follows:

Collaboration. Exemplar municipal police chiefs use collaboration to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding collaboration, the results yielded eight specific collaboration behaviors by the exemplar police chiefs.

Exemplar municipal police chiefs involve the internal and external stakeholders and focus on developing and supporting relationships with those stakeholders, both internal and external stakeholders. Exemplar municipal police chiefs also proactively attempt to understand the different perceptions of the stakeholders involved, and also become involved with stakeholder groups and activities, to better understand those perspectives. Exemplar municipal police chiefs were visible in the organization and the community, depending on the community and the level of involvement required. Another behavior was attempting to come to consensus with stakeholders, in both internal and external conflict, this behavior did not mean unanimous agreement. Establishing and reinforcing expectations, internally within the police department and externally within the community was imperative in transforming conflict, especially while attempting to create common ground with stakeholders.

Communication. Exemplar municipal police chiefs use communication to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding communication, the results yielded 11 specific communication behaviors by the exemplar police chiefs.

Exemplar municipal police chiefs first understand the communication process and all of the intricacies and variable involved in the communication process, including use of the appropriate communication medium channel (face-to-face, e-mail, telephone, etc.) was the indispensable. Using the communication process to create and engage in meaningful dialogue with internal and external stakeholders, in addition to using "Active Listening" and recognizing the communication filters that may be involved in the communication process. Asking for input from stakeholders was an important behavior both with internal and external stakeholders, as well as considering the weight and accuracy of the information involved in the dialogue. Recognizing and correctly interpreting non-verbal communication and its implications on the meaning of the information communicated is significant. Giving and receiving feedback from internal and external stakeholders, frequently in the form of storytelling to communicate meaningful messages and information. All of these behaviors were fundamental communication behaviors, as described by the exemplar police chief participants, in transforming conflict and finding common ground with stakeholders.

Emotional Intelligence (EI). Exemplar municipal police chiefs use emotional intelligence (EI) to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding emotional intelligence, the

results yielded six specific emotional intelligence behaviors displayed by the exemplar police chiefs.

Of primary concern and ultimately displayed by the exemplary police chiefs was being aware of the social, emotional impacts and reactions of internal and external stakeholders in times of conflict. Along with the awareness, and equally displayed was managing emotional reactions and responses of others, both internal and external stakeholders in social settings. To be effective as an exemplary municipal police chief, being self-aware of personal emotional reactions during times of conflict, and using self-management to control personal emotional responses during times of conflict were behaviors exhibited by the exemplar chief involved in this study. Recognizing the difference between professional persona and personal persona was a behavior that was specifically mentioned by only two of the exemplar chiefs, but observed in each of the participants. Setting aside the concept of blame, an emotional response, and looking for accountability, a cognitive response, was only specifically discussed by one of the exemplar chiefs, however this concept was central to all of the behaviors of the exemplar chiefs and a central concept of using emotional intelligence.

Ethics. Exemplar municipal police chiefs use ethics to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding ethics, the results yielded eight specific ethics-related behaviors displayed by the exemplar police chiefs.

Creating and maintaining an ethical climate, both internally and externally within the community was overwhelmingly important and displayed by the exemplary chiefs. Maintaining a personal moral (ethical) compass, based on values was also significant and

central to many of the decisions and actions involved in the conflicts related by the exemplar chiefs in transforming the conflict and finding common ground with stakeholders. Along with having and displaying the personal values, being congruent in words and actions was a specific ethical behavior that was imperative in creating a sense of ethical behavior. Addressing (punishing) unethical and incongruent behavior was a major function of each of the exemplar chiefs, although each acknowledge it as an unpleasant task, they felt it was indispensable to maintain an ethical climate with internal and external stakeholders. Modeling the desired ethical behavior for stakeholders and being self-reflective regarding decisions and the ethical impacts of those decisions was an important theme spoken about by several specific exemplar chiefs, but expressed in the manner that all of the exemplar chiefs handled their specific conflict situations. Admitting mistakes and apologizing for them to stakeholders, and rewarding (as possible) ethically appropriate behaviors by stakeholders also supports the ability to create and maintain an ethical climate.

Problem-Solving. Exemplar municipal police chiefs use problem-solving to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding problem-solving, the results yielded seven specific problem-solving behaviors displayed by the exemplar police chiefs.

The themes developed in this study were not attributed to any specific problem-solving model. The exemplar municipal police chiefs continually conduct organizational assessments, both internally and externally with internal and external stakeholders to assess for emergent issues. In attempting to transform conflict and find common ground, the exemplar municipal police chiefs asked for input from people outside of the specific

issue, conflict, or problem when necessary for a different perspective or to clarify issues. Additionally, using goal-setting strategies for developing goals and objectives that would help transform conflict and/or create common ground were employed. The exemplar police chiefs in this study benefitted from determining the root cause of the conflict or issue as a means or transforming conflict, while also understanding the leader/follower relationships involved in the conflict or issue. Applying discipline (punishment) as needed as well as using mediation, or being the mediator, with internal and external stakeholders were all specific behaviors the exemplar municipal police chiefs exhibited in transforming conflict and attempting to find common ground.

Process. Exemplar municipal police chiefs use process and processes to establish common ground and produce breakthrough results. In analyzing the data from the research sub-question regarding process, the results yielded eight specific problem-solving behaviors displayed by the exemplar police chiefs.

Having a functional working knowledge of the types of processes and recognizing and utilizing the primary and secondary processes in place, as well as the roles of the processes involved, was integral to being able to appropriately work through the conflicts by the exemplar municipal police chiefs for the type of conflicts involved. Understanding and utilizing decision-making processes, such as using committees, team decision processes, and the use of subject matter experts to help clarify and issues and conflict peculiarities were vital in transforming some of the unique types of conflict within the law enforcement context. Recognizing the political aspects of the situations/conflicts was specifically mentioned by four of the exemplar chiefs. However, each chief distinguished the political aspects and implications of their involvement, with

both internal and external stakeholders, through the description of the different conflict experiences relayed by the exemplary municipal police chiefs.

The political aspects, with both internal and external stakeholders was an undercurrent present in all of the lived experiences of 15 exemplar municipal police chiefs in this study as the attempted to establish common ground and produce breakthrough results by engaging in elements of the six domains of conflict transformation behaviors. Some examples of the "political undercurrent" included the chiefs talking about working with employee unions, politically charged organizations such as the NAACP, or other political community groups, churches and organizations. All of the chiefs discussed being an at-will employee and serving at the "pleasure" of the City Manager, as well as making sure they balanced their responsibility to make decisions, while also ensuring that the City Manager and City council was aware of the political implications. A few of the chiefs who specifically mentioned the politics involved were also very careful to discuss being political.

Unexpected Findings

Unexpected findings are those concepts and data that emerge that were not anticipated in preparation for the study. The concepts and data found in this section are reported on as they relate to the research questions, but may need further research to validate or confirm the data/finding.

The concept of transparency was an unexpected finding in that it was not one of the conflict transformation behaviors, but emerged as an overarching behavior that all of the exemplar municipal police chiefs felt was significant in finding common ground in

the law enforcement profession. Transparency and congruence were closely tied together in many of the responses by the exemplar municipal police chiefs.

Congruence was another unexpected finding. Primarily discussed by the exemplar municipal police chiefs while talking about ethics, but being "congruent in words and actions" emerged as a theme and was discussed in practice by all exemplar municipal police chief as being appropriate in each of the conflict transformation domains.

Looking for accountability rather than blame for conflict, emerged in the Emotional Intelligence domain of conflict transformation behaviors. Only one exemplar chief spoke about the concept of looking for accountability, however the literature makes a very clear distinction between the results of the behaviors of accountability and blame.

The last unexpected finding was regarding the process domain of conflict transformation and establishing common ground. If establishing common ground and allowing stakeholders or people to have input is a desired aspect of the process, then the system must be modified that allows that to happen and the process inclusive of behaviors or conditions that allow for it.

Conclusions

Based on the findings of this study, several conclusions were drawn regarding how exemplar municipal police chiefs establish common ground and produce breakthrough results by utilizing the six domains of conflict transformation behaviors of collaboration, communication, emotional intelligence, ethics, problem-solving, and process.

Conclusion 1: Exemplar Police Chiefs Achieve Common Ground by Utilizing the Six Domains of Conflict Transformation Behaviors Together Interactively.

Exemplar municipal police chiefs consistently use the six conflict transformation behaviors of collaboration, communication, emotional intelligence, ethics, problem-solving, and process to transform conflict and find common ground.

Supporting data for this conclusion show:

1. All 15 (100%) exemplar police chief participants consistently and effectively used all six conflict transformational behaviors in working through different types, complexity, and contexts of conflicts.
2. All 15 (100%) exemplar police chief participants effectively transformed conflict in a particular conflict and were able to describe the use of each of the six domains of conflict transformation behaviors as it was functional to their particular conflict situation.
3. All 15 (100%) exemplar police chief participants used the conflict transformation behaviors in very dissimilar and diverse ways depending on the circumstances of the particular conflict and context in which the conflict transformation behavior was used.

Based on the above evidence, all exemplar police chiefs use all six of the conflict transformation behaviors in creating common ground during times of conflict. It is therefore concluded that police chiefs who use all six conflict transformation behaviors will be more successful in transforming conflict with stakeholders regardless of complexity, types, or context of the conflict involved.

Conclusion 2: Pro-Active Collaboration with Stakeholders is Imperative as an Exemplar Police Chief in Attempting to Find Common Ground.

Exemplar municipal police chiefs consistently and overwhelmingly use collaboration to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. All 15 (100%) exemplar police chief participants consistently and effectively used collaboration in working through different types, complexity, and contexts of conflicts by involving internal stakeholders and focusing on developing or supporting relationships with internal and external stakeholders.
2. All 15 (100%) exemplar police chief participants understood the need to consider and account for the different perspectives of the stakeholders involved in conflict in order to develop a collaborative environment.
3. Exemplar police chief participants' referenced collaboration more than any other conflict transformation behavior as being essential in finding common ground and overcoming the circumstances of conflict in the diverse and varied types of conflict they were involved in.

Based on the above evidence, all exemplar police chiefs utilize collaboration as a critical step in creating common ground during conflict. It is therefore concluded that chiefs need to develop, refine and master collaboration skills and make specific efforts to become involved with internal and external stakeholders. It is further concluded that

chiefs should specifically focus efforts and training on how to effectively build relationships with stakeholders during times when conflict is not present.

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Conclusion 3: Communication is Elemental as the Conduit of an Exemplar Police Chief's Influence in Building Common Ground.

Exemplar municipal police chiefs use effective communication to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. All 15 (100%) exemplar police chief participants consistently used communication, the communication process, and created and engaged in dialogue with stakeholders in working through different types, complexity, and contexts of conflicts.
2. Exemplar police chief participants understood the need to use active listening, while also allowing for the influence of communication filters, non-verbal communication, and the weight and accuracy of information in attempting to transform conflict while working through very different types, complexity, and contexts of conflicts.
3. Exemplar police chief participants understand the need to use the appropriate communication medium channel, give and receive information and use story-telling to relay message meanings, in finding common ground and overcoming the circumstances of conflict in the diverse and varied types of conflict they were involved in.

Based on the above evidence, all exemplar police chiefs utilize communication and communication processes as critical aspects in creating common ground during conflict. It is therefore concluded that police chiefs need to pro-actively create dialogue with stakeholders, while being very knowledgeable and adept at the intricacies of the communication process, including: use of active listening, understanding communication filters, recognizing non-verbal communication and its influence, as well as how to evaluate the weight and accuracy of the information, and appropriate medium channel use.

Conclusion 4: Emotional Intelligence is Key for an Exemplar Police Chief to Achieve Social and Personal Stability in Shaping Common Ground.

Exemplar municipal police chiefs are aware of and practice emotional intelligence stratagems to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. All 15 (100%) exemplar police chief participants effectively used the emotional intelligence stratagem of social awareness and social management in working through different types, complexity, and contexts of conflicts by being aware of and managing the emotional impacts, reactions, and responses of stakeholders.
2. All 15 (100%) exemplar police chief participants effectively used the emotional intelligence stratagem of self-awareness and self-management in working through different types, complexity, and contexts of conflicts

by being aware of and managing the own emotions and emotional responses in times of conflict.

3. Exemplar police chief participants recognized the difference between professional persona and personal persona, as a function of EI while attempting to mitigate conflict or in finding common ground and overcoming the circumstances of conflict in the diverse and varied types of conflict they were involved in.

Based on the findings, all exemplar police chiefs exhibited emotional intelligence as an essential element in transforming conflict and creating common ground during conflict. It is concluded that chiefs should be assessed for their emotional intelligence specifically in social awareness and social management, as well as self-awareness and self-management prior to or shortly after appointment. It is also concluded that chiefs who are lacking in social awareness and social management should be coached to increase those assessed levels prior to or shortly after appointment, and those who are deficient in self-awareness and self-management should be coached to increase those levels as well as to understand the difference between professional and personal persona.

Conclusion 5: An Exemplar Police Chief's Values and Ethics Are Foundational for Trust and Transparency in Developing Common Ground Strategies

Exemplar municipal police chiefs establish and maintain an ethical climate while using personal and organizational values (ethics) to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. All 15 (100%) exemplar police chief participants consistently created and maintained an ethical climate within the police organization and externally within the larger community with stakeholders in preventing conflict or working through different types, complexity, and contexts of conflicts.
2. Exemplar police chief participants recognized the necessity to maintain a personal moral (ethical) compass based on values, while also being congruent in words and action while functioning through very different types, complexity, and contexts of conflicts.
3. Exemplar police chief participants expressed their obligation to be reflective of ethical impacts, and model desired behaviors for stakeholders, while using reward and punishment to control ethical behavior, as well as admitting and apologizing for mistakes in interactions with stakeholders.

Based on the evidence and findings, exemplar police chiefs display personal core values as a critical step in creating an ethical climate and in finding common ground during conflict. It is therefore concluded that police chiefs' values should be of the ultimate morally acceptable values as they directly influence the perceived levels of trust and transparency based on their actions. It is further concluded that selection and ongoing evaluation should be specifically based on the chief's exercise of congruence between stated core values/ethics/morals and the chief's actions, both within the organization and within the community, as this directly impacts the perceptions of trust and transparency internally and externally.

Conclusion 6: Problem-Solving is Fundamental for an Exemplar Police Chiefs in Identifying and Resolving Root Causes to Reach Common Ground

Exemplar municipal police chiefs employ problem-solving direction to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. Exemplar police chief participants regularly conduct internal and external damage control assessments, asking for input and different perspectives as needed, to determine root causes, while using goal-setting strategies, goals and objectives to transform different types, complexity, and contexts of conflicts and achieve common ground.
2. Exemplar police chief participants comprehend the nuances of the leader-follower relationships and influence in attempting to transform very different types, complexity, and contexts of conflicts.
3. Exemplar police chief participants understand the use of appropriate strategies of mediation, and even letting functional conflict run its course, to effectively transform conflict in the diverse and varied types of conflict they were involved in.

Based on the findings, exemplar police chiefs all utilize problem-solving actions in creating common ground during conflict. It is therefore concluded that police chiefs should initially and regularly conduct damage control assessments, both internally and externally, while also obtaining different perspectives from stakeholders to proactively identify potential problems and reduce crisis situations. It is also concluded that chiefs need to know different goal-setting strategies, need to have a better understanding of the

leader-follower relationships, as with collaboration, the relationships with the leader and the followers strengthens the ability to collaborate on common ground goals. Understanding how mediation is used, and other problem-solving strategies to better be more successful in resolving conflict also helps achieve common ground.

Conclusion 7: Using Process is Valued by an Exemplar Police Chiefs Operating in the Organizational Environment While Attempting to Create Common Ground

Exemplar municipal police chiefs understand, implement, and employ process to transform conflict and find common ground with internal and external stakeholders.

Supporting data for this conclusion show:

1. Exemplar police chief participants understand, implement, and employ primary and secondary processes, while using decision-making processes, to transform different types, complexity, and contexts of conflicts and achieve common ground.
2. Exemplar police chief participants comprehend and demonstrate the appropriate roles, types, and uses of process, including team decision-making, use of committees, and subject matter experts to help clarify conflict peculiarities, in attempting to transform very different types, complexity, and contexts of conflicts.
3. Exemplar police chief participants recognize and acknowledge the political implications, and consider past history and traditions of stakeholders, while also not over-processing information to effectively transform conflict in the diverse and varied types of conflict they were involved in.

Based on the above evidence, exemplar police chiefs all utilize process in creating common ground during conflict. It is therefore concluded that police chiefs who are able to identify the primary and secondary processes and the uses and roles in transforming conflict, while also effectively using committees, subject-matter experts, and team decision-making processes available to transform conflict will be more successful in functioning within the structure of the entire system. It is also concluded that those municipal police chiefs who do not understand or acknowledge the community or organizational history or culture will likely violate accepted norms and have difficulty in building collaborative relationships. Municipal police chiefs that are not politically cognizant and/or who do not develop collaborative alliances within the organizational environment of the department and larger community environment will lack support and lose positional, informational, and referent leadership power that could have been very beneficial. Additionally, municipal police chiefs who build in steps for stakeholders to be involved in the processes will create a more developed level of common ground than those who don't.

Implications for Action

The following implications of this research may influence the actions forward-thinking law enforcement ascendant practitioners, policymakers, oversight organizations, industry consultants, as well as industry professional development programs to ensure law enforcement leaders are forward thinking and well prepared to lead the transformation of law enforcement to meet the difficult demands of policing in the 21st century.

1. Develop and appropriately fund professional development scenario-based certification training of the conflict transformation behaviors identified in this study to current law enforcement leaders (police chiefs), through peace officer training organizations, such as International Association of Chiefs of Police (I.A.C.P.), Police Executive Research Forum (P.E.R.F.), State Peace Officer Standards and Training (P.O.S.T.) organizations and police chief associations such as California Police Chiefs Association (C.P.C.A.). Police organizations will be more likely to transform conflict and develop common ground with internal and external stakeholders.
2. The scenario-based certification training should minimally include the following:

- Training in how to build relationships, identify and learn how to gain a better understanding of their stakeholders' perspectives, needs and motivators.
- Focus on how to invest adequate time for collaboration and understanding of the different perspectives, in times when there is not a conflict.
- Training to better understand the communication process, including formal communication plans, and how the meaning of their messages and decisions must be effectively communicated, while identifying how the different communication barriers, such as internal filters, noise, and feedback, etc., may change the meaning of their message.
- Training specifically in effective communication behaviors such as active listening techniques, asking for input, and giving and receiving feedback.

- Taking an E.I. assessment, and from the results develop a specific plan to work on areas of need, and reinforce proficiencies.
- Training on how to reinforce functional personal and organizational values tied to standards of ethics of law enforcement and the specific organization.
- Train and reinforce the ideals that ethical accountability and congruency creates a perception of transparency and trust.
- Train how to continually conduct organizational assessments to identify current problems, potential problems, or reduce the risks and liabilities to the organization and the community.
- Train municipal police chiefs to identify problems at the root-cause as early as possible.
- Train municipal police chiefs to better understand the leader-follower relationships and how the behaviors of exemplary leaders can also be the behaviors of exemplary followers, thus requiring little change in behavior for role transitions.
- Train chiefs how to employ goal-setting and problem-solving strategies.
- Training on systems thinking and how primary and secondary processes are necessary to accomplish the goals.
- Establish recognized steps that tell stakeholders how they will be involved in decision making.
- Focus on political implications of actions for the chiefs of police, to better understand their political role in the larger organizational environment.

3. Develop and appropriately fund initial scenario-based training for potential law enforcement leaders that develop and apply the leadership theories and concepts of the conflict transformation behaviors, in a succession-planning, preparatory systems approach by I.A.C.P., P.E.R.F., and P.O.S.T. organizations or other police leadership associations over the next 10 years, then evaluate and adapt to industry and societal changes.
4. Since leadership best practices should be contiguous at all levels of the police organization, policymakers and oversight organizations should ensure accountability of training in all leadership positions, and begin transitions to the concepts of conflict transformation behaviors in all leadership levels of leadership in law enforcement organizations.
5. Outside training organizations, industry consultants, as well as industry professional development programs should develop a prioritization of preparatory leadership training which mirrors and incorporates the conflict transformation behaviors from one-to-one leadership positions, such as trainers, field training officers, to leaders of small groups and teams, up to middle management and upper management positions.
6. Oversight and policymaking organizations should assemble experts in each conflict transformation area to create separate levels of training for the different organizational functional perspectives of trainers, front-line supervisors, managers, and executive positions to ensure accurate and appropriate application of the conflict transformation behaviors is performed at each level.

7. Analyze current levels of perceived transparency of police organizations by internal and external stakeholders of municipal police departments by state P.O.S.T. organizations, to develop a base-line of current levels of transparency. Develop and conduct pilot training and reinforce the six conflict transformation behaviors to all personnel in selected police organizations. Wait a pre-determined time to allow the behaviors to become embedded into the organizational culture, then reanalyze the perceived levels of transparency of the same organizations, and compare the results.
8. Create an educational program, which includes mass media, in cooperation with I.A.C.P., P.E.R.F., C.P.C.A., and/or state P.O.S.T. organizations, for the public explaining the concepts that prevent 100% transparency by police organizations in many conflicts and situations.

The actions, if implemented, have the potential to transform the police chief and the organizational behaviors of police departments to become more aligned with the exemplar municipal police chiefs' behaviors as shown in this study. The appropriate application of the six conflict transformational behaviors, have the potential to increase the perceived transparency of the police organization, and ultimately increase the trust of the police chief, the police personnel and ultimately the entire department by the community. This application is in essence what creates common ground.

Recommendations for Further Research

Based on the research study and findings, it is recommended that further research be conducted in the development of common ground by:

1. The current study focused on exemplar municipal police chiefs, further research could be wider, and inclusive of all types of law enforcement organization leaders, such as elected county sheriffs, tribal police chiefs, special district police chiefs, school district police chiefs, other state and federal law enforcement organizations, in the same six domains of conflict transformational behaviors.
2. This study focused on municipal police chiefs and how they used the six conflict transformation behaviors, the data collected from this study and the thematic group should be compiled and further examined to determine if there are any cross-discipline similarities that could lead to generalization in all executive leadership capacities.
3. This study focused on how exemplar municipal police chiefs used communication, collaboration, emotional intelligence, ethics, problem-solving, and process to create common ground. Additional research on the emergent concept of "transparency" and how it relates to trust from police organizations should be conducted to determine possible behaviors that will increase the perceived levels of trust in police organizations.
4. This study focused on how exemplar municipal police chiefs used communication, collaboration, emotional intelligence, ethics, problem-solving, and process to create common ground. Additional research

focusing on the emergent concept of "congruence" and the implications of being congruent or incongruent as it relates to the levels of trust in positional leaders and organizational behaviors, specifically in police organizations.

5. This study focused on how exemplar municipal police chiefs used communication, collaboration, emotional intelligence, ethics, problem-solving, and process to create common ground. Further research expanding on the emergent concept of "seeking accountability rather than blame," and determining if there are any specific behaviors that can be developed to seek accountability rather than blame by more police leaders specifically and leaders in general should be conducted.
6. This study focused on how exemplar municipal police chiefs used different strategies such as confrontation, escalating conflict, mediation, using superordinate goals, all through the process domains of conflict transformation to create common ground. Additional research regarding how to build common ground into processes and systems, or development of a mechanism or condition that allows for the growth of common ground that can be standardized to police organizations.
7. Further research to comparing and contrast the results and conclusions of this study with the findings of the Final Report of the President's Task Force on 21st Century Policing, which makes specific recommendations for law enforcement organizations to find common ground between law enforcement and the community, in order to build transparency and trust.

8. Further research in should be conducted in determining the emotional intelligence requirements for chiefs of police. Based on this study the social Awareness and Social Relationship Management were much greater than the personal awareness and personal management. Research focusing on the need for greater personal awareness, or determining if the nature of this study limited the responses towards the social nature of the exemplary chiefs.

Concluding Remarks and Reflections

Conducting this research had a profound reflective influence on me personally and professionally. By seeing how each exemplar municipal police chief applied their own personal values, and influenced the organizational values of the police department, they reaffirmed Sir Robert Peel's 2nd principle that "the ability of the police to perform their duties is dependent upon public approval of police existence, actions, behavior and the ability of the police to secure and maintain public respect," which begins with the leadership within any police department, the primary leader being the Chief of Police.

As a 28-year veteran Police Commander of a mid-sized police department, and now private consultant primarily focused on training leadership in law enforcement organizations, seeing the level of professionalism, mutual respect, and genuine caring for the welfare of the communities they serve, the exemplar police chiefs gave a new and insightful meaning to the term "servant-leader." They truly believe in the concept of serving the greater good of the community, even at the risk of their own peril. This idea of public service is incumbent on every public servant, especially a police officer, and I

am proud to say, I have served my community, most of my adult life with these same ideals and the attitude of service to others.

In memory of those men and women whom I have personally known, and many who I have not had the honor to know, who gave their lives to protect others, I have a deeper understanding of the meaning of a section in the California Peace Officer's Oath of Office that says, "…that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic…" because our freedoms in this country come at the price of those of you, and your surviving family members, who have paid the ultimate price to defend them. Thank you, it has been my honor to serve with you.

For me, personally as a life-long student of leadership and as a leadership consultant, I have a much more in-depth understanding of what it takes to be a transformational leader of people who have chosen a life of service to others. Being able to make a difference to another person has always been important to me. However, after completing this study, I feel I have, in some small way, given back to the law enforcement community which has been my life for more than 30 years. Conflict with police will most likely continue, but if this study helps prevent one "Ferguson" situation, or creates a means to help police chiefs understand how to be "transparent," then I feel I will have again been able to serve others and truly transform myself as well.

Transforming conflict is nothing new to police chiefs or law enforcement officers in general. However, to be able to apply the concepts of the six conflict transformation behaviors to achieve common ground, found in this study along with the rest of the thematic team's larger study of leaders in general, gives me a sense of accomplishment of

service to the greater good, which has always been my goal in public service, and truly creates a transformational leader.

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APPENDICES

APPENDIX A

Script and Script Questions (CGRT Developed) – Page 1

Script Questions

General Question: "As a Police Chief can you share a time when you were faced with a conflict in your organization and you developed common ground with stakeholders in order to break through the conflict? Please tell me about the conflict and what you went through to break through that conflict?

Collaboration

General Question

Set up: Collaboration can be a key component in transforming conflict within many organizations.

1. Can you share a story about a time when you used "collaboration" with internal stakeholders who were opposed to some direction in your organization, to find common ground and achieve breakthrough results?

Set up: The ability to involve others for mutually agreed upon goals is a major component of many leadership positions.

2. Can you share a story about a time when you used "collaboration" as the leader in your organization, to find common ground and achieve breakthrough results with external stakeholders to move through conflict?
3. In your experience as the organizational leader how has collaboration been a key element in finding common ground to navigate through conflict with stakeholders?

Follow Up Questions

1. What were the specific aspects of collaboration that created breakthrough results?
2. What was the final result?

Script Questions

Communication

General Question

1. Can you share a story about a time when you used "communication" as the leader in your organization, to find common ground and achieve breakthrough results with stakeholders to move through conflict?
2. Please share an experience you've had as the leader of the organization, when "communication" was a critical aspect in finding common ground with stakeholders?

Follow Up Question

1. How did you use communication to transform the conflict into a more positive situation?
2. How did communication play a critical role?
3. What was the final result?

Emotional Intelligence

General Question

1. Please tell me about a time when emotional intelligence helped you to transform conflict and find common ground.
2. Was there a time when you used self-awareness or self-management to transform a particularly difficult conflict?
3. Was there a time when you used social-awareness or relationship management to help you break through conflict?

Follow Up Questions

1. How do you feel that being emotionally intelligent helped you break through conflict?
2. How do you feel those competencies helped you succeed in transforming the conflict?
3. What common ground were you able to achieve?

Script Questions

4. Can you describe how those competencies helped you succeed?

Ethics

Set up: As a leader, ethics intersects your job in a number of ways. Your personal ethics, the ethics of your stakeholders, how are ethics related to the practice of the organization.

1. What have been the different types of ethical or moral dilemmas have you had occur during times of conflict with your primary stakeholders?
2. Most leaders face ethical dilemmas during their tenure. Can you share with me a time when you felt that your ethical values may have been similar or different from those in your organization?

Follow up question

1. What were the steps (processes) did you take to achieve common ground?
2. What was the most difficult part of this process?

Problem Solving

General Question

1. Tell me how you engage others in problem solving in order to achieve common ground.
2. Can you tell me about a conflict situation where you needed to achieve common ground and used problem solving skills to break through the conflict?
3. Which of the elements or problem solving strategies was most helpful in transforming the conflict to a more positive outcome?

Follow Up Questions

1. How do you identify the underlying causes of the problem at hand?
2. How do you create a solution?
3. Please give me an example of when you have used this process.

Script Questions

4. What steps did you take to solve the problem?
5. How do you feel these skills helped you to transform the conflict into a more positive situation?
6. Can you describe the impact of those strategies on those involved in the process?
7. What impact did it have on you?

Process

Set Up

As the leader within your organization, understanding and managing various processes is probably not as glamorous as most people are lead to believe, but they are necessary.

General Question

1. Can you talk about processes, and in particular, if you had any conflict and what processes that you used with those who were resistant or in conflict?
2. What processes have you utilized to transform or neutralize a heavy conflict situation so that parties can engage in constructive dialogue?

Follow Up Questions

1. What process did you use to establish common ground?
2. I am interested to know your process on how you get people on your team to move beyond consensus to common ground?
3. What was the final result?
4. How important of a process is this to a leader within their organization?

APPENDIX B

Transcriptionist Confidentiality Form

BRANDMAN University Chapman University System

TRANSCRIPTIONIST CONFIDENTIALITY FORM

RESEARCH STUDY TITLE: A qualitative study to discover and describe common ground strategies used by exemplar law enforcement leaders to proactively transform and resolve conflict as they attempt to shape the future.

DECLARATION OF CONFIDENTIALITY

I, Nancy Jones, agree to serve as transcriptionist for the above titled research study. I understand that my role during the study is only to transcribe the audio for each one-on-one interview. I understand the importance of maintaining the confidentiality of study participants. Therefore, I will not share any information about the individuals participating in the above study that will connect them to any data gathered and transcribed during the one-on-one interviews or reported in the final dissertation.

_____ _____

Transcriptionist Signature Date Signed

_____ _____

Researcher Signature Date Signed

Christopher M. Fuzie, M.A.

APPENDIX C

Informed Consent Form – Page 1

BRANDMAN University Chapman University System

INFORMED CONSENT FORM

INFORMATION ABOUT: A qualitative study to discover and describe common ground strategies used by exemplar law enforcement leaders to proactively transform and resolve conflict as they attempt to shape the future.

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Christopher M. Fuzie

PURPOSE OF STUDY: The purpose of this phenomenological study is to discover and describe how the lived experiences of the exemplar law enforcement leaders, through their own stories, in their own contexts and environments established common ground, and produced breakthrough results to reduce or avoid conflict by utilizing the 6 domains of conflict transformation behaviors. Through the combined efforts of the peer researchers in this thematic study, the outcomes may yield new and exciting information that can be duplicated by future researchers and ultimately generalized to the larger population.

This study will fill in the gap in the research regarding the use of the 6 common ground domains. While there is a substantial amount of literature regarding common ground, the 6 domains of Common Ground (ethics, emotional intelligence, communication, collaboration, process and problem-solving), law enforcement, and conflict independently, there is a gap in the literature about how these different domains may be being used by exemplar leaders to find breakthrough results. A very significant gap in the literature exists about how exemplar law enforcement leaders would use the six domains of common ground to achieve breakthrough results and reduce or eliminate conflict.

By participating in this study I agree to participate in a private one-on-one interview. The one-on-one interview will last between 30 – 60 minutes and will be conducted in person and audio recorded. Completion of the one-on-one interview will take place August through October,

I understand that:

_____ a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked safe that is available only to the researcher. I understand the audio recordings WILL NOT be used by the researcher beyond the use as stated in initial scope of this research.

_____ b) The possible benefit of this study to me is that my input may help add to the research regarding the use of common ground strategies by law enforcement leaders. The findings will be available to me at the conclusion of the study and will provide the results of the available data and summary and recommendations. I understand that I will not be compensated for my participation.

Participant #_____

BRANDMAN University Chapman University System

INFORMED CONSENT FORM

_____ c) Any questions I have concerning my participation in this study will be answered by **Chris Fuzie**. He can be reached by e-mail at **fuzi5301@mail.brandman.edu** or by phone at **209.652.3235**.

_____ d) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

_____ e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the **Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.**

_____ f) I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____ _____

Participant Signature Date Signed

_____ _____

Researcher Signature Date Signed

Christopher M. Fuzie, M.A.

Participant #_____

APPENDIX D

Research Participant's Bill of Rights

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB Adopted November 2013

APPENDIX E

Participant Demographic Questionnaire

BRANDMAN University Chapman University System

Participant Demographic Questionnaire

Please answer the following questions:

1. What is your current position in the organization?

_____

2. How long have you been serving in a leadership role within your organization?

_____

3. How long have you been in law enforcement in California a U.S. organization?

_____

4. Please indicate which best describes your age category:

21-25_____ 65+_____

26-40_____ 75+ _____

41-65_____

5. Please indicate your highest area of educational attainment and in what area of study:

High School: _____ Area(s) of Study: _____

Bachelors: _____Areas (s) of Study: _____

Masters: _____Area(s) of Study: _____

Doctorate: _____ ___Area(s) of Study: _____

6. How many law enforcement organizations have you worked in?

_____

Participant #_____

APPENDIX F

Informational Letter Sample for Research Subjects

BRANDMAN University Chapman University System

INFORMATIONAL LETTER FOR RESEARCH SUBJECTS

(SAMPLE)

June 6, 2015

Dear Chief _____

We are a group of graduate students in the Doctorate of Education in Organizational Leadership Program in the School of Education at Brandman University, who are conducting a study on how leaders us the concepts of collaboration, communication, emotional intelligence, ethics, problem-solving and process, to find common ground to reach breakthrough results to reduce or avoid conflict.

We are asking your assistance in the study by participating in an interview which will take from 30-60 minutes, and will be set up at a time convenient for you. If you agree to participate in an interview, you may be assured that it will be completely confidential. No names will be attached to any notes or records from the interview. All information will remain in locked files accessible only to the researchers. No employer, supervisor, or agency will have access to the interview information. You will be free to stop the interview and withdraw from the study at any time. Further, you may be assured that the researchers are not in any way affiliated with the employing agency of _____.

The research director, Christopher M. Fuzie, is available at (209) 652-3235, to answer any questions you may have. Your participation would be greatly valued and appreciated.

Sincerely,

Christopher M. Fuzie, M.A.O.L.
Doctoral Candidate, Ed.D.
1129 Citrus Ct.
Modesto, CA 95350
(209) 652-3235 – Cell
Fuzi5301@mail.brandman.edu

APPENDIX G

Research Study Invitation Letter – Page 1

BRANDMAN University Chapman University System

RESEARCH STUDY INVITATION LETTER
(SAMPLE)

June 7, 2015

Dear Chief _____:

You are invited to participate in a research study conducted by Brandman University. The main investigator of this study is Christopher M. Fuzie, Doctoral Candidate in Brandman University's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are an exemplar law enforcement leader. Approximately 12-15 law enforcement leaders will be enrolled in this study. Participation should require about two hours of your time and is entirely voluntary. You may withdraw from the study at any time without consequences.

PURPOSE: The purpose of this phenomenological study is to discover and describe how the lived experiences of the exemplar law enforcement leaders, through their own stories, in their own contexts and environments established common ground, and produced breakthrough results to reduce or avoid conflict by utilizing the 6 domains of conflict transformation behaviors. Results from the study will be summarized in a doctoral dissertation.

PROCEDURES: If you decide to participate in the study, you will be invited to participate in a one-on-one interview and asked a series of questions designed to allow you to share your experience as an exemplar law enforcement leader and how you used the 6 domains of Common Ground (ethics, emotional intelligence, communication, collaboration, process and problem-solving) to reduce or avoid conflict. The interviews will be audio-recorded for transcription purposes.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are no known major risks to your participation in this research study. The interview will be at a time and place convenient for you and may be rescheduled, since the nature of your organization involves dynamically changing environments. Some interview questions may cause mild emotional discomfort if sharing your experience involves significant personal involvement.

POTENTIAL BENEFITS: There are no major benefits to you for participation, nonetheless a potential benefit may be that you will have an opportunity to identify future best practices of utilizing the six domains of common ground for other law enforcement leaders. The information from this study is intended to inform researchers, policymakers, and educators of the practices that are necessary to further the research of common ground to reduce or avoid conflict.

BRANDMAN University Chapman University System

RESEARCH STUDY INVITATION LETTER
(SAMPLE)

ANONYMITY: Records of information that you provide for the research study and any personal information you provide will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study. You are encouraged to ask any questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. For any questions please contact the principle investigator, Chris Fuzie, at (209) 652-3235 or e-mail at fuzi5301@mail.brandman.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Very Respectfully,

Christopher M. Fuzie, M.A.O.L.
Doctoral Candidate, Ed.D.
1129 Citrus Ct.
Modesto, CA 95350
(209) 652-3235 – Cell
Fuzi5301@mail.brandman.edu

APPENDIX H

Audio Recording Release Form

BRANDMAN University Chapman University System

AUDIO RELEASE FORM

RESEARCH STUDY TITLE: A qualitative study to discover and describe common ground strategies used by exemplar law enforcement leaders to proactively transform and resolve conflict as they attempt to shape the future.

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Christopher M. Fuzie

I authorize Christopher M. Fuzie, Brandman University Doctoral Candidate, to record my voice. I give Brandman University and all persons or entities associated with this research study permission or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription purposes and the identifier-redacted information obtained during the interview may be published in a journal or presented at meetings/presentations. I will be consulted about the use of the audio recordings for any purpose other than those listed above. Additionally, I waive any right to royalties or other compensation arising or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release any and all claims against any person or organization utilizing this material.

_____ _____

Participant Signature Date Signed

_____ _____

Researcher Signature Date Signed

Christopher M. Fuzie, M.A.

Participant #_____

APPENDIX I

Synthesis Matrix

Purpose Statement: The purpose of this phenomenological study is to discover and describe how successful law enforcement leaders establish common ground and produce breakthrough results by utilizing the 6 domains of conflict transformation behaviors: Communication, Collaboration, Ethics, Emotional Intelligence, Process, and Problem Solving.	Common Ground	Conflict	Law enforcement	Communication	Collaboration	Ethics	Emotional Intelligence	Process	Problem Solving	other
Abele, J. (2013). Bringing minds together On Collaboration (pp. 31-43). Boston, MA: Harvard Business School Publishing.					X			X		
Abrashoff, D. M. (2002). It's your ship: management techniques from the best damn ship in the navy / Captain D. Michael Abrashoff: New York, NY: Warner Books, c2002.		X		X	X		X	X		
Ackerman-Anderson, L. S., & Anderson, D. (2001). The change leader's roadmap: how to navigate your organization's transformation (2nd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.				X	X			X	X	

Anderson, L. A., & Anderson, D. (2010). The change leader's roadmap: How to navigate your organization's transformation: John Wiley & Sons.		X		X	X			X	X	
Barack Obama. (2014). Executive Order 13684 of December 18, 2014. US Department of Justice: Retrieved from http://www.cops.usdoj.gov/default.asp?Item=2761.		X	X		X			X	X	
Beary, R. (2014). Statement of IACP President Richard Beary on Ferguson Grand Jurry decision. Retrieved from International Association of Chiefs of Police website: http://www.theiacp.org/ViewResult?SearchID=2489		X	X	X	X			X	X	
Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. San Diego, CA: TalentSmart.							X			
Bui, L., & Hedgepeth, D. (2015, May 6, 2015). Baltimore mayor seeks Justice review for police dept.; state of emergency lifted. The Washington Post. Retrieved from http://www.washingtonpost.com/local/baltimores-mayor-and-maryland-governor-talk-of-next-		X	X					X	X	

steps-in-city/2015/05/06/762b13a6-f3de-11e4-84a6-6d7c67c50db0_story.html										
Bureau of Justice Statistics. (2015). Law Enforcement (Online database). http://www.bjs.gov/index.cfm?ty=tp&tid=7			X							
Cahn, S. M., & Markie, P. (2012). Ethics: History, theory, and contemporary issues. New York, New York: Oxford new York.						X				
Chaleff, I. (2009). The courageous follower: standing up to & for our leaders: Berrett-Koehler Publishers.		X		X	X	X	X	X	X	
Chaney, C., & Robertson, R. (2013). Racism and Police Brutality in America. Journal of African American Studies, 17(4), 480-505. doi: 10.1007/s12111-013-9246-5		X	X						X	
Chaney, C., & Robertson, R. V. (2014). "Can We All Get Along?" Blacks' Historical and Contemporary (In) Justice With Law Enforcement. Western Journal of Black Studies, 38(2), 108-122.		X	X						X	
Cherry, K. (2015). What is problem solving? Retrieved 5/22/2015, from About.com		X							X	

Http://psychology.about.com/od/problemsolving/f/problem-solving-steps.htm										
Cira, J. (2014). The blue army; police militarization. National Academy Associate, 16, 10-21.		X	X						X	
Ciulla, J. B. (2004). Ethics, the heart of leadership: Greenwood Publishing Group.						X				
Cleland, J. (2013). World Population Growth Past, Present and Future. Environmental and Resource Economics (4), 543.	X									X
Covey, S. R. (2004). The 7 habits of highly effective people: Powerful lessons in personal change. New York: Free Press.						X	X	X		
Covey, S. R. (2013). The 8th habit: From effectiveness to greatness: Simon and Schuster.						X	X	X		
Covey, S. R., Merrill, R. R., & Jones, D. (1998). The nature of leadership: Franklin Covey.						X	X	X		
Cropp, D. (2012). The theory and practice of collaborations in law enforcement. International Journal of Police Science & Management, 14(3), 213-218. doi: 10.1350/ijps.2012.14.3.284		X	X		X					

Daft, R. L. (2012). Organizational theory and design (11th ed.). Mason, OH: South-Western Cengage Learning Publishers.				X				X	X	X
Dann, C. (2014). Poll Shows Deep Racial Divide in Confidence in Law Enforcement. NBC News. Retrieved from NBC News website: http://www.nbcnews.com/meet-the-press/poll-shows-deep-racial-divide-confidence-law-enforcement-n263041	X	X	X							
Farrow, J., Pham, Trac. (2015). Citizen Oversight of Law Enforcement: Challenge and Opportunity. The PoliceChief, 70(10).	X	X	X							
Fisher, R., Ury, W. L., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in: Penguin.					X	X	X	X	X	
Gebreeyesus, M., & Sonobe, T. (2012). Global value chains and market formation process in emerging export activity: evidence from Ethiopian flower industry. Journal of Development Studies (3), 335.									X	
Gehl, A. R. (2002). The dynamics of police cooperation in multi-agency investigations: finding common ground.	X		X							

George, B. (2007). True north. San Francisco, CA: Jossey-Bass Publishing.	X	X	X	X	X	X	X			
Gini, A. (1995). Too Much to Say about Something, 143.				X						
Gini, A., & Green, R. M. (2015). 10 Virtues of Outstanding Leaders. 10 Virtues of Outstanding Leaders, 1.						X	X			
Gladwell, M. (2000). The tipping point: how little things can make a big difference / Malcolm Gladwell: Boston: Little, Brown, c2000. 1st ed.						X	X		X	
Godse, A. S., & Thingujam, N. S. (2010). Perceived Emotional Intelligence and Conflict Resolution Styles among Information Technology Professionals: Testing the Mediating Role of Personality. Singapore Management Review, 32(1), 69-83.		X					X		X	
Goleman, D., & Boyatzis, R. (2013). Social intelligence and the biology of leadership On Collaboration (pp. 15-29). Boston, MA: Harvard Business School Publishing.					X		X			
Goleman, D., Boyatzis, R. E., & McKee, A. (2004). Primal leadership: learning to lead with emotional intelligence / Daniel Goleman, Richard							X			

Boyatzis, Annie McKee: Boston, Mass.: Harvard Business School Press, 2004, c2002.										
Gupta, R., Duff, M. C., & Tranel, D. (2011). Bilateral amygdala damage impairs the acquisition and use of common ground in social interaction. Neuropsychology, 25(2), 137.	X									
Hamme, D. (2015). Customer focused process innovation: linking strategic intent to everyday execution: New York [u.a.].								X		
Hansen, M. T. (2009). Collaboration; How leaders avoid the traps, create unity, and reap big results. Boston, Massachusetts: Harvard Business School Publishing.					X					X
Harvard Business Review. (2010). Thinking strategically: The basics. Boston, MA: Harvard Business School Publishing.								X	X	
Harvard Business Review. (2013). On Collaboration. Boston Massachusetts: Harvard Business Review.					X					
Harvey, T. R., Bearley, W. L., & Corkrum, S. M. (1997). The practical decision maker: A handbook for decision making and problem								X	X	

solving in organizations. Lantham Maryland: The Scarecrow Press, Inc.										
Hegarty, P. (2014). The need for historical understanding in the psychology of peace and conflict. Peace and Conflict: Journal of Peace Psychology, 20(3), 337-340. doi: 10.1037/pac0000042		X								
Heifetz, R. A., Linsky, M., & Grashow, A. (2009). The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Boston, Mass: Harvard Business Review Press.		X		X	X			X	X	
Hellriegel, D., & Slocum Jr., J. W. (2004). Organizational Behavior (10th ed.): Thomson South Western.								X	X	
Horowitz, J. (2007). Making Every Encounter Count: Building Trust and Confidence in the Police. National Insitute of Justice Journal, (256). Retrieved from NIJ National Institute of Justice website: http://www.nij.gov/journals/256/pages/building-trust.aspx			X							

Ibarra, H., & Hansen, M. T. (2013). Are you a collaborative leader? On Collaboration (pp. 14). Boston, MA: Harvard Business School Publications.										
Jacobsen, W. (1999). Why Common Ground Thinking Works. Educational Leadership (4).	X									
Jefferis, E., Butcher, F., & Hanley, D. (2011). Measuring perceptions of police use of force. Police Practice & Research, 12(1), 81-96. doi: 10.1080/15614263.2010.497656			X							
Jennings, W. G., Fridell, L. A., & Lynch, M. D. (2014). Cops and cameras: Officer perceptions of the use of body-worn cameras in law enforcement, 549.			X							
Johnson, D. R. (1981). American law enforcement: a history. Saint Louis, Mo.: Forum Press.			X							
Jones, M. D. (1995). The thinker's toolkit: 14 Powerful techniques for problem solving (2nd ed.). New York: Random House Publishing.									X	
Kecskes, I., & Zhang, F. (2009). Activating, seeking, and creating common ground: A socio-	X									

cognitive approach. Pragmatics & Cognition, 17(2), 331-355.										
Keen, P. G. W. (1997). The process edge: creating value where it counts: Harvard Business School Press.								X		
Kiefer, T. (2002). Analyzing emotions for a better understanding of organizational change: Fear, joy, and anger during a merger. Managing emotions in the workplace, 45-69.							X			
Kouzakova, M., Ellemers, N., Harinck, F., & Scheepers, D. (2012). The implications of value conflict: how disagreement on values affects self-involvement and perceived common ground. Personality & Social Psychology Bulletin (6), 798.	X	X								
Kouzes, J. M., & Posner, B. Z. (2008). A leader's legacy. San Francisco, CA: John Wiley & Sons.				X	X	X	X	X	X	
Kramer, R. (1990). Collaborating: Finding Common Ground for Multiparty Problems. Academy of Management Review, 15(3), 545-547. doi: 10.5465/AMR.1990.4309133	X									
Labovitz, G. H., & Rosansky, V. (2012). Rapid realignment: how to quickly integrate people,								X	X	

processes, and strategy for unbeatable performance: New York [u.a.].										
Lencioni, P. (2002). The five dysfunctions of a team; A leadership fable. San Francisco, CA: Jossey-Bass.				X	X	X	X	X	X	
Lentz, S. A., & Chaires, R. H. (2007). The invention of Peel's principles: A study of policing 'textbook'history. Journal of Criminal Justice, 35(1), 69-79.			X							
Leventhal, H., Singer, R., & Jones, S. (1965). Effects of fear and specificity of recommendation upon attitudes and behavior. Journal of personality and social psychology, 2(1), 20.							X			
MacKinnan, B. (2012). Ethics; Theory and contemporary issues. Boston, MA: Wadsworth, Cengage Learning.						X				
Maeder, E. M., & Corbett, R. (2015). Beyond Frequency: Perceived Realism and the CSI Effect. Canadian Journal of Criminology & Criminal Justice, 57(1), 83-114. doi: 10.3138/cjccj.2013.E44			X							
Masterson, M., Weyand, E., & Hart, D. (2015). Creating the Preferred Future Today for Law			X						X	

Enforcement Cooperation Tomorrow: A Case Study. FBI Law Enforcement Bulletin, 1-7.										
Maxwell, J. C. (2003). Ethics 101: What every leader needs to know. New York, New York: Center Street Hatchet Book Group.						X				
Maxwell, J. C. (2010). Everyone communicates few connect; What the most effective people do differently. Nashville, TN: Thomas Nelson, Inc.				X			X		X	
Mayer, B. (2012). The dynamics of conflict; A guide to engagement and intervention (2nd ed.). San Francisco, CA: Jossey-Bass Publishing.		X								
McKee, A., Boyatzis, R., & Johnston, F. (2008). Becoming a resonant leader; Develop your emotional intelligence, renew your relationships, and sustain your effectiveness. Boston, MA: Harvard Business Press.							X			
Mehrabian, A. (1981). Silent messages: implicit communication of emotions and attitudes (2nd ed.). Belmont, CA: Wadsworth Pub. Co.				X						
Mishra, I. (2013). Filters and barriers in communication (Online Article). Retrieved May 24, 2015, from Literally Communication.com				X						

http://literallycommunication.blogspot.com/2013/01/filters-barriers-in-communication.html										
Moore, L. (2013). Common Ground on Hostile Turf: Stories From an Environmental Mediator. Washington, DC: Island Press.	X									
Moore, T., Eisinger, D., Parascandola, R., Tracy, T., & Schapiro, R. (2014). Two NYPD officers 'assassinated' while sitting in patrol car in Brooklyn by gunman who boasted on Instagram about 'revenge' killing cops. Daily News. Retrieved from http://www.nydailynews.com/new-york/nyc-crime/cops-shot-brooklyn-sources-article-1.2051941		X	X							
O'Connell, R. (1989). Of arms and men: A history of war, weapons, and aggression. New York: Oxford University Press, Inc.		X								
Pearce, W. B., Littlejohn, Stephen W. (1997). Moral conflict: When social worlds collide (D. E. Axelsen Ed.). Thousand Oaks, CA: Sage Publications.		X								
Peel, S. R. (1829). Peel's Principles of Modern Law Enforcement.			X							

Pisano, G. P., & Verganti, R. (2013). Which kind of collaboration is right for you? On Collaboration (pp. 137-151). Boston, MA: Harvard Business School Publishing.					X					
Potter, G. W. (2014). The History of Policing in the United States Retrieved from http://plsonline.eku.edu/insidelook/history-policing-united-states-part-1			X							
Pottruck, D. S. (2015). Stacking the deck: how to lead breakthrough change against any odds. San Francisco, CA: Wiley & Sons.	X									X
Raine, A. (2013). The anatomy of violence: The biological roots of crime. New York, New York: Vintage Books a division of Random House LLC.		X								
Rapport, Active Listening, and Other Techniques. (2014) In The Art of Investigative Interviewing (3rd ed.). Online: Elsevier Inc.				X						
Reaves, B. A. (2011). Census of State and Local Law Enforcement Agencies, 2008. Washington, DC: US Department of Justice Retrieved from http://www.bjs.gov/content/pub/pdf/csllea08.pdf.			X							

Reichers, A. E., Wanous, J. P., & Austin, J. T. (1997). Understanding and managing cynicism about organizational change. The Academy of Management Executive, 11(1), 48-59.								X	X	
Reid, S. T. (2010). Criminal Law (Eigth Edition ed.). New York: Oxford University Press.			X							
Rosen, E. (2013). The bounty effect: 7 steps to the culture of collaboration. San Francisco, CA: Red Ape Publishing.					X					
Schermerhorn, J. R., Osborn, R., & Hunt, J. G. (2008). Organizational behavior (10th ed.). Hoboken, N.J.: Wiley and Sons.				X	X	X		X	X	
Sinek, S. (2009). Start with why: How great leaders inspire everyone to take action: Penguin.									X	
Snowe, O. (2013). Fighting for common ground; How we can end the stalemate in congress. New York: Weinstein Books.	X									
Tamm, J. W., & Luyet, R. J. (2005). Radical Collaboration; Five essential skills to overcome defensiveness and build successful relationships. New York, NY: Harper Collins Publishing.					X					
Thomas, C., & Beckel, B. (2007). Common ground; How to stop the partisan war that is	X									

destroying America. New York, NY: Harper Collins Publishing.										
Turner, T. (2006). The Need for Emotional Intelligence in Leadership. FBI Law Enforcement Bulletin, 75(9), 10-10.			X				X			
US Department of Justice. (2014). Police Integrity. Washington D.C.: Office of Justice Program Retrieved from http://nij.gov/topics/law-enforcement/legitimacy/Pages/integrity.aspx#ongoing.			X	X				X	X	
VanSant, S. S. (2006). Wired for conflict: The role of personality in resolving differences. Gainesvill, FL: Center for Application of Psychological Type, Inc.		X								
Vaughn, R. H. (2007). Decision making and problem solving in management (3rd ed.). Brunswick, OH: Crown Custom Publishing.								X	X	
Vinograd, C. (2014). Shooting of Michael Brown Sparks Riots in Ferguson, Missouri. NBCNews. Retrieved from http://www.nbcnews.com/storyline/michael-brown-shooting/shooting-michael-brown-sparks-riots-ferguson-missouri-n177481		X	X							

Vroom, V. H. (2000). Leadership and the Decision-Making Process. Organizational Dynamics, 28(4), 82-94.									X	
Weiss, J., & Hughes, J. (2013). Want collaboration? Accept-and actively manage conflict On Collaboration (pp. 91-111). Boston, MA: Harvard Business School Publishing.					X					
White, P., Harvey, T., & Kemper, L. (2007). The politically intelligent leader: Lanham, MD.						X	X	X		
Wyatt, W. (2014a). Communication skills: The ultimate guide to improve your communication skills and get your ideas accross. San Bernardino, CA: William Wyatt.				X						
Wyatt, W. (2014b). Emotional Intelligence: Quick guide to develop your emotional intelligence and start applying it today. San Bernardino, CA: William Wyatt.							X			
Yardley, I., Neal, D., & Kakabadse, A. (2012). From Battlefield to Boardroom: Making the Difference Through Values Based Leadership. Basingstoke: Palgrave Macmillan.								X		

Zinni, A. C., & Koltz, T. (2009). Leading the charge: leadership lessons from the battlefield to the boardroom: New York, NY [u.a.].								X		

APPENDIX J

Brandman Institution Review Board Approval - Page 1

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

IRB Application Action – Approval

Date: October 8, 2015

Name of Investigator/Researcher: Christopher M. Fuzie

Faculty or Student ID Number: B00284965

Title of Research Project:

A Qualitative Study to Discover and Describe Common Ground Strategies Used by Exemplar Law Enforcement Leaders to Pro-actively Transform and Resolve Conflict as They Attempt to Shape the Future.

Project Type: ☑ New ☐ Continuation ☐ Resubmission

Category that applies to your research:

☑ Doctoral Dissertation EdD
☐ DNP Clinical Project
☐ Masters' Thesis
☐ Course Project
☐ Faculty Professional/Academic Research
☐ Other:

Funded: ☑ No ☐ Yes

(Funding Agency; Type of Funding; Grant Number)

Project Duration (cannot exceed 1 year): October 2015 - December 2015

Principal Investigator's Address: 1129 Citrus Ct., Modesto, CA 95350

Email Address: fuzi5301@mail.brandman.edu Telephone Number: (209) 652-3235

Faculty Advisor/Sponsor/Chair Name: Dr. Keith Larick

Email Address: larick@brandman.edu Telephone Number: (916) 212-5410

Category of Review:

☐ Exempt Review ☑ Expedited Review ☐ Standard Review

Brandman University IRB Rev, 11.14.14 Adopted November 2014

Brandman Institution Review Board Approval - Page 2

☑ I have completed the NIH Certification and included a copy with this proposal

☐ NIH Certificate currently on file in the office of the IRB Chair or Department Office

Signature of Principal Investigator: Christopher M. Fuzie Digitally signed by Christopher M. Fuzie DN: cn=Christopher M. Fuzie, o=CMF Leadership Consulting, ou, email=Chris@cmfleadership.com, c=US Date: 2015.06.30 20:07:32 -07'00' Date: October 8, 2015

Signature of Faculty Advisor/ Sponsor/Dissertation Chair: Keith Larick Digitally signed by Keith Larick DN: cn=Keith Larick, o=Ed.D, ou=SOE, email=larick@brandman.edu, c=US Date: 2015.10.28 13:06:55 -07'00' Date: 10/27/15

Brandman Institution Review Board Approval - Page 3

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
IRB APPLICATION ACTION – APPROVAL
COMPLETED BY BUIRB

IRB ACTION/APPROVAL

Name of Investigator/Researcher: _____

☐ Returned without review. Insufficient detail to adequately assess risks, protections and benefits.

☐ Approved/Certified as Exempt form IRB Review.

☐ Approved as submitted.

☑ Approved, contingent on minor revisions (see attached)

☐ Requires significant modifications of the protocol before approval. Research must resubmit with modifications (see attached)

☐ Researcher must contact IRB member and discuss revisions to research proposal and protocol.

Level of Risk: ☐ No Risk ☑ Minimal Risk ☐ More than Minimal Risk

IRB Comments:

Candidate notes "No study procedures other than anecdotal responses to interview script questions." This does not align with the data collection that includes: Interview, questionnaire, observation, archival data, audio/video recording. Need to see step-by-step procedures that all participants will undergo on the IRB application.

IRB Reviewer: Carlos V. Guzman Digitally signed by Carlos V. Guzman DN: cn=Carlos V. Guzman, o=Brandman University, ou=BU-EDOL, email=cguzman@brandman.edu, c=US Date: 2015.11.06 14:30:06 -08'00'

Telephone: (949) 903-2058 Email: cguzman@brandman.edu

BUIRB Chair: Douglas DeVore Digitally signed by Douglas DeVore DN: cn=Douglas DeVore, o, ou, email=ddevore@brandman.edu, c=US Date: 2015.11.11 14:56:37 -07'00' Date: November 11, 2015

REVISED IRB Application ☑ **Approved** ☐ **Returned**

Name: Douglas P. DeVore

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Brandman University IRB Rev, 11.14.14 Adopted November 2014

FIGURE 1

Protecting Human Research Participants Certification

Figure 1. Screen shot of National Institute of Health's (NIH) protecting human research participants' certification provided to Institution Review Board (IRB) as evidence for student Christopher M. Fuzie's successful completion of "Protecting Human Research Participants" training (NIH, 2014).