A CALL TO DUTY: THE SOCIAL IDENTITY OF

LAW ENFORCEMENT MANAGERS

A DISSERTATION

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BY

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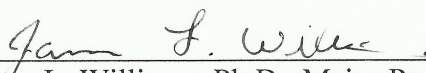

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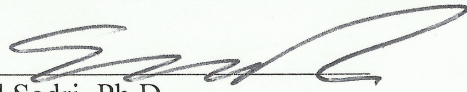MAY 2016

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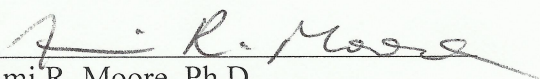DENTON, TEXAS

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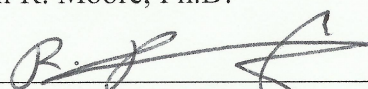
To the Dean of the Graduate School:

I am submitting herewith a dissertation written by Lucas Enrique Espinoza entitled, "A Call to Duty: The Social Identity of Law Enforcement Managers," I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Sociology.

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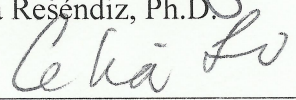James L. Williams, Ph.D., Major Professor
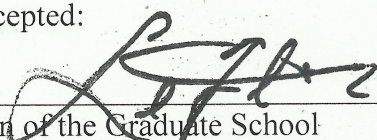
We have read this dissertation and recommend its acceptance:

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Dean of the Graduate School

DEDICATION

I want to dedicate this dissertation first to the individuals who have shaped the person I am today.

First, I would like to dedicate this dissertation to my parents, Enrique Espinoza Jr. and Norma Lee Espinoza for being my greatest supporters, for their love, and encouragement through my path to secure a Ph.D. Dad, doing this dissertation has taught me to have a greater appreciation and understanding for your thirty-three year long career in law enforcement. Mom, thank you for ensuring an *educación* of knowledge, morals, values, and behavior upon all of us children. Both of you have taught me that I could be anything I wanted to be when I grew up. I still am waiting to feel like a grown up. I am so grateful to have you as my parents and am honored to call myself your son.

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I also call out to all the Espinoza's in our future: Find your consciousness, be strong, and raise your awareness. Live your life as the quote says, "Dream dreams, pursue passions, and find that which makes your life worthwhile." – Author Unknown.

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ABSTRACT

LUCAS ENRIQUE ESPINOZA

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LAW ENFORCEMENT MANAGERS

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The purpose of this dissertation is to examine the social identity of law

enforcement managers (LEMs). Qualitative research methodology, specifically in-depth

interviews, was used for this study. An interview schedule guide based on Tajfel's social

identity theory (SIT) and the sociocultural approach of Westley's law enforcement study

was used to frame the social identity concepts, which are social categorization, social

identification, and social comparison. Participants were recruited from the Bill

Blackwood Law Enforcement Management Institute of Texas (LEMIT). Major themes

were found across the social identity process. Results establish that a manager's

membership in the law enforcement group formalized their self-categorization. The law

enforcement occupation provides the LEMs a steady income, a stable career, and job

security. The LEMs reported a positive sense of honor/respect; making a

difference/helping; having a commitment to one's oath and duty; and using a specialized

language in the occupation. The LEMs limited their association with colleagues outside

of the occupation. Further, they expressed a clear identification with being a law

enforcement officer and manager by noting similar qualities and distinct attributes related

to law enforcement. Similarly, they identified feelings of connectedness with other LEMs, using their skills/knowledge to be "pracademics" in their workplace interactions, and communications with personnel. Results show the LEMs expressed feelings of belonging, being out-going, approachable, and being critical when at work. The LEMs also acknowledged distinctions between themselves and other law enforcement personnel. This study also found they held varied feelings (i.e., brotherhood or separate in duty) when asked about other first responders. In addition, the LEMs downplayed their occupation and aligned themselves as being private citizens. Furthermore, the LEMs have an active communication with their family and/or intimate partners in their efforts to do their job. Lastly, the results show LEMs as being supportive of their subordinates' efforts to be collegial, to secure an education, to obtain specialized training, and to expand their learning. The LEMs balance their identity of law enforcement and manager, which is reaffirmed by their commitment to their occupation. This dissertation supports the usefulness of social identity theory to study LEMs and other criminal justice occupations.

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CHAPTER I

INTRODUCTION

"A manager is a guide. He takes a group of people and says, 'With you I can make us a success, I can show you the way.'" – Arsène Wenger

Law enforcement managers (LEMs) employed in law enforcement organizations must learn to negotiate their occupational identity. Their identity can alter according to a situation, as the LEMs encounter new people and new circumstances everyday based on their occupation (Becker and Stigler 1974). These individuals cooperate with their co-workers, their supervisor colleagues, and the public. Much of the research on law enforcement officers (LEOs) has focused on their experiences in work and the effect of work on stress and burnout (Basińska and Wiciak 2012; Matthews 2011). However, only a small body of literature has expressly focused on the perceptions, attitudes, and experiences of law enforcement officers and managers (Engel and Warden 2003). This limitation continues to exist in the law enforcement literature.

These LEMs are a population of civil servants who often possess a culture and language similar to that of their co-workers and subordinates who are their police family (Buckingham 2008; Jennett et al. 2008). Law enforcement managers are able to associate and differentiate towards other groups because they share attitudes, values, knowledge, beliefs, and specialized skills within their "defined" LEO group and role (Jennett et al. 2008).

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Moreover, the LEMs resolve complaints about line officers, and are the point of contact with the public concerning high profile incidents. Additionally, they use management approaches and organizational processes that impact employee labor. Overall, LEMs develop processes to implement ideas towards providing effective law enforcement (Serier 2011). Law enforcement managers are essential to the successful functioning of law enforcement organizations. Yet they remain a seriously under-studied population.

The purpose of this dissertation is to address this limitation in the literature by examining the social identity of LEMs, which will be done through in-depth interviews with current law enforcement managers. This dissertation differs from previous examinations into occupational police work with its explicit focus on the social identity of law enforcement managers. The theoretical frameworks used are Tajfel's social identity theory (Tajfel 1972) and the sociocultural approach to study law enforcement (Westley 1951). The study will examine the perceptions of law enforcement managers as they share their experience and social awareness of being a law enforcement officer (LEO) and manager.

RESEARCH PROBLEM

Previous research has studied the occupational identity of line supervisors, rookie recruits, and patrol officers, but has not examined the social identity of law enforcement managers (Jennett et al. 2008; Serier 2011; Skolnick 2004). Balancing and negotiating one's work commitments as well as home commitments are important issues of concern

for LEMs (Nicholson-Crotty and O'Toole 2004). Being a manager may lead to stressors

of leadership, which requires the manager to lead rather than rule (Morreale and Ortmeier

2004). The leadership itself requires the ability to use varied approaches to dealing with

issues at hand. The relationship between the LEMs and LEOs is important because the

only way someone can be a leader is if they have the endorsement of their fellow workers

and subordinates.

There has been some debate regarding long-term differences among law

enforcement managers and patrol officers (Ashcroft, Daniels, and Hart 2003). The

concern stems from the fact that both the manager and the LEO go through a

probationary period in which the individual is indoctrinated through the socialization

process to guidelines, procedures, and protocols that impact their behavior (Maanen

1975). An additional challenge is that in an effort to increase the effectiveness and

legitimacy of their work, law enforcement agencies have attempted to turn to the media

to foster communication between citizens and their respective agencies in an effort to

promote a positive image. These agencies have also attempted to address situations in a

more efficient way to enact policy and create social change within the agency (Meijer and

Thaens 2013).

While the law enforcement manager is responsible for enacting order-

maintenance strategies to uphold the law, the law enforcement officer in the field is in

charge of preventing violations of order and or crime from occurring. An example of

order-maintenance is the handling of disputes among LEOs over procedural and/or

behavioral issues. Another distinction is that the LEM is expected to set a strategic

agenda for the future of an organization, while the LEO is required to enact strategies

through his or her law enforcement practice as he or she must respond to complex

situations or problems. An added separation of duties between the LEM and LEO is the

LEM's active ability to interpret the law through policies (Ashcroft et al. 2003). Hence,

these LEMs are responsible for tasks such as reporting crime statistics yearly;

standardizing rules, procedures, and patrol techniques; reacting in the face of disruptions

to order; and to maintain the safety of all their employees (Wilson 1968).

Why Law Enforcement Managers?

Law enforcement managers (LEMs) are current command staff, who are chiefs,

captains, lieutenants, and other personnel who are in a supervisory capacity of a law

enforcement agency. Rather than take charge of an agency, the LEMs control and direct

agency goals and objectives in order to accomplish, perform, and obtain results for a law

enforcement agency's success. Specifically, the command staff manages organizational

behavior. The LEMs represent an interesting subgroup of law enforcement officers, as

they themselves were previously entry-level officers who spent time as patrol officers

(Skolnick 2004). Organized in a hierarchical fashion, these current supervisors began

their work in the law enforcement organization and worked their way to a supervisory

status (Sklansky 2006). The law enforcement officers who they supervise may perceive

command staff personnel as not providing enough support, which may contribute to cases

of inter-office conflict (Anderson 1998). The LEM sometimes has a perception that his or

her LEOs do not understand him or her given his or her hard-edged persona, which also impacts the way the community perceives him or her from the outside (Fletcher 1990).

These law enforcement managers attempt to reduce inter-office conflict through increased efforts by supervisors and through police associations, which bargain collectively for the interest of all LEOs (Sklansky 2006). Some of the local police associations take a perspective separate from mainline police organizations in that they may be active and vocal against policies/practices. Additionally, managers may push for racial and gender diversification to assist law enforcement agencies to be more culturally representative in their effort to create solidarity among the officers and to reduce work conflicts and the community.

SIGNIFICANCE OF THE STUDY

This dissertation is the first specific project to study social identity among law enforcement managers. By developing a more complete understanding of the specific social identity among law enforcement managers, social science and criminal justice researchers may be able to build more cohesive partnerships, to provide assistance towards fostering programs to engage local residents, and to promote positive police perceptions in disseminating information through the media (International Association of Chiefs of Police 2007). A better understanding of the occupational role and social identity of law enforcement managers may also contribute to the goal of developing positive morale within law enforcement agencies. This study will also contribute to the limited

research in sociological social psychology on law enforcement and to extending identity-based theories into the field of criminal justice.

Current literature on LEOs focuses primarily on stress and burnout (Ortega, Brenner, and Leather 2007; Starr 2009) and on identity among law enforcement officers in regards to procedural justice (Bradford 2012). Law enforcement literature has not given attention to the social identity of LEMs. Sklansky (2006) explained that studies of law enforcement ignore the sense of who an individual is based on their group membership. Logan (2012) noted that law enforcement research has focused primarily on how new rookie law enforcement line officers and present law enforcement officers use their work related identity to identify potential and/or active criminals. Hence, there is a need for research that attempts to better understand one's social identity and how individuals balance the challenges of law enforcement culture, administration, and family.

DISSERTATION OVERVIEW

Chapter two provides an overview of the literature on law enforcement, law enforcement managers, law enforcement culture, working, occupational identity, the theoretical frameworks, and research questions. Chapter three describes the methodology and chapter four presents the results. Chapter five summarizes the findings, discusses implications, provides limitations, and suggestions for future research.

CHAPTER II

REVIEW OF LITERATURE

This section provides the review of literature on the topic of law enforcement and social identity. It includes the occupation of law enforcement, working in law enforcement, law enforcement culture, work impact on relationships, and occupational identity. The next section presents the theoretical frameworks of social identity theory and the sociocultural approach. The last section also discusses the research questions.

THE OCCUPATION OF LAW ENFORCEMENT

The law enforcement occupation has a basis that expresses the enforcement of law, the maintenance social order, and ensures the protection of the community at large (Westley 1951). A theme within the sociology of occupations is that one's occupation may impact the way one works in the social world (Skolnick 2011). Westley (1951) explained in his study of law enforcement culture that the role of the law enforcement officer (LEO) is to serve as a buffer between individuals and groups. The LEO operates within the practice of law and the behavior among a people (Skolnick 2004). The law enforcement officer develops a way of perceiving and responding to aspects of power and danger (Skolnick 2011).

Bradford (2012) argued that a law enforcement manager (LEM) has a commitment to the group of LEOs and ensures the safety of the community itself. Within law enforcement, there are two decision-making orders, official order and political order. The official order is dictated by rules, procedures, and protocols, while the political order is based on hierarchy rank in which supervisors and/or managers run their designated divisions as the leaders in the role of "political mayor" (Westley 1951). The LEMs set the mission of the organization and develop strategies to enact that mission through policy and procedures. They additionally look towards the community as they communicate with their own agency and the law enforcement community to set support for their mission (Isenberg 2010).

WORKING IN LAW ENFORCEMENT

Terkel (1972) noted that all work possesses a nature of violence. Specifically, within law enforcement, the LEO is expected to respond to accidents, fights, and other breakdowns in society. Some criticisms of law enforcement work are that the workers engage in a robotic manner to do their job. The law enforcement worker becomes a representation of his or her work as he or she is provided an ethical standard to deal with violations. Their work moves beyond the office and into the communities to which the line officers work (Fletcher 1990). Some issues within this type of work are when superiors criticize the law enforcement officer's quality of work without providing corrective action. The LEMs also assign the LEOs to a specific work division in and outside of the office.

Additionally, the LEMs do not make decisions independently, but rather have to negotiate with their political heads, superiors such as the mayor, and other constituents based on values, constraints imposed on them, and rules of social order (Isenberg 2010). The manager outlines a means of interaction with the community and law enforcement organization to acknowledge community-based issues or problems (International Association of Chiefs of Police 2007). Isenberg's study shows how chiefs of police use their own lived experiences to highlight the various dramas of internal and external challenges to their social role and authority (Isenberg 2010).

Skolnick (2011) examined law enforcement personnel as an authoritative group that must manage their expectations and conduct to ensure order and accountability as legal actors. These law enforcement personnel perceive events through their own previous experiences and the law as an enterprise of ideals. The law enforcement personnel are taught to be overseer, rule enforcer, comrade, civil servant, moral compass, street fighter, sharpshooter, and officer all at the same time. Holding so many identities sets upon a demand and difficulty to ensure responsibility towards the law first within the criminal justice system and second for the safety of their employees.

Terkel (1972) highlighted a criticism of law enforcement managers from the old guard of the 1970's, who attempted to have no relationship or interaction with the communities they served. This condition of no interaction did not extend towards other first responders, particularly the fire department who attempted discourse, action, and community outreach to the people for whom they provided services. An example of

actively engaging the community comes from the front-line law enforcement officers who unlike their managers used their connections with the people of the streets in order to do their "beat" work. The LEOs utilized measures of control with the goal to eliminate violence and to regain a relationship with the people they provide services. Overall, law enforcement officers showed a passionate effort and desire to do the job through using their connections.

LAW ENFORCEMENT CULTURE

The law enforcement culture is deliberately a closed part of society in that they mistrust outsiders, avoid journalists, and media outlets at times (Garner 2009). A possible reason is they perceive citizens as holding some hostility towards them. Their view of the world sets the conditions of interaction with the community and settings of crime (Skolnick 2011). Law enforcement as a field possesses a code of silence in terms of communicating with outsiders about the morals, norms, attitudes, and behaviors of the job (Isenberg 2010). Outside researchers such as Fletcher (1990) often have to rely on insider-contacts within law enforcement such as friends or relatives to gain entry into this social world.

Law enforcement is a formal organization that has a culture of camaraderie, integrity, language, and commitment towards each other (Anderson 1998). Within this occupation, a police milieu of danger, authority, and efficiency develops while the law enforcement officer engages in an interpretation of the law (Skolnick 2011). The atmosphere of this culture is male personified, in that members of this culture must

always prove their work in terms of taking more responsibilities to gain a feeling of accomplishment and identification (Matthews 2011).

Within law enforcement, the entering LEO becomes indoctrinated into the culture as they adopt feelings of loyalty and respect while they maintain the rules and values of their policing. As the LEO attempts to prove oneself, solidarity and camaraderie occurs because they learns the attitudes and beliefs of the culture (Isenberg 2010). Individuals in law enforcement culture must learn to rely on each other as their occupation deals with high stress situations. The LEOs take on additional responsibilities over time, in order to gain success, pride/honor, and identification with being an officer of the law (Matthews 2011). Central to membership in the law enforcement culture is the ability to understand crime, delinquency, and violence, as well as the risk of burnout. The work within the organization itself may distress the LEO. Particularly, the structure, the methods of work and type of imposed training on the officer may contribute to burnout (Isenberg 2010). The constantly high-paced changes of shift-work contribute to increased stress, which negatively influences one's health.

High rates of illness and alcoholism have contributed to poor health among LEOs (Anderson 1998; Miller 2007). Trautman (1990) noted that police officers may encounter stressors such as substance abuse, domestic violence, sexual assault, high speed chases, accidents, mentally ill individuals, theft, and/other threatening and non-threatening situations during their workday. In addition as an occupational group, LEOs are vulnerable to injury resulting from gunfire and weapons (Skolnick 2004). In addition, the

LEOs are required to make critical and time sensitive decisions, which affect their own safety and that of the public as well. This commitment to the job creates a culture that excludes one's intimate partner relationship at times (Miller 2007). Hence, the personal relationship may become distressed as well.

WORK IMPACT ON RELATIONSHIPS

The LEO is exposed to and privy to crime, delinquency, and deviant behaviors that they sometimes have to share with their families. A reason for sharing this information is a way of coping and to reduce emotional stressors that work may impose on the LEO (Fletcher 1990). A possible hazard of being in a committed relationship with a LEO or manager is relationship problems, which come from work related stress (Matthews 2011). Job stress may contribute to less frequent interactions, to a lack of communication, and to cases of infidelity, separation, and divorce. The family and/or intimate partner relationship requires stability that is more difficult for someone with a law enforcement career to meet (Miller 2007).

The LEO career provides a means to financially support one's immediate family, in that they can buy some of their wants and provides them with the attitude of "living your life up to the end," (Terkel 1972:467). The LEO is taught to remain in control and detach from his or her emotions while in the workplace. An issue that may arise for the LEO is that he or she may not be able to express him or herself privately with his or her relationships and families. Detachment negatively influences personal relationships because often at times the LEO must keep their work private (Miller 2007).

A possible reason for their secretiveness is that the LEOs and manager may deal with what has been called "hectic times" (Matthews 2011). These are periods of stress, which require having to resolve and deal with issues concerning their work. An example of hectic time may be an unseen issue that arises which influences a couple's plans such as having to change weekend plans with little notice, or being called in to work due to a work related mishap by supervisees. These hectic times affect the various relationships outside of the occupation. The LEMs may also adopt a "workaholic" occupational role to the detriment of their family and personal relationships (Matthews 2011; Miller 2007).

Anderson (1998) noted that domestic violence and substance abuse may occur among law enforcement and other first responders. A reason being is that first responders may be distressed in the workplace and keep their family at a distance. The LEOs may limit communication within their family, their intimate partner, and/or other social support networks, which lead to breakdowns of relationship dynamics. Hence, the LEO is left to grapple with their own issues and problems from the workplace alone. The law enforcement officer may turn to alcohol, drugs, or violence redirected at the intimate partner to cope.

However, law enforcement agencies offer mental health services, programs to alleviate and resolve issues around substance abuse and intimate partner violence. Miller (2007) explained that domestic violence with LEOs and their relationships may contribute to undermining the credibility of the department. This condition may lead to

legal action against the individual internally and against the department. Furthermore, the LEMs and agencies are attempting to provide LEOs training on how to manage domestic violence situations involving officers as the perpetrators of the incident (International Association of Chiefs of Police 2003). Law enforcement agencies are also beginning to send their LEOs to counseling, drug rehabilitation, or family therapy depending on the circumstance.

OCCUPATIONAL IDENTITY

An occupational identity is the understanding of how people associate and differentiate themselves with other groups, and even professional law enforcement associations (Tajfel and Turner 2001). An occupational identity is one's conscious awareness of their self as a worker whether it is vocational, professional, or career based employment (Skorikov and Vondracek 2011). According to Kielhofner (2002), a person's occupational identity is a combination of who a person really is and who he or she wishes to become as a person specifically given his or her occupation from previous acts of participation. Occupational identities are theorized to be a main part of one's overall sense of identity. The occupational identity is an integrative part of identity that plays into the determination of occupational choice, and moves the structure of an individual's life (Skorikov and Vondracek 2011).

People in leadership roles hold a higher responsibility for their well-being and their safety in the face of maintaining their personal identity as they experience social, organizational, and occupational burdens (Kreiner, Hollensbe, and Sheep 2006).

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Camargo (2012) noted that some individuals may not reveal their profession especially if they are a LEO. This happens because of the stigmatized identity that the profession may possess and because it is harder to create relationships with people outside of law enforcement field. The longer an individual is working in law enforcement, the more that identity becomes part of his or her overall identity. The balance between work, home, and relationship disappears as both the public and private spheres intertwine together. The working conditions may also mark a person's personality, which touches other aspects of his or her life (Kohn and Schooler 1982).

One's occupational identity comes to influence one's personality in terms of its effects on one's social standing, occupation, self-direction, and orientation (Kohn and Schooler 1973). The first few years in an occupation are the critical years in which the recruits known as rookies develop an occupational identity. This entails sharing attitudes, values, beliefs, knowledge, and specialized skill sets with others who fit within the designated group, and relating to these group members in a professional role. In this process, they develop a "working model" of their occupation that is formed through the self-analysis of group-based circumstances (Jennett et al. 2008). These occupational based identities are both constructed and practiced. The individual develops a vocabulary and maintains their particular identity, which works to trace their view of self.

These individuals evaluate themselves, while others evaluate them, and they create a social identity based on their occupation. The development of a social identity occurs as initial recruits into an occupation interact with other recruits and seasoned

veterans in the in-group. Research into the examination of one's expectations into the policing role, the identity of being a law enforcement officer and the experiences of training education is limited (Bradford 2012; Brown and Benedict 2002; Maanen 1975; Paprota 2012). The LEOs hold a strong desire to belong to "the police family," which creates their identity (Jennett et al. 2008).

THEORETICAL FRAMEWORKS USED

Tajfel's (1972) social identity theory (SIT) and the sociocultural approach framed by the law enforcement study of Westley (1951) are used to frame this research study. This section provides an overview of the various identity based theories, the rationale for social identity theory and overview of the sociocultural approach to law enforcement.

In order to determine the most appropriate theoretical framework, other social identity approaches, and identity-based theories such as self-categorization theory (SCT) and identity theory (IT) were examined. These theories were reviewed because they provided scholarly research to the realm of leadership, political behavior, and political action as the dynamics of identity and power are of concern (Sindic and Condor 2014). Social identity theory is focused on inter-group relationships while self-categorization theory is a theory of intragroup relations as it proposes there is more than one self (self-concept) which corresponds to certain situations and settings (Spears 2011).

Social identity theory notes that people act in terms of their social identity when they identify themselves and others in terms of their group membership, while self-categorization theory proposes there are many personal and group selves. The method of

forming a social identity occurs as we categorize others and ourselves as members of a group while SCT focuses on the purely psychological process of cognition towards the self. This study is not focused on the psychological basis of self-categorization, but rather on the social component of categorization.

In examining the social basis of the self, identity theory (IT) was considered as both SIT and IT each acknowledge the self as independent of society and distinguished into multiple identities. Hogg, Terry, and White (1995) explained that identity theory is a microsociology theory with a goal to explain an individuals' role related behavior and agency. Furthermore, it finds its roots in Sheldon Stryker (1968); George McCall and Jerry L. Simmons (1978); and Peter J. Burke (1980) as the early originators of identity theory.

McCall and Simmons (1978) attempted to link the individual and society; they emphasized their discussion of role identities as individuals attempt to realize their various place and goals. Role identity for McCall and Simmons was the character and role individuals plan for themselves inhabiting a position. Individuals attempt to legitimize their identity from others' points of views (Turner 2012). An individual may not view themselves as the same with the ones they interact or deal with, but rather different given the duties, interests, and resources available to them. In their focus on role identity, they noted identity research on leadership identifies individuals who cannot balance their leadership performances in a group, which substantiates their role (Stets and Burke 2000). Role identity theory acknowledged how identity is shaped by societally

based roles and positions, which was not a focus of this study as it focused on the sense of who an individual is based on their occupation.

Other identity theories were also considered. Peter Burke along with his colleague, Jan Stets, examined the relationship between the self and meanings in a particular situation (Rogalin 2007). Burke's IT expanded the work of Powers' perception control theory to represent the relationship between identity perceptions, and meanings of a particular situation (Owens, Robinson, and Smith-Lovin 2010). For Burke, each identity is internalized, and become the standard to which perceived self-meaning is compared. The individual defines what it means to be who he or she is as role occupant, a person, and a group member. The meanings the individual develops are what are known as a standard. The individual will adapt, change, and negotiate his or her behavior. Researchers who use this theory of identity focus on how behavior expresses identities, particularly what the identity means to a person by asking the individual if he or she has have received any feedback or reaction from followers (Rogalin 2007). This study is not examining law enforcement managers' competence, nor assessing their manager-based behavior, but rather examining how LEMs categorize, identify, and compare themselves.

Social Identity Theory

Overall, SIT was chosen due to its clear focus on group membership in identity formation and its prior use in similar research (Stets and Burke 2000; Tajfel & Turner, 2001, 1979; Turner 2012). Baird (2001) and Tajfel (1982) noted that SIT was developed

in the 1970's by Henri Tajfel in reaction to other reductionist intergroup theories, which

focused on an individual's behavior in groups. Social identity theory attempted to explain

how the whole group adds to an individual's identity and behavior. A foundational

assumption of SIT is that groups and not individuals are the main instrument of social

change and conflict. A key statement of SIT is that individuals are intrinsically motivated

to achieve distinctiveness in their group from others (Tajfel and Turner 1979). The

individual attempts to gain a positive self-concept of what ought to be for the group

within his or her ordering of his or her social environment. Furthermore, in examining

group and inter-group relationships, the social self develops.

Tajfel (1982) explained that each person has a distinct personal identity as an

individual and he or she develops a social identity built on the groups to which he or she

belongs. The person develops a sense of who he or she is based on the individual placing

him or herself and others into social categories in a framing of "them versus us," which

provides a way for the in-group member to discriminate/evaluate/compare to others (the

out-group) in terms of appropriate attitude and behaviors (Tajfel and Turner 1979). This

discrimination and distinction occurs in terms of an individual's self-image and/or self-

definition as a method to lessen stressors (Knight 2013). A person's membership in a

group is part of who a person is, his or her social identity, based on characteristics of

those relationships (Hogg et al. 1995). Membership in these groups is defined across two

dimensions: the social dimension and the personal dimension. The social dimension

involves membership in a group and the personal dimension entails the attributes which distinguish an individual from another (Howard 2000).

Individuals have a need to develop a positive sense of self and to differentiate other groups. The individual develops values from their influence group and learn the moral standards advocated for by their leadership. Moreover, an individual's membership and attachment to the group is reinforced as the group sets how an individual should think, feel, and behave within the group (Hogg and Terry 2001). Tajfel and Turner (1979) further explained that one's social identity is affected by one's sociocultural identities. Cultural affiliations and biological related issues such as temperament (Göncü and Gauvain 2011) affect sociocultural identities (i.e., gender, class, family traditions, and peer group). These sociocultural identities also play a key role in the development of social identity formation with the group (Frable 1997).

Tajfel (1982) defined the manner to which a group is formed when individuals self-categorize themselves and others categorize them. Tajfel and Turner (1979) explained from the group itself, a social identity develops over an intergroup relation across: social categorization, social identification, and social comparison to develop the in-group and out-group designations for one's social identity. Baird (2001) explained that social categorization is a way to sort an individual into a group to which they belong to in. Furthermore, it is a way to create and define an individual's place in society. It further provides a way to learn norms and behaviors of the group. Social identification is a way to which an individual associates with the in-group more explicitly given the norms,

values, and attitudes of the group. Identification occurs because categorization by others introduces the acknowledgment and acceptance between the individual and the in-group members. Social comparison is an evaluative measure to which we associate and differentiate with other groups based on characteristics, members, attitudes, and benefits (Tajfel and Turner 1979).

Individuals can gain value from their group membership in that it forms a reference for comparison to in- group and out-group (Spears 2011). A separation of "them" versus "us" is known as self-categorization. For example, law enforcement officers may highlight the same similarities for the in-group and enhance the differences, which separate them from different out-groups. The LEOs may emphasize the case of doing the same work with their fellow LEOs, or highlight the lack of administrative support and public apathy (Skolnick 2004). A noted aspect is that our social identity arises from our occupation and/or career (Trice 1993), as there is an active connection among one's occupation, the individual (personal) identity, and the social identity.

In order to decide possible approaches to study law enforcement agencies, the critical perspective and interpretive approach (i.e., the sociocultural approach) were examined. Introduced as a critical theory of society, the critical perspective's roots come from the Frankfurt School of Germany in 1924, which attempted to highlight the structure of domination. It is a socio-philosophical school of thought (Friesen 2008; Scherer 2009) that was originated by Horkheimer, Adorno, and Marcuse, and others who

used a Marxian philosophy to critique capitalist culture, commodification, and power (Corradetti N.d.).

Knox (2010) further explained that the critical perspective has been used in public administration, management, and accounting based programs. In criminal justice, the critical perspective attempted to examine the origin and dynamics of the law enforcement and criminal behavior and to understand why crime occurs (McCullough 2008; Sykes 1974). Theorists, Richard Quinney and William Chambliss, present the criminal justice System as an extension of the dominant classes of society, which uses a system to maintain, enhance, and perpetuate its privilege. Moreover, Quinney viewed the criminal justice system with the intent to protect and strengthen its control through capitalism (Curtis 2003).

Law enforcement personnel are the intermediaries between the community and the law itself. They are the law on the streets, the gatekeepers, who run the criminal justice system as well as the subjugated minorities (McCullough 2008). Curtis (2003) explained that Chambliss highlighted the myths, which arise from crime such as the image of minorities as inherently criminal. Additionally, Curtis noted the practices of law enforcement are to hide their corruptions and criminality as they are paid to be civil servants providing law-abiding enforcement of the law.

Scherer (2009) explained that the critical perspective has influenced research into management beginning in the 1970's. The researchers problematized the traditional

approaches to researching the social control and criminal justice system. What also is noted is that these management sites are not value free and benign, as the struggle between the worker and managers results in practices of dominance or subjugation. Additionally, in communicating within the management system through interpersonal practices or organization practices may lead to an imbalance within the structure.

The critical perspective is also sensitive to the cases in which the management perpetuates the culture of a White heteronormative society, as the male is most privileged and part of the dominant culture (Wolfe 2011). Unfortunately, having this privilege is usually not seen or actively acknowledged by the dominant White culture (Singleton and Linton 2006) and the skills/talents of the minorities remain unacknowledged. Strictly speaking, as the law enforcement manager holds the responsibility for running their agency, they are functioning alongside the White heteronormative culture, which privileges the "social good" and does not acknowledge the "other."

Sullivan et al. (2004) noted that the social organization of law enforcement is a site of domination. Management provides a measure to achieve social control and a structural means to oppress the worker. Through the method of control, the law enforcement agencies attempt to identify qualified individuals that can monitor the performance of others in an effort to respond to issues and problems that may inhibit the operation of an agency. The agencies also highlight the critical rules of precaution, organization, command, direction, and control to manage the subjugation of a people in an occupation based on power and concretive control. Power and domination are

supported/reaffirmed based on group membership, enforced by law enforcement personnel, and reiterated through media representations. Moreover, the discussion around power returns us to the elite who define the measures of social control, and enact symbols of power to reinforce their grip over others (van Dijk 1993).

Quinney (2012) noted that the law enforcement occupation developed in response to maintaining social and economic order in an effort to perpetuate oppression or exploitation, with the help of ideological hegemony. This is where the ruling elite turn to crime control measures to reduce socially disruptive behavior and to combat the surplus population. Jermier (1998) explained that law enforcement empowers the ruling group and neutralizes the less powerful through exploitation or removal of their freedom. Within the culture of law enforcement, the LEO works to enforce and enact law, while the manager administers legal and social policy to eliminate distress in the workplace (Quinney 2012).

Furthermore, the critical perspective provides a frame to explain what is wrong with social life, in that it identifies the actors (i.e., law enforcement agents) to make changes and provide norms that are achievable to the goals of an organization. However, this all-inclusiveness of examination and questioning does not always ensure that full explanatory power is achieved. The perspective rationalizes efforts to challenge interpretations of characteristics in order to provide alternatives, which was not a focus of this study (Friesen 2008). Hence, other theories from the interpretive approach within sociology were considered (i.e., sociocultural approach). This sociocultural approach was

used as it examined the social and collaborative system, which set about knowledge (Göncü and Gauvain 2011). Additionally, this study sought to use qualitative methodology to understand the social behavior and subjective experiences that are specific to law enforcement managers.

Sociocultural Approach

Göncü and Gauvain (2011) noted that the sociocultural approach examines how people's knowledge and advancement occur within positions that are facilitated by a culture they participate in. Westley (1951) in his study of law enforcement used a sociocultural approach, as he was concerned with the interaction and culture between people in an organization that is historically determined and socially situated. Being a leader is a marked period, as each manager began as a law enforcement officer in the culture of law enforcement (Sklansky 2006). Thus, studies into law enforcement management may shed light on how these people develop an identity separate from law enforcement officer colleagues and subordinates in terms of their inter-group relations.

Westley (1951) argued for the importance of understanding the culture of law enforcement while focusing on the importance of the definitions of the self, society, and occupation in studying law enforcement to gain an understanding, but failed to examine the social identity associated with their occupation. Westley's interests were primarily on the relationship between the law, occupational customs, and individual morality of a small-undisclosed Midwestern industrial city police department.

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Westley (1951) examined in his research, the law enforcement occupation in terms of their function and organization, the workers (i.e., men) who were in the occupation and the ideology they developed. He examined their attitudes and values as they related to their occupational role. The law enforcement officers in his view were a "vehicle," or symbol to relay to the public of what is right or wrong. In this aspect, the officers develop a case for support for moral meaning and develop support towards the development of fairness in the structure of order-control in place (Bradford 2012).

Thus, Westley's examination into the law enforcement culture provided a way to understand the relationship between individuals, working colleagues, and authorities. Other issues of interest were being fair and just (Tyler 2007) while maintaining the case of self-protection for oneself (Westley 2004). Furthermore, their culture of work is facilitated through their use of tools (i.e., the law) and speech (i.e., specialized language), which they use to organize their interactions with others (Göncü and Gauvain 2011). Drawing on Westley's law enforcement study, this dissertation provides an examination into law enforcement management to understand their social identity, which arises from inter-group relationships and memberships between individuals, working colleagues, subordinates, and their family members.

RESEARCH QUESTIONS

The following five research questions are explored in this study to examine LEMs social identity:

1.) How do law enforcement managers categorize themselves (claim membership) during social interactions with LEOs and non-LEO personnel?

2.) How do law enforcement managers identify themselves compared to others in social situations in and outside of the workplace?

3.) How do law enforcement managers self-evaluate compared to LEOs and other support staff?

4.) How does the social identity of the law enforcement manager impact the family and/or intimate partner relationships?

5.) How does their social identity as law enforcement managers impact their relationships with colleagues and subordinates?

CHAPTER III

METHODOLOGY

This section presents the methodology of the study. The first section presents the

research design and sample. The next section presents the data and data collection. The

last section provides a discussion of data analysis and triangulation of data.

RESEARCH DESIGN

A five-part (A-E) semi-structured interview schedule (See Appendix C) was

created to determine information about the social identity of the law enforcement

managers based on the theory and work of Tajfel (Tajfel 1972; Tajfel and Turner 2001,

1979; Turner 2012). Once the interview schedule was developed, preliminary interviews

with four retired law enforcement managers were done to pretest the interview schedule

and to ensure all questions were readable, non-judgmental, and neutral in language

(Charmaz 2010). In addition, the interview guide was reviewed to remove any misleading

questions and to ensure all questions were open-ended. Answers to the questions were

used to finalize the interview schedule guide.

Setting

The Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT)

is a specific administrative based training program for police management and line

personnel that was created by the 71st Texas Legislature Regular Session in 1989 (Bill

Blackwood LEMIT N.d.). Law enforcement management personnel and leading

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academic scholars trained in social problems and governmental based issues initiated the LEMIT.

Initially, the LEMIT was governed by a fourteen member board, nine of which were appointed by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) and five ex-officio members, which were the Attorney General, Director of the Department of Public Safety, the Commissioner of Education, the Commissioner of Higher Education, and the Executive Director of Criminal Justice Division of the Governor's Office. The TCLEOSE first directed the LEMIT until the 73rd Texas Legislature Regular Session placed the LEMIT in September 1993 under the controlled regulation of the President of Sam Houston State University (SHSU) and moved the LEMIT headquarters to Huntsville, Texas (Texas State Archives, Records, (060-2) 1998; Texas Education Code, Title 3, Subtitle E, Chapter 96, Subchapter D, Section 96.641 1997).

The LEMIT is currently operated and managed as a joint program between Sam Houston State University (SHSU), Texas A&M University (TAMU), and Texas Woman's University (TWU). The present board is comprised of the five ex-officio members: three licensed peace officers who have supervisory capacity; three members appointed by each of the three presidents of SHSU, TAMU, and TWU; and three members appointed by TCLEOSE (Texas State Archives, Records, Box 2 (060-2) 1998). The LEMIT provides their training at no cost to Texas law enforcement organizations

and/or agencies (Texas Education Code, Title 3, Subtitle E, Chapter 96, Subchapter D, Section 96.641 1997).

The LEMIT offers several program areas, which are approved by the Texas Commission on Law Enforcement. The Leadership Command College (LCC) is one of those approved programs and part of the training modules are provided on the campus of Texas Woman's University (TWU). The LCC training is an all-inclusive program offered through the LEMIT to provide law enforcement command staff the knowledge, skills, and academic basis to be a leader in their agencies. Upon completion of the LCC, the LEM receives the LCC designation, 486 hours through the Texas Commission on Law Enforcement, and either six hours of graduate coursework or nine hours of undergraduate coursework through SHSU (Kuhles 2016). Due to this focus on social identity, the researcher required that the participants completed the LCC training and be currently employed as a law enforcement manager in the state of Texas.

Sample

A non-probability purposive sample was used to recruit ten participants who are currently employed as law enforcement managers (command staff- chiefs, assistant chiefs, captains, and lieutenants) of law enforcement agencies. The law enforcement managers are past participants who graduated from the LEMIT-LCC. All of the past participants who completed the Leadership Command College were automatically added to the LEMIT- LCC Alumni Association. Hence, all participants were confirmed to have participated in the LEMIT-LCC. From this LCC Alumni Association, all the LEMs were

recruited from an email that was sent out by LEMIT- Program Director to their LCC

Alumni ListServ containing the email recruitment script (See Appendix D).

Data and Data Collection

In order to conduct this study, Institutional Review Board approval at Texas

Woman's University and Agency Approval by the Bill Blackwood Law Enforcement

Management Institute of Texas were needed. Once agency approval was gained through

written approval from the TWU LEMIT Program Director on agency letterhead (See

Appendix A), the approval from TWU IRB followed (See Appendix B). The program

director granted access to a participant list of present and former participants of the

LEMIT through the LCC Alumni ListServ. All potential participants received an email

that contained the details of the study and were asked to contact the researcher if they

were interested in participating in the study. The potential participants were told to

contact the researcher at an email specifically for this study and that an interview could

take place at their earliest convenience. The email recruitment to the LCC Alumni

ListServ began in late January 2016, and the data collection concluded March 2016.

Basic demographic questions were asked to determine the participants' age;

race/ethnicity; highest level of education; current relationship status; years of

employment in law enforcement; current position; membership in associations, clubs, or

organizations; activities which they participate in; and involvement with their family.

Follow up questions were used to prompt participants to discuss their experience as

LEMs. Participants were asked about their social categorization, social identification, and social comparison.

Interviews were done at the participant's convenience. All interviews were done over the telephone to accommodate the participants' schedules and geographic distance. A consent form was sent to the participant through the email he or she used to contact the researcher, which reviewed confidentiality and the purpose of the study. Once the participant had reviewed the consent document, the participants signed it, scanned the document, and emailed it back to the researcher before the interview began. The participants were asked if they had any questions before the interview began.

Participants were then asked for their permission to audio record the interview that would be transcribed later. They were also told the study had IRB approval. Interviews were audio recorded and transcribed. Each participant was instructed he or she could ask questions at any point. Interviews took on average one hour and fifteen minutes depending on their candidness to the researcher and questions. After the completion of each interview, each participant was asked if he or she had any additional questions. Interviews took place between February 2016 and March 2016. No exclusions were made based on gender, race/ethnicity, socioeconomic status, sexuality or sexual orientation, or religious affiliation. Nine out of the ten interviews were conducted while the LEMs were on duty. The tenth participant was interviewed while he was off duty.

DATA ANALYSIS

All ten interviews were audio recorded and in addition, the researcher took

extensive field notes while performing the interviews. All audio recordings were

transcribed within a week of the interview. Following the week, transcripts were verified

for complete text. Interviews were transcribed and checked against the field notes for

coding as well. Once done, all audio recordings were deleted. All participants that were

interviewed were given a narrative memo. The coding process began when the raw data

was assigned a code for the purpose of analysis. The axial coding technique was used to

assign categories, which were gathered from the narrative. After codes were pinpointed

and identified, they were categorized based on themes (Charmaz 2010; Creswell 2013).

The coding process aided the researcher to answer the research questions using specific

key words related to each research question.

Triangulation of Data

This study was aimed at using qualitative techniques that would be beneficial

towards answering the research questions and add to the limited body of knowledge

regarding the social identity of law enforcement managers. To aid in this end, the

researcher used data triangulation. Denzin and Lincoln (1998) explained that the practice

of data triangulation provides rigor, depth, and breadth to a study. Data were triangulated

using the participant's interview response to the researcher, the participant's LinkedIn

profile, and the law enforcement agency website profile of the participant. These three

sources of information were compared for validity and reliability of data being reported

for the study. It was found that all the participants were being honest and truthful in their

responses.

CHAPTER IV

RESULTS

This chapter presents the results and discusses each research question. The first section presents a narrative memo of participants. This is followed by a description of participants. The remaining sections address each of the five research questions

NARRATIVE MEMO OF PARTICIPANTS

A brief description of the LEMs is below. Data were organized from the oldest to most recent interview. All participants were verified to currently be employed law enforcement managers in the State of Texas. Names were changed to ensure confidentiality. Region designations were selected according to the Texas Commission on Law Enforcement.

Participant one- Tyler Eberhard is a 57-year-old White male of French & German descent. He has 33.5 years' experience in law enforcement and six years in his current position. He is currently the Chief of Police of his agency located in Region Four-South East Texas. He has two master's degrees, one in criminal justice management and the other in homeland security and defense. He is also a certified public manager. Mr. Eberhard is married to his wife of 31 years, has two teenage children, and served in the US Marine Corps.

Participant two- Johnathan Wilson is a 45-year-old White male with 25 years'
experience in law enforcement. He is currently the Assistant Chief/Captain of his agency
located in Region Six- North Central Area. He has nine months' experience in this
position and holds a master's degree in applied criminology. Mr. Wilson is presently
married to his wife who is a counseling psychologist, has seven children, and served in
the Navy.

Participant three- Mark Dennison is a 49-year-old Mexican American male with
28 years' experience in law enforcement. He is currently the Assistant Chief of his
agency located in Region Four- South East Texas. He currently has one year of
experience in this current position and holds a bachelor's degree in leadership
development. Mr. Dennison is married to his second wife who is a triathlete, has three
daughters, and is himself a triathlete.

Participant four- Ryan Richards is a 40-year-old Biracial White and Native
American male with 13 years' experience in law enforcement. He is currently the
Lieutenant responsible for internal affairs of his agency located in Region Seven- Central
Texas Area. He currently has three years' experience in this position and holds a
bachelor's degree in organizational law enforcement leadership. He is also pursuing a
master's degree in criminal justice. Mr. Richards is divorced, dates occasionally, has two
children, and served in the Army.

Participant five- Bryce Waack is a 43-year-old White male with 22 years' experience in law enforcement. He is currently the Lieutenant responsible for patrol supervision of his agency located in Region Six- North Central Area. He currently has a year experience in this position and has a high school diploma. He is also presently pursuing a bachelor's degree in criminal justice. Mr. Waack is married to his high school sweetheart who works in management for a local retail store, has two teenage boys, and is a NRA certified shotgun instructor.

Participant six- Mason Hyde is a 58-year-old White male, with 36 years' experience in law enforcement. He is the Lieutenant responsible for administrative aspects in his agency located in Region Four- South East Texas. He currently has 13 months' experience in this position and holds a master's degree in criminal justice. Mr. Hyde is recently divorced, living with his girlfriend who is a history teacher, has an adult son, and is very community service oriented.

Participant seven- Cole Patterson is a 42-year-old White male with 20 years' experience in law enforcement. He is currently the Captain and Interim Chief in his agency located in Region Six- North Central Area. He currently has seven months in this position and holds a doctorate in Public Policy. Mr. Patterson is single, has no children, is a triathlete, and is a Walt Disney enthusiast.

Participant eight- Warren Thompson is a 42-year-old White male of Lebanese and Native American descent. He has 15 years' experience in law enforcement and is currently the Lieutenant responsible for criminal investigations of his agency located in Region Six- North Central Area. He currently has five years' experience in this position and has a high school diploma. He is also pursuing a bachelor's degree in business administration and management. Mr. Thompson's wife is also a law enforcement officer. He has five children (four girls and a boy), is a motorcycle enthusiast, and served in the US Marine Corps.

Participant nine- Simon Babin is a 45-year-old White male, with 23 years' experience in law enforcement. He is currently the Chief of Police of his agency located in Region 1- Panhandle Area. He currently has 10 months' experience in this position and holds a bachelor's degree in political science. Mr. Babin's wife is a Certified Public Accountant, he has two children (a girl and a boy), and is a motorcycle club member.

Participant ten- Seth Hyde is a 47-year-old White male, with 24 years' experience in law enforcement. He is currently the Lieutenant responsible for administrative aspects in his agency located in Region Seven- Central Texas Area. He currently has four and a half years' experience in this position and holds a bachelor's degree in criminal justice and corrections. He is also pursuing a master's degree in criminal justice. Mr. Hyde is presently married to his second wife, has one daughter, three stepchildren, and is a life-long learner.

DEMOGRAPHICS

The Table of Demographics of Law Enforcement Managers (see Appendix F) presents the demographic characteristics of the law enforcement managers in the sample. The sample only includes past participants of the Bill Blackwood Law Enforcement Management Institute of Texas- Leadership Command College.

The law enforcement managers' average age was 49.5 years with the youngest being 40 and the oldest being 57 for a range of 17. The median age of the participants was 45 years old. The LEMs' years in law enforcement mean was 24.25 years with a range of 23. The median years in law enforcement was 24.75.

The LEMs had an average of 28.5 months in their current position with a range of 65 months, with the shortest time being seven months and the longest being 72 months. The LEMs had a median of 12.5 months in the current position.

Most of the LEMs were White. The vast majority of the law enforcement managers (80 percent) had a bachelor's education or higher. Half of the law enforcement managers had a rank of Lieutenant. The majority of the participants (70 percent) were currently married.

RESEARCH QUESTION ONE: SOCIAL CATEGORIZATION

The first research question was: How do law enforcement managers categorize themselves (claim membership) during social interactions with LEOs and non-LEO personnel? The 10 participants were asked a cluster of 11 questions which were focused

on this issue. Several themes concerning how law enforcement managers categorize themselves with interactions with others emerged:

- The LEMS entered into law enforcement since they saw it as providing a steady income, a backup career, and job security.

- The LEMs express a positive sense of honor/respect, making a difference/helping, and a commitment to one's oath and duty in their interactions with non-LEO personnel.

- The LEMs have adopted some shorthand speak, jargon, acronyms, and the use of '10-codes' in terms of their communication with each other and other first responders.

- The LEMs frequently associated and interacted with LEM colleagues, subordinates, and community members, typically in their occupational capacity.

Enter into Law Enforcement

The theme was identified as each of the law enforcement managers first entered as law enforcement officers. This membership into the law enforcement group provided a means to self-categorize one's self and others into separate groupings. Entering into law enforcement provided a way to continue the structure and order of their previous careers. Almost half of the LEMs interviewed had a military background, which led them towards law enforcement.

As Jonathan explained:

> I was prior navy, it was a natural segue really. As I was in the military stationed in (Gulf Coast State), the Sheriff's Department created this juvenile rehabilitation program… I got into that, I started doing that. So I got more involved in the Sheriff's office…vehicle patrol. All those things…I was at the age where I needed to be.

At the same time law enforcement provided a steady income. As Tyler explained, "I was a military officer. Wanted to do law school, but when I saw the cost, I looked at other options and law enforcement, but I needed a job when I got out. Law enforcement was the job for me."

This search for a steady income, job security, and access to health benefits are what also drove Bryce. He said, "I felt if I were a cop I could go anywhere, the stability, job security, and have the ability to move…" Furthermore, having steady income is what drove Ryan. He said, "I went into law enforcement as it was the best paying job in the area with a limited education at the time."

The desire for a stable job situates the desire to turn to some professions and occupations. Cole noted that his exposure to law enforcement through television gave him as he said, "My calling came from television at the time: Chips, Hill Street Blues, and other shows from the last 70s, early 80s. That drove me until I…joined the police explorers program of (home town)."

Assessing his career choices provided Simon the opportunity to reassess his career choice and education. Having the prior exposure of his father in law enforcement gave him "a taste for it. I applied for the local regional academy at night. I finished both the degree (bachelor's degree) and academy in mid-1993."

Seth also re-evaluated his educational choice following his ride-along experience with a night shift patrol officer, who helped recruit him into law enforcement. Seth said,

> I went out on (sic) him for a shift we had one to two calls. Officer (name) went out looking for stuff, hunting, looking. He was proactively looking for stuff. Somewhere there I decided to stop crime, to prevent it, or to fight it right after it happens. I changed my major to criminal justice.

Sense of Respect, Honor, and Making a Difference/Helping

All of the LEMs categorized themselves as law enforcement managers or supervisors. For the most part, they expressed a classification with each other. Tyler said, "I still have that drive… I would make the claim that I am where I am supposed to…" Warren mentioned that law enforcement management provides him a way to be a, "policy maker to adjust the needs of an agency. With bigger agencies, have big policy manuals that are a restrictive manual. Here we have grown up adults out there that we trusting with a badge and patrolling our city. Its stressful dealing with a different type of role."

Jonathan also mentioned that being a LEM is a way to make a difference. He noted it provided him a way to create "change and have an influence on what the police do…" Mason reaffirms the sense of affecting the group "… to leave a legacy. I have an opportunity to put a stamp on this agency and have a very important way." Cole further identified:

> …it's the most honorable profession, you get to work alongside people who give so much for complete strangers, I have always wanted to excel with the philosophy when one day I was chief to improve the lives of our officers, and our civilian staff. Now is my time to make their lives easier to make their work life valid where law enforcement gets away from.

Another LEM expressed even greater sense of belonging towards the group and the honor it situates, towards action. Seth explained, "It (the job) pushes you to change... the thin blue line... It comes with its…honor. I like having a correct influence on the front line guys." Overall, law enforcement enables these managers to provide a service to the communities they serve. As Mark mentioned, "it's more about making people feel safe in their homes and communities." At the same time, the community provides protection when service is extended towards them. As Bryce explained, "we have taken a proactive approach of how to do things than a reactive approach." The LEMs explained their responsibility fell in range with the oath to duty that these individuals took when they first joined law enforcement. This oath contributes to their identification as part of law

enforcement as their self-categorization makes them aware of their commitment, reverence, principle, and morality of their duty.

Commitment to Oath and Duty

All the respondents in this study expressed devotion and commitment to their oath of law enforcement service. Tyler explained said, "We have obligations to principles and to our oath." While Jonathan reaffirmed that:

> …this is not a job, it is a profession. It is what you do, but it is also, what you become because it is hard to take it off. You carry what you do in the streets. You carry it home with you. You can change clothes and take a shower, but it never comes off. Those scars depending on what you have been through are deep. Everything what you do is who you are…All of that is still part of who you are.

The LEMs articulated the expectations and obligation to the law that their oath provided while in their current position. Cole explained that it is "an oath and is part of you, you sacrifice privacy, liberty, and other qualities that other non-sworn individuals do not." Seth situated the discussion of the profession as "the oath of office we take... I took that (oath) and have the duty to uphold that (oath). That is something that must not be forgotten." Furthermore, they are held to the standard of being duty-bound, keeping decorum, and respectful of the job they possess.

While on duty, the LEMs are expected to be as Tyler said, "considerate of each other." At the same time they are to be what Jonathan suggests as being "unbiased."

Cole explained that "personal stances fade away. People latch on to what you say there is a tight ledge." The LEMs are expected to as Warren commented, "to step out, and frame the situation, to take the lead," in the discourse of one's duty and responsibility. Jonathan further explained, "…we are all in this together." This further establishes conditions of specialized communication from within the agency.

Law Enforcement's Specific Language Communication

Part of the law enforcement managers' self-categorization comes from their use of specialized language, words, and terms derived from their line experience as law enforcement officers. Many of the LEMs described the use of shorthand, jargon, acronyms, and '10-code' language to speak. They take their line officer work experience into their experience as law enforcement managers.

For instance, some LEMs expressed the use of language with other agencies and other first responders (the Fire Department and Emergency Medical Services) as Seth mentioned:

We use the typical cop language. We hyphenate everything. Each acronym has a different meaning. You would have to be here to understand it. The language we use with each other, so we speak with each other that we use a different lingo that family may not be aware given some situations in the field. With EMS, what we use is a thing may happen, it doesn't always happen, but we can look or use it especially in the field. We don't need to put the language out there for others as we know. We work closely with our fire department and will use it.

For example, some LEMs declared that they use their language communication with other law enforcement agencies. Simon shared, "Oh yea, law enforcement has its own jargon. We know what it means. We have radios in the car…We have ten codes, general codes, that outside of the profession they don't mean anything to anyone…" Mason further reaffirmed the use of communication with other local agencies in that he stated, "Our communications are similar to the agencies around us...We have the potential to interact with other agencies so communication is clear. We all have a common radio channel. We use common channel training to communicate even away from the jargon."

Ryan went so far to give a list of jargon unique to the culture. He said:

We use terms like EODs (Emergency orders of detention for subjects in mental health crisis), EPO (Emergency Protective Orders for domestic violence victims)… DRT (dead right there, deceased subject on scene)…ROD (retired on duty, usually a lazy senior officer)…

Mark explained when asked about a specific type of language used in communication with personnel, "Not really, just plain English these days….I still remember it, but I don't use it…" For the most part, the law enforcement managers use language as a form of communication with other agencies as Mason said, "We use…channel training for 10-code…" Tyler said he used ten codes because they "are fairly common for radios. With any profession we have short hand for like say for example to take an individual for emergency detention we would use D.O…"

Two of the LEMs recognized the recent trend in law enforcement to eliminate specialized language communication in their agencies. Jonathan said:

> …in the 90's I would have said yes, but there has been a push both locally and federally to do away with a lot of jargon and code such as with FEMA and natural disasters. Everyone has their own lingo when natural disasters or manmade disasters such as 9/11 or Hurricane Katrina. Yes, you are already come together to help heal the community. Nobody gets the idea of your tongue. So there has been a big push to do away with it (10-code)...

Communication through a specialized language allows for cohesion of one's self among the LEMs through their interactions with personnel and other agencies.

Socialization In and Outside of the Workplace

Many of the LEMs were able to self-categorize themselves in regards to the culture of law enforcement. The LEMs expressed interaction with several types of groups: their LEM colleagues, their subordinates, and the community. The type of interaction varied according to each group they dealt with. For example, all of the 10 LEMs interviewed interacted with their co-workers every day when at work for feedback, often by going to lunch with them, going to work-related trainings, or going to meetings. Seth described a deep interaction with his Assistant Chief. He explained, "The assistant (chief) is a public administrator. I go to him for another perspective. We don't always see eye to eye. We cultivate ideas... to bounce off ideas."

Other LEMs reported they interacted with LEMs during working hours. Seth further provided some instances of the interaction, reporting:

In the morning around coffee pot, or when we go to breakfast. In the middle of the day when we got sit in and talk. We always see eye to eye. Our goals are the same. But the means are different. We have staff meeting once a week. Our chief gets a run down once a week. We meet among ourselves as well. We give each other feedback. Lieutenants do lunch with Lieutenants. There is a big thing to socialization.

All of the LEMs also described specific interactions with other LEMs from other agencies in the forms of events such as Chief's Breakfasts for the county they work and executive trainings that are locally offered. Mason said:

We do the chief's breakfast every Wednesday except every other fourth Wednesday... Each agency holds it every month. All the chiefs and command staff meet for breakfast.

Events such as there allow for the sharing of ideas to see what is working with other agencies as Warren said, "…to get around the people. To bounce ideas off."

What is also interesting is many of the LEMs report that they do not socialize with their co-workers while off-duty. At most, as Jonathan explained he would go to a special social event to be seen. He disclosed, "I would go back them publicly, but to go for Sunday dinner no."

Simon further said, "I attend a lot of events in my role. I attend many events here. I don't socialize with my staff." Mark added, "When I am off, I am off." As Tyler explained, "I don't have them come to my house and I don't go to their homes. I try to create a separation between our work and personal lives." This separation of work from home is a position that maintains decorum in the workplace. Describing his managerial role, Jonathan said, "With administrative and managerial work you have to be careful with work relationships….In order to be non-biased (at work)."

Interestingly, some LEMs however do socialize with colleagues when off-duty. As Bryce said "…my chief and I are very good friends. We were friends prior to him being employed (in that role)." They developed a separation of self when at the workplace and when off-duty. Forms of socialization away from the workplace with colleagues entail riding motorcycles, going to the gun range when off-duty, and text messaging during weekends. Simon attends monthly meetings of the Blue Knights International Motorcycle Club and uses this as a means to de-stress with fellow "Men-in Blue."

Warren used gun-range shooting as a means to interact with his co-workers while at the same time to work on shooting tactics. He noted, "We do open range shooting, we site in their weapon to work on shooting tactics, riding motorcycles. We talk to each other quite a bit (on and off work)." Other forms of socialization occur in the form of text messaging which provides a means of interaction, but also a way to monitor each other.

Cole explained, "With the advent of text messaging, we message each other over the weekends and over holidays (regarding events and work)." This was also reaffirmed by Ryan, who said, "I text and IM (Facebook) a couple of work friends frequently on a daily basis."

Socialization with Non-Law Enforcement Personnel

The LEMs indicated that socialization in the workplace lets them remain involved in the communities they serve and live in. Many of the LEMs highlighted their "connectedness" through several community events that their agencies and they themselves participated in off-duty. Cole expressed his responsibility towards the community where he stated, "…the more we get higher in organization, the more connectedness we have with community. We are constantly adjusting our schedules to remain connected, to be involved. As a sergeant, I never did that, unless required. We are very much community oriented." Jonathan provided a list of other community based events in which law enforcement managers may participate.

Jonathan described:

>…a minimum of twice a month that we have a community awareness program that we teach one Monday a month. We have a very active citizen's police academy association and we have monthly meetings with them. We do a thanksgiving dinner for all the seniors. We do rodeos, national night outs, homecoming parades, football games. We have a very active community support program. We couldn't do (our job) without them (the community) and I believe that one of the previous problems of policing given the current events was the secrecy. All agencies used to do that and a lot of agencies still try to do is to operate under that…

Mason further described his involvement in charity events, an event known as Pinwheels, the Child Advocacy Council, and the City Chamber of Commerce. He said, "I do charity events (away from work)… The (city) exchange club-spaghetti dinner, and a lot of charity events- the education foundation."

Being a private citizen and engaging with the community is a role that is undertaken by several of the LEMs. Bryce serves as a coach for his children in various athletic activities. He explained, "Both my kids play baseball. I coach them. We are in a youth shooting program… I am a National Rifle Association certified shotgun instructor to coach my son's team." Simon reaffirmed his community participation by his involvement as a citizen in several civil community based organizations, "I am involved with the church. We volunteer for snack pack for kids. I do community outreach active

shooter courses at Kiwanis Club Meeting and am the Lions Club Advisor for the student group for the live mascot in the area…"

Spending quality time with others while in their law enforcement occupation provides an added incentive to be involved with other activities away from the job. Jonathan noted that his wife is the director for a mental health clinic and that his position allows him to, "serve on their (The Mental Health Clinic) board with her." He is able to use his position in law enforcement to assist the community and see his wife at the same time.

Summary

Overall, the LEMs expressed positive feelings of belonging, having respect, making a difference/helping, having a commitment to one's oath and duty. For the most part, the LEMs entered law enforcement as a way to earn an income, have a career, and to be provided security.

The LEMs identified a variety of social interactions in which they engage in the workplace as a LEO and outside the workplace as a private citizen. They described frequent interactions with the community while at their agency. Many of the LEMs limit their interactions with other law enforcement personnel outside of the workplace, to keep a separation and remain unbiased in their careers.

The LEMs express the standards, morals, norms, and behaviors of the LEO community such as being accountable, keeping decorum, being respectable, being honest, and having a strong work ethic. The LEMs use shorthand, jargon, and '10-code' in their

work environment. These managers self-categorize themselves and give meanings to the categories, which move their social behavior.

RESEARCH QUESTION TWO: SOCIAL IDENTIFICATION

The second research question was: How do law enforcement managers identify themselves compared to others in social situations in and outside of the workplace? The 10 participants were asked a series of nine questions related to social identification. These themes dealt with how LEMs identified themselves, how their personnel identified them, and how their identity involves their working relationships.

Three major themes were identified:

- LEMs for the most part identified themselves in the persona of enforcement officer and manager.

- LEMs expressed similar qualities and distinct attributes between other LEMs and LEOs.

- LEMs have a specialized skill and talent for being "pracademics/practitioning academics."

Persona of Officer and Manager

Most of the LEMs expressed the identity of pride when they first put the uniform on after completing the academy. Simon mentioned that he felt like a LEO, "By the time I started the academy I felt that is where I was headed…I guess that is why people approached me and asked me for my insight. I was willing to share what my thoughts were." Cole felt he was always part of the profession as he said, "I was doing this since I was 16, everyone that knew me, knew I wanted to be a police officer. I wanted to be a police officer. I eat, slept, and drank policing." Warren explained he loved his job because of his children; he said, "My younger children think I shoot bad guys and kill zombies...They get a kick out of it."

This experience of labeling oneself as a law enforcement officer, police, or cop initially provided all the LEMs early in their career a chance to feel honor for their occupation. As Seth said, "It felt good to say that… A lot of people had a deep respect for officers, you had to be honorable, and the position was prestigious." Mark had a problem with completely identifying as a law enforcement officer. He said, "we get a bad rap, from the bad apples that the news and media reports. We are the sheep dogs, protecting the flock from the wolves."

In identifying themselves to others, the law enforcement managers may downplay their position as a manager and claim the title law enforcement officer or cop. Ryan said, "I call myself a cop, and if the conversation proceeds from there, I tell them specifically what my rank and assignment are. I like the term cop, because it is short and humble and

does not carry any pretense with it." Differentiating one's job from one's self is an occurrence that was mentioned by half of the participants. Jonathan said, "You truly start to realize that you are not a cop, you are a person serving as a police officer." This issue around one's identity of being a law enforcement officer and manager situated the aspect of bridging two identities.

Bryce explained:

> …on numerous occasions I have people tell me. Man you are the coolest cop I've met, and I have never met a cop like you… I still look at myself (the individual), I can't believe I am doing this (being a law enforcer), this wasn't what I set off to do in my life… but I am glad I doing it…I am still waiting to feel like one.

Cole further situated the identity of officer and manager to be for him as he stated, "I identify as a police officer first and manager second."

Being a manager and officer at the same time is a central situation that these LEMs have to deal with. Their experiences on the front lines are part of the identity they carry with themselves when they become LEMs. Overall, all the LEMs mentioned they felt like a law enforcement officer especially when they discuss their role, their duty, and what it means to them to be a law enforcement manager.

Mason noted:

> I have a huge ability to impact this department for years to come. My job is really
> rewarding. It is very interesting. Form a training standpoint being able to
> influence the training agency, influence criminal investigations…We have a
> moral goal to how we function…

In implementing change in one's agency, Simon explained, "I get to see the people change. I see changes that make the environment conducive for people." This affects the people and the work environment.

Qualities and Attributes

All ten participants identified similar qualities and distinct attributes they see in themselves and other law enforcement personnel. When asked to describe the occupation, Cole said:

> It's most honorable profession in the world. We hold the public's trust. I would
> not change it. It is becoming challenging as well as the community expectations.
> Nothing but positive qualities. Honorable, noble, self-sacrificing. Doing for the
> greater good. Not a focus on one's self, but the focus on others.

Mason articulated similar feelings about being part of the law enforcement occupation. He acknowledged, "The good things you can honestly look and know you made a positive impact on someone's life. Whether it is pulling someone out of fire, like doing CPR on that lady, she lived. Putting a bad guy in jail. They are extremely positive."

Jonathan noted that law enforcement has been an "eye opener," being an officer and manager. He explained, "It makes you appreciate what you have in your own life because you see so many negatives. You see so many people with problems; I remember that as a young police officer… I help people who can't help themselves…"

Overall, the LEMs showed a commitment to their respective agencies. Tyler described that the strategy he employs goes along with his self-identification as a working chief. He said, "I consider myself a working chief. Before I delegate, I always tell my staff there is nothing I wouldn't do to help that I am not having you do to help. I will get in there and help..."

That situation of working alongside one's staff through managerial leadership is imperative for success and acceptance in an agency and beyond the agency itself. Cole described, "Absolutely this department has raised a culture of leaders. We share the same drives, passion, collaborative effort… We had two people retire and become police chiefs. We are making a 'chief factory' here so I feel very a part of the team."

In creating leaders, each agency has taken various measures to ensure workplace effectiveness and accountability. The LEMs discussed their distinct quality of accountability in being careful to avoid conflict or strife within their line personnel. Mark explained, "I have to watch my tongue….they will know how I feel. I have to be careful to not alienate myself. If there is something bad or wrong, I will step up to fix it as I care…I am accountable."

Jonathan offered an example to explain the issue of accountability, conflict, and resolution:

> The way police reports are written…they will jump on and quote what you say, but when you ask them, they try to ascertain a debate rather than deciding which way to lead…I have to deal with conflict and disagreements between personnel…My BS meter pops up every time when I read that (police reports) stuff. If you are going to tell me what happened, tell me what happened. Don't try to sound like Alfred Hitchcock especially if you don't know the definition of that word. When I see that, I automatically assume you are trying to cover up something or are not telling me the whole truth. That is something through administration was not questioned…We have to deal with a lot.

> Being part of law enforcement has a "Good 'Ol Boy System" Mark further expounded upon the distinct situation these managers "must hold each other accountable….given the very strong work ethic," and a critical eye they possess. Being accountable also extends outside of work. Tyler explained, "Your really have to check yourself occasionally because quite honestly you have to stay accountable and can't slack (off work)."

> The LEMs all noted how the media representations of violence by law enforcement officers portray the qualities and attributes of law enforcement in a negative perspective. Ryan explained, "…the court of 'ignorant' public opinion impacts people's lives and their livelihood." Mason recognized the vast distinction between good and bad

cops. He said, "…99.9 percent of us are good, we have good intentions. Few of us (the bad) make the news... Most of us work hard to improve ourselves." Mark recognized the bad that the news media reported. He commented:

> …the 24 hours news cycle to paint us in a bad light, that isn't all of us. We have some… pitiful governmental employees …this profession does not attract the best and the brightest, but it has vastly improved.

Warren further situated the media's use of this perspective. He reported, "We are society's punching bag. The way we are perceived in the media is just horrible." What adds fire to the negative media representations is when new rookie recruits have a harder time taking risks. Seth explained:

> We see the younger generation that is afraid to take calculated risk. The use of force is one of those. Millennials very few of them have been in a physical altercation. Mom and dad took care of them …They never had to deal with conflict and engage in a resolution. Going and using a weapon towards deadly force. The situation legitimately scared them because they never trained or dealt with it. I can look at the situation and resolve it without using force or using an intermediate weapon.

> On the other hand, Seth also highlighted some positive qualities of the occupation.

He reported, "We have officers that really do care. They are trying their best." Law enforcement personnel, the managers, and line officers, have direct interactions of

responsibility to each other. Cole explained that being a law enforcement manager is more than a name, but rather a responsibility to be upfront and honest. He said:

> …the biggest challenge is to tell the true story to your officers so they know. When you sit in the desk and take on big pressures and responsibilities. I have a lot of responsibility resting on my shoulders. I think everybody that goes to be a manager volunteered to be a manager; no one forced you to be one. No one recruited you. No one put a gun to your head. You took it on for an additional role and that says something about your desire to help, to care. There are a few narcissistic people that want to add a star, a ribbon. Most people make the sacrifices and the stress and commitment because they care about their department to make it a better place.

Having the similar qualities and distinct attributes of law enforcement provides an exposure towards the skills and talents necessary to be a law enforcement manager.

Skillset and Talent of Being a "Pracademic"

All the LEMs noted their practical experience from the field, and their academic experience meaning a degree sets their identity as a "pracademic." As LEMs, the participants described numerous examples of connecting the practitioner and academic realms to help run their agencies more efficiently. They used the term pracademic, who is the practitioner with the work experience and the academic education. Jonathan, who has a master's degree, explained that as law enforcement personnel become more educated

the chances for connecting the division between the academic researcher and practitioner police officer to increase. He explained:

> Those two things in modern policing don't mesh well. There is a big resentment in the practitioning side for the academic. They don't want an academic coming in and telling them what they want. There is a push back on the academic side too. A lot of the research and a lot of the information that would be useful to the practitioner are not available for them to use. A lot of the journal articles you have to have access to the journal system to see them. Often times you don't know it exists because you don't know what you don't know. There is a big separation between those two. I think the more professional the policing environment gets the better that bridge will be built between academics and practitioners.

Having an academic education exposes one towards knowledge, awareness, and like-minded individuals. The individuals who have experience in law enforcement, and the academic education to prove their work, to join associations or clubs, and to support each other. Cole, who has a doctorate, shared with me that there is a Pracademic Group in Region 6- North Central Area. He further explained:

> We have a (Region 6) group known as the Pracademics which entails the educated practitioners in this area…There are some on the academic side that would say it is a trade. I disagree with that I see professional component out of it. You need certain skillsets…It has been a fun transition to using my education from the classroom…

Mark further provided examples of this distinction between the new and old guard. He acknowledged, "The new generation are students (of learning), they see it as not a destination, but a journey. Then you have old heads that are resisting (change). I think a lot of those guys are retiring on duty." This situation is further repeated by Seth as he explained the old and new guard, "I believe where what is where law enforcement is turning it back. It was born in the 70's to the 90's. They would stop to protect by enforcing the law, they saw service as a social work function based in education. The old guard didn't want that."

Having an advanced degree is a significant accomplishment, but Cole clarified his other educational degrees set him up to run his agency. He commented, "The BBA and MBA seemed irrelevant (when I first got them), but now I am over a 23 million budget it is coming together. Those marketing classes are also helping." Mason further related a similar experience. He said, "…it's a…good thing I got the master's degree because I use those skills especially the writing and management and leadership skills I learned from Leadership Command College." The knowledge from their academic education, their work experience, and their lived reality situate ways to empower, raise one's awareness, and to engage in a discourse with their personnel around law enforcement.

Summary

The 10 LEMs expressed a clear identification with being a law enforcement officer and manager in their agencies. The LEMs stated the similar qualities and distinct attributes related to law enforcement; to feeling connectedness with other LEMs; using

their skillset/knowledge to be pracademics in their workplace interactions; and communications with personnel.

RESEARCH QUESTION THREE: SOCIAL COMPARISON

The third research question was: How do law enforcement managers self-evaluate compared to LEOs and other support staff? The ten participants were asked a series of eight questions related to the aspect of social comparison. The themes dealt with how LEMs self-evaluate compared to others who are employed in their agency. Three main themes were identified:

- In-group membership

  o LEMs expressed feelings of belonging of the "police family."

  o LEMs have the attitude of out-going, approachable, and critical.

- Out-group comparison

  o LEMs are different from line officers.

  o LEMs held mixed responses when asked about other first responders.

  o LEMs take strategic positions out in public as private citizens.

- Differentiation of Them vs. Us

  o LEMs are both law enforcers ensuring the safety of others and private citizens.

  o LEMs limited the discussion of work and gruesome details of their jobs with others outside work.

In-group Membership: Belonging to "Police Family"

All ten participants reported they fit in with other LEMs and personnel. Several LEMs used the phrase "cop family" as a way to display the comraderie they felt. Warren stated, "It's a close knit group, everybody is family... Even my wife is part of law enforcement." This was reaffirmed by Jonathan who divulged, "I have closer friends inside…law enforcement."

Cole further added:

> Absolutely. It is truly a family. I think the profession is a calling. There are some on the academic side that would say it is a trade. I disagree with that I see professional component out of it…You find those that fit in quickly and those that don't to be moved out.

Warren agreed, saying, "I do belong. I am a throwback so long as you are not hurting anyone or anyone else. There is a clear difference between right, wrong, and responsibility. When it comes to the profession, I am a cop." Seth concurred stating:

> Yes, I have been doing it for so long. It's an interesting thing that officers have been doing it 5 to 10 years, to tell them you are part of the thin blue line, to get them out of traffic stop...I am there to follow traffic laws and be compliant. When I get in an academic conversation I can back up anything I say everything with experience.

The working process of being part of a "family" sets the LEMs within a culture of being taught the ropes, how to conduct oneself while on duty and how to engage the public.

Warren further explained, "Supervisors come from the troops. When we get new officers that are senior to them, they see the senior officers as supervisors. We have that culture."

In-group Membership: Attitude of Out-going, Approachable, & Critical

All of the LEMs reported adopting an out-going self when dealing with the public while on the job. They also reported being direct, engaging, and approachable towards the community. Furthermore, they adopt a critical perspective when assessing new situations. The LEMs also remarked that it was "part of the job," when explaining the duties and responsibilities of their role. Jonathan remarked, "I am very open and outgoing. I want people to know who their police department is. I want them to have a relationship, to address them, and respect them. You can't do that segregating yourself." This further situated the case of their duty as a law enforcement manager. Simon explained, "I think when with the general public, you have to make a specific attempt to be more approachable, to be more friendly…I will make a conscious effort to smile, greet them, and address them."

Mark provided an example of his attitude, he stated:

> I don't park in the secured parking lot (at work), I park in front, and I go through the front door of the lobby. I just do not walk by people in the lobby and wear my sunglasses. I say hello, ask them if they have been helped, and I try to forge relationships.

Being engaging and polite with the public still does not keep these LEMs from being aware of threats.

Simon said:

> I will make a conscious effort to smile, greet them, and address them. Especially
> with kids, I carry sticker badges in my pocket. I ask them a question to not appear
> weird. I am always suspicious of others I look for the anomaly in the group. I
> have become outgoing since I started (in law enforcement).

Assessing risks is first learned when one enters into law enforcement. These
LEMs continue to adopt this critical approach even long after they have left the line
patrol. All the LEMs provided detailed examples of still being vigilant and assessing risks
when in public to eat lunch, at trainings, and/or at meetings. Surveying for risks and
threats extends towards their safety and those they are accompanying, Mark said, "I walk
into a room and survey it. I look for escape routes; I look to what is going on. I carry a
weapon everywhere I go… I size-up my surroundings even when I am with my wife or
guys."

Ryan further substantiated the continued LEM assessment of new situations as he
explained, "I keep an eye out for threats or suspicious activity and try to sit where I can
react to all the entrances/exits even when at lunch." Cole further added to the process of
being in public, as he said, "You are listening to somebody (across from you), and
listening to others (those not in your group), as you are driving you are looking at expired
registrations and inspections. You are very aware of your surroundings." The LEMs also
detailed examples of what we already know about law enforcement personnel in that
these LEMs take their expertise for assessing risks into their managerial positions.

All the LEMs expressed that they are different from their LEO personnel given their life experiences and managerial position in the agency. Jonathan affirmed, "I tend to see things through a different lens… I am very critical of policing because it is something dear to me. I don't accept things just because that is always how they were done before and a lot of times that causes ripples...My problems are within these four walls." This aspect of being critical creates a differentiation among the LEMs and LEOs. Mason shared:

> I am different. I am a throwback to a Generation X, with Baby Boomer values, with the technological skills of a Millennial. It is one of those things you are here to help people at work not to subdue them, not to crush them. You are here to help them (other LEOs and city).

Mark elaborated on his occupational function, which entailed making decisions concerning his agency's range project this last year. He reported:

> Early in my managerial career (within the same law enforcement agency). We had a range project; we were remediating the lead out of our range. I had no idea what I was doing. I didn't get help for anyone or the city. We went through this project…It made me a better leader and manager. I saw what my mistakes were… I learned a lot about myself and a lot about them (the staff).

Bryce provided another example of his power. He noted, "We implement policy and procedures. All people have to follow. Things I do dictate the future of the department to

come. It's a wide responsibility, I take it seriously." Warren further noted, "Our agency runs on admin, on paperwork…It's stressful dealing with that different type of role." Simon further described his managerial role in relation to his law enforcement personnel. Simon said:

> My job is to communicate to my officers in terms of behavior and reinforcement actions is what is different. To be sure they can do the job. My job is to make sure they have the resource, training, and knowledge to do their job to the best of their abilities.

Most LEMs mentioned being held to be a mediator, counselor, and other title roles when needed while in the occupation of manager. Cole explained, "My job is constantly different. Budgeting officer, mediator, and counselor. It is really encompassing for a police officer and for an internal level to deal with employees rather than victims of crime." Hence, their involvement is moved from the front line of response and enforcement to overseeing the management of an agency.

Out-group Comparison: Mixed Response to Other First Responders

The LEMs offered a variety of responses concerning their perception of law enforcement and other first responders (firefighters and emergency medical services).

As Ryan described:

> I think we are all a culture of first responders, but where EMS/Fire is usually
>
> perceived as saviors, law enforcement is less popular because there is a control
>
> aspect and a force aspect to our intervention. We are saviors too, but we are also
>
> agents of accountability, and that is not something people like to have around.

A further division of responsibility is as Mark said, "We are expected to look for bad. We

drive around and look for bad while the EMS and Fire department sit in a chair waiting to

be called. That is the major difference."

This situation of differentiating the roles of law enforcement from the other first

responders was highlighted as Cole proclaimed, "…they (the Firefighters) are the hero by

putting out a fire or saving a life" and in the case of law enforcement, "comes with

obligations to take away a life or someone one's liberty to kill them or take their freedom.

It makes our job more complex." Bryce further noted, "Sometimes in our business the

customer is not always right. Sometimes the customer gets arrested. He goes to jail."

Furthermore, Bryce used his personal anecdotal experience of being employed as a

firefighter and now law enforcement manager when he reported, "They (the fire

department guys) deal with helping and saving the day. We are there to arrest you."

While Jonathan aligned himself with the culture of collaboration that first

responders take, he admitted, "We use a collaborative team approach to deal with issues.

I do not see our policing as different from them. They get into their line of work for the

same reason we got into ours, the desire to help. I definitely respect those people."

Mason further reaffirms this situation, as he is cross-trained as both police officer and firefighter in his county. He explained:

> The public safety officer program, we were cross-trained as police and fire personnel. The police officers carried fire bunker gear in the car. If a fire broke out we would go take care of that and we would swap uniforms and go back on patrol. I have relationship with them. I respect them.

This occupation provides a camaraderie and brotherhood in service to the community that ensures the safety, protection, and peace are kept together.

Out-group Comparison: Strategic Position out as Private Citizens

In their social environment, the LEMs continue to adopt strategies, which were first learned as a line patrol officers. This is something they noted that still use strategies out in their private lives away from work. They noted they observe and take a tactical stance, which is not what other residents in their community do.

Jonathan confessed:

> When I go to a restaurant, I sit facing the door always watching people, watching eyes. Watching for any unnatural movement. You do it simultaneously. It's not like you are making a conscious effort, you just do it cause that is what you do. Like what I told you earlier, you take the uniform off, and take a shower, but it's who you are.

As Mark supported, "I sit with my back to the wall so I can see the door." Seth reiterated the situation, "I have to take a tactical position. I don't (always) carry my weapon on me. I put my back towards the wall to watch people…"

Furthermore, Ryan highlighted the possible reason to be with one's back towards the wall as he said, "I am uncomfortable in crowds or lines of people close together. I have no control over that. But I can respond to something if I can see it."

This lack of control of a public environment created some need to keep a strategy in place if a situation were to arise to cause their safety to go in question. Simon exclaimed, "We (my family) have a plan set up (if something were to happen). All of it plays into it."

One of the LEMs reported that he has been doing his position for so long, that he responded in a natural manner representative of his occupation. Mason explained, "I was told (by my guys) when an issue pops up (whether in public or at work) you do it like you are breathing, you respond so naturally. " Another participant, rather than being strategic, took a confrontational approach to other people.

Warren disclosed, "We (my law enforcement wife and I) don't like people, we try not to talk to them. We are confrontational people. If we see them acting stupid, we tell them." This extended towards their responding to situations out in public. The LEMs downplayed the differentiation of their self as a manager, but rather aligned themselves with being a private citizen.

Differentiation of Them vs. Us: Law Enforcer and Private Citizen

All the LEMs provided the self-designation of being law enforcer and private citizen; as Warren supported, "We are regular people too. We are just like everyone else." Jonathan further offered that a law enforcement organization's role with the people is to be a, "more transparent organization. We are people too." This also extends in terms of compartmentalizing 'them versus us' in law enforcement.

Tyler said, "there is no us and them or them and us." Jonathan further tells his employees their position is contingent on their service to the community. He explained:

> I tell the people that work underneath me, the sergeants and lieutenants that have
>
> stripes that those are anchors, not wings. You work for the people. I make sure
>
> they know they know why they are here. There is no us and them.

Seth stated, "I am just little old me…" This situation of being a person, who happens to work in law enforcement, was repeatedly noted. Tyler mentioned, "…keep everything as much as simple as possible. I intentionally keep things lightly; I enjoy working with my people. Behind the public I encourage my officers to not be the stereotypical, don't become the stereotype. We are dealing with serious business, be who you are."

Seth further expounded upon the example with his stepsons:

> They (my 3 stepsons) knew my reputation cause of hearing my name among the
> criminal element (from their biological father) so from that perspective they were
> always hearing this (negative comments to what their father said), they now
> realize I am just like everyone else, doing a job. I like to watch TV, have fun.
> They have seen the other side of me. Now it doesn't seem to be an issue. They get
> a kick out of it.

Discussions about work may not always extend to the home, specifically when communicating about work, death, or gory events. This influences the dialogue that LEMs have when off duty.

Differentiation of Them vs. Us: Limited Discussion of Work

All of the LEMs stressed they would limit their discussion of details around work when off-duty, and would not specifically mention gory details. As Simon explained, "I don't discuss the gruesome details; I don't discuss cases about work. I don't fuel the fire of concern and worry such as sexual assault, domestic violence, or anything like that." Another participant provided an example. Tyler said, "We had the Ebola episode; we were tasked to do certain things that I couldn't tell anyone about."

Another aspect that they refused to discuss outside of the workplace would be as Ryan described, "some ethical problems, use of force," or any other law enforcement or intergovernmental related issue. Other examples that would not be discussed would be active or on-going investigations.

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Mark explained, "An active investigation would not be discussed, I try not to explain employee issues. Also, if something happens around my parents' or in-laws' house I keep it to myself as to not scare them." Cole recalled, "I was on a pretty big case in 2006 that was an officer involved shooting. We were on the news, the unknown. I think…has a sense of unknown what was going to happen."

Summary

All the LEMs expressed feelings of belonging, being out-going, approachable, and critical when at work. The LEMs also expressed differences between them and other LEOs. The LEMs held varied feelings when asked about other first responders. They outlined strategic positions in public as private citizens as a way of remaining in control. The LEMs frequently downplayed their occupation and aligned themselves as being private citizens. However, they limited their discussion of details related to their workplace for their own rationality.

RESEARCH QUESTION FOUR: IMPACT ON FAMILY AND/OR INTIMATE PARTNER

The fourth research question was: How does the social identity of the law enforcement manager impact the family and/or intimate partner relationships? The ten participants were asked a series of four questions related to aspect of family and/or intimate partner relationship. The major themes were:

- LEMs for the most part communicate effectively and share their work related problems with their families and intimate partners.

- LEMs for the most part effectively share their time off with their families and intimate partners.
- LEMs that had been divorced expressed issues with their occupation that contributed towards divorce.

Intimate Partners as Emotional Support

Many of the LEMs expressed the needed to engage in communication, to share their work problems, and get some feedback from their intimate partner. Jonathan was able to get more professional assistance through his wife as she has a Ph.D. in Counseling and is a therapist. Jonathan disclosed, "I talk with her about issues, she gives me another lens to think and see things I normally wouldn't think or hear…she is my biggest supporter. Without her, I wouldn't be here."

Bryce further reaffirmed the importance of communication with his wife as he explained, "I tell my wife everything. She was with me before I was a cop and she will be with me after I am a cop. I tell her if something is bothering me." He also explained he would refrain from discuss the graphic details of his work. Mark confessed, "I will share anything with my wife." His open communication with his wife was highlighted as he is on his second marriage. He said his current wife is, "… my best friend without a doubt. Yes, we do everything…We do date night. We do all of it…I tell her everything."

Being honest with one's wife provided the managers a way to share and have support. Simon explained that his wife supports his profession and has even adopted the

language. He said, "My wife uses 10-codes and abbreviated language. For example 911-Call Me and 411-Information needed. We have other ten codes and general codes."

Warren's life is unique, as his wife is employed as a line patrol officer for a different agency. He explained, "We share everything, if she needs to share I let her. We are a cop family. My oldest (daughter) needs to know the evil out there. There is 100 percent evil in the world…They will be told about bad people." This form of communication in their family allows for open and age appropriate communication while they spend time together.

Family Time

As LEMs spend quality time with their family and tend to ensure the safety of their families given their work and previous patrol line work, they may become what Tyler said, "Helicopter parents," to ensure safety and "to spend time together as a family." Bryce mentioned this statement twice through our discussion. He shared:

> I will never be able to live with myself if something happened to them (my wife and kids) because of what I have done for a living...I want to spend time as much as I can making sure they are safe. Spending time, whether it is alone or with my family is important to keep lines of communication open within the family.

Simon further provided examples of events he and his family do during the weekends. He noted, "We go camping…We take family vacations," as way to engage one's family with a means to relax. Additionally, spending time with the family provided

a way to engage in recreational activities as Jonathan and his family do, "…a lot of hiking, camping, and boating." Simon further commented:

> My children are my life that is where I spend a majority of my time. I have coached youth sports for 7 years. Anything that my children want to do, I do. I don't miss school ceremonies, award ceremonies, athletics, I support them. When not at work, I am with my kids.

Other activities that these LEMs attend are school programs, doing lunch with their children, or holiday programs at school.

Spending time with family provides a way to engage in common activities. Cole said, "I spend a lot of time with my mom. She has done half marathons with me." Mark explained, "My wife does marathons and triathlons. We train together. We like spending time with the family. Having this familial backing provides a positive form of dialogue and discourse to have fun and to just be oneself. A lack of communication and or and/or the inability to share problems and to de-stress are major issues that may contribute to divorce for the managers.

Divorce and Law Enforcement

All of the LEMs indicated a common problem with law enforcement personnel was divorce. Three of the participants had experienced divorce (two were divorced and remarried while one was divorced and single). Ryan explained, "We are prone to relationship problems and have a high rate of divorce." Mark noted the way his persona changed from his experience within law enforcement might have contributed to his first

marriage ending. He insisted, "…my first marriage ended due to my occupation. I was in narcotics when I was 24 in undercover operations. I never was home. I changed a lot. We didn't talk. It cost me my first marriage."

Another example was provided by Ryan, he stated, "My relationship with my wife (prior to divorce) was significantly impacted by my law enforcement career. The stressors of the job, being injured on duty, the erratic schedule, and shift work all affected the relationship negatively." Seth further explained, "I am on my first marriage and that is the only marriage I need…Divorce is pretty common." This concern for divorce by the LEMs sets at the forefront the family related issue typically associated with law enforcement work.

Summary

In research question four, the LEMs were asked questions concerning how their social identity impacts the family and/or intimate partner relationships. Many of the LEMs effectively communicate their personal work related problems with their families and intimate partners. Most of the LEMs effectively share time off with their family and wives. All of the LEMs shared the case that divorce is common in law enforcement. The two LEMs who were remarried discussed how issues around law enforcement contributed to divorce.

RESEARCH QUESTION FIVE: IMPACT ON COLLEAGUES AND
SUBORDINATES

The fifth research question was: How does their social identity as law

enforcement managers impact their relationships with colleagues and subordinates? The

participants responded to two specific questions. One central theme emerged was the

LEMs are supportive of their colleagues and subordinates even when dealing with

conflict.

Support Law Enforcement Personnel

All the LEMs who participated in the study reported being supportive of their

staff, colleagues, subordinates, and support staff. Tyler voiced the aspect of extending

support to aid colleagues and co-workers as a means of setting order within an agency.

He said, "…if I have to render support I will. I try to be collegial and supportive."

Cole further described the conversation of being part of the support network of a law

enforcement agency. He said, "We have the same goal, we are on the same team and

ultimately someone has to make a decision … my manager role is impacted based on the

judgment run from manager and subordinate." Seth explained that he is supportive of

those he oversees and of his agency given the condition that he is also responsible for

internal affairs. He explained, "Directly in my chain of command …I am a supporter and

I don't micromanage. I have a sergeant and corporal that assist my staff. So long as

something is ethical and legal, we let them give the training (to our personnel). We

support them."

Simon's statement goes along the lines of support within law enforcement. He described, "I am supportive (of my people). I fight for them and I support them in their continuing their education. I really do encourage it… I am reasonable and help them." Mark further pushes his people to find their knowledge and awareness. He noted, "I push education, and LEMIT…We even provided an in-service leadership retreat of our whole command last week…we provided them the means."

 In a law enforcement organization, conflicts may arise which necessitates resolution from the managers. Jonathan explained:

> For example, look at the role of internal affairs…is a role that a lot of police
>
> officers do not like, but if they take a good look at it, internal affairs protects them
>
> as well. You have someone in the room who has experienced both side of that
>
> coin who has learned to deal with conflict through support.

Seth further explained the way internal affairs addresses issues or conflicts. He noted, "With internal affairs, my perceived values and norms don't always go with the crowd. I don't always get to share what I think as I am not the ultimate decision maker. That is the chief...Others may not agree with me." Mason further reiterated his role and the conflict it may cause.

Mason said:

> As a lieutenant when you say something it has a bigger impact. If I have to do
>
> corrective behavior, it is more worse than a sergeant saying something to them.

When I take corrective action, they take it to heart to improve the issues. I am not

here to create conflict, but improve them.

Summary

In research question five, the LEMs were asked questions about how their social

identity impacted relationships with colleagues and subordinates. All the LEMs are

supportive of their subordinates efforts to be collegial, to secure an education, to get

specialized training, and to expand their learning.

CHAPTER V

DISCUSSION AND CONCLUSION

"My identity is defined by the commitments and identifications which provide the frame or horizon within which I can try to determine from case to case what is good, or valuable, or what ought to be done, or what I endorse or oppose." – Charles Taylor

This chapter summarizes the findings of the study. The following section discusses the implications of the findings and the implications for research and practice. It is followed by the limitations of the study, and the discussion of recommendations for future research.

SUMMARY OF FINDINGS

The main purpose of this study was to describe the social identity of ten law enforcement managers who are current employed as law enforcement managers in the state of Texas and are graduates of the Bill Blackwood Law Enforcement Management Institute of Texas. The findings report the LEMs lived experiences and their social identity (using the constructs of social categorization, social identification, and social comparison). The analysis sought to identify common meanings in their experiences as LEMs (Creswell 2013).

Social identity theory and the sociocultural approach to studying law enforcement provide an opportunity in this current study to focus on the social identity of law enforcement managers by examining the constructs of social categorization, social

identification, and social comparison. Tajfel (1981) examined the relationships that formed an identity with reference to one's group membership. These decisions about group membership show how individuals evaluate information that is applicable to them, to how they assess others, and how they form positive outlooks from our group membership (Knight 2013). Westley (1951) proposed the study into law enforcement to facilitate an examination of law enforcement culture. The law enforcement manager's group membership within law enforcement provided a sense of identity and belonging that situated their social identity. Based on Tajfel's social identity theory (Tajfel and Turner 1979) and the sociocultural approach (Göncü and Gauvain 2011) to study law enforcement (Westley 1951) five research questions were addressed.

To answer the research questions, qualitative methodology was employed to conduct semi-structured interviews with 10 law enforcement managers who are currently employed in the State of Texas and are past participants of the LEMIT.

Participants ranged in age from 40-57 years old. The average years in law enforcement was 24.25 years. The current length in months for the LEMs in their position was 28.5 months. Of those that were interviewed, 70 percent were White. Although most of the participants were White, there has been no research into examining the social identity of law enforcement managers regardless of racial-ethnic background. The majority (80 percent) of the participants had a bachelor's degree or higher. The majority (70 percent) of the participants were currently married. All participants were part of the LCC Alumni Association and are part of their respective police associations.

Research Question One: Social Categorization

The first research question addressed the social categorization of LEMs during social interactions with LEOs and non-LEOs. Tajfel and Turner (1979) noted that individuals who associate with and join a membership group have a higher regard for themselves. Additionally, these individuals might also respond distinctly given the specific type of individuals they socialize with in their work. The law enforcement managers who participated in the study joined law enforcement as a way gain steady income, a stable career, and job security. The LEMs membership with the LEO group provided a way for these participants to self-categorize. The LEO occupation provides a means to be involved in the organizational and structured part of society to maintain social control (Kreiner et al. 2006).

Overall, the LEMs expressed a positive sense of honor/respect, making a difference/helping, and a commitment to one's oath and duty in their interactions with non-LEO personnel. Their current position allows them to make a difference to help and remain committed to their oath and duty (Bradford 2012; Matthews 2011). The participants reporting using specialized language, particularly short hand speak, jargon, acronyms, and the use of '10-codes' in terms of their communication with each other and other first responders. The use of specialized language as a way to engage with each other regardless of their position or role in the agency (Buckingham 2008; Jennett et al. 2008).

A possible explanation for their continued use of specialized language was that the participants first learned and used this language when they were line patrol officers in

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the field. Hence, they continue this language to remain engaged and culturally aware.

However, during crises rather than use specialized language, the individuals will revert to

normal English usage especially when speaking to other first responders (Timmons

2007). The participants also reported associating with other LEMs, LEOs, colleagues,

and community typically in their occupational capacity and limited socialization off-duty.

These types of associations and interactions remain linked to their occupation (Isenberg

2010).

Research Question Two: Social Identification

The second research question addressed how law enforcement managers identify

themselves compared to others in situations in and outside the workplace. Tajfel and

Turner (1979) explained that as a person's sense of self increases, the identification with

his or her group membership becomes more important to him or her. Specifically, the

more differences between the groups (the LEMs, LEOs, and non-LEOs), the more

defined the group itself becomes and an in-group membership develops into an identity

away from other groups. The results show that LEMs strongly identified themselves as

part of law enforcement and having a commitment to their managerial work.

This separation of responsibility to his or her own well-being and to his or her

employees situates the lived reality of the law enforcement manager (Skolnick 2011).

The LEMs also mentioned sharing similar qualities (i.e., having honor, being committed,

etc.) with LEOs and distinct attributes (i.e., accountability, having to deal with conflict,

etc.) of being a law enforcement manager. This fits with literature regarding qualities and

attributes of a group's membership, which distinguishes each person from one another (Howard 2000).

A separate issue not previously identified from the literature was the self-identification of being a "pracademic" or practicing academic by these law enforcement managers. A term of this nature is not widely used in the law enforcement literature perhaps because of the barriers of communication and networking that have occurred between academics who teach about law enforcement and the individuals who practice within the field (Caldwell and Dorling 1995). The LEMs mentioned their work experience and academic education provided a solid foundation for dealing with their law enforcement manager responsibilities. Expanding their professional development through an academic education established an inter-disciplinary approach to deal with management of their organization (McLennan 2007). Moreover, research has shown that an academic education aids the practitioner to move at a faster rate across and up in rank towards supervisory posts within an agency (Polk and Armstrong 2001).

Another distinct issue not actively known from the literature was the lack of access to academic scholarly-based research directly to the law enforcement agencies. When research and law enforcement practice are examined, typically the research partnerships are highlighted more than the sharing of information between the researcher and practitioner (International Association of Chiefs of Police 2005). There has been a push for promoting, sharing, and facilitating information by specialized law enforcement associations into the 21st century. These specialized law enforcement associations

focused on research and partnerships, which expand programs and services within the law enforcement community (International Association of Chiefs of Police 2008).

Research Question Three: Social Comparison

The third research question addressed how law enforcement manager self-evaluate compared to LEOs and other support staff. Tajfel and Turner (1979) noted that once social identification occurs with a group, individuals share similar experiences that develop into an in-group identity. This membership group differentiates against other groups through social comparison. The results show that the LEMs expressed feelings of belonging to the police family and saw themselves as members of a distinct, unique profession. In being part of law enforcement, the LEMs expressed being part of the group (Buckingham 2008). The LEMs further identified their work role required them to be out-going, approachable, critical in their engagement with the community and open with their employees. This obligation of being approachable and engaged with the community situates the law enforcement manager to be a representative of law enforcement (Skolnick 2011). Another distinction that the LEMs highlighted was their liability towards their personnel as the LEMs are charged with the discipline and making decisions within their agencies (Stephens 2011).

This separation of out-group membership set some varied responses towards duty and differentiating the roles of law enforcement compared to firefighters and emergency medical services. Brough (2004) noted that the occupation of law enforcement has a unique experience of operational stressors and daily hassles while fire and emergency

medical services holds similar work-related experiences and stress. In outlining their duty, their differentiation from others, and their engagement with the community the LEMs mentioned they interact in public spaces with personnel and as private citizens with their families. The research on law enforcement does not examine their interactions in public spaces; this study on LEMs noted that they take strategic positions with their backs against the wall as a way to be ready for risks as private citizens. However, research has shown why law enforcement personnel assess risks and threats in the communities because they have a responsibility to ensure the safety to others even when off work (Reddy et al. 2001).

The results showed that LEMs rather than fully separate themselves from their LEO personnel tend to reduce their differentiation of themselves from their line personnel. Serier (2011) noted that the attitudes of the law enforcement supervisors are aligned with their subordinates due to the problems that come with law enforcement work. Particularly, the managers and officers have to deal with difficult situations, which create resentment, and misunderstandings as the details sometimes may not be able to be fully explained. Westley (1951) noted that law enforcement has a culture of secrecy and camaraderie, but failed to fully recognize why law enforcement personnel do not divulge information beyond those who are required to know. A possible reason for their limited discussion of work is to adhere to procedural rules of the agency (Office of Community Oriented Policing Services. 2003).

As Jennett et al. (2008) found LEMs are able to analyze and distinguish themselves from other groups. These managers bring into line themselves with other LEOs because they share similar attitudes, values, knowledge, and skills. The LEMs also noted they are charged with ensuring the safety of citizens and their LEO personnel. Moreover, the LEMs make the clear distinction that they are private citizens as well. Hence, the LEMs have a strong and unified culture of law enforcement (Westley 1951). An added situation that is not discussed extensively in work and occupation literature is the work related problems aside from sexual harassment and racism (Terkel 1972) such as an on-going investigation or traumatic experiences of the job (Miller 2007). This supports the work of Kohn and Schooler (1982) who noted that given the nature of law enforcement work, individuals might detach or limit their communication around their workday activities.

Research Question Four: Impact on Family and/or Intimate Partner

The fourth research question addressed how the social identity of the law enforcement manager impacts the family and/or intimate partner. Tajfel (1972) and Tajfel and Turner (1979) noted that individuals identify with social groups and act in favor of the in-group. One of the membership in-groups to which individuals belong to is the family. The results show that the LEMs disclose effectively with their family and/or intimate partner. They discuss work related problems when needed and limit the discussion of details when needed. Research has proven that work related dialogue by individuals with their family provided a sharing of issues and/or problems in order to

cope more effectively and to lessen job-related stress (Fletcher 1990). The family itself

provides one with a last name; it also offers a source of pride and sense of belonging,

which comprise a person's social identity. Overall, the family shares socioemotional

support and financial income (Gómez-Mejía et al. 2007).

A separate issue not actively studied in law enforcement literature was that the

LEMs spend and share time with their families when they are off-duty. Literature for the

most part (Matthews 2011) has noted that LEMs and LEOs might adopt a workaholic role

in order to gain a feeling of accomplishment and identification. This workaholic role

touches the family life, because law enforcement personnel have a lack of family time

(Miller 2007). The LEMs in this study explained that law enforcement is something they

do, that marks their family, and may limit family interactions given their duty.

Divorce in law enforcement was an issue that was mentioned by all of the LEMs.

The three LEMs (two- divorced and remarried and one- divorced and single) who

experienced divorce attributed their divorce to the occupation. The relationship issues

around law enforcement begin from work related stress, the lack of communication, and

lack of social interaction, which contributes to divorce (Matthews 2011).

Miller (2007) explained that law enforcement personnel experience similar

marriage and divorce related issues, but at higher rates. However, McCoy and Aamodt

(2010) found that despite the popular belief that law enforcement divorce is higher than

the general population there is limited empirical support because commonly reported

statistics come from Lichtenberger's work in 1900 and Whitehouse's study in 1965.

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Recent findings by Matthews (2011) and McCoy and Aamodt (2010) noted when using

the 2000 US Census as their sample showed that divorce rates for law enforcement

personnel (i.e., officers and supervisors) are lower than the national average when

controlling for demographic (i.e., race, gender, and age) and job-related variables (i.e.,

income).

Additionally, law enforcement marriages that go beyond the three-year mark hold

no greater risk of breaking up than other marriages (Miller 2007). Moreover, law

enforcement personnel on their second marriage are seen as stable, committed, and are

comparable to first or second marriages from the general population (Bibbins 1986;

Miller 2007). A possible reason for this commitment is the individuals who marry law

enforcement personnel are seen as marrying the "police family" as they order themselves

with the norms and values of the culture. The culture of law enforcement attempts to be

there in duty and/or in crises to aid the law enforcement officer's family (Inwald,

Willman, and Inwald 2011).

Research Question Five: Impact on Colleagues and Subordinates

The last research question addressed how the social identity of law enforcement

managers impacts their relationships with colleagues and subordinates. Reicher, Spears,

and Haslam (2010) explained that within an in-group the membership is more likely to

support each other even if there is a personal cost to themselves. This is because fellow

in-group members are not seen as the other or out-group. Hence, a group provides

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members some social support, an ability to cope with difficulties from the workplace and increases a sense of self-efficacy.

A theme that emerged from interviews regarding the impact for their social identity on their work relationships was the LEMs uniformly reported behaving in a supportive manner towards their subordinates and colleagues. Westley (1951) noted that LEMs and fellow LEOs do turn to each other for support and reinforcement, a trend that strengthened their commitment to their work. This study highlights some distinctions from literature, which noted that law enforcement officers may perceive their command staff as not being supportive (Anderson 1998). Brough and Frame (2004) stated that the presence of supervisor support facilitated the attainment of both organizational and individual outcomes in the workplace. Further, they found that the presence of colleague support contributed to higher job satisfaction and lower turnover within law enforcement. Finally, Lord (1996) found that having support from command staff might also buffer work related stress.

An added issue known within law enforcement, is that the occupation has been male dominated in that females continue to be underrepresented as law enforcement officers and managers. Dowler and Arai (2008) noted that by females attempting to gain acceptance into this difficult occupation have to maneuver along the evaluations of others and in the management-based attitudes, which creates the agency culture. Additionally, the presence of females who hold full access to law enforcement rights of the job is a

recent occurrence given that women's presence in law enforcement happened a little more than a century old.

Furthermore, the females who experience bias in the workplace based on their gender may also experience inhibition to their advancement within the agency and gendered discrimination, which leads to limited social interactions and higher rates of stress (Price 1996). This may be a possible reason as the two female participants who initially reached out to the researcher decided to not continue as a potential participants in the study as they would have to self-report the culture of law enforcement, which creates stressors of isolation that impact the female (Dowler and Arai 2008). Particularly, the females may experience less fellowship of support within law enforcement.

IMPLICATIONS

This dissertation provides a concise understanding of social identity of this specialized group of law enforcement personnel, who are both officer and supervisor in their law enforcement management occupation. This study sets the way how they self-categorize, identify, and compare themselves to others in the LEO group and non-LEO group. It warrants further examination. I expected to note the constructs of social categorization, social identification, and social comparison for this study, which were recognized following the interview tool. The results provide support for the three processes, which develop into an individual's social identity based on their group membership.

The occupation of law enforcement is important to study; however, this dissertation is the first to study social identity among this occupational group. A more ideal option would be to examine a specific manager occupation position such as lieutenant in order to develop a more concise social identity for that specific group. Moreover, it would also aid us in assessing the social identity of those specific middle managers. Unfortunately, we do not have free-pick of participants as the study itself was constrained to the manager sample of the LEMIT-LCC alumni. The key issue is that social identity is achievable among all group members. Based on the results of the identity-based study, the LEMs are developing a positive social identity; however, they distinguish themselves from their LEO personnel, which are part of the social identity of these people.

Those who research management and leadership of law enforcement personnel can benefit from the use of social identity theory as a theoretical framework as it appears to have a strong potential to expand sociological social psychology more fully into law enforcement literature. Moreover, SIT has the potential to lead to development and assessment of social identity in other first responders (firefighters and emergency medical services).

Additionally, as the constructs of social categorization, social identification, and social comparison cut across one's social identity these could also profitably be studied as separate concepts. Moreover, as William Westley's study into law enforcement provides the means to assess a law enforcement culture within an organization, but there

are some drawbacks to using it as it originally stated given how dated the approach is. To be utilized in future research, it needs to be updated with a present law enforcement organizational agency. The sociocultural approach to law enforcement provides a way to establish and assess the ordered environment of law enforcement culture, which no other study has attempted to do fully. In addition, by updating this approach we can fully assess how the culture of this specialized occupation reinforces and amplifies our understanding of morals, norms, and behaviors of law enforcement personnel.

Implications for Research and Practice

In examining the impact of this study, how might it improve the social identity of law enforcement managers and the law enforcement culture? We need to begin with the discourses around how these LEMs perceive their social lives and how their life is shaped by their law enforcement work experience. In using social identity theory, a sociology based frame to look at law enforcement managers, we need to differentiate between the academic field knowledge and practitioner realm of a male dominated institution that sets policies, procedures, and standards to set changes in order to share information.

The participants who discussed their specialized jargon; and their persona of officer and manager set an area to actively study as the participants utilized strategies and interventions to become part of the culture of law enforcement. The participants shared feelings of belonging, having respect, making a difference/helping, having a commitment to one's oath, and to their duty, which is indicative of their identification within the law

enforcement culture. While there are some challenges that affect the law enforcement manager, they continue to reaffirm their commitment to their occupation.

All of the participants spoke about issues related to divorce, whether or not they were married, divorced, or single. The participants that experienced divorce spoke how the occupation affected and possible played a role. There are changes that could be implemented in the law enforcement agencies to increase access to individual and family therapy. I have to inquire how rampant and present these programs are in place.

Additionally, the myth of managers as workaholics in a high stress environment (Matthews 2011; Miller 2007) who do not have time for their family is damaging and perpetuates a false reality that was not reported by the LEMs. In fact, the participants reported the reverse and as one respondent said, "When I am off, I am off." Moreover, speaking and talking with their intimate partners provides a way to lessen stress loads from work. The idea that individuals in law enforcement work beyond their work shift to take additional hours sets unrealistic attitudes of how law enforcement is. It also perpetuates a false demand on the culture of law enforcement by attributing this specific type of occupation to lack of communication in a marriage and higher rates of divorce. Instead of examining how law enforcement has high stress, burnout, and high rates of divorce, social and criminal justice researchers need to look at how those in law enforcement are able to manage and continue to remain committed to their occupation and to their marriages.

Law enforcement administrative based training, executive level training, and leadership training should attempt to foster talent and provide training that is transferable to the occupational identity of law enforcement managers where they meet the demands of the work environment. Specifically, training programs should offer new and seasoned law enforcement managers training for their manager skills, talents, and strategies of the job such as advanced supervision/management, budget maintenance, media based training, and/or specific training to engage the community. The LEMIT is one of two executive leadership programs based in Texas that attempts to meet this demand by implementing specialized programs such as the fourth module for the LCC. Module four provides specialized educational opportunities to deal with supervision, management, and other development based strategies in the workforce (Bill Blackwood LEMIT N.d.).

LIMITATIONS OF STUDY

There are several limitations to this study. The first limitation is there was a risk of researcher bias, as the researcher is the son of a retired LEM. The second limitation is the variation in the interview process may have also influenced how the participants responded. The third limitation is that the findings cannot be generalized to the larger population of law enforcement managers due to the small number of participants and the non-representative sampling employed. A fourth limitation is that all the participants of this study were male. No perspective of the female law enforcement manager is included in this study. It is possible that the females will provide a different perspective and highlight issues within the law enforcement agencies in which they work.

A fifth limitation may relate to social desirability. Participants may have answered interview questions in a more socially appropriate manner for fear of being judged. The information reported could be biased or even untrue in order to maintain the culture of law enforcement. An added limitation is the study places an emphasis on the perspectives of law enforcement managers and therefore the perspectives of subordinates are excluded. The last limitation relates to the willingness of participants to discuss some aspects of their careers, in particular stressful and/or traumatic experiences.

FUTURE RESEARCH

Additional research is needed. Researchers should replicate this study with a larger sample. A full agency study would provide an important way to update and expand the sociocultural examination of a full law enforcement organization in the 21st century. A full replication of William Westley's study would allow for all LEMs and LEOs from an agency to be asked questions about their social identity.

Research of this nature would also be able to assess how the internal functioning of an agency contributes to the development of a standard for examining other law enforcement agencies. This type of study would be able to examine the whole law enforcement culture of one agency in order to provide a detailed overview of the culture. In-depth interviews with the participants all employed in the same agency would provide a means to obtain a clear breakdown of the structure and function of the participants' social categorization, social identification, and social comparison.

Furthermore, having a more diverse sample is needed. Future research should attempt to look for participants who are racial-ethnic minorities, females, or sexual minorities in an effort to provide diversity to research beyond the White heteronormative culture. Researchers may obtain more diverse participants through the use of mechanisms such as sending specialized emails to minority law enforcement associations such as the Hispanic American Police Command Officers Association, to gender specific law enforcement associations such as the International Association of Women Police, and to LGBT (Lesbian, Gay, Bisexual, and Transexual) specific law enforcement associations such as the Law Enforcement Gays and Lesbian-International organization. Research should be conducted in several other parts of the country. This would allow for a more complex and diverse assessment of law enforcement managers.

Lastly, more comprehensive studies are needed concerning LEM administrative based training to describe how and what ways one develops a social identity as a member of law enforcement agency in order to assess the strategic training efforts to align with the whole group. The LEMIT should consider inviting alumni to participate in on-line webinars, "pracademic" level talks, and specialized training for law enforcement personnel following specific racialized movements such as "Black Lives Matter." Being provided a guideline through law enforcement would foster a positive identity that can improve the way law enforcement is perceived and formulize a social identity among a law enforcement management institute. Additionally, in providing a specialized training

that is within the local area/vicinity would assist law enforcement managers to deal with local issues and national problems more effectively.

CONCLUSION

It is evident that there is a substantial need to study law enforcement managers. Law enforcement studies need to examine how law enforcement executive and leadership training programs are provided to law enforcement managers. In addition, there is a need to examine what is being discussed during those trainings to see how that information influenced their social identity.

Beyond this, studying the social identity of an agency is important as it sets a way to look how one develops a social identity. Hence, this study has provided awareness of how social identity is achieved by law enforcement managers. This dissertation also noted that within law enforcement the presence of continued male domination in the occupation continues. These LEMs are balancing their identity of LEO and manager, which is reaffirmed by their commitment to their occupation.

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APPENDIX A

Agency Approval Letter

TWU
TEXAS WOMAN'S UNIVERSITY
DENTON   DALLAS   HOUSTON

Bill Blackwood Law Enforcement
Management Institute of Texas
P.O. Box 425440, Denton, TX 76204-5440

940-898-2190   FAX 940-898-2122   www.twu.edu/lemi/

November 11, 2015

Mr. Lucas Espinoza
Texas Woman's University
Department of Sociology & Social Work
Criminal Justice Program
304 Administration Drive | P.O. Box 425887
Denton, TX 76204

Dear Mr. Espinoza:

Thank you for your interest in doing research interviews with graduates of the Bill Blackwood Law
Enforcement Management Institute of Texas. I enjoyed my discussion with you and am confident that
your dissertation research is well-designed to serve the interests of scientific inquiry. I have great
respect for your faculty and for the academic quality and integrity of your doctoral program.   We
appreciate that you have provided us with materials that outline your research objectives and the
methods you expect to employ. We also recognize that your research is for academic reasons and that it
has no direct relationship with the LEMIT program.

We understand that your interviews will be strictly voluntary on the part of participants and that their
participation or nonparticipation will have absolutely no affect upon their relationship to LEMIT. The
names of our graduates and their respective agencies are matters of public record. We will be happy to
inform our graduates of your research endeavor and encourage them to assist you on a voluntary basis.
We will cooperate and assist you in your initial communication process with potential participants in
your research.

Please let us know when you are ready to proceed. We look forward to reviewing the results of your
research findings. We wish you much success.

Jim R. Alexander

Jim R. Alexander, Ph.D.
Professor Emeritus of Government
Program Director, LEMIT,
Texas Woman's University
Denton, Texas 76204

APPENDIX B

IRB Approval Letter

Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378
email: IRB@twu.edu
http://www.twu.edu/irb.html

DATE: November 20, 2015

TO: Mr. Lucas Enrique Espinoza
           Sociology & Social Work

FROM: Institutional Review Board (IRB) - Denton

Re: *Approval for A Call To Duty: The Social Identity of Law Enforcement Managers (Protocol #: 18737)*

The above referenced study has been reviewed and approved by the Denton IRB (operating under FWA00000178) on 11/19/2015 using an expedited review procedure. This approval is valid for one year and expires on 11/18/2016. The IRB will send an email notification 45 days prior to the expiration date with instructions to extend or close the study. It is your responsibility to request an extension for the study if it is not yet complete, to close the protocol file when the study is complete, and to make certain that the study is not conducted beyond the expiration date.

If applicable, agency approval letters must be submitted to the IRB upon receipt prior to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp is enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. A copy of the signed consent forms must be submitted with the request to close the study file at the completion of the study.

Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any adverse events or unanticipated problems. All forms are located on the IRB website. If you have any questions, please contact the TWU IRB.

cc.   Dr. Celia Lo, Sociology & Social Work
      Dr. James L. Williams, Sociology & Social Work
      Graduate School

APPENDIX C

Interview Schedule Guide

Part A: Demographic Questions
1. How old are you?
2. What is your race and/or ethnicity?
3. What is the highest level of education that you have completed?
4. What is your current relationship status? Single, in a committed relationship, divorced or married?
5. How many years have you worked in law enforcement?
6. What is your current position in law enforcement?
7. How long have you been employed in your current position?
8. What law enforcement associations, clubs, or organizations are you a member of?
      -Tell me what was about that group that attracted you to it (ask for each group)?
9. Tell me what types of other activities in which you engage with your personnel off the job
10. Tell me what your involvement with your family (i.e., parents, spouse, relationship, and children) is like.
      - Spend time with your spouse or relationship?
      - Spend time with your parents or children?

Having now got to know something about you I would like to move on to specific questions related to your occupation

Part B: Questions on Social Categorization
1. Tell me why you went into law enforcement.
2. Tell me what it means to you to be a law enforcement supervisor or manager.
3. Tell me how you feel about the law enforcement motto "to protect and to serve."/ "to serve and protect"
4. Tell me how you feel about the statement that a law enforcement officer's duty is 24/7.
5. Tell me about your most memorable experience as a LEO.
      - Good or Bad?
6. Tell me about some standards, morals, norms, and behaviors that occur among law enforcement managers.
7. Is there a specific type of language (in terms of 10-code) that you use in your communication with your personnel that is different from the language that you use with non-LEOs?

8. Tell me about how often you socialize with your co-workers (i.e., command staff, line officers, and support staff).

      -Please provide some examples of these activities

9. Tell me how often do you socialize with other law enforcement managers (i.e., chiefs, line supervisors, or commanders not part of your agency).

      -Please provide some examples of these activities

10. If you currently have a spouse or relationship, tell me how often you socialize with them. Are these normal day-to-day activities?

      - Please provide some examples of these activities

11. Tell me how often you socialize with your community members (i.e., Neighborhood Watch, Crime Stoppers events, National Night Out or other public events)? How often do these activities occur?

      -Please provide some examples of these events

Part C: Questions on Social Identification

1. Since you became a law enforcement officer, do you remember the first time someone asked what your occupation was?

      - How did you respond in that situation?

      -Thinking about the question, how did you feel?

2. Tell me what words you would use to describe your occupation? Why?

3. Since you first began working in law enforcement have you always felt like a law enforcement officer or did it take time for you to begin feeling like a law enforcement officer?

4. What are some qualities you perceive about your occupation?

5. What are some qualities you perceive about law enforcement managers as a group?

6. Do you feel all your skills and talents are being utilized in your present occupation?

      -Please tell me some skills you utilize

7. How do you think your personnel perceive you?

8. Do you see yourself as similar or different to other law enforcement officers and support staff?

      -Why or why not?

9. How does your identity as a manager impact your relationship with colleagues? Subordinates?

Part D: Questions on Social Comparison

1. Please tell me about how you perceive law enforcement personnel to be different from other first responders such as EMS and Fire Department personnel.

2. Please tell me about how you categorize your surroundings when are around non-law enforcement personnel?

3. Do you feel like you belong or fit in with law enforcement personnel as a group?
      - Why or why not?
      - Please provide an example or examples?

4. Have you experienced situations on the job in which you find that you forget about being a manager? If so, let us talk about one of those situations.

5. How would you describe your general attitude in public when you are on duty? (i.e., reserved, outgoing, suspicious of others, etc.)

6. When family ask you about your job, what kinds of things do you share with them?
      -What are some things you try not to share?

7. Are there parts of your job that they would not understand? If so, what are they?

8. Are there situations where your family and/or intimate relationships have been affected by the fact that you are in law enforcement?
      -Can you give me an example?

Part E: Concluding Questions

1. Are there any questions you would like clarified or any of your answers that you would like to expand on or say more about? If so, which ones?

APPENDIX D

Email Recruitment Script

Email Recruitment for Study- *A Call To Duty: The Social Identity of Law Enforcement Managers*

Are you a law enforcement manager (supervisor and/or administrator) who is participating in or has participate in the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) Leadership Command College (LCC)?

Then this is an invitation to participate in a voluntary dissertation research study and have your experiences heard!

My name is Lucas Enrique Espinoza and I am a doctoral candidate in the Department of Sociology & Social Work at Texas Woman's University. I am writing you to participate in my dissertation research study about the social identity of law enforcement managers (LEMs).

You are eligible to be in this study because you are a chief, command staff, line supervisors, and managers of police agencies, who are participating in or have participated in the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) Leadership Command College (LCC). The study attempts to look at social identity based on the concepts of social categorization, social identification, and socia comparison. The study will use Tajfel's Social Identity Theory and the sociocultural approach of William Westley into a law enforcement organization.

Research questions include:

- How do Law Enforcement Managers categorize themselves (claim membership) with Law Enforcemen Officers (LEOs) during social interactions with other non-LEO personnel [family, friends, and civilians]?
- How do Law Enforcement Managers identify themselves compared to others in social situations in and outside of the workplace?
- How do Law Enforcement Managers self evaluate compared to LEOs and other support staff?
- How does the social identity of the law enforcement manager impact the family and/or intimate partner relationships?
- How does their social identity as law enforcement managers impact their relationships with colleagues and subordinates?

Current literature on LEOs focuses primarily on stress and burnout and on identity among police officers in the context of procedural justice, but has not given attention to the social identity of LEMs.

If you decide to participate in this study, you will be responding to a semi-structured interview that will be audio- recorded. The interview should take a maximum of 2.5 hours. As a participant in this study, you will have the opportunity to share your experiences, expand the literature concerning law enforcement managers, and provide this researcher, who is the son of a former law enforcement manager greater understanding into your life.

Remember, this is completely voluntary. You can choose to be in the study or not. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions. If you would like to participate get in touch today to schedule a face-to-face interview, a telephone interview, or a virtual interview (Skype or FaceTime) or have any questions about the study contact me at:

Lucas Enrique Espinoza
Email: lawenforcementstudy@gmail.com

Thank you very much.

Sincerely,
Lucas Espinoza

APPENDIX E

Informed Consent

TEXAS WOMAN'S UNIVERSITY
PARTICIPANT INFORMED CONSENT FORM

Title: "A Call to Duty: The Social Identity of Law Enforcement Managers"

Investigator: Lucas Espinoza, MA, MS……………….LEspinoza@twu.edu   940/898-2052
Advisor: James L. Williams, PhD………………….JWilliams2@twu.edu   940/898-2051

Explanation and Purpose of the Research
You are being asked to participate in a research study for Mr. Espinoza's dissertation at Texas Woman's University (TWU). The purpose of this research is to explore your experiences as a law enforcement manager. You have been asked to participate in this study because you are a former or current participant of the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT).

Description of Procedures
As a participant in this study you will be asked to spend a maximum of 2.5 hours of your time in an interview with the researcher. The researcher will ask you questions about your experience in law enforcement prior to coming to the educational training program here at Texas Woman's University as well as your experience in your police organization. You will be allowed to ask questions at any time. The interview will be held at a location of your choice, in person, through phone, or skype. The interview will be audio recorded and then written down so that the researcher can be accurate when studying what you have said. In order to be a participant in this study, you must be 18 years of age or older and be (or have been) a member of the LEMIT.

Potential Risks
The researcher will ask you questions about your experience in your law enforcement agencies and ask you questions about social interactions with family, friends, and co-workers as they relate to your law enforcement experience. A possible risk in this study is fatigue or discomfort. Participants will be given ten minute breaks every hour in order to minimize physical discomfort. Participants may stop the interview at any time and may reschedule if they wish to without penalty.
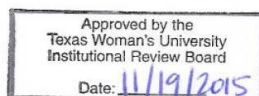
An additional risk is loss of confidentiality. Confidentiality will be protected to the extent that is allowed by law. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions. All data accumulated will be kept under lock and key. The study interview sites would be chosen based on the participants perceived comfort level. All transcripts will be de-identified with a designated pseudonym. All audio files will be deleted after they have been transcribed. Consent forms will be kept separate from transcripts and in a locked filing cabinet.

An additional risk is coercion. Participant's decision to participate or not to participate will not impact their relationship with or their employment at the law enforcement agency. Participants will make initial contact with the researcher after being invited through email, or in-person. Participation in this study is voluntary and participants may stop their interview at any time.

An additional risk is loss of anonymity. However, due to the nature of the interviews, anonymity cannot be guaranteed. Participants will also choose a pseudonym, which will further the ability for openness and allow the dialogue to be contextualized.

The researcher will try to prevent any problem that could happen because of this research. You should

Initials_____

Page 1 of 2

Approved by the
Texas Woman's University
Institutional Review Board
Date: 11/19/2015

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let the researcher know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research

Participation and Benefits
There are no direct benefits to participants. While this study is not generalizable due to the nature and size of the sample, it is the first specific project to study social identity among law enforcement managers. By developing a more complete understanding of this specific social identity among law enforcement culture, social researchers and criminal justice researchers may be able to better assess the handling of cases and provide assistance towards fostering programs to engage local residents, and promote positive police perceptions in disseminating information through the media. A better understanding of the social role and identity of law enforcement managers may also contribute to the goal of developing positive morale within police agencies. This study will also contribute to the limited research in sociological social psychology on occupational law enforcement organizations.

Voluntary Participation/Withdrawal
Your involvement in this study is voluntary and you may withdraw from the study at any time. If you choose not to participate, it will not affect your current or future relations with Texas Woman's University. You are free to withdraw at any time, for whatever reason. There is no penalty or loss of benefits for not taking part or for stopping your participation. If you would like to know the results of the study, I will email them to you in the form of a summary report.

Questions Regarding the Study
You will be given a copy of this signed and dated consent form to keep. If you have any questions about the research study you should ask the researcher; their phone numbers are at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

Copy of Consent Form
You will be given a copy of this signed and dated consent form to keep for your records and future reference.
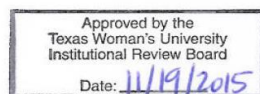
Statement of Consent
I have had the contents of this consent form reviewed with me and have been encouraged to ask questions. I give my consent to participate in this study. I have received a copy of this form.

Participant's signature _____Date _____

*If you want to receive a summary of the results of the study, please tell us where you would like for them to be sent.

E-mail:_____

Address:_____

APPENDIX F

Table of Demographics of Law Enforcement Managers

Table 1. Demographics of Law Enforcement Managers, LEMIT- LCC Alumni
Association, N=10

Age (in years)	17a	49.5b	45c
Years in Law Enforcement	23a	24.25b	24.75c
Length in Current Position (in months)	65a	28.5b	12.5c
Race/Ethnicity			
White	7		
White and Native American (Biracial)	2		
Mexican American	1		
Highest Degree Earned			
High School Diploma	2		
Bachelor's Degree	4		
Master's Degree	3		
Doctorate	1		
Position in Law Enforcement			
Chief of Police	2		
Assistant Chief/Captain	3		
Lieutenant	5		
Relationship Status			
Single	1		
Married to First Wife	5		
Married to Second Wife	2		
Divorced and Single	1		
Divorced and Living with Girlfriend	1		

a. Range
b. Mean
c. Median

APPENDIX G

Biosketch

Lucas Enrique Espinoza was born in McAllen, Texas and raised in San Juan, Texas. He is the son of Enrique Espinoza, Jr. and Norma Lee Espinoza. In 2001, he graduated from Pharr-San Juan-Alamo High School in San Juan, TX. He went on to attend the University of Texas Pan American (UTPA) (now known as The University of Texas Rio Grande Valley). He graduated with a Bachelor of Science with a double major in Psychology and Sociology in 2005; earned an additional Bachelor of Arts (BA) in English in 2006 from UTPA; a Master of Arts (MA) in Clinical Psychology in 2009 from UTPA; received an additional Master of Science (MS) in Sociology with a focus in Border Studies in 2011; and a Graduate Academic Certificate in Mexican American Studies in 2011. Mr. Espinoza is currently attending Texas Woman's University in Denton, Texas. He is currently completing a Ph.D. in Sociology with a Major Concentration in Social Organization & Disorganization and a Minor Concentration in Multicultural Women's & Gender Studies. All requirements for dissertation will be completed by May 2016.

Mr. Espinoza became passionate about sociology when he was shown how society shapes the individual. As a sociologist, he wanted to examine how our social groups and behaviors influence the individuals whom are the agents of social control and order. Society affects all parts of life and sociology allows us a means to examine the organization of society. He is glad that he could be made aware to the versatility of sociology and criminal justice to formulize his dissertation study.

Furthermore, he sees the world differently due to his academic training as a sociologist, a critical race feminist, and mixed methodologists. Critical race feminism allows power relationships to be put at the center of discourse around gender, race, class, and other forms of oppression. He was also able to see the versatility of methodology as a tool to study the various research interests of law enforcement, the life course, and Latina/o disparities. Doing research is exciting for him as it allows one to study what has been done before, as well as to modify, change, or create new ways of studying an idea. It was through his interactions with colleagues that he found a passion for research. Sociology became a way to be made aware of the disparities that affect the Latina/o community. Each of us comes to sociology for a different reason, but we leave with our sociological imagination as a tool to create social change for others.