



WOMEN'S LEADERSHIP INSTITUTE

Shaping the Future of the Policing Profession®



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Leadership Self-Assessment

Successful leaders understand the importance of self-assessment – to understand your own leadership potential, strengths, and what you can do to improve. Such assessments provide the framework for developing a strategic plan for your professional and personal development. This assessment will help you identify a baseline of where you are, and some items you can work on to move to the next level. Be honest about your choices as there is no right or wrong answers – it is only for your own self-assessment.

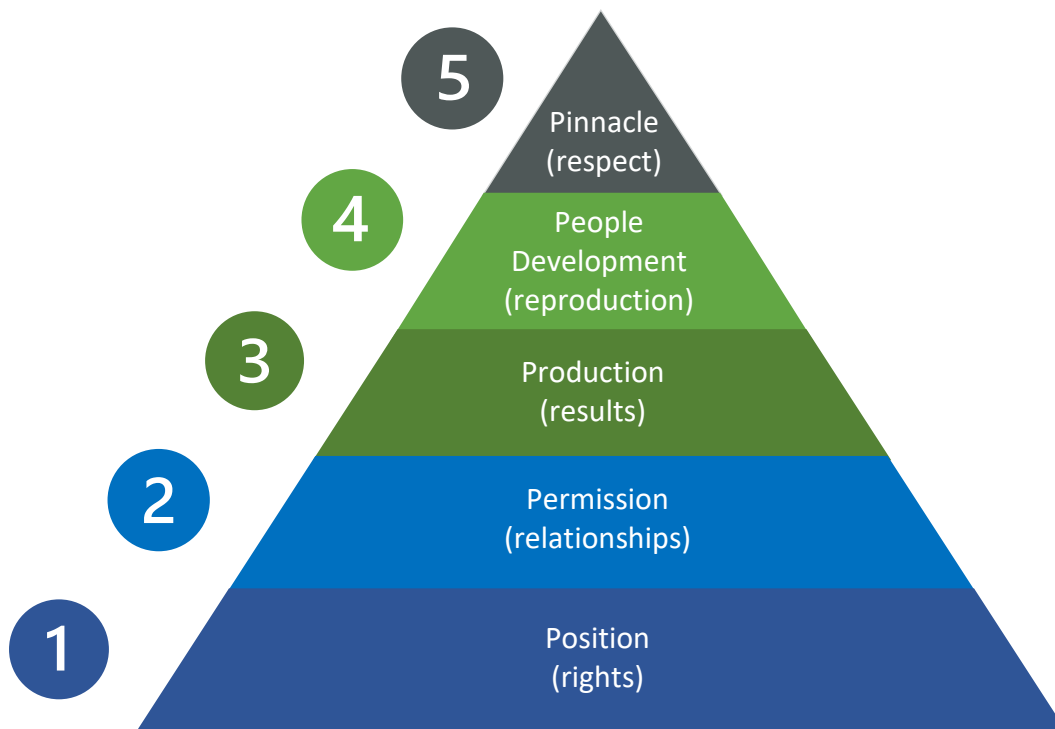
	Always	Usually	Sometimes	Seldom
I support team goals over personal agenda.	4	3	2	1
I am authentic and willing to be transparent.	4	3	2	1
I make decisions with input from others.	4	3	2	1
I have strong people skills.	4	3	2	1
I give others the information they need to do their jobs.	4	3	2	1
I keep focused through follow-up.	4	3	2	1
I listen to feedback and ask questions.	4	3	2	1
I admit my mistakes and take responsibility for my actions.	4	3	2	1
I feel comfortable asking others for help and/or advice.	4	3	2	1
I give praise and recognition.	4	3	2	1
I criticize constructively and address problems.	4	3	2	1
I and my team are recognized for being productive.	4	3	2	1
I have a vision on where we are going and set long term goals.	4	3	2	1
I am able to resolve conflict in the workplace.	4	3	2	1
I set objectives and follow them through to completion.	4	3	2	1
I demonstrate humility.	4	3	2	1
I treat others with respect and dignity.	4	3	2	1
I make myself available and accessible.	4	3	2	1
I take initiative.	4	3	2	1
I accept ownership for team decisions.	4	3	2	1
I set guidelines for how others are to treat one another.	4	3	2	1
I have a broad view of where the organization is going.	4	3	2	1
I coach team members.	4	3	2	1
I provide new employees with on-the- job training.	4	3	2	1
I determine material and personnel resources for my team.	4	3	2	1
I have counseled employees who have personal problems.	4	3	2	1
I allow people to do their jobs without micromanaging.	4	3	2	1
I am an active listener and listen to understand, not respond.	4	3	2	1
I speak up when I see unethical behavior.	4	3	2	1
I demonstrate loyalty to the organization.	4	3	2	1

Total your scores for each row. What did you get? _____

Maxwell's 5 Levels of Leadership

True leadership is not a matter of having a certain job or title. In fact, being chosen for a position is only the first of the five levels, described below, every effective leader achieves. To become more than "the boss" people follow only because they are required to, you have to master the ability to invest in people and inspire them. To grow further in your role, you must achieve results and build a team that produces. You need to help people to develop their skills to become leaders in their own right. If you have the skills and dedication, you can reach the pinnacle of leadership-where experience will allow you to extend your influence beyond your immediate reach and time for the benefit of others.

It is important to note that the goal of the 5 Levels is not to move away from one level to grow at a new level. Instead, these 5 levels of leadership build upon each other. In other words, Level 3 leaders still need to do the things that make Level 2 happen. They just add Level 3 strategies to the mix. And as they become effective at Level 3, they are ready to layer on the goals of the next levels.¹



Level 1 — Position

People follow you because they have to. Scores between 30-50.

The lowest level of leadership is Position. This position is achieved solely due to your status and position of authority – your position alone is what grants you the right to lead your followers. This level of leadership requires no ability or effort to achieve. It is natural to begin your leadership journey at this level, including more seasoned leaders who are starting a new role or at a new organization, but it is not sufficient to remain at this level and leaders should work to move as quickly as possible to level two. You cannot rely on your position to get people to follow you in a genuine or meaningful way.

¹ Maxwell, J. C. (2011). The five levels of leadership: Proven steps to maximize your potential.

At Level 1, people will only follow you if they believe that they have to, and if people are following you because they have to, they will give you the least of their energy, effort, and mind. You may become a leader by virtue of your position but that is known as a positional leader. True leaders are able to move to move beyond Level 1 but positional leaders generally do not.

To move to Level 2:

- Develop your leadership philosophy and find actions that reinforce how you want to be as a leader.
- Build rapport with your followers.
 - Begin to understand their unique contributions, values, strengths, and challenges and give followers the opportunity to provide input whenever possible.

Level 2 — Permission

People follow you because they want to. Scores between 51-80.

The second level of leadership is Permission. Meaning, people choose to follow you because they want to – because you have developed a relationship with them. They give the leader Permission to lead. This level requires extreme investment in building relationships with your followers – without a trusting relationship, you will not have the proper foundation to move to Level 3.

To move to Level 3:

- Continue building rapport with your followers. This could include improving your emotional intelligence and communication skills, and intentionally growing your “in-group.”
- Build your credibility through consistency and commitment to the work, the organization, and your followers.
- Make sure your followers have the support and resources they need to do the job and to do it well.
- Clearly define your expectations.
- Hold yourself and your followers accountable.

Level 3 — Production

People follow you because of what you have done for the organization. Scores between 81-100.

The third level of leadership is Production, which is all about getting things done and creating an environment of productivity. Leaders who produce results for the organization build their influence and credibility. People still follow because they want to, but now it is about more than just the relationship – they follow you because of your experience and consistent track record.

To move to Level 4:

- Lead change by not only doing great work and leading your team, but by investing in other leaders. Commit yourself to identifying potential leaders and investing in their growth. Give them the opportunity to lead and initiate work.

Level 4 — People Development

People follow you because of what you have done for them. Scores between 101-120.

The fourth level of leadership is all about developing and reproducing great leaders in the organization. Invest in leaders at every level and help them grow. Leaders at this level understand that developing capable leaders ensures that the organization's mission can be accomplished – investing in upcoming leaders is critical for successful succession planning as well as enhancing the skills and abilities of those who follow you. Be a mentor and people will follow you because of what you have done for them personally. Your greatest asset is your people. You must commit yourself to developing them!

To move to Level 5:

- Keep developing people. Keep leading and producing. Build your influence by maintaining your work ethic, your credibility, and your investment in others. If you do this consistently, for long enough, you may reach the next level.

Level 5 — Pinnacle

People follow you because of who you are and what you do.

The fifth level of leadership is the Pinnacle. This is both the highest level of leadership and the most difficult to attain. It is considered the highest level of leadership because it requires experience and a long-term, intentional commitment to leading. It demands a consistent investment in the organization and its followers (reporting to you or not). This dedication, however, enables the leader to create opportunities that others cannot. It is the point at which the leader has left a legacy that others want to follow and uphold. People follow the leader because of who they are and what they represent.

You will notice that there were no scores assigned to the Pinnacle. That is because we often work to reach the pinnacle throughout our entire careers. If you think you are there, ask what more you can do to improve the organization and positively impact all followers with that influence.

SMART Goals: How to Make Your Goals Achievable



SMART is an acronym coined by G.T. Doran and Peter Drucker that you can use to guide your goal setting. Each letter in the SMART goal acronym highlights a different aspect of your desired outcome. It does not matter if your goals are police-related or focused on some aspect of your personal life. Writing them down helps you achieve them.²

To make sure your goals are clear and reachable, each one should be:

- **Specific** (simple, sensible, significant).
- **Measurable** (meaningful, motivating).
- **Achievable** (agreed, attainable).
- **Relevant** (reasonable, realistic, and resourced, results-based).
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

Example

Imagine that your overarching goal is to become a senior commander or Chief of Police.

² Scott, S. J. (2014). S.M.A.R.T. goals made simple: 10 steps to master your personal and career goals. CreateSpace Independent Publishing Platform.

1. Specific

Your goal should be clear and specific, otherwise you will not be able to focus your efforts or feel truly motivated to achieve it. When drafting your goal, try to answer four "W" questions:

- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Which resources or limits are involved?

Example

A specific goal could be, "I want to gain the skills and experience necessary to become a senior commander or Chief of Police within my organization."

2. Measurable

It is important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal should address questions such as:

- How much? How many?
- Where are you now?
- What training and experience do you have now and what training and experience are you aware of that you will need to achieve your goal?
- Which ones are milestone-specific versus elective? What priorities or sequence is most probable for you to meet or obtain each of these?
- How will I know when it is accomplished?

Example

You might measure your goal of acquiring the skills to become a senior commander or Chief of Police by determining that you will complete the necessary training by a necessary milestone. For example, if you are currently a sergeant, you will have completed the necessary training to qualify for the lieutenant promotional process two months prior to the application due date.

3. Achievable

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

An achievable goal will usually answer questions such as:

- What are the steps I need to take to achieve this goal?
- What aspects of achieving this goal are based on time-served, experience, or opportunity?
- How realistic is the goal?

Example

You might ask yourself whether developing the skills required to become a senior commander or Chief of Police is realistic for you based on the experience and qualifications you know are needed for the role. You will need to have succeeded in certain management and leadership roles to qualify for a senior commander or Chief of Police role. What type of management and leadership roles have you taken and succeeded in? Does your current work schedule and personal life permit you to accomplish the steps needed to achieve this goal? If not, are the requirements or skills needed for the position flexible?

If the answer to any of these questions is uncertain or is **no**, then becoming a senior commander or Chief of Police is not a realistic goal right now. Are there other positions that are of interest and more achievable?

4. Relevant

This step is about ensuring that your goal matters to you. We all need support and assistance in achieving our goals, but you are responsible for achieving your own goal, even if you receive help from others along the way.

A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Do I really want this?
- Is this the right time?
- Does this match my other efforts/needs?
- Am I the right person to reach this goal?

Example

You might want to gain the skills to become a senior commander or Chief of Police, but you must decide if it is the right time to undertake the required training, or work toward additional qualifications. Do you really want to be Chief of Police or are there attractive aspects of being Chief of Police that you can obtain from other positions that suit your interests and skillset better?

5. Time Bound

Every goal needs a target date so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals. A time-bound goal will usually answer these questions:

- When will I be ready for this to happen?
 - What can I do six months from now?
 - What can I do six weeks from now?
 - What can I do today?

Example

Gaining the skills to become a senior commander or Chief of Police may require additional training or experience, as we mentioned earlier. How long will it take you to acquire these skills? Do you need further training, so that you are eligible for certain exams or qualifications? It is important to give yourself a realistic time frame for accomplishing the smaller goals that are necessary to achieving your final objective. Ensure that the timeframe for these smaller goals account for your existing workload.

My SMART Goals

This is a goal I want to achieve in the next 12 months:

<i>Please describe how this goal is:</i>
Specific
Measurable
Achievable
Relevant
Time Bound

This is a goal I want to achieve in the next 3 years:

<i>Please describe how this goal is:</i>
Specific
Measurable

Achievable

Relevant

Time Bound

This is a goal I want to achieve in the next 5 years:

Please describe how this goal is:

Specific

Measurable

Achievable

Relevant

Time Bound

The Bio[graphy]

Why is a good bio important to your career and professional development?

A good bio goes beyond a resume; it describes your work experience as well as who you are as a person, your education, your history, and the way that you relate to your industry. Essentially, a bio fulfills all the features that a resume does and more. To stay professional and credible every professional should develop his/ her professional biography. You will need a short and a long version of your bio for different purposes. Your bio will be requested in different lengths and therefore you should keep both versions. All these parts will form the credibility of your personal brand. Make sure to have someone (friend, mentor, etc.) proof your bio.

Benefits of having a bio on-hand:

A bio speaks much more about your reputation, attributes, and makeup than a resume. Bios are written in the third person and without the hard structure of a resume, so your bio is more readable and conversational than a resume. The bio gives you an opportunity to explain a bit about yourself in an easy to read format. Because of the way you construct your bio, it also allows you to convey more and different information about yourself than you could with a resume.

How to write a bio?

Start with your full name, title/rank, profession and describe a core professional belief or value that makes you stand out or helps define you. Describe your experience and expertise and then add career highlights and significant accomplishments. Let people read about your competencies and skills as well as your education and other credentials. Lastly, personalize the description by including a brief statement of your interests and professional or personal affiliations. There is no set in stone best practice for creating a bio. It helps to look at others and use what works best for you and your role. Please review the samples below:

Chief Carmen Best assumed the role of Chief of Police of the Seattle Police Department on August 13, 2018.

Chief Best has served with the Seattle Police Department for 28 years. Most recently, she served as Deputy Chief, overseeing the Patrol Operations, Investigations, and Special Operations Bureaus, as well as the Community Outreach section.

Chief Best has completed the Senior Management Institute for Police, the FBI National Executive Institute (NEI), the FBI National Academy, the Criminal Justice Executive Leadership Academy, and the Major Cities Chiefs Association Police Executive Leadership Institute. She holds a Master of Science in Criminal Justice from Northeastern University.

Chief Best serves as the Chair of the Human and Civil Rights Committee (HCRC) for the International Association of Chiefs of Police (IACP), and is on the IACP Board of Directors. She is the Vice-Chair of Exploring for the Learning for Life National Executive Board, and serves on the National Law Enforcement Exploring Committee. She is also co-chair of the Law Enforcement Immigration Task Force (LEITF), and a member of the National Organization of Black Law Enforcement Executives (NOBLE) and

United Way of King County, and is the Leadership Council Chair for the United Negro College Fund (UNCF) Seattle. She also serves on the Visit Seattle Advisory Board and is on the St. Jude Advisory Council for Seattle.

In 2015, Chief Best received the "Newsmaker of the Year" award from the Seattle Black Press. In 2019, she received the "Vision from the Mountaintop" award from Urban Impact for her commitment to justice and community. She was also awarded the Ellis Island Medal of Honor, which recognizes individuals for accomplishments in their field and dedicated contributions to society.

A police leader, lawyer, and educator, **Gwen Boniface** is globally recognized for bringing justice and equity to a wide range of issues and having a profound impact on women in policing. She became the first woman appointed as Commissioner of the OPP, and the first female President of the Canadian Association of Chiefs of Police.

She served for three years as the Deputy Chief Inspector of Ireland's Garda Síochána Inspectorate, tasked with bringing reform to the national police service. She then took on the role of Transnational Organized Crime Expert with the United Nations Police Division, where she advanced the fight against organized crime in conflict and post-conflict countries, while also being a member of the UN Counter Terrorism Integrated Task Force.

She served as Commissioner on the Law Commission of Canada for five years, during which time she participated in independent research, study, and debate on the modernization of a wide range of issues. She also served on the Board of Governors of the Law Commission of Ontario from 2011 to 2014.

Ms. Boniface has worked tirelessly to repair relationships with First Nations communities, initiating many reforms to promote Aboriginal policing. As a consultant on policing and justice issues, both internationally and domestically, she provided services to universities, municipalities, government, and non-profit organizations in areas of human rights, policing, and justice.

She is a long-time member of the International Association of Chiefs of Police (IACP), where she served as Deputy Executive Director. In addition, she was the founding President of the Canadian Police Chiefs International Service Agency, a non-profit organization created to address sexual exploitation of children.

Ms. Boniface was invested into the Order of Ontario in 2001 in recognition of her service for the province and her work with First Nations communities. She also received the United Nations Peacekeeping Medal, and was awarded an honorary doctorate of letters from Nipissing University in 2006.

Adrienne Quigley is a Deputy Chief with the Arlington County Police Department in Arlington, Virginia. Deputy Chief Quigley has 23 years of law enforcement experience, including eleven years of command level experience, focusing on employee development and wellness, departmental growth, and sustaining relationships with internal and external partners and the community.

Deputy Chief Quigley has held several leadership positions within the Arlington County Police Department and currently serves as the Department's Systems Management Division Commander. She

has held previous assignments as the Operations Division Commander, Human Resources Section Commander, and 3rd District Commander, as well as assignments in the Personnel and Recruitment Section, Criminal Investigations Section, and the Office of Professional Responsibility. She also completed a two-year assignment as the Acting Deputy Director of the Arlington County Office of Emergency Management in charge of the Emergency Communications Center.

In 2009, Deputy Chief Quigley completed a fellowship at the International Association of Chiefs of Police (IACP), where she became nationally recognized for her efforts in the field of officer safety and police officer injuries. She has published several articles related to officer safety and wellness and has presented at numerous national and state conferences.

Deputy Chief Quigley graduated summa cum laude from The George Washington University with a Bachelor of Arts in criminal justice and holds a Master of Public Administration from George Mason University.

Chief Gina V. Hawkins joined the Fayetteville Police Department in August of 2017 after nearly 29 years of experience in law enforcement. Chief Hawkins has molded her career and life by serving the people within in the community and the people with whom she works.

Chief Hawkins started her career in 1988 with the City of Atlanta police department. While at the City of Atlanta Police Department, Chief Hawkins worked in the Patrol, Crime Analysis, Investigations and Internal Affairs divisions. She retired as an Assistant Zone Commander from the Atlanta Police Department in 2006 and went on to assist the newly formed police department in the City of Sandy Springs, Georgia as a Commander--which was formed on July 1, 2006. Chief Hawkins was instrumental in establishing an efficient, forward thinking police department and commanded units including Patrol, Internal Affairs, and Administrative Services. In 2013, Chief Hawkins joined the Clayton County Police Department as a Deputy Chief of Police where she presided at different times over both the Operational Command and the Support Service Command of the department. This provided her the experience of commanding every aspect of the Clayton County Police Department.

Chief Hawkins attended North Carolina Central University and holds a Bachelor of Science degree in Criminal Justice from Georgia State University and a Master's of Science in Management degree from Johns Hopkins University. She is a graduate of the F.B.I. National Associates Academy (Class 252) and was chosen to be a delegate in the prestigious 23rd Georgia International Law Enforcement Exchange (GILEE) where she travelled to Israel with other law enforcement executives to study and evaluate the Israeli Police Force. She presently serves on the GILEE Advisory Board.

The Resume

What makes a good resume?

1. Research
 - Research the job. Do not submit the same resume from 6 months ago.
 - Get an understanding of what is important to each job/department.
2. Customize
 - You should never submit the same resume twice. Create a “info bank” document which contains all the details on your positions and experience. Then use this information to customize each resume going forward.
3. Minimum qualifications
 - The initial review of your resume will be for the minimum qualifications, make them easy to spot.
 - Make sure that even in a 10 second “scan” of your resume, that information is found.
4. Resume Length
 - Law enforcement resumes are often much longer and more extensive than a private sector one. This does **not** mean you need to include every training you have attended in the past 20 years. Keep it to between 3-6 pages.
 - Outside of law enforcement, you want to summarize your qualifications in 2 pages or less.
5. Know your audience
 - Be careful of jargon and technical terms that recruiters, HR, and/or others are not familiar with.
 - Utilize your research, who is most likely to review your resume.
6. Accomplishments vs “did” statements
 - Typically, when ranks or titles are listed, job duty statements and responsibilities are described, start adding at least one accomplishment to each position.
 - This illustrates that not only did you perform this job; you were successful in it.
7. Quantitative vs. Qualitative
 - To really make your accomplishments shine, make them quantitative.
 - Think about how you can utilize numbers in those accomplishment statements
 - “Rewrote several personnel policies that resulted in 15% absenteeism reduction”
8. Non-work-related activities
 - Make sure to include non-employment information, if relevant. Such as speaking engagements, conference presentations, and involvement in professional associations.

The Cover Letter

What makes a good cover letter?

For Cover letters you want to make two things crystal clear: that you are committed and qualified.

1. Cover Letter: Committed
 - Show that you’ve done your research. Familiar with agency/company and their issues and strengths.
2. Cover Letter: Qualified
 - Then illustrate how you and your experience fits into this puzzle. How do your strengths complement and potentially solve their issues?



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