

### Context to the leadership challenges I faced from one divisional team.

Being in charge of a team of thirty School Police Officers (SPOs) across the region of South Wales since 2008, has proven to offer a succession of challenges in managing a diverse group of Police Constables, in a role that has had explicit challenges in its own right.

The role within the force had historically been relegated to a position which ranged from being misunderstood at best, to actively scorned at worst. I will recount my leadership experience during this period, when senior leadership often perceived the role of SPOs as nonessential policing, a drain on resources and a place where the lazy escaped from "real policing" – unlike today, where ACC Gilmer views the role and the Wales Police Schools Programme (WPSP) as "the jewel in the SWP crown."

Walsh (2018), referencing the work of Dobby et al. (2004), noted that of the 150 British police officers questioned about what they wanted from leadership, most noted wanting their leaders to make them feel proud of their work and to value their contributions.

However, during the years when the WPSP was facing opposition within the force to its efficacy and continued existence, many SPOs felt that the only appreciation, apart from direct line management, was from colleagues in education, who recognised the substantial impact they made to crime reduction amongst the young.

The common leadership style being enacted by the then senior management overseeing the programme, including my leadership, was strictly autocratic. Luqman et al. (2020) noted that Counterproductive Work Behaviour arises when an autocratic leadership style is prevalent. Correspondingly, this style of leadership decreases

employee contentment; add to this emotional exhaustion as a moderator, and the outcome of the relationship between employee contentment and counterproductive work is exacerbated.

According to Northouse (2013), leadership is the process of influence exacted by a leader over a group of individuals to achieve a common goal. The kind of power a leader exerts may be legitimate power, as in the case of the senior leaders in this account, however, the implementation of power is inherently associated with trust. Trust means "to be vulnerable to the actions of another party, based on the expectation that the other will perform a particular action, important to the trustor, irrespective of the ability to monitor or control that other party." (Mayer et al., 1995, p. 712).

A particular expression of power evident in this period by SMT over the WPSP and staff was coercive power: There was a pervasive threat to the programme's existence and the role of the SPO. This was expressed during face-to-face encounters, where the work of staff was unfairly portrayed and misrepresented in hugely inaccurate reports. There was no hiding the disdain being expressed to the team at this time for their work, and this created a significant distrust of senior management.

Cook and Wall (1980), Deutsch (1960), Jones et al. (1975) and Sigin and Roth (1993) all regarded ability - or as Kee and Knox (1970) and Butler (1991) coined it, competency - as a prologue to trust. However, interpersonal competence as explored by Gabarro (1978), evidenced during the interactions by SMT during this time with staff, was of a low order. Several researchers have also identified "benevolence" as a requirement in establishing trust. Establishing trust, benevolence being the

perception of a positive orientation of trustee toward the trustor. (Mayer et al., 1995, p. 719).

*your thoughts on Trust?*

A third factor and precursor to trust is integrity. Butler and Cantrell's model (1984) recognised integrity and consistency as bases for trust. Butler (1991) added fairness to this line-up. Commonly reported in his studies, Gabarro (1978) spoke about this in terms of character. It was clear during this era that SMT had lost the trust of WPSP staff due to the team's perceived view of SMT competency, benevolence and integrity.

I understood the difficulties senior leaders had regarding fiscal responsibility and resource challenges; however, as a manager of this large team, I often felt frustrated by the lack of appreciation they had for the work of these officers and the undermining this caused and the lowering of their morale. Such toxic attitudes and hostile opinions, openly expressed by some senior leaders to SPOs, created an environment of viewing leadership and SPOs as them and us.

*what about you?*

It is against this backdrop I want to describe my experience as a leader, managing a particular team in the force, with the support of a sergeant assigned to work with me, and citing one period in particular.

### Conflict and Team A

Seven SPOs made up what I shall call Team A. Four of these were female and three were male. These officers, as part of the national role requirement, had undertaken a Foundation degree in Classroom Support, something teaching assistants might undertake in their training. This had given them confidence in the classroom and ensured that they had a level of educational competence commensurate with

undertaking the classroom deliveries. All seven paraded at the same station and were located together in a large office.

*was all this a good thing?*

It was during 2014 that Team A started to fracture through conflicts. The four females began regularly criticising one of the male colleagues, suggesting that he was not carrying out his duties effectively and intimating that he spent more time in the station than in his schools. One of these female officers was particularly relentless in casting aspersions about her colleague's work and character. She was well known as being someone unafraid to speak her mind and very persuasive in her communication style. She was able to give intense eye contact and often appeared to me to overshadow her colleagues by force of personality and opinions.

*Did she have power?*

The male officer, - SPO A - implicated by the females as being non-compliant, told me he was being targeted with bullying behaviours by these females. He told of a hostile working environment, being intimidated by the women, who he felt openly showed they despised him. His account was substantiated by the other male colleagues, who identified one of the females - SPO B - as the queen bee of the group and the instigator of what they also called bullying.

I made it clear to the females that I had the capacity to investigate their accusations in light of having access to all of their data returns and outlook calendars. I would proceed to make up my own mind whether there was evidence of any noncompliance in this officer's work.

*Leadership style? Position Power?*

SPO A divulged that the hostility was getting him down and he was feeling unhappy coming to work. He claimed there was no truth in what they were saying. Having spoken to both groups, I decided to undertake a team meeting in which a restorative

*why did you choose this? did you learn to do it?*

solution could be found to remedy the harm being experienced by SPO A and the impact on the rest of the team.

*learn this somewhere?*

The restorative meeting was set up, with me facilitating the conversations between all seven officers. Following the template for restorative interventions, I ensured that the target, SPO A, had a chance to tell what had been happening. On a few occasions, I had to ask SPO B not to interject, but to listen to his perspective. However, very quickly it became apparent that the females were not present to resolve harm but to create further. I had laid out my expectation before the meeting, as one where the negative behaviour needed to be accounted for. I had made it clear that I would take on the females' concerns separately. SPO A looked crestfallen in this environment. It was frustrating that despite him divulging how the behaviour was making him feel, there appeared to be only a smidgen of remorse shown by two of the females. The other two fell silent and appeared annoyed. I concluded the meeting, which had reached an impasse. I insisted that everyone behave professionally and respectfully to all team members and assured all that I would be monitoring things going forwards.

*Team building issue? Tuckman?*

At the same time as investigating the claims made by the females, using all the tools available to me, and with the full cooperation of SPO A, I also purposed to meet individually with the three female SPOs without the presence of SPO B.

*good, but why?*

However, before I had the first meeting, I received an email from one of the female SPOs making unsupported accusations against my police sergeant. She complained that he had favourites in the team, including SPO A, and was ill qualified to offer them any guidance around their role, either from an educational perspective or position of policing experience.

A meeting was held with the person who was the source of this criticism, with the sergeant present. During this meeting my sergeant revealed the extent of his experience, having an MSc in adult education and extensive experience in several leadership roles as a police sergeant. The SPO was immediately apologetic and although not wanting to disclose the source of the inaccurate information for fear of repercussions, was very regretful that she had allowed herself to be manipulated into believing something that wasn't true. I suspected that SPO B was behind this email, so along with the sergeant present, we both next addressed Team A and ensured that everyone had the correct picture.

*any rewards? good, but why?*

It was clear that our management was being undermined by this small group of females. Further evidence of this became apparent when, despite my instruction, SPO B continued to lead a vendetta against SPO A. SPO B, when questioned by my police sergeant regarding her conduct, responded curtly, "What's it got to do with you anyway?" The SPO was outrightly challenged about her attitude and the rudeness displayed and received a verbal warning.

*leadership styles?*

This openly insolent and disparaging comment led to a decision to disband Team A and move them all into different sectors, where they would not be able to use their numbers to create opportunities for verbal incursions against SPO A. Additionally, SPO A was put in closer proximity to his schools and under sector supervision, which would reduce the opportunity for others to perceive him as slacking.

The feelings of resentment towards my leadership were continued by two of the females responsible for the bullying behaviour. Shortly afterwards they reported sick.

## Reflection

Concurring with Walsh (2018), I recognise that a leader's role is both to motivate or inspire, whilst also offering guidance. Like Goleman (2000) proposed, I favoured a blended approach to leadership styles, expressed in context to the situational requirements. Gardner (1993), in his work around multiple intelligences, proposed that people are born with innate propensities regarding intelligence. From this work, I recognise that I have strengths in the domain of being verbal – linguistic, visuospatial and interpersonal. The interpersonal strength being a factor in my leadership approach, which at this time I would describe as being supportive and employee-centric, whilst simultaneously having a firm command of the need to direct the team within a framework of expectations for performance. Bandura (1973), in his work on social learning theory, proposed that people learn from observing, modelling and imitating the behaviour and emotional reactions of others. Ironically, I had learned a lot as a police manager by observing the leadership style of more autocratic leaders prevalent at this time and choosing inversely to approach things very differently. ✓

Favouring a transformational style of leadership, however, was proving challenging given the environment the SPOs were labouring in, and I believed created by senior management hostility. It was particularly challenging addressing the issues happening in Team A. why?

Murphy and Drodge (2004), who wrote about the Four I's of transformational leadership theory, expressed them as:

Idealized influence that requires that the leader stands for something that followers aspire to. Secondly comes Inspirational motivation. This means achieving a sense of collective identity inspired by the leader's vision. Thirdly

comes Intellectual stimulation. Here, leaders challenge followers to examine ways to enhance their productivity. Finally, leaders grant Individualized consideration to followers. (pp. 2–3).

Team A was certainly not enjoying a healthy 'collective identity', and to create such collaborative equilibrium, where respect for one another operated, was a significant hurdle. Despite what I considered to be my positive interactions as a middle manager with the team, I appeared drowned out by the pervasive negative pressure that was weighing down from SMT.

Another natural leadership style I adhered to was servant leadership. I consider this approach as being part of my DNA.

This leadership approach is marked by concern for people; stewardship of the organisation; equity; indebtedness or the rights of the followers and self-awareness. This is undergirded by the characteristics attributed to unconditional love, patience, kindness, humility, respectfulness, selflessness, forgiveness, honesty and commitment. (Hunter, 1998, p. 100).

Having studied key texts around the teachings of Jesus Christ and aspired to expressing these characteristics in my life as a person, it was a natural development for me to value these characteristics in leadership too. Vygotsky (1962) proposed that our social environments influence our learning processes, and that culture is the primary determining factor for knowledge construction. Having spent many years talking with peers around key aspects of what makes a good leader, I have constructed a belief system to incorporate the value of servant leadership. good what was it?

In context to this I had wanted to give Team A an opportunity to express their feelings in a safe environment. I held the view that these were educated people, who

could be facilitated to have open professional dialogue. All SPOs had been trained to Level 2 in Restorative Practices, as had I. I saw this tool as a means to address and repair the harm in their relationships. Building empathy is a critical skill for team health.

Goleman (2000) noted the development of emotional intelligence as a leader is essential to manage emotions, as well as recognise and influence the emotions of those around you. Eurich, (2018) noted that although we acknowledge the importance of self-awareness within the workplace, it is unfortunately in short supply. She reported in findings from her five-year research programme that although 95% of people think they are self-aware, only 10 to 15% are. I had overestimated the team's capacity to demonstrate self-awareness in their communication and unfortunately, my ambition for the restorative meeting was seriously dealt a blow when, instead of the female SPOs drawing on the restorative training they had received and practised in their role, further harm resulted to SPO A.

The resulting shift from facilitating reconciliation and restoration, to one of simple cessations in hostilities, led me to adopt a more transactional leadership approach.

Krogh et al. (2011) describe transactional leadership theory as a type of transaction between employees and management, where the total obedience of employees is exchanged for the pay, they receive for their work. Transactional leaders usually distinguish their primary role as clarifying employees' role and task requirements and demanding results.

I felt like I had failed in my quest to create cohesion in the team at this point and resorted to drawing up clear lines of expectation for the future: I would follow up all

*Did you feel you failed? why did you not give up?*

grievances whilst the team would execute their duties, behaving respectfully and professionally.

*why?*  
Ordinarily, I would rely on referent power in partnership with expert power to influence followers' behaviour, due to my advanced knowledge in the fields of education, safeguarding and crime prevention in policing. French and Raven (1959) defined it as power founded upon both informational influence and the credibility of the person.

However, I found myself in a challenging situation, recognising that I would have to resort to a different approach and power to get the result I wanted. Goodstadt and Hjelle, (1973), commenting on research participants who were supervising three fictitious workers, noted the worker exhibiting inappropriate attitudes tended to evoke more coercive powers by the supervisors. This was certainly true in reflection upon how I felt about the four female SPOs' attitudes. *style?*

Kovach (2020) acknowledges that occasionally managers using coercive power are regarded as bullies. Such bullies, regardless of motive, have a need to control and occupy an elevated position of power. Bullying per se is associated with the regularity of a certain set of negative behaviours, and therefore, I do not identify the occasional use of coercive power as being inherently bullying. In fact, feeling like I was being disempowered, I did not worry how I might be perceived by Team A when I laid out my expectations and what I required of them. Goleman (2000) although, describing the 'environment' created by a coercive leadership style as generally negative, acknowledges that it has value when attempting to manage a crisis. *How can this be learned?* ✓

I appreciate in hindsight the validity of research by psychologists such as Biong et al. (2010) and Nesler et al. (1999), which advocated the avoidance of coercive power,

as it was less successful in motivating employees. However, following the failed restorative meeting, Team A seemed to be hostile to the collaborative opportunity to learn. I concluded that there was nothing else I could do but tell the team what they needed to learn, even if they chose not to learn it because of their attitude.

*why did you choose this?*

In their research into attitudes and learning, Krosnick and Smith (1994) note that the strength of an attitude is the extent to which an attitude endures over time, is resilient to change, and influences cognition and behaviour. Bassili, (2008) characterised this strength also as the level to which an individual is personally invested in an attitude. Krosnick et al. (1993) also add another layer to attitude, as the extent to which someone is confident in the attitude, certainty being a metacognitive characteristic, as it adds certainty to the principal cognition. At the time I believed SPO B's attitude was entrenched. Citing Festinger (1957) and Olson and Stone (2005), Albarracin et al. stated:

one cause of the difficulty in changing attitudes is the process of selective exposure, which enables people to defend their attitudes by avoiding information likely to challenge them and seeking information likely to support them. This tendency is a form of congeniality bias, which describes people's motivation to defend their attitudes from challenges. (2018, p. 35).

SPO B was supported by her colleagues, who had been persuaded by her attitude, and this was exerting greater influence than I was able to exercise.

At the time I believed I took the right course of action; however, I did not factor in adequately enough how the impact of a negative environment, created by SMT, had eaten into the emotional resilience of Team A. This atmosphere of blaming subordinates for perceived laziness and ineffectiveness had a pernicious effect on

some team members, who appeared to want to vent their frustrations on SPO A. A contributing factor to this was them perceiving that they were being unfairly identified as ineffective police officers. Their false perception was that SPO A was contributing to the SMT's perception of the team being ineffective.

Had I recognised at the time that some of this conflict may have been in response to personal frustrations at being vilified in their role, I might have asked more searching questions of Team A around the intrinsic as well as extrinsic factors that were motivating the negative behaviour. It would have been beneficial to have had a series of one-to-one conversations with members of Team A, at an earlier stage, to uncover the team's general sense of well-being. I became very focused on one aspect of the problem, which was the bullying, and this shut down wider conversations.

*why did you get so focused?*

Whilst grappling with this challenge, the fresh challenge of insubordination by one female SPO towards my sergeant's leadership, and indirectly my own, took priority. These officers had now moved the direction of their attack to a leader, although unbeknown to me their bullying of SPO A was still unrelenting.

*why do you think it continued?*

My plans to meet with the female SPOs was deferred after receiving an inappropriate email from one of them. This email did not seem to have the usual tone I had grown to expect from this SPO. Upon speaking with her and correcting her misinformation, she was immediately penitent, hugely embarrassed and recognised that not only had she overstepped the boundary of respect but had also acted out of character. Mayer et al. (1995) wrote about behaviour as the visible face of someone's personality in a particular social situation. They noted this included motives, emotions, social styles, self-awareness and self-control. This SPO was

clearly self-aware, recognising the harm she had caused, and was prepared to regulate the unacceptable behaviour she had shown. Her apology was genuine, and moving forwards she understood what was being asked of her regarding her social interactions with SPO A. *reward?*

I believed it essential during this period to strive to model emotional intelligence in my communications and behaviour with the team. Goleman (1998) understood emotional intelligence as four key competencies: self-awareness, social awareness, relationship management and self-management. These four categories are broken down into a further 12 categories: emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organisational awareness and inspirational leadership. In 2020 he extolled the virtue of emotional intelligence within leadership as having the ability to access the part of the brain that empathises and relates to others. Understanding how one's leadership impacts on others is essential to success.

However, during this period, this was not foremost in my mind, and I chose to try and gain control by splitting up the team. Although this went against my instinct to develop a cohesive team, I understood that there was a cycle of harm going on here, which SPO B was largely responsible for instigating, and to diminish her control, all SPOs would be removed from her daily influence.

I recognise now that SPO B, as a consequence of the university training, she had undertaken in educational methodology, had begun to exert her own expert power within Team A, often asserting her knowledge over that of the others. She appeared also to be impacted by the aggregated effect of being disillusioned by the SMT ✓

leadership and their apparent ambivalence to the SPOs' feelings when they were being constantly criticised unfairly and undermined, whilst increasingly identifying more with the teaching environment, in which she thrived. This had exacerbated her sense of detachment from the middle management. Upon reflection, I should have better managed splitting up the team by offering them one-to-one meetings to discuss their feelings, which I did not do. *This happens we learn. feelings?*

The CIPD guide to dealing with bullying and workplace conflict (2022), promotes getting to know your team better and in turn them, me. At this time, it was not my priority; I have since learned from this error and now believe building a connection is the highest priority. A culture that allows for learning to come from failure and subsequent reflection is essential for progress to be achieved. Bandura (1986) noted that in addition to gaining understanding through reflection, a person appraises and modifies their own thinking. He also commented that our relationship to success and failure is largely identified by the individual in terms of personal standards. If an individual sets the standards bar high, they will more likely perceive even attainments as failures, despite the perspectives of others. Although the team sergeant acknowledged that I had done my best to resolve the conflict, I was disappointed with the outcome, and with myself, it felt like failure. Leaders get things wrong as do their subordinates. This is why it is important in leadership to remain humble, knowing that mistakes are part of learning, and the more leaders can openly learn from their own mistakes, the easier it is for followers. ✓

Walsh (2018), citing Fischer (2009), in his interviews with police chiefs, documented evidence of the Five Practices of the Leadership Challenge Model. He wrote about the practice "Enable Others to Act". This is concerned with the empowerment of

subordinates. He affirms that a leader's vision will not be realised unless the followers do it. I was in the position where my vision for the team was not being actualised. He goes on to articulate the essential nature of trust in this empowerment and having your followers' backs. Trust is deepened when subordinates feel that a leader has their backs where it matters and will advocate for them as necessary. This can be an uncomfortable position for a leader, as they may have to take a stand alone in support of their followers. However, sometimes it is necessary to defend a team or individual who is being unfairly targeted. This is very challenging when the criticism per se is from higher-ranking leaders, in addition to one's peers. Unbeknown to the team, I was in fact challenging higher-ranking officers at the time about inaccurate reports and unfair perspectives. This was very disconcerting for me, as my role was also under threat. It felt like I was in a war zone; that my power to change anything was dissipating by the minute and that I was quite alone in the experience bar the police sergeant working with me. ✓

Sometimes subordinates contend with decisions because they perceive them as unfair. Adams (1965) proposed that equity theory is the foundation for psychological work on fairness. Levy and Norris Watts (2004) developed this theory as organizational justice. They wrote:

Organizational justice can be viewed as a class of motivated behavior that is engaged in by different individual and contextual characteristics. Perceptions of organizational justice then result in cognitive and affective responses that guide ensuing behaviors. (2004, p. 731).

I believe SPO B was concerned with the perceived unfairness regarding the punishment she was receiving in light of what SPO A was receiving. She considered

SPO A more deserving than she of punishment and felt, through her own admission, that she was being associated with his punishment by being relocated apart from the others. This was also echoed in her sense of injustice by being targeted by SMT as not being effective as a school's officer. In her opinion, she was being lumped together with others, some of whom she believed were less competent than her.

Maslow (1943, 1954) produced work around a "hierarchy of needs" to explain the motivators for human beings. Amongst the characteristics of the fourth hierarchical need are self-esteem, confidence, achievement, and respect for others and by others. However, the workplace was contributing to a decline in SPO B's sense of self-esteem. ✓ McClelland (1961), in his acquired needs theory, suggested that an individual's specific needs are procured over time and are formed by life experiences. Most of these needs, he wrote, can be classed as either achievement, affiliation or power. Therefore, he associated a person's motivation and effectiveness within their working functions as affected by these three needs. Interestingly Zurbruggen and Sturman (2002), referencing McAdams (1982), noted that individuals with greater power motivation are more likely to be angry, excited and/or afraid. McClelland's (1982) research concurs with this, as he noted such individuals also show more activation of the sympathetic nervous system, with higher levels of fight/anger or flight/fear responses.

Zurbruggen also referred to research conducted by Averill (1982), with individuals reporting that their reasons for expressing anger were frequently power related, such as to change or control someone's behaviour. It was certainly my experience that SPO B was frequently frustrated and angry in her communications, which upon reflection may well have been due to her inability to control any of the situations that

were frustrating her and the flight response may have been evidenced later by her leave of absence due to sickness.

With so many positive external motivators in short supply, it was imperative for me to help Team A focus positively on their roles, motivation being essential to this. Deci and Ryan (1985) introduced a psychological motivational theory, known as Self Determination Theory, which grew out of research on intrinsic motivation. They proposed that it was not the amount of motivation but the kind of motivation that was of most consequence in predicting the quality of behaviour and an individual's well-being. They proposed that people have innate needs, which Deci explains as being like "psychological nutrients" in his 2017 seminar. The three needs are autonomy, competence and relatedness. The satisfying of these three needs has everything to do with motivation. They describe motivation as an individual's "energy, direction, persistence and equifinality" and as being at "the core of biological, cognitive and social regulation" (Ryan and Deci, 2000, p. 69). They explain that people are motivated by intrinsic motivators such as valuing something you are doing, or extrinsic: being coerced, or for some kind of external reward like a wage. Their research evidenced that people are more interested, excited and have more confidence when their motivation is self-generated, resulting in better performance, greater creativity and persistence than when external motivators are applied.

Two of the females in Team A, once relegated to different sectors in their divisions, after only a short time reported sick. Although these SPOs were the main protagonists in the bullying, I recognise in hindsight that both were also most affected by the impact of the negative environment created by senior leaders. I had added to this when I separated the team in an attempt to stop the bullying

*you thought  
on seniors?*  
*Could  
you address  
the issue  
with them?*

behaviours from further escalating. I had applied a negative extrinsic motivator to regain my control of the situation, whilst I was simultaneously depleting further their sense of autonomy and relatedness. Their competence was already in question from senior figures, and at the time I was focused on their inappropriate behaviours, whilst not looking closely enough at what was behind these behaviours.

*why, was it  
what you saw first?*

I was unaware of the impact my actions may also have had in contributing to the work-related stress they both cited when they reported sick.

A further challenge came when I then had to manage their sickness, as I believe their trust in me had broken down too, due to the perceived unfairness and lack of care shown towards them by me. I knew that I would have to be patient and work hard to build them up again: to help them regain confidence in their own competence as an SPO, to ensure they felt included in their plan to return to work, to promote their sense of power and to rebuild trust and connectedness with me and the wider team.

This need for motivation that results in wellness is explained by Deci and Ryan:

Because extrinsically motivated behaviors are not typically interesting, the primary reason people initially perform such actions is because the behaviors are prompted, modelled, or valued by significant others to whom they feel (or want to feel) attached or related. This suggests that relatedness, the need to feel belongingness and connectedness with others, is centrally important for internalization. (2000, p. 73).

Over the weeks that I visited and contacted both officers, I took care to recognise all the positive contributions they had made to the programme and to safeguarding children and young people through their role, took time to listen to them and ask

*were you  
personally  
okay doing  
this. Or did  
you feel you had  
to as you needed  
staff?*

questions of concern and enquiry about their family, included them in discussions about how they would like to move forwards, answered questions honestly about the events that led up to the disbanding of the team, explained what actions I had taken in regards to the unfair behaviour and comments directed to them by senior figures and was honest about the situation at the time. I spent time with them and found out what they were looking forward to upon their return and what they were concerned about and did my best to either allay fears or help them find strategies they could use to meet any challenges they anticipated. There is synergy between this approach and Goleman's (2020) perspective on affiliative leadership style, which is empathetic in characteristic.

concern with other members for spending this time?

The outcome of my visits resulted in the breaches in our trust being healed and both officers returning to work. SPO B went on to soften her attitude and regain respect for my leadership, and upon her return was no longer a domineering presence in the team.

This positive outcome corresponds with Herzberg et al.'s motivation hygiene theory (1959), which establishes that when an individual's satisfiers or motivators improve, so does their job satisfaction. During this period, I understood that to help these two SPOs learn how to move forwards positively as team members, I had to model the positive interactions and behaviour first. Razieh et al.' (2012), in their work on Albert Bandura's Social and Cognitive Learning Theory, said that learning happened through modelling another's actions or behaviour. Bandura proposes people learn best when they give their attention to something, remember, or retain in their memory, are able to perform or reproduce what is learned and have the will or

motivation to perform it. However, the reliability of the connection with the team leader modelling the behaviour is also an important factor.

### Learning for the future

In a former career as a teacher, I had a mantra that happy children learn better. I believe that is true for teams too. Happy teams achieve more.

Google (2012) completed an extensive piece of research entitled "Project Aristotle" that aimed to identify what makes an effective team. They learned that if the individuals on the team had high "social sensitivity", a strong awareness of the importance of social connections, and if the team had cultivated an environment where each person spoke equally and everyone felt safe sharing their ideas, the team performed consistently well. Interestingly, Achor (2012), speaking in a webcast about the power of positive psychology to redirect our focus from the negatives to the positives, said: "It's not necessarily reality that shapes us, but the lens through which your brain views the world that shapes your reality."

Lyubomirsky (2005) evidenced that it was possible to increase one's happiness through performing acts of random kindness. Emmons and McCullough (2003) prescribed gratitude as being a part of the genesis of happiness. Additionally, Slatcher and Pennebaker (2006) promoted journaling as a strategy for building happiness, Babyak et al. (2000) extolled the virtues of exercise for feelings of wellness, and Dweck (2006) elevated the virtues of meditation in promoting happiness.

Challenge is inherent within the environment of policing and policing management. Therefore, I will continue to identify ways in which I can support my staff in these challenges, not only by personally modelling behaviour that embraces a perspective on positive psychology, but by promoting this to my team on every occasion I can, whether through training, memos, disseminating literature or online learning. Fostering emotional intelligence, creating not only a more effective but a happier team.

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