



## BMPO7005 Leadership and the Individual

Course lecturer: Steven Thompson

Mark McSweeney  
Student 2011772 MSC Policing

### Leadership and the Individual

Leadership is often a term associated with images of powerful individuals who have either been credited or blamed for the outcomes of defining historical events – some of which are based on myth, legend, or fact. Examples of such legendary leadership commentaries include the tales of Greek legends such as Xenophon (4<sup>th</sup> century BC), a low-ranking professional soldier who emerged to safely lead an army of ten thousand mercenaries through desolate landscapes back to the Black Sea whilst battling the Persian army and hostile tribes, or the infamous 13 chapters of the 6<sup>th</sup> century BC text *The Art of War* written by the Chinese military strategist Sun Tzu. As a modern concept however scientific research into the differing leadership management theories only began in the twentieth century, beginning with a focus on the determinants of leadership effectiveness (Yukl & Gardner, 2020). As a subject area, understanding the requisite traits, behaviours, abilities, or sources of power required to determine how well an individual can influence others to follow and accomplish outcomes has long captivated the minds of academics, the wider public, and corporations for decades.

With a continued appetite to seek a better knowledge and understanding of how to become, behave and think like an effective leader, individuals strive to achieve such goals often through personal research, opportunities provided by organisations for continued professional development (sometimes mandatory) or, by enlisting on specific academic programmes. In doing so people believe they will improve their personal, social, and professional lives, with organisations constantly seeking to employ those possessing the ultimate leadership abilities required 'to improve the bottom line' in terms of reputational success and profitability (Northhouse, 2022 pg.1).

To provide a singular definition leadership, Stogdill (1974, cited in Northouse, 2022, pg.2), surmises that there are almost as many definitions of leadership as there are people who have tried to define it. Burns (1978 - cited in Davis and Silvestri, 2020, pg.4) denotes the term leadership as 'one of the most observed and least understood phenomena on earth.' With the term leadership meaning different things to different people Allio (2012 pg.4) queries the efficacy of the plethora of anecdotal guidance based on questionable evidence, with many leading academics not in agreement 'on what constitutes leadership or which leadership practices can be successfully emulated'. That said for the purpose of this paper Yukl and Gardner (2020 pg.26) offer the following definition:

*'Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.'*

Allio (2012 pg.5) further recognises that leadership is complex with many different 'facets, dimensions and aspects', and states that too often leaders are simply categorised as either heroes or villains. Accordingly, leadership often develops depending on the culture of an organisation and becomes apparent when individuals navigate situations corresponding to the context of the task at hand.

From a policing perspective it is commonly accepted that police organisations and leadership are predominantly influenced by militaristic models based on rank based-bureaucracy, discipline and a hierarchal structure fashioned for the execution of superordinate orders (Cowper 2000, Rowe 2020). Conversely police officers and staff often operate in situations without immediate supervision which involve extraordinary levels of personal discretion— such as when using legitimate force or upholding the

law. Fleming (2015 pg.1 ) provides a balanced view by suggesting that 'leadership in policing is an attribute only partially defined by rank or position' highlighting the unique role held by officers within liberal democracies. With an increasing global demand for police accountability, scrutiny, and integrity, Davis and Silvestri (2020 pg.1) note that contemporary police leaders operate 'in a highly scrutinised and ever-changing environment'. To conclude Kilgallon et al (2015, Pg. 211) state that the ability to lead is required of everyone who serves within the police as 'they have chosen to be part of a highly demanding and complex occupation that requires leadership decisions to be taken against a backdrop of conflicting and competing demands.' *though its?*

### Personal context – my formative leadership experience.

Having initially qualified in the teaching profession and having taught for four years, my policing career began with the Metropolitan Police Service London in 2000. After four years' service I qualified and passed a promotion board to Sergeant, which whilst not unheard of, was relatively quick to become a first line supervisor within the largest force in the country. As a newly promoted supervisor I attended an induction course which strongly encouraged an autocratic leadership style emphasising the benefits of deploying subordinates quickly and efficiently. The course instructor described the sergeant role as the best equipped to make quick time decisions – especially if your team comprised inexperienced officers who needed to simply know 'how, what and when' to carry out tasks. Recent academic research (Briker, Walter, & Cole, 2020) however suggest that autocratic leadership can be linked to diminished subordinate well-being such as higher stress due to continued time pressure experiences, recommending that supervisors should try to become more socially connected with subordinates via more egalitarian work environments. I could however see how an autocratic leadership style would suit in most reactive police situations, but questioned

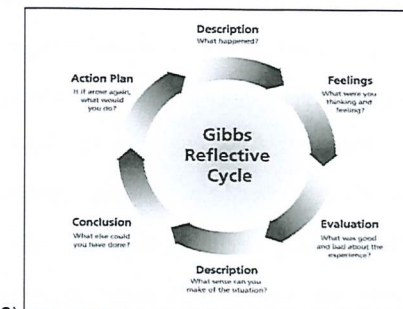
how it would fit when applied towards more experienced and competent members of teams who may view with some cynicism the arrival of yet another new, young inexperienced supervisors trying to tell them "From now on - this is the way I want it done!". I was therefore mindful of how and when I applied this leadership model as a sergeant, with some research suggesting that individuals can be prone to assuming the characteristics which they believe leaders should have when taking on new leadership positions (Harms, 2017). Keeping this premise in mind, I did find however in practice, that the autocratic style of leadership generally seemed to fit during my formative years as sergeant. ✓

The next five years leading a response policing team was hugely testing. It was an exhilarating and rewarding start to my leadership journey. I experienced the pressures of leading officers in a busy, diverse, and challenging Borough of London. Through periods of 'business as usual' policing, critical incidents (such as serious sexual assaults and homicides) and during major incident deployments such as the devastating bombings of London in 2005, an autocratic leadership style frequently meant that I made operational decisions in isolation, sometimes guided with the support of a peer or Inspector, but usually without the need to ask my team for suggestions or opinions. With the regularity of dealing with established policy and procedures, Yukl & Gardner (2020) suggest that most subordinates welcome this clear, directive and often time critical style of leadership.

As a sergeant this period was the catalyst to progress further as leader. For family reasons I transferred to my current force in Wales and due to limited sergeant vacancies, temporarily reverted to the rank of constable. After two years I regained sergeant rank and began to draw on my previous experience to lead my new team through some testing operational incidents. As a result of sustained good

performance, I received a personal handwritten letter from a Chief Inspector. It highlighted my future leadership potential encouraging me to progress to Inspector. I found this truly inspirational providing me with the motivation (a theory to be discussed later) and impetus to go on and qualify as an Inspector.

After promotion I then became exposed to one of the most testing and personally challenging leadership situations I am yet to experience in 22 years of police service. Using the Gibbs Reflective Cycle model, I will describe how I worked through the incident.



(Smith, 2022)

### Description

As newly appointed Inspector I was tasked to lead eight uniform response teams each managed by a sergeant, responsible for a total of sixty constables. Whilst my geographical area was predominantly rural with generally low crime and disorder rates, I knew it was subject to large seasonal influxes of tourists which presented unique policing challenges for a predominantly young and inexperienced workforce. ✓

During an introductory meeting my new Chief Inspector (CI) provided a briefing highlighting poor performance linked to some teams within my sector. There was a feeling that some response teams had lost their motivation and professionalism due

to poor supervision. The importance of re-establishing key organisational policies and procedures was emphasised by my CI as central to improving task performance. This strong emphasis of expectation is recognised by Walsh and Vito (2019 p61) as a Directive Leadership style, and it was clear that my CI expected rapid and positive change in line with the strategic vision and objectives set by the Chief Constable. I clearly understood the task set realising that my previous role as front line sergeant had greatly changed. Walsh and Vito describe police middle managers (such as Inspector rank), as those who 'operationalise' the vision and strategic objectives set by senior leaders by 'co-ordinating and planning, mentoring, and coaching, building teams and empowering and rewarding their subordinates (2019 p.61). I therefore began to reflect on the need to adapt the autocratic leadership style which I had relied so much upon as a sergeant, to one of a more participative nature which would complement my new position. *How did you feel about this?*

One of my first priorities was to meet my peer team of divisional Inspectors and the sergeants and teams I was due to lead. I wanted to particularly assess their leadership styles, knowledge levels and capabilities to clearly understand how things were operating at a grassroots level. *why did you do this, did you learn it?*

Over the first weeks I adopted a transformational leadership style with the simple premise of leading by example with a hands-on approach. I wanted to appeal to the values of my officers (Bratton 2020, pg159) by showing them that although I was a different rank – our job to protect the public is the same. To begin I lead daily briefing and tasking sessions and took time to patrol with officers and staff. Many immediately informed me that it was highly unusual to have an Inspector on patrol with them, with many commenting that it was a rarity for sergeants to leave the station either, an observation I found quite unsettling. It also became quickly apparent during general

observations that one particular team (referred to now as Team 'A') lacked an all-round feeling of general professionalism. I noted most officers on Team E appeared disengaged and apathetic towards their sergeant during briefings, and noted that complaint levels from the public and officer sickness rates were significantly higher in comparison to other teams. *thoughts why?*

Investigating further, I commenced a systematic review of crime reports reviewing the quality, detail and timeliness of supervisory comments made by sergeants in accordance with force policy and national crime reporting standards. Having completed this process personally as a sergeant, I knew the significance and importance of this basic supervisory task as it provides officers with the support and oversight required to progress and finalise investigations. Noting that the quality of crime report supervision was generally substandard across all teams, one report from Team A particularly drew my attention. A violent assault report was nearing the statutory time limit available for police to pursue a prosecution, meaning a lost opportunity for victim to gain a justice via judicial outcome. This, unless due to extenuating circumstances, is not acceptable. The investigation had not been progressed by the officer for weeks and lacked regular supervisory updates. I added comments to the report, providing clear guidance and timeline to progress the investigation. It was apparent that other Team A crime reports also showed evidence of poor standards of investigation with limited supervision. I spoke to the Inspector responsible for the sector before my arrival (due to imminently retire) about Team A performance. He simply told me that their sergeant was a popular and competent sergeant in the station. He did however note that something 'wasn't quite right' with Team A but had not had the time to discover why before his departure. I arranged therefore to meet the Team A sergeant to discuss my findings. *good, but why did you do this?*

*How did you feel about that answer?*

Due to leave – I had to wait to speak to the sergeant but in the interim coincidentally met with the officer responsible for the investigation from Team A. Unprompted he thanked me for the comments I had added to the report and told me he had progressed the investigation well since my intervention. Seizing upon the encounter I asked him why he had not met with his sergeant sooner for more support. To my surprise he flippantly replied “Well – he was never in the station to talk to!” Confused I asked him to clarify the remark but could see from his uncomfortable reaction that he preferred not to elaborate. I arranged to individually speak with the other station sergeants who similarly did not seemingly know what that comment meant – although my emotional intelligence suspected that some of them knew. Whilst reconsidering how to approach the matter, thankfully an anonymous note appeared on my desk. It provided some limited detail to suggest that the Team A sergeant was supposedly involved for numerous months in an extra-marital affair during duty hours.

### Feelings

Shocked, I found this hard to comprehend and realised this was a serious breach of professional standards. With initial feelings of anger, denial, and frustration, I could not believe that an individual responsible for managing a busy team of officers would show such disregard for his role, colleagues, our organisation, and the public we serve. I wanted to drive to his home address and confront him immediately. Over the years I had heard stories of officers who had similarly acted inappropriately, along with a variety of ways in which this type of conduct had been managed by supervisors. Whilst processing my initial thoughts I approached another Inspector to discuss the matter. I was disappointed with the advice offered. In an almost dismissive fashion, it was muted that this wouldn't be the first time any officer had acted like this and it wouldn't be the last. The Inspector suggested I should think of the long term prospects for the

How did you feel?

Why do you think Trust? Power?

What were your feelings?

What stopped you?

Why do you think this?

individual in question, recommending that it could be dealt with privately with stern words of advice and an unofficial warning (e.g., with no other departmental intervention). Morally I knew this advice was completely wrong and in complete contrast with my own values and the transformational leadership style I had set out to achieve. I saw this way of dealing with the incident as cowardly and dishonest. Northouse (2022, pg.437) aptly states from an ethical perspective that ‘When leaders are not honest, others come to see them as undependable and unreliable. People lose faith in what leaders say and stand for, and their respect for leaders is diminished.’

I notified my CI who requested I confirm this allegation before taking official action. I quickly achieved this by remotely observing the sergeant's movements utilising GPS data from his personal radio set. I personally confirmed the allegation by confronting him as he left the premises of the other party involved during duty hours. Unsurprisingly the sergeant initially lied, stating he was there on an official deployment.

When challenged he admitted it was a sole moment of indiscretion which he promised never to repeat. Realising the seriousness of the situation he stated that losing his job would destroy his life, marriage, and family. I recall feeling emotionally drained after that confrontation but suspended him from his immediate operational duties before updating the Force Professional Standards Department. I knew I had done the right thing but for some reason was worried.

During the following days I noticed sergeants and officers avoiding eye-contact with me and leaving the room upon my entry. Even though my actions were endorsed and commended by my CI, for the first time in my career I felt uncertain of my position. I arranged formal station meetings with my sergeants and their teams. To my complete surprise, there was an underlying feeling that I had somewhat over-reacted to the incident. I heard questions being raised such as - ‘Why was the sergeant dealt with in

How did you feel doing this?

Feeling?

Why, humanistic/caring for others?

Why do you think they thought this?

this way?' and 'Was I trying to prove myself as a new Inspector?' I initially questioned my own feelings of insecurity - Were my colleagues really thinking that I had abused my new power?

↳ of your leadership?

Northouse (2022 pg.10) considers the concept of power and how it can be associated with the dark side of leadership, describing 'where leaders use their leadership to achieve their own personal ends and lead in toxic and destructive ways.' I know it is not uncommon for new leaders to want to prove themselves upon arrival as I had unfortunately experienced during my early career. Therefore, considering the comments on how I managed the situation, it is pertinent to discuss two types of power which are prevalent in organisations - beginning with position power.

Within most uniformed organisations, 'position power' is associated with rank (Northouse 2022). Yukl and Gardner (2020 p159) describes position power as the 'potential influence derived from legitimate authority to make important decisions, control of the use of resources and access to information, and control over the use of resources and punishments.' In terms of my position power, I informed the teams of the information I had received about the sergeant. I reiterated clearly that his actions were potentially criminal and in breach of the standards of professional behaviour. I communicated how I had considered and used my legitimate power as an Inspector before making an important and ethical decision to suspend their sergeant according to force policy. I explained this decision in a transactional and non-negotiable fashion. Upon reflection during my early formative years of service, I had however worked for leaders who had excessively combined 'position power' coming with the privilege of rank, along with an autocratic leadership style. Harms (2017 pg.13) observes that 'having leaders who believe that those in the leadership role should have all the power in a group and should not be questioned can be a recipe for disaster.' During the

Impact to organisation?

meeting however I clearly articulated my values and set the standards relating to future conduct for all the officers in my station. The meetings also revealed that my sergeant team had lost total regard for their last Inspector whom they felt due to imminent retirement, had made no effort to identify why the station was under-performing. Constables also sadly explained that they felt their efforts were unrecognised and unappreciated.

motivation concern?

Referring now to the second type of power prevalent in organisations, 'personal power' includes referent power (how followers identify and like a leader) and expert power (how followers' perceive a leader's competence). It was clear from discussions that the Team A sergeant certainly had a strong referent power as he had been well-liked and respected. He had also been knowledgeable and competent so also held expert power. However, through his inappropriate actions he had lost the referent power due to failing them as a leader and, in some cases as a friend. The fact however that I had been the one to officially address the matter made me in effect - the villain. I do believe however that when presented with all the facts, everyone knew there was only one way to deal with the matter. It was however the wider consequences for the sergeant who, eventually dismissed from the organisation for gross misconduct also lost his marriage. This weighed heavily on people's minds.

#### Evaluation – What was good and bad about the experience.

With rank comes responsibility. After personally processing what had happened, I knew my initial actions which were undoubtably correct. From the given set of circumstances, I understood that Team A, along with many others in the station were experiencing an element of shock. What was good about the whole experience was

the way in which I subsequently reacted to the matter, which became more apparent as the full findings of the formal investigation were revealed.

During an ongoing eight-month period the sergeant, whilst on duty, he had used numerous marked police vehicles to facilitate his illicit meetings and allowed unauthorised access to police premises and secure systems for the other party involved. Additionally he had disseminated intelligence for the gain and benefit of others connected with the management of a problematic licensed premise under formal review by the police and local authority. Perhaps most worryingly it was also discovered that the sergeant had placed his colleagues at risk by missing or arriving late to urgent requests for assistance during dangerous situations when officers required back up. The local community had become aware of the incident which resulted in reputational damage to Force via a loss of trust and confidence in the local station. I reflected again. If I had accepted the initial advice offered by my colleague and dealt with the matter informally, I realised that the full extent of the situation may have never been fully realised. There would have been a likelihood of further offences presenting more serious reputational damage for the force. Personally, I also would have been complicit and liable for not dealing properly with the situation from the outset.

As a result of the findings, I had to have some difficult discussions with my sergeant team as I discovered that some persons in the station knew what was happening at an early stage during that eight-month period. However due to the strength of the referent power and influence their colleague had over them as individuals, other less experienced officers lacked the courage to confront him about his behaviour. Similarly, with a loss of faith in their Inspector at the time, sergeants also spoke about the culture

How did you team feel?

would you do it again? did you feel reassured in your actions?

of being perceived as a 'snitch' and that they did not believe that the force confidential hotline designed to report such matters was actually 'confidential'.

Now fully informed, I wanted to begin to rebuild and develop the shattered trust and confidence within my teams to allow them to perform effectively and efficiently, and to enjoy their time in the workplace. motivation?

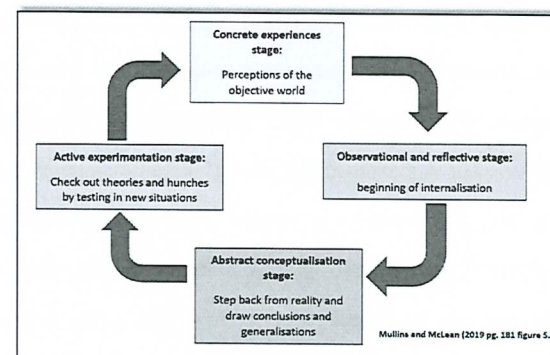
### Description – what sense can you make of the situation?

I knew from a personal perspective as a leader this had tested my courage and resilience. Whilst I had learnt how to physically deal formally with a situation of this nature, I had also developed from within a strong element of emotional self-control which subsequently helped my self-confidence grow after initially doubting my own ability, a view supported by Goleman et al. (2007) who observes that individuals can gain, improve, and sustain emotional intelligence competencies over several years.

From an organisational perspective, I was also keen to capture the wider team learning opportunities which these unfortunate circumstances had offered. As an ex-teacher, I am aware that people learn in very different ways. Mullins and McLean offer that the term learning 'implies that an individual has experienced 'something', has stored that experience and is able to refer to and/use it at a later time. Learning and memory are inextricably linked.' (2019 pg.171) Understanding that behaviourist learning theories are predominantly based on the effects of reward and punishment which can motivate individuals and the overall culture of organisations, from this perspective I knew officers would learn that if you act unprofessionally, the ultimate punishment could be dismissal from the organisation. I also understood that conditional learning would be reinforced e.g., the fear often associated with the process of a disciplinary procedure. Mullins and McLean (2019 p.179) note however that 'whether punishment is real or

perceived, it is likely to cause feelings of resentment in the mind of the employee. Hence, punishment results in negative psychological outcomes.' I wanted to be careful therefore not to make this a negative learning experience as firstly, most officers would never consider acting in such a way to discredit the force. Secondly, I also considered that the way in which individuals react to incidents, occurrences or people can be very personal. I wanted teams to try to accept the reality of what had happened and to learn positively from it. Joseph and Chapman (2013) discuss the notion of realistic 'healthy beliefs' which help to help make sense by encouraging an understanding of what is happening, and, what could happen, whether individuals like it or not. I focused therefore on developing cognitive learning opportunities by exploring how the actions of one individual could so widely negatively affect station morale, individual motivation, and overall organisational performance. Carmeli and Gittell (2019 as cited by Brierley 2022, pg. 247) observe that 'the long-term success of an organisation is dependent on its capacity to learn from experience.'

The 1984 Kolb learning cycle 1984, as described by Mullins and McLean (2019 pg.181), provides a cyclical insight into the nature of cognitive learning. (Chappell & Piquero, 2010)



Examining the Kolb cycle for the Team A incident I envisaged the following:

- During the **concrete experience stage** simple discussions concerning what happened (sometimes described as a critical incident) would emanate strong feelings amongst individuals.
- During the **reflective stage** individuals would begin to observe and understand through group discussions how the incident affected other factors such as motivation and wider performance.
- During the **conceptualisation stage** individuals would draw out their own and then collective conclusions about the importance of challenging inappropriate behaviour and misconduct by exploring potentially similar situations (case studies) discussing wider unintended consequences of such actions.
- In the fourth stage of the cycle, individuals should have acquired the learning and stored experience to **actively** challenge inappropriate behaviour of a similar nature in the future. This could form part of ongoing continual professional development opportunities.

*why do a team away day? teambuilding?*

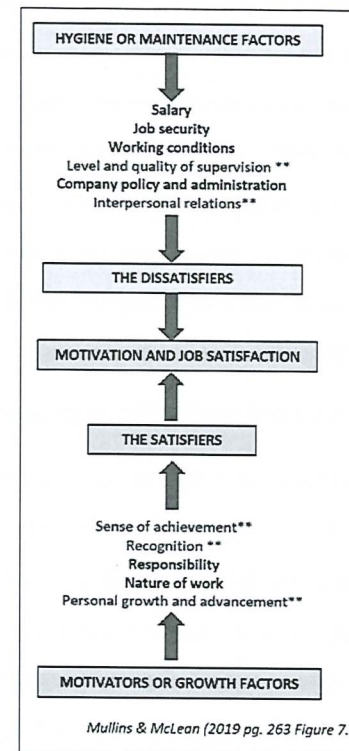
In hindsight, this learning cycle was applied during a team away day. It was a rewarding experience to talk informally with my supervisory team to really understand how they felt about what had happened. As a team we agreed that the sergeants with their own teams would recreate the discussions had during our day to capture learning opportunities.

I also understood that partly because of the incident, supervision had suffered with many officers losing some drive and motivation within the workplace. Mullins & McLean (2019 pg.245) suggests that the underlying question when considering what motivates an individual to act is simply 'Why do people do what they do?' Adair (2006 pg.115) also considers asking 'Why do they work willingly and well?' As a process, motivation accounts for the intensity, direction, and persistence of effort which an individual will apply to reach a goal. Adair (2006) notes the importance of treating each person as an individual, remembering that what motivates one person may not motivate another. Adair concludes that motivation changes with age and circumstance, highlighting the importance of clarifying what an individual is seeking at any given time within their career. Certainly, in this scenario Team A's motivation had been severely affected by circumstance. *How much?*

When a person has a need which remains unsatisfied, such as the five<sup>1</sup> in the often-referenced 1943 Hierarchy of Needs Model by Maslow, this will result in motivation. A comparative content theory of motivation is offered by Herzberg's two factor theory as outlined in the diagram below:

<sup>1</sup> (Physiological, Safety, Social, Esteem and Self-actualisation)

The hygiene or maintenance factors relate to the context of a job and if absent, cause dissatisfaction. The other set of factors referred to as motivators or growth factors, are those which encourage and motivate an individual to strive for maximum effort or performance. The strength of the growth factors affects feelings of satisfaction or no satisfaction in the workplace. For this reflective assignment and in the context of the leadership incident being discussed, I have highlighted in red text (within figure 7.5)



two key hygiene factors absent from the Team A working environment which were addressed as a priority by myself and the new sergeant responsible for leading that team. From an obvious start point, the new sergeant began to immediately re-build trust and confidence with their team by simply being regularly visible and available. The sergeant introduced monthly 1:1 meetings for all team members and to discuss not only crime investigations but any issues relating to health and wellbeing to start to foster meaningful interpersonal relations. I also offered an opportunity for all sergeants to join a transformational leadership course

(many of which did!) so that we as a team could improve the quality of our supervision and leadership skills.

More generally across the station, the remaining motivator / growth factors (also highlighted in red at the bottom of figure 7.5), were priorities which I took personal responsibility for to improve follower motivation. I did this by personally speaking to officers on a 1:1 and within group settings to recognise good performance. I acknowledged the milestone achievements of student officers who passed different stages of their basic training. I nominated high achieving officers for formal recognition via force commendations, and, suggested to my CI that our county should reintroduce local annual award ceremonies supported by our local communities to celebrate outstanding performance and recognise acts of bravery. Furthermore, I reviewed the annual appraisal process to ensure that as a supervisory team, we were all aware of the hopes and aspirations of the officers we led (e.g., who wanted to pursue promotion or those seeking development in other specialist areas and roles such as CID, firearms, search, or canine units.) I ensured opportunities for development and growth were equitably and ethically shared to those who had earned the right to do so. I also focused on underperforming officers who are very often viewed within policing as within the 'too difficult' category to deal with. Very often team relationships can become quickly toxic when harder working officers perceive peers who are lazy and underperforming are tolerated by supervisors who avoid having challenging conversations. This was achieved by truly valuing the staff appraisal system, ensuring that objectives were SMART<sup>2</sup> with challenging but achievable outcomes, which if realised would lead to reward, recognition and development as outlined above.

really good, why did you do it? did you learn it somewhere?

How did the Team feel about these improvements?  
How was the organisation impacted?

<sup>2</sup> Specific, Measurable, Achievable, Relevant, Timely

### Conclusion – what else could you have done?

It took a considerable amount of time and effort to regain the trust of not only the station, but the wider community. Based on data analysis, performance improved and most importantly the general atmosphere in the station felt tangibly better. Upon reflection however I would have liked to carry out more evaluation to discover if my approach to rebuild trust and confidence in the station was achieved through position power, transformational leadership, or both. I would like to have evaluated if we as a supervisory team could have done things differently or if there was something that we missed. I wanted to be able to understand from those who I led through this critical incident if we had really learned from what had happened.

why?  
why - For you or For Future Leaders or the Force?

### Action Plan – if it arose again what would you do.

Thankfully I have not been faced with this type of incident since. All forces however regularly experience incidents of unprofessional behaviour and gross misconduct involving both rank and file and senior police leaders. Some make local, national and international headlines depending on the severity of the allegation and incident. Chappell & Piquero (2010) notes that whilst numerous studies have attempted to understand causes behind varying levels of police misconduct, there is still no clear theoretical explanation of why it occurs. From a leadership perspective dealing with police misconduct is something that will never cease and will undoubtedly test many other officers who are required to deal with such behaviour. As part of a future action plan, if confronted by a similar issue that would bring discredit to the police service, I would bring the matter to the attention to the whole force at the appropriate time to share wider learning. Brierley (2022 pg. 242) suggests four simple questions to be asked to create a learning culture and environment:

your thoughts?

1. Where are we now?
2. Where do we want to be?
3. How can we get there?
4. How will we know if we have succeeded?

I would introduce regular local cyclical training which would incorporate discussion and role play focusing on the Code of Ethics (College of Policing , 2014). Whilst I would continue to maintain a transformational leadership style, Police and Crime Commissioner Dafydd Llywelyn (2022) observes that a leader must also consider a transactional approach where required to be fully attuned to the wider working environment. He also stresses the importance of always being true to yourself as a person and states that 'How you are perceived by others is important'. These two statements should be the mantra of all employees within the police service as irrespective of rank, title, or position, we are all leaders in our own capacity.

\*\*\*\*

## References

- Adair, J. E. (2006). *Leadership and motivation*. London: Kogan Page.
- Allio, R. J. (2012 ). Leaders and leadership — many theories, but what advice is reliable? *Strategy & Leadership* (Vol. 41 Iss 1), pp. 4 - 14.
- Bratton, J. (2020). *Organizational Leadership*. London: Sage.
- Brierley, J. (2022). Developing a learning culture and environment. In M. Kilgallon , & M. Wright, *Behavioural Skills For Effective Policing - The Service Speaks* (pp. 235' - 255). St Albans: Critical Publishing.
- Briker, R., Walter, F., & Cole, M. S. (2020, May 11). Hurry up! The role of supervisors' time urgency and self-perceived status for autocratic leadership and subordinates' well-being. *Personnel Psychology*. Wiley, pp. 55-76.
- Chappell, A. T., & Piquero, A. R. (2010). Applying social learning theory to police misconduct. *Deviant Behavior*, 89-108.

- College of Policing . (2014). Code of Ethics: A Code of Practice for the Principles and Standards of Professional Behaviour for Police Forces of England and Wales. Coventry.
- Cowper, T. J. (2000 ). The Myth of the "Military Model" of Leadership in Law Enforcement. *Police Quarterly*, 228 - 246.
- Davis, C., & Silvestri, M. (2020). *Critical Perspectives on Police Leadership*. Bristol: Policy Press.
- Fleming, J. (2015). *Police Leadership. Rising to the Top*. Oxford: Oxford University Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2007). *The New Leaders - Transforming the Art of Leadership into the Science of Results*. London: Sphere.
- Harms, P. D. (2017). Autocratic leaders and authoritarian followers revisited: A review and. *The Leadership Quarterly*, <https://doi.org/10.1016/j.leaqua.2017.12.007>.
- Joseph, A., & Chapman, M. (2013). *Visual CBT - Using pictures to help you apply cognitive behaviour therapy to change your life*. Chichester: Capstone.
- Kilgallon, M., Wright, M., & Lee, A. (2015). Contested Knowledge - Learning to Lead in a Policing Context. In J. Fleming, *Police Leadership - Rising to the Top* (pp. 211 - 236). Oxford: Oxford University Press.
- Llywelyn, P. a. (2022, Feb 22). Guest lecture on Leadership. (U. o.-M.-L. Individual, Interviewer)
- Mullins, L. J., & McLean, J. (2019). *Organisational Behaviour in the Workplace*. Harlow: Pearson .
- Northouse, P. G. (2022). *Leadership - Theory and Practice*. California: Sage.
- Rowe, M. (2020). *Policing the Police*. Bristol: Policy Press.
- Smith, C. (2022, May 2). *The 6 Stages Of Gibbs Reflective Cycle- A Complete Guide*. Retrieved from DigitalGpoint: <https://www.digitalgpoint.com/the-6-stages-of-gibbs-reflective-cycle-a-complete-guide/>
- Walsh, W. F., & Vito, G. F. (2019). *Police Leadership and Adminsitration*. New York: Routledge.
- Yukl, G., & Gardner, W. (2020). *Leadership in Organizations*. Harlow: Pearson.