# Leadership and the Individual

BMPO7005

UWTSD

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MSc Policing (Operational and Strategic Leadership)

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May 2022

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## Introduction

This report discusses leadership of the Wales Road Casualty Reduction Partnership (GoSafe – see appendix), specifically the leadership of three people holding the same position.

*Figure 1- *Names Changed*

During Bob and Freds' reign, the team was located within City & County of Swansea (CCOS) as the (then) lead for finance for the partnership. The team had a Transfer of Undertakings (TUPE) *(UK Government, 2022)* where the team was moved to Dyfed Powys Police (DPP) in 2018. The role itself is unique in that the Partnership Manager (PM) is responsible for directing several operational teams in different organisations, along with directly line-managing the Management Team (MT) responsible for strategic goal setting, data, marketing and finance

Gibbs' reflective cycle (The University of Edinburgh, 2022) will be used as a model for review.

In the context of this paper, leadership and management are not separated, in line with Mintzbergs' theory (Mullins, 2019, p. 335) and to retain clarity of scope relating to management and leadership of GoSafe.

## Description

The leader of GoSafe is responsible for strategy and will:

- Analyse the environment and predict changes
- Identify strategic options, plan activity around identified options and select the most appropriate option
- Align and manage resources to deliver
- Respond to unexpected events
- Direct and energise resources to implement strategy (Mullins, 2019)

Most staff in GoSafe are civilian, therefore leadership in a policing context is not analysed in depth within this paper. The staff fall outside the traditional rank structure and typical bureaucratic style of leadership classically experienced in policing (Walsh & Vito, 2019).

My predecessors Bob and Fred had similar backgrounds: they were retired Chief Inspectors from different police forces. Bob begun as the PM when I was a Senior Analyst in the team. Bob had been promoted from the Central Ticket Office (CTO) in GoSafe (organisational structure in appendix) where he had a fearsome reputation for introducing a performance culture, resulting in those who were unable to perform losing their jobs. The experience of the other teams was not found in the MT - an example of how Bob applied situational leadership: he'd been autocratic in CTO because he'd needed to be, in our team, he found effective, highly motivated workers.

Over the years, Bob empowered me by giving additional duties. He always gave credit with the Senior Leaders and would joke that I was his consigliere, a reference to my Italian heritage. He made me his deputy and line manager for the other team members,

freeing him up to develop the strategic relationships that are essential for partnership working.

Bob had a heart attack in 2009, and I was asked to act as PM while he recovered. Having that knowledgeable background stood me in good stead to act up – I was known by the staff so had the legitimate power of being seconded to the rank and complete the functions therein, but also had the expert power of knowing what the role required (Roe, 2020).

Bob retired permanently in 2013, and pressed me to move from Deputy to PM. Due to personal circumstances, I didn't feel I was able to meet the demands of the role at that time. I was cognisant that every PM was a male former police officer (there were no female PMs in the UK at the time), and I felt as a civilian, and at least twenty years younger than all previous post holders, I would lack referent power (Roe, 2020) with the staff: that is the power to inspire and influence.

Fred was appointed in May 2013. Fred had come from a small force in England, therefore I didn't see in him the expert power to transpose that experience to Wales (Roe, 2020). Our personal relationship was problematic: I had decreased my hours to four days a week to look after my young children, and whilst I was still professionally motivated, the balance of needs at home meant that I was also focused on my home life. Without taking the time to discuss my circumstances, I was immediately asked to return to full time hours during our first meeting. I tried to make the case that Bob had been happy with the commitment, quality of work and performance I had given during my part time hours and asked for the chance to perform at the level Fred required.

Fred didn't take the time to understand what motivated me, what my capability and capacity was.

The relationship did not improve from there: I respected the rank and its' legitimate power of position, but I did not respect the man and believe he exerted coercive power over me: he removed the responsibility for operational performance and assigned me permanently to managing the office, reducing my responsibilities. There was no reason applied: I found this style of leadership autocratic and lacking in trust.

During Freds' reign, the partnership funding mechanism changed and as a result, the Police and Crime Commissioners (PCCs) for Wales would part-fund GoSafe. As such the MT was to move from CCOS to DPP. The team were experienced and skilled professionals such as programmers: I had built them to form a unit working at the highest level of achievement. However, they did not want to move. DPP mandated regrading the team, which was to result in redundancy, removing some of the basic hygiene factors of work including job security. We were given a choice to move to DPP or be relocated within CCOS. I wanted to move; I still loved my job despite difficulties under Fred, but I was the only one. As part of the restructure, the decision was made to merge the deputy and PM role and the new PM was valued as the same as the deputy salary in CCOS. Fred asked for redundancy and therefore I was given the added responsibility, asked to return to full time work and remain on my original salary.

The move meant that I could build a brand-new team and was intrinsically involved in selecting the right people for my team, believing it is something that shouldn't be

delegated (Boldt, 2021).

## Feelings

My time working under Bob was formative, he was a good example of a charismatic leader, who showed great self-confidence, determination, and insight (Roe, 2020, p. 132). I learned from him, and the leadership quality of curiosity was emerging in me (Giles & Hirst, 2021).

You can learn as much from a good leader as from a bad, and my time under Fred was educational. He used to make me so nervous, I would sweat through my clothes when we had a 1-1 because I was so intimidated. I like to think of myself as tough and resilient, and would be able to conduct myself well, using exercise to deal with anxiety, but I couldn't quite shake the physical symptoms of stress.

Often, he wouldn't tell me what a problem was, for example he would hand a document back and say it wasn't good enough. When I asked what I needed to do to improve, he would say I should know. As a result of my experience, I know I will never make a staff member feel the way I felt. I need to be conscious now to remain professional and ethical where bullying has been found: to coach and develop the bully to change their behaviour and provide a positive working environment.

As a new leader there were elements of the job I now had responsibility for that I found uncomfortable: notably public speaking. I am a confident and talkative individual but public speaking used to cause a physical reaction where my throat would close therefore restricting speech. Over time, I've had to get used to it, although I do utilise cognitive behaviour therapy techniques to turn anxiety into concern (Joseph & Chapman, 2013, p. 23). Now I am a confident speaker, speaking at conferences and

giving interviews after pushing myself out of my comfort zone. I recognise that being a confident “public face” who promotes the work of GoSafe can help motivate staff.

I was conscious that I was the first female to hold the post, as well as someone without a policing background. No one has ever raised this with me, it is a matter of perceived concern, but I wanted to conquer that by being authentic and capable, and I feel like my personality and reputation has stood me in good stead with the teams I lead.

## Evaluation

My experience afforded me the opportunity to learn and become a transformational leader, moving away from the traditional authoritative stances of "positional power" (Rees & French, 2010, p. 89), and focusing on the charismatic elements of leadership based on "legitimate authority" (Mullins, 2019, p. 349). My role covers a broad range of leadership activity on both individual and organisational levels (Northouse, 2010), linking the actions of me as leader on my followers and vice-versa. The personal connections between the two typify the effect of this style and encourages high motivation and commitment from followers (Mullins, 2019, p. 350).

I had, and retain, good expert power (Roe, 2020, p. 282) within the organisation:

- I was promoted from within
- I have worked in GoSafe since 2005 and so am known by most of the staff. I get to know new staff and interview as many as I can at all ranks
- I attended team meetings and explained what I did (and why) at the strategic level and encouraged staff to ask questions

I am motivated by learning, challenges and by organisational success. I wanted to reform the partnership into the most forward thinking in the country. For this, I knew I had to communicate this change in direction and empower the staff to make their own changes where necessary. I understood, as per Joyce (2012, p. 259) that the bureaucratic style typically employed in policing would not be conducive to achieving

*Figure 2: Joyce, 2012, p.264*

the goal of entrepreneurialism I wished to engender. I focused on setting clear goals, giving the staff and the public a say in what we did and how we did it and treat the organisation like a business to engender success.

The role of leader is unique in this case, as there are several varied responsibilities, and the personal resilience to deal with competing issues is important. The leader has:

- The moral responsibility to reduce road death
- To satisfy the goals and objectives of two funding agencies, which may conflict
- To satisfy the needs of the public to feel safe from dangerous and anti-social driving
- To provide hygiene factors (Hersey, Blanchard, & Johnson, 2001) of over 150 staff members to deliver those goals, including the correct buildings, equipment and conditions of work
- To achieve personal leadership goals and deal with challenges, in my case to bring innovation and performance culture to policing for greater good

When I used to act as PM in Bobs absence, I became the emergent leader. As per Bolden et al (2011, p.18), it is important to consider the personality traits that I exhibited which meant that awarding me the role was supported, rather than being a matter of no other choice. I also felt it important that I establish myself as the leader by my actions, not just the title (Bolden et al, 2011, p. 20), aligned further to Carlyle's "Great Man" theory noting that the personality traits required to lead were present, albeit the TUPE process lendes credence to the "Great Event" which led to a change in leadership.

Before becoming PM, I was instinctively task focused, and therefore concerned with tasking my team, along the terms of McGregors' definition of X style leaders, focused on task based outcomes (Bolden et al, 2011, p27). As PM with a much larger scope, this would be ineffective: I realised I would need to empower others to deliver, and trust that the teams would be motivated to deliver organisational goals, aligned with McGregors Y style leadership. Considering that these trait/behavioural styles are not necessarily applicable for day to day leadership, it is essential therefore to also consider situational leadership. Hersey and Blanchards situational leadership model accounts for a leaders behaviour, and assesses the followers "readiness" as a means of assessing leader effectiveness (Cairns et al, 1998). The leader should adjust their style according to the situation as one approach is unlikely to suit all circumstances. When considering the time I am likely to hold this post, this would be a logical application. Bolden et al (2011) comment on how flexibility of approach can cause questions in relation to consistency, which is deemed a succesful trait of a leader, and so should be managed appropriately.

Burns (1978), as quoted by Bolden et al (2011), highlights transformational leadership to win the hearts and minds of followers, and to lift each other up, which can be beneficial in times of change. To this effect I tried to apply it to the team: rather than presenting with the organisational culture definition of the "way we do things around here", I impress upon the teams that their perspectives could be an opportunity to improve our efficiency and effectiveness. I value and develop my staff through coaching and mentoring to foster our collective success (Kilgallon, Wright, & Lee, 2015).

## Analysis

In the public sector, we are unable to offer significant financial reward, other than a monthly salary and so my method of understanding motivation factors for my team allows me to offer other rewards such as developing innovative initiatives.

Motivation levels under Bob were high and it is these that I seek to imbue now. Mullins (2020, p.253) lists the eight critical needs of employees as defined by Blanchard and it is these that I endeavour to provide:

1. Meaningful Work
2. Collaboration
3. Fairness
4. Autonomy
5. Recognition
6. Growth
7. Connectedness with Leaders
8. Connectedness with colleagues

Under Fred, as some of those motivation factors were removed, we can review my motivation through the three aspects of the economic reward of the salary, pension, and job security. I still got the "intrinsic satisfaction" of the nature of the work and my personal feelings at having a job I liked and excelled at. The social aspect of good colleagues and solid relationships I'd built were strong motivators for me.

*Figure 3- Mullins (2010, p.255)*

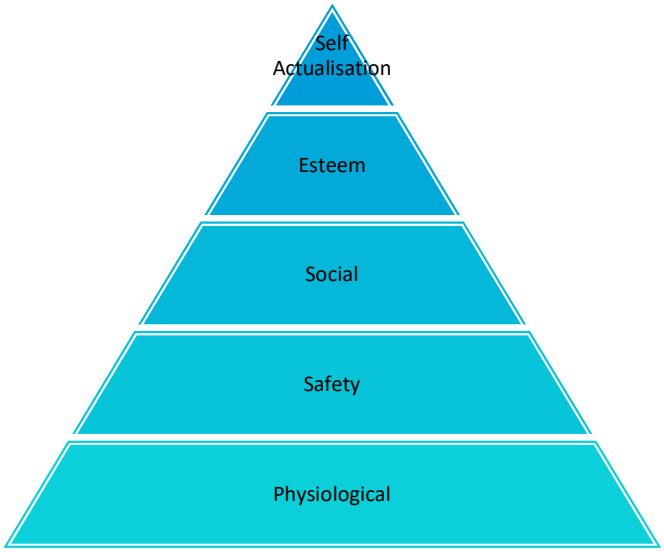


*Figure 4 - Maslows' Hierarchy of Needs, Mullins (2010, p.260)*

Maslows' hierarchy of needs do not have to be fully met at each level and is likely to have decreasing levels of complete satiation as you progress up the pyramid. Treating everyone like an individual provides the understanding that everyone will be motivated by the factors to a different degree. A public service organisation offers good basic physiological, safety and social needs with consistent pay, good pensions, a well-connected work group (we refer to our work family) and the sense of satisfaction of doing a job that helps others. There are esteem rewards too from having a job with the associated status: for example, I feel a greater sense of belonging in the DPP family than I did undertaking the exact same role in CCOS – I am proud to say I work for the police. My role has offered me self-actualisation: it is appropriately challenging and I have the autonomy to make decisions which creates opportunity and achievements.

Rees & French (2010, p247) note the delicate balance between strategic approaches to performance when dealing with individuals, and the need to balance effective and efficient management of human resources with achieving the business objectives. Bolden et al (2011) quote Joseph Badaracco's approach to partnership working skills, which includes picking your battles and learning to compromise. The application of sound management skills, including effective mentoring, leadership and coaching can develop interpersonal skills and allow the leader insight into enabling staff to deliver.

Having several “masters” in different organisations, it is important for legitimacy that I can speak truth to power and allow my followers to do the same (Sinek, 2019).

In discussing leadership and personality, psychometric tests, such as Honey and Mumford (1982), Myers-Briggs and MBTI can be useful tool to assess what we’re like as leaders, although critics of them state that as situations require changes in approach, they are of limited use (Mullins, 2019). When I have new team members, I conduct a personality test which encourages discussion around individual personalities and encourages an insight into team members which can be useful in determining motivations. My own personality test shows I am a protagonist with the extraverted, intuitive, feeling, and judging traits (16 Personalities, 2022). Protagonists are defined as warm, forthright people who like to help others. They have strong ideas and values who feel called to serve a greater purpose, which would chime with my strategic objective of road casualty reduction.

Goleman (1996) relates to the importance of emotional intelligence and how our awareness of our emotional state, reactions and feelings can offer benefits when applied to developing collective goals and/or objectives. It allows an appreciation of the importance of work activities and engenders enthusiasm, confidence and trust within a work environment. I use the principles of emotional intelligence to assist in my understanding of when I can offer flexibility in decision making, and empower others.

Considering the traits leaders links the theory that people are born with characteristics which make them “great”. There are differing schools that believe that there are many

characteristics that can apply to multiple situations (Northouse, 2010). In relation to the qualities, it is easy to draw examples of leaders throughout history that show "great" characteristics, such as Napoleon Bonaparte, Mahatma Gandhi or Nelson Mandela. The qualities of strength, compassion and integrity that Jacinda Ardern, the Prime Minister of New Zealand, showed throughout the Coronavirus pandemic has been an example of great leadership, and an example of the qualities people expect from a leader in modern times (Morrell & Brookes, 2020) and would be an example I'd like to emulate.

Trait theories claim that leaders are born, not made and that it is the personality or traits a person possesses that defines their leadership (Mullins, 2019, p. 337). This traditional form of leadership study focuses on the traits successful leaders are deemed to have and does not really consider the perspective or experience of the followers (Northouse, 2010, p. 24). Kirkpatrick & Locke (1991, p.59) assert that "it is unequivocally clear that leaders are not like other people" in terms of the qualities they posess, but state that they can learn these traits and do not necessarily need to be born with them. This centres around the effect of leaders on groups, and is linked with McGregor X/Y theory based on the characteristics of both the leader and followers and provides options for behaviours which can bring success, rather than a prescription for how to lead (Rees & French, 2010, p. 84). As the third PM in ten years, it shows that traits need not be common to be effective. An example of a traits view is that "Napoleon declared that an army of rabbits commanded by a lion will do better than an army of lions commanded by a rabbit" (Roe, 2020, p. 22). In a policing environment, Walsh and Vito (2019) note that "personality and personal skills" (p64) were seen as valuable leadership traits, and these have stood me in good stead so

far. As leader, I have responsibility to ensure my skills and knowledge are sufficient to make me effective (Kilgallon, Wright, & Lee, 2015, p. 224).

Trait studies are usually aligned to the “great man theory”, typically considered in line with militaristic/historic studies of men in power, and therefore doesn’t provide much modern context. Critics of this approach are dismissive of restrictions of a list of qualities that may seem to exclude traits that great leaders have displayed, that lists are not exhaustive and do not consider what *could be* achieved.

Roe (2020, p23) refers to Gardner’s list of traits and it is these that I would identify in myself: physical vitality and stamina, intelligence, eagerness to accept responsibility, task competence, capacity to motivate, courage, self-confidence, adaptivity. However, selecting from one list adds to critics’ observations that the numerous attempts to define the traits of leaders ends up with varying lists (p27) and is problematic due to the subjective nature of understanding what is “good or bad” leadership (Mullins, 2019, p. 338).

Functional leadership relates to what leaders do to become effective, or how the behaviour of the leader affects the followers. This is typically linked to John Adair’s action centred leadership (Adair, 2006) whose key functions are:

- Building the team
- Developing the individual
- Achieving a task

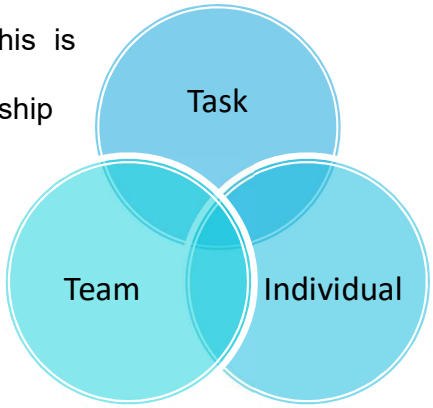


*Figure 5 - Interaction of group needs, John Adair*

Vrooms theory of the group approach links the “decision quality”, i.e. the effect of the decision on performance, and “decision acceptance”, that is the willingness of that group to accept the decision and implement it (Mullins, 2019, p. 345). Mullins (2019) goes on to relate the styles by quoting the Vroom/Yetton model of management decision making styles, notably;

- ***Autocratic***, where the leader decides on the solution either with or without information from subordinates,
- ***Consultative***, where information is shared with some or all followers and the leader considers the information and makes a decision which may or may not reflect group discussion, and
- ***Group***¸ where the information is shared with subordinates and the leader facilitates consensus

These theories apply consistently to the running of GoSafe, and effective leadership will allow for flexible application of this approach for success.

A style approach relates to *who leaders are* and their attitude towards people and the resulting behaviour in the day to day running of the team i.e. the relationship between leaders and followers. Tannenbaum and Schmidt (1973) relate this to the strength and power of managers and non-managers (subordinates) in decision making, specifically it relates to autocratic decision making on one end of the spectrum, with democracy on the other end. In autocratic decision making, the leader defines the problem and what is to be done to solve the problem, whereas in a democracy there is joint decision making to identify the solution within the team. This provides

similarities for contingency modelling insofar as it is nonprescriptive and allows for a flexible approach of styles. It forms a useful basis to attempt to articulate the complexities of how we apply leadership qualities to the task at hand, or the person we are dealing with (Northouse, 2010, p. 78). It allows for a broadening of scope in terms of how we think about leadership qualities, however I rarely exert autocratic style as it moves away from the consultative team ethos I promote.

If functional models concentrate on leaders, behavioural models concentrate on those being led, then situational leadership theory looks at organisational and environmental factors in which leadership occurs (Rees & French, 2010, p. 85). It is the application of an individuals' leadership style to the "competence and commitment" of staff and advises that leaders should consider the context of decision making and subsequent application (Mullins, 2019, p. 627). There is a wide range of valid options for leaders, allowing for varied decision-making styles to be implemented across a stretch of time. Northouse (2010, p.93) describes it as where employees move along the "developmental continuum, which relates to the relative competence and commitment" of followers. In researching situational analysis, we refer back to Adair, whose theories link to three core areas of leadership attention, and which allows for a flexibility of approach to either the task, team or individual, depending on the situation (Bolden et al, 2011, p. 29).

Hersey, Blanchard, & Johnson (2001, p.171-196) describe the application of this in four terms:

- ***Telling*** - high guidance and direction, little supportive behaviour: where followers are unable and/or unwilling to complete tasks.

- ***Selling*** - high directive and high relationship engagement: a useful approach in cases where the team are willing but may not be fully capable of performing.
- ***Participating*** - supportive, with good two-way communication: This is useful where followers are competent but inexperienced and the leader will support engagement and discussion rather than instruction.
- ***Delegating*** - low levels of direction or support required: The leader will primarily be monitoring whilst confident and capable employees undertake the task at hand.

During my career, I have applied all of these depending on the situation, the capability and preference of people I am working with.

By alternating leadership tactics according to the situation, it allows for flexibility around 'hard power' (issuing commands) and 'soft power' (the ability to attract and retain followers) and allows leaders to exercise discretion relating to the task at hand (Rees & French, 2010, p. 87). Situational leadership is practical and easy to understand and allows for flexibility and respect. It is included in training in many organisations and is easy to understand and apply. However, it does not have the depth of research attributed to other models (Northouse, 2010, p. 95) and so has limitations in terms of prescribing a theoretical approach.

Transactional leadership relies on "deterministic" relationship between the leader and follower, for example offering a "reward" if officers undertake their roles within the rules and guidance prescribed by the organisation (Walsh & Vito, 2019, p. 66), which within policing is typically awarded as overtime or time off. Performance is monitored by the

leader and a transactional leader typically only addresses issues as they arise. Whilst it is linked to achieving a specific task or goal, it does not typically lend itself to follower "buy in" and therefore affects motivation in the long term and so is not used by me.

For transformational leaders, House, as per Northouse (2010, p.174), lists self-confidence and strong moral values as characteristics imbued by leaders, resulting in trust, increased confidence, and acceptance amongst followers. They appear competent, are strong role models and articulate goals clearly. Leaders communicate and instil high expectations for their teams, with a confidence that they can deliver. They do this by relating the importance of the task, linked to the role of the organisation and encourage their followers to view the benefits of the activity for all, not just the individual (Mullins, 2019, p. 350). This is achieved through the charismatic nature of the leader inciting the respect of the led ("idealised influence"), providing meaning associated with the work to be done ("inspirational motivation"), soliciting new ways of working and innovative problem solving ("intellectual stimulation") and listening and supporting the growth of followers ("individual consideration").

Neyroud (2010) contested having single focus on transformation approaches stating that it can lead to an element of "heroic leadership" (p189), namely that there is not true empowerment, more that it relies on the leader to motivate the followers. It also exposes the scope for misapplication, namely that the source of the vision/strategic direction, if only truly from the leader, cannot be independently verified as "good". The main findings of transformational leadership show positive effects and studies suggest the ability to apply different leadership styles as it suits different context is key to effective police leadership (Fisher & Phillips, 2015, p. 36)

Authentic leadership again focuses on leaders and followers and their interactions, and also on the moral compass that directs the actions of the leader, requiring self-awareness, “relational transparency and balanced processing”, giving the leader the authenticity which allows the followers to be perceived as trustworthy, i.e. worthy of following (Northouse, 2010, p. 221). In the modern era, we often look to leaders who are more authentic, for them to do the right thing. This need not be a trait that already exists but can be learned. Authenticity with the public can be a challenge in public sector leadership, for example Boris Johnson being investigated after claims he lied to parliament about parties during the coronavirus pandemic (Ivers, 2022), or reports of police corruption (Dodd, 2022).

Occasionally, I apply servant leadership by creating environments of mutual respect in order to lead to high levels of organizational success (Walsh & Vito, 2019, p. 71). The followers needs’ are put before the leaders and the personal power of the leader is of less concern.

Relating to women in leadership, traditional leadership theory is based on studies of male leaders and their qualities. Currently we are fortunate that there are women in prominent positions in public service, even if they are still underrepresented (Buchanan & Huczynski, 2019, p. 617). Whilst Margaret Thatcher is the obvious example in politics, more recently in policing, Dame Cressida Dick was a respected female police officer who held the highest rank in the United Kingdom (Dathan, 2022). Jacinda Ardern and her leadership response to the coronavirus pandemic has also been applauded (Friedman, 2020).

Recent studies dispute whether there are differences in the skills that females possess compared to male leaders. They generally agree that women are more likely to display transformational styles but may also be devalued by male subordinates (Northouse, 2010, p. 303). Women were found to be less effective in a masculinised role, for example in military positions – although even in the military, female officers are rising the ranks to prominent position and as Lieutenant-Colonel Lucy Giles, the first female commander at Sandhurst said “there’s no reason why there can’t be a female head of the army” (Jonzen & Giles, 2016). Giles notes that the biological differences in women mean that hormonal and emotional states vary between men and women but that these differences can be positive and explains why diversity should be applauded (Giles & Hirst, 2021). Northouse (2010, p.310) surmises that whilst there may be small differences in traits, particularly around willingness for self-promotion, there is no evidence to show female leaders are less effective than male counterparts.

Overall, I can say that being a female leader has not made a perceivable difference, and I am not convinced that my traits are gender rather than personality based.

## Conclusion

I learned that it is difficult to independently assess yourself as leader without considering the thoughts and perspectives of followers: Nemo judex in causa sua - no one should be a judge in their own case. I believe that good leaders will motivate their staff to progress organisational goals and provide both “guidance and inspiration” (Walsh & Vito, 2019, p. 60).

Based on the theories discussed, it is easy to see how each can be applied to all three PMs. I would describe myself as a transformational leader who applies situational leadership.

As someone who has benefited from having an inspirational and motivated leader who included me, understood what motivated me and supported my aspirations, I can see the benefits of affording this to others who work with me. This can be through the self-identification of strengths, but also supported by personality trait testing.

I learned too that even being an employee of a typically bureaucratic institution is no barrier to a participative and encouraging leadership style. We learn more from failure than success (Anderton, 2016) – it is important to be open to talking about failure and should encourage appropriate challenge.

Just as the three PMs in this example all had different visions and style for the roles and organisation, I need to respect the different motivations and needs of my staff: supporting those who wish to develop as equally as those who do not wish to. I will

endeavour to always be the leader that staff will stop in the corridor and have a discussion with and realise that communication will be my greatest asset.

## Action plan

When Bob started, he took us all into his office on an individual basis and questioned us in line with what Blanchard (2010) suggests leaders ask themselves:

1. Who are the people who have influenced you?
2. What is your life purpose?
3. What core values will guide your behaviour?
4. What are your beliefs about leading and motivating people?
5. What can people expect of you?
6. What do you expect from your people?
7. How will you set an example?

This is an example that I will continue to apply to myself and my team members, it gives a good basis to learn what motivates others and what their qualities/traits are, as well as assessing my leadership.

I will embody the “good to great” culture (Walsh & Vito, 2019, pp. 73-75) and ensure I continue to invest in my staff through good training, support and wellbeing. I recognise the different motivating factors of individuals and will take this forward. It is critical to display the moral fortitude to do the right thing, which includes having the strength to deal with misconduct to foster and maintain a culture of wellness and resilience (Blumberg, Papazoglou, & Schlosser, 2020, p. 21).

The theory of recruiting the right people into the right roles continues to be a priority to ensure that we can maintain a body of motivated individuals focused on a strong and forward-facing organisation.

I will attend team meetings, one-one's, and social events with staff to get a better understanding of strengths and motivations. I encourage "speaking truth to power" (Sinek, 2019) so that the organisation continues to thrive.

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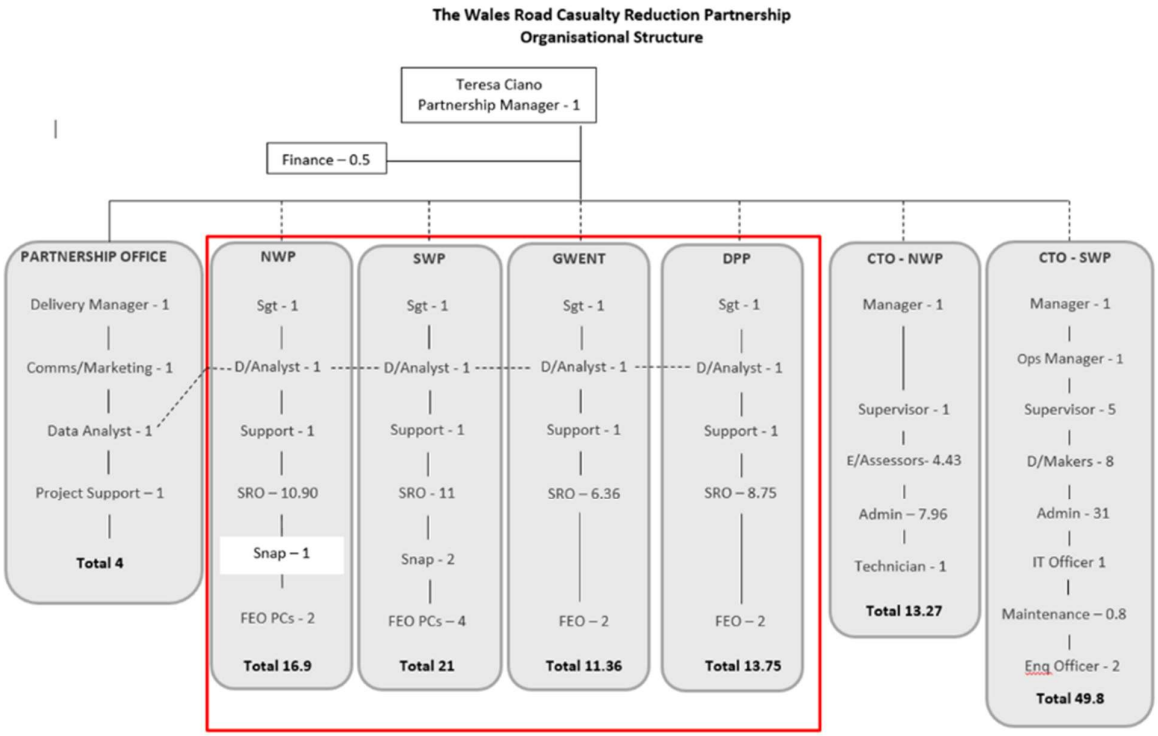
# Appendix

GoSafe is a multi-agency partnership comprised of several core public sector partners. The governance structure is defined within a service level agreement, which outlines the functions of the partners and gives delegated authority to the Partnership Manager to compose strategic plans. The partners comprise four police forces in Wales, 22 Local Authorities and the Welsh Government. The organisational diagram below represents the employed staff within the Wales Road Casualty Reduction Partnership (GoSafe). It is a unique structure, where the Partnership Manager is responsible for the setting and directing the teams therein, most of whom are not under direct line management, and who are employed by differing partnership agencies.