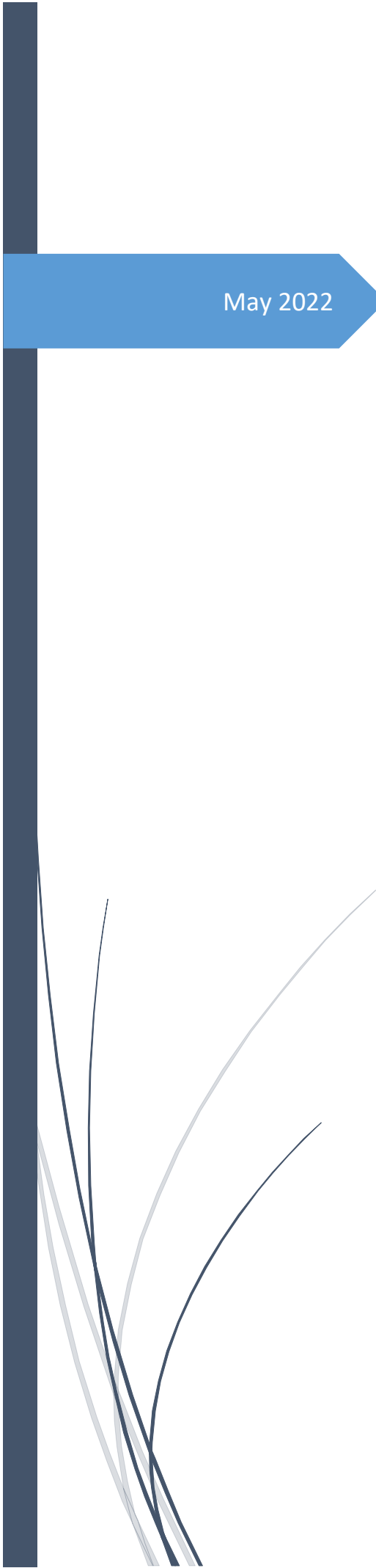


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May 2022

A reflective review of leadership challenges and successes

Wayne Bevan

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Introduction

As Policing continues to face local, regional, and national challenges, it does so bruised and scarred from perceived or actual failings to prevent or adequately respond to tragic or criminal events. These may be in relation to high profile incidents such as death and vigil to Sarah Everard (BBC, 2022), the recent report on racism in Policing and subsequent resignation of Cressida Dick (Home Office, 2022) or the policing response to a health pandemic (Farrow, 2020) (Jones, 2020). Each are played out in public view and add fuel to ongoing debates around policing reform (Vitale, 2017), devolution (Commission on Justice in Wales, 2019) or collaboration (NPCC, 2016).

I read (Committee on Standards in Public Life, 2015) (Elliott, et al., 2020) and hear (operationally) how policing in the UK has changed. Yet it is the external environment that evolves, through social behaviours, use of technology and media, criminality methods and vulnerabilities. During these constant changes, policing methods, legislation and alike have been tweaked and adjusted, but structurally and hierarchically remain stagnant. As economic circumstances become more challenging, the police service will need to show leadership about how to act (Home Office, 2010).

A much-debated change to accountability, power and leadership across Policing was the Police Reform and Social Responsibility Act 2011. The introduction of individual Police and Crime Commissioners (PCCs) or Mayors in larger cities replacing Policing boards may be regarded as politicisation via the back door (Brain, 2012) (Lister, 2013), whilst others indicate it assists an overdue modernisation of policing (Chambers, 2014) (Joyce, 2011). Nevertheless, Policing is not unique. As a public body, it may not be assessed by a share price or market share, but by public and its staff. A study of policing leaders (Schafer, 2010)

outlined that the role of leadership and its development within contemporary policing remains a much-needed research area. As a senior leader within Policing, I have a key role to influence people, behaviour, and culture and therefore it is important that I understand my own style and traits and that of my teams.

As a new officer, one of first theory's I encountered and learnt was that of Locard's exchange theory (Ribaux, et al., 2010), from a French detective who in the context of physical and forensic evidence concluded that *every contact leaves a trace*. A theory that stands the test of time, forms part of every trained investigators mindset, and goes far wider than in a forensic sense. This statement features centrally in my own values in how I interact and lead people.

To assist me in detailing and understanding my leadership challenges and successes, I will assess and outline my own experiences using the Gibbs Reflective Cycle as illustrated in figure 1.

Fig.1



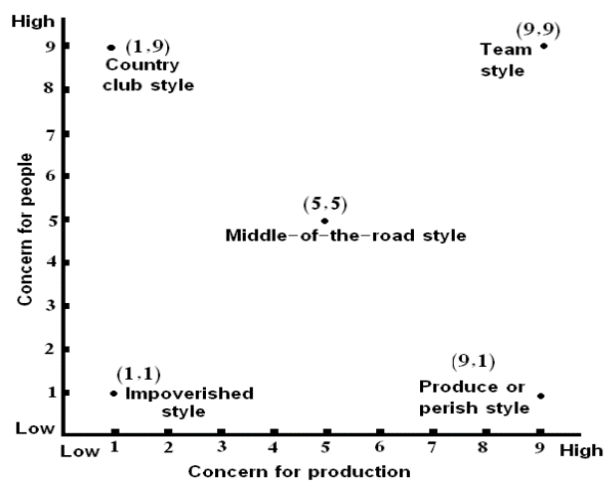
Source: (Potter, 2015, p. 337)

Leadership

A theory that has not stood the test of time is the Great Man Theory of Thomas Carlyle, that certain men were born to perform the function of a leader (Spector, 2016, p. 250). An outdated theory that identified common traits and attributes of historical or notable male leaders, hatched further critical research (Burns, 1978; Bass, 1985), referencing that a leader in one scenario may not be as effective as in another. The existing and continued critique, development and production of behavioural theories and models are useful to me, operationally and strategically.

I often use the managerial grid (Blake & Mouton, 1964) as a reference of how I am behaving and operating as a leader in specific events or over a period. The grid illustrated in figure 2, identifies and compares five styles presented against each other, rather than within the axis.

Fig. 2



Source (Roy, 2019, p. 166)

Burns (1978) argues that leadership must be transactional or transformational. Transactional, an incentive-based exchange of behaviour between the leader and the team, motivated through reward and punishment, with acute monitoring of performance and output. In

contrast transformational leadership, could be referred as encouragement and inspiration towards a shared goal (Vito, et al., 2014, p. 817).

Situational leadership (Hersey & Blanchard, 1969) indicates there is no one way of leading and style should change according to the specific person and demands of the situation. Other theories and adaptations are helpful to understand and utilise in differing situations. For instance, tipping point leadership (Walsh & Vito, 2018, p. 64) is useful to lead through change program and trait theories (Zaccaro, 2007) (Mullins, 2019, p. 336), that examine individual characteristics within effective (and ineffective) leaders.

Walsh & Vito (2018) refer to four styles of effective leadership as *Directive*; *Supportive*; *Participatory*; and *Achievement* orientated. As each style and theory identifies strengths and successes, I can reflect on these in my own experiences.

Reflective practice 1

This example is not of my own leadership but my experience that has helped shape me as a leader. I worked for ten months in a specific area of policing under the leadership of what I later recognised as an authoritarian style within a target driven and challenging environment.

Feelings

I was enthusiastic about performing the same police officer role with less than two years' experience but in a new area. I quickly realised it was an entirely different workplace and regime to me, commencing with a formal one to one introduction from the local Inspector and leader, dictating exactly what I was to do and how to do it. I was left in no doubt that I was expected to deliver on monthly targets. This ranged from a percentage of detecting of crimes,

arrest and stop search numbers and so on. I was allocated work rather than developing my own, unable to make decisions on outcomes or tasks and became to realise the risk of castigation if questioned. Initially, I thrived on the challenge of achieving and surpassing targets as a tangible barometer of what was regarded as high performance. As a team we all worked towards similar objectives, but soon the cracks appeared as teamwork was not evident or encouraged.

Colleagues were uncomfortable with the management by numbers (Seddon, 2005, p. 66). Team members achieving targets were clearly favoured and regarded as high performers whereas others deemed inefficient or lazy. All the while, neither were focussed on doing the right thing in certain scenarios, being victim or customer focussed and improving our abilities as police officers.

Evaluation

The time I spent in that environment assisted me in securing a role in a specialised department as target achievements were recognised as being efficient. I was concerned with my own self-interest and achieving set targets to move on to a new role. If the practices in this area were different, I may have wanted to continue in this area.

It was clearly a produce or perish style, highly task orientated with little interest towards individuals. The relationship with the leader was distant and impersonal, inflexible to team members and we all responded and reacted differently. Beyond the formal introduction, I spent little time in his company other than the repeated one-minute instructions. I am sure this would have been different if I was not performing but I was not praised, acknowledged or

feedback provided during my time. My motivations were quickly deteriorating and accelerated my need to develop into another role.

Analysis

I was not conscious of my behaviours or the atmosphere itself until sometime out of the environment. Now I assess I was not a good officer, certainly not focussed on doing the right things and I quickly became the mould of every other team member. I was certainly trying to mirror behaviours of the high performers around me (Mullins, 2019, p. 178) to improve my work towards the targets. The morale amongst the team members was low, even when targets were being achieved, with an example of one officer remaining absent for a whole month longer than necessary to avoid a target requirement upon her return.

Many victims or members of the public in that area did not receive a suitable policing response. Criminals were targeted, drug users were searched, and crimes were finalised but not always fairly or accurately. This whole environment was only garnishing short-term commitment from me and other team members, creating reward-seeking behaviour that ceased when the rewards end (Walsh & Vito, 2018).

Conclusion

It took me several months beyond this goal environment to recover my own confidence and decision making abilities. I felt I was a better officer arriving than I was leaving. Although Locke (1968) outlines a goal setting theory towards improving motivation, Seddon (2005, p. 78) concludes that in hierarchical structures, the notion of targets is flawed, festering the ingenuity to manage numbers rather than improving processes or services.

This five-month experience was critical in my own development as a leader. As future promotional opportunities arose for me as a manager across ranks within policing, I often reflect and remind myself of these experiences, to ensure I avoid creating such environments and drain motivation through poor leadership. This style of leadership may have been borne from the leaders' beliefs aligned with a view of MacGregors Theory X (Mullins, 2019), assessed in the next section, but it was clear that the upward leadership was of a similar style of command and control towards target achievement was needed, or a replacement would be found.

Action plan

I should have responded to the challenge differently. Hoggett, et al. (2018, p.153) found that uniformity was a continuum of behaviour across policing and is difficult to challenge. If nothing more, I set myself a target of seeking promotional opportunities to change such behaviours and environments and regain my own values and motivations.

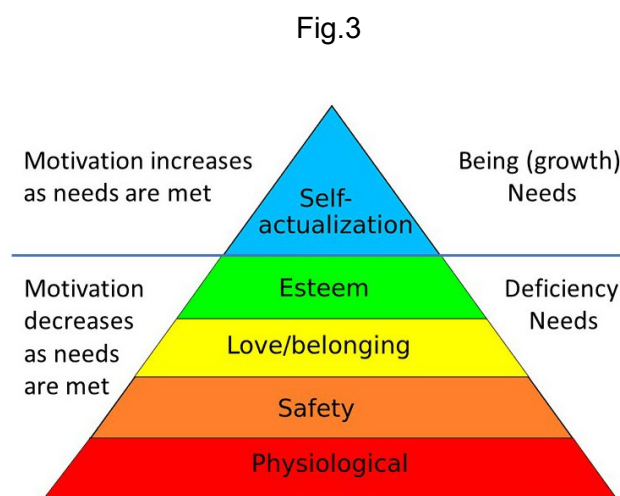
Motivation

There is clear correlation between leadership style and motivation (Thorne, 2022), albeit one does not automatically trigger the other (Hoggett, et al., 2018). My motivation reduced working in such an environment described in practice 1 and my thoughts were occupied to reassess my role in policing, overcome a lack of clarity and what I 'signed up for'.

Recent research of leadership in Policing (Miller, 2020, p. 124) identified transformational leadership characteristics directly influenced job satisfaction, adding significant correlation towards perfected attributes and high levels of motivation. As resourcing is often the highest

expenditure and budget of any Policing organisation, people should be the focus of my time and effort as I perform leadership roles.

Improving performance and motivation of employees continues to be the focus of many motivation theories, especially the need theories. Well documented are the Maslow's Hierarchy of Needs (Mullins, 2019), a pyramid of five basic needs of people as illustrated in figure 3.



Source: Mullins, 2019, p. 258

Although these are highlighted as human basic needs, they apply within motivations in the workplace. They are not to be viewed as a step of needs satisfied from one onto the next but form the basics of all individuals whether inverted or in different ratios. It is important to understand that if the four basic needs are unsatisfied or unachievable, the growth stage of development and self-actualisation will not be the focus of individuals. Using reflective practice 1 as an example, whilst I was initially motivated in the need to achieve targets and develop, as my esteem (my self-respect for doing the right thing) or love or social needs (lack of belonging to a team or without praise), these became a focus away from performing my duties or achieving goals set.

Further theories depicting the understanding of influencing human behaviour include the three basic needs of *Existence*, *Relatedness* and *Growth* (ERG) developed by Alderfer (Arnolds & Boshoff, 2002). Unlike Maslow, ERG indicates that other needs do not need to be satisfied for the growth stage to be a motivator (Standifer, 2013).

Herzberg's two factor *Hygiene and Motivation theory* was developed from primary research undertaken within industry (Mullins, 2019, p. 262). The term hygiene is also referred to as maintenance (such as pay, working conditions, and job security) and motivators are similar to growth or self-actualisation and referred to as the satisfiers (such as recognition, advancement, sense of achievement). Adair (2006, p. 84) concluded that this theory was reliable, and it would be wise to be mindful of the intrinsic and extrinsic factors but it was too simplistic, rigid and with little reference to leadership. Interestingly, Arnolds & Boshoff (2002, p. 714) found that pay had no direct influence on self-esteem or motivation. This would support Alderfer and Herzberg that pay and fringe benefits are hygiene factors, which may prevent job dissatisfaction, but do not motivate employees to increase job performance.

McGregors opposing Theory X and Theory Y correlate human nature and behaviour within the workplace (Mullins, 2019, p. 387). Theory X forms assumptions that people or employees will avoid work, responsibility and progression without appropriate leadership style and motivation or reward. Theory Y is opposite, an assumption that employees have the strong work ethic and desire to perform, impacted upon by extrinsic factors such as poor leadership and environmental factors. A clear Theory X assumption was present in the leadership described in reflective practice example 1 and may have internally formulated a justification for the authoritarian style.

A model developed by theorists undertaking primary research with employees of high performing businesses (Nohria N, et al., 2008) identified four drivers (needs/motivators) to focus on to improve motivation, namely:

- Acquisition – of tangible and intangibles such as goods and power or status.
- Bond – the relationships and connections with others.
- Comprehension – meaningful and challenging role or environment.
- Defence -towards external factors or threats and promote security.

McClelland's achievement motivation theory similarly outlines four motives or needs of *achievement, power, affiliation, and avoidance* (Mullins, 2019, p. 265). This theory is less on the process of motivation but focusses on characteristics of individuals deemed to be effective leaders. Whereas most theories described rely heavily on individual needs, Adair concludes it as an even split of individuals and environment:

***“Fifty per cent of motivation comes from within a person
and fifty per cent from his or her environment,
especially from the leadership encountered there.
(Adair, 2006, p. 38)***

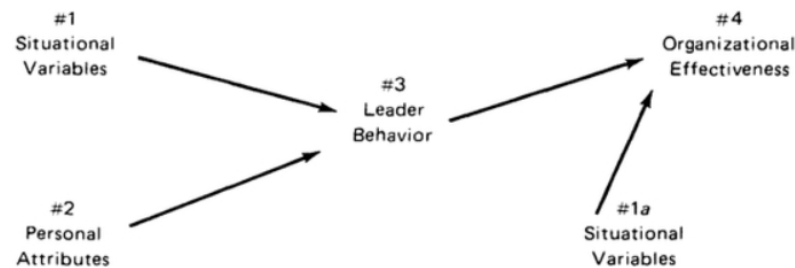
As these theories combine to assist in the understanding of motivators and impacting factors, the process of identifying actions and approaches required to influence motivations are useful as a leader.

The Expectancy theory (Vroom & Yetton, 1973) assists to determine how people are influenced by the expected results of their actions. Thus, there is a motivational link between extent of effort undertaken and the effective level of performance and an expectation of reward(s) i.e. that individuals act depending on whether their effort will lead to good

performance, followed by a given outcome (promotional opportunities, move to desired role etc) or even the availability of such. I reflect on practice example 1 in that I was motivated to reach the targets set, conform to the regime, and expect to receive the reward of moving to a specialist role. If that new role was unachievable or unrealistic, I anticipate my motivation to have declined rapidly with no association between effort and reward.

Vroom indicates that the key factor in all motivation to be the behaviour of the leader, as depicted in figure 4.

Fig. 4



Source: (Vroom & Yetton, 1973, p. 198)

A *Goal-setting* theory (Locke, 1968) is assessed to be a motivational technique rather than a theory, and acceptance of other process such as expectancy, adding that employees need goals to direct behaviours, needs and desires. As detailed in reflective practice 1, the goals were evident and in plain sight, the issues were that the goals were unethical and often in totally disparity to training and the code of ethics of policing (College of Policing, 2021).

The *Equity theory* of motivation of John Adams (Mullins, 2019, p. 270) reviews it as a focus upon how people receive or perceive to be treated in comparison to others within the workplace. If I was to treat an individual differently to the next, the whole team may feel a sense of inequity, with many consequences and tensioned environments, all impacted on

motivation and morale. I will now outline an example of my leadership behaviour and motivational practice.

Reflective practice 2

I commenced a role as a newly promoted Detective Inspector and identified I had inherited a team lacking experience, clarity of purpose and motivation created by a legacy of continued autocratic styles across my predecessors. I was deliberate in trying to be transformational, to give greater autonomy and allowing space to work on their own ideas within work time that had to correlate to reduce demand and improve performance.

Feelings and thoughts

This was a new role and rank for me, and I was keen to instil my own stamp, style and leave a positive *trace* on the team. I was their fourth Inspector in as many years with a continued transactional style and personality. I made a deliberate effort to be different, both for me to learn and develop in this style and it also felt important to reignite the motivations across the individuals. I did this by creating space from what appeared to the staff as monotonous activity of dealing with similar investigations, in similar localities and often same individuals.

The team members reacted differently to develop their own ideas, some identifying key areas that they wanted to focus on, whereas others less so. I avoided enforcing something on them so that if their own motivations identified an area of interest, they would be halfway there (Adair, 2006).

Evaluation

Through initial appraisals, I was able to understand the intrinsic and extrinsic factors or gaps in the motivations of individuals linked to their own work and home environments. Some were on attachments to the department so were motivated by developing as a detective with a level of permanence, others were seeking promotional opportunities or towards a further specialised role. There was a feeling of inequality of opportunity from previous decision making, particularly amongst female members, and I understood reassurance and consistency were key in my own behaviours. By doing this I was able to highlight, in line with expectancy theory (Vroom & Yetton, 1973) where effort could be correlated to opportunity or reward.

I avoided goal setting (Locke, 1968) as I did not want a target driven environment, but to praise effort rather than result thus fostering continuous improvement. It did not always work as I was required on specific operational matters to take ownership and provide direction to action and behaviour in a time critical and complex incident and saw this as appropriate situational leadership.

Analysis

One specific officer was seeking promotional opportunity at the time, but I felt they needed to continue their skills and associated accreditation prior to such a move. I understood that their growth need (of ERG theory) may be affected and therefore I ensured it became clear how such development of own ideas provided greater opportunity to bolster or satisfy relatedness and existence needs (Mullins, 2019, p. 262).

Many team members thrived on the ancillary ideas, particularly younger and developing members. However, I didn't adapt my behaviour to personalities or appreciate differences in how people develop and learn.

Conclusion

It was important to me to break the mould found by Sarver & Miller (2014, p. 140), that length of time as a Policing leader was a significant negative predictor of transformational leadership style with opposing positive trends towards transactional.

Negatively, I didn't follow up on the developing ideas or innovative thinking by placing regular meetings to allow me to continue to encourage, provide advice and guidance whilst focussing their minds to continue momentum. On reflection I fluctuated at times across transformational and laissez faire. I was supportive but when the lesser experienced officers were developing, they needed instruction and I was trying to be consistent, but I was inflexible to the individual based on their skills, experience or even personalities or learning styles.

Action plan

I had failed to consider and understand my own behaviours, but also the team members. For instance, how the team act, interact and respond is significantly important to understand who I am leading, or who is following (Bass, 1990). I put myself on an action plan to be more adaptive in my approach and to maintain focus on task and people, avoiding the middle level of the managerial grid.

I assess that I have strong motivations myself of growth and I have clarity in the goals to be accomplished, along with a personal motivation to develop and improve. This did not apply to my team and therefore I needed to be consciously aware and adapt.

Learning and development

It is clear from the reflective learning examples that it is important to understand the ways in which both myself and my team learn. Utilising the Gibbs model is appropriate to reflect and debrief, however there are theories, models and studies that can be utilised to assist.

I understand learning as something I have been taught, shown, mirrored, experienced individually or collectively. Similarly, to motivation, there are internal and external factors that influence how I or others grasp or achieve this learning. These may include relationships, workplace environment, facilities, or abilities. External factors may be the wider attitudes or workplace culture, emotional intelligence, and motivations. For instance, in reflective practice 1, I learnt how to align my work to the targets set, or to conform within an authoritarian style due to punishment or lack of reward. In example 2, I learnt leadership at that level by experiencing and trying.

Human behaviour is a far wider topic than leadership, but I must be cognisant of how people learn and develop to be an effective leader.

As an approach to learning, *Behaviorism* is associated with the laboratory type study of behaviour, of human and animals under controlled environment. Within this, the term classical condition is referred (Mullins, 2019, p. 176), where one matter is associated with another. For instance, if within the authoritative working environment, a staff member was '*called up to the*

office’ to see the manager, for what may have been a private matter or appraisal, as in that environment outline in practice 1, it was associated with a form of punishment or negative scenario. It may instantly and naturally instigate anxiety, needless fear, or embarrassment for that staff member personally, or a stigma attached by other members of the team.

Cognitivism is a theory based on a study of the brain and knowledge is formed within complex memory structures and learning is a process of changes. It directly counters behaviorism and focusses on how I or others think, remember, learn, solve problems by self-assessment with layered learning differing across individuals.

Although learning theories are typically divided into behavioral and cognitive, *Social Constructivism* grew out of and in response to *Cognitivism* (Ertmer & Newby, 2013, p. 48) framed around metacognition, a theory that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Furthermore, a focus on behaviour and patterns in isolation was found to be limiting (Arnolds & Boshoff, 2002) and personal and environment factors were deemed to be part of a *Social learning Theory* (Bandura, 1977). This relates to learning by watching or listening and copying. New police officers are often tutored for a significant period by a specific experienced officer. This will involve observing in how to deal with conflict or stressful scenarios and expect to imitate the actions of the tutor, with obvious positive and negative habits and techniques continued.

If I had started and continued my policing career within the environment described in practice 1, my leadership style may have mirrored that behaviour. By being out of that environment

prior to and since, I have learnt that was not acceptable, inappropriate, and not aligned with organisational goals and ethics.

Bandura (1977) developed the concept of *self-efficacy*, a particular set of beliefs in the ability to succeed in particular situations. These beliefs arise from four factors or sources of influence:

1. Mastery experiences (have succeeded at something previously).
2. Vicarious experiences (observing success of task undertaken by a role model).
3. Social persuasion (receiving positive feedback or encouragement).
4. Emotional and psychological states (the intrinsic factors such as the well-being can influence personal abilities in a particular situation – positively and negatively).

Multiple Intelligences (Gardener, 2006) illustrated in figure 5, details eight different abilities that individuals have but in differing proportions. Each is a profile of intelligences affecting how we approach problems, and the ease or difficulty the understanding of new ideas according to how they are presented.

Fig. 5



Source: (Pritchard, 2014, p. 40)

In the context of leadership and organisational behaviour are four learning styles developed by Honey and Mumford (Pritchard, 2014, p. 48), detailed as:

- Activist – allocate a task or challenge and enthusiastically engross themselves in it.
- Reflector - think about the task first, understand its consequence in the bigger picture.
- Theorist – objective assessment with a degree of perfection learning by understanding the theory or purpose of it.
- Pragmatist – understand and correlate the activity to end goal or learning and practice.

Mullins (2019) outlines this simplistic analysis as personalities or traits rather than learning, nevertheless it can be used to assist myself in understanding and adapting to such styles as I failed to consider this in reflective practice 2. I did not appreciate how the activist identified their ideas to work on but struggled with continuing the momentum to see the idea through. Similarly, the theorists took longer to initiate the idea but maintained focus and drive once it became clear how it fitted into the bigger picture.

Reflective practice 3

I led my first investigation as a Senior Investigation Officer (SIO) in an investigation that commenced following the attendance of a newly promoted Detective Sergeant, who formed part of my team detailed within practice no.2, at a suspicious death. The investigation lasted over several weeks involving a large team of officers and staff with mix of skills, expertise, and experience.

Feelings and thoughts

At the point of my initial notification of the incident by the officer at the scene of the incident, I sensed the adrenalin and nervousness of the Sergeant, who was contacting me as both the

appropriate person but clearly also seeking direction. My instinct and behaviour, learnt from working environments, could have been to default to transactional by dictating actions required. I knew this was the moment not to, and consciously avoided taking 'command' or relieving her of responsibility. I deliberately asked questions framed towards her thought process and considerations and proposed actions as a check and test of her plans. It assisted me that I knew her strengths, enthusiastic who likes to get on with things, that I associated with as an activist. I therefore tailored my communication by reassuring her by asked her intentions with regards to gathering material and securing evidence at the location, with finer questions probing thoughts and rationale. I knew that she trusted me and that I was had always supported her and confident in her abilities as I had coached her through her detective career and recent promotion. It felt at the time that I was assisting in her own development as a leader.

I am aware from the investigation debrief the Detective Sergeant admittedly felt out of her comfort zone, which she later regarded as a progressive learning experience as her decision making positively influenced the investigation.

Evaluation

I have found myself previously in the same position as the Sergeant reporting up and it was often dictated to me what needed to be done. It was often unhelpful and nothing I could not have decided upon myself, but I asses that experience has allowed me to take this approach with confidence. The Policing culture, supported by research (Vito, et al., 2014, p. 809), is that operational policing demands a transactional style. However, my response felt transformational, allowing the officer to lead the initial response encouraging and creating leaders, with contagious benefits later observed by the wider team members.

Analysis

I assess that I had a Theory Y mindset, trusting her actions and responsibilities without needing to be intrusive. I believe I have confidence in my own self efficacy factors of positive and negative *mastery* and *vicarious* experiences allowing me to lead on such investigations and allowing others to perform.

Conclusion

As the investigation continued for a number of weeks, motivations were often tested due to physical activity and exhaustion. During regular briefings, I felt I was able to use a goal setting theory (Locke, 1968) to maintain motivation by reminding the team the overall aim of gathering evidence towards serving justice. I tried to build the teams self-efficacy factors by openly praising individuals and the team to enhance social persuasion. It was important to know that this small effort had far more depth in motivation and satisfaction than any reference to overtime and other perceived factors (Arnolds & Boshoff, 2002, p. 715).

The investigation team consisted of a wide range of specialists and officers from across the organisation who were required to assist with live investigations. I had little knowledge and experience with working with many of the team members. I was conscious this was a new experience for some, with an eagerness to impress and learn and others were less motivated to be present. Beyond the team briefings, I did not spend sufficient time with many of them and as such had no concept of the intrinsic and extrinsic factors influencing them. To assist their learning and development, the vicarious experience of observing leading a serious and complex investigation, as I had done so previously in their positions.

Action plan

When leading a team of differing personalities, motivations and various intrinsic and extrinsic factors will influence both their attitudes and learning abilities. I set myself a plan to ensure I spend more time with team members who I do not lead daily to assist the direction of an investigation, but also to enhance their learning, whether that be through observed or conducted behaviour and cognitive abilities.

Conclusion

Policing leaders constantly display the highest level of operational competence and credence in life-or-death scenarios but have much to learn about leadership (Smith, 2019, p. 159).

I am not a born leader. To become an effective leader, I must learn it (Adair, 2016, p. 1), and practice it. Utilising the Gibbs model, I have reflected on some experiences whereby I have learnt that leadership is far wider than focussing on style alone. Walsh & Vito (2018) reference poor types of bad leaders which are helpful to assist my own reflective traits and correlate to incidents or examples I have experienced or displayed. Research and theorists (Blake & Mouton, 1964; Burns, 1978; Bass, 1985) all point towards one style to be the most effective, but it clearly goes wider.

Understanding people can only be done by spending the time with them (Thorne, 2022). Distinguishing between an activist and pragmatist, the behaviour driven by leadership style and learning that some people watch, others reflect, and others figure it out themselves all form part of leadership. The social learning theory (Mullins, 2019, p. 178) indicates that staff members will listen and watch every word I say or action I take. They may do so to judge but many will observe and use these for their own future development, habits, and techniques. It

is therefore vitally important that what I think, what I say and what I do, are one and the same. However, the most inconsistent thing I can do is to see everyone as identical.

On a personal level, I need to understand my own motivational factors and learning style. I correlate myself to a pragmatist with strong growth needs, however as experienced in reflective practice 1, the environment plays an important part to each of our own motivations and influences.

The future challenges in Policing and society are well documented (College of Policing, 2019; NPCC, 2016). I must recognise these and ensure that my team are motivated by ensuring or creating stability within the external environment, and safety within themselves and the role. In support of Adair (2006), it needs to be a good mix with value in each.

This knowledge and understanding allows me not only to become an effective leader, but far more importantly, as per Locard's theory, take the time in the *contact* with others to positively *leave a trace*.

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