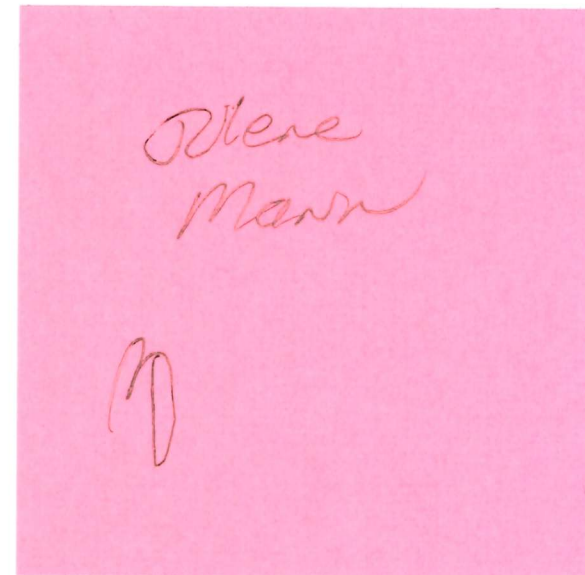


Introduction

Police leadership is facing major crisis in terms of its legitimacy, following high-profile cases of misconduct (Ramshaw et al., 2019). The killing of George Floyd in June 2020, by a Minneapolis officer, spotlighted institutionalised racism and brutality, and the kidnap, rape and killing of Sarah Everard in March 2021 by a Metropolitan officer, shattered public trust and confidence, highlighting leadership failings that sparked concerns over institutionalised misogyny and sexism (IOPC, 2022).

Policing requires a fundamental rethink of its structures and processes, for more ethical based models of leadership to be assumed, for people to '*do the right thing, for the right reasons*' (Ciulla, 2003 cited in Northouse, 2015, pg.262). Policing cannot continue confronting its challenges through traditional, hierarchical approaches to leadership (CSPL, 2015). Fyfe et al. (1997) agree, policings relied heavily on command-and-control, to dictate actions and behaviour, on presumptions rank equates to good leadership. Fleming (2015) argues, leadership is not rank specific, DuBrin (2013) agrees, leadership is practiced by people not in positions of power, but by those on the streets communicating with communities (Walsh and Vito, 2018).

Effective leadership is a simple concept, yet it's heavily debated and one of the '*least understood phenomena's on Earth*' (Burns, 1978, pg.2). This reflective paper will explore leadership challenges I have faced, that influence how I lead today.



Reflections

To lead others, one must understand themselves (Kraemer, 2011). I pride myself on being approachable, fair and supportive. These qualities have been verified through triangulated feedback from people I lead, peers, senior officers and external partners and are evidenced within an Emotional and Social Competency Inventory (ESCI, 2019) (Appendix A and B). The ESCI Model assesses Emotional Intelligence (EI), according to Goleman (1996), EI is a more powerful indicator of success over intelligence and accounts for 85% of outstanding performance in top-leaders (Mullins, 2010). Herein, I apply Brookfield's (1995) critical lense model, to reflect on past, current and future perspectives (Figure 1).

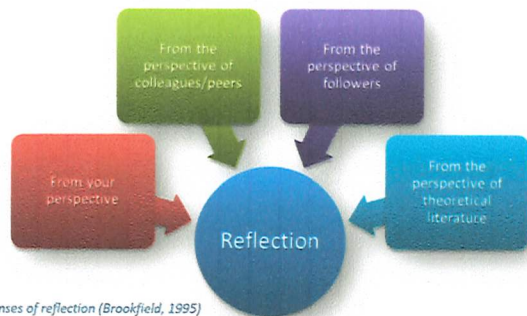


Figure 1 - Critical lenses of reflection (Brookfield, 1995)

Nineteen-years ago I joined Dyfed-Powys Police as a constable and have encountered many leadership challenges that have tested my values and resilience. I humbly accept, I haven't always got it right and these omissions have empowered me to reflect, adapt and grow. Hereafter, I apply the Gibbs (1988) Model to underpin my reflections (Figure 2).



Figure 2 - Gibbs Model (Dye, 2011, p.230)

During my early service, supervisors identified I had leadership potential and a talent for conducting detailed investigations. My first supervisor acted as a coach and mentor, who guided and supported me to develop. I successfully passed the Criminal Investigation Examination and Sergeant Examinations with two-years' service. subsequently, I attained a detective-constable vacancy within Criminal Investigations Department (CID). This opportunity expanded my investigative and leadership skills.

The team of detectives individually had over eighteen-years' service. There was a culture, detective roles were reserved for officers with time-served and it was condemned for officers with limited service to join CID. Thus, I was aware of the team's animosity and perceptions of my experience. Daily, I observed the supervisor treat me differently to my peers. DuBrin (2013), argues some leaders use devious techniques to gain power, including divide-and-rule, in these circumstances the supervisor created an environment which encouraged hostility.

why did you choose these?

why did they think this?
what feelings did you have about this?

what feelings did you have about this?
was this poor leadership?

The supervisor gave the team autonomy over decisions and entrusted them to take ownership of investigations, yet in contrast, there was tight control over my decisions. The supervisor raised issue I was a qualified Sergeant and said my lack of service made me undeserving of being the same rank as him. Furthermore, he said I needed to be officious before taking on a leadership position.

McGregor (1960) argues a managers attitude and assumptions will impact subordinate motivation. The supervisor formed theory X assumptions, about my competence, which resulted in him adopting authoritarian management, micromanaging my work and controlling my decisions. In contrast, the supervisor formed theory Y assumptions with my peers, adopting participative management, offering trust over decisions and seeking their views and ideas over activities.

I felt inadequate, judged, isolated and demotivated and out-of-character behaviours emerged. I dreaded coming into work and avoided picking up work, fearing I'd make a mistake and be lambasted by the supervisor. The supervisor used indirect coercive powers to influence my behaviour; I was anxious he would sabotage my career, citing I was incompetent in appraisals, thus I became submissive (Northouse, 2015).

I reflected on the way I and others saw me (Appendix C) and instead of conforming to the supervisors views, I remained my true-self (Winnicott, 1965). According to Charney (2006), authentic leaders don't pretend to be someone else, rather they relish in development to improve themselves. I assumed an intrapersonal-perspective of authentic-leadership, a phrase coined by Shamir and Eilam (2005), where I showed genuine leadership, formed through lived experience.

Good

Good feelings
motivation?

why?

I am intrinsically motivated through the internal desire of accomplishment and I gain energy through recognition. Drawing on context theories, specifically Maslow's hierarchy of needs (Mullins, 2010), the supervisor impacted my physiological needs, the unpleasant environment caused me to over-think the situation day-and-night and impacted my health. I was unable to sleep and my appetite became suppressed. According to Walker (2017), sleep-deprivation contributes to psychiatric conditions, including depression. Supporting research of Buchanan and Huczynski (2017) shows, individuals in high-stress roles with no or little autonomy, have 23% higher-risk of heart-attacks (Boseley, 2012).

My mood became affected, I was short tempered with family and friends. I didn't feel socially accepted; I was being excluded from team whatsapp groups, activities and decisions. My self-esteem suffered, I felt disrespected by the supervisor and team. Consequently, I lacked motivation to develop (*Appendix D*).

Alderfer (1972) responded to Maslow's Hierarchy of needs, by categorising needs that influence employee behaviour, namely; Existence, Relatedness, Growth. Applying Alderfers' theory, my existence-needs were affected, I didn't belong in the team, my relatedness-needs suffered, putting strain on my relationships with peers, family and friends and my growth-needs diminished as a result of feeling frustrated and undervalued.

Herzbergs two-factor theory (Mullins, 2019), argues hygiene and motivator factors are crucial to encouraging self-actualization. Applying the theory, owing to tense working conditions, micro-management and fractured relationships, I had job-dissatisfaction (hygiene).

Also
sense
of
belonging
is
impacted?

In contrast, as aforementioned, my first supervisor assumed transformational leadership (Northouse, 2013). I had opportunities for advancement and growth, consequently I had increased morale and job-satisfaction (motivators). Herzbergs theory is frequently debated, with arguments, some individuals are money motivated, with little interest in job-content or motivation for growth (Mullins, 2010).

In analysis, I hold deep-rooted values based on fairness and equality, these were shaped when I became a mum at seventeen. I was stigmatised by stereotype to be irresponsible, incompetent, uneducated and unmotivated. This experience became my greatest driver. The need for achievement is my dominant motivator, I thrive when given trust and responsibility over tasks. According to McClellands theory (Mullins, 2010), achievement-motivated people work best when they receive autonomy and regular feedback. Supporting research of Nohria et al. (2008), indicates I'm predominantly driven by the innate-driver of acquirement. I seek to attain goals and develop social-status and recognition leverages my motivation. ✓

Blake and Mouton (1985), coined the Managerial Grid to explain two-factors that impact leadership behaviours, one has concern for production and the other concern for people. The supervisor had adopted authority-compliance management, with high concern for achieving results and low concern for people (Northouse, 2013) (Figure 3).

The supervisor focused heavily on giving instructions, controlling and overpowering my decisions and failed to recognise my individual needs and motivations. On reflection, if the supervisor had invested time getting to know me, assuming team-management, he would have been better informed to allocate tasks, matched against my skills, thus increasing productivity and job-satisfaction.

learning?

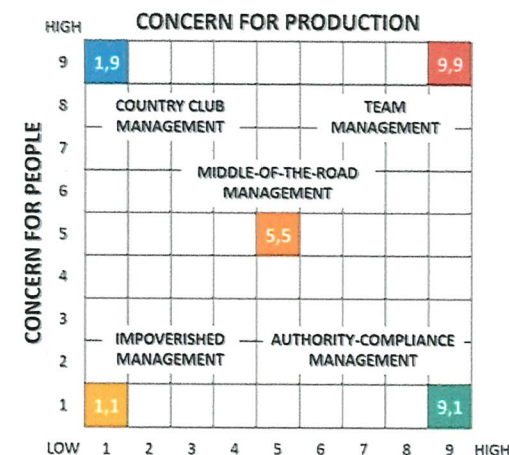


Figure 3 - The Managerial Grid (B2U, 2020)

Reflecting further on McClellands theory, the supervisor was power-motivated, he demanded power over my decisions and deemed my ambition as a threat (Mullins, 2010). In this context DuBrin (2013), says leaders with power-motive, will attempt to alter the thinking of others, to pursue superiority over those they lead. ✓

The theories of Maslow (Mullins, 2010) and Herzberg (Mullins, 2019), focus on relationships between internal needs and the resulting effort expended to fulfil them, in contrast Vroom's expectancy theory separates effort, performance and reward and assumes employee performance is based on individual factors such as personality, skills and abilities. Vroom's model is based on Expectancy, Instrumentality and Valence (Mullins, 2010). ✓

Applying Vroom's theory, I act, when I receive feedback and without recognition as a reward, its unlikely I'll exert high level of effort (Figure 4). Expectancy is formed on the notion that increasing the amount of effort put into a task, will lead to increased performance (Instrumentality) and consequently, the achievement of reward (valence).

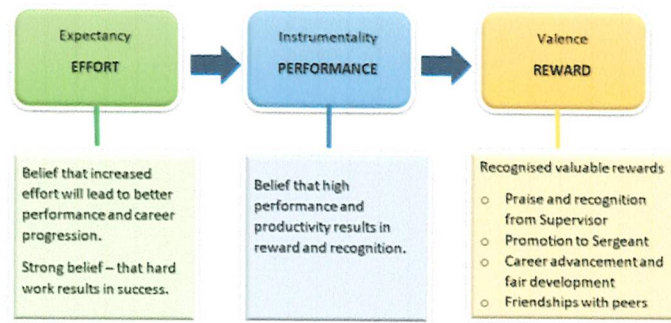


Figure 4 - Vroom Expectancy Theory (adapted from Mullins, 2010)

In evaluation, whilst the situation was difficult, it was a positive learning experience, in terms of considering the effectiveness of leadership styles and the impact they have on morale and productivity.

Lipman-Blumen (2005), coined the phrase toxic-leadership and argues, theres a psychological longing for people to be led and some will tolerate toxic-leadership and collude in the leaders behaviour to feel socially-accepted. This was accurate in these circumstances, as the team excused and participated in the behaviour.

*Did you conform?
what did you learn
to do or not to
do in the future?*

In conclusion, the supervisor exhibited bad-leader behaviours (Kellerman, 2008), he showed rigidity; an unwillingness to accept time-served was not an indicator of competence, he showed intemperance; he lacked professionalism by seeking team support, who were either unwilling or lacked confidence to intervene, moreover, he showed callousness; ignoring and discounting my wellbeing and development (Schedlitzki and Edwards, 2014). Interestingly, Kellerman (2008) argues, bad leadership doesn't rest solely with leaders, followers are also culpable, by condoning such behaviour without offering challenge. *— Did you?*

According to Owen (2021), there are moments of truth in everyone's career where people shine or shrink, and in these moments, individuals discover if they have resilience to overcome adversity. Consequently, I reflected on what I stood for and this empowered me to create a developmental action-plan, formed around SWOT analysis (Mullins, 2010). I have maintained this plan to the present day. This has helped me learn from setbacks, prepare for the future and look for solutions (Appendix E).

In my role, I move between different styles of leadership dependant on the task. Hersey and Blanchard (1974), devised situational leadership, describing leaders move between directing, coaching, supporting and delegating (Figure 5). *why?*

Situational Leadership® II Model

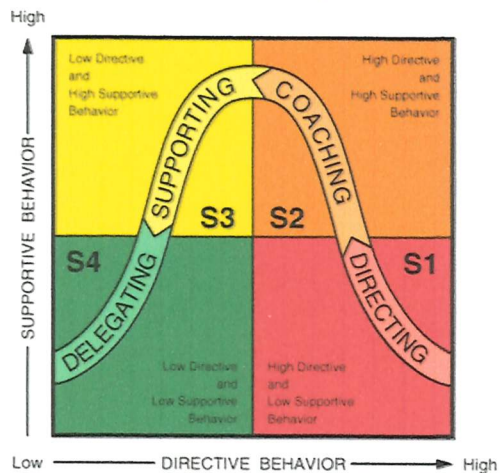


Figure 5 – Situational Leadership Model (ELP, 2014)

As a Tactical Firearms Commander, I have responsibility of high-risk firearms operations. I predominantly direct and tell subordinates, the tactics they are to deploy and when they are to use them (Buchanan and Huczynski, 2017). These incidents, require me to assume a highly directive-low supportive style of leadership that is authoritative and transactional (Armstrong, 2016). Time is critical and I rarely get an opportunity to consult others. In support, Russell (2017) argues, transactional leadership is most effective in crisis situations.

thoughts and feelings about this?

In contrast, as a Lead Responsible Officer (LRO), I lead a response to tackling Organised Crime Groups (OCGs), where I mainly assume a transformational style of leadership to influence and inspire people to work together and problem-solve. I adopt a highly directive-highly supportive style, focused on achieving goals and meeting subordinate needs.

how this been good? team feelings?

Specifically, I led the investigative response to an OCG that was supplying heroin across South-Wales. I led a diverse team and co-ordinated the response. To achieve the task, it was crucial to adopt a multi-agency problem-solving approach to disrupt and dismantle the OCG, yet it was also crucial to balance competing demands and the needs of individuals involved in the operation.

According to Adair (2006) failure will occur, if the needs of the team, task and individuals are attended to separately. For, if the task is prioritised at the expense of the team and individuals who are working hard to achieve goals, productivity can decline and teams become demotivated. I drew on the theory of Kotter (1995), firstly I formed a guiding coalition of stakeholders with influence to achieve the overarching objective of safeguarding the public and dismantling the OCG. The team consisted of personnel within my circle-of-influence, namely; Response, Neighbourhoods and CID, and external stakeholders outside my circle-of-influence, from Health, Local Authority and Education.

✓

Learning from aforementioned experiences, it was key to focus on getting to know the team as a collective and as individuals, to ascertain strengths, skills, experiences and areas of development and to match, activities against individual needs, based on their capabilities.

Learning behaviour

In support, Mullins (2010) cites the significance of effective managers steering a course that matches the expectations of individuals. Adair (1973) agrees, its crucial leaders spend time getting to know their teams on an individual basis to gain insight into peoples lives, personalities, skills, motivators and weaknesses. I met individuals on a one-to-one basis and made a conscious effort to genuinely listen and comprehend what individuals were telling me.

✓

In support, Charney (2006), says when a leader gets into the trenches and listens, they glean insightful information. This approach, helped me build trust and mutual respect.

was this good?

During team meetings and activities, I noticed an inspector was being obstructive and negative. The Inspector's conduct, became a motivational drain on me and subordinates and morale deteriorated. A high absence rate emerged, with people reporting stress-related sickness and activities were not being gripped by the inspector. Applying theory of Adair (2015), the Inspector became a blocker, he was stubbornly resistant, disagreeable and raised unnecessary issues.

✓

I took a cynical view of the Inspector's attitude, believing he was conceited and lacked motivation, consequently, I lost patience and became agitated. On reflection, I formed assumptions based on McGregor's (1960) theory X concept, believing the Inspector disliked work and had little ambition. Initially, I adopted a directing, authoritarian approach, to maintain order and discipline and I placed a strong focus on task-achievement. I held daily meetings with the team and I gave instructions over activities. I assumed an authority-compliance management approach (Blake, and Mouton, 1985), where I adopted tight control over activities to drive momentum and achieve results (Blake and McCanse, 1991), but as an oversight, I'd discounted concern for people. I formed little trust and confidence in the Inspector and I micro-managed his decisions and his management of subordinates.

why did you resort to this? was it learned?

I adopted an exploitative autocratic style of leadership, where I retained authority, imposed decisions and failed to delegate autonomy or responsibility to others (Likert, 1961). Drawing on theory of Hersey and Blanchard (1988), I assumed the Inspector was able, but unwilling to perform.

I made a decision for a trading standards operation to take place, to covertly maximise intelligence opportunities. An officer, challenged my decision, highlighting it could be detrimental to the investigation. I listened to the officer's rationale and considered the situation from an alternative viewpoint. The officer was right, I'd overlooked critical aspects. Kraemer (2011) argues, when there's flaws in a leader's thinking, it's a leadership strength to do the right thing, rather than insist on being right.

✓

I subsequently realised, my leadership style, was detrimental to the investigation and ineffective at improving performance. Thus, I took a step back and questioned what style I needed to adopt to achieve objectives.

According to Tannenbaum and Schmidt, different forces emerge when an individual is deciding on the best style to adopt (cited by Roe, 2017). Reflecting on my forces, I have strong values based on fairness and equality (ESCI, 2019) and these helped me consider and change my leadership style to become more supportive, participative and transformational (Appendix F).

I have undertaken an insights survey (HDS, 2019) to explore the hostile side of my personality (Hogan, 2018). The findings indicate, there's 90% chance of me being sceptical, I'm hypersensitive and it takes me time to trust people's intentions. Similarly, I'm 98% a perfectionist and have tendencies to set subordinates unrealistic goals.

good

It was fundamental not to take the Inspector's behaviour personally and to keep my feelings in check. Thus, I adopted a team-management approach (Figure 3), where I changed, to show equal regard to achieving the task and concern for people (Blake and Mouton, 1985).

I focused my efforts on educating, developing and supporting the Inspector, alongside considering the teams needs and the activities that needed to be undertaken to achieve the task. Rather than continuing to respond to the situation in an authoritarian style (Tannenbaum and Schmidt, 1973), I assumed a participative style (Buchanan and Huczynski, 2017). I invited the teams ideas and I gave away control over decision-making, empowering subordinates to feel valued and to start thinking for themselves.

I sought to understand without making judgement, the forces that impacted the Inspector and the deep-rooted reasons behind his behaviour (Appendix F). Through a one-to-one discussion, I applied the SPIN model of Owen (2021) to give the Inspector constructive feedback. Consequently, I established he'd found it difficult taking instructions from a female, that was higher-ranking and had less service than himself (Appendix G). The Inspector had been unsuccessful in recent promotion processes and he felt demotivated and frustrated. He had feelings of resentment, towards women in senior-positions, as he believed white males were being overlooked for promotion. Additionally, he'd never worked on an OCG investigation before and he was too proud to say that he lacked experience, as he had twenty-two years service and believed he should be competent in all aspects of operational policing.

The forces of the situation had impacted the Inspector, in terms of his welfare and his performance, he was failing to coordinate team activities and this was detrimental to the teams performance and morale (Appendix F).

To support the Inspector, I acted as a mentor offering advice and I devised a SMART (Specific, Measurable, Attainable, Realistic, Timely) action-plan. This included the allocation of a coach to help the Inspector determine what he needed in terms of his development and I arranged training inputs to address unconscious-bias.

What were your thoughts and feelings about him now?

Drawing on Maslows hierarchy of needs (Mullins, 2019), these activities addressed the Inspectors' safety and social needs and his confidence and job-satisfaction increased, thus meeting his needs of esteem and self-actualisation, where he felt valued and recognised. The Inspectors demeanour changed, he no longer felt threatened or embarrassed, he took ownership of team activities and helped me coordinate the tactical plan (Appendix H).

I arranged a team-building day, to come together and learn about one anothers interests, skills and experiences. This emboldened teamwork and encouraged trust to form. Additionally, I used this opportunity, to collectively agree strategic goals (Figure 6).

To be completed by Lead Responsible Officers & Senior Investigation Officers	
Operation Name/OCGM Reference	Operation [REDACTED]
Role e.g. LRO/SIO	C/Inspector Mann
Strategic Goals	
The overall objective is to disrupt and dismantle the trafficking and onward supply of Cocaine and Heroin into Llanelli and surrounding areas by [REDACTED] b. [REDACTED] 1994.	
The key elements to achieving this are to:	
• Gain a clear and accurate understanding of the activities and impact of this OCG; • Ensure that early disruption opportunities are explored and optimised; • Exhaust opportunities to dismantle the OCG and reduce the availability of Class A controlled drugs; • Reduce the risk of any escalation to serious harm; • Safeguard vulnerable persons affected; • Bring offenders to justice and secure successful drug trafficking prosecutions in respect of key principal subjects. • Provide effective policing response to ensure community confidence and re-assurance in our ability to respond to this criminality; • Recovery of any available assets. • To provide drug intervention opportunities to those arrested in this operation, in an attempt to divert them from drug use in the future.	

Figure 6 - Operational goals for OCG.

Goal-setting theory is a notion of motivation (Locke, 1968). I deemed it necessary to agree goals, to give subordinates clarity of what needed to be achieved. In support, Locke and Latham (1990), argue, defined goals result in improved levels of performance and acts as a powerful source of motivation.

To the contrary, research of Juneja (2015) argues, if subordinates lack competence to perform actions essential for achieving goals, then goal-setting will undermine performance. Buchanan and Huczynski (2017), support this notion, arguing goal-setting interferes with innovation and learning, as subordinates become engrossed with achieving results and consequently, overlook problem-solving opportunities.

Nonetheless, once subordinates had a clear understanding of the goals to be achieved and I understood the skills and experience of individuals, I formed theory Y assumptions (McGregor, 1960). I was satisfied all understood their roles and responsibilities and I formed trust and confidence in subordinates to have autonomy over their tasks. My leadership style moved along the Tannenbaum and Schmidt (1973) continuum, from initially being authoritarian, to more subordinate focused, where I delegated tasks and abdicated responsibility of decisions (Figure 7).

Tannenbaum and Schmidt Continuum of Leadership

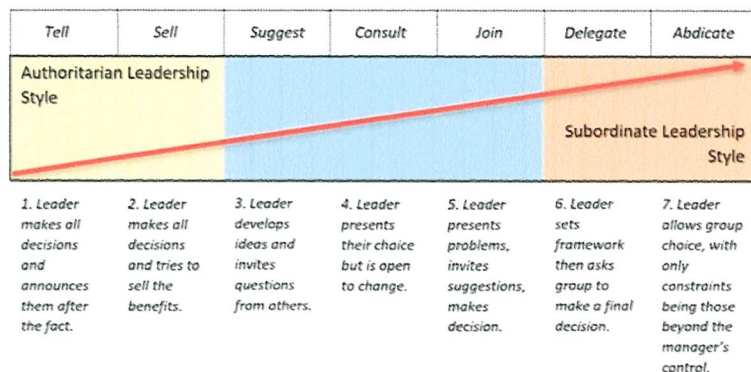


Figure 7 - Tannenbaum-Schmidt Continuum of Leadership behaviour (Drew, 2021)

I empowered the team to make the majority of decisions, with constraints only placed around the arrest of the principle-subject, because of my moral responsibility to protect the team, public and subject from a firearms threat. I continued to offer support and guidance, as I was cognisant of assuming Laissez-faire leadership (Roe, 2017) and I didn't want to appear hands-off or disengaged.

Drawing on transformational leadership theory of Bass and Avolio (1990), I provoked inspirational-motivation and the teams passion to act, by pulling on heartstrings, reinforcing the operational goals to eliminate drugs from the communities our families, children, friends and the public live. In support, Walsh and Vito (2018) say, effective leaders create a sense of purpose that motivates subordinates to contribute. Kraemer (2011) says, when people relate to the leader or the cause, they will follow and give full commitment. Consequently, the initiated response resulted in, eight offenders being jailed for forty-years, for trafficking heroin worth £200k.

During this experience, I had a number of mixed thoughts and feelings. I was hurt, the Inspector begrudged females in positions of rank and I was saddened, he'd not asked for help and developmental support. Research of Buchanan and Huczynski (2017), says, it was widely assumed senior-leaders were male during the 20th-century and that domination of masculinity remains entrenched today (Schedlitzki and Edwards, 2014).

Whilst there has been progress to increase female representation across policing, the percentage of women in senior positions remains significantly low (Fleming, 2015), with 27% of women in Chief Officer positions across England and Wales, in comparison to 73% of men (Ramshaw et al, 2019).

This experience made me consider alternative viewpoints; with the national impetus being placed on increasing females in senior-ranks, its possible aspiring male officers may feel threatened during times of limited opportunity. ✓

On reflection, by initially adopting theory X assumptions, i'd heightened the Inspectors anxieties and made him feel unable to raise concerns and this impacted his confidence and performance. Additionally, my style negatively impacted the team. — learning

Adair (1983) says, a leaders main role is to ensure subordinates achieve common goals and in this context, Blake and McCanses' (1991), team-management approach, is the most effective leadership style, as the leader shows equal importance to people and production (Mullins, 2019).

Evaluating the positives, I felt overwhelming achievement for the team, that the OCG had been successfully dismantled. Throughout the investigation, I praised and recognised the good-work of individuals and I nominated the team for an organisational award. ✓ good

Supporting research by Belbin (1993) argues, high-performing teams, ought to be represented by diverse team-role behaviours. Applying Belbin's model (Roe, 2017), I identified an officer was a shaper, with a can-do attitude. I tasked the officer with responsibility for the overall development of intelligence. Yet, I was cognisant the officer tended to act alone and shared minimal information with others, thus it was key to give the officer responsibilities that pushed him out of his comfort zone. In this role, he had to trust others and share intelligence, for the tactical plan to be devised (Appendix I).

good, did it work?
Did the officer change or stay the same?

I earned respect of the Inspector and subordinates, through the effective use of referent powers (Jeanes, 2019) and charismatic leadership (Roe, 2017), by displaying humility and acknowledging i'd initially assumed the wrong leadership style. By doing so, subordinates developed a positive connection to me and my vision and subsequently, formed a shared sense of purpose and I led by maximising use of emotional-intelligence, rather than over exerting rank or power. ✓

Drawing on self-concept theory (Shamir et al., 1993), I exerted influence to motivate subordinates, through the application of the stages that underpin charismatic leadership (Appendix J). Consequently, subordinates became driven through praise and they were proud their actions were making a difference to protect vulnerable people. Incidentally, Action Centered Leadership (ACL), devised by Adair (2006) proved fruitful, in terms of supporting and developing individuals, building a cohesive team and providing strategic clarity and direction to achieve the overall task (Appendix K). ✓

In considering the appropriateness of the authoritarian style of leadership I initially assumed, whilst there are some advantages when used in certain circumstances, e.g. in firearms incidents, it was the wrong style in these circumstances. If faced with a similar situation in the future, I would do things differently. I would not adopt this style without careful consideration. In evaluating the negatives, this approach diminished subordinates to have personal development and hindered participation and motivation. The Inspector and subordinates became tense and resulting in low-morale, low-productivity and absenteeism. ✓

Drawing on expectancy theory, I formed expectations the Inspector would not perform tasks correctly (DuBrin, 2013), thus I dictated actions and micro-managed delivery. However, through one-to-one discussions it became apparent the Inspector was motivated, he simply lacked skills to carry out the task. It would have been more appropriate for me to ensure all team members had sufficient training before allocating tasks.

was this a learned behavior?

On evaluation, there are disadvantages to charismatic leadership, as cited by Yukl (2006), subordinates develop admiration for the leader and become dependant on the leader making decisions and this stifles learning. The Inspector became dependent on me, as he didn't feel confident to admit his developmental areas, partly because i'd set high-performance expectations and an ambitious time-frame for delivery, which was intimidating and disconcerting to subordinates.

This experience helped me consider the impact I have on others, drawing on Betaris Box (2020), my attitude and behaviour, negatively impacted the attitude and behaviour of the Inspector and the wider team. According to Roe (2017), a leaders conduct can have a profound and significant effect on individuals and its crucial leaders recognise the implications of their influence.

The Inspector was emotional during our one-to-one, evidently, the promotion setbacks, had damaged his confidence. Yet, promisingly so, he was motivated to achieve the SMART action-plan and seek future promotion opportunities.

On further reflection, the situation was intensified by my personality preference of ESTJ (Extraversion, Sensing, Thinking, Judgement) (Myers, 1962). I show characteristics associated with being mainly task-orientated, I prefer ambitious individuals and people who dither decision-making can make me apprehensive. I expect assertiveness and high-standards and thus I can become impatient, domineering and set unrealistic goals (MBTI, 2016).

why?

This experience caused me to consider Johari's window, we all have behaviour traits that are known to ourselves and not others. I am insecure and require regular feedback and reassurance, but to others I appear confident and self-assured. Likewise, we all have blind-spots that are known to others and not ourselves (Mullins, 2019).

The Inspector started to agree and accept everything I said as fact and stopped expressing alternative ideas. Research of Walsh and Vito (2018), offers strong consensus, police leadership should be democratic, as officers want senior-leaders to seek their views and suggestions. Yet, critics argue democratic leadership is time consuming and when life-threatening decisions need to be made, it may not be a viable option (Buchanan and Huczynski, 2017).

why did he change?

Applying Kelleys' (2008) followership behaviours, initially the Inspector was an alienated-follower, he distanced himself from subordinates and became disillusioned by the organisation. Yet, in contrast the team were yes-people, they showed little independent thought and relied on instructions before they acted and whilst they were enthusiastic about their work, they had no gusto to use their initiatives, thus they had little responsibility and started to feel devalued (Schedlitzki and Edwards, 2014).

Heffernan (2012) argues, its not healthy for leaders to be surrounded by yes-people, to the contrary, leaders need to be surrounded by people that offer heated debate and propose differing views, as this enables greater thinking. Marquet (2020) agrees, if a leader wants people to think for themselves, they must give intent rather than instructions.

According to French and Raven (1959), there are five sources of power and for policing, legitimate-power is the most dominant source. A leader of rank can issue an order and subordinates will accept it as legitimate and comply without question (Roe, 2017). Gardner (1986) argues, followers have a choice if they are going to follow or reject a leaders command, however in a policing, there's no right to strike (Fleming, 2015) and when a lawful order is made, subordinates must obey, as refusal can result in criminal or disciplinary procedures (PolFed, 2019). This culture, can hamper modern leadership, as subordinates can become hesitant to challenge leadership decisions (Uhl-Bien et al., 2014).

On evaluation, power and rank had become a corrupting force that prevented the team feeling comfortable to raise issues with me and groupthink emerged (Fleming, 2015), with subordinates having low-tolerance for debate (Adair, 2010) and low-confidence to challenge decisions.

In the future, I will provide early reassurance to those I lead, that whilst policing is hierarchical, rank must not act as a barrier to challenge and its okay for people to disagree without being disagreeable and still achieve the task in hand (Boysen, 2020).

This experience has taught me, if one of the ACL spheres (Adair, 1973), outweighs other areas, it can prove detrimental to achieving success. In this instance, the power of the Inspector, negatively impacted the teams morale and consequently, productivity declined and hindered the teams ability to achieve the task (Figure 8).

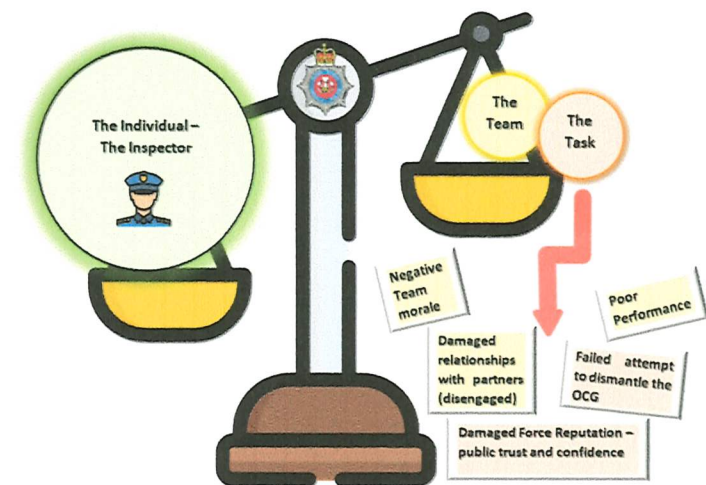


Figure 8 - Action-Centred Leadership (ACL) model adapted to represent a sphere more dominant than the others.

I have learnt the significance of remaining alert, that rank can act as an invisible leadership barrier and its crucial to create an environment where people feel confident to challenge upwards. According to Owen (2021), successful leaders build teams, that compensate for their own weaknesses. Yet, to achieve this, safe environments need to be created, that empower lower ranked officers, police-staff and partners to feel confident to speak openly, challenge decisions, share knowledge and make suggestions.

According to Clutterbuck (1999), to create a supportive environment, it is fundamental teams have fun, as this encourages trust and helps towards the achievement of goals (Figure 9).

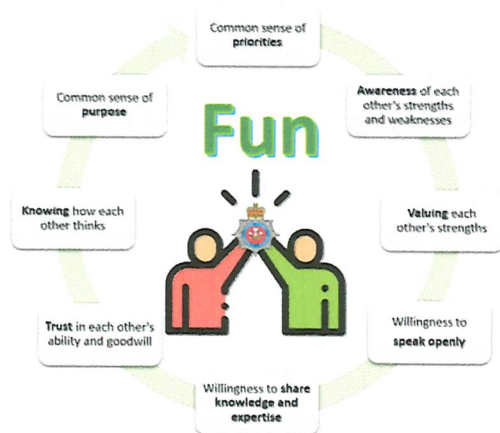


Figure 9 - Clutterbuck's norm team model (adapted from Clutterbuck, 1999 and Roe, 2017)

I am grateful an Officer challenged my decision regarding the trading-standards operation, as it helped me take a step-back and realise my leadership approach was having an impact on the task, individuals and the team. By acknowledging I was wrong, it showed the team I was willing to listen and accept challenge.

Learning

King and Lawley (2016), raise a valid point, whilst transactional command-and-control, hierarchical structures are necessary in policing to deal with life-critical incidents (Russell, 2017), single-leader success can be disruptive, if assumed for all leadership challenges.

To meet the complex challenges of the 21st-century, police leadership needs to flex within its hierarchical structure to enable a culture of growth to emerge, where leaders of all ranks and grades are able to thrive and equally express themselves (McChrystal et al., 2015).

why is this?

I have learnt the significance of considering the situation, the task and the characteristics of subordinates before deciding the leadership style I should assume. In the future, I will apply path-goal theory (Mullins, 2019), prior to making a decision on the leadership behaviour to adopt. The theory, sets out a process, where leaders select a specific behaviour that meets the needs of subordinates and the nature of the task, which triggers appropriate motivators to empower subordinates to achieve overarching goals. On reflection, by initially adopting an authoritarian leadership style and directive behaviours, my actions heightened the Inspectors insecurities and reduced his motivation. In contrast, when I assumed supportive leadership behaviours, it helped me identify the Inspectors concerns and through supportive dialogue, I was able to offer reassurance and support.

Consequently, I then felt comfortable, to let go and lead and this enabled the Inspector to have autonomy and trust over decisions, plus it enabled me to assume achievement-orientated behaviours, where I set out agreed goals and I showed confidence in the team to achieve them by delegating responsibilities and activities (Mullins, 2010) (Appendix L).

In analysing the positives of delegation, it gave me extra capacity to manage the team and it enabled decisions to be made by front-line practitioners with the greatest knowledge and experience. However, there was temptation to ask for task updates, but I made a concerted effort not to, as this would have been detrimental to building trust.

According to DuBrin (2013), a leader's traits, behaviours and the situation will have an impact on the influence-tactics assumed by the leader and the tactics used, will have an impact on the influence-outcomes of subordinates. For instance, the authoritarian behaviour and influence tactics I initially assumed, resulted in the Inspector becoming resistant, but once I changed to being participative, the Inspector became committed (Appendix M). I know how it feels when a leader is autocratic and the harm it causes to confidence, motivation and productivity. I should have taken a step-back sooner to understand the Inspector's behaviour, before making assumptions. Applying the OAR model (Life Leadership, 2022), I should have paused to review the situation as an observer, considering my beliefs, perceptions and emotions before I took action, as my actions temporarily hindered the achievement of results (Figure 10).

Learning

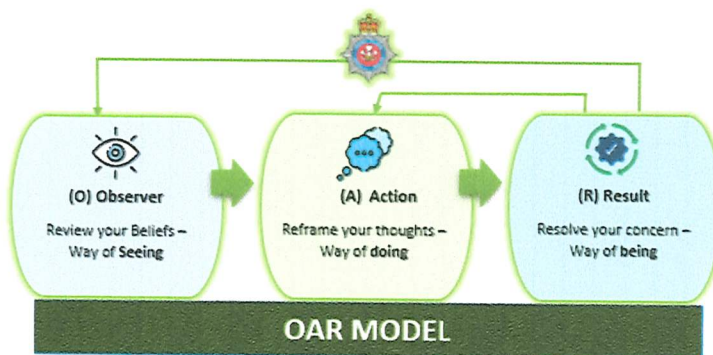


Figure 10 - The OAR Model (adapted from Life Leadership, 2022)

If a similar situation materialised again, I would approach the situation differently. I recognise shared or distributed leadership is critical, in developing the leadership repertoire of entire teams, as it encourages the wider sharing of influence (Northouse, 2013), as in policing, a single-leader figurehead, can result in subordinates feeling intimidated and restricted in decision-making and this can result in team failure (Stewart and Manz, 1995).

In conclusion, when feasible, I will share leadership responsibilities with others. There will be occasions when subordinates, more junior in rank or role or external partners, are better placed to lead than me, in terms of their skills, knowledge and experience. In support, Morgeson et al. (2010), argues leadership can be provided by anyone who meets the team's needs, yet for shared leadership to truly embed, Northouse (2015) argues, organisational cultures need to be supportive. For this to occur in 21st-century policing, mindsets need to be more radical and willing to move away from traditional militaristic leadership approaches.

Excellent Research, with good reflection. A lot of Learning behaviour points. Was there anything that you have always done that you will continue?

Appendices

Appendix A – ESCI findings

Jolene Mann | Report generated on 29/05/2019

ESCI competency profile

The ESCI competency profile shows your perception of how frequently you use each competency. It shows where you feel your strengths and development needs are.

