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## **Serving from the top: Police Leadership for the 21<sup>st</sup> Century.**

### **Abstract.**

**Purpose:** The police service in England and Wales faces unprecedented challenges as it moves further into the 21st Century. Globalisation, increases and changes in types of crime, including cybercrime alongside perennial terrorist threats, coupled with budgetary constraints, mean that the way the police service has traditionally operated needs to change. In part, the police service sees the drive for professionalisation as assisting in providing an efficient and effective answer to the challenges ahead. Previous approaches to leadership styles, based upon hierarchy and rank, may not be the best approach for leaders in such a dynamic and professional organisation. This paper argues for a debate and a rethink regarding the leadership styles employed by the police in their current role in the context of the influx of new graduate officers.

**Approach:** This paper presents a discursive argument based upon servant leadership models that aspire to address the multi-faceted challenges faced by the police service.

**Findings:** Leaders in the police service may well consider servant leadership for its ability to release the potential and manage the aspirations of graduate officers. Servant leadership is also recognised for its potential in helping the police to better engage with important societal changes that will impact on its organisation and its structure in the future.

**Original Value:** This article considers the problems faced in leading a professionalised police service and the suitability of a novel approach to leadership, that of the 'Servant Leader'.

**Key Words:** Servant Leadership, Future of Police Leadership, Policing, Professionalisation, Graduate Profession, Leadership.

## **Introduction.**

In the recent publication *Policing Vision 2025* (NPCC, 2016), there is much discussion regarding the future of the provision of policing services in England and Wales. Indeed there is much emphasis upon transformation of the workforce and workforce leaders in order to ensure the police provide an effective service to communities. With an emphasis upon prevention and the management of risk and vulnerability, the aspect of democratic accountability through Police and Crime Commissioners, Mayors and other forms of devolution of political powers is further acknowledged. According to this report, the delivery of policing services to an ever demanding community (COP 2105) will need to be evidence based, with a focus on effectiveness and efficiency. This of course relies upon a workforce that is flexible and responsive to change and also equipped with the correct skills and abilities. In short, a workforce that is committed to its role, equipped with up to date knowledge, and operating within a strong ethical framework. However, the challenges it faces are complex and will require new skills and perhaps a different attitude from all of the workforce. In part, it would appear that this process has already started with the so called professionalisation strategy driven by the College of Policing, and it may be enhanced by the recent proposals for degree and apprenticeship entry plans announced by the College of Policing. However, the success of this change depends upon the way existing and new police leaders within the police service can adapt to managing the changing style of police education and training, from a rank based structure, to one which is more open, questioning and critical of leadership decisions.

The challenges faced by future leaders of the police are important to understand if an effective response to them can be implemented. Despite this paper's investigation being based in England and Wales it is suggested that similar challenges are faced by police forces and other emergency services throughout the developed world. Thus, the conceptual ideas put forward in this paper are not exclusively meant to inform police leadership in Wales and England. The paper is therefore suggested to also potentially resonate with an international audience covering a wide spectrum of emergency services.

## **Challenges for future Police leaders.**

Austerity measures, which hit the police organisation hard from 2010 onwards until halted in 2015, had a major effect upon the way the police carry out their duties. Reductions in staff mean that the way policing has traditionally been delivered needs to be re-examined. In

addition, as the NPCC (2016) point out, wider societal changes are also drivers for change. At the local level, there will be a different type of partnership as innovative measures will be introduced to satisfy local demand. All of this will take place of course within a changing understanding of democracy and political accountability (Ritchie, 2015). This may involve a more plural policing approach (Rogers, 2017) or a more focused community partnership agreement. Community itself, a contested concept, will continue to change perhaps due to greater and more use of sophisticated social media. Greater collaboration between forces will need to be regulated in an effort to tackle serious and organised crime, including the use of specialist resources from different forces for different policing incidents. Additionally, continued terrorist threats will dominate much police and security thinking, as well as population shifts due to political changes and the influence of changing demographics of an ageing population (Rogers, 2015). Old structures of policing will need to change from their origins in the industrial revolution, with its echoes of workers supervised by overseers within a hierarchical structure that separates front line officers from strategic policy makers. Clearly, leadership skills for policing will need to adjust to meet potential challenges that are likely to occur and traditional police leadership may need to be replaced to facilitate transformation.

### **Traditional police leadership.**

Historically, police officers were trained for a substantially non changing bureaucratic structural organisation. Consequently, when discussing traditional police leadership, Fyfe et al. (1997) suggest that due to the militaristic formation of the police, leaders were appointed on the military model for leading and controlling the police in civil society. By adopting such a model, the police also adopted the presumption that rank and authority would provide the police with the leadership necessary to direct and control police behaviour. Over the years perhaps some police leaders have confused leader behaviour with rank. Since the early days of Sir Robert Peel, leaders in policing have assumed their roles by virtue of their rank as much as any other criteria. Despite acknowledgement of the problems associated with such an approach, the idea of rank equating to good leaders is still reinforced in some areas. A leading work on police leadership and supervision continued to support the rank/leader idea by exhorting its reader thus;

*'Your Authority is based upon your position and rank. It is your right!'*

(Whisenand, 2011:23)

In terms of gender and police leadership Silvestri (2003) pointed out that change in police leadership has started by the fact that more females were promoted on merit as part of organisational rethinking. Rosener (1990) supports the idea that an increase in gender difference in police leadership will assist change due to the fact that women are less likely to adhere to the traditional 'command and control' leadership style that men tend to follow. Whilst there appears to be an acceptance within the police service of a need for different styles of leadership, Caless' (2011) research into senior police officers in England and Wales, tends to suggest that leadership in the police service has changed, but only on the surface with a lot of leadership styles being 'froth and bubbles' (Caless, 2011:116). What this suggests is that whilst there has been some attempt to improve police leadership and move away from the militaristic rank based approach, there are still large elements in existence. In recognition of the need for change, the then government commissioned a review into police leadership and training. The review, authored by Neyroud (2011) contained several far reaching and important recommendations including the eventual formation of the College of Policing, and perhaps more importantly, the recommendation that the professional body created owned and developed a police initial qualification which should be a precondition before attestation and employment as a fully attested police officer. This has opened up the possibility of creating a far more professional and highly educated police service than hitherto existed, and one that would be capable of facing the challenges of the future.

### **Changes in police education and recruitment**

The College of Policing, in a recent report on future demand for services from the police (College of Policing, 2015a), illustrates very clearly the way in which calls for police action are changing, and will continue to change in the near future. Traditional acquisitive crime is falling, whilst information-based crime, such as internet fraud and crimes focusing upon the vulnerable, are on the increase. New offences require different expertise and skill sets, and necessitate greater levels of cross-organisational working and leadership. Reduction in numbers of police staff is linked to several factors, including the increase in specialist departments, the decline of general patrol and a move to professionalise police officers through a degree programme. The College of Policing (2015) also highlights the fact that the number of police officers in England and Wales has been falling over the last 5 years. As police officers and staff numbers decline, there is concern about whether forces are able to maintain levels of service delivery. This report indicates that the proportion of adults who

reported seeing a police officer on foot patrol in their local area at least once a week fell from 38 percent in 2011/12 to 34 percent in 2012/13. Clearly, the police service of the future will be leaner, and have more specialist officers and departments with possibly little visible general patrol functions. Consequently, we may need a new type of police officer, one with more pronounced leadership and professional abilities than hitherto required.

For the past decade the operating environment of contemporary policing has required officers at all levels to carry out their roles while being mindful of decreasing funding allocations in times of austerity. The need to adapt to an external environment full of political vicissitudes, economic reservations and social and technological evolution has inevitably presented challenges for many organisations reliant on public funding such as the police. Good effective leadership is required if new challenges are to be dealt with effectively. Therefore the need to produce police officers with the necessary knowledge, skills and resilience to cope in such an environment is of utmost importance. Consequently the question remains whether or not current police leadership at all levels is adaptive enough to allow graduate officers to thrive and flourish.

Compulsory graduate entry will inevitably mean the influx of a 'different type' of police constable. Those graduating from UK Universities with a BSc Police Sciences for example may be well developed in communication, innovation and creativity, project management and business acumen. These graduates may also have high levels of digital literacy and be critical thinkers ready to challenge the status quo in order to innovate and introduce new ways of thinking. New graduates could prove a cause of discomfort to those leading within a traditional militaristic model of leadership dominated by rank and protocols. The Policing Education Qualification Framework (PEQF) will see Police Constables enter the profession with a PC Degree Apprenticeship, a Pre-Join Professional Policing Degree or a Graduate Entry Programme with a top up provision for those with non-policing subject degrees. Whichever route is taken, new recruits will be graduates and looking to start a fulfilling career within the police. The 21st Century police graduates leaving higher education institutions in the future will have skills and abilities to enable them to survive in a landscape that is shifting and complex. Universities compete for applicants within a very competitive market and their ability to maximise graduate attributes in terms of employability and resilience is seen as key and is offered as an integral part of all degree courses. Therefore when the new police graduates finish their course and join as constables they will have had

exposure to a range of fresh learning opportunities, new theories and concepts and they will have been taught to think, critique and analyse. In short they will be taught how to be critical thinkers ready to challenge and question societal and organisational norms for the purpose of exploring new approaches to traditional and contemporary problems.

### **Leading the 'New Order'.**

A possible challenge for future police leaders and those tasked with organisational development within policing, will be to enable and empower these new graduates in order for policing to be effective within the previously discussed changing landscape. Questions arise about how the new skills and new ways of thinking can 'fit' into the existing custom and practice of everyday policing. There is the danger that new graduate officers could be left feeling unfulfilled and demotivated as they start their careers as their ideas and innovative approaches are set aside in favour of more traditional approaches. There clearly needs to be an understanding of the possible motivational consequences if their education and training has given them a holistic understanding of wider issues such as societal inadequacies and the impact of technology, yet their day to day operational practices are limited to reactionary acts and procedures. Being restricted to dealing with the symptoms of underlying problems such as drug abuse, assault and theft may not be enough to fulfil the new graduate officer as they will have the theoretical understanding of the causes of such crime and more importantly access to innovative ideas on how to prevent such crimes. In many senses this is reminiscent of the Royal Commission into Policing during the 1960s (Home Office, 1966) which identified the same problem at that stage when well educated police officers were leaving the service due to outdated methods of policing, and of police leadership.

With current constable ranks of the police soon being integrated with new well qualified digitally literate graduates perhaps now is the time to think radically about leadership style within the police. It would appear that a 'bottom up' perspective may be needed where the leader is seen as successful and effective when he or she supports their subordinates and allows them to carry out their roles to the best of their ability. The change needed for modern policing may just come from a post-heroic leadership theory, one which argues that too much emphasis is placed on individuals as leaders. The leader centric lens sees leaders as powerful and that subordinates must respond and react to the leaders' actions (or orders). Uhl-bien et al. (2014) suggested that an over reliance on 'great leaders' can cause a neglect of 'followers' and the contribution they can make. Therefore police leaders may need to reflect on the way

they are perceived moving forward. Future police leaders should perhaps consider becoming mass 'facilitators of followers'. Instead of viewing their span of control as groups of submissive officers who need to be instructed and controlled by tried and tested hierarchical procedures, staff should be seen and treated as active followers who can question and challenge when and where applicable. Leaders can only be efficacious if they have real followers and only if these followers are encouraged not to take a passive role in an organisation can 'Followership' really emerge (Bjerke, 1999). Followers respond to the needs of the leader yet are recognised for having their own ways of thinking and contributing. In addition to internal changes to police education a wider societal perspective needs to be considered. The last 50 years has seen major changes particularly in the West with regards to the nature of society and the management of the economy, which challenge and question traditional theories. There has been a gradual reduction in the faith attributed to authority figures and there has been a shift towards information and the knowledge economy causing the profile and nature of employment to change. As a result, organisations are tending to become flatter with less hierarchical layers and more reliance on team working (King and Lawley, 2016:426). Such changes and variations require different approaches to leadership moving away from top down dominance to one within which organisational success is related to the organisation's ability to build on the experience and knowledge of their workforce. With this evolving framework in mind as a backdrop, it is now time for police leaders to refrain from standing at the front of the service directing and controlling the passive followers beneath them. Instead the future police leader's role could be to empower those of lower rank and create an environment in which followers can thrive and flourish.

Areas which potentially could influence police leadership style lie within the Code of Ethics provided by the College of Policing (2014) and The Seven Principles of Public Life (known as the Nolan Principles). These reinforce the concepts of leadership and are listed as: accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness.

In particular the principles relating to selflessness, leadership, openness and respect it could be argued, paves the way for a particular style of leadership first introduced in the 1970s called servant leadership (Greenleaf, 1977). Servant leadership is a style of leadership that could offer a dramatic change to the traditional model of police leadership already discussed as the leader in this model is humble, understanding, supportive and acts to bring the best out



of subordinates. It promotes the notion that the 'servant' and the 'leader' can operate in partnership to provide a dynamic and efficient leadership style.

### **Servant Leadership (SL)**

Serving others ahead of self-interest is at the core of servant leadership (Greenleaf, 1977). Northouse (2015) and Spears (1996) argue that this form of leadership challenges traditional beliefs about leadership, highlighting servant leadership as a model that liberates leaders so that they may focus on behaving ethically and caring for others thus empowering others to achieve. Thus, servant leadership creates an environment in which teamwork, involvement in decision making and the opportunity for personal growth are seen as key drivers in organisational success (Parris and Peachey, 2013). Graduate officers who may have joined the police to follow a vocation will be keen to 'make a difference' and they may well look to leaders at all levels for feedback and guidance on their contributions. This may well have implications for motivation and morale as recognition and job satisfaction can be key intrinsic motivators and a perceived poor relationship with supervisor a possible demotivator. (Herzberg, 1966). Washington et al. (2006) and Parris and Peachey (2013) illustrate that servant leaders tend to have a genuine concern for others arguing that they build trust through honesty and integrity and gain credibility through people's confidence in their knowledge, skills and abilities. Facilitating trust and integrity can only benefit a constable starting out in his/her career as it is trust, integrity and honesty that they too must exude to the public as part of their role as a police constable. Such two-way mutual respect is necessary in and out of the station environment for the officer, and an effective part of all their policing encounters on a daily basis.

As greater transparency is demanded by the public and changes in legislation require more obvious accountability, those at the top of organisations are openly judged in terms of their behaviour both morally and ethically. This applies equally in private sector organisations as well as public ones. The banking industry is just one example where corporate culture and management behaviour has been scrutinised and criticised in the general media.

Serving others to help them build a better tomorrow could resonate as a potential panacea to address the familiar lapses in judgement of some contemporary profit maximising organisations (Parris and Peachey, 2013) where corporate governance is based on a desire to see leadership that is motivated to serve a wider interest than that of personal greed (Baggett, 1997; Gaston, 1987; Rinehart, 1998). Leadership in a business setting may focus heavily on

the quest for profit at the detriment of ethics or altruistic behaviours but within a policing environment the quest for 'profit' could be replaced with serving and protecting others and increasing procedural justice feelings within the community.

Servant leadership's strong links to achieving ethical, virtuous and moral outcomes for organisations (Parris and Peachey, 2013) has the potential to subdue disparities and social injustice (Greenleaf, 1970). Greenleaf (1970) theorises that such leaders recognise the dormant potential power of established communities and potential contributors. His work suggests that the intrinsic worth of individuals and organisational development too can potentially flourish through leadership that encourages face to face interaction, respect and trust. Graduate constables arriving at stations will inevitably have expectations based on experiences at university and will crave feedback. A lack of meaningful interaction with line managers could be detrimental to the continual professional development of these constables as they embark on their career. New police leaders clearly need to be equipped with specific skills and attributes to prepare for the changes ahead.

In addition to Greenleaf, Spears (1996) has been hailed as an influential writer in the identification of the characteristics of servant leaders (Parris and Peachey 2013; van Dierendonck, 2011). The characteristics of a servant leader are recognised as "the essential elements of servant leadership." van Dierendonck (2011:1231) and there are ten in all, briefly discussed below.

According to Spears (2009) the first of the characteristics of a servant leader is that of being a good effective **listener**. To accept the views of others and to show appreciation for the views of subordinates by listening allows servant leaders to understand the needs, motivations and aspirations of followers, thus ensuring that their basic and higher level needs are targeted, prioritised and met. Wong and Davey (2007) highlight the ability for servant leaders to consult and take on board the views of others. Listening to new ideas, new innovations and new and fresh viewpoints could benefit the police leader but also serve to make the new recruit feel valued. New graduate recruits will enter the profession with the expectation of giving ideas and new approaches. Therefore higher ranking officers would need to accept the notion that despite having 20 years policing experience and earning the title and badge (or pips) of office, they may not have all the answers to the questions asked within a contemporary policing landscape. Not having the answers should not however be perceived

as weakness and enabling others to generate answers could be perceived as the new leadership strength to be rewarded.

The second characteristics of an servant leader is the ability to empathise. Servant leaders have an ability to see the world through the perspective of others using **Empathy** enabling them to understand how people perceive their environment and how they think and feel. This is suggested to reinforce the bond between the leader and followers (Northouse, 2015). Such empathy Barbuto and Wheeler (2006) suggest develops an 'altruistic calling' and a desire to help others fulfil their potential. Being able to offer empathy it could be argued would be a fundamental ability of a caring police officer and such empathy and respect could be developed by officers for peer and public interactions.

Being able to listen and offer meaningful empathy leads to the next characteristic namely that of '**Healing**'. Emerging from the characteristics of Listening and Empathy, servant leaders are recognised for the attention they pay to the concern for individuals' wellness and personal development (Wong and Davey, 2007). As officers will inevitably face difficult and traumatic events at times on a day to day basis, this attribute for a leader within the police service could prove vital to support, develop and mentor young recruits. An awareness of personal difficulties faced by others can allow the servant leader to target help and support and show genuine concern for others as well as offer advice based on their own experience. This characteristic could help leaders and managers within the police contribute to officer welfare by recognising early physical, psychological and behavioural symptoms of stress for example. Being aware of others' needs and being instrumental in satisfying them within the workplace for the benefit of followers shows the importance of the next of the characteristics outlined by Spears (2009) namely '**awareness**'. The servant leader has an ability to know their own strengths and weaknesses as well as those of others with a holistic awareness often referred to as emotional intelligence (Goldman, 1995). The previous experiences of senior officers should enable them to recognise and appreciate how followers could feel after key career events and engage with them accordingly. Following a traumatic encounter with a vulnerable person, a dangerous encounter following a physical assault or simply giving evidence at a Crown Court for the first time could all be encounters that followers could find challenging and an awareness of potential consequences could be used by a servant leader to help facilitate reflection and learning in the follower. Similarly, having an awareness of his or her own weaknesses in relation to, for example, a new form of social media, could see a

servant leader seek a possible solution to a problem from a follower with the necessary knowledge.

After listening to, and garnering the views of others, a servant leader at some stage could be called upon to make a decision based upon the next characteristic of **Persuasion**.

Maintaining harmonious relationships without the overt reference to rank or position draws on the other characteristics of a servant leader namely empathy, healing and listening so that others feel valued and part of the group or the community. The relationship between senior officers and subordinates should be one of mutual respect and a servant leader will not need to rely on the power afforded by their rank to require tasks to be completed. They should enable and empower followers to complete tasks through effort and negotiation following the vision of the servant leader.

**Conceptualisation** is the next characteristic of the servant leader. The servant leader will be skilful in communicating their vision of the future by harmonising conceptual thinking with operational requirements (Wong and Davey, 2007). Effective police leaders embracing the servant leader ethos may be able to use stories of past cases or investigations for example in order to present a vision in a way that inspires others. The vision of a servant leader will possibly include a tried and tested perspective on long-term objectives profiting from the ability to take a 'step back' and reflect on an event (Van Dierendonck, 2011).

According to Barbuto and Wheeler (2006) a servant leader will have wisdom and the ability to use **Foresight** to view the future as something that may be fashioned by those who contribute and those who are consulted and involved (Wong and Davey, 2007). Previous policing experience could again be invaluable and a Police servant leader could use this past knowledge to good effect as they empathise, heal and persuade in the facilitation of follower engagement. Taking responsibility to lead and serve others, and to hold and wear the epaulettes of authority and leadership requires a Police servant leader to have resolution as they commit to leading others. Barbuto and Wheeler (2006) and van Dierendonck, (2011) purported that accepting culpability is vital for a servant leader to be effective and that **Stewardship** was another key characteristic. Accepting the responsibility for the progress, motivation and continual development of officers within their span of control would see a Police servant leader taking responsibility not only for the actions of these officers but their wellbeing too. More traditional forms of leadership may not have focused on follower well-

being and development but a servant leader demonstrating stewardship could be seen as demonstrating tangible levels of commitment.

Such overt **Commitment to the Growth of People** was the penultimate characteristic suggested by Spears. Engaging with, empowering and proactively developing people with a view to influencing and inspiring them could see a servant leader offering transformational stimuli and support to followers (Sendjaya et al., 2008). Such an explicit commitment for caring about and investing time in new recruits and others could then create levels of trust associated with servant leadership (Dennis and Bocarnea, 2005). The last of the characteristics was that of **Building Community**. A servant leader cultivates and fosters the workplace communities to ensure they are places where people can feel safe, able to make mistakes and feel connected to gain the benefits from such safety and social interaction.

## **Discussion**

Parris and Peachey (2013) identified servant leadership as a 'viable leadership theory' that is proven to help organisations in several ways. Servant leaders are suggested to be able to engender trust in organisations and their leaders (Washington et al., 2006). To be able to trust senior officers and to be able to make mistakes in order to learn can be important within future policing initiatives. Chan and Mak (2013) argue that trust in servant leaders can help facilitate harmonious working relationships between the leader and subordinates and thus contribute to employee job satisfaction and subsequent motivation. Zhao et al. (2016) also posit that servant leadership can reduce the anxiety some subordinates have of being close to their supervisors whom they may find intimidating. This could be true of new recruits if they are made to feel intimidated by constant reference to rank and position. A relationship built on mutual respect regardless of rank can help encourage innovation and create opportunities for 'creative collisions and collusions' as new and experienced officers pool knowledge and experience to think of solutions to problems that require new ways of tackling them. Trusting the servant leader is believed to help improve interpersonal relationships, communication and agreement in the workplace (Abu Bakar and McCann, 2016). van Dierendonck (2011) suggests that by improving relationships servant leaders also foster positive attitudes to work, performance and organisations sustainability and corporate social responsibility (CSR) goals. With frequent and numerous changes to the policing landscape good morale and positive attitudes towards change is crucial as new initiatives are trialled. These findings are supported by De Clercq et al. (2014) who posits that servant leaders can enhance stakeholder

engagement. Communities that witness a policing approach akin to servant leadership may show greater empathy with the police. It is possible that such an approach may stimulate a more cohesive, reciprocal and proactive engagement with the police as trust facilitates better and richer communication and enables a stakeholder approach to policing. For example, servant leadership has the potential to improve relationships with minority groups and more effectively understand and deal with their complaints, as well as being receptive to their ideas and thoughts. So it is in the so called 'softer' elements of hearts and minds that a servant leadership approach may have the greatest impact when dealing with potential terrorist threats. A servant leadership approach advocating trust and stewardship could for instance act to create conditions whereby local knowledge held in communities could be released to police to aid intelligence gathering in the quest to identify radicalisation. With regards to the impact on social interaction, Yoshida et al. (2014) argue servant leaders 'collective prototypically' helps enhance employee creativity and team innovation. The improved effectiveness of teams is considered a significant outcome of good servant leadership (Schaubroeck et al., 2011). For example, Schaubroeck et al. (2011) findings state that this type of leadership has 10% positive variable in team output and performance when compared to that of a team led by a transformational leaders. Other positives include workers being optimistic and receptive to change (Kool and Van Dierendonck 2012); and improvements in workforce general wellbeing (Jaramillo et al, (2009). As new police recruits take up their posts they will be informed of, and be prepared, for the constant change they will face. This resilience and acceptance for change can be fostered and embedded further by a good servant leader, who embraces the fundamental paradigms of servant leadership. As the policing landscape alters to accommodate the political, economic, social and technological changes it is worth noting the findings of Sousa and van Dierendonck (2017) who conclude that in general, servant leadership might be particularly effective for leaders in executive and board level positions.

## **Conclusion**

The reported success of servant leadership on organisational performance and its tangible outcomes could inform those charged with the future leadership of policing both in Wales and England and other countries. The improved trust and retention of customers, improved

customer service and increased profits found in private organisations as stated by (Jones, 2012; Huang et al., 2016) could all be translated into police and emergency service organisational values and have realistic and meaningful benefits to them. Servant leadership has the ability to cross the boundaries of private, public and third sector organisations and should be a viable style of leadership to steer the future of policing during challenging times. Much has been written about changes in policing to keep up with societal developments (see Savage 2007 for example). The need for accountability for instance has seen legislation being crafted to enable agents of change to be introduced such as Police and Crime Commissioners, whilst some societal developments have prompted change through an identified need within a community. These coupled with changes in police recruitment and education should trigger and drive a change in police leadership styles. It is of course difficult for some to critique the leadership and management styles currently embedded within policing. Some elements of the current method of leadership may not now be fit for purpose and the current rank structure may serve to in fact to act as a barrier to change. In Wales and England for example the degree entry into the police approach will impact upon the police service from the top to the bottom of the current chain of command. Graduate officers will bring with them expectations, aspirations and motivations that may have not been recognised in the past. Leaders in the police service and indeed other emergency services may well consider the concept of servant leadership as being an appropriate one for negotiating this and other important societal changes that will directly impact upon the police organisation across the Western World in the near future.

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