# BEYOND TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP INTO THE DOUBLE HELIX: A CASE-STUDY OF BLENDED LEADERSHIP IN POLICE WORK

**Andrew Fisher**

andrew@bluelocust.org


**David Weir**

dweir@runbox.com


**John Phillips**

phillij@hope.ac.uk

**Abstract**

The argument advanced in this paper is that the virtues of a transformational approach to leadership in police service have been overstated at the expense of neglecting an intrinsic ingredient of effective leadership which is recognised at the street level by operational police people. We suggest that transformational leadership has been privileged over transactional leadership to the detriment of an understanding of *effective* leadership. A blended approach might offer something realised, and recognised, in a more tangible sense. We approach this topic by way of a case study of a leader who has been regarded as highly effective but whose operating style does not seem to fit the clear categories of leadership theory.

The police chief depicted in this case study presents an interesting study in effective leadership in that he offers bipolar indeed multiple perspectives on the transactional and transformational leadership debate: his behaviours can be seen depending on the perspective of the viewer to be either predominantly transactional or transformational, as distinctly one rather than the other, or they can be seen as existing on a continuum, or, for the discussion here, as being inescapably intertwined and interdependent, one on the other, like the double helix of DNA.

**Keywords**

Double Helix Leadership; Transformational leadership; Transactional Leadership; Police.


## Introduction

For many years the police have been a focus of concern for theorists of leadership and practitioners alike. The International Association of Chiefs of Police reviewed this field in the following bold terms: "Perhaps the biggest challenge facing police executives of the 21st

century will be to develop police organizations that can effectively recognize, relate and assimilate the global shifts in culture, technology and information. Changing community expectations, workforce values, technological power, governmental arrangements, policing philosophies, and ethical standards are but a sample of the forces that must be understood and constructively managed by the current and incoming generation of chief executives" (IACP, 1999, p. 1). The implication of this analysis and its discourse, addressed to "chief executives", is that the business organisation and its associated tropes of leadership are alike appropriate for police organization in the twenty-first century.

This paper seeks to analyse and critique the leadership style of a US police chief, Edward A. Flynn, in the context of revisiting the orthodoxy of leadership theory as applied to police services on both sides of the Atlantic. It seeks to reconsider whether there is a place for "blended leadership", in which the charismatic and transformative energies of a police leader are combined with the transactional.

We start from the question of what kind of leaders are the best leaders of police work. Are the qualities of leadership that are required in this most demanding of trades obvious and clearly understood by the police service? For Anderson (1999) "every officer is a leader".

For many years the distinction between "transactional" and "transformational" leadership has been firmly embedded as a cornerstone of our discourse in leadership studies. But are its implications still pertinent and is this distinction still well taken? Transactional leaders keep organizations going while the environment is relatively stable; transformational leaders initiate major course corrections in turbulent environments (Emery and Trist, 1965). For Duncan (1973) these leadership characteristics are linked to perceived environmental uncertainty. Transformational leaders lead through changing the organization, its structures, processes, systems, and people in order to align the organization to its environments. They develop mission priorities communicating and embodying visions of organizational alternatives and futures. Transformational leadership sets the organization on new paths, whereas transactional leaders are essentially super-managers, operationalizing and enacting the visions and systems by linking job performance to rewards, ensuring the necessary resources, negotiating disputes and mediating competing claims on them. Transformational leaders "strive to align their own and others' interests with the good of the group, organization or society" (Bass, 2000, p. 30). Parolini (2007) found that "transformational leaders were differentiated by their focus on the needs of the organization, inclination to lead first, allegiance toward the organization, and influence through conventional charismatic approaches as well as control".

Bass (1997) claims that "there is universality in the transformational-transactional paradigm (that) is sufficiently broad to provide a basis for measurement and understanding that is as universal as the concept of leadership itself" (p. 130). The distinction between transformational and servant leadership was confirmed by Parolini *et al.* (2009). In relation to police work, Schwarzwald *et al.* (2001) find that the type of transformational leadership affects subordinate compliance as "officers who worked for high transformational captains reported a significantly greater likelihood to comply with both harsh and soft power bases than their cohorts who worked for low transformational captains".

## UK context

Since the mid 1990s the UK's public sector leadership development strategy has essentially had a singular focus. The directly implied relationship of organizational performance to

effective leadership was given form in, for example, the Department of Education and Employment's (DfEE) commissioning of Hay McBer, US based management consultants, to investigate the characteristics of effective headteachers (Hay McBer, 1998). The establishment of the National College for School Leadership in 2000 followed and other public services proceeded to replicate the institutional and ideological priority of leadership development. The National Policing Improvement Agency (NPIA) was established by the Police and Justice Act 2006, with the remit of "the identification, development and promulgation of good practice in policing" (NPIA, 2012) in which, in the tradition of its predecessor Centrex (Central Police Training and Development Authority) which had established a Leadership Academy, leadership development was a key activity. By this time the orthodoxy and predominance of transformational leadership as the route to effective leadership was firmly embedded in its courses and publications, like the Core and Senior Leadership Development Programmes.

So the police in the United Kingdom have not been alone in this respect. The Fire and Rescue Service in England introduced a Centre for Leadership (CfL) with the purpose of improving leadership capability and capacity to effect greater modernization and improve service delivery. By 2010 the National Health Service had a Leadership Qualities Framework website (NHS Leadership Academy, 2014) setting the standard for outstanding leadership. The framework itself can be compared and contrasted with NPIA's own Police Leadership Qualities Framework (PLQF). At the heart of the leadership prescription was the drive towards transformational leadership as the mover of effective change.

The comment offered by Alimo-Metcalfe et al (2007) is not untypical of a diminishing of transactional approaches to leadership and organizational development: "it is important to draw a distinction between management and leadership because, if other public sector organizations are a measure of how attempts are made to bring about change, then it will be characterised by two things. These are an obsession with achieving short-term targets, coupled with a strong emphasis on 'managerialism' or 'transactional leadership'".

Dobby *et al.* (2004) established a very close link between effectiveness and the transformational approach. They identified 53 specific behaviours as being related to effective leadership, of which 50 were found to match closely with a style of leadership known as "transformational". Police leaders who displayed these "transformational" behaviours were found, in the officers and staff questionnaire study, to have a wide range of positive effects on their subordinates' attitudes to their work, for example increasing their job satisfaction and their commitment to the organization (ibid.).

Some further points are worth making about the provenance of transformational leadership, suggesting that a return to starting points about transformational and transactional leadership can dispel some of the confusing fog attending the current situation. Burns (1978) and Bass (1985a) derived their models from the study of major political leaders. Political "transactional" leaders were good at trade-offs and appealing to self-interest, offering rewards for votes; "transformational" leaders in Bass's mind appealed to higher needs in followers, and to a more mutually fulfilling moral order of things: "Leaders can also shape and alter and elevate the motives and values and goals of followers" (Burns, 1978, p. 425). The transformation comes in developing the people to a greater level than before: in "achieving performance beyond expectations" (Bass, 1985b). Central is the idea that leadership is interpersonal and relational. It can exist at any level in an organization. Bass resonates fully with the PLQF, which insists that "When referring to police leaders and police leadership, therefore, we include support staff and other members of the wider police family amongst

those who will act as leaders" (Anderson, 1999).

Transactional leadership can be defined using Bass's (1985a) terms for it. It recognizes what followers want to get from their work and tries to see that followers get what they want if their performance deserves it; it exchanges rewards, and expectations of rewards, for levels of effort; and, it responds to the self-interest of followers as long as they get the job done. Self-interest of followers can be a key determinant of how effectively leaders can act on the expectations of followers (Shamir *et al.*, 1993). In this sense transactional leaders define the task, initiate structure to get the task done, clarify the role of the subordinates, show concern for them, and attend to their individual and group needs and motivation.

Burns (1978) saw transactional and transformational leadership at ends of a continuum, both ends having positive or negative outcomes. For Bass the latter can be seen to be an extension of the former, incorporating a further and worthier, empowering dimension. He saw the transformational leader motivating followers to act in the interest of the organization rather than maximizing self-interest. In this way, over time, a polarity has developed between the two, and the innate self-interested elements of transformational leadership have been overlooked. It is argued here that certain behaviours need to be considered as totally both transactional and transformational, and that in the movement from the transactional to the transformational a necessary interdependent relationship and way of conceptualizing leadership was lost.

Bass and Avolio's (1994) Multifactor Leadership Questionnaire listed four dimensions of transformational behaviour, the four "I"s of individualized consideration; intellectual stimulation; inspirational motivation; idealized influence or charisma. *Individualized consideration* is a mutually self-interested strategy. This is leadership by developing people. The leader shows a high concern for the individual and for their particular learning needs and personal development. *Intellectual stimulation* may be seen as leader directed behaviour aimed at a follower's intrinsic motivational (Herzberg, 1959) rewards. Leaders encourage people to be imaginative in problem-solving awareness, and to challenge existing assumptions, but few enter the Police Service in search of the mind-numbing routine or the intention to eschew a variety of experiences and thinking. Self-interest also applies here, as it does with *inspirational motivation*, which can produce a sense of turning a dream into reality.

Burns (1978) put "heroic leadership", or *idealized influence and charisma*, at the centre of the transforming paradigm. It was setting an example; it was servant leadership (see also Greenleaf and Spears, 2002). This concept of transformational leadership was supported by Tichy and Devanna (1986), who described the transformational leadership process as one way of bringing people along and getting the vision accepted and internalized by the staff, because they are the ones who have to translate the vision into reality. It is their self-interested instinct to which the leader appeals.

What the initial exposition in the 1970s and 1980s of transformational leadership gave emphasis to was followers' self-interest. Burns (1978) and Bass (1985a) both acknowledged that followers have their existing needs and motives met but are led to higher level needs; are involved in relationships with leaders in which they are stimulated and elevated; and may themselves act as leaders as roles change and exchange, as they grow. The subsequent translation into a public sector development strategy in the 1990s by politicians, civil servants and managers allowed the rhetoric to take over from the reality of leadership practice and to confuse both leaders and followers as to what leadership should look like.

**A Case Study of Leadership in the Milwaukee Police**

In November 2009 three staff from Merseyside Police (one of the co-authors of this paper was a member of that team) visited Milwaukee Police Department, Wisconsin to look at the successes of its community engagement strategies. The team had undertaken research, particularly on the Department's website (Milwaukee, 2014) and its 2008 Annual Report (Flynn, 2008b), to identify a police department that was comparable to Merseyside in terms of demographics, style and culture. The visit took place over four days and comprised a programme of focus groups, interviews and visits. The review confirmed many of the similarities between the two police forces, especially in terms of their stated aims to reduce levels of crime and disorder. In order to maximize the use of their four days in Milwaukee a series of focus groups was set up with senior police officers at Police Headquarters and with a variety of constables at the police training academy. A focus group was also established with members of the community from one of the police districts. This was supported by one to one interviews with key staff and information gleaned from casual conversations with Flynn in a social setting, and with Lieutenants Peter Pierce and Alex Ramirez (chaperones during the visit). Observations were also recorded whilst patrolling on foot with three police officers, and the Merseyside team observed corporate performance meetings such as morning briefings and Compstat sessions, with the chief officers of the Department. Formal interviews were recorded with the Executive Director of the Fire and Police Commission, Michael G. Tobin, and Assistant Chiefs James Harpole and Gregory Habek.

The Milwaukee Police Department had recently undergone a series of critical changes, the most notable of which was in the inauguration of a new police chief, Edward A. Flynn. Flynn had been a Police Chief in four cities before Milwaukee. He followed two Chiefs who, according to a number of officers, were not up to the job and who had left Milwaukee as a police force that was not "performing well". The Department's 2008 Annual Report detailed the aspirations of Chief Flynn. His use of the word "change", fourteen times on the first page alone, and the clear instructions in relation to the direction and responsibilities of leaders suggested that Flynn intended to use his command to change the culture of the force and introduce a new leadership dynamic, one which empowered his staff yet held them accountable.

The gist of Flynn's inaugural speech, recorded on the web site, was also reflected in the Annual Report. His emphasis on engaging and supporting communities, rather than disconnecting from them, centred around reducing their fear of crime. Flynn cited Professor George Kelling, who co-authored the "broken windows" theory of social crime, and who had said to him that "metaphors matter". Flynn`s figures of speech were stark:

> The "war" on crime and the "war" on drugs are not actually being waged on any front. We cannot wage war on a symptom. We cannot overcome crime or drugs with force. We cannot, as police professionals, be led into employing strategies that alienate us from the very communities that need us the most. We cannot wage war on our citizens" (Flynn, 2008a)

During conversations between the Merseyside team and the Milwaukee senior staff, many of the officers commented on the clarity that the Chief brought to their role. His inaugural speech gave an explicit indication of his expectations, what he would tolerate and what he would not. Leaders within the organization were being given clear direction as to the requirements in ensuring the safety of the community whilst being responsible for the performance of staff; that there would be rewards for good performance, and that there was an understanding that sometimes people make mistakes. Flynn said that if a mistake was

made for the right reasons and the person learns, his officers would have his support, but there was to be low tolerance for poor performance and effort. As Lt Alex Ramirez said, "the whole regime has changed. The emphasis is on learning to make things better both for the cops and the citizens. The transition has been great. It is quite remarkable to see first-hand how the changes the chief has made have positively impacted the police members and especially the citizens."

On arrival at police headquarters, the visiting team was ushered into a large boardroom with a number of senior police officers seated around a long oblong table. The team sat outside the group. Computer generated maps of the location of a "rave party" the police and fire service had been called to filled two large screens at one end of the room. This was the morning briefing conducted by senior officers. Each of the seven Divisional Captains appeared on a screen via video conferencing and gave an update as to what had happened within their District during the past 48 hours. The briefing was run by the assistant chiefs, with relevant departmental heads (for example, the Captain in charge of intelligence) joining in where applicable.

At the conclusion of the briefing, the Chief entered the room and took his place at the head of the table. Flynn did not acknowledge the presence of the team and did not make any eye contact with its members. His manner was direct and austere, stopping short of being blunt, but the atmosphere in the room changed to one that matched his sternness. All banter stopped and the senior leaders in the room concentrated on the Chief.

During the briefing it was apparent that Flynn was up to date with issues that had occurred within his force area over the weekend. He questioned activity, statistics and finances and gave out instructions and directions. Flynn asked his questions in a curt manner. He would make eye contact with the person answering the question but he would often refer to his notes. These were senior staff within the Department and it was clear that Flynn expected them to know their business. There was no jocularity, no digression: this was the business of the day. At the conclusion of the briefing, the Chief retired to his office, again failing to acknowledge the team's presence. It was only when it was asked whether the team could present the Chief with gifts that it had brought that it met his attention. This subsequent exchange with Flynn confirmed the singular focus of his work and polite detachment from ceremonial social discourse. He welcomed the team to Milwaukee and asked about the purpose of the visit, There was no "sit down" or "can I get you a drink?" It was speak, shake hands, photographs and "I will see you later". His manner gave the impression of a leader who was busy to the point of not having time for niceties of personal relationships. To an extent this behaviour continued during the Compstat process and social interaction over lunch which was attended by most of the senior staff. At this Flynn tended to speak to only those officers who were sat close to him and the conversations related to policing issues rather than social issues. Despite this formal, even austere style, his senior staff spoke very highly of him.

During the visit the team spoke to police officers and police staff of all ranks as well as members of the community. Time was spent on foot patrol with officers and at their police academy. It was apparent from a very early stage that Flynn was held in high regard by his staff and the community. Mrs Pauli Taylor Boyd, a lecturer at the University of Milwaukee with close links to Milwaukee Police, stated that "Things have been better since Flynn arrived. His regime is fair and people like him."

In the course of the data gathering it emerged that there were a few significant, even critical, incidents in the initial leadership of Flynn that had a marked impact. On appointment to the

police department Flynn had spoken to many officers to ascertain what they would like to have changed if they were given a choice. The leading three options were uniform, weapons and vehicles. The staff complained that the previous chief had been rigid in terms of what uniform should be worn, to ensure consistency throughout the year. However, officers found the uniform uncomfortable according to the season – too hot in summer, too cold in winter. Flynn removed restrictions and told the officers to wear whatever uniform they wished, within limits. Secondly, the officers complained that their Glock side arms often jammed resulting in a lack of confidence in this uniform that was regarded as an essential piece of equipment. As a result, they were replaced by Smith and Wesson side arms. Finally, the officers asked for their white Ford Crown Victoria police vehicles to be repainted with the highly recognisable black and white livery of US police vehicles. This was in the process of being done during the visit. This attention to hygiene factors resonated strongly with O. W. Wilson's prescription over half a century before: "A satisfactory uniform, comfortable for the officer and pleasing to the eye, has a bearing on the morale of the man who wears it, on the esprit de corps of the entire force, and on the reaction to the citizen" (Wilson, 1950, p. 391).

As well as addressing these issues, Flynn would often spend time with his lower ranked officers ascertaining their views of their job. One officer related that Flynn visited rank and file officers during their duties, appearing at police stations and sitting with staff discussing their role. The officer concerned told of how she was typing a report on an afternoon shift when the Chief knocked on the door, came in and asked about the report and her thoughts about policing in Milwaukee. This was the first time that she had met the Chief and she was impressed that he had taken the time to stop by.

This level of interaction, and actions as a result of feedback, were further evidenced when a number of officers declared that they were unhappy with an autocratic promotion system whereby the Chief decided to who would be promoted and what post they would assume. Having listened to his staff, the Chief introduced a new system whereby officers seeking promotion would have to complete an essay and would be interviewed on the content of the essay. Many of those spoken to thought that this was a much fairer and transparent system. However, when Flynn was asked about the promotion process, he stated that he had listened to his staff, and promotions were decided on the merit of the interview, but nevertheless, he stated, he still had the final say.

During interviews, focus groups and one to one conversations, the message was always the same: "Chief Flynn has taken us to a new place". During a focus group with a group of community police officers, they described how they felt empowered to carry out their role. They were enthusiastic and highly motivated. One officer commented, "We are left alone to work with the Block Watch. They know that we are nearby if they need us. It works out well for us all." They spoke excitedly about their work and how they were able to interact with the community and build relationships. In short, they seemed to love their job. The officers said they wanted nothing more than to be able to come on duty and work with the community. This level of enthusiasm was reflected in a focus group held with members of the community from the same District. All the officers spoken to displayed a great deal of loyalty and admiration for Flynn. Flynn was clearly taking Milwaukee Police on a journey. He was changing the culture of the organization and listening to what his staff were saying, making changes and balancing them against previous experience. In an interview with Flynn, he was asked whether the changes that he had made were part of a consciously structured plan to improve motivation. His answer simple and direct: "I know cops. This is the fifth force that I have led. I know what makes them tick and I know how to get them to work for me. It is not about a plan, it is about understanding people and making them feel a part of the

organization."

## Discussion

Flynn presents an interesting study in effective leadership in that he offers bipolar perspectives of the transactional and transformational leadership debate: his behaviours can be interpreted as predominantly transactional or transformational, that is as distinctly one rather than the other, and perhaps modelled on a continuum, or, and significantly for the discussion here regarding police leadership development, as being inescapably intertwined and interdependent one on the other.

The dominant prescription of a transformational approach, over and beyond the intentions of its early proponents (Burns, 1978; Bass, 1985a; Bass, 1985b; Bass and Avolio, 1994) is questioned as being essentially two-dimensional and not sufficiently leaving itself open to other behaviours, which are not just complementary but integral to the success of the leadership style of Flynn.

So transformational leaders are said to: spend time teaching and coaching; treat others as individuals rather than just members of a group; consider individuals as having different abilities and aspirations and needs; listen attentively to others' concerns; and promote self-development. But these can be said to be fundamentally transactional behaviours, and perceived by the followers to be evidently in their self-interest. Fundamental to the approach Flynn adopted in achieving turnaround was a systematic use of transactional and situational behaviours which the rhetoric of change and challenge could not provide on its own. The argument is that the virtues of a transformational approach to leadership have been overstated at the expense of neglecting an intrinsic ingredient of effective leadership which is recognized at the street level in the case study, Flynn's behaviours satisfy both interpretations.

On the implications of the leadership behaviours exhibited by Flynn, we argue that it is not that these transformational qualities are never needed but that in terms of the day to day enactment of police leadership they are not always needed and do not require in practice to be centre-stage. Moreover the discourse around vision and mission in terms of examples like that of Chief Flynn can even be increasingly misleading at the street level, consequently mystifying the process of leadership, in a way that is both disempowering and demotivating "leaders at every level" when modelled against these putatively charismatic transformational super leaders.

Conversely the transactional aspects may be undervalued and the significance of transactional leadership understated especially as in terms of actual leadership behaviours it is this that underpins most relationships and behaviours within hierarchical systems.

Consequently we suggest an approach through "blended leadership". Whilst the term "blended learning" has a common usage and multiple definitions (Sharpe *et al.*, 2006) in pedagogical discourses, "blended leadership" appears rarely in discussions of leadership. Collinson and Collinson (2007) offer a singular usage and definition as "an approach that combines specific elements of both traditional hierarchical leadership with more contemporary aspects of distributed leadership".

Adlam (1998) discusses "blurred" leadership but that is based around confused, confusing and ambiguous leadership development. In respect of a blend of leadership styles, the notion

of combining leadership styles into a set of tools to equip the leader with the necessary effective behaviours has a long lineage. Style theory exercised a mix of concern for task with concern for people (Blake and Mouton 1985); Hersey and Blanchard's situational leadership (1988) enunciated the leader's need for '"different strokes for different folks"; and recent studies (Goleman 2000; Goleman et al 2003) on emotional intelligence suggest the effective leader moves through a range of styles, coercive, authoritative, pace-setting, democratic, coaching and affiliative. These approaches posit the mixing of distinct but discernibly different behaviours.

However, by contrast, we use the term "blended leadership" here to mean a form of behaviour that has elements of contrasting styles blended, or mixed thoroughly together, as milk and chocolate make cocoa. Our model seeks not to distinguish one element from the other, transactional from the transformational, or to maintain these distinctions but to consider the leadership behaviours holistically and to represent the resulting "blended leadership".

The blend is best represented by the classic double helix of DNA, represented below.
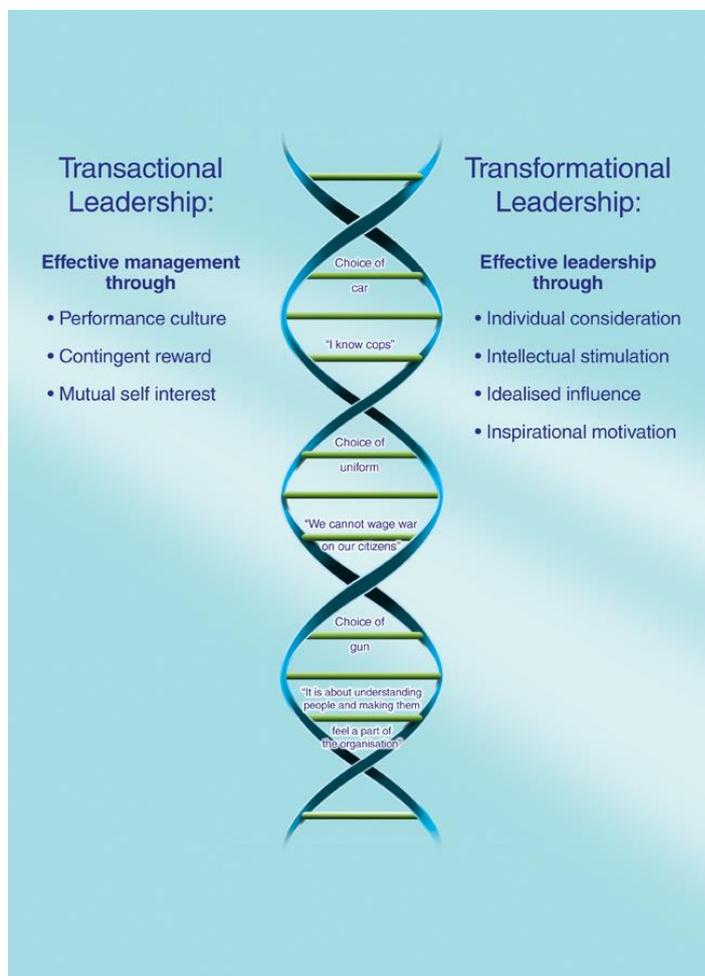


**Concluding Thoughts**

How then should we characterize the leadership of police work? We would argue that transformational and transactional leadership are "biologically" or symbiotically interconnected and intertwined, as with the double helix of DNA, or the twirl of rock with

"Blackpool" running through it. We think moreover, that it is not sufficient to categorize through the use of a simple uni-dimensional continuum, as this encourages polarization; nor best viewed as existing at separate ends and as functionally dissimilar, and so perhaps demanding different behaviours or even distinct personality types or distinct role-behaviours to be optimally effective.

Returning to the original specifications of these distinctions in the theoretical formulations of the previous generation illuminates that there may have been an unnoticed progression of what we may characterize as "'theoretical creep" in that the original theorists of 1970s and 1980s. Burns (1978) and Bass (1990, 1997), for example, originally saw a close relationship between transactional and transformational behaviours, one coming out of the other and the interconnection between the two as developmental and not as differentiated behaviours (Bass and Stogdill, 1990). This closeness and linkage was to some extent lost sight of in the literature of the 1990s and in particular in the public sector leadership development strategy that spread out from mid 1990s with New Public Management. Definitions of transformational and transactional have grown apart and exclusive and transformational has been privileged above transactional as a morally superior dimension.

There seems to be currently a received wisdom or a dominant discourse about police leadership on both sides of the Atlantic that tends to over-emphasize the strictly transformational aspects of the role; in emphasizing for example that "every officer is a leader" (Anderson, 1999) there is an implication that the kind of leader that is looked for is the transformational leader. "Thus, the number one requisite of leadership-vision took on new meaning as the 'creative foresight' aspect of vision took center stage"' (Anderson, 1999, cover). Some, like Seidman and Macauley (2011), state bluntly that "transformational leaders and transformational organizations produce better results" because new norms of leadership are constantly needed to re-invigorate the old transactional paradigms even, or especially, when the organization seems to be doing well and is meeting its performance objectives.

Practitioners relate and construct their leadership behaviours in terms of both transactional and transformational opportunities, not treating them as either/or, and still less as at opposing ends of an implicit continuum. It would better represent what good leaders do in practice to say that it may well be the diurnal mastery of the transactional that offers leaders the opportunity to perform at the transformational level. The Flynn case supports this interpretation. It would now be timely to re-examine the "leadership" situation in the police and in particular to re-visit the discourse of leadership as both rationale for action and as basis for training.

In much of the contemporary discourse of leadership there are insinuations of morality and it is probably no exaggeration to state that the introduction of the ethical dimension does tend to privilege the transformational over the transactional. Although both types of leadership are seen as necessary and worthy it is the transformational that ranks higher on the moral plane. Sometimes the notion of "authentic" and "inauthentic" leadership is used to flag these ethical implications. Gardner indeed sees this not as a gloss but as the core of the transformational dimension when he says "One of the tasks of leadership – at all levels – is to revitalize those shared beliefs and values, and to draw on them as sources of motivation for the exertions required of the group" (Gardner, 1990, p. 191). And Price warns that a leader's personal warrant is not enough to guarantee that "authenticity" always leads to morally good outcomes because "explicitly stated, the theory of authentic transformational leadership misses the fact that leaders sometimes behave immorally precisely because they are blinded by these values. Virtuous though these leaders may be, their distinctive understandings of the collective good

and of the morality of the processes necessary to achieve it must be evaluated against generally applicable moral requirements" (Price, 2013).

But the nature of leadership is as elusive as ever. Crainer (1995) put it succinctly: "'Leadership is one of the great intangibles . . . It is a skill most people would love to possess, but one which defies close definition." For all that what is written about leadership sustains a multifaceted and contingent construct, its complexity can sometimes be reduced to the simplicity of, "I know it when I see it". We suggest that transformational leadership has been privileged over transactional leadership in our leadership discourse to the detriment of an understanding of *effective* leadership. A blended approach of the two offers something more tangibly realizable in action and more tangibly recognized by followers.

## References

Adlam, R. (1998), What should we expect from police leaders?,*Police Research and Management,* Spring: 17-30.

Alimo-Metcalfe, B., Errington, S., Hayward, O. and Trowsdale, A. (2007), Developing Leadership in the Fire and Rescue Service. Real World Group.Available at: http://www.realworld-group.com/uploads/NYFRS%20Case%20Study%20Nov07.pdf (accessed 25 June 2010).

Anderson, Terry D. (1999).*Every officer is a leader: transforming leadership in police, justice, and public safety*. CRC Press.

Bass, B. M. (1985a). Leadership: good, better, best, *Organizational Dynamics*, 13(3), 26–40.

Bass, B. M. (1985b). *Leadership and performance beyond expectation*. New York, NY: Harper.

Bass, B. M. (1990). From transactional to transformational leadership: learning to share the vision, *Organizational Dynamics*, (Winter), 19–31.

Bass, B. M. (1997), Does the transactional-transformational leadership paradigm transcend organizational and national boundaries?,*American Psychologist*, 52(2), 130–139.

Bass, B. M. (2000), The future of leadership in the learning organization, *Journal of Leadership Studies*, 7(1), 18–38.

Bass, B. M. & Avolio, B. J. (1994).*Improving organizational effectiveness through transformational leadership.* Thousand Oaks, CA: Sage.

Bass, B. M. & Stogdill, R. M. (1990).*Bass and Stogdill's handbook of leadership: a survey of theory and research.*Third edition. Free Press.

Blake, R. & Mouton, J. (1985).*The managerial grid III: the key to leadership excellence.* Houston, TX: Gulf.

Burns, J. M. (1978). *Leadership*. New York, NY: Harper and Row.

Collinson, M. & Collinson, D. L. (2007). *Blended leadership: employee perspectives on effective leadership in the U.K. FE sector*. Working Paper. Centre for Excellence in Leadership, Lancaster University.

Crainer, S. (1995) Have the corporate superheroes had their day?:*Professional Manager*, March, 1995 8-12

Dobby, J., Anscombe, J. & Tuffin, R. (2004). *Police leadership: expectations and impact.* London: Home Office Research Development and Statistics Directorate.

Duncan, R. B. (1973). Characteristics of organizational environments and perceived environmental uncertainty, *Administrative Science Quarterly,* 17(3), 313–327.

Emery, F. &Trist,E. L. (1965).The causaltexture of organizational environments,*Human Relations*, 18, 21–32.

Flynn, Edward A. (2008a).http://www.wpri.org/WIInterest/Vol17No3/Flynn/Flynn17.3.html (accessed: 24 March 2014)

Flynn, Edward A. (2008b). *Milwaukee Police Department Annual Report 2008: "Progress & Performance".* Available at http://www.milwaukee.gov/police (accessed: 24 March 2014).

Goleman, D. (2000), Leadership that gets results, *Harvard Business Review,* 78(2), 78–90.

Goleman, D., Boyatzis, R. E. & McKee, A. (2003).*The new leaders: transforming the art of leadership*. Sphere.

Greenleaf, R. K. & Spears, L. C. (2002).*Servant leadership: a journey into the nature of legitimate power and greatness.* Paulist Press.

Hay McBer (1998). *Models of excellence for school leadership*.National College for School Leadership.

Hersey, P. & Blanchard, K. (1988).*Management of organizational behaviour.*Fifth edition. Englewood Cliffs, NJ: Prentice-Hall.

Herzberg, F. (1959).*The motivation to work*. New York: Wiley.

IACP (1999).*Police leadership in the 21st century*: *recommendations from the president's first leadership conference.* International Association of Chiefs of Police.

Milwaukee (2014). Milwaukee Police website http://city.milwaukee.gov/police (accessed: 24 March 2014).

NHS Leadership Academy (2014). *Leadership Framework.* Available at http://www.leadershipacademy.nhs.uk/discover/leadership-framework/ (accessed: 24 March 2014).

National Policing Improvement Agency (2012).Management Statement for NPIA at www.npia.police.uk/en/docs/Management_Statement_NPIA.doc(accessed: 24 March 2014).

Parolini, J. L. (2007). *Investigating the distinctions between transformational and servant leadership*. Virginia Beach, VA: Regent University.

Parolini, J., Patterson, K. & Winston, B. (2009). Distinguishing between transformational and servant leadership, *Leadership and Organization Development Journal*, 30(3), 274–291.

Price, R. (2013). Organizational stasis: the undoing of leadership? *Review of Enterprise and Management Studies,* 1(1).

Schwarzwald, J., Koslowsky, M. & Agassi, V. (2001). Captain's leadership type and police officers' compliance to power bases, *European Journal of Work and Organizational Psychology*, 10(3), 273–290.

Seidman, W. & Macauley, M. (2011).Transformational leadership in a transactional world.*OD Practitioner,* 43(2), 46–51.

Shamir, B., House, R. J. & Arthur, M. B. (1993). The motivational effects of charismatic leadership: a self-concept based theory, *Organization Science,* 4(4), 577–594.

Sharpe, R., Benfield, G., Roberts, G. & Francis, R. (2006).*The undergraduate experience of blended e-learning: a review of the UK literature and practice.*The Higher Education Academy.

Tichy, N. M. & Devanna, M. A. (1986). *The transformational leader*. New York: Wiley.

Wilson, O. W. (1950). *Police administration*. New York: McGraw Hill.