



***The current development pathway within  
Securitas Ireland and its contribution to  
developing effective leaders.***

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**By**

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**Dissertation submitted to Griffith College in partial fulfilment of the requirements for MA in  
Education, Learning and Development**

**Faculty of Teaching and Learning**

**Griffith College Dublin**

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## Glossary of Terms

CPD	-	Continuous Professional Development
FBI	-	Federal Bureau of Investigation
FIFA	-	Fédération Internationale de Football Association
GPTW	-	Great Places to Work
LMS	-	Learning Management System
L&D	-	Learning and Development
N	-	Number of Participants
SME	-	Subject Matter Expert
SG	-	Securitas Global
SIRL	-	Securitas Ireland
SOC	-	Securitas Online Academy
SIRLM	-	Securitas Ireland Management
TLSM	-	Team Lead Supervisor Manager

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## Abstract

Securitas Group has a global footprint providing security services worldwide for blue-chip companies such as Microsoft, Facebook, LinkedIn and Amazon. The past decade has seen a significant shift in the role of its security officers, moving from stand-alone positions to roles within teams which require good communication and leadership skills. Further changes have occurred in how leaders lead and the impact both positively or negatively this can have on an organisation's growth and development. The importance of organically developing those in leadership roles is now to the fore of development strategies in many multinational organisations. Heretofore, positions of leadership were viewed as having a one-size-fits-all approach, based on the mentality that leadership is done the same way, with a leader never wavering from their style of leadership. Presently, those within leadership roles must be adaptable, inclusive and inspirational. Organisations now take a multi layered approach embedding leaders at all levels. As a result, leadership development has shifted away from an autocratic style towards a more collaborative approach. The challenge for educators is how to best develop those in leadership roles to be people orientated, understand and employ soft skills and be confident in adapting their leadership style to get the best out of those they lead.

A mixed-method approach was utilised in this research combining both qualitative and quantitative data. Through Survey and Interview data the research focuses on key leadership roles within Securitas Ireland (SIRL) and the leadership development supports those leaders are provided with. Further data collection enabled the researcher to identify what skills sets individuals in leadership roles had, how they can be developed and what support is currently available for that development.

Research will show that Securitas Ireland (SIRL) has a layered approach to leadership but fails to provide adequate support for those in leadership positions. This research demonstrates the high number of inexperienced Supervisors, Team Lead and Managers currently employed within SIRL. Thus emphasising the need for SIRL to focus on developing leadership skills, expertise and implementing support mechanisms.

To meet this demand and support its leaders at all levels SIRL should implement mandatory induction training for new Team Leads, Supervisors and Managers. Further support from SIRL should be given through a mentorship programme supplemented by workshops and formal leadership certification. As an organisation SIRL and SG should align itself with Great places to work. This alignment would provide SIRL and SG with the support required to create a framework for leadership development. Thus embedding leadership development within its culture.

# Chapter 1

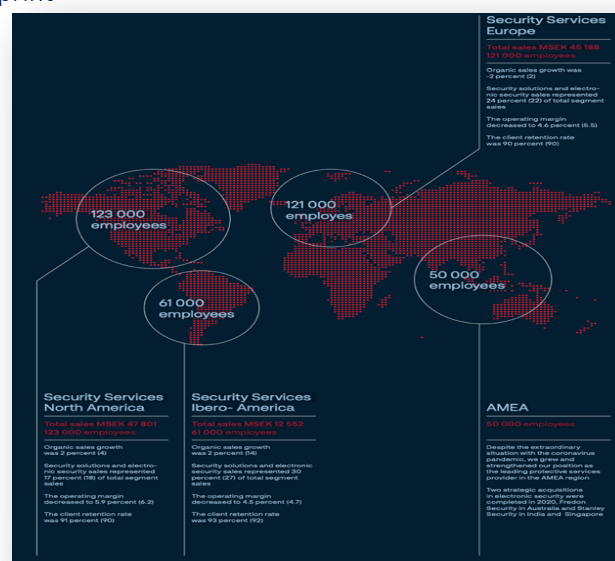
## Introduction

The following chapter will outline the role and purpose of this research project. Firstly introducing the problem area and reasons why the research was conducted. The aim and objectives will then be outlined in detail, along with a rationale for and background to the study. These aims and objectives will be examined through a structured approach of examining relevant literature and applying research methods.

### 1.1 Introduction to the problem area for the research

Securitas is a leading global security services provider, specialising in protective services built on people, technology and knowledge. Securitas Ireland (SIRL) has over 1,400 employees, with the wider Securitas Group (SG) employing 355,000 people worldwide (Securitas, 2021). Figure One below illustrates the organisational chart for SG, indicating its global reach.

Figure 1 - SG Global Footprint



Source : (Securitas, 2021).

SIRL has a layered structure with team leads, supervisors, junior, middle and senior management. Supervisors and team leads amount to approximately 144 Staff embedded in different accounts throughout the country, with a support staff of 46 managers based in Branch Headquarters. SIRL's structure requires security officers to work alone and as part of a team. Individuals in these key appointments must take on varied leadership roles. Through these critical appointments, individuals can positively or negatively impact the teams they lead within the organisation they work. Often individuals are selected to take on leadership roles based on their hard skills. Hard skills, according to Heery and Noon (2017), are competencies that employees possess and are relatively easy to measure. Examples of these hard skills are qualifications, practical experience, or expertise within a specific area. SIRL defines hard skills as prior experience, subject knowledge or proficiency at a particular task. There is not such definition around soft skills. According to Heery and Noon (2017), employers consider them to be significantly important skills for leaders to have to enable them to impact the teams they lead positively. As suggested by Heery and Noon (2017), some of these soft skills include communication, problem-solving, flexibility and teamwork. This leaves the below unanswered questions surrounding the support for developing soft skills.

- (i) Is there enough focus on the soft skills necessary to lead a team?
- (ii) Do current staff understand what is required concerning communication, flexibility, teamwork and leadership?
- (iii) How does Securitas Ireland best support leaders to develop in these areas? And;
- (iv) How does Securitas Ireland measure the impact leaders have on the teams they lead?

This research outlines leadership development and the key roles on which this development should be focused. Further examining the components of leadership, how a leadership framework can be applied to develop leaders in these critical appointments and how to best measure the effectiveness of those leaders within the organisation. The rationale behind this research is outlined in the following section.

## 1.2 Rationale for this Research

The primary role of SIRT is to provide security services, solutions and strategies to clients. Training is critical to the success of these assigned roles, as outlined in the Securitas Annual Sustainability Report (2020). The report discusses training as a strategic priority, further stating how employees commence employment at entry-level positions and are encouraged to develop and become leaders. SIRT provides training through the Securitas Online Academy (SOC) (Online Academy, 2022), from which employees can utilise an online Learning Management System (LMS). Online learning modules include compliance training which amounts to 16 hours of training per year per employee. The LMS hosts learning modules such as Health and Safety in the workplace, Manual Handling, Security Operations, Ethics and Values and Teamwork Skills.

As a security officer advances, the SOC provides training through online modules targeted at different levels such as team leads, supervisors and management. The purpose of the SOC is to ensure better-developed officers who can provide the best service, think critically, innovate, and lead. Support from external agencies to supplement learning and individual site-based training provides opportunities for individual and team development.

According to Mosley and Pietri (2014), supervisors and team leads or first-line management are managements' primary links with the organisation's employees. In addition, Mosley and Pietri (2014) also highlights supervisory functions like planning, organising, staffing, leading, and controlling. After completing training within their respective fields, managers, supervisors, and team leads would be classified as subject matter experts (SME). According to Schein (2010), *'culture is created, embedded, evolved and ultimately manipulated by leaders'* (Schein, 2010 p.3). Moreover, Klein *et al.* (2013) suggest that the leadership style influences the organisation's culture, which, in turn, affects the organisational performance.

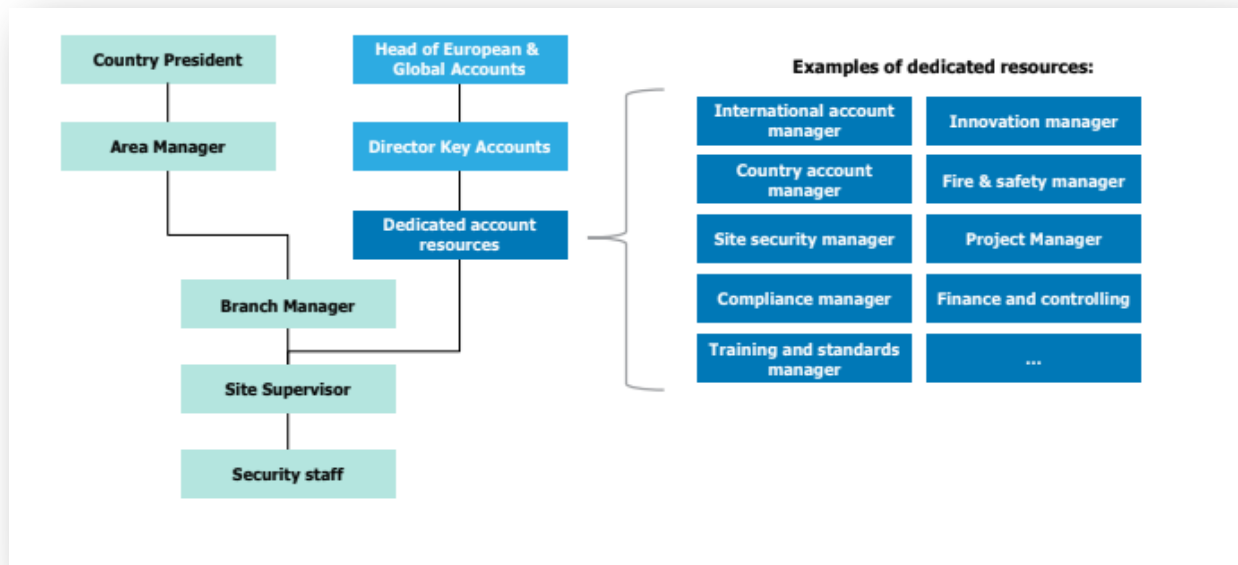
The proposed research focuses on what leadership training is provided to those within a supervisory, management and team lead role by SIRT. Additionally, the research will look to determine if and how the skill-set of the managers, supervisors and team leads are continuously developed and what framework is in place to ensure leadership development is at the forefront of their training. In the following section, the questions which enable this study will be outlined.

### 1.3 The Research Question

Figure Two below outlines one account within SIRL. This is an example of the structure of one of the many accounts SIRL has embedded in companies such as LinkedIn, Facebook, Intel, Microsoft and Amazon. With over 1,400 Staff SIRL's supervisor and team leads make up 11% of the overall number, with 144 staff designated in these roles. Supervisors and team leads are supported by a further 3.5% or 46 support staff managers based in SIRL Headquarters.

This structure also outlines the various roles in which team leads, supervisors and managers participate. This Organisational chart represents one dedicated account resource with multiple leadership roles. Leadership support is a crucial enabler for allowing those fulfilling these roles to succeed by positively impacting the teams they lead.

Figure 2 – Securitas Ireland Account Organisational Management Chart



(Securitas Account Management Models, 2022)

The research can provide real-world value by using three fundamental questions to develop the research and answer the primary objectives. The three fundamental research questions to enable the study are:

- (i) What are the critical components of effective leadership?
- (ii) Is there a framework for continuously developing effective leaders within SIRL?
- (iii) Are SIRL leadership evaluation tools in alignment with best practices?

The structure that the research will follow is outlined in the following section.

#### **1.4 Structure of the Dissertation**

In the literature review, the critical components of effective leadership will be examined to better understand what makes an effective leader. Furthermore, leadership frameworks, models, styles and leadership theory will be critically analysed to provide a backdrop against which the leadership supports within Securitas can be benchmarked. How Securitas embraces leadership development and promotes effective leadership development to empower team leads, supervisors and managers will be explained. Moreover, Mosley and Pietri (2014) suggests that the team lead and supervisor are of the utmost importance, but they must be mentored and provided with the necessary guidance to become established leaders. Consequently, the strategic importance of leadership development and the continuous development of leaders within Securitas will be evaluated. Furthermore, other companies' ongoing leadership development will be explored for benchmarking purposes.

The methodology chapter will present the research plan devised using the research onion by Saunders *et al.* (2016). The research aim, objectives and questions will be set out. The different types of research philosophies, approaches to theory development, methodological choices, strategies and the methods chosen by the researcher will be outlined. Additionally, the methods of data collection and the analysis techniques used will also be described. Moreover, the validity of the data and ethical considerations will be defined.

The analysis chapter will use quantitative data from one survey of team leads, supervisors and managers to provide descriptive statistics. Additionally, qualitative data will be derived from conducting six interviews with team leads, supervisors and managers. Furthermore, the qualitative data will be used to support or argue against if leadership development within Securitas meets industry best standards.

Finally, the conclusion and recommendations chapter will summarise the findings and present recommendations to align Securitas with industry best practices. Additionally, limitations to the research will be described, and areas for future research will be presented.

The following chapter will outline the prominent research in leadership theory and style, further examining the different approaches to leadership and leadership models. Effective and ineffective leaders will be discussed. The critical components of effective leadership will be examined with the researcher outlining the effect leadership has on an organisation and how leadership development can be implemented organically.

# Chapter 2

## Literature Review

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### 2.1 Introduction

Within this section, the theories, styles and models of leadership will be examined. Further examination of the critical components of leadership and how leadership can affect an organisation will be presented. Moreover, the implementation of leadership development within an organisation will be evaluated, and a case study of a leadership model in a modern-day organisation will be presented.

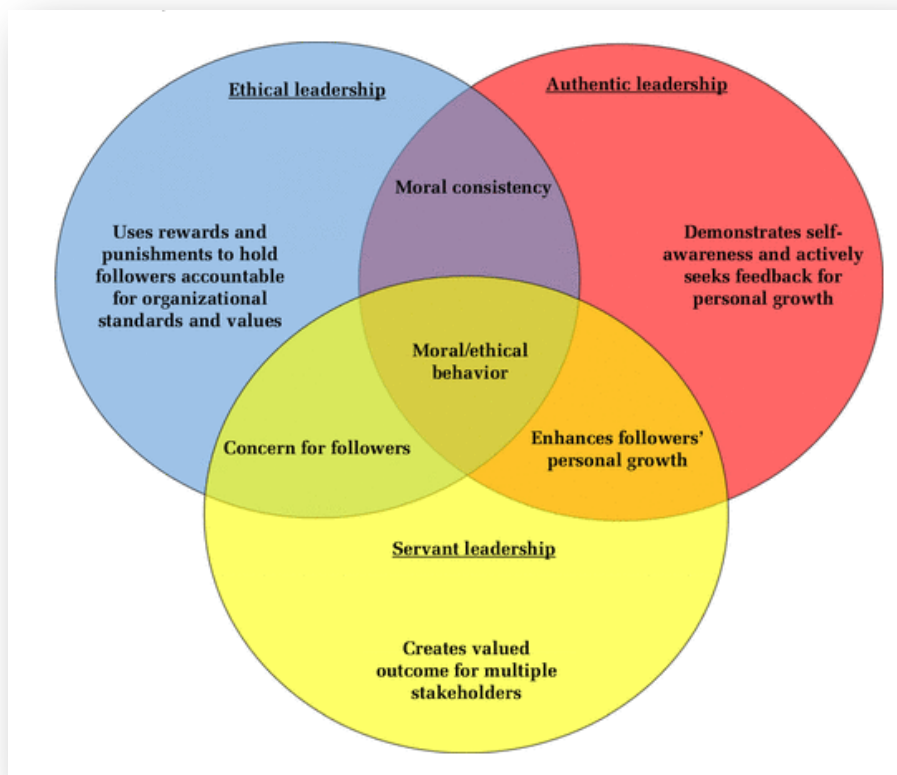
Warrick (1981) recognises the consequences of different leadership characteristics on organisational performance and the individuals within. Yukl and Lepsinger (2004) argue that leaders from all levels are essential to organisational performance. Good leaders know how to find the balance between the demands of the organisation and the individuals they lead. Yukl and Lepsinger (2004) further suggest that leadership is about knowing when to follow, collaborate, change course, or concede. In subsequent sections, the concept behind understanding what approach to take and when to take it will be discussed.

Throughout history, the definition of leadership has ebbed and flowed, with early researchers such as Gemmill and Oakley (1992) suggesting leadership to be an ideology designed to support an existing social order. Bass and Bass (2009) define leadership as *'the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organisation of which they are members'* (Bass & Bass, 2009, p23). However, Gates (2016) suggest leaders such as Bill Gates challenge themselves by bringing in fresh thinking and considering opposing viewpoints. Transformational Leaders such as Nelson Mandela who, as Brown (2015) outlines, left his country in a completely different place than he found it have shaped our view on what leadership should be. More recently, Kruse (2013) outlines leadership as being *"a process of social influence, which maximises the efforts of others, towards the achievement of a goal"* (Kruse, 2013, p.3). The importance of this definition is that it focuses the leader on maximising the efforts of a group of others in the achievement of a common goal.

Over the past thirty years, much research, according to Bass *et al.* (2003), has been focused on analysing and assessing the relationship between three leadership styles: transactional, transformational, and charismatic leadership. More recently, Carter and Greer (2013) discuss authentic, servant, and ethical leadership. According to Lemoine *et al.* (2019), these are forms of leadership with a moral approach that have seen a surge in interest in the 21<sup>st</sup> Century.

Figure Three below illustrates the overlap among these three forms of leadership and how although all have unique dimensions, they all have moral and ethical behaviour at their core.

Figure 3 - Overlap between ethical, authentic and servant leadership



(Source: Lemoine *et al.* 2019)

Analysing leadership styles, models, and theories provides a better understanding of how leaders influence individual and group performance. What impact each has on any group or organisation and at what pace it can make this impact is key to that organisation's success.

## 2.2 Leadership Theory

### 2.2.1 Introduction

To understand what leadership is, we must first look at the origins of leadership and its progression throughout history. Northouse (2021) examines the evolution of leadership definitions and outlines how these definitions have changed over time. Early studies show leadership being aligned to power or dominance. Research shows that leadership has evolved due to world affairs, politics and often the field in which leadership was examined. Rost (1991) suggests that leadership became viewed as *'maintaining groups or organisations to accomplish group or organisational goals'* (Rost, 1991, p.59).

Interestingly, Northouse (2021) augments that understanding of leadership suggesting it has become more aligned with influencing others rather than maintaining groups. Lemoine *et al.* (2019) argues that leaders *'influence behaviours, manifested humbly within relationships, oriented towards follower development, empowerment, and continuous and meaningful improvement'* (Lemoine, 2015 p.45). Northouse's (2021) suggests research focuses on the leadership process whereby an individual influences a group of individuals to achieve a common goal. By defining leadership as a process, as Northouse (2021) and Kruse (2013) have both done, we now understand the acts of a leader to be interactive. The leader can affect and is affected by followers. The resulting factor of this definition of leadership is that anyone can be a leader. It does not have to be a designated individual within a group (Northouse 2021). Furthermore, applying the proper leadership theory to an organisation should be dictated by its strategic goals. Northouse (2021) outlines that for most modern-day organisations adapting to new technology and increased changes in the industry means they will focus on specific leadership theories. Some of these more prominent theories are outlined in subsequent paragraphs and illustrated in Figure Four below.

Figure 4 - Leadership Theories



(Source: Williams, 2020)

### **2.2.2 Great Man Theory**

According to the great man theory, leaders are men born with the right traits and abilities to lead. As suggested by Khan *et al.* (2016), charisma, intellect, confidence, communication, and social skills are all traits considered to be defined by leaders born to lead. However, as events unfolded over time, this concept according to Khan *et al.* (2016), became morally flawed. Examples of this moral flaw are leaders such as Hitler and Napoleon which challenge the credibility of the Great Man Theory.

### **2.2.3 Trait Theory**

Similar to the great man theory, Trait Theory within leadership focuses on the characteristics of successful and unsuccessful leaders. This theory is utilised to predict effective leadership. Harrison (2018) suggests, by identifying the characteristics of an effective leader and comparing them to the characteristics of any potential leader, it is possible to determine the likelihood that their leadership is effective. One flaw highlighted by Pervin (1994) is the inability to detect traits in an individual and, as a result, overlook their effectiveness as a leader.

### **2.2.4 Contingency Theory**

Adapting the leadership style to best suit the situation is described by Heller (2000) as contingency or transformational leadership theory. The best form of leadership is one that finds a balance between behaviours, needs and contexts according to Khan *et al.* (2016). Further examination of this theory places a significant emphasis on the leader-subordinate relationship. Both Hersey and Blanchard (1969) and McCleskey (2014) suggest that a leader should adapt and exercise a particular form of leadership based on their situation. However, McCleskey (2014) argues that transforming one's leadership style is critical but may also create issues for leaders who find it challenging to be adaptable and transformative in leading.

### **2.2.5 Behavioural Theory**

As part of the behavioural theory, Khan *et al.* (2016) believe that leaders need primary leadership skills. Further outlining these primary skills as the subject knowledge of the leader, ability to interact with others and the ability to make processes more defined and easy to understand. Khan *et al.* (2016) suggest that

these skills are key, further suggesting that to implement behavioural theory and for it to be effective the leader must possess these skills. Having addressed many leadership theories as outlined by Williams (2020), the subsequent section details the differing leadership styles. By examining how a leader can utilise different styles of leadership one can assess the impact these styles have on the team they lead. The following section will discuss leadership styles and outline the parameters within which each style can be applied.

## 2.3 Leadership Styles

### 2.3.1 Introduction

Goleman *et al.* (2013) suggests that developing a new leadership style often means “*fundamentally changing how one operates with other people*” (Goleman *et al.* 2013, p.226). Within an organisation, leaders will use a leadership style at one point or another to promote learning and development. Applying leadership styles effectively to a situation, according to Val and Kemp (2012), involves a leader adapting to the group they lead by demonstrating the ability to choose from several leadership styles and then being able to apply them appropriately. As suggested by Goleman *et al.* (2013) effective leaders learn from their mistakes and adjust their style. Goleman *et al.* (2013) further describe a good leader as one who can switch styles when the context requires. However Lawrence (2013) makes the distinction that not all leaders can change and adapt their style. With the pace of change within the environment in which they lead becoming more challenging. This is where Lawrence (2013) believes organisations need to focus their support on leadership development. Leadership styles such as Affiliative, Democratic, Commanding, Pacesetting, Visionary and Coaching are illustrated in Figure Five below. Each of these styles are examined and discussed individually in the following sections.

Figure 5 - Leadership Styles



(Source: Goleman, 2017)

### **2.3.2 Affiliative Leadership Style**

According to Merriam-Webster (2022), affiliative is "*relating to the formation of social and emotional bonds with others or the desire to create such bonds*". Affiliative leadership concentrates on the emotional bonds within a team. Goleman *et al.* (2013) suggests the leader's primary task is to ensure harmony within their team. This can lead to happy employees, but according to Goleman *et al.* (2013) can also lead to poor performance.

### **2.3.3 Democratic Leadership Style**

Goleman *et al.* (2013) proffer democratic leadership as leadership that is focused on building consensus through participation. This consensus is built according to Goleman *et al.* (2013) by encouraging teamwork and collaboration whilst the leader utilises conflict management and influence to guide the team. If utilised correctly, this leadership style can result in high productivity, reduce the need for the leader to control and formalise procedures and can develop team members to think for themselves. However, Goleman (2017) further outlines difficulties with the consensus not being one which the leader has outlined. This can prove challenging for the leader as the power is now in the hands of the team to decide. The opposite of the Democratic style is one which the leader controls.

### **2.3.4 Commanding Leadership Style**

Goleman *et al.* (2013) argue that Commanding leadership relies heavily on clear communication and the leader making all the decisions. In this situation, the leader has tight control over the team's direction. Commanding leadership does not allow the team members room for engagement.

According to Goleman *et al.* (2013), this leadership style can work when used wisely despite its negative inclinations. Used carefully, with skill and at the correct time, this leadership style according to Goleman *et al.* (2013) can be of benefit to the leader by allowing the leader to take complete control of a situation and make decisions quickly. It can give an inexperienced team structure to their tasks and clarity of expectation. That being said, Goleman *et al.* (2013) further outlines that in the case of commanding leadership, the leader must be more experienced than the team, with collaboration being non-existent. Further suggesting team morale lowers as a result of this leadership style.

### **2.3.5 Pacesetting Leadership Style**

This leadership style works for leaders who lead a highly competent team when they are expected to deliver results. According to Goleman (2017), the leader creates the performance levels by setting the standards and leads the team with minimal management. If the performance level drops, the leader will quickly intervene and demand more. Goleman (2017) further suggests that pacesetting leadership lends itself to micromanagement of team members by the leader and declining job satisfaction as team members that do not meet the required standards are replaced.

### **2.3.6 Visionary Leadership Style**

Visionary leaders, as suggested by Goleman *et al.* (2013) understand that distributing knowledge is key to their success. This leadership style lends itself to sharing information openly and in large amounts. Visionary leaders place as much importance on small contributions as significant contributions articulating the importance of all efforts. Goleman *et al.* (2013) argues that assessment, analysis and professional development are essential factors in making the vision a reality, with communication vital for the leader to get buy-in from team members. According to Conger (1990) due to the high degree of focus on future goals, the visionary leader can often lose sight of the present. Furthermore, Ateş *et al.* (2020) suggest that any misalignment of the vision between managers can create a divide in the team in terms of what they understand to be the goals and objectives. Resulting in a negative effect on team commitment.

### **2.3.7 Coaching Leadership Style**

According to Passmore (2010) coaching leadership gives people direction in self-development, thus enabling them to utilise their abilities to meet their full potential. It is a style where the leader understands their team's strengths and weaknesses. According to Goleman *et al.* (2013) coaching leaders are focused on bringing out the best in the teams they lead. This style depends heavily on a leader's ability to direct and support their team. Goleman *et al.* (2013) further suggests that communication skills and constructive feedback are critical parts of coaching leadership. However, this leadership style as suggested by Karlsen and Berg (2020) can require much one-to-one time with team members with a lot of effort from the leader concerning team member's feedback and development.

Subsequent sections will discuss in detail leadership models and the effect these have on leaders and the teams they lead. A case study of one specific model of leadership will be outlined.

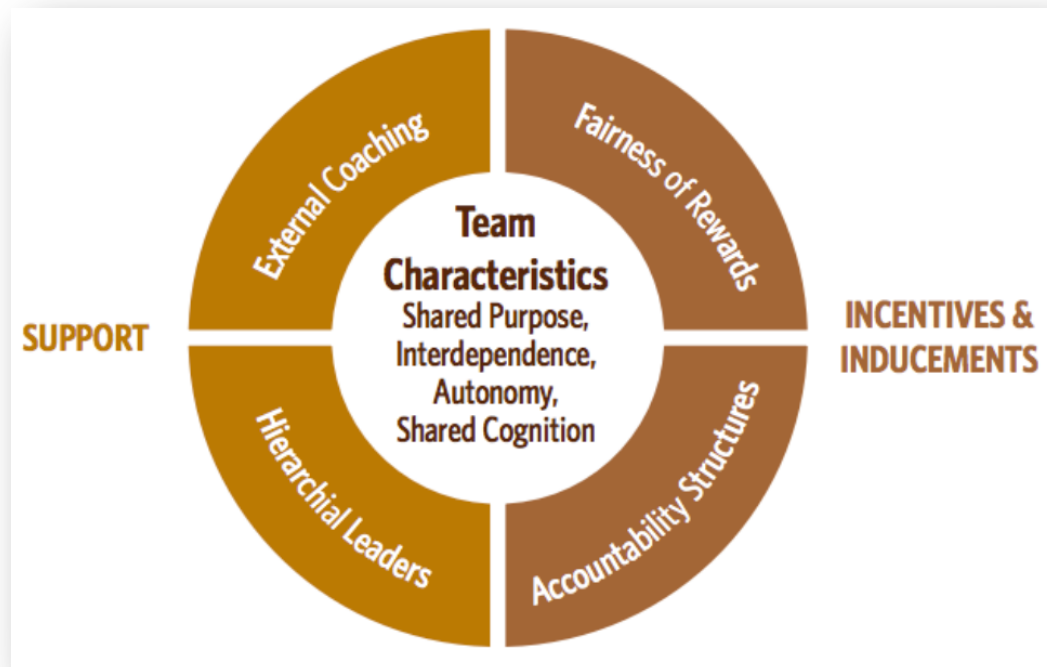
## 2.4 Leadership Models

### 2.4.1 Shared Leadership

Within the shared leadership model, the power lies within the group. No one individual is singled out to be the leader. According to Pearce and Conger (2002), this shared model of leadership is dynamic and interactive. Sharing the process with fellow team members allows for influence from all sides to achieve the team or organisational goals. Shared leadership is flexible, fostering a collaborative and cooperative spirit amongst members of a team or organisation.

Lender (2018) suggests that this model increases team motivation and creativity. There is a crucial difference between shared and more traditional leadership models outlined by Pearce and Conger (2002) as more than just downward influence by an appointed leader. Within the shared leadership model Lender (2018) outlines conditions that are created as depicted in Figure Six, to enable leadership to be broadly distributed amongst team members.

Figure 6 - Conditions to enable shared leadership

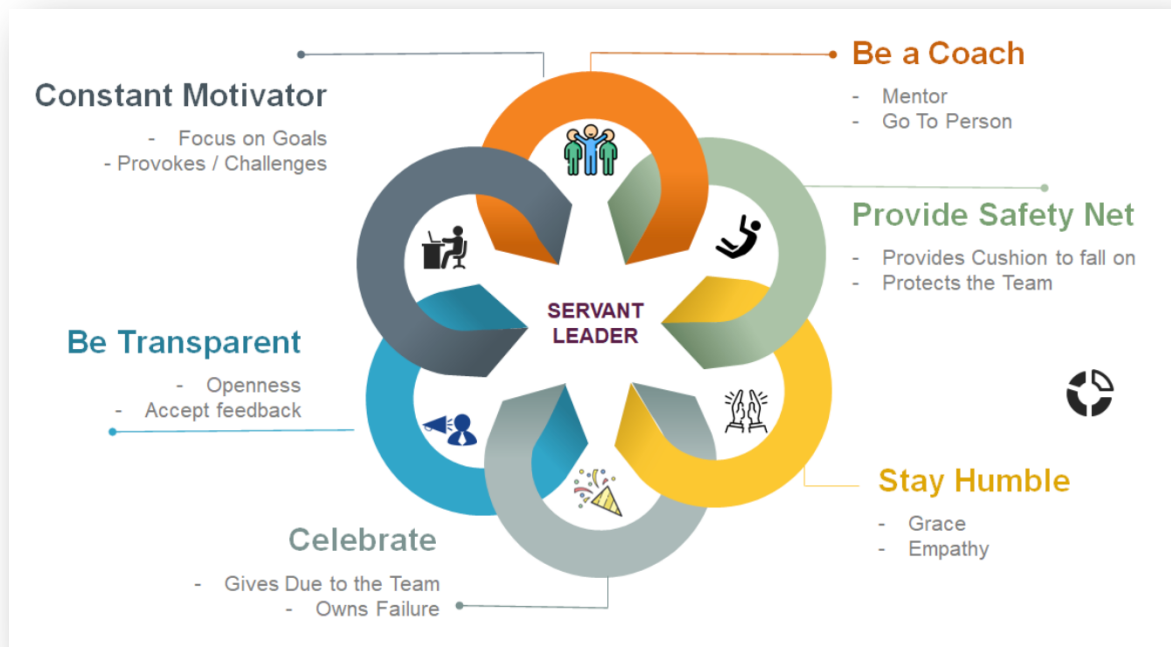


(Source : Holcombe, E & Kezar A, 2017)

## 2.4.2 Servant Leadership

Russell (2001) suggests that Servant leadership focuses on trust, appreciation for others and empowerment. As illustrated in Figure Seven below, servant Leadership has six key traits. The role of the leader within servant leadership is to be a constant motivator, be a coach, be transparent, stay humble and provide a safety net for the team they lead. Furthermore, servant leaders understand the perspectives of others and give them the support they require to achieve their goals. Moreover, Gandolfi and Stone (2018) highlight servant leadership as having a primary focus on “*follower first*” (Gandolfi and Stone, 2018 p.265). When applying this type of model Russell (2001) sets out that leaders should try to involve their team members in decisions, thus increasing engagement and innovation. A servant leadership model may not work when there are short term goals to be achieved as the ability of the leader to engage team members in any decision-making process may be limited. Furthermore, Spears and Lawrence (2002) outline that trust and relationships built up between the leader and the team through servant leadership can be undermined when the leader has to discipline the team.

Figure 7 - Servant Leadership Traits



(Source: Bhatawadekar, 2021)

### 2.4.3 Authentic leadership

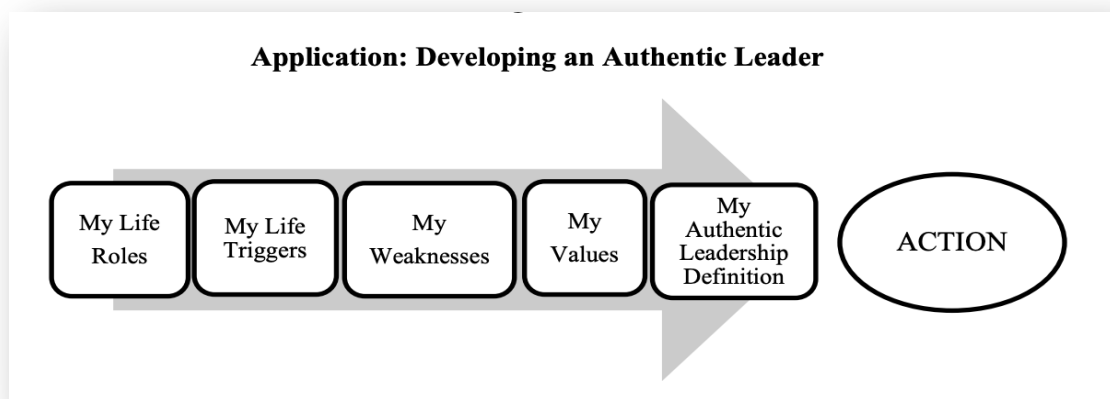
Authentic leaders focus on sincerity and empowerment. According to George *et al.* (2017), authentic leaders are self-aware, understand their own values and make great efforts to reflect those values in the way they carry themselves. Leaders establish long term meaningful relationships with those around them and as suggested by George *et al.* (2017), they “*know who they are*” (George *et al.*, 2017, p.1). The Authentic Leadership model is characterised by the following:

- Self-Awareness
- Relational transparency
- Balanced processing
- Moral Perspective

Figure Eight below illustrates how a leader must develop their authentic leadership style. From understanding the leader’s role, leader’s strengths and weaknesses to what the leader’s individual moral perspective is. Resulting in the leader defining their own authentic leadership style.

These characteristics allow leaders to build a high level of trust and respect among the group or organization they lead, resulting in authentic leaders generally having less push back when setting tasks. However, as outlined by George *et al.* (2017) there may be occasions when a leader chooses to be less than authentic for the greater good of the group or organisation. This may simply involve not giving 100% honest feedback or not sharing emotions if they will negatively impact an individual. Understanding when and how to do this is vital if a leader is to be authentic.

Figure 8 - Developing an Authentic Leader

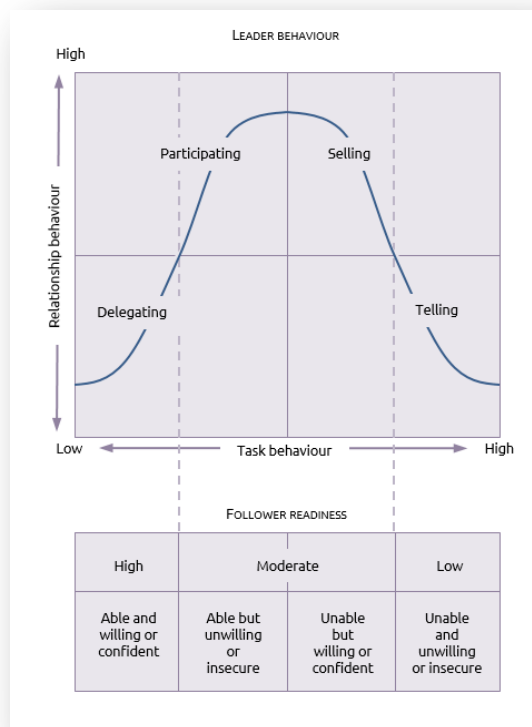


(Source: Covelli and Mason, 2018)

## 2.4.4 Situational Leadership

Within Situational Leadership the focus for the leader is on the current employees and what their capabilities are by understanding if they can effectively carry out and complete specific tasks. As set out by Hersey *et al.* (1979), within this leadership model the leader has an in-depth understanding of their team, sets realistic deadlines and has realistic expectations. As a result of this understanding team members feel the person leading them can relate to them. As outlined in Figure Nine below the situational leadership model is based on follower readiness and leader behaviour. Walls (2019) suggests that the leader's behaviour should depend on the team member or followers' readiness to follow. In this situation Walls (2019) argues that the leader must adapt their behaviour to best suit the situational changes and needs of their followers. One advantage of the situational leadership model is that leaders look to increase the use of the team's capabilities and knowledge as well as themselves. Walls (2019) outlines the need for the leaders to share ideas and to '*nurture and enhance the acquisition of new skills*' (Walls, 2019, p.32). Vetter *et al.* (1997) highlights the difference between present and actual performance outlining that '*it is the amount of ability that you are using that counts, not how much you have*' (Vetter *et al.*, 1997, p.11).

Figure 9 - Situational Leadership Model



(Source: Hersey and Blanchard - Praxis Framework, 2019)

For the individual understanding the collective is paramount to the success of any team. The leader must adapt to the group they lead. Having the confidence to change their leadership style and an understanding of when to apply those styles in any given situation is key. For an organisation supporting inclusive leadership this means creating a culture where adaptable leadership is encouraged. A key factor of this inclusive approach is to create effective leaders who put the collective before themselves.

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***"The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." -***

**Peter Drucker (Source: Influence, 2019)**

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### 2.4.5 Leadership Model – Deloitte's Inclusive Leadership

In a 2016 study for Deloitte, Bourke and Dillon (2016) focused on what will make a great leader of the future. This study examined diversity of markets, diversity of customers, diversity of ideas and diversity of talent. Bourke and Dillon (2016) further outline the ever-changing perception of leadership and how it will develop in the future. Through this research, Bourke and Dillon (2016) examine the need for certain aspects of leadership to stay the same, such as setting direction and influencing others. Bourke and Dillon (2016) also recognise that leaders of the future will require a new capability of inclusiveness. In identifying the need for inclusive leadership Bourke and Dillon (2016) also set out the six signature traits of an inclusive leader as shown in Table One below.

Table 1 - The Six Signature Traits of an Inclusive Leader.

	1	2	3	4	5	6
Six traits	Commitment	Courage	Cognizance of bias	Curiosity	Cultural intelligence	Collaboration
15 elements	Personal values	Humility	Self-regulation	Openess	Drive	Empowerment
	Belief in the business case	Bravery	Fair play	Perspective-taking	Knowledge	Teaming
				Coping with ambiguity	Adaptability	Voice

(Source: Bourke and Dillon (2016))

Bourke and Dillon (2016) contend that for inclusive leadership to be successful, it must be developed and built into the organisations culture. Further suggesting the following pillars to embed that inclusive leadership capability;

- (i) **Strategic Alignment** – Highlight Inclusive Leadership as a fundamental pillar within the organisations diversity and inclusion strategy.
- (ii) **Rewards and Recognition** – Showcase inclusive leaders across the organisation.
- (iii) **Recruitment** – Incorporate inclusion into interview questions.
- (iv) **Performance Management** – Link KPIs to inclusive behaviour.
- (v) **Leadership Development** – Assess Inclusive leadership by creating development plans.

Bourke and Dillon (2016) have identified changes within the environment we operate and the diverse world in which we live. They have also highlighted the need for future leaders to adapt and be more inclusive, further outlining the signature traits of an inclusive leader. Finally Bourke and Dillon (2016) suggest *‘When people feel that they are treated fairly, their uniqueness is appreciated and they have a sense of belonging and that they have a voice in decision making, then they will feel included’* (Bourke and Dillon, 2016, p.7).

Leadership within the security industry will be examined in the following section.

## **2.5 Leadership within Security**

According to Tarallo (2022) many of those managers within the security industry have been promoted to leadership positions based upon performance in their previous role. Tarallo (2022) argues that practical advice on onboarding, coaching, engaging team members, mitigating bias and overcoming the challenges of difficult employees within a security setting is not forthcoming. Although individuals are seen as more than capable from a performance perspective, the lack of support or practical advice around softer skills as highlighted by Tarallo (2022) is concerning. Tarallo (2022) further suggests this can lead to a disparity between a leader’s ability to perform the technical aspects of the role and their ability to lead teams. According to Tarallo (2022) the security industry maintains many structured processes that can stimulate commanding or authoritarian leadership styles. Brown (2021) argues that even when leaders operate in

a structured environment such as the security industry which has changed immensely in recent years, those leaders need to be dynamic and adaptable. Brown (2021) argues that leaders within the security industry should focus on developing their soft skills. Further outlining what are the key attributes for a leader to have within the security industry;

- (i) **Business focused:** Solving problems with security tools not just deploying them.
- (ii) **Influencing:** be able to communicate objectives without command and control tactics.
- (iii) **Team Building:** empowering others by leveraging their entire team.
- (iv) **Passion:** have a driven interest in what is an ever evolving industry.
- (v) **Crisis Leader:** be calm and approachable.

Brown (2021) argues that these attributes are not technology based, commanding or authoritarian, but instead require much softer skills such as good communication, teamwork, conflict resolution and motivation. These soft skills will be examined in the following section.

## 2.6 Critical Components of Effective leadership

Managers and leaders both occupy positions of responsibility within any organisation. Yukl and Lepsinger (2004) describe managers as those who do not encourage team members to improve their performance. Further emphasising that managers wish to make all the decisions and like to control outcomes. Aurelia *et al.* (2015) suggest through a comparative analysis that a leader is not always a manager nor a manager a leader. Further highlighting differences between both by emphasising that managers make sure tasks are carried out whilst leaders focus on the people carrying out those tasks.

Having distinguished between a leader and a manager, the critical components of what makes an effective leader must be examined. Ivey (2002) outlines five critical components of leadership;

- (i) Integrating the multiple channels of communication and information received to make good decisions is also key to effective leadership.
- (ii) Innovating by creating new processes ensures the team they lead remain competitive.

- (iii) Importance by prioritising workload to ensure what is important is focused on.
- (iv) Intensity by being able to energise and motivate others is key.
- (v) Ivey (2002) highlights integrity as the stand out component suggesting that aligning values with actions is vital to the success of the team and getting others to follow.

(Ivey, 2002)

Huber (2002) argues that leaders cannot be taught to be effective using a prescribed set of classroom-based tools. Perruci and Hall (2018) discuss the concept of teaching 'for' and 'about' leadership. Further suggesting the learning process for leaders commences when they are leading. Perruci and Hall (2018) contend leadership is a layered learning process were leaders can develop by teaching leadership at an individual, team, organisational and global level. This approach is also discussed by Brown (2021) with particular focus on the security industry. Brown (2021) recognises the need for those in positions of leadership to be supported at all levels in their development of soft skills. Figure Ten below represents the different focus an educator can take to teach leadership. This further demonstrates the many ways in which educators can guide aspiring leaders to develop leadership wisdom.

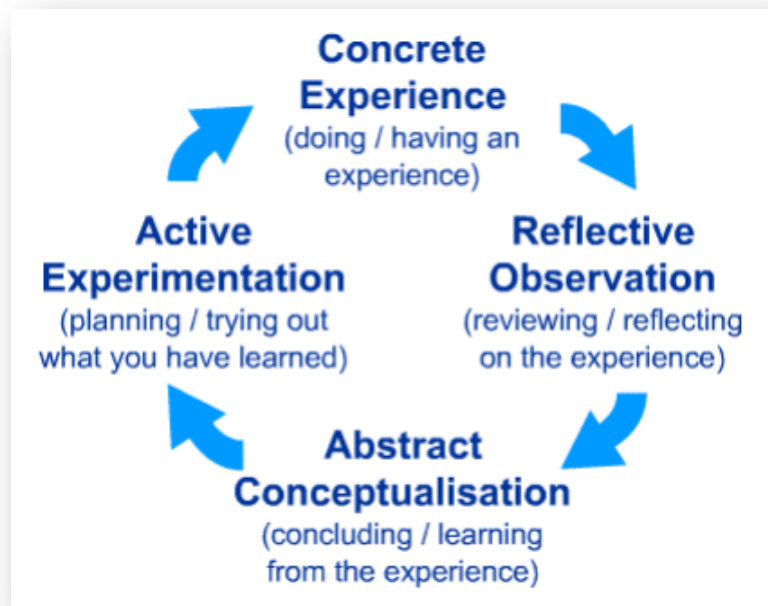
Figure 10 – Developing Leadership in Aspiring Leaders

	Leadership education <i>Intellectual dimension</i>	Leadership training <i>Experiential dimension</i>	Leadership development <i>Growth dimension</i>
Individual level	Understanding the individual role of leaders and followers (leadership styles)	Competency-building experiences that enhance the leadership toolbox	Developing a personal philosophy of leadership
Team/ community level	Understanding the leader-follower relationship	Knowing how to lead effective teams (group dynamics)	Developing high-performance teams
Organizational level	Mastering the field of organizational leadership	Knowing how to lead effective organizations (situational awareness)	Developing high-performance organizations
Global level	Mastering the field of global leadership	Acquiring global competencies (leading across cultures)	Becoming a global leader (transnational norms and values)

(Source : Perruci and Hall 2018)

Senge (2006) develops the idea of creating learning communities for leaders. Within these communities critical components of leadership can be developed through reflection, connection, deciding and doing. This approach is similar to Kolb's (1984) learning cycle in which learning is described as "*the process whereby knowledge is created through the transformation of experience*" (Kolb 1984, p. 38). As outlined in Figure Eleven overleaf, Kolb highlights the need to learn from experience through reflection, conceptualisation and experimentation. Senge (2006) further defines how best to enhance the learning experience through leaders. Senge (2006) suggests reflecting on what is working well and what may need to change, connecting by examining relationships to identify where to influence. Deciding what to do and how to accomplish the set goals and finally doing what is needed to engage those around you and achieve those goals. However, Finzel (2013) argues that this approach can result in leaders coming under pressure as learning by experience often involves making mistakes. How many mistakes and how often they are made Finzel (2013) suggests will not be determined by the leader. Encouraging that development of leaders within an organisation will be examined in subsequent sections.

Figure 11 - Kolb's Learning Cycle



(Source: Kolb, 1984)

## 2.7 Implementing leadership development in an organisation

According to Leskiw and Singh (2007) leadership development has become fundamental for organisational development. Further highlighting the success of organisations with a structured leadership development process in place. For any organisation to succeed, Bhaskaran (2006) suggests that the workforce must promote a culture that facilitates leadership development. According to Gardner (1993), leadership needs to be at all levels within an organisation, with individuals as leaders using their local knowledge to solve problems and influence others at their level. When analysing leadership, Schein (1996, cited in Goldsmith, 2013) suggests that it is challenging to create a unique and non-biased theory or framework.

When we look at implementing leadership development, we must look at the needs of the organisation and the needs of the individuals. Gentry *et al.* (2014) examine the challenges facing leaders from different backgrounds to find the competencies they regard as essential to achieving success. These findings show considerable similarities in the competencies individuals felt they required to be successful. Antonakis and Day (2017) emphasise the range of cognitive abilities such as reasoning, problem-solving, divergent thinking and cognitive flexibility. Furthermore, Petrie (2011) recognises the complex environment leaders must operate in, describing today's world as Volatile, Uncertain, Complex, and Ambiguous (VUCA).

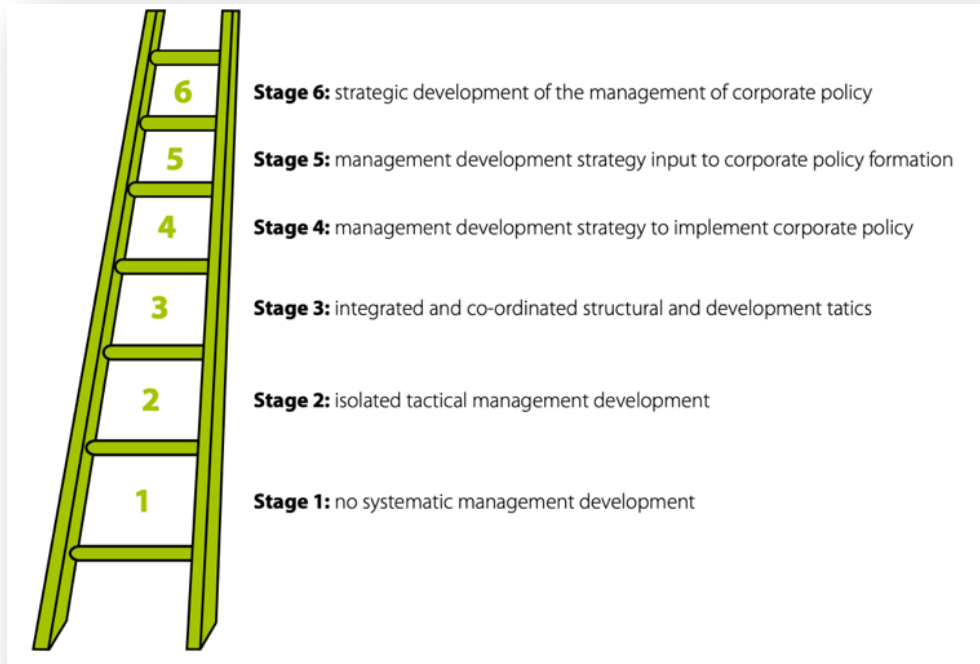
To that end, Lordanoglou (2018) argues that effective leadership development should concentrate not solely on the essential skill set but also on the way people learn. Further suggesting that leadership training within an organisation should start early and involve individuals at every level.

Advance HE, previously called Leadership Foundation for HE, completed a study on leadership within higher education. Burgoyne *et al.* (2009) noted that "*there is room in the sector for more alignment of leadership development with strategic goals and with organisational change*" (Burgoyne *et al.* 2009, p.2). Burgoyne developed this thinking further into a ladder as illustrated in Figure Twelve overleaf. This ladder illustrates "*the scale of integration of management development with career management*" (Burgoyne, *et al.*, 2009 p.11). According to Burgoyne *et al.* (2009) this suggests that leadership development should be integrated into an organisational context.

At Stage 1 on the ladder there is no systematic management development including no succession planning. In Stage 2, there is one or the other but they are not connected. At Stage 3, management development and career management are integrated. At this stage these are based on the organisational structure as it is currently without any thought about future developments and as such is hugely unstrategic. At stage 4 there is alignment with strategy. By stage 5, leadership development and career management are strategic and inform strategic directions. Finally, in Stage 6, management and leadership

development "directly work on forming and implementing organisational strategy and developing the capability to do this" (Burgoyne, et al., 2009 p.12). Subsequent paragraphs will outline the supports that if implemented can assist in developing leadership within an organisation.

Figure 12 - Management Development Ladder



(Source: Burgoyne et al., 2009)

## 2.8 Leadership development methods

According to Storey (2016), leadership development has increased focus on delivering any development through in-house resources and interventions. Through further exploration of these in-house resources Storey (2016) highlights informal support for individuals as being a "crucial part of the jigsaw" (Storey 2016, p.252). Brown (2021) focuses on the development of leaders within the security industry suggesting that influencing, coaching, communication and teamwork are all areas to be developed. The following sections will outline various methods of informal leadership development that can be implemented within organisations through in-house interventions.

### **2.8.1 Coaching**

Knight and van Nieuwerburgh (2012) define coaching as a "*one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility*" (Knight and van Nieuwerburgh, 2012, p.17). They further suggested that the coach facilitates self-directed learning by "*questioning, active listening, and appropriate challenge in a supporting and encouraging climate*" (Knight and van Nieuwerburgh, 2012, p.17).

According to Ali *et al.* (2018) coaching is a time-bound formal intervention focused on short term goals. Moreover, Beattie *et al.* (2014) propose that coaching comes in the form of "facilitation activity or intervention" (Beattie *et al.* 2014, p.186) that assists individuals with the performance development of specific skills. This approach is highlighted by the CIPD (2022) who suggest that coaching focuses on optimising the performance and improvement of the individual at specific tasks. This method of skills development typically involves those who are experienced and skilled in this area working one-on-one with less experienced individuals. Fletcher and Mullen (2012) suggest that coaching is said to lead to knowledge creation. This approach focuses on the employee's understanding of various work-related tasks or skills and can cover both organisational and individual goals. Coaching, according to Fletcher and Mullen (2012) takes the form of a hands-on approach to skills development. This is ideal for developing technical and analytical skills but not soft skills.

What is widely considered as a specialist form of coaching common in workplace environments, mentoring is explored in the next section.

### **2.8.2 Mentoring**

Varney (2009) suggests mentoring is viewed as a personal and professional relationship that deepens over time. Fletcher and Mullen (2012) further outline the mentoring relationship as one which is intrinsically focused and critically supportive, allowing the mentor to actively promote "*learning, socialisation and identity transformation*" by providing guidance and feedback to the mentee (Fletcher and Mullen, 2012, p.9). Further discussion surrounding types of mentoring by Fletcher and Mullen (2012) highlights the traditional mentoring theory whereby mentoring encompasses goal-orientated learning in one-to-one learning arrangements. The more formal mentoring programs are typically used for senior executive/leadership roles, while less formal structures might be implemented amongst junior management. Fletcher and Mullen (2012) further detail alternative mentoring models, such as collaborative mentoring, which blurs the lines between mentor and mentee. According to Fletcher and

Mullen (2012) blurring this relationship can benefit both parties. However, if one or both parties are not skilled listeners or lack a sophisticated set of questioning skills, it can limit the benefits of this mentorship method.

Collaborating in groups can also form an intervention to improve leadership development, this is often in the form of workshops or working groups, as discussed in the next section.

### **2.8.3 Workshops or Working Groups**

Workshops or working groups allow employees to interact with peers and colleagues both internally and externally in their organisation. According to Willgerodt *et al.* (2020), the broad range of input in these workshops can be helpful in gaining new insights, troubleshooting, and opening up communication on best practices. Moreover, Willgerodt *et al.* (2020) suggests this is ideal for developing soft skills such as communication, teamwork, presentation and public speaking. It can also help develop leadership skills such as creativity, positivity, active listening and patience.

Another method to improve leadership development is feedback in the form of 360 degree performance reviews. This form of feedback is discussed in the following section.

### **2.8.4 360-Degree Performance Review**

This method of review according to Fleenor and Prince (1997), involves receiving feedback from multiple channels or sources. Feedback from a cross-section of peers, subordinates, supervisors and external vendors allows the individual to identify skills gaps and focus on those development areas based on the outcome of the feedback. Meanwhile, Lepsinger and Lucia (2009) suggest this feedback can be beneficial but only if it is accepted on all levels. Lepsinger and Lucia (2009) also argue that feedback must be planned, delivered and the used for development purposes only.

Because of the relatively broad scope of feedback, this method according to Lepsinger and Lucia (2009) is typically suitable for identifying skills gaps in people-facing roles, including Conflict Resolution, Communications, Tactfulness, and Interpersonal skills.

How leadership can affect an organisation both positively and negatively is explored in the following sections.

## 2.9 Effect of Leadership on Organisations

Al Khajeh (2018) argues that specific leadership models and styles can have both a positive and negative impact on organisational performance. Further suggesting the importance of leaders offering opportunities to employees, a sense of belonging, and ownership within the decision-making process as all having a positive impact. Kotter (2000) outlines that leadership plays a vital role in an organisations growth and development, identifying the "substance" of a leader as an essential trait. Kirkpatrick and Locke (1991) expand this substance as key leader traits: drive, motivation, honesty, integrity, and self-confidence. Kotter (2000) highlights that a leader at their core will not change their behaviour but must adapt their style when leading others. In contrast, Schilling (2009) identifies the impact of ineffective leadership with negative leadership a causal factor in causing negative follower feelings and attitudes. This is further manifested in a negative impact on organisational processes.

Yukl and Lepsinger (2004) argue that leaders from all levels are essential to influencing positive organisational performance. Good leaders know how to find the balance between the demands of the organisation and the individuals they lead. Yukl and Lepsinger (2004) further suggest that leadership is about knowing when to follow, collaborate, change course, or concede. Gandolfi and Stone (2016) highlight that when leadership is ineffective or absent, the result is that people and the organisations they operate in are impacted negatively.

Subsequent sections will outline examples of effective and ineffective leadership and the positive and negative impact each form can have on an organisation.

### 2.9.1 Effective Leadership - Bill Gates and Leading Microsoft

One of the best examples of an effective leader within a multinational organisation is Bill Gates. In 1975 Gates co-founded Microsoft. According to Gates and Rogak (2012) whilst building Microsoft to become one of the largest technology companies in the world, Bill Gates earned the reputation for being at times abrasive, questioning and often authoritarian. However, according to Heller and Heller (2000), Bill Gates leads through multiple leadership styles, embracing Affiliative, Pacesetter, Commanding, Situational and Visionary Leadership styles depending on the situation in which he is leading.

Heller and Heller (2000) further suggest that Gates has *"built a corporate culture where you have all the resources of a large company yet you have that dynamic small-group, feeling where you can really make a difference"* (Heller and Heller, 2000, p.13). As outlined by Yukl and Lepsinger (2004) leadership is about knowing what leadership style to use and when to use it. According to Gates and Rogak (2012) Bill Gates

mastered the art of making quick decisions, outlining his vision and gaining buy-in from his employees to effect positive organisational change through his effective leadership.

***"As we look ahead into the next century, leaders will be those who empower others"***

**Bill Gates**

(Kruse, 2013, p.2)

### **2.9.2 Ineffective Leadership – Sepp Blatter and FIFA's Leadership**

The recent scandal surrounding FIFA and its leadership is one example of ineffective leadership's impact on an organisation. The FIFA Leadership and Ethics report (2015) suggests that not all leaders make the right decisions. Outlining how leaders must be encouraged and supported to increase their awareness of ethical issues. Further suggesting that if these supports were in place, they might have influenced the leadership of FIFA and the organisation's members to feel comfortable speaking out. Tomlinson (2016) details the leadership of FIFA as dictatorial, based on collusion and silence with corruption at its core. With FIFA's leadership indicted by the FBI in 2015 in what has been called 'FIFA gate' for allegedly taking over 150 million dollars in bribes. This was happening at the same time FIFA was raising monies in the region of 6 billion dollars earmarked for development purposes and to be used to promote soccer in impoverished nation. According to Bremmer (2015) Sepp Blatter FIFA's president at the time and the senior Leadership within FIFA were using this money to secure votes and general support for their own initiatives.

***"You can't expect everyone to act ethically just like that."***

**Sepp Blatter**

(Source : Lutz *et al.* 2015)

### **2.10 Summary**

Regardless of what definition of leadership or key component of a leader you argue for or against Gandolfi and Stone (2018) suggest the one commonality within current leadership literature is that leadership and leadership development within any organisation is vitally important. Although Bass (2009) defines leadership as "*the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organisation of which they are members*" (Bass, 2009, p23). Winston and Patterson (2006)

state that we must be cognizant of the fact that going forward "*the definition of leadership will continue to develop*" (Winston and Patterson, 2006, p.32).

So how must we develop leaders into the future? Leadership according to Winston and Patterson (2006) is not one-dimensional. Rather, there is many leadership styles and models from which a leader can emerge. Winston and Patterson (2006) suggest that for leaders to lead effectively, they must be able to adapt to the situation they are leading in whilst also adapting their style to the individuals they lead. To be effective, Kirkpatrick and Locke (1991) suggest a leader must look inwardly and be driven, honest, show integrity, have self-awareness and be able to motivate others. Consequently, outwardly a leader must have a deep understanding of the role of people within the team they lead and the role of the team within the organisation.

As discussed in previous sections, leaders within the security industry often find themselves in leadership positions due to their ability to perform tasks. Much like Winston and Patterson (2006), Brown (2021) suggests security leadership is not one-dimensional. Leaders in the security industry must be adaptable and transformative. Brown (2021) outlines "hands on tools and techniques" (Brown, 2021, p.17) to enable security leaders to to improve develop skills such as communication, peer interaction, and coaching thus facilitating development and promoting adaptable leadership.

The methodological approach to this research is detailed in the following sections. Within this approach is a further outline of the research aims and objectives, theory development and methodological choices for the researcher.

# Chapter 3

## Methodology

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### 3.1 Introduction

There are many reasons that prompt an individual to conduct research. Walle (2015) suggests that there is no right or wrong way to carry out research, but there are limitations, and the researcher must manage the risk within the required tolerance levels. According to Robson and McCartan (2016), research can be unsuccessful for many reasons such as inexperience, inadequate techniques, inferior data collection methods and procedures, lack of motivation and absence of theory. With this in mind, and to enhance the likelihood of success, the research methodology has been methodically devised.

The following chapter provides an insight into the research project's plan. Firstly, it will outline the research aim, objectives, and questions. Secondly, the research onion by Saunders *et al.* (2016) will outline the different stages required to design the logical process of a research project. Thirdly, the data collection process and techniques will be presented. Finally, the data validation and the research ethics of the study will be provided.

### 3.2 Research Aim

This research focuses on the key leadership roles within Securitas Ireland (SIRL). Firstly, examining the critical components of leadership and how Securitas supports individuals within these key roles through leadership development. Secondly, the research aims to analyse the current development framework within the organisation whilst focusing on the specific development of leaders in these critical appointments. Finally, this study aims to identify how to best measure the effectiveness of those leaders within SIRL.

### 3.3 Research Objectives

To achieve the aims set out in the study this research focuses on team leads, supervisors and managers who currently fulfil roles with a leadership capacity. Literature review and analysis of leadership styles, theories and models will set the foundation. A survey of team leads, supervisors and managers was carried out at the latter end of Q1 of 2022. Further investigation through semi-structured interviews helped develop and inform any survey data obtained. The researcher carried out six interviews in early Q2 with managers, supervisors and team leads of differing experiences.

The objective of these surveys and interviews was to examine how the skill-set of these individuals are continuously developed and what framework is in place to ensure leadership development is at the forefront of their training.

### 3.4 Research Questions

Yukl and Lepsinger (2004) argue leadership is about knowing when to follow, collaborate, change course, or concede. According to Schein (2010), "*culture is created, embedded, evolved and ultimately manipulated by leaders*" Schein (2010 p.3). Moreover, Klein *et al.* (2013) suggest that the leadership style influences the organisation's culture, whilst Fisher (2011) believes that research questions should be unbiased and constructed using plain English. Robson and McCartan (2016) further reinforce this concept by suggesting that research questions should be clear and concise, interrelated and relevant.

The three fundamental research questions to enable the study are:

- (i) What are the critical components of effective leadership?
- (ii) Is there a framework for continuously developing effective leaders within SIRL?
- (iii) Are SIRL leadership evaluation tools in alignment with best practices?

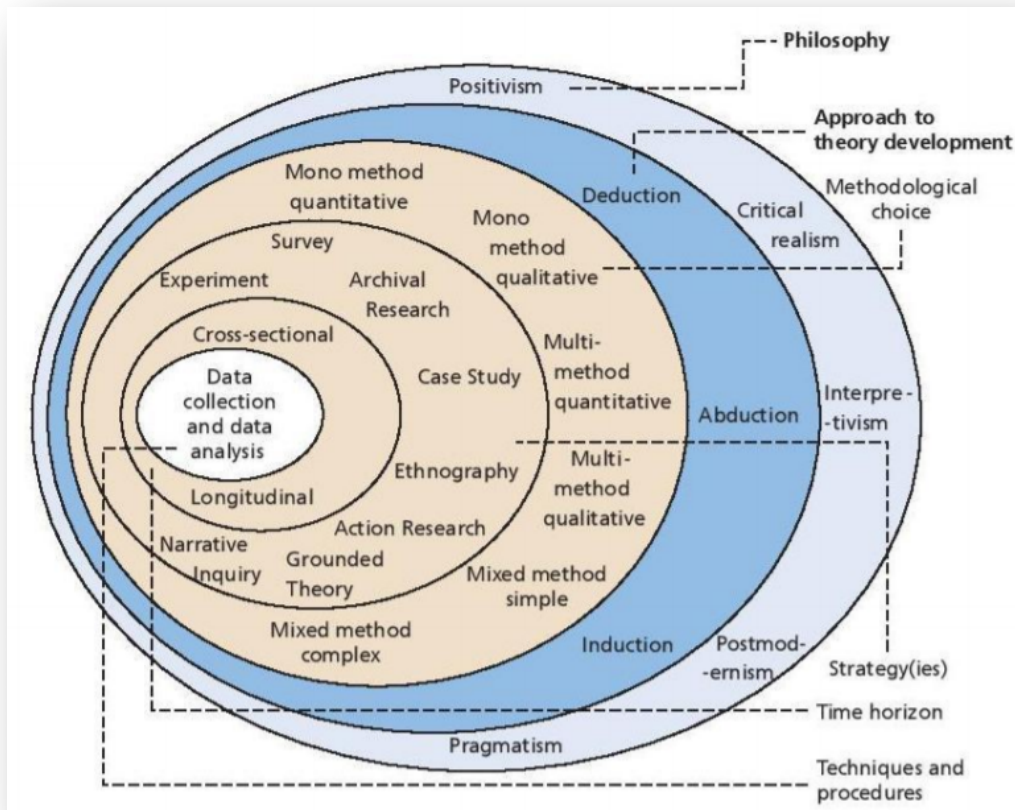
The methodology used in this research is discussed in detail in the following section.

### 3.5 Proposed Methodology

#### 3.5.1 Introduction

A mixed-method approach was utilised during the Methodology Chapter. Bryman and Bell (2015) suggest that a mixed-method approach is best utilised when the researcher needs to combine qualitative and quantitative data. Kumar (2014) suggests the research methodology is a supporting framework that provides a pathway for a researcher to find the answers to their questions. As illustrated in Figure Twelve, the research onion by Saunders *et al.* (2016) highlights the different stages required to design a logical process that can be effectively used to manage a research project. Each layer of the onion represents an essential phase of the research project. As a reference point, the research onion was utilised as the tool for developing this research project’s methodology.

Figure 13 - Research Onion



(Source: Saunders *et al.*, 2016)

A researcher can develop assumptions based on what they perceive to be reality, factual information or their own core beliefs. Saunders *et al.* (2019) suggest three categories of assumptions;

**(i) Ontological Assumptions:**

Dinsmore (2017) maintains that ontological assumptions study what is reality. For example, a person's perceived reality is pivotal in developing a research project. Aliyu *et al.* (2015) further describe this as “*what is the form and nature of reality and therefore, what is there that can be known about?*” (Aliyu *et al.* 2015, p.12).

**Researcher’s Ontological Assumptions:** The researcher is an experienced leader with a background in learning and development that has helped frame the research project's development.

**(ii) Epistemological Assumptions:**

Bisel and Adame (2017) suggest that epistemological assumptions are a study of knowledge and knowing. For instance, factual knowledge can be accurately shared amongst other researchers. Aliyu *et al.* (2015) further suggest this as being the relationship between the “*knower and the would-be knower and what can be done?*” (Aliyu *et al.* 2015 p.13).

**Researcher’s Epistemological Assumptions:** A knowledge of the current training and development opportunities within SURL facilitated the formation of the research questions.

**(iii) Axiological Assumptions:**

Kaushik and Walsh (2019) state that a researcher's values and morals generate axiological assumptions. According to Aliyu *et al.* (2015) these morals and values inform the approach the researcher will take to problem solving and inquiry.

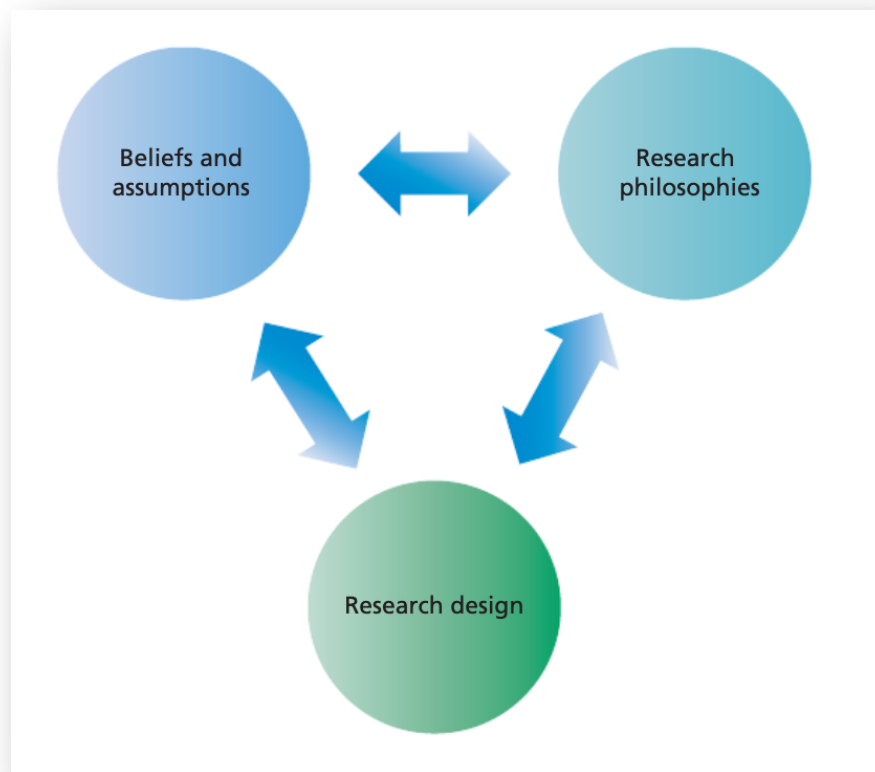
**Researcher’s Axiological Assumptions:** As the research was conducted in a structured organisation dealing with participants at different levels, the researcher needed to pay attention to the ethical nature of the project. The researcher valued the participants' privacy and believed it morally wrong to compromise an individual unknowingly based on data provided to the research. This is supported by BERA (2018), the states the “*confidential and anonymous treatment of participants data is considered the norm for the conduct of research*” (BERA, 2018, p.21).

Ontological assumptions as outlined by Dinsmore (2017) are based on the researcher's experience as a leader and background in learning and Development . Epistemological as suggested by Bisel and Adame (2017) assumptions were derived from factual sources such as SIRL policy, procedures journals, and books. Whist Axiological assumptions as described by Kaushik and Walsh (2019) were value driven by the researcher's doubts of adequate learning and development opportunities with SIRL specifically concerning leadership development.

As suggested by Saunders *et al.* (2019) assumptions shape how the researcher understands their research. Credible research according to Saunders *et al.* (2019) has a well thought out and consistent set of assumptions allowing the researcher to design a coherent research project.

Saunders *et al.* (2019) further examined research design, outlining that all research design is formulated from human knowledge and personal assumptions of an individual's philosophies and what they perceive to be the reality. As depicted in Figure Fourteen to produce credible research, all assumptions and personal beliefs must be identified and factored into the design and development of the research strategy.

Figure 14 - Developing a Philosophy and Designing a Research Project



(Source: Saunders *et al.*, 2016)

### 3.5.2 Research Philosophy

Saunders *et al.* (2016) set out research philosophy as a "system of beliefs and assumptions about the development of knowledge" (Saunders *et al.*, 2016, p.127). To select the correct philosophy, the researcher must understand if their research will be objectivism, which is generated from factual knowledge, or subjectivism, which is created from perception. Table Two identifies how assumptions are interpreted using the two extremes.

Table 2 - Philosophical Assumptions as a Multidimensional set of Continua.

Assumption type	Questions	Continua with two sets of extremes		
		Objectivism	↔	Subjectivism
<b>Ontology</b>	<ul style="list-style-type: none"> <li>• What is the nature of reality?</li> <li>• What is the world like?</li> <li>• For example:               <ul style="list-style-type: none"> <li>– What are organisations like?</li> <li>– What is it like being in organisations?</li> <li>– What is it like being a manager or being managed?</li> </ul> </li> </ul>	Real  External One true reality (universalism) Granular (things) Order	↔ ↔ ↔ ↔ ↔	Nominal/decided by convention Socially constructed Multiple realities (relativism) Flowing (processes) Chaos
<b>Epistemology</b>	<ul style="list-style-type: none"> <li>• How can we know what we know?</li> <li>• What is considered acceptable knowledge?</li> <li>• What constitutes good-quality data?</li> <li>• What kinds of contribution to knowledge can be made?</li> </ul>	Adopt assumptions of the natural scientist  Facts Numbers  Observable phenomena Law-like generalisations	↔ ↔ ↔ ↔	Adopt the assumptions of the arts and humanities  Opinions Written, spoken and visual accounts Attributed meanings Individuals and contexts, specifics
<b>Axiology</b>	<ul style="list-style-type: none"> <li>• What is the role of values in research? Should we try to be morally-neutral when we do research, or should we let our values shape research?</li> <li>• How should we deal with the values of research participants?</li> </ul>	Value-free  Detachment	↔ ↔	Value-bound  Integral and reflexive

(Source: Saunders *et al.*, 2019)

Saunders *et al.* (2019) suggest that there are five significant philosophies;

- (i) **Positivism:**  
Works with factual data that is unaffected by bias or opinion. It is based on a law-like generalisation of social reality.
- (ii) **Critical Realism:**  
Looks to interpret the difference between perceived reality and actual reality. The researcher must critically analyse their perception and work backwards until they establish the root cause of the issue to explain the reality being seen.
- (iii) **Interpretivism:**  
Suggests that humans and their respective social surroundings cannot be analysed in the same manner. Instead, the analysis is based on culture and personal circumstance. Each individual and environment is different, meaning researchers look at a multitude of views.
- (iv) **Postmodernism:**  
The study of social phenomena and beliefs that the world is ever-changing due to social interactions. It questions the accepted way of thinking and gives a voice to the marginalised.
- (v) **Pragmatism:**  
Is value-driven and emphasises that theories are only valid where they support action. Reality is important, but it must be incorporated with the knowledge to implement actions successfully. Pragmatism is the common ground between objectivism and subjectivism.

Table Three overleaf presents a graphical presentation of five of the research philosophies mentioned above and how the three categories of assumptions can affect them.

Table 3 - Comparison of Five Research Philosophies in Management Research.

<b>Ontology</b> (nature of reality or being)	<b>Epistemology</b> (what constitutes acceptable knowledge)	<b>Axiology</b> (role of values)	<b>Typical methods</b>
<b>Positivism</b>			
Real, external, independent One true reality (universalism) Granular (things) Ordered	Scientific method Observable and measurable facts Law-like generalisations Numbers Causal explanation and prediction as contribution	Value-free research Researcher is detached, neutral and independent of what is researched Researcher maintains objective stance	Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed
<b>Critical realism</b>			
Stratified/layered (the empirical, the actual and the real) External, independent Intransient Objective structures Causal mechanisms	Epistemological relativism Knowledge historically situated and transient Facts are social constructions Historical causal explanation as contribution	Value-laden research Researcher acknowledges bias by world views, cultural experience and upbringing Researcher tries to minimise bias and errors Researcher is reflexive	Retroductive, in-depth historically situated analysis of pre-existing structures and emerging agency Range of methods and data types to fit subject matter
<b>Interpretivism</b>			
Complex, rich Socially constructed through culture and language Multiple meanings, interpretations, realities Flux of processes, experiences, practices	Theories and concepts too simplistic Focus on narratives, stories, perceptions and interpretations New understandings and worldviews as contribution	Value-bound research Researchers are part of what is researched, subjective Researcher interpretations key to contribution Researcher reflexive	Typically inductive. Small samples, in-depth investigations, qualitative methods of analysis, but a range of data can be interpreted
<b>Postmodernism</b>			
Nominal Complex, rich Socially constructed through power relations Some meanings, interpretations, realities are dominated and silenced by others Flux of processes, experiences, practices	What counts as 'truth' and 'knowledge' is decided by dominant ideologies Focus on absences, silences and oppressed/repressed meanings, interpretations and voices Exposure of power relations and challenge of dominant views as contribution	Value-constituted research Researcher and research embedded in power relations Some research narratives are repressed and silenced at the expense of others Researcher radically reflexive	Typically deconstructive – reading texts and realities against themselves In-depth investigations of anomalies, silences and absences Range of data types, typically qualitative methods of analysis
<b>Pragmatism</b>			
Complex, rich, external 'Reality' is the practical consequences of ideas Flux of processes, experiences and practices	Practical meaning of knowledge in specific contexts 'True' theories and knowledge are those that enable successful action Focus on problems, practices and relevance Problem solving and informed future practice as contribution	Value-driven research Research initiated and sustained by researcher's doubts and beliefs Researcher reflexive	Following research problem and research question Range of methods: mixed, multiple, qualitative, quantitative, action research Emphasis on practical solutions and outcomes

(Source: Saunders *et al.* 2019)

### 3.5.2.1 Chosen Philosophy

After studying each philosophy, this research study is in-line with the pragmatism philosophy. Any identified shortcomings regarding leadership development and the education of leaders will require a practical solution. Furthermore, this pragmatic approach lends itself best to adopting multiple design methods with different perspectives that give the best outcome.

### 3.5.3 Research Approach to Theory Development

A researcher's philosophical belief according to Robson and McCartan (2016) will significantly impact their chosen approach to theory development. Saunders *et al.* (2019) outline three primary approaches to theory development;

(i) **Deduction:**

A deductive approach involves the meticulous testing of a developed theory, often derived from academic literature. Deductive approaches are used in natural science, where laws provide the foundation for an explanation.

(ii) **Abduction:**

An abduction is used when the research seeks to identify a pattern in several phenomena. It provides the researcher with the independence to alternate deductive and inductive approaches into a single study.

(iii) **Induction:**

The research can garnish a better understanding of the problem by employing an inductive approach. An inductive approach is most suitable when the researcher uses data to develop a theory. Frequently this lead to the development of a conceptual framework.

Table Four overleaf depicts Saunders *et al.* 2019 outline of how each of the approaches to theory development progress from reason to research by using logic, generalisability, use of data and theory.

Table 4 - Deduction, Induction and Abduction: From Reason to Research.

	<b>Deduction</b>	<b>Induction</b>	<b>Abduction</b>
<b>Logic</b>	In a deductive inference, when the premises are true, the conclusion must also be true	In an inductive inference, known premises are used to generate untested conclusions	In an abductive inference, known premises are used to generate testable conclusions
<b>Generalisability</b>	Generalising from the general to the specific	Generalising from the specific to the general	Generalising from the interactions between the specific and the general
<b>Use of data</b>	Data collection is used to evaluate propositions or hypotheses related to an existing theory	Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework	Data collection is used to explore a phenomenon, identify themes and patterns, locate these in a conceptual framework and test this through subsequent data collection and so forth
<b>Theory</b>	Theory falsification or verification	Theory generation and building	Theory generation or modification; incorporating existing theory where appropriate, to build new theory or modify existing theory

(Source: Saunders *et al.* 2019)

### 3.5.3.1 Chosen Approach to Theory Development

An inductive approach to theory development was utilised, as outlined by Saunders *et al.* (2019). This approach is best suited as data collection will allow the researcher to describe what is being studied and develop a theory from this. Data generated from participants will assist in arguing for or against whether the current leadership development supports are adequate. Due to the time constraints of the research project, implementing an abductive approach was not be viable. As outlined by Saunders *et al.* (2019) an abductive approach begins with an incomplete set of observations and proceeds to the best possible explanation for that set. This can result in a lack of completeness in the initial observations or the explanation. Additionally, as the research project is non-scientific, the adoption of a deductive approach was not practical. Subsequent sections introduce methodological choices and outline the researcher's preferred methodological choice.

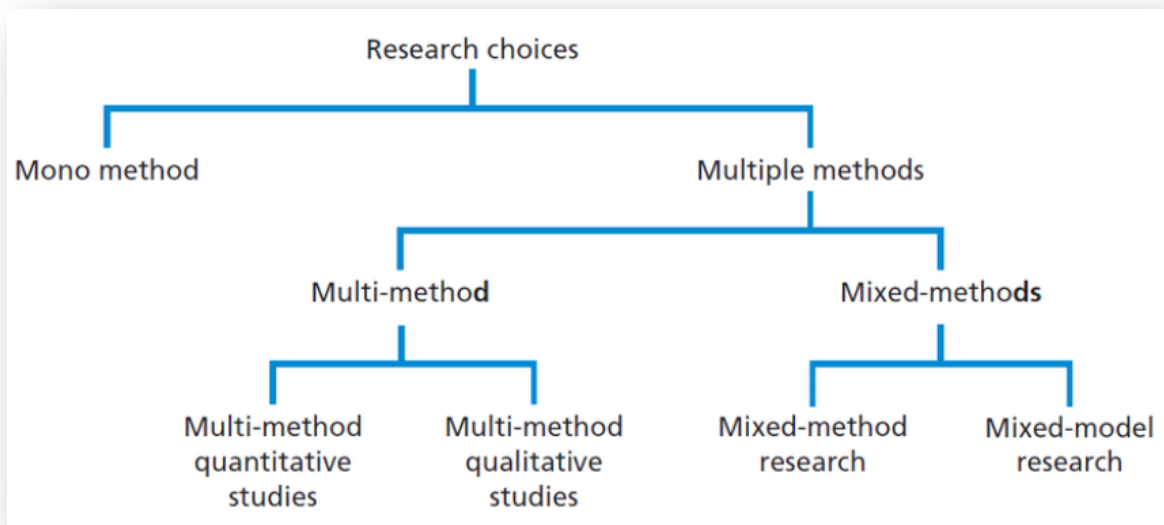
### 3.5.4 Research Methodological Choices

For many years, as outlined by Robson and McCartan (2016) it was perceived that the only methodological choices were qualitative and quantitative. The quantitative approach uses natural science and facts to analyse a theory or hypotheses. The qualitative method considers the human aspect and allows the researcher and participant's feelings to be studied during the research.

However, as presented in Figure Fifteen below, Saunders *et al.* (2016) suggest that the two primary research methodological choices are now the mono-method and multiple-method. Furthermore, they believe that the multiple-method can be further broken down into two categories.

- (i) **Multi-method research:** more than one qualitative or quantitative data collection and analysis technique.
- (ii) **Mixed-method research:** the use of both qualitative and quantitative data. The subsequent section outlines the methodological approach adopted for this study in greater detail.

Figure 15 - Methodological Choices



(Source: Saunders *et al.*, 2016)

### 3.5.4.1 Chosen Methodological approach

Bryman and Bell (2015) believe that a mixed method is best utilised when the researcher needs to combine qualitative and quantitative data. As a pragmatic philosophy has been adopted for this research project, a mixed-method approach was implemented. For this research mixed method was deemed appropriate as it enabled the researcher to collect narrative and numerical data. As a result of this form of data collection the research was then able to examine data through statistical and content analysis.

Other approaches were considered but not used. A Qualitative method approach was not utilised as this approach was seen as too time consuming. Additionally Bryman and Bell (2015) argue research data from a qualitative methodology might not generalize to other people or other settings. This is because some factors will remain unique from one individual to another. A Quantitative method approach was also considered but not utilised as research data collected through this approach may be difficult to relate to real life situations or individuals. Creswell (2014) outlines that concentrating on the theory researchers can miss out on other occurrences that happen outside of this.

The researcher on this project needed a combination of qualitative and quantitative data to gain an in-depth understanding of the current leadership development within SURL.

### **3.5.5 Research Strategies**

Irrespective of the field, to implement any plan, one must have a coherent strategy. A strategy provides a researcher with a clear plan for conducting, executing and monitoring the project. Saunders *et al.* (2019) suggest eight primary research strategies.

- i. Experiment
- ii. Survey
- iii. Archival
- iv. Case Study
- v. Ethnography
- vi. Action Research
- vii. Grounded Theory
- viii. Narrative Inquiry

For a research project to be successful, Denscombe (2010) argues that the chosen strategy must incorporate the requirements of the study.

Table Five overleaf, adapted from Denscombe (2010) outlines three questions that researchers should answer before choosing a research strategy. In posing these three questions Denscombe (2010) further explains what to consider when 'choosing a research strategy'. For the purposes of this research the researcher has explained the 'choice of strategy for this research'.

Table 5 - Questions to Consider in Choosing a Research Strategy.

Question	Choosing a Research Strategy	Choice of Strategy for this research
Is it suitable?	<p>The choice of research strategy should correlate to the research purpose envisaged, be that through survey, to gather factual information relating to a group of people; case study, to gain an in-depth focus on an event, relationship, experience or process occurring in an individual instance; or ethnography, to understand different cultures and groups. Other research strategies include experiment, phenomenology, grounded theory, action research and mixed methods.</p>	<p>The purpose of this research was to investigate the current development pathway within Securitas Ireland, what impact this current pathway has on leaders within the organisation and how it promotes and supports their development.</p> <p>A mixed methods approach was chosen for this research. This strategy allowed the researcher to collect and collate numerical and narrative data. This was achieved through a survey and multiple structured interviews.</p>
Is it feasible?	<p>Will the researcher be able to gain access to data sources relevant for the chosen strategy? Permission to contact people or enter specific organisations need to be considered. The timeframe for collecting data and meeting deadlines also need to be taken into account, for example, an ethnographic strategy lends itself to a longer timeframe than a survey.</p>	<p>As the researcher was working in this area access to relevant data sources was readily available. Permission was sought and approved by Securitas Ireland for the researcher to contact individuals regarding this research. The timeframe for research to be conducted allowed for a mixed method approach with a survey and interviews carried out.</p>
Is it ethical?	<p>The importance of research ethics cannot be over-stated, and no one should suffer harm as a result of taking part in research. Any research carried out should conform to the expectation that researchers will act 'professionally and with integrity'</p>	<p>Prior approval was sought from the Griffith College Research Ethics committee. During the data collection phase, the researcher fully complied with the approval provided by the Griffith College Research Ethics committee and in line with BERA (2018) guidelines data collection. All participants were guaranteed anonymity and required to complete a consent form before participating in the research.</p>

(Adapted From: Denscombe, 2010)

### 3.5.5.1 Chosen Research Strategy

In line with Denscombe (2010), the chosen research strategy was a survey. Robson and McCartan (2016) maintain that each traditional method presents challenges for small-scale real-world research. Subsequently, the chosen strategy needed to incorporate the time and resource constraints likely to be encountered during the research project. The researcher was able to generate the vast volume of qualitative and quantitative data required to answer the research questions. Furthermore, having received permission from SIRL to conduct research within the organisation, this survey strategy provided the best method for extracting the required data. Moreover, the survey strategy facilitated the anonymous aspect of the research, allowing the data to be collected ethically. The research timeline is outlined in the following section.

### 3.6 Research Timeline

Figure Sixteen outlines the research timeline including data collection, analysis, transcribing of findings and a review of all tasks. Setting out a timeline in this way gave the researcher definitive time limits for these tasks. This research timeline further assisted the researcher in the decision making process around the research project by showing a clear plan from project commencement to project completion.

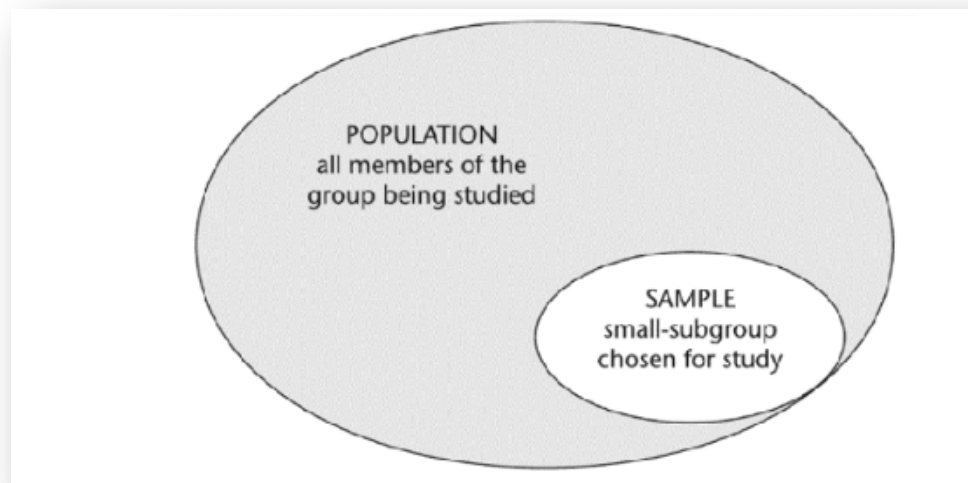
Figure 16 - Research Timeline

	Month						
Task Name	January	February	March	April	May	June	July
Discussion with Supervisor							
Research							
Writing Proposal							
Abstract							
Introduction							
Problem Statement							
Literature Review							
Methodology							
Research Objectives							
Survey design & distribution							
Interviews							
Data Analysis							
Writing up findings							
Review							

### 3.7 Participants

The researcher identified a possible 156 survey participants to which the survey was sent. These 156 participants amounted to all team leads, supervisors and managers within SURL. Robson and McCartan (2016) believe it is unlikely for a researcher to have access to an entire population throughout the whole of a study. Due to the time constraints of this study and operational commitments of the participants it was not possible to interview the entire Management staff of SURL. Therefore, a sample of the population was used to provide an appropriate level of probability. Figure Seventeen overleaf, demonstrates how a sample sub-group fits into the wider population.

Figure 17 - Population and Sample



(Source: Denscombe, 2010)

Levy and Lemeshow (2013) suggest that a sample of the research population will share similar characteristics with the broader population and allow the researcher to develop summary statistics. For this research project, specifically the interview process, a cluster sampling approach was adopted. A cluster sample comprises of a group of participants selected for their shared characteristics, which represent the wider population (Bryman and Bell, 2015). The targeted population for research interviews was managers, supervisors and team leads within SURL. All were asked to indicate their interest in participating. From those participants who indicated interest six were selected randomly for interview.

To ensure all participants remained anonymous in the research findings it was decided to use the following coded classification. For example, participants will be categorised as SIRLM1, SIRLM2, SIRLM3, TLISM1, TLISM2 etc.

Subsequent sections will examine how transferable this research is, outlining in what contexts this research may or may not be applied.

### **3.8 Transferability**

According to Tobin & Begley (2004) transferability refers to how the results of qualitative research can be transferred to other settings or groups. Bitsch (2005), suggests this can otherwise be interpreted as generalizability. According to Bitsch (2005) the *'researcher facilitates the transferability judgment by a potential user through 'thick description' and purposeful sampling'* (Bitsch, 2005, p. 85).

Li (2004) outlines thick descriptive data as a *"set of details concerning methodology and context"* (Li, 2004, p.305). Further highlighting that the researcher should detail the complete research processes from data collection, and context of the study to the production of the final report. These details according to Li (2004) should be included in the research report. The *'thick description'* helps other researchers replicate the study using similar conditions in other settings. Shenton (2004) argues that *"without this thick description it is difficult for the reader of the final account to determine the extent to which the overall findings ring true"* (Shenton, 2004 p. 69). Therefore, to support enhanced transferability, the researcher must collect this data to allow a *'comparison of this context to other possible contexts to which transfer might be contemplated'* (Guba, 1981, p. 86).

### **3.9 Research Ethics**

Robson and McCartan (2016) maintain that research ethics are codes and guidelines fashioned by associations that use social research methods. When planning a research project, due diligence must ensure that adequate ethical and moral considerations are built into the plan. Denscombe (2010) maintains that a researcher must protect participants and conform to the law entirely.

To ensure the research was ethically conducted, prior approval was sought from the Griffith College Research Ethics committee by submitting a research ethics approval form. Appendix A shows that the research project was approved in February 2022. During the data collection phase, the researcher fully complied with the approval provided by the Griffith College Research Ethics committee ensuring that the research data was obtained correctly.

In line with BERA (2018) guidelines data collection must be robust and ‘*meet the markers of quality and integrity applied within different research approaches*’ (BERA, 2018 p. 28). BERA (2018) further outlines that researchers should ensure participants understand what is involved in the study, ‘*informing them of the retention, sharing and any possible secondary uses of their data*’ (BERA, 2018, p.9).

Table Six below presents the information sent to potential participants in this research project.

Table 6 - Data Collection Process.

<p><b>Each potential participant was sent an email</b></p> <p><b>That contained the following information:</b></p> <p>Proposed research outline</p> <p>Survey information</p> <p>Survey consent form</p> <p>Link to online questionnaire</p>	<p><b>Each potential participant was sent an email</b></p> <p><b>That contained the following information:</b></p> <p>Proposed research outline</p> <p>Interview information</p> <p>Interview consent form</p> <p>Interview questions</p> <p>Request for interview date and time</p>
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### 3.9.1 Survey Participation and Data collection

The sample population for survey participation consisted of all team leads, supervisors and managers within SIRL. SIRL has a staff of over 1,400, with 120 supervisors and team leads and 36 managers. A total of 156 participants were identified. Prior to distributing the survey piloting of the survey questions was carried out. Survey questions were sent to a sample of team leads, supervisors and managers. Along with answering survey questions participants were asked for feedback about their experience in completing the survey. This feedback along with piloting enabled the researcher to modify the layout of the survey to improve the clarity and flow for participants. Once piloting was completed each potential participant was sent an email asking them if they wished to participate in the research project. The email contained a closing date/time for responses, the proposed research outline, survey information, a survey consent form and a link to the online questionnaire on Microsoft forms. The survey questionnaire also contained a consent question at the end of the survey which each participant was required to complete before submitting their data. This ensured that the researcher adhered to the ethical responsibilities as outlined by BERA (2018) at all times. Participants were given 2 weeks to complete the survey questionnaire. Once

the closing date had passed the researcher then closed the survey and exported the data to excel for analysis.

### **3.9.2 Interview Participation and Data Collection**

The sample population consisted of team leads, supervisors and managers. Each potential participant was asked to indicate their interest in participating in the interview process. From acknowledgements of interest received, 6 participants were selected randomly. Prior to conducting interviews piloting of the interview questions was carried out. Pilot interviews were carried out with a sample of team leads, supervisors and managers. Along with answering interview questions participants were asked for feedback about their experience. This feedback along with pilot interviews enabled the researcher to analyse the question flow and clarity along with time for completion.

Once piloting was completed each participant received an email with the proposed research outline, interview information, and interview consent form. The interview was structured and consisted of 15 questions. Once each participant was happy to proceed they were asked to indicate an interview time and date with the researcher. Interviews were carried out over zoom and audio recorded for transcription. Once all interviews were complete the researcher then transcribed all interview data into excel format for analysis. This ensured the researcher adhered to the ethical responsibilities as outlined by BERA (2018) at all times.

### **3.10 Summary**

Through a comprehensive review of philosophical methodologies and research design techniques, it was decided to utilise a survey strategy. Furthermore, a pragmatic philosophy was employed and a mixed-method research methodology utilised. The researcher obtained quantitative data through a survey. Before conducting surveys and semi structured interviews, pilot surveys and interviews were performed ensuring the questions asked were easy to understand, relevant and followed a logical sequence. Additionally, it was explained how qualitative would be generated through survey questions and semi-structured interviews with managers, supervisors and team leads. Moreover, this chapter outlined how the researcher ensured that the study remained ethical, how the survey and interview questions were tested by piloting and what sampling approach was utilised.

Subsequent sections will detail and discuss the results and findings of survey and interview data. Survey findings related to each research question will be presented with further discussion surrounding any interview findings.

# Chapter 4

## Analysis

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### 4.1 Introduction

This chapter presents the data collected during the primary phase of this research process.

Denscombe (2010) discusses that understanding a research topic involves the researcher completing comprehensive analysis of that topic, thus enabling them to describe its meaning by presenting the inner workings of the study. A mixed-method approach was adopted to answer the research questions, thereby combining both qualitative and quantitative data.

The survey was sent to 156 participants chosen from the previously mentioned cohorts. SIRL has a staff of over 1,400, with 120 supervisors and team leads making up 9% of all current staff. Supervisors and team leads are then supported by 36 support staff managers making up 2.5% of the current staff. The total responses received was 95, resulting in a survey response rate of 61%. The Survey questionnaire exceeded the average response rate according to Baruch and Holtom (2008), who maintain that the average response rate for a survey is 52%. Furthermore, numerical rounding has been applied to all figures.

The following section sets out the data from 15 survey questions and 6 interviews. The data from these questions are presented based on the three research questions.

### 4.2 Research Question One

'What are the critical components of effective leadership?'

Leadership styles and competency questions were utilised to identify the critical components of an effective leader with survey questions surrounding skills attained through training. Participants were also asked about their current leadership ability and if they feel empowered to lead.

### 1.2.1 Survey Findings

Figure Eighteen illustrates what supports SIRL currently has in place to develop team leads, supervisors and managers. Interestingly Figure Eighteen shows that 88% (n=95) of survey participants somewhat or strongly agree that they have the skills to be an administrator, with a further 74% (n=95) of survey participants agreeing somewhat that their training to date has provided them with the skills to be a subject matter expert. Notably, 48% (n=95) of survey participants believe the training provided has not equipped them with the skills to be a mentor. Interestingly, 65% (n=95) of those surveyed strongly disagree that the training to date with Securitas has provided them with the skills to be a leader.

Figure 18 - Current Skills of Team Leads, Supervisors and Managers.

Q7. Your training to date with Securitas has provided you with the skills to be :

	<b>Strongly agree</b>	<b>Somewhat Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>
An Administrator	34	50	6	4	1
A Subject Matter Expert	13	67	11	3	1
<u>A Mentor</u>	<u>9</u>	12	5	23	<u>46</u>
<u>A Leader</u>	<u>10</u>	12	5	6	<u>62</u>
Deal with Difficult Situations	12	55	25	2	1
Manage People	11	72	7	1	4
Deal with Clients	12	55	26	1	1

Figure Nineteen overleaf, presents what the participants feel are the current competencies that have been developed as part of the training provided to them by SIRL. Similar responses from survey participants regarding competencies such as making decisions with 75% (n=95), self-development at 59% (n=95) and managing staff at 79% (n=95) all somewhat agreed with the training having provided competencies in these areas. Notably, 53% (n=95) of those participants surveyed somewhat disagree with training having provided competencies in coaching and developing staff, whilst 51% (n=95) of participants somewhat disagree with training providing competency in motivating staff. Furthermore, 25% (n=95) of survey participants strongly disagree that the training has not provided competencies in either of these areas.

Figure 19 - Current Competencies of Team Leads, Supervisors and Managers.

Q8. Your training to date with Securitas has provided you with the following competencies:

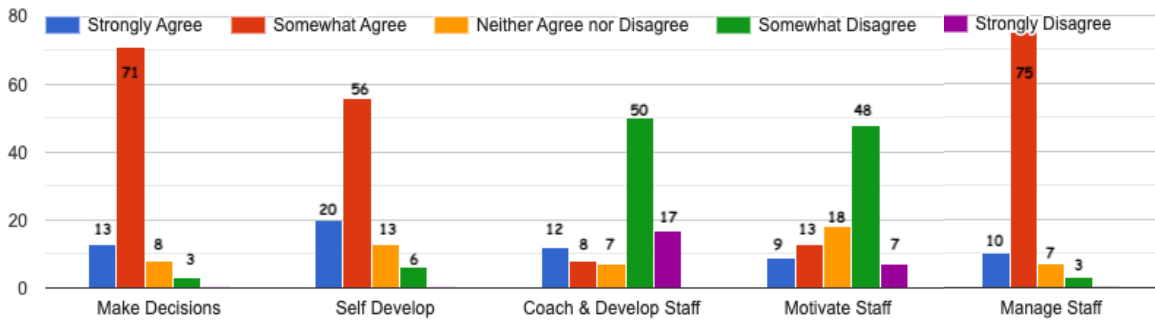


Figure Twenty below, illustrates that 51% (n=95) of survey participants believe they currently can empower employees to make decisions, with a further 77% (n=95) of participants feeling comfortable in their ability to empower employees to communicate. Moreover, when it comes to working as a team, 19% (n=95) of participants surveyed feel comfortable in their ability to empower employees to work as a team. In contrast, 66% (n=95) of those surveyed either somewhat disagreed or strongly disagreed with this statement.

Figure 20 - Current Leadership ability to Empower Employees.

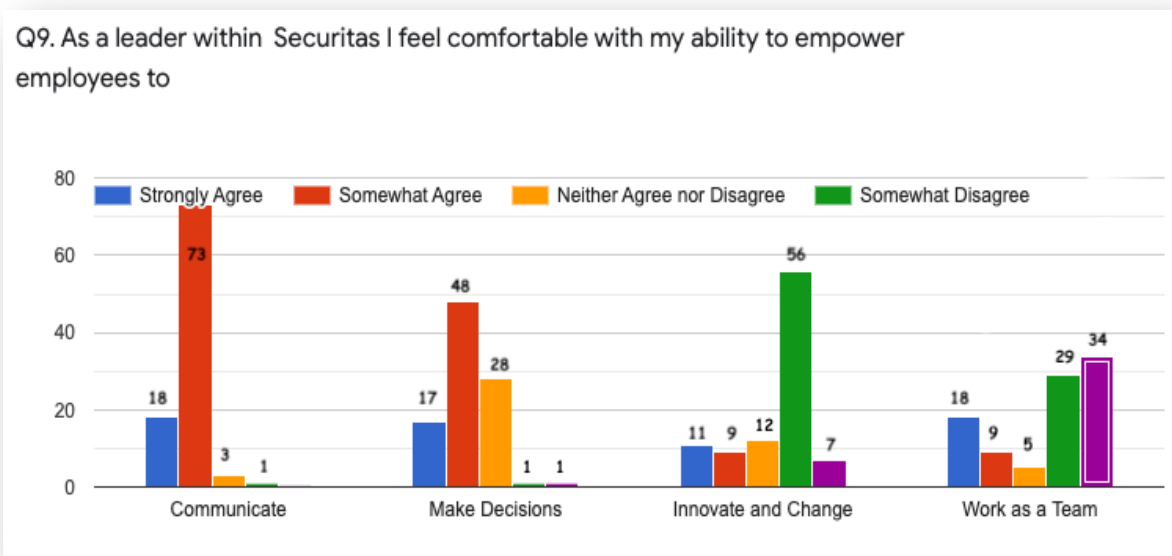
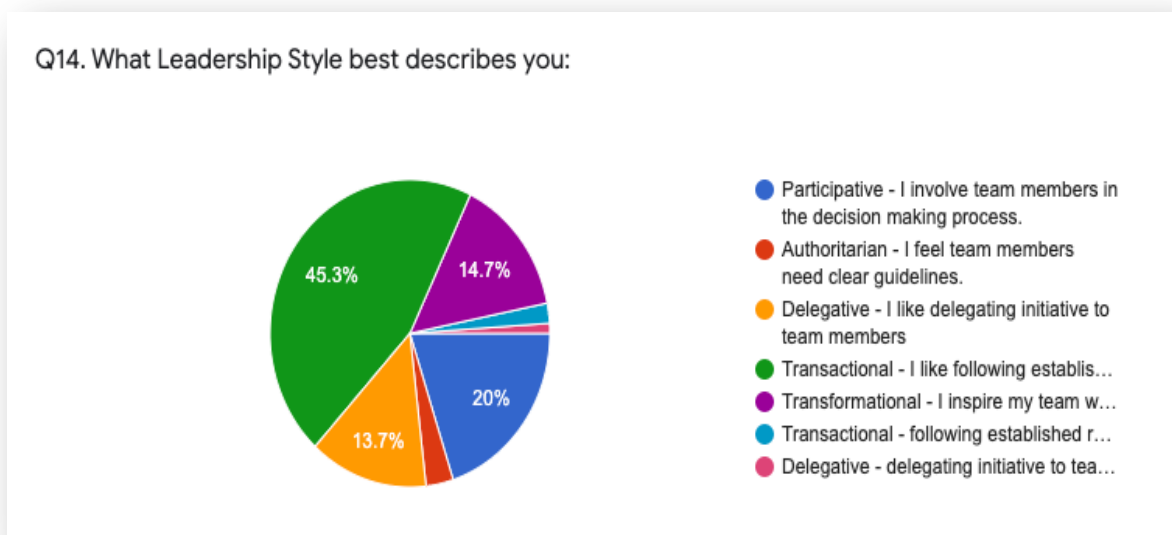


Figure Twenty One below demonstrates what leadership styles best describe participants. Interestingly 43% (n=95) of participants surveyed see themselves as having a transactional leadership style within SIRL. Furthermore, 23% (n=95) of participants best describe themselves as having participative and delegative styles of leadership. Notably, 14% (n=95) of the participants describe themselves as transformational leaders within SIRL.

Figure 21 - What Leadership style best describes you as a leader within SIRL.



### 1.2.2 Discussion

The role of a team lead, supervisor, or manager requires individuals to embrace an differing leadership styles, qualities, and traits. It requires those fulfilling these roles to lead teams effectively. In order to do so, Team Leads, Supervisors and Managers must attain the skills and competencies required to lead effectively. Ivey (2002) outlined that these skills and competencies involve motivating others to achieve a goal and creating new processes to ensure their team remains competitive. Leaders must be comfortable in utilising these skills. Interestingly, from the research study carried out 66% (n=95) of participants in leadership roles stated they *'do not feel comfortable in their ability to empower employees to work as a team'*. This is outlined within the research survey responses regarding the lack of confidence to motivate and develop staff, as outlined in the following comment by TLSM 30, who stated, *'I will say, in my current*

*role, I do not feel empowered to lead or create change"(TLSM30).* Interestingly, data from research interviews carried out highlights crucial area's around effective leadership as stated by SIRLM2; *"you have to be approachable'* and SIRLM4; *'you have to be able to adapt to different situations and lead in different ways'*. Kotter (2000) highlights that a leader at their core will not change their behaviour but must adapt their style when leading others.

Yukl and Lepsinger (2004) argue that leaders from all levels are essential in positively influencing organisational performance. Interestingly, figures from the research survey carried out show many of those in leadership positions are relatively new to that role, with 60% (n=95) of those surveyed being in their current role for a year or less. Furthermore, 67% (n=95) of survey participants had no management experience prior to joining Securitas. This lack of experience is also to the fore of interviews carried out by the researcher in which SIRLM3 stated; *'So before my career began with Securitas I would not say I've received any training that was geared toward leadership as such, just regular instructions regarding daily duties and so on'* (SIRLM3).

Notably, 50% (n=6) of survey participants highlight adaptability as an essential leadership trait they currently feel they do not have. Furthermore, 30% (n=6) of participants surveyed highlight ways they feel they can be more adaptable in different situations and improve their understanding of different leadership styles. This is reflected in the following interview comments by SIRLM4 *'I also feel that one type of leader does not fit all situations, and so you need to be adaptable, so learning about these styles would help me understand and be able to consciously adapt the way I lead in different situations'* (SIRLM4).

According to Val and Kemp (2012), leaders should be in a position to demonstrate their ability to choose from several leadership styles and then apply them appropriately depending on the situation. This is reflected in the following comments taken from an interview with SIRLM5; *'knowing the different styles or types of leadership and how you can adapt with them depending on the situation you find yourself in. I think having this knowledge is important if you are in a position of leadership'* (SIRLM5).

Gandolfi and Stone (2016) maintain that when leadership is ineffective or absent within an organisations, that organisation is impacted negatively.

### 4.3 Research Question Two

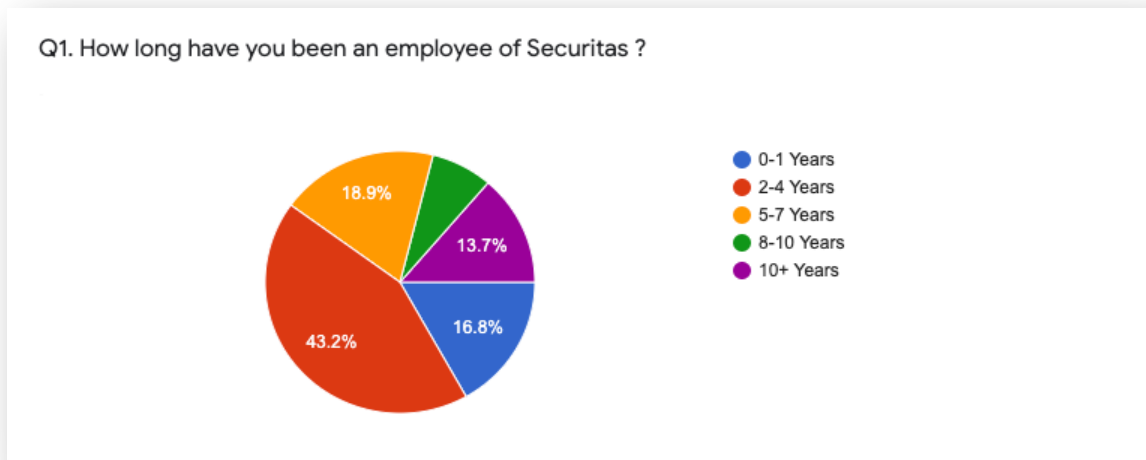
'Is there a framework for continuously developing effective leaders within SIRL?'

To identify if there is a framework, questions were put to participants attempting to identify the participant's length of service, length of time within their current role and management experience. Further questions were posed to participants surrounding what leadership development would look like to them.

#### 4.3.1 Survey Findings

Figure Twenty Two shows that 43% (n=95) of those surveyed within a position of leadership in SIRL are in those roles between two and four years. This is in contrast to 13% (n=95) of participants surveyed who have been with SIRL for ten years or more. Moreover, participants within a leadership role for four years or less make up 60% (n=95) in comparison to those in leadership roles for more than ten years at 7% (n=95).

Figure 22 - Length of Employment with SIRL.



As exemplified in Figure Twenty Three overleaf many of those in leadership positions are relatively new to that role, with 60% (n=95) of survey participants being in their current role for a year or less. Interestingly over 90% (n=95) of those surveyed in leadership roles within Securitas are in their current position for four years or less. That number depreciates considerably as you move to five years and upwards.

Figure 23 - Length of time in current position.

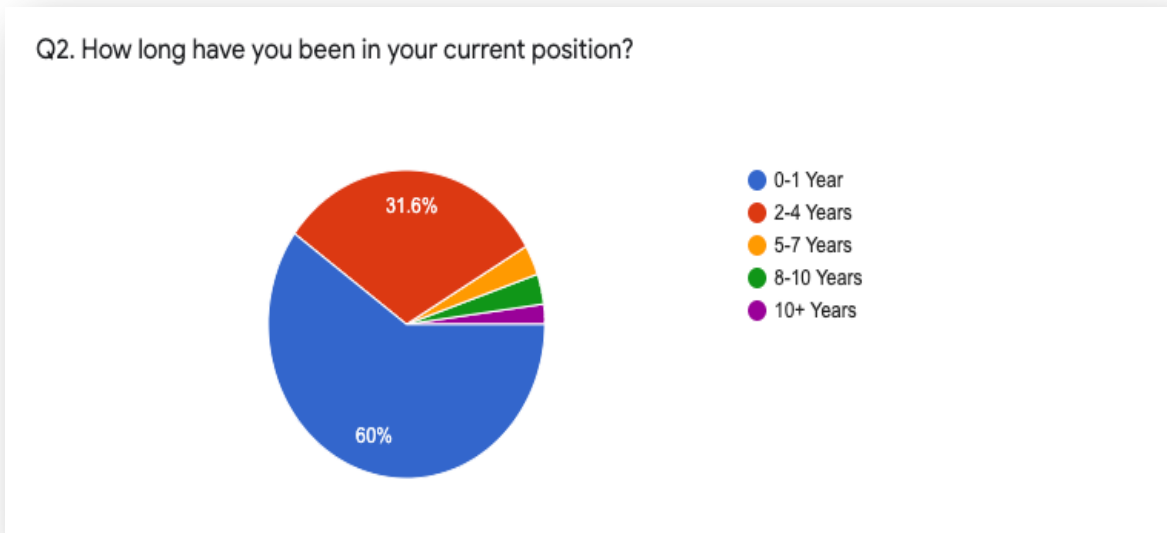


Figure Twenty Four below provides us with a contrasting finding on management experience. Notably, 67% (n=95) of survey participants had no management experience prior to joining SIRL. In comparison 33% (n=95) of those surveyed did have some management experience prior to taking up their role with SIRL.

Figure 24 - Management experience prior to starting with SIRL.

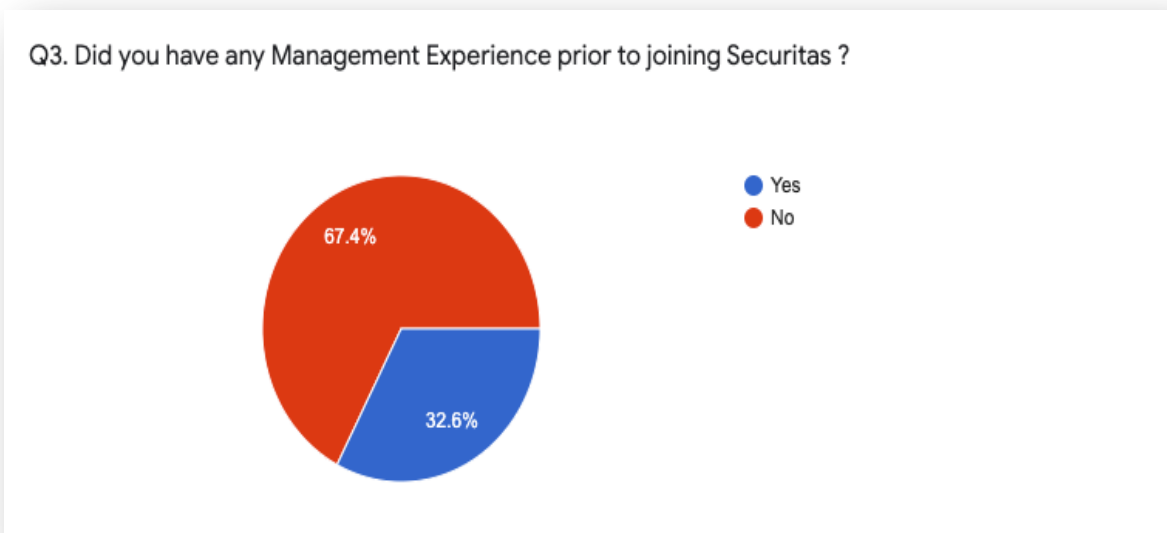
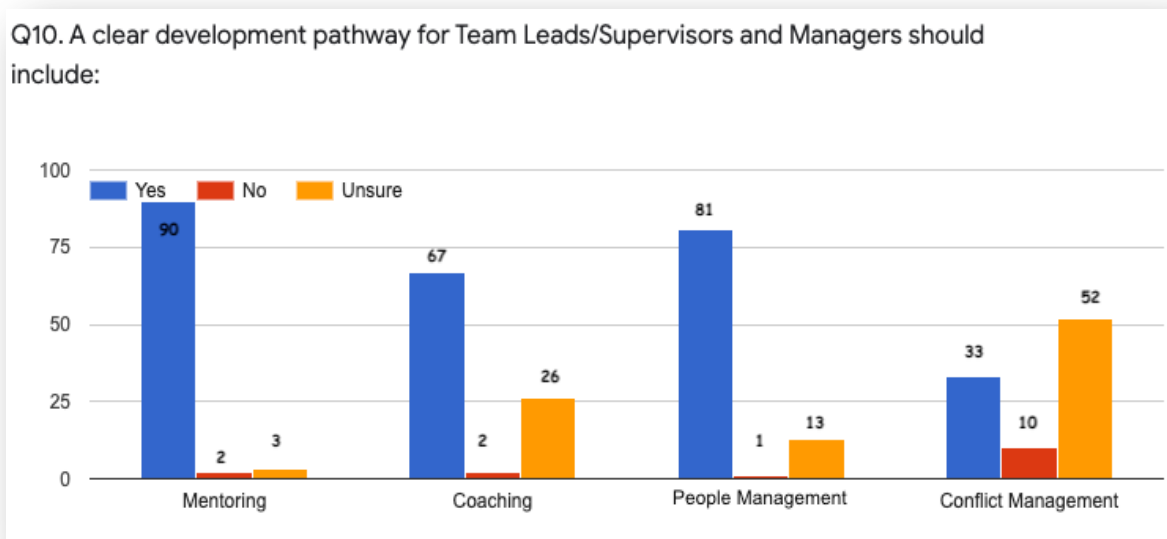


Figure Twenty Five below illustrates that 95% (n=95) of participants within a leadership role in SIRL believe that mentoring should be part of a development pathway for team leads, supervisors and managers. Interestingly, people management was seen as secondary to mentoring, with 85% (n=95) of those surveyed believing this should be included. Notably, less than 3% (n=95) percent of participants surveyed do not wish to include mentoring, coaching or people management as part of a clear development pathway.

Figure 25 - A development pathway for Team Leads, Supervisors and Managers should include.



#### 4.3.2 Discussion

Interestingly, the survey carried out as part of this research shows many of those in leadership roles are relatively new to those positions, with 60% (n=95) of participants surveyed being in their current role for a year or less. Furthermore, 67% (n=95) of survey participants had no management experience prior to joining SIRL. With a further 83% (n=6) of those surveyed having received no formal management or leadership training prior to joining Securitas. This is also reflected in research interviews carried out. With the following comments taken from an interview with SIRLM3; *‘So before my career began with Securitas I would not say I’ve received any training that was geared toward leadership as such, just regular instructions regarding daily duties and so on’(SIRLM3).*

Research participants have come from a variety of sectors such as retail and construction. Since joining SIRL, interview data shows that training has been informal 83% (n=6), and on the job 83% (n=6), this is further emphasised in participants interviews with the following comment by SIRLM1; *'When I started in Securitas, I started off as an officer, so I got to see how the supervisors dealt with things, I then moved up to supervisor. I didn't really get leadership training and so I learned more so just off personal experience'* (SIRLM1). The percentage of interview participants specifically mentioning mentoring or mentorship as a way of supporting leadership development was quite high at 67% (n=6). Interestingly 17% (n=6) of those interviewed expressed an interest in completing a conflict management course with a further 67% (n=6) of interview participants expressing an interest in participating in some form of informal training in their current role in SIRL given the opportunity.

According to Leskiw and Singh (2007) leadership development has become fundamental for organisational development. Bhaskaran (2006) suggests that the workforce must promote a culture that facilitates leadership development from within. According to Gardner (1993), leadership needs to be at all levels within an organisation. Notably, 48% (n=95) of survey participants believe the training provided has not equipped them with the skills to be a mentor. A further 65% (n=95) of participants surveyed strongly disagree that the training to date with SIRL has provided them with the skills to be a leader. This is reflected in the following comments taken from an interview with SIRLM6 *'There is two main ones that I would look at when it comes to what I am missing, would be my ability to teach and mentor'* (SIRLM6).

Bhaskaran (2006) suggests that a culture of leadership development must come from within the organisation. To that end, 50% (n=6) of interview participants highlighted the lack of development support from SIRL. This is reflected in the following comments taken from an interview with SIRLM5; *'I feel like I am finding my own way with this and it's something I have identified myself that I feel like I need to work on and that I am learning by myself'*(SIRLM5). The lack of support is emphasised in further interviews carried out as part of this research with the following comment from SIRLM4; *'At the moment they aren't really. It's very much up to themselves to find a way of learning or leaning on another manager who they can trust. This is not the best situation in my opinion as it can lead to bad managers creating bad manager'* (SIRLM4). Interestingly 50% (n=6) of participants interviewed highlighted their training manager as the only support available to assist in their development. This is reflected in the following comments from an interview with SIRLM6; *'From a Securitas perspective I don't know as I haven't had any coaching or mentoring to be honest. As I said earlier it is something I could of really done with when I started in my new role. I did however have a really good training manager who whether he knew it or not at the time helped me a lot'* (SIRLM6). With SIRLM1 further highlighting in an interview that there are issues

surrounding support and mentorship; *'Like some form of mentoring or mentorship to guide you, at the moment there's no real kind of guidance structure for those in leadership roles to lean back on unless they can reach out to other managers'* (SIRLM1).

#### 4.4 Research Question Three

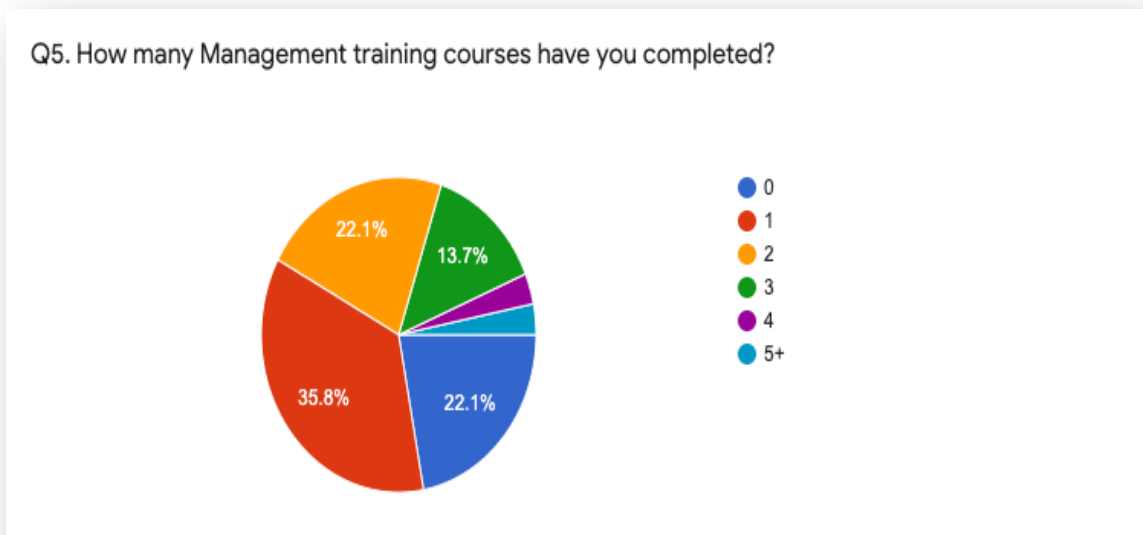
'Is SIRL leadership evaluation tools in alignment with best practices?'

To identify how leadership is evaluated questions were put to participants attempting to identify any management courses that have been completed, which of these included leadership training and if participants feel confident in leading a team. Further questions surrounding how those in current leadership roles can help develop leaders of the future.

##### 4.4.1 Survey Findings

Figure Twenty Six below illustrates how many management courses survey participants within SIRL have completed. Interestingly, nearly 36% (n=95) of those surveyed have completed one management course with 22% (n=95) of participants not having completed any. Those surveyed who have completed one or less than one management courses amounts to 58% (n=95).

Figure 26 - How many Management courses have you completed?



In stark contrast to those who have completed more than one management course as outlined in Figure Twenty Six, Figure Twenty Seven below indicates that 58% (n=95) of those surveyed who completed those management courses said they did not receive any leadership training. Furthermore, less than 10% (n=95) of participants surveyed have completed more than one management course where leadership training was involved.

Figure 27 - How many Management courses incorporated leadership training?

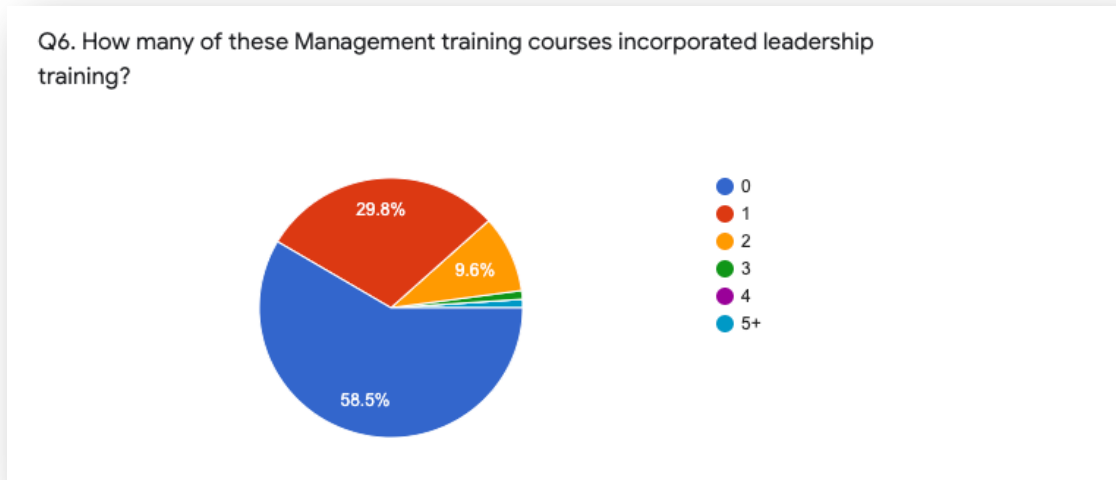


Figure Twenty Eight below illustrates the difference between those surveyed within SIRL who feel confident to lead a team with 17% (n=95) saying they do. In contrast 10% (n=95) do not feel confident leading a team and would like more support and training. Significantly, 74% (n=95) of survey participants feel confident to lead a team but would like more support and training in this area.

Figure 28 - Do you feel confident to lead a team?



#### 4.4.2 Discussion

To identify how leadership is evaluated questions were presented to participants in an attempt to highlight any supports that are in place for those currently in leadership roles, this included questions surrounding development opportunities and what development looks like from the participants perspective. Current HR employee evaluation strategies were examined, from which tools used to measure employee performance and development were identified to be limited to yearly appraisals. Furthermore data collection from employees was limited to exit questionnaire from those employees exiting the organisation.

Significantly all participants interviewed, 100% (n=6) stated that there was inadequate supports for development and evaluation of leadership and the competencies that go with leadership roles. This is reflected in the following interview comments by SIRLM5 when asked about what continuous professional development opportunities were being provided to managers by SIRL ; *' They aren't. It really is up to the individual managers to find their own way of doing things' (SIRLM5)*. SIRLM5 went on to state; *' I feel like I am finding my own way with this and it's something I have identified myself that I feel like I need to work on and that I am learning by myself'(SIRLM5)*. However, Bourke and Dillon (2016) suggest that leadership and its development must be inclusive. Furthermore, Burgoyne, *et al.* (2009) and Bourke and Dillon (2016) suggest that leadership development should be integrated or engrained into an organisational context thus promoting a leadership culture from within.

Interestingly, there seems to be a lack of understanding of where to find any supports that may be available. This is reflected in the following comments taken from an interview with SIRLM4 when asked about what supports were in place for continuous professional development; *' I don't feel they are at the moment. Well if they are I don't know where they are or how to find them' (SIRLM4)*. Furthermore, 83% of interview participants (n=6) have previous experience of mentorship before joining SIRL compared to their experience within SIRL, where 83% (n=6) of interview participants highlight mentoring or mentorship as lacking or non-existent.

Storey (2016) outlines how leadership development should be implemented and evaluated internally with a focus on current employees. Furthermore, coaching, mentoring, 360-degree feedback are seen as important tools for evaluating and developing leadership. Willgerodt *et al.* (2020) discuss how workshops can benefit a leaders soft skills and help to evaluate and improve their communication and teamwork skills.

SIRL do not utilise these informal supports for leadership development and as a result limited evaluation of leaders within SIRL takes place. SIRL's HR department currently utilises yearly appraisals as a measure of evaluating employee performance. Appraisals are also used as a forum for employees to highlight their development needs. Further data is gained by SIRL HR examining exit interviews. This post termination data provides some insight into reasons for leaving and what may have impacted employee decision to exit the organisation. However, Lefkowitz and Katz (2006) argue that not all exit interview data can be relied upon due to the employee still being '*emotionally involved*' (Lefkowitz and Katz, 2006, p.446).

Subsequent sections will attempt to summarise the above findings and outline recommendations the researcher believes would be of benefit to SIRL and its leaders going forward.

# Chapter 5:

## Conclusions & Recommendations

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The final chapter will present a conclusion of the research topic studied. Firstly, conclusions will be drawn from the research data presented in chapter four. Secondly, recommendations will be provided by comparing the best practices described in with the current processes being used Securitas IRL. Thirdly, areas for future research will be provided. Finally, a summary of the chapter will be delivered.

### 5.1 Conclusions

*'What are the critical components of effective leadership?'*

Although Securitas has a global footprint, operating in multiple jurisdictions it does not seem to recognise the significance of effective leadership. The organisation seems to lack focus on the importance of ensuring leaders possess the critical components required to effectively lead. This lack of focus is notable through the absence of any leadership development framework with 36% (n=95) of those participants surveyed only completing 1 management course and a further 22% (n=95) not having completed any. Ivey (2002) and Senge (2006) consider the critical components of leadership such as Motivation, Mentoring, Decision making, and Communication. With 60% (n=95) of participants in a leadership role for 1 year or less and 74% (n=95) of participants wanting more support in these areas Securitas must surely meet that demand. Furthermore, for those participants interviewed, data shows that training has been informal 83% (n=6), and on the job 83% (n=6). Consequently, Securitas may find itself in a position where it may be losing effective leaders and encouraging ineffective leaders due to a lack support. This is highlighted through the FIFA Leadership and Ethics report (2015) where it is suggested FIFA's ineffective leadership at the time would have been challenged had the correct supports been in place for other leaders within the organisation. A further indirect consequence of this lack of focus on the needs of leaders is negative leadership. This is highlighted by Schilling (2009) who suggests that negative leadership is likely to have a negative impact on followers and the organisation itself.

*'Is there a framework for continuously developing effective leaders within SIRL?'*

Currently SIRL does not have a framework for continuously developing effective leaders. Even though the 58% (n=95) of participants had no formal management or leadership courses completed SIRL has not provided these formal courses. Schein (2010) argues that organisational culture is manipulated by leaders. Consequently, ensuring that the leaders within the organisation who manipulate this culture are effective is key to the organisations success. A lack of any framework around which leadership development can be shaped leaves a void for those who want to progress and develop. This can also provide cause for concern for Securitas with nearly 15% of the organisations employees are in leadership roles. An absence of direction or guidance when it comes to developing this cohort may carry an amount of risk to the organisation itself.

*'Is SIRL leadership evaluation tools in alignment with best practices?'*

Best practice for leadership evaluation suggests this evaluation should take multiple forms of support for those within leadership roles. Storey (2016), argues that the focus is now on informal supports such as mentoring, coaching and workshops. Furthermore, Storey (2016), suggests these informal supports are considered to be a crucial part of overall leadership evaluation support. Currently Securitas utilises exit interviews and yearly appraisals as the only form of leadership evaluation tools. In order to evaluate leaders Securitas should utilise these evaluation tools. Fletcher and Mullen (2012) discuss mentoring as a key evaluation tool whilst this research has shown that 83% of interview participants (n=6) have previous experience of mentorship before joining Securitas. Significantly 83% (n=6) of interview participants also highlight mentoring or mentorship as lacking or non-existent as a support in their current leadership role. The need for these to be implemented is recognised by TLSM3; 'Continuous mentoring from experienced team leads supervisors and managers. Like for example a mentor programme'(TLSM3). One of the top mentorship programmes is called Guardian Program (2022) run by Caterpillar. New hires receive mentoring in technical expertise, leadership skills and management capabilities. Current employees are encouraged to become mentees, developing leaders for the future and future proofing the organisation. Failing to evaluate and support leadership roles adequately can only be detrimental to the development of those currently in leadership roles within Securitas. This is highlighted by interview comments from SIRLM1 : 'we should be working with the supervising team leads to further progress them. So what they're

doing is they're becoming more versatile, but we're able to help them to progress. Whereas at the minute they don't have any resource to lean on to evaluate or support them in that *sense*' (SIRLM1).

This may result in ineffective leaders being developed as outlined by SIRLM4: *'This is not the best situation in my opinion as it can lead to bad managers creating bad managers'*(SIRLM4).

## **5.2 Recommendations**

The lack of focus on leadership components combined with inadequate leadership evaluation tools has resulted in there being no framework for continuously developing effective leaders within SIRL. Outlined below are recommendations the researcher feels will benefit Securitas as an organisation along with those within Securitas who hold leadership positions.

### **5.2.1 SIRL as an Organisation**

#### **5.2.1.1 Great Places to Work**

Great places to work (GPTW) is a company that works with organisations to assess the people and culture challenges that organisation is currently having. As highlighted in the Great Place to Work Magazine (2022), GPTW programs provide support to assess the current people practices within an organisation. These assessments are conducted through surveys and feedback from employees. Analysis of this data allows for discussions surrounding the organisations future people strategy. GPTW will then create an action plan and framework for the organisation to improve its people practices. It is recommended that SIRL should align itself with GPTW. By becoming part of the GPTW community SIRL will be afforded the opportunity to survey employees with a view to uncovering tangible insights that can be used to improve its culture. Furthermore, this alignment will benchmark SIRL's performance against national and international best practice, along with providing a framework for leadership development. The impact of alignment with great places to work is highlighted by Great Place to Work Magazine, (2022).

*"Our Great Place to Work feedback has given us a mechanism to measure and respond. Its rich data has proven valuable and resulted in us launching a new internal mentoring programme, leveraging our talented workforce"* (Great Place to Work Magazine, 2022, p.12).

#### **5.2.1.2 Mandatory Induction Training**

Resulting from the high number of managers currently fulfilling leadership roles without any formal management or leadership training it is recommended that SIRL adopt a mandatory induction-training

module for new managers. As outlined by Tarallo (2022) practical advice for managers around coaching, engaging team members, mitigating bias and overcoming challenges within a security setting is not always forthcoming. Lordanoglou (2018) argues that effective leadership development within an organisation should start early and involve individuals at every level. By introducing a mandatory induction module which will incorporate basic management skills and competencies along with networking, peer discussion and crisis management, SIRL will give newly promoted managers a solid foundation on which to build. Setting them on a pathway to success.

### **5.2.1.3 Mentorship programme**

It is hoped that the introduction of a mentoring program will support those new to leadership roles. Being mentored by more experienced leaders, those new leaders will be provided with guidance and feedback. This is highlighted by Fletcher and Mullen (2012) who outline the mentoring relationship as one which encourages learning and socialisation through guidance and feedback from the mentor to the mentee. This approach will help in the development of new Managers, Supervisors and Team Leads. Supplementing this mentorship programme with features such as a new manager student workbook which will provide a 'how to guide' when it comes to communication, listening, organising meetings, and wellbeing. This workbook will form a record and reference and act as another layer of support.

## **5.2.2 SIRL Management, Supervisors and Team Leads**

### **5.2.2.1 Formal Management and Leadership Training**

If those successful in securing a leadership role within Securitas do not have any formal Management or Leadership training it is recommended that they should complete some formal training in this area. It would be beneficial for SIRL to have some form of affiliation with a third level institution that can provide courses in Management and Leadership. This direct link would bridge the gap in formal qualifications for those in Managerial and Leadership roles within SIRL.

### **5.2.2.2 Networking with peers**

Informal working lunches would be beneficial for new Managers, Supervisors and Team Leads. Time spent in this non-intrusive setting will make those new to roles more comfortable also affording them the opportunity to network. Weekly stand-up meetings could also be implemented as a form of structured training and support.

### **5.3 Research Limitations**

The foremost limitation of the research project was time. This limited the amount of interviews which could be carried out, thus preventing more data from being gathered. Due to the nature of the research and the researchers position within the organisation insider research was considered a factor. However, every effort was made by the research to ensure participants understood they were guaranteed anonymity. Conversely, the ability to access participants quickly and understand terminology aided greatly in the interview and survey process.

A further limitation was that the researcher was a first time researcher. This created time constraints around data collection and analysis. In addition the continued evolution of leadership and inability of current researchers to clearly define the make-up of effective leaders in the future creates some limitations around recommendations in this research.

### **5.4 Future Research**

As Securitas is a global organisation with a footprint in multiple jurisdictions, this research should be replicated by Securitas within these jurisdictions. This will allow for a more comprehensive and collaborative approach to leadership development across the organisation. Further research should be conducted into the centralisation of leadership training within both SIRL and SG thus enhancing standardisation across the organisation. This centralisation and the implementation of a framework for leadership development and evaluation will ensure that current and future leaders get the supports required to provide the highest standard of service.

### **5.5 Summary**

SIRL operates in an environment where one third of its workforce are in leadership positions yet it has no framework for leadership development or evaluation. Key aspects that support leaders at all levels are missing leaving a void and opening up the possibility of bad leaders creating bad leaders. Furthermore there is also the possibility that good leaders will leave due to the lack of support. The introduction of an inclusive leadership model would see Securitas promote and develop effective leaders from within. Embracing the demand for mentoring and guidance SIRL would be support those in leadership roles at all levels. With further research, this model could be rolled out through SG and through the global network.

# Chapter 6:

## Personal Reflection on Dissertation Process

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### 6.1 My Journey

My Dissertation journey began in September 2020 through zoom, and an interview with program Director Mary O’Driscoll. I was considered to be a student applying through recognised prior learning. Consequently, I was required to outline my reasons for wanting to gain a deeper understanding into how people learn, how people can apply learning and how to improve educational programs. My background has given me a brilliant foundation on the practical delivery of education. After spending 22 Years in the Defence Forces, I had acquired all the practical skills to be an educator but was lacking in the formal certification and in depth understanding of the theory behind how and why we learn.

Overwhelming feelings of apprehension and self-doubt took hold of me as the course commenced. Being involved in group work with other professionals who were teachers, lecturers, and trainers, was daunting. With the support of my peers and the Griffith staff I stuck with it. An opportunity of a new role outside of the Defence Forces as the Learning and Development Manager with Securitas, based in Amazon arrived and I accepted. I found myself in a position to be able to implement a lot of the learning from the modules, Equality, Diversity and Inclusion introduced me to bias and privilege from a perspective I had never considered. I now view things from my learners eyes more than ever. Emergent Learning Technology and Innovation for Learning gave me insights into tools and trends I had not been exposed to previously. These modules empowered me to try new things and bring more technology into my classroom. One of the final modules research methods gave me a real understanding of how to carry out research in a robust, ethical manner. Group work and online presenting gave me confidence in my ability to hold my own with my peers. Meanwhile, self-reflection and the understanding of different styles of learning has given me the confidence to question my own practice and adapt to my learners needs rather than them having to adapt to me.

Finally to my dissertation, where the pieces of the puzzle for the last two years came together. Utilising the research skills I had learned previously and having to implement a research strategy along with planning how to carry out interviews and surveys was challenging but very rewarding. I found project

management aspect of the dissertation intense but very productive , being able to make a plan and stick to that plan allowed me to achieve milestones I had set for myself. Learning how to analyse, interpret and present data in a coherent and meaningful way was challenging but enjoyable. It was hard to see how it would all come together at times. Focus, support from others, determination and a willingness to learn has driven me to the finish line. It has been an overwhelming experience and I have learned more than I ever could of imagined. With the completion of any long journey there must be time to rest and reflect. This will allow me to analyse what has been learned before looking ahead to what is next.

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# Appendix A

## Griffith College Ethics Committee Approval



FACULTY ETHICS COMMITTEE, FEEDBACK - 28<sup>th</sup> February 2022

**Student: Stephen Hardiman**

**Student Number: 3059009**

**Supervisor: Joanne Malone**

The Master of Arts in Education Learning and Development (MAELD) \*Faculty Ethics Committee (FEC) has approved this proposed study you may proceed.

A handwritten signature in blue ink, appearing to read "Peter Gillis". The signature is fluid and cursive, with the first name being more prominent.

Peter Gillis  
Dissertation Module Lead

FYI: Please see below a link to the Griffith College guide to encrypting removable USB media

<https://www.griffith.ie/offices/it-services/services/how-encrypt-your-removable-usb-media>

# Appendix B

## Survey Consent Form

### Who you are

My name is Stephen Hardiman I am a Campus Manager within Securitas Ireland. I have been with the company for a year. I am currently studying a Master's in Education, Learning and Development at Griffith College.

### Purpose and aim of the study

The purpose of this research is to investigate the current development pathway within Securitas Ireland, what impact this current pathway has on leaders within the organisation and how it promotes and supports their development.

### What you will be asking the participant to do and how much time is involved in their participation.

Participants will be provided with a link through email that will bring them to Google Forms Survey. Google Forms is the survey platform that will be used to gather and analyse data. There you will find a survey that will take approximately seven to ten minutes to complete.

### A description, if relevant, of any anticipated benefits involved in the research.

Participants will have the opportunity to highlight what development opportunities they feel would benefit leaders within the organisation. They may also identify current supports that can be expanded or upgraded. This could form a new approach to developing leaders within Securitas Ireland.

### A statement explaining how you will store the information and/or keep their information confidential.

Data will be stored securely on the researcher's password-protected laptop and a backup on an encrypted USB memory stick. I give my assurance that all information gathered as part of these interviews will be destroyed after graduation or in 24 months, whichever is sooner.

**Details of who will have access to personal information and the purposes for which participant information will be used, including whether participants would be potentially identifiable in any published material.**

During the research project, no information or outcomes will be shared with anyone other than the project supervisor. The supervisor will be kept abreast at all stages of the research. Anonymity will be provided for all participants.

Participant data will not be used in any other research projects other than the one that it was collected for.

**A statement that taking part in the study is voluntary, and there will be no consequences to withdrawing.**

Involvement within this research project is purely voluntary. You are free to withdraw from the study at any stage without prejudice or reason. There will be no penalty enforced on any participants wishing to withdraw prior to the study being completed.

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

**Participants Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Thank you for reading this leaflet.



**Stephen Hardiman**

**Name and contact details of the person they can contact if they have any questions about the research.**

**This can include a supervisor/Dissertation Coordinator's contact details.**

Stephen Hardiman - Researcher

[Stephen.hardiman@student.griffith.ie](mailto:Stephen.hardiman@student.griffith.ie)

Joanne Malone – Supervisor

[Joanne.malone@griffith.ie](mailto:Joanne.malone@griffith.ie)



Stephen Hardiman

Researcher

# Appendix C

## Interview Information

### Research Title

**'The current development pathway within Securitas Ireland and its contribution to developing effective leaders'**

My name is Stephen Hardiman I am a Campus Manager within Securitas Ireland. I have been with the company for a year. I am currently studying a Master's in Education, Learning and Development at Griffith College.

### Purpose of the study

The purpose of this research is to investigate the current development pathway within Securitas Ireland. What impact this current pathway has on the development of effective leaders and it promotes their development to be effective leaders within the organisation.

### Description of the Study

This research aims to examine the current development pathway within Securitas. Interviewees will not be asked any questions which may reveal their identity. If something is said that might, the part of the transcript will be deleted to remove any sensitive information. All interviewees will remain anonymous in the research findings. You will partake in a semi-structured interview conducted in a location and at a time of convenience for you. It will take approximately 30 minutes to complete the interview. The interview will be recorded, transcribed, and used in the research project. Findings from this interview process will be used to address the research questions and objectives. The researcher has been granted approval to conduct research within Securitas Ireland.

**Information – storage, confidentiality, anonymity**

All participants will remain anonymous in the research findings. Data will be stored securely on the researcher's password-protected laptop and a backup on an encrypted USB memory stick. The supervisor will be kept abreast at all stages of the research. Information from the interviews will be provided to the supervisor on completion of each stage. During the research project, no information or outcomes will be shared with anyone other than the project supervisor. I give my assurance that all information gathered as part of these interviews will be destroyed after graduation or in 24 months, whichever is sooner.

# Appendix D

## Interview Consent Form

### Who you are

My name is Stephen Hardiman I am a Campus Manager within Securitas Ireland. I have been with the company for a year. I am currently studying a Master's in Education, Learning and Development at Griffith College.

### Purpose of the study

The purpose of this research is to investigate the current development pathway within Securitas Ireland. What impact this current pathway has on the development of effective leaders and it promotes their development to be effective leaders within the organisation.

### What you will be asking the participant to do and how much time is involved in their participation.

You will partake in a semi-structured interview conducted in a location and at a time of convenience for you. It will take approximately 30 minutes to complete the interview. The interview will be recorded, transcribed, and used in the research project.

### A description, if relevant, of any anticipated benefits involved in the research.

Participants will have the opportunity to highlight what development opportunities they feel would benefit leaders within the organisation. They may also identify current supports that can be expanded or upgraded. This could form a new approach to developing leaders within Securitas Ireland.

### A statement explaining how you will store the information and/or keep their information confidential.

Data will be stored securely on the researcher's password-protected laptop and a backup on an encrypted USB memory stick. I give my assurance that all information gathered as part of these interviews will be destroyed after graduation or in 24 months, whichever is sooner.

### Details of who will have access to personal information and the purposes for which participant information will be used, including whether participants would be potentially identifiable in any published material.

During the research project, no information or outcomes will be shared with anyone other than the project supervisor. The supervisor will be kept abreast at all stages of the research. Information from the interviews will be provided to the supervisor on completion of each stage. Anonymity will be provided for all participants.

Participant data will not be used in any other research projects other than the one that it was collected for.

**A statement that taking part in the study is voluntary, and there will be no consequences to withdrawing.**

Involvement within this research project is purely voluntary. You are free to withdraw from the study at any stage without prejudice or reason. There will be no penalty enforced on any participants wishing to withdraw prior to the study being completed.

**Participants Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Thank you for reading this leaflet.



**Stephen Hardiman**

**Name and contact details of the person they can contact if they have any questions about the research. This can include a supervisor/Dissertation Coordinator's contact details.**

Stephen Hardiman - Researcher

[Stephen.hardiman@student.griffith.ie](mailto:Stephen.hardiman@student.griffith.ie)

Joanne Malone – Supervisor

[Joanne.malone@griffith.ie](mailto:Joanne.malone@griffith.ie)



**Stephen Hardiman**

Researcher

# Appendix E

## SIRLM Survey



### Research Survey Questions

My name is Stephen Hardiman, and I am a student on the MA in Education, Learning & Development at Griffith College. As part of my studies, I would like to carry out research on the current development pathway within Securitas Ireland and its contribution to developing effective leaders. This will involve examining what supports are currently available to develop leaders at all levels within the organisation.

During the research project, no information or outcomes will be shared with anyone other than the project supervisor. Anonymity will be provided for all participants.

Participant data will not be used in any other research projects other than the one that it was collected for. Involvement within this research project is purely voluntary. You are free to withdraw from the study at any stage without prejudice or reason.

Q1. How long have you been an employee of Securitas ?

- 0-1 Years
- 2-4 Years
- 5-7 Years
- 8-10 Years
- 10+ Years

Q2. How long have you been in your current position? \*

- 0-1 Year
- 2-4 Years
- 5-7 Years
- 8-10 Years
- 10+ Years

Q3. Did you have any Management Experience prior to joining Securitas ?

Yes

No

⋮

Q4. To develop as a team lead/supervisor or Manager you have recieved the following from Securitas :

	Yes	No	Unsure
Evaluation and Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching and Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuous Professional...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5. How many Management training courses have you completed?

0

1

2

3

4

5+

Q6. How many of these Management training courses incorporated leadership training?

- 0
- 1
- 2
- 3
- 4
- 5+

...

Q7. Your training to date with Securitas has provided you with the skills to:

	Strongly Agree	Somewhat Agree	Neither Agree n...	Somewhat Disa...	Strongly Disagr...
Be an Administ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a Subject M...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with Diffic...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage People	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with Clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Your training to date with Securitas has provided you with the following competencies:

	Strongly Agree	Somewhat Agree	Neither Agree n...	Somewhat Disa...	Strongly Disagr...
Make Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach & Develo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9. As a leader within Securitas I feel comfortable with my ability to empower employees to

	Strongly Agree	Somewhat Agree	Neither Agree n...	Somewhat Disa...	Strongly Disagr...
Communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovate and C...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as a Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...

Q10. A clear development pathway for Team Leads/Supervisors and Managers should include:

	Yes	No	Unsure
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. What kind of support do you think the Securitas Team Leads/Supervisor and Managers need to continuously develop their skill set?

Long answer text

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⋮

Q12. In your opinion how do Team Lead/Supervisors & Managers facilitate organisational change?

Short answer text

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Q13. How can Team Leads/Supervisors or Managers help develop leaders for the future?

Short answer text

---

Q14. What Leadership Style best describes you:

- Participative - I involve team members in the decision making process.
- Authoritarian - I feel team members need clear guidelines.
- Delegative - I like delegating initiative to team members
- Transactional - I like following established routines and procedures in an efficient manner
- Transformational - I inspire my team with a vision and then encourage and empower them to achieve it

⋮

Q15. Do you feel confident enough to lead a team?

- Yes
- No, I would like more support and training in this area
- Yes, but I would like more support and training in this area

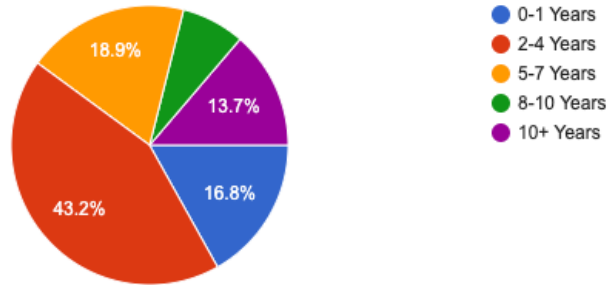
I have read and understood the information in this form. I consent to take part in this research project

- I Consent
- I do not Consent

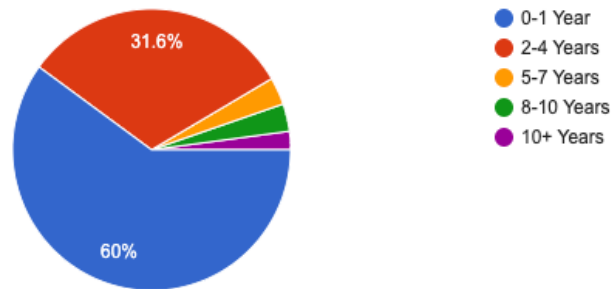
# Appendix F

## SIRLM Survey Results

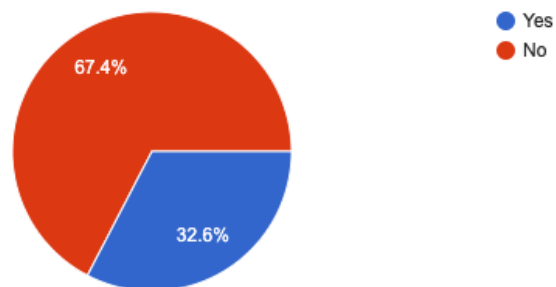
Q1. How long have you been an employee of Securitas ?



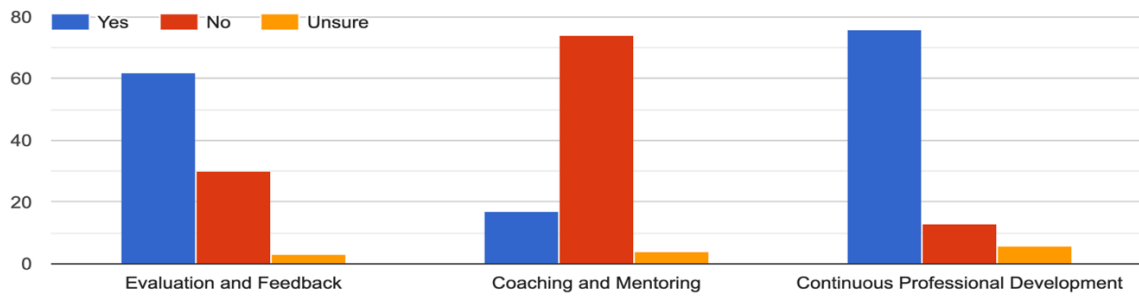
Q2. How long have you been in your current position?



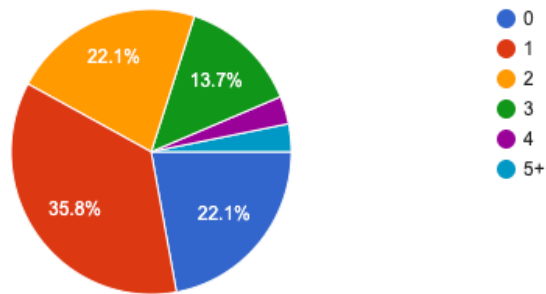
Q3. Did you have any Management Experience prior to joining Securitas ?



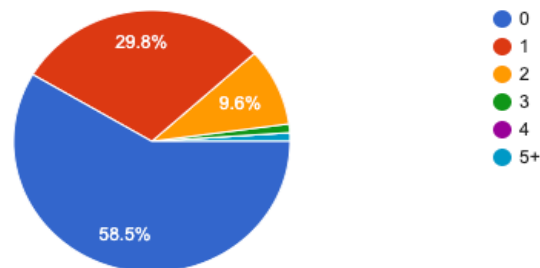
Q4. To develop as a team lead/supervisor or Manager you have received the following from Securitas :



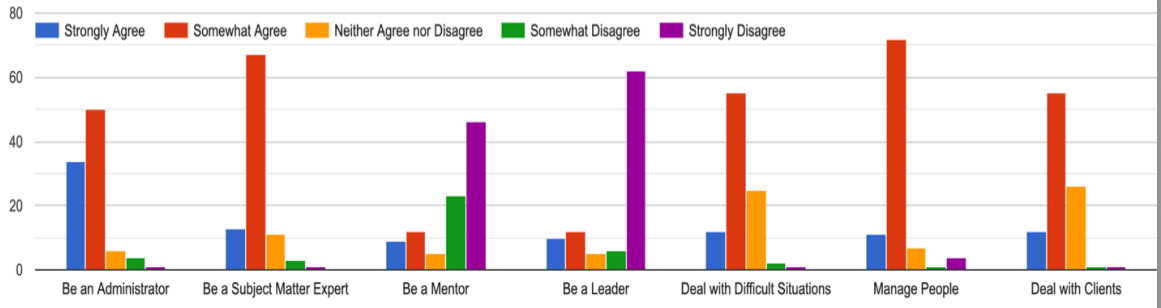
Q5. How many Management training courses have you completed?



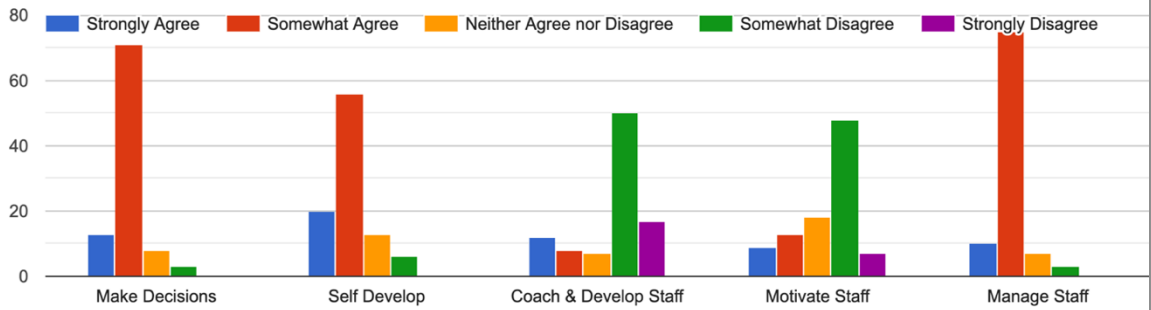
Q6. How many of these Management training courses incorporated leadership training?



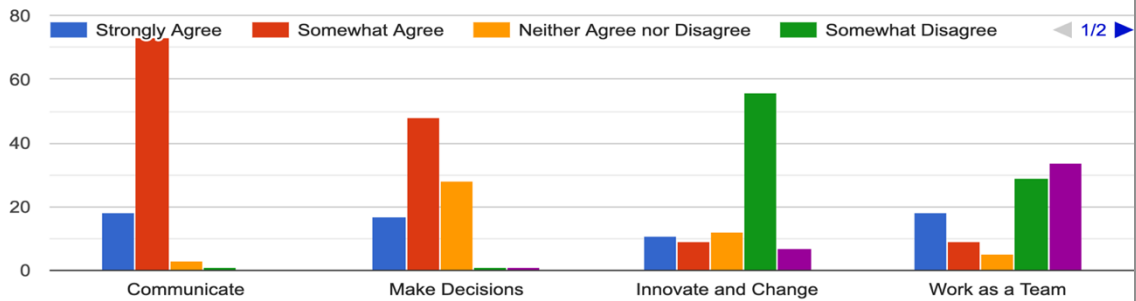
Q7. Your training to date with Securitas has provided you with the skills to:

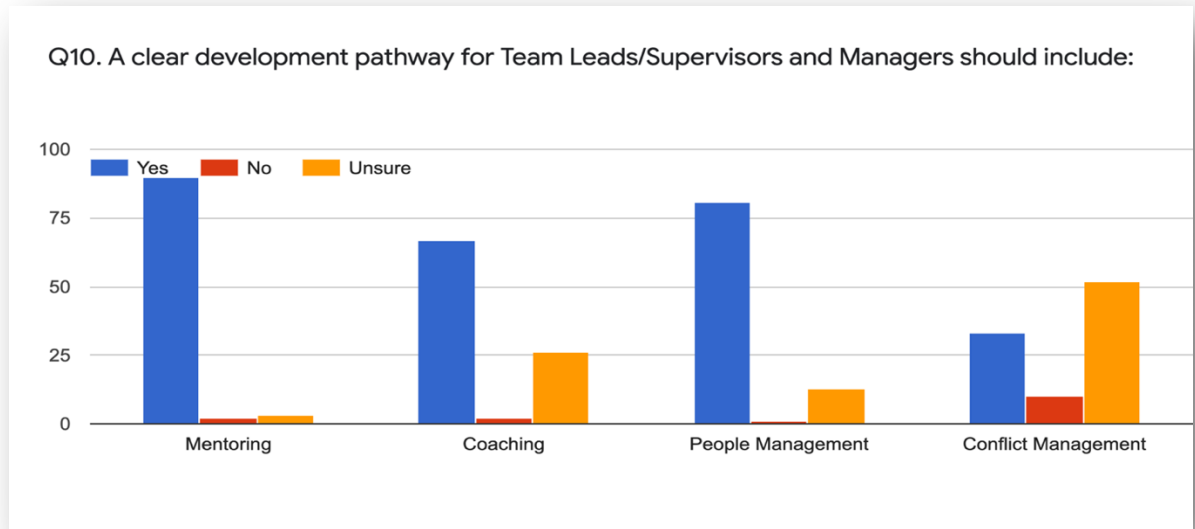


Q8. Your training to date with Securitas has provided you with the following competencies:



Q9. As a leader within Securitas I feel comfortable with my ability to empower employees to





**Q11. What kind of support do you think the Securitas Team Leads/Supervisor and Managers need to continuously develop their skill set?**

TLSM	1	Monthly one to ones
TLSM	2	Mentoring and Coaching over a period of time
TLSM	3	Continuous mentoring from experienced team leads supervisors and managers. Like for example a mentor programme.
TLSM	4	Mentoring and coaching would be good from other Managers with More experience
TLSM	5	Workshops and classes on leadership and management the people side of managing
TLSM	6	coaching and mentoring
TLSM	7	Continuous management training and leadership workshops maybe. Keep up with how to manage people
TLSM	8	To create opportunity for who's willing to improve career
TLSM	9	Team-Work
TLSM	10	Working together with other managers team leads and supervisors would provide a collaborative approach
TLSM	11	They need support from other more experienced managers teams leads and supervisors
TLSM	12	Continuous support and a pathway to develop these skills
TLSM	13	Mandatory training in this field of leadership
TLSM	14	Mentors would be a great start to be able to learn from experience
TLSM	15	continuous training and support in the work
TLSM	16	Keep reading, keep offering/asking for feedback
TLSM	17	They need specialised training
TLSM	18	Education, coaching, guidance and mentoring.
TLSM	19	Some form of mentoring or guidance from other managers
TLSM	20	Weekly/Monthly catch ups with direct line manager

TLSM	21	Follow courses
TLSM	22	People management
TLSM	23	coaching with goal-oriented leaders
TLSM	24	More staff to allow leadership cadre to focus on training/supervising instead of having to get personally involved in minor daily tasks.
TLSM	25	Some sort of collaboration between all managers and leaders at every level
TLSM	26	Provide some training for leading and communication. Clear organizational structure would be helpful too.
TLSM	27	training
TLSM	28	Specialised training to deal with different types of people
TLSM	29	Encouragement and coaching.
TLSM	30	I think that all Managers and Supervisors ought to get training in Leadership & Development and it is a continual process. I will say, in my current role, I do *not* feel empowered to lead or create change. If Securitas wants to develop strong leaders, and strong teams, and loyalty to the higher ideals of this company... They have to take a more proactive approach and be more inclusive in offering opportunity.
TLSM	31	To work with other leads/supervisors and managers.
TLSM	32	team meetings with each other
TLSM	33	coach conflict and communication
TLSM	34	Guidelines how to follow local law and encouragement to continuously develop their own knowledge base.
TLSM	35	exchange
TLSM	36	Consistent mentoring and development pathway
TLSM	37	Mentoring from more experienced managers
TLSM	38	The resources to carry out our jobs to the best level will allow room for free thinking. This will allow time to think of new/ innovate ways to deal with challenges or work on brain storming ideas to deal with situations. This cannot currently be done due to the work load not being shared evenly.
TLSM	39	External training
TLSM	40	Mentor support
TLSM	41	Some form of mentorship programme
TLSM	42	Some form of mentorship programme for managers and supervisors
TLSM	43	Buddy up with other more experienced managers to get feedback and advice
TLSM	44	A clear development pathway and support
TLSM	45	Mandatory leadership training and mentoring
TLSM	46	Mentoring
TLSM	47	Courses and development pathway
TLSM	48	Leadership or management seminars to develop skills
TLSM	49	Should be given more responsibility in small stages
TLSM	50	Mandatory management training that is ongoing
TLSM	51	Managerial training to keep up with the best practice in how to deal with people
TLSM	52	People management
TLSM	53	Management courses
TLSM	54	Continuous meetings and training
TLSM	55	Management team meetings to share best practice

TLSM	56	Mentoring from other managers to help them develop
TLSM	57	Connecting with other managers
TLSM	58	Mentoring and coaching
TLSM	59	Training
TLSM	60	mentoring from others
TLSM	61	getting advice from other managers
TLSM	62	mentoring from other managers with more experience
TLSM	63	workshops with other managers
TLSM	64	Training in this area
TLSM	65	Mandatory training
TLSM	66	Mandatory leadership training
TLSM	67	Mandatory training
TLSM	68	Mandatory training for all managers
TLSM	69	Mandatory training for Securitas management what the company needs and expects
TLSM	70	Some form of networking or mentoring
TLSM	71	Mandatory training in management
TLSM	72	Pathway courses to help you develop and a mentor to guide you
TLSM	73	Less Online and more classroom based learning
TLSM	74	Mandatory training in conflict management and leadership
TLSM	75	Not voluntary must be mandatory
TLSM	76	I have found networking to be very useful to learn from others
TLSM	77	Mandatory courses to have completed to be a team lead or supervisor
TLSM	78	Once in a roll you must take up a course in leadership
TLSM	79	Mentoring or coaching
TLSM	80	Maybe more informal assessments of managers to help them correct mistakes
TLSM	81	Guidance from more experienced managers
TLSM	82	Structured feedback and guidance on how you are doing
TLSM	83	Some from of structed learning that is ongoing
TLSM	84	Training for all in leadership positions
TLSM	85	Conflict management training
TLSM	86	Some form of HR training to open your eyes to how to deal with issues correctly
TLSM	87	Module for team leads and supervisors
TLSM	88	Mentorship for newly promoted staff
TLSM	89	Leadership workshops
TLSM	90	Regular assessments to help you learn
TLSM	91	Clear pathway with signposts to areas you will find help
TLSM	92	They could develop courses based on what the problems are that have been encountered before
TLSM	93	Mandatory training for management
TLSM	94	Conflict Management
TLSM	95	work as a team and motivate staff

**Q12. In your opinion how do Team Lead/Supervisors & Managers facilitate organisational change?**

TLSM	1	Giving their team opportunities to lead
TLSM	2	By having the skills to best utilise the teams they lead
TLSM	3	They need to be confident in their ability to lead their team and then empower the team to be the best they can be
TLSM	4	By having confidence to lead their team and allow the team members to take responsibility. Not micromanaging all tasks
TLSM	5	By allowing their team to grow or by looking at the way things are done and trying to change those things that do not work
TLSM	6	clear communication and motivation
TLSM	7	By being dynamic and confident. Leading their team to maximise their abilities
TLSM	8	Delegation team work
TLSM	9	Delegating and being open to change
TLSM	10	Delegating tasks and improving team work
TLSM	11	By allowing their team to grow and not being afraid to change the way things are done
TLSM	12	Giving others opportunity listening to others and not being afraid to change things
TLSM	13	By looking at things differently to others and stepping up leading by example
TLSM	14	By challenging the norm and having the confidence to lead their team
TLSM	15	With an excellent work environment, the objectives are achieved, it is necessary to motivate and accompany the leaders
TLSM	16	Experience, motivating others
TLSM	17	more participation in decision making
TLSM	18	They can be the motor if they feel supported and empowered.
TLSM	19	By having the confidence to challenge
TLSM	20	Challenge what's there now to make it better
TLSM	21	Studying the change and putting it into practice
TLSM	22	not sure
TLSM	23	Trying new things
TLSM	24	By constant focus on improving the skill and quality of the team, spotting operational issues and suggesting organizational improvements.
TLSM	25	By having the confidence to challenge decisions and looking at things from a different perspective
TLSM	26	Not being afraid to change the way they do things
TLSM	27	Slowly
TLSM	28	Understanding the bigger picture
TLSM	29	By showing the way and supporting their teams.
TLSM	30	Leaders challenge the status quo. Leadership is an activity, and if Securitas and Branch Offices do not empower leadership, nor mentor leadership, then there will be no cultural change. Securitas is a flat organization... each branch is like it's own mini-business. Officers only know how their branch office & supervisors treat them. Best intention will go no-where if you have branch leadership that itself, isn't leading.

TLSM	31	Challenging what's the norm
TLSM	32	not very well or clear leads on this
TLSM	33	More intern communications
TLSM	34	Keeping team leaders and supervisor in knowledge of current goals and strategy.
TLSM	35	to participate all employees
TLSM	36	Have the confidence and ability to adapt to new ways of doing things but need to be given the tools to do this
TLSM	37	Empowering themselves as sometimes it can be difficult cause HQ is seperate
TLSM	38	Generally the organisational change seems to be met with resistance as there is already so much involved in the daily tasks assigned to the contract that normally an organisational change comes with a new method of work or additional work in turn leading to a negative acceptance being received due to the change.
TLSM	39	By being transparent and agile. Also by always following our 3 values
TLSM	40	Having the ability and confidence to allow their team to make decisions
TLSM	41	Allow team input into the process
TLSM	42	By giving team members a voice and listening to others
TLSM	43	Confidence to challenge and empower their team
TLSM	44	Supporting others and having new ideas
TLSM	45	Allowing their team to grow
TLSM	46	Support other peers
TLSM	47	Open to others perspective
TLSM	48	Challenge and encourage others ideas
TLSM	49	We are on the ground implementing the changes
TLSM	50	By having the tools to lead and make decisions
TLSM	51	Being open to new ideas
TLSM	52	Depends on person
TLSM	53	Having the tools to challenge and be open
TLSM	54	By allowing others to have their input
TLSM	55	By allowing their team to take ownership
TLSM	56	Listening to others perspective
TLSM	57	Listening to your team and being able to implement changes
TLSM	58	Being able to facilitate change and listen to others
TLSM	59	Listening to others
TLSM	60	listening to others
TLSM	61	being able to make decisions to change things
TLSM	62	brave enough to challenge and listen to others perspective
TLSM	63	listening to others and making changes
TLSM	64	Take on more responsibility
TLSM	65	not being afraid to make changes and listen to others
TLSM	66	listening to others and not being afraid t change
TLSM	67	Give their team a voice and put their points across to senior management
TLSM	68	providing a forum for their team to put across their ideas
TLSM	69	Hearing other voices and making changes without fear
TLSM	70	listening to their team and others
TLSM	71	By admitting they are wrong sometimes
TLSM	72	Open to other perspectives

TLSM	73	Understanding the Job and knowing what to do
TLSM	74	Having good knowledge fo the job at hand
TLSM	75	Stepping back to see the bigger picture
TLSM	76	Buy in to the programme and take an interest
TLSM	77	Encourage others to take the lead
TLSM	78	Take other ideas on board and try and implement them
TLSM	79	Not being afraid of change
TLSM	80	Let themselves be challenged by others
TLSM	81	Allow yourself to be questioned
TLSM	82	Be open to new things
TLSM	83	Giving team members space to grow
TLSM	84	Do not dictate what has to be done
TLSM	85	Try and collaborate with others
TLSM	86	Get all their team working together
TLSM	87	Deal with issues immediately and encourage positivity
TLSM	88	Encourage new staff to get involved
TLSM	89	Be open and transparent
TLSM	90	Being honest and having integrity
TLSM	91	New ideas
TLSM	92	Be open to new things
TLSM	93	Make sure all team members know their job
TLSM	94	Information
TLSM	95	Set out their idea and get the team to buy in

**Q13. How can Team Leads/Supervisors or Managers help develop leaders for the future?**

TLSM	1	Let them lead and step back
TLSM	2	Empower them to take ownership and lead by example. Mentor and coach team members who are interested in becoming leaders.
TLSM	3	By affording them time and passing on their experiences
TLSM	4	By giving the team members opportunities to step up if they wish to
TLSM	5	You must allow team members to grow and take responsibility. Passing on your experience and giving them opportunities
TLSM	6	coaching and mentoring
TLSM	7	First they need to develop and then pass on this knowledge to their team members
TLSM	8	Sharing experience and let team to do some task it will motivate them
TLSM	9	Give team members who want to step up the chance
TLSM	10	Sharing their experience and watching over the team

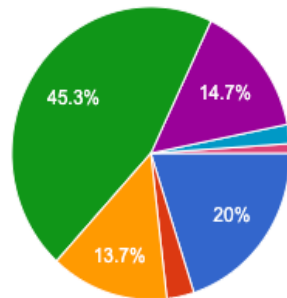
TLSM	11	By giving them opportunity to lead whilst they supervise
TLSM	12	We must empower team members to step up and reward them when they do.
TLSM	13	Reward those who rise to the challenge making them stand out by their actions and by hoe they are recognised
TLSM	14	Leading by example means others will follow to be good leaders in the future
TLSM	15	step by step with the management of change opening new innovation alternatives
TLSM	16	Keep all effort no people growth, from all company departments
TLSM	17	Give them coach by example and evolve them in practical leadership.
TLSM	18	Listen, support, facilitate and coach them.
TLSM	19	Allow their team to grow by guiding them
TLSM	20	Encourage and guide team members
TLSM	21	Learning to listen to the employees, help and support them in their career path and believe in the abilities of their employees and not in their inability
TLSM	22	with proper training
TLSM	23	Time
TLSM	24	By inspiring the team to pursue opportunities to learn and grow within the career path.
TLSM	25	Allow team members to grow mentor them but first the managers team leads and supervisors need to be mentored
TLSM	26	They lead and you follow
TLSM	27	training, cooperation with peers
TLSM	28	Mentor and guide those with potential
TLSM	29	By encouraging employees self-development and continuous learning.
TLSM	30	We need to teach leadership. Leadership for Securitas should be an essential element of retaining officers, and then elevate officers and reward them for exercising leadership. Security Officers are often subject to long hours, and high stress environments. Making a career out of Securitas ought to be a high priority.
TLSM	31	By knowing, have experience and sharing that.
TLSM	32	Pushing those with potential to make that step
TLSM	33	Team building
TLSM	34	Encouraging promising staff to continue study in security field.

TLSM	35	with exchanges
TLSM	36	By having the skills to allow team members to grow and develop
TLSM	37	Having central vision and getting the team to buy in and take it on
TLSM	38	Positive words and communication. Actions speak louder than words. Managers "ignoring" staff due to workloads or not replying within a reasonable time frame is leading to the development of the concept that management do not care which hinders the potential development of future leaders
TLSM	39	Showing the example
TLSM	40	By coaching and mentoring younger team members to allow them to grow
TLSM	41	Give their time and experience to the team members who ant to learn
TLSM	42	Encourage them to take the next step and support them in doing this
TLSM	43	encourage and support those who want to develop
TLSM	44	Support them and advise them
TLSM	45	Support team members who want to progress
TLSM	46	Support team members to develop
TLSM	47	Support and guidance
TLSM	48	Support team members and guide them
TLSM	49	Training out staff in a way they take on leadership qualities
TLSM	50	By supporting and guiding those who wish to progress
TLSM	51	Support and help them through experience and guidance
TLSM	52	Spend more time getting to know them and coaching them
TLSM	53	Guide and support them
TLSM	54	guidance and instruction
TLSM	55	Encourage and guide them
TLSM	56	Guiding and giving them opportunity to grow
TLSM	57	Support them and give them opportunities to grow
TLSM	58	encourage them and give them recognition
TLSM	59	Support and guidance
TLSM	60	guiding others
TLSM	61	guidance and support
TLSM	62	guiding and supporting

TLSM	63	encouraging people to step up and take responsibilities
TLSM	64	Encourage others to step up and take the lead
TLSM	65	Encourage and guide
TLSM	66	Guidance and support
TLSM	67	Giving others opportunities to lead
TLSM	68	Push them to complete courses and start leading
TLSM	69	Support and guide them by giving them opportunities
TLSM	70	Managers must be accessible to those under them to help them
TLSM	71	By being present in their teams
TLSM	72	Giving feedback and opportunity
TLSM	73	Encouraging others to take on more
TLSM	74	Showing the benefits of being in management or supervisors to others
TLSM	75	Leading by example
TLSM	76	Be present and interested in what your team is doing
TLSM	77	Knowing who you can give responsibility to
TLSM	78	Take on a mentor role for team members
TLSM	79	Encourage and guide those who want to lead
TLSM	80	Signpost them to courses you have done as a manager that were good
TLSM	81	Highlight their ability and reward their leadership
TLSM	82	Create a young leaders award for those who are new
TLSM	83	Appraise their team members of the positive and negatives often
TLSM	84	Constant feedback
TLSM	85	Give them opportunities
TLSM	86	Don't go on about it when they make a mistake
TLSM	87	Lead from the front and they will pick up your good traits
TLSM	88	Speak to them about being a leader
TLSM	89	Guide them and encourage them to take on responsibility
TLSM	90	Let them stand in for you whilst you support
TLSM	91	Speak with them about what they think leadership is and their plan for the future
TLSM	92	Encourage and guidance
TLSM	93	Mentor staff who want to lead

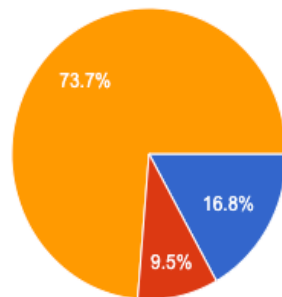
TLSM	94	Education and follow up
TLSM	95	Motivating and choosing personal skills for each job

Q14. What Leadership Style best describes you:



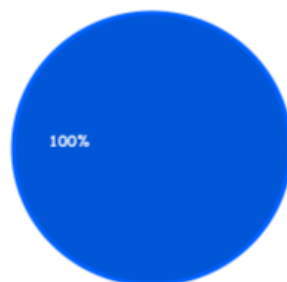
- Participative - I involve team members in the decision making process.
- Authoritarian - I feel team members need clear guidelines.
- Delegative - I like delegating initiative to team members
- Transactional - I like following establish...
- Transformational - I inspire my team w...
- Transactional - following established r...
- Delegative - delegating initiative to tea...

Q15. Do you feel confident enough to lead a team?



- Yes
- No, I would like more support and training in this area
- Yes, but I would like more support and training in this area

I have read and understood the information in this form. I consent to take part in this research project



- I Consent
- I do not Consent

# Appendix G

## Interview Questions

Q1. In your career to date have you experienced any form of mentoring or leadership training?

Q2. What Management courses have you completed? If any & was Leadership training part of these?

Q3. In your experience what are the important traits of an effective leader?

Q4. What leadership skills are you missing and are the relevant Continuous Professional Development opportunities available to you?

Q5. What does leadership development and support look like to you?

Q6. What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

Q7. How are current team leads, supervisors and managers coached/mentored and supported to develop as leaders?

Q8. How can current team leads, supervisors and managers help develop the leaders of the future?

# Appendix H

## SIRLM 1 Interview Transcript

### Stephen Hardiman

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

### SIRLM 1

I am indeed

### Stephen Hardiman

In your career to date have you experienced any form of mentoring or leadership training?

### SIRLM 1

I have had two management jobs, so I worked in Dunnes Stores management before and it was more on the job training that I got rather than mentoring. It was kind of as issues arise, I was shown how to deal with that situation by watching the person. That would have been the height of the training I got. When I started in Securitas, I started off as an officer, so I got to see how the supervisors dealt with things, I then moved up to supervisor. I didn't really get leadership training and so I learned more so just off personal experience. Then when I finally made the jump back into management again, it was more mentoring as issues came up. My Direct line manager was decent enough to point me in the right direction on certain situations where I wasn't 100% sure on how to carry it out myself. That has given me good ideas and insight into how to deal with different situations. That is about the limit of what I have experienced in leadership or mentoring to date.

### Stephen Hardiman

What Management courses have you completed? If any & was Leadership training part of these?

### SIRLM 1

No I have not. The only management experience I have is just from working. I haven't completed anything related to course work or anything like that. I did look into doing one for conflict management and stuff like that for having worked in retail and some of the stuff I dealt with as a supervisor before I moved to a

manager. I felt comfortable enough that I was able to deal with conflict and other aspects of daily management but would like to complete a course. So as of now this nothing has been completed on my end.

### **Stephen Hardiman**

In your experience, what are the important traits of an effective leader?

#### **SIRLM 1**

To work from an officer up to manager and watch how other managers work, you see a lot of things. Leading from the front, that's probably one of the main things that I've picked up, instead of shying away from a problem, they're normally in the middle of one trying to address it. When I went up to management, I said to myself that I wanted to try and carry on this style of leadership. Not only does it build a good working relationship with the team, obviously by being in the middle of the main issue or any ongoing issues, it shows that the management team is proactive. I think being a proactive manager or leader is a huge benefit to the team that you work with. Another thing I've learned is not to jump in too quickly when answering something, taking time to sit back, you know, investigate and gather information. I think that's a very important part to becoming a good leader, because sometimes when you give the answer straight away, you might not have all the facts to give the correct answer. Sometimes taking a step back can give a more detailed and appropriate view of a situation and allow you to make better decisions. It a bit difficult for me cause it's the opposite to leading from the front and being out there but it is something I would like to explore.

### **Stephen Hardiman**

Has anyone ever discussed how to best adapt this style of leadership?

#### **SIRLM 1**

One of the things that was pointed out me was the slam technique or the stop technique where you kind of stop and take a breath, think before you your answer, and then formulate an answer. I suppose maybe being younger is a bit harder going into certain things, but other managers advised me to take a few minutes to yourself and gather your thoughts before making a decision or intervention.

**Stephen Hardiman**

You alluded previously to not having completed any management courses, but you picked up certain pointers from on-the-job experience. So, what leadership skills do you feel you're missing? And then what are relevant to develop you in relation to opportunities that are available?

**SIRLM 1**

I'd like to be able to have the skills to delegate efficiently to lead from the back so I don't always have to be the front. I'd rather be the kind of leader that could inspire the team to lead themselves. Maybe more developed skills to help the team develop themselves and inspire them. I think lack of experience is probably the biggest thing on my end at the minute. I'm only kind of new into management, so there's a lot of stuff that I don't know yet and I haven't been exposed to. I think I still have a lot to learn, but I'd like to be able to find myself in a position of a campus manager and have the knowledge and skills to be able to run that job efficiently and lead from different places.

I don't know if a management course would be the best option there or if working under different managers and seeing how they operate. There was a lot of, you know, leading from the front. A lot of the managers here seem to be a bit more skilled than myself, where they can lead from the front, they can deal with that situation or if the needs arises and they need to manage from afar, they're very comfortable on their own. So they'd be able to take that step back and things still run with minimal direction from their end, whereas I wouldn't be as comfortable to be in that position because I don't feel I'm up to that standard yet.

**Stephen Hardiman**

So you've identified, I suppose a gap in relation to how you lead. What would best support you to fill that gap then if you're leading from the front, do you feel yourself pushed to do that or is it a natural inclination? And how could you be best supported to lead from the back? You mentioned I think they're both watching what older managers do.

**SIRLM 1**

Maybe shadowing managers who have different management styles would be a better option there for me or having come from a supervisor and officer to a supervisor to an operations manager, if Securitas had a program of training and documents that they could hand out and say, look, here's a different type of management style that we use here. This is how this would work. They could guide you towards maybe learning how to use this different management styles. So I had some direction as to how to further develop myself as a manager rather than just the live shadowing all the time I think would be beneficial.

## **Stephen Hardiman**

What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

### **SIRLM 1**

I don't think I have enough skills yet or management experience to develop into a higher ranking manager. But obviously that's something I'd like to do because I'm enthusiastic about things, considering the fact I went from security officer to operations manager within 18 months. So if there was a support programme in place from Securitas to say, look, here's a plan for you, or in the next 2 to 3 years, we'd expect you to be able to move up to this position with full knowledge. If they had a breakdown or they could say, look, we have a training programme, or a roadmap set out for you to kind of work towards each month. So, we're expecting you to know how to deal with a situation like this or here's a situation like this that we want you to be able to deal with. We could send you on an HR management course you're better equipped to deal with difficult situations.

Here's training programs that we think would be beneficial to you, and here's what we're willing to do to support you to get to that level. This is how we think you dealt with it, but this is how we think you could deal with it better so that we've given you training or we can provide you training with someone who is experienced enough so that the next time you're in that situation, you're more experienced and you're not going to be struggling as much as you are. Like some form of mentoring or mentorship to guide you, at the moment there's no real kind of guidance structure for those in leadership roles to lean back on unless you can reach out to other managers.

## **Stephen Hardiman**

So how our current team, lead supervision managers coached or mentored and supported to develop as leaders?

### **SIRLM 1**

The trainer manager that we had previously was very beneficial to the team. I think having someone come in like the training manager we had previously where they had that experience of, Look, lads, I understand these are under pressure here. Take a step back and look at the situation objectively or from a different perspective. I think that was huge for a lot of us in the leadership positions of team leads and supervisors, because what we had was people just locking heads, whereas now we had someone to lean on that could

kind of guide us towards what we needed to do. I think if there was a lot more of that to go for the lads in the leadership positions at the minute we'd be in a lot better place. So even like a bare bones course on HR and how to deal with things. So if they have to deal with a difficult staff member who's refusing to do a task, what process are they meant to follow?

If we had continuous training and I know we've done some stuff on the Securitas programme where we got some basic training on certain aspects of things but If we had something on that that was updated monthly this month we're going to focus on doing different aspects of HR or we are going to focus on how to deal with the clients in a more professional manner, stuff like that, that the lads could touch base back on and constantly dive in and out of to further expand their knowledge and help them to develop in their experiences. We could try and promote them to be more forward thinking based on training that we can provide to them to lead.

### **Stephen Hardiman**

So when you say that that that you're looking to have that there and does that mean that that's not currently there at the moment?

### **SIRLM 1**

At the minute, no. So we had some basic stuff minute what we have is a load allowed to run on our own, do as much as they can to keep the client happy. And there's no real kind of guidance structure for them to lean back on. So in an ideal world we'd have the supervisor or the team leads in a position where they're basically mini managers, where they have the skill sets of a manager to deal with the situations that are always on. Regarding training, that's not currently there for them. What should be happening is we should be working with the supervising team leads to further progress them. So what they're doing is they're becoming more versatile, but we're able to help them to progress into better team leaders or better supervisors so that they're more equipped to answer questions on site are more equipped to deal with situations on site, whereas at the minute they don't have any resource to lean on to evaluate or support them in that sense.

**Stephen Hardiman**

Okay and then to bring that on another step, How can current team leads, supervisors and managers help develop the leaders of the future?

**SIRLM 1**

If we have them better develop, they can leave a better example to follow as they move on. Now, if they move on with us, that's brilliant. You know, obviously I'm grateful for the opportunities I've had. If we can have the team leaders and supervisors and managers trained in such a way where they can leave good footsteps to follow and maybe have some kind of system to touch back in to make sure that the footsteps are actually being created in the correct way. So maybe could try and get the supervisor maybe to step down for a day as an officer and get the other person who's training to be a team lead or a supervisor stand in for the day. They'll still have their main kind of crutch there, but they're in the command seat and the supervisor or team leader can then go look, seeing how you dealt with that situation, I didn't jump in there, but this is how I think you should be able to go forward and that way then that person's getting the experience that they wouldn't have had before to go into that job.

**Stephen Hardiman**

Absolutely. Where you're giving them the opportunity, but you're also able to protect them and advise them and guide them where you're while you're there, Thanks very much for taking the time really appreciate your time. Thank you.

# Appendix I

## **SIRLM 2 Interview Transcript**

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

### **SIRLM 2**

I am indeed

### **Stephen Hardiman**

In your career to date have you experienced any form of mentoring or leadership training?

### **SIRLM 2**

Is just Securitas, or in any other job?

### **Stephen Hardiman**

Just in general, I suppose. And then more particularly with security, if you can.

### **SIRLM 2**

Well, look, when I started working, I worked in the building sites and there wasn't much leadership training in that. I was a bricklayer for about ten years and then the building site crash came and that's when I decided to go into the security industry and I started working for G Force. Again, I had no leadership training or anything like that, I was a security officer. Then Securitas took over. I'm with them now, about six years. I became a supervisor in my old site. And a few years after that, then I was approached and asked would I come over to the Amazon contract as a supervisor? Which I agreed to do, and I worked there for about six months as a supervisor and then moved up with the management team. And as far as management training or anything like that, I haven't had any.

**Stephen Hardiman**

What Management courses have you completed?

**SIRLM 2**

I have never done any management courses. So the only the only courses I would have done would have been to train to trainers course.

**Stephen Hardiman**

Was there any leadership training involved in the train the trainer course?

**SIRLM 2**

No there was nothing related to leadership to be honest it was more about learning and how and why we learn so I could train people.

**Stephen Hardiman**

In your experience, what are the important traits of an effective leader?

**SIRLM 2**

Well, you have to you have to stay calm, because I've realised now when you have a lot of employees, everybody wants everything from their manager at all hours. So you have to be calm and you have to be approachable. I think you have to be available a lot of the time.

**Stephen Hardiman**

And then in relation to the leadership skills, then look that you've identified there, but more looking I suppose at yourself. What do you feel then that you might be missing or what are skills that you could work on that would help you? In the job that you deal with the moment.

**SIRLM 2**

Well, yeah. Like I said, I've never done any management classes or anything like that. Probably would have been good for me to do them. And. I sort of learned as I went along, you know, sitting with other managers or talking to other managers about how they work.

So just trying to do what others may do and see what works for you. It is hard sometimes as you have to find your own way and try things which sometimes do not work.

**Stephen Hardiman**

So what would that leadership development look like to you or what support would you think you might need to develop?

**SIRLM 2**

Well, I know there are courses available to me. I've been told that, but I've never been told how I can even apply for them or do them. So probably some of them we go to do. But maybe, more support sometimes, you know, from managers of me, sometimes they're very hard to get in contact with and they don't have time to answer your questions so you end up like I said before trying to figure it out yourself.

**Stephen Hardiman**

What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

**SIRLM 2**

I believe there is an online learning management platform. Maybe if it wasn't just online and you had a mix of that and some classroom stuff it would work better. Managers could be given a list of courses that would be good for them to complete and they could work off then to progress. At the moment, I don't even know where to go.

**Stephen Hardiman**

How are current team leads, supervisors and managers coached/mentored and supported to develop as leaders?

**SIRLM 2**

Well, right now, pretty good because the training manager is a great support. And yes, look. I think we could do more with them. Sometimes they don't do the extra bit that a leader should. You know, even small things like taking initiative and solving problems or trying to solve them rather than just reporting them to their manager. But you can't really blame them as they don't have anyone to teach them what the right thing to do is.

**Stephen Hardiman**

How could Securitas best support the supervisors Team leads or managers to look at things differently and not look at it in a, in a sort of narrow view, but look at it end around to get them to step back to do you see any way that they could do that?

**SIRLM 2**

I think we could maybe have some mentorship programme were Team leads, supervisors and managers who need support could access it.

**Stephen Hardiman**

And then I suppose if we're looking at that, how can how can current team leads and supervisors or managers develop those officers on the ground that are capable and interested in developing.

**SIRLM 2**

Well, doing what we're doing is pretty good. So if someone goes off on holidays, someone steps in as being a team lead Or like when a supervisor goes away, someone steps in as supervisor and they're given the opportunity to see what it's like. Then we see that and we can see we look at them then as like a future team later supervisor.

**Stephen Hardiman**

Okay, so that experience of filling in the gap when the team leader or the supervisor is not there is important.

**SIRLM 2**

Yeah, it is important and it's important that its recognised and evaluated to allow the person to see if they are able and give them the experience. Giving them the opportunity to be the team lead or supervisor and actually be in that role is different to just letting them complete tasks. They have to make decisions and are paid for the job but equally they benefit from the experience. So for me this is very important that anyone wanting to move up the ladder can get some form of experience beforehand to see if it is for them and to help them develop their skills as a leader by leading a team.

**Stephen Hardiman**

That's perfect. Thanks very much for taking the time to chat. Appreciate that. Take care.

# Appendix J

## SIRLM 3 Interview Transcript

### Stephen Hardiman

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

### SIRLM 3

I am indeed

### Stephen Hardiman

In your career to date have you experienced any form of mentoring or leadership training?

### SIRLM 3

So before my career began with Securitas I would not say I've received any training that was geared toward leadership as such, just regular instructions regarding daily duties and so on. That would definitely change in terms of securities because my answer would be different currently whether in structured or unstructured form, I would definitely say that I've had leadership, mentoring, training and so on.

### Stephen Hardiman

Okay. And in what form have you had this training? Can you detail what supports have been given to you.

### SIRLM 3

I personally appreciate a more hands on approach more practical type of learning. So I would say that the training I took the most out of is simply personal discussions almost everyday conversations that we have discussing the job, discussing the team discussing potential improvements and so on. And just analysing what I do and how I do it and drawing my own conclusions, maybe discussing those conclusions with managers for example. And as a result, improving and developing my own approach. As part of these discussions I would of spoke to managers about my approach to the job, both in terms of how to approach your relationship with customers with your team and so on. And all of those are imminently valuable skills for any leader at any level. So I, I definitely took value out of that and knowledge that I could apply on a daily basis with regards to my team. I would like some formal courses regarding this development and

self-awareness to help me examine how I do things better. I know there are courses available but am just not sure what direction to go in or how to apply for them.

**Stephen Hardiman**

What Management courses have you completed?

**SIRLM 3**

No. I have not completed any management courses. I have done internal courses with Securitas but none would be at a management level.

**Stephen Hardiman**

Okay. So in your experience, what are the important traits of an effective leader?

**SIRLM 3**

Well, there's two ways I look at it. How, effective are you as a leader to your immediate subordinates and how effective are you as a leader in general? So in the first instance I think one of the most important traits is that the leader of any team and so on should actually know the specifics of the job that their subordinates are doing. Obviously that's not always going to be a case on every level. You could hardly expect a director of a company that manufactures cell phones to know how to build one. But as far as your immediate subordinates you should know what they're doing, but also be capable of doing it yourself otherwise if you are not aware or capable it can create a real distance between you and your team and I believe it makes you unapproachable as a leader.

And that's a quality that I think leaders should have is to be approachable, not simply remote be involved. I'm not saying micromanage everyone, but simply be available. People are emotional creatures. So how your team approaches the job and yourself will be based as much on what you as a leader are actually doing and what the team feels you are doing. I feel it's important to demonstrate to the team, not all the time, but at least on occasion that you're not only capable of doing the job that you're asking of them but that you are working, not just sitting in the office behind simply monitoring their work.

**Stephen Hardiman**

Okay. And then, if you are looking at that as an important trait I suppose this is more of an inwardly looking question, what leadership skills do you feel you are missing?

**SIRLM 3**

Well I'm definitely missing formal certifications and qualifications for a lot of stuff that I can actually do. I do plan to take advantage of the, of the courses that securities actually offers us because in many instances those are valuable entries on your career path and might not actually require me to sacrifice much time. The skills that I do not have that I'm consciously working on, but are difficult to train is to, in some instances be more assertive towards my team.

**Stephen Hardiman**

And is there opportunities then available to you gain that skill?

**SIRLM 3**

Well practice, I suppose, on a daily basis. But as far as the formal training, I suppose by discussing and simply analysing scenarios. How would you behave like in this scenario for example.

**Stephen Hardiman**

What does leadership development and support look like to you?

**SIRLM 3**

Well informal mentorship with our training manager, our almost daily, weekly discussions and so on, I could see his approach to the job. I could adjust my own we could brainstorm ideas and develop my skills to manage the team. So as far as far as I'm concerned, the best way to do it would be to maybe have those occasional informal meetings with the supervisors. Maybe one on one, maybe in smaller groups more of a personalized approach, because not every situation is the same. Unfortunately as we both know, time is always a constraint. So that's an ongoing roadblock every time, but as much as possible that that probably gave me on a personal level, the most value.

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So I'm just interested to find out then away from that experience that you've had say is that across the board, or how are current team leads or supervisors support them? So, so is there something that's sort of available to everybody?

**SIRLM 3**

I definitely had the chance to take advantage of the fact that the training manager was basically stationed in the same place as me. Even those informal five or ten minute chats over time I would say definitely

helped me. I do talk with the other team leaders and we have our own mini meetings to discuss issues of the day or situations that develop how we solve them or we talk on the phone between each other. That's not really structured. You could hardly implement it as a training tool. I think what we could benefit from is having a member of the management team, basically stationed on site being available for a couple hours a day just to talk through issues.

**Stephen Hardiman**

But just so to clarify, is that something that's happening ad HOK or is it something that's scheduled?

**SIRLM 3**

Yes it's as things happen and can be just up to the team leads or supervisors to work through. Trying to help each other with issues or challenges they may have faced before.

**Stephen Hardiman**

What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

**SIRLM 3**

I feel Maybe not every day, maybe a couple days a week something more structured in place should be available. And what conversations develop, what people talk, what problems are discussed what solutions are figured can be maybe documented to show progress and how things were worked through.

**Stephen Hardiman**

So how are current team, lead supervision managers coached or mentored and supported to develop as leaders?

**SIRLM 3**

It's really informal and a bit all over the place there is no structure to it to be honest. I know we have a really good training manager who will be there to guide us through things but before we didn't have that and you were kind of left on your own to find your way to develop. This meant some of us may have picked up bad habits from bad managers.

**Stephen Hardiman**

So developing staff, how can you then as a team lead, supervisor or manager help develop the officers or the staff to, to step up. How do you see that transition? And what role do you play in it?

### **SIRLM 3**

Well, one thing that's pretty much a given in terms of shared between all the supervisors and team leaders is that we do need backups one way or the other either it's super busy day. And I, myself will have to micromanage something complicated, or have a lot of stuff to do, or someone is sick or simply off and so on. So whether we do it consciously or not, we will pick the people we feel are the furthest ahead and the most capable to potentially replace us. At the moment I am assigning a temporary team leader and trying to mentor then for when I am not here. So they are aware and that's enough if they know how to handle it and, and, and step by step, they can grow and learn not just more complicated tasks on the job, but also how to manage the, the team on the, let's say, busy day and, and jump ahead on potential issues.

There is no official structure for this in place I have just set this up myself. I do try to upskill and train the whole of my team on an almost daily basis. As I say, every day is a learning opportunity, no matter how small I think we can learn.

And I do focus on those conversations with those backup team members allowing them to develop their own idea in their head, how to behave. And from the limited experience that I've had with that, it does work, not everyone is suited for that, but then again, not everyone is going to be suited for any kind of leadership position. Some people are simply not interested at all. And you cannot force it either. As far as anything formal maybe these things could be structured better and management could be involved.

### **Stephen Hardiman**

Perfect. That's really good points that you make there and how we support. Cause that's important at all at all levels because at some point somebody has to step into the breach when you are not there, or when there's a manager or supervisor or team lead not there.

### **SIRLM 3**

You can have situations like what was it last week when a couple of sick calls on one day and yeah, fortunately it wasn't chaos and disasters all over. Right. But you know, if it was a different day, could have been, if we didn't have the staff being prepared to take charge because in any team, no matter how small you do need someone officially or unofficially to take charge.

### **Stephen Hardiman**

I agree thank you for taking the time to talk to me today.

# Appendix K

## **SIRLM 4 Interview Transcript**

### **Stephen Hardiman**

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

### **SIRLM 4**

I am very happy to proceed.

### **Stephen Hardiman**

In your career to date have you experienced any form of mentoring or leadership training?

### **SIRLM 4**

I was a manager in Dunnes Stores before joining Securitas and when I started there I got some coaching from a senior manager one who has a lot of experience. He was really good and gave me a lot of time so I learned a lot. Since starting with Securitas I have not received any mentoring or leadership training. Maybe that's because of the level I started at it may have been assumed I was already past that.

### **Stephen Hardiman**

So would you have completed any management courses?

### **SIRLM 4**

I have completed an operations managers course. It was interesting and opened my eyes to all that is involved on the management side of things.

### **Stephen Hardiman**

Did this course include any leadership training?

### **SIRLM 4**

Unfortunately it did not include any leadership training. It would have been very useful if it had in hindsight as leadership is a big part of managing a team. You not only have to be able to manage the situation but

you have to often get people to do things they sometimes don't want to do which I feel is where the leadership comes in.

**Stephen Hardiman**

In your experience, what are the important traits of an effective leader?

**SIRLM 4**

Understanding and empathy is one key part or trait for a leader to have. This is not something we all have naturally so it's something some of us have to work on. When I say understanding I mean both from the job or task you have at hand and also the team you are leading. Having that in depth knowledge of how each team member works means you can get the best out of them. Empathy means you can see things from their perspective and understand the bigger picture.

**Stephen Hardiman**

If you are looking at that as an important trait, what leadership skills do you feel you are missing?

**SIRLM 4**

An understanding of what different leadership styles are for example if you find yourself in a difficult situation how to approach that with your team or with individuals. Like when to lead from the front and when to allow others to lead whilst you support. This is important as it can allow your team to grow and individuals can progress. I also feel that one type of leader doesn't fit all situations and so you need to be adaptable so learning about these styles would help me understand and be able to consciously adapt the way I lead in different situations. If that makes sense.

**Stephen Hardiman**

Yes perfect sense. So are the relevant Continuous Professional Development opportunities available to you to develop these skills?

**SIRLM 4**

I don't feel they are at the moment. Well if they are I don't know where they are or how to find them.

**Stephen Hardiman**

What does leadership development and support look like to you?

**SIRLM 4**

Some form of workshop for new managers would be good. To be able to network around topics like leadership styles and learn from your peers. I also feel going back to the mentor I had when I started my first managerial position in Dunnes that this is vital for young managers to start off with that help. I must admit it's also important that the mentor is the right type of person. I think someone should have overall responsibility for developing managers and overseeing some form of programme from the Securitas side of things. Like how Securitas want their managers to behave.

**Stephen Hardiman**

What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

**SIRLM 4**

They could create a network of managers at different levels and hold workshops for them throughout the year. Maybe the managers themselves could present at it on topics and it would develop organically. Some more senior managers could pass on tips and advice like mentoring and HR could get involved with conflict management and investigations from their perspective. It would all help to develop a well-rounded manager in my opinion.

**Stephen Hardiman**

So how are current team leads, supervisors and managers coached or mentored and supported to develop as leaders?

**SIRLM 4**

At the moment they aren't really. It's very much up to themselves to find a way of learning or leaning on another manager who they can trust. This is not the best situation in my opinion as it can lead to bad managers creating bad managers. There is the Online Securitas learning platform but that is all voluntary and online and so you don't get much back out of it to be honest if you are looking to develop the skills needed to lead.

**Stephen Hardiman**

In your opinion how can a team lead, supervisor or manager help develop the leaders of the future? And what role do you play in it?

**SIRLM 4**

At the moment I would encourage say security officers to step up as team leads when the team lead is not there. Maybe when they are on holidays to stand in. This will give them experience of what the Team Lead does over a short period. It can be challenging because not everyone wants to be a team lead. Then I would do the same for team lead to supervisor. The tricky thing is the managers part. It is very difficult to get anyone to stand in so first they would have to be interested in doing the job and secondly I would encourage the supervisor to shadow the manager on different things. This could also be difficult as it's hard to do two jobs at once. But it's not impossible to do. My role as a manager would be to support the officer and team lead as they were standing in and be around them to assist them if needed. My role with the supervisor shadowing me would be to explain what I do and facilitate any questions they may have by giving my time.

**Stephen Hardiman**

Perfect, thank you for taking the time to talk to me today.

# Appendix L

## SIRLM 5 Interview Transcript

**Stephen Hardiman**

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

**SIRLM 5**

I am happy to continue and very happy to participate in this research and interview.

**Stephen Hardiman**

In your career to date have you experienced any form of mentoring or leadership training?

**SIRLM 5**

In my previous career before joining Securitas looking back on it now I suppose I have experienced some form of mentorship. Before becoming a supervisor I used to stand in as one when the actual supervisor wasn't there and the actual supervisor would help me and guide me as to how things were to be done. I learned a lot about how to be a supervisor and what tasks you have to complete but I also learned a lot about how to deal with staff and how everyone is different and has different needs. When I eventually became a supervisor I had some guidance from a manager of mine but nothing like I had from the supervisor previously.

**Stephen Hardiman**

And what about your time with Securitas then, have you received any mentoring or leadership training since you started in your role with Securitas?

**SIRLM 5**

Not really to be honest other than being shown the way the job is to be done. I haven't had anyone mentor me. Maybe that's because I am a Supervisor and it would be expected that I would know what to do. It was more the staff that showed me how to complete tasks and then I would supervise them which is a bit weird at the start as they know more than you do. It would have been good to have a mentor to help me settle in. Regarding leadership training I can't say that I have experienced this to date in my career.

**Stephen Hardiman**

So have you completed any management courses?

**SIRLM 5**

I have not completed any management courses. I have completed a train the trainers course as training is something I am interested in but this was aimed more at the training of staff rather than managing them.

**Stephen Hardiman**

Did the train the trainers course touch on any leadership training?

**SIRLM 5**

No it did not. It was really just focused on the delivery of training rather than anything related to leading a team to be honest.

**Stephen Hardiman**

What do you feel are the important traits to be an effective leader?

**SIRLM 5**

Being able to adapt to different situations and lead in different ways. By this I mean understanding the job you have to do and how to best delegate to your team to get his job or task completed. This understanding of your team so you know their strengths and weaknesses I think could help you adapt your approach to get the most out of the team to complete the task. So I suppose being adaptable is one important trait. And then knowing the different styles or types of leadership and how you can adapt with them depending on the situation you find yourself in. I think having this knowledge is important if you are in a position of leadership. Being willing to listen to your team I also think is important. Listening and taking on board what your team think can help get buy in from them in my opinion. Finally I believe being honest and knowing when to be honest is important.

**Stephen Hardiman**

What do you mean by knowing when to be honest?

**SIRLM 5**

I suppose what I mean by that is you don't always have to be completely honest for example if your giving someone feedback they might not receive negative feedback well so you might choose to not give them

all the feedback at the one time because of the reaction you might get. Knowing when to do this and when not to I think is an important part of being a leader. Even more important in my opinion is knowing how to do this and how to do it in a constructive way that will get the best out of someone.

**Stephen Hardiman**

On the other side if things what leadership skills do you feel you are missing?

**SIRLM 5**

Probably that adaptability to be able to adapt how I lead in different situations. Sometimes I find myself letting other lead or showing and then stepping back to observe or lead from the back but to be honest I don't really have the confidence to be sure at times if this is the right approach. Having more of an understanding of how to apply these approaches, when and why would be great and is something I am trying to work on but I feel I need more time and understanding of to be better at.

**Stephen Hardiman**

Are the relevant Continuous Professional Development opportunities available to you to develop these skills?

**SIRLM 5**

No I don't feel like there are. I feel like I am finding my own way with this and it is something I have identified myself that I feel like I need to work on and that I am learning by myself.

**Stephen Hardiman**

What does leadership development and support look like to you?

**SIRLM 5**

Leadership development to me looks like a mentor or senior manager helping me learn about my strengths and weaknesses. This to me could be in an informal meeting on a regular basis to assist me in developing the skills I feel like I am missing. I also think some sort of formal support or training would be good to sort of complement each other. Where you might learn the theory behind leadership and the styles and how to adapt to different situations and then when you can put it into practice you would have the support to advise or guide you. If that makes sense.

**Stephen Hardiman**

What could Securitas do to enhance current Continuous Professional Development opportunities for leaders?

**SIRLM 5**

Maybe organise workshops for new managers would be a start were we could meet up every now and again to talk about the difficulties we are having. I feel like this would give managers a chance to get some time to network is maybe not the right word, but talk to their peers and see how others do things if that makes sense. Sometimes it's easier to talk to someone who is on your own level. Having some form of mentoring for new managers would be helpful. It would also give the company a chance to guide managers in the right direction when dealing with issues in an official capacity. HR could be involved to give an official steer on how to deal with things with maybe even talks given from more experienced managers on leadership and how they lead their teams.

**Stephen Hardiman**

So how are current team, lead supervision managers coached or mentored and supported to develop as leaders?

**SIRLM 5**

They aren't. It really is up to the individual managers to find their own way of doing things. There can be support from other managers but it depends in the account you work on to be honest. You could find yourself in a situation where you have multiple managers on the one account and the senior one can offer guidance but you could also find yourself on your own working on an account which can be challenging as you don't really have anyone to turn to. I have experienced both and the one with supports is much better. The only thing I can say is that the support or guidance is very much dependant in the individual managers you are working with. Securitas don't really have any official supports in place for leadership development. There is an online learning platform but even this doesn't have anything related to leadership development.

**Stephen Hardiman**

In your opinion how can a team lead, supervisor or manager help develop the leaders of the future? And what role do you play in it?

## **SIRLM 5**

By trying to put in place what's not currently there for them. They should guide and mentor staff who are looking to develop and highlight the staff to senior management and then help the staff develop by highlighting courses they could do to help enhance their skills. Maybe the manager themselves would have completed a course they could advise the staff member of. The role for me is critical as it will depend on how much opportunity the team lead gives one of the team members to develop. This will decide whether or not the person develops well or not and gets a better understanding of the role of a team lead. The same applies for supervisors and managers in their role , giving the opportunity to the staff and then trying to guide them when they take those opportunities.

## **Stephen Hardiman**

Thanks a lot for taking the time to chat today and participate in the research.

# Appendix M

## SIRLM 6 Interview Transcript

### Stephen Hardiman

Thank you very much for taking the time and volunteering to participate in this research and to do this interview. For the purpose of the interview I have given you the Interview Information sheet and the Interview consent form and you are happy to continue.

### SIRLM 6

I am happy to continue and delighted to participate in this research.

### Stephen Hardiman

In your career to date have you experienced any form of mentoring or leadership training?

### SIRLM 6

So before I started with Securitas which was a while ago now I was in a managerial position. As part of that role I was given some mentoring. It was from a senior manager who used to meet with other junior managers on a monthly basis just to discuss any issues we were having relating to how we were managing things. It isn't like he was there to fix all our problems or anything but more of a guide to how to best deal with situations. We met as a group so it meant you could learn from what others were experiencing which I thought was great. After a while we stopped and that was the end of that. It was up to each individual to find their way then. I missed going to the meetings and the feeling of support I got from them cause I was very much new to being a manager or leader. Since starting with Securitas I haven't had any management or leadership training. Something I missed when I started was that mentorship because the role was very different to my previous managerial role so I really could of done with a more experienced person to guide me at the start.

### Stephen Hardiman

What Management courses have you completed? If any & was Leadership training part of these?

**SIRLM 6**

I haven't completed any management courses but it's something I would really like to do. To have some qualification to back up the experience I now have would be really positive. Even I didn't do a managerial course something about leading teams would be interesting.

**Stephen Hardiman**

In your experience, what are the important traits of an effective leader?

**SIRLM 6**

Being an effective leader, that's interesting I suppose the key is the effective part. How do you measure if you are effective, you get the job done so you would have to have a certain understanding of the job or subject knowledge to be able to do the job. Another important trait would be to have understanding, understanding of what your teams strengths and weaknesses are. Also understanding who your team is and what is going on with each team member so you can get the most of them. My sort of motto is never ask someone to do something you wouldn't do yourself and I suppose that's my most important trait which is to be humble. I think you will always get more out of your team if you are part of the team and not someone standing over them. Showing them that you are willing to get stuck in when its needed is important, listening to them and admitting when you are wrong because we are all not right all of the time is part of being a humble but effective leader.

**Stephen Hardiman**

So, what leadership skills are you missing and are the relevant Continuous Professional Development opportunities available to you?

**SIRLM 6**

There is two main ones that I would look at when it comes to what I am missing. I would like to be able to give more effective feedback to team members or the team as a whole. Sometimes I struggle with this and end up shying away from it for fear of it turning out to be too negative and then it looks like I am just picking at the things that were done wrong. I would like to be able to balance the feedback but give it in a way that helped the person improve or see what they did right and what they need to work on. This is something I feel I lack confidence in delivering at the moment. The second would be my ability to teach and mentor. Sometimes I feel when I am teaching I end up doing and I have to constantly remind myself to step back and oversee. I suppose this might not come naturally to me so work on this from my

perspective would help me not get frustrated with this process but also allow me to better understand my team and for them to learn more about their job or even my job for those who want to progress.

**Stephen Hardiman**

What would best support you to fill that need to improve for yourself, and how could you be best supported in achieving this?

**SIRLM 6**

I think some formal classes or workshops would help me pick up the traits I feel I am missing. Being able to learn from others are in the same position would be good. I also feel that working through situations and how different actions from managers can impact the team would help me identify what I do wrong and what I do right. It is very hard to understand this from my current situation and I feel for me to develop I need some support like this. Otherwise how do you know what you are doing is right and if it's not right how am I supposed to know how to fix it?

**Stephen Hardiman**

Is there anything else that would help your leadership development?

**SIRLM 6**

No I feel if those workshops as I sad earlier were in place it would be sufficient enough to help me develop for now. Maybe an addition would be a mentor as a more senior manager for guidance. In the future as things develop I might need others supports but I am not sure what they are now.

**Stephen Hardiman**

So how are current team leads, supervisors and managers coached or mentored and supported to develop as leaders?

**SIRLM 6**

From a Securitas perspective I don't know as I haven't had any coaching or mentoring to be honest. As I said earlier it is something I could of really done with when I started in my new role. I did however have a really good training manager who whether he knew it or not at the time helped me a lot. Just by giving his time to talk through situations allowed me to gauge how he would do things and then see was I way off the mark. It just gave me something to go by and without saying it I used to rely on those chats to try and judge myself in a way.

**Stephen Hardiman**

In your opinion how can a team lead, supervisor or manager help develop the leaders of the future? And what role do you play in it?

**SIRLM 6**

I feel by giving them opportunities to step up and be there to protect them if they fall. The only thing is if the team leads, supervisors or managers haven't got the correct training to be able to do this then it would be very difficult. So I think you need to training them first before allowing them to develop any leaders. What happens if the manager is a bad manager or doesn't know how to get the best out of those around him, he could end up turning someone off wanting to progress because they might not like the way he does things or he may not be doing things correctly. It's important that the supports are in place at all levels and everyone feels confident in developing others. Then we can concentrate on developing effective leaders for the future.

**Stephen Hardiman**

Really appreciate your time today, Thank you.